

**ENGLISH TEACHER'S PERCEPTIONS ON TEST ITEM  
CONTENT VALIDITY**

**(A Case Study at a Senior High School in Banda Aceh)**

**THESIS**

Submitted by

**SYIFA NASHIRAH**

NIM. 180203162

Student of Faculty of Education and Teacher Training

Department of English Language Education



**FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
2022 M / 1444 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
in Partial Fulfilment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

by:

Syifa Nashirah

NIM. 180203162

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education

Approved by:

جامعة الرانيري

A R - R A N I R Y

Main supervisor



Dr. Luthfi Aunie, M.A.

Date: 22 / 1 / 2022

Co-supervisor



Drs. Lukmanul Hakim, M.A.

Date: 19 / 1 / 2022

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education on English Language Teaching


On: 20 Desember 2022  
Thursday, 26 Jumadil Awal 1444 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairman,

Secretary,

  
Dr. Luthfi Aunie, M.A.

  
Dara Fitria Munzaki, M.Pd

Member,

  
Fithriyah, S.Ag., M.Pd

Member,

  
Faishal, S.Pd.I., M.A., Ph.D.

AR - RANIRY

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*



## SURAT PERNYATAAN KEASLIAN

*(Declaration of Originality)*

Saya yang bertandatangan di bawah ini:

Nama : Syifa Nashirah

NIM : 180203162

Tempat/Tanggal lahir : Banda Aceh, 24 Oktober 2000

Alamat : Jeulingke, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Teacher's Perceptions on Test Items Content Validity: (A Case Study at a Senior High School in Banda Aceh)**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

جامعة الرانيري

A R - R A N I R Y

Banda Aceh, 14 November 2022

Saya yang membuat surat pernyataan,



Syifa Nashirah



## ACKNOWLEDGMENTS

*Alhamdulillahirabbil'alamin.* All praises are due to Allah, the Almighty, who has given me His grace, direction, encouragement, and compassion so that she can complete this thesis. Peace and salutations be to our prophet Muhammad (PBUH) and his family and companions, who have introduced wisdom into human existence and has led and given us guidance from the darkness to the brightness.

I would like to give infinite appreciation and gratitude to Mr. Dr. Luthfi Auni, M.A., and Drs. Lukmanul Hakim, M.A., as my supervisors who have sincerely gives guidance and encouragement during my completion in this thesis. My thanks are also expressed to all the Department of English Language Education lecturers who have taught and guided me during the study at this instuition.

This research would not have been accomplished without the support and prayers from my parents and siblings for their support, love, and motivation in helping me complete my research. Additionally, I wanted to express my thanks and appreciation to all of my dear friends who always helped me through difficult times.

Banda Aceh, 14 November 2022

The researcher,

Syifa Nashirah

## ABSTRACT

Name : Syifa Nashirah  
Reg. No : 180203162  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Major : Department of English Language Education  
Thesis working : Teacher's Perceptions on Test Items Content Validity: (A Case Study at a Senior High School in Banda Aceh)  
Main Supervisor : Dr. Luthfi Auni, M.A.  
Co-Supervisor : Drs. Lukmanul Hakim, M.A.  
Keywords : *teacher's perceptions; test item content validity*

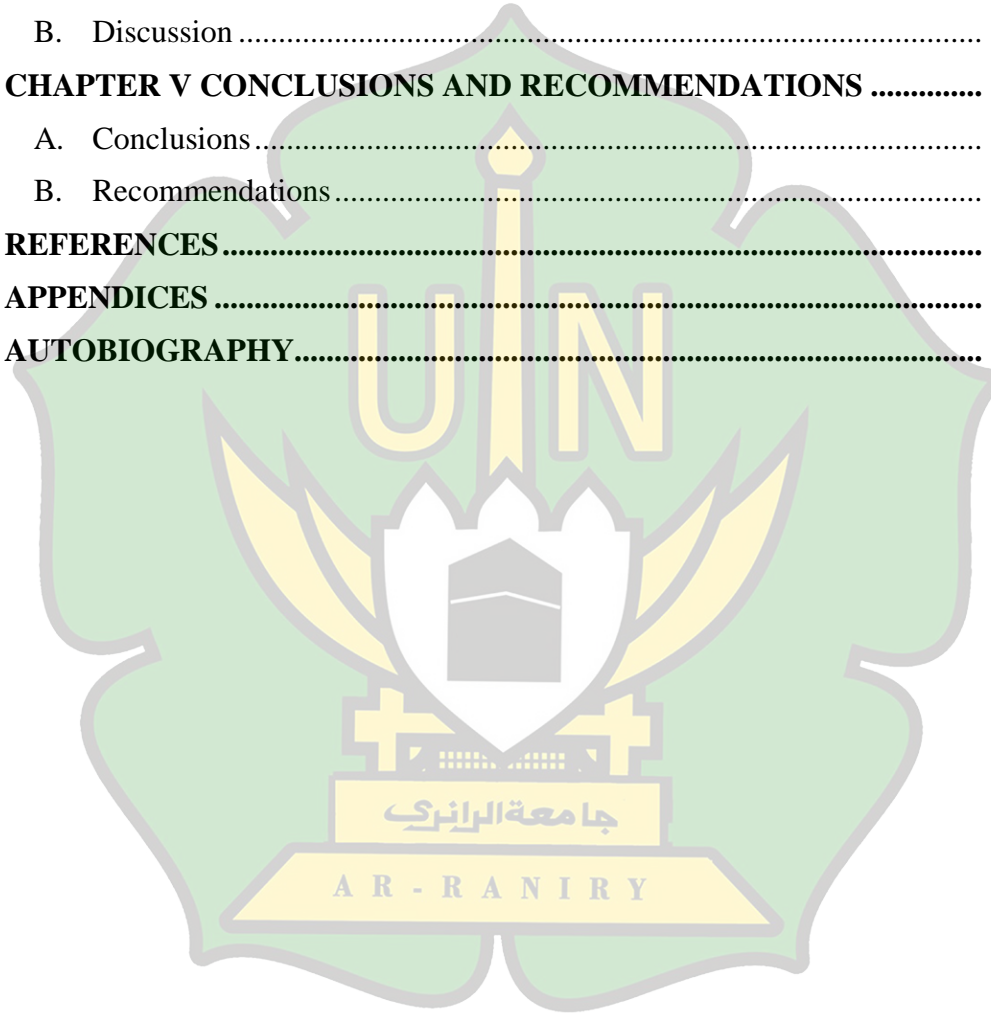
To measure students' learning achievement accurately, the teacher should arrange a good test. A good test will give real information about students' learning results and measure the ability of students. This research was conducted to know the senior high school English teacher's perceptions of test item content validity. In collecting the data, qualitative research is used through interview. The result of interviewing the English teacher showed that making a test required careful planning and consideration also paying attention to the validity of the test and to several important considerations including alignment with learning objectives, material coverage, test format, difficulty level, time limit, assessment, and feedback when designing the test. A teacher must also carefully consider the content validity of a test to ensure that the test is an accurate and reliable measure of student learning. However, at that school, no evaluation or reviewer was looking at the validity of a test whether it is accurate and reliable or not.

جامعة الرانيري  
A R - R A N I R Y

## TABLE OF CONTENTS

<b>ACKNOWLEDGMENTS .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>TABLE OF CONTENTS.....</b>	<b>vi</b>
<b>LIST OF APPENDICES.....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of Study.....	1
B. Research Question.....	4
C. Research Aim.....	4
D. Significance of the Study .....	4
1. Theoretical Benefits.....	4
2. Practical Benefits.....	4
E. Research Terminologies.....	5
1. Teacher Perception.....	5
2. Test Item Content Validity .....	6
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>7</b>
A. Test Item.....	7
1. Definition of The Test .....	7
2. The Function of Test .....	8
3. The Characteristics of a Good Test .....	9
4. Test Item.....	11
B. Validity.....	15
1. Definition of Validity .....	15
2. Content Validity .....	17
3. Test Item Content Validity .....	18
C. Perception.....	19
1. Definition of Perception .....	19
2. Perception Factors .....	20
3. Type of Perception .....	22
4. Indicator of Perception .....	23
5. The Importance of Teacher Perception .....	24
D. Relevant Studies.....	25

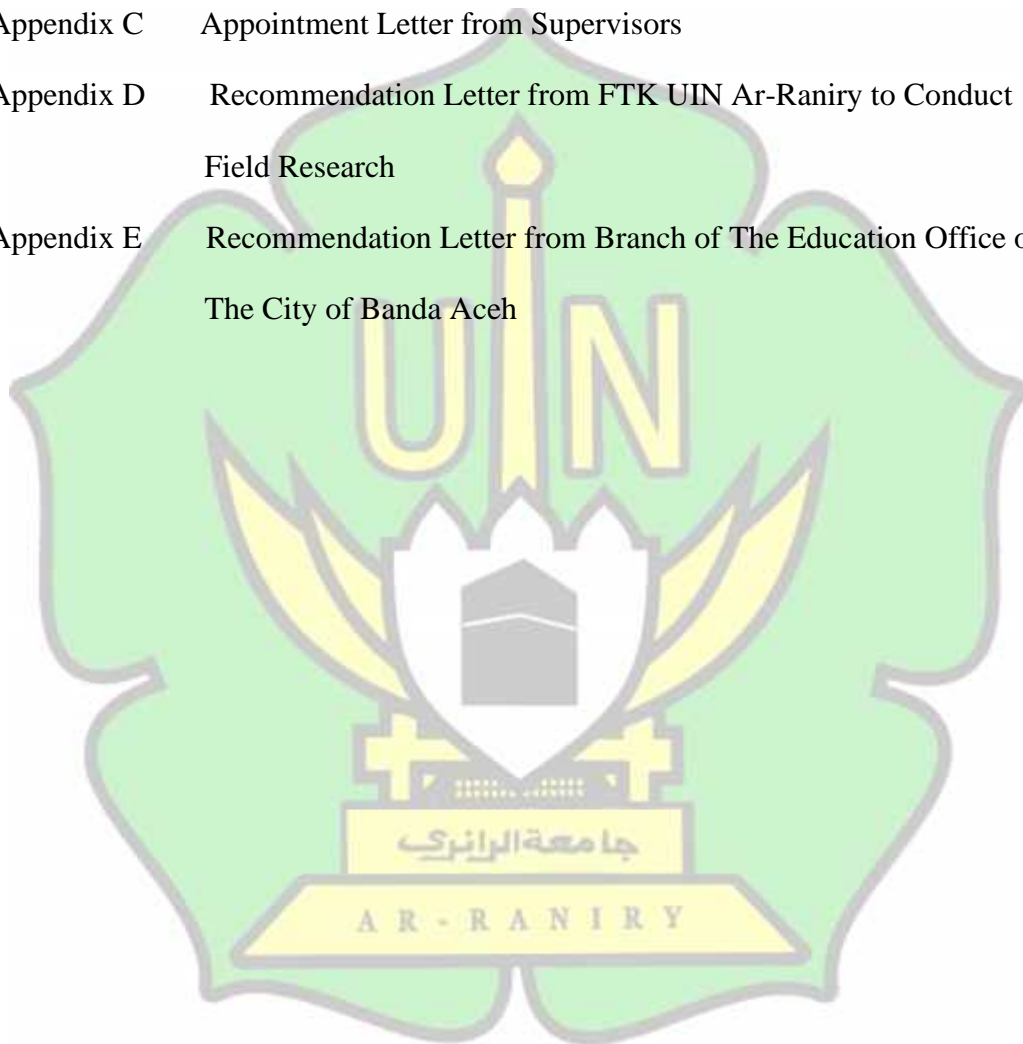
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>27</b>
A. Research Design.....	27
B. Technique of Data Collection .....	28
C. Technique of Data Analysis .....	28
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION .....</b>	<b>30</b>
A. Research Findings .....	30
B. Discussion .....	36
<b>CHAPTER V CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>40</b>
A. Conclusions .....	40
B. Recommendations .....	41
<b>REFERENCES .....</b>	<b>43</b>
<b>APPENDICES .....</b>	<b>47</b>
<b>AUTOBIOGRAPHY.....</b>	<b>62</b>





