AN ANALYSIS OF THE CONTENT VALIDITY OF ENGLISH ACHIEVEMENT TESTS BASED ON THE SYLLABUS FOR THE SEVEN GRADE OF JUNIOR HIGH SCHOOL 16 KERINCI ACADEMIC YEAR 2020/2021

A THESIS

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STATE ISLAMIC INSTITUTE OF KERINCI
FACULTY OF EDUCATION AND TEACHER TRAINING
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A THESIS

Submitted as a Partial Fulfillment of the Requirement for Undergraduated Degree at English Education Program in Faculty of Education and Teacher State Islamic Institute (IAIN) of Kerinci

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FACULTY OF EDUCATION AND TEACHER TRAINING
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ACADEMIC YEAR 2020/2021

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At
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OFFICIAL NOTE

Assalamu'alaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting, the writting of **Aries Issuara** thesis, (the student's number is 1710203046) entitled: **"An Analysis of the Content Validity of English Achievement Test Based on The syllabus for Seven Grade of Junior High School 16 Kerinci Academic Year 2020/2021"**, we are of opinion that this thesis has met qualification as one of the partial fulfillment of the requirement for under graduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci..

Thus, we procced this thesis to the Faculty for an intermediate administrative process for final examination.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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CERTIFICATE OF ORIGINALITY

The researcher here by declares that thesis entitled **"An Analysis of the Content Validity of English Achievement Test Based on The syllabus for Seven Grade of Junior High School 16 Kerinci Academic Year 2020/2021"**, is the researcher's own work and that, to the best of the researcher's knowledge and beliefs, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher's own work, except to the extent that assistance from others in the project's design and conception or style, presentation and linguistic expressions is acknowledged.

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ABSTRACT

Aries Issuara, 2021 **:"An Analysis of the Content Validity of English Achievement Test Based on The syllabus for Seven Grade of Junior High School 16 Kerinci Academic Year 2020/2021"**

Advisors **: 1. Dr. Rodi Hartono, S.Pd., M.Pd**
2. Musdizal, M.Pd

Key words : English Summative Test, Content Validity, Syllabus, SMP 16 Kerinci.

Evaluation is an important role in teaching. It is an integral part of instructions program. Through evaluation, teachers are able to find out the effectiveness or the failure of a method and also students achievement in mastering the lesson.The aim this research is to find the empirical evidence of English achievement test on the content validity and suitability based on the syllabus made by English teacher for the seven grade junior high school 16 kerinci for the first semester and the second semester academic year 2020/2021. The total number of the test item for the first semester is 15 items, which is consist 15 items essay. And the total number of the test item for the second semester is 30 items, which is consist 25 test items multiple choice and 5 test item essay. In this research the researcher used quantitative descriptive research in which the researcher collected the data by asking the English summative test paper, and syllabus to the school. And also in this research the researcher used raters which is consist 3 raters to analyzed content validity of summative test.The finding of the research prove that items of English summative test for the seven grade of the first and second semester of junior high school 16 kerinci have medium content validity and medium suitability based on the syllabus. Based on the finding, the researcher suggested for the English teachers should construct a good test perfectly by writing table of specification before designing the English summative test, so the teacher can recognize the material clearly based on indicators and themes recommended in the latest English Syllabus.

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ABSTRAK

Aries Isssuara, 2021 : **Analisis Validitas Isi Tes Prestasi Bahasa Inggris Berdasarkan Silabus Kelas Tujuh SMP Negeri 16 Kerinci Tahun Pelajaran 2020/2021.**

Advisor : **1. Dr. Rodi Hartono, S.Pd., M.Pd**
2. Musdizal,M.Pd

Kata kunci : Tes Sumatif Bahasa Inggris, Validitas Isi, Silabus, SMP 16 Kerinci.

Evaluasi memegang peranan penting dalam mengajar. Ini adalah bagian integral dari program instruksi. Melalui evaluasi, guru dapat mengetahui keefektifan atau kegagalan suatu metode serta prestasi siswa dalam menguasai pelajaran.Tujuan penelitian ini adalah untuk menemukan bukti empiris tes prestasi belajar bahasa Inggris pada validitas dan kesesuaian isi berdasarkan silabus yang dibuat oleh guru bahasa Inggris untuk kelas VII SMP Negeri 16 Kerinci untuk semester pertama dan semester kedua tahun ajaran 2020/2021 . Jumlah butir soal untuk semester pertama adalah 15 butir, yang terdiri dari 15 butir soal esai. Dan jumlah butir soal semester II adalah 30 butir, yang terdiri dari 25 butir soal pilihan ganda dan 5 butir soal esai. Dalam penelitian ini peneliti menggunakan penelitian deskriptif kuantitatif dimana peneliti mengumpulkan data dengan cara menanyakan kertas ujian sumatif bahasa Inggris, dan silabus kepada pihak sekolah. Dan juga dalam penelitian ini peneliti menggunakan penilai yang terdiri dari 3 penilai untuk menganalisis validitas isi tes sumatif.Hasil penelitian membuktikan bahwa butir soal tes sumatif bahasa Inggris untuk kelas tujuh semester satu dan dua SMP 16 kerinci memiliki validitas isi sedang dan kesesuaian sedang berdasarkan silabus. Berdasarkan temuan tersebut, peneliti menyarankan agar guru bahasa Inggris menyusun tes yang baik secara sempurna dengan menulis tabel spesifikasi sebelum merancang tes sumatif bahasa Inggris, sehingga guru dapat mengenali materi dengan jelas berdasarkan indikator dan tema yang direkomendasikan dalam Silabus Bahasa Inggris terbaru.

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DEDICATION AND MOTTO

DEDICATION

I dedicate this thesis to :

Allah SWT who always give his full of rohmah and blessing
My lovely parents, my Mom Mardalena and my Dad Sarmadi.
Who give me true love, affection, motivations, and everything for my life.
his beloved young brothers Pramuja and Nobel Oksa Pancawa
his always gives me more cheerfull life.
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who always gives me support.
All of my dearest friends in English department.
Especially my classmates of TBI-C
who always teach me the sense of friendship and togetherness.
All my relatives, friends, and everybody whom
I cannot mentioned that always color
my life become very bright My god bless them all.

MOTTO

وَلَا تَهِنُواْ وَلَا تَحۡزَنُواْ وَأَنتُمُ ٱلۡأَعۡلَوۡنَ إِن كُنتُم مُّؤۡمِنِينَ

١٣٩

It means : And do not (feel) weak, and do not (also) be sad, because you are the highest (degree), if you are believers. (QS ALI IMRAN ; 139).

- "Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle." (Christian D.Larson)

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اَلْحَمْدُ لِلّٰهِ الَّذِى فَضَّلْنَا عَلَى كَثِيْرٍ مِّنْ عِبَادِهِ الْمُؤْمِنِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى اَلِهِ وَاَصْحَابِهِ اَجْمَعِيْنَ

By saying Alhamdulillah, my greatest gratefulness goes to Allah SWT the Almighty, for all the blessing and mercies, this thesis entitled : **"An Analysis of the Content Validity of English Achievement Test Based on The syllabus for Seven Grade of Junior High School 16 Kerinci Academic Year 2020/2021"** has been well accomplished. Shalawat and salam to Prophet Muhammad SAW, the last Prophet and the greatest leader for human being. In accomplishing this thesis, the researcher realizes that there were many helps and supports during the process of accomplishing this thesis as one of requirement to gain Sarjana Degree in English Department at IAIN Kerinci. The researcher also would like to appreciate the following person for helping and supporting me to finish this thesis, present thanks to:

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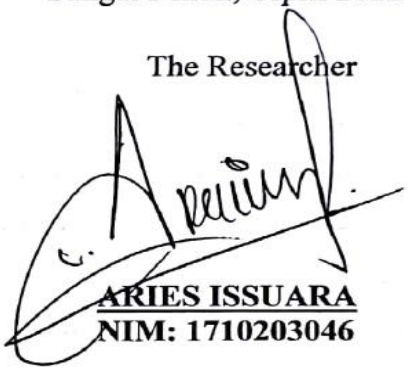
Sungai Penuh, April 2022

The Researcher



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CHAPTER I

INTRODUCTION

A. Background of the problems

English is an international language that is used by many people in the world use it as a medium of communication (Puspitasari ; 2016-200); . Moreover, English as a key role in globalization era because with English skill we will to know a lot of thing in the world. For example, economics, politics, culture, communication, and education. Especially for education, English language becomes the first foreign language that is taught to the students of every level of education in Indonesia. English is taught as a compulsory subject in junior high school and senior high school, and it is one of the requirements to pass the national exam.

Althought English is a foreign language in indonesia, it is very important for students. Therefore, English as one of the main subjects in Junior High School has function as a developing instrument for the students in technology, knowledge, and culture. So, they are ready to take a part in national development.

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The purpose of teaching English in Indonesia is to develop the communication skills especially in oral and written skills (Writing, Reading, Listening, and Speaking). To know about the student's abilities in the teaching-learning process, the teachers need to hold an evaluation.

In education, evaluation plays an important role in any activity. In English teaching , the assessment provides information about the success of the effort.

The information obtained believes that this assessment is very useful for the future improvements. The evaluation believes that teaching and examination are like two sides of a coin, inseparable.

According to Norman, “Assesment is a systematic process to determine the extent to which students reach their teaching purposes” (Gronlund, dkk ; 1990-5);.One of the ways to make an assesment is to pass test. This test can measure the ability of students. A test is a short examination of knowledge or ability, including questions that must be answered or activities that must be performed (Hornby ; 1995-1233).

Based on the 2013 curriculum Muhammad Nuh as Ministry of Education at the time, he said that asserted that 2013 curriculum designed as an attempt to prepare the future generation in 2045, 100 years independent of Indonesia and also utilizing the numerous productive age in 2045 to be a demographic bonus. In its implementation, the curriculum change gets the pros and cons in society. One of the problems that occur was the teacher preparation to face it. Nevertheless, government continues to implement the change of 2013 curriculum by reason quality education improvement.

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The curriculum 2013, Ministry Of education (Permendiknas) Chapter 71 decree on curriculum aims to prepare the Indonesian generation and enable them to live in society, nation, country, and civilization. Therefore, based on the 2013 curriculum above, we know that the curriculum plays an important role in progress of education, and the curriculum helps all problems in education, including proper and correct guidelines. In order to obtain good results,

tests that must meet good criteria : namely validity, reliability and usability (Tinambunan ; 1988-12). At this time, the researcher only focuses on the content validity because the researcher wants to compare the test with the syllabus.

In order to achieve the goals of the English course, the researcher believe that the test is a tool that can be used to gather information about the advantages and disadvantages of accepting students courses. The teacher is someone who knows the characteristics of their class. Therefore, they are most suitable for constructing test items to test student performance. This is not an easy task, because the teachers must know good test qualifications.

According to Drs. Wilmar Tinambunan, "Validity, reliability and usability are important factors that are usually consideres in test evaluation. The next important thing is whether the test is consistent and accururate" (Tinambunan ; 1988-11). Well done testing can help teachers increase the teaching process. High-quality tets items can provide information about the teacher's appropriate level of understanding of the material. There are some tests. One of them is the achievement test.

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From the results of preliminary observations, interviews and reading several journals from previous research. The researcher found a problem, that there were test that were not by the syllabus indicators and do not have good contents validity of achievement test, because the current curriculum used was the new curriculum, namely K13, so the suitability was not known. Then it is very rare to analyze the items done by students, whether each item

matches the assessment indicators in the syllabus or not. This is inseparable from the current conditions, namely the pandemic period that has passed almost one year of learning, so learning is carried out online. Online learning takes place from home without a face-to-face process. So that we do not know what difficulties teachers or students experience in the online learning process and how the online learning process is carried out. From this impact, test in the school were also carried out in online.

Based on the background above, the researcher is interest in analyzing the content validity of English summative test focus on writing and reading. Because, the researcher get the data that content of summative test are multiple choice and essay. For this analysis, the researcher gives title **"AN ANALYSIS OF THE CONTENT VALIDITY OF ENGLISH ACHIEVEMENT TEST BASED ON THE SYLLABUS FOR THE SEVEN GRADE OF JUNIOR HIGH SCHOOL 16 KERINCI ACADEMIC YEAR 2020/2021"**.

B. Identification of the Problem

Based on the identification of the problems in the background of the study, researcher identified some problems :

1.) There are problems on the test not match the indicator in the syllabus.
2.) There are problems on most of the questions items written by the teachers for summative test which are inappropriate with the characteristic of a good test.

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3.) A test, which does not have content validity, complicates the students to answer the test questions.

C. The Limitation of the Problem

The researcher limits this paper on the analysis on content validity of English summative test in The seven grade of Junior High School 16 Kerinci based on the syllabus. Especially, The research focused on the multiple choice items and essay items. The test to be analyzed is the English achievement test for the first grade junior high school 16 Kerinci academic year 2020/2021.

D. Research Question

Based on limitation of the problem, the researcher was formulated the problem in the question below:

1. Does the English achievement test for the seven grade students of junior high school 16 Kerinci have high quality on content validity ?
2. Does the English achievement test for the seven grade students of junior high school 16 Kerinci have suitability based on the indicator of syllabus ?

E. Purpose of The Research

The objective of the study was to find empirical evidence if the test items of English summative test carried out at the seven grade of junior high school 16 Kerinci have high quality on the content validity and in line the school based syllabus.

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F. The Significance of the Study

The result of this study was expected to give a description for the readers about an analysis of the content validity toward the achievement test. The researcher also hopes this paper can give meaningful input for teachers of English in developing test items that have content validity. Besides, the result of the study is hoped to enrich the teachers' knowledge of English achievement test and it can be used as a reference for the next researchers who are interested in developing similar study. Especially, for researcher, would understand and capable to make a high quality of test items.

G. Defenition of The Key Terms

In order to avoid misunderstanding towards the terms used in this study some definitions of key terms will present as follows:

1. Test

   Test is a procedure or a standardized device to measure the students'achievement in acquiring knowledge about the subject after teaching-learning process and one of the ways to measure the goal of achieving the learning objective with systematic procedure (Puspitasari ; 2016-203).

