



**AN ANALYSIS OF THE VALIDITY TEST QUESTION WITH THE
EXAM CONTENT OUTLINE IN THE FIRST SEMESTER FOR THE XI
GRADE STUDENTS OF SMA NEGERI 3 REMBANG**

Final Project

submitted in partial fulfilment of the requirements

for the degree of Sarjana Pendidikan in English

by

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DECLARATION

In the name of Allah is the most gracious and merciful.

Hereby, the writer declares that this final project is made by the writer herself. This final project does not contain materials written or has been published by other people except referred written in this research paper and mentioned in the bibliography. The writer is completely responsible for the content of this final project. In addition, the writer hopes that this declaration can be understood by all human beings.

Semarang, 27 Oktober 2022

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RATIFICATION

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MOTTO

“Success is the sum of small efforts put in day by day”

-Robert Collier

DEDICATION

This final project is dedicated to:

1. Myself
2. My beloved Husband
3. My Parents and my Parents in law
4. My Sisters and my Brothers.

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In the name of Allah, the most gracious and merciful, the kings of the universe. Thanks to Allah SWT who always gives blessing and guidance, so that I could complete this final project as one of the requirements to finish the study in the English Department Faculty at the University of PGRI Semarang.

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ABSTRACT

Vicky, Febriana. 2022. *An Analysis of the Validity Test Question with The Exam Content outline in The First Semester for The XI Grade Students' of SMA N 3 Rembang.* Final project, English Study Program, Faculty of Language and Arts Education, University of PGRI Semarang. Advisor 1: Ririn Ambarini.,S. Pd., M.Hum., Advisor 2: Dr. Sukma Nur Ardini, S.S., M.Pd.

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The final test question is part of an evaluation that aims to measure and assess students competency so that the teacher can determine whether students can continue learning at a higher level or need testing. The final test question is one test that determines students graduation in the form of written examinations and practice. This study is intended to examine the validity of the final test of class XI senior high school students in the first semester. Validity itself is significant in testing. Some teachers in schools still have not reviewed the validity of the test. Research has shown that fact remains unhealthy. To get the results, the researchers used data from analyzing school documents. To achieve this, it is hoped that it can help teachers better structure tests. Based on the data analysis and the result of the study in the previous chapter, the writer can conclude as follows: According to the data obtained from the final test in the first semester for the XI grade student of SMA N 3 Rembang using the Arikunto theory are 28 item / 65 % valid those are items number 2, 3, 4, 5, 6, 7, 8, 12, 14, 15, 16, 19, 20,21,24, 25, 26, 27, 29, 30, 32, 33, 38, 39, 40, and 41. And 15 items /35% invalid those are items number 1, 9, 10, 11, 13, 17, 18, 22, 23, 28, 31, 34, 35, 36, 37, 42 and 43.

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CHAPTER 1

INTRODUCTION

In this chapter, the writer wants to explain about background of the study, the reason for choosing the topic, statements of the problem, objectives of the study, significances of the study, definition of the key terms, and outline of the study.

A. Background of the Study

Teaching English in Indonesia improves communication, specially written and oral skills (listening, speaking, reading, and writing). The teacher uses evaluation to gauge how well the pupils have absorbed the material to accomplish the educational activities' goals. Ambarini (2016), communication indirectly supports the student's learning process to speak publicly and can be used for understanding content. To develop the ability of a disciple, a teacher must always obtain and give a new vocabulary as well as a vocabulary that a student has never heard in life. In addition, Ardini (2012) learning in grups can increase the desire for learning because it makes it easier for student's to interact with other student's so that they can find a new vocabulay to learn from.

Evaluation is crucial to every action in education. Evaluation provides information about a project's progress in English education. Future improvements will be made with the help of the knowledge gathered from

this evaluation. Evaluation is viewed as having two sides, much like a coin between instruction and testing. We are indissociable.

According to Gronlund (1981), evaluation is a systematic procedure for determining how much a student has learned. This concept consists of two key components. The first is that evaluation entails a systematic process that excludes haphazard, unplanned pupil observation. The second is that evaluation counts on prior identification of teaching objectives. Determining the type and depth of a pupil's learning is difficult without previously established dreams.

There are various methods for assessing teaching and learning activities, one of which is a test (Genesee, 1996). By administering tests, teachers can get crucial data about students' academic progress or the success of their teaching methods. In other words, the teacher can discover more about how well the students have mastered the material.

Hughes (1995) identified four categories of tests: placement, diagnostic, accomplishment, and proficiency. Progress achievement and final achievement tests, often known as summative tests, are the two types of accomplishment tests. Final achievement tests, also known as summative examinations, are designed to assess students' success after a study. In contrast, progress achievement tests are used to gauge students' progress (Hughes, 1995). Since the author won't detail all test types, this essay will only discuss the summative test, as the title implies.

Teachers ought to administer a decent test to measure students accurately. They struggle to succeed since certain qualities or standards must be met. Validity, reliability, thoroughness, and applicability are characteristics of a practical test (Finocchiaro, 1983). Primary the truth is the writer's only concern in this investigation.

"The validity of a test is the amount to which it measures what it is designed to assess and nothing else," remarked J.B. Heaton (1998). When measuring, the reliability of a test must be taken into account. In this instance, it is essential to determine whether the test measures what it is intended to assess. There can be no faith in the inferences and conclusions drawn from the results if there is no validity. The veracity of the content that the students have learned is an issue. Samples from the provided training materials should be covered on the test. The teacher should give the teaching syllabus some thought to fulfil this.

JB Heaton (1998) stated that "careful consideration of the language being assessed and of the specific course objectives" is necessary for content validity;"

A test could be appropriate for one specific use or circumstance but not another. There are various sorts of validity, but tests used in classroom instruction are most often concerned with content validity. Based on a logical analysis, content validity is established (Wiersma, 1990).

Most Indonesian schools still use traditional assessments in their education system. That is why there is a final test as a standardised exam. The final test,

which is conducted at the end of the teaching and learning activity as the result of this examination test, is used as the main score of student achievement. Ambarini (2022), a professional teacher to teach a school, has to have three skills: 1. Capable of devising a learning plan. 2. Able to apply the design well. 3. Personality and social values are good. In today's most modern times, the required teacher should be able to apply the three cores so as to be a good student. Based on this condition and the explanation about the validity, especially content validity, the researcher wants to know whether the English final examination test is valid in terms or not. To know whether the English final examination test is valid, the researcher researches the validity of the last English test. The research needs the object of this study, so the researcher conducts a test item from the English final examination that SMA NEGERI 3 REMBANG uses in the first semester for the eleven grade students, the academic year 2021 – 2022.

Careful examination of the language being assessed and the specific course objectives is necessary for content validity. The test should be created to include a representative sample of the curriculum. Content validity requires a thorough and systematic investigation because it can represent the test's actual content. The issue is that the teacher following the content validity cannot create the final test questions. For the reasons mentioned above, examining the final test questions' content validity is crucial. Consequences follow when a test is invalid. First off, if they aren't tested, pupils can't show

off the skills they already possess. Second, unrelated questions are offered that students will probably respond to.

Thus, by only using the exercise of the test that this school uses, it can represent the final English test in all of the SMA NEGERI 3 REMBANG in the first semester for the eleven grade students, the academic year 2021 – 2022. Based on the above-mentioned practical problems, the researcher chose the topic An Analysis on the Validity of Final Test Question with the Exam Content Outline in First Semester for the Eleven Grade Student of SMA NEGERI 3 REMBANG.

B. Reasons for Choosing the Topic

A test's lack of validity is typically attributed to teachers' emphasis on the textbook's significant themes and linguistic techniques. Additionally, the test cannot be an accurate representation of or sampling of the instruction's content. Therefore, the test's content validity is subpar. As a result, the test meant to gauge the student's proficiency is inappropriate.

The researcher will look at validity in this case, particularly content validity. The test writer tries to determine whether the test elements align with the syllabus since content validity in a test is essential. The national education department's most recent recommendation for an English curriculum is the one that is being used here. For pupils in the eleventh grade, the final test question to be studied is from SMA NEGERI 3 REMBANG in the first semester of the academic year 2021–2022.

The writer's curiosity leads to conducting this study to find empirical evidence of the content validity of the final test question with the exam content outline in the first semester for the eleven-grade student of SMA NEGERI 3 REMBANG.

C. Statements of the Problem

Referring to the background of the study above, the statements of the problem are:

1. How is the final test question based on curriculum 2013 used at eleventh-grade students of SMA NEGERI 3 REMBANG in the first semester of the academic year 2021/2022 suitable with the exam content outline?
2. How is the final test question-based curriculum 2013 used at eleventh-grade students of SMA NEGERI 3 REMBANG in the first semester of the academic year 2021/2022 valid in terms of content?

D. Objectives of the Study

Referring to the background of the study above, the objectives of the study are:

1. To find out whether the final test question based on curriculum 2013 used at eleventh-grade students of SMA NEGERI 3 REMBANG in the first semester of the academic year 2021/2022 is suitable with the exam content outline.
2. To find out whether the final test question-based curriculum 2013 that is used at eleventh-grade students of SMA NEGERI 3 REMBANG in the first semester of the academic year 2021/2022 is valid in terms of content.

E. Significances of the Study

1. Pedagogic

The study's findings should provide readers with a description of an analysis of the final test question's content validity concerning the exam's content outline. It can also be used as feedback for readers, particularly for English teachers, the headmaster, and everyone concerned with raising the bar for educational excellence. In other words, understanding the qualities of a good test and using it as a foundation for subsequent research is beneficial for everyone.

2. Practice

Practically speaking, the findings of this study should benefit the pupils, English teachers, headmaster, and other authors. According to the exam content plan, this research will enable the students to assess whether each test item on the final exam question in the first semester for the eleventh-grade student of SMA NEGERI 3 REMBANG symbolizes invalidity. It is intended that it will assist the teacher in understanding every student issue, as well as assist the teacher in knowing what to improve.

3. Theory

Ideally, the findings of this study should aid in the learning process, particularly for SMA NEGERI 3 REMBANG pupils. The researchers'

findings serve as the foundation for additional research, and students and English teachers know the qualities of an excellent test.

F. Definition of Key Terms

1. According to Genesse (1996:69), validity is defined as expanding the knowledge you gather that reflects the characteristics or attributes you would like to know.
2. Wiersma (1996:69) says that content validity is linked to an extension of tests representing defined content groups of topics and processes.
3. Arikunto (2006:150) states that the tests are a necessary instrument or ordinance to know or estimate the performance of the disciples using various ways and rules.
4. Bahar (2021) says test question is the final part of the student in the learning process. In this part, the student determined his or her graduation in his learning by viewed from the value result.
5. Fahdini (2014) exam content outline is defined as information matrix that can serve as guidelines for writing and assembling the question.

