

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The English Department of Widya Mandala Catholic University has a special programme for the first semester students which is called "the Integrated Course" (shortened as IC). This programme is offered based on the fact that the students who enter the English Department have different English language backgrounds. The purpose of this programme is to give a basic lesson before they take the other subjects in the higher semesters which are given in English. The purpose of this programme is written in Buku Pedoman Fakultas Keguruan dan Ilmu Pendidikan (1991, p. 99) :

Dengan matakuliah ini mahasiswa pada akhir perkuliahan diharapkan memiliki ketrampilan berbahasa Inggris secara terpadu sehingga mereka secara lebih homogen dapat mengikuti matakuliah lain yang diberikan dalam bahasa Inggris.

With this lecture it is hoped that at the end of the course the students master the English language skills integratedly, so that they are able to attend other courses given in English homogeneously.

Thus, to enable the students to join other courses presented in English, they should take IC programme which enables the students to acquire intermediate level of mastery of all 4 language skills integratedly.

The integration of skills can be defined as a series of activities or tasks which use any combination of the 4 skills ; listening, speaking, reading and

writing in a continuous and related sequence. Donn Byrne, adapted in Keith Johnson and Keith Morrow (1981, p 108) says that "The process of Integrating language skills involves linking them together in such a way that what has been learnt and practised through the exercise of one skill is reinforced and perhaps extended through further language activities which bring one or more of the other skills into use." It means that we learn the four skills together without determining which skill is first. The use of any skill may lead on quite naturally to the use of another. For example, if we read an ad for a job in the newspaper, we may discuss it with someone or make a call for asking about the job information. Then, we may write a letter of application, which will make somebody else's read the letter and reply to it. Thus, the procedure is reading --- speaking (+ listening) --- writing --- reading --- writing. In this case, we cannot determine where the chain may end. Those skills can be used in different ways / orders according to the situation. As we realise that everyday communication involves the combination of these 4 skills. When we learn a foreign language and we want to be able to communicate in it, we learn these 4 skills integratedly.

It is in accordance with the name of the programme, "the Integrated Course" that the material also contains the 4 skills i.e. reading, listening, writing and speaking, and they are presented integratedly.

At the end of the programme, a test is given to the students to measure their achievement. The test covers the 4 skills ; reading, listening, writing and speaking. The test is divided into three parts, the written test, the listening test and the oral / speaking test. The written test consists of completing dialogues, structure, vocabulary, reading and writing. The listening test is

given in the laboratory. The students listen to the cassettes and do the written exercises based on the cassettes. In the oral test, students are given situations, and then they have to make dialogues in pairs.

It has been said that the purpose of IC is to enable the students to join courses in higher semesters. Therefore, the writer is interested to know whether the result of the IC oral test can be used to predict the students' success in their Speaking I test which is offered in the second semester. She wants to know whether the students who get high scores in their IC oral test would also get high scores in Speaking 1 test and the ones who get low scores would get low scores as well in Speaking 1 test.

One of the characteristics of a good test is validity. As Gronlund (1982, p 125) states that the two most important qualities to consider in the preparation and use of achievement tests are validity and reliability. Since one of the types of validity is predictive validity, the writer is interested to predict the students success in the future activity, especially in looking for the predictive validity of the IC oral test toward the Speaking 1 test.

1.2 Statement of the Problem

With reference to the background of the study, the problem is formulated as follows :

- Does the 1994 IC Oral test results validly predict the 1995 Speaking 1 test scores ?

To answer the problem above, it is necessary to find out the relationship between the result of the IC Oral test and Speaking 1 test. So, to be more specific this problem is subdivided into 3 minor problems :

1. Does the 1994 IC Oral test have a positive significant correlation to the 1995 Speaking 1 test ?
2. How far do the estimated scores of Speaking 1 test deviate from the actual scores ?
3. Is the 1994 IC Oral test significant in playing a role in predicting the students' achievement in the 1995 Speaking 1 test ?

1.3 Objective of the Study

Derived from the problems stated above, the objective of the study is to find out whether the IC Oral test results can validly predict the Speaking 1 achievement and the minor objectives are :

1. To find out whether the IC Oral test has a positive significant correlation to the 1995 Speaking 1 test .
2. To find out the deviation of the estimated scores of 1995 Speaking 1 test from the actual scores.
3. To find out whether the 1994 IC Oral test is significant in playing a role in predicting the students' achievement in the 1995 Speaking 1 test.

