

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a tool of communication to get information and it can be used in formal education as academic subject matter. In the global era, English is increasingly needed because it is one of the International languages mostly used in the world.

Education is an important aspect in teaching and learning process. Generally, there are some aspects which cannot be separated each other. They are the teachers, the students, the materials, the methods and the mediums of teaching and learning. The teachers usually make the lesson plan to give the material to their students before teaching and learning activity. They also use the methods to conduct it. And they decide some mediums to know the result of their teaching and learning activities. One of the mediums is evaluation.

Evaluation is a very important aspect in teaching and learning activities. Evaluation plays an important role in some activities, especially in terms of education. Through evaluation the teachers will be able to know their students' achievement on the materials that have been taught in a certain period of time, so the teachers can measure their effectiveness in teaching which has been applied in the classroom. And the information gain through the evaluation will be very useful to make improvement in the future. In other words, the evaluation is necessary to give information of how successful the efforts of education have been.

One of the most important of teaching learning process is Test. Test is a tool of evaluation which has important role to measure teaching learning process. A test can be used to

information to guide the placement of students into appropriate classes or programs. Test is important parts of teaching and learning process if they are integrated into daily classroom teaching and are constructed to be part of the learning process for the cumulating event. In other words, the evaluation is necessary to give information of how successful the efforts of education have been. In the effort of evaluating teaching and learning process, teachers need an instrument to assess the students performance. The writer considers that the test is one of the instruments of evaluation. The test can measure the students' ability. Test is a short examination of knowledge or ability consisting of questions that must be answered or activities that must be carried out. A test is defined as sytematic procedure for observing and describing one or more characteristic of a person with the aid of either a numerical scale or category system. It means the teacher can measure the student's ability and knowledge with task and question.

There are many types of test to evaluate the students, the types are formative, summative, pretest, and post test. It's means that based on education implementation function the test, there are four kinds test which can be used in measure student's ability. Based on the four types above the researcher focus on Summative Test. Summative test is a test that usually administrated at the end of course. Moreover, summative test is given periodically to determine at a particular point in time what students know and don't know about the material that given by teachers. It's means summative test only administrated in the end of the course semester, the researcer focus in the first semester. Beside it, the teacher should. use a good test. It is not an easy work for them to make it because there are some characteristic or requirements that must be fulfilled.

A test made by teacher should be based on syllabus, and the content of the test must measure what is intended to measure.To measure the test is by using validity Without validity,

there can be no conclusion made from result. It's means that if validity have important role. Commonly, validity is the extend to which an instrument measures what is supposed tto measure, validity has three kinds they are content validity, face validity, and construct validity. From the kinds above the researcher focuss on content validity, because content validity has the important roles in interpreting the test as a tool of evaluation. So the items that construct the test as as a whole the difficulty of items, and find out whether the good criteria, or analyze again the quality of the items that have been set to resulting test which have good validity.

There are the data of second grade students in SMPN1 Labuhan Deli Medan.

LEMBAR ANALISIS BUTIR SOAL

1. Mata Pelajaran : BAHASA INGGRIS
2. Kelas : VIII-5
3. Jumlah Siswa : 25 Students
4. Kriteria Ketuntasan Minimal : 75

No	Nama Siswa	Nomor soal dan skor					Jumlah skor	
		1 3	2 3	3 4	4 4	5 6	Skor	Nilai
1.	ALYA HAZERINA	2	1	1	2	3	8	40
2.	ASRIZA RAHMA	1	2	1	2	3	9	45
3.	AYU ADELIA	2	2	2	1	2	9	45
4.	ARIANSYAH	3	3	2	2	3	1	65
5.	BAGAS	3	3	3	1	2	12	60
6.	BAMBANG. M	3	3	2	2	3	13	65
7.	ERIKA TARIGAN	2	2	2	1	2	9	45
8.	FEBRIYANTI. R	2	2	2	2	2	10	50
9.	JENAR AYU	2	2	2	2	1	9	45
10.	JENNY NATASHA	2	2	2	2	2	10	50

