

# AN ANALYSIS ON THE VALIDITY TEST QUESTION WITH THE EXAM CONTENT OUTLINE IN FIRST SEMESTER FOR THE XI GRADE STUDENT OF SMA N 3 REMBANG

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## Abstract

The final test question is part of an evaluation that aims to measure and assess students competency so that the teacher can determine whether students can continue learning at a higher level or need testing. The final test question is one test that determines students graduation in the form of written examinations and practice. This study is intended to examine the validity of the final test of class XI senior high school students in the first semester. Validity itself is significant in testing. Some teachers in schools still have not reviewed the validity of the test. Research has shown that fact remains unhealthy. To get the results, the researchers used data from analyzing school documents. To achieve this, it is hoped that it can help teachers better structure tests. Based on the data analysis and the result of the study in the previous chapter, the writer can conclude as follows: According to the data obtained from the final test in the first semester for the XI grade student of SMA N 3 Rembang using the Arikunto theory are 28 item / 65 % valid those are items number 2, 3, 4, 5, 6, 7, 8, 12, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 29, 30, 32, 33, 38, 39, 40, and 41. And 15 items / 35% invalid those are items number 1, 9, 10, 11, 13, 17, 18, 22, 23, 28, 31, 34, 35, 36, 37, 42 and 43.

**Keywords:** validity, the final test, syllabus.

## Introduction

Teaching English in Indonesia improves communication, specially written and oral skills (listening, speaking, reading, and writing). The teacher uses evaluation to gauge how well the pupils have absorbed the material to accomplish the educational activities' goals. Ririn Ambarini (2016), communication indirectly supports the student's learning process to speak publicly and can be used for understanding content. To develop the ability of a disciple, a teacher must always obtain and give a new vocabulary as well as a vocabulary that a student has never heard in life. In addition, Sukma Nur Ardini (2012) learning in grups can increase the desire for learning because it makes it easier for student's to interact with other student's so that they can find a new vocabulay to learn from.

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Evaluation is crucial to every action in education. Evaluation provides information about a project's progress in English education. Future improvements will be made with the help of the knowledge gathered from this evaluation. Evaluation is viewed as having two sides, much like a coin between instruction and testing. We are indissociable.

According to Norman E. Gronlund (1981), evaluation is a systematic procedure for determining how much a student has learned. This concept consists of two key components. The first is that evaluation entails a systematic process that excludes haphazard, unplanned pupil observation. The second is that evaluation counts on prior identification of teaching objectives. Determining the type and depth of a pupil's learning is difficult without previously established dreams.

Most Indonesian schools still use traditional assessments in their education system. That is why there is a final test as a standardised exam. The final test, which is conducted at the end of the teaching and learning activity as the result of this examination test, is used as the main score of student achievement. Ririn Ambarini (2022), a professional teacher to teach a school, has to have three skills: 1. Capable of devising a learning plan. 2. Able to apply the design well. 3. Personality and social values are good. In today's most modern times, the required teacher should be able to apply the three cores so as to be a good student. Based on this condition and the explanation about the validity, especially content validity, the researcher wants to know whether the English final examination test is valid in terms or not. To know whether the English final examination test is valid, the researcher researches the validity of the last English test. The research needs the object of this study, so the researcher conducts a test item from the English final examination that SMA N 3 Rembang uses in the first semester for the eleven grade students, the academic year 2021 – 2022.

Careful examination of the language being assessed and the specific course objectives is necessary for content validity. The test should be created to include a representative sample of the curriculum. Content validity requires a thorough and systematic investigation because it can represent the test's actual content. The issue is that the teacher following the content validity cannot create the final test questions. For the reasons mentioned above, examining the final test questions' content validity is crucial. Consequences follow when a test is invalid. First off, if they aren't tested, pupils can't show off the skills they already possess. Second, unrelated questions are offered that students will probably respond to.

Thus, by only using the exercise of the test that this school uses, it can represent the final English test in all of the SMA N 3 Rembang in the first semester for the eleven grade students, the academic year 2021 – 2022. Based on the above-mentioned practical problems, the researcher chose the topic An Analysis on the Validity of Final Test Question with the Exam Content Outline in First Semester for the Eleven Grade Student of SMA N 3 Rembang.

## Literature Review

The teacher must assess the learning process to determine how well it is going. There are numerous approaches to assessing the teaching-learning process. Testing is one strategy. A test evaluates a person's aptitude, expertise, or performance in a specific area (Brown, 2000:384). In this definition, Brown aims to demonstrate how testing can be used to examine people's knowledge. According to Ur (1996:34), the test encourages pupils to learn or review certain information. The teacher enhances the lesson in the learning process through the trial and motivates and assesses the students' aptitude. According to Arikunto (2012:66), a test is

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an instrument or process used to determine or assess a student's performance using a set of guidelines and norms. We will be accustomed to using the term testing when we discuss tests. The way a teacher administers a test to the class is called testing. For the teaching and learning process, testing is crucial.

