

**THE ANALYSIS OF THE CONTENT VALIDITY OF ENGLISH
FORMATIVE TEST MADE BY THE ENGLISH TEACHER AT
SEVENTH GRADE OF JUNIOR HIGH SCHOOL 2 PALOPO**

A THESIS

*Submitted to the English Language of S1 Tarbiyah Department and Teacher
Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree of English Education*



Composed by,

Asmal

14.16.3.0016

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE PALOPO
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STATE ISLAMIC INSTITUTE PALOPO**

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THESIS APPROVAL

This thesis, entitled "The Analysis Of The Content Validity Of English Formative Test Made By The English Teacher At Seventh Grade Of Junior High School 2 Palopo" written by Asmal, Reg. Number 14.16.3.0016, English SI Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Pnlopo, hns been examined rind defended in the MUNAQASYAH session which is carried out on Monday, March, 22nd, 2021 M, coincided with syakban, 8" 1442 H. It is authorized and acceptable as partial fulfillment of the requirement for S.Pd, a degree in Engl ish language teaching.

Palopo, May, 3" 2021 M

Ramadan, 21" 1442 H

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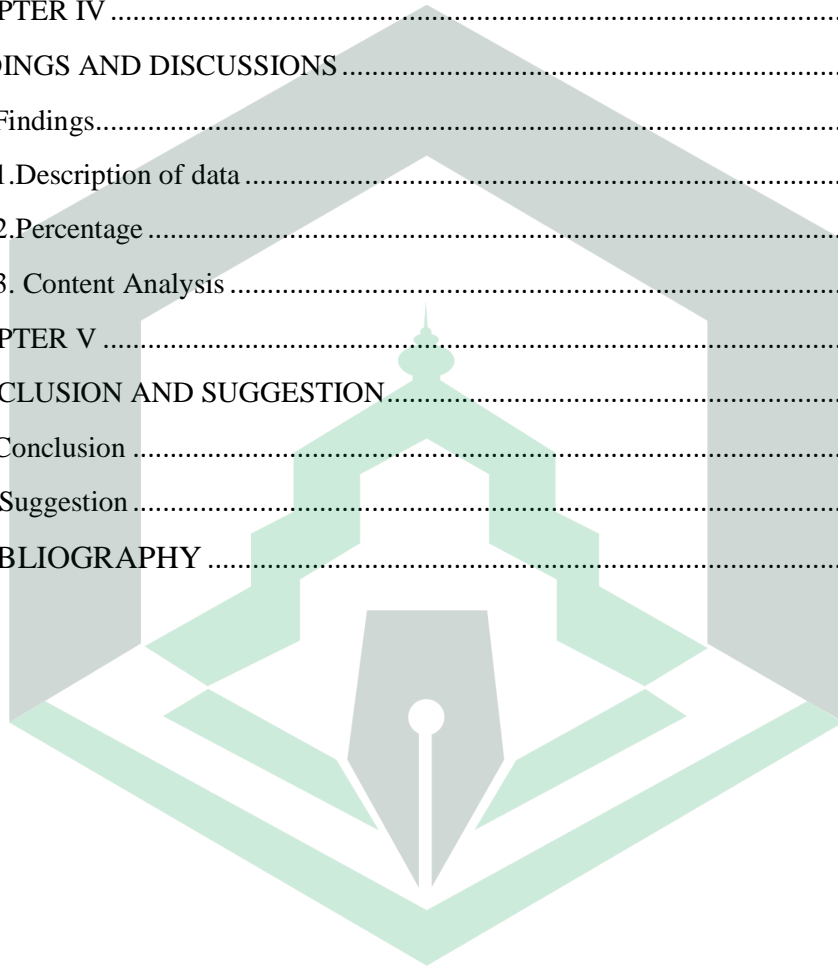
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ABSTRACT

Asmal, 2021. *“The Analysis of The Content Validity Of English Formative Test Made By The English Teacher At Seventh Grade Of Junior High School 2 Palopo”*. Thesis English Study Program Educational Departement in State Institute Islamic Studies Palopo Supervised by Amaliah Yahya, SE., M.Hum. and Dr. jufriadi, S.S., M.Pd.

This research aimed to find out the content validity of the English formative test for the seventh grade Junior High School 2 Palopo. The object of this research was an English formative test made by the English teacher. The research applied a mix-method design. The researchers analyzed the data using the validity formula by Suharsimi Arikunto and Kuder-Richardson. There were 15 multiple choice and 5 essay questions on the English formative test. This research used expert judgment as an instrument to analyzed and commented on the validity of the English formative test made by the English teacher in the seventh grade of Junior high school 2 Palopo. The research findings indicated that the test items of the English formative test at the seventh grade of Junior High School 2 Palopo had sufficient content validity. Based on the percentage, the researcher found that the English formative test was 75% valid in terms of its conformity with the indicators. There are some steps in getting the data. The steps had been taken are: The items tests that represent the suggested indicators in the syllabus were 15 items and the inconformity items were 5 items.

Keywords: English Formative test, Content validity

CHAPTER I

INTRODUCTION

A. Background

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

In education, evaluation has an important role in any activity. In English teaching, evaluation gives information to the teacher about how successful an effort has been so that the teacher can know what the student needs to improve about their deficiency. An evaluation like this was representation by a formative test, then was important for school, especially the teacher to make formative test well.

The information gain through this evaluation will be very useful to make Improvements in the future. Evaluation is considered that between teachings and testing is like a two side of the coin, we cannot be separate.

Evaluation is a systematic process of determining the extent to which instructional objectives are achieved by the pupil. There are two important aspects of this definition. The first is that evaluation implies a systematic process, which omits casual uncontrolled observation of pupils. The second is

that evaluation assumes that instructional objectives have been previously identified. Without previously determine objectives, it is difficult to judge the nature and extent of pupil learning.¹

In evaluating teaching and learning activities, there are some means which can be used; one of them is a test.² By testing, the teacher can get important information to relate to students' achievement or the effectiveness of their performance in teaching. In another word, for the teacher, there are some steps in getting the data. The steps had been taken are: are some steps in getting the data can get information about how well students have mastered the courses, which they have just learn.

According to Hughes, there are four types of the test; Proficiency test, achievement tests, Diagnostic tests, and Placement tests.³ There are two kinds of achievement tests: progress achievement tests and final achievement tests or summative tests. Progress achievement tests are those intended to measure the progress that students are making, and final achievement tests or summative tests are intended to measure the student's achievement at the end of a course of study.⁴ The researcher will not explain all types of the test; therefore, it is only about the formative test, because it should be confirmed by the title of this paper.

¹Norman E. Gronlund, *Measurement and Evaluation in Teaching, Fourth Edition*, (New York: McMillan Publishing Co., 1981), p. 6.

²F. Genesee, and A.U John, *Classroom Based Evaluation in Second Language Education*. (New York; Cambridge University Press, 1996), p.140.

³Arthur Hughes, *Testing for Language Teacher*, (Great Britain: Cambridge University Press.,1995), p. 11.

⁴*Ibid.*, p. 13.

To measure accurately, the teachers should use a good test. It is not easy work for them to make it because there are some characteristics or requirements that must be fulfilled. The characteristics of a good test include validity, reliability, comprehensiveness, and practicality.⁵ In this research, the researcher only focuses on validity.

JB. Heaton said, “The validity of a test is the extent to which it measures what it is supposed to measure and nothing else.”⁶ The validity of a test must be considered in measurement in this case there must be seen whether the test used measures what are supposed to measure, briefly. Without validity, there can be no confidence in the inferences and conclusions made from the results.

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

JB. Heaton said, “Content validity depends on careful analysis of the language being tested and of the particular course objectives; the test should be so constructed as to contain a representative sample of the course.”⁷

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

⁵Mary Finocchiaro and Sydney Sake, *Foreign Language Testing*, (New York: Regents Publishing, 1983), p. 24.

⁶JB. Heaton, *Writing English Language Test*, London and New York. (Longman1998), p.159.

⁷*Ibid.*

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

It is generally found that a test has not reached validity because the teachers focus on the whole themes and linguistics skills in the textbook. Besides, the test cannot be representative or sampling adequacy of the content of instruction. In another word, the test has poor content validity. Consequently, the test which is design to measure the student's proficiency is not appropriate.

