CHAPTER I

INTRODUCTION

A. Background of Study

English learning aimed in junior high school is oriented to reach functional level. It means that the students should be able to communicate oral and written in their daily life activity. While, English learning in senior high school is expected to reach informational level, because they have been prepared to continue their study in university.¹So, English subject in senior high school is important subject for students have been prepared for their study in university afterward. Senior high school students expected to master English subject well before they going to university.

Testing is revealing a person's capabilities by putting them under strain; challenging.² In learning process testing is important point to know and measure the students' skills in a subject. Testing has assumed a prominent role in recent effort to improve the quality in education. Viewing standardized tests as a significant, positive and cost-effective reform tool, educational

¹ Depdiknas, *Standard Kompetensi Mata Pelajaran Bahasa Inggris SMP dan Madrasah Tsanawiyah*, (Depdiknas: Jakarta, 2004) page 3

² Oxford dictionary online (<u>http://oxforddictionaries.com/definition/english/testing?q=testing</u>), access on 2th M ay 2013, 19:38

policymaker has been using them at an increasing rate.³

Test is used to provide information concerning not only with the individual students performance, but also with the effectiveness of teaching learning activities. And test is one type of measurement is used to measure student's behavior goal of instructions. For teachers, a test is used to measure the effectiveness of teaching learning activities.4

Language teachers are often faced with the responsibility of selecting or developing language tests for their classrooms and programs. However, deciding which testing alternatives are the most appropriate for a particular language education context can be daunting, especially given the increasing variety of instruments, procedures, and practices available for language testing. Such alternatives include not only test types with long traditions of use—such as multiple choice, matching, true-false, and fill-in-the-blank tests; cloze and dictation procedures; essay exams; and oral interviews—but also tests differing in scope and structure from these well-known options. For example, technological developments have led to a number of new language testing formats, including computer-based and computer-adaptive tests (Brown 1997; Dunkel 1999; Yao and Ning 1998), audiotape-based oral

³ Joan Herman, Jean Dreyfus and Sharin Golan, *The Effect of Testing on Teaching Learning*, (UCLA C enter of Research on Evaluation, Standards, And Student Testing, 1990). Pg 1

⁴ Iffah Mursyidah Mayangsari, An Analysis of UAS English Test of Second Semester 2008/2009 by Tea cher-made English Test in SMA 2 Muhammadiyah Sidoarjo, Thesis (Surabaya: Perpustakaan IAIN S unan Ampel Surabaya, 2009). Pg 1

proficiency interviews (Norris 1997; Stansfield and Kenyon 1992), and webbased testing (Roever 1998).⁵

In teaching learning activities, testing has an important role. The results of teaching without testing will be useless, because testing helps to show the achievement of the objectives of education. From the result of the test it can be seen whether the teaching learning process is successful or not. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with other.⁶ It was cleared that relation between testing and teaching can't be ignored. Teachers, students, and school want to know their effort to achieve the educational objectives are successful or not. They will be satisfied if their effort are succecefull. But if heir effort unsuccessful so they will change their ways.⁷

According to Norris,

"Language tests are simply instruments or procedures for gathering particular kinds of information, typically information having to do with students' language abilities. Tests may have a variety of formats, lengths, item types, scoring criteria, and media. We may differentiate among language test types according to such characteristics and the information provided by each. For example, a 20-item cloze test, which asks the examinee to write single-word responses to complete a reading passage, provides a very different kind of information than does a 20-item multiple choices reading comprehension

⁵ John M Norris" Purposeful Language Assessment: Selecting The right Alternative Test". Vol 38, No 2, 2000

⁶ J.B. Heaton, Writing English Language Test, (New York: Longman),1988. Pg 5

⁷ Sri Utami, An analysis teacher made English UKK test for academic years 2012 – 2013 for seventh graders of Muhammadiyah 9 surabaya, Thesis S1, (Unpublished)

test, in which the examinee has only to choose the correct responses."8

Chittenden said that the purpose of testing are "keeping track, checking-up, finding-out, and summing up". Keeping track is collecting the data about student progress in learning process in the school. Checking-up is checking the students' skill in learning process and to know weakness of the student in learning process. Finding-out is searching, finding, and detecting the weakness and mistakes from the students in learning process. Summing up is concluding the students' learning progress which appropriate with standard competency in that school.⁹

Thus, as one tool of evaluation test is needed to be employed in teaching activities. Moreover it has lot of benefits in order to support the success of teaching learning process, such as: (1) To measure language proficiency. (2) To diagnose student's strengths and weakness, to identify what they know and what they do not know. (3) To discover how successful student have been in achieving the objectives a course of study. (4) To assist placement of student by identifying the stage or part of a teaching program most appropriate to their ability¹⁰

From the achievements term, English test divided by; final

⁸ John M. Norris, *Purposeful Language Assessment: Selecting the Right Alternative Test*, Vol 38, No. 1 2000, pg 1

⁹ Drs. Zainal Arifin, M.Pd, *Evaluasi Pembelajaran*, (Bandung: PT Remaja Rosdakarya), 2012. Pg 15

¹⁰ Arthur Hughes, *Testing for Language Teacher*, (Cambridge: University Press, 2003). Page 8

achievement test and progress achievement.¹¹ In this research, the researcher focuses on final achievement test.

Final achievement test is the test that is held at the end of the class. Final exam decides whether the students can go up to the next grade or not. For the teacher, final exam is the complete test that must be built. The teacher must combine all skills and measure all skills in one test. Testing has a technique how to make and do a test. In creating testing, the teacher must understand every technique that must be used in construct the testing to the students for example in testing writing, the teacher must give the test that represent writing skill of the student like write the essay, narrative, etc. English subject also has many skills that must be evaluated.

