

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents research methodology to answer the question of how valid the national English examination for senior high school academic year 2015/2016 in terms of its content. It consists of research design, data and data source, time and place of study, data collection procedures, data analysis procedures, and data analysis.

#### **3.1 Research Design**

The researcher employs a content analysis method. In this method, the raw data are transformed into some content categories in order to make them easy to be interpreted and made inferences (Holsti, 1969).

#### **3.2 Data and Data Source**

The data of the current study are national English examination for senior high school academic year 2015/2016, 2013 curriculum, and school-based curriculum or KTSP.

The data were collected with the documentation technique. To gather all information needed, the researcher collected all suitable documents that were available. Documentation is one of the ways in collecting data by analyzing the notes and documents that are available (Efferin, et al., 2004).

The document of national English examination for senior high school academic year 2015/2016 was taken from school and the 2013 curriculum and

school-based curriculum of senior high school are taken from researcher's own document.

### **3.3 Time and Place of study**

This study was conducted from February-July 2016 in Bogor by involving the document of national English examination for senior high school academic year 2015/2016, 2013 Curriculum, and School-based Curriculum or KTSP.

### **3.4 Data Collection Procedures**

To collect the data, the researcher followed some steps:

1. Getting the document of national English examination for senior high school academic year 2015/2016 from MA Al Fatah Cileungsi, Bogor.
2. Downloading the syllabuses of 2013 Curriculum and School-based Curriculum or KTSP from the internet.
3. Reviewing the national English examination for senior high school academic year 2015/2016, syllabus of 2013 Curriculum, and syllabus of School-based Curriculum or KTSP.
4. Analyzing the contents of national English examination for senior high school academic year 2015/2016 with the contents in syllabus of 2013 Curriculum and School-based Curriculum or KTSP.

### **3.5 Data Analysis Procedures**

This study uses table categories adopted from Messick (1989) table of facets validity to analyse the contents in national English examination. The contents in national English examination are divided into five categories. They are number of question, problem, answer, skill that is assessed, genre inclusion in

2013 curriculum and school-based curriculum. The table below adopted from Messick's (1989) table of facets validity will be used as a content analysis of national English examination for senior high school academic year 2015/2016.

Question No.	Problem	
	Answer	
	Skill that is assessed	
	<b>Genre Inclusion</b>	
	2013 Curriculum	
	School-based Curriculum or KTSP	

### 3.6 Data Analysis

This study aims to answer the question of how valid the national English examination for senior high school 2016 in terms of its content. To answer the question, the researcher conducts a content analysis method by using table categories adopted from Messick's (1989) table of facets validity to know whether the national English examination for senior high school academic year 2015/2016 contently valid or not. The validity of the content of national English examination will be determined by the conformity with the 2013 Curriculum

and School-based Curriculum or KTSP. These are the example of the content analysis:

<b>Questions 1 to 15 are in form of listening section.</b>		
Question No. 1	Problem	<p>What makes the woman sad?</p> <p>A. She lost her kitty. B. Her kitty was dead. C. She could get a kitty. D. She did not have a pet animal. E. She was not allowed to get a kitty.</p>
	Answer	<p>A. She lost her kitty. It is clear from the conversation when the man asked what makes the woman sad, she said that she lost her pet, which she meant her kitty.</p>
	Skill that is assessed	<p>Listening</p> <ul style="list-style-type: none"> <li>• The students have to listen carefully to what the speakers are saying in order to be able to answer the questions correctly.</li> </ul>
	<b>Genre Inclusion</b>	
2013 Curriculum	<p><b>Kelas X</b></p> <p>Kompetensi Inti:</p> <p>3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p> <p>Kompetensi Dasar:</p>	

		3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i> )
	School-based Curriculum	<p><b><u>Kelas X semester 1</u></b></p> <p>Standar Kompetensi:</p> <p><b>Mendengarkan</b></p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p> <p>Kompetensi Dasar:</p> <p>1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi</p>

Question No. 2	Problem	<p>What did the man congratulate the woman?</p> <p>A. The man felt happy to meet the woman.</p> <p>B. The woman got a better position in the office.</p> <p>C. The woman moved to a new bank in Samarinda.</p> <p>D. The man got a promotion to be a Branch Manager.</p> <p>E. The woman supported the man to be a branch manager.</p>
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Answer	<p>B. The woman got a better position in the office.</p> <p>It is clear from the conversation that the man congratulated the woman for her promotion of becoming a new branch manager of the bank in Samarinda.</p>
Skill that is assessed	<p>Listening</p> <ul style="list-style-type: none"> <li>The students have to listen carefully to what the speakers are saying in order to be able to answer the questions correctly.</li> </ul>
<b>Genre Inclusion</b>	
2013 Curriculum	<p><b>Kelas X</b></p> <p>Kompetensi Inti:</p> <p>3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p> <p>Kompetensi Dasar:</p> <p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya.</p>
School-based Curriculum	<p><b>Kelas X semester 2</b></p> <p>Standar Kompetensi:</p> <p><b>Mendengarkan</b></p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p> <p>Kompetensi Dasar:</p>

		7.1 Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat
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A complete description of content analysis of national English examination for senior high school academic year 2015/2016 is presented in the appendix Table 4.1.