

## **CHAPTER II**

### **LITERATURE REVIEWS**

This second chapter would like to reviews of the current and relevant literature concerning to supporting this study and explaining from the chapter one. Then, the related this study, the writer adopt and adapt some theoretical and life experiences. It is focuses on curriculum, teachers work group, assessment and tests, types of assessments, five principles of assessment, items analysis and the previous studies.

#### **2.1 The Curriculum**

The curriculum is a subject to a continuing process of minor change (Heywood, 2005:3). It is the orientation for the teachers when they are wants to make the planning, management and something to teach. The curriculum development is also process in language teaching of contain need analysis, goal setting, syllabus design, methodology, and testing or evaluating in teaching and learning process to make more necessary and organized (Richards, 1995:1). The goals of curriculum are general reports of the proposed results of a language program, and represent what the curriculum planners believe to be desirable and manageable program aims base on constrains revealed in needs analysis (Richards, 1995:3).

The national curriculum, which used in Indonesia now is the 2016 curriculum based on revision. It is the implementing in almost schools in Indonesia. The basic of the curriculum is competent. The objective I curriculum planning are helps teachers to classify their goals, facilitate instructions by highlighting the skills and sub-skills underlying different instruction content make the evaluation process easier and provide a form of accountability (Richards, 1995:4). According to PERMENDIKBUD no. 53/2015 is not obtain again and

change with PERMENDIKBUD no. 23/2016 about assessment 2013 curriculum based on revision. KKM must changes with KBM or in Indonesia word is Ketuntasan Belajar Minimal. UH (Ulangan harian) replacement with PH (Penilaian Harian), UTS change with PTS (Penilaian Tengah Semester) gasal/genap. Then, UAS be replaced with PAS (Penilaian Akhir Semester).

UKK be replaced with PAT or Penilaian Akhir Tahun and the calculation materials of test included 25% in semester ganjil and 75% in semester genap. And about the grade up is look in KBM from 55 of the first semester and 65 of second semester. The total from both semesters divide two is 60 called finish from the lesson in the grade. The KBM is from each school and for English lesson usually is 75-80.

The curriculum is a large and complex concept, and the term curriculum is used to refer the particular program as in syllabus, which applied at the schools (Nunan, 1989:14). The curriculum should offer the following:

*In Planning:*

- a. Principles for the section of the content to learning and taught the students ability
- b. Principles for development of the teacher strategy to improve the knowledge of the students
- c. Principles of making the decisions about sequence
- d. Principles to diagnosis the weakness and strengths in each student's ability.

*In Empirical Study:*

- a. Principles to study and evaluated the progress of leaning
- b. Guidance as to the feasibility of implementing the curriculum in varying contexts, pupil context, environment and peer-group situation

- c. Information of the variability of the effects in differing contexts and on different pupils and an understanding of the cause of variation.

*In Relation to Justification:*

The formulation of the attention aims of the curriculum which is accessible to critical scrutiny.

The content of the curriculum is to process of the activities in the classroom, which the content of matter, the experiences (tasks), and evaluation to gets the goals of the teaching and learning process (Nunan, 1989:16). Then, the analysis of the curriculum and syllabus will produce the contextualized the content and exercise that will present relevant of the language and provide contexts to grading the students ESL (Cunningswroth, 2008:57).

## **2.2 Teachers Work Group**

Teachers work group or KKG is organization of professional teachers in the elementary level in sub-districts or area that included of teachers at some schools. The MGMP or Deliberation of subject teachers is forum of the professional subject teachers in junior high school/senior high school in an area/district/city/sub-district. KKG and MGMP are expecting to continuous professional development and continuous quality improvement for the education in Indonesia. According to Development Standard KKG/MGMP (2008:4) there are some goals. Those are:

- a. To improve teachers' knowledge and concept especially of the substance in teaching and learning process like as syllabus, learning materials, method, strategies, and so on.
- b. To gives the members of KKG/MGMP to share and give feedback and/or solution in education.

- c. To improving the knowledge, ability and adopt the phenomenological in teaching and learning process through professionally
- d. To implementing and helping, the members to carrying out the duties in teaching and learning process at school.
- e. To improve the knowledge, competent, and performance through teachers' achievement and professional in KKG/MGMP.
- f. To improve the quality of education and learning process as reflected in students' achievement
- g. To improve teachers' competent toward KKG/MGMP activities.

The programs of KKG/MGMP are arranged by its members and acknowledge by Principal Work Group (KKKS) / Principal Work Conference (MKKS). And the members in areas sub-district Benjeng, Dudusampeyan, Menganti, Kedamean, Cerme, Balungpanggang, Driyorejo and Wringinanom. Then, the program of KKG/MGMP in South Gresik are make a lesson plan, syllabus, semester program, curriculum analysis, workshops of education, seminar, Professional Learning Community, Lesson Study, journal arrangement, education training, arrangement of leaning evaluation instruments, final examination preparation.

