CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher presents and analyzes the data. The analized data was conducted to know the quality of the college entrance language test as a tool or media to deciding and filtering the pre – college students who want to enter and study in English Teacher Education Department (PBI). It means that, the quality of college entrance language test to predict the students'achievement is tested in this case. In analyzing the data, the researcher presented the college entrance language test scores (SPMB) and Intensive Course (IC) scores of English Teacher Education Department (PBI) in the first semester. Then those two scores are analyzed by using Pearson Product Moment method in gaining the result whether those two variables are correlated or not. To know the correlation of them, the researcher uses SPSS version 16.0 program.

A. Findings

In this stage, the researcher presents the needed data to get the result of the study. The data of this study consists of 2 data, College Entrance Language Test scores and Intensive Course scores in one table as below:

1. **Students' Score of College Entrance Language Test And Intensive Course (IC) Score of English Teacher Education Department (PBI)**

In this case, the researcher presents the data about the Students' scores of college entrance language test and students' scores of Intensive Course (IC) of English Teacher Education Department (PBI) in the first semester. Those two data are gotten from central academic office UIN Sunan Ampel Surabaya. The official of central academic office UIN Sunan Ampel Surabaya gives those two scores without the name of the students to keep the previllige, but it does not decrease the validity of data because the official of central academic office UIN Sunan Ampel Surabaya guarantees the originality of data.

In determining the acception and rejection of pre-college students who want to study in UIN Sunan Ampel Surabaya through SPMB qualification test, according to the officer in central office of UIN Sunan Ampel Surabaya, each scores from each materials is prosentased in one scores, and the scores of English And arabic is prosentased as one. For language programs including English Teacher Education Department (PBI), the language material scores is become the main criterion or determination for acception and rejection.

4.1 The SPMB Qualification Test Scores Academic Year 2014-2015

ID	PERIODE	TAHUN KURIKULUM	KODE UNIT	KODE MK	KELAS MK	NILAI SPMB
1	20141	2013	PBI	BD613027	A	49.4175
2	20141	2013	PBI	BD613027	A	49.1675
3	20141	2013	PBI	BD613027	A	50.8325
4	20141	2013	PBI	BD613027	A	43.75
5	20141	2013	PBI	BD613027	A	50.3325
6	20141	2013	PBI	BD613027	A	47.75
7	20141	2013	PBI	BD613027	A	45.0825
8	20141	2013	PBI	BD613027	A	48.1675
9	20141	2013	PBI	BD613027	A	59.0825
10	20141	2013	PBI	BD613027	A	23.6675
11	20141	2013	PBI	BD613027	A	47.4175
12	20141	2013	PBI	BD613027	A	43.3325
14	20141	2013	PBI	BD613027	A	46.9175
15	20141	2013	PBI	BD613027	A	44.3325
16	20141	2013	PBI	BD613027	A	47.5
17	20141	2013	PBI	BD613027	A	48.1675
18	20141	2013	PBI	BD613027	A	44.1675
19	20141	2013	PBI	BD613027	A	49.25
20	20141	2013	PBI	BD613027	A	54

21	20141	2013	PBI	BD613027	A	51.8325
22	20141	2013	PBI	BD613027	A	38.0825
23	20141	2013	PBI	BD613027	A	43.8325
24	20141	2013	PBI	BD613027	A	42.0825
25	20141	2013	PBI	BD613027	A	41.8325
26	20141	2013	PBI	BD613027	A	46.25

4.2 The Intensive Course (IC) Scores of English Teacher Education Department (PBI) Academic Year 2014-2015

ID	Periode	Tahun Kurikulum	Kode Unit	Kode MK	Kelas MK	Nilai Numerik	Nilai Angka	Nilai Huruf
1	20141	2013	PBI	BD613027	A	72	3	B
2	20141	2013	PBI	BD613027	A	72	3	B
3	20141	2013	PBI	BD613027	A	77	3.25	B+
4	20141	2013	PBI	BD613027	A	63	2.5	C+
5	20141	2013	PBI	BD613027	A	62	2.5	C+
6	20141	2013	PBI	BD613027	A	66	2.75	B-
7	20141	2013	PBI	BD613027	A	59	2.25	C
8	20141	2013	PBI	BD613027	A	83	3.5	A-
9	20141	2013	PBI	BD613027	A	94	4	A+
10	20141	2013	PBI	BD613027	A	72	3	B
11	20141	2013	PBI	BD613027	A	71	3	B
12	20141	2013	PBI	BD613027	A	70	2.75	B-
14	20141	2013	PBI	BD613027	A	65	2.5	C+