11.	M. ARYA DIVA	3	3	2	2	2	14	70
12.	MUHAMMAD	2	2	3	1	1	9	45
13.	M. IQBAL	3	3	2	2	3	13	65
14.	M. NAUVAL	3	3	3	2	4	15	75
15.	M FIKRI	3	2	3	2	3	13	60
16.	M.FITRA	3	2	3	2	3	13	60
17.	M. Satria	3	3	3	4	3	16	60
18.	M.SURYA	3	3	3	3	3	15	50
19.	M.RAICIR	2	2	2	2	3	11	55
20.	NUR ADRIANSYAH	3	2	1	2	2	10	50
21.	NAZWA YULIA	3	3	3	2	3	14	70
22.	NIKO SYAHPUTRA	2	2	2	2	1	9	45
23.	NAILA NATASHA	2	3	2	2	2	11	55
24.	NAFHILA	2	3	2	2	2	11	55
25.	NABILA	3	2	2	2	4	13	65
	ΣX	63	57	55	49	62		
	Rata-rata skor (Mean)	2,52	2,28	2,2	1,96	2,48		
	Skor Maksimum Setiap Soal	3	3	4	4	6		
	Tingkat Kesukaran (TK)	0,84 MD	0,76 MD	0,55 SDG	0,49 SDG	0,41 SLT		

$\text{Mean} = \frac{\Sigma X}{N}$ TK: $\frac{\text{Mean}}{\text{Skor maximum}}$

ΣX = Jumlah Skor Setiap Soal

N = Jumlah Peserta Ujian

According to the observations that researcher has done in SMPN1 labuhan Deli Medan shows that students test especially in answer english test items still lack, their score till below average, the test result obtained did not reach Kriteria Ketuntasan Minimal/KKM, as while as KKM in SMPN1 Labuhan Deli is 75, but the result of test in second grade shows below KKM.

From the explanations above, the researcher was interested to formulate the research under the title “ An analysis on the content validity english summative test items for the second grade of SMPN1 Labuhan Deli Medan.

1.2 The Problem of the Study

Based on the background of the study, the problem of the study is formulated as follow as Does English Summative Test used at first year of the eight grade students at SMPN 1 Labuhan Deli Medan have content validity?

1.3 The Objective of the Study

Based on the problem above, the objective of the study is to find out whether summative test used at the first year of SMP Negeri 1 Labuhan Deli Medan have content validity or not.

1.4 The Scope of the Study

There are many types of test, namely pre test, post test, formative test And summative test. But the researcher focuses on summative test, to analyze the summative test Arikunto said there are four ways used to see the quality of test they are: by checking the test items that have been arranged to know the clarity of construction or languages, by doing an analysis, by checking validity, by checking reliability

Based on the statement above, the researcher would like to see the quality of the test by checking the validity of test items. The researcher would like to analyze the content validity in

english summative test in the second grade at SMP Negeri 1 Labuhan Deli Medan based on the English syllabus, which focus based on basic competence, standar competence, and indicators in reading and writing skill.

Indicators of Reading and Writing Skills

Skill	The Indicators
Reading	<ol style="list-style-type: none"> 1. Mengidentifikasi berbagai informasi, tujuan, dan ciri kebahasaan dalam teks fungsional pendek berupa instruksi barang, ucapan selamat, pengumuman dengan jelas. 2. Mengidentifikasi berbagai informasi, fungsi dalam teks Narrative/Recount dan prosedur. 3. Menyebutkan ciri kebahasaan teks Narrative/Recount dengan cermat
Writing	<ol style="list-style-type: none"> 1. Menulis teks fungsional pendek berupa instruksi, daftar barang, ucapan selamat, pengumuman 2. Menulis kalimat fungsional sederhana 3. Melengkapi teks Narrative/Recount 4. Menyusun teks 5. Menulis teks Narrative/Recount

1.5 The Significance of the Study

The findings of the study are expected to be relevant and usefull theoretically and practically

1. Theoretically, This Research is to find out whether each test items of summative test for the eight grade students SMP Negeri 1 Labuhan Deli represent the indicator as suggested by syllabus.
2. Practically, This study is expected to give contribution for:
 1. English teacher, to understand how to make the test item of English Summative Test well, especially especially for the writer.