MGMP's the technical meeting that each members an area KKM delegated teachers to represent the subject matter of the preparation and in the meeting has a leader of coordinator of the teachers group to provided and explanation of how the mechanism of matter in English final test. Each group representation of who directs well as guiding the preparation of the matter.

Each coordinator group must explain that to formulate questions must begin from an understanding of KI KD, after it goes into the making of grille and final preparation of the matter. It was a stage in the preparation of a matter. The result of this meeting members' KKM on each subject could understand in details how steps that must be understood in the preparation of matter then, went to work preparing a matter of English final test together, accompanied by coordinator.

### **2.3 Language Testing and Assessment**

In education management, there is the important part of teaching and learning process. It is a testing and assessment. Testing and assessment is a tool to evaluating the students' mastery. According to Brown (2004:3) a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The test is necessary to measure a test-taken. In addition, the assessment is the process to know the goals of the teaching and learning process. Those test and assessment is to evaluate the students' ability of the understanding and mastering the lesson. The test is usage to examined students and to grading on the next level. Then the assessment is the process of measure the skills, attitude, and beliefs of students to know the development of students' abilities (Sindelar, 2013:9). The assessment is not usage as tools to know the achievement of the goals, but it as an ingredient to improving the management of school's program (Sudjana. 2011:21).

Then, assessments is one of the tools in teaching and learning process and as a factor of students can improving their ability and as a device for teacher measure their students' knowledge. Then, it's explaining the purposes of assessment according to Newble (1994:108) are to judging mastery of essential skills and knowledge, measuring improvements over time, ranking students, diagnosing student difficulties, evaluating the teaching methods, evaluating the effectiveness of the course, and give motivation for students to improving their abilities in study. For the design the assessment of the tools' test, there are some

steps. Those are making the objective of the designing test, analyzing the matter of the curriculum, create the items test according to the content in syllabus and make the keys answer (Sudjana, 2011:21).

## **2.4 Type of Assessment and Testing**

In general, the assessment of student's measurement is through the test. The process of the test can be from the oral, performance, or the written test. There two types of the assessment and testing. Those are subjective and objective test. (Sudjana, 2011:55). The subjective test can classified of the three forms. Those are free description, limited description, and structure description. Next is the objective test. It frequently criticized on the ground that has simpler answer than subjective test (Heaton, 1990:26).

The objective test has four types. Those are the sort answer question, true-false question, fill in the blank, multiple-choice items, and pairing-match question (Sudjana, 2011:55). In addition, this research was analysis of the English final test of the multiple-choice form. Furthermore, the multiple-choice items are two kinds (Sudjana, 2011:48). There are relationship between cause and effect (HAH), and the complex multiple-choice (PGK). The cause and effect multiple-choice (HAH) is the question that the relationship between cause and effect. It has the cause sentence in the first and the effect in the second sentences. Then, the complex multiple-choice is the common multiple-choice.

In the conduct of the design multiple-choice items is important to following the context. The important part of the multiple-choice item is known as the stem; the choices from which the students select their answers are stated to as option / response / alternatives (Heaton, 1990:24). Then, the general principle of multiple-choice are:

- a. Each multiple-choice item should have only one answer,
- b. Only one feature at a time should be tested,
- c. Each option should be grammatically correct when placed in the stem, not including of course on the case of detailed grammar test items,
- d. All multiple-choice items should be at a level appropriate to the proficiency level of the tests,
- e. Multiple-choice items should be as brief and clear as possible,
- f. In many tests, items are arranged in rough order of increasing difficulty.

## **2.5 The Criteria of Good Assessment**

According to Brown, there are five essential principles for assessment: practicality, reliability, validity, authenticity, and washback. (Brown, 2004:25-51). Those are:

### **2.5.1 Practicality**

The practicality is about the management of test that included of cost, time, place, scoring, people, equipment and giving feedback. It can look from the time management that teacher and students need to finish the test whether the tests need others equipment as a sound system, LCD, etc. How much it can get the feedback, how to evaluate students' performance, and how planning the cost and all things that needs in teaching and learning process.

### **2.5.2 Reliability**

A reliable test is consistent and dependable which the same result of the items test or the instrument if the test or instruments give to the same students or matched students in once time or two times with similar object. And then, the reliability test not only the items of the test is reliable cause sometimes the items test is unreliable. Consider the following possibilities (adapted from Mousavi, 2002, p. 804): fluctuations in the student, in scoring, in test administration, and in the test itself.

### **2.5.3 Validity**

The validity test is the one of the most complex criterion of an effective test and the most important principle should be in the items test. The point of validity to which interpretations made from assessment result are appropriate, meaningful, and useful in the terms of the goals of the assessment (Ground, 1998, p.226). The test is criterion-related validity if it has established its effectiveness in predicting the indicators of a construct. Then, the content-related evidence of the validity is the subject matter about the result which drawn and find out of the validity test. The test should relate to the teaching objectives or the teaching content. The face validity requires clear direction, logical organization and appropriate time management, enabling students to find the test familiar.

