

CHAPTER I

INTRODUCTION

1.1 Background of Problem

In English teaching and learning, teachers are not only required to be able to teach the students to master the language but also need to be skillful in assessing the student's performances in the language. In other words, the teachers have to know very well how to construct the best test for the students and evaluate the test. There are several types of test in English teaching and learning such as proficiency test, diagnostic test, placement test, achievement test and language aptitude test.

First, proficiency test is to test global competence in a language like TOEFL. It has standardized multiple choices items on grammar, vocabulary, reading comprehension and listening comprehension. Second, diagnostic test is to diagnose specific aspects of language. Commonly, it is used to discover difficulties, for example discover students' grammatical error after writing some text in English. Third, placement test which is based on the learning materials stated in the curriculum. The varieties of placement tests are written and oral performances, multiple choices and gap filling formats. Fourth, achievement test is to determine students' performances after following some learning instruction. Fifth, language aptitude test is to find how quickly and easily learners learn language course or language training.

Based on the explanation about the tests, achievement test is one of the common test type used in many classrooms, particularly in English language teaching because this test is required to know the students performances or understanding about the lesson that they have learned.

When giving achievement test, this test can be given in the form of essay, multiple choices, cloze test, dictation, translation, and others. However, all of the tests must be given by considering the competences of the students who will get the test. Then, multiple choices test is selected as one of the common forms of testing. It has two parts, they are stem and alternatives responses. Stem which identifies the question problem. It is constructed in the form of completion and direction form. Then, alternatives response is options given to be selected by the students. The minimum number of option is three while the maximum is five. In short, multiple choices test consists of a question followed by several options.

In this case, teachers have important roles to construct the best and appropriate test for the students. There are several roles of teachers such as demonstrator, organizer, facilitator, evaluator and motivator of learning. In term of constructing test, teacher should perform his or her role as an evaluator. Evaluating students can be done by testing. The test can be composed from the lesson and learning objectives. By providing the test, evaluator knows the level of students' performances. Certainly, to get the right information, evaluator needs to check the test whether the test already good or not. Commonly, there are characteristics of good test, they are; practicality, validity, authenticity, reliability and wash back.

As one of the characteristics of a good test, validity is the conformity between instrument and its function. Validity of a test relates to the suitability of each question with the lesson is clear, full of information and objective. Understanding validity in a test can be clear by looking for five types of validity such as content validity, criterion validity construct validity, consequential validity, and face validity. In this case, teachers have to be able to construct valid test for the students.

Validity becomes very essential because it is one of characteristics of good test. Validity needed for the purpose of measurement to be relevant to obtain the data. It means that, if a test does not fulfill the validity, the test will not appropriate, meaningful and useful. By concerning the validity, the test becomes accurate and full of information. In addition, if a test has already good so the student will get valid test also valid in their score. In short, it helps the teacher to construct good test for the students, then they can do the test without any obstacle and get the valid score.

Based on researcher's observation when doing teaching practice at SMPN 21 Pekanbaru. She found that multiple choices format test is mostly applied beside essay and translation forms. In fact, the questions of the test are not only taken from textbook, internet, but also composed by the teacher. As consequences, it is important to analyze the validity of the English test used in SMPN 21 Pekanbaru under the research title "An Analysis of English Multiple Choices Test Validity for First Grade Students of SMPN 21 Pekanbaru"

1.2 Identification of the Problem

In English class, teacher has competence to teach also construct a test based on the lesson. English test such as daily test, mid test and semester test are included in achievement test. Then, the most common form of the test used is multiple choices which consist of question and options. Teacher as evaluator should design the test by concerning the best test criteria. Then, the test that will be given to the students must be valid test.

In validity, the test must be appropriate and clear. There are several types of validity. First, face validity refers to the test look in which will influence the students' interest in doing the test. This is one of the influential factors because the students usually get problem to do a test given because the format of the test is confusing and complicated. In other words, the teachers have to concern on the face validity of the test.

The second type of validity is content validity refers to the content of the test base on learning material in the syllabus. It means, the test given to the students must be integrated with learning materials that the students learn. If a test given out of the topics, it will be a significant problem for the students to answer the question. In other words, the teacher cannot provide good test in term of the content validity. Shortly, teachers must compose the content for the test by adjusting learning materials and syllabus.

Third, construct validity which relates to the level of the question in a test based on theory. In this case, Bloom's Taxonomy theory should be used as the

guidance. If the questions given to the students are not suitable with the student performances, the students must get problem in doing the test. So, the teacher should refer to the bloom's taxonomy as an indicator to construct valid test.

Furthermore, the fourth type of validity is criterion validity which correlates the scores with other criteria which indicate the ability. It means, the students' score should represent their competence, for example the students' score show their intelligence quotient correctly, so students get the score according to their ability. Therefore, teachers must be skillful in constructing the test.

The fifth type of validity is consequential validity is the consequences of taking a particular test and making a particular score. It is often associated with test washback. In other words, score of the test will have positive and negative impact to the students, and then teachers need to make sure that conducting the test not be an anxiety. On the contrary, test should full of information and improve students' performances.

Based on the explanation above, having good understanding about validity is helpful for the teacher to construct best and appropriate test. In term of validity in a test, there are three types of validity that should be considered when a teacher wants to construct a test. Meanwhile, the other two types of validity, called criterion validity and consequential validity should be analyzed after the test is given to the test takers. In short, the teacher should construct the test by concerning on the validity of the test.

1.3 Focus of the Study

Constructing good and appropriate test should fulfill the characteristics of good test such as practicality, validity, authenticity, reliability and wash back (Brown, 2003:22-26). However, in this study the researcher will focus on analyzing the validity of English test in the form multiple choices test at SMPN 21 Pekanbaru. The validity of test is selected to be the focus on this study because it helps the teacher to reduce mistakes when constructing the test. Since there are five categories of validity test, this research will focus on three fundamental components of validity, they are; face validity, content validity and construct validity.

1.4 Research Questions

1.4.1 How is the face validity of English multiple choices test of first grade students at SMPN 21 Pekanbaru?

1.4.2 How is the content validity of English multiple choices test of first grade students at SMPN 21 Pekanbaru?

1.4.3 How is the construct validity of English multiple choices test of first grade students at SMPN 21 Pekanbaru?

1.5 Objective of the Research

The objectives of this research are:

1.5.1 To analyze the face validity of the English multiple choices test for the first grade students at SMPN 21 Pekanbaru.

1.5.2 To analyze the content validity of the English multiple choices test for the first grade students at SMPN 21 Pekanbaru.

1.5.1 To analyze the construct validity of the English multiple choices test for the first grade students at SMPN 21 Pekanbaru.

1.6 Significance of the Research

The results of this research expectation to contribute to:

1.6.1 The English teacher, to enrich knowledge how to make good multiple choices test by looking for validity.

1.6.2 The readers, to get information in make good test especially in validity.

1.6.3 The researcher, to provide one of the requirements for Bachelor Degree in English Language Education.

1.7 Definition of Key Term

To avoid misunderstanding about some key words used in this study, the following information is provided:

1.7.1 Validity indicates the ability of an instrument to measure what it should be measured (David and Roger 2002:54).

1.7.2 Multiple choices items is a form of question which consist of a direct question or incomplete statement followed by some possible answer to be selected (David and Roger 2002:62).