## LIST OF APPENDICES

- Appendix A English Test Item
- Appendix B The Basic Competence of English in Curriculum 2013 for year ten in odd semester
- Appendix C Appointment Letter from Supervisors
- Appendix D Recommendation Letter from FTK UIN Ar-Raniry to Conduct Field Research
- Appendix E Recommendation Letter from Branch of The Education Office of The City of Banda Aceh



## **CHAPTER I**

### **INTRODUCTION**

This chapter displays information on background, research questions, aim, significance, and terminology of the study.

#### **A. Background of Study**

English is the first foreign language in Indonesia that has to be mastered (Mistar, 2011). In general, learning English is utilized to divide information to each other during the learning process, to help advance science and innovation, and to enhance worldwide networking (Moriyanti et al., 2019). The purpose of teaching English is to develop communication skills, especially oral and written skills. To accomplish the purpose of the instructional activities, the teacher applies evaluation to measure how far the students understand the material.

In the educational world, the term evaluation plays an essential role. An evaluation has intimate with material, syllabus, and process of learning because the process of learning and material given by the teacher to students affect the evaluation (Widoyoko, 2009). According to Sudijono (2016), evaluation refer to the act or process to determining the value of something. In other words, an evaluation is needed in every teaching and learning activity to measure students' understanding of the lessons. By giving evaluation, it would assist the teacher to know whether the learning goal is reached or not.

Teachers have a responsibility to help students make measurable progress against established learning standards (Fathi & Shabani, 2020). Teaching and evaluation are like two sides of coin, which cannot be separated (Miller, Linn, and Gronlund, 2020). The result of evaluation would be very useful for the teacher to measure students' progress and gain overall students' performance teaching and learning by observation, interview, test, and assessment in the classroom.

Test is one of the subsets of evaluation. Test is a method of measuring a person's ability, knowledge, or performance (Brown & Abeywickrama, 2010). Gultom (2016), assumed that in conducting a test, the test-maker should follow a systematic procedure such as planning the test, constructing test items properly, operating the test, scoring the test objectively, and evaluating the quality of the test. From the statement above it can be concluded that test is an evaluation and measurement tool that aims to assess of person's ability, knowledge, or performance. The test designer needs to consider a systematic procedure in constructing a test.

In order to measure students' learning achievement accurately, the teacher should arrange a good test. A good test will give the real information about students' learning result and measure the ability of students. Rogier (2014) claimed that there are five key concepts of the usefulness of a well-constructed test which involve reliability, validity, practicality, washback, and authenticity. In this study, I will focus only on validity, especially on content validity.

In constructing a test made by teachers in the classroom, the test should be in accordance with the syllabus and the content of the test have to measure what is

intended to measure, for example in this study is language skill taught by the teachers (Hughes, 2003). In discussing the validity, it is the extent to which a test measures what is intended to measure. In other words, a valid test show what it is supposed to measure. For instance, if the test is supposed to measure reading ability, the test will construct on reading. Rajhy (2016) stated that the term validity refers to how the test measures what it measures. In line with Rajhy, Heaton (1990) also explained “The validity of a test is the extent to which it measures what it is supposed to measure and nothing else” (p. 159). Therefore, validity refers to the suitability between a test as an instrument of measurement and the domain of what it is supposed to measure.

Commonly, there are four kinds of validity. Namely, content validity, criterion validity, construct validity, and face validity are referred to a sort of evidence that the test is valid (Xie, 2018). Siddiek (2010) points out that content validity refers to the extent to which the test questions represent the skills in the curriculum or not. It can be defined in analysis of content validity we can find how far the students understand the material given by the teacher. The need of evaluating quality of test become crucial for English teachers and the schools to pay more attention to improve student’s knowledge and ability in constructing a good test based on the characteristics of a good test (Sugianto, 2017). Thus, the teachers must be concerned when arranging the test because content validity needs critical and systematic analysis. It can represent the content of the test that it will examine.

In a senior high school in Banda Aceh, where I conducted the PPL, I saw that there was no teacher team in arranging the test. The school chose teachers who

made test item based on those who teach the most at their level. Another problem is that there are no reviewers who assess whether the test is valid or not. So, the teacher is based on herself without any input or checking from other people. Based on the problems above, I want to know what the teacher's perception of the content validity test. Because the I feel the need to know the perceptions of teachers as people who teach in class and test makers.

### **B. Research Question**

1. What are the senior high school English teacher's perceptions of test item content validity?

### **C. Research Aim**

1. To know what the senior high school English teacher's perceptions of test item content validity

### **D. Significance of the Study**

#### ***1. Theoretical Benefits***

This research is expected to increase insight to the reader and knowledge in the field of education, especially in the field of English language education.

#### ***2. Practical Benefits***

- a. For Teachers

It is hoped that with this research may provide perceptions about test item content validity and can be used as reference when the teachers conduct the test and evaluate it.



b. For the School

It can be used as evaluation material related to the regulation about constructing the test.

c. For Researchers

This research is expected to provide new insight that can support further research in test field.

## **E. Research Terminologies**

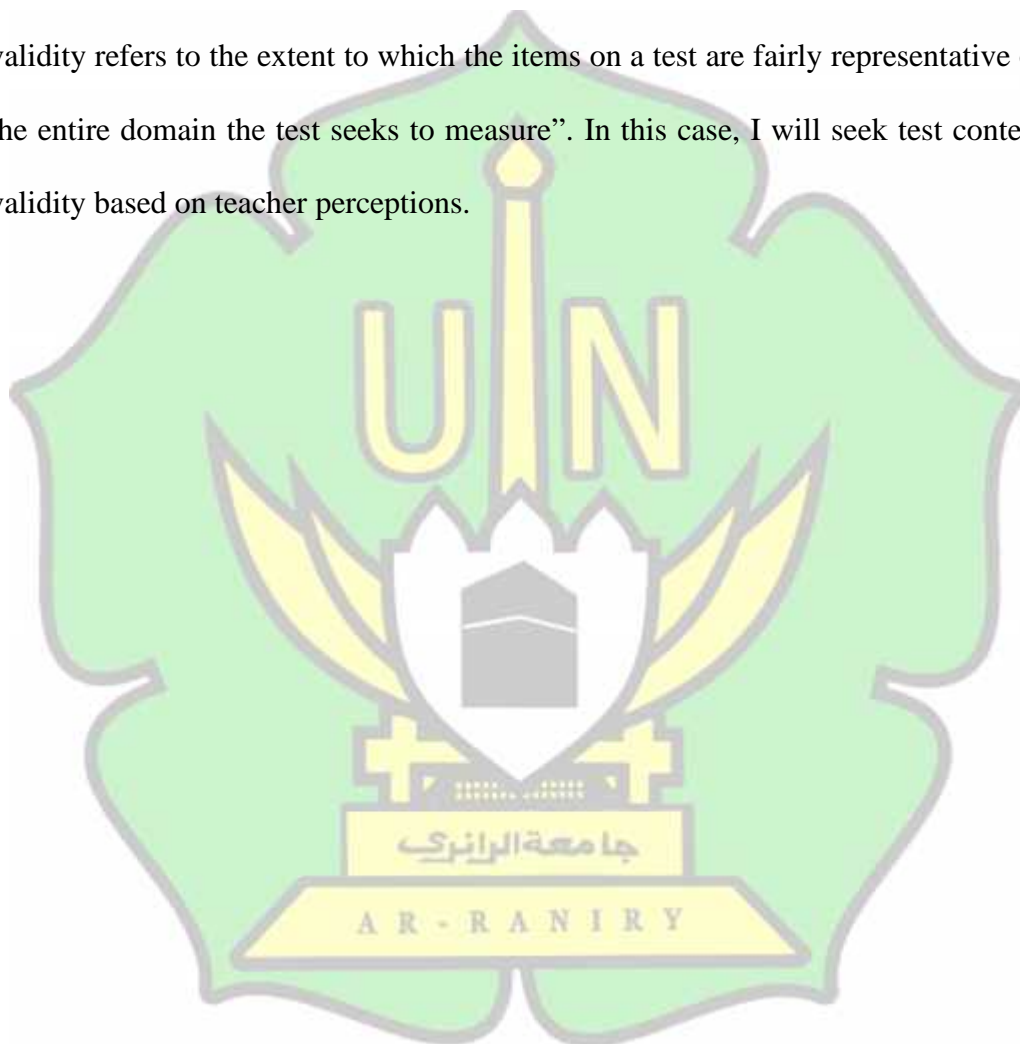
Several terms must be explained before we explore further about this research which we hope there will be no misunderstanding in understanding the content of the study.

### ***1. Teacher Perception***

Perception is a partial incomplete image of something that is genuine but can be interpreted differently depending on how you look at it because each perception offers just a limited number of parts of the total and incomplete (Alwan, 2006). Teacher perception is the process of a teacher comprehending or intending information gathered from both outside and within the individual to make assumptions about the subject or anything (Sintia, 2021). In this research, the teacher's perception means the English teacher's response to the test item content validity.

## ***2. Test Item Content Validity***

Test item content validity refers to the extent to which a test item accurately reflects the concept or skill that it is intended to measure. In other words, it is a measure of the appropriateness of the test item for assessing the specific construct that it is intended to assess. Salkind (2010, p. 473) stated that “Content validity refers to the extent to which the items on a test are fairly representative of the entire domain the test seeks to measure”. In this case, I will seek test content validity based on teacher perceptions.