G. Outline of the Research

A definition of this study includes five chapters. The introduction is found in the first chapter. The background of the study, the justifications for the topic selection, the problem statements, the study's objectives, its significance, a definition of critical terms, and an outline of the research make up the first chapter.

A review of related theories is covered in the second chapter. The author covers relevant concepts and earlier investigations in this chapter.

The research method is covered in chapter three. This chapter covers the study's purpose, the researcher's responsibilities, the tool, data gathering techniques, data analysis techniques, and triangulation.

Research findings and debate are covered in the fourth chapter, and the conclusion and recommendation are covered in the last chapter.

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the writer presents reviews of related literatur and the previous studies conducted by other studies.

A. Language Test

1. Definition of Test

The teacher must assess the learning process to determine how well it is going. There are numerous approaches to assessing the teaching-learning process. Testing is one strategy. A test evaluates a person's aptitude, expertise, or performance in a specific area, Brown & Abeywickrama (2019), In this definition, Brown aims to demonstrate how testing can be used to examine people's knowledge. According to Arikunto (2012:66), a test is an instrument or process used to determine or assess a student's performance using a set of guidelines and norms. We will be accustomed to using the term testing when we discuss tests. The way a teacher administers a test to the class is called testing. For the teaching and learning process, testing is crucial.

Testing is crucial for practically everyone involved in the educational process, according to Johnson (2001). The students desire feedback on their progress and hope that the "piece of paper" they receive after the course will help them get jobs. The instructor is interested in the learner's success and progress as a teacher. The learner's growth is also significant to parents, educators, and others.

2. The Types of Test

There are some types of tests commonly used in education; Brown & Abeywickrama (2019), classifies those into five types:

1. Aptitude tests

An aptitude test looks at “how well you would do”. It has a strong predictive element to it. According to Frankel & Wallen (2003), aptitude test assess intellectual abilities that are not, most cases, specifically taught in school. Aptitude tests are intended to measure an individual potential to achieve; in actually, they measure present skills or abilities. They differ from achievement tests in their purpose and often in content, usually including a wider variety of skills or knowledge. The same test may be either an aptitude or an achievement test, depending on the purpose for which it is used.

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

2. Proficiency tests

Proficiency tests do not relate to any specific content or program. They are tests of what level has been reached in the language, and stand independent of any course.

3. Placement test

Placement tests are a particular sort of proficiency test. They are given at the beginning of language-teaching programs to help with the coming teaching program.

4. Diagnostic test

The outcome of diagnostic testing also considers whether or not goals were achieved. They are often made to assess how well a limited period of education went and sometimes to pinpoint areas that need more practice.

5. Achievement test

Achievement tests evaluate a student's performance in a particular course or program. They typically appear after programs and are purposefully based on the material discussed. According to Hughes (2003:13), achievement assessments are closely tied to language courses since they are designed to measure how successfully individuals, groups, or entire courses have attained their goals. Final achievement tests and progress achievement tests are the two types of exams.

- a. Final achievement examinations are those given after a semester or year of study.
- b. Progress achievement examinations gauge pupils' advancement, as their name suggests.

According to Gronlund (1968:4), the fundamental guidelines for developing an effective accomplishment test form are as follows:

- 1) The learning outcomes that are measured by achievement tests should be precisely defined and consistent with the learning objectives.
- 2) A sufficient sample of the learning outcomes and subject matter covered in instruction should be measured by achievement tests.
- 3) The types of test items that are best suited for gauging the targeted learning outcomes should be included in the achievement exam.
- 4) Achievement tests should be created to match the specific purposes for which the results will be used.
- 5) Achievement tests should be as accurate as they can be before being analyzed with care.
- 6) Assessments of student performance ought to be used to enhance instruction.

3. The Categories of Tests

According to Brown & Abeywickrama (2019) there are two categories of tests that can help language teachers to make much better decisions about their students:

a. Norm-Referenced Tests

In brief, a norm-referenced test (NRT) is designed to measure global language abilities (for instance, overall English language proficiency, academic listening ability, reading comprehension, and so on)- Each student's score on such a test is interpreted relative to the scores of all other students who took the test. Such comparisons are usually made concerning the concept of the normal

distribution (familarly known as the bell curve). The purpose of an NRT is to spread students out along a continuum of scores so that those with “low” abilities in a general area such as reading comprehension are at one end of the normal distribution, while those with “high” abilities are at the other end (with the bulk of the students falling near the middle). In addition, while students may know the general format of the questions on an NRT (for example, multiple-choice, true-false, dictation, or essay), they will typically not know what specific content or skills will be tested by those questions.

b. Criterion-Referenced Tests

In contrast, a criterion-referenced test (CRT) is usually produced to measure well-defined and fairly specific objectives. Often these objectives are specific to a particular course, program, school district, or state. The interpretation of scores on a CRT is considered absolute because each student's score is meaningful without reference to the other student's scores. In other words, a student's score on a particular objective indicates the per cent of the knowledge or skill in that objective that the student has learned. Moreover, the distribution of scores on a CRT need not necessarily be expected. If all the students know 100% of the material on all the objectives, then all the students should receive the same score with no variation. The purpose of a CRT is to measure the amount of learning a student has accomplished on each objective. In most cases, the students would know in advance what types of questions, tasks, and content to expect for each purpose because the question content would be implied (if not explicitly stated) in the course's objectives.

4. The Types of Test Item

There are 12 types of the test items such as; questions and answers, true/false, multiple-choice, gap filling and completion, matching, dictation, cloze, transformation, rewriting, translation, essay, and monologue. The tests are supported by Fauzi (2011), that there are 12 kinds of test items:

a. Questions and Answers

Simple questions, often the following reading or as part of an interview, may require short or long answers.

Example: What is the (family) relationship between David Copperfield and Mr Murdstone?

b. True/False

A statement is given which is to be marked true or false. This may also be given as a question, wherein the answer is yes or no.

Example: Addis Ababa is the capital of Egypt.

Is Addis Ababa the capital of Egypt?

c. Multiple-Choice

The question consists of stem and some options (usually four), from which the tester has to select the right one.

Example: The person who writes books is called

- A booker
- An author
- Gap-filling and Completion

The testee has to complete a sentence by filling a gap or adding something. A gap may or may not be signaled by a blank or dash; the word to be inserted may or may not be given or hinted at.

Example:

- They (go) to Australia in 1980.
- They to Australia in 1980.

d. Gap-filling and Completion

The testee must complete a sentence by filling a gap or adding something. A hole may or may not be signalled by a blank or dash; the word to be inserted may or may not be given or hinted at.

Example:

- They (go) to Australia in 1980.
- They to Australia in 1980.

e. Matching

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

Example:

- Small Big
- Many Little

f. Dictation

The testee dictates a passage or set of words; the tester writes them down. This mainly tests spelling, perhaps punctuation, and perhaps surprisingly on

the face on it, listening comprehension: people can only usually write the word down accurately from dictation if they understand them. If it does not, however, test other writing skills or speech and involves very little reading.

g. Cloze

Words are omitted from a passage at regular intervals (for example, every seventh word). Usually, the first two or three lines are given with no gaps.

h. Transformation

A sentence is given; the tester has to change it according to some given instruction.

Example:

- Put into the past tense:
- I go to school by bus.

i. Rewriting

A sentence is given; the tester rewrites it, incorporating a given change of expression but preserving the basic meaning.

Example: He came to the meeting despite his illness. Although

j. Translation

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

k. Essay

Essay, the testee is given a topic, such as „childhood memories“, and asked to write an essay of a specific length.

1. Monologue

The taster is given a question and asked to speak about it for a minute or two. This tests oral fluency in “long turn” – something not everyone can do in their mother tongues. It also tests overall knowledge of pronunciation, grammar, and vocabulary.

5. The Characteristic of a Good Test

While a teacher considers making a test, they need to recognize the various trials of each case that relate to the purpose, time and subject. But, an essential consideration to characterize a test as a good test needs some qualifications: validity, reliability and practicality. Arikunto (2009:58) states that a good test as the measuring instrument must meet the test requirements to have validity, reliability and usability. Yet, in this case, the writer would like to explain more about validity.

6. Final Test Question

The final test question is part of an evaluation that aims to measure and assess students' competency so that the teacher can determine whether students can continue learning at a higher level or need testing. The final test question is one test that determines students' graduation in the form of written examinations and practice. From the above opinion, it can be concluded that the final test question is an assessment activity in the form of a written test and method to measure the competency achievement of participants in

recognition of student learning achievement and as a determinant of student graduation from an academic unit.

a. Validity

Based on the previous explanation, the writer mentions that one of the characteristics of a good test is validity. Heated in Johnson (2001) defines validity as "the extent to which (a test) measures what it is supposed to measure and nothing else." If a test is valid, the outsider who looks at an individual score knows that it is a true reflection of the individual's skill in the area the test claims to have covered. Validity is the extent to which the test measures what it is intended to measure (Brown, 2000:387). It is also the extent to which inferences made from assessment results are meaningful and valuable in terms of the purpose of the assessment. Validity can also be defined as the extent to which the instrument measures what it should, so the test should test what the writer or teacher wants to try the students. The expert should look into whether the test content is representative of the skills that are supposed to be measured. This involves looking into the consistency between the syllabus content, the test objective and the test contents. Suppose the test contents cover the test objectives, which in turn are representatives of the syllabus. In that case, it could be said that the test possesses content validity (Brown, 2002: 23). Brown's idea is supported by Hughes (2005:26), who stated that a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. in which it is meant to be concerned. It means that a test will have content validity. Linn

and Gronlund (1995:307) state that validity refers to the adequacy and appropriateness of interpreting tests about a particular use. Information data can be said to be valid by actual circumstances. According to Sukardi (2009:38), many factors affect the evaluation of the test results that are not valid, such as:

- i. Internal factor
 - a. Test instructions meaning are unclear so reduce the validity of the test.
 - b. The words used in the structure of the evaluation instrument are too difficult. So, student cannot understand the test
 - c. The test items construct are bad.
 - d. The level of difficulty of test items is not appropriate with students learning material.
 - e. The time allotted is not appropriate, it is make the time for doing the test are too fast of too long
 - f. The number of test items too little, so cannot represents a sample of the learning material.
- ii. The external factor
 - a. The time that is used to do the exercises are too short. This condition makes the student not careful in doing the test

- b. Many students are not honest in doing the test
 - c. The instructions from the invigilator are not clear.
 - d. The scoring techniques do not consistent
 - e. Students cannot understand the teaching in the test
 - f. There is another person that does the student's test
- iii. Factor that come from the student's answer

Many times, test items are not valid because of the answer of students. For example, the student feels nervous before an examination. This condition may be because the teacher is fierce, which makes the student feel nervous and fail the test. Another example of the classroom condition is the noise that disturbs students' concentration.

