

**CONTENT VALIDITY ANALYSIS OF ENGLISH
FORMATIVE ASSESSMENT IN 8TH GRADE OF
SMP AL- IRSYAD AL-ISLAMIYYAH
PURWOKERTO**



THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of IAIN Purwokerto
as a Partial Fulfillment of the Requirements for Achieving the Degree of
Sarjana Pendidikan (S. Pd.) in English Education**

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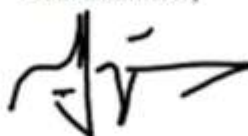
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MOTTO

Be what you wanna be, not what world wants you to be.

(Dinda Syifaun Nida)



DEDICATION

My beloved parents, Iwan Suryana and Farikhah,

My beloved brothers and sisters, My beloved friends, and readers who have taken
the time to read this Thesis



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In the name of Allah. The benefit and The Merciful. All praises and thanks be to Allah SWT, the Lord of universe, who has given. His blessing, guidance, loves and helps to the writer for completing this thesis. Piece and salutation be upon to our beloved prophet Muhammad SAW, his family, companions, and his faithful forever.

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16. All of sahabat-sahabati PMII Rayon tarbiyah who give many lesson of life that I will not forget.
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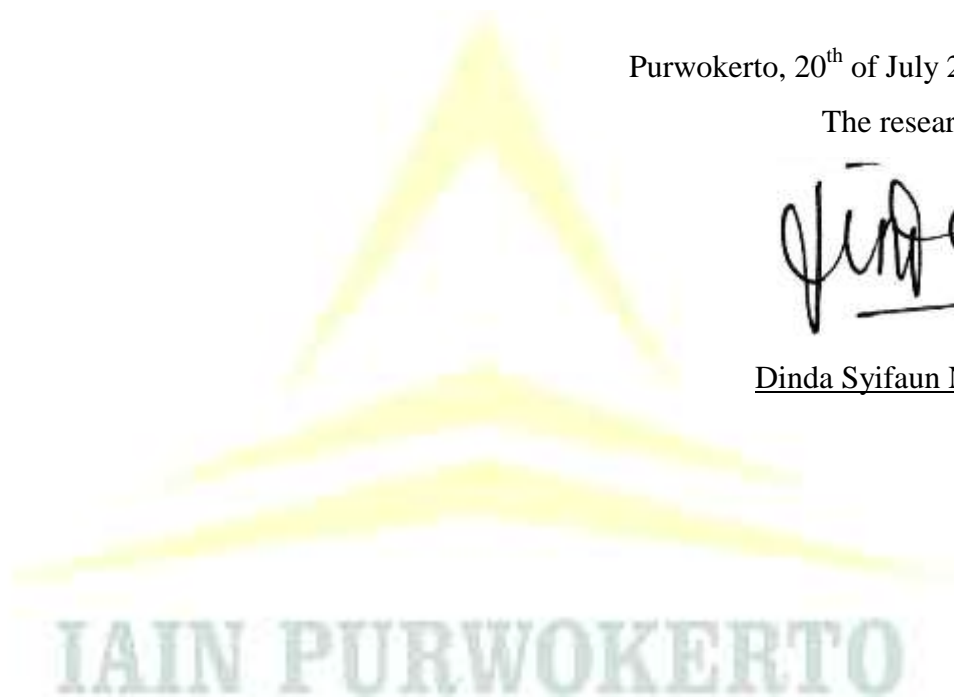
There is no string of pearls of words that the researcher can convey, except for thank you and prayers for all parties who have helped in the completion of the preparation of the thesis for the researcher, hopefully all good deeds received by Allah SWT. and hopefully this thesis can provide benefits to writers in particular, and to readers in general. Amiin yaa rabbal'alamiin.

Purwokerto, 20th of July 2020

The researcher



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CONTENT VALIDITY ANALYSIS OF ENGLISH FORMATIVE ASSESSMENT OF 8TH GRADE IN SMP AL-IRSYAD AL- ISLAMIYYAH PURWOKERTO

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ABSTRACT

Assessment is any of variety of procedures used to obtain information about students' performance. It is a general term that includes the full range of procedures used to gain information about students' performance in learning including project, observation, and paper based assessment. Content validity aspect means that a test measure the appropriate content based on the objective that teachers are measuring. This research aims to analyze the quality of English formative assessments made by teacher in SMP Al-Irsyad Al-Islamiyyah Purwokerto based on the aspect of content validity. The researcher analyzed the quality of English formative assessment based on the aspect of content validity and described the conformity of English formative assessment to the syllabus.

This research was descriptive qualitative research. The primary sources of this research was the script of English formative assessment for 8th grade in SMP Al-Irsyad Al-Islamiyyah Purwokerto, and was added by another source from the interview with the teacher. The researcher used interview and documentation as the technique of collecting data. The techniques of analyzing data were identification, explanation and calculation.

The result of the research was the percentage and the explanation of content validity of the English formative assessment in SMP Al-Irsyad Al-Islamiyyah Purwokerto. According to the analysis that the researcher did, the quality of English formative assessments based on content validity aspect was good (80%) and very good (100%). From four assessments that the researcher analyzed, there were three assessments that contained some questions that did not conform to the indicator in the syllabus.

Keyword: content validity, English formative assessment

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CHAPTER I

INTRODUCTION

A. Background of the Study

In the world of education, the quality improvement needs to be continued both from the system and teaching and learning techniques in class. The components in learning in the form of objectives, learning processes and evaluations are an inseparable unit.

In teaching learning process, evaluation has an important role for evaluation as the tool for examining the skills and knowledge of the students. Evaluation is a one of step that cannot be separated in teaching learning process. According to Mehrens evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives. Used in this way, it encompasses but goes beyond the meaning of the terms test and measurement. It is the determination of the congruence between performance and objectives.¹ Gullo states that Evaluation is the process of making judgments about the merit, value, or worth of educational programs, projects, materials, or techniques. Assessments may be used during the process of educational evaluation in order to make these judgments. It is professional judgment or as a process that allows one to make a judgment about the desirability or value of something. In order to know how well the result of teaching learning process, a teachers must be evaluate it. By evaluation the teachers can collect information or can have picture describing how well teaching learning activity succeeded.²

One of the ways to evaluate students is by giving assessment to the student. According to Grounlund, assessment is any of variety of procedures used to obtain information about students' performance. It is a general term that includes the full range of procedures used to gain information about

¹ William A. Mehrens, *Measurement and Evaluation in Education and Psychology (4th Edition)*, (USA: Ted Buchhoz, 1991), hlm. 4

² Dominic F. Gullo, *Understanding Assessment and Evaluation in Early Childhood Education (2nd Edition)*, (New York: Teachers College Press, 2005), hlm. 6

students' performance in learning including project, observation, and paper based assessment. It is activity or process that systematically measures a student's ability.³ Brown stated that formative assessment is evaluating students in the process of forming their competencies and skills with the goal of helping them to continue that growth process.⁴ According Gullo, the purpose of assessment is to gain an understanding of a child's overall development.⁵ This would be helpful for the teacher in order to identify those areas where specific help or teaching is required. For the assessment aims to measure the ability of the students, teachers have to make sure that the quality of the assessment is in good quality and can measure properly. To make sure that the assessment that teachers make for the student has good quality and can measure properly, teachers need to analyze the quality of the assessments.

Assessment is said as an effective assessment when it is based on the principles of language assessments. Those are practically, validity, reliability, authenticity and washback. One of those aspects is content validity. Content validity means that the assessment must be in accordance with the contents in the applicable curriculum for the curriculum is a guide for teachers in teaching and learning activities, so the material obtained is also in accordance with the curriculum.⁶ Assessment analysis needs to be done in order to improve the quality of an assessment, both the overall quality of the assessment and the quality of each item of the assessment. Assessment as a selection and evaluation tool is expected to produce scores or scores that are objective and accurate. If the assessment used by teachers is not good, the grades obtained by students are not objective and means students are treated unfairly. Therefore it needs to be endeavored that the tests given to students as far as possible are quite good and of good quality viewed from various aspects. The

³ Groundlund, *Measurement and Evaluation in Teaching*, (USA: Mc, 1998), hlm. 28

⁴ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*. (San Fransisco: Longman, 2003), hlm. 6

⁵ Dominic F. Gullo, *Understanding Assessment and Evaluation in Early Childhood Education (2nd Edition)*, (New York: Teachers College Press, 2005), hlm. 6

⁶ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*. (San Fransisco: Longman, 2003), hlm. 28

test should be arranged in accordance with the procedures and principles for preparing the test. After use, please note whether the test is quite objective and effective, or classified as bad.

This research came from the fact that teachers especially English teacher in SMP Al-Irsyad Al-Islamiyyah Purwokerto do not check the quality of the assessment that they give to the students even more a formative assessment.⁷ The researcher thought that it was an issue in educational fields for the important thing to do in evaluating is not commonly done by teachers. When an assessment is considered has a good quality, it can measure exactly what the teachers need to measure their students. Determine whether a quality problem or not, it is necessary to analyze the item.

The researcher chose the place of the research in SMP Al-Irsyad Al-Islamiyyah Purwokerto. This school is an Islamic and language based school that is known as one of good school in Purwokerto. Based on the preliminary research that the researcher did on October in SMP Al-Irsyad Al-Islamiyyah Purwokerto, teachers made the formative assessment, as a teacher-made assessment and some were from the adaptation of the source book. The researcher got the fact that the teachers almost do not analyze the quality of the daily assessment. The researcher chose the 8th grade assessments as the object of the research for the 8th grade was the grade that have the most formative assessments among the three grades in SMP al_irsyad Al-Islamiyyah Purwokerto. Based on the fact that the researcher provides above, the researcher was interested in analyzing the quality of English formative assessment especially English daily assessment. The goal of analyzing the quality of English daily assessment is to make the new level of quality in the next English daily assessment and to improve students' skills and knowledge.

B. Research Questions

The problems that were analyzed in this research are:

⁷ Based on the interview with Mr. Ade on preliminary research, the result of interview can be seen in appendices

1. How is the quality of English formative assessment based on content validity aspect?
2. How is the conformity of English formative assessment to the syllabus?

C. Objectives and Significances of the Research

1. The objectives of the research are:
 - a. To analyze the quality of English formative assessment based on the aspect of content validity.
 - b. To describe the suitability of English formative assessment to the syllabus.

2. The significances of the research

There are two kinds of significances of this research as follows:

- a. Theoretical significances

Theoretical significances of this research are:

- 1) The researcher expects this research can be useful to improve the good quality of English assessment, especially related to the aspect of content validity.
- 2) The researcher expects this research can be used as reference for further research.

- b. Practical significances

Practical significances of this research are:

- 1) For teacher

This research can help teacher in improving the quality of assessment and use the analysis for future learning activities.

- 2) For school

The results of this study can be used as information in the preparation and development of the assessment and evaluation of learning.

- 3) For reader

As a reference for similar research, in improving the quality of the assessment instrument in the world of education

D. Limitation of the Problem

The researcher necessary limited the problem in order to focus on this study. This research was conducted to describe the quality of formative assessments based on the content validity that is given to assess and evaluate the 8th grade in SMP Al-Irsyad Al-Islamiyyah Purwokerto. Marien H, Enerson said on his book that content validity refers to representative ness of the sample of questions included in the instrument contains a set of items that sample a construct's various area that gives its proportionate emphasis.⁸

In order for research more focused and not widespread from the discussion in question, in this thesis the research limits it on the scope of research as follows:

- a. The research focused only on the English formative assessment for 8th grade students in SMP Al-irsyad Al-Islamiyyah Purwokerto
- b. The research focused only on multiple choice items and essay.

