AN ANALYSIS OF THE CONTENT VALIDITY
OF THE ENGLISH SUMMATIVE TEST
(A Case Study at the Second Grade of MTs. Salafiyah Bedahan Kota Depok)

A “Skripsi”
Presented to the Faculty of Tarbiya and Teachers’ Training in a Partial
Fulfillment of the Requirements for the Degree of Strata I (S1)
in English Language Education

By:
SALMAN FAUZI
NIM: 105014000319

DEPARTMENT OF ENGLISH EDUCATION
THE FACULTY OF TARBIYA AND TEACHERS’ TRAINING
“SYARIF HIDAYATULLAH” STATE ISLAMIC UNIVERSITY
JAKARTA
2011
AN ANALYSIS OF THE CONTENT VALIDITY
OF THE ENGLISH SUMMATIVE TEST
(A Case Study at the Second Grade of MTs. Salaﬁyah Bedahan Kota Depok)

A “Skripsi”

Presented to the Faculty of Tarbiyah and Teachers Training in a Partial
Fulfillment of the Requirements for the Degree of Strata I (S1)
in English Language Education

Approved by the Advisor

Dr. H. Muhammad Farhan, M.Pd.
NIP: 196509192000031002

DEPARTMENT OF ENGLISH EDUCATION
THE FACULTY OF TARBIYA AND TEACHERS’ TRAINING
“SYARIF HIDAYATULLAH” STATE ISLAMIC UNIVERSITY
JAKARTA
2011
ENDORSEMENT BY THE EXAMINATION COMMITTEE

The Paper entitled “An Analysis of the Content Validity of the English Summative Test for the Second Grade of MTs. Salafiyah Bedahan Kota Depok”, written by Salman Fauzi, student’s registration number 105014000319 was examined in the examination session of the faculty of Tarbiya and Teacher’s Training, “Syarif Hidayatullah” State Islamic University Jakarta on June 27th 2011. The paper has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd (S1) in the Department of English Education.

Jakarta, June 27th 2011

Examination Committee

Chairman : Drs. Syauki, M.Pd.
NIP. 106412121091031002

Secretary : Neneng Supanggah, M.Pd.
NIP. 19730625999032001

Examiners : 1. Drs. H. Bahriul Hasibuan, M.Ed.
2. Drs. Nasrun Mahmud, M.Pd.
NIP. 150041070

Acknowledged by:
Pgs. Dean of the Faculty of Tarbiya and Teachers’ Training

Nurlela Rifa’i, MA, Ph.D.
NIP. 19591020 198603 2 091
Saya yang bertanda tangan di bawah ini:

Nama : Salman Fauzi
Tempat / Tgl. Lahir : Bogor, 23 Januari 1986
NIM : 105014000319
Jurusan / Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : “An Analysis of the Content Validity of the English Summative Test” (A Case Study at the Second Grade of MTs. Safa'iyah Bedahan Kota Depok)
Dosen Pembimbing : Dr. H. Muhammad Farkhan, M.Pd

Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta,
- wa Ybs,

Salman Fauzi
NIM: 105014000319
ABSTRACT

FAUZI, SALMAN, 2011, An Analysis of the Content Validity of the English Summative Test for the Second Grade of Madrasah Tsanawiyah Salafiyah Bedahan Kota Depok, paper, Department of English Education, Faculty of Tarbiya and Teachers’ Training, “Syarif Hidayatullah” State Islamic University Jakarta.
Advisor: Dr. H. Muhammad Farkhan, M.Pd.

Key Words: Summative Test, Validity, MTs. Salafiyah, Depok

Evaluation plays an important role in teaching learning activities. It is an integral part of the instructions program. Through evaluation, teachers are able to find out the effectiveness or the failure of a method and also students achievement in mastering the lesson.

This research is to find the empirical evidence of the English summative test validity made by the professional team (KKM) for even semester of the second grade students carried out at MTs. Salafiyah Bedahan. The total number of the test items is 45 items which consist of 40 multiple choice and 5 essay test items. This research used description and evaluation analysis.

The findings of the research prove that items of English summative test for even semester of the second grade students in MTs. Salafiyah Bedahan have bad content validity. It shows that the materials of the English summative test are not appropriate to the recommended English syllabus.

Based on the findings of the research, it can be suggested that (1) Before designing a test, the test designer should have a good preparation by considering the principles of constructing the good test item, (2) the test designer should consider that the test items should be appropriate to the syllabus category used; the items that do not fulfill to the curriculum should be discarded, (3) while the items that do not fulfill to the syllabus should be revised so that they can be used for the next evaluation.
ACKNOWLEDGEMENT

In the name of Allah, The Beneficent, The Merciful

All praise be to Allah, Lord of the World, who has blessed and given the writer abundant mercies, helps and guidance so that he could complete this “skripsi” properly, peace and blessing be upon the prophet Muhammad (peace be upon him), his families, his companions, and to all his followers.

The writer is absolutely conscious that he could not carry out this work without helping of others either in materiality or in spirituality.

In this great occasion, the writer would like to express his greatest appreciation, honor and gratitude to his beloved mother and father, Hj. Mulyati and H. Romli Thoyib, for their irreplaceable encouragement to motivate the writer to finish his study, for their motivation, support and patience in his various endeavors, and his beloved brother and sister for their support and kindness to him in doing this “Skripsi”. And he would like to express his gratitude to Mr. Dr. H. Muhammad Farkhan, M.Pd for his advices, guidance, dedication, corrections and suggestions in finishing this “Skripsi”.

The writer also wishes to express the deep gratitude to:

1. All of English Study Program lecturers who had taught during the study in the Faculty of Teacher Training and Education.
2. Drs. Syauki, M.Pd, the Head of English Education Department.
3. Neneng Sunengsih, M.Pd., the secretary of English Education Department, and all staffs of English Education Department.
4. Prof. Dr. Dede Rosyada, MA, the Dean of Faculty of Tarbiya and Teachers’ Training.
5. Drs. Musa Thoyib, the headmaster of MTs. Salafiyah Bedahan, who has given a great chance to the writer to carry out the research.
6. Hj. Riri Khoiriyah, M.M., the English teacher of SMK Perintis Depok, who has supported the writer to keep patience in facing the problems in any aspects in his life.
7. His best friends, Heri Firmansyah, Uswah and Nurhalimah, who have given him useful suggestions, encouragements, and huge motivations.

8. All of his classmates in English Education Department. Thanks for the nice relation and enjoy class.

9. To any other person who cannot be mentioned one by one for their any contribution to the writer during finishing his “Skripsi”.

Finally, the words cannot be enough to be expressed, except praise be to Allah the lord of the world, for his blessing and guidance. He hopes this “skripsi” be useful to everyone, to the writer and also to the reader. Besides, the writer realizes that this “Skripsi” is far from being perfect. It is a pleasure for him to receive constructive criticisms and suggestions from everyone who read this “skripsi”. Allah will grant our wishes. Amen.

Jakarta, June 2011

The Writer
### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>i</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>ii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF PICTURE</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>vii</td>
</tr>
</tbody>
</table>

### CHAPTER I  THE INTRODUCTION ................................................. 1

A. The Background of the Study ............................................. 1

B. The Limitation of the Problem ......................................... 4

C. The Formulation of the Problem ...................................... 4

D. The Objective of the Study ............................................... 4

E. The Method of the Study ................................................... 4

F. The Significance of the Study .......................................... 4

### CHAPTER II  THE THEORETICAL FRAMEWORK .............................. 6

A. The Language Test .......................................................... 6

1. The Understanding of the Test ....................................... 8

2. The Purpose of the Test ............................................... 8

3. The Types of the Tests.................................................. 9
   a. Achievement Test .................................................... 10
   b. Aptitude Test ........................................................ 11
   c. Proficiency Test .................................................... 11
   d. Placement Test ..................................................... 12

4. Types of the Test Item .................................................. 13

5. The Characteristic of Good Test .................................... 15

B. The Validity ................................................................. 16

1. The Understanding of the Validity ................................... 16

2. The Types of Validity ................................................... 17
a. Face Validity ................................................................. 17
b. Content Validity .......................................................... 19
c. Criterion Validity ......................................................... 20
   1) Predictive validity .................................................. 21
   2) Concurrent validity ................................................ 22
d. Construct Validity ....................................................... 22
C. Curriculum ....................................................................... 23
   1. The Understanding of Curriculum .............................. 23
   2. Purpose of Education .............................................. 24
   3. Approach of Curriculum ......................................... 24
D. English Curriculum .......................................................... 26
   1. Background ............................................................ 26
   2. Competence Model .................................................. 27
   3. Purpose ................................................................. 28
   4. Scope .................................................................... 29
   5. Competence Standard and Basic Competence ........... 29

CHAPTER III THE RESEARCH IMPLEMENTATION .................. 31
A. The Research Methodology ........................................... 31
   1. The Objective of the Research .................................. 31
   2. The Time and Location .......................................... 31
   3. The Instrument of the Data Collecting ..................... 31
   4. The Technique of the Data Analysis ....................... 32
B. The Research Findings and Discussions ......................... 32
   1. The Description of the Data ................................... 32
   2. The Analysis of the Data ....................................... 36
   3. The Interpretation of the Data ................................. 37

CHAPTER IV CONCLUSIONS AND SUGGESTIONS ............... 39
A. Conclusions .............................................................. 39
B. Suggestions .............................................................. 40
LIST OF TABLES

Table 2.1 Competence Standard and Basic Competency ................................... 29
Table 2.2 Criteria of Test Result Percentage ....................................................... 30
Table 3.1 Based on Competence Standard: Reading .......................................... 33
Table 3.2 Based on Competence Standard: Writing ........................................... 35

LIST OF PICTURE

Picture 2.1 Communicative Competence Model (by Celce-Murcia at al) ....... 27

LIST OF APPENDICES

Appendix 1 Questions sheet ................................................................................ 44
Appendix 2 English Syllabus .............................................................................. 49
Appendix 3 Questions and Answer ...................................................................... 57
Appendix 4 Result of Interview .......................................................................... 73
Appendix 5 Letters ............................................................................................... 75
CHAPTER I
THE INTRODUCTION

A. The Background of the Study

Language learning is important for human’s social development. As a language which is used by more than a half of population in the world, English holds the key as international language. English is a means of communication among people of the world in, for example, business, social-cultural, science and technology, and education field. Moreover, English proficiency is important in career development, therefore students need to understand and use English to improve their confidence to face global competition.

