

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents the findings and the discussions of the research that aim to answer the research question of this research about the validity of summative test items written by teachers. The research question is answered by the analysis of a priori validity, including analysis of context validity and theory-based validity, proposed by Weir (2005).

As stated in chapter 3, the subjects of this research are three sets of test items written by three teachers. The test items are test items for seventh grade, eighth grade, and ninth grade. The explanation of the validity of each set will be in different subheadings. Below are the results of document analysis and interview regarding the objective of the research.

#### 4.1 The Result of Context Validity Evidence

Weir considers three aspects to get context validity evidence: task settings, task demands, and test administration. Task settings cover the clarity of rubric, the clarity of test purpose, the appropriateness of response format, the clarity of scoring (known criteria, the weighting of items, the order of items, the amount of test time. Meanwhile, task demands deal with what should be done by test takers in a test that relates to the focus of the test. Last, setting and test administration refers to external factors of test such as the physical condition, uniformity of the test, and test security.

Context validity evidence is analyzed in three sets of test items: seventh grade test (Test 1), eighth grade test (Test 2), and ninth grade test (Test3).

##### 4.1.1 Context Validity Evidence Test 1

Test 1 is a test for seventh grade students written by one senior high school teacher in Cimahi. In Test 1 there are 40 multiple choice items that cover material

about instruction, notice and caution, and descriptive text. Below is the description of context validity of Test 1 that will be categorized into three sections: task settings, task demands, and setting and test administration.

### 1. *Task settings*

#### - *Rubrics*

The rubric of Test 1 is clearly stated before the items. Test 1 provides two rubrics; general instruction that consists of information about course name, grade, time allocation and time of test, and one sentence instruction to answer the items (see appendix). General instruction is stated in students' first language, Bahasa Indonesia, and one sentence instruction is stated in the target language, English. Moreover, there is not any grammatical errors in the instruction that is written in English, however there is a misspelled word in the instruction (i.e. choose becomes chose).

In the interview, the teacher said that she stated the general rubric in Bahasa Indonesia to avoid students' confusion. Besides that she made the test instruction as brief and simple as possible so that the test takers understand the instruction though it is in English.

Kalau petunjuk umum ini bukan dibuat saya ya. Ini dari sekolah memang format tes itu harus pakai ini. Saya sengaja gak nranslate supaya anak-anaknya gak jadi pusing sama intruksinya. Hmm.. Nah kalau yang sebelum soal ini kan singkat dan sedehana ya intruksinya jadi gak masalah kalau pake bahasa inggris juga. Saya rasa sih anak-anak pasti ngerti sama intruksi ini soalnya singkat dan sederhana itu ya jadi jelas.

(Excerpt from Appendix 3, Interview)

It is in line with Weir that says 'the test rubric should be intelligible, comprehensive, explicit, brief, simple, and accessible.' (Weir, 2005, p.57).

#### - *Purpose*

The teacher said that the purpose of the test is to measure students' knowledge about the material that has been learned before; descriptive text,

caution, and instruction. The students are informed about the materials that will be tested, in other words the students will have an idea about the purpose of the text.

Iya tentu saja materi yang akan diteskan diinformasikan sebelumnya. Jadi sebelumnya itu siswa diberi tahu tentang bentuk tes, jumlah soal, dan materi yang akan diteskan.

(Excerpt from Appendix 3, Interview)

Since the test is achievement test, the purpose is appropriate because the syllabus also shows that 7th grade is learning instruction, caution, and descriptive text in the 2nd semester. The purpose matches with the test content as well because the items are about descriptive text, caution, and instruction.

#### - *Response Format*

The response format used in Test 1 is multiple choice. From the interview, the teacher said that she chose multiple choice as the response format because the school obligates all teachers to use multiple choice as the response format in final examination since the scoring for multiple choice is easy and objective.

Hmm nya dititahna PG neng hahaha... Ya kayaknya supaya penilaiannya gampang. Lagian PG kan paling objektif ya... Sudah pasti benar salahnya.

(Excerpt from Appendix 3, Interview)

However, Weir (2005, p. 62) states that using multiple choice items as the response format less involves cognitive processing and this response format does not reflect any language ability in the real life. Teachers mentioned that this format can assess students' language skill except speaking. In fact, multiple choice will not assess direct writing skill.

Ya kalo speaking sih engga ya. Tapi kalau yang lainnya bisa-bisa aja tapi da sekolah minta formatnya PG, nya kit amah ikut aja.

(Excerpt from Appendix 3, Interview)

#### - *Known criteria*

Since the response format is multiple choice test, there is no specific criteria will be judged in the test. As the teacher said that multiple choice items is objective in terms of scoring, the teacher as the assessor will only decide the answer is correct or incorrect.

- *Weighting*

This test is using multiple choice questions as its response format, so it will only show students' competences related to the material tested. From the interview, the teacher said that the weighting of all items is the same. Therefore the test takers did not get any information about weightings.

- *The order of items*

All items that assess reading skill in Test 1 are expeditious reading questions. In line with Weir's statement the teacher separates questions for surveying for a gist and scanning for specific information for expeditious reading.

8. *What does the text tell us about? (Surveying for a gist)*  
 A. Dara's flower                      B. Kinds of flower  
 C. Beautiful Flowers    D. Dara's favorite flower
9. *Which one is TRUE based on the text? (Surveying for a gist)*  
 A. Dara has many gardens  
 B. Dara only plants Cape jasmine  
 C. Cape Jasmine has glossy jasmine and dark leaves  
 D. Cape Jasmine blooms in June plentifully every year
10. *How many flowers are mentioned in the text? (Scanning for specific information)*  
 A. 2    B. 3    C. 4    D. 5
11. *"It has glossy and bright green leaves." The synonym of the underlined word is... (Scanning for specific information)*  
 A. dark              B. clear              C. vivid              D. light

(Excerpt from appendix 1, Test Items)

For text 2, the teacher did not separate careful reading and expeditious reading. However for careful reading, she made the answer are in justifiable order. Answer to no. 29 is in second line, answer to no. 30 is in third line, and answer to no. 31 is in fifth line. (Questions no.28-32 are provided below)

*I am Gaby. I live in Jakarta. My house is at no. 10 Jl. Merdeka, East Jakarta. It's not a big house. **It's small.** It's painted apple green. I like it anyway. It has a small garden and a mango tree in front of the house. **It looks green and nice.***

***My house has two bedrooms, a living room, a dining room, a kitchen, and a bathroom.** Each of it has its own furniture and equipment. We can do many activities there.*

*My bedroom is in the front part of the house, next to the living room. My parents room is in the middle of the house next to the dining room. The kitchen and the bathroom are at the back part of the house.*

*My parents and I always directly go home after school and work. We sit together in the evening and talk about my school, and many others. We love our house very much. Our house is really our home.*

(Text 2 in Test 1)

28. What does the text tell us about?(Expeditious Reading)

- A. My house                      C. Gaby's house  
B. big house                      D. Our house

29. What does her house look like?

- A. It is a big house              C. It is in Jakarta  
B. It is painted blue              D. It is small

30. How many room are there in her house?

- A. 4                      B. 5                      C. 6                      D. 7

31. "It looks green and nice." The word it refers to...

- A. Gaby              B. Garden              C. Rooms              D. House

32. The information below is NOT TRUE based on the text, EXCEPT...(Expeditious Reading)

- A. There is a small garden and guava tree in front of the house  
B. Gaby's bedroom is at the back part of the house  
C. Gaby and her parents always directly go home  
D. Gaby does not really love her house

There are two questions for Text 4. The first question is careful reading at local level because it is identifying lexis, while the second one is expeditious reading at global level.

38. "They make friends..." Underlined word refers to...

- A. People                      B. The writer, Eric, and Ricky  
C. The writer and Eric              D. Eric and Ricky

39. From the text, we can conclude that....

- A. Archel has two best friends  
B. Eric and Ricky are arrogant.  
C. Ricky does not like read book.  
D. Eric is short and week

Thus the teacher did not separate expeditious reading and careful reading in one text but for careful reading the teacher developed the questions in justifiable order with the answer in the text however she did not do it intentionally. It can be seen from her answer whether she arrange the questions in order with the information in the text or not:

Oooh jadi berurutan gitu ya? Engga sih kalau saya mah.

(Excerpt from Appendix 3, Interview)

- *Time constraints*

Test takers are given 90 minutes to answer 40 multiple choice items with three short texts (with 63-163 words each text), five short dialog (with 15-39 words each dialog), and six notices in this test. The teacher assumes the time given is enough for every student to answer all questions in the test.

Cukup sih. Soal ini juga materinya kan sudah dipelajari semua. Jadi mungkin untuk anak-anak yang pinter mah kelebihan da gampang soalnya. Tapi kan di Bahasa Inggris itu banyak yang kurang, jadi waktunya disediakan lumayan lama walaupun soalnya relatif mudah.

(Excerpt from Appendix 3, Interview)

If a lower achiever student needs one and a half minute to read and answer one question, it means she/ he needs 60 minutes to finish all questions and has 30 minutes to read the texts and dialogues that consists around 434 words in total. Therefore the lower achiever student can re-read the text several times because according to Fry (1975) in He (p. 11, 2014) claimed that good readers achieve a speed of 350 wpm, fair readers 250 wpm, and slow readers reach 150 wpm. Thus, it can be said that the time given is appropriate for all students.

## 2. *Task Demands*

As stated in chapter 2, task demands are concerned with the skill that is assessed on a test. Based on the test specification, Test 1 only measures reading and writing ability; 24 questions assessing reading skill and 16 questions assessing writing skill.

- *Reading skill*

In testing reading skill, test takers must assess through reading text. Therefore task demands in reading skill relate to the text selection. In choosing text in test, test makers should pay attention to topic familiarity, organizational features of text; level of grammar, the familiarity of vocabulary, cohesion and coherence of the text, and appropriateness of text related to the purpose of text (Weir, 2005, p. 69-71).

There are four texts used in measuring reading skill in Test 1. Text 1 is for no. 8-11, text 2 is for no. 28-32, and text 3 is for no. 33-39. From the interview the teacher stated that she adopt all texts from book and internet. In choosing the text, she considered several aspects such as the appropriateness of the text with the material, the text length, and the text difficulty. She also said that all vocabulary and grammar is fair for the test takers because it is already taught to them in learning session.

Ya saya mempertimbangkan sesuai engganya dengan materi terus ee panjang pendeknya juga kesukarannya ya paling. Saya pilih yang vocabnya sederhana dan mirip-mirip sama yang sudah dipelajari. Eee apa namanya tensesnya ya tensesnya juga hanya present tense, kan descriptive itu juga udah dikasih.

