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Content Validity of English Summative Test

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Abstrak

Tujuan penelitian ini adalah menjawab pertanyaan apakah tes sumatif pelajaran bahasa Inggris di SMA An-Nurmaniyah tahun akademis 2018/2019 sesuai dengan silabus bahasa Inggris kurikulum 2013. Penelitian ini menggunakan analisa komparatif dengan membandingkan materi tes dengan silabus. Materi dan tujuan pembelajaran keterampilan berbahasa diidentifikasi dan ditata. Penelitian ini menemukan bahwa persentase keseluruhan materi adalah 20%, sedangkan persentase kesesuaian keterampilan membaca 57% dan menulis 64%. Namun, untuk mendengarkan dan berbicara tidak dinilai karena tidak ada untuk siswa kelas sepuluh. Hasil penelitian ini memberikan kontribusi kepada guru untuk menghasilkan tes yang lebih baik.

Kata kunci: evaluasi, tes, content validity, kurikulum, silabus

Abstract

The objective of the research was to answer the question of the study whether the content of the English summative test of the tenth grade students at SMA An- Nurmaniyah in the 2016/2017 academic year was in line with the English syllabus content of 2013 Curriculum. In this research, the writer used descriptive comparative analysis. The writer compared a set of the English summative test content with a number of required items in the English syllabus content used in teaching and learning activities. The instruments were in the checklists forms which were arranged based on materials and objectives in syllabus of the 2013 Curriculum. The materials and objectives of each language skills were identified and arranged into the lists. They were changed into the questions as instrument. The research found that the content validity of the English summative test which was administered at the school was quite appropriate with the syllabus content of 2013 Curriculum. The percentage of the materials the material conformity was 20%. Meanwhile, the the percentage of objective reading skill conformity was 57%. And then, the the percentage of objective writing skill conformity was 64% However, in the listening and speaking skills could not be analyzed because they did not exist in the summative test for tenth grade student. The benefit of the research result is to help the teacher to arrange and make a good test.

Keywords: evaluation, test, content validity, curriculum, syllabus



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1. INTRODUCTION

In daily life, language is always used by people for communication. As human being, people tend to live or interact with other people. It proves that in general, human beings are social creatures who need each other. Besides, English is studied at schools in Indonesia from junior high school up to university because the purpose of teaching English in Indonesia is to develop the communication skill especially in oral and written such as listening, speaking, reading, and writing.

English subject is important for students in Senior High School (SMA) to develop communicative competence in spoken or written for achieving informational literacy, to build a belief about the importance of English in increasing the competition in the world, and to give an understanding to the students about a relationship between language and culture.

In learning English, there is also an activity which is important to do, namely evaluation. Evaluation has an important role in any activities. In English teaching and learning process, evaluation gives information about how successful an effort has been implementation. The information gained through this evaluation will be very useful in the future.

Anderson (2008) states that evaluation is a specific kind of decision. Evaluation requires a judgment to be made about the worth or value of something and involves the concept of good behavior, good work, and good learning. This three 'goods' underlies the traditional elementary school report card. When behavior has been good, the student receives a high mark in Conduct. When work has been good, the student receives a high mark in effort. Finally, when learning has been good, the student receives a high mark in achievement.

In evaluating teaching and learning activities, the teachers also need test. By testing, teacher can get important information related to students' achievement or the effectiveness of their performance in teaching. In other word, the teacher can get information about how well students have mastered the courses, which they have learned.

According to Hughes (2003), there are four types of test: proficiency test, achievement tests, diagnostic tests, and placement tests. Achievement test consists of progress achievement tests of formative test and final achievement tests or summative tests. Progress achievement tests are intended to measure the progress that students make, and final achievement tests or summative tests are intended to measure the students' achievement at the end of a course of study (Hughes, 2003).

In order to measure accurately, the teachers should use a good test. It is not an easy work for them to make because there are some characteristics or requirements that must be fulfilled. The characteristics of good test include validity, reliability, comprehensiveness, and practicality.

