



**A COMPARATIVE ANALYSIS OF TEACHER-MADE
ENGLISH SCHOOL FINAL EXAM OF NINTH GRADERS OF
SMP N 17 SEMARANG AND SMP KESATRIAN 2 SEMARANG
ACADEMIC YEAR 2013-2014**

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in English

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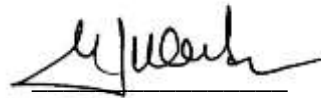
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**A COMPARATIVE ANALYSIS OF TEACHER-MADE
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ACADEMIC YEAR 2013-2014**

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*In order to succeed,
Your desire for success should be greater than your fear of failure.*

Bill Cosby

*Dedicated to:
My mother, sister, family and
All my friends*

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ABSTRACT

Nugroho, C. A. A. 2015. *A Comparative Analysis of Teacher-Made English School Final Exam of Ninth Graders of SMP N 17 Semarang and SMP Kesatrian 2 Semarang Academic Year 2013-2014*. Final Project. English Department. Advisor: Drs. Amir Sisbiyanto, M.Hum

Key words: *Item Analysis, Validity, Reliability, Item Facility, Item Discrimination Power, English School Final Exam.*

Constructing good language test items is a difficult task. It requires more effort, energy and time, even though the test was made by more than one teacher. There are many competencies that should be fulfilled by a good teacher. One of that is the ability to design or construct a good test. By conducting this study, the writer wanted to find out the quality of the English school final exam for the ninth graders made by teachers in SMP N 17 Semarang and SMP Kesatrian 2 Semarang. The objective of this study was to compare the quality of tests in term of (1) the validity, (2) the reliability, (3) the item facility, and (4) the item discrimination power. The method used in this study was comparative quantitative research. The data were taken from the English school final exam of SMP N 1 and SMP Kesatrian 2 which was administered to the ninth graders students. The writer took 30 students from each school for a sample.

From the result of the data analysis of validity of the test, It can be concluded that both tests were valid in the term of content validity. However, the both test were not valid in the term of criterion validity. In term of reliability, the both test were reliable. From the result of item facility, both test were classified in to an easy test. In the analysis of item discriminating power, the English school final exam of SMP N 17 had satisfactory discrimination. Meanwhile, SMP Kesatrian 2 had poor discrimination. After consulting the Gronlund's criteria, SMP N 17 has 9 items which still can be used and 14 items which still can be used with several revisions. Meanwhile, SMP Kesatrian 2 has 1 item which still can be used and 4 items which still can be used with several revisions. From the result of the analysis, it was found that the quality of both tests were not good enough. However, the English school final exam of SMP N 17 was better than SMP Kesatrian 2.

Based on the findind above, the writer suggested to the teachers to prepare the test items long before it is administered. They should know the characteristic of a good set of test items which includes validity, reliability, item facility, and item discrimination. From the item classification, the items which still can be used should be saved and revised if the teachers want to use it in another test.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	v
ABSTRACT.....	vi
TABLE OF CONTENTS	vii
LIST OF APPENDICES	ix
LIST OF TABLES	xi
CHAPTER	
I. INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic	3
1.3 Statements of the Problem	3
1.4 Purpose of the Study	4
1.5 Significances of the Study.....	5
1.6 Limitation of the Study	5
1.7 Outline of the Report.....	5
II. REVIEW OF RELATED LITERATURE.....	7
2.1 Review of the Previous Studies.....	7
2.2 Review of the Related Literature	9
2.2.1 General Concept of School Final Examination.....	9
2.2.2 General Concept of Test.....	10
2.2.2.1 Types of Test.....	11
2.2.2.2 Achievement Test	12
2.2.2.3 Types of Achievement Test	12
2.2.3 Characteristics of a Good Test	13
2.2.3.1 Validity.....	14
2.2.3.2 Reliability.....	19
2.2.4 Item Analysis	21
2.2.4.1 Item Facility	22

2.2.4.2 Item Discrimination Power	23
2.3 Framework of Analysis	24
III METHOD OF INVESTIGATIONS	26
3.1 Method of the Study	26
3.2 Place of the Study.....	27
3.3 Subject of the Study	27
3.3.1 Population	27
3.3.2 Sample.....	28
3.4 Procedures of Data Collection	28
3.5 Procedures of Data Analysis	28
3.5.1 Item Facility Analysis	29
3.5.2 Item Discrimination Analysis	29
3.5.3 Reliability Analysis	31
3.5.4 Validity Analysis	32
IV ANALYSIS AND DISCUSSION.....	34
4.1 Result of the Analysis	34
4.1.1 The Item Validity Analysis	35
4.1.2 The Item Reliability Analysis	37
4.1.3 The Item Facility Analysis	38
4.1.4 The Item Discrimination Analysis	40
4.3 Discussion	41
V CONCLUSION AND SUGGESTION.....	144
5.1 Conclusions	144
5.2 Suggestions	146
REFERENCES	148
APPENDICES	150

