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An Analysis Of Summative Test For English In SMP Khas Kempek

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Abstract

Penelitian ini bertujuan untuk mengevaluasi efektivitas soal-soal tes sumatif bahasa Inggris yang diberikan kepada siswa SMP KHAS Kempek kelas 7 dan 8. Metode kuantitatif digunakan untuk penelitian ini. Kuesioner yang telah diuji coba diberikan kepada 60 responden, 30 siswa kelas 7 dan 30 siswa kelas 8, untuk menjawab lima belas pernyataan yang berkaitan dengan kualitas soal tes sumatif bahasa Inggris. Hasilnya menunjukkan bahwa sebagian besar siswa setuju dengan soal-soal tes sumatif tersebut. Ada tiga belas pernyataan dalam pertanyaan yang mewakili kualitas soal tes sumatif. Hampir di setiap pernyataan, responden dominan memilih setuju. Hal ini berarti soal-soal tes sumatif dikategorikan sesuai dan dapat diterima. Hasil wawancara dengan guru menunjukkan bahwa jumlah soal, 40 nomor, dan tipe soal pilihan ganda, didasarkan pada hasil rapat dengan kepala sekolah dan penanggung jawab penilaian sumatif.

Keyword: tes bahasa Inggris sumatif, tes bahasa Inggris pilihan ganda, penilaian bahasa Inggris.

Abstract

This study aimed to evaluate the effectiveness of English summative test questions given to the students of SMP KHAS Kempek grade 7 and 8. Quantitative method was adopted for this study. Already-tested questionnaire was given to 60 respondents, 30 are 7 graders and 30 others are 8 graders, to respond to fifteen statements related to the quality of the English summative test question. The result showed that mostly the students agree about the questions of the summative test. There are thirteen statements in the question representing the quality of the summative test questions. Almost every statement have dominant respondents voting agree. This means the questions of the summative test are categorized applicable and acceptable. The interview with the teacher shows that the number of the question, 40 numbers, and the multiple choice question type, are based on the meeting with the principal and those in charge of summative assessment.

Keyword: summative English test, multiple choice English test, English assessment.

INTRODUCTION

Assessment is seen to be crucial for raising student achievement levels as well as for bettering instruction and learning processes. Based on the achievement which has been commonly implemented in 2013 curriculum at schools in Indonesian, the learning process need to have several kinds of assessment; assessment done by teachers. According to Mulyasa (2018) the achievement was also described that the assessments done by teachers were used to measure the students' attitude improvement in which based on the National Standard of Education and on the Regulation of Education and Culture. Those standardized assessment from teacher covered the process, evaluation process of teaching and learning, the learning improvement, and the result improvement. This curriculum tends to the teachers should have knowledge of standards for content, teaching-learning processes, and evaluation.

In the field of teaching and learning, we often find the terms test, measurement, assessment, and evaluation. According to (Purnomo, 2014), The measuring of learning is what is meant by assessment. This means that a teacher can identify good pupils by using assessments to understand the subject that is provided. Besides that, (Harida, 2016) cited on (Anjani, Suryanti, & Irdiyansyah, 2022) said The measurement of someone's knowledge and skills is frequently referred to as assessment. It means that the teacher can measure what students know and do using assessment. (Brown & Abeywickrama, 2010) in (Wang, 2019) The evaluation is a formal assessment to check for responsive speech, as well as for listening comprehension and teacher interaction.

Related to the explanation about assessment above, we may encounter the terms formative assessment and summative assessment. Students are evaluated at the formative stage of their learning process, which is a type of progress assessment or we can note that formative test refers to the test after every activity in the classroom. (Hichour, 2022) stated that summative Assessment unlike to formative assessment, a summative is an ending process used to evaluate students by the end of the semester or the year, such as graded final exams or tests. According to the theory of (Amua-Sekyi, 2016), summative assessment takes place at the end of a course or programme to determine the level of students' achievement or how well a programme has performed. It means that when the teaching-learning process is done, the teacher uses a summative assessment to determine the level of students' achievement or how well the program has been carried out. According to (Anjani et al., 2022) The goal of a summative assessment is to determine whether a project or program was successful in reaching its objective. Summative evaluations are used to determine what students have learned at the end of a unit, to advance students, to make sure they have met the requirements for obtaining a diploma for graduation from school or to enter a particular profession, or as a method of choosing students for

admission to higher education (Sari, 2018). Summative assessment refers to the summary assessment of students' performances. Those elaborations reflect that summative assessment are considered as the authentic assesment which covers students' achievement, performance, and success in learning English as Foreign Language (Looney, 2011).

