

**AN ANALYSIS ON CONTENT VALIDITY OF ENGLISH SUMMATIVE
TEST ITEMS OF SECOND GRADE STUDENTS AT MTsN KALIJAMBE
IN THE ACADEMIC YEAR 2015/2016**

THESIS

**Submitted as A Partial requirements for the Undergraduate degree in
Islamic Educational and Teacher Training Faculty**



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I hereby sincerely state that the thesis entitled "An analysis on Content Validity of English Summative Test Items of second grade Students at MTsN kalijambe in the academic year 2015/2016" is my real masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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DEDICATION

This thesis is dedicated to:

1. My beloved Parents
2. My beloved brothers
3. My beloved Big Family

MOTTO

“Allah does not put a task on a person beyond his ability.”

(Qs. Al-Baqarah: 286)

“Whoever guides someone to goodness will have a similar reward”

(Sahih Muslim No. 1893)

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The researcher realizes that the thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, February 7th 2017

The Researcher,

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ABSTRACT

Fathony, 2017. *An analysis on Content Validity of English Summative Test Items of second grade Students at MTsN Kalijambe in the academic year 2015/2016*. Thesis. English Education, Islamic Education and Teacher Training Faculty, States Islamic Institute of Surakarta.

Advisor : Fithriyah Nurul Hidayati, M,Pd.

Keywords : Content Validity, Syllabus, Summative Test.

The objective of study are (1) To describe about the material tested in English summative test for the second grade students of MTsN Kalijambe in line or not and suitable with their English syllabus KTSP, (2) To find out the conformity level of content validity of the summative test for the second grade students of MTsN Kalijambe.

In this research, the researcher used descriptive qualitative research. The form of descriptive qualitative research is used to analysis the data. The researcher collected the data from the English teacher and other teacher of MTsN Kalijambe, the researcher asked for the syllabus and the summative test of the English subject on the second semester 2015/2016 academic year of the second grade of MTsN Kalijambe. The researcher analyzed which test items number have confirmed and have not confirmed to the syllabus in a table qualitatively whether each test items of the summative test for the second grade students of MTsN Kalijambe represent the indicators as suggested in its syllabus. From the result that result, then the researcher analyzes the conformity level of the English summative test to the syllabus in term of content validity by using Arikunto's theory. The test is measured adaptable with the syllabus and indicators especially from reading and writing skills.

The result of the research showed that (1) The English summative test items that administrated in the second grade of students of MTsN Kalijambe are 77,78% valid in terms of conformity with indicators of the syllabus. (2) Based on Arikunto's theory, the percentage obviously falls into the level of 61-80% and the interpretation is *Good*. It means the English summative test which is called *Ulangan Kenaikan Kelas Madrasah Tsanawiyah (MTs) Tahun Pelajaran 2015/2016* for the second grade students of MTsN Kalijambe is having good content validity.

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CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, limitation of the problem, problem formulation, the objectives of study, and the benefits of the study.

A. Background of The Study

In teaching learning proses, evaluation has an important role. Every teacher need evaluation to measure and evaluates their teaching learning activity. By evaluation the teacher can know about are the students understanding about the material that given accepted or not. Gronlund (1990:5) stated that “evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupil”. The result of the evaluation is used for judging the students’ progress and achievement.

According to Purwanto (2006:3) an educational evaluation is the estimation of the development and progress of pupils toward objectives or values in the curriculum. The aim of evaluation is to gain data or information that shows the level of ability and the success of students in achieving the curricular objectives. In addition, Djemari (2007:9) states that evaluation is as process to collect information for understanding the achievement of learning in a class or group.

One of ways to collecting data for evaluation is by using Test. Hughes (1995:13) states:” The test that is usually used by teachers in order to know how far students have mastered the lessons is the achievement test”. By a test,

the teacher can know how far the students understanding about the lessons in teaching learning activity. Nitko (1983: 6) stated, “A test is defined as a systematic procedure for observing and describing one or more characteristics of a person with the aid of either a numerical scale or category system”. It means the teacher can measure the student’s ability and knowledge with number of task and question.

There are many types of test to evaluate the students. Djiwandono (2011:90) state that there are four types of Test based on education implementation function, the first is formative test, the second is summative test, the third is pretest, and the last is posttest. This statement means that based on education implementation function test there are four kinds test which can be used in measuring the student`s ability. In the achievement tests are only formative and summative test. Hughes (1995:15) stated that there are two types of achievement tests, namely final achievement test and progress achievement test. Progress achievement test known as the formative tests and final achievement tests which is usually known as summative test.

Based on explanations above, the researcher focuses only on Summative test. Djiwandono (2011:93) Summative test is a test that usually administered at the end of the course. Moreover, summative test is given periodically to determine at a particular point in time what students know and do not know about the material that given by the teachers. It means, summative test only administrated in the end of the course or end of semester. In one year of education, there are two semesters. The researcher focuses in the second Semester.

In order to measure accurately, the teachers should use a good test. It is not an easy work for them to make it because there are some characteristics or requirements that must be fulfilled. According to Brown (2003) in his book *Language Assessment*, he classified the characteristic of Good Test be 3 parts: (1) Validity, (2) Reliability, and (3) Practicality. That statement can be understood if a good test have many criterion which related each other, so when the teacher made a test, it must fulfill those criterion. In this research, the researcher focuses only on Validity especially in Content Validity.

A test made by teachers should be in line with the syllabus, and the content of the test must measure what is intended to measure. Without validity, there can be no confidence in the inferences and conclusions made from the results. It can be understood that validity have important roles, it is seen from the content of its validity that is the test made by examiner must be able measure a competence or student's ability.

Commonly, there are three kinds of validity Brown (2003) divides validation in three types of validation which important in teaching learning proses includes: (1) Content validity, (2) Face Validity, (3) Construct Validity. From the three kinds of validity, content validity has the important roles in interpreting the test as a tool of evaluation, so that the teacher can measure student's ability effectively.

The main purpose is to understand how far the student's understanding about the material which have delivered by the teacher and the psychologies changes which shown after join on learning (Arifin, 2009:248). According to Thoha(1996:48), state that Content Validity is deal with is the content of test

item which tested is reflected of the curriculum or not. It can be understood in analysis of content validity, we can find how far the students understanding about the material which has delivered by the teacher and also are the content of test item which tested is reflected of the curriculum or not. So the teacher must carefully when they made the test to the students because content validity needs a sharp and systematic analysis and it can represent the content of the test that will be examined.

The researcher chooses to analyze the English summative test in MTsN Kalijambe in the academic year 2015/2016 especially in the second semester of the second grade students. The researcher chooses MTsN Kalijambe because it is one of Junior High School in Sragen regency with the predicate of national standard school. It means that this school is categorized as a good school because it has fulfilled the national standard of education (SNP). But on the contrary, some people around this school more choose the other school in other district that has same categorized as national standard because they assumed if this school not too good enough although that school is located in inside of a village and the distance 300 meter from highway.

The researcher chooses eight class because the researcher want to get the accurately data from MTsN Kalijambe, so the researcher choose the center grade of the student that is eight class. Moreover the researcher analysis English summative test, it will be more comfort when the researcher chooses eight grade. If the researcher chooses seven grade, the students were still influenced by the atmosphere of elementary school. And if the researcher chooses nine grade, the students and teacher will focus on the graduation

exam. From that reason, the researcher chooses eight class as the subject on this research.

For the reasons above, it is important to analyze the content validity of the summative test. When a test is not valid, there are consequences. First, the students cannot demonstrate skills that they possess if they are not tested. Second, irrelevant items are presented that the students will likely answer incorrectly only because the content was not taught. The effect of that are lower test scores because there is no relation between test items with material learnt to achieve instructional objective. Therefore, the researcher did an analysis on the content validity on the research title *“An analysis on Content Validity of English Summative Test Items of second grade Students at MTsN Kalijambe in the academic year 2015/2016”*.

B. Limitation of The Problem

To make this writing easier to understand, the researcher limit the study as follow:

1. The research focus only on the content validity of English summative of the even semester at second grade of MTsN Kalijambe in the academic year 2015/2016.
2. The research focus only on reading and writing skills because the summative test consists of multiple choice items, and essay items.
3. The test to be analyzed is the English summative test for the second grade students at MTsN Kalijambe.
4. The syllabus to be uses is the syllabus which was made by the teacher referenced to curriculum KTSP.

C. Problem Formulation

To make this study easy to understand, the researcher formulates the problem whether each test items of the summative test for the second grade students of MTsN Kalijambe represent the indicators as suggested its syllabus as an indicator of the content validity. Based on the preliminary study, the researcher breaks down into two formulate:

1. How appropriate is the English summative test with the indicator of the syllabus of the second grade students at MTsN Kalijambe?
2. Is the English Summative test of the second grade students at MTsN Kalijambe having a good content validity?

D. The Objectives of Study

The objectives of study in this research are as follows:

1. To describe about the material tested in English summative test for the second grade students of MTsN Kalijambe in line or not and suitable with their English KTSP.
2. To find the level of content validity of the English Summative test of the second grade students at MTsN Kalijambe.

E. The Benefit of The Study

1. Theoretical benefit

The benefit of this research is to describe whether each test items of the summative test for the eight students of MTsN Kalijambe represent the indicators as suggested by syllabus.

2. Practical benefit

The result of this study is expected to give a description for the readers about an analysis of content validity toward the summative test. It also can be advice or suggestion for the readers, especially for English teachers and all people who involved in education. It also useful for the reader to know the characteristic of a valid test or a good test, and also can be basic for the researcher to further research.

