

## CHAPTER IV

### RESEARCH FINDING

This chapter presents the research finding. They include the data presentation and the finding of research. In this chapter the researcher, analyze each question from English final examination for tenth grade of Islamic Senior High School in South Kediri Regency in academic year 2013/2014. The researcher matches each number of question with basic competence in the syllabus to know about content validity of the English final examination.

#### A. Data Presentation

The data in this study were got by using documentation method. According to Ary (2008:30) documentation focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. In this research, the data were got from the test items of English final examination for tenth grade student of Islamic Senior High School.

The test items are fifty. The test items are multiple-choice test. The multiple-choice test consists of a stem and a set of options. The stem is the beginning part of the item that present the items as a problem to be solved, a question asked of the respondent, or an incomplete statement to be completed, as well as any other relevant information. The options are the possible answer that the examiner can choose from, with the correct answer called key and the incorrect answer called distractors. In this data consist of one key and four distractors. It is meant student have 20% chance of getting the correct answer for five options. The test items are test for skill, listening, speaking, reading, and writing. The example of speaking skill test item is:

*Farah : I know that you like reading Harry Potter very much. I'll lend you the last series after I finish reading it.*

*Randi :.....*

- a. Really? Thanks.                      c. What?                      e. I'm not sure*  
*b. Oh, no!                                      d. Sorry?*

Example of test item for listening test

*Prisa : I will go to study to Jakarta as soon as possible.*

*Yeni : You're kidding!*

*Prisa : I'm serious, Yani*

- a. Admiration                                      c. Surprise                                      e. Disbelieve*  
*b. Suggestion                                      d. Congratulation*

Example of test item for reading skill

***Text for number 16-19***

***QUEEN SUPERMARKET***

***GREAT SALE***

*This week only*

*Sale 50% off men and women's clothing: shoes, skirts, coats and sweaters*

*Sale 75% off furniture: leather sofas, dining tables and chairs, bookcases*

*QUEEN supermarket*

*Jalan sudirman number 54*

*Open from 9 a.m to 9 p.m*

*What is the advertisement about?*

- a. A great discount for certain things*  
*b. A new shop*

*c. A grand opening of queen supermarket*

*d. Low quality products*

*e. New stocks*

The example of test item for listening skill is:

*According to Javanese.....(48), before the corpse is taken to the burial ground, his/her children and close.....(49) walk ducking three times back and forth under the stretcher on which the dead person has been.....(50) down*

Those are the example of test items that are stated in the English final examination for second grade student of senior high school. For the more complete test item, see appendix 1. Those test items were analyzed by researcher. The researcher analyzed those test items by matching the test item with standard competencies and analyzing the standard competencies that are covered by test item.

In this study, the researcher try to match the test item with the standard competence in the syllabus of KTSP for second semester of tenth grade student senior high school for English material. The standard competencies of syllabus of KTSP for second semester of tenth grade student senior high school for English material are for listening skill *memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari hari*, for speaking skill *mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari hari*, for for reading skill *memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari hari dan untuk mengakses ilmu pengetahuan* , for writing skill *mengungkapkan makna*

*dalam test tulis fungsional pendek dan esei sederhana berbentuk narrative, deskriptive, dan news item dalam konteks kehidupan sehari hari*, for more complete standard competencies see appendix 2. The researcher try to know the test items are appropriate with the standard competence or not besides that, the researcher analyze all the standard competencies are covered or not in the test items.

## **B. Data Finding**

### **1. The Findings of Content Validity for Each Item**

Data finding include the data that is found by researcher. In data finding researcher explain the each question in the English final examination for tenth grade. The researcher try to find the basic competence that is suitable with each question. The analysis is stated below:

#### **Question number 1**

Farah : I know that you like reading Harry Potter very much. I'll lend you the last series after I finish reading it.

Randi :.....

a. Really ? Thanks.

c. What?

e. I'm not sure

b. Oh, no!

d. Sorry?

#### **Analysis**

The question number 1 is about how to express gratitude. It is appropriate with basic competence number 7.1 for listening skill. The basic competence is *Merespon makna dalam percakapan transaksional (to get things done) 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*, and the basic competence 9.1 for speaking

skill. The basic competence is *Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat.* The question is match with the indicator of basic competence 7.1 and 9.1 that is *merespon tindak tutur berterima kasih*, but it is a written test. It meant this question can not use to test students' listening ability. So, the Teacher must give another test that used to know student ability in listening and speaking, such as, interview or role play to know and measure student ability in speaking, dictation or fill in the blank to know student ability in listening. In this question the speaker used informal expression of gratitude. The informal expression is used to speak with friend and used to speak in the informal condition.

