CHAPTER I

INTRODUCTION

1.1 Background of the study

Nowadays English is getting more important especially when the globalization era has come. It becomes the most widely used language ever. A lot of people try to learn and master it so that they can easily communicate with others. Every language has four skills, and so does English. They are Listening, Speaking, Writing and Reading. Heaton (1991:8) points out that the four skills in communicating through language are often broadly defined as Listening, Speaking, Writing and Reading which have to be carefully integrated to perform as many genuinely communicative tasks as possible.

Since language has four skills, language learners have to be able to master all of them. In order to make it so, the English Department of Widya Mandala Catholic University has a special program for the first semester students which is called Integrated Course (shortened IC). This program is offered based on the fact that the students who enter the English Department have different English language backgrounds. The purpose of this program is to give a basic English lesson before they take the other subjects in the higher semesters which are given in English. The purpose of this program is written in Buku Pedoman Fakultas Keguruan dan Ilmu Pendidikan (2004, p.117). It states :

This course provides students with the knowledge and skills of English to enable them to use English oral and written communication. It serves as a matriculation to prepare students to actively participate in other English subject.

With this lecture, it is then obvious that the teachers hope that at the end of the course the students master the intermediate level of mastery of all English language skills integratedly, so that they are able to join other courses given in English successfully.

This integration of skills can be defined as a series of activities or tasks which uses any combination of the four skills; Listening, Speaking, Reading, Writing in a continuous and related sequence. Don Byrne adapted in Keith Johnson and Keith Morrow(1981) in Liman (1996, p.2) says that "the process of integrating language skills involves linking them together in such a way that what has been learnt and practiced through language activities will bring one or more of the other skills into use". Liman explains further that when we are learning the four skills together we do not determine which skill is learnt first. The use of any skill may lead on quite naturally to the use of another.

Looking back to the purpose of the Integrated Course program which is written in Buku Pedoman Pendidikan Keguruan (2004, p.117) that IC is a program used to provide students with English skills to enable them to use oral and written communication, it is clear that the new students of the English Department of Widya Mandala Catholic University who have different language backgrounds should be equipped with enough English ability so that they can follow other English lectures in the higher semesters. This means that the achievement of the students taking the Integrated Course program should be able

to predict the future success of the students in the higher semesters. In any Instructional program, the achievement of the students is measured by giving a test to the students.

According to Cangelosi (1991): "In a foreign language teaching and learning process, evaluation is closely related to the teaching process that it is impossible to work in one field without involving the other". So it is obvious that evaluation becomes an important part of teachers' daily activities since without some kinds of evaluation, it would be impossible to teach better. To become a good evaluation instrument, a test should have certain criteria, and one of them is validity. Gronlund (1985, p.55) states in his book "Measurement and Evaluation in Teaching" that :

> "When one is selecting or constructing an evaluation instrument, the most important question is, To what extent will the interpretation of the scores be appropriate, meaningful, and useful for the intended application of the results?"

When using the term Validity in relation to evaluation, there are three approaches to test validation. Each of this approach is briefly described as follows:

1. Content-Related Validity is defined as the process of determining the extent to which a set of test tasks provides relevant and representative sample of the domain of tasks under consideration.(Gronlund,1985: p.59)

2. Construct Validity is defined as the process of determining the extent to which test performance can be interpreted in terms of one or more psychological constructs (Gronlund, 1985; p.72)

3. Criterion-Related Validity is clearly explained as the process of determining the extent to which test performance is related to some other valued measure of performance (Gronlund, 1985 and Heaton,1988). This type of validity is divided into two types of validities. There are predictive validity and concurrent validity. Predictive Validity is used to predict the relationship between the two valued measures. While concurrent validity is used to estimate the present status and thus in the relationship between the two measures obtained concurrently (Gronlund,1985: p.63).

As it has been mentioned earlier, the Integrated Course program is used to equip the students with enough English language skills. This means that the result of this program which is represented by the result of the Integrated Course test should be able to predict the students' future achievement in the higher semesters.

Liman (1996) has a study on the predictive validity which analyses about the 1994 Integrated Course oral test to the 1995 Speaking I achievement test. From her study, she draws a conclusion that the 1994 Integrated Course test has a high degree of predictive validity toward the 1995 Speaking I achievement.

The English Department of Widya Mandala Catholic University has currently revised its curriculum. With the implementation of the new curriculum, some changes of the syllabus and the materials have also been made. Currently the materials of the Integrated Course are mostly taken from the New Interchange textbook of the year 2005.

As a result of those changes, the Integrated Course test battery has been developed. However, up to now, an investigation on the characters of this study, one of which is its predictive validity, has not been conducted.

As one of the purposes of providing the Integrated Course program is to prepare students to actively participate in other English subject. The writer wants to know whether the result of the 2005 Integrated Course final semester test which includes four basic skills (Reading, Writing, Speaking and Listening) can be used as a tool to predict the students' achievement in Reading I, Writing I, Speaking I and Listening I which they take in the second semester. Here the writer would know whether the students who got high scores in 2005 Integrated Course final semester test would also get high scores in Reading I. Speaking I, Writing I and Listening I and the ones who got low scores in Integrated Course final semester test would get low scores also in Reading I, Writing I, Speaking I and Listening I.

