

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Language Test

In term of knowing the results of students after receiving the lessons, teacher needs to do evaluation. Evaluation has many instruments which have the same purpose to measure the student performances and one of them is test. According to Brown (2003) test can be a way to measure someone's competences in a particular area. Furthermore, a test is an instrument or procedure design to elicit performance from students with the purpose of measuring their attainment of specific criteria Arikunto (2012). It means that test must be arranged base on the lesson that given to the students also intended to measure students' knowledge, skill, aptitudes or classification in many other topics.

In addition, conducting test in the classroom needs to prove the students skill and ability in learning process besides getting results of student performances. According to Uno and Koni (2012), test refers to some projects that have to completed by students, but it consist of some questions that have to be answered to show the students' understanding or materials with certain teaching and learning goals. It can conclude that test is an assessment to know how far students are able to understand the lessons. It is support by Finochiro (2012), "test is a task or series of tasks used to obtain systematic observations presumed to be

representative of educational of psychological traits or attributes.” It can conclude that test is an assessment to know how far students are able to understand the lessons. There are several aspects why students need to do test:

- a. Teachers want to promote students’ knowledge, skill and cognitive abilities.
- b. Tests are facilitating factors that can help teacher deal with individual student.
- c. Results of the test can help teachers modify their teaching strategy if the old ones did not work.
- d. Test result can help student to select the field of future especially which will suit their aspiration then fit their abilities.
- e. Test result can give the right orientation to the young learner.
- f. Reliable measurement of test can help to detect the achievement of totality of pedagogical aims on personal and communal base can be detected.

Test is an important part of teaching and learning process because it is integrated into daily classroom process also a device in education to get the information about students’ performances in order to achieve learning objective. In conclusion, test is an instrument contains such of tasks or questions that is used to get the information about the student performances after getting the lesson which suitable with the learning objectives accurately.

2.1.1 The Purpose of the Test

There eight kind purposes of the tests, those are description, prediction, assessing individual differences, objective evaluation, domain estimation, mastery decisions, and pre and post-assessment. It supports by William Wiersma (2013:27-28), the list of the purposes are below:

a. Description

Many tests are developed to describe the present status of individuals on a variety of variables.

b. Prediction

Some tests are used to predict the future performance of the exam.

c. Assessing individual differences

Some tests are used to differentiate between people in order to identify those who are the highest and those who are the lowest on the some measure.

d. Objective evaluation

Many schools operate within an objectives based on environment. It is essential such situations to report progress and to plan instruction in terms of the objectives that have been mastered by the student.

e. Domain Estimation

In some educational testing, there is a specified domain of content. Many tests are designed to estimate the percentage of a domain that the students understand.

f. Mastery decisions

Mastery of a specific objectives as well as mastery of a larger block of content is often determined on the basis of score.

g. Diagnosis

An instructional plan for a student should be based on a suitable diagnosis of the areas of strength and weakness. The educational diagnosis is usually determined by performance on one or more test. Diagnosis tests are very detailed because they focus on specific and response of the students.

h. Pre- and post-assessment

These test needs to be sensitive enough to measure the changes in performance from one time to another.

Based on the explanation above, the purpose of English test of SMPN 21 Pekanbaru was description because conducting the test aimed to know the present status of individuals based on the material that they have learned in the classroom.

2.1.2 The Types of the Tests

English teacher must get clear and detail information for the purpose of the test so that it can be very useful to the students. Many types of the tests are determining the level of the student performance. According to Douglas Brown (2004) there are five types of test:

1. Achievement Test

According to Coombe and Hubley (2007) “Achievement tests are similar to progress tests in that their purpose is to see what a student has learned with regard to stated course outcomes”. In addition, they are usually administered at mid- and end of the semester or academic year. The content of achievement tests is generally based on the specific course content or on the course objectives. Achievement tests are often cumulative, covering material drawn from an entire course or semester.

Wright (2008) defines that “the achievement test measures that how much the material has been mastered and assess the students current status”. Briefly, it is designed to measure the student performance based on the syllabus and program. It is related directly to classroom lessons, units, or even a total curriculum. Achievement test should be limited to particular material addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in objectives. In short, these tests apply to measure how successful students are in achieving objectives of a lesson, course or curriculum.

