

CHAPTER I

INTRODUCTION

In this chapter, the writer presents the background of the study, the statements of the problems, the objectives of the study, the theoretical framework, the hypothesis, the significance of the study, the scope and limitation, the assumptions, the definition of key terms and the organization of the study.

1.1 Background of The Study

The Intensive Course (IC) is one of the several courses in the curriculum of the English Department. So far, IC has undergone several changes in the credits of the study, the coursebook, and the material used. From Magister Scientiae 2011 as written by B. Budiyono, IC had 24 credits of the study and used the coursebook entitled “Up-Beat” published by Pearson-Longman with two different levels; pre-intermediate, and intermediate. The instructional materials in the book were the reference for a series of test: midterm test, review test, end-of-book test, and final test.

The Intensive Course in the academic year of 2017-2018 is different from what the writer explained previously. Having 12 credits of study, this course is compulsory for all first semester students according to *Buku Pedoman Akademik 2017-2018 FKIP Prodi PBI*. The Intensive Course covers four English skills (listening, speaking, reading and writing), and the English components (grammar,

pronunciation and vocabulary) as well. As stated in the *Buku Pedoman Akademik 2017-2018 FKIP Prodi PBI*, the goal of the IC is to enable the learners to communicate in everyday English. The course also prepares the students to actively participate in the higher semesters courses delivered in English. This course is provided with a course book and a CD for the listening section.

The class activities include pair discussions, video analysis, task completion, question and answer (Q&A), individual presentation, group work, peer review, and role-play. The students are asked to do the assignments in the course book by themselves. According to *Buku Pedoman Akademik 2017-2018 FKIP Prodi PBI*, by the end of the Intensive Course, students are expected to be able to communicate in English both orally and writtenly; express their thoughts and exchange ideas, both on the daily basis and in the academic environment. Most classes in higher semesters are presented in English, the students are expected to be able to communicate in English both orally and writtenly.

The course book used entitled *Life-Intermediate* was published by the National Geographic Learning. *Life* course book is described as an exciting six-level series that makes learning English an exploration of the world (Life-Intermediate, 2016). Drawing on National Geographic content, *Life-Intermediate* transforms the learning experience into a fabulous journey with irresistible images, articles and videos that engage learners like no series before (Life-Intermediate, 2016). This book presents a practical, competency based syllabus that help learners in their

development of the four English skills (listening, speaking, reading and writing) and English component (grammar, vocabulary, and pronunciation) as well. The book also shows *the real life* lessons model and practise in everyday functions, moreover there is the DVD that contain the National Geographic video that helps the teachers to bring lessons to life. The *Critical thinking* design of the syllabus challenges learners to understand texts at a deeper level, moreover the vocabulary is introduced thematically as present in the *Word focus* and *Word building* sections (Life-Intermediate, 2016).

The concept of communicative competence has shown that at the present moment communicative competence is considered an important and key component in the teaching and learning in foreign languages (Boboev, 2014). In the IC this concept is applied in the teaching and learning activities. As shown in the IC course book entitled *Life-Intermediate*, the syllabus identify the aspects of language use in order to be able to develop the learner's communicative competence, see Chapter 2. The principles of communicative language teaching methodology, see Chapter 2, are also found in the IC course book and syllabus that make IC become a comprehensive course that applies the communicative competence and communicative language teaching method. In this study, communicative competence is represented by the average of the four English skills courses (Listening A, Speaking A, Reading A and Writing A).

It is expected that the students finishing IC will achieve the IC objectives which are to enable the learners to communicate in everyday English and to actively participate in the higher semesters courses delivered in English.

The first semester students take the IC as the compulsory course. In the IC they learn the English skills (listening, speaking, reading and writing) and the English components (grammar, vocabulary, and pronunciation) as well. After they take the IC in the first semester, they have English skills courses in the second semester. The English skills courses are Listening A, Speaking A, Reading A, and Writing A. These courses are compulsory for students who passed the IC in the first semester.

As the course prepares the students to actively participate in the higher semesters courses presented in English, the writer is interested to know the predictive validity of IC scores towards English skills courses scores of the English Department of Widya Mandala Catholic University of Surabaya.

1.2 Statements of The Problems

Based on the background of the study, this study analyze the predictive validity of the IC scores towards the English skills courses scores in the academic year 2017-2018. Derived from the above major problem, the writer broke it down into the following minor problem:

1. Can the IC final scores be used to predict students' achievement of Listening A course?

2. Can the IC final scores be used to predict students' achievement of Speaking A course?
3. Can the IC final scores be used to predict students' achievement of Reading A course?
4. Can the IC final scores be used to predict students' achievement of Writing A course?
5. Can the IC final scores be used to predict the composite scores as the average scores of the English skills courses?

1.3 The Objectives of the Study

Based on the statements of the problem, the objectives of this study is to analyze the predictive validity of the IC scores towards the English skills courses scores in the academic year 2017-2018. The objectives of this study are:

1. to find out the predictive validity of the IC final scores towards Listening A scores,
2. to find out the predictive validity of the IC final scores towards Speaking A scores,
3. to find out the predictive validity of the IC final scores towards Reading A scores,

4. to find out the predictive validity of the IC final scores towards Writing A scores,
5. to find out the predictive validity of IC final scores towards the composite scores.