English requires four certain major language skills that should be learned by students. Those are speaking, writing, reading and listening. Besides, they also have to learn the English sub-skills which consist of grammar, pronunciation and so on in order to help them in mastering the four language skills.

The teacher, especially in Indonesia, has already tried to encourage and enhance the quality of students’ English proficiency. Therefore, he uses a variety of methods, processes and other teaching techniques in the classroom to motivate and stimulate students in order to they can achieve their English proficiency. In addition, the teacher obviously has to possess the capabilities of making an accurate evaluation to the students.

Evaluation plays an important role in teaching and learning activities in addition to the process of assessment. Assessment and evaluation are described as
the journey (assessment) versus the snapshot (evaluation).\textsuperscript{1} Assessment requires
the evidence-gathering of student performance over a period of time to measure
learning and understanding. Evaluation on the other hand occurs when a mark is
assigned after the completion of a task or learning activity. A mark on a test will
determine if they can be answered correctly and would be seen as an evaluation.

Norman E. Gronlund explains that evaluation may be defined as a
systematic process of determining the extent to which instructional objectives are
achieved by students.\textsuperscript{2} There are two important aspects of this definition. First,
evaluation implies a systematic process, which omits casual uncontrolled
observation of students. Second, evaluation assumes that instructional objectives
have been previously identified.

With evaluation, the improvement of teaching and learning process will be
very useful once teacher sees the results of the students’ achievement in learning
activities that has been done before, especially in a test. As Hughes has elucidated
that a test is regarded as important thing to dominate all teaching and learning
activities.

Based on the curriculum 2006, the objectives of English lesson in Junior
High School are that the students have abilities like:

1. To develop communicating competence orally and written to reache
   functional literacy.

2. To have an awareness of English essence and important to enhance the
   national potency in global society.

3. To develop the comprehension of students about the relevancy between
   language and culture.\textsuperscript{3}

To reach the objectives in the English curriculum, the writer considers that
the test is one of the instruments which can be used for gathering the information

\textsuperscript{1} Special Education.html, Friday, July 30 2010, 10:31 Assessment, Evaluation and Final Marks

\textsuperscript{2} Norman E. Gronlund, Measurement and Evaluation in Teaching, (New York: McMillan

\textsuperscript{3} PUSKURNAS, Standar Isi dan Standar Kompetensi Lulusan untuk Satuan Pendidikan
Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTs) Beserta Peraturan
Pelaksanaannya (Peraturan Menteri Pendidikan Nasional Republik Indonesia No 22, 23, dan 24
Tahun 2006), (Jakarta: Depdiknas, 2006), p. 278.
about the strength and the weakness in accepting the lesson of the students. Teachers are ones who know the characteristics of their classes. Thus, they are in the best position to construct the test items to measure their students’ ability and it is not an easy job because they have to know good qualifications of the test.

There are two types of test used in determining the students’ abilities. Aptitude test and achievement test. 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.

To get an accurate evaluation, a test must have good characteristics as well. Validity is one of general consideration in test evaluation that this is always important. The foremost of this is whether the test measures what is supposed to measure. Next in important is whether the test measures consistently and accurately. Arthur Hughes mentions that validity has four specifications, those are face, content, construct, and criterion related validity.

The summative test which is made by the professional team (KKM) needs to be analyzed whether the test items have been able to measure their students’ ability or not. The teacher should not design the test items carelessly and leaves some of their instructional objectives in English syllabus. In fact, the test can be called as a good test whether the test items are in line with the syllabus to measure students’ ability at the end of the lesson.

In June of the 2009/2010 academic year, MTs. Salafiyah Bedahan carried out summative test for the second term. One of the lessons that were tested is English. This test was developed by the professional team (KKM). Nevertheless, the content validity of the test items has not been known yet. From this case, the writer is interested in analyzing the content validity of the English summative test.

For this analysis, the writer gives title: “An Analysis of the Content Validity of the English Summative Test” (A Case Study at the Second Grade of MTs. Salafiyah Bedahan).

---

B. The Limitation of the Study

This study is limited to the analysis of the content validity of the English summative test in the second grade students of even semester based on the English school based syllabus, especially focus on competence standard, basic competence, and indicators in reading and writing skill. For more detailed information, see appendix 2 page 49 to 56.

C. The Formulation of the Problems

The problems of this study are:

1. Is the English summative test that was administered to the students for the second grade of MTs. Salafiyah Bedahan suitable with the indicators of reading and writing in the English syllabus?
2. Is the English summative test that was administered to the students for the second grade of MTs. Salafiyah Bedahan has good content validity?

D. The Objectives of the Study

The objective of the study is to find empirical evidence if the test items of English summative test carried out at the second grade students of MTs. Salafiyah Bedahan have good content validity and in line with the English Syllabus.

E. The Method of the Study

The method used in observing and analyzing the English summative test sheet is by Comparative Analytic Method that is by comparing content of the test with the English syllabus and the English curriculum for the second grade of junior high school.

F. The Significance of The Study

The result of this study is expected to contribute to the English teachers, the school’s principal, and further researchers. The writer also hopes this paper can be give meaningful input for teachers of English in developing test items that have content validity. Besides, the result of the study is hoped to enrich the teacher’s
knowledge of English proficiency test and it can be used as a reference for the next researcher who are interested in developing similar study. Especially, for writer, will understand and capable to make a good test.
CHAPTER II
THE THEORETICAL FRAMEWORK

In order to sharpen the theoretical framework of this study, this chapter is devoted to review some relevant theories and studies concerning with language test and validity.

A. The Language Test

Language Testing is the practice and study of evaluating the proficiency of an individual in using a particular language effectively. The purpose of a language test is to determine a person knowledge and/or ability in the language and to discriminate that person’s ability from that of others. Such ability may be of different kinds, achievement, proficiency or aptitude. Tests, unlike scales, consist of specified tasks through which language abilities are elicited. The term language test is used somewhat more widely to include for example classroom testing for learning and institutional examinations.

---

From the explanation above, the writer tries to develop the specific explanation for this language test in order to easy to understand.

1. The Understanding of the Test

Test is one of the important methods in determining the extent of student success in learning and teaching process. Without test, the teacher cannot get some useful and accurate information which is related to students’ achievement.

There are many methods that the teacher can use in evaluating. One of them is a test. Before the writer talks about the test, he would like to elaborate the understanding of it. The ‘test’ word derives form Latin language “testum” which means a tool to measure the land. In education, test is very important. Test is a device in education and it is a process or device to get the information of student’s ability in order to achieve the learning objective.

To understand more about test, there are many definitions about the test from the experts. According Norman E. Gronlund, test is an instrument or systematic procedure for measuring a sample of behavior (Answer the question: “How well does the individual perform-either in comparison with others or in comparison with a domain of performance tasks”). From this statement, I agree that it is an instrument to know student’s comprehension.

According to the reference in Wikipedia, a test is an assessment intended to measure the test-takers' or respondents' knowledge, skills, aptitudes, or classification in many other topics. It means that test is not only used to score the knowledge but also all aspects in any topics.

Amir Daien Indrakusuma said in Arikunto that the test is a tool or a systematic and objective procedure to obtain data or the desired particulars about a person, in a way that may be regarded as precisely and quickly. From the

---

definition, the writer thinks that to obtain data or the desired particulars has used test.

Robert L. Linn and Norman E. Gronlund state that a test is a particular type of assessment that typically consists of a set of questions administered during a fixed period of time under reasonably comparable conditions for all students.\(^\text{10}\)

We can use a set of questions to compare conditions for students.

Based on the opinion above, the writer can conclude that a test is a procedure or an appliance to know or measure the students’ comprehension or knowledge about the subject area more accurately. Besides, test is the way to determine the level of education. A test is a tool or device either in the form of question, order or direction used to measure and value the students’ ability in mastering the material given by teacher in accordance to the curriculum.

2. The Purpose of the Test

There are 8 kinds purpose of test. Those are description, prediction, assessing individual differences, objectives evaluation, domain estimation, mastery decisions, diagnosis, and pre- and post-assessment.

It supports by William Wiersma that an illustrative but not exhaustive list of the test purposes below:

a. Description
   Many tests are developed to describe the present status of individuals on a variety of variables.

b. Prediction
   Some tests are used to predict the future performance of the examinees.

c. Assessing individual differences
   Some tests are used to differentiate between people in order to identify those who are the highest and those who are the lowest on the some measure.

d. Objectives evaluation
   Many schools operate within an objectives based on environment. It is essential in such situations to report progress and to plan instruction in terms of the objectives that have been mastered by the student. Of course, the mastery of an objective is a decision that is often based on test covers.

e. Domain estimation
In some educational setting, there is a well specified domain of content. Many tests are designed to estimate the percentage of a domain that the students understand.

f. Mastery decisions
Mastery of specific objectives as well as mastery of a larger block of content is often determined on the basis of test scores.

g. Diagnosis
An instructional plan for a student should be based on a thorough diagnosis of his or her areas of strength and weakness. The educational diagnosis is usually determined by performance on one or more test. Diagnosis tests are very detailed because they focus on specific and discrete responses of the student.

h. Pre- and post-assessment
These tests need to be sensitive enough to measure the changes in status or performance from one time to another. The focus, in this case, is the difference between the pretest and the posttest scores rather than the scores themselves.\(^{11}\)

Based on the explanation above, it shows that the purposes of test consist of description, prediction, etc.

3. The Types of the Tests

There are many types of test used to measure students’ ability. A test’s specifications provide the official statement about what the tests and how it tests it.\(^{12}\) The specifications are the blueprint to be followed by test and items designers, and they are also essential in the establishment of the tests construct validity (see the sub-chapter of construct validity).

