AN ANALYSIS ON THE CONTENT VALIDITY OF THE SUMMATIVE TEST FOR THE FIRST YEAR STUDENTS OF SMPN 4 BEKASI

A “Skripsi”

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The Examination Committee of the Faculty of Tarbiya and Teachers’ Training certifies that the ‘skripsi’ (Scientific Paper) entitled “An Analysis on the Content Validity of the Summative Test for the First Year Students of SMPN 4 Bekasi”, Written by Ahmad Sulaeman, student’s registration number 104014000283, was examined by the Committee on November 25th 2008 and was declared to have passed and therefore, fulfilled one of the requirements for the academic title of Bachelor of Arts in English Language Education at the Department of English Education.

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The writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

English is well known as an international language in the world. It is spoken by some countries as a first language or mother tongue, as the second language or as an official language, which is used as a means in international communication among countries.

Based on the fact explained above, English language has an important position, because of that, English language becomes the first foreign language that should be taught to students in every level of education in Indonesia. Government and private institution are struggling to enhance teaching and learning process of English in Indonesia.

In education, one of the important fields, which should be paid attention to, is an evaluation. It is considered that between teachings and testing is like a two side of coin, which cannot be separated. Obviously, it contributes some information to the teaching learning process, especially for a teacher.

J. Stanley Ahmann and Marvin D. Glock say that Evaluation is the systematic process of determining the effectiveness of educational endeavors in the light of evidence.\(^1\) In addition, they say that from the breadth of this definition, the uses of educational evaluation are broad and diverse. Four subgroups have been identified:

1. Appraisal of academic achievement of individual pupils
2. Diagnosis of learning difficulties of an individual pupils or an entire class
3. Appraisal of an educational effectiveness of a curriculum, instructional materials and procedures, and organizational arrangements

4. Assessment of the educational progress of large populations to help understand educational problems and develop sound public policy in education²

Another expert says that evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupils.³ There are two important aspects of this definition. The first is that evaluation implies a systematic process, which omits casual uncontrolled observation of pupils. The second is that evaluation assumes that instructional objectives have been previously identified. Without previously determined objectives, it is difficult to judge clearly the nature and extent of pupil learning.

To evaluate teaching learning activities, there are many methods, which can be used. One of them is a test.⁴ By testing, teachers can get important information related to students’ achievement or the effectiveness of their performance in teaching. In other word, the teacher can get information about how well students have mastered courses, which they have just learned.

There are numerous types of test. These are placement test, achievement test, proficiency test and aptitude test. The test which is usually used by teachers to know how far students have mastered the lessons is the achievement test. The Achievement test is intended to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives of language courses.⁵

There are two kinds of achievement test: progress achievement tests and final achievement tests.⁶ Progress achievements are those intended to measure the progress that student are making and final achievement tests or summative tests are intended to measure the students’ achievement at the end of a course of study.

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² J. Stanley Ahmann & Marvin D. Glock, Evaluation Pupil Growth... p. 5
⁴ Anas Sudijono, Pengantar Evaluasi Pendidikan, Jakarta: PT. RajaGrafindo Persada, 1996, p. 75
⁵ Arthur Hughes, Testing for Language Teacher, Great Britain: Cambridge University Press., 1995, p. 10
⁶ Arthur Hughes, Testing for ...p. 10
In order to measure accurately, the teachers should use a good test. It is not an easy work for them to make it because there are some characteristics or requirements that must be fulfilled. The characteristics of good test include validity, reliability, objectivity, and practicality. The validity of a test is the extent to which a test measures what it is intended to measure. The validity has four specifications, those are face, content, construct, and criterion related validity.

It is generally found that a test has not reached the validity because the teachers focus on the whole themes and linguistic skills in the textbook. In addition, the test cannot be representative or sampling adequacy of the content of instruction. In other word, the test has a poor content validity. Consequently, the test which is designed to measure the students’ proficiency is not an appropriate.

It is a pity that summative test which is made by professional team called KKS (Kelompok Kerja Sekolah) does not have the important characteristic of good test, that is validity. Specifically, the test has a poor content validity. Because of the importance of content validity in a test, the writer tries to know whether the test items are in line with the syllabus or not. The English syllabus that is used here is the latest one recommended by national education department. The summative test which will be studied is taken from SMPN 4 Bekasi for the first level students, academic year 2007-2008. The summative test is named: “Ulangan Kenaikan Kelas Tahun Pelajaran 2007-2008.

Therefore based on that problem, the writer tries to analyze and interpret it under the title: “An Analysis on the Content Validity of the Summative Test for the First Year Students of SMPN 4 Bekasi”.

B. Statement of the Problem

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7 Anas Sudijono, *Pengantar Evaluasi* ... p. 93
9 Arthur Hughes, *Testing for* ...p. 22
According to the background of study, the writer can formulate the problem whether the summative test for the first year students of SMPN 4 Bekasi has content validity.

C. Scope and Limitation of the Study

In order to have a guided process in doing this research, the writer would like to limit this study. The research will be held around a content validity of the summative test for the first year students of SMPN 4 Bekasi.

D. The Purpose of the Study

The purpose of this study is to describe whether the summative test for the first year students of SMPN 4 Bekasi has content validity.

E. Method of The Study

One of the most important aspects in research is the using of methodology determination. Generally, in social sciences scopes, there are two patterns of methodology used in researches, those are quantitative and qualitative. Quantitative research is research involving the use of structured questions where the response options have been predetermined and a large number of respondents are involved. While, Qualitative research is collecting, analyzing, and interpreting data by observing what people do and say.\(^{10}\)

Based on the data and the type of information needed of this research, the writer will use qualitative research.

F. The Organization of the Study

The content of this thesis will be organized into four chapters. The first chapter is an introduction. The second chapter is a theoretical framework. The third chapter is the research methodology and finding. In addition, the last chapter is a conclusion.

\(^{10}\) H:\ipsmehrigiulqualitativequantitativeresearach.html
In the first chapter, the writer would like to introduce this research, by explaining a background of study, a statement of problem, scope, and limitation of the study, the purpose of study and the organization of study.

In the second chapter, the writer provides some theories related to the researched problem, to support in doing this research.

In the third chapter, the writer explains the methodology of the study namely, where and when the research is done, method in this study, and the instrument and technique of collecting and analyzing of data.

In the last chapter, the writer gives a conclusion of the research findings.
CHAPTER II
THEORETICAL FRAMEWORK

A. Language Test
1. The Definition of Test

In order to know how well the result of teaching and learning process, a teacher must evaluate it. By evaluating the teacher can collect information or can have a picture describing how well a teaching and learning activities has succeeded.

Actually, there are many methods that the teacher can use in evaluating. One of them is test. Before the writer talks more about the test, he would like to elaborate the definition of it.

The word “Test” comes from French language, namely “testum” and its meaning is vessel in which metals were assayed, potsherd.

Jum C. Nunnally (1964) said, “A test is a standardized situation that provides an individual with a score”.

Lee J. Cronbach says that test is a systematic procedure used to compare a behavior of two people or more.

According to Anne Anastasi, a test is essentially an objective and standardized measure of a sample of behavior.

While Fred Genesee and John A. Upshur said:

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12 Merriam Webster’s Dictionary & Thesaurus (Electronic Dictionary)
A test is, first of all, about something. That is about intelligence, European history, or second language proficiency. In educational terms, tests have subject matter or content. Second, a test is a task or set of tasks that elicit observable behavior from the test taker. The test may consist of only one task such as writing a composition, or a set of tasks such as in lengthy multiple-choice examination in which each question can be thought of as a separate task. Third, test yield scores that represent attributes or characteristics of individuals. In order to be meaningful, test scores must have a frame of reference used to interpret them is referred to as measurement. Thus, tests are a form of measurement.

Based on some definitions above, the writer can conclude that the test is a systematic procedure or a standardized situation to measure or compare a behavior of two people or more by giving a task or a set of tasks.

2. Kinds of Tests

A test maker uses a test obviously to obtain information. The information that she/he hopes, will of course vary from situation to situation. It is possible, nevertheless, to categorize tests according to a small number of kinds of information being sought. This categorization will prove useful in deciding whether an existing test is suitable for an intended purpose.

Based on that explanation, the writer here will discuss kinds of tests. Arthur Hughes classifies a test into four. Those are proficiency tests, achievement test, diagnostic test, and placement test.17

Marry Finnachiaro and Sydney Salo also classify a test into four: achievement tests, proficiency tests, diagnostic tests, and aptitude tests.18

While, Wilmar Tinambunan says that there are two types of test used in determining a person’s abilities: aptitude tests and achievement tests.19

The classification of test done by some experts above, generally, there is no too deep difference. In other word, they differ in terms and scope of each type of

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17 Arthur Hughes, *Testing for ...*, p. 9  
18 Mary Finnachiaro and Sydney Salo, *Foreign Language ...* p. 22  
test. Therefore, the writer will discuss achievement, aptitude, proficiency, and placement tests.

1) Achievement test

The purpose of achievement test, as its name reflects, is to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives of language courses.\(^{20}\)

An achievement test is usually a formal examination given at the end of the school year or at the end of the course. The achievement tests may be written and administered by ministries of education, official examining boards, or by members of teaching institution.

In addition, another expert, Wilmar Tinambunan\(^{21}\) says that an achievement test is designed to indicate degree of student’s success in some past learning activities. This purpose of achievement test is obviously different from the purpose of aptitude test, where the aptitude test is designed to predict success in some future learning activity.

In order to have a good achievement test form, a test maker should consider that achievement test must be constructed well by paying attention to some following basic principles:

1. Achievement tests should measure clearly defined learning outcomes that are in harmony with the instructional objectives
2. Achievement tests should measure an adequate sample of the learning outcomes and subjects matter content included in the instruction.
3. Achievement test should include the types of tests items, which are most appropriate for measuring the desired learning outcomes.
4. Achievement tests should be designed to fit the particular uses to be made of the results.
5. Achievement test should be made as reliable as possible and should then be interpreted with caution.