Some example of achievement tests such as daily test, mid test, semester test, and national examination.

2. Diagnostic Test

Diagnostic test is primarily designed to diagnose some particular linguistic aspects or identify students' strength and weaknesses in a course. It is aims to explore the causes of students learning difficulties such as biological, physical and socio-economic background of the students Purwanto (2013:25). Diagnostic tests in pronunciation, for example, might have the purpose of determining which particular phonological features of the English language are more likely to pose problems and difficulties for a group of learners. Ideally, diagnostic tests are designed to assess students' linguistic knowledge (knowledge of and about the language) and language skills (listening, speaking, reading and writing) before a course are begun. However, the term of formative is sometimes used to designate a diagnostic test.

3. Language Aptitude Test

A language aptitude test is designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking. Language aptitude tests are ostensibly designed to apply to the classroom learning of any language. Two standardized aptitude test have been used in United Stated; Modern Language Aptitude Test Carrol and Sapon, (1958) and the Pimsleur Language Aptitude Battery Pimsleur (1966). Briefly, this test used to predict a person's future success in learning any foreign language and take before actual learning.

4. Placement Test

Placement test purpose is to place a student into a particular level or section of a language curriculum or school. According to Toha (2012) “Placement test is a test to measure basic ability of the students; the ability can be used to predict the students ability in the future, so they can be guided, directed and placed”. It is supported by Purwanto (2013:25) placement test used to determining the placement of students in a certain level or types of educational program”.

Placement test usually, but not always included a sampling of the material to be covered in the various courses in a curriculum, student’s performance on the test should indicate the point at which the student will find material neither easy or too difficult but appropriately challenging. In some contexts, students are placed according to their overall rank in the test results. At other institutions, students are placed according to their level in each individual skill area. Elsewhere, placement test scores are used to determine if a student needs any further instruction in the language or could matriculate directly into an academic program.

5. Proficiency Test

Proficiency test used to measure general ability in a language and regardless of previous training. A proficiency test is not limited to any one course, curriculum or single skill in the language, rather it tests overall ability. The aim of a proficiency test is to determine whether this language ability corresponds to specific language requirements Valette (1977). According to Coombe and Hubley

(2007) “Proficiency tests, on the other hand, are not based on a particular curriculum or language program, they are designed to assess the overall language ability of students at varying levels”. Briefly, proficiency test tell us how capable a person in a particular language skill area.

1.3 The Types of Test Items

There are two kinds of test items according to David and Roger (2002) they are objective and essay tests.

1) Objective test

Objective test are frequently use for a number of reason. The reasons are they can be easily scored and analyzed, can be given to the large numbers of students and they take little time to administer and score. Objective test allow the teachers to sample more fully the content of an instructional unit because many questions can be asked and students can answer them relatively quickly. There are several types of test items such as multiple choices, true-false, matching, short answer and completion items.

a) Multiple Choices

Multiple choices items requiring a students to choose a response from three or more presented options Popham (2011:502). It is supported by David and Roger (2002:62) stated that multiple choices items consist of a direct question or incomplete statement (called stem) followed by some possible answer (called responses, only one of which is to be selected. Students can be instructed to choose either the correct answer or the best answer. In short, multiple choices test consisted of a question followed by several options.

Example:

Jane : Can I borrow your pen?

Dina : ... I'm using it.

a. Of course

b. no problem

c. I'm sorry

d. Sure

b) True-False

According to David and Roger (2002:63) said that “true-false items require students to identify the correctness of facts, statements, definition and principles”. In addition a common binary-choice items in which student two options is regarding the accuracy of a presented statement are true or false Popham (2011:504). In short, in true-false form it has statement which has two possible answer, they are true or false.

Example:

T F People have ten fingers

c) Short Answer

In short answer students are required to supply a brief answer consisting of name, word, phrase or symbol.

Example:

Who is the head of English Language Education?

d) Matching items

Matching item consist of a list of concepts and a list of responses. Students match one of the responses to each concept, which requires them to categorize and associate.