Test designers need guidance on practical matters that will be assist test construction.\(^{13}\) Therefore, before the teachers take the right step in making the tests, they must know in advance about the types of tests that will be used to the students. In other words, teachers must get clear and detailed information for the


\(^{13}\) J. Charles Alderson, et.al., *Language Test Construction ....*, p. 11.
purpose of the test so that it can be very useful to students. Many types of tests are
to determine the level of student performance.

Norman E. Gronlund classifies a test into four types. Those are placement
tests, formative tests, diagnostic tests, and summative tests.\textsuperscript{14}

Jack R. Frankel and Norman E. Wallen also classify a test into four types:
achievement tests, aptitude tests, performance tests, and projective devices.\textsuperscript{15}

While, Wilmar Tinambunan says that there are two types of test used in
determining a person’s abilities: aptitude tests and achievement tests.\textsuperscript{16}

The classification of test done by some experts above, generally, there is no
too deep difference. In other words, they differ in terms and scope of each type of
test. Therefore, the writer will discuss achievement tests, aptitude tests,
proficiency tests, and placement tests.

a. \textbf{Achievement tests}

An achievement test is designed to measure the students’ performance
based on the syllabus or program. According to Bill R. Gearheart, the
achievement test attempts to measure the extent to which pupil has achieved in
various subject area.\textsuperscript{17} The measurement based on those opinions is usually done
at the end of learning process or program.

Achievement, or ability, tests measure an individual’s knowledge or skill
in a given area or subject.\textsuperscript{18} The primary goal of the achievement tests is to
measure past learning, that is, the accumulated knowledge and skills of an
individual in a particular field.

McNamara states that achievement tests are associated with the process of
instruction. Examples would be: end of course tests, portfolio assessments, or
observational procedures for recording progress on the basis of classroom
work and participation. Achievement test accumulate evidence during, or at
the end of, a course of a study in order to see whether and where progress has

\textsuperscript{14} Norman E. Gronlund, \textit{Measurement and Evaluation \ldots}, p. 17.
\textsuperscript{15} Jack R. Fraenkel and Norman E. Wallen, \textit{How to Design and Evaluate Research in
\textsuperscript{16} Wilmar Tinambunan, \textit{Evaluation of Student \ldots}, p. 7.
\textsuperscript{17} Bill R. Gearheart and Ernest P. Willenberg, \textit{Application of Pupil Assessment Information:
\textsuperscript{18} Jack R. Fraenkel and Norman E. Wallen, \textit{How to Design and \ldots}, p. 134.
been made in terms of the goals of learning. Achievement tests should support the teaching to which they relate.19

As a conclusion, achievement test is a test to measure the students’ achievement in mastering the past subject area based on the syllabus or program.

b. **Aptitude Tests**

The second type of test which the writer would like to discuss is aptitude test. According to Jack R. Frankel, aptitude test assess intellectual abilities that are not, most cases, specifically taught in school.20 Aptitude tests are intended to measure an individual’s potential to achieve; in actuality, they measure present skills or abilities. They differ from achievement tests in their purpose and often in content, usually including a wider variety of skills or knowledge. The same test may be either an aptitude or an achievement test, depending on the purpose for which it is used.

A language aptitude test is designed to measure a person’s capacity or general ability to learn a foreign language and to be successful in that undertaking. Aptitude tests are most often used to measure the suitability of a candidate for a specific program of instruction. Thus, these tests are given before the students begin to study to select them in appropriate section or level of their ability.

c. **Proficiency Tests**

The next type of test is proficiency tests. This test is used to know the proficiency of test-takers. It is hoped, after giving this test, the test-takers will know their ability in language.

According to Arthur Hughes, proficiency tests are designed to measure test taker’s ability in language regardless of any training they may have had in that language.21 In contrast to achievement tests, content of proficiency tests are not based on the syllabus or instructional objectives of language courses. Rather,

---

those are based on a specification of what candidates or test takers have to be able to do in the language in order to be considered proficient.

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

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

There is a different content and level of difficulty in proficiency tests. There is one designed to measure someone whether he/she has sufficient command of the language for a specific purposes. An example of this would be someone who will follow a particular subject area at a particular university. The content therefore will/should reflect the purpose for which the test has been prepared.

d. Placement tests

The last type of test is placement tests. J. Charles Alderson states that placement tests are designed to assess student’s level of language ability so that they can be placed in the appropriate course or class. Such test may be based in aspects of the syllabus taught at the institution concerned, or may be based on unrelated material.

According to Wilmar Tinambunan, placement test is intended to know the student’s entry performance. That is, whether or not the student has possessed the knowledge and skills needed to begin the planned instruction; to what extent has

---

22 Arthur Hughes, Testing for ..., p. 11.
23 J. Charles Alderson, et.al. Language Test Construction ..., p. 11.
the student already mastered the objectives of the planned instruction. So, the performance student will be seen after they have already mastered.

4. The Types of the Test Items

There are 12 types of the test items, such as; questions and answers, true/false, multiple-choice, gap filling and completion, matching, dictation, cloze, transformation, rewriting, translation, essay, and monologue. The tests are supported by Penny Ur that there are 12 kinds of test items:

a. Questions and Answers
   Simple questions, very often following reading, or as part of an interview; may require short or long answers.
   Example:
   What is the (family) relationship between David Copperfield and Mr. Murdstone?

b. True/False
   A statement is given which is to be marked true or false. This may also be given as a question, in which case the answer is, yes or no.
   Example:
   Addis Ababa is the capital of Egypt.
   Is Addis Ababa the capital of Egypt?

c. Multiple-Choice
   The question consists of a stem and a number of options (usually four), from which the testee has to select the right one.
   Example:
   A person who writes books is called ….
   a. a booker
   b. an author

d. Gap-filling and Completion
   The testee has to complete a sentence by filling a gap or adding something. A gap may or may not be signaled by a blank or dash; the word to be inserted may or may not be given or hinted at.
   Example:
   They (go) to Australia in 1980.
   They ____________ to Australia in 1980.

e. Matching
The testee is faced with two groups of words, phrases or sentences; each item in the first group has to be linked to a different item in the second.
Example:

Small Big
Many Little

f. Dictation
The tester dictates a passage or set of words; the testee writes them down. This mainly tests spelling, perhaps punctuation, and perhaps surprisingly on the face on it, listening comprehension: people can only usually write words down accurately from dictation if they understand them. If does not, however, test other writing skills or speech, and involves very little reading.

g. Cloze
Words are omitted from a passage at regular intervals (for example, every seventh word). Usually the first two or three lines are given with no gaps.
Example:
The family is all fine, though Leo had a bad bout of flu last week. He spent most of it lying on the sofa watching ____________ when he wasn’t sleeping!

h. Transformation
Sentence is given; the testee has to change it according to some given instruction.
Example:
Put into the past tense:
I go to school by bus.

i. Rewriting
A sentence is given; the testee rewrites it, incorporating a given change of expression, but preserving the basic meaning.
Example:
He came to the meeting in spite of his illness. Although …

j. Translation
The testee is asked to translate expressions, sentences or entire passages to or from the target language.

k. Essay
The testee is given a topic, such as ‘Childhood memories’, and asked to write an essay of a specific length.
1. Monologue
   The testee is given a topic or question and asked to speak about it for a minute or two. This tests oral fluency in ‘long turns’ – something not everyone can do in their mother tongue. It also tests overall knowledge of pronunciation, grammar and vocabulary.

5. The characteristics of Good Test
   A test which is good as the measuring instrument must meet the test requirements, namely to have validity, reliability and usability. Validity refers to the adequacy and appropriateness of the interpretation made from tests, with regard to a particular use. An information data can be said is valid in accordance with actual circumstances. For further explanation about the validity, the writer will explain in the following subchapter.

   The second characteristic of good test is needed to have reliability. A test should be reliable as a measuring instrument. Reliability is the consistency of assessment results. Norman E. Gronlund said that Reliability refers to the consistency of test results.

   If teachers obtain quite similar scores when the same test procedure is used with the same students on two different occasions, they can conclude that their results have a high degree of reliability from one occasion to another. Similarly, if different teachers independently rate student performances on the same test task and obtain similar ratings, they can conclude that tests can be said reliable if it gives results that remain when a test is practiced to students for many times.

   The last characteristic of good test is usability in the preparation of a new test. The term usability, then, refers only to the practically of the procedure and says nothing about the other qualities present. The teacher must keep in mind a number of a very practical consideration which involves economy, ease of

---

administration, scoring and interpretation of result. How long the administering and scoring of test will take, choosing a short test rather longer test.

The main questions of usability are administrative. Just as a teacher cannot be effective without some forward planning (if only to ensure that a cassette recorder will be available in working), a test must be organized in advanced.  

In the writer’s opinion, the practically of a test is important in order that test materials can be administered well. It must be determined in terms of materials, time, and effort that it requires. The writer will not explain all characteristics of good test; therefore it is only about the validity because it should be conformed by the title of this paper.

B. The Validity

1. The Understanding of the Validity

Validity indicates the ability of an instrument to measure what should be measured. Someone who wants to measure the height must use the meter; measure the weight must use the scales. Meter and scale are a valid measure in the case. In a study involving variable/concept that cannot be measured directly, the issue of validity becomes simple, in it also involves the translation of concepts from the theoretical to the empirical level (indicators), but nevertheless not simply a research instrument should be valid for the results can be trusted.

Test validity is the most critical factor to be judged in the total of foreign language testing. A test is valid when it measures effectively what it is intended to measure, whether it is achievement, aptitude, or proficiency in the language. A test may be designed to measure the integrative abilities or discrete items within the subsystem of a language.

For example, if a test is designed to measure aural comprehension, it must do exactly this and not attempt to measure another skill such as reading comprehension. If a test is intended to measure a person’s ability to speak the language, it is valid only if speaking skills and not writing ability are the specific measurable skills emphasized.
Validity is not a simple concept; however, the concept of validity reveals a number of aspects. In other words, there are many kinds of validity elaborated by some experts.

