

## **CHAPTER I**

### **INTRODUCTION**

This chapter explain about an introduction that consist of the background of the study, previous study, problem of the study, delimitation of the study, assumption of the study, objective of the study, significance of the study, operational definition, frame of discussion.

#### **A. Background of the Study**

In Indonesia, English is a foreign language. It is a major subject which functions as a tool in developing students' knowledge and skills in science, technology, culture, and art field that enables students to be more diligent. There are four major skills in learning English. They are listening, reading, speaking and writing. In order to conduct an effective Teaching Learning Process (TLP), there are some matters that should be paid attention, such as the teacher, curriculum, syllabus, method, facility, test, etc. Test is one of the matters that will be focused in this study.

In the TLP, teachers have to conduct testing. Testing and teaching are closely interrelated to each other because the success of teaching cannot be measured and known without conducting a test. So if it is related to the TLP, it means that test is an instrument or procedure used to measure the students' ability, to diagnose the students' weaknesses, to get educational decision, etc., depending on the kinds of test conducted.

In line with this study, the writer is interested to analyze reliability and validity of English summative tests made by the English teacher for the second

semester of the second grade of SMA Muhammadiyah 1 Palangka Raya. Logically, the summative test is closely interrelated to the formative test. It is because the summative test is conducted after all units finish given by the teacher. If it is related to the meaning of formative test that is given after every one unit finished, it means that the summative test includes some formative tests. In the other words, before conducting the summative test, the teacher gives some formative tests to the students. Based on Suharsimi “the summative test is used to get educational decision”. Educational decision means the students can pass or fail in mastering the material. The summative test is interrelated to the formative test because the subjects in the summative test are including all units or lessons which are tested in the formative test.<sup>1</sup>

Arikunto stated that “A test is valid if it measures what it purpose to measure. Based on J. B. Heaton “the validity of a test is the extent to which it measure what it is supposed to measure nothing else”. Tuckman stated, “Test validity refers to whether a test measures what we intend it to measure”. J. B. Heaton stated “Reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument”.

The reason the writer take this title is first observation the writer ask to the teacher students’ score and the students have good score, so the writer want to know how the teacher make a good test. The writer is willing to conduct a study in a school. It is very potential because the result of the study may help the English teachers of the school to construct a good test based on the

---

characteristics of a good test. By giving a good test, the students have an opportunity to get a good quality in learning. In this study, the writer used the concept of the characteristics of a good test. The writer will study one English summative test which conducted for the second semester of the second grade of SMA Muhammadiyah 1 Palangka Raya.

The writer take this research at senior high school of Muhammadiyah 1 Palangka Raya. It is known that the teacher have many experience in teaching learning process and teaching learning strategy and SMA Muhammadiyah 1 Palangka Raya used School-Based Curriculum or *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*). *KTSP* is a curriculum targeted by the government started from 2006 replacing the *KBK* (*Kurikulum Berbasis Kompetensi*) targeted by the government in 2004. In *KTSP*, the government allows the teachers or the members of committee of each school to arrange and improve the curriculum or syllabus by themselves under the coordination from the government. The government gives guidance to approve the curriculum and the syllabus. If it is related to the test, test is to measure the success of the material in curriculum and syllabus that has been reached.

A good test should be valid and reliable. Valid means that the test measures what it is intended to measure. The test should measure what the teacher wants to measure. For example, if the teacher wants to measure the speaking ability, the teacher should give the test in form of oral test, not giving text to read or recording to listen. While reliable refers to the consistency of score. It means that if the teacher or tester gives the test repeatedly, the result

should be approximately the same. Therefore, the writer would like to know the validity and the reliability of the English summative test made by the English teacher for the second semester of the second grade of SMA Muhammadiyah 1 Palangka Raya.

## **B. Previous Study**

There are studies done by the researchers related to topic. The first is Agustito ( 2012 ) from University of Palangka Raya entitled *An Analysis of English National Final Examination ( UN ) for Junior High School in Kurun Viewed From School Based Curriculum ( KTSP )*. The result of the study showed that English National Examination for junior high school is based on the Competence Standard and Basic Competence, there is neither Listening and Speaking skill were tested in writing forms.<sup>2</sup>

Next research is Aris Sugianto ( 2013 ) from University of Palangka Raya entitled *An Analysis Validity and Reliability of English National Final Examination for Junior High School Conduct in SMPN 2 Palangka Raya*. The result of the study showed that English national final examination is all of item 100% valid and reliable. In this study the writer analyzed the validity ( content and construct validity ) and the reliability of the English national final examination 2012 for junior high school. The data needed in this study were

---

<sup>2</sup> Agustito, *An Analysis of English National Final Examination ( UN ) for Junior High School in Kurun Viewed From School Based Curriculum ( KTSP )*, Paalangka Raya: University of Palangka Raya, 2012, p. 76.

questions sheet, students' answer sheet and curriculum and syllabus of SMPN 2 Palangka Raya.<sup>3</sup>

