The Analysis of Validity of English Test Made By English Teacher at SMA IT Al-Izzah Kota Sorong

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Abstract

This study aimed to ascertain the validity of English test made by English teacher in senior high school degree, specifically at SMAIT Peradaban Al-Izzah Kota Sorong. The objective of this research was to analyze the content validity test in the summative test that held in tenth grade. The researchers applied qualitative research in form of descriptive qualitative to obtain the data. The participant of this study was one of English teacher who made the test items towards students. Document analysis and interview are used to collect the data. The validity test was analyzed by using formula (Nur Islamiyah Umar: 2022). The result of his research show that most of all test item is categorized as valid after analyzing the data. But there are also invalid questions that appear in the test item which should be reduced and evaluated. In this research, it is also become evaluation for teacher to consider before making the English test in the future in order to maintain the validity of English test that given to students.

Keywords: Analysis validity, Validity test, English test.

INTRODUCTION

In teaching activities, teacher should provide the strategy in order to obtain an effective interaction. In reaching good communication, students should be able to carry out and dig their deep understanding about how they can use English orally as well as they can (Wael, Asnur & Ibrahim, 2018). A language learner does not differentiate the ability to communicate (Saputra, D., & Akib, M. 2020). The teacher take role not only to teach but also to evaluate. These two things cannot be separated. Evaluation becomes the most important component to provide students' progress in achieving the learning objective. Wael et al. (2019) found that the ability to communicate orally had a significant effect in increasing students' self-confidence and helping students to communicate well in foreign languages.

Evaluation also mandatory to be conducted during and after the learning process in the classroom. It aims to measure how far students' performance and progress in learning activities. Hence, teacher shall put the correct method in applying evaluation and test to students. In order to give the evaluation and test to students, teacher should scrutinize the interrelation of test validity and syllabus of the subject. Language learners have their own way to learn a language (Wael et al. 2023). It simply because without considering validity test based on the syllabus, therefore the achievement of learning objective towards students becomes ineffective and unreliable. In the field of education, most Indonesian students pass English reading tests, Hasanudin et al (2023).

It is essential to be the inceptive step for teacher in qualifying the test in all sub-material. As exemplified by Eger:2016 that evaluation shall not only focus on the result but also in the process of cognitive activities, as for it also shall exposure the function of evaluation, such as controlling, prognostic,

motivational, educational, informational, evolving, the function of providing feedback and more. It explains precisely that both learners and teachers should be reciprocating the feedback of evaluation. Evaluation is a systematical process in educational areas, which is continuously occur to direct validity and reliability in the test-making.

Evaluation is strongly become a necessity directed toward teacher and student. Discussing further about evaluation, there are two types of evaluation that generally used in the educational areas; Formative assessment and Summative assessment. Both have different aims that is to assess and measure students' academic performance in the class. Yet there are also several difference in between. According to (Black & William (1998;Black & William, 2006) highlight that formative assessment is type of assessment for feedback which provides support for learning. It generally occurs in the middle of term or semester to see the students' progress in learning the subject, that is also become parameter for teacher to evaluate the lack of quality teaching method. Quite similarly with summative assessment, it is the formal assessment that has set by the standards and criteria. It occurs at the end of term or semester. Commonly

Test is used to measure the ability or knowledge of students. It aims to discover students' performance in learning process. According to Koyan (2011: 7) Test is an instrument or systematic tool which contain a set of questions or tasks to measure a particular behavior on students with the help of a numerical scale or certain categories. As Mofu (2011) states, for a teacher to be able to do his/her work effectively, he/she needs to assess the progress of his or her students from time to time. Good Knowledge of where students are and how he/she is progressing helps the teacher to effectively cater to the needs of students (Chakanyuka,2000). Based on the theories, test can be categorized as good test if they have these five characteristics. They are:1) the test should be valid, 2) the test should be reliable, 3) the test should be objective, 4) the test should be practicable, and 5) the test should be economic (Djiwandono,2008; Sudjiono,2011). In all five characteristics, valid and reliable become preeminence indicators to be concerned in making the test or assessment.

Test consists of set of questions which delivered in various forms, as commonly find such as multiple choice, essays, matching, etc. They are all designed with different ways yet still in line with the purpose of understanding the whole concept of subject. The test can be considered as good test if it precise both in validity and reliability. These two items have strong correlation to each other. The test can be stated valid and reliable if teacher success to make test based on what should be tested. Furthermore, it has to provide precise and accurate measurement results in accordance with intended purpose of the test.

Validity is a degree that shows that the variable being measured is without a doubt the variable that the researcher desires to look at (Cooper and Schindler, in Zulganef, 2006). While reliability is a tool utilized in research to achieve statistics that may be relied on as a facts series device and is able to reveal real statistics within the field. (Sugiharto and Situnjak 2006). A valid instrument must have internal and external validity. instruments that have internal validity orrational, that is, if the criteria in the instrument rationally (theoretically) reflect what is being measured, and the instrument has validity external, namely if the criteria in the instrument are arranged based on empirical facts that already exists. (According to Sugiyono 2011:174). Therefore. based on the background, the researcher determined the research question that "Is the test item made by English test in tenth grade at SMAIT Peradaban Al-Izzah Sorong city valid?"

