

**THE CONTENT VALIDITY OF THE ENGLISH SUMMATIVE TEST FOR
EIGHT GRADE STUDENTS AT SMPN 6 TANGERANG IN 2019/2020
ACADEMIC YEAR**

SKRIPSI

**SUBMITTED AS A PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
*SARJANA PENDIDIKAN***



BY

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THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA**

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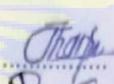
VALIDATION SHEET

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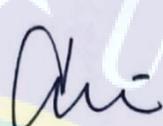
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ABSTRACT

NUR ANNISA LEGOWO 1301065124. *The Content Validity of the English Summative Test for the First Semester of Eighth Grade Students at SMPN 6 Tangerang in 2019/2020 Academic Year.* A skripsi, the Study Programme of English Education, The School of Teaching Training and Education, The University of Muhammadiyah Prof. DR. Hamka. 2019.

The objective of the research was to find out whether the English summative test in the first semester for the eighth grade students of SMPN 6 Tangerang had the content validity or not. The object of the research was a set of English summative test of the first semester of the eighth grade students of SMPN 6 Tangerang in the 2019/2020 academic year on Tuesday, July 20th, 2020.

In this study, the writer took the test of English summative test for eighth grade students of SMPN 6 Tangerang for the first semester in the 2019/2020 academic year. This study used the descriptive-comparative analysis. The writer used the checklist as an instrument of the data collection. Then the data is calculated by using the simple statistical method. The test consisted of 25 items. All of the items were multiple choices. The percentage of the content of the English summative test which was conformed to the syllabus of curriculum 2013 (revision) was 92.85%. Based on Arikunto's scheme of conformity level, it can be concluded that the content validity of the English summative test for the eighth grade students of SMPN 6 Tangerang in the first semester of the 2019/2020 academic year was the best category.

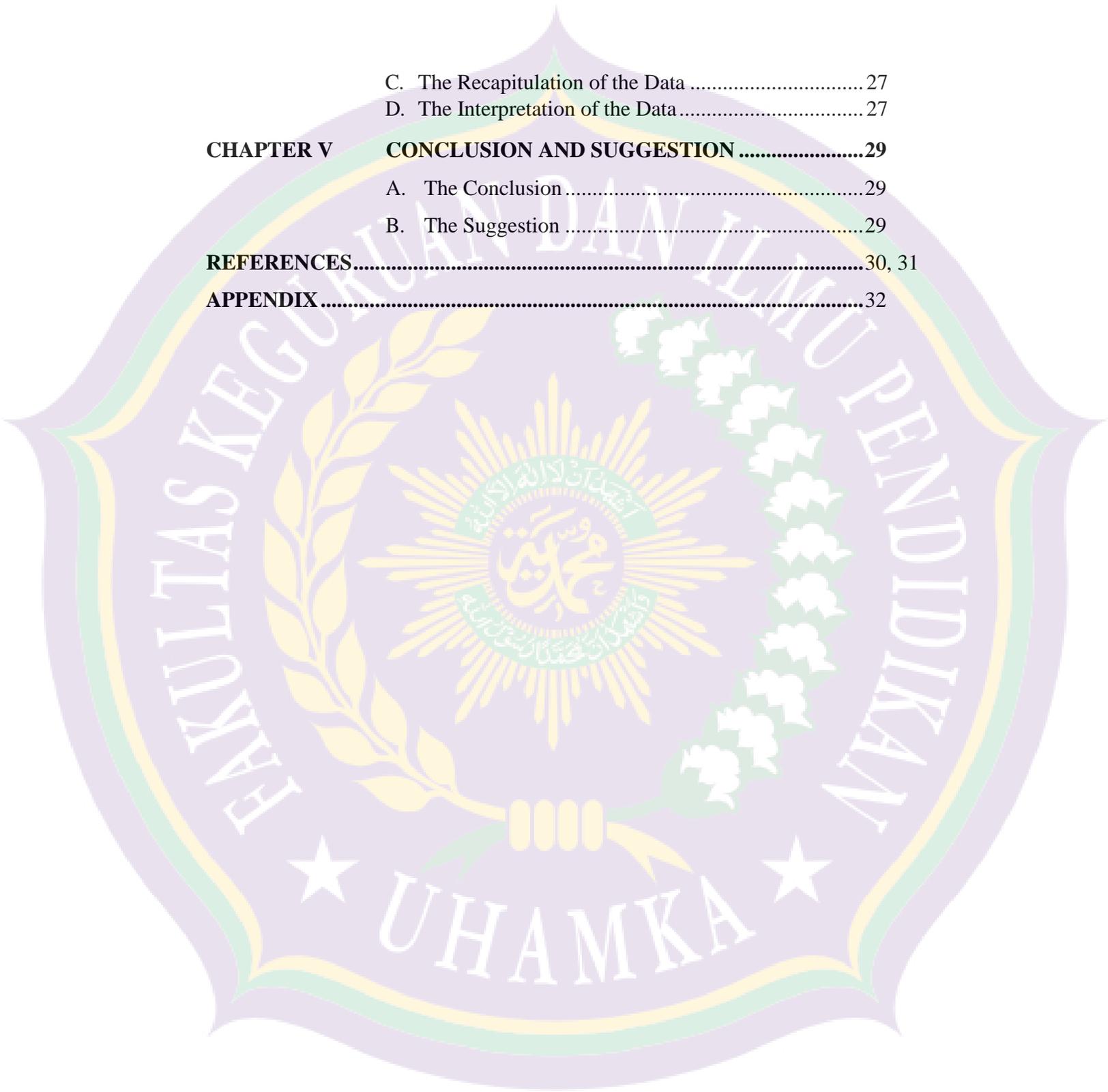
Keywords: Content Validity, Summative test, 2013 curriculum

