PREDICTIVE VALIDITY OF THE 1989 STRUCTURE I TEST OF THE ENGLISH DEPARTMENT OF TEACHER TRAINING COLLEGE OF WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA

A THESIS

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

by:

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The writer
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ABSTRACT OF THE THESIS WRITING

In education world, a teacher naturally does some teaching and testing because they are closely related to each other. If there is a teaching learning activity, there will be a testing activity. It is a fact that without testing, it is impossible for a teacher to work well since he will not know how the result of the teaching is.

Since testing exists in every teaching learning activity, a teacher needs to make a good test. One of the criteria to be a good test is a test should have predictive validity - the results of a test should be able to be used to estimate the students' future achievement. The fact that some students failed in one test but succeeded in the successive test made the writer curious to know about the predictive validity of a certain test.

Thus, the purpose of this study - which is entitled PREDICTIVE VALIDITY OF THE 1989 STRUCTURE I TEST OF THE ENGLISH DEPARTMENT OF TEACHER TRAINING COLLEGE OF WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA - is to know whether the test has the degree or the extent of predictive validity or not. In this study, only statistical analysis is used since to know whether a test has predictive validity or not a tester needs looking only at the results of the test.

Having done the analysis, the writer found that there are 29.2% students' scores deviating too great from the writer's estimation. Since the great deviation is not more than 50%, the writer can conclude that the 1989 Structure I test has a degree of predictive validity.

In relation to what has been discussed in this study, the writer suggests that a teacher should make a test based on a table of specifications. The test items should match with the language skills or language components being tested and with the topics having been determined in the table.

Besides that, the writer also suggests that a teacher should consider the item difficulty in making a good test, should give a clear direction to the students, should consider the time in administering the test and should take care of the condition under which a test is given. At last, it is suggested that a teacher should know the 'final factors of his students such as their talent, interest, anxiety and health.