Arthur Hughes classifies validity into four: content validity, criterion-related validity, face validity, and construct validity. According to Julian C. Stanley, there are five types of validity. They are substitutive validity, predictive validity, content validity, construct validity, and factorial validity. In addition, J. Charles Anderson, Caroline Clapham and Dianne Wall say that there are three types of validity. The first is internal validity, which consists of face validity, content validity, and response validity. The second is external validity, which consists of concurrent and predictive validity. The third is construct validity.

2. The Types of The Validity

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

a. 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.

Harrison states that face validity is concerned with what teachers and students think of the test. Does it appear to them a reasonable way of assessing the students, or does it seem trivial, or too difficult, or unrealistic? The only way to find out about face validity is to ask the teachers and students concerned for their
opinions, either formally by means of a questionnaire or informally by discussion in class or staff room.\textsuperscript{35}

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.

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

Therefore, the test maker should pay attention some criteria before making a test especially that is related to the face validity. There are several considerations that must be done in making a test:

\begin{enumerate}
\item A test maker should consider about a spelling in constructing test items. It must be avoided to make a wrong spelling because it can be a trouble for a testee in taking a test.
\item The test maker should pay attention about punctuation or markers like period, comma, colon, semicolon, question mark, exclamation mark, etc. Although it seems like a simple thing, but practically it can help a test taker to understand a test items.
\item In constructing the tests, the test maker should consider the composition of test items.
\end{enumerate}

For example, the first is about a grammatical sentence. A grammar obviously has an important role. The test maker should consider about it in constructing a test item. If a test item is provided with ungrammatical sentence, the test taker will confuse in facing it. It will be a constraint in comprehending a question.

The second is a space between lines. The item tests should be placed in appropriate position. There must be a fit space among lines. The last is

\textsuperscript{35} Andrew Harrison, \textit{A Language …}, p. 11.
about whether the sentence is logic or not. The test maker should keep away from illogical statement of a test item.

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

In the other hand, the writer is in the opinion that face validity is the construction or the feature of the tests, they are: spelling is how the word is printed correctly; marker/punctuation mark is the symbol used in punctuation sentences; letters is a mark expressing speech sound; printing, how the printing of the test, clear or no; and composition is the arrangement of the test.

b. Content Validity

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

Other statement comes from John A.S. Read, content validity refers to the representativeness of the sample of the items or behaviors included in relation to what the test aims to measure. In other words, from a sample of behaviors, the test user wishes to determine how an individual would perform at present in a universe of situations that the test is claimed to represent.

If the test given to student does not have content validity, there will be consequences. The first consequence is that the students cannot demonstrate skills that they possess if they are not tested. The second consequence is that irrelevant items are presented that students will likely answer incorrectly only because the

---

content was not taught.\textsuperscript{38} These two consequences tend to lower the test scores. As a result, the test score is not an adequate measure of student performance relative to the content covered by instruction.

Content validity is assured by checking all items in the test to make certain that they correspond to the instructional objectives of the course. In other words, a test can be judged as having content validity by comparing a test of specification and test content. Ideally, these judgments should be made by people who have an experience around language teaching and testing, or experts. A common way is for them to analyze the content of a test and to compare it with a statement of what the content ought to be. Such a content statement may be the test’s specification, it may be a formal teaching syllabus or curriculum, or it may be a domain of a specification.\textsuperscript{39}

There are two importance of content validity. First, the greater test’s content validity, the more likely it is to be an accurate measure of what it is supposed to measure. Secondly, such a test is likely to have a harmful backwash effect. Areas which are not tested are likely become areas ignored in teaching and learning. The best a safeguard against this is to construct full test specifications and to ensure that the test content is a fair reflection of these.\textsuperscript{40}

c. Criterion Validity

Criterion validity is a measure of how well one variable or set of variables predicts an outcome based on information from other variables, and will be achieved if a set of measures from a personality test relate to a behavioral criterion on which psychologists agree.\textsuperscript{41} A typical way to achieve this is in relation to the extent to which a score on a personality test can predict future performance or behavior. Another way involves correlating test scores with another established test that also measures the same personality characteristic.

\textsuperscript{39} J. Charles Alderson, \textit{et.al. Language Test Construction ...}, p. 173.
\textsuperscript{40} Arthur Hughes, \textit{Testing for ...}, p. 22-23.
In order to know whether a test has criterion validity or no, it can be traced from two ways; predictive validity and concurrent validity.

1) Predictive Validity

Predictive validity applies if there is an intervening period (e.g., three or six months) between the time of testing and the collection of data on the criterion. Operationally, this time of criterion data collection is the distinction between the two types of criterion validity. Specifically, the question of concurrent validity is whether or not the test scores estimate a specified present performance; that of predictive validity is whether or not the test scores predict a specified future performance.

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

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

2) Concurrent Validity

Concurrent validity is the comparison of the test scores with some other measure for the same candidates taken at roughly the same time as the test. Concurrent validity applies if data on the two measures – test and criterion – are collected at or about the same time.

M. Ngalim Purwanto also said that if a test result has high correlation with the results of other measuring devices on the same field at the same time, it is said that tests had concurrent validity.

The other measure may be scores from a parallel version of the same test or from some other test; the candidates’ self-assessment of their language abilities; or ratings of the candidate on relevant dimension by teachers, subject specialists or other informants.

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

d. Construct Validity

The difficulties of the students and also the test must be qualified in construct validity. Arthur Hughes states that a test, part of a test, or a testing
technique is said to have construct validity if it can be demonstrated that it measures just the ability or trait, which it is supposed to measure. The word ‘construct’ above refers to any underlying ability or traits, which is hypothesized in a theory of language ability. One might hypothesize, for example, that the ability to read includes a number of sub-abilities, such as the ability to find out the main idea of a text.

Determining construct validity involves both logical and mathematical operations. There are several steps in determining it. The first step is to decide what traits or abilities are being tested and then to deduce what sorts of behaviors, abilities, or achievements would be typical of people who possess a lot of the traits but would be unusual among people with little of trait.

The next step is to decide on some behavior, ability or achievement that would be unrelated to the trait one is trying to measure. The mathematical operation is to correlate test scores with the hypothetically related behavior and the hypothetically unrelated behavior. Construct validation is demonstrated when the hypothetical relationships are shown by the correlations; that is, the correlation between the test and the related behavior is high, but the correlation between the test and the unrelated behavior is low.

C. Curriculum

1. The understanding of Curriculum

The understanding of curriculum in narrower sense: curriculum is one of those terms, like communicative, authentic and many others in teaching, that are used in a confusing variety of senses.

---

The understanding of curriculum in broad sense: the curriculum includes the goals, objectives, contents, processes, resources and means of evaluation of all the learning experiences planned for pupils both in and out of school.\textsuperscript{46}

According to Longman Dictionary, curriculum is the subjects that are taught by a school, college etc, or the things that are studied in a particular subject.\textsuperscript{47}

2. Purpose of Education

An analysis of the purposes of education which has influenced many other writers is like Skillbeck’s categorization of the ‘value systems’ underlying three educational traditions. There are:

a. Classical humanism

Classical humanism is exemplified by the traditional ‘grammar school’ system of Britain and many other European countries;

b. Reconstructionism

Reconstructionism is exemplified by the detailed specification of learning objectives that now dominates many school syllabuses;

c. Progressivism

Progressivism is exemplified by emphasis on freedom and creativity in the school founded by Waldorf and Pestalozzi.\textsuperscript{48}

3. Approach of Curriculum

Curriculum development can be done through two approaches: (1) top-down approach to the administrative model and (2) the grass root models.

a. The administrative model

This model is a model of curriculum development of the longest and most widely used. Curriculum development ideas come from the


administrators of education and using administrative procedures. With administrative authority, form a Steering Committee or curriculum development. Its members, composed of officials under him, education experts, curriculum experts, discipline experts, and leaders from the world of work and enterprise. This team's task is to formulate the basic concepts, foundations, major policies and strategies in curriculum development. Furthermore, administrators formed Task Team consisting of education experts, curriculum specialists, skilled disciplines from colleges, and senior teachers, the responsibility to formulate a curriculum that actually a more operational concepts and outlining the basic policies outlined by the Steering Team, such as formulating objectives more operational, choosing the material sequence, selecting learning strategies and evaluation, and to develop guidelines for the implementation of the curriculum for teachers. Once the Task Team completed the task, the results were reviewed by the Steering Committee and other experts or officials of the competent authorities.

b. The grass root model
This development model is the opposite of the first model. Curriculum development initiatives and efforts, rather than coming from above but from below, ie the teachers or schools. The first model of curriculum development, management systems used in education / curriculum is centralized, while the grass roots model will evolve in a decentralized education system. In the model that is grass roots development of a teacher, a teacher or a whole group of teachers in a school held a curriculum development effort. Development or improvement can be related to a curriculum component, one or more subject areas or the entire field of study and all components of the curriculum. If the condition has made it possible, whether viewed from the ability of teachers, facilities and the cost of library materials, curriculum development model of grass root seems to be better. This was based on the consideration that the teacher is the planner,
executor, and also complements the teaching in class. He is most know the needs of its class, therefore he is the most competent develop curriculum for her class. Associated with Education Unit Level Curriculum development, it seems more likely to be made using the grass-root approach model. Nevertheless, in order to run an effective curriculum development must be underpinned by the readiness of resources, especially human resources available in schools.

D. English Curriculum

After talking about curriculum in general, now, the writer will discuss English curriculum. There are some points will be discussed like: background, competence model, purpose, scope, competency standard and basic competency.

1. Background

Language has a central role in the development of intellectual, social, and emotional students and is the key determinant to success in the study all fields of study. Given that language functions not only as a field of study, a language curriculum for reasonably high school prepare students for achieve the competencies that make students able to reflect own experiences and the experiences of others, expressing ideas and feelings, and understand the various nuances of meaning. Language expected to help students know themselves, their culture, and culture others, express ideas and feelings, participate in people who use that language, to make decisions responsible personal and social level, found and using analytical skills and imaginative that was in him.

To achieve the above-mentioned language competence, this curriculum depart from a rational set of underlying theoretical and practical all decision formulating standards of competence, basic competence and indicators in this curriculum.