(Excerpt from Appendix 3, Interview)

The text 1 is descriptive text about someone's favorite flower. The flower that is described is Cape jasmine or white jasmine. This topic is considered a familiar topic for test takers who are seventh grade students since it is about thing that exists around them. The grammar level of text one is simple present tense and the information of every sentence in the text 1 is cohesive, so that the students will be easy in understanding the text. The text provides obvious topic, varied information and specific details to answer the items for the questions. (The Text 1 is provided below)

*Dara has a garden. She plants many flowers there, such as; rose, orchid, jasmine, and sun flower. But her favorite flower is Cape jasmine.*

*Cape jasmine is a kind of white jasmine. It has glossy and bright green leaves. It also has beautiful fragrant. It usually blooms in June. Dara's cape jasmine has survived for years. But it still blooms profusely in every year.*

(Text 1 in Test 1)

The text type of the second text is descriptive text. The topic of this text is a house which is very familiar with the test takers. Moreover the location mentioned in the text is Jakarta, which is known by the test takers. Different from text 1 and two which are relatively short, there are four paragraphs in text 3. The grammar level of this text is simple present tense that already learnt by the students based on the syllabus. Furthermore the information of the text is also

cohesive, so that this text will be easy to be understood. (The Text 2 is provided below)

*I am Gaby. I live in Jakarta. My house is at no. 10 Jl. Merdeka, East Jakarta. It's not a big house. It's small. It's painted apple green. I like it anyway. It has a small garden and a mango tree in front of the house. It looks green and nice.*

*My house has two bedrooms, a living room, a dining room, a kitchen, and a bathroom. Each of it has its own furniture and equipment. We can do many activities there.*

*My bedroom is in the front part of the house, next to the living room. My parents room is in the middle of the house next to the dining room. The kitchen and the bathroom are at the back part of the house.*

*My parents and I always directly go home after school and work. We sit together in the evening and talk about my school, and many others. We love our house very much. Our house is really our home.*

*(Text 2 in Test 1)*

The last text is also descriptive text. It describes about friendship, which is really familiar with the test takers. However, the name of the character in the text somehow sounds not popular in Indonesia (i.e. Archel, Eric, and Ricky). It is better to use an Indonesian name such as Bayu, Andi, or Budi to be more contextual. The grammar level of text 4 is also simple present tense. Moreover, the text is also cohesive, so that the test takers will get the information of the text easily.

*I am Archel. I meet my best friend. The first one is Eric. He is an athlete for our school. He is tall and muscular. The other one is Ricky. He is a very diligent student. He likes to read encyclopedia and he gets the first rank in my class.*

*I like the both because they are very friendly to other people. Even though Eric and Ricky very famous in our school, they are not arrogant. They make friends with anybody including me.*

*(Text 3 in Test 1)*

To be concluded, the texts in Test 1 are considered appropriate for the test takers since they talk about familiar things with them, though the name in test 3 is better to be changed into Indonesian name.

The vocabularies in all texts are high frequency vocabulary. Many adjectives in the texts since the text is descriptive text and students had learnt



descriptive text in the learning session. Furthermore the grammar level of texts is simple grammar which is simple present tense and the students already learnt it in learning session.

The texts are cohesive so that the four texts will be easy to be understood by the test takers. The genre of the texts are all descriptive text and it is considered good since the genre that test takers have learned is only descriptive text. It is in line with Weir (2005, p. 70) that says in achievement test, the text that should be used is text that has been learned before. However, all texts do not state the title, whereas the title of the text is important because test takers should have a clear idea of what they will be reading for. (Urquhart and Weir 1998 in Weir, 2005, p. 93).

- *Writing skill*

Based on the test specification developed by teachers, there are sixteen questions to assess writing skill: no. 1-7, 12-18, no. 27, and no. 40. Valid writing test should require more than one sample of test takers' writing because the more samples that can describe the test takers' writing ability, the more confidence the assessor has to judge test takers' writing ability (Weir, 2005, p. 69).

However, since the response format of Test 1 is multiple choice questions, Test 1 does not take any test takers' writing at all. From the interview the teacher stated that the response format is multiple choice questions because of school's regulation for achievement test and she also stated that multiple choice questions can assess all language skill except speaking skill.

Ya kalo speaking sih engga ya. Tapi kalau yang lainnya bisa-bisa aja tapi da sekolah minta formatnya PG, nya kita mah ikut aja.

(Excerpt from Appendix 3, Interview)

In this test, to measure test takers' writing skill, the test takers should complete several dialogues, fill gaps in the paragraph, and arrange jumbled sentences and jumbled paragraph. These types of question are indirect writing test. This indirect writing test will affect theory-based validity that will be explained in theory-based validity evidence section.

### 3. *Setting and test administration*

Setting and task administration is related to external factor of a test since it is concerned with the condition of the test takes place such as physical condition, the uniformity of administration and security.

The physical condition is concerned with the place, background noise, quality of a record of listening skill test and all important aspects of the test. According to the interview, the Test 1 will take place in test takers' school and it will be conducive since all students in the school will have a test so there will be no noise that will disturb test takers' focus in answering items. Furthermore, since Test 1 only measures reading and writing skill, it does not need a record.

All test takers will have the same items and same time allocation to answer the test. Therefore, this test will not have a problem with the uniformity of administration.

The Test 1 will not have a problem with its security since only the English teacher and a committee for the exam in the school who can access to the items. Therefore, test takers will not be able to know the items before the test.

To sum up, the context validity evidence of Test 1 will be described by the table below.

CONTEXT VALIDITY OF TEST 1		
TASK SETTINGS	FINE	HAS A PROBLEM
Rubrics	✓	
Purpose	✓	
Response format		✓ (The response format is multiple choice questions therefore this test cannot assess students' writing skill but in test specification, there are sixteen items for measuring students' writing skill.)
Known Criteria	✓	

Weightings		✓	
The order of items			✓ (The teacher does not separate careful reading and expeditious reading items. She arranges the items for careful reading in justifiable order but from the interview it is known that she was not aware of it)
Time constraints		✓	
<b>TASK DEMANDS</b>		<b>FINE</b>	<b>HAS PROBLEM</b>
Reading Skill	Text 1	✓	
	Text 2	✓	
	Text 3	✓	
Writing Skill			✓ (Weir states to measure writing skill, at least test takers should produce two writing products. However since the test technique is multiple choice questiona, the writing test is indirect test. The explanation about indirect text will be explained in theory based validity part.)
<b>SETTINGS AND TESTADMINISTRATION</b>		<b>APPROPRIATE</b>	<b>HAS PROBLEM</b>
Physical Condition		✓	
Uniformity of Test		✓	
Security		✓	

Table 4.1 Analysis of context validity Test 1

From the table 4.1, in terms of context validity, it is known that Test 1 in task setting part this test does not have problem in rubric, purpose, known criteria and weighting but has problem in response format and order of items. All texts

that measure reading skill do not have a problem but the writing skill test has a problem since it is indirect writing test, and has not any problems in setting and test administration.

#### **4.1.2 Context Validity Evidence Test 2**

The other test that is used as the subject in this research is the test for eighth grade students (Test 2). Test 2 consists of 40 numbers with 32 numbers measuring reading skill 8 numbers measuring writing skill. The materials covered in Test 2 are comparative and superlative, conjunction, present continuous tense, descriptive text recount text, announcement and narrative text. Below is the description of context validity of Test 2.

##### **1. Task settings**

###### **- Rubrics**

The test rubric is clearly stated in Test 2. There are two rubrics in the Test 2; general rubric that consists of test title, course name, grade, the test time, and time allocation, and one sentence instruction that informs how to answer the test (see appendix). The general rubric is written in Indonesian language while the one sentence instruction is written in English. The one sentence instruction is clear without any grammatical and spelling mistake. In the interview, the teacher seems aware that in making a rubric, she has to consider the simplicity and easy to be understood by test takers,

Mmm pertimbangannya intruksi itu harus mudah dipahami, bahasanya sederhana dan tidak berbelit-belit.

(Excerpt from Appendix 3, Interview)

###### **- Purpose**

From the interview, the teacher said that since it is an achievement test, it measures all the materials that has been learned by the students. She also said that before the exam, she will give the test specification to the students.

Tujuannya ya eee mengevaluasi materi ajar yang telah diajarkan selama satu semester.

(Excerpt from Appendix 3, Interview)

- *Response Format*

Multiple choice item is response format of Test 2. Multiple choice item is chosen as the response format to make the teacher easier in scoring it. As Hughes (2003, p. 76) states that a multiple choice item has the advantage in scoring since the scoring can be perfectly reliable. Furthermore in the interview the teacher said that it is the most common test technique for the students.

Iya, supaya memeriksanya mudah dan objektif... bentuk tes yang paling sering digunakan saat ujian.

(Excerpt from Appendix 3, Interview)

However, as stated before in discussion in context validity of Test 1 multiple choice questions will only assess students understanding of the material and it will not show students' real skill. From the interview, the teacher seems aware that MCQ cannot assess students' writing skill as she stated:

Hmm tapi sebenarnya bukan writing murni sih, soal writingnya lebih ke pengetahuan grammar dan vocabulary, karena bentuk tesnya sendiri PG eeh multiple choice tadi itu.

(Excerpt from Appendix 3, Interview)

- *Known criteria*

The test does not inform the criteria that will be judged in test. However, since the response test is multiple choice items, the known criteria may not need to be stated.

- *Weighting*

Similar to Test 1, all items will have the same points so the teacher does not give any information to the students. The points of all items are also not informed to the students because the teacher assumes that the students have already known that since multiple choice is the most common test technique for UAS.

- *The order of items*

The skills measured in Test 2 are reading and writing skill. There are eight texts in Test 2. Text 1 is followed by five questions, no. 9-13, in a good order since the answers for these questions are in chronological information with the

Text. Thus the questions for text 1 are in sequencing order with the information in the text. (Questions no. 9-13 are provided below)

### ***I HAVE A CAT***

*Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give spot milk. The spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.*

**9. What kind of animal is Spot?**

- |                     |             |
|---------------------|-------------|
| A. regular housecat | C. wild cat |
| B. black cat        | D. soft cat |

**10. What does Spot look like?**

- A. It has orange fur with white and black spots.
- B. run around the house.
- C. chase every one.
- D. adorable cat.

**11. What food does Spot have every morning?**

- |         |             |
|---------|-------------|
| A. rice | C. milk     |
| B. fish | D. cat food |

**12. What kind of food does Spot like?**

- |         |             |
|---------|-------------|
| A. milk | C. cat food |
| B. rice | D. Fish     |

**13. What does Spot like to do?**

- A. sleeps under sofa.
- B. sits on the table.
- C. runs around the house and chases everyone in the house.
- D. eat rice.

Text 2 and Text 3 are one short paragraph of descriptive text measuring careful reading. Both Text 2 and Text 3 are only followed by one question.

Text 4 is followed by seven questions. The questions are not in a sequencing order; the answer for no. 20 is in the fourth paragraph while answers for no. 21 and 22 are in paragraph two and three. It will take test takers' time to read what they have read.

### ***My Personal Experience***

FADILA ISTIQA SEPTIANA, 2016

A PRIORI VALIDITY OF SUMMATIVE TEST ITEMS DEVELOPED BY EFL TEACHERS: A Case Study at a Junior High School in Cimahi.

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*When I was in Junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me the chemical processes, physics calculations, and biological processes.*

*Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary a book entitled "The inventors of Medicine". I thought "OK, this is a start". I took it out then began reading it.*

*I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch's experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.*

*After I read the book, I realized that science is useful for humankind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behavior and became a doctor.*

**16. When did the story take place?**

- A. When the writer became a doctor.
- B. When the writer was in the library.
- C. When the writer was in the classroom.
- D. When the writer was in junior high school

**17. Was the writer diligent student?**

- A. Yes, He is.
- B. Yes, He was
- C. No, He isn't.
- D. No, He wasn't.

