

An Analysis of Content Validity in English Mid-Term Examination Test Items at Sixth Grade at SD IT Fatma Kenanga Kota Bengkulu

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Abstract

This study aims to analyze content validity in English Mid-Term examination test items at sixth grade at SD IT Fatma Kenanga Kota Bengkulu. The researcher is interested to analyze test items, especially in content validity because it is the determinant of the good or not of the test items' quality. The objectives of this research are (1) to know the English mid-term examination items at sixth grade in SD IT Fatma Kenanga Kota Bengkulu is suitable or not with the indicators of the syllabus, (2) to know the quality of validity of English mid-term examination questions that made by the English teacher in sixth grade at SD IT Fatma Kenanga Kota Bengkulu. In this research, the researcher has used Arikunto's theory (2011) to know about the content validity level in test items. This research was used a qualitative method, especially descriptive qualitative. The facial content validity of the test items is described using descriptive qualitative analysis. As a result, (1) the conformity between exam items and the English syllabus is 50 %, (2) the content validity of the mid-term examination test items based on the result of conformity percentage is in the "satisfaction or valid enough" level is based on Arikunto (2011).

Keywords: Content validity, English syllabus, mid-term test

INTRODUCTION

Everyone requires education, and it may be argued that everyone has had some form of education. Education as a tool for bettering human resources (HR). Quality Human Resources could improve Science and Technology in all sectors of life. Until lately, the education element that has been used has needed to be improved, particularly in the system of evaluating learning results. As a kind of educational accountability, education evaluation, thus according UU No. 20 the Year 2005, is the act of regulating, insuring, and evaluating the quality of education of the many elements of education at each track, level, and kind of education. Evaluation is a method of gathering data to identify the extent to which learning objectives have already been met and how they have been attained (Suharsimi, 2013: 3). The test is a method that could be used to ascertain or assess something according to the direction and guidelines which have been formed (Suharsimi, 2013: 46), whereas the non-test is a process that could be used to assess the aspect, including perceptions, interests, abilities, and encouragement, using questionnaire forms, personal interview, direct observation, as well as other methods (Sudijono, 2011: 67). The success of an educational environment could be determined by the assessment's success. Tests are deemed to be effective as measuring equipment when they fulfill the test's standards, which would include validity, practicability, reliability, cost-effectiveness, and objectivity (Suharsimi, 2013: 72). According to Heaton in Furwana (2019), the validity of a test is the amount to something which evaluates only what it is designed to measure. Hughes said in Furwana (2019) that the validity of a test. A test must also be dependable as a measurement device before it can

be considered valid. Suharsimi (2013: 73) states that data is valid whether it corresponds to the reality of the situation. Different types of validity are frequently used. Content validity is the most significant of the three types of validity because it helps the teacher view the test as a tool for assessing students' abilities because it is about specific objectives of the course.

Test items validity is also related to the material, syllabus, and curriculum. Materials, according to James D. Brown in Rahayuningsih (2016), is some systematic explanation of the method and activities to be utilized in classroom instruction. A syllabus, as according to Nunan in Widiastuti et al (2021), is a statement of what will be learned in a language course or in what sequence it will be studied. According to Posner in Eduard (2015), the curriculum is the collection of instructional strategies that teachers intend to apply.

Several previous studies are related to the research, the first article is by Sugianto (2017). This research focused on validity and reliability in students' English summative tests at tenth grade in Senior High School. The result of this research is The English summative test was shown to be valid and reliable. In total, 32 (64 percent) of the 50 question items were valid, whereas 18 (36 percent) were invalid. According to the 64 percent of valid items, the summative test was valid on a significant level. The summative assessment was also trustworthy. The second article is by Setiabudi et al (2019). This research focused on validity and reliability in students' English test items that are made by English teachers at eleventh grade in Senior High School. The result of this research is the proportion of the validity score was discovered to be 60 percent (0.60). The test was valid, although it fell into the intermediate category. The reliability test yielded an r-value of 0.62, which was rated trustworthy but only at an intermediate degree of reliability. The third article is by Furwana, D (2019). Her research focused on validity and reliability in summative tests at second grade of Vocational High School 2 Palopo. The result of this research is the test items of the English summative test in second grade at Vocational High School 2 Palopo exhibited good content validity, according to the findings. The researcher discovered that the English summative test was 80 percent valid in terms of conformance with the indications showing the percentage. There were 32 items in the item exams that represented the indicated indicators in the syllabus, and 8 things in the inconformity items. The English summative test has a reliability of 0.6132. It signifies that the English summative test was classified as having a high level of reliability (0.60-0.799). The fourth is an article by Nuryanto (2018). His research focused on the validity of reading test items on the National Standard School Final Examination at 12th grade at MAN 1 Semarang. The result of this research is (1) the test items of NSSFE fit the materials, (2) the test items of NSSFE fit the learning goals, (3) the test items of NSSFE fulfill the teachers' perspective, and (4) the test items of NSSFE encounter the pupils' perspective, the test has met the requirements of having content validity.

