AN ANALYSIS ON THE CONTENT VALIDITY OF ENGLISH SUMMATIVE TEST FOR THE SECOND GRADE IN THE FIRST TERM OF SMAN 6 JAKARTA IN 2013/2014 ACADEMIC YEAR

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Abstract
This research is intended to know the content validity of English summative test of the first term for the second grade students of SMAN 6 Jakarta in 2013/2014 academic year. The research method used to know the content validity of English summative test for senior high school is descriptive comparative analysis method by analyzing and comparing the content of the English summative test to the content of KTSP (school based curriculum) for senior high school.

INTRODUCTION
As a foreign language in Indonesia, English has an important position and clearly needed by learners to deliver thought to others and interact with others in a variety of situations. English is a means of communication among people of the world in, for examples, business, social-cultural, science and technology, and education field. Especially in Indonesia, English proficiency is important in career development, therefore students need to understand and use English to improve their confidence to face global competition.

English requires four certain major language skills that should be learned by students. Those are speaking, writing, reading and listening. Besides, they also have to learn the English sub-skills which consist of grammar, pronunciation and so on in order to help them in mastering the four language skills.

The teachers, especially in Indonesia, have already tried to encourage and enhance the quality of students’ English proficiency. Therefore, they use a variety of methods, processes and other teaching techniques in the classroom to motivate and stimulate students in order to they can achieve their English proficiency. In addition, the teacher obviously has to possess the capabilities of making an accurate evaluation to the students.

Evaluation plays an important role in teaching and learning activities in addition to the process of assessment. With evaluation, the improvement of teaching and learning process will be very useful once teacher sees the results of the students’ achievement in learning activities that has been done before, especially in a test.

To reach the objectives in the English curriculum, the writer considers that the test is one of the instruments which can be used for gathering the information about the strength and the weakness in accepting the lesson of the students. Teachers are ones who know the characteristics of their classes. Thus, they are in the best position to construct the test items to measure their students’ ability and it is not an easy job because they have to know good qualifications of the test.

To get an accurate evaluation, a test must have good characteristics as well. Validity is one of general consideration in test evaluation that this is always important. The foremost of this is whether the test measures what is supposed to measure.

The summative test which is made by the professional team needs to be analyzed whether the test items have been able to measure their students’ ability or not. The teacher should not design the test items carelessly and leaves some of their instructional objectives in English syllabus. In fact, the test can be called as a good test whether the test items are in line with the syllabus to measure students’ ability at the end of the lesson.
According to Miller, “Tests are formal assessment instruments used to judge students’ cognitive ability in an academic discipline as well as to gather quantitative information about students’ psychomotor performance (physical skills) and affective characteristics (e.g., attitudes, emotions, interests, and values).” The statement above means that the test is not only for students to know their progress and to know whether they succeed or fail in the classroom activities but it also for the teachers to measure whether their lesson plan meets the students’ need or not.

Different from Valette’s opinion, Anthony J. Nitko states, “A test is defined as a systematic procedure for observing and describing one or more characteristics of person with the aid of either a numerical scale or a category system.” The statement means that the test is used to observe and describe students’ characteristics with a numerical scale or category system systematically.

According to Norman E. Gronlund defines “A test is an instrument or systematic procedure for measuring a sample of behavior.” The statement means that a test is the way to measure someone’s behavior.

Based on those opinions, the writer summarized that a test is an activities administered to take a score so that someone can make a decision about certain characteristics of individual and it is useful for determining the successes and the failures of teachers and students in teaching and learning progress.

According to Valette “There are four basic types of language test based on its function, they are: aptitude test, progress test, achievement test, and proficiency test.

1. Aptitude Test
   The aptitude test is conceived as prognostic measure that indicates whether a student is likely to learn a second language readily.

2. Progress Test
   The progress test measures how much the student has learned in a specific course of instruction.

3. Achievement Test
   The achievement test is similar to the progress test in that it measures how much the student has learned in the course of second-language instruction.

4. Proficiency Test
   Proficiency test also measures what students have learnt, but the aim of the proficiency test is to determine whether this language ability corresponds to specific language requirement.”

While Gronlund divides the test into four classifications based on its function to measure students’ performance in the classroom, they are placement test, formative test, diagnostic test, and summative test.

1. Placement Test
   Placement test determines prerequisite skills, degree of mastery of course objectives, and/or best mode of learning.

2. Formative Test
   Formative test determines learning progress, provides feedback to reinforce learning, and correct learning errors.

