

SKRIPSI

**MEASURING THE ENGLISH LECTURERS' EVALUATION
TESTS ITEMS IN ENGLISH EDUCATION PROGRAM
OF TARBIYAH FACULTY OF STATE ISLAMIC
INSTITUTE OF PAREPARE IN ACADEMIC
YEAR 2018/2019
(Analysis of Content Validity of Final Tests Items)**

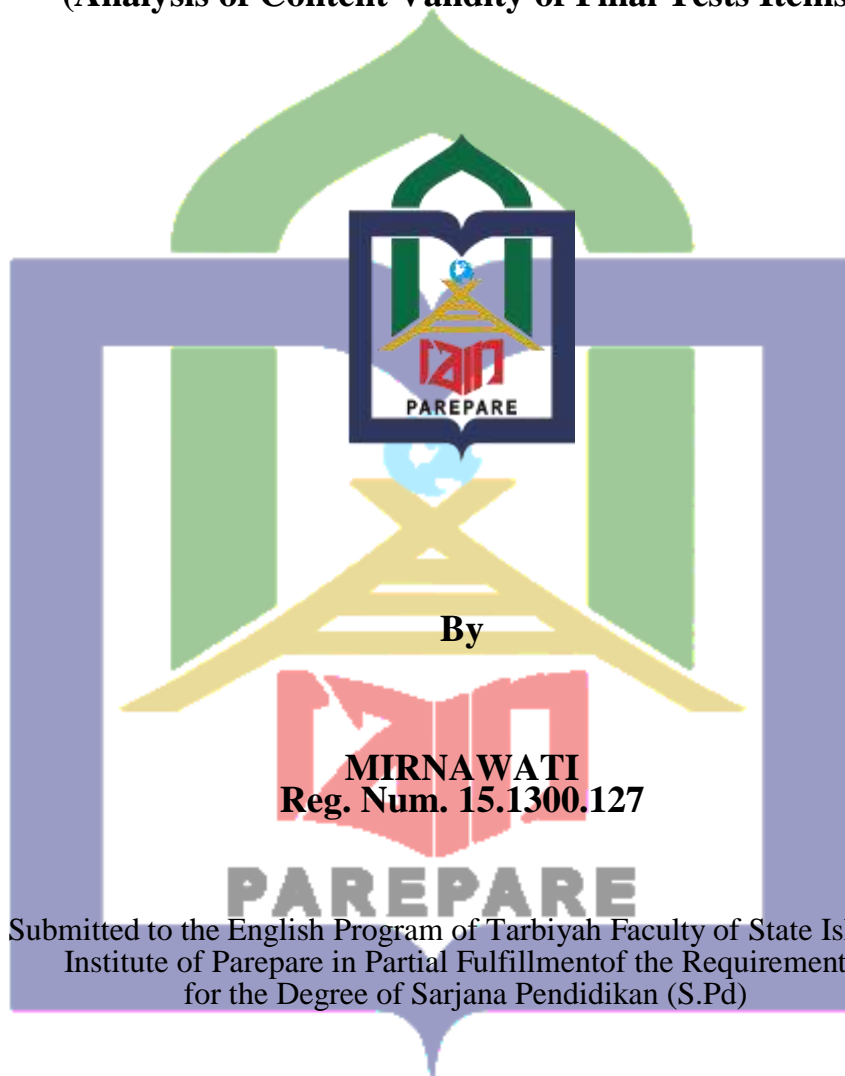


**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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By

**MIRNAWATI
Reg. Num. 15.1300.127**

PAREPARE

Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

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TARBIYAH FACULTY
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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

ENDORSEMENT OF CONSULTANT COMMISSIONS

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The Title of Skripsi : Measuring the English Lecturers' Evaluation Tests
Items in English Education Program of Tarbiyah
Faculty of State Islamic Institute of Parepare in
Academic Year 2018/2019 (Analysis of Content
Validity of Final Tests Items)

Student Reg. Number : 15.1300.127

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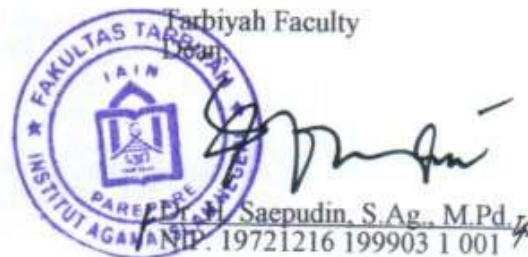
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ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamin, Praise is merely to the Almighty Allah swt. Give thanks for God's love and grace for us, the most gracious, the most merciful, the lord of the universe and the master of the judgment, the king of the kings, who has given his bless and salvation to the writer for finishing this skripsi entitled: Measuring the English Lecturers' Evaluation Tests Items in English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare (Analysis of Content Validity of Final Tests Items). Shalawat and salam always be given to our prophet Muhammad saw. (peace be upon him) a person that becomes a leader, the best example for us, who has been guided us from uneducated person to be educated person or the other words from the bad character to the good one.

This skripsi not merely the writer own work because of having greatly improved by some great people around the writer who suggested and guided by giving comments and advise to make it better. The writer realizes that writing contains a few errors, even though she tried to do her best. The writer spent a lot of time writing this paper. She expects that it will useful information and give new knowledge for anyone who reads it. During the period of conducting the research and writing this paper, the writer got many valuable contribution from a number of people in order to complete it. Therefore, the writer would like to express her sincere thanks and appreciation to:

1. The writer's beloved parents (Sulaeman and Asmawati) for their greet love. Attention, trust and pray. Her siblings (Jumra, Kiramang, Jumiati, Fitri, Rais, Abd. Rahmat dan Nurtasya), her brother in-law (Badaruddin), as well as her cousin

- (Narda Tahir, Nasbia and Rusmiyati Yuni), her uncle and aunt (Jumati, suluhati, Nahar and Sua) and other relatives, for their love, prayers, mental and material support during her life and especially he years of study college.
2. The writer's deepest appreciation is extended to writer's first consultant Dr. Abdul Haris Sunubi, M.Pd. and the second consultant Dr. Magdahalena Tjalla, M.Hum. For their guidance and encouragement during the research.
 3. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare who has worked hard to manage education of IAIN Parepare.
 4. Dr. H. Saepudin. S.Ag, M.Pd. as the Dean of Tarbiyah in IAIN Parepare, who has arranged a positive education for the students in faculty of Tarbiyah.
 5. Mujahidah, M.Pd as the Chairman of English Education Program in IAIN Parepare who has given her motivation, guidance and suggestion that very helpful to complete the skripsi. Thanks for your good advice and valuable input.
 6. Dra. Hj. Nanning, M.Pd. Mujahidah, M.Pd. Nur Asiza, M.Pd. and Humaeroah, M.Pd. who has allowed the researcher to conduct a research in her class.
 7. All the lecturers of English Education and Tarbiyah Faculty, and all the staffs of IAIN Parepare thanks for your time, knowledge, advice and motivation that you have given to the writer since she is studying in this great campus.
 8. Head of IAIN Parepare library and all his staff who provided good service to the writer since study at IAIN Parepare and in collecting reference.
 9. Great thank to Faridah Binti Rauf, M.Pd for her encouragement and guidance during her research.
 10. Great thanks to the foundation's President Dr. M. Ali Rusdi Bedong, S.Th.I. in boarding school Al- Risalah Batetangnga and ustadz Mudir, S.Pd.I. ustadz

Abdul. Muis L., S.Pd.I. and all teachers in Pondok Pesantren Al-Risalah Batetangga for their support the writer to finish her skripsi.

11. Special thanks to my beloved teachers Mulyadi, S.Pd.I and ustaza Nur Fadilah, S.Pd.I and her best friend (Saddam Ali, Salma, Windasari, Ikbal, Abdullah) who always support and guidance the writer to finish her skripsi.
12. Thanks to ustaza Munawwara, S.Th.I, ustaza Hardianti, ustaza Marwati, ustaza Mutiara, who always support the writer.
13. The great thanks to the big family in Desa Latimojong, speacially to Udding, Ida, Riska, Risna and Ridwan, who always motive and pray for the writer to finish her skripsi.
14. The writer's friend in IAIN Parepare, they are Miftahul Jannah, Nurdiana Agus, Rukmana, Sarmila, Andiny Angelia Fitriani, Usmayani, and all of her friends in PBI 2015, who always motive the writer to finish her skripsi, support the writer, share knowledge and always give advices to the writer.
15. The Great thanks to all the writer's senior in Ma'had Jamiah IAIN Parepare, they are Ervana Iloe Sioko, Ayu Lestari, Irvasiani, Hasniati, Eka Safitri, Intan Pertiwi, and Hasriani, my friends in the same semester, they are Andi Al-Amirah An-Nabilah, Jumriati, Hasni Kadir, St. Hafidzah, Andi Ayu Pratiwi, My beloved Roommate, she is Suarni and my junior in Ma'had Jamiah Iain Parepare, they are Herawati Ali, Sri Yuliana, Indah Fitriani, Ibrahim, Muh. Syahrul hamka, Fendy, Syarif hidayatullah, Raflyansyah Ramadhan M and Syaifullah. The writers thanks to them because have become the second home for her. Placed that used to share, playing and learning by the writer. It will become unforgettable moment.

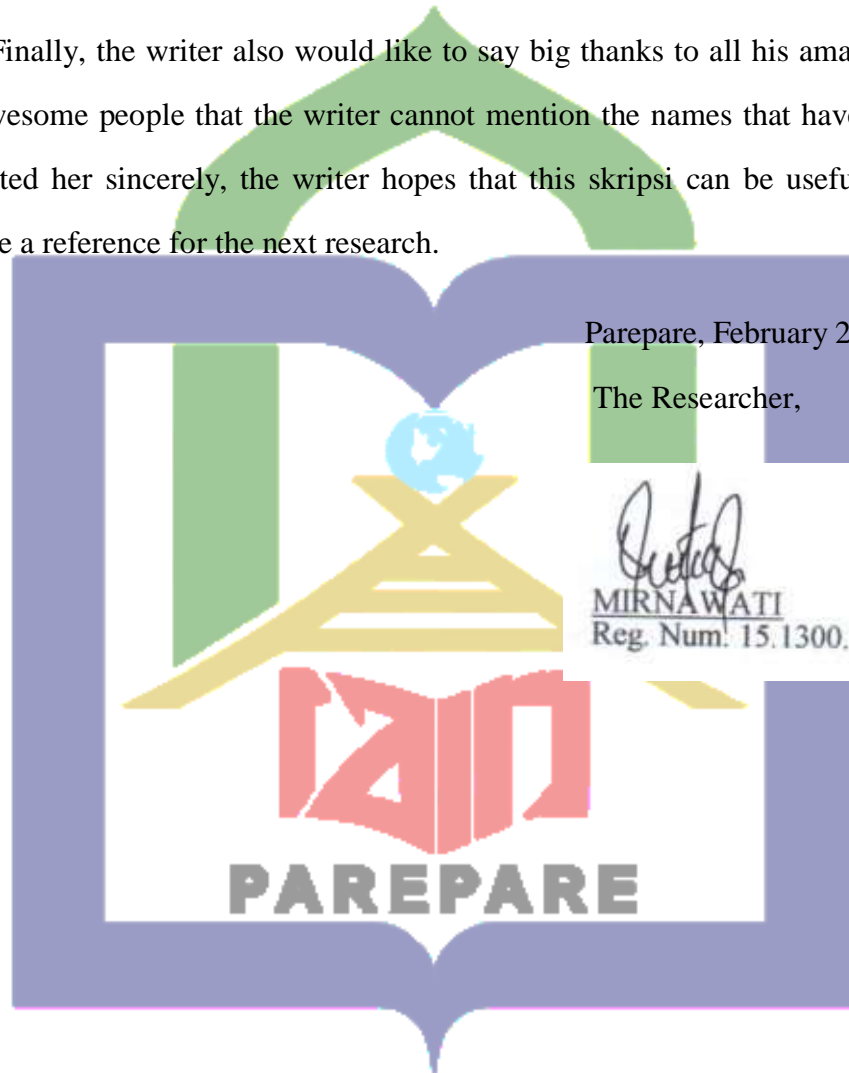
16. The big family in boarding school Al-Risalah Batetangnga and Al-Wasilah Lemo for being one of place to study and get many experiences.
17. Mudabbir and Mudabirrah Ma'had Jami'ah IAIN Parepare for the togetherness and memories.

Finally, the writer also would like to say big thanks to all his amazing friends, and awesome people that the writer cannot mention the names that have helped and supported her sincerely, the writer hopes that this skripsi can be useful for us and become a reference for the next research.

Parepare, February 21st 2020

The Researcher,


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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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Place and Date of Birth : Amola, March 07th, 1996

Study Program : English Education

Faculty : Tarbiyah

Stated that the skripsi entitled : Measuring the English Lecturers' Evaluation Tests Items in English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Academic Year 2018/2019 (Analysis of Content Validity of Final Tests Items)

This skripsi is my own research, gathered and utilized especially to fulfill the purpose and objective of this research, it has not been previously submitted to any other university for a higher degree. I also declare that the publications cited of this research have been personally consulted.

Parepare, February 21st 2020

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ABSTRACT

MIRNAWATI. *Measuring the English Lecturers' Evaluation Tests Items in English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare (Analysis of Content Validity of Final Tests Items).* (Supervised by Abdul Haris Sunubi and Magdahdalena Tjalla)

In teaching learning process, teacher of lecturer apply the evaluation to measure how are the students understand about the material. Through evaluation, teachers or lecturers are able to find out the effectiveness or the failure of a method and also students' achievement to master the lesson. Evaluation is served is many kinds activities. Test is one of its kinds. A test made by teachers or lecturers should be in line with the syllabus, and the content of the test must measure what is intended to measure. This research tried to solve these problems by focusing on descriptive qualitative research by answering two research questions: (1) how is appropriate the English final tests items with the basic competence of the syllabus; (2) is the English final tests items have a good of content validity.

To get these aims of the research, the researcher implemented a descriptive qualitative research by using final tests paper. The researcher took the final test paper of English. The researcher also took the English syllabus to analyze the test items. Then, the researcher retyped the data and compared it with the syllabus. After that, the researcher analyzed the test items one by one. Besides, the researcher also counted the percentage of the conformity and unconformity of the test items to know the quality of the content validity of the test items. This research conducted at State Islamic Institute (IAIN) Parepare. This subject of this research were the lectures in course of listening, speaking, writing and reading in English education program of tarbiyah faculty of IAIN Parepare in academic year 2018/2019.

Based on the analysis, the researcher found that in course of listening there are twenty items which conform to the syllabus and ten items do not conform to the syllabus. Meaning that the English final test has good content validity with the percentage 66.66%. In course of speaking there are sixteen items which conform to the syllabus and four do not conform to the syllabus. Meaning that English final test items in speaking has good content validity with the percentage 80%. In Course of writing there are four items which conform to the syllabus and there is one item do not conform to the syllabus. Meaning that English final test items in writing has a good content validity with the percentage 80%. In Course of reading there are sixteen items which conform to the syllabus and there is one items do not conform to the syllabus. Meaning that English final test items in reading has a very good content validity with the percentage 85.71%. But the representation of the basic competences do not proportional yet, because there is a basic competence which dominated the test items.

Keywords: Evaluation, Content Validity, Final Test

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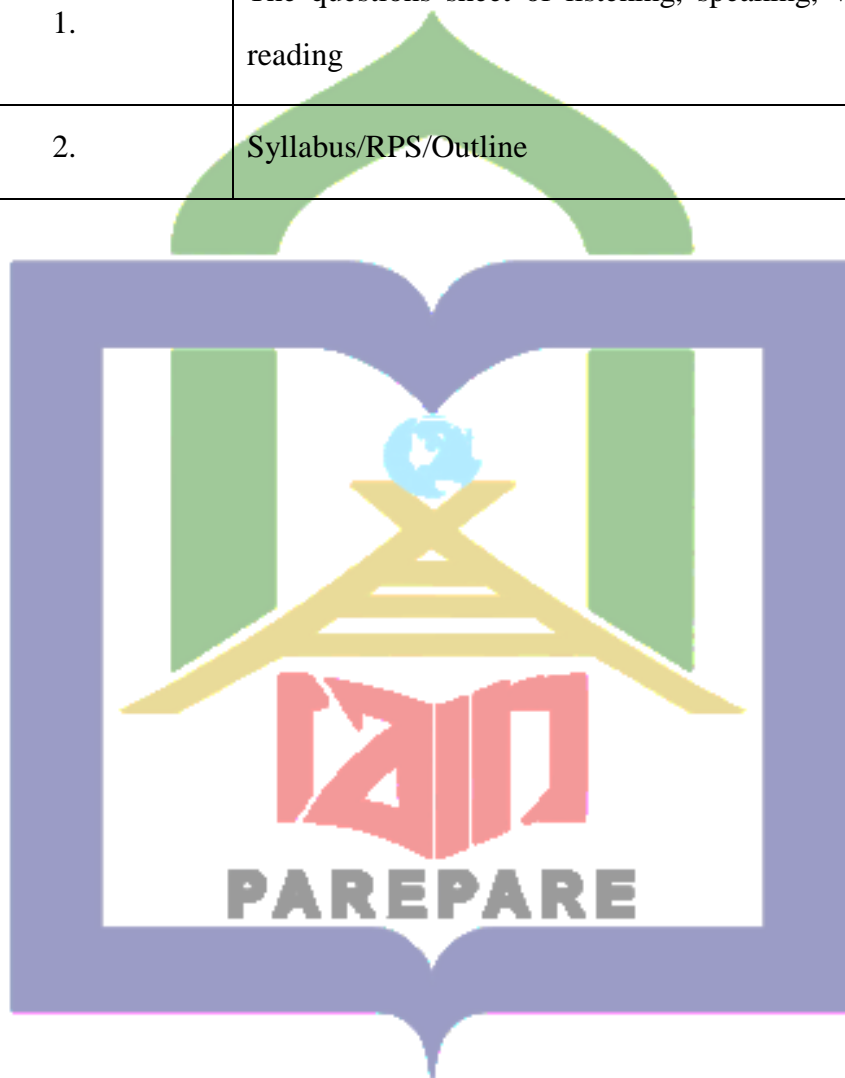
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CHAPTER I

INTRODUCTION

1.1 Background

One of the most important aspect of teaching learning process is evaluation, because through evaluation teachers can find out the effectiveness or the ineffectiveness of a method and curriculum, and also the students' achievement in mastering the lesson. It is considered that you cannot separate teaching and testing. Without doing an evaluation, it is difficult to know students' needs in learning English, and which methods are effective to be used in teaching English. Achievement in language teaching can be shown through students' good grade in test. The test can be objective test and subjective test. In principle, the purpose of learning is to see and learn the processes that occur in the learning process. In its capacity the learning process has three important things, namely, input, transformation and output, to be evaluated.¹

To reach the purpose of the instructional activities, the teachers apply evaluation to measure how far the students understand about the material. Evaluation is a systematic process of determining the extent to which instruction objectives are achieved by pupils. According to Daryanto "evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives".²

There are several kinds of tests that are conducted in school such as, formative test, summative test, mid test and final test. According Hughes "there are four types

¹Elis Ratnawulan dan Rusdiana, *Evaluasi Pembelajaran Pendekatan Kurikulum 2013* (Bandung: Pustaka Setia Bandung, 2014), p. 10.

²Daryanto, *Evaluasi Pendidikan* (Jakarta: PT Rineka Cipta, 2001), p. 1.

of test: proficiency test, achievement test, diagnostic test, and placement test”.³ To measure the student learning progress in the class, a teacher usually administers two kinds of test, there are the formative test and summative test. Formative test is held earlier than summative test, which is held at the end of semester. In one year of education, there are two semesters. The researcher focuses in the second Semester. Through those test teacher can measure the student’s achievement level in the class and the degree of how far instructional objectives can be reached by them.

In order to measure accurately, the teachers should use a good test. It is not an easy work for them to make it because there are some characteristics of a good test including, validity, reliability and practicality. Douglas Brown say that “if these there axiomatic criteria are carefully met, a test should then be administrable within given constraints, be dependable, and actually measure what it intends to measure”.⁴ That statement can be understood if a good test have many criterion which related each other, so when the teacher made a test, it must fulfill those criterion. In this research, the researcher focuses only on Validity especially in Content Validity.

A test made by teachers should be in line with the syllabus, and the content of the test must measure what is intended to measure. Without validity, there can be no confidence in the inferences and conclusions made from the results. It can be understood that validity have important roles, it is seen from the content of its validity that is the test made by examiner must be able measure a competence or student’s ability.

³Arthur Hughes, *Testing for Language Teacher* (Great Britain: Cambridge University Press, 1995), p. 11.

⁴H. Douglas Brown, *Principles of Language Learning and Teaching* (United States of America: Prentice-Hall. Inc., 1980), p. 253.

The quality of the test whether it is any good or not depends on the lecturer ability to construct the test. Especially in the cognitive domain, a test is expected to give accurate information in order to measure student's performance of the material which have been learnt. And the end of semester, an English final test is hoped to measure student's achievement in English after learning some material during six months. The information included is from all the units studied, from the first to the last. It is indicated based on researcher observation that before the final test, students often pay more attention to latest material than the earlier material. That is way a test analysis a step that should be done for the test development. So, the lecturer must be carefully when they made a tests to the students.

