

**CONTENT VALIDITY ANALYSIS
OF ENGLISH FORMATIVE ASSESSMENT
IN 7th GRADE OF SMP MUHAMMADIYAH CILONGOK**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiyah and Teacher Training,
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of the Requirements for
Sarjana Pendidikan (S.Pd) Degree**

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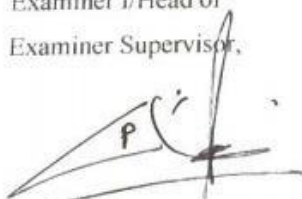
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IN 7th GRADE OF SMP MUHAMMADIYAH
CILONGOK**


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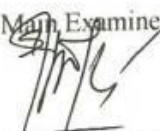
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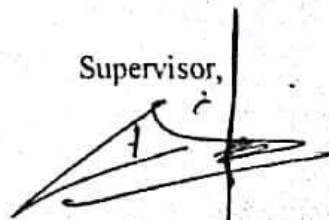
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MOTO

CHANGE YOUR MINDSET IF YOU WANT TO CHANGE YOUR LIFE



DEDICATION

I dedicate this thesis to: My beloved parents: Makinun and Khotimah, and I



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In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitled . Content Validity Analysis Of English Formative Assessment In 7Th Grade Of SMP Muhammadiyah Cilongok could be completed.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree from the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. The writer would like to express deep gratitude and appreciation to:

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15. Everyone who has contributed and given me support to finish this thesis. Hopefully, this thesis can be useful for the readers. However, I realize that this thesis is far from perfect. Therefore, any criticisms and suggestions for the improvement of this thesis are greatly appreciated.

Purwokerto, November 25, 2022



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Abstract

Assessment is one of several methods used to obtain information about students' performance in the classroom and includes various techniques used to obtain information about student learning, such as projects, observations, and paper-based assessments. The validity aspect of the content means that the test measures the content according to the goals that the teacher measured. This study aims to analyze the quality of formative assessment of English by teachers of SMP Muhammadiyah Cilongok based on the relevance of the content. The researcher analyzes the quality of the Formative Assessment of English based on aspects of the relevance of the content and explained the suitability of the formative assessment of English with the curriculum. This research is a qualitative descriptive research. The main source of information for this study was the results of the Formative Assessment of English Grade 7 of SMP Muhammadiyah Cilongok, supplemented by other sources from interviews with teachers. Researcher used interviews and documentaries as data collection techniques. The art of data analysis is identification, description and calculation. The analysis results are in the form of percentages and descriptions of the validity of the content of the Formative Assessment of English at SMP Muhammadiyah Cilongok. Based on the English analysis conducted by the researcher showed formative assessment the relevance of the content was good (80%) and excellent (100%). Among the assessments analysis by researcher, there are three assessments which include several questions that do not meet the syllabus indicators and the quality of questions that do not meet the criteria.

Keywords: Content validity, formative assessment of English

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CHAPTER 1 INTRODUCTION

A. Background of The Study

In the world of education to improve quality is necessary from good strategies in teaching techniques in the classroom. The process in motive learning and evaluation is an inseparable component. Weiner says motivation is an internal state that predisposes us to take action, the impulse so that the desired goal is achieved, and makes us interested on those goals. Evaluating effectiveness is dominant in Education, the emphasis on evaluation is motivated by two paired empirical, the conclusion: the teacher must be varied in delivering the material and have good material.¹ So that it has a good impact on students such as students who understand the material better, besides that it also becomes more organized so that teacher is not confused in calling the next step. Students are more enthusiastic in learning in class and the teacher is also easier to understand students through the questions given to students and do the questions, from which the teacher easily understands shiva in the value obtained from students.

According to Mehrens, evaluation is the process of describing, obtaining, and providing information to assess, and can find out the size of a student's ability. To know how good it is in the process of teaching and learning activities, a teacher must always evaluate, with which the teacher can conclude or have an idea of the future and can judge whether teaching and learning activities have been successful or not.² So it is important that in every learning activity, students must pay attention to mastery of a material, so that the teacher can reflect on whether the student understands or not in order to create active learning. In line with this , Utami,et al say

¹William A. Mehrens, *Measurement and Evaluation in Education and Psychology* (4th Edition), (USA: Ted Buchhoz, 1991), p. 4

² Dominic F. Gullo, *Understanding Assessment and Evaluation in Early Childhood Education* (2nd Edition), (New York: Teachers College Press, 2005), P. 6

that teachers must have quality of knowledge , skills and behavior as the main aspects in applying education roles at school.³

There are many ways to evaluate students, one of which is to give an assessment to students. Weir and oberts, define about evaluation is determining the value of something. So, more specifically, in the filed of education, evaluation means measuring or observing the process to judge it or to determine it for its value by comparing it to others or some kind of a standard. ⁴ A teacher must understand this because it is important for the teacher if he wants his students to be good in learning, besides that it also has an impact on the enthusiasm of students to follow the lesson so that it is easy to understand a material. A teacher must be creative in the classroom so as not to get bored when teaching activities teach and greatly affect students.

Formative assessment is defined by McManus, as a process in which teachers and student provide feedback during instruction to organize the learning and teaching process in order to increase student achievement. Formative assessments can also be seen as a valid part of the combination of teaching and assessment, these assessments inform the teacher about whether the student has learned by having an indicator for how the teacher should design the next lesson. ⁵ According to Gullo, the purpose of the assessment is to understand the student as a whole which develops, then with this goal the teacher can find out what steps the teacher will take to improve in learning activities. ⁶With this it will be very helpful to identify the teacher to the student where special assistance and learning needs to be done. With the existence of an assessment aimed

³ Tutuk Ningsih, Desi Wijayanti Ma'rufah, Risdiyanto Hermawan, M. Sugeng Solehuddin, Siti Fatimah, Shaping Students' Character Through Edutainment Strategis, *Journal of Education and Social Research*, Vol. 16 ,no. 6. 2021. P. 177

⁴ Tomas de Aquino Caluyua Yambi, Assessment and Evaluation in Education, *USG. Education Master of arts*, (2020), p. s

⁵ Ceihun Poet Ramzi And. Kincal, 'The Effects of Formative assessment on Academic Achivement, Attitued Towards the Lesson, and Self-Regulation Skills', *Education Science: Theory and practice*, (2018), p. 86.

⁶ Dominic F. Gullo, *Understanding Assessment..*, P. 6

at measuring the abilities of students, a teacher must correctly know the quality well. The certainty of the assessment carried out by the teacher on students who have good quality and can measure well, then a teacher needs to analyze the quality of the assessment, because formative assessment is very necessary in student development because teachers can understand students one by one in understanding the material from the grades obtained by students.

Assessment can be said to be effective if it is based on a principle of language assessment, namely practicality, validity where the accuracy of the evaluation to obtain valid results is necessary for the evaluation instrument obtained from the results of thoughts and experiences, reliability, authenticity washback.⁷ From one of the above is the validity of the content. The validity of the content is defined as the extent to which the elements of the assessment instrument are relevant and have a target in the development of a particular assessment, while the assessment instrument refers to the acquisition of data that is relevant and has a target in the development of a particular assessment, while the assessment instrument refers to the acquisition of data that obtained.⁸ Assessment analysis is very necessary to improve the quality of assessment.

This assessment is based on the fact that English teachers, especially teachers of Muhammadiyah Cilongok Junior High School, are less attentive to checking the quality of the assessments they give to students especially in class 7 which has been interviewed to the English teacher and answered the inattentive class with the daily assessment is upset 7, while classes 8 and 9 are already good. Researcher thinks that it is all a problem that occurs in the world of education because it is something important to do research in order to be a good education, for that important

⁷ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*. (San Fransisco: Longman, 2003), hlm. 28

⁸ Muhamad Saiful Betting Yusoff, 'ABC of Content Validity and Content Validity Index Calculation' *Education Resource*, Vol 11 Issue 2 (2020), p. 49, <http://creativecommons.org/licenses/by/4.0/>.

things are needed that must be done in evaluating in order to get good progress for students in particular and become a good quality education and cannot be done by the teacher. When an assessment has good quality, then it can be measured exactly what the teacher needs to be able to measure the student. Determine whether a quality problem or not, it is necessary to analyze the item.

This research will be conducted at Muhammadiyah Cilongok Junior High School. This school has 2 two excellent programs namely tahfidz classes and sports classes, this school is slightly different from others because there is one excellent program that is rarely available in other schools, especially in the Banyumas area, it is not surprising that many lessons and practices are carried out such as football, volleyball, badminton, table tennis, and martial arts. In addition, every morning it is required to read the Quran together in class which is a routine activity, for tahfidz classes more to religious and tajwid lessons.

B. Operational Definition

Related to this research, there are two key terms to guide in conducting this research:

1. Content validity

The principal validity of achievement test is content validity, sometimes called content relevance. Content validity talks about content of test. Wiersman said, "Content validity is concerned with the extent to which the test is representative of a defined body of content consisting of topics and processes".⁹ Content validity that refers to the degree to which a measure represents all aspects of a given construct. Whether the school is in teaching and learning activities in accordance with the syllabus. Validity of assessment is divided into four sub sections. one of them is content validity where it is appropriate to evaluate the

⁹ William Wiersman and Stephen G. Jurs, *Educational Measurement and Testing*, Second edition, (Boston: Allyn and Bacon, 1990), p. 184

validity of a test. It is considered good to the test representing the domain task to be performed sizing. It can also be referred to as curricular validity, since the material to be tested based on the curriculum, so the way to know the validity of the content is to look at the objectives of the curriculum and test materials. So it becomes important in learning with the validity of content hoping that students will be more concerned in learning so that students are able to follow the learning well and according to the teacher's expectations.

2. Formative assessment

There are various assessment techniques, formative assessment and summative assessment, it have a significant difference. According to Lane , the design and goals of summative assessment are generally standardized so they can be applied to large number of students, multiple cohorts and time periods. While formative assessment according to Looney, formative assessment, which emphasize the importance of actively engaging student in their own learning processes.¹⁰ It means evaluating learners in the process of forming competencies and their skills with the aim of helping to continue the process of growth. Whereas formative tests are tests given during instructional courses to direct learning and teaching, all of these have the objective of monitoring the extent of learning progress during teaching and to give feedback to students and teachers about a success or failure in studying as for some of the benefits are to determine the value, reinforcement for students, efforts to improve students and as a diagnosis lessons being studied by student.

¹⁰ Mogboh Vero, Okoye Alexander Chukwuemeka, Formative and summative: Trends and Practites in Basic Education, *Journal of Education and Practice*, Vol. 10, no. 27, 2019, p. 41-42.

C. Research Questions

According to the research background, the research questions in this research are:

1. How is the quality of English formative assessment based on content validity aspect ?
2. How is the conformity of English formative assessment to the syllabus ?

D. Objectives and Significances of the Research

1. The objectives of this research are:
 - a. To analyze an assessment formative assessment English language to match the validity of the content.
 - b. To analyze whether is the quality of English formative assessment based on content validity aspect

2. Significances of this research

There are two kinds of significances of this research as follow:

a. Theoretical significances

Theoretical significances of this research are:

- 1) Researchers hope that this research can be useful to improve the quality in the assessment of English better, especially related to aspects of content validity especially in education, because it is very important for teachers to do so that students can follow the learning and teachers can easily identify each student.
- 2) Researchers hope that this study can be used as reference material for further research and become a consideration in content validity formative assessment research.

b. Practical significances

Practical significances of this research are:

- 1) For English teachers

This research can help improve the quality of teachers in analytical assessments for learning. And improve the teacher in the delivery of the material so that it is better understood by students in understanding the material so that it is in accordance with what the teacher wants to the results of students in doing assignments

2) For the other researchers

For further research materials and improve the understanding of formative assessment, so that researchers can write without finding difficulties

E. Structure of the Research

To do systematic research, that is necessary to classify the structure of this research. This research is divided into five chapters; they will explain as follow:

Chapter I presents an introduction. It consist of a background of the study, conceptual definition, research question, objectives and significances of the research, and structure of the research.

Chapter II Explains the theories relate to the effectiveness of Content Validity Analysis of English Formative Assessment.

Chapter III Consists of a research method that deals with the research design, time and location of the research and techniques of data collection.

Chapter IV presents the research result, which discussion content validity analysis of English formative assessment.

Chapter V Presents the conclusion, limitation of the study and suggestion of the research. The conclusion states the answer to the research question. Furthermore, the suggestion for the future research are also available in this chapter.

CHAPTER II

LITERATURE REVIEW

A. Language Assessment

1. Definition of Assessment

Teachers need to assess students to find out how well they understand the material. Through assessment, teachers can see how the teaching and learning process affects their students. There are many ways to assess a student. One way is to provide an assessment to students. Brown stated that formative assessment means evaluating learners in the process of establishing competencies and their skills with the aim of helping to continue the process of growth.¹¹ According to Grounlund, assessment is any of variety of procedures used to obtain information about students' performance. It is a general term that includes the full range of procedures used to gain information about students' performance in learning including project, observation, and paper based assessment.¹² All of which have the purpose of being for monitor the extent of learning progress during teaching and to provide feedback to pupils and teachers about a success or failure in teaching.

Based on the definition above, the writer conclude that teachers should know what they can understand to conclude about their knowledge and level of understanding of learning, and how effective the teaching and learning process is given by the teacher to students

2. The Purposes of Assessments

The general goal is to make improvements, Not only assessed to measure student performance but progress made to diagnose problems They have and useful feedback to attract students with of

¹¹ Douglas Brown, *Language Assessment Principal and Classroom Practice*. (San Fransisco: Longman, 2003), p.6

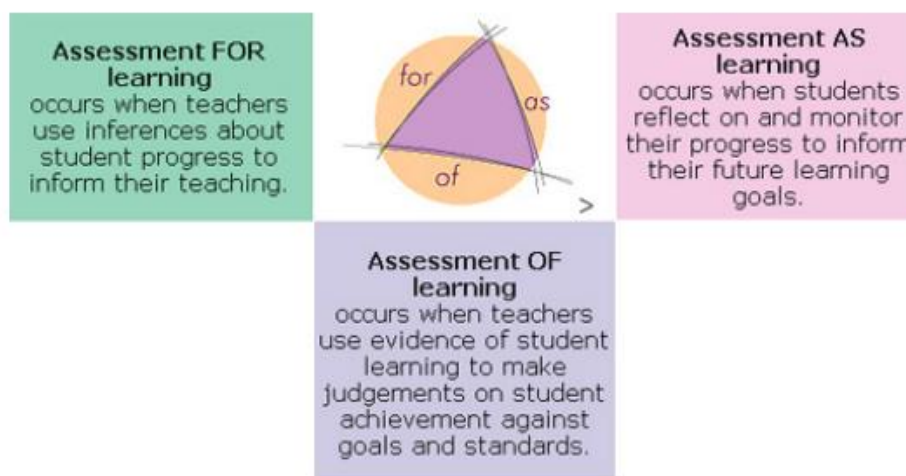
¹² Grounlund, *Measurement and Evaluation in Teaching*, (USA: Mc, 1998), hlm. 28.

several levels of a course, to diagnose student's strength and weaknesses according to specific linguistic category.