3. Diagnostic Test
   Diagnostic test determines causes (intellectual, physical, emotional, environmental) of persistent learning difficulties.

4. Summative Test
   Summative test determines end-of-course achievement for assigning grades or certifying mastery of objective.

There are differences and similarity from all those types of the test. The differences between the types of test describe by Gronlund and Valette are the function of the types of test from Gronlund is only to measure students’ performance in the classroom, and the function of the types of test from Valette is not only to measure students’ performance in the classroom, but also to know the students likely to learn a second language readily. The similarity between the types of test describe by Gronlund and Valette, both are used to test the ability of students.

From those types, the writer will concern to the types of Gronlund, especially with the summative test, because the writer
can get information about the students’ achievement in teaching-learning process through English summative test.

There are two types of test item, they are subjective and objective test.

1. Subjective Test
   Subjective test is one of that does not have a single right answer. A short composition or an impromptu interview may be scored in different ways by different teachers, and even by the same teacher scoring the answer twice under different circumstances. Test questions where students may give a variety of responses, each somewhat different from the other.

2. Objective Test
   Objective tests are frequently criticized on the grounds that they are simpler to answer than subjective test. The items in an objective test, however, can be made just as easy as or as difficult as the test constructor wishes.

From those types of test item, both are related to the research that will be carried out by the writer, because the writer will do the research about the English summative test, and the subjective and objective test include in the English summative test that will be investigated.

A test is good if it has certain characteristics, they are:

1. Validity
   According to Henning, validity in general refers to appropriateness of a given test or any of its component parts as a measure of what is purported to measure.

2. Reliability
   According to Gronlund, "Reliability refers to the consistency of measurement. That is, to how consistent test scores or other evaluation results are from one measurement to another.

3. Practicality
   According to Harris, "A test may be a highly reliable and valid instrument but still be beyond our means or facilities. Thus in the preparation of a new test or the adoption of an existing one, we must keep in mind a number of very practical consideration.

From those characteristics of a good test, the writer will focus of the validity, because the writer will do a research about the validity of a English summative test.

Validity is the most important characteristics of a good test. As Ahman and Glock explain, “Validity is clearly the most important characteristics of measurement instruments.”

There are 4 classification of validity, they are: content validity, face validity, construct validity, and concurrent validity.

1. Content Validity
   According to Hughes, “A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc., with which it is meant to be concerned.”

2. Face Validity
   According to Hughes, “A test is said to have face validity if it looks as if it measures what it is supposed to measure.”

3. Construct Validity
   According to Hughes, “A test, part of a test, or a testing technique is said to have construct validity if it can be demonstrated that it measures just the ability which it is supposed to measure.”

4. Concurrent Validity
   According to Miller, “Concurrent validity is established by correlating the scores of the established test with the scores of the teacher-developed test when both tests are administered within the same time frame.”

Based on those classifications, the writer will concern to the content validity. Content validity is concerned with whether or not the content of the test is sufficiently representative and comprehensive based on what is learned in the classroom.

1. The Understanding of Curriculum
   Curriculum is a systematic program, which serves as the guidance for the students to do many activities to support their study. So, those activities will develop their skills and knowledge that is based on the objective of the curriculum. Saylor and Alexander give definition of curriculum in Nasution’s
book, “The curriculum is the sum total of school’s effort to influence learning, whether in the classroom, on the playground, or out of school.” In National Education System, it is clearly defined that curriculum is: “Seperangkat rencana dan pengaturan mengenai isi dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelesaian kegiatan belajar mengajar.”

Based on the statement, the writer assumes that curriculum is: An overall plan. Arrangement, which means systematic and well structured. Containing materials that refer to subject studied. Containing method and technique to teach the material. Guidance to reach the goal of the study in teaching and learning process.

2. The Main Component of Curriculum

Curriculum has several main components. Nasution mentions that there are four main components of curriculum as follow:

a. Tujuan
b. Bahan Pelajaran
c. Proses Belajar Mengajar
d. Evaluasi atau Penilaian

3. The Understanding of Syllabus

Syllabus is a list of subjects in a course of study. In Panduan Petunjuk Pengembangan Silabus Mata Pelajaran Bahasa Inggris: “Silabus adalah rencana pembelajaran pada suatu dan/atau kelompok mata pelajaran/tema tertentu yang mencakup standar kompetensi, kompetensi dasar, materi pokok/pembelajaran, indikator pencapaian kompetensi untuk penilaian, alokasi waktu, dan sumber belajar.”

