

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented several conclusions and suggestions based on what have been discussed in the previous chapter. The conclusions will be helpful for the readers to build the generalization of this study and the suggestions are the contributions from the researcher after completing this study.

5.1 Conclusion

This study tries to find out two different questions: the cognitive aspect of the English summative test and the procedures. That is why it will present two different conclusions.

5.1.1 The Levels of Cognitive Aspect on English Summative Test

The English summative test consists of five levels of cognitive aspect, namely remembering, understanding, applying, analyzing, evaluating, and creating level. It does not fulfil all Anderson Taxonomy but it has been distributed and tested in the eight grade of MTsN Gresik and the students have succeeded to do it. So, the test must not fulfil all the cognitive aspects of Anderson taxonomy because the Junior High level more focuses on the students' ability in transferring that is why understanding give more portion than others. Next, the creating level can exist on the English summative test if there is a combination between multiple-choice and essay test item but it should give lower portion.

5.1.2 The Procedures in Designing the English Summative Test Items Based on Cognitive Taxonomy

From the finding and the discussion, it can be concluded that there are three general procedures in designing the English summative test items based on Cognitive Taxonomy. Those are doing analysis, drafting, and final product in which each procedure has some sub-steps. Next, It is found that the English teacher has a great knowledge about testing principles and he applies it.

5.2 Suggestion

It is not an easy job to construct multiple-choice items because the test maker needs to know how to design and know well the rules of creating good test items. In accordance with the presented conclusion before, the researcher would like to offer the following suggestions.

5.2.1 To the Teacher

There are some suggestions for the English teacher as the test maker of English summative test grade nine. The suggestions can be seen as follows: First, be better if the test maker recheck all the reading texts and the questions before printing because the English test manuscript typists should be careful and pay an extra attention in typing the draft of English test because the inaccuracies may cause essential mistakes.

Second, be better if the test maker combines multiple-choices with essay or short answer, so the creating level will exist on the English summative test. The test maker should maintain the way to create an English test item. The last is the test taker has to do a tryout, so the question always up-to-date. It means that the test taker should combine the test items, whichever he used to the new one.

5.2.2 To the Further Researcher

The researcher only conducted this study at grade eight of Junior High School. The researcher hopes that there will be the further researchers to identify the existence of cognitive level on the English Summative test at all grades of Junior High School and it may be having a different result when the further researchers conduct it at all levels of Junior High School.

Next, the English summative test only consists of multiple-choice items, so be better if the next researchers do a study on school in which the English summative test consists of different type of test items because the existence of cognitive level and the procedure of designing it will be different. In addition, the next researchers could do another study with different test like formative test, Junior High School's entrance examination or others. Besides, the researcher hopes that the next researchers can conduct this study on different level of school: Elementary School, Junior High School, Senior High School, and University. The next researchers can compare the cognitive level of English Summative test items and the procedure to design them.

The last, the Anderson taxonomy can also be used to analyze teachers' questions asked in class to see whether those questions indeed match the basic cognitive skills. Lastly, the thirteen curriculum specifies that the students' critical thinking abilities in English and creativity, which are higher cognitive skills mentioned in the Revised Taxonomy, needs to be acquired.