

# **THE CONTENT VALIDITY OF THE 2013 ENGLISH NATIONAL EXAM**

**A THESIS**

**In Partial Fulfillment of the Requirements for the *Sarjana Pendidikan* Degree in  
English Language Teaching**



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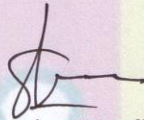


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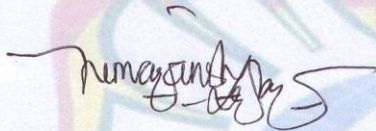
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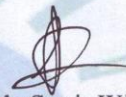
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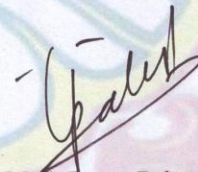
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The writer

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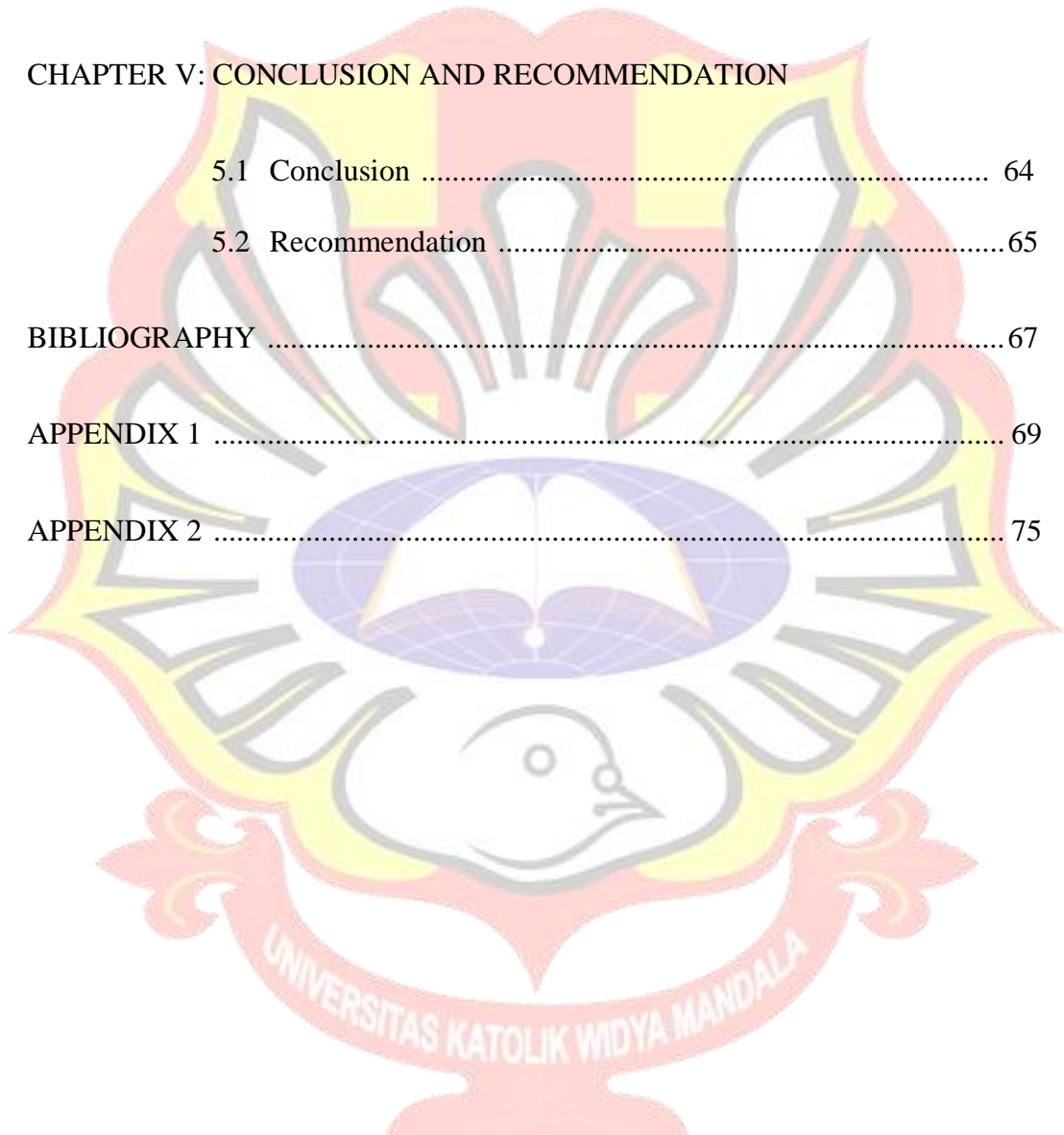
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## ABSTRACT

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Keywords: National exam, content validity, senior high school.

**Abstract.** National Exam is used as one of the decisive criteria to graduate high school students. As a high-stake test, the national exam should meet the two most important criteria – validity and reliability. In line with the purpose of the national exam that is to measure the students' success in achieving the main goal of education, this test should have a high content validity.

The aim of this study is to analyze the English National Exam to know if the test really measures what it should measure by comparing the 2013 English National Exam with the specific indicators of the table of specifications issued by BSNP (Badan Standar Nasional Pendidikan). The result of this study shows that the content of the exam is relevant to the BSNP table of specifications. However, in terms of the test representativeness, the results of the study shows that the test content adequacy does not 100% represent all the specific indicators. The listening section represents 75% of the specific indicators for listening. The reading section represents 46.7% of the specific indicators for reading. The writing section represents 100% of the indicators

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

According to Liesman and Kartio (1991), testing is important in teaching and learning program to measure the success of teaching and learning process which has been done in a period of time. Therefore, such a test is developed based on the goals of the teaching and learning program and the tests are given to the students at the end of the study program or after the students have finished joining the teaching and learning activity.

Concerning to the education system in Indonesia, it has been long since the Indonesian Ministry of Education started to conduct the national exam for all students of the secondary schools. According to the Government Regulation number 19 of the year 2005 in chapter 63 (*PP No 19 Tahun 2005 Pasal 63*), students' assessment at the level of primary and secondary schools covers the assessment done by the teachers, the schools or *satuan pendidikan*, and the government.

In the Government Regulation number 19 the year 2005 in chapters 63–66, it is stated that teachers are supposed to do continuous assessment during the teaching and learning program by using different assessment instruments such as quizzes, midterm test, end-of-term test, and the end-of-year test. It also explains that the school assessment is the assessment done by the schools to decide students' graduation at the end of one education level (primary and secondary

school). The government conducts the national exam for certain subjects to assess the students' achievement of the basic competences of the assessed subjects. This means that the score of students' graduation of a certain education level is a composite score that is calculated from the school exam and the national exam.

In the National Education System regulation in the decree of the Indonesian Republic number 20 of the year 2003 in the article number 57, it is stated that in order to control the quality of the nationwide educations, the national exam is also as a tool to prove the accountability of the education conducted by the concerned institution. It is stated further in the article number 58 that the examination should be administered by an independent agency such as school periodically, thoroughly, transparently, and in a systematic way to assess the achievement of the students. This is a way of ensuring the evaluation of the education that should be carried out continuously. Another decree from the Minister of the National Education number 77 dated December 5<sup>th</sup>, 2008 about the national examination of Senior High School/*Madrasah Aliyah* batch 2008/2009 states that the purpose of the national examination is to measure the achievement of national competence in a particular subject or a group of subjects in science and technology.

As the government has administered the national exam since decades, there have been different names used to refer to the national exams. The high school centralized national exams have been administered in Indonesia since the year of 1980; they were called EBTANAS (*Evaluasi Belajar Tahap Akhir Nasional* = National Final Evaluation of Student's Learning) from the year 1980



until 2000. Then, UAN (*Ujian Akhir Nasional* = National Final Exam) was administered from 2001 to 2004. The main subjects of the exams were Bahasa Indonesia, English, and Math. However, schools and the province government could add the subjects for students to take final tests on other subjects or not depending on students' major at school. In 2005, it was named UN (*Ujian Nasional* = National Exam) and this name has been used since then (Petrus, 2001).

The minimum passing grade of this national exam has changed several times. The changing of the passing grade of the exam from 2005 to 2013 are as follow: in the year 2005-2006 the minimum passing score for each subject was 4,25 within the range of score from 0 – 10 and the lowest average score of all the subjects was 5,25 in 2005 and 4,50 in 2006. In 2007, the minimum passing score of each subject and the lowest average passing score of all the subjects was the same, i.e. 5,25. In the following years up to the year 2013, the minimum passing score of each subjects was 4,25. The lowest average passing score in 2008 was 5,25 and 5,50 in the year 2009 until now.

National exam is used as one of the decisive criteria to graduate high school students. This means that the failure to achieve the minimum threshold in national exam will automatically result in the failure to graduate from high school (Syahril, 2005). This is in line with what has been expressed by experts in testing and evaluation that the testing is an important part of teaching and learning process. Exams are used to make an important decision, i.e. to decide if the students pass or fail in a particular level of education. As such, the exam is a high-

stake test that should meet the criteria of a good test which are valid and reliable (Gronlund, 1982)

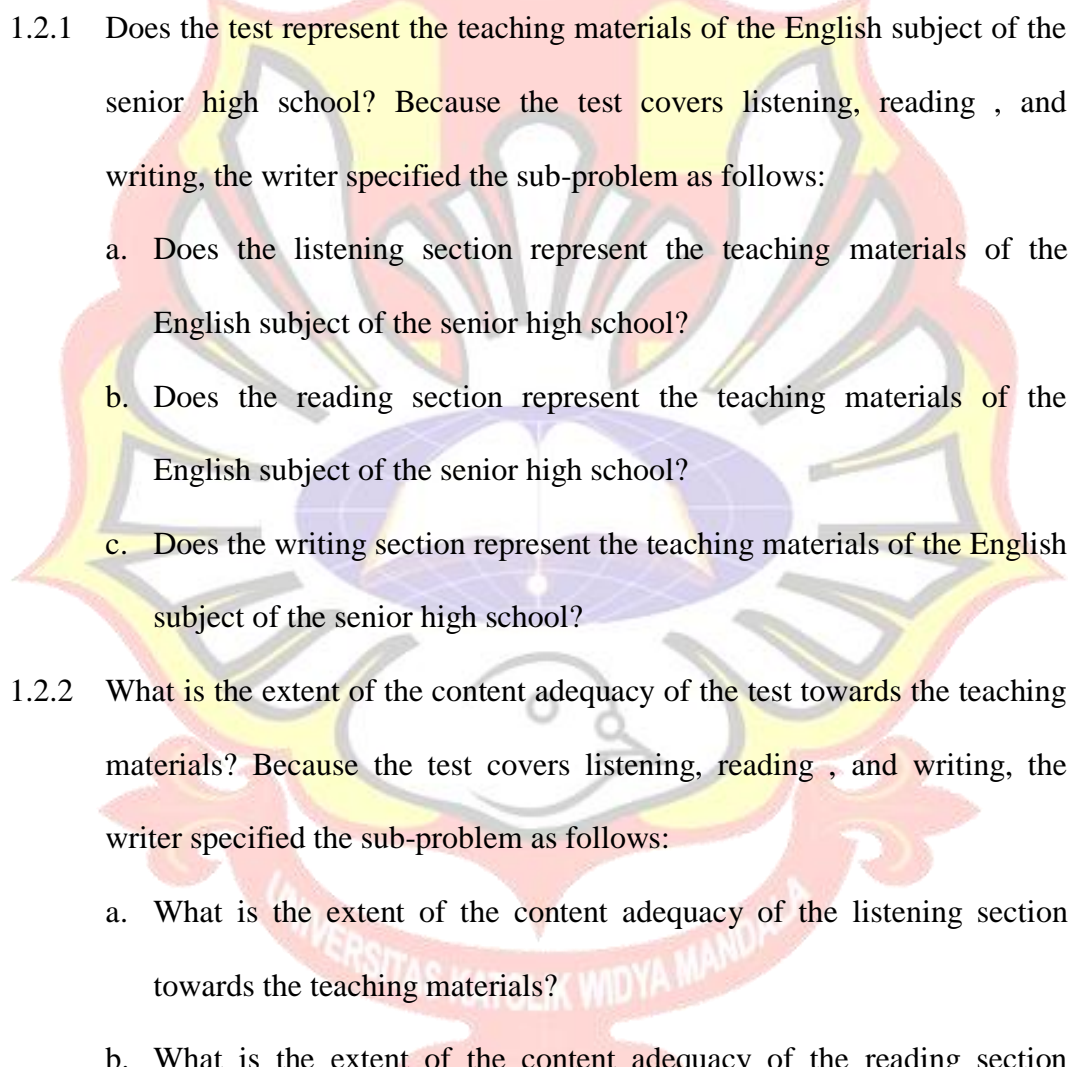
According to Gronlund (1982), the two most important questions to ask about a test are; (1) to what extent of the score interpretation will be appropriate, meaningful, and useful for? This question is concerned to validity. (2) To what extent will the score of the tests be free from errors of measurement? This question is concerned to the reliability. However, the validity of the test items of national exam in Indonesia has been in controversy. Those who support the administration of national examinations still question the validity and reliability of the tests (Umam, 2011). In line with the purpose of the exam that is to measure the students' success in achieving the main goal of education, this test should have high content validity. This means that the national exam should have a high content validity, reliability and it should be practical. So far, a study on the content validity of the national exam for senior high school has never been conducted. Therefore, the writer would like to conduct a study focusing on the content validity of the 2013 national exam for senior high school which analyzes on the English test items to know if the test really measures what it should measure.

## **1.2 The Problem Statements**

The study is an attempt to evaluate the validity of the English national exam 2013 test items based on the content validity for senior high school in Indonesia. In this case, it is the content validity of the test items that would be

analyzed. The question of the study is formulated as follows; Does the English test of the 2013 national exam measure the achievement of the basic competences of the English subject of the senior high school?

