

CHAPTER V

CONCLUSION

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This chapter is intended to present the summary and suggestion concerning with this study.

5.1. Summary

Testing is an essential part of the teaching learning process since it gives the advantages both teachers and students. It provides a feedback for teachers and students. Besides, it also acts as an incentive for students to study.

Concerning with the importance of testing, the requirements to construct a good test must be considered. The requirements of a good test are validity which is divided into predictive and concurrent validity, reliability, discrimination, backwash and practicality. However, in her study, the writer only focusses on the concurrent validity -how well the results of the tests estimates the results of another test which is administered more or less at the same time.

The article written by Josephine Phun (1986) interest the writer to make a study about that kind validity. She says that her students have had an adequate

command of vocabulary and could obtain high scores for the vocabulary test, but they often use simple words in writing tests so that it influences the writing teachers to lower the marks for the writing test. For this reason, the writer decides to carry out this study of which the primary aim is to know whether the Vocabulary II test in the English Department could be used to estimate students' Writing I test.

To do this, the writer carries out the study at the English Department of Widya Mandala Catholic University. The subjects of the study are 113 S1 second semester students of 1994 - 1995 academic year. They take Vocabulary II and Writing I.

After obtaining the scores from the secretary of the English Department, the writer first examines the correlation between the two tests' scores using r product moment. This computation is needed in order to make sure that $r \neq 0$. If $r = 0$, no such estimations can be made (Weiss/Hassett, 1982: 457). Besides, the writer also computes the extent to which actual Writing I scores differ from the regression estimates and therefore measures the errors one would make in estimating the writing scores (standard error of estimate) and whether Vocabulary II scores are significant in playing a role in estimating the students' Writing I scores.

From the computations, the writer finds that the two tests are significantly correlated. The standard error of Estimate is 9,05425588 and the ratio for the regression coefficient is 3,569725784. It is bigger than t table and it means that Vocabulary II is significant in making an estimation of the students' Writing I test.

From all of the computations, the writer can draw a conclusion that Vocabulary II has a high degree of concurrent validity toward Writing I.

5.2. Suggestions

Since the findings show that there is a significant correlation between Vocabulary II and Writing I achievement test, it is suggested that the vocabulary and writing teachers should work together in a good cooperation in order to help the students achieve more maximum results.

Because of the limited time, the writer only makes an ex post facto study. It means that the writer does not teach nor test the students. For the further study, the writer would like to recommend the researcher to take a wider sample, construct better test items and test them to the students in order to make the study more precise and perfect. Besides, the researcher may also make a study about the concurrent validity

between vocabulary and reading, vocabulary and structure or other language proficiencies. In addition, the writer may suggest the further researcher to make a predictive study, for example, between Structure I and Writing I since Structure I is given starting from semester I and Writing I is given starting from semester II. So, the scores of Structure I can be used to predict the students' scores in Writing I.

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