According to Brown & Abeywickrama (2019), there are four types of validity :

1. Content validity

Content validity is about what goes into the test. Content validity means a test's content must represent the covered subject area. Arikunto (2012:59) said a test has content validity if it measures the particular goals equal to the material or the content of the lesson.

Content validity concerns how the test measures the subject matter and behaviour under consideration. The definition of content validity states that the test items must be a representative sample of the domain of possible

content or conduct. Fernandes (1984:44) said that content validity is the most appropriate method for evaluating the validity of achievement tests.

Sukardi (2009:32-33) said that content validity is the degree to which a test measures the scope of substances that want to be measured. Getting the content validity requires two crucial aspects, valid content and proper sampling techniques. Useful content includes whether evaluation items describe the measurements in the scope of what wants to be measured. While the validity of sampling techniques generally relates to how good sample test items present a total coverage of content.

Content validity also has a crucial role in achievement tests. Content validity is generally determined through consideration of the experts. There is no mathematical formula to calculate and no way to show for sure. However, to know how a test is validated by using content validity, expert consideration is done as follows. First, the experts are kindly requested to observe all items in the tests validated. Then they asked to correct the interpretation of the items made. At the end of the repair, they are also invited to provide considerations about how good the test interpretation evaluation describes the scope of content to be measured. The experts also consider whether all measured aspects have been covered through the interpretation of the questions in the test items. Or in other words, a comparison is made between what to put with what it wants to be measured, which has reflected in the purpose of the test.

2. Face validity

Face validity, on the other hand, is concerned with what the world thinks of the test. It relates again to that all-important figure in the testing world, the outsider. He must be able to look at a trial and, as a layperson, be convinced that it is a test giving valid information about language use.

3. Construct validity

Construct validity deals with the relationship between a test and a particular view of language and language learning.

According to Bachman and Palmer (1996:22), construct validity is the ongoing process of demonstrating that a particular interpretation of test scores is justified and involves, essentially, building a logical case in support of specific performance and providing evidence justifying interpretation.

Fernandes (1984:46), in his book *Testing and Measurement*, construct validity is usually established by examining the pattern of relationships of the test in question with tests measuring other constructs. Construct validity can be tested in the following different ways:

- a. The correlation between different tests is assumed to measure the same variable.
- b. The correlation between single items or different parts of the test. The examination details must have a high intercorrelation if the test is to be regarded as measuring a unitary variable.

- c. The study of how the test results are influenced by changes in individuals or environment which, according to the theory, should affect or fail to control the individual's positions on the continuum.
- d. The study of differences between groups should differ according to the theory for the variable.

4. Criterion validity

Empirical validity deals with how the test relates to other testing measures. A test should not yield dramatically at odds with the results of different assessment forms.

Knowing whether a test has empirical validity or not can be traced in ways; first is concurrent validity, and the second is predictive validity. Concurrent validity applies if data on the two measures - test and criterion - is collected at or about the same time. Predictive validity applies if there is an intervening period (e.g., three or six months) between the testing time and data collection on a criterion. Operationally, this time of criterion data collection is the distinction between the two types of criterion validity. Specifically, the question of concurrent validity is whether or not the test scores estimate a specified present performance; that of predictive validity is whether or not the test scores predict a selected future performance.

7. Consequential validity

Consequential validity most important of the exam stage, the phase of the phase of its accuracy in content, the preparation effect of the exam participants, the impact on the student.XC

a. Content Validity Outline

Content validity assesses whether a test is representative of all aspects of the construct. To produce valid results, the content of a trial, survey or measurement method must cover all relevant parts of the subject it aims to measure. Ebel (1961) noted that validity is considered the essential feature of a testing program. Its status should not be surprising, given that yet, it often does not receive the attention it deserves. As a result, tests can end up being misaligned or unrelated to what they are 'intended to measure, with scores with limited meaning or usefulness. Consider studying diligently for an initial measurement exam that assesses topics like validity superficially with recall questions rather than essays that require an in-depth evaluation of competing ideas.

Validity encompasses all design considerations and administrative procedures relating to the testing process that makes score inferences valuable and meaningful. Test results that are consistent and based on items written according to specified content standards with appropriate difficulty levels and discrimination are more valuable and meaningful than scores that do not have these qualities. Correct scaling, sound test construction, and rigorous statistical analysis are thus all prerequisites for validity.

English Syllabus Curriculum 13th for 11th Grade Senior High School First Semester.

8. Definition of Syllabus

A syllabus is a lesson plan in a particular subject/theme group which includes competency standards, essential competencies, subject/learning materials, learning activities, indicators, assessments, time allocation, and learning resources/materials/tools. The syllabus elaborates competency standards and essential competencies into subject/learning materials, learning activities, and indicators of competency achievement for assessment. The syllabus is a set of plans and arrangements regarding learning activities, classroom management, and evaluation of learning outcomes.

The syllabus contains the main components that can answer the following questions:

Competencies that will be instilled in students through a learning activity

Activities that must be carried out to instil/shape these competencies

Efforts must be made to find out that students already own these competencies

The syllabus is helpful as an essential resource guide in the development of further learning, starting from making lesson plans, managing learning activities, and developing an assessment system..

1) Functions and Objectives of the Syllabus

The purpose of the Syllabus is to assist teachers and other education personnel in translating essential competencies into lesson plans. The functions of the Syllabus in general are:

As a guide in the development of learning, such as (1) making learning management plans both classically, in small groups and individual learning; (2) preparation of teaching materials; (3) developing an assessment system in the implementation of competency-based learning, namely an assessment system that always refers to Competency Standards, Basic Competencies, and learning indicators contained in the Syllabus.

In this case, the Syllabus is the primary source in preparing learning plans, both lesson plans for one Competency Standard and one Basic Competency (Abdul Majid, 2009: 40).

The results of the syllabus development in the form of learning tools serve as a tool for operationally actualizing the curriculum at the education unit level, making it easier for teachers to carry out learning tasks. With the teacher's learning design, the teacher will be more focused on presenting teaching materials or learning experiences so that it can foster student interest and motivation to learn.

2) English syllabus of K-13

The English syllabus of K-13 comprises Core Competency, Basic Competency, teaching material, learning activities, assessment, time allocation, and source of learning. Basic Competency English syllabus of K-

13 is (1) Basic Competency spiritual attitude, (2) Basic Competency social attitude, (3) Basic Competency knowledge, and (4) Basic Competency skills (Education and Culture Ministerial Regulation No.59, the year 2014 article 3). In article 6, adding religious lesson and Arabic instead of the main study and crowded activity, based on article 5 verse 7 in Education and Culture Ministerial Regulation No.59 the year 2014.

9. Valid in Term of Content

Definition the content validity as domain definition, domain relevance, domain representativeness, and appropriate test construction procedures illustrate its distinction from construct validity. It also characterizes its central role in evaluating the validity of inferences derived from test scores. These elements underscore the notion that content validity refers to test quality. Unlike construct validity, which pertains to assumptions derived from test scores (thus extending beyond the test), content validity describes a requisite component of a trial. Tests should be content-valid. They should represent the intended domain, and they should not contain material extraneous to that domain. Thus, content validity is equivalent to evaluating the test and its constituent items. The “validity” in content validity refers to the credibility and soundness of the assessment instrument for measuring the construct of interest. Content validity is more limited in this sense than the broader concept of construct validity.

Although content validity is test-based rather than score-based, it should be noted that content validity is not entirely a static, intrinsic test quality. The domain definition used to develop a test, and the content characteristics of a trial must be evaluated for a specific testing purpose. A test may possess content validity for one testing purpose but not another. For example, the content of an educational achievement test may be appropriate for determining whether a particular student has mastered competency areas defined at the national or state level but may not be suitable for determining whether the same student has mastered subject matter unique to the local school district. Thus, like construct validity, an evaluation of the content validity of a test must be made in consideration of the types of score-based inferences that the test is designed to provide.

B. Review of Previous Study

Nofiyanti (2011) conducted the first relevant research review study. Her thesis entitles "Analysis on The Content Validity of The Summative Test for The First Year Students of Junior High School". Faculty of Tarbiyah and Teachers State Islamic University Syarif Hidayatulloh, Jakarta. The subjects in this study were the English teacher and first-grade students SMP N 87 Jakarta. The object of the research was the test items for the English summative test first year students of SMP N 87 Jakarta, which consists of 50 items of multiple choices, 45 things / 90% valid and 5 items / 10 % invalid. The writer compared the contents of the test to the syllabus used to determine whether the English summative test in the first grade of even semester SMP

N 87 Jakarta has good content validity. The research findings stated the content validity of the SMP N 87 Jakarta English summative test for even a semester of second-grade students.

The second is Ari Puji Lestari's (2015) "An analysis on the content validity of English Summative test a case study at the second year student of SMP PGRI 2 Ciputat". This research aims to analyze the content of the summation test at PGRI 2 junior high. Data is collected through interviews and document analysis. The results state that the summation test validated the inadequate content. The study should help teachers make even better summative tests. In research, this author found that the test got 55.5% valid and 44.5% invalid.

The third B. Subali (2018) "Content Validity Analysis first-semester Formative test on Biology subject for senior high school". This study was intended to analyze the validity of the first formative biology test instrument at the senior high school in the early stages of developing a good test tool. Data obtained through the possession of 35 content items results in three things having a content convention with little relevance items on tests. The rest must also have a revised technique or formula for accounting so it can be better.

The fourth is Baiq Della Triastiwi Putri's (2018) "The Validity Analysis of English Summative test of junior high school". The study aims to see a summative English test at Darul Hamidi Padamara seventh grade 2016/2017 using a descriptive method. The instruments used in data are documented

summative, syllabus tests, and interviews with students. The discovery of 60 recovered items 50 invalid and 10 items valid.

The last is Esti Puspitasari (2022), "An analysis of content Validity on Summative test for the 12th-grade student". The study aims to analyze content on the summative test in high school. Data that exists through document analysis and interviews. Studies have shown that high school summative tests still reach poor validity. Of these 30 research items get, a percentage of 46.67 % valid and 53,33% invalid.

CHAPTER III

RESEARCH METHOD

This chapter clearly explains what the researcher will do in this study, especially in analyzing the validity of the final test question with the exam content outline in the first semester for the eleven-grade student of SMA NEGERI 3 REMBANG. This chapter covers the research study, data, data source, the technique of data collection and research instrument, and data analysis.

A. Research Design

This study belongs to the qualitative approach because this study reports data from the data source in narrative form, and the studies were conducted in a naturalistic setting. According to Marguerite (2006:66), a qualitative research approach is an approach which collects data through observation, interview, and document analysis and summarizes the finding primarily through narrative or verbal means.