This is then sub-categorized into the following sub-problem questions:

- 
- 1.2.1 Does the test represent the teaching materials of the English subject of the senior high school? Because the test covers listening, reading , and writing, the writer specified the sub-problem as follows:
- a. Does the listening section represent the teaching materials of the English subject of the senior high school?
  - b. Does the reading section represent the teaching materials of the English subject of the senior high school?
  - c. Does the writing section represent the teaching materials of the English subject of the senior high school?
- 1.2.2 What is the extent of the content adequacy of the test towards the teaching materials? Because the test covers listening, reading , and writing, the writer specified the sub-problem as follows:
- a. What is the extent of the content adequacy of the listening section towards the teaching materials?
  - b. What is the extent of the content adequacy of the reading section towards the teaching materials?
  - c. What is the extent of the content adequacy of the writing section towards the teaching materials?

### **1.3 The Objectives of the Study**

Derived directly from the question above, the objectives of this study are:

1.3.1 To find out if the test represents the teaching materials of the English subject of the senior high school. This were then specified as follow:

- a. To find out if the listening section represents the teaching materials of the English subject of the senior high school.
- b. To find out if the reading section represents the teaching materials of the English subject of the senior high school.
- c. To find out if the writing section represents the teaching materials of the English subject of the senior high school.

1.3.2 To find out the extent of the content adequacy of the test toward the teaching materials. This were then specified as follow:

- a. To find out the extent of the content adequacy of the listening section towards the teaching materials.
- b. To find out the extent of the content adequacy of the reading section towards the teaching materials.
- c. To find out the extent of the content adequacy of the writing section towards the teaching materials.

### **1.4 The Assumptions**

There are three assumptions of this study: the first is that the teaching and learning programs are conducted based on the basic competences issued by the



Ministry of Education. The Ministry of Education, coordinated with the *BSNP*, issued the table of specifications of the national exam that is uploaded in the *BSNP* website on *bsnp-Indonesia.org*. The writer assumed that the table of specification was developed based on the afore-mentioned basic competences. The third is that the test items of the national exam are developed based on the table of specification developed based on the basic competences issued by the Ministry of Education.

### **1.5 Scope and Limitation of the Study**

According to Norman E. Gronlund (1982) there are three important types of testing validity; content validity, criterion-related validity, and construct validity. This study will describe the content validity of the English test items on the national exam for senior high school students to evaluate the validity of the exam. This study is limited to the senior high school English national examination 2013, which has more than 20 different packages. However, the writer limited the study only on one randomly chosen package. There are 50 multiple-choice items in the exam which consists of three sections: 15 (fifteen) items for listening skill, 31 (thirty-one) items for reading comprehension skill, and 4 (four) items for writing skill.

Since the limitation of this study is to analyze the content of the items of the English national exam, the writer used the 2013 *BSNP*'s table of specification for senior high school as the guideline in developing the national exam in the year 2013.

## **1.6 The Significance of the Study**

In view of the fact that there have been no studies which focus on analyzing the content validity of senior high school 2013 English national exam, the findings of this study are expected to give contribution to the government and practical benefits to teachers. The findings will be useful insights for those who are concerned with the secondary education, especially the teachers and other school stake-holders in the implementation of the National Exams.

## **1.7 Theoretical Framework**

In this sub-chapter, the writer would like to present the theory that related to this study. This study is based on the principles of testing:

### **1.7.1 The characteristics of a good test.**

According to J.B Heaton (1988), a good test is presenting four characteristics; the validity, reliability, discrimination, and backwash of the test items. The validity is the most important part of the test because it measures the instrument that purports to measure. According to Gronlund (1982) validity refers to the appropriateness of the interpretations of test result. The content validity answers the question of how adequate the test content samples the larger domain of situations it represents.

### **1.7.2 The Basic Principle of Achievement Testing**

According to Gronlund (1982), in order to make the test takers focus on a limited aspect of a course content, there are some principles of achievement testing that are provided to construct tests as appositive force in teaching and

learning process; (1) achievement test should measure clearly defined learning outcomes that are in line with the instructional objectives. (2) Achievement tests should measure a representative sample of learning tasks included in the instruction. (3) Achievement tests should include the types of test items that are most appropriate to measure the desired learning outcomes. (4) Achievement tests should fit the particular uses that will be made of the results. (5) Achievement tests should be as reliable as possible and should then be interpreted with caution. (6) Achievement tests should improve test takers learning.

## **1.8 Definition of Key Terms**

To avoid misinterpretation of the definitions of some words, the key-terms used in this study will be defined bellow.

### **1.8.1 2013 English national exam**

National exam, abbreviated as *UNAS*, is a centralized examination administered by the Indonesian Ministry of Education to control the nationwide education quality. This study will use the English National Examination administered in the year 2013. The writer analyzed one package that he chose randomly (*BSNP*, 2013)

### **1.8.2 Validity**

The validity of a test has traditionally been defined as “the degree to which a test measures what it claims, or purports, to be measuring” (Brown, 2005). A test which has a good validation focuses on what it is supposed to test.

### 1.8.3 Content validity

A test which is said having content validation is representing the subjects which are actually taught to students, rather than asking unrelated questions (Shuttleworth, 2009). It means that the test should be based on what has been taught to the students by the time the test is administered.

### 1.8.4 Multiple-choice items

Multiple-choice test item is an objective test which has only one correct answer and four or more distraction choices. The students should choose one correct answer (Gronlund, 1982).

## 1.9 Organization of the Study

The study consists of five chapters. The first chapter deals with background of study, problem statement, the objective of the study, the assumption, scope and limitation of the study, significance of the study, theoretical framework, definition of key terms, and the organization of the study. Chapter II deals with the review of related literature which consists of the theories and related study. Chapter III concerns with the methodology used in the writer's study. The finding as well as the analysis of the data and discussion will be in chapter IV. The last chapter is for the conclusion and the recommendation related to this study.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some theories and related studies that underlie the study.

#### **2.1 Test**

According to Heaton (1988), a test is constructed in order to reinforce learning and to motivate the student or primarily as a means of assessing the test takers' performance. It is also an aid to define the performance of the test takers. Before constructing the test, it is important to set the learning outcome standard of a test. A well-constructed test will give opportunity to the test takers' to show their ability in a certain tasks. According to Gronlund (1982), there are three instructional process tests:

##### **1) Placement test.**

The placement testing is conducted in the beginning of instruction that is used to determine the entry performances. The entry performances are the ability of the students to demonstrate their specific skills in the beginning of the instruction (Dick & Carey, 1978). If the students have already mastered the materials, the instructor may need to improve the instruction or may skip particular units that the students have mastered.

##### **2) Formative test.**

The formative testing is conducted during the teacher or the instructor is giving the instruction. It is a way to monitor the progress of the students during the instruction in learning certain materials. The

formative test emphasizes on measuring all the intended outcomes of the unit instruction. The result of the test can be beneficial for teachers to improve the way of learning by revising the instruction and making the materials as effective as possible such as midterm test and quizzes that are conducted by the teachers in the class.

3) End of instruction testing or Summative test.

The summative testing is concerning to the extent to which the students have achieved the intended outcome of the instruction. A test such as end of a period test has the purpose in assigning grades of the students in order to continue to higher degree. The end-of-year test that is usually for graduating from school is also a summative test.

## **2.2 Proficiency Test and Achievement Test**

There are two kinds of tests that will be described in this part. The tests are the proficiency test and the achievement test. The proficiency tests are intended for test takers from any background that are not related to any teaching program. In a language test, the proficiency test is only measuring the test takers' control of the language for what they want to use the result in the future performance. On the other hand, the achievement tests are related to teaching and learning process. It is a systematic procedure to determine the amount of the materials that test taker has learned. The test is measuring the mastery of the students in particular syllabus. The end-of-course test is one of the examples of the achievement test that is usually used for assigning grades of the test takers. A good achievement test

should reflect a particular approach in learning and teaching that has been adopted (Heaton, 1988). Based on this concept, the national exam, which is used to make a decision about students' graduation, is an achievement test.

### 2.3 Test Item Types

According to Gronlund (1982), there are two major item types; first is the supply-type and second is the selection-type. Those will be described as follows:

#### A. Supply-type items (Test taker supplies answer)

The supply-type items are test items in which test-takers should give their own words in order to answer the question provided in the test. As such, the consequence is that it is difficult to control the nature of the answers of the test-takers. The supply-type items are divided into four:

##### 1. Essay – extended response

The extended response essay is a question in general and it permits the test-takers to answer a question as broad as they can. For example:

Instruction: Create a scary story.

- Think about the characters you want to include. You should identify by name and you should describe how their characters look and act. **Who is in the story?** \_\_\_\_\_
- Identify the setting of the story. This could be a town, a house, the city, the seashore, and it could involve a time frame as well. Describe the setting looks like and any mood it might suggest. **Where does it take place?** \_\_\_\_\_
- Sketch out the main events of the story. This does not need to be very detailed. **What happens?** \_\_\_\_\_

- Think about the story ends. **How does it end?** \_\_\_\_\_
  - **Now write a scary story based on the information above.**
- \_\_\_\_\_

(Source: *English Today* 3, 2008)

The instruction of the items above is about to make an essay based on the imagination of the test takers. Guides for writing the essay can be provided like in the example above in which the item guides how to make the essay; however, the content of the essay depends on the ability of the test takers in writing their ideas. The scoring method for this kind of extended essay is based on rubrics that have been made by the test developer in order to define the criteria in which the essay will be judged.

2. Essay – restricted response

The extended response essay and the restricted response essay are slightly different. The restricted response essay is having limit in generality, length, and organization of the test takers' answer. For example:

Instruction: Describe how computer and laptop are different based on the passage above. (No more than five sentences)

(Writer's example)

This instruction of the items is about to write the difference between computer and laptop based on the passage that the test takers have read. The description is limited only for five sentences. This is what is called as restricted



response essay. The scoring in restricted essay is less difficult than the extended essay since it has limited scale, though rubric sometimes still needed.

### 3. Short answer (word or phrase)

The short answer provides a great structuring of the test takers' answer. It is limited almost entirely to the measurement of knowledge outcomes. For example:

Instruction: Read the article and answer the question.

- When is the independence day of Czech Republic?
- How many presidents have led the Czech Republic?
- Who is the first president of Czech Republic?

The instruction is about the general knowledge of Czech Republic. The test takers should answer the question based on the fact that they have known before the test administered in the form of short answer. The scoring of the test is more objective since the test takers require to supply rather than selecting or answering the question.

### 4. Completion (Fill in the blanks)

The completion provides a more structured measurement of the test takers' answers. The test takers should choose the best or the correct answer to complete the missing words or phrases. For example:

Instruction: Complete with the article a/an or the.

\_\_\_ Victorian time capsule has been found in \_\_\_ primary school in Britain. It had been buried in \_\_\_ foundation of what used to be a church.

(Source: *English Elevator International* 3, 2013)

In this type of item, the test-takers should choose a correct article in order to complete the sentence. To make the correct sentences, they must put the right article into the sentence. This is completion test item. The scoring in completion test items is just the same with the short answer item type that is objective scoring.

**B. Selection-type items (Student selects answer)**

According to Gronlund (1982) the selection-type items provide a great structuring that can be used to measure a variety learning outcomes from simple to complex since the test takers are not free to redefine the problem, provide partially correct answers, or demonstrate learning irrelevant to those demanded by the test items.

The selection-type items can be divided into three that will be described as follow:

1. True-false (Alternate response)

In the true false items, the test-takers should indicate whether the provided propositions are true or false. For example:

Instruction: Read the article again and mark the statements *T* [true] or *F* [false].

- (\_\_\_) Some people do not believe that the rock exists.
- (\_\_\_) Peter Weir's film was based on a novel.
- (\_\_\_) The group of schoolgirls were having a geography lesson at Hanging Rock.

(Source: *English Elevator International 3*, 2013)

The instruction of this item type is for the test takers to identify if a statement is true or false based on the passage that has given to the test takers. If the statement is true, the test takers should mark T beside of the statement and if the statement is false, the test-takers should mark F beside the statement. The scoring of this item type is objective as there is only one correct answer.

## 2. Matching

The matching exercises present a set or premises and responses to be matched. For example:

Instruction: Match the sentences to two follow-up sentences.

Statement	Premises
a. The way my brother <i>drives</i> gets on my nerves. <u>2</u> , <u>4</u>	2. He never says 'please' or 'thank you'
b. My friend <i>drives me up the wall</i> when we're watching a film on TV. — , —	3. He always flashes his light if he thinks the car in front is going too slowly.
	4. She always changes channels when the adverts come on.
	5. He's always trying to overtake slower drivers.
	6. Bu the time she goes back to the original channel, the film has already started again.

(Source: English Elevator International 3, 2013)

In this item types, the test takers should choose two suitable premises for the italic statements. The italic statements and the premises must be matching one another. The scoring of this item subject is objective.

### 3. Multiple-choice

The multiple-choice items provide the problem and several responses or answers. The test takers must choose one correct response or answer. For example:

Instruction: Choose the correct answer.

- Doug must\_\_\_\_\_ the video he rented on his way to work. It was on the table, but now it's gone.
  - a. have returned
  - b. not have returned
  - c. return

(Source: *English Today* 3, 2008)

In this multiple choice item, the instruction requires the test takers to choose one correct answer to complete the statement. The answer choices are provided in the textbook. The test takers only choose one correct answer. The scoring of this item test is objective scoring as it has only one correct answer.

