

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Learning English is the most essential thing for people in the world including Indonesia. The mastery of English as a foreign language can help us to easily increase our knowledge through a great many sources of global information which are mostly published in English. The fact said that language is important for people. Language is a gift from God to human. He created different languages, so that language is a part of His power as written in the Holly Qur'an Surah Ar-rum 22.

فِي إِنَّ ۖ وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ

ذَلِكَ لآيَاتٍ لِلْعَالَمِينَ

This verse tells about the creation of the seven skies and the earth. This verse also states about the existence of many languages and many races in the world. All of them are example of the God's wonders.

Language is the component of communication that is used by people of the world to tell what are in their minds to the others such us opinion, ideas, information, etc. by using language, we can easily communicate with other people in getting the best interaction.

Nowadays, English becomes essential language subject of educations issues in Indonesia. Indonesia Government admits as the first foreign language that is taught to Indonesia students. They learn English from elementary school up to university. Through English language subject, they hope to have ability and more confidence with English.

The purpose of the teaching English in Indonesia is to develop the communication skill especially in oral and written skills (listening, speaking, reading, and writing). To reach the purpose the instructional activities, the teacher applies evaluation to measure how far the students understand about the materials that have given.

One of the most important aspects of English teaching and learning process is evaluation. It contributes directly to the teaching and learning process used in classroom interaction which is focus to the students and their learning process.

Hughes (1995, p. 10) explains that one of the forms to evaluate the student's ability is test. By testing, teacher can know the ability of learning that students have. Test is a trial which is held to know some results from a certain subject which is taken from a student or a group of students. There are numerous types of test. There are placement test, achievement test, proficiency test, and aptitude test. The test which is usually used by teacher to know how far students have mastered the lesson is achievement test. The achievement test is intended to establish how successful individual students groups of students or the courses themselves have been in achieving objectives of language courses.

The English achievement test will become the standing point of students' ability in English so this test will be very important to be analyzed because if the test isn't valid, we can say that the test cannot use as the tools of measurement.

In order to measure accurately, the teachers should use a good test. It is not an easy work for them to make it because there are some characteristics that must be fulfilled. The characteristics of a good test include validity, reliability, objectivity, practicality, authenticity, and washback.

The validity is the most important consideration in a test evaluation. Test validation is the process of accumulating evidence to support such inference. The former types of validity (content, criterion related, and construct) are simply considered to be convenience categories for accumulating evidence to support the validity of an interpretation.

Based on the writer's observation, that some teachers of the school, and conversation with English teacher of first year students about their English teaching problem, especially about English teaching and learning problem that they have faced, the teacher said that they have a big problem in academic year 2013/ 2014. In the academic year, they were required using a new curriculum (curriculum 2013) which there is no training program from related agencies before, they are very confused because there is no guidance in the teaching based on the new curriculum, even they are not given a guide book that using the curriculum 2013 which should be used for teaching and learning process. In their teaching, they have just used English book which they get from other source (internet).

Based on the explanation above, the writer is interested in analyzing the English test's items in order to know the validity of the test. The writer would like to carry out a research under the title **“An Analysis on the Content Validity of English Achievement Test Items for the First Year Students at Senior High School (Case Study at SMAN 1 Marabahan in Academic Year 2013/2014)”**.

### **B. Statements of Problem**

Based on the background above, the writer is interested in analyzing the contents validity of English achievement test items for the first year students at SMAN 1 Marabahan in academic year 2013/2014. There are statement problems:

1. Is the English Achievement test that administered to the students of first year in SMAN 1 Marabahan in academic year 2013/2014 suitable with the reading and writing materials of English's book used, syllabus, and curriculum?
2. Does the English achievement test used at first year students at SMAN 1 Marabahan in academic year 2013/2014 have good content validity or not?

### **C. Objectives of the Study**

The objectives of study are:

1. To find empirical evidence if the test items of English Achievement test suitable with the reading and writing materials in English's book used, English syllabus, and curriculum.
2. To give information about the level of content validity on English Achievement test for first year students at SMAN 1 Marabahan in academic year 2013/2014.

#### **D. Significance of Study**

The significances of the study are as follows:

1. English teacher, especially English teacher of the first year students at SMAN 1 Marabahan, by knowing the content validity of English achievement test, they can make a good test and the test can be the constructor of measurement in teaching and learning.
2. For the writer, to enrich the writer's knowledge and experience in this specific research.
3. Be consideration and input for education executor on increasing and improving education faculty.
4. Information or additional reference for other researchers.

#### **E. Definition of Key Terms**

To avoid any misinterpretation toward the title, the writer will explain some terms in the title as follow:

1. Analysis
  - Oxford Advanced Learner's Dictionary (2010) points out that Analysis is "the detailed study or examination of something in order to understand more about it; the result of study" (p. 49).
  - Analysis is separating or breaking up any whole into its parts, especially an examination of these parts to find out the nature, proportion, function, interrelationship, etc. (Neuveldt & Guralnik, 1996, p. 49).

## 2. Content Validity

The process of investigating whether the selection of tasks one observes in a test-taking situation is representative of the large set (universe) of tasks of which the test is assumed to be a sample (Palmer, 1981, p.2)

## 3. Achievement test

A test designed to measure the effects that learning and teaching have on individuals