In this case, the researcher will observe validity, especially content validity. Because of the importance of content validity in a test, the researcher tries to know whether the test items are in line with the syllabus or not. The English syllabus that is used here is the latest one recommended by the national education department. The formative test which will be studied is taken from Junior High School 2 Palopo for the seventh-grade students, the academic year 2019 – 2020. The formative test is named: “*Multiple choices and Essay test Tahun Pelajaran 2019 –2020.*”

The researcher's curiosity leads to conduct this research to find empirical evidence of the content validity of English formative test for the Seventh-grade students of junior high school (a case study of Junior High School 2 Palopo).

⁸William Wiersma and Stephentn G Juts, *Educational Measurement and Testing*, Boston:Allynand Bacon, 1990, p. 183.

Therefore, based on that problem, the researcher tries to analyze and interpret it under the title: **“The Analysis of the Content Validity of English Formative test made by the English teacher at seventh Grade of Junior High School 2 Palopo”**

B.Problem of the Research

Based on the background of the research, the researcher is interested in analyzing the content validity of English formative tests at the seventh-grade students of Junior High School 2 Palopo. The question of this research *“Does the English Formative test for the seventh-grade students of Junior high school 2 Palopo have good content validity?”*

The Researcher breaks down into two formulations:

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

C.Objectives of the Research

The purpose of the research is to describe whether each test item of the formative test for the seventh-grade students of Junior High School 2 Palopo represents the indicators as suggesting its syllabus as an indicator of the content validity.

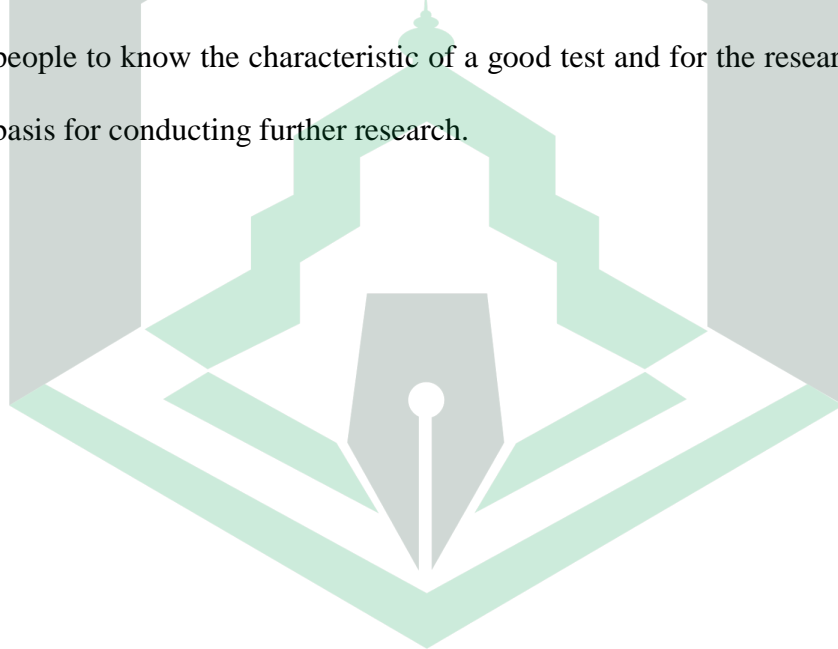
D.Scope of the Research

To make this researcher easier to understand, the researcher limits the research as follow:

1. The research focuses on the content validity of English formative test in the seventh-grade academic year 2018/2019
2. The research focuses on multiple choices and essay tests.

E. Significance of the Research

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



CHAPTER II

THEORETICAL FRAMEWORK

A. Previous Related Research Findings

There are relevant studies that have been done by the previous researcher in analyzing the content validity of the English Formative test. The researcher takes three relevant studies from Dinda Syifaun Nida, Willem Saragih dkk, Syafitri Isabella Simatupang dkk.

The first relevant study was conducted by Dinda Syifaun Nida. The result of his research was the high validity of English formative Assessment that hold in SMP Al-Irsyaad Al-Islamiyyah Purwokerto.⁹ furthermore, the English formative test in SMPN Al-Irsyad Al-Islamiyyah Purwokerto has good content validity. Dinda focused on content validity and construct validity. She conducted her research in the eighth grade of SMP Al-Irsyad Al-Islamiyyah Purwokerto, and She used descriptive analysis as a method of research.

The second relevant study was conducted by Willem Saragih et al. The result of their research was in the level of “Bad” because the English summative test was 35% valid in terms of it in conformity with the indicators. They were focused on the content validity of the English Summative test.¹⁰

⁹ Dinda Syifaun Nida, 2020 “*Content Validity Analysis of English Formative Assessment In Eighth Grade of SMP Al-Irsyad Al-Islamiyyah Purwokerto*”, State Institute of Islamic Studies Purwokerto : Jawa Tengah.

¹⁰ Willem Saragih et al, 2020 “*Content Validity of English Summative Test Items of the Eighth Grade Students at SMPN 4 Pollung In Academic Year 2017/2018* ”, *Scholar.Google.com* : Journal.

They research Eighth Grade Students of Junior High School and used descriptive qualitative as a method of research

The last relevant study was conducted by Syafitri Isabella Simatupang et al. The result of her research was 73% of the English summative test hold in SMK Imelda Medan in the academic year 2018/2019 was in line with the English Syllabus. Furthermore, the English summative test item in SMK Imelda Medan has reached sufficient content validity.¹¹ They focused on content validity and have good content validity. They conducted their research at the first-year students of SMK Imelda Medan and used descriptive analysis as a method of research.

Based on the previous related findings there are some differences with this research. Syifa Focused on the content validity of formative tests with the descriptive analysis method, while Willem focused on the summative test with the Descriptive analysis method and Imelda focused on summative tests too, but the method was different from Willem's research with used descriptive analysis same with Syifa's research method. While the researcher designed the research used a mixed-method and the researcher focused on the content validity of the English formative test.

¹¹ Syafitri Isabella Simatupang, Meisuri and Nora Ronita Dewi,, 2020 "*The Content Validity of the Summative Test for the Tenth Grade Students Year Students*", Scholar.Google.com : Journal.

B.The Understanding of the Test

1.The Definition of Test

Testing is an aspect that could not be separated from the learning and teaching process. They are so closely interrelated and impossible to work in either field without concerning each other. Before the learning and teaching process, in the processor at the end process, the teacher uses a test as an instrument for evaluation. In education, the test is very important because it is one of the devices in education to get information about student's achievement and to know how far learning objectives have been achieved. By conducting the test, the teachers will know how deep the pupils acquire the materials that have been taught and know the form of student's behavior and characteristic.

As Nitko defined, a test is a systematic procedure for observing and describing one or more characteristics of the person with the aid of either a numerical scale or a category system.¹²

Wilmar Tinambunan also explains; a test is a set of questions, each of which has a correct answer, that examines usually answer orally or in writing.¹³

According to Desmond Allison test is a kind of formal assessment that has been arranged and scheduled officially and has been

¹² Anthony J. Nitko, *Educational Test and Measurement: An Introduction*, (New York: Harcourt Brace ovanovich, Inc, 1983), p. 6.

¹³ Wilmar Tinambunan, *Evaluation of Student Achievement*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 3.

limited by the available guidance.¹⁴ Based on some definitions above, the researcher can conclude the test is a procedure or a standardized device to measure the student's achievement in acquiring knowledge about the subject after the teaching-learning process and one of the ways to measure the goal of achieving the learning objective with the systematic procedure.

2. The Type of Test

The teacher constructs a test not only to measure how far the testees' comprehension about the materials, but also to know in which part the testees get difficulty, to know the effectiveness of the teaching method that has been used in the class, etc.

According to Wilmar Tinambunan, there are two types of tests used in determining a person's ability: aptitude test and achievement test.¹⁵ An aptitude test is primarily designed to predict success in some future learning activity, whereas an achievement test is designed to indicate the degree of success in some past learning activity.

The major purpose of testing in the classroom is to measure student achievement as an indication of progress toward educational objectives set for the students. While according to Mary and Sake, there are four basic types of language tests: achievement tests, and proficiency tests, diagnostic tests, and aptitude tests.¹⁶

¹⁴ Desmond Allison, *Language Testing and Evaluation (An Introductory Course)*, (Kent Ridge Crescent: Singapore University Press, 1999), p. 5.

¹⁵ Wilmar, *op. cit.*, p. 7.

¹⁶ Mary Finocchiaro and Sydney Sake, *Foreign Language Testing*, (New York: Regents Publishing, 1983), p. 15.

a. Achievement test.