From the definition above, the writer concludes that syllabus is a list plan of study that include many components such as basic competence, the material of study, learning activity, indicators, evaluation, time, and sources.

4. The Understanding of KTSP

According to BSNP (Badan Standar Nasional Pendidikan) in Anwar and Harmi’s book, the meaning of Kurikulum Tingkat Satuan Pendidikan (KTSP), he states: “KTSP adalah kurikulum operasional yang disusun oleh dan dilaksanakan di masing-masing satuan pendidikan. KTSP terdiri dari tujuan pendidikan tingkat satuan pendidikan struktur dan muatan kurikulum tingkat satuan pendidikan, kalender pendidikan dan silabus”

From the statement above, it concludes KTSP is operational curriculum that is arranged by each educational level. It includes educational objective, structure and content of curriculum, and syllabus. In every educational level has different curriculum to maintain the educational objective that will achieve for their school’s function.

METHODOLOGY

The object of the research is the test items of English summative test for the third grade in the first term of SMAN 6 Jakarta. There are 40 numbers of multiple choice questions, and 1 number of writing question. In this research, the writer uses comparative descriptive method. The writer will compare the summative test items with a number of required items in the syllabus used in teaching and learning activities then calculate the result of the analysis.

FINDING AND DISCUSSION

To prove if the English summative test has a good content validity or not, the writer analyzes the English test and interprets the data. The writer analyzes the test by comparing the content of the test to the competency of KTSP.

The test which is analyzed is the summative test of the first term for the second grade of senior high school. Below is the list of Indicator Derivation (as TIK) based on Competency of KTSP.
Table 1. The List of Indicator Derivation (as TIK) based on Competency of KTSP

<table>
<thead>
<tr>
<th>No</th>
<th>The Basic Competence based on KTSP (School Based Curriculum)</th>
<th>Indicator as the Specific Instructional Objective</th>
</tr>
</thead>
</table>

The table above explains about the basic competence and the indicator as the instructional objective of syllabus in Kurikulum Tingkat Satuan Pendidikan.

Table 2. Instrument (check list) netting and noting the appropriateness between reading objective in the syllabus and the test items

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The English summative test of the first term students at SMAN 6 Jakarta in the 2013/2014 academic year provide items that measure ability in the following: Students are able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓ 66</td>
</tr>
<tr>
<td>2. Mengidentifikasi topik dari teks yang dibaca.</td>
<td>✓</td>
<td>2</td>
<td>6</td>
<td>66</td>
</tr>
<tr>
<td>3. Mengidentifikasi informasi tertentu dari teks fungsional pendek.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓ 20</td>
</tr>
</tbody>
</table>
4. Mengidentifikasi makna kata dalam teks yang dibaca. ✓ 1 3.33
5. Mengidentifikasi komplikasi dalam sebuah cerita narasi. ✓
6. Mengidentifikasi kejadian dalam teks yang dibaca. ✓
7. Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan. ✓ 12 40
8. Mengidentifikasi kasus yang dibahas dalam teks. ✓
9. Mengidentifikasi argumen yang diberikan. ✓ 3 10
10. Mengidentifikasi langkah-langkah retorika dari teks. ✓ 3 10
11. Mengidentifikasi tujuan komunikasi teks dibaca. ✓ 1 3.33

The table above shows the appropriateness between the indicators as the specific instructional objective in the syllabus and the test items in reading skill. The writer has found that there are 28 items which are appropriate with the syllabus. There are 2 items to identify the topic of the test, 6 items to identify specific information in functional text, 1 item to identify meaning of word, 12 items to identify the characteristics of the things or people reported, 3 items to identify the pro and contra-argument in the text, 3 items to identify rhetorical steps in the text, and 1 item to identify the communicative purpose of the text. From the calculation, there are 93.3% of the test items which are in line with the reading material in syllabus.

Below is the list of instrument (check list) netting and noting the appropriateness between writing objective in syllabus and test items.

