


CURRICULUM VALIDITY OF NATIONAL EXAMINATION IN ENGLISH SUBJECT 2019 AT SMA NEGERI MATAKALI

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: November 30,2020 Revised: December 11,2020 Accepted: December 12,2020 Published: January 19,2021</p> <p>Keywords: National Examination English Material Curriculum Validity</p>	<p>The purpose of this research is to find out the validity of National Examination's item 2019 in English Subject in reading skill in SMA Negeri Matakali, Kabupaten Polewali Mandar. The research used descriptive quantitative method. The subject of this research is English teacher at SMA Negeri Matakali, Lesson plan of English, Curriculum 2013 and National examination's document in English subject 2019. The data of the research was taken by using document analysis and interview. The result of this research showed 11 of 50 question's item in National examination in English subject 2019 are in line with English materials which are taught in SMA Class XII at first semester. It means 22% from the total number of National Examination.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
<p>Muhammad Arham,, Radiah Hamid & Wildan Burhanuddin. (2020). Curriculum Validity of National Examination 2019 in English Subject at SMA Negeri Polewali. Journal of Language Testing and Assessment, Vol 1 (1), January 2021 doi: https://doi.org/10.22219/jpbi.vxiy.xxyy</p>	
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INTRODUCTION

Education is one of the important parts for the future of the country. It took a role in terms of the quality of human resources because the main goal of education is to get better human resources. Meriam Webstern Dictionary defines *education* as the action or process of educating or of being educated, stage of such a process or the knowledge and development resulting from the process of being educated or the field of study that deals mainly with methods of teaching and learning in schools.

In status quo, development of education is fast and dynamic. It results to problems about inequality in most region of Indonesia but progressivity of development should be followed because the moment those particular institutions in education such as schools or universities cannot follow it, they will be left behind due to the fact that demand of company or other institutions is very high and increase by the time passes that requires higher soft skills and hard skills itself.

Sukyadi and Mardiani (2011) explain that is the way government measure and evaluate the Indonesian students' competence after the process of teaching and learning at the end of each education level by giving national examination level. National Examination also strategy to control the quality of education in all regions of Indonesia. Policy changing always happens related to that National Examination and thus far always become main discussion among students, teachers and society in general.

Even if in status quo national examination does not become the main factor to determine graduation, it is still problematic. there are many technicalities problem still exist the fact that there is deception, dishonesty and other reasons which result validity of national exam is not that high which mean it will not afford the aim of national exam itself.

Especially in English, there are four skills which are speaking, listening, reading and writing but in National Examination only cover listening and reading itself and this research only focus on reading skill.

There are some other factors influenced outcomes of learners in English class besides the questions of national examination itself. Even if internal factors also give a significant influence to achievement of students in English, it is still important to analyze the outcomes of learning in English class and its relevance with national examination's question to know whether there is a gap between them in terms of material by analyzing result of study regardless other factors influenced learning outcomes of English subject especially coming from internal factor of students itself. Therefore, the researcher interested to conduct a further study about relevant analysis between English Material in Senior High School and National Examination.

The Researcher conducted research in SMA Matakali, Kabupaten PolewaliMandar.

Based on the previous background, researcher formulated the research question in question form as follow: "How is the Curriculum Validity of the English material in National Examination 2019 in SMA Negeri Matakali

Some researchers related to this research have conducted some studies. Some of the research findings are cited briefly below:

Azevedo et al. (2018) conducted a study about *Reading Comprehension in English at the Brazilian National High School Exam (ENEM): Unveiling Inferential Processes*. The result

showed that test takers might have to draw more elaborative inferences, meaning they might need a significant amount of background knowledge in order to select the correct alternatives. Summarizing, inferences were also significant, which means the test takers might have to build a complete mental representation of the text, i.e., to integrate world knowledge with the ideas express.

Saukah (2015) studied about *National Examination Indonesia and its Implications to the Teaching and Learning of English*. The result of the study shows the higher the quality of the schools the less they would be effected by the changing of the function of National Examination and the lower the quality of the schools the bigger they would be effected by the change of function of National Examination.

Definition of National Examination

Ilma (2017) found that National Examination especially in English subject consists of listening and reading test. There are 50 questions which consist of listening section and reading Section.

Definition of Reading Skill

Rosenshine (1980) states that reading comprehension commonly entails seven skills, namely, recognizing the sequence, recognizing words in context, identifying main ideas, decoding details, drawing inferences, recognizing cause and effect and comparing and contrasting. This composition of reading comprehension can be compared to products or outputs attained through reading activities which consist of reading along the lines, reading between the lines, and reading beyond the lines.

Curriculum validity

Sudijono as cited by Tarigan, J. (2014) Validity related with the ability to measure things that will be measured in a proper way. Content validity is validity that be judged from the test itself as a measurement tool for learning outcomes that is how far the learning outcomes test as a tool measurement for learning outcomes of students, the content has been represented toward the entire materials or that supposed to be tested.

