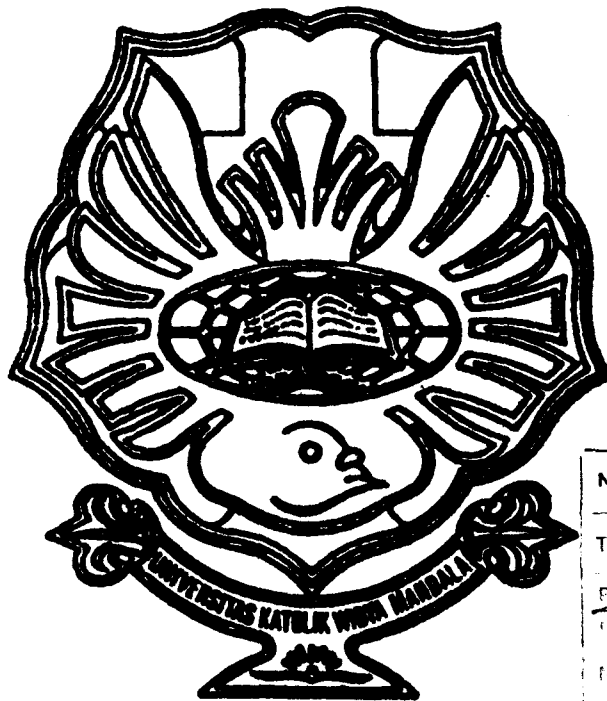


**THE CONCURRENT VALIDITY OF THE VOCABULARY II
ACHIEVEMENT TEST AND THE WRITING I
ACHIEVEMENT TEST**

A THESIS

**In Partial Fulfilment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching**



By

HELEN ONGKOWATI

1213091052

No. INDUK	2235/96
TGL TERIMA	23.5.96
R.F.T	
REVISI	
No. BUKU	FK-ig Ong e-1
KCP. RI	1(satu)

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

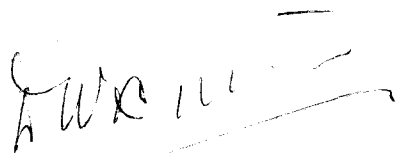
APRIL, 1996

APPROVAL SHEET

(1)

This thesis entitled THE CONCURRENT VALIDITY OF THE VOCABULARY II ACHIEVEMENT TEST AND THE WRITING I ACHIEVEMENT TEST

and prepared and submitted by Helen Ongkowati has been approved and accepted as partial fulfillment of the requirements for the Sarjana Pendidikan degree in English Language Teaching by the following advisors.



DR. D. WAGIMAN A., MA

First Advisor



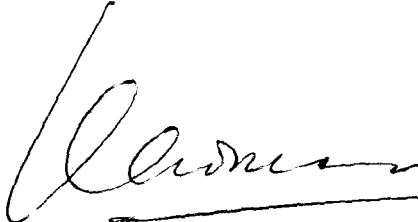
Dra. SITI MINA TAMAH

Second Advisor

APPROVAL SHEET

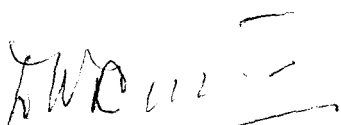
(2)

This Thesis has been examined by the Committee on Oral Examination with a grade of B on April 2, 1996



DR. Veronika L. Diptoadi, M.Sc.

Chairman



DR. D. Wagiman A., M.A.

Member



Dra. Siti Mina Tamah

Member



Drs. A. Ngadiman, M.Pd.

Member



Dra. Agnes Santi W. M.Pd.

Member



Antonius Gurito

Dean of
The Teacher Training
College



Magdalena I. Kartio, M.A.

Head of
The English Department

ACKNOWLEDGEMENTS

Firstly, the writer would like to thank God for His grace so that she may finish this thesis.

The writer also wishes to acknowledge her sincere gratitude and her indebted feeling to:

1. DR. D. Wagiman Adisutrisno, M.A., her first advisor, for his guidance and valuable suggestions in writing this thesis.
2. Dra. Siti Mina Tamah, her second advisor, who has given some comments and corrections of this thesis.
3. Dra. Magdalena I. Kartio, MA., the head of the English Department, who has given the permission for the writer to take the data.
4. Dra. Agnes Santi W., MPd, the secretary of the English Department, for her help in taking the data.
5. The staff of the Administrative office, who has lent the 1994 curriculum of Extensive Reading I & II.
6. My mother and sisters, for their supporting love and understanding so that the writer can finish the study.
7. Those who are not mentioned here but to whom the writer is very grateful.