The design of this study is content analysis. The content analysis focuses on analyzing and interpreting recorded material. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question the researcher believes can best be answered by studying documents. In this research, the researcher analyzes the validity of the final test question with the exam content outline in the first semester for the eleven-grade student of SMA

NEGERI 3 REMBANG. In addition, the researcher also studied another source related to the study to understand the context of the problems in depth.

B. Data and Data Source

Marguerite (2006: 66) points out that data are any types of information collected for use in educational research or assessment. In this study are qualitative data related to the following aspect:

1. Primary data

Primary data is the data that is collected directly. The preliminary data in this research were taken from the final test question in the first semester for the eleven-grade student of SMA NEGERI 3 REMBANG.

2. Secondary data.

Secondary data is collected from the document. The secondary data in this study were taken from journals related to the research problem.

C. Technique of Data Collection and Research Instrument

Method data is the data that is collected directly. The primary data in this research is managed by using the documentation method. The documentation is intended to obtain data directly from research. Including script, book, or other documents. In the documentation, the writer collected data from the final test question with the exam content outline in the first semester for the

eleven-grade student of SMA NEGERI 3 REMBANG. Here is some activity was conducted by the researcher to collect the data:

1. Read the question on the final examination test.
2. Select and pick the data that is related to the problem.
3. Analyzing the data to know whether the data is valid in terms of content or not

D. The Instrument of The Study

The researcher is the main instrument of this study as she spends much of this time reading and trying to analyze the question on the final examination test. In this research, other instruments used are syllabus English material for the last test question in the first semester for the eleven-grade student of SMA NEGERI 3 REMBANG., a book, and a Journal related to the problem.

The research instrument that the writer in collecting the data used is documentation. The documents are:

1. Book and Journal related to the problem

The researcher asked for the school's English material for the final test question paper. The test analyzed is the definitive English test question in the first semester for the eleven-grade student of SMA NEGERI 3 REMBANG.

2. English syllabus material of final test question in the first semester for the eleven-grade student of SMA NEGERI 3 REMBANG.

The researcher analyzed the English material for the final test question and then conformed to the English syllabus and the indicators. The English syllabus which the teacher makes should be based on the validity of the final test question with the exam content outline.

E. Method of Data Analysis

Data analysis is reviewing and grouping data to arrange hypotheses and make the conclusion or theory the research finding. In this study, the data are analyzed through the following steps:

I. Data selection

Data selection is the process of selection, concerning, abstraction, and transforming rough data appearing from a note written in the field. From the activity done in collecting the data, the coarse data are selected based on the formulating research question.

II. Data presentation.

In this study, the researcher presents the data in an elementary description to make it easy to understand for the reader.

III. Data summarizing

Data summarizing is one of the important steps in this study. It is a way to know the result of the study after all the collected data are identified and classified based on content validity.

To examine the item test, the researcher identified each item in the final test question and made a data card by placing the test components. The writer categorized the parts of the test. Next, the writer compared the test details with the materials represented in the syllabus and counted the percentages of each component. To make the percentage, the writer uses the formula:

Table 3.1

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

Source : Arikunto (2006)

P = Percentage of Content Validity

F = Frequency of item appearance

N = Number of sample

Moreover, to measure the validity of the final test question with the exam content outline, the researcher adopts the conformity level criteria by Arikunto:

The Criteria of the validity of final test question with the exam content outline

Table 3.2

81% - 100%	Very good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
0 - 39%	Very poor

Source : Arikunto (2006)

F. Technique of Data Verification

Four techniques for verifying the data in qualitative research include credibility, transferability, dependability, and confirmability. The researcher employed credibility in the way of verifying the data. Shenton (2004:64) argues that ensuring credibility is one of the most critical factors in establishing trustworthiness. The researcher applied the following provisions to promote confidence that they have accurately recorded the phenomena under scrutiny:

1. Prolonged Engagement

The researcher decided to make the research longer by rereading the data. The data were taken from the basic competence of the English syllabus for the final test questions in the first semester for the eleven-grade student of SMA NEGERI 3 REMBANG. The researcher read any longer while analyzing them carefully to ensure that the data is more valid.

2. Triangulation

It is stated by Denzin (1970:3) that there are four types of triangulation, including data, investigator, theoretical, and methodological triangulation. The researcher employed theoretical triangulation, which refers to using more than one theoretical framework to interpret data. The theories selected by the researcher were the theory of content validity by Wiersma (1990:183) and the test by Arikunto (2006: 150).

3. Peer Debriefing

The researcher opened and welcomed the opportunities for scrutiny of the research by colleagues, peers and academics by discussing the study. This technique is used to make well enable the researcher to refine his method, develop a more significant explanation of the research design and strengthen his arguments in the light of comments made.

4. Content Expert

This technique was done between the researcher and his advisor as the expert in comprehending the theories carried by the researcher. The discussion provided a sounding board for the expert to develop his ideas and interpretations, and probing from others helped the researcher to recognize his own biases and preferences.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the result of data collection and data analysis to answer the research questions in chapter I. The writer got the data from the final test question with the exam content outline in the first semester for the eleven-grade student of SMA NEGERI 3 REMBANG and the syllabus of English material for the final test question in the first semester for the eleven-grade student of SMA NEGERI 3 REMBANG.

The researcher analyzed the English material for the final test question and then conformed to the English syllabus and the indicators. The English syllabus, which the teacher makes, should be based on the validity of the final test question with the exam content outline. Afterwards, the writer gets the description of the final result.

A. Findings

This study intends to analyze the final test question with the exam content outline in the first semester for the eleven-grade student of SMA NEGERI 3 REMBANG in the academic year of 2021/2022 based on the representativeness of the syllabus of English material for the final test question in the first semester for the eleven-grade student of SMA NEGERI 3 REMBANG. In analyzing the data, the analyses consisted of analysis of validity.

From the data analysis of the English final test question with the exam content outline in the first semester for the eleven-grade student of SMA NEGERI 3 REMBANG in the academic year of 2021/2022, here are the data results: derived. The distracter's efficiency will be discussed in the discussion of research results.

1. The content validity on the final test

The validity between the final test in the first semester for the XI grade student of SMA N 3 Rembang with syllabus.

Tabel 4.1

No	KTSP	Item Number	Total
1	Applying social function, textual structure, and descriptive elements of verbal and written interaction that involve giving and asking for information related to Suggestions and offers, according to the context of use. (note the language element should, can)	2,3,14, and 32	4 items
2	Applying the social function, textual structure, and linguistic	5,7,16,26,29,30,32, and 34	8 items

	elements of the text of oral and written transactional interaction involving the act of giving and asking for information concerning opinion and thought, according to the context of its use. (note elements I think, I suppose, in my opinion)		
3	Analyzing the social function, structure and elements of the official invitation text (formal application) related to school/workplace activities.	6 and 24	2 items
4	Analyzing the social functions, structure and elements of the analytical exposition text.	4 and 42	2 items
5	Writing down the social function, structure and language of the transactional interaction text	8,19,39, and 40	5 items

	without mentioning the perpetrator (passive voice)		
6	Analyzing the structure, social function, and properties of the personal letter text.	21 and 25	2 items
7	Analyzing conjunction use of the structure, social function and textual properties (cause and effect conjunction).	12,20,27,38, and 41	5 items
8	Analyzing the structure, social function, and genetic features of the explanation text.		
9	Writing down social functions and lyrical content.		
	Total		28 items

The invalidity between the final test in first semester for the XI grade student of SMA N 3 Rembang with syllabus.

Tabel 4.2

No.	KTSP	Item Numbers	Total
1	Compiling text of announcements (attention).	1,9,10,13,17, 18,28, and 31	8 items
2	Compiling and identifying the type of text discussion.	11,15, and 43	3 items
3	Coordinate and identify warning warning.	22,23, and 35	3 items
4	Can describe the expression in a sentence.	37	1 items
5	Words can be meaningful.	34 and 36	2 items
	Total		15 items

From the table above, the writer found that out 43 items final test in the first semester for the XI grade student of SMA N 3 Rembang contained 28 items valid with the syllabus's first semester of English for the XI grade student of SMA N 3 Rembang: syllabus 1 applying the social function, textual structure, and descriptive elements of verbal and written interaction that involve giving and asking for information related to Suggestions and offers, according to the context of use. (note the language element should, can) 4 items are numbers 2,3,14, and 32 ; syllabus 2 applies the social function, textual structure, and linguistic elements of the text of oral and written transactional interaction involving the act of giving and asking for information concerning opinion and thought, according to the context of its use. (note elements I think, I suppose, in my opinion) there's 8 items that are number 5,7,16,26,29,30,32 and 34 ; syllabus 3 analyzing the social function, structure and elements of the official invitation text (formal application) related to school/workplace activities there's 2 items that are number 6 and 24; syllabus 4 analyzing the social functions, structure and elements of the analytical exposition text there's 2 items that are number 4 and 42; syllabus 5 writing down the social part, system and language of the transactional interaction text without mentioning the perpetrator (passive voice) there's 5 items that are numer 8,19,39 and 40; syllabus 6 analyzing the structure, social function, and properties of the personal letter text there's 2 items that are number 21 and 25; syllabus 7 analyzing conjunction use of the structure, social function

and textual properties (cause and effect conjunction) there's 5 items that are number 12,20,27,38 and 41; syllabus 8 analyzing the structure, social function, and genetic features of the explanation text no test items discussed about this syllabus; syllabus 9 writing down social functions and lyrical content no test items discussed about this syllabus. The next item for the invalid final test in the first semester for the XI grade student of SMA N 3 Rembang that 15 items test: 1. Items test number 1,9,10,13,17, 18, 28, and 31 should be included in syllabus (compiling text of announcements (attention)); 2. Items test numbers 11,15 and 43 should be included in the syllabus (collecting and identifying the type of text discussion); 3. Items test numbers 22,23, and 35 should be included in the syllabus (coordinate and identify warning); 4. Items test number 37 should be included in the syllabus (can describe the expression in a sentence); 5. The last items, test numbers 34 and 36, should be included in the syllabus (words can be meaningful). It could be concluded that the tests used by the XI graders in the SMA NEGERI 3 REMBANG were much more valid with the syllabus. Inverse compares test subjects are fewer than valid.

To measure the validity of the final test in the first semester for the XI grade student of SMA N 3 Rembang with the syllabus is shown in the formula as follows.

Tabel 4.3

$$65 = \frac{28}{43} \times 100 \%$$

Tabel 4.4

$$35 = \frac{15}{43} \times 100 \%$$

P = Percentage of Content Validity

f = Frequency of item appearance

n = Number of sample

To examine the item test, the researcher identified each item in the final test question and made a data card by placing the test components. The writer categorized the parts of the test. Next, the writer compared the test details with the materials represented in the syllabus and counted the percentages of each component.

