## CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter is concern in answering the statement of the problem, describing and analyzing the data of question sheet in placement test for seventh grade SMP N 5 Surabaya. It is intended to answer the problems of the study. In finding, the researcher described the process of analyzing and presenting result of the data. Whereas, in the discussion the researcher deduced the finding.

#### A. RESEARCH FINDINGS

1. The content validity of English placement test in SMPN 5 Surabaya

There are four English Placement tests which researcher analyzed in this chapter; they are English placement tests in 2011 to 2014. The researcher analyzes whether the questions of English placement test are suitable with English syllabus of KTSP (Kurikulum Tingkat Satuan Pendidikan) in first semester of seventh grade SMPN 5 Surabaya or not. After analyzed the questions sheet of English placement test, the researcher describes the data findings and all of the explanation below are based on the table of content validity of each placement tests (see appendix 7):

#### a. The data based on the English placement test in 2011

Depend on the question sheet of English placement test in 2011, the researcher found that there were 10 items fulfilled the indicators of English syllabus KTSP for seventh grade in first semester. Questions number 1 to number 6 contain of the expression in greeting. This material is based on the basic competence in speaking skill. Questions number 1, 2, 3, and 5 are based on the indicator of express in speaking, introduce us or the other person. This indicator related to the basic competence in English syllabus point 3.1 about express the meaning of transactional and interpersonal conversation by using the simplest language with accurate, fluent, and receivable to interact with people around in greeting acquainted or unacquainted person, introduce us or the other person, command and forbid. In addition, questions number 4 and 6 also related to the basic competence in speaking skill in English syllabus KTSP 2006 focuses on a same basic competence point with the previous questions, these questions based on the indicator of accost the acquainted or unacquainted person.

Then, questions number 7 to number 10 contain of material about expression in asking apology. These questions related to the indicator in basic competence of speaking skill focus on the basic competence of point 3.2 that is about express the meaning of transactional and interpersonal conversation by using the simplest language with accurate, fluent, and receivable to interact with people around in asking and giving information, express the expression of thankful, apology and expression of sympathetic. It is because the questions number 4 and 6 contain of questions related to the expression that usually used when someone asking apology.

Both of the materials are related to the basic competence in speaking. In the other hand, questions number 11 to number 20 are not related to the English syllabus of KTSP 2006 because those material are not appropriate with the basic competence in this English syllabus that become a guideline for the test maker in making this test. Therefore, the percentage of the conformity the placement tests in 2011 as follows:

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

$$P = Percentage$$

$$F = Frequency of conformity$$

$$N = Number of Sample$$

$$P = \frac{10}{20} \times 100\%$$

= 50 %

The numbers above show that the number of questions which appropriate with the indicator in English syllabus that are 10 questions. These total items divide by the total question of the English placement test that there are 20 items in every English placement test. The measurement of the division between frequency of conformity and number of sample is multiplied by 100% to show the result in a form of percentage. The calculation of this English placement test shows that the English placement test in 2011 achieved 50% of the conformity the questions which are appropriate with the English syllabus.

Based on the calculation of the total frequency of conformity in the English placement test with the formula in measuring the content validity, the researcher concludes that this English placement test is lower than the minimum score of a good test which has to be more than 76 %.

#### Table 4.1

Topic and material that were not found in English Syllabus	Items Number	Total Number of items test
Occupation	11, 12	2 items
Expression of like and dislike	13, 14, 15, 16	4 items
Family's member	17, 18, 19	3 items
Conjunction	20	1 item
Total		10 items

# Topic and material that were not found in English Syllabus KTSP of first semester for seventh grade

The table above shows that there were 10 items from English placement test in 2011 that are not appropriate with the English syllabus KTSP 2006 focus on first semester for first year student that become a guideline for the test maker in making this test. Number 11 and 12 contain the questions about occupation, this material did not appear in indicator of this English syllabus. Similar with those two questions, questions number 13 to 16 are also not appropriate with the basic competence in English syllabus KTSP 2006 for seventh grade Junior High School because this material did not represent any indicator in this English syllabus. In addition, questions number 17 to 19 contain of the material about Family's member. This material also did not appear in any basic competence in KTSP 2006 in first semester for seventh grade SMPN 5 Surabaya. The last is question number 20 contain of the material about conjunction, this question ask about the suitable conjunction with the sentence, unfortunately this material is not appropriate with any basic competence of reading, writing, speaking or listening in English syllabus for seventh grade Junior high school. From the explanation about the unconformity the questions with the English syllabus, the researcher shows the percentage as follows:

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

P = Percentage

F = Frequency of unconformity

N = Number of Sample

$$P = \frac{10}{20} \times 100\%$$
  
= 50 %

The researcher calculate this percentage by divide the total items of unconformity that there are 10 items with the number items of question in English placement test, there are 20 items and the result of this division multiplied by 100% in order to make it in the form of percentage. In addition, this number or percentage show that half of the questions in this English placement test were not appropriate with the concept of the content validity, since this test was not accomplish the score minimum of a good test, that is 76% of the appropriateness with the English syllabus.

