

An analysis of content validity on English summative assessment of fifth grade in the first semester in Merdeka curriculum

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Abstract

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This paper was qualitative research and used content analysis design. This paper aims to analyze the content validity of English summative assessment and the writer tries to know whether the test items are in line with the learning objectives or not. It will describe the conformity and inconformity of three different English summative assessment from three different schools which already implemented Merdeka curriculum. The writer also tries to compare those three English summative assessments. The result showed that UPT SDN 51 Gresik has 100% valid items, UPT SDN 31 Gresik has 93% valid items, UPT SDN 16 Gresik has 91% valid items. Based on the criteria adopted from Arikunto's opinion those three assessments have good items. It is better for the teacher before making a test looking at first in the flow of learning objective about the learning objective in every unit, so teacher can make test appropriate with the learning objective

Keywords: content validity, summative assessment, learning objectives

INTRODUCTION

English is a foreign language in Indonesia, it has important role of activities especially in the education. English language is the first foreign language which should be taught to students in every level of education in Indonesia. Especially younger learners in elementary school. The government and school are struggling to improve teaching and learning process of English in Indonesia. The important one which should be paid attention is an evaluation. This

is done to find out whether the learning objectives set by the teachers have been achieved or not by the students. Because of that, teachers or test makers need to have information or even carry out evaluations by constructing tests as evaluation tools. (Hughes, 2003) stated that tests are intended to measure student's achievement and the level of success of teaching and learning programs. This will measure student's knowledge and allow them to know their progress. On the other hand, this will help teachers to set their teaching instruction every day.

To assess whether students have mastered the material given during one semester, the teacher as the test maker should carry out an evaluation by giving a test. Assessment is an important part of the curriculum. A series of activities that are done systematically and continuously. In Merdeka curriculum it is called summative assessment. The summative assessment is done at the end of the semester. The feedback of summative assessment can be used to measure the student's progress, so it can guide the teachers to set and design student's activities for the next project. The result of the assessment is used to improve the teaching and learning process. According to (Weeden, P., Winter, J., & Broadfoot, 2002); (Hughes, 2003) summative tests are the process of concluding or checking what has been learned and carried out at the end of the teaching and learning process.

In creating a good test, teachers must consider the validity of the test. Validity is the extent to which a test measures what it wants to measure (Alderson, J., Clapham, C., & Wall, 1995). There are two kinds of validity which are external validity and internal validity. In external validity consists of concurrent validity and predictive validity. Then, internal validity consists of face validity, response validity and content validity. A test is said to be valid if it covers these four specifications. These validities are face, content, construct, and criterion validity, but the main concern is the content validity of the test. Content validity measures whether the test items are relevant and represent the content that has been designed to measure (Heaton, 1998). Therefore, to determine the content validity of a test, teachers must look at the content standards (SI) reflected in the syllabus. Test makers should pay more attention to content validity when constructing a test. Constructing a test must be determined based on the curriculum and syllabus (Khodirin, 2013). Therefore, if the test is appropriate with the syllabus, then the test has good content validity.

In fact, some teachers do not consider the aspect of validity in making summative test, especially content validity. The most important and the main concern of test used in classroom teaching is content validity. (Mary, F., & Sake, 1983) stated that content validity is related to

the material that students have learned. The test must include samples of the teaching materials given. To fulfill this, teachers should refer their considerations to the teaching syllabus, or we can say in Merdeka curriculum is ATP or flow of learning objectives. In addition, there are other reasons why the test does not consider the procedures in the guidebook (Sumardi, 2008 quoted in (Nofiyanti, 2011) First, the time given to design is adequate. Second, teacher's competence is still limited in designing good tests. Third, teachers may not have sufficient experience in designing and constructing English tests. In line with the previous study, (Fauzi, 2011) see also (Sultana, R., Shamim, K. M., Nahar, L., & Hasan, 2009); (Siddiek, 2010); (Adiredja, 2012); (Haynes, S. N., Richard, D. C., & Kubany, 1995) said that the English exam test material is not appropriate to the English syllabus recommended. However, in planning tests, some teachers are quite familiar with the content taken during teaching and its major aspects, but some tests constructed by teachers have low content validity, because it is not easy for teachers to compose good tests (Fitriyanti, 2014). Therefore, the test needs to be improved.

