

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents: (1) conclusion, and (2) suggestions.

In this chapter, the result based on the findings and the interpretation was concluded. I also offered some suggestions which were hopefully useful and helpful for the teachers as the test maker, especially English teachers.

5.1. Conclusion

From this research, there was some important information that had been collected from the English semester test for the second grade students in second semester of SMPN 01 Tanjung Batu in academic year 2017/2018 based on the requirements standard of a good test. Based on the findings and interpretation, it could be concluded that:

First, the quality of English semester test made by English teacher of SMPN 01 Tanjung Batu for the second grade students in academic year 2017/2018 contributed by seven types of the requirements standard of a good test, and the result showed that (1) in face validity there were many incorrect grammar and incorrect construction and format, (2) in content validity, there were only 13 items that represented in the English syllabus, (3) construct validity was showed that almost the items represented overall aspect of the construct validity itself, (4) reliability was categorized into good, since the result was above 0.70, (5) practicality showed that the cost, time allocation, administration and scoring procedure of English semester test was very appropriate, (6) in index of difficulty there were 16 items can be used and 24 items should be revise, and (7) in

discrimination power, almost of English test items cannot discriminate between students in high and low level since there were 18 items categorized into poor discrimination power.

Second, this research revealed that the factors that cause the student's difficulty in answering the test was included three factors. The first factor was because there were incorrect words typing and sentences structuring in the question. The second factor is because in English semester test there were question items which are never taught by teacher and never learned by the students, and the last factor or additional factor that cause the students difficulty in answering the test is because they felt disturbed when there is his or her friend that ask to give the answer to them.

5.2. Suggestions

Based on the findings of this study, I was expected for the test maker or the teacher, it is very important to make or construct the test which has good quality. They should understand what kinds of objective should be achieved, for example to make the test appropriate with the syllabus, construct the test based on the principles or aspects of constructing a good test such as face validity, content validity, construct validity, reliability, practicality, index of difficulty and discrimination power. If they know and apply those requirements standard of a good test, the test made by them will be better so that the test will be acceptable and the objectives will be achieved. Furthermore, to know whether the test is appropriate or not the teacher should try out the test first before giving to the students. Moreover, teacher also should make a test based on the objectives; they

have to measure all of the skill in a test, not only one skill but also every skill of language ability. For example, speaking, listening, reading and writing skills. It will make the teacher know the skill of their each student.