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THE CORRELATION BETWEEN THE STUDENTS' ENGLISH ACHIEVEMENT OF FORMATIVE TEST AND SUMATIVE TEST AT THE EIGHTH YEAR STUDENTS' OF *MTs PUI RAJAGALUH-MAJALENGKA*

A THESIS

Presented to English Education Department of Tarbiyah Faculty of Syekh Nurjati State
Institute for Islamic Studies in Partial Fulfillment of the Requirements for the degree of
Sarjana Pendidikan Islam (S.PdI)



By :

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2013



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ABSTRACT

Ariza Mawaddati Fitriyah: The Correlation Between The Students' English Achievement Of Formative Test And Sumative Test At The Eighth Year Students' Of MTs PUI Rajagaluh-Majalengka.

Key words: English achievement, achievement test, Formative test, Summative test

As a process, teaching and learning must have a result, and the result is called achievement. Moreover, the students' achievement in learning English is students' mastery of English as reflected by the score obtained through the achievement test given by the teacher during semester or at the last semester. Tests were carried out in formative test and summative test execution ends with the end of the semester or quarter, would better reflect the capabilities and actual student achievement during the particular subject.

This study tries to analyze the correlation between formative test and summative test. The main problem of this study is: (1) Does the result of formative test in English achievement have good score at the students?", (2) Does the result of summative test in English achievement have good score at the students?", (3) Is there any positive and significant correlation between formative test and summative test in English achievement?.

The aims of research done by writer is to find out the result of formative test in English achievement; to find out the result of summative test in English achievement; to find out the significant and positive correlation between formative test and summative test in English achievement.

The population of the research is all of the students of the eighth grade students of MTs PUI Rajagaluh, namely 40 students. The writer had taken all, because the number of the eighth grade students is less than 100 students so the writer has taken from all the students of the eighth grade. The techniques of collecting data used by the writer are: observation, and documentation study. The data which have been collected are analyzed by means of the objective condition of the school for the quantitative data

From the analysis, it is found that the result of the first formative test most students have not been able to achieve the expected KKM proved only 19 students or 47.5% of students who can reach KKM with the average grade 57.53; the second formative test increased from the first formative test. There are 20 students or 50% of students can achieve specified KKM, which is 75 while 50% of students do not achieve the expected KKM with the average of 59.425; the third of formative tests on as many as 15 students or 37.5% to reach KKM while the rest have not reached the KKM with an average grade of 54.45 or decreased from the first formative tests and the second formative test; In summative test, only two student who achieved KKM or (2.5%) of the total 40 students, while 98.5% of students have not been able to reach the KKM with an average grade of 42,68; and the correlation between formative test and summative test is equal to 0.578, with a significance level $\alpha = 0.05$ significance obtained (Sig.2-tailed) of 0.000. Because the Sig. $0.000 \leq 0.05$ means that the correlation between the two items are significant to the level of correlation between 0.400 to 0.600 or medium correlations were in the range / medium.

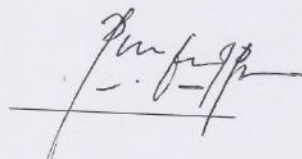



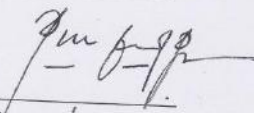
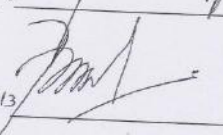


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RATIFICATION

The thesis entitled "THE CORRELATION BETWEEN THE STUDENTS' ENGLISH ACHIEVEMENT OF FORMATIVE TEST AND SUMMATIVE TEST AT THE EIGHTH YEAR STUDENTS' OF MTS PUI RAJAGALUH-MAJALENGKA" written by Ariza Mawaddati Fitriyah, Registered Numbers 59430528 has been examined on August 1st, 2013. It has been recognized as one of the requirements for Graduate Degree in English Education Department of Tarbiyah Faculty, Syekh Nurjati Institute for Islamic Studies (IAIN) Cirebon.

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PREFACE

In the name of God, Most Gracious, Most Merciful. Praises and thanks be to God who has taught (the writing) by the primary. May invocation and safety always be given to the prophet Muhammad SAW (Peace Be Upon Him) his family, colleagues and followers up to the end of the world.

This thesis is entitled in **“The Correlation Between The Students’ English Achievement Of Formative Test And Summative Test At The Eighth Year Students’ Of MTs PUI Rajagaluh-Majalengka”**. Presented to English Education Department of Tarbiyah of Faculty of Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon of the requirements for the Degree of the Islamic Scholar in English Education (S.Pd.I).

In composing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So in this opportunity the writer would like to express her sincerity and profound thankfulness to:

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7. All the teachers and school staff of *MTs PUI Rajagaluh-Majalengka*
8. All the students at the eighth grade students of *MTs PUI Rajagaluh-Majalengka*
9. Her parents and her brother who always give her support and motivation in finishing this thesis.



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10. Her best friends especially, in PBI-B. Thank them for all support and spirit for her.

The writer realizes that this thesis is still far from being perfect and there are many mistakes either in the arrangement or in the content. Therefore, she would happily welcome the comments and suggestions given by the readers.

Finally, the writer hopes this thesis will be some valuables to the readers especially, for the writer herself and for English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon as a reference in general.

Cirebon, July, 2013

The Writer



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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Demands and advances in science and technology has grown rapidly over the years, demanding the provision of human resources of a higher quality than ever before. Formation of qualified human resources will never escape from the world of education.

(E Usman Effendi and Juhaya, 1984:111) said that Education can be interpreted as a world process or activity that is ioncovering the cognitive, affective and psychomotor manifestations that can be seen from the form of knowledge, emotional, social, ethis and attitudes.