F. Definition Key Terms

1. Test

Test is a measurement tools that organized by questions, command, and directions for the test taker to get response or answer appropriate by that directions (Thoha, 1996:164).

2. Validity

Validity as appropriate of the result of test as an evaluations tool, but more simply Validity as an appropriate test as a measurements tool which main target that measureable (Djiwandono, 2011:164).

3. Content Validity

Content Validity is deal with is the content of test item which tested is reflected of the curriculum or not (Thoha, 1996:48).

4. Reliability

Test reliability is a test which believable, if that test used to measure in many time, the result is same (Thoha, 1996:118).

5. Summative Test

Summative test is a test that usually administrated at the end of the course test items on the syllabus. Summative test is typically come at the end of a course or unit instruction (Tinnambunan, 1998:8).

CHAPTER II

REVIEW ON RELATED LITERATURE

This Chapter presents any reviews on related literature including Theoretical Description, previous related study, rationale, and action hypothesis.

A. Theoretical Description

1. Evaluation

Evaluation is a one of step that cannot be separated in teaching learning process. According to Djiwandono (2011:10), evaluation is a process to collect information about the teaching learning process as a basic to make a decision. According to Bloom (1991) Evaluation is an important activity for the teachers and students. Although the focus in the evaluation phase is on the student's self-evaluation, teachers are also engaged in evaluation activities. In order to know how well the result of teaching and learning process, a teachers must evaluate it. By evaluation the teachers can collect information or can have picture describing how well the teaching learning activity succeeded. According to Mardhapi (2008:8) define that evaluation is an activity to increasing the quality, performance, and productivity of an institution on their programs. Griffin and Nix (1991) state that evaluation is a judgment for score or implication from the measurements result. Tyler (1950) evaluation is a determining process how far the educations purpose is reached. It can be used to improve the teaching and learning activities which are done by the teachers and the students. Through the evaluation the result of learning process can be seen whether it succeeds or not.

Based on some definition above the researcher can conclude that Evaluation is the step on teaching learning process that is held on the last of learning process. The teacher can use evaluation as a media to collect information about the learning process and the student's achievement to

make a decision or defining whether the learning process is succeeded or not.

2. Test

One of the evaluation instruments is a test. There are several definitions of the test. According to Thoha (1996) test is a measurement tools that organized by questions, command, and directions for the testee to get response or answer appropriate by that directions. Furthermore, Brown (2003) states that test is a method of measuring a person's ability, knowledge, or performance in a given domain. Then, according to Mardapi (2008:67) define that Test some of question which have correct or incorrect answer. Tests also have meaning as some of questions which need answer, or need responses. With purpose is measure level of someone's people or to collect some information about the test taker.

Based on definition above, the researcher can conclude Test is a method to measure a person ability that organized by question, command, and directions that systematic and objectives procedures for collecting data.

3. The Purpose of Test

Mardhapi (2008:68) Classifieds purpose of test in four aspects:

- a. Understanding the level of students' knowledge.
- b. Measure the development and growth of the students.
- c. Diagnostic learning's difficulties of students.
- d. Understanding the output of teaching process.

- e. Understanding the output of learning process.
- f. Understanding the curriculums reach.
- g. Encourage the students on study.
- h. Encourage the teachers to teach better.

4. The Kind of Test

There is much kind of tests that can be used to evaluate or to measure the student's achievement. According to Djiwandono (2011) in his book, *Test Bahasapeganganbagipengajarbahasa* classified a kind of test in five aspects: 1. Test based on ways to scoring. 2. Test based on arrangement. 3. Test based on the function of organization. 4. Test based on education implementation function

a. Test based on ways to scoring

1) Objective Test

Objective test is a test that the scoring using high level objectivity. Heaton (1988:25) state that Objective test a form from questioning which has a correct single answer. Objective test usually have only one correct answer.

According to Louis and Marilyn (1978:425) there three kind of objective test is (a) true false test, (b), matching test and (c) multiple choice test.

a) True false test

True false is simply a declarative statement which the students must judge as true or false (Louis and Marilyn,

1978:425). Mardapi (2008: 71) true false test is a form of test that consists of some statement with proportion true or false.

Example:

T F People has ten finger.

b) Matching test

Mardapi (2008: 71) A test that form matching or pairing are consist of a premise, a list answers possibility, and a directions to match the each of premise with the one of possibility answer.

Example:

- | | |
|------------------------------------|-----------------|
| 1. President of Republic Indonesia | -AnisBaswedan |
| 2. Governor of central java | -JokoWidodo |
| | - GanjarPranowo |

c) Multiple choice

Multiple choices is one of the most popular and effective of all the objective test that consist of two part: (1) the steam, which state th problem, and (2) list of option, one of them is to be selected as the correct answer (Louis and Marilyn, 1978:425).

Example:

Sony : Can I use your computer, please

Dina :I'm using it

- a. Of course b. no problem c. I'm sorry d. sure

2) Subjective Test

Subjective test is a test that the scoring is subjective only or impossible to scoring in objective. If the answer of the test be correcting by 2 different people or more, the result of the test will be different also.

According to Djiwandono (2011) there are four kind of subjective test is:

a) Essay test.

Essay test is concern on test which the essays answer in many writings style like descriptive and argumentative, based on the problem on the question. Suwandi (2009:47) states that Essay test is a form of question that demand of students answer in front of description their own language.

Example:

How to make a coffee? Explain!

b) Test using question word.

This test is consisting of items test which design in form question sentences which started question word.

Example:

Where is Manahan Stadium?

- a. In Solo.
- b. In Yogyakarta.
- c. In Madiun.
- d. In Sragen.

c) Short answer test.

This test is consisting of items test which design used question word, generally used *Wh-question-words*.

Example:

Who the chief of education ministry of Indonesia?

d) Completing test.

This test item is consisting of short sentences which must be completing by the test taker in the empty part of the sentences in middle, beginning, or the ending of sentences.

Example:

Today is my birthday. I usually have a big (1) in my birthday.
My (2)...Friends always come to my party.
Today's party is different from last year's. I am having a (3).....party
than last year, with only my parents, my aunt, and my sister.

- | | | | |
|-------------|----------------|-------------|----------------|
| 1. a party | b. anniversary | c. ceremony | d. Celebration |
| 2. a fine | b. good | c. well | d better |
| 3. a. large | b. larger | c. small | d. smaller |

b. Test based on arrangement

1) Standardized test

Standardized test is a test that arranged and developed based on the rules, requirement, and procedures that examined based on planning.

2) Test made by The Teacher

Test by The Teacher is a test that more simply that standardized test.

Each of procedures are making by the teacher itself.

c. Test based on the function of organization

1) Selection Test

Selection test or often called entrance test is a test that held to determine the pupils are accepted or not.

2) Placement Test

Placement test is the test that is arranged for measuring student's ability in language and assigning student's major in an appropriate grade of Educational organization. Brown (2003:390) the purpose of placement test is to place a student into an appropriate level or section of a language curriculum or school.

3) Achievement Test

Achievement Test is a test that used to understanding the pupils achievement in the educational organization. Brown (2003:390) An Achievement test is related directly to classroom lessons, units, or even a total curriculum. Basuki and hariyanto (2014) Achievement Test is type tests which design to measure the level of knowledge on subject of study.

4) Proficiency Test

Proficiency Test is a test concerned to evaluate the level of student's skills in certain subject without correlating with other subject. According to Brown (2003:390) in his book *Teaching by Principles* he stated that Proficiency test is not intended to be limited to any one course, curriculum, or single skill in the language. Proficiency test have traditionally consisted of standardized multiple choice items on grammar, vocabulary, reading comprehension, aural comprehension, and sometimes a sample of writing.

5) Aptitude Test

Aptitude Test is a test to measure the personal ability to learn and to be successful in undertaking. Brown (2003:390) 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. Basuki and hariyanto (2014) aptitude test is tests which aim to measure proficiency someone to developing skill and knowledge.

d. Test based on education implementation function

1) Formative Test

The teacher administers formative test during the learning progress with the aim of using the result to improve instruction and to provide continuous feedback to both students and teacher. Suwandi (2009:46) stated that Formative test carry out during the learning process take place or in the end of a unit of a study. Tinambunan (1998:8) says formative test intended to monitor learning progress during the instruction and to improve continuous feedback to both pupil and teacher concerning learning successes or failures.

2) Summative Test

Summative test is a test that usually administered at the end of the course. Moreover, summative test is given periodically to determine at a particular point in time what students know and do not know about the material that given by the teachers. Tinnambunan

(1998: 8) stated that summative test is a test that usually administrated at the end of the course test items on the syllabus. Summative test is typically come at the end of a course or unit instruction.

According to Suwandi (2009:46) there are four types of summative test that be used in classroom include:

- a) Performance task, Students are asked to complete the task and determine what the students knows and are capability in doing A rubric, checklist, or other form of scoring guide should accompany this type of test.
- b) Written product, students are asked to write an original selection. There are many written forms that teachers can used to get the students to write. Student may be asked to write about a previous activity such as field trip or guest speaker. Student may be asked to write their experience.
- c) Oral product, students are asked to prepare an oral piece of work.
- d) Test, students are asked to write the test at the end to demonstrate what they know.

3) Pretest

According to Basuki and hariyanto (2014) in their book *Assesment Pembelajaran* defined that pretest is a preface test which held to understanding about the basic knowledge of students and to know how the students get ready or not in learning experience.

