

**AN ANALYSIS OF ENGLISH FINAL TEST
CONSTRUCTION USED BY SMP AND MTs
IN NGANJUK**

THESIS

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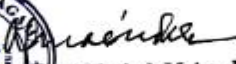
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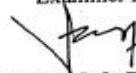
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ABSTRACT

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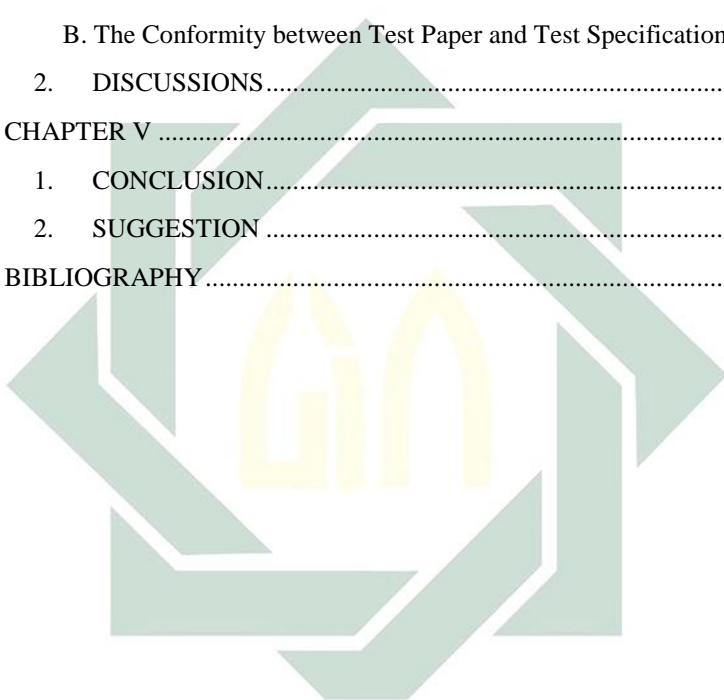
Key Words: Final Test, Content Validity, Construct Validity, Test Specification

Final test is a part of achievement test that used to measure students' progress at the end of the semester. This research identified the use of the English Final Tests that was designed by Teachers' Association (MGMP). The research examined the constructions of test items, particularly the validity of the tests. The validity that was examined is construct validity and content validity. In this case, the final test was expected to have a good construction and conformed its test specification, since it is designed by the teacher's Association. This study focused on analysing the English Final Test construction and its conformity with its test specification. The researcher determined this study as content analysis study using descriptive approach. There are 4 documents which became the subject of this study, there were English Final Test used by MTs along with its test specification and English Final Test used by SMP along with its test specification. In addition, documentation was used as the techniques to achieve the aims of this study. The analysis result showed that both the English Final Test used by Mts reflected the material in syllabus in term of content validity, while for English Final Test used by SMP there 26 test items which did not reflect the syllabus and 19 test items which match its syllabus. While in term of construct validity, both English Final Test for smp and Mts already test the skill that should be measured. Then, the result analysis result also showed that either English Final Test for SMP and Mts already conformed its test specification, although there were several test items which does not conform its test specification. Here it can be concluded that although several test items didn't meet the indicator of well – constructed and conform its test specification, still both English Final Test for MTs and SMP were categorized as a well – constructed English Final Test.

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CHAPTER I INTRODUCTION

This chapter provides the background of the research about the reasons why the researcher conducts the research towards English Final Test. Then, the problems are formulated in the research question followed by the objective of the study. It is followed by the significance of study to inform the use of this research, then the limitation of this research is provided in the scope and limitation. At the end of this chapter is the definition of key terms which relates with this research.

A. Background of The Study

Test is a method of measuring person's ability, knowledge or performance in a given domain¹. This means a test has more than specific criteria, based on what it will be tested. For example in the proficiency test, although the actual performance on the test involves only sampling of skill, that domain overall is proficiency in a language. This indicates that the teacher may need to do a test to measure the students' competence in that field. There are four kinds of test; proficiency test, achievement test, diagnostic test and placement test². Here the researcher focuses on the Achievement test in the form of English Final Test.

By conducting an English Final Test, teachers will find out the progress of the student in English competence. As stated by Heaton "to allow students to perform a certain task in language, a well – constructed classroom test can be a media for the student to show their ability in language"³. A well – constructed test holds important roles in teaching and learning process.

A test is said as well – constructed test if it fulfills 5 criteria, which are practicality, reliability, validity, authenticity,

¹ H Douglas Brown, *Language assessment; principle and classroom practices* (San Fransisco, California: Longman.com, 2003.), 3

² Arthur Hughes, *Testing for Language Teacher* (New York: Cambridge University Press, 1989), 9

³ J B Heaton, *Writing English Language Test* (New York: Longman Inc, 1975), 7

and washback⁴. Here, the researcher focuses on the validity of the test which are content validity and construct validity as the part of test construction. These criteria are chosen since it relates with the content of the English final test. Relating with the construction of the English final test, it is important that the English final test represent the full scope of material based on its test specification⁵. Test specification provides information about content, format and timing, criteria level of performance, and scoring procedures⁶. Those information may help the test – makers in designing the English final test based on the course or the curriculum used. That is why it is important to check the conformity between English Final test and its test specification.

As the focus of this research is identifying the English final test. The researcher will identify the English final test used for SMP and MTs in Nganjuk. in Nganjuk the English final test is designed by the teacher association or frequently called as *MGMP* (Musyawarah Guru Mata Pelajaran). English final test for SMP is designed by the *MGMP* for SMP, while the English final test for MTs is designed by *MGMP* for MTs. the English final test is designed based on the test specification from syllabus which refers to the material that has taught during a semester. Each question in the English final test is designed by different test – maker or teacher. The question in the English final test has a different writer and has no editor when it is in the form of English final test. Here the researcher intends to identify the construction of the English Final Test include its content and construct validity and its conformity with its test specification, that will focus on four document analysis in which two English Final Test paper, and two test specification paper.

The number of research had investigated the test analysis, for example, Arifin identified the quality of the English Final Test in relation to its validity and reliability for sixth grade in south Semarang.. The result of the study showed that the test had classified as easy items in term of their

⁴ H Douglas Brown, *Language assessment; principle and classroom practices...* 19

⁵ Arthur Hughes, *Testing for Language Teacher*, 44

⁶ Arthur Hughes, *Testing for Language Teacher*, 49

difficulty level while the discriminating power was still able to discriminate the clever students and the poor one⁷. Another research conducted by Ningrum. Ningrum had investigated the difficulty level and the discriminating power of English summative test for the first grade of SMPN 3 Tangerang Selatan, the result of this research showed an index of discriminating power was in good quality. the English summative test had a good level of difficulties and good quality of discriminating power⁸. In here Bernasela also investigated the summative test items, focused on its validity, reliability, level difficulty, discriminating power and distractors of the test items in SMKN 2 Singkawang. The result showed that 96% of English summative test was valid. Test items had high reliability. The result of the data analysis of difficulty level of the test items showed there are 53 moderate test items, 7 difficult test items. For discriminating power there were 10 excellent test items, 8 good test items, 10 moderate test items, 16 moderate test items, and 16 revised test items in discriminating power⁹. Similar research was done by Shomami in which analyzing whether the items of English summative test had a good quality or not. The result of this research showed English odd summative test for second grade of SMAN 6 Depok did not meet the criteria of effective and acceptable test¹⁰. The last research was done by Anggraeni who had investigated the difficulty index, discriminating power, and the effectiveness of distractors in English final test for tenth-grade students of MAN Boyolali. The result of this study showed that there are 76% categorized as difficult items, For the

⁷Arifin, Haris Rizqi, Undergraduate Thesis: An Analysis of The Test Items of English Final Examination for The Sixth Year Students of Elementary School in South Semarang Regency in The Academic Year 2007/2008. (Semarang; Perpustakaan Universitas Negeri Semarang, 2009)

⁸Ningrum, Dwi Cipta, *Undergraduate Thesis: An Items Analysis of English Summative Test on Difficulty Level and Discriminating Power* (Jakarta: Perpustakaan UIN Syarif Hidayatullah Jakarta, 2014)

⁹Bernasela. *Undergraduate Thesis: An analysis of English Summative Test Items.* (Perpustakaan Universitas Tanjung Pura Pontianak, 2014)

¹⁰Shomami, Amalina. Undergraduate Thesis: A item Analysis of English Summative Assessment: An Analysis Study in The Second Grade of SMA Negeri 6 Depok in the 2013/ 2014 Academic Year. (Perpustakaan UIN Syarif Hidayatullah Jakarta, 2014).

discriminating power there are 30% categorized as poor items. For the effectiveness of distractors, there were 52% categorized as the ineffective distractor for each options¹¹.

Referring to the previous studies, this research only focuses on document analysis in which the English Final Test paper and the test specification itself. While previous studies have investigated the quality of a good test along with its validity and reliability. Here the researcher attempts to find out the construction of the English Final Test, whether the test is categorized as a good test or not and find out whether the test construction has differences with the test specification or not. The finding of this research will be useful to find out the construction of the English Final Test and find out whether the English Final Test has a match with the test specification or not.

B. Research Questions

Based on the background above, the problem could be formulated as follows:

1. What is the construction of the English Final Test for the seventh grade of SMP and MTs in Nganjuk?
2. Do the English Final test conform its test specification?

C. Objectives of the study

According to the statement of the problem, the researcher purposes are:

1. To find out the construction of the English Final Test for the seventh grade of SMP and MTs in Nganjuk.
2. To find out if there are any differences between test construction and test specification in the English Final Test for the seventh grade of SMP and MTs in Nganjuk.

¹¹Anggraheni, Elma Pungky. *Undergraduate Thesis: An Analysis of English Final Test for Tenth Grade Students of MAN 2 Boyolali In The Academic Year of 2016/2017.* (Perpustakaan IAIN Surakarta, 2017)

D. The significance of The Study

By conducting this research, the researcher hopes that the finding will give many benefits for the teacher and future researcher.

1. For the teacher, it can be one of the sources where they can get pieces of information about how to construct a good test
2. For the future researcher, it can be a reference to do similar research in with different context and more subject and investigations.

E. Scope and Limitation of The Study

This research will only focus on identifying the English final test papers in even semester in the 2017/2018 Academic year used by seventh-grade students of SMP and MTS in Nganjuk and the test specification based on the syllabus. This research will analyze four documents in which two for the English Final Test paper used by SMP and MTs and two test specifications refer to those test. The groups of teachers who design the test are different. For English Final Test of SMP is designed by The English teacher association for SMP (MGMP SMP), while for English Final Test of MTs is designed by The English Teacher Association for MTs (MGMP MTs).

The researcher will analyze content and construct validity as the part of the construction of the English Final Test used for SMP and MTs in Nganjuk. Since the conformity between test specification and the test is become one of the way to construct a test, After analyzing the construction based on its content and construct validity of the final test, the researcher will analyze the English Final Test with the test specification to find out whether the English Final Test match with the test specification or not.

F. Definition of Key Terms

a. Test

Teacher assess the students' comprehension in many ways, one of them is a test. Testing also has an important role to measure the students' understanding towards the

material that has been learned. There are four kinds of test; proficiency test, achievement test, diagnostic test and placement test¹². In this research, the researcher analyzed the English Final Test as the form of the proficiency test

b. Test Construction

To construct a test, there are 5 criteria that must be fulfilled when constructing a test; (1) practicality, (2) reliability, (3) validity, (4) authenticity, and (5) wash back. In this research, the researcher focuses on the content and construct validity of the English Final Test. This criteria is chosen since it relates with the content of the English Final Test. The content of the English test is made by different teacher in the teacher association. Therefore, it is important to check the content of the English final Test by conducting the analysis about content and construct validity.

c. Test Specification

Test specification is the blueprints to be followed by the test and item writers, and they are also essential in the establishment of the test construct's validity¹³. Test specification is designed as a guideline for the test – maker in designing the test. In this research, test specification is used as a tool to match the English Final Test with its Test specification to meet the criteria of well – constructed test.

d. Test Specification and Test Construction

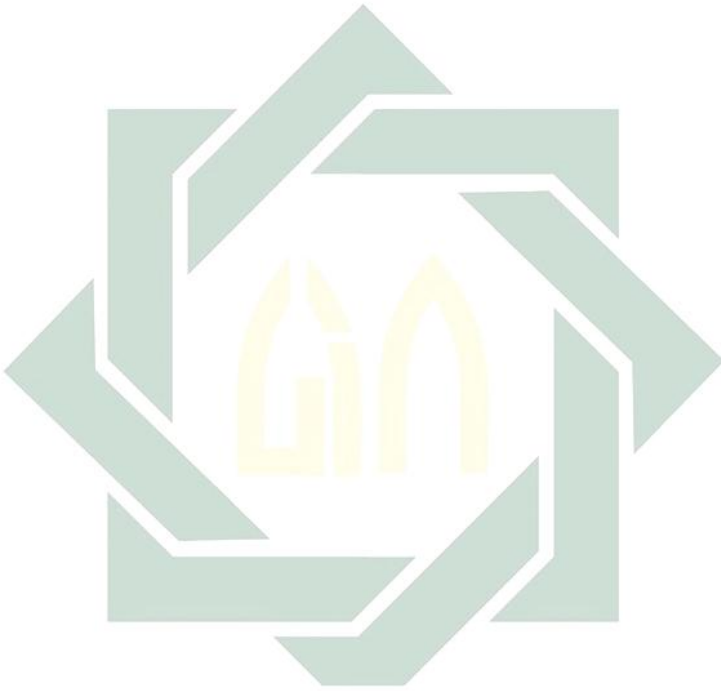
Relating with the test construction, it is important that the English Final test represent the full scope of material based on its test specification¹⁴. Test specification provides information about content, format and timing, criteria level of performance and scoring procedures¹⁵. Those information may help the test maker in designing the English Final Test.