Surapranata as cited by taringan, J (2014) Content validity is also often call as curriculum validity which mean a measurement test could be valid if it is suitable with the content of curriculum that going to be measured while sudijono as cited by taringan, J (2014) states that content validity and curriculum validity have basically have the same meaning. Content validity demands a content match between the ability to be measured and the test used to measure it.

The way to assess the validity of the content is by using a rational approach, namely comparing the questions with the question grid or the curriculum that has been taught. Arikunto cited by Murbangunet. al (2008) Content validity can be counted by using biserial point correlation formula. This correlation to measure content validity test by giving 1 if it is valid and give 0 if it is not.

RESEARCH METHOD

Research Design

The design of the research was a Descriptive Quantitative Research Method. The aim of this method was to find the Curriculum Validity of National Examination 2019 in English subject. The research was located in SMA Negeri Matakali, Kabupaten Polewali Mandar, Sulawesi Barat. In a research one variable between another variable certainly had a relationship. The variables of the research were National Examination's question of English and English material in Senior High School.

Research Subject

The research subject in this research was English Curriculum 2013, English Teacher of SMA Negeri Matakali, Lesson plan of English teacher, and English National Examination's document.

Instrument of the Research

In this study, the researcher used two instruments as techniques in collecting the data:

Document Checklist

Content or document checklist was conducted to collect and analyzed Official documents, which had been guaranteed its validity.

Interview with English teacher

Interview was a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard (Cohen et al. 2007).

Data Collection Method

For data collection, the researcher analyzed the syllabus of English subject curriculum 2013 and item of national examination especially in English national examination then identify each item and found the relevancy.

1. Administering Document Checklist
 - a. The researcher took national examination file especially in English examination in reading skill and syllabus of English subject in reading skill.
 - b. The researcher identified the documents by using document checklist.
 - c. The researcher concluded the result of data analysis.
2. Conducting the interview
 - a. The researcher explained about this research to the English teacher.
 - b. The researcher interviewed the student and teacher, using voice record.
 - c. The researcher gave questions related to the research to students and English teacher using voice recorder.

Techniques of Data Analysis

After the data was collected, the researcher analyzed the data. There were several steps to analyze the data, those were:

1. Data from Documents

There were some steps in analyzing data for document checklist:

a. Collecting data

Researcher collected the data from documents both National Examination's file and Syllabus of English teacher that used Curriculum 2013.

b. Classifying

Researcher classified English material in National examination's file and in Syllabus of English subject by using Instrument of the research.

c. Analyzing

Researcher analyzed the validity of materials between English material in English subject and National Examination that had been classified in the previews step by using instrument of the research. Researcher analyzed the validity of materials between English material in English subject and National Examination that had been classified in the previews step by using instrument of the research. This correlation is to test the validity of the test items with a true score of 1 and an incorrect score of 0. In order to find out the percentage of validity, the researcher used formula below:

$$P = \frac{S}{N} \times 100\% \quad \text{Sugiono (2012)}$$

Description:

P = Ideal percentage

S = total component in the result of research

N = maximum score

d. Concluding

Researcher made conclusion after analyzed the validity of National Examination in English Subject 2019 especially in reading skill.

2. Data from Interview

There were some steps data analysis for interview:

a. Transcribing

Transcribing was the process of converting data from the recording into the sentence form. The researcher listens the result of the interview and wrote down what the teacher said.

b. Classifying

The information from interview collected correctly. When the data was collected, the researcher classified the result of the data interview.

c. Concluding

The last step, the researcher concluded the result of the interview that was already transcribed by the researcher. The researcher made a summary from the result of the interview to know the Curriculum validity of National Examination 2019 in English subject at SMA Negeri Matakali and found the challenges that teacher faced in particular institution.

RESULT AND DISCUSSION

Result

Table 4.2 Percentage of validity

Formula:

$$P = \frac{11}{50} \times 100 = 22$$

$$P = 22 \%$$

$$\text{Percentage} = 22\%$$

Number of exercises	Description
24	1
25	1
28	1
29	1
30	1
31	1
44	1
45	1
46	1
47	1
50	1
Total	11

National examination has 50 question's item and 11 of them are in line with English materials in grade twelve especially in reading skill. it means the percentage of English materials in reading skill at grade twelve in the first semester are 22% in National Examination.

Discussion

The objective of the research is to find out the curriculum validity of National Examination 2019 in English in SMA Negeri Matakali. Validity of national examination related to English materials 2019 which also related to English syllabus 2013 revise 2018. There is some parameter in English syllabus that are basic competencies and learning materials. Learning materials have three elements that are social function, text structure and language features. These become the references for English teacher in making lesson plan.

In lesson plan, there are standard competences and indicators where students should afford. There are six English materials in Grade twelve SMA Negeri matakali that are application letter, text caption, news item text, conditional sentence and direction/suggestion, Procedure text and song lyrics. After analyzing the content of curriculum and national examination it can be concluded from 50 question's item, it is divided into listening section and reading section. Listening section has 15 number while reading has 35 number. From 35 number in national examination's item there are 11 number which suitable with the content of syllabus 2013. Those are number 24,25,28,29,30,31,44,45,46, 47, 50.

