CHAPTER III
THE DEVELOPMENT OF THE TEST AND ITS ITEMS

This chapter discusses several things such as subject identifies and the test objective, test content and competence specification, test format and test specification, and last but not least development of the items.

3.1   The Subject Identify and the Test Objective

The test is design for the seventh grade of Nahdlatul Ulama 2 Gresik Junior High School. The language skill to test is reading. The objective of this study is to develop reading test by using hot potatoes software. The test is designed to measure the students' ability in comprehend the content of reading text.

3.2   Test Content and Competence Specification

As stated previously, the objective of the test is to develop reading test by using hot potatoes software. The researcher develop the reading test by learns more about syllabus from the school. Here the researcher had taken one period for second semester. The content of syllabus especially in reading skill, it has three topics to be applied in teaching reading, they are label/ list text, instruction/short notice/ warning and caution text, and also descriptive text. The researcher also made design the instructional objectives simply and easier for English teacher on the content on the test (See on **appendix 3**). There are three kinds of indicators. First, know such us 1) identify, 2) mention, 3) give definition, 4) know. Second, understand such us 1) explain meaning, 2) give examples, 3) give meaning, 4)

classify. Third, use or application such us 1) complete texts, 2) make texts, 3) find, 4) show, 5) develop. The following table is the details of the description of the indicators based on kinds of indicators (know, understand and use).

	Indicators
Know	- The students can identify the texts - The students can mention the texts - The students can give definition of texts - The students know the meaning of texts
Understand	- The students can explain the meaning of the texts - The students can give some examples of texts or words - The students can give a meaning of texts - The students can classify the texts
Use	- The students can complete the texts - The students can make some texts - The students can find the texts - The students can show the text - The students can develop the texts

Besides the indicators based on know, understand, and use, this test also measure the indicators based on the topics. The detail of indicators based on the topics is described in the following tables.

	Topics	Indicators
Know	Label/ list text,	- The students can identify the texts - The students can mention the texts
	Instruction/short notice/warning and caution text,	- The students can identify the texts - The students can give definition of texts
	Descriptive text.	- The students can mention the texts - The students know the meaning of texts
Understand	Label/ list text,	- The students can explain the meaning of the texts - The students can give some examples of texts or words
	Instruction/short notice/warning and caution text,	The students can give a meaning of texts

		• The students can give some examples of texts or words
	Descriptive text.	• The students can explain the meaning of the texts • The students can classify the texts
Use	Label/ list text,	• The students can complete the texts • The students can make some texts
	Instruction/short notice/warning and caution text,	• The students can find the texts • The students can show the text
	Descriptive text.	• The students can make some texts • The students can develop the texts

3.3   Test Format and Test Specification

The test format used for developing the test is multiple choices with the number of test items is 40.

The reason for using multiple choices test format is that the format is suitable with the characteristic of test objectives. The test is to measure the students' ability in comprehend the content of reading text.

The explanation of multiple choice test items in detail as follow: 10% identify, 12.5% mention, 12.5% give definition, 20% know. Those the details are for know. For understanding, the following are the details: 10% explain meaning, 2.5% give examples, 12.5% give meaning, 7.5% classify. While the details for use are follows: 2.5% complete texts, 2.5% make texts, 2.5% find, 2.5% show, 2.5% develop.

The clear distribution of the indicators and the topics can be seen in this following table.

Indicators	Topics	Number of Items
Know		
• The students can identify the texts	Label/ list text, Instruction/short notice/warning and caution text.	4 Items
• The students can mention the texts	Label/ list text, Descriptive text.	5 Items
• The students can give definition of texts	Instruction/short notice/warning and caution text.	5 Items
• The students know the meaning of texts	Descriptive text.	8 Items
Understand		
• The students can explain the meaning of the texts	Label/ list text, Descriptive text.	4 Items
• The students can give some examples of texts or words	Label/ list text, Instruction/short notice/warning and caution text.	1 Item
• The students can give a meaning of texts	Instruction/short notice/warning and caution text.	5 Items
• The students can classify the texts	Descriptive text.	3 Items
Use		
• The students can complete the texts	Label/ list text.	1 Item
• The students can make some texts	Label/ list text, Descriptive text.	1 Items
• The students can find the texts	Instruction/short notice/warning and caution text.	1 Item
• The students can show the text	Instruction/short notice/warning and caution text.	1 Item
• The students can develop the texts	Descriptive text.	1 Item
	Total	40 items

