

Chapter Three

Research Methodology

This chapter discusses the methodology used in this study. The first part of this chapter discusses the research design. The next part is about the setting of the study and the description of the data collection method. Then, analyzing the data is also depicted.

Design of the Research

Cohen (2007) stated that research is a combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth, particularly as far as the natural science is concerned. It is the way for collecting data by doing an approaching in order to get the real data.

Relevant to the aims of the research, this study employed mixed methods of both qualitative and quantitative research design. It is quantitative in a way that it analyses the validity of the progress test at PPB UMY in terms of face validity. It is research that analyzes the data from written sources. Moreover, on the other validity measurements, it applied quantitative research design. The qualitative one was used in analyzing the documents to get the validity.

Based on the definition and description above, it can be said that this research is descriptive qualitative and quantitative, because it systematically describes the test items validity of English progress test and the syllabus factually and accurately.

Research Setting

The research was conducted at Pusat pelatihan Bahasa Universitas Muhammadiyah Yogyakarta. It is a modern, competitive, professional and Islamic Language Training Center to support the academic mission of Universitas Muhammadiyah Yogyakarta.

Pusat Pelatihan Bahasa has been applying the Integrated English Learning. It is integrated learning system between listening, speaking, reading and writing. Pusat Pelatihan Bahasa holds pre entry testing or placement test for knowing the students' level for grouping the classes or students based on their abilities.

The researcher conducted research at Pusat Pelatihan Bahasa to check whether or not its tests have good validity in order to optimize the best standard test to support academic program of a reputable university such Universitas Muhammadiyah Yogyakarta. The researcher has collected the data starting on Monday 8th – Wednesday 17th December 2014 at Pusat Pelatihan Bahasa Universitas Muhammadiyah Yogyakarta.

This research was conducted on the odd semester in the academic year of 2014/2015 for students in level 1 as the first level of Integrate English Learning at Pusat Pelatihan Bahasa. The object is chosen to know the validity of test items from the basis level.

Data collection Method

The researcher applied documentation and expert judgment. The researcher asked for the test result of English progress test level 1 of Pusat Pelatihan Bahasa UMY and asked for the question sheet and the answer key to be analyzed. The researcher also interviewed with the Director of Pusat Pelatihan Bahasa UMY for gathering information about the profile of the institution.

Documentation means collecting the files or data of related information that are necessary. There are some data collected by the researcher such as 62 English progress test questions and answer sheets of students' level 1, the answers key, English syllabus and English module. While expert judgment, the researcher asked two experts about the validity of the chosen documents.

Data Analysis

Analysis of the gathered documents

The researcher used several documents to analyze the validity of English progress test items such as English module, English syllabus, lesson plan, test question sheet and answer key.

Analysis of the test validity

Content Validity. It analyzed the compatibility between test items with the syllabus and the lesson plan as said that one way for measured the content validity is by checking the test materials and the syllabus in order to know that the test is scope all the aspects in syllabus and lesson plan (Purwanto, 2006). It also checks

whether the test items tested each sub skills and level of its skills by using the parameter given by (Barret, 1976) and (Bloom, 1956).

Concurrent. The researcher analyzes the concurrent validity of test items by checking the syllabus and lesson plan to see the methodologies used for learning process. It also analyzes the students' scores for comparing between scores of one class and another class in the same level. And analyze the physics' performance of the test.

Analysis of the level of validity. The researcher analyzed the level of validity by looking for the conformity of the test items of English progress test Pusat Pelatihan Bahasa. It uses the statistical inference that analyzes the fundamental data. It concerns in observe data and does not assume that the data come from a larger population. It uses the formula as the parameter for determining the bad or good of content validity test item (Upton & I, 2008).

Figure 1.0 Validity Formula

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of unconformity

N = Number of sample

It is used to see how many percent the test covers the instructions of the syllabus. The test items are studied in terms of their conformity to syllabus.

Therefore, the writer also compares the percentage with the criteria adopted from (Arikunto, 1992):

76 - 100 %	= Good
56 - 75 %	= Sufficient
40 - 55 %	= Less good
<40 %	= Bad