**18. What lessons did the writer hate?**

- A. English
- B. Chemical
- C. Biology
- D. All subjects

**19. What was the title of the book that the writer read?**

- A. A summary book
- B. The inventors of Medicine.
- C. The experiment on bacteria.
- D. The inventors of antibiotic.

**20. What happened to the writer after he read the book?**

- A. He learned from the book.
- B. He realized that science is useful for humankind.
- C. He discovered things that can help human kind.
- D. He found the first antibiotic.

**21. "The teacher asked me to read several books and make a summary about them." The word "them" in that sentence refers to....**

- A. The inventors.
- B. Several books.
- C. Bacteria
- D. Several Medicines

**22. He was an English doctor who found the cure for smallpox. The underlined word can be replace with ....**

- |             |             |
|-------------|-------------|
| A. medicine | C. proved   |
| B. heal     | D. discover |

Questions no. 23-27 are based on Text 5. The order of items no. 23-27 are arranged well since the answers of these questions are in the chronological information in the text. However, the answer for no. 28 is in the second paragraph. Thus, test takers have to go back reading the text they have covered. In addition the teacher does not separate between careful reading item and expeditious reading items.

### ***The Ant and The Dove***

*One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.*

*To reach spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.*

*The ant was in big trouble because she could not swim. Luckily, there was in big trouble, the dove quickly plucked a leaf and dropped it into the water near struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to a dry ground.*

*Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.*

**23. What did the dove do to save the ant?**

- A. It was in nearby tree.
- B. It dropped a leaf near the ant.
- C. It saw the ant struggling.
- D. It carried the ant to the dry ground.

**24. What did the hunter do to the dove?**

- A. He was biting it.
- B. He was trying to shoot it.
- C. He was trying to trap it.
- D. He was throwing a stone at it.

**25. At the end of the story....**

- A. the dove bit the hunter on the heel.
- B. the hunter killed the dove
- C. both animals were finally safe.
- D. the ant bit the dove.

**26. What is the purpose of the text? (Expeditious Reading)**

- A. To inform the reader about an ant.
- B. To describe the job of a hunter.
- C. To entertain the reader.



- D. To describe a dove.*
27. What can we learn from the story? (*Expeditious Reading*)
- A. Don't be greedy, or you may lose.*  
*B. When there is a will there is a way.*  
*C. We should help each other.*  
*D. It is wise to plan ahead for hard time.*

28. *Soon it carried her safety (paragraph 3).*

The underlined word refers to....

- A. an ant*                      *C. a dove*  
*B. a hunter*                  *D. a spring*

Questions no. 29-32 are based on Text 6. These questions are all careful reading. The order of items is not in a good arrangement because the answer for no. 32 in line 1 before the answer for no. 29-31.

#### **Announcement**

*There will be a camping trip next month. All scouts must join the activity. It will be at Natural Hills camping site. The activity will last for two days. For further information, please contact Mrs. Indah.*

*Cimahi, 4 May 2015*  
*The chief of Scout Organization*

*Mrs. Indah*

29. *Where will the activity be held?*

- A. Natural Hills*      *C. mountain*  
*B. School*              *D. Cimahi*

30. *How long will the activity be held for?*

- A. 2 days*              *C. a day*  
*B. a week*              *D. a month*

31. *When will the activity be held?*

- A. In June*              *C. in May*  
*B. July*                  *D. In August*

32. *Who must join the activity?*

- A. All scouts*          *C. All chiefs*  
*B. All students*      *D. All organizations*

The last items for assessing reading skill are items no. 33-34. These questions are based on the memo provided. These items are in order since the answer for no. 33 is before the answer for no. 34

Based on the findings above, it is known that the teacher is inconsistent in ordering the items. However in the interview the teacher said that she made the items are sequencing with the information in the text.

Iya saya membuatnya berurutan supaya siswa tidak bulak-balik bacanya.  
(Excerpt from Appendix 3, Interview)

It means the teacher understands about the concept but she does not apply it in all items.

- *Time constraints*

Time allocation for Test 2 is 90 minutes. The test consists of seven short texts (22-212 words per text). The teacher assumes the time given is enough for every student to answer all questions in the test, she considered the length of the text and the difficulty of items in developing the items so that the time will be proper.

Mmm kesulitan soal dan panjang pendek teks yang ada di soal. Kalau di soal ini kan teksnya meskipun lebih dari lima, kebanyakan pendek ya, kesulitan soal juga variatif ya dari mudah ke sulit ada. Jadi Sembilan puluh menit itu menurut saya pas.

(Excerpt from Appendix 3, Interview)

If a lower achiever student needs one and a half minute to read and answer one question, it means she/ he needs 60 minutes to finish all questions and has 30 minutes to read the texts that consists around 635 words in total. Therefore the lower achiever student can re-read the text several times because according to Fry (1975) in He (p. 11, 2014) claimed that good readers achieve a speed of 350 wpm, fair readers 250 wpm, and slow readers reach 150 wpm. Thus, it can be said that the time given is appropriate for all students.

## **2. Task Demands**

- *Reading skill*

Based on the test specification, Test 2 is measuring test takers' reading and writing skill. To measure reading skill, Test 2 consists of seven short texts: three descriptive texts, a recount text, two narrative texts, memo, and an announcement

text. These texts are chosen in this achievement test since those text types are texts that are covered in learning session.

Topic familiarity, organizational features, and text appropriateness are aspects should be considered by test makers in choosing text for test (Weir, 2005, p. 69-71). The level of grammar and the cohesiveness of the text should be appropriate for the test takers. The teacher made the text in this test, but most of them are taken from the internet and textbook. On taking the text, the teacher consider about the level of vocabulary and the length of the texts.

Eee pertama saya lihat kesukaran teksnya, vocabularynya, dan panjang pendek soalnya.

(Excerpt from Appendix 3, Interview)

The first text in Test 2 is descriptive text about pets. This topic is considered familiar with the target language situation. The grammar used in the text is simple present tense and the vocabulary used is known vocabulary. Both tenses and the vocabulary are already taught in the learning session. The information between sentences in the text are also cohesive, but it is better to use 'My Cat' rather than 'I Have a Cat' as a title since both sentences have the same meaning yet 'My Cat' is shorter than 'I Have a Cat'. Additionally, this text is also considered appropriate since it consists of several important points to be asked to assess careful reading.

### ***I HAVE A CAT***

*Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give spot milk. The spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.*

Both Text 2 and Text 3 are only followed by one careful reading question. This short text is considered appropriate since they consist of keywords. Based on the syllabus, the grammar level and the use of vocabulary of these texts are

already learnt by the students. Additionally the supporting details of the texts are cohesive. Therefore, test takers will understand the texts easily.

*It is a wild animal. It has sharp teeth. It is brown. It eats meat. It lives in the lair. It can run fast. (Text 2)*

*It is a place to put everything. The students put their books, pens and pencils and the other things for studying in it. And every day the students bring it to school. (Text 3)*

Text 4, the longest text in Test 2, is for seven questions careful and expeditious reading. Though the text is a little bit long, the grammar level and the vocabulary used in the text are already covered in learning session. The text is also cohesive so test takers will understand it well. This text provides varied supporting details and important points to answer careful reading and expeditious reading items. However, item no. 21 asks students to refer the word “them” in the text and there is no word ‘them’ in the text. In other words, the text does not provide information can be linked to no. 21.

### ***My Personal Experience***

*When I was in Junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me the chemical processes, physics calculations, and biological processes.*

*Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary a book entitled “The inventors of Medicine”. I thought “OK, this is a start”. I took it out then began reading it.*

*I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.*

*After I read the book, I realized that science is useful for humankind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behavior and became a doctor.*

The fifth text is narrative text provided to answer items no. 23-28. The grammar level and the vocabulary used in the text are already learnt by the students. In addition, Information in the text is cohesive and coherent. It also

provides important points and information to be linked to answer expeditious reading and careful reading questions.

***The Ant and The Dove***

*One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.*

*To reach spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.*

*The ant was in big trouble because she could not swim. Luckily, there was in big trouble, the dove quickly plucked a leaf and dropped it into the water near struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to a dry ground.*

*Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.*

Text 6 is a short announcement text that informs about school activities. The name of the city in this Text is the city where the test takers live, it is good since the test takers can relate it to their real life. The level of grammar and vocabulary used in the text is already learnt and the information in the text is cohesive. The text is considered appropriate since it provides important information that can answer expeditious reading questions.

***Announcement***

*There will be a camping trip next month. All scouts must join the activity. It will be at Natural Hills camping site. The activity will last for two days. For further information, please contact Mrs. Indah.*

*Cimahi, 4 May 2015*

*The chief of Scout Organization*

*Mrs. Indah*

The topic about friends is familiar with the test takers. The grammar level and vocabulary use are already learnt in learning session by test takers based on the syllabus. This short memo also consists keywords to answer the expeditious reading. However, there is a mistake in writing memo receiver and the sender's name. The name of the sender and receiver are the same. It will make test taker's confused.

*To: Ryan*

*Reyhan, will you be free this afternoon? If you are, please come to my house. We'll do our biology assignment. Syifa and Revia will join us too.*

- *Writing skill*

In the specification test, it is written that Test 2 consists of 32 items measuring reading skill and 8 items measuring writing skill. However, the writing test method is indirect writing that requires test takers to complete uncompleted sentence provided by choosing the options. The teacher also said that this questions actually only assess knowledge about grammar and vocabulary not writing skill

Hmm tapi sebenarnya bukan writing murni sih, soal writingnya lebih ke pengetahuan grammar dan vocabulary, karena bentuk tesnya sendiri PG eeh multiple choice tadi itu.

(Excerpt from Appendix 3, Interview)

This issue will be discussed in theory-based validity section.

### **3. Setting and test administration**

Physical condition, the uniformity of test, and test security are aspects should be considered in setting and test administration. Since, Test 1 and Test 2 will be conducted on the same day by the same institution, the result of setting and test administration of Test 2 is similar to the result of Test 1; appropriate in all aspects.

To conclude, the context validity of Test 2 will be described in the table below.

CONTEXT VALIDITY OF TEST 2		
TASK SETTINGS	FINE	HAS A PROBLEM
Rubrics	✓	
Purpose	✓	
Response Format		✓ (The response format is multiple choice questions. It will not assess students' writing skill even the teacher said it only

FADILA ISTIQA SEPTIANA, 2016

*A PRIORI VALIDITY OF SUMMATIVE TEST ITEMS DEVELOPED BY EFL TEACHERS: A Case Study at a Junior High School in Cimahi.*

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		measure students' knowledge about grammar and vocabulary)
Known Criteria	✓	
Weightings	✓	
The order of items		✓ (Not all questions are put in sequencing order with the information in the text. It will make the students go back over what they had covered in the previous questions.)
Time constraints	✓	
TASK DEMANDS		HAS PROBLEM
Reading Skill	Text 1	✓
	Text 2	✓
	Text 3	✓
	Text 4	✓ (There is a question asking about to what the word 'them' refer to but in the text there is not any word 'them')
	Text 5	✓
	Text 6	✓
	Text 7	✓ (In this text, the sender and the receiver has the same name)
Writing Skill		✓ (Writing skill test is indirect writing test. The further explanation about indirect writing skill will be explained in

		theory based validity part)
<b>SETTINGS AND TESTADMINISTRATION</b>	<b>APPROPRIATE</b>	<b>HAS PROBLEM</b>
Physical Condition	✓	
Uniformity of Test	✓	
Security	✓	

Based on the table it is known that in context validity, this test has a problem in response items and the order of items. For task demand in reading skill there is a problem in text 4 and text 7 and also has a problem for items measuring writing skill, and for setting and test administration Test 2 is appropriate in all aspects.