#### b. The data based on the English Test in Placement test in 2012

The researcher found that there were 8 items which are appropriate with the indicators of English syllabus KTSP in first semester for seventh grade SMPN 5 Surabaya. Questions number 1, 2, 17, 18 and 20 are related to the material about subject-verb agreement and this material are appropriate with the basic competence in speaking and listening in English syllabus KTSP 2006. The first question is related to the basic competence in speaking skill. This material is about subject verb-agreement focus on positive, negative and interrogation sentence which usually used in greeting. The basic competence that contain of

this material is express the meaning of transactional and interpersonal conversation by using the simplest language with accurate, fluent, and receivable to interact with people around in greet acquainted or unacquainted person, introduce us or the other person, command and forbid. In the other hand, questions number 2, 17, 18, and 20 are related to the basic competence in listening focus on indicator of greeting.

Furthermore, material about expression in greeting appears in questions number 5 and 6 and expression of asking apology in question number 7. These two materials are appropriate with the basic competence in speaking skill. Questions number 5 and 6 are based on the basic competence of point 3.1, express the meaning of transactional and interpersonal conversation by using the simplest language with accurate, fluent, and receivable to interact with people around in greeting acquainted or unacquainted person, introduce us or the other person, command and forbid. Differ from both two questions before, question number 7 is based on the basic competence point 3.2 in speaking skill, it is about express the meaning of transactional and interpersonal conversation by using the simplest language with accurate, fluent, and receivable to interact with people around in asking and giving information, express the expression of thankful, apology and expression of sympathetic.

After investigated the conformity of the English placement test question sheet, the researcher shows the percentage of the conformity of the placement test in 2012 to the curriculum as follows:

F P = ----- x 100% Ν

P = Percentage

$$P = \frac{8}{20} \times 100\%$$
  
= 40 %

This measurement is found from the result of division between the total items which are conformed the indicator in the English syllabus KTSP 2006 for seventh grade in first semester with the total question items in English placement test 2012. From this calculation the researcher found that only 40% of the total items which are appropriate with the English syllabus. Furthermore, the number of the percentage is under the minimum score to be categorized as a good test because this total of calculation did not achieve 76% as a minimum score to be categorized as a good content validity.

F = Frequency of conformityN = Number of Sample

In the other hand, the rest questions are not appropriate with the English syllabus KTSP 2006 for seventh graders because all of those questions contain of material out of basic competence in this English syllabus which become a guideline in making this English placement test. The data is showed in a table below:

#### Table 4.2

#### **Topic and material that were not found in English Syllabus KTSP 2006 of first semester for seventh grade**

Topic and material that were not found in English Syllabus	Items Number	Total Number of items test
Subject Verb agreement (Verb-ing)	3, 4	2 items
Descriptive text	8, 9, 10	3 items
Occupation	11	1 item
Expression of asking and giving something	12, 15	2 items
Expression of like and dislike	13, 14, 16	3 items
Subject verb agreement (Present tense)	19	1 item
Total		12 items

Questions number 3 and 4 contain of material about subject verb agreement focus on material about Verb-ing. Unfortunately, this material did not appear in any indicator of basic competence in speaking, listening, reading or writing. Similar with both two questions before, questions number 8, 9, and 10 are also not appropriate with the English syllabus KTSP 2006 for seventh grade in first semester. Those three questions contain of the material about descriptive text. This material is appear in English syllabus in second semester of KTSP 2006, in the other hand, the guideline that used in this English placement test is English syllabus in first semester, therefore these questions are not appropriate with the curriculum related to this English placement test.

Then, material about occupation is asked in question number 11. This material is not appropriate with any basic competence of speaking, listening, reading or writing in English syllabus KTSP 2006 for seventh grade in first semester. Expression of asking and giving something and expression of like and dislike are become questions in number 12 to number 16. In the other hand, these two materials did not appear in English syllabus which becomes a guideline for the test maker in making this English placement test. The last, question number 19 tested the student comprehension about subject verb agreement focus on present tense. This material is not appropriate with any indicator of basic competence in this English syllabus.

