

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Learning English is an important part of the curriculum in many countries around the world. English is an international language widely used in business, global communication, technology, and science. Therefore, mastery of English becomes a highly valued skill. English is considered a fundamental subject as it serves as a global language of communication and plays a significant role in academic and professional settings.

As we know, learning English is measured by testing or evaluation. Tests and evaluations in English language learning serve as objective assessment tools to measure students' language skills in speaking, listening, reading, and writing. Thus, the test becomes a powerful indicator for evaluating student's comprehensive understanding and mastery of English. In addition, tests and evaluations also serve as a means of evaluating the quality of teaching and the effectiveness of the English language learning methods applied by teachers. With the test results, teachers can evaluate whether students have achieved the set learning goals and make adjustments in their teaching approach if necessary. By using a variety of types of tests and evaluations, such as written exams, oral examinations, project tasks, or portfolio-based assessments, learning English can be more holistic and comprehensive. These tests provide a complete overview of students' language skills in a variety of contexts and situations, including in social interactions, academic environments, and real-world challenges.

The final examination is one of the important forms of evaluation in the educational system to measure student achievements and the effectiveness of the learning process. The results of these final examinations can affect students' chances of moving on to the next level of education. Therefore, it is important to ensure that the tests have good validity and reliability to give an accurate picture of the student's abilities. In reality, some teachers may not fully realize the importance of validity and reliability in writing the English test. They may focus

more on other learning goals without realizing that valid and reliable tests are critical elements in a good assessment process. Assessment is an inseparable step in the teaching and learning procedure. According to Nida, the process of setting boundaries is as follows: Obtain and provide information to help you evaluate decision-making options by Nida (2020). Furthermore, it encompasses but goes beyond the meaning of the terms test and measurement.

Good questions must have strong validity, which means being able to measure accurately what is supposed to be measured. Validity in testing and assessment is a test measurement accurately reflecting what it is purposed to measure, as stated by Fulcher & Davidson (2007). It provides a frame of reference to assure that relevant issues are addressed by Fulcher & Davidson (2007). Content validity is one type of validity stated by Dari (2014). It is essential to predict the efficacy of the tool in order to minimize or eliminate measurement errors, according to Masuwai et al. (2016). Each item is tested to ensure that the item test is applicable to the intended construct stated by Shafie et al. (2020). The judges are asked to look at texts that have been selected for inclusion on the test and evaluate them for their representativeness within the content area stated by Fulcher & Davidson (2007). To achieve content validity in testing English for Academic Purposes (EAP), the test takers analyze the communicative needs and specify test content on the basis of their needs and target domain (Fulcher & Davidson, 2007). Content and face validity are two important aspects in the development of the English final examination items. Content validity refers to the extent to which the exam questions include relevant and representative material from the applicable curriculum. To measure students' understanding of English, examination items must cover various key aspects such as vocabulary, grammar, reading and writing, listening, and speaking. In content validity analysis, researchers will evaluate the extent to which the examination questions reflect the competencies expected by the curriculum and learning standards set.

Reliability testing is another factor used to evaluate good tests. A reliability test is trustworthy and consistent, according to Brown. A comparable outcome will be obtained when the same test is administered to the same student or matched

student two separate times (Brown, 2004). Because consistency is a key factor in demonstrating a test's reliability, the final examination items for junior high school in particular must provide consistent results whenever and wherever the English Final Examination is administered.

The importance of analyzing content validity and reliability in English final examination items is to ensure that the questions presented can accurately measure students' understanding of the material that has been taught. For example, if the curriculum emphasizes speaking skills, the examination items should include questions or situations that test students' ability to speak English. Thus, content validity analysis helps to ensure that examination items reflect the competencies expected by the curriculum. In addition to content validity, face validity is also important in the development of exam questions. Face validity relates to the initial impression and assessment of the questions by interested parties, such as students and teachers. In this case, aspects such as appearance, the language used, the structure of the questions, and readability are important. Test questions that have an attractive appearance, clear and easy-to-understand language, and a well-organized structure of questions will be more acceptable to students and teachers. Face validity is also related to the suitability of the questions for the teaching objectives. For example, if the learning objective is to develop reading comprehension skills, then examination items should test students' ability to read and understand texts in English. If the questions are not in accordance with the teaching objectives, then the validity of the questions will be questioned. As the previous study conducted by Jayanti, Husna, and Hidayat (2019) stated that the English national final examination should be based on the curriculum, they investigated the validity and reliability analysis of the English national final examination for junior high school to know whether the English national final examination that is conducted by the government is valid and reliable or not for junior high school. They can evaluate and prepare suitable material in order to equip their graduates with high-order thinking skills and also to improve their knowledge, especially about the validity and reliability of the test. In line with the study, the researcher is interested in

conducting research related to the validity and reliability of English final examination items for state and private junior high schools in Kudus.