## CHAPTER II

### LITERATURE REVIEW

This chapter discusses several theories that are relevant with the research, encompasses elaboration of the theory that is related to

#### A. Test Item

##### 1. *Definition of The Test*

Test is known as one of the tools used for measuring something. In educational terms, a test should be able to measure the achievement of the students that distinguish the ability of each student between the students who have mastered the learning material and those who have not. This notion is supported by Hughes (2003) stated that a test is a tool to measure students language proficiency. Another definition stated by Nugrahanto and Winarsih (2016), defined test is a kind of process to measure the competence or achievement of the students. In line with Nugrahanto and Winarsih's opinion, Brown (2004) defined a test as a method to measure people's knowledge, performance, and ability in given domain. While Adom (2020) stated that test is obtainable as a standard procedure used to sequentially measure a sample of behaviour by posing a set of questions.

Based on the definition above, it can be concluded that test is a tool, procedure or method used to evaluate individuals and groups' ability, knowledge, or performances which have objective standards. A test is generally used to assess and measure student learning outcomes in mastering teaching materials following educational and teaching objectives.

## 2. *The Function of Test*

The outcome of a test is used to determine knowledge measurement. Measurement and assessment will obtain empirical knowledge which is very valuable for scientific and theoretical knowledge. If the test is not administered in line with the processes or learning materials, it is considered invalid, and students will find it difficult to answer the test questions.

In general, the function of a test is to measure students' ability and to extent the success of the learning program. Referring to Toha (1996, as cited in Amrina, 2022), there are some functions of the test based on the significance of each of them:

- a. For teachers, test serves to:
  - ) To know the progress of students' learning;
  - ) To find out the weaknesses in the learning process; and
  - ) To improve the teaching-learning process.
- b. For students, test serves to:
  - ) To know the ability and learning outcome;
  - ) To improve learning; and
  - ) To encourage learning motivation.
- c. For schools, test serves to:
  - ) To measure the quality of educational outcomes;

- ) To know the progress and setbacks of the school;
- ) To make decisions for the students; and
- ) To make curriculum improvements.

Based on the test function above, I can conclude that the test is essential for obtaining information from students who closely observe classroom learning.

### ***3. The Characteristics of a Good Test***

A test must have characteristic that encompasses practicality, authenticity, reliability, validity, and washback to be regarded as a good test (Tosuncuoglu, 2018). Brown and Abeywickrama (2010) have defined practicality as the logical, practical administrative issues that come with creating, administering, and scoring an assessment tool. In this respect, practicality means that the test should be practical in its implementation. The aspect of practicality normally including economy, convenience, and administrability.

The second characteristic of a good test is authenticity. Authenticity in a test utilize the test for performing an assignment in a real-life situation. Authenticity can be conveyed in the following ways;

- ) consist of natural language as much as possible
- ) is comprised of contextualized components
- ) has meaningful, relevant, real-life themes
- ) provides some particular organization to items, such as a storyline or episode



- ) provide assignments that replicate real world assignments (Brown & Abeywickrama, 2010)

The third characteristic of a good test is reliability. The test must be reliable as a measuring instrument. The reliable instrument of a research should assemble data comparable with respondents over time (Oluwatayo, 2012). The test can be characterized, as follows:

- ) If the test gives a fixed or steady result even though the test is tested many times. (Wulan & Rusdiana, 2014)
- ) If the same test is administered to the students on different occasions, then each student will remain in the same rank. (Wulan & Rusdiana, 2014)

The fourth characteristic of a good test is validity. Validity is a condition when a test consists of an evaluation instrument that effectively measures what is intended to measure. For example, if the teacher constructed a test to measure a student's ability in oral comprehension, it is valid in speaking skill and not attempt to measure another skill.

The last characteristic of a good test is washback. This characteristic is defined as the effect of testing on students, teachers and the overall program. Washback can be positive or negative (Rogier, 2014). Positive washback occurs when testing and curriculum design have clear learning objectives that are known to all students and teachers. On the other hand, when preparing for the exams' instruction solely on helping students pass the test and other learning activities may

be overlooked; the exams can have a negative washback and be harmful to the teaching and learning process.

#### **4. Test Item**

A test item is a question, problem, or other type of assessment that is used to evaluate a person's knowledge or skills. Test items can be found on exams, quizzes, and other types of assessments, and are typically used to measure a person's understanding of a particular subject or concept.

There are several different types of test items that can be used in educational and professional settings. Some common types of test items include:

1. **Multiple choice:** This type of test item presents a question or problem, followed by a list of possible answers. The test-taker must select the correct answer from the list. Widoyoko (2009) describes the advantages and the disadvantages of multiple-choice tests as follows. The advantages of multiple-choice tests are as follows:

- ) Multiple choice test items can be used for measuring all levels of learning objectives, starting from the simplest to the complex, except for goals in the form of abilities demonstrating the skill of stating something expressively.
- ) Each test set can cover almost the entire subject coverage.
- ) Scoring test results can be done objectively.
- ) The type of item questions can be arranged in such a way that requires the test taker's ability to discriminate multiple degrees of truth at once.

- ) The number of options provided exceeds two. Because it will be able to reduce the desire of test takers to guess.
- ) The multiple-choice item type allows analysis item well.
- ) The level of difficulty of the items can be adjusted, simply change the level of homogeneity of alternative answers.

Whereas, disadvantages of multiple-choice tests:

- ) It's hard to arrange the items, because you have to find alternative answers that are homogeneous.
  - ) There is a tendency for teachers to only measure level student memory.
  - ) There is influence because the test takers are familiar with the test multiple choice.
2. True/false: This type of test item presents a statement that is either true or false. The test-taker must determine whether the statement is accurate or not. Based on Widoyoko (2009) mentioned that true-false test has the following advantages and disadvantages. Pros of true-false tests:
- ) Can represent the subject matter or subject matter wider.
  - ) Easy to arrange.
  - ) Easy to score. Because there are only two alternatives answer, then each item has only two questions alternative score, namely 1 (one) for those who answered correctly, and 0 (zero) for those who answered incorrectly.

- ) Is a good instrument for measuring facts and direct learning outcomes, especially those related with memory.

Besides having benefit, the true-false test also has weaknesses as follows:

- ) It can only uncover memory and recognition return.
- ) Encourage test takers to guess answers.

3. Matching: This type of test item presents a list of terms on one side, and a list of definitions on the other side. The test-taker must match each term with the correct definition. Weakness on the test with matchmaking type is the test taker too rely on testing aspects of memory. Strength of test with match making type as follows:

- ) The test is able to test related learning outcomes with knowledge of terms, definitions, events or calendar.
- ) The test can measure the ability to connect two things, whether related directly or indirectly live.
- ) Easy in preparation so that teachers in time who are not too long can arrange a number of items enough questions to test one subject matter certain.
- ) The test can be used for all subjects tested.
- ) Easy to score. Like all items on an objective test other, items about this type of matchmaking can also be score without being influenced by teacher subjectivity. (Widoyoko, 2009)

4. Short answer: This type of test item requires the test-taker to write a brief response to a question or prompt. The response may be a few sentences or a paragraph in length.
5. Essay: This type of test item requires the test-taker to write a longer, more in-depth response to a question or prompt. Essay questions are typically used to assess a person's ability to analyze and synthesize information, as well as their writing skills.

Test items can be a useful tool for evaluating a person's knowledge and skills, as they allow educators and employers to assess a wide range of competencies in a consistent and objective manner. However, it is important to carefully design and administer test items in order to ensure that they are fair and accurate measures of a person's abilities.

Hughes (2003) states that a test's contents constitute and serve as a sample of the language abilities, structures, etc. that it is intended to be concerned with. If a test appears to measure what it is intended to measure, it is said to have face validity. A legitimate exam is one that provides adequate proof of how well pupils are actually accomplishing the intended learning goals, goals that are precisely specified in terms of concrete actions. The idea of content validity is crucial for measuring the knowledge and skills that are regularly used in evaluation studies. In this context, content validity typically relates to how well an objective is captured by a measure.



## **B. Validity**

### ***1. Definition of Validity***

According to Weir (2007), validity is described as the degree to which the test can be seen to produce results, i.e., test scores, which are an accurate indicator of the applicant's language proficiency or ability. Wulan and Rusdiana (2014) added a valid test will also generate data on valid learning outcomes. Hughes (2003) classified four distinct classifications of validity, namely content validity, construct validity, criterion-related validity, and face validity. Each classification has its function.

Ananda and Rafida (2017) explained that instruments that accurately assess mastery of the subject material that must be mastered in order to measure the content accurately are said to have high content validity. Content validity inquiries about the extent to which an instrument evaluates the level of mastery of the content of the material that is mastered according to the objectives. A test has high content validity if it includes items that are representative of the material that has been taught and if it adequately covers all of the important concepts and skills.

According to Sukiman (2008, as cited by Wulan & Rusdiana, 2014) construct validity is to examine whether the items in the test are in accordance with the level of competence or the existing domain in accordance with the demands in the curriculum. For example, a test of intelligence should measure intelligence, rather than other traits such as personality or motivation. By matching the thinking

skills given in each formulation of the indicators to be tested, construct validity analysis may be conducted on a test.

Oluwatayo (2012) interpreted that criterion-related validity “is where a high correlation coefficient exists between the scores on a measuring instrument and the scores on other existing instrument which is accepted as valid.” (p. 394) For example, a test of math skills should be correlated with grades in math courses. It assesses the accuracy with which one measure forecasts the results of another.

Taherdoost (2016) defined that a subjective assessment of how well a notion has been operationalized is called face validity. Similarly, Oluwatayo (2012) added that “face validity refers to researchers’ subjective assessments of the presentation and relevance of the measuring instrument as to whether the items in the instrument appear to be relevant, reasonable, unambiguous, and clear.” (p.392)

It is important to consider the validity of a test or assessment tool when selecting it for use. A test that is not valid may not provide accurate or useful information about the knowledge, skills, or abilities of the individuals being tested.

## **2. Content Validity**

Content validity refers to the extent to which a measurement tool, such as a test or questionnaire, adequately represents the concept or construct that it is intended to measure. Siddiek (2010) expressed that a valid test represents sufficient evidence of the degree to what extent of the students reached the teaching objectives. In line with Siddiek, Hughes (2003) stated that a test is identified as having content validity if its content constitutes a representative sample of the

language skills it is meant to be concerned with. In other words, content validity refers to whether or not a measurement tool covers all aspects of the concept or construct that it is trying to measure.

There are several steps that can be taken to ensure the content validity of a measurement tool. First, it is important to clearly define the concept or construct that the tool is intended to measure. This may involve reviewing relevant literature and consulting with experts in the field. Next, a list of items or questions that are intended to measure the concept or construct should be developed. These items should be reviewed by experts in the field to ensure that they are relevant and appropriate.

