A STUDY ON THE CONTENT VALIDITY OF THE PLACEMENT TEST OF LANGUAGE CENTER "X"

A THESIS

By :

Mario Christian Noertjahyanto

NIM : 8212702005

1178/05
11 Februari 2005
F-Ps
BI
Satu

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA

PROGRAM PASCASARJANA

PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS

SEPTEMBER 2004

A Study on the Content Validity of the Placement Test of Language Center "X"

A THESIS

Presented to
Master in Teaching English as a Foreign Language Program
Surabaya Widya Mandala Catholic University
In partial fulfillment of the requirements for
the degree of Master of Arts in TEFL

By:

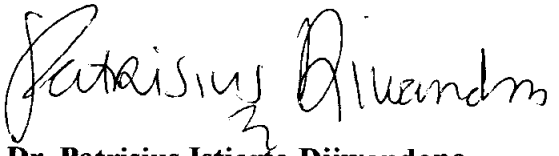
Mario Christian Noertjahyanto
NIM: 8212702005

Universitas Katolik Widya Mandala Surabaya
Program Pascasarjana
Program Studi Magister Pendidikan Bahasa Inggris
September 2004

APPROVAL SHEET
(1)

This thesis entitled **A Study on the Content Validity of the Placement Test of Language Center "X"**

Prepared and submitted by Mario Christian Noertjahyanto (8212702005) has been approved to be examined by the board of examiners for acquiring the Master's Degree in Teaching English as a Foreign Language by the following advisor:



Dr. Patrisius Istiarto Djiwandono
Thesis Advisor

APPROVAL SHEET
(2)

This thesis entitled **A Study on the Content Validity of the Placement Test of Language Center "X"**

written and submitted by Mario Christian Noertjahyanto (8212702005) for acquiring the Master's Degree in Teaching English as a Foreign Language, was examined by the following Board of Examiners on oral examination on September 2, 2004 :

Dr. D.Wagiman, M.A.
Chairperson

Dr. Ignatius Harjanto
Member

Dr. Patrisius Istiarto Djiwandono
Member

Prof. Dr. E. Sadtono
Director of Post-Graduate School

ACKNOWLEDGEMENTS

"No Pain No Gain", these words have been the basic principle for the writer in making this thesis. The writer has worked energetically to finish his thesis. It is a great pleasure for the writer that finally he could finish his thesis.

The writer would like to thank Jesus Christ for His blessing so that the writer could have a great motivation in finishing the thesis well. The writer would also like to thank his advisor, Dr. Patrisius I. Djiwandono, for his guidance, suggestions, patience, criticism, understanding, and most of all his valuable time during the process of finishing the thesis.

The writer would also express his gratitude to all his lecturers in the English Education Department of Widya Mandala Catholic University for the support during the writer's study. The writer would also like to express his gratitude to his parents, for the encouragement, and for supporting the writer mentally, and financially.

Finally the writer would like to thank his beloved fiance Yolanda for her encouragement and support, so that the writer can finish the thesis well. He would also like to thank his friends Olivia, Rilla, Shierly Yappy for their help in finding the references and their support.

The writer,

Mario Christian Noertjahyanto

ABSTRACT

Noertjahyanto, Mario Christian. 2004.**A Study on the Content Validity of The Placement Test of Language Center "X".** Thesis. Master's Program in Teaching English as a Foreign Language. English Education Department. Graduate School. Widya Mandala Catholic University
Advisor : Dr. Patrisius Istiarto Djiwandono.

Key words: content validity, placement test, language center, panel of experts

Due to the fact that a placement test is very important for a language center, and that many language centers still do not take seriously on the validity of the placement test, the writer made an analysis on the content validity of the placement test of one of the language centers in Surabaya. The writer hoped that this study would be useful for the language center so that the administrators of the language center would be aware of the content validity of the test and able to develop the quality of the placement test. He also hoped that this study would help other language centers in generating valid placement tests.

This study was conducted based on one of the theories given by Brown (1996) that a placement test is a test which is used to help teachers decide which students should belong to certain levels of study in a program so that they are not placed in the inappropriate level. In generating a placement test, it is important to consider the content validity because a placement test is concerned with the materials taught in every level of the program.