### Question number 2

Jamine	:	John got 90 in mathematic exam yesterday
Frisda	:	<u>Really, That's amazing</u>
The underline sentence express.....		
a.Regret	c. Sympathy	e. Expectation
b.Surprise	d. Obligation	

### Question number 3

Prisa	:	I will go to study to Jakarta as soon as possible.
Yeni	:	<u>You're kidding!</u>
Prisa	:	I'm serious, Yani.
The underlined utterance expresses.....		
a.Admiration	c. Surprise	e. Disbelieve
b.Suggestion	d. Congratulation	

## Analysis

The question number 2 and 3 are appropriate with the basic competence of English syllabus for tenth grade student of senior high school. That questions are about listening skill how surprise feeling that show in the underline sentence. The questions are appropriate with the basic competence number 7.2 is *Merespon makna dalam percakapan transaksional (to get things done) 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: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan*. That questions match with indicator of basic competence 7.2 that is *mengidentifikasi makna tindak tutur menyatakan rasa terkejut*, but these questions are written test. So, if we want to know listening ability of students, these test items are not appropriate to test listening skill. In the questions number 3 and 4 are expression of surprise. Those are utterance that are used to express surprise feeling in the informal condition.

### Question number 4

Brenda : Hi, Linda. I read on the notice board that you are the first winner in the speech competition.

Linda : Really ?

Brenda : Yes. I'm telling you the truth

Linda :.....

The suitable expression to complete the dialogue is.....

- |                           |                               |
|---------------------------|-------------------------------|
| a. Congratulation to you. | d. How can I thank you        |
| b. I hardly believe it    | e. How kind of you to say so. |
| c. I'm sorry to hear that |                               |

## Analysis

The question number 4 is about surprise feeling is appropriate with the basic competence of English syllabus for tenth grade student of senior high school. Those question is the response of Linda when she know she become a winner. It is about how to express surprise feeling in the listening skill and speaking skill. It is appropriate with the basic competence number 7.2 about listening skill that is *Merespon makna dalam percakapan transaksional (to get things done) 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: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan,* and the basic competence 9.2 about speaking skill that is *Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan.* The question is match with the indicator of basic competence 7.2 and 9.2 that is *Merespon tindak tutur menyatakan rasa tak percaya.* However, this question is not good to know the students' ability in listening and speaking. So, the Teacher must give another test that used to know student ability in listening and speaking, such as, interview or role play to know and measure student ability in speaking, dictation or fill in the blank to know student ability in listening. Those utterance are used to express surprise feeling in

the informal condition. Those are used by Brenda and Linda. There are close friends, so they used expressions of surprise in the informal condition.

### Question number 5

X : There will be a party at my house tonight. Would you like to come?

Y : I'd love to, but I have an appointment with my colleague  
From the dialogue we know that the second speaker.....the  
Invitation

a. Give b. Declines c. Take d. Love e. Enjoys

### Question number 6

Roby : we will have a party at my sister's birthday next Sunday. Would you like to come, Ira?

Ira : I'd love to. It must be a wonderful party.

The underlined expression is used to express.....

a. advice b. intention c. invitation d. satisfaction e. suggestion

### Question number 7

Lina : I was wondering if you like to come over for dinner tomorrow

Hera : Thank you, I'd love to

The underlined sentence shows that Lina is.....to Hera

a. Asking for information b. Giving information  
c. Making an invitation d. Expressing sympathy e. Asking for help

### Analysis

The questions number 5, 6 and 7 are about invitation. These questions are appropriate with the basic competence of the syllabus for tenth grade students of senior high school. The basic competence is *Merespon makna dalam percakapan transaksional (to get things done) 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: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan.* That questions match with indicator of basic competence 7.2 that is *Merespon tindak tutur menyetujui undangan, tawaran, ajakan*, but this question is not appropriate to be tested in listening skill, because this question is written test. So, The teacher must give another test in listening skill. Such as, dictation or fill in the blank to know student ability in listening. The expression that were used to invite someone in those question were informal invitations.

### **Question number 8**

Susan : Thank you for driving me home, Tom

Tom :.....

- a.No, Thanks      b. Yes, please      c. Not at all  
d. The same to you      e. You too

### **Analysis**

The question number 8 is about gratitude expression and the response. This question is appropriate with basic competence number 7.1 about listening skill that is *Merespon makna dalam percakapan transaksional (to get things done) 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*, and the basic competence number 9.1 about speaking skill. The basic competence is *Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal*

(bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat. The question is match with the indicator of basic competence 7.1 and 9.1 that is *merespon tindak tutur berterima kasih*. In this question, the dialogue about expression of gratitude. Susan give thank to Tom that has been driven to home. Susan and Tom are friend so the expression that used to express gratitude is informal expression, but it is a written test. It is meant that question cannot use to know student ability in listening and speaking. The Teacher must give another test that used to know student ability in listening and speaking, such as, interview or role play to know and measure student ability in speaking, dictation or fill in the blank to know student ability in listening.

### Question number 9

Andrew : I Have something special for you

Baron : what is it?

