

# THE PREDICTIVE VALIDITY OF THE 1994 IC ORAL TEST TO THE 1995 SPEAKING 1 ACHIEVEMENT TEST OF THE ENGLISH DEPARTMENT OF WIDYA MANDALA CATHOLIC UNIVERSITY

## A THESIS

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



By

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## APPROVAL SHEET

(1)

This thesis entitled THE PREDICTIVE VALIDITY OF THE 1994 IC ORAL TEST TO THE 1995 SPEAKING 1 ACHIEVEMENT TEST OF THE ENGLISH DEPARTMENT OF WIDYA MANDALA CATHOLIC UNIVERSITY

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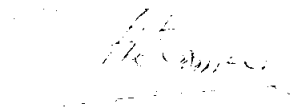
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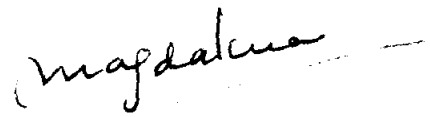
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## ABSTRACT

In education world, testing is an important part in the teaching learning process. Both testing and teaching cannot be separated from each other. Since testing can control teaching and it holds an important part in the teaching learning process, a teacher should be able to make a good test. One of the criteria of a good test is the predictive validity. The result of a test can be used to predict the future success of the students. In this study, the writer wants to know whether the result of the IC Oral test of the English Department of Widya Mandala Catholic University can be used to predict the students' success in their Speaking 1 achievement. The subjects of this study are 111 students of 1994 - 1995 academic year who have passed IC Oral test and Speaking 1 test. In this study, the writer uses statistical analysis.

From the writer's analysis, she finds that there is a positive significant correlation between the 1994 IC Oral test and the 1995 Speaking 1 test scores ( the correlation coefficient both of the tests is 0.44 and it is bigger than  $r$  table ). Since both of the tests have a significant correlation, it means that the 1994 IC Oral test scores can be used to predict the 1995 Speaking 1 test scores. By using the regression equation of  $\hat{y} = 41.67 + 0.47x$  the writer can compute the estimated scores of Speaking 1 test. In this case, the writer finds that 58 students get higher scores than the writer's estimation. Among those students, the scores of 18 students deviate more than 7. However, 53 students get lower scores than the writer's estimation and among those students, the scores of 18 students deviate more than 7 ( the figure 7 is taken from the standard deviation of the estimated scores ---  $S_{\hat{y}} = 6.755$  ).

Horvath (1985, p. 284) says that the regression will be significant only if  $r$  is significant. In this case, the writer finds that the ratio for the regression coefficient is 5.165. It is bigger than  $t$  table, so that it proves that the 1994 IC Oral test is significant in playing a role in predicting the students' achievement in the Speaking 1 test. Since there is less than 50 % of the students whose scores deviate greatly ( 32.4 % students' scores deviate too greatly from the writer's estimation -- more than 7 ), the writer can draw a final conclusion that the 1994 IC Oral test has a degree of predictive validity toward the 1995 Speaking 1 test. It can be validly used to predict the 1995 Speaking 1 test scores.

Concerning with what has been discussed in this study, the writer suggests that to minimize the subjectivity of scoring, the teacher should combine some marking systems. It is hoped that the IC programme still can be taught, the IC Oral teachers and Speaking 1 teachers can work together. Beside that there are other researchers conducting researches on the teaching techniques and materials of the IC.