After investigated the unconformity the English placement test question items with the English syllabus, the researcher found that there were 12 items from the English test in Placement test of 2012 that were not found in English syllabus. Furthermore, to know the percentage of this unconformity, the researcher used the formula above in calculating this unconformity.

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

P = Percentage

- F = Frequency of unconformity
- N = Number of Sample

The researcher divides the total items of unconformity that is 12 items with the total questions of this English placement test. Then, the researcher multiplied by 100% to make it in the form of percentage.

$$P = \frac{12}{20} \times 100\%$$
  
= 60 %

In addition, the number of percentage above shows that the percentage of the unconformity is higher than the appropriateness of the questions with the English syllabus. Therefore, this English placement test is not categorized as a good test.

#### c. The data based on the English Placement Test in 2013

In this English placement test, the researcher found that there were 8 items which conformed to the indicators of English Syllabus of KTSP 2006 of seventh grade in first semester. Material about expression in asking apology appear in questions number 5 and 6 in this English placement test. This material is appropriate with the basic competence of speaking point 3.2 that is about express the meaning of transactional and interpersonal conversation by using the simplest language with accurate, fluent, and receivable to interact with people around in asking and giving information, express the expression of thankful, apology and expression of sympathetic. Question number 15 also appropriate with the English syllabus KTSP 2006 for seventh grade Junior High School, because this question related to the basic competence in speaking focus on material about subject verb agreement.

In addition, question number 4 also appropriate to be tested in this English placement test because the material about subject verb agreement, focus on Verb be, is appear in basic competence of listening that is respond the meaning of transactional and interpersonal conversation by using the simplest language with accurate, fluent, and receivable to interact with people around in greeting acquainted or unacquainted person, introduce us or the other person, command and forbid.

Furthermore, questions number 16 to 19 also appropriate with this English syllabus focus on the indicator in reading that is about identification a brief information in the functional text about instruction, shopping list, greeting card, and announcement. Those four questions are tested the student's comprehension about text that usually used in announcement. After investigated the conformity between questions sheet with the English syllabus, the researcher have a calculation between the total number items which are conform to the English syllabus that is eight questions and divide it with the total number items of English placement test and multiplied the measurement of the division by 100% to make it in the form of percentage. The percentage is shown as follows:



From the calculation of the question items which are appropriate with the English syllabus and the total number of questions, the researcher found that only 40% questions that related to the syllabus. In addition, the rest of questions which are not appropriate with the English syllabus for seventh grade SMPN 5 Surabaya in first semester are describes in this table below:

#### Table 4.3

Topic/ material that were not found in English Syllabus	Items Number	Total Number of items test
Subject verb agreement (preposition)	1, 2	2 items
Time	3	1 items
Expression of like and dislike	7, 8, 9	3 items
Expression of asking and giving something/ help	10, 20	2 items
Descriptive text	11, 12, 13, 14	4 items
Total		12 items

## Topic/ material that were not found in English Syllabus KTSP 2006 of first semester for seventh grade

From the data above, there were 12 items that were not found in English syllabus. Questions number 1 and 2 contain of material about subject verb agreement focus on preposition. The test maker put the picture on the question sheet and asks the position of some stuff. Unfortunately, this material did not appear in any indicator of basic competence in reading, writing, reading or listening in English syllabus KTSP 2006. In addition, in question number 3, the test maker also use picture to describe the material that is about time. This material is not appropriate with any indicator in basic competence of this English syllabus. Furthermore, material about expression of like and dislike and expression of asking and giving something or help become a question in

number 7, 8, 9, 10 and 20. Same with question number 3, this material is also not appropriate with the English syllabus that becomes a guideline for the test maker in making this test. The last, it is about descriptive text. This material also did not appear in any basic competence of reading, writing, speaking or listening in this English syllabus.

After investigated with the total number of unconformity of the English placement test with the English syllabus, the researcher shows the percentage as follows:



Eight of the total number frequency of the unconformity divides with the total number of questions in English placement test 2013 and multiplied by 100% show the result that the unconformity of English questions is 60%. Based on the percentage of this unconformity with the English syllabus, this English placement test is not categorized as a good test because more than half of the questions were not formed of English syllabus as a guideline for the test maker in conducting this test.