3. The Types of Assessments

As educators and facilitators, teachers use formative assessment to support and help improvement of student learning. As a teachers have to make comprehensive assessments About school grades. Osgood Stated Evaluation is perheps society's most fundamental duscipline , and it is essential characteristic of the human conditio, and it is the single most important and sophisticated cognitive process in the repertorie of human reasoning and logic.¹³ Evaluation based on the function it performs Broadly speaking, it becomes a learner evaluation, learner evaluation, Evaluation as learning.

Picture 2.1
Assessment FOR Learning



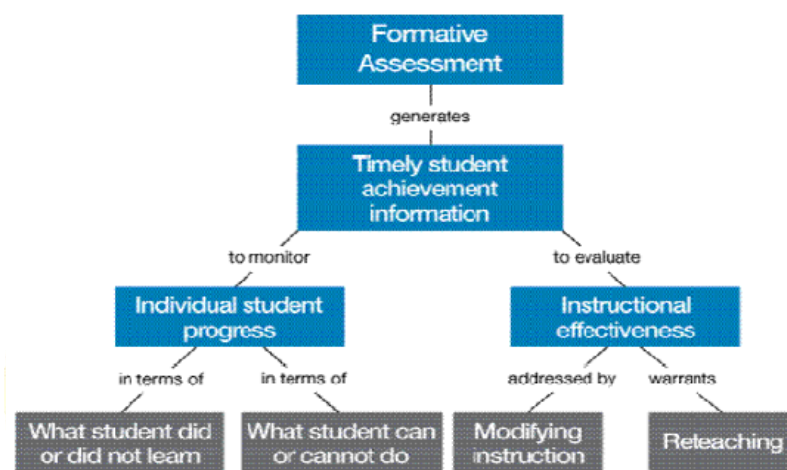
a. Formative Assessment

Learning assessment is a evaluation and continuous assessment that supports the teacher to monitor students daily and change lessons based on this, Students must succeed. This evaluation is perfect for students, Specific feedback is needed to improve learning. The essence of this Assessment, consists of using the

¹³ Daniel L. Stufflebeam Chris L. S. Coryn, Evaluation Theory, Models, and Applications, (Printed in the United State of America, 2014), p. 39

information generated by this type of assessment. Based on this information, we will immediately make a decision. Feedback is given to students to help them learn better. If the primary purpose of assessment is to support high-quality learning then formative assessment ought to be understood as the most important assessment practice.¹⁴ Rule of assessment for learning in instruction process can be best understood with the help of following diagram.

Picture 2.2
Rule of Assessment



http://www.stemresources.com/index.php?option=com_content&view=article&id=52&Itemid=70

Garris, and Ehringhaus, identified some of the instruction strategies that can be used for formative assessment:

1). Observation.

Observing students' behaviour and task can help teacher to identify if student are on task or need clarification. Observations assist teachers in gathering evidence of students learning to inform instruction planning.

2). Questioning strategies.

Asking better question allow an opportunity for deeper thinking and provides teachers with significant insight into the

¹⁴ Prof. Dr. Rehana Masrur, Dr. Naveed Sultana, Dr. Muhammad Tanveer Afzal, Dr. Muhammad Saeed Muhammad Azeem Muhammad Idrees, *Educational Assessment And Evaluation*, Allama Iqbal Open University Islamabad, 2016, p. 7.

degree and depth of understanding. Questions of this nature engage students in classroom dialogue that both uncovers and expands learning.

3). Self and peer assessment.

When students have been involved in criteria and goal setting. Self-evaluation is a logical step in the learning process.¹⁵ With peer evaluation students see each other as resources for understanding and checking for quality work against previously established criteria.

4). Student record keeping.

It also helps the teachers to assess beyond a "grade," to see where the learner started and the progress they are making towards the learning goals. Mr. Yulian Purnama said in a journal entitled *Self-Directed Learning Model To Improve English Skills For Non English Department Student is Learning is not just receiving information from others about what he wanted to know. The real learning requires high motivation and an environment prosper to learning.*¹⁶

b. Summative Assessment

Summative assessment or assessment of learning is used to evaluate students' Achieved at a certain point in time, usually at the end of the course. Purpose This assessment is designed to help teachers, students, and parents know their grades. Complete study assignments. In other words, total assessments are used for student grade decisions indicating achievement in the course or program. Learning assessments were originally designed to provide them with useful information. Student performance provides feedback to teachers and students usually has little effect on learning. Many

¹⁵ Prof. Dr. Rehana Masrur, Dr. Naveed Sultana, Dr. Muhammad Tanveer Afzal...,p. 8-9.

¹⁶ Yulian Purnama, *Self-Directed Learning Model To Improve English Skills For Non English Department Students*, English Lecturer of STAIN Purwokerto, Eltl Conference Proceedings, 2013, p. 599.

experts believe that all forms have some formative element. The difference lies only in the nature and purpose of being held. Many experts believe that all forms have some formative element. The difference lies only in the nature and purpose of being held.¹⁷

Brown classified the types of assessment into four categories formality, referenced, and purpose that will be explain as follows:

c. Formality

1) Informal assessment

There are several forms of assessment, this can be determined starting from Comments and incident replies,. This is an example of an informal evaluation when saying it was a good job!”, it is given to students who have done well, so that students feel happy and excited.

2) formal assessment

Formal assessment is a specific exercise or procedure designed with skills and knowledge in mind. An example of a formal assessment is a journal or portfolio

3) Self-assessment

Self-assessment Self- assessment means that students are required to assess themselves on the progress or development of the material. With students' own creativity, students can find out the extent of their understanding of the material provided by the teacher.

d. Referenced

1) Norm-referenced assessment

Norm-referenced assessment means each test-taker's score is integrated in relation to a mean, median and percentile score. This kind of test aims to place the test-takers along a mathematical continuum rank in order. The example of non referenced assessment is TOEFL.

¹⁷ Prof. Dr. Rehana Masrur, Dr. Naveed Sultana, Dr. Muhammad Tanveer Afzal...p.9.

2) Criterion-referenced assessment

This assessment is designed to give the test-takers feedback. The example is classroom based assessment.

e. Purposes

1) Achievement test

Achievement test is related directly to classroom lessons, unit, or even a total curriculum. This is limited to particular material covered in curriculum within a particular time frame, and is offered after a course has covered the objectives in question.¹⁸ In Novianti's thesis which is a book by Vallete Rebecca with the title *Modern Language Testing* contains about It is similar to the progress test in that it measures how much has learned in the course of second- language instructions.¹⁹ It aims to measure learners ability within a classroom lesson, unit, or even total curriculum. The examples are quiz, mid-term test, and final test.

2) Diagnostic test

Diagnostic test aims to diagnose aspect of language that a student needs to develop or that a course should include. It is intended to diagnose learning difficulties before the instructions. Thus, the main aim is to determine the cause of learning difficulties and then to formulate the remedial plan. The example of diagnostic test is a pre-test. Diagnostic language test seeks to identify the specific strengths and

¹⁸ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*. (San Fransisco: Longman, 2010), p. 47-48.

¹⁹ Nofiyanti, *Analysis on The Content Validity of The Summative Test for The First Year Students of Junior High School*, (A Case study of SMPN 87 Jakarta), (Jakarta:UIN Syarif Hidayatullah) p. 11

weaknesses of a foreign language student. It may contain the same types of test items which are used in the achievement or proficiency test

3) Placement test

Placement test is intended to provide information which will help to sort or place students into groups according to their language ability at the beginning of a course.²⁰ It aims to place a student into particular level or section or language curriculum or school. In conclusion, placement test is as test that is given before a course start to measure the ability of the students so that they can be classified into several groups based on their ability. Placement tests within an institution have an important position, with no placement test can lead to difficulty grouping in determining the degree to which a student's abilities.

4) Proficiency test

Proficiency test is designed to measure people's ability in a language, regardless of any training they may have in that language. The content of proficiency test is based on a specification of what candidates have to be able to do in the language in order to be considered proficient.²¹ Proficiency test is used to test global competence in English. The example is TOEFL test.

4. Principles of Language Assessment

There are five aspects in the principles of language assessment: validity, reliability, practicality, authenticity and wash back (Brown (2010:26)). It will be explained as follows:

a. Validity

²⁰ J.B Heaton, *classroom Testing*, New York: Longman Inc., 1990) p. 15

²¹ Arthur Hughes, *Testing for English Teacher*, (New York: Cambridge University Press, 2003), p. 11

The most complex criterion of an effective test and arguably the most important principle is validity, “to the extent that conclusions made from the results of an assessment are appropriate, meaningful, and useful in terms of the purpose of the assessment” Gronlund.²² Very simply, validity is the extent to which a test measures what it is supposed to measure. Questions about validity are in the context of three points, namely the form of the test, the purpose of the test, and the population for whom the test is. with the general question cannot be asked by a teacher “Is this a valid test?”. the question to be asked is “how valid is this test for the decision to be made?” or how valid is the proposed interpretation for the test?. According to Weir validity is broadly defined as nothing less than an evaluative summary of both the evidence for and the actual – as well as the potential – consequences of score interpretation and use (i.e., construct validity conceived comprehensively). This comprehensive view of validity integrates considerations of content, criteria and consequences into a comprehensive framework for empirically testing rational hypotheses about score meaning and utility.²³

There are five major principles of language assessment :

1) Content Validity

When we want to know that the entire behavior, configuration, content of the domain is presented in the test and compares the test task with the behavioral content. This is a logical method, not an empirical method. For example, if you want to test your knowledge of American geography, it would be unfair that most of the questions were limited to the new

²² Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*.(San Fransisco: Longman, 2010), p. 22.

²³ Groundlund, *Measurement and Evaluation in Teaching*, (USA: Macmillan, 1998), p. 226.

British geography.²⁴ Content validity involves how adequately the test samples the content area of the identified construct. The level of content validity can be determined by rational analysis. The principle of content validity is to examine each item whether it is in accordance with the subject matter to be measured.

2) Face validity

Basically, facial validity refers to the degree to which tests appear to measure what is trying to measure. face validity ensures that the measurements to assess the desired composition of the investigator. It is not a very "scientific" type of validity, but it can be an important factor in motivating both the researcher and the studied. If researchers do not believe that measurements are an accurate assessment of their capabilities. Example: When creating an art appreciation scale, all items must be associated with different components and types of art.²⁵ If the question mentions a historical period regardless of the art movement, participants do not believe it is a correct appreciation of art appreciation and therefore motivates them to do their best or invest in this activity, it may not exist.

3) Criterion Oriented or Predictive Validity.

Criteria-based validity is used to predict future performance or when correlated Test results. Example: When a physics program develops a scale to assess students cumulatively researchers will study in all majors. The new size can be correlated with the Standard size of competence in the field, such as the ETS field test and GRE Inspection of goods. High correlation between a set size and a new size The larger the

²⁴ Bertaria Sohnata Hutauru, *A Compilation Material of English Language Testing*, (universitas hkbp nommensen pematang siantar, 2015) p. 51

²⁵ Bertaria Sohnata Hutauru, *A Compilation Material of* ,,,p. 51

size, the greater the confidence in the importance of the new assessment tool.²⁶ When predicting future performance based on the score achieved Connect the measured current and the score obtained with the performance. Later Performance is called criteria and the current score is a prediction. It is an empirical study of the results of a criteria-based validation test or prediction.

4) Concurrent Validity:

Concurrency validity is the extent to which the relevant test results from tests that are already defined, run simultaneously, or multiple other valid criteria tests are available at the same time. For example, you need to do a new simple test with an old, impractical measurement that is considered useful or a new one and then receive both at once. Logically, predictive verification and simultaneous verification Similarly, the term simultaneous validation is used to indicate that no time has passed for a while.

5) Construct Validity

Configuration validity: Configuration validity is used to ensure that the measure actually measures as is. It is intended for measurement (that is, construction), not for other variables. Use the "Experts" panel with the composition of what validity corresponds to the type of Rating. Experts can examine an item and decide which item to take measurements for. Students can participate in this process and get feedback. Example: students can design cumulative learning assessments in all majors. Questions are written in complex words, Expressions.²⁷

b. Reliability

²⁶ Bertaria Sohnata Hutauru, *A Compilation Material of* ,,,p. 52

²⁷ Bertaria Sohnata Hutauru, *A Compilation Material of* ,,,p. 52

Reliability is the extent to which test results are not affected by the luck factor. How much value the participants are is the extent to which the understanding gained.

- 1) Date and time of special tests (must be carried out with the right time to allow in the test).
- 2) Specific questions or problems present in the test results of the Taker Takes test (compared to other editions) and
- 3) Evaluator intended to evaluate the test taker's response (if Any process involves anyincluding evaluation)²⁸.

Reliable test testing is to be consistent and reliable. If giving the same test to the same student or a suitable student on two different occasions, the test must give the same result. The problem of test reliability can be overcome by considering a number of factors that can contribute to the lack of reliability of the test. Factor affecting the reliability of a test are:

- a) The extent of sample of material selected for testing: where validity is concerned chiefly with the content of the sample, reliability is concerned with the size. The larger the sample (i.e. the more tasks the testes have to perform), the greater the probability that the test as a whole is reliable-hence the favouring of objective tests, while allow for a wide field to be covered.
- b) The administration of the test: is the same test administered to different groups under different condition or at different time ? Clearly, this is an important factor in deciding reliability, especially in tests of oral production and listening comprehension.

