CHAPTER V
CONCLUSION & SUGGESTION

This chapter was present about the conclusion and suggestion based on the result and discussion of the research, which explained in the previous chapter.

5.1   CONCLUSION

Based on the result of analyzing the English final test on seventh grade students in South District Gresik in academic years 2016/2017, the conclusion of this research from three questions as follows:

The English final test for seventh grade students in the first semester that applied in 43-50 schools (MTs) in South District Gresik in the academic year of 2016/2017 that the items test created by schools work group and teachers work group (KKM & MGMP) has been accordance with the latticework. From the lattice work that researcher get from the school shown the items test for divided each items based on the basic competence and themes. Then the items test pack was necessary with the administrator in the education minister. The test-pack has been the difficulty levels and discrimination power's test before distributed in the schools. And the test was according to the teachers' perspective. Then, after the test-pack was distributed in the schools and used to measure the students' ability, the teacher identify the test for the validity, reliability test based on the students' score and answered sheets.

Subsequently, the researcher analyzes the items test pack based on the syllabus and the theories about the good test in ESL to know the quality of the test. Then, the result based on the analyzed from the three schools by the random sampling data with the fifty questions that the items test was appropriateness regarding to the basic competence and the good assessment in ESL. From the curriculum checklist shown that the items test has not equally of divided each items in the themes and basic competence in syllabus. The items test was

dominant with the basic competence 4.2 with 36% and it was thirteen numbers of questions. And the items test was conducted of the designing in multiple-choice form in ESL based on the good assessment checklist. One of the important points to designing the test should has the stem that referred as option / responses / alternative, and has one correct answer to each item

Then, the next result was from the quantitative data. The quantitative results had four aspects to explain the quality of the test-pack. Those were difficulty levels, discrimination power, validity, and reliability. The first aspect was difficulty levels. The items test has the three categories. The hard levels had 4 numbers with 8%, the easy level had 22 numbers with 44%, and the medium level had 24 numbers with 48%. And from the discrimination power had 20 numbers. The valid items were 16 numbers from the B sample (BS), and 12 numbers from the C sample (CS). And the last aspect was reliable of the items test. The items test has reliability from the B sample (BS) and C sample (CS). Those samples, the r calculation from BS was 0.752 more than r table 0.3610, and CS has 0.66 > 0.3246

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Indeed, the items test was appropriateness regarding to the basic competence and designing good assessment in students levels (ESL). And the aspects of difficulty from these items have not equally, because according to Sudjana's theory that the hard and easy levels need to balance with the ratio 3:4:3 that means the hard and easy level had the ration 3 with 30% from the fifty questions, and the medium level with 40% from the fifty questions. The discrimination power only in 39 of number question from the three random sampling. From the two aspects the test can say the good designed and instrument to measure the students' ability. The last aspects were validity and reliability. The test-pack had 29 numbers questions of the valid items and 100% reliable. From the all the results, the researcher can concluded that the students in South District Gresik in 2016/2017 of academic year based on the result showed that the difficulty level was low but the students' score was also low. It was prove that students' ability could not complete those questions. Even though having validity

and reliability data, only one question which had discrimination power. The items need to modify and improve to be a better test. The teachers must know and understand of the important aspects to designing and created a good test items. Because, the test-pack should be measure the students' ability.

5.2   SUGGESTION

Based on the research result of the analysis English final test of seventh grade students, the researcher gives some suggestions as follows:

a. For the teacher

The teachers as the maker must know the important aspects to designing and making the test-pack for their students, especially the difficulty levels and discrimination power. It not all the items test had the good characteristics of the good assessments and testing. The difficulty items must balance with the easy, medium and hard levels of the ratio 3:4:3. And it not only the difficulty levels but also the discrimination power, validity, reliability, and the suitable with the components and content on the syllabus.

b. For Students

Students can improve their knowledge and abilities, so that their can answer the questions test for the next exam.

c. Schools & Stick holders

The designing of the assessments and testing are the part of the administrator of the programs in the school. If the schools had the good items test, it can make the quality of the schools better than others. And it one of the ways to though levels of schools with the upper schools of the items test.

d. For further researcher

This research can be a reference for further research, especially a research about the analysis of items test based on national curriculum and the characteristics of the good test.