CHAPTER III

METHODOLOGY

A. Research Design

Based on the problem statements of this study, the goal of this research is to explain the answer about the language testing technique that used by Sekolah Indonesia Kuala Lumpur and explain how the test valid with the student, so this research use qualitative descriptive study.

Mardalis categorized four types of research method which are often used; they are Historical research, explorative research, descriptive research and explanatory research.\(^1\) Descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time.\(^2\)

This study the writer will use descriptive methodology. This descriptive study is designed to obtain information concerning particular issues and then describe them. Arikunto states that descriptive research is not


meant to test a certain hypothesis, but it only describes the phenomena, situation and condition that occur during the study\(^3\).

Best moreover divide descriptive research into four parts: document or content analysis study, case study, ethnographic study, and explanatory observation study. Document or content analysis study is the study which is concern with the explanation of the status of phenomenon at particular time. Case study is the way of organizing social data for the purpose of viewing social reality. Ethnographic study is the process of collecting data on many variables on an extended period of time, in naturalistic setting. Explanatory observation study is the study which seeks to find answers to question through the analysis of variable relationship\(^4\).

From the statements above, it can be concluded that the study is categorized as document or content analysis study since this study concern about the answer of what the language testing technique that use in Sekolah Indonesia Kuala Lumpur and also this research is concurrent embedded method because it is combine between qualitative approach and quantitative approach to get and analyze that data.

\(^3\) Suharsimi arikunto, *dasar – dasar evaluasi*, (jakarta, 1986), p.212
B. Research Subject

The subject of this study is the teacher of Sekolah Indonesia Kuala Lumpur Malaysia which uses the language testing technique in their learning.

In this study, researcher focuses on the English language testing technique that use in this school. In this case, researcher seeks to find what the technique that teacher use to measure student skill in Sekolah Indonesia Kuala Lumpur and how the technique can refers the student skill in English Language.

The subject of research in this case is the entire English teacher that teaches in second grades. The researcher chooses the teacher that teaches second grade of high school because in this grades, the teacher prepare the students well to make the student ready to deal with the Final Exam that they will do in the end of third grade of senior high school.

The researcher also takes sample test of second grades in high school in Sekolah Indonesia Kuala Lumpur. The researcher take the English final test from two classes to be analyzed.

C. Setting of The Study

Sekolah Indonesia Kuala Lumpur is KBRI’s School that is located in Lorong (street) Tun Ismail no.1 50480 Kuala Lumpur Malaysia. Sekolah Indonesia Kuala Lumpur is one of schools that conducted the English test by
the teacher themselves, but the teacher rarely analyzes their own test. So, it still questioned whether the test has a good quality or not.

D. Data Collection Technique and Instrument

In this research, the researcher use study document technique to answer the questions. The teacher made English test, the answer key and Standard of Graduates Competence academic year 2012-2013 are used to answer the validity of the test. The students’ answers sheet and the students’ scores of the teacher-made English test are used to answer realibility, the index of difficulty and index of discrimination, distractors of the English test. Those instruments are to prove the answer for all questions.

E. Data Analysis Procedure

In this study, researcher use interview technique because from the researcher point this technique is appropriate to collect the data and this technique is easiest one to know the answer of researcher question. The researcher conduct step in analyzing the data, as follows:

1. Explain the document (English final exam test) in second grades of Sekolah Indonesia Kuala Lumpur.

2. Analyzing the test based on language test technique and measures the test whether valid or not.
a. Analyzing face validity

Face validity will be high if the students or test takers encounter some or the entire characteristic of good face validity, as follow:

<table>
<thead>
<tr>
<th>Step</th>
<th>Aspect of test and questions</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Test appearance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How is the cover of test?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How is the letter used in the test?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How is the test layout</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How is the size of test paper used?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The direction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How is the general instruction of the test?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How is the specific instrument of the test?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How is the instruction for going on to text section in the next page?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Test items types</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How many types of the test</td>
<td></td>
</tr>
</tbody>
</table>
have been chosen?
- How are the test presented?

b. Analyze the Validity content

In analyzing the content validity, the researcher want to know accuracy of English test with the indicators of curriculum or Standard Competencies. The researcher collect the data through the following steps:

i. Making a list of the standard competencies, basic competencies, indicators, and learning experience for the tenth grade students of senior high school and the indicators of basic competencies given by Sekolah Indonesia Kuala Lumpur high school for second grade student.

ii. Placing each of the test items in the appropriate place with the standard competencies and basic competencies to identify whether or not the standard competencies and basic competencies covered by the final test.

iii. Counting the percentage of the test items of every language aspects.

iv. Concluding the result of analysis.
Table III. 1. The example of analyzing Content Validity

