



## ANALYSIS OF CONTENT VALIDITY IN ENGLISH EXAMINATION TEST ON PUBLIC HEALTH'S STUDENTS

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**ABSTRACT:** *The objective of this research is to find out the empirical evidence of the English examination test content validity made by the English lecturer for the even semester of the first grade of Public Health's students administered at the University of Faletehan Serang. The total number of the test items was 70 items. In this study, the writer used qualitative research in which the writer collected data by asking the English final paper test and syllabus to the lecturer. Then the writer analyzed the test items, whether the final test has content validity. This study has not done yet in this institution. Also, this study is categorized as descriptive analysis in which to describe the conformity and in-conformity of the Public Health's English summative test with the syllabus and learning achievement. The instrument of this study was the final English test of the Public Health Department in the first semester of the first grade in the 2019/2020 academic year. The respondent used was 112 students.*

**Keywords:** *Examination test, Validity and Public Health Student's*

### I. INTRODUCTION

Someone from the simple things always does the evaluation or assessment of the complicated one. Evaluation is critical to do to determine the value of an object in directing self-development. Indeed, evaluation or assessment is an activity to give a judgment about the object value, such as good-worst, effective-ineffective, successful-unsuccessful, etcetera. Therefore, evaluation is done to decide an object value.

Evaluation is the process of gathering, analyzing, and presenting information that is useful for the level of the success of teaching and learning activity. Those systematic processes determine how far students can achieve some instructional objectives. Evaluation can be defined as an organized gathering of all relevant information necessary to promote the improvement of the curriculum and analyze its effectiveness for making the correct decision. In making a correct decision, accurate information becomes the fundamental element. Evaluation activity is a process planned for getting accurate information or data to make the right decision. The evaluation provides valid judgment about the students and the effectiveness of the program (Ilyasin, 2019).

There are some ways to evaluate. One of them is by giving a test. The lecturer carries out the test to get a score. She would like to use a test to provide information to help in making a decision. The lecturer has designed several tests to make the possible decision whether the teaching-learning process and the program have been successful or not. Ideally, to get the accurate data, the test must be reasonable and made as well as possible (Solikhah & Budiharso, 2019). Thus, the test is one instrument of evaluation to collect the data or information. A test can



be good or reasonable if the items have three criteria; validity, reliability, and practicality. This statement is in accordance the opinion of the experts generally, especially Harris, “*All good tests possess three qualities: validity, reliability, and practicality*”

The test could be said poor if it does not fulfill those criteria. First, validity means that the test is officially acceptable. Second, reliability is the stability of measurement. The last one is practicality implies that the test must be practical.

From those criteria above, the writer only focuses on the content validity of the final test or summative test in this study. When a test is not valid, there are consequences; first, the students cannot demonstrate skills they possess if they are not tested. Second, irrelevant items are presented that the students will likely answer incorrectly only because the content was not taught. The effect of that is lower test scores because there is no relation between the test item with the material learned to achieve the instructional objective. Therefore, the writer would analyze the content validity of the study (Nganga, 2019).

To know the validity, the test must be tested and analyzed, so the writer can get relevant information to make the correct decision. The final English test had already been administrated to the first grade of Public Health’s students of Faletahan University, but the validity of the test has never been analyzed before. The lecturer has not found out the reliability of the test—a team of lecturers from Public Health at the University of Faletahan.

Based on the fact above, the writer wants to help the English lecturer to make sure that the validity of the final English test for the first semester of the first grade Public Health’s students of the University of Faletahan in the academic year 2019/2020 is conformity. In doing the study, the writer hopes that this study result will give valuable information to the readers, teachers, institutions, test makers, especially for the writer herself about how to get the empirical evidence in determining the reliability of a test. From the study done, the writer receives an experience of how to do the validity of an examination. Thus, she will be able to find out the validity of a test better in the future.

## A. RESEARCH QUESTIONS

In accordance to the background of the study, the writer formulated the problem of whether each test items of the final test for the first grade of Public Health’s students at the University of Faletahan represent the learning achievements as suggested its syllabus as an indicator of the content validity

- 1) Is the final English test in line with the syllabus that is constructed by the lecturer?
  - a) How appropriate is the English examination test with the learning achievement of the syllabus?
  - b) How is the distribution of the indicator of the syllabus in the test?