## 2.4 Test Development

According to Dick & Carey (1978), the components of the system approach design are identifying instructional goal, conducting instructional analysis and identifying entry behaviors and characteristic, writing performances objective, developing criterion-referenced tests, developing instructional strategy,



developing and selecting instruction, designing and conducting formative evaluation, designing and conducting summative evaluation. Since the national exam is a summative test, the development of the test includes identifying instructional goal. In *Kompetensi Tingkat Satuan Pendidikan*, as it is abbreviated as *KTSP*, is represented by the basic competences provided by the government. Then, the basic competences are developed into the performance objectives in order to make criteria in the form of the achievement indicators for the successful performance of the students. Based on these, *BSNP* has issued the table of specification. Several sets of the national exams were then developed based on this table of specification. Based on the system approach design by Dick & Carey, these steps of test development are done to ensure the accountability of the test.

## **2.5 Content Validity**

In developing a test, it is important to define the criteria of a good test. A good test should have a high validity. According to Norman E. Gronlund (1982), validity refers to the appropriateness of the interpretations of test result. Three major types of validity based on Gronlund's concept (1982) are criterion-related validity, construct validity and, content validity. The criterion-related validity refers to the test that can predict future performance or estimate the current performance on some criteria. The construct validity refers to the individual's test performance as a basis to infer the possession of certain psychological traits or qualities. The content validity answers the question of how adequate the content of the test samples the larger domain of situations it represents. According to Heaton (1988), a test should be well constructed as it contains representative

samples of the course and the relationship between the test items and the course objectives should be noticeable. It cannot be said as a valid language test if the test is not a reflection of what teachers have taught in the class. A centralized examination, like national exam which is conducted every year, should represent the subjects which are actually taught to students, rather than asking unrelated questions.

## **2.6 Indonesian National Examination**

### **2.6.1 The History**

The first national exam test that was conducted as a tool to graduate students was *Ujian Negara* or State Examination conducted from 1965 to 1971. After that, for seven years until the year of 1979, *Ujian Sekolah* or School Examination, had been used to decide students' graduation. This means that the school had the authority to test the students for almost all subjects that had been taught for the graduation.

In the year of 1980, Indonesia went back to the centralized examination system. The test was called *EBTANAS* as it was shortened from *Evaluasi Belajar Tahap Akhir Nasional* or National Final Evaluation of Students' Learning until the year 2000. According to Syahrir (2007) this test had three major purposes; first, it was used to determine student's path where they should go after taking their last level of the secondary education stage whether they wanted to go further to higher degree of education or not. Second, it was used as a tool to recruit students to go to a certain higher educational institution. Third, it was a mapping tool to inform the quality improvement of Indonesian education for each level.

Then *UAN* which was shortened from *Ujian Akhir Nasional* or National Final Examination from 2001 to 2004. The subjects of the tests were Bahasa Indonesia, English, and Math, but school and provincial government could add other subjects. The latter centralized test for graduating students is named *Ujian Nasional* or national exam which is still being implemented until nowadays. This centralized test has been administered since 2005. The passing grade of these centralized tests has changed several times by the years as can be seen on the table.

**Table 2.1. The Table of the Passing Grade**

Years	Minimum Score	Average Sore
2005	4,25	5,25
2006		4,50
2007	5,00	
2008	4,25	5,25
2009		5,50
2010		
2011		
2012		
2013		

In the year 2005-2006 the minimum passing score for each subject was 4,25 and the average score of all the subjects at the lowest 5,25 in 2005 and it changed into 4,50 in 2006. In 2007, the minimum passing score of each subject

and the average passing score of all the subjects was the same, i.e. 5,25. In the following years from 2008 up to the year 2013, the minimum passing score of each subjects was 4,25. The average passing score in 2008 was 5,25 and 5,50 in the year 2009 until the year 2013.

### **2.6.2 BSNP Table of Specification**

According to the website of the *BSNP* in [http://bsnp-indonesia.org/id/?page\\_id=32](http://bsnp-indonesia.org/id/?page_id=32), *BSNP* is the abbreviation of *Badan Standar Nasional Pendidikan* or National Education Standard Institutional that is an independent agency and professional which has mission to develop, monitor, and evaluate the implementation of education national education standard.

The duty of *BSNP* is helping the National Education Ministry and has the authorities to:

1. Develop the national education standard.
2. Administer the national examination.
3. Give recommendations to the central government and local government in guarantying and controlling the education quality.
4. Formulate the graduation criteria in the educational unit of primary and secondary education.
5. Evaluate the feasibility of the content, language, presentation, and the graphic of the textbooks.



This institutional administered the 2013 national examination as the centralized examination and prepared a table of specifications for national exam. This table of specification contains competencies and indicators that should be measured in the national exam. The table of specifications and the translation are presented in the following table.

**Table 2.2. The BSNP Table of Specifications**

No	Competencies	Indicators
<b>LISTENING</b>		
1	<b>LISTENING (<i>Mendengarkan</i>)</b> <i>Memahami makna dalam wacana <b>lisan</b> interpersonal dan transaksional secara formal maupun informal dalam konteks kehidupan sehari-hari, terutama dalam bentuk teks fungsional pendek, recount, news item, report, narrative, descriptive dan review.</i>	<i>Menentukan gambaran umum atau informasi tertentu/rinci dari sebuah percakapan interpersonal/transaksional secara formal atau informal.</i>
		<i>Menentukan respon yang tepat terhadap percakapan transaksional/interpersonal secara formal atau informal.</i>
		<i>Menentukan gambar yang tepat sesuai dengan informasi yang ada di dalam percakapan interpersonal/transaksional secara formal atau informal.</i>
		<i>Menentukan gambar yang sesuai dengan teks monolog yang diperdengarkan.</i>
		<i>Menentukan gambaran umum atau informasi tertentu/tersirat/rinci dari sebuah teks monolog yang diperdengarkan.</i>

Translation		
<b>LISTENING</b> Understanding interpersonal and transactional spoken discourse both formally and informally in daily life context, especially in the form of short functional text of recount, news item, report, narrative, descriptive, and review		Determining the general idea or specific/detailed information of a formal or informal interpersonal/transactional conversation.
		Determining the appropriate response to a formal or informal transactional/interpersonal conversation.
		Determining the appropriate picture suitable with the information in a formal or informal interpersonal/transactional conversation.
		Determining the suitable picture with the monolog text that is played.
		Determining the general idea or specific/implicit/detailed information of a monolog text that is played.
READING		
2	<b>READING (Membaca)</b> <i>Memahami makna dalam wacana <b>tertulis</b> secara formal maupun informal dalam konteks kehidupan sehari-hari, dalam bentuk teks fungsional pendek, recount, news item, report, analytical exposition, hortatory exposition, explanation, discussion dan review.</i>	<i>Menentukan gambaran umum atau informasi rinci/tersirat/tertentu atau makna kata/frasa/kalimat atau pikiran utama paragraph/rujukan kata atau tujuan komunikatif dari teks fungsional pendek berbentuk <b>letter/e-mail</b>.</i>
		<i>Menentukan gambaran umum atau informasi tertentu/rinci/tersirat atau rujukan kata atau makna kata/frasa dari teks tertulis fungsional pendek berbentuk <b>advertisement/brochure</b>.</i>
		<i>Menentukan gambaran umum atau</i>

		informasi tertentu/rinci/tersirat atau makna kata/frasa/kalimat atau tujuan komunikatif/pikiran utama paragraph/rujukan kata dari teks tertulis berbentuk <b>news item</b> .
		Menentukan informasi tertentu/rinci/tersirat atau makna kata/frasa/kalimat atau gambaran umum /tujuan komunikatif/pikiran utama paragraph/ rujukan kata dari teks tertulis berbentuk <b>recount</b> .
		Menentukan gambaran umum atau informasi tertentu/tersirat/rinci atau tujuan komunikatif atau makna kata/frasa/kalimat atau rujukan kata/pikiran utama paragraph dari teks tertulis berbentuk <b>explanation</b> .
		Menentukan gambaran umum atau informasi tertentu/tersirat/rinci atau pikiran utama paragraf atau makna kata/ frasa/kalimat atau rujukan kata/tujuan komunikatif dari teks tertulis berbentuk <b>exposition</b> .
		Menentukan gambaran umum atau informasi tertentu/tersirat/rinci atau tujuan komunikatif atau makna kata/frasa/kalimat atau rujukan kata/pikiran utama paragraf dari teks tertulis berbentuk <b>review</b> .
		Menentukan gambaran umum atau

		<p><i>pikiran utama paragraf atau informasi tersirat/tertentu/rinci atau tujuan komunikatif atau makna kata/frasa/kalimat atau rujukan kata dari teks tertulis berbentuk <b>discussion</b></i></p>
		<p><i>Menentukan gambaran umum/tujuan komunikatif/pikiran utama paragraf atau informasi tersirat/rinci/tertentu atau makna kata/frasa/kalimat atau rujukan kata dari teks tertulis berbentuk <b>report</b>.</i></p>
		<p><i>Menentukan gambaran umum atau informasi tertentu/rinci/tersirat atau makna kata/frasa/kalimat atau rujukan kata dari teks fungsional pendek berbentuk <b>announcement / message</b>.</i></p>
		<b>Translation</b>
	<p><b>READING</b></p> <p>Understanding the meaning of formal and informal written discourse in the context of daily life, in the form of short functional texts, recount, news items, reports, analytical expositions, hortatory expositions, explanations, discussions, and reviews.</p>	<p>Determining the general idea or detailed/implied/specific information or the meaning of words/phrases/sentences or the main idea of a paragraph / reference words or communicative purpose of short functional text in the form of letter/<b>e-mail</b>.</p>
		<p>Determining the general idea or specific/detailed/implied information or reference words or the meaning of words/phrases of short functional written text in the form of <b>advertisement/brochure</b>.</p>



		Determining the general idea or specific/detailed/implied information or the meaning of words/phrases/sentences or communicative purpose/the main idea of a paragraph/reference words of written text in the form of <b>news item</b> .
		Determining specific/detailed/implied information or the meaning of the words/phrases/sentences or the general idea/communicative purpose/the main idea of a paragraph/reference words of written text in the form of <b>recount</b> .
		Determining the general idea or specific/implied/detailed information or communicative purpose or the meaning of words/phrases/sentences or reference words/ the main idea of a paragraph of written text in the form of <b>explanation</b> .
		Determining the general idea or specific/implied/detailed information or the main idea of a paragraph or the meaning of words/phrases/sentences or reference word/communicative purpose of written text in the form of <b>exposition</b> .
		Determining the general idea or specific/implied/detailed information or communicative purpose or the meaning of words/phrases/sentences or reference word/ the main idea of a paragraph of written text in the form of <b>review</b> .

		Determining the general idea or main idea of paragraphs or implied/specific/detailed information or communicative purpose or the meaning of words/phrases/sentences or reference word of written text in the form of <b>discussion</b> .
		Determining the general idea/communicative purpose/the main idea of a paragraph or implied/detailed/specific information or the meaning of words/phrases/sentences or reference word of written text in the form of <b>report</b> .
		Determining the general idea or specific/detailed/implied information or the meaning of words/phrases/sentences or reference word of short functional text in the form of <b>announcement/message</b> .
WRITING		
3	<b>WRITING (Menulis)</b> <i>Mengungkapkan makna secara <b>tertulis</b> secara formal maupun informal dalam konteks kehidupan sehari-hari, dalam bentuk teks fungsional pendek atau esai berbentuk recount, narrative, procedure, descriptive dan report.</i>	<i>Menyusun beberapa kalimat secara acak menjadi sebuah teks berbentuk recount/procedure/narrative/descriptive dan report.</i>
		<i>Melengkapi 3 rumpang pada teks pendek berbentuk recount/procedure/narrative/descriptive/ report dengan kosa kata/frasa yang sesuai.</i>

Translation		
	WRITING	Arranging some scrambled sentences into a good text of recount/procedure/narrative/descriptive and report text.
	Expressing formal and informal written discourse meaning in daily life context of short functional text or essay in the form of recount, narrative, procedure, descriptive, and report.	Completing 3 short gaps of short texts in form of recount/procedure/narrative/descriptive / report.

## 2.7 Review of Related Studies

This section reviews the previous study related to this writing. There are two papers discussing about achievement test; *EBTANAS* and *UUB* test. These papers were submitted by two students of English Department of Widya Mandala Catholic University Surabaya. The result showed that the construction of the test items was not well-constructed. In his effort comparing the result of the construction of the test, the writer tries to find out the data that the previous writers found.

In her thesis, *An Evaluation on the Construction of 1986-1987 English Ebtanas for Senior High School*, Julianawati Liono and A. Gurito found that the 1986-1987 English *EBTANAS* had a low degree of validity, because it did not have an adequate sampling and coverage of learning outcome and content. Sorted from the least acceptable of the *EBTANAS* subtests was the structure test, followed by the vocabulary test, and then the reading comprehension test was successfully administered. There was no listening test administered for the *EBTANAS*.

An Analysis on the Construction of the 1989-1990 English UUB for the First Grader Senior High School in Region I North Surabaya written by Megawati Liesman and Kartio Magdalena concluded that the *UUB* test had a low degree of content validity. The less acceptable was the construction of the conversation test items, followed by reading comprehension objective test, the structure test, the vocabulary test, and the reading comprehension subjective test was successfully administered.





## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the description and the discussion of the research methodology of the study. The description includes the research design, the instrument, and the procedures for collecting and analyzing the expected data.

#### **3.1 Research Methodology**

This content analysis study was intended to analyze the content of the 2013 English national exam of the senior high school in terms of the test content validity. The content of the exam would be compared to the table of specifications that had been developed by *BSNP*. This means that the *BSNP* table of specifications was used as the standard of the comparison. As such, this study is a content analysis. Carney (1972) as cited in Widyanata (2004) stated that content analysis is intended to anyone who wishes to put question to communications to get data that will enable him to reach certain conclusion. It aims at comparing the data against some norms, standard or theory, as to draw its conclusion. As stated in the background of the study, this study would describe the content validity of the 2013 English national exam by using the *BSNP* table of specifications as the standard of the national exam development.

