

CHAPTER I

INTRODUCTION

This chapter presents a brief description of the whole content of this research. It consists of seven section, including background, research question, research aim, scope of the research, significance of the research, clarification of terms, and organization of the research paper.

1.1 Background

Teacher competence in developing and writing test items plays important role in the quality and effectiveness of teaching and learning process. According to Hossain and Ahmed (2015, p 82), by conducting the test, teacher may find what the student have achieved at the end of teaching and learning process or what the progress of the students is during the teaching and learning process. The teacher can conduct achievement test as classroom-based test. The final test is conduct at the end of the course and progress test is conduct during the teaching and learning process (Hughes, 2003, p. 14).

In Indonesia, according to the regulation in The Ministerial Regulation Number 16 of the year 2007 on academic qualification standards and teacher competences, there several competences that should be possessed by the teacher; one of those competences is the teacher must able to conduct an assessment and evaluation process. Thus, it is very necessary for the teachers to have sufficient competence.

In relation to this study, English teachers in junior high school are also required to have this competence. It is necessary for teachers to develop or write a good assessment instrument including the test items. However, it is known that it is very difficult for an individual to develop a test and not every good teacher is a good test maker (Karimi & Mehrdad, 2010, p. 1; Hughes, 2003, p. 58). Considering this, it is important for the teacher to develop the valid test to fulfill one of the three qualities of a good test, namely validity (Hossain & Ahmed, 2015, p. 82).

The test is said to be valid if it measures accurately what it is intended to measure (Hughes, 2003, p. 26). Thus, the teacher should develop the test that reflects the language skill that has been taught in teaching learning process. According to Nakatsuhara (2011, p. 8) it is important to investigate whether the language skills have been operationalized on the test or not before the test is held. Weir (2005) provides the framework of the validity evidence before the test event (a priori validity). Thus, it can be said that the priori validity is needed in order to know whether the language skill has been reflected or not by the test before its actual administration.

Linking to the analysis of the priori validity, the somewhat similar study has also been conducted by Yuanjun Qi (2014). In the research, Qi analyzed priori validity and posteriori validity evidence for the construct definition for two large-scale English proficiency test, Test for English Majors-Band 8 (TEM 8) and Test of English as a Foreign Language (TOEFL). This study revealed that construct definition established for TEM 8 is less adequate than for TOEFL. Test task specifications of TEM 8 provide very broad target language use domains for test designers. Construct definition of TOEFL has validity evidence from a large number of research findings. Thus, the study implied that when the construct definition in standardized test TEM 8 is less adequate, there is some knowledge and skills expected by TOEFL are include in the construct definition of TEM 8 and some are not.

Reflecting on Qi (2014), if the TEM 8 which is a standardized test developed by National Foreign Language Teaching Advisory Board is designed to measure Chinese college students' overall proficiency in English shows less adequate in construct definition, there is presumably a need for conducting studies to investigate the test developed by EFL teacher in Indonesia. It is hoped that understanding the priori validity of the test developed by teachers might assist the teachers in improving their subject matter knowledge.

Thus, this research aims to find out the Priori Validity of progress test items by investigating the progress test items developed by English teachers in a junior high school in terms of Weir's *priori validity*.

1.2 Research Question

This study aims to answer the following question: “To what extent do the progress test items developed by English teachers in junior high school fulfill the criteria of Weir’s *priori validity*?”

1.3 Research Aim

Relevant to the research questions, this research is aimed to meet this purpose: To find out the *Priori Validity* of progress test items developed by English teachers in a junior high school in terms of Weir’s *priori validity*.

1.4 Scope of the Research

This research focuses on a *priori validity* of progress test items developed by EFL teachers in junior high school in Indonesia in terms of context validity evidence and theory-based validity evidence by using *priori validity* framework proposed by Weir (2005).

1.5 Significant of the Research

This research is significant theoretically and practically. Theoretically, the results of this research are expected to enrich the literature related *priori validity* by using Weir’s *priori validity* framework. Practically, the result of the study are expected to facilitate the teachers to engage themselves in self-reflection and evaluation that will lead them to have an opportunity to update their knowledge and understanding about the subject matter, in this case about *prior validity*, thus, hopefully, it will also lead to the improvement of the quality of their competency in developing progress test.

In addition, the result of this research is also expected to help further researchers who are interested in investigating the schematic structure and linguistic features of the test by providing relevant information.

1.6 Clarification of Terms

To avoid misconception of some terms presented in this research, classification has been explained as follows.

1. *Progress test* in this study refers to the test that usually intended to measure the progress that student are making. Progress achievement test will offer feedback about the quality of students' performance in subsets of the unit course (Brown & Abeywicakrama, 2010, p. 9).
2. In this study, Weir's theory of priori validity will be used. Priory validity divided into *Context Validity* and *Theory Based Validity*. Context Validity relates to the extent to which choice of tasks in a test can be assumed as a good test. This coverage the demands made by the test as well as the condition under which the task is performed arising from both the task itself and its administrative setting. Theory Based Validity refers to the extent how far the test represents the theory underlying the skill that is measured (Weir, 2005. p. 18).

1.7 Organization of the Research Paper

This research paper is organized in five chapters. Each chapter has some subtopics to help readers go to more detail information about the topic under investigation. This research paper is organized as follows:

Chapter I. Introduction

This chapter discusses background of the research, research question, research aim, scope of the research, significance of the research, research methodology, classification of terms, and the organization of the research paper

Chapter II. Literature Review

This chapter discusses the theories from the experts grounding the investigation of this research. This chapter contains the definition of Assessment, Testing, Measurement, and Evaluation, Common Test Techniques, and Validity, specifically Weir's priori validity including Context Validity and Theory-Based Validity.

Chapter III. Research Methodology

This chapter presents further explanation of research methodology used in this research. It covers site and participant, research design, data collection technique, and data analysis.

Chapter IV. Finding and Discussion

This chapter discusses the result of the research. The finding and interpretation of the data are provided in one unit by separated the findings of context validity and theory-based validity.

Chapter V. Conclusions and Suggestions

This chapter presents the conclusion of the research. Moreover, this chapter also include the suggestion section, presenting some ideas for development of the further research regarding the investigation of the progress achievement test.

1.8 Concluding Remark

This chapter has discussed the principles underlying the study including background of the research, research questions, aims of the research, significance of the research, research methodology, classification of terms, and organization of paper. The next chapter deals with the theoretical background as well as related research to be used as a foundation to develop a clear framework of the formulation of the problem to be investigated.