

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The writer analyzed the test items whether they conform to the curriculum used, based on the Kurikulum 2013 of SMAN 1 Marabahan to get the data, the writer took the question sheet, Kurikulum 2013 book to be analyzed and the English syllabus of even semester for the first year students of SMAN 1 Marabahan (see appendix) in order to know there is English achievement test line with the materials of reading and writing in the English's book and syllabus administered at SMAN 1 Marabahan. The data that the writer used in this study is the English achievement test for even semester, which is called as *Ulangan Umum Semester Genap*, in academic year 2013/2014 for the first year students of SMAN 1 Marabahan.

Based on the syllabus and the English book used at first year students of SMAN 1 Marabahan in academic year 2013/2014, there are the basic competence and the English material that was found. The result can be seen in the table below:

Table 4.1. Basic Competence and Main Teaching's Material of Reading and Writing Skill Based on Syllabus in the First Year of Even Semester in Senior High School

No	Basic Competence	Main Teaching's Materials
1.	4.13 Capture the meaning in oral and simple written of recount text. 4.14 Arrange the oral and simple written of recount text about	The oral and simple written of recount text, about experience/ activity/ event/ incident. <i>Social function</i>

	<p>experience/activity/event/incident, consider to the social functions, the structure of the text, and linguistic elements, correctly and appropriate with the context.</p>	<p>Imitating, proud, acting orderly, careful, and discipline, reported.</p> <p><i>Structure</i></p> <ol style="list-style-type: none"> a. Mention the action/event/incident generally. b. Mention the series of action/event/incident in chronological order and coherent. c. If necessary, there is general conclusion. <p><i>Linguistic elements</i></p> <ol style="list-style-type: none"> (1) Words related to the struggle of life, professionalism in work, incident/event/ is being widely discussed. (2) The mention of nouns (3) Spelling and handwriting and print clearly and neatly. (4) Pronunciation, words stress, intonation, when demonstrate orally. (5) Word references. <p><i>Topic</i></p> <p>Imitate of entrepreneurial</p>
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		behavior, fighting spirit, confidence, responsibility, discipline.
2.	<p>3.9 Analyzing the social functions, text structure, and linguistic elements in a simple narrative text shaped a folk legend, according to the context of its use.</p> <p>4.15 Capture the meaning of oral and simple written narrative text and simple legend.</p>	<p>Oral and written of narrative test form simple legend.</p> <p><i>Social function</i></p> <p>Imitate the moral values, love of country, respectful for other cultures.</p> <p><i>Structure</i></p> <ol style="list-style-type: none"> a. Introducing of characters and setting b. Complication of main character c. Solution and ending of story. <p><i>Linguistic elements</i></p> <ol style="list-style-type: none"> (1) The words related to characters, nature, and setting in a myth. (2) Modal auxiliary verbs. (3) Spelling and handwriting and print clearly and neatly. (4) Pronunciation, word stress, intonation, when demonstrate orally. (5) Words references. <p><i>Topic</i></p>

		Imitate of behavior and the value of culture.
3.	<p>3.6 Analyzing the social function, text structure, and linguistic elements of the statement and question about the action/events in the past which refers to the time of referring to the after, in accordance with the context of its use.</p> <p>4.1 Arrange the oral and written text to express and inquire about the actions/incident that conducted/happened in the past which refers to the time of referring to the after, with attention to the social function, the structure of the text, and the linguistic elements, correctly based on the context.</p>	<p>Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after. (Past Simple and Present Perfect Tense)</p> <p><i>Social function</i> Stating and inquire about the actions/events that conducted/happened in the past which refers to the reference time of the after.</p> <p><i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car. My friend has prepared everything before we left</i></p> <p><i>Linguistic elements</i> (1) Past Simple, Present Perfect (2) The grammar, pronunciation, word stress, intonation, spelling, punctuation, handwriting and print clearly and neatly.</p> <p><i>Topic</i> The various issues related to the</p>

		interaction between teachers and students during the learning process, inside and outside of classroom.
4.	<p>3.11 Mention the social function and the linguistic element in a song.</p> <p>4.16 Capture the meaning of simple song.</p>	<p>Simple song</p> <p><i>Social function</i></p> <p>Entertain, express the feeling, teaches the moral value.</p> <p><i>Linguistic elements</i></p> <p>(1) Words, phrases, and grammar in artwork of song.</p> <p>(2) Spelling and handwriting and print clearly and neatly.</p> <p>(3) Pronunciation, word express, intonation, when presenting orally.</p> <p><i>Topic</i></p> <p>Imitate the behavior that inspires.</p>