15	20141	2013	PBI	BD613027	A	71	3	B
16	20141	2013	PBI	BD613027	A	73	3	B
17	20141	2013	PBI	BD613027	A	63	2.5	C+
18	20141	2013	PBI	BD613027	A	71	3	B
19	20141	2013	PBI	BD613027	A	66	2.75	B-
20	20141	2013	PBI	BD613027	A	86	3.75	A
21	20141	2013	PBI	BD613027	A	76	3.25	B+
22	20141	2013	PBI	BD613027	A	42	1.75	D
23	20141	2013	PBI	BD613027	A	83	3.5	A-
24	20141	2013	PBI	BD613027	A	72	3	B
25	20141	2013	PBI	BD613027	A	66	2.75	B-
26	20141	2013	PBI	BD613027	A	67	2.75	B-

In the table 4.1, it shows the scores of college entrance language test scores and table 4.2 shows the scores of Intensive Course (IC) scores. In common scoring system at college, the scores are catagorized into three catagories. It is also in UIN Sunan Ampel Surabaya scoring system. The scores of Intensive Course (IC) consist of three categories: numerical score, number equivalent and letter equivalent. In the college, the scoring system of all materials is categorized using those three categories. A letter symbol in scoring system has own score interval numeral. This is explained in the book

of *Guide Implementation of Education Undergraduate Program* (S1)

about the score interval numeral as in the table below.[1]

4.3 Score Interval Numeral

SCORE OF INTERVAL NUMERAL	LETTER	EXPLANATION	
91-100	A+	4.00	Pass
86-90	A	3.75	Pass
81-85	A-	3.50	Pass
76-80	B+	3.25	Pass
71-75	B	3.00	Pass
66-70	B-	2.75	Pass
61-65	C+	2.50	Pass
56-60	C	2.25	Pass
51-55	C-	2.00	Fail
40-50	D	1.75	Fail
<39	E	0	Fail

From the table 4.1, the researcher concludes that from 26
college students of English Teacher Education Department (PBI) who
are accepted through SPMB qualification passed the Intensive Course
(IC) in the first semester except one student. The spesification of their

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[1] Buku Panduan Strata 1 UIN Sunan Ampel Surabaya tahun 2011

score is: one student gets A+, one student gets A, two students get A-, two students get B+, eight students get B, five students get B-, five students get C+, one student gets C and one last student who fails in Intensive Course (IC) gets D.

2. **The Result of Statistic Data Analizing Using Pearson Product Moment**

In this case, the researcher uses the Correlation Pearson Product Moment analysis technique through the SPSS version 16.0 program. From the statistical analysis by using SPSS the result is listed as follow :

4.4 the result of pearson product moment correlation analysis through SPSS version.16.0

Correlations

		Intensive Course (IC) scores (X)	SPMB qualification test Scores (Y)
Intensive Course (IC) scores (X)	Pearson Correlation	1	.428[*]
	Sig. (1-tailed)		.016
	N	25	25
SPMB qualification test Scores (Y)	Pearson Correlation	.428[*]	1
	Sig. (1-tailed)	.016	
	N	25	25

*. Correlation is significant at the 0.05 level (1-tailed).

Correlation Pearson Product Moment analysis from the X variable and Y variable result is in 0,428. X means the Intensive Course (IC) scores and Y variable is college entrance language test scores. Seeing to the result, it is more than 0,40, thus it is catagorized as high correlation in line averange based on the guidence of determining correlation that the researcher uses. Above is the guidence:

4.5 The Guidence of Determining Correlation

R	Correlation Criteria
0,00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Averange
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

It means that the result of the college entrance language test scores has high influence to the Intensive Course (IC) scores of English Teacher Education Department (PBI) students in the first semester. In the other word, the high scores that the students have in the college entrance language test, they are more likely to have potency to achieve high scores in Intensive Course (IC).

Seeing to the result of predictive validity level of college entrance language test scores toward Intensive Course (IC) scores, it can become a predictor which closer to give a guarantee the posibility to reach high scores in Intensive Course (IC).

B. Discussion

College is the higher education for students after they graduated from Senior High School. College period is a period where students start to determine their future by what program that they are going to study. Suryabrata in his book states that college is an opportunity to prepare future leaders of society in the future, which is why it needs assurance that the college students as the future leaders really have the necessary qualities, which are not all pre-college students possess.[2]

Furthermore, to filter pre-college students who will take education in the college, there are many ways provided either by the Indonesian goverment or the internal institution of college. College also plays role to conduct test for filtering the pre-college students. Here, College as the institution which will guide the college students in gaining their future and create future leader must be selective in filtering the pre-college students. The standard of the college students of each programs must be arrange well, so the standard becomes the lattice of the internal test called College Entrance Test.

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[2] Suryabrata S, *Pengembangan Alat Ukur Psikologis*,(Jogjakarta: andi offset,2005)

In most of the more developed countries such as America, Canada, China, Australia, and some countries in the Europe, selection system of college entrance test took root in the history of long measuring and have experienced rapid development, while in most other countries are still in stage of development to find the proper form. However, the written test scores have taken a prime or important position as a consideration in the selection decision.[3] Therefore, those countries above which have more experience in making valid test as predictor become most develop countries. This is a proof that a good test shows a good education and a good education will operate a country becoming develop country.