### **2.5.4 Authenticity**

The authenticity is a model of evaluating and designing test, especially in art and science to respondent the test-taker. The principle of the test which the language of the task to be enacted in the real world. In addition, in this principle is suggests toward the target of language. In the test of authenticity should existent as following ways the language of the test is as natural as possible, items are contextualized rather than inaccessible, the topics are clearly, relevant, interesting



for the learner, some thematic organization to items is provide, such as toward a story line or episode and tasks represent, or closely approximate, real-world tasks.

### **2.5.5 Washback**

Washback is a consequential of validity to know of the scale of a test in influences language teachers and learners to discussion of the inhibit language learning. A facet of consequential validity, discussed above, is “the effect of testing on teaching and learning” (Hughes, 2003, p. 1), otherwise known among language-testing specialists as washback. In large-scale assessment, wasback generally refers to the effects the test has on instruction in terms of how students prepare for the test. “Cram” courses and “teaching to the test” are examples of such washback. Another form of washback that occurs more in classroom assessment is the information that “washes back” to students in the form of useful diagnoses of strengths and weaknesses. Washback also includes the effects of an assessment on teaching and learning prior to the assessment itself, that is, on preparation for the assessment.

## **2.6 Items Analysis**

### **2.6.1 The level of Difficulty**

The items of difficulty level is the important past in the analyze items test in multiple choices. The level of difficulty is the analysis of the items test which the three categorizes. The three categorizes are hard, medium and easy (Sudjana, 2011:135). The level of difficulty or item facility should see from the students’ perspective of the students’ ability in answering the questions, not see from the teachers’ perspective in make the questions.

The test should be equal in the entire items test (Fulcher, 2007:102). It is actually dependent not only on the difficulty of the items itself but on the equal in

3:4:3 ratios. It means that hard and medium is similar total items test and easy in ratio 4 as like as 30% for hard and medium categorize and 40% for easy category.

### **2.6.2 Discrimination Power**

The discrimination power is to measure the test takers' ability in high and low group for answering the questions test (Fulcher, 2007:103). The discrimination should be same result if the test is taking at the low and high group. It is means that the test taking in the high group the test taker get the high score it like in the low group, the test taker in low group get the not good score is call that the test has the discrimination.

The test should have not the discrimination if the test taking in the high group, the test taker get the bad score and the low group get the high score. The goals of this are to make the differences of the group students who and how many test takers, which fulfill in the low and high group (Sudjana, 2011:141).

## **2.7 The Previous Study**

In this research, there are three previous studies that references with the analysis in the items test that researcher used. Those are:

The first previous study refers to the previous study the titled is an analysis of a midterm English test of the seventh grade-accelerated class at SMPN 3 Malang by Arin Eka Primadani, Gunadi Harry Sulisty (2013). This study was conduct to evaluate the quality of the teacher-made test of the midterm English test of the 7th grade accelerated class at SMPN 3 Malang. It was used the descriptive evaluative of the qualitative and quantitative method to analyzed the data. The aspects was analyzes of this study which of the validity, reliability test, item discrimination, and the effectiveness of the

distracters. The finding of this analyzes was the items test is valid 100% and the items is reliable. Even though, the items of the test pack have valid and reliable but the test packs were low aspects.

The second previous study was about designing assessment tools based on the principle of language assessment by Yoneda (2012). This research was conduct in a university Business English II class. The result of this research explained that the design of the assessment did not have the criteria of the good designing assessment based on the principle of language assessment. The five principles were practicality, reliability, validity, washback, and authenticity. Because the assessment that teacher create for their students in themes of vocabulary quizzes, paper-and-pencil test, and presentation project is not synonymous with testing, it should be continuous throughout the teaching and learning process in the classroom. Teachers can assess students in many ways other than administering test. It is important to apply the five principles to designing assessments tool.

The third previous study was from Reza Wisnu Saputra (2015). The objective of this study was compare between the second midterm English classes with private schools in the term of validity, reliability, items difficulty, and discrimination power. Then, the result of the analysis both of the test pack was not enough to say that the items test has the good quality. In addition, the compare of the quality items test-pack that has the appropriate with better was from SMP Kesatrian 2 Semarang, it school better than SMPN 1 Semarang. The comparative method used in this research with the conclusion the qualities of the second mi-term English test made by state and private school certified English teachers still need to revise carefully of the validity, reliability, items difficulty, and discrimination power. The titled is the comparison between the second mid-term English tests for the seventh grades made by the state and private school certified English teachers (The case of test items analysis of

SMPN 1 Semarang and SMP Kesatrian 2 Semarang in the academic year of 2013/2014)