Table 3. Instrument (check list) netting and noting the appropriateness between writing objective in syllabus and test items

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The English summative test of the first term students at SMAN 6 Jakarta in the 2013/2014 academic year provide items that measure ability in the following: Students are able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Menulis gagasan utama.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mengelaborasi gagasan utama.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Membuat draft, merevisi, menyunting.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Menghasilkan banner, poster, atau pamphlet.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Menggunakan kalimat adjective clause dalam menyampaikan sebuah berita.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Menggunakan kalimat adjective phrase dalam membuat sebuah report narrative.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Menghasilkan teks berbentuk report.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Menghasilkan teks berbentuk analytical exposition.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Menghasilkan teks berbentuk analytical exposition.                    | ✓   |    |    |

The Table 3 shows the appropriateness between the indicators as the specific instructional objective in the syllabus and the test items in writing skill. The writer has found 1 item of the English summative test of the first term of the second grade at SMAN 6 Jakarta. There is only 1 item which is appropriate with the syllabus. From the calculation, there are 3.33% of the test items which are in line with the writing material in syllabus. Below is the list of the conformity between the test and the material of the reading skill.

Table 4. The conformity between the test and the material of the reading skill

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The English summative test of the first term</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
students at SMAN 6 Jakarta in the 2013/2014 academic year provide items that measure ability like:

Students are able to in the following:

1. Functional text
   a. Banner
   b. Poster
   c. Pamphlet.
2. Essay text
   a. Narrative
   b. Report
   c. Analytical exposition

The table above shows the appropriateness between syllabus and the test items in reading skill. The writer has found that there are 30 items which provide 6 materials in the syllabus. There are only 14 items for analytical exposition.

Below is the list of the conformity between the test and the material of the reading skill.

Table 6. The instructional objective

<table>
<thead>
<tr>
<th>No.</th>
<th>Language Skill</th>
<th>Total Items</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reading</td>
<td>28</td>
<td>93.3</td>
</tr>
<tr>
<td>2.</td>
<td>Writing</td>
<td>1</td>
<td>3.33</td>
</tr>
</tbody>
</table>

Table 6 shows the percentage of the compatibility between the test items with the English instructional objective as stated in the syllabus. The compatibility between the test items with the reading objectives is 93.3%. Furthermore, the compatibility between the test items with the writing objective is 3.33%.

Below is the list of the learning material.

Table 7. The Learning Material

<table>
<thead>
<tr>
<th>No.</th>
<th>Language Skill</th>
<th>Total Items</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reading</td>
<td>14</td>
<td>46.6</td>
</tr>
<tr>
<td>2.</td>
<td>Writing</td>
<td>1</td>
<td>3.33</td>
</tr>
</tbody>
</table>

The table above shows the compatibility of the test item with the English material in the syllabus of School Based Curriculum (KTSP). In reading material, the percentage of compatibility is 46.6 %, while in the writing material the percentage is 3.33 %.

Based on the table 6. and 7., it can be concluded:

Total = \(\frac{93.3 + 3.33 + 46.6 + 3.33}{4} = 36.64\%\)

From the calculation, there are 36.64% of the test items of the teacher-made English summative test in terms required (reading and writing skills) that are in line with the material objectives in the syllabus of School Based Curriculum (KTSP). Thus, there are 63.36% that are not in line with the objectives and materials.

From the analysis of the data of English summative test of the first term for the second grade students at SMAN 6 Jakarta, the writer interprets as follow:

1. The compatibility between the test items with the reading objectives of the School Based Curriculum (KTSP) is good with 93.3%. Furthermore, the compatibility between the test items with the writing objectives of School
Based Curriculum (KTSP) is very bad with only 3.33%.

2. The compatibility between the English materials in the syllabus and the test items are: the compatibility between the test items and the reading materials in the School Based Curriculum (KTSP) is bad with 46.6%. While, the compatibility between the test items and the writing material in the School Based Curriculum (KTSP) is very bad with 3.33%. Thus, the writer concludes that the teacher-made English summative test for the second grade in the first term of SMAN 6 Jakarta, in 2013/2014 academic year has very bad content validity.

CONCLUSIONS

The English summative test for the second grade of the first term at SMAN 6 Jakarta has very bad content validity. It was found that, the compatibility between the test items with the reading objectives of the School Based Curriculum (KTSP) is good with 93.3%. Furthermore, the compatibility between the test items with the writing objectives of the School Based Curriculum (KTSP) is very bad with only 3.33%. The compatibility between the English materials in the syllabus and the test items are: the compatibility between the test items and the reading materials in the School Based Curriculum (KTSP) is bad with 46.6%. While, the compatibility between the test items and the writing materials in the School Based Curriculum (KTSP) is very bad with only 3.33%. According to Arikunto, it can be said that the content validity of English summative test for the second grade students of the first term, in 2013/2014 academic year at SMAN 6 Jakarta has very bad content validity.

REFERENCES