There are several theoretical foundation and practical implications support the preparation of this curriculum. The theory was adopted as framework of systematic thinking in making decisions in a variety of formulation.
The foundation frame of mind include a model language competence, language model, the expected literacy levels achieved by graduates, and differences in the nature of spoken and written language.

2. Competence Model

So far there are a number of model-related competencies the field of language sees language competence of various perspectives. In this curriculum model of competence language used is a model that is motivated by considerations of language pedagogy that has been developed or evolved since the model of Canale and Swain less over thirty years ago.

One of the latest models available in the literature of language education is proposed by Celce-Murcia, Dornyei and Thurrell are compatible with the theoretical view that language is communication, not just a set of rules. The implication language competence is that the model is formulated model that prepares students to communicate with language to participate in community language users. This model formulated as a Communicative Competence or Competency Communicative is represented in Celce-Murcia et al. as follows.\(^\text{49}\)

![Communicative Competence Model (from Celce-Murcia et al.)](image)

\(^{49}\) PUSKURNAS, *Standar Isi ...*, p. 6.
A schematic representation in picture 1 shows that core competencies are addressed by the education language is Discourse Competence. That is, if someone to communicate both orally and in writing that are engaged in a discourse. What is meant by discourse communication is an event that is influenced by the topics that communicated, interpersonal relationships of those involved in communication and lines of communication are used in one cultural context. Whatever meaning he obtained and he created in communication is always linked to the cultural context and the context circumstances that surrounded him. Participate in conversation, reading and written discourse competence automatically activate the means using a set of strategies or procedures for realize the values contained in the elements of language, grammar language and gestures in interpreting and express meaning.

Discourse competence can only be obtained if students acquire like Linguistic Competence, Competence Follow-Speech for spoken language or Competence rhetoric to written language (both included in the Actional Competence), sociocultural competence, and Strategic Competence.

3. Purpose

In the context of education, English language serves as a tool to communicate in order to access the information, and in the context of everyday situations, as a tool to foster interpersonal relationships, exchange information and enjoy the aesthetics of language in culture England. Subject English has the following objectives:

- Developing the ability to communicate in that language, in oral and written form. Ability to communicate includes listening, speaking, reading and writing.
- Growing awareness of the nature and importance of English language as one foreign language to become major tool learning.
- Developing an understanding of the interplay between language and culture and expand cultural horizons. Thus, students have a cross-cultural insight and involve themselves in cultural diversity.
4. **Scope**

The scope of English subjects includes:

- Language skills, namely listening, speaking, reading, and writing.
- Competency which includes follow-language competence, linguistic, sociocultural, strategies, and discourse competence.
- Developing a positive attitude towards the English language as a communication tool.

5. **Competence Standard and Basic Competence**

The following table describes the competence standard and basic competence of reading and writing skills in the school level of curriculum. It can be seen as follow:

<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Membaca</strong></td>
<td></td>
</tr>
<tr>
<td>11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar</td>
<td>11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</td>
</tr>
<tr>
<td></td>
<td>11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</td>
</tr>
<tr>
<td></td>
<td>11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan nararative</td>
</tr>
</tbody>
</table>
Based on the Competence Standard and Basic Competence above, the writer will analyze the content validity of the test items that is made by professional team (KKM) administered at MTs. Salafiyah Bedahan. Beside from Competence Standard and Basic Competence, the analysis is also determined by indicators in reading and writing skills.

In comparing the percentage for the analysis, the writer uses the criteria adopted from Arikunto’s opinion:50

<table>
<thead>
<tr>
<th>Table 2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria of Test Result Percentage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>76% - 100%</td>
<td>Good</td>
</tr>
<tr>
<td>56% - 75%</td>
<td>Sufficient</td>
</tr>
<tr>
<td>40% - 55%</td>
<td>Less good</td>
</tr>
<tr>
<td>&lt; 40%</td>
<td>Bad</td>
</tr>
</tbody>
</table>

---

CHAPTER III
THE IMPLEMENTATION OF THE RESEARCH

This chapter presents and discusses the research methodology and the research findings.

A. The Research Methodology

1. The Objectives of the Research

From this case, the writer is interested to focus finding empirical evidence if the test items of English summative test carried out at the second grade students of MTs. Salafiyah Bedahan have included content validity and in line with the English syllabus.

2. The Time and Location

The research was started by writer on 24th up to 30th Maret 2011. The writer chose MTs. Salafiyah Bedahan as a research place. It was conducted at the second grade students of MTs. Salafiyah Bedahan, which is located on jalan H. Sulaiman No. 9 Bedahan, Sawangan Kota Depok.

3. The Instrument of the Data Collecting

The instruments used in collecting the data are English summative test sheets for the second grade students and English School Based Syllabus.
4. The Technique of the Data Analysis

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

\[ P = \frac{f}{n} \times 100\% \]

For more detailed information, the writer gives the explanation of the formula above:

- \( P \) = percentage, is the final value of the total number of analysis that has been carried out. It is used to see how many percent the test covers indicators in the English syllabus.
- \( f \) = frequency, is the total number of indicators that are sampled in determining the appropriateness of the test.
- \( n \) = number or amount, is the whole total indicators available in the English syllabus.

Then, qualitatively, the test items are studied in terms of their appropriateness with the indicators with the English School Based Syllabus.

B. The Research Findings and the Discussions

1. The Description of the Data

The writer analyzed the test items whether they are in line with the indicators of reading and writing in the English syllabus administered at MTs. Salafiyah Bedahan. To get the data, he took the questions sheet of English summative test and English school based syllabus.

The data that the writer used in this study is the English summative test for even semester, which is called as Ulangan Kenaikan Kelas, the 2009/2010 academic year for the second grade students of Madrasah Tsanawiyah Salafiyah Bedahan. Based on regulation about the standard of educational evaluation
established by minister of National Education no. 20, 2007, the summative test of particular semester must be constructed based on the some indicators which should be achieved at that semester. Therefore, the English summative test for the second grade of MTs. Salafiyah Bedahan was constructed based on particular indicators.

The total number of the test items is 45 items which consist of 40 multiple-choice and 5 essay test items. The test was held on Wednesday, June 16th 2010 with the given time 90 minutes. The test was developed by professional team (KKM).

The following table describes the total frequency of the suitability of English summative test items with indicators in the latest English syllabus. Based on the data of items analysis result, it can be seen as follow:

**Table 3.1**

**Based on Competence Standard: Reading**

*Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Indicators</th>
<th>Items Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan</td>
<td>38</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Makna gagasan dalam teks <em>descriptive</em> dan <em>recount</em></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>Makna tekstual dalam teks <em>descriptive</em> dan <em>recount</em></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Langkah retorika teks <em>descriptive</em> dan <em>recount</em></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7.</td>
<td>Ciri kebahasaan teks <em>descriptive</em> dan <em>recount</em></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>Membaca nyaring dan bermakna teks essay berbentuk <em>narrative / recount</em></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>Mengidentifikasi berbagai makna teks <em>narrative / recount</em></td>
<td>22, 24</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>Mengidentifikasi tujuan komunikatif teks <em>narrative / recount</em></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>Mengidentifikasi langkah retorika dan ciri kebahasaan teks <em>narrative / recount</em></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>Mengidentifikasi berbagai informasi dalam teks fungsional</td>
<td>1, 2, 3, 11, 12, 14, 21, 23</td>
<td>8</td>
</tr>
<tr>
<td>13.</td>
<td>Mengidentifikasi tujuan komunikatif teks fungsional</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14.</td>
<td>Mengidentifikasi ciri kebahasaan teks fungsional</td>
<td>15, 19, 20, 32, 39, 43</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, there are only 5 indicators which are developed by the test designers in constructing the test based on indicators in reading. On the contrary, there are 9 indicators which are not developed. To know the percentage of the test validity of indicators in reading, it can be seen as follow:

\[
P = \frac{f}{n} \times 100\%
\]

**Note:**

- \(P = \text{Percentage}\)
- \(f = \text{Frequency}\)
- \(n = \text{Number / Amount}\)

\[
P = \frac{5}{14} \times 100\% = 36\%
\]

Because they only developed 5 indicators from 14 indicators which are available in English syllabus, the test is not designed proportionally.
Table 3.2
Based on Competence Standard: Writing

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Skill</th>
<th>Indicators</th>
<th>Items Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>1. Melengkapi rumpang teks fungsional pendek</td>
<td>5,26,27,28, 29,30,31,35, 36,37</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2. Menyusun kata menjadi teks fungsional yang bermakna</td>
<td>40,44</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3. Menulis teks fungsional pendek</td>
<td>45</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4. Melengkapi rumpang teks esai pendek berbentuk descriptive</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5. Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive</td>
<td>34</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>6. Menulis teks esai dalam bentuk descriptive</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>7. Menulis teks fungsional pendek berbentuk:  - pengumuman  - undangan  - pesan singkat</td>
<td>41</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>8. Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>9. Menggunakan language gambits</td>
<td>6,7,8,9,10,16, 17,18,33,42</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

From the table of indicators in writing above, there are 6 indicators, which are developed in constructing test, and there are 3 indicators which are not developed. The percentage of the test validity of indicators in writing is as follow:
Because of only 6 indicators developed from 9 indicators which are available in English syllabus, the test is also not designed proportionally.

C. The Analysis of the Data

In this section, the writer analyzed the collected data qualitatively based on Competence Standard.

Based on the table above and the explanation in the description of the data, there are many indicators in the competence standard of reading and writing, but the test just covers few of them. There are some indicators that are not included in the test whereas the indicators mentioned in the syllabus. So, the test will be better if all the indicators in the syllabus are put into in the test.

Besides, there are also some of expansion items numbers which are not proportional to the test. There are indicators which has many items number. On the other hand, there are some indicators which have few items number. Indeed, they just have one item number.

The possibilities of reason why the materials are more appeared in the test items are the materials in the indicators are easy to learn by students and also very suitable with the real context in daily activities, so the test designer is more paying attention to choose the test. On the other words, the possibilities reason why the materials are less appeared in the test items are the materials in the indicators are difficult to learn by the students, the time is very limited, and the materials have high difficulties.

