

THE CONTENT VALIDITY OF THE ENGLISH NATIONAL EXAMINATION ITEMS OF SENIOR HIGH SCHOOL IN THE ACADEMIC YEAR 2011/2012

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**THE CONTENT VALIDITY OF THE ENGLISH NATIONAL
EXAMINATION ITEMS OF SENIOR HIGH SCHOOL
IN THE ACADEMIC YEAR 2011/2012**

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Abstract

National Examination is the instrument used by our government to measure the students' competencies after learning some subjects, including English. Although this National Examination is held annually by our government, it seems that research on the items of that Final examination is still rare. This small research focuses on the content validity of the English National Examination items of the of Senior High School year 2011/ 2012 especially on reading and writing section.. Validity is defined as the extent to which an instrument really measures what it is supposed to measure. It is one of the factors for considering the test to be a good one. In this research, qualitative method is applied. The result of the research shows that all of the items test of the English National Examination especially reading and writing section are covered in the indicators of the graduated competencies. It means that the English National Examination of Senior High School in the Academic Year 2011/2012 has a good content validity .By conducting this small research, it is expected that there will be improvement on the items of the test for the following National Final Examination.

1. INTRODUCTION

Testing cannot be separated from teaching learning process. According to Brown (2004), a test is defined as a *method of measuring a person's ability, knowledge, or performance in a given domain*. From the definition, it can be concluded that there are several components of a test. First, a test is a method. It is an instrument -a set of techniques, procedures, or items that requires performance on the part of the test-taker. Second, a test must measure. Some tests measure general ability while others focus on very specific competencies or objectives. Next, a test measures an individual's ability, knowledge, or performance. Finally, a test measures a given domain.

Testing is also one important part in teaching learning process. By testing, it is possible for teachers to have important information dealing with their students and their teaching. Testing is one way to measure students' competencies after learning a language. Heaton (1976) states that a well-constructed classroom test will provide the students with an opportunity to show their ability to recognize and produce correct forms of the language. Besides that, based on the test results, the teachers can evaluate the effectiveness of the syllabus as well as the methods they are using.

Indonesian Government through BSNP (The Board of National Standard Education) also conducts a test which is called National Examination for the sixth grade of elementary school students, the third grade of Junior High School Students and the third grade of Senior High School Students. This National Examination is the instrument used by our government to measure the students' competencies after learning some subjects, including English. Although this National Examination is held annually by our government, it seems that research on the items of that

National Examination is still rare. This research focuses on content validity of the English National Examination items of Senior High School Students in Academic year 2011/ 2012 especially on reading and writing section.

II. RIVIEW OF RELATED LITERATURE

2.1 Characteristics of Good Test

A test which is aimed to measure students' understanding about the material that has been taught has to fulfill some characteristics of a good test. Various theory of characteristics of a good test are proposed by some scholars. One of them is proposed by Haris. He (1969) explains that all good tests possess three qualities: validity, reliability, and practicality. It means that any test we use must be appropriate in terms of our objectives, dependable, in the evidence it provides and applicable to our particular situation.

2.1.1 Validity

As it is explained previously that validity is one of the qualities of a good test. Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful terms of the purpose of the assessment (Gronlund in Brown : 2004). In other words, the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. A valid test of reading ability actually measures reading ability not previous knowledge in a subject. There are several types of validity as follows :

1. Face Validity

Face validity simply means the validity at face value. Face validity is concerned with the physical appearance of the test itself. Mousavi in Brown (2004) stated that face validity refers to the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees who take it, the administrative personnel who decide on its use and other psychometrically unsophisticated observers. In conclusion, a test has a face validity if the test items look right to other testers, teachers, moderators, and testees.

2. Content validity

Content validity is concerned with the materials that the students have learned. The test should cover samples of the teaching materials given. When a test has content validity, the items on the test represent the entire range of possible items the test should cover. Individual test question may be drawn from a large pool of items that cover a broad range of topics. To fulfill this, the teacher should refer his consideration to the teaching syllabus. Heaton (1976) says that content validity depends on careful analysis of the language being tested and of the particular course objectives; the test should be as constructed as contain a representative sample of the course.