The data that the writer used in this study is the English achievement test which is called as *Ulangan Umum Semester Genap*, the 2013/2014 academic year for the first year students of SMAN 1 Marabahan. The achievement test of particular semester must be constructed based on the some indicators which should be achieved at that semester. Therefore, the English achievement test for the first year students of SMAN 1 Marabahan in academic year 2013/2014 was

constructed based on the particular indicators. The total number of the test items are consists of 45 multiple choices and 5 essay test items. The test was held on Tuesday, June 24th 2014 with the given time 90 minutes.

Table 4.2 English Achievement Test Item Analysis Based on the English Book and Syllabus

No	Test Item	Teaching's materials		Skill
		Based on Syllabus	Based on English Book	
1.	<p>What did the story tell us about?</p> <p>a. The writer and his friend were left by the bus on his trip to Bandung</p> <p>b. The writer was left by the bus on his trip to Bandung</p> <p>c. The writer and his friend enjoyed their trip to Bandung</p> <p>d. The writer could contact his friend with the cell phone</p> <p>e. The writer arrived in Cianjur to visit his relatives</p>	<p>The simple written of recount text, about experience/ activity/ event/ incident.</p>	<p>Reading and questions comprehension</p>	Reading
2.	<p>Why couldn't the writer cell his friend?</p> <p>a. There was not any signal in his cell phone</p> <p>b. The battery was running</p>	<p>The simple written of recount text, about</p>	<p>Reading and questions</p>	Reading

	<p>low</p> <p>c. He didn't bring his cell phone</p> <p>d. The writer's cell phone was broken</p> <p>e. The writer's cell phone was stolen</p>	<p>experience/ activity/ event/ incident.</p>	<p>comprehe nsion</p>	
3.	<p>What did the writer do when the bus stop for a rest in Cianjur?</p> <p>a. He bought souvenir and went to the toilet</p> <p>b. He drank a cup of coffee and prayed</p> <p>c. He drank a cup of coffee and went to the toilet</p> <p>d. He drank a cup of coffee</p> <p>e. He drank a cup of milk and bought souvenir</p>	<p>The simple written of recount text, about experience/ activity/ event/ incident.</p>	<p>Reading and questions comprehe nsion</p>	<p>Reading</p>
4.	<p>What the purpose of this kind of text?</p> <p>a. To describe a particular person, place, or things.</p> <p>b. To retell events for the purpose of informing or entertaining.</p> <p>c. To amuse or entertain and to deal with actual in different ways.</p> <p>d. To present two points of view about an issue.</p>	<p>The simple written of recount text, about experience/ activity/ event/ incident.</p>	<p>Reading and questions comprehe nsion</p>	<p>Reading</p>

	e. To describe how something accomplished through a sequence of steps.			
5.	<p>What is the generic structure of the text?</p> <p>a. Orientation, steps, goal, reorientation</p> <p>b. Goal, events, reorientation</p> <p>c. Goal, materials and equipments, resolution</p> <p>d. Orientation, events, reorientation</p> <p>e. Goal, material and equipments, steps</p>	The simple written of recount text, about experience/ activity/ event/ incident.	Structure of Recount Text	Reading
6.	<p>What kind of verbs is mainly used in the text?</p> <p>a. Mental verbs</p> <p>b. Action verbs</p> <p>c. Saying verbs</p> <p>d. Linking verbs</p> <p>e. Thinking verbs</p>	The simple written of recount text, about experience/ activity/ event/ incident.	Thinking verbs and action verbs	Reading
7.	<p>Who flew over the forest?</p> <p>a. The writer</p> <p>b. I</p> <p>c. Brian</p> <p>d. The kid</p> <p>e. The reader</p>	The simple written of recount text, about experience/ activity/ event/ incident.	Reading and questions comprehension	Reading