<table>
<thead>
<tr>
<th>STANDARD COMPETENCE</th>
<th>BASIC COMPETENCE</th>
<th>INDICATORS</th>
<th>Learning Experience</th>
<th>ITEM TEST</th>
<th>∑</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENDENGARKAN</td>
<td>Memahami makna dalam percakapan transaksional dan interpersonal dalam kontek kehidupan sehari-hari</td>
<td>Mendengarkan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lnacar dan berterima yang menggunakan ragam bahasa sederhana dalam berbagai kontek kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</td>
<td>Mendengarkan berbagai tindak tutur yang didengar melalui tape atau teman</td>
<td>2,5,10,7, 55, 4, 6, 8, 11, 20, 21, 24, 28, 30, 34, 35</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mendapat makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lnacar dan berterima yang menggunakan ragam bahasa sederhana dalam berbagai kontek kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</td>
<td>Mendiskusikan berbagai tindak tutur yang didengar melalui tape atau teman</td>
<td>9%</td>
<td>11</td>
<td>20%</td>
</tr>
</tbody>
</table>

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5 Millatul Islamiyah, Content Validity and Item Analysis of Semester II English Final Test for Tenth Grade Students of SMAN 3 Sidoarjo, Thesis (Surabaya: Perpustakaan IAIN Sunan Ampel Surabaya, 2010).
c. Item analysis

1. Index of Difficulty

The Index of difficulty of an item simply shows how easy or difficult the particular item proved in the test. To analyze the index of difficulty of test items, the researcher takes the following steps:

i. Arranging the students’ score from the highest score to the lowest one.

ii. Finding the top and the bottom of the students’ score, as upper and lower groups. Dividing the scripts in rank order of total score into two groups of equal size, the top half as the upper level and the bottom half as the lower group.

iii. Computing the item difficulty by using the formula of by Heaton below:

\[ FV = \frac{R}{N} \]

Where:

- \( FV \) = Index of difficulty
- \( R \) = the number of students who answer correctly

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7 Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta, Bumi Aksara, 1993), Page 210
\[ N \quad = \text{the number of students who taking the test} \]

iv. Classify the result based on the criteria of Arikunto, as follow.\(^8\)

- Test items with 0,00 – 0,30 Difficult value
- Test items with 0,31 - 0,70 Moderate value
- Test items with 0,71 - 1,00 Easy value

2. Analyzing the Index of Discrimination

The Index of Discrimination indicates the extent to which the item discriminates between the testees, separating the more able testees from the less able.\(^9\) To analyze the Index of Discrimination here use the same steps using in analyze Index of difficulty. Those steps are:

i. Arranging the students’ score from the highest score to the lowest one.

ii. Finding the top and the bottom of the students’ score, as upper and lower groups. Dividing the scripts in rank order of total score into two groups of equal size, the top half as the upper level and the bottom half as the lower group.

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\(^8\) Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Page 225

\(^9\) J. B Heaton, *Writing English Language Test*, Page 179
iii. Calculate the index of discrimination, the researcher used the formula below:\textsuperscript{10}

\[
D = \frac{\text{Correct U} - \text{Correct L}}{N}
\]

Where

- \(D\) : The Index of Discrimination
- \(\text{Correct U}\) : The number of students in upper group who answered the items correctly
- \(\text{Correct L}\) : The number of students in lower group who answer the items correctly
- \(N\) : The number of students taking the test in one group.

iv. Classify the result based on the criteria of Arikunto, as follow:\textsuperscript{11}

- Test items with 0,00 – 0,20 is Poor
- Test items with 0,21 - 0,40 is Satisfactory
- Test items with 0,41 - 0,70 is Good
- Test items with 0,71 – 1,00 is Excellent

\textsuperscript{10} J. B Heaton, \textit{Writing English Language Test}, Page 180

\textsuperscript{11} Suharsimi Arikunto, \textit{Dasar-dasar Evaluasi Pendidikan}, Page 231
3. Analyzing the Effectiveness of Distractor

Besides calculating index of difficulty and discrimination, it also important to analyze the items in very detail, moreover on those which cannot perform as expected. Analyzing the distractor aimed not only to know which items that cannot work properly but also to check why particular test taker failed to answer certain items correctly.

Distractors shave functioned well if these chosen mostly by students from lower level. According to Arikunto, the distractor which is chosen at least by 5% students from is called good distractor.\(^\text{12}\)

In addition, to conduct the effectiveness of distractor the researcher should determine the amount of students from upper and lower level who chosen each options in each item. The researcher also determines the amount of students who do not chose the options at all (omit). However, to ease the analyzing, the researcher used a table as follow:

\[^{12}\text{Suharsimi Arikunto, Dasar-dasar Evaluasi Pendidikan, (Jakarta, Bumi Aksara, 1993), Page 238}\]
Table III.2. The example of analyzing the Effectiveness of Distractors

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Options</th>
<th>Upper Group</th>
<th>Lower Group</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>1</td>
<td>8</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>B*</td>
<td>22</td>
<td>11</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>1</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1</td>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>O</td>
<td>0</td>
<td>0</td>
<td>NF</td>
</tr>
</tbody>
</table>

13 Layinatul Cholbi, *The Final English Test for the fourth grade students of SDN Pucang III Sidoarjo*, Unpublished S-1 Thesis (Surabaya: UNESA-FBS 2006), Page 31