2. Achievement Test

   An achievement tests are usually a formal examination given at the end of the school year or at the end of the course. The achievement tests may be written and administered by ministries of education, official

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examining boards, or by members of teaching institution (Djiwandono ; 91).

3. Content Validity

Content validity ensures that the measurement includes an adequate and representative set of items that reveal the concept. The more scale items reflect the area or the entire concept being measured, the greater the content validity

4. Syllabus

A syllabus is a reference of the courses that used by the teacher as a guideline for conducting the teaching and learning process. A syllabus should be developed by each school that conforms to schools‘ vision, situation, and mission (Badan Standar Nasional Pendidikan ; 2006-14).

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Related Theories

1. Test

a. The Definition of Test

Testing is an aspect that can not be separated from the learning and teaching process. They are so closely linked and it is impossible to work in any one field without caring about each other. Before during,or in the final process of learning and teaching, teacher uses tests as instrument tools. In education, testing is very important because it is an educational means to obtain information on student performance and understand the degree to which learning goals are achieved.

By taking the test, the teachers will know how deeply the student has studied the material taught, and know the students‘ behavioral form and characteristic. According to Linn and Grounlund, test is particular type of assessment that typically consist of a set of question administered during a fixed period of time under reasonably, comparable conditions for all students (Puspitasari ; 2016-203). Linn and Groundlund also explained; a test is a set of questions,and each questions has a correct answer, usually in oral or written form (Puspitasari ; 2016-203) . According to Desmond Allison the test is a formal assessment that has been formally arrange and scheduled officially and has been limited by the available guidance. (Allison ; 1999-5)

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Based on the above definitions , the reseacher can conclude that the test is a procedure or a standardized means used to measure the students‘ achievement in obtaining knowledge about the subject after teaching-learning process and it is a way to measure the goal of achieving the learning goal one has a systematic program.

b. The Type of Test

Teacher not only constructs a test to measure the testers‘ under-standing of the materials, but also to know where the testers encountered difficulties, to know the effectiveness of the teaching method used in the classroom and so on.Wilmar Tinambunan has two types of tests that can be used to determine a person‘s abilities: aptitude test and achievement test (Tinambunan ; 1988). An aptitude test is mainly used to predict the success of certain learning activity in the future and achievement test is designed to indicate the degree of success in certain past learning activities. The main purpose of testing in the classroom is to measure the students performance, in order to illustrate the progress of the educational goals set for the student.

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According to Mary and Sake, the kinds of basic types of language tests are achievement tests, proficiency tests, diagnostic tests, and aptitude tests (Sake ; 1992 204-207).

1) Achievement test.

Achievement test, like most other subjects, Achievement-type or attainment tests are widely used in language teaching. They

are used to measure the amount and degree of control of discrete language and cultural items and comprehensive language skills that students have mastered during a specific teaching period of a specific course.

2) Proficiency test.

The language proficiency test is designed to measure the control ability and communication skills of the language or cultural items that existed at the time of the test, and has nothing to do with formal training. This type of test usually used for a specific course, determine the appropriate entry level in the course or advanced training course, and determine whether the candidate is ready to perform a specific task in work activities.

3) Diagnostic test.

The Diagnostic language test is designed to determine the specific strengths and weakness of foreign language students. It may contain the same types of test items as achievement or ability tests.

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4) Aptitude test.

The aptitude test is considered a prognostic indicator, which indicates whether it is possible for a student to learn a second language easily. It is usually given before students start language learning, and can be used to select students who want to

study a language course, or to arrange students in a part that suits their abilities.

From all those types of the test above, it can be conclude that the test is a problem it solves the problem of education. The teacher or test-er can manage the test according to his or her goals. When the teacher wants to determine the level of reaching the teaching goal, he/she can use the summary test, when the teacher wants to monitor the learning to make progress in the teaching process at the same time, she/he can use formative testing, and when the teacher wants to provide information, it can help them put students in the stage of the teaching plan that best suits their problem-solving skills.

c. Type of Test Item

There are 12 kinds of test item, such as; questions and answers, multiple-choice, Essay, True/False, Matching, gap-filling and completion, cloze, translation, transformation, rewriting, dictation, and monologue. The tests are supported by Penny Ur that there are 12 kinds of test item :

1) Questions and Answers

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

Example :

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

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2) Multiple-Choice

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

Example: A person who writes books is called...

a. an editor b. a publisher

c. an booker d. an author

3) Essay

The test is given a topic, such as "Vocation with the family", and asked to write an essay of a specific length.

4) True/False

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

Example : Jakarta is the capital of Indonesia.

Is Jakarta the capital of Indonesia ?

5) Matching

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

Example : Short Long

Easy Difficult

6) Gap-filling and Completion

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The test must 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 : She (goes) to Canada in 2010

She……to Canada in 2010.

7) Cloze

Submit Words from a passage at text regular intervals (for example, every seven words). Usually there is no gap in the first two or three rows.

Example:

The family is all fine, though Leo had a bad bout of flu last week. He spent most of it lying on the sofa watching when he wasn't sleeping!

8) Translation

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

9) Transformation

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

10) Rewriting

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

Example : He came to the meeting in spite of his illness. Although...

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11) Dictation

The test dictates a paragraph or group of words; the testee writes them down. This is mainly a tests of spelling, perhaps punctuation, and, perhaps surprisingly onthe face of it, listening comprehension: people usually only write words down accurately from dictation if they understand them. It does not, however, test other writing skills or speech, and hardly involves reading.

12) Monologue

The test is given a topie or question and asked to speak about it for a minute or two ." This tests oral fluency in 'long turns'- something not everyone can do in their mother tongue. It also tests overall knowledge of pronunciation, grammar and vocabulary.

It shows that the test consists of 12 kinds of test items. Those are questions and answers, true/false,essay, multiple choice, etc.

d. Achievement Test

As the name suggests, the purpose of the achievement test is to determine the degree of success of a single student, a group of students, or the course itself in achieving language course goals (Arthur;1995-10).

According to McNamara (2000), an achievement test is an instrument of evaluation which purpose is directly related to the teaching and learning process that serves as a powerful making decision tool and support to reach learning outcomes during or at the end of a course study. Achievement tests are usually a formal examinations taken at the end of

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the school year or at the end of the course. Achievement test can be written and administered by members of the ministry of Education, official examination committies or teaching instituations (Gavilanez,2017-299);.

1) The Construction of an Achievement Test

   There are four things in to build of an achievement test. As Louis J. Karmel said, building an achievement test requires careful analysis of the area to be checked.

2) The reason for the construction of the instrument must be clearly and obvious.
3) Provides a detailed and clear overview of the topics to be used.
4) The reasons for the construction and an outline of the content are reviewed by experts such as classroom teachers, educators, and test makers.
5) compose test items for each part of the content outline, and then askrepresentative educators to comment on their importance, clarity of expression, and representativeness the theme (Karmel, ; 1970-2);.

It can be seen that the construction of an achievement test is contained in four areas that need to be examined.

e. Basic Principles of Achievement Testing

In order to have a good performance of achievement test form, tester should consider that they must contruct a good performance test by paying attention to the following basic principle. Wilmar Tinambunan

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said in his book that the following performance principles of achievement testing provide a solid foundation for constructing and using classroom test as a positive force in the teaching learning process.

1) Achievement test should measure clearly defined learning outcomes that are consistent with the teaching goals.

2) Achievement test should measure a sufficient sample of the learning outcomes and subject content included in the teaching.

3) Achievement tests should include the types of test items that are most suitable for measuring expected learning outcomes.

4) Achievement tests should be designed to suit the spesific use of the results.

5) Achievement test should be made as reliable as possible and then it should be interpreted with caution.

6) Achievement test should be used to improve student learning (Tinambunan ;1988-28-35);.

It shows that the basic principles of achievement testing are contained in six analyses to be examined.

2. Types of Achievement Test

Wilmar Tinambunan said that there are many types of tests used to measured student perfomance. According to its function, teachers in classroom usually use four kinds of achievement tests, namely placement test, formative test, diagnostic test, and summative test (Tinambunan ; 1988).

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a. Placement Tests

To determine the students performance at the beginning of teaching, placement test is used. As Norman E. Gronlund said, placement evaluation is to determine student performance at the beginning of teaching process (Gronlund ; 1990-38).

The Placement test is designed to divide new students into teaching groups, so that they can start a cursing at approximately the same level as the other students in the class. It is related to the current status of the student, and therefore related to general abilities rather than specific learning points.Often, results need to be obtained quickly in order to start teaching (Harison ; 2007-4).

The goal of placement evaluation is to determine the most beneficial teaching sequence and position in the teaching mode for the students (Gronlund ; 1990-38).

b. Formative Tests

Formative test is used at the end of textbook unit or after designed course. Formative evaluation is the monitoring learning progress during the teaching process. Its purpose is to provide students and teachers with continuous feedback on learning successes and failure (Miller ; 1998-38).

Formative evaluation depends to a large extent on tests, specially prepared for each teaching part (e.g., unit, chapter) (Gronlund ; 1990- 39).

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c. Diagnostic Tests

Diagnostic evaluation is to diagnose learning difficulties in the teaching process (Gronlund ; 1990-39). Diagnostic test checks the student's progress in learning spesific elements of the course. for example it is used at the end of a unit in the course book or after a course designed to teach a certain point. The diagnostic test attempts to answer the following question: 'How well the students learning about these specific materials?' Since it relates to spesific elements in the course which have just been taught, the assessment will provide immediate feedback to the students (Harison ; 6).

Diagnostic evaluation focuses on continuous or recurring learning difficulties that are not resolved by the standard corrective methods of formative evaluation. The main aim of diagnostic evaluation is to determine the causes of persistent learning problems and to formulate a plan for remedial action (Gronlund ; 1990- 38).

d. Summative Tests

Summative evaluation is to evaluate achievement at the end of instruction (Gronlund ; 1990- 40). Summative evaluation typically comes at the end of a course (or unit) of instruction. It is designed to determine the degree of achievement of teaching and mainly used to assign course grades or to prove students' mastery of expected learning outcomes. Although the main purpose of summative evaluation is to score, or prove student performance, it also provides information for judging the

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appropriateness of course objectives and the effectiveness of teaching (Gronlund ; 1990- 42).

The results show that there are four type of achievement. Those are placement test, formative test, diagnostic test, and summative test. The standardized of achievement test is contructed clearly explain the reasons and goals behind the instrument. It involves a detailed and clear outline of the subject matter to be tested. In order to have a good achievement test form, a test maker should consider that achievement test must be constructed well by paying attention to some following basic principles.

There are many types of test used to measure students' performance. although teachers usually conduct many tests in the classroom, they can be used based on their functions. The researcher only introduce one of them which directly related to the analysis written in this paper. It is a summative test.

3. The Characteristic of a Good Test

Qualities of a test should be considered in preparing and using foreign language test. The test which was made by tester or teacher must be good, thus a test must have some characteristics which should be paid attention, and they are: validity, reliability, comprehensiveness and practicality (Sake ; 2007-28).

Wiersma & G.Jurs explains, "Validity is the extent to which a test measures what is intended to measure, whether it be achievement, aptitude or proficiency in the language (Sake ; 2007-28)." It means that a test is

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

Based on the statements above, the researcher can conclude that if the test measured, then the test is valid. Each test should be as effective as possible teacher can make it. The test must aim to provide a true picture of the spesific skill it is designed to measure. For a more detailed explanation of validity, the researcher will discuss it in next subchapter.

The second characteristic of a good test is reliability. Heaton states that “reliability is an essential feature of any good test: for it to be valid at all, the test must first be reliable as a measuring instrument. If 12 candidates are tested on different occasions, then in term of the different results of its procedure, it is reliable.

While Mary Finocchiaro and Sydney Sake states, Reliability or stability of a language test is concerned with the degree to which it can be trusted to produce the same result upon repeated administration to the same individual or to give consistent information about the value of a learning variable being measured (Sake ; 2007-28). Therefore, to be considered reliable, language tests must obtain consistent result and pro-vide consistent information. From the statement above, it can be inferred that reliability is a measure of consistency of score when the same person performs takes the same test under different conditions.

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The last characteristic of good test is practically. “The practicality of a language test is further determined by its ease of scoring. Test which are difficult to score become a burden for the scorer and are unduly demanding of personnel, time and resources (Sake ; 2007-28).” In other words, practicality refers to the practicality of the evaluation program, including economics, interpretability and convenience aspect.

From the some explanations above, it can be concludes that the test must have some characteristics should be paid attention; validity, reliability, and practicality. Validity is wether the test results are consistent, and test practicality is whether the test is easy to do, easy to do correctly and clearly expalined. The researcher will not explain all the characteristics of good test; therefore it is only about validity. It is because should be confirmed by the title of this research.

4. Validity

From the previous explanation, one of the characteristics of a good test is validity. According to Wilmar (Tinambunan ; 1988), validity refers to the extent to which the result of the evaluation process serve a specific purpose, if the results are used to describe a student’s pupil performance. Thus, the validity of attest is the extent to which the test measure what is intended to measure. Although Heaton pointed out that the validity of a test is to degree to which it measure what it should measure not anything else (Heaton ; 2000). These statements mean that the validity of a test must be considered in

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measurement. in this case, it is necessary to briefly check whether the test used actually measures what should be measured.

According to Charles Alderson, validity is divided into three types: rational, empirical and construct validity. Rational validation depend on a logical analysis of the test‘s content to see whether the test contain a preventative sample of the relevant language skill. Empirical validation, depend on and statistical evidence as to whether students‘ mark on the test similar to their scores on other tests, their self assessment or the teacher‘ rating of their ability. Construct validation refers on what the test scores actually mean(Alderson , dkk ; 1995-171). Different statement comes from Hughes. He divided validity into four types, these are : content validity, face validity, construct validity, and criterion-related validity.

The first content validity, Content validity is concerned with whether or not the content of the test is sufficiently and comprehensive for the test to be valid measure of what it is supposed to measure (sake, dkk ; 2007-25). The objective of the course are based on the curriculum development by government, so the examiners should understand whether the test has content validity, the examiner should check the the curriculum objective and the materials of test. The content validity will be discussed in more detail in the next sub-chapter.

