

An Analysis of Validity in Supermind Textbook 1

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Abstract

This research aimed at finding out the validity; face validity to be exact, and to analyse what kind of face validity criteria could be found on the book, or whether the book already fulfilled the face validity criteria as mentioned by the theory used. This descriptive qualitative research used Supermind Textbook 1 as the object, and six data taken from chapter one to chapter three of the book, the face validity was analyzed and classify by using Oluwayato's theory (2012) which was focused on appropriateness of grammar, appropriateness of font size, the clarity and unambiguity of items, the correct spelling of words, the correct structuring the sentences, and the instrument structure format in terms of construction. This research found that all of six reading items specifically which was analysed matched or fulfilled all the criteria on the theory used.

Keywords: Analysis, Descriptive, Face-Validity, Supermind-Textbook 1

INTRODUCTION

The words language assessment could not be separated from us as the English teacher, as assessment itself includes we need to be familiar to these words as it relates to our teaching and learning activities. Assessment could be said as the way we as the teacher gathers the data and discusses the diverse information, for instance; the defining process, collecting, selecting and analysing, this also completed with interpreting process and using many kinds of information to upgrade the learning and development of the students, this is supported by the statement from the expert Allen (2007), where it is stated that assessment involves empirical data usage on students learning refine program in order to improve the students learning.

When we talk about an assessment or test or measurement, we could not separate it from the term validity, the main point of validity is measuring what is supposed to be measured, this is supported by what have been stated by Field (2005), where the validity defines as the way we measure what is intended to be measured, it means that validity is important to ensure that an assessment, for instance language assessment should cover the concepts that are related to the measurement achievement and ability in a particular subject to be said as valid. AERA et al in Fulcher& Davidson (2010) classifies the validity as the most important thing to be considered in test evaluation, the validity concept itself refers to appropriateness, meaningfulness, also usefulness of the inferences specification that made from the scores of the test. It means, the test validation is a process of evidence accumulation in order to support such inferences.

This variety of inferences might be made or produced from a given test scores, and for the ways of accumulating evidence, there are many ways which could be done Validity, however, is a unitary concept, meaning that the units are related (wholeness) Even though evidence could be accumulated in many ways, validity always refers to the degree to which that evidence supports the inferences which are made from the score. Moreover Fulcher& Davidson (2010) also states that in validity we should also pay attention to the simplicity along with coherence, testability, and comprehensiveness, it implies that we should not multiply unnecessarily entities or the least complicated explanation, based on the fact and leaves as little unexplainable as possible here.

And related to the kinds of validities itself, there are several kinds of validities known, such as content validity, construct validity, criterion validity, and face validity. But this research focus was limited to face validity only. Face validity is a kind of validity which is considered as validity that focus on how suitable a test content seems to be on the “surface”, this validity is kind of similar to content validity, and face validity is considered to be less formal and sometimes subjective, however, in doing the research, or conducting test , it could be stated that the face validity is useful for the purpose of developing the initial stages of a method and it also could answer the question whether a test does appear to test what it aim to test. So it could be said that face validity should be analyzed as a first as a foundation before we move to further to analyze other validities, such as construct or contents validity.

Besides, there are several theories which can be used to categorize this validity, so that we could measure and classify whether a test fulfil all of face validity criteria or not. In this research the theory from Oluwayato (2012) used. Face validity could be said as the extent to which a test viewed to reflect its purpose. Oluwayo in 2012 make a specific classification on how to classify or put the criteria in face validity by seeing the content on the surface of the test, namely;

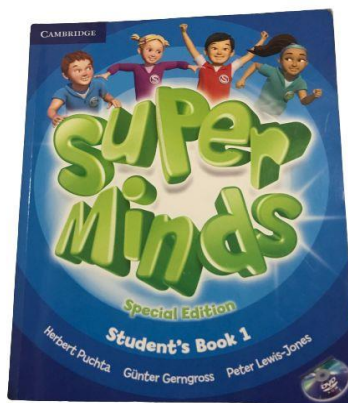
- a. Appropriateness of grammar
- b. Appropriateness of font size
- c. The clarity and unambiguity of items
- d. The correct spelling of words
- e. The correct structuring the sentences.
- f. The instrument structure format in terms of construction,

From the explanation above we could conclude that this theory classifies and puts several criteria regarding to the grammar used, the clarity, the structured used, sentence structured and spelling, even the font size used in an instruments or tests is included. . Because of the reason explained above the researcher conducted an analysis of validity; specifically face validity in an international textbook with the published by Cambridge University Press, which used in one of private school in Bengkulu city.

Regarding to previous study, there were several previous studies related to validity; the first one was conducted by Hamed (2016) where the focus of article were exploring and describing the validity and reliability of a questionnaire/survey and also discussed various forms of validity and reliability and here the main objective of questionnaire in research was explained to obtain relevant information in most reliable and valid manner. Thus the accuracy and consistency of survey or questionnaire forms a significant aspect of research methodology which known as validity and reliability. So the aim of this review article was exploring and describing the validity and reliability of a questionnaire or survey and also discusses various forms of validity and reliability tests, including the face validity, the importance of both validity as well as reliability could be seen clearly here. The next research was conducted by Geribka (2016), where the research focused on the nature of research; document analysis, namely the documents of English National Examination 2015 for Junior High School. Moreover, the research objects were the documents of the English national examination. The instruments used in this this research were also checklists; however this research focused more on the content validity of the object used here.