#### d. The data based on the English Test in Placement test in 2014

Based on the investigation the English test items of placement test in 2014 with the English syllabus, the researcher found that there were 8 items are appropriate with the indicators of English syllabus KTSP 2006. Those 8 questions are questions number 1, 2, 3, 8, 9, 10, and 20. Questions numbers 1 to number 3 are related to the basic competence in speaking focus on material or topic about expression in greeting. This material based on the basic competence of express the meaning of transactional and interpersonal conversation by using the simplest language with accurate, fluent, and receivable to interact with people around in greeting acquainted or unacquainted person, introduce us or the other person, command and forbid. This basic competence appears in English syllabus KTSP 2006 for seventh grade in first semester point 3.1.

Furthermore, questions number 8 to number 10 contains of material about text of announcement. This material based on the basic competence in reading skill related to the indicator of the student comprehension to identification information about instruction, shopping list, greeting card and announcement. This indicator based on the basic competence about express the meaning in the written form of the simplest functional text with accurate, fluent and receivable in interaction with surrounding. In addition, question number 20 is appropriate with the basic competence in reading skill which contain of the material about shopping list. This material also based on the same indicator with the questions number 8 to number 10.

From the total frequency of the appropriateness questions with the English syllabus, the researcher divides this total frequency that is eight items with the total number of English questions and multiplied it by 100% to make the result in the form of percentage. Therefore, the percentage of the conformity the placement test in 2014 to the curriculum is showed as follows:

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

$$P = Percentage$$

$$F = Frequency of conformity$$

$$N = Number of Sample$$

$$P = \frac{8}{20} \times 100\%$$

$$= 40\%$$

4

Number of percentage above shows that the English placement test is not categorized as a good test because this English test only conform 40% from the minimum score of the good test, that is 76%. After investigated the conformity of the English placement test in 2014 with the English syllabus, there were 12 items which are not appropriate with any basic competence with this English syllabus. The data showed as follows:

#### Table 4.4

Topic and material that were not found in English Syllabus KTSP
2006 of first semester for seventh grade

Topic and material that were not found in English Syllabus	Items Number	Total Number of items test
Expression in asking something	4, 5	2 items
Expression of like and dislike	6, 7	2 items
Descriptive and procedure text	12, 13, 14, 15, 16, 17, 18, 19	8 items
Total		12 items

Questions number 4 and 5 are related to the material about expression in asking something. Unfortunately, this material is not appropriate with the indicator in basic competence of reading, writing, listening or speaking. Similar with those two questions, the material which is asked in questions number 6 and 7 are also not appropriate with the English syllabus of KTSP 2006 for seventh grade focus on first semester.

In addition, the rest column show that the rest of questions, number 12 to question number 19 contain of the material that did not appear in this English syllabus. Those eight questions tested the student's comprehension about descriptive and procedure text. After investigated the unconformity English placement test question with the English syllabus, the researcher describe the percentage below:

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

P = Percentage

- F = Frequency of unconformity
- N = Number of Sample

$$P = \frac{12}{20} \times 100\%$$

= 60%

The percentage of this unconformity is obtained from the calculation of division between the total unconformity of the questions that is 12 items with the total number of questions in this English placement test. Then, the measurement of the division process multiplied by 100% to make the result in the form of percentage. Furthermore, this calculation shows that this English placement test similar with the English placement test in 2012 and 2013, the percentage of the unconformity in 2014 is also higher than the appropriateness of the questions with the English syllabus.

### 2. The differences of the content validity result of English Test in

Placement tests during 2011 – 2014

The following table describes the total frequency of total items conformity and unconformity. They also show the difference on the content validity of each English test in placement test based on the analyzing of the data above. The table shows as follows:

#### Table 4.5

No	English test items area	No items	Total frequency
1	The conformity question items based on the curriculum	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10 items 50 %
2	The unconformity question items based on the curriculum	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10 items 50 %

The total frequency of conformity and unconformity of English test in Placement test 2011.

Based on the criteria of the content validity from Arikunto, the English test in Placement test in 2011was categorized as a **less good** test since the conformity of the test to the curriculum only 50 % place under the 76 % that become a requirement to be a good content validity.

#### Table 4.6

The total frequency of conformity and unconformity of English test in Placement test 2012.

No	English test items area	No items	Total frequency
1	The conformity question items	1, 2, 5, 6, 7, 17,	8 items
1	based on the curriculum	18, 20	40 %
	The upconformity question	3, 4, 8, 9, 10, 11,	12 items
2	The unconformity question	12, 13, 14, 15, 16,	12 nems
	items based on the curriculum	19	60 %

The English test in Placement test 2012 categorized as a Less good test since the conformity of this test to the curriculum was 40 %.