#### 4.1.3 Context Validity Evidence Test 3

Achievement test for 9th grade students is the other subjects of this research. This test consists of 50 multiple choice items: 43 items measuring reading skill and 7 items measuring writing skill. The material covered in this test are materials from 7<sup>th</sup> grade until 8<sup>th</sup> grade, including caution, greeting card, short message, invitation card, advertisement, announcement, descriptive text, recount text, report text, procedure text, and narrative text. The description of context validity of Test 3 will be described below.

##### 1. Task settings

###### - Rubrics

The rubric in Test 3 is an only rubric in Indonesian language consisting information about test title, course name, time allocation, test and time the test will be taken place. Before every text in Test 3 there is a short instruction (i.e. Read the text to answer no 1), but the instruction does not state clearly how to answer the questions related to the response format of the test. However, in the



interview, the teacher said that the test takers are really familiar with multiple choice items so they even will not read the instruction test.

Oh iya untuk soal pilihan ganda ya ee menurut saya tidak terlalu mempertimbangkan apakah siswa mengerti atau tidak karena ya sudah sangat familiar di mata siswa. Bahkan besar kemungkinan kalau ada instruksi menyelesaikan soal pun tak akan dibaca heheh begitu ya.

(Excerpt from Appendix 3, Interview)

- *Purpose*

The purpose of the test is measuring students' understanding about a whole material that they have learned from grade 1 to grade 3. And the items in Test3 match the test specification and syllabus.

- *Response Format*

The test is consisted 50 questions only in one response format, it is multiple choice questions. The school asked the teacher to make the items in multiple choice items format because it is the school policy.

Oh bukan saya yang memilih format tes ya. Ini kebijakan sekolah eee mungkin ga aturan pemerintah. Namun ya meskipun bentuk soal ini multiple choice ya ee pilihan ganda begitu, belum mampu membuktikan ketercapaian sebuah pembelajaran, hal ini menjadi tidak masalah karena ee apa namanya itu ee pencapaian siswa sudah bisa dilihat pada kesehariannya maksudnya ee prosesnya itu ya. Artinya penilaian autentik siswa sudah dilakukan ee pada saat proses pencapaian tujuan pembelajaran, baik dalam bentuk ulangan harian ataupun lembar kerja.

(Excerpt from Appendix 3, Interview)

The teacher realized that multiple choice as a response format will not reflect the successfulness of learning program but he said that the successfulness of program is shown in the process not in the test.

It seems strange because Test 3 is an achievement test. Achievement test will reflect the result of a learning program. If the result of the test cannot reflect it means that the test is not valid.

- *Known criteria*

The test does not inform the criteria that will be judged in the test. However, since the response test is multiple choice items, there is no specific criteria to be judged

because multiple choice is really objective in terms of scoring because the consideration to judge the items are only two, correct or incorrect.

- *Weighting*

The points for all items are the same, therefore the teacher does not give the information about each item's point because the teacher also thinks that the test takers only care about the total points that they will get.

- *The order of items*

From 50 multiple choice items, there are 43 items measuring reading and 7 items measuring writing. The first three texts, for item no. 1,2,3 are only followed by one question per text.

Item no. 4 & 5 are careful reading items which are not arranged well because the answer for no. 4 is in line 8 while the answer for no. 5 is in line 7.

**Prepare Your Best Dress**  
Because you are invited  
on  
**Our Birthday Party**  
Thonk's Chicken  
23 April 2011  
Aisha and Asiah  
Blackwood  
P.S No Teachers Invited

4. *Where will the party be held?*

- A. *At the best dress*
- B. *At the Aisha and Asiah home*
- C. *At the Thonk's Chicken*
- D. *At the Blackwoods*

5. *Who held the party?*

- A. *Aisha Blackwood*
- B. *Asiah Blackwood*
- C. *Teachers*
- D. *Aisha and Asiah Blackwood*

Item no. 6 & 7 are questions for the next text. The placement of the questions is correct so the test takers will not go back reading the text twice and it will lessen the difficulty of test takers.

<p style="text-align: center;"><b>Lost</b>  Cute black and white cat with long tail.  Last seen on <u>january 10 2012</u> around <u>jalan</u>  <u>Merdeka</u></p> <p style="text-align: center;"><b>Reward</b>  For anyone who find her  Contact Lucy 977 666555</p> <p style="text-align: center;"><b>Please</b>  She is beloved and greatly missed</p>
--

6. How many cat lost in the announcement?  
A. Three                      C. One  
B. Two                        D. None
7. From the text we know that .....  
A. Lucy will give her cat to anyone who want her  
B. Lucy never see her cat since 10 January 2012  
C. Somebody will call Lucy anyway  
D. Lucy will never see her cat again

The sixth text is for question no. 8-11. The order of items and the order of information in the text are also not in order: the answer for no. 9 is in the beginning of paragraph 5, answer for no. 3 is in the last line in paragraph 5, and the answer for no. 11 is in paragraph 3.

**Bex Saunders** is 14 years old and a keen photographer. She loves taking photo's, particularly nature ones. Her interest has developed into a dedicated hobby that she one day hopes to turn into a career.

She started to take pictures at about the age of 7, just using her dad's old camera. It wasn't until she was 13 and had bought her own camera that she would begin to take it more seriously.

Then in September she saw an advertisement for a photographic competition, **she entered it and it made her want to continue.** **She now enters any competition that is open to her, that she knows of.**

She has found trial and error a really good way to take photo's as then you find out what works and what doesn't.

**Bex Saunders** was runner up in the **National Nature Detectives** competition for her photo of raindrops on a leaf in "Whatever the Weather" category. She has featured in various web sites and magazines, as well as being in the top 3 of many competitions. She was also a finalist for the young photographer of the year. Hopefully she will continue to love and progress with her photography and ultimately fulfil her dream of becoming a photographer

8. What is the text about?  
A. Young photographer of the year  
B. keen photographer  
C. Bex Saunders  
D. Photographic competition
9. In what category she won second best photographic competition?

- A. Experimenting and discovering
- B. National Nature Detectives
- C. Whatever the Weather
- D. Young photographer

10. What is the main idea of last paragraph?

- A. Bex Saunders is a keen photographer
- B. Bex Saunders join photographic competition
- C. Bex Saunders experiments on potography
- D. Bex Saunders achievements on photography

11. "She entered it and it made her want to continue ....."

The underlined word refers to .....

- A. Bex Saunders
- B. Advertisement
- C. A photographic competition
- D. Any competition

For questions no. 12-14 the teacher puts the answers of items are in good order since the questions is in order with the information in the text, however the students are not informed because the teacher does not put the answer in arrangement to all items.

*Tokyo is Japan's leading city.* The city is filled with factories, large office buildings, banks, restaurants, religious shrines, and shops of all sizes. It is a center for Japanese art and is home to more

Than 100 colleges and universities. Located at the head of Tokyo Bay, the city is also a major seaport.

Many people move from other parts of Japan to attend college and then work in Tokyo. Most Japanese companies have their headquarters in Tokyo.

At the heart of Tokyo is the Imperial palace. High walls, a water-filled moat, and a large park surround the palace. *This is where the emperor of Japan lives with his family.* Japan's emperors once ruled the country, but today they have little real power.

Located near the palace are the most important government buildings, including the National Diet Building. That's where Japan's parliament meets.

12. What does the text tell you?

- A. Japan's leading city
- B. Tokyo is center for Japanese art
- C. The Imperial Palace
- D. The location of Tokyo

13. Why many people move from other parts of Japan to attend college in Tokyo?

- A. Tokyo is Japan's leading city
- B. There are many factories, large office buildings, and banks in Tokyo
- C. They can live near imperial palace
- D. There are more than 100 colleges and universities in Tokyo

14. This is where the emperor of Japan lives with his family.

What does "This" refer to?

- A. *The Imperial Palace*
- B. *The high walls*
- C. *C. Water-filled moat*
- D. *Large park*

Items no. 15-17 is not in a good order since the answer for item no. 16 is in the last paragraph while item no. 17 is in the second paragraph.

*After high school, Obama studied at Occidental College in Los Angeles for two years. He then transferred to Columbia University in new York, graduating in 1983 with a degree political science. After working in the business sector for two years, Obama moved to Chicago in 1985. There, he worked on the South Side as a community organizer for low-income residents in the Roseland and the Altgeld Gardens communities.*

*Obama entering Harvard Law School in 1988. The next year, he met Michelle Robinson, an associate at Sidley & Austin law firm in Chicago. She was assigned to be Obama's adviser during a summer internship at the firm, and soon the couple began dating. In February 1990, Obama was elected the first African-American editor of the Harvard Law Review, and he graduated magna cum laude in 1991.*

*After law school, Obama returned to Chicago to practice as a civil right lawyer, joining the firm of Miner, Barnhill & Galland. He also taught at the University of Chicago Law School, and helped organize voter registration drives during Bill Clinton's 1992 presidential campaign.*

*On October 3, 1992, he and Michelle were married. They moved to Kenwood, on Chicago's South Side, and welcomed two daughters : Malia (born 1998) and Sasha (2001).*

**15. Obama graduated from Harvard Law School after studying for ..... years.**

- A. One
- B. Two
- C. Three
- D. Four

**16. Obama got married and have two children. In what paragraph we find that information?**

- A. First
- B. Second
- C. Third
- D. Fourth

**17. Obama met Michelle Robinson when she was .....**

- A. Studied in Harvard Law School
- B. Working as associate at Sidley & Austin Law firm
- C. Elected as editor of the Harvard Law Review
- D. Helping Bill Clinton's campaign

Text 9 in Test 3 is for items no. 18-22. The careful reading items are not in order. The answer for no. 19 is in the first line, answer for no.20 is in the third line, and answer for no. 22 is in the second line.

*Strong winds and dust storms are hampering recovery work as the search for the bodies of those killed by devastating earthquake in Christchurch continues.*

*Residents have been using face masks as strong winds-up to 70 km/h-have whipped up the silt and debris coating the streets of the city, the centre of which remains unstable.*

*Loose bricks, planks and masonry are in danger of being blown around, creating new hazards.*

*The quake brought an estimated 200,000 tonnes of silt to the surface of the city, more than half of which has been cleared away. However, the strengthening north-westerly winds have been drying the silt and kicking up clouds of dust.*

*In outlying district of Sumner, at least 60 homes have been pronounced unsafe because of fears the cliff they are on will fall away, the residents have been told to leave.*

*It is estimated that up to a third of the city's buildings have been, or will have to be, demolished.*

18. What is the text mostly about?

- A. Earthquake in Christchurch
- B. The search for the victims of earthquake
- C. The victims of the earthquake
- D. Strong wind after the earthquake

19. "*Strong winds and dust storms are hampering recovery work .....*"

What does the underlined word mean?

