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AN ANALYSIS OF ENGLISH FORMATIVE TEST AT THE SECOND GRADE STUDENTS OF *SMP BABUS SALAM PANGURAGAN*

A THESIS

Submitted to English Education Department of Tarbiyah Faculty of Syekh Nurjati
State Institute for Islamic Studies in Partial Fulfillment of the Requirement of Islamic
Scholar Degree in English Education



By

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ABSTRACT

SANTOSO: AN ANALYSIS OF ENGLISH FORMATIVE TEST AT THE SECOND GRADE STUDENTS OF SMP BABUS SALAM PANGURAGAN

Learning process always produces study result. To know the study result usually using indicators to measure it that usually do by giving an evaluation or test. Assessment is one of important thing that has important role in education. By assessment process teacher can discover how far students have achieved the objectives of a course of study. Besides, assessment is useful for the students to motivate in teaching learning process.

The result of this research might be significant for education field, in the form of giving information to the teachers about how to know the advantages that is needed by English teacher especially to increase the achievement by English formative test. To the students are as a learning motivation towards students' assessment from the teacher during learning process.

The method of this research is descriptive research. The writer tries to describe the result of analyzing the error English formative test. It aims to find out the answer error by the students after following test. In collecting the data, the writer uses observation research. The writer processes and analyzes the data that have been collected refers to the techniques that he uses.

Based on the analysis results, the highest frequency that they made is about 55%, the error answer is less than 50%. It means that the more concept of English formative test are given by the English teacher, the more difficulties are taken by the students may be it is caused by less information and poor grammatical skills. The Discriminating Power of English Formative test are Most of the items are classified as the poor test items. So, they have to be revised in the next test. From the final result, the writer knows that the teacher should know what their students' weakness is, and how to face them.

The conclusion of this research is that the error percentage of the English formative test items are satisfy enough for measuring the students' ability of English subject at the second grade students of *SMP Babus Salam Panguragan*, because there is no high error percentage according to the data, but the discriminating power of the English formative Test items are poor as the instrument to know the students error, especially for second grade students about their ability on English lesson.



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PREFACE

Bismillahirrahmanirrahim.

Alhamdulillahirabbil 'alamin. In the name of Allah the Most Gracious, the Most Merciful. All praises and thankfulness are given to Allah lord of all creatures and universe. Many invocation and safety always be given to the prophet Mohammad (Peace be upon Him), his companions, his families, and his followers up to the end of the world.

With the blessing of Allah the Almighty. A number of wonderful people have worked hard and support the writer is finally able to finish writing this thesis under the title **“AN ANALYSIS OF ENGLISH FORMATIVE TEST AT THE SECOND GRADE STUDENTS OF SMP BABUS SALAM PANGURAGAN.”** This thesis is presented to the English Study Program Tarbiyah Faculty of The State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon in partial fulfillment of requirements for the Islamic Scholar in English Education (S. Pd. I)

Grateful acknowledgement are due to a lot of people who have taken a part helped, supported, and advised the writer in constructing this thesis. Therefore, the writer would like to convey her sincere gratitude to:

1. Prof. Dr. H. Maksum Mukhtar, President of The State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon.



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2. Dr. Saefudin Zuhri, M. Ag, Dean Faculty of Education Department of IAIN Syekh Nurjati Cirebon.
3. Dr. Hj. Huriyah Saleh, M. Pd, Chairwoman of the study program of English Education of IAIN Syekh Nurjati Cirebon.
4. Sumadi, S.S, M.Hum as the first supervisor who has given valuable guidance, motivation, suggestion, and helps the writer during the process of writing this thesis
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6. My beloved parents who always give spirit, financial help, and their invocation that never end.
7. My little family, especially to my wife Saidahlia and my sweet daughter Putri Eka Sahaya
8. All of friends who always give their support and motivation in finishing the thesis either formally or informally.

The writer trust that this thesis is still so many lacks found and far from being perfect because to make a good thesis will consume much time. Therefore, the writer with the great pleasure would receive the guidance, suggestion, and constructive critic from the readers.



