CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The English teacher's summative test items were less appropriate because only consist of subjective test items. Then 12 essay test items which included in the summative test of the English teacher's made then developed into 30 number of multiple choice items and 5 number of essay test items based on the theory of revised Bloom's taxonomy and also the criteria of a good test in order to get the accurate information about students' competence.

The recommended English summative test items or the product then validated by two experts, first valuator was Indra Hartoyo, S.Pd., M.Hum as the lecturer of English and Literature Department in State University of Medan, and the second valuator was Suryani Lubis, S.Pd as the English teacher at SMP Bina Bersaudara Medan. The Kuder-Richardson formula 20 (KR-20) was applied in order to know the reliability of the test items. It was concluded that the recommended summative test items as valid and reliable test items.

B. SUGGESTION

In relation to the conclusion, some suggestions are presented as follows:

1. To the English teacher

   The English teacher should pay attention to writing the test items in order to get accurate information of the students. The English

summative test applied in the end of semester as the evaluation test of the students whether they have mastered all of the materials. That is why, the appropriate English summative test items was important to be arranged by the English teacher because it can help evaluated students' competence accurately.

2. To other researcher

Hopefully, this research as a reference to other researchers who wanted conduct a further research related to the test items development.