Andrew : Agatha Christy's novel

Baron : Thank you, it is my favorite

The underline utterance express .....

- a. Offering help    b. Gratitude    c. Expecting  
d. Compliment    e. Sympathy

### Analysis

The question number 9 is about expression of gratitude. It is appropriate with basic competence number 7.1 for listening skill. The basic competence is *Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks*

*kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat.* That questions match with indicator of basic competence 7.1 that is *Mengidentifikasi makna tindak tutur berterima kasih*, this question about gratitude expression that is used in informal condition, but this question is not good as an instrument to measure the students' ability in listening. So, the teacher must give another test in listening skill. Such as, dictation or fill in the blank to know student ability in listening.

### **Question number 10**

Tristan : You look good in white dress.

Frisda : Really ? I'm glad to hear that

The underline sentence express.....

a.Regret b. Opinion c. Sympathy d. Obligation e. compliment

### **Analysis**

The question number 10 is about expression of praise. It is appropriate with basic competence number 7.1 for listening skill. The basic competence is *Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat.* It is about how to express praise in informal condition. That questions match with indicator of basic competence 7.1 that is *Mengidentifikasi makna tindak tutur memuji*, but this question in written test. Therefore, this question cannot be tested in listening skill. The teacher must give another test in listening skill. Such as, dictation or fill in the blank to know student ability in listening.

**Question number 11**

Tania : Rani told me that you have a new mobile phone. May I see it ?

Linda : Sure. Here you are

Tania : wow, ....! it must be expensive

Linda : my father gave me for my birthday present.

- a. Well done    b. How kind of you to say    c. Congratulation  
d. Not really    e. It's awesome

**Analysis**

The question number 11 about praise expression. It is appropriate with basic competence number 7.1 for listening skill. The basic competence is *Merespon makna dalam percakapan transaksional (to get things done) 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*, and the basic competence 9.1 for speaking skill. The basic competence is *Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat*. The question is match with the indicator of basic competence 7.1 and 9.1 that is *Merespon tindak tutur memuji*. This question contain dialogue about praise. The expression in the dialogue is about how to express feeling in the informal condition, but it is not appropriate to measure student ability in listening and speaking. So, the Teacher must give another test that used to know student ability in listening and speaking,

such as, interview or role play to know and measure student ability in speaking, dictation or fill in the blank to know student ability in listening.

### Question number 12

A : err, excuse me.

B : yes ?

A : I wonder if you could lend me your dictionary. I'm doing my homework.

B : oh, sure, here it is.

The underline expression use to express ....

- a. Giving permission      b. Gratitude      c. Congratulation  
d. Capacity                  e. Compliment

### Analysis

The question number 12 is about response of expression of permission. It is not appropriate with basic competence of second semester of ten grade student senior high school.

### Question Number 13

Vicko : Dad, I am tired of going to school by bus. May I drive now and then ?

Father : I'm afraid not untill you seventeen

The underline expression is used for asking.....

- a. Ability                  c. attention  
b. Posibility              d. Permission              e. Agreement

### Analysis

The question number 13 is expression of permission. It is not appropriate with basic competence second semester of ten grade student of senior high school.

**Question number 14**

Jane : My son was promoted to be a manager yesterday

Marry : congratulation Jane

Jane : .....

a. I'm sorry to hear that      b. That really wonderful

c. That's amazing      d. Thank you very much      e. That good son

**Analysis**

Question number 14 is about expression of gratitude. That question is appropriate with basic competence number 7.1 for listening skill. The basic competence is *Merespon makna dalam percakapan transaksional (to get things done) 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*, and the basic competence 9.1 for speaking skill. The basic competence is *Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat*. The expression of gratitude can be formal and informal. In this question is informal expression of gratitude. The question is match with the indicator of basic competence 7.1 and 9.1 that is *Merespon tindak tutur berterima kasih*, but it is a written test. It is meant that this question cannot use to know student ability in listening and speaking. The Teacher must give another test that used to know student ability in listening and speaking.

**Question 15**

Jared : I heard you pass the test to enter the states

Kyle : Yes, I did

Jared : .....

Kyle : Thank you

The suitable expression to complete the conversation is.....

a. How come?    d. It's pleasure    c. Congratulation

d. Good of you!    e. Sorry to hear that

**Analysis**

Question number 15 is about expression of gratitude. That question is appropriate with basic competence number 7.1 for listening skill. The basic competence is *Merespon makna dalam percakapan transaksional (to get things done) 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*, and the basic competence 9.1 for speaking skill. The basic competence is *Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat*. The question is match with the indicator of basic competence 7.1 and 9.1 that is *Merespon tindak tutur mengucapkan selamat*, it is used to express gratitude in informal condition but it is not good to measure the ability of the student in listening and speaking. So, the Teacher must give another test that used to know student ability in listening and speaking, such as, interview or role play to know

and measure student ability in speaking, dictation or fill in the blank to know student ability in listening.

