

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



THESIS

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**By:
DINDA SYIFAUN NIDA
(1617404012)**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE INSTITUTE ON ISLAMIC STUDIES PURWOKERTO
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CONTENT VALIDITY ANALYSIS OF ENGLISH FORMATIVE ASSESSMENT OF 8TH GRADE IN SMP AL-IRSYAD AL- ISLAMIYYAH PURWOKERTO

**Dinda Syifaun Nida
S.N 1617404012**

**English Education Study Program
State Institute on Islamic Studies (IAIN) Purwokerto**

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

TABLE OF CONTENT

PAGE OF TITLE.....	i
PAGE OF STATEMENT OF ORIGINALITY.....	ii
PAGE OF APPROVAL SHEET.....	iii
PAGE OF OFFICIAL NOTE OF SUPERVISOR.....	iv
PAGE OF MOTTO.....	v
PAGE OF DEDICATION	vi
PAGE OF ACKNOWLEDGEMENT	vii
PAGE OF ABSTRACT	x
TABLE OF CONTENTS.....	xi
LIST OF TABLE.....	xiii
LIST OF APPENDICES.....	xv
CHAPTER I: INTRODUCTION	
A. Background of the Study.....	1
B. Research Question.....	3
C. Objectives and Significance of the Research	3
D. Limitation of the Problem	4
E. Definition of Key Terms	5
F. Review of Previous Studies	5
G. Structure of the Research	6
CHAPTER II: LITERATUR REVIEW	
A. Language Assessment	8
1. Definition of Assessment	8
2. The Purposes of Assessments	9
3. The Types of Assessments	9
4. Principles of Language Assessment.....	13
5. Formative Assessment1	7

B. Content Validity Analysis	18
CHAPTER III: RESEARCH METHODOLOGY	
A. Type of the Research.....	21
B. Research Location	21
C. Data Source	21
D. Data Collection Techniques	22
E. Data Analysis Techniques.....	23
CHAPTER IV: RESEARCH FINDING AND DISCUSSION	
A. SMP Al-Irsyad Al-Islamiyyah Purwokerto.....	26
1. Historical Overview	26
2. Geographical Overview	26
3. Vision and Mission	26
4. Teaching Learning Activity and Curriculum	27
5. Human Resources.....	28
6. Facilities and Infrastructures	33
B. Data Presentation	34
1. Data Explanation.....	35
2. Data Calculation.....	54
C. Discussion	55
CHAPTER V: CLOSING	
A. Conclusions.....	62
B. Suggestions	62

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

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 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.

IAIN PURWOKERTO

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IAIN PURWOKERTO