

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher tells about the conclusion and suggestion of what have been discussed in the previous chapters and analysis of this study.

5.1. Conclusion

The finding of the analysis in the previous chapter enables the researcher to draw some conclusions as follows:

1. Cognitive process criteria that were found in English School Examination of SMPN 8 Purwokerto in the academic year of 2021/2022 are finding information and understanding with the total question number of finding information cognitive process criteria as much as 18 questions number and the understanding cognitive process as much as 22 questions number. The researcher didn't find evaluate and reflect cognitive process criteria.
2. The number of questions with understanding cognitive process criteria that were found is more than finding information cognitive process criteria. Finding information cognitive process as much as 45% and the understanding cognitive process as much as 55%.

Based on the findings of the research above, Minimum Competency Assessment (AKM) literacy competency component is not fully found in the question of English School Examination at SMPN 8 Purwokerto in the academic year of 2021/2022. The questions of English School Examination were dominated by questions in understanding category and there were no questions in evaluate and reflect category. Minimum Competency Assessment (AKM) is designed to measure students' higher order thinking skills, and not merely to see if the students are familiar with literal elements of the text. School Exam questions would be better if the distribution of the questions covered all aspect of Minimum Competency Assessment (AKM).

5.2. Suggestion

The researcher hopes this study will be beneficial for everyone in research, especially in analysis of Minimum Competency Assessment (Assessment Kompetensi Minimum). After the analysis, the researcher give some suggestion for the teacher, students, and also other researcher as follows:

1. For the teacher

The researcher hopes that the result of this research can help teacher to develop English learning and English test based on Minimum Competency Assessment (AKM) because Minimum Competency Assessment (AKM) was standardized with PISA which means it is used international standard.

2. For the students

The researcher hopes that the result of this research can help students to know the type of questions that based on Minimum Competency Assessment (AKM) in English form. Then, the researcher hopes that the students can improve their English ability by learning with test that based on Minimum Competency Assessment (AKM).

3. For other researcher

The researcher hopes this research can be further developed because in this research the researcher just focusses on analyzed process cognitive criteria. There are many more things that can be explored such as the content and the context of Minimum Competency Assessment (AKM).