

Chapter One

Introduction

Background of Study

Language institutions apply language testing to measure their students' or employees' candidates' foreign language proficiency. Besides, language testing is used in teaching to measure whether the teaching is effective, to improve teaching quality to obtain feedback on student learning and to apply research related to the nature of language proficiency, language processing, language acquisition, language attrition and language teaching in research.

The purpose of teaching English is to develop the communication skills especially in oral and written skills (listening, speaking, reading, and writing). To reach the purpose of the instructional activities, the lecturers apply evaluation to measure how far the students understand about the material.

One of the most important aspects of teaching learning process is evaluation. It contributes directly to the teaching and learning process used in classroom instruction. The main focus of classroom evaluation is the students and their learning process. To measure the students' skills in learning process, the lecturers need to hold an evaluation. Evaluation plays an important role in teaching learning activities because lecturers can find out students' achievement in mastering the lesson efficiency.

One of the forms to evaluate the students' ability is test. In order to measure accurately, the lecturers should use a good test. It is not an easy work for

them to make it because there are some characteristics or requirements that must be fulfilled and one of the characteristics of a good test includes validity.

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 validation is the process of accumulating evidence to support such inference. The types of validity; content, criterion related and construct validities are simply considered to be convenient categories for accumulating evidence to support the validity of an interpretation. 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.

As an institution which serves all students of UMY, Pusat Pelatihan Bahasa or PPB (the Language Training Center) also uses a test to evaluate students' achievement in learning English. The test used there is Progress test. It is settled as one of the most important aspects that can be used as the way to measure the students' ability whether the students have achieved the learning target or not so this test will be very important to be analyzed. However, the researcher found some complaints from the students joining classes at PPB about the tests they should take. Some PPB students said that what they did in the test was not in accordance with what they got in the classrooms. Moreover, some PPB teachers also suggested the same complaints.

The progress tests involve two criteria of test; they are skills and knowledge. Therefore, the researcher would like to analyze the validity of its test items by analyzing the level 1 students of management class. Level 1 is the

beginning class of overall UMY students. The lecturers do not only know whether English progress test at PPB meets the validity of the good test but also can get the general information about the students' ability as whole by knowing the valid information that might help the lecturer find the suitable steps in handling students in class.

Therefore, based on the above backgrounds, the writer was interested in conducting research on "The validity analysis of progress test at PPB UMY"

Statement of Problems

In this statement of the problems, what can be revealed around the validity issues of the progress test could be:

1. Correlating between validities of the progress test to the students' academic achievements
2. Analyzing the progress test in terms of the mangement of the test administration.
3. Students' opinion on the relevance of the progress test validity to their goals of studying English.
4. Analyzing the validities of the progress test

Limitation of the Problem

The discussion of the study focused on the validity analysis of English progress test for the students of Universitas Muhammadiyah Yogyakarta at Pusat

Pelatihan Bahasa. It concerns with whether or not the test items sufficiently represent a valid measure of what it is supposed to measure.

Research Questions

Based on the objectives of the research, the writer identified the problem as follows:

How is the validity of the progress test administered at PPB UMY in terms of content validity and concurrent validity?

The Objective of the Study

The objective of this research is to explore the validity issues of the progress test administered at PPB UMY in terms of content validity and concurrent validity.

Significance of the Research

a. For the institution:

As an institution of a big university, Pusat Pelatihan Bahasa should have the best test that is appropriate with the characteristic of a good test. It can also be a basis to create the test which has best quality to reach its objectives.

b. For the reader

To give some experience or example how to make good tests if they make it someday and could apply it.

Outline of the Research

To create a systematic writing, the writer presents the writing outline as the followings. The first is introduction. In this chapter, the areas covered are, background of the study, statement of the problem, limitation of the problem, objective of the study, research questions, significance of the problem, outline of the research. The second is the literature Review which tells every detail of the theory used in this research is explained in this chapter. The third part of this thesis is methodology in this chapter, describing the research method used in this research. It consists of type of research, time and place of the research, technique of data collection, and data analyze technique. Then, the fourth is the findings and discussions in this chapter, containing the findings of the research and discussions about the validity of English progress test items of Pusat Pelatihan Bahasa Universitas Muhammadiyah Yogyakarta. The last part is the conclusions and suggestions. In this chapter, a closing chapter that contains conclusions of this research and suggestions is presented.