Based on the previous studies above, the researcher is interested to analyze test items, especially in content validity because it is the determinant of the good or not of the test items' quality.

Besides that, the researcher did observation at SD IT Fatma Kenanga Bengkulu which through the interview the teacher and ask the teacher to give the researcher the students' mid-term examination test items, so the researcher got information if the teachers frequently use the prior test to prepare for the new one and sometimes the teachers also do not pay attention to the content of the test. This circumstance will prevent the test's tools from demonstrating their worth like a pupil assessment instrument to ensure content validity. The research questions are: (1) How is appropriate the English mid-term examination items with the indicators of the syllabus at sixth grade in SD IT Fatma Kenanga Kota Bengkulu? (2) How is the quality of content validity of English mid-term examination items made by the English teacher in sixth grade at SD IT Fatma Kenanga Kota Bengkulu?

RESEARCH METHODOLOGY

This research was used a qualitative method, especially descriptive qualitative. The facial content validity of the test items is described using descriptive qualitative analysis. According to Brown in Nuryanto (2018), descriptive qualitative research allows researchers to identify data and explore relationships among variables that give information about current conditions, situations, and events. The researcher looked into whether the test created by the teacher had covered all of the

required indicators. The subject of this study was English mid-term test instrument created by a teacher for SD IT Fatma Kenanga Kota Bengkulu sixth grade pupils. The subject where the data could be collected in depth was the data source; that data was documented, and they were: 1. The English mid-term examination paper was created by an English teacher in sixth grade in SD IT Fatma Kenanga Kota Bengkulu. 2. An English teacher devised a syllabus at sixth grade in SD IT Fatma Kenanga Kota Bengkulu. To collect data, the researcher will undoubtedly need many devices to assist them. The researcher employed documentation and interview in this study. The major papers obtained from the teacher, in this case, were the test instrument (test sheet) developed by the teacher as well as the syllabus that the teacher used to instruct from the start of the odd years until the students' final test. The researcher utilized the syllabus to assess the test's content validity. In this study, the researcher interviewed an English teacher who served as an informant for SD IT Fatma Kenanga Kota Bengkulu to obtain information. On Saturday, October 9th, 2021, the researcher was interviewed to obtain information regarding the English mid-term test instrument created by a sixth-grade teacher at SD IT Fatma Kenanga Kota Bengkulu.

According to Creswell (2014), the research procedure includes the following steps: 1) Identifying a Research Problem 2) Reviewing the Literature 3) Specifying a Purpose for Research 4) Collecting the data 5) Evaluating and analyzing the data 6) Making Report. Triangulation was employed in this study to ensure that the data was correct and valid. Triangulation, according to Norman (2012), is the application of various methodologies to investigate a phenomenon or circumstance. The function of triangulation is to verify the data's trustworthiness. According to Norman Denzin (2012), there are four forms of triangulation, namely data triangulation, investigator triangulation, theory triangulation, and methodological triangulation.

The researcher utilized data triangulation to ensure the validity of the data by using any or all of the data sources listed above, including interviews and documentation. Interactive Model (Miles, Huberman., & Saldana, 2014) is a data analysis technique that involves four phases of analytical operation in both cyclic and interactive processes: 1) Data Collection. 2) Data Reduction 3) Data Display 4) Conclusion drawing and verification.

Besides that, the researcher identified every item in the mid-term test and created a data card by determining the test components to assess the item test. The components of the test were classified by the researcher. The researcher next matched the test components to the information prepared in the syllabus and calculated the percentages for every component. The researcher used several formulas to calculate the percentage:

$$P = F/N \times 100$$

Furthermore, the researcher is used Arikunto's content validity criteria to assess the English mid-term exam items (Arikunto, 2011):

Table 1

Presentage (%)	Grade
< 21%	Very Poor
21% -40%	Poor
41% -60%	Satisfaction
61% -80%	Good
81% -100%	Excellent

FINDINGS AND DISCUSSION, FINDINGS

In the interview session, the researcher got the data if the factors why there is problem in content validity because the teacher was used the previous test items for the students and it can make the teachers do not put much attention between test items and indicators in syllabus. Furthermore, the researcher took the questions sheet and the English syllabus paper to evaluate to obtain the data. The researcher has used the English mid-term test for sixth-grade students at SD IT Fatma Kenanga Kota

Bengkulu in 2012/2013 as the source of data for this study. There are a total of 12 test items, with 12 of them being multiple choice and two being essay questions with a time limit of 60 minutes. The researcher was able to explain the data as follows after investigating the mid-term test items:

Table 2
Shows the consistency of the English mid-term test items.