Regarding to the case above, it is very important to have tests or some kind another, are valid, well designed and formulated. Hughes mentioned in his book that test is said to be valid if it is measure accurately what it should be measured. Nurkanca and Sumartana also pointed out that a qualified test should be reliable, valid and having degrees of difficulty-index and discriminating power.¹²

Language testers are sometimes asked to say what is 'the best tests' or 'the best testing technique'. Such question reveals a misunderstanding of what

¹¹ Arthur hughes, *Testing for Language Teachers*. Pg 13

¹² Wayan Nurkanca and Sumartana, Evaluasi Pendidikan, (Surabaya: Usaha Nasional, 1986). Page 127

is involved in the practice of language testing. A test that proves ideal for one purpose maybe quite useless for another; a technique that may work very well in one situation can entirely inappropriate in another. Equally, two teaching institutions may require different test, depending on objectives of their courses, the purpose of the tests, and the resources available.¹³ From that point, the teacher must recognize which test that is appropriate to measure the student skills. The teacher must create the test that is suitable with the student ability too.

The following standards, English as used by native speakers and English as used by L2 students, are built of a large number of components, including (but not limited to) the following: 1).Vocabulary - number and quality of items known; ability to use items correctly and appropriately. 2). Grammar - knowledge of morphology and syntax; ability to apply knowledge correctly and appropriately. 3). Oral production - the ability to create utterances comprehensible to native speakers. 4). Listening comprehension the ability to comprehend utterances produced by native speakers. 5).Written production - the ability to manipulate symbols (letters, characters) and produce language structures comprehensible in a visual context, and to express feelings, concepts and ideas in writing. 6). Reading comprehension the ability to comprehend language symbols and structures in a visual or

¹³ Arthur hughes, *Testing for Language Teachers second edition*. pg 8.

tactile context, and to understand feelings, concepts, and ideas expressed in writing¹⁴

In this research, the researcher will focus on language testing technique that other the teachers do in schools. The researcher wants to identify how the teacher built the test to the students: what technique that is used by the teachers and how the test can measure the skills of the students and whether the test is suitable with the students or not.

Indonesia has embassy in every country that have relation with Indonesia that called by Embassy of The Republic Indonesia or KBRI *(Kedutaan Besar Republik Indonesia).* KBRI build school in those countries like Singapore, Malaysia, Thailand etc. which still under KBRI control. One of the examples is Sekolah Indonesia Kuala Lumpur.

Sekolah Indonesia Kuala Lumpur is KBRI's School that is located in Lorong (street) Tun Ismail no.1 50480 Kuala Lumpur Malaysia. Sekolah Indonesia Kuala Lumpur is under control supervision of Indonesians' embassy, it means that the curriculum and the rules of the school are based on Indonesian curriculum.

Like Indonesian school, Sekolah Indonesia Kuala Lumpurs' curriculum is based on Education National Standard or BSNP (*Badan Standar*

¹⁴ Robert F. Tambini, "Aligning Learning Activities and Assessment Strategies in the ESL Classroom" The Internet TESL Journal. Vol. V, No. 9, September 1999

Nasional Pendidikan) in Indonesia. From the method term, the teacher use CTL (Contextual Teaching Learning) in English subject. This method aims to help the student to know and use the language in a real situation of the target language. For the textbook of English subject in Senior High School, the teacher uses Indonesian books from Dinas Pendidikan Indonesia or *Indonesian Education Agency* and Singaporean books. From the method CTL that they use, means they use KTSP or *School Based Curriculum*. From the competency standards of this school is *Standar Kompetensi 2006* as same as in Indonesia.¹⁵

The reason of the researcher to do this research is, the researcher wants to identify the validity of the test in that school. Also are the culture of Malaysia influenced the teacher on the way they teach the subject and build the test of the students? From those points above, the researcher wants to know how the teachers do a testing for the student in that school and what technique that the teacher use to do a test.

B. Statement of Research Problem

This study will try to find out the answers to the following questions:

 How the quality of English Language testing in KBRI school, Sekolah Indonesia Kuala Lumpur, Malaysia?

¹⁵ Dra Rumiyati Atik, English Teacher in Sekolah Indonesia Kuala Lumpur, *private interview*, Kuala Lumpur, 20 September 2013, 12:45.

C. Objective of The Study

Based on the statements of the problem above, the objective of the study is describe:

1. Explain the quality of English language testing that be used by the teacher in Sekolah Indonesia Kuala Lumpur, Malaysia

D. Significance of the Study

This study is conducted and hopefully the result would give some advantages as follow:

- 1. New English teacher to know the technique of language testing
- 2. For the students to know their skill from the test that they do
- 3. Serving as reference for the reader about language testing technique
- E. Scope and Limitation

To avoid misunderstanding what the researcher has explained, the researcher gives limitation of this study: this research just focuses with the English language testing technique that used in Sekolah Indonesia Kuala Lumpur and how the technique can refers the student skill.

F. Definition of Key Terms

The researcher wrote down the definition of key terms to support the readers understanding this study easily and have same interpretation:

- Language Testing technique is the technique that be used by the teacher to know the student skill with giving assessment to the student.
- Quality of test is the aspect which can determine the test acceptable or not. The aspect of the quality of test are;
 - a. Validity of test, the test is valid if the test can measure accurate the student progress, skill and ability of the subject.

b. Item analysis is identifying the items of test which is acceptable or not to measure students' skill. Item analysis divided into three points, there are;

- Index difficulty, the test is good if the items test not too easy and not too difficult for the students
 - Index discrimination, is indicates which items discriminate the students
 - The distracters, the test is good if the objection item work properly to the students.