METHOD

The researcher used qualitative descriptive method to conduct this study. (jelasin kenapa kalian pake quali). Qualitative research was applied in order to interpret the data by analyzing "how" and "why" a particular social phenomenon occur in daily circumstances. It focuses more on words rather than numbers. For this reason, the researcher conducted qualitative descriptive method to answer the research question *"How valid the English summative test made by English teacher in Senior High School"*. The researcher chose SMAIT Peradaban Al-Izzah Sorong City to be the place of conducting this study. One of English teacher who teach at tenth-grade was a participant of this research. In order to collect the data, the researcher used interview and document analysis as the instruments in this research. The participant was get asked

with structure interview equipped with 6 open-ended questions. Furthermore, the interview question used formula by Nur Islamiyah Umar : 2022.

RESULT

This section presents and describe the result of the data which had analyzed by the researcher. The data obtained from the English teacher. In elucidating the result, it divided into two parts; document analysis and interview.

a. Result of Document analysis

In collecting data to measure the validity of English test, the researcher matching the English syllabus of tenth grade at SMAIT Peradaban Al-Izzah Sorong city and the summative test items. The amount of final test item is 26 questions in form of essay.

No.	Syllabus description	Topic	Description of the test	Number of test item
1	3.5.2. Students analyze the similarities and differences in social functions, text structure and language features.	Announcement	Mentioned the text structure, language features, and social function	1 and 2
2	3.5 Distinguish the social functions, text structures, and linguistic elements of several special texts in the form of announcements, by giving and requesting information related to school activities, according to the context of use.	Announcement	Answer the information needed in the text, begins with "how, why, what" questions.	3-7, 9-12
3	Student identified the similar meaning of the certain word	Announcement	Find the synonym of the word	8
4	4.6.1. Construct and respond to sentences requesting information about situations/actions/activities/events done/occurring in the past that refer to the time of occurrence and the end.	Simple Past Tense and Present Perfect Tense	Make sentences in forms of simple past tense & present perfect tense	13-15
5	3.7.1 Students analyze the similarities and differences in social functions, text structures and linguistic elements of recount texts.	Recount text	Figure out the social function and text structure	16-17
6	3.7.2. Students find and understand the linguistic elements of recount texts in giving and requesting information related to historical events.	Recount text	Answer the information needed in the Recount text	18-25
7	Student give the perspective about English skill that preferable as the more important	Extra question	Ask students' opinion regarding which English skills that is more important	26

Sourced by English teacher of SMAIT Peradaban Al-Izzah Sorong City

In question number 1 & 2, students are asked to mention the text structure, language features, and social function of announcement that has provide with the example text. It also equipped with precise and

clear explanation. It is in line with the English syllabus 3.5.2 about announcement that requires students to analyze the similarities and differences in social structure, text structure, and language features. In question number 3 -7, students are asked to convey the kinds of information in the announcement text which strongly related to how far student comprehend the information that retrieved in the text. To compare with the syllabus, it is appropriate with the point 3.5 states that students are expected to distinguish the social function, text structures, language features of several special text in the form of announcement, by giving and requesting information related to school activities, based on the context of use.

However, in question number 8, it is asked about synonym of the word. Students are needed to find out the synonym word that has a bold-typed in the announcement text. In question number 9-12, it is still related with announcement text topic. It presented test item that requires information of *what* and *who* questions regarding the text script. It is related with the second point that explains about English syllabus point 3.5 about giving and requesting information related to school activities, based on the context of use. In question number 13-15, it is about the Simple past tense and Present perfect tense. Students are needed to make sentences with the form of simple past tense and present perfect tense. English syllabus point 4.6.1 about construct and respond to sentences requesting information about situations, actions, activities, events done, occurring in the past that refer to the time of occurrence and the end.

In addition, in question number 16 and 17, the question delivered is about Recount text. Students are asked to identify the social function and text structure of the recount text. It is in line with the English syllabus about how to analyze the similarities and differences among social function, text structure, language features. It is available on the syllabus point 3.7.1 In question number 18-25, they contain various questions begin with *what, who, which, when,* and *why* types of questions. It provides a recount text with seven paragraphs, and students are asked to answer the question based on the information in the text. Based on the English syllabus about recount text topic point 3.7.2 about finding and understanding the language features of recount text in giving and requesting information related to historical events. In question number 26, it is the last test item. Students are asked to give opinion about which English skills that is more important, and what is the ways to improve that skill.

b. Result of Interview

The researcher has conducted interviews with one of the English teachers who teach in tenth grade. This interview aims to figure out how the English teacher make the summative test. There are 6 questions that given by researcher.