The way in which this factor differs from test situation validity can be seen from the follow example: if a recording for a listening comprehension test is initially poor in quality , then

²⁸ Samuel A. Livingston, *Test Reliability—Basic Concepts*, Livingston, S. A. (2018), p. 6.

it is poor in quality for all tests. This will consequently make for invalidity (unless speech has been deliberately masked with noise, as a testing device).

c. Practicality

It refers to the logistics, administration involved in making, assessment and evaluation of instruments. Furthermore, Mou Savi in Born says this is a cost, how much time it takes to manage and build, then lastly is a report of results.

- 1) Fees should not be too expensive, a teacher should avoid costs that are too expensive in conducting a test.
- 2) A good exam time is neither too long nor too fast.
- 3) Examination administration should not be complicated or difficult and should be easy to perform.
- 4) Evaluation, A good test is a test that must be according to the scoring rubric, so that it is easy to assess.

d. Authenticity

The teacher should conduct testing with test items that are applied in real contexts in everyday life because it is a consideration that helps to display authenticity in an exam.

- 1) The language in testing should be as natural as possible.
- 2) Meaningful topics (relevant and interesting) for students.
- 3) Must be structured if a story or episode.
- 4) The tasks given must be appropriate or close to the real world.

e. Wash Back

Wash back is the effect of testing on teaching and learning, can be harmful and beneficial.²⁹ Teachers should be able to make tests in class with the aim of knowing the extent to which students understand the material presented so that teachers can give appropriate wash backs. The function of the wash back is to

²⁹ Arthur Hughes, *Testing for English Teacher*, (New York: Cambridge University Press, 2003), p.1

increase make motivation of student, self-confidence, language, inter-language and strategic investment in students so that teachers can make learning that is on target.

5. Formative Assessment

Formative Assessment is a process that provides feedback and support for instruction. So that teachers and students can adjust instruction and learning to improve students' outcomes of planned instruction (Black and William,³⁰). Formative assessment carried out by educators and researchers as one of the very important elements to improve the effectiveness of student learning in carrying out learning activities, and also a teaching component where teachers must know about the effectiveness of the learning activities they provide to students. It can be seen as a process by which the teacher must gather information and then respond for further learning. H Carl Haywood stated that the terms of interactive formative assessment were related more closely in procedural than the actual teaching (cognitive tools) inside interaction, and it was mindful, purposeful, and reflected strength to create variation in English material.³¹

based on this explanation, the writers concludes that formative Assessment is an assessment that is often give to students at a certain time in a lesson in the process of teaching and learning activities, usually after one chapter in the discussion of the material can be said to have passed in the study when students can understand the material. In addition, it also serves to assess whether students they understand about the previously discussed chapter or not. This is also a control or benchmark for teachers in knowing whether teachers provide effective

³⁰ Welly Ardiansyah, Murwani Ujihanti, Nurul Aryanti, Wasitoh meirani, Formative Assessment, *Holistic Journal*, Vol. 10, Num. 19, 2018, p. 20.

³¹ Asifa Dhearul Janah, Desi Wijayanti Ma'rufah, Maulana Mualim, The Use of Interactive Formative Assessment in An Efl Class Through The Comment Column of Google Classroom, State Islamic University of Prof.K.H. Saifuddin Zuhri Purwokerto, *Journal of Language Education*, Vol. 6, No. 1, 2022, p. 25.

learning learn or not it can be known when a test is done with a good score.

Reasons for the use of Formative Assessment Classroom Techniques.

There are many reasons to use Formative Assessment Classroom Techniques (FACT) in the classroom. FACT have been shown to:

- a. Activate thinking and involve learning so that learning is not monotonous.
 - b. Creating ideas in teaching for students and also make it easier for the teacher to explain a material
 - c. Increase comfort in implementing ideas In general, students especially the simpler ones Sometimes there are no lessons.
 - d. Provide a stimulus for expression, scientific reasoning.
 - e. Determine whether students can apply it scientifically Meaning for new situations.
6. Giving and Using Feedback (Student to Student, student to teacher, teacher to student). (Adapted from Keeley).³²

B. Content Validity Analysis

The primary validity for achievement tests is content validity, sometimes called content relevance. Content Validity talk about a test. Wiersma said, "Content Validity relates to the extent to which the test represents a defined body of content from topics and processes". Therefore, the purpose of the test is to reflect the instructional or subject matter. But every knowledge or skill is not expected to always appear in the exam, there are many things that are too many to all appear in one exam and are inefficient.³³ It doesn't matter what percentage of students understand or answer a test. What is important is that the test items can describe students in measuring and balancing against ability. assign a

³² Alison Cullinane, formative Assessment Classroom Techniques, *Resource & Research Guides*, Vol. 2 No. 13. 2011. P. 1.

³³ Nofiyanti, *Analysis on The Content Validity of The Summative Test for The First Year Students of Junior High School*, (A Case study of SMPN 87 Jakarta), (Jakarta:UIN Syarif Hidayatullah) p. 18.

certain value to indicate the importance of each component in the other components in the test. In this way, the test should achieve content validity and reflect the component skills and areas that the test writer intends to include in the assessment. It is considered good to sample the test representing the domain task to be performed sizing. It can also be referred to as curricular validity, since the material to be tested based on the curriculum, so, the way to know the validity of the content is to look at the objectives of the curriculum and test materials. Reading through the works of Smit, et al is one gets the impression that curriculum is synonym to syllabus, a syllabus is comes from the curriculum. It is about a list of topics to be taught and studied for a certain period or program, while the work scheme is taken from the syllabus and broken down to be take term based. Lesson plans are further breakdown of the work to be done. So the author concludes that syllabus and lesson plan are the same only lesson plan is more detailed.³⁴

Based on the explanation above, the researcher concludes that content validity refers to each items of the assessment that is accordance with the curriculum that is used in teaching and learning process before the assessment is held. It deals with the suitability between the instruments of the assessment and the curriculum that is used.

C. Review of Relevant Studies

Based on the sources related to this study, there are several studies related to this research topic. The comparison of previous studies is presented as follows.

First, a research entitled *The Quality of an English summative test of a public junior High School, Kupang-NTT* by Thessia Trivict Semiun and Fransiska Densiana Lukur from University of Timor in academic year

³⁴ Maxwell C.C Musingafi, Isaac Mhute , Shupika Zebron, Kwaedza E. Kaseke, Planning to Teach: Interogation the Link among the Curricula the Syllabi, Schemes and Lesson plan in the Teaching Process, *Journal of Education and Practice*, Vol. 6, No. 9. 2015, p. 54 and 59

2020. In the paper, it is concluded that the English summative test to test the learning presentations of grade VII students is categorized as a good test. In terms of content validity, the test has a high value of content validity, of which 50 items (100%) have conformity with the curriculum. Second, in terms of readability criteria, the English summative test shows a reliability coefficient value of 0.820 which shows that the test is good for class tests. Finally, the validity of the test items shows that it is important for teachers to build appropriate tests. A test that aims to measure reading and writing skills as intended teachers. The equation is to discuss validity analysis where it must have conformity with the curriculum so that the test can be said to be good and shows that it is important for teachers to build appropriate tests. The difference lies in the object of his research in the thesis, the research focuses on summative assessment where the assessment carried out at the end of each time covers one subject that is intended to find out the extent to which students have been able to move from one learning to the next.³⁵

Second, research entitled *The Validity, Reliability, Level of Difficulty and Appropriate Thesis of Curriculum of The English Test* by Nani Athiyah Salwa from Diponegoro University in the 2012 academic year. Nani's research focuses on presenting and comparing test quality involving validity, reliability, difficulty, and distribution of curriculum suitability and the nature of good tests. This test was conducted with a qualitative approach. The equation is to discuss validity and use a qualitative approach and testing is done using a comparative method. The difference in the grade level studied in 5 grade elementary school students, the author uses several formulas to measure validity and discriminatory power tests besides measuring distributors that comply with the syllabus or not, that is a benchmark for the writer.

³⁵ Thessia Trivict Semiun and Fransiska Densiana Lukur, The Quality of an English summative test of a public junior High School, Kupang-NTT, *English Language Teaching Education Journal*, vol.3, No.2,2020, p. 139.

Third, a research entitled *The Content Validity of The Summative test Item of English for The Tenth Graders of SMA Negeri 1 Magelang in The school Year 2015/2016* by Ardhiyan Nugrahanto, Dwi Winarsih, Farikhah from Tidar University in academic year 2015³⁶. The research focused on the summative test The English used for its students has a good content validity. Test questions that represent the basic competencies suggested in the syllabus. For the English summative test questions used, students have not presented basic competencies proportionally. The equation is to discuss validity analysis where to make an assessment must be in accordance with the curriculum. The difference lies in the object of his research in the journal the research focuses on summative assessment where the assessment carried out in the form of questions must represent the basic competencies suggested in the syllabus and the questions for each basic competency, where there are basic competencies that dominate the item test or basic competencies represented equally in the number of items.

³⁶ Ardhiyan Nugrahanto, Dwi Winarsih, Farikhah, entitled *The Content Validity of The Summative test Item of English for The Tenth Graders of SMA Negeri 1 Magelang in The school Year 2015/2016*, *journal of research on applied linguistic language and teaching*, p. 13-14.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Research.

Type of research conducted by researchers using the field research where research examines and collects data by interviewing or requesting information from the reporter and documents as direct evidence to research locations. This research uses a qualitative approach by placing the problems that require the context of time and the situation in question in accordance with the conditions in the field and using descriptive methods, but researchers use numerical data and any formula in analysis the object research on the percentage of quality validity of the content of the assessment with the intention as a result of a study.

B. Research Location

In this research, the researcher took the research location of the Muhammadiyah Cilongok Junior High School located in Mosque Pernasidi Street, Pernasidi, Cilongok, Banyumas. And asked the validator to validate the data, he is a teacher of SMK AL Muallim Kesugihan which is located at kemerdekaan timur street, No 06, Kesugihan Kidul, Cilacap, Jawa Tengah. This Research chose to research the study on the spot on the following basis:

1. The fact that there are still many teachers in schools has not analyzed the quality of assessments especially formative assessments and SMP Muhammadiyah Cilongok high school has two excellent programs, namely tahfidz and sports.
2. SMP Muhammadiyah Cilongok is an Islamic based school that applies Islamic value in teaching and learning activity. This is suitable to the background of the institution of the researcher.

C. Time of The Research

This research was conducted from 04 February – 30 September 2022.

Table 1.
TABLE TIME OF THE RESEARCH

NO	ACTIVITIES	TIME	PLACE
1	Find the information about the school's students conduction including the curriculum and facilitate in the school.	Saturday ,04 february 2022	SMP Muhaamadiyah Cilogok
2	Observation and asking for daily questions and syllabus (2 types of questions)	Tuesday, 07 February 2022	SMP Muhaamadiyah Cilogok
3	asking for daily questions and syllabus (2 tipel questions)	Monday, 21 August 2022	SMP Muhaamadiyah Cilogok
4	asking for daily questions and syllabus (1 type of question)	Monday, 04 September 2022	SMP Muhaamadiyah Cilogok
5	Validators for validating questions, good or not	Friday 29 September 2022	SMK AL Muallim Kesugihan
6	The validator proceeds to validate the daily question, whether it is good or not.	Saturday, 30 September 2022	SMK AL Muallim Kesugihan

D. Data Sources

The data in this study will be presented in qualitative research and use content validity analysis to prove the validity of a data.

1. Primary source

Primary source means a data source that directly provides to the researcher. The primary data sources of this researcher were obtained from:

- a. The syllabus of English lesson in SMP Muhammadiyah Cilogok.
- b. The scripts of the English daily assessment for the 7 grade of SMP Muhammadiyah Cilogok.

2. Secondary Source

Secondary sources are data sources that indirectly provide to the researcher. In this study, secondary sources were extracted from the information provided by the teacher of SMP Muhammadiyah Cilongok. Whether through documentation or interview to find existing information and data, this is very appropriate because the data process is not direct but the researcher only uses existing and processed data, in addition to also making supporting data that can improve the quality of a study, secondary data is usually sourced to third parties, this is because some data sources are based on documents or archives and expert opinions. In this study, it is not only one source in the study but requires another source, namely validators to validate the documents taken.

E. Data Collection Techniques

The data collection technique of this research is documentation and interview. According to Guba and Lincoln, documentation is any written material or film, other than unprepared recordings.³⁷ in this case the researcher uses the documentation in the assessment question sheet and the syllabus used by the teacher from there the teacher gets information related to the content validity of the formative assessment .In addition to also using interviews, based on Brinkman, People are naturally conversation, and so interview method draw on something people are accustomed to participating in, even if not typically in formal setting.³⁸ With that researchers can find information comprehensively, accurately, honestly and in depth related to content validity. get objective and balanced information and data.

³⁷ Lexy J. Moleong, *Qualitative Research Methodology*, Bandung: PT. Juvenile Rosdakarya, (2015),p. 216.

³⁸ Patricia Leavy, *Research Design Quantitative, Qualitative, Mixed Method, Arts-Based, and Community-Based Participatory Research Approaches*, (New York: The Guilford Press, 2017), p.139.

1. Documentation

Documentation is a set of digital media documents used as research data provided on paper. According to John W, Documentation is the process of identifying, collecting, and making publicly available existing records.³⁹ The researcher used the documentation of the daily English assessment question sheets and the syllabus used by the teacher to measure the accuracy of the validity of whether the question corresponds to the syllabus or not, if it is appropriate then it can be said to be valid and if it is not appropriate then it is said to be invalid.

2. Interview

According to Leavy, the Interview method refers to something that ordinary people participate in, though not usually in a formal setting.⁴⁰ In this study, interviews were the medium used to find out information by interviewing an 7 grade English teacher at SMP Muhammadiyah Cilongok, named Mrs. Rahma. The researcher obtained information related to the research by preparing several questions for the English teacher to obtain information about the daily English assessment given at SMP Muhammadiyah Cilongok. The question includes whether content validity is always carried out in every meeting, if it does not meet the target of whether the quality of the material will be lowered.

F. Data Analysis Techniques

Thematic analysis is one way to analysis data that has the following objectives: Identify patterns or to find themes through data that has been collected by researchers (Braun & Clarke,) Even Holoway & Todres said that this thematic analysis is the basis or foundation for the

³⁹ John W. Suter ,Documentation Basics A Guide to Planning and Managing Documentation Projects, (New York State Arachives, 2003).

