

CHAPTER IV

FINDING AND DISCUSSION

The content for this chapter divided into two parts. They are finding and discussion. The chapter will explore the information to answer statement of problems.

A. FINDING

Finding in this chapter explained based on observation, interview and documentary. The statement of problem will be answered by using technique of data collection that are observation, interview and documentary. The first problem How does teacher implement the practicality of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018, How does teacher implement the reliability of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018, How does teacher implement the validity of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018, How does teacher implement the authenticity of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018, How does teacher implement the washback of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018.

The first researcher came to the school for collecting data of that school such as structure, school's infrastructure and asking the teacher when the middle test conducted for class Tenth Grade at Madrasah Aliyah Ni'matul Aziz academic year

2017/2018 Jelapat Barito Kuala Regency. The researcher did the observation in the school to get the information which is related with the research. This techniques did to get and complete information for the research.

The principal is Mr. Rasidi, S.Pd.I and vice Principal is Drs. Gazali Apsan. Madrasah Aliyah Ni'matul Aziz has teacher as many as 18 educational teachers. The clear description of this data can be seen on appendix 2. Madrasah Aliyah Ni'matul Aziz has student as many as 195 students. There are different total of student for each class. The clear description of this data can be seen on appendix 3.

School Madrasah Aliyah Ni'matul Aziz has 8 classrooms, 1 library, 1 language lab, 1 teacher room, 1 administrative room, and 1 principal office and vice principal. The facilities for student such as 1 volleyball court and one futsal that can be used for some sports activities. And supporting equipment is also quite complete. It can be seen on appendix 4.

The second, researcher came to school at the day which the middle test was conducted. In this observation the researcher used field note when observed the school. The researcher has observation checklist which related to answer statement of problems. The result of this observation is to collect the data for answering statement of problems. The researcher came to the class where the middle test conducted to know the real situation in the class. The clear observation checklist for observation can be seen on appendix 5.

The last, the researcher came to school for doing the interview section to the teacher who teach English lesson. The teacher answered the question in interview

which related with the research. The researcher got the question for interview in principles of language assessment adopted by Douglas brown. This interview conducted face to face at the office to make in intent and more concentrate.

The technique of data collection such as observation and interview was conducted at the school. The observation was conducted on October 7th 2017 to get the information when the middle test conducted and collected the data of school's structure, school infrastructure. The researcher came on October 9th 2017 when the middle test conducted. The interview conducted on October 14th 2017. The researcher did the interview after a week when the middle test conducted to know the result or score for the middle test.

This chapter explained finding according t the data that found in school after research. The researcher came to school three times to get the data for the research. According to the observation and interview the researcher answered all of problem statements.

1. The implementation of the practicality of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018

The first observation the researcher came to that school on October 7th 2017. The researcher looked and observed the teacher taught in the class. From that observed the researcher found the teacher taught by using a book. He used two books as his guideline in teaching his student. The book were "Path Way To English" for senior High School Grade X written by Th. M. Sudarwati and "Look Ahead An English

Course” for senior High School Grade X written by Th. M. Sudarwati the researcher came to the teacher and asked him when the test conducted. The teacher told that the test would conduct on October 9th 2017.

When the day was come the researcher came to the school and joined with the student in the class. The test began at 7:45 Wib until 8:45 Wib. The teacher told the student if today they would have a test. The teacher shared the paper questions to each student in the class.

The researcher observed and stayed in the class where the test conducted. When observed the test researcher found that the questions paper consisted of 20 multiple choice questions. This data is supported by the result of interview the teacher, both stated that the questions were made in simple way consisted of 20 question (Interview, October 14th 2017).

The teacher stated to the researcher, that he chose multiple choices because it would be easy for giving scoring. The key answer for question the test can be seen in appendix 6. The teacher made the question one week before the test conducted. When made the question the teacher also made the key answer for the questions.

The researcher asked to the teacher about the cost for conducting the test. The teacher told if the cost for the test was very cheap. The cost for the test spent money about Rp. 12.000,-. The cost itself is founded by the school.

When observed the test, researcher knew that the teacher gave 60 minutes to his student for answering the questions. It means student had 3 minutes for answering one questions. The set time frame was not long and short. The student could answer

all of the questions in the class. After all of student submitted their answer the teacher closed the lesson and did not correct student answer on that day.

The data above from observation is also supported by the interview when conducted on October 14th 2017. All of student had already faced a test and they could answer all of the questions. The interview question for practicality can be seen on appendix 7.

