

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two parts. The first part covers a brief summary of the first four chapters of this study. The next part gives some suggestions regarding the findings that may be useful for the teachers of English Department and also for the English Department.

5.1 Conclusion

Testing holds an important part in the teaching learning process. Therefore, a teacher should have the ability to make a good test. It is important for a teacher to know the criteria of making a good test. It is hoped that the results really reflect the true ability of the testees, so that the teachers can judge their future achievement.

As one of the criteria of a good test is that it should have a high degree of predictive validity, the writer is interested to know the extent of the predictive validity of the Integrated Course final semester test of the 2005 school year.

It can be concluded that from this research, the value of r Product Moment of the three skills (Oral, Written and Listening) are bigger than the value of each r based on the population. It means that there is a significant positive correlation between the IC Oral test and Speaking I; IC Written test and Writing I; IC Listening test achievement and Listening I in the 2005 school year. The results of the Integrated Course really reflect the students' achievement in Speaking I,

Writing I and Listening I. So, the students who have high achievement in the Integrated Course will have high achievement in Speaking I, Writing I and Listening I as well and the students who have low achievement in the Integrated Course will have a low achievement also in Speaking I, Writing I and Listening I.

However, although the r calculation for the three skills-Writing, Listening and Speaking shows high coefficient than the r table which shows a positive correlation coefficient, the writer still thinks that especially the r calculation of the IC written test and Writing I test is not quite high (0.474) because both the IC written test and Writing I test do not focus on the writing skill itself but the reading skill is also included in the writing skill subject. It is proved by the fact that there is no reading scores in the IC achievement test and the Reading I test. So it is then clearly seen the reason why the correlation between the IC written test and Writing I test do not show a high positive correlation coefficient compare to the other two skills subjects.

Although the result of this study can prove the formulation of the hypotheses, there is still a problem that needs to be paid attention to. It is about the students who get the low scores. Therefore, this study would also like to give some suggestions for the teachers of the English Department and also for the English Department itself.

5.2 Suggestions

Since the findings show that there is a significant correlation between the oral final semester of the IC test and Speaking I test; the written final semester of

the IC test and Writing I test; Listening final semester of the IC test and Listening I test, it is suggested that the English Department should create IC test items which cope English skills subject to help the students achieving maximum results of their English language achievement. In addition there should be remedial materials for Listening, Writing and Speaking subjects. These materials can be made by the writing, listening and speaking teachers of the English Department through a workshop.

In this research the writer only makes an ex post-facto study which means that the writer does not do any teaching nor giving any testing to the students. Therefore, for further research, the writer would like to recommend the researcher to take a larger and wider sample. To give contribution to the IC program, the writer suggests that there are other researchers who conduct researches on the Concurrent validity of the Vocabulary and Reading, Vocabulary and Speaking or other language proficiencies remembering that there are many kinds of validities can be used to make researches.

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