Testing is crucial for practically everyone involved in the educational process, according to Johnson (2001:191). The students desire feedback on their progress and hope that the "piece of paper" they receive after the course will help them get jobs. The instructor is interested in the learner's success and progress as a teacher. The learner's growth is also significant to parents, educators, and others.

There are some types of tests commonly used in education; Johnson (2001:192) classifies those into five types:

## 1. Diagnostic test

The outcome of diagnostic testing also considers whether or not goals were achieved. They are often made to assess how well a limited period of education went and sometimes to pinpoint areas that need more practice.

## 2. Achievement test

Achievement tests evaluate a student's performance in a particular course or program. They typically appear after programs and are purposefully based on the material discussed. According to Hughes (2003:13), achievement assessments are closely tied to language courses since they are designed to measure how successfully individuals, groups, or entire courses have attained their goals. Final achievement tests and progress achievement tests are the two types of exams.

a. Final achievement examinations are those given after a semester or year of study.

b. Progress achievement examinations gauge pupils' advancement, as their name suggests.

According to Gronlund (1968:4), the fundamental guidelines for developing an effective accomplishment test form are as follows:

- 1) The learning outcomes that are measured by achievement tests should be precisely defined and consistent with the learning objectives.
- 2) A sufficient sample of the learning outcomes and subject matter covered in instruction should be measured by achievement tests.
- 3) The types of test items that are best suited for gauging the targeted learning outcomes should be included in the achievement exam.
- 4) Achievement tests should be created to match the specific purposes for which the results will be used.
- 5) Achievement tests should be as accurate as they can be before being analyzed with care.
- 6) Assessments of student performance ought to be used to enhance instruction.

## 3. Placement test

Placement tests are a particular sort of proficiency test. They are given at the beginning of language-teaching programs to help with the coming teaching program.

## 4. Proficiency tests

Proficiency tests do not relate to any specific content or program. They are tests of what level has been reached in the language, and stand independent of any course.

## 5. Aptitude tests

An aptitude test looks at "how well you would do". It has a strong predictive element to it. According to Frankel & Wallen (2003:135), aptitude test assess intellectual abilities that

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are not, most cases, specifically taught in school. Aptitude tests are intended to measure an individual potential to achieve; in actuality, they measure present skills or abilities. They differ from achievement tests in their purpose and often in content, usually including a wider variety of skills or knowledge. The same test may be either an aptitude or an achievement test, depending on the purpose for which it is used.

A language aptitude test is designed to measure a person's capacity or general ability to learn a foreign language and to be successful in that undertaking. Aptitude tests are most often used to measure the suitability of a candidate for a specific program of instruction. Thus, these tests given before the students begin to study to select them in appropriate section or level of their ability.

The final test question is part of an evaluation that aims to measure and assess students' competency so that the teacher can determine whether students can continue learning at a higher level or need testing. The final test question is one test that determines students' graduation in the form of written examinations and practice. From the above opinion, it can be concluded that the final test question is an assessment activity in the form of a written test and method to measure the competency achievement of participants in recognition of student learning achievement and as a determinant of student graduation from an academic unit.

### **a. Validity**

Based on the previous explanation, the writers mention that one of the characteristics of a good test is validity. Johnson (2001:302) defines validity as "the extent to which (a test) measures what it is supposed to measure and nothing else." If a test is valid, the outsider who looks at an individual score knows that it is a true reflection of the individual's skill in the area the test claims to have covered. Validity is the extent to which the test measures what it is intended to measure (Brown, 2000:387). It is also the extent to which inferences made from assessment results are meaningful and valuable in terms of the purpose of the assessment. Validity can also be defined as the extent to which the instrument measures what it should, so the test should test what the writers or teacher wants to try the students

### **b. Content Validity Outline**

Content validity assesses whether a test is representative of all aspects of the construct. To produce valid results, the content of a trial, survey or measurement method must cover all relevant parts of the subject it aims to measure. Ebel (1961) noted that validity is considered the essential feature of a testing program. Its status should not be surprising, given that yet, it often does not receive the attention it deserves. As a result, tests can end up being misaligned or unrelated to what they are 'intended to measure, with scores with limited meaning or usefulness. Consider studying diligently for an initial measurement exam that assesses topics like validity superficially with recall questions rather than essays that require an in-depth evaluation of competing ideas.

This study belongs to the qualitative approach because this study reports data from the data source in narrative form, and the studies were conducted in a naturalistic setting. According to Marguerite (2006:66), a qualitative research approach is an approach which collects data through observation, interview, and document analysis and summarizes the finding primarily through narrative or verbal means.