Example:

<i>Book</i>	<i>Author</i>
1. <i>Pulang</i>	– <i>Raditya Dika</i>
2. <i>Single</i>	– <i>Tere Liye</i>

e) Completing Item

This test item is consisting of short sentences which must be completing by the test taker in the empty part of the sentences in middle, beginning, or the ending of sentences.

Example:

<i>Today is my birthday. I usually have a big (1) in my birthday. My (2)....Friends always come to my party. Today's party is different from last years. I am having a (3).....party than last year, with only my parents, my aunt, and my sister.</i>			
<i>1. a party</i>	<i>b. anniversary</i>	<i>c. ceremony</i>	<i>d. Celebration</i>
<i>2. a fine</i>	<i>b. good</i>	<i>c. well</i>	<i>d. better</i>
<i>3. a. large</i>	<i>b. larger</i>	<i>c. small</i>	<i>d. smaller</i>

2) Essay Test

Essay test consist of a few questions requiring students to write paragraph as answers. Essay items require students to recall, select, organize, and apply what they have learned and express it in their own words.

a) Short-essay items

Require students to recall, explain and apply specific information that they have learned in their own word called short essay items. Essay test is concern on test which the essays answer in many writings style like descriptive and argumentative, based on the problem on the question. According to Arikunto (2012), “essay form is one kind of test in learning progress that requires an answer that consists of discussion or descriptions”.

Example:

How to make banana cake? Explain!

2.2 The Validity

2.2.1 The Definition of Validity

The most complex criterion in a good test is validity. The extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment (Brown, 2003:22). Then, according to Spiller (2009) stated that a valid assessment task measures the learning that it purports to evaluate also the correlation between the learning outcomes, the teaching strategies and the assessment task is exact. In addition, David and Roger (2002:54) said that validity means that the test actually measure what it was

design to measure. Briefly, validity is the conformity between instrument and its function.

2.2.2 The Types of Validity

According to Brown (2003) divided validity in fifth types which important in teaching learning proses includes content validity, face validity, construct validity, criterion validity, and consequential validity.

2.2.2.1 Content Validity

According to Popham (2011:87) stated that “Content validity is the extent to which an assessment procedure adequately represents the content of the curricular aim being measure”. In addition, for classroom teachers, content validity means that the test assesses the course content and outcomes using formats familiar to the students Coombe and Hubley (2007:5). The main purpose is to understanding how far the students understanding about the material which have been delivered by the teacher and the psychologies changes which shown after join on learning. Content validity is also called curricular validity, because the materials that will be tasted are based on curriculum. So, the teacher must be carefully in making a test to be good test based on the syllabus because content validity is deal with is the content of test item which tested is base on the curriculum or not.

2.2.2.2 Face Validity

A concept that very closely relates to content validity is face validity, which have acceptable of appearance, readable clearly, and clear instruction. Face

validity is almost always perceived in terms of content: if the test samples the actual content of what the learner has achieved or expects to achieve, then face validity will be perceived. Coombe and Hubley (2007) stated that "Face validity means that the test looks as though it measures what it is supposed to measure. This is an important factor for both students and administrators". It means, if the test is assumed as a good test, so that test is required on face validity and no need for judgment more detail. The researcher can say that considerations of face validity are the use of spelling, capitalization, punctuation, mechanics of composition and stem. According to Watson (2000), there are several considerations that must be done in making a test:

- A. Test maker should consider about a spelling in constructing test items. It must be avoided making a wrong spelling because it can be a trouble for test taker.

Example:

Which one of the following sentences is not an expression of a hiding plan?

- a. I've got a particular plan b. You will see later*
c. I can't tell you now d. It's mine

The correct spelling: following

- B. Test maker should pay attention on the capitalization of test item. Capitalization is writing of a word with its first letter in uppercase and the remaining letters in lowercase. There are some rules of capitalization used by Watson (2000):

- First word in a sentence, always capitalize the first word of a new sentence.

Examples: Most of people would describe water colorless liquid. They would know that in a very cold condition it becomes a solid called ice.

- Capitalize the pronoun "I"

Example: My friend and I are going to a musical this afternoon.

- Capitalize proper nouns: can be understood as the names of specific people, places, things, pets, and organizations.