#### **3.2 The Instrument**

The instrument of this study was the writer himself as the main instrument who collected, analyzed, and interpreted the data in order to analyze the content

validity of the exam. The writer used the BSNP table of specification as the parameter of this study.

### **3.3 Source of the Data**

The focus of this study is the 2013 English national examination administered as the requirement to finish the secondary educational level. The source of data were the test items of 2013 English national exam. There are two kinds of data that were analyzed: the audio and written data. The writer analyzed the relevance of the test items to the *BSNP* table of specification. The *BSNP* table of specification contains indicators for listening, reading, and writing. The listening section has five indicators, the reading section has ten indicators, and the writing section has two indicators.

### **3.4 Procedure of Data Collection**

In collecting the data, the writer took these following steps:

1. The writer obtained the 2013 English national exam from a school in Surabaya. The writer got the test items as the data to be analyzed.
2. The writer browsed the table of specification for 2013 English national exam from *BSNP*'s website. (*bsnp-Indonesia.org*, 2013)
3. The writer listened to the audio data for the listening section in order to transcribe the audio.
4. The writer asked five English teachers to check the transcript of the audio data made by the writer.

### 3.5 Procedure of Data Analysis

In analyzing the data, the writer took these following steps:

1. The writer matched the table of specification that is used in teaching-learning activity with the table of specification of English national examination from *BSNP*.
2. The writer translated the *BSNP* table of specification into English. (see chapter II)
3. The writer specified the *BSNP* table of specification in order to analyze the indicators of each skill (see appendix 1).
4. The writer prepared a table of specification that consist the *BSNP* table of specification and the result of analysis.

**Table 3.1. The Table of Item Analysis**

<i>BSNP</i> Indicators	2013 English National Exam			
Specific Indicator	Transactional Dialog		Interpersonal Dialog	
Conversation: Transactional / Interpersonal	Item Number	Question	Item Number	Interpersonal

5. The writer analyzed the data of the listening section by analyzing the transcript of the audio with the items of the listening section that were then compared to the listening indicators that have been extracted (see appendix 1).

6. The writer analyzed the reading section by comparing the written indicators that have been extracted (see appendix 1) with the items of the reading section.
7. The writer analyzed the writing section by comparing the written data of the writing indicators that have been extracted (see appendix 1) with the writing test items.
8. The writer calculated the number of the items that appeared on the test and the *BSNP* table of specification.
9. The writer then interpreted the finding from the table of specification that he has made into the conclusion of the study.

### **3.5.1 The Parameter**

In order to analyze the content of the test, a parameter is needed. The parameter is the *BSNP* table of specification. In the table of specification, it can be seen that some of the indicators are still too broad. Therefore, the writer subdivided or extracted them into specific indicators. Each indicator in the table has one action verb and wide range of learning materials. For example indicator 1 of the reading section: “Determining the general idea or detailed / implied / specific information or the meaning of words/ phrases /sentences or the main idea of a paragraph / reference words or communicative purpose of short functional text in the form of letter /e-mail.” This indicator has one action verb *determining* and it covers learning materials: (1) Determining the general idea, (2) Determining the detailed / specific information, (3) Determining the implied information, (4)



Determining the meaning of words / phrases / sentences, (5) Determining the main idea, (6) Determining reference words, and (7) Determining the communicative purpose. Therefore, the writer extracted the indicators into more specific ones (see appendix 1).



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of two sections. The first section is the findings of the study and the second is the discussion of the study. As the Ministry of Education issued both the syllabus of all subjects of the senior high school and the table of specifications of the national exam; therefore, it is assumed that the table of specification issued is relevant to the syllabus. In order to find out the content validity of the English 2013 national exam, the writer analyzed the content of the exam based on the test specification implied in the table of specifications issued by *BSNP*. The structure of the test items of the 2013 English national exam covers 15 listening test items which are divided into four parts, 31 reading test items consisting of 10 text genres, and four writing test items consisting of two text genres. He matched the test items of the 2013 English national exam with the *BSNP* table of specification in order to find out if the content of the tests was in line with the table of specification that was used as the guideline of developing the national exam test items.

The test items are in the form of multiple-choice test items with different numbers of options in different parts of the exam. Thus, the writer summarized the structure of the exam in the following table.

**Table 4.1. The Structure of the National Exam**

Parts		Number of Items	Number of Options
<b>Listening</b>	Part 1	4	5 options
	Part 2	3	4 options
	Part 3	4	5 options
	Part 4	4	5 options
<b>Reading</b>		31	5 options
<b>Writing</b>		4	5 options
<b>Total number of items</b>		50	

The details and examples of the content of the English 2013 national exam are presented as follows:

#### **4.1 Listening Section**

The listening section contains dialogs and monologs followed by questions which are divided into four parts.

##### **Part I: Items 1-4**

The dialogs and the questions are heard while the answer options are written in the textbook. For example:

1. The test takers will hear:

- Women : Have you had a job before?  
Men : Yes, but in the small printing company.  
Women : Why do you want to work here?  
Men : I want to get a better salary.

Narrator: What is the dialog about?

- Job vacancy.
- Job interview.
- Printing company.
- Getting high salary.
- Finding a job.

There are five options provided in this part. The best answer to this question is “Job interview”. Therefore, the students should choose answer (B) on their answer sheet.

**Part II: Items 5-7**

The incomplete dialog, question, and the answer options will be heard and the test takers should choose the suitable reply and mark their answer sheet. For example:

5. The test takers will hear:

Men : Are you OK? You look a bit dizzy today.  
Women : I was quite in heavy rain yesterday, I am afraid I'll  
get sick.  
Men : ...

Narrator: What does the man most likely reply?

- a. I don't really like the rain.
- b. Thank you, what a very kind of you.
- c. Sorry, I didn't bring my raincoat with me.
- d. You should take a rest and eat healthy food.

There are four options in this item. The best answer for this question is “You should take a rest and eat healthy food”. Therefore the students should choose (D) on their answer sheet.

**Part III: Items 8-11**

The dialogs or the monologs and the questions will be heard while the options, in the form of pictures, are printed on the test. For example:

8. The test takers will hear:

Men : What's on channel six tonight?  
Women : There is a traditional dance performance. This  
dance is very energetic.  
Men : What is it like?



Women : A group of people sitting together side by side moving their arms, shoulder, and head in time with one another.

Narrator: Which picture goes to the dialog?

A.



B.



C.



D.



E.



In order to get the right answer, the students should understand the idea of the dialog. In this case, the students must choose a picture which is suitable with the description of the women in the audio. Then, after the test takers decide the suitable picture, they should mark their answer on the answer sheet.

#### Part IV: Items 12-15

The monologs and the questions will be heard while the options are printed on the test book. For example:

12. The test takers will hear:

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world most crowded cities. Lovely gardens and parks are found broad Paris. At night, many palaces and statues are lived up. For these reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eifel tower. This huge structure has become the symbol of

Paris. The Louvre, one of the world's largest art museums brought many visitors. The cathedral of Notre Dame, a famous church is another favorite place to visit.

Narrator: What is the monolog about?

- a. Paris.
- b. The Louvre.
- c. Notre Dame.
- d. The crowded city.
- e. The City of Light.

In this part, there are five options. The best answer for this question is “Paris”. Therefore, the students should choose answer (C) on their answer sheet.

In order to clarify the result of the data, the writer made tables to compare the test items on the test book with the *BSNP* table of specification. The following table summarizes the result of the analysis of the listening test.

**Table 4.2. Listening Test Items Analysis**

<i>BSNP</i> Table of Specification	2013 English National Exam			
Specific Indicator	Transactional		Interpersonal	
Conversation: Transactional / Interpersonal	Item Number	Question	Item Number	Question
1.1 Determining the general idea	1	What is the dialog about?	4	What does the woman mean?
1.2 Determining specific or detailed information	-	-	2	What is the boy going to buy?
			3	What does the woman suggest

				the man not to worry about the exam?
2	Determining the appropriate response	-	-	5 What does the man most likely to reply?
				6 What does the man probably answer?
				7 What is the best response for the boy to reply?
3	Determining the suitable picture	-	-	8 Which picture goes to the dialog?
				9 Which sport game shows the man’s description?
Monolog	Item Number	Monolog		
4	Determining the suitable picture	10 Which picture is being described on the monolog?		
		11 Which picture is being described on the monolog?		

5.1 Determining the general idea	12	What is the monolog about?		
5.2 Determining the specific / detailed information	13	What has become the symbol of Paris?		
	14	Who prosecuted the heir?		
5.3 Determining the implied information	15	What did the frogs do after they were frightened by the heir?		

Note:

- *BSNP* : *Badan Standar Nasional Pendidikan* / The National Educational Standard Institution.

In the listening section of the *BSNP* table of specification, there are five indicators. Each of the indicators at least has one specific indicator that should appear on the national exam. Indicator 2, 3, and 4 were not extracted, as they are already specific. However, the first indicator was extracted into two specific indicators and the fifth indicator was extracted into three specific indicators. These indicators were extracted into specific indicators in terms that the indicators may cover a quite wide range of learning materials. Indicators 1, 2, and 3 are for transactional / interpersonal dialogs and indicators 4 and 5 are for monologs. Specific indicator 1.1 is measured by two items: items 1 and 4. Item 1 is for the



transactional dialog and item 4 is a question for the interpersonal dialog. Specific indicator 1.2 has two items: items 2 and 3 for interpersonal dialog, thus, there is no item for transactional dialog. Indicator 2 has three items: item number 5, 6, and 7. They are questions for interpersonal dialogs and nothing measures the transactional dialog. Indicator 3 has nothing to measure the transactional dialog; however, two items measure the interpersonal dialog – item number 8 and 9. Indicator 4 has two items: item number 10 and 11. Each item is for one monolog. Indicator 5 has three specific indicators. Specific indicator 5.1 has one question: item number 12, specific indicator 5.2 has two items: items 13 and 14, and specific indicator 5.3 has one item number: item number 15. This finding is summarized in the following table:

**Table 4.3. The Structure of the Listening Section**

Listening Section	BSNP Indicator Specifications	2013 English National Exam				
	Specific Indicator	Item Number				Number of Items
	Conversation: Transactional / Interpersonal	Transactional	Percentage	Interpersonal	Percentage	
	1.1	1	6.67%	4	6.67%	2
	1.2	-	0%	2	13.33%	2
				3		
	2	-	0%	5	20%	3
				6		
				7		
	3	-	0%	8	13.33%	2
9						
Monolog	Item Number	Percentage				
4	10	13.33%				
	11					

	5.1		12	6.67%		4
	5.2		13	13.33%		
			14			
	5.3		15	6.67%		
	Total number of specific indicators	12	Total Number: 15 (100%)			
	Specific indicators measured	9 (75%)				

## 4.2 Reading Section

In the reading section, there are ten text genres which are used for 31 test items. The writer has made a table summarizing the structure of the reading section as follows:

**Table 4.4. The Text Genres of the Reading Section**

No	Text Genres	Items Number
1	Letter	45 – 46
2	Advertisement	18 – 19
3	News Item	36 – 38
4	Recount	42 – 43
5	Explanation	26 – 28
		47 – 50
6	Exposition	33 – 35
7	Review	23 – 24
8	Discussion	20 – 22
9	Report	40 – 41

10	Announcement	16 – 17
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Each genre of the text is measured at least two test items. The following table summarizes the result of the analysis of the reading test.

**Table 4.5. Reading Test Item Analysis**

<b>BSNP Table of Specification</b>	<b>2013 English National Exam</b>	
<b>Specific Indicator</b>	<b>Short Functional Text: Letter</b>	
<b>Short Functional Text: Letter / Email</b>	<b>Item Number</b>	<b>Question</b>
1.1 Determining the general idea	45	The writer has a problem in ...
1.2 Determining the detailed / specific information	-	-
1.3 Determining the implied information	-	-
1.4 Determining the meaning of words / phrases	-	-
1.5 Determining the main idea	46	We conclude that the writer forgot to send the form because he ...
1.6 Determining reference words	-	-
1.7 Determining the communicative	-	-

purpose		
<b>Short Functional Text: Advertisement / Brochure</b>	<b>Short Functional Text: Advertisement</b>	
	<b>Item Number</b>	<b>Question</b>
2.1 Determining the general idea	18	Those who successfully complete the course will be given ...
2.2 Determining the detailed information	19	What requirement is needed by an applicant to apply for the hotel work training?
2.3 Determining the implied information	-	-
2.4 Determining the meaning of words / phrases	-	-
<b>Text Genre: News Item</b>	<b>Text Genre: News Item</b>	
	<b>Item Number</b>	<b>Text: News Item</b>
3.1 Determining the general idea	36	What is the best title of the text?
3.2 Determining the detailed information	-	-
3.3 Determining the implied information	37	L. Ingeri and L. Kanowitense are considered new frog species because ...
3.4 Determining the meaning of words / phrases	38	“... University of Malaysia published their <u>discovery</u> in Zootaxa journal ...” (paragraph 3). The underlined word means
3.5 Determining the	-	-



communicative purpose		
3.6 Determining the main idea	-	-
<b>Text Genre: Recount</b>	<b>Text Genre: Recount</b>	
	<b>Item Number</b>	<b>Question</b>
4.1 Determining the specific / detailed information	-	-
4.2 Determining the implied information	42	According to Mellen-Thomas Benedict, what is the reason for many people to die of cancer?
4.3 Determining the meaning of words / phrases	-	-
4.4 Determining the general idea	44	Why did he choose to stay in hospice care?
4.5 Determining the communicative purpose	-	-
4.6 Determining the main idea	43	We know from the story that Mellen-Thomas Benedict believed that he eventually died ...
<b>Text Genre: Explanation</b>	<b>Text Genre: Explanation</b>	
	<b>Item Number</b>	<b>Question</b>
5.1 Determining the general idea	26	Why is Komodo lizard called komodo dragon?
	49	From the text above, we know that a keyboard ...