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At the last, the writer hopes that this thesis would be useful and valuable for the readers and particularly for the writer and for English Education Department of the State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon.

Cirebon, November 2012

Writer,

SANTOSO



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Teaching learning process is a complex process, because students not only receive an information from the teachers' explanation, but also students able to involve their self in learning activity and pedagogic action that should do, in order to get better and perfect on their learning result. On this process, the students able to produce continuing change on their self, including on the aspect of science, skill, and attitude. The role of change seems on learning rank that produced by the students based on evaluation who giving by the teachers.

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English holds the key as international language. English is a tool of communication among peoples of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development, therefore students need to understand and using English to improve their confidence to face global competition.

English as a formal subject is given to junior high school (SMP) level, which the goals of teaching and learning English for this level is improving the



four English skills. They are the mastery of the receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structures and notions, in the context of the specified themes which are enclosed for junior high school (*SMP*) students.

In learning process always produce study result in order that students get assessment from the teacher, and to know the study result usually use indicators to measure it that usually do by giving an evaluation or test. Assessment is one of important thing that has important role in education. Assessment is important in education because proper relationship between teaching and assessment is partnership. By assessment process teacher can discover how far students have achieved the objectives of a course of study. Teacher also can use the result of assessment to analyze which material that should be explained again and which instruments that should be repaired. Besides, assessment is useful for the students to motivate in teaching learning process.

Based on earlier observation to *SMP Babus Salam Panguragan*, the writer watched students' assessment at English material in *SMP Babus Salam Panguragan* especially in second grade is enough according to English teachers. But, it just based on students' assessment report therefore it hasn't described students' learning result as learning process. That's why it needs to be continued researching about students' learning result as a learning process.



Then, in earlier observation result got a statement that the main thing from students' learning process is learning evaluation whose have a function as a feedback to the teachers and motivate the students along for learning process.

Menurut Mimin Haryati, evaluasi adalah kegiatan identifikasi untuk melihat apakah suatu program yang telah direncanakan telah tercapai atau belum, berharga atau tidak berharga, dan dapat pula untuk melihat tingkat efisiensi pelaksanaannya. (2006:17)

According to Mimin Haryati (2006:17) Evaluation is identify activity to see is a planned program has done or not yet. Price or not price, and it can be able to see the efficiency level of activity.

Menurut Suharsimi Arikunto, di dalam istilah asingnya, pengukuran adalah measurement, sedang penilaian adalah evaluation. Dari kata evaluation inilah diperoleh kata Indonesia evaluasi yang berarti menilai (tetapi dilakukan dengan mengukur terlebih dahulu). (2003:3)

According to Suharsimi Arikunto (2003:3) in strange term, measuring is measurement, while assessment is evaluation. From evaluation term got Indonesia word evaluation means assessing (but measuring first). Sukardi (2009:14) evaluation is a process to establish the condition where a purpose has done.

Role of learning evaluation is very significant; it is one of important thing that has important role in education, because assessment is useful for the students to motivate in teaching learning process. It also has function as feedback to repair learning process that has done by the teacher to full fill the criteria of learning minimal completeness as a lesson plan and teachers' wish. Exactly, assessment from learning process is not appropriate with teachers' assessment. Most of teachers' assessment to the students just taking from last semester examine or summative test. But, there are some types of learning evaluation or test as following statement:

According to Ngalim Purwanto (1994:108) there are four kinds of lesson evaluation (test) as follows Placement test Formative test, Summative test, and Diagnostic test. The goal of the test is to know how far the students mastery the learning material whom has explained by the teachers. In this case, researcher has an assumption if we want to know students' mastery level towards the material through learning evaluation by giving formative test. The reason why researcher giving priority to formative test than the other tests, because the role of formative test in learning evaluation is very significant to know the students' mastery towards material explanation by the teachers in every class meeting. Therefore the teachers able to measure their students' ability towards learning material who has explained and it can be able to continue next material. Here are the definitions of formative test as following:



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Menurut Masidjo, tes formatif adalah tes untuk mengukur sejauh mana siswa telah menguasai bahan pelajaran, setelah mengikuti suatu program kegiatan instruksional tertentu. (1995:55)

According to Masidjo (1995:55) formative test is a test to measure how far the students' mastery lesson material after following instructional activity program.