#### Table 4.7

The total frequency of conformity and unconformity of English test in Placement test 2013.

No	English test items area	No items	Total frequency
1	The conformity question items based on the curriculum	4, 5, 6, 15, 16, 17, 18, 19	8 items 40 %

	he unconformity question	1, 2, 3, 7, 8, 9, 10,	12 items
ite	ems based on the curriculum	11, 12, 13, 14, 20	60 %

Based on the Arikunto's opinion about the criteria of a content validity of a test, The English test in Placement test 2013 categorized as a **Less good** test since this test only conform 40% to the curriculum less than the requirement of a good test that has to has 76 % conform the curriculum.

#### Table 4.8

The total frequency of conformity and unconformity of English test in Placement test 2014.

No	English test ite <mark>m</mark> s area	N <mark>o i</mark> tems	Total frequency
1	The conformity question items based on the curriculum	1, 2, 3, 8, 9, 10, 11, 20	8items 40%
2	The unconformity question items based on the curriculum	4, 5, 6, 7, 12, 13, 14, 15, 16, 17, 18, 19	12 items 60 %

The English in Placement test 2014 is categorized as **Less good** test with the percentage of the conformity the test with the English Syllabus. Those tables above show that the percentage of the placement test in 2014 is 40 %.

#### **B. DISCUSSION**

- 1. An analysis on the question of English Placement test 2011 based on the English Syllabus and the characteristic of a good test.
  - a) Questions number 1, 2, 3, 4, 5, and 6 (see appendix 1)

Those questions above appropriate to the proficiency level of education because they conform to the English syllabus in speaking skill focus in Expression of greeting. It means that those questions are suitable with the curriculum as a manual for the researcher in checking the content validity of this question sheet. In addition, some characteristics of a good test have been fulfilled in those questions such as; they have one correct answer and only one feature tested in those items. Focused on the question number5, there is an error in typing, the word "I,m" should be typed as "I'm". The entire name of person also typed correctly, those names typed with capital letter.

b) Questions number 7, 8, 9, and 10 (see appendix 1)

All of the questions above consist of the indicator of expression in asking apology. Those questions are valid, and can be tested because this indicator is found in basic competence speaking for seventh grade Junior high school. Apart from the conformity with the Basic competence, all of those questions have been fulfilled the requirement of a good test, such as each of them has one correct answer. Only one feature was tested at the time. All of the sentences and the capital letter also typed correctly.

c) Questions number 13, 14, 15 and 16 (see appendix 1)

All of those questions above are based on the indicator in analyzing the expression of like and dislike. This indicator is not appropriate with the English syllabus in first semester for seventh grade that become a manual for test maker in SMPN 5 Surabaya to make English placement test. Therefore, those question are not valid to be tested in this English placement test because those questions are not suitable with the curriculum depend on the level of the test taker. On the contrary, those questions fulfill some characteristics of a good test such as all of questions have one correct answer and the word that should be typed with capital letter also typed correctly. The questions number 15 and 16 did not fulfill one of the characteristic that question should not give a clues to the other question because the question number 15 has the word that become an answer in number 16, that is "like" that appeare in question number 15. The question number 13 also has a little error in optional answer (B), comma after the word "she" should be erased.

#### d) Questions number 11 and 12 (see appendix 1)

Both two questions above related to the lesson material about the occupation. The researcher analyzed from the appropriateness of those questions with the English syllabus KTSP 2006 in first semester, there is no indicator contains of this material. It means that these questions are not suitable with the curriculum as a requirement to be appropriate with the content validity. In Addition, both two questions above have fulfilled all of the characteristics of a good test that the researcher has mentioned in previous chapter. There is one correct answer of each items, and only one feature being focused, that is about occupation. The efficiency of using word, phrase and sentence and also the carefulness on the capital letter are applied on those questions.

e) Questions number 17, 18, 19, and 20 (see appendix 1)

All of questions above are not appropriate with the English syllabus KTSP 2006 for seventh grade in first semester. Questions number 17, 18 and 19 are about the Family's member and this material is not available in Indicator of English syllabus for speaking, listening, writing or reading. It means that these questions are not appropriate with the curriculum which suitable with the level of the test taker. Question number 20 is about the use of appropriate conjunction for that sentence. The researcher also did not find this material on the basic competence in English syllabus KTSP for seventh grade in first semester.

Apart with the inappropriateness those questions with the English syllabus, the researcher found that all of those questions have fulfilled the characteristic of a good test, such as each of those questions has one correct answer. Only one feature was tested, and all of the sentences and the capital letters also typed correctly.

