CHAPTER VI
CONCLUSION AND
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6.1. Conclusion

Reading is a kind of language skill that requires complex abilities. However it seems that there are some language abilities that appear more frequently in reading tests in the form of reading subskills and in the form of cognitive domain comprehension.

Firstly, the reading subskills in the reading comprehension questions; from the analysis of the six chapters or 260 items of reading comprehension questions in reading tests, *the similar reading subskills* that always occur in all reading tests (TOEFL, IELTS, and TOEIC preparation books) are in four categories: *(1) the ability to identify stated details, (2) the ability to identify unstated details, and (3) the ability to identify main ideas, (4) The ability to identify implied details,* others identified additional readings subskills in the TOEFL reading tests are in the four categories of: *(1) The ability to interpret meanings of particular words in contexts, and (2) The ability to find pronoun referents (3) The ability to identify where specific information is found (4) The ability to identify the transition,* the other additional reading subskill that only occur in TOEIC reading tests is *the ability to identify the organization of ideas.* IELTS reading test employs only four similar categories of subskills that also occur in TOEFL and TOEIC Reading Comprehension Questions.

From those findings, it can be inferred that TOEFL reading comprehension questions are more complete in using reading subskills than the others. Basically all the reading tests in the TOEFL, IELTS, and TOEIC preparation books employ four similar categories and total portions in using reading subskills. Besides TOEFL reading

comprehension questions measure more subskills abilities than the other two tests (IELTS and TOEIC), TOEFL tests have the same purpose with IELTS tests, for academic purposes. On the other hand TOEIC tests have the purpose for workplace purposes.

Based on the *highest grade*, this study shows that the TOEFL tests occupy this place in category of *the ability to interpret meanings of particular words in contexts*, while IELTS and TOEIC tests get it in the category of measuring *the ability to identify stated details*.

Based on the finding above, it can be concluded that reading comprehension test in TOEFL preparation book is more complete in employing subskills than IELTS and TOEC.

Secondly, based on the cognitive domain of Barrett taxonomy, the finding of analysis results show that the TOEFL, IELTS, and TOEIC preparation books ask the reading comprehension questions in the category of *literal comprehension* and *inferential comprehension, none* of the tests questions about *the reorganization category*.

The researcher assumes that the cognitive domain of Barrett Taxonomy which includes Literal comprehension (Recognition and recall aspects), Reorganization, Inference comprehension show that for the category *Literal Comprehension* employ more or less occupies 80% because *the literal comprehension* focuses on ideas and information that explicitly stated in the reading selection; this category has simple level range. More over reading tests in *literal comprehension* are included in the category of *recognition* or *recall*. So, a simpler version of reading comprehension questions would create more frequency appeared in *the literal comprehension*. Whereas, percentage in

the category *inferential comprehension* that occupies more or less 20%, may be because this category has more complex level range, it means this category is more difficult to be made than the category *literal comprehension*; moreover this level requires the test takers to answer the tests using information explicitly stated in the text along with their personal experience and knowledge. In general, inferential comprehension is stimulated by purpose for reading and the comprehension questions which demand thinking and imagination that go beyond the printed page. So, it can be said that the category of *inferential comprehension* has more weight and quality that make the test maker create the reading tests not much. On the other hand, for the *reorganization category* employs *0%* of the tests questions because this category requires the test takers to analyze, synthesize, or organize information; involves both quotation and summary and paraphrase. This category is included in the difficult level range for which the reading test maker does not create reading tests using the *reorganization category* in this reading comprehension test. This evidence shows that the test maker does not measure the ability in the category of Reorganization.

6.2. Suggestion

Language testing is one of the fields in language studies which is worthy to investigate. Many interesting elements of it can become valuable objects to study. Studies in this field will contribute a lot to the development of language studies, especially in non-English-speaking countries, like Indonesia.

Some research studies have been conducted to investigate the existence of abilities in the four language skills of English. The findings of those studies might be the basis for any further studies. By conducting studies, researchers can contribute their

inventions of language skills with evidences. Those new things will enrich the investigations in the language field.

For test developers in the field of language testing, this study reveals the importance of analyzing tests. In the real world of testing, it is very rare to have data about particular tests, especially the teacher-made tests. A small study of a test is as a matter of fact necessary, especially for teachers and test developers in general, because the findings of the study will inform them at least about their own tests. Those findings can tell them whether their tests have already been good or still need to be revised. Such study can develop themselves to be better teachers and more experienced-test developer.

For the teachers or test developers, after reading the finding of cognitive domain of Barrett taxonomy, they could be likely to offer their test takers a greater variety of intellectual experiences than they did before. It is suggested that the test makers will build the reading tests using the *category of reorganization* as the finding on this study is only 0% of all reading tests. They are also suggested to make the test materials based on the complete reading subskills, or to make the tests in accordance with the purpose of the tests.

For the test takers who have more practice in this reading comprehension questions of TOEFL, IELTS, and TOEIC preparation books with intellectual skills will develop them to a greater degree than those who have less practice.

Recently, TOEFL-like courses and IELTS-like courses suddenly appear everywhere in Indonesia. They are not only to be prepared for the students who will study abroad at the English speaking countries, but also for the students who will be graduated from the Universities. On the other hand, recently, TOEIC-like tests are also

administered in the companies or business fields in Indonesia. These phenomena have showed that the progress of knowledge and experiences in Language testing in Indonesia have increased so far.

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