Extract 1
R : Do you make English test for students? I : Yes. I make the test for students, begins with formative assessment, grid of question, and summative test.

Based on the extract above, this is a form of confirmation that the teacher made test for the students. Begins with the formative assessment that usually held during the class or each meeting, summative test, and also the grid of questions before taking the summative or final test

Extract 2
R : How do you make or design an English test that will be given to students? I : I make it based on the syllabus, lesson plan, and the teaching material that have been taught to students. Also, I ensure that the test is in accord with the ability of students

Based on the extract 2 above, the teacher designed the English test according to the syllabus, lesson plan, and teaching material that had taught to students. And before making the test, the teacher will make sure that it is in line with the ability of student in comprehending the materials.

Extract 3
R : Are there any difficulties that you have in making the English test I : No. I don't think I've had any difficulties when making the English test so far.

Based on the extract 3 above, it explains that during teaching-learning process until making the test, the teacher did not find any obstacles to make the English test. As it confirmed previously that the teacher made the English test based on the ability of students

Extract 4
R : Is there any items analysis before the question are test on students? I : Yes, there is. I must analyze whether the questions fall into the LOTS (Lower Order Thinking Skills), MOTS (Middle Order Thinking Skills), and HOTS (Higher Order Thinking Skills). Also, the portion of these three categories must be equal, and from this category, the score, of course, also differs for each question

Based on the extract 4, the first thing to be considered for teacher before make English test is analyze which question that categorized as LOTS (Lower Order Thinking Skills), MOTS (Middle Order Thinking Skills), and HOTS (Higher Order Thinking Skills). In addition, the teacher ensures that among three categorizations for the amount of test item must be equal. And also, the score for each question is differ for one another.

Extract 5
R : Are there any standards or criteria for making test determined by the school? I : Yes, there are. The school required teachers to design a test under the criteria of LOTS (Lower Order Thinking Skills), MOTS (Middle Order Thinking Skills), and HOTS (Higher Order Thinking Skills). And the test question types for English lessons are gap-filling, matching, cloze, open questions, and error correction.

Based on the extract 5 above, the teacher confirmed that criteria or standards that applied for the test is sourced from school policy. It requires teacher to design the English test based on LOTS (Lower Order Thinking Skills), MOTS (Middle Order Thinking Skills), and HOTS (Higher Order Thinking Skills). The types of question that become standard for English lesson are gap-filling, matching, cloze, open questions, and error correction.

Extract 6
R : Is the test made by you easy for students to understand? I : Yes. Because before designing the test, I usually give the grid of questions to students. If they can understand my explanation, I would use it as a question test.

Based on extract 6, the teacher will give the grid of questions to students before making the test, so that the test is according to students' understanding in learning the material.

DISCUSSION

Based on the result above, the researcher has determined the final judgment to measure how valid English test made by English teacher in Senior High School degree. A test is valid if it measures what it supposed to measure. In order to measure it, it must be analyzed first by matching the English syllabus-- which is a learning objective and goals in the period of semester or terms and the test item that given in the end of the semester—as it called as summative test. In this research, the researcher would like to find out the validity of English test made by English teacher. After analyzing the data, the researcher found that most of the test item can be said valid, because the quality of test item is equal and in line with the purpose of TLP (Teaching Learning Process) which can be found in the English syllabus. But there are also some points that should be evaluated more.

Yet there are also some of test items that categorized as invalid. Firstly, there are some of test items about recount text in number 16-25 is considerably as invalid. it only contains one script about recount text yet it provides too many questions which is less effective in measuring students' understanding about recount text. The researcher suggests that the teacher should add another recount text script to the test item so that the whole 10 question of recount text is equipped by various script example.

The question number 26 is not related to the English syllabus, because this question only needs pure perspective and opinion from students. Students are asked this question is because it will be the evaluation towards teacher in order to measure and assess each student's choice in learning English skills. This is categorized as extra question which helps both student and teacher to recognize the which language skill that preferable. In the final test, this type of question should not be appeared, because that is not exactly related with the material and topic that has been taught previously. So, in conclusion, the question number 26 is invalid.

CONCLUSION

Based on the discussion that has been explained, the researcher draws the conclusion that most of summative test item that given to student is valid and according to syllabus and learning objective. It contains appropriate types of question which succeed to measure what it supposed to be measured. But, there are also several test item that can be said invalid. The suggestion from the researcher towards the teacher is to create more various example of script text in particular material, since it provides too many questions which is ineffective In addition, in order to see students' perspective in viewing the most

important English skill, it would be much better to put that question in another test: feedback & evaluation instead of insert it to the summative test item. Therefore, it can be concluded that this research can be the evaluation for English teacher who teaches in tenth grade in SMAIT Peradaban Al-Izzah in making the next test item to improve the quality of Summative English test.

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