Furthermore, the content validity is need to assess, judge, or rate the extent to which the items of a test represent conformity the instructional goals that to be measured a certain behaviour in students. This implies that the test-maker needs to do the following (Beck, 2020):

- ) Identify an understanding of the instructional goals to be measured
- ) Determine the scope possible particular idea can activate instructional goals
- ) To ascertain if the test items will serve as suitable stimulators for various test taker groups (e.g., in terms of language, level of education, social background, etc)

Once the items have been selected, the tool should be administered to a sample of individuals who are representative of the population that the tool is intended to measure. The responses to the items can then be analyzed to determine

the extent to which they are related to the concept or construct that the tool is intended to measure.

In summary, content validity is an important aspect of measurement tools, as it helps to ensure that the tool is measuring what it is intended to measure. By carefully defining the concept or construct, selecting relevant items, and analyzing the responses to the items, researchers can ensure the content validity of their measurement tools.

### ***3. Test Item Content Validity***

Test item content validity refers to the extent to which a test item accurately reflects the concept or skill that it is intended to measure. In other words, it is a measure of the appropriateness of the test item for assessing the specific construct that it is intended to assess.

There are several ways to evaluate the content validity of a test item. One method is to conduct a content review, in which experts in the field review the test items and provide feedback on their relevance and appropriateness. Another method is to compare the test items to a list of criterion-referenced standards, or a set of explicitly defined skills or knowledge that the test is intended to measure.

It is important to ensure the content validity of a test because it directly affects the reliability and validity of the test as a whole. If the test items do not accurately reflect the construct they are intended to measure, the results of the test may not be accurate or meaningful.

In conclusion, test item content validity is a critical aspect of test development and evaluation. By ensuring that test items accurately reflect the concepts or skills they are intended to measure, we can improve the reliability and validity of the test and provide more accurate and meaningful results for test takers.

## **C. Perception**

### ***1. Definition of Perception***

Perception is “the process of attaining awareness or understanding of sensory information.” (Qiong, 2017, p. 18). In line with that, Maba (2017) defined perception as a process of an individual receiving something through the sense. In addition, Sibarani (2019) mentioned perception is people use sensory information to meaningfully understand what they see, hear, taste, smell, and touch.

Perception is also defined as the ability of the brain to translate a stimulus or a process to translate a stimulus into the human senses. From the point of view of human perception, there are differences in sensing. Some perceive that something is a good or positive perception and perceive that something is good or perceive a negative perception that will affect human actions by the naked eye or invisible (Sugihartono, 2007) .

Walgito (2010) revealed that perception is a process of organizing, and interpreting the stimulus received by the organism or individual so that it becomes something meaningful, and is an integrated activity within the individual. Responses as a result of perception can be taken by individuals in various forms. Which stimulus will get a response from the individual depends on the attention of



the individual concerned. So, the feelings, thinking abilities, and experiences owned by individuals are not the same, then in perceiving a stimulus, the perception results may differ from one individual to another. It can be said that perceptions between individuals vary depending on the level of emotion, enthusiasm, and suggestions from outside the brain (Anggianita et al., 2020)

It can be concluded that the teacher's perception is a process of acceptance and interpretation of something received by the teacher or student in his brain through the senses which then the brain gives a response to an object and then interpreted according to the individual's ability to conclude as a reaction to the object.

## **2. Perception Factors**

The factors that play a role in perception according to Walgito (2010) include:

### **a. Perceived object**

The object causes a stimulus that hits the sense organs or receptors. The stimulus can come from outside the perceiving individual, but can also come from within the individual concerned which directly hits the receiving nerve that acts as a receptor.

b. Sense organs, nerves, and nervous system

Sensory devices or receptors are tools to receive stimuli, in addition, there must also be sensory nerves as a tool to transmit the stimulus received by the receptor to the central nervous system, namely the brain as the center of consciousness. As a tool to make a response, a motor is needed that can shape one's perception.

c. Attention

To realize or to make a perception requires attention, which is the main step in preparation to make a perception. Attention is the concentration or concentration of all individual activities aimed at a set of objects.

In short, three factors play a role in perception, there are perceived objects which can cause stimulation of the sense organs or receptors, sensory organs, nerves, and nervous system that receive and transmit received stimuli to form one's perception and attention where there is a concentration of all individual activities.

**3. Type of Perception**

There are several types of perceptions in deep communication (Alwan, 2006) including:

a. Self-perception

Self-perception is the way you see yourself. Self-perception is based on your self-system, self-concept, and self-efficacy. Self-concept is designed by how you think, and perceive in a group setting, and your perception is based on past experiences.

b. Environment

Environmental perceptions are formed based on the context in which information is received, especially from the environment, such as things you see in your environment, and then give rise to certain perceptions where these perceptions create a mental filter where they process life and previously obtained information or events that have previously been passed.

c. Learned

Learned perceptions are formed around personality, culture and habits, learned perceptions are thoughts, ideas, and benefits formed by someone who is taught or learned through examples, individuals will process and react based on the perceptions they learn. This can be seen in children reflecting the personality traits of their parents, religious beliefs, and philosophies of life.

d. Physique

Physical perception is based on the real world. This is the way your physical ears and eyes see things and how your mind processes them completely.

#### e. Culture

Cultural perception is a different perception from environmental perception as it refers to a larger scale of society and not a specific environment based on the person's life which will vary from city and region.

In summary, there are five types of perceptions: self-perception, which is how you see yourself based on your self-system, self-concept, and self-efficacy; environmental perceptions, which are formed based on information received from the environment; learned perceptions, which are thoughts, ideas, and benefits formed by someone; physical perception, which is based on the real world; and cultural perception, which is based on the city and region of a country.

#### 4. *Indicator of Perception*

Robbins (2007) defines the perceptual indicators into two kinds, namely:

##### a. Reception

The reception process is an indicator of the occurrence of perception in the physiological stage, namely the functioning of the senses to capture stimuli from outside.

##### b. Evaluation

External stimuli that have been captured by the senses are then evaluated by the individual. This evaluation is very subjective. One individual judge a stimulus

as difficult and boring. But other individuals rate the same stimulus as something good and pleasant.

In conclusion, there are two indicators of perception, namely reception, and evaluation. Reception is the physiological stage of perception that senses the function of capturing stimuli. While the external is captured by the senses and then evaluated by the individual.

### ***5. The Importance of Teacher Perception***

Teachers have a major role in deciding what is needed or what is best for their students. Teachers' perceptions, expectations, and beliefs indicate that these perceptions and beliefs not only have a direct impact on their teaching practice and classroom behavior but are also related to the success of their students. Teachers' perceptions also shape how teachers in their teaching situations overcome deficiencies (Sintia, 2021). So, it is very important the perception of teachers in the field of education where the teacher is the spear or agent who carries out education in the realm of education in a smaller scope, namely in the classroom.

### **D. Relevant Studies**

The researcher discovered several prior studies relevant to this research to use as reference materials in this research. The studies of previous researchers related to this research include the research conducted by Yasin *et al* (2020) entitled Teacher's perspectives towards validity of teacher-made test. the research conducted to know to what extent teachers' perception regarding their attitudes,



quality, and use of the tests. The study obtained that the teachers agreed about the appropriateness of the test they administered, the data quality obtained during research was useful and meaningful, and the teacher used the test to identify and to evaluate their learning objectives, students' learning needs, students' learning difficulties, school evaluation.

In another study conducted by Lien (2022) entitled an exploration into teacher's perceptions in designing English achievement test at primary schools in Thai Nguyen City, Vietnam. It was found that majority of teachers have strong perceptions about designing English achievement test and have good understanding of testing principles; therefore, they conducted their test using an appropriate process while keeping in mind the English teaching and testing context.

Uzun and Kilickaya (2020) conducted research entitled TEOG (TEPSE) English test: content validity and teachers' views revealed that despite some factors, TEPSE English test between 2016 and 2017 have content validity based on the alignment between the coursebook and TEPSE English tests. However, content validity of the tests was also affected negatively because of some inconsistencies, unequal distributions, and lacking of assessing four language skills.

Although there were previous research studies to this research, when interviews were utilized as a strategy for data collecting, I discovered a research gap while Yasin *et al* (2020) used qualitative by using questionnaires as data collection method; in addition, Lien (2022) conducted the research to seek out the teacher's perceptions in designing English achievement test which 18 teachers

working at primary schools as participant; however, Uzun *et al* (2020) analyzed content validity of the English test in Transition Examination from Primary to Secondary Education (TEPSE).



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents research plan, research location, the instrument for data collection, the technique of data collection, and the technique of data analysis

#### **A. Research Design**

The research design is the framework created to sustain the research plan to accomplish the objective in which it will answer the research questions. Understanding research design will help the research get the tools to answer the research questions (Mitchell and Jolley, 2010). In this study, the research belongs to qualitative research. In qualitative research design, I applied descriptive qualitative research. According to Mosen and Horn (2007), descriptive research has two classifications: descriptive epidemiologic research and descriptive qualitative research. Epidemiologic research applies to descriptive when data detailing person, place, and time data are collected and encompasses correlational studies, case reports, surveys, and demographics. Then, descriptive qualitative research describes the narrative data in words instead of numbers. The information or data collected is taken from textual material such as interview transcripts, field notes, or document (Saldana, 2011). In this case, descriptive qualitative was applied by trying to dig deep and open information by asking people to express their opinions and feelings on a topic without giving them with direction regarding what they should say to get a clearer view of English teacher's perceptions on test item content validity.

The researcher conducted the research in SMAN 2 Banda Aceh in the Jl. Twk. Hasyim Banta Muda no.8, Mulia, Kec. Kuta Alam, Kota Banda Aceh.

### **B. Technique of Data Collection**

The data collection techniques used in this study is interview. To know teachers' perception about the test content validity, this study applies the semi-structured interview for data collection. Semi-structured interviews are used to acquire key information in the form of personal experiences, attitudes, perceptions, and beliefs related to the topic interest (DeJonckheere & Vaughn, 2019). I am permitted to go deeper into any replies given in response to these open-ended questions by the participants (McIntosh & Morse, 2015). It can be concluded that the semi-structured is constructed to ascertain key information from people regarding personal experiences, attitudes, perceptions, and beliefs. In addition, participants are free response to these open-ended questions. The subjects interviewed in this study was a senior high school English teacher that teaching in one of senior high school in Banda Aceh. The interviewer would convey their insights regarding the test item content validity.

### **C. Technique of Data Analysis**

In this research, technique of data analysis using Miles and Huberman model (1992, as cited by Hardani et al., 2020). The analysis is divided into three streams of activities that occur simultaneously. The third flow includes data reduction, data display, verification.