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language learning is important for human social development. English fully holds the key to the international language. English is a means of communication among people in the world, for example: education, business, technology, science, and social-cultural. English is important for the career development. Therefore, students need to understand and to use English for their skills.

The Indonesian teachers have already tried to encourage and to enhance the quality of the student's English proficiency by using the diverse teaching techniques and motivating the students to learn English. Additionally, the teacher has to improve the students' capabilities which are closely related to the accurate evaluation.

One of the most important aspects of the teaching and learning process is evaluation. Gronlund (1990:5) stated that "evaluation is the systematic process of collecting, analyzing, and interpreting information to determine the extent to which pupils are achieving the instructional objectives." It means that evaluation is used to decide the student's achievement.

For doing the evaluation, the teacher needs the instrument for collecting the data. Related to this, the test is the appropriate instrument for the teachers. Hughes (2003: 13) stated, "A test is intended to measure the student's achievement and the

degree of the success of the teaching-learning program.” From this statement, the test is to measure and to support the success of the students’ achievement. Generally, the test has many different kinds. One of them is the summative test. The summative test is evaluating the students’ comprehension about what they have learned for one semester and it is usually held at the end of a course. Wood’s (2005: P 25) stated that “the summative test is a test that measures the total of what a student has learned at the end of a course of study.” To measure the accurate summative test, the teachers must use a good test. Of course, it is not easy work for teachers to make an accurate test.

To be an effective test, it has to fulfill the criteria of a good test, namely; validity, reliability, and practicality. Brown (2003: P 19-22) stated that “a test is valid if it can measure what is supposed to be measured. It is reliable if the result of the test is similar even the test administers with the same standard several times. It is practical if it is easy to administer. ”Referring to this criteria, the writer just focuses on validity to be the core of the study.

There are four kinds of validity, those are: face validity, construct validity, content validity, and predictive validity. In this study, the writer is interested in content validity. Content validity refers to the suitability between the content of the test and syllabus for evaluating the aspect of the curriculum.

For the reason above, The test should be analyzed by the teachers before it is given to the students. The test that is used has to be in line with the instructional objectives and learning materials. If it is not, it cannot be considered as a good test.

SMPN 6 Tangerang regularly uses the English summative test constructed by the English teachers based on the 2013 curriculum as the basis. Unfortunately, the teachers have never analyzed the test to see the empirical evidence of the validity of the test made. In this case, the writer is interested in conducting this study to know the content validity of the English summative test whether or not the test has reflected both curriculum and syllabus.

Based on the fact, the writer would like to write the paper entitled: **The Content Validity of the English Summative Test for the Eight Grade Students Based on the 2013 Curriculum at SMPN 6 Tangerang on the First Semester in the 2019/2020 Academic Year.**

B. The Identification of the Problem

Based on the background of the problem, there are some identification of the problems:

1. The content of English summative test for the eight grade students of SMPN 6 Tangerang in the first semester in the 2019/2020 academic year is valid.
2. The English summative test relating to the content validity is analyzed.
3. The test is made by the teacher is less appropriate with the syllabus.

C. The Limitation of the Study

Based on the background above, the writer just limits the study on the content validity of the English summative test for the eight grade students based on the 2013 curriculum in SMPN 6 Tangerang on the first semester in the 2019/2020 academic year. The writer limits this research on analyzing reading skills. The study focuses only on reading skill materials and reading skill objectives.

D. The Question of the Study

Based on the background of the study above, the writer formulates the question of the study, *“Does the English summative test for the eight grade students based on the 2013 curriculum at SMPN 6 Tangerang in the first semester of the 2019/2020 academic year have a good content validity?.”*

E. The Objective of the Study

The objective of the study is to find out whether or not the English summative test for the eight grade students based on the 2013 curriculum in SMPN 6 Tangerang in the first semester of the 2019/2020 academic year has a good content validity.

F. The Significance of the Study

The writer expects the result of the study can give more information for :

1. The writer

The writer can know how to analyze the English summative test so that the writer can understand the quality of a good test.

2. The students

They can understand and answer the test correctly.

3. The teachers

They can understand how to make the proper test items of the English summative test. Furthermore, this study can give the meaningful input especially to the English teachers in arranging and developing the English summative test correctly.

4. School

A school is a place of learning and teaching process. It should provide a good test. Hence, All of the teachers are expected to be able to make a good test.

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