Previous research is relevant to this study, one of which is based on (Adha, 2014) research entitled *An Analysis on the Content Validity of the Summative Test for the Tenth Year Students at SMA DUA MEI* which aim to find out the empirical evidence of the content validity of English Summative test. The writer used qualitative research and descriptive analysis which describe the conformity and inconformity of the summative test with the syllabus and indicators. The result showed that English summative test was 65% valid in the term of its conformity with the indicators but based on the content analysis the represented indicators are only 38%. The test did not represent the whole indicators from the syllabus. Second previous study is from (Areta & Dari, 2014) research entitled *An Analysis on the Content Validity of English Summative Test Items*. The aim of this study was to find out the evidence on content validity of English summative test of second grade students in junior high school of Al-Amanah. The writer used qualitative research and descriptive analysis which describe the conformity and inconformity of the summative test with the syllabus and indicators. The result showed that English summative test had bad content validity, it was only 51% valid in terms of the conformity with the indicators. Third previous study conducted by (Nugrahanto et al., 2018) research entitled *The Content Validity of The Summative Test Items of English for The Tenth Graders of SMA Negeri 1 Magelang in The School Year 2015/2016*. Which aim to analyse the content validity of the English summative test and the syllabus. This research used qualitative research. The result showed that the English summative test had a good content validity with

the percentage 91.42%. However, the representation of basic competencies did not proportional, because there were basic competencies that still dominated the test items. Those three schools used curriculum of 2013.

Previous research focused on analyzing the content validity of English summative tests in curriculum of 2013. The current study aims will do the same focus on analyzing the content validity of English summative test in Merdeka curriculum. Now, the summative test is created by their own teacher in that class not by the English teacher because not all the schools have their own English teacher. Because the content validity in a test is important, the writer tries to know whether the test items are in line with the learning objectives or not. The summative test is taken from three different schools of the first semester in academic year 2023/2024 in fifth grade of elementary school. They are UPT SDN 51 Gresik, UPT SDN 31 Gresik and UPT SDN 16 Gresik. UPT SDN 51 Gresik and UPT SDN 31 Gresik the test was not created by their English teacher because in those two schools they did not have English teacher while from UPT SDN 16 Gresik, the test was made by their own English teacher. So, the writer wants to make a comparison among those three tests. The writer uses the three different schools because those are the representatives' schools which implement the Merdeka Curriculum. So, based on the background above, the writer wants to know how appropriate the English summative tests are to the learning objective. The purpose of this study is to know whether the English summative tests are in line with the learning objectives or not.

METHOD

This research is qualitative research and the researcher uses content analysis design. It will describe the conformity and inconformity of the English summative test with the learning objectives. There are two documents used to get the data, they are English summative test of fifth grade in first semester and English flow of learning objective which is used from Ministry of Education and Culture.

RESULTS AND DISCUSSION

The first English summative assessment is taken from UPT SDN 51 Gresik for the fifth grade in first semester in academic year 2023/2024. The total number of the test items are 17 items for multiple choice items. The researcher compared the items and the learning objectives. This test was not made by the English teacher.

The second English summative assessment is taken from UPT SDN 31 Gresik for the fifth grade in first semester in academic year 2023/2024. The total number of the test items are 30 items. There are 20 items for multiple choice, there are 5 items for “filling” and there are 5 items for “essay”. The writer will try to compare the items and the learning objectives. This test was not made by the English teacher.

The third English summative assessment is taken from UPT SDN 16 Gresik for the fifth grade in first semester in academic year 2023/2024. The total number of the test items are 35 items. There are 20 items for multiple choice, there are 10 items for “filling” and there are 5 items for “essay”. The writer will try to compare the items and the learning objectives. This test was made by the English teacher.

Based on the data of the conformity and inconformity items number, the writer analyses:

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

P = Percentage

F = Frequency of conformity/inconformity

N = Number of sample

The following table describes the total frequency of the conformity and the inconformity of English summative test items to the flow of learning objectives based on the data of the analysis result above. Based on the data of item analysis result, we can see the table below.

Table 1. The analysis result of the conformity and inconformity of English summative test items of UPT SDN 51 Gresik.

English Summative test items	Items number	Total frequency
The conformity test items based on the flow of learning objective	1-17	17 items = 100%
The inconformity test items based on the flow of learning objective	-	

Table 2. The analysis result of the conformity and inconformity of English summative test items of UPT SDN 31 Gresik.