# 2. An analysis of the question of English Placement test 2012based on the English Syllabus and the characteristic of a good test.

a) Questions number 1, 2, 17, 18, and 20 (see appendix 2)

All of 5 questions above are related to the material about subject verb agreement in speaking and listening skill in English syllabus of KTSP 2006 for seventh grade in first semester. It means that those questions are suitable with the concept of the content validity that the test has to conform to the curriculum. Questions number 1 and 20 related to the material of kind of positive, negative and interrogative sentence which is available in speaking skill. Number 2, 17 and 18 are about "Verb be" in listening skill.

Apart with the appropriateness between the questions with the English syllabus, all of those questions also have fulfilled the requirement of a good test, such as only one feature being focused on each test and the word that should be typed with capital letter also typed correctly. In addition, for question number 2, focus on the optional answer, the optional (D) has to be revised because the other optional answer contain of "to be" but the optional (D) contain of "verb", it was not match with the other optional answer.

b) Questions number 5 and 12 (see appendix 2)

Those two questions above are tested to know the student's comprehension about the expression of greeting. These questions are suitable with the concept of content validity that should conform to the curriculum because this material is appropriate with English syllabus in speaking skill. Apart with the conformity with the English syllabus, both two questions fulfilled the entire characteristic of a good test. Both two questions have been categorized as a good question, because they have one correct answer as the most important point that test maker should paid attention because the students' answer was the purpose in conducting a test. Therefore the optional answer that test maker provided should be categorized as a good and chronological optional answer.

c) Questions number 8, 9, and 10 (see appendix 2)

Those 3 questions above tests the student's comprehension about descriptivetext and this is not appropriate with the English syllabus KTSP of seventh grade in first semester. It means that these questions have to be revised since these questions were not suitable with the curriculum. The questions number 8 untill number 10 contain of questions that related to the text. Students have to fill and answer the questions based on the descriptive text which is provided on the questions sheet. Most of questions have one correct answer except question number 9 because there is no match answer appropriate to the text. The text showed that it was not Dina who asked for her help, but a person who asked the Dina's help was her friend.

#### d) Questions number 3, 4, and 19 (see appendix 2)

All of these questions above are not fulfilled the requirement of the appropriateness of level education that should contain a question appropriate of the indicator in English Syllabus KTSP 2006 for seventh grade as a requirement to be a good test that have to conform to the curriculum. Those questions test the comprehension of the student to indicate the feature of language such as present tense in question number 19, and questions number 3 and 4 about Verb-ing. In addition, almost all of the questions above have one correct answer, only question number 19 has two answers, those are optional number b and c, and therefore one of them should be erase to make this question valid to be tested.

#### e) Question number 7 (see appendix 2)

The expression of asking apologize is tested in question number 7. This question is valid to be tested since this question conforms to the curriculum. This question is appropriate with the English syllabus KTSP 2006 for seventh grade in first semester and related to the speaking skill. All of the characteristic of a good test that researcher have mentioned in previous chapter also has been fulfilled in this questions.

f) Question number 11 (see appendix 2)

These two questions are related to the material about occupation, and this material is not appropriate with the English syllabus KTSP 2006 for seventh grade in first semester. It means that this question is out of the curriculum which suitable with the level of the test taker. On the contrary, all of the characteristics to be a good test have been fulfilled in this question.

g) Questions number 12 and 15 (see appendix 2)

Although those questions fulfilled the characteristic of a good test, such as they have one correct answer and the capital letter also typed correctly, but the indicator that test in both two questions isnot appropriate with the English Syllabus for seventh grade junior high school. Therefore, these questions are not appropriate with the concept of content validity because they unconformed with the curriculum.

h) Questions number 13, 14, and 16 (see appendix 2)

The expression of like and dislike is also tested in the three question above. In the other hand, those questions are not valid to be tested for first grade of Junior high school in placement test because that indicator is not appropriate with the English syllabus KTSP for seventh grade in first semester as the requirement of the content validity that should be conform to the curriculum. About the appropriateness of the characteristic of a good test, focus on the question number 13, this question has a little error on the optional answer, the comma after the word "She" should be erase.

