



# Expert Appraisal on Need Analysis Instrument to Develop English Instructional Material for Economics Faculty Students based on Technological Pedagogical Content Knowledge (TPACK)

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## ABSTRACT

This article was to evaluate the need analysis instrument which will be used to develop English instructional material for economics faculty students based on Technological Pedagogical Content Knowledge (TPACK). Need analysis is a requisite when a teacher holds English for Specific Purposes (ESP) course. It needed to judge if the instrument were valid and reliable or not. The need analysis instruments of this study were validated through expert judgments. They were elaborated the theory of ESP and TPACK to develop the instruments. The ESP concept was from theory of Basturkmen which was published in 2010 and 2018, and TPACK theory was adopted from Koehler and Mishra issued in 2009. The study was quantitative method since there was questionnaire and completed with interview. Those instruments were addressed to students, alumni, lecturers, and the head of economics study program. There were four experts involved to evaluate the instrument; they were two experts for language and the rest to examine the content. The findings reveal that this need analysis instrument was very valid and only one item achieved valid. The mean score was 0,89. The experts suggested specifying some items in case of economics faculty field which developed in to English skills and language component needed.

**Keywords:** *Expert appraisal, need analysis, TPACK, economics faculty, instructional material*

## 1. INTRODUCTION

Economics faculty students need to learn English on some reasons. The first is due to curriculum demand since English competence is supposed to be a successful key for students' graduation. For instance, they have to pass TOEFL test, to achieve predefined score, as one of requirements to accomplish their study. The next reason is to prepare their future job in global competition, such as in facing free market of ASEAN Economic Community and also the 4.0 era [1][2][3]. Nevertheless, based on EF English Proficiency Index (EF EPI), Indonesia was at 74th rank out of 100 countries. It

means Indonesia is still in low proficiency level. In ASEAN, relate to Surani & Kusumawati research result, Indonesian labors' English skill were still below Singapore and Malaysia. Their research also proved the states with better English ability also have healthier economies [1].

Concerning on the reasons above, educators have to develop appropriate English instructional material for economics faculty students to meet the current education demand. Since the result of this research is addressed to the students of economics faculty, thus, the future product of English instructional material belongs to English for specific purposes or called ESP. ESP

becomes an approach in learning language based on learners' need or it is popular as English for non-English students [4][5][6]. Beside instructional material, ESP offers instructional purposes, methods established on the base of learners' need and potential interests as well [7]. In order to meet the learners' need of economics faculty students, the lecturers have to conduct the need analysis. Researcher holds the need analysis before composing the instructional material which aims to investigate students' want, needs and lack about the course [8]. These indicators were elaborated related to the theory of Basturkmen and Koehler & Mishra [9][10][11][12]. There are eleven indicators which consist of five are from theory of Basturkmen and the rest is from Koehler & Mishra; target situation analysis, discourse analysis, present situation analysis, learner factor analysis, teaching context analysis, Technological Knowledge (TK), Pedagogical Knowledge (PK), Content Knowledge (CK), Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), Pedagogical Content Knowledge, and the last but not least is Technological Pedagogical and Content Knowledge (TPACK).

It is required to have a reliable need analysis instrument which has been validated [13] since validity and reliability become criteria should be fulfilled before the instruments distributed to respondents. Both of validity and reliability are necessary to determine the quality of instrument which will be utilized in this study [14] because the instrument becomes quality of data determination in this research.

Sugiyono divides three kinds of validity test. The first is testing the validity of the construction (construct validity). It is to test the validity of the construction which can be used the opinion of experts or known as expert judgment and some experts called as expert appraisal. The expert examines and comments the instrument based on particular theories. The second is content validity testing. This is for instruments in the form of tests that can be done by comparing the contents of the instrument with the subject matter that has been

taught. It is also become the degree toward the component of instrument in order to be pertinent to the construct targeted for the evaluation [15]. This testing becomes familiar way to assess the instrument quality through consulting to experts. Then the experts assess the instrument utilizing a procedure called as expert judgment. And the last is testing external validity. It aims at comparing which look for similarities between the existing criteria on the instrument and the empirical facts in the field [16].