8.	<p>What did the writer notice when he flew?</p> <p>a. Anyone</p> <p>b. Anywhere</p> <p>c. Brian</p> <p>d. Forest</p> <p>e. smoke</p>	<p>The simple written of recount text, about experience/ activity/ event/ incident.</p>	<p>Reading and questions comprehension</p>	<p>Reading</p>
9.	<p><u>Mrs. Eris</u> cooked some delicious food for us last night</p> <p>The right question for the underlined word is?</p> <p>a. Why did she cook some delicious food for us last night?</p> <p>b. What did she cook for us last night?</p> <p>c. Where did she cook some delicious food for us last night?</p> <p>d. When did she cook some delicious food for us?</p> <p>e. Who did cook some delicious food for us last night?</p>	<p>Written of narrative test form simple legend.</p>	<p>Create questions using question words (Wh- questions)</p>	<p>Writing</p>
10.	<p>My sister did her homework <u>last night</u></p> <p>The right question for the underlined word is?</p> <p>a. Who did do the homework?</p> <p>b. Where did your sister do her homework?</p>	<p>Written of narrative test form simple legend.</p>	<p>Create questions using question words (Wh-</p>	<p>Writing</p>

	<p>c. Why did your sister do her homework?</p> <p>d. When did your sister do her homework?</p> <p>e. What did your sister do last night?</p>		questions)	
11.	<p>The text is atext</p> <p>a. Narrative</p> <p>b. Recount</p> <p>c. Procedure</p> <p>d. Descriptive</p> <p>e. News item</p>	Written of narrative test form simple legend.	Reading and questions comprehension	Reading
12.	<p>Why did the hen die?</p> <p>a. Because it ate nothing</p> <p>b. Because it ate too much</p> <p>c. Because it laid more eggs</p> <p>d. Because it was badly</p> <p>e. Because it was forced to lay eggs</p>	Written of narrative test form simple legend.	Reading and questions comprehension	Reading
13.	<p>What does paragraph 3 mostly discuss about?</p> <p>a. The hen's eggs</p> <p>b. What the woman did to her hen</p> <p>c. What the hen did to the woman</p> <p>d. What the hen ate to lay more eggs</p> <p>e. Why the woman wanted to get more eggs.</p>	Written of narrative test form simple legend	Reading and questions comprehension	Reading
14.	From the text, what can we	Written of	Reading	Reading

	conclude about the woman? a. She was active b. She was misery c. She was greedy d. She was furious e. She was dangerous	narrative test form simple legend	and questions comprehe nsion	
15.	“If the hen could only be <u>persuaded</u>” (paragraph 2) The underlined word means..... a. Commanded b. Influenced c. Dangerous d. Brought e. Told	Written of narrative test form simple legend	Reading and questions comprehe nsion	Reading
16.	What is the purpose of the text? a. To entertain the readers b. To describe a particular thing or person c. To tell about past events d. To tell the steps of making something e. To explain how something happens	Written of narrative test form simple legend	Reading and questions comprehe nsion	Reading
17.	Fiona (Walk) in the pavement when a pick pocket(steal) her purse a. Was walked-stolen b. Was walking- stole	Action/incident that conducted/happe ned in the past, referring to the	Read sentence and change bracketed	Reading

	<p>c. Has walked – stolen</p> <p>d. Walks – steals</p> <p>e. Was walking – was stealing</p>	<p>time of occurrence of which refers to the after.</p> <p>(Past Simple dan Present Perfect Tense)</p>	<p>verb into correct form</p>	
18.	<p>While Yuri (swim) suddenly rain (fall)</p> <p>a. Was swimming – fallen</p> <p>b. Swam – fell</p> <p>c. Swims – falls</p> <p>d. Was swimming – fell</p> <p>e. Swimming – falling</p>	<p>Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after.</p> <p>(Past Simple dan Present Perfect Tense)</p>	<p>Read sentence and change bracketed verb into correct form</p>	Reading
19.	<p>Tika..... badminton for two hours.</p> <p>a. Playing</p> <p>b. Was playing</p> <p>c. Played</p> <p>d. Plays</p> <p>e. Has played</p>	<p>Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after.</p> <p>(Past Simple dan</p>	<p>Change word/ sentence into past tense</p>	Writing