\(^{20}\) Arthur Hughes, *Testing for* ... p. 10

\(^{21}\) Wilmar Tinambunan, *Evaluation of Student* ..., p. 9
Achievement tests should be used to improve student learning.\textsuperscript{22}

There are two kinds of achievement tests: final achievement tests and progress achievement tests.\textsuperscript{23} Final achievement is intended to measure students’ skills, after they have just finished all subject matter. It is usually administered at the end of a course of study. Another term, which is intended to show final achievement tests, is summative test.\textsuperscript{24} By looking at the final achievement tests result, teachers will get information how well their students have reached instructional objectives determined in particular term or period.

The second form of achievement test is progress achievement tests. The progress achievement tests are administered regularly during a study to find out how well students have mastered the subject matter, which have just been taught. Another term, which is intended to show progress achievement tests, is formative tests.\textsuperscript{25}

Progress achievement tests are intended to monitor learning progress during the instruction and to provide continuous feedback to both pupil and teacher concerning learning successes and failures. It is used for example at the end of a unit in the course book or after lesson designed to teach one particular point. The result of this test will provide to students information about how well they have learnt a particular material and will give the students immediate feedback. If their learning has been successful, which is indicated by good mark from a result of test, they are likely to take the next learning task with fresh and great enthusiasm.

As noted above that achievement tests are intended to measure how well students have mastered lessons or how far they have reached the instructional objectives, consequently, the content of both of final and progress achievement tests should be designed related to instructional objectives.\textsuperscript{26}

\textsuperscript{22} Norman E. Gronlund, \textit{Constructing Achievement Tests}, New Jersey: Prentice Hall, Inc., 1968, p. 4
\textsuperscript{23} Arthur Hughes, \textit{Testing for...} p. 10
\textsuperscript{24} Wilmar Tinambunan, \textit{Evaluation of...} p.9
\textsuperscript{25} Wilmar Tinambunan, \textit{Evaluation of...} p. 8
\textsuperscript{26} Arthur Hughes, \textit{Testing for ...} p. 13
The content of tests based on the course objectives gives a number of advantages. The first, it compels course designers to be explicit about objectives. The second, it makes possible for performance on the test to show just how far students have achieved the instructional objectives. Consequently, the course designer or teacher should construct a syllabus based on the instructional objectives and should select books and materials which are consistent with the course objectives.

2) Aptitude test

The second form of tests, which the writer would like to discuss is aptitude tests. Aptitude tests – sometime termed prognostic or predictive tests – are designed to predict, before beginning language study, a subject’s probable capability of acquiring the language.\(^{27}\) By looking at “predict” term, it can be recognized that these tests give some clue as to whether, how well and how quickly a person is likely to success in learning.

Fundamentally, aptitude tests have different features in nature from achievement test, which has been discussed previously. Aptitude tests are primarily designed to predict success in some future learning activity, whereas achievement tests are designed to indicate degree of success in some past learning activity.\(^{28}\) From a comparison above, it can be comprehended that a distinction founded between these two tests is made in terms of the use of the results rather than of the qualities of the tests themselves.

Items used in aptitude tests are, however, fundamentally different in nature from achievement and proficiency tests (about proficiency tests will be elaborated in next page). While achievement tests and general proficiency tests contain test tasks which measure discrete language or cultural elements and the integrative skills of listening, speaking, reading and writing, aptitude tests contain items designed to predict possible language achievement.\(^{29}\) Researchers usually consider item center as a predictive factors such as sound discrimination, association of

\(^{27}\) Finnachiaro Mary and Sydney Salo, *Foreign Language ...*, p. 7
\(^{28}\) Wilmar Tinambunan, *Evaluation of ...* p. 7
\(^{29}\) Mary Finnachiaro and Sydney Salo, *Foreign Language ...* p. 22
sounds and symbols grammatical sensitivity, and language interest, which can reflect a student’s motivation in learning.\(^{30}\)

There are some useful functions provided by aptitude tests.\(^{31}\) The first is, from aptitude tests’ result, a tester can determine test taker’s readiness to have instructional programs. The second is the tester can classify or place individuals in appropriate class. The third is the tester can diagnose the individual’s specific strength and weakness. The last is the tester can measure aptitude for learning.

3) Proficiency Test

Proficiency tests are designed to measure test taker’s ability in language regardless of any training they may have had in that language.\(^{32}\) In contrast to achievement tests, content of proficiency tests are not based on the syllabus or instructional objectives of language courses. Rather, those are based on a specification of what candidates or test takers have to be able to do in the language in order to be considered proficient.

Proficiency tests normally measure a broad range of language skills and competence, including structure, phonology, vocabulary, integrated communication skills, and cultural insight. There is also proficiency test, which include appropriateness of language usage in its specified social context, in other words, communicative competence.\(^{33}\)

If we compare between proficiency and achievement tests, we will find that the difference lies rather in the source of materials used in its preparation and in the use to be made of the test results. Whereas achievement tests are used to obtain measures from formal studying during a specified time, proficiency tests serve principally to obtain measures of the degree of knowledge of particular language at particular time and for a particular purpose.

There is a different content and level of difficulty in proficiency tests.\(^{34}\) There is one designed to measure someone whether he/she has sufficient

\(^{30}\) Mary Finnachiaro and Sydney Salo, Foreign Language … p. 22
\(^{32}\) Arthur Hughes, Testing for … p. 9
\(^{33}\) Mary Finnochiaro and Sydney Salo, Foreign Language … p. 22
\(^{34}\) Arthur Hughes, Testing for … p. 9
command of the language for a specific purposes. An example of this would be someone who will follow a particular subject area at a particular university. The content therefore will/should reflect the purpose for which the test has been prepared.

There is other proficiency test, which by contrast do not have any occupation or course of study in mind.\textsuperscript{35} For this form, the concept of proficiency therefore is more general. This test is intended to show whether candidates have reached a certain standard with respect to certain specified abilities. An example for this is like Cambridge Examination (First Certificate Examination and Proficiency Examination)

4) **Placement Test**

Placement tests are intended to provide information which will help to sort or place students into groups according to their language ability at the beginning of a course.\textsuperscript{36} Thus, they can start a course at approximately the same level as the other students in the class.

Such a test should be as general as possible and should concentrate on testing a wide and representative range of ability in English.\textsuperscript{37} It should thus avoid concentrating on narrow areas of language and specific skills. Consequently, questions measuring general language ability can form a useful part of a placement test.

Such questions, however, should make up only on part of a placement test. The most important part of the test should consist of questions directly concerned with the specific language skills which students will require on their course. Consequently, it is important to write questions which concentrate on those skills and areas of language on which the early part of the future course concentrates. For example, it scarcely matters how well a student performs on a test of reading stories in English if the course concentrates solely on the listening and speaking skills.

\textsuperscript{35} Arthur Hughes, *Testing for ...* p. 10  
\textsuperscript{36} J.B. Heaton, *Classroom Testing*, New York: Longman Inc., 1990, p.15  
\textsuperscript{37} J.B. Heaton, *Classroom Testing*, ...p. 15
3. The Characteristics of Good Test

A test can be regarded as a good one, if it has four characteristics; those are validity, reliability, objectivity, and practicality.\(^\text{38}\) Validity is the extent to which a test measures what is intended to measure.\(^\text{39}\) Test validity is the most critical factor to be judged in the total program of foreign language testing. A test is valid when it measures effectively what it is intended to measure. For example, if a test is designed to measure aural comprehension, it must do exactly this and not attempt to measure another skill such as reading comprehension.

There are some different ways, in which validity can be established. Most writers differ from each other in approaching and classifying validity. For the more detailed explanation of validity, the writer will discuss it in next subchapter.

The second characteristic of a good test is reliability. Reliability or stability of a language test is concerned with the degree to which it can be trusted to produce the same result upon repeated administration to the same individual or to give consistent information about the value of a learning variable being measured.\(^\text{40}\) Therefore, to be considered reliable, a language test must obtain consistent results and give consistent information.

There are several ways, which can be done in determining the reliability of a language test. First is test-retest method, it indicates the stability of test scores over some given period. Second is equivalent forms method. This method indicates the consistency of test scores over different forms of the test. Third is internal consistency method. This one indicates the consistency of test score over different parts of the test.\(^\text{41}\)

There are several factors, which may increase or decrease the degree of reliability or stability of a language test. The factors which will tend to decrease test reliability are variation in testing conditions, such as lighting, temperature, distraction or noise; differences in administrative instructions; test compromise

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\(^{38}\) Anas Sudijono, *Pengantar Evaluasi* ... p. 93
\(^{39}\) William Wiersma & Stephen G. Jurs, *Education Measurement* ... p. 183
\(^{40}\) Mary Finnachiaro & Sydney Salo, *Foreign Language* ... p. 28
\(^{41}\) Wilmar Tinambunan, *Evaluation of Student* ... p. 15
(e.g., the student knew the questions and/or answers beforehand); inaccuracy in scoring; inadequate sampling of test items; lack of motivation, fatigue or illness in the examinees. The factors which will improve the reliability of tests are standardizing and optimizing the testing conditions, using uniform procedures in administrating the test, increasing the number of test items, providing an adequate sampling of test items, and reducing subjective scoring of the test.42

The third characteristic of a good test is objectivity. Anas Sudijono said:43 bahwa tes hasil belajar tersebut bersifat objektif apabila tes tersebut disusun dan dilaksanakan “menurut apa adanya”. Ditinjau dari segi isi atau materi tesnya, maka istilah ‘apa adanya’ itu mengandung pengertian bahwa materi tes tersebut adalah diambilkan atau bersumber dari materi atau bahan pelajaran yang telah diberikan sesuai atau sejalan dengan tujuan instruksional khusus yang telah ditentukan.

