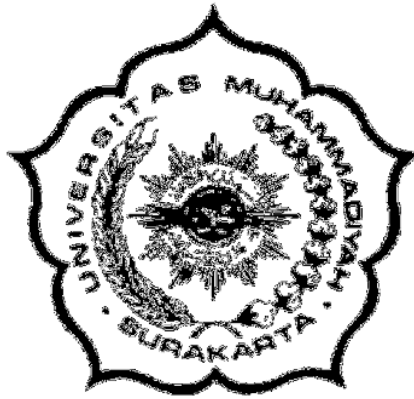


**THE CONTENT VALIDITY OF THE ENGLISH FINAL TEST ITEMS IN
UN SMK DWIJA DHARMA BOYOLALI 2010-2011 ACADEMIC YEAR
BASED ON SCHOOL BASED CURRICULUM
AND THE DISTRIBUTION OF THEIR COGNITIVE LEVEL**



NASKAH PUBLIKASI

**Submitted as Partial Fulfillment of the Requirement
for Getting Bachelor Degree of Education
in English Department**

by

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2012

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SUMMARY

Dewi Endah Murdiningsih. A. 320 080 029. THE CONTENT VALIDITY OF THE ENGLISH FINAL TEST ITEMS IN UN SMK DWIJA DHARMA BOYOLALI 2010-2011 ACADEMIC YEAR BASED ON SCHOOL BASED CURRICULUM AND THE DISTRIBUTION OF THEIR COGNITIVE LEVEL. Muhammadiyah University of Surakarta. Research Paper. 2012

The aim of the research is to describe the content validity of the English Final Test Items in *UN SMK DWIJA DHARMA BOYOLALI* 2010-2011 academic year based on School based Curriculum. The content validity is seen from the distribution of their cognitive level.

The data source of the research are the English Final test items in *UN SMK DWIJA DHARMA BOYOLALI* 2010-2011 academic year. There are 35 items for each of administration and the total of the test are 105 items. This research used two parameters in this research based on School based Curriculum and the distribution of their cognitive level by Bloom's Taxonomy. In analyzing the data, the writer uses interpretation method. The research describe the English Final test items in *UN SMK DWIJA DHARMA BOYOLALI* 2010-2011 academic year based on School based Curriculum. and the distribution of their cognitive level in Bloom's Taxonomy.

The process of the data collecting technique in this research are taken from document of English Final test items in *UN SMK DWIJA DHARMA BOYOLALI* 2010-2011 academic year.

The result of this research shows that the Content Validity of the English Final Test Items in UN SMK DWIJA DHARMA BOYOLALI 2010-2011 based on School based Curriculum, yes it is does. It is valid because it is correspond with indicators on a syllabus in school. The data consist English Final test items can be classified three parts. They are incomplete dialouge, error recognition and reading comprehension.

The Content Validity of the English Final Test Items in UN SMK DWIJA DHARMA BOYOLALI with the Distribution of Their Cognitive in School based Curriculum, yes it does. It is valid. The items focus to measure all of level in Bloom's Taxonomy.

Key words: Content, Validity, English Final Test

A. INTRODUCTION

In teaching learning process, teacher always gives materials to the students. He/she teaches the materials until the end of teaching learning period. In the end of teaching learning process, teacher usually makes evaluation because every subject needs it to measure the students' achievements of materials that have been given. When a teacher evaluates the subject materials of the students, the teacher needs a test. In other words, we can say that a test is a method of measurement. To obtain the accurate information concerning the students' achievement, the test which is given to the students must have the qualities or characteristics. (<http://www.indoswara.com/view.php?pg=2010/10/17102010/9561> acces 1 January 2012 at 8.21

Test is a systematic procedure for observing one's behavior with the aid of numerical device or category system. There are two types of test; they are teacher- made test (informal) and standardized test (formal). First, teacher-made test is a test made by a teacher implemented in his/her classroom. Teacher- made test is usually called classroom test. It is generally prepared, administered, and scored by one teacher. Second, standardized tests are tests which are prepared by professional testing to serve the assistance of institutions in selection, placement, and evaluation of the students.