		Present Perfect Tense)		
20.	<p>Tina.....for the bus since 5 o'clock</p> <p>a. Waited</p> <p>b. Waiting</p> <p>c. Has waited</p> <p>d. Waits</p> <p>e. Is waiting</p>	<p>Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after.</p> <p>(Past Simple dan Present Perfect Tense)</p>	<p>Change word/sentence into past tense</p>	<p>Writing</p>
21.	<p>Dimas : Excuse me, I am a new student. I would like to introduce myself my name is Dimas. How do you do?</p> <p>Afwan :</p> <p>Dimas : Nice to meet you.</p> <p>Afwan :</p> <p>The right response for the conversation above is?</p> <p>a. I am Ok! – How do you do?</p> <p>b. Good to meet you – I'm fine thanks</p> <p>c. How are you? – Nice to meet you too</p> <p>d. I am fine, thanks. – Nice to meet you</p> <p>e. How do you do – Nice to meet you too</p>	<p>Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after.</p> <p>(Past Simple dan Present Perfect Tense)</p>	<p>Give the correct expression based on the conversation</p>	<p>Reading</p>

22.	<p>Farras : Good morning, Farhan.</p> <p>Farhan : Good morning, Farras.</p> <p>Farras :?</p> <p>Farhan : I'm fine thanks, and you?</p> <p>Farras :</p> <p>Farhan : I want to buy some food in the canteen do you want to come with me?</p> <p>Farhan: No, thanks I have just eaten at home.</p> <p>The right response for the conversation is?</p> <p>a. How do you do – Nice to meet you too</p> <p>b. Where are you – I am fine too</p> <p>c. How are you – I am fine too</p> <p>d. How are you – Nice to meet you</p> <p>e. How do you – I am fine too</p>	<p>Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after.</p> <p>(Past Simple dan Present Perfect Tense)</p>	<p>Give the correct expression based on the conversation</p>	<p>Reading</p>
23.	<p>Why was Nasreddin on the roof of his house?</p> <p>a. He was looking at the view</p> <p>b. He was waiting for the old man</p> <p>c. He was fixing the roof</p> <p>d. He was resting</p> <p>e. He was annoyed to the old man</p>	<p>Written of narrative test form simple legend</p>	<p>Reading and questions' comprehension.</p>	<p>Reading</p>

24.	<p>Who was the old man?</p> <p>a. Nasreddin's father</p> <p>b. Nasreddin's friend</p> <p>c. A roof seller</p> <p>d. A roof-mender</p> <p>e. A beggar</p>	<p>Written of narrative test form simple legend</p>	<p>Reading and questions' comprehe nsion.</p>	<p>Reading</p>
25.	<p>Why did Nasreddin go down the ladder?</p> <p>a. He wanted to get away from his work</p> <p>b. Because the beggar asked him to</p> <p>c. He wanted to speak to the beggar</p> <p>d. He wanted to take some roofs</p> <p>e. He wanted to go with the beggar</p>	<p>Written of narrative test form simple legend</p>	<p>Reading and questions' comprehe nsion.</p>	<p>Reading</p>
26.	<p>The following sentences are true based on the text <i>except</i>.....</p> <p>a. Nasreddin was mending his tiles when someone called him</p> <p>b. Nasreddin was happy with his work</p> <p>c. Nasredin didn't look down when the old man called him</p> <p>d. The old man asked some money to Nasreddin</p> <p>e. Nasreddin asked the beggar to climb up the</p>	<p>Written of narrative test form simple legend</p>	<p>Reading and questions' comprehe nsion.</p>	<p>Reading</p>

	ladder			
27.	Nasreddin saw an old man in <u>dirty</u> clothes standing below... (line 4) The antonym of the underlined word (DIRTY) is... a. Bad b. Safe c. Clean d. Bright e. Good	Written of narrative test form simple legend	Reading and questions' comprehension.	Reading
28.	We (shop) in the mall for three hours <i>The present perfect tense of the sentence is:</i> a. Has shopped b. Had shopped c. Have shop d. Have shopped e. Were shopped	Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after. (Past Simple dan Present Perfect Tense)	Read sentence and change bracketed verb into correct form	Reading
29.	They (finish) presenting their work <i>The present perfect tense of the sentence is:</i> a. Has finished b. Had finished c. Have finished d. Was finished e. Were finished	Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after.	Read sentence and change bracketed verb into correct form	Reading