⁴⁰ Patricia Leavy, *Research Design Quantitative, Qualitative, Mixed Method,Arts-Based, and Community-Based Participatory Research Approaches*, (New York: The Guilford Press, 2017), hlm.139

benefit of analysis in qualitative research.⁴¹ By that involving reading through a set of data and looking for patterns of data meaning to find themes, this research is also supported by information statements encountered directly by researchers to be asked for information on questions that have been carried out.

In this research, the researcher will use the technique analysis data as follows:

1. Identification

Identification is the activity of searching, researching, collecting, recording both data and information. data priority means Summarizing, selecting things that need attention in research, focusing on something important and discarding unnecessary things or data that is not important. Data that has been identification certainly provides a clear picture of carrying out further data. Clear data is data that is sought by researchers to make it easier to determine a data, as necessary as necessary, which is in accordance with the context and does not need to be asked if it is not necessary. By providing a clear picture, it will make it easier for researchers to identify a problem that occurs in the school.

2. Data Explanation

The researcher explained the data into a table as follows:

Table 1.
The quality of English formative assessment based on content validity aspect

NO	QUESTION ENGLISH ASSESSMENT	GOOD QUALITY	NOT GOOD QUALITY
1	-	-	-

Table 2.
The Conformity the items number and the indicators

⁴¹ Heriyanto, Thematic Analysis sebagai Metode Menganalisa Data untuk Penelitian Kualitati, *UNDIP E-journal system*, Volume 2, 2018, p. 318.

NO	INDICATORS THAT ARE IN THE SYLLABUS	ITEM NUMBERS	TOTAL NUMBERS
1	-	-	-

Table 3.

The Unconformity the items number and the indicators

NO	INDICATORS THAT ARE NOT FOUND	ITEM NUMBERS	TOTAL NUMBERS
1	-	-	-

Table 4.

The explanation of each item that conform to the indicator

ITEM NUMBER	QUESTION
1	-

Table 5.

The explanation of each item that did not conform to the indicator

ITEM NUMBER	QUESTION
1	-

3. Calculation

Data that has been identified and presented in tables, The researcher then calculated the percentage of validity. The formula that will used in analysis content validity are:

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

P =Percentage

F = Frequency of conformity

N =Number of sample⁴²

⁴² Willem Saragih, Anggraini Thesisia Saragih, *Content Validity Of English Summative Test Items of The Eighth Grade Students At SMPN 4 Pollung in academic year 2017/2018*

It is used to see how many percent the test covers the instruction of the curriculum. The test items are studied in terms of their conformity to curriculum. Therefore, the writer also compares the percentage with the criteria adopted from Arikunto' opinion:

76 – 100 %	= Good
56 – 75 %	= Sufficient
40 – 55%	= Less good
< 40 %	= Bad ⁴³

Based on the classification above, it can be describe:

- a. If the result of suitable of English formative assessment item with syllabus is < 20 %, it means the content validity of the test is bad
- b. If the result of suitable of English formative assessment item with syllabus is 40% – 45 %, it means the validity of the test is less good.
- c. If the result of suitable of English formative assessment item with syllabus is 56 % – 75 %, it means the content validity of the test is sufficient.
- d. If the result of suitable of English formative assessment item with syllabus is 76% – 100 %, it means the content validity of the test is good.

⁴³ Nofiyanti, *Analysis on the Content Validity of the Summative test for the First year Students of Junior High School (A Case study of SMPN 87 Jakarta)*, (Jakarta:UIN Syarif Hidayatullah) P. 31.

CHAPTER IV

FINDING AND DISCUSSION

A. Data Explanation

The quality of English formative Assessment is based on content validity aspect, where in each question item has criteria so that it can determine whether the question is of good quality or not. So the researcher is looking for validators to assess whether the question is good or not, validator Named Mr. Irfan Nur Aji ,he teaches at one vocational high school in Cilacap, namely SMK AL Muallim Kesugihan, is an English teacher for classes XI and XII in all majors, he has criteria in determining whether the question is good or not which is below.

Table 2.
The quality of English formative Assessment based on content validity aspect

No	Indicator	Items Number	Items Total
1	The subject matter is formulated briefly	1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16,17,18,19,20	20
2	The formulation of the subject matter and the choice of answer is a necessary question only	1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16,17,18,19,20	20
3	The subject matter does not give a key clue to the answer	1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16,17,18,19,20	20
4	Homogeneous and logical answer choices are reviewed in terms of material	1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16,17,18,19,20	20
5	Drawings, graphs, tables, diagram or the like are clear and work	-	-
6	The question item does not depend on the answer to the previous question	1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16,17,18,19,20	20

Table 3.
The conformity between the items number in English formative assessment to the indicator

NO	INDICATOR	ITEMS NUMBER	ITEMS TOTAL
1	Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art and culture related to visible phenomena and events.	-	-
2	Presenting factual and conceptual knowledge in a clear language , systematic, logical and critical in aesthetic works in movements that reflect healthy children and in reflecting the behavior of children playing and noble character	-	-
3	Understanding instructions is very simple in context	-	-
4	Understanding to speaking texts about a family	-	-
6	Understand words, phrases, and phrases about family members	1,2,3,4,5,6,7,8,9,10	10
7	Capturing the meaning of the instructed oral text is very simple in context	-	-
8	Capturing the written meaning of a family member with proper pronouns placement	11,12,13,14,15,16,17,18,19,20	10

Table 4.
The explanation of question each items that conform to the syllabus in English formative assessment 1.

Fill the bank with the correct the pronouns

ITEMS	QUESTION
1	Hi,...name is Saras Fatmawati.
2	People usually call,...Saras
3	...am thirteen years old. am study at SMP Pusaka. I live in Mendung 29 Street, Surakarta.
4	...Father is Jodhi Aditya.
5	...is a Doctor
6	My Mother is Siti Martanti...is a housewife.
7	I love... Very much
8	I do not have sibling...hobby is collecting dolls.
9	My parents bought them for...
10	I put...in a glass cupboard.

Question with number 1-10 where the question is about how to use the pronound and the question is in accordance with the criteria determined by the validator, namely the subject matter which is briefly formulated, the formulation of the subject matter and the answer choices are only necessary questions, the subject matter does not provide answer key instructions, homogeneous and logical answer choices in terms of material, item questions do not depend on the answers to the previous questions, although there is one point that is not fulfilled, namely pictures, graphs, tables, diagrams or the like are clear and functional, these points do not exist because they are in the question there is no picture and content is needed, so the question is good quality

Questions with number 1-10 about answering sentences correctly and precisely based on pronouns. Such questions correspond to the indicators mentioned in the syllabus, that is, understand words, phrases and expressions about family members.

Complete the structure of short sentences appropriately according to pronouns to obtain information related to facts/activities,/habitual/general actions based on social functions, and text structure. Therefore the question is valid

Table 5.
The explanation of question each items that conform to the syllabus in English formative assessment 2

Cross out the words that don't match pronouns

ITEMS	QUESTION
11	Aisah has a new novel, She / Her is reading now
12	I don't know that girl. Do you know him / her
13	Ali and I won the football. The teacher congratulation us / me
14	Mr. Anto is our teacher. We always great him / he every day
15	BTS is a artist from Korea. They / us are very famous in Indonesia
16	Ani, Lia and Tasya are best friends. They / us are students
17	My father is a lecture in the campus. He / hem 43 years old.
18	I am is a student. I / me from Bandung
19	Book on the table is me / mine
20	Alekander is in Australia but he / him live in Indonesia

Question with number 11-20 where the question is about how to use appropriate pronouns and the question is in accordance with the criteria determined by the validator, namely the subject matter which is briefly formulated, the formulation of the subject matter and the answer choices are only necessary questions, the subject matter does not provide answer key instructions, homogeneous and logical answer choices in terms of material, item questions do not depend on the answers to the previous questions, although there is one point that is not fulfilled, namely pictures, graphs, tables, diagrams or the

like are clear and functional, these points do not exist because they are in the question there is no picture and no picture is needed, so the question is good quality.

Item number 11-20 about supplementing sentences with proper pronouns . The question corresponds to the indicators mentioned in the syllabus, which is To capture the written meaning of family members with proper pronouns placement Therefore the questions are valid.

Table 6.
The quality of English formative Assessment based on content validity aspect

No	Indicator	Items Number	Items Total
1	The subject matter is formulated briefly	1,2,3,4,5	5
2	The formulation of the subject matter and the choice of answer is a necessary question only	1,2,3,4,5	5
3	The subject matter does not give a key clue to the answer	1,2,3,4,5	5
4	Homogeneous and logical answer choices are reviewed in terms of material	1,2,3,4,5	5
5	Drawings, graphs, tables, diagram or the like are clear and work	1,2,3,4,5	5
6	The question item does not depend on the answer to the previous question	1,2,3,4,5	5

Table 7.
The conformity between the items number in English formative assessment 3 to the indicator

NO	INDICATORS THAT ARE IN THE SYLLABUS	ITEMS NUMBER	ITEMS TOTAL
1	Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art and culture related to visible phenomena and events.	-	-
2	Trying, processing and presenting	-	-

	in the concrete realm (using, parsing, assembling, modifying and making) and the abstract realm (writing, reading, counting, drawing and composing) in accordance with what is learned in school and other sources that are the same in point of view / theory.		
3	Applying social functions of text structure and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the condition of people, objects, animals, according to the context of their use. (note the linguistic elements there is/are)	-	-
4	Identify short and simple oral or written transactional interaction texts that provide the act of giving and asking for information regarding the whereabouts of people, objects, animals by paying attention to social functions, text structures and linguistic elements that are correct and in context.	1,2,3,4,5	



Descriptive Text about Animal

Most people in the world have a pet. I also have it. My pet is a cat, named Dimo. Its color brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet

shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbour cat. I love him very much because he can be my friend.

Table 8.
The explanation of the question each items that conform to the indicator in English formative assessment 3

Read carefully and answer the question below based on the text

NO	QUESTION
1	1. Dimo's eyes are? A. Black C. Brown B. White D. Dark brown
2	2. I got the pet from? A. His neighbor C. His Friends B. A pet shop D. His Mother
3	3. How many times a cat is bathed in a week...? A. one time C. Three time B. two time D. Four Time
4	4. Are cat a smart animal....? A. yes it is C. Does not B. no it is D. Do not
5	5. What is the cat name's...? A. Bimo C. Modi B. Dimo D. Mine

Question with number 1-5 where the question discusses an object, namely a cat and looks for the answer in the reading which and the question matches the criteria determined by the validator, namely the subject matter which is briefly formulated, the formulation of the subject matter and the answer choices are questions only what is needed, the subject matter does not provide an answer key, the answer choices are homogeneous and logical in terms of material, pictures, graphs, tables, diagrams or the like are clear and functional, the items do not depend on the answers to the previous questions, so the question is good quality.

Item number 1 is about asking about information related to the characteristics of his pet and asking about the color of the eyes

possessed by his pet. This question matches the indicators mentioned in the syllabus, which is to identify short and simple texts of oral or written transactional interactions that give The act of giving and asking for information related to the existence of people, things, animals with due regard to social functions, the structure of the text and linguistic elements that are correct and appropriate to the context. Therefore this question is valid. Item number 2 is about asking about where I got my pet from and This question matches the indicators mentioned in the syllabus, which is to identify short and simple oral or written transactional interaction texts that give The act of giving and requesting information related to the existence of people, objects, animals with due regard to social functions, the correct structure of the text and linguistic elements and according to the context. Therefore this question is valid.

Item number 3 is about asking how many times his pet is bathed in a week. This question matches the indicators mentioned in the syllabus, which is to identify short and simple texts of oral or written transactional interactions that give The act of giving and asking for information related to the existence of people, things, animals with due regard to social functions, the structure of the text and linguistic elements that are correct and appropriate to the context. Therefore this question is valid. Item number 4 is about asking if his pet is smart. This question matches the indicators mentioned in the syllabus, which is to identify short and simple texts of oral or written transactional interactions that give The act of giving and asking for information related to the existence of people, things, animals with due regard to social functions , the structure of the text and linguistic elements that are correct and appropriate to the context. Therefore this question is valid.

Item number 5 is about asking what his pet's name is in the form of a cat. This question matches the indicators mentioned in the

syllabus, which is to identify short and simple texts of oral or written transactional interactions that give The act of giving and asking for information related to the existence of people, things, animals with due regard to social functions , the structure of the text and linguistic elements that are correct and appropriate to the context. Therefore this question is valid

Table 9.
The quality of English formative Assessment based on content validity aspect

No	Indicator	Items Number	Items Total
1	The subject matter is formulated briefly	1,2,3,4,5	5
2	The formulation of the subject matter and the choice of answer is a necessary question only	1,2,3,4,5	5
3	The subject matter does not give a key clue to the answer	1,2,3,4,5	5
4	Homogeneous and logical answer choices are reviewed in terms of material	1,2,3,4,5	5
5	Drawings, graphs, tables, diagram or the like are clear and work	1,2,3,4,5	5
6	The question item does not depend on the answer to the previous question	1,2,3,4,5	5

Table 10.
The conformity between the items number in English formative assessment 2 to the indicator

NO	INDICATORS THAT ARE IN THE SYLLABUS	ITEMS NUMBER	ITEMS TOTAL
1	Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art and culture related to visible phenomena and events.	-	-
2	Trying, processing and presenting in the concrete realm (using, parsing, assembling, modifying and making) and the abstract realm (writing,	-	-

	reading, counting, drawing and composing) in accordance with what is learned in school and other sources that are the same in point of view / theory.		
3	Applying social functions of text structure and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the condition of people, objects, animals, according to the context of their use. (note the linguistic elements there is/are)	-	-
4	Compose short and simple oral and written transactional interaction texts that provide the act of giving and asking for information regarding the whereabouts of people, objects, animals by paying attention to social functions, text structures and linguistic elements that are correct and in context.	1,2,3,4	4

Table 11.

The unconformity of the items number of question in English formative assessment to the indicator

NO	INDICATORS THAT ARE NOT FOUND	ITEMS NUMBER	ITEMS TOTAL
1	The meaning of the sentence.	5	1

In the 5 multiple choice questions, there is 1 question that does not match the syllabus, namely question number 5, because in question number 5 asks an underlined word, while in the question there is no underlined word and will be explained below.