The direction for multiple choices type test as the follow: When the students double clicks the application, they will see this layout.
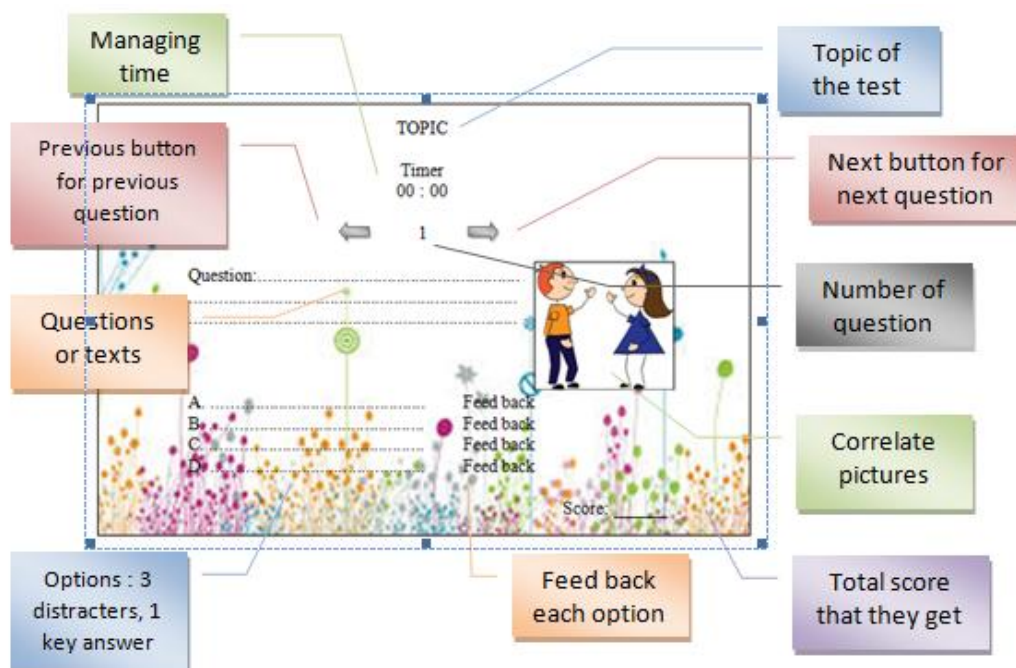
In the upper, there is a topic of the test. The researcher gives time, so they can manage and use the time effectively while they do the test. This program has a next button and previous button. After the students answer the question, they can click the next button to answer next question. While the previous button is to see the previous question or text that they need to read again. Between the two buttons, there are a number of tests. The question complete with a correlate picture to help the students answer easily. At the bottom of the question, there are four options that they can click the letter A, B, C or D. Four options are consist of three distracters and one key answer. In each option, there is a feedback comment for the students' answer. It helps the students evaluate their test directly. The researcher also gives some information or knowledge in every feedback. The last is score of the test in the end. The students will directly know about their score, so they can assume their friends as competitor.

3.4   The Development of the Items

The explanation of multiple choice test items in detail as follow: 10% identify, 12.5% mention, 12.5% give definition, 20% know. Those the details are for know. For understanding, the following are the details: 10% explain meaning, 2.5% give examples, 12.5% give meaning, 7.5% classify. While the details for use are follows: 2.5% complete texts, 2.5% make texts, 2.5% find, 2.5% show, 2.5% develop. (Page 23)

The writing of the items is based on the content of the texts. The researcher directly derives some of the propositions of the items from the texts. Some items are in the forms of incomplete statements or propositions while some others are in the forms of questions. The following examples are of the items, which are indirectly derived from the texts and which are in the forms of incomplete statement:

1. *The following warning means that pedestrians should … the grass.*
2. *It is implemented in the passage that …*

In the case of items, which are indirectly derived from the texts and which are in the forms of questions, the following are the examples:

1. *What the store must the writes go to get the things?*
2. *How old is the writer?*
3. *Which of the following statement is not true about Peter?*

The following are the examples of the items, which are directly derived from the texts and which are in the forms of incomplete statements:

1. *Based on the text, we know that…..*

In the case of the items, which are directly derived from the texts and which are in the forms of question, the following are the examples:

1. When the write always hug Teddy Bear?
2. What does the cat do where the writer is in school?

In the multiple choice items, there are four options: three distracters and one key answer. The following are the examples:

1. How old is Peter? Peter is …. years old.
a. Four
b. Fourteen
c. Forty
d. Ten
2. What is the color of Teddy Bear's fur?
a. Brown
b. Light brown
c. Soft
d. *Soft brown*
3. What does the text tell you?
a. How to make curried rice
b. How to buy curried rice
c. How to get curried rice
d. How to find curried rice

The text is about procedure to make curried rice with the ingredients. In this case, all the options are the inference from that statement.

4. What does the word "feeble" in text mean?
a. Weak
b. Load
c. Strong
d. Coarse

In this case, the student's judgment is toward the consequence of the text about the voice of the writer's cat.

The researcher also conducted a validation of the development test. Validation was performed by experts in the field of education; it is purpose to make the English reading test acceptable to this research. The experts will get a checklist of courseware. There are two experts validations; the English teacher of

the school and the lecture in English Department in University of Muhammadiyah Gresik.

The first expert of reading test validation is Mrs. Fatimah, S.S. she is the English teacher of seventh grade at Nahdlatul Ulama2 Gresik Junior High School. The second expert validation is Mrs. Dian Kurnia, M. Pd. She is a lecturer in University of Muhammadiyah Gresik and she has professional teacher certificate.

The first expert validation has responsible in checking the test with the curriculum and syllabus. The second expert validation has responsible in checking the instruction, language, and the program of the reading test.

In the instruction of the test, it should be validate because it is the important one to start doing the test. Selecting the appropriate language with the level of seventh grade is to influence in measuring the quality of reading test itself, therefore the researcher need to validate to the second expert. The product of this study is a program, the researcher need a validation from the expert especially in the attractiveness, concept, mechanics, content and originality in her reading test program. (See on **appendix 1**)

After the expert validation is finish, the researcher will see the score, comment, and suggestion. It is to improve the product to be better. From these score, comment, and suggestion the researcher know whether the test needs to improve, revise, add or delete.

After the researcher developing the reading test, revision will be conducted to make this product ready to be applied for seventh grade of junior high school. The revision will be considering the expert's suggestion. There were

five component which used for the evaluation; attractiveness, concept, mechanics, content and originality.

3.5 Reliability and Validity Test

Reliability is necessary of any good test. For it to be valid, a test must be reliable as a measuring instrument (Heaton, 1975:155). In other word, reliability means the stability of the test score. When a test has constant result from time to time, means that test belong to good test. The extent of the sample of material select for testing; whereas validity is concerned chiefly with the content of the sample, reliability is concern with the size (Heaton, 1975:155). To know the reliability of the development reading test, the researcher uses SPSS program to measure it.