CHAPTER I

INTRODUCTION

A. Background of the Study

There are many kinds of test depend on the time and the purpose of conducting that test or evaluation. Some tests are conducted in the beginning of period and the other are conducted in the last session of the lesson. Harmer states, we have a test because sometimes this is to measure the student's abilities to see if they can enter a course or institution. In addition, teachers are not be able to design a test incorrectively since we have a curriculum that has been designed as a manual in designing teaching – learning process.

The teachers should use a good test in order to measure a test accuration. In other hand, it is not an easy work for them to make it because there are some characteristics or requirements that must be fulfilled which is include of validity, reliability, objectivity, and practicality.²

Validity is the most important consideration in test evaluation. The concept refers to the appropriateness, meaning, and usefulness of the specific inferences made from the score. Test validity is the process of accumulating evidence to support such inference. The former types of validity (content, criterion related,

¹Harmer, Jeremy.(2007). *The Practice of Eglish Language Teaching Fourth Edition*. USA: Longman Press.p. 379

²Sudijono, Anas (1996). *Pengantar Evaluasi Pendidikan.* Jakarta: PT. Raja Grafindo Persada. p. 93

and construct) are simply considered to be convenient categories for accumulating evidence to support the validity of an interpretation.³ In addition, Content validity is most often addressed in academic and vocational testing, where test items need to reflect the knowledge actually required for a given topic area.

Test which is conducted to measure students' abilities in entering a course called a placement test. The purpose of this test is to divide students into two groups as a way for teacher to be more focus in giving instruction or lesson agree with the level of each students in every groups. This test is attended to provide the information which will help to shorten or place students into groups according to their language ability at the beginning of the course.⁴ Time is not wasted as bright students wait for elementary explanations to be given to their slower classmate.⁵ Therefore, in dividing students into two parts, certainly, the institution has to pay attention to the quality of the test.

The institution should have an organized plan for collecting data related to that program. The data to be collected should be designed to determine whether the program is as effective as it could be.⁶ Therefore, we have to make sure that the test we conduct has had a criterion of a good test or they were still categorized as a low test. Fulcher and Davidson state that validity evidence is the

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³Gronlund, Norman E. *How to make achievement tests and assessments...* p. 160

⁴J.B Heaton, 1990

⁵ Glass, Gene V. Grouping. (2002). Students for instruction Executive Summary. Arizona State University

⁶ The mathematical Association of America.(2010). *Placement test users' guide*. Washington DC. P.1

strength of the predictive relationship between the test score and performance on the criterion. For that reason, the test designer has to make assessment by noticing the validity to measure the student ability substantively.⁷

SMP N 5 Surabaya as one school in Surabaya which in 2012 be one of the best 15 Ecoschool in Surabaya.⁸ They make the placement test by themselves. They conducted a test and divided students based on the result of test. They conducted a placement test to divide students into a regular and excellent class of seventh grade Junior High School in the beginning of the semester. The purpose of conducting this test is to divide the treatment during teaching – learning process. In regular class, especially in English lesson, the English teacher uses bilingual language, English and Indonesian, as medium language during the lesson. In the other hand, in excellent class, the English teacher will use full English language in teaching – learning process, in interactions from teacher to students or students to teacher. However, based on the preliminary research by the researcher, English as one of the material for National Examination become less attention. In evidence, the ability of students in those two different class almost be equal. Since this English test compose with the other lesson, it should also be highlighted to be a good test because it also determines the treatment in English lesson for the students.

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⁷Fulcher, Gleen and Fred Davidson.(2007). *Language Testing and Assessment*. New York: Routledge.

⁸ The data taken from surabayaecoschool.tunashijau.org accessed in 28thdecember, 2014

The Researcher focuses the observation on the placement test in the seventh grade of Junior High School, because the seventh grade is the beginning class in Junior high school where the teacher can get the general information about the student's ability completely. By knowing the valid information about the student's competence in first year, might help the teacher to find the suitable steps in treating students in class as a purpose of placement tests that this test will help the teacher to determine the treatment for student in teaching – learning process.

