

CHAPTER V

CONCLUSION AND SUGGESTIONS

After analysing the data, in this chapter the writer will draw the conclusion and suggestions.

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 test results should 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 predictive validity, the writer is interested to know whether the 1994 IC Oral test can be validly used to predict the 1995 Speaking 1 test scores. Based on the data analysed in chapter 4, the writer draws the following conclusion :

1. There is a positive significant correlation between the 1994 IC Oral test and the 1995 Speaking 1 test. It means that the increase of IC Oral test scores are followed by the increase of Speaking 1 test scores while the decrease of IC Oral test scores are followed by the decrease of Speaking 1 test scores.
2. The subjects of this study are 111 students. From those students, 58 students get higher scores than the estimated scores. It means that the

students do better than they might have been expected to do in view of their speaking ability. On the contrary, 53 students get lower scores than the estimated scores. It means that the students do more poorly than they might have been expected to do in view of their speaking ability. From the 58 students whose scores are higher than the estimated scores, the writer finds that 31% students' scores deviate more than 7. From the 53 students whose scores are lower than the estimated scores, 34% students' scores deviate more than 7 (the figure 7 is taken from the standard deviation of the estimated scores - $S_{\hat{y}} = 6.755$). For the final conclusion, the writer considers that 32.4 % students' scores deviate too greatly from the writer's estimation. Since there is less than 50 % of the students whose scores deviate greatly, the writer can draw a final conclusion that the 1994 IC Oral test can be validly used to predict the 1995 Speaking 1 test scores.

3. Since the regression coefficient is bigger than t table ($t = 5.165$; $t_{table} = 1.67$), it means that the 1994 IC Oral test is significant in playing a role in predicting the 1995 Speaking 1 test scores.

5.2 Suggestions

From the analysis in chapter 4, the writer finds that there is a significant correlation between the results of the 1994 IC Oral test and the 1995 Speaking 1 test. However, although the correlation between both of the tests is significant, the writer thinks that the correlation coefficient is not quite high ($r_{calculation} = 0.44$). The higher correlation that the test gets the better it is for prediction. In this study, the writer realizes that there are many factors influencing the students' achievement, such as the subjectivity of scoring or

the teaching technique or teaching materials. The weakness of this study is the writer can not control the factors influencing subjectivity of scoring oral test. Based on the fact, the writer would like to suggest that :

1. In scoring the oral performance, the teachers should combine some marking systems in their effort to minimize the subjectivity of scoring. For example : to use marking categories and rating scale, beside that there are 2 teachers as the assessors.
2. It is suggested that the IC Oral teachers and Speaking 1 teachers can work together in good cooperation in order to help the students in achieving the maximum results.
3. Since the IC programme is useful as a basic lesson before the students take the other courses presented in English in the higher semester, IC programme still can be taught in Widya Mandala University, especially in the English department.
4. To give contribution to the IC programme, the writer suggests that there are other researchers who conduct researches on the teaching techniques and materials of the IC.

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