

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1 Conclusion

Based on the research data that has been analyzed, it can be concluded that :

1. The level of validity of the English test in grade 5 elementary school before the revision based on material aspects, construct aspects and language aspects obtained a percentage of 73% with a good category. After being revised, based on material aspects, construct aspects and language aspects obtained a percentage of 90% with a good category . The reliability test was carried out twice, namely the questions before expert validation and after expert validation. The results of the reliability test on the first question were the value -0.084 in the unreliable category because the value was ≤ 0.700 . After the questions were validated by the experts, then the questions were tested on the students. Furthermore, the second test of English test reliability was carried out. The results of the second test reliability test, namely the KR 20 formula with the help of the Excel program obtained a value of 0.413 in the sufficient category .
2. The level of validity and reliability of the English test in grade 5 elementary schools. Before the revision, the number of valid questions was 4 valid questions or 16% of the total questions. Furthermore, the number of questions that can be accepted is 17 questions, but 13 questions are not valid. So it is necessary to fix the problem as a whole. After the revision was made, the

number of valid questions was 16 valid questions or 64% of the total questions. Furthermore, the number of questions that can be used is 15 questions, because one significant question has a low difference power, so that question is not used. Therefore, it can be concluded that valid tests can be used to measure student learning outcomes.

3. The validity and reliability of the English test in fifth grade public elementary school 058238 Bukit Rata should be revised because the results of the validity prior to the revision show that the average test validation result in the material aspect is 70% with a good category. The results of the validation on the construction aspect obtained an average of 69% with a good category. The results of the validation on the language aspect obtained an average of 80% with a good category. After being revised it is known that the average result of the test validation on the material aspect is 90% with the very good category. The results for the construction aspect average 88% with very good category. The results of the validation on the language aspect obtained an average of 95% with the very good category. The English test in Grade Five must be revised so that it is valid and reliable. Reliability is used as an indicator in believing the value of a test because it has consistency. While the test must be valid because it is used as a development and evaluation of a test. In addition, validity is also needed to determine the feasibility of items.

5.2 Implications

The results of the analysis show that the number of valid questions is 15 with a percentage of 60%. Valid questions are maintained. Meanwhile, invalid

questions should be corrected or not used anymore. Improvements can be made by improving the technical ability of the preparation of learning outcomes tests and paying attention to the suitability of the material so that it can be reused in the future. In addition, the results of the analysis showed that the reliability of the questions was 0.413 in the sufficient category. So this Reliability is a fairly good question and needs to be improved so that the reliability value increases.

5.3 Suggestion

Based on the results of the analysis of the items in terms of validity, reliability, difficulty level, distinguishing power, and distractor effectiveness on the odd semester final exam questions in English, it is suggested to:

1. For teachers

As a question maker, you should pay more attention to the criteria for the quality of good items, so that in making the questions that will be tested on students, they can be of more quality so that the learning outcomes test can carry out its function properly.

2. Headmaster

In order to better facilitate existing teachers in schools to develop tests that will be used in exams. Principals must also be more active in supervising teachers to improve the quality of education in schools.

3. Next Researcher

For further researchers, the results of this test analysis can be used as a research instrument. Furthermore, researchers can also link the results of this study with other variables.