From three kinds of validity test, this study would use content validity to assess the need analysis instrument since it determined the validity of content based on expert judgment. Content validity through expert judgment can be defined as assessment based on opinion from expert who has a track record in certain field who provide information, proof needed related to instrument. It is expected that this study would have qualified instruments and able to elicit appropriate information about the need of student, lecturer, alumni and head of study program of economics faculty toward English economic instructional material based on TPACK. Thus the research question for this study will be "is the need analysis instrument valid?"

### ***1.1 Instrument guideline based on TPACK***

As stated above, the instruments were developed based the theory of Basturkmen and Koehler & Mishra [9][10][11][12]. They are about ESP and TPACK. There are eleven indicators which consist of five are from theory of Basturkmen and the rest is from Koehler & Mishra; target situation analysis, discourse analysis, present situation analysis, learner factor analysis, teaching context analysis, Technological Knowledge (TK), Pedagogical Knowledge (PK), Content Knowledge (CK), Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), Pedagogical Content Knowledge, and the last but not least is Technological Pedagogical and Content Knowledge (TPACK). The need analysis instrument was constructed covering five columns as in table 1

**Table 1.** Grid of Need Analysis and TPACK

Dimension	Indicator	Sub-Indicator	Item number for questionnaires	Item number for interview
Need analysis	Target situation analysis	Language – related task	1 – 5	1
		Language – related activities	6 – 10	2
		Skill that the learners should ideally be able to perform	11 – 15	3 – 4
	Discourse analysis	Language used for target	16 – 20	

		situation analysis		
	Present situation analysis	The level of learners' ability and what learners know and do not in relation to the demands of the target situation	21 – 26	5 – 8
	Learner factor analysis	Learner factors, such as motivation, how learners learn, and perception of need and want in relation in the LSP course	27 – 30	9 – 11
	Teaching context analysis	Learning environment factor	31 – 35	12 – 14
Technological Pedagogical and Content Knowledge (TPACK)	Technological Knowledge (TK)	Determining standard ICT and ICT technology and its functions	36 – 40	15 – 16
	Pedagogical Knowledge (PK)	Organizing classes that are managed through various methods, strategies, assessment and learning models	41 – 45	
	Content Knowledge (CK)	Determining the material and explain the concepts of the material to be taught to students	46 – 50	17
	Technological Pedagogical Knowledge (TPK)	Determining the technology (ICT and standard ICT) and its functions, which can be used to organize the class, which begins with the planning stage so that the implementation process goes well	51 – 55	18
	Technological Content Knowledge (TCK)	Determining ICT and standard ICT technologies that can be used to help convey economic English concepts	56 – 60	19
	Pedagogical Content Knowledge (PCK)	Understanding language teaching orientation, understanding teaching strategies, conducting evaluations	61 – 65	
	Technological Pedagogical and Content Knowledge (TPACK)	Organizing ICT and non-ICT technologies in teaching English to the economics faculty	66 – 70	20
Number of items			70	20

Each indicator constructs some sub indicators to clearance the point. The first is analysis of target situation which develops three sub points; language-related task, language-related activities, and skill that the learners should ideally be able to perform. The

second is about discourse analysis that focuses on language used for target situation analysis. Next is analysis of present situation. It is about learners' ability level and what a learner recognizes and does not in relation to target situation demands. Learner factor

analysis is the fourth which contain of learner factors, such as motivation, in what way learners acquire knowledge, also perception of need as well as preferences. Then, teaching context analysis that specifying the factor of learning environment. Meanwhile there are seven indicators constructed from Koehler and Mishra's theory which expect about organizing technology, pedagogy and content in teaching English to the economics faculty students. The statements for all sub indicators derive from language skills (listening, reading, speaking and writing) and language component (grammar and vocabulary).

## RESEARCH METHOD

This study used descriptive quantitative method. There are two kinds of instruments would be validated by experts who have ability or expertise in English language teaching, and also in English for specific purposes (ESP).

The instruments consist of 70 (seventy) items for questionnaire and 20 (twenty) for interview. Data of this study would be analyzed quantitatively in which the expert would give appropriate point by selecting likert scale from 1 until 4. Then they determined the score as summary as following criteria: First, it is very valid, if the range score is 40 – 48. It means the instruments can be utilized without revision. Second, it is valid, if the score is 31 – 39. It means the instruments can be used with minor revision. Next, it is less valid when the score in between 22 – 30. In this case, the researcher need to do major revision before using the instrument. And the last is invalid. It occurs if the score gotten around 12 up

to 21. It indicates that the instrument can't be used at all. Validation test also gotten through index Aiken theory.