From the table above, the results of the items test analysis carried out by the researcher obtained results that from a total of 43 test items, 28 test items were identified as valid, and 15 test items were identified as invalid. These results can be calculated using the percentage formula as in Tables 4.3 and 4.4. From table 4.3, the percentage results are 65% valid. While in table 4.4, the percentage results are 35% invalid.

According to the researchers' analysis, comparing the final test in the first semester for the XI grade student of SMA N 3 Rembang subject with syllabus using the following.

Table 4.5

No	Criteria	Number	Percentage
1.	Valid items	28	65%
2.	Invalid items	15	35%

Based on data analysis and research results in the table above, the researchers can conclude as follows:

- a. There are 28 items / 65 % that fulfil the requirements for the validity of the final test in the first semester for the XI grade student of SMA N 3 Rembang. Those are items number. 2, 3, 4, 5, 6, 7, 8, 12, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 29, 30, 32, 33, 38, 39, 40, and 41.
- b. There are 15 items / 35 % that do not fulfil the requirements for the validity of the final test in the first semester for the XI grade student of SMA N 3 Rembang. Those are items number 1, 9, 10, 11, 13, 17, 18, 22, 23, 28, 31, 34, 35, 36, 37, 42, and 43.

Based on research by researchers using the theory Arikunto obtained the following results

Tabel 4.6

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

From the data above, it can be concluded that the results of the validity of 65% are included in Good (61% -80%). And the result of invalid is included in very poor (0 – 20%).

2. Valid in tern of content

In every research, there is the primary goal of its writing. The purpose of this final project is to analyze the quality of each test item. Afterwards, it can be concluded which items can still be used, can be used with revision, or should be dropped. Based on the result of item analysis which includes the study of validity of items, these test items will be explained as follows:

No.	The Question
1	Attention. We are looking for students to audition as actors for the school performance of Romeo and Juliet, a drama by Shakespeare. If you are interested, please come to the audition on Saturday after school in the school hall. If you have talent, you might be chosen. Thank you. For what event does the school need students?

	a. A drama performance.
	b. A singing contest
	c. A chess play.
	d. A dance performance.
	e. A sport contest.

Question number 1: This is a test item that is stated in the English final examination for the first semester of eleven-grade students of senior high school. The researcher analyzed this test item. The researcher analyzed this test item form of English final examination SMA NEGERI 3 REMBANG uses in the first semester for the eleven grade students, the academic year 2021 – 2022.

The type of question is the announcement text "Attention. We are looking for students to audition as actors for the school play Romeo and Juliet, a play by Shakespeare. "The main point of the sentence is to tell students that they have an audition as the actors of Romeo and Juliet's appointment." The sentence is not included in the syllabus. So, it is included in the "invalid" because the announcement text is not discussed in the teaching and learning process based on the syllabus.

No.	The question
2	<p>Rudy : Wait, the water might not be able to flow because of the trash. Let me check the trench.</p> <p>Roy : ! it's slippery there.</p> <p>a. Be careful</p> <p>b. Careful</p> <p>c. Take good care</p> <p>d. Handle with care.</p> <p>e. You must care</p>

Question number 2: This is a test item stated in the English final examination for the first semester of eleven-grade students of senior high school. The researcher analyzed this test item. The researcher analyzed this test item form of English final examination used by SMA NEGERI 3 REMBANG in the first semester for the eleven grade students, the academic year 2021 – 2022.

The type of the question is about the expression “.Roy: ! it's slippery there. “ and the answer is “Be careful “. The sentence subject matter is expressing someone to be careful. The sentence question did not include in the syllabus. So, that is not included into “valid” because the expression text has not been discussed in the teaching-learning process based on the syllabus.

No.	The Question
3	<p>Tita: Today is very busy. Dina: it is Tita: ... of our new manager? Dina: I think she's very good at managing the office.</p> <p>a. What should we think b. Would you think c. Do you agree d. What do you think e. Do you think</p>

Question number 3: This is a test item that is stated in the English final examination for the first semester of eleven-grade students of senior high school. The researcher analyzed this test item. The researcher analyzed this test item form of English final examination used by SMA NEGERI 3 REMBANG in the first semester for the eleven grade students, the academic year 2021 – 2022.

The question is about giving an opinion or comment ".: I think she's very good at managing the office ". The sentence subject matter is about giving an opinion or comment that their new manager is very good at managing the office. The sentence question is included in the syllabus. So, that is included in "valid" because the giving opinion or comment text has been discussed in the teaching-learning process based on the syllabus.

No.	The Question
4	<p>Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc. Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced. Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming. The text gives us information about</p> <ol style="list-style-type: none"> a. The importance of knowing global warning b. The ways to increase global warning c. The importance of consuming local groceries d. The effects of global warning e. The ways to minimize global warning

Question number 4: This is a test item that is stated in the English final examination for the first semester of eleven-grade students of senior high school. The researcher analyzed this test item. The researcher analyzed this test item form of English final examination SMA NEGERI 3 REMBANG uses in the first semester for the eleven grade students, the academic year 2021 – 2022.

The type of question is giving suggestions “Everybody should change their way of life to reduce global warming. “. The sentence subject matter suggests that Everybody should change their way of life to reduce

global warming. The sentence question is included in the syllabus. So, that is included in “valid” because the giving suggestion text has been discussed in the teaching-learning process based on the syllabus.

No.	The Question
5	What do you think of the new shopping mall near our school? a. I don't think so. b. I agree. c. I think it has many good stores. d. I disagree. e. I don't know.

Question number 5: This is a test item stated in the English final examination for the first semester of eleven-grade students of senior high school. The researcher analyzed this test item. The researcher analyzed this test item form of English final examination used by SMA NEGERI 3 REMBANG in the first semester for the eleven grade students, the academic year 2021 – 2022.

The type of question suggests “What do you think of the new shopping mall near our school. “. The sentence subject matter suggests that someone asked about the opinion of the new shopping mall near their school. The sentence question is included in the syllabus. So, that is included in “valid” because the giving suggestion text has been discussed in the teaching-learning process based on the syllabus.

From the table above, there are 5 items of tests and explanations of valid and invalid according to those tests. Every test has a different kind of

test. So, every explanation can prove that every test has a different identity. It can be concluded that each test item has a valid and invalid weight and contains the syllabus's exiting syllabus..

B. Discussion

We can get different student work results from some analysis of each item in the final test. These difficulties might be caused by students' mastery or the process of teaching-learning activity.

There were some factors in insufficient knowledge mastery. It can be from the students, or it can be from the teacher who does not present the material well. The above analysis has explained the validity analysis of the test.

Most of the questions in this final test are related to the curriculum. On the other hand, this Final test also has weaknesses. This test is used for all students in eleventh grade. As we know, students of year eleven are divided into two study programs or departments: science and social department.

The topic in the test should be related to the student's background knowledge or study program. For example, if we want to measure students of science' mastery in reading spoof text, the text given should be related to their background knowledge. The topic of the text shown in the test can be about medicine, animal, growth morphology, dentition, etc. If we want

to measure students' mastery of social department, the chosen topic can be economic growth, citizenship card, overpopulation, etc. So, in the test, students are directed to their study program.

Based on studies that examined the final test in the first semester for the XI grade student of SMA N 3 Rembang with syllabus using the theory Arikunto, researchers answered the research question to determine how many valid issues, the formula contained in table 4.3.

Table 4.5 provides that there are 28 items / 65 % that fulfil the requirements of the validity of the final test in the first semester for the XI grade student of SMA N 3 Rembang. Those are items number. 2, 3, 4, 5, 6, 7, 8, 12, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 29, 30, 32, 33, 38, 39, 40, and 41.

However, 15 items / 35 % do not fulfil the requirements for the validity of the final test in the first semester for the XI grade student of SMA N 3 Rembang. Those are items number 1, 9, 10, 11, 13, 17, 18, 22, 23, 28, 31, 34, 35, 36, 37, 42, and 43. For answers to research question 2, researchers here studied 43 items for the final test in the first semester for XI grade student of SMA N 3 Rembang.

Item 1, the type of question is an invitation ". If interested, please come to the audition on Saturday after school in the school hall. "The sentence subject matter is inviting the students to reach the audition on Saturday

after school in the school hall. The sentence question is included in the syllabus. So, that includes into valid because the invitation text has been discussed in the teaching-learning process based on the syllabus.

Item 2, the type of the question is about the expression ".Roy: ! it's slippery there. "and the answer is "Be careful ". The sentence subject matter is expressing someone to be careful. The sentence question did not include in the syllabus. So, that is not included in valid because the expression text has not been discussed in the teaching-learning process based on the syllabus.

Item 3, the type of the question is about giving an opinion or comment ".: I think she's very good at managing the office ". The sentence subject matter is about providing an opinion or comment that their new manager is very good at managing the office. The sentence question is included in the syllabus. So, that included valid because the giving opinion or comment text has been discussed in the teaching-learning process based on the syllabus.

Item 4, the type of the question suggests, "Everybody should change their way of life to reduce global warming. ". The sentence subject matter suggests that Everybody should change their way of life to mitigate global warming. The sentence question is included in the syllabus. So, that included into valid because the giving suggestion text has been discussed in the teaching-learning process based on the syllabus.

Item 5, the types of the question, is giving suggestions.

"What do you think of the new shopping mall near our school. ". The sentence subject matter suggests that someone asked about the opinion of the new shopping mall near their school. The sentence question is included in the syllabus. So, that included into valid because the giving suggestion text has been discussed in the teaching-learning process based on the syllabus.

Otherwise, comparative study research with the previous study from Nofiyanti (2011), it can be concluded that previous studies had the result of semester 1 and semester 2 had reached good validity 45 itemS / 90% valid and 5 items / 10% invalid. Whereas the study did get an unrealized result 28 item / 65% valid and 15 item / 35% invalid. Analyzed the data Nofiyanti using two methods, namely qualitative and quantitative. qualitative focuses on data collection and quantitative focuses on quantity and frequency. While the researcher used qualitative method. The object of Novianti's research focuses on SMPN 87 Jakarta, while the researcher used the object of SMA N 3 Rembang. Thus means that the level of validity of Nofiyanti's research has almost met the standard of validity of the questions. The results of the validity of the researcher including the lack of validity of the questions made by the teacher.

On the other had, there research in contrast to a previous study from Baiq Della Triatiwi Putri (2018). The same goal would be to perform

a summative test study and an instrument used as a syllabus and document the summative test. The data analysis of the researcher and Putri used the same qualitative method. The data collected by using documentary, while researcher use method data is data collected directly. Putri's research object focuses on SMP DH Padamara. Researcher object focuses on SMA 3 Rembang. Research result its 50 item / 90 % invalid and 10 item / 10 % valid. Thus, it means that the portion of the validity level of the test questions in women's research is still far from the normal standard of question validity. The results of the validity of the researcher including the lack of validity of the questions made by the teacher.

