

ABSTRACT

English tests administered in high schools in Indonesia are mostly made by the English teachers of those schools themselves. This thesis suggests an idea that those tests are not representative and acceptable. It assumes that those tests do not meet the criteria of a good test related to the construction and the content.

The questions which then arise are : How is the conditions of English summative tests used in SMA when we analyze them from their construction and content point of view? What are the problems which might be found? I hope by knowing the problems teachers meet, we can make the teachers aware of those problems and we can help them overcome them.

Both the structure and reading tests may have bad construction of items. Concerning the content, the materials being tested do not cover all the material presented in the 1984 curriculum and some of the items tests something which is not stated in the curriculum.

The samples used in this research were taken randomly from 5 schools in Surabaya and 5 schools in Malang. Two English summative tests were taken from each school. The research analyzing the construction of the tests was based on some techniques which have been written

by some experts, wherein, the research on the content of the tests was done based on the materials which are stated in the 1984 curriculum. Concerning the construction of a test, it is just the multiple-choice test items that have been analyzed, as, multiple-choice is the most popular type used, while, all items in the test have been analyzed in the content research. All the examples in the writing were items made by the teachers themselves.

From the result we can see that, on the average, 40,39% of structure test items and 57,33% of reading test items are inappropriate items. Concerning the content of the test, all structure test items are all right, but, there is a problem with the passages used in the reading tests, as only 40,79% of the passages used are appropriate.