

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the results of the study, there are three main findings that show the quality of multiple choice questions that still need to be improved. First, in terms of difficulty level, 56% of the questions were classified as easy, 36% as moderate, and only 8% as difficult. This imbalance shows that the questions have not been able to reflect the ideal level of difficulty, so they are not as effective in assessing students' abilities thoroughly and tiered. Second, in terms of discriminant index, 70% of the 20 questions analyzed showed poor discriminating power. This means that the questions are not sufficiently able to distinguish between high and low ability students, which consequently has an impact on the low validity and accuracy of the evaluation function. Finally, in terms of distractor effectiveness, only 34% of the distractors functioned optimally, while the other 66% were not selected by students at all.

This high number of ineffective distractors makes many questions too easy to guess, reduces the thinking challenge, and ultimately reduces the overall quality of the assessment. The analysis concludes that the multiple-choice items still require improvement. The difficulty level is unbalanced, most items show poor discrimination, and many distractors are ineffective. These weaknesses reduce the test's ability to assess students accurately,

indicating a need for better item construction to ensure a valid and reliable evaluation tool.

B. SUGGESTIONS

1. For Teacher

Based on the results, it is suggested that teachers pay closer attention to how they design multiple-choice questions, especially in balancing the difficulty level, improving how well items can differentiate students' abilities, and making sure distractors function properly. A good test item should not only match learning objectives but also vary in challenge. Teachers are also encouraged to start practicing simple item analysis, either manually or with digital tools. Collaborating with fellow teachers to review test items before exams could also help improve overall quality and fairness.

2. For School

Based on the result, As institutions responsible for maintaining the quality of education, schools are encouraged to support teachers by providing training or mentoring related to assessment development and item analysis. It would also be helpful for schools to establish small review teams to evaluate test items before exams are administered. These kinds of efforts not only support teachers but also help ensure that assessments are more accurate, balanced, and fair for all students.

3. For the Researcher

The writer is aware that this study has several limitations. It focused only on one type of test from a single school and analyzed a limited number

of items. Time constraints also posed a challenge during the research process, which made it difficult to explore the data more deeply or expand the analysis further. For future studies, it is recommended to have better time management, involve a greater number of test items, and include a wider range of schools or grade levels. With broader and more in-depth data, future research is expected to provide a more representative overview and offer stronger insights for improving test item quality and evaluation tools.