Generally the lecturer made a test don't care about the content of test, so to measure the student's achievement level especially in English is not valid. Because most of lecturer in campus still use traditional assessment to evaluate the students. That why there is final examination standardize an exam.

To know whether the English final examination test is valid or not, the researcher conducts the research about the content validity of English final test. The research needs the object of this study, so the researcher conducts this research at test item from English final test that is used by English Education Program of Tarbiyah Faculty of IAIN Parepare. The researcher decide to conduct this research here because the researcher want to know that the lecturer made a test is suitable to syllabus. So, the researcher know what is the problem why the students can't answer the question from the lecturer. The second reason why the researcher conduct the research here because English Study Program of Tarbiyah Faculty of IAIN Parepare is near by the researcher's dormitory. The researcher knows that it will be easier that

the distance between the researcher's dormitory and the object of the study is close. This condition makes the researcher easy to conduct the research.

Based on all of the reasons and explanations above, the researcher interest to conduct the research entitled "Measuring the English Lecturers' Evaluation Test Items in English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in the Academic Year 2018/2019 (Analysis of Content Validity of Final Tests Items)."

1.2 Problem Statement

Based on the background above, the researcher formulates the research question as follow:

- 1.2.1 How is appropriate the English final test items with the basic competence of the syllabus in English Education Program of Tarbiyah Faculty of IAIN Parepare ?
- 1.2.2 Is the English Final test in English Education Program of Tarbiyah Faculty of IAIN Parepare have a good content validity?

1.3 Objective of the Research

Referring the problem statement above, the objectives of the research are formulated as follow:

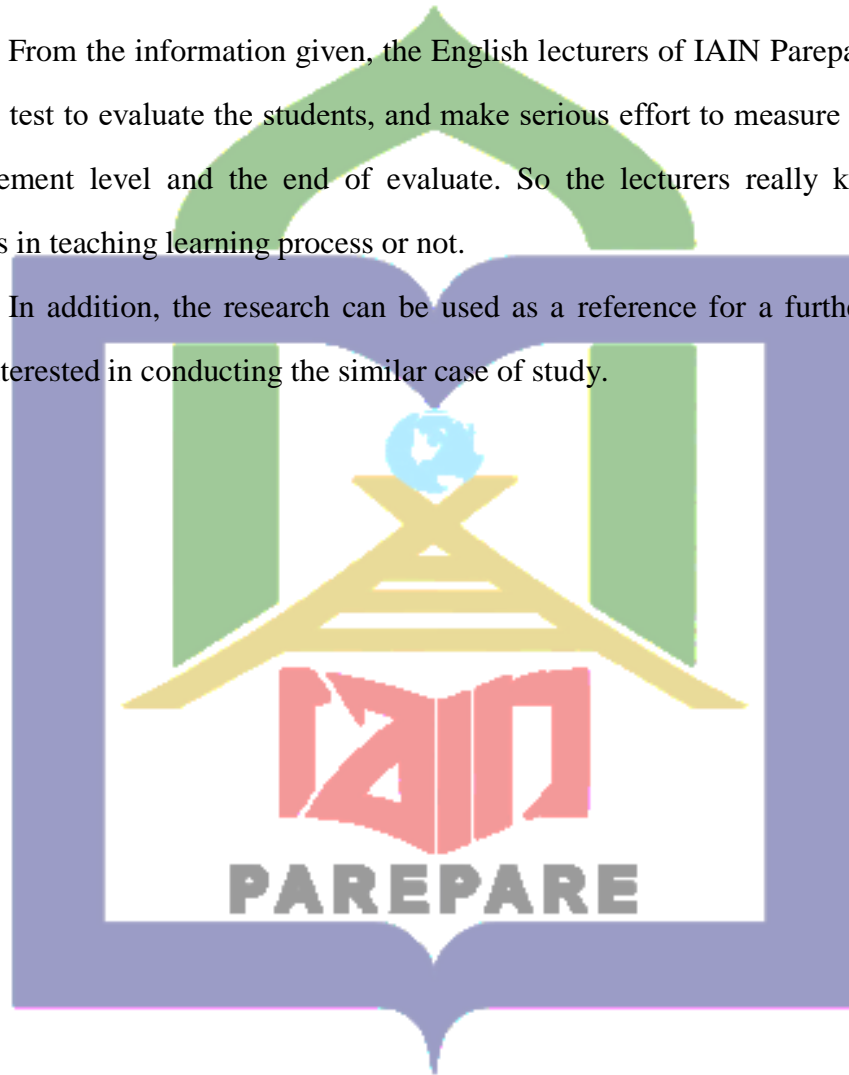
- 1.3.1 To describe about the materials tested in English final test items in English Education Program of Tarbiyah Faculty of IAIN Parepare is line or not and suitable with the basic competence of the syllabus.
- 1.3.2 To find the level of content validity of the English final test in English Education Program of Tarbiyah Faculty of IAIN Parepare.

1.4 Significance of The Research

This research is expected to give useful information about the content validity of English final test items in English Education Program of Tarbiyah Faculty in IAIN Parepare.

From the information given, the English lecturers of IAIN Parepare can made a good test to evaluate the students, and make serious effort to measure the students' achievement level and the end of evaluate. So the lecturers really know that he success in teaching learning process or not.

In addition, the research can be used as a reference for a further researcher who interested in conducting the similar case of study.



CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of the previous related findings, some pertinent ideas, and conceptual framework.

2.1 Previous Related Research Findings

There are many research findings which are related to this research, some of previous research findings which are related to thus research are described below:

Samya Mohammad Shawashreh conduct the research about “Evaluate the Causes of Student’s Weakness in Writing and Speaking Skill in English language, case of Jordanian Schools”, conducted research to find out the causes of student’s weakness in writing and speaking in English language. The researcher applied quantitative research design to achieve objective, this population of this research is contain the teachers of the private and government schools of Amman city. The sample of this research is size of 150 teachers was selected trough random sampling technique which consist of male and female teachers who can evaluate the causes of student weakness in writing and speaking skills in the English language. The researcher concluded that why the students were weak in writing and speaking skills in English language, the cause of school and family do not encourage, not proper follow-up and educate students for the importance of English language in our society, which were 65.57%. 56.52% teachers also point out the absence of several instructional support which make English easy.⁵

⁵Samya Mohammad Shawashreh, “Evaluate the Causes of Student’s Weakness in Writing and Speaking Skills in English Language, Case of Study Jordanian Schools,” *International Journal Education and Research*, vol. 7 no. 10 (2019), p. 242. <https://www.ijern.com>. (accessed on December 1th 2019).

Arif Budi Prasetyo conduct the research about “Analysis of Content Validity in the English final examination in the MA Al Ma’arif”, in this research belong to qualitative approach, the researcher use content analysis as the design of the research. The data collecting method used documentation to get the data from the test items in the English final examination of tenth grade student of senior high school that were used by MA Al Ma’arif. The researcher use theory from Rico and Wiersma about content validity. The result of this study are the content validity of the test item of English final examination for tenth grade student that was used by MA Al Ma’arif in term of test item appropriate or not with standard competence are 94% valid. It is mean the test items are good. In other hand the content validity in term of covered or not all standard competence in the test items are 58,3% valid. It is mean sufficient. So, the teacher must give additional test item to cover the standard competence that were not covered in the test item.⁶

Nofiyanti conduct the research about “An Analysis on the Content Validity of the Summative Test for the First Year Students of Junior High School (A Case Study of SMPN 87 Jakarta),” this research is a descriptive analysis method by using English summative test paper. The purpose of this research is to describe to content validity of the English summative test at SMPN 87 Jakarta. The subject includes the English teacher and the students of first grade SMPN 87 Jakarta. This findings of the research stated that the content validity of English summative test at SMPN 87 Jakarta for even semester of second grade students reach good validity.⁷

⁶Arif Budi Prasetyo, “Analysis of Content Validity in the English Final Examination in the MA Al Ma’arif,” <http://repo.iain-tulungagung.ac.id/id/eprint/2777> (accessed on August, 2019).

⁷Nofiyanti, “An Analysis on the Content Validity of the Summative Test for the First Year Students of Junior High School (A case Study of SMPN 87 Jakarta)”, p. 51 (accessed on August, 2019).

From explanation above, some previous related research findings have different ways to collect the data with the researchers' research. Previous related research finding from Samya Mohammad Shawaresh focus to evaluate the causes of the student's weakness in writing and speaking English language, he uses quantitative research design to achieve objectives, and to collecting the data, he uses questionnaire. And previous related research findings from Arif Budi Prasetyo and Nofiyanti their research focus to analysis content validity in summative test items, to collecting the data they use documentation,

In this research, the researcher has similarity with some previous studies above. The similarity is about evaluation. But object this research focuses only on content validity. The subject of the research is the English final test items in four skills in English (speaking, listening, reading and writing) in English education program of Tarbiyah faculty of IAIN Parepare in academic 2018/2019.

2.2 Some Pertinent Ideas

2.2.1 The concept of evaluation

2.2.1.1 Definition of evaluation

Evaluation is a one of step that cannot be separated in teaching learning process. Evaluation is the process of describing and refining information that is useful for preparing alternatives. Evaluation can complement the meaning of tests and measurements and can also mean outside of between. Evaluation results can provide answers to professionals, reliable both in quantitative and qualitative data.⁸ According to Fathony as quoted from Djiwandono, "evaluation is a process collect information

⁸Asrul, Rusydi Ananda, dan Rosnita, *Evaluasi Pembelajaran* (Bandung: Cita Pustaka Media, 2014), p. 3.

about the teaching learning process as a basic to make a decision”. Evaluation is an important activity for the teacher and students. Although the focus in the evaluation phase is on the student’s self-evaluation, teacher ore also engaged in evaluation activities. In order to know how well the result of teaching and learning process, a teacher must evaluate it. By evaluation the teachers can collect information or can have picture describing how well the teaching learning activity succeeded.⁹

Evaluation is itself, of course, often as threatening the interests of those involved in the object of the evaluation. For this reason, on the whole, evaluation tends to be neglected in project planning and development. Only when external pressures, or the need for external assistance, dictate, do projects tend to be evaluated, and such evaluation is then perhaps necessarily perfunctory, superficial and inadequate.¹⁰

Based on some definition 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 student’s achievement to make a decision or defining whether the learning process is succeeded or not.

⁹Fathony, “An Analysis on Content Validity of English Summative Test Items of Second Grade Students at MTsN Kalijambe in the Academic Year 2015/2016,” eprints.iain-surakarta.ac.id/690/1/Fathony.pdf (*accessed on August, 2019*) p. 8.

¹⁰J. Charles Alderson, *Evaluating Second Language Education* (New York: Cambridge University Press, 1992), p. 27.

2.2.2 The concept of test

2.2.2.1 Definition of test

In order to know well the result of teaching and learning process, a teacher should evaluate it. By evaluating, the teacher can collect information or have concept whether the teaching and learning activity succeed or not. One of the evaluation instruments is a test. There are several definition of test that have been proposed by experts. Those definitions were made up based on their views and ways of thinking as expressed distinctively, as follows:

A test is a method of measuring a person's ability or knowledge in a given area. The definition captures the essential components of a test. A test is first a method, the next a test has the purpose of measuring. A test measures a person's ability or knowledge, also being measured in a test is ability or competence. Finally, a test measures a given domain.¹¹ In this definition Brown wants to show people's knowledge can be explored through testing. According to J. B. Heaton "a test is geared to the teaching that has taken place, whereas in the latter case the teaching is often geared largely to the test".¹² According to Andrew Harrison "a test is necessary but unpleasant imposition from outside the classroom: it helps to set standards but uses up valuable class time".¹³

¹¹H. Douglas Brown, *Principles of Language Learning and Teaching* (United State of America: Practice-Hall, Inc., 1980), p. 252.

¹²J. B. Heaton, *Writing English Language Tests* (London and New York: Longman, 1988), p. 5.

¹³Andrew Harrison, *A Language Testing Handbook* (London and Basingstoke: Macmillan Publisher Ltd, 1983), p. 1.

A test is; a) a procedure for critical evaluation, a means determining the presence, quality, or truth of something, a treat, b) a series of question, problem or physical responses designed to determine knowledge, intelligence or ability, c) a basis for evaluating or judgment.¹⁴ Fathony as quoted from Thoha said that, “test is measurement tools that organized by questions, command and directions for testes to get response or answer appropriate by that direction”.¹⁵

Based on definition above, the researcher can conclude that test is a method to measure a person ability the organized by question, command, and direction that systematic and objectives procedures for collecting data.

2.2.2.2 Types of test

They are many types of test used to measure student’s performance. Andrew Harrison described four types of tests in his book. They are:

2.2.2.2.1 Placement test

Placement test is designed to sort new students into teaching groups, so that they can start a course approximately the same level as the other students in the class. Usually based on syllabuses and materials the students will follow and use once their level has been decided on, these test grammar and vocabulary knowledge and assess students’ productive and receptive skills.¹⁶ A placement test typically includes a sampling of material to be covered in the curriculum (that is, it has content validity),

¹⁴Munawara, Analysis of English Summative Test for the Second Grade Students at MTs DDI Taqwa Parepare (Skripsi Sarjan: Tarbiyah Department of STAIN: Parepare 2017).

¹⁵Fathony, “An Analysis on Content Validity of English Summative Test Items, p. 10.

¹⁶Jeremy Harmer, *The Practice of English Language Teaching* (England: Pearson Longman, 1998), p. 379. <http://www.pearsonalt.com/professional-development/course/pelt-course.html> (24 September 2019).

and it thereby provides an indication of the point at which the student will find a level or class to be neither too easy nor too difficult, but appropriately challenging.

2.2.2.2.2 Diagnostic test

A diagnostic test is designed to diagnose a particular aspect of a language. A diagnostic test in pronunciation might have the purpose of determining which phonological features of English are difficult for a learner and should therefore become a part of a curriculum.¹⁷ While placement tests are designed to show how good student's English is in relation to previously agreed system of levels, diagnostic tests can be used to expose learner difficulties, gaps in their knowledge and skill deficiencies during a course.¹⁸ Diagnostic test and placement test have the different purposes, in diagnostic test the purpose is motivation remedial work, while in placement test is about grouping

2.2.2.2.3 Achievement test

An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement tests are limited to particular material covered in a curriculum within a particular time frame, and offered after a course has covered the objectives in question. Achievement tests can serve as indicators of features that a student needs to work on in the future, but the primary role of an achievement test is to determine acquisition of course objectives at the end of a period of instruction.¹⁹ Achievement test score are often used in an educational system to determine the level

¹⁷H. Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman Inc, 2001), p. 390.

¹⁸Jeremy Harmer, *The Practice of English Language*, p. 380.

¹⁹H. Douglas Brown, *Teaching by Principle...*, p. 391.

of instruction for which a student is prepared. High achievement scores usually indicate a mastery of grade-level material, and the readiness for advanced instruction.

2.2.2.2.4 Proficiency test

Proficiency test is to assess the student's ability to apply what he was learnt in actual situations. An important element in proficiency testing is to assess in some way the student's ability to repair breakdowns in communication, by asking for a repetition or an explanation, for example, or by apologizing and rephrasing what he has just tried to say.

Table 2.1 A framework to considered for each of the four categories

Category	Content	Purpose	Considerations
Placement	General reference forward to future learning	Grouping	Speed of results variety of tests interview
Diagnostic	Detailed reference back to classwork	Motivation remedial work	Short-term objectives new example of the material taught
Achievement	General reference back to course	Certification comparison with others at the same stage	Decision about sampling similar material to that taught in new contexts
Proficiency	Specific purposes reference forward to particular applications of language acquired	Evidence of ability to use language in practical situations	Definition of operational needs authenticity context strategies for coping ²⁰

²⁰Andrew Harrison, *A Language Testing Handbook*, p. 4-7.

From explanation above, to conclude that the types of test there are placement test, diagnostic test, achievement test, and proficiency test. Placement test is designed to sort new students into teaching group. Diagnostic test is designed to diagnose a particular aspect in language. Achievement test is designed in classroom lessons, unit or even a total curriculum. Proficiency test is designed to assess the student's ability.

2.2.2.3 Purpose of test

Different kinds of tests are determined by the purposes of the test, here are some purposes of test. The first is to measure language proficiency regardless of any language courses that candidates may have taken, the second is to discover how far students have achieved the objectives of a courses of study, the next is to diagnose students strength and weakness, and the last is to identify what they know and what they don't know and the is to assist placement of students by identifying the stage here is as a follow up of the teaching program most appropriate to their ability.²¹

In other explanation, Fathony quoted from Mardhapi classifieds purpose of the test in some aspects. They are:

Understanding the level of students' knowledge, measure the development and growth of the students, diagnostic learning's difficulties of students, understanding the output of teaching process, understanding the output of learning process, understanding the curriculums reach, encourage the students on study and encourage the teachers to teach better.²²

Furthermore, it can be concluded the purpose of the test is to know how to measure, discover, diagnose, assist, understand, and encourage the students have achieved in the learning teaching process.

²¹J. Charles Alderson, Caroline Clapham, and Diane Wall, *Language Test Constructional and Evaluation* (Australia: Cambridge University Press, 1995), p. 46-62.

²²Fathony, "An Analysis on Content Validity of English Summative Test Items, p. 10

2.2.2.4 The characteristics of a good test

To make a good test is not easy because the teacher should know the criteria of a good test. A teacher who is unaware of the relationship between the content of a test and the consistency of its results is in danger of writing tests which produce misleading information about his students. There many considerations entering into the evaluation of a test, which referred as a good test, because a good test can provide available information for a good evaluation in order to measure the student comprehension of the instructional objectives. The three most important characteristics of a good tests are validity, reliability, and practicality.²³ In this case the researcher would like to explain more about validity.

2.2.2.4.1 Validity

Based on the previous explanation, the writer mentions that one of characteristics a good test is validity. The validity of a test is the extent to which it measures what is supposed to measure and nothing else. The test must aim to provide a true measure of particular skill which it is intended to measure.²⁴ Its means validity refers to extent which the results of an evaluation procedure serve the particular uses for which they are intended. For example, if a test is designed to measure oral comprehension, it should not attend to measure another skill such us reading comprehension

Brown divides validation in three types of validation which important in teaching learning proses includes: content validity, face validity and construct validity.

²³ Andrew Harrison, *A Language Testing Handbook*, p. 10.

²⁴ Baso Jabu, *English Language Testing* (Makassar: UNM, 2008), p. 15.

2.2.2.4.1.1 Content validity

According to Andrew Harrison definition of content validity is:

Content validity is concerned with what goes into the test. The content of the test should be decided by considering the purposes of the assessment, and then drawn up as a list known as a content specification. The content specification is important because it ensures as far as possible that the test reflects all the areas to be assessed in suitable proportions and also because it represents a balanced sample, without bias towards the kinds of item which are easiest to write or towards the test material which happens to be available.²⁵

According to Ida Faridah definition of content validity is:

Content validity is the validity of the assessment instrument in terms of the content of teaching material covered by the assessment instrument. A way to make a high content validity test can be done in a way; compile the test grid before writing and selecting items to be tested, and making or selecting items on the test based on standard competence, basic competence, learning objectives that have been formulated.²⁶

A test is said to have content validity if a test actually samples the class of conditions, that is, the universe of subject matter about conclusions are to be drawn. The test actually involves the test in a sample of the behavior that is being measured.²⁷ What is the importance of content validity? First, the greater test's content validity, the more likely it is to be an accurate measured of what it is supposed to measure. Secondly, such a test is likely to have a harmful backwash effect. Furthermore, to conclude that content validity is deal with is the content of test item to be tested is reflected of the curriculum or not.

²⁵Adrew Harrison, *A Language Testing Handbook*, p. 11.

²⁶Ida Faridah, *Evaluasi Pembelajaran Berdasarkan Kurikulum Nasional* (Bandung: PT Remaja Rosdakarya, 2017), p. 159.

²⁷H. Douglas Brown, *Principles of Language Learning and Teaching*, p. 255.

2.2.2.4.1.2 Face validity

An important face of consequential validity is the extent to which student view the assessment as fair, relevant, and useful for improving learning or what is popularly known as face validity. Face validity refers to the degree to which a test looks rights, and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees who take it, the administrative personnel who decide on its use, and other psychometrically unsophisticated observers.²⁸

2.2.2.4.1.3 Construct validity

A test, part of test, or a resting technique is said to have construct validity if it can be demonstrated that it measures just the ability which it supposed to measure. A construct is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perceptions. For most of the tests that you administer as a classroom teacher, a formal construct validation procedure may seem a daunting prospect. Construct validity is a major issue in validating large-scale standardized tests of proficiency. Because such us test must, for economic reasons, adhere to the principle of practicality, and because the must sample a limited number of domains of language, they may not be able to contain all the content of a particular field or skill.

So, the researcher make conclusion that, the validity of the test is the extent to which the test measures what it is intended to measure. There are many different kinds of validity, but only two are vital for the teacher setting his own tests: content validity and face validity.

²⁸H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (Longman: San Francisco State University, 2004), p. 22.