Based on the term ‘objective’ in the passage above, it can be understood that the test can be regarded as an objective one, first, if the test construction is based on subject course having been learnt by students. Second, the tester should avoid from a subjective behavior in correcting and scoring tests.44

The forth characteristic of a good test is practicality. Practicality means that tests should be practical in administrating it. The criteria for practicality normally will be based upon such factors as economy, scorability, and administrability. Economy means that the test should be as economical as possible in cost. Scorability means that scoring of the test can be done easily effectively, without giving a confusing matter and spending more time. Administrability means that the test should be easy to administer for the examinees. There are several factors contribute to administrability. First, there should be a training session for test administrators, because it will facilitate the operation and save time an effort later on. Second, test instructions should be clear and concise, and yet totally comprehensible and complete.45

42 Marry Finnachiaro & Sydney Salo, Foreign Language … p. 28
44 Anas Sudijono, Pengantar Evaluasi … p. 96
45 Marry Finnachiaro & Sydney Salo, Foreign Language … p. 30-31
B. Validity

We already know from previous explanation that one of characteristic of a good test is validity. Test validity is the most critical factor to be judged in the total of foreign language testing. A test is valid when it measures effectively what it is intended to measure, whether it is achievement, aptitude, or proficiency in the language. A test may be designed to measure the integrative abilities or discrete items within the subsystem of a language. For example, if a test is designed to measure aural comprehension, it must do exactly this and not attempt to measure another skill such as reading comprehension. If a test is intended to measure a person’s ability to speak the language, it is valid only if speaking skills and not writing ability are the specific measurable skills emphasized.

Validity really is not a simple concept; however, the concept of validity reveals a number of aspects, each of which deserves our attention. In other words, there are many kinds of validity elaborated by some experts.

Arthur Hughes classifies validity into four: content validity, criterion-related validity, face validity, and construct validity.46 According to H. J. X. Fernandes, he distinguishes three types of validations. The first is content validity, the second is criterion-related validity, and the third is construct validity.47 In addition, J. Charles Anderson, Caroline Clapham and Dianne Wall say that there are three types of validity. The first is internal validity, which consists of face validity, content validity, and response validity. The second is external validity, which consists of concurrent and predictive validity. The third is construct validity.48

Based on the explanation above the writer will discuss some types of validity. Those are face validity, content validity, construct validity, and empirical validity.

1. Content Validity

46 Arthur Hughes, *Testing for Language ...*, p. 22
Content validity is concerned with the extent to which the test is representative of a defined body of content consisting of topics and processes. Moreover, the test should reflect instructional objectives or subject matters. But it is not expected that every knowledge or skills will always appear in the test; there may simply be too many things for all of them to appear in a single test.

If the test given to student does not have content validity, there will be consequences. The first consequence is that the students cannot demonstrate skills that they possess if they are not tested. The second consequence is that irrelevant items are presented that students will likely answer incorrectly only because the content was not taught. These two consequences tend to lower the test scores. As a result, the test score is not an adequate measure of student performance relative to the content covered by instruction.

Content validity is assured by checking all items in the test to make certain that they correspond to the instructional objectives of the course. In other words, a test can be judged as having content validity by comparing a test of specification and test content. Ideally, these judgments should be made by people who have an experience around language teaching and testing, or experts. A common way is for them to analyze the content of a test and to compare it with a statement of what the content ought to be. Such a content statement may be the test’s specification, it may be a formal teaching syllabus or curriculum, or it may be a domain of a specification.

There are two importance of content validity. First, the greater test’s content validity, the more likely it is to be an accurate measure of what it is supposed to measure. Secondly, such a test is likely to have a harmful backwash effect. Areas which are not tested are likely become areas ignored in teaching and learning. The best a safeguard against this is to construct full test specifications and to ensure that the test content is a fair reflection of these.

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51 Marry Finnachiaro & Sydney Salo, *Foreign Language*... p. 25
52 J. Charles Alderson et.al., *Language Test Construction*... p. 173
2. **Face Validity**

Face validity is a surface or appearance of test. As J. Charles Alderson *et. al.*, said “face validity refers to the test’s surface credibility or public acceptability”. Arthur Hughes said “face validity refers to the appropriateness of test items”.

Substantially, there is no different view among definitions above. They would like to elaborate that a test is regarded as having face validity, if its appearance is acceptable, it is readable clearly, and it has a clear instruction in answering the tests.

Based on the some experts’ view about the concept of face validity in previous explanation above, the writer can conclude by arranging some conclusions as follow:

a. A test maker should consider about a spelling in constructing test items. It must be avoided to make a wrong spelling because it can be a trouble for a testee in taking a test.

b. The test maker should pay attention about punctuation or markers like period, comma, colon, semicolon, question mark, exclamation mark, etc. Although it seems like a simple thing, but practically it can help a test taker to understand a test items.

c. In constructing the tests, the test maker should consider the composition of test items for example, the first is about a grammatical sentence. A grammar obviously has an important role. The test maker should consider about it in constructing a test item. If a test item is provided with ungrammatical sentence. The test taker will confuse in facing it. It will be a constraint in comprehending a question. The second is a space between lines. The item tests should be placed in appropriate position. There must be a fit space among lines. The last is about whether the sentence is logic biology.

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54 J. Charles Alderson *et. al.*, *Language Test Construction* ... p. 172
55 Arthur Hughes, *Testing for Language* ... p. 27
or not. The test maker should keep away from illogical statement of a test item.

d. The last thing, which the test maker should think over, is an instruction of tests. The instruction must be given with a clear and simple form, so the testee can directly understand what a question means.

3. Construct Validity

A test, part of a test, or a testing technique is said to have construct validity if it can be demonstrated that it measures just the ability or trait, which it is supposed to measure.\(^{56}\) The word ‘construct’ above refers to any underlying ability or traits, which is hypothesized in a theory of language ability. One might hypothesize, for example, that the ability to read includes a number of sub-abilities, such as the ability to find out the main idea of a text.

Determining construct validity involves both logical and mathematical operations. There are several steps in determining it. The first step is to decide what traits or abilities (often referred to as theoretical construct by psychologist) are being tested and then to deduce what sorts of behaviors, abilities, or achievements would be typical of people who possess a lot of the traits but would be unusual among people with little of trait. The next step is to decide on some behavior, ability or achievement that would be unrelated to the trait one is trying to measure. The mathematical operation is to correlate test scores with the hypothetically related behavior and the hypothetically unrelated behavior. Construct validation is demonstrated when the hypothetical relationships are shown by the correlations; that is, the correlation between the test and the related behavior is high, but the correlation between the test and the unrelated behavior is low.\(^ {57}\)

4. Empirical Validity

\(^{56}\) Arthur Hughes, *Testing for Language* ... p. 26
\(^{57}\) Marry Finnachiaro & Sydney Salo, *Foreign Language* ... p. 27
Empirical validity depends on empirical and statistical evidence as to whether student’s marks on the test are similar to their marks on other appropriate measures of their ability, such as their scores on other tests, their self assessments or their teacher’s ratings of their ability.\textsuperscript{58}

In order to know whether a test has empirical validity or no, it can be traced from two ways, first is concurrent validity and second is predictive validity. Concurrent validity applies if data on the two measures – test and criterion – are collected at or about the same time. Predictive validity applies if there is an intervening period (e.g., three or six months) between the time of testing and the collection of data on the criterion. Operationally, this time of criterion data collection is the distinction between the two types of criterion validity. Specifically, the question of concurrent validity is whether or not the test scores estimate a specified present performance; that of predictive validity is whether or not the test scores predict a specified future performance.

a. Predictive Validity

Predictive validity is involved if we are concerned about a test score’s relationship with some criterion measured in the future.\textsuperscript{59}

Predictive validity is most common with proficiency tests: tests which are intended to predict how well somebody will perform in the future. The simplest form of predictive validation is to give students a test, and then at some appropriate point in the future give them another test of the ability the initial test was intended to predict. A common use for a proficiency test like IELTS (International English Language Testing System) or the TOEFL (Test of English as Foreign Language) is to identify students who might be at risk when studying in an English-medium setting because of weaknesses in their English. Predictive validation would involve giving students the IELTS test before they leave their home country for overseas study, and then, once they have all arrived in the host study setting and had time to settle down, giving them a test of their use of

\textsuperscript{58} J. Charles Alderson et al., *Language Test Construction* ... p. 171

\textsuperscript{59} William Wiersma & Stephen G. Jurs, *Educational Measurement* ... p. 191
English in that study setting. A high correlation between the two scores would indicate a high degree of predictive validity for the IELTS test.

Another example of a predictive validation study might be the validation of a test of language competence for student teachers of that language. In this example, such students have to pass the test before they are allowed to enter the Teaching Practice component of their course, during which they will need a high level of foreign language competence. Predictive validation of the test involves following up those students who pass the test, and getting their pupils, their fellow teachers and their teacher-observers to rate them for their language ability in the classroom. The predictive validity of the test would be the correlation between the test results and the ratings of their language ability in class.

b. Concurrent Validity

Concurrent validity is the comparison of the test scores with some other measure for the same candidates taken at roughly the same time as the test. The other measure may be scores from a parallel version of the same test or from some other test; the candidates’ self assessment of their language abilities; or ratings of the candidate on relevant dimension by teachers, subject specialists or other informants.

A mechanism for ascertaining concurrent validity could follow a pattern such as the following: a new language test is administered to students in the course for which the test is developed, and scores are recorded for each student. These scores are then compared to the criterion test grades or to teachers’ ratings. If the individuals with the highest criterion test grades or teachers’ rating score highest on the new test, and those with the lowest grades and/or ratings on the test have also been rated lowest by the teachers, then it is highly probable that the new test measures what it is designed to measure. The relationship of the two is a measure of concurrent validity.

