

**AN ANALYSIS OF ENGLISH TEST VALIDITY OF THE FIRST YEAR
OF SMAN 1 PURBALINGGA BASED ON THE SCHOOL-BASED
CURRICULUM AND THE DISTRIBUTION OF THEIR COGNITIVE
LEVEL**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

The teacher's primarily role in the classroom is to teach. Whether she/he succeeds may be ascertained by the intellectual growth and development of his/her pupils. In order to gauge this progress the teacher must institute evaluative techniques. These techniques include oral and informal procedures. All of these procedures aid the teacher in evaluating pupil progress.

In education, goals are identified on the basis of students and society's needs. Evaluation must be done because education is not automatically successful. The core of evaluation is then to evaluate the success of the students which is periodically gathered in terms of the objectives.

Every subject needs an evaluation of the course to measure the student's achievement of the goal that has been thought. Evaluation is important to many facets of school program. Evaluation has two importance, they are to know whether the education plan have been achieved as good as possible, to improve and to intend teaching learning process. It contributes directly to the teaching learning process used in classroom instruction. The main purpose of classroom instruction is to help pupils achieve a set of intended learning outcomes. The main emphasis, then, is the pupil and his or her learning progress. To obtain the accurate information concerning the

student's achievement, the test should be valid, reliable, and usable. Tuckman (1975: 209) in Nurgiyantoro (2001: 98) states that the good of test instrument should be responsible about validity, reliability, and usability. Beside that, he/she also adds the good test must be appropriateness and interpretability. This means determining what is to be measured and defining precisely that the test items should be able to measure what is intended to measure. It also means specifying the achievement domain in such a manner that the sample of test tasks will represent total domain of the achievement.

Test validity refers to the degree to which the test actually measures what it claims to measure. Test validity is also the extent to which inferences, conclusions, and decisions made on the basis of test scores are appropriate and meaningful. The teaching learning process must be appropriate with the goal of education, and the material must be clear pondering a way to achieve a goal. To measure the goal there is need a test to describe and interpret the relevant and representative sample of the pupil achievement domain to be measured. A test is one of the evaluation instruments to describe and measure the education goal achievement. In this case, the validity is very important component.

Validity is the extent to which an instrument really measures what it is supposed to measure. A test can be considered to be valid if it can precisely measure the quality of the test. The knowledge of test validity can help us to tell what we can infer about a person from a score on a test. While Gronlund (1998: 57) states that validity is a matter of degree. We should avoid thinking

of evaluation results as valid or invalid, but we might consider the validity as high validity, moderate validity, and low validity.

A good test is the test that appropriate with the material that have been taught, and the material is develop with the education goal. Basically, a test is to measure the appropriateness between the material and goal. The appropriateness of the test instrument with the goal and the material is one of the validity, which is content validity. Suharsimi (2001: 67) states that a test can be talk as content validity if measure the content specific purpose that balanced with the material or content of lesson has been taught. Content validity is very important in representing student's performance, so the material must be prepare and suitable with the student's need on the curriculum. Like in another school, SMA N I Purbalingga also must have a content validity in whole of the material that will be teach. Because of this case, the content validity must be checked.

The test consists of the test items of some subjects to measure the achievement of the students learning. To measure the test it means that we are checking the validity. The most important validity from the test made by teacher is curricular validity (content validity). For checking content validity, teacher has to formulate constant plan of lesson, specifically and clearly, so every question of the test can be matched with that plan. In this case, Content Validity should relate to: 1) Educational Goal: goals are used primarily in policy making and general program planning. 2) Represent the materials taught in class. 3) General and Specific Instructional Objective: an intended

outcome of instruction that has been stated in general enough term to encompass a set of specific learning outcomes and observable pupil's performance, and 4) Core the level of Cognitive Domain in Objective and Essay tests.