Arya Saloka Yuda was born in Denpasar, June 27, 1991. He is the son of Hardono and Murtiningsih. He graduated from Informatics Engineering, State University of Malang. He started his career when

he was invited to play an extra role in an FTV filming in Bali. Then another offer came from Jakarta, but Arya, who was currently studying at a university, became constrained. Finally, he decided to take a job shooting in Jakarta only during his college holidays. His career shone even more when he played the character Guntoro in the soap opera Get Married The Series 2. Arya Saloka was not only busy working in the acting world. apparently also has other activities, namely the culinary business

Table 12.
The explanation of each items that conform to the indicator in English formative assessment 4

Give a cross (X) for the correct answer !

NO	QUESTION
1	1. What is the tittle of the text about ...? a. Career Arya Saloka b. Food Arya Saloka c. Biodata Arya Saloka d. School Arya Saloka
2	2. what is the beginning of arya saloka's career...? a. Figure Actor b. Main Actor c. Antagonist d. Protagonist
3	3. Are Hardono and Murtiningsih arya saloka parents...? a. Yes, he is

	b. Yes, I am a. Yes, they are b. Yes, she is
4	4. what is arya saloka's business...? a. Culinary b. Tourism, c. Aviation d. study at the Malang State University

Question with numbers 1-4 where the question discusses an object is biography arya saloka and looks for the answers in the reading which and the questions match the criteria determined by the validator, namely the subject matter that is briefly formulated, the formulation of the main questions and the answer choices are questions only what is needed, the subject matter does not give clues to the answer key, the answer choices are homogeneous and logical in terms of material, pictures, graphs, tables, diagrams or the like are clear and functional, the items do not depend on the answers to the previous questions, so the question is good quality .

Item number 1 is about the asking the title related to the text . This question matches the indicators mentioned in the syllabus, which is composing short and simple texts of oral or written transactional interactions that give The act of giving and asking for information related to the existence of people, things, animals with due regard to social functions , the structure of the text and linguistic elements that are correct and appropriate to the context. Therefore this question is valid. Item number 2 is about asking about the first career of arya saloka. This question fits the indicators mentioned in the syllabus, Composing short and simple texts of oral or written transactional interaction that give The act of giving and asking for information related to the existence of people, things, animals with due regard to social functions , the structure of the text and linguistic elements that are correct and

appropriate to the context. Therefore this question is valid. Question item number 3 is about Asking who the parents of arya saloka. This question matches the indicator mentioned in the syllabus, that Composing a short and simple text of oral or written transactional interaction that gives The act of giving and asking for information regarding the existence of people, things, animals with due regard to social functions , the structure of the text and linguistic elements that are correct and appropriate to the context. Therefore this question is valid. Item number 4 is about asking what business Arya Saloka is doing. This question fits the indicators mentioned in the syllabus Composing short and simple texts of oral or written transactional interaction that give The act of giving and requesting information related to the existence of people, things, animals with due regard to social functions , the structure of the text and linguistic elements that are correct and appropriate to the context. Therefore this question is valid.

Table 13.
The explanation of each item that did not conform to the indicator in English assessment

5	<p>1. He started his career when he was invited to play an extra role in an FTV filming in Bali. The synonym of the underlined word is?</p> <p>a. Finish b. Initiate c. Change d. Now</p>
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Question number 5 is not in accordance with the validator's criteria, namely the subject matter that is briefly formulated because the question has a confusing word, namely underline where there is no underlined question, so the question is not good quality

Item number 5 asks about the synonyms of a word. It is not mentioned in the indicators in the syllabus. Moreover, this question is not clear because there is nothing underlined in question, in the question there is only one word in bold it is play ,while the problem is asking the underlined word. Therefore, this question is invalid.

Table 14.
The quality of English formative Assessment based on content validity aspect

No	Indicator	Items Number	Items Total
1	The subject matter is formulated briefly	1,2,3,4,5	5
2	The formulation of the subject matter and the choice of answer is a necessary question only	1,2,3,4,5	5
3	The subject matter does not give a key clue to the answer	1,2,3,4,5	5
4	Homogeneous and logical answer choices are reviewed in terms of material	1,2,3,4,5	5
5	Drawings, graphs, tables, diagrams or the like are clear and work	-	-
6	The question item does not depend on the answer to the previous question	1,2,3,4,5	5

Table 15.
The conformity between items number in English formative assessment to the indicator

NO	INDICATORS THAT ARE IN THE SYLLABUS	ITEMS NUMBER	ITEMS TOTAL
1	Understanding the social function of invitation card and greeting card	1	1
2	Understanding the structure of the text of invitation card and greeting card	2,3	2
3	Creating simple invitation and greeting card according to the right grammatical item and word choice based on	-	-

	the right social function , structure of text and language features based on context		
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Table 16.
**The unconformity of items number in English formative
assessment 4 to the English syllabus**

NO	INDIKATOR THAT ARE NOT FOUND	ITEMS NUMBER	ITEMS TOTAL
1	Asking synonym of the word	4,5	2

Of the 5 questions, there are 2 questions that do not conform to the Syllabus, namely questions number 4 and 5, because the question states synonym a word that is underlined, while none of these questions are underlined.

Table 17.
**The explanation of each items that conform to the indicator in
English formative assessment 5**

Give a cross (X) for the corrected answer !

NO	QUESTION
1	Ani's parents will invite you to come to the wedding of the first child named Budi, which will be held on Friday, June 14 at 14.00 at gaja Mada hotel Jl. Ahmad yani Yogyakarta. What is he purpose of this text is to invite you ... A. to attend Ani's wedding B. To tell that Ani's sister is married C. Invited to attend her sister's wedding D. To attend Ani's mother's wedding
2	Which statement is TRUE based on the text? A. The wedding will be held on Friday, June 14 at 2:00 p.m. at Gaja Mada hotel B. Ani is getting married and I was invited to attend C. Pernikahan will be sponsored by Gajah mada hotel D. Ani's mother and her father are getting married at Gajah mada hotel
3	You Are Invited! Adinda's Birthday Party Sunday, January 14, 2020 At 2:00 Pm , At Adinda's Home at Angrek street, Kayumanis , North Jakarta. Where's the

	party? A. At the hotel B. School C. Adinda's House
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Question with number 1 where the question is about how to use the same pronouns and the question is in accordance with the criteria that have been determined by the validator, namely The subject matter is formulated briefly, the formulation of the subject matter and the choice of answers is a necessary question only, The subject matter does not give clues to the answer key, Homogeneous and logical answer choices in terms of material, The question item does not depend on the answer to the previous question, although there is one point that is not fulfilled, namely Drawings, graphs, tables, diagrams or the like are clear and functional, the point does not exist because in the question there is no image and no image is needed so the question has good quality

Item 1 is about asking the purpose of the text, which is the text about the invitation card from ani's parents regarding the wedding invitation. This question matches the indicators mentioned in the syllabus, that is, understand the social functions of invitation cards and greeting cards. Therefore this question is valid.

Question with number 2-3 where the question is about how to use the appropriate sound and the question is in accordance with the criteria determined by the validator, namely the subject matter that is briefly formulated, the formulation of the subject matter and the answer choices are questions that are needed only, the subject matter does not give answer key instructions, homogeneous and logical answer choices in terms of material, item questions do not depend on the answers to the previous questions, although there is one point that is not fulfilled, namely pictures, graphs, tables, diagrams or the like are clear and functional, these points do not

exist because they are in the question there is no picture and no picture is needed, so the question is good quality

Item number 2 is about asking for certain facts based on the invitation card. This question matches the indicators mentioned in the syllabus, that is, understand the social functions of invitation cards and greeting cards. Therefore this question is valid. Item number 3 is about asking the venue of the party based on the invitation card. This question matches the indicators mentioned in the syllabus, that is, understand the social functions of invitation cards and greeting cards. Therefore this question is valid.

Table 18.
The explanation of each item that did not conform to the indicator in English formative assessment

NO	QUESTION
4	4. Regular exercise can make the body always fit and not easily hurt. The synonym of the underlined word is? A. Fresh B. Pure C. Spirit D. Strong
5	5. The public is expected to obey the regulations made by the government in complying with the Health protocol. The synonym of the underlined word is? A. Respect B. Appreciate C. Obedient D. Good

Question with number 2-3 where the question is about how to use the appropriate sound and the question is in accordance with the criteria determined by the validator, namely the subject matter that is briefly formulated, the formulation of the subject matter and the answer choices are questions that are needed only, the subject matter does not give answer key instructions, homogeneous and logical answer choices in terms of material, item questions do not depend on the answers to the previous questions, although there is

one point that is not fulfilled, namely pictures, graphs, tables, diagrams or the like are clear and functional, these points do not exist because they are in the matter there are no pictures and no pictures are needed, so the question has good quality. question number 5 is not in accordance with the validator's criteria, namely the subject matter that is briefly formulated because the question has a confusing word, namely underline where there is no underlined question, so the question quality is not good

Item number 4 asks about the synonym of a word. Asking for synonyms or antonyms of a word that is not mentioned in the indicators in the syllabus. The question is also clueless because there are no underlined words to ask. This is an ambiguous question because in the matter there is only a bold word that is fit while the question asks the underlined word, for the question itself is about the underlined word. Therefore, this question is invalid. Item number 5 asks about the synonym of a word. It is not mentioned in the indicators in the syllabus. Asking synonyms or antonyms of a word and it is not mentioned in the indicators in the syllabus. In addition, this question is not clear because there is nothing underlined in the question there is only a thick-lettered word that is obey, perhaps what is meant is bold lettering but a matter of asking that letter. Therefore, this question is invalid.

B. Data Calculation

1. English formative assessment 1

a. Question numbers 1-10 have good quality

$$\begin{aligned} \text{b. P (Conformity)} &= \frac{10}{N} \times 100 \% \\ &= \frac{10}{N} \times 100 \% \\ &= 100 \% \end{aligned}$$

2. English formative assessment 2

a. Question number 11-20 has good quality

$$\begin{aligned} \text{b. P (Conformity)} &= \frac{10}{N} \times 100 \% \\ &= \frac{10}{10} \times 100 \% \\ &= 100 \% \end{aligned}$$

3. English formative assessment 3

a. Questions numbers 1-5 have good quality

$$\begin{aligned} \text{b. P (Conformity)} &= \frac{4}{5} \times 100 \% \\ &= \frac{4}{5} \times 100 \% \\ &= 80 \% \end{aligned}$$

4. English formative assessment 4

a. Questions number 1-4 have good quality

Problem number 5 not good quality

$$\begin{aligned} \text{b. P (Conformity)} &= \frac{4}{5} \times 100 \% \\ &= \frac{4}{5} \times 100 \% \\ &= 80 \% \end{aligned}$$

5. English formative assessment 5

a. Questions number 1-3 have good quality

Questions numbered 4-5 have a problem that is not good

$$\begin{aligned} \text{b. P (Conformity)} &= \frac{3}{5} \times 100 \% \\ &= \frac{3}{5} \times 100 \% \\ &= 60 \% \end{aligned}$$

Table 21.
The result of data calculation

NO	QUESTION ENGLISH ASSESSMENT	GOOD QUALITY	NOT GOOD QUALITY
1	Assessment 1	10	-
2	Assessment 2	10	-
3	Assessment 3	5	-

4	Assessment 4	4	1
5	Assessment 5	3	2

NO	ENGLISH ASSESSMENT	THE CONFORMITY QUESTION ITEMS	THE ANCONFORMITY QUESTION ITEMS	TOTAL FREQUENCY
1	Assessment 1	10	0	100%
2	Assessment 2	10	0	100%
3	Assessment 3	4	1	80%
4	Assessment 4	4	1	80%
5	Assessment 5	3	2	60%

From the calculation above, the researcher can see that all the quality of the questions is good. the first and second have good quality because 20 questions match the criteria, the third assessment is good quality because 5 questions are in accordance with the validator criteria, the fourth assessment with a total of 5 questions there is only one that does not match the validator criteria, and the fifth assessment out of 5 questions exists two questions that do not match the criteria of the validator.

From the calculation above, the researcher can see that all formative assessments carried out by the teacher are good and very good. The first and second assessments have good validity because 100% and the fourth has very good validity with a percentage of 80% and the last assessment has a fairly good validity with a percentage of 60%

CHAPTER V CLOSING AND SUGGESTION

A. Conclusion

Based on data collection and data analysis carried out by researchers, the results of this study are like teachers at Muhammadiyah Cilongok Junior High School in organizing a daily test of formative assessments carried out every time a meeting. In this study, there were 2 formative assessments analyzed, namely how is the quality of English formative assessment based on content validity aspect and how is the conformity of English formative assessment to the syllabus. The teacher considers that the quality of the questions made by the teacher of SMP Muhammadiyah Cilongok has good quality as evidenced by the questions that are in accordance with the criteria of validators.

There are some questions made by teachers that do not match the criteria of the questions made by validators and syllabus indicators. In the first assessment, the researcher found 10 questions out of 10 questions that had good question quality and had conformity with the syllabus, in the second assessment the researcher found 10 questions out of 10 questions that had good question quality and were in accordance with the syllabus, in the third assessment the researcher found 5 questions from 5 questions that had the quality of the questions is good and in accordance with the syllabus, the fourth assessment of the researchers found 4 questions out of 5 questions that have good question quality and are in accordance with the syllabus while in question number 5 it is not good because the questions are not in accordance with the instructions and also do not match the precepts and the fifth assessment and the researcher found 3 questions out of 5 questions that have good quality and are in accordance with the syllabus, while in questions number 4 and 5 are questions that are not good and do not match the syllabus.

All these assessment materials are intended for the 7th grade of junior high school, evidenced by the material represented by this

assessment is included in the syllabus for grade 7. This fact supports the good quality of the validity of the content of the assessment. The researcher concluded that the quality of good content validity of the formative assessment of English in SMP Muhammadiyah Cilongok was influenced by the competence of teachers who were good for teachers to always evaluate the assessment. This claim was approved by an English teacher in grade 7 of SMP Muhammadiyah Cilongok, because the teacher always gives formative assessments, the teacher is also not arbitrary in making questions, the teacher observe to the development of students evaluating daily test instruments, teachers do not just teach because there is already a reference, namely the syllabus.

B. Limitation of Study

Researchers need to limit the problem to focus on this research. This study was conducted to describe the quality of formative assessment based on the validity of the content provided to assess and evaluate grade 7 of SMP Muhammadiyah Cilongok. Content validity refers to the process to determine how well the dimensions and elements of a concept can be successfully definition⁴⁴. In order for the research to be more focused and not expand from the discussion in question, in this thesis the research limits it to the scope of research as follows:

1. The research only focuses on formative assessment of English for grade 7 students of Muhammadiyah Cilongok Junior High School
2. The study focuses only on multiple choice items.

