

CHAPTER IV

CONCLUSION AND SUGGESTION

The findings discussed before that:

1. The 1986-1987 English EBTANAS did not have a adequate coverage of learning outcomes and content and size of samples;
2. The high degree of reliability could not be fully relied on as there were some essay items;
3. Its item construction did not meet the principles of constructing multiple choice and essay items to a great extent;

led to the following conclusion:

1. The 1986-1987 English EBTANAS had a low degree of validity.
2. Of the three subtests, the structure test was the least acceptable, followed by vocabulary test and reading comprehension test successively.

RECOMMENDATIONS

If it is true that necessity is the mother of invention, the findings and conclusions offer some feedback to the necessity in the ministry and that something has to be done about it. The analyst recommends that:

1. Seminars and workshops on language testing be held for three important purposes:
 - 1.1 familiarize English teachers with current - developments on language testing.
 - 1.2 to make language teachers aware of the interdependence of language teaching, language learning and language testing.
 - 1.3 to enable English teachers to construct better language tests that are based on a carefully planned table of specifications and meet the guide lines of constructing both objective and subjective tests.
2. A language testing standardization project be set up to standardize the English EBTANAS at the Indonesian Ministry of Education.
3. An education staff member be given an opportunity to pursue further study in language testing. This is urgent as language testing is intricately linked with language teaching and learning.
4. A suggestion be made to the Indonesian Ministry of Education to improve the syllabus of the English subject for the Senior High School, especially in the specifications of learning outcomes for the reading course and other courses that develop the three other language skills.

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