LIST OF APPENDICES

Appendix 1: The Result of the Content Validity Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang	151
Appendix 2: The Result of the Validity Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang	153
Appendix 3: The Result of the Item Facility Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang	154
Appendix 4: The Result of the Item Discrimination Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang	155
Appendix 5: The Result of of Gronlunds' Criteria Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang	156
Appendix 6: The Result of the Content Validity Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang	157
Appendix 7: The Result of the Validity Analysis of the English School Final Exam of SMP N 17 Semarang.....	159
Appendix 8: The Result of the Item Facility Analysis of the English School Final Exam of SMP N 17 Semarang	160
Appendix 9: The Result of the Item Discrimination of the English School Final Exam of SMP N 17 Semarang	161
Appendix 10: The Result of of Gronlunds' Criteria Analysis of the English School Final Exam of SMP N 17 Semarang.....	162
Appendix 11: Data Analysis of the Test of SMP N 17 Semarang	163
Appendix 12: Data Analysis of the Test of SMP Kesatrian 2 Semarang	167
Appendix 13: The Computation of the Validity	171
Appendix 14: The Computation of the Reliability	172
Appendix 15: The Computation of the Item Facility	174
Appendix 16: The Computation of the Item Discrimination	175
Appendix 17: The Examples of Students' Answer Sheets.....	176

Appendix 18: Test Sheets of SMP N 17 Semarang	178
Appendix 19: Test Sheets of SMP Kesatrian 2 Semarang.....	190
Appendix 20: R Table of Product Moment Value	205
Appendix 20: List of Material of English School Final exam	206

LIST OF TABLES

Table 4.1: Analysis of the English School Final Exam of SMP N 17 Semarang Number 1	43
Table 4.2: Analysis of the English School Final Exam of SMP N 17 Semarang Number 2	45
Table 4.3: Analysis of the English School Final Exam of SMP N 17 Semarang Number 3	46
Table 4.4: Analysis of the English School Final Exam of SMP N 17 Semarang Number 4	47
Table 4.5: Analysis of the English School Final Exam of SMP N 17 Semarang Number 5	48
Table 4.6: Analysis of the English School Final Exam of SMP N 17 Semarang Number 6	49
Table 4.7: Analysis of the English School Final Exam of SMP N 17 Semarang Number 7	50
Table 4.8: Analysis of the English School Final Exam of SMP N 17 Semarang Number 8	51
Table 4.9: Analysis of the English School Final Exam of SMP N 17 Semarang Number 9	52
Table 4.10: Analysis of the English School Final Exam of SMP N 17 Semarang Number 10	53
Table 4.11: Analysis of the English School Final Exam of SMP N 17 Semarang Number 11	54

Table 4.12: Analysis of the English School Final Exam of SMP N 17 Semarang Number 12	55
Table 4.13: Analysis of the English School Final Exam of SMP N 17 Semarang Number 13	56
Table 4.14: Analysis of the English School Final Exam of SMP N 17 Semarang Number 14	57
Table 4.15: Analysis of the English School Final Exam of SMP N 17 Semarang Number 15	58
Table 4.16: Analysis of the English School Final Exam of SMP N 17 Semarang Number 16	59
Table 4.17: Analysis of the English School Final Exam of SMP N 17 Semarang Number 17	60
Table 4.18: Analysis of the English School Final Exam of SMP N 17 Semarang Number 18	61
Table 4.19: Analysis of the English School Final Exam of SMP N 17 Semarang Number 19	62
Table 4.20: Analysis of the English School Final Exam of SMP N 17 Semarang Number 20	63
Table 4.21: Analysis of the English School Final Exam of SMP N 17 Semarang Number 21	64
Table 4.22: Analysis of the English School Final Exam of SMP N 17 Semarang Number 22	65

Table 4.23: Analysis of the English School Final Exam of SMP N 17 Semarang Number 23	66
Table 4.24: Analysis of the English School Final Exam of SMP N 17 Semarang Number 24	67
Table 4.25: Analysis of the English School Final Exam of SMP N 17 Semarang Number 25	68
Table 4.26: Analysis of the English School Final Exam of SMP N 17 Semarang Number 26	69
Table 4.27: Analysis of the English School Final Exam of SMP N 17 Semarang Number 27	70
Table 4.28: Analysis of the English School Final Exam of SMP N 17 Semarang Number 28	71
Table 4.29: Analysis of the English School Final Exam of SMP N 17 Semarang Number 29	72
Table 4.30: Analysis of the English School Final Exam of SMP N 17 Semarang Number 30	73
Table 4.31: Analysis of the English School Final Exam of SMP N 17 Semarang Number 31	74
Table 4.32: Analysis of the English School Final Exam of SMP N 17 Semarang Number 32	75
Table 4.33: Analysis of the English School Final Exam of SMP N 17 Semarang Number 33	76

Table 4.34: Analysis of the English School Final Exam of SMP N 17 Semarang Number 34	77
Table 4.35: Analysis of the English School Final Exam of SMP N 17 Semarang Number 35	78
Table 4.36: Analysis of the English School Final Exam of SMP N 17 Semarang Number 36	79
Table 4.37: Analysis of the English School Final Exam of SMP N 17 Semarang Number 37	80
Table 4.38: Analysis of the English School Final Exam of SMP N 17 Semarang Number 38	81
Table 4.39: Analysis of the English School Final Exam of SMP N 17 Semarang Number 39	82
Table 4.40: Analysis of the English School Final Exam of SMP N 17 Semarang Number 40	83
Table 4.41: Analysis of the English School Final Exam of SMP N 17 Semarang Number 41	84
Table 4.42: Analysis of the English School Final Exam of SMP N 17 Semarang Number 42	85
Table 4.43: Analysis of the English School Final Exam of SMP N 17 Semarang Number 43	86
Table 4.44: Analysis of the English School Final Exam of SMP N 17 Semarang Number 44	87

