CHAPTER I

INTRODUCTION

This chapter gives an overview of the the background of study the problems of study, objectives of study, significance of study, scope and limitation and definition of key terms used in this thesis.

A. Research Background

Nowadays, English has become the most well-known language as it is used in more than 300 countries. This phenomenon results in the huge need of English mastery in all fields including education. For non-native English country for example, there are some English proficiency test for proving the English's ability of the test-takers such as TOEFL and IELTS. In Indonesia, most universities oblige the students to pass the TOEFL test as one of the requirements for graduate from the universities including UIN Sunan Ampel Surabaya.

In UIN Sunan Ampel Surabaya, the TOEFL test is in form of TOEFL-like test. TOEFL-like test is the collection of test items from several resources, such as Cliff's TOEFL and Longman. The TOEFL-like test is held by Language development center (P2B) of UIN Sunan Ampel Surabaya. There are two types of TOEFL-like test. The first is the test which used for the regular students who willing to take the post graduate and doctoral degree program in UIN Sunan Ampel Surabaya. The second is the TOEFL-like test as the final examination in English intensive course program.

The validity degree of this test has never been measured before; therefore the researcher is conducting this study.

In language testing issue, validity is the center of a test enterprise¹. Validity is a must that every single test should have especially if the test is the high-stakes one. High-stakes assessment situations are admission tests for universities or other professional programs, certification exams, or citizenship tests². The TOEFL-like test is qualified as one of the high-stakes assessments, because the test-takers of this test are the entire first year student.

In this study, the researcher will be focusing on analyzing the construct validity of TOEFL-like at English Intensive Course Program. Because construct validity is a major issue in validating large-scale standardized tests of proficiency³. Construct validity focuses on measuring the psychological construct such as intelligence and motivation.⁴ In examining the construct validity, the researcher investigates whether the test items can measure what it claims to be measured. Thus, analyze the TOEFL-like test through construct validity should give better result than other validity analysis.

Bachman states that in conducting construct validity, we are empirically testing hypothesized relationships between test scores and abilities.⁵ It means that the

¹Glenn Flucher, *Practical Language Testing* (UK: Hodder Education, 2010), 19.

²C. Roever, "Web-based language testing". *Language learning and technology*. Vol. 5 No. 2, 2011, 86. ³Ibid. 25

⁴Donald Ary, Lucy Cheser Jacobs and Asghar Razavieh, *Introduction to Research in Education* (USA: Cangage Learning, 2010), 231.

⁵ Lyle F Bachman, Fundamental Considerations in Language Testing (Oxford: OUP, 2010), 256.

result of a test should have a valid correlation with the test-takers' abilities. In conducting construct validity, the researcher investigates the correlation between the question of the test, the students' answer sheets and what skill or construct that the test wants to assessed. Hence, factor analysis was used as the procedure in analyzing the research data. Donald Ary states that in factor analysis the researcher willing to show whether all the items making up the test or scale are measuring the same thing or not.⁶ Thus, the TOEFL-like test is measured one by one in order to investigate how it can correlate each other as one measurement.

This research conducted at State Islamic University Ampel. The TOEFL-like test which is being examined in this research is the TOEFL-like test as the final examination at intensive English program (IEP). The minimum score of the TOEFL-like test is 400. The test-takers should grasp the minimum score of TOEFL-like test to assuredly pass from IEP.

B. Research Question

Research problem of the study is formulated in this following question:

What is the construct validity of TOEFL-like test at Intensive English Program constructed by P2B of UIN Sunan Ampel Surabaya?

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⁶Donald Ary, Lucy Cheser Jacobs and Asghar Razavieh, *Introduction to Research in Education* (USA: Cangage Learning, 2010), 233.

C. Research Objectives

The objective of this research is:

To investigate the construct validity of TOEFL-like test at Intensive English Program constructed by P2B of UIN Sunan Ampel Surabaya.

D. Significance of The Study

1. Language Development Center (P2B) of UIN Sunan Ampel Surabaya

By conducting this study, the researcher hopes it can help Language Development Center (P2B) of UIN Sunan Ampel Surabaya in standardizing the TOEFL-like test at intesive English progam because the validity of this test has never been investigated before. On the other hand, the language development centre (P2B) of State Islamic University Sunan Ampel Surabaya may also use the result of this research as the basic consideration in constructing the test for the next year.

2. Intensive English Program Teacher

For intensive English program teacher, the researcher hopes this study will be one of the consideration for the teacher in making the intensive English program's material.

3. The Reader

Indeed, the researcher hopes that this study gives some useful information for the reader about how to examining the construct validity of a test using factor analysis procedure.

4. Further Researcher

For further researchers, this research can be used as the basic reference in conducting another analysis of construct validity dealing with a test, especially language tests.

E. Scope and Limit of the Study

In language testing, there are several kinds of validity. But, the researcher confines this research to examining the construct validity of the TOEFL-like test at English intensive program of State Islamic University Sunan Ampel Surabaya. It will not going to observe the students' performance on the class, the students' perspective about the test or the lecturers perspective as the data in conducting the test. This research will be focus on the questions' sheet and the students' answer sheets of the test. The limit of this study is the researcher will only investigate the TOEFL-like test which is used in intensive English program as final examination.

F. Definition of Key Terms

In case of avoiding the misunderstanding among the readers, the author tried to define the key terms of this study as follows:

1. Contruct Validity

that a test is measuring the construct it claims to be measuring⁷. Construct can be defined as the skill of language. In this research, the test will be said as a

Construct validity has been defined as the experimental demonstration

⁷ James Dean Brown. "What is construct validity?" *Shiken: JALT Testing & Evaluation SIG Newsletter.* Vol: 4 No: 2, 2000, 9.

valid test if each question in each section of the TOEFL-like test is able to measure what it needs to be measured.

2. TOEFL-like test at Intensive English Program

TOEFL-like test is an English proficiency test made by P2B of UIN Sunan Ampel Surabaya which use TOEFL as the standard in giving the scores and making the questions. P2B do not make the test items by themselves, they take the questions from various references such as Cliff's TOEFL. This test is divided into three sections: listening, grammar and reading. The tests-takers of this test are the first year students of UIN Sunan Ampel Surabaya. The minimum score of this test is 400. If they fail in grasping the minimum score on the test, they can re-take the test untill they get the minimum score. The certificate of TOEFL-like test is used as one of the requirement for participating in thesis examination.

3. Intensive English Program (IEP)

Intensive English Program is a pre-academic program which is designed to preparing the students for the regular English course and improving the students' English competence.⁸ The IEP defined in this study is given to the first year students of UIN Sunan Ampel Surabaya.

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⁸H. Douglas Brown, *Teaching by Principal : An Interactive Approach to Language Pedagogy* (Longman: California, 2000) 2nd Edition, 123.