

CHAPTER I

INTRODUCTION

This chapter focuses on giving an introductory explanation of the research. It presents background of the study, limitation of the study, statements of the problems, objectives of the study, significances of the study and research paper organization.

A. Background of the Study

In the world of education, teaching and testing are the most important and inseparable activities. They are interdependent and interrelated processes. The successful of an educational setting can be shown from the successful of the assessment. That is way assessment is the most important part of educational setting in every teaching and learning process including English. Start from planning, teaching and learning process in the classroom, evaluation, and the last one is assessment. The quality of any assessment in any educational setting results from the quality of the instruments. The test administrators use as a basis of decision making (Anderson & Morgan, 2008: xi). In the context of National Examination in Indonesia, the National Examination results are subsequently used as considerations for quality equality of educational programs, selection of admission to higher education, passing criteria, and decision of giving grants to improve education quality.

On the other hand, reading as one of language skills is practice to understand meaning of texts effectively and comprehensively (Anderson et al, 1985; Nakamoto et al, 2008 in Muamaroh et al, 2018). Reading also can be defined as the process of constructing meaning trough dynamic interaction among readers in written language, in line with the reading situation. It is clear that, reading is an important activity in any language class, not only as the source of information and pleasure but also as a means of consolidating and extending one's knowledge of a language. Patel and Jain (2008:113) state that reading is an active process which consists of recognition and comprehension skill. Among four language skills, reading is the most necessary and important skill (Paul and Bruder, 1982 in Muamaroh et al,

2018). It is mean that reading is an important activity in life with which one can update readers' knowledge. Reading also can improve the learners' vocabularies, grammar and event to understand the content. Reading skill is an important tool for academic success.

Indonesia is one of the countries included in the "expanding circle" where English is used primarily as a foreign language. (Kachru, 1998, in Muamaroh et al, 2018). However, English is the only foreign language that is examined in the Final National Examination for all study programs in senior high school, vocational schools and junior high schools. As a result, some English teachers do not teach students to help them master the language as a means of communication; their only aim in teaching English is to help students pass the English test in their Final National Examination, for which the standard score has been decided by the government. The Final National Examination drives English teachers solely to teach and drill the test to their students in their last year in high school or junior high school (Muamaroh et al, 2018: 10).

Since English is one of the National Standard School Final Examination (NSSFEE) subject, reading test is also tested in the National Standard School Final Examination (NSSFEE) as one part of the test. It comes with other English skills including listening and structure. In brief, testing reading is an important test in testing English.

Considering the above concerns, the instruments, specifically the test items, used as the basis of decision making must meet the criteria of having high quality. It has been publicly assumed that National English Examination lacks some authenticity; given that authenticity is defined as the extent of connection between the characteristics of test tasks and real world tasks. The table of specifications listed in Education National Standard Organization Regulation shows that the examination only covers reading materials and a small portion of writing materials in a multiple-choice test format. This means that the authenticity issue is related to the curriculum content that draws upon the guidelines set by Ministry of Education and Culture. As the aims of teaching and learning process in the English curriculum are to

develop not only reading skills but also listening, speaking, and writing skills, National English Examination that omits the assessment of those skills is claimed to lack authenticity.

National Standard School Final Examination (NSSFE) come together with Computer Based National Examination (CBNE) is conducted as an indicator of the success of national education in Indonesia. The conducting of national examination which requires certain passing grade standard has given fright and burden to students as test-takers. Thus, intensive preparations are commonly taken before the national examination. National Standard School Final Examination (NSSFE) is one of the preparations given to the test-takers in facing the Computer Based National Examination (CBNE). The National Standard School Final Examination (NSSFE) is managed by the Teacher Association (*MGMP*) of each district regionally. The test given in National Standard School Final Examination (NSSFE) is made as similar as possible to real test given in the Computer Based National Examination (CBNE).

Holding firmly onto the arguments above, teachers and other stakeholders start questioning about the quality of National Standard School Final Examination (NSSFE). Particularly, “Is the test instruments of English National Standard School Final Examination (NSSFE) used in MAN 1 Semarang valid?” Therefore, a validation analysis should be done, as a matter of importance and urgency, be conducted to impose quality assurance. It is an ongoing process that should be continuously conducted to build a larger base of evidence. Moreover, validity evidence is always incomplete, it is important to perform a justification of the test use and to direct the research required obtaining a better insight of what the test scores mean and how they can be used in decision making.