Examples: Abraham Lincoln was born in Hardin Country, Kentucky in 1809.

- Capitalize Holy books and God.

Examples: Allah, Qur'an, and Bible.

- Capitalize days of week, holidays, and months of the year but not seasons, but *don't capitalize the seasons*: winter, spring, summer. *Seasons are capitalized when used in a title.*

Examples: Wednesday, June, Idul Fitri, Christmas, Independence Day.

- Capitalize countries, languages, nationalities and regions.

Examples: Singapore, Korean, African-American, Buddhism.

- Capitalize the first word in a quote even when in the middle of a sentences.

Example: My uncle Bob used to say, "I go to the market yesterday".

- Capitalize the major words in titles of books, writer of book or song.

Example: One of wonderful novel is Rembulan Tenggelam di Wajahmu by Tere Liye.

- Capitalize the names of particular businesses, buildings, schools, and organization, and then capitalize the official names of rooms and offices: *the Oval Office, the Situation Room.*

Example: Google, Trump World Tower, Cendana High School.

- Capitalize the formal names of government units, agencies, and divisions.

Example: White House, Big Hit Entertainment, and English Language Education.

- Capitalize each letter in an acronym or initials,

Example: NATO, UNICEF, IQ and KFC.

- C. Test maker should pay attention about punctuation or markers like period, comma, colon, semicolon, question mark, exclamation mark, etc. although it seem like simple thing, but practically it help test taker to understand a test items. Punctuation is a set of symbol used in writing to help indicate something about the structure of sentences.

Example:

Which one of the following sentences is not expression of hiding plan?

- | | |
|--------------------------------------|------------------------------|
| <i>a. I've got a particular plan</i> | <i>c. You will see later</i> |
| <i>b. I can't tell you now</i> | <i>d. It's mine</i> |

The correct punctuation: the word can't must be written down with correct punctuation used: can't

According to Jane Straus (2007) makes the conclusion about punctuation rules, they are:

1. Period (.)

- Use a period at the end of a sentence. Example: I enjoyed the movie.
- Use a period after an initial. Example: J.K Rowling is a wonderful author.
- Use a period after an abbreviation. Example: we welcomed Mrs. Simon to our team.
- Use period as a decimal point. Example: Sales of English book increased 2.0 percent.
- Use a period to separate dollars and cents. Example: The book cost \$4.95.
- Use three period (...) to describe the blank place of a test. Example: We eat ... times in a day.

2. Exclamation point (!)

- Use an exclamation point at the end of a sentence, phrase, or word to indicate strong emotion. (Never use more than one exclamation point). Example: Wow! I never through Mom would let us go to concert.

3. Questions mark (?)

- Use question mark at the end of a question. Example: Did Steven go with you?

- Use a question mark with parentheses to indicate that you are not sure of a spelling or other facts. Example: I have to visit an orthopedic (?) doctor next week.

4. Comma (,)

- Use a comma after each item in a series of at least three items. (It has become acceptable to omit the comma before the conjunction in a series. However, it is important to remain consistent). Example: I dislike spinach, broccoli, carrot, and cauliflower.
- Use a comma to separate two or more adjectives that equally modify the same noun. (If you aren't sure whether to use a comma to separate the adjectives or not, put the sentence with the word *and* in place of the comma. If it makes sense, then use the comma). Example: John was having problems with Bob, disruptive children.
- Use a comma after a dependent clause that begins a sentence. (Never use a comma before a dependent clause at the end of a sentence). Example: If Mr. Wilson complains, we'll invite him for a snack.
- Use a comma after a mild interjection, such as *oh* or *well*. Example: Oh, the test was easy.

5. Semicolon (;)

- Use a semicolon to join two independent clauses. (This eliminates the need for a comma and conjunction). Example: Jessica read a book; she did a book report.

- Use a semicolon to separate items in a series when those items contain punctuation such as a comma. Example: We went on field trips; Topeka, Texas, Las Vegas, Miami, Los Angeles.