- A. Delaying
- B. Hindering
- C. Facilitating
- D. Smoothing

20. Why did the residents use face masks?

- A. Because they got sick
- B. Because the wind blown so hard
- C. Because they afraid the cliff will fall away
- D. Because the strong wind blowing up the dust

21. What is the main idea of first paragraph?

- A. The total loss of the disaster
- B. The location of the disaster was in Christchurch
- C. Strong wind hampering recovery works
- D. The cause of the disaster was the strong wind

22. "*..... a third of the city's buildings have been, or will have to be, demolished.*"

What does the underlined word mean?

- A. Repaired
- B. Destroyed
- C. Left
- D. Prepared

Items no. 23 & 24 are items for text 10. These items are in order because the answers for these items are in sequencing order with the information in the text.

### **How to Feed Your Goldfish**

Goldfish need protein and a wide range of vitamins and carbohydrates, so choose a nutrient rich food specifically for goldfish.

Feed your fish once a day by adding one small pinch of food to the tank at a time. In general, provide as much food as the fish will consume in 2 minutes. (Vary this accordingly for larger fish).

Remove excess food with a net after the feeding session, to avoid polluting the water.

Consider occasionally offering snacks, such as lettuce, spinach, brine shrimp and mosquito larvae, for variety.

23. We have to remove excess food after .....

- |                      |                        |
|----------------------|------------------------|
| A. Removing the fish | C. Polluting the water |
| B. Two minutes       | D. Fish eat the food   |

24. From the text we can conclude that the various snacks are .....

- |              |               |
|--------------|---------------|
| A. Necessary | B. Unuseful   |
| C. Must      | D. not needed |

Text 11 is followed by four items, no 25-28. The careful reading items are not in order with its answer in the text. Because the answer for no. 26 is in the first paragraph and come out before the answer item no.25.

A young frog lived with his widowed mother in a large pond. A rascal and a trouble maker, he never listened to his mother. If she said do this, he did that. Whatever she said, he did the opposite.

One day Mother Frog teach her son to croak. With a smile, she puffed herself up and let out a loud Kaegul! Kaegul! "Now you try."

Grinning broadly, Little Frog puffed himself up and let out a loud Kulgae! Kulgae!

"Why you impudent little rascal! You're going to be the death of me!" cried Mother Frog. "You'll listen to me if you know what's good for you. Now you ...." "Kulgae! Kulgae!" croaked Little Frog, hopping away.

...

A few days later Mother Frog died. Little Frog cried and cried. Little Frog thought about his mother and all the trouble he had caused her. Then he told himself, "I always did the opposite of what Mother said because it was fun. But this time I will ...

And ever since then, green frogs have cried Kaegul! Kaegul! When it rains.

25. Mother Frog was sad because .....

- |  |
|--|
| A. Her son didn't obey her                       |
| B. Her son said something bad to her             |
| C. The rain made the stream overflowed its banks |
| D. Her son cried Kaegul! Kaegul!                 |

26. From the we know that the little frog is .....



- A. Honest                      B. Dishonest  
 C. Kind                        D. Naughty
27. "Why you impudent little rascal ....."  
 The antonym of the underlined word is .....
- A. Impressing      B. Unpleasing  
 C. Respectful      D. Amazing
28. What can we learn from the story above?  
 A. Don't look down on others  
 B. Make a good plan to win  
 C. Give respect to parents  
 D. Don't lie to children

Careful reading question and expeditious reading question for Text 12, 13-15 are also not separated. Item no. 30 which is careful reading is between items no. 29 & 31 which are expeditious reading. Careful reading item no. 35 is between expeditious reading no. 34 & 36. The order of items no. 35-37 are not in a sequencing order with the information in the text (i.e. answer for no.35 is in paragraph 2, for no. 36 is in paragraph 1, and for no. 37 is in paragraph 2)

Items no. 38-41 are not in order with the information in the text; answer for no. 22 is in paragraph 3, for no. 40 is in paragraph 2, for no. 41 is in paragraph 3.

Moreover, the order of careful reading items no. 42 & 43 are in sequencing order with the information in the text.

42. The name Clown Fish comes from .....
- A. It's colour                      C. It's territory  
 B. It's aggressive                D. It's mistaken believe
43. Clown Fish will attract anyone that .....
- A. Smaller                        C. Have different colour  
 B. Trespassing their area      D. Very active

The teacher does not put the questions in order with the information in the text. He said that he just arrange it based on the needs, for him the arrangement of the questions is not principled things.

Oh kalau itu sih ya dibuat sesuai kebutuhan saja. Ada yang dibuat berurutan ada yang tidak. Karena itu bukan hal yang prinsipil ya kalau menurut saya.

(Excerpt Appendix 3, interview)



Whereas, Weir (2005) believe that arranging the questions in justifiable order will reduce the students' difficulty in answering the test.

- *Time constraints*

The time for Test 3 is 120 minutes. Test takers should answer fifty multiple choice items with sixteen short texts that consist of 62-363 words per text. In the interview the teacher said that school gives 120 minutes, so he has been considered the length of the text and the difficulty of items in arranging the question.

Kalau alokasi waktu lagi-lagi itu kebijakan sekolah ya. Pokoknya sekolah memberikan tu Sembilan puluh menit nah saya harus mempertimbangkan soal yang bagaimana yang dibuat untuk diselesaikan para siswa dalam sembilan puluh menit. Maka pertimbangan saya adalah rasio tingkat kesulitan soal dan ditambah lagi kuantitas dari bacaan.

(Excerpt Appendix 3, interview)

If a lower achiever student needs one and a half minute to read and answer one question, it means she/ he needs 60 minutes to finish all questions and has 60 minutes to read the texts that consist around 1651 words in total. Therefore the lower achiever student can re-read the text several times because according to Fry (1975) in He (p. 11, 2014) claimed that good readers achieve a speed of 350 wpm, fair readers 250 wpm, and slow readers reach 150 wpm. Thus, it can be said that the time given is appropriate for all students.

## **2. Task Demands**

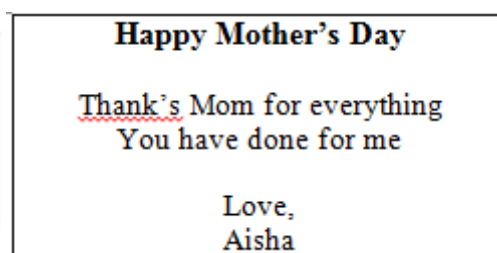
- *Reading skill*

There are sixteen texts in Test 3; a caution, a greeting card, a short message, an invitation card, two descriptive texts, a recount, three report texts, two narrative texts, and advertisement. These kind of texts is learnt by test takers in the 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade. The teacher adopt all texts from some sources he has considered several aspects such as the appropriateness of the material, the level of vocabulary, and the length of the texts.

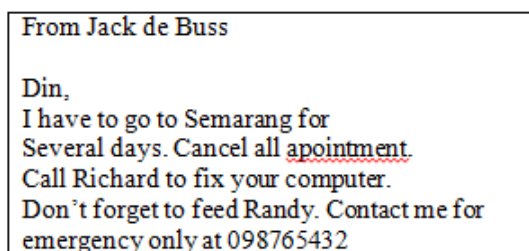
Caution, greeting card, short messages, announcement, invitation card, and advertisement texts are in the picture form of picture. The level of grammar and the vocabulary usage of these texts are already learnt by the test takers in the 7<sup>th</sup>-9<sup>th</sup> grade. However, there are punctuation errors in greeting card and invitation card (i.e. Thank's Mom and Thank's Chicken). The topic of the caution and advertisement seems unfamiliar for test takers, but the topic on a greeting card, which is about mother's day, is very familiar. The name of the person in a short message and name of place in invitation card is considered unsuitable with Indonesian context. Moreover, these functional texts consist of supporting detail and keywords to support careful reading and expeditious reading question. (The texts are provided below.)



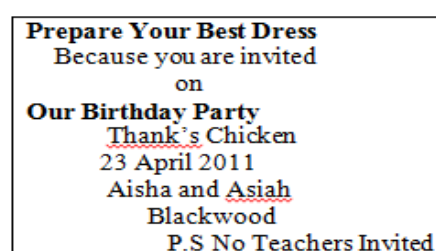
CAUTION



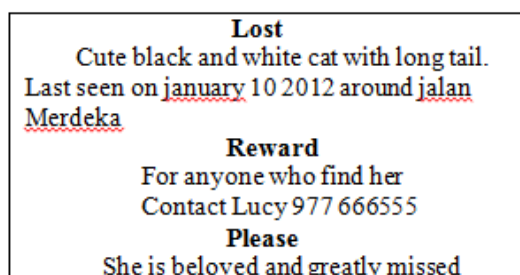
GREETING CARD



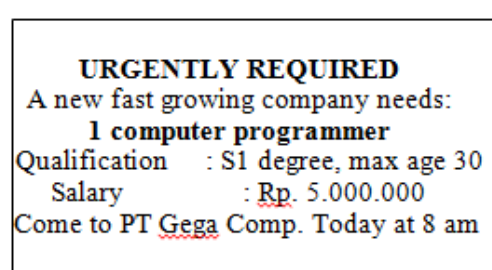
SHORT MESSAGE



INVITATION CARD



ANNOUNCEMENT



ADVERTISEMENT

There are two descriptive text in Test 3. Descriptive Text 1 describes about person while the second descriptive text is about place. The topic of both texts might be unfamiliar for the test takers, but it is interesting and enrich test takers' general knowledge. The level of grammar of both texts is learnt before and both texts are cohesive. There might be unfamiliar vocabularies for test takers, however, they might be able to get the meaning of the text. Both texts consist a lot of supporting detail and keyword for careful reading and expeditious reading questions.

