

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing the data, the conclusion drawn is that the teacher's English summative test has not fulfilled the proportion of cognitive level of Bloom's taxonomy regulated by the Ministry of Education and Culture. Then, the 30 multiple choice English summative test items which were inappropriate were then developed into 30 recommended multiple choice English summative test items based on the theory of revised Bloom's taxonomy, the learning indicators, and also the criteria of a good test which had been fulfilled the proportion of revised Bloom's taxonomy regulated by the government in order to get the accurate information of the students' competence. The recommended English summative test items or the product were then validated by two experts, Prof. Amrin Saragih, M.A., Ph.D as the lecturer and Bambang Sarianto, S.Pd as the English teacher at SMP Negeri 3 Tebing Tinggi. After validating the product, the field testing held in order to take the reliability of the recommended English summative test items.

It was concluded that the 30 recommended English summative test items as valid and reliable test items with no significant revisions.

B. Suggestions

In relation to the conclusions, some suggestions are presented as follows.

1. For the English teachers

The English teachers should pay attention to the government demand in arranging the English summative test items for students in order to get the accurate information of the students. The English summative test applied at the end of semester as the evaluation test of the students whether they have mastered all the competencies demand. That is why, the appropriate English summative test is important to be arranged by the teacher so that the students' competence can be evaluated accurately.

2. For other researchers

Hopefully, this research could inspire other researchers who wanted to conduct a further research related to the test development as the references.