As a measuring instrument which will produce data to be the basis of decision in making acceptance or rejection of pre-college students, the test is designed to be optimally being able to give information about the needed capabilities and needed abilities for success in further study at college, so here the position of the test is as predictor. To see the a good college entrance test is by seeing the predictive validity of the test. the predictive validity is included into criterion-related evidence or criterion validity. Where, An independent variable could be used as a predictor variable and a dependent variable as the criterion variable. The correlation coefficient between them is

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[3] Speech of Prof. Dr. Saifuddin Azwar, MA at Inauguration of Professor Degree in The Psychometric Field at The Faculty of Psychology, University of Gadjah Mada

called validity coefficients.[4] This understanding appears an assumption that there is a linear correlation relationship between the results of the current measuring capability with the results of measuring the success of learning at the future.

A proper selection decisions as a result of the test becomes a valid prediction when the received students successfully prove to get high performance in the future while the rejected students do not prove if they are given an opportunity to get teaching learning process in the college. Instead, inappropriate decision will sacrifice the potential pre-college students that they actually can get good academic achievement or sacrifice an opportunity that should be given to potential pre-college students who already rejected.

From the explanation above, it can be concluded that, college entrance test as one of evaluation is important aspect which should give more attention. As based on Joshua's argumentation that test is one of criterion for judging the excellent education[5]. Therefore, this research and previous studies that the researcher has explained in chapter II are conducted because the researchers aware that college entrance badly determine the quality of the students possessed by the college.

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[4] Arthur Hughes, *Testing for Language Teachers*, *Second Edition* (united kingdom: Cambridge university press, 1989) 29

[5] Joshua Aronson, *IMPROVING ACADEMIC ACHIEVEMENT*, *Impact Psychological Factors on Education*, (New York: Academic Press, 2002) 64

Test for making acceptance or rejection of pre-college students in Indonesia is made by goverment and internal institution of each colleges. Test which is made by college called *College Entrance Test* (SPMB).[6] Every college has own criterion for the students, so that the test of a college is different from other colleges. UIN Sunan Ampel Surabaya conducts twice college entrance test. The test consists of 3 basic materials: general science, languages competence (English and Arabic) and religion material. One of programs in UIN Sunan Ampel Surabaya is English Teacher Education Department (PBI). So logically, language competence is the priority to be preference in deciding acceptance or rejection of pre-college students who take English Teacher Education Department (PBI). The college entrance language test scores are the predictor for students who are accepted in English Teacher Education Department (PBI) as one of language programs in UIN Sunan Ampel Surabaya. The accepted students are the best students of English Teacher Education Department (PBI) in their period based on the college entrance language test scores made by internal institution of UIN Sunan Ampel Surabaya.

In English Teacher Education Department (PBI), in the first semester, the materials are combining between focusing on the program and general materials outside English materials. There is one lesson, however, covers all

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[6] www.uinsby.ac.id taken at 23 January 2016.

four English skills: speaking, writing, reading and listening, called *Intensive Course (IC)* and grammatical understanding. Based on the researcher opinion, to know the quality of the college entrance language test as predictor of accepting students in English Teacher Education Department (PBI), Intensive Course is the proper variable to be consideration instrument of predictive validity of the college entrance language test because of the spesification of the course materials (four skills especially in reading and grammatical understanding).

After gaining the scores of college entrance language test year 2014-2015 and Intensive Course (IC) academic year 2014-2015, then those two scores were analyzed using Pearson Product Moment Correlation analysis. The result shows that thee correlation between college entrance language test scores and Intensive Course's (IC) scores is in low correlation. The result of Pearson Product Moment Correlation analysis from the X variable and Y variable is in 0,428.

The result of Pearson Product Moment Correlation analizing the correlation between college entrance language test scores and Intensive Course's (IC) scores shows a conclusion that It means that the result of the college entrance language test scores is closer to produce objective result which guarantees to achieve high scores in Intensive Course's (IC) of English Teacher Education Department (PBI) in the first semester. In the other word,

the higher scores that the students have in the college entrance language test, the higher potency to get higher scores achieved in Intensive Course (IC).

The researcher also concludes that the purpose of conducting college entrance test year 2014-2015 focusing in filtering pre-college students who want to enter to English Teacher Education Department (PBI) in UIN Sunan Ampel Surabaya had implementatively done. So, the students of English Teacher Education Department (PBI) academic year 2014-2015 are the better than students who are rejected. By having the best students, surely it will make easier for the lectures to explore and improve the students' ability. This also will create a competitive classroom.