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According to Norman E. Gronlund (Grounlund ; 1982-67) content validity is the process of determining the extent to which a set of tasks provides a relevant and representative sample of domain of tasks under

consideration. the researcher can conclude that content validity is the extent to which the test content represents the relevant subject matter, substance, or subject that has been designed for measurement.

Second, Face validity. Face validity is an attribute of a test designed to measure something (Harris ; 1988-21). This is the effectiveness of the test on the surface. In other words,if a test appears to measure what it is supposed to measure, it can be said to have face validity.

Face validity refers to the shape and appearance of the instruments. According to Djamaludin Ancok from Arikunto, it is very important to measure personal abilities, such as the measurement of honesty, intelligence, talent and skills. Moreover, Heaton defines “If a test item looks right to other testers, teachers, moderators, and testers, it can be described as having at least face validity” (Heaton ; 1988-159).

From the definition above, the researcher assumes that face validity means the test appearance, which is readable, acceptable, and appropriate with what supposed to test. Third classifications of validity are construct validity. Difficulty and examination students must pass structural validity. Arthur Hughes pointed out that if it can be proven that a test, or a test technique measures only an ability or trait, it is called structural validity (Hughes ; 31). which is hypothesized in a theory of language ability. One might hypothesize, for example, that the ability to read includes a number of sub-abilities, such as ability to find out the main idea of a text. Construct validity is construction of a test itself from theoretical framework about behavior

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derived from the empirical investigation that suggests positively correlate with the scores of the other test designed to measure the same behavior (Swerderlik , dkk ; 183).

The last category of validity is standard validity. The standard validity of a test relates to the relationship or correlation between test scores and the scores of several measures that represent the identified standard (Wiersma ; 1990-193). For example, standard metrics can be another test. Correlation coefficient can be calculated between the validated test scores and the standard scores. The correlation coefficient used in this way is called the validity coefficient. There are two different types of standard validity, namely concurrent validity and predictive validity (Wiersma ; 1990-194) .

if data on the two measures-tests (comparing of the test scores with several other measure of the same candidate is done at approximately the same time as the test) and criterion data are collected at or about the same time, The data valid at the same time. Predictive validity applies if there is an intervening period between the time of testing and the collection of data on the criterion.

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5. Content Validity

From the previous explanation, we are already know that one of categories of validity is content validity. Content validity is an important aspect of design testing. The most important thing to pay attention to when preparing for the test is the content validity, followed by the sample questions (Phopam

; 1998-19). This means that the test designer must first prepare the content validity before proceeding to produce the test project.

Content validity is also called course validity, because the test materials is based on curriculum. As Gareis and Grand explained, the content validity concerned with how far an assessment is in line with the intended learning outcomes, standards, or goals of teaching unit (Gareis , dkk ; 2008-37). Therefore, If there is no content validity in the test for the students, there will be consequences, including: the students cannot demonstrate their skills, and if that irrelevant items appear, students may just give wrong answers because there is no teaching content (Wiersman ; 1990-185).

In addition, according to the book Testing English as a Second Language written by David P. Harris, "If the test aims to measure degree of mastery of specific skills or specific course content, we should expect the test to be based based on a careful analysis of the course skills or syllabus (Harris ; 19)." According to Evaluation, there are two methods in teaching of individual instructional education (Wiersman ; 1990-43). Prove the validity of the content of the test.the first method is to list all the specific goals you want to achieve. then match with the items to see whether the items really meets the relevant objectives. The second method is by constructing a table to classify the items' content and taxonomic level, that is, student outcome required on the item.

In addition, for making sure that a test has conformity between the subject matter with the learning outcomes or the test has good content

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validity, there are three steps which should be done. First, the test designer should determine the subject matter and result of the students to be measure. Then he/she should make a test specifications sheet. Finally, he/she should construct a test that conforms to the table (Grounlund ; 1990-127).

The above process is called the varification process. This content validation process based on language teaching method, material, given, and the goals. Furthermore, in establishing content validity in a test, the test designer should determine what she/he wants to be measured clearly (Brown ; 1996-177).

If the test does not have content validity, it will cause some problem. The first problem is that students cannot demonstrate their skills which they have but which are not tasted. The second problem is the students will not answer correctly the items because there is no relevancy between the items with the materials that have been taught (Wiersman ; 1990-184).

6. Construct Validity

Construct validity is one of the principle that plays an important role in the validation process of the test to determine the level of usefulness of this tool of evaluation. According to weir (1990); Alderson et al. (1995), one of the relevant types of validity is construct validity due to its characteristic to gather evidence to support the contentation that a given test indeed measures what is claimed to measure.

The term “construct validity” makes reference when the candidate’s knowledge is inferred through the results of a test in which the test tasks are

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clearly deigned according to the nature of the construct to be measured and such inferences depend on language theoretical hypotheses that need to be justified to give validity to the (Bachman & Palmer,1996). In short the test tasks are verified to see if they measure the target language skill and sub skill in order to determine its validity and comparison between the test tasks and the theory is one of the ways to assess the contruct validity of the test

In other words, the construct validity of a test is determined by the evidence obtained through the study of the influence of several factors that contribute to the general score interpretation as an indicator of the ability or structure to be measured (Gavilanez ; 2017-301).

7. Curriculum and Syllabus

a. Curriculum

Curriculum is the basic standard or goal that guides the success of the teaching process. As Roger and Christoper said, a course is a written document or plan that contains strategies to achieve the desired goals (Brumpit, dkk ; 1991-1). In addition, the curriculum also includes the scope, sequence and methods of the teaching process.

Moreover, “Curicullum is the content, standars or goal that the school requires students to be responsible. Others claim that the curriculum is a set of teaching strategies that teachers plan use (Posner ; 2004-5).” The curriculum has four goals based Richards; they will clearly define the purpose of the plan, provide guidance for teachers, learners, and mate-

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rial writers, help provide teaching priorities, and describe important and achievable changes in teaching (Richards ; 2001-120).

According to UU RI no 20 tahun 2003 (UU RI ; 2003) : "kurikulum adalah sebuah rencana dan pengaturan dalam pembuatan tentang isi, tujuan, dan bahan pelajaran yang digunakan sebagai pedoman dalam penyelenggaraan pembelajaran untuk mencapai tujuan pendidikan" (curriculum is defined as all planed of learning includes the objectives, content and materials used as a guide to achieve the objective of the instruction of educational institution). The researcher concludes that curriculum is a written document which describes objectives, goals, scope and sequences, and systems as a guideline for implementing the teaching-learning process.

b. Syllabus

The syllabus is a reference of the courses that used by the teacher as a guideline for conducting the teaching and learning process. Every school should develop a syllabus that comforms to the school vision, situation, and mission. It relates to an operational curriculum or 2013 curriculum which gives school an authority for developing the syllabus.

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

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standard competence, materials, minimum standard competence, indicator, activities, time allocation, scoring, and media.

The component that the researcher will be used in analyzing the content validity is the indicators from the syllabus, because it is the real form of minimum standard competence that is used for measuring student‘s behavior, skills, and knowledge. In addition, it has to be covered in teaching-learning process.

C. Review of Related Findings

Previous researchers have conducted relevant research in analyzing the content validity of the English summative test. Reseachers conducted four related studies from Suminar, Dewi, Ariyanti, and Khodirin.

The first related study was conducted by Suminar is called. This study aims to find empirical evidence to prove that even 2010/2011 semester, the English summative test items of second-year students in SMP Al-Zahra Indonesia did not have good content validity. The method used in this study was descriptive comparative and quantitative. The result of this study showed that the English summative test at SMP Al-Zahra did not have a good content validity because only 40% of the test items that conformed to the English syllabus (Suminar ; 2012).

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The second research was conducted by Dewi, a student of UIN Syarif Hidayatullah Jakarta in her skripsi entitled An Anaysis on Content Validity of the Summative Test at the Second Year Student of SMPN 86 Cilandak Jakarta Selatan (Dewi ; 2006). The research explained about the

analysis of content validity trough analysis one by one of the item test detail, but she did not explain all aspect in item test. She merely explains about indicator and themes. Moreover, she did not explain it one by one but she combined between both themes and indicators. It makes her analysis become unclear. The finding she gets is all themes and indicators are for total percentage 48% and 52%. It means the test items should be valid but it does not cover all aspect in curriculum.

Next, Ariyanti conducted a research study with the title Analysis on Content validity of the English Summative Test. The method used in this research was comparative descriptive, she compared the summative test items with a number of required items in the syllabus used in teaching and learning activities then calculated the result based on the formula of test item analysis and finally she was described the result of the analysis. The result of the study showed that the test items that conform to the indicators of English syllabus are 42% it falls into level of 40-55% which mean less sufficient (Ariyanti ; 2012).

The last research was conducted by Khodirin entitled content validity of English summative test in the first year of SMK Lingga Kencana Depok. The researcher used comparative descriptive method. He compared the summative test items with the indicators in the syllabus. Then he calculates the result based on the formula of test items analysis. Finally, he describes the result of the analysis. The result of the study showed that the test items that conform to the indicators of English

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syllabus are 42.9%. Based on the result of the study, it concluded that the English summative test of the first year of SMK Lingga Kencana had a less good level of content validity requirement (Khodirin ; 2012).

So, from all of review of related findings, the difference of this research with the previous studies is that the researcher compare the summative test items with the indicators in the syllabus with curriculum 2013. This research use quantitative descriptive by calculatating the results based on the data from Raters using content validity aspects of English achievement tests and the formula of test items analysis.

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D. Conceptual Framework

In getting clearly about the test content validity of achievement test based on the syllabus and based on the goal of the title of this research, so the researcher arrange the conceptual framework as follow :

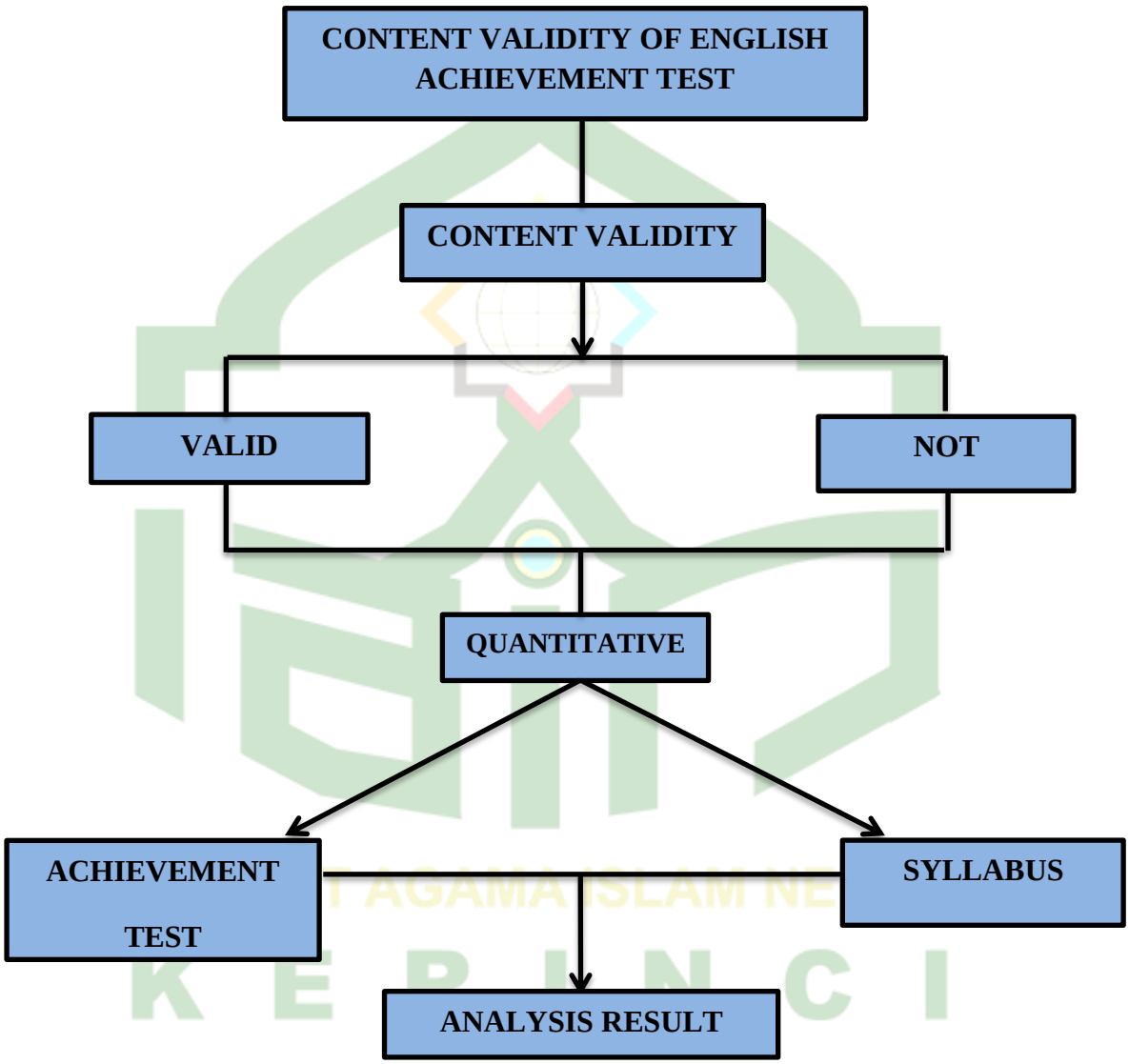

Figure 1.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Design of Research

The kind of this research was quantitative descriptive research. According to Creswell (2003) the methodology of quantitative research maintains the assumption of an empiricist paradigm. The research itself is independent of the researcher. As a result, data is used objectively measure reality. Quantitative research creates meaning through objectivity uncovered in the collected data. Quantitative research can be used in response to retaional questions of variabels within the research. Quantitative research begins with a problem statement and involves the formation of a hypothesis, a literature review, and a quantitative data analysis.