Conducting content and face validity analysis in English final examination items has the aim of ensuring that the questions used meet the required validity criteria. By analyzing the validity, researchers can identify whether the material tested in the questions includes the expected competencies. This allows the question developer to make improvements to existing questions if deficiencies or discrepancies are found with the curriculum. Meanwhile, face validity analysis helps in ensuring that examination questions are clear and acceptable to students and teachers. If the questions are unclear or difficult to understand, this can interfere with students' understanding then it may cause inaccurate assessment of their abilities. Therefore, the researcher will conduct the research entitle **“The Content and Face Validity of English Final Examination Items in Islamic Junior High School Academic Year 2022-2023 (A Content Analysis)”**.

1.2 Research Questions

As previously noted on the background of the research, the writer would like to analyze the problems to discuss as follow:

1. How is the content validity of English final examination items in private Islamic junior high school?
2. How is the content validity of English final examination items in state junior high school?
3. How is the face validity of English final examination item in private Islamic junior high school?
4. How is the face validity of English final examination item in state junior high school?

1.3 Objective of the Research

The objectives of this research are:

1. To analyze the content validity of English final examination items in private Islamic junior high school?

2. To analyze the content validity of English final examination items in state Islamic junior high school?
3. To analyze the face validity of English final examination items in private Islamic junior high school?
4. To analyze the face validity of English final examination items in state Islamic junior high school?

1.4 Significance of the Research

The result of the research can be signified as follows:

1. The project can be signified as the application of knowledge in the analysis of content and face validity on English final examination items for junior high school.
2. The thesis can be useful as the document of education program to inform to the English teachers in developing English final examination items test for junior high school.
3. The result of the research can provide valuable feedback for the developers of English teachers at the junior high school.
4. This research also to reference for the next researchers who are interested in developing similar study, especially, for writer, will understand and capable to make a high quality of test items.

1.5 Scope of the Research

The quality of a test can be seen from validity, reliability, authenticity, administration, and washback (Brown, 2004; Heaton, 1976). In conducting the study, the writer makes a scope for the research that is focus on analyzing content and face validity of English final examination items test for Islamic Junior High School academic year 2022-2023. It is limited to find out content and face validity of English final examination items of Junior High School based on the syllabus, especially focus on indicators in reading and writing skill. In reading, indicators are identifying some information in short functional text of greeting card, label and short message and advertisement; denoting linguistic features in short functional

text and essay text such as descriptive, recount, narrative, procedure and report text. In writing, there are completing short functional text and essay text; jumbling text/sentence/word into good arrangement; using rhetorical steps in writing short functional text and essay text; denoting linguistic features in functional text; and using language gambits. While in face validity analysis will cover the following aspects: Clear Name and Test identity, Instruction, Grammar Error, Typing Errors, Picture/Audio clarity, Printing Clarity/Quality, General Physical Appearance, Missing and/or Disordering test items, options and pages, Fairness, Relevance and Usefulness of English tests that have been implemented in schools.

1.6 Operational Definition

The operational definition based on the title is as follows:

1. Content validity is a kind of validity test to measure the intended knowledge, skills, and competencies outlined in the English curriculum for junior high school accurately and adequately.
2. The analysis of content validity will involve evaluating each examination item to determine if it aligns with the content areas, learning objectives, and instructional materials covered in the English curriculum for junior high school. The examination items will be considered to have high content validity if they effectively assess the targeted English language skills, such as reading, writing, listening, speaking, grammar, vocabulary, and comprehension, as outlined in the curriculum.
3. Face validity is a validity test to which the English final examination items for junior high school appear to be suitable, clear, and appropriate to the students, teachers, and other stakeholders.
4. The analysis of face validity will involve subjective judgments and perceptions of the examination items' clarity, readability, and overall presentation. The examination items will be considered to have high face validity if they are visually appealing, use appropriate language, have clear and concise instructions, and are understandable to the target audience (students and teachers).

5. An Islamic junior high school is an educational institution that follows the principles and teachings of Islam in its curriculum and daily activities. This type of school provides education to students in the junior high school or middle school grades VII to IX