### ***Descriptive Text 1***

*Bex Saunders is 14 years old and a keen photographer. She loves taking photo's, particularly nature ones. Her interest has developed into a dedicated hobby that she one day hopes to turn into a career.*

*She started to take pictures at about the age of 7, just using her dad's old camera. It wasn't until she was 13 and had bought her own camera that she would begin to take it more seriously.*

*Then in September she saw an advertisement for a photographic competition, she entered it and it made her want to continue. She now enters any competition that is open to her, that she knows of.*

*She has found trial and error a really good way to take photo's as then you find out what works and what doesn't.*

*Bex Saunders was runner up in the National Nature Detectives competition for her photo of raindrops on a leaf in "Whatever the Weather" category. She has featured in various web sites and magazines, as well as being in the top 3 of many competitions. She was also a finalist for the young photographer of the year. Hopefully she will continue to love and progress with her photography and ultimately fulfil her dream of becoming a photographer.*

### ***Descriptive Text 2***

*Tokyo is Japan's leading city. The city is filled with factories, large office buildings, banks, restaurants, religious shrines, and shops of all sizes. It is a center for Japanese art and is home to more*

*Than 100 colleges and universities. Located at the head of Tokyo Bay, the city is also a major seaport.*

*Many people move from other parts of Japan to attend college and then work in Tokyo. Most Japanese companies have their headquarters in Tokyo.*

*At the heart of Tokyo is the Imperial palace. High walls, a water-filled moat, and a large park surround the palace. This is where the emperor of Japan lives with his family. Japan's emperors once ruled the country, but today they have little real power.*

*Located near the palace are the most important government buildings, including the National Diet Building. That's where Japan's parliament meets.*

The next text in Test 3 is narrative text that tells about the why frog sounds 'Kaegul' and narrative text about friendship. The first narrative text is not relevant to Indonesian context since people named frog's sound differently while the second narrative text is familiar with the test takers. Furthermore, the vocabulary and grammar is considered can be understood by the test takers since it is already learnt in learning session. Supporting details and varied information are consisted in the text which is appropriate as it can answer careful and expeditious reading questions. (Below are the narrative texts in Test 3)

#### **NARRATIVE TEXT 1**

*A young frog lived with his widowed mother in a large pond. A rascal and a trouble maker, he never listened to his mother. If she said do this, he did that. Whatever she said, he did the opposite.*

*One day Mother Frog teach her son to croak. With a smile, she puffed herself up and let out a loud Kaegul! Kaegul! "Now you try."*

*Grinning broadly, Little Frog puffed himself up and let out a loud Kulgae! Kulgae!*

*"Why you impudent little rascal! You're going to be the death of me!" cried Mother Frog. "You'll listen to me if you know what's good for you. Now you ...."*

*"Kulgae! Kulgae!" croaked Little Frog, hopping away.*

*Day after day Mother Frog scolded her young son but he continued to do as he wished and just the opposite of what she said. She fretted and worried so much about him that she become ill. Still he continued to misbehave.*

*One day she called him to her bedside. "My son," she said, "I don't think I will live mushe knew ch longer. When I die, please don't burry me on the mountain, bury me beside the stream." She said this because she knew he would do the opposite of what she said.*

*A few days later Mother Frog died. Little Frog cried and cried. Little Frog thought about his mother and all the trouble he had caused her. Then he told himself, "I always did the opposite of what Mother said because it was fun. But this time I will do exactly what she told me to do."*

*So Little frog buried his Mother beside the stream, even tough he did not think it was very wise.*

*A few weeks later there was a storm. It rained so much the stream overflowed its banks. Little Frog could not sleep for worrying that his mother's grave would be washed away. At last he went to grave to keep watch.*

*In the pouring rain he sat, crying over and over, "Kaegul! Kaegul! Please don't wash my mother away!" And that is what he did every time it rained.*

*And ever since then, green frogs have cried Kaegul! Kaegul! When it rains.*

#### NARRATIVE TEXT 2

*Ali and Dodo were walking through the dessert. During some point of the journey they had an argument, and Dodo slapped Ali in the face. Ali was hurt, but without saying anything, wrote in the sand : "TODAY MY BEST FRIEND SLAPPED ME IN THE FACE"*

*They kept on walking until they found an oasis, where they decided to take a bath. Ali got stuck in the mire and started drowning, but Dodo saved him. After recovered from the near drowning, Ali wrote on a stone : "TODAY MY BEST FRIEND SAVED MY LIFE."*

*Dodo asked him, "After I hurt you, you wrote in the sand and now, you write on a stone, why?"*

*Ali replied : "When someone hurts us, we should write it down in sand where winds of forgiveness can erase it away. But, when someone does something good for us, we must engrave it in stone where no wind can ever erase it."*

#### - Writing skill

There are seven numbers in Test 3 measure writing skill, items no.42-50. However, same as Test 1 and Test 2, Test 3 measures writing skill by using indirect writing such as assessing grammar knowledge and vocabulary knowledge. This issue also will be discussed in theory based validity.

### 3. *Setting and test administration*

Physical condition, the uniformity of test, and test security are aspects should be considered in setting and test administration. Although Test 3 is on a different day with Test 1 and Test 2 , the situation for Test 3 is more conducive because all the other students who have not the exam will have their day off so the school become quite.

For the uniformity of test, same as Test 1 and 2, all test takers will have the same question and time allocation.

People who have an access to the question are English teachers, committee, and school principal so it is secure.

To conclude, the context validity of Test 3 will be described in the table below.

CONTEXT VALIDITY OF TEST 3			
TASK SETTINGS		FINE	HAS A PROBLEM
Rubrics			✓ (The teacher does not put the rubric that relates to the response format because the teacher assumes the students are familiar with the response format and usually ignore the instruction)
Purpose		✓	
Response Format			✓ (The response format is multiple choice question and the teachers realize that it will not describe all students' skill but he said that the students' skill already describe during the learning process)
Known Criteria		✓	
Weightings		✓	
The order of items			✓ (Not all questions are put in sequencing order with the information in the text. It will make the students go back over what they had covered in the previous questions.)
Time constraints		✓	
TASK DEMANDS		FINE	HAS PROBLEM
Reading Skill	Text 1	✓	
	Text 2	✓	
	Text 3	✓	
	Text 4	✓	
	Text 5	✓	
	Text 6	✓	
	Text 7	✓	
	Text 8	✓	

	Text 9	✓	
	Text 10	✓	
	Text 11		✓ (The context of the text in non-contextual because the sound of the frog in the text is 'Kageul' which is very different with sound of the frog that used to be used in Indonesia)
	Text 12	✓	
	Text 13	✓	
	Text 14	✓	
	Text 15	✓	
	Text 16	✓	
Writing Skill			✓ (The writing skill test is indirect writing test. The explanation about this problem will be discussed in theory based validity)
<b>SETTINGS AND TESTADMINISTRATION</b>		<b>APPROPRIATE</b>	<b>HAS PROBLEM</b>
Physical Condition		✓	
Uniformity of Test		✓	
Security		✓	

Table 4.3 Analysis of context validity of test 3

Based on the table 4.3, it is known that from three aspects in context validity, Test 3, in the aspect of task setting, has a problem with rubric, order of items, and response format. In task demands, Test 3 has a problem with writing test and text 11 since the context of the text not contextual. In addition, in term of setting and test administration, Test 3 has not any problem.

## 4.2 The Result of Theory-based Validity Evidence

Theory based validity is related to the extent how far the test represents the theory underlying the skill that is measured (Weir, 2005, p. 18). Weir (2005, p. 85) states that Bachman's Communicative Language Ability model is language

FADILA ISTIQA SEPTIANA, 2016

*A PRIORI VALIDITY OF SUMMATIVE TEST ITEMS DEVELOPED BY EFL TEACHERS: A Case Study at a Junior High School in Cimahi.*

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theory that can explain ‘cognitive components of students’ language competence and strategic competence’.

Weir (2005) categorizes language competence and strategic competence as executive resources and executive processing in validating theory-based validity. Therefore, there are two aspects that concerned with theory based validity: executive resources and executive processing. Executive processing mostly deals with goal setting, while resource processing mostly deals with linguistic knowledge such as grammatical knowledge, textual knowledge, lexical knowledge, and functional knowledge.

The analysis of theory based validity of Test 1, Test 2, and Test 3 is explained as a follows:

#### **4.2.1 Theory-based Validity Evidence Test 1**

Test 1 is only measuring two skills: reading skill and writing skill. Executive processing and executive resource are different in every skill. Therefore the analysis theory based validity will be divided into two parts: reading skill and writing skill.

##### *- Reading Skill*

The executive processing in reading skill involves goal setting (i.e. decide what their aim and what kind of reading strategy that will be used), monitoring, visual recognition, and pattern synchronizing while executive resources cover test takers’ knowledge about grammatical, lexical, functional, and sociolinguistics. Therefore, one test will be valid in terms of theory-based validity if the test takers have linguistic knowledge about the material and involve executive processing in answering the test.

From 24 test items measuring reading skill, there are two kinds of text in Test 1; descriptive text and caution/ notice. These materials are in the syllabus (see appendix), and from the interview the teacher said that descriptive text and caution/ notice are the material that the students have learned during the semester. Therefore, it is assumed that the students have known the structure, function,



related tenses, and common vocabularies in these kinds of text. Thus, executive resource is owned by all test takers.

The first text is descriptive text followed by 4 questions: items no. 8-11. To answer item no. 8 test takers should get the topic of the text. Test takers should get the correct information according to the text among four sentences provided in the options in items no. 9. While item no. 10 is requiring accurate information stated in the text. Therefore, these three items measure reading at the global level. Global comprehension refers to the understanding of macro-propositions in the macrostructure, including main ideas and important details. (Weir, 2005, p. 89)

8. *What does the text tell us about?*  
 A. *Dara's flower*                      B. *Kinds of flower*  
 C. *Beautiful Flowers*              D. *Dara's favorite flower*
9. *Which one is TRUE based on the text?*  
 A. *Dara has many gardens*  
 B. *Dara only plants Cape jasmine*  
 C. *Cape Jasmine has glossy jasmine and dark leaves*  
 D. *Cape Jasmine blooms in June plentifully every year*
10. *How many flowers are mentioned in the text?*  
 (Careful Reading)  
 A. 2              B. 3              C. 4              D. 5

Meanwhile, item no. 11 is measuring local comprehension because it relates to lexis.

11. *"It has glossy and bright green leaves." The synonym of the underlined word is...*  
 A. *dark*              B. *clear*              C. *vivid*              D. *light*

Items no. 19-26 are about caution/ notice. In test specification, it is stated that items no. 19-26 is intended to measure reading skill. In items no. 19, 21 & 23 test takers should imply the meaning from caution. In the other words test takers should make the proportional inferences, thus these items measure global comprehension of careful reading.

### **19. KEEP CLEAN THE CLASSROOM**

*The sentence above means ... in the classroom.*

- A. *don't make any noise*
- B. *don't throw rubbish anywhere*
- C. *put the books on the bookshelf*
- D. *put the rubbish on the floor*

21. What does this sign mean?

NO  
LITTERING

- A. *We may throw rubbish in this area.*
  - B. *We are allowed to throw rubbish here.*
  - C. *We may not throw rubbish here.*
  - D. *We are required to throw rubbish here.*
23. What does the notice means ?
- A. *No one is allowed to swim here.*
  - B. *Everyone can swim in this area*
  - C. *Swimming in this area is fine*
  - D. *To swim in this area is safe*

In addition no. 22 & 26 require the test takers to relate the text to their general knowledge. Therefore, these texts are expeditious reading at the global level.

22. This notice might be found in the following places

QUIET PLEASE

EXCEPT ...

- A. *You may not take a U-turn here.*
- B. *You may not overtake.*
- C. *You may not turn left.*
- D. *You may not turn right.*

- A. *in a library*
- B. *in a café*
- C. *in a hospital*
- D. *inside a cinema*

24. The caution may be found at the dangerous areas in the following places, EXCEPT...

- A. *beaches*
- B. *ponds*
- C. *rivers*
- D. *bathrooms*

However, items no. 20, 25, 26 are cannot be used to test reading because there is no text provided on this number, it only provides a picture of the sign.

20. What does this sign say?



25. What does this sign say?



- A. You must turn left.
- B. You must turn right.
- C. You must go straight.
- D. you must stop here.

26. Where we can find the notice above...

- A. Road
- B. River
- C. Pond
- D. Home

The second descriptive text is text about the house. This text is followed by six questions. Item no. 28 is asking about the text topic. The reading type of this number is expeditious reading.

