

CHAPTER V

CLOSURE

This chapter contains explanation about conclusion and suggestions of the research. The conclusion consists of the principles in constructing English multiple-choice items. The suggestions consist of the suggestions for English items.

A. Conclusion

Based on the test item analysis consisting of validity, reliability, level of difficulty, item discrimination, and distractor efficiency to the English item second semester exams grade XII at MAN 3 Banjarmasin in Academic Year 2017/2018 the researcher got conclusion. These are conclusion that the researcher makes:

Based on the validity with r_{table} 0,254 and significance level of 5%, items of second semester exam that can be said as valid 31 items or 77%. Based on the reliability, items of second semester exam can be said as reliable because the has high $r_{11} \geq 0,70$ or equal to 2 so that the items can be said reliable. It is said that the items are appropriated with curriculum, items test are clearly constructed, time allocated is good, the number of items is fit so that it represents the sample.

Based on the level of difficulty, medium category 21 items or 52,5%. It is included a good test items because 60% from 60 students can answer the item correctly. On the other hand, it has a familiar vocabulary, not only the options did not contain absurd items but also contain extraneous information or irrelevant clues. Based on item discrimination, items that categorized distractors excellent are 3 items

or 7,5%; good categories are 15 items or 37,5%; satisfactory categories are 13 items or 32,5%. Based on distractor efficiency, there are 11 items or 27,5% had distractors that works excellent, 15 items or 37,5% had good distractors. Each multiple-choice item have only one answer and each option grammatically correct when placed in the stem.

B. Suggestions

Based on the test item analysis consisting of validity, reliability, level of difficulty, item discrimination, and distractor efficiency answer to the question of English items second semester exam grade XII at MAN 3 Banjarmasin in Academic Year 2017/2018, the researcher makes suggestions. These are suggestions that researcher makes as follow:

The items with good quality can be put into question bank. While for the items which do not meet the category can be discarded or revised. Then not good items should be discarded and not reuse in the next test. Items which have revised can be tested in the upcoming test. If the quality meets the standards, it can be put into question bank and used in the next tests, and if it does not meet the standard should be delete. The reliability of the exam results will not be steady when tested back or consistent when tested on the next. Teacher need to pay attention to the proportion given to students so the items that being tested are not musch different from the proportion of the material provided in order to determine the result of learning process that teacher does.