The effects, which arise from the problems, are the students do not master all the suggested materials in the curriculum and the goals of the curriculum do not achieved well.

\[
P = \frac{f}{n} \times 100\%
\]

\[
= \frac{6}{9} \times 100\%
\]

\[= 67\%
\]

Note:

\[P = \text{Percentage}\]

\[f = \text{Frequency}\]

\[n = \text{Number/Amount}\]
D. The Interpretation of the Data

In this section, the writer would like to interpret the data. Based on the data description above, it shows that the highest frequency of indicators in reading which is appropriate with the English syllabus is only 36% from 5 indicators that was developed. This percentage obviously falls into the level of <40% which means bad. Then, the highest frequency of indicators in writing which is appropriate with the English syllabus is 67% from 6 indicators that was developed, so this percentage falls into the level of 56% - 75% which means sufficient. Next, the total indicators of reading and writing that are appropriate with the English syllabus are 48% from 11 indicators that was developed. So, the percentage falls into the level 40% - 55% which means less good. The calculation are mention below:

Based on the data of the appropriate indicators of reading, the writer analyzes:

\[ P = \frac{f}{n} \times 100\% \]
\[ = \frac{5}{14} \times 100\% \]
\[ = 36\% \]

Note:
\[ P = \text{Percentage} \]
\[ f = \text{Frequency} \]
\[ n = \text{Number/Amount} \]

Based on the data of the appropriate indicators of writing, the writer analyzes:

\[ P = \frac{f}{n} \times 100\% \]
\[ = \frac{6}{9} \times 100\% \]
\[ = 67\% \]

Note:
\[ P = \text{Percentage} \]
\[ f = \text{Frequency} \]
\[ n = \text{Number/Amount} \]
Based on whole data of the appropriate indicators of reading and writing, the writer analyzes:

\[
P = \frac{f}{n} \times 100\%
\]

\[
= \frac{11}{23} \times 100\%
\]

\[
= 48\%
\]

Next, based on the item analysis result above, the writer concludes that the English summative test which was administered in the second grade students of MTs. Salafiyah Bedahan has less good content validity. It is said like that because all indicators in reading and writing in the English syllabus are not constructed proportionally in the test and they only cover half from all indicators. Therefore, the test designers should pay more attention again in formulating measures about choosing items correctly that will be tested to students according to the material that has been taught in the class based on the recommended indicators in the syllabus.

Moreover, it can be inferred that test designers have to evaluate and revise the mistakes in constructing the English summative test with all indicators in reading and writing skill. They have to recognize that the summative test must be in line with the all recommended indicators in the English syllabus.
CHAPTER IV
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions from the writer based on the analysis of the English summative test carried out at MTs. Salafiyah Bedahan.

A. Conclusions

Based on the data in the previous chapter, the writer would like to elaborate the appropriateness of the test items in English summative test at even semester for the second grade students of MTs. Salafiyah Bedahan to the English syllabus used.

This summative test consists of 45 items. The items that appropriate with the recommended indicators in reading and writing skill in the English syllabus consist of 11 indicators. They cover 11:23 x 100% = 48%. This percentage obviously falls into the level 40% - 55% which means less good. So, the English summative test at even semester for the second grade of MTs. Salafiyah Bedahan Kota Depok is considered as an invalid test because of having the bad content validity.

Besides, if the test designers want to construct a test, they have to pay attention to the criterion of a good test. One of the criterions is validity, especially content validity. Based on this research, although there are some items which are appropriate with the indicators in reading and writing skills in the syllabus, they
do not enter them to the all recommended indicators. So, the test that was constructed did not fulfill to the standard of the good test. Then, the English test would be better if they entered to the all recommended indicators in reading and writing skills.

B. Suggestions

After giving the conclusion above, the writer wants to give some suggestions addressed to the test designers as a feedback of the analysis result. Namely:

1. Before designing a test, the test designer should have a good preparation by considering the principles of constructing the good test items.
2. The test designer should consider that the test items must be appropriate with all indicators both reading and writing in English syllabus, and the items that do not fulfill to the indicators should be discarded.
3. If the items do not fulfill to the syllabus, they must be revised so that they can be used for the next evaluation.

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

1. The school should give chances to the test designer to follow the trainings of constructing a good test.
2. The school should supervise the test designer’s work in constructing the tests. Whether the tests constructed have fulfilled characteristics of a good test or not.
3. The school should store the used items or make the items bank.
BIBLIOGRAPHY


Arikunto, Suharsimi, Dasar-Dasar Evaluasi Pendidikan, Jakarta: Bumi Aksara, 1995


Appendix 1

MADRASAH TSANAWIYAH (MTs)
ULANGAN KENAikan KELAS
TAHUN PELAJARAN 2009/2010

<table>
<thead>
<tr>
<th>Mata Pelajaran</th>
<th>Bahasa Inggris</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelas</td>
<td>VIII (Delapan)</td>
</tr>
<tr>
<td>Hari/Tanggal</td>
<td>Rabu, 16 Juni 2010</td>
</tr>
<tr>
<td>Waktu</td>
<td>07.00 - 08.30 (90 menit)</td>
</tr>
</tbody>
</table>

PETUNJUK UMUM:
1. Jawaban dikerjakan pada lembar jawaban yang telah disediakan.
2. Sebelum mengerjakan soal-soal, tulislah terlebih dahulu pada lembar jawaban dengan jelas nomor, nama dan kelas pada tempat yang telah disediakan.
3. Pilihlah jawaban yang tepat/benar dan berilah tanda silang (X) pada huruf (a, b, c, atau d) contoh a. b c d.
4. Jika terjadi kesalahan memilih jawaban, maka ceklah tanda X dengan dua garis lurus mendatar pada jawaban yang dianggap salah, kemudian berilah tanda X pada jawaban yang dianggap benar.
   Contoh: a b c d. Jawaban diubah menjadi a b c d.
5. Membat tanda X pada dua pilihan atau lebih untuk satu soal dianggap salah.
6. Berta'ahlah sebelum berkorja.

I. Pilihlah salah satu jawaban a, b, c atau d yang sesuai dengan bunyi pernyataan dari tiap-tiap nomor berikut dengan cara memberikan tanda silang (X) pada kolom lembar jawaban yang tersedia.

The text and answer questions no. 1 - 4

TRAVELING BY AIR

In Indonesia the role of air transportation is increasing rapidly. More and more people like to travel by plane. Because of this, more planes are added by some airlines and government is also building new airports.

It is not difficult to go by plane. People can get ticket from an airplane to travel agency. They can choose to use a domestic or international flight. People should reserve their seats. Then they must confirm to the ticket agency. They have to get their ticket some days before the flight date.

There are two kinds of check in. People can do it at the airports by being at the check in a counter forty five minutes before the departure or if available they can do it in a city check in terminal. If the passengers want to use this facility, they have to be in the city check in terminal about two hours before the departure time.

1. According to the text, aero plane belongs to ....
   a. land transportation  c. air transportation
   b. water transportation  d. means of transportation
2. The passengers must confirm to the ticket agency after they ....
   a. reserve their seats  c. choose the flight
   b. get their tickets  d. have difficulty
3. The word “it” in the last paragraph refers to ....
   a. airport  b. departure  c. check in  d. counter
4. What kind of text (Genre) is the text above? ....
   a. descriptive  b. recount  c. report  d. narrative
5. Student: "Excuse me, Sir. I don’t understand these sentences, do you mind... then for me?"
   Teacher: "OK, let me see them."
   a. listening  b. reading  c. writing  d. explaining

6. Andre: "I want to write a letter but I don’t have any paper,...?"
   Akmal: "Certainly, here you are."
   Andre: "Thanks a lot.
   a. Can you give me some  b. Can I help you  c. What can I do for you  d. Do you have some

7. Nurdin: "... for you."
   Firman: "Tell me what it is."
   Nurdin: "Our school will give you a scholarship."
   Firman: "Allamudlillah, thanks for the news."
   a. Do you have good news  b. I’ve got bad news  c. There’s a big problem  d. I’ve got good news

8. Dedi: "What do you think about the movie ‘Laskar Pelangi’?"
   Yudi: "I think... it’s an educative movie. Students and teachers should watch it."
   a. it’s boring  b. it’s very good  c. it’s not interesting  d. it’s terrible

9. Roni: "Let me give you some ink for your pen."
   Ahmad: "... I still have a lot."
   a. Yes, please  b. Great! Thanks  c. No, thanks  d. Good, give it now

10. Halim: "It’s very hot here in the room... turning the AC on?"
    Puji: "Yes, that’s a good idea."
    a. Do you agree  b. How about  c. Do you disagree  d. What if I

11. In how many languages are the books written?
    a. two  b. three  c. four  d. five

12. The second paragraph of the brochure tells us about...
    a. We will get 10% discount anytime we buy the books
    b. We will get 10% discount at the time the brochure published
    c. All books written by their external writers
    d. We will miss the fantastic offers

13. "Don’t miss the fantastic offers."
    The underlined word has equal meaning as ...
    a. dangerous  b. useless  c. amazing  d. impossible

14. What does the brochure tell us?
    It tells us about...
    a. book sale with fantastic discount
    b. the books written in English and bahasa Indonesia
    c. their internal writers
    d. good news for bookworms writers
15. Samsiul: “You know, people say you are an orphan.”
Rahmat: “…!”
Samsiul: “Oh, I am sorry. I don’t know.”
Rahmat: “It’s alright.”
a. I do b. Do I c. Am I d. I am

16. Zahra: “I am sick. I need some medicine but I can’t go out to buy it.”
Lutifa: “… I’ll buy it for you.”
Zahra: “Thanks a lot.”
a. By the way b. Can you help me c. I’d love to d. Don’t worry

17. Rina: “Thanks God, I’ve finally finished doing the English homework.”
Lukman: “Did you do it yourself?”
Rina: “Of course, I did.”
Lukman: “… how about your biology test yesterday? Did you get good work?”
Rina: “Alhamdulillah, I got.”
a. Thank you b. Sorry for that c. By the way d. Here you are

18. Anita: “Hello, Anita’s speaking.”
Santi: “Hello, this is Santi. Anita, your classmates are waiting for you for study group.”
Anita: “Yes, I’ll be there in twenty minutes. See you.”
a. Thanks for calling me b. Hold on c. It’s good idea d. No problem

The text for question no. 19 - 20
Daud: “I … (19) to your house yesterday but I found no one there.”
Baim: “Really? I went nowhere yesterday. What time did you come?”
Daud: “About 4 p.m.”
Baim: “Oh, I am sure I … (20) when you came.”
a. come b. came c. coming d. comes

20. a. am taking a bath b. took a bath c. was taking a bath d. take a bath

The text for questions no. 21 – 24

This was a bad experience. I hope it won’t happen to you. You know, I got flu last week. I decided to see a doctor because I was bothered a lot. I went to the doctor with my sister because my parents were out of town.

