

**ABSTRACT**

Meilinda, Imelda. (1993). *A Speaking Test for the SMA: the Design and Its Characteristics*. Yogyakarta: English Language Education Programme, Department of Language and Arts Education, Faculty of Teacher Training and Education, Sanata Dharma University.

Speaking is an important aspect of language learning. However, it is a difficult skill to test. There are three difficulties in testing the ability to speak. The first difficulty is in administering the test. The difficulty is caused by the limited time provided for testing. The second difficulty is in judging pronunciation. We still lack reliable criteria to judge the pronunciation of a second language. The third difficulty is in setting oral tests which can be scored validly and reliably. This problem occurs since the scoring of oral tests still requires human judgements.

Consequently, testing speaking is rare since oral tests are not practicable and at the same time are validly and reliably unscorable. That is why it is the purpose of this research to design a written speaking test which is good in terms of practicality, validity, and reliability. This research was then to verify whether or not the scores of the designed speaking test correlated with the scores of the speaking mid-term test and with the scores of the equivalent test.

There were six steps in designing the written speaking test: planning, preparing, reviewing, trying out, revising, and presenting the revised test and analyzing the results. Four of those six steps were taken from Harris' steps. And the next two steps were based on my own design.

A descriptive survey was applied to describe how to design a written speaking test with multiple-choice

items. While an analytical survey was applied to identify the test properties including item difficulty, item discrimination, reliability index of the try out tests, and also validity and reliability index of the test. Furthermore, it was used to test the two hypotheses of the research.

Based on the computation of the Pearson Product-Moment Correlation carried out, significantly this research verifies that there were positive correlations between the designed speaking test and the speaking mid-term test at the significance level of .05. There were also positive correlations between the designed speaking test and the equivalent test at the significance level of .05. By this verification, it is obvious that the written speaking test is considered to be a good test in terms of practicality, validity, and reliability.

This research specifically concentrated on the designed written speaking test with the multiple-choice items. It is expected, therefore, for any other research study working on the same or other speaking test forms to carry out. Since the research results are satisfactory, it is suggested that English teachers use a written speaking test to measure the students' speaking competence.