2. The implementation of the Reliability of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018

When the day of test had come all of students came to the class. The researcher came to the school on October 9th and observed the test lived in the class. When observed it the researcher saw the paper question was clean. All of student in the class could read clearly and understood the question. The teacher told that he had printed the paper question to make the student could read the questions.

When the time was running for 40 minutes some students submitted their answer sheet to the teacher. The other student submitted their answer sheet when the time was over. The teacher told to his student to submit their answer sheet with the paper question. The teacher did not want the question for the test leak to other class.

The researcher asked to the teacher about the way of giving students' score for the test. He answered that he made a key answer when made the questions. It helped him to correct student answer sheet. The teacher also had a rubric for scoring. He also said

the rubric made him easy to score students' answer sheet after corrected it. The rubric for scoring can be seen on appendix 8.

The researcher also looked to the student who faced the test. The researcher want to know student healthy when answered the question of the test. All of student seen clam, nice and easy to answer, beside there were also some student seen nervous in answering.

Beside looked the student, the researcher also pay attention to the environment of the class. Around the class where the test conducted there was one class that still need reparation. It made a little noisy out of the class. The teacher immediately at the time closed the door to decrease the noisy around the class. It made the noisy to be decrease and students could answer in quite.

When researcher saw the questions, the researcher found some weaknesses for the test. The weaknesses were the test at Madrasah Aliyah Ni'matul Aziz Jelapat Barito Kuala Regency did not put a test such as listening test or speaking test. The grammar for the question was not complete sentence. That was for number one.

1. What is consonant letter.....

a. Unvoiceless b. Vowel c. Like B,C and D d. Like A and E

e. alphabet

For option *a. Unvoiceless* that word still a strange word for student who sit in tenth grade Senior High School. They did not know about voice and voiceless. The word *Unvoiceless* was also a strange word, because the student still did not learn about

suffixes and prefixes. The last weakness was in the paper questions itself. There was not a direction or guideline to answer the question.

The teacher when interview with the researcher told that this test was consistent each year. The result of the test used for evaluation in teaching and learning process.

The finding of this data got from observation and also supported by the interview when conducted on October 14th 2017. The interview question for reliability can be seen on appendix 9.

3. The implementation of the Validity of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018

The researcher interviewed the teacher on October 14th 2017. The researcher interviewed about how is the validity of question in the test to the teacher, the teacher told that he would evaluate student knowledge on grammar, vocabulary and reading skill. He divided the question for grammar, vocabulary and reading skill.

The first part was for general knowledge and grammar session. The questions for this part were number 1 to 12. Here were the questions.

1. *What is consonant letter.....*

b. Unvoiceless b. Vowel c. Like B,C and D d. Like A and E

e. alphabet

2. *How many totally of consonant*

a. 5 b. 21 c. 26 d. 2 e. A,E,I,O,U

3. *Rina me were his students last year.*

- a. *not only and but also* b. *And and Both* c. *Both and And*
 d. *Either and or* e. *Neither and nor*
4. *she can't attend her class she is sick.*
 a. *because* b. *While* c. *so* d. *In order that* e. *When*
5. *Characteristics the equal compound sentence except ...!*
 a. *But also* b. *Because* c. *Both* d. *Nor* e. *and*
6. *Characteristic phase compound sentence is ...!*
 a. *When* b. *And* c. *Or* d. *Not only* e. *but also*
7. *Both Yuli and Yudhi are student English is an example of a sentence ...!*
 a. *Equal compound* b. *phase compound* c. *Positive compound*
 d. *Negative compound* e. *comparative sentence*
8. *Toni was listening the radio I was reading a book !*
 a. *Both* b. *While* c. *Either* d. *In order that*
9. *..... My mother and my sister are here !*
 a. *Both* b. *While* c. *Either* d. *In order that* e. *and*
10. *He went to bed because he was sleepy is an example of a sentence*
 a. *Positive compound* b. *Negative compound*
 c. *Equal compound* d. *phase compound* e. *comparative*
11. *He came here he can study English !*
 a. *Either* b. *Because* c. *In order that* d. *While* e. *when*
12. *I will take chemistry or physics next !*
 a. *Either* b. *Both* c. *But* d. *Because* e. *so*

The teacher could evaluate students' knowledge on grammar based on the questions number 1-12. He checked which were numbers or questions students got wrong answer. When students got wrong answer it would identify that students still did not understand the material or forget the material. By using the data teacher could evaluate student grammar.