4) Posttest

According to Basuki and hariyanto (2014:20) state that this test will be held after the teaching learning process to scoring the students understanding about the material of learning

5. Characteristic of Good Test

According to Brown (2003) in his book *Language Assessment*, he classified the characteristic of Good Test be 3 parts: 1. Validity, 2. Reliability, and 3. Practicality.

a. Validity

The most complex criterion in a god test is validity. The extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment (Gronlund, 1998:226). Hammensley (1990:57) by Validity, I mean truth; interpreted as extent to which an account accurately represent the social phenomena to which it refers. According to Djiwandono (2011:164) Validity as appropriate of the result of test as an evaluations tool, but more simply Validity as an appropriate test as a measurements tool which main target that measureable. Then, according to Mardhapi (2008:16) Validity is support evident and theory toward tests score based on the purpose of using test. That's why Validity as the most basic fundament on develops and evaluates a test. The process of validation includes collecting the evidences to showing the scientific interpreting of tests score which is planned.

Based on the definitions above the researcher can conclude Validity is the truth which includes of support evident and theory as appropriate the result or the score of a test as an evaluation tool.

Brown (2003) divides validation in three types of validation which important in teaching learning proses includes: 1. Content validity, 2. Face Validity, 3. Construct Validity

1) Content Validity

If a test actually samples the subject matter about which conclusions are to be drawn, if it requires the test-taker to perform behavior that being measured, it can claim Content Validity. Content validity often used in learning's assessment. The main purpose is to understanding how far the students understanding about the material which have delivered by the teacher and the psychologies changes which shown after join on learning (Arifin, 2009:248). According to Thoha (1996:48), state that Content Validity is deal with is the content of test item which tested is reflected of the curriculum or not.

2) Face Validity

A concept that very closely related content validity is Face Validity, which asks the question "Does the tests on the "face" of it, Appear from the learners perspective to test what is designed to test? To achieve "peak" performance on a test, the

learner need to be convinced that the test is indeed testing what it claim to test. Face validity is almost always perceived in terms of content: if the test samples the actual content of what the learner has achieved or expect to achieve, then face validity will be perceived. Mardapi (2008:19) the evidence of Face validity is obtained through correction toward the test item to making conclusion that the tests are relevant on measured. Arifin, (2009:248) state that this validation uses very simple criteria, because just look on the face side from that instrument itself. It means, if the test assumed as good test, so that test is required on face validity and no needed judgment more detail. Basuki and hariyanto (2014:121) state that this validity is kind of validity which most lower in the meaning, moreover some scientists assumed this validation not valid.

3) Construct Validity

A third category of validity that the teachers must be aware of in considering language tests is construct validity. One way to look at construct validity is to ask the question “Does this test actually tap into the theoretical construct as it has been defined? “Proficiency“ is a construct. “Communicative competence“ is a construct. “Self-esteem“ is a construct. Arifin, (2009:230) Construct Validity is a concept which observable and measurable. Construct validity often called as logical

validity. Construct validity concern about the questions until how the tests are really observe and measure the psychological function which is being behavior description of the test taker. Thoha(1996:110) state that Construct validity is a test where the tests item built mindset appropriate on the instructional purpose. In other word, Construct validity is a test which the items test are measure think aspect based on the concept or approach which used for explain that concept.

b. Reliability

A Reliable test is consistent and dependable. Source of unreliability may lie in the test itself or in the scoring of the test, known respectively as the test reliability or rater (on scoring) reliability. Scorers Reliability is the consistency of scoring by two or more scorers. Hammersley (1992:67) state that reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or the same observers on different occasions. Arifin, (2009:230) reliability is level or degree of consistency from an instrument.

Djiwandono in his book *Tes Bahasa* said that a test can be says reliable if the result of score is real and believable because consistently and not changes. Thoha (1996:118) said test reliability is a test which believable, if that test used to measure in many time, the result is same.

According to the definition above, the researcher can conclude that Reliability is reliable or believable and consistency. A test can be categorized as reliability if the tests are consistent and if the test used to measure in many times, the result is the same and does not change.

c. Practically

A good test is practical. It is within the means of financial limitations, time constraints, ease of administration, and scoring and interpretations. Djihadono (2011:190) states that Practically means simply and easily on procedural and administration or practice of tests are held.

6. Syllabus and Curriculum

Syllabus is not separated from the curriculum, because the instructions or the content in the curriculum will be developed into a syllabus based on the competency standard and basic competence. Posner said that curriculum is the set of instructional strategies that teachers plan to use (Richard, 2001:2).

a. Syllabus

Syllabus is designed based on the school and levels. But when the teacher makes a syllabus, it must be suitable with the student's ability and system or situation. Brown (1995:141) said that a syllabus is predominantly concerned with the choices necessary to organize the language content of a course or program. It can be understood that when the teachers will teach the materials in the classroom, they can

choose a lot of courses and organize the materials that needed. Whole must concerned to the syllabus so the materials on course not lateral.

b. Curriculum

Every course or school need curriculum to make their school be equal with others. Curriculum made by the government. Posner (2004:5) said that curriculum is the set of instructional strategies' teacher plan to use. That statement mean if curriculum have an important role in a school or course. Because curriculum as instructional strategy or basic reference on teaching learning process.

Table 2.1
Standard Competence and Basic Competence English Subject
SMP/Mts in the Second Semester of the Second Grade

Standard Competence	Basic Competence	Indicator
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<p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>7.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> <p>7.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon.</p>	<ul style="list-style-type: none"> • Merespon ungkapan meminta, memberi, menolak jasa. • Merespon ungkapan meminta, memberi, menolak barang • Merespon ungkapan meminta, memberi, mengingkari informasi • Merespon ungkapan meminta, memberi, menolak pendapat • Merespon ungkapan meminta, menerima, menolak tawaran • Merespon ungkapan meminta, memberi persetujuan • Merespon ungkapan pernyataan • Merespon ungkapan memberi perhatian terhadap pembicara • Mengawali, memperpanjang an menutup percakapan
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		<ul style="list-style-type: none"> • Merespon ungkapan mengawali, memperpanjang dan menutup percakapan telepon
<p>Mendengarkan</p> <p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>narrative</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.</p>	<p>8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i></p>	<ul style="list-style-type: none"> • Mengidentifikasi berbagai informasi dalam teks fungsional pendek undangan, pengumuman, pesan singkat • Mengidentifikasi tujuan komunikatif teks fungsional pendek • Mengidentifikasi berbagai informasi dalam teks monolog naratif • Mengidentifikasi tujuan komunikatif teks naratif • Bertanya dan menjawab tentang meminta, memberi, menolak jasa • Bertanya dan menjawab tentang meminta, memberi, menolak barang • Bertanya dan menjawab tentang

		<p>meminta,memberi dan mengingkari informasi</p> <ul style="list-style-type: none"> • Bertanya dan menjawab tentang meminta,memberi dan menolak pendapat • Bertanya dan menjawab tentang menawarkan,menerima,menolak sesuatu
<p>Berbicara</p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> <p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekатыang</p>	<ul style="list-style-type: none"> • Bertanya dan menjawab tentang meminta,memberi persetujuan • Bertanya dan menjawab tentang merespon pernyataan • Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara • Mengawali,mempertpanjang menutup percakapan • Mengawali,mempertpanjang menutup percakapan telepon • Bertanya dan menjawab tentang meminta,memberi persetujuan • Bertanya dan

	<p>melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon</p>	<p>menjawab tentang merespon pernyataan</p> <ul style="list-style-type: none"> • Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara • Mengawali, memperpanjang menutup percakapan • Mengawali, memperpanjang menutup percakapan telepon
<p>Berbicara 10 Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i>, dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>	<ul style="list-style-type: none"> • Mengungkapkan secara lisan teks fungsional : <ul style="list-style-type: none"> - Pengumuman - Undangan - Pesan singkat • Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat • Melakukan monolog pendek sederhana dalam bentuk <i>narrative</i> dan <i>recount</i>

<p>Membaca</p> <p>11 Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i>, dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>	<ul style="list-style-type: none"> • Membaca nyaring dan bermakna teks esai berbentuk <i>narrative</i> / <i>recount</i> • Mengidentifikasi berbagai makna teks <i>narrative</i> / <i>recount</i> • Mengidentifikasi tujuan komunikatif teks <i>narrative</i> / <i>recount</i> • Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative</i> / <i>recount</i> • Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengidentifikasi ciri kebahasaan teks fungsional
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<p>Menulis</p> <p>12 Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i></p>	<ul style="list-style-type: none"> • Menulis teks fungsional pendek berbentuk : <ul style="list-style-type: none"> - Pengumuman - Undangan - pesan singkat • Menulis teks pendek dan sederhana dalam bentuk <i>narrative</i> dengan langkah retorika yang benar
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Content Standard for English Syllabus of Junior High School KTSP adapted from “Kemendikbud”

B. The Previous of Study

The research about analysis test has already done by several researchers. The following are the summary that the researcher read from the result of the research before.

The first previous research is conducted by AretaWulandari (UIN SyarifHidayatullah: 2014) who conducted a research entitled “*An Analysis on the Content Validity of English Summative Test Items*” she conducted a research in Junior High School Al-Amanah Jakarta. The aim of this research is to find the empirical evidence of the English summative test content validity made by the professional team for the even semester of the second grade students carried out at Junior High School of *Al- Amanah*. The total

number of the test items is 45 items. She used qualitative research in which the researcher collected the data by asking the English summative paper and syllabus to the school. Then she analyzed the test items, whether the summative test has content validity. Also, this research is categorized as descriptive analysis in which to describe the conformity and inconformity of the *Al-Amanah* Junior High School's summative test with the syllabus and indicators. The finding of the research prove that the test items of English summative test for the even semester of the second grade students in *Al-Amanah* Junior High School have bad content validity. It is showed through the percentage. Based on the percentage, she found that the English summative test is 51% valid in terms of its conformity with the indicators. The items tests that represent the suggested indicators in the syllabus are 23 items and the inconformity items are 22 items.

