Chapter Four

Findings and Discussion

This chapter reports and discusses the findings of the study. The researcher got the information about the validity of the test items. The researcher presents the findings in terms of content validity and concurent validity.

Findings

Content Validity Analysis

To begin with, the researcher analyzed the content validity from the data of English progress test items which is called Ujian Tengah Semester and English syllabus for first level students of Universitas Muhammadiyah Yogyakarta.

The first is analyzing the compatibly between test items with the syllabus and the second is assessing whether the test items tested each sub skills and level of its skills. The test items consist of four language skills those are listening, reading and writing and there is one sheet of English speaking test consist of role play activity as group assignment.

There are 42 items that compatible with the indicators of the English syllabus and 8 items that are not. The items measure the listening, reading, writing and speaking skills. The following tables will provide

clearly elaboration of the content validity of the test. And according to the syllabus, this kind of question is:

Table 1.0 (Test items about listening section)

A. Listen to an interview for an article in a student newspaper. (@worth 1 point)

1. Does Akemi have a large family? ☐ Yes ☐ No
2. Cross the mistakes and then write the correct words.

Kobe

Akemi Takayama is a new students. She is from Japan. Her parents are living in ~~Tokyo.~~Her brother lives in Osaka. Her sister is studying the violin in Miami. Akemi has seven aunts and uncles. They are living in Japan. One niece and nephew are traveling in the U.S They are visiting Akemi this week. Akemi has a lot of cousins in Australia. A few of her cousins are in Mexico. Akemi is studying French. Please welcome Akemi to our school!.

B. Listen to the conversations. Check the correct answers. (@ worth 1 point)

1. Catherine has (four/seven/nine) brothers and sisters.
2. Nowadays, Mark is living (at home/with a friend/with his wife).
3. Sharon usually goes to the gym (on Thursdays/twice a week/three times a week).
4. Some of the man's younger brothers and sisters (are in school/have one child/are working abroad).

The first test items are about listening skill. It is consists of 13 questions, nine questions for listening part A and four questions for listening part B. All questions conducted with the syllabus. For example questions number 1, 2, 4, 7 and 8 part A asses about Linked sounds and Listening for names and countries. Whereas questions number 3, 5, 6, and 9 part A and questions number 1 – 4 part B asses about Listening to

descriptions of jobs and daily schedule. It means that material for listening is valid because it is compatible with the syllabus.

Whereas, in listening skill, there are some sub skills and levels to be tested according to (Barret, 1976). The sub skills are identify main facts & details, relate cause & effect, identify sequence of events, predicting outcomes, and infering meaning from contextual clues. Then, the levels are literal comprehension, reorganization, inferential comprehension, and evaluation. As the table 1.1 above, it could be concluded that the material of listening skill of English progress test at PPB UMY has accomplished all the components of sub skills and the levels. Therefore, this item is valid item to be tested. It could be seen in the table below.

Table 1.1 the sub skills and levels in listening test items

Sub skills	check	Levels	check
Identify main facts &details	✓	Literal comprehension	✓
Relate cause & effect	✓	Reorganization	✓
Identify sequence of events	✓	Inferential comprehension	✓
Predicting outcomes	✓	Evaluation	✓
Infering meaning from contextual clues.	✓		

Table 1.2 Test items about Reading section PART A

II. READING

A.   LEAVING HOME

Young people leave their parents' homes at different ages in different parts of the world. In the United States, a lot of college students do not live at home. They often choose to go to college in different cities – away from their parents. At college, many live in university housing. After college, most people prefer to live in their own homes. They often live alone, but some people rent apartments with others. These people are called roommates. By the age of 22, few young people in United States live with their parents.

Families stay together longer in many Asian countries and cities. In Hong Kong, for example, nearly all university students live with their parents. Rents in city are very expensive, and few students have the money to pay for their own apartments. Very few young people live alone or become roommates in a shared apartment. Many young people in Hong Kong continue to live with their parents even after they marry.

Jack C. Richards, Interchange 1 Workbook Third Edition, p. 28

Circle True or False. For the statements that are false, write the correct information. (worth @2 points)

In the United States,
1.   Very few students live in university housing.   T / F
_____
2.   Some young adults share apartments with roommates.   T / F
_____
3.   Nearly all young adults live with their parents.   T / F
_____
In Hong Kong,
1.   Not many university students live with their parents.   T / F
_____
2.   Few young people live alone.   T / F
_____
3.   Most young married couples have enough money to live in their own apartment. T / F

Based on the items of reading section Part A in the table 1.3 above is about information of the young people who leave home for schooling out from the city and the questions asses the true (T) and false (F) answers that contains of the differences habits of young people who live in United States and young people who live in Hong Kong. Whereas in syllabus, the content should not it but should asses materials about "reading about people who needs a job." Because of the information is not according to syllabus, so the test items part A is not valid.