Well, the doctor examined me and gave me a prescription. He said I had to take some medicines and took a rest. Then my sister and I went to the dispensary. We had to wait for some time, when the clerk called my name. My sister took the medicine and we went home. I took the medicine when I arrived home and was going to sleep.

You know what. Unintentionally, my sister read the name on the medicines. She was surprised. She got the same name, but with different address. Then she called the dispensary. She told the clerk that she gave her wrong medicines. Oh gosh!

21. According to the first paragraph, where were the writer’s parents?
a. In their town b. In the hometown c. At home d. Not at home

22. “Then, my sister went to the dispensary.” (paragraph 2)
The underlined word has the same meaning as …
a. patient room b. doctor room c. bookstore d. drugstore

23. The main idea of the last paragraph is …
a. Both the clerk and the writer’s sister are not careful
b. The writer’s sister read the name

24. What is the suitable title for the text?...
   a. “My parents were out of town”
   b. “I took wrong medicine”
   c. “Going to the hospital”
   d. “The dispensary clerk”

25. Rafi: “My mother cooked special chicken barbeque and some pudding this afternoon ... dinner with us?”
   Mr. Ali: “OK, that’s very kind of you. Thanks.
   a. Can I help you  
   b. Don’t come
   c. Would you come  
   d. Would you help

26. a. a toothache  
   b. sore throat  
   c. stomachache  
   d. headache
27. a. illness  
   b. ‘rujak’  
   c. mother  
   d. happiness
28. a. dentist  
   b. doctor  
   c. optometrist  
   d. teacher

29. Complete the table above with the most important thing...
   a. Magazine  
   b. Notebook  
   c. Passport  
   d. Driving license

30. a. hardly  
   b. carelessly  
   c. fast  
   d. hard
31. a. careful  
   b. successful  
   c. lazy  
   d. lucky

32. Anwar: “Why didn’t you come to the meeting yesterday?”
   Karman: “Actually, I ... come, I had prepared myself, but suddenly it rained heavily.”
   a. May  
   b. was  
   c. would  
   d. will

33. Hendra: “I am going to see the music concert tonight. Will you come along with me?”
   Darman: “... I Yes, I will. The band is my favorite.”
   a. I am afraid I can’t  
   b. I am not sure  
   c. I am sorry I can’t  
   d. it sounds great

34. The correct order for the following jumbled sentences is ....
   1. That’s good idea.
   2. Are you free this Saturday?
   3. Let’s go to the cinema.
   4. But why?
   a. 1-2-3-4  
   b. 2-1-3-4  
   c. 2-4-3-1  
   d. 3-1-4-2
The text on the postcard for no. 35 – 37

2nd July 2009

Dear Deka

We’re spending a week at a resort on the coast. It’s really a
touristy place.
I rode a bike on Monday, but I fell off and hurt my leg. I
wanted to try ... (35) on the sea but I couldn’t.
Mom and Dad just lay on the ... (36) sunbathing all
morning. Then we had sightseeing. They took lots of ... (37)
with our camera but I thought it’s valley seeing.

To:

Deka
Jl. Blokkur 29
Barjarsari 46383

35. a. camping     b. motor biking  c. waterskiing  d. parasailing
36. a. street      b. hotel       c. hill        d. bench
37. a. Landscapes  b. photos     c. beaches    d. fish
38. Susan : “Next holiday, my family and I are going to have a picnic in Puncak. Will you join us?”
   Ratna : “... I am going to visit my uncle in Surabaya.”
   a. Yes, certainly  c. Yes, I will. Thanks.
   b. I am sorry I can’t  d. Great! I’d love to.
39. All … sick yesterday. So, he … to school. But today he is well already and is at school again.
   a. was-didn’t go       b. was-doesn’t go  c. is-went  d. is-didn’t go
40. Arrange the following words into a good sentence!
   Watching – better than – on TV – like – Teenagers – news program – movies
   a. 7-4-1-2-3-6      b. 1-7-4-5-3-2-6  c. 5-4-1-7-2-6-3  d. 5-4-1-6-7-3-2

II. Jawablah pertanyaan di bawah ini dengan singkat dan jelas!

41. Write an announcement for all of the students at your school about your school library.
   When does it happen? When does it close?
42. Complete the dialogue with the suitable expression to extend the conversation!
   Nanda : “You know, our school won the speech contest, the first winner.”
   Yuda : “… ? It’s great! … when was it announced?”
   Nanda : “An hour ago.”
43. Complete the dialogue!
   Mifah : “What were you doing when the bell rang?”
   Mulya : “I … when ….”
   Mifah : “I see.”
44. Arrange the jumbled sentence become a good and coherent dialogue.
   Yeni : “I don’t think that’s a good idea.”
   Yeni : “No, not yet.”
   Ayu : “What if we go to the mall?”
   Ayu : “Do you have a plan for next weekend?”
45. Complete the dialogue with suitable expression!
   Tourist : “Can you tell me about Pargandaran?”
   Sandy : “It’s a beautiful beaches area. It has wildlife conservation. You can see both sunset and
sunrise there.”
   Tourist : “Well, tell me how go there?”
   Sandy : “….”
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pelajaran</th>
<th>Indikator</th>
<th>Teknik Pemahaman</th>
<th>Penilaian</th>
<th>Alat/Alat Manipulatif</th>
<th>Sumber Bacaan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bustana, M.Kes.**

**Rislan, M.Kes.**

**HUSNIYAH, M.Kes.**

**HUSNIYAH, M.Kes.**
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Design Rule</th>
<th>Implementation Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feature 1</td>
<td>Rule 1</td>
<td>Implementation Text 1</td>
</tr>
<tr>
<td>Feature 2</td>
<td>Rule 2</td>
<td>Implementation Text 2</td>
</tr>
<tr>
<td>Feature 3</td>
<td>Rule 3</td>
<td>Implementation Text 3</td>
</tr>
</tbody>
</table>

**Notes:**
- Feature 1 requires careful implementation to avoid performance issues.
- Rule 2 must be followed strictly to ensure compatibility with future versions.
- Implementation Text 3 should be reviewed by the quality assurance team.
<table>
<thead>
<tr>
<th>Number</th>
<th>Date</th>
<th>Text</th>
<th>Text</th>
<th>Text</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2021-01</td>
<td>12345678</td>
<td>87654321</td>
<td>98765432</td>
<td>43210987</td>
</tr>
</tbody>
</table>

*Note: The table contains columns for Date, Text 1, Text 2, Text 3, and Text 4.*
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pelajaran</th>
<th>Penulisan</th>
<th>Sumber Bacaan</th>
<th>Absensi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Menyusun narasumber dan narasi berdasarkan dan berkenan dengan lingkungan</td>
<td>Teks narasumber / narasi</td>
<td>Esai</td>
<td>Dalam buku</td>
<td>4 x 40 menit</td>
</tr>
<tr>
<td>12. Menyusun narasumber dan narasi berdasarkan dan berkenan dengan lingkungan</td>
<td>Teks narasumber / narasi</td>
<td>Dalam buku</td>
<td>Dalam buku</td>
<td>4 x 40 menit</td>
</tr>
</tbody>
</table>

**Teknik**
- Membaca teks narasumber atau narasi
- Menganalisis teks narasumber atau narasi
- Mempelajari teks narasumber atau narasi

**Instrumen**
- Tes keterampilan menulis narasumber atau narasi
- Penilaian berbasis keterampilan menulis narasumber atau narasi

**Langkah-langkah pelajaran**
1. Membaca teks narasumber atau narasi
2. Menganalisis teks narasumber atau narasi
3. Mempelajari teks narasumber atau narasi
4. Membuat artikel atau narasi baru

**Contoh teks yang relevan**
- Artikel tentang lingkungan
- Narasi tentang kegiatan di lingkungan

**Buku bacaan**
- Buku yang relevan dengan tema lingkungan
- Buku yang relevan dengan narasumber atau narasi

**Gambar atau perincian lain**
- Ilustrasi tentang lingkungan
- Gambar tentang narasumber atau narasi
<table>
<thead>
<tr>
<th>Materi/Pokok/</th>
<th>Kegiatan Pembelajaran</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indikator</td>
<td>Teknik</td>
<td></td>
</tr>
<tr>
<td>Pembahasan</td>
<td>Bantuan</td>
<td></td>
</tr>
<tr>
<td>Candi</td>
<td>Babakuan</td>
<td></td>
</tr>
<tr>
<td>Revisi</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>

1. Membaca teks dan menganalisis materi pokok
2. Mengerjakan soal dan disiplin dalam kerja tim
3. Mengumpulkan data dan mempresentasikannya
4. Menyelesaikan masalah dengan kreativitas
5. Membangun struktur konsep dan memahami konteks
6. Memperoleh pengetahuan baru melalui aktivitas belajar yang terstruktur