The second previous research is conducted by DwiNurnaningsih (IAIN Surakarta: 2015) she conducted a research entitled "*An Analysis on the of English Summative Test Items in The Eleventh Grade Students of SMA N 1 Banyudono*". Although this have different subject in analysis item test because the aim of this research is to measure the appropriateness of the difficulty level, the index of discriminating, and the distractor of the English summative test items. She used descriptive qualitative in this her research. The results of her research are the difficulty level of summative test item is in moderate level, and then the index of discrimination of English summative test items is in good level, and the distractor of English summative test items is acceptable.

The third previous study is the journal international from Thomas Keeley, Hareth Al-Janabi, Paula Lorgelly, Joanna Coast 2013 volume 8 entitle *A Qualitative Assessment of the Content Validity of the ICECAP-A and EQ-5D-5L and Their Appropriateness for Use in Health Research*. This paper reports a qualitative assessment of the content validity and appropriateness for use of the eq-5D-5L and ICECAP-A measures, using novel methodology. In-depth semi-structured interviews were conducted with research professionals in the UK and Australia. Informants were purposively sampled based on their professional role. Data were analysed in an iterative, thematic and constant comparative manner. A two stage investigation - *the comparative direct approach* - was developed to address the methodological challenges of the content validity research and allow rigorous assessment. Informants viewed the ICECAP-A as an assessment of the broader determinants of quality of life, but lacking in assessment of health-related determinants. The eq-5D-5L was viewed as offering good coverage of health determinants, but as lacking in assessment of these broader determinants. Informants held some concerns about the content or wording of the Self-care, Pain/Discomfort and Anxiety/Depression items (EQ-5D-5L) and the Enjoyment, Achievement and attachment items (ICECAP-A). Using rigorous qualitative methodology the results suggest that the ICECAP-A and EQ-5D-5L hold acceptable levels of content validity and are appropriate for use in health research. This work adds expert opinion to the emerging body of research using patients and public to validate these measures.

The forth previous study is the journal international from Elena Delgado-Rico (*University of Granada, Spain*), Hugo Carretero-Dios² (*Universidad de Granada, Spain*), and Willibald Ruch (*University of Zurich, Switzerland*) 2012, Volume 12 No.3 entitle Content validity evidences in test development: An applied perspective. The purpose of this instrumental study was to show how to conduct a study aimed at obtaining content validity evidence in the test construction/adaptation process. An applied perspective was used, and this paper presents the content validity analysis of the Spanish adaptation of the State-Trait Cheerfulness Inventory trait form (STCI-T). This paper illustrates the stages required to analyze content validity: 1) definition of the content domain to be assessed, 2) item construction, and 3) expert judgment of the items constructed. This study focused mainly on the third stage and the results obtained with a previously selected panel of experts are included. The paper briefly describes the most important criteria to consider in the selection of experts, the procedure recommended to obtain judgments, the material to administer, aspects of items to assess, and the type of analyses that should be conducted. Based on the results obtained for the Spanish adaptation of the STCI-T, the article discusses the importance of obtaining content validity evidence in the test construction/adaptation process. The indices used demonstrated good content validity for the Spanish version of the STCI-T.

In this research, the researcher has similarity with the four previous studies above, the similarity is about evaluation. But object this research focuses on content validity only. The subject of the research is on the English

Summative Test Item on the Even semester of second grade Students of
MTsN Kalijambe in academic year 2015/2016.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher report the research procedure including Research method, Time and Place of the study, Research Instrument, Data and Source of data, Technique collecting data, Technique Analyzing Data, and the Trustworthiness of Data.

A. Research Method

In this research, the researcher used descriptive qualitative research. The form of descriptive qualitative research is used to analysis the data. It is descriptive because the objectives of this study are to finding the information as many as possible.

The researcher collected the data and then the researcher analyzed the test items, whether each test items of the summative test for the second grade students of MTsN Kalijambe represent the indicators as suggested in its syllabus. The test is measured adaptable with the syllabus and indicators especially from reading and writing skills.

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

B. Time and Place of the Study

The place of this study is take at MTsN Kalijambe. This is located at Jl. Solo-Purwodadi KM.13 Siboto, Kalimacan, Kalijambe, Sragen. This research was beginning by asking for the English summative test sheet and the Syllabus to the headmaster and English teacher. The research starts on January up to June 2016. It is conduct at the eight year students of MTsN Kalijambe academic year 2015/2016.

C. Data and the Data Source

1. The Data

The data in this research is the materials of the English summative test in second grade of students of MTsN Kalijambe. The type of the data in this research is qualitative data. Qualitative data is usually in the form of words rather than number.

2. The Source of data

The data source of this research is document. Document is a paper or book that gives information about something that can be used as evidence or a proof of something. The document in this research is the syllabus and the English summative test for the second grade students of MTsN Kalijambe. In this research, the researcher choose MTsN Kalijambe because actually this school has national standard, it expected the school have a good conditions in teaching learning. It forces the teachers and the students have a good ability, more ever in English subject. Furthermore, the test and the teaching learning material must have good validity also.

D. Research Instrument

The research instrument which was uses by the researcher in collecting the data is documentation. The documents are:

1. Paper/ test booklet

The researcher asks the English summative test paper from the school. The test which is analyzed is the English summative test for the second grade student at the even semester. The total items are 45 items English summative test. It is 40 items of multiple choice and 5 items of essay.

2. English syllabus and indicators for the second grade students of Junior High School

The researcher analyzing the English summative test items, and then conform it to the English syllabus and the indicators. The English syllabus which is made by the teacher should be based on the Standard competency and basic competence.

E. Technique of Collecting Data

Technique of collecting data is a way that uses by the researcher to get the data (Arikunto, 2002:136). In this research, the researcher uses document to collect the data. Document is something either written or film which researcher does not prepare before or researcher does not take a role (Moleong, 2004:216). The researcher collect the data from syllabus and English summative test items in Even semester of second grade students of MTsN Kalijambe in academic year 2015/2016.

The researcher collects the data from an English teacher and other teacher of MTsN Kalijambe. Then, the researcher asks for the syllabus and the summative test of the English subject on the even semester 2015/2016 academic year of the second grade of MTsN Kalijambe.

F. Technique of Analyzing Data

The obtained data is analyzed in the way that in line with the technique of conducting this study.

Starting by the attempt of answering the research question, the researcher analyzes the conformity level and the unconformity level of the

English summative test to the syllabus in term of content validity. The researcher analyzed which test items number have confirmed and have not confirmed to the syllabus in a table qualitatively. Quantitatively, the researcher measures the attainment of a content validity of the test items by using this formula:

$$P = \frac{F}{N} \times 100\%$$

P= A percentage of attainment

F= Frequency

N = Number of cases

The formula above is used for getting the total percentage about the Conformity of the English summative tests towards the indicators in English syllabus.

Moreover, the attainment result of analyzing the English summative tests is described. In describing the result, the conformity attainment percentage number changes into predicate category based on Arikunto's criteria. The researcher also calculates the attainment of indicators cover in the English summative test by the same formula that has been explained by AnasSudijono.

Here the following of Arikunto's criteria that is used for describing the attainment result of conformity and inconformity of English summative test's item with syllabus:

Table 3.1

Criteria of the Conformity Level

Index	Interpretation
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
0 – 20%	Very poor

Based on the table above, it can be describe:

1. If the result of conformity and inconformity of English summative test's item with syllabus is 0-20%, it means the validity of the test is Very poor.
2. If the result of conformity and inconformity of English summative test's item with syllabus is 21-40%, it means the validity of the test is Poor.
3. If the result of conformity and inconformity of English summative test's item with syllabus is 41-60%, it means the validity of the test is Fair.
4. If the result of conformity and inconformity of English summative test's item with syllabus is 61-80%, it means the validity of the test is Good.
5. If the result of conformity and inconformity of English summative test's item with syllabus is 81-100%, it means the validity of the test is Very good.

G. The Trustworthiness of The Data

In analyzing the data, the researcher also need to analyze the validity of the data sources to get the valid data. To proved and check the validation of the data scientifically and responsibly. Trustworthiness is the appropriateness, meaningfulness, and usefulness of the inferences that the researcher makes based on the data collected, while realibility is the consistency of these inferences over time (Frankle and Wallen, 2000:208).

In Qualitative research must use the relevant technique, to prove the trustworthiness of the data, the researcher used the triangulation technique. Sugiyono (2006:32) stated that Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data source or multiple collecting data procedures. Sanjaya (2013:50) Triangulation design is the design that using quantitative and qualitative in same time and through same topic.

Moeleong (2005:330) stated that there are four kind of triangulation, namely triangulation of source, method, researcher, and theory. The researcher can recheck the result by comparing them with several source, method, researcher, or theory.

In this research, the researcher uses triangulation of the source type of triangulation to check the data validity. The data are English summative test, and syllabus that taken from the teacher as informant also.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher report the data description, Research finding and Discussion about the finding of this research.

