

CONTENT AND FACE VALIDITY ANALYSIS ON 9TH GRADE' FINAL TEST ITEMS FOR SECONDARY SCHOOL LEVEL

Zuhairoh, Nailisy Syafa'ah, Diah Kurniati
Universitas Muria Kudus, Indonesia

Abstract

In English language teaching process, assessment has an important tool for examining the students' skill and knowledge. The results of the teaching and learning process must be evaluated by teachers. During the assessment, the teacher can collect information or have the pictures explained. Curriculum in SMP is using 2013 curriculum. It needs to be evaluated in content and face validity. The objectives of the research are to identify content validity and face validity analysis on 9th grade' final test items for secondary school level. The methodology used to perform this study was descriptive qualitative. The test's content validity was assessed using the qualitative analysis. Data collection for this study used the documentary analysis approach. The writers examine the validity of the content using the specification table and the English curriculum for grade 9 before calculating each item's number according to the competencies and indicators. While analyzing facial validity, the author used an English test file. Findings of this research showed that all of the items tested are covered in the indicators and competencies based on the table specification and English syllabus.

Key words: *Content validity, Face validity, Secondary School, Test Items*

INTRODUCTION

One of teaching and learning program process is testing. It refers to evaluation and students' reflection on learning and teaching program. In order to develop a test, it is crucial to concentrate on the goals of learning and teaching program. Assessment analysis is a way to consider the values of assessments as a whole, especially those graded by examiners.

In English language teaching process, assessment has an important tool for examining the students' skill and knowledge. Assessment is an inseparable step in teaching and learning procedure. According to Nida, the process of setting boundaries is as follows: Obtain and provide information to help you evaluate decision-making options (Nida, 2020, p. 16). Furthermore, it encompasses but goes beyond the meaning of the term test and measurement.

It is to determine the congruence of performance and goals. Nida states that evaluation is the process of: Make judgments about the usefulness, value, or worth of an educational program, project, material, or technology (Nida, 2020, p. 17). Ratings can be used during exams. A process of educational evaluation is professional judgment. It is as a process that enables us to make judgments about the desirability or value of something.

The results of the teaching and learning process must be evaluated by teachers. during the assessment, the teacher can collect information or have the pictures explained. Curriculum in SMP is using 2013 curriculum. It needs to be evaluated in content and face validity.

The research question: 1. What are content validity analysis on 9th grade' final test items for secondary school level?; 2. What are face validity analysis on 9th grade' final test items for secondary school level?.

Validity in testing and assessment is a test measurement accurately what it is purposed to measure (Fulcher & Davidson, 2007, p. 4). It provides a frame of references to assure that relevant issues are addressed (Fulcher & Davidson, 2007, p. 193). Content validity is one type of validity (Dari, 2014, p. 15). It is essential to predict efficacy of the tool in order to minimize or eliminate measurement errors (Masuwai et al., 2016, p. 13). Each item is tested to ensure that item test is applicable to the intended construct (Shafie et al., 2020, p. 1058). The judges are asked to look at texts that have been selected for inclusion on the test and evaluate them for their representativeness within the content area (Fulcher & Davidson, 2007, p. 6). Achieving content validity in testing English for Academic Purposes (EAP), the test takers analyze the communicative needs and specify test content on the basis of their needs and target domain (Fulcher & Davidson, 2007, p. 6).

Content validity includes identification of competencies/knowledge/skills that are required and must be tested by the curriculum in the form of test paper. Besides, Face validity refers to the degree to which test respondents view the content of a test and its item as relevant to the context administered. The rater judge the items of an assessment instrument as appropriate to the targeted construct and assessment objectives (Yusoff, 2019, p. 55). The presentation and relevance of the instrument measurement is appeared to be relevant, reasonable and clear (Masuwai et al., 2016, p. 13). The aspects in face validity analysis are test identity, direction, grammatical analysis. Moreover, it also mechanically examine punctuation and miss typing, and physical appearance.

This study has been conducted by many previous researchers. Dari in her research on 2014 stated that test items of English summative test for even semester of second grade students in Al-Amanah Junior High School have bad content validity with percentage 51% (Dari, 2014, p. 5). It represents 23 items indicator on syllabus and 22 inconformity items.

Masuwai et. al. in their research on 2016 showed Content Validity Index (CVI) values of each final item of Teaching and Learning Guiding Principles Instrument (TLGPI) has the percentage inter-rater agreement yielded at 70% of agreement in CKI. Items with CVI greater than 0.78 were included in the final instrument (Masuwai et al., 2016, p. 11).

Shafie et al (Shafie et al., 2020, p. 1055) conveyed that The calculation yielded that the inter-rater agreement was 0.76 (FKI) while the proportion agreement was 0.96 (CVI). Items with at least a CVI of 0.80 were included in the final instrument. This evaluation confirmed and supported that the face and content validity of the items on the instrument could be used to assess the influencing factors of soft skills training transfer and ready for a pilot study.