6. Colon (:)

- Use a colon between numerals indicating hours and minutes. Example: School starts at 08:05.
- Use a colon to introduce a list that appears after an independent clause. (Introductory words such as *following* go somewhere before the colon to help introduce the list) Example: You need the following items for class: pencil, pen, paper, ruler, and glue.
- Use a colon after the greeting of a business letter. Example: Dear sir:

7. Apostrophe (')

- For singular noun that does not end in *-s*, add *'s*. Example: The woman's hands were trembling.
- For a one syllable singular noun that ends in possessive. Example: Today is my boss's birthday.
- If a singular noun has more than one syllable and ends *-s*, it is acceptable to use *'s* or to use only an apostrophe after the *-s* (It is important to remain consistent). Example: The metropolis's citizens were very friendly during our visit.

- To form the possessive of a singular proper noun ending in –s, it is acceptable to add ‘s to add only an apostrophe. (it is important to remain consistent). Example: Mr. Ness’s classroom is very inviting.
- If a plural noun ends in –s add an apostrophe after the –s. Example: The ladies’ restroom was a mess.
- If a plural noun does not end with an –s, form the possessive by using an apostrophe before an –s. Example: The mice’s tails were caught in a trap.

8. Quotation Marks

- Periods and commas always go inside quotation marks, even inside single quotes.

Examples:

She said, “Hurry up.”

- Use quotation marks to set off a direct quotation only.

Examples:

“When will you be here?” he asked.

He asked when you will be there.

- When you are quoting something that has a spelling or grammar mistake or presents material in a confusing way, insert the term *sic* in italics and enclose it in brackets. *Sic* means, “This is the way the original material was.”

Example: She wrote, “I would rather die then [*sic*] be seen wearing the same outfit as my sister.”

9. Parentheses

- Use parentheses to enclose words or figures that clarify or are used as an aside.

Examples: I expect five hundred dollars (\$500).

He finally answered (after taking five minutes to think) that he did not understand the question.

- Use full parentheses to enclose numbers or letters used for listed items.

Example: We need an emergency room physician who can (1) think quickly, (2) treat patients respectfully, and (3) handle complaints from the public.

- Periods go inside parentheses only if an entire sentence is inside the parentheses.

Examples: Please read the analysis (I enclosed it as Attachment A.).

10. Hyphens

- Use hyphen in compound adjective that come before a noun.

Example: Robert has jet-black hair.

- Some prefixes like ex- and self- are usually followed by a hyphen to avoid awkward letter combination.

Example: The ex-FBI agent moved to Florida.

- Dates and page numbers showing continuation are always hyphenated.

Some compound nouns are also hyphenated.

Example: 1999-2010, father-in-law, walkie-talkie, April 12-18.

2.2.2.3 Construct Validity

Category of validity that the teachers must be aware in considering language tests is categorized into construct validity. Construct validity defines how well a test or experiment measures up to its claims. It refers to whether the operational definition of a variable actually reflects the true theoretical meaning of a concept. Construct validity refers to the “fit” between the underlying theories and methodology of language learning and the type of assessment. For example, a communicative language learning approach must be matched by communicative language testing Coombe and Hubley (2007:5). According to Purwanto (2011) state that construct validity is a validity testing that is done by looking at the suitability of construction items that are written is done by the some domain. In short, construct validity refers to the level of the questions in a test. Bloom’s taxonomy divides the educational objectives into three domains such as cognitive domain, psychomotor domain and affective domain They are:

a) Cognitive Domain

Cognitive domain focuses on intellectual skills and is familiar to educators. Bloom’s taxonomy (remember, understand, apply, analyze, evaluate and create) is frequently used to describe the increasing complexity of cognitive skills as students move forward from a beginner to more advance level in their knowledge. Cognitive domain is the core of the learning domain. Briefly, cognitive domain refers to the aspects of intellectual, knowledge and thinking skill. According to Anderson (2001) these are the definitions of the categories of

bloom's revised taxonomy, cognitive domain (remembering, understand, apply, analyze, evaluate and create):

a. Remember

Remember is to recall or recognize relevant knowledge from long-term memory (Anderson, et al., p. 67). It means that, the students asked to recall the information that they have learned. Verbs associated with this level: choose, define, describe, find, identify, label, list, locate, match, name, recall, recite, recognize, record, relate, retrieve, say, select, show, sort, and tell.