3. Construct validity

Construct validity deals with constructs and underlying theory of the language learning and testing. A test has construct validity if it demonstrates an association between the test scores and the prediction of theoretical trait. Because of it, construct validity is also known as theoretical construct. In other words, a test has construct validity if it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning. (Heaton :1976)

4. Empirical validity

The empirical validity is obtained as a result of comparing the results of the test with the result of some criterion measure such as : an existing test which is known or believed to be valid and given at the same time, teachers' ratings or any other such form of independent assessment given at the same time, or the teachers' rating or any other such form of independent assessment given later. If the evidence shows that there is a high correlation between test scores and a trustworthy external criterion, it is justified that the test has empirical validity.

2.1.2 Reliability

Reliability is the extent to which result can be considered consistent or stable. A reliable test is consistent and dependable. For example, if you give the same test to the same student or matched students on two different occasions, the test should produce similar result. There are several factors influencing the reliability of a test : personal factor caused by temporary illness, fatigue or a bad day, test instruction, the extent of the sample of material selected for testing, the administration of the test and scoring the test..

Heaton (1976) explains several methods of measuring reliability:

2.1.2.1 Test re-test method

Test re-test method is a method of measuring reliability to re-administer the same test after a lapse of time. It is assumed that all of candidates have been treated in the same way in the interval-that they have either all been taught or that none of them have . If the results of the two administrations were highly correlated, we could assume that the test had temporal stability.

2.1.2.2 Alternate or parallel forms method

A second method of computing reliability is alternate or parallel forms method. This assumes that two similar versions of a particular test can be constructed in the nature of their sampling, difficulty, length, rubric, format, and the other aspects. If the correlation between the two tests is high, the tests can be termed reliable.

2.1.2.3 Split-half method

The split-half method estimates a different kind of reliability from that estimated by test re-test procedures. Heaton (1976)reveals that split-half method is breaking up the test into two equal parts and then finding out the correlation between the two parts. One procedure widely used is to ascertain the correlation between the scores on the odd numbered items and those on the even numbered items.

2.2.3 Practicality

The third characteristic of a good test is practicality or usability. A test must be practicable. A practicable test is the one which is not excessively expensive, stays within appropriate time constraints, relatively easy to administer and has scoring or evaluation procedure that is specific and time-efficient (Brown : 2004). There are three factors concerning with the practicality of a test.

They are:

2.2.3.1 Economy

There are two points to be considered dealing with this factor. They are economy in money and economy in time. Economy in money is related with the cost of testing. Then economy in time is related with the duration of administering and scoring the test.

2.2.3.2 Ease of administering and scoring

Other consideration of test usability involves the ease in which the test can be administered. Administering includes clear directions, readily of mechanical devices, and testing process. Besides administering, scoring is also having a significant effect on the practicality of a given instrument.

2.2.3.3 Ease of interpretation

Easy of interpretation is easy in understanding the test. It means that the explanation of the test must be simple; but take care about the reliability, validity, standard deviation, and the norms for reference. Besides that, we also need to have general guidance about the meaning of the test scores.

2.2 The English National Examination

National Examination (Ujian Nasional or UN) is a test which aims to determine the ability of students after learning some subjects including English . This is one of the evaluation instruments to see the achievement of the student's competencies. The test is held annually by Indonesian Government through the Board of National Education Standard (Badan Nasional Standar Pendidikan or BSNP). The type of the item test of the English National Examination is Multiple Choice and there are five different types of the test (A, B, C, D, and E). But on this occasion the writer just focuses on type A with the analysis of Reading and Writing section. The test consists of 50 questions: 15 items for listening section , 31 items for reading comprehension and 4 items for writing. The duration of the English national examination is 120 minutes.

The national examination is designed based on the standards that have been set by BSNP which is called the Graduated Competence Standard (SKL). Before the examination is conducted, the Graduated Competence Standard has been already informed. The English Graduated Competence Standard of Senior High School in the academic year 2011/2012 which is arranged by the Education National Standard Board (BSNP) is described as follows:

SKL BAHASA INGGRIS SMA/MA (PROGRAM IPA/IPS/BAHASA/KEAGAMAAN)