¹² Arthur Hughes, *Testing for Language Teacher*, 9

¹³ J Charles Alderson, Caroline Clapham, Dianne Wall. *Language test construction and evaluation* (Cambridge University Press. 1995, Britain), 9

¹⁴ Arthur Hughes, *Testing for Language Teacher*, 44

¹⁵ Arthur Hughes, *Testing for Language Teacher*, 49



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the basis theories of test and test construction which is used in this study. Then, followed by review of previous study that describes the differences between this research and the previous study.

1. Review of Related Literature

a. Test

Teacher assess the students' comprehension in many ways, one of them is a test. Testing also has an important role to measure the students' understanding towards the material that has been learned. The test is used to measure students, comprehension towards the material in a certain field¹⁶. There are four kinds of test; proficiency test, achievement test, diagnostic test and placement test¹⁷.

- a. Proficiency test: a test to measure people's ability in language based on any training they may have had in that language. And it is based on a specification of what candidates have to be able to do in language to be considered proficient.
- b. Achievement Test: are directly related to language courses, this test type's purposes being to establish how successful individual students, group of students, or the courses themselves have been in achieving objectives. There are two kinds of achievement test: final achievement test and progress achievement test.
- c. Diagnostic Test: are used to identify students' strength and weaknesses. This test could be

¹⁶H Douglas Brown, *Language assessment; principle and classroom practices*....,3.

¹⁷ Arthur Hughes, *Testing for Language Teacher* ..., 9

useful for individualized instruction or self – instruction.

- d. Placement Test: are intended to provide information which will help to place students at the stage of the teaching program most appropriate their abilities.

One of the tests that frequently used in Indonesia is the final test. The final test is one of the tools that is used to measure the students' comprehension in a certain material. The English final test is one of test that is used to measure capability in term of proficiency test. In this research, the final test that will be analyzed is the English Final Test that used for the seventh grade of SMP and MTs in Nganjuk. Besides the two English Final Test paper, the researcher will also analyze two test specification and define whether the English Final Test match with its test specification. The English Final Test in here is designed by the English teacher association or *MGMP (Masyarakat Guru Mata Pelajaran)*. English Final Test for SMP is designed by the English teacher association for SMP (*MGMP SMP*), and for English Final Test for MTs is designed by the English teacher association for MTs (*MGMP MTs*).

b. Test Construction

To construct a test, there are 5 criteria that must be fulfilled when constructing a test¹⁸;

- a. Practicality: An effective test is practical, which means a test should has scoring / evaluation procedure that is specific and efficient, easy to administer and not excessively expensive
- b. Reliability: a test is consistent and dependable
- c. Validity : a test is said to have a good validity if it measures what is supposed to be measures. There are four kinds of validity: (1)Content validity : if the test already represent the sample of the material that should be measured. (2) Criterion – related validity: to see how far the

¹⁸ H Douglas Brown, *Language assessment; principle and classroom practices....*,19

- test agree with those provided by some independent and highly dependable assessment of the candidate's ability. (3) Construct Validity: if the test can demonstrate just the ability which is supposed to be measured. (4) Face Validity: if the test look as if it measures what is is supposed to be measure.
- d. Authenticity: the test is likely to be enacted in the real world
 - e. Washback: the effect of testing on teaching and learning

Beside those five criteria, it is important that the English final test represent the full scope of material based on its test specification¹⁹. In this research, the researcher focuses on the content and construct validity of the English Final Test. According to Glen Flucher (Language testing and assessment in 2007), content validity shows if the assessment instruments already represent the sample of the teaching purposes. It is related to the material of the test which means the test needs to reflect the material that has been taught. The test would have content validity only if it included a proper sample of relevant structures²⁰. To measure the construction of the English Final Test, the researcher will compare the test items with the syllabus. While Construct validity is concerned if the test items already measure what is to be measured²¹. in short, construct validity is related with the requirement of proposing test (Douglas Brown, Language Testing in 1994), Construct validation takes place when an investigator believes that his instruments reflect a particular construct, to which are attached certain meanings²².

¹⁹ Arthur Hughes, *Testing for Language Teacher* ..., 44

²⁰ Arthur Hughes, *Testing for Language Teacher* ..., 22.

²¹ H Douglas Brown, *Language assessment; principle and classroom practices*...., 25

²² Flucher, Glean. *Language Testing and Assessment (An Advanced Resource Book)*...., 182

in short, construct validity is related to the requirement of proposing the test. The requirement itself is gotten from the test specification.

c. Test Specification

Test specification is the blueprints to be followed by the test and item writers, and they are also essential in the establishment of the test construct's validity²³. Test specification provides information about content, format and timing, criteria level of performance and scoring procedures²⁴. Those information may help the test maker in designing the English Final Test. In short, there are five elements of the test specification²⁵:

1. State the purpose, define abilities to be measures.
2. Describe characteristic of language user and test – taker
3. Describe TLU task / Language characteristic
4. Describe the criteria of correctness
5. Provide sample task/ test items

Seeing at the elements of designing the test specification, it can be said that test specification is one of the material that used as a guideline in defining the English final test. Test specification also becomes the part of constructing a Final test.

d. Test Specification and Test Construction

Relating with the test construction, in term of content and construct validity. Test specification used in constructing items and in designing the test instruments as a whole should be stated clearly²⁶. Test specification provides the official statements about what the test tests and how it tests. It is important that the English Final test represent the full scope of material based on its test

²³ J Charles Alderson, Caroline Clapham, Dianne Wall. *Language test construction and evaluation*, 9

²⁴ Arthur Hughes, *Testing for Language Teacher*,..., 49

²⁵ Lyle F Bachman, Adrian S Palmer. *Language Testing in Practice: Designing and Developing Useful Language Test*. (Oxford University Press: Oxford, 1996), 172

²⁶ J Charles Alderson, Caroline Clapham, Dianne Wall. *Language test construction and evaluation*,25

specification²⁷.. Test specification provides information about content, format and timing, criteria level of performance and scoring procedures²⁸. Before constructing an English Final test, defining the material based on the test purpose become the first step to design the test specification. The material on the test specification itself is taken from the syllabus or certain curriculum that is used at the particular time.

Some of the test specification probably the simplified version known as the syllabus²⁹. In relating with the test construction in term of content validity, a test is said to have content validity when it represent the sample of the material based on the syllabus, while in this case, the test specification also made from the syllabus. That is why when the test items is defined as the test which has content validity, it means the test items on the English Final Test should match its test specification too³⁰.

in this research, in measuring the construct validity, basically there are five skills that should be measured. There are speaking, listening, writing, reading and grammar. However, based on the test specification that is used in English Final Test for SMP and MTs, there are two skills that are tested in English Final Test. Those skills are reading and writing. Construct validation involves assessing how well a test measure the construct, that is why test specification need to make theoretical framework which underlies the test as well as relationship between the theory and the purposes for which the test is designed³¹. In short, test specification must define the

²⁷ Arthur Hughes, *Testing for Language Teacher*,... 44

²⁸ Arthur Hughes, *Testing for Language Teacher*,... 49

²⁹ J Charles Alderson, Caroline Clapham, Dianne Wall. *Language test construction and evaluation*,10

³⁰ J Charles Alderson, Caroline Clapham, Dianne Wall. *Language test construction and evaluation*,9

³¹ J Charles alderson p 17

ability or the skills that will be tested based on the test purposes³².

2. Review of the Previous Study

The number of research investigated the test analysis, for example, Arifin investigated the standardization of the English final test for sixth grade in south Semarang. Arifin focused on whether the English Final Test had a good quality based on its validity and reliability or not. The result of the study showed the test had classified as easy items in term of their difficulty level while the discriminating power was still able to discriminate the clever students and the poor one³³. Another research conducted by Ningrum investigated the difficulty level and the discriminating power of English summative test for the first grade of SMPN 3 Tangerang Selatan, the result of this research was moderate level with the result 0.69 indexes of difficulty and the test also had 0.38 index of discriminating power so it is included in good quality. So the English summative test had good qualities interim, moderate level of difficulty and good quality of discriminating power³⁴. Bernasela also investigated the summative test items, focused on its validity, reliability, level difficulty, discriminating power and distractors of the test items in SMKN 2 Singkawang. The result showed that 96% of English summative test was valid. Test items reliability is 0.81 in which the test reliability considered too high reliability. The result of the data analysis of difficulty level of the test items showed there were 53 moderate test items, 7 difficult test items. For discriminating power there were 10 excellent test items, 8 good test items, 10 moderate test items, 16 moderate test items, and 16 revised test items in

³² J Charles alderson 19

³³ Arifin, Haris Rizqi, Undergraduate Thesis: An Analysis of The Test Items of English Final Examination for The Sixth Year Students of Elementary School in South Semarang Regency in The Academic Year 2007/2008. (Semarang: Perpustakaan Universitas Negeri Semarang, 2009)

³⁴ Ningrum, Dwi Cipta, *Undergraduate Thesis: An Items Analysis of English Summative Test on Difficulty Level and Discriminating Power* (Jakarta: Perpustakaan UIN Syarif Hidayatullah Jakarta, 2014)

discriminating power³⁵. Similar research was done by Shomami in which analyzing the items of English summative test. The purpose of the test is to find empirical evidence of whether or not the summative test items had a good characteristic of test items in terms of difficulty level, discriminating power and distractor efficiency. The result of this study showed there are 15% acceptable items to meet the criteria of difficulty index, 2.5% with too difficult status and there were 82.5% unacceptable items. Whereas for discriminating power index, there 57.5% poor items, 2.5% of items had a negative result to the point to be discard and 40% acceptable items. For distractor efficiency, the writer found there are 83% distractors with the ineffective distractor. In conclusion, English odd summative test for second grade of SMAN 6 Depok did not meet the criteria of effective and acceptable test³⁶. The last research was done by Anggraeni investigated the difficulty index, discriminating power, and the effectiveness of distractors in English final test for tenth-grade students of MAN Boyolali. The result of this study showed that there were 76% categorized as difficult items, 24% categorized as marginal items, and 0% categorized as easy items. For the discriminating power, there were 26% items categorized as very good items, 24% categorized as reasonably good, 20% categorized as the marginal item, and 30% categorized as poor items. For the effectiveness of distractors, there were 48% categorized as effective distractors for each option, 52% categorized as the ineffective distractor for each options³⁷.

Referring to the previous studies, this research only focuses on document analysis in which the English Final Test paper and the test specification itself. While previous studies have investigated the quality of a good test along with its

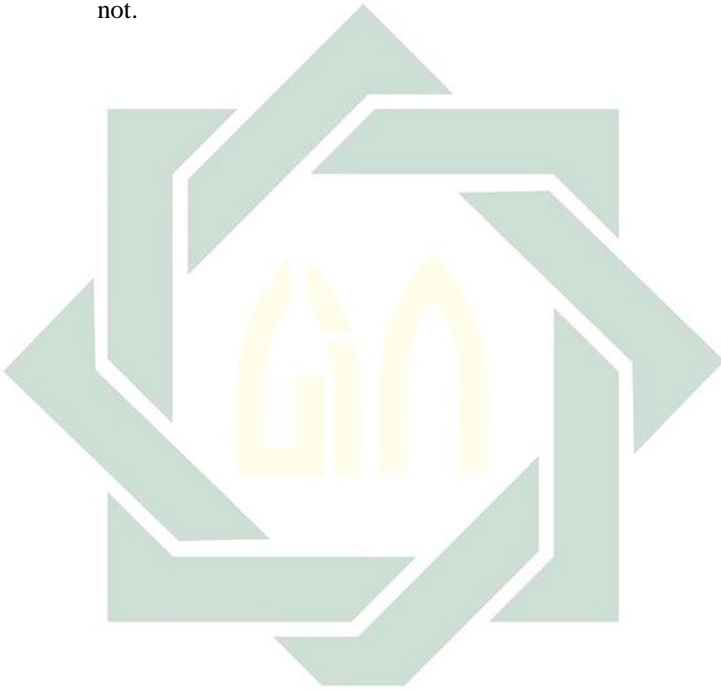
³⁵ Bernasela. *Undergraduate Thesis: An analysis of English Summative Test Items.*

(Perpustakaan Universitas Tanjung Pura Pontianak, 2014)

³⁶ Shomami, Amalina. *Undergraduate Thesis: A item Analysis of English Summative Assessment: An Analysis Study in The Second Grade of SMA Negeri 6 Depok in the 2013/ 2014 Academic Year.* (Perpustakaan UIN Syarif Hidayatullah Jakarta, 2014).

³⁷ Anggraheni, Elma Pungky. *Undergraduate Thesis: An Analysis of English Final Test for Tenth Grade Students of MAN 2 Boyolali In The Academic Year of 2016/2017.* (Perpustakaan IAIN Surakarta, 2017)

validity and reliability. Here the researcher attempts to find out the construction of the English Final Test and find out whether the test construction has differences with the test specification or not. The finding of this research will be useful to find out the construction of the English Final Test and find out whether the English Final Test have a match with the test specification or not.