Table 4.45: Analysis of the English School Final Exam of SMP N 17 Semarang Number 45	88
Table 4.46: Analysis of the English School Final Exam of SMP N 17 Semarang Number 46	89
Table 4.47: Analysis of the English School Final Exam of SMP N 17 Semarang Number 47	90
Table 4.48: Analysis of the English School Final Exam of SMP N 17 Semarang Number 48	91
Table 4.49: Analysis of the English School Final Exam of SMP N 17 Semarang Number 49	92
Table 4.50: Analysis of the English School Final Exam of SMP N 17 Semarang Number 50	93
Table 4.51: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 1	94
Table 4.52: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 2	95
Table 4.53: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 3	96
Table 4.54: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 4	97
Table 4.55: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 5	98

Table 4.56: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 6	99
Table 4.57: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 7	100
Table 4.58: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 8	101
Table 4.59: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 9	102
Table 4.60: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 10	103
Table 4.61: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 11	104
Table 4.62: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 12	105
Table 4.63: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 13	106
Table 4.64: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 14	107
Table 4.65: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 15	108
Table 4.66: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 16	109

Table 4.67: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 17	110
Table 4.68: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 18	111
Table 4.69: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 19	112
Table 4.70: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 20	113
Table 4.71: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 21	114
Table 4.72: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 22	115
Table 4.73: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 23	116
Table 4.74: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 24	117
Table 4.75: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 25	118
Table 4.76: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 26	119
Table 4.77: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 27	120

Table 4.78: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 28	121
Table 4.79: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 29	122
Table 4.80: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 30	123
Table 4.81: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 31	124
Table 4.82: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 32	125
Table 4.83: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 33	126
Table 4.84: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 34	127
Table 4.85: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 35	128
Table 4.86: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 36	129
Table 4.87: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 37	130
Table 4.88: Analysis of the English School Final Exam of SMP Kesatrian 2 Semarang Number 38	131
Table 4.89: Analysis of the English School Final Exam	

of SMP Kesatrian 2 Semarang Number 39	132
Table 4.90: Analysis of the English School Final Exam	
of SMP Kesatrian 2 Semarang Number 40	133
Table 4.91: Analysis of the English School Final Exam	
of SMP Kesatrian 2 Semarang Number 41	134
Table 4.92: Analysis of the English School Final Exam	
of SMP Kesatrian 2 Semarang Number 42	135
Table 4.93: Analysis of the English School Final Exam	
of SMP Kesatrian 2 Semarang Number 43	136
Table 4.94: Analysis of the English School Final Exam	
of SMP Kesatrian 2 Semarang Number 44	137
Table 4.95: Analysis of the English School Final Exam	
of SMP Kesatrian 2 Semarang Number 45	138
Table 4.96: Analysis of the English School Final Exam	
of SMP Kesatrian 2 Semarang Number 46	139
Table 4.97: Analysis of the English School Final Exam	
of SMP Kesatrian 2 Semarang Number 47	140
Table 4.98: Analysis of the English School Final Exam	
of SMP Kesatrian 2 Semarang Number 48	141
Table 4.99: Analysis of the English School Final Exam	
of SMP Kesatrian 2 Semarang Number 49	142
Table 4.100: Analysis of the English School Final Exam	
of SMP Kesatrian 2 Semarang Number 50	143

CHAPTER I

INTRODUCTION

Chapter one of this study discusses the followings in turns: background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study and the outline of the study. Each of the subchapter discusses the things of which become the basic of why this study is conducted.

1.1 Background of the study

English is very important either in direct communication or interaction. As a means of communication, English has to be mastered actively in oral and also in written. The fast growth of technology claims us to be more proactive in answering global information as asset in fulfilling requirement of market. As an international language, English is not merely as academic requirement but also as global communication media.

The need of English communication in society is one of the reasons why the Indonesian government has decided to teach English as a compulsory subject in the SMP/SMA. In Indonesia, English is introduced into the curriculum and considered as the first foreign language to be taught at SMP and SMA.

In an educational process, students or learners are expected to undergo changes. Based on this view, we expect that each program course or unit of

education will be able to bring about significant changes in the learners. To find out whether the expected changes have taken place or not, it is necessary for teachers to conduct a test or an examination as one of the evaluation instruments.

A test is a procedure or an appliance used to know or measure something, with determined procedures (Arikunto, 2005:53). In learning, test is a tool of evaluation which has an important role to measure the teaching learning process in schools.

