

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

#### **A. CONCLUSIONS**

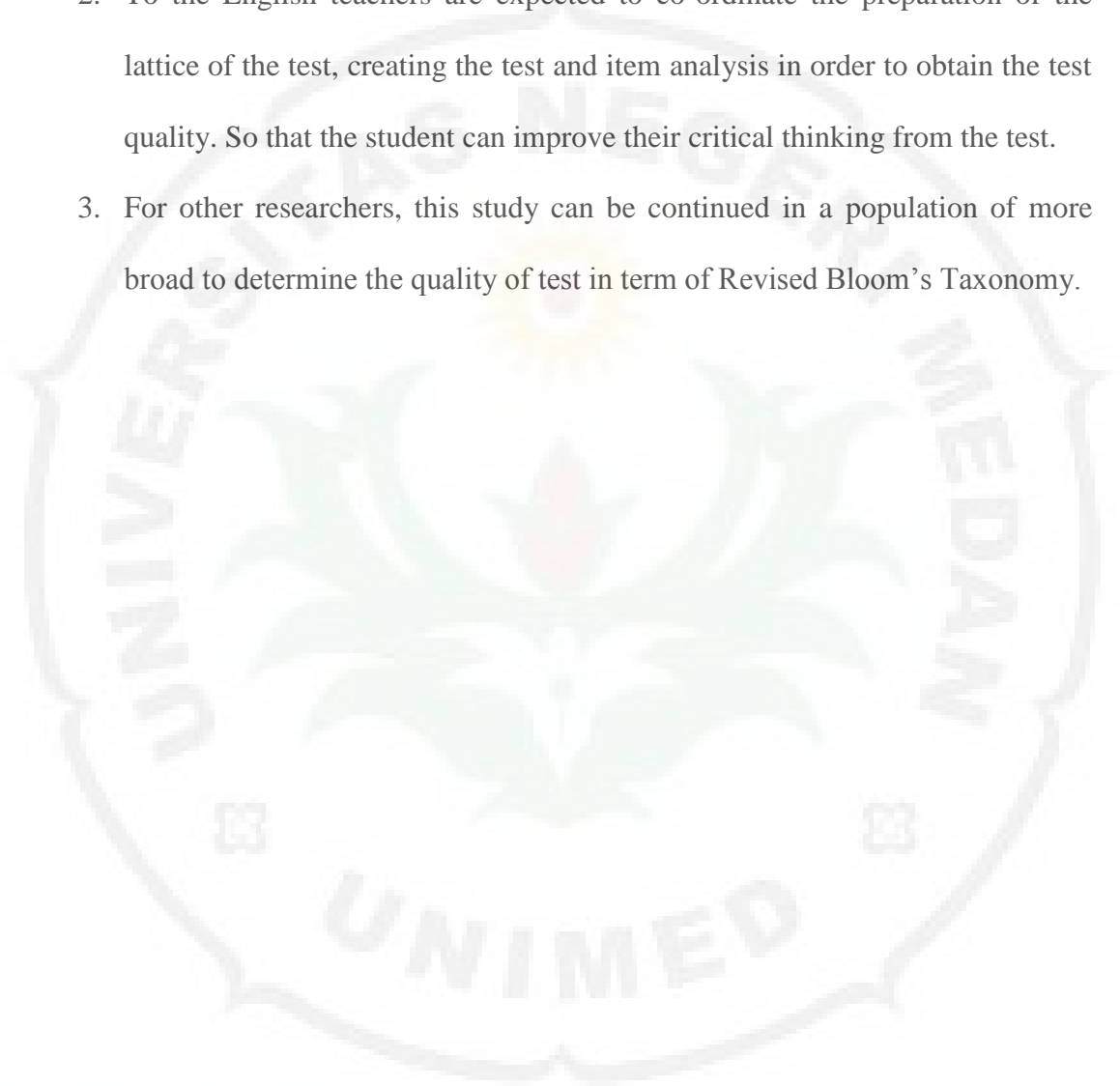
Based on the data analysis and discussion in the previous chapter, Reading test items for second year senior high school students of English Summative test in SMA Negeri 1 Tebing Syahbandar academic year 2015/2016 get the percentage of the level of Revised Bloom's Taxonomy cognitive domain of odd semester and even semesters. Those are remembering level (C1) reaches 69.23% and 38.89%; understanding level (C2) reaches 15.38% and 5.56%; applying level (C3) reaches 7.69% and 0%;, analyzing level (C4) reaches 7.69% and 55.56%; and 0% for evaluating level (C5) and creating level (C6). It means that the reading test items have not been appropriate with the good test criteria based on Sudjana theory, where the cognitive ratio of a good test is 3: 4: 3, it means that 30% for easy items, 40% to the fair items, and 30% for difficult items.

#### **B. SUGGESTION**

Based on this research can be submitted suggestions as follows.

1. To local office of Education Department (Education Department of Provincial or district or city) is expected to create a policy that contains the necessity for teachers to analyze the items before using the test to measure the ability of students.

2. To the English teachers are expected to co-ordinate the preparation of the lattice of the test, creating the test and item analysis in order to obtain the test quality. So that the student can improve their critical thinking from the test.
3. For other researchers, this study can be continued in a population of more broad to determine the quality of test in term of Revised Bloom's Taxonomy.



THE  
*Character Building*  
UNIVERSITY