**Text for number 16-19**

QUEEN SUPERMARKET

GREAT SALE

This week only

Sale 50% off men and women's clothing: shoes, skirts, coats and sweaters

Sale 75% off furniture: leather sofas, dining tables and chairs, bookcases

QUEEN supermarket

Jalan sudirman number 54

Open from 9 a.m to 9 p.m

**Question number 16**

What is the advertisement about?

- a. A great discount for certain things
- b. A new shop
- c. A grand opening of queen supermarket
- d. Low quality products
- e. New stocks

**Question number 17**

If you buy a leather sofa on sale for Rp. 500.000.00, how much will you pay?

- a. Rp. 75.000
- b. Rp. 100.000
- c. Rp. 125.000
- d. Rp. 225.000
- e. Rp. 375.000



**Question number 18**

What goods get 50% off ?

- a. Sweaters, shoes, tables, chairs
- b. Shoes, skirts, leather, sofas
- c. Dining table and chair, bookcases, sweater.
- d. Coats, sweater, bookcases
- e. Shoes, skirts, shirts, sweater

**Question number 19**

How many hours will the supermarket open every day?

- a. 9 hours
- b. 10 hours
- c. 11 hours
- d. 12 hours
- e. 13 hours

**Analysis**

The question number 16, 17, 18 and 19 are about announcement. Those questions are appropriate with basic competence number 11. 1. The basic competence is *Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.* That question about advertisement. It is formal advertisement. That questions match with indicator of basic competence 11.1 that is *Mengidentifikasi informasi tertentu.*

For question number 20-22

MOBILE PHONE LOST

I lost my mobile phone this morning. It's silver with wide LCD screen and qwerty keypad. It has radio connection, infrared and Bluetooth connectivity, it also has an integrated camera, 3 mega pixels

Please contact : Suci, grade XI – 4, or call 088329034579

### Question number 20

What does the announcement tell you about ?

- a.Suci's LCD Lost
- b.Suci's digital camera which is lost
- c.Suci's mobile phone which is lost
- d.The characteristics of suci's mobile phone
- e.The connection type of suci's mobile phone

### Analysis

The question number 20 is about announcement. It is informal announcement about Suci's mobile phone that was lose. That question is appropriate with basic competence number 11. 1. The basic competence is *Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.* That question match with indicator of basic competence 11.1 that is *Mengidentifikasi topik dari teks yang dibaca.*

### Question number 21

Which statement is NOT TRUE according to the text ?

- a.Suci's mobile phone is silver
- b.Suci's mobile phone has radio connection
- c.Suci is student of grade XI – 4
- d.Suci's mobile phone has 3 mega pixels integrated camera
- e.Suci lost her mobile phone yestereday

### Analysis

The question number 21 is about announcement. It is informal announcement. This question is appropriate with basic competence number 11. 1. The basic competence is *Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.* That questions match with indicator of basic competence 11.1 that is *Mengidentifikasi informasi tertentu.*

### Question number 22

It's silver with wide LCD screen and qwerty keypad  
 The underlined word has the same meaning with the word....

- a.High
- b.Broad
- c.Thick
- d.Small
- e.Deep

### Analysis

The question number 22 is about descriptive text. That question is appropriate with basic competence number 11.2. The basic competence is *Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan news item.* That question match with indicator of basic competence 11.2 that is *Mengidentifikasi makna kata dalam teks yang dibaca.*

**Text for question number 23-25**

English Speech Contest

The English Lab “Better” invites you to show your speaking ability and get a computer set as a grand prize

Please join the speech contest which will be conducted on Monday, 16 May 2008 at the sixth floors of Better English Laboratory building at 9 mornings

Contact the office no later than 7 may 2008

Better English Lab

Jln. Merdeka 215, Malang

For further information, you can

Call : Amir (031) 556677

**Question number 23**

What is the purpose of the text?

- a. To announce to the public about the speech contest by better English lab
- b. To advertise an event or product released by better English lab.
- c. To invite the public to join a speech contest conducted by better English lab
- d. To inform the public about an event conducted by better English lab
- e. To entertain the reader with an English contest conducted by better English lab

**Analysis**

The question number 23 is about invitation. It is formal invitation. This question is appropriate with basic competence number 11. 1. The basic competence is *Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.* That question match with indicator of basic competence 11.1 that is *Mengidentifikasi topik dari teks yang dibaca.*

**Question number 24**

When will the speech contest be held? It will be held.....

- a. On 16 May 2008
- b. At Jln. Merdeka 215, Malang
- c. On 7 May 2008
- d. At the six floors of better English lab building
- e. At the better English lab

**Question number 25**

Invites you to show your speaking ability and get ..... (paragraph 1) these word are the synonym of the underline word, **except** .....