A. Research Finding

The researcher analyzed the test materials whether they conform to the English syllabus of MTsN Kalijambe. To get the data, he took the questions sheet and the English syllabus document to be analyzed. The data that the researcher used in this study is the English summative test for second semester, which is called *Ulangan Kenaikan Kelas Madrasah Tsanawiyah(MTs) Tahun Pelajaran 2015/2016* for the second grade students of MTsN Kalijambe. The total numbers of test items are 45 items which consist of 40 multiple choice items and 5 essay items. The test held on Wednesday, 1st June 2016 with the given time 120 minutes started 07.30 until 09.30AM.

In this research finding, the researcher divided into two aspects, the first is the analysis of the appropriateness of the English summative test with the indicator of the syllabus of the second grade students at MTsN Kalijambe and the second is the level of conformity of the English summative test with the syllabus.

1. The analysis of the appropriateness of the English summative test with the indicator of the syllabus of the second grade students at MTsN Kalijambe.

The researcher is able to describe the result of investigated the summative test items, the data as follows:

Table 4.1

The Conformity between the English Final Test Items (Summative Test) and the Syllabus KTSP Based on the Indicators of Reading

Basic Competence	Based on the indicators of reading	Items number	Total
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11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	1. Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i>	-	0
11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	2. Mengidentifikasi berbagai makna teks <i>narrative / recount</i>	20, 21, 22, 23, 24, 25, 26, 27, 28, 33, 34, 35, 36, 37, essay 1	15 items
	3. Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i>	32,	1 items
11.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	4. Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i>		0
	5. Mengidentifikasi berbagai informasi dalam teks fungsional	6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, essay 3, essay 5,	13 items
	6. Mengidentifikasi tujuan komunikatif teks fungsional	10, 12, 19,	3 items
	7. Mengidentifikasi ciri kebahasaan teks fungsional		0

Table 4.2

Basic Competence	Based on the indicators of writing	Items number	Total
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12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	1. Menulis teks fungsional pendek berbentuk : - Pengumuman - Undangan - pesan singkat	Essay 2	1 items
	2. Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar	39, 40,	2 items

**The Conformity between the English Final Test Items (Summative Test)
and the Syllabus KTSP Based on the Indicators of Writing**

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

Table 4.5

**The Analysis Result of the Conformity and the Inconformity of English Final
Test Items at Even Semester for the Second Grade Students of MTsN
Kalijambe**

No	Summative Test Items Area	Items Number	Total Frequency
1	The conformity test items based on the indicators of English syllabus	6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 32, 33, 34, 35, 36, 37, 39, 40, Essay 1, Essay 2, Essay 3, Essay 5	35items
2	The inconformity test items based on the indicators of English syllabus	1, 2, 3, 4, 5, 29, 30, 31, 38, Essay 4	10 tems

The descriptions of the test items

<p>Complete the following dialogue to answer questions 1-2</p> <p>Bob : Hello.</p> <p>Adi : Hello.</p> <p>Bob : Bob is speaking (1) to Mary, please?</p> <p>Adi : Hm. She is not home right now.</p> <p>Bob : Oh, Ok.</p> <p>Adi : (2)..... A message?</p> <p>Bob : Yes, please. Thanks.</p> <p>Adi : Wait a second. I'll get a pen.</p> <p>1. a. May I borrow b. Can I speak c. Can I leave d. Can I take</p>
--

2. a. May I borrow

c. Can I leave

b. Can I speak

d. Can I take

. The question number 1 and 2 asked students to complete the dialogue with the expression that match with the conversation by phone. It can be understood that this item measured the student's ability in responding utterance on conversational by phone. That questions match with the indicator of syllabus but the type of that test are reading skill and focused on grammar and in the syllabus is on the listening skill indicator. Thus, it can be concluded that these question doesn't conform to the syllabus because the indicator did not included into suggested indicator.

3. Rahmat : What do you think of "Laskar Pelangi" the movie?

Hidayat : ... I have not seen it yet.

a. I can't say anything.

c. You are right

b. I don't think so.

d. Yes, it is.

4. Rahma : Do you think we can catch the bus?

Fatikha :

a. Let's catch the animal.

c. Yes, you go first.

b. Yes, if we run quickly.

d. I like it.

5. Hadi : Would you like to come over to my house for dinner tonight?

Adit : What time shall I come?

Hadi : Around seven

- | | |
|---------------------|----------------------|
| a. I'd love. | c. Very good, then. |
| b. I don't have to. | d. I don't think so. |

The question number 3, 4 and 5 asked students to complete the dialogue with the expression that match with the conversation. It can be understood that this item measured the student's ability in responding utterance on conversational. That questions match with the indicator of syllabus but the type of that test are reading skill and focused on grammar and in the syllabus is on the listening skill indicator. Thus, it can be concluded that these question doesn't conform to the syllabus because the indicator did not included into suggested indicator.

To : Umaira

09/04/16

Sender : Farhan

I've just got bad news that our English teacher, Mrs. Rahma, has been hospitalized. She got a serious heart-attack. She has been there since two days ago.

If you have time, will you go with me to visit her after school tomorrow?

Please let me know.

6. What is the possible relationship between Umaira and Farhan?

- a. Old friends
- b. Calassmates
- c. Siblings
- d. Penpal

7. The researcher wrote the text in order to ...
- a. Inform Umaira that Mrs. Rahma was sick.
 - b. Announce the serious sickness of Mrs. Rahma.
 - c. Ask Umaira to visit Mrs. Rahma at the hospital with him.
 - d. Ask Umaira to tell her fiends that Mrs. Rahma was the hospital.

The question number 6, 7 asked students to identify the information from the text that has been read. It can be understood that this item measured the student's ability in identify about the information from the text. Thus, this item conformed to the recommended indicator namely, "*mengidentifikasi berbagai informasi dalam teks fungsional*"

ANNOUNCEMENT

Thursday May 17th,2016

There will be a shortly girls' basketball meeting right after school tonight in the high school library.

Everything needs to be turned in on Friday.

Lathifa and Kirana need to get their permission forms to Mr. Ahmad by the end of the day. If you are riding the suburban today, be here no later than 7:20.

Have a great weekend !!!

8. When will Lathifa and Kirana need to get their permission forms to Mr. Ahmad?

- | | |
|----------------|----------------|
| a. On Thursday | c. On Saturday |
| b. On Friday | d. On Sunday |
9. From the text, we know that Lathifa and Kirana ...
- a. Will lead the girls' basketball meeting at school.
 - b. Can give permission forms to the basketball team.
 - c. Should come back from the suburb after 7:20.
 - d. Are the participants the girls' basketball meeting.

The question number 8 and 9 asked students to identify the information from the announcement. It can be understood that this item measured the student's ability in identifying about the information from the text. Thus, this item conformed to the recommended indicator namely, *"mengidentifikasi berbagai informasi dalam teks fungsional"*

- | |
|---|
| 10. What is the researcher's intention to write the text above? |
| a. To give the students forms of permission to go out. |
| b. To provide all the students with specific information. |
| c. To announce the meeting about basketball at school. |
| d. To inform all the students to join the basketball meeting. |

The question number 10 asked students to identify the purpose of the researcher from the announcement. It can be understood that this item measured the student's ability in identifying about communicative purpose from the functional text that form an announcement. Thus, this item

conformed to the recommended indicator namely, “*mengidentifikasi berbagai informasi dalam teks fungsional*”

Dear Aura

Congratulations on your success. All your long and hard work has already been paid off. You have been the winner of science Olympiad 2016. We are sure that your hard and long work and study are not over yet. Good luck !

Love,

Your English teacher

Mrs. Fatmawati

11. What has Aura done to get a success in the science Olympiad 2016?

- a. She has been sure to be the winner.
- b. She has learned how to pay off work.
- c. She has studied since she was a child.
- d. She has studied hard for a long time.

The question number 11 asked students to identify the information from the short message. It means that this item measured the student’s ability in identifying about the information from the text. Thus, this item conformed to the recommended indicator namely, “*mengidentifikasi berbagai informasi dalam teks fungsional*”

12. The researcher writes the text in order to ...

- a. Praise Aura on her success as the winner of science Olympiad.
- b. Give warm wishes for Aura on her long and hard work and study.

- c. Give comment on Aura success as the winner of science Olympiad.
- d. To congratulate for Aura as the winner of science Olympiad.

The question number 12 asked students to identify the purpose of the researcher from the short message. It can be understood that this item measured the student's ability in identifying about communicative purpose from the functional text that form a short message. Thus, this item conformed to the recommended indicator namely, "*mengidentifikasi berbagai informasi dalam teks fungsional*"

Salsabila Isnaini

Is turning 80' though it may seem absurd!

We're having a party, But don't breathe a word!

Please join us for a Surprise birthday party

Sunday, June 16th

2:00 p.m.

Deering bay Estates Club House

13600 Old Cutler Road

RSVP by June 10th

To Risma Wulandari

873-0921

13. What kind of party is it?

- a. A wedding anniversary
- b. A surprise birthday party
- c. A new year's eve party
- d. A wedding party

14. When will the party be held?

- ◆ 1 x Headset
- ◆ 1 x User Manual

Product Description

Now thinner, lighter, and faster-this handphone brings you the perfect mix of power and portability and features the world sharpest 7 tablet screen-putting over 2,3 million pixels in the palm of your hand. With 323 pixels packed into every inch, you can read.

17. What makes the costumer interested to buy the handphone?
- a. Its price reduction
 - b. Its specification
 - c. Its description
 - d. Its Warranty
18. From the text, we can say that ...
- a. The handphone will be delivered not more than eight days of works.
 - b. The costumers should come to the shop if they want to buy phone.
 - c. The costumers must buy the headset to complete their handphone.
 - d. The local supplier can give us the warranty not more than one year.