The design of this study is content analysis. The content analysis focuses on analyzing and interpreting recorded material. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question the researcher believes can best be answered by studying documents. In this research, the researcher analyzes the validity of the final test question with the exam content outline in the first semester for the eleven-grade student of SMA N 3 Rembang. In addition, the researcher also studied another source related to the study to understand the context of the problems in depth.

## Method

Method data is the data that is collected directly. The primary data in this research is managed by using the documentation method. The documentation is intended to obtain data directly from research. Including script, book, or other documents. In the documentation, the writers collected data from the final test question with the exam content outline in the first semester for the eleven-grade student of SMA N 3 Rembang. Here is some activity was conducted by the researcher to collect the data:

1. Read the question on the final examination test.
2. Select and pick the data that is related to the problem.
3. Analyzing the data to know whether the data is valid in terms of content or not

The researcher is the main instrument of this study as she spends much of this time reading and trying to analyze the question on the final examination test. In this research, other instruments used are the syllabus English material for final test questions in the first semester for the eleven-grade student of SMA N 3 Rembang, a book, and a journal related to the problem.

Data analysis is reviewing and grouping data to arrange hypotheses and make the conclusion or theory the research finding. In this study, the data are analyzed through the following steps:

### I. Data selection

Data selection is the process of selection, concerning, abstraction, and transforming rough data appearing from a note written in the field. From the activity done in collecting the data, the coarse data are selected based on the formulating research question.

### II. Data presentation.

In this study, the researcher presents the data in an elementary description to make it easy to understand for the reader.

### III. Data summarizing

Data summarizing is one of the important steps in this study. It is a way to know the result of the study after all the collected data are identified and classified based on content validity.

To examine the item test, the researcher identified each item in the final test question and made a data card by placing the test components. The writers categorized the parts of the test. Next, the writers compared the test details with the materials represented in the syllabus and counted the percentages of each component. To make the percentage, the writers uses the formula:

**Table 3.1**

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

Source : Arikunto (2006)

P = Percentage of Content Validity

f = Frequency of item appearance

n = Number of sample

Moreover, to measure the validity of final test question with the exam content outline, the researcher adopts the conformity level criteria by Arikunto:

**The Criteria of the validity of final test question with the exam content outline**

**Table 3.2**

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

Source: Arikunto (2006)

## Finding and Discussion

This chapter describes the result of data collection and data analysis to answer the research questions in chapter I. The writers got the data from the final test question with the exam content outline in the first semester for the eleven-grade student of SMA N 3 Rembang and the syllabus of English material for final test question in the first semester for the eleven-grade student of SMA N 3 Rembang.

### 1. The content validity on the final test

This study intends to analyze the final test question with the exam content outline in the first semester for the eleven-grade student of SMA N 3 Rembang in the academic year of 2021/2022 based on the representativeness of the syllabus of English material for the final test question in the first semester for the eleven-grade student of SMA N 3 Rembang. In analyzing the data, the analyses consisted of analysis of validity.

From the data analysis of the English final test question with the exam content outline in the first semester for the eleven-grade student of SMA N 3 Rembang in the academic year of 2021/2022, here are the data results: derived. The distracter's efficiency will be discussed in the discussion of research results.

**Tabel 4.3**

$$65 = \frac{28}{43} \times 100 \%$$

**Tabel 4.4**

$$35 = \frac{15}{43} \times 100 \%$$

1. There are 28 items / 65 % that fulfil the requirements for the validity of the final test in the first semester for the XI grade student of SMA N 3 Rembang. Those are items number. 2, 3, 4, 5, 6, 7, 8, 12, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 29, 30, 32, 33, 38, 39, 40, and 41.
2. There are 15 items / 35 % that do not fulfil the requirements for the validity of the final test in the first semester for the XI grade student of SMA N 3 Rembang. Those are items number 1, 9, 10, 11, 13, 17, 18, 22, 23, 28, 31, 34, 35, 36, 37, 42, and 43.

Based on research by researchers using the theory Arikunto obtained the following results

### 2. Valid in tern of content

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In every research, there is the primary goal of its writing. The purpose of this final project is to analyze the quality of each test item. Afterward, it can be concluded which items can still be used, can be used with revision, or should be dropped. Based on the result of item analysis which includes the analysis of the validity of items, these test items will be explained as follows:

No.	The Question
1	<p>Attention. We are looking for students to audition as actors for the school performance of Romeo and Juliet, a drama by Shakespeare. If you are interested, please come to the audition on Saturday after school in the school hall. If you have talent, you might be chosen. Thank you. For what event does the school need students?</p> <p>a. A drama performance. b. A singing contest c. A chess play. d. A dance performance. e. A sport contest.</p>

Question number 1: The type of question is the announcement text "Attention. We are looking for students to audition as actors for the school play Romeo and Juliet, a play by Shakespeare. "The main point of the sentence is to tell students that they have an audition as the actors of Romeo and Juliet's appointment." The sentence is not included in the syllabus. So, it is included in the "invalid" because the announcement text is not discussed in the teaching and learning process based on the syllabus.

