

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the analysis of the 35 test items for third grade in SMA N 1 Pagaran in the academic year of 2016/2017, the following conclusions could be drawn:

1. In analysis of item validity, the English Final Test at the Second Semester of Third Grade Students of SMAN 1 Pagaran in Academic Year 2016/2017 has medium validity level because there are 18 items (51%) fulfill the requirements of validity and there are 17 items (49 %) that do not fulfill the requirements of validity.
2. By applying SPSS 17, the writer found that the coefficient of reliability of the whole test is 0.676. It means that the test is reliable, and we can use the test items as the instrument of evaluation again if we want to.
3. Considering from the level of difficulty, the writer found that the English final test made by the group of teacher in SMA N 1 Pagaran do not fulfill as the requirements as the good test or on the other words it categorize as a poor test. it found there are only 5 items (14%) out of 35 items are easy item, 15 Items (43%) moderate, and 15 items (43%) difficult. The number among: easy, moderate and difficult items are not balance.
4. In analysis of the item discrimination power, it was found that there are 7 items (20 %) has wrong index of discrimination, 6 items (17%) has poor index of discrimination, 8 items (22%) satisfactory index of

discrimination, 13 items (38 %) of the items good discrimination items, and 1 item ( 3 %) excellent in discrimination item. We can conclude that the quality of the test based on the discrimination item is poor or it is not good.

Finally, the writer draws a conclusion that the test items in the English Final Test at the Second Semester of Third Grade Students of SMAN 1 Pagaran in Academic Year 2016/2017 is not good but it could still be used as an instrument of evaluation with some revisions.

### **B. Suggestions**

Constructing good language test items (particularly objective test items) is not an easy task. Based on the conclusions above, the writer would like to offer the following suggestions.

#### 1. For Teacher

Teacher as the test maker in the school should know about the characteristics of good language test, especially the procedure of determining difficulty levels and discrimination power. To know whether the test is good or not, the test maker should try out the test first before testing it to the students. Items that can still be used should be revised and saved. The items that contain too many problems should be discarded.

## 2. For Students

The students should be careful in reading, analyzing, and answering the test. If they found the vague statements or questions, the students can ask the examiner to explain.

## 3. Other Researcher

The writer hopes the result on this item analysis could be used as an example in analyzing other test items, and encourages other researchers to do research on the same subject.