Table 1.3

Test items about reading section PART B

B. Read Ruth's letter. Then check (v) four true statements. (worth @1 points)

Dear Ted,

Berkeley is a great city. I really like it here! There's always lots to do. Every day after class, I walk down Telegraph Avenue. I always like to go to my favorite coffee shop in the afternoon and meet my friends there for coffee. In the evening, there is always something interesting to do in town or near the university. For example, I sometimes see a foreign movie or listen to live music.

On Saturday, my friends and I usually take the buss to San Fransisco for the day. I love the shops and restaurants, and it's a great city for jogging or in-line skating (I'm really getting good at it!) in Golden Gate Park. We always go to Chinatown to have lunch, and then we go walking or shopping in the afternoon.

On Sunday, sometimes I like to play tennis with friends, or we watch a sport event, like a football game or a basketball game, on TV. I think American football is very exciting!

Well, that's all for now. Take care. Hope to hear from you soon!

Love,
Ruth

Jack C. Richards, Interchange 1 Third Edition, p. 205

o   She walks down Telegraph Avenue every day after class.

o   She meets her friends for coffee in the vening.

o   She sometimes dances to live music.

o   She enjoys going to San Francisco on the weekend.

o   She doesn't like in-line skating.

o   She goes shopping or walking after lunch on Saturdays.

o   She plays tennis with friends every Sunday.

Reading about popular name is the information in the syllabus that should become the material for reference of test items of reading. The reading test items part B is about a letter that provide information about someone's daily activities when is living in a new cities. Although the test

items part B does not asses the same material based on the syllabus, but the contents of questions are about "getting to know you"; collecting personal information about classmates. The questions request to collect the personal information about the activities when living in new country. So that it could be conclude that the test items of reading section part B is valid because there several questions asses materials that are compatible with the suggested syllabus.

Two kinds of test to be tested in reading skill are reading aloud and silent reading. But in reading aloud, skills to be tested are the pronunciation and stresses and intonation. This reading aloud is not to be tested in English progress test at PPB UMY. The items test just test just about the silent reading. The sub skills and levels to be tested according to (Barret, 1976) in reading skill especially in silent reading are identify main facts & details, relate cause & effect, identify sequence of events, predicting outcomes, and infering meaning from contextual clues. The levels are literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation.

In summaries, according to the reading test items above in the table 1.3 and table 1.4 that the test items have met the scopes of sub skills and its levels. It could be seen on the table below.

Table 1.4 Sub skills and levels in the reading skill test items

Sub skills	Check	Levels	Check
Identify main facts & details	✓	Literal comprehension	✓
Relate cause & effect	✓	Reorganization	✓
Identify sequence of events	✓	Inferential comprehension	✓
Predicting outcomes	✓	Evaluation	✓
Infering meaning from contextual clues	✓	Appreciation	✓

Table 1.5 Test items about writing section

III. WRITING (worth 10 points)

Write a 150-word composition on ONE of these topics:

a. My family
b. My activities every weekend

_____

_____
_____
_____
_____
_____
_____
_____
_____
_____

On the table 1.5, the instruction of writing test items are just request to write a 150 words. It is not clear without mention the students should make whether a paragraph or an essay. The choice of topics is limit, it is just two categories and not compatible with the indicator on

syllabus (Writing questions requesting personal information&Writing a biography of a classmate). Moreover, the ways to score the writing test items have not involved all the categories yet (see appendix). According to (Bloom, 1956), there are three categories to score the writing test items such contents/ideas, the language (vocabulary, structure and punctuation), and organization that score the paragraphing and appropriacy. In this test items just score the contents/ideas and the language without score the one more category that is organization.

Based on elaboration above, the writing skills test items have just 50% level of validation because the criteria has not completed yet. There are some items that should be revised, for example in choosing the themes/topics should be more complex and should be compatible with the indicator in syllabus. The instructions could be clear, whether it is asked for making a paragraph or an essay. Furthermore, giving scoring in each category it will be better.

Table 1.7 Test Items about speaking section

SOP
ROLE PLAY (WHAT'S IT LIKE?)

1. Role play *What's it like?*is the 2nd assessment for Integrated English Learning Lev. 1 (worth 25%) and is **group assignment**. Each group consists of 3-4 students
2. Each group is assigned to present a role play which is set in a information center in a new neighbourhood. 2 persons will be the officers in the information center and two others are the visitors.
3. The roleplay should cover sufficient topics below:
   a. Crime
   b. Noise
   c. Parks
   d. Places to shop
   e. Pollution
   f. Public transportation
   g. Schools
   h. Traffic
4. The allocated time for each role play is 10 minutes for each group
5. The scoring will be based on students' performance.

