

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter contributes two parts, the first concludes the main points that have been discussed in the previous chapters, while the second part deals with some suggestions for English teachers in general and offer some feedback to give the constructors greater chance to come up with well-constructed test-items.

6.1 Conclusion

Regarding to the result of this study, the writer would like to conclude the afore discussed findings that :

1. Of the forty items, 11 items (.28) had undesirable index of difficulties
2. Of the forty items, 21 items (.53) had poor discrimination indexes
3. In terms of effectiveness of distractors, 30 items had ineffective distractors
4. Of the four subtests, the structure test was the least acceptable (.00), followed by conversation (.14) and reading (.30) tests. While the vocabulary test was the most acceptable (.46)

In short, only 25 % of the 1989-1990 English UUB test items fulfilled the criteria of level of difficulty, discriminating power, and effectiveness of the distractors.

6.2 Suggestion

In connection with the discussion of this study, the writer would like to contribute some suggestions that might be useful for future use of UUB-item construction particularly to the English teachers of SMAK St. Stanislaus Surabaya or any readers. The suggestions presented based on the findings are as follows :

1. As only 25 % of the 1989-1990 English UUB test items fulfilled the criteria of level of difficulty, discriminating power, and effectiveness of the distractors, a language testing standardization project should be set up to standardize the future UUB test.
2. Of the four subtests, the structure items needed a lot of revision as the items were the least acceptable
3. The English UUB items which had low level of difficulty, in this case the very easy items, should not always be omitted. Sometimes it was necessary to include some very easy items in the test, especially for the beginning items in order to encourage the students. If a test starts with difficult items, the students will be discouraged, as

they get the impression that the test is quite difficult.

4. 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 after finishing each lesson. And when the UUB test comes, the constructors only need to select the appropriate items. It will give the constructors greater chance to come up with well-constructed test items.
5. It is suggested that English teachers pursue further knowledge of language testing, so they may construct better UUB tests that are based on a carefully specifications and meet the guidelines of constructing good test items.

Hopefully these suggestions will help the UUB constructors especially the English teachers of SMAK St Stanislaus to improve their techniques in constructing better tests.

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