2.2.2.4.2 Reliability

A reliable test is consistent and dependable. If you give the same test to the same students or matched students on two different occasions, the test should yield similar result.²⁹ The reliability of a test is its consistency. There would be little point in trying to measure people's waists with a piece of elastic. What is needed is a tape measure which stays the same length all the time, so that one person's waist is known to be eighty-one centimetres and another's ninety-one centimetres.

Reliability measures provide an estimate of how much variation we might expect under different conditions. There are several ways of estimating the reliability of the test. The three basic methods and the type of information each provides. The first is test-retest method, the procedure of test-retest method is to give the same test twice to the same group with any time interval between tests, from several minutes to several years. The second is equivalent form method, this method is also called alternate forms or parallel forms. With this method, two equivalent forms of a test are administered to the same group during the same testing session. And the last is internal consistency method, with this method only a single administration of a test is required. This method does not require two tests and therefore memory and practice effects are not involved.³⁰ Scorer reliability is the consistency of scoring by two or more scorers. If very subjective techniques are employed in the scoring of a test, one would not expect to find high scorer reliability.

²⁹H. Douglas Brown, *Principles of Language Learning and Teaching*, p. 253.

³⁰Fathony, "An Analysis on Content Validity of English Summative Test Items, p. 10.

So the researcher make conclusion that a good test should give the consistent results. A test should be reliable as a measuring instrument. A test cannot measure anything well unless it measures consistently. Because a test cannot be valid unless it is reliable. If the test administered to the same students on the different occasion and there is no difference to the results. It can be said that the test is reliable.

2.2.2.4.3 Practicality

An effective test is practical. This mean that it is not excessively expensive, stays within appropriate time constraints, it is relatively easy to administer and has a scoring/evaluation procedure that is specific and time-efficient.³¹

Practicality is concerned with a wide range of factors economy, convenience and interpretability that determine whether a test is practical for widespread use. A test maybe a highly reliable and valid instrument but. Still is beyond our means facilities. The teacher or someone who makes the test should keep in mind a number of very practical considerations. There are many factors of practicality: economy, scorability, and administrability.

The statement means that a good test should be practical. Then, the test is practical if it is efficient in time and cost and must be easy in administering it, and the test can be aid practical if it has three features, they are: easy to do, easy to correct and having clear instructions.³²

From some explanation above, it can be concluded that the test must have some characteristics should be paid attention; validity, reliability and practicality.

³¹H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, p. 19.

³²M. Shodiq Haromain, "An Analysis on the Validity of the Summative Test in the First Year of SMP Al- Kamal Jakarta" (Skripsi Sarjana; Department of English Education the Faculty of Tarbiya and Teachers' Training State Islamic University Syarif Hidayatullah: Jakarta 2014), p. 9 (*accessed on August, 25 2019*) <http://doacplayer.info>.

Validity is if the test can measure what should be measured, reliability is if there is a consistency of the result test and practicality is if the test is easy to do, easy to correct and have clear instructions.

2.2.3 Testing language skills and language components

2.2.3.1 Testing listening

A testing way of developing the listening skill is through the provision of carefully selected practical material. Such material is in many ways to that used for testing listening comprehension.

The testing listening involves listening macro skill and micro skills. The macro skills of listening include, listening for specific information, obtaining gist of what is being said, following instruction. The micro skills of listening include level interpretation of intonation patterns and recognition of function of structures. At lowest level are abilities like being able to distinguish between phonemes (for example between /w/ and /v/). Techniques that are possibly used in testing listening:

The first multiple choice, this technique has some advantage and disadvantage as explained above for listening test, the problem is greater because the test takers should listen to passage while reading alternatives. The second information transfer technique, this technique is useful in testing since it makes minimal demands on productive skills. It can involve such activities as the labeling of diagrams or pictures, completing forms and so on. The third dictation, this involve the students listening to dictated material which incorporates oral message typical of those might encounter in the target situation. The fourth listening recall, the student is given printed copy of passage from which certain content words have omitted. The fifth note taking, where the ability to take notes while students listening to lecture are in question, this activity

can be suite realistically replicated in the testing situations. The sixth recording and live presentation, the great advantage of using recordings when administrating of listening test is that there is uniformity in what is presented to the test takers.

2.2.3.2 Testing speaking

The objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production. Consequently, test should elicit behavior which truly represent the student ability and which can be scored validity and reliably. Here are the list of the more useful and potentially valid techniques for testing speaking ability:

Verbal essay, the student is asked to speak for three minutes or either one or more specified general topics. Oral presentation, the student is asked to give a short talk on a topic which he has either been asked to prepare beforehand or has been informed of shortly before test. The free interview, in this type of interview, the conversation unfolds in an unstructured fashion and no set of procedure is laid down in advance. The controlled interview, in this procedure, there are normally a set of procedures determined in advance for eliciting performance. Information transfer description of a picture sequence, the students see a panel of a picture depicting a chronologically ordered sequence of events and have to tell the story in past tense. Time is allowed at the beginning for students to study the picture. Information transfer: question on a single picture, the examiner asks the students a number questions about content of picture, which he has had time to study. Interaction tasks, students work in pairs and each given part of the information necessary for completion the task. Role play, the students is expected to play one of the roles in an

interaction which might be reasonably expected of him in the real world. Imitation, the students hear a series of sentence, each of which they have repeat in turn.

2.2.3.3 Testing reading

Reading is a receptive skill. The task of language tester is then to set reading tasks, which result in behavior that will demonstrate their successful completion. In spite of the wide range of reading material specially written adapted for English learning proposes, there are few comprehensive systematic programmers, which have been contrasted from a detailed analysis of the skill required for efficient reading. Few language teachers would argue against the importance of reading; what is still urgently required in many classroom test is greater awareness of the actual processes involved in reading and the production appropriate exercise and test materials to assist the mastery of these processes. The macro skills directly related either needs to course objective.³³ Scanning text to locate specific information, skimming text to obtain the gist and identifying stages to an argument and identifying examples presented in support of an argument

The micro skill underlying reading skill are; Identifying referents of pronouns, etc, using context to guess meaning and unfamiliar words and understanding relation between part of text by recognizing indicators in discourse, especially for the introduction, development, transition and conclusion of ideas.

Then there is what would be recognized as the exercise of straight forward grammatical and lexical abilities, such as; 1) recognizing the significance of the use of the present continuous with future time adverbials, 2) knowing that the word

³³ Arthur Hugles, *Testing for Language Teacher* (Great Britain: Cambridge University Press, 1995), p. 117.

“brother” refers to male sibling, 3) Multiple Choice Questions (MCQs) it is usually set out in such way that the student is required to select the answer from the number of given option, only one of which is correct, 4) short answer question, this question requires the students to write down specific answer in space provided on the question paper, 5) cloze, in the cloze procedure words are deleted from a text after allowing a few sentences of introduction, 6) selective deletion gap filling, in this technique the constructor should use a “rational cloze” selecting items for deletion based up what is known about language, 7) C-tets, in the C-test, every second word in a text is partially deleted. In attempt to ensure solution, students are given the first half of the deleted words, the student completes the word on the test paper and exact word scoring procedure is adapted, 8) cloze elide, a technique, which is generating interest, recently is where word, which do not belong, are inserted into a reading passage and students have to indicate where these insertions have been made, 9) information transfer, one way to minimize demands on writing by takers is to require them to show successful completion of reading task supplying simple information in a table, following route on map in a table, following route on map labeling picture labeling picture etc, 10) identifying order or events, topic or argument, the students can be required to number the events etc.³⁴ Identifying referents, one of micro-skill listed above ability to identify referents. An example of an item to test is; what does the word “it” refers to. And the last guessing the meaning of unfamiliar words from context.

³⁴ Arthur Hughes, *Testing for Language Teacher*, p. 126-129.

2.2.3.4 Testing writing

The best way to test students writing is to get them to write directly. Therefore, indirect testing of writing ability cannot possibly be constructed as accurately as possibly even by professional institutions.

There are many kinds of writing test. The reason for this is simple; a wide variety of writing tests is needed to test the many kinds of writing tests that we engaged in. Another reason for the variety of writing tests in use is the great number of factors that be evaluated; mechanics (including spelling and punctuation), vocabulary, grammar, appropriate content, diction (word selection), theoretical matters of various kinds (organization, cohesion, unity; appropriateness to the audience, topic, occasion) etc. Techniques to testing writing as follows;

2.2.3.4.1 Editing task

In editing task the student is given a text containing a number of errors of grammar, spelling and punctuation of the type noted as common by remedial teachers of the students in the target group and is asked rewrite the passage marking all the necessary corrections.

2.2.3.4.2 The direct testing of writing

With a more integrative and direct approach to the testing of writing, the tester can incorporate items which students' ability to perform certain functional tasks required in the performance of duties in the target situation, here are some kinds of direct writing test; essay test, this is traditional method for getting students to produce a sample of connected writing. To omit a writing task in situations where writing

tasks are an important feature of the students real life needs might severely lower the validity of testing programs.³⁵

From explanation above, the researcher make conclusion that testing language skills and language components in four skills in English they are testing listening, testing speaking, testing reading, and testing writing have the different techniques to make the tests. To make the test is not easy because we have to make suitable with the method and what we want to see from the students.

2.2.4 Curriculum and syllabus

2.2.4.1 Curriculum

Curriculum is often one of the main concerns in the educational field. Curriculum can be seen as a means of achieving specific educational goals and objectives. In this sense, a curriculum can be regarded as a checklist of desired outcomes. In the curriculum development process, generally speaking, the objectives are clear and specific in behavioral and observable terms.³⁶ The researcher make conclusion that the curriculum is the one of important aspect in teaching learning proses.

2.2.4.2 Syllabus

Syllabus is a reference of the course that used by the teacher as a guideline for conducting the teaching and learning process. A syllabus should be developed by each school that conforms to school vision, situation, and mission. It related to an operational curriculum or KTSP, curriculum which give school an authority for

³⁵Munawara, "Analysis of English Summative test, p. 21.

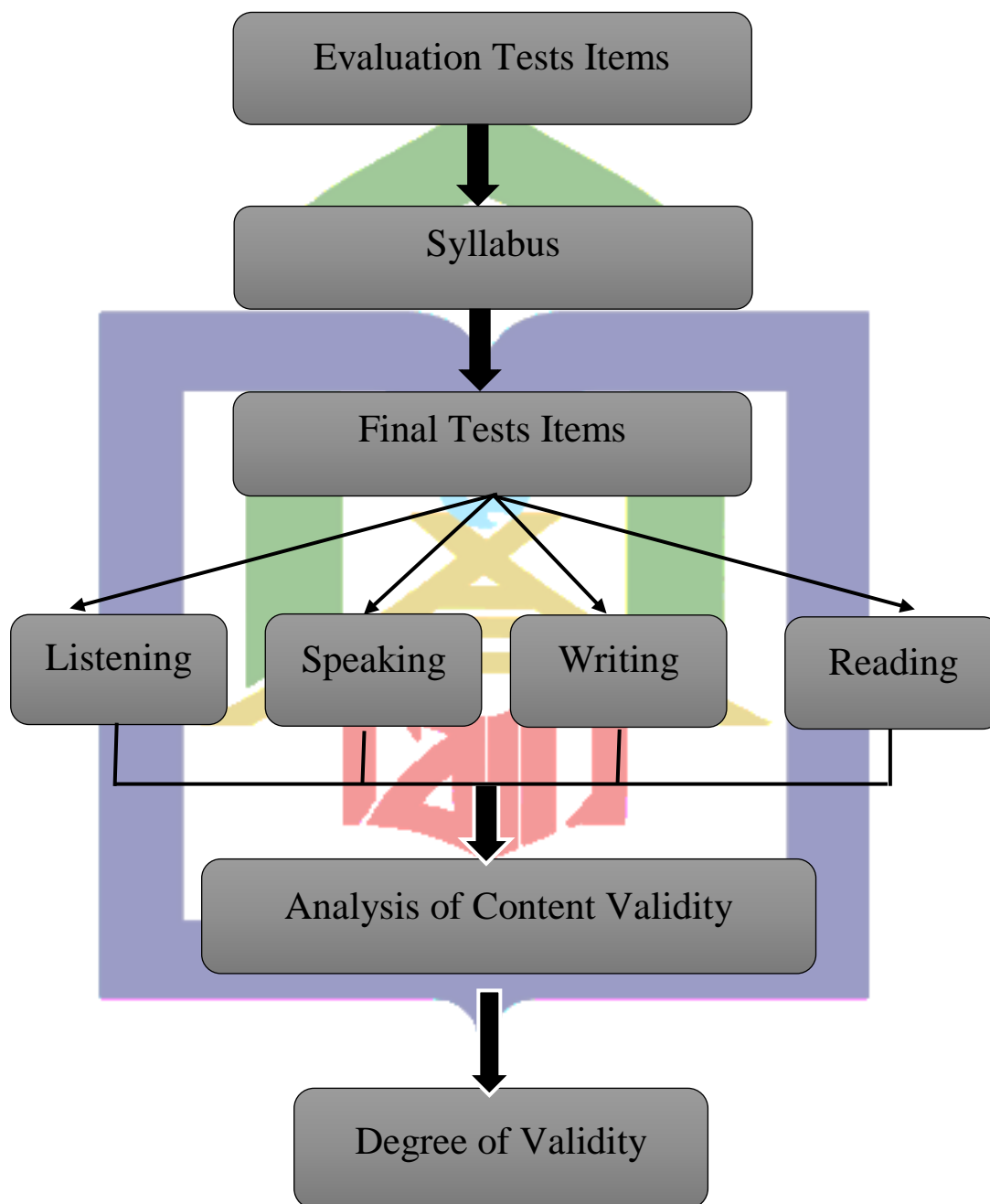
³⁶Show-Wen Su, "The Various Concepts of Curriculum and the Factors Involved in Curricula-making", *Journal of Language Teaching and Research* vol. 3 no. 1 (January 2012), p. 154.

developing the syllabus. The government also state the syllabus is a set of plan activities, indicator, scoring, time allocation, and media.



2.3 Conceptual Framework

The conceptual framework of this research is designed as follow:

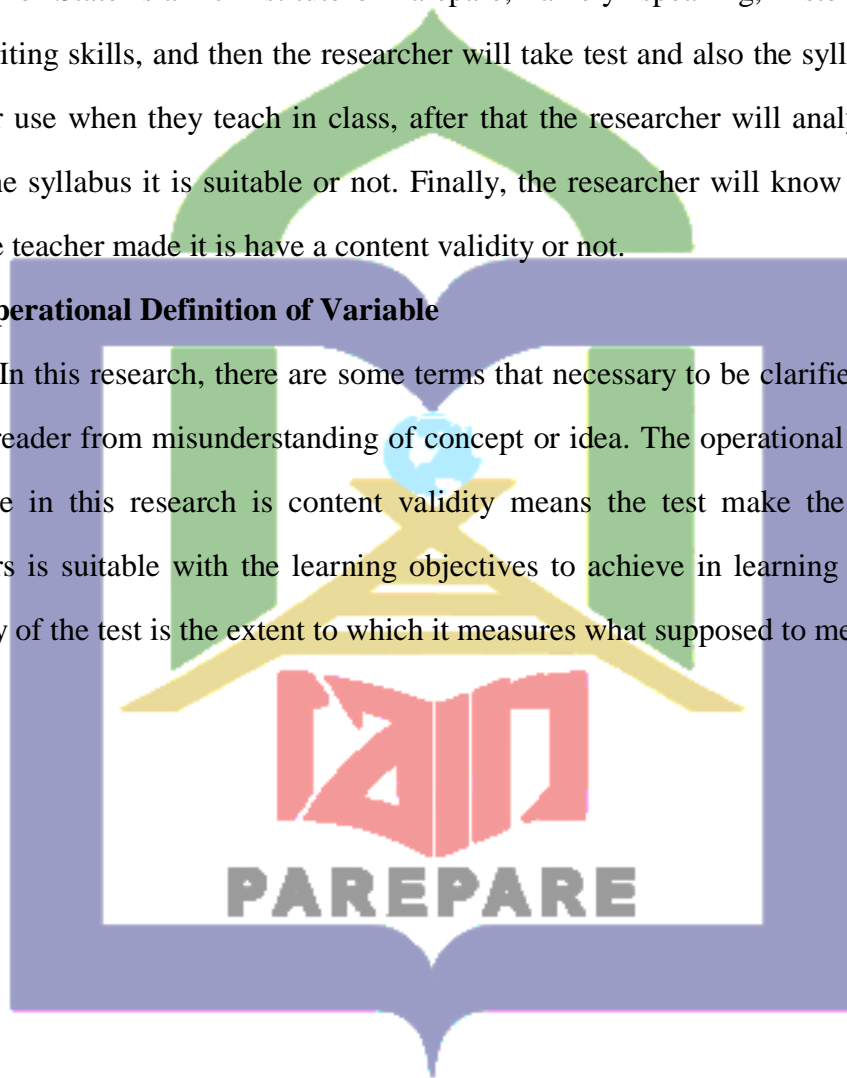


Picture 2.1. Conceptual frame work of the research

As we see the picture above, the researcher will analysis the lecturer about the evaluation test items and focus on analysis content validity of final test items of the students in English Education Program in four skills in English Education Tarbiyah Faculty of State Islamic Institute of Parepare, namely speaking, listening, reading and writing skills, and then the researcher will take test and also the syllabus that the teacher use when they teach in class, after that the researcher will analysis the tests with the syllabus it is suitable or not. Finally, the researcher will know the test who had the teacher made it is have a content validity or not.

2.4 Operational Definition of Variable

In this research, there are some terms that necessary to be clarified in order to avoid reader from misunderstanding of concept or idea. The operational definition of variable in this research is content validity means the test make the lecturers or teachers is suitable with the learning objectives to achieve in learning process, and validity of the test is the extent to which it measures what supposed to measure.



CHAPTER III

METHODOLOGY OF THE RESEARCH

In this part, the researcher describes about the description of the research method, population and sample, location and duration, variable of the research, research focus, instrument of the research, technique of collecting data, and technique of data analysis.

3.1 Research Method

In this research, the researcher employs descriptive qualitative research. Qualitative refers to get the understanding deeply about the way things are, why they are that way and how participant perceive them.³⁷ The form of descriptive qualitative research is used to analysis the data. It is descriptive because the objectives of this study are to finding the information as many as possible. The researcher collected the data and then the researcher analyzed the test items, whether each test items of final semester test in four skills in English Education Program of Tarbiyah Faculty of IAIN Parepare represent the indicators as suggested in its syllabus. The test is measured adaptable with the syllabus and basic competence especially from four skills in English, namely speaking, listening, reading and writing.

3.2 Subject of the Research

This research focused on the lecturers in English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in academic year 2018/2019. In this research the researcher chose 4 lecturers were teaching in four skills in English as the subject of this research.

³⁷L. R Gay, Geoffrey E Mills and Peter W. Airasian, *Educational Research Competencies for Analysis and Application*, Tenth Edition (USA: Pearson Education), p. 12.

3.3 Location and Duration of the Research

3.3.1 Location of the research

The location of the research taken place at IAIN Parepare. This research focused in English Education Program of IAIN Parepare in academic year 2018/2019. The location of IAIN Paepare is in Jl. Amal Bakti number 8, Bukit Harapan, Soreang, Parepare.

3.3.2 Duration of the research

The research used qualitative research to collect and analyze the data. The researcher analyzed the test with the indicators of syllabus and the researcher done interview to the four lecturers as a sample of this research to get the deeply information about the data. Therefore, the researcher was use \pm than one moth to collect and analyze the data.

3.4 Variable of the Research

This research has only one variable which independent variable namely analysis of content validity of English final test in four skills in English Education Program of Tarbiyah Faculty of IAIN Parepare.

3.5 Research Focus

The research focused on the analysis of content validity of English final test items, especially focus on four skills in English, namely speaking, listening, reading and writing. The researcher focused to analysis the types of test is about achievement test in listening skill, speaking skill, writing skill and reading skill.

3.6 Instrument of the Research

The research instrument which used by the researcher in collecting the data are paper/test booklet, the researcher asked the English final test paper from the

English lecturer were teaching in speaking, listening, reading and writing. The test which analyzed by the researcher in analysis content validity with the English syllabus and basic competence for the speaking, listening, reading and writing. The researcher analyzed the English final test items, and then conform it to the English syllabus and the basic competence. The English syllabus which was made by lecturer should be based on the Standard competence and basic competence. And then the researcher got the percentage of the content validity of the tests items.

3.7 Technique of Collecting Data

Technique of data collecting are the most important step in research, because the main purpose of research is to obtain data. Without knowing technique of collecting data, the researcher will not get data that meets the established data standards.³⁸ Based on the instrument above, the steps of data collection of this research are as follows:

- a) Researcher took the paper/booklet test and syllabus with indicators in English lecturer in final test, they are four subjects namely; speaking, listening, reading and writing.
- b) The researcher analyzed the test items and conform it to the English syllabus with indicators from four skills in English (speaking, listening, reading and writing)
- c) The researcher found the percentage the test that the test have a content validity or not.

³⁸Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta Bandung, 2017), p. 308.