Then the last previous study by Esti Puspitasari (2022) was also intended to analyze the content of the summative test with the syllabus. Get data from document analysis and interviews. The result is 46.67% valid and 53.33% invalid from the total of 30 items. while the researcher got the results 65% valid and 35% in valid from a total of 43 items. Based on the data from the interviews, questions 20 to 23 and 28 were given to determine students' understanding because the teacher considered grammar to be an important part of learning English. In addition, from the data obtained in the interview, the teacher also said that it often happened in the SNMPTN test. Therefore, the task of grammatical transformation needs to be done. However, these items are not included in the syllabus. Therefore, the test items are not feasible to be tested. It is evident from the summative test questions above, it was found that in this summative test

there are fourteen items (46.67%) that are in accordance with the syllabus and the material that has been taught, then there are sixteen items (53.33%) that are not appropriate. with the syllabus or material that has been taught. the percentage of conformity to the syllabus is at the level of 40-55% which means it is not good. The teacher knows how to do a good question, but has to do many questions at once, so the teacher does not have time to work on summative questions well. Therefore, based on the results of the item analysis, it can be seen that the summative test given to third grade high school students has achieved poor content validity. But the researcher found that with a teacher making a problem early in the day and not rushing into it would get the syllabus on to something similar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts; those conclusion and suggestions that will be presented below.

A. Conclusion

In this study, researcher examined school data and found problems that must be investigated. From this study, the researcher got 2 statement problems, namely 1. The content validity on the final test, and 2. The internal validity of the content.

The results Based on the final test data analysis in the first semester for the XI grade student of SMA N 3 Rembang with English syllabus, most of the test items were categorized as "valid". It was concluded that more than half of the final tests in the first semester for the XI grade student of SMA N 3 Rembang contained valid test items with an English syllabus.

Based on the grouping of types of data results, it was found that the items in the final test data analysis in the first semester for the XI grade student of SMA N 3 Rembang were not entirely valid for the English syllabus by the teacher. The researcher can conclude that most of the final test data analysis in the first semester for the XI grade student of SMA N 3 Rembang is still not valid with the English syllabus. Hence, the teacher

needs to pay more attention when making questions so that the test items are valid with the syllabus.

Based on the data analysis and the result of the study in the previous chapter, the writer can conclude as follows: According to the data obtained from the final test in the first semester for the XI grade student of SMA N 3 Rembang using the Arikunto theory are 28 item / 65 % valid those are items number 2, 3, 4, 5, 6, 7, 8, 12, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 29, 30, 32, 33, 38, 39, 40, and 41. And 15 items / 35% invalid those are items number 1, 9, 10, 11, 13, 17, 18, 22, 23, 28, 31, 34, 35, 36, 37, 42, and 43.

B. Suggestion

1. For teachers

Building a good test of language items is not an easy job. So, the test constructor must be familiar with the characteristics of a good language test. Each question in a good teacher-made test must be by the instructional objectives/competency standards stated in the curriculum or indicators listed in the syllabus. The topic for each question must be related to the student's study program. So from this research, it is hoped that teachers can make better test items. So that the teacher can also design a more valid syllabus and test items so that it can make it easier for students to learn it.

2. For students

Based on this research, students can learn the syllabus given by the teacher so that students can predict which material will be issued by the teacher. When students are in an exam, students will get excessive anxiety when the material being studied is not in the exam. The same is the case when the material is not studied by students but is in the exam. So that anxiety can worsen the enthusiasm of students to take the exam. Hopefully, with this research, students can be helped and get satisfactory grades.

3. For the readers

The researcher hopes that the results of this item analysis can be used as an example in analyzing other items and encourage readers to know more about the validity.

4. For further researcher

Finally, the researcher hopes that the results of the analysis of these items can be used as examples in analyzing other things and encourage other researchers to conduct research that can further encourage teachers to make valid questions with the syllabus.

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APPENDIC

1. Surat Bukti Penelitian



PEMERINTAH KABUPATEN REMBANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 3 REMBANG
 Jl. Gajah Mada 8 Kaliori Rembang Kode Pos 59252 ☎ 0295-691280
 Faksimale 0295-691280 Surat Elektronik smagarembang@yahoo.com

SURAT KETERANGAN

NO : 432.4 /302

Yang bertanda tangan dibawah ini kami,

Nama : Sukarno, M.P.Fis
 NIP : 19700108 199412 1 002
 Jabatan : Kepala Sekolah
 Unit Kerja : SMA N 3 REMBANG

Menerangkan bahwa :

Nama : Febriana Vicky Vianti
 NPM : 17420017
 Fak/ Program Studi : FPBS / Pendidikan Bahasa Inggris

Yang bersangkutan benar-benar telah melakukan penelitian dengan judul "AN ANALYSIS OF THE VALIDITY TEST QUESTION WITH THE EXAM CONTENT OUTLINE IN THE FIRST SEMESTER FOR THE XI GRADE STUDENTS OF SMA 3 REMBANG"

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Rembang, 12 Oktober 2021
 Kepala SMA Negeri 3 Rembang


 Sukarno M.P.Fis
 NIP.19700108 199412 1 002

2. ENGLISH MATTERS

1. Attention. We are looking for students to audition as actors for the school performance of *Romeo and Juliet*, a drama by Shakespeare. If you are interested, please come to the audition on Saturday after school in the school hall. If you have talent, you might be chosen. Thank you. For what event does the school need students?
 - a. A drama performance.
 - b. A singing contest
 - c. A chess play.
 - d. A dance performance.
 - e. A sport contest.
2. Rudy : Wait, the water might not be able to flow because of the trash. Let me check the trench.
Roy : ! it's slippery there.
 - a. Be careful
 - b. Careful
 - c. Take good care
 - d. Handle with care.
 - e. You must care
3. Tita: Today is very busy. Dina: it is Tita: ... of our new manager?
Dina: I think she's very good at managing the office.
 - a. What should we think
 - b. Would you think
 - c. Do you agree
 - d. What do you think
 - e. Do you think
4. Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc. Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced. Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming. The text gives us information about
 - a. The importance of knowing global warning

- b. The ways to increase global warming
 - c. The importance of consuming local groceries
 - d. The effects of global warming
 - e. The ways to minimize global warning
5. What do you think of the new shopping mall near our school?
- a. I don't think so.
 - b. I agree.
 - c. I think it has many good stores.
 - d. I disagree.
 - e. I don't know.
6. Don't miss this summer's hottest concerts and art exhibition as Staten Island's Arts Council presents JUNEFEEST, a series of free concerts and free art exhibition during June. Whatever your mood, Junefest has it. Heat up with a salsa concert in the park, relax at a classical guitar concert or visit an amazing exhibition, there are so many concerts and exhibits to choose from . . .best part—they're all free! To get your Junefest calendar or to find out more about these great summer events, call 718-447-3329 or visit us on the web at www.statenislandarts.org. That's 718-447-3329. Which one is TRUE about JUNEFEEST?
- a. It is held in two months.
 - b. Not all the programs are free.
 - c. It is a series of films and concerts.
 - d. We can call to get a calendar.
 - e. We should enrol ourselves to see the programs.
7. Roni: What should we do for our group project? You:
- a. Are you sure?
 - b. I think we should do a small presentation.
 - c. I don't think so.
 - d. I doubt that.
 - e. Why do you think so?
8. August 23, 2020 Dear diary, It's been a while I didn't write something about you. You know, it was my first year in this school. I needed much time to adapt with a new environment, new friends and teachers. What a relief, now everything goes well. Diary, I'd like to tell you about my new friend. Though I've known her less than one month, I feel that we will become good friends. Her name is Tania. She is a pretty and cheerful girl. Whenever she is around, the situation will always be merrier. Thanks to her that I can finally cope well at school. Do you want to see her? Don't worry, next time I'll show you her picture.

Well, that's all for now. I'll see you tomorrow. What does the writer think about Tania?

- a. She is very friendly and helpful.
 - b. She is pretty and cheerful.
 - c. She is a clever girl.
 - d. She is stingy and selfish.
 - e. She is very kind.
9. May I have your attention, please? Our school will hold an interclass basketball competition. Each class should send its representative team to join. We will have special prizes for the winners. For registration and more information, please contact the chief of the committee, Ivan Class XIA. Thank you. "We will give special prizes for the winners." What is the synonym of the word 'prize'?
- a. Step.
 - b. Equipment.
 - c. Reward.
 - d. Price.
 - e. Certificate.
10. Attention. We are looking for students to audition as actors for the school performance of Romeo and Juliet, a drama by Shakespeare. If you are interested, please come to the audition on Saturday after school in the school hall. If you have talent, you might be chosen. Thank you. What is the purpose of the text?
- a. To invite someone to participate on something.
 - b. To congratulate someone.
 - c. To persuade someone to do something.
 - d. To promote an interesting event.
 - e. To warn someone from doing something.
11. You must want to earn money, mustn't you? Well, to earn, you can do a part-time job. However, you should consider carefully before doing so, especially if the job is a time-consuming one. First, it can reduce your study time. After-school time which you can use to study is used for the job instead. Second, you can lack concentration at school. Because you are tired, it is difficult for you to learn the lessons properly. Moreover, if in your job you should offer something to other people, you must think of who to offer, how much money you have got, etc. Sometimes, other things appear in your minds without you realizing, and suddenly you feel you have missed what your teacher said. Third, it reduces your rest time. After studying at school and working, you have only a little time for rest. You cannot rest when there are many tests or much homework to do. Further, if you are always tired, you may fall sick easily. Based on these facts, we should

- reconsider doing a part-time job. Which of the following statements is NOT the argument mentioned by the writer?
- a. The best time to have a part-time job.
 - b. Having a part-time job is advantageous.
 - c. We can lose time to socialize with other people.
 - d. We should not have a part-time job.
 - e. The relationship between our study and a part-time job.
12. Do you always get enough sleep at night? It is good for you to do so, because lack of sleep can cause bad effects. First, inadequate sleep can cause irritability and stress, while healthy sleep can enhance well-being. After a sleepless night, you may be more irritable, short-tempered and vulnerable to stress. If you sleep well, your mood may return to normal. Besides, lack of sleep can be an even greater risk factor for anxiety. In a study, people with insomnia were 20 times more likely to develop panic disorder, a type of anxiety disorder. Finally, sleeping is also associated with health. Numerous studies have found that insufficient sleep increases a person's risk of developing serious medical conditions, including obesity, high blood pressure, diabetes and cardiovascular disease. Considering the facts, we conclude that insufficient sleep is a disadvantage for us. People with insomnia were _____ times more likely to develop panic disorder.
- a. twenty five
 - b. twelve
 - c. fifteen
 - d. twenty
 - e. ten
13. Attention. We are looking for students to audition as actors for the school performance of Romeo and Juliet, a drama by Shakespeare. If you are interested, please come to the audition on Saturday after school in the school hall. If you have talent, you might be chosen. Thank you. When will the audition be held?
- a. On Sunday morning.
 - b. On Sunday afternoon
 - c. On Saturday evening.
 - d. On Saturday afternoon.
 - e. On Saturday morning.
14. Ben : would you like to go fishing at Karang Jahe beach this weekend? Jack : I cant, I am low on cash right now.stay at home and watch tv instead.
- a. How about
 - b. What about
 - c. I think