### ***1. Data Reduction***

Data reduction is part of the analysis refine, classify, direct, discard unnecessary, and organize data in such a way that conclusions can be drawn and verified. With data reduction, qualitative data can be simplified and transformed in various ways through rigorous selection. Through a summary or brief description, classify it in a broader pattern, and so on. (Hardani et al., 2020)

### ***2. Data Display***

In qualitative research, data display can be done in the form of short descriptions, charts, relationships between categories, and flowcards. By displaying data, it will make it easier to understand what happened, plan further work based on what has been understood. (Hardani et al., 2020)

### ***3. Verification***

Verification is the approach to the research challenge of determining the ultimate significance of the evidence supplied. Findings can be in the form of a description or description of an object that was previously dim or dark so that when examined it becomes clear, it can be a causal or interactive relationship, a hypothesis or a theory. (Hardani et al., 2020)



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents the findings which are a compilation of data collected through interviews conducted as part of the research. The finding from this study offered solutions to issues relating the senior high school English teacher's perceptions of test item content validity.

#### A. Research Findings

The researcher interviewed the year ten English teacher. The interview aims to investigate the teachers' perception of the test content validity at SMAN 2 Banda Aceh. It was conducted on 18<sup>th</sup> July 2021 with the teacher who made an English test item for grade ten at SMAN 2 Banda Aceh.

##### 1. *Designing a Test*

According to Magdalena *et al* (2021) a test is a way to carry out an assessment in the form of a task or a series of tasks that must be done by a student or a group of students so as to produce values about the student behaviour or achievement as students. In designing a test, there are several things that must be considered, therefore Teacher-1 stated in the interview:

*“The criteria of the person who designed the test is left to the MGMP, usually the one who makes the test is the one who teaches the most at that grade, so there are no specific criteria applied by the school. The teacher needs to notice some things in making the test, the first is the competency indicator then if possible all the material taught is covered for re-testing so it's called a test, it means that it's repeated again what has been learned in the form of an exam even though later we will still have a basic competencies test right that's more to be considered according to the*

*indicators taught at the usual face-to-face meetings. There are several important considerations when designing a test such as alignment with learning objectives, coverage of material, test format, difficulty level, time constraints, scoring, and feedback”.*

Sumadi (1997, as cited by Munadi, 2018) states a number of abilities that must be possessed in order to be able to make good learning outcomes test questions, including mastering the material to be tested, understanding the values that underlie education, understanding the characteristics of students, being able to use language effectively, mastering the technique of writing questions, and awareness of the strengths and weaknesses in writing questions.

The teacher must also consider the basic competencies that will be included in the test, therefore the test made must contain the basic competencies that were previously taught where there was a distribution of content in each basic competencies curriculum. Teacher-1 mentioned that:

*“We must share it equally because of the considerations in filling out the e-report. We need to report or input the value based on the value per basic competencies, meaning that we also have to judge from the questions the exam questions are per basic competencies, so the teacher asked to make 30 questions of choice and 5 essay questions that I need to divide them according to basic competencies, so how many basic competencies questions will be basic competencies 3.1, how many questions will be basic competencies 3.1, how many will be basic competencies 3.2 - 3.5 in semester 1, yes. If semester 2 is the same, how many basic competencies do you have left, just share it equally with the number so it makes it easier to judge”*

Rahman (2020) stated that basic competence is an important thing to consider in making tests where basic competence is described as direction and foundation for developing subject matter, learning activities, and achievement indicators competency for the assessment to be carried out in learning. Basic

competence is a general description of students' ability to absorb lessons in the form of knowledge, ideas, opinions, messages, and feelings verbally and in writing and use them in various abilities.

## **2. Content Validity of Test Items**

Test item analysis is an activity that must be carried out by the teacher to improve the quality of the questions that have been written. The purpose of the item analysis is to improve the quality of the test items and find out student diagnostic information. Quality questions are questions that can provide accurate and precise information, so that students can know who have mastered the material and who have not (Magdalena et al., 2021).

Teachers play a crucial role in the development and implementation of tests in educational settings, and as such, their perceptions about the content validity of a test can be important. Teacher-1 stated that:

*“There are a few key factors that teachers may consider when evaluating the content validity of a test (1) relevance; teachers may want to ensure that the test items are relevant to the material that has been covered in class and align with the learning objectives for the course or subject, (2) coverage; teachers may want to ensure that the test items adequately cover the full range of content that has been taught, (3) difficulty; teachers may want to ensure that the test items are appropriately challenging for the intended test-taking population, (4) clarity; teachers may want to ensure that the test items are clearly written and easy to understand, (5) fairness; teachers may want to ensure that the test items do not unfairly advantage or disadvantage certain groups of students”.*

Overall, it is important for teachers to carefully consider the content validity of a test in order to ensure that it is an accurate and reliable measure of student

learning. By doing so, they can help to ensure that the test results are valid and meaningful, and can be used to inform instructional decisions and guide student learning.

Content validity must also be in accordance with the curriculum being taught and should not conflict with what is taught. Teacher-1 said that:

*“If content validity is irrelevant to the curriculum or syllabus, it violates students' human rights. That is clearly a violation. How can we never teach it and then we ask if it violates its name according to the rules what we have to test is what we teach”*

So, it is important for tests to be relevant to the material that has been taught. If a test includes irrelevant items, it can be confusing and frustrating for students, and it may not accurately assess their understanding of the material. In such cases, the test may not be an effective measure of student learning and may not provide useful feedback for the instructor or the students. If you believe that a test includes irrelevant items, it may be helpful to discuss your concerns with the instructor or the person responsible for creating the test. They may be able to provide further clarification or may be willing to make adjustments to the test to ensure that it is more closely aligned with the material that has been taught because an evaluation test is said to be valid if the test can accurately and correctly measure what is to be measured (Magdalena et al., 2021).



Therefore, Teacher-1 consider some things to make the test fit the syllabus in a way:

*“I need to make sure that a test fits the syllabus by reviewing the syllabus by carefully review the syllabus to get a clear understanding of the goals, objectives, and expected learning outcomes of the course, identify the most important material by determining which concepts and skills are most important for students to understand and be able to apply, align the test with the syllabus which makes sure that the test covers the key concepts and skills identified in the syllabus, and providing feedback to students to help them understand their strengths and areas for improvement. This can help them identify any gaps in their understanding and focus on areas that may need additional study”.*

However, in making content validity test items, Teacher-1 encountered obstacles, where:

*“In making content validity test items, the teacher needs to consider curriculum standards and the objectives of the subject or subjects being tested, as well as the level of difficulty and complexity of the test items, the teacher must also write clear and unambiguous test questions that are arranged in a way that is easy to understand and interpret by students to avoid bias, this requires a thorough understanding of the content and the ability to communicate it effectively in written form, in addition, teachers must also ensure that the test items represent the content covered in the course or subject meaning that the test must cover a range of topics and skills that reflect the entire material covered, not just focusing on a few specific areas”*

Overall, creating test items with content validity requires careful planning and consideration, as well as a thorough understanding of the content and the students being tested. It is a challenging task that requires teachers to be mindful of a variety of factors in order to create effective and fair assessments for their students and provide precise information precisely so that it can be known students who have mastered the material and those who have not (Magdalena et al., 2021).



### 3. *Test Item Content Validity Evaluation*

A good evaluation test has characteristics and characteristics which are requirements that must be met, namely the test must be valid or have a valid/good level of validity. An evaluation test is said to be valid if the test can accurately and correctly measure what it is intended to measure (Magdalena et al., 2021).

Therefore, to find out whether a test is valid or not, an evaluation or review is needed to see the validity of a test. However, Teacher-1 stated that no evaluation had been carried out on this matter. Further details are described in the interview excerpt below:

*“There is no revision for the draft of the test because all teachers are considered to be able to make the test, but it should be an MGMP but we did not inaugurate the MGMP. But actually, the school or teacher should evaluate the validity of the content of the questions based on the regulations of the ministry. In the regulation, there are already regulations regarding what assessment should include. Also part of the teacher's main task is that apart from making questions, also has to re-test between the questions that have been tested, which exam is the question. It can still be used in the future which cannot be used anymore which should be like that but in reality, we have never done anything like that. We re-test the questions that we analyzed, but we have never done an analysis. It should be because there are questions that really don't need to be used anymore questions that really have a high level of difficulty and need special attention even if he is expelled again in the next exam, that has to be taught to the students first”*

Siddiek (2010) mentioned content validity is often evaluated by examining the plan and procedures used in test construction and it must have must have the following features, such as reliable, valid, comprehensive, practical and scoreable, and must have positive backwash. As for tools, a good evaluation can be seen from several aspects including validity, reliability, objectivity, practicability,

differentiability, level or degree difficulty, option effectiveness, and efficiency (Magdalena et al., 2021).

## **B. Discussion**

The purpose of this research was to know the senior high school English teacher's perceptions of test item content validity. I conducted the interview with English teacher who made test item for grade ten at SMAN 2 Banda Aceh. Based on the interview, I found that in designing the test, there are several important considerations that required teacher to do, as follows:

1. **Alignment with learning objectives:** It is important for the test to be aligned with the learning objectives of the course. This means that the test should measure the knowledge, skills, and abilities that the course is intended to develop.
2. **Coverage of material:** The test should cover all of the material that has been taught in the course. This includes the main concepts, ideas, and skills that have been emphasized.
3. **Test format:** The format of the test should be appropriate for the material being tested. For example, multiple choice questions may be more appropriate for testing factual knowledge, while essay questions may be more suitable for testing higher-level thinking skills.
4. **Difficulty level:** The test should be challenging, but not too difficult. If the test is too easy, it may not provide a sufficient challenge to the students and may not accurately assess their understanding of the material. If the test is too

difficult, it may be frustrating for the students and may not provide an accurate assessment of their knowledge and skills.

5. Time constraints: The test should be completed within a reasonable amount of time. If the test is too long, it may be overwhelming for the students and may not be an effective measure of their knowledge and skills.
6. Scoring: The test should be scored in a fair and consistent manner. This may involve using a scoring rubric to ensure that all responses are evaluated in a consistent manner.
7. Feedback: It is important to provide feedback to students on their performance on the test. This can help them understand their strengths and areas for improvement, and can guide their studying and learning going forward.

After examine the test, the teacher needs to pay attention about the quality of the test in order to guarantee that it is a precise and trustworthy indicator of student learning. By doing this, she may contribute to making sure that the test findings are accurate and significant, and that she can be utilized to shape instructional choices and direct student learning. If the test item contains irrelevant questions, students may find an exam difficult and irritating, and it may not be able to determine whether the students have understood the subject matter. In such circumstances, the test item may not be a reliable indicator of student learning and may not offer the teacher or the students with insightful feedback.

The teacher faced obstacles during constructed the test, the teacher must make sure that the test items accurately reflect the content covered in the course or

subject, which means that the test must cover a variety of topics and skills that reflect the entire course or subject. To avoid bias, teachers must write clear, unambiguous test questions that are arranged in a way that is simple for students to understand and interpret.

