

ANALYSIS OF CONTENT VALIDITY OF MULTIPLE CHOICE QUESTIONS FOR THE ODD SEMESTER FINAL EXAM MADE BY ENGLISH SUBJECT TEACHERS FOR CLASS 11 AT SMK NU 1 KARANGGENENG 2022/2023

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Abstrak: Evaluasi pembelajaran memegang peranan penting dalam meningkatkan mutu pendidikan. Metode evaluasi yang efektif membantu mengukur pemahaman siswa, mengidentifikasi kebutuhan individu, dan menyesuaikan strategi pengajaran. Dalam konteks Sekolah Menengah Kejuruan (SMK), ujian akhir semester menjadi komponen evaluasi yang penting. Penelitian ini berfokus pada analisis validitas isi soal pilihan ganda pada ujian akhir semester bahasa Inggris di SMK NU 1 Karanggeneng pada tahun ajaran 2022/2023. Penulis menggunakan pendekatan penelitian deskriptif kualitatif dengan menggunakan dokumentasi sebagai metode utama. Data yang dikumpulkan dari SMK NU 1 Karanggeneng dianalisis secara sistematis untuk menilai keselarasan antara soal ujian dengan standar kompetensi dasar kurikulum 2013 (KEMENDIKBUT 2013). Hasil penelitian menunjukkan bahwa seluruh 60 soal pilihan ganda telah sesuai dengan standar kompetensi dasar, kecuali topik teks biografi. Studi ini menekankan pentingnya melakukan validasi konten untuk memastikan hasil evaluasi yang akurat dan memberikan wawasan untuk meningkatkan konten ujian di masa depan. Secara keseluruhan, penelitian tersebut berkontribusi dalam meningkatkan efektivitas metode evaluasi pembelajaran di SMK.

Kata Kunci: evaluasi, validitas isi, bahasa inggris

Abstract: The evaluation of learning plays a vital role in enhancing the quality of education. Effective evaluation methods help measure students' understanding, identify individual needs, and adapt teaching strategies. In the context of Vocational High Schools (SMK), the end-of-semester examination serves as an important evaluation component. This study focuses on analyzing the content validity of multiple-choice questions in the English final semester examination at SMK NU 1 Karanggeneng during the 2022/2023 academic year. The writers employed a descriptive qualitative research approach, utilizing documentation as the primary method. The data collected from SMK NU 1 Karanggeneng were systematically analyzed to assess the alignment between the examination questions and the basic competency standards of the 2013 curriculum (KEMENDIKBUT 2013). The findings revealed that all 60 multiple-choice questions were aligned with the basic competency standards, except for the topic of text biography. This study emphasizes the significance of conducting content validation to ensure accurate evaluation results and provides insights for improving future examination content. Overall, the research contributes to enhancing the effectiveness of learning evaluation methods in SMK.

Keywords: evaluation, content validity, english

INTRODUCTION

Content validity becomes a highly important factor, where the questions used to evaluate students' abilities must be tested for validity (Downing 2018). Validity relates to the ability to accurately measure the desired object of measurement. Content validity is the process of determining the extent to which an evaluation instrument, such as a test or set of questions, can accurately and representatively measure the intended subject matter or content that should be assessed (Ebel and Frisbie 2020). Content validity refers to the alignment between the test content and the curriculum or the established

measurement objectives (Haladyna and Downing 2019). Curriculum content validation for multiple-choice questions is an assessment process conducted to ensure that each answer option in the multiple-choice questions accurately reflects and encompasses the subject matter or content established in the curriculum (American Association 2014). The content validity of the curriculum in multiple-choice questions involves evaluating the alignment between the answer choices and the learning objectives and expected content (Kane 2019).

In the Vocational High School (SMK) environment, there is a highly important validity known as the end-of-semester examination, which is one of the components of students' academic assessment. The purpose of the end-of-semester examination is to measure students' This understanding of the learning materials that have been taught throughout one full semester. The semester is conducted by the Regulation of the KEMENDIKBUT (Minister of Education and This Culture of the Republic of Indonesia) No. 97 of 2013, particularly in the English language end-of-semester examination in SMK, which aims to assess students' ability to understand and use the English language examination effectively. The examination covers various competencies.