3.8 Technique of Data Analysis

Data analysis technique is the process of gathering complete data to facilitate researchers in obtaining conclusions. Data analysis can be defined as a process of review, and grouping data in order to arrange hypotheses and made the conclusion or theory as the research finding. In this research, the data are analyzed the interactive data analysis model of Miles and Huberman,³⁹ the following steps:

3.8.1 Data reduction

Data reduction is defined as the process of selecting, focusing attention on simplifying, abstracting, and transforming through data arising from written records in the field. From the activity will done in collecting the data, the through data are selected based on the formulating research question. The data sorted by some categories.

3.8.2 Displaying data

The next step after reducing data in analyzing the qualitative data is displaying data. Displaying data or presenting data as a collection of structured information that gives the possibility of drawing conclusions and taking action. In this research, the researcher presented the data in a table, and very simple descriptions to make easy to understand for the reader. The researcher analyzed which test items number have confirmed and have not confirmed to the syllabus in a table qualitatively. Qualitatively, the researcher measures the attainment of a content validity of the test items by using this formula:

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

³⁹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, p. 337.

Where:

P = A percentage of attainment

F = Frequency

N = Number of cases

The formula about is used for getting the total percentage about the conformity of the English final tests towards the indicators in English syllabus.

Moreover, the attainment result of analyzing the English final tests is described. In describing the result, the conformity attainment percentage number changes into predicate based on Arikuntos' criteria. Here the following Arikuntos' criteria that will use for describing the attainment result of conformity of English tests items with syllabus:

Table 3.1 Criteria of the Conformity Level

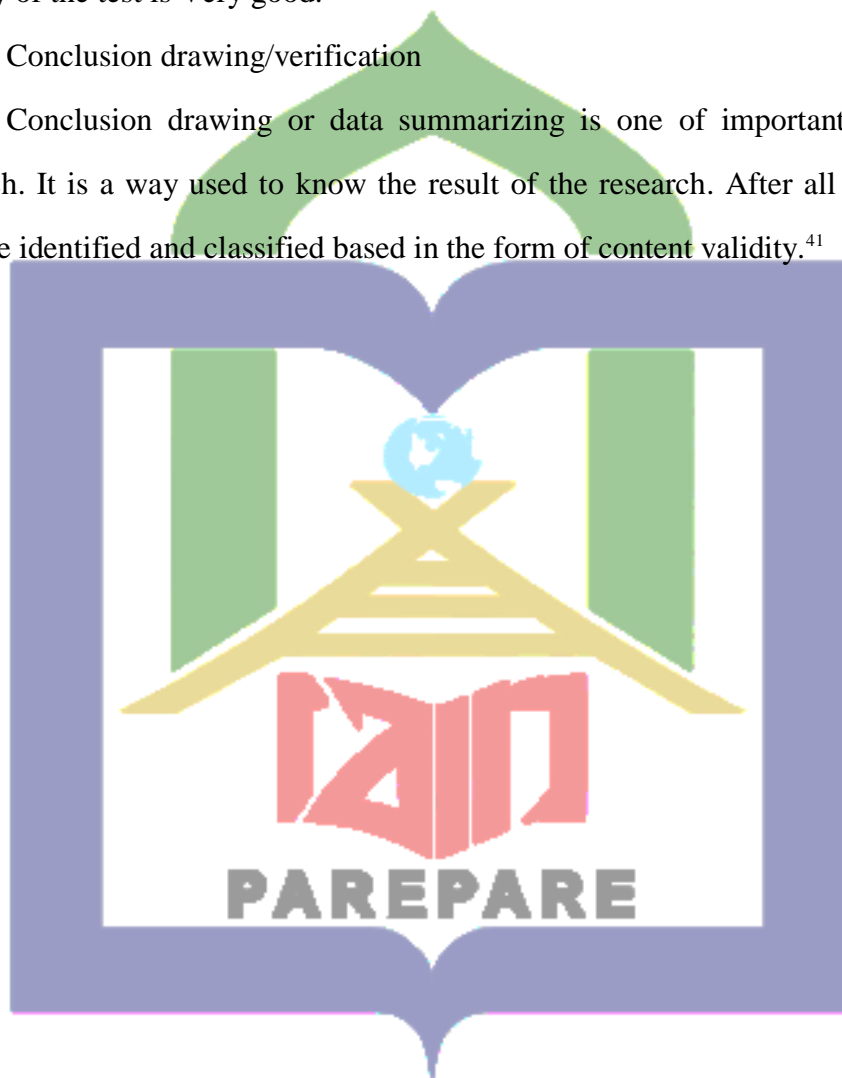
Index	Interpretation
81% - 100 %	Very good
61% - 80 %	Good
41% - 60 %	Fair
21% - 40 %	Poor
0 – 20 %	Very poor

Based on the table above, it can be described. If the result of conformity and inconformity of English summative test's item with syllabus is 0-20%, it means the validity of the test is Very poor. If the result of conformity and inconformity of English summative test's item with syllabus is 21-40%, it means the validity of the test is Poor. If the result of conformity and inconformity of English summative test's item with syllabus is 41-60%, it means the validity of the test is fair. If the result of

conformity and inconformity of English summative test's item with syllabus is 61-80%, it means the validity of the test is good. If the result of conformity and inconformity of English summative test's item with syllabus is 81-100%, it means the validity of the test is Very good.⁴⁰

3.8.3 Conclusion drawing/verification

Conclusion drawing or data summarizing is one of important step in this research. It is a way used to know the result of the research. After all the collected data are identified and classified based in the form of content validity.⁴¹



⁴⁰Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1992), p. 313.

⁴¹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, p. 345.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consist of two sections, the section deals with the finding of the research and discussion of the research. The findings of the research cover the description of the result of data collected through lecturers' evaluation tests items that can be discussed in the section below.

4.1 Findings

The researcher analyzed the test materials whether they conform to the English syllabus of English Education Program of Tarbiyah Faculty of IAIN Parepare. To get the data, the researcher took the questions sheet and the English syllabus document to be analyzed. The data that the researcher used in this research is the English final tests items in four skills they are listening, speaking, reading and writing in English Education Program of Tarbiyah Faculty of IAIN Parepare.

In this research finding, the researcher divided into two aspects, the first is the analysis of the appropriateness of the English final tests items with basic competence of the English syllabus and the second is the level of conformity of the English final tests items with the syllabus.

4.1.1 The Analysis of the Appropriateness of the English Final Tests Items with the Basic Competence of the Syllabus in Four Skills in English, namely; Listening, Speaking, Writing and Reading.

The first lecturer in the course of literal listening skill. The total number of the test item are 6 questions which consist of 6 parts; Part A) listen and check the correct answer have 3 sub questions about multiple choice, Part B) Listen and complete the summary have 4 sub questions about fill in the blank, Part C) listen and circle

the correct word or phrase to complete the sentence have 3 sub questions about choice the correct word and sentence, Part D) Listen and answer the question have 3 sub questions about essay, Part E) Listen and complete the summary have 7 sub questions about fill in the blank, Part F) Listen to the story and check the summary have 10 sub questions about fill in the blank. The test was applied to the all classes in literal listening, they are four classes and the lecturer applied the same syllabus. The researcher tries to find the basic competence that is suitable with each question. The analysis stated below:

Questions Part A (Listen and check the correct answer)

1. Who are the characters?
 - a. Two brothers b. Two strangers c. A boss and his employee
2. How many fish did the fisherman catch?
 - a. Two b. Four c. six
3. How long did he fish?
 - a. Part of the day b. All day c. Two days

Analysis

The question part A number 1 is about how the students can listen and understand the key word “who” to get the key information from the speaker. It is appropriate with the basic competence number 7. The basic competence is **“students are able to listen and understand the key words: who and what”**. It means that question is suitable with the basic competence number 7. So, the lecturer can give the question to the students as the basic question before give the difficult questions. The question part A number 2 and 3 are about how the students can listen and understand the information with the key words “how” to know what is the speaker’s feelings and

write down what is the student had heard from the speaker. It is appropriate with the basic competence number 8. The basic competence is “**students are able to listen and understand information with keywords: how and why**”. It means that question number 2 and 3 are suitable with basic competence number 8.

Questions Part B (Listen and complete the summary)

The businessman told the fisherman to catch as many as possible, then sell the extra fish for some, and then as possible then buy a bigger and to continue until he had a whole fleet of

Analysis

The questions part B is about how the students can identify about the speaker’s opinion. These questions are appropriate with the basic competence number 11. These questions are about how the students listen and complete the sentence. The basic competence is “**students are able to identify the speaker’s opinion**”. It means that question is suitable with the basic competence number 11.

Questions Part C (Listen and circle the correct word or phrase to complete the sentence)

1. The businessman tells the fisherman to build his own (supermarket/canning factory)
2. He says the fisherman could move to (a big city/ a peaceful village)
3. He says it might take (5 or 10/ 15 or 20) years

Analysis

The question part C number 1, 2 and 3 are about how to get the correct word or phrase to complete the sentences. These questions are about how the students can

find the meaning of word to complete the sentence. These questions are appropriate with the basic competence number 10. The basic competence is **“students are able to find the meaning of words”**. It means that questions are suitable with the basic competence number 10, how the students listen can find the meaning or word to complete the sentences.

Questions part D (Listen and answer the question)

1. What does the businessman tell the fisherman he can do?
2. Why is the ending of the story funny?
3. What do you think the fisherman will tell the businessman?

Analysis

The question part c number 1 and 3 are about how the student can listen and understand the key words “what” to can understand the content of conversation. The student can be easy to understand the content of conversation with the focus to the key words. So, the student don’t need to understand more about all the conversation to answer the questions, but the students just focus to hear the key word is what and can be easy to get content of the conversation. This questions are appropriate is the basic competence number 7. The basic competence is **“students are able to listen and understand the key words; who and why”**. It means that questions are suitable with the basic competence number 7.

Questions Part E (listen and complete the summary)

There was an old who lived alone She had money, but she was
 One day, a came to her house. He wanted two things:
 and..... the man said he could make soup with The woman said he could

sleep in the

Analysis

The question part E is about how the students guessing the speaker's feelings. The students are asked to fill in the blank to complete the summary, how the students listen and understand more about the conversation and guess the missing word to complete the summary. The question is appropriate is the basic competence number 9. The basic competence is **“students are able to guess/guess the feelings of the speaker”**. It means that question is suitable with the basic competence number 9.

Questions Part F (listen to the story and check the correct answer)

1. There wasn't enough food for dinner
2. The soup was delicious
3. The man slept in the house
4. The man made breakfast with his stone
5. The woman served breakfast to the man
6. The man gave the woman a gold coin
7. Woman gave the man a gold coin
8. The woman's attitude change
9. The woman learned new cooking skill
10. The stone was magic

Analysis

The question in part F number 1 until 10 are about how the students listen the story and check the correct answer. In these questions are not suitable with the basic competence in literal listening skill. The questions are good to measure the students'

ability in listening, but is not suitable with the basic of competence in literal listening skill. So, the lecturer can give another question that suitable to the basic competence to measure the students' ability in listening.

By looking at the questions and the syllabus, the researcher found the questions that are appropriate with each number of syllabus in literal listening. The number of questions that are appropriate with syllabus of literal listening skill in final test items in English Education Program of Tarbiyah Faculty of IAIN Parepare is stated on the table below:

Table 4.1 The Conformity between the English Final Test Items and the Syllabus Based on the Basic Competence of Literal Listening Skill

Standard Competence	Basic Competence	Items Number	Total
Mahasiswa dapat mendengarkan dan memahami percakapan dengan benar	7. Mahasiswa mampu mendengarkan dan memahami kata kunci: who dan What	A1, D1, D3	3
	8. Mahasiswa mampu mendengarkan dan memahami informasi dengan kata kunci: How and Why	D2, A2, A3	3
	9. Mahasiswa mampu menerka/menebak perasaan pembicara	E	7
	10. Mahasiswa mampu menemukan makna kata	C1, C2, C3	3
	11. Mahasiswa mampu mengidentifikasi opini pembicara	B	4
	12. Mahasiswa mampu mengidentifikasi "problem and solution"		0
Total			20

The second lecturer in course of intensive speaking skill. Intensive speaking skill is one of course of English Program. This course aims at providing students are able to using English orally in lower and upper intermediate with grammatical competence especially the knowledge and skill related to introducing, expression, asking, apologize, stating and directions. The lecturer teaches in four classes, every class the lecturer gives 5 questions to the student's in final test. The lecturer used the same syllabus. So, the lecturer teaches to the all classes with the same material. The total number of the test items are 20 questions, consist of 5 questions in every class. The test was applied to the students is about essay. The test held on Wednesday and Thursday in the different time for every class. On Wednesday there are two classes and on Thursday there are two classes with the given time 120 minutes for every class. The researcher tries to find the basic competence that is suitable with each question. The analysis is started below:

Questions in the first class on Wednesday/302/07.00-08.40

1. What is communication?



2. Do you see the Italian restaurant? Explain based on the picture above.
3. What is shopping and how to bargain something?
4. Explain about interruption and how to interrupt the conversation?
5. What is gratitude?

Analysis

The question of number 1 is about how the students know about the definition of communication. This question is not appropriate with the basic competence in intensive speaking, but the material of the test was given to the students. In the other case, sometimes the lecturer give test to the student is not suitable with the one of point of syllabus but the lecturer had explained the material to the students. So, the lecturer gives the test to know that the students had understand about the material.

The question of number 2 is about direction. The students were asked for explain how to get the Italian restaurant based on the picture. The test is appropriate with the basic competence number 5. The basic competence is **“students are able to show directions in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 5.

The question of number 3 is about shopping. The lecturer asks to the students to explained what is the shopping and what is the good expressions use to bargain something in shopping activities. The test is appropriate with basic competence number 2. The basic competence is **“students are able to identify the application of expressions pattern rules in English for 15 minutes without text”**. It means that question is suitable with basic competence number 2.

The question of number 4 is about making and accepting apology. The question number 4 ask to the students to explain about how to make the polite sentence to interrupt the conversation. The test is appropriate with the basic competence number 4. The basic is **“students can identify apology sentences in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 4.

The question number 5 is about expressing gratitude. The test is appropriate with the basic competence number 2. The basic competence is “**students are able to identify the application of expressing pattern rules in English for 15 minutes without text**”. The purpose of the test is how the students explain the way to express gratitude with each other. It means that question is suitable with the basic competence number 2.

Questions in the second class on Wednesday/30/08.45-10.25

1. What is telephoning and explain the steps of telephoning?
2. What is shopping and how to bid things?
3. What is communication?
4. Explain more about the expressions of forgetting and remembering someone
5. Do you see the shopping Centre? Explain based on the picture.



Analysis

The question of number 1 in the second class is about telephoning. The students have to explain about the definition of telephoning and the steps of telephoning. The material about the telephone had given to the students in the class.

So, the researcher make the test based on the material that the teacher had given to the students. The test is good to see that the students had understood about the lesson. In this question, the lecturer wants to see that the students can explain about the good expression which is used in the step of telephone. The test is appropriate with the basic competence number 2. The basic competence is **“students are able to identify the application of expressions pattern rules in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 2.

The question of number 2 is about shopping. The researcher seen in outline intensive speaking. The lecturer gives the material about shopping. This question asked to the students explain about the definition of shopping and how to big things in shopping. The purpose of the test is how the students can understand to use the expression about the shopping especially the expression which is used for get the big thing in shopping. The test is appropriate with the basic competence number 2. The basic competence is **“students are able to identify the application of expressions pattern rules in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 2.

The question of number 3 is about communication. The test is same with the test in first class. This question is not appropriate with the basic competence in intensive speaking, but the material of the test was given to the students. In the other case, sometimes the lecturer give test to the student is not suitable with the one of point of syllabus but the lecturer had explained the material to the students. So, the lecturer gives the test to know that the students had understood about the material.

The question of number 4 is about expression that focus in the expression of forgetting and remembering someone. The test is appropriate with the basic

competence number 2. The basic competence is **“students are able to identify the application of expressions pattern rules in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 2.

The last question from the second class is about directions. The test is appropriate with the basic competence number 5. The basic competence is **“students are able to show directions in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 5.

Questions in the third class on Thursday/302/07.00-08.40

1. Explain the directions of Library from Tarbiyah building?
2. What is interruptions and how to interrupt the conversation?
3. How to express health matters?
4. What is shopping and how to bargain something?
5. What is communication?

Analysis

In the third class on Thursday in room number 302 there are 5 questions. The question of number 1 is about directions. The lecturer asks to the students to explain the test about direction of library from Tarbiyah building. The test is appropriate with the basic of competence number 5. The basic competence is **“students are able to show directions in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 5.

The question of number 2 in the room number 302 is about making and accepting apology. The test is about the definition interruptions and how to interrupt the conversation. The students have to making the polite sentence to interrupt the conversation. The test is appropriate with the basic competence number 4. The basic

is **“students can identify apology sentences in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 4.

The question of number 3 is about expressions. The lecturer asks to the students to explain how to express health matters. The test is appropriate with the basic competence number 2. The basic competence is **“students are able to identify the application of expressions pattern rules in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 2.

The question of number 4 is about shopping. The test more focus to see the expression that use in bargain something in shopping activities. The test is appropriate with the basic of competence number 2. The basic competence is **“students are able to identify the application of expressions pattern rules in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 2.

The question of number 5 is about definition of communication. The test is same with the test in the first class and the second class. This question is not appropriate with the basic competence in intensive speaking, but the material of the test was given to the students. In the other case, sometimes the lecturer give test to the student is not suitable with the one of point of syllabus but the lecturer had explained the material to the students. So, the lecturer gives the test to know that the students had understood about the material.

Questions in the third class on Thursday/30/15.50-16.30

1. What is apology and how to express it?
2. What is communication problem?
3. How to ask for and state someone who has ability and disability to do something?
4. How to bargain something in the market?
5. What is interruption and how to interrupt the conversation?

Analysis

The last class in subject of intensive speaking there are 5 questions. Some question it is same with the other class. The question of number 1 is about making and accepting apology. The test is appropriate with the basic competence number 4. The basic competence is **“students can identify apology sentences in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 4.

The question of number 2 is about the definition communication problem. The test is same with the test in first class, the second class and the third class. This question is not appropriate with the basic competence in intensive speaking, but the material of the test was given to the students. In the other case, sometimes the lecturer give test to the student is not suitable with the one of point of syllabus but the lecturer had explained the material to the students. So, the lecturer gives the test to know that the students had understood about the material.

The question of number 3 is about how to ask for and state someone who has ability and disability to do something. The test wants to measure the students that they had understood about ask for and state someone. The test is appropriate with the

basic competence number 3. The basic competence is **“students are able to determine stating patterns in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 3.

The question of number 4 is about the expression in the market. The lecturer asks to the students to explain about how to use the good expression to bargain something in the market. The test is appropriate with the basic competence number 2. The basic competence is **“students are able to identify the application of expressions pattern rules in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 2.

The question of number 5 is about how to interrupt the conversation. Every students have to explain the polite expression to interrupt the conversation. So, in this test focus to see the expression that the students use to interrupt the conversation. The test is appropriate with the basic competence number 2. The basic competence is **“students are able to identify the application of expressions pattern rules in English for 15 minutes without text”**. It means that question is suitable with the basic competence number 2.

By looking at the questions and the syllabus, the researcher found the questions that are appropriate with each number of syllabus in intensive speaking. The number of question that are appropriate with syllabus of intensive speaking skill in final test items in English Education Program of Tarbiyah Faculty of IAIN Parepare is stated on the table below:

Table 4.2 Conformity between the English Final Test Items and the Syllabus Based on the Basic Competence of Intensive Speaking Skill.

Standard Competence	Basic Competence	Items Number	Total
Mahasiswa mampu mengkategorikan bagian-bagian bahasa Inggris dalam berkomunikasi secara lisan selama 15 menit tanpa teks dengan british English dan dalam konteks pengajaran dan akademik	1. Mahasiswa mampu membedakan antara materi greeting and materi introduction dalam bahasa inggris selama 15 menit tanpa teks.		
	2. Mahasiswa mampu mengidentifikasi penerapan kaidah-kaidah pola expression dalam bahasa inggris selama 15 menit tanpa teks.	3,5,1,2,4, ,3,4,4,5	9
	3. Mahasiswa mampu menentukan pola stating dalam bahasa inggris selama 14 menit tanpa teks.	3	1
	4. Mahasiswa mampu mengidentifikasi kalimat apology dalam bahasa inggris selama 15 menit tanpa teks.	4,2,1	3
	5. Mahasiswa mampu menunjukkan directions dalam bahasa inggris selama 15 menit tanpa teks	2,5,1	3
	6. Mahasiswa mampu mengelompokkan kata asking dalam bahasa inggris selama 15 menit tanpa teks.		
Total			16

The third lecturer in course of writing 3. Writing skill is the of course of English program. The course helps students to improve writing skill, focusing on paragraphs to essays. The ability to write students in the previous lecture writing is upgraded and adjusted to the writer of this paper, then introduces the types of writing

that will relate to the profession and daily life of students. The material of writing 3 discuss more about student's knowledge in making paragraphs to essay text, stating from the preparation process, understanding the thesis statement, introduction and correct conclusion, as well as helping students who submit applications to test opinions expected by plagiarism.