		(Past Simple dan Present Perfect Tense)		
30.	<p>Gina : Good morning.....introduce myself. I am Gina</p> <p>Tommy : Good morning Gina. I am Tommy</p> <p>a. This is Tommy b. That is Tommy c. Let's meet Tommy d. Let me e. Bye</p>	<p>Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after.</p> <p>(Past Simple dan Present Perfect Tense)</p>	Give the correct expression based on the conversation	Reading
31.	<p>Tina : I am Tina. What is your name?</p> <p>Adi : I am Adi.....</p> <p>a. I am fine, thanks. b. Nice to meet you, Tina c. This is Tina d. I'd like to introduce my sister e. Good bye</p>	<p>Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after.</p> <p>(Past Simple dan Present Perfect Tense)</p>	Give the correct expression based on the conversation	Reading
32.	<p>Good morning everybody. May I introduce myself to all of you.....</p>	<p>Action/incident that</p>	Give the correct	Reading

	<ul style="list-style-type: none"> a. I come from Solo b. Nice to meet you. c. My full name is Rano Kurniawan. d. See you later e. See you tomorrow 	<p>conducted/happened in the past, referring to the time of occurrence of which refers to the after.</p> <p>(Past Simple dan Present Perfect Tense)</p>	<p>expression based on the conversation</p>	
33.	<p>What the purpose of the text?</p> <ul style="list-style-type: none"> a. To amuse the reader b. To explain how to make something c. To tell the writer's experience d. To explain how to cycle safely e. To describe the writer's bike 	<p>The simple written of recount text, about experience/ activity/ event/ incident.</p>	<p>Reading and questions comprehension</p>	<p>Reading</p>
34.	<p>When did the accident happen?</p> <ul style="list-style-type: none"> a. Last week b. Last Sunday c. Yesterday d. Last month e. During his holiday 	<p>The simple written of recount text, about experience/ activity/ event/ incident.</p>	<p>Reading and questions comprehension</p>	<p>Reading</p>
35.	<p>How was the condition of the writer's bike?</p> <ul style="list-style-type: none"> a. Fine 	<p>The simple written of recount text,</p>	<p>Reading and questions</p>	<p>Reading</p>

	<ul style="list-style-type: none"> b. Broken c. Rather bad d. Terrible e. New 	<p>about experience/ activity/ event/ incident.</p>	<p>comprehe nsion</p>	
36.	<p>How did the accident happen?</p> <ul style="list-style-type: none"> a. The writer was crossing the street when a car hit him b. The writer was speeding when a motorcycle hit him c. The writer was walking alone the street when a bike hit him d. The writer was cycling in the middle of the street when a car hit him e. The writer was turning right when a motorcycle hit him 	<p>The simple written of recount text, about experience/ activity/ event/ incident.</p>	<p>Reading and questions comprehe nsion</p>	<p>Reading</p>
37.	<p>How was his feeling?</p> <ul style="list-style-type: none"> a. He was badly injured b. He was terrified c. He was shocked d. He was trembling e. He got serious wounds 	<p>The simple written of recount text, about experience/ activity/ event/ incident.</p>	<p>Reading and questions comprehe nsion</p>	<p>Reading</p>
38.	<p><i>Jhon writes a letter to his father.</i> Past Tense of the sentence above is....</p> <ul style="list-style-type: none"> a. Jhon written a letter to 	<p>Action/incident that conducted/happe ned in the past,</p>	<p>Change words/sent ence into past form</p>	<p>Writing</p>

	<p>his father yesterday</p> <p>b. Jhon wrote a letter to his father now</p> <p>c. Jhon wrote a letter to his father tomorrow</p> <p>d. Jhon wrote a letter to his father last night</p> <p>e. Jhon is writing a letter to his father now</p>	<p>referring to the time of occurrence of which refers to the after.</p> <p>(Past Simple dan Present Perfect Tense)</p>		
39.	<p>The students.....a discussion about keeping our environment clean</p> <p>What is the suitable word to fill in the blanks?</p> <p>a. Have</p> <p>b. Are having</p> <p>c. Has</p> <p>d. Had</p> <p>e. Haved</p>	<p>The simple written of recount text, about experience/ activity/ event/ incident.</p>	<p>Form completion with appropriate word</p>	Reading
40.	<p>Ilham the night at his friends home when his parents in London last month.</p> <p>a. taught – were</p> <p>b. spoke – was</p> <p>c. spent – were</p> <p>d. spent – was</p> <p>e. went – was</p>	<p>The simple written of recount text, about experience/ activity/ event/ incident.</p>	<p>Complete the incomplete sentences using <i>I am/ are/is (Present)</i> and <i>was/were (past)</i></p>	Reading
41.	<p>I your brother when we in Bandung two</p>	<p>The simple written of</p>	<p>Complete the</p>	Reading