Ahmed in his research on 2018 evaluated that English language test in Erbil Governate Schools covers grammar on most part of the test followed by vocabulary and pronunciation as two aspects reflected in the content validity (Ahmed, 2018, p. 3).

RESEARCH METHOD

The methodology used to perform this study was qualitative. The test's content validity was assessed using the qualitative analysis. This study's methodology is a qualitative descriptive one. Data collection for this study used the documentary analysis approach. Data were reduced to the primary subject of the study after being gathered. They were examined

and shown after that. The writers examine the validity of the content using the specification table and the English curriculum for grade 9 before calculating each item's number according to the competencies and indicators. It was used to determine if all test questions on the 9th grade final exam covered the competencies and indicators of those standards. While analyzing facial validity, the author used an English test file.

FINDINGS AND DISCUSSION

The following table is the result of analyzing content validity in item test of final assessment SMP/MTs grade nine based on the table specification and also the competencies required on English syllabus.

NO	COMPETENCIES (REQUIREMENT)	INDICATOR (TESTED)	ITEM NUMBER
1	<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i>s, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p><i>Comparing the social function, text structure, and linguistic elements of several spoken and written narrative texts by giving and asking for information related to fairytale</i>s, short and simple, according to the context of their use</p>	<p>Menentukan gambaran umum/informasi tertentu/informasi rinci/ide pokok paragraph/rujukan kata/makna kata/pesan moral</p> <ul style="list-style-type: none"> ✓ <i>Determining general Idea</i> ✓ <i>specific information</i> ✓ <i>detailed information</i> ✓ <i>main idea of paragraph</i> ✓ <i>word reference</i> ✓ <i>word meaning</i> ✓ <i>moral value</i> 	<p>(1-14)</p> <p>1, 6, 10 3,7,14 9,13 2,11 4,8 12 5</p>
2	<p>4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairy tale</i>s</p> <p><i>Capturing meaning contextually related to social functions, text structure, and linguistic elements of narrative texts, spoken and written, very short and simple, related to fairy tale</i>s</p>	<p>Menyusun kalimat acak menjadi paragraf bermakna</p> <p><i>Arrange jumbled sentences into meaningful paragraphs</i></p>	<p>15, 45</p>
3	<p>3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian</p>	<p>Melengkapi kalimat rumpang/ mengubah kalimat aktif menjadi passive/Menyusun kata menjadi kalimat passive</p>	<p>16,17 18,19,20,43</p>

	<p>tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>passive voice</i>)</p> <p><i>Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding circumstances/actions/activities/events without the need to mention the culprit according to the context of its use. (pay attention to the linguistic elements of the passive voice)</i></p>	<ul style="list-style-type: none"> ✓ <i>Completing sentences with gaps</i> ✓ <i>Changing active sentences into passive</i> ✓ <i>Arranging words into passive sentences</i> 	44
4	<p>3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p><i>Comparing the social functions, text structures, and linguistic elements of several spoken and written information report texts by giving and asking for information related to other subjects in Class IX, short and simple, according to the context of their use</i></p>	<p>Menentukan gambaran umum/tujuan komunikatif/ informasi tertentu/informasi rinci/ide pokok paragraph/makna kata</p> <ul style="list-style-type: none"> ✓ <i>Determining general idea</i> ✓ <i>communicative purpose</i> ✓ <i>specific information</i> ✓ <i>detailed information</i> ✓ <i>main idea of paragraph</i> ✓ <i>word meaning</i> 	<p>31,41</p> <p>26</p> <p>21,23,24,27,30,33,42</p> <p>28,29</p> <p>22</p> <p>25,32</p>
5	<p>4.9 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> <p><i>Composing spoken and written information report texts, very short and simple, related to topics covered in other subjects in Class IX, taking</i></p>	<p>Menyusun kalimat acak menjadi paragraf bermakna dalam bentuk teks report</p> <p><i>Arranging random sentences into meaningful paragraphs in the form of report text</i></p>	34

	<i>into account social functions, text structure, and linguistic elements, correctly and in context</i>		
6	<p>3.10 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya</p> <p><i>Comparing the social function, text structure, and linguistic elements of several special texts in the form of advertisements by giving and asking for information related to products and services, according to the context of their use</i></p>	<p>Menentukan gambaran umum/informasi tertentu/informasi rinci/ide pokok paragraph/rujukan kata/makna kata/informasi tersirat</p> <p>✓ <i>specific information</i></p> <p>✓ <i>word meaning</i></p>	<p>35,36,38, 39,40</p> <p>37</p>

Based on the table above, the competencies tested are proportionally in balance with those required by the curriculum. All competencies are implemented in the final assessment. It means that the item test of the final assessment grade of nine SMPs or MTs has good content validity.

In competency 3.7, there are seven indicators tested related to determining a general idea, specific information, and detailed information, the main idea of a paragraph, word reference, word meaning, and moral value. The three item tests 1, 6, and 10 are for determining general idea. The indicator of specific information on item test numbers 3, 7, and 14 while item test no. 9 and 13 represent the indicator of detailed information. The indicator of the main idea of the paragraph appears on item test no. 2, 11. There are two items representing the indicator of word reference on nos. 4 and 8. The word meaning is an indicator for only one item test no. 12 and the moral value represents item test no. 5. While In competency 4.7, the writer analyzed that there are two item tests for arranging the jumbled sentence into a meaningful paragraph indicator on nos. 15 and 45.