Over the years, to ensure the reliability and validity of scores, attention to potential technical issues during the testing session, and assurance that the online nature of the testing process itself had no bearing on actual performance, the summative assessment process required high levels of control and security in the testing process. In other hand, the primary concern that English teachers have when considering online summative assessment is that it will increase test-day anxiety, resulting in performance levels that are below genuine ability. As a sample of the summative assessment, (Bocij & Greasley, 1999) reported that students felt that online testing was preferable because handwriting answers distracted them less, allowing them to keep concentration on the test items and reduce their level of anxiety.

Unfortunately, Most Indonesian teachers still have not applied properly the authentic evaluation methods during the teaching and learning process. A number of factors have been identified as the cause of English instructors' lack of assessment implementation or practices. The students' diverse backgrounds and the challenges they faced in the classroom during the learning process are to blame at the beginning. Second, it's still viewed as a major issue because teachers don't have the tools necessary to teach English as a foreign language to pupils or the expertise to carry out the necessary assessments to encourage learning and gauge students' development (Saefurrohman, 2015). Furthermore, teachers at Indonesian public and private schools are both affected by the issues. The problem also happened as (Marhaeni, Dantes, & Paramartha, 2018) cited by (Utami, Dewi, & Paramartha, 2020) showed that since the teacher's assessment was inconsistent, the implementation of authentic assessment in the EFL classroom was unsatisfactory.

In line with the rationales, the writer decided to have SMP KHAS Kempek as the further observed school in implementing summative assessment in English learning. SMK KHAS Kempek Cirebon has been implementing the summative assessment as they apply 2013 curriculum which is considered as curriculum-based assessment. This study aims to find out how the summative assessment carried out by junior high school English teachers. Furthermore, the research question used is "How effective is the summative assessment performed by teachers?" This research focuses to analyse the effectiveness of the students' summative English test in term of the validity and reliability.

METHOD

Quantitative approach was the research approach used in this study. The method employed in this research was descriptive design. The instruments used in this research are documentation, questionnaire, and interview. The document is the summative assessment that was given by the English teachers to the students. It describes the test from the teachers in doing summative assessment activity, the test question type, and also the strengths and weaknesses of the assessment. This study involved all students' test in each grade of SMP KHAS Kempek Cirebon. In addition, interview was administered to the teachers of English concerning their understanding about summative assessment, how effective the summative assessment was implemented in English learning process at SMP KHAS Kempek.

To find out the validity of the summative assessment questionnaire, the writer utilizes SPSS version 26, with Pearson correlation formula, and the steps were determining the hypothesis of the questionnaire result, determining the r-table, finding the r-count, and comparing both. Besides, interview to the teacher helps describe the summative test items, such as the consideration of why such type of question was used, the numbers of the items, how the questions were made or arranged, and so on.

RESULT AND DISCUSSION

A. Types and Number of Question

Based on the interview with the English teacher of SMP KHAS Kempek, the types and numbers of question are not determined by the teacher individually. It was determined based on the meeting conducted before the week of second-semester summative test. All subjects get the same policy regarding this assessment. Every school subject is tested with 40 multiple-choice questions. With this policy, every student is hoped to get the same portion of test on every subject. Besides, the fixed set time, 90 minutes for every subject, makes the school management team think it is needed to make the test equal in level, number of questions, and type of question.

Multiple-choice test is often criticized. Multiple-choice tests, according to (Mullen & Schultz, 2012), in (Budiyono, 2018), frequently result in a superficial approach to learning and prevent students from demonstrating the breadth of their knowledge or understanding. (Tychonievich, 2012) adds that any expert test-taker soon learns simply to acquire a good score in multiple-choice problems. Students who are test-savvy are likely to select multiple-choice questions in this situation. Additionally, (Budiyono, 2018) quotes (Funk & Dickson, 2011) stating that the results of multiple-choice tests might be inaccurate.

