

ABSTRACT

KIAN PRADSNYA TRI ASTUTININGSIH. Correlations between the Admission Test and the Grade-Point Average (GPA) of English Department Students, IKIP Sanata Dharma. English Language Education Department. , Faculty of Language and Arts Education, Sanata Dharma Institute of Teacher Training Education Yogyakarta, 1989.

Correlations between an admission test and Grade-Point Averages (GPAs) may show the predictive validity of the test.

This research was intended to identify correlations between the Admission Test of the English Department, Faculty of Language and Arts Education, IKIP Sanata Dharma, 1987 and the GPA of English Subjects, non-English Subjects, and the Cumulative GPA, to see the efficiency of the test for improvement; i. e, to observe the test-validity, and to get some information for students and lecturers why students with high scores were successful or failing, and why students with low scores were successful or failing.

As a matter of fact, two hypotheses were tested. The first was that there were correlations between the test-set and the GPA. The second, the proportion of the correlations was as follows: the correlation between the Admission Test and the GPA of English Subjects was the highest. Then, the correlation between the test-set and the GPA of non-English Subjects was lower than between the test-set and the Cumulative GPA.

The research was conducted at the English Department of IKIP Sanata Dharma from August, 1988 to April, 1989. The method of realizing the research objectives was Descriptive Method. Therefore, Correlational Study and Survey had a valuable contribution. In Correlational Study two instruments were used; namely, the Admission Test-Scores and the GPAs. In addition, Survey served the questionnaire as its instrument. Concerning with sampling, English

Department students of IKIP were chosen as the target population, and the 1987 students of the English Department of IKIP Sanata Dharma were the accessible population. Then, 40 random samples became the representatives of the population.

In conclusion, the research results surely reported that there were correlations between the Admission Test and the GPA. Further, the coefficient of the correlation between the test-set and the GPA of English Subjects (r_1) was found 0.483. So, the coefficient of determination (r_1^2) = 0.233. It means that 23% of the variances of X correlates with the variances of Y_1 . Afterwards, $r_2 = 0.218$ and $r_2^2 = 0.048$. So, the value of the correlation between the variances of X and Y_2 is 5%. The third correlation coefficient (r_3) was 0.425. Thus, $r_3^2 = 0.181$. On that account, 18% of X variances have a relation to Y_3 variances.

From those results, the correlation between the Admission Test and the GPA of English Subjects was the highest. Moreover, the correlation between the test-set and the GPA of non-English Subjects was lower than between the test-set and the Cumulative GPA. In this case, t-test gave an information that the correlations were significant and the hypotheses were tested. In addition, the test-set is quite good to predict the students' future performance; especially in mastering English Subjects. However, their achievement in non-English Subjects is less predictable.

At last, the questionnaire made the readers clear that SES and SAM supported the research results very much, and SIB was lacking in support.