

AN ANALYSIS ON THE CONSTRUCTION OF THE 1989 - 1990 ENGLISH UUB FOR THE FIRST GRADE SENIOR HIGH SCHOOL IN REGION I NORTH SURABAYA

A THESIS

In Partial Fulfilment of the requirements for
the Sarjana Pendidikan Degree in
English Language Teaching



Megawati Liesman
1 2 1 3 0 8 4 0 2 3

No. INDUK	1773/91
TGL. TERIMA	14-9-1991
NAMA	Megawati Liesman
No. BUKU	FK-ig Lie a-1
KOPI KE	1 (SATU)

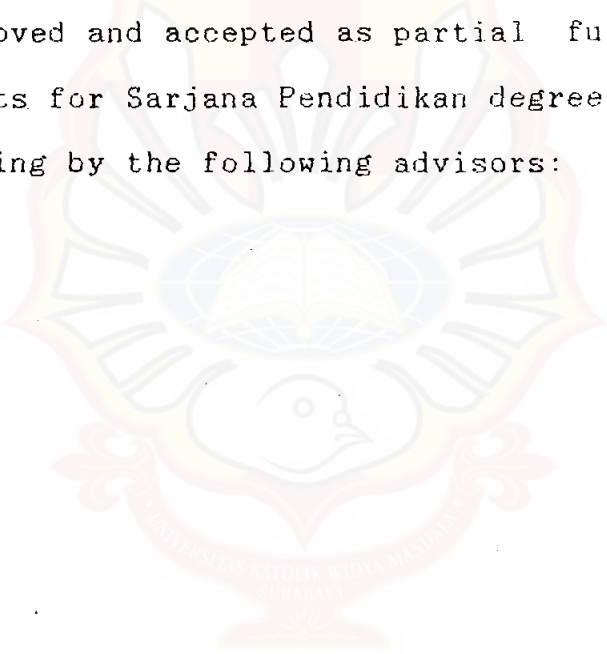
Fakultas Keguruan dan Ilmu Pendidikan
Jurusan Pendidikan Bahasa dan Seni
Program Studi Pendidikan Bahasa Inggris
July, 1991

A P P R O V A L S H E E T

(1).

This thesis entitled AN ANALYSIS ON THE CONSTRUCTION OF THE 1989-1990 ENGLISH UUB FOR THE FIRST GRADE SENIOR HIGH SCHOOL IN REGION I NORTH SURABAYA

and prepared and submitted by MEGAWATI LIESMAN has been approved and accepted as partial fulfilment of the requirements for Sarjana Pendidikan degree in English Language Teaching by the following advisors:



Magdalena

Dra. Magdalena I. Kartio

FIRST ADVISOR

Agnes Santi W.

Dra. Agnes Santi W.

SECOND ADVISOR

APPROVAL SHEET

(2)

This thesis has been examined by the Committee on Oral Examination with a grade of A on August 3rd, 1991



Drs. Stefanus Laga Tukan M Pd.

chairman



Dra. Magdalena I. Kartio

member



Dra. Agnes Santi W.

member



Dra. Maria Francisca H. M Pd.

member



Drs. V. Luluk Priambodo

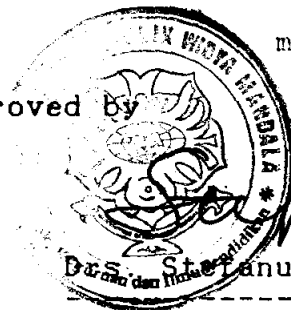
member



Drs. A. Gurito

Dean of
The Teaching Training
College

approved by



Drs. Stefanus Laga T., MPd

Head of The English
Department

ACKNOWLEDGEMENTS

First of all, the writer will praise and thank the Lord who always leads and blesses her during the long days and nights of writing this thesis so that it can be completed on time.