C. Suggestion

The formative assessment instrument for grade 7 of SMP Muhammadiyah Cilongok is good in the validity of the content, but based

⁴⁴ Norliza Ghozali, Mohamad Sahari nordin, Sulaiman Hashim, Suhailah Hussein, *Measuring Content Validity : Students' Self-efficacy and meaningful Learning in Massive Open Online Course (MOOC) Scale*,Universiti Putra Malaysia, Education and Humanities Research, volume 15, 2017, p. 128.

on the analysis above, researchers have some suggestions to teachers as follows:

1. Teachers should analyze formative assessments before and after conducting formative assessments.
2. The teacher must replace the types of questions that are not good and do not correspond to the indicators with other questions that have a similar function but still correspond to the syllabus



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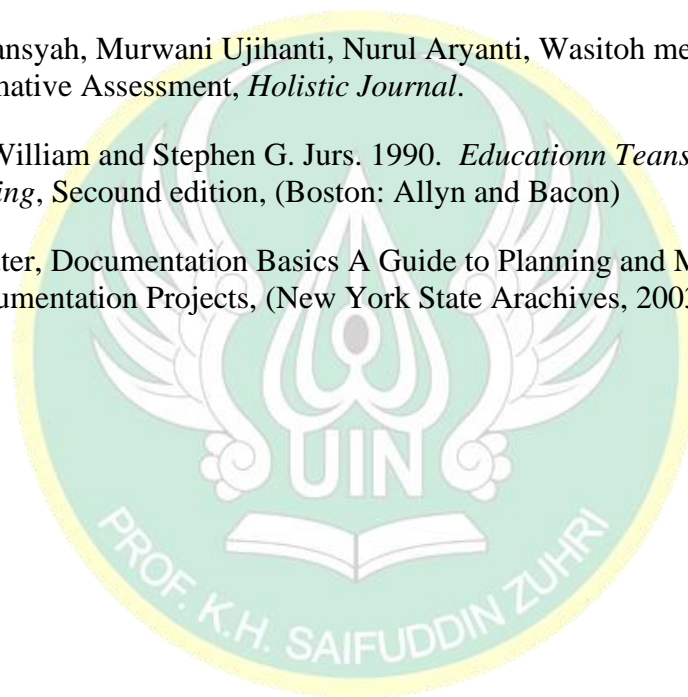
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APPENDICES



Appendix 1 : The interview and documentation guideline

THE DOCUMENTATION GUIDELINE

1. Teks soal ulangan harian kelas 7 di SMP Muhammadiyah Cilogok
2. Dokumen kriteria soal menurut Validator
3. Dokumen syllabus kurikulum 2013
4. Dokumen data siswa dan guru SMP Muhammadiyah Cilogok

INTERVIEW GUIDELINE

1. Seberapa sering siswa diberikan assessment ulangan harian?
2. Apakah instrument penilaian disusun oleh guru maple tersebut atau adopsi dari buku?
3. Apakah guru mengevaluasi instrument ulangan harian?
4. Apakahhanya teks soal tertulis , kalua tidak instrument apa saaja yang digunakan guru dalam pemberian assessment harian?
5. Pertimbangan apa yang menjadi acuan untuk mengusu assessmen bagi guru?
6. Apakah guru selalu memberi feedback atau evaluasi dalam hasil yang didapat sisswa?
7. Apakah kurikulum, syllabus, dan RPP yang digunakan guru adala acuum dalam membuat Assessment harian?
8. Apakah evaluasi guru dalam Ulangan harian mempengaruhi siswa dalam meningkatnya pemahaman?

Appendix 2 : Result of Interview

1. Seberapa sering siswa diberikan assessment berupa ulangan harian?
Jawaban : Siswa diberikan assessment setiap pertemuan dan diberikan di sesi akhir
2. Apakah instrument penilaian disusun oleh guru atau adaptasi dari guru?
Jawaban : guru Menyusun instrrumen penilaian ulangan harian sendiri dan ditambah dari buku atau LKS
3. Apakah guru selalu mengevaluasi ulangan harian?
Jawaban : Guru mengevaluasi setiap ada forum diskusi yg diadakan oleh Yayasan atau kepala sekolah
4. Selain bentuk soal tertulis , instrument apa saja yang digunakan dalam penilaian assessment ulangan harian kepada siswa ?
Jawaban : sampai saat ini masih bentuk soal tertulis
5. Apakah pertimbangan yang mengacu bagi guru dalam Menyusun assessment?
Jawaban : Guru mempertimbangkan syllabus, RPP, penguasaan siswa dalam pemahaman materi serta tingkat kesulitan dalam penyusunan instrument ulangan harian
6. Apakah guru selalu memberikan feedback atau evaluasi serta remedial kepada siswa?
Jawab : Guru selalu memberikan remedial sebagai feedback kepada siswa.
7. Apakah guru menganalisa ulangan harian yang dibuat berdasarkan aspek validity?
Jawab : Sejauh ini guru hanya menganalisa berdasarkan hasil dan masukan siswa
8. Apakah kurikulum, Syllabus, dan RPP adalah bahan pertimbangan dalam Menyusun soal ulangan harian?
Jawab : Kurikulum, syllabus dan RPP adalah bahan pertimbangan dalam pembuatan soal ulangan harian
9. Apakah evaluasi serta aanalisa instrument ulangan hariaan dapat mempengaruhi tingkat pencapaian siswa dalam ulangan harian?

Jawab : Sangat mempengaruhi dalam peningkatan hasil belajar siswa

10. Menurut guru factor apakah yang membuat soal ulangan harian di SMP Muhammadiyah Cilongok mempunyai kualitas baik berdasarkan aspek validity?

Jawab : Karena guru membiasakan melakukan evaluasi terhadap soal ulangan harian, itu berupa forum diskusi antar guru.



Appendix 3 : The Script of the formative assessment

Assessment 1

ITEMS	QUESTION
1	Hi,...name is Saras Fatmawati.
2	People usually call,...Saras
3	...am thirteen years old. am study at SMP Pusaka. I live in Mendung 29 Street, Surakarta.
4	...Father is Jodhi Aditya.
5	...is a Doctor
6	My Mother is Siti Martanti...is a housewife.
7	I love...Very much
8	I do not have sibling...hobby is collecting dolls.
9	My parents bought them for...
10	I put...in a glass cupboard.

Assessment 2

ITEMS	QUESTION
11	Aisah has a new novel, She / Her is reading now
12	I don't know that girl. Do you know him / her
13	Ali and I won the football. The teacher congratulation us

	/ me
14	Mr. Anto is our teacher. We always great him / he every day
15	BTS is a artist from Korea. They / us are very famous in Indonesia
16	Ani, Lia and Tasya are best friends. They / us are students
17	My father is a lecture in the campus. He / hem 43 years old.
18	I am is a student. I / me from Bandung
19	Book on the table is me / mine
20	Alekander is in Australia but he / him live in Indonesia

Assessment 3



Descriptive Text about Animal

Most people in the world have a pet. I also have it. My pet is a cat, named Dimo. Its color is brown. It has brown eyes, too. I got this pet from

my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's cat. I love him very much because he can be my friend, too.

Give a cross (X) for the correct answer !

1. Dimo's eyes are?

A. Black	C. Brown
B. White	D. Dark brown

2. I got the pet from?

A. His neighbor	C. His Friends
B. A pet shop	D. His Mother

3. How many times a cat is bathed in a week...?

A. one time	C. Three time
B. two time	D. Four Time

4. Are cat a smart animal....?

A. yes it is	C. Does not
B. no it is	D. Do not

5. What is the cat name's...?

A. Bimo	C. Modi
B. Dimo	D. Mine

Assessment 4

Choose a, b, c, or d for the right answer !

The following text is for no 1-5



Arya Saloka Yuda was born in Denpasar, June 27, 1991. He is the son of Hardono and Murtiningsih. He graduated from Informatics Engineering, State University of Malang. He started his career when he

was invited to play an extra role in an FTV filming in Bali. Then another offer came from Jakarta, but Arya, who was currently studying at a university, became constrained. Finally, he decided to take a job shooting in Jakarta only during his college holidays. His career shone even more when he played the character Guntoro in the soap opera Get Married The Series 2. Arya Saloka was not only busy working in the acting world. apparently also has other activities, namely the culinary business

Give a cross (X) for the correct answer !

1. What is the title of the text about ...?
 - a. Career Arya Saloka
 - b. Food Arya Saloka
 - c. Biodata Arya Saloka
 - d. School Arya Saloka
2. what is the beginning of arya saloka's career...?
 - a. Figure Actor
 - b. Main Actor
 - c. Antagonist
 - d. Protagonist
3. Are Hardono and Murtiningsih arya saloka parents...?
 - a. Yes, he is
 - b. Yes, I am
 - c. Yes, they are
 - d. Yes, she is
4. what is arya saloka's business?
 - a. Culinary
 - b. Tourism,
 - c. Aviation
 - d. study at the Malang State University

5. He started his career when he was invited to **play** an extra role in a FTV filming in Bali. The synonym of the understand word is?
- Finish
 - Initiate
 - Change
 - Now

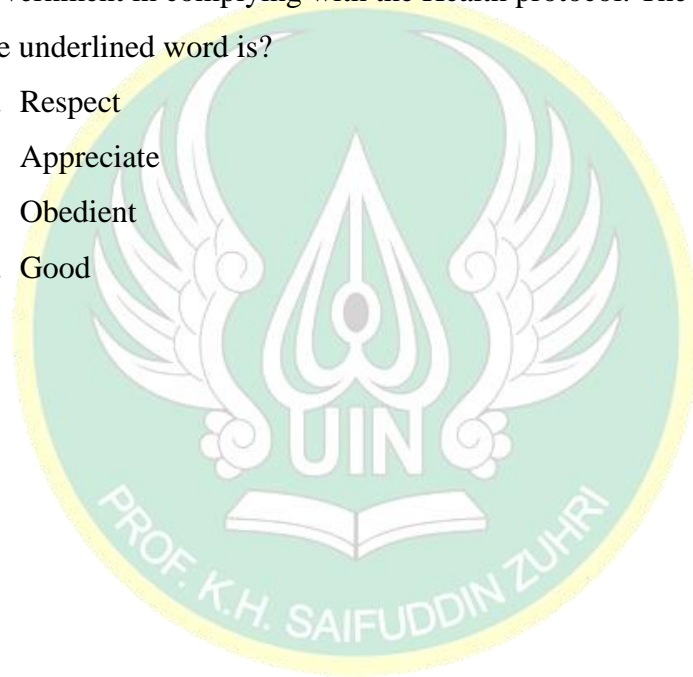
Assessment 5

Choose a, b, c, or d for the right answer !

The following text is for no 1-5

1. Ani's parents will invite you to come to the wedding of the first child named Budi, which will be held on Friday, June 14 at 14.00 at gaja Mada hotel Jl. Ahmad yani Yogyakarta. What is he purpose of this text is to invite you ...
- to attend Ani's wedding
 - To tell that Ani's sister is married
 - Invited to attend her sister's wedding
 - To attend Ani's mother's wedding
2. Which statement is TRUE based on the text?
- The wedding will be held on Friday, June 14 at 2:00 p.m. at Gaja Mada hotel
 - Ani is getting married and I was invited to attend
 - Pernikahan will be sponsored by Gajah mada hotel
 - Ani's mother and her father are getting married at Gajah mada hotel
- You Are Invited!
Adinda's Birthday Party
Sunday, January 14, 2020 At 2:00 Pm , At Adinda's Home at Anggrek street, Kayumanis , North Jakarta.
3. Where's the party?
- At the hotel

- B. Adinda's House
- C. House
4. Regular exercise can make the body always **fit** and not easily hurt. The synonym of the underlined word is?
- A. Fresh
- B. Pure
- C. Spirit
- D. Strong
5. The public is expected to **obey** the regulations made by the government in complying with the Health protocol. The synonym of the underlined word is?
- A. Respect
- B. Appreciate
- C. Obedient
- D. Good



Appendix 4 : The Curriculum 2013

KOMPETENSI INTI DAN KOMPETENSI DASAR BAHASA**INGGRIS SMP/MTs KELAS: VII**

Tujuan kurikulum mencakup empat kompetensi, yaitu (1) kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan, dan (4) keterampilan. Kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler, dan/atau ekstrakurikuler.

Rumusan Kompetensi Sikap Spiritual adalah “Menghargai dan menghayati ajaran agama yang dianutnya”. Adapun rumusan Kompetensi Sikap Sosial adalah “Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya”. Kedua kompetensi tersebut dicapai melalui pembelajaran tidak langsung (*indirect teaching*), yaitu keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung, dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Kompetensi Pengetahuan dan Kompetensi Keterampilan dirumuskan sebagai berikut, yaitu siswa mampu:

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
3. memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	4. mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang samadalam sudut pandang/teori

KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.1 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya</p>	<p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangatpendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.2 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan <i>dankosa</i> kata terkait hubungan keluarga; <i>pronoun</i> (<i>subjective, objective, possessive</i>)</p>	<p>4.2 menyusun teks interaksi transaksional lisan dan tulis sangatpendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

<p>3.3 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p>	<p>4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article</i> a dan <i>the</i>, <i>plural</i> dan <i>singular</i>)</p>	<p>4.4 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

<p>3.5 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p>	<p>4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>
KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.6 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present tense</i>)</p>	<p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

<p>3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>4.7 teks deskriptif</p> <p>4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>
<p>3.8 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>4.8 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>

Appendix 5 : The Script of the Lesson plan

Lesson Plan

Sekolah : SMP Muhammadiyah Cilongok
 Mata Pelajaran. : Bahasa Inggris
 Materi Pokok. : Pronouns
 Kelas/Semester : VII A/Ganjil
 Alokasi Waktu : 2 pertemuan (2x 35 menit)

Kompetensi Inti (KI)

1. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya yang berkaitan dengan fenomena dan peristiwa yang terlihat.
2. Mencoba, mengolah dan menyajikan dalam ranah konkret (menggunakan, mengurai, merakit, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber-sumber lain yang sama dalam sudut pandang/teori.
3. Menerapkan fungsi sosial struktur teks dan unsur linguistik teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait kondisi orang, benda, hewan, sesuai dengan konteks penggunaannya. (perhatikan unsur-unsur linguistik yang ada/sedang)
4. Mengidentifikasi teks interaksi transaksional lisan atau tertulis yang singkat dan sederhana yang memberikan tindakan memberi dan meminta informasi mengenai keberadaan orang, benda, hewan dengan memperhatikan fungsi sosial, struktur teks dan unsur linguistik yang benar dan sesuai konteks

Kompetensi Dasar (KD)

- 3.1 Memahami instruksi sangat sederhana dalam konteks
- 4.2 Memahami berbicara teks tentang keluarga
- 4.2 Memahami kata, frasa, dan frasa tentang anggota keluarga
- 4.1 Menangkap makna teks lisan yang diinstruksikan sangat sederhana dalam konteks

4.2 Capturing makna tertulis dari anggota keluarga dengan penempatan kata ganti yang tepat

Indikator Pencapaian Kompetensi (IPK)

3.1.1 Peserta didik dapat mengidentifikasi fungsi sosial terkait teks pronouns

3.1.2 Peserta didik dapat mengidentifikasi struktur teks terkait teks pronouns berupa deskriptif benda sesuai konteks penggunaannya.