Researchers provided validation sheet that used to get experts' appraisal related to validity of need analysis will be used to develop TPACK English instructional material for economics students. The validation sheet would consist of questionnaire and also provided sheet for criticism and suggestion about need analysis. Researcher will operationalize content validity before distributing it to respondents. The rubric of questionnaire for validation sheet classified in to organization, language and content [17][12]. The rubric is as follows:

**Table 2** Rubric of questionnaire

No	Aspects	Item number	Sum of item
1	Organization	1-2	2
2	Content	3-7	5
3	Language	8-12	5
Total			12

Thus there will have 12 items to be assessed that derive from three aspect; organization, content, and language.

## FINDING

The findings show that expert appraisals on need analysis instrument were valid for all aspect provided; organization, content and language. It was proved by the mean score for validity test was 3,67 or 44 that remarks valid. Table 3 below showed the result of questionnaire

**Table 3** Expert appraisal on need analysis instrument

No	Statements	Experts				CVI	Criteria
		1	2	3	4		
<b>I</b>	Organization aspect						
	1. The direction of instrument is clear	4	4	4	4	1,00	Very Valid
	2. Answer criteria is clear	4	4	3	3	0,83	Very Valid
<b>II</b>	Content aspect						
	3. Content is easy to measure the need of student, alumni, lecturer and the of study program about economics English instructional material	4	4	4	3	0,92	Very Valid
	4. The number of items is sufficient	4	3	4	4	0,92	Very Valid
	5. The items are clearly stated	4	3	3	3	0,75	Valid
	6. The optional answers are clearly stated	4	3	4	3	0,83	Very Valid
	7. The content is classified into logical arrangement; from the easiest to the most difficult	4	4	4	3	0,92	Very Valid
<b>III</b>	Language aspect						
	8. The language used is grammatical correct	4	3	4	4	0,92	Very Valid
	9. The language used is communicative	4	3	4	4	0,92	Very Valid
	10. There is no ambiguous sentence	4	3	4	3	0,83	Very Valid
	11. The statement is not too long	4	3	4	4	0,92	Very Valid

12. The statements do not lead to the good or the bad only	4	4	4	3	0,92	Very Valid
Amount of score	48	41	46	41		
Mean score	44				0,89	Very Valid

Note: CVI stands for Content Validity Index

According to the four experts, all the aspects are very valid but there was still comment or suggestion left by them. The suggestion was to specify the items since they found some general statements that irrelevant with economics faculty students. Thus to strengthen the instruments, it needs to revise some statements to be specified. And the result of revision can be seen as in following table:

**Table 4** The need analysis revision (Target situation analysis)

Items before revision	Items after revision
1. Listening task that I need is	1. Listening task that I need is
a Listening to short conversation	a Listening to short conversation about economic
b Listening to TV news	b Listening to TV news about stock market
c Listening to advertisement	c Listening to advertisement about selling product
d Listening to tutorial	d Listening to tutorial about opening a saving account in a bank
e Listening about direction	e Listening about direction
f Listening to information about share	f Listening to information about share
g Listening to market news and banking	g Listening to market news and banking
2. Speaking task which I need is	2. Speaking task which I need is
a Greeting and introduction	a Greeting and introduction to customer
b Describing people	b Describing CEO of a company
c Describing company	c Describing company
d Getting information	d Getting information about economic
e Welcoming visitors	e Welcoming visitors
f Expressing opinion and ideas	f Expressing opinion and ideas
g Offering	g Offering services to customer
h Requesting	h Requesting
i Accepting and declining	i Accepting and declining an offer

j Thanking and showing appreciation	j Thanking and showing appreciation
k Handling complaining	k Handling complaining
l Apologizing	l Apologizing to costumer
m Presentation	m Presentation

3. Reading task I need is	3. Reading task I need is
a Reading news	a Reading news about Islamic economic
b Reading a short story	b Reading a short story about Islamic banking
c Reading an advertisement	c Reading an advertisement about marketing
d Reading a business letter	d Reading a business letter
e Reading an email	e Reading a business email
f Reading an appointment	f Reading an appointment

Target situation analysis is aimed at identifying language related task, activities, and abilities that the students should ideally be capable to accomplish in the career, work, or learning situation they expect to enter. For ESP students - especially for economics students – the statement about the task, activity and ability composed in need analysis instrument must be relevant with their need in order to fulfill the target situation. For instance, the statement of listening to short conversation is considered still general. This statement can't meet the need of economics student. Thus, this statement must be specified. It can be "listening to short conversation about economics".