The third research is Ronna Karasih from University of Palangka Raya entitled *An Analysis on The Questions In Teaching Speaking Skill in SMAN 6 Palangka Raya*. The result of the study showed that the teacher of English used 106 open questions and 104 closed questions during teaching speaking skill. The most effective question to engage the student during teaching speaking skill is open questions. The counting length of utterance in words of relevant response from the students toward the questions were in range from 6-8 words.<sup>4</sup>

### **C. Problem of the Study**

Based on the title of the study, the problem that has to be answered by this study is:

1. Is the English summative test for the second semester of the second grade of SMA Muhammadiyah 1 Palangka Raya reliable?
2. Is the English summative test for the second semester of the second grade of SMA Muhammadiyah 1 Palangka Raya valid?
3. Why does the English summative test valid?

### **D. Delimitation of the Study**

The study belongs to descriptive study. This study is conducted to analyze valid and reliable of English summative test for the second semester of the second grade of SMA Muhammadiyah 1 Palangka Raya. So, the results cannot

---

<sup>3</sup> Aris Sugianto, *An Analysis Validity and Reliability of English National Final Examination for Junior High School Conduct in SMPN 2 Palangka Raya*, Palangka Raya: 2013, p.29.

<sup>4</sup> Ronna Karasih, *An Analysis on The Questions In Teaching Speaking Skill in SMAN 6 Palangka Raya*: Palangka Raya: 2013.

be generalized to the other summative tests either for all summative test of SMA Muhammadiyah 1 Palangka Raya..

The writer delimits this study on the category of validity and the reliability of the English summative test of SMA Muhammadiyah 1 Palangka Raya. The categories of validity that analyzed are logical and empirical validity. The focus of the study is an English summative test for the second semester of the second grade of SMA Muhammadiyah 1 Palangka Raya.

#### **E. Assumption of The Study**

The writer assumes English summative test made by English teacher is guess there are some of items is valid and not valid. Maybe there are 10 items not valid and 40 items valid from 50 items. English summative test made by English teacher is reliable.

#### **F. Objective of the Study**

The objective of the study is to analyze the English summative test for the second semester of the second grade of SMA Muhammadiyah 1 Palangka Raya. It will be analyzed by measuring:

1. The reliability of the English summative test for the second semester of the second grade of SMA Muhammadiyah 1 Palangka Raya.
2. The validity of the English summative test for the first semester of the second grade of SMA Muhammadiyah 1 Palangka Raya.
3. To know the English summative test valid.

### **G. Significance of The Study**

This study significant for the teachers of SMA Muhammadiyah 1 Palangka Raya as it will be the matter to improve the knowledge of theory and practice especially about the validity and the reliability of the test. This study is also expected to inform them in constructing a good test. While the significance for the students, through this study which is the teacher be motivated to construct a good test, it means that they will have an opportunity to get a good test from the teacher.

### **H. Variable of the Study**

1. Independent Variable (X) Independent variable is a stimulus variable or input that affects behavior (of dependent variable). In the context of this research, the independent variable (X) English summative test made by the English teacher.
2. Dependent Variable (Y) Dependent variable is a response variable or output. In the context of this research, the dependent variable (Y) is an analysis of reliability and validity.

### **I. Operational Definition**

In order to avoid misunderstanding in this study, the writer needs to clarify some terms that are used in the title. They are as follows.

- a. Analysis : arranging, classifying, interpreting the collected data, then the data described. The validity and the reliability of the data focused to be analyzed.

- b. Summative test: the test which is conducted after all units finished. Usually it is conducted in the end of semester.
- c. SMA Muhammadiyah 1 Palangka Raya: a private Senior High school in Palangka Raya, the capital of Central Kalimantan Province where the writer take data for the need of this study.
- d. Validity : that is given should be valid. Valid test means the test can really measure what it is intended to measure, not else. For example, if the teacher would like to measure speaking ability of the students, so the teacher should give question orally and the students should also answer orally. Arikunto stated that “A test is valid if it measures what it purpose to measure.
- e. Reliability: one of important characteristics of a good test is reliability. Reliability refers to the consistency of a measure. A test is considered reliable if we get the same result repeatedly. For example, if a test is designed to measure English ability, the results should be approximately the same. Unfortunately, it is impossible to calculate reliability exactly, but there several different ways to estimate reliability.

## **J. Frame of Discussion**

The framework of the discussion of this study could be drawn as follow:

Chapter I explain about an introduction that consist of the background of the study, previous study, problem of the study, delimitation of the study, assumption of the study, objective of the study, significance of the study, operational definition, frame of discussion.



Chapter II is review of test, reliability and validity. The chapter begins with the definition of test, the kind of test, the function of test, reliability, validity, item analysis, multiple choice items, curriculum and syllabus.

Chapter III is research method consist of research type, research design, place of the study, subject and object, research instrument, data collection, data analysis.

Chapter IV is result of the study are description of the data, result of the data analysis.

Chapter V is discussion.

Chapter VI is closure consist of conclusion and suggestion.