2. Other researcher, as a comparison and the starting point to make more comprehensive reserach.

1.6 The Hypotesis

The Hypotesis of this thesis is formulated as follow:

Ho : There is no significant content validity of summative test items for the eight grade of junior high school SMPN 1 Labuhan Deli Medan.

Ha : There is a significant content validity of summative test for the eight grade of junior high school SMPN 1 Labuhan Deli Medan.

CHAPTER II

THEORITICAL FRAMEWORK

2.1 Theoretical Framework

In conducting this research, the writer presents the discussion of some theories related to this study in order to strengthen this study. These theories are used to avoid misunderstanding between the writer and the readers.

2.2 Evaluation

Evaluation is a one of step that cannot be separated in teaching learning process. According to Djiwandono (2011:10) "Evaluation is a process to collect information about the teaching learning process as a basic to make a decision". In order to know how well the results of teaching and learning process, a teacher must evaluate it. According to Mardhapi (2008:8) define that "evaluation is an activity to increasing the quality, performance, and productivity of an institution on their programs". Tyler (1950) "evaluation is a determining process how far the educations purpose is reached it can be used to improve the teaching and learning activities which are done by the teachers and students". Through the evaluation the result of learning process can be seen whether it success or not.

Based on some defenition above the researcher can conclude that Evaluation is the step on teaching learning process that is held on the last of learning process. The teacher can use evaluation as a media to collect information about the learning process and the students achievement to make a decision or defining whether the learning process is succeeded or not.

2.3 Test

One of the evaluation instrument is a test. There are several defenitions of the test. According to Hughes (2003:13) "a Test is intended to measure student's achievement and the degree of success of the teaching learning program". Through test, we can measure student's ability, they allow students to see their own progress and allow teacher to make adjusment to

their instruction on daily basis. In a simple term Hughes (2003:15) “Test is also used to diagnose the strengths and weakness area of students, it is to certain what learning still needs to take place”. Furthermore, Brown (2003) states that “Test is a method of measuring person’s ability, knowledge, or performance in a given domain”. Then according to Mardapi (2008:67) define that “Test is some of question which have correct or incorrect answer”. Tests also have meaning as some of questions which need answer, or need responses. With purpose is measure level of someone’s people or to collect some information about the test taker.

Based on the defenition above, the writer concluded test is a method to measure person ability that organized by question, command, and directions that systematic and objectives procedures for collecting data.

2.3 The Purpose of Test

Roszkowski, M.J.and Spreat,S. (2001) define “A test as any systematic procedure or obtaining information about person, objects, or situation”. Tests have many purposes for teachers, students, and instruction programs. In particular, Basanta, C.P. (2012) wrote that test are being used to:

1. To know students progress
2. To show the teacher how successful their teaching has been
3. To know student’s strengths and weakness
4. To Evaluate the effectiveness of the program, the course book, and how the teaching learning need.

While Mardhapi (2008:68) Classifieds purpose of the test in four aspects:

1. Understanding the level of student’s knowledge.

2. Measure the development and growth of the students
3. Diagnostic learning's difficulties of students
4. Understanding the output of teaching process
5. Understanding the output of learning process
6. Understanding the curriculum reach
7. Encourage the students on study
8. Encourage the teachers to each better

2.4 The kinds of Test

Brown (2004) points out that a test conducted during the teaching learning process is known as a formative test. This type includes all kinds of informal assessments done in the classroom. Hughes categorizes the test based on types of information they supply. In addition, he classifies the test into four types. Such as types of the test they are placement test, diagnostic test, achievement test, and proficiency test. According to Djiwandono (2011) in his book, classified a kind of test in five aspect, Test based on ways scoring, Test based on arrangement, Test based on the function of organization, Test based on education implementation function divided into: Test based on scoring, Test using question word, test based arrangement, test based on the function of the organization, and test based on education implementation function.

2.4.1 Test based on ways scoring

1. Objective Test

Objective test is a test that the scoring using high level objectivity. Heaton (1988:25) State that Objective test is a form from questioning which has correct single answer. Objective test usually have only one correct answer.