1.2   Statement of the Problems

On the basis of the background discussed earlier, the writer formulated the statement of the major problem as follow: "What is the extent of the predictive validity of the Integrated Course final semester test of the 2005 school year? ".

In the attempt to find the answer to the question, the major problem is broken down into the following minor problems:

1. What is the extent of the Predictive Validity of the Speaking test of the Integrated Course test?

2. What is the extent of the Predictive Validity of the Writing test of the Integrated Course test?

3. What is the extent of the Predictive Validity of the Listening test of the Integrated Course test?

Since Reading scores in IC is considered include in Writing subject, then there will be no further discussion about Reading in this thesis.

1.3 Objective of the Study

Derived directly from the above formulated problems, the major objective of this study is to know whether the Integrated Course final semester test of 2005 school year has a high degree of Predictive Validity, and the minor objectives are as follows:

1. To find out the extent of the Predictive Validity of the Speaking test of the Integrated Course test of 2005 school year.

2. To find out the extent of the Predictive Validity of the Writing test of the Integrated Course test of 2005 school year.

3. To find out the extent of the Predictive Validity of the Integrated Course test of 2005 school year.

1.4 Significance of the Study

One of the best ways to check on evaluation whether it is good or not is to determine whether the scores got by the testees can estimate their innate language ability. Since language tests only show the testees' performance and not their

competence, only the degree or the extent of their innate language ability can be drawn. By knowing the degree of the testees' innate language ability, we can predict the success of their English future achievement. Therefore the writer has made this study with one hope that the findings of this study will help English teachers, especially those who teach Integrated Course in the English Department interpret the students' innate language ability through scores got by the students in order to see whether the scores can be used indeed to predict their education achievement in the future.

1.5   Scope and Limitation of the Study

Integrated Course actually covers four skills to be studied, which are Speaking, Writing, Listening and Reading. In this thesis, Reading is excluded of the discussion since its score includes in Writing score. Therefore, the writer would like to take the final Integrated Course scores since she correlates final Integrated Course scores with final Speaking test, Writing test and Listening test scores to know the skills achievement of the students. The writer would also like to limit her study by focusing on Speaking I, Writing I and Listening I since there are several Speaking, Writing and Listening lessons in the English Department. The reason for this is because the writer wants to present a more accurate data. MacMillan (1992:51) states that:

> In most cases, predictions involving a short time span are more accurate than those involving a long time span because of the general principles that the correlation between the two variables decreases; also, with more time there is a greater opportunity for other variables to influence the criterion variable, which would lower the prediction.

So taking Speaking I, Writing I and Listening I as variables being calculated will provide the students who don't experience the maturation process yet, get advanced language abilities and are still pure with their skills they have after completing the first semester. Therefore, the writer would collect the students' scores of Integrated Course final semester test and the students scores of Speaking I, Writing I and Listening I tests.

To obtain the raw data (the Integrated Course oral and written tests, Speaking I, Writing I and Listening I tests), the writer has taken the data of the students of the year 2005/2006. The writer doesn't include the data of the students of the year 2006/2007 since they haven't completed the even semester yet.

1.6 Assumptions

This study will be based on the following assumptions:

1. The test items (IC oral test; IC written test; IC listening test; Speaking I test, Writing I test and Listening I test) being tested have already been taught before.

2. The writer assumes that the respective teachers of the Integrated Course subject are qualified in their field as the writer had experienced by herself that those teachers taught well and the writer got much additional knowledge about English skills from them.

3. The final semester scores of Integrated Course, Speaking I, Writing I and Listening I tests are valid representation of the students' ability in Speaking,

Writing, Reading and Listening since the scores got by the students are taken from the valid tests constructed by the teachers.

4. In addition, the test is done under a controlled situation so the students being tested are assumed to do the test by themselves.

1.7 Theoretical Framework

A good test has some criteria and one of the criteria is that a good test should have a high degree of predictive validity-the extent to which a test is related to some other valued measure of performance in the future (Gronlund,1982:127). In order to predict the success of the future education achievement, there must be a sufficient degree of correlation between the predicting variable and the predicted variable. Besides that, there are also some supporting theories related to this study namely the Correlation Theory will state the use of statistical analysis in predicting something.

1.8 The definition of the Key Terms

To avoid misinterpretation and misunderstanding, the writer would like to give definition of the key terms used in this study before going further. There are as follows:

1. Test

Rivers (1976, p.51) defines test as an integral part of the learning process, a natural step in any advance.

2. Validity

Validity is defined as the most important quality when selecting or constructing
A test (Gronlund, 1981, p.65).

3. Predictive Validity

According to Gronlund (1981:65), Predictive Validity is the degree or the
extent to which a test is related to some other valued measure of performance
in the future.

4. Integrated Course

Integrated Course is a program given in the first semester which is aimed to
provide students with the knowledge and skills of English to enable them to
use English oral and written communication.(Buku Pedoman Fakultas
Keguruan dan Ilmu Pendidikan 2004:117)

5. Correlation

According to Elizabeth Ingram (1977:22), Correlation is a simple figure which
expresses how much two series of numerical observations have in common.

1.9   Organization of the Thesis

This chapter consists of five chapters. The first chapter is devoted to the
introduction of the study. Chapter two deals with the review of the related study.
Then Chapter three talks about the Methodology of research. The obtained data
will be analyzed in chapter four. Finally, the writer ends her thesis with
conclusions and suggestions that are stated in chapter five.