

**AN ANALYSIS OF SUMMATIVE SCHOOL TEST VALIDITY AND THE
DISTRIBUTION OF THE TEST ITEMS IN COGNITIVE LEVEL BASED
ON ENGLISH SCHOOL SYLLABUS**

(A Case Study of a Public School in Palembang)

A Thesis

by

Padila Prima Nanda

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English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDERALAYA

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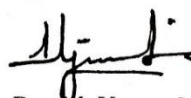
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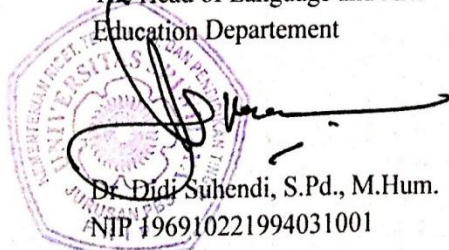
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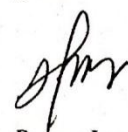
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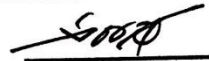
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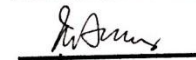
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Inderalaya, March 2018

The Undersigned,



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DEDICATION

This thesis is dedicated to:

- My beloved parents, Parizal Taib, S.Pd. and Romla, my aunty, Mama, my uncle, Papa.
- My classmates; Ses Ira, Michele, Ocha, Emmel, Rany, Prima, Feni, SEESPA 2014.

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ABSTRACT

This study is aimed at finding out (1) the content validity of school summative English test used in a public school Palembang (2) the distribution of cognitive level of the summative test used in a public school Palembang (3) the percentage of the test items represent the targeted indicators as stated in English syllabus. This study used descriptive qualitative analysis design. There were three English summative test papers being analyzed. The results showed that the English summative test of a public school Palembang at odd semester 2016/2017 falls into 56,25% it attained a sufficient level of validity. The percentage of English summative test at even semester 2016/2017 falls into 27,8% which attained bad level of validity. Furthermore, English summative test at odd semester 2017/2018 percentage falls into 93,8% and it attained a good level of validity. In other words, the three English summative school test had a different content validity. Only the latest English summative school test reach a good content validity because the test items almost represent all of the indicators that should be covered.

Keywords: *summative test validity, content validity, cognitive level, and school syllabus.*

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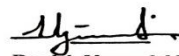
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CHAPTER I

INTRODUCTION

This chapter presents: (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (5) the significance of the study.

1.1. Background of the Study

English has been an international language which is in some countries as a first language or a second language (Hamer, 1991). Besides, English is studied at schools in Indonesia from middle level of education up to university because the aim of teaching English in Indonesia is to build up the skill of communication especially in written form and oral form. It is stated in UU No. 20, 2003 that English subject is an adaptative subject whose purpose is to give communication skill of English to students on certain level and major whether it is written or spoken. In addition, in National Examination (UN) English has been one of the subjects at school which is tested.

Morover, English subject is significant for students of SMP and SMA. English subject in SMP or middle level is to develop independent thinking, open mindedness and confidence when handling new ideas or situation (Badan Standar National Pendidikan, 2006). In SMA or senior high school, English subject has aimed to expand competence in written form or oral form for achieving informational literacy, to develop a conviction about the concerns of English in increasing the feeling of competitive, and to present an understanding for the students about a relation between language and culture (Badan Standar National Pendidikan, 2006). Therefore, SMP and SMA students need English to achieve the minimum criteria of mastery learning of English subject.

Regarding to the importance of English, in education, one of the notable area which should be paid attention to is evaluation. Grondlund (1981) states evaluation may be defined as the systematic process of collecting, analyzing, and

interpreting information, to specify the level to which graders are achieving the goals. It is considered that teaching and evaluation cannot be separated. Clearly, for a teacher, evaluation serves some information to the teaching and learning process. The teacher needs to measure the students' ability in acquiring English. The teaching implementation completely includes evaluation as the way to get feedback from the teaching process which is done. Therefore, the development and implementation of a good test are suitable with principles which exist, so the teacher needs to lead the evaluation or test.

Evaluation is a process of determining the level to which instructional aims are achieved by the grader (Linn & Gronlund, 1995, p.5). There are two notable aspects of this definition. The first, evaluation implies a process, which differs from graders in casual uncontrolled observation. Second, evaluation regards that instructional aims have been identified previously. It is difficult to judge clearly the nature and learning level of the grader without previously determined aims. Furthermore, Arikunto (2009) states that the evaluation is a measuring and evaluating activities. So, in the teaching and learning process, evaluation becomes an important aspect in which the teachers judge all aspects, such as: the objectives, the methods, the techniques, and the materials of the school and it has a broader scope, measuring and testing. Teachers could know whether the students achieve the goal of education or not by giving evaluation. Indeed, evaluation shows how well students achieve the materials given after the teaching and learning process. Evaluation will be very helpful to make judgements of the grader either about overall achievement or about progress in achieving the goals.

In general, tests are divided into some kinds: such as: placement test, formative test, diagnostic test, and summative test. Yet, a test which is used to measure the achievement of the students at the end of the semester is named "summative test". A summative test is a test to evaluate the comprehension of the students about what they have learnt and is usually held at the end of a course. Referring to Wood (2005, p.25) a summative test is a test that measures what a student has learnt at the end of a course in sum total. A summative test is very important because it will help the

teacher to know the result of the teaching and learning process or to find out the learning growth at the end of the study. Summative test can serve as a guide to improve teaching methods from year to year. Based on the result of summative test, teacher can find out weak areas where the result is steadily low and the student be motivated to put more effort for their studies. After all it is not easy for the teacher to make test item because the teachers have to lay down criteria which the test can be measure, validity, reliability, comprehensiveness, and practicality (Brown, 2004). In this research, the writer only focuses on the validity of the test.

