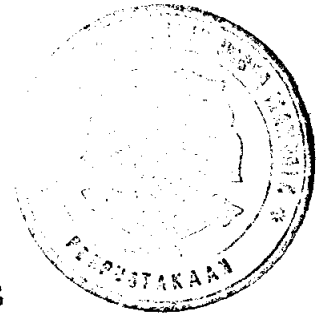


CHAPTER V

CONCLUSION AND RECOMMENDATIONS



This chapter concludes what have been discussed so far and gives some suggestions relevant to the findings of the study under report.

5.1 Conclusion

As mentioned in the earlier chapter, the major problems are: 1. "Are the English UUB test items valid?"
2. "Are the English UUB test items well-formulated?"

Specifically, the mentioned major problems above can be described into the following sub problems:

1.1 Are the structure test items constructed according to the syllabus?

1.2 Are the vocabulary test items constructed according to the syllabus?

1.3 Are the reading comprehension test items constructed according to the syllabus?

1.4 Are the conversation test items constructed according to the syllabus?

2.1 Do the objective test items meet the principles of constructing multiple-choice items?

2.2 Do the subjective test items meet the principles of constructing essay items?

In answering the major problems, the writer

presents the findings as follows:

- (1) The structure test items had representative learning outcomes but did not have representative content coverage and samplings.
- (2) The vocabulary test items did not cover representative language content and learning outcomes and its samplings were also inadequate.
- (3) The reading comprehension test items only covered simple learning outcomes.
- (4) The conversation test items did not fulfilled the objectives in the syllabus, it did not have representative learning outcomes, language content and samplings.

The 1989-1990 English UUB test did not have enough adequate coverage of learning outcomes, especially the conversation test items, did not have adequate size of samples and content.

- (5) Most of the item construction did not meet the principles of constructing multiple-choice items, especially the conversation test items.
- (6) The subjective reading comprehension item construction had a clear instruction but it only measured the simple learning outcomes.

To answer the sub problem 1.1, the writer presents the following findings. The structure test items were constructed according to the syllabus. This can be proved by the explanation in point 4.2.1.1.

To support the sub problem 1.2, the finding shows that the vocabulary test items were constructed according to the syllabus. This finding is presented in 4.2.1.2.

To answer the sub problem 1.3, the finding shows that the reading comprehension test items were also constructed according to the syllabus. This is supported by the explanation in 4.2.1.4.

To support the sub problem 1.4, the finding also shows that the conversation test items were constructed according to the syllabus. This is shown in point 4.2.1.3.

To support the sub problem 2.1., the finding shows that most of the item constructions did not meet the principles of constructing multiple-choice items. It is presented in point 4.2.1.1 - 4.2.1.4

To answer the sub problem 2.2., the finding shows that the subjective test items met the principles of constructing essay items, however they only measure the simple learning outcomes.

All of these findings lead to the following conclusions:

- (1) The 1989-1990 English UUB test had a low degree of content validity.
- (2) Of the five subtests, the conversation test items was the least acceptable, followed by the reading comprehension objective test, the structure test, vocabulary test, and the reading comprehension subjectivetest successively.

5.2 Recommendations

In relation to what has been discussed in the study, the writer would like to present some suggestions which may be helpful for the next test-item construction:

The 1989-1990 English UUB test for the first-grade of senior high school was firstly administered. It had been revealed that it had inadequate content coverage and samplings as it only consisted of 45 items. In order to have adequate content coverage and samplings, the writer suggests that test have more items, say 75-80 items, so that more topics can be covered, and ample time be provided. Also, the conversation test should be tested orally.

Workshop on language testing should be held to give a chance to the English teachers/ English staff members to pursue further study in language testing.

It is advisable to activate the PKG (Pemantapan Kerja Guru) club by holding frequent meetings. And stimulate the teachers who join the club to construct some test items which follow the principles of constructing good language test items, then compile them in a book so that they can be used whenever needed.

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