

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Research on the development of a test instrument for reading report text based on Two-Tier Multiple Choice has been carried out by referring to interviews with teachers, the result of previous instrument test analysis, the document of the syllabus, and the lesson plan. The ninth-grade English teacher were interviewed to get more accurate data. After that, the syllabus, lesson plan, and item tests were analyzed to develop test items that followed students' achievements in the syllabus and lesson plans. The Two-Tier Multiple Choice test instrument was developed. Namely, the first level consists of questions that reveal the concept that students will choose the answer. The second level contains why students choose certain answers at the first level. The test instrument was developed using the development method proposed by Borg and Gall (2007) with a lower-level development procedure that has been modified by Sugyono (2016), starting from gathering data and information as preliminary data, analyzing data, developing material, validating by experts, revising the product to produce a final product. The instrument test that was developed as a whole is of very good quality, judging by the validity of the developed test which has a content

validity (CVI) of 1.00 and can be used by the ninth-grade students of SMPN 3 Doloksanggul.

B. Suggestion

Teachers can use this instrumented test to measure the ability to read report texts for grade 9 students and for the topic of reading report texts. For other researchers, they can develop this test for other higher-level English materials as well. Teachers at SMPN 3 Doloksanggul should also make similar questions for other English language materials instead of taking questions from the internet that have not been tested for validity and have not been able to measure students' critical thinking.