**DISCUSSION**

To encounter the need of students, alumni, lecturer, and the head of study program about TPACK English instructional material, it is important to provide valid and reliable need analysis instrument [10]. Validation process plays an important role. Type and purpose of instrument determine the validation. In this occasion, the need analysis instrument aims to submit factual information about the knowledge of English needed by economics student.

For this study, researcher applied content validity since it is about the grade to which the instrument covers sufficient example of the content [16]. Even though, it is not a must to cover each concept in detail. The instrument therefore includes representative sample of the concept. The seventy item of questionnaire in this study contain the most relevant aspect to determine the need of student about TPACK English economics instructional material. In this kind of validity test will be examined by experienced experts in the field of English language teaching also ESP. There were four experts who covered content and language aspect of the need analysis instruments.

The result of validation showed very valid with mean score 0,89 or point 44. Even though a test acquired very valid from expert, it should be frequently reviewed and enhanced. Furthermore, this study need to deliberate attention and official technique for experts selection and also result analysis utilizing pertinent coefficient. In general, validation procedures through expert appraisal show to be challenging and time consuming.

## CONCLUSION

Expert appraisal on need analysis instrument for this study achieved very valid result. The three aspects (organization, language and content) acquired high level. It implies that this need analysis instrument can be utilized to investigate student, alumni, lecturer and the head of study program need on developing economics English instructional material based on TPACK. However, this instrument needs to continuously reviewed and improved as rapid development of technology and science today.

## AUTHORS' CONTRIBUTIONS

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## ACKNOWLEDGMENTS

The researchers thank to family and friends who had given constructive input for this article. We also acknowledge especially for the four experts that had examined the need analysis instruments for this research.

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**APPENDICES**

**LEMBAR VALIDASI**

**Identitas Validator**

Nama Validator : Dr. Rahmanada, M. Ed, T&FL  
 Instansi : Universitas Negeri Padang  
 Jabatan : Dosen/Validasi

**Petunjuk**

- Mohon diisi identitas bapak/ibu secara lengkap
- Berikan nilai pada kolom penilaian yang paling sesuai dengan pendapat bapak/ibu.
  - 1 = tidak memadai
  - 2 = cukup memadai
  - 3 = memadai
  - 4 = sangat memadai
- Di bagian akhir aspek yang dinilai, telah disediakan kolom saran/komentar. Bapak/ibu dimohon memberikan saran/komentar demi perbaikan angket analisa kebutuhan materi ajar bahasa Inggris bagi mahasiswa fakultas ekonomi.
- Pada bagian terakhir lembar validasi tercantum bagian kesimpulan. Lingkirlah pilihan yang ada sesuai dengan nilai dari angket yang telah bapak/ibu isi.

No	Pernyataan	Skala pilihan			
		1	2	3	4
<b>I Aspek Petunjuk</b>					
1.	Petunjuk angket instrument dinyatakan dengan jelas				✓
2.	Kriteria jawaban yang diberikan dinyatakan dengan jelas			✓	
<b>II Aspek cakupan kondisi objektif/evaluasi angket analisa kebutuhan</b>					
3.	Isi pernyataan dapat diukur			✓	
4.	Jumlah item cukup untuk mengukur kebutuhan mahasiswa, dosen, alumni dan ketua prodi				✓
5.	Butir-butir pernyataan dinyatakan dengan jelas			✓	
6.	Pilihan-pilihan jawaban dinyatakan dengan jelas			✓	
7.	Pernyataan disusun dari yang mudah ke yang sulit			✓	

<b>III Aspek bahasa</b>					
8.	Menggunakan bahasa yang sesuai, baik dan benar				✓
9.	Rumusan pernyataan komunikatif				✓
10.	Pernyataan tidak mendua			✓	
11.	Pernyataan tidak terlalu panjang			✓	
12.	Pernyataan tidak menggiring pada yang baik saja atau yang jelek saja			✓	
Jumlah					
Total					34

**Saran**

Be specific, clear and relevant on some of the items of your questionnaire.