- a. Capacity
- b. Capability
- c. Disability
- d. Competence
- e. Skill

**Analysis for question number 24 and 25**

The question number 24 and 25 are about invitation. Those are formal invitation. Those questions are appropriate with basic competence number 11. 1. The basic competence is *Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.* That questions match with indicator of basic competence 11.1 that is *Mengidentifikasi informasi tertentu.*

**TEXT 4, for number 26-29**

Once upon time, a rabbit wanted to cross a river but he couldn't swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked

the boss of crocodile,” How many crocodiles are there in the river” the boss of crocodile answered, “ We are twenty here.” “Where are they?” The rabbit asked for the second time. “ What is it for?” the boss of crocodile asked.

“All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are” Said the rabbit. Then the boss of crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one....two....three....four.... until twenty and finally, he thanked all crocodiles because he had crossed the river.

### Question number 26

What is the types of the text.....

- a.Folklore
- b.Fantasy
- c.Legend
- d.Fable
- e.Myth

### Question number 27

The story tell us about .....

- a.Twenty crocodiles
- b.The boss of crocodile
- c.A rabbit and twenty crocodiles
- d.A rabbit and the boss of crocodile
- e.The boss of the crocodile and all hit friend

### Question number 28

We know from the first paragraph that the rabbit actually wanted .....

- a.To cross the river
- b.To swim across the river
- c.To met the boss of crocodile

- d.To know where the crocodile are  
e.To know the number of crocodile there

### **Analysis question number 26, 27 and 28**

The question number 26, 27 and 28 are about the meaning and the content of narrative text. Those questions are appropriate with basic competence number 11.2. The basic competence is *Merespon makna dan langkahlangkah retorika dalam esai sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuknarrative, descriptive, dannews item*. That questions match with indicator of basic competence 11.2 that is *Mengidentifikasi komplikasi dalam sebuah cerita narasi*.

### **Question number 29**

- All of are good, nice gentle, and kind..... (paragraph 2)  
The underline word is synonym with .....
- a.Mild
  - b.Diligent
  - c.Cheerful
  - d.Easy going
  - e.honorable

### **Analysis**

The question number 29 is about the meaning of the word in the narrative text. That question is appropriate with basic competence number 11. 2. The basic competence is *Merespon makna dan langkahlangkah retorika dalam esai sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuknarrative,*

*descriptive, dan news item.* That question match with indicator of basic competence 11.2 that is *Mengidentifikasi makna kata dalam teks yang dibaca.*

**TEXT 5, for number 30-35**

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "good", said the fox "it's the best water I've tasted in all my life. Come down and try it yourself.

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out. And when I'm out, I'll help you out the well."

The goat did as he was asked and the fox got on his back and climbed out the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely to him and said; "if you only had thought carefully about getting out, you wouldn't have jumped into the well.

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

**Question number 30**

The text tells the story of .....

- a. fox
- b. goat
- c. a fox and a goat
- d. an old man and the fox
- e. the goat and old man

**Question number 31**

Paragraph 2 mainly tells .....

- a. how the fox help the goat



- b. why the fox got into the well
- c. how the fox got out of the well
- d. the fox's idea how to get out of the well
- e. how both the goat and the fox got out of the well

### **Analysis question number 30 and 31**

The question number 30 and 31 are about the meaning and the content of narrative text. Those questions are appropriate with basic competence number 11.2. The basic competence is *Merespon makna dan langkahlangkah retorika dalam esai sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan news item*. That questions match with indicator of basic competence 11.2 that is *Mengidentifikasi komplikasi dalam sebuah cerita narasi*.

### **Question number 32**

- “the goat did as he was asked.....” (paragraph 3)
- What does the above sentence mean?
- a. The goat drunk enough had looked around
  - b. The goat came down to the well and drank
  - c. The goat called out loudly after the fox got out
  - d. The goat waited someone who might help him
  - e. The goat stood on his hind legs and put his forelegs against the side of the well

### **Analysis**

The question number 32 is about the meaning and the content of narrative text. That question is appropriate with basic competence number 11.2. The basic competence is *Merespon makna dan langkahlangkah retorika dalam esai*

*seederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan news item.* That question match with indicator of basic competence 11.2 that is *Mengidentifikasi makna kata dalam teks yang dibaca.*

**Question number 33**

She said to me “ I always study my lesson in the evening”

The indirect speech of the sentence is.....

- a. She said that she always studied her lesson in the evening
- b. She said that she always studies her lesson in the evening
- c. She always said if she always studies her lesson in the evening
- d. She said that I always studies my lesson in the evening
- e. She said that I always studied her lesson in the evening

**Question number 34**

Anita asked tia “do you bring my wallet?”

The indirect speech of the sentence is .....

