

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains the conclusion of the whole research and suggestions that based on the writer's findings and discussion about *Ulangan Umum Bersama* and *Ulangan Tengah Semester* first grade school year 2012/2013 at SMKN 27 Jakarta. The conclusion part talks about the conclusion of the data analysis which is based on the aspects of competence tested in the English test of *Ulangan Umum Bersama dan Ulangan Tengah Semester* and how they represent the competence in *Standar Kompetensi* and *Kompetensi Dasar* in School Based Curriculum. In suggestion part the writer gives suggestion to both those who are involved in making the tests and for those who wants to conduct the same research.

5.1 Conclusion

After the data had been analyzed, the result is the test of *Ulangan Umum Bersama dan Ulangan Tengah Semester* hasn't met the requirement of an appropriate test yet. It is because 19% of the whole tests don't represent the statement of basic competences and achievement indicators which is written in a syllabus. It can be seen on the table analysis for each item.

A good test must prove its consistency between the content of the test and the content of the School Based Curriculum for level novice of Vocational High School in relation to Standard Competence (SK) and Basic Competences (KD). Meanwhile, *Ulangan Umum Bersama* and *Ulangan Tengah Semester* of First Grade school year 2012/2013 at SMKN 27 Jakarta don't meet that condition.

This study analyzes the appropriateness of the items tests with the content of basic competences and indicators written in syllabus. The focus of this study is only the appropriateness of its content. Therefore, this study doesn't analyze the appropriateness of level of questions. That is one of the weaknesses of this study. So, it is better if the next researcher of the same topic consider including the appropriateness of the level of questions in their research.

5.2 Suggestion

Based on the findings, the writer makes some considerable suggestions. The first suggestion is addressed to *Sekolah Menengah Kejuruan 27* Jakarta. One of the mistakes is the audio for number 7 to 15 in *Ulangan Umum Bersama* is not related to the question number 7 to 15 written on the test. This may occur because the test-maker didn't check and recheck it carefully. Therefore, they should check the audio whether it is an appropriate audio or not. Also, the head of *Sekolah Menengah Kejuruan 27* Jakarta need to supervise the implementation of the test. Second, it is recommended for teachers to use the result of the findings to be a reference before making a test. The test developers need to revise the test with the better one. Also, the teaching and learning activities in the class room must also be improved. The last suggestion is addressed to those researchers who are interested in conducting a research about assessment. It is recommended for them to also investigate the reliability and validity of the test. If they want to conduct a validity research, it'd better if they do a quantitative research. The next researcher should also include the appropriateness of the level of questions in their research. One thing that shouldn't be forgotten is panel judgment. Panel judgment is very

useful in determining validity of the test because in panel judgment a researcher consults directly to an expert of curriculum.

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