E. Definition of Key Term

The definition of key term is important to give a guideline of the research will be conducted. Related to this research, there are some key terms to guide the conduct of this research. Those are:

1. Content validity

According to Brown, validity refers to the extent to which inferences made from assessment result are appropriate, meaningful and useful in terms of the purpose of the assessment. Content validity aspect means that a test measure the appropriate content based on the objective that teachers are measuring.⁹

2. Formative assessment

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or

⁸ Marlene E. Henerson, *How To Measure Attitudes* (USA: Regent of University of California, 1981), hlm. 59

⁹ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice.* (San Fransisco: Longman, 2010), hlm. 29

tries out a new word, the teacher subconsciously makes an assessment of the student's performance.¹⁰ Formative assessment means evaluating students in the process of forming their competencies and skills with the goal of helping them to continue that growth process.¹¹

F. Review of the Previous Studies

Based on several sources related to this research, there are previous researches related to the topic of this research. The comparisons of the previous research are provided as follows.

The first, a research entitled *An Analysis of English Summative Test for the Second Grade Students of Junior High School 2 Kartasura in academic Year 2016/2017*, was written by Rahmawati Maisa from IAIN Surakarta in 2017. This research analyzed the quality of summative assessment based on the suitability to the syllabus based on KTSP. This research aimed to describe about the content material tested in English summative test for the second grade students of SMPN 2 Kartasura whether suitable with their English syllabus KTSP. The linkage of these two researches is both research analyze the quality of English assessment. While the difference is this research analyses the summative test, while the researcher tries to analyze formative assessment.

The second, a research entitled *An Analysis of Test Items Based On the Criteria of Good Tests*, was written by Nur Sartika Putri in 2013. The problem of the research was focused on the quality of test items used in semester exams. The objectives of the research were intended to determine the quality of English semester test items whether or not fulfilled the following criteria of a good test. The linkage of both researches is both analyze the quality of English assessment, while the difference is This research analyzed the

¹⁰ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*. (San Fransisco: Longman, 2003), hlm. 4

¹¹ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*. (San Fransisco: Longman, 2003), hlm. 6

assessment based on the criteria of good test, while researcher tries to analyze the assessment based on the content validity aspect.

The third, a research entitled *An Analysis of Authenticity of Teachers' made Assessment and its Contribution to Students' English Achievement*, was written by Era Adnyayanti from Ganesha University of Education Singaraja in 2013. This research aimed at analyzing the authenticity of teacher's made assessment and its contribution to students' English achievement. 35 Junior High School English teachers in Buleleng Regency were used as the subjects in this research. The linkage of both researches is both describe the analysis of assessment quality, while the difference is this research analyses the assessment based on authenticity aspect, while the researcher tries to analyze the assessment based on content validity.

G. Structure of the Research

To make a systematic research, it is necessary to classify the structure of the research. The structure of the research will be explained as follows:

Chapter I presents an introduction. It has eight sub sections, those are background of the study, operational definition, research question, objectives and significances of the research. Review of relevant studies, literature review, research method and structure of the research.

Chapter II presents the theories of content validity analysis of English daily assessment in 8th grade of SMP Al-Irsyad AL-Islamiyyah Purwokerto. These part consist of three subsections, those are content validity, English daily assessment and SMP Al-Irsyad AL-Islamiyyah Purwokerto.

Chapter III presents the research methods. This chapter deals with the research design, subject of the study, object of the study, instrument for obtaining data, technique of collecting data and technique of analyzing data.

Chapter IV presents the result findings of the research. It deals with the result of analyzing the English daily assessment in SMP Al-Irsyad AL-Islamiyyah Purwokerto.

Chapter V presents the conclusion and suggestion of the research. In this chapter, the researcher concludes and gives the suggestion dealing with the research.



CHAPTER II

LITERATURE REVIEW

A. Language Assessment

1. Definition of Assessment

In order to know how far students understand about one material, teacher should evaluate their students. By evaluating, teachers are able to know how the teaching learning process affects to the students. There are many ways to evaluate the students. One of the ways is giving the assessment to the students.

According to Grounlund, assessment is any of variety of procedures used to obtain information about students' performance. It is a general term that includes the full range of procedures used to gain information about students' performance in learning including project, observation, and paper based assessment.¹² Gullo states that assessment is a procedure used to determine the degree to which an individual child possesses a certain attribute.¹³

Brown figured the relation between test, measurement, assessment, teaching and evaluation in a diagram that researcher draw as follow:

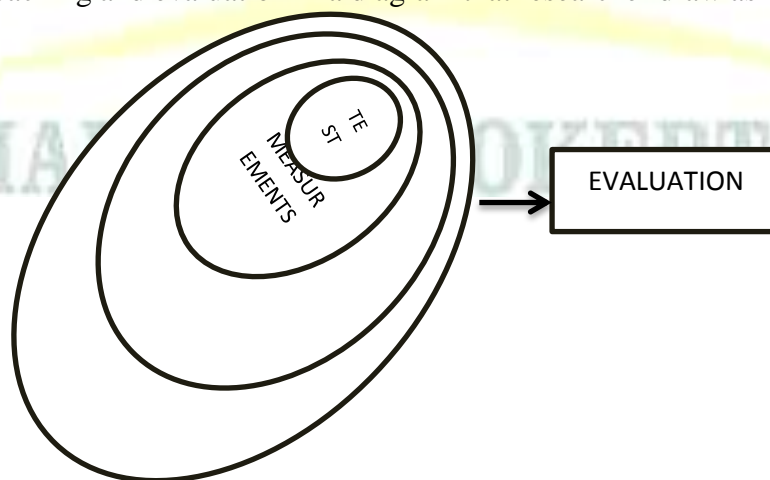


Diagram 1. The relation between test, measurement, assessment, teaching and evaluation based on Brown

¹² Groundlund, *Measurement and Evaluation in Teaching*, (USA: Mc, 1998), hlm. 28.

¹³ Dominic F. Gullo, *Understanding Assessment and Evaluation in Early Childhood Education (2nd Edition)*, (New York: Teachers College Press, 2005), hlm. 6.

From the diagram above, Brown stated that assessment is a part of teaching activity especially the evaluation of teaching itself that contains from measurements and also test. According to Brown an assessment can be formed as a measurement or as a test.¹⁴

Based on the definitions above, the writer conclude that assessments is the way to evaluate the students where teachers are able to collect the information from the students and conclude how far students understand about the learning and how effective the teaching learning process that the teachers give to the students.

2. The Purposes of Assessments

The general purposes of assessment are to make improvements, as opposed to simply being judged, to measure the performance of our students and the progress that they are making, to diagnose the problems they have and to provide them with useful feedback, placing students into one of several levels of a course, to diagnose student's strength and weaknesses according to specific linguistic category.

3. The Types of Assessments

Brown classified the types of assessment into four categories, those are time and period, formality, referenced, and purpose that will be explain as follows:

a. Time and period

1) Formative

Formative assessment means evaluating students in the process of forming their competencies and skills with the goal of helping them to continue that growth process.¹⁵ Furthermore, formative assessment has function to give information which parts of the lesson that have been comprehended by the students

¹⁴ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*.(kota: Longman, 2010), hlm. 6

¹⁵ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*.(kota: Longman, 2010), hlm. 6

and which part have not yet. The example of formative assessment is pretest, daily assessment, etc.

2) Summative assessment

The teaching learning process in school is divided into two term, those are the first term or semester, and the second term or semester. The summative assessment is a assessment to evaluate the whole of student's comprehension of the materials given by the teacher with the other in the same stage after teaching learning program in the end of a semester or an academic year. Summative assessment methods are made to determine what a student has accomplished at the beginning or the end of language course, the teacher gives a final mark to the students.

Summative assessment aims to measure or summarize what a student has grasped and typically occurs at the end of a course or unit of instruction.¹⁶ The summative test is intended to show the standard which the students have reached in relation to other in the same level. It is typically in the end of a course or unit instruction.¹⁷ In conclusion, summative assessment is an assessment that is given in the end of term or semester that has purpose to know how well students pass the semester.

b. Formality

1) Informal assessment

Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students. The example of informal assessment is saying 'Good job!' to the student who has done the work well.

¹⁶ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*, (San Fransisco: Longman, 2010), hlm. 8.

¹⁷ Rahmawati Maisa, *An Analysis of English Summative Test For the Second Grade Students of Junior High School 2 Kartasura in Academic Year 2016/2017*, (Surakarta: IAIN Surakarta. 2017) hlm.39

2) Formal assessment

Formal assessment is exercise or procedure specifically designed to tap into a store house of skills and knowledge. The example of formal assessment is journal or portofolio.

3) Self-assessment

Self-assessment means the students asses their own progress on a subject or material. Students with their creativity will assess themselves to know how far they have understood about the materials that were given by the teacher.

c. Referenced

1) Norm-referenced assessment

Norm-referenced assessment means each test-taker's score is integrated in relation to a mean, median and percentile score. This kind of test aims to place the test-takers along a mathematical continuum rank in order. The example of non-referenced assessment is TOEFL.

2) Criterion-referenced assessment

This assessment is designed to give the test-takers feedback. The example is classroom based assessment.

d. Purposes

1) Achievement test

Achievement test is related directly to classroom lessons, unit, or even a total curriculum. This is limited to particular material covered in curriculum within a particular time frame, and is offered after a course has covered the objectives in question.¹⁸ It is similar to the progress test in that it measures how much has learned in the course of second-language instructions.¹⁹ It aims to measure learners' ability within a classroom lesson, unit, or even

¹⁸ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*. (San Fransisco: Longman, 2010), hlm 391

¹⁹ Vallete Rebecca M., *Modern Language Testing*, (New York: Harcourt Brace Jovanovich Inch.), hlm. 5

total curriculum. The examples are quiz, mid-term test, and final test.

2) Diagnostic test

Diagnostic test aims to diagnose aspect of language that a student needs to develop or that a course should include. It is intended to diagnose learning difficulties before the instructions. Thus, the main aim is to determine the cause of learning difficulties and then to formulate the remedial plan. The example of diagnostic test is a pre-test. Diagnostic language test seeks to identify the specific strengths and weaknesses of a foreign language student. It may contain the same types of test items which are used in the achievement or proficiency test

3) Placement test

Placement test is intended to provide information which will help to sort or place students into groups according to their language ability at the beginning of a course.²⁰ It aims to place a student into particular level or section or language curriculum or school. In conclusion, placement test is a test that is given before a course starts to measure the ability of the students so that they can be classified into several groups based on their ability. Placement tests within an institution have an important position, with no placement test can lead to difficulty grouping in determining the degree to which a student's abilities.

4) Proficiency test

Proficiency test is designed to measure people's ability in a language, regardless of any training they may have in that language. The content of proficiency test is based on a specification of what candidates have to be able to do in the

²⁰ J.B Heaton, *classroom Testing*, New York: Longman Inc., 1990) hlm. 15

language in order to be considered proficient.²¹ Proficiency test is used to test global competence in English. The example is TOEFL test.