The Writer

TABLE OF CONTENTS

	Page
APPROVAL SHEET (1)	ii
APPROVAL SHEET (2).....	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
ABSTRACT	viii
CHAPTER I: INTRODUCTION	1
1. 1. Background of the Problem ..	1
1. 2. Statements of the Problems .	5
1. 3. The Objectives of the Study	5
1. 4. Significance of the Study ..	6
1. 5. Scope and Limitation	6
1. 6. Assumption	7
1. 7. Theoretical Framework	8
1. 8. Hypothesis.....	8
1. 9. Definition of Key Terms.....	9
1.10. The Organization of the Study	10
CHAPTER II: REVIEW OF RELATED LITERATURE	11
2. 1. Characteristics of A Good Test	11
2. 2. Concurrent Validity	14

	Page
2. 3. Vocabulary	19
2.3.1. The Nature and The Importance of Vocabulary	19
2.3.2. The Teaching of Vocabulary	20
2.3.3. The Testing of Vocabulary	23
2.4. Writing	23
2.4.1. The Nature and The Importance of Writing	24
2.4.2. The Teaching of Writing	24
2.4.3. The Testing of Writing	25
2.5. The Relationship Between Vocabulary and Writing	26
2.6. The Correlation and Regression Theory	27
2.7. Review of Related Study	30
CHAPTER III: RESEARCH METHODOLOGY	32
3.1. Research Design	32
3.2. Population and Sample	32
3.3. Instrument	33
3.4. Procedure of Collecting the Data	33
3.5. Data Analysis Technique	34
3.5.1. The Procedure to Compute the Significance of the Correlation.....	34

	Page
3.5.2. The Procedure to Compute the Difference of the Actual Scores from the Estimation Scores.....	36
3.5.3. The Procedures to Compute the Significance of the Estimation.....	38
CHAPTER IV: ANALYSIS OF THE DATA	41
4.1. Data Analysis	41
4.1.1. Computation the Significance of the Correlation.....	41
4.1.2. Computation the Difference of the Actual Scores from the Estimation Scores.....	44
4.1.3. Computation the Significance of the Estimation.....	46
4.2. Findings	48
CHAPTER V: CONCLUSION	51
5.1. Summary	51
5.2. Suggestion	53
BIBLIOGRAPHY	
APPENDICES	

ABSTRACT

Testing is an essential part of the teaching learning process since it gives the advantages both teachers and students. It provides a feedback for teachers and students. It also acts as an incentive for students to study.

Concerning with the importance of testing, the requirements to construct a good test must be considered. The requirements of a good test are validity which is divided into predictive and concurrent validity, reliability, discrimination, backwash and practicality. However, in her study, the writer only focuses on the concurrent validity - how well the results of the tests estimates the results of another test which is administered more or less at the same time.

The article written by Josephine Phun (1986) interests the writer to make a study about that kind of validity. She says that her students have had an adequate command of vocabulary and could obtain high scores for the vocabulary test, but they often use simple words in writing test so that it influences the writing teachers to lower the scores for the writing test. For this reason, the writer decides to carry out this study of which the primary aim is to know whether the Vocabulary II test in the English Department could be used to estimate students' Writing I test.

To do this, the writer carries out the study at the English Department of Widya Mandala Catholic University. The subjects of the study are 113 S1 second semester students of 1994 - 1995 academic year. They take Vocabulary II and Writing I.

After obtaining the scores from the Secretary of the English Department, the writer first examines the correlation between the two tests scores using r product moment. The correlation coefficient of the Vocabulary II and Writing I is 0,331829835. The coefficient is bigger than r table and it means that the two tests are significantly correlated. By using the regression equation of $Y = 51,6 + 0,252x$ the writer finds that 45 students get higher scores than the writer's estimation, 67 students get lower scores than the writer's estimation and 1 student has the same mark as the estimation. Besides, the writer also finds that the scores of 18 students deviate much higher than the estimation (more than nine) and the scores of 8 students deviate much lower than the estimation (less than nine).

Figure nine is taken from the standard error of Estimate. The ratio for the regression coefficient is 3, 569725784.

It is bigger than t table and it means that the Vocabulary II is significant in playing a role in making an estimation of the students' writing I test. Although 23% students' scores deviate too great from the writer's estimations, the writer can draw a final conclusion that the Vocabulary II has high degree of concurrent validity toward writing I since the great deviation is not more than 50%.