According to Louis and Marilyn (2008:19) there three kind of objectives test they are, true false, matching test, and multiple choice test.

a. True false

True false is simply a declarative statement which the students must judge as true or false (Louis and Marilyn 2000:19) Mardapi (2008:71) true false test is a form of test that consists of some statement with proporation true or false.

Example:

T/F : People has two eyes

b. Matching Test

Mardapi (2008:71) A test that from matching or pairing are consist of a premise, a list answer possibility, and a directions to match the each of premise with the one of possibility answer.

The Governoor of North Sumatra	jakarta
The capital of North Sumatra	Eddy Rahmansya
The capital of indonesian	Medan

c. Multiple Choice

Multiple choices is one of the most popular and effective of all the objective test that consist of two part they are, the steam, which state the problem, and the list of option, one of them is to be selected as the correct answer (Louis and marilyn, 1978:425).

Example:

Angel : can you help me to paint my wall, please!

Ana :I'm bussy with my task

The answer is: a. I'm sorry b. Sure why not c. Okey d. Alright

2. Subjective Test

Subjective test is a test that the scoring is subjective only or impossible to scoring in objective. If the answer of the test be correcting by two different people or more, the result of the test will be different also.

According to Djiwandoro(2011) there are four kind of subjective test is:

a. Essay Test

Essay test is concern on test which the essay answer in many writings style like descriptive and argumentative, based on the problem of the study. Suswandi (2009:46) states that essay test is aform of question that demand of students answer in front of description their own language.

Example:

How to write a report?

b. Test using question word

This test is consisting of items test which design in form question sentences which started question word.

Example:

Where is North sumatra?

- a. Medan
- b. Padang
- c. Kalimantan
- d. Sulawesi

c. Short answer test

This test is consisting of items test which design used question word, generally used wh-question-words.

Example:

Who's President of Republic Indonesia?

d. Complaining Test

This test item is consisting of short sentences which must be completing by the test takers in the empty part of the sentences in middle, beginning, or the ending of sentences

Example:

Today is my birthday. I usually have a big (1) in my birthday, my (2)...friends always come to my party. Today's party is different from last year's. I am having a (3) ...party than last year, with my family.

2.4.2 Test based arrangement

1. Standardized test

Standardized test is a test that arranged and developed based on the rules, requirements, and procedures that examined based on planning.

2. Test made by the Teacher

Test by the Teacher made is a test that more simply that standardized test. Each of procedures are making by the teacher itself.

2.4.3 Test based on the function of Organization

1. Selection Test

Selection tests are used to provide valid and reliable evidence of levels abilities, intelligence, personality characteristics, aptitudes and attainments. Selection tests can be divided into two broad categories: measures of typical performance such as personality inventories that do not have right or wrong answers, and measures of maximum performance that measure how well people can do things, how much they know and the level of their ability, and ask questions for which there are right or wrong or good or bad answer. Selection test often called entrance test is a test that held to determine the pupils are accepted or not.

2. Placement Test

Placement test is the test that is arranged for measuring student's ability in language and assigning student's major in appropriate grade of educational Organization. Rown (2003:390) an achievement test is related directly to classroom lessons, units, or even total curriculum.

3. Achievement Test

Achievement test is a test that used to understanding the pupils achievement in the educational organization. Brown(2003) An achievement test is related directly to classroom

lesson, units, or even total curriculum. Basuki and hariyanto (2014) Achievement Test is type tests which design to measure the level of knowledge on subject of study.

4. Proficiency Test

Proficiency test is a test concerned to evaluate the level of student's skill in certain subject without correlating with other subject. According to Brown (2003:390) in his book he stated that proficiency test is not intended to be limited to any one course, curriculum, or single skill in the language. Proficiency Test have traditionally consisted of standardized multiple choice items on grammar, vocabulary, reading comprehension, and sample writing

5. Aptitude Test

Aptitude Test is a test to measure the personal ability to learn and to successful in undertaking. Brown (2003:390) A language aptitude Test is designed to measure a person's capacity or general ability to learn a foreign language and to be successful in that undertaking. Basuki and hariyanto(2014) aptitude test is tests which aim to measure proficiency someone to developing skill and knowledge.

