

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

The conclusion and suggestion that are based on the findings and discussions from this research are explained in this chapter. Each point is explained below:

### **5.1. Conclusions**

Based on the findings and discussion in chapter IV, the researcher concluded:

1. The difficulty level of the test item in the English final-term test of the first semester students of Diploma III Animal Husbandry Jenderal Soedirman University in the academic year 2022/2023 is in moderate although there are some numbers that are too difficult and too easy though only a few numbers. This is because the teacher that designed the test was familiar with the difficulty level and considered the aspect that based on the theory regarding the difficulty level of a multiple-choice question (MCQ) test. The teacher intended to set the test to a moderate level so the students in both groups will not find it too difficult or too easy, which then might cause the advanced student to become less motivated to do the test because it did not challenge them. It is also shown in chapter 4 that the item analysis showed the test items are at moderate level.
2. The distractor effectiveness in the English final-term test of the first semester students of Diploma III Animal Husbandry Jenderal Soedirman University in the academic year 2022/2023 are effective despite that some

distractors are not as effective as the others. This is because the teacher that designed the test was familiar with how to make the distractor effective, but because of lack of experience in designing a test item, some aspects such as avoiding some types of distractors were missed from their judgment. The analysis on the test items shows that most of the distractors are functioning well although there are some distractors that are less effective than the others. Some aspects such as similarity and the consistency of the distractor are considered by the teachers in designing the test. However, because of lack of experience, the teachers made some of the distractors too obvious for the student so it makes the distractor less effective.

3. The discrimination index in the English final-term test of the first semester students of Diploma III Animal Husbandry Jenderal Soedirman University in the academic year 2022/2023 are mostly good but there are still many of the numbers of the test items that show bad discrimination indices. The lack of experience and knowledge in discrimination seems to be the problem. Although some of the teachers had a language testing course, the understanding of discrimination is quite low. This caused a different perspective in the team while designing the test item. In chapter 4, it is shown that the teachers that made the test were not familiar with the discrimination in test items. It is also proven in the analysis that there are still many items with bad discrimination index.

## **5.2 Suggestions**

After presenting the conclusion, the researcher presented the suggestion for the teacher, and other researcher below:

### **5.2.1. For Teachers**

In designing multiple-choice question (MCQ) test items, the researcher suggests the teacher to pay attention to the small details both in the stem and the distractor. Although it seems easy to design MCQ test items, there are many considerations that need to be taken into consideration in order to make the test work as it should. The indices above may not be the only indicators. There are a lot more to be considered in designing test items such as the purpose and the suitable kind of test to assess some aspect in teaching and learning process.

### **5.2.2. For Students**

The researcher suggests the students to do an individual test by themselves. A test is a tool used to measure students' competence. By that, in order to make it accurate, the students must do the test themselves. Cheating in a test might cause inaccurate data which affect the future of students. Believing in yourself is the best options. Relying on others might be a mistake when dealing with a test.

### **5.2.3. For Other Researchers**

This research focuses on the difficulty level, distractor effectiveness, and the discrimination index. The researcher suggests the other researchers to do further research dealing with language testing. The other researchers may

reveal teacher perception on MCQ tests and investigate teachers' competence in designing test items. Other research such as seeing perception from the English education student on language testing class should be developed as well. In conclusion, the researcher hope that the other researchers increase their awareness in language testing subject since it is part of teaching methodology.

