CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the data analysis and the explanation about the interpretation on the previous chapter, the researcher concludes as follows:

- 1. The content validity of the English placement test in 2011-2014 are suitable with the content validity, but the the content validity of English test in Placement test were not categorized as a good content validity. In addition, the content validity in this English placement test was decreased in certain year, because from content validity of the English placement test in 2011 achieve 50% but the next English placement tests only achieve 40% of the appropriateness with the English syllabus. Further, the test maker only focuses on some basic competence in making the test in every placement test. It means that the curriculum which has to be a guideline in conducting this test did not cover all of the basic competence in English syllabus KTSP 2006.
- 2. The differences of the content validity result of English placement test are below. Because all of the English placement test are categorized as a Less good test. It is depend on the number of percentage based on the result of the appropriateness with the English syllabus and the Arikunto's opinion about

the criteria of a content validity of the test, each placement test are categorized as follows:

- a. The English test in placement test in 2011 categorized as a less good test because this test only have a 50 % of the appropriateness the topic of English question with the basic competence in English syllabus KTSP 2006.
- b. Same as the English placement test in 2011, the English test in placement test of 2012 also categorized as a **less good** test with 40% the conformity to the English Syllabus because only some indicators that cover the English syllabus of KTSP 2006.
- c. The English test in 2013 categorized as **less good** test since this test only achieve 40% lower than the minimum score to be a good test, that is 76%. Same with the English placement test in 2011 and 2012, the English questions in this English Placement test did not cover all of the basic competence in KTSP 2006.
- d. The English test in 2014 also categorized as **less good** test same as the other English placement test because this test also achieve only 40%. This English placement test also did not cover all of the basic competence in KTSP 2006.

B. SUGGESTION

After giving the conclusion of this research, the researcher also wants to give some suggestions to the school committee of SMPN 5 Surabaya especially for test maker. This suggestion is also for the reader or the next researcher who wants to do the research about the content validity of English placement test.

- These following suggestions especially addressed for the test maker and the other school committee as a feedback after the writer analyzes the question sheet of each placement tests.
 - a. The test maker should make more various tests that suitable and conform to the curriculum as a manual in making test. Because what they have created in the previous test was monotonous in applying the indicator. Therefore, the indicator that will be applied should be average.
 - b. The test maker also should be focus more in making the questions for one placement test, as a researcher found that there were some questions repeated from one placement test to the other placement test. The test maker has to update their test every year to avoid the repetition.
 - c. The school committee should sort the test that used in dividing student into excellent and regular class. By having the good test in this placement test, it also determine the treatment that will be given for the student. If the test used in placement test is not categorized as

- a good test then the treatment that will student get during lesson will be useless and not objective. Even the placement test also contain of another material but English also should be a priority in making test.
- d. The school committee especially for headmaster should not feel fed up in evaluating and monitoring the process in conducting the placement test. It should be there is an improvement of the guideline for the English placement test since this test is conduct in the beginning of semester, the guideline in making the test should appropriate with the student's competence.
- 2. This suggestion for the next researcher who wants to have a research about the measuring the good English placement test, the researcher suggests that the next researcher have to focus on the measuring the guideline that the test maker uses in design the test, whether it appropriates with the student ability or not.