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

b. Proficiency test.

Language proficiency tests are designed to measure control of language or cultural items and communication skills already present at the time of testing, irrespective of formal training. Such tests are generally used for specific purposes; for example, to determine the selection of students for a specific program, to ascer appropriate placement levels in courses or advanced training programs, and to judge the examinee's readiness to perform specific tasks in a work activity.

c. Diagnostic test.

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

d. Aptitude test.

The aptitude test is conceived as a prognostic measure that indicates whether a student is likely to learn a second language readily. It is generally given before the student begins language study and may be

used to select students for a language course or to place students in a section appropriate to their ability.¹⁷

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

1) Summative test.

Summative test, which is designed to determine the extent to which the instructional objectives have been achieved, and the test also can be used to assign course grade for certifying student's mastery of intended learning outcomes.¹⁸

2) Formative test.

The formative test is a kind of test that is administered by the teacher to know how successful the learning and teaching process in the classroom in a periodical meeting. Similar to this statement, Gronlund states that a formative test is given to monitoring learning progress during instruction.¹⁹

3) Diagnostic test

The diagnostic test is used for analyzing the difficulties of the students or the strength of the students in some aspect of language at the starting or during the implementation of instruction. According to Harmer, —a diagnostic test is a test that is used to expose a learner's difficulties

¹⁷ *Ibid.*, pp. 15—23.

¹⁸ Norman E. Gronlund, *Measurement and Evaluation in Teaching*, (New York: Macmillan Publishing Co., Inc., 1981), p. 126

¹⁹ Norman, *op. cit.* p.125.

during a course.²⁰ Furthermore, Hughes said that —Diagnostic test is used to identify learner strength and weakness.

4) Placement test

The placement test is the test that is arranged for measuring a student's ability in language and give students major in an appropriate grade of an educational organization. Moreover, Gronlund defines placement tests are —pre-tests designed to measure (1) whether pupils possess the prerequisite skills to need to succeed in a unit or course or (2) to what extent pupils have already achieved the objectives of the planned instruction.²¹ Meanwhile, Hughes states —placement tests are intended to provide information that will help to place students at the stage of the teaching program most appropriate to their abilities.²²

From all those types of the test above, it can be concluded that the tests are a problem —solving in the educational. The teacher or test maker can administer the test based on his or her objective. When the teacher wants to determine the extent to which the instructional objectives have been achieved, she/ he can use the summative test, when the teacher will diagnose the students' difficulties, she/he can use diagnostic test and when the teacher wants to monitor learning progress during instruction, she /he can use the formative test, and when the teacher wants to provide

²⁰ Jeremy Harmer, the *Practice of English Language Teaching*, (Essex: Pearson Education Limited), 4th Ed. p. 380.

²¹ Gronlund, *op. cit.* p. 124.

²² Arthur Hughes. *Testing for Language Teacher*, (Cambridge University: 2003), p. 16.

information that will help to place students at the stage of the teaching program most appropriate to their abilities as a problem-solving.

C. Formative Test

According to H. Douglas Brown, evaluating students in the process of “forming” their competencies and skills to help them to continue that growth process, the key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning.²³

Formative Assessments are defined by more than Assessment itself. From a historical perspective, formative assessment is defined as the inferences and the actions educators can make based on assessment results.²⁴

The notion of formative assessment was later incorporated into the practice of mastery learning. Under the mastery learning instructional technique, students do not progress to the next learning objective until they have mastered the current one²⁵.

D. The Characteristic of a Good Test

Qualities of a test should be considered in preparing and using foreign language tests. The test which was made by the tester or teacher must be good, thus a test must have some characteristics which should be paid

²³ H. Douglas Brown *Language Assessment Principles and Classroom Practies*, Pearson Longman, 2003

²⁴ Wiliam and Black (1996; Black and Wiliam, 1998; Wiliam, 2006)

²⁵ Bloom, Hastings, & Madaus, 1971

attention to, and they are validity, reliability, comprehensiveness, and practicality.

Wiersma&G.Jurs explains, —Validity is the extent to which a test measures what is intended to measure, whether it be an achievement, aptitude, or proficiency in the language.²⁶

It means that a test is designed to measure the discrete items of a language. For example, if it is intended to measure a students‘ ability to speak the language, it is valid only in speaking skills, not writing or anything else that is not intended to predict.

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

The second characteristic of a good test is reliability. Heaton claims that —reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. If the test is administered to the candidates on different occasions, then to the extent that it procedures differing results, it is reliable. While Mary Finocchiaro and Sydney Sake state, Reliability or stability of a language test is concerned with the degree to which it can be trusted to produce the same result upon repeated

²⁶ William Wiersma& Stephen G.Jurs.*Educational Measurement and Testing*, second edition, (Boston ; Allyn and Bacon, 1990), p. 183.

administration to the same individual or to give consistent information about the value of a learning variable being measured²⁷.

Therefore, to be considered reliable, a language test must obtain a consistent result and give consistent information. From the statement above can be inferred that reliability is a measure of the consistency of score when the same person takes the same test on different conditions.

The last characteristic of a good test is practical. —The practicality of a language test is further determined by its ease of scoring. Test which is difficult to score become a burden for the scorer and are unduly demanding of personnel, time, and resources.²⁸ In other words, practicality refers to the practicality of the evaluation procedure including economy, convenience, and interpretability aspects.

From some explanations above, it can be concluded that the test must have some characteristics that should be paid attention to; validity, reliability, and practicality. Validity is if there is a consistency of the resulting test and practicality is if the test is easy to do, easy to do correct, and having clear instructions. The Researcher will not explain all characteristics of a good test; therefore it is only about the validity because it should be confirmed by the title of this paper.

E. Validity

From the previous explanation, that one of the characteristics of a good test is validity. According to Wilmar, validity refers to the extent to

²⁷ Mary Finocchiaro and Sydney Sake, *op. cit*, p. 28.

²⁸ *Loc. cit*, p. 30.

which the result of an evaluation procedure serves the particular uses for which they are intended if the results are to be used to describe pupil achievement. Thus, the validity of attesting is the extent to which the test measure what is intended to measure²⁹ While Heaton states, —the validity of a test is the extent to which it measures what it is supposed to measure and nothing else.³⁰ The statement means the validity of a test must be considered in measurement in this case there must be seen whether the test used measures what are supposed to measure, briefly.

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

Construct validation refers to what the test scores mean.³¹ A different statement comes from Hughes. He classifies validity into four types: content validity, face validity, constructs validity, and criterion-related validity.³²

²⁹ W. James Popham. *Educational Evaluation*, (University of California, Los Angeles).p.

³⁰ Heaton, *op. cit.*,p. 159.

³¹ J. Charles Alderson, CarolinClapham and Dianne Wall.*Language Test Construction and Evaluation*, Cambridge University Press 1995, p. 171.

³² Hughes, *op. cit.* p. 26.

The first content validity, Content validity is concerned with whether or not the content of the test is sufficiently and comprehensive for the test to be a valid measure of what it is supposed to measure.³³The objective of the course is based on the curriculum made by the government, thus to know whether the test has content validity the tester should look at the objective of the curriculum and the material of the test.

The content validity is discussing more detail in the next subchapter. According to Norman E. Gronlund, content validity is the process of determining the extent to which a set of tasks provides a relevant and representative sample of the domain of tasks under consideration.³⁴ The researcher can conclude that content validity is the degree of whether the test content is representative of the relevant subject matter, substance, or topics studied that have been designed to measure.

Second, Face validity. Face validity is a property of a test intended to measure something.³⁵ It is the validity of a test at face value. In other words, a test can be said to have face validity if it —looks like it is going to measure what it is supposed to measure. Face validity is more referring to the shape and appearance instruments.

According to Djamaludin Ancok in Arikunto, it is very important in measuring the ability of individuals such as the measurement of honesty,

³³ Mary Finocchiaro and Sydney Sake, *op. cit.*, p. 25.

³⁴ Norman E. Gronlund, *Constructing Achievement Test*, (USA: Prentice- Hall, Inc; 1982), p. 67.

³⁵ David P. Harris. *Testing English as a Second Language*, (New York: McGraw-Hill Book Compny), p. 21.

intelligence, talent, and skill. Moreover, Heaton defines —If a test item looks right to other testers, teachers, moderators, and testers, it can be described as having at least face validity.³⁶ From the definition above, the writers assume that face validity means the test appearance, which is readable, acceptable, and appropriate with what is supposed to test.