Teaching materials which are used to make the test items should be appropriate with the curriculum in the school. In elementary and middle school, the curriculum which is implemented in School Level-based Curriculum. It is the newest curriculum in Indonesia to replace the Competency-based Curriculum with some changes. The implementation of curriculum between one school to other schools is different because the

development of it depends on the capability of its school, the potential and characteristics of region, and also the social cultural background of the students.

The researcher is interested in conducted research about the test items that will be seen by using indicators. Based on the description above, the researcher will discuss about content validity of test to measure whether or not the test which is done in SMK DWIJA DHARMA BOYOLALI corresponds or not. The researcher takes UN English test items in SMK DWIJA DHARMA BOYOLALI because its school has a good rank in educational system as a school that includes School of National Standard (Sekolah Standart Nasional).

Nowadays, the researcher finds that there are some test items which do not fulfill the requirements of a good test. The test items only reflect the understanding about the fact of the lesson. They only reflect particular perceptions of the goals of education which are not shared by all educators. So, the researcher is interested in discussing content validity of test. The test is used to measure whether the Final English Test in SMK DWIJA DHARMA BOYOLALI has relevance with School based Curriculum or not.

The problem statement of this research are: Does the content of the English test items in *UN* 2010/2011 Academic Year correspond with School based Curriculum or not? And Does the content of the English test items in *UN* 2010/2011 Academic Year correspond with the distribution of their cognitive level in Bloom's Taxonomy ?. Limitation of this research only focuses on reading skills in analyzing the content validity of the English test items in SMK DWIJA DHARMA BOYOLALI for students in twelfth level in 2010/2011 academic year.

The objectives of the study are as follows: to describe of the English test items in *UN* 2010/2011 academic year based on School based Curriculum which is implemented on SMK DWIJA DHARMA BOYOLALI, especially in reading and to describe the English test items in *UN* 2010/2011 academic year

based on distribution of cognitive level in Bloom's Taxonomy including knowledge, comprehension, application, analysis, synthesis, and evaluation.

The researcher uses some references that deal with the topic that analyzed with different object. The first previous study is Handayani (UMS, 2004) wrote her research entitled *The Content Validity of English Final Test Items in EBTANAS SMU 2000-2002 Based on the 1994 Curriculum and the Distribution of Their Cognitive Level*. The process of data collecting technique in this research is by giving a checklist (v) on each item of the test. The checklist is also used to show the cognitive level of each item and the table is used to analyze the content validity of the English test items in EBTANAS SMU based on the 1994 curriculum. The result of her research shows that English test items in EBTANAS 2000-2002 are not valid seen from the indicator of the 1994 curriculum and distribution of cognitive level.

The second previous study is Sutinah (UMS, 2004) wrote her research entitled *The Content Validity of English Final Test Items in UAN SMA 2003 Based on Competency-based Curriculum and the Distribution of Their Cognitive Level*. These data are collected by documents. They are analyzed by the indicator of School Level-based Curriculum and distribution of cognitive level. The result of her study shows that the content of English test items in UAN SMA 2003 are not suitable from both the objectives on School Level-based Curriculum and the distribution of their cognitive level.

Based on the above studies, it is obvious that all studies used different curriculum in their research. In this research, the researcher uses School based Curriculum.

Teaching learning activity needs a tool of measurement to know the result of teaching learning process. Language tests are a valuable tool for providing information that is relevant to several concerns in language teaching.

According to Bachman (1990:54) the fundamental use of testing in an educational program is to provide information for making decisions that is for evaluation.

There are general considerations in test evaluation that are always important. The foremost of these is whether the test measure what it is supposed to measure. Next in importance is whether the test measure consistently and accurately. The criteria for evaluating a test have already been mentioned. They are validity, reliability and Usability:

Content validity is concerned with whether or not the content of the test is sufficiently representative and comprehensive for the test to be a valid measure of what it is supposed to measure.

In summary, content validity deals with the accuracy of the test items in sampling the materials taught or the degree to which the test samples the behavior domain to be measured.

According to Winecoff (1988:1) the curriculum is generally defined as a plan developed to facilitate the teaching/ learning process under the direction and guidance of a school, college or university and its staff members.