Tema	Kompetensi Dasar	Sub-Tema	Indikator	Items Number
I Had a Great Holiday	Menceritakan pengalaman. Merespons instruksi sangat sederhana secara verbal mengenai kegiatan di	Recount Text Notice Holiday Activity	Menanyakan dan menceritakan pengalaman liburan dengan menggunakan kosa kata yang benar. Merespons instruksi	1,2,3,4
	hari libur. Mengidentifikasi teks pemberitahuan.		sangat sederhana dengan melakukan kegiatan yang diinstruksikan dengan benar. Menjawab pertanyaan teks pemberitahuan mengenai jadwal buka dan tutup lokasi wisata.	
Goldilocks and the Three Bears	Menceritakan sebuah cerita. Mendeskripsikan sifat benda. Mengidentifikasi teks prosedur.	Narrative Text Adjective Procedure Text	Menyebutkan benda dan sifatnya dengan kosa kata yang baik dan benar. Mendengarkan rekaman dan memilih gambar yang sesuai. Menyusun cerita berdasarkan gambar yang ada. Membuat boneka wayang. Menjawab pertanyaan dari teks.	7,8,9,10. essay part A and B
Animal Stories	Mendeskripsikan hewan. Menceritakan cerita tentang hewan. Menanyakan dan memberikan opini dengan menggunakan bahasa yang tepat. Mengidentifikasi teks singkat mengenai cara membuat boneka jari.	Narrative Text Describing animal Opinion Procedure Text	Menyebutkan hewan dan sifatnya dengan ucapan dan lafal yang benar. Merespons instruksi sangat sederhana dengan melakukan gerakan sesuai instruksi. Mencocokkan gambar dengan kalimat yang didengar di dalam rekaman. Membuat dialog singkat tentang memberikan opini mengenai cerita yang baru saja didengar. Menjawab pertanyaan dari teks cerita dengan tepat.	5,6

Table 2

The conformity between the English mid-term examination and the syllabus





Items Number	Samples	Points of conformity
3,4	 <p>3. How was Nurul's holiday ? It was great It was fun It was tiring It was boring</p>  <p>4. How was Seta's holiday ?</p>	The question number 3 and 4 are conformity because these items are suitable with the indicator "Menanyakan dan menceritakan pengalaman liburan dengan menggunakan kosa kata yang benar." In which after the students see the picture of someone's holiday, they can answer the question.
	<p>It was boring It was fun It was tiring It was great</p>	
7,8,9,10	<p>Last week, I went to hospital with my mother. My mother checked her health. See saw Dr. Jimmy wrote a prescription for my mother and then my mother bought the medicines at the drigstore. Where did I go last week with my mother ? Post office Hospital Museum Mosque What did you see in the hospital ? Postman Teacher Doctors Librarian What did my mother do in the hospital ? Checked Exercise Bring Buy Where did my mother buy the medicine ? Mall Shop Drugstore Market</p>	The questions number 7 until 10 are conformity because these items are suitable with the indicator "Menjawab pertanyaan dari teks." In which after the students read the text, they can answer the question

Table 3

The inconformity between the English mid-term examination and the syllabus

Items Number	Samples	Points of inconformity				
1,2 essay part A danpart B	<p>Please translate this paragraph into Bahasa Indonesia ! (Ubahlah paraghraph dibawah ini ke dalam Bahasa Indonesia)</p> <p>Last week, I went to hospital with my mother. My mother checked her health. She saw Dr. Jimmy wrote a prescription for my mother and then my mother bought the medicines at the drugstore</p> <p>Answer :</p> <p>.....</p> <p>.....</p> <p>Please read and write the answer ! (Bacalah dan tulislah jawaban yang benar)</p> <p>“Goldiloks and the three Bear”</p>  <p>Once upon a time, there was a (1) <u>girl</u> named Goldilocks. She went for a walk in the</p>	<p>Part A in essay section is inconformity because it does not suitable with the indicator in syllabus. In this question, the instruction asks the students to translate from English to Indonesian which there is no that indicator in syllabus.</p> <p>Part B in essay section is inconformity because it does not suitable with the indicator in syllabus. In this section, the instruction asks the students to fill the blank sentences in the text which consits of verb, subject, and adjective which there is no that indicator in syllabus.</p>				
	<p>(2)until she came upon a house. She knocked the door. When nobody answered, she (3)the door. She saw three bowls of (4)..... in the kitchen. She tasted the first bowl but it was too hot. She then tasted the second bowl but it was too (5)..... Finally, she tasted the third bowl. It was just right and she ate it up.</p> <table border="1" data-bbox="481 1406 976 1473"> <tr> <td>Opened Girl</td> <td>Porridge</td> </tr> <tr> <td>Forest</td> <td>Cold</td> </tr> </table>	Opened Girl	Porridge	Forest	Cold	
Opened Girl	Porridge					
Forest	Cold					
5,6	 <p>How many bears do you see ?</p> <p>two bears</p> <p>three bears</p> <p>four bears</p> <p>five bears</p> <p>From that picture, where is the bear’s house ?</p> <p>In the beach</p> <p>In the forest</p> <p>In the zoo</p> <p>In the lake</p>	<p>The question number 5 and 6 are inconformity because these items are not suitable with the indicator in syllabus. In these questions based on the picture without the text which there is no this indicator in the syllabus</p>				