Despite the pros and cons about multiple choice, (Budiyono, 2018) stated that multiple-

choice exams are frequently used as an impartial testing method because of their many benefits. They can be used as formative or diagnostic tests and cover a wide range of subject matter. As an achievement or proficiency test for the classroom, they are easily and impartially graded. Besides, at a school where teachers meet the students not only on the test day, scoring and assessing student can be conducted not only through multiple choice for there are many elements teachers need to input in the study report. Knowing this fact, using multiple choice for summative test does not mean breaking the whole teacher’s wise assessment because summative question items are not the only assessment tools.

Further, the teacher said that the questions are not created or made by the teacher herself. The summative test questions are obtained from MGMP, the association of school subject teachers. Usually the member teachers are given some project every meeting of MGMP. Creating summative test questions are part of their regular project, in which every group of teachers has to give 4 or 5 test questions to bind or collect together and share between members to be used at the school where they work for summative assessment. Each group will make 2 to 4 questions from different lesson chapters or core competences.

B. Questionnaire to Evaluate the Effectiveness of the Question Items

The validity of questionnaire was tested with SPSS version 26 with , through comparing the correlation value and the level of significance 5%. In this case, for we use 30 samples from each grade, we find that the significance value 5% of 28 (30 samples – 2) is 0,3061. There are thirteen

Item	R hitung	R tabel	Result
Item 1	0,743	0,3061	valid
Item 2	0,611	0,3061	valid
Item 3	0,367	0,3061	valid
Item 4	0,669	0,3061	valid
Item 5	0,908	0,3061	valid
Item 6	0,863	0,3061	valid
Item 7	0,710	0,3061	valid
Item 8	0,863	0,3061	valid
Item 9	0,498	0,3061	valid
Item 10	0,843	0,3061	valid
Item 11	0,918	0,3061	valid
Item 12	0,683	0,3061	valid
Item 13	0,624	0,3061	valid

question items served to measure the quality of the summative test questions. Based on the validity test result, we found that the questionnaire is all valid.

Table 1. Result of validation test on questionnaire items

The items were arranged based on some qualities that stick to summative test, specifically English. The qualities brought in this case were the correlation between learning process and

the test questions, difficulty level of the questions, the effectiveness of question number and duration, the length of the passage in reading section, as well as the skills needed in doing the test questions.

C. The Effectiveness of the Question Items based on Students' Perception

To measure the effectiveness of the test, the researcher used questionnaire containing fifteen likert-scale-based statements to respond. In responding each statement, the participants were given four option: *agree*, *quite agree*, *not really agree*, and *disagree*. This questionnaire was responded by 30 students of grade 7 and 32 students of grade 8. Therefore, the total respondents for this questionnaire are 60 respondents.

Item 1	The test questions match the competence standard as learned and discussed in the classroom.
Item 2	All materials related to the questions were learned and discussed already in the classroom.
Item 3	The instructions or commands in the test questions are easy to understand.
Item 4	The passages in the test questions are not too long and too short.
Item 5	The question numbers are not too many and too few.
Item 6	The time given to do the test is not too long and too short.
Item 7	There are some questions categorized easy.
Item 8	There are some questions categorized middle level.
Item 9	There are some questions categorized difficult.
Item 10	There are some questions demanding us to memorize.
Item 11	There are some questions demanding us to comprehend the reading text/passage.
Item 12	There are some questions demanding us to master some grammar rules.
Item 13	There are some questions demanding us to master some vocabularies.

From the calculation of the responses, we get this table presenting the whole results:

Response	Item_01	Item_02	Item_03	Item_04	Item_05	Item_06	Item_07	Item_08	Item_09	Item_10	Item_11	Item_12	Item_13
Agree	24	42	56	32	24	38	28	0	20	32	24	42	26
Quite agree	36	8	4	22	16	22	32	38	40	10	26	18	24
Not really agree	0	10	0	6	20	0	0	22	0	18	10	0	10
Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 2. The whole responses to the questionnaire items

To make the description clear, the researcher served the data with the percentage chart as well. The percentage of the responses is set for every question item.