CHAPTER III RESEARCH METHOD

This chapter provides the research procedure in analyzing the English Final Test used by SMP and MTs, followed by research approach and design, research instruments, data and the source of data, data collection technique and data analysis techniques.

1. Research Approach and Design

This research is typically designed as a content analysis. In term of analyzing the English Final Test construction based on content validity and the test specification, content analysis will lead the researcher in having deep understanding toward the English Final Test Construction as the subject of the research. It will deal with interpreting the result of the construction of the English final test and if there any differences between the English Final Test construction and the test specification.

2. Research Instrument

Research instrument is the device used by investigators for analyzing data.³⁸ Here the researcher attempted to measure the variable and the items of the research through rubrics and interview guidelines.

a. Syllabus

Syllabus here is used as a tool to find the content validity of the English Final Test used in MTs and SMP, and define whether the test items already reflect its suggested material in syllabus or not

b. Rubrics

Rubric which will be used to analyze the construction of English Final Test is adapted from several theories. To define the construct validity of the English Final Test, the researcher will analyze it using some theories in the form of a rubric

³⁸Neil J Salking, *Encyclopedia of Research Design*(<http://srmo.sagepub.com/view/encyc-of-research-design/n189.xml>, accessed on October 11th, 2017)

The rubrics are designed using “Exist” and “Non-Exist” checklist. If “Exist” column has been fulfilled, it means that the construction of the English Final Test will be able to fulfill the indicator. Then, If “Non-Exist” column has been fulfilled, it means the construction of English Final Test will not able to fulfill the indicator.

c. **Test Specification**

The test specification here is used to analyze the English Final Test, and define if there will be any differences between the construction of the English Final Test and the test specifications.

3. Data and The Source Of Data

1. **Types of Data**

To answer the research question, here the researcher collected primary data. The primary data of this study was the English Final Test paper and the test specification paper

2. **Source of Data**

The primary data is two English final test paper and two test specification obtained from the teacher. The researcher uses different English Final Test since the test designer of that two test is different. The primary data will be obtained by analyzing the construction of the English Final Test in term of content validity and construct validity and matching it with its test specification.

4. Data Collection Techniques

In case of collecting the data of the research, the researcher needs the instrument. In this study, the researcher obtains the data by collecting documents from English teacher in SMP 5 Nganjuk and MTsN 5 Nganjuk as the central of teacher association.

Documentation is a wide range of written materials which can produce qualitative information. They can be particularly useful in trying to understand the philosophy of an organization as may be required in action research and case Rubrics for analyzing the construction of

the English Final Test. The rubrics are designed using “Exist” and “Non-Exist” checklist. If “Exist” column has been fulfilled, it means that the construction of the English Final Test will be able to fulfill the indicator. Then, If “Non-Exist” column has been fulfilled, it means construction of the English Final Test will not able to fulfill the indicator.

5. Data Analysis Techniques

In line with the content analysis method, the researcher analyzes the data descriptively. After getting the English Final Test paper and the test specification the researcher analyzes the assessment instrument using rubrics which is adapted from Brown's book, Hughes' book, Kunandar's book, and Sri Wahyuni's book. To test the content validity. The researcher will make a table to measure whether the test items already reflect the material on the syllabus or not. After matching the test items with its syllabus, the next process is matching the test items with the test specification. In the end, to measure the construct validity, the test items will be analyzed using a checklist to measure whether the test items already reflect certain skill in learning English or not. From those measurements, it will be concluded whether a test has a good construction or not through a rubrics. The analysis result will show how the construction of the English Final Test, and its specification.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of the study about English Final Test for the seventh grade of MTs and SMP in Nganjuk. The researcher describes the result of the analysis in findings part. While in the discussion part, the researcher describes the result of the data regarding how the test construction of English Final Test and the section also discusses whether the English Final Test paper match with the test specification.

1. Research Findings

A. Construction of Two Test

The test construction involves some activities in developing and evaluating a test. These activities are done by a group of English teacher association namely *MGMP (Musyawarah Guru Mata Pelajaran)*. These group of teachers works together to design a test. Each teacher has their own job to finish some section in the test. This section identifies how the teacher constructs the English Final Test. To construct a test, there are 5 criteria that must be fulfilled when constructing a test; (1) practicality, (2) reliability, (3) validity, (4) authenticity, and (5) wash back³⁹. In this research, the researcher only focuses on the validity of the test which are content and construct validity of the English Final Test. The analysis result are described in the following.

Content Validity

Content Validity of the English Final Test for MTs

As described in chapter 2, a test is considered to have good content validity when its contents constitute a representative sample of the language skill, such as structure and vocabulary⁴⁰. To identify whether the English Final Test of MTs has a good validity, this study checked the material described in the syllabus to identify whether the test items

³⁹ H Douglas Brown, *Language assessment; principle and classroom practices....*, 19

⁴⁰ Glen Flucher – Fred Davidson, *Language testing and assessment....*, 4

cover the material described in syllabus or not. The analysis result showed that all the questions in the English Final Test paper for MTs students have covered the material in the syllabus. There 40 question covered the material in the syllabus. This indicates that the content in the English test represents the material that has been discussed in the class. Some example of the question in the English Final Test that reflected the material in the syllabus are described in the table in the following.

Table 4.1 list of materials described in the English Final Test used by MTs which listed in syllabus

| No | The Materials |
|----|--|
| 1. | Identifying a contextual meaning |
| 2. | Identifying descriptive text |
| 3. | Identifying transactional and interactional text about asking and giving information |
| 4. | Identifying transactional and interactional text through asking and giving information about animal, stuff, and person's characteristic. |
| 5. | Arranging transactional and interactional text about animal, stuff, and person's characteristic |
| 6. | Understanding contextual meaning about descriptive text |
| 7. | Arranging short written descriptive text |

As described in table 4.1, there are seven materials that are covered in the syllabus. These materials were found in the English Final Test for MTs. The analysis result indicates that those materials covered all the question in the English Final Test for MTs, which means the question in the English Final Test for MTs already reflects the material based on the syllabus. In this findings, the researcher presents three samples of material and question which reflect the material in the syllabus. The materials are described in the following.

a. Identifying a contextual meaning

Based on the syllabus there are three ways to identify contextual meaning. first is through transactional and interactional text, descriptive text, and song. The analysis showed that the test writers used song lyrics to identify the

contextual meaning as described in item no 39 (see appendix 1). In this question, students are asked to find the information by reading the song lyrics. The sample of the question is described in the following.

*Mother, How are you Today?
Mother, how are you today?
Here is a note from your daughter
With me every stuff is okay
Mother, how are you today?*

*Mother don't worry I'm fine
Promise to see you this summer
This time there will be no delay
Mother, how are you today?*

*I found the man of my dreams
Next time you will get to know him
Many stuffs happen while I was away
Mother, how are you today?*

What is the text about?
a. A missing daughter to her mother.
b. A note of daughter to her mother.
c. A dream of a girl to a man.
d. A daughter who lives far away from her mother.

.... (see appendix 1)

As said in the syllabus, students are asked to identify contextual meaning through three ways, one of them is through song lyrics. This question shows the students the song lyrics. Through this question, students are asked to find the contextual meaning through song lyrics, which means, before finding the contextual meaning, students are asked to understanding the song lyrics and find the implicit information in the song lyrics. That is why this question reflected the material in the syllabus.

b. Identifying descriptive text

Based on the material in the syllabus. There are three ways in identifying a text, through song, interactional and

transactional text, and descriptive text. Based on the analysis result, this question belongs to descriptive text which means this text describe some stuff or someone. After understanding the content of the text, students are asked identifying specific information based on the text. The sample of question is described in the following.

My English dictionary

Today is my birthday. My father gave me a dictionary. It is very thick. It has six hundred and seventy-five pages. There are pictures on some pages. The pictures are colorful. They make the dictionary special. The color of the cover is bright red and the color of the pages is white. It is a new education.

“it is very thick”. What does the word “thick” mean?

a. *It is new*

b. *It has many pages*

c. *The cover is*

d. *There are co*

.... (see appendix 1)

As said in the syllabus. Identifying specific information in the descriptive text is one of the material that covers the syllabus. This question is asked the student to identify specific information from the descriptive text. The kind of answer is supposed to be a text structure in form simple present tense.the analysis result indicates that This question covers the material in the suggested syllabus. Therefore, these questions reflect the material in the syllabus.

- c. Identifying transactional and interactional text about asking and giving information

There are three kinds of text based on the syllabus, there are transactional and interactional text, song lyrics, and descriptive text. Based on the analysis, this question considers as transactional and interactional text. The analysis indicates if the text provides a dialogue of two people or more talk about asking or giving information considers as transactional and transactional text. The sample of the question is described in the following.

Ryo : *it is a picture of a panda, isn't it? What do they look like?*

Dio : *they are very Their black and white fur look soft. There is eyeshadow around their eyes. Beautiful!*

- | | | | |
|----|------|----|--------|
| a. | Wild | c. | Cute |
| b. | Tall | d. | Strong |

The question above is considered as transactional and interactional text because it provides a conversation between two people talking about asking and giving information. This indicates that the question has similarity with the material provides in the syllabus. This type of question asks the student to find out suitable vocabulary for the blank dialogue. That is why this material reflects the material in the syllabus.

From the explanation above, the researcher assumes that the teacher designs the material based on the syllabus. This syllabus was applied in teaching and learning process in the class. Therefore, all of the questions in the English Final Test paper for MTs covered the material in the syllabus.

Content validity of the English Final Test for SMP

While for English Final Test of SMP, the analysis result showed that there were 19 questions which reflect the course of its indicators in the syllabus. These questions describe the material in the syllabus. While for the questions in the English Final Test paper which do not reflect the material in the syllabus are that 26 questions. These questions represent another course, which is not in the syllabus, such as like and dislike, asking for arguments, asking for agreement, procedure text and etc.

There are 26 questions do not reflect the material in the syllabus. The researcher found that these questions do not use the material in the syllabus, there are 22 questions in form of multiple choice and 4 questions in form of essay. These questions discuss certain material which can't be found in the syllabus. The question which not reflects the material based on the syllabus are described in the table below.

Table 4.2. list of the materials in the English Final Test used by SMP which are not listed in the syllabus

| No | The materials |
|-----|----------------------------|
| 1. | Identifying procedure text |
| 2. | Asking for help |
| 3. | Asking for Opinion |
| 4. | Asking for agreement |
| 5. | Like and Dislike |
| 6. | Direction |
| 7. | Usual Dosage |
| 8. | Announcement |
| 9. | Offering Helps |
| 10. | Identifying a Letter |

As described in table 4.2, there are ten materials which not cover the material in the syllabus. Based on the analysis result, these materials were applied in the English Final Test for SMP. these materials cover 26 questions in English Final Test, which means those questions were made based on another course. In this findings, the researcher presents three sample material along with its question which did not cover the material in the syllabus. The sample of the materials are described in the following

a. Identifying procedure text

Procedure text is a text to show someone how to make something. Based on the analysis result, the question below is categorized as a procedure text since it discusses how to make something along with the ingredients and the steps to make it. In the syllabus, the text that should appear in English Final Test for SMP are descriptive text, transactional interactional text and song lyrics. However, this question presented procedure text which is not discussed in the syllabus. The sample of the question is presented in the following

Read the text and answer the questions number 30 –

33!

| <i>Material</i> | <i>Utensil</i> |
|-----------------|----------------|
|-----------------|----------------|

| | |
|---|-----------------|
| <i>Teabag</i> | <i>A teacup</i> |
| <i>Sugar</i> | <i>Teaspoon</i> |
| <i>Hot water</i> | <i>Thermost</i> |
| <p>Steps</p> <ul style="list-style-type: none"> • <i>First, prepare a teabag and a cup</i> • <i>Then put a teabag into the cup</i> • <i>After that, pour hot water</i> • <i>Wait for 1 – 2 minutes</i> • <i>Remove teabag</i> • <i>Add some sugar if you like</i> • <i>Finally, stir it well and serve.</i> | |

What is the text about?

- | | |
|------------------------------------|-------------------------------------|
| A. <i>How to serve a teabag</i> | C. <i>How to prepare a teabag</i> |
| B. <i>How to stir a cup of tea</i> | D. <i>How to make a cup of tea.</i> |

31.

32. ...

33.

..... (see appendix 2)

Based on the analysis result, the question above discusses procedure text. the students are asked to identify the procedure text to get the specific information based on the text. In the test paper, there are 9 question which discusses about procedure text. While, based on the syllabus, the kind of text which should appear in the English Final Test for SMP are descriptive text, song lyrics, and transactional and interactional text. However, in the test paper, the students are asked to identify procedure text. That is why this question cannot be said as a question which reflects the material in the syllabus.

b. Asking for help

Based on the analysis. Seeing from the question the task of asking for help is in the form of dialogue. Asking for help is one of expression which describes in form of dialogue.

This dialogue appears in the English Final Test paper for SMP. Based on the syllabus, the dialogue that should be appeared is transactional and interactional text in form of dialogue. However, the question is in the form of procedure text. The sample of the question described in the following.

Tayo : new paint, Ana?

Ana : I am sorryTayo, i think your paint is still bright.

