AN ANALYSIS ON THE CONTENT VALIDITY OF SUMMATIVE TEST FOR THE SECOND GRADE STUDENTS OF JUNIOR HIGH SCHOOL
(A Case Study of SMPT PP Daarul Amanah Kec Cipondoh- Kota Tangerang)

By
KRISTIANA
208014000057

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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AN ANALYSIS ON THE CONTENT VALIDITY OF SUMMATIVE TEST FOR THE SECOND GRADE STUDENTS OF JUNIOR HIGH SCHOOL

(A case study of SMPTPP DAARUL AMANAH Kec Cipondoh- Kota Tangerang)

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By:

KRIStIANA
208014000057

Approved by the Advisor

Dr. H. Muhammad Farkhan, M.Pd.
NIP. 19650919200031002

Teguh Khaerudin, M.App.Ling
NIP.1981103120111011006

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

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Dr. M. Farhan, M. Pd /
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UIN Syarif Hidayatullah Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing III
(materi/teknis) penulisan skripsi mahasiswa:
Nama : Kristiana
NIM : 208014000057
Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Judul Skripsi : An Analysis on the Content Validity of the Sumative Test for the First
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ABSTRACT


Advisor I : M. Farhan M.Pd.
Advisor II : Teguh Khaerudin M.AppLing.

Keywords : Summative test, Content validity, English Syllabus

The aim of this research was describe clearly about the content validity of English Summative test made by the professional team for the odd semester of the second grade students carried out at SMPTPP Daarul Amanah. The total number of the test items is 40 multiple choice and 6 items essay (41a & 41b).

The method of the research is used qualitative research in which the writer collected the data by asking the English summative paper and syllabus to the school. And the writer also did unstructured interview to the team teachers who made the test items of the summative test. And then, the writer analyzed the test items, whether the summative test has content validity. Also, this research is categorized as descriptive analysis in which to describe the conformity and inconformity of the SMPTPP Daarul Amanah’ summative test with the syllabus and indicators.

The finding of this research prove that the test items of English summative test for the odd semester of the second grade students in SMPTPP Daarul Amanah have bad content validity. It is showed through the percentage and the content analysis. Based on the percentage, the writer found that the English summative test is 58.7% valid in terms of its conformity with the indicators. The items tests that represent the suggested indicators in the syllabus are 27 items and the inconformity items are 19 items. But, based on the content analysis, the result of this research found that the test does not represent the whole indicators from the syllabus. The presented indicators are only 53.3%. Its means that 46.7% indicators are not represented the test items, i.e. construct under-presented.
ABSTRAK


Pembimbing : M. Farhan M.Pd.
Teguh Khaerudin M.App.Ling.

Kata Kunci : Tes Sumatif, Validitas isi, Silabus bahasa Inggris

Penelitian ini bertujuan menjelaskan validitas isi pada soal summative test yang dibuat oleh tim professional untuk semester ganjil tahun ke dua di SMPTPP Daarul Amanah. Jumlah butir soal sebanyak 46 butir soal, 40 pilihan ganda dan 6 essay.


Hasil yang diperoleh dari penelitian ini membuktikan bahwa soal sumatif bahasa inggris semester ganjil tahun kedua di sekolah SMPTPP Daarul Amanah mempunyai validitas isi yang buruk. Ini bisa dilihat, melalui hasil persentase dan analisa isi. Berdasarkan hasil persentase, penulis menemukan bahwa soal summative bahasa inggris 58.7% valid dalam hal kesesuaian dengan indicator. Jumlah butir soal yang mewakili indikator yang ada di dalam silabus adalah 27 dan butir soal yang tidak sesuai adalah 19 soal. Akan tetapi berdasarkan analisa isi, ditemukan bahwa soal tidak mewakili seluruh indikator yang ada disilabus. Indikator yang mewakili hanya 53.3%. Dengan kata lain hampir 46.7% indikator tidak diwakili oleh soal.
Praised be to Allah, Lord of the world, who has given the writer His love and compassion to finish the last assignment in her study. Peace and salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence.

It is a pleasure to acknowledge the help and the contribution to all of lecturers, institution, family and friend who have contributed in different ways. Hence this skripsi is processed until it becomes a complete writing which will be presented to the Faculty of Tarbiyah and Teachers’ Training in partial Fulfillment of the requirement for the degree of S.Pd. (S-I) in English Language Education.

In this occasion, the writer would like to say her great honor and deepest gratitude to her beloved parents and family who always give their loves, supports, motivations and advices in accomplishing her study.

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The writer also realizes that she would never finish writing this skripsi without the help of someone people around her. Therefore, she would like to say a lot of thanks to;

1. Nurlena Rifâ’I, M.A., Ph.D., the Dean of the Faculty of Tarbiyah and Teachers’ Training Syarif Hidayatullah State Islamic University Jakarta.
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4. Evi Yulianti S.Pd., the English Teacher of SMPT Daarul Amanah

5. All of the writer’s friends always support her.

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Jakarta, September 2014

The writer
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CHAPTER I
INTRODUCTION

A. The Background of the Study

The purpose of the teaching English in Indonesia is to develop the communication skill especially in oral and written skill (listening, speaking, reading and writing). To reach the purpose the instructional activities, the teacher apply evaluation to measure how far the students understand about the material.

In education, evaluation has an important role in any activities. In English teaching, evaluation gives information about how successful an effort has been. The information gained thought this evaluation will be very useful to make improvement in the future. Evaluation is considered that between teachings and testing is like a two side of coin, we cannot be separated.

Norman. E Gronlund said that evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupil. 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.¹

In evaluating teaching and learning activities, there are some means which can be used; one of them is a test.² By testing, teacher 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 the courses, which they have just learned.

According Hughes, there are four types of test; Proficiency test, achievement tests, Diagnostic tests, and Placement tests. There are two kinds of achievement test: progress achievement tests and final achievement tests or summative tests. Progress achievement tests are those intended to measure the progress that students are making, and final achievement tests or summative tests are intended to measure the students’ achievement at the end of a course of study.

The writer will not explain all types of test; therefore, it is only about summative test, because it should be confirmed by the title of this paper.

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, comprehensiveness, and practicality. In this research the writer only focuses on the validity.

JB. Heaton said “The validity of a test is the extent to which it measures what it is supposed to measure and nothing else.” The validity of a test must be considered in measurement in this case there must be seen whether the test used really measures what are supposed to measure, briefly. Without validity, there can be no confidence in the inferences and conclusions made from the results.

Content validity is concerned with the materials that the students have learned. The test should cover samples of the teaching materials given. To fulfill this, the teacher should refer his consideration to the teaching syllabus.

JB. Heaton said “Content validity depends on careful analysis of the language being tested and of the particular course objectives; the test should be so constructed as to contain a representative sample of the course.”

A test may be valid for one specified purpose or situation and not be valid for others. There are different types of validity, and certainly content validity is a

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7 Ibid.
primary concern of tests used in classroom instruction. Content validity is based on a logical analysis.⁸

It is generally found that a test has not reached the validity because the teachers focus on the whole themes and linguistics 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.

In this case, the writer will observe validity especially 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 SMPTPP Daarul Amanah Tangerang for the second grade students, academic year 2013 – 2014. The summative test is named: “Ulangan Semester Ganjil Tahun Pelajaran 2013 – 2014.”

The writer curiosity leads to conduct this study to find empirical evidence of the content validity of English summative test for the second grade students of junior high school (case study of SMPTPP Daarul Amanah Tangerang).

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 Second Grade Students of SMPTPP Daarul Amanah”

B. The Limitation of the Study

To make this writing easier to understand, the writer limits the study as follow:

a. The research focused only on the content validity of English summative test of the odd semester at second grade academic year 2013/2014.

b. The research focused only on Reading and writing skills because the summative test consists of multiple choice items and essay, and there are some dialogues represent the indicators of writing.

c. The test to be analyzed is the English summative test for the second grade students at SMPTPP Daarul Amanah

C. Formulation of the Study

Based on the background of the study, the writer was interested in Analyzing the content validity of English summative test at the second grade students’ of SMPT PP Daarul Amanah. The question of this study is “Does the English Summative test for the second grade students of SMPT PP Daarul Amanah has good content validity?

Based on the preliminary study, the writer breaks down into two formulations:

1. How many items represent the indicators?
2. How many indicators represent by test items?

D. Objectives of the Study

The purpose of the study is to describe whether each test items of the summative test for the second grade students of SMPTPP Daarul Amanah represent the indicators as suggested its syllabus as an indicator of the content validity.

E. The Significance of the Study

The result of this study is expected to give a description for the readers about an analysis of the content validity toward the summative test. It also can be used as an input for the readers; especially for the English teachers, the headmaster, and all people who are involved and responsible in developing quality of education. In other word, it is useful for all people to know the characteristic of a good test and for the researchers as the basic for conducting further research.
E. Organization of the Study

The content of the study will be organized into five chapters. The first chapter is an introduction. The second chapter is a theoretical framework. The third chapter is the research methodology. The fourth chapter is research finding and discussion. And the last chapter is conclusion and suggestion.