The third classifications of validity are construct validity. The difficulties of the students and the test must be qualified in construct validity. Arthur Hughes states that a test, part of a test, or a testing technique is said to have construct validity if it can be demonstrated that it measures just the ability or trait, which it is supposed to measure.³⁷ The word _construct above refers to any underlying ability or traits. Which is a hypothesis in a theory of language ability. One might hypothesize, for example, that the ability to read includes several sub-abilities, such as the ability to find out the main idea of a text. Construct validity is the construction of a test itself from a theoretical framework about behavior derived from the empirical investigation that suggests positively correlate with the scores of the other test designed to measure the same behavior.³⁸

The last classifications of validity are criterion validity. Criterion validity of a test involves the relationship or correlation between the test score and the scores on some measure representing an identified criterion.³⁰ For

³⁶ J. B Heaton, *Writing English Language Tests*, (New York: Longman Group UK Limited, 1988), New Edition, p. 159.

³⁷ Hughes, *op. cit.* p. 31.

³⁸ Ronald Jay and Mark E. Swerdlik. *Psychology Testing and Assesment: .an introduction to Test and Measurement*, (California: Mayfield publishing Company),. P.183.

instance, the criterion measure may be another test. The correlation coefficient can be computed between the scores on the test being validated and the scores on the criterion. A correlation coefficient so used is called a validity coefficient.³⁹ There are two different types of criterion validity; concurrent validity and predictive validity.⁴⁰ Concurrent validity applies if data on the two measures-tests (comparison of the test scores with some other measure for the same candidates taken at roughly the same time as the test) and criterion are collected at or about the same time. Predictive validity applies if there is an intervening period between the time of testing and the collection of data on the criterion.

F.Content Validity

We already know from the previous explanation that one of the classifier's validity is content validity. Content validity is an important aspect in designing a test. The thing that must be concerned the most in preparing a test is content validity and then the sample of test items.⁴¹ It means that a test designer has to prepare content validity first before continuing to make test items.

Content validity is also called curricular validity because materials that will be tested are based on the curriculum. As Agrees and Grand explain that content validity is concerned with how far an assessment is in line with the intended learning outcomes, standards, or objectives of an instructional

³⁹ *Ibid*

⁴⁰ *Ibid*

⁴¹ W. James Popham. *op. cit*, p. 19.

unit.⁴² Therefore, If the test which is given to the students does not have content validity, there will be consequences, there are: the students cannot demonstrate skills that they possess if they are not tested, and also that irrelevant item is presented that students will likely answer incorrectly only because the content was not taught.⁴³

Also, according to the book *Testing English as a Second Language* written by David P. Harris, —If a test is designed to measure mastery of a specific skill or the content of a particular course of study, we should expect the test to be based upon a careful analysis of the skill or outline of the course.⁴⁴ According to *Evaluation of Instruction in Individually Guided Education*, there are two methods for demonstrating the content validity of a test.⁴⁵ The first method is by listing all of the specific objectives that want to reach.

After that, they are matched with the items to see whether the items conform to relevant objectives. The second method is by constructing a table to classify the item's content and taxonomic level, that is, student outcome required on the item. Also, for making sure that a test has conformity between the subject matter with the learning outcomes or the test has good content validity, three steps should be done. First, the test designer

⁴² Christopher R. Gareis and Leslie W. Grant, *Teacher-Made Assessments: How to Connect Curriculum, Instruction, and Student Learning*, (New York: Eye On Education, Inc, 2008), p. 37

⁴³ Wierseman, *op. cit.* p. 185.

⁴⁴ David P. Harris. *Testing English as a Second Language*, McGraw-Hill Book Company, p. 19.

⁴⁵ Wiersman.*op. cit.* p. 43.

should identify the subject matter and outcomes of the students which are intended to measure. Then he/she should make a table of test specifications. Lastly, he/she should construct a test that conforms to the table.⁴⁶ The process above is known as the validation process.

This content validation process based on language teaching method, material, given, and goals. Furthermore, in establishing content validity in a test, the test designer should determine what she/he wants to be measured clearly.⁴⁷ If the test does not have content validity, it will cause some problems. The first problem is the students cannot demonstrate their skills which they have but which are not tested. The second problem is the students will not answer correctly the items because there is no relevancy between the items with the materials that have been taught.⁴⁸

G. Curriculum and Syllabus

1. Curriculum

Curriculum means the basic standard or the objective which is used for guiding the success of the teaching-learning process. As stated by Roger and Christopher the curriculum is a written document or a plan which contains strategies in achieving desired goals.⁴⁹ Besides, the

⁴⁶ Gronlund, *op. cit.* p. 127.

⁴⁷ James Dean Brown, *Testing in Language Program*, (New Jersey: Hall Regents, 1996), p. 177.

⁴⁸ Wiersman. *op. cit.* 184.

⁴⁹ Roger Browers and Christopher Brumfit, *AppliedLinguistice and English Language Teaching*, (modern English Publication and the British Council: 1991), p. 1.

curriculum also contains scopes, sequences, and methods for conducting the teaching-learning process.

Moreover, a curriculum is the content, standards, or objectives from which schools hold students accountable. Others claim that a curriculum is the set of instructional strategies teachers plan to use.⁵⁰ The curriculum has four aims based on Richards; they are —to provide a clear definition of the purposes of a program, to provide guidelines for teachers, learners, and materials writers, to help provide a focus for instruction, to describe important and realizable changes in teaching.⁵¹ Based on UU RI no 20 tahun 2003 stated that *"kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran yang digunakan sebagai pedoman penyelenggaraan pembelajaran untuk mencapai tujuan pendidikan itu"* (curriculum is defined as all planned of learning includes the objectives, content and materials used as a guide to achieve the objective of the instruction of educational institution).⁵² The writer concludes that curriculum is a written document which describes objectives, goals, scope and sequences, and systems as a guideline for implementing the teaching-learning process.

⁵⁰ George J. Posner, *Analyzing the Curriculum*.(New York: McGraw-Hill Companies, Incc, 2004), 3rd Edition, p. 5.

⁵¹ Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 120.

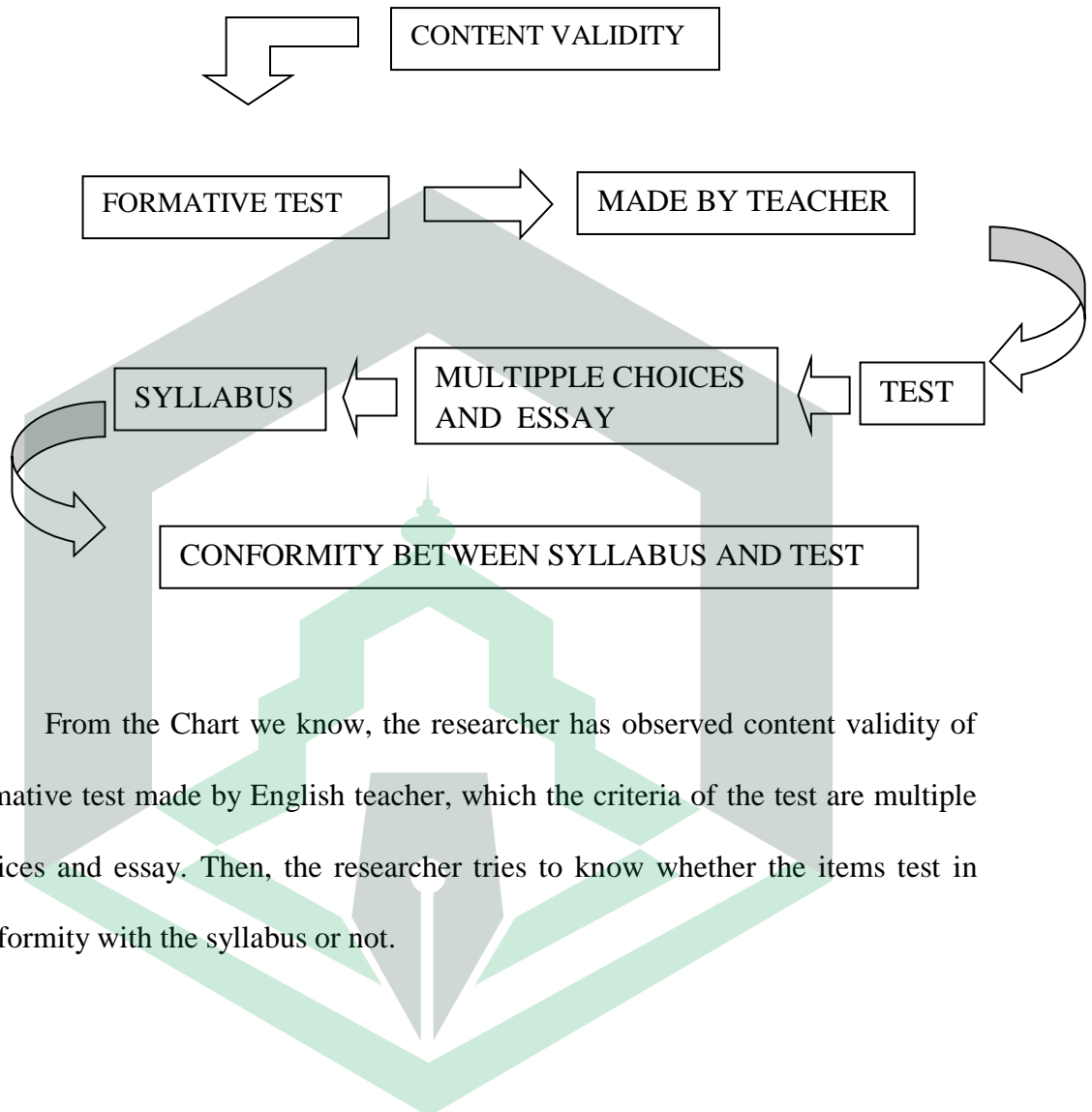
⁵² Undang-Undang RI Nomor 20 tahun 2003.