According to Sugiyono (2008) descriptive research was research conducted to determine the value of an independent variable, either one or more variable (independent) without making comparisons or connecting with other variabels. Descriptive research is one of type of non-experimental quantitative research that is relatively easy. This study describes quantitative data obtained regarding the subject's condition or phenomena from a population.

According to Arikunto (2006) Quantitative descriptive research method was a method that aims to make a picture or descriptive about a situation objectively using numbers, starting from data collection, interpretation of the data and appearance and results. Quantitative research is the quantitative used

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for identifying the criteria of English final test and content validity of English Achievement Test at Seven Grade Students of Junior High School 16 Kerinci.

B. Sources of Data

This research was conducted English teacher at seven grade of junior high school 16 Kerinci as imformant of the research. The total of imformant only one teacher.

C. The Objective of the Research

From this case, the researcher was interested to focus is to find empirical evidence if the test items of English Achievement Test carried out at the of junior high school 16 Kerinci have included content validity and in line with the school based syllabus.

Then, the researcher wants to know the information from the English teacher as a test designer of test item, how to construct the good English test and to look for the reasons that there is still some in appropriateness in constructing the English test.

D. The Location of Research

To carry out this study, The researcher decided to chose junior high school 16 Kerinci. which is located in Koto Patah, Semerap Village, Jambi province as the research place. It is because there has not been a similar study and There are problems on most of the questions items written by the teachers and also a test, which does not have content validity for summative test.

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E. Instruments of The Research

The research instruments which is use by the researcher in collecting the data from :

1. Paper/ test booklet

   In getting The data, the researcher asked the English achievement test paper from the school. The test analyzed is the English achievement test for seven grade at odd semester.

2. English Syllabus

   The researcher asked and analyzed the test items on the achievement test and then compare it to the English syllabus and the indicators.

3. Raters

   In getting The data, the researcher was given the indicator of validity of English achievement test paper to the rater. In this research use 3 raters used Aiken formula. These steps as follow as :

   a. The first researcher arranges the indicators of the test items based on the validity criteria of the questions
   b. The second that the researcher gave the validity criteria that had been compiled. and also researchers provide test questions and syllabus.
   c. And the last the indicator of English achievement test was analyzed by the raters.

F. Technique of the Data Collecting

The researcher collected the data from an English teacher in junior high school 16 Kerinci and from the raters. The first step is the researcher asked for the syllabus and summative tests for the seven grade of junior high school 16 Kerinci academic year 2020/2021. And then the researcher give the indicator of validity of English achievement test paper to the raters.

G. The Techniques of Data Analysis

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

1) Validity

Table 1. Criteria for a valid multiple choice test viewed from various indicator and criteria

Validity Aspect	Indicator	Criteria Validity Use Scala Rater				
		1	2	3	4	5
Material/Content	1.) The questions must match the questions indicator in the grid. That is, the question must ask the behavior and material to be measured in accordance with the demands of the question indicator.					

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	2.) Answer choices must be homogeneous and logical in term of material. This means that all answer choices must come from the same material as contained in the subject matter, the writing must be equivalent, and all answer choice must function.					
	3.) Each questions must have one correct or most correct answer. That is, one question only has one answer key.					
Construction	4.) The subject matter must be formulated clearly and unequivocally. This mean that ability/material to be measured/asked must be clear, does not lead to a different understanding or interpretation from that intented by the author, and constains only one problem for each number.					
	5.) The formulation of the main questions and the answer choice must be only required statements. That is, if there is a formulation or statement that is not actually needed, then the formulation or statement is omitted.					
	6.) The subject matter does not give clues to the correct answer. This means that is the subject matter that can provide clues to the correct answer.					

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	7.) The subject matter should not contain statement that are double negative. That is, in the subject matter there should not be two or more words that contain negative meaning.					
	8.) The leght of the formulation of the answer choice must be relatively the same. This rule needs to be considered because of the tendency of students to choose the longest answer, because often the longer answer is more complete and is the answer key.					
Language	9.) Each question must use language that is in accordance with the indonesian language rules.					
	10.) Answer choice do not repeat words or pharases that are not a unified meaning. Put the word on the subject.					

Table 2. Criteria for a valid essay test viewed from various indicator and criteria

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Validity Aspect	Indicator	Criteria Validity Use Scala Likert				
		1	2	3	4	5
Material/Content	Item suitability with competence					
	Clarity of questions and expected					

	answers					
	The accuracy of the questions word/command					
	Clarity of instructions for questioning					
	Clarity of scoring guidelines					
	Simplicity of language use					

- Note of the point : 1 = Invalid

2 = Less Valid

3 = Quite Valid

4 = Valid

5 = Very Valid

2) Formula of Proving Content Validity

To find out this agreement, validity indices can be used, including the index proposed by Aiken (1980; 1985; Kumandi,2014).

The item validity index proposed by Aiken is formulated as follow:

$$\boldsymbol{V = \frac{\sum s}{n(c-1)}} \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (\mathbf{2.1})$$

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Note of the formula :

$\boldsymbol{V}$ = rater agreement index regarding item validity

$\boldsymbol{s}$ = score assigned by each rater minus the lowest score in category

$\boldsymbol{n}$ = number of raters

$\boldsymbol{c}$ = the number of categories that the rater can choose from.

Table 3. Criteria of Content Validity Result

Criteria of The Content Validity Result	
Less 0,4	Low
0,4 – 0,8	Medium
More 0,8	High

3) Simple Percentage Formula

$$\mathbf{P} = \frac{\boldsymbol{N}}{\boldsymbol{F}} \boldsymbol{X}\ \mathbf{100}\ \%$$

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Note of the formula : **P** = Percent age

F = Frequency

N = Number / Amount

Table 4. Criteria of Test Result Percentage

Criteria of Test Result Percentage	
90 % - 100 %	Excellent
70 % - 89 %	Good
50 % - 69 %	Average
30 % - 49 %	Poor

The table above, It is used to see how many percent the test covers the instructions of the curriculum. In addition, the writer also compares the percentage with the criteria adopted from H.Douglas Brown opinion (Brown ; 2003).

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CHAPTER IV

FINDING AND DISCUSSIONS

A. Findings

The research results that have been carried out w be presented in this chapter, including testing the data description instrument, content validity by raters and suitability test item with the syllabus. The research that had done from 18 october - 18 december 2021.

1. Description of Research Data

The researcher analyzed the test items whether they conform to the English syllabus administrated at junior high school 16 Kerinci. The data analyzes such as question sheets, blue print of the questions by raters and English syllabus for the seventh grade students of junior high school 16 kerinci to be further analyze (see appendices).

The data that the researcher used in this study is the English summative test for seven grade, the 2020/2021 academic year for the seven grade students of junior high school 16 kerinci. Based on regulation about the standard of educational evaluation established by minister of National Education no. 20, 2007, the summative test of particular semester must be constructed based on the some indicators which should be achieved at that semester. Because of that, the summative test of the seven grade students of junior high school was constructed based on particular indicators.

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The researcher analyzed the test item for the first and the second semester of junior high school 16 Kerinci. The fisrt step the researcher use the raters for analyzed content validity of English summative test for the seven grade of junior high school 16 kerinci, The researcher use 3 raters. The total number of test item for the second semester is 30 items which consist of 25 multiple choice and 5 essay test items. The test was held on Thursday, June 17th 2021 with the given time 90 minutes. The test was developed by the English teacher in junior high school 16 kerinci. The following table describes the total frequency of the appropriateness and the inappropriateness of English summative test items with indicators in the latest English syllabus. Based on the data of items analysis result, we can see the table follow (see appendices,page).

2. Analysis Content Validity by Raters

In this section, the researcher analyzed the collected the data quantitative based on competence, on the previous table, there are use 3 raters. And then This research was done for the second semester is 30 items which consist of 25 multiple choice and 5 essay test items

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Table 5. Raters to analyzed content validity

Number	Name of raters	Position
1.	Rater 1	A Lecture of English Department of IAIN Kerinci
2.	Rater 2	A Lecture of English Department of IAIN Kerinci
3.	Rater 3	An English Teacher at SMAN 3 Kerinci

In this research, the researcher uses 3 experts to analyzed the validity of the questions. the reason for choosing 3 experts is because based on the Likers scale indicator if the assessment is 5 it will be easier to see the validity of using 3 raters.

Table 6. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 1	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	3	4	4	2	3	3	8	12	0,67	Medium
items-03	5	5	5	4	4	4	12	12	1	High
items-04	3	3	3	2	2	2	6	12	0,5	Medium
items-05	3	3	4	2	2	3	7	12	0,58	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	5	4	4	4	3	3	10	12	0,83	High
items-09	3	3	4	2	2	3	7	12	0,58	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑v								**0,72**	**MEDIUM**

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The table above is the measure and tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of medium validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters for the question number 1,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,67. It means that the content validity of item number 2 is Medium. Item score number 3 is 1. It means that the content validity of item number 3 is High. Item score number 4 is 0,5. It means that the content validity of item number 4 is medium. Item score number 5 is 0,58. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is medium. Item score number 8 is 0,83. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,58. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,67), item 3 (1), item 4 (0,5), item 5 (0,58) ,item 6 (0,75), item 6 (0,75), item 7 (0,75), item 8 (0,83), item 9 (0,58) and the last

item 10 (0,75). So, from the total score given by the raters for the all items is 0,72. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 7. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 2	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	3	3	4	2	2	3	7	12	0,58	Medium
items-03	5	5	4	4	4	3	11	12	0,92	High
items-04	2	2	3	1	1	2	4	12	0,33	Low
items-05	3	3	4	2	2	3	7	12	0,58	Medium
items-06	3	4	4	2	3	3	8	12	0,67	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	3	3	3	2	2	2	6	12	0,50	Medium
items-09	4	4	4	3	3	3	9	12	0,75	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,66**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,58. It means that the content validity of item number 2

is Medium. Item score number 3 is 0,92. It means that the content validity of item number 3 is High. Item score number 4 is 0,33. It means that the content validity of item number 4 is Low. Item score number 5 is 0,58. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,67. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is medium. Item score number 8 is 0,50. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,75. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,58), item 3 (0,92), item 4 (0,33), item 5 (0,58) ,item 6 (0,67), item 7 (0,75), item 8 (0,50), item 9 (0,75) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,66. It means the content validity of test item for the second semester exam multiple choice is Medium.

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Table 8. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 3	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	3	3	4	2	2	3	7	12	0,58	Medium
items-03	5	5	4	4	4	3	11	12	0,92	High

items-04	2	2	3	1	1	2	4	12	0,33	Low
items-05	3	3	4	2	2	3	7	12	0,58	Medium
items-06	3	4	4	2	3	3	8	12	0,67	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	4	4	3	3	3	2	8	12	0,67	Medium
items-09	4	4	4	3	3	3	9	12	0,75	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,68**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,58. It means that the content validity of item number 2 is Medium. Item score number 3 is 0,92. It means that the content validity of item number 3 is High. Item score number 4 is 0,33. It means that the content validity of item number 4 is Low. Item score number 5 is 0,58. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,67. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is medium. Item score number 8 is 0,67. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,75. It means that the content validity of item number 9 is medium. Item score

number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,58), item 3 (0,92), item 4 (0,33), item 5 (0,58) ,item 6 (0,67), item 7 (0,75), item 8 (0,67), item 9 (0,75) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,68. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 9. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 4	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	3	3	3	2	2	2	6	12	0,50	Medium
items-03	5	5	5	4	4	4	12	12	1,00	High
items-04	2	2	2	1	1	1	3	12	0,25	Low
items-05	3	3	3	2	2	2	6	12	0,50	Medium
items-06	3	3	4	2	2	3	7	12	0,58	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	5	4	4	4	3	3	10	12	0,83	High
items-09	2	3	3	1	2	2	5	12	0,42	Medium
items-10	3	3	4	2	2	3	7	12	0,58	Medium
	∑V								**0,62**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity,

between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,50. It means that the content validity of item number 2 is Medium. Item score number 3 is 1. It means that the content validity of item number 3 is High. Item score number 4 is 0,25. It means that the content validity of item number 4 is Low. Item score number 5 is 0,50. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,58. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is medium. Item score number 8 is 0,83. It means that the content validity of item number 8 is High. Item score number 9 is 0,42. It means that the content validity of item number 9 is medium. Item score number 10 is 0,58. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,50), item 3 (1), item 4 (0,25), item 5 (0,50) ,item 6 (0,58), item 7 (0,75), item 8 (0,83), item 9 (0,42) and the last item 10 (0,58). So, from the total score given by the raters for the all items is 0,62. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 10. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 5	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	3	3	3	2	2	2	6	12	0,50	Medium
items-03	5	5	5	4	4	4	12	12	1,00	High
items-04	2	3	3	1	2	2	5	12	0,42	Medium
items-05	3	3	3	2	2	2	6	12	0,50	Medium
items-06	3	3	4	2	2	3	7	12	0,58	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	5	4	4	4	3	3	10	12	0,83	High
items-09	2	3	3	1	2	2	5	12	0,42	Medium
items-10	3	3	4	2	2	3	7	12	0,58	Medium
	∑V								**0,63**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,50. It means that the content validity of item number 2 is Medium. Item score number 3 is 1. It means that the content validity of item number 3 is High. Item score number 4 is 0,42. It means that the content validity of item number 4 is Medium. Item score number 5 is 0,50. It means that the content validity of item number 5 is Medium. Item score

number 6 is 0,58. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is medium. Item score number 8 is 0,83. It means that the content validity of item number 8 is High. Item score number 9 is 0,42. It means that the content validity of item number 9 is medium. Item score number 10 is 0,58. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,50), item 3 (1), item 4 (0,42), item 5 (0,50) ,item 6 (0,58), item 7 (0,75), item 8 (0,83), item 9 (0,42) and the last item 10 (0,58). So, from the total score given by the raters for the all items is 0,63. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 11. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 6	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	3	3	3	2	2	2	6	12	0,50	Medium
items-03	5	5	5	4	4	4	12	12	1,00	High
items-04	2	3	3	1	2	2	5	12	0,42	Medium
items-05	3	3	3	2	2	2	6	12	0,50	Medium
items-06	3	3	4	2	2	3	7	12	0,58	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	5	4	4	4	3	3	10	12	0,83	High
items-09	2	3	3	1	2	2	5	12	0,42	Medium
items-10	3	3	4	2	2	3	7	12	0,58	Medium
	∑V								**0,63**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,50. It means that the content validity of item number 2 is Medium. Item score number 3 is 1. It means that the content validity of item number 3 is High. Item score number 4 is 0,42. It means that the content validity of item number 4 is Medium. Item score number 5 is 0,50. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,58. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is medium. Item score number 8 is 0,83. It means that the content validity of item number 8 is High. Item score number 9 is 0,42. It means that the content validity of item number 9 is medium. Item score number 10 is 0,58. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,50), item 3 (1), item 4 (0,42), item 5 (0,50) ,item 6 (0,58), item 7 (0,75), item 8 (0,83), item 9 (0,42) and the last item 10