In addition, based on the result I also found that developing test items with content validity involves significant organization, consideration, and knowledge of both the material and the students being evaluated. In order to conduct efficient and fair assessments for her students and offer accurate information so that it can be determined which students have learned the topic and which ones have not, instructors must be cognizant of a number of things. (Magdalena et al., 2021)

A review or assessment is necessary to determine if a test is legitimate or not in order to determine its validity. However, Teacher-1 stated that no evaluation had been carried out on this matter. Whereas to accomplish the purpose of the instructional activities, the teacher need apply evaluation to measure how far the students understand the material.

Examining the design and techniques used to build the test is a common way to judge content validity, and the test itself must have the criteria listed below: it must be reliable, valid, thorough, usable, scoreable, and have positive backwash. (Siddiek, 2010)

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter provides conclusions and suggestions based on finding and discussion. I describe conclusions based on the finding of the study. Then, provide some recommendations that might be useful for the teachers, school, future researchers, and also for the readers.

#### **A. Conclusions**

Based on the results of the research and data analysis that has been done, the teacher who makes the test perceives that making a test requires careful planning and consideration as well as need to pay attention to the validity of the test content and to several important considerations including alignment with learning objectives, material coverage, test format, difficulty level, time limit, assessment, and feedback when designing tests.

She argues that in designing tests, teachers must follow the syllabus, cover all competency indicators, and include material that has been taught because it is important to design tests that are relevant to the material being taught. Teachers must also carefully consider the content validity of a test to ensure that the test is an accurate and reliable measure of student learning. However, at that school there was no evaluation or reviewer looking at the validity of a test whether it is accurate and reliable or not.



## **B. Recommendations**

This research provides beneficial impacts for various stakeholders, such as English teachers, school, researchers, and readers. For the researcher myself it also provides an advantage where I can find out and explore more about test item content validity and can deliver it to others through my writings. I also provided some suggestions or input to various parties, namely as follows:

1. For the teacher, they need to be attentive to the content of the test, make a careful planning, pay attention to the validity of the test content and to several important considerations whether its conformity with the syllabus or not. The question items must be adjusted to the basic competencies of the curriculum.
2. For the school, the school should provide a reviewer to check the compatibility between the test and syllabus and evaluate the test after the teacher set the test.
3. For future researchers, the researcher hopes that there will be more related research in the future related to test item content validity, considering that this topic is an important part of education especially for evaluating students' learning outcomes. Due to the imperfection of this study, the researcher hopes that other studies will delve deeper into this theme thoroughly. It is hoped that further researchers will dig more about the test item content validity and this research can be a reference.
4. For the readers, it is expected to be a citation to border the readers' knowledge regarding the test item content validity based on English teacher's perception.

## REFERENCES

- Adom, D., Mensah, J. A., & Dake, D. A. (2020). Test, measurement, and evaluation: understanding and use of the concepts in education. *International Journal of Evaluation and Research in Education*, 9(1), 109–119. <https://doi.org/10.11591/ijere.v9i1.20457>
- Alwan, F. H. (2006). *An analysis of English language teachers' perceptions of curriculum change in the United Arab Emirates*. The University of Exeter.
- Amrina, Z. (2022). *Evaluasi pendidikan*. LPPM Universitas Bung Hatta.
- Ananda, R., & Rafida, T. (2017). *Pengantar evaluasi program pendidikan* (Chandra Wijaya). Perdana Publishing.
- Anggianita, S., Yusnira, Y., & Rizal, M. S. (2020). Persepsi guru terhadap pembelajaran daring di sekolah dasar negeri 013 Kumantan. *Journal of Education Research*, 1(2), 177182.
- Beck, K. (2020). Ensuring content validity of psychological and educational tests – the role of experts. *Frontline Learning Research*, 8(6), 1–37. <https://doi.org/10.14786/flr.v8i6.517>
- Brown, H. D. (2004). *Language assessment principles and classroom practices*. Pearson Education. Inc.
- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: principles and classroom practices* (2nd Editio). Pearson Education. Inc.
- DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health*, 7(2), 1–8. <https://doi.org/10.1136/fmch-2018-000057>
- Fathi, S., & Shabani, E. A. (2020). The effect of teacher-and peer-assisted evaluative mediation on EFL learners' metacognitive awareness development. *Englisia: Journal of Language, Education, and Humanities*, 8(1), 58–78. <https://doi.org/10.22373/ej.v8i1.7101>
- Gultom, E. (2016). Assessment and evaluation in EFL teaching and learning. *Assessment and Evaluation in Efl Teaching and Learning*, 190–198.
- Hardani, H., Andriani, H., & Usriawaty, J. (2020). *Buku metode penelitian kualitatif & kuantitatif*. <https://www.researchgate.net/publication/340021548>
- Heaton, J. B. (1990). *Writing english language tests*. Longman.
- Hughes, A. (2003). *Testing for language teacher*. Cambridge University Press. <https://doi.org/https://doi.org/10.1017/CBO9780511732980>

- Lien, D. T. (2022). An exploration into teachers' perceptions in designing english achievement tests at primary schools in Thai Nguyen City, Vietnam. *International Journal of Social Science And Human Research*, 5(9), 4188–4197. <https://doi.org/10.47191/ijsshr/v5-i9-29>
- Maba, W. (2017). Teacher's perception on the implementation of the assessment process in 2013 curriculum. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 1–9. <https://doi.org/10.21744/ijssh.v1i2.26>
- Magdalena, I., Fauziah, S. N., Faziah, S. N., & Nupus, F. S. (2021). Analisis validitas, reliabilitas, tingkat kesulitan dan daya beda butir soal ujian akhir semester tema 7 kelas III SDN Karet 1 Sepatan. *BINTANG*, 3(2), 198–214.
- McIntosh, M. J., & Morse, J. M. (2015). Situating and constructing diversity in semi-structured interviews. *Global Qualitative Nursing Research*, 2, 1–12. <https://doi.org/10.1177/2333393615597674>
- Miller, M. D., Linn, R. L., & Gronlund, N. E. (2020). Measurement and assessment in teaching (8th edition). *Asia Pacific Education Review*, 4(2), 210–211. <https://doi.org/10.1007/bf03025364>
- Mistar, J. (2011). Teaching english as a foreign language (TEFL) in indonesia. In G. Braine (Ed.), *Teaching english to the world: history, curriculum, and practice* (p. 71). Lawrence Erlbaum Associates, Inc.
- Mitchell, M. L., & Jolley, J. M. (2010). *Research design explained* (seventh ed, Vol. 49). Cengage Learning.
- Monsen, E. R., & Horn, L. Van. (2007). *Research successful approach* (third edit). American Dietetic Association.
- Moriyanti, M., Muna, H., & Ismail, N. M. (2019). Visualization and comprehension: Corroborating children's reading ability. *Englisia Journal*, 7(1), 26–40. <https://doi.org/10.22373/ej.v7i1.4508>
- Munadi, S. (2018). Analisis validasi soal tes hasil belajar pada pelaksanaan program pembelajaran di fakultas teknik universitas negeri Yogyakarta. *PROSIDING SENDIKA*, 4(1).
- Nugrahanto, A., & Winarsih, D. (2016). The content validity of the summative test items of english for the tenth graders of SMA. *Journal of Research on Applied Linguistics Language and Language Teaching*, 7–14.
- Oluwatayo, J. A. (2012). Validity and reliability issues in educational research. *Journal of Educational and Social Research*, 2(2), 391–400. <https://doi.org/10.5901/jesr.2012.v2n2.391>
- Qiong, O. U. (2017). A Brief Introduction to Perception. *Studies in Literature and Language*, 15(4), 18–28. <https://doi.org/10.3968/10055>
- Rahman, M. H. (2020). Analisis ranah psikomotor kompetensi dasar teknik pengukuran tanah kurikulum SMK teknik konstruksi dan properti. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 17(1), 53–63.

- Rajhy, H. A. A. (2016). Five characteristics of a good language test. *National Journal of Existence Education and Interdisciplinary Research*, II(Iv), 61–66.
- Robbins, S. P. (2007). *Perilaku Organisasi Buku*. Salemba Empat.
- Rogier, D. (2014). Assessment literacy: Building a base for better teaching and learning. *English Teaching Forum*, 3, 2–13.
- Saldana, J. (2011). *Fundamentals of qualitative research*. Oxford University Press.
- Salkind, Neil, J. (2010). Encyclopedia of research design. *SAGE Publications*, 1. <https://doi.org/10.4135/9781412961288>
- Sibarani, C. (2019). Students' perceptions of teachers' use of Bahasa Indonesia in the English classroom. *JET (Journal of English Teaching)*, 5(3), 217–229. <https://doi.org/10.33541/jet.v5i3.1315>
- Siddiek, A. G. (2010). The impact of test content validity on language teaching and learning. *Asian Social Science*, 6(12), 133–143. <https://doi.org/10.5539/ass.v6n12p133>
- Sintia, D. (2021). *English teachers' perception toward of the most applied teaching method in classroom*. Institut Agama Islam Negeri Palopo.
- Sudijono, A. (2016). *Pengantar evaluasi pendidikan*. Rajawali Pers.
- Sugianto, A. (2017). Validity and reliability of english summative test for senior high school. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 3(2), 22–38. <http://ejournal.kopertais4.or.id/mataraman/index.php/efi/article/view/3191/2432>
- Sugihartono. (2007). *Psikologi Pendidikan*. UNY Press.
- Taherdoost, H. (2016). Validity and reliability of the research instrument; How to test the validation of a questionnaire/survey in a research. *International Journal of Academic Research in Management (IJARM)*, 5(3), 28–36. <https://ssrn.com/abstract=3205040>
- Tosuncuoglu, I. (2018). Importance of assessment in ELT. *Journal of Education and Training Studies*, 6(9), 163–167. <https://doi.org/10.11114/jets.v6i9.3443>
- Uzun, A., & Kılıçkaya, F. (2020). TEOG (TEPSE) English test: Content validity and teachers' views. *Bartın University Journal of Faculty of Education*, 9(3), 680–708. <https://doi.org/10.14686/buefad.732132>
- Walgito, B. (2010). *Pengantar Psikologi Umum* (Andi, Ed.).
- Weir, C. J. (2007). Language testing and validation. In *The Modern Language Journal* (Vol. 91, Issue 2). Palgrave Macmillan LTD,. [https://doi.org/10.1111/j.1540-4781.2007.00560\\_24.x](https://doi.org/10.1111/j.1540-4781.2007.00560_24.x)
- Widoyoko, E. P. (2009). *Evaluasi program pembelajaran*. Pustaka Pelajar.



- Wulan, E. R., & Rusdiana, A. (2014). *Evaluasi pembelajaran (dengan pendekatan kurikulum 2013)*. Pustaka Setia Bandung.
- Xie, R. (2018). Investigating the content validity of the junior middle school entrance english testing. *Journal of Education and Development*, 2(1), 45. <https://doi.org/10.20849/jed.v2i1.334>
- Yasin, H., Gunawan, S. T., Husna, N., & Hidayat, D. N. (2020). Teachers' perspectives towards validity of teacher-made test. *Jurnal Pendidikan Dan Pengajaran*, 7(2).