5.2 Determining the specific / detailed information	48	A signal is sent to the computer when ...
5.3 Determining the implied information	27	The bite of Komodo is ferocious because ...
	28	The text suggest that ...
5.4 Determining the meaning of words	50	“... when the computer <u>detects</u> a keyboard connected, ...” (paragraph 2). The underlined word is closest in meaning to ...
5.5 Determining reference words	-	-
5.6 Determining the main idea	47	What is the function of a computer keyboard?
<b>Text Genre: Hortatory Exposition</b>	<b>Text Genre: Exposition</b>	
	<b>Item Number</b>	<b>Text: Exposition</b>
6.1 Determining the general idea	-	-
6.2 Determining the specific / detailed information	34	Why is the crime rate increasing due to the new industry?
6.3 Determining the implied information	33	Why does the natural environment become <b>one of the serious problem</b> associated with the faster planes and cheaper flight? Because ...
6.4 Determining the main idea	-	-
6.5 Determining the meaning of words / phrases	35	“One carrier returning home could easily start an epidemic before their illness was <u>diagnosed</u> .” (paragraph 3). The underlined

		word means ...
6.6 Determining the reference words	-	-
6.7 Determining the communicative purpose	-	-
<b>Text Genre: Review</b>	<b>Text Genre: Review</b>	
	<b>Item Number</b>	<b>Text: Review</b>
7.1 Determining the general idea	25	The writer remarked that the movie is very ...
7.2 Determining the specific / detailed information	-	-
7.3 Determining the implied information	24	<b>Why <i>Laskar Pelangi</i> was considered</b> as one of the best Indonesian movie?
7.4 Determining the communicative purpose	-	-
7.5 Determining the meaning of words / phrases	-	-
7.6 Determining the reference words	-	-
7.7 Determining the main idea	23	Andrea Hirata was happy and satisfied because ...
<b>Text Genre: Discussion</b>	<b>Text Genre: Discussion</b>	
	<b>Item Number</b>	<b>Question</b>

8.1 Determining the general idea	22	From the text above, we can conclude that ...
8.2 Determining the main idea	21	The main idea of paragraph 3 is ...
8.3 Determining the implied information	-	-
8.4 Determining the specific / detailed information	20	Which of the following is the reason why scientists use animals for testing?
8.5 Determining the communicative purpose	-	-
8.6 Determining the meaning of words / phrases	-	-
8.7 Determining the reference words	-	-
<b>Text Genre: Report</b>		
<b>Text Genre: Report</b>	<b>Item Number</b>	<b>Question</b>
9.1 Determining the general idea	-	-
9.2 Determining the communicative purpose	-	-
9.3 Determining the main idea	41	What is the main idea of paragraph 5?
9.4 Determining the implied	-	-



information		
9.5 Determining the detailed / specific information	39	Which of the following games was most affected by the bad weather on Sunday?
	40	What kind of swimming style did Lothe win?
9.6 Determining the meaning of words / phrases	-	-
9.7 Determining the reference words	-	-
<b>Short Functional Text: Announcement / Message</b>	<b>Short Functional Text: Announcement</b>	
	<b>Item Number</b>	<b>Question</b>
10.1 Determining the general idea	17	According to the text, the shareholders should ...
10.2 Determining the specific / detailed information	16	The invitation will be announced on ...
10.3 Determining the implied information	-	-
10.4 Determining the meaning of words / phrases	-	-
10.5 Determining the reference words	-	-

Note:

- *BSNP* : *Badan Standar Nasional Pendidikan* / The National Educational Standard Institution.

In the BSNP's table of specification, there are ten indicators covering ten text genres. The first indicator is for short functional text in the form of a letter. This indicator has seven specific indicators that should be measured in the national exam. However, in the first indicator there are only two test items appearing in the test – number 45 measures specific indicators 1.1 and number 46 measures specific indicator 1.5. The second indicator is for a short functional text in the form of an advertisement. This indicator has four specific indicators. Thus, in the exam there are two specific indicators measured: specific indicator 2.1 is measured by item number 18 and specific indicator 2.2 is measured by item number 19. The third indicator has six specific indicators with a news item passage, however, in the test there are only three numbers appearing to measure the specific indicators: number 36 measures specific indicator 3.1, number 37 measures specific indicator 3.3, and number 38 measures specific indicator 3.4. The fourth indicator is for recount text, and it has six specific indicators. Only three items appear in the exam: item number 42 measures specific indicator 4.2, item number 44 measures specific indicator 4.4 and item number 43 measures specific indicator 4.6. The fifth indicator is quite different that this indicator has two different passages in the form of explanation texts. This indicator measures six specific indicators: specific indicator number 5.1 is measured by item number

26 and 49, specific indicator 5.2 is measured by number 48, specific indicator 5.3 is measured by items 27 and 28, specific indicator 5.4 is measured by number 50, specific indicator 5.6 is measured by number 47, and nothing measures specific indicator 5.5. The sixth indicator has seven specific indicators for an exposition. Thus, there are only three items appeared: number 34 measures specific indicator 6.2, number 33 measures specific indicator 6.3, and number 35 measures specific indicator 6.5. The seventh indicator has seven specific indicators for a review text but in the national exam, only three items measure the specific indicators: item number 25 measures specific indicator 7.1, item number 24 measures specific indicator 7.3, and item number 23 measures specific indicator 7.7. The eighth indicator has seven specific indicators for a discussion text. Only three specific indicators are measured in the exam: specific indicator 8.1 is measured by item 22, specific indicator 8.2 is measured by item 21, and specific indicator 8.4 is measured by item 20. The ninth indicator is for a report text and it has seven specific indicators, however, only two test items measured the specific indicators in the test: item number 41 measures specific indicator 9.3 and item number 39 – 40 measure specific indicator 9.5. The tenth indicator has five specific indicators for a short functional text of an announcement. Only two test items measure the specific indicators: item number 17 and 18 are each measured specific indicator 10.1 and 10.2. The writer has summarized the finding into a table as follow.

**Table 4.6. The Structure of the Reading Section**

Reading Section	<i>BSNP</i> Table of Specification	2013 English National Exam		
	Specific Indicator	Item Number	Number of Items	Percentage
	Letter / Email	Letter	Items	
	1.1	45	2	6.45%
	1.2	-		
	1.3	-		
	1.4	-		
	1.5	46		
	1.6	-		
	1.7	-		
	<b>Advertisement / Brochure</b>	<b>Advertisement</b>		
	2.1	18	2	6.45%
	2.2	19		
	2.3	-		
	2.4	-		
	<b>News Item</b>	<b>News Item</b>		
	3.1	36	3	9.67%
	3.2	-		
	3.3	37		
	3.4	38		
	3.5	-		
	3.6	-		
	<b>Recount</b>	<b>Recount</b>		
	4.1	-	3	9.67%
	4.2	42		
	4.3	-		



	4.4	44		
	4.5	-		
	4.6	43		
	<b>Explanation</b>	<b>Explanation</b>		
	5.1	26		
		49		
	5.2	48		
	5.3	27		
		28	7	22.58%
	5.4	50		
	5.5	-		
	5.6	47		
	<b>Exposition</b>	<b>Exposition</b>		
	6.1	-		
	6.2	34		
	6.3	33		
	6.4	-	3	9,67%
	6.5	35		
	6.6	-		
	6.7	-		
	<b>Review</b>	<b>Review</b>		
	7.1	25		
	7.2	-		
	7.3	24		
	7.4	-	3	9.67%
	7.5	-		
	7.6	-		
	7.7	23		
	<b>Discussion</b>	<b>Discussion</b>		
	8.1	22	3	9.67%

	8.2	21		
	8.3	-		
	8.4	20		
	8.5	-		
	8.6	-		
	8.7	-		
	Report	Report		
	9.1	-		
	9.2	-		
	9.3	41		
	9.4	-	3	9.67%
	9.5	39		
	9.6	40		
	9.7	-		
	Announcement / Message	Announcement		
	10.1	17		
	10.2	16		
	10.3	-	2	6.45%
	10.4	-		
	10.5	-		
Total number of specific indicators	62	Total Number: 31(100%)		
Specific indicators measured	29 (46.7%)			

### 4.3 Writing Section

There are four test items for writing section. In order to analyze the data the writer describes each test items in the following table of specification:

**Table 4.7. Writing Test Item Analysis**

<b>BSNP Table of Specification</b>	<b>2013 English National Exam</b>		
<b>Specific Indicator</b>	<b>Item Number</b>	<b>Text Genre</b>	<b>Question</b>
<b>Text Genre: Recount / Procedure / Narrative / Descriptive /Report</b>			
1 Arranging scrambled sentences	32	Procedure	Arrange the sentences below into a good order.
2 Completing short gaps	29	Narrative	Question 29 to 31 complete the following text with the words provided.
	30		
	31		

Note:

- *BSNP* : *Badan Standar Nasional Pendidikan* / The National Educational Standard Institution.

There are only two indicators written in the BSNP's table of specification for the writing section that are specific. Therefore, the writer did not sub divide them. The first indicator is for procedure text that is measured by one item in the

exam: item number 32. The second indicator from *BSNP* requires students to complete gaps in a given passage of a narrative text. Item number 29, 30, and 31 measure this indicator. To summarize the finding, the writer has made a table as follow.

**Table 4.8. The Structure of Writing Section**

Writing Section	BSNP Indicator Specification		2013 English National Exam			
	Text Genre: Recount / Procedure / Narrative / Descriptive / Report		Item Number	Text Genre	Number of Items	Percentage
	1		32	Procedure	1	25%
	2		29	Narrative	3	75%
			30			
			31			
	Total number of indicators		2	Total Number: 4 (100%)		
Indicators measured		2 (100%)				

#### 4.4 Discussion

The writer analyzed the 50 test items of 2013 English national exam by comparing the answer with the specific indicators used as the parameter. The result of the analysis is presented in following sections.



#### 4.4.1 Listening Section

The listening section of the *BSNP* table of specification contains five indicators that have eight specific indicators. One specific indicators measured by at least one item in the exam. The listening section of the exam is divided into four parts. Parts 1, 2, and 3 are for the transactional and interpersonal dialogs and part 4 is for monologs. In this conversation part, there is only one item of transactional dialog – item number 1 is for specific indicator 1.1. This represents 6.67% of the total number of items in the listening section. However, there are eight numbers of interpersonal dialogs represented in the test – item 4 is for specific indicator 1.1 (6.67%), item 2 and 3 are for specific indicator 1.2 (13.33%), number 5, 6, and 7 are for specific indicator 2 (20%), and number 8 and 9 are for specific indicator 3 (13.33%). The transactional dialog only appears in specific indicator 1.1 that requires students to determine the general idea while in the specific indicator 1.2, 2, and 3 there are no transactional items represented in the exam. In part 4, there are six questions for monologs. Question 10 and 11 are for specific indicator 4 that represent 13.33% of the total number. Question 12 is for the specific indicator 5.1 representing 6.67% of the total number. Question 13 and 14 are for specific indicator 5.2 that represent 13.33%. The last is question number 15 that is for specific indicator 5.3 representing 6.67% of the total number in reading section.

The content of the 2013 English national exam has referred to the *BSNP* table of specification that has developed according to the standard of competences and the basic competences of the government. The content adequacy of listening

for conversation both transactional/interpersonal was not enough to represent the indicators for transactional dialog. The amount number of the listening section in transactional/interpersonal dialog is not balance since the number of items only led the items more into interpersonal dialog. The specific indicators of interpersonal dialog are widely represented in the exam (53.33%) rather than the transactional dialog (6.67%) of the total number. In other hand, the specific indicators of the monolog part have already been represented in a suitable amount of number, as there is no gap in the indicator specifications. In other word, the specific indicators of the monolog part have already represented in the exam (40%).

#### **4.4.2 Reading section**

The reading section contains ten text types representing ten indicators from the *BSNP* table of specification. Each type of the text or passage at least represents one indicator that should appear in the exam. The *BSNP* indicators also contain specific indicators as the parameter of the test item that should be measured in the 2013 English national exam. Each indicator has at least one specific indicator and seven specific indicators at the most (see chapter 3), thus, not all specific indicators are measured in the exam. In indicator 1, there are seven indicator specifications. However, only two items measure two specific indicators: specific indicator 1.1 is for item 45 and specific indicator 1.5 is for item 46. This indicator represents 6.45% of the total number of reading section. Indicator 2 represents 6.45% from the two items appeared: items 18 and 19 are each for

specification 2.1 and 2.2. In indicator 3, there are three items appeared: item 36 represents indicator 3.1, item 37 represents specific indicator 3.3, and 38 represents specific indicator 3.4. Three items are measured in indicator 4 representing 9.67% of the total number: item number 42, 43, and 44. These numbers are each for specific indicator 4.2, 4.3, and 4.4. Indicator number 5 has six specific indicators and two passages are used in this indicator. The number of items in this indicator is the most widely as many seven items representing 22.58% of the total number of this section: specific indicator 5.1 has two items – items 26 and 49, specific indicator 5.2 is in item 48, specific indicator 5.3 has two items – items 27 and 28, and specific indicator 5.4 is for item 50. Indicator 6 has seven specific indicators representing 9.67% of the total number of this section, there are three items appearing: number 34 is for specific indicator 6.2, number 33 is for specific indicator 6.3, and number 35 is for specific indicator 6.5. The seventh indicator has seven specific indicators. Three items represent 9.67% and measure three specific indicators: item number 25 measures specific indicator 7.1, item number 24 measures specific indicator 7.3, and item number 23 measures specific indicator 7.7. The eighth indicator has seven specific indicators. Only three items, that represent 9.67% of the total number, appear in the exam: item number 22 is for specific indicator 8.1, item number 21 is for specific indicator 8.2, and item number 20 is for specific indicator 8.4. Indicator 9 has seven specific indicators; however, only three items measure two specific indicators – number 41 is for specific indicator 9.3 and number 39 and 40 are for specific indicator 9.5. These numbers represent 9.67% of the total number. The tenth

indicator has five specific indicators. Only two test items represent 6.45% of the total number and measure two specific indicators: each number 17 and 18 is for indicator 10.1 and 10.2.