In the first chapter, the writer would like to introduce this research, by explaining the background of the study, limitation of the study, the formulation of the study, the purpose of the research, and the organization of the study.

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

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

And in the fourth chapter, the writer explained the research finding and the interpretation of the data.

And in the last chapter, the writer provided conclusion and suggestion of the research.
CHAPTER II
THEORETICAL FRAMEWORK

A. The Understanding of the Test
1. The Definition of Test

Testing is an aspect which could not be separated from learning and teaching process. They are so closely interrelated and impossible to work in either field without concerning each other. Before learning and teaching process, in the process or at the end process, teacher uses a test as an instrument for evaluation. In education, test is very important because it is one of devices in education to get the information about students’ achievement and to know how far learning objectives have been achieved.

By conducting the test, the teachers will know how deep the pupils acquire the materials that have been taught, and know the form of students’ behavior and characteristic. As Nitko defined, a test is a systematic procedure for observing and describing one or more characteristics of person with the aid of either a numerical scale or a category system.\(^1\) Wilmar Tinambunan also explains; a test is a set of question, each of which has a correct answer, that examines usually answer orally or in writing.\(^2\) According to Desmond Allison test is a kind of formal assessment which has been arranged and scheduled officially and has been limited by the available guidance.\(^3\)

Based on some definitions above, the writer can conclude the test is a procedure or a standardized device to measure the students’ achievement in acquiring knowledge about the subject after teaching-learning process and one of

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the ways to measure the goal of achieving the learning objective with systematic procedure.

2. The Type of Test

Teacher constructs a test not only to measure how far the testers’ comprehension about the materials, but also to know in which part the testers get difficulty, to know the effectiveness of the teaching method that has been used in the class, etc. According to Wilmar Tinambunan there are two types of tests used in determining a person’s ability: aptitude test and achievement test\(^4\). An aptitude test is primarily designed to predict success in some future learning activity, whereas an achievement test is designed to indicate degree of success in some past learning activity. The major purpose of testing in the classroom is to measure student achievement as an indication of progress toward educational objectives set for the students.

While according to Mary and Sake, there are four basic types of language tests: achievement tests, and proficiency tests, diagnostic tests, and aptitude tests.\(^5\)

1. Achievement test.

Achievement-type or attainment tests are widely employed in language teaching just as they are in most other subjects. They are used to measure the amount and degree of control of discrete language and cultural items and of integrated language skills acquired by the student within a specific period of instruction in a specific course.

2. Proficiency test.

Language proficiency tests are designed to measure control of language or cultural items and communication skills already present at the time of testing, irrespective of formal training. Such tests are generally used for specific purposes; for example, to determine selection of students for a specific program, to ascertain

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\(^4\) Wilmar, op. cit., p. 7.

appropriate placement levels in courses or in advanced training programs, and to judge the examinee’s readiness to perform specific tasks in a work activity.

3. Diagnostic test.

Diagnostic language test seeks to identify the specific strengths and weaknesses of a foreign language student. It may contain the same types of test items which are used in the achievement or proficiency tests.


The aptitude test is conceived as a prognostic measure that indicates whether a student is likely to learn a second language readily. It is generally given before the student begins language study, and may be used to select students for a language course or to place students in section appropriate to their ability.6

Gronlund divided achievement test into four types of test based on each purpose; Summative test, Formative test, Diagnostic test, and Placement test.

a. Summative test.

Summative test, which designed to determine the extent to which the instructional objectives have been achieved, and the test also can be used to assign course grade for certifying student’s mastery of intended learning outcomes.7

b. Formative test.

Formative test is a kind of test which is administered by teacher to know how successful the learning and teaching process in the classroom in periodical meeting. Similar with this statement, Gronlund states that a formative test is given to monitoring learning progress during instruction.8

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6 Ibid., pp. 15—23.
8 Norman, op. cit. p.125.
c. Diagnostic test

Diagnostic test is used for analyzing the difficulties of the students or the strength of the students in some aspect of language at the starting or during the implementation of instruction. According to Harmer, “a diagnostic test is a test that is used to expose learners’ difficulties during a course.” Furthermore, Hughes said that “Diagnostic test is used to identify learner’s strength and weakness.

d. Placement test

Placement test is the test that is arranged for measuring students’ ability in language and give students major in an appropriate grade of educational organization. Moreover, Gronlund defines placement tests are “pre-tests designed to measure (1) whether pupils possess the perquisite skills need to succeed in a unit or course or (2) to what extent pupils have already achieved the objectives of the planned instruction.” Meanwhile, Hughes states “placement tests are intended to provide information that will help to place students at the stage of the teaching program most appropriate to their abilities.”

From all those types of the test above, it can be conclude that the tests are a problem –solving in the educational. The teacher or test maker can administer the test based on his or her objective. When the teacher want to determine the extent to which the instructional objectives have been achieved, she/ he can use the summative test, when teacher will diagnose the students’ difficulties, she/he can use diagnostic test and when the teacher want to monitor learning progress during instruction, she/he can use the formative test, and when the teacher want to provide information that will help to place students at the stage of the teaching program most appropriate to their abilities as a problem-solving.

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10 Gronlund, op. cit. p. 124.
B. Summative Test

It has already discussed on the subchapter above that according to Gronlund, Summative test typically comes at the end of a course of instruction. It is design to determine the extent to which the instructional objectives have been achieved. And the test also can be used to assign course grade for certifying students’ mastery of intended learning outcomes. While Sudjiono states, Summative test is intended to measure students’ skill after they have finished all subject matter. It is used to administer at the end of a course of study.

The statement above means that a summative test is used to measure their understanding of a subject after specific point in instruction. Example of summative test are; Midterms, Final exams and National examination. The goal of summative test is to make a judgment of student competency, after an instructional phase is complete.

Sudjiono also claims that the main objective of summative test is to determine the value that present the success of students after they go through the process of learning within a certain period, and also it can determine; position of student in group, the student can or cannot follow the next teaching learning process and students’ progress.

Similarly, by administering the summative test is given for the students; teachers are not only having a final report about the programs achievement, but also the students’ ability in acquiring the materials. Therefore, the test-makers should select the appropriate questions and the test items, which can achieve the content standard, and the minimum based competencies as in syllabus.

To construct a good summative test, test maker must considers the test items that are most appropriate for measuring students’ achievement, in line with the instructional objectives and made as reliable as possible. From the result of achievement test, teacher can obtain the information how well students have mastered subject matter content or how far they have reached the instructional

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12 Gronlund., op. cit. p. 126.
14 Ibid.
15 Ibid.
objectives, and also teacher can give motivation for students to improve their learning.

Based on the explanation above, the writer can conclude that summative test is testing occurs constantly with learning so that the teachers can evaluate the effectiveness of teaching method along with the assessment of students’ abilities. On other hand, summative test is testing that is done in the end of instructional unit. The test score is seen as the summation of all knowledge learned during a particular subject unit.

C. The Characteristic of a Good Test

Qualities of a test should be considered in preparing and using foreign language test. The test which was made by tester or teacher must be good, thus a test must have some characteristics which should be paid attention, and they are: validity, reliability, comprehensiveness and practicality.  

Wiersma & G.Jurs explains, “Validity is the extent to which a test measures what is intended to measure, whether it be achievement, aptitude or proficiency in the language.” It means that a test is designed to measure the discrete items of a language. For example, if it is intended to measure a students’ ability to speak the language, it is valid only in speaking skill, not writing or anything else that is not intended to predict.

Based on the statements above, the writer can conclude that the test is valid if it measures what must be measured. Every test should be as valid as the teacher can make it. The test must aim to provide a true of the particular skill which it is intended to measure. For the more detailed explanation of validity, the writer will discuss it in next subchapter.

The second characteristic of a good test is reliability. Heaton claims that “reliability is necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. If the test is administered to

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16 Mary Finocchiaro and Sydney Sake. *op. cit.* p. 15.
the candidates on different occasions, then to the extent that it procedures differing result, it is reliable.

While Mary Finocchiaro and Sydney Sake states, 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\(^\text{18}\). Therefore, to be considered reliable, a language test must obtain consistent result and give consistent information. From the statement above can be inferred that reliability is a measure of consistency of score when the same person takes the same test on different conditions.

The last characteristic of good test is practically. “The practicality of a language test is further determined by its ease of scoring. Test which are difficult to score become a burden for the scorer and are unduly demanding of personnel, time and resources.”\(^\text{19}\) In other words, practicality refers to the practicality of the evaluation procedure including economy, convenience, and interpretability aspect.

From the some explanations above, it can be concludes that the test must have some characteristics should be paid attention; validity, reliability, and practicality. Validity is if there is a consistency of the result test and practicality is if the test is easily to do, easily to do correct and having clear instructions.