	<p>months ago.</p> <p>a. knew – met b. knowed – meted c. knowed – met d. am knowing – meeting e. was knowing – meted</p>	<p>recount text, about experience/ activity/ event/ incident.</p>	<p>incomplete sentences using <i>I am/ are/is (Present)</i> and <i>was/were (past)</i></p>	
42.	<p>Denias : I heard the news that Pasha “Ungu” was put on probation for eight months.</p> <p>Andi :</p> <p>a. I don’t believe it! b. That’s great c. I’d love to. d. It’s no trouble at all. e. Don’t mention it.</p>	<p>Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after. (Past Simple dan Present Perfect Tense)</p>	<p>Give the correct expression based on the conversation</p>	Reading
43.	<p>Evi : Will you come with me to the concert? Adi :</p> <p>Evi : Alright. I'll fetch you at 8 p.m.</p> <p>a. That's very kind of you, but I'm very busy. b. Thanks a lot, but some other ti c. Yes, that would be very nice. Thanks. d. I'd be unhappy to accept</p>	<p>Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after.</p>	<p>Give the correct expression based on the conversation</p>	Reading

	it. e. Maybe.	(Past Simple dan Present Perfect Tense)		
44.	Teacher :Thanks for your help, yesterday Hanny. Student :..... a. Don't worry about it. b. Sorry, it didn't work out. c. Sure. Too bad it didn't work. d. You are entirely welcome.	Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after. (Past Simple dan Present Perfect Tense)	Give the correct expression based on the conversation	Reading
45.	Jane :Where did you go last night? Frank : Why? a. I go to the cinema b. I went to the cinema c. I have gone to the cinema d. I was going to the cinema	Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after. (Past Simple dan Present Perfect Tense)	Give the correct expression based on the conversation	Reading
ESSAY				
1.	Answer the following	The simple	Identify	Reading

	<p>questions based on the text clearly!</p> <p>a) What is the type of the text?</p> <p>b) What is generic structure of the text?</p>	written of recount text, about experience/ activity/ event/ incident.	the structure of Narrative text	
2.	<p>Change the adverbial clauses to the adverbial phrases</p> <p>a) After Andrea knew that her friends did not trust her anymore, she decided to move to another town.</p> <p>b) Although he was hurt, Hasan managed to smile.</p>	The simple written of recount text, about experience/ activity/ event/ incident.	Change adverbial clauses into adverbial phrases	Writing
3.	<p>Find the synonym of the following words:</p> <p>a. Sick =</p> <p>b. Pretty =</p> <p>c. black =</p>	Written of narrative text form simple legend	Synonym of words	Writing
4.	<p>Change the direct speech below into reported speech</p> <p>a) “We will call this child ‘Issumboshi’,” the old couple said.</p> <p>b) Issumboshi said, “I want to meet the feudal lord.”</p>	Written of narrative text form simple legend	Change sentences using Direct and Indirect Speech	Writing
5.	<p>What are the generic structures of descriptive text? Give 3 examples of the text!</p>	-	-	-

After having investigated the achievement test items, the writer found the conformity between the achievement test's items and teaching material in curriculum 2013's English book for first year students of SMAN1 Marabahan in academic year 2013/2014. There are 11 indicators of reading's material based on the syllabus and English book that used. From the table, there are 41 items of questions that suitable to the indicators of reading. The writer is able to describe the data as follow:

Table 4.3. The Appropriateness Between the Achievement Test's Items and Teaching Material in Curriculum 2013's English Book and English Syllabus (Reading)