NO	KOMPETENSI COMPETENCIES	INDIKATOR INDICATORS
2.	<p>READING (Membaca)Memahamimaknadal amwacanatertulissecara formal maupun informal dalam bentuk teks fungsional pendek, <i>ek, recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, explanation, discussion, dan review</i> dalam konteks kehidupan sehari-hari.</p> <p>READING Understanding meaning of written discourse formally or informally in the form of short functional text, <i>recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, explanation, discussion, and review in daily life</i></p>	<p>(1.) Menentukan gambaran umum/informasi tertentu/informasi rinci/informasi tersirat atau makna kata/frasa/kalimat dari teks tertulis fungsional pendek berbentuk message. <i>Determining general idea/certain information/implicit information/detailed information or word meaning /phrases/sentences of short functional text in the form of message</i></p> <p>(2.) Menentukan gambaran umum/informasi rinci/informasi tersirat/informasi tertentu atau makna kata/frasa/kalimat atau pikiran utama paragraf/rujukan kata/tujuan komunikatif dari teks tertulis fungsional pendek berbentuk letter/e-mail. <i>Determining general information/certain information/implicit information or word meaning/phrases/sentences or the main idea of a paragraph/word reference/ communicative purpose of short functional written text in the form of letter/e-mail</i></p> <p>(3.) Menentukan informasi tertentu/gambaran umum/informasi rinci/informasi tersirat/rujukan kata atau makna kata/frasa dari teks tertulis fungsional pendek berbentuk advertisement/brochure. <i>Determining general information/certain information/implicit information or word meaning/phrases of short functional written text in the form of advertisement/brochure</i></p> <p>(4.) Menentukan informasi tertentu/informasi rinci/pikiran utama paragraf/pesan moral/gambaran umum/ informasi tersirat/rujukan kata atau makna kata/frasa/kalimat dari teks tertulis berbentuk narrative. <i>Determining certain information/detailed information/the main idea of a paragraph/moral value /general idea/implicit information/word reference or word meaning/phrases/sentences of written text in the form of narrative</i></p> <p>(5.) Menentukan gambaran umum/informasi tertentu/rujukan kata/informasi rinci/informasi tersirat atau makna kata/frasa/kalimat atau tujuan komunikatif/pikiran utama paragraf dari teks tertulis berbentuk news item. <i>Determining general idea/certain information/detailed information or word meaning /phrases/sentences or communicative purposes/main idea of a paragraph of written text in the form of news item</i></p> <p>(6.) Menentukan informasi tertentu/pikiran utama paragraf atau makna</p>

	<p>kata/frasa/kalimatatauinformasirinci/gambaranumum/tujuankomunikatif/informasitersirat/ rujukan kata daritekstertulisberbentukrecount.</p> <p><i>Determining certain information, main idea of a paragraph or word meaning/phrases/sentences or detailed information/general idea/communicative purposes/implicit information/word reference of written text in the form of recount</i></p>
	<p>(7)Menentukangambaranumum/informasitertentuatau makna kata/frasa/kalimatataurujukan kata/informasitersirat/informasirincidariteksfungsionalpendekberbentukannouncement.</p> <p><i>Determining general idea/certain information or phrase meaning/sentences or word reference/implicit information/detailed information of short functional text in the form of announcement</i></p>
	<p>(8)Menentukangambaranumum/tujuankomunikatif/informasitertentu/pikiranutamapagraf/informasitersiratataumakna kata/frasa/kalimatataurujukan kata/informasirincidaritekstertulisberbentukreport.</p> <p><i>Determining general idea/communicative purposes/certain information/main idea of a paragraph/implicit information or word meaning/phrases/sentences or word reference/detailed information of written text in the form of report</i></p>
	<p>(9)Menentukangambaranumum/informasitertentu/informasirinci / rujukan kata/informasitersiratataumakna kata/frasa/kalimatatautujuankomunikatif/pikiranutamapagrafdaritekstertulisberbentukdescriptive.</p> <p><i>Determining general idea/certain information /detailed information/word reference/implicit information or word meaning/phrases/sentences or communicative purposes /main idea of a paragraph of written text in the form of descriptive</i></p>
	<p>(10)Menentukangambaranumum/informasitertentu/informasitersirat/ informasirinci/ tujuankomunikatifataumakna kata/frasa/kalimatatau rujukan kata/pikiranutamapagrafdaritekstertulisberbentukexplanation.</p> <p><i>Determining general idea/certain information/implicit information/detailed information/communicative purposes or word meaning/phrases/sentences or word reference/main idea of a paragraph of written text in the form of explanation</i></p>
	<p>(11)Menentukangambaranumum/informasitertentu/informasitersirat/ informasirinci/pikiranutamapagrafataumakna kata/frasa/kalimatataurujukan kata/tujuankomunikatifdaritekstertulisberbentukexposition.</p> <p><i>Determining general idea/certain information/implicit information/detailed information/main idea of a paragraph or word meaning/phrases/sentences or word reference/communicative purposes of written text in the form of exposition</i></p>
	<p>(12)Menentukangambaranumum/pikiranutamapagraf/informasitersirat/informasitertentu/tujuan komunikatif/informasi</p>