4. Principles of Language Assessment.

The principles of language assessment consist of five aspects as validity, reliability, practicality, authenticity and wash back. Those will be explained as follows:

a. Validity

Brown stated that validity is the most complex criterion of an effective assessment and arguably the most important principle of language assessment.²² Validity means the extent to which inferences made from assessment result are appropriate, meaningful, and useful in term of purpose of the assessment.²³ A valid assessment means measuring what it purposes to measure, not measuring irrelevant variables, relying as much as possible on empirical evidence, involves performance that samples the test criterion, and being supported by theoretical rationale or argument. Validity is a matter of degree, not all or none. According to Weir validity is broadly defined as nothing less than an evaluative summary of both the evidence for and the actual – as well as the potential – consequences of score interpretation and use (i.e., construct validity conceived comprehensively). This comprehensive view of validity integrates considerations of content, criteria and consequences into a comprehensive framework for empirically testing rational hypotheses about score meaning and utility.²⁴

Validity of assessment is divided into four sub sections, those are:

²¹ Arthur Hughes, *Testing for English Teacher*, (New York: Cambridge University Press, 2003), hlm. 11

²² Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*. (San Fransisco: Longman, 2010), hlm. 29

²³ Groundlund, *Measurement and Evaluation in Teaching*, (USA: Mc, 1998), hlm. 226

²⁴ Cyril J. Weir, *Language and Testing Validation*, (New York: Palgrave Macmillan, 2005), hlm. 13

1) Face validity

Face validity is a surface or appearance of a test. It refers to the test's surface credibility and public acceptability, and is frequently dismissed by testers as being unscientific and irrelevant.²⁵ A test has face validity when the items look like they measure what the test is supposed to measure.²⁶ The level of face validity is known by doing rational analysis every test must be checked at least by face validity analysis. Although this analysis is classified as the weakest, but it is better to do it by then continuing the next analysis. Test that does not follow the rules of writing question items will look chaotic and confusing students.

2) Content validity

Content validity is the most appropriate for evaluating the validity of a test.²⁷ It is considered with how well the sample of test represents the domain of task to be measure. This is also called as curricular validity, because materials that will be tested are based on curriculum. So, the way to know the content validity is by looking the objectives of curriculum and the material of the test.²⁸ Content validity involves how adequately the test samples the content area of the identified construct. The level of content validity can be determined by rational analysis. The

²⁵ J. Charles Anderson, Caroline Clapham, and Dianne well, *Language Test Construction and Evaluation*, (New York: Cambridge University, 1995), hlm. 172

²⁶ Nofiyanti, Analysis on the Content Validity of the Summative test for the First year Students of Junior High School (A Case study of SMPN 87 Jakarta), (Jakarta:UIN Syarif Hidayatullah) hlm.20

²⁷ Nofiyanti, Analysis on the Content Validity of the Summative test for the First year Students of Junior High School (A Case study of SMPN 87 Jakarta), (Jakarta:UIN Syarif Hidayatullah) hlm.19

²⁸ Cohen Ronald Jay, *Psicological Testing and Assessment*, (California: Mountain view, 1988), hlm.178

principle of content validity is to examine each item whether it is in accordance with the subject matter to be measured.

3) Criterion validity

Criterion related validity involves examining the relationships between the test and external variables that are thought to be direct measure of the construct. The criterion validity is known by empirical technique. It means that getting the validity by calculating the correlation coefficient between the relevant test and other tests as criteria. Tests that can be used as criteria are tests that have previously been considered valid.

4) Predictive validity

This validity can indicate the extent to which the relevant test scores can be used to predict students' future success in a particular field.

b. Reliability

A reliable assessment means that the assessment is consistent and dependable.²⁹ reliability is a series of measurements or series of measuring instruments have consistency when measurements made by the measuring instrument it is done repeatedly. The reliability test is the degree of regularity (consistency) of a test, namely the extent to which a test can be trusted to produce a score that is steady, relatively unchanged although tested on different situations.³⁰ A reliable assessments means the assessment is consistent in its occasion across two or more administration, giving clear direction for scoring, having a uniform rubrics for scoring, and containing items that are

²⁹ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*.(San Fransisco: Longman, 2010), hlm. 27

³⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta. 2017), hlm. 97

unambiguous to the test taker. Reliability is expressed as a number, usually as a coefficient. high coefficient means high reliability.

There are four general classes of reliability estimates, each of which estimates reliability in a different way. They are:

1) Inter-rater or inter-observer reliability

It is used to assess the degree to which different raters/observers give consistent estimates of the same phenomenon.

2) Test-retest reliability

It is used to assess the consistency of a measure from one time to another.

3) Parallel-forms reliability

It is used to assess the consistency of the results of two test constructed in the same way from the same content domain.

4) Internal consistency reliability

It is used to assess the consistency of results across items within a test.

c. Practicality

Practically refers to the logistical, down-to-earth, administrative issues involved in making, giving, and scoring an assessment instrumental. It includes cost, the amount of time it takes to construct, and to administer, ease of scoring, and ease of interpreting the result. A practical assessment means the assessment stays within budgetary limits, can be completed by the test taker within appropriate time constraints, has clear directions for administration, appropriately utilizes available human resources, does not exceed available material resources, and considers the time and effort involved for both design and scoring.

d. Authenticity

Brown stated that authenticity is a sub of principles of language assessments that is difficult to define especially within the art and science evaluating and designing assessments. It is the degree of

correspondence of the characteristics of a given language test task to the features of a target language assessments.³¹

e. Wash back

Wash back is the effect of testing on teaching and learning.³² Wash back effect may refer to both promotion and inhibition on learning. An assessment that provides beneficial wash back positively influences what and how teachers teach. Positively influences what and how learners learn, offers learners a chance adequately prepare, gives learner feedback that enhances their language development, is more formative in nature than summative, and provides condition for peak performance by the learner.

5. Formative Assessment

Brown stated that formative assessment means evaluating students in the process of forming their competencies and skills with the goal of helping them to continue that growth process.³³ According to Hughes, formative test is the test that is given frequently during the course of instruction and the data are used to modify and direct learning and instruction, we are engaged.³⁴ It is intended to monitor learning progress during the instruction and to provide continuous feedback to both pupil and teacher concerning learning success and failures.

Based on the explanation, the writer concludes that formative assessment is an assessment that is given frequently in a certain time during the teaching learning process, usually after a chapter has been passed in learning. it has function to evaluate the students whether they understand about one chapter or not. This is also a controlling for

³¹ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*. (San Fransisco: Longman, 2010), hlm. 36

³² Arthur Hughes, *Testing for English Teacher*, (New York: Cambridge University Press, 2003), hlm.1

³³ Douglas Brown, *Language Assessment Principle Principles and Classroom Practice*. (San Fransisco: Longman, 2003), hlm.6

³⁴ Arthur Hughes, *Testing for English Teacher*, (New York: Cambridge University Press, 2003), hlm. 53

the teacher in order to know whether the teachers give an effective learning or not.

There are several benefits of formative test are as follows:

- a. To determine the value: Used to determine whether students have mastered the material overall program.
- b. Reinforcement for students: Knowing that the test is done is produce a high score as expected, then students feel a "nod" from the teacher, and this is a sign that what had possessed a true knowledge. Thus, the knowledge that will increase in memory imprint. Besides, marks the success of a lesson will increase students' motivation to study harder, in order to maintain the value is good or better obtain it.
- c. Repair efforts the students. Feedback obtained after conducting tests students know their weaknesses. So that students know the chapters which are still not mastered. Thus there is no motivation to improve the control.
- d. As the diagnosis. That lesson is being learned by students is a series of knowledge and skills. By knowing the formative test results, students can clearly know which part of the lesson material that was difficult.

B. Content Validity Analysis

Content validity comes from the principles of language assessment. According to Hughes a test is said to have content validity if its content constitutes a representative sample of the language skill, structure, etc. with which is it mean to be concerned.³⁵ Mehrens stated that Content validity is typically determined by a thorough inspection of the items.³⁶ Content validity talks about the content of the test. Each item is judged on whether or not it

³⁵ Arthur Hughes, *Testing for English Teacher*, (New York: Cambridge University Press, 2003), hlm.26

³⁶ William A. Mehrens, *Measurement and Evaluation in Education and Psychology* (4th Edition), (USA: Ted Buchhoz, 1991), hlm.267

represents the total domain or the specified subdomain. Some individuals report a content-validity index as the proportion of items rated as matching the domain or subdomain, which it was originally intended to sample. Although a detailed, systematic, critical inspection of the test items is probably the single best way to determine content validity such inspection may be a little subjective.

According to Grounlund, content validity means comparing the assessment tasks to the specifications describing the task domain under the consideration.³⁷ It means that how well the sample of assessment tasks represents the domain of tasks to be measured and how it emphasizes the most important content. Davidson said in his book that Content validity is defined as any attempt to show that the content of the test is a representative sample from the domain that is to be tested.³⁸ For example of the academic reading test it would be necessary to show that the texts selected for the test are typical of the types of texts that would be used in first-year undergraduate business courses. According to Harrison, content validity concern with what goes into the test. The content of a test should be decided by considering the purpose of the assessment, and then draw up a list known as a content specification the content specification is important because it ensure as far as possible that the assessment reflects the areas to be assessed in suitable proportions and also because it represents a balance sample, without bias towards the kinds of items which are easiest to write toward the assessment material which happened to be available.³⁹

Based on the explanation above, the researcher concludes that content validity refers to each items of the assessment that is accordance with the curriculum that is used in teaching and learning process before the assessment

³⁷ Groundlund, *Measurement and Evaluation in Teaching*, (USA: Mc, 1998), hlm. 78

³⁸ Glenn Fultcher and Fred Davinson, *Language Testing and Assessments*, (New York: Routledge, 2007). Hlm. 6

³⁹ Nofiyanti, Analysis on the Content Validity of the Summative test for the First year Students of Junior High School (A Case study of SMPN 87 Jakarta), (Jakarta:UIN Syarif Hidayatullah) hlm.19

is held. It deals with the suitability between the instruments of the assessment and the curriculum that is used.

According to Hughes, an assessment is said to have content validity if its contents constitutes a representative sample of the language skills, structure, etc.⁴⁰ Content validity involves how adequately the test samples the content area of the identified construct. Content validity is typically based on professional judgments about the appropriateness of the test content. It is considered with how well the sample of test represents the domain of task to be measure. This is also called as curricular validity, because materials that will be tested are based on curriculum. So, the way to know the content validity is by looking the objectives of curriculum and the material of the test.

In analyzing content validity of assessment, the consideration that should be focused is based on what form the assessment is provided. Based on Majid, the consideration will be as follows:

- a. The test must be in accordance with the standards of competence and indicators in the curriculum.
- b. Question and answer is clear
- c. Content of the materials in question in accordance with the type of school and classroom level.

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⁴⁰ Arthur Hughes, *Testing for English Teacher*, (New York: Cambridge University Press, 2003), hlm. 11

BAB III

RESEARCH METHODOLOGY

A. Type of the Research

Type of the research that were conducted by the researcher is field research where the research examines and collects the data by gaining information from the informant and the evidence documents directly to the location of the research. This research used qualitative approach to place problems that require deeply the context of time and situation in question appropriate with the condition in the field through descriptive method, but the researcher used numeric data and any formula in analyzing the object of research to the percentage of the quality of content validity of the assessment as the result of the research.

B. Research Location

In this research, researcher took the location of the research at SMP Al-Irsyad Al-Islamiyyah Purwokerto located in Jl. Prof. Suharso, Arcawinangun, purwokerto Timur District, Banyumas Regency, Central Java. The researcher chose to undertake the research on the premises on the basis of the following reasons:

1. SMP Al-Irsyad Al-Islamiyyah Purwokerto is an Islamic based school that applies Islamic value in teaching and learning activity. This is suitable to the background of the institution of the researcher.
2. SMP Al-Irsyad al-Islamiyyah is also a language based school especially English and Arabic.
3. The fact that many teachers in this school have not analysis the quality of the assessment especially the formative assessment.