Teachers have an important role in teaching and learning activity. They should master some abilities. One of that is to construct or design a good test. This test should able to measure the student understanding about the knowledge in the learning activity before. The form of the test can be various. One of that is multiple choice tests. It is easy to administer this kind of test, as a result, many teacher use this form. However, multiple choice tests are difficult to design. According to the writer experiences, when he did a teaching practice in one of junior high school, the teachers just want their student to get good score on the test. Therefore, they make many easy items test so that most of the student will get good score. When most of the students get a good score, however, it cannot be said that the quality of the test is good as well.

After that consideration, the writer wants to know the quality of the English test made by a teacher. Then, he decides to analyse the English school final exam which made by a teacher. The writer thinks, it is important to analyse the tests in term of validity, reliability, discrimination power, and difficulty level of English test items, because with this study the writer hopes that the test maker

or teacher can build a good test. The writer chooses SMP N 17 Semarang and SMP Kesatrian 2 Semarang as a place of the research because the average score of Ujian Nasional (National Examination) 2012, is in similar level in English subject.

1.2 Reasons for Choosing the Topic

This research focusses on the items analysis of English school final exam, which is administered to ninth grade students of SMP N 17 Semarang and SMP Kesatrian 2 Semarang in the academic year of 2013/ 2014. The reasons of choosing the topic are as follows:

- a. In teaching learning process, evaluation is important. For this reason, every test constructor must be careful in constructing the test items. The test maker must constructing the test based on the criteria of a good test.
- b. The English school final exam which administered in SMP N 17 and Kesatrian 2 Semarang has not been analyzed.
- c. By applying item analysis, we can indicate which items may be reliable and valid. We can check properly whether the test has a good quality or not.

1.3 Statement of the Problem

The writer would like to find the answer to the question: “How is the Quality of Teacher-Made English school final exam in SMP N 17 Semarang and SMP Kesatrian 2 Semarang academic year 2013/2014?”

Specifically, in analyzing the test items, the writer concerns to the following questions:

- (1) How is the validity of the test?
- (2) How is reliability of the test?
- (3) How is the item facility of the test?
- (4) How is the discrimination power of the test items?
- (5) Which test is better between English school final exam in SMP N 17 Semarang and SMP Kesatrian 2 Semarang academic year 2013/2014?

1.4 Purpose of the Study

The general objective of this study is to obtain an objective description of the Teacher-Made English school final exam for ninth grade in SMP N 17 Semarang and SMP Kesatrian 2 Semarang academic year 2013/2014

The objectives are to find out:

- (1) The validity of each test items
- (2) The reliability of each test items
- (3) The item facility of each test items
- (4) The discrimination power of each test items
- (5) The better test between English school final exam in SMP N 17 Semarang and SMP Kesatrian 2 Semarang academic year 2013/2014?"

1.5 Significance of the Study

The advantages that can be required from this study are as follows:

- (1) Theoretically, this study will give the knowledge about the important of quality of the test items in evaluate the student ability.
- (2) Practically, the teachers can use the result of the study as a reference when they want to analyse test items and use it as reference to improve the degree of quality of test items for the next examination.
- (3) Pedagogically, the study will contribute for improving the teachers' skills in constructing test items and improving the quality of the education

1.6 Limitation of the Study

The writer wanted to analyze the English school final examination and answer sheets done by the ninth grade in SMP N 17 Semarang and SMP Kesatrian 2 Semarang academic year 2013/2014

1.7 Outline of the Report

Chapter I is the introduction. It includes background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, limitation of the study, and outlines of the report.

Chapter II discusses about the review of related literature. It deals with review of the previous study, review of the related literature, and framework of analysis.

Chapter III deals with methodology of the study, which presents method of the study, place of the study, subject of the study, procedures of data collection, and procedures of data analysis.

Chapter IV deals with analysis and discussion of research.

Chapter V gives the conclusions of the research and some suggestions on the basis of the research finding.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer talks about three areas of studies. The first is review of the previous studies. It presents several studies that have been conducted related to the topic. The second is the review of related literature that provides the underlying theories as the starting point of the research. The last but no means least is framework of analysis. This section encloses outline of the related literature of the research. It is served as the basic guideline for the next process of this research.

2.1 Review of the Previous Studies

There had been a number of previous studies which analyzed topics related to the item analysis, as the following:

- (1) Iska Adiesti (2009) conducted a research on analyzing the English teacher made test based on Bloom's Taxonomy. In the process of investigating, she matched the test items to the curriculum table (the items, Competence Standard, Materials, and Indicators) to find out the representativeness of the KTSP's reading materials. Then, she analyzed it again by matching it to the basic requirements of Bloom's Taxonomy.
- (2) Wahyu Adi Purnomo (2008) conducted a research on analyzing the listening test items. He investigated the representativeness of the listening

materials from KTSP in the National examination. Furthermore, he discussed them on the basis of Brown's questions.