- 3. An analysis of the question of English Placement test 2013 based on the English Syllabus and the characteristic of a good test.
  - a) Questions number 1, 2, and 3 (see appendix 3)

All of those questions above are not appropriate with the curriculum which appropriate with the level of the test taker. Question number 1 and 2 are related to the material about preposition and question number 3 about time. All of those materials are not available in English syllabus, listening, speaking, reading or writing. On the contrary, all of questions have one correct answer as one of the characteristic to be categorized as a good test. Furthermore, the first picture is not clear enough to give information in answering the question number 1 because the picture of computer is not well defined. Apart with the analyzing in that question, all of those questions have fulfilled the characteristics of a good test such as, all of optional

answers were placed chronologically correct and there is no repetition or one question gives a clue to the other question.

#### b) Question number 5 and 6 (see appendix 3)

Both questions above are related to the material about the expression of asking apology. This material is available in the Basic competence in reading skill. Therefore, these questions are appropriate to be tested since this material related to the curriculum.

c) Questions number 7, 8, 9, 10, and 20 (see appendix 3)

Based on the analyzing of the conformity of the question with the English syllbus, questions number 7 and 20 tests the student's comprehension in analyzing the expression of asking something or help, questions number 6, 8, and 10 are indicated the indicator of analyzing the expression of like and dislike. On the contrary, all of these questions have fulfilled the characteristic of a good test such as each question has one correct answer and chronological optional answer so student did not confuse in answering these questions.

d) Question number 4 and 15 (see appendix 3)

Both two questions above are appropriate with the curriculum which is used in the English syllabus of seventh grade in first semester. These questions contains of question about the expression in greeting. On the contrary, questions number 4 and 15, there is duplication on both two questions. Question number 4 repeated in number 15, so one of them must be erased to make it this question sheet more valid and replace it with the suitable question that appropriate with the English syllabus KTSP 2006 in first semester for seventh grade.

e) Questions number 11, 12, 13, and 14 (see appendix 3)

The entire questions above are related to the indicator of the student's comprehension in completing informationwhich is provided in descriptive text. It isnot appropriate with the English syllabus KTSP 2006 focus in first semester of seventh grade, therefore all of those questions are not valid to be tested because these questions are not appropriate with the curriculum as a basic requirement to fulfill the content validity of a test. For question number 14, the use of symbol full stop (.) should be erased, full stop after "Fadil" might be changed with the conjunction "and" so the efficiency in using word will be established.

f) Questions number 16, 17, 18, and 19(see appendix 3)

All of the questions above contain of the material about Announcement. This material related to the Indicator of Reading skill. It means that those questions above are appropriate to be tested for seventh grade in this placement test since those question based on the English syllabus for seventh grade in first semester and depend on the curriculum which suitable with the level of test taker. Focus on the characteristic of a good test those questions are categorized as a good test. They have one correct answer. All of the word where should be typed with capital letter, such as a name of person also typed correctly. There is no repetition or double answer on the optional answer. The last is the efficiency of using word, phrase and sentence also applied in these questions.

- 4. An analysis of the question of English Placement test 2014 based on the English Syllabus and the characteristic of a good test.
  - a) Questions number 1, 2 and 3 (see appendix 4)

Those two questions are based on the indicator about the expression that usually use in greeting. This indicator is appropriate with the English syllabus in first semester for seventh grade in speaking skill. Therefore, these questions are valid to be tested since these questions conform to the curriculum applied in Indonesia. In addition, focus on the some characteristic of a good test as a researcher provided in a previous chapter, almost characteristic has been fulfilled by these two questions. Such as, name of person have been typed correctly, Santi, Tommy, Willy or Billy were typed with Capital letter. These two questions also did not give a clue each other. The important one is they have one correct answer; therefore the students will not get a difficulties in answering these two questions.

#### b) Questions number 4 and 5 (see appendix 4)

These two questions did not agree with English syllabus KTSP 2006 for seventh grade Junior High School which focus in first semester, because there is no indicator about expression of asking something or help. Focus on the characteristic of a good test, each questions has one correct answer. The capital letter also typed correctly. Those questions also did not provide a clue for the other questions. In the other word, these two questions have been fulfilled the characteristic of a good test, except the inappropriateness these questions to the syllabus. Therefore, the test maker should evaluate their questions sheet in order to make more valid test for student.