## B. OBJECTIVE OF THE RESEARCH

Based on the formulated research questions above, the objectives of the research come as follow:

The objective of this study is to find out whether each test items of the final test for the first grade of Public Health’s students of the University of Faletahan represent the learning achievement as suggested by its syllabus as an indicator of the content validity.



## II. LITERATURE REVIEW

### A. THE UNDERSTANDING OF EVALUATION

Evaluation is an intrinsic part of teaching and learning. It has a crucial role in improving teaching and learning activity. The evaluation has to expand importance in education as lecturers collect data and form judgments activities designed to facilitate student learning. Based on the data, the lecturer can get information about how far the student can understand the subject learned and the success of the curriculum. Therefore, evaluation is an important activity to do by the lecturer.

Gronlund, in Nunan's book, writes, "*Evaluation may be defined as a systematic process of determining the extent to which instructional objectives are achieved by pupil.*" It seems that evaluation is an activity that must be done accurately and effectively to make students get the instructional objectives aimed. By doing an evaluation, the amount or degree of student's changes in learning a subject can be known. Same with Gronlund, Dickins, and Germaine, see the evaluation as a systematic process to form a judgment and providing evidence related to the student and program aimed (Saqipi & Vogrinc, 2020; Studies & Bilgiler, 2020; Susilawati et al., 2018). According to the evaluation done, the lecturer can collect some evidence to decide the changes in student competence or skill.

From the statements above, evaluation can be seen as the systematic process in gathering, analyzing, and presenting data to get wealth information about students and the instructional objectives. The teacher can create a correct decision. In this case, evaluation is used to get information about the student's progress in a teaching and learning activity.

### B. THE UNDERSTANDING OF A TEST

The lecturer usually holds a test to find out how much student has achieved the subject matter given. The test result will provide valuable and valid information about change after taking a course or program. Besides, the weakness and the strength of students and the instructional objectives can appear. Therefore, both teacher and student can correct the weakness and develop the strength.

An evaluation needs data collected through a measure of tools or instruments; one of them is a test. The majority of tests are used for making decisions about individuals. Thereby, an evaluation is a process, and the test is its tools or instrument (Blannin et al., 2020).

A test is a group of assignments that must be done by the student to get a score related to their behavior and achievement. It can be analyzed that a test is a kind of an assignment, which consists of questions or commands. Students do the test to get the score about their behavior and achievement.

Hopkins and Antes said a test is a systematic procedure, a tool, an instrument for collecting information. Tests also use for measuring the student's ability, skill, knowledge, intelligence, and capacities. The test is an implement measured that has the shape of a series of tasks that must be done by the student to know the student result.

From several quotations and analyses above, the test is the implementation of activity to know information or data quantitatively. The tests have the dual function that is to measure the student's capacity and to measure the success of the teaching program whether the students have mastered the program material comprehensively or not. The test as the instrument for measuring data must be good because it aims to know the weakness and strength of students' competence in learning (Fairus Sintawati, 2020; Raiker, 2020).



A test is a method, instrument, or systematic procedure in collecting information to know a person's behavior and describing it with the aid of a numerical scale or a category system. The test is also used for measuring a sample of behavior, students' knowledge, skills, or abilities in a given domain.

### C. THE TYPES OF TEST

There are several types of tests used in the teaching and learning process. A placement test is carried out to place students educated in an educational program and the training in accordance to student's capacity. A formative test is held every time students finish a lesson unit. A diagnostic test is carried out as diagnosis means. A summative test is given to the students by the end of a program or several lesson units.

In this research, the writer only focuses on the summative test. The writer can get information about the student's achievement in the teaching and learning process of Public Health's Student at Faletahan University Serang through the English summative test. The teacher carries out the summative test after the class taking several programs or chapters. Thereby, an institution or school holds a summative test at the end of a course or semester. The lecturer usually ranks and grades students based on the result of the summative examination.

### D. THE CHARACTERISTICS OF A GOOD TEST

In constructing a good test, the teacher should know the way to make a good test. A test called a good test if it has fulfilled the criterion of a good test, as follows:

#### 1. Validity

A test is valid if it tests what it is supposed to try. Weir said that a test should test what it is supposed to be tested. The test must be valid according to what ability the writer wants to measure. In other words, a test should only limit themselves to measuring specific abilities intended. In educational measurement, validity is often defined as the degree, which a measuring instrument serves the purpose for which it is intended. Validity is the most essential characteristic of a measuring instrument.

