

AN ANALYSIS OF THE VALIDITY OF ENGLISH TEST MADE BY THE TEACHER IN SMP NEGERI 1 BONTOMARANNU

Nur' Islamiyah Umar¹, Erwin Akib², Muhammad Asrianto Setiadi³

^{1,2,3}University Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: April 30, 2022 Revised: may 10, 2022 Accepted: May 20, 2022 Published: June 30, 2022</p> <p>Keywords: English Test Validity The teacher</p>	<p>This study aims to determine whether the English test made by the teacher is in accordance with the content validity. To determine the content validity, the researcher compare the English test with the syllabus, lesson plan, and the material that has been taught. This study uses a qualitative descriptive method by using document analysis in the form of mid-semester test and interview from the teacher. This research collects data from English teacher who teaches in seventh grade in SMP Negeri 1 Bontomarannu.</p> <p>The results obtained after analysis the test made by the teacher, a total of 15 questions were made by the teacher who teaches in seventh grade in the mid- semester test. There are 13 questions that are categories accordance with the content validity, namely according to the syllabus, lesson plan, and the material that has been taught. While there are 2 questions that are categories as not accordance with the content validity. And from the results of interview, it can be concluded that the teacher made a grid of questions before making test. Test made by the teacher must be in accordance with the syllabus, lesson plan, and the material that has been taught and according to the level of student ability.</p>
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<p>Corresponding Author: Nur' Islamiyah Umar English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: nurislamiahumar@bg.unismuhmakassar.ac.id</p>	

INTRODUCTION

Teachers not only have to teach what and how to teach but teachers can also evaluate students, evaluation usually carried out at the end of the learning process or at the end of the semester as a measure of the level or material that have been taught to students. Evaluation is one of the important elements to provide valuable assessments from teachers to make decisions about what is good or not for the students. Information result through this evaluation will be very useful for making improvements in the future. Evaluation is considered to play a role in the teaching and examination of two sides of the currency, they cannot be separated.

To measure accurately, the teacher must use a good test. Making a test grid for the teacher is certainly difficult because there some requirement that need to be completed. The characteristics of a good test namely: validity, reliability and practicality. According to Brown in Sofendi (2016), must have three characteristics, namely: validity, reliability and practicality. But in this research, the researcher only focuses on validity.

Validity is a measure tool that can accurately reflect facts or circumstances actually what is being measured. According to Azwar in Matondong (2009) says, that the validity comes from valid word where the measuring instrument can measure how far the truth and suitability of test. When the measuring instrument performs the measurement function accurately or the measurement result match with the measurement objective, then the test is called to be valid.

Test validity refers to the extent to which the test actually measures what to measure. According to Suryabrata in Matondong (2009) says that the degree of the measuring function of the test or the degree of accuracy of the measurement of a test is called the validity of the test. The validity of the test determines whether it accurately measures what it is supposed to measure. The validity of the test is also the extent to which the conclusion and decision made based on test scores are correct and means.

Truth testing should be addressed in the measurement to see if the test used to measure what it was design to measure. There is not belief in the conclusions or conclusion drawn from the results if they are not valid. It is generally found that a test has not reached validity because teachers focus on all themes and cognitive skill in textbook. In addition, the test cannot represent or sample the adequacy of content by instructions. In other words, the test has not good enough content validity. Therefore, the test designed to measure student proficiency becomes it is not in accordance.

In this case, the researcher will observe the validity of the English test. Because of the importance of the test is validity, the researcher trying to find out whether the test in accordance with the validity or not. The curiosity of researchers prompted this research to find out empirical evidence of the validity of the English test made by teachers in junior high school. Therefore, based on these problems, the researcher will try to Analysis of The Validity of English Test Made by The Teacher In SMP Negeri 1 Bontomarranu

RESEARCH METHOD

In this study, the researcher used descriptive qualitative method to find out whether the English test made by the teacher is in accordance with the content validity. The subjects of the study are English teacher in Junior High School. The subject of this research took one of the English teachers who teaches in seventh grade In SMP Negeri 1 Bontomarannu. In this study, the researcher used document analysis and interview as instruments.

