

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The problems of this study are to describe content validity of English summative test in odd semester and even semester of the eleventh grade students at MAS YMI Sinaksak by analyzing them in connection with learning indicators and to measure reliability of English summative test items in odd semester and even semester. After analyzing the data, the researcher concludes that:

1. The English summative test which was administered for the eleventh grade students in odd semester is 29% valid in terms of conformity with learning indicators. Based on Arikunto's criteria, the percentage obviously falls into 21-40% and the interpretation is *poor*. It means that the English summative test for the eleventh grade students in odd semester has *poor* content validity. But, the English summative test which was administered of the eleventh grade students in even semester is 54% valid in terms of conformity with learning indicators. Based on Arikunto's criteria, the percentage obviously falls into the level 41-60% and the interpretation is *fair*. It means that the English summative test for the eleventh grade students in even semester has *fair* content validity.
2. The reliability of multiple choice form in odd semester is 0.83 coefficient. Based on stated criteria the coefficient falls into the level 0.80 - 1.00 and

the interpretation is *very reliable* and essay form is -0.36 coefficient. it means that the essay form in odd semester is *not reliable*. Meanwhile, the reliability of multiple choice form in even semester is 0.69 coefficient. It means that the reliability of English summative test fall into the level 0.60 – 0.80 and the interpretation is *reliable*. But, the reliability of essay form is -1.3 coefficient. It means that the reliability of English summative test is *not reliable*.

B. Suggestion

The following are several suggestions which are hopefully useful to others who want to conduct a research related to this study.

1. To English Teachers

The English teachers as well as the test designer have to understand how to write a good test in term of content validity before making a test. Therefore, it will be better if the test designer / teachers make the test items by considering the conformity between the test items and the learning indicators. Furthermore, when teachers found test items are not learning indicators, the teacher should revise the test items that can still be used in the test.

2. To students

Student as test-taker should study hard before examination that the reliability of test is reliable or credible.

3. To other researchers

The result of this research can be used an additional reference on the related study for the next research with greater population in order to gain a wider generalization.



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