Gareis and Grant (2008) states that “validity is the extent to which inferences drawn from assessment results are appropriate” (p. 165). Validity must be considered in making a test. It should measure what are supposed to measure. Without validity, there can be no confidence in the inferences and conclusions made from the results.

One aspect of validity is content validity. It is concerned with the materials that the students have learned. The test should cover samples of the teaching materials having been given. To fulfill this, the teacher should refer his consideration to the teaching syllabus. Gronlund (2009) states “content validity is to determine the extent to which a set of assessment tasks provides a relevant and representative sample of the domain of tasks about which interpretations of assessment result are made” (p.74).

Content validity refers to the appropriateness between the content of a test and curriculum. It evaluates the aspects as suggested by the curriculum. With regard to validity of the test, there is little information about content validity connected to summative test of English language subject. Therefore, this study focused on the matter.

Evaluation

Evaluation is a process to collect data in order to determine students’ achievement. Evaluation also can provide useful information for designing classroom practice, for making lesson plan, and for managing the student’s learning task.

Evaluation is an important part of teaching and learning process. It provides information to use for future direction of classroom practice, for the planning of course and for management of learning tasks and students. According to Rogers and Badham (2008), evaluation is the process of systematically collecting and analyzing information in order to form value judgment based on firm evidence. It means that evaluation is a systematic process of collecting and analyzing students to make decisions. However, the above explanation does not mention determining decision in what matters. Therefore Tyler (as cited in Arikunto, 2009) states that evaluation is the process of collecting data to determine to what extent the objective of education has been achieved. This helps teacher in deciding what to do next.

Test

Actually, there are many ways to evaluate the student’s ability in teaching learning process which has an aim for evaluating the progress of student’s ability and measuring the student’s achievement. One of the ways to evaluate is a test. In education, test is very important because it is one of devices in education to get the information about student’s achievement and to know how far learning objectives have been achieved.

By conducting the test, the teachers will know how deep the pupils acquire the materials that have been taught, and know the form of student's behavior and characteristic, as stated by Bachman (2009) that "a test is a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual or a test is a particular type of measurement that focuses on eliciting a specific sample of performance" (p. 163). Gronlund (2009) explains that test is systematic procedure to evaluate behavior, while Ur (2009) mentions that it is activity to find out how well students know what they have learned.

It all can be concluded that test has three functions. First, the test is a means or a procedure or a standardized device to measure the student's achievement in acquiring knowledge about the subject after teaching-learning process. Second, it is one of the ways to measure the goal of achieving the learning objective. The last, a test is also a systematic procedure to get information about student's certain characteristics.

2. METHODOLOGY

In this study, the writer used quantitative and qualitative comparative descriptive method. The writer compared the English summative test items with a number of required items in the syllabus that was used in teaching and learning activities. The instruments were in the checklist forms which were arranged based on materials and objectives in the syllabus of 2013 curriculum. The materials and objectives of each language skills and language components were identified and arranged into the list. They were changed into the question as instrument.

3. FINDINGS AND DISCUSSION

The result showed that there was 48% of the English summative test content which conformed with the syllabus requirements of the 2013 Curriculum for the tenth grade students of SMA An Nurmaniyah in first semester. It means that the content validity of the English summative test made by the English teacher for the tenth grade students at SMA An Nurmaniyah was sufficient.

In the objective of teaching English and material based on syllabus 2013 curriculum, the students were expected to master 4 skills. They are listening, speaking, reading and writing. Therefore, the test given to the student must measure the 4 skills. However, in the summative test for the tenth grade of SMA An Nurmaniyah on first semester in 2016/2017 academic year there were two skills which were measured. They were reading and writing skills. It has been

illustrated with the result of data analysis by using simple statistical formula. In conclusion, the summative test for the tenth grade at SMA An Nurmaniyah on the first semester in 2016/2017 academic year was sufficient.

4. CONCLUSION

The study found that the conformity level of the English summative test content with requirement of the syllabus content of 2013 Curriculum was sufficient enough. It was obtained that the English summative test content validity of the tenth grade students was 48% appropriate with the English syllabus content. However, there should be more effort to improve this matter in order that teaching-learning processes can be better.

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