Ngalim Purwanto (1994:108) states that formative test is assessment that doing in the last lesson unit. This assessment is made prior to summative testing which measures how much a student has learned after instruction is finished. Formative assessment should be designed to diagnose problems in teaching and learning and to give both the student and teacher constructive feedback. This feedback will hopefully aid the teacher in designing alternative beneficial instruction to meet the individual needs of his or her students. It will also help the student in correcting his or her mistakes. The important thing is that the feedback must be specific, personalized, and timely. It produced from learning evaluation or formative test by giving some questions to the students



about the material in the class. Therefore the aim of formative test is to know students' mastery to the material that explained by the teacher.

Comparative between summative test and formative test are in summative test, teachers oriented on the product of learning, but in formative test, teacher oriented to the process of learning process. In formative test also, teacher will give an attention to the students towards their mistake and difficult along for learning process and for repair teaching learning process or repair lesson unit program.

The test result of the students is not correct at all, especially in foreign language material that might be many mistakes on work it. Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors.

Brown (2000:216) stated that Human learning is fundamentally a process that involves the making of mistakes. It is necessary to state that although errors are bad things in learning English as a foreign language, error analysis is advantageous for both of learners and teachers. For learners, error analysis needed to show them what aspect in grammar which is difficult for them, whereas for the teachers, it is required to evaluate them whether they are successful or not in teaching.



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Based on the explanation above, the writer interested to research about Testing Language Proficiency. To more specify, the writer discusses “An Error Analysis of English Formative Test at The Second Grade Students of *SMP Babus Salam Panguragan*.”

B. Identification of the Problem

To identification the problem of the research, the writer tries to divide it into three parts as follows:

1. The Field of the Research

The field of research of this thesis is “Testing Language Proficiency.”

2. The Kinds of the Problem

In these kinds of the problem is emphasis teachers’ ability to make, to evaluate and to analyze an English formative test in teaching and learning English material.

3. The Main Problem

The main problem in this thesis is An Error Analysis of English Formative Test at The Second Grade Students of *SMP Babus Salam Panguragan*.



C. The Limitation of the Problem

One of the problems that the writer wants to explore in this thesis is the describing an error analysis of English formative Test that can overcome the difficulties of formative test, what make the students difficult on it. In the analysis of this thesis, the problem is limited on aspects as followed:

1. Error Analysis of English Formative Test at the second grade students of SMP Babus Salam Panguragan
2. The Discriminating Power English Formative Test at the second grade students of SMP Babus Salam Panguragan
3. Some hindrances those causing the students make error in English Formative Test.

D. The Questions of Research

Based on the statement mentioned above, the writer formulates some problems of the research as follows:

1. How is error analysis of English Formative Test at the second grade students of SMP Babus Salam Panguragan?
2. How is the Discriminating Power English Formative Test at the second grade students of SMP Babus Salam Panguragan?
3. How some hindrances are those causing the students make error in English



Formative Test?

E. The Aims of Research

The aims of the research that will be obtained are as follows:

1. To describe error analysis of English Formative Test at the second grade students of SMP Babus Salam Panguragan.
2. To describe the Discriminating Power English Formative Test at the second grade students of SMP Babus Salam Panguragan.
3. To describe some hindrances those causing the students make error in English Formative Test.

F. The Uses of Research

1. To the Teacher

The result of this research might be significant for education field, in the form of giving information to the teachers about how to know the error of English formative test students and the advantages that is needed by English teacher especially to increase the achievement by English formative test. Furthermore, it might be able to help the teacher understand on measuring students' assessment appropriate the rule of lesson evaluation.

2. To the Students

To the students should aware about their error in English formative test and it could be as a learning motivation towards students' assessment from the teacher during learning process.

3. To the Writer

To the writer aware this thesis hasn't perfect, but I hope this thesis is useful for my self to know An Error Analysis of English Formative Test at The Second Grade Students of *SMP Babus Salam Panguragan*. It also can be a reference for further research, especially a research about testing language proficiency.





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