

Chapter Five

Conclusion and Suggestion

Conclusions

The results of test can be declared valid if the test results of the study to be accurate, correct, authentic or valid been able to measure or reveal the results of learning that has been achieved by learners, once they went through the learning process in a given period of time.

Validity conducted with the accuracy of the draft assessment tool that assessed so really can assess what should be assessed. In other words, the validity of which is owned by an assessment tool cannot be separated from the object that is subject to assessment, since the enactment of the validity is limited to a particular object.

By observing carefully, we can find that each item in the achievement test is an integral part of the test results of the study as a totality. The more grains of items that can be answered correctly by the test participants, the total scores of the test results will be higher. Conversely, the less grain of items that can be answered correctly by the test participants, the total scores of the test results will be low or declining.

Therefore, the validity of each item build test itself will be known as method of size of support provided by each item in question to the test item as a whole. To be able to determine whether a test result of learning has had validity, can be done from two aspects, namely: in terms of the test itself as a totality, and in terms of the item, as an integral part of the test.

Analyzing on achievement test as a totality can be done in two ways, namely analyzing the logic (logical analysis) and analyzing by using Empirical analysis. Logical analysis is divided into two (2) parts, they are in terms of content (content validity) and in terms of composition or construction (constructs validity). While Empirical analysis is divided into two (2) parts, one of them is power rivaled accuracy (concurrent validity).

A test is said have content validity when measuring certain special purpose parallel with the subject matter or content provided. In other words, the validity of the content to see the extent to which achievement test as a measure of learning outcomes of students, it can be represented as a representative of the overall subject matter or materials that should be tested. While the results of test is expressed as a test that has a validity of construction, when the test results of the study, in terms of composition, structure or the fiction has been able to accurately reflect a construct in aspects of thinking (cognitive, affective, psychomotor) as set the specific learning objectives.

According to the results of the researcher analysis, it can be concluded that:

- a. There are not complete documents in PPB UMY as standard for measuring the validity such comprehensive syllabus and lesson plan, so the researcher difficult to analyzed it. Therefore, it can be said that the validity is not valid.
- b. The content validity of English progress test mostly ranges all the indicator of the English syllabus. There are some test items which have no compatibility with the indicators but they could represent the skills that would be reached.

- c. The concurrent validity here is to compare the result of the English progress test between the students in different class but still in the same level whether the test results have similar score or one class is good than another class.
- d. The validity of English progress test at Pusat Pelatihan Bahasa Universitas Muhammadiyah Yogyakarta has good validity around 80% from the characteristic of a good test according to the four categories of validities that have been analyzed by using existing document and English progress test items.

Suggestions

Providing the English syllabus completely is by paying attention to each supporting component. Lesson plan is very important due to support the perfect learning process of foreign languages. Whereas TOS is very important to measure each sub skill and its levels of English language skill as detail as possible thus the learning process run well by escort for achieving the learning objectives.

The test maker should keep on their good effort in creating good items for the test and keep doing good preparation before making a test, by considering the principles of constructing good test items. Then there will be no more invalid items in the test.

The test maker should keep on their consistent in considering the test items conformed to the syllabus category used; and the items that do not fulfill to the syllabus should be discarded or should be revised so that they can be used for the evaluation.

The test maker should be careful to type in order to avoid of incorrect type of each word chooses and all of it should be appropriate.