RELIABILITY OF THE ENGLISH PLACEMENT TEST AT THE
PPP TRAINING CENTRE, MARA INSTITUTE OF
TECHNOLOGY

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ABSTRACT

The English Placement Test (EPT) is used at the Pusat Pendidikan Persediaan (PPP) Training Centre to stream students into homogeneous groups. This study was carried out to determine that EPT is a reliable test by calculating its reliability estimate. The test-retest method was used, with two parallel tests, EPT Form I and EPT Form II as the instruments. The correlation coefficients were calculated across tests (Pearson r for inter-test reliability) and within the same test (Cronbach Alpha for intra-test reliability/internal consistency).

The relationship between EPT Form I and EPT Form II has yielded a reliability estimate of 0.935. The correlation coefficient between these two forms for the Listening Section is 0.866, Structure Section is 0.744, Vocabulary Section is 0.828 and Writing Section is 0.461. All these estimates are significant at 0.01 level.

There is also internal consistency within each form of the EPT. EPT Form I across sections yielded a Cronbach Alpha of 0.815 and EPT Form II at 0.787. The internal consistency with each section across parts ranges from 0.239 to 0.786 for EPT Form I and from 0.453 to 0.831 for EPT Form II.

Finally, a correlation procedure was run to check the predictive validity of EPT Form I against the MARA Institute of Technology (ITM) Final English Examination. Results: Pearson’s r at 0.551 was significant at 0.01 level.
Problems were identified in the third part of the Structure Section and the Writing Section. It is suggested that the third part of the Structure Section should be reviewed or replaced with another type of item. Meanwhile the lower scores in the Writing Section were due to the lack of time in completion of answers (poor time management) and not the discrepancy in scoring. So, giving students a break during the EPT (between Section C and D) would help students to get a more realistic score.
ABSTRAK

Ujian Penempatan Bahasa Inggeris (EPT) digunakan di Pusat Latihan Pusat Pendidikan Persediaan (PPP) untuk menjuruskan pelajar dalam kumpulan yang homogenus. Penyelidikan ini dijalankan untuk menentukan kebolehpercayaan EPT dengan mengira penentu kebolehpercayaan. Kaedah uji-dan-ujii-semula digunakan dengan dua ujian selari iaitu EPT Form I dan EPT Form II sebagai instrumen. Koefisien korelasi dikira antara kedua-dua ujian ini (Pearson r untuk kebolehpercayaan inter-ujian) dan ujian yang sama (Cronbach Alpha untuk kebolehpercayaan intra-ujian/kekonsistenan dalaman)

Hubungan antara EPT Form I dengan EPT Form II telah memberi keputusan yang berikut: koefisien korelasi antara EPT Form I dengan EPT Form II ialah 0.935. Manakala koefisien korelasi antara kedua-dua ujian selari ini untuk Seksyen Pendengaran (Listening Section) ialah 0.866, Seksyen Struktur (Structure Section) ialah 0.744, Seksyen Perbendaharaan Kata (Vocabulary Section) ialah 0.828 dan Seksyen Penulisan (Writing Section) ialah 0.461. Kesemua koefisien ini adalah signifikan pada paras 0.01.

Hasil kajian ini juga menunjukkan EPT ini mempunyai kekonsistenan dalaman bagi setiap ujian. EPT Form I (dihubungkan antara 4 seksyen)) mempunyai koefisien Cronbach Alpha sebagai 0.815 dan untuk EPT Form II sebanyak 0.787. Kekonsistenan dalaman bagi setiap seksyen (dihubungkan antara bahagian masing-masing) mempunyai koefisien Cronbach Alpha antara 0.239 dan 0.786 untuk EPT Form I dan antara 0.453 dan 0.831 untuk EPT Form II.
Akhirnya, prosedur korelasi dijalankan untuk menentukan keesahan ramalan untuk EPT terhadap Peperiksaan Akhir Bahasa Inggeris di Institut Teknologi MARA (ITM).
Keputusan: koefisien Pearson r ialah 0.551 – signifikan pada paras 0.01.

