

CHAPTER V

CONCLUSION AND RECOMMENDATION

The analysis and discussion in Chapter IV were meant to give answer to the problem of this study. In this study, the validity and the construction of the 1988 - 1989 Final English Summative Test for the first-grade students of SMA Dapena I as a measuring instrument of the students' English achievement was questionable.

In attempt to find answers to the questions, the major problem was broken down into the following three minor problems:

1. To what extent do the learning outcome and content coverage of the Final English Summative Test meet the materials in the syllabus ?
2. To what extent do the objective items of the Final English Summative Test meet the principles of constructing multiple choice items?
3. To what extent do the subjective items of the Final English Summative Test meet the principles of constructing essay items?

In this Chapter V, the study has come to the conclusion and the recommendation which hopefully may

contribute some help to the test-item construction in the future.

5.1. THE CONCLUSION

The result of the analysis and the discussion revealed some findings, they are:

- (1) The 1988-1989 Final English Summative Test had an almost adequate coverage of learning outcomes and content, but an inadequate size of samples.
- (2) Its item construction, to an adequate extent, met the principles of constructing multiple choice items and essay items.
- (3) The instruction for the subjective structure test was inadequate.

Those findings led to the following conclusions:

- (1) The 1988-1989 Final English Summative Test had an adequate content validity.
- (2) Of the six sub-tests, the objective Reading Comprehension was the least acceptable, followed by Structure sub-test and Vocabulary sub-test successively.

5.2. RECOMMENDATION

In connection with the discussion of this study, the writer would like to contribute some practical

constructive suggestions which may be useful for future use of test-item construction.

The English summative test for the first grade of SMA Dapena I had been proved to have adequate content coverage. However, there were not adequate samplings in the sixty five items. To have adequate sampling for all sections of this summative test, the writer suggests that the test has more items. For example if the test has 100 items, each section may have more items to represent more topics in the syllabus. The item constructor may add some more topics for the vocabulary, structure and reading comprehension, and conversation sections. The test will, then, has more representative content coverage.

Due to the lack of time on teachers, it is advisable that teachers construct some test-items with the guide of the principles of constructing good language test items and keep the items in the bank of items after finishing each lesson. And when the summative test comes, the teachers only need to select the appropriate items. It will give the teachers greater chance to come up with well-constructed test-items.

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