Tayo : It doesn't matter, Ana. You're right. It's still bright

- A. *Would you give me* C. *Can i bring*
B. *May i give you* D. *Will you send*

1. *Rugy : Ana, I am looking for a new bell.*

Ana : I have two, Rugy.

Rugy : May i have one?

Ana :, here you are

- A. *I am sorry* C. *Is it for me*
B. *Of course* D. *Don't mention it*

2.

3. (see appendix 2)

Based on the analysis, the questions above are asked the student to fill in the blank with the suitable expression. This question discusses "asking a help". While, In the syllabus, there is no material which discusses about "asking a help". The material which should appear is an interactional and transactional text. That is why this question is considered as the questions which do not reflect the material based on the syllabus.

c. Asking for Opinion

Based on the analysis result, this kind of question is in form of dialogue talking about asking for the opinion. However, as said in the syllabus, the dialogue that should appear in the English Final Test for SMP is transactional and interactional text talk about asking and giving information. Apparently, this question asked someone else's point of view toward a certain topic. The sample of the question described in the following

Raihan: for our assignment.

Naila : it is a good idea. We can use my camera for it.

Raihan: well, let's do it tomorrow.

- A. How is the front gate A. How do you know about front gate
B. How to take picture of front gate B. How about taking a picture of front gate

Based on the analysis result, the question above asked the student to fill the blank dialogue with a correct expression. The question is about asking for an opinion. However, based on the syllabus this kind of question does not belong to any material that has been taught for SMP. The material that supposed to appear in the English Final Test for SMP is transactional and interactional text talk about asking and giving information. That is why. This question cannot be said as a question which reflects the material in the syllabus.

However, there are 19 questions which reflected the material in syllabus. based on the analysis result, In the test paper, the questions are presented based on the material in the syllabus. Some examples of the question in the English Final Test that reflect the material in the syllabus are presented in the table below.

Table 4.3 list of material in SMP test which covers the materials listed in the syllabus.

| No | The Materials |
|----|--|
| 1. | Identifying transactional and interactional text |
| 2. | Identifying descriptive text |
| 3. | Arranging short descriptive text |

As described in Table 4.3 above, there are 19 questions which match with its syllabus. The syllabus here is used as a guideline for teachers designed English Final Test. The material in the syllabus is taught in class. Which means, the material which presented in English Final Test covered the material based on the suggested syllabus. The questions which match with its syllabus are described in the following.

- a. Identifying transactional and interactional text

There are three kinds of text based on the syllabus, there are transactional and interactional text, song lyrics, and descriptive text. Based on the analysis, this question considers as transactional and interactional text. The analysis indicates if the text provides a dialogue of two people or more talk about asking or giving information considers as transactional and transactional text. The sample of the question is described in the following.

Ahmad : *Can you tell me, what does your sister do?*
Fuad : *..... she take care the patient*
A. *She is a nurse* C. *She is a teacher*
B. *She is a servant* D. *She is a dentist*
.... (see appendix 3)

Based on the analysis result, This type of question is similar to the question suggested by the syllabus. This types of the question indicate as transactional and interactional text. In this question, the dialogue discusses asking and giving information about the job description. Here, the student asked to identify the language aspect in a transactional interactional test. Students are asked to find out the correct answer about a job description. Hence, This question reflected the material in the syllabus.

b. Identifying descriptive text

Based on the material in the syllabus. There are three ways in identifying a text, through song, interactional and transactional text, and descriptive text. Based on the analysis result, this question belongs to descriptive text which means this text describe something or someone. After understanding the content of the text, students are asked identifying specific information based on the text. The sample of question is described in the following.

MrsSudarti is my sister. She is an English teacher at SMPN 1 Jatikalen. She comes from Lengkong, but she lives in Kertosono. She is 49 years old

She is tall and beautiful. She has an oval face with round eyes and pointed nose. She has straight fairly black hair.

She is very smart. She is kind and very diligent. She likes to help her fellow teachers. She is never angry with her students, so they love her very much.

What is the function of the text?

- A. To inform about a teacher
B. To explain how to be a teacher
C. To persuade to be an English teacher
D. To describe an English teacher

..... (See appendix 3)

Based on the question above, this question is a descriptive text. Here, the text tells about someone. Based on the analysis result. This question has similarity with the material based on the syllabus in form of descriptive text. This type of question asked the student to identify the social function of the text. The students are asked to find out the aim of the text. Seeing at the syllabus, This question match with the indicator in the suggested syllabus. Therefore, this question already covered the material in the syllabus.

c. Arranging short descriptive text

As said in the syllabus, there are two texts which asked the students to arrange the jumbled sentences into a good text, there are transactional and interactional text and descriptive text. Based on the analysis result, this question asked the student to arrange jumbled sentences into a good short descriptive text. The sentence is categorized as a descriptive text if it describes someone or something. Based on the analysis this question is considered as a descriptive text since it describes someone. The sample of the question is presented in the following

Make a short descriptive text about someone using the following data!

Name : Novi oktasari
Age : 25 years old
Job : science teacher
Address : merpati street, 68 nganjuk
Body : tall and slim
Face : oval
Nose : pointed
Eyes : round bright
Hair : long straight
Hobby : reading
Character : kind, diligent

Based on the analysis, the question above discussed the descriptive text. It can be seen from the content of the text which tells about someone. This question asked the student to arrange a short descriptive text based on the data. This question has similarity with the material in the syllabus which asked the students to arrange jumbled sentences into a good descriptive paragraph. that is why this question is considered as a question which covered the material in the syllabus.

From the analysis of the English Final Test for SMP and MTs. the result showed that all of the questions in the English Final Test for MTs reflected the material based on the syllabus, while for SMP there are 26 questions which did not reflect the material on the syllabus. Based on the result analysis, the researcher assumes that teacher put some material that has been taught in a class in the English Final Test paper without seeing the suggested questions based on the course in the syllabus. It is true that there are some questions which put some basic skill in syllabus such as identifying skill and arranging skill. However, in the English Final Test for SMP, there are several contents of the test which its material do not reflect the material based on the syllabus.

a. Construct Validity

Construct Validity of English Final Test for MTs

As described in chapter 2, a test is considered to have construct validity if it measures the ability which is supposed to measure⁴¹. To identify whether the English Final Test for MTs has a good construct validity, this study checked the criteria of certain skills covered in the English Final Test for MTs. The researcher using a rubric to analyze whether the question in English Final Test for MTs cover all the criteria of test considered as writing and reading test.

Based on the definition of construct validity, a test is said to have construct validity if it covers certain skill. Based on the analysis result. In the English Final Test, the question section is divided into two section. For section 1 is a reading test, and for section 2 is a writing test. here the researcher intends to analyze whether the question has underlined those skills yet.

READING

Reading skill is the first skill that is identified by the researcher. Seeing from the test specification. The questions which categorized as testing reading is in the first section. In the first section, the question is in the form of multiple choice, and the students are asked to choose the correct answer. There are ten criteria of a test can be said as a test which has a construct validity. Based on the analysis result most of the question already cover the reading skill. The questions which have construct validity is described in the table in the following.

Table 4.4. list of skills covered in the English Final Test for MTs

| No | The skills |
|----|---|
| 1. | Identifying referent of the pronoun |
| 2. | Using context to guess the meaning of the unfamiliar word |
| 3. | Recognizing the significance of the use of certain "structure |
| 4. | Knowing that certain word refer to the certain meaning |
| 5. | The type of the texts are based on the test purposes |
| 6. | The text is addressed to a certain audience |
| 7. | The texts are not culturally laden |
| 8. | The text has not read by the students during the teaching and |

⁴¹Brown, H Douglas, *Language Assessment; Principle and Classroom Practices*. (Longman),25

The analysis result indicates that the question only focuses on identifying referent pronoun. As said in the previous discussion, there are eight criteria of a test can be said as testing reading, and one of them is identifying referent pronoun. This question still can be said as a question which tests reading even though it only focuses on identifying referent pronoun. It means that this question already covers one of the criteria of testing reading.

- b. Using context to guess the meaning of unfamiliar words

Based on the analysis result, this criteria asked the student to find the words based on the content from the passage. Several words have similar meaning with other words. Here students are asked to guess the meaning of a word by identifying the passage. The sample of the question is described in the following.

*Mother, How are Today?
(Maywood)*

*Mother, how are you today?
Here is a note from your daughter
With me everything is okay
Mother, how are you today?*

*Mother don't worry I'm fine
Promise to see you this summer
This time there will be no delay
Mother, how are you today?*

*I found the man of my dreams
Next time you will get to know him
Many things happen while I was away
Mother, how are you today?*

*"here a note from your daughter"
What does the word "note" refer to?*

a. Letter

b. Photograph

c. Book

Based on the analysis result, this question asked the student to identify a word based on the text to find the similar meaning. This question can be said as a question which has construct validity although it only focuses on one criteria of testing reading.

c. Recognizing the significance of the use of certain “structure”

One of the criteria for testing reading is recognizing the significance of the use of a certain structure. The certain structure here means, certain grammatical structure based on the syllabus. Based on the analysis result, the English Final Test for MTs here used simple present tense as the material of the grammatical structure. The sample of the question is described in the following

I have little sister named Tini. She is a(14).... Girl. She likes helping mother in the kitchen. Her hobby is(15).... She loves trying many kinds of dishes. Her favorite dish is “Rawon” and “soto” Madura. She just like cooking them because she doesn't like meat. She wants to be a professional chef one day.

a. Smart b. Nice c. Tidy d. Diligent

a. Painting c. Cooking
b. Eating d. Dancing

Based on the analysis result, those two question asked the students to complete the blank words with a suitable word. The structure that is used is a simple present tense. This indicates that this question can be said as a question which testing reading because it fulfills one of the criteria of testing reading. Even though this question only focuses on the use of certain structure in which simple present tense. This question is still categorized as a question which has a construct validity.

Based on the explanation above, the English Final Test for MTs can be said as a test which has construct validity. A test is said to have

construct validity if it tests certain skill⁴². Based on the test specification there are two sections in the English Final Test, the first section is reading the text and the second section is writing text. In section 1, the questions fulfill ten criteria from twelve criteria of a reading test. This section still can be said as a test which has construct validity even though it only fulfills ten criteria from twelve criteria of reading test. However, there are two criteria which are not fulfilled by the reading test in section. These criteria are "Understanding relations between part of the texts by recognizing indicators in discourse" and "Generalise information and draw a conclusion from the text". Here the researcher assumes that the teacher only places the questions based on the material they have taught in class, without considering whether the test already testing reading or not. The criteria which are not fulfilled in the English Final Test are described in the following

- a. Understanding relations between part of the texts by recognizing indicators in discourse

This criterion is not found in the questions of the English Final Test for MTs. Based on the analysis result, students are asked to understand the relationship between part of the text using indicators in discourse, based on the syllabus, indicators in discourse here means the structure of the text using articles. While in the test paper there is no task which asked the student to identify the articles of the text. That is why this criterion cannot be found in the questions in the English Final Test.

- b. Generalize information and draw a conclusion from the text

Based on the analysis result, this criteria cannot be found in the English Final Test of MTs. The questions mostly asked the student to identify specific information based on the text and find out the main idea from the text. However in this criteria students are asked to generalize information from the text, and find out the conclusion based on the text. This indicates that this criterion cannot be fulfilled by the English Final Test for Mts

WRITING

⁴² Arthur Hughes, *Testing for Language Teacher* ..., 26.

Beside testing reading, based on the test specification, The English Final Test also testing writing. It can be seen in section two which is in the form of the essay. Students are asked to write down their answer in section two, there are six criteria of a test is said as testing writing. Based on the analysis result several questions already covered those criteria of testing writing. The sample of the question which has construct validity is described in the following

- a. Test only writing ability based on certain guidance (syllabus)

Based on the test specification there are two skills that would be tested in the English Final Test for MTs, there are testing reading in section one, and testing writing in section two. Section one is in the form of multiple choice, and section two is in the form of the essay. based on the syllabus, testing writing also in section two, which asked the student to write their answer using their own words. The sample of the question is described in the following.

Write the activities of the animals in the right column! No, I was done an example

| <i>ANIMALS</i> | <i>ACTIVITIES</i> |
|----------------|------------------------------|
| <i>Dog</i> | <i>Bark, run, eat, sleep</i> |
| <i>Fish</i> | <i>....</i> |
| <i>Lion</i> | <i>....</i> |
| <i>Bird</i> | <i>....</i> |

Based on the analysis result, the question above asked the students to write down the activities of an animal based on what they have known and use their own words. In the syllabus, this task is covered in based competence number 4.6. Students are asked to arrange animal activities or behavior. Based on the previous explanation, this question is considered as a question which testing writing and have construct validity even though only focus on test only writing ability based on certain guidelines.

- b. There are illustrations rather than a passage.

Based on the syllabus, in testing writing, students are asked to arrange sentences about something or someone based on the picture or illustration. The illustration here is used to reduce student's dependency on reading skill which means they have to create sentences based on their own experience and words, the sample of the question is described in the following.

Which is your favorite one?

Choose one of them, then describe his/ her physical appearance!



*EGY
MAULANA*



*SULE,
Comedian*



*JOKO
WIDODO*

*Your father
mother*

Based on the syllabus students are asked to describe someone or something based on the illustration or picture, this task is used to achieve the basic competence number 4.7. The kinds of text here used descriptive text, which means students are asked to describe someone or something based on the illustrations or pictures using their own words. This question is considered as a question in testing writing and has construct validity even though only focus on using illustration rather than the passage.

