# CHAPTER V

# CONCLUSION AND SUGGESTIONS

## 1.1 Conclusion

Based on the results of the data analysis done by the writer, it was concluded that the summative test item that was constructed by the English teacher at SMK Kencana Sakti Haumeni for second grade in academic year 2024/2025, the categories are:

Firstly, the results of item difficulty on summative test items constructed by the English teacher at SMK Kencana Sakti Haumeni there were 9 (18%) difficult, 25 items (50%) of moderate level, and 16 (32%) items in easy level. Secondly, the results of item discrimination on summative test items constructed by the English teacher at SMK Kencana Sakti Haumeni there were, 20 or (40%) items in the poor quality, 15 or (30%) items in the satisfactory quality, 11 or (22%) items included in good quality, 4 or (8%) items in bad or negative quality, and 0 or (0%) in the excellent quality.

## 1.2 Suggestions

Based on the above conclusions, the writer would like to provide some suggestions for test makers or teachers as feedback from the results of the study. First, test makers must be more creative in designing items that align with the material being taught. Second, teachers should analyse the test items that have been administered to students to determine whether the items are appropriate and match the students' abilities. This analysis helps teachers

identify which items suit the students' skill levels.

Moreover, based on the results of the study, the writer found that 40% of the questions were in the poor-quality category, and bad quality is 8%. Based on the findings, the writer suggests the teacher revise and discards these items, they are, 1,2,3,15,17,18,19,21,23,24,26,27,28,33,38,40, 41,43,47,48, and items that need to be rejected are 7,30,45, 49.

The main reason for the low quality of the questions is not because teachers are unable to create excellent-quality questions, but because teachers tend to adjust the questions to the students' current abilities. This approach does have a positive value because it can make students feel more capable of answering questions according to their abilities.

However, it also harms the long-term learning goal of improving students' knowledge and abilities to a higher level. If questions are always adjusted to students' existing abilities, then their ability levels tend to stagnate and not develop. Therefore, the writer suggests that teachers continue to make questions according to the standard level that should be. Thus, students will be encouraged to try harder to achieve these standards and not just stick to their current abilities. In addition, this is also a challenge for teachers to continue to innovate and find ways to provide the best learning in accordance with educational standards without relying too much on students' environmental conditions.