To exemplify this kind of validation in achievement testing, let us consider a situation where course objectives call for an oral component as part of the final

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60 J. Charles, et.al., Language Test Construction ... p. 177
achievement test. The objectives may list a large number of ‘functions’ which students are expected to perform orally, to test all of which might take 45 minutes for each student. This could well be impractical. Perhaps it is felt that only ten minutes can be devoted to each student for the oral component. The question then arises: can such a ten-minute session give a sufficiently accurate estimate of the student’s ability with respect to the functions specified in the course objectives? Is it, in other words, a valid measure?

To do this, we should choose at random a sample of all the students taking the test. These students would then be subjected to the full 45 minute oral component necessary for coverage of all the functions. This would be the criterion test against which the shorter test would be judged. The students’ scores on the full test would be compared with the ones they obtained on the ten-minute session, which would have been conducted and scored in the usual way, without knowledge of their performance on the longer version. If the comparison between the two sets of scores reveals a high level of agreement, then the shorter version of the oral component may be considered valid, inasmuch as it gives results similar to those obtained with the longer version. If, on the other hand, the two sets of scores show little agreement, the shorter version cannot be considered valid, it cannot be used as a dependable measure of achievement test with respect to the functions specified in the objectives.
CHAPTER III
RESEARCH METHODOLOGY AND FINDINGS

B. Research Methodology

4. Place and Time

To carry out this study, the writer decided to choose SMPN 4 Bekasi. This is located at Jl. Tenggiri Raya Perumnas I Bekasi. The research was started on 22nd up to 30th July 2008. It was conducted at the first year students of SMPN 4 Bekasi academic year 2007/2008.

5. Technique of Data Collecting

There are two instruments used to get the data representing two variables, they are English summative test and English syllabus for the first year students of SMPN 4 Bekasi. English summative test was held by school on Thursday, 17th June 2008 for the first year students of SMPN 4 Bekasi.

6. Technique of Data Analysis

The collected data are quantitatively and qualitatively analyzed. Quantitatively, the data are calculated using simple percentage formula. It is the formula:

\[ P = \frac{F}{N} \times 100 \% \]

- \( P \) = Percentage
- \( F \) = Frequency of unconformity
- \( N \) = Number of sample

It is used to see how many percent the test covers the instructions of the curriculum. Qualitatively, the test items are studied in terms of their conformity to the English syllabus.
In addition, the writer also compares the percentage with the criteria adopted from Arikunto’s opinion:

- 76 – 100 % = Good
- 56 – 75 % = Sufficient
- 40 – 55 % = Less good
- < 40 % = Bad

C. Research Findings

4. Description of Data

The writer analyzes the test materials whether they conform to the English syllabus of SMPN 4 Bekasi. To get the data, he took the questions sheet and the English syllabus document to be analyzed.

The data that the writer used in this study is the English summative test for even semester, which is called as Ulangan Kenaikan Kelas Tahun Ajaran 2007/2008 for the first year students of SMPN 4 Bekasi. Based on regulation about the standard of educational evaluation established by minister of National Education no. 20, 2007, the summative test of particular semester must be constructed based on the some indicators which should be achieved at that semester. This regulation is as follow:”Ulangan kenaikan kelas, adalah kegiatan yang dilakukan oleh pendidik di akhir semester genap untuk mengukur pencapaian kompetensi peserta didik di akhir semester genap pada satuan pendidikan yang menggunakan sistem paket. Cakupan ulangan meliputi seluruh indikator yang merepresentasikan KD pada semester tersebut” because of that, the summative test of the first year students of SMPN 4 Bekasi was constructed based particular indicators and themes. The total number of the test items is 50 items which consist of 35 multiple choice, 10 completions, and 5 essay test items

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62 http://www.puskur.net
The test was held on Thursday, 17th June 2008 with the given time 90 minutes.

Having investigated the summative test items, the writer is able to describe the data as follows:

**a. The conformity between the summative test’s items and English Syllabus**

<table>
<thead>
<tr>
<th>No</th>
<th>Based on the indicators of Reading</th>
<th>Items number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Mengidentifikasi main idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mengidentifikasi supporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>details</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mengidentifikasi informasi</td>
<td>6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,43</td>
<td>31 items</td>
</tr>
<tr>
<td></td>
<td>factual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mengidentifikasi langkah-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>langkah retorika (interpersonal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meaning) di dalam wacana-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>wacana berikut ini:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Deskriptif (klasifikasi umum</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deskriptif)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Naratif (orientasi, evaluasi,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>komplikasi, resolusi, reorientasi)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recount (orientasi, kejadian-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kejadian nyata, reorientasi)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Membaca nyaring( story telling)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>wacana ragam tulis dengan ucapan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dan intonasi yang menunjang</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pemahaman para pendengarnya</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dalam bentuk:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Narratif</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recount</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Deskriptif</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Based on the indicators of Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Menulis kalimat fungsional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the indicators of Writing

- Menulis kalimat fungsional

48 1 items
sederhana
- Menulis pesan, pengumuman singkat dan sederhana, dan kartu-kartu ucapan

- Menghasilkan teks-teks berbentuk:
  - Naratif
  - Recount
  - Deskriptif

Total  
34 items

<table>
<thead>
<tr>
<th>Based on the theme</th>
<th>6,7,8,9,10,11,12,13,14,15</th>
<th>10 items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stories</td>
<td>21,22,23,24,25,43,47,48,49</td>
<td>9 items</td>
</tr>
<tr>
<td>Hobbies</td>
<td>16,17,18,19,20,26,27,28,29,30,31,32,33,34,35</td>
<td>15 items</td>
</tr>
<tr>
<td>Things around us</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Shopping</td>
<td>1</td>
<td>15 items</td>
</tr>
</tbody>
</table>

Total  
34 items

b. The unconformity between the summative test’s items and English Syllabus

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect that are not found in the curriculum</th>
<th>Items number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Daily activity (theme)</td>
<td>39</td>
<td>1 items</td>
</tr>
<tr>
<td>2</td>
<td>Flora and Fauna (theme)</td>
<td>44,45,46</td>
<td>3 items</td>
</tr>
<tr>
<td>3</td>
<td>Public Services (theme)</td>
<td>50</td>
<td>1 items</td>
</tr>
<tr>
<td>4</td>
<td>Self identity (theme)</td>
<td>36,37,38,40,41,42</td>
<td>6 items</td>
</tr>
<tr>
<td>5</td>
<td>Family life (theme)</td>
<td>1,2,3,4,5</td>
<td>5 items</td>
</tr>
</tbody>
</table>

Total  
16 items

5. Analysis of Data

In this section, the writer tries to analyze the collected data qualitatively. Firstly, he discusses the items that conform to curriculum seen from indicators and themes. Lastly, he discusses the items that do not conform to the English syllabus seen from types of the text and their theme.

a. The items that conform to the English syllabus
Based on previous table, there are 34 items that are in line with the indicators and themes suggested by the English syllabus.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Willy went to Jane’s house yesterday. Willy saw many roses in Jane’s yard. Willy: They are very beautiful. I see a lot of beautiful roses in your yard. Are you fond of roses? Jane: No, I dislike it. Willy: You don’t like it? So, who likes the roses? Jane: My sister does. Her name is Christine. She studies in the third year of Junior High School. She likes all flowers, especially rose. She loves it very much. Willy: Jane, do you know why your sister likes roses? Jane: She likes them because they are very beautiful and have good smell.</td>
</tr>
<tr>
<td></td>
<td>How many persons are in the dialogue? There are … a. Two persons b. Three persons c. Four persons d. Five persons</td>
</tr>
</tbody>
</table>

This question is intended to measure students’ ability to identify how many people are in the dialogue. It can be understood that this item measures the students’ ability in identifying factual information from the text. Thus, this item conforms to the recommended indicator, namely, “mengidentifikasi informasi factual”. In addition, this item is about story. Thus, it also conforms to the suggested theme, namely a “Stories”

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Who went to Jane’s house? a. I am b. My friend did c. Willy did d. Christine did</td>
</tr>
</tbody>
</table>
This question asks students to indicate who went to Jane’s house in the story. It can be understood that it is intended to measure the students’ ability in finding factual information from the text. Therefore, this question still conforms to the recommended indicator and theme, namely “mengidentifikasi informasi faktual” and “Stories”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>When did Willy go to Jane’s house? She went there …</td>
</tr>
<tr>
<td></td>
<td>a. Today</td>
</tr>
<tr>
<td></td>
<td>b. Tomorrow</td>
</tr>
<tr>
<td></td>
<td>c. Yesterday</td>
</tr>
<tr>
<td></td>
<td>d. This morning</td>
</tr>
</tbody>
</table>

This question asks the students to show when Willy went to Jane’s house. It can be indicated that this question tries to measure the students’ ability in understanding the factual information and it is about story. Thus, this item conforms to the recommended indicator and theme, namely “mengidentifikasi informasi faktual” and “stories”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>They are very beautiful. The underline word refers to …</td>
</tr>
<tr>
<td></td>
<td>a. Yard</td>
</tr>
<tr>
<td></td>
<td>b. Roses</td>
</tr>
<tr>
<td></td>
<td>c. Jane</td>
</tr>
<tr>
<td></td>
<td>d. Christine</td>
</tr>
</tbody>
</table>

This item asks students to determine what the antecedent for “they” is. The students should find where the word “they” refers to. Thus, this question conforms to “mengidentifikasi informasi faktual” indicator and “stories” theme.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Does Jane like the rose?</td>
</tr>
<tr>
<td></td>
<td>a. Yes, she does</td>
</tr>
</tbody>
</table>
The above question asks students to identify whether Jane likes the roses. This question is intended to measure the students’ ability to indicate factual information from the dialogue above. Therefore, it can be concluded that this question is in line with a “mengidentifikasi informasi faktual” indicator and “stories” theme.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Who likes the roses?</td>
</tr>
<tr>
<td></td>
<td>a. Willy does</td>
</tr>
<tr>
<td></td>
<td>b. Jane does</td>
</tr>
<tr>
<td></td>
<td>c. Christine does</td>
</tr>
<tr>
<td></td>
<td>d. Jane and Christine do</td>
</tr>
</tbody>
</table>