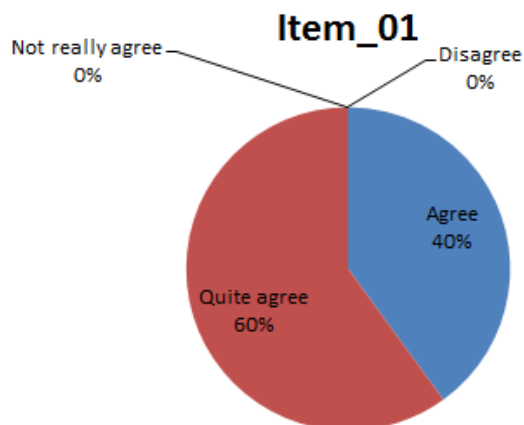


Figure 1. Response to Item 01

The statement for item 1 is whether or not the test questions match the competence standard as learned and discussed in the classroom. There are only two kinds of responses for this item, agree and quite agree, with 40% of the respondents agree that the summative test items match the competence standard as they have learned in the classroom.

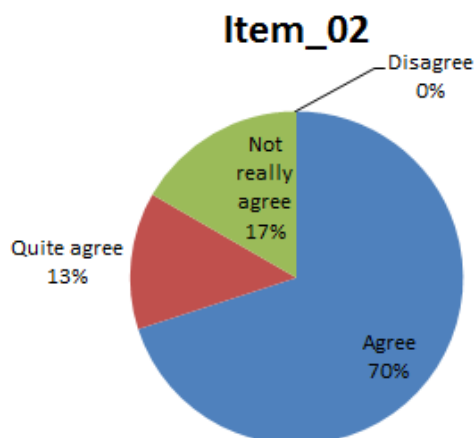


Figure 2. Response to Item 02

There are three responses to item 02: agree, quite agree, and disagree. This item asks the respondents if all materials related to the questions were learned and discussed already in the classroom. 70% of the respondents agree with this statement. This statement is related to the teacher's schedule management to cover all the materials that will be tested.

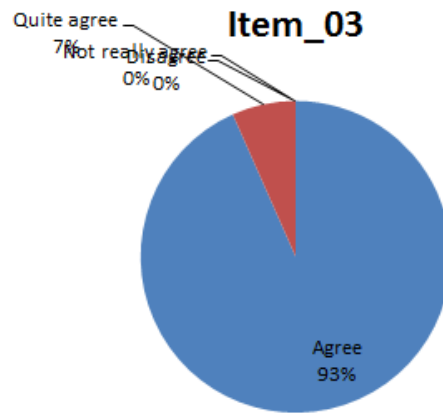


Figure 3. Response to Item 03

This item asks whether or not the commands or questions in the summative test are easy to understand. It means the students could easily know how to answer or what the questions required. Most of the respondents, 93% as showed, agree with this statement.

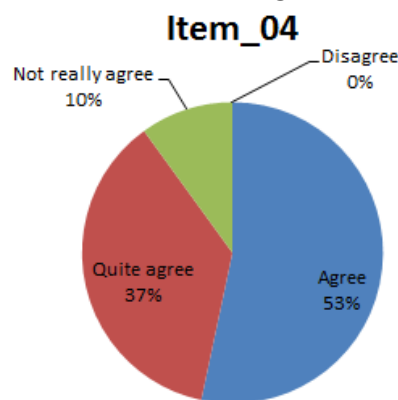


Figure 4. Response to Item 04

This item states that the passages or the texts in the test are neither too long nor too short. The length of the passages were sufficient or acceptable for the students to do. Despite the 53% of agreeing respondents, 10% of the respondents not really agree with this statement. They might think that some texts are too long.

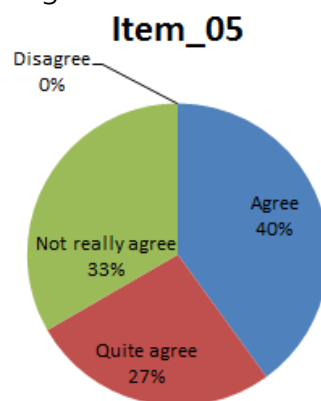


Figure 5. Response to Item 05

Item 05 states that the question tests are not too many and not too few. The students were given 40 questions of multiple choice. 33% of the respondents not really agree with this statement. However there are 40% of the respondents agree that the question numbers are

acceptable. The rest, 27% of the respondents, quite agree with this statement.