- a. Anita asked tia that she brought her wallet
- b. Anita asked tia if she brought her wallet?
- c. Anita asked Tia what she brought her wallet
- d. Anita asked Tia that she brought her wallet
- e. Anita asked Tia weather she brought her wallet

**Analysis**

The question number 33 and 34 are about indirect speech. The question number 33 and 34 are appropriate with basic competence number 12.2. the basic competence is *Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.* Those questions are about indirect speech act it is match with the indicator of basic

competence number 12.2 that is *menggunakan kalimat reported speech dalam menyampaikan sebuah berita*.

### Question number 35

He found the door of his house open, although he .....it before

- a. Be locked
- b. Had locked
- c. Had been locked
- d. Had been locking
- e. Had to lock

### Analysis

The question number 35 is about past perfect tense. It is not appropriate with basic competence for second semester of ten grade student of senior high school.

### Text number 36-40

Bridge break in central java, killing 5 people and injuring 29 others.

A footbridge packed with tourist broke at mountainous resort on java island Wednesday, killing five people and injuring 29 after they plunged into a rocky riverbed, police and tourist officials said. The victim were evacuated to three nearby hospital, said Surono, an employee at the baturaden resort in central java province, adding that they fell more than 20 meters (yard) after one of steel cables holding the small bridge snapped. Local police chief Emron Putra Agung said five people were killed and 29 injured. The accident occured as the country enjoy a week long holiday sites. Baturaden, located 300 kilometer (190 miles) east of capital jakarta, is one of the most popular resorts on the slopes of mount slamet (3,428 meters, 11, 24 feet), java's second – highest peak

### Question number 36

The text tells us about.....

- a. The evacuation of the victims

- b. The tourist resort in central java
- c. The killing of five visitors in baturaden
- d. The accident on the broken bridge in batureden
- e. The popular tourist resort in central java

**Question number 37**

Some local tourist were killed and injured in baturaden when.....

- a. They swimming in the river
- b. They were enjoy the landscape on the small bridge
- c. They were in the riverbed
- d. They were climbing Mount slamet, Central java
- e. They were swinging on the small bridge over the rocky river

**Question number 38**

The footbridge in baturaden broke because .....

- a. It couldn't afford supporting overload
- b. It had been too old to walk on
- c. It had not been used for long time
- d. It lied on the slope of mount slamet
- e. It was used to evacuated the victims

**Question number 39**

Which the following statement is not true according to the text .....

- a. The broken footbridge killed five visitors
- b. The accident happened at the end of ramadhan
- c. The victims were left behind without relief
- d. The visitors were killed because of falling into rocky riverbed
- e. The bridge broke because of one of the broken steel cables.

### Analysis

The question number 36, 37, 38 and 39 are about understanding the meaning and information of descriptive text. These questions are appropriate with the basic competence number 11. 2 in the English syllabus for ten grade student of senior high school. The basic competence is *Merespon makna dan langkahlangkah retorika dalam esai sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan news item.* The questions are match with the indicator of basic competence number 11.2 that is *mengidentifikasi tujuan komunikasi teks dibaca.*

### Question number 40

.....killing five people and injuring 29 after they plunged into

a rocky riverbed.

What is the similar meaning of the words “plunged into”?

- a. Feel back
- b. Feel away
- c. Feel off
- d. Feel on
- e. Feel down.

### Analysis

The question number 40 about understanding the meaning of the word in the text descriptive. That question is appropriate with the basic competence number 11. 2 in the English syllabus for ten grade student of senior high school. The basic competence is *Merespon makna dan langkahlangkah retorika dalam esai sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks*

*berbentuk narrative, descriptive, dan news item.* The question is match with the indicator of basic competence number 11.2 that is *mengidentifikasi makna kata dalam teks yang dibaca.*

***Text, for number 41-45***

The soccer star David Beckham and his wife, former spice girl, are going to court to defend their image and marriage. The Beckhams are angry that a British tabloid newspaper printed story that their "happy marriage" was a lie. The news of the world wrote an article saying the Beckhams are just pretending to be happy married to make more money from their Beckham brand. The newspaper said the marriage was really "on the rocks" because of the relationship David had with another woman. He strongly denies this. The newspaper suggested that the Beckhams' huge income depended on their public image. It said the couple tried to convince the public that their marriage was happy to get more advertising contracts. The article also said David almost had a nervous breakdown because of argument with his wife. A lawyer for the newspaper commented on high profile marriage, asking: "Is it unhappy, full of rows and tensions because of David Beckham infidelity, or it is happy? We say unhappy." The Beckhams meanwhile, insist they are happily married couple.

**Question number 41**

The Beckhams' huge income is depended on their .....

- a. News
- b. Image
- c. Contracts
- d. Marriage
- e. Life

**Question number 42**

According to the newspaper, the Beckham's marriage was unhappy because David Beckham's .....