From the reason above, the researcher analyzes this test whether they have suitable with the content validity or not as one of the consideration to have a good test. Because this placement test became the way to divide students into two groups of class and it also determines the treatment for the students in teaching - learning process. Therefore, the resercher wrote this thesis entitled "THE CONTENT VALIDITY OF THE ENGLISH PLACEMENT TEST OF SEVENTH GRADE SMPN 5 SURABAYA 2011-2014"

B. Statement of The Problem

Based on statement on background of the study above, the researcher analyzed the content validity of English test in placement test which conducted for First Grade at SMPN 5 Surabaya. The problems stated as follows;

1. Is the English Placement test in SMPN 5 Surabaya suitable with the content validity?

2. What are the differences of the content validity result of English Placement tests of First grade during 2011 – 2014?

C. Objective of the Study

From the problem that the researcher revealed before, the objective of this study were:

- To identify the English test that used in placement test in SMPN 5
 Surabayawhether they are suitable with the content validity or not.
- 2. This research is conducted to know the differences among the result of content validity of English test in placement tests during 2011 2014.

D. Significance of the Study

The result of this research was expected to give contribution as the practical implication of the study to the test makers, school division and further researchers as follows:

1. Test maker

The result of this research serves the test maker of SMPN 5 Surabaya to make a better test because this test is conducted to know the student's ability, they will be placed at excellent or regular class.

2. School committee

The result of this research also becomes useful for the school committee especially for the headmaster of SMPN 5 Surabaya in order to improve the

management system in their school. This test is conducted to determine the treatment for students during teaching – learning process, therefore the way to divide them has to be focused in order for the students will get an appropriate treatment depend on their ability.

3. Further Researchers

In addition, the researcher also hopes that the result of this research is useful as basic information for the further researchers who want to have a research about the Content Validity especially in measuring the validity of the English test.

E. Scope and Limit of the Study

The researcher confines this research to the study of Content Validity of English Placement test. The researcher only analyzed the content validity of English test in placement tests. Although there are many kinds of validity, such as criterion – related validity, consequential validity, or face validity, but a content validity of test has an important role as a way to have quality learning during teaching – learning process, because a content validity has received the greatest attention in the literature.⁹

It is Content Validity in Placement test, exactly in English Placement test.

This research is focused on measuring the process of building validity of the test

⁹Fulcher, Gleen (1999). Assessment in English for Academic Purposes: Putting Content Validity In Its Place. UK: Oxford University Press. P.221

from beginning of the design process.¹⁰ Therefore, the researcher only focused on synchronizing the English test with the English syllabus as a manual theory in designing the teaching – learning process.

F. **Definition of the Key terms**

These following key words meaning are related to the main point of the problem for this research that need to be high light:

1. Content Validity

Cohen Ronald Jay provided an early definition of content validity which is also called curricular validity. The materials that will be tested are based on curriculum. Therefore, the way to measure the content validity and to be categorized as a good test is by looking the objective of curriculum and the material of the test. In essence, the Content Validity means in this research is the way to measure the test, whether they suitable with the curriculum applied in Indonesia or not.

2. Placement Test

From the English Placement Test guide book from University of Illinois

Urbana – Champaign, English Placement test is defined as the primary

vehicle to determine accurate placement in the English as Second Language

¹⁰Vansickle, Timothy R. (2008). *A testing Brief Validity*. Apple valey, USA: Questar Assessment Inc

¹¹Jay, Cohen Ronald.(1988). Psychological Testing and Assessment. California: Mountain view p.178

(ESL) courses administered by the Department of Linguistic. ¹² The placement test in this research called with the Bridging course. This placement test means test which is conducted to divide students into two parts of classes and determine the treatment that they will get during teaching – learning process in SMP N 5 Surabaya.



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¹²University of Illinois Urbana – Champaign (2012). *English Placement Test (EPT) Information and Registration Guide*. USA: Office of Publication and Marketing.