1.4 Significance of the Study

The writer intends to give a little contribution to the English teaching especially to English teaching in the English Department of Widya Mandala University about the predictive validity of the IC Oral test results toward the Speaking 1 students' achievement. The writer hopes that the findings of this study will help the teachers, especially those who teach IC and Speaking 1

in the English Department of Widya Mandala University in their efforts to know the individual's probable success in the future activity, so that they can make a prediction of Speaking 1 scores based on the IC Oral test scores.

1.5 The Scope and Limitation of the Study

Concerning with the limited time, the writer feels that it is necessary to limit her study. The subjects of this study are the 1994/1995 school year students of the English Department of Widya Mandala University since the writer considers that she can analyse the scores of those students, especially the scores of the IC Oral test and Speaking 1 test. She analyses the predictive validity because she wants to know how test results (IC Oral test) might be used to describe the types of performance an individual can demonstrate (Speaking 1 achievement test), or to predict an individual's probable success in some future activity. She wants to know whether the teachers can predict the students' success in their speaking skill by looking at the result of the IC Oral test. She chooses IC Oral lesson because IC Oral lesson is a basic lesson for the students in learning speaking skill, especially before they take Speaking 1. She chooses Speaking 1 test not another level of speaking because she wants to avoid the maturation of the students in speaking class.

1.6 Assumption

This study is carried out under the assumptions :

- a. The writer considers that all speaking teachers of Widya Mandala

University are experienced and qualified teachers.

- b. The students' scores on their IC Oral test and Speaking 1 test are reliable and valid representatives of their speaking proficiency. The writer considers that the subjectivity of scoring the students' performance can be minimized because there are 2 teachers as the assessors give the score. Beside that the teachers also use a rating scale in scoring the students' performances.

1.7 Theoretical Framework

This study is conducted based on the following main underlying theories : the theory of language testing, particularly concerning the characteristics of a good test and testing speaking.

A good test should have validity, reliability, practicality, backwash and it should be able to discriminate the students. One of the types of validity is the predictive validity. It refers to the ability of a test to forecast a future outcome. In other words, the result of a test can be used to predict the future achievement of the students.

An oral test is a test in which a person is encouraged to speak, and is assessed on the basis of that speech. Since the reliability often becomes a problem, Underhill (1987, p 89-103) says that the marking system is a vital part to minimize the subjective oral test. To obtain an objective assessment a teacher can use these several marking systems, such as to use more than 1 examiner, select and give the scorers a training programme, give mark by recording the oral tests, use marking keys, marking categories, weighting system, rating scale, impression marking system, additive marking system, or

subtracting marking system. To determine the predictive validity of the test under study the writer also uses correlation theory to support the analysis.

1.8 Research Hypothesis

To answer the above problems, the writer makes the following hypothesis :

1. The Alternative Hypothesis (H_a).

There is a correlation between IC Oral test and Speaking 1 test. It means that the teacher can use the IC Oral test scores to predict the Speaking 1 test scores.

2. The Null Hypothesis (H_0).

There is no correlation between IC Oral test and Speaking 1 test. It means that the teacher can not predict the result of Speaking 1 by using the IC Oral test scores.

1.9 Definition of Key Terms

- Predictive Validity. According to Gronlund (1982, p.127), predictive validity is the degree or the extent to which a test is related to some other valued measure of performance in the future.

- Integrated Course is a programme in the English Department of Widya Mandala University which should be followed by the first semester students.

- Oral test as defined by Underhill (1987, p 7) is a repeatable procedure in which a learner speaks and is assessed on the basis of what he says. It can be used alone or combined with tests of other skills.

- Speaking. According to Paul Procter, Speaking means to give oral expression to thoughts, opinion or feeling, engage in talk or conversation (1978, p. 1072). In this study, speaking is an ability to choose linguistic forms of a language and use them spontaneously involving one or more other persons appropriate to the situations and circumstances.

- Achievement Test. Achievement test is a test to measure the degree or the extent to which students have mastered learning materials. It is based on the teaching material that had been taught to the students.

1.10 The Organization of the Study

This thesis consists of five chapters. Chapter 1 is the introduction which consists of the background of the study, statement of the problem, objective of the study, significance of the study, the scope and limitation, research hypothesis, assumption, definition of key term and organization of the study. Chapter 2 deals with review of related literature which consists of theoretical framework and earlier research. Chapter 3, Research Methodology, is divided into 4 subtopics : research design, population and sample, procedure of collecting data, and the techniques of data analysis. Chapter 4 deals with data analysis and findings and chapter 5 is the conclusion and suggestions.