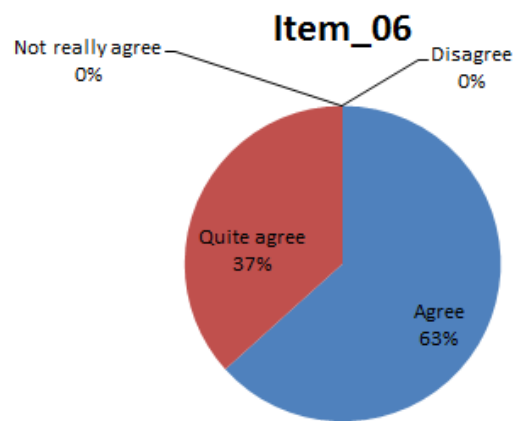


Figure 6. Response to Item 06

This item related to the duration of the test. It is stated that the time or the duration given for doing the test is acceptable, not too long and not too short. This item gets two kinds of response, agree and quite agree, with 63% agree, and the rest quite agree.

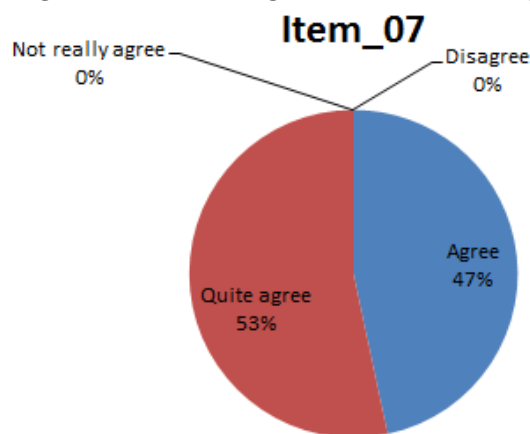


Figure 7. Response to Item 07

This item related to the level of the question. This statement asks the respondents if there are some questions categorized easy. There are only two responses for this statements, agree and quite agree, with 47% agree with the statement, and the rest quite agree.

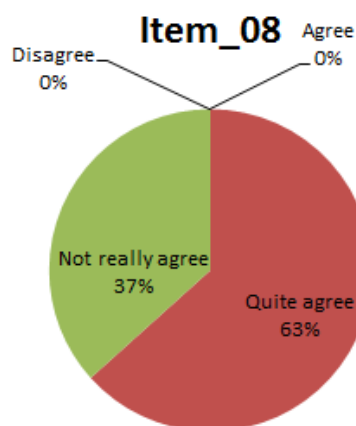


Figure 8. Response to Item 08

This item still discusses the level of difficulty of the summative test question. While item 07

discusses easy level of question, item 08 states that some questions are categorized middle level. 63% of the respondents quite agree with this statement, while the rest not really agree. This item is different than the previous items which have response agree. There is no one answering agree for this item.

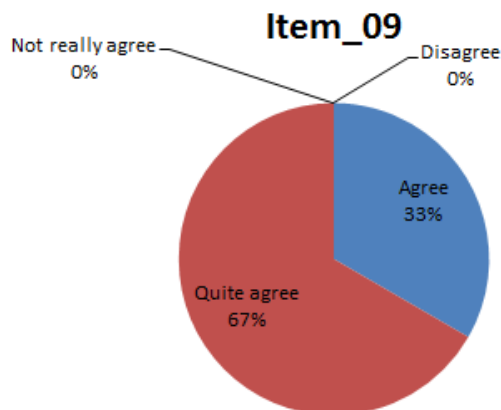


Figure 9. Response to Item 09

Item 09 asks the respondents whether or not the questions contain some hard questions, or questions categorized difficult. 32% of the respondents agree with this statement, while 67% of them quite agree with this statement.

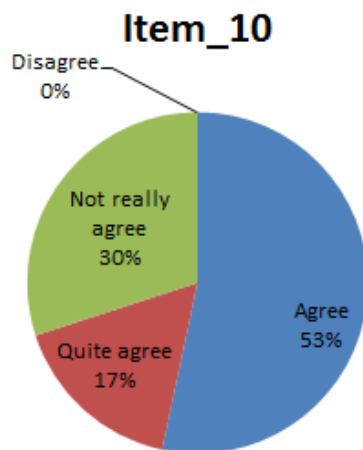


Figure 10. Response to item 10

This item states that some question demands memorizing to answer. This kind of question might need the students to memorize some meaning of vocabulary or sentence structures. 53% of the respondents agree with this statement. 30% of the respondents not really agree with this statement, shile 17% of them quite agree about this.