2.4.4 Test based on education implementation function

1. Formative Test

The teacher administers formative test during the learning progress with the aim of using the result to improve instruction and to provide continuous feedback to both students and teacher. Suswandi (2009:46) stated that Formative Test carry out of during the learning process

take place or in the end of a unit of a study. According to Baxter , “Formative test is evaluation done during a process so that the process can be changed to make it more effective” .Based on the statement above the writer define formative test intended to monitor learning progress during the instruction and to improve the continuous feedback to both of pupil and teacher concerning learning process success or failures

2. Summative Test

Based on Gronlund, “ Summative Test is typically comes at the end of a course or unit of instruction.It is implies that summative test is used to gauge an individual’s skill after finishing all of the end of the course and used for measuring the effectiveness of instructional objectives. Moreover, According to Sum up, Summative Test is a type of test which is constructed at the end of the study after the students have finished all the materials. Based the statement above the writer conclude summative test is a test that usually administrated at the end of course. Moreover, summative test is given periodically to determine at a particular point in time what students know and dont know about the material that given by teachers.

According to Suswandi (2009:46) there are four types of summative test that be used in classroom include:

- a. Performance task, students are asked to complete the task and determine what the students knows and are capability in doing a rubric, checklist, or other form of scoring guide should accompany this type of test.
- b. Written product, students are asked to write an original selection. There are many written forms that teachers can used to get the students to write. Students may be asked to write about a previous activity such as field trip or quest speaker. Student may be asked to write their experience.

- c. Oral Product, students are asked to prepare an oral piece of work.
- d. Test, students are asked to write the test at the end to demonstrate what they know.

3. Pretest

According to Basuki and Hariyanto (2014) in their book defined that pretest is a preface test which held to understanding about the basic knowledge of students and to know the students get ready or not in learning experience.

4. Post Test

According to Basuki and Hariyanto (2014:20) state that this test will be held after the teaching learning process to scoring the students understanding about the material of learning.

2.5 The Characteristic of Good Test

According to Brown (2003) he classified the characteristic of good test be three parts they are Validity, Reliability, and Practicality.

2.5.1 Validity

a. Content Validity

The most complex criterion in a good test is validity. Liao (2004) defines test validity as the extent to which inferences made from assesment results are appropriate to test scores. Whereas according to Hughes (2003) validity refers to whether the test measures accurately what it is intended to measure. By Validity, or truth interpreted as extent to which an account accurately represent the social phenomena to which it refers. According to

Djiwandoro(2011:164) Validity as appropriate of the result of test as a measurements tool which main target that measurable. Then, according to Mardhapi (2008:16) Validity is support evident and theory toward tests score based on the purpose of using test. The process of validation includes collecting the evidences to showing the scientific interpeting of tests score which is planned.

Based on the defenitions above the writer concluded Validity is the truth which includes of support evident and theory as appropriate the result or the score of a test as an evaluation tool.

Hughes divides validity into four parts, Face Validity, Content Validity, Construct validity, and Criteria Validity. Fulcher and Davidson (2007) define Content Validity as whether the best refers to a representative sample from the domain that is to be tested. (Arifin, 2009:248) Content Validity often used in learning's assesment. The main purpose is to understanding how far the students understanding about the material which have delivered by the teacher and the psychologies changes which shown after join on learning. According to Thoha (1996:48) state that content validity is deal with is the content of test item which tested is reflected of the curriculum or not.

b. Face Validity

A concept that very closely related to content validity is Face Validity, which asks the questions "Does the tests on the "face" of it appear from the learners persoective to test what is to designed test? . Face validity is almost always perceived in terms of content, if the test sample the actual content of what the learner has achieved or expect to achieve, Then face validity will be perceived. Another aspect of validity is face validity. Harisson, A (1991) says that the way to discover face validity is by asking the opinion of the students and the teachers concerned

regarding the validity of the test formally or informally. Mardapi (2008:19) the evidence of face validity is obtained through correction toward the test item to making conclusion that the tests are relevant on the measured. Arifin, (2009:248) state that this validation uses very simple criteria because, because just look on the face side from that instrument itself, it means, if the test assumed as good test, so that the test is required on face validity and no needed judgement more detail. Basuki and Hariyanto (2014) state that this validity is kind of validity which most lower in the meaning.

c. Construct Validity

A third category of validity that the teachers must be aware of in considering language test is construct validity. According to Okunya, L.O (2014) defines construct validity as an effort to an ensure that the test is essentially measuring intended attribute and not other extraneous ones. As a result, the test cannot measure the test takers ability accurately if it does not measure what the teacher intended it to measure.