- (3) Aisa Widanti (2009) conducted a research on analyzing the first term English summative test for the seventh grade students. As the previous, she analyzed the validity, reliability, difficulty level, and discrimination power. In addition, she calculated the item dependability that are used exclusively for estimates of the consistency of CRTs. She concluded that the item still be used as an instrument of evaluation with some revisions and improvement.
- (4) Intania Desi Nawati (2009) conducted a research on analyzing the content validity analysis of English National Writing Test for Junior High School based on the Graduate Competence Standard of KTSP curriculum. In her research, she didn't calculate the numeric interpretation of the item, but she used the descriptive method in which the data analyzed and the analysis result is formed descriptively or as phenomenon.
- (5) Diana Nurul Aziz (2010) conducted a research on analyzing the English item of students' entrance examination in a piloting of international standardized school. She concluded that most of the test items have fulfilled the guidelines of the multiple-choice format. However, there were several test items that still needed to be revised

Based on some previous studies above, it can be stated that the researchers mostly conducted their researches in dealing with national exam or final test. And they

were dealing with one school only. The researches comparing two school final exams have not conducted yet.

2.2 Review of the Related Literature

In this sub chapter, the writer presents some theories or concepts which are used by the writer as the basic knowledge to conduct the research. This section is divided into four parts as follows: the general concept of school final examination, the general concept of test, the characteristic of a good test and general concept of item analysis.

2.2.1 The General Concept of School Final Examination

According to the Education and Cultural Minister Regulation number 3 in the year of 2013 about graduation criteria for students of education unit and implementation of school / madrasah / equality education and national exam, stated that school final examination is an activity of measurement and assessment of competence of students conducted by school / madrasah / equality education program providers for all subjects in the group of science and technology.

Different with national exam which is organized by National Education Standards agency (Badan Standar Nasional Pendidikan), school final exam organized by educational unit (school) under coordination by educational agency on every district or city. Each educational unit organized the school final exam for all subjects. This exam is held before the UN in accordance with the schedule set by the educational unit. Educational unit drafting the final exam questions based

on Competence Standard and Basic Competence in School Based Curriculum (KTSP).

2.2.2 The General Concept of Test

A test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown 2004: 3). This definition clarifies there are five things tightly in correlation to the test. The first term to be considered is method. Method here is an instrument –a set of techniques, procedures, or items- that requires performance on the part of the test-taker. To qualify the test, the method must be explicit and structured. The second is measure. It means that test is a kind of measurement. Measurement is defined as the act of measuring. In measuring something, of course, someone needs some standard. If the instrument does not reach the standard of measurement, it can be defined as a test. The next point that should be understood is the term of individual. The testers should know well who the test-takers are, that they can determine appropriate kind of test and scoring method applied. The fourth is ability, knowledge or performance. Most language tests measured one's ability to perform language, the others can also infer general competence, and it is depended on their purposes. Then the last is domain, that is the coverage of contents being tested to the test-takers.

It can be concluded that a test is the way to measure or tells the test taker's level of knowledge, performance, skill or ability has been acquired.

2.2.2.1 Types of Test

Tests motivate and direct student learning because tests guide student learning and help determine how students will prepare for a test. According to Vallete (1977:5-6) there are four types of test. They are:

a. The aptitude test

The aptitude test is conceived as a prognostic measure that indicates whether a student is likely to learn a second language readily.

b. The progress test

The progress test measures how much the student has learned in a specific course of instruction.

c. The proficiency test

The proficiency test also measures what students have learned, but the aim of the proficiency test is to determine whether this language ability corresponds to specific language requirements.

d. The achievement test

The achievement test is similar to the progress test in that it measures how much the student has learned in the course of second language instruction.

According to the definitions, it can be conclude that types of test are aptitude test measures the student's performance in learning a foreign language, progress test measures the progress in mastering the material taught in the classroom. Another type is proficiency test, it is to measure the students' achievement to perform.

Achievement test is the last type; it measures what has been taught and learnt. In this research the writer will focus on achievement test.

2.2.2.2 Achievement Test

Achievement test plays an important role in all types of instructional program. Achievement test emphasizes past progress, whereas aptitude test primarily concerns with future potentialities. The primary goal of the achievement test is to measure past learning, that is, the accumulated knowledge and skills of an individual in a particular field or fields. Brown (2004:47) states that an achievement test is related directly to classroom lessons, units, or even a total curriculum. According to Gronlund (1982:1) an achievement test is a systematic procedure for determining the amount a student has learned. The planning of an achievement test typically includes the cooperative efforts of teacher, curriculum specialists and the experts. Achievement test is used to assessing present knowledge and abilities. The primary goal of the achievement test is to measure past learning, that is, the accumulated knowledge and skills of an individual in a particular field or fields. It can be inferred that through achievement test, we know whether the students have mastered the material or not. As a result, an achievement test should be done in the end of the course.

2.2.2.3 Types of Achievement Test

The major purpose of testing in the classroom is to measure students' achievement as an indication of progress towards educational objectives set for the students.

According to Tinambunan (1988: 7), there are 4 (four) types of achievement test which are very commonly used in the classroom:

a. Placement test

Placement test is designed to determine students' performance at the beginning of instructions. For instance, in an institution, the test is used to know what position which is appropriate with the competence of a new worker.

b. Formative test

Formative test is intended to monitor learning process during the instruction and to provide continuous feedback to both students and teacher concerning learning successes or failures. It is usually found in daily tests in school.

c. Diagnostic test

Diagnostic test is to diagnose learning difficulties to give remedial action.

d. Summative test

Summative test is usually given at the end of making period and measures the total of the material covered (at the end of the academic year of term).

It can be conclude that the school final examination is achievement test in term of summative test.