English Summative test items	Items number	Total frequency
The conformity test items based on the flow of learning objective	1-28	28 items = 93%
The inconformity test items based on the flow of learning objective	29, 30	2 items = 7%

Table 3. The analysis result of the conformity and inconformity of English summative test items of UPT SDN 16 Gresik.

English Summative test items	Items number	Total frequency
The conformity test items based on the flow of learning objective	1,2,3,4,5,7,8,9,10,11,12,13,14,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35	32 items = 91%
The inconformity test items based on the flow of learning objective	6, 15, 16	3 items = 9%

The writer compares the percentage with the criteria adopted from (Arikunto, 1992) opinion that, 76-100% is good, 56-75% is sufficient, 40-55% is less good, <40% is bad. So, based on the calculation above, it showed that English summative test which is delivered in the fifth grade in table 1 from UPT SDN 51 Gresik is 100% valid in terms of its conformity with the learning objective. It means that English summative assessment item is good. But, in this English summative assessment the teacher only made test only for unit 1,2 and 4. For this test, the teacher only measures the student's ability in one of the learning objectives. Teacher did not measure the student's ability in all learning objective in every unit. In table 2 from UPT SDN 31 Gresik is 93% valid in terms of its conformity with the learning objective. It means that English assessment item is good. But there are only 2 items that are not in line with the learning objective. Teacher measure students' ability only for unit 3 and 4. Ideally, it will be better if all the units are represented in that assessment. There are 5 units in the flow of learning objective. While in table 3 from UPT SDN 16 Gresik is 91% valid in terms of its conformity with the learning objective, it means that English assessment item is good. But there are only 3 items that are not in line with the learning objective. The teacher represented all of the units.

According to the item analysis above, the writer concludes that the English summative assessment which is delivered in the fifth grade from UPT SDN 51 and UPT SDN 31 do not represent the whole material from the flow of learning objective of the first semester. Unless the teachers can be responsible the student's score in the end of chapter at the material that are not include on the final English summative assessment. Now, in Merdeka curriculum, teachers made the English summative assessment individually by themselves adjusting to the situation and the condition of the students in their classroom.

This research has the same focus on analyzing the content validity in English summative assessment and this is in line with previous study conducted by (Adha, 2014) and (Areta & Dari, 2014) but there are differences between this paper and those previous study. The differences in the usage of curriculum that the school used. The previous study used curriculum

of 2013 and the English summative assessment was made from KKG (kelompok kerja guru). In this paper the school uses Merdeka curriculum and the English summative assessment is made by their own teacher, so it is become the advantages that the teacher knows the competency of their students because they made the test by adjusting from the situation and condition in their classroom.

CONCLUSION

In this paper the writer analyzes the conformity and inconformity from the English summative assessment in fifth grade in Merdeka curriculum. The writer tries to compare three different assessments from three different schools which school has already implemented the Merdeka curriculum. It showed that teachers made the assessment variety about the total of the items it is based on the agreement with the other teacher and headmaster in each school. Teacher can adjust the assessment based on the situation and condition in their classroom while looking at their student's competency. From UPT SDN 51 and UPT SDN 31 they are not included in all the units. It is better if they can include all the units in their assessment. Unless the teacher can be responsible for their students' score in the end of chapter of the material or there is an agreement in the beginning of class with the students that teacher only gives the material on that certain unit. It showed from the percentage in the table 1 is from UPT SDN 51 that English summative assessments have 100% in conformity with the learning objective, table 2 is from UPT SDN 31 that English summative assessments have 93% in conformity with the learning objective, table 3 is from UPT SDN 16 that English summative assessments have 91% in conformity with the learning objective.

It is better if teachers included all the unit in the English summative assessment, it is good for this because teacher will know more about their student's competency in every unit while looking at their other assessment's score in every chapter. For UPT SDN 51 and 31 the teachers did not include all units in their assessment, while for UPT SDN 16 the teacher included all the units. Ideally, the teacher included all the units in the assessment.

It is better for the teacher before making a test to look at first in the flow of learning objective about the learning objective in every unit, so teacher can make test appropriate with the learning objective. It can be noticed from those three assessments that the total of items can be variety based on the agreement. In this new curriculum, Merdeka curriculum, it is better to make test in form of filling rather than multiple choice because we want to test the students' high order thinking skill.

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