

CHAPTER III

THE DEVELOPMENT OF 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 identity and the test Objective

The test is designed for 5th grade learners of SD Sidorukun Gresik. There are two classes for 5th grade at SD Sidorukun. They are spreaded into VA till V B. The total of the learners are 60 learners. So, the subject is 60 learners. the language components to test is vocabulary which will be applied in reading skill. The objective, the students can increase their vocabulary in vocabulary test. The content vocabulary test is food, transportation, place, time. The level of students' proficiency is pre- intermediate.

3.2 Test content

As talked before, the objective of the test is to develop vocabulary test by longtion autorun software. The researcher develop the vocabulary test by learning more about syllabus from the school, here the researcher had taken one period for second semester. The content of syllabus for vocabulary in reading skill, it has four topics to be applied in vocabulary test, they are food, time, place, and transportation. The researcher also make design the instructional objectives

simply and easier for English teacher on the content of the test (**see on appendix 3**) there are three kinds of indicators. The first, know such as give a name to the text, select text, show the phrase, give a definition of the phrase, underline phrases, match vocabulary words, mention the word, identify vocabulary words, choose a sentence, translate the text. The second, understand such as give examples, develop text, explain the word, replace sentences, give examples of text, change the phrase, develop sentence, summarize word, formulate sentences, conclude the text. Third, use or application such as find the phrase, connect sentences, complete text, find sentences, find the text, show the word, link text, complete the word, customize the phrase, customize sentence.

The following table is the details of the description of the indicators based on kinds of indicators (know, understand, and use).

TABLE 3.2 : The Indicators Based on Kinds of Indicators

	Indicators
Know	Students can give a name to the text -
	Students can select text
	students can show the phrase
	Students can give a definition of the phrase
	Students can underline phrases
	Students can match vocabulary words
	Students may mention the word
Students can identify vocabulary words	
Students can choose a sentence	

	Students can translate the text
Understand	Students can give examples
	Students can develop text
	Students can explain the word
	Students may replace sentences
	Students can give examples of text
	Students can change the phrase
	Students can develop sentence
	Students can summarize word
Students can formulate sentences	
Students can conclude the text	
Use	Students can find the phrase
	Students can connect sentences
	Students may complete text
	Students can find sentences
	Students can find the text
	Students can show the word
	Students can link text
	Students can complete the word
Students can customize the phrase	
Students can customize sentence	

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 topic is described in the following tables.

TABLE 3.2 : The Indicators Based on The Topic

	Topics	Indicators	Number of Item
Know	Food	Students can give a name to the text Students can select text students can show the phrase	3 (6, 10, 13)
	Time	Students can give a definition of the phrase Students can underline phrases Students can match vocabulary words	3 (4, 15, 20)
	Place	Students may mention the word Students can identify vocabulary words Students can choose a sentence	3 (1, 11, 27)
	Transportation	Students can translate the text	1 (18)
Understand	Food	Students can give examples Students can develop text Students can explain the word Students may replace sentences	4 (2, 22, 24, 30)
	Time	Students can give examples of text Students can change the phrase	2 (26, 29)
	Place	Students can develop sentence	1 (28)
	Transportation	Students can summarize word Students can formulate sentences Students can conclude the text	3 (9, 21, 29)
Use	Food	Students can find the phrase	1 (14)
	Time	Students can connect sentences Students may complete text Students can find sentences	3 (5, 8, 16)
	Place	Students can find the text Students can show the word Students can link text	4 (7, 12, 23, 19)

		Students can complete the word	
	Transportation	Students can customize the phrase Students can customize sentence	2 (3, 17)

3.3 Test Format

The test format used for developing the test are multiple choice and matching. The number of multiple test items is 16, while the number of matching test is 14.

The reason for using multiple choice and using matching test is taken from the result of students' answer from the questionnaire (**see on the appendix 2**). And another reason, the multiple choice and matching test format is suitable with the characteristic of the test objectives. The test is to develop vocabulary test by using longtion autorun.