No.	Teaching's Materials		Items number
	Based on the Syllabus (Main Material)	Based on English Book used (Reading)	
1.	<p>The oral and simple written of recount text, about experience/ activity/ event/ incident.</p> <p><i>Structure</i></p> <p>a. Mention the action/event/incident generally.</p> <p>b. Mention the series of action/event/incident in chronological order and coherent.</p> <p>c. If necessary, there is</p>	<p>1) Reading and questions comprehension.</p> <p>2) structure of recount text</p> <p>3) complete the incomplete sentences using <i>I am/is/are (present)</i> and <i>was/were (past)</i></p>	<p>1, 2, 3, 4, 7, 8, 33, 34, 35, 36, 37</p> <p>5</p> <p>40, 41</p>

	general conclusion.	4) form completion with appropriate word	39
2.	Oral and written of narrative test form simple legend. <i>Structure</i> a. Introducing of characters and setting b. Complication of main character Solution and ending of story.	1) Reading and questions' comprehension. 2) Thinking verbs and action verbs 3) Identify the structure of narrative a text	11, 12, 13, 14, 15, 16, 23, 24, 25, 26, 27 6 1(essay)
3.	Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after. (Past Simple dan Present Perfect Tense)	1) Read sentence and change bracketed verb into correct form 2) give the correct expression based on the conversation	17, 18, 28, 29 21, 22, 30, 31, 32, 42, 43, 44, 45
4.	Simple song	1) Comprehension question about the song	0
	TOTAL	10	41 items

From the table 4.3, there are 9 indicators of reading which developed by the test designer in constructing the test based on teaching's material in English book. In the contrary, there is 1 indicator of reading which is not developed. To know the percentage of the test validity of reading indicator in English book used, it can be seen as follow:

Note:

$P = \text{Percentage}$

$f = \text{frequency}$

$n = \text{number}$

From the data above, there is only 1 indicator from 10 indicators of reading which is not available in English book and syllabus. The test is designed proportionally and has good validity because almost the test covered the indicators of reading test.

While, writer found the conformity between the achievement test's items and teaching material in curriculum 2013's English book for first year students of SMAN 1 Marabahan in academic year 2013/2014. There are 13 indicators of writing's material based on the syllabus and English book that used. From the table, there are 8 items of questions that suitable to the indicators. The writer is able to describe the data as follow:

Table 4.4. The Appropriateness between the Achievement Test's Items and Teaching Material in Curriculum 2013's English Book and English Syllabus (Writing)

No	Teaching's materials	Items
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	Based on the syllabus (main material)	Based on the indicators of writing in English book	number
1.	<p>The oral and simple written of recount text, about experience/ activity/ event/ incident.</p> <p><i>Structure</i></p> <p>a. Mention the action/event/incident generally.</p> <p>b. Mention the series of action/event/incident in chronological order and coherent.</p> <p>c. If necessary, there is general conclusion.</p>	<p>1) Make outline of a story / write a recount text</p> <p>2) Write/change verbs into present tense form</p> <p>3) Change adverbial clauses into adverbial phrases</p>	<p>0</p> <p>0</p> <p>2 (essay)</p>
2.	<p>Oral and written of narrative test form simple legend.</p> <p><i>Structure</i></p> <p>a. Introducing of characters and setting</p> <p>b. Complication of main character</p> <p>c. Solution and ending of story.</p>	<p>1) Change sentences using Direct and Indirect Speech</p> <p>2) determine parts of a narrative text</p> <p>3) Write a Narrative text using outline</p> <p>4) Synonym of a word</p>	<p>4 (essay)</p> <p>0</p> <p>0</p> <p>3 (essay)</p>

		5) Create questions using question words (Wh-questions)	9, 10
3.	Action/incident that conducted/happened in the past, referring to the time of occurrence of which refers to the after. (Past Simple dan Present Perfect Tense)	1) Write simple past tense 2) Change word/ sentence into past tense	0 19, 20,38
4.	Simple song	1) Paraphrasing 2) Write the meaning of a song based on the lyric 3) Write a short description of a song	0 0 0
Total		13	8 items

From the table 4.4 above, there are 5 indicators of writing which developed by the test designer in constructing the test based on teaching's material in English book. In the contrary, there are 8 indicator of writing which are not developed. To know the percentage of the test validity of writing indicator in English book used, it can be seen as follow:

Note:

$P = \text{Percentage}$

$f = \text{frequency}$

$n = \text{number}$

From the data above, there are 5 indicators from 13 indicators of writing which is available in English book and syllabus. The test for writing is designed not proportionally and it has bad validity because almost the test for writing isn't covered the indicators of writing test.