Guru Mata Pelajaran: M.T. Sari
NIP: 199803191991051001

Mengupdate: M.T. Sari
NIP: 199803191991051001
A. Based on Indicators: Reading

<table>
<thead>
<tr>
<th>No Item</th>
<th>Questions and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question:</td>
<td><strong>TRAVELING BY AIR</strong></td>
</tr>
<tr>
<td></td>
<td>In Indonesia the role of air transportation is increasing rapidly. More and more people like to travel by plane. Because of this, more planes are added by some airways and government is also building new airports.</td>
</tr>
<tr>
<td></td>
<td>It is not difficult to go by plane. People can get ticket from an airplane to travel agency. They can choose to use a domestic or international flight. People should reserve their seats. Then they must confirm to the ticket agency. They have to get their ticket some days before the flight date.</td>
</tr>
<tr>
<td></td>
<td>There are two kinds of check in: people can do it at the airports by being at the check in a counter forty five minutes before the departure or if available they can do it in a city check in terminal. If the passengers want to use this facility, they have to be in the city check in terminal about two hours before the departure time.</td>
</tr>
<tr>
<td></td>
<td>According to the text, aero plane belongs to ....</td>
</tr>
<tr>
<td>1</td>
<td>a. land transportation       c. air transportation</td>
</tr>
<tr>
<td></td>
<td>b. water transportation      d. means of transportation</td>
</tr>
</tbody>
</table>

**Appropriateness with the indicator in English syllabus:**
This item is intended to measure the student’s ability in determining the understanding of aeroplane. Therefore, it is appropriate with the recommended indicator, namely, “mengidentifikasi berbagai informasi dalam teks fungsional.”
<table>
<thead>
<tr>
<th>Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The passengers must confirm to the ticket agency after they … .</td>
</tr>
<tr>
<td>a. reserve their seats</td>
</tr>
<tr>
<td>b. get their tickets</td>
</tr>
</tbody>
</table>

2 **Appropriateness with the indicator in English syllabus:**  
The second paragraph tells about the detail information of the text in confirming to the ticket agency. So, the item measures students’ ability which is suitable with the indicator: “mengidentifikasi berbagai informasi dalam teks fungsional.”

<table>
<thead>
<tr>
<th>Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The word “it” in the last paragraph refers to … .</td>
</tr>
<tr>
<td>a. airport</td>
</tr>
<tr>
<td>b. departure</td>
</tr>
</tbody>
</table>

3 **Appropriateness with the indicator in English syllabus:**  
This item tries to measure students’ ability in identifying an antecedent of “it” in the text. The information needed to answer that it refers to the correct pronoun from the text. It is suitable with the indicator: “mengidentifikasi berbagai informasi dalam teks fungsional.”

<table>
<thead>
<tr>
<th>Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of text (Genre) is the text above? … .</td>
</tr>
<tr>
<td>a. descriptive</td>
</tr>
<tr>
<td>b. recount</td>
</tr>
</tbody>
</table>

4 **Inappropriateness with the indicator in English syllabus:**  
This item is intended to know the kinds of text. Identifying the kinds of text that are meant by the test is not suitable with the indicator.

<table>
<thead>
<tr>
<th>Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In how many languages are the books written?</td>
</tr>
<tr>
<td>a. two</td>
</tr>
<tr>
<td>b. three</td>
</tr>
</tbody>
</table>

11 **Appropriateness with the indicator in English syllabus:**
Appendix 4

INSTRUMENT OF INTERVIEW

Interviewee: Bustanal Arifin, S.Ag., M.M.

Day/Date: Tuesday, April 19th, 2011

Place: MTs. Salafiyah Bedahan

Position: English Teacher

1. Sejak kapan Bapak mengajar di sekolah MTs. Salafiyah, khususnya di kelas VIII?

2. Mata pelajaran apa saja yang Bapak ajarkan di sekolah ini?
   Answer: Tahun 1994 saya mengajar Al-Qur’an Hadits dan Bahasa Inggris. Karena sudah ada guru baru yang ingin mengajar mata pelajaran Al-Qur’an, sehingga saya hanya mengajar mata pelajaran bahasa Inggris saja.

3. Bagaimana antusiasme siswa terhadap mata pelajaran bahasa inggris?
   Answer: Rata-rata dari sekitar 35% yang aktif dan serius untuk belajar.

4. Apakah metode pengajaran yang Bapak gunakan dalam mengajar bahasa Inggris?
   Answer: Metode yang saya gunakan itu tergantung pada situasi dan kondisi kelas, siswa dan kondisi saya sendiri.

5. Fasilitas penunjang apa saja yang tersedia di sekolah ini khususnya untuk mata pelajaran bahasa inggris?
   Answer: Buku paket, LKS, dan kamus.

6. Apakah Bapak menggunakan sumber lain dalam mengajarkan materi tersebut?
   Answer: Selain sumber yang sudah disebutkan, saya terkadang mengambil materi dari internet dan juga Koran berbahasa Inggris.
7. Dari mana biasanya Bapak mengambil sumber materi untuk kelancaran proses belajar mengajar?
   **Answer:** Dari Buku paket dan LKS.

8. Bila materi yang sudah diajarkan selesai, apakah Bapak melaksanakan tes ulangan untuk mengetahui kemampuan siswa dalam materi tersebut?
   **Answer:** Ya. Tetapi karena anak-anak memiliki LKS, jadi saya mengambil tes tersebut pada bagian *competency test* setelah pembahasan materi selesai.

9. Ketika para siswa siswi sedang mengerjakan tes, apakah kesulitan yang dialami oleh mereka?
   **Answer:** Sejak tahun ke tahun yang menjadi kesulitan para siswa dalam menjawab soal adalah tidak mengetahui arti bahasa inggris tersebut meskipun pendalaman vocabularinya sudah dilakukan.

10. Apa tindakan yang Bapak lakukan dalam mengatasi kesulitan siswa agar mereka dapat menjawab soal-soal dengan mudah?
    **Answer:** Menerintahkan para siswa untuk menghafal kosa kata dan banyak mengerjakan latihan-latihan.

---

Interviewee

[Signature]

**Bustanul Arifin, S.Ag., M.M.**
NIP: 196808172007011022

Interviewer

[Signature]

**Salman Fauzi**
NIM: 105014000319

Bedah, 19 April 2011
Depok, 08 Januari 2010

No : Istimewa
Hal : Pengajuan Judul Skripsi
Lampiran : 1 (satu) Berkas

Kepada Yth:
Ketua Jurusan Pendidikan Bahasa Inggris

Di
Tempat

Assalamu’alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama : Salman Fauzi
NIM : 105014000319
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Turbiyah dan Keguruan

Bermaksud untuk mengajukan judul skripsi sebagai salah satu syarat menyelesaikan program Strata 1 UIN Syarif Hidayatullah Jakarta. Adapun Judul yang diajukan adalah:

"An Error Analysis on the Content Validity of the English Summative Test"
(An experiment at the Second Grade of “MTs. Salafiyyah Bedahan”)

Bersama ini saya lampirkan satu berkas proposal yang terdiri dari:

1. Outline
2. Abstract
3. Temporary References

Demikian surat pengajuan ini saya sampaikan, atas pertimbangannya saya ucapkan terima kasih.

Wassalamu’alaikum Wr. Wb.

Menyetujui,

\[\text{Pengaju} \]

\[\text{Pembimbing}\]

\[\text{Dr. H. M. Farkhan, M.Pd}\]

\[\text{08/1-10}\]

Salman Fauzi
SURAT PERMOHONAN IZIN PENELITIAN

Nomor: Un.01/F.1/KM.01.3/23/2011
Lamp. : Outline/Proposal
Hal : Permohonan Izin Penelitian

Jakarta, 23 Maret 2011

Kepada Yth.

Kepala Sekolah MTs. Salafiyah Bedahan
di Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Salman Fauzi
NIM : 105014000319
Jurusan : Pendidikan Bahasa Inggris
Semester : XII
Tahun Akademik : 2010/2011
Judul Skripsi : An Analysis of the Content Validity of the English Summative Test (A Case Study at Second Grade of MTs Salafiyah Bedahan Kota Depok)

...adalah benar mahasiswa di Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Alas perhatian dan kerja sama Saudara, kami ucapkan terima kasih

Wassalamu'alaikum wr.wb.

a.p. Dekan
Rajah Pendidikan Bahasa Inggris

[Signature]

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan

[Signature]
SURAT BIMBINGAN SKRIPSI

Jakarta, 02 Juli 2010

Nomor : Irismewa
Lamp. : -
Hal : Perubahan Judul Skripsi

Kepada Yth.
Ketua Jurusan Pendidikan Bahasa Inggris
Fakultas Ilmu Tarbiyah dan Keguruan
Di
Tempat

Assalamu'alaikum wr.wb.

Berdasarkan konsultasi dan arahan dari dosen pembimbing skripsi, saya yang bertanda tangan di bawah ini:

Nama : Salman Fauzi
NIM : 105014000319
Semester : X (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : "An Error Analysis on the Content Validity of the English Summative Test" (An Experiment at the Second Grade of MTs. Salafiyah Bedahan)

Dengan ini mengajukan perubahan judul skripsi yang baru dengan judul "An Analysis of the Content Validity of the English Summative Test" (A Case Study at the Second Grade of MTs. Salafiyah Bedahan Kota Depok).

Demikianlah surat ini saya buat, atas perkenan dan perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

Mengetahui,
Dosen Pembimbing Skripsi

Pemohon

[Signature]

Dr. H. Muhammad Farkhan, M.Pd
NIP: 1965091920003102

Salman Fauzi
NIM: 105014000319
Nomor : MTS-/10.20/PP.005/040/V/2011
Lamp : -
Perihal : Telah Melaksanakan Penelitian

Kepada,
Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Di
Jakarta
Assalamu’alaikum Wr. Wb.
Menindaklanjuti surat Sdr., No. Un.01/F.1/KM.01.3/4250/2011 tentang permohonan izin penelitian, maka kami memberikan izin kepada :

Nama : Salman Fuizi
NIM : 10501400319
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of the Content Validity of the English Summative Test (A Case Study at the Second Grade of MTs. Salafiyah Bedahan Kota Depok)

Telah melaksanakan penelitian di MTs Salafiyah terhitung mulai tanggal 24 sampai dengan 30 Maret 2011.
Demikian atas perhatian dan kerjasama yang baik, kami ucapkan terima kasih.
Wassalamu’alaikum Wr. Wb.

Depok, 10 April 2011

[Signature]

[Seal]

Drs. Musa Thovib
Ketua MTs Salafiyah