This question asks students to show who likes the roses. It can be understood that the question tries to measure the students’ ability in understanding factual information from the text. Therefore, it conforms to the suggested indicator and theme, namely “mengidentifikasi informasi faktual” and “stories”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>What is Christine? She is …</td>
</tr>
<tr>
<td></td>
<td>a. The writer</td>
</tr>
<tr>
<td></td>
<td>b. A student</td>
</tr>
<tr>
<td></td>
<td>c. Their sister</td>
</tr>
<tr>
<td></td>
<td>d. A gardener</td>
</tr>
</tbody>
</table>

This question asks students about what Christine is. It can be understood that this question is about ‘factual information’. Thus, it can be said that the item conforms to a suggested indicator and theme, namely “mengidentifikasi informasi faktual” and “stories”.

b. Yes, she likes the rose
c. No, she like not
d. No, she dislike the rose
<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
</table>
| 13      | 2. What kind of flower does she like? She likes …  
|         | a. All of flower, especially rose  
|         | b. All of the flower  
|         | c. Many flowers  
|         | d. Many flowers, especially rose |

This test items asks the students to identify “What kind of flower does Christine like?” In this question, the students should find factual information from the text to answer it. Therefore, the question conforms to the suggested indicator and theme, those are “mengidentifikasi informasi faktual” and “stories”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
</table>
| 14      | 3. Where did Willy see many rose? She saw them …  
|         | a. In the house  
|         | b. In the school  
|         | c. In the garden  
|         | d. In the yard |

A question no. 14 asks students to identify a place where Willy saw many roses. The question leads the students to find the factual information from the text. Thus, it can be concluded that the question conforms to the recommended indicator and theme, namely “mengidentifikasi informasi faktual” and “stories”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
</table>
| 15      | Why does Christine like the rose?  
|         | a. Because she likes the rose.  
|         | b. Because she loves the rose  
|         | c. Because they are very beautiful and have good smell  
|         | d. Because they are very beautiful |
This question asks the students to find the reason why Christine likes the rose, this question measure the students’ ability in identifying the factual information. Thus, the question conforms to a recommended indicator and theme, namely “mengidentifikasi informasi faktual” and “stories”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costumer : excuse me, how much is the silk tie?</td>
<td></td>
</tr>
<tr>
<td>Shop Assistant : One hundred and five thousand rupiahs.</td>
<td></td>
</tr>
<tr>
<td>Customer : Oh, it’s very expensive.</td>
<td></td>
</tr>
<tr>
<td>Shop Assistant : Yes, it is the best quality</td>
<td></td>
</tr>
<tr>
<td>Customer : What about the blue one?</td>
<td></td>
</tr>
<tr>
<td>Shop Assistant : It is also good and the price is only thirty thousand rupiahs.</td>
<td></td>
</tr>
<tr>
<td>Customer : Okay, I’ll take it.</td>
<td></td>
</tr>
<tr>
<td>Shop Assistant : Anything else?</td>
<td></td>
</tr>
<tr>
<td>Customer : No, that’s all.</td>
<td></td>
</tr>
</tbody>
</table>

Where does the dialogue take place?
- a. Office
- b. Home
- c. Library
- b. Market

The item no. 16 asks students to identify where the dialog take place. In this question the students should find and understand factual information in the text. Therefore, this question conforms to an indicator: “mengidentifikasi informasi faktual” and a theme: “shopping”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Do you like blue one or black ones?</td>
</tr>
<tr>
<td>a. Yes, I do</td>
<td></td>
</tr>
<tr>
<td>b. No, I don’t</td>
<td></td>
</tr>
<tr>
<td>c. I like blue one</td>
<td></td>
</tr>
<tr>
<td>d. I like black one</td>
<td></td>
</tr>
</tbody>
</table>
This test item leads students to identify the factual information. So the students should identify what the customer likes the blue silk or the black one.
Thus, it is in line with a suggested indicator and theme, namely “mengidentifikasi informasi faktual” and “shopping”

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Can the customer buy it?</td>
</tr>
<tr>
<td></td>
<td>a. Yes, she can</td>
</tr>
<tr>
<td></td>
<td>b. No, she can</td>
</tr>
<tr>
<td></td>
<td>c. Really she can</td>
</tr>
<tr>
<td></td>
<td>d. Really she can’t</td>
</tr>
</tbody>
</table>

The students, in this question are asked to identify whether the customer can buy the silk. Clearly, it asks the students to find factual information from the text. Therefore, the item conforms to the “mengidentifikasi informasi faktual” indicator and “shopping” theme.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>What colour tie is bought by the customer?</td>
</tr>
<tr>
<td></td>
<td>a. Black</td>
</tr>
<tr>
<td></td>
<td>b. Red</td>
</tr>
<tr>
<td></td>
<td>c. Blue</td>
</tr>
<tr>
<td></td>
<td>d. Pink</td>
</tr>
</tbody>
</table>

The item no.19 still asks students to identify factual information. Thus, the students must determine what color the tie is bought by the customer. It can be concluded that the test item conforms to a “mengidentifikasi informasi faktual” indicator and “shopping” theme.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>How much is the silk tie?</td>
</tr>
<tr>
<td></td>
<td>a. Two hundred and three thousand rupiahs</td>
</tr>
<tr>
<td></td>
<td>b. One hundred and four thousand rupiahs</td>
</tr>
<tr>
<td></td>
<td>c. Four hundred and two thousand rupiahs</td>
</tr>
</tbody>
</table>
d. One hundred and five thousand rupiahs

This question asks students to identify a price for the silk tie which should be paid by the customer. In this question, the students should find factual information from the text to answer the question. Therefore, it can be concluded that this question conforms to a recommended indicator and theme: “mengidentifikasi informasi faktual” and “shopping”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Frank Gray has a new camera. He likes photography. He likes to take pictures with his camera. He has more than twenty cameras. He spends most of his money on camera and films. Today, he has to buy some film because he is going to take pictures of his family.</td>
</tr>
<tr>
<td></td>
<td>How many cameras does Frank Gray have?</td>
</tr>
<tr>
<td></td>
<td>a. 2</td>
</tr>
<tr>
<td></td>
<td>b. 12</td>
</tr>
<tr>
<td></td>
<td>c. More than 20</td>
</tr>
<tr>
<td></td>
<td>d. More than 30</td>
</tr>
</tbody>
</table>

This question asks students to identify how many cameras Frank Gray has. The question clearly asks the students to find factual information of the text. Thus, it conforms to a “mengidentifikasi informasi faktual” indicator and “hobbies” theme.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>On what does he spend most of his money?</td>
</tr>
<tr>
<td></td>
<td>a. Pictures</td>
</tr>
<tr>
<td></td>
<td>b. Cameras</td>
</tr>
<tr>
<td></td>
<td>c. His family</td>
</tr>
<tr>
<td></td>
<td>d. Camera and film</td>
</tr>
</tbody>
</table>
This question obviously conforms to the “mengidentifikasi informasi faktual” indicator and the “hobbies” theme. Because it asks students to identify the factual information to answer this question: “on what does he spend most of his money?” Thus, the test item conforms to the indicator and theme suggested in the curriculum: “mengidentifikasi informasi faktual” and “hobbies”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
</table>
| 23      | “Today he has to buy *some* film …”  
The italicized word means _______.  
a. Several  
b. Many  
c. Much  
d. A few |

This question asks students to identify what the word *some* means. The question is intended to measure the student ability in indicating a meaning of vocabulary by looking at its context. It can be understood that this question conforms to the curriculum, because it is in line with the suggested indicator and theme, those are “mengidentifikasi informasi faktual” and “hobbies”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
</table>
| 24      | Why does Gray buy *some* film today?  
a. It is his hobby  
b. He likes to spend money  
c. He is going to take picture of his family  
d. He has more than twenty cameras |

A question no.24 asks students to identify from the text a reason for why Frank Gray buys some film today. It tries to measure the students’ ability in understanding factual information from the text. Therefore, it conforms to a “mengidentifikasi informasi faktual” indicator and “hobbies” theme.
A question above asks students to choose what other profession uses a camera from among Doctor, journalist, mechanic, and singer. This question tries to measure the student knowledge about a camera. Therefore it can be concluded that this question still conforms to the curriculum, because it is in line with the suggested indicator and theme, those are “mengidentifikasi informasi faktual” and “hobbies”.