b. Understand

Understand is to construct meaning from instructional messages, including oral, written, and graphic communication Anderson (2001:67). It means that the students asked to Understand the main idea of material heard, viewed, or read in order to summarize the ideas in own words. Verbs associated with this level: categorize, clarify, classify, compare, conclude, construct, contrast, demonstrate, distinguish, explain, illustrate, interpret, match, paraphrase, predict, represent, reorganize, summarize, translate, and understand.

c. Apply

Apply is to carry out or use a procedure in a given situation Anderson (2001:67). In other words, it is an abstract idea in a concrete situation to solve a problem or relate it to prior experience. Verbs associated with this level: apply, carry out, construct, develop, display, execute, illustrate, implement, model, solve, and use.

d. Analyze

Analyze is to break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose. Anderson (2001:68). In other words, the students need to break down a concept or idea into basic parts. Verbs associated with this level: analyze, ascertain, attribute, connect, deconstruct, determine, differentiate, discriminate, dissect, distinguish, divide, examine experiment, investigate, organize, outline, reduce, and solve.

e. Evaluate

Evaluate is to make judgments based on criteria and standards to support opinions and views Anderson (2001:68). Verbs associated with this level: appraise, assess, award, check, conclude, convince, coordinate, criticize, critique, defend, detect, discriminate, evaluate, judge, justify, monitor, prioritize, rank, recommend, support, test, value

f. Create

Create is to put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure; inventing a product. Anderson (2001:68). Briefly, bring together parts of knowledge to form a whole and build relationships for new situations. Verbs associated with this level: adapt, build, compose, construct, create, design, develop, elaborate, extend, formulate, generate, hypothesize, invent, make, modify, plan, and produce.

b) Affective domain

Affective domain is critical for learning, but it is not often specifically addressed. This domain focuses on attitude, motivation, willingness to participate, valuing what is being learned and ultimately incorporating the discipline values into real life. Stages in this domain are not as sequential as the cognitive domain, but have been described as the following Kasilingam (2014):

- Receiving (willing to listen)
- Responding (willing to listen)
- Valuing (willing to be involved)
- Organizing (willing to be an advocate)
- Characterization (willing to change someone behavior, lifestyle, or way of life).

c) Psychomotor domain

Psychomotor domain focuses on performing sequences of motor activities to a specified level of accuracy, smoothness, rapidity, or force. Underlying the motor activity is cognitive understanding.

2.2.2.4 Criterion validity

Criterion validity measures how well one measure predicts an outcome for another measure (Brown: 2003). It refers to a test correlation with a concrete outcome also perhaps the most common form of test validation. This method is used to compare a test to some criterion. The criterion can be another test or even

some types of outcome. Frequently criterion is another test measuring close to the same thing as the test being evaluated in purposed to measure. Briefly, it was the correlation between the scores the two tests in a relevant sample serves as the validity coefficient.

2.2.2.5 Consequential Validity

Brown (2003) stated that consequential validity refers to the positive and negative social consequences of a particular test. For example, the consequential validity of standardized tests include many positive attributes, including improve student learning and motivation then ensuring that all students have access to equal classroom content. However, standardized tests also have several negative consequences as well. They include inappropriate use of the tests to re-allocate state funds and teaching students to pass test (instead of actually understanding the material). This types of validity nearly always refers to some type of educational testing, although theoretically it could be expanded to other areas.

2.3 Relevance Studies

There have been previous studies in relation to the test validity such as Pratiwi (2014), Vionita (2013), Fauzy (2011). The information about each of study can be found in the following explanation:

The first previous study was done by Pratiwi in 2014. In this thesis, she has been analyzing about content validity of multiple choices test, entitled " An Analysis of Multiple Choices Test Made by English Teacher of the First Year