C. Data Sources

1. Primary Source

Primary source means data source that directly provides to the researcher. The primary data sources of this research were obtained from:

- a. The scripts of the English daily assessment for the 8th grade of SMP Al-Irsyad Al-Islamiyyah Purwokerto.
 - b. The syllabus of English lesson in SMP Al-Irsyad Al-Islamiyyah Purwokerto.
2. Secondary Source

Secondary source means data source that indirectly provides to the researcher. In this research, the secondary source is obtained from the information given by the teacher in SMP Al-Irsyad Al-Islamiyyah Purwokerto.

D. Data Collection Techniques

1. Documentation

Documentation is a set of documents provided on paper or digital media that are used as the data of the research. According to Creswell, documents in the research can be public document such as newspaper and magazine or private documents such as journal and letters.⁴¹ In this research, researcher used the documentation of the English daily assessment question sheets and the syllabus used by the teacher.

2. Interview

Based on Leavy, Interview methods draw on something people are accustomed to participating in, even if not typically in formal settings.⁴² In this research, the researcher conducted an interview with an English teacher of 8th grade in SMP Al-Irsyad Al-Islamiyyah Purwokerto, named Mr. Ade. The researcher gained information related to the research by preparing some question to the English teacher to get the information about daily English assessment that is provided in SMP Al-Irsyad Al-Islamiyyah Purwokerto.

⁴¹ John W. Creswell, *Third Edition Research Qualitative, Quantitative, and Mixed Methods Approaches*, (Los Angeles: Sage Publications. 2009), hlm.181

⁴² Patricia Leavy, *Research Design Quantitative, Qualitative, Mixed Method, Arts-Based, and Community-Based Participatory Research Approaches*, (New York: The Guilford Press, 2017), hlm.139

E. Data Analysis Techniques

According to Sugiyo, Bodgan states that data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other material that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others.⁴³

In this research, the researcher will use the technique analyzing data as follows:

1. Identification

Identification is an activity where searching, collecting, researching, recording data and information. Identifying data means summarizing, choosing things that are focused, focusing on something important and getting rid of unnecessary things. The data that has been identified will provide a clear overview of conducting further data collection.

2. Data Explanation

The researcher explained the data into a table as follows:

Tabel 1. The Conformity the items number and the indicators

NO	INDICATORS THAT ARE IN THE SYLLABUS	ITEM NUMBERS	TOTAL NUMBERS

Tabel 2. The Unconformity the items number and the indicators

NO	INDICATORS THAT ARE NOT FOUND	ITEM NUMBERS	TOTAL NUMBERS

⁴³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2017), hlm. 20

Table 3. The explanation of each item that conform to the indicator

Items number	Question

Explanation:

Table 4. The explanation of each item that did not conform to the indicator

Items number	Question

Explanation:

3. Calculation

After the data being identified and provided in a table, the researcher calculated the percentage of the validity. The formula that will be used in analyzing the content of validity is:

$$P = \frac{F}{N} \times 100\%$$

P=Percentage

F= Frequency of conformity

N=Number of sample⁴⁴

It was used to see how many percent the assessment covers the instructions of the curriculum. The assessments were studied in the terms of their conformity to the curriculum. Based on Maisa, Arikunto said that the percentage is classified as follows:

81% -100% = Very good

61 % - 80 % = Good

41 % - 60 % = Fair

21 % - 40 % = Poor

⁴⁴ Ardhiyan Nugrahanto, dwi Winarsih, Farikah, *The Content Validity of rge Summative Test Items of English of rhe 10th grades of SMA Negeri 1 Magelang in the School Year 2015/2016*, Jurnal of Research on Applied Linguistics, language and Language Teaching Vol. 68 No. 2.

0% - 20 % = Very poor

Based on the classification above, it can be describe:

- a. If the result of suitable of English formative assessment item with syllabus is 0 – 20 %, it means the content validity of the test is very poor.
- b. If the result of suitable of English formative assessment item with syllabus is 21% – 40 %, it means the validity of the test is poor.
- c. If the result of suitable of English formative assessment item with syllabus is 41 % – 60 %, it means the content validity of the test is fair.
- d. If the result of suitable of English formative assessment item with syllabus is 61% – 80 %, it means the content validity of the test is good.
- e. If the result of suitable of English formative assessment item with syllabus is 81 % - 100 %, it means the content validity of the test is very good.⁴⁵

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⁴⁵ Fathony, *An Analysis of Content Validity of English Summative Test Items of Second Grade Students at MTsn Kalijambe in the Academic Year 2015/3016*, Thesis, IAIN Surakarta 2017.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. SMP Al-Irsyad Al-Islamiyyah Purwokerto

1. Historical Overview

SMP Al-Irsyad Al-Islamiyyah Purwokerto is one of the favorite schools in Purwokerto which was established in 1997. The school that has the commitment in developing students' character, finally was declared as A accredited school. The school has declared itself a "Champion School" with the hope of motivating all components (foundation, committees, principals, teachers, administrator, parents and students) to always strive to score the achievements of both individual and groups. The achievements continue to flow at the district, provincial and national levels. The spirit of achievements continues to be fostered by always continuing to create and innovate. Schools continue to improve to be better for a very noble goal, namely strengthening the faith of the people, instilling noble character, and educating the nation's children.

At the junior high school level, the educational and teaching institute of Al-Irsyad Al-Islamiyyah Purwokerto is determined to organize superior and islamic education programs. Therefore, based on high spirit of struggle and by hoping for the help Allah SWT., quite revolutionary changes are implemented at SMP Al-Irsyad year. This tireless struggle bore fruit, students graduated with proud results. SMP Al-Irsyad Al-Islamiyyah Purwokerto becomes the best Islamic school in Banyumas Regency.

2. Geographical Overview

SMP Al-Irsyad Al-Islamiyyah Purwokerto is located in Jl.Prof. Dr. Soeharso Purwokerto Arcawinangun District, Purwokerto Timur, 53113. It is easily accessed for this school is nearby the city center and Satria sports building. The environment is not so crowded for studying so it makes the good environment or the students.

3. Vision and Mission

a. Vision

To be an exemplary Islamic school in noble character, high achievement, and socially based on Islamic aqeedah.

b. Mission

- 1) Carry out the righteous deeds and noble character.
- 2) Creating a conducive and pleasant learning atmosphere.
- 3) Creating a family atmosphere and friendly to the environment.
- 4) Increase the fostering creativity of students (academic and non-academic).

4. Teaching Learning Activity and Curriculum

Learning activities at Al-Irsyad Al-Islamiyyah Purwokerto implement a whole day education system (full day school), which starts at 07.00 until 14.30. By this program all student s' activities ranging from studying, playing, eating and praying are packaged in education system.

Every morning, students are welcomed by the teachers (ustadz and ustadzah) with smiles. Greeting and courtesy. At exactly 07.00 in the morning, daily activities begin with weekly morning ceremony and cheerful morning activities on other days. In the morning ceremony, all students receive advice and various information from the teacher. Through this morning ceremony, the students take turns displaying their abilities in foreign languages (Arabic and English), meanwhile, cheerful morning activities on other days are undertaken with various activities such as reciting Al-qur'an, games, speed reading, marching, healthy walking, and etc.

SMP Al-Irsyad Al-Islamiyyah Purwokerto applies an integrated curriculum with Islamic values, innovative and open. This curriculum is the result of s synergistic blend of national curriculum and Al-irsyad curriculum so as to form a superior curriculum. Learning activities are carried out using the active learning approach, learning by doing, quantum

learning and quantum teaching. Through this model, it is expected to be able to produce high material absorption.

Learning variations are also carried out by utilizing audio-visual media, the school environment and other facilities. Therefore, for SMP Al-Irsyad Al-Islamiyyah Purwokerto, studying in the classroom is not a necessity. Sometimes students are invited to study outdoors. Thus the learning atmosphere will be created that is not monotonous and not saturating. Sometimes students are also invited to learn directly on objects through outdoor study activities. This learning model will provide direct experience in the learning process of students.

the English environment in SMP Al-Irsyad Al-Islamiyyah Purwokerto is so strong for this school is language based school especially English and Arabic. The English learning use the habituation in speaking English during the lesson of English. The teacher also gives the assessments about 4-6 times in a semester. The form of assessments can be written test, project based test or outdoor observation. Those variations of assessments is intended to make the environment of teaching and learning to be fun and not boring.

5. Human Resources

a. Teacher

Tabel 5. The list of teachers

No	Name	Degree	Main job	Position
1	Sudrajat, S.Sos	S-1	IPS teacher	Headmaster
2	Nur Aisyah Amini, S.Si	S-1	Biology teacher	Vice of curriculum
3	Eko Suwardi, S.Pd.	S-1	Matemathics teacher	Vice of achievement
4	Mustamim Luthfi, S.Pd.I	S-1	Rekigion teacher	Vice of students' matters
5	Abdul Latif Akhmad, M.Pd	S-2	English teacher	Homeroom teacher of 7G
6	Abdul Manan, Lc	S-1	Religion teacher	Homeroom teacher of 9F

7	Almiya Safitri, S.Pd.	S-1	Al-qur'an teacher	Assistant of homeroom teacher of 9A
8	Andika Indra Nusantara, S.H.I	S-1	Arabic teacher	Homeroom Ke 8F
9	Anis Al Aini, S.Pd	S-1	Mathematics teacher	Assistant of Homeroom of 7D
10	Anis Tri Wulandari, S.Pd.I	S-1	Physics teacher	Homeroom of 9E
11	Apri Supriyanto, S.Pd.	S-1	PPKn teacher	Homeroom of 7H
12	Aprilian Ade Putra, S.Pd	S-1	English teacher	Homeroom of 8H
13	Apriliana Rahayuningsih, M.Si.	S-2	Biology teacher	Assistant of Homeroom of 8F
14	Aprilyana Lintawati, S.TP, S.Pd.Bio	S-1	Biology teacher	Homeroom of 9D
15	Argo Suseno, S.T	S-1	Art teacher	Assistant of Homeroom of 8H
16	Arina Amalia, S.Pd.	S-1	Religion teacher	Assistant of Homeroom of 8E
17	Dani Kurniawan, S.Pd.Si	S-1	Mathematics teacher	Homeroom of 8G
18	Darmanto	SMA	Al Qur'an teacher	Assistant of Homeroom of 8I,
19	Dede Hermawan, S.Pd	S-1	PPKn teacher	Assistant of Homeroom of 7G
20	Diana Tri Rahayu, S.Pd	S-1	Indonesian teacher	Assistant of Homeroom of 7C
21	Ferina Kristinawati, S.Pd	S-1	Indonesian teacher	Assistant of Homeroom of 8B
22	Fiqih Arizni Jannatun Nangiimah, S.Pd	S-1	Indonesian teacher	Homeroom of 7C
23	Friska Muthi Wulandari, S.H.I., M.H.	S-2	Guru PAI	Assistant of Homeroom of 7B