Based on the analysis result, the question in section two only covered two criteria from seven criteria of testing writing. Based on the analysis result, in the test specification said that section two is used to test writing. However, there are several questions does not really test writing, the question focusing on passage. There are several questions which asked the student to understand the content of the text to be able to answer the questions. It is true that students are asked to write the

response. However, they need to understand the text. It may test writing if the criteria for answering the question in term of sentence structure which means, students are asked to construct a correct sentence structure on their answer. The criteria which cannot be fulfilled by the English Final Test is described in the table in the following.

Table 4.5. The list of skills which cannot be fulfilled by the English Final Test for MTs

| No | The skills |
|----|--|
| 1 | The task should elicit sample of writing that truly represents students' ability |
| 2 | There is no choice in task |
| 3 | Express the student's own opinion in written |
| 4 | The task to produce sentences using acceptable grammatical systems |

As described in table 4.5. There are four skills which not covered by the question in English Final Test for SMP. Based on the analysis result, testing writing is in section two. Here students are asked to write down the answer. These skills cover construct validity, however, these skills are not covered in the English Final Test for MTs. The skill which not covered by the question in the English Final Test for SMP described in the following

- a. The task should elicit sample of writing that truly represents students' ability

Based on the analysis result this criteria means that when a test is said to test writing supposed to provide the sample of writing which represent students' ability based on the suggested syllabus. However, this criteria cannot be found in the English Final Test, since there is no sample of writing that represents students' ability.

- b. There is no choice in task

Based on the analysis result, there are two sections in the English Final Test, the first section is used to test reading in

form of multiple choice. While in section two is used to test writing in form of the essay. In section two, the test is in form of the essay which means the test supposed to not provide choice in the task. However, there is a question which asked the students to choose one of the pictures to be described. It may test writing if the criteria if provide illustration rather that passage, but seeing at the task, this cannot be said to have a construct validity since the question asked the student to choose.

- c. Express the student's own opinion in written

Based on the analysis result, this criteria cannot be found in section two. The question mostly asked the student to write the answer based on the passage. It is true that the students are asked to write using their own words. However, in this case, students write their own opinion based on the passage that they have read or the picture they have seen. That is why this criterion cannot be found in the test paper.

- d. The task to produce sentences using acceptable grammatical systems

Based on the analysis result, most of the tasks are used an acceptable grammatical system, however the criteria of the right answer based on the test specification only consider the content of the answer not the structure of the sentence. So as long as the answer is in the correct content based on the key answer, the answer is considered to be true even if it does not use the acceptable grammatical system.

Construct Validity of English Final Test for SMP

READING

Reading skill is the first skill that is identified by the researcher. Seeing from the test specification. The questions which categorized as testing reading is in the first section. In the first section, the question is in the form of multiple choice, and the students are asked to choose the correct answer. There are twelve criteria of a test can be said as a test which has a construct validity. Based on the analysis result

most of the question already cover the reading skill. The skills which covered reading test is described in the table in the following.

Table 4.6 the skill which covered reading test for SMP

| No | Skills |
|-----|---|
| 1. | Identifying referent of the pronoun |
| 2. | Using context to guess the meaning of unfamiliar words |
| 3. | Recognizing the significance of the use of certain “structure” |
| 4. | Knowing that certain word refers to a certain meaning. |
| 5. | The type of the texts are based on the test purposes |
| 6. | The text is addressed to a certain audience |
| 7. | The texts are not culturally laden |
| 8. | The text has not read by the students during the teaching and learning process. |
| 9. | The answer candidates are not likely to be able to answer without reading the text. |
| 10. | Identifying the main idea and other salient features in a text |

Based on table 4.6, there are ten skills of reading which cover the material in the English Final Test for SMP. The analysis result showed that the reading test is in section 1 in the English Final Test for SMP. there are twelve criteria of a test is said testing reading. The analysis indicates, there are 10 skills which truly testing reading. In this findings, the researcher presents three skills which testing reading. Those samples are described in the following.

a. Identifying referent of the pronoun

Based on the theories of reading skill, a test is said to have construct validity if the question asked the student to identify referent pronoun. Based on the analysis result, Pronoun here defined as a subject of the text or question, while referent pronoun. Students are asked to identify certain word refers to what pronoun based on the text. the sample of the question is described in the following.

Read the text and answer the questions number 21 - 24!

Mrs. Sudarti is my sister. She is an English teacher at SMPN 1 Jatikalen. She comes from Lengkong, but she lives in Kertosono. She is 49 years old

She is tall and beautiful. She has an oval face with round eyes and pointed nose. She has straight fairly black hair.

She is very smart. She is kind and very diligent. She likes to help her fellow teachers. She is never angry with her students, so they love her very much.

“So, they love her very much

The underlined word refers to

A. Teachers

B. Students

C. MrsSudarti’s students

D. Students and teachers

The analysis result indicates that the question only focuses on identifying referent pronoun. As said in the previous discussion, there are eight criteria of a test can be said as testing reading, and one of them is identifying referent pronoun. This question still can be said as a question which tests reading even though it only focuses on identifying referent pronoun. It means that this question already covers one of the criteria of testing reading.

b. Using context to guess the meaning of unfamiliar words

Based on the analysis result, this criteria asked the student to find the words based on the content from the passage. Several words have similar meaning with other words. Here students are asked to guess the meaning of a word by identifying the passage. The sample of the question is described in the following.

Read the text and answer question number 16 – 18

s favorite things in her bag. It is a beautiful bag. It is made of leather. It is blue. Well, it is her favorite color. Almost everything in her bag is blue: a blue pencil, a blue ballpoint, a blue ruler. She brings it goes to school every day.

It is a beautiful bag (Line 1)

The italic word has similar meaning with.....

- A. Big
B. Expensive
C. Nice
D. Colourful

Based on the analysis result, this question asked the student to identify a word based on the text to find the similar meaning. This question can be said as a question which has construct validity although it only focuses on one criterion of testing reading.

- c. Recognizing the significance of the use of certain “structure”

One of the criteria for testing reading is recognizing the significance of the use of a certain structure. The certain structure here means, certain grammatical structure based on the syllabus. Based on the analysis result, the English Final Test for SMP here used simple present tense as the material of the grammatical structure. The sample of the question is described in the following

Ahmad : Can you tell me, what does your sister do?

Fuad : she take care the patient

- A. She is a nurse
B. She is a servant
C. She is a teacher
D. She is a dentist

Based on the analysis result, those two question asked the students to complete the blank words with suitable words. The structure that is used is a simple present tense. This indicates that this question can be said as a question which testing reading because it fulfills one of the criteria of testing reading. Even though this question only focuses on the use of certain structure in which simple present tense. This question is still categorized as a question which has a construct validity.

Based on the explanation above, the English Final Test for SMP can be said as a test which has construct validity. A test is said to have construct validity if it tests certain skill⁴³. Based on the test specification there are two sections in the English Final Test, the first section is reading the text and the second section is writing text. In section 1, the questions fulfill ten criteria from twelve criteria of a reading test. This section still can be said as a test which has construct validity even though it only fulfills ten criteria from twelve criteria of reading test.

However, there are two criteria which are not fulfilled by the reading test in section. These criteria are "Understanding relations between part of the texts by recognizing indicators in discourse" and "Generalise information and draw a conclusion from the text". Based on the analysis result, Another case that is appeared in English Final Test for SMP, is there are several question or text which not based on the syllabus. The syllabus that is used here is K – 13, while in English Final Test paper for SMP the question is designed based on the syllabus called KTSP. The researcher place some questions which not suitable with K – 13 as a question which has construct validity, it is because some of the criteria only put a general statement without mention the syllabus. That is why some of the questions which not based on K – 13 appeared as questions which have construct validity. Here the researcher assumes that the teacher only places the questions based on the material they have taught in class, without considering whether the test already testing reading or not. Moreover, every question is designed by a different teacher or test maker, and there is no editor to decide whether the question already fulfill the standard or not. The criteria which are not fulfilled in the English Final Test are described in the following

- a. Understanding relations between part of the texts by recognizing indicators in discourse

This criterion is not found in the questions of the English Final Test for SMP. Based on the analysis result, students are asked to understand the relationship between part of the text using indicators in discourse, based on the syllabus, indicators in discourse here means the structure of the text

⁴³ Arthur Hughes, *Testing for Language Teacher* ..., 26.

using articles. While in the test paper there is no task which asked the student to identify the articles of the text. That is why this criterion cannot be found in the questions in the English Final Test.

- b. Generalize information and draw a conclusion from the text

Based on the analysis result, this criteria cannot be found in the English Final Test of SMP. The questions mostly asked the student to identify specific information based on the text and find out the main idea from the text. However in this criteria students are asked to generalize information from the text, and find out the conclusion based on the text. This indicates that this criterion cannot be fulfilled by the English Final Test for SMP

WRITING

Beside testing reading, based on the test specification, The English Final Test also testing writing. It can be seen in section two which is in the form of an essay. Students are asked to write down their answer in section two, there are six criteria of a test is said as testing writing. Based on the analysis result several questions already covered those criteria of testing writing. The sample of the sample which has construct validity is described in the following

- a. Test only writing ability based on certain guidance (syllabus)

Based on the test specification there is two skill that would be tested in the English Final Test for MTs, there are testing reading in section one, and testing writing in section two. Section one is in the form of multiple choice, and section two is in the form of the essay. based on the syllabus, testing writing also in section two, which asked the student to write their answer using their own words. The sample of the question is described in the following.

Make a short descriptive text about someone using the following data!

*Name : Novi oktasari
Age : 25 years old
Job : science teacher
Address : merpati street, 68 nganjuk*

| | |
|------------------|-------------------------|
| <i>Body</i> | : <i>tall and slim</i> |
| <i>Face</i> | : <i>oval</i> |
| <i>Nose</i> | : <i>pointed</i> |
| <i>Eyes</i> | : <i>round bright</i> |
| <i>Hair</i> | : <i>long straight</i> |
| <i>Hobby</i> | : <i>reading</i> |
| <i>Character</i> | : <i>kind, diligent</i> |

Based on the analysis result, the question above asked the students to write down the characteristic of someone based on the data at the question and use their own words. In the syllabus, this task is covered in based competence number 4.7 Students are asked to arrange someone's description. Based on the previous explanation, this question is considered as a question which testing writing and have construct validity even though only focus on test only writing ability based on certain guidelines.

b. There is no choice in task

Based on the analysis result, there are two sections in the English Final Test, the first section is used to test reading in form of multiple choice. While in section two is used to test writing in form of the essay. In section two, the test is in form of an essay which means the test supposed to not provide choice in the task. The sample of the question is described in the following.

Make a short descriptive text about someone using the following data!

| | |
|----------------|-------------------------------------|
| <i>Name</i> | : <i>Novi oktasari</i> |
| <i>Age</i> | : <i>25 years old</i> |
| <i>Job</i> | : <i>science teacher</i> |
| <i>Address</i> | : <i>merpati street, 68 nganjuk</i> |
| <i>Body</i> | : <i>tall and slim</i> |
| <i>Face</i> | : <i>oval</i> |
| <i>Nose</i> | : <i>pointed</i> |
| <i>Eyes</i> | : <i>round bright</i> |
| <i>Hair</i> | : <i>long straight</i> |
| <i>Hobby</i> | : <i>reading</i> |

Character : kind, diligent

Based on the analysis result, this question has no choice for students. Students are asked to arrange a descriptive text based on the data in the question. This question is considered as a question which testing writing even though it focuses on one criterion, that is why this question has construct validity.

Based on the analysis result, the question in section two only covered two criteria from seven criteria of testing writing. Based on the analysis result, in the test specification said that section two is used to test writing. However, there are several questions does not really test writing, the question focusing on passage. There are several questions which asked the student to understand the content of the text to be able to answer the questions. It is true that students are asked to write the response. However, they need to understand the text. It may test writing if the criteria for answering the question in term of sentence structure which means, students are asked to construct a correct sentence structure on their answer. The criteria which cannot be fulfilled by the English Final Test is described in the following

- a. The task should elicit sample of writing that truly represents students' ability

Based on the analysis result this criteria means that when a test is said to test writing supposed to provide the sample of writing which represent students' ability based on the suggested syllabus. However, this criteria cannot be found in the English Final Test, since there is no sample of writing that represents students' ability.

- b. Express the student's own opinion in written

Based on the analysis result, this criteria cannot be found in section two. The question mostly asked the student to write the answer based on the passage. It is true that the students are asked to write using their own words. However, in this case, students write their own opinion based on the passage that they have read or the picture they have seen. That is why this criterion cannot be found in the test paper.

- c. The task to produce sentences using acceptable grammatical systems

Based on the analysis result, most of the tasks are used an acceptable grammatical system, however the criteria of the right answer based on the test specification only consider the content of the answer not the structure of the sentence. So as long as the answer is in the correct content based on the key answer, the answer is considered to be true even if it does not use an acceptable grammatical system.

- d. There are illustrations rather than a passage.

Based on the syllabus, in testing writing, students are asked to arrange sentences about something or someone based on the picture or illustration. The illustration here is used to reduce student's dependency on reading skill which means they have to create sentences based on their own experience and words. However, in section two most of the question asked the student to read then write the specific information based on the text.

