

CHAPTER V

DISCUSSION

This chapter discuss about reliability, validity, English summative test valid and item analysis.

A. Reliability

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 result of the analysis using KR20 showed that the reliability 0,72 ($r_{11} > 0,70$ = reliable). So, based on J. B. Heaton stated and result analysis summative test made by the English teacher is appropriate. 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.

B. Validity

1. Logical Validity

1) Content Validity

Content validity is valid because summative test made by the English teacher appropriate with material in the book, syllabus and curriculum. According to J. B. Heaton “this kind of validity depends on a careful analysis of the language being tested and of the particular course objectives” So, based on J. B. Heaton stated and result analysis content validity is appropriate. Because summative test made by the English teacher appropriate with theory in the book, standard of

competence, basic competence, indicator in the curriculum and syllabus.

2) Construct Validity

Construct validity is valid because summative test made by the English teacher appropriate with basic competence and indicator in the curriculum and syllabus. Based on Riduan “if a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning”. Construct validity refers to the practical tests developed from a theory: Based on J. B. Heaton “if a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning”. So, based on J. B. Heaton stated and result analysis construct validity is appropriate. Because summative test made by the English teacher appropriate with theory in the book, standard of competence, basic competence, indicator in the curriculum and syllabus.

C. English Summative Test Valid

According to Cronbach,” how well a test or evaluative technique does the job that it is employed to do”. 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”.

The result of the analysis using correlation product moment showed that the empirical validity there are 34 items is invalid and only 16 items valid from 50 items. If $r_{hitung} \geq r_{table 5\%} = \text{Valid}$ $r_{hitung} \leq r_{table 5\%} = \text{Invalid}$. So, based on Cronbach, Heaton, Tuckman stated and result analysis not appropriate because empirical validity only 16 items valid. English summative test made by the English teacher not measure what purpose to measure.

D. Item Analysis

Item analysis should be examined from the point of view of (1) level of difficulty (2) level of discrimination (3) function distracters.

1) Level of difficulty

According to Sumadi Suryabrata “more educate level of difficulty is a price index of difficult is the transformation Z, the proportion of correct answer to the raw score”. Based on J. B. Heaton “the index of difficulty of an item simply shows how easy or difficult the particular item proved in the test”.

Result item analysis using level of difficulty to know summative test made by the English teacher have level of difficulty. Easy= 19 items (38%), medium= 22 items (44%), difficult = 9 items (18%). the teacher make English summative test must have level of difficulty average $p = 0,30$ to $0,70$ (medium), must have level of discrimination average $D = 0,40$ to $0,70$ (good), and function distracters all of items is functioning and acceptable.

2) Level of discrimination

According to Mulyasa, “first stage to calculate the level of discrimination is to determine the upper and lower groups. Generally the test experts divide this group into 27% or 33% upper group and 27% or 33% lower group” Result item analysis using level of discrimination to know summative test made by the English teacher have level of discrimination. Poor = 30 items (60%), satisfactory = 9 items (18%), good = 11 items (22%).

Based on Mulyasa and result analysis level of discrimination is different because test expert divide this group into 27% upper and lower group. Divide into 27% if the student follow the test more than 100 students. In this research only 40 students.

3) Analysis distracters

According to Gito Supriadi “ Analysis distracters there are key answer and incorrect options”. Result analysis distracter show there are 36 items functioning and acceptable, and there are 14 items not functioning and reject. So, based on Gito Supriadi stted and resul analysis is appropriate.