(0,58). So, from the total score given by the raters for the all items is 0,63. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 12. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 7	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	2	2	2	1	1	1	3	12	0,25	Low
items-02	3	2	2	2	1	1	4	12	0,33	Low
items-03	5	4	4	4	3	3	10	12	0,83	High
items-04	2	2	2	1	1	1	3	12	0,25	Low
items-05	3	2	3	2	1	2	5	12	0,42	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	3	4	3	2	3	8	12	0,67	Medium
items-08	2	2	3	1	1	2	4	12	0,33	Low
items-09	3	3	3	2	2	2	6	12	0,50	Medium
items-10	3	3	3	2	2	2	6	12	0,50	Medium
	∑V								**0,48**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,25. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,33. It means that the content validity of item number 2 is Low. Item score number 3 is 0,83. It means that the content validity of

item number 3 is High. Item score number 4 is 0,25. It means that the content validity of item number 4 is Low. Item score number 5 is 0,42. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,67. It means that the content validity of item number 7 is medium. Item score number 8 is 0,33. It means that the content validity of item number 8 is Low. Item score number 9 is 0,50. It means that the content validity of item number 9 is medium. Item score number 10 is 0,50. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,25), item 2 (0,33), item 3 (0,83), item 4 (0,25), item 5 (0,42) ,item 6 (0,75), item 7 (0,67), item 8 (0,33), item 9 (0,50) and the last item 10 (0,50). So, from the total score given by the raters for the all items is 0,48. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 13. Measure and Tabulation Content Validity for the second semester (multiple choice)

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Question 8	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	5	4	5	4	3	4	11	12	0,92	High
items-03	5	5	5	4	4	4	12	12	1,00	High
items-04	3	3	4	2	2	3	7	12	0,58	Medium
items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium

items-07	4	5	4	3	4	3	10	12	0,83	High
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,78**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,92. It means that the content validity of item number 2 is Low. Item score number 3 is 1,00. It means that the content validity of item number 3 is High. Item score number 4 is 0,58. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,83. It means that the content validity of item number 7 is High. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,92), item 3 (1,00), item 4 (0,58), item 5 (0,75) ,item 6 (0,75), item 7 (0,83), item 8 (0,75), item 9 (0,67) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,78. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 14. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 9	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	4	4	4	3	3	3	9	12	0,75	Medium
items-03	5	5	5	4	4	4	12	12	1,00	High
items-04	3	3	4	2	2	3	7	12	0,58	Medium
items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	5	4	3	4	3	10	12	0,83	High
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,76**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,75. It means that the content validity of item number 2 is Medium. Item score number 3 is 1,00. It means that the content validity of item number 3 is High. Item score number 4 is 0,58. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,83. It means that the content validity of item number 7 is High. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,75), item 3 (1,00), item 4 (0,58), item 5 (0,75) ,item 6 (0,75), item 7 (0,83), item 8 (0,75), item 9 (0,67) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,76. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 15. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 10	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	3	4	3	2	3	8	12	0,67	Medium
items-02	4	4	5	3	3	4	10	12	0,83	High
items-03	5	5	5	4	4	4	12	12	1,00	High
items-04	3	3	4	2	2	3	7	12	0,58	Medium
items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,75**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,67. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,83. It means that the content validity of item number 2 is Medium. Item score number 3 is 1,00. It means that the content validity of item number 3 is High. Item score number 4 is 0,58. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75.

It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,67), item 2 (0,83), item 3 (1,00), item 4 (0,58), item 5 (0,75) ,item 6 (0,75), item 7 (0,75), item 8 (0,75), item 9 (0,67) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,75. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 16. Measure and Tabulation Content Validity for the second semester (multiple choice)

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Question 11	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	3	4	3	2	3	8	12	0,67	Medium
items-02	4	4	5	3	3	4	10	12	0,83	High
items-03	5	5	5	4	4	4	12	12	1,00	High
items-04	3	3	4	2	2	3	7	12	0,58	Medium
items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium

items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,75**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,67. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,83. It means that the content validity of item number 2 is Medium. Item score number 3 is 1,00. It means that the content validity of item number 3 is High. Item score number 4 is 0,58. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,67), item 2 (0,83), item 3 (1,00), item 4 (0,58), item 5 (0,75)

,item 6 (0,75), item 7 (0,75), item 8 (0,75), item 9 (0,67) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,75. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 17. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 12	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	3	4	3	2	3	8	12	0,67	Medium
items-02	4	4	4	3	3	3	9	12	0,75	Medium
items-03	4	4	4	3	3	3	9	12	0,75	Medium
items-04	3	3	4	2	2	3	7	12	0,58	Medium
items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,72**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,67. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,75. It means that the content validity of item number 2

is Medium. Item score number 3 is 0,75. It means that the content validity of item number 3 is Medium. Item score number 4 is 0,58. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,67), item 2 (0,75), item 3 (0,75), item 4 (0,58), item 5 (0,75) ,item 6 (0,75), item 7 (0,75), item 8 (0,75), item 9 (0,67) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,72. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 18. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 13	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	3	4	3	2	3	8	12	0,67	Medium
items-02	4	4	5	3	3	4	10	12	0,83	High
items-03	5	5	5	4	4	4	12	12	1,00	High
items-04	3	3	4	2	2	3	7	12	0,58	Medium

items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,75**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,67. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,83. It means that the content validity of item number 2 is High. Item score number 3 is 1,00. It means that the content validity of item number 3 is High. Item score number 4 is 0,58. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score

number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,67), item 2 (0,83), item 3 (1,00), item 4 (0,58), item 5 (0,75) ,item 6 (0,75), item 7 (0,75), item 8 (0,75), item 9 (0,67) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,75. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 19. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 14	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	3	3	3	2	2	2	6	12	0,5	Medium
items-02	4	4	4	3	3	3	9	12	0,75	Medium
items-03	5	5	5	4	4	4	12	12	1,00	High
items-04	3	3	4	2	2	3	7	12	0,58	Medium
items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,73**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, be-

tween 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,5. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,75. It means that the content validity of item number 2 is High. Item score number 3 is 1,00. It means that the content validity of item number 3 is High. Item score number 4 is 0,58. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,5), item 2 (0,75), item 3 (1,00), item 4 (0,58), item 5 (0,75) ,item 6 (0,75), item 7 (0,75), item 8 (0,75), item 9 (0,67) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,73. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 20. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 15	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	4	4	4	3	3	3	9	12	0,75	Medium
items-03	5	5	4	4	4	3	11	12	0,92	High
items-04	3	3	3	2	2	2	6	12	0,50	Medium
items-05	3	3	4	2	2	3	7	12	0,58	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	3	4	3	2	3	8	12	0,67	Medium
items-08	4	3	4	3	2	3	8	12	0,67	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,7**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,75. It means that the content validity of item number 2 is High. Item score number 3 is 0,92. It means that the content validity of item number 3 is High. Item score number 4 is 0,50. It means that the content validity of item number 4 is medium. Item score number 5 is 0,58. It means that the content validity of item number 5 is Medium. Item score

number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,67. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,67. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,75), item 3 (0,92), item 4 (0,50), item 5 (0,58) ,item 6 (0,75), item 7 (0,67), item 8 (0,67), item 9 (0,67) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,7. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 21. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 16	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	3	4	3	2	3	8	12	0,67	Medium
items-02	4	4	5	3	3	4	10	12	0,83	High
items-03	5	5	5	4	4	4	12	12	1,00	High
items-04	3	3	4	2	2	3	7	12	0,58	Medium
items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,75**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,67. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,83. It means that the content validity of item number 2 is High. Item score number 3 is 1,00. It means that the content validity of item number 3 is High. Item score number 4 is 0,58. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,67), item 2 (0,83), item 3 (1,00), item 4 (0,58), item 5 (0,75) ,item 6 (0,75), item 7 (0,75), item 8 (0,75), item 9 (0,67) and the last item

10 (0,75). So, from the total score given by the raters for the all items is 0,75. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 22. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 17	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	4	4	5	3	3	4	10	12	0,83	High
items-03	5	4	4	4	3	3	10	12	0,83	High
items-04	4	4	4	3	3	3	9	12	0,75	Medium
items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,76**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,83. It means that the content validity of item number 2 is High. Item score number 3 is 0,83. It means that the content validity of

item number 3 is High. Item score number 4 is 0,75. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,83), item 3 (0,83), item 4 (0,75), item 5 (0,75) ,item 6 (0,75), item 7 (0,75), item 8 (0,75), item 9 (0,67) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,76. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 23. Measure and Tabulation Content Validity for the second semester (multiple choice)

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K E R I N C I

Question 18	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	3	3	3	2	2	2	6	12	0,50	Medium
items-03	5	5	5	4	4	4	12	12	1,00	High
items-04	3	3	3	2	2	2	6	12	0,50	Medium
items-05	3	3	3	2	2	2	6	12	0,50	Medium
items-06	3	3	4	2	2	3	7	12	0,58	Medium

items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	3	3	3	2	2	2	6	12	0,50	Medium
items-10	3	3	4	2	2	3	7	12	0,58	Medium
	∑V								**0,64**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,50. It means that the content validity of item number 2 is medium. Item score number 3 is 1,00. It means that the content validity of item number 3 is High. Item score number 4 is 0,50. It means that the content validity of item number 4 is medium. Item score number 5 is 0,50. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,58. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,50. It means that the content validity of item number 9 is medium. Item score number 10 is 0,58. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,50), item 3 (1,00), item 4 (0,50), item 5 (0,50) ,item 6 (0,58), item 7 (0,75), item 8 (0,75), item 9 (0,50) and the last item 10 (0,58). So, from the total score given by the raters for the all items is 0,64. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 24. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 19	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	3	3	3	2	2	2	6	12	0,50	Medium
items-03	4	4	4	3	3	3	9	12	0,75	Medium
items-04	3	3	3	2	2	2	6	12	0,50	Medium
items-05	3	3	3	2	2	2	6	12	0,50	Medium
items-06	3	3	4	2	2	3	7	12	0,58	Medium
items-07	4	3	4	3	2	3	8	12	0,67	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	3	3	3	2	2	2	6	12	0,50	Medium
items-10	3	3	4	2	2	3	7	12	0,58	Medium
	∑V								**0,61**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,50. It means that the content validity of item number 2 is medium. Item score number 3 is 0,75. It means that the content validity of item number 3 is medium. Item score number 4 is 0,50. It means that the content validity of item number 4 is medium. Item score number 5 is 0,50. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,58. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,67. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,50. It means that the content validity of item number 9 is medium. Item score number 10 is 0,58. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,50), item 3 (0,75), item 4 (0,50), item 5 (0,50) ,item 6 (0,58), item 7 (0,67), item 8 (0,75), item 9 (0,50) and the last item 10 (0,58). So, from the total score given by the raters for the all items is 0,61. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 25. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 20	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	3	3	4	2	2	3	7	12	0,58	Medium
items-02	3	3	3	2	2	2	6	12	0,50	Medium
items-03	4	4	4	3	3	3	9	12	0,75	Medium
items-04	3	3	3	2	2	2	6	12	0,50	Medium
items-05	3	3	3	2	2	2	6	12	0,50	Medium
items-06	4	3	4	3	2	3	8	12	0,67	Medium
items-07	4	3	4	3	2	3	8	12	0,67	Medium
items-08	4	4	3	3	3	2	8	12	0,67	Medium
items-09	3	3	3	2	2	2	6	12	0,50	Medium
items-10	4	3	4	3	2	3	8	12	0,67	Medium
	∑V								**0,6**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,58. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,50. It means that the content validity of item number 2 is medium. Item score number 3 is 0,75. It means that the content validity of item number 3 is medium. Item score number 4 is 0,50. It means that the content validity of item number 4 is medium. Item score number 5 is 0,50. It means that the content validity of item number 5 is Medium. Item

score number 6 is 0,67. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,67. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,67. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,50. It means that the content validity of item number 9 is medium. Item score number 10 is 0,67. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,58), item 2 (0,50), item 3 (0,75), item 4 (0,50), item 5 (0,50) ,item 6 (0,67), item 7 (0,67), item 8 (0,67), item 9 (0,50) and the last item 10 (0,67). So, from the total score given by the raters for the all items is 0,6. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 26. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 21	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	4	4	5	3	3	4	10	12	0,83	High
items-03	5	4	4	4	3	3	10	12	0,83	High
items-04	4	4	4	3	3	3	9	12	0,75	Medium
items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,76**	**MEDIUM**

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The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,83. It means that the content validity of item number 2 is high. Item score number 3 is 0,83. It means that the content validity of item number 3 is high. Item score number 4 is 0,75. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,83), item 3 (0,83), item 4 (0,75), item 5 (0,75) ,item 6 (0,75), item 7 (0,75), item 8 (0,75), item 9 (0,67) and the last item

10 (0,75). So, from the total score given by the raters for the all items is 0,76. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 27. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 22	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	4	4	5	3	3	4	10	12	0,83	High
items-03	5	4	4	4	3	3	10	12	0,83	High
items-04	4	4	4	3	3	3	9	12	0,75	Medium
items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,76**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,83. It means that the content validity of item number 2 is high. Item score number 3 is 0,83. It means that the content validity of

item number 3 is high. Item score number 4 is 0,75. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,83), item 3 (0,83), item 4 (0,75), item 5 (0,75) ,item 6 (0,75), item 7 (0,75), item 8 (0,75), item 9 (0,67) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,76. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 28. Measure and Tabulation Content Validity for the second semester (multiple choice)

