

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, statement of research problem, purpose of the research, and significance of the research, scope and limitation of research, definition of key term, and organization of the research.

A. Background of the Research

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English holds the key as International language. English as an International language has an important role in any sphere of activities to be used as a means of communication both written and spoken, so English language becomes the first foreign language that should be taught to English students for every level of education in Indonesia. English is taught as a compulsory subject in junior and senior high schools, and as a complementary subject in university.

The purpose of teaching English in Indonesia is to develop the four communication skills those are speaking, writing, reading and listening. To reach the purpose of the instructional activities, the teachers apply evaluation to measure how far the students understand about the material.

One of the most important aspects of teaching learning process is evaluation. Evaluation and testing can be separated with Indonesia formal education. The evaluation as a systematic gathering of information for the purpose

in making decision. The information here not only about the student's improvement in achieving the learning goal but also with the accomplishment of teaching learning program in general. In the process of gathering information, we need the instrument to collect information about the student to know the achievement of student, the student comprehension of the material that have been taught and to give the feed back for the student, teacher ,and curriculum designer.

The instrument that is needed to collect information of student is test. Djiwandono (1996:1) states about the test is a tool or produce used to measure the student language of proficiency. However, the fact nowadays there are many teachers that do not care about that test is given to the student. The teacher took very limited time to preparing a test. The limited time of teacher on preparing the test can make the test does not have good quality. When teachers make a test, they must concern about five principles of test that use as assesments. The five priciples are reliability, validity, practicality, authenticity, and wash back.

In this research the researcher conduct the research about validity. Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The most recent Standards for Educational and Psychological Testing (1999:9), prepared by the American Educational Research Association, the National Council on Measurement in Education, and the American Psychological Association, defines validity as "the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests".

The validity is the important principles of language testing. It is the tent to which inferences made from assessment results are appropriate, meaningful, and useful in term of the purpose of the assessment. A test must test what the writer wants to test. Test validity presupposes that the writer can be explicit about what is to be tested and take steps to ensure that the test reflects realistic use of particular ability to be measured. They are four kinds of validity the first is content validity. A test is said to have content validity if its content constitutes a representative sample of language skills, structure, etc. be tested. It is obvious that grammar test for instance, must be made up of item testing knowledge of grammar. The second kind of validity is criterion related validity. This validity is to see how far result of test agree with those provide by some independent and highly dependable test. This independent test thus the criterion measured against which the test is validated. The third principle of validity is construct validity. A test is said to have construct validity if it can be demonstrated that is measures just the ability which is supposed to measure. The last kind of validity is face validity. A test is said to have face validity if it look as if it measures what is supposed to measure. From this explanation we know that every kind of validity is important but there is the most complex and important criterion of effective test. The most important kind is the content validity.

According to Rico (2012: 2) content validity is an essential source of evidence and should be analyzed in any process of test construction/adaptation. It is why the researcher decides to conduct the research about content validity. Measuring content validity of instruments is important. This type of validity can

help to ensure construct validity and give confidence to the readers and researchers about instruments. Content validity refers to the degree that the instrument covers the content that it is supposed to measure. Yaghmaie F (2013:25) suggests that for content validity, two judgments are necessary: the measurable extent of each item for defining the traits and the set of content validity and its estimation items that represents all aspects of the traits.

Most Indonesian school still use traditional assesment in their education system. That is why there is final examination as a standardize exam. The final examination which is conducted at the end of teaching and learning activity as the result of this examination test is used as the main score of student achievement. Based on this condition and the explanation about the validity especially content validity the researcher wants to know whether the English final examination test is valid in term of cotent or not.

To know whether the English final examination test is valid or not, the reseacher conducts the research about the validity of English final examination. The research needs the object of this study, so the researcher conducts this research at test item form English final examination that is used by Islamic High School Al Ma'arif Tulungagung. The researcher decides to conduct this research here because the English final examination test that is used at this school is same with all Islamic High School in South Kediri Regency. Thus, by only using the exercise of the test that is used by this school, it can represent the English final examination test in all of the Islamic High School in South Kediri Regency. The second reason why the researcher conducts the research here because Islamic

High School Al Ma'arif is near with the researcher's boarding house. The researcher knows that it will be easier that the distance between the researcher's house and the object of the study is close. This condition makes the researcher easy to conduct the research.

Based on all of the reasons and explanations above, the researcher wants to conduct the research about content validity of English Final Examination for tenth grade students of Islamic High School in South Kediri Regency. The researcher conducts this research to answer the question about "is the English final examination test used at tenth grade students of Islamic High School in South Kediri Regency in academic year 2013/2014 valid in term of content ?"

B. Statement of Research Problems

Referring to the background of the study above, the formulated research questions are:

1. Is the English final examination test that is used at tenth grade students of Islamic High School in South Kediri Regency in academic year 2013/2014 suitable with the English Syllabus?
2. Is the English final examination test that is used at tenth grade students of Islamic High School in South Kediri Regency in academic year 2013/2014 valid in term of content?

C. Purpose of the Research

Referring to the research problems, this study is aimed to:

1. Know whether the English final examination test that is used at tenth grade students of Islamic High School in South Kediri Regency in academic year 2013/2014 is suitable with the English Syllabus.
2. Know whether the English final examination test that is used at tenth grade students of Islamic High School in South Kediri Regency in academic year 2013/2014 is valid in term of content

D. Significance of the Research

The result of the study is expected to give contribution for the reader and the future researcher.

1. For the reader

After reading this study, the writer hopes the reader can concern about content validity in English examination. So, the reader can know whether an English examination is valid or not in term of content. After the reader knows about the content validity of the exercise final examination, the writer hopes the reader can give additional test if the exercise in a final examination is not valid in term of content.

The writer hopes student of IAIN Tulungagung, especially English education department student and other reader that read this study will know more about content validity and concern about the content validity of the final examination.

2. For the future researcher

For the future researcher, the result of the study can be used as reference to conduct a study related to this study.

E. Scope and Limitation of the Research

The scope of this research is validity in the English test items. It is widely known that there are five kinds of validity such as content validity, construct validity, face validity, empirical and predictive validity. To be more focused, this research only focus on content validity of test items English final examination that is used by Islamic High School in South Kediri Regency. This regency include Tulungagung, Blitar and Kediri. The test items analyzed was only for even semester in academic year of 2013/2014. The limitation of this research is to describe of content validity in the test items English final examination that was used by Islamic Senior High School in South Kediri Regency in academic year 2013/2014. It is only limited on getting data from the question sheet of final examination, not interviewing the teacher or the test developer.

F. Definition of Key Term

1. Validity is the extent to which the information you collect actually reflects the characteristic or attribute you want to know about (Genesse, 1996:69)
2. Content validity stated by Wiersma (1990:183) is concerned with the extent to which the test is representative of a defined body of content consisting of topics and processes.

3. Test is tool or procedure used to know or measure student's performance by using a set of way and rules (Arikunto, 2006: 150)

G. Organization of the Research

This study is defined into six chapters. The first chapter is introduction. The first chapter consists of background of the study, formulating research question, purpose of the study, significance of the study, the definition of the key term and organization of the study.

The second chapter is review of related literature. In this chapter, the writer writes the definition or theories related to this study. In this study the writer presents discussion definition and theories about language test and validity.

The third chapter is research method. In this chapter, consist of research design, data and data source, and technique of data collection and research instrument. The fourth chapter consist of research finding, the five chapter is discussion of the finding and the last chapter is conclusion and suggestion.