

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

In this chapter, the writer elaborates the concluding remarks of the important findings mentioned in the previous chapter's discussions as the answer to the research problems. This chapter consists of two parts. The first part is the conclusion of the study, while the second is the recommendation which possibly valuable for those who are interested and involved in the English language test construction activities.

5.1. Conclusions

Based on the discussion in the previous chapter, it is found that the respondents' activities in constructing the English final test for elementary schools' students did not completely perform each step of constructing an English test in the theory stated by Harris (1969). It was shown by the absence of the step of *pre-testing the material and analyzing the results* in the series of activities conducted by all of the respondents.

There were some reasoning arguments on why they did not conduct pre-test of the formulated test material and analyzing the results of the pre-test. All of the respondents agreed in stating that the time constraint was the cause of it. They also said that performing a pretest required facilities such as test-schedule,

proctors, fund, and students as the test-takers. This condition was related to the policy maker of the schools. Consequently, it seems valuable for not only English teachers but also the principals of schooling institutions who need to develop right understanding of the principles and practice of language testing, including on how an English test should be constructed properly.

The document analysis of the syllabuses which represents the objectives of the English program (which deals with language elements of vocabulary and grammatical structures) and the tests items shows that not all of the items of the tests constructed by the respondents were in relevance to the contents of the syllabuses. The erroneous items of the tests failed to achieve the objectives of some tests items to test what they should really test.

The existence of the erroneous items in the tests proofs that the function of re-reading the constructed tests items plays important role in developing quality test which has no error. Indeed, the absence of pre-testing steps in the test construction, as has been discussed in the previous analysis of the tests construction, also caused the erroneous items unrevealed. It is in line with the theory that careful review will often identify items which otherwise would be lost later in pretesting or would arouse the criticism of the subject matter specialists were they to appear in the final version of the test (Harris, 1969:103). The framework of content validity proposed by Brown (2004) and of Bachman and Palmer (1996:356) are also supported by the evidence that the correspondence between the tests materials and the contents of the program which was shown in

the previous discussion above was able to be achieved by the construction of the tests which were based on the scope of materials presented in the syllabuses.

5.2. Suggestions

Based on the conclusion of the study above, there are some suggestion which possibly valuable for those who are interested and even involved in constructing English language test.

For English teachers, developing understanding on the principles and practices of language testing especially on construction of language testing is an undeniable need since it is a fundamental conception which will determine whatever the teachers do in developing or constructing a language test. Following the stages which are proposed by some language testing experts are so valuable in determining the quality of the test resulted.

For the schools as the educational institutions, facilitating the process of constructing a language test conducted by teachers is also an undeniable need. As all of the respondents implied that one of the reasons they had difficulties in performing English test construction completely was the absence of support and facility from the schools as the institutions, therefore, the commitment of the teachers and the principals are essential in determining the further quality operational or practical policies in facilitating the test construction on English program conducted at the schools.