School based Curriculum (SBC) is an operational curriculum which is prepared and implemented in each educational unit. SBC consists of the target education of level based education, structure and contents of curriculum in educational unit level, educational calendar and syllabus.

There are three domains of learning. There are cognitive domain, affective domain, and psychomotor domain. Cognitive domain has relation with knowledge and intellectual ability. The purpose of it is the learners think the processes like memorizing, understanding, comprehending, analyzing, connecting, and solving problems. Cognitive domain is divided into six levels. They are: knowledge, comprehension, application, analysis, synthesis, and evaluation.

B. RESEARCH METHOD

The researcher uses descriptive research. She takes descriptive research because the researcher intends to describe the English test items in

UN 2010/2011 academic year Based on School based Curriculum which is implemented on SMK DWIJA DHARMA BOYOLALI, especially in reading and writing skill.

The objects of the study are the English test items in UN 2010/2011 academic year SMK DWIJA DHARMA BOYOLALI.

The data are the English test in UN 2010/2011 academic year SMK DWIJA DHARMA BOYOLALI. These data contain of the English Final Test items in UN 2010/2011 academic year SMK DWIJA DHARMA BOYOLALI, from the data the researcher describes the content validity of the test based on School based Curriculum. The source of the data is UN 2010/2011 academic year.

Method of collecting data, the researcher uses document to collect the data. The data are taken from document of English Final Test Items In UN SMK DWIJA DHARMA BOYOLALI. In this research, the researcher analyzes the content validity of English Final test items based on School based Curriculum.

The technique for analyzing the data in this research is interpretation. Interpretation is giving code on the English Final Test Items in UN 2010/2011 academic year SMK DWIJA DHARMA BOYOLALI. The resercher will do step by step on those data as follows: viewing English test items in UN 2010/2011 academic year SMK DWIJA DHARMA BOYOLALI, until the researcher knows an information or data to be analyzed, reading English test items in UN 2010/2011 academic year SMK DWIJA DHARMA BOYOLALI, classifying English test items in UN 2010/2011 academic year SMK DWIJA DHARMA BOYOLALI, decoding the data of UN 2010/2011 academic year SMK DWIJA DHARMA BOYOLALI, for example: 01/ UAN /DD.

C. FINDING AND DISCUSSION

1. Research Finding

The researcher finds the English final test items in UN SMK DWIJA DHARMA BOYOLALI 2010-2011 academic year valid or not based on School based Curriculum.

1. Content Validity of The English Final Test Items in UN SMK DWIJA DHARMA BOYOLALI 2010-2011 academic year seen from the indicators in School based Curriculum.

English Test Items UN 2010-2011 Academic Year. For example:

a. Reading Competency

Among 35 test items in UN, 14 items included incomplete dialouge, 5 items included error recognition, and 13 items included reading comprehension. They are:

1). Incomplete Dialouge is a completing the tasks one by one. For example:

16. Anna :?
Garry : What's wrong with it?
Anna : It's hard to read the result.
A. Will you save this document
B. Could you check the program
C. Could you print this document again
D. Can I help you, please.

Ana says," it's hard to read the result". So, she asks to reprint it. This short dialouge about asking for suggestion. (*Could you print this document again*)The word " Could " is one of expression for suggestion. So, the correct answer is C. It is relevant with indicators on a syllabus of School based Curriculum that is determine the expression for complete dialogues of giving/responding suggestion and advice.

17. Agus : What are you going to do after you graduate,Tika?
Tika : ...
Agus : What will you take?
Tika : I'm thinking of majoring in Mathematics
A. I'll travel around the world
B. I'll try to find a job
C. I;m working as a clerk
D. I plan to go to college

Agus asks Tika, "*What are you going.....?*" "So, from the responses Agus, "*What will you.....* ". This short dialouge about planning/future plan. (*to be going to....*)So, the correct answer is D. It

is relevant with indicators on a syllabus of School Level-based Curriculum that is Determine the expression for the dialogues that contains a complete plan / promise to come.

18. Hasan : Excuse me..on May 15 and 16. Is it available?

Receptionist : I'm sorry, Sir. I am afraid our hotel is fully booked at that time.

