

CHAPTER I

INTRODUCTION

In this chapter, the writer discussed introduction that consist of background of the study, problems of the study, objectives of the study, significance of the study, Variables of the study, scope of the study, definition of key terms, and framework of the study.

A. Background of the Study

English is one of the most important languages in the world. It can be said that English has been the most important language. It is because English is the only language that truly links the whole world together. It can be used as a language in any part of the world. This is because at least a few people in each locality would know the language.¹

Learning English is becoming important thing for people to be more competitive in all aspects of life such as education, technology, social and culture. As an international language, English has gained the popularity all over of the world including Indonesia. The Indonesian government has acknowledged the important of English by putting into the education. English is becomes as one of compulsory subject at many schools in Indonesia. The national education department decides that Indonesian students must have the competence of

¹ David Prakash Kumar, *The Importance of English Language*, 2009, (Online), (<http://www.saching.com/Article/The-Importance-of-English-Language-3556>, accessed May 9th, 2013)

understanding and expressing information, ideas, feeling, and developing science, technology, and culture in English.²

In English subject, evaluation cannot be separated from teaching learning activity. Learning activity in teaching learning that is held using teaching material and exercise chosen and arranged carefully in order that learning purpose can be reach beside on the concept. The effort to definite the achievement of learning purpose is done by holding a series of evaluation of learning result that has been held for temporary time based on the plan.

Evaluation in learning activity is the effort of collecting information about learning activity as the bases to create some decision. The result of evaluation is a feedback for the first component in teaching learning purpose. The level of successful learning indicates the identification and teaching learning purpose do not be appropriate with the real phenomenon. In this case, repeatedly investigation of necessity and purposing concept needed to be done based on the result of evaluation that less of satisfaction. This case shows that result of evaluation is also the material to evaluate and reinvestigate of the purposing concept of learning.³

In teaching learning process to evaluate students' progress the teacher uses a test as an instrument. By the test, the teacher can monitor students leaning and diagnose srtengths and weaknesses their students. "a test is a device for sampling

²Endang Fauziati, *Teaching of English as a Foreign Language*, Surakarta: Muh Amir Press, 2002, p. 169

³ M. Soenardi Djiwandono, *Tes Bahasa.Cet. 1*. Malang: PT Indeks, 2008. P. 8

behavior or performance related to the skill, competencies, attitudes, or other characteristics of people”.⁴

It means both testing and teaching must be interrelated. Therefore, teacher must be good in teaching and constructing a good test as well. A good test is basic thing that is really needed in evaluating the teaching learning process.

Based on organization, test divided in two parts. There are standardized test and teacher made test. Based on the reason, the writer knew the quality of summative test made by the English teacher. So, the writer researched the study entitled “**The Quality of Summative Test at the Tenth Grade Made by the English Teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya**”. Through this study, the writer knew whether or not the summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya have fulfilled the criteria of a good test.

B. Problem of the Study

Based on the background of the study above the problems of the study are follows:

1. Is the quality of summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya valid?
2. Is the quality of summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya reliable?

⁴ Tuckman in Melya Oktarini, “*The Quality of English Summative Test Made by the English teacher of SMP Kristen Palangka Raya*”, *Skripsi*, Palangka Raya: Universitas Palangka Raya, 2007, p. 1

3. Does the summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya meet the quality of index difficulty?
4. Does the summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya meet the quality of effectiveness of distracter?
5. Does the summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya meet the quality of multiple choices?
6. How the summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya is made?
7. What are the sources used by the English teacher in making summative test?
8. What does the English teacher used the sources?

C. Objective of the Study

Based on the background of the study above, the objectives of the study are follows:

1. To measure the validity of summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya.
2. To measure the reliability of summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya.

3. To measure the index difficulty of summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya.
4. To measure the effectiveness of distracter of summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya.
5. To find the multiple choice quality of summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya.
6. To know how the summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya is made.
7. To know what are the sources used by the English teacher at the tenth grade of SMK Kesehatan Borneo Bhakti Husada Palangka Raya.
8. To know the reason' teacher why used the sources in making summative test at the tenth grade of SMK Kesehatan Borneo Bhakti Husada Palangka Raya.

D. Significances of the Study

This study is aimed to investigate the quality of summative test at the tenth grade made by the English teacher. The study has two significances; the first is theoretical significance and the second is practical significance.

Theoretically, the result of this study can give contribution to generate and strengthen the theories about language testing, especially for the English teacher.

Practically, it is expected to describe the real quality of summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya

E. Variables of the Study

Variable is indication that has been researched by researched. Variable as the attribute of a group of people or the object that have various among them.⁵

The variable of this study is the features of the quality of summative test at the tenth grade made by the English teacher of SMK Kesehatan Borneo Bhakti Husada Palangka Raya

Which consist of the following:

1. The validity and reliability of the English summative test.
2. Index difficulty of English summative test.
3. The effectiveness of distracter options of English summative test.
4. The quality of multiple choice test.

F. Scope of the Study

The study focuses on summative test made by the English teacher. In this study, the writer researched the English summative test at the tenth grade made by the English teacher at SMK Kesehatan Borneo Bhakti Husada Palangka Raya.

⁵ Sugiono, *Statistika Untuk Penelitian*, Bandung: Alfabeta, 2004, P. 2

G. Definition of Key Terms

1. Quality

Quality is standard of goodness.⁶ In this study, the aim of quality is the standard of goodness about the summative test made by the English teacher.

2. Summative test

Assessment of learning and summarizes the development of learners at a particular time. After a period of work, eg.a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score. The test aimed to summarize learning up to the point.⁷

3. Teacher made test

Test made by the teacher is a test made by the teachers for assessing the student. This test especially in test result of learning and usually valid for one school, even sometimes for only one class.⁸

⁶ A S Homby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University.

⁷ Glickman, Gordon and Ross-Gordon, *Supervision and instructional leadership: a developmental approach*, Allyn and Bacon, Boston, MA. 2009

⁸ Slameto, *Evaluasi Pendidikan*. Cet.2. Jakarta: Sinar Grafika Offset, 2001, p. 32.

H. Framework of the Study

The frameworks of the discussion of the study are:

- Chapter I : Introduction which consists of background of the study, problems of the study, objectives of the study, significances of the study, variables of the study scope and limitation, the definition of key terms, and frame work of the discussion.
- Chapter II : Review of related literature which consists of the previous study, the nature of language testing, the kinds of test, the fuction of the test criteria of good test, and the principles of
- Chapter III : making multiple choice items.
Research method which consists of research type, research design, place and time of the study, population and sample,
- Chapter IV : research instrument, data collecting technique, and data collecting procedure.
- Chapter V : Data presentation and its finding, it consisted of data presentation and research finding related to the research problem and discussion.
Closing, it consisted of conclusion and suggestion.