

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the analysis and discussion of the study, the writer would like to present the conclusion and some suggestion.

5.1 Conclusion

1. Greater part (84.00) of the test constructed by the English teachers of SMA Efata Soe is qualified multiple choice items. The test for first class has 35 or 87.50% qualified items and only 5 or 12.50% unqualified items. The test for the second class has 23 or 77.00% qualified items and 7 or 23.00% unqualified items. The test for the third class has 26 or 87.00% qualified items and 4 or 13.00% unqualified items.
2. The multiple choice test items is poor in which there are 16 are classified as unqualified items. First, most unqualified items do not meet the MC2 that “says use proper grammar, punctuation, and spelling”. The second, another unqualified items do not meet the MC10 which say “the key should be approximately the same length as the distracters”. The third, unqualified items which do not meet the MC1 which says “Each item should only have one correct answer”. The last unqualified items do not meet the MC11 which says “The key should appear in each position approximately the same number in a test”.
3. Among 15 criteria of multiple choice test given to the students at SMA Efata Soe fail meet four criteria (MC1, MC2, MC10, and MC11) proposed by Grondlund.

5.2 Suggestion

Based on the conclusion, the writer would like to give two suggestions as presented below:

1. The English teachers of SMA Efata Soe should get information about good criteria in constructing a multiple choice test to prepare or make a good test in the form of multiple choices if they want to test the students in the future.
2. The English teachers of SMA Efata Soe should get special training about the construction of a multiple choices.

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