Number 24 and 25 are material about offering services but in form of letter. These number test the ability of students to determining the topic of the text and determining the details of the text in letter form. It is in line with standard competence in syllabus where

students are expected to understand, implement and analyze factual knowledge, conceptual and metacognitive. The questions of National Examination were reading skill.

Number 24 asked about with the announcement, the employees of Doe University are invited to and number 25 asked about the way employees in Doe University save their money. The answer for those questions already stated in text, it means this type of question questioning specific information in text this type of questions is in line with Gurus as cited by Hidayati (2015) which stated that in reading comprehension there are 7 types, one of them is Specific which means this type asks about details from the passage. The correct answer is often a paraphrase of something directly stated in the passage.

Text for number 28-31 is text procedure, it is relevant with English Syllabus 2013 that explained this material are taught in grade twelve in Senior High School. Number 28 and 29 cover social function element in text that is the purpose of the text and also the benefit of the text. This type of question requires the readers/students to inference the message from the text. Gurus as cited by Hidayati (2015) stated that in reading comprehension, there are 7 types, one of them is Inference which means the question requires the reader to understand what is implied by but not necessarily stated in the passage.

Number 30 covers about text structure element of the text, this number questioning about what should be completed after dipping the cloth into the vinegar mixture and the answer of this question already stated in text thus this question asked about specific information. Gurus as cited by Hidayati (2015) specific question means this type asks about details from the passage. The next number is number 31 and it covers about language features of the text.

The question of number 31 is "Candle wax spills can be pretty scary, especially if it if it occurs on your furniture. If you do not do the steps orderly, your effort may not give ... good result. This question asked about the use of article it means it requires students/reader to appropriate vocabulary. Gurus as cited by Hidayati (2015) Vocab-in-Context that means this type of Specific question asks about the use of a particular word or phrase.

This number also requires student's ability in inferences the message of the text because the statement in the question did not stated in text thus students must have that ability in order for helping them in giving correct answer thus number 31 requires students to have two skill in order to give correct answer for the question those are the ability to inference and also ability to use article in a sentence or vocab-in-use.

Text for number 44-47 is news item text and it is in line with English syllabus 2013 and English materials in SMA twelfth grade. The English teacher has taught it. Number 44 covers social function aspect by questioning what does the writer tell the news for and this question asked the general ideas of the text it in line with Gurus as cited by Hidayati (2015) that states universal question that this type of question asks about the big picture, the passage as a whole.

Number 45 asked the impact of the text it involving social function aspect. The question of this number is after reading the news, the readers most likely and this question requires students' ability to inference in more specific way this is in line with Snowling & Hulme (2005)

state inferences are important for building the text base and situation models; since most of the texts are not exclusively explicit, the reader has the role of “filling in the gaps”. It enables reader to extract meaning from print and integrate it with their background knowledge in order to have a good comprehension but several teaching programs do not focus on students’ attention to the implicit information in the text.

The question in number 46 is the underlined word in paragraph three refers to and this type of question requires students’ ability inference the text. This question address specific word and paragraph but still need students’ ability in inference it in a specific way. Gurus as cited by Hidayati (2015) Application – This is a slightly more specific type of inference question, where the readers are asking to choose an answer which mimics a process or exemplifies a situation described in the passage.

Number 47 asked about the main idea of the last paragraph. This question requires a combination of abilities those are the ability of students to analyze details of content in text and also the ability of students to inference the big picture of text in particular paragraph. This number covers text structure element. It is in line with the result of research in previews related research that conducted by Azevedo et al. (2018) in brazil that found the test taker might have to draw more elaborated inferences that need a significant amount of knowledge to analyze the best answer.

The last number is number 50. The text for number 50 was material about text caption and it is in line with English material in grade twelve in English syllabus 2013. This question asked about the purpose text caption, the readers/students require choosing the correct caption for the picture and it covers social function element in material. For this number, text specifically talked about the city of administration of Bandung and bike – sharing facility for residents.

It means students/reader will be easier to understand the context of the text thus, background knowledge of readers/students are needed. Background knowledge and expectations to the reading event will help students to form a situational model that means a mental representation of the text. As Snowling & Hulme (2005) state that constructing a situational model is only possible when the reader integrates their background knowledge and expectations with the information provided by the text.

CONCLUSION

National Examination in English subject is valid. Questions’ item of National Examination is already in line with English materials in syllabus that becomes reference for teacher in making lesson plan. Questions’ item in National Examination consists of materials from grade tenth, eleventh and twelve and several numbers are in line with English materials in twelfth grade.

National Examination including English subject consists of 50 numbers. Question’s item and numbers that are in line with English materials in twelfth grade were 11 question’s item and those number 24,25,28,29,30,31,44,45,46, 47, 50. The ability of students to

inference and find out the specific information from text are very important in order to help students understand the text.

The question of those number cover three aspects those are social function aspect, text structure aspect and language features aspect. The questions also require students to have many vocabularies and background knowledge in order to help them in giving the correct answer because some question require a combination of abilities such as the ability or inference and the ability to integrate background knowledge with issues in particular text.

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