Thoha (1996:110) state that construct validity is a test which the items built mindset appropriate on the instructional purpose. Based on the statement above the writer wrote Construct Validity is a test which th eitems test are measure think aspect based on the concept or approach which used for explain that concept.

2.5.2 Reliability

Roegier, D (2014) refers reliability to the dependability of test scores, That is the degree to which a test-makers can expect relatively similar test scores from individuals across testing situation on the same, or parralel, testing instrument. Arifin, (2009:230) Reliability is level or degree of consistency from an instrument. While Thoha (1996:18) said the reliability is a test

which believable, if that test used to measure in many time, the result is same. Based on the definition above the writer conclude Reliability is reliable and consistency. A test can be categories as reliability if the tests are consistent and if the test used to measure in many time, the result is same and not changes.

2.5.3 Practically

A good test is practical, it is with in the means of financial limitations, and interpretations. Djiwandono (2011:10) state that Practically means simply and easily on procedural and administration or practice of test are held.

2.6 Syllabus and Curriculum

Syllabus is not separated with the curriculum, because the instruction or the content in the curriculum will be developed into syllabus based on the competency standard and basic competence. Posner said that curriculum is the set of instructional strategies teacher plan to use.

2.6.1 Syllabus

Syllabus is designed based on the school and levels. But when the teacher made syllabus, it must suitable with the student ability and system or situation. Brown (1995:141) said that syllabus is pedominantly concerned with the choices necessary to organize the language content of course or program. It can be understood that when the teachers will teach the materials in the classroom, they can choose a lot of courses and organize the materials that needed. Whole must concerned to the syllabus so the materials on course not lateral.

2.6.2 Curriculum

Every course or school need curriculum to make their school be equal with. Curriculum made by the goverment. Posner (2004:5) said that

curriculum is the set of instructional strategies teacher plan to use. That statement mean if curriculum have an important role in a school or course. Because curriculum as instructional strategy or basic reference onteaching learning process.

2.7 Previous Researches

The previous study was conducted by Istyasmi suminar (2010). She has analyzed the content validity of English Summative test at SMA 1 Cingkarang. In her study, she analyzed the test items and compared those items to the syllabus used by the school. She used descriptive comparative and also quantative because she used some numerical data which are analyzed statisfically. Her research found that it was only 40% of the test which conformed to the English syllabus.