1.4 Theoretical Framework

In order to analyze the predictive validity of the IC scores towards the English skills courses scores (Listening A, Speaking A, Reading A, Writing A), the writer employs the concept of validity of a test, specifically the predictive validity as the underlying theory to support the analysis.

1.5 Hypothesis

In order to answer the problem statements the following hypotheses are formulated:

The Null Hypotheses

Null Hypothesis (Ho₁) : There is no significant correlation between IC and Listening A course scores.

Null Hypothesis (Ho₂) : There is no significant correlation between IC and Speaking A course scores.

Null Hypothesis (Ho₃) : There is no significant correlation between IC and Reading A course scores.

Null Hypothesis (Ho₄) : There is no significant correlation between IC and Writing A course scores.

Null Hypothesis (Ho₅) : There is a no significant correlation between IC and composite scores as represented by the average scores of Listening A, Speaking A, Reading A, and Writing A scores.

The Alternative Hypotheses

Alternative Hypothesis (Ha₁) : There is a significant correlation between IC and Listening A course scores.

Alternative Hypothesis (Ha₂) : There is a significant correlation between IC and Speaking A course scores.

Alternative Hypothesis (Ha₃) : There is a significant correlation between IC and Reading A course scores.

Alternative Hypothesis (Ha₄) : There is a significant correlation between IC and Writing A course scores.

Alternative Hypothesis (Ha₅) : There is a significant correlation between IC and composite scores as represented by the average scores of Listening A, Speaking A, Reading A, and Writing A scores.

1.6 The Significance of the Study

The results of the study provide the information about the degree of the predictive validity of the IC towards English skills courses and we can predict the success of their English future achievement. Therefore, the results also can be used to help the lecturer analyze the students' ability and needs in English through scores.

1.7 The Scope and Limitation

To avoid misunderstanding upon what the writer has explained, the writer presents the scope of study in order to make it more detailed and focused. The scope of this study is the English Department students who have passed the IC in the first semester and English skills courses in the second semester. The characteristic of the IC and the English skills test. The limitation is the writer only focuses on predictive validity of final scores in the first semester on the IC and the second semester on the English Skills courses.

1.8 Assumptions

There are some assumptions made in this study. The first one is IC, Listening A, Speaking A, Reading A and Writing A test are qualified test for achievement test, specifically the reability and validity. The second one is the students test takers are qualified to take the IC, Listening A, Speaking A, Reading A and Writing A test. Next is the IC scores can be correlated with the English skills courses scores, since the IC contains all the English skills dan components as well. Lastly, there is the validity between IC scores and English skills scores.

1.9 Definition of Key Terms

To avoid ambiguity and misunderstanding, the writer explains some terms related to this research, they are:

1.9.1 Predictive validity

Predictive validity is the degree to which test scores predict criterion measurements that will be made at some point in the future (Crocker and Algina, 1986)

1.9.2 Intensive Course (IC)

Integrated Course (IC) is a course that provide the students with basic knowledge and English skills of (listening, speaking, reading, and writing), and language components (grammar, pronunciation, and vocabulary) to enable the learners to communicate in everyday English. (*Buku Pedoman Akademik 2017-2018 FKIP Prodi PBI*).

1.9.3 Listening A Course

Listening A is the first subject given in the series of Listening subjects at the intermediate level. Moreover, it is aimed at providing and equipping students with the ability to comprehend various types of spoken discourse and note-taking (*Buku Pedoman Akademik 2017-2018 FKIP Prodi PBI*).

1.9.4 Speaking A Course

Speaking A course provides the students with knowledge and skills of conducting English conversations on daily topics, as well as expressing themselves in transactional and interpersonal conversations. Moreover, partaking in this course will help students to utilize accurate word choice according to their level of formality, grammatical range, fluency and pronunciation through recorded role-plays of real-life situations (*Buku Pedoman Akademik 2017-2018 FKIP Prodi PBI*).

1.9.5 Reading A Course

Reading A course provides exercises in meaning reconstruction of intermediate level reading passages. Moreover, it trains the students in identifying specific and supporting details, inferring main ideas, and creating evaluative comments about the contents of the texts (*Buku Pedoman Akademik 2017-2018 FKIP Prodi PBI*).

1.9.6 Writing A Course

Writing A course provides the students with the knowledge of the common sentence patterns in English, punctuation, and sentence variety. In addition, this course gives the students a lot of practice in expressing their ideas clearly and correctly using correct sentence patterns, sentence variety, and punctuation. This skill later will lead the students to combine and link their sentences to compose clear and cohesive paragraphs and essays (*Buku Pedoman Akademik 2017-2018 FKIP Prodi PBI*).

2. The Organization of The Study

This thesis consists of five chapters. The first chapter is introduction. It focuses on the background of the study, the statements of the problems, the objectives of the study, the theoretical framework, the hypothesis, the significance of the study, the scope and limitation, the assumptions, the definition of key terms, and the organization of the study.

The second chapter is review of related study. The writer presents about the validity and predictive validity, the composite scores, the communicative

competence, the Intensive Course (IC), the English skills courses and the previous studies.

The third chapter is research methods. In this chapter, the writer discusses the research design, data source, the instruments, the procedure of data collection and the data analysis technique that used in this study.

The fourth chapter is findings and discussions. In this chapter the writer presents the findings, hypotheses testing, and discussion of the study.

The fifth chapter is conclusion and suggestions. In this chapter the writer presents two main parts. They are conclusion and suggestion.