2.Syllabus

A syllabus is a reference to the courses used by the teacher as a guideline for conducting the teaching and learning process. A syllabus should be developed by each school that conforms to the school's vision, situation, and mission. It relates to an operational curriculum or KTSP curriculum which gives the school authority for developing the syllabus. The Government also states that syllabus is a set of the plan which covers standard competence, minimum standard competence, materials, activities, indicator, scoring, time allocation, and media. Therefore, a syllabus is a plan or a reference used by teachers in leading a teaching-learning process of a program and it includes eight elements, such as standard competence, minimum standard competence, materials, activities, indicator, scoring, time allocation, and media. The component that the writer will be used in analyzing the content validity is the indicators from the syllabus because it is the real form of minimum standard competence that is used for measuring student's behavior, skills, and knowledge. Also, it has to be covered in the teaching-learning process.

H. Conceptual Framework

The conceptual framework of this research is presented as follows:



From the Chart we know, the researcher has observed content validity of formative test made by English teacher, which the criteria of the test are multiple choices and essay. Then, the researcher tries to know whether the items test in conformity with the syllabus or not.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and Location

The research was started by the researcher on 2nd October until 2nd December 2019. The researcher chose Junior High School 2 Palopo as a research place. It was conducted at the seventh-grade students of Junior High School 2 Palopo, which is located on Jl. Patang 2, Kec. Wara- Kota Palopo.

B. Research Design

One of the most important aspects of research is the use of methodology determination. Generally, in social science scopes, there are quantitative and qualitative. Quantitative research is research involving the use of structured questions where the response options have been predetermined and a large number of respondents are involved. While, qualitative research is collecting, analyzing, and interpreting data by observing what people do or say.⁵³ In this research, the researcher collected data, and then the researcher analyzed the test items, whether each test items of formative test for the seventh-grade students of junior high school to Palopo represent the indicators as suggested its syllabus as an indicator of the content validity. The test is measured adaptable with the syllabus and

⁵³ <http://en.wikipedia.org/wiki/qualitativequantitative>.

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

C. Instrument of the Data Collection

In this research, the researcher used instruments to collect the data.

1. Research Instrument Validity

Since the researcher intends to find out the validity of a test, this research belongs to the mixed method through collect, arrange, classify the data, analyze and interpret the data. To measure validity, the researcher used Arikunto's Formula, and the research designed used qualitative descriptive. A test must have to valid as a measuring instrument. It is the degree of consistency with which it measures whatever it is measuring.⁵⁴

2. Expert Judgements

This research aimed to prove that the result of the researcher's analysis about the validity of the English formative test made by the English teacher at the seventh grade of Junior high school 2 Palopo is suitable with the syllabus and the formula of validity.

⁵⁴ Donald, A., Lucy, C. J, Chir, S., Asghar, R. (2010), *Introduction to Research in Education*, Wadsworth: USA, p. 236

D. Technique of data Collection

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

1. Paper/ test booklet

The researcher asks the English formative test paper from the school.

2. English syllabus

The researcher analyzes the test items on the formative test and then confirm them to the English syllabus and the indicator

E. Technique of Data Analysis

In analyzing the data, the researcher used descriptive analysis of the test items per number, and the researcher identification each test item related to the indicator of the test.

After analyzing the test items logically, the researcher compares the data details from test items into the school syllabus then describes the content validity of the English formative test qualitatively.

The researcher tabulated the indicator of syllabus and formative test item result in a well-arranged form. A well-arranged form means the data presented in tables. In order simply to count, the indicator of the syllabus has to be changed into codes. For example, A1, B1, C1, etc. And the test items changed by the numeral. In examples 1,2,3, etc. The table made as follow:

NO.	CODE	ITEMS					TOTAL
		1	2	3	...	50	SCORE

Key Answer

- 1. A1
- 2. A2
- 3. A3
- Etc. ...

Total score

To find out the validity percentage, the researcher used the formula:

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

P = Percentage

f = Frequency

n = Number of samples

The researcher categorize the finding percentage of conformity test into the level criteria then reveal the criteria. There are four level criteria:

76 – 100 % = Good

40 – 55 % = Less good

56 – 75 % = Sufficient

< 40 % = Bad⁵⁵

⁵⁵Suharsimi Arikunto, Prosedure Penelitian, (Jakarta: Rineka Cipta. 1992). P.313

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher explains about finding and discusses the data. This chapter describes the result of the research that shows the validity of multiple-choice and essay tests.

A. Findings

1. Description of data

The findings of the research were showed to describe the result of the data that analyzed statistically. It comprised of the test items validity in making a test with criteria of a good test.

The researcher analyzed the test materials whether they conform to the English syllabus of Junior High School 2 Palopo. They were 176 students in the seventh grade of Junior High School 2 Palopo at 2019/2020. During the English formative test in the seventh grade of Junior High School 2 Palopo, the students were divided into six classes, the researcher took not all of the students, there were two classes took as an example to analyze the Validity of the English formative test. To get the data, the researcher took the questions sheet and the English syllabus document to be analyzed. The data that the researcher used in this research was the English formative test; the data was made by the English teacher at seventh grade which was called *Ulangan mid-semester (SMP) Tahun Pelajaran 2018/2019* for the seventh-grade students of Junior High School 2 Palopo. The total numbers of test items were 20 tests which consist of 15 multiple

choices and 5 essay test items. The test was held on Monday, 21st October 2019 with the given time of 60 minutes.

2. Interpretation of Data

The following table describes the total frequency of the suitability of English formative test items with the indicators in the latest English syllabus.