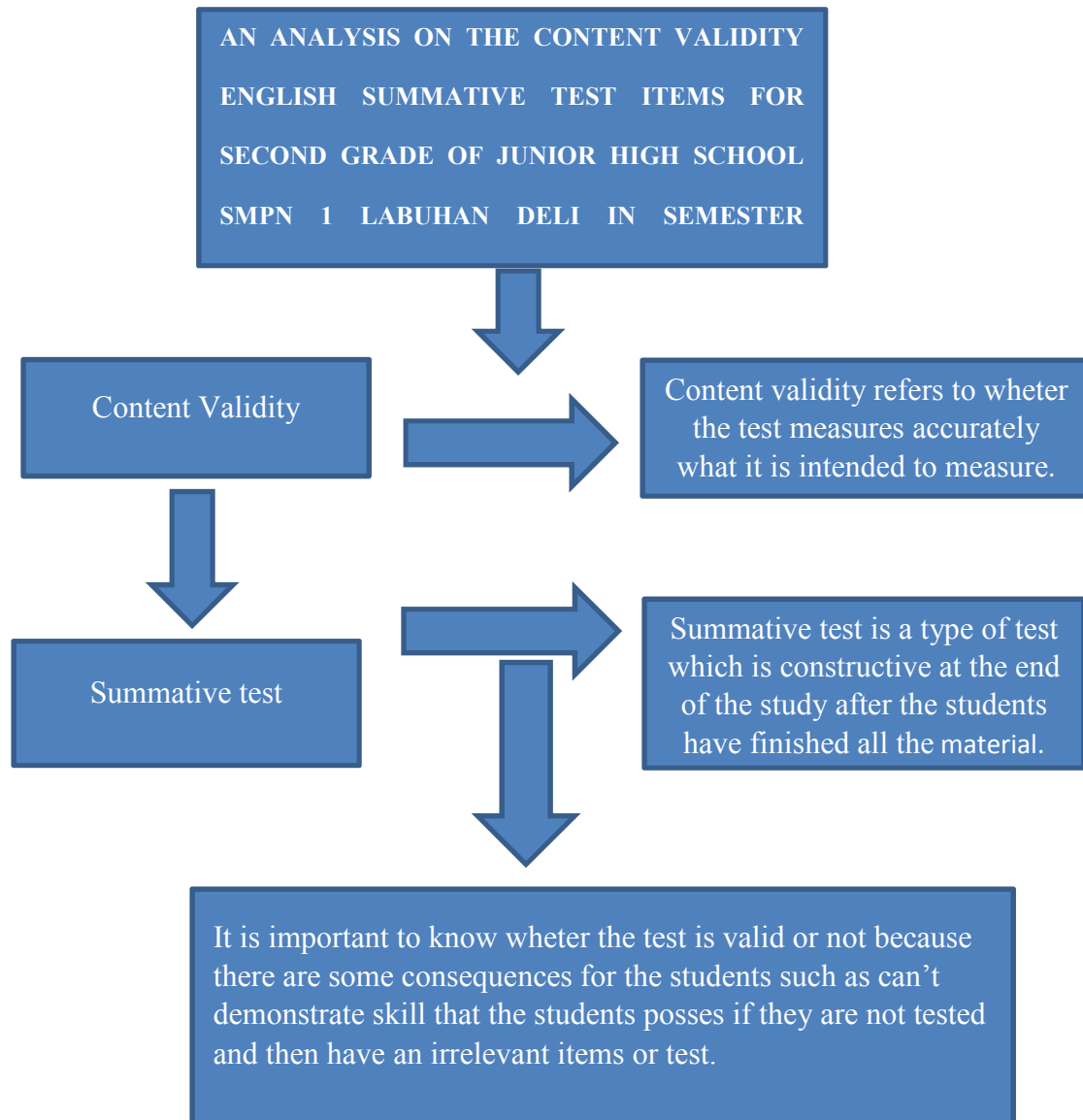
The second previous study Ariyanti in her Research she has analyzed the content validity of English summative test at nineth year students of junior High school. In her study, she compared the summative test item with a number of required item in the syllabus used in teaching and learning activities than calculate the result based on the formula of test item analysis and finally she was describe the result of the analysis. The result of the study showed that the test items that conform to the indicators of English Syllabus are 42 % it falls into level of 40-55% which mean less sufficient.

The third previous study was conducted by Apriliani (2012), she has analyzed the content validity of English summative test at first grade pf junior high school. In hewr study she analyzed the test item and compared those items to the curriculum and syllabus to know the student's achievement. Her research found that the percentage of the content validity level of English summative test items for the first year of SMP Muhammadiyah 37 parung, in even

semester 2010/2011 academic year was 84,44%. In other words, the English Summative Test has good Content Validity.

In this research, the researcher has similarity with the three previous above, the similarity is about evaluation. But object this research focuses on content validity only. The subject of the research is on English Summative Test Item at the first grade students of Junior High School labuhan Deli Medan.

2.8 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this Research, the researcher used Descriptive qualitative research. It is descriptive because the objectives of this study are to find the information as much as possible.

The form of descriptive qualitative research is used to analyze the data. According to Best (2006:118) “ A descriptive test describe and interprets what it is. This research has purpose to describe the quality of summative test items for SMP Negeri 1 Labuhan Deli Medan.