28. What does the text tell us about?

- A. My house
- B. big house
- C. Gaby's house
- D. Our house

Moreover, items no. 29-32 is careful reading since items no. 29-31 ask information that is stated in the text and items no. 32 can be answered by making inferences based on the explicit information.

29. What does her house look like ?(Careful Reading)

- A. It is a big house
- B. It is painted blue
- C. It is in Jakarta
- D. It is small

30. How many rooms are there in her house? (Careful Reading)

- A. 4
- B. 5
- C. 6
- D. 7

31. "It looks green and nice." The word it refers to...(Careful Reading)

- A. Gaby
- B. Garden
- C. Rooms
- D. House

32. The information below is NOT TRUE based on the text, EXCEPT...(Careful Reading)

- A. There is a small garden and guava tree in front of the house
- B. Gaby's bedroom is at the back part of the house
- C. Gaby and her parents always directly go home
- D. Gaby does not really love her house

The third descriptive text in Test 1 tells about people description. It is followed by six questions, items no 33-39. To answer item no. 33 & 39, test takers should use skimming skill since it seeks for text topic. Thus the reading type is expeditious reading.

33. *What is the text about?*  
*A. Archel's best friends*  
*B. Eric's best friend*  
*C. Ricky's school*  
*D. Eric and Ricky's school*
39. *From the text, we can conclude that....*  
*A. Archel has two best friends*  
*B. Eric and Ricky are arrogant.*  
*C. Ricky does not like read book.*  
*D. Eric is short and week*

In addition, items no. 34-37 require test takers to answer the questions based on stated information in the text and item no. 38 require test takers to make inference related to information in the text. Thus to answer items no. 34-37, test takers is using careful reading.

34. *What is Eric in school ?*  
*A. An athlete      B. A teacher      C. A musician      D. A boy scout*
35. *What kind of person is Ricky ?*  
*A. A lazy student      C. A diligent student*  
*B. A stupid student      D. A careless student*
36. *What is Ricky like ?*  
*A. He is tall      C. He is muscular*  
*B. He is an athlete      D. He is diligent*
37. *Why does the writer like Eric and Ricky? Because they are .....*  
*A. famous      B. arrogant      C. smart      D. Friendly*
38. *"They make friends..." Underlined word refers to...*  
*A. People      B. The writer, Eric, and Ricky*  
*C. The writer and Eric      D. Eric and Ricky*

To sum up, though it is stated in the test specification that there are 24 questions measuring reading skill, there are only 21 questions that really measure reading skill because the other 3 items does not provide text to answer the items.

From 21 items that really measure reading skill, seven of them are categorized into expeditious reading and fourteen of them are careful reading.

#### - *Writing Skill*

The executive processing in writing skill involves goal setting that covers the choice of topic, generating idea, organizing idea, translation process, and monitoring. Meanwhile the executive resources in writing skill cover linguistic knowledge such as lexical, grammatical, textual, functional, and sociolinguistic knowledge.

Similar to reading skill test, one test has a theory-based validity if the test takers have linguistic knowledge related to the linguistic features of the text and test takers involve executive processing in answering the test.

Based on test specification, there are seven items measuring writing skill. The materials are about instruction, descriptive text, and imperative. In testing writing of instruction, test takers should complete incomplete dialogue or sentence with instruction sentence. However, these items do not measure direct writing test since there is not any aspects of executive processing is involved. All writing test in this test are indirect writing test. However as stated by Weir (p. 115, 2004) it would be difficult from indirect item tests to make direct statements about how good a writer is or what he or she can do in writing. Furthermore Weir also states that it is extremely difficult to say what scores on indirect tests actually mean. Indirect test also will cause negative backwash to teaching process.

1. Hanin : *We are in the meeting program,*  
           *Please, don't .... , Rizal !*  
       Rizal : *Ok, Hanin, I'm sorry.*  
       A. *makes a noise* C. *making a noise*  
       B. *made a noise* D. *make a noise*
2. Ayu : *Ani, ....., please ! I feel cold.*  
       Ani : *Sure Ayu, I will do it for you.*  
       A. *window the close*           C. *close the window*

- B. the window close                      D. the close window*
3. *The phone rings.*  
*Mom : Bima, ....., please !*  
*Bima : Of course, Mom.*  
*A. phone the answer                      C. the phone answer*  
*B. answer the phone                      D. the answer phone*
4. *While you are praying in the mosque.*  
*Don't .... the phone !*  
*A. turn on    B. turn off    C. turn out                      D. turn in*
5. *Maya is reading in the library. She knows she must return the books to the bookshelf when she has finished, because a sign says:*  
*A. Use your books after replace*  
*B. After use your book replace*  
*C. Replace your book after use*  
*D. After replace, use your book*
6. *Mom : ..... under the bed!*  
*Dion : Sorry, Mom. I promise to move them.*  
*Mom : Good boy!*  
*A. Put your shoes                      C. Don't put your shoes*  
*B. Your shoes put                      D. Your shoes don't put*
7. *Maya : Utami, you look sick. Are you okay ?*  
*Utami : I've got a headache. What should I do?*  
*Maya : ..... and have a rest!*  
*Utami : Thanks for your idea.*  
*Maya : Don't mention it*  
*A. Watch the movie*  
*B. Go to the market*  
*C. Swim with me*  
*D. Take these pills*

Furthermore no. 12-18 is intended to measure writing skill in writing descriptive text. The test technique is same as the previous one, filling in the gap by using the options provided, however, in this part test takers should complete incomplete paragraph of descriptive text. These items also do not involve any executive processing aspects.

### ***My Tiko***

*Tiko ... (12) my playful white cat.*  
*It ... (13) playing with anything. It sometimes ... (14) with me.*  
*My Tiko likes ... (15) with a ball very much. It is very clever. But, sometimes it is very ... (16). It often eats my meal. My Tiko has soft and white ... (17). Its tail is long. Its eyes are round. ... (18) looks so cute. It is always near me.*

- |                       |                   |
|-----------------------|-------------------|
| 12. A. <i>is</i>      | C. <i>are</i>     |
| B. <i>Am</i>          | D. <i>Was</i>     |
| 13. A. <i>like</i>    | C. <i>to like</i> |
| B. <i>likes</i>       | D. <i>Liking</i>  |
| 14. A. <i>play</i>    | C. <i>to play</i> |
| B. <i>plays</i>       | D. <i>Playing</i> |
| 15. A. <i>play</i>    | C. <i>to play</i> |
| B. <i>plays</i>       | D. <i>Played</i>  |
| 16. A. <i>naughty</i> | C. <i>sleepy</i>  |
| B. <i>funny</i>       | D. <i>Happy</i>   |
| 17. A. <i>fur</i>     | C. <i>feather</i> |
| B. <i>skin</i>        | D. <i>Leather</i> |
| 18. A. <i>I</i>       | C. <i>You</i>     |
| B. <i>It</i>          | D. <i>They</i>    |

The last number that measure writing skill is number 40. It is still about descriptive text. This number requires test takers to arrange the jumbled text of descriptive text and the numbers of arrangements are provided in the options. Though these items involve the process of organizing information, the number arrangements are provided in options. Thus, it cannot be said that this number is really measuring writing skill.

40. *Rearrange these sentences to make a good text.*

1. *It is a beautiful big bag.*
  2. *They are a blue purse, a blue pencil, two blue ballpoints, and a blue ruler.*
  3. *My favorite thing is my bag.*
  4. *I love my bag very much.*
  5. *It's made of leather.*
  6. *And its color is blue.*
  7. *Almost all things in my bag are blue.*
- The best arrangement is ...*
- A. *3-1-5-6-7-2-4*
  - B. *3-1-2-7-5-6-4*
  - C. *1-3-5-6-7-2-4*
  - D. *1-3-4-5-6-7-2*

To conclude, Test 1 does not measure test takers' real writing skill despite writing skill is stated in the test specification. Sixteen numbers intended to measure writing skill, in fact it does not involve executive processing of writing

skill. Test item no.40 involves the process of organizing information, but since the response format of the text is multiple choice items, the arrangement of text is provided. In the interview the teacher said she used MCQ to assess writing skill because school wants all items are in MCQ format and the teacher thinks all MCQ can assess language skill except speaking skill.

Ya kalo speaking sih engga ya. Tapi kalau yang lainnya bisa-bisa aja tapi da sekolah minta formatnya PG, nya kita mah ikut aja.

(Excerpt Appendix 3, Interview)

Even though the teacher thinks so, all writing test in Test 1 is indirect writing test. However as stated by Weir (p. 115, 2004) it would be difficult from indirect item tests to make direct statements about how good a writer is or what he or she can do in writing.

#### 4.2.2 Theory-based Validity Evidence Test 2

There are 26 items measuring reading skill and 14 items measuring writing skill in Test 2. The interpretation of Test 2 theory-based validity analysis is provided below:

##### - *Reading Skill*

In Test, 2 there are five kinds of text provided to measure reading skill: descriptive text, recount text, narrative text, announcement, and short message. The material about descriptive text is measured by providing 7 items: no. 9-15. Items no. 9-13 require test takers to answer the question based on the stated information in the text. Meanwhile no. 14-15 ask test takers to make proportional inferences from one short text. Thus, these 7 items involved reading process, it is careful reading.

9. *What kind of animal is Spot ?*

A. *reguler housecat*

C. *wild cat*

B. *black cat*

D. *soft cat*

10. *What does Spot look like ?*

A. *It has orange fur with white and black spots.*

B. *run around the house.*

C. *chase every one.*

D. *adorable cat.*





- C. *The experiment on bacteria.*  
 D. *The inventors of antibiotic.*
20. *What happened to the writer after he read the book ?*  
 A. *He learned from the book.*  
 B. *He realised that science is useful for human kind.*  
 C. *He discovered things that can help human kind.*  
 D. *He found the first antibiotic.*
21. *“ The teacher asked me to read several books and make a summary about **them.**”*  
*The word “them” in that sentence refers to ....*  
 A. *The inventors.*  
 B. *Several books.*  
 C. *Bacteria*  
 D. *Several Medicines*
22. *He was an English doctor who found the cure for smallpox. The underlined word can be replace with .....*  
 A. *medicine*                      C. *proved*  
 B. *heal*                              D. *Discover*

Narrative text, Text 3 in Test 2, is followed by six questions: 23-28. Items no. 23-25 measure careful reading since this item should be answered by obtaining the stated information, while items no. 26-28 measure expeditious reading since item no. 26-27 should be answered by knowing the information relevant to the text, and item no. 28 asks test takers to obtain relevant information in the text.