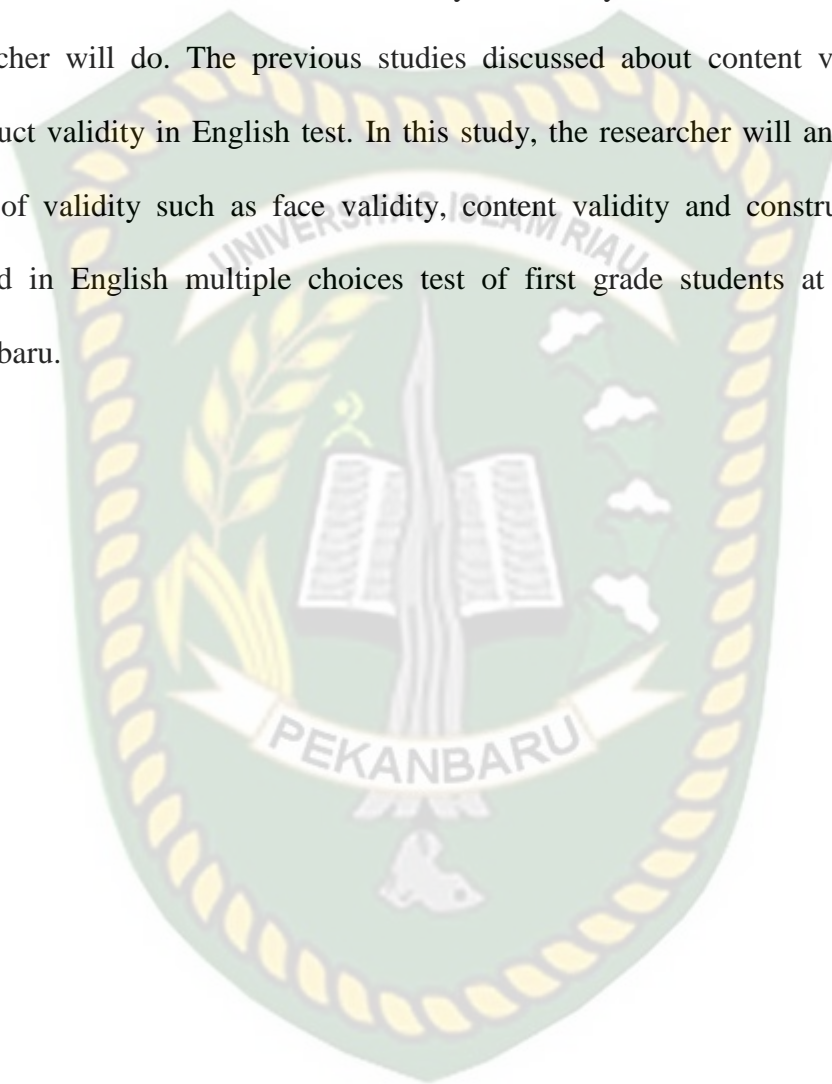
Students at SMPN 9 Pekanbaru”. The objective of her research is to describe the content validity of multiple choices test at SMPN 9 Pekanbaru. Then, the method of the research is descriptive analysis method by using English multiple choices test papers. The results of the research showed that English multiple choices at SMPN 9 Pekanbaru reach sufficient validity. Based on 50 items, there are 36 the test has valid items and there are 14 invalid items.

The second research about construct validity of English multiple choices test analysis, the research was conducted by Ratnasari (2012), with the title “ *An Analysis of Multiple Choices made by English Teacher of First Year Students SMPN 1 Kuantan Mudik*”. The aim of the study to analyze constructs validity of English multiple choices test. It was descriptive qualitative method. The results of the test show that there are several items that does not fulfill the criteria, they are 9 items that does not relate to definite stem, 6 test item does not relate to wording in the stem, 4 test item does not use positive wording, and 6 test item does not correct in vertical list of option.