The writer will not explain all characteristics of good test; therefore it is only about the validity because it should be confirmed by the title of this paper.

### D. Validity

From the previous explanation, that one of characteristics of a good test is validity. According to Wilmar, validity refers to the extent to which the result of an evaluation procedure serve the particular uses for which they are intended if the results are to be used to describe pupil achievement. Thus, the validity of attest is the extent to which the test measure what is intended to measure\(^\text{20}\).

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\(^{18}\) Mary Finocchiaro and Sydney Sake, *op. cit.*, p. 28.

\(^{19}\) *Loc. cit.*, p. 30.

While Heaton states, “the validity of a test is the extent to which it measure what it is supposed to measure and nothing else.” The statements means the validity of a test must be considered in measurement in this case there must be seen whether the test used really measures what are supposed to measure, briefly.

According to Charles Alderson, there are three types of validity; rational, empirical and construct validity. Rational validation depend on a logical analysis of the test’s content to see whether the test contain a preventative sample of the relevant language skill. Empirical validation, depend on and statistical evidence as to whether students’ mark on the test similar to their scores on other tests, their self assessment or the teacher’ rating of their ability. Construct validation refers on what the test scores actually mean.

Different statement comes from Hughes. He classifies validity into four types: content validity, face validity, construct validity, and criterion-related validity.

The first content validity, Content validity is concerned with whether or not the content of the test is sufficiently and comprehensive for the test to be valid measure of what it is supposed to measure. The objective of the course are based on the curriculum made by government, thus to know whether the test has content validity the tester should look the objective of the curriculum and the material of test. The content validity is discussing more detail in the next subchapter.

According to Norman E. Gronlund content validity is the process of determining the extent to which a set of tasks provides a relevant and representative sample of domain of tasks under consideration, the writer can conclude that content validity is the degree of whether the test content is representative to the relevant subject matter, substance, or topics studied that have been designed to measure.

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21 Heaton, op. cit., p. 159.
24 Mary Finocchiaro and Sydney Sake, op. cit, p. 25.
Second, Face validity. Face validity is a property of a test intended to measure something. It is the validity of a test at face value. In other words, a test can be said to have face validity if it “looks like” it is going to measure what it is supposed to measure.

Face validity is more referring to the shape and appearance instruments. According to Djamaludin Ancok in Arikunto, it is very important in measuring the ability of individuals such as the measurement of honesty, intelligence, talent and skill. Moreover, Heaton defines “If a test item looks right to other testers, teachers, moderators, and testers, it can be described as having at least face validity”.

From the definition above, the writers assumes that face validity means the test appearance, which is readable, acceptable, and appropriate with what supposed to test.

Third classifications of validity are construct validity. The difficulties of the students and the test must be qualified in construct validity. Arthur Hughes states that a test, part of 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. 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 ability to find out the main idea of a text.

Construct validity is construction of a test itself from theoretical framework about behavior derived from the empirical investigation that suggests positively correlate with the scores of the other test designed to measure the same behavior.

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28 Hughes, op. cit. p. 31.
The last one classifications of validity are criterion validity. Criterion validity of a test involves the relationship or correlation between the test score and the scores on the some measure representing an identified criterion.\textsuperscript{30} For instance, the criterion measure may be another test. The correlation coefficient can be computed between the scores on the test being validated and the scores on the criterion. A correlation coefficient so used is called a validity coefficient.\textsuperscript{31} There are two different types of criterion validity; concurrent validity and predictive validity.\textsuperscript{32} Concurrent validity applies if data on the two measures-tests (comparison of the test scores with some other measure for the same candidates taken at roughly the same time as the test) and criterion are collected at or about the same time. Predictive validity applies if there is an intervening period between the time of testing and the collection of data on the criterion.

\section*{E. Content Validity}

We already know from previous explanation that one of classifies validity is content validity. Content validity is an important aspect in designing a test. The thing that must be concerned the most in preparing a test is content validity and then the sample of test items.\textsuperscript{33} It means that a test designer has to prepare content validity first before continuing to make test items.

Content validity is also called curricular validity, because materials that will be tested are based on curriculum. As Gareis and Grand explains that content validity concerned with how far an assessment is in line with the intended learning outcomes, standards, or objectives of an instructional unit.\textsuperscript{34} Therefore, If the test which is given to the students does not have a content validity, there will be consequences, there are: the students cannot demonstrate skills that they

\begin{flushright}
\textsuperscript{30} Wiersma, \textit{op. cit.}, p. 193.
\textsuperscript{31} \textit{Ibid}
\textsuperscript{32} \textit{Ibid}
\textsuperscript{33} W. James Popham, \textit{op. cit.}, p. 19.
\end{flushright}
possess if they are not tested, and also that irrelevant items are presented that
students will likely answer incorrectly only because the content was not taught.\textsuperscript{35}

In addition, according to the book \textit{Testing English as a Second Language}
written by David P. Harris, “If a test is design to measure mastery of a specific
skill or the content of a particular course of study, we should expect the test to be
based upon a careful analysis of the skill or outline of the course.”\textsuperscript{36}

According to \textit{Evaluation of Instruction in Individually Guided Education},
there are two methods for demonstrating the content validity of a test\textsuperscript{37}. The first
method is by listing all of the specific objectives that want to reach. After that
they are matched with the items to see whether the items really conform to
relevant objectives. The second method is by constructing a table to classify the
items’ content and taxonomic level, that is, student outcome required on the item.

In addition, for making sure that a test has conformity between the subject
matter with the learning outcomes or the test has good content validity, there are
three steps which should be done. First, the test designer should identify the
subject matter and outcomes of the students which is intended to measure. Then
he/she should make a table of test specifications. Lastly, he/she should construct a
test that conforms to the table.\textsuperscript{38}

The process above is known as validation process. This content validation
process based on language teaching method, material, given, and the goals.
Furthermore, in establishing content validity in a test, the test designer should
determine what she/he wants to be measured clearly.\textsuperscript{39}

If the test does not have content validity, it will cause some problem. The
first problem is the students cannot demonstrate their skills which they have but
which are not tasted. The second problem is the students will not answer correctly

\textsuperscript{35} Wierseman, \textit{op. cit.} p. 185.
\textsuperscript{36} David P. Harris. \textit{Testing English as a Second Language}, McGraw-Hill Book Company,
p. 19.
\textsuperscript{37} Wiersman. \textit{op. cit.} p. 43.
\textsuperscript{38} Gronlund, \textit{op. cit.} p. 127.
the items because there is no relevancy between the items with the materials that have been taught.  

F. Curriculum and Syllabus

1. Curriculum

Curriculum means the basic standard or the objective which is used for guiding a success of teaching-learning process. As stated by Roger and Christopher that curriculum is as a written document or a plan which contains strategies in achieving desired goals. Besides, curriculum also contains scopes, sequences, and methods for conducting teaching-learning process.

Moreover, “a curriculum is the content, standards, or objectives from which schools hold students accountable. Others claim that a curriculum is the set of instructional strategies teachers plan to use.”

Curriculum has four aims based on Richards; they are “to provide a clear definition of the purposes of a program, to provide guidelines for teachers, learners, and materials writers, to help provide a focus for instruction, to describe important and realizable changes in teaching.”

Based on UU RI no 20 tahun 2003 stated that “kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran yang digunakan sebagai pedoman penyelenggaraan pembelajaran untuk mencapai tujuan pendidikan itu” (curriculum is defined as all planed of learning includes the objectives, content and materials used as a guide to achieve the objective of the instruction of educational institution).

The writer concludes that curriculum is a written document which describes objectives, goals, scope and sequences, and systems as a guideline for implementing the teaching-learning process.

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40 Wiersman. op. cit. 184.
43 Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 120.
44 Undang Undang RI Nomor 20 tahun 2003.
2. Syllabus

A syllabus is a reference of the courses that used by the teacher as a guideline for conducting the teaching and learning process. A syllabus should be developed by each school that conforms to schools’ vision, situation, and mission. It relates to an operational curriculum or KTSP curriculum which gives school an authority for developing the syllabus.

The Government also states that syllabus is a set of plan which covers standard competence, minimum standard competence, materials, activities, indicator, scoring, time allocation, and media. Therefore, a syllabus is a plan or a reference that used by teachers in leading a teaching-learning process of a program and it includes eight elements, such as standard competence, minimum standard competence, materials, activities, indicator, scoring, time allocation, and media.