RESEARCH METHODOLOGY

This research which being conducted was a descriptive qualitative research; where most of the data deeply explained in form of words rather than the number by the researcher. This supported by Ary et al' statement (2002) where a qualitative states as a research which deals with the data that are in the form of words rather than number or statistics, so in this research the researcher explained the data dominantly with words through analyzing the content .The object of this research was Super minds Book 1 where this book used in one of private elementary school in Bengkulu city, and in which the first edition published by Cambridge University Press in 2016, the object was specifically its reading tests; however not all the contents of the book, it was being limited only to six reading tests starting from chapter one to three and being analyzed carefully.



The picture belongs to the researcher of this paper.

According to Moleong, (2009) when the researchers conduct a qualitative research, the researchers or writers act as the main instrument. Meaning that, the research has the role of planning, collecting, analyzing, and describing the research findings or data. However an observation checklist was used as another instrument or a media to help the researcher in taking the data. Below attached the example of observation checklist to help the researcher analyzed the face validity.

The first step done by the researcher in analyzing this research was classifying the items to be analyzed, and then the researcher read all of the research objects items carefully, the next thing done by the researcher was classify and analyze the contents by using the observation checklist arranged below, then the researcher re-read the items again, in order to make sure nothing was missed by the researcher, after that the last step was presenting the data founded in this research.

The Example of Observation Checklist

NO	Reading Test	AG	CU	CS	CST	AFZ	SF

AG here meant as Appropriates of Grammar, and CU meant as Clarity and Unambiguity of Items, while CS here stood for Correct Spelling, CST as Correct Structure, then AFZ stood for Appropriateness of font size, and the last was SF which meant as Structure Format. This classification on this observation checklist was based on Oluwayato's theory (2012).

FINDINGS AND DISCUSSION

In this chapter, the researcher provided and explained the data which were constructed in chapter one to chapter three by taking six samples, specifically reading tests to be analysed. Seeing from the varieties of test items, there we several varieties of tests used in this book, such as as yes or no, simple reading passage, matching the items, fill in the blank, tick (√) or cross (X), also read and circle the answer. However the researcher focused only focused on analyzing face validity on read and

circle also the tick (√) or cross (X). Through this research paper, the researcher found that, all these six tests matched to face validity criteria reflected to Oluwayato's theory (2012). The two of six data were taken as examples to be elaborate in this paper could be seen below:

Table 1

NO	Reading Test	AG	CU	CS	CST	AFZ	SF
1	Chapter 1	√	√	√	√	√	√

The table above showed the data in chapter 1, the data was reading skill task 1 on page 17. It was a read and circle test that consisted of number one to number four and eight pictures to be chosen as a right answer by the students. Through analyzing the content the researcher found that all of the criteria were fulfilled here, those were; appropriate grammar used, in here, in this reading skill task the grammar used was focused on simple imperative sentences and appeared to be consistent, just like open your bag, please, take out your ruler, please, pass me a pencil, please, and open your bag, please.

The instructions was also clear the researcher did not found ambiguity or confusing even for a young reader, especially if the teacher also gave them the guidance, as the authors of the book keep it short and clear, in this reading task the book author used "Read and circle the correct picture", the example also provided here, the quality of the picture here was also in high quality, for the spelling of the content, the researcher found all of the component was right, meaning that there was no even single mistyping founded here, the format of this book was also correct or the format systematically right, where the structure here was also consistent, which was simple present tense, and the last was related to the font size, the researcher was also found the texts to be readable and clear so did the color chosen for this reading skill task.

TABLE 2

NO	Reading Test	AG	CU	CS	CST	AFZ	SF
1	Chapter 2	√	√	√	√	√	√

The table above showed the result form one of the reading tests which being analyzed from chapter 2, specifically on page 28. The kind of test here was tick and cross completed with the picture, where the students were asked to put the tick on the picture that matched to the sentence, and put the cross if the picture and the sentence were not matched to each other. The structured used was simple present, where the appropriate grammar used here was focusing on simple adjectives just like the words new, long, big, which had relation to the toys, (because the toys here became the topic of this Chapter 2 with the tittle Let's play).

The instruction was also very clear where the students asked to look and read, then gave the tick (√) or cross (X) and not confusing as it was written exactly like this "Look and read. Tick (√) or cross (X) the box". So, if the sentence was not match to the picture. For example: it's a long train and the picture beside the sentence was indeed the train, therefore the student gave the tick sign, contrarily if the picture beside the sentence was not a long train, the students needed to put the sign cross (X) on the box given near to the sentence. The spelling in the content was also correct and the format also right, where the researcher found no mistyping or misspelling words. The font size that was used also found to be readable with the appropriate size and the ink also could be seen clearly.

CONCLUSION AND SUGGESTION

Even though face validity is considered to be less formal, face validity could be stated to be useful for developing the initial stages of a method. So it could be said that face validity should be analyzed and acts as foundation before we move to further validity analysis. In this paper the researcher found that, all these six objects matched or fulfilled face validity criteria based on Oluwayato's theory (2012). This possibly caused by the book that chosen by the researcher was an international book, therefore the next researcher could conduct the same research with the different object and compared the result findings with this research, or the next researcher could use the same book but analysing the different objective, for instance the content validity or the construct validity of this research object.

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