2.2.3 Characteristics of a Good Test

A test has important role in the teaching and learning process as an integral part of the instructional program that provides information that serves as a basis for a

variety of educational decisions. A test can encourage students to focus on limited aspect of the course content or direct their attention to all important areas. Considering the characteristics of a good test, there are practicality, reliability, validity, authenticity, and wash back (Brown, 2004: 19). In the other hand, Harris (1969: 13) states that all good tests possess three qualities: validity, reliability and practicality. Validity and reliability are general consideration in test evaluation that is always important. A test constructor must be sure that the test processes these two essential characteristics of a good test. In this section, the focus is on validity and reliability, because both are very essential to effective testing and should be understood by anyone working with the test.

2.2.3.1 Validity

The most important characteristic of a good test is its ability to help the teacher make appropriate decision. This characteristic is called validity. Tinambunan states that the definition of validity in a test is the extent to which the result of an evaluation procedures serve the particular uses for which they are intended (1988: 11). Gronlund in Brown (2004: 22) validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. The writer can conclude that validity plays important role in a test because from the validity of the test we can measure whether the test can really measure students' ability on the material taught or not.

Basically, there are many types of validity according to some experts. According to Brown (2004:22-30), validity is divided into five types of evidence:

a. Content-Related Evidence

If a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured, it can claim content-related validity, often popularly referred to as **content validity** (Mousavi:2002, Hughes:2003 quoted by Brown,2004:22).

b. Criterion-Related Evidence

A second form of evidence of the validity of a test may be found in what is called criterion-related evidence. Also referred to as **criterion-related validity**, or the extent to which the “criterion” of the test has actually been reached.

c. Construct-Related Evidence

Construct-Related Evidence commonly referred to as **construct validity**. A construct is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perceptions. Construct validity is a major issue in validating large-scale standardized tests of proficiency.

d. Consequential validity

Consequential validity encompasses all the consequences of a test, including such consideration as its accuracy in measuring intended criteria, its impact on the preparation of test-takers, its effect on the learner, and the

(intended and unintended) social consequences of a test's interpretation and use.

e. Face validity

Gronlund (1998:210) quoted by Brown (2004:26) says an important facet of consequential validity is the extent to which “students view the assessment as fair, relevant, and useful for improving learning.” or what is popularly known as **face validity**. “Face validity refers to the degree to which a test *looks* right, and *appears* to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees who take it, the administrative personnel who decide on its use, and other psychometrically unsophisticated observers” (Brown adapted from Mousavi, 2002:244).

A number of factors tend to influence the validity of test results. Sidhu (2005: 53-54) points out some factors influencing validity in the following:

a. Clear directions

It is when the directions clearly indicate to the pupil how to respond to the items, how to record the responses, etc. His answer will improve the validity of the test.

b. Language

If the vocabulary and the sentence structure used in the questions not unnecessarily complicated, it will make the test valid. On the contrary the students might be knowing the answer but fail to answer it correctly simply because they do not understand the language of the question.

For example, a test in science which uses difficult language becomes a test in reading comprehension and does not measure what it intends to measure.

c. Medium of expression

take the case when English is the medium of instruction as well as examination , some of the students who know the subject matter very well fail in the subject like history or geography, only because they fail to express the subject matter through English. A test will be more valid if its answers are demanded in a language suitable for the students as a medium of expression.

d. Difficulty level of items

Test item which are either too easy or too difficult will not provide discrimination among students. This is against the validity of the test.

e. Construction of test item

Test items which provide clues to the answers tend to measure primarily a pupil's alertness. Thus an alert pupil gets an undue benefit over the less alert pupil though the latter may be knowing the subject matter equally well. Poorly constructed test items adversely affect the validity of the test. Classroom test are so constructed that they measure primarily the knowledge objective. Their questions give undue importance to the student's ability to memorise factual information. More important objectives like application, thinking and skill are not covered in these tests which consequently invalidate the result.

f. Time limit

If time limit given in an achievement test is inadequate, the fast writer will get an advantage over the slow writer. Instead of measurement of achievement, the test will measure the speed of writing. On the other hand, if sample time is allowed in a speed test, where time is the most important factor, it will invalidate the result. The time limit of a good test is specified in the light of its try out and the process of standardisation.

g. Extraneous factors

Extraneous factors have to be eliminated in order to ensure the validity of the test. But these factors usually enter into the process of testing, in spite of our best precautions. In essay type tests or short answer type tests the examiner is greatly influenced by such factors as style of expression, method of organising the subject matter, good handwriting, coverage of vastness through brevity, etc. Such factors lower the validity of the test of achievement. The practice of deducting marks for lack of neatness or for poor handwriting is an example of giving undue importance to extraneous factors. In an objective type test, the length of instructions, the vagueness of instructions, the confusing or lengthy statement of an item, bad arrangement or format of the items and the options of the responses are some of the extraneous factors.

The writer can conclude that validity plays important role in a test because from the validity of the test we can measure whether the test can really measure students' ability on the material taught or not.