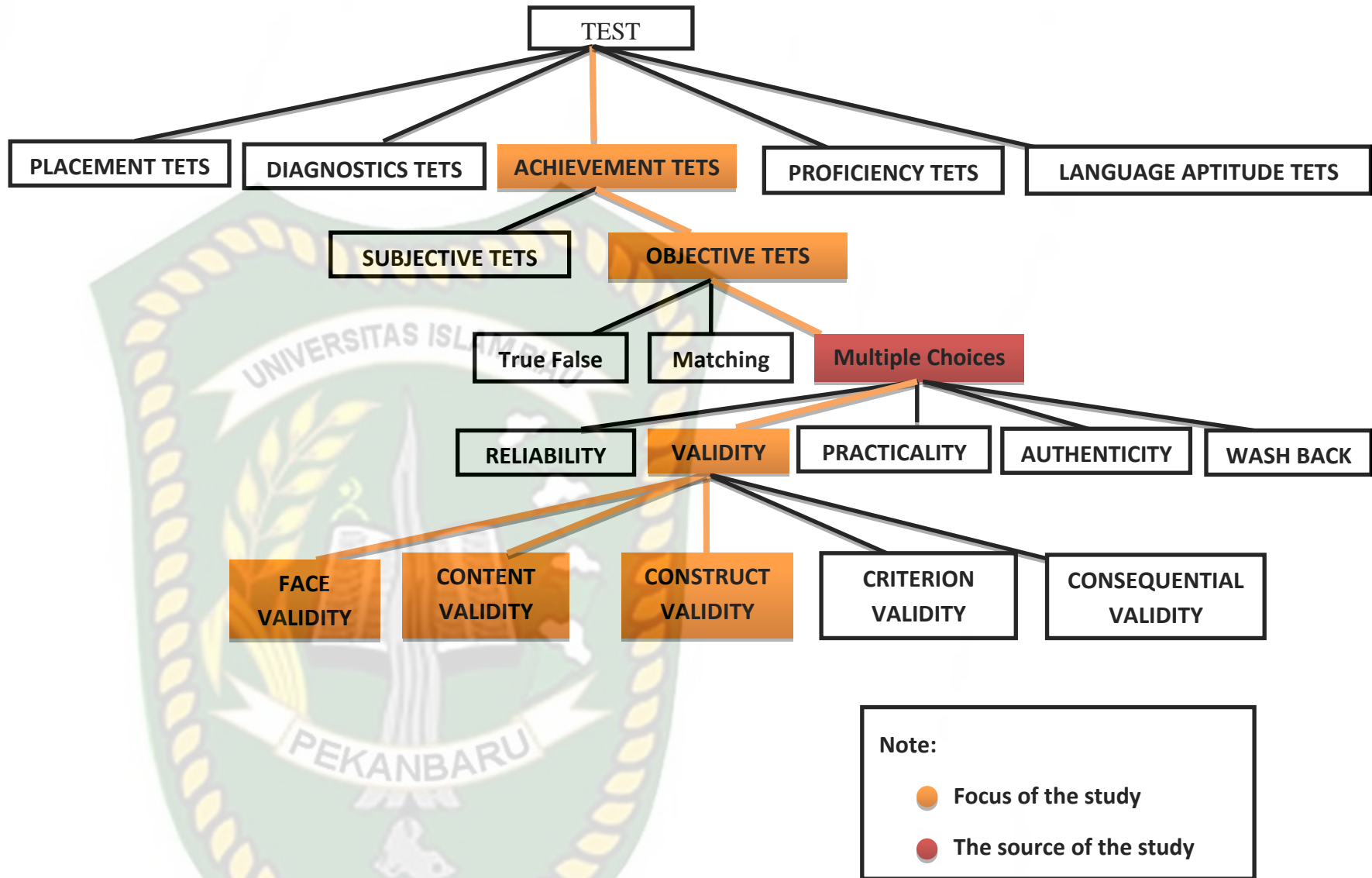
The third previous study conducted by Fauzi (2011), his research is about “*An Analysis of the Content Validity of the English Summative Test*”. The aim of the study were to find empirical evidence if the English test items have good content validity and in line with the English syllabus. The method used in analyzing the English summative test were Comparative analytic method that by comparing the content of the test with the English syllabus and English curriculum. He found that items of English summative test for even semester of

second grade students at Mts. Salafiyah have bad content validity. It shows that the materials of English summative test are not appropriate with English syllabus.

Based on three studies above, they are closely related to the research that researcher will do. The previous studies discussed about content validity and construct validity in English test. In this study, the researcher will analyze three types of validity such as face validity, content validity and construct validity applied in English multiple choices test of first grade students at SMPN 21 Pekanbaru.



2.4 Conceptual Framework



2.5 Assumption

The researcher assumes that English multiple choices test for Semester tests are valid by fulfilling three types of validity such as face validity, content validity and construct validity.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau