

**THE CONTENT VALIDITY OF THE ENGLISH SUMMATIVE TEST OF THE
EIGHTH GRADE STUDENTS OF THE FIRST SEMESTER
OF MTs NEGERI 29 EAST JAKARTA IN THE 2014/2015 ACADEMIC YEAR**

A PAPER

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ABSTRACT

Yuliana Fatiraningrum. NIM: 1101065108. *The Content Validity of the English Summative Test of the Eight Grade Students of the First Semester of MTs Negeri 29 East Jakarta in the 2014/2015 Academic Year.* A Paper, Jakarta: The Study Programme of English Education. The School of Teacher Training and Education. The University of Muhammadiyah Prof. DR. HAMKA, 2016.

The objective of the study is to figure out the answer of the question of the study whether or not the English summative test contents for the eighth grade students of MTs Negeri 29 East Jakarta of the first semesters in the 2014/2015 academic year are in line with English syllabus of School-Based Curriculum. The method carried out in this research is kind of content analysis. It is recognized as a descriptive-comparative analysis.

The writer elaborated the content described in the KTSP (*Kurikulum Tingkat Satuan Pendidikan*) Junior High School Curriculum of first year students and compared them to the item test developed in the summative test.

From the analysis, the content validity the English summative test for the eighth grade of the first semester academic year 2014/2015 at MTs Negeri 29 East Jakarta did not have good content validity. The averages of the concordance of the percentage of the reading skill objective are 82%. Meanwhile, the percentages of materials are 48%, and the percentages of writing skill objective are 18% and materials are 52 %.

Keywords: Evaluation, test, kind of tests, validity, content validity.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Evaluation is a part of teaching and learning process. Evaluation of learning process can help the teachers to establish whether the curriculum goals are realistic, and how far the teachers are being attained, as well as exploring other forms of learning. Through evaluation, teachers are able to know their pupils' achievement in the instructional objectives.

Evaluation gives students feedback to their strength and weakness in learning. It should encourage students to improve and to increase motivation in learning as well process. Arikunto states, "*Evaluasi atau menilai adalah mengambil suatu keputusan terhadap sesuatu dengan ukuran baik buruk.*"¹ Based on this statement, the teachers use evaluation for process of gathering information and judging the students' success after in learning completed.

The process of evaluation needs an instrument. One of the instruments is a test. A test is a tool to measure students' achievement in learning process. Since the test is used to investigate the students' achievement in learning process, the teachers must create a good test. A

¹ Suharsimi Arikunto. 2009. *Dasar – Dasar Evaluasi Pendidikan*. Edisi Revisi. Jakarta: Bumi Aksara. P.3.

good test is categorized as a good test if the test considers three main attributes. According to Lyman, “When evaluating a test, we need to consider three main attributes: validity, reliability, usability.”² Validity refers to the ability of the test, reliability gives dependable or consistent scores, and usability includes all particle factors of test.

One of the criteria of a good test is validity. All good testing practices support validity because the test is valid to the degree that it accurately measures. According to Hopkins and Antes,

“There are three points when establishing the degree of validity for a test; validity is specific to some particular use, validity is a matters of degree and does not exist on all-or-nothing basis, and validity pertains to the result of test and is only directly related to the instrument itself.”³

It means validity has concepts referring to appropriateness of meaning and usefulness of the specific inferences made form the score of the test.

To know whether or not the test is valid, validity has criterion to measure evidence to support the validity of an interpretation, Reynolds, Livingstone, Willson stated, “Validity as three types, content validity, criterion validity, and construct validity”.⁴ The types of validity are important for the teacher in making test and for selection of psychological standardized of test.

² Howard B. Lyman. 1998. *Test Scores and What They Mean*. Sixth Edition. Needham: A Viacom Company. p.9

³ Charles D Hopkins and Richard L. Antes. 1985. *Classroom Measurement and Evaluation*. Itasca, Illinions : F.E Peacock Publisher. Inc. P.328.

⁴ Cecil R. Reynolds, Ronald B. Livingston, Victor Willson. 2010. *Measurement and Assessement in Education*. New Jersey : Person Education, Inc. P.128

Though validity is one of good test requirements, there are lots of the teachers ignore them. The teachers do not analyze the test before it is occupied. Based on Sumarsono stated,

“Ada 5 tahap yang harus dilakukan dalam analisis validity yaitu; melakukan eksplorasi dan analisis silabus, memisahkan dan menyusun ke dalam list tujuan tiap skill dan bahan ajar, mengubah setiap tujuan dan bahan ajar menjadi instrumen, menganalisis tiap wacana dan butir soal tes, dan susunan proporsi setiap temuan.”⁵

The problems occurred also in MTs Negeri 29 East Jakarta during the writer did Teaching Practice Program in MTs Negeri 29 East Jakarta. The writer found the fact that teachers never analyzed the test before the test was carried out by the students. Teachers had no knowledge to analyze the test and they ignored the importance of analyzing the test. There was also no evaluation after conducting the test. In addition, it gave bad effect to the students' mark in English subject. Regarding to the problems the writer was interested in conducting analysis of content validity test based on the KTSP requirement of MTs Negeri 29 East Jakarta in the 2014/2015 Academic Year.

⁵ Sigit Sumarsono. 2013. *Metode Riset Pendidikan Bahasa*. Jakarta: Fak.Keguruan Ilmu Pedidikan Universitas Muhammadiyah Prof. Dr. Hamka (Uhamka) P. 72-74

B. The Scope of the Problem

Due to some limitations, the writer limited on finding out whether or not English summative test for the eighth grade of MTs Negeri 29 East Jakarta of first semester in the 2014/2015 academic year has good content validity.

C. The Question of the Study

Based on the background of the study above, the writer questioned: Did the English summative test of the first semester of the first grade on MTs Negeri 29 East Jakarta in the 2014/2015 academic year have good content validity?

D. The Objective of the Study

The objective of the research is to figure out the answer of the question of the study whether or not the English summative test for the eighth grade students of MTs Negeri 29 East Jakarta of the first semesters in the 2014/2015 academic year is in line with English syllabus of School-Based Curriculum.

E. The Significance of the Study

The significance of this study is to describe whether or not the summative test for the eighth grades students of MTs Negeri 29 East Jakarta has content validity. The result of this study is expected to give

portray for the readers' about an analysis of content validity toward the summative test. It also can be used as an input for the English teachers, the headmaster, and all people who are involved and responsible in developing good quality of tests.



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