From the result analysis, the researcher assumes that the teacher or test maker, design the question based on the material they have been taught. There are several questions which have no construct validity in reading and writing. The researcher assumes that this mistakes can be happened since each question in each section is designed by the different teacher or test maker. After making the question, they collect it together until becoming a test paper, since there is no editor after the questions in collected, this mistakes can occur.

B. The Conformity between Test Paper and Test Specification

Relating with the construction of the English final test, it is important that the English final test represent the full scope of material based on its test specification⁴⁴. In this section, the researcher presents the analysis result of the English Final Test and its test specification, the result showed whether the test paper and test specification are matched or not. The test paper and the test specification are designed by a group of teacher association namely *MGMP(Musyawah Guru Mata Pelajaran)*. Each teacher has

⁴⁴ Arthur Hughes, *Testing for Language Teacher*, 44

their own job to finish some section in test paper and in the test specification.

a. Test Paper and Test Specification of English Final Test for MTs

In this finding, the result of the analysis shows the conformity and the unconformity between the test specification and the test paper. Each test paper has its own test specification. For MTs, the analysis result shows that there are 4 questions which not match with its test specification and there are 36 questions which match with its test specification.

Table 4.7. The list of the material in the test paper used by MTs which not match its test specification

| No | Indicators in Test Specification | Indicators in Test Paper | Items Number |
|----|--|---|----------------------|
| 1 | Arrange jumbled words into a good sentence in form of descriptive. | Arrange jumbled sentences into a good paragraph in form of descriptive text | 6 (essay) |
| 2 | Identifying a stuff's description | Identifying an animal's description | 21 (multiple choice) |
| 3 | Identifying contextual meaning about certain stuff | Identifying a contextual meaning about animal | 11 (multiple choice) |
| 4 | Identifying animal's description | Identifying certain stuff's description | 26 (multiple choice) |

As table 4.7 described, there are 4 questions in English Final Test for MTs which do not match with its test specification. A test specification is made as a guideline in designing questions in English Final Test. However, the researcher found there are several questions which not match with its specification, the questions which do not match its test specification described in the following.

- a. Arrange jumbled words into a good sentence in form of descriptive.

Based on the analysis result. In the test, the specification is said that the students are asked to arrange

jumbled words into a good sentence in form of descriptive. However, the analysis showed that the content of the questions is jumbled sentences. It can be seen from the text which provides sentences talk about someone. The sample of the question described in the following

Rearrange these following jumbled sentences into a good paragraph!

- 1) *her English is very good and very clear.*
- 2) *She knows many stories from other countries too.*
- 3) *I am very proud of my English teacher*
- 4) *She often reads a good story from different parts of Indonesian*
- 5) *She is smart and very friendly*

.... (see appendix 4)

Based on the analysis result, this question asked the students to arrange jumbled sentences into a good descriptive paragraph, which means there are several jumbled sentences talks about someone and it must be arranged properly to get a good paragraph structure. However, in the test specification, this question supposed to provide jumbled words about describing someone and asked the students to arrange them into a good sentence about descriptive. Seeing from the analysis, this question does not match with its test specification.

b. Identifying a stuff's description

As said in the test specification, there are several texts supposed to appear in the English Final Test. There are song lyrics and descriptive text. These texts are used to comprehend student's identifying skills, based on the analysis result this question belongs to descriptive text. In the test specification, it said that the question which discusses descriptive text supposed to describe stuff, animal, and person. The analysis showed that, in this question, the text supposed to discuss stuff' descriptive. It is true if the text talks about stuff. However, in this text stuff is described as the animal. The sample of the question is described in the following.

The analysis result showed that the students are asked to identify specific information based on the texts. Based on the syllabus, there are two kinds of text which asked the students to identify contextual meaning, there are descriptive texts and song lyrics. Based on the analysis result this question belongs to descriptive text. This question discusses about animal's description. However, based on the test specification, this question supposed to discuss stuff description. It is true that animal belongs to a thing or stuff. but here, stuff means inanimate objects such as bag, rocks and etc. In conclusion, this question has not fulfilled its test specification yet.

d. Identifying animal's description

Based on the syllabus, there are two-three texts which asked the students to identify the text and get specific information from the texts. There are transactional and interactional text, descriptive texts, and song lyrics. Based on the analysis result. This question is categorized as a descriptive text, it can be seen from the content of the question which describes about a thing. However, in the test specification, this question supposed to discuss animal description. The sample of the question is described in the following.

My sister is a dressmaker. To make dress she needs many types of equipment. One of them is an equipment which is used to cut the materials.

What does my sister need for it?

- a. Knife b. Pencil c. Ruler d. Scissors.

.... (see appendix 4)

Based on the analysis result, in this question, students are asked to identify the content of the text then find a specific information from the text. This question is categorized as descriptive text which talks about thing. However, based on the text specification, the question that supposed to appear in this English Final Test is a descriptive text about the animal. This

indicates that the question matches only as a descriptive text. But seeing at the content, it has no similarity at all. That is why this question cannot be said as a question which matches with its test specification.

Seeing at the findings above, there 4 question which do not match with its test specification. Some of them match only at the content or the kind of text. However, a question can be said match if the question matches all of the aspects as its test specification said. Here, the writer assumes that the test designer or the teacher here made the test based on the material that had been taught in the class. Since the test designers are different in each question and there is no editor, there is a possibility is mistakes happen. However, there are 36 questions in the English Final Test paper which match with its test specifications. The question here matches because it represents what the test specification said. The list of material in the English Final Test which matches its test specification is described in the table in the following.

Table 4.8. the list of material in English Final Test used by MTs which matches it test specification

| No | The Materials |
|----|--|
| 1. | Identifying written information about stuff, animal and person's characteristic in the transactional and interactional text. |
| 2. | Identifying synonym about person's characteristic in a descriptive text |
| 3. | Arranging jumbled sentences into a good transactional and interactional text. |
| 4. | Identifying specific information in descriptive text |
| 5. | Identifying contextual meaning |
| 6. | Arranging jumbled words into a good sentence |
| 7. | Describing a figure |

As described in table 4.8, there are 7 materials which match with its test specification. Test specification here is used as a guideline to design question in the English Final Test. this test specification is made by the test – maker. A test is said as a test which measures students ability in comprehending the material if the test has a test specification, and the test items are designed similar to its test specification. The analysis

result indicates there are 36 questions which match with its test specification. These questions cover seven material based on the test specification. In this findings, the researcher presents three sample of the test items which match with its test specification. The sample of those test items is described in the following.

- a. Identifying written information about stuff, animal and person's characteristic in the transactional and interactional text.

Test specification is used as a guideline for a test designer making a test question. The test specification consists of materials which appear in English Final Test. Based on the analysis one of that material is identifying written information about stuff, animal, and person's characteristic. The analysis result showed that this question belongs to transactional and interactional text discussed person's characteristic. The sample of the question is described in the following

*Vivi : the man in a full dress is your father, isn't he?
He looks wise and gentle with the costume. How old is he?*
Cici : he is about fifty five years old.
Vivi : but he looks younger than his age.
Cici : I think so. And he looks..... he always practices sport regularly. He is never ill. By the way, why do you ask me about my father?

| | |
|------------------|-------------------|
| <i>a. Weak</i> | <i>c. Healthy</i> |
| <i>b. Strong</i> | <i>d. Thin</i> |

Based on the analysis result this question talks about a person's characteristic in form of transactional and interactional texts. It can be seen from the text which in form of a dialogue between two people talk about someone's characteristics. While seeing at test specification, This question has similarity with its test specification. The test specification asked the students to find out written information about someone's characteristics.

- b. Identifying synonym about person's characteristic in a descriptive text

in this question the students are asked to identify the similar meaning of a certain word. Based on the analysis result, this question has a similarity with the test specification which asked the students to find synonyms of a certain word based on the text. The sample of the question is described in the following.

My English dictionary

Today is my birthday. My father gave me a dictionary. It is very thick. It has six hundred and seventy-five pages. There are pictures in some pages. The pictures are colorful. They make the dictionary special. The color of the cover is bright red and the color of the pages is white. It is a new education.

“it is very thick”. What does the word “thick” mean?

- | | |
|-----------------------------|---------------------------------------|
| <i>a. It is new</i> | <i>c. The cover is bright</i> |
| <i>b. It has many pages</i> | <i>d. There are colorful pictures</i> |

The analysis result showed that this question provides a descriptive text about certain stuff. apparently this question match with the text that should be appeared in a English Final Test based on the test specification. In the test specification, students are asked to identify the similar meaning of a certain word from the text. This indicates that the question match with its test specification.

- c. Arranging jumbled sentences into a good transactional and interactional text.

Based on the test specification there are three kinds of texts that should be appeared in the English Final Test. There are transactional and interactional text, descriptive texts and song lyrics. Seeing at the analysis result, this question belongs to transactional and interactional texts. It can be seen from the content of the question which in the form of dialogue. The sample of the question is described in the following.

Rearrange these sentences to make a good dialogue!

- 1) Rahma : what pet do you like?*
- 2) Rahma : I like it too*
- 3) Rahma : why do you like this kind of pet?*
- 4) Sinta : because, it is very cute*

5) *Sinta : I like cat*

Based on the analysis result, the question above is made of jumbled sentences in form of a dialogue between two people, talk about animal's characteristic. The students are asked to arrange the jumbled sentences into a good dialogue about animal's characteristic. Seeing at the test specifications which asked the students to arrange jumbled sentence into a good transactional and interactional text, this question has similarity with its test specification

b. Test Paper and Test Specification of English Final Test for SMP

While for English Final Test for SMP, based on the analysis result, There are 3 questions which not match with its test specification and 42 questions match with its test specification. The questions are categorized as a match question if the question has similar content with its test specification. Relating with the construction of the English final test, it is important that the English final test represent the full scope of material based on its test specification⁴⁵. Otherwise, the questions which are said as the questions which do not match with its test specification, if those question's content different the test specification. Below are the lists of the indicator in the test specification which does not match with its test specification.

Table 4.9 list of the indicators in the test paper used by SMP which not match its test specification

| No | Indicators in Test Specification | Indicators in Test Paper | Items Number |
|----|---|---|--------------|
| 1 | Complete a blank word in a sentence about the job description | Complete a blank dialogue about kind of job | 20 |
| 2 | Complete a blank dialogue about like and dislike | Complete a blank dialogue about asking for an opinion | 10 |

⁴⁵ Arthur Hughes, *Testing for Language Teacher*, 44

| | | | |
|---|--|---|----|
| 3 | Arrange jumbled words into a good sentence | Arrange jumbled sentences into a good paragraph | 40 |
|---|--|---|----|

As described in Table 4.9, There are three questions which not match with its test specification. Test specification here is made as a guideline for test maker (teacher) in designing English Final Test for the students. However, the analysis result indicates that there are several questions which do not have similarity with its test specification. There are several reasons that make a question has no similarity with its test specification such as the content, and the question structure. The sample of the questions which do not match with its test specification is described in the following.

- a. Complete a blank word in a sentence about the job description

Based on the test specification, there three kinds of text which supposed to appear in English Final Test. There are a transactional and interactional test, descriptive texts, and song lyrics. Based on the analysis result, this question is categorized as transactional and interactional text. It can be seen from the content of the question which in the form of a dialogue between two people talk about asking and giving information. The sample of the question is described in the following

Ahmad : *Can you tell me, what does your sister do?*

Fuad : *..... she take care the patient*

A. *She is a nurse* C. *She is a teacher*

B. *She is a servant* D. *She is a dentist*

..... (see appendix 5)

Based on the analysis result, this question is categorized as a transactional and interactional text which talks about asking and giving information. From the kind of text, this question has similarity with its test specification. However,

from the text which talks about how to make somethings and consists of ingredient and steps to make it. The sample of the question is described in the following.

Arrange these sentences into a good paragraph!

1. *Mix them with seasoning and sauce*
2. *Boil two glasses of water in a pan*
3. *After the noodle is boiled, drain them*
4. *Pour the seasoning, chili sauce, and oil into a bowl*
5. *Pour the noodle into the bowl*
6. *Put the noodle into water*

A. 2 – 6 – 4 – 3 – 5 – 1

C. 2 – 6 – 3 – 4 – 1 – 5

B. 2 – 4 – 6 – 3 – 1 – 5

D. 2 – 4 – 3 – 6 – 5 – 1

Based on the analysis result, it is true if the test is categorized as a procedure text as said in the test specification. However, in the test specification, the question supposed to in the form of jumbled words, and the students are asked to arrange it into a good sentence. But the analysis showed that the question in the test paper is in the form of jumbled sentences and asked the students arrange those jumbled sentences into a good parThe question supposed to ask the students arrange jumbled words into a good sentence but in the test paragraph. That is why this question cannot be considered the match with its test specification

Based on the findings above there are three questions which do not match its test specification. Most of them have different content of the question compared with the question that supposed to appear based on the test specification. However, there are 43 questions in the English Final Test paper which has similarity with its test specifications. These questions describe the material based on the test specifications. The sample of the questions which match with its test specification are described in table 4.10

Table 4.10. the list of the materials used by SMP which match with its test specification

| No | The Materials |
|----|--|
| 1. | Completing a blank dialogue |
| 2. | Identify the written information based on the text |
| 3. | Identify the synonym of the certain word |
| 4. | Identifying the purpose of the text |
| 5. | Arranging jumbled words into a good sentence |

As described in table 4.10, there are 5 materials which match with its test specification. The analysis result indicates there are 43 questions which match with its test specification. These questions cover five material based on the test specification. In this findings, the researcher presents three sample of the test items which match with its test specification. The sample of those test items is described in the following.

a. Completing a blank dialogue

In the test specification for SMP, students are asked to complete a blank dialogue with suitable vocabulary or expression. The dialogues here are in the form of, asking and giving an opinion, like and dislike, asking for information and job description. based on the analysis result, one of those kinds of dialogues belong to this question, it is the dialogue about asking and giving an opinion. This question is in the form of transactional and interactional text. it can be seen from the content of the question which provides a dialogue between two people. The sample of the question is described in the following

Raihan: for our assignment.