The explanation of multiple choice test items in detail as follow:
25% Reading aloud with expression, emphasis and intonation precisely and grateful that involves the word, 13% Reading aloud with expression, emphasis and intonation precisely and grateful that involves phrases, 25% Reading aloud with expression, emphasis and intonation precisely and grateful that involve very simple sentences, 37% Reading aloud with expression, emphasis and intonation precisely and grateful that involves a very simple text.

In the matching test items, the following are the details: 15% Reading aloud with expression, emphasis and intonation precisely and grateful that involves the word, 15% Reading aloud with expression,

emphasis and intonation precisely and grateful that involves phrases, 15% Reading aloud with expression, emphasis and intonation precisely and grateful that involve very simple sentences, 55% Reading aloud with expression, emphasis and intonation precisely and grateful that involves a very simple text.

The clear distribution of vocabulary test for multiple choice and matching test items from the indicators and the topics can be seen in the table Latticework of the test on appendix 3.

The time allotted is 50 minutes dividing into two parts namely for multiple choice type test and for matching type test. For the multiple choice 24 minutes is given to do the 16 test items, in which each the students need 1 minutes 5 second to do one item (total 24 minutes), and matching test 26 minutes is given to do the 14 test items, in which the students take 2 minutes for one item.

The direction are given to each type of formats preceding the general information about the test. The direction for multiple choice type test covers the instruction to write down the test takers's name on the provided space in the answer sheet, read the texts and answer the questions by crossing the column under the letter A, B, C, D. on the answer sheet corresponding to the correct answer of each question, and use the time effectively.

For the matching type test, Match the items on the right to the items on the left, and mentions the time allotted for doing the matching items.




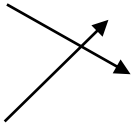
3.4 The Development of items

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The describing of the items is based on the content of the text above. The researcher directly derives some the items from the text. Some items are choice the correct based on the reading text, choice or crossing the letter A,B,C,D based on the picture in the form of questions, and Match the items on the right to the items on the left. The following examples of the items in the table 3.4 below :

TABLE 3.4: The Examples of The Items

The following examples of choice the correct based on the reading text	
<p>Andri : hi indi Indi : hi andri ,how do you go to school ? Andri: I go to school by car . and you ? Indi : I go to school by</p> <p>a. Ship b. Plane c motorcycle d ambulance</p>	
The following examples of choice the correct based on the picture	
	
<p>What is this?</p> <p>a. this is ambulance b. this is ship c this is car d. this is padicap</p>	
Match the items on the right to the items on the left	
<p>where do you have a dinner?</p> 	<p>My father invite me to go to mountain</p>  <p>in the dinning room</p>

The researcher conducts a validation of the development test. Validation is performed by experts in the field of education, it is purpose to make the English vocabulary test acceptable to this research. The experts will get a checklist of courseware. There are two experts validations.

The first expert of vocabulary test validation is the English teacher from 5th grade at SD Sidorukun gresik and The second expert of vocabulary test is the

lecture is from English department in university of muhammadiyah gresik he 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 5th grade is to influence in measuring the quality of vocabulary test its self, therefore the researcher needs to validate to the second expert. The product of this study is a program, the researcher needs a validation from the expert especially in the attractiveness, concept, mechanics, content, and origanility in her vocabulary test program. (**see on appendix 7**)

After the expert validation is done, the researcher will see the score, comment, suggestion. It is to develop 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 develops the vocabulary test, revision will be conducted to make this product ready to be applied for 5th grade of elementary school. The revision will be considering the expert's suggestion. There were five component which is used for the evaluation: attractiveness, concept, mechanics, content, and origanility.

3.5. Reliability and Validity Test

Reliability is necessary of any good test. For it is be valid, a test must be reliable as a measuring instrument (Heaton, 1975). 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 be good test. The extent of the sample of material select for testing, whereas validity is concerned chiefly with the content of the sample, reability is concern with the size (Heaton,1975). To know the reliability of the development vocabulary test, the researcher uses SPSS program to measure it.