24	Giyarin Ebtika Ningtyas, S.Pd	S-1	Physics teacher	Assistant of Homeroom of 8B
25	Heti Nuraeni, S.Pd	S-1	Indonesian teacher	Assistant of Homeroom of 9G
26	Ilham Sujud Suwargi, S.Pd.I	S-1	Al Qur'an teacher	Assistant of Homeroom of 9G
27	Iqbal Huda Amanullah, S.Pd.I	S-1	Al Qur'an teacher	Assistant of Homeroom of 9H,
28	Khusniyatun, S.Pd.I	S-1	Religion teacher	Assistant of Homeroom of 9D
29	Lutfi Hidayat, S.Pd	S-1	Religion teacher	Assistant of Homeroom of 8G
30	Lutfia Afifatul Ainiah, S.Pd	S-1	Mathematics teacher	Assistant of Homeroom of 7E
31	M. Irkham Hidayatulloh, S.Kom	S-1	Al Qur'an teacher	Assistant of Homeroom of 7J
32	Marlina Sahara, S.Pd	S-1	IPS teacher	Assistant of Homeroom of 9B
33	Maulida Eri Isnaeni, S.Pd.	S-1	English teacher	Assistant of Homeroom of 8D
34	Muh. Sohobi, S.Pd	S-1	Physics teacher	Assistant of Homeroom of 9E
35	Narsiti, S.Pd	S-1	Al Qur'an teacher	Homeroom of 7B
36	Nila Anggriyani, S.Si	S-1	Mathematics teacher	Assistant of Homeroom of 9C
37	Novie Wijayanti, S.Si	S-1	Biology teacher	Homeroom of 9A
38	Nur Amalina, S.Psi	S-1	Counseling and guidance teacher	
39	Nur Hadiyatun, S.Pd.I	S-1	Al Qur'an teacher	Homeroom of 8H

40	Nurlaela, S.Pd	S-1	English teacher	Homeroom of 7E
41	Nurmalya Melati, S.H.I	S-1	Al Qur'an teacher	Homeroom of 7A
42	Nurul Dwi Hayati, S. Pd. I.	S-1	Al Qur'an teacher	Assistant of Homeroom of 8A
43	Prasetyo Dhoni Septanto, S.Pd	S-1	IPS teacher	Homeroom of 7F
44	Prita Meiga Ayunanda, S.Pd	S-1	Mathematics teacher	Homeroom of 8A
45	Rara Khenti, S.Si	S-1	Biology teacher	Homeroom of 7D
46	Rina Anjarwani, S.Pd	S-1	Biology teacher	Homeroom of 8I
47	Siti Mardiyah, S.Pd.SD	S-1	Sport teacher	Assistant of Homeroom of 7F
48	Sri Lestari, S.Pd	S-1	Counseling and guidance teacher	
49	Sri Wahyuni, S.Pd	S-1	Javanese teacher	Assistant of Homeroom of 8C
50	Sulistiyani, S.Si	S-1	Mathematics teacher	Assistant of Homeroom of 9F
51	Sumintarsih, M.Pd	S-2	Indonesian teacher	Homeroom of 9C
52	Taufik Adi Pamungkas, S.Pd.Jas	S-1	Sports teacher	Assistant of Homeroom of ,
53	Teguh Susila, S.Psi	S-1	Counseling and guidance teacher	Chief of counseling and guidance
54	Tunjung Salastina, S.S	S-1	English teacher	Homeroom of 9B
55	Tutut Andriani, S.Sos	S-1	IPS teacher	Assistant of Homeroom of 8D
56	Wahyu Mayranti, S.Pd.	S-1	Indonesian teacher	Homeroom of 8C
57	Wahyudiono, Lc	S-1	Religion teacher	Homeroom of 7J
58	Wahyuni Lestari, S.Si	S-1	Mathematics teacher	Homeroom of 9H

59	Waryanti, S.Pd	S-1	English teacher	Homeroom of 8E
60	Yanto, S.Pd.I	S-1	Al Qur'an teacher	Homeroom of 7I
61	Djoko Utomo, S.Kom	S-1	Treasure of school	Treasure of school
62	Dwi Supriyanto	SMA	Administrator	Chief of administration
63	Kholil Muflikhun	SMA	Administrator	Administrator
64	Nita Yulianti, S.I.Pust	S-1	Librarian	Librarian
65	Wahyu Susanto, A.Md	D-3	Administrator	Administrator
66	Zanamizil Permana Sukamto	SMA	TU Level 7 & Kesiswaan	Administrator
67	Abdul Kholiq Chasani	SMA	Cleaning service	Security
68	Ichwan Nur Fauzal	SMA	Cleaning service	Security
69	Muhamad Fiqih Arifurrohman	SMA	Cleaning service	Security
70	Nosa Desianto	SMA	Petugas Kebersihan	Security
71	Parman	SMA	Cleaning service	Security
72	Restu Suli Prabowo	SMA	Cleaning service	Security
73	Suparko	SMA	Security	Security
74	Yogie Dwi Prakoso	SMA	Security	Security

b. Students

Tabel 6. the total amounts of students based on level

Academic year	7 th grade		8 th grade		9 th grade		Total	
	Number of students	Number of learning group	Number of students	Number of learning group	Number of students	Number of learning group	Number of students	Number of learning group
2012/2013	199	6	203	6	147	4	549	16

2013/2014	252	8	201	6	203	6	656	20
2014/2015	236	8	254	8	198	6	688	22
2015/2016	244	8	236	8	250	8	730	24
2016/2017	239	8	245	9	234	8	718	25
2017/2018	232	8	234	8	241	9	707	25
2018/2019	278	10	228	8	232	8	738	26
2019/2020	291	10	275	10	225	8	791	28

Tabel 7. The total amounts of students based on gender

Year	Number of students		
	Male	Female	Total
2012/2013	271	278	549
2013/2014	324	332	656
2014/2015	351	337	688
2015/2016	379	351	730
2016/2017	367	351	718
2017/2018	358	349	707
2018/2019	370	368	738
2019/2020	396	395	791

6. Facilities and Infrastructures

Table 8. The list of facilities

No	Kind of Buildings	Total of Number
1.	Classroom,	28
2.	Library	1
3.	Science Laboratorium	1
4.	Computer Laboratorium	2
5.	Multipurpose room	1
6.	Health room	2
7.	Counseling and guidance room	2
8.	Headmaster room	1

9.	Teachers room	1
10.	Administration room	1
11.	Male teachers' toilets	3
12.	Female teachers' toilets	4
13.	Male students' toilets	6
14.	Female students' toilets	8
15.	Warehouse room	1
16.	Kitchen	1
17.	Security room	1

B. Data Presentation

The researcher described data that had been gotten from some techniques of collecting data. The data were obtained from the research the interview to the English teacher of 8th grade in SMP AL-Irsyad Al-Islamiyyah Purwokerto and analysis the documents of the English formative assessment scripts and the syllabus that the teacher used during the teaching and learning.

From the interview that researcher did with the English teachers for 8th grade in SMP Al-Irsyad Al-Islamiyyah Purwokerto. Namely Mr. Aprilian Ade Putra, S.Pd and Waryanti, S.Pd, the researcher found the facts that teacher usually gave the formative assessment to the students around 5 until 6 times in a semester. Teacher made the formative assessment based on some considerations such as the curriculum, syllabus, basic competencies, the purpose of the learning, the time allocation, the students' knowledge about the material and etc. The Al-Irsyad Al-Islamiyyah foundation always had an evaluation to the teacher in the school once a moth, including the evaluation of the assessments that teacher made. This evaluation was held in a forum and the teachers discuss about the teaching learning also the assessments to the students. The teacher also evaluated the assessment for the students based on the discussion to another teacher and also students, this kind of evaluation was considered in making improvisation in the next assessment. Besides giving the assessment in written form, teacher also gave the assessment in project and

product form, teacher also gave the remedial to the students that couldn't pass the grade for making the better achievements.

The researcher analyzed the formative assessments that teacher made based on the material and the curriculum that had been used during the teaching and learning. Researcher analyzed four formative assessments for 8th grade in academic year 2019-2020. The result of analysis is discussed as follows:

1. Data Explanation

Table 9 . The conformity between the items number in English formative assessment 1 to the indicator

NO	INDICATORS THAT ARE IN THE SYLLABUS	ITEMS NUMBER	ITEMS TOTAL
1.	Identification of social function and language features from the expression of giving advice, rule and must with the responses	4, 5, 6, 7	4
2.	Mentioning the expression of giving advice, rule and must with the responses.	1, 2, 3, 8	4
3.	Responding the expression of giving advice, rule and must.	-	
4.	Creating the simple written and spoken text for asking and giving advice.	-	

Table 10 . The unconformity of the items number in English formative assessment 1 to the the indicator

NO	INDICATORS THAT ARE NOT FOUND	ITEMS NUMBER	ITEMS TOTAL
1.	The meaning of the sentence.	9	1
2.	Asking a reason of not going to exact place	10	1

Table 11 . The explanation of each items that conform to the indicator in English formative assessment 1 (section 1)

Items number	Question
4.	<p>Dea : You ... tell anyone what I just told you. It's a secret. Fara : OK. I promise. A. should B. have not C. must not D. must</p>
5.	<p>Yayan : I heard Gini is going to have holiday in Singapore. Kira : <i>Yup</i>. Two days ago she aksed me how to make a passport. Yayan : That's one of the important things. She ... own it before going. A. should B. has to C. have to D. must</p>
6.	<p>Lala : What are you eating? Mia : This is oxtail soup. You ... taste it. I am sure you'll like it. A. have to B. must not C. should not D. should</p>
7.	<p>Probo : Recently I got bad score in some subjects. Dinar : Perhaps it's because you spent so much time to play mobile game. Probo : I think you're right. I ... spend my time to study more. A. must B. have to C. should D. must not</p>

The items number 4, 5, 6, 7 are about completing the sentence of giving suggestion. Those questions are suitable with the indicator that is

mentioned in the syllabus, that is identification of social function and language features from the expression of giving advice, rule and must with the responses. Therefore those questions are valid.

Table 12 . The explanation of each items that conform to the indicator in English formative assessment 1 (section 2)

Items number	Question
1.	<p>Andra : Hally, you look so pale today. Are you OK? Hally : Really? I am little bit sick.</p> <p>Andra : I think ...</p> <p>Hally : Alright. Thanks.</p> <p>A. You must hurry to join the class. B. You should take a good rest now. C. You must not miss the class today. D. You must join another class.</p>
2.	<p>Rani : Where are you going? Hani : I am going to the bookstore. Rani : Are you serious? Don't you see the window? Look outside! The weather is so bad. You...</p> <p>A. should go to the library. B. must rush to the bookstore. C. must not leave the house. D. have to own the book right now.</p>
3.	<p>Dirga : This board game is very fun. I'll spend more hour on it.</p> <p>Galank : Yeah, but wait, I just remembered that there will be an English test tomorrow.</p> <p>Dirga : Oh no! You're right. We...</p> <p>A. must keep playing this game B. should think about it later C. have to study tomorrow D. must stop playing this game</p>

.8.	<p>Which statement or question below is suggestion?</p> <p>A. Do you have any idea?</p> <p>B. That sounds good to me.</p> <p>C. Why don't we go to the beach?</p> <p>D. I hear Menganti is so beautiful.</p>
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The item number 1 provides the conversation between Andra and Hally. It says that Hally looks so pale because He is getting sick. The blank conversation should be filled with the sentence of suggestion or advice. This kind of question is about giving advice so it is suitable with the indicator that is mentioned in the syllabus, that is Mentioning the expression of giving advice, rule and must with the responses Therefore this question is valid.

The item number 2 provides the conversation between Rani and hani. Hani says that she is going to bookstore while Rani says that the weather is bad. The next sentence should be the advice from Rani, so this question is about giving advice and it is suitable with the indicator that is mentioned in the syllabus, Mentioning the expression of giving advice, rule and must with the responses.. Therefore this question is valid.

The item number 3 provides a conversation between Dirga and Galank wants to continue playing the board game until Galank reminds him that they have an assignment to do. The blank conversation should be filled with the expression of a must. This question is suitable with the indicator that is mentioned in the syllabus , that is Mentioning the expression of giving advice, rule and must with the responses. Therefore this question is valid.

