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Bringing the Curriculum 2013 to Light
A MOCK TEST AS A PREDICTIVE AND REFLECTIVE TOOL IN LEARNING ESL

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English teachers use a mock test as an evaluation tool to predict an English test, such as Cambridge check points. Some international schools use Cambridge check points as their tool to evaluate the students’ competence in learning English as Second Language (ESL). And the English teachers may or may not feel satisfied with the results of their students’ mock test using the past test paper, therefore, they discuss / review the students’ errors as a strategy to enhance the results of the real check points later. This paper aims at testing the effectiveness of the mock test as a predictive evaluation tool and identifying the students’ competence, motivation, and opportunities as efforts to enhance their English development through their interaction and activities in classroom setting and in daily life one. In short, there are two kinds of the learning results to study English here, namely, learning output and learning outcome. The mock test to predict Cambridge check points in the forms of scores is the output of the students’ learning English while the students’ competence in using English in their interaction and activities is reflected as the outcome of the students’ learning. So, a mock test can be used not only as the prediction of the scores of their check points (output) but also as reflection of the students’ competence (outcome) in using English in their daily interaction / activities.

Key words: mock test, predictive, scores, reflective, and competence.