#### c) Questions number 6 and 7 (see appendix 4)

The entire questions above based on the indicatorof the expression of like and dislike. Unfortunately, this basic competence does not exist in English syllabus of first semester for seventh grade. Apart from the syllabus, these two questions have been categorized as a good question if we compare these two questions with the characteristic of a good test. For the first, those both questions have one correct answer, there is no repeating or double answer on the optional answer. The efficiency in using of word, phrase and sentence also applied in these questions. There is no error in using punctuation mark, such as comma, question mark etc. Capital letter also typed

correctly, the word "I" and "Harry Potter" as one of the words that should be typed with capital letter has been fulfilled (typed using capital letter). There is no graphic or picture on these questions, therefore the writer does not need to analyze on this point.

d) Questions number 8, 9, 10 and 11 (see appendix 4)

All of the questions are related to the English syllabus in Reading skill. The indicator which is tested in these questions is how to identify the information about instruction, shopping list, greeting card and announcement. Therefore, these questions are appropriate with the English syllabus and valid to be tested.

e) Questions number 12, 13, 14, 15, 16, 17, 18 and 19 (see appendix 4)
 A group of questions above test the student comprehension in completing text about descriptive and procedure text. It is based on the basic competence of writing. On the contrary, those questions are not appropriate with the English syllabus KTSP 2006 in first semester for seventh grade Junior high school.

According to requirement of a good test that have been mentioned by writer in a previous chapter, the writer have analyzed as follows; For the question that tests the student comprehension in completing procedure text, there are question numbers 12 till question number 15. According to the efficiency in using word, phrase or sentence, the test maker forget to put the instruction after of before the text. It seems like make students confused because for some students they did not know what to do from that test. Therefore, the test maker should be more careful in order to avoid the student's difficulties in answering those questions. An error also appears in those questions, there are unequally between number in text and optional answer. On the text, the number start with 4 till 7 and it should be start with number 12 till number 15 as the real continuing question number.

Continue to the next question, the question numbers 16 to 19 are also made based on the basic competence of writing in completing the descriptive text. According to the requirement of a good test, all of those question above have been fulfilled some characteristic to be a good test. Such as, there is one correct answer and the efficiency in using word, sentence or paragraph also has been fulfilled by test maker. There is no repetition or one question give a clue to the other, therefore the student will answer those question based on their ability not from the clue or answer that appear in the other question.

There is no picture or graphic in these questions as a clue for student in answering the question. But the writer thinks that it will be more have variation if the test maker also gives a picture. Because this question sheet (placement test in 2014) is to plain, there is no picture etc.

f) Question number 20 (see appendix 4)

A question above tests the student's comprehension in identifying information of instruction, the list of stuff, utterance and announcement. This question based on the basic competence in reading. Therefore, this question is valid to be tested since it does refer to the reading syllabus and conform to the curriculum. Apart from the appropriateness with the English syllabus, all of the characteristic of a good test have been fulfilled.

Based on discussion above, the researcher concludes that all of the English placement tests are suitable with the content validity intended in this research. Because all of the English syllabus appropriate with the curriculum applied in SMPN 5 Surabaya. In the other hand, depend on the Arikunto's opinion about the good content validity, all of those tests are not categorized as a good content validity. In the other hand, those questions have fulfilled the characteristic of a good test.

Depend on the data analysis of each placement test during 2011 to 2014, the researcher found that the content validity of the English test that include in placement test for seventh grade SMP N 5 Surabaya in dividing student into two groups of classes, was decreased in certain years. Since 2011 that the English test fulfilled the content validity 50 % and decrease ten percent in 2012 to 40 %. Then, the English placement test in 2013 and 2014 also got the 40 % about the appropriateness based on the content validity. All of those placement test were not fulfilled the requirement of content validity that test have to conform to the

curriculum. It means that those tests were not categorized as a good test because of the percentage of those placement tests still under 76 % as a requirement to be categorized as a good test and those English placement tests did not cover all of the basic competence of English syllabus KTSP 2006 for seventh grade SMPN 5 Surabaya.

In addition, the researcher also found some weaknesses of each placement test. The first, there were repetition of some questions from one placement test to the other placement test. Some questions appeared in every placement test, 2011, 2012, 2013 and also 2014. For example, the questions about like and dislike, in English placement test 2011, questions number 13 appear in English placement test 2012 number 13, number 7 in English placement test 2013 and the last become number 7 in English placement test 2014. It became a thing that should be focused because even though most of questions have been created based on the curriculum as one of the criteria of the test to have a content validity but the question sheet has also to be evaluated every year, so this test will be more valid and be better test.

The second, about the use of the curriculum in making test in this placement test also has to be focused on, because the indicators that the test maker used every year in creating English test in this placement test were monotonous, only some indicators were applied and tested, since KTSP (Kurikulum Tingkat Satuan Pendidikan) consists of many indicators in that can be used as a guideline to make a test. When the test maker had applied a variation indicators to their test, then the test will be more variated and be more valid to be tested.