

**A STUDY ON THE VALIDITY OF LISTENING COMPREHENSION TEST
OF UAN SMA 2004– 2007 BASED ON THE COMPETENCY - BASED
CURRICULUM AND THE COGNITIVE DOMAIN**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

In education, testing is very important to measure student achievement as an indication of progress toward educational objectives set for the students. It is also important to indicate degree of success in some past learning activity. The general considerations that are important in test evaluation are validity, reliability and usability. Gronlund (1985: 56) states the main goal in classroom testing is to provide valid, reliable, and useful information concerning pupil achievement. It is meant that the test measures what is supposed to measure. Besides, it is meant whether the test measures consistently and accurately. In addition, test should be as economic as possible in time and cost.

Nowadays, it can be found many test items which do not fulfill the requirement for a good test. Harris (1979: 13) states that a good test is any test that must be appropriate in terms of the objectives, dependable in the evidence it provides, and applicable to the particular situation. It seems that good test is consistently and accurately measure the learning that to be measured.

Beginning from 2004 academic year, the government uses the Competency-based Curriculum, all of the test items in UAN are designed based on the Competency-based Curriculum. Based on the Indonesian educational system, all of the students of Senior High School (SMA) should pass the National Final Examination (UAN). The UAN consists of the test items of some subjects to measure the achievement of the student learning.

The writer chooses “Content Validity” of Listening test of UAN as the topic of this research. The writer focuses on the content validity of listening comprehension test of UAN, because Content Validity is the most appropriate method to measure the validity of UAN, rather than the other kind method of validity. It is most appropriate because it is measure the appropriateness of test items with the indicators in competency-based curriculum.

The government stated that English test of UAN includes four skills; they are speaking, writing, reading, and listening. In this English test of UAN just tested two skills they are reading and listening because speaking and writing are tested every school differently. The writer chooses Listening Comprehension of English test of UAN because to know the quality of listening comprehension of UAN especially on the content validity that has correlation with the material in curriculum. The question is how far the appropriateness of the material in curriculum with the listening test items in UAN.

UAN as the National test should fulfill the requirement of good test. From the statement above, there is a question whether the English test items of listening comprehension in UAN are really valid or not.

B. Problem Statement

Based on the background of the study, the problems to be answered in this research are as follows:

1. Are the content of the Listening Comprehension of the English test items in UAN 2004 - 2007 valid seen from the Competency-based Curriculum?

2. Are the content of the Listening Comprehension of the English test items in UAN 2004 - 2007 valid seen from the cognitive domain?

C. Objective of the Study

The objectives of this study are as follows:

1. To describe the content validity of Listening Comprehension of the English test items in UAN 2004 - 2007 based on the Competency-based Curriculum.
2. To describe the content validity of Listening Comprehension of the English test items in UAN 2004 - 2007 based on the cognitive domain.

E. Limitation of the Study

This research concerns with the content validity of Listening Comprehension of the English test items in UAN 2004 - 2007 based on the Competency-based Curriculum and the cognitive domain.

F. Benefits of the Study

The writer hopes that this research will give some benefits:

1. The Theoretical benefit

The result of the research can be used the reference for those want to conduct a research of the English test items in UAN especially on Listening Comprehension.

2. Practical benefit

- a. The finding of the research could be some input for further improvement in developing a better quality of the test items.
- b. The teachers have more understanding about the quality of the listening Comprehension of the English test items and used as the formulation of the test.

I. Research Organization

The organization of this research consists of five chapters as follows.

Chapter I is Introduction. It covers the background of the study, problem statement, objective of the study, benefit of the study and research paper organization.

Chapter II is Underlying Theory. It consists of previous study, the notion of language testing, the notion of a good test, the nation of listening, the notion of curriculum and the Competency-based Curriculum, and Bloom Taxonomy.

Chapter III is Research Method. It consists of type of the study, object of the research, data and source data, method of collecting data, and methods of data analysis.

Chapter IV is Research finding and discussion.

Chapter V is Conclusion and suggestion