The question number 17 and 18 asked students to identify the information from the advertisement. It can be understood that this item measured the student's ability in identifying about the information from the functional text that form an advertisement. Thus, this item conformed to the recommended indicator namely, "*mengidentifikasi berbagai informasi dalam teks fungsional*"

19. Why does the researcher write the text?

- a. To ask someone to deliver the handphone.
- b. To persuade people to buy the handphone.
- c. To announce what in the handphone box is.
- d. To inform someone about the handphone.

The question number 19 asked students to identify the purpose of the researcher from the advertisement. It can be understood that this item measured the student's ability in identifying about communicative purpose from the functional text that form an advertisement. Thus, this item conformed to the recommended indicator namely, "*mengidentifikasi berbagai informasi dalam teks fungsional*"

Last week was holiday. We were the 8 grade students wet camping at Puncak Bogor. We planned it for a long time ago. We wanted to get a new experience of living outdoor.

There were four groups which had 5 member each. Mila, Aira, Zakia, Aisah, and I were in the second group. Aira had to take the tents, Mila was responsible to take the cooking utensils. Zakia never forgot to bring her guitar and camera and Aisah had prepared the meals. But everyone should be light and give enough protections against the damp ground.

The first activity was to set up the tents while the other prepared for cooking the food. We did these activities about two hours before having out our meals.

At night we had a camp fire. We sat around it, sang song accompanied with guitars, played roles, danced, jokes, and had some funny games.

We were really happy.

The next day, we learned to be adventures in the nearest tea garden to find treasures in certain places. We had to find the sign to get them.

My group got one; it was a set of story books.

In the evening we left the camping ground. It was tiring but it was fun to cook our own food, washed the clothes and stayed under the beautiful moonlight and stars.

20. What did the students do before having their own meal ...

- a. They set up the tents and cooked the food
- b. They had a campfire and sang songs
- c. They prepared the food and cooked it
- d. They had the food and cleaned the ground

21. What is the main idea of second paragraph?

- a. The bedding should be light and warm to protect the students
- b. Every students should bring their own bedding, clothes, and shoes
- c. Each member of the group had different task to do for camping
- d. The students had responsible jobs to be finished before camping.

22. Who was responsible to bring the cooking utensils?

- a. Aira
- b. Zakia
- c. Aisyah
- d. Mila

23. "... light and give enough protections against the damp ground."

(paragraph 2)

The underlined word has the same meaning as ...

- a. Dry
- c. Stony

b. Wet

d. Rude

The question number 20, 21, 22, and 23 asked students to identify the meaning from the text that read. It can be understood that this item measured the student's ability in identifying the meaning from the text. Thus, this item conformed to the recommended indicator namely, *"mengidentifikasi berbagai makna teks narrative/recount"*

I got a terrible day today. Early in the morning, I got up with a pain on one of my teeth. I directly remembered that I forgot to brush my teeth last night.

When mom knocked on my door, I could not open the door, I stayed on my bed holding my cheek. Mom opened the door and asked me what happened. I told her that I got terrible toothache. She gave me an aspirin to relieve my pain. Then, she asked me to get dressed and then called the dentist.

I cried loudly and refused to go to the dentist. I was so scared. My mom insisted to me to go, but I refused it. Finally, mom called the dentist to cancel the appointment.

Soon, I regretly my decision because the pain on my tooth became worst. I promised to my mom to go to the dentist tomorrow.

24. How did the researcher get the toothache?

a. He went to bed to ate

c. He had serious cancer

b. He ate too many candies

d. He didn't brush his teeth the

night before

25. What is an aspirin for?

- a. Relieving pain
- b. Curing sickness
- c. Drying the mucus
- d. Covering the holes

26. Why did the researcher refuse to go the dentist?

- a. Because he didn't want to leave his room.
- b. Because he was afraid of the dentist.
- c. Because he wanted to go to school.
- d. Because he had of plenty of work to do.

27. "Soon, **I regretted** my decision (last paragraph). The underlined word means ...

- a. To feel happy about something you have done.
- b. To make somebody else happy to know it.
- c. To let somebody else know what happens.
- d. To feel sorry about something you have done.

28. Which statement is TRUE according to the text?

- a. The researcher was so sad that he could not to go to school that day.
- b. The researcher finally decided to go to the dentist the next day.
- c. The dentist came to the researcher's house because his mother called him.
- d. The researcher's mother did not want to make an appointment with the dentist.

The question number 24, 25, 26, 27, and 28 asked students to identify the meaning from the text that read. It can be understood that this item measured the student's ability in identifying the meaning from the recount text. Thus, this item conformed to the recommended indicator namely, *"mengidentifikasi berbagai makna teks narrative/recount"*

This is a ... (29) about a donkey who wanted to be scary like a lion. One day, the donkey (30) a lion's skin. Without thinking, he dressed himself in the skin and started to run about a village. Men, women, and animals ran away as fast as they could. The donkey laughed. "Hee-how; hee-how" he ... (31) like a lion at all. Suddenly, a fox appeared and said, "so that's who you are. You'd better keep your mouth shut if you want to be a lion, "The donkey realized that pretending to be somebody else is not a good idea.

29. a. Story b. book c. fox d. man
30. a. find b. found c. was finding d. finds
31. a. didn't sound b. don't sound c. doesn't sound d. isn't sound

The question number 29, 30, and 31 asked students to complete the dialogue with the expression that match with the conversation by phone. It can be understood that this item measured the student's ability in responding utterance on conversational by phone. Thus, it can be concluded that these question doesn't conform to the syllabus because the indicator is not concluded into suggested indicator.

Long time ago a king and a queen had a baby girl. There was a bad old fairy who said, “the princess is going to cut her hand on a spindle and die”

The good fairy came and said.”she is not going to die, she will cut her hand on a spindle vand sleep for a hundred years. Then the prince will come and she will wake up”.

Seven years passed and the princess grew-up to be a beautiful and clever girls.

One day she went to a part palace when she had never been before. She sat down in from of old spinning wheel and cut her hand on a spindle then she went to sleep and so did everyone else in the palace.

A hundred years later a young prince come and saw the palace among high trees. He went upstairs. The prince came to a room and found the princess was sleeping. He knelt beside her and said,”Wake up sleeping beauty.”

The princess woke up and at once, everybody else woke up, too. The prince married sleeping beauty and together they lived happily ever after.

32. What is the purpose of the text above?
- a. To persuade the people to buy something.
 - b. To entertain the reader about the story.
 - c. To give information about the sleeping beauty.
 - d. To describe the sleeping beauty.

The question number 32 asked students to identify the purpose from the text that read. It can be understood that this item measured the student's ability in identifying the communicative purpose from the text. Thus, this item conformed to the recommended indicator namely, "*mengidentifikasi tujuan komunikatif teks narrative/recount*"

33. Which statement is not the reason why sleeping beauty slept a hundred years?

- a. She cut her hand on a spindle.
- b. A fairy expelled sleeping beauty.
- c. A prince came to know everything about the old palace.
- d. Sleeping beauty's hand was cut by herself.

34. Who had slept for a hundred years?

- a. The king, the queen, and the princes
- b. The prince and the princess
- c. The princess and everybody in the palace
- d. The king and the queen

35. Where did sleeping beauty sleep for a hundred years?

- a. In the forest
- b. In the second floor of the palace
- c. In a room she was unfamiliar with
- d. In her bedroom

36. Why was the palace covered by the high trees?

- a. The trees grew shorter than the palace
- b. The fairy was away from the castle

- c. Everyone woke up in the palace
- d. No one took care of the palace

37. “she sat down in front of an old spinning wheel ...”

The *synonym* of the underlined word is ...

- a. Walking around
- b. Taking a walk
- c. Rotating
- d. Traveling

The question number 33, 34, 35, 36, and 37 asked students to identify the meaning from the text that read. It can be understood that this item measured the student’s ability in identifying the meaning from the narrative text. Thus, this item conformed to the recommended indicator namely, “*mengidentifikasi berbagai makna teks narrative/recount*”

38. Before – your – pray – have – first – lunch – you – you’d better

1 2 3 4 5 6 7 8

- a. 8-3-5-1-7-4-2-6
- b. 8-3-2-6-1-4-7-5
- c. 8-4-5-2-6-1-7-3
- d. 8-4-2-5-6-1-7-3

The question number 38 asked students to arrange some words into a good sentence. It can be understood that this item measured the student’s ability

in arrange a sentence with a good formation. Thus, it can be concluded that these question did not conform to the syllabus because the indicator did not included into suggested indicator.

39. *Arrange the following sentences into a good narrative text*

1. The five-footed bear liked to help other animals
 2. One afternoon, when the five-footed bear went home, he found a rabbit under a mahogany tree
 3. But all animals who lived with him didn't feel strange
 4. Once upon a time there was a strange bear who lived in a jungle
 5. Then, the five-footed bear brought him to his home
 6. His home was open for anyone who wanted to stay
 7. He had five feet
 8. The rabbit looked hungry
- a. 4-7-3-5-6-8-2-1
 - b. 4-7-1-3-8-6-5-2
 - c. 4-7-3-1-6-2-8-5
 - d. 4-7-3-1-5-2-6-8

40. *Arrange the following sentences into a good recount text*

1. It was a dance party that I would never forget
2. I didn't realize that I got too close to the rim of the stage
3. To get his attention, I went to the stage and started to dance with my friends
4. The music stopped for a while and everyone laughed, including the guy that I had a crush on

5. Last year, I went to a dance party
 6. In the middle of the party, I saw a guy that I had a crush on
 7. It was my first dance and I was so busy dancing that I didn't pay attention to anything else
 8. Suddenly, I tripped and fell off the stage
 9. I felt so stupid
- a. 5-6-3-2-7-8-9-4-1
 - b. 5-6-2-3-7-4-8-9-1
 - c. 5-6-7-2-3-8-4-9-1
 - d. 5-6-3-7-2-8-4-9-1

The question number 39 and 40 asked students to identify the information from the text that read. It can be understood that this item measured the student's ability in identifying about the information from the text. Thus, this item conformed to the recommended indicator namely, "*Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar*"

Essay

One day, a hunter caught an owl in his trap. It was a paradise owl.