<table>
<thead>
<tr>
<th>Number</th>
<th>The question</th>
</tr>
</thead>
</table>
| 25     | What other professions uses a camera?  
|        | a. Doctor  
|        | b. Journalist  
|        | c. Mechanic  
|        | d. Singer |

No item

This question asks students to know the name of the Mall explained in the text. This question obviously asks the student to find factual information. Therefore, it conforms to a suggested indicator and theme: “mengidentifikasi informasi faktual” and “shopping”

<table>
<thead>
<tr>
<th>Number</th>
<th>The question</th>
</tr>
</thead>
</table>
| 26     | Mentari Mall is a big mall in my town. It is at No. 231, Kartini Street. It is clean and big. We can buy a lot of things there. But we can’t bargain the goods we are going to buy. The price is fixed.  
|        | Every Sunday my brother and I go shopping to Mentari Mall. We buy a lot of things. We often buy pear, orange, water melon, mango and daily needs. Sometimes, we buy some clothes, like shirt, T-shirt, pants, shoes, skirt and blouse. In Mentari Mall, we can choose various kinds of good. We put them in a basket or trolley to the cashier. Then, the cashiers count all the goods and calculate their price.  
|        | The name of the Mall is …  
|        | a. Mentari  
|        | b. Matahari  
|        | c. Kartini  
|        | d. Big |

No item
How is Mentari Mall?
   a. It is small
   b. It is large
   c. It is big
   d. It is high

The question above asks students to show how Mentari Mall is. In this case, the students should comprehend the text to find factual information related to the question. Therefore, it conforms to the recommended indicator and theme in the curriculum: “mengidentifikasi informasi faktual” and “shopping”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Where is Mentari Mall located?</td>
</tr>
<tr>
<td>Y</td>
<td>It is located …</td>
</tr>
<tr>
<td>a.</td>
<td>At Kartini Street</td>
</tr>
<tr>
<td>b.</td>
<td>In Kartini Street</td>
</tr>
<tr>
<td>c.</td>
<td>At No. 231, Karini Street</td>
</tr>
<tr>
<td>d.</td>
<td>In Kartini Street No. 231</td>
</tr>
</tbody>
</table>

This question asks students to tell where Mentari Mall is located. The question obviously leads the students to find factual information from the text above. Thus, this test item can be determined that it conforms to the suggested indicator and theme: “mengidentifikasi informasi faktual” and “shopping”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>The word “I” refers to …</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>A student</td>
</tr>
<tr>
<td>b.</td>
<td>The writer</td>
</tr>
<tr>
<td>c.</td>
<td>The employee</td>
</tr>
<tr>
<td>d.</td>
<td>The shop keeper</td>
</tr>
</tbody>
</table>

The question no. 29 tries to measure students’ ability in identifying an antecedent of “I” in the text above. The information needed to answer that question is as factual information from the text. Therefore, it can be concluded
that the question conforms to the suggested indicator: “mengidentifikasi informasi faktual” and the suggested theme: “shopping”, because the text above talks about shopping.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>X : We can bargain to the goods in Mentari Mall. Why?</td>
</tr>
<tr>
<td></td>
<td>Y : Because the price is …</td>
</tr>
<tr>
<td></td>
<td>a. Expensive</td>
</tr>
<tr>
<td></td>
<td>b. Cheap</td>
</tr>
<tr>
<td></td>
<td>c. Fixed</td>
</tr>
<tr>
<td></td>
<td>d. Lower</td>
</tr>
</tbody>
</table>

This question is intended to measure students’ ability in identifying factual information from the text. In this question, the student should find the reason for “Why we cannot bargain to the goods in Mentari Mall”. Thus, this question is in line with the suggested indicator and theme, those are “mengidentifikasi informasi faktual” and “shopping”

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>How often do the writer and her brother go shopping to Mentari Mall?</td>
</tr>
<tr>
<td></td>
<td>They go there …</td>
</tr>
<tr>
<td></td>
<td>a. Every week</td>
</tr>
<tr>
<td></td>
<td>b. Every day</td>
</tr>
<tr>
<td></td>
<td>c. Every month</td>
</tr>
<tr>
<td></td>
<td>d. Every Sunday</td>
</tr>
</tbody>
</table>

This question asks students to identify “How often do the writer and her brother go shopping to Mentari Mall?” information needed to answer this question is as factual information. Therefore, it can be concluded that this question is intended to measure the students’ ability in finding factual information from the text. Thus, this question conforms to the suggested indicator and theme: “mengidentifikasi informasi faktual” and “shopping”
32  
<table>
<thead>
<tr>
<th>X</th>
<th>How many kinds cloth does the writer buy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>There are … kinds.</td>
</tr>
<tr>
<td>a.</td>
<td>Six</td>
</tr>
<tr>
<td>b.</td>
<td>Seven</td>
</tr>
<tr>
<td>c.</td>
<td>Five</td>
</tr>
<tr>
<td>d.</td>
<td>Four</td>
</tr>
</tbody>
</table>

The test item no.32 talks about ‘shopping’ and asks students to identify how many kinds of cloth the writer buys. Information needed to answer it is as factual information stated in the text. It can be concluded that it is intended to measure the students’ ability in identifying factual information from the text. Thus this question is in line with the recommended indicator and theme: “mengidentifikasi informasi faktual” and “shopping”

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>X : What do the writer and her brother often buy there?</td>
</tr>
<tr>
<td></td>
<td>Y : They often buy … and daily fruits.</td>
</tr>
<tr>
<td>a.</td>
<td>Some vegetables</td>
</tr>
<tr>
<td>b.</td>
<td>Some fruits</td>
</tr>
<tr>
<td>c.</td>
<td>Some things</td>
</tr>
<tr>
<td>d.</td>
<td>A lot of things</td>
</tr>
</tbody>
</table>

In this question, students are asked to identify “What the writer and her brother often buy there?” this question still measures the students’ ability in identifying factual information from the text. Thus, this question conforms to the suggested indicator and theme: “mengidentifikasi informasi faktual” and “shopping”

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>Where do we take the goods? We put them into the …</td>
</tr>
<tr>
<td></td>
<td>a. Cashier</td>
</tr>
<tr>
<td></td>
<td>b. Bag</td>
</tr>
<tr>
<td></td>
<td>c. Basket or trolley</td>
</tr>
<tr>
<td></td>
<td>d. Box</td>
</tr>
</tbody>
</table>
The above question (no.34) asks students to identify where we put the goods before paying them to the cashier. It can be understood that this question measures the students’ ability in identifying factual information. So that it conforms to the suggested indicator, namely “mengidentifikasi informasi faktual”. In addition, this question is about shopping. Thus, it also conforms to the suggested theme, namely “shopping”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
</table>
| 35      | Who counts all the goods and calculates their price?  
  a. The writer does  
  b. The employee does  
  c. The student does  
  d. The cashier does |

This question asks students to identify “Who counts all the goods and calculates the goods price?” It can be comprehended that it tries to measure the students’ ability in considering factual information in the text. Thus it conforms to the recommended indicator, namely “mengidentifikasi informasi faktual” and “shopping”. In addition, this test item is about shopping; therefore, it also conforms to the recommended theme: “shopping”.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
</table>
| 43      | My mother likes to ride a bicycle anywhere every Sunday. What is her hobby?  
  Answer: .................. |

This question asks students to identify what her mother’s hobby. To answer this question the students should guess it by looking factual information at the sentence. Therefore, it can be concluded that this question is in line with the suggested indicator and theme: “mengidentifikasi informasi faktual” and “hobbies”.
This test item (no.47) asks students to arrange the sentences into a good paragraph. This question is intended to measure the students’ ability in writing skill, specifically, in constructing some sentences into a good paragraph.

The content of these sentences is a description about someone’s hobby. Thus, it can be understood that this question conforms to the suggested indicator and theme: “menghasilkan teks berbentuk deskriptif” and “Hobbies”.

The question above asks students to complete the dialogue. In this question the student should make a simple expression as a response of “What equipment do you bring to do your hobby?” It can be understood that it is intended to measure students’ ability in making a simple functional sentence as a response of the question. Therefore it can be understood that this question conforms to a recommended indicator: “Menulis kalimat fungsional sederhana” and to a recommended theme: “Hobbies” because it talks about hobby.

The question for making a description about your hobby! a. Definition…………………………………………………………………. 
This test items asks students to make a description about their hobby. Thus, this question is intended to measure a student’s ability in making a descriptive text. Therefore, it can be concluded that this question conforms to the suggested indicator and theme, those are “menghasilkan teks berbentuk deskriptif” and “Hobbies”.

### b. The items that do not conform to the English Syllabus

These are 16 items which do not conform to the indicators and themes suggested by the English syllabus.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
</table>
| 1       | Dammar’s Activity at Home  
Damar has many activities at home. He does activities for himself and his family: he washes his clothes and shoes. He also makes up his room.  
He likes to help his parents. On Sunday or holiday, he usually washes his father’s motorbike and sweep the floor. Sometimes, he helps his mother to prepare the lunch.  
Does Damar have many activities at home? |
| 1       | a. Yes, he does  
b. No, he doesn’t  
c. Yes, he does  
d. No, he doesn’t |
| 2       | What does he usually do on Sunday or holiday? |
| 2       | a. Washes his clothes  
b. Playing  
c. Washes his shoes  
d. Washes his father’s motorbike and sweep the floor |
| 3       | What activity does he do for himself? |
| 3       | a. He makes up his room  
b. Read the newspaper  
c. Listen to the radio  
d. Washes his clothes and shoes |
4 Does Damar like to help his parents?
   a. No, he doesn’t
   b. Yes, he does
   c. No, she does
   d. Yes, she does

5 When Damar help his parents?
   a. On Monday
   b. Everyday
   c. Before go to school
   d. On Sunday or holiday

The above test items (no.1 until no.5) ask students to identify factual information from the text. Number one asks the student to identify about whether Damar has many activities at home, number two asks the student to identify “What Damar usually do on Sunday or holiday?”, number three asks the student to identify What activity Damar does for himself, number four asks the student to identify whether Damar likes to help his parents, and number five asks the student to identify When Damar helps his parents. The answers needed for those questions are called as factual information. Thus it can be comprehended that these questions try to measure a student’s ability in identifying factual information from the text. If the question is seen from a theme, it talks about family life. Thus, it can be concluded that these questions do not conform to the curriculum because the ‘Family Life’ theme is not included into suggested themes.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Annisa: Hi, My name is Anisa.</td>
</tr>
<tr>
<td></td>
<td>Fina: ................................</td>
</tr>
</tbody>
</table>

This question asks students to complete the dialogue between Anisa and Fina. In this question, the student should write a simple response for a statement: “Hi, my name is Anissa” This question is intended to measure the student’s ability
in giving a simple functional sentence to response in introducing event. Thus, this question is about “Self Identity” theme. It is a pity, because this theme is not included into suggested themes in the syllabus. Therefore, it can be concluded that this question does not conform to the curriculum.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>Putra, Ayu, Putra: I’m Ayu, and you? My name is Putra</td>
</tr>
</tbody>
</table>