- A. I'd like to book a ticket
- B. I'd like to reserve a room
- C. I need to order a birthday cake
- D. I need to confirm about my reservation

Hasan asks, "is it available?" It observe responses that given by receptionist, so the correct answer is B, "I'd like to reserve a room". This short dialouge about reservation.(I'd like to reserve a room) It is relevant with indicators on a syllabus in School Level-based Curriculum that is determine the expression for the dialouges that contains the complete reservations of good / services.

20. Uncle : I didn't see your mother. Where is she?

Nephew : She is in the kitchen...

- A. She is preparing our meal
- B. She should have cooked lunch
- C. She was busy helping father in the office
- D. She used to order some fruits from that place

My uncle says, "where is your mother?". So, the correct answer is A, "She is preparing our meal". This short dialouge about events of the past/ present continous.(to be is) It is relevant with indicators on a syllabus in School Level-based Curriculum that is determine the complete expression for dialogue related to the events of the past / present continous,

2). Error Recognition is rewrite the sentences so they are correct. For example:

32. Teacher : Who is that boy? He have kinky short black hair

Amir : He is my friend from Papua.

- A. Which
- B. Has
- C. She
- D. As

“ Have become Has”. *If subject used “ He, She, It”. So, we used has because it is single subject.* This sentence about a person’s physical appearance. It is relevant with indicators on a syllabus in School Level-based Curriculum that is define incorrect the word / phrase that one contained in the sentence that states a person's physical appearance.

3). Reading Comprehension is defined as the level of understanding of a text , for example:

The Assembly Line Worker

In 1949, when I was 13,my family managed toescape China, and a year later, we made our way to New York City. My first years in America was spent on learning and trying to get by in school. But by my senior year, I was near the top of the class.

Still, I was nervous as I looked for work that summer. I had neverbeen interviewed for a job. But my father was out of work, and I had to help support the family. I looked trthough the want ads every morning and was called to arrange appointment. Finally, I found a job on the assembly-line at the Swingline, Inc. Staplers factory in Long Island City (in New York City). Placing little red top on tiny staplers was boring, but it was great to earn \$40 a week.

The most important job I ever held was my first job on an assembly-line. The minimum wage may not have been glamorous, but it gave me independence and enabled me to help the family.(taken from journey-2 by Lebauer, 1977)

37. “....., but it give me independenceand enable..” (paragraph 3). The underlined word refers to..
- A. assembly-line
 - B. First work
 - C. glamorous
 - D. minimum wage

“ *It*” change on word “ *first work*”. The correct answer is D. It is relevant with indicators on a syllabus in School Level-based Curriculum that is the main paragraph of the mind / overview / specific information / details, express or implied and / meaning of the words / phrases in the text form of recount.

2. Content validity of English final test items in UN SMK DWIJA DHARMA BOYOLALI 2010-2011 academic year seen from Cognitive Level.

The cognitive level of the test items can be used to determine the content validity seen from the level of difficulty or the work's brain. It is expected that the six cognitive level proposed by Bloom should be applied the right proportion.

Most of the test items of the knowledge and comprehension levels are the test items on reading comprehension. Below is one item to make a clear description.

a. The knowledge is recalling data or information, for example:

37. "... , but it give me independence and enable.." (paragraph 3). The underlined word refers to..
- A. assembly-line
 - B. **First work**
 - C. glamorous
 - D. minimum wage

To answer the question, the student only copy the answers from the paragraph directly. They do not think hard to finish the question because they can find the answers from the third paragraph in the first sentence. This item is said to be the item on the knowledge level.

b. The comprehension level, that is understanding the meaning, translation, interpretation of instructions and problems acquired in the knowledge level, for example:

40. " We should be glad if you reserve...". The underlined word is closed in meaning to...
- A. Cancel
 - B. **Book**
 - C. Pay
 - D. Create

To do the test item the students can not only copy the answer from the text but they need to understand the information from the text.

- c. **The application level in which the students using concept in a new situation or unprompted use of an abstraction, for example:**

16. Anna :?
Garry : What's wrong with it?
Anna : **It's hard to read** the result.
A. Will you save this document
B. Could you check the program
C. Could you print this document again
D. Can I help you, please.

To do the item above, the students should know the meaning of the sentence. And apply the appropriate formula to choose the best answer to complete the sentence.