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Question 23	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	4	4	5	3	3	4	10	12	0,83	High
items-03	5	4	4	4	3	3	10	12	0,83	High
items-04	4	4	4	3	3	3	9	12	0,75	Medium
items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium

items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,76**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,83. It means that the content validity of item number 2 is high. Item score number 3 is 0,83. It means that the content validity of item number 3 is high. Item score number 4 is 0,75. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,83), item 3 (0,83), item 4 (0,75), item 5 (0,75) ,item 6 (0,75), item 7 (0,75), item 8 (0,75), item 9 (0,67) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,76. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 29. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 24	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	3	3	3	2	2	2	6	12	0,5	Medium
items-02	4	4	4	3	3	3	9	12	0,75	Medium
items-03	5	4	4	4	3	3	10	12	0,83	High
items-04	4	4	3	3	3	2	8	12	0,67	Medium
items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	3	4	3	2	3	8	12	0,67	Medium
items-07	4	3	4	3	2	3	8	12	0,67	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,7**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,5. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,75. It means that the content validity of item number 2 is medium. Item score number 3 is 0,83. It means that the content validity of item number 3 is high. Item score number 4 is 0,67. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,67. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,67. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,5), item 2 (0,75), item 3 (0,83), item 4 (0,67), item 5 (0,75) ,item 6 (0,67), item 7 (0,67), item 8 (0,75), item 9 (0,67) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,7. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 30. Measure and Tabulation Content Validity for the second semester (multiple choice)

Question 25	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	4	4	4	3	3	3	9	12	0,75	Medium
items-02	4	4	5	3	3	4	10	12	0,83	High
items-03	5	4	4	4	3	3	10	12	0,83	High
items-04	4	4	4	3	3	3	9	12	0,75	Medium
items-05	4	4	4	3	3	3	9	12	0,75	Medium
items-06	4	4	4	3	3	3	9	12	0,75	Medium
items-07	4	4	4	3	3	3	9	12	0,75	Medium
items-08	4	4	4	3	3	3	9	12	0,75	Medium
items-09	4	3	4	3	2	3	8	12	0,67	Medium
items-10	4	4	4	3	3	3	9	12	0,75	Medium
	∑V								**0,76**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,75. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,83. It means that the content validity of item number 2 is High. Item score number 3 is 0,83. It means that the content validity of item number 3 is high. Item score number 4 is 0,75. It means that the content validity of item number 4 is medium. Item score number 5 is 0,75. It

means that the content validity of item number 5 is Medium. Item score number 6 is 0,75. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,75. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,75. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,67. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,75), item 2 (0,83), item 3 (0,83), item 4 (0,75), item 5 (0,75) ,item 6 (0,75), item 7 (0,75), item 8 (0,75), item 9 (0,67) and the last item 10 (0,75). So, from the total score given by the raters for the all items is 0,76. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 31. Measure and Tabulation Content Validity for the second semester (essay)

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Question 26-30	Rater			S1	S2	S3	∑s	n(c-1)	V	Category
	I	II	III							
items-01	3	3	3	2	2	2	6	12	0,5	Medium
items-02	4	4	4	3	3	3	9	12	0,75	Medium
items-03	3	3	4	2	2	3	7	12	0,58	Medium
items-04	4	4	3	3	3	2	8	12	0,67	Medium
items-05	3	3	3	2	2	2	6	12	0,50	Medium
items-06	4	3	4	3	2	3	8	12	0,67	Medium
	∑V								**0,61**	**MEDIUM**

The table above is the tabulation of the scores given by experts to see the validity of the contents for the second semester exam essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,5. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,75. It means that the content validity of item number 2 is High. Item score number 3 is 0,58. It means that the content validity of item number 3 is high. Item score number 4 is 0,67. It means that the content validity of item number 4 is medium. Item score number 5 is 0,50. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,67. It means that the content validity of item number 6 is Medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,5), item 2 (0,75), item 3 (0,58), item 4 (0,67), item 5 (0,50) ,item 6 (0,67),. So, from the total score given by the raters for the all items is 0,61. It means the content validity of test item for the second semester exam multiple choice is Medium.

Table 32. The total of Measure and Tabulation Content Validity for the second semester (multiple choice and essay)

Questions	V	Category
Question 1	0,72	Medium
Question 2	0,66	Medium
Question 3	0,68	Medium
Question 4	0,62	Medium
Question 5	0,63	Medium
Question 6	0,63	Medium
Question 7	0,48	Medium
Question 8	0,78	Medium
Question 9	0,76	Medium
Question 10	0,75	Medium
Question 11	0,75	Medium
Question 12	0,72	Medium
Question 13	0,75	Medium
Question 14	0,73	Medium
Question 15	0,7	Medium
Question 16	0,75	Medium
Question 17	0,76	Medium
Question 18	0,64	Medium
Question 19	0,61	Medium
Question 20	0,6	Medium
Question 21	0,76	Medium
Question 22	0,76	Medium
Question 23	0,76	Medium
Question 24	0,7	Medium
Question 25	0,76	Medium
Question 26	0,61	Medium
∑v	**0,70**	**Medium**

The table above is the total tabulation of the scores given by experts to see the validity of the contents for the second semester exam multiple

choice and essay questions using the index proposed by (Aiken: 1980). then the results are interpreted, if the agreement index is less than 0.4 then it is said to be of low validity, between 0.4-0.8 it is said to be of moderate validity (mediacare) and if it is more than 0.8 it is said to be high validity.

Based on the score given by the raters,the item score number 1 is 0,72. It means the content validity of item number 1 is Medium. And then the Item score number 2 is 0,66. It means that the content validity of item number 2 is High. Item score number 3 is 0,68. It means that the content validity of item number 3 is high. Item score number 4 is 0,62. It means that the content validity of item number 4 is medium. Item score number 5 is 0,63. It means that the content validity of item number 5 is Medium. Item score number 6 is 0,63. It means that the content validity of item number 6 is Medium. Item score number 7 is 0,48. It means that the content validity of item number 7 is Medium. Item score number 8 is 0,78. It means that the content validity of item number 8 is Medium. Item score number 9 is 0,76. It means that the content validity of item number 9 is medium. Item score number 10 is 0,75. It means that the content validity of item number 10 is medium. the item score number 11 is 0,75. It means the content validity of item number 11 is Medium. And then the Item score number 12 is 0,75. It means that the content validity of item number 12 is medium. Item score number 13 is 0,75. It means that the content validity of item number 13 is high. Item score number 14 is 0,73. It means that the content validity of item number 14 is medium. Item score number 15 is 0,7. It means that the

content validity of item number 15 is Medium. Item score number 16 is 0,75. It means that the content validity of item number 16 is Medium. Item score number 17 is 0,76. It means that the content validity of item number 17 is Medium. Item score number 18 is 0,64. It means that the content validity of item number 18 is Medium. Item score number 19 is 0,61. It means that the content validity of item number 19 is medium. Item score number 20 is 0,6. It means that the content validity of item number 10 is medium. It means that the content validity of item number 21 is medium. the item score number 21 is 0,76. It means the content validity of item number 1 is Medium. And then the Item score number 22 is 0,76. It means that the content validity of item number 22 is medium. Item score number 23 is 0,76. It means that the content validity of item number 23 is medium. Item score number 24 is 0,7. It means that the content validity of item number 24 is medium. Item score number 25 is 0,76. It means that the content validity of item number 25 is Medium. Item score number 26 is 0,61. It means that the content validity of item number 26 is Medium.

From the data above the researcher concluded that all the data, namely : item 1 (0,72), item 2 (0,66), item 3 (0,68), item 4 (0,62), item 5 (0,63) ,item 6 (0,63), item 7 (0,48), item 8 (0,78), item 9 (0,76) , item 10 (0,75) item 11 (0,75), item 12 (0,72), item 13 (0,75), item 14 (0,73), item 15 (0,7) ,item 16 (0,75), item 17 (0,76), item 18 (0,64), item 19 (0,61) item 20 (0,6) item 21 (0,76), item 22 (0,76), item 23 (0,76), item 24 (0,7), item 25 (0,76) Dan item (0,61).

So, based of the data above the total score given by the raters for the all items of the question is 0,70. It means the content validity of test item for the second semester exam multiple choice and essay question is Medium.

3. Analysis Suitability The Test Items based on the syllabus

a. Analysis test item based on the syllabus for the second semester

To analyze the suitability between the first semester questions and the syllabus, the researcher as follow these steps :

1. the researcher takes the syllabus to school and takes the semester exam questions.
2. after the syllabus and exam questions are collected. the researcher conducts the analysis process by comparing the suitability of the syllabus with the questions according to the indicators in the syllabus.
3. And then after the data is analyzed. the researcher calculates the percentage of conformity of the questions with the syllabus.

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a. Analysis The Content based on the syllabus For The Second Semester Questions and Explanation

1. Question :

Read this letter and answer the question !

September 20, 2020

Dear Ms. Angelina

I’m sorry I can’t come to school because I’m sick. I don’t feel well, and I get high fever. I also get a a sore throat and headache.

Your sincerely

Anita

Who is anita ?

a. The mother c. the student

b. The teacher d. the principle

Appropriate with indicator in English syllabus:

This question ask the students ability to analyzed and understand the meaning from letter. Because, in this letter tell about which involves “apologizing”. That’s very suitable with indicator of syllabus.

2. Question :

Why can’t Anita go to school ?

a. She has a family problem c. She has to join competation

b. She is sick d. She will sing

Appropriate with indicator in English syllabus:

This item ask the students ability to know more information from letter. Because, in this letter tell about which involves “apologizing”. That’s very suitable with indicator of syllabus.

3. Question :

Where is Anita now ?

a. At school c. At yard

b. In the hospital d. At Home

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Appropriate with indicator in English syllabus:

This question is the same with number 2. ask the students ability to know more information from letter. Because, in this letter tell about which involves "apologizing". That's very suitable with indicator of syllabus. Namely : greeting, saying goodbye, thanking, apologizing which can for the behavior contained in KI. This question is the same as number 2, it's just a different form of expression.

4. Question :

- **This Questions for number 4-6, read this dialogue carefully !**

Rina : "Pamela, this is my friend Teddy. Ted, this is pamela".

Pamela : "Hi teddy, nice to meet you."

Teddy : "Nice to meet you too. Are you a new student here ?"

Pamela : "you are right. I come from Jakarta with my friends. They work in armada bank. I'm rina's classmate now."

Teddy : "Good. I'm in one c".

Who are in the same class ?

a. Teddy and Rina
b. Rina and Teddy
c. Rina and Pamela
d. Teddy and Pamela

Appropriate with indicator in English syllabus:

Based on the dialog above, this question is suitable with indicator the syllabus. That is ask the students ability to identify about someone information from dialog. Namely : "introduction yourself or other people".

5. Question :

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Which statement is correct according to the text above ?

a. Pamela introduces Teddy to Rina
b. Pamela introduces Rina to Teddy
c. Rina introduces Pamela to Teddy
d. Rina Introduces Teddy to Pamela

Appropriate with indicator in English syllabus:

This question measures the students ability to identify which is the most correct statement in introductions dialogue above. This item is very suitable with indicator of syllabus.

6. Question :

<u>They</u> work in Armada Bank.

What does the underlines word refer to ?

a. Teddy's Parents
b. Rina Parent's
c. Pamela's parents
d. Pamela and her parents

Appropriate with indicator in English syllabus:

This question ask the student ability to know about information dialogue above. Especially, ask the students to know about the meaning underline word. That is based on the syllabus. Namely : identify pronoun.

7. Question :

There was no…in the bedroom last night. So I felt very cold.

a. Bed cover
b. Mattress
c. Blanket
d. Pillow

Inpropriate with indicator in English syllabus:

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This question is inpropriate with indicator of the syllabus. Because, in this question there is no clear instruction to answer the question and there is no specific topic in the syllabus.

8. Question :

This questions for number 8-10.

Read this dialogue carefully and complete this dialogue !

Mr. Ali : "it was such a good presentation, who is she ?

Mr. Burhan : "That's my new secretary."

Mr.Ali : " Tell me more about her"

Mr. Burhan : "well, she types well and….. there languages very well"

a. Has spoken c. is speaking

b. His spoken d. speaks

Appropriate with indicator in English syllabus:

This question is intend measure student ability to analyzed and complete the dialogue about introduction other people. That is very suitable with the syllabus. Namely : "introduction".

9. Question :

How many people are in the text ?

a. Two people c. Three people

b. Four people d. Five people

Appropriate with indicator in English syllabus:

This item ask the students ability to know about more information in this dialogue about introduction the other people. That's question based on

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the syllabus.

10. Question :

Who is she on the text ?

a. A nurse c. Doctor

b. My new secretary d. speaks

Appropriate with indicator in English syllabus:

This question it's same with number 9. That is ask the students ability to know about more information in dialogue about introduction the other people. That is suitable with indicator of syllabus.

11. Question :

Rino : "where is daddy, mommy ?"

Mother : "he is in the living room".

He…..news on TV."

a. Watches c. Will wached

b. Watched d. is watching

Appropriate with indicator in English syllabus:

This question is intended measure students ability to complete dialogue by choosing the right word. It's suitable with syllabus. Because in this dialogue above tell about interaction from other people.

12. Question :

Mr. John…..English Last Night.

a. Study c. Studied

b. Studying d. Will study

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Inpropriate with indicator in English syllabus:

This question ask the students ability to complete the sentence. But, this question is not based on the indicator of syllabus. Because, there is no clear instruction problem solving And also the choice of the answers leads to understand about "tenses".

13. Question :

Iin : "can you come to my birthday party tomorrow?"

Zaki : "Sure, I……"

a. am c. will

b. do d. did

Appropriate with indicator in English syllabus:

Based on the dialog above, this question is suitable with indicator the syllabus. That is ask the students ability to complete the dialogue from interaction : greet, farewell, thank you, receive and etc.