The item number 8 is asking which one from the options that are providing is suggestion. So this kind of question is about asking suggestion and suitable with the indicator that is mentioned in the syllabus, that is mentioning the expression of giving advice, rule and must with the responses. Therefore this question is valid.

Table 13. The explanation of each item that did not conform to the indicator in English assessment 1

Items number	Question
9.	Jaka : Yes, <u>it is</u> . (line 3) What does the underlined sentence mean? A. Going to Menganti sounds good. B. Menganti is a lovely beach C. Jaka really likes Menganti D. Jaka never heard about Menganti
10	Why does Jaka want another beach? A. Menganti is hard too reach. B. Menganti is not really far. C. Jaka doesn't like Menganti. D. Jaka have ever visited Menganti.

The item number 9 is asking about the meaning of the sentence that did not relate into expression of giving advice, rule and must with the responses. The sentence that became the answer of this question is about giving opinion that Menganti beach is so beautiful. Therefore, this question is not valid.

The item number 10 is about asking the reason why Jaka did not want to go to menganti beach. This is not related into some expression of giving advice, rule and must with the responses. Therefore, this question is not valid.

Table 14. The conformity between the items number in English formative assessment 2 to the indicator

NO	INDICATORS	ITEMS NUMBER	ITEMS TOTAL
1.	Understanding the text structure and the language features for applying the social function of asking and giving information related to facts/ activity,/habitual action/ general truth according to the context.	-	-

2.	Applying <i>simple present tense</i> .	-	-
3.	Understanding the text structure of asking and giving information related to facts/ activity,/habitual action/ general truth according to the context.	1-21	21
4.	Creating short conversation structure of asking and giving information related to facts/ activity,/habitual action/ general based on the right social function, structure of text and language features according to the context.	-	-

Table 15 . The explanation of each items that conform to the syllabus in English formative assessment 2 (section 1)

Items number	Question
1.	I ____ the youngest child in my family.
2.	Mia and Mika ____ best friends.
3.	Keenan ____ never angry at everyone.
4.	A baby sipder ____ called a spiderling.
5.	Chimpanzees and Bottlenose Dolphines ____ the most intelligent animal.
6.	The sun ____ about 149.60 million km away from the earth.
7.	Cheetah ____ the fastest land animal on earth.
8.	We need help. Let's come to them. They ____ Muntabah and Jumenep, my friends.
9.	I love my mother so much. She ____ my everything.
10	The cows ____ in the cage.

The items number 1-10 are about completing the sentence with the right to be based on simple present tense. Those questions are suitable with the indicators that are mentioned in the syllabus, that is understanding the text structure of asking and giving information related to facts, activity,

habitual action, general truth according to the context. Therefore those questions are valid.

Table 16. The explanation of each items that conform to the syllabus in English formative assessment 2 (section 2)

Items number	Question
11.	Handi often _____ his grandparents on Sunday. (visit/visits)
12.	Jae never _____ at home. His scores are always below average. (study/studies)
13.	Sometimes we _____ tea at breakfast. (drink/drinks)
14.	All of the planets in our solar system _____ around the sun. (revolve/revolves)
15	Ben and Tejo _____ to football practice every Tuesday. (go/goes)
16	In general, I _____ that all people can live in peace. (believe/believes)
17.	The birds _____ away so high. (fly/flies)
18.	A salamander _____ long tails with soft moist skin. (have/has)
19.	Adam and Guntur always _____ book in the end of the month. (buy/buys)

The items number 11-19 are about completing the sentence with the right action verb based on simple present tense. Those question are suitable with the indicator that is mentioned in the syllabus, that is understanding the text structure of asking and giving information related to facts, activity, habitual action, general truth according to the context. Therefore those questions are valid.

Table 17. The explanation of each items that conform to the syllabus in English formative assessment 2 (section 3)

Items number	Question
20.	(+) ... (-) Yarman does not know how to edit video. (?) ...
21	B(+) You usually ride bike to the school. (-) ... (?) ... (wh?) ...

The items number 20 and 21 are about changing one form of sentence in simple present tense into another form of the same tense. Those question are suitable with the indicator that is mentioned in the syllabus, that is understanding the text structure of asking and giving information related to facts, activity, habitual action, general truth according to the context. Therefore those questions are valid.

Table 18. The conformity between items number in English formative assessment 3 to the indicator

NO	INDICATORS	ITEMS NUMBER	ITEMS TOTAL
1.	Identification of structure of text and language features in expression of asking attention, checking understanding, appreciating something, ad asking and giving opinion with the responses based on the context.	2, 4, 7, 9, 10	5
2.	Mentioning the expression of asking attention, checking understanding, appreciating something, ad asking and giving opinion with the responses	5, 8, 11, 13. 14	5
3.	using of structure of textand language features in expression of asking attention, checking understanding, appreciating something, ad asking and giving opinion with the responses based on the context.	-	-

4.	Creating simple written and spoken text consists of expression of asking attention, checking understanding, appreciating something, and asking and giving opinion with the responses based on the context.	12, 15	2
5.	Doing conversation related to expression of asking attention, checking understanding, appreciating something, and asking and giving opinion with the responses based on the context, considering the right social function, structure of text and language features.		

Table 19. The unconformity of items number in English formative assessment 3 to the indicator

	INDICATORS THAT ARE NOT FOUND IN THE SYLLABUS	ITEMS NUMBER	ITEMS TOTAL
1.	Identifying facts from a dialog	6, 1	2
2.	Synonym of words	3	1

Table 20 . The explanation of each items that conform to the indicator in English formative assessment 3 (section 1)

Items number	Question
2	<p>Billy said "What do you think of this animal?" What does Billy mean?</p> <p>A. Billy was asking Deni's opinion about reptile B. Billy was asking Deni's opinion of Komodo C. Billy was giving opinion about Komodo D. Deni was giving opinion about reptile</p>
4	<p>Teacher : Good morning students Students : Good morning teacher Teacher : well today will continue our discussion. <u>Please pay attention.</u> Students : all right teacher.</p>

	<p>The underlined sentence is expression of ...?</p> <p>A. asking to get attention</p> <p>B. giving for attention</p> <p>C. asking for opinion</p> <p>D. giving for opinion</p>
7	<p>Zara said “yes, that’s good job”. What does Zara mean?</p> <p>A. Zara said appreciation to Vera because of her sick</p> <p>B. Zara said appreciation because Vera come back to school</p> <p>C. Zara said appreciation to Vera because she can understand the explanation.</p> <p>D. Zara said the appreciation to Vera because she can understand her Math teacher’s explanation</p>
9	<p>Shelly : <u>Do you know the meaning of P crossed symbol in the street?</u></p> <p>Mary : Yes, it means that we cannot park in that area.</p> <p>Shelly : That’s true.</p> <p>What does Shelly mean by saying the underlined sentence?</p> <p>A. to show about her appreciation to Mary</p> <p>B. to check if Mary is understand or not</p> <p>C. to show sympathy to Mary</p> <p>D. to ask Mary’s opinion</p>
10	<p>Daniel : Whose picture is this?</p> <p>Leonil : This is My one. What’s your opinion of this picture?</p> <p>Daniel : <u>It’s like real creature.</u></p> <p>Leonil : Thanks buddy.</p> <p>What does Daniel mean by saying ‘It’s like a real creature’?</p> <p>A. He wanted to appreciate Leonil</p> <p>B. He wanted to give opinion to Leonil</p> <p>C. He wanted to give attention for Leonil</p> <p>D. He wanted to get attention from Leonil</p>

The item number 2 is about identifying the meaning of a sentence said by Billy which the sentence is about asking someone's opinion about an animal. This question is suitable to the indicator that is mentioned in the syllabus, that is Identification of structure of text and language features in expression of asking attention, checking understanding, appreciating something, and asking and giving opinion with the responses based on the context. Therefore this question is valid.

The item number 4 is about identifying a sentence said by the teacher, which is the sentence is about asking to get attention. This question is suitable to the indicator that is mentioned in the syllabus, that is identification of structure of text and language features in expression of asking attention, checking understanding, appreciating something, and asking and giving opinion with the responses based on the context.. Therefore this question is valid.

The item number 7 is about identifying a sentence said by Zara, which is the sentence is about appreciation to Vera because she can understand the explanation. This question is suitable to the indicator that is mentioned in the syllabus, that is identification of structure of text and language features in expression of asking attention, checking understanding, appreciating something, and asking and giving opinion with the responses based on the context. Therefore this question is valid.

The item number 9 is about identifying a sentence said by Selly, which is the sentence is about checking if someone understands about something. This question is suitable to the indicator that is mentioned in the syllabus, that is identification of structure of text and language features in expression of asking attention, checking understanding, appreciating something, and asking and giving opinion with the responses based on the context. Therefore this question is valid.

The item number 10 is about identifying a sentence said by Daniel, which is the sentence is about appreciating something. This question is suitable to the indicator that is mentioned in the syllabus, that is

identification of structure of text and language features in expression of asking attention, checking understanding, appreciating something, asking and giving opinion with the responses based on the context. Therefore this question is valid.

Table 21 . The explanation of each items that conform to the indicator in English formative assessment 3 (section 2)

Items number	Question
5	<p>What is the possible expression that can be used by Zara to complete the dialog?</p> <p>A. What do you think?</p> <p>B. Can you pay your attention?</p> <p>C. Do you understand?</p> <p>D. What do you mean?</p>
8	<p>Zaenal : May I see your English test's result?</p> <p>Abidin : Yes, here you are.</p> <p>Zaenal : Wow, You got one hundred for the test.</p> <p>Abidin : That's just common; you also can get like this score.</p> <p>The best expression to be used by Zaenal is</p> <p>A. That's great job.</p> <p>B. That's usual for me</p> <p>C. That makes me angry</p> <p>D. That challenges me more</p>
11	<p>Ana : Hi buddy, are you ready for the test today? And see the teacher is here.</p> <p>Teacher : Now listen my instruction relate to the test today.</p> <p>The best expression that the teacher say to get students' attention is</p>
13	<p>"Your sister got 100 score on her examination."</p> <p>The best expression that can you use to compliment your sister is</p>
14	<p>Eric: I think our city is very hot at the moment.</p> <p>Era : ... , Our city is much cooler than other cities in this country.</p> <p>The suitable expression to complete the dialogue is?</p>

The item number 5 is about completing a dialog with an expression about checking someone's understanding. This question is suitable to the indicator that is mentioned in the syllabus, that is mentioning the expression of asking attention, checking understanding, appreciating something, ad asking and giving opinion with the responses. Therefore this question is valid.

The item number 8 is about completing a dialog with an expression about appreciating someone's work. This question is suitable to the indicator that is mentioned in the syllabus, that is mentioning the expression of asking attention, checking understanding, appreciating something, ad asking and giving opinion with the responses. Therefore this question is valid.

The item number 11 is about completing a dialog with an expression about asking to get someone's attention. This question is suitable to the indicator that is mentioned in the syllabus, that is mentioning the expression of asking attention, checking understanding, appreciating something, ad asking and giving opinion with the responses. Therefore this question is valid.

The item number 13 is about deciding and expression based on a situation, which is the expression needed is giving appreciation to someone's work. This question is suitable to the indicator that is mentioned in the syllabus, that is mentioning the expression of asking attention, checking understanding, appreciating something, ad asking and giving opinion with the responses. Therefore this question is valid.

The item number 14 is about completing a dialog with an expression about giving an opinion. This question is suitable to the indicator that is mentioned in the syllabus, that is mentioning the expression of asking attention, checking understanding, appreciating something, ad asking and giving opinion with the responses. Therefore this question is valid.