The last, the writer found the unconformity between achievement test' items and teaching material in even syllabus and English book for first year students of SMAN 1 Marabahan in academic year 2013/2014. There is 1 item of questions that not suitable based on the syllabus and English book that used. The writer is able to describe the data as follow:

Table 4.5. The Unconformity between the Achievement Test's Items and Teaching Material in Even English Syllabus and English Book (Reading and Writing)

No	English teaching's materials that are not found in even syllabus	Items number	Total
1.	The oral and simple written of descriptive text about people, a tour place, famous history building.	5 (essay)	1
Total		1 item	

Based on the table 4.5 above, the writer found that there is 1 item test unconformity with the teaching's material in even English syllabus and English book. From the 50 items of questions, there is 1 item that is not suitable with syllabus, book, and curriculum. From the case, writer concluded that the test designer (teacher) maybe input the question which is not suitable with the teaching materials that have given in English book, syllabus, and curriculum in order to completing the total number items of test, because the test should be consists of 50 items that all of items are suitable with the teaching materials that have given in English book, syllabus, and curriculum.

B. Discussion

Based on the tables above and the explanation in description of data, there are many indicators of reading and writing materials based on syllabus and English book which used, but the test does not cover all of them. There are some indicators that are not included in the test whereas the basic competence and indicators in teaching's material of reading and writing mentioned in syllabus and English book. So, the test will be better if all the indicators of teaching material in syllabus and English book are put into the test.

There are also some of expansion items number which are not proportional to be tested. There are some indicators which has many items number. Based on the data, the reading tests has many items number than writing test. There are some indicators which has few items. Indeed, they have no item number absolutely. So it is not proportional and there is no balance between amount of reading and writing test.

The possibilities reason for the case above that the indicators of material are more appeared in the test items because it is easy to be learnt and very suitable with real context in daily activities in teaching and learning process. So, the test designer more pays attention about it. Besides, the possibilities reason for why the indicators of materials are less appeared in the test items because the material is difficult to be learnt by students and has high difficulties.

From the case above, it shows that the tests more cover the indicators of readings' material whereas the indicators of writing's materials are less of items number. The effect for students, they do not master all the suggested materials in curriculum and the goal of curriculum do not achieve well.

Based on the data description before, it shows that the highest frequency of indicators in reading which appropriate with materials in English book and syllabus. It is 90% from 9 indicators that was developed (table 4.3). The level of this percentage means good. Then the highest frequency of indicators in writing which appropriate with materials is 38% from 5 indicators that was developed (table 4.4). This percentage obviously falls into the level of $< 40\%$ which means very bad. So the total indicators in reading and writing which appropriate with suggested materials in syllabus and English book are 60% from 14 indicators that was developed. So the percentage falls into level 56% - 75% which means sufficient. The calculation as below:

a. Based on the data of the appropriate indicators of reading, the writer analyzes:

Note:

P = Percentage

f = frequency

n = number

From the data above, there are 10 indicators of reading that should be achieved by the test designer (teacher) in designs the achievement test of English for first year students of SMAN 1 Marabahan in academic year 2013/2014 based on the English book, syllabus, and curriculum. Writer found 9 indicators of reading that suitable with the achievement test items. There are 41 items of questions that suitable to the indicators of reading. So, the percentage of the content validity of English achievement test items that appropriate with indicator of reading is 90%, and the category is good.

b. Based on the data of the appropriate indicators of writing, the writer analyzes:

Note:

P = Percentage

f = frequency

n = number

From the data above, there are 13 indicators of writing that should be achieved by the test designer (teacher) in designs the achievement test of

English for first year students of SMAN 1 Marabahan in academic year 2013/2014 based on the English book, syllabus, and curriculum. Writer just found 5 indicators of writing that suitable with the achievement test items. There are 8 items of questions that suitable to the indicators of writing. So, the percentage of the content validity of English achievement test items that appropriate with indicator of writing is 38%, and the category is very bad

c. The total data of appropriate indicators of reading and writing, the writer analyzes:

Note:

P = Percentage

f = frequency

n = number

From the data above, the data of appropriate indicators of reading and writing, there are 23 indicators of reading and writing that should be achieved by the test designer (teacher) in designs the achievement test of English for first year students of SMAN 1 Marabahan in academic year 2013/2014 based on the English book, syllabus, and curriculum. Writer just found 14 indicators of both that suitable with the achievement test items. There are 9 indicators from reading and 5 indicators from writing. So, the percentage of the content validity of English achievement test items that that taking from appropriateness between the test items and the indicators of reading and writing is 60.8% and the category is sufficient.