The lecturer was explained to the students about some discussion topic after MID test. The topic is about structure of an essay, thesis statement, writing strong thesis statement, outline on essay, writing strong introduction, writing introduction and conclusion on essay and the last is about avoiding plagiarism. There are 4 points basic competence of syllabus writing skill. The total number of the test items are 5 questions. The test was applied to the students is about essay. The researcher tries to find the basic competence that is suitable with each question. The analysis is started below:

Question number 1

What is essay?

Analysis

The question number 1 is about essay. The lecturer asks to the students to give more explanation about the definition of essay. The question is good to know that the students had understand about the essay before the students make the sentence about essay. Although, the lecturer had given the material about the essay, but the basic competence is how the students can write the right essay text. So, the test is not appropriate with the basic competence in writing skill.

Question number 2

Explain the criteria of strong thesis statement!

Analysis

The question number 2 is about thesis statement. The question asks to the students to explain about the criteria of strong thesis statement. The question is good to add the students' knowledge before make the thesis statement. The question is not appropriate with the basic competence, because the basic competence is **“able to write the correct essay text, starting from determination of a strong thesis statement, making it online, and structuring the correct and acceptable essay text”**. It means that question is not suitable with the basic competence of writing skill.

Question number 3

Fill in the outline of the essay below!

Doing Yoga can be regularly can be good for your mind, your body, and your emotions

I.....

II.....

A.

B.

III....

A.

B.

IV....

A.

B.

V....

Analysis

The question number 3 is about structure of an essay. The test is appropriate with the basic competence number 2. The basic competence is **“able to write the correct essay text, starting from determination of a strong thesis statement,**

making it online, and structuring the correct and acceptable essay text". It means that question is suitable with the basic competence number 2.

Question number 4

Write down the introduction (strong thesis statement) and the conclusion relate to the topics below!

a. Market

b. Travelling

c. Homeschooling

Analysis

The question number 4 is about thesis statement. The test is appropriate with the basic competence number 2 and 3. The first purpose is the student make the thesis statement and the second the students make introduction and conclusion. The basic competence number 2 is **"able to write the correct essay text, starting from determination of a strong thesis statement, making it online, and structuring the correct and acceptable essay text"**, and the basic competence number 3 is **"able to make introduction to the conclusion of a good and correct essay text"**. It means that question is suitable with the basic competence number 2 and 3.

Question number 5

Write down the criteria of writing that could be considered as plagiarism!

Analysis

The question number 5 is about avoiding plagiarism. The test is appropriate with the basic competence number 4. The basic competence is **"able to know the types of writing that are categorized as plagiarism, so that they can make writing that is far from the plagiarism category"**. It means that question is suitable with the basic competence number 4.

By looking at the questions and the syllabus, the researcher found the questions that are appropriate with each number of syllabus in writing skill. The

number of question that are appropriate with syllabus of writing skill in final test items in English Education Program of Tarbiyah Faculty of IAIN Parepare is stated on the table below:

Table 4.3 Conformity between the English Final Test Items and the Syllabus Based on the Basic Competence of Writing Skill.

Standard Competence	Basic Competence	Items Number	Total
Mahasiswa mampu mengetahui dan menulis essay secara jelas, benar dan tidak plagiasi	1. Mampu membuat tulisan teks paragraph mulai dari proses awal brainstorming, editing, hingga menyusun struktur paragraf yang benar dan berterima		
	2. Mampu menulis teks essay yang benar, mulai dari penentuan <i>thesis statement</i> yang kuat, membuat online, serta menyusun struktur teks essay yang benar dan berterima.	2, 4	2
	3. Mampu membuat <i>introduction</i> hingga <i>conclusion</i> teks essay yang baik dan benar	4	1
	4. Mampu mengetahui jenis-jenis tulisan yang dikategorikan <i>plagiarism</i> , sehingga bisa membuat tulisan yang jauh dari kategori <i>plagiarism</i> .	5	1
Total			4

The fourth lecturer in course of reading skill. Reading courses are the main courses for students of English study programs that aim to improve the ability to understand written English discourse. With the ability to understand written discourse students will be able to answer the questions given in the discourse properly and

correctly. Syllabus of reading skill there are 13 points of basic competence. The total number of the test items are 2 questions. The first part is about answer the question based on the passage there are six questions. The second part is about the students compare their answer with those of another pair student, if the students disagree, the students explain their answer and look back at the passage to check their work. The test was applied to the students is about essay. The researcher tries to find the basic competence that is suitable with each question. The analysis is started below

A. Preview the passage. Then read it and underline the facts. Working with another student, answer the questions that follow. The first two have been done for you

Olive Oil Works as a Natural Painkiller

It is not just price that makes extra virgin olive oil different from other oils. Now scientists have discovered that it contains a chemical compound that acts similarly to the painkiller ibuprofen. Paul Breslin from the Monell Chemical Senses Center in Philadelphia and Colleagues describe in *Nature* how they isolated a compound called oleocanthal from extra virgin olive oil. Pouring 50 gm of the best olive oil on your food each day is equivalent to about 10 percent of the average ibuprofen dose’.

1. What facts are included in the first paragraph?

Extra virgin olive oil contains a chemical compound that acts like a painkiller.

2. What can you infer about the price of extra virgin olive oil?

It costs more than other olive oils.

3. What can you infer about other kinds of oil?
4. What facts are included in the second paragraph?
5. What inferences can you make about Paul Breslin?

6. What can you infer about *Nature*?

B. Compare your answer with those of another pair of students. If you disagree, explain your answer and look back at the passage to check your work.

The question in part A number 1 until the question of number 6 is about making inferences. The lecturer wants to measure the students' achievement, to evaluate the ability of students to use their imagination, knowledge and experience to guess and find information that is not mentioned directly in the text; the ability to distinguish facts and opinions expressed by the author; and the ability to make inferences for each type of reading (fiction and nonfiction). The test is appropriate with the basic competence number 7. The basic competence is **“students are expected to be able to use their imagination, knowledge and experience to guess and find information that is not mentioned directly in the text; able to distinguish facts and opinions expressed by the author and be able to make inferences for each type of reading (fiction and nonfiction)”**. It means that question is suitable with the basic competence number 7.

The question in part B is about how the students compare their answer with another student. This question is good to make the students is able to correct another students' answer. But this question is not appropriateness with the basic competence. Sometime the lecturer makes the other question to measure the students' ability, because the lecturer makes the test after explain the material with the students.

By looking at the questions and the syllabus, the researcher found questions that are appropriate with each number of syllabus in reading skill. The number of question that are appropriate with syllabus of reading skill in final test items in

English Education Program of Tarbiyah Faculty of IAIN Parepare is stated on the table below:

Table 4.4 Conformity between the English Final Test Items and the Syllabus Based on the Basic Competence of Reading Skill.

Standard Competence	Basic Competence	Items Number	Total
Mahasiswa Menguasai keterampilan-keterampilan yang diajarkan dalam membaca sehingga mampu memahami berbagai jenis bacaan.	1. Mahasiswa diharapkan mampu membaca, memahami, dan mendiskusikan bacaan fiksi dan nonfiksi dalam kegiatan Extensive Reading yang telah diperkenalkan oleh dosen pada minggu pertama perkuliahan		
	2. Mahasiswa diharapkan mampu menguasai teknik-teknik mengembangkan kosakata; mampu mengenali dan memahami kosakata baru dari setiap bacaan yang diberikan dosen atau yang mereka baca sendiri; mampu meningkatkan jumlah kosakata yang mereka kuasai; mampu menganalisis dan menjelaskan <i>parts of speech</i> , bagian dan makna dari kosakata; mampu menggunakan kosakata tersebut dalam menyusun kalimat-kalimat baru.		
	3. Mahasiswa dapat menguasai dan menggunakan teknik-teknik dan strategi-strategi dalam menebak dan menentukan arti dan makna kata-kata yang baru dikenal berdasarkan konteks dan petunjuk (<i>clues</i>) dalam kalimat, paragraf dan teks		

	4. Mahasiswa diharapkan mampu menguasai dan memahami strategi dalam menganalisis kata-kata untuk menemukan artinya dan mampu		
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To Be Continued Table 4.4

Continued Table 4.4

Standard Competence	Basic Competence	Items Number	Total
Mahasiswa Menguasai keterampilan-keterampilan yang diajarkan dalam membaca sehingga mampu memahami berbagai jenis bacaan.	memahami <i>roots of words</i> , <i>prefixes</i> dan <i>suffixes</i> .		
	5. Mahasiswa diharapkan mampu menguasai dan memahami <i>collocations</i> dan jenis-jenis <i>collocations</i> , mampu mengidentifikasi dan menganalisis <i>collocations</i> dari kalimat dan teks bahasa inggris yang dibaca, dan mampu menggunakan <i>concordance sentences</i> untuk menentukan <i>collocations</i> .		
	6. Mahasiswa diharapkan menguasai teori dan teknik-teknik preview bacaan berbahasa inggris dan mampu melakukan preview terhadap isi dan cara penyusunan sebuah passage, artikel dan buku berbahasa inggris		
	7. Mahasiswa diharapkan mampu menggunakan imajinasi, pengetahuan dan pengalamannya untuk menebak dan menemukan informasi-informasi yang tidak disebutkan secara langsung di dalam teks; mampu membedakan fakta dan opini yang dikemukakan penulis dan mampu membuat inferences	A1, A2, A3, A4, A5, A6	6

	untuk setiap jenis bacaan (fiksi dan nonfiksi).		
	8. Mahasiswa diharapkan mampu memahami teori tentang <i>topic</i> , <i>topic sentences</i> , <i>main idea</i> dan <i>connectors</i> ; mampu mengidentifikasi <i>topik</i> , <i>topic</i>		

To Be Continued Table 4.4

Continued Table 4.4

Standard Competence	Basic Competence	Items Number	Total
Mahasiswa Menguasai keterampilan-keterampilan yang diajarkan dalam membaca sehingga mampu memahami berbagai jenis bacaan	<i>sentences</i> , <i>main idea</i> , <i>connectors</i> dalam paragraf berbahasa inggris; mampu menyimpulkan <i>main idea</i> yang tidak disebutkan secara eksplisit dalam paragraf; mampu melengkapi <i>ending</i> paragraf yang tidak lengkap dengan menggunakan pemahaman mereka atas <i>main idea</i> dan ide –ide yang ada dalam paragraf tersebut.		
	9. Mahasiswa diharapkan mampu mengenali, menemukan, dan memahami teori pola penyusunan (<i>Patterns of Organization</i>) paragraf berbahasa inggris (<i>e.g.</i> , <i>listing</i> , <i>sequence</i> , <i>comparison/contrast</i> , <i>cause/effect</i> , <i>problem/solution</i> , <i>extended definition</i>) dan mampu mengenali, menemukan dan memahami jenis pola yang digunakan dalam penyusunan sebuah paragraf, ciri-ciri pola, <i>topic</i> , <i>main idea</i> , <i>keyword in the main idea</i> , <i>signal words/phrases & details</i> .		
	10. Mahasiswa diharapkan mampu membaca, memahami, dan		

	mendiskusikan bacaan fiksi dan nonfiksi dalam kegiatan Extensive Reading yang telah diperkenalkan oleh dosen pada minggu pertama perkuliahan		
	11. Mahasiswa diharapkan mampu memahami teori tentang <i>topic, the thesis statement, pattern of organization, supporting points</i>		

To Be Continued Table 4.4

Continued Table 4.4

Standard Competence	Basic Competence	Items Number	Total
Mahasiswa Menguasai keterampilan-keterampilan yang diajarkan dalam membaca sehingga mampu memahami berbagai jenis bacaan	dari <i>passage</i> yang lebih panjang dan mampu mengenali dan menemukan <i>topic, thesis statement, pattern of organization, supporting points</i> dari <i>passage</i>		
	12. Mahasiswa diharapkan mampu memahami teori dan teknik tentang <i>skimming</i> ; mampu memahami isi bacaan melalui <i>skimming</i> ; dan mampu menguasai dan mengaplikasikan teori dan strategi-strategi dalam menganalisis teks berbahasa Inggris		
	13. Mahasiswa diharapkan mampu memahami teori dan cara-cara membuat ringkasan (<i>summary</i>) sebuah <i>passage, long passages, textbook chapter</i> , dan mampu membuat ringkasan <i>passage, long passage</i> dan <i>textbook chapter</i> .		
	14. Mahasiswa diharapkan mampu memahami teori tentang <i>critical</i>		

	<i>reading</i> ; mampu membaca kritis; mampu mengevaluasi teks untuk menentukan alasan atau tujuan penulis dalam menulis teks tersebut; mampu mengidentifikasi posisi penulis terhadap teks tersebut; dan mampu menentukan apakah penulis <i>bias</i> atau tidak dalam menyajikan teksnya.		
TOTAL			6

4.1.2 The analysis of quality of the English final test items in English Education Program of Tarbiyah Faculty of IAIN Parepare in four skills in English namely listening, speaking, writing and reading.

The researcher analyzed the conformity level of the final test items in subject of listening, speaking, writing and reading to the syllabus in term of content validity. The researcher which test items number have confirmed and have not confirmed to the syllabus. The researcher found there are some questions is not suitable with the basic competence and there are some questions are suitable with 2 basic competences. To answer the second problem of this research, the researcher showed the result by explanation below:

Table 4.5: The Analysis Result of the Conformity and the Inconformity of the English Final Test Item in Course of Listening Skill.

No	Final Test Items Area	Items Number	Total Frequency
1	The conformity test items based on the basic competence of listening syllabus	A1, A2, A3, B1, B2, B3, B4, C1, C2, C3, D1, D2, D3, E1, E2, E3, E4, E5, E6, E7	20 items
2	The inconformity test items based on the basic competence of listening	F1, F2, F3, F4, F5, F6, F7, F8,	10 Items

	syllabus	F9, F10	
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From the table above, the researcher found that there are 20 items is appropriateness with the basic competence of syllabus. There are 3 questions is not appropriateness with the basic competence. There are in questions part F which have 10 sub questions, it means there are 10 questions is not appropriateness with the basic competence of syllabus in subject listening skill. To know the final test items in listening skill having a good content validity or not, the researcher explained by using the Arikuntos' theory. Based on the data of the conformity items number, the researcher analyses:

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

P = A percentage of attainment

F = Frequency

N = Number of cases

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

$$P = \frac{20}{30} \times 100 \%$$

$$P = 66,66 \%$$

The English final test items which is administrated in listening skill in English Education Program of Tarbiyah Faculty of IAIN Parepare is 66, 66% valid with the basic competence. According to Arikunto's criteria of conformity level, the percentage obviously falls into the level level of 61-80% and the interpretation is good. It means the English final test in subject of listening skill in English Education Program of Tarbiyah Faculty of IAIN Parepare in academic year 2018/2019 is good content of validity.

While, Table 4.5 shows that the inconformity between test items and English syllabus of subject listening skill is 10 items. The calculation percentage are explained bellow.

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

P = A percentage of attainment

F = Frequency

N = Number of cases

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

$$P = \frac{10}{30} \times 100 \%$$

$$P = 33,33 \%$$

The percentage of the basic competence that represented by the test items.

Table 4.6: The Analysis Result of the Conformity and the Inconformity of the English Final Test Item in Course of Speaking Skill.

No	Final Test Items Area	Items Number	Total Frequency
1	The conformity test items based on the basic competence of listening syllabus	1 st : 2, 3, 4, 5 2 nd : 1, 2, 4, 5 3 rd : 1, 2, 3, 4 4 th : 1, 3, 4, 5	16 Items
2	The inconformity test items based on the basic competence of listening syllabus	1 st : 1 2 nd : 3 3 rd : 5 4 th : 2	4 items

From the table above, the researcher found there are 16 items is appropriateness with the basic competence in course of speaking skill. There are 4 question is not appropriateness with the basic competence of syllabus in course of speaking skill. The researcher found that there 4 classes in speaking skill and every class the lecturer gives 5 questions. From the table above, we can know there are 1 question is not appropriateness with the basic competence in every class. To know the final test items in speaking skill having a good content validity or not, the researcher explained by using the Arikuntos' theory. Based on the data of the conformity items number, the researcher analyses:

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

P = A percentage of attainment

F = Frequency

N = Number of cases

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

$$P = \frac{16}{20} \times 100 \%$$

$$P = 80 \%$$

The English final test items which is administrated in speaking skill in English Education Program of Tarbiyah Faculty of IAIN Parepare is 80% valid with the basic competence. According to Arikunto's criteria of conformity level, the percentage obviously falls into the level of 61-80% and the interpretation is good. It means the English final test in course of speaking skill in English Education Program of Tarbiyah Faculty of IAIN Parepare in academic year 2018/2019 is good content of validity.

While, Table 4.6 shows that the inconformity between test items and English syllabus of course of speaking skill is 4 items. The calculation percentage are explained bellow.

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

P = A percentage of attainment

F = Frequency

N = Number of cases

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

$$P = \frac{4}{20} \times 100 \%$$

$$P = 20 \%$$

The percentage of the basic competence that represented by the test items.

Table 4.7: The Analysis Result of the Conformity and the Inconformity of the English Final Test Item in Course of Writing Skill.

No	Final Test Items Area	Items Number	Total Frequency
1	The conformity test items based on the basic competence of listening syllabus	3, 4, 5	3 items
2	The inconformity test items based on the basic competence of listening syllabus	1, 2	2 items

From the table above, the researcher found there are 3 items is appropriateness with the basic competence in course of writing skill. There are 2 question is not appropriateness with the basic competence of syllabus in course of writing skill. To

know the final test items in speaking skill having a good content validity or not, the researcher explained by using the Arikuntos' theory. Based on the data of the conformity items number, the researcher analyses:

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

P = A percentage of attainment

F = Frequency

N = Number of cases

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

$$P = \frac{4}{5} \times 100 \%$$

$$P = 80 \%$$

The English final test items which is administrated in writing skill in English Education Program of Tarbiyah Faculty of IAIN Parepare is 80% valid with the basic competence. According to Arikunto's criteria of conformity level, the percentage obviously falls into the level of 61-80% and the interpretation is good. It means the English final test in course of speaking skill in English Education Program of Tarbiyah Faculty of IAIN Parepare in academic year 2018/2019 is good content of validity.

While, Table 4.7 shows that the inconformity between test items and English syllabus of course of writing skill is 2 items. The calculation percentage are explained bellow.

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

P = A percentage of attainment

F = Frequency

N = Number of cases

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

$$P = \frac{22}{5} \times 100 \%$$

$$P = 40 \%$$

The percentage of the basic competence that represented by the test items.

Table 4.8: The Analysis Result of the Conformity and the Inconformity of the English Final Test Item in Course of Reading Skill.

No	Final Test Items Area	Items Number	Total Frequency
1	The conformity test items based on the basic competence of listening syllabus	A1, A2, A3, A4, A5, A6	6 items
2	The inconformity test items based on the basic competence of listening syllabus	B1	1 items

From the table above, the researcher found there are 6 items is appropriateness with the basic competence in course of writing skill. There are 1 question is not appropriateness with the basic competence of syllabus in course of reading skill. To know the final test items in speaking skill having a good content validity or not, the researcher explained by using the Arikuntos' theory. Based on the data of the conformity items number, the researcher analyses:

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

P = A percentage of attainment

F = Frequency

N = Number of cases

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

$$P = \frac{6}{7} \times 100 \%$$

$$P = 85,71 \%$$

The English final test items which is administrated in reading skill in English Education Program of Tarbiyah Faculty of IAIN Parepare is 85,71% valid with the basic competence. According to Arikunto's criteria of conformity level, the percentage obviously falls into the level of 81-100% and the interpretation is very good. It means the English final test in course of speaking skill in English Education Program of Tarbiyah Faculty of IAIN Parepare in academic year 2018/2019 is very good content of validity.

While, Table 4.8 shows that the inconformity between test items and English syllabus of course of writing skill is 2 items. The calculation percentage are explained bellow.

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

P = A percentage of attainment

F = Frequency

N = Number of cases

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

$$P = \frac{1}{7} \times 100 \%$$

$$P = 14,28 \%$$

The percentage of the basic competence that represented by the test items.

4.2 Discussion

This section provides the discussion about the finding that showed in the previous section. The discussion provides insight about the appropriateness of the English final tests items with the basic competence of the syllabus in four skills in English, namely; listening, speaking, writing and reading, and the quality of the English final test items in English Education Program of Tarbiyah Faculty of IAIN Parepare in four skills in English namely listening, speaking, writing and reading. Language skill consist of four types of skill, namely listening, speaking, writing and reading. These four skills are single class, which cannot be separated from one another. Although the four skill cannot be separated, but in teaching and evaluating they can be separated, it is to achieve the results of teaching each of these skills can be achieved to the maximum.