The component that the writer will be used in analyzing the content validity is the indicators from the syllabus, because it is the real form of minimum standard competence that is used for measuring student’s behavior, skills, and knowledge. In addition, it has to be covered in teaching-learning process. The indicators of English subject for the second grade of SMPT PP Daarul amanah at odd semester are listed as follow:

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### Table 2.1

**Reading Components Required by the School-Based Curriculum**

<table>
<thead>
<tr>
<th>Reading Components Required by the School-Based Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard competence</strong></td>
</tr>
<tr>
<td>Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.</td>
</tr>
<tr>
<td><strong>Basic Competence</strong></td>
</tr>
<tr>
<td>Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.</td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
</tr>
<tr>
<td>1. Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan</td>
</tr>
<tr>
<td>2. Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan</td>
</tr>
<tr>
<td>3. Mengidentifikasi fungsi social teks fungsional pendek berbentuk undangan</td>
</tr>
<tr>
<td><strong>Basic Competence</strong></td>
</tr>
<tr>
<td>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar.</td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
</tr>
<tr>
<td>1. Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan.</td>
</tr>
<tr>
<td>2. Makna gagasan</td>
</tr>
<tr>
<td>3. Makna tekstual dalam teks descriptive dan recount</td>
</tr>
</tbody>
</table>
| **Merespon makna dalam langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount**

**indicators**
<table>
<thead>
<tr>
<th>Writing Components Required by the school-based Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Langkah retorika teks descriptive dan recount</td>
</tr>
<tr>
<td>2. Tujuan komunikative teks descriptive dan recount</td>
</tr>
<tr>
<td>3. Ciri kebahasaan teks descriptive dan recounts</td>
</tr>
</tbody>
</table>

**Table 2.2**

Writing Components Required by the school-based Curriculum

- **Standard Competence**
  - Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

- **Basic Competence**
  - Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

- **Indicators**
  1. Melengkapi rumpang teks fungsional pendek
  2. Menyusun kata menjadi teks fungsional yang bermakna
  3. Menulis teks fungsional pendek

- **Basic competence**
  - Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

- **Indicators**
  1. melengkapi rumpang teks esei pendek berbentuk descriptive
  2. menyusun kalimat menjadi teks bermakna dalam bentuk descriptive
G. The Relevant Previews Study

There are the relevant studies that have been done by the previous researcher in analyzing content validity of English summative test. The writer takes four relevant studies from Suminar, Dewi, Ariyanti and khodirin.

The first relevant study conducted by Suminar under the title An Analysis on Content validity of English Summative Test Items for Junior High School. This research aim to find the empirical evidence whether the English summative test items for the second grade students at SMP Al-Zahra Indonesia at even semester 2010/2011 have not good content validity. The method used in this research was descriptive comparative and quantitative. Furthermore, the result of this study showed that the English summative test at SMP Al-Zahra did not have a good content validity because only 40% of the test items that conformed to the English syllabus.\footnote{Istyasmi Suminar, “An Analysis on Content validity of English Summative Test Items for Junior High School”, Skripsi of UIN Syarif Hidayatullah, (Jakarta: UIN Syarif Hidayatullah, 2012), p. v, unpublished.}

The second researcher is conducted by Dewi, a student of UIN Syarif Hidayatullah Jakarta in her skripsi entitled An Anaysis on Content Validity of the Summative Test at the Second Year Student of SMPN 86 Cilandak Jakarta Selatan.\footnote{Citra Dewi, An Anaysis on Content Validity of the Summative Test at the Second Year Student of SMPN 86 Cilandak Jakarta Selatan, 2006, UIN Syarif Hidayatullah, Unpublished.} That research explains about the analysis of content validity trough analysis one by one of the item test detail, but she did not explain all aspect in item test. She merely explains about indicator and themes. Moreover, she did not explain it one by one but she combined between both themes and indicators. It makes her analysis become unclear. The finding she gets is all themes and indicators are for total percentage 48% and 52%. It means the test items should be valid but it does not cover all aspect in curriculum.
Next, Ariyanti conducted the research under the title Analysis on Content validity of the English Summative Test. The method used in this research was comparative descriptive, she compared the summative test items with a number of required items in the syllabus used in teaching and learning activities then calculate the result based on the formula of test item analysis and finally she was describe the result of the analysis. The result of the study showed that the test items that conform to the indicators of English syllabus are 42% it falls into level of 40-55% which mean less sufficient.48

The last research conducted by Khodirin under title content validity of English summative test in the first year of SMK Lingga Kencana Depok. The writer used comparative descriptive method. He compared the summative test items with the indicators in the syllabus. Then he calculates the result based on the formula of test items analysis. Finally, he describes the result of the analysis. The result of the study showed that the test items that conform to the indicators of English syllabus are 42.9%. Based on the result of the study, it concluded that the English summative test of the first year of SMK Lingga Kencana had a less good level of content validity requiredment.49

CHAPTER III
RESEARCH METHODOLOGY

A. The Time and Location
The research was started by writer on 1\textsuperscript{th} up 5\textsuperscript{th} February 2014. The writer chose SMPT PP Daarul Amanah as a research place. It was conducted at the second grade students of SMPT PP Daarul Amanah, which is located on Jl.KH Hasyim Ashari Gg. Jambu, Blok C Kenanga Indah, Kec Cipondoh- kota Tangerang.

B. The Method of study
One of the most important aspects in research is the using of methodology determination. Generally, in social science scopes, there 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 or say.\(^1\)

In this research the writer collected data, and then the writer analyzed the test items, whether each test items of summative test for the second grade students of junior high school (case study of SMPT Daarul Amanah) represent the indicators as suggested its syllabus as an indicator of the content validity. The test is measured adaptable with the syllabus and indicators especially from reading and writing skill.

So based on the data and types of information needed of this research, the writer used qualitative research. In addition, this study is categorized as descriptive analysis. It is described the conformity and inconformity of the Junior High School’s summative test with the syllabus and indicators

\(^1\)http://en.wikipedia.org/wiki/qualitativequantitative.
C. Instrument of the Data Collection

There are two instruments used to get the data representing two variables, they are English Summative Test and English Syllabus for the second grade students in the odd semester of SMPT PP Daarul Amanah. The English final test (summative test) was held on 13th December 2013.

D. Technique of the Data Collecting

There are some steps in getting the data. The steps had been taken are:

1. Observation and Interview

Before interviewed the team teacher who made the test items, the writer doing observation, then the writer interviewed the team teachers who made the summative test, how they made the question of test items.

2. Paper/ test booklet

The writer asked the English summative test paper from the school. The test analyzed is the English summative test for the second grade at odd semester. The total number of test items are 46 tests which consist of 40 multiple choice items and 6 essay items (41a & 41 b).

3. English syllabus

The writer analyzed the test items on the summative test and then conform it to the English syllabus and the indicators.

E. The Technique of Data Analysis.

In analyzing the data, the writer used descriptive analysis of the test items per number and the writer identified each test item related to the indicator of reading and writing.

After analyzing the test items logically, the writer compared the data details from test items into the school syllabus then described the content validity of the English summative test qualitatively related to the reading and writing skill.
The writer used those comparative results as the source of quantitative approach by counting the conformity of the test items in percentage form through simple formula as follow:

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

F = frequency

N = Number of sample

The writer categorized the finding percentage of conformity test into the level criteria then revealed the criteria. There are four level criteria:

76 – 100 % = Good
56 – 75 % = Sufficient
40 – 55 % = Less good
< 40 % = Bad²

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. The Description of the Data

In this research, the writer used English summative test at odd semester or known as Ulangan Semester Ganjil at the second grade students of Junior High School, SMPT PP Daarul Amanah Tangerang. Department of Education of Tangerang made similar item test for each unit of education through MGMP (Musyawarah Guru Mata Pelajaran). In the interview conducted by the writer with the members of MGMP, it was found that such a policy was due to reasons of efficiency because of the wide area of Tangerang and dissimilar facility and infrastructure in each region.

In addition, the government felt the need to make similar instrument of measurement by making the same instrument for all schools is inevitable. Although it is impressed that the government is still very much in control of the education system there, but, according to the government, it allows schools to know more valid result than using different instruments. Related to the validity of the question, the writer took sample of summative test at SMPT Daarul Amanah Tangerang. The total number of the test items is 46 items, which consist of 40 multiple choices and 6 essay test items (41a & 41b). The test was held on Tuesday 13th December 2013 with the given time 90 minutes.