In doing the analysis, the writer used an exploratory-quantitative-interpretive design. From the data collection, this thesis is a non-experimental study because it explored the properties of an established test. In terms of the types of data, it dealt with qualitative data, namely the description of the test items and the language lessons, upon which judgment was given and then converted into quantitative data, i.e. the scores indicating the degree to which the items represented the skills taught by the lessons. In terms of the type of interpretation, this thesis was likely to incline toward interpretive analysis, by which the researcher interpreted the accumulated scores from the judges and inferred the content validity of the test under investigation.

The writer found that the degree of representativeness toward level one is very low (0.36), which means that the skills and knowledge in level one are not represented well by the placement test. The skills and knowledge in level two also do not show significant difference from level one. The degree of representativeness for level two is 0.5825. One logical factor that may cause the low content validity of the test is that the test has never been improved for many years, while the materials have been improved several times during the years.

ABSTRAK

Noertjahyanto, Mario Christian. 2004.**A Study on the Content Validity of The Placement Test of Language Center "X".** Thesis. Master's Program in Teaching English as a Foreign Language. English Education Department. Graduate School. Widya Mandala Catholic University
Advisor : Dr. Patrisius Istiarto Djiwandono.

Key words: content validity, placement test, language center, panel of experts

Berdasarkan kenyataan bahwa sebuah *placement test* (tes penempatan) sangat penting bagi suatu *language center* (pusat bahasa), dan masih banyak pusat bahasa yang tidak menanggapi secara serius validitas dari tes penempatannya, maka penulis membuat suatu analisa tentang *content validity* dari tes penempatan di salah satu pusat bahasa yang ada di surabaya. Penulis berharap studi ini dapat berguna untuk pusat bahasa yang diteliti agar pihak yang berwenang di pusat bahasa tersebut dapat lebih memperhatikan *content validity* dari tes penempatannya dan dapat meningkatkan kualitasnya. Penulis juga berharap studi ini dapat membantu pusat bahasa-pusat bahasa yang lain dalam menyusun tes penempatan yang valid.

Penelitian ini diadakan berdasarkan salah satu teori dari Brown (1996) yang menyatakan bahwa tes penempatan adalah tes yang digunakan untuk membantu para pengajar dalam menempatkan murid pada tingkat tertentu dalam suatu program agar mereka tidak ditempatkan di tingkat yang salah. Dalam menyusun sebuah tes penempatan, sangatlah penting untuk memperhatikan *content validity* karena tes penempatan pastilah berkaitan dengan materi yang diajarkan pada tiap-tiap tingkatan di program tersebut.

Dalam menganalisa, penulis menggunakan metode *exploratory-quantitative-interpretive*. Apabila dilihat dari segi pengumpulan data, penelitian ini bukanlah sebuah eksperimen karena meneliti bagian-bagian dari tes yang sudah ada. Menurut jenis datanya, yakni penjabaran dari tes dan materi, di mana penulis menilai dan kemudian mengubahnya menjadi data kuantitatif, contohnya nilai-nilai yang menunjukkan tingkat dimana bagian dari tes mewakili skill-skill yang diajarkan suatu pelajaran tertentu. Berdasarkan jenis interpretasinya, penelitian ini mengarah pada analisa penalaran, yang mana peneliti menalarkan nilai akumulatif dari para penilai dan menyimpulkan *content validity* dari tes yang diteliti.

Penulis menemukan bahwa tingkat *representativeness* dari tes penempatan terhadap materi tingkat pertama sangat rendah (0.36), yang berarti bahawa materi dari tingkat pertama tidak terwakili dengan baik oleh tes penempatan. Materi dari tingkat kedua juga tidak menunjukkan perbedaan yang cukup dari tingkat pertama. Tingkat *representativeness* dari tingkat kedua adalah 0.5825. Satu faktor yang paling masuk akal yang mungkin menjadi penyebab dari rendahnya tingkat *content validity* dari tes itu adalah tes itu tidak pernah dikembangkan selama bertahun-tahun, sedangkan materi sudah beberapa kali mengalami perubahan.

