

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This final chapter presents conclusion derived from the whole analyses and discussion presented in the previous chapter. This chapter also covers some suggestions based on the study for readers.

#### **A. Conclusion**

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. Based on the research question and the analysis of the data in the previous chapter, the researcher concluded that English Summative test for the second grade of MA Uswatun Hasanah Semarang made by MGMP LP Ma'arif NU of Semarang district at odd semester in the academic year 2013/2014 :

1. The content validity of the test is categorized adequate in term of content validity analysis. It means that the contents of the test have covered adequately to the indicators which are recommended in the syllabus. Based on the computation done by comparing between the contents of the test and the indicators recommended in the syllabus, the researcher found that the final result is 60,8%. It is regarded as adequate category because it is in the range from 56% to 75%.
2. The test is categorized reliable at both test items, in multiple choice and essay test. It is proved by the result of calculation of multiple choice test is 0.989 and the result calculation of essay test is 0.806. they are higher than 0.70. Then, the researcher concluded that the multiple choice and essay test are considered as reliable.
3. The practicality of the test has two criteria they are simple and complete. In this research, the test has two criteria simple and complete. But, in complete categories the test did not included the scoring guidance aspect.
4. a. The difficulty level in multiple choice test, there are 4 items (8%) are regarded as easy test items, 25 items (50%) are regarded as moderate test

items and 21 items (42%) are regarded as difficulty test items. To sum up, from this analysis it can be said that the difficulty level of multiple choice test has moderate level. In other words, this test fulfills the criteria of a good test, in term of difficulty level.

- b. The difficulty level in essay test, there are 2 items (40%) are categorized to be easy test items, 3 items (60%) are categorized to be moderate test items and none for difficulty category. in summary, from this analysis it can be said that the difficulty level of essay test also has moderate level. In other words, this test also fulfills the criteria of a good test, in term of difficulty level. Overall, the test is categorized as a good test in term of difficulty level at both of them, multiple choice and essay test.
5. a. The discriminating power in multiple choice test, there are 14 items (28%) are regarded as bad category, 13 items (26%) are regarded as poor category, then, 6 items (12%) are regarded as satisfactory category, 16 items (32%) are regarded as good category and 1 item (2%) is regarded as high category. To sum up, from this analysis it can be said that the discriminating power of multiple choice test has good category. In other words, the test almost fulfills the criteria of a good test, in term of discriminating power because, the test is called a good test in term of discriminating power if it has high category.
  - b. The discriminating power in essay test, there are 2 items (40%) are regarded as poor category, 2 items (40%) are regarded as satisfactory category. Then, there is 1 item (20%) regarded as good category and none for bad and high category. In summary, from this analysis it can be said that the discriminating power in essay test also does not fulfill the criteria of a good test in term of discriminating power because, the test is called a good test in term of discriminating power if the test has high category. Overall, the test is not categorized as a good test in term of discriminating power at both of them, multiple choice and essay test.
6. The distractor analysis in the test work effectively. It is proved from the result of analysis that there are 70 distractor items that do not work effectively from 200 distractor items that distributed in the 50 numbers of multiple choice test.

Then, the researcher made percentage the result of analysis and found 35% distractors do not work effectively. To sum up, from this analysis it can be said that the distractor analysis of the test items fulfills the criteria of a good test, in term of distractor analysis.

From six criteria to be a good test, just discriminating power which did not fulfill the criteria of good tests, and what causes many students got low score, did not come from the test itself but it may come from almost all of students who did not master the material being measured, yet.

## **B. Suggestions**

Having finished conducting the research, the researcher has some suggestions that might be useful.

1. The suggestion is addressed to the test makers in order to be more selective in making the test and revise the test items that donot fulfill the criteria of a good test.
2. The second suggestion is addressed to the classroom teacher in order to check the test before it will be conducted. Eventhough, the teachers did not make the test but, it is good for them to know about the condition of test and its test items whether it is good or not.