Mary and Shake (1983) state in the total program of foreign language testing the test validity is the most crucial factor to be judged. A test is called valid when it measures effectively what it is supposed to measure, whether it is aptitude, proficiency, or achievement in the language. Validity is the level to which inferences made from assessment results are meaningful, appropriate and useful in terms of the purpose of the assessment (Gronlund, in Brown, 2004, p.185). Every test, whether it is in formal classroom test or a public examination, should be as valid as the construction can make it. The test must aim to provide a true measure of the particular skill which it is intended to measure from what the students have learnt in the classroom.

A test called valid if it covers all of the four specifications. They are face, content, construct, and criterion related validity, but the most primary concern is the content validity of the test. Content validity measures whether the items on the test are relevant and represent the content have been designed to measure (Heaton, 1998, p.90). Therefore, to know the content validity of a test, the teacher should look the content standard (SI) which is reflected in syllabus.

The test maker should give more attention to the content validity in arranging a test. Arranging a test should be established upon the curriculum and syllabus (Khodirin, 2013). So that, the writer assumes that if the test has confirmed to the syllabus, it has a good content validity. Syllabus, is a certain plan

of what will be taught and a teacher realize in the classroom activities. A syllabus is made based on school program and degree of the students (Badan Standar Nasional Pendidikan, 2006). Alongside, syllabus's content should be appropriate with the condition of the students and relevant to classroom's situation. It is required for teacher to put in the sort of student learning experiences, and the syllabus' material.

However, in planning the test, some teachers are quite familiar with the content that they take in during teaching and large aspects, but some teacher-constructed tests have a low content validity, because it is not easy for the teacher construct a good test (Fitriyanti, 2014). When it comes to English tests at public junior high school that not all of the content standards are available and suitable with their cognitive level, they may lack satisfy content validity when used in a some situation even some tests are very well constructed. Necessarily, the test items should suit with students' cognitive level. So, they can answer it well based on their knowledge and what they have already learnt in the classroom.

Based on the writer's and friend's have studied in the Language Testing subject, they found that in the summative test of some Senior and Junior High School in Palembang and Inderalaya have some inadequancies mainly in the content of; the type of texts, the indicators, and the theme. This means, the test has a low content validity. Therefore, the test is made not appropriate to measure the students' ability. As long as Azizah (2010) found out in summative test at MAN Trenggalek in the academic year 2009/2010 there is not valid in content of test items because from the four skills language incompletely. The presentment of some test items in the test is low. Based on the material in syllabus, there are some material, which are not in the test items and some material in the test items does not take from syllabus. The content validity and reliability in this test is far to be called as a valid test.

More than two months, the writer has teaching practice (P4) in a public school Palembang. During those experiences, the result of students' English mid

term test showed that most of nine grade students' score were not reached the minimum criteria of mastery learning. The level of test items given looks suitable with the level of the students and not too hard for their level. The writer emphasized that she wanted to know the validity of summative English test items administered by a public school Palembang is relevant to the English syllabus used by the school or not. Due to the importance of a test, a test must have a content validity, the writer wants to discover whether the test items are suitable on students' level, and material used have been learnt by the students or not. The summative test is named: "Ujian Semester Gazal 2016 Tahun Pelajaran 2016/2017, Ujian Semester Genap Tahun Pelajaran 2016/2017 and Ujian Semester Ganjil 2017 Tahun Pelajaran 2017/2018" as a comparison.

Based on the reasons above, the writer is fascinated to conduct a research entitled: "An Analysis of Summative School Test Validity and The Distribution of the Test Items in Cognitive Level Based on English School Syllabus (A Case Study of A Public School Palembang)".

1.2 Problems of the Study

According to the background of the study, the problems of the study are formulated into the following questions:

1. What is the content validity of school summative English test used in SMP Negeri 18 Palembang?
2. How is the distribution of cognitive level of the summative test used in SMP Negeri 18 Palembang?
3. How many percents of the test items represent the targeted indicators as stated in English syllabus?

1.3 Objectives of the Study

Based on the problems mentioned above, the objectives of the study are:

1. to find out the content validity of school summative English test used in SMP Negeri 18 Palembang.

2. to find out the distribution of cognitive level of the summative test used in SMP Negeri 18 Palembang.
3. to find out how many percent of the test items represent the targeted indicators as stated in English syllabus.

1.4 Significance of the Study

It is expected that this study is beneficial for the following parties: teachers, students, other researchers, and the writer. From this study, hopefully that the teacher in SMP could increase their knowledge about how to make a good test. So, they can create a good test in the end of teaching and learning process and they will get useful information about students' cognitive level. The information will help the teachers to design effective test and test items based on the students' cognitive level. The findings from this research can also be used to help students who will be future teachers of English to know how to make a good test that suitable with the curriculum also with their students in the future. It is very important to ensure that they could know and could make suitable test items so that they will have competency when they become teachers. This study is perhaps could give more insight and findings to the general understanding of validity of school summative English test and students' cognitive level for the other researchers that would like to do the same or similar topic with this study. Finally, for the writer herself, this study could be another experience to gain her knowledge about a good summative test that is used to evaluate in the result of teaching and learning and to conduct educational research.

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