**Kesimpulan**

- A : dapat digunakan tanpa revisi dengan rentang skor 40 - 48
- B** : dapat digunakan dengan sedikit revisi dengan rentang skor 31-39 ✓
- C : dapat digunakan dengan banyak revisi dengan rentang skor 22 - 30
- D : belum dapat digunakan dengan rentang skor 12 - 21

5/9 ..... Agustus 2022

Validator,

Rahmanada  
NIP

A  
G

**Identitas Validator**

Nama Validator : Dr. Yuli Tiara, S.Bi, M.Ed  
 Instansi : UMP  
 Jabatan : Dosen Pendidikan Bahasa Inggris

**Petunjuk**

- Mohon diisi identitas bapak/ibu secara lengkap
- Berikan nilai pada kolom penilaian yang paling sesuai dengan pendapat bapak/ibu
  - 1 = tidak memadai
  - 2 = cukup memadai
  - 3 = memadai
  - 4 = sangat memadai
- Di bagian akhir aspek yang dinilai, telah disediakan kolom saran/komentar. Bapak/ibu dimohon memberikan saran/komentar demi perbaikan angket analisa kebutuhan materi ajar bahasa Inggris bagi mahasiswa fakultas ekonomi.
- Pada bagian terakhir lembar validasi tercantum bagian kesimpulan. Lingkariilah pilihan yang ada sesuai dengan nilai dari angket yang telah bapak/ibu isi.

No	Pernyataan	Skala pilihan			
		1	2	3	4
<b>I Aspek Petunjuk</b>					
1.	Petunjuk angket instrument dinyatakan dengan jelas				✓
2.	Kriteria jawaban yang diberikan dinyatakan dengan jelas				✓
<b>II Aspek cakupan kondisi objektif/evaluasi angket analisa kebutuhan</b>					
3.	Isi pernyataan dapat diukur				✓
4.	Jumlah item cukup untuk mengukur kebutuhan mahasiswa, dosen, alumni dan ketua prodi			✓	
5.	Butir-butir pernyataan dinyatakan dengan jelas			✓	
6.	Pilihan-pilihan jawaban dinyatakan dengan jelas			✓	
7.	Pernyataan disusun dari yang mudah ke yang				✓


<b>III Aspek bahasa</b>					
8.	Menggunakan bahasa yang sesuai, baik dan benar				✓
9.	Rumusan pernyataan komunikatif				✓
10.	Pernyataan tidak mendua				✓
11.	Pernyataan tidak terlalu panjang				✓
12.	Pernyataan tidak menggiring pada yang baik saja atau yang jelek saja				✓
Jumlah					
Total					

**Saran**

.....  
 .....  
 .....

**Kesimpulan**

(A) : dapat digunakan tanpa revisi dengan rentang skor 40 - 48  
 B : dapat digunakan dengan sedikit revisi dengan rentang skor 31-39  
 C : dapat digunakan dengan banyak revisi dengan rentang skor 22 - 30  
 D : belum dapat digunakan dengan rentang skor 12 - 21

Bukang, 30 Agustus 2022  
 Validator,  
  
 Dr. Yuli Tiara, M.Pd  
 NIP 1978 01 20 2002 2 00 2

**Identitas Validator**

Nama Validator : Dr. Absharini Kusena, M.Pd  
 Instansi : UM Satek M BSMIL BAMBANG  
 Jabatan : Dosen

**Petunjuk**

- Mohon diisi identitas bapak/ibu secara lengkap
- Berikan nilai pada kolom penilaian yang paling sesuai dengan pendapat bapak/ibu
  - 1 = tidak memadai
  - 2 = cukup memadai
  - 3 = memadai
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- Di bagian akhir aspek yang dinilai, telah disediakan kolom saran/komentar. Bapak/ibu dimohon memberikan saran/komentar demi perbaikan angket analisa kebutuhan materi ajar bahasa Inggris bagi mahasiswa fakultas ekonomi.
- Pada bagian terakhir lembar validasi tercantum bagian kesimpulan. Lingkariilah pilihan yang ada sesuai dengan nilai dari angket yang telah bapak/ibu isi.