By looking at the tests finding in course of listening, there are 6 part questions. In every question have some sub questions, the question consists of multiple choice, essay and fill in the blank. In listening skill there are some techniques to evaluate the students. The techniques that are possibly used in testing listening are; multiple choice, information transfer technique, dictation, listening recall, and note talking.⁴² The total number question of listening skill are 30 questions consist of 6 parts. After analysis the test items of listening there are 10 questions is not appropriateness with the basic competence of listening skill. And there are 20 items are appropriate with the basic competence of listening skill. As a lecturer is not easy to make a good test, because the good test is suitable with the syllabus. The test

⁴²Arthur Hugles, *Testing for Language Teacher* (Great Britian: Cambridge University Press, 1995), p. 117.

is said good if test have a good content validity. Content validity is the validity of the assessment instrument in terms of the content of teaching material covered by the assessment instrument. A way to make a high content validity test can be done in a way; compile the test grid before writing and selecting items to be tested, and making or selecting items on the test based on standard competence, basic competence, learning objectives that have been formulated.⁴³ So, the researcher make conclusion that in course of listening the test is can measure the students' achievement, because the test is appropriate with the basic competence. The basic competence are: 1) students are able to understand the meaning of listening; 2) students are able to understand things about features of spoken English; 3) students are able to describe the problems which is faced in listening; 4) students are able to find main ideas part 1; 5) students understand the key information: when and where; 6) students are able to find main ideas part 2; 7) students are able to listen and understand the key words: who and what; 8) students are able to listen and understand information with keywords: how and why; 9) students are able to guess/guess the feelings of the speaker; 10) students are able to find the meaning of words; 11) students are able to identify the speaker's opinion; 12) students identify problems and solution. The test in listening skill have 66, 66% content validity. Its mean the test in listening skill having a good content validity.

In course of speaking the test item are forty. The test items are essay test. Here are the list of the more useful and potentially valid techniques for testing speaking ability; verbal essay, oral presentation, free interview, controlled interview,

⁴³Ida Faridah, *Evaluasi Pembelajaran Berdasarkan Kurikulum Nasional* (Bandung: PT Remaja Rosdakarya, 2017), p. 159.

information transfer description of a picture sequence, information transfer question on a single picture, interaction tasks, and imitation.⁴⁴ The lecturer in causes of speaking give 5 numbers of test for every class. There are 16 questions is appropriateness with the basic competence. And there are 4 questions is not appropriateness with the basic competence. The basic competencies in causes of speaking are: 1) students are able to distinguish between greeting material with introduction material in English for 15 minutes without text; 2) students are able to identify the application of expressions pattern rules in English for 15 minutes without text; 3) students are able to determine stating pattern in English for 15 minutes without text; 4) students can identify apology sentences in English for 15 minutes without text; 5) students are able to show directions in English for 15 minutes without text; 6) students are able to group asking words in English for 15 minutes without text. In every class of speaking there are 1 question is not suitable with the basic competence. The question is “what is communication”, this question applied to all class in speaking skill. The lecturer makes a test in final test are started from the material after MID Test, and they make the test based on the basic competence or what the lecturer want to see in the lesson. Because a good test can provide available information for a good evaluation in order to measure the comprehension of the instructional objectives.⁴⁵ The test in speaking skill have 80% content validity. Its means interpretation is good.

⁴⁴Arthur Hugles, *Testing for Language Teacher*, p. 117.

⁴⁵Andrew Harrison, *A Language Testing Handbook* (London: Macmillan Publisher Ltd. 1983), p. 10.

In causes of writing. The test item are 5. The material in causes of writing only focus how to make the students can understand well the way to make the good essay, started from the process to arrange the thesis statement, introduction and conclusion. To evaluate the students in writing skill the lecturers can use the same techniques. The techniques to testing writing are editing task and the direct testing of writing.⁴⁶ There are 3 questions is appropriateness with the basic competence. And there are 2 questions is not appropriateness with the basic competence. The next a test has the purpose of measuring⁴⁷. The basic competence in causes of writing are: 1) able to make paragraph text writing starting from initial process of brainstorming, editing, to structure the correct and acceptable paragraphs; 2) able to write the correct essay text, starting from determination of a strong thesis statement, making it online, and structuring the correct and acceptable essay text; 3) able to make an introduction to the good conclusion and correct essay text; 4) able to know the types of writing that are categorized as plagiarism, so that they can make writing that is far from the plagiarism category. The test in writing skill have 80% content validity. Its mean the interpretation is good.

In causes of reading. The test item are 2 parts. The question of part A have 6 sub questions, the question is about essay. The question of part B is the students will compare their answer with another student. There are 6 questions are appropriate with the basic competence. And there are 1 question is not appropriate with the basic competence. Content validity is the validity of the assessment instrument in terms of the content of teaching material covered by the assessment instrument. A way to

⁴⁶Arthur Hugles, *Testing for Language Teacher*, p. 117.

⁴⁷H. Douglas Brown, *Principles of Language Learning and Teaching* (United State of America: Practice-Hall, Inc., 1980), p. 252.

make a high content validity test can be done in a way; compile the test grid before writing and selecting items to be tested, and making or selecting items on the test based on standard competence, basic competence, learning objectives that have been formulated.⁴⁸ The test in causes of reading skill just suitable with the one of basic competence in reading. The basic competence are: 1) students are expected to be able to read, understand, and discuss fiction and nonfiction reading in extensive reading activities that have been introduced by lecturers in the first week of lecturer*; 2) students are expected to be able to master the techniques of developing vocabulary, able to recognize and understand new vocabulary from each of the readings given by lecturers or that they read themselves, able to increase the amount of vocabulary they master; able to analyze and explain parts of speech, parts and meanings of vocabulary, able to use the vocabulary in composing new sentences; 3) students can master and use techniques and strategies in guessing and determining of newly known words based on context and clues in sentences, paragraphs and text; 4) students are expected to be able to master and understand strategies in analyzing word to find their meaning and able to understand roots of words, prefixes and suffixes; 5) students are expected to be able to master and understand collocations and types of collocations, be able to identify and analyze collocations of sentences and English text that re read, and be able to use concordance sentences to determine collocations; 6) students are expected to master the theory and techniques of preview reading in English and be able to preview the contents and ways of preparing a passage, articles and books in English; 7) students are expected to be able to use their imagination,

⁴⁸Ida Faridah, *Evaluasi Pembelajaran Berdasarkan Kurikulum Nasional*, p. 159.

knowledge and experience to guess and find information that is not mentioned directly in the text; able to distinguish facts and opinions expressed by the author and be able to make inferences for each type of reading (fiction and nonfiction); 8) MID test; 9) students are expected to be able to understand theories about topics, topic sentences, main ideas, connectors in English language paragraphs, able to conclude main ideas that are not mentioned explicitly in paragraphs, able to complete the ending paragraph that is not complete by using their understanding of the main ideas and ideas contained in the paragraph; 10) students are expected to be able to recognize, discover, and understand the theory of patterns of organization of English paragraphs (eg, listing, sequence, comparison/contrast, cause/effect, problem/solution, extended definition) and be able to recognize, discover and understand types patterns used in the preparation of a paragraph, the characteristics of the patterns, topics, main ideas, keywords/phrase & details; 11) students are expected to be able to read, understand and discuss fiction and nonfiction reading in extensive reading activities that have been introduced by lecturers in the first week lectures; 12) students are expected to be able to understand the theory of topics, the thesis statement, pattern of organization, supporting points of a longer passage and be able to recognize and find topics, thesis statements, patterns of organization, supporting points of a passage; 13) students are expected to be able to understand the theories and techniques about skimming; able to understand the content of reading through skimming; and be able to master and apply theories and strategies in analyzing English text; 14) students are expected to be able to understand the theory and ways to make a summary of a passage, long passages, textbook chapter, and be able to make a passage summary, long passage and textbook chapter, 15) students are

expected to be able to understand theories about critical reading; able to read critically; able to evaluate the text to determine the reason or purpose of the author of the text; and able to determine whether or not the ordinary writer in presenting the text; 16) Final test. The test in reading skill have 85, 71% content validity. Its mean the interpretation is very good.

Besides teaching, teachers or lecturers are also required to conduct evaluation activities on students, because with this evaluation the purpose or learning can be known whether success or not. However, not all evaluations are able to measure this. Sometimes the test instruments used are not appropriate which cause the purpose of learning difficult to ascertain its success. Therefore, the teachers or lecturers must at least able to create and arrange questions correctly. So that they can be used for measuring learning outcomes and success of learning objectives.

The researcher seen that there are some problems with the test items in listening, speaking, writing and reading. Sometime the lecturers make the test based on the material what they had given to the students before they see the basic competencies from every lesson. On way to obtain content validity is to look at the questions that makeup the test. If the whole question seems to measure what the test should use, then there is no doubt that the content validity has been fulfilled. In the word of education, a test is said to have content if it measures in accordance with certain specific domains and objectives that are consistent with the content of the lessons that have been given in class. In addition, to make a good test is not easy because the lecturer should know the criteria of a good test. A lecturer who is unaware of the relationship between the content of a test which produce misleading information about his students.

In this research, the researcher just analyzes the test item. In this research, the researcher analyze test item appropriate or not with the basic competence beside that in this research the researcher also analyze the quality of the content validity of the test items. Content validity is the validity of the assessment instrument in terms of the content of teaching material covered by the assessment instrument. A way to make a high content validity test can be done in a way; compile the test grid before writing and selecting items to be tested, and making or selecting items on the test based on standard competence, basic competence, learning objectives that have been formulated.⁴⁹ From the data that is got by researcher in this research, the questions in the English final examination is not include all material and all basic competence in the syllabus and the basic competencies are not covered in the test item. It is meant that lecturers must not feel satisfied with the exercise from the English final examination that given by government. The lecturers must know well about all item of the exercises in the English final examination. The lecturers must be sure that the test items in the English final examination include all material and all basic competence in one semester, if there are some material that are not included the teacher must give additional test for student that consist of material that is not included in the test before.

⁴⁹Ida Faridah, *Evaluasi Pembelajaran Berdasarkan Kurikulum Nasional*, p. 159.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the acquiring of the data in the previous chapter, this chapter will present the conclusion of the study and the suggestion. This is the last part of the research about analysis of content validity of English final test items in English Education Program of Tarbiyah Faculty of IAIN Parepare in academic year 2018/2019.

5.1 Conclusion

Based on the data analysis on the chapter 4 and the discussion of data in the chapter 5, finally the researcher conclude:

- 5.1.1 The tests items in the English education program in listening skill are 20 items appropriate with the basic competence which consist of 30 questions, in speaking skill are 16 items are appropriate with the basic competence which consist of 20 questions, in writing skill are 4 items is appropriate with the basic competence which consist of 5 questions, and reading skill are 6 items are appropriate with the basic competence which consist of 7 questions.
- 5.1.2 The quality of the English final tests items in four skills in English. Listening skill is 66, 66 % valid with the basic competence, the percentage obviously falls into the level 61-80% and the interpretation is good. Speaking skill is 80% valid with the basic competence, the percentage obviously falls into the level 61-80% and the interpretation is good. Writing skill is 80% valid with the basic competence, the percentage obviously falls into the level 61-80% and the interpretation is good. Reading skill is 85, 71% valid with the basic competence, the percentage obviously falls into the level of 81-100% and the

interpretation is very good. So, all the tests made the lecturers is good content validity.

5.2 Suggestion

After the researcher obtains the result of the analysis from the data, the researcher would like to contribute some suggestion for the consideration which are significant for the English teacher, students and other researcher.

5.2.1 For the English lecturer

English lecturer must be aware with the content validity of test items. So, English teacher must know and understand all of basic competencies in the syllabus and know those basic competencies are covered or not in the test item.

English teacher must know and understand about the test items that will be given to the students.

English teacher must check the test items. Those are appropriate or not with the basic competence and English teacher must give additional test items if there are basic competencies that are not covered in the test items.

5.2.2 For the students

As the next teacher, the students of English education program must know about how to evaluate the students and about the validity, especially content validity. Content validity is very important in the evaluation. So the students of English education program must study about evaluate and know well about validity of the test items.

5.2.3 For the future researcher

For the future researcher, the result of the study can be used as reference to conduct a study related to this research. The researcher hopes in the future research will be complicated about all term of validity.



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Appendix 1

THE QUESTION SHEET OF LISTENING SKILL

KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA
ISLAM NEGERI PAREPAREFAKULTAS TARBIYAH

Mata Kuliah	: Literal listening	Bobot SKS	: 2 SKS
Program Studi	: Pendidikan Bahasa Inggris	Ruangan	: all class
Hari/Waktu	: Senin/14.50 Wita		
Dosen Pengampuh	: Mujahidah, M. Pd		

A. Listen and check the correct answer

- Who are the characters?
 - Two brothers
 - two strangers
 - a boss and his employee
- How many fish did the fisherman catch?
 - Two
 - four
 - six
- How long did he fish?
 - Part of the day
 - all day
 - two days

B. Listen and complete the summary

The businessman told the fisherman to catch as many ...as possible, then sell the extra fish for some..., ..., and then as possible then buy a bigger...and to continue until he had a whole fleet of.....

C. Listen and circle the correct word or phrase to complete the sentence

- The businessman tells the fisherman to build his own (supermarket/canning factory)
- He says the fisherman could move to (a big city/ a peaceful village)
- He says it might take (5 or 10/15 or 20) years

D. Listen and answer the question

- What does the businessman tell the fisherman he can do?
- Why is the ending of the story funny?
- What do you think the fisherman will tell the businessman?

E. Listen and complete the summary

There was an old ...Who lived alone. She had money, but she was ...One day, a ...came for the house. He wanted two things... and...the man said he could make soup with... the woman said he could sleep in the.....

F. Listen to the story and check the correct sentence

- There wasn't enough food for dinner
- The soup was delicious
- The man slept in the house
- The man made breakfast with his stone
- The woman served breakfast to the man
- The man gave the woman a gold coin
- Woman gave the man a gold coin
- The woman's attitude change
- The woman learned new cooking skill

10. The stone was magic

Appendix 1

THE QUESTION SHEET OF SPEAKING SKILL

KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA

ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH

PRODI PBI TAHUN 2019

Mata Kuliah

: Intensive Speaking

Hari/Ruang

: Rabu/302/07.00-08.40

Soal

: Final Test

Dosen Pengampu

: Nur Asiza, M.Pd.

1. What is communication?



2 Do you see the Italian restaurant? Explain based on the picture above.

3. What is shopping and how to bargain something?

4. Explain about interruption and how to interrupt the conversation?

5. What is gratitude?

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Mata Kuliah : Intensive Speaking
 Hari/Ruang : Rabu/302/08.45-10.25
 Soal : Final Test
 Dosen Pengampu : Nur Asiza, M.Pd.

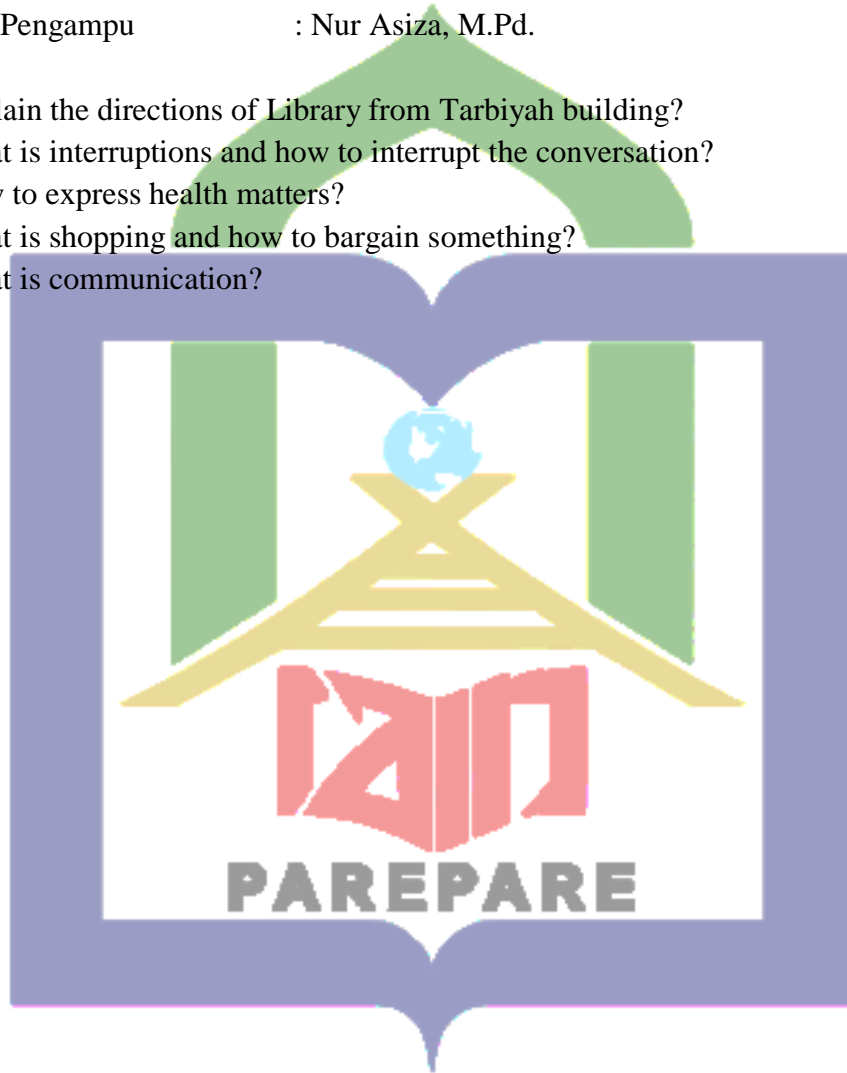
1. What is telephoning and explain the steps of telephoning?
2. What is shopping and how to bid things?
3. What is communication?
4. Explain more about the expressions of forgetting and remembering someone?
5. Do you see the shopping Centre? Explain based on the picture.



KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT
AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS
TARBIYAH PRODI PBI TAHUN 2019

Mata Kuliah : Intensive Speaking
Hari/Ruang : Kamis/302/07.00-08.40
Soal : Final Test
Dosen Pengampu : Nur Asiza, M.Pd.

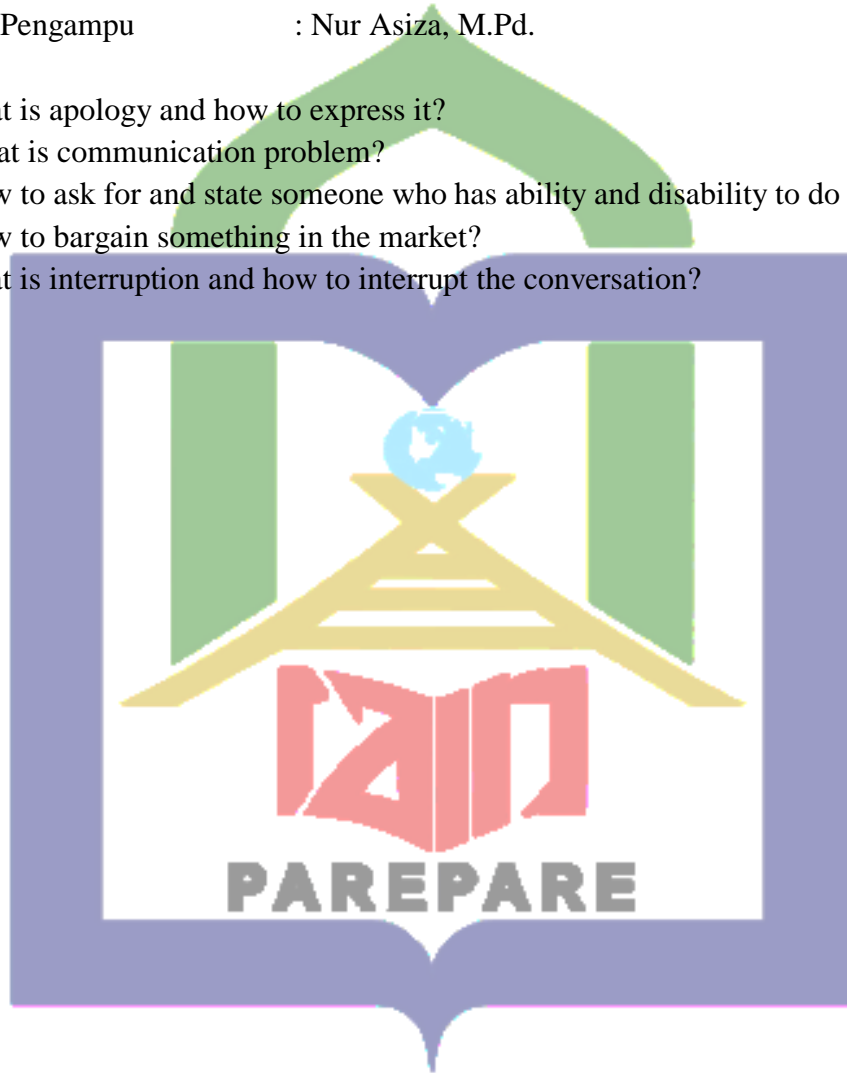
1. Explain the directions of Library from Tarbiyah building?
2. What is interruptions and how to interrupt the conversation?
3. How to express health matters?
4. What is shopping and how to bargain something?
5. What is communication?



KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT
AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS
TARBIYAH PRODI PBI TAHUN 2019

Mata Kuliah : Intensive Speaking
Hari/Ruang : Kamis/301/14.50-16.30
Soal : Final Test
Dosen Pengampu : Nur Asiza, M.Pd.