The second part was for vocabulary. The questions for this part were number 13 to 17. Here were the questions :

The text is for questions 13 – 17

How to make a popsicles

Instructions

Things you need:

- *Aluminum foil*
- *Fruit juice or other liquid*
- *Paper or plastic cups*
- *Handles*

1. Collect some small cups to use as popsicle molds. You can use paper cups, Plastic cups or empty yogurt cups.

2. Pour any sort of fruit juice you like into the small cups, about $\frac{3}{4}$ full.

3. Make a lid for each cup for a small amount of aluminum foil. Cover each cup with the foil, sealing to prevent leaks.

4. Put something in the cup to use as a handle. This could be recycled popsicle sticks or chop sticks, or plastic spoons or forks. Do this by piercing the center of

the aluminum foil with the handle and pressing it straight down until it hits bottom.

5. Put the cups in the freezer and let them freeze until hard.

6. Take the cups out of the freezer, remove the popsicles and eat them. The popsicles can be Removed easily by letting them sit for a bit to melt slightly or running them under hot water.

(<http://www.ehow.com/how2043741makepopsicles.html#ixzz1MPwr9fg>)

13. What is the purpose of the text?

- a. to explain the use of paper cups*
- b. to explain how to serve popsicles*
- c. to explain how to use juice in food*
- d. to describe popsicles*
- e. to explain how to make popsicles*

14. What is the main ingredients of the recipe?

- a. juice*
- b. aluminum foil*
- c. paper cups*
- d. popsicle molds*
- e. handle*

15. What is the cup lid made of?

- a. paper*
- b. plastic*
- c. spoon*
- d. aluminum foil*
- e. empty cups*

16. What is the fifth step of the recipe?

- a. Collect some small cups to use as popsicle molds*
- b. Put something in the cup to use as a handle*
- c. Put the cups in the freezer and let them freeze until hard*
- d. Make a lid for each cup with a small amount of aluminum foil*

e. Take the cups out of the freezer, remove the popsicles and eat them

17. *How to make the popsicles can be removed easily?*

a. by boiling it

d. by dragging the handle

b. by breaking the molds

e. by putting it in room temperature

c. by letting them sit for a bit to melt slightly

Number 13-17 for this part the teacher want to evaluate student vocabulary. Procedure text had content of many vocabularies. He used this part to evaluate students' knowledge on vocabulary by giving a procedure text. The teacher told that if the students know the meaning of vocabulary in procedure text they could arrange the procedure and understood the process.

The last part was for reading skill. Number 18-20 was reading section. The question was story line. Here are the questions for number 18-20 :

Text for number 18 - 20

Once upon a time, there were four rabbits. Their name were Flopsy, Mopsy, Cotton-tail and Peter. One morning, they were allowed to play outside. Their mother reminded them not to go to Mr. Mc. Gregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane pick blackberries and radishes. But Peter the youngest rabbit was naughty, he walk alone apart from his brothers. Suddenly Peter met Mr. Mc. Gregor, he was very frightened and rushed away as fast as he could. He lost pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got

home. During the evening, he was sick because he was so tired. He had to drink some medicines while three of his brothers had bread, milk and blackberries for supper.

18. Who was the naughtiest rabbit?

a. Flopsy b. Mopsy c. Cotton-tail d. Peter e. Gregor

19. What did Flopsy, Mopsy, and Cotton-tail eat?

a. carrots b. blackberries c. lettuces d. strawberries

e. beans

20. What did Peter lose while he was running?

a. one of his shoes b. vegetables c. a pair of shoes

d. a book e. a basket

The last part or for number 18-20 was reading section. The question for this section student was not only needed a good skill reading but also a good knowledge on vocabulary. The teacher said the question for this part force student to read the text repetitious when answered the questions. The purposed for this part was if student had a good skill on reading and knew the meaning of the story they could be easy to answer the question. Due to on that question the teacher could guess students' skill on reading.

The result of this observation was also supported by the interview result with the teacher. The questions for validity interview can be seen on appendix 10. The questions for the test were taught by the teacher. The test was appropriate, useful and meaningful for the student. The questions related with the material and it measured students' skill in reading, vocabulary and grammar.

4. The implementation of the Authenticity of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018

The researcher asked to the teacher who made the questions for the test. The question for the test English lesson at Madrasah Aliyah Ni'matul Aziz Jelapat Barito Kuala Regency was written by the teacher. The teacher made the test based on the material which had been taught in the class. He made the question as simple as he could to make his student understood the question. Here were the examples of that question.

