

**AN ANALYSIS ON FINAL ENGLISH TEST VALIDITY OF THE
SEVENTH YEAR OF BILINGUAL PROGRAM OF SMPN 2 JEPARA
BASED ON SCHOOL LEVEL - BASED CURRICULUM AND THE
DISTRIBUTION OF COGNITIVE LEVEL IN 2008-2009 ACADEMIC
YEAR**



RESEARCH PAPER

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by

**LISA AMALIA KISWANTANI
A. 320 060 270**

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers can measure their success in teaching and learning by using evaluation techniques. These techniques include oral and written procedures. All of these procedures aid the teacher in evaluating the student's progress. Evaluation should be done because education is not automatically successful. To evaluate and measure the success of teaching and learning process is done when the teachers give the students examination or test which has been matched by the syllabus of the Curriculum itself. The test or evaluation measures the student's success in achieving such language competency and to measure whereas the teaching and learning process successful.

Evaluation is important to do because the teachers will know whether their plan of learning program is successful or not. Evaluation will improve the quality of teaching learning process. Tuckman (1975: 209) in Nurgiyantoro (2001: 98) states that the good test instrument (material) should be responsible about validity, reliability, and practicality.

Validity test is test's ability to measure what must be measured and how well the test measure. The test should provide questions or items that will represent skills which is arranged in the syllabus materials which is made by the teachers and represent the aim of the curriculum itself.

A good test should fulfill the content validity. It means that the test should fulfill the objectives or aim of the curriculum itself. The curriculum that is used in Indonesia now is School Level-based Curriculum. In this curriculum, every school has an authority to develop the curriculum with guidance from government. It purposed to build the teacher's profession and to develop flexible, adaptable and relevant curriculum. Every school may have different School Level-based Curriculum. The tests which are usually made by MGMP or teachers group must be evaluated in order to know whether the test is suitable with the curriculum or not.

Bilingual Program is one of innovation in education which is implemented in Indonesia. It is also called Immersion Program. The teachers must teach by using English not only in English study but also in some lessons, such as Math, Science, and Social study. English is used when the teachers deliver material or lesson and the evaluation or tests.

Bilingual program usually is used in *Rintisan Sekolah Berstandar Internasional / RSBI* or *Sekolah Berstandar Internasional / SBI* School. The difference of bilingual program and regular class is the use of English and curriculum itself.

The researcher will evaluate the final English test items in the first and second semester of seventh year of bilingual program of SMPN 2 Jepara in 2008/2009 Academic year. The researcher will evaluate the test items based on the School Level-based Curriculum and the distribution of their cognitive level. So the title of the research paper is *An Analysis on Final English Test*

Validity of Seventh Year of Bilingual Program of SMPN 2 Jepara Based on School Level – Based Curriculum and the Distribution of Cognitive Level in 2008/2009 Academic Year.

B. Problem Statement

Based on the statements on background study, the writer states the following problems.

1. Is the content of the English test items of the seventh year students of bilingual program of SMPN 2 Jepara valid seen from the indicators in the School Level-based Curriculum?
2. Is the content of the English test items of the seventh year students of bilingual program of SMPN 2 Jepara valid seen from the distribution of their cognitive level?

C. Objective of the Study

In this research, entitled *An Analysis on Final English Test Validity of the Seventh Year of Bilingual Program of SMPN 2 Jepara based on School Level-Based Curriculum and the Distribution of Cognitive Level in 2008/2009 Academic Year*, the writer wants to analyze the validity tests in order to determine whether that test is appropriate or good proportional or not. The objectives of this research are:

1. To describe the content validity of English test items of the seventh year of bilingual program of SMPN 2 Jepara in 2008/2009 academic year based on the School Level-Based Curriculum.
2. To describe the content validity of English test item of the seventh year of bilingual program of SMPN 2 Jepara based on their cognitive level.

D. Limitation of the Study

This research concerns with the content validity of written test of the final English tests in the first semester and second semester based on the School Level - based Curriculum and the distribution of their cognitive level by Bloom's taxonomy.

First semester test consists of 50 items of multiple choice and 5 items of essay. The second semester test consists of 50 items of multiple choices. This study will analyze 100 items of multiple choice and 5 items of essay. The important parts of the curriculum that will be used for the study are the objective lists of Speaking skill, reading skill, and writing skill.

The tests are used to seventh year students of bilingual program in SMP 2 Jepara in 2008/2009 academic year. The tests are made by MGMP for RSBI in Central Java.

E. Benefit of the Study

This research will give some benefits not only for the writer but also for someone else theoretically and practically. There are some benefits of this research:

1. Theoretical Benefit

This research gives additional information dealing with the analysis of validity English test.

2. Practical Benefit

- a. The result of the study could provide the information about the quality or validity of the test based on the School Level-based Curriculum and the distributions of cognitive level. So, the school could increase the validity of their next tests.
- b. The elaboration of this research could be used by the other researcher to conduct a study of the same topic but in different perspectives.

F. Research Paper Organization

There are five chapters in this research paper. Chapter I is introduction. It consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. This chapter describes the previous research and underlying theory. The underlying theory involved the notion of test, function of test, types of test, characteristic of a good test,

language skill, notion of Curriculum, School Level-based Curriculum, and Bloom's taxonomy.

Chapter III is research method. This chapter discusses type of the research, data and data source, object of the study, method of collecting data, technique for analyzing data.

Chapter IV is data analysis and discussion of the finding. This research discusses the content validity of final English test items of the seventh year of bilingual program of SMPN 2 Jepara in 2008/2009 academic year based on the School Level-based Curriculum and the distribution of the cognitive levels.

Chapter V is conclusion and suggestion.