1. What is apology and how to express it?
2. What is communication problem?
3. How to ask for and state someone who has ability and disability to do something?
4. How to bargain something in the market?
5. What is interruption and how to interrupt the conversation?



Appendix 1
THE QUESTION SHEET OF WRITING SKILL
SOAL UAS

Mata Kuliah : Writing 3

Prodi Pendidikan : Bahasa Inggris

Dosen Pengampuh : Humaeroah M.Pd

- 1) What is an essay?
- 2) Explain the criteria of strong thesis statement!
- 3) Fill in the outline of the essay below!

Doing Yoga can be regularly can be good for your mind, your body, and your emotions

I.....

II.....

A.

B.

III....

A.

B.

IV....

A.

B.

V....

- 4) Writedown the introduction (strong thesis statement) and the conclusion relate to the topics below!
 - b. Market
 - c. Travelling
 - d. Homeschooling
- 5) Writedown the criteria of writing that could be considered as plagiarism!

~janganlupaberdoa~

Appendix 1

THE QUESTION SHEET OF READING SKILL

EXERCISE 1

- A. Preview the passage. Then read it and underline the facts. Working with another student, answer the question that follow. The first two have been done for you.**

Olive Oil Works as a Natural Painkiller

It is not just price that makes extra virgin olive oil different from other oils. Now scientists have discovered that it contains a chemical compound' that acts similarly to the painkiller ibuprofen. Paul Breslin from the Monell Chemical Senses Center in Philadelphia and Colleagues describe in *Nature* how they isolated a compound called oleocanthal from extra virgin olive oil. Pouring 50 gm of the best olive oil on your food each day is equivalent to about 10 percent of the average ibuprofen dose'.

7. What facts are included in the first paragraph?

Extra virgin olive oil contains a chemical compound that acts like a painkiller.

8. What can you infer about the price of extra virgin olive oil?

It costs more than other olive oils.

9. What can you infer about other kinds of oil?
 10. What facts are included in the second paragraph?
 11. What inferences can you make about Paul Breslin?
 12. What can you infer about *Nature*?

- B. Compare your answer with those of another pair of students. If you disagree, explain your answer and look back at the passage to check your work.**

Appendix 2

THE SYLLABUS OF LITERAL LISTENING SYLLABUS

Mata Kuliah : Literal Listening
 Jurusan : Tarbiyah
 Semester : 2 (dua)
 Bobot : 2 SKS
 Jenis Kompetensi :
 Standar Kompetensi : Mahasiswa dapat mendengarkan dan memahami percakapan dengan benar.

NO	Kompetensi Dasar	Indikator Kompetensi	Materi	Strategi Perkuliahan	Alokasi Waktu	Rferences
1.	Mahasiswa mampu memahami pengertrtian listening.	Mahasiswa dapat: 1. Menyebutkan pengertian listening. 2. Mengungkapkan pentingnya listening.	What is listening?	1. Asking question 2. Lecturing 3. Focus Group Discussion	1x10 menit	1. Teaching the spoken language. By Brown and Yule. 1993. 2. Listening by doing. By Galvin, 1995.
2.	Mahasiswa mampu memahami hal-hal yang berkenaan dengan fitur-fitur of spoken English	Mahasiswa dapat: 1. Menyebutkan pentingnya memahami bunyi, tekanan dan intonasi. 2. Mengenalisa perbedaan antara bahasa formal dan informal	The features of spoken English	1. Asking questions. 2. Lecturing 3. FGD	1x10 menit	1. Teaching the spoken language. By Brown and Yule. 1993. 2. Listening by doing. By Galvin, 1995.
3.	Mahasiswa mampu mendeskripsikan masalah- masalah yang dihadapi dalam mendengarkan.	Mahasiswa dapat: 1. Menyebutkan masalah- masalah yang bakal dihadapi dalam mendengarkan. 2. Mengungkapkan peranan pendengar dalam listening	The potential problem in learning listening to listen to English	1. Asking questions. 2. Taking note 3. Lecturing 4. Information research.	1x10 menit	1. Teaching te spoken by language. By Brown and Yule. 1993. 2. Listening by doing. By Galvin, 1995.
4.	Mahasiswa mampu menemukan ide pokok (part 1)	Mahasiswa dapat: 1. Mendengarkan dan menemukan ide pokok pada statememt speaker 2. Mendengarkan dan menulis phrase introduce and main idea 3. Mengenalni kata yang	Listening practice: Finding the main ideas 1 (culture and	1. Discussion 2. Lecturing 3. Guided listening	1x10 menit	1. News ways to English. By ELS International Inc. 1997. 2. Boost. Listening 1, by Jason Renshaw. Longman 2007

		mengalami peningkatan 4. Menjawab pertanyaan setelah mendengarkan the speaker	people)			
5.	Mahasiswa memahami kunci informasi: WHEN AND WHERE	Mahasiswa dapat: 1. Mendengarkan dialog dan menyimpulkan kapan dan dimana kejadian yang dibicarakan dalam dialog. 2. Mendengarkan dialog dan mencatat jadwal kuliah. 3. Menyempurnakan kalimat berdasarkan yang telah didengarkan. 4. Menunjukkan kata yang penting dalam sebuah dialog. 5. Menulis kegiatan yang dilakukan setelah pulang dari kampus.	Listening practice: Listen for key information: where and when (culture and people)	1. Listen and taking note 2. Guided listening	1x10 menit	1. New ways to English. By ELS International Inc. 1997. 2. Boost. Listening 1, by Jason Renshaw. Longman 2007.
6.	Mahasiswa mampu menemukan ide pokok (part 2)	Mahasiswa dapat: 1. Mendiskusikan tentang hobbies. 2. Menemukan ide pokok dengan mengenal kata yang mengalami penekanan. 3. Menulis tentang hobbies. 4. Mendengarkan tentang program radio dan mencatatnya. 5. Mendengarkan dan mampu membedakan ide yang kontras dengan mengenal kata kunci.	Listening practice: Finding the main ideas 2 (sport and leisure)	1. Taking note 2. Lecturing 3. Guided listening	1x10 menit	1. News ways to English. By ELS International Inc. 1997. 2. Boost. Listening 1, by Jason Renshaw. Longman 2007.
7.	Mahasiswa mampu mendengarkan dan memahami kata kunci: who and what	Mahasiswa dapat: 1. Mendengarkan dialog dan memahami isi pembicaraan 2. Menulis pertanyaan interview 3. Mendengarkan interview dan mencatatnya 4. Mengenal kata yang	Listening for key information: when and where. (sport and leisure)	1. Write note 2. Pretend to be interviewer (student as a model) 3. Guided listening	1x10 menit	1. New ways to English. By ELS International Inc. 1997 2. Boost. Listening 1, by Jason Renshaw. Longman 2007.

		<p>mengalami quick n sound</p> <p>5. Menyempurnakan table yang tersedia</p> <p>6. Mewancarai teman sekelasnya</p>				
8.	Mahasiswa mampu mendengarkan dan memahami informasi dengan kata kunci: How and why	<p>Mahasiswa dapat:</p> <ol style="list-style-type: none"> 1. Mendengarkan laporan kelas dan menyempurnakan kalimat. 2. Mendengarkan sambil mencatat apa yang didengar 3. Mengenal dalam membedakan bahasa formal dan informal. 4. Menulis tentang alas an memelihara hewan dan bagaimana cara merawatnya. 	<p>Listening practice:</p> <p>Guessing the speaker's feelings. (Science and nature)</p>	<ol style="list-style-type: none"> 1. Listen and taking note 2. Know the statement in formal and informal form. 3. Guided listening 	1x10 menit	<ol style="list-style-type: none"> 1. New ways to English. By ELS International Inc. 1997 2. Boost. Listening 1, by Jason Renshaw. Longman 2007.
9.	Mahasiswa mampu menerkahkan/menebak perasaan pembicara	<p>Mahasiswa dapat:</p> <ol style="list-style-type: none"> 1. Mendengarkan memahami dialog 2. Mendengarkan dan mencatat isi dialog 3. Mendengarkan pertanyaan dan menerkahkan kata yang hilang. (Missing word) 4. Menulis tentang binatang kesukaan 	<p>Listening practice:</p> <p>Guessing the speaker's feelings (science and nature)</p>	<ol style="list-style-type: none"> 1. Taking note 2. Pronunciation focus 3. Guided listening 	1x10 menit	<ol style="list-style-type: none"> 1. New ways to English. By ELS International Inc. 1997 2. Boost. Listening 1, by Jason Renshaw. Longman 2007.
10.	Mahasiswa mampu menemukan kata	<p>Mahasiswa dapat:</p> <ol style="list-style-type: none"> 1. Mendengarkan dan menulis makna kata 2. Menulis kalimat berdasarkan gambar 3. Mendengarkan dan membuat catatan 4. Mendengarkan dan mengenal kata untuk memulai topic baru 5. Melengkapi table yang tersedia 	<p>Listening practice:</p> <p>Finding word meaning (science)</p>	<ol style="list-style-type: none"> 1. Listen the class report 2. Taking note 3. Pronunciation focus 4. Guided listening 	1x10 menit	<ol style="list-style-type: none"> 1. New ways to English. By ELS International Inc. 1997.

11.	Mahasiswa mampu mengidentifikasi opini pembicara	<p>Mahasiswa dapat:</p> <ol style="list-style-type: none"> 1. Mendengarkan dan menyempurnakan kalimat 2. Mendengarkan dan melaporkan isi pembicara 3. Membedakan kata yang bunyinya mirip 4. Memilih tempat rekreasi yang menyenangkan 	<p>Listening practice:</p> <p>Identifying the speaker's opinions, (culture and people)</p>	<ol style="list-style-type: none"> 1. Pronunciation focus (word with similar sound) 2. Lecturing 3. Guided listening 	1x10 menit	<ol style="list-style-type: none"> 1. New ways to English. By ELS International Inc. 1997 2. Boost. Listening 1, by Jason Renshaw. Longman 2007.
12.	Mahasiswa mengidentifikasi "problem and solution"	<p>Mahasiswa dapat:</p> <ol style="list-style-type: none"> 1. Mendengarkan laporan kelas dan membedakan kalimat "problem and solution" 2. Mendengarkan dan menulis laporan kelas. 3. Menulis kalimat solusi dan kalimat problem. 4. Menyempurnakan table yang tersedia. 	<p>Listening practice:</p> <p>identifying problem and solution (technology)</p>	<ol style="list-style-type: none"> 1. Taking note 2. Lecturing 3. Guided listening 	1x10 menit	<ol style="list-style-type: none"> 1. New ways to English. By ELS International Inc. 1997 2. Boost. Listening 1, by Jason Renshaw. Longman 2007.



20 Agustus 2018
Dosen Pengampu

Mujahidah, S. Pd. I., M. Pd.

Appendix 2
THE OUTLINE OF INTENSIVE SPEAKING
OUTLINE MATA KULIAH
(SEMESTER GENAP 2018/2019)

Nama Mata Kuliah : INTENSIVE SPEAKING

Satuan Kredit Semester : 2 sks

Program Studi : PBI

Hari/Ruang/Jam Kuliah : 1. Rabu/Ruang T 302/ Pukul: 07.00 – 08.40
2. Rabu/Ruang T 302/Pukul: 08.45 – 10.25
3. Kamis/Ruang T 302/Pukul: 07.00 – 08.40
4. Kamis/Ruang T 301/Pukul: 14.50 – 16.30

Dosen : **NUR ASIZA, M. Pd.**

A. DESKRIPSI MATA KULIAH

Intensive Speaking is the subject of English Program. This course aims at providing students are able to using English orally in lower and upper intermediate with grammatical competence especially the knowledge and skills related to introducing, expressions, asking, apologize, stating and directions. The students are hoped able to explain, identify, and understand well that course through micro teaching and small project.

B. KOMPETENSI

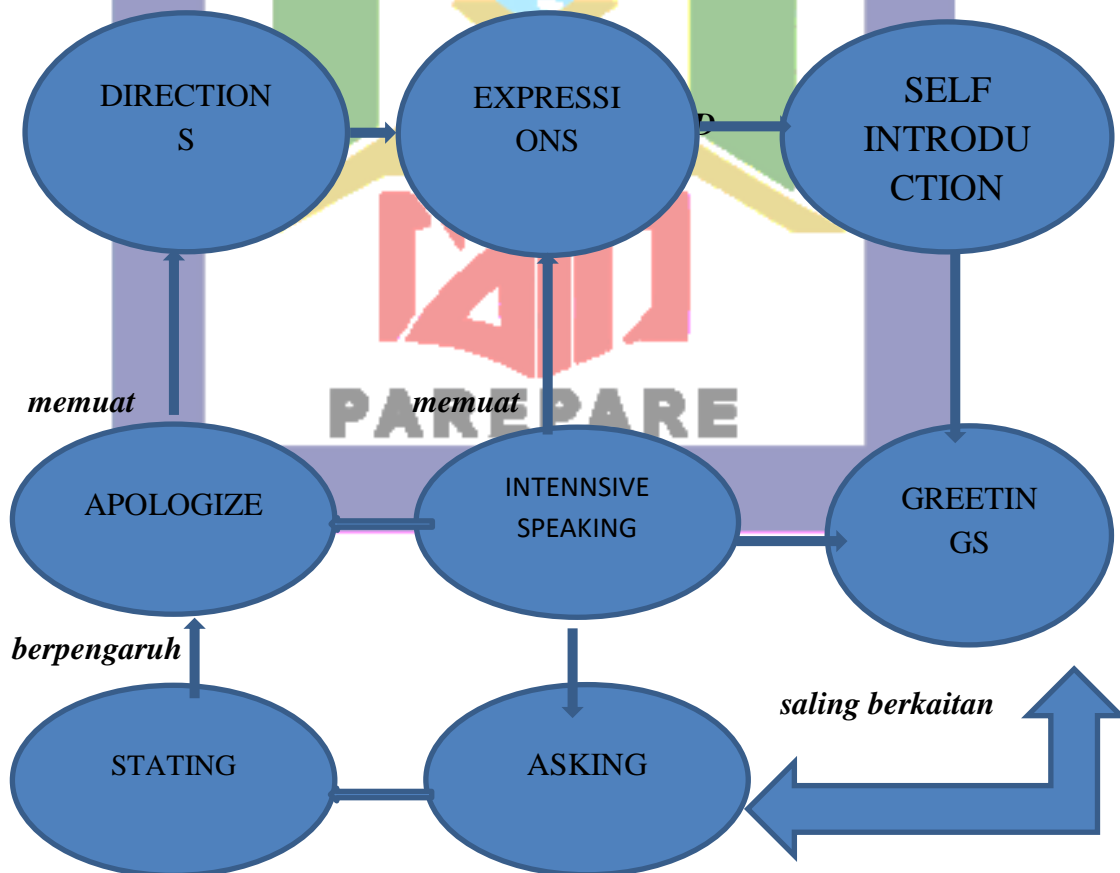
- ## 1. Capaian Pembelajaran Lulusan (Standar Kompetensi)

Mahasiswa mampu mengkategorikan bagian-bagian bahasa Inggris dalam berkomunikasi secara lisan selama 15 menit tanpa teks dengan British English dan dalam konteks pengajaran dan akademik (the students are able to communicate by using English orally about 15 minutes without text with British English)

2. Kemampuan Akhir Tahapan memenuhi capaian Pembelajaran Lulusan (Kompetensi Dasar)

- Mahasiswa mampu membedakan antara materi greeting dengan materi introduction dalam bahasa inggris selama 15 menit tanpa teks
- Mahasiswa mampu mengidentifikasi penerapan kaidah-kaidah pola expressions dalam bahasa inggris selama 15 menit tanpa teks.
- Mahasiswa mampu menentukan pola stating dalam bahasa inggris selama 15 menit tanpa teks
- Mahasiswa mampu mengidentifikasi kalimat apology dalam bahasa Inggris selama 15 menit tanpa teks
- Mahasiswa mampu menunjukkan directions dalam bahasa inggris selama 15 menit tanpa teks
- Mahasiswa mampu mengelompokkan kata asking dalam bahasa inggris selama 15 menit tanpa teks.

C. DESAIN MATERI KULIAH



D. REFERENSI

1. Freitas, de J.F. (1982). Survival English. London: MacMillan Press.
2. Tillit, B and Bruder, M.N. (1985). Cambridge: Cambridge University Press.
3. Wall, A P (1998). Say it naturally – level 1. Boston: Heinle & Heinle.

E. TIME LINE

NO.	PERTEMUAN	TOPIK BAHASAN
1	I	-Learning Contract -Memilih ketua kelas -Intro mata kuliah Structure
2	II	Greetings and introduction
3	III	Expressions of like and dislike, pleased and displeased
4	IV	Asking and answering question, asking and giving directions
5	V	Telling bad/good news, expressing surprise, and congratulation someone
6	VI	Asking and stating whether one knows or doesn't know of a person, thing or fact
7	VII	Stating / enquiring whether one remembers or has forgotten a person, thing or fact
8	VIII	Midle Test
9	IX	Expressing and enquiring ability/inability to do something
10	X	Expressing and enquiring wants/desires
11	XI	Expressing gratitude
12	XII	Making and accepting Apology
13	XIII	Telephoning
14	XIV	Dealing with communication problems
15	XV	Shopping
16	XVI	Final Test

F. STRATEGI PEMBELAJARAN

Metode & Strategi perkuliahan diarahkan agar mahasiswa menjadi learning centre, mahasiswa belajar secara aktif di kelas, tugas dan praktikum dilakukan secara pribadi, mahasiswa mendapat kuis, tugas rumah, analisis, dan problem solving dalam mata kuliah intensive speaking.

G. DESKRIPSI TUGAS

1. Hasil Belajar Mingguan membuat power point dan micro teaching setiap pertemuan,
2. Kontribusi dan atau partisipasi kelas: keaktifan memberikan kontribusi pemikiran baik berupa pertanyaan maupun komentar dalam suasana bebas resiko (*free risk environment*).
3. Hasil Belajar Tugas kelompok dijadikan sebuah small project.

H. EVALUASI PROSES DAN PRODUK BELAJAR

No	KEGIATAN	BOBOT %	WAKTU
1	Hasil Belajar Mingguan micro teaching	35	Setiap pokok bahasan dan jadwal presentase
2	Hasil Belajar small project	40	Tugas akhir
3	Keaktifan kelas: Kontribusi pertanyaan dan komentar kelas	25	Setiap pertemuan
	Jumlah	100	

I. FORMAT DAN SISTIMATIKA SMALL PROJECT

1. Format makalah
 - Jumlah halaman hanya antara 15 s/d 20 dengan Jarak 1,5 spasi.
 - Catatan berada di kaki (footnote), tidak masuk tulisan ataupun di akhir tulisan (end-note)
 - Menggunakan minimal 5 literatur.
2. Sistematika Makalah :
 - a. *Pendahuluan*, mencakup :
 1. Latar belakang masalah
 2. Masalah yang akan diteliti dinyatakan dengan JELAS secara tertulis
 - b. *Isi* adalah :
 1. Uraian adalah penyajian argumen-argumen yang bersifat analisis, sintesis, atau evaluative tentang rumusan masalah yang ada dalam pendahuluan.
 2. Pendekatan dan metode tergantung pada masalah yang diteliti.
 3. Bahasa jelas, mudah dipahami terhadap pokok persoalan.
 4. Semua argumen dirujuk dari sumber/literatur.
 - c. *Kesimpulan* :
 1. Re-statement/ Pernyataan ulang masalah yang dimuat dalam pendahuluan,
 2. Kesimpulan tidak lebih dari dua paragraph saja.
 3. Bahasa bersifat menguatkan pikiran-pikiran yang telah dikemukakan.

J. PEDOMAN PENILAIAN TUGAS MICRO TEACHING DAN SMALL PROJECT

NILAI	UNSUR dan KRITERIA
Pendahuluan 15 %	
5	Memuat latar belakang, tesis, teori dan metode prosedur
4	Lebih lemah dari versi 5
3	Pendahuluan terlalu panjang. Kerangka fikir diungkapkan tetapi tidak jelas
2	Lebih lemah dari versi 3
1	Sedikit atau tidak ada usaha deskripsi kerangka fikir dalam pendahuluan atau deskripsi.
Kualitas Argumen 50%	
5	Mengembangkan argument logis, ide yang relevan dengan bukti yang jelas.
4	Lebih lemah dari versi 5
3	Beberapa aspek argument dan penggunaan bukti-bukti lemah
2	Lebih lemah dari versi 3
1	Kelemahan terbesar dalam argument dan penggunaan bukti atau tidak ada argumen.
Penggunaan Bukti-Bukti 20%	
5	Menggunakan bukti-bukti. Memperlihatkan hubungan antara bukti dan kerangka fikir
4	Lebih lemah dari versi 5
3	Beberapa pencantuman materi yang tidak relevan.
2	Lebih lemah dari versi 3
1	Kebanyakan materi tidak relevan
Presentasi 5%	
5	Penggunaan bahasa yang efektif dan benar. Referensi tepat. Jelas
4	Lebih lemah dari versi 5
3	Beberapa kesalahan kecil dalam tata bahasa, sintaksis dan pengacuan. Cukup jelas
2	Lebih lemah dari versi 3
1	Banyak kesalahan. Tidak jelas

Kesimpulan 10%	
5	Menggambarkan uraian argumen. yang koheren terhadap pertanyaan
4	Lebih lemah dari versi 5
3	Kesimpulan jelas berdasarkan argument dan bukti-bukti yang disajikan
2	Lebih lemah dari versi 3
1	Sedikit/tidakada kesimpulan/tidak berdasarkan argument dan bukti dalam makalah

K. EVALUASI

Penilaian meliputi :

- Kognitif : penguasaan konten/materi perkuliahan secara teoritik yang dicerminkan oleh skor hasil tes Ujian Tengah Semester dan Ujian akhir semester 40%
- Psikomotor : keterampilan yang diperlihatkan melalui kemampuan merancang dan membuat aplikasi-aplikasi konsep yang telah dipelajari 45%
- Afektif : Kehadiran, ketaatan pada kode etik, dan perilaku yang diperlihatkan selama mengikuti perkuliahan 15%.

