

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

This study attempted to develop a question bank as a formative assessment for the 8th grade of junior high school. The researcher initiated the preliminary form of question banks in order to assist teachers in taking an assessment straightforwardly. The presented draft product was not valid yet, since it requires more steps until the product is published and used by teachers and students. The continue study required to make a final product from the presented draft of the question bank; the drafted question banks should be validated by experts and tested in the field. Moreover, the following are the conclusions and suggestions of this study.

4.1 Conclusions

The researcher analyzed 60 items from two current products of question banks to find out the shortcomings of each product; the result shows that from 26 indicators, product one has 10 (38.4%) missed indicators, and product two has 9 (34.6%) missed indicators that are not available in their product; therefore product two has more engaged indicators than product one. There are ten shortcomings identified in both products; (1) both products lack items that are categorized as higher-order thinking skills, (2) both products have 36.7% items that give clues to the correct answer in the options, (3) both products 36.7% items with heterogeneous options in content and grammatical structure, (4) both products have 28.3% items that do not have relatively the same length options, (5) both products have 33.3% items that do not have logical or numerical order options, (6) both products have 13.3% items that do not have clear directions and the main idea of the item in the stem, (7) both products have 5% items that do not have independent options, (8) both products have 23.3% items that have implausible distractors, (9) both products have 5% items that have grammatical incorrect in stems or options, (10) both products have 1.7% item with incorrect spelling.

Furthermore, the researcher developed forty items of a question bank for formative assessment, question banks drafted using product specifications that

contain product identifications, forty item indicators, and twelve item cards. Product specifications were constructed by considering twenty-six item writing guidelines and qualitative item analysis results, which contain ten shortcomings of existing question banks. Moreover, there are contrasting aspects between existing products and the drafted product; they are the composition of cognitive levels, the composition of level difficulties, the total items in existing products are 20 and 40 items while the drafted product is 40 items, the total options in an item in existing products are four options while the drafted product is five options, total distractor in existing products are three distractors each item while the drafted product is four distractors, type of question bank existing products is paper-pencil based test while the developed product is the computer-based test, and type of media documentations in existing products are in a book while the developed product in website application (*Quizizz*).

4.2 Suggestions

The developed product of the question bank is still in the form of preliminary that may have any shortcomings and errors. Therefore, based on the conclusions drawn above, the researcher suggests to validating the draft to experts. It requires three experts in assessment, media, and language to validate the product draft. After expert validation and revising of the product, the researcher recommends testing the product in the field and revising it until the question bank is valid, final, and ready to disseminate and Implement to the user. Furthermore, to other researcher who interest in assessment and question banks topics, the researcher suggest to develop and modify a new product with different form of assessment, type of question bank, subjects or displayment; also the researcher suggest to complete the research steps until the product is final and valid to disseminate.