The owl begged the hunter to free it. In return, the owl promised to grant him three wishes.

"give me a large, luxurious, furnished house with a beautiful garden," said the hunter. And there, in front of him, was the house he wanted.

"give me a very huge box of gold coins," he asked and. And again he

got what he wanted.

“give me a very beautiful, loving, wife who is good at cooking.”

And...

1. a. What is the purpose of the text?
- b. What did the hunter catch in his trap?

The essay question number 1 asked students to identify the meaning from the narrative text that read. It can be understood that this item measured the student's ability in identifying the meaning from the text form narrative. Thus, this item conformed to the recommended indicator namely, *“mengidentifikasi berbagai makna teks narrative/recount“*

2. These expressions are part of an invitation. Put these parts in their appropriate place?

-Places to make an invitation.

- On Saturday, June 6, 2016
- RSVP
- I'm having a birthday party at 'Rumah Makan Amanah'
- There are door prizes for you.
- At 08.00 pm
- Dear friends,
- 082333456782
- All of you are cordially invited.
- Siti Khotijah

The essay question number 2 asked students to arrange the sentences into a good narrative text. It means that this item measured the student's ability in arranging the random sentences into a good narrative text. Thus, this item conformed to the recommended indicator namely, "*Menulis teks fungsional pendek berbentuk:*

- *Pengumuman*
- *Undangan*
- *pesan singkat*"

3. What does the sign above mean?

Picture in the appendix

The essay question number 3 asked students to identify the information from the sign on picture. It can be understood that this item measured the student's ability in identifying about the information from the functional text that form a picture. Thus, this item conformed to the recommended indicator namely, "*mengidentifikasi berbagai informasi dalam teks fungsional*"

4. Complete the sentences with the past forms of the verbs in bracket!

- a. the first race I (enter) was the freestyle
- b. I (win) the third place and got a blue ribbon
- c. the next race (be) backstroke
- d. I (come) fifth

The essay question number 4 asked students to complete some sentences with the past tense. It can be understood that this item measured the

student's ability in changing the sentences into past tense. Thus, it can be concluded that these question did not conform to the syllabus because the indicator did not concluded into suggested indicator.

ANNOUNCEMENT

There will be a holiday camp next month. All scouts must join this camp. The activity will take place at Tawangmangu camping site and last for three days.

For further information, please contact Mr. Arman.

Karanganyar, may 12th,2016

The Chief of Scout Organization.

5. a. when will the activity be held

b. if the camp starts in june 5th, when will it end?

The essay question number 5 asked students to identify the information from the announcement. It can be understood that this item measured the student's ability in identifying about the information from the functional text that form an announcement. Thus, this item conformed to the recommended indicator namely, "*mengidentifikasi berbagai informasi dalam teks fungsional*"

2. The analysis of the quality of The English Summative test of the second grade students at MTsN Kalijambe.

The researcher analyzed the conformity level of the English summative test to the syllabus in term of content validity. The researcher

analyzed which test items number have confirmed and have not confirmed to the syllabus in a checklist table qualitatively. Quantitatively, the researcher measured the attainment of a content validity of the test items by using Arikunto's theory:

$$P = \frac{F}{N} \times 100\%$$

P= A percentage of attainment

F= Frequency

N = Number of cases

The formula above was used for getting the total percentage about the Conformity of the English summative tests towards the indicators in English syllabus.

Moreover, the attainment result of analyzing the English summative tests in MTsN Kalijambe schools was described. In describing the result, the conformity attainment percentage number changed into predicate category based on Arikunto's criteria. The researcher also calculated the attainment of indicators cover in the English summative test by the Arikunto's formula.

Here the following of Arikunto's criteria that was used for describing the attainment result of conformity and inconformity of English summative test's item with syllabus:

Criteria of The Conformity level

Index	Interpretation
81% - 100%	Very good
61% - 80%	Good

41% - 60%	Fair
21% - 40%	Poor
0 – 20%	Very poor

Based on the table above, it can be described:

- a. If the result of conformity and inconformity of English summative test's item with syllabus is 0-20%, it means the validity of the test is Very poor.
- b. If the result of conformity and inconformity of English summative test's item with syllabus is 21-40%, it means the validity of the test is Poor.
- c. If the result of conformity and inconformity of English summative test's item with syllabus is 41-60%, it means the validity of the test is Fair.
- d. If the result of conformity and inconformity of English summative test's item with syllabus is 61-80%, it means the validity of the test is Good.
- e. If the result of conformity and inconformity of English summative test's item with syllabus is 81-100%, it means the validity of the test is Very good.

The conformity of English final test with the English syllabus

Table 4.5 shows that the conformity of English final test with the English syllabus is 35 items. The calculations percentages are explained bellow.

Based on the data of the conformity items number, the researcher analyses:

$$P = \frac{F}{N} \times 100\%$$

P= A percentage of attainment

F= Frequency

N = Number of cases

$$P = \frac{F}{N} \times 100\%$$

N

35

$$P = \frac{35}{45} \times 100\%$$

45

$$P = 77,78\%$$

This result is 77,78% it fall in the index 61-80% and interpretation is Good.

B. Discussion

Based on the calculation in the research finding, the English final test which is administrated in the second grade students of MTsN Kalijambe is 77,78% valid in terms of its conformity with the indicators. According to Arinkunto's criteria of conformity level, the percentage obviously falls into the level of 61-80% and the interpretation is *Good*. It means the English summative test which is called *Ulangan Kenaikan Kelas Madrasah*

Tsanawiyah (MTs) Tahun Pelajaran 2015/2016 for the second grade students of MTsN Kalijambe is *Good* in content of validity.

While, Table 4.5 shows that the inconformity between test items and English syllabus is 10 items. The calculations percentages are explained bellow.

$$P = \frac{F}{N} \times 100\%$$

P= A percentage of attainment

F= Frequency

N = Number of cases

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{10}{45} \times 100\%$$

$$P = 22,22\%$$

The percentage of the indicators that represented by the test items

Table 4.6

The Indicators of Syllabus That Represented by the Test Items

The indicators represented by the test items	No	The indicators aren't represented by the test items
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Mengidentifikasi berbagai makna teks <i>narrative / recount</i>	1	Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i>
Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i>	2	Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i>
Mengidentifikasi berbagai informasi dalam teks fungsional	3	Mengidentifikasi ciri kebahasaan teks fungsional
Mengidentifikasi tujuan komunikatif teks fungsional	4	
Menulis teks fungsional pendek berbentuk : - Pengumuman - Undangan - pesan singkat	5	
Menulis teks pendek dan sederhana dalam bentuk <i>narrative</i> dengan langkah retorika yang benar	6	
6 indicators	Total	3 indicators

Table 4.6 shows that the indicators represented by the test items are 6 indicators. While the indicators aren't represented by the test items are 3 indicators. The calculations percentages are explained below.

Based on the data of the conformity items number, the researcher analyses:

$$P = \frac{F}{N} \times 100\%$$

P= A percentage of attainment

F= Frequency

N = Number of cases

$$P = \frac{F}{N} \times 100\%$$

6

$$P = \frac{6}{9} \times 100\%$$

$$P = 66,67\%$$

The percentage of the indicators that aren't represented by the test items

$P = \frac{F}{N} \times 100\%$

P= A percentage of attainment

F= Frequency

N = Number of cases

$$P = \frac{3}{9} \times 100\%$$

$$P = 33,33\%$$

$$P = 33,33\%$$

Based on the calculation above, the English final test which is administrated in the second grade students of junior high school of MTsN Kalijambe is 66,67%. According to Arinkunto's criteria of conformity level, the percentage obviously falls into the level of 61-80% and the interpretation is *Good*. It means the English summative test which is called *Ulangan Kenaikan Kelas Madrasah Tsanawiyah(MTs) Tahun Pelajaran 2015/2016* for the second grade students of MTsN Kalijambe is *Good* in content of validity.

Thus, based on all of the calculation that the researcher write above, the researcher can answer the second question of problem formulation on chapter 2. The researcher can concluded that the English summative test which is called *Ulangan Kenaikan Kelas Madrasah Tsanawiyah(MTs) Tahun Pelajaran 2015/2016* for the second grade students of MTsN Kalijambe is *Good* in quality of content validity.

BAB V

CONCLUSION AND SUGGESTION

This chapter consists of Conclusion, and Suggestion for the teacher and next researcher.