This question still asks students to complete the dialogue. This question tries to measure the student’s ability in making and writing an expression to ask someone’s name. This question is about “Self Identity” theme. Thus it can be concluded that this question does not conform to the curriculum because the theme is not included into suggested themes in the curriculum.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>Mr. Abu Hendratmo: I’m fine. Thank you.</td>
</tr>
</tbody>
</table>

This question still asks students to complete a dialogue by writing an expression about “Greetings”. This expression is usually used in a “Self Identity” theme. Thus it can be concluded that the question does not conform to the curriculum, because the “Self Identity” theme is not included in the suggested themes.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
</table>
This question asks students to complete a dialogue between Denada and Ayu. Especially they talk about how they go to school. It can be understood that the content of the dialogue can be included into Daily Activity theme and the question tries to measure the student’s ability in asking an address. Therefore, the writer concludes that the question does not conform to the curriculum, because the “Daily Activity” theme is not included into suggested themes.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Widya</td>
</tr>
<tr>
<td></td>
<td>Sylvia</td>
</tr>
<tr>
<td></td>
<td>Mother</td>
</tr>
<tr>
<td></td>
<td>: Mother, this is my classmate, Sylvia. Sylvia, this is my Mum.</td>
</tr>
<tr>
<td></td>
<td>: …………………………?</td>
</tr>
<tr>
<td></td>
<td>: …………………………</td>
</tr>
<tr>
<td>41</td>
<td>Erry</td>
</tr>
<tr>
<td></td>
<td>Bagus</td>
</tr>
<tr>
<td></td>
<td>: What are their names?</td>
</tr>
<tr>
<td></td>
<td>: …………………… Dicky and Herry.</td>
</tr>
<tr>
<td>42</td>
<td>Aditya</td>
</tr>
<tr>
<td></td>
<td>Made</td>
</tr>
<tr>
<td></td>
<td>: Are you Hanif?</td>
</tr>
<tr>
<td></td>
<td>: …………………………</td>
</tr>
</tbody>
</table>

These questions (no.40-42) ask students to complete a dialogue. The dialogues are about introduction (Self Identity). Thus these questions are intended to measure the students’ ability in how to introduce himself/her self or to introduce someone to other. Therefore, it can be concluded that these questions do not conform to the suggested themes in the curriculum.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>It is a fruit. It is green. It is round and big. It contains a lot of water. It is sweet. What is it? …</td>
</tr>
<tr>
<td>45</td>
<td>It is vegetable. It is orange. It is long. It contains vitamin A. the rabbit like it. What is it? …</td>
</tr>
</tbody>
</table>
These questions ask students to guess a thing which they tell the characteristics of that thing. The questions are intended to measure the student ability in identifying factual information. The things which should be guessed are about “Flora and Fauna”. Thus, it can be concluded that these questions do not conform to the curriculum, because the theme (Flora and Fauna) is not included into recommended themes.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete the following table</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>46</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

A question above (no.46) asks students to complete a table by listing five names of animals and plants. This question is intended to measure a student’s ability in telling some vocabulary about animals and plants. It can be concluded that this question talks about “Flora and Fauna” theme. Thus, it can be said that this test item does not conform to the curriculum, because this theme is not included into recommended themes.

<table>
<thead>
<tr>
<th>No item</th>
<th>The question</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Explain five transportation do you know!</td>
</tr>
<tr>
<td></td>
<td>1.  ...</td>
</tr>
<tr>
<td></td>
<td>2.  ...</td>
</tr>
<tr>
<td></td>
<td>3.  ...</td>
</tr>
</tbody>
</table>

The last question of this Summative Test asks students to explain five transportations and it is comprehended that this question talks about “Public
Service”. The question is intended to measure the student ability in describing something. If the question is seen from the theme, it is included to a “Public Service” theme. Therefore, the writer concludes that the question does not conform to the curriculum because its theme is not included into suggested themes in the curriculum, although it conforms to a suggested indicator that is “menghasilkan teks berbentuk deskriptif”.

6. Interpretation of Data

The following table describes the total frequency of the conformity and the unconformity of summative test items to the syllabus based on the data of item analysis result above. Based on the data of item analysis result, we can see the table as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Summative tests items area</th>
<th>No item</th>
<th>Total Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The conformity question items based on the curriculum</td>
<td>6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,34,35,43,47,48,49</td>
<td>34 (68 %)</td>
</tr>
<tr>
<td>2</td>
<td>The unconformity question items based on the curriculum</td>
<td>1,2,3,4,5,36,37,38,39,40,41,42,44,45,46,50</td>
<td>16 (32 %)</td>
</tr>
</tbody>
</table>

Table above shows that the highest frequency of items where the average is 68 % from 34 items is conformity to the syllabus. This percentage obviously falls into the level of 56 – 75% which means sufficient. And only 32 % from 16 items are unconformity to the syllabus.

Based on the item analysis result above, the writer can see that the summative test which is administered in the first year students of SMPN 4 Bekasi does not reach a good validity. It just arrives at a sufficient level. Therefore, it can be understood that a test maker does not master a way in constructing a good test perfectly. He/she does not recognize that the summative test must be based on the indicators and themes suggested in the syllabus.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data in the previous chapter, the writer would like to elaborate the conformity of English summative test of the even semester for the first year students of SMPN 4 Bekasi to the English syllabus used.

This summative test consists of 50 test items. The items that measure the suggested indicators or conform to the syllabus are 34 items. It means that the items cover 34:50 x 100% = 68% this percentage obviously falls into the level of 56 – 75% which means sufficient. However, if it is seen from the number of indicators to measure, there are only 3 indicators measured. It is about 3:8 x 100% = 37.5% and it is in the level of < 40% meaning bad. So the summative test of the even semester for the first year students of SMPN 4 Bekasi seen from the indicators which should be measured is considered as invalid test.

While this summative test is seen from the themes which should be covered (there are four themes suggested in the syllabus), this test covers three themes. It is about 3:4 x 100% = 75% and it falls into the level of 56 – 75% which means sufficient.

Totally the summative test items of the even semester for the first year student of SMPN 4 Bekasi only measure (37.5%+75%) = 112.5%:2=56.25% which lays on the level of 56 – 75% meaning that this test is sufficient. Therefore, it can be understood that the summative test can be considered as a valid enough.

B. Suggestion

After giving the conclusion, the writer would like to give some suggestions addressed to the test maker as a feedback of the research result. Namely:

1. The test maker should have a good preparation before making a test, by considering the principles of constructing good test items.
2. The test maker should consider that the test items should be conformity to the syllabus category used; the items that do not fulfill to the curriculum should be discarded.

3. While the items that do not fulfill to the syllabus should be revised so that they can be used for the next evaluation.

He also would like to give some suggestions addressed to the school as follow:

1. The school should give chances to the teachers to follow the trainings of constructing a good test.

2. The school should supervise the teachers’ work in constructing the tests. Whether the tests constructed have fulfilled characteristics of a good test or not.

3. The school should store the still used items or make the items bank.
Bibliography


----------, *Prosedur Penelitian*, Jakarta: Rineka Cipta, 1992


----------, *Writing English Language Tests (A Practical Guide for Teachers of English as a Second or Foreign Language)*, Singapore: Longman, 1977


ULANGAN KENAikan KELAS TAHUN PELAJARAN 2008/2009

<table>
<thead>
<tr>
<th>Mata pelajaran</th>
<th>Bahasa Inggris</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelas</td>
<td>VII (tujuh)</td>
</tr>
<tr>
<td>Hari/Tanggal</td>
<td>Selasa / 17 Juni 2008</td>
</tr>
<tr>
<td>waktu</td>
<td>10.00 – 11.30 WIB</td>
</tr>
</tbody>
</table>

Petunjuk umum:
1. Perhatikan dan ikuti petunjuk pengisian pada lembar jawaban yang disediakan!
2. Periksa dan bacalah sebelum anda menjawab!
3. Kerjakan soal pada lembar jawaban yang disediakan dengan teliti dan cermat!
4. Periksa kembali jawaban sebelum diserahkan kepada pengawas
5. Jumlah soal sebanyak:
   - 35 butir pilihan ganda
   - 5 butir soal uraian
   - 10 butir jawaban singkat

---

**Damar’s Activity at Home**

Damar has many activities at home. He does activities for himself and his family. He washes his clothes and shoes. He also makes up his room.

He likes to help his parents. On Sunday or holiday, he usually washes his father’s motorbike and sweep the floor. Sometimes, he helps his mother to prepare the lunch.

4. Does Damar have many activities at home?
   a. Yes, he does
   b. No, he doesn’t
   c. Yes, he does
   d. No, he doesn’t
5. What does he usually do on Sunday or holiday?
   a. Washes his clothes
   b. Playing
   c. Whashes his shoes
   d. Washes his father’s motorbike and sweep the floor

6. What activities does he do for himself?
   a. He makes up his room
   b. Read the newspaper
   c. Listen to the radio
   d. Washes his clothes and shoes

7. Does Damar like to help his parents?
   a. No, he doesn’t
   b. Yes, he does
   c. No, she does
   d. Yes, she does

8. When Damar help his parents?
   a. On Monday
   b. Everyday
   c. Before go to school
   d. On Sunday or holiday

Willy went to Jane’s house yesterday.
Willy saw many roses in Jane’s yard.

Willy : They are very beautiful. I see a lot of beautiful roses in your yard. Are you fond of roses?
Jane : No, I dislike it.
Willy : You don’t like it? So, who likes the roses?
Jane : My sister does. Her name is Christine. She studies in the third year of Junior High School. She likes all flowers, especially rose. She loves it very much.
Willy : Jane, do you know why your sister likes roses?
   : She likes them because they are very beautiful and have good smell.