Validity deals with the degree to which the test scores provide information relevant to the inferences that are to be made from them. It indicates how far the instrument measures what it is supposed to measure. Thus, a judgment of validity is always about a specific decision or use and evidence that test scores are appropriate for another (Rahayu, 2018; Rowley, 2000).

#### 2. Reliability

A test must be reliable as a measuring instrument. A test should give the same results every time it measures. According to Heaton, "Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument". If the test is administered to the same respondents on different occasions and there is not differentiating in the result, it can be said that the test is reliable.

The stability of a test score is consistent. In other words, the measurement is not changing or firm. The test is reliable if its result is the same after being tested several times. Parallel tests are designed to know the reliability. It means that the correlation of the first test result must be significant to the second test result. After testing both tests and correlate the result, the test can be said reliable if both test results show positive correlation and significance.



### 3. Practicality

The third characteristic of a good test is its practicality. A test may be a highly reliable and valid instrument but still beyond our means of facilities. According to Thorndike, “Practicality is concerned with a wide range of factors of economy, convenience, and interpretability that determine whether a test is realistically employable for our purpose”. From this statement, it can be summarized that a test can be said practical if the test is economical, it has ease of administration and scoring (Ernawati & Lusiani, 2019; Fairus Sintawati, 2020; Hamedi & Karkehabadi, 2012; Irawan, Nasiatin et al., 2020; Pakdil & Kurtulmuşoğlu, 2017; Propa et al., 2015; Raiker, 2020; Sulistyani et al., 2014; Zuniawan et al., 2020) .

The lecturer can measure the reliability of several methods. The methods have different ways of obtaining the data. All these methods take data about the consistency of a measure with itself and compute a reliability coefficient. This coefficient will be correlated to standards for the reliability of a test. Out of the three methods of finding out the reliability, the writer employs the other methods in this research. They are items to total reliability, intercoder reliability, and statistical shortcuts .

## E. VALIDITY

From the previous explanation that one of the characteristics of a good test is validity. If the test is found to be based upon a sound analysis of the skills we wish to measure, and if there is sufficient evidence that test score correlate fairly highly with actual ability in the skills area being tested, reasonably safe in assuming that the test is valid for our purposes.

Test validity is the most critical factor to be judged and considered in the total of foreign language testing. A test is valid when it measures effectively what it is intended to measure.

Validity is not a simple concept; however, the idea of validity reveals a number or aspect, each of which deserves our attention. Arthur Hughes classifies validity into four: content validity, face validity, construct validity, and criterion-related validity.

### Content Validity

Content validity is concerned with the extent to which the test is representative of a defined body consisting of topics and processes. Moreover, the test should reflect the instructional objectives or subject matters. But it is not expected that every knowledge or skill will always appear in the test; there may simply be too many things for all of them to appear in a single test.

Content validity divided into two parts, the content validity of the teacher-constructed test and content validity of published tests. Content validity of the teacher-constructed test essentially depends on the sampling of items. If the test items adequately represent the domain of possible items, the test has adequate content validity. When a test is not content valid, there are two consequences. First, the students cannot demonstrate skills that they possess if they are not tested. Second, irrelevant items are presented that the students will likely answer incorrectly only because the content was not taught. Both of these consequences tend to lower the test scores; thus, the test score is not an adequate measure of student performance relative to the content covered by instruction (Studies & Bilgiler, 2020).

Most lecturers are quite familiar with the content they cover during instruction, and, to a large extent, teacher-constructed tests have inherent content validity. However, in planning a test, teachers can use a straightforward procedure to improve content validity.



The second part is the content validity of published tests. Teachers may, at least on occasion, use published tests, some of which accompany curriculum materials. The tests constructed for a specified textbook or set of materials usually have high content validity if the materials are used as intended for instruction. Sometimes materials are used as supplementary and are only partially covered, in which case any accompanying tests would at least need to be reviewed for content validity.

Content validity may be defined as the extent to which a test measures a representative sample of the subject matter content and the behavioral changes under consideration. It can be understood that in this case, the content of the test, which is interpreted through the test, is the crucial thing and must be able to measure what it is intended to measure.