1. *What is consonant letter.....*

- a. Unvoiceless b. Vowel c. Like B,C and D d. Like A and E*
e. alphabet

2. *How many totally of consonant*

- a. 5 b. 21 c. 26 d. 2 e. A,E,I,O,U*

3. *Rina me were his students last year.*

- a. not only and but also b. And and Both c. Both and And*
d. Either and or e. Neither and nor

4. *she can't attend her class she is sick.*

- a. because b. While c. so d. In order that e. When*

The question was short and his student understood the questions. The teacher made that question to be simple to make students easy for answering the test. The

question for number 18-20 he took from a website. He put the link where he took the questions. Here are the questions for number 13-17 :

The text is for questions 13 – 17

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- *Aluminum foil*
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- *Paper or plastic cups*
- *Handles*

1. *Collect some small cups to use as popsicle molds. You can use paper cups, Plastic cups or empty yogurt cups.*
2. *Pour any sort of fruit juice you like into the small cups, about $\frac{3}{4}$ full.*
3. *Make a lid for each cup for a small amount of aluminum foil. Cover each cup with the foil, sealing to prevent leaks.*
4. *Put something in the cup to use as a handle. This could be recycled popsicle sticks or chop sticks, or plastic spoons or forks. Do this by piercing the center of the aluminum foil with the handle and pressing it straight down until it hits bottom.*
5. *Put the cups in the freezer and let them freeze until hard.*

6. Take the cups out of the freezer, remove the popsicles and eat them. The popsicles can be removed easily by letting them sit for a bit to melt slightly or running them under hot water.

(<http://www.ehow.com/how2043741makepopsicles.html#ixzz1MPwr9fg>)

13. What is the purpose of the text?

- a. to explain the use of paper cups
- b. to explain how to serve popsicles
- c. to explain how to use juice in food
- d. to describe popsicles
- e. to explain how to make popsicles

14. What is the main ingredients of the recipe?

- a. juice
- b. aluminum foil
- c. paper cups
- d. popsicle molds
- e. handle

15. What is the cup lid made of?

- a. paper
- b. plastic
- c. spoon
- d. aluminum foil
- e. empty cups

16. What is the fifth step of the recipe?

- a. Collect some small cups to use as popsicle molds
- b. Put something in the cup to use as a handle
- c. Put the cups in the freezer and let them freeze until hard
- d. Make a lid for each cup with a small amount of aluminum foil
- e. Take the cups out of the freezer, remove the popsicles and eat them

17. How to make the popsicles can be removed easily?

- a. by boiling it
- d. by dragging the handle

- b. by breaking the molds* *e. by putting it in room temperature*
c. by letting them sit for a bit to melt slightly

The link where he took the question put under the procedure text. The teacher said he put the link to make who read the question could access the question from the original sources. He took that topic because the content of procedure text is general and student knew the procedure. It helped student to understand the topic and questions.

The result of this research is supported by observation and interview result with the teacher. The interview for authenticity can be seen on appendix 11. The question for the test made one week before the test conducted. The teacher had a good preparation to make the question. The topic for the test was famous and student knew the material. Structure for the sentences in the question was short and simple student could answer clearly.

5. The implementation of the washback of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018

When interviewed the teacher on October 14th 2017, researcher knew that teacher gave student answer sheet and their score on the next meeting. The teacher wrote a feedback to the student by writing a note on students' answer sheet. Here were the example of teacher's feedbacks : *excellent, good job, study hard, focus on study do not speak when the teacher was explaining*. Another way to give feedback the teacher told in front of the class when gave students' answer sheet like : *For student who got*

high score please defense it, for students who got low score or medium score please study hard and enhance your score. You can get better if you do the best for your effort.

The teacher told students' weakness when shared their score. Here were some examples of student weakness (a) a half of student got wrong answer for question number one. The teacher told when answer question in a test do not be nervous, because when you nervous your brain will be empty. He said to the student to be calm when answered the question. (b) The question for number 13-17 that was a procedure text it had been learned before. He told to the students to study at home for repeating the material. Students' weakness for this section was some students did not know the vocabulary the question. Teacher gave advised to students for improving their vocabulary by writing a new vocabulary on their diary or book to remember the vocabulary which had been learned. (c) The question for number 18-20 was reading part, students must improve their skill in reading by learning more. The teacher said they could practice to read a book or story line to improve their skill on reading.

From the interviewed, the researcher got data that the score of students for the test were variation. There were some students who got high score and low score. The score for students can be seen on appendix 12. The teacher told to the researcher that he found a positive washback from the test. It can be seen for the student who got high score had a positive washback like they were study hard than before the test. They had more motivation to study hard and maintain their score. The other students

who got low score they also showed a positive washback. They looked focus on study and asked the material if they were not understood with the material.

When shared student answer sheet and score, the teacher also gave a homework for student who got low score. The question for the task was the question of middle test itself. The student answered the question alone at home and should submit the answer next meeting. The teacher said that purposes of the homework were to give a chance to students to know their mistake when answered at the middle test and improve their score by doing the homework.