3.1.3 Peserta didik dapat mengidentifikasi unsur kebahasaan teks deskriptif berupa Pronouns sesuai konteks penggunaannya

4.1.1 Menyusun teks pronouns secara tertulis.

4.2.2 Melengkapi kalimat yang kosong sesuai dengan penggunaan yang benar

Informasi Pembelajaran	
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Peserta didik dapat menggunakan memahami dalam Bahasa Inggris. 2. Peserta didik mampu mengetahui pronouns yang tepat dan benar sesuai konteks 3. Peserta didik dapat menggunakan pronouns dalam sebuah kalimat.
Strategi/Aktifitas Pembelajaran	
Model Pembelajaran : - Kontekstual (CTL) - Card Short	Langkah Pembelajaran : A. Pendahuluan <ol style="list-style-type: none"> 1. Guru dan peserta didik memberi salam. 2. Guru dan peserta didik berdoa. 3. Cek kehadiran siswa 4. Guru dan siswa menyiapkan alat belajar
Media Pembelajaran : <ul style="list-style-type: none"> • LKPD • Papan Tulis • Alat Tulis Lainnya 	

<p>Sumber Belajar:</p> <ol style="list-style-type: none"> 1. Buku paket bahas inggris kemendikbud 2. LKPD Bahasa Inggris Kelas VII Semester 1 	<ol style="list-style-type: none"> 5. Guru menyiapkan fisik dan psikis siswa dengan menanyakan keadaan, kesehatan dan kesiapan mengikuti pembelajaran hari ini: "are you ready?", apakah kalian sudah siap untuk mengikuti pembelajaran hari ini.? 6. Guru memotivasi peserta didik untuk menyemangati siswa dalam kegiatan belajar mengajar. <p>B. Kegiatan Inti</p> <p>Fase 1: Mengorientasi peserta didik pada masalah</p> <ol style="list-style-type: none"> 1. Peserta didik Mengamati pronouns <p>Fase 2: mengorientasi peserta didik untuk belajar</p> <ol style="list-style-type: none"> 2. Peserta didik ditunjuk maju dan mengerjakan <p>Fase 3: membimbing dan memecahkan masalah</p> <ol style="list-style-type: none"> 3. Peserta didik diberi contoh soal terkait pronouns dan dibahas bersama
<p>Alat dan Bahan:</p> <ol style="list-style-type: none"> 1. Papan tulis 2. Spidol 3. Card short (kartu) 4. Dan benda lainnya 	<p>Fase 4: pengerjaan soal untuk tolak ukur siswa</p> <ol style="list-style-type: none"> 4. Siswa disuruh untuk mengerjakan soal 5. Siswa diberi soal untuk dikerjakan dirumah. <p>C. Penutup</p> <ol style="list-style-type: none"> 1. Guru membuat kesimpulan. 2. Guru memberikan ucapan terima kasih kepada siswa yang tetap diingatkan untuk menjaga kesehatan. 3. Ditutup dengan doa penutup, membaca hamdalah dan salam penutup

Asesment/Penilaian		
Jenis Penilaian	Bentuk Penilaian	Keterangan Penilaian
Sikap	Observasi guru	Religius, santun, kerjasama.
Pengetahuan	Tes tertulis dan Pertanyaan	essay
Keterampilan	Observasi guru	Ketrampilan dalam mendeskripsikan benda dan memberikan tugas ruma.

Banyumas, 22 Agustus 2022

Mengetahui,

Guru Mapel

Kepala Sekolah

Rakhmawati N.F., S.Pd
NIP. :

A. Taufik Fauzi, S.Ag
NIP. :

Lesson Plan 2

Sekolah	: SMP Muhammadiyah Cilongok
Mata Pelajaran.	: Bahasa Inggris
Materi Pokok.	: Pronouns
Kelas/Semester	: VII A/Genap
Alokasi Waktu	: 2 pertemuan (2x 35 menit)

Kompetensi Inti (KI)

1. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya yang berkaitan dengan fenomena dan peristiwa yang terlihat.
2. Menyajikan pengetahuan faktual dan konseptual dalam bahasa yang jelas , sistematis, logis dan kritis dalam karya estetika dalam gerakan yang mencerminkan anak-anak yang sehat dan dalam mencerminkan perilaku anak-anak yang bermain dan karakter mulia

Kompetensi Dasar (KD)

- 3.1 Memahami instruksi sangat sederhana dalam konteks
- 4.2 Memahami berbicara teks tentang keluarga
- 4.2 Memahami kata, frasa, dan frasa tentang anggota keluarga
- 4.1 Menangkap makna teks lisan yang diinstruksikan sangat sederhana dalam konteks
- 4.2 Capturing makna tertulis dari anggota keluarga dengan penempatan kata ganti yang tepat

Indikator Pencapaian Kompetensi (IPK)

- 3.1.1 Peserta didik dapat mengidentifikasi fungsi sosial terkait teks pronouns
- 3.1.2 Peserta didik dapat mengidentifikasi struktur teks terkait teks pronouns berupa deskriptif benda sesuai konteks penggunaannya.
- 3.1.3 Peserta didik dapat mengidentifikasi unsur kebahasaan teks deskriptif berupa Pronouns sesuai konteks penggunaannya
- 4.1.1 Menyusun teks pronouns secara tertulis.
- 4.2.2 Melengkapi kalimat yang kosong sesuai dengan penggunaan yang benar

Informasi Pembelajaran	
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1 Peserta didik dapat memahami animal yaitu gajah, kelinci, kucing dan jerapah dalam Bahasa Inggris. 2 Peserta didik mampu mengetahui pronouns 3 Peserta didik dapat menggunakan pronouns
Strategi/Aktifitas Pembelajaran	
<p>Model Pembelajaran :</p> <ul style="list-style-type: none"> - Kontekstual (CTL) - Card Short 	<p>Langkah Pembelajaran :</p> <p>A. Pendahuluan</p> <ol style="list-style-type: none"> A. Guru dan peserta didik memberi salam. B. Guru dan peserta didik berdoa. C. Cek kehadiran siswa D. Guru dan siswa menyiapkan alat belajar E. Guru menyiapkan fisik dan psikis siswa dengan menanyakan keadaan, kesehatan dan kesiapan mengikuti pembelajaran hari ini: "are you ready?", apakah kalian sudah siap untuk mengikuti pembelajaran hari ini.? F. Guru memotivasi peserta didik untuk menyemangati siswa dalam kegiatan belajar mengajar. <p>B. Kegiatan Inti</p> <p>Fase 1: Mengorientasi peserta didik pada masalah</p> <ol style="list-style-type: none"> 1. Peserta didik Mengamati pronouns <p>Fase 2: mengorientasi peserta didik untuk belajar</p> <ol style="list-style-type: none"> 1. Peserta didik ditunjuk maju untuk mengerjakan soal terkait pronouns <p>Fase 3: membimbing dan memecahkan masalah</p> <ol style="list-style-type: none"> 1. Peserta didik diberi contoh soal terkait pronouns <p>Fase 4: pengerjaan soal untuk tolak ukur siswa</p> <ol style="list-style-type: none"> 1. Siswa disuruh untuk mengerjakan soal 2. untuk dikerjakan dirumah. <p>C. Penutup</p> <ol style="list-style-type: none"> 1. Guru membuat kesimpulan. 2. Guru memberikan ucapan terima kasih kepada siswa yang tetap diingatkan untuk menjaga kesehatan. 3. Ditutup dengan doa penutup, membaca hamdalah dan salam penutup
<p>Media Pembelajaran :</p> <ul style="list-style-type: none"> • LKPD • Papan Tulis • Alat Tulis Lainnya 	
<p>Sumber Belajar:</p> <ul style="list-style-type: none"> - Buku paket bahas Inggris kemendikbud - LKPD Bahasa Inggris Kelas VII Semester 1 	

Alat dan Bahan: <ul style="list-style-type: none"> - Papan tulis - Spidol - Card short (kartu) - Dan benda lainnya 	
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Asesment/Penilaian		
Jenis Penilaian	Bentuk Penilaian	Keterangan Penilaian
Sikap	Observasi guru	Religius, santun, kerjasama.
Pengetahuan	Tes tertulis dan Pertanyaan	essay
Keterampilan	Observasi guru	Ketrampilan dalam memahami benda dan memberikan tugas ruma.

Banyumas, 22 Agustus 2022
Mengetahui,

Guru Mapel

Kepala Sekolah

Rakhmawati N.F., S.Pd
NIP. :

A. Taufik Fauzi, S.Ag
NIP. :



Lesson Plan 3

Sekolah : SMP Muhammadiyah Cilongok
 Mata Pelajaran. : Bahasa Inggris
 Materi Pokok. : Descriptive Text (Animal)
 Kelas/Semester : VII A/Genap
 Alokasi Waktu : 2 pertemuan (2x 35 menit)

Kompetensi Inti (KI)

1. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
2. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar (KD)

- 3.6 Menerapkan fungsi sosial struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait keadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan *there is/are*)
- 4.6 Mengidentifikasi teks interaksi transaksional lisan atau tulisan pendek dan sederhana yang memberi Tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang dengan memperhatikan fungsi sosial , struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks.

Indikator Pencapaian Kompetensi (IPK)

- 3.6.1 Peserta didik dapat mengidentifikasi fungsi sosial terkait teks deskriptif berupa deskripsi benda sesuai konteks penggunaannya.
- 3.6.2 Peserta didik dapat mengidentifikasi struktur teks terkait teks deskriptif berupa deskriptif benda sesuai konteks penggunaannya.
- 3.6.3 Peserta didik dapat mengidentifikasi unsur kebahasaan teks deskriptif berupa deskriptif benda sesuai konteks penggunaannya
- 4.6.1 Menyusun teks deskriptif berupa deskripsi benda secara tertulis.
- 4.6.2 Membaca teks deskriptif berupa benda yang telah dibuat dengan benar.

Informasi Pembelajaran	
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Peserta didik dapat mendeskripsikan animal yaitu gajah, kelinci, kucing dan jerapah dalam Bahasa Inggris. 2. Peserta didik mampu mengetahui hewan dengan mengetahui ciri-cirinya. 3. Peserta didik dapat menggunakan hewan tersebut menjadi sebuah kalimat.
Strategi/Aktifitas Pembelajaran	
<p>Model Pembelajaran :</p> <ul style="list-style-type: none"> - Kontekstual (CTL) - Card Short <p>Media Pembelajaran :</p> <ul style="list-style-type: none"> • LKPD • Papan Tulis • Alat Tulis Lainnya <p>Sumber Belajar:</p> <ol style="list-style-type: none"> 3. Buku paket bahas Inggris kemendikbud 4. LKPD Bahasa Inggris Kelas VII Semester 2 	<p>Langkah Pembelajaran :</p> <p>A. Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru dan peserta didik memberi salam. 2. Guru dan peserta didik berdoa. 3. Cek kehadiran siswa 4. Guru dan siswa menyiapkan alat belajar 5. Guru menyiapkan fisik dan psikis siswa dengan menanyakan keadaan, kesehatan dan kesiapan mengikuti pembelajaran hari ini: "are you ready?", apakah kalian sudah siap untuk mengikuti pembelajaran hari ini.? 6. Guru memotivasi peserta didik untuk menyemangati siswa dalam kegiatan belajar mengajar. <p>B. Kegiatan Inti</p> <p>Fase 1: Mengorientasi peserta didik pada masalah</p> <ol style="list-style-type: none"> 1. Peserta didik Mengamati dan mendeskripsikan hewan tersebut <p>Fase 2: mengorientasi peserta didik untuk belajar</p> <ol style="list-style-type: none"> 1. Peserta didik ditunjuk maju untuk mendeskripsikan berupa ciri-ciri, hewan tersebut sesuai dengan kemampuannya. <p>Fase 3: membimbing dan memecahkan masalah</p> <ol style="list-style-type: none"> 1. Peserta didik diberi contoh soal terkait descriptive teks dan dibahas bersama

<p>Alat dan Bahan:</p> <ol style="list-style-type: none"> 5. Papan tulis 6. Spidol 7. Card short (kartu) 8. Dan benda lainnya 	<p>Fase 4: pengerjaan soal untuk tolak ukur siswa</p> <ol style="list-style-type: none"> 2. Siswa disuruh untuk mengerjakan soal dan diberi waktu selama 11 menit. 3. Siswa diberi soal untuk dikerjakan dirumah. <p>C. Penutup</p> <ol style="list-style-type: none"> 1 Guru membuat kesimpulan. 2 Guru memberikan ucapan terima kasih kepada siswa yang tetap diingatkan untuk menjaga kesehatan. 3 Ditutup dengan doa penutup, membaca hamdalah dan salam penutup
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Asesment/Penilaian		
Jenis Penilaian	Bentuk Penilaian	Keterangan Penilaian
Sikap	Observasi guru	Religius, santun, kerjasama.
Pengetahuan	Tes tertulis dan Pertanyaan	Pilihan Ganda
Keterampilan	Observasi guru	Ketrampilan dalam mendeskripsikan benda dan memberikan tugas ruma.