Based on the data of items analysis result, it can be seen as follow:

Table 1.1

Describes the frequency of the suitability of English formative test items with the indicators of the syllabus

- | |
|---|
| <ol style="list-style-type: none"> 1. Based on the formative test, items number 1, 2, and 16 are referred to <i>identify appropriate expressions when meeting and saying goodbye</i> as an indicator of the syllabus. 2. The indicators of syllabus <i>Get acquainted, introduce yourself/ others</i> are not represented with the test items on the formative test. 3. Based on the formative test, with the items, numbers 11, 12, and 13 are referred to <i>mention/ask the time of the situation/event/activity</i> as indicators of the syllabus. 4. Based on the formative test, with the items, number 14 and 15 are refers to <i>statement and question related to the day, month, name of time in the day, time in numeric form, date and year</i> as an indicator of the syllabus. 5. The indicators of the syllabus <i>identify and name various objects, and public buildings in the surrounding environment</i> are not represented with the test items on the formative test. 6. The indicators of the syllabus <i>identify the usage of a plural (-s), the use of the indicative words this, these, and those. Preposition for in, on, under to denote place</i> are not represent with the test items of the formative test. 7. Based on the formative test, items number 3, 4, and 5 refer to <i>identifying text related to interactions between students outside the classroom that involve greeting, saying, goodbye, thanking, and apologizing</i> as an indicator of the syllabus. 8. Based on the formative test, items number 17 and 18 refer to the <i>self-description as a part of the family: father, mother, brother, and sister</i> as an indicator of the syllabus. 9. Based on the formative test, item number 19, refers to <i>describe the timing of events/activities related to life at school, home, and the environment</i> as an indicator of the syllabus. |
|---|

10. The indicators of the syllabus, the *preposition for in (month, time, time of day) on (day and date) at (hour, at noon and night)* are not represented with the test items on the formative test.
11. Based on the formative test, item number 20, refers to *describe objects, animals, buildings that are commonly found in real life in home, school, and environment* as an indicator of the syllabus.
12. The indicators *designation of an object with a the and plural (-s)*.

the researcher discussed the total frequency of the conformity and the in conformity of English formative test items to the syllabus based on the data of item analysis result above. Based on the data of item analysis result, can see the table as follow:

Table 1.2
The Counting Result of the Conformity and the Inconformity of English Formative Test Items

NO	CODE OF TEST ITEMS	ITEMS NUMBER																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	A1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
2	A2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	A3	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0
4	A4	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
5	A5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	A6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	A7	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	A8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
9	A9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
10	A10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	A11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
12	A12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 1.3

The final Result counting of the Conformity and the Inconformity From table 1.3

CODE	Conformity	Inconformity
A1	3	17
A2	0	20
A3	3	17
A4	2	18
A5	0	20
A6	0	20
A7	3	17
A8	2	18
A9	1	19
A10	0	20
A11	1	19
A15	0	20
TOTAL	15	5

Table 1.4

The Analysis Result of the Conformity and the unconformity of English Formative Test Items at the seventh class of junior high school number 2 Palopo

NO	Formative test items area	Items Number	Total frequency
1	The conformity test items based on the indicator of english syllabus	1,2,3,4,5,11,12,13,14,15,1 6,17,18,19,20	15 items
2	The unconformity test items based on the indicator of the English syllabus	6,7,8,9,10	5 items

3. Percentage

Table 1.3 shows that the conformity of formative test with the English syllabus is 75% consist of 15 items. The percentage falls into the level of 56-75%, based on Arikunto's opinion, which means sufficient. Then, the unconformity between test items and the English syllabus is 25% consist of 5 items. The calculations are explained below:

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

P: Percentage

F: Frequency of conformity

N: Number sample

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

$$P = \frac{15}{20} \times 100\% = 75\%$$

$$P = 75\%$$

So, based on the calculation above the English Formative test which is administrated in the seventh-grade students of junior high school number 2 Palopo 75% valid in terms of its conformity with the indicators. While, based on the data of the unconformity items number, the researcher analyses:

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

P = Percentage

F = Frequency of unconformity

N = Number sample

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

$$P = \frac{5}{20} \times 100\% = 25\%$$

$$P = 25\%$$

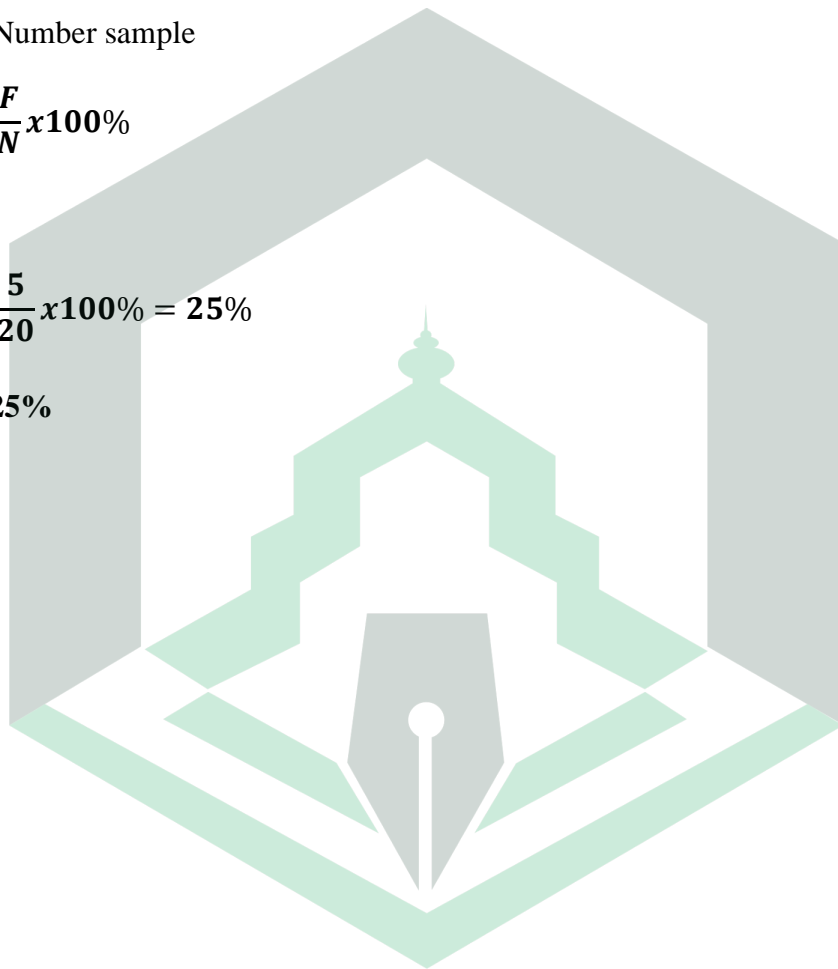


Table 1.5

The indicators represented and not represented with the test items

The indicators represented by the test items

1. Mengidentifikasi ungkapan yang sesuai saat bertemu dan berpamitan
2. Menyebutkan/ menanyakan waktu dari keadaan/ peristiwa/kegiatan.
3. Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun
4. Mengidentifikasi text yang berkaitan dengan Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat
5. Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik
6. Menjelaskan Waktu kejadian/peristiwa/ kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar
7. Menjelaskan tentang Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar

The indicators are not represented by the test items

1. Berkenalan, memperkenalkan diri sendiri/orang lain
 2. Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.
 3. mengidentifikasi penggunaan *a, the*, bentuk jamak (-s) penggunaan kata penunjuk *this, that, these, those ...* preposisi untuk *in, on, under* untuk menyatakan tempat
 4. Analisis Preposisi untuk *in* (bulan, tahun, waktu dalam hari), *on* (hari dan tanggal), *at* (jam, *at noon, at night*)
 5. Identifikasi Preposisi untuk *in* (bulan, tahun, waktu dalam hari), *on* (hari dan tanggal), *at* (jam, *at noon, at night*)
-

4. Content Analysis

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

Besides, some indicators dominate the test items. We can see that the indicator “Mengidentifikasi ungkapan yang sesuai saat bertemu dan berpamitan” represented 3 items number. On the other hand, some indicators only have a few items number. Instead, they just have one item number.

Ideally, it will be proportional if every indicator is represented equally. There are 12 indicators suggested in the syllabus, and they have to be represented by 20 items number. So, every indicator should represent 1 or 2 items number. And we can see from table 1.2 that 5 indicators are not represented in the test item. So, based on the distribution of the indicators shown by the table, the researcher found that only 58,3% of the indicators represent the test items, which means 41,7% of indicators are not represented. The calculations are explained below:

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

F= Frequency of indicators that cover the test items

N= number of indicator

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

$$P = \frac{7}{12} \times 100\% = 58,3\%$$

$$P = 58,3\%$$

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

F= Frequency indicators are not represented by the test items

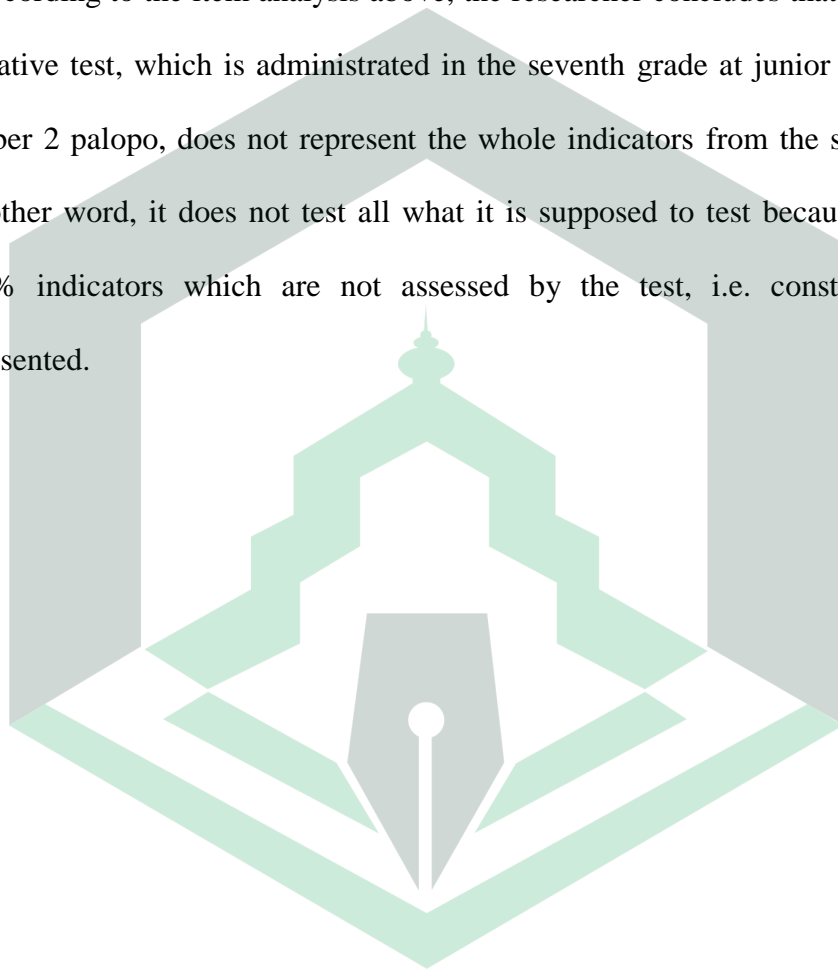
N= number of indicator

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

$$P = \frac{5}{12} \times 100\% = 41,7\%$$

$$P = 41,7\%$$

According to the item analysis above, the researcher concludes that the English formative test, which is administrated in the seventh grade at junior high school number 2 palopo, does not represent the whole indicators from the syllabus. On the other word, it does not test all what it is supposed to test because there are 41.7% indicators which are not assessed by the test, i.e. construct under-represented.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it can be concluded that the result of the content validity level of the English formative Test for the seventh-grade students of Junior High school 2 Palopo in the odd semester of the academic year 2018/2019 has less good content validity. Although based on the percentage of its conformity with the indicators is 75%% valid, the presented indicators are only 58,3%. It means that almost 41.7% of indicators are not represented the test items and it can be understood that 41.7% is too big to be ignored.

B. Suggestion

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

1. The teacher should analyze the formative assessment before and after holding the formative assessments.
2. The teacher should replace the type of question that did not conform to the indicator with another question that had a similar function but still conforms to the syllabus
3. The school has to make preparation and give training for the teacher to prepare for constructing the test to construct a good and representative test.

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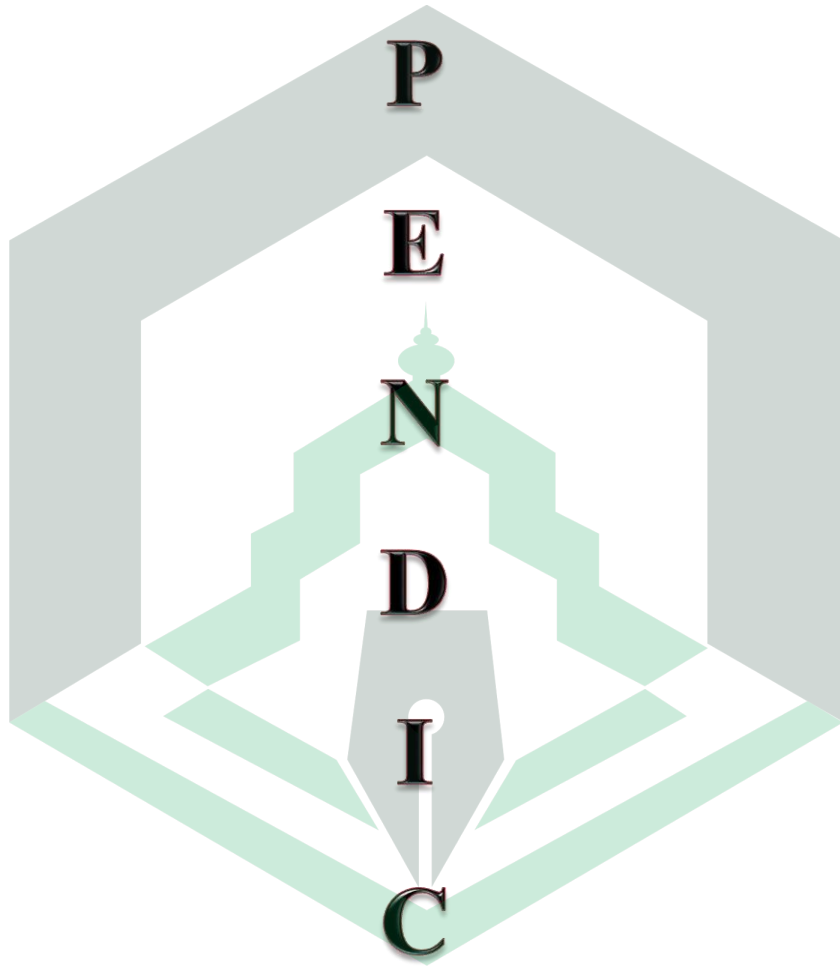


Table analysis compormity and incompormity the indicators of sylabus with the formative test

Basic Competence	Based on the indicator of sylabus	Scope limitation	Items number
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya	Mengidentifikasi ungkapan yang sesuai saat bertemu dan berpamitan	Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. Membiasakan	1,2,16
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective,	Berkenalan, memperkenalkan diri sendiri/orang lain	Memaparkan jati dirinya yang sebenarnya.	

objective,
possessive)

3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan	Menyebutkan/ menanyakan waktu dari keadaan/ peristiwa/kegiatan.	Memaparkan waktu terjadinya keadaan/peristiwa/ kegiatan dengan unsur kebahasaan yang benar.	11,12,13
tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)	Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun	Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/ peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun	14,15
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan	Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.	menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar	
tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai	Mengidentifikasi penggunaan <i>a, the</i> , bentuk jamak (-s) Penggunaan kata penunjuk <i>this, that, these, those ...</i> Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat	menganalisa teks pendek berisi penyebutan benda-benda di kelas dan sekolah	

dengan konteks
penggunaannya.
(Perhatikan unsur
kebahasaan dan
kosa kata terkait
article a dan the,
plural dan
singular)



Basic Competence	Based on the indicator of syllabus	Scope Limitation	Item numbers
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Mengidentifikasi text yang berkaitan dengan Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf	Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.	3,4,5
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik,	Memaparkan jati dirinya yang sebenarnya	17,18
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi	Menjelaskan Waktu kejadian/peristiwa/ kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon</i> , <i>at</i>	Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/	19

sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<i>night</i>)	kegiatan dengan unsur kebahasaan yang benar	
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Menjelaskan tentang Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar Penyebutan benda dengan <i>a, the</i> , bentuk jamak (-s)	rtanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah	20
Total		15	

(Source on Syllabus - KTSP 2006)

**SILABUS BAHASA INGGRIS KELAS VII
SMP NEGERI 2 PALOPO**

I. KOMPETENSI DASAR, MATERI, DAN KEGIATAN PEMBELAJARAN

A. KELAS VII

Alokasi Waktu: 4 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya 4.1 Menyusun teks	<ul style="list-style-type: none"> • Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar. - Mengidentifikasi ungkapan yang sedang dipelajari - Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. - Membiasakan menerapkan yang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>tangan</p> <ul style="list-style-type: none"> • Topik Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI 	<p>sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective,</p>	<ul style="list-style-type: none"> • Fungsi sosial <ul style="list-style-type: none"> . Berkenalan, memperkenalkan diri sendiri/orang lain • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal - Memaparkan jati dirinya yang sebenarnya. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>objective, possessive)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/ peristiwa/kegiatan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/ peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. - Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/ kegiatan - Menanyakan hari,