The researcher collected the data and then analyzed the test items, whether each test items of the summative test for the second grade students of SMP Negeri 1 Labuhan Deli Medan represent as indicators as suggested in this syllabus. The test will measure adaptable with the syllabus and indicators especially from reading and writing skill.

So based on the data and types of information will be needed in this research, the researcher used qualitative research study will categorize as descriptive analysis . It describes the conformity and inconformity of the junior High School’s summative test with the syllabus and indicators.

3.2 Subject and Object of The Study

3.2.1 Subject of The Study

subject in this study took from the eight grade students.

3.2.2 Object of The Study

The object of this research is the items of English summative test for the eight grade students at SMP Negeri 1 Labuhan Deli Medan in semester 2019/20120 academic year. The test consists of 45 items

3.3 Data and the Data Source

3.3.1 The Data

The data in this research is the materials of the English Summative Test in second grade of students SMP Negeri 1 Labuhan Deli Medan. The type of the data in this research is qualitative data. Qualitative data is usually form of the words rather than number.

3.3.2 The source of Data

The data source of this research is Document. Document or book that gives information about something that can be used as evidence or a proof something. The document in this research is the syllabus and the English Summative test of SMP Negeri 1 Labuhan Deli Medan.

3.4 Research Instrument

The research instrument used Observation the document :

Paper/ test

The researcher asked the English Summative Test paper from the school. The test which is analyzed is the English Summative Test for the second grade students at the even semester. The total items are 45 items English summative test

3.5 The Technique of Collecting Data

Technique of collecting data is a way that uses by the researcher to get the data. data (Arikunto,2002:136).

Observation

In this research, the researcher was did observation by using direct observation. The researcher was observe:

- a. The researcher ask the English summative test items for the second grade of SMP Negeri 1 Labuhan Deli Medan.
- b. The researcher ask the syllabus as represent the indicators
- c. And then the researcher analyzed the content of each item and compares it with the indicator of reading and writing skills in the syllabus.

3.6 Technique of Analyzing Data

In doing analysis of data, the researcher use some steps as follows as:

1. The researcher was did observation in SMP Negeri 1 Labuhan Deli medan for the second grade.
2. The researcher ask the data such as, syllabus, english summative test, and then paper/ worksheet students
3. The researcher was collected the data and make the transcription
4. After all of the data collect, the researcher was did analyzed what kinds of test items number have conformity and unconformity level of the English Summative Test to the syllabus in term of content validity. For example:
 - a. If the result of conformity and incomformity of English Summative test item with syllabus is 0-20%, it means the validity of the test is very poor.
 - b. If the result of conformity and incomformity of English Summative test item with syllabus is 21-40%, it means the validity of the test is poor.
 - c. If the result of conformity and incomformity of English Summative test item with syllabus is 41-60%, it means the validity of the test is Fair.

- d. If the result of conformity and incomformity of English Summative test item with syllabus is 61-80%, it means the validity of the test is good.
 - e. If the result of conformity and incomformity of English Summative test item with syllabus is 81-100%, it means the validity of the test is very good.
5. The researcher will make findings

3.7 The Trustworthiness of The Data

In analyzing the data, the researcher also need to analyze the validity of the data source to get the valid data. To prove and check the validation of the data scientifically and responsibly. Trustworthiness is the appropriateness, meaningfulness, and usefulness of the inferences that the researcher makes based on the data collected, while reliability is the consistency of these inferences over time

In qualitative research must be use the relevant technique, to prove the trustworthiness of the data, the researcher used the triangulation technique. Sugiyono(2006:32) stated that triangulation is qualitative cross-evaluation. It assesses the sufficiency of the data according to the convergence of multiple data source or multiple collecting data procedures. Sanjaya (2013:50) Triangulation design is the design that using quantitative and qualitative in the same time and through some topic.

There are four triangulation of source, method, researcher, and theory. The researcher can recheck the result by comparing them with several source, method, researcher, and theory.

In this research , the researcher will use triangulation of the source type of triangulation to check the validity. The data are English Summative Test, and syllabus taken that taken from the teachers as informan.