Naila : it is a good idea. We can use my camera for it.

Raihan: well, let's do it tomorrow.

- | | |
|--------------------------------------|---|
| A. How is the front gate | C. How do you know about front gate |
| B. How to take picture of front gate | D. How about taking a picture of front gate |

Based on the analysis result, this question is categorized as a transactional and interactional text which discuss asking and giving an opinion. In line with it, based on the test specification, students are asked to complete a blank dialogue about asking and giving an opinion. As said based on the test specification, this question is considered has similarity with its test specification.

- b. Identify the written information based on the text

As said in the test specification for SMP, there are several texts which supposed to appear in the English Final Test for SMP, there are descriptive text, procedure text, letter, announcement, and usual dosage. The analysis result showed that all of those texts appeared in the English Final Test for SMP. As seen in the test paper, those texts are asked the students to identify written information based on the text, and it can be seen from the sample question in the following.

Read the text and answer question number 16 – 18

Anita's favorite things is her bag. It is a beautiful bag. It is made of leather. It is blue. Well, it is her favorite color. Almost everything in her bag is blue: a blue pencil, a blue ballpoint, a blue ruler. She brings it goes to school every day.

How's Anita's bag?

- A. *It is leather* C. *It is Anita's favorite things*
B. *It is a beautiful oval bag* D. *It is for bringing a pencil and ballpoint.*

Based on the analysis result, this question belongs to descriptive text. it can be seen from the content of the text which describes something. Here the students are asked to find out the written information based on the text. this question indicates the similarity which its test specification. Based on the test specification, students are asked to identify the written information based on the text. it can be concluded that this question match with its test specification.

- c. Identify the synonym of the certain word

Based on the test specification, students are asked to find the similar meaning of the certain word. It can be found on the question which has passage on it. The kind of passages

is descriptive text, procedure text, letter, usual dosage, and an announcement. The analysis result showed that this type of question can be found in a question which has descriptive text on it. The sample of the question can be seen in the following.

Read the text and answer question number 16 – 18

Anita's favorite things in her bag. It is a beautiful bag. It is made of leather. It is blue. Well, it is her favorite color. Almost everything in her bag is blue: a blue pencil, a blue ballpoint, a blue ruler. She brings it goes to school every day.

It ia a beautiful bag (Line 1)

The italic word has similar meaning with....

E. Big

G. Nice

F. Expensive

H. Colourful

Based on the analysis result, this question is defined as descriptive text. this question asked the students to identify the similar meaning of certain words based on the text. in line with it. In the test specification also asked the students to identify the synonym of a certain word. That is why it can be concluded that this question match with its test specification.

From the analysis of the English Final Test for SMP and MTs, especially in the test specification and English Final Test paper. The analysis result showed that there are several questions which not match with its test specification. Based on chapter 1, the researcher assumes, since there are different test maker and there is no editor for the question in English Final Test. This might become the cause of the questions which not match with its test specification.

2. DISCUSSIONS

In this chapter, the researcher presents a discussion about the main findings of the English Final Test used in SMP and MTS in Nganjuk. The section is arranged based on the two research questions. At first, it discusses the test construction used in SMP and MTs, and the second it discusses the conformity between test items with the test specification used in English Final Test. The discussion is supported by existing theory to identify the similarity

and differences of this finding of this current study with previous research and theories.

1. Construction of English Final Test Used in SMP and MTs in Nganjuk

To construct a test, there are 5 criteria that must be fulfilled when constructing a test; (1) practicality, (2) reliability, (3) validity, (4) authenticity, and (5) washback⁴⁶. Since the researcher only focus on the validity of the English Final Test which are content and construct validity, there are two main findings regarding the test construction of the English Final Test used in SMP and Mts, the first is about the content validity which refers to whether the test items already represent the sample of the course, and the second is about construct validity which refers to whether the test items already measures the skill that should be measured.

Based on the theory, a test is said to have content validity when it reflects to the course that is to be tested⁴⁷. The course that becomes a guideline for a teacher in designing a English Final Test is the syllabus. The finding of this research indicates that the English Final Test used in MTs has a good content validity. For example, based on the syllabus, the students are asked to identify specific information in three kinds of text in which transactional and interactional texts, descriptive texts and song lyrics. The result of the analysis showed that in the test items already ask the question relating to identifying specific information by using different texts, either using descriptive text or transactional and interactional texts.

However, for English Final Test used in SMP, there are some materials were not covered in the English Final Test. This means that the teacher may have not explained the material, but they put it in the test. According to Flucher, a test is said to have content validity if it shows a representative sample of certain course⁴⁸. It is difficult to identify whether the

⁴⁶ H Douglas Brown, *Language assessment; principle and classroom practices*.....,19

⁴⁷ Arthur Hughes, *Testing for Language Teacher*....., 22.

⁴⁸ Glen Fulcher, Fred Davidson, *Language testing and assessment: An Advanced Resource Book*, 4.

teacher has explained the material in the classroom or not because the researcher here only identifies the material in the syllabus. The researcher did not do an observation about how the teacher designed the test. That is why the syllabus here is used as a researcher's guidelines to identify whether the test already represent the material or not. In line with it, the syllabus is also used by the teacher as a guideline to teach in the classroom and decide what the test will contain⁴⁹. If the question in the English Final Test did not reflect the material described in the syllabus, means that the teacher may do not teach the material in the classroom during teaching and learning process. That is why the test items which did not reflect the material based on the syllabus cannot be said as a test which has content validity.

For example the material about expression, in the syllabus the text in term of dialogue that is used is a transactional and interactional text about asking and giving information about person's behavior, however in the English Final Test for SMP the text in form of dialogue that appeared was asking for direction. The researcher here only observed the conformity between the English Final Test used in SMP and its syllabus. The researcher does not observe the test items making. That is why the researcher assumes that this may be caused by teachers' different interpretation in designing the test. Since the test is designed by a different teacher, and each teacher has a different way of interpreting the material, this can be a reason if the test does not reflect the syllabus.

Besides, there are several questions in English Final Test for SMP which has a good content validity. A test is said to have a good content validity if it reflects the material in syllabus⁵⁰, Which means, this material may have been taught by the teacher during the teaching and learning process. For example, based on the syllabus, the students are asked to identify descriptive text. In the test items, the question already

⁴⁹ J Charles Alderson, Caroline Clapham, Dianne Wall, *Language Test Construction and Evaluation*, 9.

⁵⁰ J B Heaton, *Writing English Language Test*, 160.

asked a question about descriptive text. However, it cannot be said that the material which has not reflect the course in syllabus does not have content validity, as said by Alderson, a test is said to have good content validity if it represents the sample of the material⁵¹. The teacher may design by choosing the appropriate material that is considered to represent the whole material.

This study also confirms another study. for example, a study which has done by Wahyuni. She also found that English test used is said to have content validity if it reflect the syllabus. She investigates about the content validity of English placement test of seventh grade in SMPN 5 Surabaya⁵². Here, wahyuni analyze the content validity of the test content using curriculum in form of KTSP (*Kurikulum Tingkat Satuan Pendidikan*) as a guideline. The curriculum here can be said as a syllabus. Wahyuni analyses the placement test by identifying whether the English placement test matches with its syllabus. It similar with what the researcher have done to analyze the English Final Test for SMP and Mts. The researcher here used K – 13 (*Kurikulum 2013*) to analyze the content validity of the English Final Test. It can be concluded, although the researcher analyses the English Final Test using different syllabus, syllabus here is used as an indicator to identify whether a test already has good content validity or not.

As the English Final Test is part of the achievement test, which means the test is used to measure how successful students in achieving the purpose of the study⁵³. The purpose of the study can be seen from the syllabus. To see whether the students already achieve the purpose of the study, a final test is used to identify the student's ability in the language course and the content of it should be relevant to the syllabus. The content

⁵¹ J Charles Alderson, Caroline Clapham, Dianne Wall, *Language Test Construction and Evaluation...*, 173

⁵² Firda Ayu Wahyuni, Undergraduate Thesis: *The Content Validity of English Placement Test of Seventh Grade SMPN 5 Surabaya 2011 – 2014* (Surabaya: Perpustakaan UIN Sunan Ampel Surabaya, 2015)

⁵³ Arthur Hughes, *Testing for Language Teacher ...*, 10.

of the final achievement test should be based directly on a detailed course syllabus or on the books and other material used⁵⁴. That is why both this research and the previous study found that the English test used have content validity in term of refers to the syllabus.

The second main findings that will be discussed is construct validity in English Final Test for SMP and MTs. A test is said to have construct validity if it tests only measure just the ability which is supposed to measure⁵⁵. this findings also indicate that the test items measured the skill that is intended to measure. Base on the analysis result there are two skills that must be covered by the English Final Test for SMP and MTs. Those skills are reading skill and writing skill. Reading skill is in the first section while writing skill is in the second section. Based on the theory, there are several skills to test students' reading comprehension. However, the analysis result showed that the English Final Test for MTs covered 10 skill from 12 skills in reading. The comparison of the skills based on the theories and the skills in the findings can be seen in the table in the following.

Table 4.11 The findings of Reading Skill in English Final Test for MTs

| No | The skill based on the theory | The findings in English Final Test for Mts | |
|----|---|--|-----------|
| | | Exist | Non exist |
| 1 | Identifying referent of the pronoun | ✓ | |
| 2 | Using context to guess the meaning of unfamiliar words | ✓ | |
| 3 | Understanding relations between part of the texts by recognizing indicators in discourse. | | ✓ |

⁵⁴ Arthur Hughes, *Testing for Language Teacher* ..., 11.

⁵⁵ Arthur Hughes, *Testing for Language Teacher* ..., 26.

| | | | |
|----|---|---|---|
| | (e.g: conclusion of ideas, transition) | | |
| 4 | Recognizing the significance of the use of certain “structure” (e.g : present continuous with future time adverbials) | ✓ | |
| 5 | Knowing that certain word refers to certain meaning. (e.g : "brother" refers to a male sibling) | ✓ | |
| 6 | The type of the texts are based on the test purposes | ✓ | |
| 7 | The text is addressed to a certain audience (e.g: textbook is used for school student. Descriptive text is used for high school students) | ✓ | |
| 8 | Generalize information and draw a conclusion from the text | | ✓ |
| 9 | The texts are not culturally laden | ✓ | |
| 10 | The text has not read by the students during the teaching and learning process | ✓ | |
| 11 | The answer candidates are not likely to be able to answer without reading the text. | ✓ | |
| 12 | Identifying the main idea and other salient features in a text | ✓ | |

The table above shows that, the reading skills are covered by the test items in the English Final Test used in MTS, although a test items only cover one of the skills it can be said that the test items already has construct validity even though it only focused in certain skill in reading, for example, when the test writer design reading test, the question already asked question relating to reading skill, such as identifying specific information by using different text, either using descriptive text or transactional and interactional text.

In this finding, it also showed that the test used already has a construct validity in term of the skill that needs to be measured. Even though it only focused on a particular skill in reading test. In this finding, there are two skills which have not been covered the reading skill, those skills are "Understanding relations between part of the texts by recognizing indicators in discourse" and "Generalise information and draw a conclusion from the text". In the test paper, there is no question relating to the part of text and drawing conclusion, this may recognizing the discourse and drawing conclusion belongs to students with the higher level in texts understanding. Since this test is only for junior high school, the teacher may not include that skill in the question. Maybe it is too difficult for students to answer, or it could be that the teacher does not teach that skill in the classroom, and does not introduce that skill in the teaching and learning process.

Besides testing reading skill, in the second section in English Final Test used in MTs, also test writing skill. To test writing skill, here the teacher or the test – maker designed the question in form of the essay question. Based on the analysis result, there is six skill of writing test. The result showed that the English Final Test for MTs only covered 2 skill from six skill of writing skill, those skills are Test only writing ability based on certain guidance (syllabus) and There are illustrations rather than a passage. The comparison of the skills based on the theories and the skills in the findings can be seen in the table in the following.

Table 4.12 The Finding of Writing Skill in English Final Test for MTs

| No | The skill based on the theory | The findings in English Final Test for Mts | |
|----|--|--|-------------|
| | | Exist | Non - Exist |
| 1 | The task should elicit sample of writing that truly represents | | ✓ |

| | | | |
|---|--|---|---|
| | students' ability | | |
| 2 | There is no choice in task | | ✓ |
| 3 | There are illustrations rather than a passage. | ✓ | |
| 4 | The task to produce sentences using acceptable grammatical systems | | ✓ |
| 5 | Express the student's own opinion in written | | ✓ |
| 6 | Test only writing ability based on certain guidance (syllabus) | ✓ | |

Based on the table above, there are four skills which have not been covered in writing test in English Final Test for MTs. For example, The task should elicit a sample of writing that truly represents the students' ability. Based on the analysis result this criteria means that when a test is said to test writing supposed to provide the sample of writing which represent students' ability based on the suggested syllabus. However, this criteria cannot be found in the English Final Test, since there is no sample of writing that represents students' ability.