To collect the data, the researcher used document analysis as a data collection technique, and the researcher used interview. Document analysis is activity of collecting data from writing sources by the researcher in order to obtain data that support for analysis. Data collection through document analysis activities is carried out by viewing, recording, and collecting data from writing data sources, in this case the English test made by the teacher. And Interview is an activity that involves the person to be interviewed where the interviewer will provide several questions to be answer by the resource person. Interview technique that used in this research is semi structured interview between the interviewer and source person.

In analyzed the data, the researcher used three components of analysis based on Miles and Huberman (1992), they are:

1. Data Reduction

The result of the data explained in detail. After collected the data, the researcher through the reduction stage such as made a summary, coding, tracing the theme of making clusters and wrote memos. Researchers took the data from the writing test of students who are as the subject of research to determine their writing ability.

2. Data display

In this study, researchers saw the limitations given in presenting data, namely a collection of structured information and provided the possibility to draw conclusions and took action. In presented this data, the researcher looks at the students' performance on the use of auxiliary verb at eleventh grade in SMA Muhammadiyah 3 Makassar.

3. Drawing Conclusions

In this stage, the researcher took the conclusions based on the summary that have been noted and made a conclusion descriptively

RESULT AND DISCUSSION

The researcher collected data from one of the English teachers at SMP Negeri 1 Bontomarannu. Then the data is analyzed. The number of questions made by the English teacher is fifteen essay questions. Based on the theory proposed by Thoha (2003), ways to analyze content validity is with rational approach, in Chapter II, the questions were matched and the syllabus, lesson plans and the material that has been taught. If it is not the same as the syllabus used as a reference for making tests, then the questions made by the teacher are invalid.

1. Invalid questions

Based on the results of the data above, out of fifteen essay questions made by an English teacher who teaches in seventh grade, the researcher found two questions that did not match the content validity, namely number two and number four.

In question number two, it is better not to ask about the expression of greeting, because the question is somewhat similar to question number one and in this question it is too easy for students. The teacher should also ask about the expressions of saying goodbye and thanking because it is also found in the syllabus and the subject matter given to students. Thus, question number two is invalid because it is not in accordance with the learning materials and syllabus.

While the question number ten should no longer be about the cardinal number, because the problem is almost the same as number nine. Therefore, the teacher should make another question about the material of numbers and dates. So, question number ten can be said to be invalid.

2. Valid questions

The researcher found thirteen valid questions and according to the syllabus, basic competencies and material. questions number one to fifteen are valid except numbers two and ten are invalid because they do not meet the content validity criteria according to the theory in chapter II. The questions were matched and the syllabus, lesson plans and the material that has been taught.

3. Result of interview

The results of the interviews that the researcher obtained showed that the English teacher who teaches in the seventh grade, Mrs. Sutriany, S.S, was quite thorough in making test questions. According to the questions posed by the researcher in extract 1 to 6 that Mrs. Sutriany, made the test for the student in the form of five to fifteen numbers according to the type of test to be given. Before making questions, she first made a grid that was adapted to the syllabus, lesson plan, and material that has been taught and analysis the level of student ability so that the test given were easily understood by students. The test questions tested are also in accordance with the content validity because almost all questions are accordance with the curriculum. If the questions being tested are not in accordance with the curriculum.

CONCLUSION

The main purpose of this research was determined whether the English test made by the teacher who teaches in the seventh grade of SMP Negeri 1 Bontomarannu was in accordance with content validity, based on the results and discussion in chapter IV, it can be concluded that the English teacher who teaches in the seventh grade of SMP Negeri 1 Bontomarannu has made questions that are accordance with content validity. The teacher makes a question by comparing between the questions and the syllabus, lesson plans and the material that has been taught. A total of thirteen question numbers are said to be in accordance with content validity and two question numbers are not quite right and are said to be invalid. This proves that the English teacher who teaches in class VII SMP Negeri 1 Bontomarannu has made questions according to content validity.

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