Terdapat beberapa masalah dalam instrumen iaitu Bahagian Ketiga, Seksyen Struktur dan Seksyen Penulisan. Cadangan yang diberikan ialah untuk Seksyen Struktur, Bahagian Ketiga perlu dikajisemula atau digantikan dengan item yang berlainan. Masalah dalam Seksyen Penulisan pula menunjukkan bahawa kekurangan masa telah membawa kepada markah yang rendah (pengurusan masa yang kurang baik) dan bukannya perbezaan dalam kaedah pemarkahan. Cadangan: pelajar-pelajar perlu diberikan masa untuk rehat semasa menduduki EPT (antara Seksyen C dan D) dapat membantu mereka mencapai skor yang lebih realistik.
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Table of Contents

Abstract i
Abstrak (Malay translation of the abstract) iii
Acknowledgement v
List of Tables vi
List of Figures ix
Chapter 1: Introduction 1
Chapter 2: Literature Review 8
Chapter 3: Methodology 17
Chapter 4: Results and Discussion 29
Chapter 5: Conclusion 59
References 65

Appendix A: English Placement Test (Form I),
PPP Training Centre,
MARA Institute of Technology

Appendix B: English Placement Test (Form II),
PPP Training Centre,
MARA Institute of Technology

Appendix C: Form A (Answer Booklet for Sections A, B & C)

Appendix D: Form B (Answer Booklet for Section D)

Appendix E: Marking Scheme for Section D

Appendix F: Answers for Sections A, B and C (Form I)

Appendix G: Answers for Sections A, B and C (Form II)

Appendix H: Questionnaire
Appendix I: Scores of EPT Form I
Appendix J: Scores of EPT Form II
Appendix K: Background Information of Reliability Sample
Appendix L: Background Information and Scores of Validity Sample
List of Tables

1. Cross tabulation of age and gender of sample
2. Sample’s SPM results
3. Sample’s other English results
4. Cross tabulation of students without any English courses after SPM with age
5. SPM English results of validity sample
6. Results of EPT Form I
7. Results of EPT Form II
8. Correlation between EPT Form I and EPT Form II
9. Descriptive Statistics of Composite Scores for Listening Sections
10. Correlation of Composite Scores for Listening Sections
11. Descriptive Statistics of Scores for Listening Sections, Part 1
12. Correlation of Scores for Listening Sections, Part 1
13. Descriptive Statistics of Scores for Listening Sections, Part 2
14. Correlation of Scores for Listening Sections, Part 2
15. Descriptive Statistics of Scores for Listening Sections, Part 3
16. Correlation of Scores for Listening Sections, Part 3
17. Descriptive Statistics of Composite Scores for Structure Sections
18. Correlation of Composite Scores for Structure Sections
19. Descriptive Statistics of Scores for Structure Sections, Part 1
20. Correlation of Scores for Structure Sections, Part 1
22. Correlation of Scores for Structure Sections, Part 2
23. Descriptive Statistics of Scores for Structure Sections, Part 3
24. Correlation of Scores for Structure Sections, Part 3
25. Descriptive Statistics of Composite Scores for Vocabulary Sections
26. Correlation of Composite Scores for Vocabulary Sections
27. Descriptive Statistics of Scores for Vocabulary Sections, Part 1
28. Correlation of Scores for Vocabulary Sections, Part 1
29. Descriptive Statistics of Scores for Vocabulary Sections, Part 2
30. Correlation of Scores for Vocabulary Sections, Part 2
31. Descriptive Statistics of Average Scores for Writing Sections
32. Correlation of Average Scores for Writing Scores for Sections
33. Descriptive Statistics of Scores for Writing Sections, Question 1
34. Correlation of Scores for Writing Sections, Question 1
35. Descriptive Statistics of Scores for Writing Sections, Question 2
36. Correlation of Scores for Writing Sections, Question 2
37. Range of Scores for Writing Section across tests
38. Correlation of Composite Scores for all Sections – EPT Form I
39. Correlation of Scores for Listening Section – EPT Form I
40. Correlation of Scores for Structure Section – EPT Form I
41. Correlation of Scores for Vocabulary Section – EPT Form I
42. Correlation of Scores for Writing Section – EPT Form I
43. Correlation of Composite Scores for all Sections – EPT Form II
44. Correlation of Scores for Listening Section – EPT Form II
45. Correlation of Scores for Structure Section – EPT Form II
46. Correlation of Scores for Vocabulary Section – EPT Form II
47. Correlation of Scores for Writing Section – EPT Form II
48. Descriptive Statistics of Composite Scores for Validity Sample
49. Correlation of Composite Scores for Validity Sample
List of Figures

1. Instructions on the Board
2. Assumption of Estimating Internal Consistency
3. Research Questions in Graphic Form