The following table describes the total frequency of the suitability of English summative test items with the indicators in the latest English syllabus. Based on the data of items analysis result, it can be seen as follow:
Table 4.1
The Conformity between the English Summative Test Item and the Syllabus based on the Reading skill.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Based on the indicator of reading</th>
<th>Scope limitation</th>
<th>Items number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.</td>
<td>1. Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan.</td>
<td>Membaca nyaring teks fungsional pendek tentang undang dengan percaya diri.</td>
<td>19</td>
</tr>
<tr>
<td>4. Merespon makna dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</td>
<td>1. Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan</td>
<td>Menyebutkan ciri-ciri kebahasaan teks fungsional pendek “undangan”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Tujuan komunikatif teks descriptive dan recount.</td>
<td>Menyebutkan tujuan komunikatif teks fungsional pendek.</td>
<td></td>
</tr>
<tr>
<td>Basic competence</td>
<td>Based on the indicators of writing</td>
<td>Scope limitation</td>
<td>Items number</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2. Menyusun kata menjadi teks fungsional yang bermakna.</td>
<td></td>
<td>Menulis teks fungsional pendek berdasarkan konteks dengan kreatif dan komunikatif.</td>
<td>37, 39, 41(a), 41(b)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1. Melengkapi rumpang teks esai pendek berbentuk descriptive</td>
<td>Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat.</td>
<td>32, 33, 34, 43</td>
<td></td>
</tr>
<tr>
<td>2. Menyusun kalimat menjadi teks bermakna dalam bentuk descriptive.</td>
<td>Menyusun kalimat acak menjadi teks deskriptif yang terpadu.</td>
<td>38, 40, 42.</td>
<td></td>
</tr>
<tr>
<td>3. Menulis teks esai dalam bentuk descriptive.</td>
<td>Membuat draft teks deskriptif secara mandiri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dengan lingkungan terdekat.</td>
<td>Menulis teks fungsional pendek.</td>
<td>Menulis kalimat sederhana terkait jenis teks.</td>
<td>44, 45.</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>
### Table 4.2
The Analysis Result of the Conformity and the Inconformity of English Summative Test Items at Odd Semester for the Second Year Students of SMPTP DAARUL AMANAH

<table>
<thead>
<tr>
<th>No</th>
<th>Summative Test Items Area</th>
<th>Items Number</th>
<th>Total Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The conformity test items based on the indicators of English syllabus</td>
<td>3, 4, 5, 10, 17, 19, 20, 21, 25, 26, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39, 40, 41(a), 41(b), 42, 43, 44, 45.</td>
<td>27 items = 58.7%</td>
</tr>
<tr>
<td>2.</td>
<td>The inconformity test items based on the indicators of English syllabus</td>
<td>1, 2, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 22, 23, 24, 27, 35, 36.</td>
<td>19 items = 41.3%</td>
</tr>
</tbody>
</table>

### 1. Percentage

Table 4.3 shows that the conformity of summative test with the English syllabus is 58.7% consist of 27 items. The percentage obviously falls into the level of 56-75%, based on Arikunto’s opinion, it means sufficient. Then, the inconformity between test items and English syllabus is 41.3% consist of 19 items. The calculations are explained bellow

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

- **F**: Frequency of inconformity
- **N**: Total items test
P : Percentage

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

\[ P = \frac{27}{46} \times 100\% \]

\[ P = 58.7\% \]

So, based on the calculation above the English summative test which is administrated in the second grade students of junior high school of Daarul Amanah is 58, 7% valid in terms of its conformity with the indicators.

While, based on the data of the inconformity items number, the writer analyses:

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

\[ P = \frac{19}{46} \times 100\% \]

\[ P = 41.3\% \]
### Table 4.3

**The indicators represented by the test items**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan</td>
</tr>
<tr>
<td>2.</td>
<td>Mengidentifikasi makna tekstual dalam teks descriptive dan recount</td>
</tr>
<tr>
<td>3.</td>
<td>Tujuan komunikatif teks descriptive dan recount</td>
</tr>
<tr>
<td>4.</td>
<td>Melengkapi rumpang teks fungsional pendek</td>
</tr>
<tr>
<td>5.</td>
<td>Menyusun kata menjadi teks fungsional yang bermakna</td>
</tr>
<tr>
<td>6.</td>
<td>Menulis teks fungsional pendek</td>
</tr>
<tr>
<td>7.</td>
<td>Melengkapi rumpang teks esai pendek berbentuk descriptive dan recount</td>
</tr>
<tr>
<td>8.</td>
<td>Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive dan recount</td>
</tr>
</tbody>
</table>

### Table 4.4

**The indicators aren’t represented by the test items**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan</td>
</tr>
<tr>
<td>2.</td>
<td>Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan.</td>
</tr>
<tr>
<td>3.</td>
<td>Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan.</td>
</tr>
<tr>
<td>4.</td>
<td>Mengidentifikasi makna gagasan</td>
</tr>
<tr>
<td>5.</td>
<td>Langkah retorika teks descriptive dan recount.</td>
</tr>
<tr>
<td>6.</td>
<td>Ciri kebahasaan teks descriptive dan recount.</td>
</tr>
<tr>
<td>7.</td>
<td>Menulis test esay dalam bentuk Descriptive.</td>
</tr>
</tbody>
</table>
2. Content Analysis

Based on the tables and the explanation of the data above, we know that some indicators are not suggested in the syllabus but they are included in the test items whereas the indicators are still suggested in the standard competence and basic competence. On the contrary, there are some indicators that are not included in the test, but they are suggested in the syllabus.

Besides, there are indicators which dominate the test items. We can see that the indicator "mengidentifikasi makna tekstual dalam tes descriptive dan recount" represented 8 items number. On the other hand, there are some indicators which only have few items number. Instead they just have one item number.

Ideally, it will be proportional if every indicator represented equally. There are 15 indicators suggested in the syllabus, and they have to be represented by 46 items number. So, every indicator should represent 2 or 3 items number. And we can see from table 4.1 that there are 7 indicators which are not represented in the test item. So, based on the distribution of the indicators shown by the table, the writer found that only 53.3% or 1/2 of the indicators represent the test items, means 46.7% or 1/2 indicators are not represented. The calculations are explained bellow:

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

F : Frequency of indicators which cover the test items
N : Number of indicator

\[
P = \frac{F}{N} \times 100\%
\]
\[ P = \frac{8}{15} \times 100\% \]

\[ P = 53.3\% \]

\[ P = \frac{7}{15} \times 100\% \]

\[ P = 46.7\% \]

F: Frequency indicators are not represented by the test items

N: Number of Indicator

According to the item analysis above, the writer concludes that the English summative test, which is administrated in the second grade students of SMPT PP Daarul Amanah, does not represent the whole indicators from the syllabus of the odd semester. On the other word, it does not test all what it is supposed to test because there are 46.7% indicators which are not assessed by the test, i.e. construct under-represented.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it can be conclude that the result of the content validity level of the English Summative Test for the second grade students of Junior High school at SMPTPP Daarul Amanah Tangerang in the odd semester of the academic year 2013/2014 has bad content validity. Although based on the percentage of its conformity with the indicators is 58.7% valid, the presented indicators is only 53.3%. It means that almost 46.7% indicators are not represented the test items and it can be understood that the 46.7% is too big to be ignored.

B. Suggestion

Based on the data analysis, there are some suggestions that might be useful in giving contribution to the teachers and the test makers. The suggestion as follow:

1. The teacher has to understand the criteria of content validity in making the English summative test and the other test according to the syllabus components and of course they also have to develop the learning activities and the materials so that the students will learn what they have to be learn. Therefore, they will answer the test easily.

2. The school has to make a preparation and give training for the teacher to make a preparation before constructing the test in order to construct a good and representative test.

3. The students have to learn English more diligent in order to answer the test well.
REFERENCES


Harmer, Jeremy. The Practice of English Language Teaching. (Essex: Person Education Limited), 4th Ed.


APPENDICES
Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA
The Description of the Test Items

1. The Items that Conform to the Syllabus

The text to answer questions 1-5

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even if I refuse to face them. They are sharp, hard and cold and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of his room. After he has washed them, he will walk over to his desk and stand behind it looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs his hands briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then he will awkwardly smile at us.

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>They are sharp, hard, and cold... (Paragraph 1). The underlined word refers to......</td>
</tr>
<tr>
<td></td>
<td>a. Mr. Tucker’s eyes</td>
</tr>
<tr>
<td></td>
<td>b. Mr. Tucker’s parents</td>
</tr>
<tr>
<td></td>
<td>c. Mr. Tucker’s hands</td>
</tr>
<tr>
<td></td>
<td>d. Mr. Tucker’s teachers</td>
</tr>
</tbody>
</table>

This question is intended to measure student’s ability to identify what the word “they” refers to?. This term measures the students’ ability in identifying linguistic feature. Therefore, this question conforms to the recommended learning activity, namely *mengidentifikasi makna tekstual dalam teks descriptive dan recount.*
4 “……… Looking at the pupils ……” (Paragraph 2) the underlined word has similar meaning to….

a. Principals  c. students  
b. Teachers  d. readers

This question asks the students to determine the similar meaning of pupils from the text. This term measures the students’ ability to identify meaning of word. Therefore, this question conforms to the recommended learning activity, namely "mengidentifikasi makna tekstual dalam teks fungsional pendek, descriptive dan recount.”

5 What is the purpose of the text?

a. To terrify the readers.
   b. To promote the writer’s headmaster.
   c. To describe the writer’s headmaster.
   d. To inform the readers about terrifying

This question asks students to indicate what the purpose of the story above is. It can be understood that this item measures the students’ ability in identifying the purpose of the text. Therefore, this question conforms to the recommended learning activity, namely, “Tujuan komunikatif teks functional descriptive dan recount”.”
Text for 6-12

Last year, I went to a dance party in my school. It was on the first day when I was at senior high school. All the people in the party weren’t familiar with me. The party held after dinner in my school. In the middle of the party, I saw a guy that I had a crush on. To get his attention, I went to the stage and started to dance with my friends. It was my first dance and I was so busy dancing that I didn’t pay attention to anything else. I didn’t realize that I got too close to the edge of stage. Suddenly, I tripped and fell off the stage. The music stopped for a while and everyone laughed, including the guy that I had a crush on. I felt so stupid. It was a dance party that I would never forget.