Table 22 . The explanation of each items that conform to the indicator in English formative assessment 3 (section 3)

Items number	Question
12	<p>(1) B: I believe that, yes. There are so many place to go in Jakarta. But, it's not easy to travel around the city. Jakarta is too crowded.</p> <p>(2) B: I think so. There are a lot of people but it makes the city is always busy and exciting.</p> <p>(3) A: Do you think that Jakarta is a great place to live?</p> <p>(4) A:What do you think about the idea that there are too many people living in Jakarta?</p> <p>The best arrangement of the dialogue above is</p>
15	Create one short dialog about asking and giving for opinion (at least 10 sentences)

The item number 12 is about arranging some sentences into a good paragraph about asking and giving opinion. This question is suitable to the indicator that is mentioned in the syllabus, that is creating simple written and spoken text consists of expression of asking attention, checking understanding, appreciating something, ad asking and giving opinion with the responses based on the context. Therefore this question is valid.

The item number 15 is about creating a short dialog or a conversation consists of expression of asking and giving opinion. This question is suitable to the indicator that is mentioned in the syllabus, that is creating simple written and spoken text consists of expression of asking attention, checking understanding, appreciating something, ad asking and giving opinion with the responses based on the context. Therefore this question is valid.

Table 23. The explanation of each item that did not conform to the indicator in English formative assessment 3

Items number	Question
6.	Based on the dialog above we know that Zara is ... person. A. kind B. cruel C. calm D. smart
1.	Based on the dialog above, we know where is the location of Deni and Billy ? A. in the market B. in the school C. in the park D. in the zoo
3.	Deni said “ Komodo is an <u>ancient</u> animal...” what does the underlined word mean? A. old B. wild C. cute D. tame

The item number 6 is asking about the a certain character from a dialog. This was asking about Zara’s character based on the dialog provided. It is not related into some sentences about expression of asking attention, checking understanding, appreciating something, and asking and giving opinion with the responses. In the syllabus that teacher used in the learning, there was no indicator about asking the character based on dialog. Therefore, this question is not valid.

The item number 1 deals with asking a certain place from a dialog. It was asking about the probability the dialog happened. It is not related into some sentence aabout expression of asking attention, checking understanding, appreciating something, ad asking and giving opinion with the responses. There was no indocator that mentioned about asking a fact from the dialog that did not relae to expression of asking attention, checking understanding, appreciating something, ad asking and giving opinion with the responses. Therefore this question is not valid.

The item number 3 is asking about the synonym of a word in a dialog. Asking the synonym or antonym of a word based on a dialog was not mentioned in the indicator in the syllabus and also this word did not belong into expression of asking attention, checking understanding, appreciating something, ad asking and giving opinion with the responses. Therefore, this question is not valid.

Table 24. The conformity between items number in English formative assessment 4 to the indicator

NO	INDICATORS THAT ARE IN THE SYLLABUS	ITEMS NUMBER	ITEMS TOTAL
1.	Understanding the social function of invitation card and greeting card.	1	1
2.	Understanding the structure of text of invitation card and greeting card.	2. 3. 4. 5. 7. 9. 10	7
3.	Creating simple invitation and greeting card according to the right grammatical item and word choice based on the right social function, structure of text and language features based on context.		-

Table 25. The unconformity of items number in English formative assessment 4 to the English syllabus

NO	INDICATORS THAT ARE NOT FOUND	ITEMS NUMBER	ITEMS TOTAL
1.	Asking the synonym of a word.	6. 8.	2

Table 26. The explanation of each items that conform to the indicator in English formative assessment 4 (section 1)

Items number	Question
1.	Mr. and Mrs. Joseph Sembiring invite you to share the joy of the marriage uniting their daughter Alice Sembiring to Jeffry Sitorus Friday, the thirteenth of

	<p>June two thousand and eight at three o'clock in the afternoon Gajah Wong Restaurant Jl. Affandi Yogyakarta.</p> <p>The purpose of the text is to invite you...</p> <p>A, to attend Mr. and Mrs.Sembiring's marriage</p> <p>B. To unite Alice and Jeffry in a wedding party</p> <p>C. to attend Alice and Jeffry's wedding party</p> <p>D. to marry with Mr. and Mrs. Sembiring</p>
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The item number 1 is about asking the purpose of the text, which is the text is about an invitation card. This question is suitable to the indicator that is mentioned in the syllabus, that is understanding the social function of invitation card and greeting card. Therefore this question is valid.

Table 27. The explanation of each items that conform to the indicator in English formative assessment 4 (section 2)

Items number	Question
2.	<p>Which statement is TRUE based on text?</p> <p>A. The party will be held on June 13th, 2008</p> <p>B. Jeffry Sitorus is Mr. and Mrs. Joseph Sembiring's son</p> <p>C. The party will be sponsored by Gajah Wong Restaurant</p> <p>D. Mr. and Mrs. Joseph Sembiring will celebrate their anniversary</p>
3.	<p>Read the following text to answer questions number 3 and 4.</p> <p>YOU ARE INVITED!</p> <p>GARDEN PARTY</p> <p>BIRTHDAY PARTY FOR LARAS SUHITO</p> <p>SATURDAY, 14 MARCH 2017</p> <p>2 P.M.</p> <p>SUHITO HOME</p> <p>(KM-IF! 1 NO. 13, CIGANJUR, JAKARTA)</p> <p>RSVP LARAS SUHITO</p> <p>3. Where is the party?</p> <p>A. At a garden</p> <p>B. School</p> <p>C. Kahfi Residence</p> <p>D. Suhito Home</p>
4.	<p>The party will be held</p> <p>A. In the morning</p>

	<p>B. In the afternoon C. In the evening D. At night</p>
5.	<p>Please join us In celebrating the graduation of: YUNIAR BESTIANA, M.Ed. Sunday, November 30th, 2017 at 8 p.m. Abdul Wahid Avenue 56 Bondowoso Mr. and Mrs. Sudjiatmojo Please RSVP by November 28th, 2017 Desi - 085739999789 Which statement is true based on the text? A. Mr. and Mrs. Sudjiatmojo held this party for themselves B. Yuniar Bestiana has just finished her postgraduate study C. People should call Desi to see Yuniar Bestiana D. This party will be held for Desi</p>
7.	<p>Read the following text to answer questions number 7 and 8. Soft and sweet, a state of bliss Our mommy-to be is expecting a girl Let's shower Desi Bestiana with love Friday, December 19th, 2017 At 4 p.m. RSVP by December 16th, 2017-11-27 Aditya - 083855576876 From the text we can infer that A. Desi Bestiana is going to deliver a baby B. The party will be held in the morning C. Desi Bestiana has delivered a baby boy D. Desi Bestiana is a mother to be</p>
9.	<p>Read the following text to answer questions number 9 and 10. STUDENT ORGANIZATION SMP. Negri 137 JL Cempaka Putih Barat 15/26 Telp (021) 4244612 Dear Sabrina We invite you to attend our meeting that will be held: On Saturday, August 8,2017 At 01.30 p.m. – 02.30 p.m. In the school hall Agenda= final preparation for the 2015 PENSI competition please com on time, see your there. Nazmi, Farhan Secretary Chairperson 9. The meeting will be held? A. On Sunday, August 8,2017</p>

	B. On Saturday, August 8,2017 C. On Friday, June 8,2017 D. On Saturday, June 8,2017
10.	. Based on the text, we know that A. The meeting will be held in the school hall B. If you cloud not come, you should call Nazmi C. The meeting only invites the committee D. The meeting will be held in the morning

The item number 2 is about asking a certain fact based on an invitation card. This question is suitable to the indicator that is mentioned in the syllabus, that is understanding the social function of invitation card and greeting card. Therefore this question is valid.

The item number 3 is about asking the place of the party based on an invitation card. This question is suitable to the indicator that is mentioned in the syllabus, that is understanding the social function of invitation card and greeting card. Therefore this question is valid.

The item number 4 is about asking the time of the party based on an invitation card. This question is suitable to the indicator that is mentioned in the syllabus, that is understanding the social function of invitation card and greeting card. Therefore this question is valid.

The item number 5 is asking about a certain fact based on an invitation card. This question is suitable to the indicator that is mentioned in the syllabus, that is understanding the social function of invitation card and greeting card. Therefore this question is valid.

The item number 7 is about asking what students can infer from the invitation card. This question is suitable to the indicator that is mentioned in the syllabus, that is understanding the social function of invitation card and greeting card. Therefore this question is valid.

The item number 9 is about asking the time of the agenda vased on the invitation card. This question is suitable to the syllabus that is mentioned in the syllabus that is understanding the social function of invitation card and greeting card. Therefore this question is valid.

The item number 10 is about asking a certain fact that students can get from the invitation card. This question is suitable to the indicator that is mentioned in the syllabus, that is understanding the social function of invitation card and greeting card. Therefore this question is valid.

Table 28. The explanation of each item that did not conform to the indicator in English formative assessment 4

Items number	Question
6.	‘In celebrating the graduation’ the underlined word has closest meaning with... A. Blame B. Honor C. Deny D. Neglect
8.	‘Our momy to be is expecting a girl’ what does the underlined word mean? A. Recognizing B. Admitting C. Confessing D. Waiting for

The item number 6 is asking about the synonym of a word. Asking the synonym or antonym of a word was not mentioned in the indicator in the syllabus. The question is also unclear for there was no underlined word that should be questioned. This is ambiguous for the question itself was about underlined word. Therefore, this question is not valid.

The item number 8 is asking about the synonym of a word. It was not mentioned in the indicator in the syllabus. Besides, this question is unclear for there was no underlined in the question. Therefore, this question is not valid.

2. Data Calculation

a. English formative assessment 1

$$\begin{aligned}
 P(\text{conformity}) &= \frac{8}{N} \times 100 \% \\
 &= \frac{8}{10} \times 100 \% \\
 &= 80\%
 \end{aligned}$$

$$\begin{aligned}
 P(\text{unconformity}) &= \frac{F}{N} \times 100 \% \\
 &= \frac{2}{10} \times 100 \% \\
 &= 20\%
 \end{aligned}$$

b. English formative assessment 2

$$\begin{aligned}
 P(\text{conformity}) &= \frac{F}{N} \times 100 \% \\
 &= \frac{10}{10} \times 100 \% \\
 &= 100\%
 \end{aligned}$$

c. English formative assessment 3

$$\begin{aligned}
 P(\text{conformity}) &= \frac{F}{N} \times 100 \% \\
 &= \frac{12}{15} \times 100 \% \\
 &= 80\%
 \end{aligned}$$

$$\begin{aligned}
 P(\text{unconformity}) &= \frac{F}{N} \times 100 \% \\
 &= \frac{3}{15} \times 100 \% \\
 &= 20\%
 \end{aligned}$$

d. English formative assessment 4

$$\begin{aligned}
 P(\text{conformity}) &= \frac{8}{10} \times 100 \% \\
 &= \frac{8}{10} \times 100 \% \\
 &= 80\%
 \end{aligned}$$

$$\begin{aligned}
 P(\text{unconformity}) &= \frac{F}{N} \times 100 \% \\
 &= \frac{2}{10} \times 100 \% \\
 &= 20\%
 \end{aligned}$$

Table 29. The result of data calculation

NO	ENGLISH ASSESSMENT	THE CONFORMITY	THE UNCONFORMITY	THE PERCENTAGE OF CONTENT VALIDITY
1.	Assessment 1	8	2	80%
2.	Assessment 2	21	0	100%
3.	Assessment 3	12	3	80%
4.	Assessment 4	8	2	80%

From the calculation above, the researcher can see that all the formative assessment that the teacher made are good and very good. The first, the third, and the fourth the fourth assessments have a good content validity for they have 80% of content validity while the second assessment has very good content validity for the percentage is 100%.