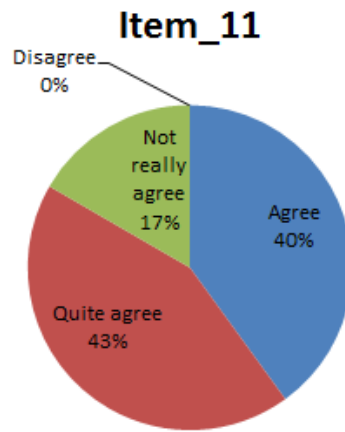


Figure 11. Response to Item 11

Statement 11 is related to reading comprehension questions. The item asks whether or not there are some questions in which the students need to comprehend some passages or texts to be able to answer them. 43% of the respondents quite agree with this statements, while 40% agree, and the rest 17% not really agree with this statement.

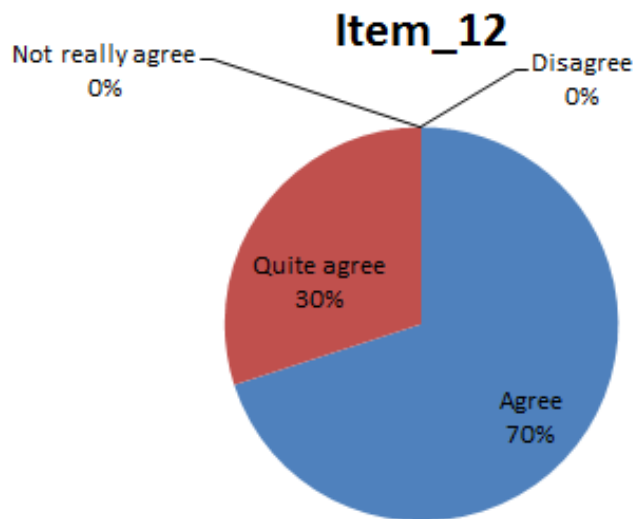


Figure 12. Response to item 12

Still about the skill needed in answering the summative test question, item 12 asks if some questions required the students to master some grammatical rules or structure rules. Usually the students have to deal with some sentence structures and forms of verbs. 70% of the respondents agree with this, while 30% of them quite agree witht this statement.

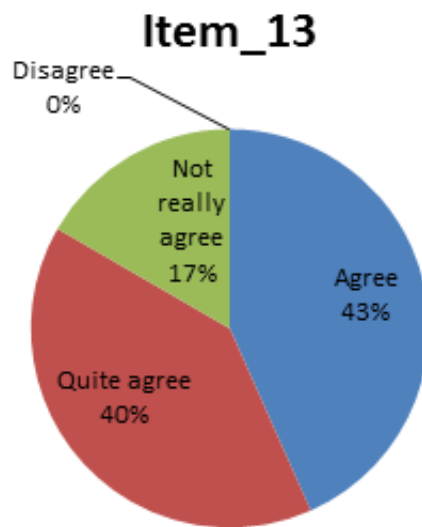


Figure 13. Response to item 13

This last item still talks about the skill needed in answering the questions of the summative test. This asks the respondents whether some questions require them to master some vocabulary. 43% agree with this statement, 40% quite agree, while the rest 17% not really agree with this statement.

CONCLUSION

The summative English test items delivered at SMP KHAS Kempek is categorized an effective test. It is shown from the questionnaire responded by the students. From all the qualities stated in the questionnaire, almost all the questions have got response agree as the dominant percentage. This means that the respondents agree with the summative test questions. The questions are applicable and acceptable. The qualities stated in the questionnaire are about the effectiveness of question number and duration, the acceptability of the passage length, the various levels of question, the skills needed to answer the question, and the correlation between the test given with the teaching and learning activities.

It will be better that English summative test covers all 4 main English skills: Listening, speaking, reading, and writing. However, a lot of points of consideration are needed to bring up because in Indonesia, summative test is held at the same time with all subjects. The effectiveness of time and how practical the test to be given is the most important thing to consider. Therefore, multiple choice question is the popular type to be tested. This occurs not only to English subject, but also all school subjects.

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