The validity content examinations text in SMK's end-of-semester examinations is an important process in measuring students' achievement in understanding the learning materials. An appropriate and comprehensive validity content in examinations text can provide an accurate overview of students' understanding of the learning materials. Furthermore, effective validity content in examinations text can help students identify their weaknesses and improve their learning outcomes (Magdalena, Fauzi, and Putri 2020). Therefore, SMK must conduct good validity content in examinations text and provide constructive feedback to students. Thus, a meticulous and comprehensive evaluation assists students in developing a deep understanding and achieving better academic success (Fuadiy 2021)

This article is centered on analyzing the content validity of multiple-choice questions used in the end-of-semester examination prepared by an English language subject teacher. Content validity is a measure of how well a test can assess the intended concepts according to (Nishizawa 2023). This study is conducted to ensure that the questions used in the end-of-semester examination align with the English curriculum 2013 and learning objectives in the English final semester examination at SMK NU 1 Karanggeneng 11th grade. The main objective of composing this article is to provide a report on the conducted research. The article encompasses the issues addressed, the methodology employed, and the findings obtained from the study. Additionally, it aims to assist fellow researchers in discovering fresh insights while researching related subjects.

METHOD

This article is descriptive qualitative research that utilizes the method of documentation according to (Creswell and Poth 2016). The purpose of this research is to analyze the data obtained from documents obtained by the writers from SMK NU 1 Karanggeneng. The documentation method was chosen as an approach to gather relevant information regarding the topic being studied (Denzin et al. 2023). The data obtained from sources were systematically and comprehensively analyzed to provide a comprehensive overview of the phenomenon under investigation (DeVellis 2017). This

descriptive research aims to evaluate content validity within a specific context. The content validation method is employed to analyze and describe the characteristics, appropriateness, and accuracy of the instrument's content in alignment with the curriculum obtained from the data of SMK NU 1 Karanggeneng according to (NUR'ISLAMIAH 2022). In this study, the instrument used was a content validity table adjusted to the items of the 11th-grade semester examination of SMK NU 1 Karanggeneng made by the teacher. The writers conducted a validity test by aligning the items of the examination with the 2013 curriculum. All data obtained by the writers were purely sourced from SMK NU 1 Karanggeneng and were utilized as the data for this research.

Determining the content validity of multiple-choice questions for the English final semester examination in SMK NU 1 Karanggeneng in 2022/2023 made by a teacher, the writers conducted two stages of analysis adjustment with the 2013 curriculum according to (Fraenkel, Wallen, and Hyun 2019) as follow 1) aligning the test English final semester examination at assists SMK NU 1 Karanggeneng with the curriculum (competency standards and basic competencies), and 2) Aligning the content of the questions with the core material that needs to be taught in the 11th grade within the 2013 curriculum.

FINDINGS AND DISCUSSIONS

The final semester examination in English conducted at SMK NU 1 Karanggeneng during the academic year 2022/2023 made by the teacher consists of 60 multiple-choice questions. Following the analysis process for each text, the writers identified both alignment and misalignment with the basic Competencies 2013 curriculum (KEMENDIKBUT 2013). The findings of the analysis are presented as follows:

Table 1.1 Analysis of the validity of the content of the items with the basic competencies of the 2013 curriculum

Basic Competency	Standard Competency	
Basic Competence 3.2	Giving and asking for opinions and thoughts	1,9,11
Basic Competence 4.13	Suggestions and offering suggestions	2,3,4,5,7,8,10,13,14,15, 16,35,36
Basic Competence 3.13	Linguistic features of "should" and "can"	12,24,25
Basic Competence 3.16	Formal Invitation Text	17, 18, 19, 20, 21, 22, 23,42
Basic Competence 4.15	Phone Message Text	6,26, 27, 28, 29, and 30
Basic Competence 4.17	Personal Letter Text	31, 32, 33, 34, 46, 47, and 48
Basic Competence 3.5	Passive Voice	37, 41, 49, 50, 51, 52, 53, 54, 55, 56, and 60
Basic Competence 3.18	Procedural Texts	38, 39,40,43, 44, 45
Basic Competence 3.4	Analytical Exposition Text	57 and 59
Basic Competence 3.8	Explanation Text in Passive Voice	58