## APPENDICES

### Appendix A



# PEMERINTAH ACEH DINAS PENDIDIKAN SEKOLAH MENENGAH ATAS NEGERI 2 BANDA ACEH

Jalan Twk. Hasyim Banta Muda Nomor 8 Kp. Mulia Banda Aceh  
Tlp. (0651) 23240-32869, e-mail: [sman2bandaaceh59@gmail.com](mailto:sman2bandaaceh59@gmail.com),

### SOAL UJIAN SEMESTER TP. 2021/2022

**HARI / TANGGAL** :  
**MATA PELAJARAN** : BAHASA INGGRIS UMUM  
**GURU PENGASUH** : NW, VM

#### A. CHOOSE THE BEST ANSWER AND MARK ON YOUR ANSWER SHEET, A, B, C, D OR E!

##### Question 1 to 4 are based on the following conversation

Syifa and Nada are both new students of SMA Negeri 2 Banda Aceh. Both of them are studying in the same class. Today is their first day at school.

Nada : "Excuse me, is this seat empty?"

Syifa : "yeah... you can sit here if you like."

Nada : "Really? Thank you."

Syifa : "I'm Syifa, and you are...?"

Nada : "I'm Nada, nice to meet you Syifa. Hope we could be good friend."

A moment later, their Mathematics teacher enter the class

Mrs. Eva : "Assalamualaikum students, Good morning!"

Students : "Walaikumsalam, good morning teacher!"

Mrs. Eva : " **Let me introduce myself, my name is Eva**, I will be your Mathematics teacher this year."

1. From the conversation, the informal expression of self introduction is...  
A. Excuse me, is this seat empty?

- B. I'm syifa and you are...?  
 C. Assalamualaikum students, good morning  
 D. Waalaikumsalam, good morning teacher  
 E. Let me introduce myself, my name is Eva
2. The underlined expression is used for...
- A. Formal self introduction  
 B. Informal self greeting  
 C. Informal self introduction  
 D. Formal way of introducing someone  
 E. Formal self greeting
3. The underlined expression can also be written as.....
- A. Hi, my name is Eva  
 B. I'm Eva, nice to meet you  
 C. Hi guys, my name's Eva  
 D. Eva is the name, what's yours?  
 E. Allow me to introduce myself, my name is Eva
4. The word **seat** in the text is closest in meaning with the word.....
- A. Bench  
 B. Chair  
 C. Sofa  
 D. Table  
 E. Bed
5. The following are situations where we used formal self introduction, except.....
- A. In meeting room  
 B. In an International conference  
 C. In an interview venue  
 D. In an office cafeteria  
 E. In a University during general meeting
6. Dita: "\_\_\_\_\_."  
 Tari: "Hi Yuni, I'm Tari, nice meeting you."  
 Yuni: "Hi Tari, nice to meet you too."  
 The correct expression is...
- A. Hello, my name is Dita  
 B. Hi Yuni, let me introduce you to Tari  
 C. Hi Tari, I'm Dita  
 D. Hi, how are you, I'm Yuni  
 E. Hi Tari, let me introduce you to Yuni

7. I have many pen pals, \_\_\_\_\_ come from different countries, one of \_\_\_\_\_ hobbies is similar to mine.
- I , my
  - You , your
  - We , our
  - They , their
  - He , His
8. Anna: \_\_\_\_\_
- Budi: Thanks, my father bought this bag in Singapore.
- The best expression to fill in the blank is.....
- What a beautiful bag!
  - What a wonderful view here
  - I'm sorry about your bag
  - Congratulation on your having a bag!
  - Hi, I'm Anna, what's your name?
9. Dea: Wow Dika, I must compliment you on this excellent photos you're taking!
- Dika: \_\_\_\_\_
- Thank you, I think so too
  - I hope you will get well soon too
  - No problem
  - Really? I don't think they're good photos
  - That's very kind of you to say so
10. You saw your friend on a TV show the other nights, the next day you meet him, you say....
- Hi, how are you?
  - Let's eat out, you were on TV right?
  - Is everything okay?
  - I'm glad you were on TV
  - You looked great on TV!

**Questions 11 to 13 are based on the following conversation!**

- Dila : "Oh hi Tia, I heard you just ame back from Yogyakarta?"
- Tia : " Yeah, I just came back yesterday."
- Dila : " Did you went there for vacation?"
- Tia : " No, I went there for a special event held by the Association of Indonesian Documentary Award."
- Dila : "what was that?"

Tia : “It’s an event held **annually** to award ordinary High School and University students on their achievement in making Documentary film about their surrounding.”

Dila : “Interesting, wait a minute....don’t tell me that you won the award.”

Tia :” well....I am, I won the second place.”

Dila : “(12)\_\_\_\_\_

Tia : “(13)\_\_\_\_\_Dila, it was a long struggle that we had. I’m not alone, I’m doing it with Rahma.”

Dila :”Oh, really? I must also congratulate her then.”

11. The word **annually** is similar in meaning with the word....

- A. Daily
- B. Frequently
- C. Monthly
- D. Yearly
- E. Regularly


12. The best expression to fill in the blank is....

- A. That’s very kind of you
- B. No way it is true
- C. Congratulation on your achievement
- D. Are you sure?
- E. You should tell everyone about it

13. The most appropriate expression to fill in the blank is....

- A. You are welcome
- B. Yes, thank
- C. I’m not sure
- D. No, please
- E. Thanks

**Look at the following card to answer question number 14 !**



Dear Florence and family,

Wonderful news!

Congratulations on the birth of your new baby daughter, Mercy.

I hope you are all well.

I hope to see you very soon.

Love,  
Fatima

14. From the card we can conclude that Fatima is .... Florence.

- A. complimenting
- B. complaining
- C. congratulating
- D. questioning
- E. introducing

15. Mr. Karim : “ Rahmat, \_\_\_\_\_ . You deserved it.”

Student : “ Thank you sir, thanks to your patience in supervising me!”

- A. I want to congratulate you on your graduation
- B. I think you must have studied hard
- C. I want to tell you that I love you
- D. I hope you can be success in the future
- E. I want to invite you to come to my house

**Questions 16 to 19 are based on the following conversation!**

First semester exam is coming. Students are busy preparing for the most important event in their life. Tia and Lia are planning to study dilligently for the exam.

Tia : “Lia, exam is coming in two more days, oh...I’m so **nervous**. What should I do?”

Lia : “ Stop worrying about it, study...study...study...that’s what you must do.”

Tia : “It is easy for you to say, you are good at everything, but me...my Math is worse, not to mention Physics...ergghh...I’m so dead. What am I going to do?”

Lia : “ (17) \_\_\_\_\_ , that’s the answer. You should study harder during exam period.

Believe me, if you try harder, you’ll get good score.”



Tia : “Can we study together? I believe that you are better than me, I can at least ask you if I don’t understand anything. (18)\_\_\_\_\_?”

Lia : “Sure we can. We’ll start tonight. Come to my place will you?”

Tia : “ (19)\_\_\_\_\_. I desperately want to graduate school with good score.

16. The synonym of the word **nervous** is ....

- A. Worry
- B. Desperate
- C. Anxious
- D. Terrible
- E. Sad

17. The best expression to fill in the blank space is ....

- A. You are going to study
- B. You would study
- C. You will study
- D. You might study
- E. You are studying

18. The suitable expression is ....

- A. When will we start
- B. When must we start
- C. When are we going to start
- D. When would we start
- E. When do we start

19. The best answer is ....

- A. No I won’t come
- B. Yes, I’m going to come
- C. Yes, I will come
- D. Yes, I would come
- E. No, I’m not going to come

20. Father : “Honey, I’m going to take the kids to playground today, how is the weather?”

Mother: “Hmm....the weather forecast said it will rain today, let me see outside....it’s quit cloudy, \_\_\_\_\_”.

- A. I think it’s going to rain
- B. I think it was raining
- C. I think it will rain
- D. I think it would rain
- E. I think it’s raining

21. Della: "Will do you come to my birthday party tomorrow afternoon?"  
Dita : "\_\_\_\_\_".  
Della: "excellent! I'll be waiting then."  
A. Yes, I can come  
B. No, I'm not going to come  
C. No, I can't come  
D. Yes, I will come  
E. Yes, I'm going to come
22. Sarah : "Will Andi come to school today? We need to practice for the next event."  
Barry : "I heard he had a sprained-ankle this morning,\_\_\_\_\_,  
I'm positive."  
A. He will come  
B. He is not going to come  
C. He will not come  
D. He might come  
E. He is going to come
23. Tika : "I'm going to study hard for this coming exam, what about you?"  
Tini : "\_\_\_\_\_"  
A. Me too, I will do the same  
B. Me too, I might do the same  
C. Me too, I'm going to do the same  
D. Me too, I probably do the same  
E. Me too, I would do the same

**Questions 24 to 27 are based on the following announcement!**

**D-90 TRAIN TICKETS AVAILABLE FOR SALE FROM 13 MARCH 2015**

As of Thursday, march 13, 2015, PT KAI opens the sales of the D\_90 railway tickets. Customers or prospective passangers can now but train tickets 90 days prior to departure.

D-19 train tickets are available only for the executive class, Business class and economy class, of middle to long distance.

One ticket is valid only for the passanger who bears the name **printed** on the ticket, as indicated by a valid ID card or pasport.

24. What is the writer's objective of writing the text?  
A. To inform the launching of the D-90 trains  
B. To inform the date of the opening of D-90 train service.  
C. To inform the purchase of the D-90 train tickets  
D. To inform the opening of the sale of the D-90 train tickets

- E. To inform the new D-90 services for middle and long distance
25. What is the requirement to purchase a D-90 train ticket?
- The ID card or pasport of the buyer.
  - The number of the ID card.
  - The passanger's name printed on the ID card or pasport.
  - The detailed information about the passanger.
  - The name of the buyer on his/her ID Card.
26. It is implied in the text that D-90 railway tickets . . . .
- Would be very expensive
  - Would be sold out before 90 days
  - Will only be for rich people
  - Should be bought three months before departure
  - Are valid within three months
27. The word **printed** is closest in meaning to ...
- Written
  - Spoken
  - Highlighted
  - Underlined
  - Specified

**Questions 28 to 30 are based on the following announcement!**

**ANNOUNCEMENT**

cyboEnergy, Inc. (Rancho Cordova, CA) is pleased to announce that our company has been awarded U.S patent 8,786,133 entitled "Smart and Scalable Power Inverters". CyboEnergy has implemented the technology in its award-winning CyboInverter off-grid solar power systems. For more information, please visit our website or contact us.