Bobot skor penilaian adalah sebagai berikut :

- Kehadiran kepatuhan : 15%
- Evaluasi Proses dan produk : 45%
- Ujian Tengah Semester (UTS) : 15%
- Ujian Akhir Semester (UAS) : 25%

L. ATURAN LAIN-LAIN

1. Hadir pada jam perkuliahan dengan toleransi keterlambatan maksimal 15 menit. Jika lebih dari 15 menit, maka siswa dianggap tidak masuk kelas.
2. Menerapkan kode etik.
3. Tugas-tugas yang diberikan saat di kelas maupun pekerjaan rumah harus selesai sesuai deadline yang diberikan oleh pengajar, tidak bisa disusulkan. Apabila mahasiswa berhalangan hadir saat penyerahan tugas, maka tugas dapat diserahkan sebelum pertemuan dimulai.
4. Mengikuti secara aktif pertemuan perkuliahan hingga selesai. Mahasiswa dilarang meninggalkan kelas lebih dari 15 menit total untuk keperluan apapun. Jika

mahasiswa meninggalkan kelas lebih dari 15 menit, maka mahasiswa dianggap absen.

5. Syarat Mengikuti Ujian Akhir Semester maksimal 4 kali tidak hadir selama **satu semester** yang terdiri dari 16 perkuliahan, sakit tanpa keterangan dari **Rumah Sakit** termasuk di dalamnya.
6. Segala bentuk kejahatan, seperti plagiarisme, memanipulasi, meniru tanda tangan dosen atau tanda tangan teman, pencurian, kekerasan pada civitas akademika, pemakaian dan penggunaan narkoba, akan kami serahkan dan di proses ke pihak yang berwenang.
7. Sikap disiplin, taat, mengikuti aturan, antusias mahasiswa mendapat penilaian.
8. Dilarang menggunakan telepon selular di dalam kelas. Bila harus menggunakannya, silakan digunakan di luar kelas.
9. Ujian Tengah Semester dan Ujian Akhir Semester dilakukan di dalam kelas.
10. Konsultasi dengan dosen dapat berupa:
 - Konsultasi langsung (waktu menyesuaikan)
 - Via telepon (mulai pukul 07.00-16.00) No. HP. 081355620621
 - Via WA No. HP. 081355620621
11. Selamat BELAJAR, SEMOGA SUKSES JANGAN LUPA BERDOA

Parepare, 04 Maret 2019

NUR ASIZA, M.Pd.

Appendix 2
THE OUTLINE OF WRITING 3
RENCANA PEMBELAJARAN SEMESTER
(SEMESTER GENAP 2018/2019)

Nama Mata Kuliah : Writing 3
 Satuan Kredit Semester : 2 sks
 Program Studi : Pend.Bahasa Inggris
 Hari/Ruang/Jam Kuliah : Kamis/T309/07.00-08.40
 Dosen : Humaeroah M.Pd

A. DESKRIPSI MATA KULIAH

Mata kuliah ini bertujuan untuk meningkatkan kemampuan writing mahasiswa, terfokus pada paragraph to essay. Kemampuan writing mahasiswa pada perkuliahan writing sebelumnya diupgrade dan disesuaikan dengan tahapan writing saat ini, kemudian diperkenalkan jenis-jenis writing yang akan berhubungan dengan profesi dan kehidupan sehari-hari mahasiswa.

Materi-materi pada Writing 3 lebih menekankan tentang pengetahuan siswa dalam membuat paragraph hingga teks essay, mulai dari proses penyusunan, penulisan *thesis statement*, *introduction* dan *conclusion* yang benar, serta mengajarkan mahasiswa kriteria-kriteria penulisan yang dianggap plagiat.

B. KOMPETENSI

1. Capaian Pembelajaran Lulusan (Standar Kompetensi)

Mahasiswa mampu mengetahui dan menulis essay secara jelas, benar dan tidak plagiasi

2. Kemampuan Akhir Tahapan Memenuhi Capaian Pembelajaran Lulusan (Kompetensi Dasar)

- a. Mampu membuat tulisan teks paragraph mulai dari proses awal brainstorming, editing, hingga menyusun struktur paragraf yang benar dan berterima

- b. Mampu menulis teks essay yang benar, mulai dari penentuan *thesis statement* yang kuat, membuat online, serta menyusun struktur teks essay yang benar dan berterima
- c. Mampu membuat *introduction* hingga *conclusion* teks essay yang baik dan benar
- d. Mampu mengetahui jenis-jenis tulisan yang dikategorikan *plagiarism*, sehingga bisa membuat tulisan yang jauh dari kategori *plagiarism*

E. ALOKASI WAKTU RENCANA PERKULIAHAN

NO	PERTEMUAN	TOPIK BAHASAN
1	I	Outline Mata Kuliah/Kontrak Mata Kuliah
2	II	Writing Process
3	III	Brainstorming
4	IV	Editing
5	V	Structure of Paragraphs
6	VI	Paragraphs development
7	VII	Paragraphs development
8	VIII	UTS
9	IX	Structure of an essay
10	X	thesis statement
11	XI	Writing strong thesis statement
12	XII	Outline on essay
13	XIII	Writing strong introduction
14	XIV	Writing introduction and conclusion on essay
15	XV	Avoiding Plagiarism
16	XVI	UAS

Appendix 2

THE RPS OF READING 4

RENCANA PEMBELAJARAN SEMESTER/RPS

A. Identitas Matakuliah

1. Program Studi : Pendidikan Bahasa Inggris (PBI)
2. Nama Matakuliah : Reading 4
3. Kode Matakuliah : TAC3415
4. Semester : 7
5. SKS/ Bobot : 2 (dua) SKS
6. Dosen Pengampu : Dra. Hj. Nanning, M. Pd.

B. Unsur unsur RPS

Capaian Pembelajaran Lulusan:

- Mahasiswa Menguasai keterampilan-keterampilan yang diajarkan dalam membaca sehingga mampu memahami berbagai jenis bacaan.

Minggu	Kemampuan Akhir yang Diharapkan	Bahan Kajian (Materi Pelajaran)	Metode/ Bentuk Pembelajaran	Waktu Belajar (Menit)	Kriteria Penilaian (Indikator)	Bobot Nilai (%)	Sumber belajar
1.	Mahasiswa diharapkan mampu membaca, memahami, dan mendiskusikan bacaan fiksi dan nonfiksi dalam kegiatan Extensive Reading yang telah diperkenalkan oleh	Extensive Reading <ul style="list-style-type: none"> Unit 1: Choosing a book for extensive reading Unit 2: reading and discussing nonfiction Unit 3: reading and discussing fiction Unit 4: responding to and reporting on your 	1, 3, 6	2 SKS x 100 Menit	Kemampuan mahasiswa dalam membaca, memahami, dan mendiskusikan bacaan fiksi dan nonfiksi dalam kegiatan Extensive Reading yang telah diperkenalkan oleh	5%	1

	dosen pada minggu pertama perkuliahan. *	extensive reading			dosen pada minggu pertama perkuliahan yang dibuktikan melalui tugas membaca dan mereview novel/artikel, membuat laporan dan melakukan presentasi (Presentasi dilakukan mahasiswa pada minggu ke 10)*		
2.	Mahasiswa diharapkan mampu menguasai teknik-teknik mengembangkan kosakata; mampu mengenali dan memahami kosakata baru dari setiap bacaan yang diberikan dosen atau yang mereka baca sendiri; mampu meningkatkan jumlah kosakata yang mereka kuasai; mampu menganalisis dan menjelaskan <i>parts of speech</i> ,	<ul style="list-style-type: none"> Part 2 (Unit 1): Strategies for Building a Powerful Vocabulary Part 2 (Unit 2): Learning New Words from Your Reading 	1, 2, 6	2 SKS x 100 Menit	Kemampuan mahasiswa dalam menguasai teknik-teknik mengembangkan kosakata; kemampuan mengenali dan memahami kosakata baru dari setiap bacaan yang diberikan dosen atau yang mereka baca sendiri; kemampuan meningkatkan jumlah kosakata yang mereka kuasai, kemampuan menganalisis dan	5%	1,2

	bagian dan makna dari kosakata; mampu menggunakan kosakata tersebut dalam menyusun kalimat-kalimat baru.				menjelaskan <i>parts of speech</i> , bagian dan makna dari kosakata; dan kemampuan menggunakan kosakata tersebut dalam menyusun kalimat-kalimat baru.		
3.	Mahasiswa dapat menguasai dan menggunakan teknik-teknik dan strategi-strategi dalam menebak dan menentukan arti dan makna kata-kata yang baru dikenal berdasarkan konteks dan petunjuk (<i>clues</i>) dalam kalimat, paragraf dan teks.	<ul style="list-style-type: none"> Unit 3: Inferring Meaning from Context 	1, 2, 3, 6	2 SKS x 100 Menit	Kemampuan mahasiswa menguasai dan menggunakan teknik-teknik dan strategi-strategi dalam menebak dan menentukan arti dan makna kata-kata yang baru dikenal berdasarkan konteks dan petunjuk (<i>clues</i>) dalam kalimat, paragraf dan teks	10%	1, 2
4.	Mahasiswa diharapkan mampu menguasai dan memahami strategi dalam menganalisis kata-kata untuk menemukan artinya dan mampu memahami <i>roots of</i>	<ul style="list-style-type: none"> Unit 4: Word Part 	1, 2, 3, 6	2 SKS x 100 Menit	Kemampuan mahasiswa menguasai dan memahami strategi dalam menganalisis kata-kata untuk menemukan artinya dan kemampuan memahami <i>roots of</i>	5%	1, 2

	<i>words, prefixes dan suffixes.</i>				<i>words, prefixes dan suffixes.</i>		
5.	Mahasiswa diharapkan mampu menguasai dan memahami <i>collocations</i> dan jenis-jenis <i>collocations</i> , mampu mengidentifikasi dan menganalisis <i>collocations</i> dari kalimat dan teks bahasa inggris yang dibaca, dan mampu menggunakan <i>concordance sentences</i> untuk menentukan <i>collocations</i> .	<ul style="list-style-type: none"> Part 2 (Unit 5): Collocations 	1, 2, 3, 6	2 SKS x 100 Menit	Kemampuan mahasiswa dalam menguasai dan memahami <i>collocations</i> dan jenis-jenis <i>collocations</i> , kemampuan mengidentifikasi dan menganalisis <i>collocations</i> dari kalimat dan teks bahasa inggris yang dibaca, dan kemampuan menggunakan <i>concordance sentences</i> untuk menentukan <i>collocations</i> .	5%	1
6.	Mahasiswa diharapkan menguasai teori dan teknik-teknik preview bacaan berbahasa inggris dan mampu melakukan preview terhadap isi dan cara penyusunan sebuah passage, artikel dan	<ul style="list-style-type: none"> Part 3 (Unit 1): Preview 	1, 2, 3, 6	2 SKS x 100 Menit	Kemampuan mahasiswa dalam menguasai teori dan teknik-teknik preview bacaan berbahasa inggris dan kemampuan melakukan preview terhadap isi dan cara penyusunan sebuah passage, artikel dan	5%	1

	buku berbahasa inggris.				buku berbahasa inggris.		
7.	Mahasiswa diharapkan mampu menggunakan imajinasi, pengetahuan dan pengalamannya untuk menebak dan menemukan informasi-informasi yang tidak disebutkan secara langsung di dalam teks; mampu membedakan fakta dan opini yang dikemukakan penulis dan mampu membuat inferences untuk setiap jenis bacaan (fiksi dan nonfiksi).	<ul style="list-style-type: none"> Making Inferences 	1, 2, 6	2 SKS x 100 Menit	Kemampuan mahasiswa dalam menggunakan imajinasi, pengetahuan dan pengalamannya untuk menebak dan menemukan informasi-informasi yang tidak disebutkan secara langsung di dalam teks; kemampuan membedakan fakta dan opini yang dikemukakan penulis; dan kemampuan membuat inferences untuk setiap jenis bacaan (fiksi dan nonfiksi).	10%	1
8.	UJIAN TENGAH SEMESTER						
9.	Mahasiswa diharapkan mampu memahami teori tentang <i>topic</i> , <i>topic sentences</i> , <i>main idea</i> dan <i>connectors</i> ; mampu mengidentifikasi	<ul style="list-style-type: none"> Understanding Paragraphs 	1, 2, 6	2 SKS x 100 Menit	Kemampuan mahasiswa memahami teori tentang <i>topic</i> , <i>topic sentences</i> , <i>main idea</i> dan <i>connectors</i> ; kemampuan mengidentifikasi	5%	1, 2

	<p><i>topic, topic sentences, main idea, connectors</i> dalam paragraf berbahasa inggris; mampu menyimpulkan <i>main idea</i> yang tidak disebutkan secara eksplisit dalam paragraf; mampu melengkapi <i>ending</i> paragraf yang tidak lengkap dengan menggunakan pemahaman mereka atas <i>main idea</i> dan ide –ide yang ada dalam paragraf tersebut.</p>				<p><i>topic, topic sentences, main idea, connectors</i> dalam paragraf berbahasa inggris; kemampuan menyimpulkan <i>main idea</i> yang tidak disebutkan secara eksplisit dalam paragraf; kemampuan melengkapi <i>ending</i> paragraf yang tidak lengkap dengan menggunakan pemahaman mereka atas <i>main idea</i> dan ide –ide yang ada dalam paragraf tersebut.</p>		
10.	<p>Mahasiswa diharapkan mampu mengenali, menemukan, dan memahami teori pola penyusunan (<i>Patterns of Organization</i>) paragraf berbahasa inggris (e.g., <i>listing, sequence, comparison/contrast</i>,</p>	<ul style="list-style-type: none"> Patterns of Organization 	1, 2, 3 6	2 SKS x 100 Menit	<p>Kemampuan mahasiswa dalam mengenali, menemukan, dan memahami teori pola penyusunan (<i>Patterns of Organization</i>) paragraf berbahasa inggris (e.g., <i>listing, sequence, comparison/contrast</i>,</p>	5%	1

	<i>cause/effect, problem/solution, extended definition</i>) dan mampu mengenali, menemukan dan memahami jenis pola yang digunakan dalam penyusunan sebuah paragraf, ciri-ciri pola, <i>topic, main idea, keyword in the main idea, signal words/phrases & details</i> .				<i>cause/effect, problem/solution, extended definition</i>) dan kemampuan mengenali, menemukan dan memahami jenis pola yang digunakan dalam penyusunan sebuah paragraf, ciri-ciri pola, <i>topic, main idea, keyword in the main idea, signal words/phrases & details</i> .		
11.	Mahasiswa diharapkan mampu membaca, memahami, dan mendiskusikan bacaan fiksi dan nonfiksi dalam kegiatan Extensive Reading yang telah diperkenalkan oleh dosen pada minggu pertama perkuliahan. *	<ul style="list-style-type: none"> Part 1: Extensive Reading (Unit 4) : Responding and reporting on Your Extensive Reading 	3, 6	2 SKS x 100 Menit	Kemampuan mahasiswa dalam membaca, memahami, dan mendiskusikan bacaan fiksi dan nonfiksi dalam kegiatan Extensive Reading yang telah diperkenalkan oleh dosen pada minggu pertama perkuliahan yang dibuktikan melalui tugas membaca dan mereview novel/artikel, membuat laporan	20%	1

					dan melakukan presentasi mengenai isi novel/artikel yang dibacanya selama 9 minggu perkuliahan. *		
12.	Mahasiswa diharapkan mampu memahami teori tentang <i>topic, the thesis statement, pattern of organization, supporting points</i> dari <i>passage</i> yang lebih panjang dan mampu mengenali dan menemukan <i>topic, thesis statement, pattern of organization, supporting points</i> dari <i>passage</i> .	<ul style="list-style-type: none"> Reading Longer Passages Effectively 	1, 2, 6	2 SKS x 100 Menit	Kemampuan mahasiswa memahami teori tentang <i>topic, the thesis statement, pattern of organization, supporting points</i> dari <i>passage</i> yang lebih panjang dan kemampuan mengenali dan menemukan <i>topic, thesis statement, pattern of organization, supporting points</i> dari <i>passage</i> .	5%	1
13.	Mahasiswa diharapkan mampu memahami teori dan teknik tentang <i>skimming</i> ; mampu memahami isi bacaan melalui <i>skimming</i> ; dan mampu menguasai dan	<ul style="list-style-type: none"> Skimming Study Reading 	1, 2, 3, 6	2 SKS x 100 Menit	Kemampuan mahasiswa dalam memahami teori dan teknik tentang <i>skimming</i> ; kemampuan memahami isi bacaan melalui <i>skimming</i> ; dan	10%	1

	mengaplikasikan teori dan strategi-strategi dalam menganalisis teks berbahasa inggris.				kemampuan menguasai dan mengaplikasikan teori dan strategi-strategi dalam menganalisis teks berbahasa inggris.		
14.	Mahasiswa diharapkan mampu memahami teori dan cara-cara membuat ringkasan (<i>summary</i>) sebuah <i>passage</i> , <i>long passages</i> , <i>textbook chapter</i> , dan mampu membuat ringkasan <i>passage</i> , <i>long passage</i> dan <i>textbook chapter</i> .	<ul style="list-style-type: none"> Summarizing 	1, 2, 3, 6	2 SKS x 100 Menit	Kemampuan mahasiswa dalam memahami teori dan cara-cara membuat ringkasan (<i>summary</i>) sebuah <i>passage</i> , <i>long passages</i> , <i>textbook chapter</i> , dan kemampuan membuat ringkasan <i>passage</i> , <i>long passage</i> dan <i>textbook chapter</i> .	5%	1
15.	Mahasiswa diharapkan mampu memahami teori tentang <i>critical reading</i> ; mampu membaca kritis; mampu mengevaluasi teks untuk menentukan alasan atau tujuan penulis dalam menulis teks tersebut; mampu	<ul style="list-style-type: none"> Critical Reading 	1, 2, 6	2 SKS x 100 Menit	Kemampuan mahasiswa dalam memahami teori tentang <i>critical reading</i> ; kemampuan membaca kritis; kemampuan mengevaluasi teks untuk menentukan alasan atau tujuan penulis dalam menulis teks tersebut;	5%	1, 2

	mengidentifikasi posisi penulis terhadap teks tersebut; dan mampu menentukan apakah penulis <i>bias</i> atau tidak dalam menyajikan teksnya.				kemampuan mengidentifikasi posisi penulis terhadap teks tersebut; dan kemampuan menentukan apakah penulis <i>bias</i> atau tidak dalam menyajikan teksnya.		
16.	UJIAN AKHIR SEMESTER						

Referensi :

1. Mikulecky, B.S., & Linda, J. (2007). Advanced Reading Power. New York: Pearson Education.
2. Zadina, J. N., Smilkstein, R., Daiek, D. B., & Anter, N. M. (2014). College Reading: The Science & Strategies of Expert Readers. Boston: Wadsworth Cengage Learning.

Ketua Prodi SAA,

Dr. Mujahidah, M.Pd.

Parepare, 10 September 2019



Dosen Pengampu

Dra. Hj. Nanning, M. Pd.

ARY OF STATE OF ISLAMIC

CURRICULUM VITAE



MIRNAWATI, the writer was born on March 07th 1996 in Amola. She is the third child from eight siblings from endless love Sulaeman and Asmawati. She has four sisters are Jumrah, Jumiati, Fitri and Nur Tasya and three brothers are Kiramang, Abdul Rais and Rahmat.

She began her study in Elementary School at SDN 059 Amola and Graduate on 2008. In the same year, she continued her study to MTs Al-Wasilah Lemo and Graduate on 2011. She decided to continue her study to MAK Al-Wasilah Lemo Kabupaten Polman and graduate on 2014. However, she continue her study at State Islamic Institute of Parepare on 2015. During she studies in IAIN Parepare, she stay in Ma'had Jamiah IAIN Parepare (Dormitory) and become the one of Coach of Arabic for 2016-2017. After that she become the one of Coach of English for 2017-2019. Now she is a teacher in Boarding School Al-Risalah Batetangga Kanang. She completed her skripsi in the tittle “Measuring the English Lecturers’ Evaluation Tests Items in English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare (Analysis of Content Validity of Final Tests Items)”.