DISCUSSION

According to the data from the item analysis result previously, the following table depicts the total frequency of conformity and inconformity of English mid-term examination test items to the syllabus. The table below is based on the data from the item analysis results:

Table 4
The Finding Analysis of the Conformity and the Inconformity of English Mid-Term Examination at Sixth Grade at SD IT Fatma Kenanga Kota Bengkulu”

No	Test Items Area	Items Number	Total Frequency
1	The conformity test elements are founded on English syllabus indicators.	3,4,7,8,9,10	50%
2	The inconformity test elements are founded on English syllabus indicators.	1,2,5,6, essay part A & B	50%

a. Percentage

Table 4 reveals that the English mid-term test conformity to the English syllabus 50% of the time, with 6 items. The proportion falls between 41- 60 percent, which, in Arikunto's perspective, indicates reasonable. As a result, the inconformity between exam items and the English syllabus is 50 percent, which consists of 6 items.

Table 5

The Indicators in syllabus that are reflected in test items

1. Menanyakan dan menceritakan pengalaman liburan dengan menggunakan kosa kata yang benar.
2. Menjawab pertanyaan dari teks

b. Content validity

The researcher know that certain indicators are not proposed in the syllabus yet are included in exam items based on the tables and the interpretation of the data previously, but the indicators still are recommended in the standard competence and basic competence. Several signs, on the other hand, are not included in the test and yet are recommended in the syllabus.

The indicators of test items such as “menanyakan dan menceritakan pengalaman liburan dengan menggunakan kosa kata yang benar” is reflected in 2 numbers and “Menjawab pertanyaan dari teks” is reflected in 4 numbers. However there are 6 numbers who do not fit the indicator in syllabus. The researcher found that the English mid-term test in the sixth-grade pupils of the SD IT Fatma Kenanga Bengkulu reflects almost (but not all) of the indicators from the syllabus based on the item analysis above.

As a result, the test designer did not comprehend the test item well enough to develop it. It is demonstrated by the fact that 50% of the indicators provided in the exam items are not included in the syllabus. The teacher understood that the English mid-term exam had to follow the specified curriculum and syllabus. However, the researcher discovered some problems in the English mid-term test, particularly in the context of instruction, in the program.

It is also supported by the interview’s data with the teacher where the teacher says if she frequently uses the prior test to prepare for the new one, and it means the teacher does not pay much attention to the content of the items.

So, the content validity of the mid-term examination test items at sixth grade at SD IT Fatma Kenanga Kota Bengkulu based on the result of conformity percentage in the table above is in the “satisfaction or valid enough” level according to Arikunto (2011) because the percentage of the suitable items with the syllabus is 50%.

Furthermore, in the interview session, the researcher got the data if the factors why there is

problem in content validity because the teacher was used the previous test items for the students and it can make the teachers do not put much attention between test items and indicators in syllabus.

CONCLUSION AND SUGGESTION

From the data that the researcher obtained through documentation and interview, the researcher can conclude if the English mid-term examination test items at sixth grade at SD IT Fatma Kenanga Kota Bengkulu are mostly suitable with the indicators in the syllabus which the percentage is 50%, however, the rest 50% is incomformity. Besides that, the quality of content validity in the test items is “satisfaction or valid enough” based on Arikunto (2011) because the percentage of the suitable test items with syllabus’ indicator is 50%. Besides that, the teacher also mentioned in the interview if she frequently uses the prior test to prepare for the new one. According to what the researcher discovered, the teachers as test makers must consider the indicators in the syllabus or the content of the test items for making the good content validity of the test items. As a result, it would be preferable if the test teachers created the test items by examining the test items' conformance to the indicators supplied in the syllabus, as the syllabus is a crucial guide for teachers regarding the materials that must be learned in the class.

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