The content of the reading section has already referred to the *BSNP* table of specification that has been developed according to the standard of competences and the basic competences that has been taught to the students at school. However, the content adequacy of reading section was not enough to represent the indicators since this section represents 31 numbers out of 62 numbers of the reading section specific indicators that should be represented in the test.

#### **4.4.3 Writing section**

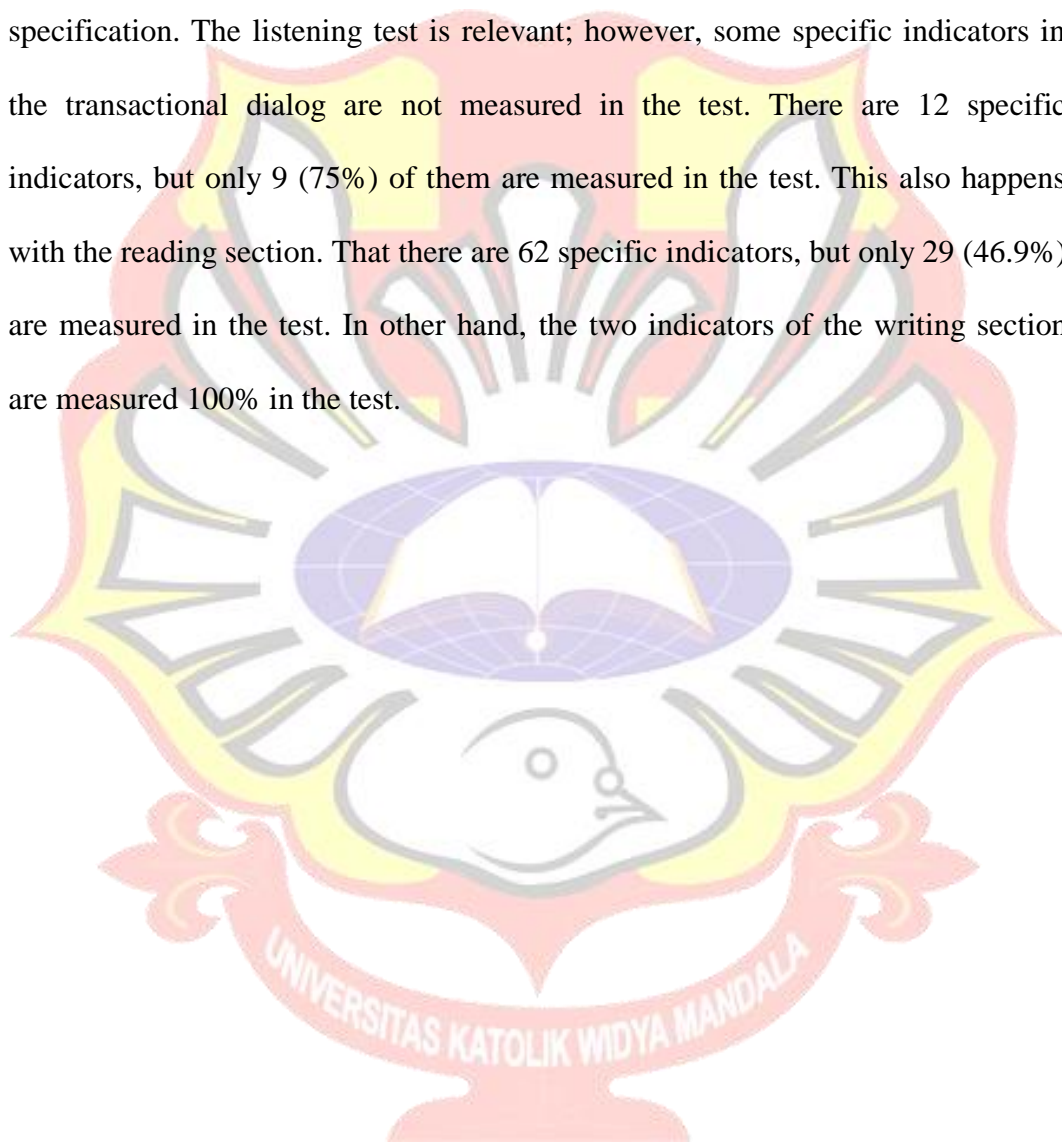
In the writing section, two text genres that are used in the exam to represent the two indicators of the *BSNP* table of specification. The first indicator requires students to arrange a scrambled procedure text in item number 32. This represents 25% of the total number of the writing section. The second indicator requires students to complete gaps in a narrative paragraph. This indicator is measured in number 29, 30, 31 and represents 75% of the total number of this section.

The content of the test has already based on the *BSNP* table of specification as it is developed from the standard of competences and basic competences of the government. The content adequacy of the writing section was enough to represent the indicator of the writing section since the numbers of the specific indicators have already fulfilled 100%.



#### 4.5 The Summary of the Discussion

The result of the analysis shows that the 2013 English national exam is relevant to the *BSNP* table of specification. However, the content of the test does not have a high representativeness towards the materials covered in the table of specification. The listening test is relevant; however, some specific indicators in the transactional dialog are not measured in the test. There are 12 specific indicators, but only 9 (75%) of them are measured in the test. This also happens with the reading section. That there are 62 specific indicators, but only 29 (46.9%) are measured in the test. In other hand, the two indicators of the writing section are measured 100% in the test.



## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter will conclude what have been discussed in this study and gives some relevant recommendation to the finding of the study.

#### 5.1 Conclusion

As mentioned in the earlier chapter, this study concerns to the content validity of the English test of the 2013 national exam by finding out if the test represents the teaching materials of the English subject of the senior high school and the content adequacy of the test toward teaching materials.

The results show that the English test of the 2013 national exam measures the achievement of the basic competences of the English subject of the senior high school according to the *BSNP* table of specification. The result of the study shows that the content of listening, reading, and writing sections are relevant to the *BSNP* table of specification. However, the content adequacy of the listening section in the conversation part was not enough to represent the indicators since the items led more to the interpersonal conversation; meanwhile, only one question represents the transactional conversation. Then, the content adequacy of the reading section was also not enough to represent the indicators from *BSNP* table of specification since there are only 29 out of 62 specific indicators that should be fulfilled. The indicators of the writing section are adequately represented in the test. There are four items measuring the two competencies in the table of specification.

## 5.2 Recommendation

Related to what have been discussed in this study, the writer would like to present some suggestions as in the followings:

The teachers of the third grade of the senior high school should show the table of specification issued by the *BSNP* to their students in order to make it as the guideline for self-study in preparing the national exam. In addition, teachers should guide their students preparing the exam. The teachers may give exercises that in line with the table of specification issued by *BSNP*. That the table of specification is measured by the national exam, the students must be aware that the *BSNP* issues a table of specification for guiding the students to do the national exam.

The table of specification issued by *BSNP* should contain indicators which are made more specific, so that the teachers and students have clearer details of what will be measured in the exam. The skills in every indicators should be spread through the numbers in the test and have equal dissemination numbers that represent the indicators.

Apart from the content validity of the study, the writer found the difficulty of transcribing the audio of the listening section because of the low quality of the recording of the listening section which could give negative effect of the test administration. Therefore, the writer would like to suggest the betterment of the quality of this recording.

The government has administered the national exam in order to control nationwide education for years. Nevertheless, there is a small mistake in typing

the instruction in point 6.3 of the sixth indicator that is represented in number 33, “Why does the natural environment become one of the serious problem associated with the faster planes and cheaper flight? Because ...”. In “one of the serious problem” it should be “one of the serious problems”. It would be better if all the instructions in the test were grammatically correct.





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## APPENDIX 1

### The Specific Indicators of Listening Section

<b>BSNP Table of Specification</b>		
<b>No</b>	<b>Indicators</b>	<b>Specific Indicators</b>
1	Determining the general idea or specific/detailed information of a formal or informal interpersonal / transactional conversation.	<b>Conversation</b>
		1.1 Determining the general idea
		1.2 Determining specific or detailed information
2	Determining the appropriate response to a formal or informal transactional/interpersonal conversation.	<b>Conversation</b>
		2. Determining the appropriate response
3	Determining the appropriate picture suitable with the information in a formal or informal interpersonal/transactional conversation.	<b>Conversation</b>
		3. Determining the suitable picture
4	Determining the suitable picture with the monolog text that is played.	<b>Monolog</b>
		4. Determining the suitable picture
5	Determining the general idea or specific/implied/detailed information of a monolog text that is played.	<b>Monolog</b>
		5.1 Determining the general idea
		5.2 Determining the specific / detailed information
		5.3 Determining the implied information

### The Specific Indicators of Reading Section

<b>BSNP Table of Specification</b>		
<b>No</b>	<b>Indicators</b>	<b>Specific Indicator</b>
1	Determining the general idea or detailed/implied/specific information or the meaning of words/phrases/sentences or the main idea of a paragraph /reference words or communicative purpose of short functional text in the form of <b>letter/e-mail</b> .	<b>Letter / E-mail</b>
		1.1 Determining the general idea
		1.2 Determining the detailed/specific information
		1.3 Determining the implied information
		1.4 Determining the meaning of words/phrases/sentences
		1.5 Determining the main idea
		1.6 Determining reference words
2	Determining the general idea or specific/detailed/implied information or reference words or the meaning of words/phrases of short functional written text in the form of <b>advertisement/brochure</b> .	1.7 Determining the communicative purpose
		<b>Advertisement/Brochure</b>
		2.1 Determining the general idea
		2.2 Determining the specific/detailed information
		2.3 Determining the implied information
3	Determining the general idea or specific/detailed/implied information or the meaning of words/phrases/sentences or communicative purpose/the main idea	2.4 Determining the meaning of words / phrases
		<b>News Item</b>
		3.6 Determining the general idea
		3.7 Determining the



	of a paragraph/reference words of written text in the form of <b>news item</b> .	specific/detailed information
		3.8 Determining the implied information
		3.9 Determining the meaning of words/phrases/sentences
		3.10 Determining the communicative purpose
		3.11 Determining the main idea
4	Determining specific/detailed/implied information or the meaning of the words/phrases/sentences or the general idea/communicative purpose/the main idea of a paragraph/reference words of written text in the form of <b>recount</b> .	<b>Recount</b>
		4.1 Determining the specific/detailed information
		4.2 Determining the implied information
		4.3 Determining the meaning of words/phrases
		4.4 Determining the general idea
		4.5 Determining the communicative purpose
		4.6 Determining the main idea
5	Determining the general idea or specific/implied/detailed information or communicative purpose or the meaning of words/phrases/sentences or reference words/the main idea of a paragraph of written text in the form of <b>explanation</b> .	<b>Explanation</b>
		5.1 Determining the general idea
		5.2 Determining the specific/detailed information
		5.3 Determining the implied information
		5.4 Determining the meaning of words/phrases/sentences

		5.5 Determining reference words
		5.6 Determining the main idea
6	Determining the general idea or specific/implied/detailed information or the main idea of a paragraph or the meaning of words/phrases/sentences or reference word/communicative purpose of written text in the form of <b>exposition</b> .	<b>Hortatory Exposition</b>
		6.1 Determining the general idea
		6.2 Determining the specific/detailed information
		6.3 Determining the implied information
		6.4 Determining the main idea
		6.5 Determining the meaning of words/phrases/sentences
		6.6 Determining the reference words
		6.7 Determining the communicative purpose
7	Determining the general idea or specific/implied/detailed information or communicative purpose or the meaning of words/phrases/sentences or reference word/ the main idea of a paragraph of written text in the form of <b>review</b> .	<b>Review</b>
		7.1 Determining the general idea
		7.2 Determining the specific/detailed information
		7.3 Determining the implied information
		7.4 Determining the communicative purpose
		7.5 Determining the meaning of words/phrases/sentences
		7.6 Determining the reference words

		7.7 Determining the main idea
8	Determining the general idea or main idea of paragraphs or implied/specific/detailed information or communicative purpose or the meaning of words/phrases/sentences or reference word of written text in the form of <b>discussion</b> .	<b>Discussion</b>
		8.1 Determining the general idea
		8.2 Determining the main idea
		8.3 Determining the implied information
		8.4 Determining the specific/detailed information
		8.5 Determining the communicative purpose
		8.6 Determining the meaning of words/phrases/sentences
9	Determining the general idea/communicative purpose/the main idea of a paragraph or implied/detailed/specific information or the meaning of words/phrases/sentences or reference word of written text in the form of <b>report</b> .	<b>Report</b>
		9.1 Determining the general idea
		9.2 Determining the communicative purpose
		9.3 Determining the main idea
		9.4 Determining the implied information
		9.5 Determining the detailed/specific information
		9.6 Determining the meaning of words/phrases/sentences
10	Determining the general idea or	9.7 Determining the reference words
		<b>Short Functional text</b>

	specific/detailed/implied information or the meaning of words/phrases/sentences or reference word of short functional text in the form of <b>announcement/message</b> .	10.1 Determining the general idea
		10.2 Determining the specific/detailed information
		10.3 Determining the implied information
		10.4 Determining the meaning of words/phrases/sentences
		10.5 Determining the reference words