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>“It was on the first day when I was at senior high school.” (Line 2). What does the underlined word refer to?</td>
</tr>
<tr>
<td></td>
<td>a. Busy dancing c. my school</td>
</tr>
<tr>
<td></td>
<td>b. Dance party d. the stage</td>
</tr>
</tbody>
</table>

This question is intended to measure student’s ability to identify what the word “it” refers to. This term measures the students’ ability in identifying linguistic feature. Therefore, this question conforms to the recommended learning activity, namely “mengidentifikasi makna tekstual dalam teks functional descriptive dan recount”.

The Suramadu Bridge is also known as the Surabaya-Madura Bridge with three cable-stayed section constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. The width of the bridge is 30 meters, while its height 146 meters. It carries motors vehicles. Opened on June ten, two thousand nine, and the 5.4 km bridge is the longest in Indonesia.

The cable-stayed portion has three spans with lengths 192m, 434 m, and 192 m. the bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycle. The first toll bridge in Indonesia, fares have been initially set at Rp 30,000 for four wheeled vehicles and Rp 3000 for two wheelers. The bridge was built by a consortium of Indonesia Companies, PT Adhi Karya and PT Waskita Karya, working China Road and Bridge Corp. and China Harbor Engineering Co.Ltd. the total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupees (US$445 million).

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>“….. Has been <strong>estimated</strong> at”…. The word “estimated” has the closest meaning to..</td>
</tr>
<tr>
<td>a. Spent</td>
</tr>
<tr>
<td>b. Counted</td>
</tr>
<tr>
<td>c. Escaped</td>
</tr>
<tr>
<td>d. Claimed</td>
</tr>
</tbody>
</table>

This question is intended to measure students’ ability to identify the word “estimated” has closest the meaning to. It measure students’ ability to identify meaning of word. Therefore, this question conforms to the recommended learning activity, namely “mengidentifikasi makna tekstual dalam teks functional, descriptive dan recount”.
Dear all students,

Each of us has different talents, different dreams, and different destinations. We all have the power to make a new tomorrow with great happiness. We, the senior Class of Campbellsburg Junior Anniversary on Friday, 1st December 2013 at 06.30 p.m. at Hamilton Auditorium Campbellsburg, Arizona.

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Where will the anniversary be held?</td>
</tr>
<tr>
<td></td>
<td>a. At high school</td>
</tr>
<tr>
<td></td>
<td>b. At the schoolyard</td>
</tr>
<tr>
<td></td>
<td>c. In the classroom</td>
</tr>
<tr>
<td></td>
<td>d. At Hamilton Auditorium</td>
</tr>
</tbody>
</table>

This question asks students to indicate where the anniversary will be held. It is intended to measure the students’ ability in finding and identifying information from the text. Thus this question conforms to the recommended learning activity, namely, “mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan”.

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>“…… invite you to join us…” What does the underlined word mean?</td>
</tr>
<tr>
<td></td>
<td>a. Ask</td>
</tr>
<tr>
<td></td>
<td>b. Tell</td>
</tr>
<tr>
<td></td>
<td>c. Force</td>
</tr>
<tr>
<td></td>
<td>d. Persuade</td>
</tr>
</tbody>
</table>

This question is intended to measure students’ ability to identify the word “invite” has closest the meaning to. It measure students’ ability in identifying meaning of word. Therefore, this question conforms to the recommended learning activity, namely mengidentifikasi makna tekstual dalam teks fungsional, descriptive dan recount.
<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>The purpose of the text is…</td>
</tr>
<tr>
<td></td>
<td>a. To invite students to come</td>
</tr>
<tr>
<td></td>
<td>b. To inform the students about talents and dreams</td>
</tr>
<tr>
<td></td>
<td>c. To entertain or to amuse the readers</td>
</tr>
<tr>
<td></td>
<td>d. To describe about senior class of Campbellsburg</td>
</tr>
</tbody>
</table>

This question asks students to indicate what the purpose of the text is. It is intended to measure the student’s ability in finding the purpose of the text. Therefore, this question conforms to the recommended learning activity, namely, “Tujuan komunikative teks fungsional, descriptive teks dan recount”.

**Text for 22 to 26**

Have you ever seen squirrels? Do you know that squirrels are omnivores? They eat seeds, leaves, nuts, roots, mushrooms, insect, worms, eggs small bird, and even other animals. They can carry and store food to their burrow because they have pouches in their cheeks to do so.

Squirrels belong to common rodent’s family that has hairy tails and strong, hind legs. There are many kinds of squirrels such as tree squirrels, ground squirrels, and flying squirrels who can only glide but can’t really fly. The ones that we commonly find in cities are the tree squirrels.
**Number** | **Question**
--- | ---
25 | “They can carry and store food to…. (Line 4). What does the underlined word refer to?..?
   a. Insects  
   b. Birds  
   c. worms  
   d. squirrels

This question is intended to measure student’s ability to identify what the word “they” refers to. This term measures the students’ ability in identifying linguistic feature. Therefore, this question conforms to the recommended learning activity, namely *mengidentifikasi makna tekstual dalam teks fungsional, descriptive dan recount*.

Text for 27 to 29

Cello, sorry we can’t type our science report in my house because my PC is error. We will do it again after I **repair** it. Please forgive me.

Thanks,

Tiara

---

**Number** | **Question**
--- | ---
28 | We will do it again after I **repair** it. The underlined word means…
   a. Fix  
   b. Buy  
   c. cancel  
   d. borrow

This question asks students to determine the same meaning of “Repair” from the text. It can be understood that this item measures the student’s ability in identifying the vocabulary from the text. Thus, this item conforms to the recommended indicator namely; *mengidentifikasi makna tekstual dalam teks fungsional, descriptive dan recount*. 
This question asks students to identify the suitable word used in the sentence. It can be understood that these items measure the student’s ability in finding the suitable words. Thus, this item conforms to the recommended indicator namely, “Melengkapi rumpang teks fungsional pendek”

Text for 32- 34

It was rainy day on Sunday, 13th October 2013. The day was very bad. The wind (32) . . . So hard that I preferred staying at home to going out. When I looked out of the window, it (33) . . . Heavily and dark outside. Just then, the telephone rang. It was my aunt Yeny. She wanted to visit us. She (43) . . . me to fetch her at the bus station. I thought it was impossible for me to fetch her because it was still raining. I told her that I would go there as soon as the rain stopped.
<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>a. rain</td>
</tr>
<tr>
<td></td>
<td>b. was raining</td>
</tr>
<tr>
<td>33</td>
<td>a. blow</td>
</tr>
<tr>
<td></td>
<td>b. was blowing</td>
</tr>
<tr>
<td>34</td>
<td>a. ask</td>
</tr>
<tr>
<td></td>
<td>b. was asking</td>
</tr>
</tbody>
</table>

The questions number 32 until 34 are intended to measure students’ ability to determine the suitable words to complete the recount text. It can be understood that these items measure the student’s ability in finding the suitable sentences. Thus, this item conforms to the recommended indicator namely, “Melengkapi rumpang teks fungsional berbentuk descriptive dan recount teks”
<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
</table>
| 37     | Arrange these words into a good sentence.  
Is- but- beautiful- the girl- attitude- bad- has- she  
1 2 3 4 5 6 7 8  
   a. 4-1-2-3-8-7-5-5  
   b. 4-1-3-2-8-7-6-5  
   c. 4-1-8-3-2-7-6-5  
   d. 4-1-5-8-2-6-7-3  
| 39     | Arrange these words into a good sentence.  
But- she- must- soon- is- Melly- here- leave  
1 2 3 4 5 6 7 8  
   a. 6-7-4-1-2-5-3-8  
   b. 2-5-7-1-6-3-4-8  
   c. 8-6-4-1-2-7-3-5  
   d. 6-5-7-1-2-3-8-4  
| 41(a &b) | Arrange these words into a good sentences  
a) Friend- party- last week- my- got- invitation- from- best- a birthday- I  
b) Members- of- are- tigers- family- the- largest-the cat  

The questions number 37, 39, 41(a), 41(b) asks students to rearrange the jumble words into a good sentence. It can be understood that these items measure the student’s ability in writing sentence. This question conforms to the recommended indicator namely, “menyusun kata menjadi teks fungsional yang bermakna”.