- a. Affair
- b. Income
- c. Income
- d. Public image
- e. Free kick

**Analysis**

The question number 41 and 42 are about news item. They are appropriate with the basic competence number 11.2 in the English syllabus for ten grade student of senior high school. The basic competence is *Merespon makna dan langkah-langkah retorika dalam esai sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan news item*. The questions are match with the indicator of basic competence number 11.2 that is *mengidentifikasi inti berita yang didengar*.

**Question number 43**

the marriage was really "on the rocks" (paragraph one sentence 4) the phrase on the rock means that the Beckham's marriage is in

a.....condition

- a. Bad
- b. Good
- c. Strong
- d. Happy
- e. Strange

**Question number 44**

The Becham's huge income (paragraph 2 sentence 1) the word *huge* means .....

- a. Heavy
- b. High
- c. Wide
- d. Large
- e. Small

**Question number 45**

David almost had a nervous breakdown because of argument with his wife. (paragraph 2 sentence) the word *argument* means .....

- a. Fight
- b. Angry
- c. Marriage
- d. Question
- e. Discussion

**Analysis**

The question number 43, 34 and 45 are about news item. They are appropriate with the basic competence number 11. 2 in the English syllabus for ten grade student of senior high school. The basic competence is *Merespon makna dan langkahlangkah retorika dalam esai sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan news item*. The questions are match with the indicator of basic competence number 11.2 that is *mengidentifikasi makna kata dalam teks yang dibaca*.



**Question number 46**

I wanted to know ..... the girl live

- a. Which
- b. Where
- c. When
- d. Whose
- e. Who

**Question number 47**

The man was away on holiday. I wanted to see him.

The man..... I wanted to see was away on holiday

- a. Which
- b. Whose
- c. Whom
- d. When
- e. That

**Analysis**

The question number 46 and 47 are appropriate with basic competence number 12. 2 the basic competence is *Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item*. The question match with indicator of basic competence 12. 2 that is *Menggunakan adverbial clause dalam menulis sebuah narasi*.

**Question number 48, 49, 50**

According to Javanese.....(48), before the corpse is taken to the burial ground, his/her children and close.....(49) walk ducking three Times back and forth under the stretcher on which the dead person

Has been.....(50) down
------------------------

## Analysis

The question number 48, 49, and 50 are appropriate with basic competence number 12. 2 the basic competence is *Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item*. The question match with indicator of basic competence 12. 2 that is *Menggunakan kalimat simple present dalam membuat sebuah deskripsi*.

### 2. The Summary of Items Finding

By looking the question and the syllabus the researcher find question that is appropriate with each number of English syllabus. The number of question that is appropriate with syllabus of English for tenth grade student is stated in the table 4.1.

#### 4.1 Table of Test Items Compared to English Syllabus.

Standar Kompetensi	Kompetensi Dasar	Number Of Question	Total
<b>Mendengarkan</b>  7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	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	9, 10	2 items
	7.2 Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat,	2, 3, 5, 6, 7	5 item

	lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan.		
8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative, descriptive</i> , dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari	8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari		
	8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative, descriptive</i> , dan <i>news item</i>		
<b>Berbicara</b> 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	9.1 Mengungkap-kan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat	1, 8, 11, 14, 15	5 items
	9.2 Mengungkap-kan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosiali-sasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan mengguna-kan ragam bahasa lisan sederhana dalam konteks	4	1 item

	kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan		
10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	10.1 Mengungkap-kan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari		
	10.2 Mengungkap-kan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>		
<b>Membaca</b>  11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari	16, 17, 18, 19, 20, 21, 23, 24, 25	9 items
	11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>	22, 26, 27, 28, 29, 30, 31, 32, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45	18 items
<b>Menulis</b>  12. Mengungkapkan	12.1 Mengungkap-kan makna		

makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari		
	12.2 Mengungkap-kan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>	37, 38 46, 47, 48, 49, 50	7 items
<b>Total</b>			47 Items

From the table above, we know there are 47 items that appropriate with basic competence of Syllabus. There are 5 test items that are appropriate with two basic competencies. Such as test items number 1, 8, 11, 15, that appropriate with basic competencies number 7.1 and 9.1, the test item number 4 that appropriate with basic competencies 7.2 and 9.2. There are three questions that are not appropriate with basic competence. The questions are number 12, 13 and 35.

By looking the basic competence in the syllabus and matching them with the test item from the question in the English final examination for tenth grade of Islamic Senior High School in South Kediri Regency in academic year 2013/2014, the researcher find the basic competence that are covered in the test item. The researcher gives checklist for basic competencies that are covered in the test item. The basic competencies are stated in the table 4.2.

