

AN EVALUATION ON THE CONSTRUCTION OF 1986 - 1987 ENGLISH EBTANAS FOR SENIOR HIGH SCHOOL

A THESIS

In Partial Fulfilment of the Requirements for
the Sarjana Pendidikan Degree in
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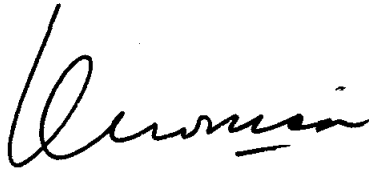
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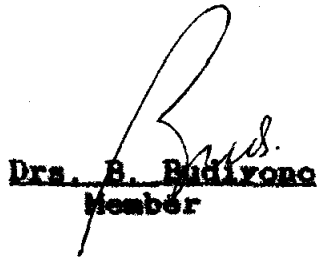
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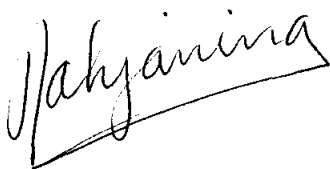
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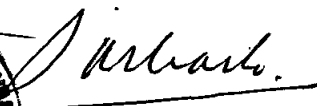


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ABSTRACT

Many people say that DANEM, the scores of EBTANAS, is very important as it is used by a lot of high schools and universities to assist institutions in the selection and placement of students. Being curious, the writer would like to find out whether the EBTANAS as a formal, large scale, "standardized" instrument has fulfilled the conditions of a test construction.

Based on considerable skill needed in constructing multiple choice and essay test items, the validity of the 1986-1987 English EBTANAS as a measuring instrument of the student's achievement is questionable. This study, therefore, is undertaken to analyze and evaluate the validity of the English EBTANAS, through content analysis and item construction analysis.

This analytical study will be limited to the 1986-1987 English EBTANAS for Senior High School, the content as they match the objectives, and item construction based mainly on the guidelines or principles of constructing multiple choice and essay items.

So far, there has always been an assumption that all English instructors are capable of constructing language tests and that these language tests are considered valid and reliable as measuring instruments.

However, having followed the systematic procedures of analysing content validity of EBTANAS, the following things were discovered:

1. The structure test did not have representative coverage of structural learning outcomes and content. Its sampling was inadequate in terms of learning outcomes, content, and size.
2. The vocabulary test did not have an adequate size of samples.
3. The reading comprehension test did not have adequate sampling.

So it could be deduced that the 1986-1987 English EBTANAS was not based on a carefully planned table of specifications.

Analysis of item construction revealed that to a great extent item construction did not meet the principles of constructing multiple choice and essay test items.

All of these led to the following conclusions:

1. The 1986-1987 English EBTANAS had a low degree of validity.
2. Of the three subtests, the structure test was the least acceptable, followed by vocabulary test and reading comprehension test successively.

Eventually, the analyst recommends that:

1. Seminars and workshops on language testing be held.

2. A language testing standardization project be set up at the Indonesian Ministry of Education.
3. An education staff member be given an opportunity to pursue further study in language testing.
4. A suggestion be made to the ministry of Education to improve the syllabus of the English subject for the Senior High School.