9. How many persons are in the dialogue? There are …
   a. Two persons
   b. Three persons
   c. Four persons
   d. Five persons

10. Who went to Jane’s house?
    a. I am
    b. My friend did
    c. Willy did
    d. Christine did

11. When did Willy go to Jane’s house? She went there …
    a. Today
    b. Tomorrow
    c. Yesterday
    d. This morning

12. They are very beautiful. The underline word refers to …
    a. Yard
    b. Roses
    c. Jane
    d. Christine

13. Does Jane like the rose?
    a. Yes, she does
    b. Yes, she likes the rose
    c. No, she like not
    d. No, she dislike the rose

14. Who likes the roses?
    a. Willy does
    b. Jane does
    c. Christine does
    d. Jane and Christine do

15. What is Christine? She is …
    a. The writer
b. A student
c. Their sister
d. A gardener

16. What kind of flower does she like?
   She likes …
   a. All of flower, especially rose
   b. All of the flower
   c. Many flowers
   d. Many flowers, especially rose

20. Do you like blue one or black ones?
   a. Yes, I do
   b. No, I don’t
   c. I like blue one
   d. I like black one

17. Where did Willy see many rose?
   She saw them …
   a. In the house
   b. In the school
   c. In the garden
   d. In the yard

21. Can the customer buy it?
   a. Yes, she can
   b. No, she can
   c. Really she can
   d. Really she can’t

18. Why does Christine like the rose?
   a. Because she likes the rose.
   b. Because she loves the rose
   c. Because they are very beautiful and have good smell
   d. Because they are very beautiful

22. What colour tie is bought buy the costumer?
   a. Black
   b. Red
   c. Blue
   d. Pink

23. How much is the silk tie?
   a. Two hundred and three thousand rupiahs
   b. One hundred and four thousand rupiahs
   c. Four hundred and two thousand rupiahs
   d. One hundred and five thousand rupiahs

24. How many cameras does Frank Gray have?
   a. 2

Frank Gray has a new camera. He likes photography. He likes to take pictures with his camera. He has more than twenty cameras. He spends most of his money on camera and films. Today, he has to buy some film because he is going to take pictures of his family.
b. 12  
c. More than 20  
d. More than 30  

c. More than 20  
d. More than 30

25. On what does he spend most of his money?
   a. Pictures  
b. Cameras  
c. His family  
d. Camera and film

26. “Today he has to buy some film…”
   The italicized word means _____.
   a. Several  
b. Many  
c. Much  
d. A few

27. Why does Gray buy some film today?
   a. It is his hobby  
b. He likes to spend money  
c. He is going to take picture of his family  
d. He has more than twenty cameras

28. What other professions uses a camera?
   a. Doctor  
b. Journalist  
c. Mechanic  
d. Singer

29. The name of the Mall is …
   a. Mentari  
b. Matahari  
c. Kartini  
d. Big

30. How is Mentari Mall?
   a. It is small  
b. It is large  
c. It is big  
d. It is high

31. X : Where is Mentari Mall located?
   Y : It is located …
   a. At Kartini Street  
b. In Kartini Street  
c. At No. 231, Kartini Street  
d. In Kartini Street No. 231

32. The word “I” refers to …
   a. A student  
b. The writer  
c. The employee  
d. The shop keeper

33. X : We can bargain to the goods in Mentari Mall. Why?
   Y : Because the price is …
   a. Expensive  
b. Cheap  
c. Fixed  
d. Lower

Mentari Mall is a big mall in my town. It is at No. 231, Kartini Street. It is clean and big. We can buy a lot of things there. But we can’t bargain the goods we are going to buy. The price is fixed.

Every Sunday my brother and I go shopping to Mentari Mall. We buy a lot of things. We often buy pear, orange, water melon, mango and daily needs. Sometimes, we buy some clothes, like shirt, T-shirt, pants, shoes, skirt and blouse. In Mentari Mall, we can choose various kinds of good. We put them in a basket or trolley to the cashier. Then, the cashiers count all the goods and calculate their price.
34. How often do the writer and her brother go shopping to Mentari Mall? They go there … 
   a. Every week  
   b. Every day  
   c. Every month  
   d. Every Sunday  

35. X : How many kinds cloth does the writer buy?  
   Y : There are … kinds.  
   a. Six  
   b. Seven  
   c. Five  
   d. Four  

36. X : What do the writer and her brother often buy there?  
   Y : They often buy … and daily fruits.  
   a. Some vegetables  
   b. Some fruits  
   c. Some things  
   d. A lot of things  

37. Where do we take the goods? We put them into the …  
   a. Cashier  
   b. Bag  
   c. Basket or trolley  
   d. Box  

38. Who counts all the goods and calculates their price?  
   a. The writer does  
   b. The employee does  
   c. The student does  
   d. The cashier does  

39. Annisa : Hi, My name is Anisa.  
   Fina :  
   40. Putra :  
   Ayu :  

41. Mr. Abu Hendrat : I'm Ayu, and you?  
   mo :  
   42. Denada : My name is Putra  
   Ayu :  
   43. Widya : I'm fine. Thank you.  
   Denada : How do you go to school?  
   Ayu : By bus.  
   44. Erry : At 5 Melati Street  
   Bagus : By bus? Is your house far from here?  
   Ayu : Yes.  
   45. Aditya : Mother, this is my classmate, Sylvia.  
   Made : Sylvia, this is my Mum.  
   46. My mother likes to ride a bicycle anywhere every Sunday. What is her hobby?  
   Answer: ……………..  
   47. It is a fruit. It is green. It is round and big. It contains a lot of water.  
   It is sweet.  
   What is it? …
48. It is vegetable. It is orange. It is long. It contains vitamin A. the rabbit like it. What is it? …

Essay
49. Complete the following table

<table>
<thead>
<tr>
<th>No</th>
<th>Animals</th>
<th>Plants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

50. Arrange these sentences into good paragraph!
- It is the cheapest sport
- I want to become a good football player
- My favorite sport is football
- Beside football, I like badminton

51. Complete the following conversation with the suitable words!
Aziz : Can you tell me what your hobby is, Jajak?
Jajak : My hobby is climbing. What about you?
Aziz : I like camping
Jajak : It looks nice. What equipment do you bring to do your hobby?
Aziz : 1…………… 2 
………… 3………..

52. Make a description about your hobby!
a. Definition……………………
………………………………
………………………………
………………………………
………………………………
………………………………

b. Description………………
………………………………
………………………………
………………………………
………………………………
………………………………

53. Explain five transportation do you know!
1. …
2. …
3. …
4. …
5. …
APPENDIX 2

1. Reading

<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>Memahami nuansa makna dan langkah-langkah pengembangan retorika di dalam teks tertulis berbentuk deskriptif, naratif dan recount sederhana, serta intruksi/ larangan pendek.</th>
</tr>
</thead>
</table>
| INDIKATOR        | a. Mengidentifikasi main ideas  
|                  | b. Mengidentifikasi suporting details  
|                  | c. Mengidentifikasi informasi factual  
|                  | d. Mengidentifikasi langkah-langkah retorika (interpersonal meaning) di dalam wacana-wacana berikut ini: |
| TEMA             | profession, stories, hobbies, things around us, shopping. |
| MATERI POKOK     | Contoh ragam bahasa tulis:  
|                  | **Orientasi:**  
|                  | Once there was a little girl called Cinderella.  
|                  | **Evaluasi:**  
|                  | She was pretty, loving and clever,  
|                  | **Komplikasi:**  
|                  | But she was very poor. Her stepmother and stepsisters were very mean.  
|                  | **Resolusi:**  
|                  | Fortunately, she met a prince. He fell in love with her.  
|                  | **Reorientasi:**  
|                  | Then Cinderella became a princess.  
|                  | **Klasifikasi Umum:**  
|                  | I have a friend. His name is Bob:  
|                  | **Deskripsi:**  
|                  | He is 13 years old. He’s tall dst.  
|                  | Contoh materi lihat lampiran 4.  
|                  | **Orientasi:**  
|                  | On Saturday I went to a party. It was Jane’s birthday.  
|                  | **Kejadian:**  
|                  | She invited all my classmates. There were also some kids from the neighborhood. One of them was Robert. No one liked Robert, but we tried to be nice. Robert tried to behave too. He danced with Jane and looked happy.  
|                  | **Reorientasi:** |
Everyone enjoyed the party. It was a nice one.

<table>
<thead>
<tr>
<th>STANDAR KOMPETENSI</th>
<th>Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog pendek terutama wacana yang berbentuk naratif, deskriptif, dan recount sederhana.</th>
</tr>
</thead>
</table>

2. Writing

<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk naratif, recount, dan deskriptif sederhana.</th>
</tr>
</thead>
</table>

| INDIKATOR | a. Menulis kalimat fungsional sederhana  
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | b. Menulis pesan, pengumuman singkat dan sederhana, dan kartu-kartu ucapan  
|           | c. Menghasilkan teksteks berbentuk:  
|           | • Naratif  
|           | • Recount  
|           | • Deskriptif  

| TEMA | profession, stories, hobbies, things around us, shopping. |

| MATERI POKOK | Contoh jenis teks Recount:  
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | Earthquake  
|              | Orientation  
|              | I was driving along the coast road when the car suddenly lurched to one side.  
|              | Event 1  
|              | At first I thought a tyre had gone but then I saw telegraph poles collapsing like matchsticks.  
|              | Event 2  
|              | The rocks came tumbling across the road and I had to abandon the car.  
|              | Event 3  
|              | When I got back to town, well, as I said, there wasn’t much left.  
|              | Note that young writers often indicate temporal sequence with ‘and then, and then, and then’, Alternatives can be modeled and used when the teacher and students jointly construct Recounts.  
|              | Contoh pesan pendek:  
<p>|              | Back in 5 minutes!Leave it on my desk!Happy |</p>
<table>
<thead>
<tr>
<th>STANDAR KOMPETENSI</th>
<th>Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog pendek terutama wacana yang berbentuk naratif, deskriptif, dan recount sederhana.</th>
</tr>
</thead>
</table>

Birthday! Have a nice trip! dll.