	<p>rinciataumakna kata/frasa/kalimatataurjukan kata daritekstertulisberbentuk discussion.</p> <p><i>Determining general idea/ main idea of a paragraph / implicit information/certain information /communicative purposes/detailed information or word meaning/phrases/sentences or word reference of written text in the form of discussion</i></p> <p>(13)Menentukangambaranumum/informasitertentu/informasitersirat/informasirinci/tujuankomunikatifataumakna kata/frasa/kalimatataurjukan kata/pikiranutamapagrafdaritekstertulisberbentuk review.</p> <p><i>Determining general idea/certain information/implicit information/detailed information/communicative purposes or word meaning/phrases/sentences or word reference/main idea of a paragraph of written text in the form of review</i></p>
<p>3 WRITING (Menulis)Mengungkapkankandunganmaksud danmaksudmaksud interpersonal dantransaksional, secara formal maupun informal, dalam bentuk recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, discussion dan review dalam konteks kehidupan sehari-hari.</p> <p>WRITING</p> <p>Expressing meaning of interpersonal and transactional written discourse formally / or informally in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, discussion and review in daily life</p>	<p>(1)Menyusunbeberapakalimatsecaraacakmenjadi sebuah teks berbentuk recount/procedure/narrative/descriptive.</p> <p><i>Arranging scrambled sentences to make text in the form of recount/procedure/narrative/descriptive.</i></p> <p>(2)Melengkapi 3 rumpang pada teks pendek berbentuk narrative/procedure/recount/descriptive/report dengan kata/frasa yang sesuai.</p> <p><i>Completing incomplete short text in the form of narrative/procedure/recount/descriptive/report using appropriate vocabulary/phrase</i></p>

III. METHODOLOGY

The main purpose of this research is to find out the content validity of the English National Examination of Senior High School in the Academic year 2011/2012. To achieve that purpose, the qualitative method is applied. The data of this research is collected through documentation.

In analyzing the content validity, first of all the writer put each of the test item in the appropriate place with the standard competence and indicator to identify whether all the items test of English National Examination are covered in competencies and indicators of the graduated competence standard. After that the writer concluded the results of analysis.

IV. RESULTS

As it is explained previously that to know the content validity of the English National Examination, the writer put each number of the test item in the appropriate place with the standard competence and indicators of the Graduated Competence as it can be seen in the following table.

The Table of The Content Validity of the English National Examination of Senior High School in the Academic year 2011/ 2012.

NO	COMPETENCIES	INDICATORS	ITEM NUMBERS
2.	READING Understanding meaning of written discourse formally or informally in the form of short functional text, <i>recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, explanation, discussion, and review in daily life</i>	<i>(1)Determining general idea/certain information/implicit information/detailed information or word meaning /phrases/sentences of short functional text in the form of message</i>	
		<i>(2)Determining general information/certain information/implicit information or word meaning/phrases/sentences or the main idea of a paragraph/word reference/ communicative purpose of short functional written text in the form of letter/e-mail</i>	16, 17,18
		<i>(3)Determining general information/certain information/implicit information or word meaning/phrases of short functional written text in the form of advertisement/brochure</i>	19,20
		<i>(4)Determining certain information/detailed information/the main idea of a paragraph/moral value /general idea/implicit information/word reference or word meaning/phrases/sentences of written text in the form of narrative</i>	21,22
		<i>(5)Determining general idea/certain information/detailed information or word meaning /phrases/sentences or communicative purposes/main idea of a paragraph of written text in the form of news item</i>	23,24
		<i>(6)Determining certain information, main idea of a paragraph or word meaning/phrases/sentences or detailed information/general idea/communicative purposes/implicit information/word reference of written text in the form of recount</i>	25,26,27
		<i>(7)Determining general idea/certain information or phrase meaning/sentences or word reference/implicit information/detailed information of short functional text in the form of announcement</i>	28,29
		<i>(8)Determining general idea/communicative purposes/certain information/main idea of a paragraph/implicit information or word meaning/phrases/sentences or word reference/detailed information of written text in the</i>	-