14. Question :

My family and I….. a comedy at present.

a. Are Watched c. Watch

b. Are Watching d. Watced

Inpropriate with indicator in English syllabus:

This question ask the students ability to complete the sentence which is by choosing the right words. But, this question is not based on the indicator of syllabus. Because, there is no clear instruction and there is no spe-

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cific topic from this question.

15. Question :

Yesterday, the students….. English.

a. Are studying c. study

b. Were studied d. studied

Inpropriate with indicator in English syllabus:

This question ask the students ability to complete the sentence. But, this question is not based on the indicator of syllabus. Because, there is no clear instruction and there is no specific topic from this question.

16. Question :

My mother was cooking when my father …..

a. Came c. Come

b. Comes d. Was coming

Inpropriate with indicator in English syllabus:

This question ask the students ability to complete the sentence. But, this question is not based on the indicator of syllabus. Because, there is no clear instruction problem solving. And also the choice of the answers leads to understand about "tenses".

17. Question :

Sofniza : "what will you do next week ?"

Zulfikar : " I ….. to bali"

a. Go c. Will go

b. Went d. Was going

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Appropriate with indicator in English syllabus:

This question ask the students ability to complete the sentence by choosing the right word. It's suitable with syllabus. Because, in this dialogue above tell about interaction from other people about greeting, saying goodbye, thanking, apologizing which can for the behavior contained in KI.

18. Question :

Tri : "…… do you work now ?"

Dewo : "in the hospital. I am a doctor"

a. Why c. Where

b. When d. Whose

Inpropriate with indicator in English syllabus:

This question ask the students ability to complete the sentence. But, this question is not based on the indicator of syllabus. Because, there is no clear instruction and there is no specific topic from dialogue above.

19. Question :

Dewi : " ….. bag do you want ?

Wawan : " The red one"

a. Which c. Where

b. When d. Whose

Inpropriate with indicator in English syllabus:

This item it's the same with number 18 ask the students ability to complete the sentence. But, this question is not based on the indicator of syl-

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labus. Because, there is no clear instruction and there is no specific topic from dialogue above.

20. Question :

Ririn : " ….. do you play tennis ?"

Laso : "twice a week, Friday and Sunday."

a. How tall
b. How long
c. How often
d. How much

Appropriate with indicator in English syllabus:

Based on the dialogue above. This question intends to ask students ability to complete the dialogue by choosing the right sentence. That is suitable with the syllabus. Namely : adjust dialog interaction between students inside and outside the classroom which involves greeting, saying good-bye, thanking, apologizing which can for the behavior contained in KI.

21. Question :

X : "how will febri go to London."

Y : "……."

a. At 7 O'clock
b. By plane
c. Tomorrw
d. To study English

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Inpropriate with indicator in English syllabus:

This question ask the students ability to complete the sentence. But, this question is not based on the indicator of syllabus. Because, there is no clear instruction and there is no specific conversation from this dialogue.

22. Question :

Every day, I ….. at 6 O'clock, but

Yesterday, I ….. at 9 o'clock

a. Woke up – make up
b. Wake up – woke up
c. waking up – wake up
d. Woke up – waking up

Appropriate with indicator in English syllabus:

This question ask the students to ability to know about information a time from a situation or event. That is suitable with the indicator of syllabus. Namely : mention/ask a time from situation.

23. Question :

Listen ! the teacher …… The lesson.

a. Explains
b. Explained
c. is explaining
d. was explained

Inpropriate with indicator in English syllabus:

This question ask students to complete sentence by choosing the right word. But, there is no clear instruction for this question and making students confused. So, this question is not based on the syllabus.

24. Question :

Rosa : "yesterday morning, my mother saw you in the market. What did you buy there ?"

Tika : "I….. a head of cabbage."

a. Buy
b. Bought
c. Am buying
d. Will buy

Appropriate with indicator in English syllabus:

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This question is suitable with the syllabus. Because, in this question ask about the student for adjust dialog interaction between students inside and outside the classroom which involves greeting, saying goodbye, thanking, apologizing which can for the behavior contained in KI.

25. Question :

Your father is in his room. He …… there.

a. Was sleeping
c. Is sleep
b. Will sleeping
d. Is not sleeping

Inpropriate with indicator in English syllabus:

This question ask students to complete sentence by choosing the right word. But, there is no clear instruction for this question and making students confused. And also the choice of the answers leads to understand about "tenses". So, this question is not suitable with indicator of syllabus.

26. Question :

Read the text

Cindy is my classmate. She is very diligent. She has a lot of flowers at home. She likes gardening. She has many kind of plants. She plants roses, jasmines, orchids, and etc. she always waters them twice a day in the morning and in the afternoon. In the morning, she takes care them for an hour before she goes to school. She is very talented to take care the plant and flowers in the garden.

Answer the question :

1. Who is Cindy ?

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2. What is Cindy's hobby ?
3. How is Cindy ?
4. What does she have ?
5. Where does she do her hobby ?

Appropriate with indicator in English syllabus:

This question is ask the students ability to know more information and analyzed about descriptive text. This questions is very suitable with indicator of syllabus. Because, in this text above tell about more information about : "description someone, animal, noun, etc. based on the context.

Based on the data above, the researcher concluded the result of the research test items for the second semester SMPN 16 Kerinci, as follow as :

Table 33.

The Appropriate of English Achievement Test Based on The Syllabus For The Second Semester of Junior High School 16 Kerinci

No	Based On The Indicator In The English Syllabus	Item Number	Total
1.	Identify social functions, text structures, and linguistic elements of spoken and written interpersonal interaction texts that involve greeting, saying goodbye, thanking, and apologizing, and responding to them, according to the context of their use.	1,2,3,13,17,20,24	7 Items

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2.	Identifying social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to identity, short and simple, according to the context of its use. Pay attention to linguistic elements and vocabulary related to family relationships; pro-noun (subjective, objective, possessive)	4,5,6,8,9,10, 11	7 Items
3.	Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts involving the act of giving and asking for information related to the names of days, months, names of times in days, time in the form of numbers , date, and year, according to the context in	22	1 Items

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	which they are used. (Note the cardinal and ordinal-related vocabulary words)		
4.	Identifying social functions, text structures, and linguistic elements of spoken and written transactional interaction texts involving the act of giving and asking for information related to the names and numbers of animals, objects, and nearby public buildings with the daily lives of students, according to the context of their use. (Pay attention to linguistic elements and vocabulary related to articles a and the, plural and singular)		
5.	Identifying social functions, text structures, and linguistic elements of spoken and written transactional interaction texts involving the act of giving		

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	and asking for information related to the nature of people, animals, objects according to the context of their use (Notice the linguistic elements below). , adjectives)		
6.	Identifying social functions, text structures, and linguistic elements of texts, oral and written transactional interactions involving the act of giving and asking for information related to the behavior/actions/functions of people, animals, objects, according to the context of their use (Pay attention to the linguistic elements of declarative, interrogative, simple pre-sent tense sentences)		
7.	Comparing social functions, text structures, and linguistic elements of several oral and		

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	written descriptive texts by giving and asking for information related to very short and simple descriptions of people, animals, and objects, according to the context of their use.	26,27,28,29,30	5 Items
Total			20 items

Table.34

The Inpropriate of English Achievement Test Based on The Syllabus For The Second Semester of Junior High School 16 Kerinci

NO	Based on The Indicator In The English Syllabus	Item Number	Total
1.	Determining suitable word meaning	7,18,19,20,25	5 items
2.	Determining suitable vocabulary	12,14,15,16,23	5 items
Total			10 items

Table.35

The Analysis Result of the Appropriate and Inappropriate of English Achievement Test Based on The Syllabus For The Second Semester of Junior High School 16 Kerinci

No	Summative Test Items Area	Item Number	Total Frequency
1.	The Appropriate test items based on the indicator of English Syllabus.	1,2,3,4,5,6,8,9, 10,11,13,17 20,22,24,26,27 ,28,29,30	**20 items = 66,6 %**

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2.	The Inappropriate test items based on the indicator of English syllabus.	7,12,14,15,16, 18 19,21,23,25	**10 items = 33,3 %**

The table above is the result of accumulating the suitability of the questions based on the syllabus indicators for the second semester. which in the table shows the cumulative results of the overall suitability of the questions with the syllabus as many as 20 items from 15 questions and inappropriate of 10 items. This means that the suitability for the second semester questions is 66,6 % and Inapropriate is 33,3 %.

B. Discussion

1. Content Validity of Achievement Test

Evaluation is one of the thing that cannot be separated in the teaching and learning process. Because, with evaluation the teacher can see the extent of the students' abilities. One of the way for evaluation in teaching is with a test exam. To determine the feasibility of test or question, it is necessary to test the feasibility of questions which are namely content validity.

The results of the analysis of the content validity for the second semester. The content validity for the second semester of SMPN 16 Kerinci has reached a medium content validity. Where the tabulation value of the validity of the second semester multiple choice questions and essay question given by expert is 0,70. That means the validity for the second semester questions has a medium level of validity.

Content validity is an important aspect of design testing. The most important thing to pay attention to when preparing for the test is the content validity, followed by the sample questions (Phopam ; 1998-19). This means that the test designer must first prepare the content validity before proceeding to produce the test project.

Content validity is also called course validity, because the test materials is based on curriculum. As Gareis and Grand explained, the content validity concerned with how far an assessment is in line with the intended learning outcomes, standards, or goals of teaching unit (Gareis , dkk ; 2008-37). Therefore, If there is no content validity in the test for the students, there will be consequences, including: the students cannot demonstrate their skills, and if that irrelevant items appear, students may just give wrong answers because there is no teaching content (Wiersman ; 1990-185).

2. Suitability Achievement Test Based on The Syllabus For the Second Semester

The component that the researcher was used in analyzing the content validity is the indicators from the syllabus, because it is the real form of minimum standard competence that is used for measuring student‘s behavior, skills, and knowledge. In addition, it has to be covered in teaching-learning process.

In this study, The Researcher wasn’t only look at the level of validity of the content of the questions. The other side, the researcher also

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looked suitability of item test Based on the syllabus. The result of the item suitability based on the syllabus for the first semester has reached 100 % which mean very good. And the result of the item suitability based on the syllabus for the second semester has reached 66,6 % which mean Average. So, from the analyzed the content validity the researcher says that the item must be revised, and the test maker should be careful to make a test.

According to Anastasi dan Urbina (1997), a well contructed test measures every important aspect of a course, including the subject matter , the course objective, and syllabus. Because, a test measures only sample of adomain, the degree to which the test items represent the content of the course is the key issue in content validity.

It is also clear that the result of this finding shows to design the test for teaching-learning purposes. The teacher should have knowledge of language testing, design, master materials taught, understand the need of students, curricullum (syllabus), institution, and always work with team teaching.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on this study, the researcher concluded that analysis on the content validity of English achievement test based on the syllabus for the seven grade of junior high school 16 kerinci academic year 2020/2021, There are :

1. The first point based on the result found after analyzing the English achievement test about the content validity has medium of the content validity for the second semester. the total of tabulation value given by the raters is 0,70. That's mean the content validity for the second semester achievement test is Medium Level.
2. The second point based on the result found after analyzing the English achievement test item measures the suggested indicator in the syllabus for the second semester the item test measures the suggested indicator in the syllabus which is 20 items and inappropriateness is 10 items. Its means that the appropriateness items cover 66,6 % from the indicator and the inappropriateness items is 33,3 %. The appropriateness percentage for the second semester obviously falls in to the level 50 – 69 % (Average).

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B. Suggestions

The researcher would like to give suggestions addressed to the test designers as feed back of the research result, as follow :

1. For the teachers

   To the teachers designers should have a good preparation before making a test, by considering the principles of constructing a good test.The test designers should consider that the test items should be appropriate to the category used. the item that do not fulfill to the curriculum should be discarded. If the items do not fulfill to the syllabus, they must be revised so that they can be used for the next evaluation.

2. For the schools

   Schools need to improve teachers' inclusiveness in conducting learning evaluations by providing teachers with knowledge and skills on item analysis so teachers can create quality test intruments.

3. For the students

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

4. For the readers

   Should be able understand and appreciate the grain analysis exercise quality test, validity test, and reliability test.

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APPENDIX

Appendix 1

SILABUS PEMBELAJARAN

Mata Pelajaran **: Bahasa Inggris**

Kelas **: VII**

Alokasi Waktu **: 4 Jam Pelajaran/Minggu**

Kompetensi Inti (KI) **:**

- **KI-1 (Spiritual)** **:** menghargai dan menghayati ajaran agama yang dianut
- **KI-3 (Soasial)** : menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- **KI-3 (Pengetahuan)** : memahami pengetahuan (factual,konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- **KI-4 (Keterampilan)** : mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca,menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori

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Kompetensi sikap spiritual dan kompetensi sikap sosial, dicapai melalui pembelajaran tidak langsung (indirect teaching), Pada pembelajaran kompetensi pengetahuan dan kompetensi keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik.

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan-ungkapan yang lazim digunakan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar. - Mengidentifikasi ungkapan yang sedang dipelajari - Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.