C. Discussion

In analyzing assessment, content validity aspect talks about the content of the test. Each item is judged on whether or not it represents the total domain or the specified subdomain. It deals about how each items provided in the assessment has the conformity to the domain or the indicators that teacher used in teaching and learning activity. As Groundlund said, analyzing content validity means comparing every item in the assessments to the domain that became consideration in making the assessments.⁴⁶ Based on the analysis of the data above, the researcher conclude that almost all the formative assessments from the four assessments had good and very good content validity. The researcher analyzed the assessments based on its indicators and the content of each questions in the assessment provided. The sub aspects in analyzing the content validity are, the each question of the assessment must be in accordance with the standards of competence and indicators in the curriculum, question and answer is clear and content of the materials in question in accordance with the type of school and classroom level.

⁴⁶ Groundlund, *Measurement and Evaluation in Teaching*, (USA: Mc, 1998), hlm. 78

The first assessment in this research was about the material of giving and asking advice, Expressions of must along with the responses. The calculation was as follows:

$$\begin{aligned} P(\text{conformity}) &= \frac{8}{N} \times 100 \% \\ &= \frac{8}{10} \times 100 \% \\ &= 80\% \end{aligned}$$

$$\begin{aligned} P(\text{unconformity}) &= \frac{F}{N} \times 100 \% \\ &= \frac{2}{10} \times 100 \% \\ &= 20\% \end{aligned}$$

The researcher found that there were 2 questions from 10 question or 20% that were not valid. The first question was question number 9. This question was about asking the meaning of sentence that was not related to asking and giving advice, expression of must along with the response where it was not stated in the indicator of the study. The second question was question number 10. It was about asking the reason why someone was not going to a certain place based on a text and it was not stated in the indicator. The researcher did not find the indicators in the syllabus that conform to those 2 questions.

Besides, all questions in this assessment had clear question and answer for the researcher did not find the ambiguity in the question and answer. The teacher, as the assessment maker, wrote the instruction of each item in the assessment clearly and provided clear answers each items.

This assessment was also suitable to the material for 8th grade of Junior High School for this was about asking and giving advice, expression of must along with the response, where this material was thought for 8th grade of Junior High School provided by the material was mentioned in the syllabus. In conclusion, the first assessment had good content quality or 80%.

The second assessment in this research was about simple present tense. The researcher did not find some item questions that did not have the

accordance to the indicator. All 22 questions represented the indicators that were mentioned in the syllabus. The calculation was as follows:

$$P(\text{conformity}) = \frac{F}{N} \times 100 \%$$

$$P = \frac{10}{10} \times 100 \%$$

$$P = 100\%$$

This assessment also had clear questions and answer for the researcher did not find some ambiguities in the assessment. The teacher, as the assessment maker, wrote the instructions of each question were written clearly. The material of this assessment was simple present tense that included into material for 8th grade of Junior High School, provided by the fact that the material or simple present tense was included in the syllabus of 8th grade. Finally, this assessment had very good grade of content validity or 100%.

The third assessment in this research was about checking understanding, appreciating something, giving opinion along with the responses. The researcher found 3 questions from 15 questions or 20% that did not have the conformity to the indicators in the syllabus, those were the question number 1, 3 and 6. The question number 1 was about asking a certain place where a conversation probably happens. It did not represent one of indicators that were mentioned in the syllabus. The question number 6 was about asking the probability a character from a dialog. This also did not represent the indicator from the syllabus. The question number 3 was about vocabulary checking that did not represent one of the indicators in the syllabus.

$$\begin{aligned} P(\text{conformity}) &= \frac{F}{N} \times 100 \% \\ &= \frac{12}{15} \times 100 \% \\ &= 80\% \end{aligned}$$

$$\begin{aligned} P(\text{unconformity}) &= \frac{F}{N} \times 100 \% \\ &= \frac{3}{15} \times 100 \% \\ &= 20\% \end{aligned}$$

There were 12 questions from 15 questions that conform to the indicator in the syllabus. The researcher did not find some ambiguities in the question and answer that were provided in this assessment. The teacher, as the assessment maker, wrote the instruction of each item clearly and provided clear answer of each items.

This assessment contained the material of checking understanding, appreciating something, giving opinion along with the responses. This material was clearly for 8th grade of Junior High school as this assessment also was addressed for the 8th grade of Junior High School, provided by the fact that this material was included in the syllabus of 8th grade. Finally, this assessment had good grade of content validity or 80%.

The fourth assessment in this research was about invitation card. The researcher found 2 questions from 10 questions or 20% that did not have the conformity to the indicator in the syllabus, those were question number 6 and 8. Those two questions were about checking the vocabulary of the students that did not related into any indicators that were mentioned in the syllabus. The calculation was as follows:

$$\begin{aligned} P(\text{conformity}) &= \frac{8}{N} \times 100 \% \\ &= \frac{8}{10} \times 100 \% \\ &= 80\% \end{aligned}$$

$$\begin{aligned} P(\text{unconformity}) &= \frac{F}{N} \times 100 \% \\ &= \frac{2}{10} \times 100 \% \\ &= 20\% \end{aligned}$$

The researcher found 2 questions from 10 questions that provided unclear question. Those questions were question number 6 and 8. Those questions were asking about the synonym of the underlined meaning, but in the questions there was no underlined word that should be questioned. Therefore, those 2 questions were unclear. The other 8 questions provided clear question and answer for there was no ambiguity in those questions.

This assessment represented the material of invitation card, where this material was addressed for the 8th grade of junior high school, provided by the fact that this material included into the syllabus of 8th grade. Finally, this assessment had good grade of content validity or 80%.

These four assessments were made by the teacher and also added from the adaptation of the source book of learning. In making the assessment, Mr. Ade, the teacher of 8th grade of SMP Al-Irsyad Al-Islamiyyah Purwokerto, considered some domain such as syllabus, time allocation, and students' knowledge. The teacher also did some analysis and evaluation after holding an assessment.⁴⁷

“I always make the evaluation of the assessment with another teachers in forum, usually I come forward, explain my assessment and another teacher will give the advice. This forum of teacher evaluation is always held by the institution of Al-Irsyad Al-Islamiyyah Purwokerto once a month”

(Interview with Mr. Ade on 9th of Mei 2020, the result of interview can be seen in appendices)

Besides an evaluation from teacher, Mr. Ade also got the advice from the students about the material and time allocation. He considered that those evaluations that he did could increase the score and achievements the students.

“An evaluation of assessment can be from the discussion with another teacher, discussion with the students and also ,y own experiences”

(Interview with Mr. Ade on 9th of Mei 2020, the result of interview can be seen in appendices)

The researcher concluded that the good quality based on content validity of English formative assessment in SMP Al-Irsyad Al-Islamiyyah Purwokerto was affected by the habituation of evaluation that the teachers did by the forum from the institution and another evaluation that the teacher did. It was good competence of the teacher and the school that could make the higher achievements for the students in SMP Al-Irsyad Al-Islamiyyah

⁴⁷ Based on interview with Mr. Ade on 9th of Mei 2020. The result of interview can be seen in appendix.

Purwokerto. This claim was approved by the teacher of SMP Al-Irsyad Al-Islamiyyah Purwokerto.

“The good quality of the assessments could be affected by the evaluation that the teachers did, such as peer review, advice from the students, and forum of teacher evaluation”

(Interview with Mr. Ade on 24th of June 2020, the result of interview can be seen in appendices)

”Teacher usually did the evaluation with the students by sharing the worksheet or project that related to the written assessments. This is why the assessments had good quality of assessments”

(Interview with Mrs. Waryanti on 24th of June 2020, the result of interview can be seen in appendices)

The researcher also found the fact that some questions that were usually used in many assessments, such as formative assessment, summative assessment and national examination, actually did not conform to the indicator in the syllabus. For example in these assessments that the researcher analyzed there was question about asking the synonym of a certain word. This question commonly appeared in many forms of English assessment, but there was no indicator in the syllabus, at least in these four material that researcher analyzed, that mentioned about the synonym of the word.

The fact that the researcher found some question that were related to the indicators in the syllabus, proved that analyzing assessment needs to be done more and more. As Naelul Rohmah from Universitas Pendidikan Indonesia (UPI) said in her journal that teacher, as the assessment maker and developer need to revise the assessments.⁴⁸ The research by Nailul Rohmah also showed that teacher made assessment had good grade or 87% of content validity, a number that almost close to the result from the researcher. The result of the research from Dewi Furwana from IAIN Palopo stated that the

⁴⁸ Nailul Rohmah. *Validity and Reability study on Teacher Made Assessment for English Mid-Term Examination*, Journal of Advanced in Social Science, education, and Humanities Research vol. 254.

content validity of teacher made assessment was in good level or 80%.⁴⁹ The result of analysis above proved that the teacher, as the assessment maker, considered the indicator in the syllabus in making the assessment to the students, provided clear question and answer in the assessment and arranged the assessment based on the capability of 8th grade of Junior High School as those assessments were addressed for them. However, teacher need to be more careful for the researcher found some items that didn't conform to the indicator in the syllabus and need to revise some items of assessment that did not conform to the indicator.



⁴⁹ Dewi Furwana. *Validity and Reability of Teacher Made English Summative Assessment Test at Second Grade of Vocational High School 2 Palopo*, Journal of language and Literature Vol. 13, No 2.

CHAPTER V

CLOSING

A. Conclusion

Based on the data collection and data analysis that the researcher did, this research resulted such as the teacher in SMP Al-Irsyad Al-Islamiyyah Purwokerto held 4-6 formative assessments in one semester. In this research, there were 4 formative assessments that were analyzed. The teacher considered syllabus, time allocation, students' capability, difficulty of the material as the consideration in making formative assessments. Each of 4 assessments in this research had good (80%). Very good (100%). Good (80%), and good (80%) of content validity.

There were some questions made by the teacher that did not conform to the indicators of the syllabus. In the first assessment, the researcher found 8 questions from 10 questions that have the conformity to the syllabus, in the second assessment the researcher found 10 questions from 10 questions that conform to the syllabus, in the third assessment the researcher found 12 questions from 15 questions that have the conformity to the syllabus and in the fourth assessment the researcher found 8 questions from 10 questions that conform to the syllabus. The questions that did not conform to the indicator were about asking the meaning of the sentence, asking some fact from the dialog, and vocabulary checking. The researcher found that some questions that did not conform to the indicator were kind of question that was usually used in many forms of assessments. The researcher also found 2 questions in assessments 4 that had unclear questions for there was no underlined word in the question that should be questioned.

All the materials of these assessments were addressed for 8th grade of junior high school, proved by the material that was represented by these assessments were included in the syllabus for 8th grade. This fact supported the good quality of content validity of the assessments. The researcher concluded that the good quality of content validity of English formative

assessments in SMP Al-Irsyad Al-Islamiyyah Purwokerto was affected by the good competence of the teacher for the teachers always evaluates the assessments. This claim was approved by the teacher of SMP Al-Irsyad Al-Islamiyyah Purwokerto.

B. Suggestion

The instruments of formative assessment for 8th grade of SMP Al-Irsyad Al-Islamiyyah Purwokerto were good in content validity, however based on analysis above, the researcher had some suggestion to the teacher as the assessment maker as follows:

1. The teacher should analyze the formative assessment before and after holding the formative assessments.
2. The teacher should replace the type of question that did not conform to the indicator with another question that had similar function but still conform to the syllabus.

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