Adjusting the test grid with the K-13 curriculum (KEMENDIKBUT 2013 curriculum) there are several basic competencies for grade XI referred to as the development materials for the questions. (Marpaung n.d.) For questions (1, 9, 11), according to Basic Competence 3.2, apply the social function, text structure, and language elements of transactional oral and written interaction texts involving actions of giving and requesting information related to opinions and thoughts, according to the context of their use. (Pay attention to language elements like "I think," "I suppose," "in my opinion"). For questions (2,3,4,5,7,8,10,13,14,15,16,35,36) according to Basic Competence 4.13 Compose short and simple transactional interaction texts, spoken and written, which involve giving and asking for information related to suggestions and offers, taking into account social functions, text structure, and linguistic elements that are correct and in context. For questions (26, 27, 28, 29, and 30) according to Basic Competence 4.15, rewrite simple text messages related to workplace communication through the telephone, considering the social function, text structure, and language elements correctly and according to the context of the working environment. For questions (12,24,25) according to Basic Competence 3.13, analyze the social function, text structure, and language elements of transactional oral and written interaction texts involving actions of giving and requesting information related to advice and offers, according to the context of their use. (Pay attention to language elements like "should" and "can"). For questions (17, 18, 19, 20, 21, 22, and 23,42) according to Basic Competence 3.16, analyze the social function, text structure, and language elements of several special texts in the form of formal invitations by giving and requesting information related to school/work activities according to the context of their use. For questions (31, 32, 33, and 34,46,47,48), according to Basic Competence 4.17 compose special texts in the form of personal letters related to self and others, both orally and in writing, considering the social function, text structure, and language elements correctly and according to the context. For questions (37, 41, 49, 50, 51, 52, 53, 54, 55, 56, and 60) according to Basic Competence 3.5, apply the social function, text structure, and language elements of transactional oral and written interaction texts involving actions of giving and requesting information related to conditions/actions/activities/events without mentioning the actors in scientific texts, according to the context of their use. (Pay attention to passive voice elements). For questions (38, 39, and 40,43,44,45) according to Basic Competence 3.18, analyze the social function, text structure, and language elements of several oral and written procedural texts by giving and requesting information related to the manual use of technology and tips, brief and simple, according to the context. For questions (57 and 59) according to Basic Competence 3.4, differentiate the social function, text structure, and language elements of several analytical exposition texts orally and in writing by giving and requesting information related to current issues, according to the context of their use. For question (58) according to Basic Competence 3.8, differentiate the social function, text structure, and language elements of several explanation texts orally and in writing by giving and requesting information related to natural or social phenomena covered in other subjects in grade XI.

The following topics were covered in the multiple-choice questions of the final semester examination, by the basic competency standards of the 2013 curriculum, as taught by the teachers in the 11th grade: 1). Giving and asking for opinions and thoughts, 2). Suggestions and offers suggestions, 3) Linguistic features of "should" and "can", 3). Formal Invitation Text, 4). Phone Message Text, 5) Personal Letter Text, 6)

Passive Voice, 7). Procedural Texts, 8) Analytical Exposition Text, 9) Explanation Text in Passive Voice.

The writers then compared or unified the alignment of the multiple-choice questions with the topics that should be taught to 11th-grade students in the 2013 curriculum. The standard topics that teachers should teach in the 2013 curriculum are as follows 1). Giving and asking for opinions and thoughts, 2). Suggestions and offers suggestions, 3) Linguistic features of "should" and "can", 3). Formal Invitation Text, 4). Phone Message Text, 5) Personal Letter Text, 6) Passive Voice, 7). Procedural Texts, 8) Analytical Exposition Text, 9) Explanation Text in Passive Voice, 10) Biography Text.

Based on the analysis conducted, the writers found that the 60 multiple-choice questions in the first-semester final examination in the field of English at SMK NU 1 Karanggeneng in the 2022/2023 academic year have content validity with the basic competency standards of the 2013 curriculum (KEMENDIKBUT 2013). However, it was observed that one of the basic topics analyzed by the writers, 3.23 Analyzing the social function, text structure, and language features of biographical texts in their appropriate contexts, and 4.23 Composing short and simple oral and written biographical texts, considering their social function, text structure, and correct language features in the relevant context, was not included in the multiple-choice questions of the first-semester final examination at SMK NU 1 Karanggeneng

CONCLUSION

In conclusion, the main objective of this article was to provide a comprehensive report on the research conducted, covering the issues addressed, the methodology employed, and the findings obtained from the study. The focus of the study was the analysis of content validity in multiple-choice questions for the English final semester examination at SMK NU 1 Karanggeneng. The findings demonstrated that the majority of the questions aligned with the basic competency standards of the 2013 curriculum (KEMENDIKBUT 2013). However, it was observed that the topic of text biography was not adequately represented in the examination questions. This study highlights the significance of conducting content validation to ensure accurate evaluation results. By aligning the examination content with curriculum objectives, educators can enhance the effectiveness of learning evaluation methods in vocational high schools. It is recommended that future examination content incorporates the topic of text biography to provide a more comprehensive assessment of students' understanding. Addressing these findings will contribute to enhancing the quality of the evaluation process at SMK NU 1 Karanggeneng, thereby promoting students' academic success. Furthermore, this article aims to assist fellow researchers in gaining fresh insights when exploring related subjects in their research endeavors.

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