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3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive) 4.2.Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi social - Berkenalan, memperkenalkan diri sendiri/orang lain • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Sebutan anggota keluarga inti dan yang lebih luas dan orang- orang dekat lainnya - Verba: *be, have, go, work, live* (dalam *simple present tense*) - Subjek Pronoun: *I, You, We, They, He, She, It* - Kata ganti possessive *my, your, his,* dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik,yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungakapan-ungkapan penting - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal - Memaparkan jati dirinya yang sebenarnya. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-Temannya - Melakukan refleksi tentang proses dan hasil belajarnya

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3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait-tangka kardinal dan ordinal) 4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur	• Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/ peristiwa/kegiatan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun Angka ordinal dengan *the* untuk menyebut tanggal (lisan): a.l. *the first*, *the second*, *the twenty third*, *the thirty-first of May*) - Angka ordinal tanpa *the* untuk menyebut tanggal (lisan): a.l. *1st*, *2nd*, *23rd*, *31st*, *of May*) - Waktu (lisan): *at one*, *at two fifteen*, *at ten to seven*, *at a quarter past eight* - Waktu (tulis): *01:00; 02:15; 06:50; 08:15* - Artikel the untuk menyebut waktu dalam hari, *in the morning*, *in the afternoon*, *in the* evening - Preposisi untuk *in* (bulan, tahun, waktu dalam hari), *on* (hari dan tanggal), *at* (jam, *at noon*, *at night*)	- Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/ peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. - Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/ kegiatan Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/ kegiatan dengan unsur kebahasaan yang benar - Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah Melakukan refleksi tentang proses dan hasil belajarnya

kebahasaan yang benar dan sesuai konteks	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Waktu kejadian/peristiwa/ kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI	
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan Tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular) 4.4 Menyusun teks interaksi	• Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. • Struktur teks - Memulai Menanggapi(diharapkan/di luar-dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan *a*, *the*, bentuk jamak (*-s*) - Penggunaan kata penunjuk *this*, *that*, these, *those* ... - Preposisi untuk *in*, *on*, *under* untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik	- Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar - Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang - Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya

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transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI	- Melakukan refleksi tentang proses dan hasil belajarnya
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective)	• Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosa kata, terkait dengan ciri fisik (a.l. *red*, *big*, *dark*, *loud*),	Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar

INSTITUT AGAMA ISLAM NEGERI KEDIRI

4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	selera (a.l. *nice*, *beautiful*, *cute*), mental (a.l. *clever*, *smart*), psikologis (a.l. *happy*, *sad*, *disappointed*, *angry*, *wild*), budi (a.l. *kind*, *good*, *polite*) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI	- Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya - Bertanya jawab tentang sifat orang, benda, binatang terkenal Melakukan refleksi tentang proses dan hasil belajarnya
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teksinteraksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	• Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda darisegi sifatnya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda - Kalimat deklaratif (positif dan negatif) dalam simple present tense - Kalimat interogative: *Yes/No question*; *Wh- question*	- Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar - Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar - Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal

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4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI	- Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. Melakukan refleksi tentang proses dan hasil belajarnya

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3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya 4.7. Teks Deskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatika n fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik • Struktur teks Dapat mencakup: - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan - Kalimat deklaratif (positif dan negatif), dan interrogative (*Yes/No question*; *Wh-question*), dalam simple present tense - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI	- Membaca beberapa teks deskriptif tentang sekolah termasuk benda- benda dan binatang- binatang yang ada yang disertai foto atau gambar yang menarik - Bertanya tentang informasi yang terkait di dalam teks tersebut. - Menggunakan alat analisis (tabel atau bagan *mind-map*) untuk mempelajari sistematika deskripsi yang diterapkan - Mengamati suatu benda/binatang/ora ng yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengritik/ menyatakan kekaguman/ mempromosikan - Dalam kelompok membuat proyek kecil: dengan bantuan *mind-map*, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya Melakukan refleksi tentang proses dan hasil belajarnya

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3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	- Membaca, menyimak, dan menirukan lirik lagu secara lisan. - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

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Appendix 2

SOAL UJIAN SEMESTER GENAP

TAHUN 2020/2021

SMP NEGERI 16 KERINCI

MATA PELAJARAN : BAHASA INGGRIS

KELAS : VII

WAKTU : 90 Menit

Read this letter and answer the questions !

September 20, 2020

Dear Ms. Angelina

I'm sorry I can't come to school because I'm sick. I don't feel well, and I get high fever. I also get a a sore throat and headache.

Your sincerely

Anita

1. Who is anita ?

c. The mother c. the student

d. The teacher d. the principle

2. Why can't Anita go to school ?

c. She has a family problem c. She has to join competation

d. She is sick d. She will sing

3. Where is Anita now ?

c. At school c. At yard

d. In the hospital d. At Home

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- **This Questions for number 4-6, read this dialogue carefully !**

Rina : "Pamela, this is my friend Teddy. Ted, this is pamela".
Pamela : "Hi teddy, nice to meet you."
Teddy : "Nice to meet you too. Are you a new student here ?"
Pamela : "you are right. I come from Jakarta with my friends. They work in armada bank. I'm rina's classmate now."
Teddy : "Good. I'm in one c".

4. Who are in the same class ?

   c. Teddy and Rina c. Rina and Pamela
   d. Rina and Teddy d. Teddy and Pamela

5. Which statement is correct according to the text above ?

   e. Pamela introduces Teddy to Rina
   f. Pamela introduces Rina to Teddy
   g. Rina introduces Pamela to Teddy
   h. Rina Introduces Teddy to Pamela

6. <u>They</u> work in Armada Bank.

   What does the underlines word refer to ?

   c. Teddy's Parents c. Pamela's parents
   d. Rina Parent's d. Pamela and her parents

7. There was no…in the bedroom last night. So I felt very cold.

   c. Bed cover c. Blanket
   d. Mattress d. Pillow

This questions for number 8-10.

Read this dialogue carefully and complete this dialogue !

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Mr. Ali : “it was such a good presentation, who is she ?

Mr. Burhan : “That’s my new secretary.”

Mr.Ali : “ Tell me more about her”

Mr. Burhan : “well, she types well and….. there languages very well”

8. a. Has spoken c. is speaking

   b. His spoken d. speaks

9. How many people are in the text ?

   c. Two people c. Three people

   d. Four people d. Five people

10. Who is she on the text ?

   c. A nurse c. Doctor

   d. My new secretary d. speaks

11. Rino : “where is daddy, mommy ?”

   Mother : “he is in the living room”.

   He…..news on TV.”

   c. Watches c. Will wached

   d. Watched d. is watching

12. Mr. John…..English Last Night.

   c. Study c. Studied

   d. Studying d. Will study

13. Iin : “can you come to my birthday party tomorrow?”

   Zaki : “Sure, I……”

   c. am c. will

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d. do d. did

14. My family and I….. a comedy at present.

c. Are Watched c. Watch

d. Are Watching d. Watced

15. Yesterday, the students….. English.

c. Are studying c. study

d. Were studied d. studied

16. My mother was cooking when my father …..

c. Came c. Come

d. Comes d. Was coming

17. Sofniza : “what will you do next week ?”

Zulfikar : “ I ….. to bali”

c. Go c. Will go

d. Went d. Was going

18. Tri : “…… do you work now ?”

Dewo : “in the hospital. I am a doctor”

c. Why c. Where

d. When d. Whose

19. Dewi : “ ….. bag do you want ?

Wawan : “ The red one”

c. Which c. Where

d. When d. Whose

20. Ririn : “ …... do you play tennis ?”

Laso : “twice a week, Friday and Sunday.”

e. How tall c. How often

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f. How long d. How much

21. X : “how will febri go to London.”

Y : “…….”

c. At 7 O’clock c. Tomorrw

d. By plane d. To study English

22. Every day, I ….. at 6 O’clock, but

Yesterday, I ….. at 9 o’clock

c. Woke up – make up c. waking up – wake up

d. Wake up – woke up d. Woke up – waking up

23. Listen ! the teacher …… The lesson.

c. Explains c. is explaining

d. Explained d. was explained

24. Rosa : “yesterday morning, my mother saw you in the market. What did you buy there ?”

Tika : “I….. a head of cabbage.”

c. Buy c. Am buying

d. Bought d. Will buy

25. Your father is in his room. He …… there.

c. Was sleeping c. Is sleep

d. Will sleeping d. Is not sleeping

Read the text

Cindy is my classmate. She is very diligent. She has a lot of flowers at home. She likes gardening. She has many kind of plants. She plants roses, jasmines, orchids, and etc. she always waters them twice a day in the morning and in

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the afternoon. In the morning, she takes care them for an hour before she goes to school. She is very talented to take care the plant and flowers in the garden.

Answer the question :

1. Who is Cindy ?
2. What is Cindy's hobby ?
3. How is Cindy ?
4. What does she have ?
5. Where does she do her hobby ?

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Appendix 3

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jalan Kapten Muradi Sungai Penuh Telp. 0748 – 21065Faks : 0748 – 22114
KodePos . 37112 Website: www.stainkerinci.ac.ide-mail :info@stainkerinci.ac.id

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
Nomor : 116 Tahun 2020

T E N T A N G
PENETAPAN DOSEN PEMBIMBING SKRIPSI
MAHASISWA IAIN KERINCI
TAHUN 2019/2020

Menimbang : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program strata satu (S.1) IAIN Kerinci, maka perlu menetapkan dosen pembimbing skripsi mahasiswa.
2. Bahwa dosen yang nama nya tersebut dalam Surat Keputusan ini dipadang cakap dan mampu melaksanakan tugas tersebut.

Mengingat : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci
2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci
3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017

Memperhatikan : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci
2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor. In.31/J5.1/PP.00.9/072/2020 Tanggal, 29/06/2020

M E M U T U S K A N

Menetapkan :
Pertama : Menunjuk dan menugaskan :
1. Nama : **Rodi Hartono, M.Pd** **Sebagai Pembimbing I**
2. Nama : **Musdizal, M.Pd** **Sebagai Pembimbing II**

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama : **Aries Issuara**
NIM : 1710203046
Jurusan : Tadris Bahasa Inggris
JudulSkripsi : **AN ANALYSIS OF THE CONTENT VALIDITY OF ENGLISH ACHIEVEMENT TESTS BASED ON THE SYLLABUS FOR THE SEVEN GRADE OF JUNIOR HIGH SCHOOL 16 KERINCI ACADEMIC YEAR 2020/2021**

Kedua : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SUNGAI PENUH
PADA TANGGAL : 09 Juli 2020
a.n. Dekan,
Wakil Dekan Bidang Akademik dan Pengembangan Lembaga

DESSY ADUDDIN, MPd.I

Tembusan :
1. *Wakil Dekan Bidang Akademik dan Pengembangan Lembaga*
2. *Ketua Jurusan*
3. *Dosen Pembimbing*
4. *Pertinggal*

Appendix 4

PEMERINTAH KABUPATEN KERINCI
DINAS PENDIDIKAN
SMP NEGERI 16 KERINCI

Alamat : Semerap - Kec. Keliling Danau Kode Pos : 37173

SURAT KETERANGAN PENELITIAN
NO.070/ 612 / SMP.N.16/Krc/2021

Yang Bertanda Tangan Dibawah Ini Kepala SMP N 16 Kerinci, dengan ini menerangkan :

Nama	: **ARIES ISSUARA**
NIM/NPM	: 1710203046
Tempat/Tgl Lahir	: Koto Patah/ 25-09-1999
Jurusan/Prodi	: Bahasa Inggris

Bahwa nama yang tersebut diatas benar telah melaksanakan penelitian di SMP Negeri 16 Kerinci dari Bulan Oktober sampai dengan Desember 2021, sesuai dengan permohonan izin penelitian dari Kementrian Riset Teknologi dan Pendidikan Tinggi IAIN Kerinci, Fakultas Ilmu Tarbiah dan Ilmu Keguruan Nomor : In.31/D.1/PP.00.9/244/2021 dengan judul :

"AN ANALYSIS OF THE CONTENT VALIDITY OF ENGLISH ACHIEVEMENT TEST BASED ON THE SYLLABUS FOR THE SEVEN GRADE OF JUNIOR HIGH SCHOOL 16 KERINCI ACADEMIC YEAR 2020/2021"

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Semerap, 18 Desember 2021
Kepala SMP Negeri 16 Kerinci

PEMERINTAH KABUPATEN KERINCI SMP NEGERI 16 KERINCI DINAS PENDIDIKAN KEC. DANAU KERINCI BARAT

MAT RAJAB, S.Pd
NIP. 19800523 200902 1001

Appendix 5

KEMENTERIAN AGAMA REPBULIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI(IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. KaptenMuradiKec.Pesisir Bukit Sungai PenuhTelp. (0748) 21065 Fax. (0748) 22114
Kode Pos.37112 Web :www.iainkerinci.ac.idEmail: info@iainkerinci.ac.id

Nomor : In.31/D.1/PP.00.9/ 2/2 /2021 15 Oktober 2021
Lampiran : -
Perihal : **Mohon Izin Penelitian**

Kepada
Yth Kepala SMPN 16 KERINCI
Tempat

Assalamualaikum w.w,

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan kerjasama Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama	:	Aries Issuara
NIM	:	1710203046
Jurusan	:	Tadris B. Ingris
Fakultas	:	Tarbiyah Dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/ lembaga Bapak/ Ibu, dengan judul skripsi: **AN ANALYSIS OF THE CONTENT VALIDITY OF ENGLISH ACHIEVEMENT TESTS BASED ON THE SYLLABUS FOR THE FIRST GRADE OF JUNIOR HIGH SCHOOL 16 KERINCI**. Penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal **18 Oktober s.d. 18 Desember 2021.**

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamualaikum w.w

Dekan,

Dr. Hadi Candra, S.Ag, M.Pd.

Tembusan:
1. Rektor IAIN Kerinci (sebagai laporan)
2. Arsip

Appendix 6

DOCUMENTATION

INSTITUT AGAMA ISLAM NEGERI

Appendix 7

CURRICULUM VITAE

CONTACT INFORMATION

Name : Aries Issuara

Address : Lorong Kapelak, Rt 02, Desa Koto Patah, Kabupaten Kerinci, Jambi.

Phone : +62 821-5328-4298

Email : ariesissuara@gmail.com

PERSONAL INFORMATION

Date Of Birth : 25th September 1999

Place Of Birth : Koto Patah

Citizenship : Indonesian

Gender : Male

Martial Status : Single

Job : Student Collage Of State Islamic Institute Of Kerinci

Father's Name : Sarmadi

Mother's Name : Mardalena

EDUCATIONS

No	School Name	Place	Graduation
1.	SDN 21/III Koto Patah	Koto Patah	2005
2.	SMPN 16 Kerinci	Koto Patah	2011
3.	SMAN 2 Sungai Penuh	Sungai Penuh	2014
4.	IAIN Kerinci	Kerinci	2017- Sekarang

INSTITUT AGAMA ISLAM NEGERI KERINCI