		<i>form of report</i>	
		<i>(9)Determining general idea/certain information /detailed information/word reference/implicit information or word meaning/phrases/sentences or communicative purposes /main idea of a paragraph of written text in the form of descriptive</i>	33,34,35
		<i>(10)Determining general idea/certain information/implicit information/detailed information/communicative purposes or word meaning/phrases/sentences or word reference/main idea of a paragraph of written text in the form of explanation</i>	30,31,32
		<i>(11)Determining general idea/certain information/implicit information/detailed information/main idea of a paragraph or word meaning/phrases/sentences or word reference/communicative purposes of written text in the form of exposition</i>	36,37,38,39,40,41
		<i>(12)Determining general idea/ main idea of a paragraph / implicit information/certain information /communicative purposes/detailed information or word meaning/phrases/sentences or word reference of written text in the form of discussion</i>	42,43,44
		<i>(13)Determining general idea/certain information/implicit information/detailed information/communicative purposes or word meaning/phrases/sentences or word reference/main idea of a paragraph of written text in the form of review</i>	45,46,
3	WRITING Expressing meaning of interpersonal and transactional written discourse formally or informally in the form of <i>recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, discussion and review in daily life</i>	<i>(1)Arranging scrambled sentences to make text in the form recount/procedure/narrative/descriptive. Completing incomplete short text in the form of narrative/procedure/recount/descriptive/report using appropriate vocabulary/phrase</i>	47, 48,49,50

From the table above it can be concluded all of the items test of the English National Examination especially reading and writing section are covered in the indicators of the graduated competencies. It means that the English National Examination of Senior High School in the Academic Year 2011/2012 has a good content validity. Only two indicators of the competencies are not represented by the items of the test especially indicators (1) which is dealing with message and

indicator (8) which is dealing with report text. It seems that all the questions of the items are related to the content of the text provided, for example asking about the main idea, moral value, specific information, etc. There is no question asking about the theory of reading especially text types, such as : asking about generic structure, communicative purpose etc.

In reading section, three items (item no.16,17,18) belong to the indicators (2) that is determining general information/certain information/implicit information or word meaning/phrases/sentences or the main idea of a paragraph/word reference/ communicative purpose of short functional written text in the form of letter. Two items of the test (item no. 19, 20) belong to the indicator (3) that is determining general information/certain information/implicit information or word meaning/phrases of short functional written text in the form of advertisement. Furthermore, there are two items (item no.21,22) representing the indicator(4) that is determining certain information/detailed information/the main idea of a paragraph/moral value /general idea/implicit information/word reference or word meaning/phrases/sentences of written text in the form of narrative, especially item no 22, it is dealing with the moral value of narrative text. Two items of the test (item no. 23,24) also represent the indicator (5) that is determining general idea/certain information/detailed information or word meaning /phrases/sentences or communicative purposes/main idea of a paragraph of written text in the form of news item. In addition, three items (item no.25,26,27) belong to the indicator (6) that is determining certain information, main idea of a paragraph or word meaning/phrases/sentences or detailed information/general idea/communicative purposes/implicit information/word reference of written text in the form of recount. The indicator (7) which is dealing with announcement is represented by three items test, test item no. 28,29. In the mean time, three items (item no.33,34,35) belong to the indicator (9) that is determining general idea/certain information /detailed information/word reference/implicit information or word meaning/phrases/sentences or communicative purposes /main idea of a paragraph of written text in the form of descriptive. The indicator (10) which is dealing with explanation text is represented by three items test, item no.30,31,32. Six items of the test (item no. 36,37,38,39,40,41) belong to indicator (11) that is determining general idea/certain information/implicit information/detailed information/main idea of a paragraph or word meaning/phrases/sentences or word reference/communicative purposes of written text in the form of exposition, especially hortatory exposition. Meanwhile, indicator (12) which is dealing with discussion text is represented by items test no. 42,43,44. Finally, two items of the test (item no.45,46) belong to indicator (13) that is determining general idea/certain information/implicit information/detailed information/communicative purposes or word meaning/phrases/sentences or word reference/main idea of a paragraph of written text in the form of review.

In writing section, there is only one item (item no.47) representing indicator (1) that is arranging scrambled sentences to make text in the form of recount/procedure/narrative descriptive, specifically descriptive text. In addition three items (item no. 48,49,50) belong to the indicator (2) that is completing incomplete short text in the form of narrative, procedure /recount/descriptive/report using appropriate vocabulary/phrase.

V. CONCLUSION

Based on the finding, the writer can draw conclusion that the English national examination has a good content validity since all of the items test of the English National Examination especially reading and writing section are covered in the indicators of the graduated competencies although two indicators of the graduated competencies are not represented by the items test.

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