#### 4.2 Table of Basic Competence that are Covered in Test Items

Standar Kompetensi	Kompetensi Dasar	Materi	Content	Check	Number Of Question
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	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.	Expression of gratitude	Formal		
			Informal	√	1,8,9,14
		Expression of praise	Formal		
			Informal	√	10,11
		Expression Of Congratulation	Formal		
			Informal	√	15
	7.2 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	Expression of surprise	Formal		
			Informal	√	2,3

	kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan.	Expression of unbelievable	Formal				
			Informal	√	4		
		Invitation	Formal				
			Informal	√	5,6,7		
		Offering	Formal				
			Informal				
		Asking	Formal				
			Informal				
		8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari	8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.	Announcement	Formal		
					Informal		
				Advertisement	Formal		
					Informal		
Invitation	Formal						
	Informal						
8.2 Merespon makna dalam teks monolog sederhana yang menggunakan	Narrative						

	ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> .	Descriptive			
		News Item			
<b>Berbicara</b>  9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat.	Expression of gratitude	Formal		
			Informal	√	1,8,14
		Expression of praise	Formal		
			Informal	√	11
		Expression of congratulation	Formal		
			Informal	√	15
	9.2 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar	Surprise	Formal		



			Informal	√	4	
	<p>dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan.</p>	Unbelieve	Formal			
			Informal			
		Accepting invitation	Formal			
			Informal			
		Offering	Formal			
			Informal			
		Asking	Formal			
			Informal			
10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i>		10.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan	Announcement	Formal		
				informal		
			Advertisement	Formal		
				informal		

dalam konteks kehidupan sehari-hari	tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari.	Invitation	Formal		
			informal		
	10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> .	Narrative			
		Descriptive			
		News item	Direct Speech Act		
			Indirect Speech Act	√	33,34
<b>Membaca</b> 11.Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan	Announcement	Formal		
			informal	√	16, 17, 18, 19,20,21
		Advertisement	Formal		
			Informal		
		Invitation	Formal	√	23,24,25

	ragam bahasa tulis dalam konteks kehidupan sehari-hari.		Informal		
	11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> .	Narrative		√	26,27,28,29,30,31,32
		Descriptive		√	22
		News item		√	36,37,38,39,40,41,42,45
<b>Menulis</b> 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang	announcement	Formal		
			Informal		
		Advertisement	Formal		
			Informal		
		Invitation	Formal		

	menggunakanr agam bahasa tulis dalam konteks kehidupan sehari-hari.		Informal		
	12.2 Mengungkap- kan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> .	Narrative			
		Descriptive		√	48,49,50
		News item			
		Adverbial clause		√	46,47
Total			70	19	

From the data above the researcher found that twelve basic competencies that are stated in the syllabus for tenth grade student of Islamic Senior High School. There are five basic competence that are not covered in the test item. That are basic competencies number 8.1, 8.2, 10.1, 10.2, and 12.1. There are seven basic competencies that are covered in the test items. They are basic competencies numbers 7.1, 7.2, 9.1, 9.2, 11.1, 11.2 and 12.2

Based on the finding that were stated by researcher, the researcher found there are three test items that are not appropriate with basic competencies and five basic competencies that are not covered in the test item. To analyze the

qualitative data of this research the formula that are used by research to analyze the quality of content validity of test item in the English final examination for tenth grade students of Islamic Senior High School in South Kediri Regency in academic year 2013/2014 are :

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

Note:

*P* is the symbol of percentage

*F* is frequency of test item that is appropriate with standart competence / total standart competence that are covered in the test item

*N* is total number of test item / Total standart competence

According to Arikunto in Noviyanti thesis (2011: 31) the criteria of content validity in the test items are:

**76% - 100% = Good**

**56 % - 75% = Suficient**

**40 % - 55% = Less Good**

**< 40% = Bad**

#### **4.3 Table Percentage of Test Items that Appropriate with BasicCompetencies**

<b>No.</b>	<b>Test item</b>	<b><i>f</i></b>	<b>%</b>
1.	Test item that are not appropriate with syllabus	3	6
2	Test item that are appropriate with syllabus	47	94
N		50	100

From the table above, the researcher know that 6% of test items are not appropriate with syllabus and 94% of test item are appropriate with syllabus.

#### 4.4 Table Percentage of Basic Competence that are Covered in the Test Item

No.	Test item	<i>f</i>	%
1.	Basic competence are not covered	51	72,9
2	Basic competence are covered	19	27,1
N		70	100

From the table, the researcher knows that 72.9% of basic competencies are not covered in the test items. 27.1% of basic competencies are covered in the test items.

From the data that are get by researcher precentage of test item that aproprate with basic competencies are 94% of the test item are aproprate with basic competence. It is meant that the content validity of the English final examination for tenth grade student of Islamic Senior High School that was used by Islamic Senior High School in South Kediri Regency in academic year 2013/2014 is Good. In the other hand from the analyze of basic competence that are covered in the test item, the content validity of the English final examination for tenth grade student of Islamic Senior High School that was used by Islamic Senior High School in South Kediri Regency in academic year 2013/2014 is bad.