

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion. In the conclusion, the researcher conclude the result of her research about “*An analysisTeacher made English UKK test for academic 2012 – 2013 for seventh graders of Muhammadiyah 9 Surabaya.*” and the researcher conclude the result from chapter IV,Including analysis English ukk test based on the characteristic of a good test, face validity, content validity, reliability, and item analysis include index of difficulty, index of discrimination and analysis of distractors. While in the suggestion, the researcher would like to recommend matters that are need to do and not dealing with design good test to the several peoples stated in the first chapter, including teacher, students and further researcher.

A. Summary

From data analysis in chapter IV, it can be seen that English teacher in 7th grade in SMP Muhammadiyah 9 Surabaya, as follow: Based on the characteristics of a good test by J. B Heaton, First, in each item it has only one answer with clear question and clear instruction, so the students can understand the test easily. Second, this test only one feature at a time should be tested. Third, each option also has grammatical correct when placed in stem, so the stems not give clues or question to the question. Furthermore, it can be categorized that the distractors is useful because it seems correctly. Fourth between a question with another questions be dependent

and does not give clues to other question. And the last all multiple choice items should be at a level appropriate to the proficiency level of the testees. From the result of analysis the validity include face validity or the performance of the test and content validity. The test has good face validity because it has good layout with the good arranging. Moreover, English UKK test has good content validity because 78% items test cover the materials. Beside that there are 22% all of test didn't cover the materials. Those items are not suitable with the indicators of standard and basic competencies and were not taught in this semester.

From the result of analysing of reliability, we can conclude that English UKK test has been constructed by an English teacher of 7th grade in SMP Muhammadiyah 9 Surabaya has not reliability because the result from calculate score with split half method is 0,15. So, those items must need revised. The factor affecting the reliability may be the personal students are illness, less motivation, the question the most difficult understand, etc. so, those are need revised with retest again to get good reliability.

Based on those results of items analysis, we can generally conclude that index of difficulty, index of discrimination, and distractors in SMP Muhammadiyah 9 Surabaya. First, index of difficulty of English UKK test has good index difficulty because 37 items out of 50 items those moderate. It have index difficulty 0,30 – 0,70. It means that those items do not need revise. Second, the index of discrimination of the teacher made English UKK test has 28 items those satisfactory, 12 items those poor, and 10 items those good. So those items do not need revised. And the last the

effectiveness distractors of English UKK test has good distractors because the students choose the distractors more than 5%. It means more than 3 students have choose the distractors. It means that the all answer correctly.

B. Conclusion

1. According to the result, the conclusion of the constant validity of teacher made English UKK test for academic years 2012 – 2013 for seventh graders of Muhammadiyah 9 Surabaya has a good face validity. It can be seen from the test looks, the direction, and the type of the test items shows that the test have a good characteristic.
2. The conclusion of the constant validity of teacher made English UKK test for academic years 2012 – 2013 for seventh graders of Muhammadiyah 9 Surabaya has a good constant validity since 78% item test covered the indicators of standard of graduates competencies.
3. The teacher made English UKK test for academic years 2012 – 2013 for seventh graders of Muhammadiyah 9 Surabaya has unreliability because the result of reliability test has 0,15. It means that those items need revised.
4. The teacher made English UKK test for academic years 2012 – 2013 for seventh graders of Muhammadiyah 9 Surabaya has good index of difficulty since 37 items out of 50 items those moderate. It have index difficulty 0,30 – 0,70. It means that those items do not need revised.

5. The index of discrimination of the teacher made English UKK test for academic years 2012 – 2013 for seventh graders of Muhammadiyah 9 Surabaya show that 28 items those satisfactory, 12 items those poor, and 10 items those good.
6. Teacher made English UKK test for academic years 2012 – 2013 for seventh graders of Muhammadiyah 9 Surabaya has a good distractor because the students choose the distractors more than 5%.

C. Suggestion

After recognizing the result of this study related to the characteristics of a good test, validity, reliability, and item analysis of English UKK test that has been constructed by an English teacher of 7th grade in SMP Muhammadiyah 9 Surabaya, there are several matters that are seemed to be suggested. As state in the first chapter, the suggestion due to the English teacher, the students and further researcher, as follows:

1. For the test maker, it is very important to make test which has good quality. The test maker should know aim what they are going to measure. To know whether the test is good or not, so the test maker should tried out the test first before giving the students.
2. Because of several indicators are not cover in the test, the teacher should modify the test so that it covers the entire indicator of standard of graduates' competence.

3. The teacher should revise reliability test because the result of test is not reliable. So, it needs to be retested again. Maybe the factors affecting unreliability of the test is the student condition and situation.
4. Although the index of difficulty of the test is good, there are several items that too difficult and too easy. So the teacher should revise the item test. Because the teacher made test for final test so the index of difficulty of the test should moderate.
5. The teacher should revise the items test that are poor because to know distinguish between students upper and students lower.
6. For further researcher, there are so many of tests that need to be analyzed and from doing analysis, you will know how to construct based on characteristic a good test.