The newest curriculum in Indonesia is the School-Based Curriculum to replace the Competency-Based Curriculum with some change. This change occurs in every lesson that must be taught in every educational level. In every test should fulfill the validity, reliability, and usability. From the statement above, there is a question whether the English test items are really valid, reliable, and usable or not. So the writer will analyze the quality of the English test items in her research paper entitled "AN ANALYSIS OF ENGLISH TEST VALIDITY OF THE FIRST YEAR OF SMAN I PURBALINGGA BASED ON THE SCHOOL-BASED CURRICULUM AND THE DISTRIBUTION OF THEIR COGNITIVE LEVEL".

B. Previous Study

In this study, the writer finds two researchers about the validity of the English test items. The first researcher is Dwi Handayani (2004) has conducted research entitled "The Content Validity of The English Final Test Items In Ebtanas SMU 2000-2002 Based on The 1994 Curriculum and The Distribution of Their Cognitive Level". The results of her experiment shows that the content of English test items in Ebtanas 2000-2002 are not valid seen

from both the objectives on the 1994 curriculum and the distribution of their cognitive level.

The second researcher is Sutinah (2006) in her study entitled “The Content Validity of The English Final Test Items in UAN SMA 2005 Based on Competency-Based Curriculum and The Distribution of Their Cognitive Level”. She reported the English test items in UAN 2005 and the distribution of their cognitive level are not valid.

From the previous study above, it can be seen that their research are different from the writer will do. The writer will evaluate the English test items in the first year students based on the School-Based Curriculum and their cognitive level.

C. Problem of the Study

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

1. Is the content of the English test item of the first year in SMAN I Purbalingga valid seen from the indicators in the School-Based Curriculum?
2. Is the content of the English test item of the first year in SMAN I Purbalingga valid seen from the distribution of their cognitive level?

D. Objectives of the Study

The objectives of the study are as follows:

1. To describe the content validity of English test items of the first year in SMAN I Purbalingga based on the School-Based Curriculum.
2. To describe the content validity of English test items of the first year in SMAN I Purbalingga based on their cognitive level.

E. Limitation of the Study

In analyzing the data, the researcher will only analyze more specifically the content validity of the English test items of the first year in SMAN 1 Purbalingga in academic year 2006/2007. The decision is taken considering the importance of the content validity in every measurement tool and knowing the fact that there are several test items out of the tests is not content validity. This research concerns with the content validity of the English test items of the first year in SMAN I Purbalingga in 2006/2007 academic year based on the School-Based Curriculum and the distribution of their cognitive level.

Each English Semester test consists of 50 items. This study will analyze 100 items in the first semester and the second semester. All of the items are in the form of multiple choices. The study of the test items in the one academic year is to describe the quality of the test items in the first year of SMAN I Purbalingga. This study will use the School-Based Curriculum as the

basis of the analysis. The important parts of the curriculum that will be used for the study are the objective list on reading, speaking, listening and writing.

F. Benefits of the Study

The writer hopes that the research will give some benefits:

1. Practical Benefit

- a. The finding of the research could be same input for further improvement in developing a better quality of the test items.
- b. The finding of the research will be useful for the teachers as a guide to organize, develop, or select the valid English test items for their students in the learning process.

2. The Theoretical Benefit

This research is developed as a starting point to carry out the other research especially on English teaching evaluation.

G. Research Paper Organization

The research paper organization consists of Chapter I until Chapter V. Chapter I is Introduction. It consists of Background of the Study, Previous Study, Problem of the Study, Objective of the Study, Limitation of the Study, benefit of the Study, and Research Paper Organization.

Chapter II is Review of Related Literature. It consists of the Definition of Test, types of Test, Quality, Language Testing, Notion of Curriculum, The School-based Curriculum, and Bloom's Taxonomy.

Chapter III is Research Method. It consists of Type of the Study, Object of the Study, Data and Data Source, Method of Collecting Data, and Technique for Analyzing Data.

Chapter IV is Data Analysis and Discussion.

Chapter V is Conclusion and Suggestion.