No.	The question
2	<p>Rudy : Wait, the water might not be able to flow because of the trash. Let me check the trench. Roy : ..... ! it's slippery there.</p> <p>a. Be careful b. Careful c. Take good care d. Handle with care. e. You must care</p>

Question number 2: The type of the question is about the expression "Roy: ..... ! it's slippery there. " and the answer is "Be careful ". The sentence subject matter is expressing someone to be careful. The sentence question did not include in the syllabus. So, that is not included into "valid" because the expression text has not been discussed in the teaching-learning process based on the syllabus.

No.	The Question
3	<p>Tita: Today is very busy. Dina: it is Tita: ... of our new manager? Dina: I think she's very good at managing the office.</p> <p>a. What should we think b. Would you think c. Do you agree d. What do you think e. Do you think</p>

Question number 3: The question is about giving an opinion or comment ".: I think she's very good at managing the office ". The sentence subject matter is about giving

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an opinion or comment that their new manager is very good at managing the office. The sentence question is included in the syllabus. So, that is included in "valid" because the giving opinion or comment text has been discussed in the teaching-learning process based on the syllabus.

No.	The Question
4	<p>Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc. Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced. Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming. The text gives us information about ....</p> <p>...</p> <p>a. The importance of knowing global warning</p> <p>b. The ways to increase global warning</p> <p>c. The importance of consuming local groceries</p> <p>d. The effects of global warning</p> <p>e. The ways to minimize global warning</p>

Question number 4: The type of question is giving suggestions "Everybody should change their way of life to reduce global warming. ". The sentence subject matter suggests that Everybody should change their way of life to reduce global warming. The sentence question is included in the syllabus. So, that is included in "valid" because the giving suggestion text has been discussed in the teaching-learning process based on the syllabus.

No.	The Question
5	<p>What do you think of the new shopping mall near our school?</p> <p>a. I don't think so.</p> <p>b. I agree.</p> <p>c. I think it has many good stores.</p> <p>d. I disagree.</p> <p>e. I don't know.</p>

Question number 5: The type of question suggests "What do you think of the new shopping mall near our school. ". The sentence subject matter suggests that someone asked about the opinion of the new shopping mall near their school. The sentence question is included in the syllabus. So, that is included in "valid" because the giving suggestion text has been discussed in the teaching-learning process based on the syllabus.

Based on studies obtained from examining the final test in the first semester for the XI grade student of SMA N 3 Rembang with syllabus using the theory Arikunto researchers answered the existing research question with the fact that there are 28 items / 65 % that fulfill the requirements the validity of the final test in the first semester for the XI grade student of SMA N 3 Rembang. Those are items number. 2, 3, 4, 5, 6, 7, 8, 12, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 29, 30, 32, 33, 38, 39, 40, and 41. However, 15 items / 35 % do not fulfill the requirements for the validity of the final test in the first semester for the XI grade student of SMA N 3 Rembang. Those are items number 1, 9, 10, 11, 13, 17, 18, 22, 23, 28, 31, 34, 35,



36, 37, 42, and 43. For answers to research question 2, researchers here studied 43 items to the final test in the first semester for XI grade student of SMA N 3 Rembang.

## **Conclusion**

In this study, researchers examined data taken from schools and found problems that must be investigated. From this study, the researcher got 2 statement problems, namely 1. The content validity on the final test and 2. The internal validity of the content.

Results Based on the results of the final test data analysis in the first semester for the XI grade student of SMA N 3 Rembang with English syllabus, most of the test items were categorized as "valid". It was

concluded that more than half of the final test in the first semester for the XI grade student of SMA N 3 Rembang contained valid test items with an English syllabus.

Based on the grouping of types of data results, it was found that the items in the final test data analysis in the first semester for the XI grade student of SMA N 3 Rembang were not fully valid for the English syllabus made by the teacher. Researcher can conclude that most of the final test data analysis in the first semester for the XI grade student of SMA N 3 Rembang is still not valid with the English syllabus, so the teacher needs to pay more attention when making questions so that the test items are valid with the syllabus.

Based on the data analysis and the result of the study in the previous chapter, the writers can conclude as followed: According to the data obtained from the final test in first semester for the XI grade student of SMA N 3 Rembang using the Arikunto theory are 28 items / 65 % valid those are items number 2, 3, 4, 5, 6, 7, 8, 12, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 29, 30, 32, 33, 38, 39, 40, and 41. And 15 items / 35% invalid those are items number 1, 9, 10, 11, 13, 17, 18, 22, 23, 28, 31, 34, 35, 36, 37, 42, and 43.

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