A. Conclusion

Based on the previous chapter, the researcher analyzed the conformity of English summative tests and the syllabus that used in MTsN Kalijambe. The test items forms are divided into two kinds, there are multiple choices

and essay. The multiple choices items from 40 items, valid 31 items and invalid 9 items. Then the essay items from 5 items, valid 4 items and invalid 1 item. The items test that represent the suggested indicators in the syllabus are 35 items and the inconformity items are 10 items. The indicator of syllabus that appropriate with the summative test items are 5 indicator and inappropriate 4 indicators. The researcher conclude that the English summative test items that administrated in the second grade of students of MTsN Kalijambe are 77,78% valid in terms of conformity with indicators of the syllabus. Based on Arikunto's theory, the percentage obviously falls into the level of 61-80% and the interpretation is *Good*. It means the English summative test which is called *Ulangan Kenaikan Kelas Madrasah Tsanawiyah(MTs) Tahun Pelajaran 2015/2016* for the second grade students of MTsN Kalijambe is *Good* in content of validity.

B. Suggestion

After analyzing the data and drawing conclusion, the researcher has some suggestion for the teacher, students, and next researcher, as follow:

1. For the English Teacher

Teaching English is not easy. To make the students interested with the subject, especially English test. The teachers must have good preparation before give a test. The teachers should be known the proportion of the students and the teacher should more accurate in correlation the summative items and the syllabus that used to get a good test.

2. For the Next Researcher

The result of this research can be used as additional reference on the related study for the next researcher. Moreover the next researcher can research deeper with the other aspect.

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APPENDICES

Appendix 1 : The Description of the conformity Test Items with the syllabus

Table 4.3

The Description of the Conformity Test Items

Items number	Samples	Point of conformity
20,21,22,23,24,25,26,27,28,33,34,35,36,37, essay 1	<p>Last week was holiday. We were the 8 grade students wet camping at Puncak Bogor. We planned it for a long time ago. We wanted to get a new experience of living outdoor.</p> <p>There were four groups which had 5 members each. Mila, Aira, Zakia, Aisah, and I were in the second group. Aira had to take the tents, Mila was responsible to take the cooking utensils. Zakia never forgot to bring her guitar and camera and Aisah had prepared the meals. But everyone should be light and give enough protections against the damp ground.</p> <p>The first activity was to set up the tents while the oter prepared for cooking the food. We did these activities about two hours beforehaving out our meals.</p> <p>At night we had a camp fire. We sat around it, sang song accompanied with guitars, played roles, danced, jokes, and had some funny games. We were really happy.</p> <p>The next day, we learned to be dventures in the nearst tea garden to find treasures in certain places. We had to find the sign to get them. My group got one ; it was a set of story books.</p> <p>In the evening we left the camping ground. It was tiring but it was fun to cook our own food, washed the clothes and stayed under the beautiful moonlight and stars.</p> <p>20. What did the students do before having their own meal ...</p> <ol style="list-style-type: none"> a. They set up the tents and cooked the food b. They had a campfire and sang songs 	<p>The question number 20, 21, 22, 23 ask students to identifying the meaning from the text that read. It can be understood that this item measures the student’s ability in identify the meaning from the text. Thus, this item conforms to the recommended indicator namely, “<i>mengidentifikasi berbagai makna teks narrative/recount</i>”</p>

	<p>The princess woke up and at once, everybody else woke up, too. The prince married sleeping beauty and together they lived happily ever after.</p> <p>32. What is the purpose of the text above?</p> <ol style="list-style-type: none"> To persuade the people to buy something. To entertain the reader about the story. To give information about the sleeping beauty. To describe the sleeping beauty. 	
6,7,8,9,11,13,14,15,16,17,18,essay3,essay5	<p>To: Umaira 09/04/16 Sender : Farhan I've just got bad news that our English teacher, Mrs. Rahma, has been hospitalized. She got a serious heart-attack. She has been there since two days ago. If you have time, will you go with me to visit her after school tomorrow? Please let me know.</p> <p>6. What is the possible relationship between Umaira and Farhan?</p> <ol style="list-style-type: none"> Old friends Calassmates Siblings Penpal <p>7. The researcher wrote the text in order to ...</p> <ol style="list-style-type: none"> Inform Umaira that Mrs. Rahma was sick. Announce the serious sickness of Mrs. Rahma. Ask Umaira to visit Mrs. Rahma at the hospital with him. Ask Umaira to tell her fiends that Mrs. Rahma was the hospital. 	<p>The question number 6, 7 asks students to identifying the information from the text that read. It can be understood that this item measures the student's ability in identify about the information from the text. Thus, this item conforms to the recommended indicator namely, "<i>mengidentifikasi berbagai informasi dalam teks fungsional</i>"</p>
39,40	<p>39. <i>Arrange the following sentences into a good narrative text</i></p> <ol style="list-style-type: none"> The five-footed bear liked to help other animals One afternoon, when the five-footed bear went home, he found a rabbit under a mahogany tree But all animals who lived with him didn't feel strange Once upon a time there was a strange bear who lived in a jungle Then, the five-footed bear brought him 	<p>The question number 39 and 40 asks students to identifying the information from the text that read. It can be understood that this item measures the student's ability in identify about the information from the text. Thus, this item</p>

	<p>to his home</p> <p>6. His home was open for anyone who wanted to stay</p> <p>7. He had five feet</p> <p>a. The rabbit looked hungry 4-7-3-5-6-8-2-1</p> <p>b. 4-7-1-3-8-6-5-2</p> <p>c. 4-7-3-1-6-2-8-5</p> <p>d. 4-7-3-1-5-2-6-8</p>	<p>conforms to the recommended indicator namely, “Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar”</p>
Essay 2	<p>2. These expressions are part of an invitation. Put these parts in their appropriate place?</p> <p>Places to make an invitation.</p> <ul style="list-style-type: none"> • On Saturday, June 6, 2016 • RSVP • I’m having a birthday party at ‘Rumah Makan Amanah’ • There are door prizes for you. • At 08.00 pm • Dear friends, • 082333456782 • All of you are cordially invited. • Siti Khotijah 	<p>The question number essay 2 asks students to arrange the sentences into a good narrative text. It can be understood that this item measures the student’s ability in arrange the random sentences into a good narrative text. Thus, this item conforms to the recommended indicator namely, “Menulis teks fungsional pendek berbentuk :</p> <ul style="list-style-type: none"> - Pengumuman - Undangan - pesan singkat”

Appendix 2 : The descriptions of the inconformity between the English final test item (Summative test) and the syllabus.

Table 4.4

The Inconformity between the English Final Test Item (Summative Test) and the Syllabus

Items number	Samples	Points of inconformity
1,2,3,4,5	<p>Complete the following dialogue to answer questions 1-2</p> <p>Bob : Hello. Adi : Hello. Bob : Bob is speaking (1) to Mary, please? Adi : Hm. She is not home right now. Bob : Oh, Ok. Adi : (2)..... A message? Bob : Yes, please. Thanks. Adi : Wait a second. I'll get a pen.</p> <p>1. a. May I borrow c. Can I leave b. Can I speak d. Can I take</p> <p>2. a. May I borrow c. Can I leave b. Can I speak d. Can I take</p>	<p>The question number 1 and 2 asks students to complete the dialogue with the expression that match with the conversation by phone. It can be understood that this item measures the student's ability in responding utterance on conversational by phone. Thus, it can be concluded that these question doesn't conform to the syllabus because the indicator is not concluded into suggested indicator.</p>
29,30,31	<p>This is a ... (29) about a donkey who wanted to be scary like a lion. One day, the donkey (30) a lion's skin. Without thinking, he dressed himself in the skin and started to run about a village. Men, women, and animals ran away as fast as they could. The donkey laughed. "Hee-how; hee-how" he ... (31) like a lion at all. Suddenly, a fox appeared and said, "so that's who you are. You'd better keep your mouth shut if you want to be a lion, "The donkey realized that pretending to be somebody else is not a good idea.</p> <p>29. a. Story c. fox b. book d. man</p> <p>30. a. find c. was finding b. found d. finds</p> <p>31. a. didn't sound c. doesn't sound b. don't sound d. isn't sound</p>	<p>The question number 29, 30, and 31 asks students to complete the dialogue with the expression that match with the conversation by phone. It can be understood that this item measures the student's ability in responding utterance on conversational by phone. Thus, it can be concluded that these question doesn't conform to the syllabus because the indicator is not concluded into suggested indicator.</p>
38	<p>38. <u>Before – your – pray – have – first –</u> 1 2 3 4 5 <u>lunch – you – you'd better</u> 6 7 8</p> <p>a. 8-3-5-1-7-4-2-6 b. 8-3-2-6-1-4-7-5</p>	<p>The question number 38 asks students to arrange the random word to be a good sentence. It can be understood that this item measures the student's</p>

	<p>c. 8-4-5-2-6-1-7-3</p> <p>d. 8-4-2-5-6-1-7-3</p>	<p>ability in arrange the random word to be a good sentence. Thus, it can be concluded that these question doesn't conform to the syllabus because the indicator is not concluded into suggested indicator.</p>
Essay 4	<p>4. Complete the sentences with the past forms of the verbs in bracket!</p> <p>a. the first race I (enter) was the freestyle</p> <p>b. I (win) the third place and got a blue ribbon</p> <p>c. the next race (be) backstroke</p> <p>d. I (come) fifth</p>	<p>The question essay number 4 asks students to complete some sentences with the past tense. It can be understood that this item measures the student's ability in change the sentences into past tense. Thus, it can be concluded that these question doesn't conform to the syllabus because the indicator is not concluded into suggested indicator.</p>

Appendix 3 : The questions of English Final Test of second Semester for the
Second Grade Students of MTsN Kalijambe

Appendix 4 : The syllabus KTSP of second Semester for the Second Grade
Students of MTsN Kalijambe.

