

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1. Conclusion**

Based on the results of research and discussion on biology summative test items of class 11 MIA in Methodist – 8 Medan senior high school, it can be concluded:

1. Based on the analysis from the validator, that all test items of 11 MIA with academic year 2020/2021 meet all content aspects. This shows that all test items have entered the category of very good questions based on the content aspect and with a percentage of results of 100%.
2. Based on the analysis of the validator, that all test items of 11 MIA with academic year 2021/2022 meet all aspects of language. This shows that all test items have been included in the category of very good questions based on the language aspect and with a percentage of results of 100%.
3. Based on the analysis of the validator, that not all questions meet all aspects of construction. There are only 2 test items that meet the 4th point aspect, namely numbers 3 and 17. In addition, there are no other test items that meet this aspect. This shows that only 2 test items (8%) fulfill all construction aspects and 23 test items (92%) do not meet one construction aspect, namely point 4.

The dominant cognitive level of Taxonomy Bloom in the test of items of 11 MIA with academic year 2020/2021 is C1 (Remembering) with 13 test items (52%) and C2 (Understanding) with 7 test items (28%) and this level includes into the easy category. Cognitive level in the medium category, namely C3 (Applying) C4 (Analyzing) each with 2 test items (8%). And the cognitive level with the hard category, namely C5 (Evaluating) as much as 1 test item (4%), C6 (Creating) as much as 0 (0%). And the dominant cognitive level of Taxonomy Bloom in the test of items of 11 MIA with academic year 2021/2022 is C1 (Remembering) with 10 test items (40%) and C2 (Understanding) with 7 test items (28%) and this level included in the easy

category. Cognitive level in the medium category, namely C3 (Applying) with 2 test items (8%) and C4 (Analyzing) with 5 test items (20%). And the cognitive level with the hard category, namely C5 (Evaluating) as much as 1 test item (4%), C6 (Creating) as much as 0 (0%).

4. Validity of test items of 11 MIA with academic year 2020/2021 there are 4 of 25 test items (16%) which are declared valid and 21 other test items (84%) are declared invalid. And test items of 11 MIA with academic year 2021/2022 there are 12 of 25 (48%) test items which are declared valid and 13 other test items (52%) are declared invalid.
5. Reliability of test items of 11 MIA with academic year 2020/2021 is -1.82. So it can be concluded that the reliability of test items of 11 MIA with academic year 2020/2021 is very low. Then, the reliability of test items of 11 MIA with academic year 2021/2022 is 0.28. So it can be concluded that the reliability of test items of 11 MIA with academic year 2021/2022 is low.
6. Difficulty index of test items of 11 MIA with academic year 2020/2021 there are 23 test items (92%) which are declared Easy, 2 test items (8%) are stated to be Medium, and no questions are stated to be Hard. Difficulty Index of test items of 11 MIA with academic year 2021/2022 there are 24 test items (96%) which are declared Easy, 1 test items (4%) are stated to be Medium, and no questions are stated to be Hard.
7. Discriminating index of test items of 11 MIA with academic year 2020/2021 with a large group of 40 students and a small group of 39 students shows that there are 19 test items (76%) that are Bad, 4 test items (16%) Medium, 1 test items (4%) Good, and 1 other test items (4%) Very Good. And test items of 11 MIA with academic year 2021/2022 with a large group of 37 students and a small group of 36 students shows that there are 13 test items (52%) that are Bad, 9 test items (36%) Medium, 3 test items (12%) Good, and no test items that are Very Good.
8. Distractor function of test items of 11 MIA with academic year 2020/2021 with a large group of 40 students and a small group of 39 students shows that there are 19 test items (76%) that are Bad, 4 test items (16%) Medium, 1 test items (4%) Good, and 1 other test items (4%) Very Good. Distractor function

of test items of 11 MIA with academic year 2021/2022 small groups of 36 students shows that there are 13 test items (52%) that are Bad, 9 test items (36%) Medium, 3 test items (12%) Good, and no test items that are Very Good.

## 5.2. Suggestion

Based on the results of research and discussion of the biology summative test items of class 11 MIA in Methodist – 8 Medan senior high school, researchers can provide the following suggestions :

1. Teachers or schools should be able to use the results of this research as consideration in making or compiling biology test items for the future;
2. Teachers or schools should strive to improve the quality of test items so that the abilities of students can be measured properly and clearly;
3. Teachers or schools should try to follow the rules of preparing test items that have been set.