In competency 3.8, three indicators were tested for the students related to completing sentences with gaps on items no. 16 and 17. The indicator for changing active sentences to passive sentences appears on Item Tests 18, 19, 20, and 43. On Item Test No. 44, the indicator was tested on how to arrange words into passive sentences.

Based on the knowledge competency 3.9 as seen on the table above, there are six indicators tested for the students related to determining a general idea, communicative purpose, specific information, detailed information, the main idea of a paragraph, and word meaning. Item numbers 31 and 14 belong to the indicator of determining a general idea. There is only one item, no. 26, dealing with the indicator of communicative purpose. There are seven item tests that belong to the indicator of specific information: 21, 23, 24, 27, 30, 33, and 42. Two items on test no. 28 and 29 represent the detailed information indicator. The main idea of this paragraph is represented on Item Test No. 22. And the word meaning indicator on items 25 and 32. Then the skill competency 4.9 shown on the table only has one indicator

related to arranging random sentences into meaningful paragraphs in the form of report text that is represented on item test no. 34.

The last knowledge competency, 3.10, based on the table above, shows that there are only two indicators tested for students related to specific information and word meaning. The indicators of specific information belong to item tests nos. 35, 36, 38, 39, and 40. And the word meaning indicator represents item test no. 37.

The result of analyzing the face validity for the final assessment of SMP and MT showed as follows: There is information about the test at the top, such as the lesson of the test, the grade that will take the test, the day or date when the test is given to students, and the length of the test. There are two types of direction. There are general directions and special directions. The author analyzed the general directions, which are mentioned clearly as follows:

1. *Semua jawaban dikerjakan dilembar jawaban yang tersedia.*
2. *Nama dan nomor siswa ditulis pada sudut kanan atas lembar jawaban.*
3. *Gunakan waktu yang tersedia dengan sebaik-baiknya.*

While the special directions are written as multiple choice questions and short-answer questions. In the multiple choice questions, the direction is: *I. Choose the correct answer by crossing A, B, C, or D!* While for short-answer questions, the direction is *II. Answer the following questions correctly!* Those indicate clear directions to students. However, there are grammatical mistakes that showed up in the final assessment. The results of the analysis are interpreted in the table below:

No	Grammatical Mistakes	Location	Correctness
1	<i>Quickly, the dove flied away to safety</i>	Narrative text for numbers 1-5 written in the last line on paragraph 3.	Flew
2	B. The Ant help the dove. C. The dove help the Ant.	Multiple choices number 2, point B and C	Helped
3	<i>She asked him to build a dam and a boat in the Citarum river before sunrise</i>	The narrative text for numbers 6-9 about Sangkuriang. the sentence written in the third paragraph and the last line	Sun rises
4	Sangkuriang become a strong young man	Multiple choice number point D	became
5	B. The old woman having been there the night. C. The neighbour didn't allow teach the flower	Multiple choice number 11 point B and C	Has been Didn't allow <i>to</i> teach
6	Why talking to dolphin is not easy?	Multiple choice number 28	Why <i>is</i> talking to dolphin not easy?

7	For numbers 18-20, change the word into passive voice!	Multiple choice direction number 18-20	The sentence
8	Arrange the word into a passive voice form!	<i>Direction number 44</i>	The words

There are also mistake in typing, punctuation (Mechanic) on final assessment. The analysis of mistake in typing and punctuation is drowned in table below:

No	Mistake	Location	Correctness
1	<i>Semua jawaban dikerjakan dilembar jawaban yang tersedi</i> (punctuation)	General direction	<i>di lembar</i>
2	One night she was awakened by the sounds if sweet singing and babies' laughing (typing)	Narrative Text for numbers 10-13	of
3	A littlehouse in a big garden (punctuation)	Multiple choice on number 10 point A	Little house (with a space)
4	The sweet singing and of babies laughing	Multiple choice on number 10 point D	<i>removed</i>
5	Ojek Becak	Short-answer question text in a box	Italic form

Related to the physical appearance of the final assessment, the test is readable using Times New Roman font types and size 12. In addition, directions are written in bold. It concerns students' engagement with what they have to do in each task.

From the result of analyzing face validity, there are identity and also the direction in the final assessment. There are also eight grammatical mistakes, as shown in the table above. Then three mistyped sentences, two punctuations, and a good physical appearance will ensure that the students engage in each task tested by the teacher.

CONCLUSION

Since all of the items tested are covered in the indicators and competencies based on the table specification and English syllabus, it can be inferred from the data analysis that has been done that the item of final assessment for SMP/MTs in grade nine typically has excellent content validity. Since the students are aware of the requirements for each task, the face validity categories have a nice arrangement. Overall, examining content and face validity is important because it demonstrates that assessments are accurate methods for determining knowledge or abilities within particular areas.

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