She owes unexpressible thanks to the followings:

- (1) Dra. Magdalena I. Kartio, her first advisor, and Dra. Agnes Santi W., her second advisor who have spent their valuable time reading this thesis draft and have patiently given their valuable guidance and suggestions for the improvement of this thesis.
- (3) Drs. Stefanus Laga Tukan, MPd., her academic advisor, who has helped, encouraged, and motivated the writer to complete this thesis.
- (4) The writer's family whose kindness and understanding have supported the writer during her study and especially in the process of writing this thesis.
- (5) The writer's friends and many other persons unmentioned who have given her assistance and encouragement so far.

TABLE OF CONTENT

Approval Sheet (1)	i
Approval Sheet (2)	ii
Acknowledgements	iii
Table of Content	iv
Abstract	vi
Chapter I INTRODUCTION	
1.1 Background of The Study	1
1.2 The Statements of The Problem	4
1.3 The Objectives of The study	5
1.4 The Significance of The study	6
1.5 Scope and Limitation	6
1.6 Assumption	7
1.7 Theoretical Framework	8
1.8 Definition of Key Terms	8
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 The Importance of Language Testing	11
2.2 Characteristics of a Good Language Test	12
2.3 Types of Language Tests	15
2.4 Planning The Test	18
2.5 Written Test	23
2.5.1 Subjective Test	23

2.5.2 Objective Test	28
2.6 Oral Test	44
2.7 Arrangement of The Items	49
2.8 Review of Related Theses	51
CHAPTER III METHODOLOGY	
3.1 Research Design	54
3.2 Subjects of The Study	54
3.3 Data	55
3.4 Procedures of Collecting Data	55
3.5 Analysis Design	56
CHAPTER IV FINDINGS AND DISCUSSION	
4.1 Findings	62
4.2 Discussion	66
CHAPTER V CONCLUSION AND RECOMMENDATIONS	
5.1 Conclusion	72
5.2 Recommendations	75
BIBLIOGRAPHY	
APPENDIX	

ABSTRACT

This study has attempted to answer the following two major research questions : "1) Are the English UUB test items of the first grade senior high school in Region I North Surabaya valid?; 2) Are the English UUB test items well-formulated?". The first major research question was divided into the following 4 minor research questions: 1) Are the structure test items constructed according to the syllabus?; 2) Are the vocabulary test items constructed according to the syllabus?; 3) Are the reading comprehension test items constructed according to the syllabus?; 4) Are the conversation test items constructed according to the syllabus?. The second major research question, on the other hand, was divided into the following minor questions: 1) Do the objective test items meet the principles of constructing multiple-choice items?; 2) Do the subjective test items meet the principles of constructing essay items?

To get the answers to the first major research question, the English UUB test items of the first grade senior high school in Region I North Surabaya, were analyzed under the light of the syllabus through a table of specifications.

On the other hand, to get the answers to the second major research question, the test items under study were analyzed under the light of the principles of multiple-choice test item construction and the essay test item construction.

Under the analysis procedures presented in chapter III and the parameters of objectives as well as subjective test item construction, the study under report found that:

- (1) the structure test items had representative learning outcomes but did not have representative content coverage and samplings.
- (2) the vocabulary test items did not cover representative language content and learning outcomes and its samplings were also inadequate.
- (3) the reading comprehension test items only covered simple learning outcomes.
- (4) the conversation test items did not have representative learning outcomes, language contents and samplings
- (5) Most of the item construction did not meet the principles of constructing multiple-choice items, especially the **conversation / speaking** test items.
- (6) the subjective reading comprehension item construction had clear instruction but it only measured the simple learning outcomes.

Based on these findings, the following conclusions

are drawn:

- (1) the 1989-1990 English UUB test had a low degree of content validity.
- (2) of the five subtests, the conversation section was the least acceptable, followed by the reading comprehension objective test, structure test, vocabulary test, reading comprehension subjective test successively.

Finally as a follow up, it is suggested that, in order to improve the quality of the English UUB here,

- (1) the test authorities construct more items so that the test may have greater content validity.
- (2) the test authorities hold workshops on language testing to give a chance to the English teachers to pursue further study in language testing.
- (3) the authorities activate the PKG (pemantapan Kerja Guru) club by holding frequent meetings and stimulate the teachers to construct good language items.