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>angka kardinal dan ordinal)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>first of May</i>)</p> <ul style="list-style-type: none"> - Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd, 31st, of May</i>) - Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i> - Waktu (tulis): <i>01:00; 02:15; 06:50; 08:15</i> - Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i> - Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI 	<p>tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar</p> <ul style="list-style-type: none"> - Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar 	<ul style="list-style-type: none"> - Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Menyimak dan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the</i>, plural dan singular)</p> <p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dugaan)</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s) - Penggunaan kata penunjuk <i>this, that, these, those ...</i> - Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI 	<p>menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang - Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.5 Mengidentifikasi</p>	<ul style="list-style-type: none"> • Fungsi sosial 	<ul style="list-style-type: none"> - Menyimak dan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p> <p>4.5. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya - Bertanya jawab tentang sifat orang, benda, binatang terkenal - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari</p> 	<ul style="list-style-type: none"> - Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks</p>	<p>segi sifatnya.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda - Kalimat deklaratif (positif dan negatif) dalam simple present tense - Kalimat interrogative: <i>Yes/No question; Wh-question</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI 	<p>orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar - Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal - Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7. Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks,</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik • Struktur teks Dapat mencakup: <ul style="list-style-type: none"> - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif (positif dan negatif), dan interrogative (<i>Yes/No question; Wh-question</i>), dalam simple present tense - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI 	<ul style="list-style-type: none"> - Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik - Bertanya tentang informasi yang terkait di dalam teks tersebut. - Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan - Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menyatakan kekaguman/mempromosikan - Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dan unsur kebahasaan, secara benar dan sesuai konteks		tentang proses dan hasil belajarnya
<p>3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan. - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya.

Mata Pelajaran	: BAHASA INGGRIS	Hari, Tanggal :
Oktober 2019		
Kelas	: VII (Tujuh)	Waktu : 60
menit		

TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test.
- Plan your time
- Read each question carefully and think about the answer before choosing

A. Choose the correct answer

1. How you greet people when you meet them in the morning
 - a. I am fine, thanks
 - b. How are you?
 - c. Good morning, how are you?
 - d. Good afternoon
 - e. Good evening
2. What probably you are going to say when someone say goodbye to you?
 - a. Good morning
 - b. Good evening
 - c. How are you?
 - d. We are fine, and you?
 - e. Goodbye, take care on your journey.

B. Complete the conversation below with the correct answer.

3. Rudi : Mom. I feel tired and hungry.
Mom : Good evening, Rudi. Of course you are. Take a bath and then have your dinner.
 - a. Good morning
 - b. Good evening

- c. Take care
 - d. Are you tired
 - e. How about you, mom?
4. Budi : Bye, Rian. Get well soon.
 Adi : Bye, Rian, wish us luck, ok?
 Rian : Sure, Bye Budi, Adi.
- a. Good luck, see you next Monday.
 - b. All right, Adi. See you.
 - c. Bye. See you this afternoon
 - d. Goodbye Rian. See you soon
 - e. Bye guys, have a nice treep
5. Adit : Riski, I cannot come to the study group. I feel dizzy.
 Riski :, Dit. Just go home and have a rest.
- a. I am sorry , / No worry,
 - b. I am sorry, / I am fine, thanks.
 - c. No worry, / I am fine, thanks.
 - d. Thanks, Adit, / No worry,
 - e. Good night, / No worry,

C. Study the given forms below and choose the correct answer

Name	: Ahmad Mustufa
Nick name	: Ahmad
Place of origin	: South Sulawesi
Home address	:
Home	: at 26 Rampoang
Street	: on Rampoang
RT/RW	: IV/3
Sub-district	: in East Wara
Town	: in Palopo

Name	: Alfian Gunawan
Nick name	: Gunawan
Place of origin	: South Sulawesi
Home address	:
Home	: at 13 Dea Permai
Street	: on Dea Permai
RT/RW	: IV/3
Sub-district	: in Bua
Town	: in Luwu

6. What are the similar between Ahmad and Gunawan facts about?
- a. Their name and home
 - b. Their home and sub-district
 - c. The name of their city and place of origin
 - d. The name of their place of origin and RT/RW
 - e. Their RT/RW and city

7. Ahmad Mustafa live Rampoang street and Alfian Gunawan live Bua
- in, on
 - on, on
 - in. at
 - on, in
 - at. On

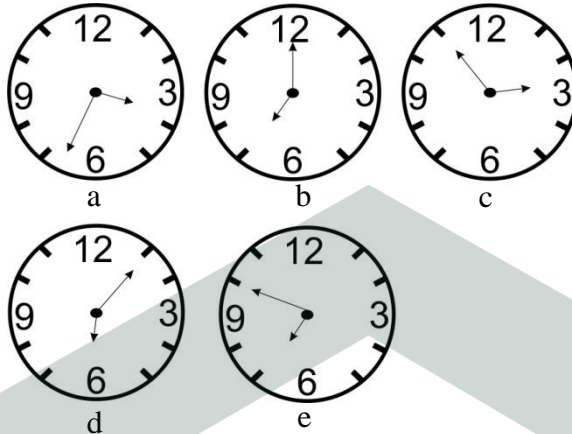
D. Read the text below and choose the correct answer

Hi, how are you? Here I am going to tell you about my personal identity and family. Well, I am Rosmawar. I am a student of Junior High School 2 Biak. I live in Biak, Papua. I like reading book and playing soccer. My favorite color is red. My favorite food is fired rice. Then, there are five people in my family: my father or my dad, his name is Papa Jo, my mother or my mom, her name is Mama Liza. My younger sister Sischa, she is a student at Elementary school of Bunga Menur. The last is my little brother, his name is Erick, he is in playgroup.

8. What is that text about
- Rosmawar identity
 - Rosmawar tell about his favorite food
 - Mama Liza is the name of Rosmawar's mother
 - Rosmawar tell about her identity and family
 - Rosmawar tell about her family
9. Rosmawar has favorite food, her favorite food is
- Meat ball
 - Fried rice
 - Kapurung
 - Chicken soup
 - Yellow rice
10. Where is her younger sister school?
- Bunga Menur
 - Elementary school of Bunga Menur
 - Playground
 - Junior High School 2 Biak
 - Elementary school of Biak

E. Choose the correct answer, be careful on the following figures!

11. It is six past one in morning. It is time for breakfast!



12. What time is it now? I think, it is time for having dinner.

- a. It is a half past eight
- b. It is seven past ten
- c. It is eight past nine
- d. It is eight o'clock
- e. It twenty o'clock



13. It is **half pas eight** in the evening. Ahmad prepare his stuff for school tomorrow. He puts many books into his school bag.

- a. 20 : 15
- b. 20 : 30
- c. 8 : 15
- d. 8 : 17
- e. 10 : 20

14. What day, date and month is today?

- a. It is Thursday, 28th January
- b. It is Tuesday 28th January
- c. It is January, Tuesday 2030
- d. It is January, Thursday 2030
- e. It is Thursday, 28th January 2030



15. How to say in English 01 – 02 – 2005?
- First February two thousand and five
 - One two two thousand and five
 - One February two thousand and five
 - First two two thousand five
 - First February two thousand and six

F. Answer the questions below. It should be base on your own perception.

- Write three form of expression that you usually use when:
 - Greet someone
 - Leaving talk
 - Say thanks
 - Say sorry
- Write about your personal identities!
- Write about you family!
- Write about your daily activity when you wake up in the morning until you sleep in the night.
- Write five name of things related to the list below
 - Name of things in the class
 - Name of things in your bag
 - Name of things in living room

*******Good luck on your test. I know you are kind person!!*******





CURICULUM VITAE



A. Personal Information

Full Name: Asmal

Place of Birth: Bone-Bone July, 16th 1995

Address: Mangkutana, Luwu Timur

Email: Permanaputrha@gmail.com

Mobile Phone: +6285242109098

Status: The Eighth Child

Mother's Name: Harimang

Father's Name: Juslang

B. Educational Background

Year	Description
2003-2005	SDN 232 Karondang
2005-2006	SDN 186 Kebun Rami
2006-2008	SDN 126 Lembah Bahagia
2008-2011	SMPN 1 Wotu
2011-2014	SMAN 1 Tomoni
2014-2021	IAIN Palopo

C. Organization Involvement

Year	Description
2015-2016	Secretary of Ekom LMND IAIN Palopo
2016-2017	Secretary of Eksekutif Kota LMND Palopo
2017-2018	BEM FTIK IAIN PALOPO
2017-2018	HAM LUTIM BTG
2017-2019	Chaired of Eksekutif Kota LMND Palopo