The result of this research is supported by the interview result with the teacher on October 14th 2017. The interview question for washback can be seen on appendix 13. The teacher conducted the test to evaluate students' knowledge and his method, technique, approach in teaching learning effective or not. The test evaluated all of the process teaching and learning. It influenced teacher and students' motivation in teaching and learning.

In the end, the test for tenth grade Senior High School at at Madrasah Aliyah Ni'matul Aizz Jelapat Barito Kuala Regency had been implemented the principles of language assessment in a test. The principles of language assessment were practicality, reliability, validity, authenticity and washback. The implementation for principles of language assessment itself made the test to be appropriate and good test.

B. DISCUSSION

After all obtained the data were presented in the finding as the result of this research. They were also needed to be discussed. It was more about the principles of language assessment in the middle test for tenth grade at Madrasah Aliyah Ni'matul Aizz Jelapat Barito Kuala Regency. Teacher implements the principles of language assessment on summative test at Madrasah Aliyah Ni'matul Aizz Jelapat Barito Kuala Regency were practices, reliable, valid, authentic and had a positive washback.

1. The implementation of the practicality of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018

There are some criteria to call a test to be practice. Based on Mousavi,(2009) practicality include cost, the amount of time it takes to construct and to administer, ease of scoring, and ease of interpreting/reporting the result. Relating to the data collected from interview and observation. The English teacher at Madrasah Aliyah Ni'matul Aziz Jelapat Barito Kuala Regency the question and key answer for the test were made by the teacher. The cost for the test was also very cheap and appropriate with school's estimate.

The teacher chose multiple choices for testing his student. He also made key answer for each questions, it helped him to give score. The set time frame for the test also appropriate with the number of question.

Based on the observation and interview result, it is found out that the teacher had a good preparation to conduct a test. The teacher had implemented principle of practicality of language assessment.

2. The implementation of the reliability of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018

A reliability in a test can make a test to be a good test. There are some factors that made the test to be reliable. The factors itself likes student, scoring, test administration and the test itself (Brown, 2009). Looking to the data on observation and interview with the teacher at the school, test at Madrasah Aliyah Ni'matul Aziz can be called as a reliable test.

The test at that school was consistent, the question was not leak, paper question was clean, had a rubric for scoring, the student conditions was healthy and the environment of the class was good. Although there still had a weak in reliability such as did not put a test such as listening or speaking test and the grammar for the question was not a complete sentence yet.

3. The implementation of the Validity of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018

The English teacher at Madrasah Aliyah Ni'matul Aziz Jelapat Barito kuala regency conducted a test to evaluate students' knowledge and skill. Based on the data which got from the interview and observation, the teacher made a question to evaluate students' grammar, vocabulary and reading skill. The number of question

was 20 questions that divided in three parts. Those parts were for grammar, vocabulary and reading skill. Validity as the important point in a test can make a test to be effective and arguably.

The extent of validity made assessment result to be appropriate, meaningful, and useful in terms of the purpose of the assessment (Gronlund, 1990). The test at Madrasah Aliyah Ni'matul aziz can be called as valid. The questions were appropriate with teacher's target and the test was useful and meaningful.

4. The implementation of the authenticity of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018

Bachman and palmer (1996) in Douglas Brown stated authenticity as "the degree of correspondence of the characteristics of a given language test task to the features of a target language task" and then suggested an agenda for identifying those target language tasks and for transforming them into valid test items. The language should be easy to understand and useful for student to the future.

The questions which used for summative test at Madrasah Aliyah Ni'matul Aziz Jelapat Barito Kuala Regency is made by the teacher. The teacher made the question based on the material he had been taught before the test conducted. The language for question in the test was clear and short. Student could understand all the questions. The teacher put the website for question which he got from the website. He did it to tell the sources where he got the question.

5. The implementation of the washback of question for summative test at Madrasah Aliyah Ni'matul Aziz academic year 2017/2018

After conducting a test the teacher can see the effect of testing on teaching and learning. It had known in the language assessment field as a washback. The washback effect may refer to both the promotion and the inhibition of learning, thus emphasizing what may be referred to as beneficial versus harmful (or Negative) washback (Messick, 1996 : 241).

Due to the data which is found washback from the test at Madrasah Aliyah Ni'matul Aziz Jelapat Barito Kuala Regency got a positive washback. It looked from student motivation and discipline when learning English lesson. Student felt enthusiastic in the class and asked the material which they did not understand. It prove the test have given a positive washback.