

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result of the analysis of the data obtained, the study has come to the following:

1. Since the analysis of the content validity use in analysis, the English test items in *UAS* semester 2 2008/2009 for the first year of *SMA Muhammadiyah 2 Sidoarjo* have low content validity, since the two skills are not covered in the test. It not appropriates with the curriculum in which in a test the two skills should be covered.
2. In analyzing reliability, the teacher-made English test items in *UAS* semester 2 2008/2009 of the first students of *SMA Muhammadiyah 2 Sidoarjo* have adequate reliability since the reliability of the test of class X1 and X2 is nearly the same or consistent. In class X1 the result is 0,66 and in class X2 is 0,072.
3. The index difficulty in multiple-choice test for class X1 is acceptable since there are almost an half of test items are good, so its index of difficulty in multiple-choice test is acceptable. Still for those items

which are easy and difficult, they need to be revised. For class X2, since they are almost an half test items are easy. For those items which are easy and difficult, they need to be revised. It can be caused by difference ability of the students in each class in absorbing the lesson, the rank of each class where class X2 has higher rank than X1 contains students with the ability above average, and the way of teacher in teaching.

4. The index of discrimination in multiple-choice test for class X1 is not adequate since almost an half of items are poor. For those items which are not discriminate, poor need to be revised. For class X2, since there are almost an half of the items are not good, so its index discrimination is also not adequate. In class X1 the item have 62,2 % and in class X2 have 68,9% of multiple choice have index difficulty between 0,00-0,20 it means that those item are poor. Those items need to be revised also.
5. The item distracters of the multiple-choice test for class X1 are 89 or 38,5% of the multiple choice items are non function distracters, which must be changed. And 2 or 0,8% of multiple-choice items are not good distracters, must be changed also. Since there are 134 or 59,5% are a good distracter. For class X2 88 or 39.1% of the multiple choice items are non function, which must be changed. And 7 or 3,1% of the multiple-choice items are not good distracters, which must be changed

3. To make the test item, there are many reference books on how to make the test which contains good index difficulty and index discrimination. The test makers should construct the test based on the principles of constructing a good test so that the test will be acceptable and the objectives will be achieved.
4. For the teachers, it is important to know how to score the test. The teachers should separate the objective and subjective test score. Each item of the objective test has the same scoring. In writing test as the subjective test, the teacher should give the score correctly by giving the specification skill that the students achieved based on the principle.