23. *What did the dove do to save the ant ?*  
 A. *It was in nearby tree.*  
 B. *It dropped a leaf near the ant.*  
 C. *It saw the ant struggling.*  
 D. *It carried the ant to the dry ground.*
24. *What did the hunter do to the dove ?*  
 A. *He was biting it.*  
 B. *He was trying to shoot it.*  
 C. *He was trying to trapp it.*  
 D. *He was throwing a stone at it.*
25. *At the end of the story, .....*  
 A. *the dove bit the hunter on the heel.*  
 B. *the hunter killed the dove*  
 C. *both animals were finally safe.*  
 D. *the ant bit the dove.*
26. *What is the purpose of the text ?*

- A. To inform the reader about an ant.
  - B. To describe the job of a hunter.
  - C. To entertain the reader.
  - D. To describe a dove.
27. What can we learn from the story ?
- A. Don't be greedy, or you may lose.
  - B. When there is a will there is a way.
  - C. We should help each other.
  - D. It is wise to plan ahead for hard time.
28. Soon it carried her safety (paragraph 3). The underlined word refers to .....
- A. an ant
  - B. a hunter
  - C. a dove
  - D. a spring

Items no. 29-32 should be answered based on an announcement text. These 4 items measure careful reading since four of them require test takers to obtain the stated information.

29. Where will the activity be held?
- A. Natural Hills
  - B. School
  - C. mountain
  - D. Cimahi
30. How long will the activity be held for?
- A. 2 days
  - B. a week
  - C. a day
  - D. a month
31. when will the activity be held?
- A. In June
  - B. July
  - C. in May
  - D. In August
32. Who must join the activity?
- A. All scouts
  - B. All students
  - C. All chiefs
  - D. All organizations

Short message, text 5 in Test 2, is followed by two questions: 33-34. Item no. 33 should be answered by obtaining the stated information in the text and item no. 34 should be answered by making proportional inferences. Thus, both are involving careful reading process.

#### - Writing Skill

There are 13 items provided to measure writing skill. Items no. 1-3 should be answered by completing dialogue with the correct structure of comparative and superlative sentence. Meanwhile, items no. 4-6 should be

answered by completing dialogue with the conjunction provided in the options. Furthermore, items no. 7-8 should be answered by completing sentences by using the correct structure of the simple present tense. In fact items no. 1-8 only seek test takers' knowledge of structure. Even the teachers agreed it.

Hmm tapi sebenarnya bukan writing murni sih, soal writingnya lebih ke pengetahuan grammar dan vocabulary, karena bentuk tesnya sendiri PG eeh multiple choice tadi itu.

(Excerpt Appendix 3, Interview)

Thus, these items do not measure direct writing skill since these items do not involve any executive processing of writing skill. All writing test in this test are indirect writing test. However as stated by Weir (p. 115, 2004) it would be difficult from indirect item tests to make direct statements about how good a writer is or what he or she can do in writing. Furthermore Weir also states that it is extremely difficult to say what scores on indirect tests actually mean. Indirect test also will cause negative backwash to teaching process.

1. *My mother is 40 years old. My Father is 40 years old. So my mother is ..... my father.*  
 A. older than                      C. the oldest among  
 B. as old as                        D. as younger
2. *Geby, Adinda and Nahdia got back their English test paper. Geby got eighty, Adinda got ninety and Nahdia got seventy. So Adinda got the .....mark of them.*  
 A. least                              C. worst  
 B. best                                D. Lowest
3. *I like roses. They are ..... than other flowers.*  
 A. beautiful                        C. as beautiful as  
 B. more beautiful                D. most beautiful
4. *X : Do you believe that Indonesia will become a prosperous country ?  
 Y : Of course..... the citizens work hard.*  
 A. So                                  C. because  
 B. if                                    D. Although
5. *Suci: How was your holiday ?  
 Ervan : It was nice. We enjoyed it.....  
 It rained all day long.*  
 A. Although                        C. so  
 B. Because                         D. and
6. *I want to be the first one in the classroom,..... I always go to school early.*  
 A. so                                    C. but  
 B. and                                  D. because

7. *The classroom is empty. The children ..... in the playground now.*

- A. *are playing*                      C. *is playing*  
B. *plays*                                D. *play*

8. *The girl looks very thirsty. She ..... the water greedily.*

- A. *is drinking*                      C. *drinking are*  
B. *drinking is*                      D. *are drinking*

In addition, in items no. 39, test takers should arrange jumbled sentence and in items no. 40, test takers should arrange jumbled text. Even though test takers do not make the writing process in answering these items, these items involve organizing idea process somehow. However, the number of sentence/text arrangement is provided on the option. Thus, though involving organizing idea process, these two items do not measure test takers' writing skill directly.

#### **4.2.3 Theory-based Validity Evidence Test 3**

Test 3 consists of 43 items to measure reading skill and 7 items to measure writing skill.

##### **- Reading Skill**

For reading skill, there are 43 items with sixteen texts. Item no. 1 provides a notice about property, in this text test takers are required to make proportional inference, thus this item involves careful reading.

Greeting card, short message, invitation card, and announcement text are provided for items no. 2-7. Items no. 2-6 require test takers to obtain the stated information while no. 7 require test takers to make proportional inferences. Therefore, test takers should answer these six items by careful reading.

Furthermore, there are 7 items to measure descriptive text. Items no. 8, 10, 11, 14 should be done by expeditious reading since test takers are required to obtain text topic and main idea in items no. 8&10, while in items no. 11 & 14, test takers should obtain relevant information in the text. In addition, item no. 9 requires test takers to obtain the stated information and items no. 12 & 13 requires test takers to make proportional inferences thus these three items should be done by careful reading.

There are two items should be done by careful reading, items no. 15 & 17, since test takers should make proportional inferences and obtain the stated information. Then, one item should be done by expeditious reading, item 16, since test takers should obtain relevant information based on recount text.

The next is report text followed by 5 questions, items no. 18-22. Items no. 18 & 21 should be done by expeditious reading since these items require test takers to obtain the text topic and main idea. Meanwhile, items no. 19 & 22 require test takers to identify Lexis and item no. 20 requires test takers to obtain the stated information. Thus, these three items should be done by careful reading. Procedure text in Test 3 is followed by only two items, no. 23 & 24. Item no. 23 requires test takers to obtain the stated information while item no. 24 requires test takers to make proportional inferences. Thus to answer items followed procedure text, test takers should do careful reading.

Items no. 25-31 are based on narrative text. Test takers should make proportional inferences in item no. 25 & 26, item no. 27 should identify lexis, and item no. 30 require test takers to obtain the stated information. Thus, these four items involve careful reading. Meanwhile, item no. 28 & 29 require test takers to know the information relate to text, and item no. 31 require test takers to obtain the relevant information in the text. Thus, these three items should be done by expeditious reading.

Advertisement text is provided for items no. 32 & 33. Both items involve careful reading since item no. 32 should be answered by making proportional inferences and item no. 33 should be done by identifying lexis.

Items no. 34-41 should be answered based on two different texts, however both texts are report text. Items no. 34, 37, 38 involve expeditious reading because students should obtain main idea and text topic in these items. Moreover, item no. 40 also involves expeditious reading because this item requires test takers to obtain relevant information in the text.

Items no. 35, 36, & 39 should be answered by obtaining the stated information, while item no. 41 should be answered by making proportional inferences.

Items 40 should be answered by identifying lexis and item no. 41 should be answered by making proportional inferences thus both are measuring reading skill.

#### - *Writing Skill*

The executive processing in writing skill involves goal setting that covers the choice of topic, generating idea, organizing idea, translation process, and monitoring. Meanwhile the executive resources in writing skill cover linguistic knowledge such as lexical, grammatical, textual, functional, and sociolinguistic knowledge.

Similar to reading skill test, one test has a theory-based validity if the test takers have linguistic knowledge related to the linguistic features of the text and test takers involve executive processing in answering the test.

For item no. 44-45, the teacher stated in the test specification that these numbers will measure writing skill. However, it does not involve an executive processing for writing skill.

*Although The ..... (44) health effects of cigarette smoking cannot be debated, it remains the single most common cause of preventable deaths. Each year, over 430,000 ..... (45) die as a result of a smoking related disease. Yet, over 50 million continue to smoke, including over 3 million teens. An ..... (46) three thousand teenagers begin to smoke each day, and one thousand of them will eventually die as a result. According to the American Lung Association, cigarette smoking leads to 87% of lung cancers, emphysema and chronic bronchitis. Healthcare and lost ..... (47) costs of \$97.2 billion dollars per years arise from smoking related illnesses. Cigarettes contain over 19 known cancer causing chemicals in addition to nicotine.*

*Quitting is a frustrating and difficult proposition for these people who despite the ..... (48) that they are seriously harming their bodies. Addiction to nicotine causes very uncomfortable symptoms of with drawl, Irritation, agitation and anxiety as well as loss of concentration, sleep disturbances, headdaches, coughing and cravings.*

44. A. positive

B. negative

C. Effective

D. predictive

- |                          |                       |                        |                      |
|--------------------------|-----------------------|------------------------|----------------------|
| 45. A. <i>men</i>        | B. <i>women</i>       | C. <i>people</i>       | D. <i>smoker</i>     |
| 46. A. <i>expected</i>   | B. <i>Estimated</i>   | C. <i>calculated</i>   | D. <i>predicted</i>  |
| 47. A. <i>Activity</i>   | B. <i>Competitive</i> | C. <i>productivite</i> | D. <i>population</i> |
| 48. A. <i>Experience</i> | B. <i>Knowledge</i>   | C. <i>history</i>      | D. <i>influence</i>  |

For item no. 49 the test takers are required to arrange a jumbled sentence. However from executive processing it only involves organizing idea. It is same as no. 50 which the test takers are required to arrange jumbled paragraph.

**50. *Rearrange the following sentences into a good paragraph.***

1. *The ancient Egyptians believed that the spirits of dead people could live on only if their bodies survived.*
2. *Mummies are dried-out bodies wrapped in linen bandages.*
3. *So they preserved dead bodies by making them into mummies.*
4. *The ancient Egyptians buried the mummies securely inside pyramids.*
5. *Pyramids were lavish tombs built only for royalty and other high-ranking people.*

- A. 5-1-3-2-4      B. 5-3-2-4-1      C. 5-2-4-3-1      D. 5-3-2-1-4

Thus, from these two writing items, none of them measuring direct writing skill. All writing test in this test are indirect writing test. The teacher also realized that multiple choice items cannot reflect the successfulness of learning program. But he does not think it is a problem since he also assessed the students during the process of learning program.

Namun ya meskipun bentuk soal ini multiple choice ya ee pilihan ganda begitu, belum mampu membuktikan ketercapaian sebuah pembelajaran, hal ini menjadi tidak masalah karena ee apa namanya itu ee pencapaian siswa sudah bisa dilihat pada kesehariannya maksudnya ee prosesnya itu ya. Artinya penilaian autentik siswa sudah dilakukan ee pada saat proses pencapaian tujuan pembelajaran, baik dalam bentuk ulangan harian ataupun lembar kerja.

(Excerpt from Appendix 3, Interview)

However as this test is achievement test, this test should be able to assess all materials and skill that has been taught moreover the teacher stated that he wants to assess writing skill in the test specification. Though items can be said assess indirect writing skill but as stated by Weir (p. 115, 2004) it would be difficult from indirect item tests to make direct statements about how good a



writer is or what he or she can do in writing. Furthermore Weir also states that it is extremely difficult to say what scores on indirect tests actually mean. Indirect test also will cause negative backwash to teaching process.

### **4.3 Concluding Remarks**

This chapter has presented the analysis on a priori validity by using Weir's framework, including context validity and theory based validity, from three sets of items made by three EFL teachers. The next chapter will draw some conclusions and suggestions based on the findings and discussions in this chapter.