

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

An analysis of the test item method to know the quality of the item which is used in the test. By examining the items, the teacher knows how easy or difficult the items are based on the student's answer from the upper group and lower group and the teacher can find out which items should be maintained, revised, and rejected. Then, he knows how the successful of the test to measure the student's ability for the study.

Based on the analysis data of the English summative test at the second mid-test semester of the eighth-grade students of MTs Al-Khairiyah Bahari Jakarta 2020/2021 academic year, there are 2 items with a difficulty level index is 0.70 and 0.75 which is categorized as easy. There are 18 items with difficulty level index is between 0.30 – 0.55 which are categorized as fair. And there are 5 items with a difficulty level index is between 0.10 – 0.25 which are categorized as difficult. It indicates that most of the facility values of the items in the test are fair.

The writer also found that there are 17 items with a discriminating power index is between 0.40 – 0.90 which are categorized good. There are 2 items with a discriminating power index is 0.30 which are categorized as fair. There are 3 items with a discriminating index is 0.20 which are categorized poor. And there are 3 items with a discriminating index is between 0.00 – 0.10

which are categorized as very poor. In this criteria, the items are revised. It indicates most of the items in the summative test are good enough to discriminate against some students in the upper and lower group.

Based on the analysis data, the writer found some weaknesses on several items. Most of the weaknesses are mainly caused by the weaknesses of the item distracters to distract some students in the lower group. The other weaknesses are the items which too easy or too difficult, the items which too easily make all students in the upper or lower group can find the right answer easily. Whereas, the items which too difficult make the students from both groups difficult to find the right answer, the difficulty of students is caused by the ambiguous question or complicated vocabulary.

B. Suggestion

There are some suggestions that the writer would like to give, especially to the test maker, the English teacher, and the students at MTs Al-Khairiyah Bahari Jakarta who administered the test. The writer realizes that making the test items is not easy, so the writer gives the following suggestions:

For the test maker and teachers:

1. In making the test, the test maker should refer to the syllabus and curriculum which is used in the school where the test will be given.
2. Before making the test, the teacher should know the criteria of a good item. It has difficulty level and the discriminating power, so the teacher can give the proportional items for the students.

3. The teacher also should be careful in writing the words because the students will get misunderstanding in answering the right answer.
4. Item analysis should be done by English teachers after students do the test to know the quality of the test. Therefore, the teacher can make a better test in the future.

For the students:

1. The students should have more exercises to improve their ability, especially in English and they have to study based on the materials they had been learned in class.
2. Read more books of English and study the explanation as well as the examples to strengthen their knowledge.