- d. Come on
e. Let's
15. You must want to earn money, mustn't you? Well, to earn, you can do a part-time job. However, you should consider carefully before doing so, especially if the job is a time-consuming one. First, it can reduce your study time. After-school time which you can use to study is used for the job instead. Second, you can lack concentration at school. Because you are tired, it is difficult for you to learn the lessons properly. Moreover, if in your job you should offer something to other people, you must think of who to offer, how much money you have got, etc. Sometimes, other things appear in your minds without you realizing, and suddenly you feel you have missed what your teacher said. Third, it reduces your rest time. After studying at school and working, you have only a little time for rest. You cannot rest when there are many tests or much homework to do. Further, if you are always tired, you may fall sick easily. Based on these facts, we should reconsider doing a part-time job. What type of part-time job is discussed in the text?
- The one which supports the school learning activities.
 - The one which can be done anytime.
 - The one which takes a lot of time.
 - The one which is difficult to do.
 - The one which needs a lot of energy.
16. Sinta: I feel that students should do more discussion at class. Jeni: ... Discussion can help us to develop our critical thinking skill.
- I agree.
 - I totally disagree.
 - I don't think so.
 - I'm not sure.
 - I disagree.
17. Robby, there will be a MONATA concert at the REMBANG town square next week. Are you interested in it? If you are, you can accompany me. I've two free tickets. However, if you aren't, I'll give the ticket to Andra. Please respond soon. Dion What is the purpose of the text?
- To ask for information about something.
 - To congratulate someone.
 - To ask someone to do something
 - To invite someone to do something.
 - To decline an appointment.
18. Attending his son's inauguration, Abdullah could not help saying. "Son, you look great, and I've never been so happy before". He said that because he ... his son.

- a. was proud of
 - b. was shocked by
 - c. was admired by
 - d. was praised by
 - e. was fond of
19. Dear diary, It's been a while I didn't write something about you. You know, it was my first year in this school. I needed much time to adapt with a new environment, new friends and teachers. What a relief, now everything goes well. Diary, I'd like to tell you about my new friend. Though I've known her less than one month, I feel that we will become good friends. Her name is Tania. She is a pretty and cheerful girl. Whenever she is around, the situation will always be merrier. Thanks to her that I can finally cope well at school. Do you want to see her? Don't worry, next time I'll show you her picture. Well, that's all for now. I'll see you tomorrow. The following statements are TRUE according to the text, EXCEPT _____.
 - a. the writer is sure that she and Tania will become good friends
 - b. Tania is the writer's new friend
 - c. when there is Tania, the situation will be cheerful
 - d. the writer knows Tania more than a month
 - e. the writer needs time to adapt with the new friends and environment
20. Do you always get enough sleep at night? It is good for you to do so, because lack of sleep can cause bad effects. First, inadequate sleep can cause irritability and stress, while healthy sleep can enhance well-being. After a sleepless night, you may be more irritable, short-tempered and vulnerable to stress. If you sleep well, your mood may return to normal. Besides, lack of sleep can be an even greater risk factor for anxiety. In a study, people with insomnia were 20 times more likely to develop panic disorder, a type of anxiety disorder. Finally, sleeping is also associated with health. Numerous studies have found that insufficient sleep increases a person's risk of developing serious medical conditions, including obesity, high blood pressure, diabetes and cardiovascular disease. Considering the facts, we conclude that insufficient sleep is a disadvantage for us. What is the text about?
 - a. The relationship between sleeping and mood.
 - b. The disadvantages of insufficient sleep.
 - c. How long should we sleep.

- d. The advantages and disadvantages of sleeping too much.
 - e. The relationship between sleeping and health.
21. September 16, 2020 Dear Di, I need to tell you something. You know Verlita, don't you? We've been best friends since of junior high school. We've been through a lot and shared many things together. However, yesterday was the last day I could be with her. Today, she moved to Balikpapan. I felt shocked when hearing it because it was too sudden. She told me that her father just had been promoted to manage his company branch there. So, she and all her family had to move there too. But she has promised me that we will keep in touch and she has invited me to visit her next holiday. It means I'm going to Balikpapan! Goodbye, Verlita. I will always wish you the best. And . . . see you next holiday. When did Verlita move to Balikpapan?
- a. On September 17, 2020
 - b. On September 13, 2020
 - c. On September 16, 2020
 - d. On September 15, 2020
 - e. On September 14, 2020
22. To prevent the spread of covid 19, we must carry out at least three health protocols. First, wear a mask or face shield. Second, maintain social distancing and avoid crowds. And finally, wash your hands thoroughly with soap for at least 20 seconds. May we avoid the disease that shakes this world. how many suggestions are mentioned in the text?
- a. 6
 - b. 3
 - c. 20
 - d. 5
 - e. 4
23. To prevent the spread of covid 19, we must carry out at least three health protocols. First, wear a mask or face shield. Second, maintain social distancing and avoid crowds. And finally, wash your hands thoroughly with soap for at least 20 seconds. May we avoid the disease that shakes this world. which one is true according to the text.
- a. we may not see any indoor music concert
 - b. wash our hands at least ten seconds
 - c. we must wash our hands without soap
 - d. covid 19 only happens in our region
 - e. we are advised to spread beauty masker

24. Don't miss this summer's hottest concerts and art exhibition as Staten Island's Arts Council presents JUNEFEEST, a series of free concerts and free art exhibition during June. Whatever your mood, Junefest has it. Heat up with a salsa concert in the park, relax at a classical guitar concert or visit an amazing exhibition, there are so many concerts and exhibits to choose from . . . best part—they're all free! To get your Junefest calendar or to find out more about these great summer events, call 718-447-3329 or visit us on the web at www.statenislandarts.org. That's 718-447-3329. Where is the salsa concert held?
- At school.
 - In the park.
 - In the sports hall.
 - .At the square.
 - In the theatrical building.
25. September 16, 2020 Dear Di, I need to tell you something. You know Verlita, don't you? We've been best friends since of junior high school. We've been through a lot and shared many things together. However, yesterday was the last day I could be with her. Today, she moved to Balikpapan. I felt shocked when hearing it because it was too sudden. She told me that her father just had been promoted to manage his company branch there. So, she and all her family had to move there too. But she has promised me that we will keep in touch and she has invited me to visit her next holiday. It means I'm going to Balikpapan! Goodbye, Verlita. I will always wish you the best. And . . . see you next holiday! What will the writer probably do next holiday?
- Spend the holiday with her family.
 - Visit her relatives in Balikpapan.
 - Go to Balikpapan with her friends.
 - Have a holiday in Balikpapan.
 - Stay at home.
26. Lisa: Do you think that these flowers can be good present for Father's Day? Rini: ... but I think a tie would be better. Your father can wear it for work.
- It's ugly
 - I think so
 - I will think about it
 - I agree
 - I'm not so sure
27. Do you always get enough sleep at night? It is good for you to do so, because lack of sleep can cause bad effects. First, inadequate sleep can cause irritability and stress, while healthy sleep can enhance well-being. After a sleepless night, you may be more irritable, short-tempered and vulnerable to stress. It you sleep

well, your mood may return to normal. Besides, lack of sleep can be an even greater risk factor for anxiety. In a study, people with insomnia were 20 times more likely to develop panic disorder, a type of anxiety disorder. Finally, sleeping is also associated with health. Numerous studies have found that insufficient sleep increases a person's risk of developing serious medical conditions, including obesity, high blood pressure, diabetes and cardiovascular disease. Considering the facts, we conclude that insufficient sleep is a disadvantage for us. Which of the following is NOT a disadvantage of insufficient sleeping mentioned in the text?

- a. Irritability.
 - b. Stress.
 - c. Serious medical conditions
 - d. Losing appetite.
 - e. Anxiety.
28. May I have your attention, please? Our school will hold an interclass basketball competition. Each class should send its representative team to join. We will have special prizes for the winners. For registration and more information, please contact the chief of the committee, Ivan Class XIA. Thank you. The competition is followed by all _____ which represent all classes
- a. teachers and students
 - b. students
 - c. basketball teams
 - d. football teams
 - e. volleyball teams
29. the new rules can make students learn better. 6:30 is too early for students to come to school.
- a. In my opinion
 - b. I feel that
 - c. I doubt that
 - d. I think
 - e. I agree
30. Ira : Did you see my performance? Seto : I did. Ira : What do you think? Was it bad? Seto : No. In fact, your performance last night was _____. I really enjoyed it.
- a. amazing
 - b. to amaze
 - c. be amazing
 - d. being amazed
 - e. amazed
31. Robby, there will be a MONATA concert at the Rembang town square next week. Are you interested in it? If you are, you can

- accompany me. I've two free tickets. However, if you aren't, I'll give the ticket to Andra. Please respond soon. Dion Which statement is NOT TRUE according to the text?
- a. The concert will be held at the town square.
 - b. Dion will give one ticket to Robby although he doesn't want to see the concert.
 - c. Robby should respond to the message soon.
 - d. Dion has got two free tickets.
 - e. The concert will be held next week.
32. Bintang: I think everyone should have a pet. Rona: Why? ... pet is very expensive. Bintang: In my opinion, pet can make us to be more responsible.
- a. I doubt that
 - b. As far as I know
 - c. Are you sure?
 - d. I don't think so
 - e. I disagree
33. eli : I submitted my essay to the teacher a few days ago, but I have Not received any response from her. Deo :go and ask her
- a. I propose
 - b. Let her
 - c. Shall us
 - d. Why don't you
 - e. I will do
34. I really like Bali. ... Bali is the best island in Indonesia
- a. I doubt that
 - b. I think
 - c. I don't know
 - d. I agree
 - e. I don't like it
35. To prevent the spread of covid 19, we must carry out at least three health protocols. First, wear a mask or face shield. Second, maintain social distancing and avoid crowds. And finally, wash your hands thoroughly with soap for at least 20 seconds. May we avoid the disease that shakes this world. who is the most probable person to convey this message?
- a. teacher
 - b. driver
 - c. president
 - d. mother
 - e. medical personnel