Scoring System:

No		Score
1	Speech was clear with appropriate volume and inflection.	1-5
2	Role was played in a convincing, consistent manner.	1-5
3	Arguments and viewpoints expressed fit role played.	1-5
4	Costumes and props were effectively used.	1-5
5	Role-play was well prepared and organized.	1-5
6	Role-play captured and maintainedaudience interest.	1-5
Total Score **Final Score**		**6-30 x 5 : 6 = 25%**

Speaking test items that are used in this English progress test is role play. Role play is one way to practice speaking skills as outlined in the form of speech / talk and dialogue. In topics options / themes that have been determined, the test items is in accordance with the indicator in the syllabus of speaking skills (Desccribing daily schedules, Describing work and school; asking for and giving opinions, Checking information,

checking personal information, saying hello and good bye, Introducing yourself, and introducing someone). And also in the scoring, there is a clear points according to the speaking skill assessment standards as described by (Bloom, 1956) that speaking skills assessment include content/ideas (quantity, clarity and quality), language (vocabulary, syntax, grammar and sentence complexity), organization (appropriacy and format), pronunciation (accuracy and clarity), presentation skill (eye contact, style, fluency and confidence), and turn taking. In conclusion, this has been a good test items that need to be maintained the validity.

Concurrent validity analysis

For measuring the concurrent validity, the writer has compare the scoring that gather from students in different class but in the same level. The result could be seen bellow.

Table 1.7 Test result of management class level 1 (For listening and reading skill)

No	Management class semester 1		Management class semester 5	
	Name	**Score (point)**	**Name**	**Score (point)**
1	Kevin	22	Ari	16
2	Didin	13	Novi	12
3	Ayu	26	Angga	15
4	Irsyad	23	Erenndra	26
5	Wawan	21	Arif	24
6	Chyntia	28	M. Miftah	17
7	Guniarti	28	Baiq	7
8	Fandi	13	Ovien	21
9	Alfian	25	Ganang	22
10	Ipung	23	Arjun	23
11	Fariha	23	Dina	23
12	Aulia	21	Galang	21
13	Nazatul	23	Izazul	25

14	Suus	26	Arista	22
15	Dhanti	26	Dewi	21
16	Novella	13	Fajar	25.5
17	Suko	21	Neli	28
18	Titiek	27	Khudori	8
19	Ramadhani	22	Soni	16
20	Nuri	16	Ariansyah	20
21	Rahayu	24	Laili	27
22	Dadika	25	Bimma	17
23	Dewi	25	Safiul	23
24	Chusnul	19	Agus	25
25	Leo	20	Tessa	24
Mean				

From the two scoring above, the scores are different. The score of management class of semester 1 is higher than the scores from management class semester 5. Furthermore, they have the same level and the same material but the result is absolutely distant. Thus, it could be concluded that the concurrent validity is not valid because the concurrent validity is valid when such tests in the same period with exactly been able to demonstrate the existence of a direct relationship between the first test with the next test (Sudijono, 1998).

Finding 3: The level of validity (the conformity between test items and syllabus)

Having investigated the English progress test items, the researcher would like to present about the numbers of conformity and the unconformity between English progress test and the syllabus by using the formulas as follows:

There are 40 test items and it was found that there are 25 conformities item tests from the indicator (see appendix), so the percentage of it as follows:

$$P = \frac{F}{N}\text{x } 100\%$$

P = Percentage, F = Frequency of un/conformity, N = Number of sample

$$P = \frac{F}{N}\text{x } 100\%$$

$$P = \frac{42}{50}\text{x } 100\%$$

$$P = 80\%$$

It was found 8 unconformities item test from the indicator, so the percentage of it as follows:

$$P = \frac{F}{N}\text{x } 100\%$$

$$P = \frac{8}{50}\text{x } 100\%$$

$$P = 20\%$$

Discussion

At Pusat Pelatihan Bahasa Universitas Muhammadiyah Yogyakarta has just modules and incomplete syllabus to support the learning process. It could be said that the document does not as much support the learning process. The complete document such modules, syllabus, lesson plan and the TOS could support the learning process as objectives that should be accomplish.

In order to reach the learning objectives, test must have the good validity. Test should base on the syllabus that has complete details from each component therefore meet the aims of the learning process. Lesson plan also should be built for supporting the teaching process so as to in each stage of teaching could be done pointy. It could be better if there is TOS making to build the test which has complete elements as the characteristic of a god test.

The validity of the English progress test at Pusat Pelatihan Bahasa Universitas Muhammadiyah Yogyakarta has met around 80%, measured by the characteristic of a good test. It should be revised for better quality of test in order to reach the learning objectives of the learning process because the test is one of instrument for measuring whether the learning objectives has met or not.