

## CHAPTER VI

### CONCLUSIONS AND SUGGESTION

In this chapter, the researcher presents the conclusions and offers some suggestion to the test-makers, English teachers, the students, and the next researchers concerning with this study.

#### **A. Conclusions**

In this research, proportionally SMPN 3 Kediri was selected to represent state junior high school and SMP AL-HUDA Kediri was selected to represent private junior high school. Given that it is revealed that two different types of junior high school in Kediri do not have the same results. The researcher emphasizes that the basic purpose is not to compare between them. However, the researcher is focus on only to describe the quality of ETFT both quantitatively and qualitatively. This might represent all junior high schools in Kediri city. The researcher concludes that reliability, index of difficulty, discrimination power are various. The same goes to content validity and check-list table.

For reliability, the ETFT in SMPN 3 Kediri is in moderate/middle criteria with its percentage is 60%. And the ETFT in SMP AL-HUDA is in the very high reliability criteria with its percentage is 80%. The result of reliability of ETFT in two schools is 43,75%. This value (43,75%) becomes the point of reliability in the sample of ETFT in Junior High School at Kediri city and might represent the ETFT at Kediri city.

For the index of difficulty, the ETFT in SMPN 3 Kediri is that 33 items are very easy, 2 items are moderate enough, and 5 items are very difficult from 40 items. Then it can be said that the test cannot be used because the test contains a lot of items with very easy criteria. The index of difficulty of the ETFT in SMP AL-HUDA results in overall items which have an intermediate level for all 40 items and it can be said that it has balanced, good criteria, and the test items can be used. By the percentage of good test through the index of difficulty calculation

in ETFT at both schools, it has been clearly showed that 5% for index difficulty in ETFT of SMPN 3 Kediri and 100% for ETFT in SMP AL-HUDA Kediri. Then, the researcher combines those values. That is 52,5%. This value can be considered as representative of the index of difficulty in ETFT at the Junior High School in Kediri city.

From the result of the discrimination power analysis, the ETFT in SMPN 3 has very poor criteria in 5 items, poor in 30 items, satisfactory in 4 items, and good in 1 item. Thus, it means there are good and satisfactory items (5 items) that can be used within in the next test. Moreover, the ETFT in SMP AL-HUDA, the criteria for each item are as follows: very poor in 1 item, poor in 9 items, satisfactory in 20 items, and good in 10 items. From the data above it can be said that there are good and satisfactory items (30 items) that should be used within in the next test. The percentage of discrimination power in the amount of the items at ETFT of SMPN 3 Kediri is 12.5% and in SMP AL-HUDA Kediri is 75%. And the total value of ETFT in two schools is 43,75%. This value can be considered as representative of the result of ETFT in Junior High School at Kediri city.

For the content validity, the ETFT in SMPN 3 Kediri results showed that is not in line with test indicators is the item numbers 11 and 24. The percentage is in 95% of valid item. The ETFT in SMP AL-HUDA Kediri has 75% valid item. It starts from the items numbers 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40, where those items possessing indicators and material information which are not completed well.

Then, the conclusion of the check-list table including the qualitative analysis is that there are many mistakes in the ETFT at SMP AL-HUDA Kediri regarding with all prerequisites of a good test such material direction, construction direction, and language direction. Firstly in material direction of ETFT at SMPN 3 Kediri, the items 1 and 28 clearly show that the distracting options are similar meanings. Meanwhile, ETFT in SMP AL-HUDA Kediri, there is no problem concerning to this point.

In the construction direction column, it is about how teacher designs and make a structure of paragraphs in a passage. In the language direction, there is still

an incorrect language such ungrammatical and ambiguous sentences. Besides, the ETFT in SMPN 3 Kediri, the construction direction is clear and there is no mistake. The structure or design of the test and language is good. However, the ETFT in SMP AL-HUDA Kediri possesses many mistakes in construction direction. Eight items are in problem in that test.

In the language direction, there is no problem in ETFT at SMPN 3 Kediri. The grammar of in ETFT at that school is good. Besides, one problem is in one item of ETFT at SMP AL-HUDA Kediri. It concerns about the grammar in test question.

Here, the researcher made the summaries about the first is the quality of ETFT quantitatively. And the second is the quality of ETFT qualitatively.

### **1. The Conclusion of Quality of ETFT Quantitatively**

Based on previous chapters, the value of reliability of ETFT in both schools is 70%. The value of Index of difficulty of ETFT in both schools is 52,5%. The value of Discrimination power of ETFT in both schools is 43,75%. Then the researcher sum it up which the result is 166,25%. The last is that the researcher divided that value (166,25) by three (three aspects of measurement in quantitative approach). The value is 55,417%.

### **2. The Conclusion of Quality of ETFT Qualitatively**

Concerning about content validity of two schools, the total not valid items are 12 items of 80 items (total test items in two schools). Concerning about material direction of two schools, the results showed that two items of 80 items (total test items in two schools). Concerning about language direction of two schools the total error item regarding to language direction is only one item of 80 items (total test items in two schools). Thus, the total of the error test item (ETFT) can be interpreted that among 80 items, 23 items in problem. And the rest of them are 57 items in good quality.

The sample of the population above represents the total population. The total value of ETFT quantitatively is 55,417% while the total value of ETFT

qualitatively is 57 items in good quality. In general, the two tests have approximately the same quality in terms of quantitative and qualitative designs. Also it brings the conclusion to population of the ETFT junior high schools in Kediri city that it still needs some corrections and revisions for a number of items.

## **B. Suggestions**

So far, the researcher has delivered data above. Many students following the online ETFT have made great efforts. And the effort to do assignments, tests, and other activities at schools but now it turns into activities done from home because it is for their safety. This research is based on a factual phenomenon that should emphasize on the students' effort, their learning, their motivation, their support, in order to be well-prepared when the final test comes.

The English test-makers should be careful in making items as an assessment instrument. If it was not good preparation thus it would affect the students. The editor team establishing the ETFT rules from the Education Service in Kediri has compiled the basic elements that should be put into making a good test. Thus, teachers in every school have to follow the rules and make items which are good for students.

For the next researchers interested in this topic, the researcher suggests to understand the dynamic rules of the Ministry Education of Indonesia. The condition in the coming years will be different from this 2020 pandemic year. The development of students' final assessment and evaluation has changed from year to year. Thus any analysis of test in every form is important to do.