36. The new cell phone is expensive. _____, Lia still can use her old one. _____, she decides to delay buying the new cell phone.
- In addition; Moreover
 - Therefore; Consequently
 - Moreover; Consequently
 - Furthermore; Moreover
 - In addition; Furthermore
37. Anton : Rob, it's a holiday tomorrow. What about camping with our classmates? Robby : I'd love to but I think I can't. I have to help mother at home. The underlined expression means that
- Anton doesn't want Robby to go camping with them
 - Robby will go camping with them.
 - Robby is not able to go camping.
 - Anton allows Robby to go camping with their classmates.
 - Anton doesn't go camping.
38. Do you always get enough sleep at night? It is good for you to do so, because lack of sleep can cause bad effects. First, inadequate sleep can cause irritability and stress, while healthy sleep can enhance well-being. After a sleepless night, you may be more irritable, short-tempered and vulnerable to stress. If you sleep well, your mood may return to normal. Besides, lack of sleep can be an even greater risk factor for anxiety. In a study, people with insomnia were 20 times more likely to develop panic disorder, a type of anxiety disorder. Finally, sleeping is also associated with health. Numerous studies have found that insufficient sleep increases a person's risk of developing serious medical conditions, including obesity, high blood pressure, diabetes and cardiovascular disease. Considering the facts, we conclude that insufficient sleep is a disadvantage for us. “. . . while healthy sleep can enhance well-being.” (Paragraph 2) The synonym of the word 'enhance' is _____.
- increase
 - maintain
 - protect
 - substitute
 - support
39. Dear diary, It's been a while I didn't write something about you. You know, it was my first year in this school. I needed much time to adapt with a new environment, new friends and teachers. What a relief, now everything goes well. Diary, I'd like to tell you about my new friend. Though I've known her less than one month, I feel that we will become good friends. Her name is

Tania. She is a pretty and cheerful girl. Whenever she is around, the situation will always be merrier. Thanks to her that I can finally cope well at school. Do you want to see her? Don't worry, next time I'll show you her picture. Well, that's all for now. I'll see you tomorrow. The writer needs to adapt with the new situation because _____.

- a. she left school for a long time
 - b. she doesn't have many friends at the school
 - c. she forgets everything about the school
 - d. she is a new student in the school
 - e. she will move to another school
40. August 23, 2020 Dear diary, It's been a while I didn't write something about you. You know, it was my first year in this school. I needed much time to adapt with a new environment, new friends and teachers. What a relief, now everything goes well. Diary, I'd like to tell you about my new friend. Though I've known her less than one month, I feel that we will become good friends. Her name is Tania. She is a pretty and cheerful girl. Whenever she is around, the situation will always be merrier. Thanks to her that I can finally cope well at school. Do you want to see her? Don't worry, next time I'll show you her picture. Well, that's all for now. I'll see you tomorrow. What does the writer write about?
- a. Her new friend.
 - b. Her new school.
 - c. Her new environment.
 - d. Her study.
 - e. Her diary.
41. Do you always get enough sleep at night? It is good for you to do so, because lack of sleep can cause bad effects. First, inadequate sleep can cause irritability and stress, while healthy sleep can enhance well-being. After a sleepless night, you may be more irritable, shorttempered and vulnerable to stress. If you sleep well, your mood may return to normal. Besides, lack of sleep can be an even greater risk factor for anxiety. In a study, people with insomnia were 20 times more likely to develop panic disorder, a type of anxiety disorder. Finally, sleeping is also associated with health. Numerous studies have found that insufficient sleep increases a person's risk of developing serious medical conditions, including obesity, high blood pressure, diabetes and cardiovascular disease. Considering the facts, we conclude that insufficient sleep is a disadvantage for us. The following are the medical conditions which may increase because of insufficient sleeping, EXCEPT _____.

- a. pulmonary disease
 - b. high blood pressure
 - c. cardiovascular disease
 - d. obesity
 - e. diabetes
42. Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc. Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced. Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming. The text gives us information about
- a. Buy import product
 - b. Not use electricity efficiently
 - c. Consume frozen foods
 - d. Buy expensive clothes
 - e. Consume fresh foods
43. You must want to earn money, mustn't you? Well, to earn, you can do a part-time job. However, you should consider carefully before doing so, especially if the job is a time-consuming one. First, it can reduce your study time. After-school time which you can use to study is used for the job instead. Second, you can lack concentration at school. Because you are tired, it is difficult for you to learn the lessons properly. Moreover, if in your job you should offer something to other people, you must think of who to offer, how much money you have got, etc. Sometimes, other things appear in your minds without you realizing, and suddenly you feel you have missed what your teacher said. Third, it reduces your rest time. After studying at school and working, you have only a little time for rest. You cannot rest when there are many tests or much homework to do. Further, if you are always tired, you may fall sick easily. Based on these facts, we should reconsider doing a part-time job. What is the text about?

- a. The best time to have a part-time job.
- b. We should think twice before having a part-time job.
- c. We should not have a part-time job.
- d. Having a part-time job is advantageous.
- e. The relationship between our study and a part-time job.

3. SILABUS

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran dengan mempertahankan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		<p>singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <p>- Ucapan, tekamarkata, intonasi, sjaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik <p>Situasi yang memungkinkan pembenaran dan saran tawaran dilakukan yang dapat menimbulkan perilaku yang temuat di KI (Keteladanan tentang perilaku peduli, kerjasama, dan pro aktif)</p>	<p>tawaran dan responnya tentang kebersihan di lingkungan sekolah.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan saran dan tawaran tentang kebersihan di lingkungan sekolah • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi 	<p>PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya tentang kebersihan di lingkungan kelas. • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk 		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan. Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman sebangun 	<p>memberi saran dan tawaran dan responnya ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>setiap yang dia sampaikan dalam kerja kelompok.</p> <ul style="list-style-type: none"> Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa bermain peran membenarkan dan tawaran serta responnya Siswa menggunakan ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan simulasi dengan memperhatikan fungsi sosial. 			

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks	<ul style="list-style-type: none"> Menuliskan fungsi sosial, struktur dan unsur kebahasaan teks interaksi transaksional terkait <i>minat pendapat dan pikiran</i>, <i>I think, I suppose, in my opinion, according to ...</i>. Mempresentasikan hasil diskusi kelompok terkait dengan fungsi sosial dan unsur kebahasaan teks interaksi transaksional terkait <i>minat pendapat dan pikiran</i>, <i>(perhatikan: I think, I suppose, in my opinion, according to ...)</i> Menyusun teks 	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya.</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain Struktur Teks Memulai 	<p>ungkapkan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.</p> <ul style="list-style-type: none"> Siswa membuat 'learning journal' 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran 	3 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dan internet: <ul style="list-style-type: none"> www.dailymenglish.com http://arnericanenglish.state.gov











Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya . (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)</p> <p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>interaksi transaksional terkait <i>minuta pendapat dan pikiran</i>. (<i>perhatikan: I think, I suppose, in my opinion, according to ...</i>).</p>	<ul style="list-style-type: none"> - Menanggapi (diharapkan di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Norma singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>; dsb. - Ungkapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang</p>	<p>siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi Siswa menyatakan pendapat dan pikiran</p>	<p>pikiran</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian CARA PENILAIAN: Unjuk kerja • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. • Ketepatan menggunakan struktur dan 		<p>v/files.aerresourcefiles - http://learnenglishbritishcouncil.org/en/</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dapat menumbuhkan perilaku yang termuat di KI	<p>dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk 	<p>unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya</p> <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan dan menyatakan pendapat atau pikiran ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan 		

4. KARTU BIMBINGAN




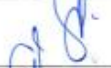






KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

Nama : Febriana Vicky Vianti
 NPM : 17420017
 Fakultas / ProgdI : FPBS / Pendidikan Bahasa Inggris
 Dosen Pembimbing 1 : Ririn A., M, Hum

NO.	WAKTU BIMBINGAN	MATERI YANG DI KONSULTASIKAN	TANDA TANGA
1.	11. Februari 2021	Judul	
2.	22 November 2021	Background and tujuan Proposal	
3.	31 Januari 2022	Chapter 1,2,3 revisi	
4.	2 Februari 2022	Chapter 1,2,3 revisi	
5.	10 Maret 2022	Chapter 1,2,3 revisi	
6.	15 April 2022	Chapter 1,2,3 ACC	
7.	20 Mei 2022	Chapter 4,5 revisi	
8.	20 Juni 2022	Chapter 4,5 revisi	
9.	5 Agustus 2022	Chapter 4,5 & Artikel revisi	
10.	12 Agustus 2022	Chapter 4,5 & Artikel ACC	

KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

Nama : Febriana Vicky Vianti
 NPM : 17420017
 Fakultas / ProgdI : FPBS / Pendidikan Bahasa Inggris
 Dosen Pembimbing 2 : Dr. Sukma Nur Ardini, S.S., M.Pd.

NO.	WAKTU BIMBINGAN	MATERI YANG DI KONSULTASIKAN	TANDA TANGA
1.	31 Maret 2021	Judul	
2.	2 April 2022	Chapter 1, 2, 3 revisi	
3.	25 Mei 2022	Chapter 1, 2, 3 revisi	
4.	1 Agustus 2022	Chapter 1, 2, 3 Acc	
5.	15 Agustus 2022	Chapter 4, 5 dan Article revisi	
6.	24 Agustus 2022	Revisi bab 4,5	
7.	21 September 2022	Revisi article ALLURE Conference	
8.	22 September 2022	Revisi article ALLURE Conference.	
9.	31 Oktober 2022	Revisi minor bab 4,5	
10.		Surf Atijikan 	



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
 FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
 Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
 Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 11 November 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.
Jabatan : Sekretaris
3. Nama : Ririn Ambarini, S.Pd., M.Hum.
Jabatan : Anggota (Penguji I)
4. Nama : Dr. Sukma Nur Ardini, SS.,M.Pd
Jabatan : Anggota (Penguji II)
5. Nama : Entika Fani Prastikawati, S.Pd.,M.Pd
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama : Febriana Vicky Vianti Fakultas : FPBS
 N.P.M : 17420017 Program Studi : Pendidikan Bahasa Inggris
 Program Pendidikan : Strata 1

Judul Skripsi :

AN ANALYSIS ON THE VALIDITY TEST QUESTION WITH THE EXAM CONTENT OUTLINE IN FIRST SEMESTER FOR THE XI GRADE STUDENT OF SMA N 3 REMBANG

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Penguji I,

Ririn Ambarini, S.Pd., M.Hum.

Penguji II,

Dr. Sukma Nur Ardini, SS.,M.Pd

Sekretaris,

Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji III,

Entika Fani Prastikawati, S.Pd.,M.Pd



Mengetahui,
Dekan,

Dr. Asropah, M.Pd.

NPP/NIP 936601104