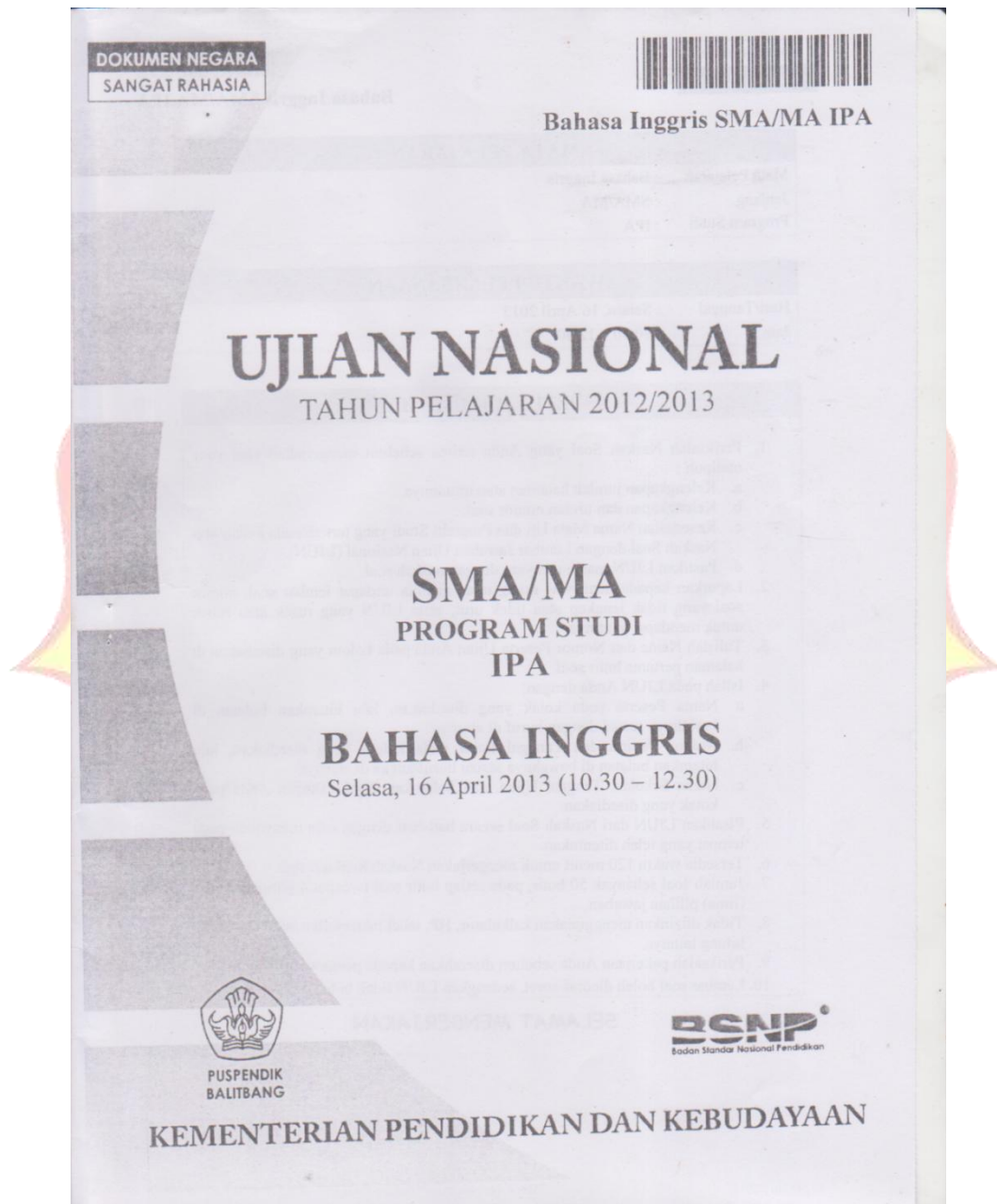
### The Specific Indicator of Writing Section

<b>BSNP Table of Specification</b>		
<b>No</b>	<b>Indicators</b>	<b>Specific Indicator</b>
1	Arranging some scrambled sentences into a good text of recount/procedure/narrative/descriptive and report text.	<b>Text Passage</b>
		1. Arranging scrambled sentences.
2	Completing 3 short gaps of short texts in form of recount/procedure/narrative/descriptive/report.	<b>Text Passage</b>
		2. Completing short gaps



## APPENDIX 2

### An Example of the 2013 English National Exam





#### MATA PELAJARAN

Mata Pelajaran : Bahasa Inggris  
Jenjang : SMA/MA  
Program Studi : IPA

#### WAKTU PELAKSANAAN

Hari/Tanggal : Selasa, 16 April 2013  
Jam : 10.30 – 12.30

#### PETUNJUK UMUM

- Periksalah Naskah Soal yang Anda terima sebelum mengerjakan soal yang meliputi :
  - Kelengkapan jumlah halaman atau urutannya.
  - Kelengkapan dan urutan nomor soal.
  - Kesesuaian Nama Mata Uji dan Program Studi yang tertera pada kanan atas Naskah Soal dengan Lembar Jawaban Ujian Nasional (LJUN).
  - Pastikan LJUN masih menyatu dengan naskah soal.
- Laporkan kepada pengawas ruang ujian apabila terdapat lembar soal, nomor soal yang tidak lengkap atau tidak urut, serta LJUN yang rusak atau robek untuk mendapat gantinya.
- Tulislah Nama dan Nomor Peserta Ujian Anda pada kolom yang disediakan di halaman pertama butir soal.
- Isilah pada LJUN Anda dengan:
  - Nama Peserta pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
  - Nomor Peserta dan Tanggal Lahir pada kolom yang disediakan, lalu hitamkan bulatan di bawahnya sesuai huruf/angka di atasnya.
  - Nama Sekolah, Tanggal Ujian, dan bubuhkan Tanda Tangan Anda pada kotak yang disediakan.
- Pisahkan LJUN dari Naskah Soal secara hati-hati dengan cara menyobek pada tempat yang telah ditentukan.
- Tersedia waktu 120 menit untuk mengerjakan Naskah Soal tersebut.
- Jumlah soal sebanyak 50 butir, pada setiap butir soal terdapat 4 (empat) atau 5 (lima) pilihan jawaban.
- Tidak diizinkan menggunakan kalkulator, HP, tabel matematika atau alat bantu hitung lainnya.
- Periksalah pekerjaan Anda sebelum diserahkan kepada pengawas ruang ujian.
- Lembar soal boleh dicorat-corei, sedangkan LJUN tidak boleh dicorat-corei.

**SELAMAT MENGERJAKAN**



Nama :
No Peserta :

### Listening Section

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section with special direction for each part.

#### PART I

##### Questions 1 to 4.

#### Directions:

In this part of the test, you will hear some dialogues and questions spoken in English. The dialogues and the questions will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

After you listen to the dialogue and the question about it, read the five possible answers, and decide which one would be the best answer to the question you have heard. Now listen to a sample question.

You will hear:

- Man : I give up! I'll stop learning French.  
Woman : Why do you say that? You are making a lot of progress.  
Man : No, I'm not. I've tried hard but still I cannot speak it well.  
Woman : How come? You can speak Arabic, Hindi, Japanese and even Russian well, can't you?

Narrator : What language is difficult for the man to learn?

- A. Hindi.
- B. Arabic.
- C. French.
- D. Russian.
- E. Japanese.

The best answer to this question is "French". Therefore you should choose answer (C).

1.
  - A. Job vacancy.
  - B. Job interview.
  - C. Printing company.
  - D. Getting high salary.
  - E. Finding a job.
2.
  - A. A novel.
  - B. A comic.
  - C. A magazine.
  - D. A science book.
  - E. An English Grammar Book.





## PART III

## Questions 8 to 11.

## Directions:

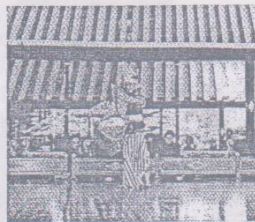
In this part of the test, you will hear some dialogues or monologues spoken in English. The dialogues or monologues will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you listen to the dialogue or monologue, look at the five pictures provided in your test book, and decide which would be the most suitable one with the dialogue or monologue you have heard.

8.

A.



B.



C.



D.



E.



9.

A.



B.



C.



D.



E.







13. A. The Louvre.  
B. The Cathedral.  
C. The Eiffel Tower.  
D. The lovely garden.  
E. The light structure.

Questions 14 and 15 are based on the following monologue.

14. A. Other beasts.  
B. The water.  
C. The frogs.  
D. A lake.  
E. A horse.
15. A. They ate an animal.  
B. They lived in a lake.  
C. They saw wild horses.  
D. They went somewhere.  
E. They jumped into water.

This is the end of the listening section



The following text is for questions 16 and 17

**PT SUMI INDO KABEL Tbk.  
("The Company")  
ANNOUNCEMENT  
TO ALL THE SHAREHOLDERS**

This is to inform the shareholders of PT. SUMI INDO KABEL Tbk. ("Company") that the Annual General meeting of shareholders ("meeting") shall be held on Monday September 10, 2012

The invitation for the meeting shall be announced on Thursday, August 9, 2012 in (two) newspapers.

Those who are entitled to attend or wish to be represented at the meeting by proxies and eligible to vote at the meeting are shareholders whose names are recorded in the Company's register of shareholders on Wednesday, August 8, 2012 at 4 p.m..

Shareholders who will submit their proposal to the agenda of meeting in accordance with the Company's Articles of Association must send it to the Directors at the latest 7 (seven) days before invitation of meeting.

Tangerang, July 25, 2012

**PT. SUMI INDO KABEL Tbk  
Director**

16. The invitation will be announced on ...
- A. July 25, 2012
  - B. August 2, 2012
  - C. August 9, 2012
  - D. August 8, 2012
  - E. September 10, 2012
17. According to the text, the shareholders should ....
- A. send their proposal a week before the invitation of the meeting
  - B. announce the invitation for the meeting on Thursday
  - C. make a proposal during the meeting and represent it
  - D. receive an invitation and a proposal from the Directors
  - E. inform the invitation to the other shareholders



The following text is for questions 18 and 19

**Hotel Work :**

**One Month Training Course**

Suitable young men and women are invited to apply for places on the one month training course on hotel work organized by the Hong Kong Institute of Hotel Management. Tuition is free of charge and students who successfully complete the course will be offered employment in the Colony's leading hotels.

The Training Course will take place from Monday 21<sup>st</sup> July to Friday 22<sup>nd</sup> August, from 9 a.m. to 4.30 p.m. daily, except Saturdays and Sundays.

Applications for places on the course are welcome for students now in their third year at secondary school, who have good knowledge of English, and have interest in hotel work.

Application forms may be obtained from:

The Hong Kong Institute of Management,  
Box 948,  
The South China Times.

*The closing date for applications is April 29th*

18. Those who successfully complete the course will be given ....
- A. free tuition
  - B. a further training course
  - C. jobs in big hotels in the colony
  - D. a chance to stay in the colony's leading hotels for one month
  - E. membership of the Hong Kong Institute of Hotel management
19. What requirement is needed by an applicant to apply for the hotel work training?
- A. Able to speak Mandarin.
  - B. Secondary school graduate.
  - C. Good knowledge of English.
  - D. Reputable university graduate.
  - E. 2-year experience in hotel work.





The following text is for questions 20 to 22.

Animal testing is a deeply divided subject, with a great deal of passion, emotion, and ideas on both sides regarding the ethic of the practice. Some individuals support animal testing and some others oppose its use.

The scientific community is strongly in favour in animal testing. The medical breakthroughs that have occurred as a result of animal testing are considered reason enough to continue the practice, with the aim of reducing human suffering and saving human lives. Animal testing aids researchers in finding drugs and treatments to improve health and medicine. Many medical treatments have been made possible by animal testing, including cancer and HIV drugs, insulin, antibiotics, vaccines, and many more. Animal testing also helps to ensure the safety of drugs and many other substances humans use or are exposed to regularly. Scientists typically use animals for testing purpose because they are considered similar to humans.

The contra on the issue of animal testing is that countless animals are experimented on and then killed after their use. Others are injured and will still live the rest of their lives in captivity. Many of these animals received tests for substances that will never actually be used for public consumption and use. Animal testing generally costs an enormous amount of money as the animals must be fed, housed, cared for and treated with drugs or experimental substances. The price of the animal themselves must also be factored into equation.

As a result of the controversy, regulations and laws should be enforced. At the very least, animal suffering should be minimized and that animals should be respected during their care. If animal testing is to continue, animals must be abused.

20. Which of the following is the reason why scientists use animals for testing?
- A. Animals are the same as humans.
  - B. Animals and humans are regarded be alike.
  - C. Animals can reduce human suffering.
  - D. Medical treatments can be given to animals.
  - E. Cancer and HIV can be found in animals.
21. The main idea of paragraph 3 is ....
- A. the practice of animal testing is intolerable
  - B. animals need to be fed, housed, and cared for
  - C. drugs and experimental substances are useless
  - D. animal testing costs enormous amount of money
  - E. animal testing causes many animals live in captivity
22. From the text above, we can conclude that ....
- A. medical experiments should be limited
  - B. pet lovers are in favour in animal testing
  - C. animal testing is against the laws and regulations
  - D. vaccines used today have been tested on animals
  - E. patients never get benefit from the practices of animal testing





The following text is for questions 23 to 25.