No	Pernyataan	Skala pilihan			
		1	2	3	4
<b>I Aspek Petunjuk</b>					
1.	Petunjuk angket instrument dinyatakan dengan jelas				✓
2.	Kriteria jawaban yang diberikan dinyatakan dengan jelas			✓	
<b>II Aspek cakupan kondisi objektif/evaluasi angket analisa kebutuhan</b>					
3.	Isi pernyataan dapat diukur				✓
4.	Jumlah item cukup untuk mengukur kebutuhan mahasiswa, dosen, alumni dan ketua prodi				✓
5.	Butir-butir pernyataan dinyatakan dengan jelas			✓	
6.	Pilihan-pilihan jawaban dinyatakan dengan jelas			✓	
7.	Pernyataan disusun dari yang mudah ke yang sulit				✓

<b>III Aspek bahasa</b>					
8.	Menggunakan bahasa yang sesuai, baik dan benar				✓
9.	Rumusan pernyataan komunikatif				✓
10.	Pernyataan tidak mendua				✓
11.	Pernyataan tidak terlalu panjang				✓
12.	Pernyataan tidak menggiring pada yang baik saja atau yang jelek saja				✓
Jumlah					
Total					


**Saran**

1. Revisi some spelling error.

.....  
 .....

**Kesimpulan**

A : dapat digunakan tanpa revisi dengan rentang skor 40 - 48  
 B : dapat digunakan dengan sedikit revisi dengan rentang skor 31-39  
 C : dapat digunakan dengan banyak revisi dengan rentang skor 22 - 30  
 D : belum dapat digunakan dengan rentang skor 12 - 21

Bukittinggi, 5 Agustus 2022  
 Validator,  
  
 Dr. Absharini Kusena, M.Pd  
 NIP 1980 03 20 2002 2 00 2



**Identitas Validator**

Nama Validator : Dr. Vani Rosa  
 Instansi : UIN Bukittinggi  
 Jabatan : Dosen UIN Bukittinggi

**Petunjuk**

- Mohon diisi identitas bapak/ibu secara lengkap
- Berikan nilai pada kolom penilaian yang paling sesuai dengan pendapat bapak/ibu.
  - tidak memadai
  - cukup memadai
  - memadai
  - sangat memadai
- Di bagian akhir aspek yang dinilai, telah disediakan kolom saran/komentar. Bapak/ibu dimohon memberikan saran/komentar demi perbaikan angket analisa kebutuhan materi ajar bahasa Inggris bagi mahasiswa fakultas ekonomi.
- Pada bagian terakhir lembar validasi tercantum bagian kesimpulan. Lingkariilah pilihan yang ada sesuai dengan nilai dari angket yang telah bapak/ibu isi.

No	Pernyataan	Skala pilihan			
		1	2	3	4
<b>I</b>	<b>Aspek Petunjuk</b>				
	1. Petunjuk angket instrument dinyatakan dengan jelas				✓
	2. Kriteria jawaban yang diberikan dinyatakan dengan jelas				✓
<b>II</b>	<b>Aspek cakupan kondisi objektif/evaluasi angket analisa kebutuhan</b>				
	3. Isi pernyataan dapat diukur				✓
	4. Jumlah item cukup untuk mengukur kebutuhan mahasiswa, dosen, alumni dan ketua prodi				✓
	5. Butir-butir pernyataan dinyatakan dengan jelas				✓
	6. Pilihan-pilihan jawaban dinyatakan dengan jelas				✓
	7. Pernyataan disusun dari yang mudah ke yang sulit				✓

**III Aspek bahasa**


8. Menggunakan bahasa yang sesuai, baik dan benar					✓
9. Rumusan pernyataan komunikatif					✓
10. Pernyataan tidak mendua					✓
11. Pernyataan tidak terlalu panjang					✓
12. Pernyataan tidak menggiring pada yang baik saja atau yang jelek saja					✓
Jumlah					
Total					48

**Saran**

Pada bagian interview, mohon kembangkan kata-kata pengantar atau opening sebelum bertanya, tidak langsung ke pertanyaan.

**Kesimpulan**

**A** : dapat digunakan tanpa revisi dengan rentang skor 40 - 48  
**B** : dapat digunakan dengan sedikit revisi dengan rentang skor 31-39  
**C** : dapat digunakan dengan banyak revisi dengan rentang skor 22 - 30  
**D** : belum dapat digunakan dengan rentang skor 12 - 21

Bukittinggi, Agustus 2022  
 Validator,  
  
 Dr. Vani Rosa, M.Pd.  
 NIP 196405120191001

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