

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents content validity of national English examination for senior high school in academic year 2015/2016. The chapter is divided into three parts: data description, data analysis, findings and discussion.

4.1 Data Description

The data were gathered through document technique. The data were national English examination for senior high school academic year 2015/2016, syllabuses of 2013 Curriculum and School-based Curriculum or KTSP (*Kuirkulum Tingkat Satuan Pendidikan*). The national English examination has 50 questions, questions 1 to 15 are in form of listening section and 16 to 50 are in form of reading comprehension. The current study focus to analyze all the questions provided. The analyzing answered the content validity of the test.

4.2 Findings

Based on the content analysis above, the researcher found:

Listening section	Dialogue	Questions 1-7
	Monologue	Questions 8-15
Reading comprehension	Procedure text	Questions 21-23
	News items	Questions 24-30
	Recount text	Questions 31-33

	Report text	Questions 34-36 Questions 43-45
	Analytical exposition text	Questions 37-42
	Narrative text	Questions 48-50
	Announcement	Questions 16-18
	Letter	Questions 19-20
	Sentence arrangement	Questions 46-47

It can be described from the table that the 50 questions covered forms of dialogues, monologues, and texts. In the listening section, questions 1 to 7 were in form of dialogues. The students were asked to answer the questions from the narrator and choose the best answer to complete the dialogues. Questions 8 to 15 were in form of monologues. The students were asked to match the descriptions which were narrated in the monologue to the pictures provided in their test book. And they also were asked to answer the questions from the narrator based on the narrative monologue text.

In the reading comprehension, the contents were based on reading materials from procedure, news items, recount, report, analytical exposition, and narrative texts. In the procedure text, the questions number 21 to 23 were designed to assess students' reading comprehension in which they were asked to be able to find implicit and explicit detailed information from the text. In the news items texts, the questions 24 to 30 were designed to assess students'

reading comprehension in which they were asked to find implicit and explicit detailed information, main ideas, inferences, and derivation from particular word taken from the texts. In recount text, questions 31 to 33 were designed to assess students' reading comprehension in which they were asked to find explicit detailed information, main idea, and an inference from the text. In report texts, questions 34 to 36 and 43 to 45 were designed to assess students' reading comprehension in which they were asked to find implicit and explicit detailed information from the text. In analytical exposition text, questions 37 to 42 were designed to assess students' reading comprehension in which they were asked to find explicit detailed information and derivation from particular word taken from the texts. And in narrative text, questions 48 to 50 were designed to assess students' reading comprehension in which they were asked to complete the text in order to make a coherence narrative text.

Beside the reading materials above, there were some other texts which appeared in the test namely announcement and letter texts. In announcement text, questions 16 to 18 were designed to assess students' reading comprehension in which they were asked to find implicit detailed information from the text. And in the letter text, questions 19 and 20 were designed to assess students' reading comprehension in which they were asked to find implicit information from the text.

And another type of question found in the test was the arrangement of the sentences into a meaningful text which appeared in questions number 46 and 47.

4.3 Discussion

The current study aims to find and prove content validity of national English examination for senior high school in academic year 2015/2016. According to the experts, content validity is the degree to which a test's tasks and topical contents are relevant to, and proportionately representative the real-life of the test takers (Hughes, 1989). It is concerned with whether the content of a test is capable to gain information that is representative of the entire domains or skills, understandings, and other behavior that the test is supposed to measure (Aiken, 2000). It can be inferred from the explanation above that a test is contently valid if it represent the real-life of the test takers or it is measure what it should be measured. In other words, the test namely national English examination for senior high school should represent the contents in syllabus since the students were thought based on the syllabus.

From the content analysis above, the researcher found that the national English examination for senior high school academic year 2015/2016 meet the content validity with the syllabus. All of the 50 questions provided in the examination are conform to the curriculum. The topic in all of the questions match with the core competence (*Kompetensi Inti*) and based competence (*Kompetensi Dasar*) in 2013 Curriculum and standard competence (*Standar Kompetensi*) and based competence (*Kompetensi Dasar*) in School-based Curriculum.

However, there are two reading passages for questions 34 to 36 and 43 to 45 that the researcher cannot find their conformity to the 2013 curriculum.

The type of the text is report which is not learnt in 2013 curriculum. Therefore, there are no the genre inclusion in 2013 Curriculum part for questions 34 to 36 and 43 to 45 in the table of content analysis (see Table 4.1).

The unconformity to the 2013 Curriculum does not mean that the questions 34 to 36 and 43 to 45 are not valid since they conform to the School-based curriculum in which covers a report text to be learnt. And the national English examination for senior high school academic year 2015/2016 was made based on the two curriculum namely 2013 Curriculum and School-based Curriculum or KTSP. Based on the *Badan Standar Nasional Pendidikan (BSNP)* (2016), the material of national English examination academic year 2015/2016 was made based on criteria of graduation competence, content standard, and curriculum of 2013 and 2006 or KTSP. Thus, all the 50 questions provided are contently valid to the curriculum. And the test, namely national English examination for senior high school academic year 2015/2016 are proven to be contently valid to the curriculum.