[www.CyboEnergy.co.id](http://www.CyboEnergy.co.id)

[cybiEnergi@co.id](mailto:cybiEnergi@co.id)

PH:1 413 75 680 (office)

28. What is the objective of the text?
- To inform U.S Patent 8,786,133
  - To describe the implementation of the technology.
  - To announce "smart and scalable inverters"

- D. To explain the U.S. Patent.  
E. To advertise CyboEnergy Inc.
29. Why was the company been awarded?  
A. It successfully used alternative energy resources.  
B. It successfully implented the new technology.  
C. It successfully improved the technology of power inverters.  
D. It successfully modified the energy systems.  
E. It successfully changed power systems.
30. CyboInverter is the equipment for . . . .  
A. Energy saving  
B. Energy consumption  
C. Alternative energy  
D. Power diffusion  
E. Power supply

**B. READ THE FOLLOWING TEXT AND ANSWER THE QUESTIONS  
THAT FOLLOW WITH COMPLETE ANSWERS!**

**VISITING NIAGARA FALLS**

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is Cave of the Winds. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is Maid of the Mist Boat Tour. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is Niagara Adventure Theater. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is Niagara's Wax Museum of History. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy Rainbow Air Helicopter Tours above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

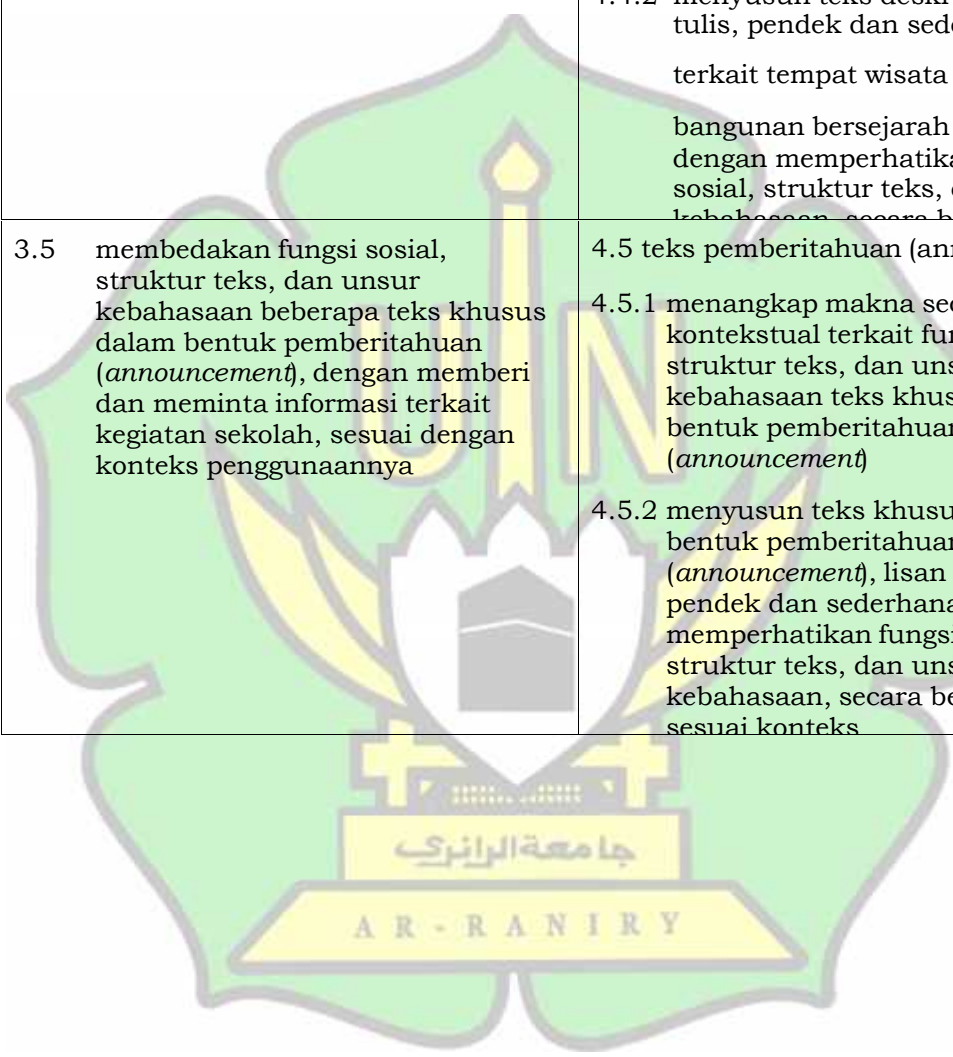
1. What is the function of the above text?
2. Can people enjoy in the Cave of the Winds?
3. Can people ride on the Maid of the Mist Boat Tour in January? Why?
4. What is shown in Niagara's wax museum of History?
5. Mention 2 examples of simple present tense in the text!



## Appendix B

KOMPETENSI DASAR	KOMPETENSI DASAR
3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: <i>subjective, objective, possessive</i> )	4.1 menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap ( <i>extended</i> ), serta menanggapi, sesuai dengan konteks penggunaannya	4.2 menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap ( <i>extended</i> ), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>going to, would like to</i> )	4.3 menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

<p>3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>4.4 teks deskriptif</p> <p>4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan</p>
<p>3.5 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<p>4.5 teks pemberitahuan (<i>announcement</i>)</p> <p>4.5.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> <p>4.5.2 menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>



## Appendix C



**SURAT KEPUTUSAN DEKAN FAKULTAS TARRBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B - 885/Us.08/FTK/KP.07.6/01/2022

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Us.08/D/TL.00/8970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARRBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARRBIYAH DAN KEGURUAN UIN AR-RANIRY**

**Menimbang** :

- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan Keputusan Dekan Nomor: B-4418/Us.08/FTK/KP.07.6/01/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cukup dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

**Mengingat** :

1. Undang-Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional,
2. Undang-Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen,
3. Undang-Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi,
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh,
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN,
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh,
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pembubaran, dan Pemberhentian PNS di Lingkungan Departemen RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh,
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh,
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh,
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

**Memperhatikan** :

Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 18 Mei 2022

**MEMUTUSKAN**

**Menetapkan**  
**PERTAMA** :

Menetapkan Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-6419/Us.08/FTK/KP.07.6/01/2022 tanggal 3 Juni 2022

**KEDUA** :

Menunjuk Saudara:

1. Dr. Lutfi Auli, M.A.	Sebagai Pembimbing Pertama
2. Drs. Luqmanul Hakim, MA	Sebagai Pembimbing Kedua

Untuk membimbing Skripsi

Nama	: Syifa Nashirah
NIM	: 18020102
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: English Teachers Perceptions on Test Item Content Validity : (A Case Study at a Senior High School in Banda Aceh)

**KETIGA** :

Pembayaran honorarium pembimbing pertama dan kedua tersebut diatas dibebaskan pada OPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.421925/2022 tanggal 17 November 2021.

**KEMPAT** :

Surat keputusan ini berlaku sejak akhir semester Ganjil Tahun Akademik 2021/2024

**KELIMA** :

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.


Ditetapkan di: Banda Aceh  
Pada Tanggal: 11 Januari 2022  
Dekan  
  
Sahar Hulus

**Tersusun**

1. Rektor (UIN Ar-Raniry) sebagai laporan
2. Ketua Prodi, FSK, FK, Tarbiyah dan Keguruan

## Appendix D

6/21/22, 1:32 PM Document



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 Jl. Syekh Abdur Rauf Kepulauan Dirisadam Banda Aceh  
 Telp: 0651-7557321, Email : uin@ar-raniry.ac.id

---

Nomor : B-7063/Un.08/FTK.1/TL.00/06/2022  
 Lamp : -  
 Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Dinas Pendidikan Kota Banda Aceh
2. Kepala Sekolah SMAN 2 Banda Aceh


Assalamu'alaikum Wr.Wb.  
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SYIFA NASHIRAH / 180203162**  
 Semester/Jurusan : VIII / Pendidikan Bahasa Inggris  
 Alamat sekarang : Jl. Cendana II No. 16 G, Gampoeng Jeulinge Kec. Syiah Kuala, Banda Aceh


Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *An Analysis on Content Validity of The English Summative Test for Year Ten of Secondary School*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 Juni 2022  
 an, Dekan  
 Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 21 Juli 2022 Dr. M. Chalis, M.Ag.



<https://pskad.ar-raniry.ac.id/benarhasbi/wakilakademik/pene@anjulatah>
1/1

## Appendix E


**PEMERINTAH ACEH**  
**DINAS PENDIDIKAN**  
**CABANG DINAS WILAYAH KOTA BANDA ACEH**  
**DAN KABUPATEN ACEH BESAR**  
 Alamat: Jalan Gaseuk H. Abul Jalloh No. 1 Gampong Lamatagang, Kec. Banda Raya, Kota Banda Aceh - Kode Pos 25228  
 Telepon: (0651) 7509512, Faksimili: (0651) 7509513, 7509514, E-mail: cabang.dindik@gmail.com

---

**REKOMENDASI**  
 Nomor: 421.3/G.1/ 1729 /2022

Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar dengan ini memberikan Rekomendasi kepada

Nama	: Syifa Nashirah
NIM	: 180203162
Prodi	: Pendidikan Bahasa Inggris
Judul	: An Analysis on Content Validity of The English Summative Test For Year Ten Of Secondary School

Untuk melakukan Penelitian Ilmiah dalam rangka penulisan skripsi di SMA Negeri 2 Banda Aceh, sesuai dengan surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Ar-Raniry Nomor : B-7063/Un.08/FTK.I/TL.00/06/Un.08/2022, tanggal 21 Juni 2022.

Demikianlah Rekomendasi ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Banda Aceh, 22 Juni 2022  
 KEPALA CABANG DINAS PENDIDIKAN  
 WILAYAH KOTA BANDA ACEH DAN  
 KABUPATEN ACEH BESAR,

  
**SYZRWAN JOMI, S.Pd., M.Pd**  
 Pembina Tingkat I  
 NIP. 197505041998031008

  
 جامعة الرانيري  
 AR-RANIRY

 @cabdinsatu
 @cabdsdik
 @cabdsdik



## AUTOBIOGRAPHY

1. Name: Syifa Nashirah
2. Place/Date of Birth: Banda Aceh, 24 oktober 2000
3. Gender: Female
4. Religion: Islam
5. Nasionality: Indonesian
6. Adress: Jeulingke, Banda Aceh
7. Marital Status: Single
8. Occupation/NIM: Student/180203162
9. The Parent
  - a. Father's Name: Fachrizal
  - b. Mother's Name: Irmawati
  - c. Occupation: Entrepreneur
  - d. Adress: Jeulingke, Banda Aceh
10. Siblings
  - a. Brother: M. Yasir Rizqi
11. Educational Background
  - a. Elementary School: SD Kartika Banda Aceh (2006-2012)
  - b. Junior High School: MTsN Model Banda Aceh (2012-2015)
  - c. Senior High School: SMAN 2 Banda Aceh (2015-2018)

Banda Aceh, 14 November 2022

Syifa Nashirah