### Question 40

Arrange the following sentences into a good text:

1) They therefore breathe air, but cannot survive on land.
2) Whales are sea-living mammals.
3) Some species are very large indeed and the blue whale is the largest animal to have lived on earth.
4) This is up to 30 cm in thickness and serves to conserve heat and body fluids.
5) The skin is smooth and shiny and beneath it lies a layer of fat (bubbler).
6) Superficially, the whale looks rather like a fish, but there are important differences in its external structure.
   - a. 2-1-3-6-5-4
   - b. 2-6-3-5-1-4
   - c. 2-3-1-5-4-6
   - d. 3-2-6-5-1-4

### Question 42

Arrange the following sentences to make a coherent paragraph:

1) The man snatched her necklace and ran off it.
2) Suddenly, a tall black man knocked into her.
3) Mrs. Alvian went to the supermarket to buy fruit.
4) The fruit rolled all over the road as she was picking them up.
5) Mrs. Alvian did not give chase because the necklace was a cheap piece of costume jewelry.
6) On the way home, stopped at a junction to cross the road.

The questions number 40 and 42 asks students to rearrange the sentence into good paragraph. It can be understood that these items measure the student’s ability in writing descriptive and recount text. This question conforms to the recommended indicator namely, “*menyusun kalimat menjadi teks yang bermakna Menyusun kalimat yang bermakna dalam bentuk descriptive dan recount text.*”
### Question 43

Fill in the blanks with suitable word given.

Disappointed started
Went led
Damaged checked
Arrived lost
Hit wasn’t

Aldy (a)…….. to Marina Circuit in the morning to join a car race. He (b)….. at seven and directly (c) ……. his engine. The race (d) …. at eight. At first, he (e) … the race, but if (f) …for long because suddenly another car (g) … him from behind. He (h)…. the race and his car was (i)….. he was very (j)…for this race.

The questions are intended to measure students’ ability to use the words from the list to complete the text. It measures the student’s writing ability, especially in completing the text in the form of recount text. Therefore, these questions conform to the recommended learning activity, namely “melengkapi rumapang text esei pendek berbentuk descriptive, recount teks”.

### Question 44

Write the invitation card based on the situation given

You are the secretary of the committee of your school anniversary. You would like to invite all members of the committee for the event preparation. The meeting will be held on 2 November 2013 at 10 a.m. at the school library.

This question asks students to Write the invitation card. It can be understood that these items measure the student’s ability to write invitation card based on the situation given. This item conforms to the recommended indicator namely, “menulis teks fungsional pendek”.
<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>Write a short advertisement based on the situation given.</td>
</tr>
</tbody>
</table>

You are going to be a successful businessman or woman in your life. Pretend that you have a product to sell. Make and design your advertisement to convince all people to buy your products

This question asks students to write a short advertisement. It can be understood that these items measure the student’s ability to write functional text based on the situation given. This item conforms to the recommended indicator namely, “*menulis teks fungsional pendek*.”
2. The Items that do not Conform to the Syllabus

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
</table>
| 1      | **Text for number 1 and 2**

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even I refuse to face them. They are sharp, hard and cold and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of his room. After he has washed them, he will walk over to his desk and stand behind it looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs his hands briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dryers his hands, no one speaker. When he finishes, he will fold the towel and put in the desk drawer. Then he will awkwardly smile at us.

Where does Mr. Tucker usually wash his hands?

a. In the school restroom.
b. In one of the school bathroom.
c. In front of the school.
d. In a basin at the corner of his room.

This question asks students to indicate where does Mr. Tucker usually wash his hand. It can be understood that this item measures the student’s ability in finding factual information from the descriptive text. Thus, it can be concluded that this question does not conform to the syllabus because the indicator is not concluded into suggested indicator.
<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
</table>
| 2      | What does Mr. Tucker do after he dries his hands?  
   a. He teaches the students.  
   b. He terrifies all students.  
   c. He folds the towel.  
   d. He touches his fingers one by one.  
This question asks students to indicate what Mr. Tucker does after he dries his hands. It can be understood that this item measures the student’s ability in finding factual information from the descriptive text. Thus, it can be concluded that this question does not conform to the syllabus because the indicator is not concluded into suggested indicator. |
Last year, I went to a dance party in my school. It was on the first day when I was at senior high school. All the people in the party weren’t familiar with me. The party held after dinner in my school. In the middle of the party, I saw a guy that I had a crush on. To get his attention, I went to the stage and started to dance with my friends. It was my first dance and I was so busy dancing that I didn’t pay attention to anything else. I didn’t realize that I got too close to the edge of stage. Suddenly, I tripped and fell off the stage. The music stopped for a while and everyone laughed, including the guy that I had a crush on. I felt so stupid. It was a dance party that I would never forget.

When did the writer go to the dance party?

a. Two years ago  c. this year
b. Last year       d. next year

This question asks students to identify when the writer go to the party. It can be understood that this item measures the student’s ability in responding the recount text. Thus, it can be concluded that these question does not conform to the syllabus because the text is not concluded into suggested text.
<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
</table>
| 7      | When was the party happened?  
a. In the morning  
b. In the evening  
c. In the afternoon.  
d. In the midday  
This question asks students to identify when the writer was the party happened. It can be understood that this item measures the student’s ability to identifying factual information in recount text. Thus, it can be concluded that these question doesn’t conform to the syllabus because the indicator is not concluded into suggested indicator. |
| 8      | Why did she dance on the stage?  
a. To make jokes  
b. To get the boys attention  
c. To show off her talent.  
d. To make the embarrassed  
This question asks students to identify why the writer danced on the stage. It measures the student’s ability in responding the recount text. Thus, it can be concluded that these question does not conform to the syllabus because the indicator is not concluded into suggested indicator. |
<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
</table>
| 9      | Why didn’t she realize she got too close to the edge of the stage?  
  a. She was nervous  
  b. The place was very dark  
  c. She was busy dancing  
  d. The boy was looking at her  
  This question asks students to identify why the writer didn’t realize she got too close to the edge of the stage. It measures the student’s ability in responding the *recount* text. Thus, it can be concluded that these question does not conform to the syllabus because the indicator is not concluded into suggested indicator. |
| 11     | What happened after she felt off the stage?  
  a. Everybody pitied her.  
  b. The boy made her relax  
  c. Everybody laughed at her  
  d. The boy helped her  
  This question asks students to identify what happened after the writer she felt off the stage. It measures the student’s ability in identifying meaning of the *recount* text. Thus, it can be concluded that these question doesn’t conform to the syllabus because the indicator is not concluded into suggested indicator. |
Number | Question
--- | ---
12 | How did the writer feel?  
   a. Embarrassed  
   b. Happy  
   c. Proud  
   d. Regretful

This question asks students to determine the expression used in the dialogue. It can be understood that this item measures the student’s ability in finding various expressions of feels. Thus, it can be concluded that these questions do not conform to the syllabus because the indicator is not concluded into suggested indicator.

Text for number 13 to 17.

The Suramadu Bridge is also known as the Surabaya-Madura Bridge with three cable-stayed section constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. The width of the bridge is 30 meters, while its height 146 meters. It carries motor vehicles. Opened on June ten, two thousand nine, and the 5.4 km bridge is the longest in Indonesia.

The cable-stayed portion has three spans with lengths 192m, 434 m, and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycle. The first toll bridge in Indonesia, fares have been initially set at Rp 30,000 for four wheeled vehicles and Rp 3,000 for two wheelers. The bridge was built by a consortium of Indonesia Companies, PT Adhi Karya and PT Waskita Karya, working China Road and Bridge Corp. and China Harbor Engineering Co.Ltd. the total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiahs (US$445 million).
| Number | Question |
|--------|
| 13     | The three cable-stayed section constructed between Surabaya and… |
|        | a. Bangkalan  c. Pasuruan |
|        | b. Madiun  d. Blitar |

This question asks students to identify the three cable-stayed section constructed between Surabaya and… It can be understood that this item measures the student’s ability to identifying factual information in recount text. Thus, it can be concluded that these question does not conform to the syllabus because the indicator is not concluded into suggested indicator.

| Number | Question |
|--------|
| 14     | The appropriate title of the text above is …. |
|        | a. Surabaya and Bangkalan Bridge |
|        | b. The Cable Stayed in Suramadu Bridge |
|        | c. The Suramadu Bridge |
|        | d. The history of Suramadu Bridge. |

This question asks students to determine the title of the text used in the story. It can be understood that this item measures the student’s ability in responding the descriptive text. Thus, it can be concluded that these question does not conform to the syllabus because the text is not concluded into suggested text.
<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
</table>
| 15     | When was the bridge opened?  
|        | a.  In 2008  
|        | b.  In 2010  
|        | c.  In 2009  
|        | d.  In 2011  
|        | This question asks students to identify when the bridge was opened. It can be understood that this item measures the student’s ability to identifying factual information in descriptive text. Thus, it can be concluded that these question does not conform to the syllabus because the indicator is not concluded into suggested indicator. |
| 16     | Which statement is NOT TRUE according to the text?  
|        | a. The Suramadu Bridge is the longest bridge in Indonesia.  
|        | b. The bridge has two lanes in each direction  
|        | c. The bridge’s length is 5,4.  
|        | d. Cars must pay Rp30,000 before passing the bridge  
<p>|        | This question asks students to indicate the statement which is not true in the text. It can be understood that this item measures the student’s ability in finding factual information from the descriptive text. Thus, it can be concluded that these question doesn’t conform to the syllabus because the text is not concluded into suggested text. |</p>
<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>To all students of SMPN Sekolahoke, tomorrow we will have Friday routine to keep our school clean. Besides that, we will plant some trees around the school area. Please look at the following list of classes and kinds of tools must be brought tomorrow. Students of Class 7A-D must bring sickle. Students of class 8A-D must bring spade. Yours, The Students Administration Siti Badriyah</td>
</tr>
</tbody>
</table>

What tool must the students bring?