- d). **The synthesis level bulids a structure ot pattern from diverse, for example:**

31. News articles try to present only facts. The editorial paga is the section of the newspaper **who** news writers **are** given the opportunity toexpress **their** opinions about recent events policies and community activities.
A. **Which**
B. Were
C. Them
D. Activity

To do the item above, the students should know the meaning of the sentence. And apply the appropriate formula to choose the best answer to complete the sentence.

- e). **The evaluation level, that is make judgments about value of ideas or materials, for example:**

48. What should you do **if you want to save30%** from the newstand price?
A. Get the paper at special discount for six months
B. Buy the paper at special discount for 12 months
C. Tranfer the amount for the offer to Lippo Bank
D. Tranfer the amount for the 3 month special discount,

To do the test item the students can not only copy the answer from the text but they need to understand the information from the text.

f). Analysis is separates of material nor concepts into component parts,

for example:

33. Customer : What does this diamond ring cost?

Clerk :Oh, that's Rp1.750.000,00

Customer :That's quite expensive. May you give it for Rp1.250.000,00

Customer : That's too low. I'll let you have it for Rp1.500.000,00

A. do

B. expense

C. can

D. them

“ May become Can “This sentence about relating bargaining.
(to express bargaining we used modal Can).

2. Discussion

English Final test items in SMK DWIJA DHARMA BOYOLALI 2010-2011 academic year contains some questions to measure student's ability in incomplete dialouge, error recognition and reading comprehension. They are analyzed by using indicators in syllabus of School based Curriculum. The data are categorized and analyzed based on indicators. They will be discussed into two parts: Content validity of English final test items in UN SMK DWIJA DHARMA BOYOLALI seen from the indicators in School based Curriculum, and Content validity of English final test items in UN SMK DWIJA DHARMA BOYOLALI seen from Cognitive Level.

The result of analyzing content validity of test items for UN SMK DWIJA DHARMA BOYOLALI can be classified three parts. They are incomplete dialouge, error recognition and reading comprehension. It shows that they are good. It is consists of 35 test items, from number 16 to 30 are incomplete dialouge, from number 31 to 36 are error recognition. And 37 to 50 are reading comprehension. All of test items are valid with indicator based on School Level- based Curriculum.

In this research, the researcher finds that the Content Validity of English Final Test Items in UN SMK DWIJA DHARMA BOYOLALI 2010-2011 academic year based on School based Curriculum and The

Distribution of Their Cognitive Level are valid with the indicator in syllabus that uses in School.

D.CONCLUSION AND SUGGESTION

1. Conclusion

The conclusions of this research are:

1. Yes it does, The Content Validity of the English Final Test Items in UN SMK DWIJA DHARMA BOYOLALI 2010-2011 based on School based Curriculum. It is valid because it is correspond with indicators on a syllabus in school. The data consist English Final test items can be classified three parts. They are incomplete dialouge, error recognition and reading comprehension.
2. Yes it does, The Content Validity of the English Final Test Items in UN SMK DWIJA DHARMA BOYOLALI with the Distribution of Their Cognitive in School based Curriculum. The items focus to measure all of level in Bloom's Taxonomy, included knowledge, comprehension, application,synthesis, analysis, and evaluation.
3. There are test items on reading. They do correspond with indicator on a syllabus that used in School.

2.Suggestion

Having completed the result of this study, the researcher would like to propose some suggestions that hopefully will be used in teaching learning process and educational system. Based on the result above, the researcher wants to give some suggestions are to:

a. English Teacher

The English teachers must be consider with the qualities of good test when they are organizing, creating, and developing the materials to construct the test. So, they can avoid the low quality of test in the future when they give test items to the the students. It should be done because the test will be given to the students must cover all of the materials which have conveyed by the teachers and can achieve the goals.

b. Test developers

The test developers should realize when they construct the test items in the future because there is low quality of the test today. They should look for the requirement to construct good test items in order that the test which is constructed fulfills and it is appropriate with the indicators in curriculum. So, the student can reach the achievement of the indicators as a hope of educational system.

c. government

the government should supervise and give training for teachers and test developer to construct good test in order they can get more experiences in constructing a good test that is suitable with criteria what to achieve.

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