#### Indonesia's Biggest Cinematic Achievement

I believe there's a huge responsibility in adapting the number 1 best selling novel. The book was certainly popular and everybody worships this work of Andrea Hirata. I didn't expect anything too spectacular from the movie, because as spectacular the book supposedly to be a letdown.

*Laskar Pelangi* is no doubt, one of the best Indonesian movies. It beats the Denias: *Senandung di Atas Awan*, and *Ayat-Ayat Cinta* (The Verses of Love). It's a 5 star masterpiece in Indonesia, but still deserves 4.5-5 Star in Hollywood stage. The movie contains social and educational issues and strongly declares that everyone needs education and every one needs to be educated. We can learn many life lessons from the movie.

I can't stop saying that *Laskar Pelangi* is a marvelous picture. As a matter of fact, I can't even name a flaw! The casts are perfect, as many of the stars are Indonesian leading and popular actors. Credit to Cut Mini Theo since she brought such a strong performance as a determined teacher. Author Andrea Hirata is a genius since the storyline is beautiful, touching, and engaging at the same time. So get yourself boxes of Kleenex to watch the movie. Thanks to director Riri Riza and producer Mira Lesmana for making the movie good and safe it from being a letdown. Even the author was amazed with the crew's job and state the movie is better than his original writing. In additions, the movie exposed the scenery in Belitung Island which is beautiful.

A testimony: Indonesian President Susilo Bambang Yudhoyono even considered to watch this big motion picture *Laskar Pelangi*.

23. Andrea Hirata was happy and satisfied because ...
- A. the movie introduces the determined teacher of Belitung.
  - B. the movie is much better than his original writing.
  - C. the movie was directed by a woman director.
  - D. Mira Lesmana is a well known producer.
  - E. the movie is starred by a famous actress.
24. Why *Laskar Pelangi* was considered as one of the best Indonesian movie?
- A. It was played by Hollywood stars.
  - B. Its book was very popular.
  - C. It was adapted from a novel.
  - D. It focused on social and educational issues.
  - E. It was starred by well-known actors and actresses.
25. The writer remarked that the movie is very ...
- A. disappointing
  - B. unsatisfying
  - C. astonishing
  - D. revealing
  - E. inspiring



The following text is for questions 26 to 28.

KOMODO DRAGON  
INDONESIA

The Komodo dragon truly lives up to its name, being the largest species of lizard ever known and capable of growing up to 3m in length and weighing up to 70 kg. This sheer size, when combined with the dragon's predatory nature, demands that caution be exercised when in its immediate vicinity.

Moreover, the dragon is also famous for its ferocious bite, which combines serrated teeth with mysteriously toxic saliva. Scientists still debate whether this saliva contains venom or bacteria but either way, the dragon's fearsome reputation is well known.

This killing machine is only found in few islands in the Komodo National Park, a conservation area listed in two international groups: UNESCO World Heritage and the New 7 Wonders of Nature.

26. Why is Komodo lizard called komodo dragon?
- A. It lives in Komodo island.
  - B. It is a mysterious lizard.
  - C. It is the largest lizard.
  - D. It looks ferocious.
  - E. It is a predator.
27. The bite of Komodo is ferocious because ....
- A. it has famous bite
  - B. its size is very big
  - C. it combines with its predatory nature
  - D. it contains venom and bacteria
  - E. it has a combination of serrated teeth and toxic saliva
28. The text suggests that ....
- A. all scientists agree that dragon's saliva contains venom ×
  - B. Komodo dragon is the largest species of animal on earth ×
  - C. Komodo dragon can grow as tall as a man
  - D. Komodo dragon is a dangerous creature ×
  - E. Komodo's teeth are dull >





Questions 29 to 31 complete the following text with the words provided.

Mercury and the Woodman

A Woodman was felling a tree on the bank of a river, when his axe, glancing off the trunk, flew out of his hands and fell into the water. When he stood by the water's edge was sad by his loss, Mercury (29) ... and asked him the reason his sad. On learning what had happened out of pity for his distress, Mercury dived into the river and, bringing up a golden axe, asked him if that was the one he had lost. The Woodman replied that it was not, then Mercury dived a second time, and bringing up a silver axe, asked if that was his. 'No, that is not mine either,' said the Woodman. Once more Mercury dived into the river, and brought up the missing axe. The Woodman was overjoyed at recovering his (30) ..., and thanked his benefactor warmly. The latter was so (31) ... with his honesty that he made him a present of the other two axes.

29. ....
- A. emerged
  - B. appeared
  - C. whispered
  - D. optioned
  - E. suggested
30. ....
- A. dagger
  - B. assets
  - C. property
  - D. clothes
  - E. body
31. ....
- A. pleased
  - B. disgusted
  - C. shocked
  - D. worried
  - E. relieved



32. Arrange these sentences below into a good order.

MAKING ICE CREAM WITHOUT MACHINE

1. First of all, prepare your ice cream mixture, and then chill it over an ice bath.
2. Continue to check the mixture in the freezer every 30 minutes, stirring vigorously as it's freezing.
3. Keep checking periodically and stirring until the ice cream is frozen.
4. After forty-five minutes, remove it from the freezer and stir it vigorously with a spatula or whisk.
5. Then, pour your custard mixture in a deep baking dish and put it in the freezer.
6. The last step, transfer the ice cream to a covered storage container until ready to serve.

- A. 1-5-4-2-3-6
- B. 1-2-3-4-5-6
- C. 1-5-2-3-4-6
- D. 1-2-5-3-4-6
- E. 1-5-3-2-4-6



**The following text is for questions 33 to 35**

Faster planes and cheaper flights are making it easier than ever before for people to travel. In the most 'developed' societies, visiting exotic places is a sought-after status symbol. The tourism industries of both developed and developing countries have recognised this fact and are learning to take advantage of it.

There are, however, some problems associated with this new industry. Firstly, there is the increasing crime rate. Some locals see tourists as an easy prey because, not only are they in unfamiliar territory and therefore less able to take care of themselves, but also they carry visible items of wealth, such as cameras and jewelry which can be disposed of quickly for profit.

Another major problem is health. With greater mobility comes greater danger of spreading contagious diseases around the world. One carrier returning home could easily start an epidemic before their illness was diagnosed. Moreover, the emergence of many diseases which resist antibiotics is causing scientists to be increasingly concerned about this issue.

Also to be considered is the natural environment, which can be seriously threatened by too many visitors. Australia's Great Barrier Reef, for example, is in danger of being destroyed by tourists and there are plans to restrict visitors to some of the more delicate coral cays

These are just three of the reasons why any country should be wary of committing itself to an extensive tourism development program.

33. Why does the natural environment become one of the serious problem associated with the faster planes and cheaper flight? Because ....
- A. it easily started an epidemic before their illness was diagnosed
  - B. it can be destroyed by too many visitors
  - C. the health problem will increase
  - D. they carry visible items of wealth
  - E. it can increase crime rate
34. Why is the crime rate increasing due to the new industry?
- A. Some tourists carry visible items of wealth.
  - B. The tourists are spreading contagious diseases.
  - C. The government is planning to restrict visitors to some coral cays.
  - D. The new industry makes the number of unemployment increase.
  - E. The tourists come by plane.
35. "One carrier returning home could easily start an epidemic before their illness was diagnosed." (Paragraph 3)  
The underlined word means ....
- A. found
  - B. observed
  - C. identified
  - D. examined
  - E. healed



The following text is for questions 36 to 38

Jakarta (ANTARA News) – Indonesian Institute of Science (LIPI) researcher Amir Hamidy and his associates have identified two new frog species in Belitung (Indonesia) and Sarawak (Malaysia) over the 2008-2012 periods.

“We have identified two new frog species and have named them L.Ingeri and L.Kanowitense,” Amir said in an email received here on Friday.

He said he and his associates from Kyoto University, University Kebangsaan Malaysia, and the University of Malaya published their discovery in Zootaxa journal on July 24, 2012

He noted that the two new frog species were genetically different from other frogs in the world. “Usually, if two frogs have more than a 3 percent difference in genetic length, they can be categorized as different species. However, in the case of L.Ingeri and L.Kanowitense, there is a difference of more than 9 percent,” Amir pointed out.

36. What is the best title of the text?
- A. Indonesian researcher identifies new frog species.
  - B. Antara news got e-mail about new frog species.
  - C. University of Malaya published their discovery.
  - D. New frog species have been discovered in Kyoto Japan.
  - E. Amir Hammidy named the new frogs L.Ingeri and L.Kanowitense.
37. L.Ingeri and L.Kanowitense are considered new frog species because ....
- A. they have less than 9% difference from other frogs
  - B. they were just discovered in the 2008-2012 period
  - C. they have new characteristics that other frogs don't
  - D. they were just genetically modified by the researches
  - E. they have more than 9% difference in genetic length from other frogs
38. “... University of Malaysia published their discovery in Zootaxa journal ...” (paragraph 3).  
The underlined word means ....
- A. exploration
  - B. invention
  - C. innovation
  - D. setting up
  - E. findings





The following text is for questions 39 to 41.

ASSOCIATED PRESS/LONDON

Ryan Lochte and Sun Yang were among the few who weren't concerned about getting wet when heavy rain saturated London Olympic Park on Sunday.

After a week of sunshine, rain and the forecast of hail on the second day affected the start of tennis on the lawn courts at Wimbledon and made for slippery conditions in the women's cycling road race.

It didn't seem to bother the swimmers. Lochte had the second-fastest time in qualifying for the 200-meter freestyle, the morning after his stunning win in a 400-meter individual medley final.

"I didn't get to bed until like 2 a.m. So I'm a little tired, but it was a prelims swim, so I'm not too worried about it," said Lochte, who went out with family and friends to celebrate his victory. Phelps won an unprecedented eight golds at the Beijing Olympics, but now can't win any more than six in London.

China's Sun is on track for a second gold medal after leading qualifiers in the 200 freestyle in 1 minute 46,24 seconds the morning after his victory in the 400 freestyle.

While the weather was bad, there were other blights: a female gymnast from Uzbekistan was provisionally suspended after failing a doping test, the second case of the games. The IOC says Luiza Galiulina tested positive for the diuretic furosemide on Wednesday.

39. Which of the following games was most affected by the bad weather on Sunday?
- Tennis on the lawn courts.
  - Swimming competition.
  - Women's running race.
  - All of the Olympic Games.
  - The gymnastics.
40. What kind of swimming style did Lochte win?
- The 100-meter freestyle.
  - The 400-meter freestyle.
  - The 200-meter freestyle.
  - The 200-meter group medley.
  - The 400-meter individual medley.
41. What is the main idea of paragraph 5?
- Sun is popular in China.
  - Sun got success in the Olympic Games.
  - Chinese players got many gold medals.
  - Chinese swimmers are following sun's track.
  - Sun won 2 gold medals for 200 and 400 freestyle



The text below is for questions 42 to 44

**The Near- Death Story of Mellen-Thomas Benedict**

In 1982, I died from terminal cancer. My condition was non-operable. I chose not to have chemotherapy. I was given six to eight months to live. Before this time, I had become increasingly despondent over the nuclear crisis, the ecology crisis, and so forth. I came to believe that nature had made a mistake—that we were probably a cancerous organism on the planet. And that is what eventually killed me.

Before my near-death experience, I tried all sort of alternative healing methods. None helped. So I determined that this was between me and God. I had never really considered God. Neither was I into any kind of spirituality and alternative healing. I read various religions and philosophies. They gave hope that there was something on the other side.

I had no medical insurance, so my life savings went overnight on tests. Unwilling to drag my family into this, I determined to handle this myself. I ended up in hospice care and was blessed with an angel for my hospice caretaker, whom I will call "Anne." She stayed with me through all that was to follow.

42. According to Mellen-Thomas Benedict, what is the reason for many people to die of cancer?
- A. The nuclear and ecology crises.
  - B. All sorts of alternative healing methods.
  - C. They do not believe in the existence of God.
  - D. Chemotherapy is too expensive for most people.
  - E. The nature's mistake to make the human being a cancerous organism.
43. We know from the story that Mellen-Thomas Benedict believed that he eventually died ....
- A. because God decided so
  - B. because he was not operated
  - C. because he did not have chemotherapy
  - D. because of the alternative healing methods
  - E. because he did not have any medical insurance
44. Why did he choose to stay in a hospice care?
- A. They will take care of his health problem. ✕
  - B. He had to do the medical checks there.
  - C. Anne asked him to stay there. ✕
  - D. His family told him so. ✕
  - E. He was broke.





The following text is for questions 45 and 46

Yogyakarta, December 12<sup>th</sup>, 2012

University of Cambridge International Examination  
Cambridge Assessment DC 10  
Hill Farm Road  
Whittlesford  
Cambridge CB2 4FZ, England

Dear Sir/Madam,

I would like to apologize for sending the Forecast Grade form of our CIE candidates very late. I have overlooked the deadline to send this form. I had been so absorbed in carrying out the examination that we forgot to send the forecast grade form in October. Actually, I had been trying to send the Forecast Grade using Cameo program, but I failed to install it. I couldn't find the location of Cameo in Direct CIE as recommended when installing it.

We are really sorry for this inconvenience. I promise not to make this mistake again in the future.

Thank you very much.

Faithfully yours,  
Kusworo

45. The writer has a problem in ....
- A. using direct CIE
  - B. finding the CIE address
  - C. filling the forecast grade form
  - D. finding the location of Cameo program
  - E. understanding the instruction in Cameo program
46. We conclude that the writer forgot to send the form because he ....
- A. misplaced the form
  - B. did not know the address
  - C. had to take an examination
  - D. was busy doing the examination
  - E. did not realize that the form was important



50. "..., when the computer detects a keyboard connected, ..." (paragraph 2)

The underlined word is closest in meaning to ....

- A. attaches
- B. delivers
- C. watches
- D. finds
- E. holds