

CHAPTER VI

CLOSURE

This chapter presents conclusion and suggestion.

A. Conclusion

1. Reliability

J. B. Heaton stated “Reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument”. Reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \Sigma pq}{S^2} \right)$$

measuring instrument. Kuder-Richardson's formula (KR-20).

Because S_t^2 is unknown it must find the formula:

$$S_t^2 = \frac{\Sigma X_t^2}{N}$$

We find the ΣX_t^2 formula:

$$\Sigma X_t^2 = \Sigma X_t^2 - \left(\frac{\Sigma X_t}{N} \right)^2$$

Where :

$$\Sigma X_t^2 = 32566$$

$$\Sigma X_t = 1132$$

$$N = 40$$

$$\Sigma X_t^2 = 32566 - \frac{1132^2}{40} = 32566 - \frac{1281424}{40} = 32566 - 32035,6 = 530,4$$

Already obtained formulas further $\Sigma X_t^2 = 530,4$ input to the formula S_t^2

$$S_t^2 = \frac{\Sigma X_t^2}{N} = \frac{530,4}{40} = 13,26$$

Finally it can be obtained r_{11}

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \Sigma pq}{S^2} \right)$$

$$r_{11} = \left[\frac{50}{50-1} \right] \left[\frac{13,26 - 9,215}{13,26} \right]$$

$$= \left[\frac{50}{49} \right] \left[\frac{13,26 - 9,22}{13,26} \right]$$

$$= \left[\frac{50}{49} \right] \left[\frac{4,04}{13,26} \right]$$

$$= 1,0204081633 - 0,3046757164$$

$$= 0,7157324469$$

$$= 0,72 \text{ (} r_{11} > 0,70 = \text{reliable) }$$

2. Validity

Based on J. B. Heaton “the validity of a test is the extent to which it measure what it is supposed to measure nothing else”

Tuckman stated, “Test validity refers to whether a test measures what we intend it to measure”.

a. Logical Validity

According to J. B. Heaton “this kind of validity depends on a careful analysis of the language being tested and of the particular course objectives”. In this study, the test was about multiple choice items. The items of test were 50 items. The test gave to the second grade student

for the second semester of SMA Muhammadiyah 1 Palangka Raya to know summative test made by the English teacher are reliability and validity.

Content validity must appropriate with the book, material in the syllabus and curriculum.

Type of Test	Items	Information
Narrative	1,2,3,4,5,17,29,30,31,32,33,36,37,45,46,47	Summative test made by the English teacher is appropriate with the book and material in the syllabus and curriculum.
Hortatory Exposition	6,7,10,11,12,13,14,15,16,17,18,19,20,34,35,41,42,43,44,48,49,50	
Spoof	21,22,23,24,25,26,27,28,38,39,40.	

Based on Riduan “if a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning”. Construct validity refers to the practical tests developed from a theory. Based on J. B. Heaton “if a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning”. If a test has construct validity, it is capable in measuring certain specific characteristic in accordance with a theory of language behavior and learning. This type of validity assumes that existence of certain learning theories or constructs underlying the acquisition of abilities and skill. Construct validity must appropriate with basic competence and indicator in the syllabus and curriculum.

Type of Test	Items	Information
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Hortatory Exposition	6,7,10,11,12,13,14,15,16,17,18,19,20,34,35,41,42,43,44,48,49,50	
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b. Empirical Validity

According to Sugiono "correlation techniques to determine the validity of this item until the most widely used technique". This validity is obtained as a result of comparing the result of the test with the result of some criterion measure. The result of the analysis using correlation product moment showed that the empirical validity there are 34 items is invalid and only 16 items valid from 50 items.

$$r_{\text{hitung}} \geq r_{\text{table } 5\%} = \text{Valid}$$

$$r_{\text{hitung}} \leq r_{\text{table } 5\%} = \text{Invalid}$$

Briefly, the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. Every test whether it be a short, informal classroom test or a public examination. Should be as valid as the constructor can make it. The test must aim to provide a true measure of the particular skill which it is intended to measure: to the extent that it measure external knowledge and other skills at the same time, it will not be a valid test.

c. Item Analysis

Item analysis should be examined from the point of view of
 (1) level of difficulty (2) level of discrimination (3) analysis

distracters.

According to F. M. Lord, test will be affective if you use that approach the level of difficulty on the acceptance (cut of score).According to Sumadi Suryabrata, more educate level of difficulty is a price index of difficult is the transformation Z, the proportion of correct answer to the raw score.

According to Cureton, first stage to calculate the level of discrimination is to determine the upper and lower groups. Generally the test experts divide this group into 27% or 33% upper group and 27% or 33% lower group. According to Gito Supriadi “ Analysis distracters there are key answer and incorrect options”.

B. Suggestion

1. For the teacher

According to this research there are 16 items valid and 34 items invalid. So, the teacher must make a test for student is appropriate with material in the book, basic competence, indicator in the curriculum and syllabus. The teacher must pay attention to the students' level, problem in teaching learning, and strategy in teaching learning process. If make a test especially for formative test or summative test the teacher make a test is medium. Must understanding about reliability and validity a good test. Then, the teacher must understanding about level of difficulty, level of discrimination and function distracters. By giving a good test, the students have an opportunity to get a good quality in learning.

2. For the students

For the student must more learn English language especially for summative tests. It is because the summative test is conducted after all units finish given by the teacher. Because English summative test is determine the last score for all students.

3. For the next research

The writer recommends for the other writers who want to conduct the study related to different test. For example is formative test or whatever. For the next research must delimit your research for example only logical validity or empirical validity.