There is two importance of content validity. First, the more significant test's content validity, the more likely it is to be an accurate measure of what it is supposed to measure. Secondly, such a test is expected to have a harmful backwash effect. Areas that are not tested are likely to become areas ignored in teaching and learning. The best safeguard against this is to construct full test specification and to ensure that the test content is a fair reflection of these.

## F. SYLLABUS

The most important part of the learning and teaching process is the material that should be mastered by the lecturer and passed to the students. The materials are determined as any systematics description of the technique and exercises used in the classroom. The description of the learning and teaching technique used by a lecturer and many practices that are given to the student as a tool of the test must be arranged systematically so that those materials taught in the classroom can be achieved effectivel .

A syllabus is designed based on the Public Health Department and student degrees. Moreover, when a lecturer constructs the syllabus, it must be suitable for the students' abilities and relevant to the early situation (Blannin et al., 2020). It is hoped in other to the learning achievement that developed in the syllabus can be achieved.

The writer concludes that the curriculum is the planned learning experiences of an educational system with attention to the elements of the program of studies, program of activities, and program of guidance. The government decided to competency standard and basic competence in the curriculum.

## G. PREVIOUS STUDY

The study about content validity has never been done in this institution, especially in the Public Health Department. The writer analyzed the study to be the first study in the institution; hopefully, this study came with the good result and valid. If not, the lecturers and the Department should change the items on the examination test that conformity to the Public Health syllabus.

## III. METHOD

The test is administered at Faletahan University in September 2019 because there has not been a similar study. The University of Faletahan is located at Jl. Raya Cilegon KM.06 Pelamunan, Kramatwatu, Kabupaten Serang, Banten 42161. The research is conducted from October up to December 2019. It was completed by the first-grade student of Public Health's students of the University of Faletahan academic year 2019/2020.



## **B. THE OBJECT OF THE STUDY AND RESPONDENTS**

The object of the study is the test items of English summative test for the first grade of Public Health's students of the University of Faletahan Serang academic year 2019/2020.

The respondent of this research is the first grade of Public Health's Students at Faletahan University Serang. There are about 112 students from 3 parallel classes. Every class contains about Class A 35, Class B 38, and Class C 39 students. From all of the respondents, the writer chooses three classes that include 112 students of Class-A as respondents.

## **C. METHOD OF THE STUDY**

In this study, the writer collected the data. Then the writer analyzed the test items, whether each test item of the English summative test for the first grade of Public Health's students of the University of Faletahan represents the achievements as suggested in its syllabus. The test is measured adaptable with the syllabus and indicators, mostly from reading and writing skills.

Based on the data and the types of information needed for this research, the writer used qualitative research. Also, this study is categorized as descriptive analysis. It described the conformity and the University Department's summative test with the syllabus and indicators.

## **D. RESEARCH INSTRUMENT**

The research instruments which was used by the writer is collecting the data is documents are:

### **1. Paper/test booklet**

The writer asked for the English summative test paper from the Public Health Department. The test which is analyzed is the English summative test for the first-grade student in the first semester. The total items are 70 items of the English summative test. It is 70 items of multiple choices.

### **2. English syllabus and indicators for the first grade of Public Health's students.**

The writer analyzed the English summative test items and then confirmed it to the English syllabus and the indicators. The English syllabus, which is made by the lecturer, should be based on the Standard competency and basic competence.

## **E. TECHNIQUE OF DATA COLLECTION**

The writer collected the data from an English Lecturer at the University of Faletahan Serang, Banten. The writer then asked for the syllabus and the English subject's summative test on the even semester 2019/2020 academic year in the first grade of Public Health's students.

