

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Giving a test is one of the tools in teaching process. Testing is conducted to determine whether or not students have mastered all the material given before. The test can be a set of questions or exercises or other tools used to measure skills, knowledge, intelligence, ability, or talents of a person or a group of learners in relation to what they have learnt. Sudijono (2008:67) argues that the test can be a task or series given tasks to an individual or group of individuals, in order to compare their abilities in relation to what they have learnt.

In order to measure accurately students' ability in learning a language, a test must be good test. To make a good test there should be a good planning. It is not an easy work for the teacher to make it because there are some characteristics or requirements that must be fulfilled. The characteristics of a good test include validity, reliability, and practicality. Validity means as "the degree to which a test measures what it claims to be measuring". Reliability is basically an empirical issue focusing on the performance of empirical measures. Practicality is defined as "the relationship between the resources that will be required in the design, development, and use of the test and the resources that will be available for these activities" (Bachman & Palmer 1996 : 36).

Validity is one of general consideration in test evaluation that this is always important. A test can be said valid if the test can measure what to be measured. Very simply, validity is the extent to which a test measures what it is

supposed to measure. The question of validity is raised in the context of content and goals to achieve. By the content, it is meant that all students must have learnt all the material tested. Meanwhile, by goals to achieve, it refers to whether or not every individual item reflects the purpose of learning as stated in the syllabus or lesson plan.

A test is said to have a content validity if its content constitutes a representative sample of the language skills, structures, etc, with which it is meant to be concerned (Hughes 1989; 22). Content validity, sometimes called logical or rational validity, is the estimate of how much a measure represents every single element of a construct. Content validity is often seen as a prerequisite to criterion validity, because it is a good indicator of whether the desired characteristic is measured. If elements of the test are irrelevant to the main construct, then they are measuring something else completely, creating potential deviation. The validity of a test is very important in the overall educational system.

In fact, based on my experience on doing teaching practice in school showed that teacher of English still made incorrect/invalid test items. That test often didn't based on curriculum, syllabus and lesson plan. Many teachers who often make tests didn't measure the validity of the test.

Therefore, the writer intends to conduct a research entitled “**A Study on the Content Validity of English Test Items of Eighth Grade of SMPK Salib Suci Kloangrotat – Sikka in the School Year 2015/2016**”.

1.2. Statement of the Problem

The problem to be answered in this study are :

1. Is the test made by the English teacher of SMPK Salib Suci Kloangrotat – Sikka valid?
2. In what case is it not valid?

1.3. Objective of the Study

The objective of this study are :

1. To know whether the test made by the English teacher of SMPK Salib Suci Kloangrotat – Sikka is valid.
2. To identify in what case it is not valid.

1.4. Significance of the Study

The result of this study can contribute to the following people :

1. To English teachers of SMPK Salib Suci Kloangrotat - Sikka

The information about the test validity is very useful for the English teachers in constructing a good test for their students in SMPK Salib Suci Kloangrotat – Sikka.

2. The Writer

This study helps the writer know more about test constructed in general and how to make a good test in terms of validity in particular?

1.5.Scope and Limitation

A good test must contain three characters such us validity, reliability and practically. There are four types of test validity. They are content validity, construct validity, face validity and criterion- related validity.

This study focused on content validity of the test made by the English teacher of SMPK Salib Suci Kloangrotat – Sikka.

The writer limits the discussion on multiple- choice test items. In this study, the writer analyzed the validity of multiple- choice of English summative test of semester 1 of SMPK Salib Suci Kloangrotat – Sikka in the school year 2015/2016.

1.6. Defenition of Terms

The followings are the terms appearing in the title that should be defined to help readers to understand this study :

1. Validity

Validity is the most important consideration in test evaluation. The concept refers to the appropriateness, meaningfulness, and usefulness of the specific inferences from the test scores. There are some definitions of validity. According to Garret (1964: 30), a test is valid when it measures what it claims to measure. According to Ebel (1972: 436), a test is valid when it “measures what it ought to measure”. And according to Hughes (1995: 22), a test is said to be valid if it measures accurately what it is intended to measure. In the study validity deals with the test constructed by the English teachers of SMPK Salib Suci Kloangrotat - Sikka.

2. Content Validity

Content validity, sometimes called logical or rational validity, is the estimate of how much a measure represents every single element of a construct. Content validity is the extent to which a test adequately samples the universe

or domain of items which it is supposed to measure (Ley,1972 : 174). According to Hughes (1989: 22) a test is said to have content validity if its content constitutes a representative sample of the language skills, structures etc. With which it is meant to be concerned. Content validity in this study is the analysis of a content of the test constructed by the English teachers of SMPK Salib Suci Kloangrotat - Sikka.

3. Test

A test is one of the comprehensive, systematic, and objective evaluation procedures that can be used as a basis for decision making in the process of teaching done by the teacher (Norman cited in Djaali and Muljono 2008: 7).

4. Summative test

Summative test is settled as one of the most important aspects that can be used as the tools of evaluation to measure the students ability whether the students have achieved the learning target or not (Gronlund Norman ; 1968). Summative test will become the standing point of student ability in English so this test will be very important to be analyzed. Because if the test isn't valid we can say that the test can not used as the tools of measurement.

5. SMPK Salib Suci Kloangrotat - Sikka

SMPK Salib Suci Kloangrotat is one of the private schools in Kloangrotat. It is the same level as the junior high school. It is located in Sikka regency.