- a. Cooking tool
- b. Farming tool
- c. School tool
- d. Laboratory tool

This question is intended to measure students’ ability to identify what tool the students must bring from the text. It can be understood that this item measures the student’s ability in finding factual information from the announcement. Thus, it can be concluded that these question does not conform to the syllabus because the indicator is not concluded into suggested indicator.
<table>
<thead>
<tr>
<th>No Item</th>
<th>Question</th>
</tr>
</thead>
</table>
| **Text for number 22 to 26** | Have you ever seen squirrels? Do you know that squirrels are omnivores? They eat seeds, leaves, nuts, roots, mushrooms, insect, worms, eggs small bird, and even other animals. They can carry and store food to their burrow because they have pouches in their cheeks to do so.

Squirrels belong to common rodent’s family that has hairy tails and strong, hind legs. There are many kinds of squirrels such as tree squirrels, ground squirrels, and flying squirrels who can only glide but can’t really fly. The ones that we commonly find in cities are the tree squirrels.

The best title of the text above is….

a. Omnivores Animals
b. Pet Animals
c. Rodent Animals
d. Squirrels

This question asks students to determine the best title of the descriptive text. It can be understood that this item measures the student’s ability in responding the text. Thus, it can be concluded that these question doesn’t conform to the syllabus because the indicator is not concluded into suggested indicator. Although the text type above is the conformity to the indicator, this question is a kind of announcement, so it also conforms to the recommended text type. Although the text type above is the conformity to the indicator, this question is a kind of Descriptive text, so it also conforms to the recommended text type.
<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
</table>
| 23     | There are many types of squirrels, EXCEPT..  
|        | a. Tree squirrels  
|        | b. Fire squirrels  
|        | c. Ground squirrels  
|        | d. flying squirrels  
| 24     | What do squirrels eat?  
|        | a. Nuts, roots, and mushrooms  
|        | b. Others squirrels  
|        | c. Apples, oranges, and pears  
|        | d. Twigs, barks, branches  

Question number 23 is intended to measure students’ ability to identify types of squirrels from the text and question number 24 intended to measure students’ ability to identify what squirrels eat. It can be understood that this item measures the student’s ability in finding factual information from the descriptive text. Thus, it can be concluded that these question does not conform to the syllabus because the indicator is not concluded into suggested indicator.
<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
</table>
| 27 | **Text for 27 to 29**  

Cello, sorry we can’t type our science report in my house because my PC is error. We will do it again after I repair it. Please forgive me.  
Thanks,  
Tiara.  

Where will Cello and Tiara type science report?  
a. At school  
b. In Tiara’s house  
c. In Cello’s house  
d. At a rental computer  

This question Intended to measure students’ ability to identify the information according to the letter. It can be understood that this item measures the student’s ability in finding factual information from the text. Thus, it can be concluded that these question does not conform to the syllabus because the indicator is not concluded into suggested.
<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text for number 35 and 36</td>
</tr>
</tbody>
</table>
|        | **DELIAS**  
|        | **DEPARTMENT STORE**  
|        | 50% off all items  
|        | **TEEN’S CLOTHING**  
|        | CDs and Cassettes:  
|        | Pop, Rocks, R’n B, Jazz  
|        | Toys  
|        | Doll, Cars, Robbot, Puzzlez  
| 35     | What does Delias offer in her store?  
|        | a. Clothing, toys, and TV sets  
|        | b. Clothing, rock, and cassettes  
|        | c. CD players, clothing, and toys  
|        | d. CDs, cassettes, toys, and clothing  
| 36     | The clothing at Delias store is intended for…  
|        | a. Teenagers  
|        | b. Infants  
|        | c. children  
|        | d. Adults  
|        | This question number 35 and 36 is intended to measure students’ ability to identify the information according to the text. It can be understood that this item measures the student’s ability in finding information from the text. Thus, it can be concluded that these question doesn’t conform to the syllabus because the indicator is not concluded into suggested indicator.  

**SILABUS**

Sekolah : SMP PP Daarul Amanah  
Kelas : VIII (Delapan)  
Mata Pelajaran : BAHASA INGGRIS  
Semester : 1 (Satu)  

Standar Kompetensi : **Membaca (Reading)**  
5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
</table>
| 5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar | Teks fungsional pendek berupa: Undangan | 1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan"  
2. Mendengarkan undangan yang dibacakan oleh guru/teman dengan cermat  
3. membaca nyaring teks fungsional pendek tentang undangan dengan percaya diri  
4. menjawab pertanyaan tentang isi teks fungsional pendek "undangan"  
5. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan"  
6. Menjwab pertanyaan | Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk "undangan"  
Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan  
Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan  
Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan  
Menerima teks dan mengerti pesan  
Mengidentifikasi makna teks fungsional pendek "undangan"  
Membaca dan mengerti pesan | **Tes lisan**  
**Tes tertulis**  
**Tes tulis**  
**PG**  
**Membaca nyaring**  
**Membaca nyaring** | 2 x 40 menit  
4 x 40 menit  
4 x 40 menit  
4 x 40 menit | 1. Buku teks yang relevan  
2. Gambar terkait tema/topik  
3. Benda-benda sekitar | Percaya diri  
Kreatif, cermat, komunikatif mandiri |  

5.2. Merespon makna | Langkah retoriaka teks descriptif dan recount  
Langkah retoriaka teks descriptif dan recount | 1. Buku teks yang | Rasa ingin tahu antusias |
Standar Kompetensi: **Menulis (Writing)**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk **descriptive**, dan **recount** untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Teknik</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrumen</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</td>
<td>Teks fungsional pendek berupa: - Undangan - Pengumuman - Pesan Singkat</td>
<td>1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks dengan kreatif dan komunikatif</td>
<td>• Melengkapi rumpang teks fungsional pendek • Menyusun kata menjadi teks fungsional yang bermakna • Menulis teks fungsional pendek</td>
<td>Tes tulis</td>
<td>Essay</td>
<td>Jumbled sentences Essay</td>
<td>1. Write simple sentences based on the situation given. 2. Write an invitation/ an announcement / message based on the situation given. • Complete the paragraph using the suitable words. • Rearrange the following sentences correctly. • Write an essay describing something or a certain place.</td>
<td>2 x 40 menit</td>
<td>1. Buku teks yang relevan</td>
<td>Kreatif Cermat Komunikatif</td>
</tr>
</tbody>
</table>
Mengetahui;
Kepala SMPT PP Daarul Amanah
SURAT BIMBINGAN SKRIPSI

Nomor: Un.01/F.1/KM.01.3/....../2013
Lamp.: -
Hal: Bimbingan Skripsi

Jakarta, 11 September 2013

Kepada Yth.

Dr. M. Farhan, M. Pd /
Teguh Khaerudin, M, Appling
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama: Kristiana
NIM: 208014000057
Jurusan: Pendidikan Bahasa Inggris
Semester: XI
Judul Skripsi: An Analysis on the Content Validity of the Summative Test for the First Year Students of Junior High School


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudari, kami ucapkan terima kasih.
Wassalamu’alaikum wr.wb.

a.n. Dekan
Kami Pendidikan Bahasa Inggris
Dr. Santi, M.Pd
NIP: 19641212 199103 1 002

embusan:
1. Dekan FITK
2. Mahasiswa ybs.
Nomor : 05/SMPTDA/IV/2014
Lampiran : -
Hal : IZIN PENELITIAN

Kepada Yth,
Ketua Jurusan Pendidikan Bahasa Inggris
Di –
Tempat

Assalamu’alaikum Wr.Wb

Dengan Hormat

Berdasarkan surat nomor Un.01/F.1/KM.01.3/287/2014 tentang permohonan izin penelitian mahasiswa Fakultas Tarbiyah dan Keguruan UIN Jakarta Jurusan Pendidikan B. Inggris.

Untuk hal tersebut kepala sekolah SMPT PP. Daarul Amanah tidak keberatan dan telah selesai penelitian kami mohon diberikan Print Outnya dalm bentuk skripsi yang telah jadi untuk keperluan arsip di sekolah kami.

Atas perhatian dan kerja samanya kami haturkan terima kasih.

Wassalamu’alaikum Wr.Wb

Tangerang, 14 April 2014
Kepala sekolah
SMPT PP. Daarul Amanah

[Signature]