Based on the definitions above, it is implied that education in Indonesia is oriented to the formation of high-grade human spiritual and physical well established in the human personality that reflects a cautious, creative, intelligent, responsible, have a high patriotism and has a mental attitude that likes to establish himself and society. To achieve these goals one of them, can be reached through formal education. In this connection I.Djumhur and Moch. Surya (1985, 6) states that, "The school as one of the institutions of formal education has a very important role in the maturing child's effort and make it as useful members of society".

Based on the definitions above, suggests that the school is an institution that participates in developing various aspects of the student's personal, so that later can reach a certain level of maturity.

As a process, teaching and learning must have a result, and the result is called achievement. Moreover, the students' achievement in learning English is students'



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mastery of English as reflected by the score obtained through the achievement test given by the teacher during semester or at the last semester.

Furthermore, in the process of teaching and learning, achievement of the objectives mentioned above are usually known after going through the process of testing or assessment. According to Nana Sujana (1987; 111), "to determine whether or not achieve educational goals and learning needs, activities or actions of assessment / evaluation". Looked from the time, testing can conduct three times; testing at the beginning of studying, testing during of studying, and testing at the end of studying (Grondlund, 1997).

Achievement happens when they (students) are able to get something end of the test that they work. Many factors influence the achievement; they are internal factors and external factors. Internal factors are the factors that come from students. The factors consists of; firstly intelligence. Intelligence is the ability of students in learning the material. Secondly is aptitude; aptitude is a potential or an ability that can develop easily to get achievement in activity through learning. Thirdly is interest or attention; how far the students like English, and what kinds of effort they have to increase their abilities in English. Moreover, external factors are the factors that come from out of students. They are three kinds; firstly is environment; it is the situation around of students. Secondly is family, the attitude of family to students (motivation support, and attention), and the last is society; the way of thinking or culture around students.

The advantages for teacher in knowing students' achievement are that the teachers are able to know how far students accepted or understood about their explanation, and also able to know which one of their techniques that is efficient in explaining the material. In addition, the students also can take advantages by knowing



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their achievement; that is to increase their study, they are able to know how well the students master and learn the material, or the teacher can use the test as a feedback.

In the process of teaching and learning evaluation usually uses 2 types of evaluation, summative evaluation and formative evaluation. Tests formative and summative testing is a tool used to evaluate the achievement or achievement test, a test that aims to determine the level of student progress in a subject. So that is measured is the mastery of materials, understanding and the development of thinking. (Said Usman et al, 1975:171)

Tests were carried out in continuous formative and summative test execution ends with the end of the semester or quarter, would better reflect the capabilities and actual student achievement during the particular subject. According Ruseffendi (1980:417) "so that children's learning outcomes assessment objective, we have an evaluation time. It is not enough just give replay at the end of the quarter, we must consider the difficulties the child at every stage".

The research has two principle,they are; The students' of Formative test in English Achievement (X Variable), and The students' of Summative Test in English Achievement (Y Variable).

The principal research that will be expressed in this study is how "The Correlation Between The Students English Achievement of Formative Test And Sumative Test".

From the above phenomenon the authors were interested in examining the extent of the difference between the result of formative and summative tests that are conducted both very important. In line with the efforts to address the problem, the authors put it in the essay titled, "The Correlation Between The Students' English



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Achievement of Formative Test and Sumative Test". The researcher will do the research in MTS PUI Rajagaluh - Majalengka.

B. The Identification of the Problem

The identification of the problem in writing this thesis is as follows:

a. The Kinds of the Problem

There are many problems in learning process that automatically give effects to the students achievement. In this research the writer tries to analyze and know "The Correlation Between The Students' English Achievement of Formative Test and Sumative Test". They are :

1. Teacher do not understand how to make a good test tool of formative test and summative test.
2. In formative test teachers rarely use MCO (multiple choice Ordinary) test questions. Whereas the summative test, consist of essays and MCO. So the problems arise from this phenomenon.
3. Teachers adopted the questions from any Syllabus

b. The Main Problem of the Research.

The main of the problem in this research are the result of student achievement imprecision, the instrument not procedural and not suitable in process test. So the goal has not yet been fully realized KBM was identified through an evaluation process involving teachers directly, from planning to evaluation of treatment outcomes. So, we must pay attention to this research.

C. The Limitation of the Problem

In this research the writer would like to limit the problem only on Correlation between formative test and summative test toward the students' English achievement.



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Because the writer want to know the Correlation between formative test and summative test.

D. The Questions of the Research

The writer formulates the problem into three questions as follow:

1. Does the result of formative test in English achievement have good score at the students of *MTs PUI Rajagaluh*?
2. Does the result of summative test in English achievement have good score at the students of *MTs PUI Rajagaluh*?
3. Is there any positive and significant correlation between formative test and summative test in English achievement?

E. The Aims of the Research

The purpose of the research is accomplished by the writer are:

1. To find out the result of formative test in English achievement at *MTs PUI Rajagaluh*.
2. To find out the result of sumative test in English achievement at *MTs PUI Rajagaluh*.
3. To find out the significant and positive correlation between formative test and summative test in English achievement at *MTs PUI Rajagaluh*.

F. The Use of the Research

The researcher expects that the result of this study can be useful for the teachers to increase the quality of teaching and learning process. The teacher can increase the developing of evaluation tools and can compare the development result of formative test and summative test.



For the students, this study is expected to be a motivation to make them more serious in following the Formative test. Moreover, by following the formative test seriously they can get good scores in Summative test.

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