Banyumas, 01 Maret 2022

Mengetahui,
Guru Mapel

Kepala Sekolah

Rakhmawati N.F., S.Pd
NIP. :

A. Taufik Fauzi, S.Ag
NIP. :

Lesson Plan 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Muhammadiyah Cilongok
 Mata Pelajaran. : Bahasa Inggris
 Materi Pokok. : Descriptive Text (People)
 Kelas/Semester : VII A/Genap
 Alokasi Waktu : 1 pertemuan (1x 35 menit)

Kompetensi Inti (KI)

1. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
2. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar (KD)

- 3.6 Menerapkan fungsi sosial struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait keadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan *there is/are*)
- 4.6 Menyusun teks interaksi transaksional lisan atau tulisan pendek dan sederhana yang memberi Tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang dengan memperhatikan fungsi sosial , struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks.

Indikator Pencapaian Kompetensi (IPK)

- 3.6.1 Peserta didik dapat mengidentifikasi fungsi sosial terkait teks deskriptif berupa deskripsi benda sesuai konteks penggunaannya.
- 3.6.2 Peserta didik dapat mengidentifikasi struktur teks terkait teks deskriptif berupa deskriptif benda sesuai konteks penggunaannya.
- 3.6.3 Peserta didik dapat mengidentifikasi unsur kebahasaan teks deskriptif berupa deskriptif benda sesuai konteks penggunaannya
- 4.6.1 Menyusun teks deskriptif berupa deskripsi benda secara tertulis.

4.6.2 Membaca teks deskriptif berupa benda yang telah dibuat dengan benar.

Informasi Pembelajaran	
Tujuan Pembelajaran	<p>A. Peserta didik dapat mendeskripsikan seseorang dalam Bahasa Inggris.</p> <p>B. Peserta didik mampu mengetahui seseorang dengan mengetahui ciri-cirinya.</p> <p>C. Peserta didik dapat menggunakan seseorang tersebut menjadi sebuah kalimat.</p>
Strategi/Aktifitas Pembelajaran	
<p>Model Pembelajaran :</p> <ul style="list-style-type: none"> - Kontekstual (CTL) - Card Short 	<p>Langkah Pembelajaran :</p> <p>A. Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru dan peserta didik memberi salam. 2. Guru dan peserta didik berdoa. 3. Cek kehadiran siswa 4. Guru dan siswa menyiapkan alat belajar 5. Guru menyiapkan fisik dan psikis siswa dengan menanyakan keadaan, kesehatan dan kesiapan mengikuti pembelajaran hari ini: "are you ready?", apakah kalian sudah siap untuk mengikuti pembelajaran hari ini.? <p>B. Kegiatan Inti</p> <p>Fase 1: Mengorientasi peserta didik pada masalah</p> <ol style="list-style-type: none"> 1. Peserta didik Mengamati dan mendeskripsikan gambar orang (people) tersebut <p>Fase 2: mengorientasi peserta didik untuk belajar</p> <ol style="list-style-type: none"> 2. Peserta didik ditunjuk maju untuk mendeskripsikan berupa ciri-ciri, orang tersebut sesuai dengan kemampuannya. <p>Fase 3: membimbing dan memecahkan masalah</p> <ol style="list-style-type: none"> 1. Peserta didik diberi contoh soal terkait descriptive teks dan dibahas bersama <p>Fase 4: pengerjaan soal untuk tolak ukur siswa</p>
<p>Media Pembelajaran :</p> <ul style="list-style-type: none"> • LKPD • Papan Tulis • Alat Tulis Lainnya 	
<p>Sumber Belajar:</p> <ol style="list-style-type: none"> 5. Buku paket bahas Inggris kemendikbud 6. LKPD Bahasa Inggris Kelas VII Semester 2 	

<p>Alat dan Bahan:</p> <p>9. Papan tulis</p> <p>10. Spidol</p> <p>11. Card short (kartu)</p> <p>12. Dan benda lainnya</p>	<p>2. Peserta didik disuruh untuk mengerjakan soal dan diberi waktu selama 10 menit.</p> <p>3. Peserta didik diberi soal untuk dikerjakan dirumah.</p> <p>C. Penutup</p> <p>1 Guru membuat kesimpulan.</p> <p>2 Peserta didik diberi motivasi untuk tetap semangat belajar.</p> <p>3 Peserta didik diberi tahu untuk pertemuan besok membahas tentang Analysis song.</p> <p>4 Guru memberikan ucapan terima kasih kepada siswa yang tetap diingatkan untuk menjaga kesehatan.</p> <p>5 Ditutup dengan doa penutup, membaca hamdalah dan salam penutup</p>
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Asesment/Penilaian		
Jenis Penilaian	Bentuk Penilaian	Keterangan Penilaian
Sikap	Observasi guru	Religius, santun, kerjasama.
Pengetahuan	Tes tertulis dan Pertanyaan	Pilihan Ganda
Keterampilan	Observasi guru	Ketrampilan dalam mendeskripsikan orang (People) dan memberikan tugas ruma.

Banyumas, 08 Maret 2022

Mengetahui,
Guru Mapel

Kepala Sekolah

Rakhmawati N.F., S.Pd
NIP. :

A. Taufik Fauzi, S.Ag
NIP. :

Lesson Plan 5

Sekolah : SMP Muhammadiyah Cilongok
 Mata Pelajaran. : Bahasa Inggris
 Materi Pokok. : Descriptive teks
 Kelas/Semester : VII A/Ganjil
 Alokasi Waktu : 2 pertemuan (2x 35 menit)

Kompetensi Inti (KI)

2. Understanding the social function of invitation card and greeting card
3. Understanding the structure of the text of invitation card and greeting card
4. Creating simple invitation and greeting card according to the right grammatical item and word choice based on the right social function , structure of text and language features based on context

Kompetensi Dasar (KD)

- 2.1 Memahami instruksi sangat sederhana dalam konteks
- 3.1 Memahami konteks dalam
 - 4.1 Memahami kata, frasa, dan frasa

Indikator Pencapaian Kompetensi (IPK)

- 3.1.1 Peserta didik dapat mengidentifikasi fungsi sosial terkait undangan
- 3.1.1 Peserta didik dapat mengidentifikasi struktur teks terkait teks undangan berupa deskriptif benda sesuai konteks penggunaannya.
- 3.1.2 Peserta didik dapat mengidentifikasi unsur kebahasaan teks deskriptif berupa undangan sesuai konteks penggunaannya

Informasi Pembelajaran

Informasi Pembelajaran	
Tujuan Pembelajaran	<ol style="list-style-type: none"> 4. Peserta didik dapat memahami dalam Bahasa Inggris. 5. Peserta didik mampu mengetahui maksud yang tepat dan benar sesuai konteks 6. Peserta didik dapat mengidentifikasi dalam sebuah kalimat.

Strategi/Aktifitas Pembelajaran	
<p>Model Pembelajaran :</p> <ul style="list-style-type: none"> - Kontekstual (CTL) - Card Short 	<p>Langkah Pembelajaran :</p> <p>A. Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru dan peserta didik memberi salam. 2. Guru dan peserta didik berdoa. 3. Cek kehadiran siswa 4. Guru dan siswa menyiapkan alat belajar 5. Guru menyiapkan fisik dan psikis siswa dengan menanyakan keadaan, kesehatan dan kesiapan mengikuti pembelajaran hari ini: "are you ready?", apakah kalian sudah siap untuk mengikuti pembelajaran hari ini.? 6. Guru memotivasi peserta didik untuk menyemangati siswa dalam kegiatan belajar mengajar. <p>B. Kegiatan Inti</p> <p>Fase 1: Mengorientasi peserta didik pada masalah</p> <ol style="list-style-type: none"> 1. Peserta didik Mengamati Descriptive teks <p>Fase 2: mengorientasi peserta didik untuk belajar</p> <ol style="list-style-type: none"> 1. Peserta didik ditunjuk maju dan mengerjakan <p>Fase 3: membimbing dan memecahkan masalah</p> <ol style="list-style-type: none"> 1. Peserta didik diberi contoh soal terkait descriptive teks dan dibahas bersama <p>Fase 4: pengerjaan soal untuk tolak ukur siswa</p> <ol style="list-style-type: none"> 1. Siswa disuruh untuk mengerjakan soal 2. Siswa diberi soal untuk dikerjakan dirumah. <p>C. Penutup</p> <ol style="list-style-type: none"> 1. Guru membuat kesimpulan. 2. Guru memberikan ucapan terima kasih kepada siswa yang tetap diingatkan untuk menjaga kesehatan. 3. Ditutup dengan doa penutup, membaca hamdalah dan salam penutup
<p>Media Pembelajaran :</p> <ul style="list-style-type: none"> • LKPD • Papan Tulis • Alat Tulis Lainnya 	
<p>Sumber Belajar:</p> <ol style="list-style-type: none"> 7. Buku paket bahas inggris kemendikbud 8. LKPD Bahasa Inggris Kelas VII Semester 1 	
<p>Alat dan Bahan:</p> <ol style="list-style-type: none"> 13. Papan tulis 14. Spidol 15. Card short (kartu) 16. Dan benda lainnya 	

Asesment/Penilaian		
Jenis Penilaian	Bentuk Penilaian	Keterangan Penilaian

Sikap	Observasi guru	Religius, santun, kerjasama.
Pengetahuan	Tes tertulis dan Pertanyaan	essay
Keterampilan	Observasi guru	Ketrampilan dalam mendeskripsikan benda dan memberikan tugas ruma.

Banyumas, 22 July 2022

Mengetahui,

Guru Mapel

Kepala Sekolah

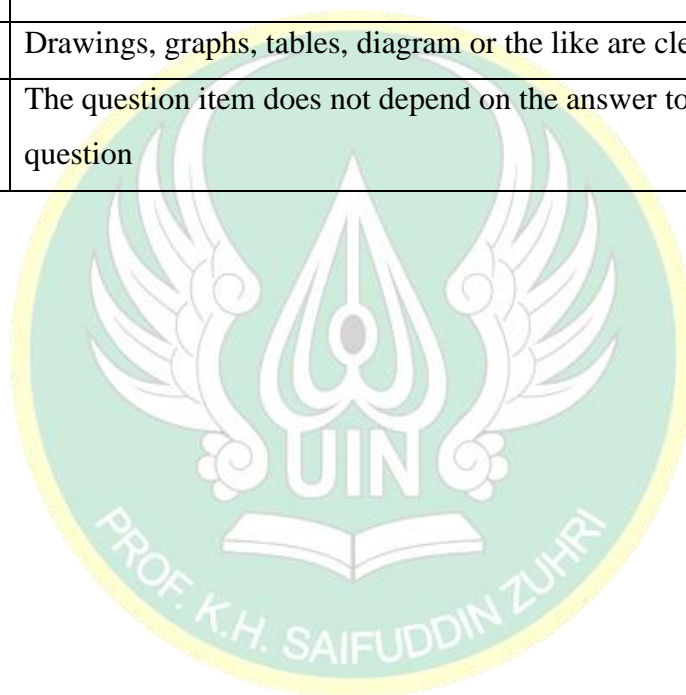
Rakhmawati N.F., S.Pd
NIP. :

A. Taufik Fauzi, S.Ag
NIP. :



Appendix 6 : Good question criteria

No	Indicator
1	The subject matter is formulated briefly
2	The formulation of the subject matter and the choice of answer is a necessary question only
3	The subject matter does not give a key clue to the answer
4	Homogeneous and logical answer choices are reviewed in terms of material
5	Drawings, graphs, tables, diagram or the like are clear and work
6	The question item does not depend on the answer to the previous question





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
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Nomor : B.m.515/Un.19/D.FTIK/PP.05.3/05/2022
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

17 Mei 2022

Kepada
Yth. Kepala SMP Muhammadiyah Cilongok
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

- | | |
|--------------------|-------------------------|
| 1. Nama | : Mochamad Murtaki |
| 2. NIM | : 1817404029 |
| 3. Semester | : 8 (Delapan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Tahun Akademik | : 2021/2022 |

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

- | | |
|----------------------|------------------|
| 1. Obyek | : Guru dan siswa |
| 2. Tempat / Lokasi | : Cilongok |
| 3. Tanggal Observasi | : 22-05-2022 |

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
DAERAH MUHAMMADIYAH BANYUMAS
SMP MUHAMMADIYAH CILONGOK
TERAKREDITASI A

Alamat : Jl. Masjid Pemasidi Kecamatan Cilongok Kab. Banyumas. Telp. (0281) 655181

SURAT KETERANGAN

Nomor : 014/SKT/III.A/1.a/ VII 2022

Yang bertanda tangan dibawah ini :

Nama : A. Taufik Fauzi, S. Ag
NIP : -
Jabatan : Kepala Sekolah
Unit Kerja : SMP Muhammadiyah Cilongok Kabupaten Banyumas

Menerangkan dengan sesungguhnya bahwa :

Nama : MOCHAMAD MURTAKI
Tempat / tanggal lahir : Cilacap, 19 Agustus 1998
NIM : 1817404029
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah
Universitas : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri

Adalah benar-benar telah melaksanakan Kegiatan Observasi yang dilaksanakan pada tanggal 22 Juli 2022 di SMP Muhammadiyah Cilongok Kabupaten Banyumas.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Cilongok, 23 Juli 2022

Kepala
SMP Muhammadiyah Cilongok,



A. Taufik Fauzi, S. Ag

MARKAZ: 7° 43' LS 109° 23' BT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
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Nomor : B.m.1527/Un.19/D.FTIK/PP.05.3/08/2022
 Lamp. : -
 Hal : **Permohonan Ijin Riset Individu**

11 Agustus 2022

Kepada
 Yth. Kepala SMP Muhammadiyah Cilongok
 Kec. Cilongok
 di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|--|
| 1. Nama | : Mochamad Murtaki |
| 2. NIM | : 1817404029 |
| 3. Semester | : 9 (Sembilan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Jl. Gombang no 1 tegalsari, karangjengkol, kesugihan, cilacap |
| 6. Judul | : Content validity analysis of english formative assessment in 8 th grade of SMP Muhammadiyah Cilongok |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|-----------------------------|
| 1. Obyek | : Guru |
| 2. Tempat / Lokasi | : SMP Muhammadiyah Cilongok |
| 3. Tanggal Riset | : 12-08-2022 s/d 12-10-2022 |
| 4. Metode Penelitian | : kualitatif |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
 Ketua Jurusan Tadris



Maria Ulpah

Tembusan :

1. A. Taufik Fauzi, S. Ag