Basing on those viewpoints, it is interesting to carry out an inquiry with its main goal to answer the question: To what extent is the test instrument used in English National Standard School Final Examination (NSSFE) in MAN 1 Semarang valid? The roles, the importance, and the issue of authenticity of National Standard School Final Examination (NSSFE) are not discussed in detail as they are beyond the scope of this research. Instead,

the research focus is on the content validity and the item analysis of the 25 multiple-choice test items and 5 essay test items of Senior High School National Standard School Final Examination (NSSFE) of the test in the academic year 2017/2018. Based on the background above, the writer interested to conduct a research related to the topic. It is an analysis of the test evaluation of students with the title: ***“THE VALIDITY ANALYSIS OF READING TEST ITEMS ON NATIONAL STANDARD SCHOOL FINAL EXAMINATION FOR 12th GRADE OF MAN 1 SEMARANG”***.

B. Limitation of the Study

The writer found several problems dealing with the topic. But the writer will limit the study to analyze the validity of the National Standard School Final Examination (NSSFE) instrument of English Subject in MAN 1 Semarang in the Academic Year of 2017/2018, in terms of content validity. That is because these aspects are a key aspect to determine whether the test can be said as a valid test or not.

C. Problem Statements

From the background of the study that has been stated above, can be identified several problems that can be studied:

1. Do the test items of Reading in English National Standard School Final Examination of MAN 1 Semarang match the materials of the syllabus?
2. Do the test items of Reading in English National Standard School Final Examination of MAN 1 Semarang match the expected learning objectives of the syllabus?
3. Do the test items of Reading in English National Standard School Final Examination of MAN 1 Semarang meet the teachers' perception?
4. Do the test items of Reading in English National Standard School Final Examination of MAN 1 Semarang meet the students' perception?

D. Objectives of the Study

Based on the problem statements above, the objectives of the study are formulated as follows:

1. To examine whether the test items of Reading in English National Standard School Final Examination of MAN 1 Semarang match the materials of the syllabus or not.
2. To examine whether the test items of Reading in English National Standard School Final Examination of MAN 1 Semarang match the expected learning objectives of the syllabus or not.
3. To examine whether the test items of Reading in English National Standard School Final Examination of MAN 1 Semarang meet the teachers' perception.
4. To investigate whether the test items of Reading in English National Standard School Final Examination of MAN 1 Semarang meet the students' perception.

E. Significances of the Study

Tests should always adequately mirror the correspondences of the contents, skills and learning outcomes stated in the syllabus. Therefore, the result of the study is hoped to contribute towards:

1. Theoretical Significances
 - a. Assessing whether or not the materials and learning objectives as stated in the syllabus to be tested are adequately mirrored in the test content.
 - b. Gaining a better understanding of the need for a closer relationship between language teaching and testing as far achievement tests practiced in National Examination are concerned.
2. Practical Significances
 - a. For The Researcher

To develop and implement the knowledge that has been gained during the learning of test item analysis to know about the quality of the test which is made, thus that it can be used as a preparation tool which can be used in the world of work in the field of education.

- b. For Other Researchers

This research is expected to be used as a material to conduct further research. Moreover, it can be used for the development of the test item analysis on other subjects.

c. For The Teachers

The results of this study are expected to be an inspire for teachers to conduct an overall test item analysis that can be obtain a good quality of questions and able to give a valid result of student's learning outcome. Moreover, the result of the current study also provided information to the teachers about the difficulties faced by the students in facing the national examination and English learning in general.

F. Thesis Organization

This study was presented in five chapters. The simple explanations about the chapters are as follows:

Chapter one orderly presented background of the study, limitation of the study, statement of the problems, objectives of the study, significances of the study, and research paper organization. Furthermore, it aims at helping the readers easily understood the paper.

In chapter two, it presented a review of the literature related to the problem of the study. It consisted of three sections; those are previous studies in reference whit the current study, theoretical review on reading comprehension, testing and validity, it also deals with the conceptualization between the test items and validity analysis towards a valid reading test item.

Chapter three described the research method used to conduct the study. It explained more about research design, research subject, research objects, data collection method, research instrument, and data analysis technique.

The fourth chapter concerned to the research result and data analysis. This chapter covers data presentation and discussions of the findings. Finally, the fifth chapter consisted of the discussion of the finding and the analysis presented in the chapter four. It is also deals with the conclusion and suggestion. Conclusion deals with the answer of problem statements and the

other findings. Also, this chapter is related to the writer's suggestion for the other searchers and readers. And the last part of this thesis is the bibliography and appendices.