## **F. TECHNIQUE OF DATA ANALYSIS**

To examine the item test, the writer identified each of the summative test items and made a data card by identifying the components. The writer categorized the parts of the test. Next, the writer compared the test components of the test with the materials represented in the syllabus and counted each component's percentage. To make the percentage, the writer uses the formula:



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

$$P = \frac{f}{n} \times 100\%$$

P = Percentage of Content Validity

f = Frequency of item appearance

n = Number of samples

Moreover, to measure the conformity level of the English summative test items, the writer adopts the conformity level criteria:

The Criteria of the Conformity Level

81% - 100%	Very good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
0 – 39%	Very poor

### G. DATA INTERPRETATION

The following table describes the total frequency of the conformity and the inconformity of English examination test items to the syllabus based on the item analysis result above. Based on the data of item analysis result, we can see the table as follow:





**Table 1.1**  
**The Analysis Result of the Conformity and the Inconformity**  
**of English Examination Test Items at Even Semester for the First Grade**  
**of Public Health’s Students of Faletahan University**

NO	ENGLISH EXAMINATION TEST ITEMS AREA	ITEMS NUMBER	TOTAL FREQUENCY
1.	The conformity test items based on the indicators of English syllabus	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 41, 42, 43, 44, 45, 56, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70	60 items = 85,7%
2.	The inconformity test items based on the indicators of English syllabus	36, 37, 38, 39, 40, 46, 47, 48, 49, 50	10 items = 14,3%

a. Percentage

Table 4.4 shows that the English examination tests with the English syllabus is 85,7% consist of 60 conformity items. The percentage falls into the level of 14.3%; it means fair, then the inconformity between test items and English syllabus is 14.3% consist of 10 items. The calculations are explained below:

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

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

P : Percentage  
 F : Number of sample

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



$$60$$

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

$$70$$

$$P = 85,7$$

Based on the calculation above the English examination test administered in the Public Health's Students of Faletahan university is 71.66% valid in its conformity with the syllabus.

While, based on the data of the inconformity items number, the writer analyses:

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

- P : Percentage  
 F : Frequency of inconformity  
 N : Number of samples

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

$$P = \frac{10}{70} \times 100\%$$

$$P = 14,3$$

#### b. Content Analysis

Based on the tables and explanation of the data above, we know that some achievements are not suggested in the syllabus, but they are included in the test. In contrast, the achievements are still indicated in the standard competence and basic competence. On the contrary, some achievements are not included in the test, but they are suggested in the syllabus.

While, there are achievements which dominate the test items. We can see that the achievements "Say the names of body parts and health problems, express health problems, and understand English text on health issues" represented 15 items number, and the achievements "Mention vocabulary related to the medical profession and describe the various professions of medical professionals" represented 2 items number. On the other hand, there are some achievements which only have few items number.

Ideally, it will be proportional if every achievement is represented equally. There are 27 achievements suggested in the syllabus, and they have to be represented by 70 items number. So, every indicator should represent 2 or 3 items number.



According to the item analysis above, the writer concludes that the English examination test administrated in the first grade of Public Health's Students of Faletahan University represent almost the whole achievements from the syllabus of the even semester.

Therefore, it can be understood that the test designer has not understood enough to construct the test item. It is shown through the 85,7% of achievements suggested in the test items that are not indicated in the syllabus. The writer recognized that the English examination test must be in line with the recommended curriculum and the English syllabus. But in the application, she still found some inadequacies in the English examination test (final test), especially in the content of instruction.

## V. CONCLUSION

In this research, the writer analyzed the conformity of the test with the syllabus; the writer found the English examination test administered in the first grade of Public Health's Students of Faletahan University is 85,7% valid in terms of its conformity with the achievements. The items representing the syllabus's suggested achievement in the syllabus are 60 items, and the in-conformity items are 10 items.

Therefore, the writer concluded that the English examination test of the even semester on the first grade of Public Health's Students of Faletahan University for the first point of view is 85.7% valid in terms of the test's conformity items with the syllabus. In other words, the English examination test of Public Health's Students of Faletahan University has good content validity. It means almost 85.7% of achievements in the test items are suggested in the syllabus. Besides, the achievement of "Parts of Body and Health Problems" dominates almost all of the items, and the achievement of writing or essay is not provided in this test form.

### Suggestion

Based on what the writer found, it can be understood that there is still found the lecturer or the test designer who can reconstruct the good test items because the English lecturer understand how to write a good test in term of validity. Therefore, it will be better if the test designer or lecturer make the test items by considering a conformity between the test items and the achievements which is provided in the syllabus because syllabus is the important guide for lecturer about the materials that have to be taught in the classroom.

In constructing the test items, lecturers also have to consider about the content. They have to distribute all the achievements in syllabus into the test item fairly. It is better if there are not achievements which are dominate each other because a good test is the test which covers all the achievements in syllabus. So, lecturers can measure student's competences.

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