TABLE OF CONTENTS

Title i

Approval Sheet (1) ii

Approval Sheet (2) iii

Acknowledgements iv

Abstract v

Abstrak vi

Table of Contents vii

List of Tables xi

1. **INTRODUCTION** 1

1.1 Background of the Study 1

1.2 Statement of the Problem 3

1.3 Purpose of the Study 3

1.4 Significance of the Study 4

1.5 Scope and Limitation of the Study 4

1.6 Theoretical Framework 5

1.6.1 Types of Tests 5

1.6.2 Types of Validity 5

1.7 Definition of Key Terms 6

1.8 Organization of the Study 7

2. **REVIEW OF RELATED LITERATURE** 8

2.1 Review of related theories 8

2.1.1 Tests and Fuctions 8

2.1.1.1 Achievement Test 8

2.1.1.2 Diagnostic Test 9

2.1.1.3 Proficiency Test 10

2.1.1.4 Placement Test 11

2.1.2 Test Validity 12

2.1.2.1 Construct Validity 14

2.1.2.2 Criterion-related Validity 15

2.1.2.3 Content Validity 15

2.2 Review of Related Study 17

3. **METHODS** 19

3.1 Research Design 19

3.2 Source of Data 19

3.3 Instrument 20

3.4 Procedure 21

3.4.1 Procedure of Data Collection 21

3.4.2 Procedure of Data Analysis 22

4. **DATA ANLYSIS** 24

4.1 The Placement Test 24

4.1.1 Section One 24

4.1.2 Section Two 27

4.1.3 Section Three 28

4.1.4 Section Four 29

4.1.5 Section Five 30

4.1.6 Section Six 31

4.1.7 Section Seven 31

4.1.8 Section Eight 32

4.2 List of Materials 34

4.2.1 Level One 34

4.2.1.1 Unit One 35

4.2.1.2 Unit Two 37

4.2.1.3 Unit Three 38

4.2.1.4 Unit Four 40

4.2.1.5 Unit Five 41

4.2.1.6 Unit Six 44

4.2.1.7 Unit Seven 46

4.2.1.8 Unit Eight 48

4.2.1.9 Unit Nine 50

4.2.1.10 Unit Ten 52

4.2.1.11 Unit Eleven 53

4.2.1.12 Additional Unit 55

4.2.2 Level Two 55

4.2.2.1 Unit One 56

4.2.2.2 Unit Two 57

4.2.2.3 Unit Three 59

4.2.2.4 Unit Four 62

4.2.2.5 Unit Five 65

4.2.2.6 Unit Six 67

4.2.2.7 Unit Seven 69

4.2.2.8 Unit Eight 70

4.3 Findings 73

4.3.1 Level One 74

4.3.2 Level Two 83

4.3.3 Degree of Representativeness 89

4.4 Discussion on Findings 91

5. **CONCLUSION** 93

REFERENCES 96

APPENDIX I 97

APPENDIX II 102

APPENDIX III 120

LIST OF TABLES

Table 4.1 Summary of placement test and materials 71

Table 4.2 Ratings 73

Table 4.3 The final rating 74

Table 4.4 Unit 1 74

Table 4.5 Unit 2 75

Table 4.6 Unit 3 76

Table 4.7 Unit 4 76

Table 4.8 Unit 5 77

Table 4.9 Unit 6 78

Table 4.10 Unit 7 79

Table 4.11 Unit 8 80

Table 4.12 Unit 9 80

Table 4.13 Unit 10 81

Table 4.14 Unit 11 82

Table 4.15 Additional Unit 83

Table 4.16 Unit 1 83

Table 4.17 Unit 2 84

Table 4.18 Unit 3 85

Table 4.19 Unit 4 86

Table 4.20 Unit 5 87

Table 4.21 Unit 6 88

Table 4.22 Unit 7 89

Table 4.23 Overall mean of level 1 89

Table 4.24 Overall mean of level 2 90