Here the researcher assumes that the teacher as the test - maker may only place the questions based on the material they have taught in class, without considering whether the test already testing reading and writing or not. The researcher did not do observation about how the teacher designed reading and writing test in English Final Test, but the researcher only identified whether the reading and writing test in English Final Test for MTs already measured the skills based on the syllabus and the test specification or not.

The English Final Test for MTs showed that there are several skills which have not been covered by the English Final Test. Similar with the English Final Test for MTs, the English Final Test for SMP indicates that there are several skills which have not been covered by the test items. For example in the

reading test, there are 12 skills in testing reading. However, the test items only covered 10 skills from 12 skills in testing reading. The findings can be seen in the following.

Table 4.13 The findings of Reading Skill in English Final Test for SMP

| No | The skill based on the theory | The findings in English Final Test for SMP | |
|----|--|--|-----------|
| | | Exist | Non exist |
| 1 | Identifying referent of the pronoun | ✓ | |
| 2 | Using context to guess the meaning of unfamiliar words | ✓ | |
| 3 | Understanding relations between part of the texts by recognizing indicators in discourse. (e.g: conclusion of ideas, transition) | | ✓ |
| 4 | Recognizing the significance of the use of certain "structure" (e.g : present continuous with future time adverbials | ✓ | |
| 5 | Knowing that certain word refers to certain meaning. (e.g : "brother" refers to a male sibling) | ✓ | |
| 6 | The type of the texts are based on the test purposes | ✓ | |
| 7 | The text is addressed to a certain audience (e.g: textbook is used for school student. Descriptive text is used for high school students) | ✓ | |
| 8 | Generalize information and draw a conclusion from the text | | ✓ |

| | | | |
|----|---|---|--|
| 9 | The texts are not culturally laden | ✓ | |
| 10 | The text has not read by the students during the teaching and learning process | ✓ | |
| 11 | The answer candidates are not likely to be able to answer without reading the text. | ✓ | |
| 12 | Identifying the main idea and other salient features in a text | ✓ | |

Based on the table above, there are 2 skills is testing reading which cannot be found in English Final Test for SMP. There Understanding relations between part of the texts by recognizing indicators in discourse and Generalise information and draw a conclusion from the text. Those two skills of testing reading have not been covered by the test items in English Final Test for SMP. The researcher assumes that this may be Understanding relations between part of the texts by recognizing indicators in discourse and Generalise information and draw a conclusion from the text have not been taught by the teacher in the class. The students may have not gotten this skill in the teaching or learning process, or it may too difficult for the student, so the teacher does not put that skill in the English Final Test for SMP. Here the researcher only analyses whether the final English test of SMP already tests the skills that supposed to measure, the researcher does not observe the process of the test items making.

Besides reading, writing is a skill which is measured in English Final Test for SMP. Based on the analysis result, there are six skills in testing writing. In the English Final Test for SMP, the writing test is on the second section, the section is in the form of the essay question. The analysis result indicates that there are only two skills which covered the writing test, for example, there is no choice in the task. Based on the analysis result, there are two sections in the English Final Test, the first section is used to test reading in form of multiple choice. While in section two is used to test writing in form of an essay. In section two, the test is in form of an essay which means the test

supposed to not provide choice in the task. The findings can be seen in the following.

Table 4.14 The findings of Writing Skill in English Final Test for SMP

| No | The skill based on the theory | The findings in English Final Test for SMP | |
|----|--|--|-------------|
| | | Exist | Non - Exist |
| 1 | The task should elicit sample of writing that truly represents students' ability | | ✓ |
| 2 | There is no choice in task | ✓ | |
| 3 | There are illustrations rather than a passage. | | ✓ |
| 4 | Task to produce sentences using acceptable grammatical systems | | ✓ |
| 5 | Express the student's own opinion in written | | ✓ |
| 6 | Test only writing ability based on certain guidance (syllabus) | ✓ | |

Based on the table above, in English Final Test for SMP, there 4 skills of testing writing have not been covered by the test items, those 4 skills are, the task should elicit sample of writing that truly represent students' ability, Express the student's own opinion in writing, Task to produce sentences using acceptable grammatical systems, and there are illustrations rather than a passage. Seeing at the analysis result, the English Final Test only covered several skills in testing writing. However, it still can be said that several test items have construct validity, even though it only focused on certain skills.

The researcher assumes that the teacher who designed the English Final Test may interpret the test items based on the form of the test itself, the test is in the form of multiple choice for testing reading, and in the form of the essay for testing writing. The test – maker may not consider the skills that must be covered in both writing and reading the text. Here the researcher only focused on analyzing the test paper based on its own skill. The researcher here did not do the observation about how the test is made.

This study also confirms another study which done by Nur Sartika Putri⁵⁶. In her research entitle an analysis of English semester test items, she also analyzed the construct validity using the test paper and table of skills which taken from several theories. The theories that she used is made from Hughes' theory, while in this research the theory that is used to analyze the construct validity is made from several theories. In the other hand, The difference between this research and her research is in the form of the way the result analysis is presented, she presented her analysis result by calculating a formula, while in this research, the researcher presents the analysis result using descriptive analysis. It can be concluded, although the researcher using a different method to analyse the construct validity, the skills table is used by both researchers to analyse whether the test already measured the skills that supposed to measure.

2. The test specification and the test paper

Before analysing whether the test items conforms its test specification, the researcher compared the test items and its test specification. A test should have a test specification as a guideline for the test – maker, and it belongs to certain purpose⁵⁷.The result indicated that there are several ways to

⁵⁶ Nur Sartika Putri, Undergraduate Thesis: An Analysis of English Semester Test Items Based on The Criteria of A Good Test for The First Semester of The First Year of SMN Negeri 1 Gedong Tataan in 2012/2013 Academic Year (Bandar Lampung: Perpustakaan Universitas Lampung, 2015)

⁵⁷ J Charles Alderson, Caroline Clapham, Dianne Wall, *Language Test Construction and Evaluation...*, 9.

interpret the indicator in the test specification with the test items in the English Final Test. For example, in the test specification, the indicator is asked the students to identify thing's behavior and the example in the test specification also asked the students to identify a thing such as a table, and house. While in the test paper, the teacher interprets the indicator which asked the students to identify a thing using the animal as a sample, since the animal is categorized as a thing.

Based on the analysis result, in English Final Test used for MTs, most of the test item conform the indicator in the test specification. For example, in the test specification, the indicator asked the students to Identify written information about stuff, animal and person's characteristic in the transactional and interactional text. The test items already ask a question about person's characteristic in form of transactional and interactional texts. It can be seen from the text which in form of a dialogue between two people talk about someone's characteristics. While seeing at test specification, This question has similarity with its test specification. The test specification asked the students to find out written information about someone's characteristics.

Relating with the construction of the English final test, it is important that the English final test represent the full scope of material based on its test specification⁵⁸. However, there are several points that did not match with its test specification, for example, identifying the animal's description. Based on the syllabus, there are two-three texts which asked the students to identify the text and get specific information from the texts. There are transactional and interactional text, descriptive texts, and song lyrics. Based on the analysis result. This question is categorized as a descriptive text, it can be seen from the content of the question which describes about a thing. However, in the test specification, this question supposed to discuss animal description.

⁵⁸ Arthur Hughes, *Testing for Language Teacher* ..., 44

Based on the analysis result, in this question, students are asked to identify the content of the text then find a specific information from the text. The question is categorized as descriptive text which talks about thing. However, based on the text specification, the question that supposed to appear in this English Final Test is the descriptive text about the animal. This indicates that the question matches only as a descriptive text. But seeing at the content, it has no similarity at all. That is why this question cannot be said as a question which matches with its test specification. Since the test is designed by several teachers. Those teachers may have a different interpretation in designing the test. Therefore, the test items do not match with its test specification, or it may the teacher put the the test item based on the material that have been taught in the class, since in the test specification, the task employed in the classroom lessons during the unit of time⁵⁹. In term of the test construction, the test items which has reflect the syllabus is categorized as a test which has content validity, related with the content validity which is gotten from the syllabus, test specification itself probably the simplified version of syllabus. That is why if there were several material which does not match its test specification but still reflect some indicator in the syllabus, the test items still can be categorized to have content validity.

Similar with the analysis result in English Final Test for MTs, the English Final Test for SMP also had several test items which did not match with its test specification. For example, complete a blank word in a sentence about the job description. Based on the test specification, there three kinds of text which supposed to appear in the English Final Test. There are a transactional and interactional test, descriptive texts, and song lyrics. Based on the analysis result, this question is categorized as transactional and interactional text. It can be seen from the content of the question which in the form of a

⁵⁹ H Douglas Brown, Language assessment; principle and classroom practices, 48.

dialogue between two people talk about asking and giving information. The question is categorized as a transactional and interactional text which talks about asking and giving information. From the kind of text, this question has similarity with its test specification. However, seeing at the content of the question, it talks about kind of job. While in the test specification, the content supposed to be a job description. the students are asked to fill in the blank word with a suitable vocabulary. The analysis result indicates that this question cannot be said as a question which has similarity with its test specification.

However, there are several questions in English Final Test for SMP which match with its indicator in the test specification. For example, identify the written information based on the text. As said in the test specification for SMP, there are several texts which supposed to appear in the English Final Test for SMP, there are descriptive text, procedure text, letter, announcement, and usual dosage. The analysis result showed that all of those texts appeared in the English Final Test for SMP. The question belongs to descriptive text. it can be seen from the content of the text which describes something. Here the students are asked to find out the written information based on the text. this question indicates the similarity which its test specification. Based on the test specification, students are asked to identify the written information based on the text. it can be concluded that this question match with its test specification.

The researcher assumes that the teacher may have the different interpretation in designing the English Final Test. However, the test specification is made to provide the clear statement about who the test is aimed at, what are the content of the test and so on⁶⁰. Since the researcher did not do observation about the way the teacher designed the test items,

⁶⁰ J Charles Alderson, Caroline Clapham, Dianne Wall, *Language Test Construction and Evaluation...*, 10.

that is why the researcher here only compare whether the test items already confirm its test specification or not.

Since there are several test items which do not match the test specification, it cannot be said that the question which does not conform the test specification still consider as a test items which has content validity. in this case, seeing at the test specification that is used in English Final Test for SMP, there are several indicator that definitely different with the syllabus although the test items conform its test specification. The syllabus here is used as a guideline in designing the test specification and the final English test. Therefore, the test specification should conform its syllabus that is used at the time.

In the other hand, seeing at the relation on the construct validity and its specification, the analysis result show that both of English Final test used by SMP and MTs already has construct validity. Based on the test specification, there are two skills that will be tested in English Final Test both for SMP or MTs. There are reading skill and writing skill. Which means the English Final test used by SMP and MTs already testing reading and writing skill based on the construct validity and its test specification.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusion of the analysis of English Final Test construction used by MTs and SMP in Nganjuk. The section also provides some suggestions for teachers and future researchers as presented in the following sections:

1. CONCLUSION

Based on the research findings which were presented in the previous chapter, there are several points that can be concluded in the following:

1. Based on the analysis of the English Final Test construction. The construction of the English Final Test here is in the form of content validity and construct validity, the content validity of the English Final Test used by MTs indicates that all of the test items already reflect the material based on the syllabus, while for the construction of English Final Test used by SMP, the result indicates that there are 19 question which reflects the material based on the syllabus, there are 26 questions do not reflect the material based on the syllabus. In term of construct validity, the English Final Test for MTs showed that several test items already fulfil the indicator of testing reading and writing, in line with it, the construct validity in English Final Test used by SMP also indicates that there are several test items can be categorized as the questions which have construct validity.
2. Based on the analysis of the conformity between the test items in English Final Test and its test specification indicates that there are several questions which does not conform its test specification either in finale English test for SMP or English Final Test for Mts. The test items n English Final Test for Mts shows that there are 4 question which does not conform its test specification, while for the test items in English Final Test for SMP indicates that there are 3 question which does not conform its test specification

2. SUGGESTION

Based on the result study, there are several suggestions from the researcher which is stated in the following:

1. For Teacher

Based on the findings, there are some test items which have not reflect the material based on the syllabus or measured the skill that intended to measure also there are several test items which have not confirm its test specification. As stated at the previous chapters, the test items either English Final Test used by MTs or SMP are designed by the teachers' association, since there is no editor when all of the test items are collected, this mistakes may be happened. That is why it is better to have an editor to observe whether the test items already have a good quality or not.

2. For Future Researcher

Based on the result of this study, the researcher has some suggestion for the future researcher who has an interest in this study. In this study, the researcher only focuses on the content and construct validity as the construction of the test and match the test specification and the test items. For the future researcher, they can focus on the other aspect in observing the English Final Tests. In addition, the researcher focuses on analysing whether the test items confirm the test specification or not. For the future researcher, they can observe the test specification itself, to determine whether the test specification is appropriate or not.

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