2.2.3.2 Reliability

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. Brown points out that a reliable test is consistent and dependable (2004: 20). Harris (1969: 15-16) gives several ways to estimate the reliability of a test:

a. Test-retest technique

is simple technique that the same individuals would be tested and retested with the same test and then compares each student's result on both testing.

b. The use of alternate or parallel form,

that is, with different versions of the same test which are equivalent in length, difficulty, time limits, format and all other such aspects.

c. Internal consistency method.

There are three ways of estimating this method. The first method is odd and even method .It's a method for estimating reliability of a test by giving a single administration of one form of the test then dividing the items into halves (usually by separating odd and even number items).

Second is Split-half method. It's a method for obtaining two scores for each individual. Then the reliability coefficient can be determined by computing the correlation between them.

The last is Kuder-Richardson method. This method measure the extent to which items within one form of the test have as much in common with one another as do the items in that one form with corresponding items in equivalent form. Kuder and Richardson have published two formulas, they are Kuder-Richardson Formula 20 and Kuder-Richardson Formula 21.

The Formula 20 is :
$$r = \left(\frac{K}{K-1} \right) \left(1 - \frac{\sum pq}{s^2} \right)$$

where,

K = number of the items

p = proportion of correct responses to a particular item

q = proportion of incorrect responses to that item (so that p plus q always equals 1)

s = variance of the scores on the test

The formula 21 is :
$$r = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS^2} \right)$$

Where,

K = the number of items in the test

M = the mean (arithmetic average) of the test scores

S = the standard deviation of the test scores

(Rajamanickam, 2001: 200-201)

It can be conclude that reliability is consistency of test. Consistency happens when the test is administered to the same group of individuals in two different

settings and occasions, then it doesn't make any difference to both of scores obtained. The test should be reliable because unreliable test might produce different scores if it was taken again.

2.2.4 Item Analysis

Item analysis is a process which examines student responses to individual test items (questions) in order to assess the quality of those items and of the test as a whole. Item analysis is especially valuable in improving items which will be used again in later tests, but it can also be used to eliminate ambiguous or misleading items in a single test administration. According to Grounlund (1981: 225-256) item analysis has several benefits. (1) It provides useful information for class discussion of the test. (2) Item analysis provides data that helps students improve their learning if the students frequently choose the wrong answer. It provides a focus in remedial work. (3) Item analysis provides a skill that lead to the preparation of better test in the future. Thus, item analysis tell us if an item was too difficult or too easy, how well it discriminated between high and low scores on the test, and whether all the alternatives functioned as intended. In item analysis, there are three major components: level of difficulty, discrimination power, and the effectiveness of each alternative. This research focused on level of difficulty and discrimination power.

2.2.4.1 Item Facility

Item facility goes by many other names: level of difficulty, item difficulty, item easiness, p -value, or abbreviated simply as IF (Brown 2002:114). McCauley(2001: 57) as quoted by Diana (2010:28) says that Item difficulty (P) is the number of person answering the item correctly divided by the item. It can be used to gauge whether an item is appropriate to the range of abilities characteristics of the target population. The index of item difficulty increase as the item gets easier and decrease, as it gets more difficult. The item facility or index of difficulty (P) can be calculated by adding up the number of students who correctly answered a particular item and divide that sum by the total number of students who took the test (Brown 2005: 66). According to Nitko (1983: 288) the index of item facility can be shown as follows:

- (1) an item with difficulty level of $0.00 \leq p \leq 0,25$ is a difficult item.
- (2) an item with difficulty level of $0.26 \leq p \leq 0.75$ is moderate item
- (3) an item with difficulty level of $0.76 \leq p \leq 1.00$ is an easy item.

The item facility of the test item itself can be investigated by applying the formula as follows:

$$IF = \frac{N \text{ correct}}{N \text{ total}}$$

Where,

N correct = number of students answering correctly

N total = total number of students taking the test

Brown (2005: 66)

2.2.4.2 Item Discrimination Power

Discrimination Power or item discrimination is the extent to which an item differentiates between high and low-ability test takers. An item on which high ability students (who did well in the test) and low ability students (who didn't) score equally well would have poor item discrimination because it did not discriminate between the two groups. (Brown, 2004:59).

According to Gronlund (1982:103) the computation of item discriminating index (D) for each item can be done by using this formula:

$$D = \frac{RU - RL}{1/2T}$$

Where,

D : the index of discrimination power

U : the index of student in the upper group who answer the item correctly

L : the index of student in the lower group who answer the item correctly

1/2T : the number of students in each of the group

The criteria of item discrimination power could be seen in the table below which is proposed by Ebel and Frisbie (1991: 232) are:

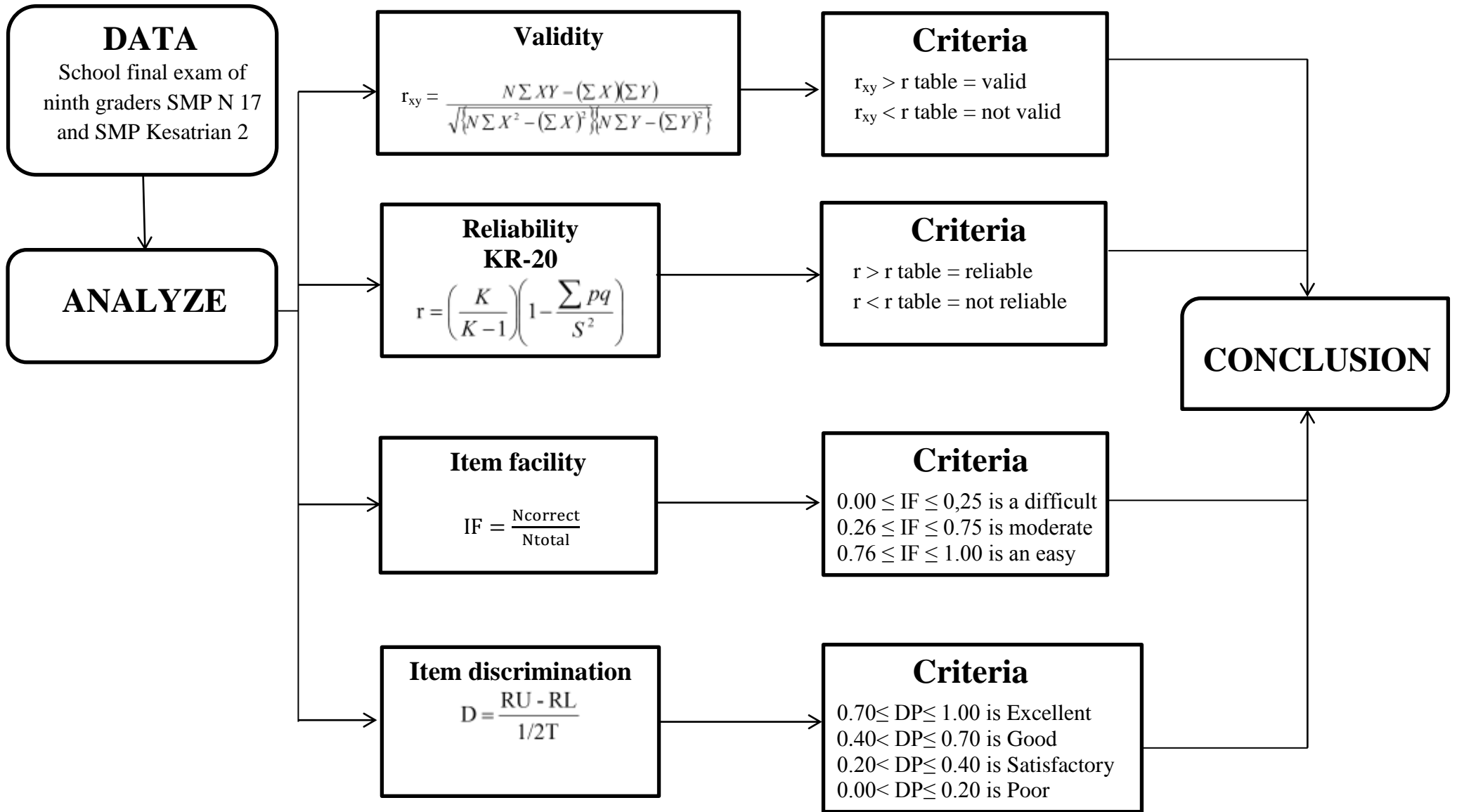
Discrimination index	Item evaluation
$0.70 \leq DP \leq 1.00$	Excellent
$0.40 < DP \leq 0.70$	Good
$0.20 < DP \leq 0.40$	Satisfactory
$0.00 < DP \leq 0.20$	Poor

2.3 Framework of Analysis

School final examination is an activity of measurement and assessment of competence of students conducted by school / madrasah / equality education program providers for all subjects in the group of science and technology. The schools were drafting the final exam questions based on Competence Standard and Basic Competence in School Based Curriculum (KTSP). As a result, the teacher would make the test questions.

Related to the purpose of this research that is to find out the quality of the teacher-made school final exam, the writer would analyze the test item on the school final exam of ninth graders of SMP N 17 Semarang and SMP Kesatrian 2 Semarang in academic year 2013/2014.

In analyzing the test item, there are several points which should be analyzed. In analyzing validity, the writer would like to apply the Product Moment formula. If the r value is more than the r value in the table, it can be stated that the test item is valid, and vice versa. The reliability of the test items would be analyzed with Kuder- Richardson Formula 20. When the result of r value is more than the r value in the table, then the test can be stated as the reliable one. The level of difficulty of the test item (IF) would be investigated by adding up the number of students who correctly answered a particular item and divide that sum by the total of number of students who took the test. The discrimination index can be computed by subtracting the IF for the lower group from the IF for the upper group on each item. After that the writer would describe based on Ebel and Frisbie criteria (1991: 232).



CHAPTER III

METHOD OF INVESTIGATION

This chapter presents method of investigation of the study. It begins with a brief elaboration on the method of the study. After that the writer discusses the place and subject of the study. Next, the instrument and procedures of collecting data. Last is procedures of analyzing data.

3.1 Method of the Study

The purpose of this study is to obtain an objective description of the teacher made English school final exam for ninth grade students of SMP N 17 Semarang and SMP Kesatrian 2 Semarang. The writer only focused on describing validity level, reliability level, difficulty level, and discrimination power of each test items. The writer used quantitative research. According to Hornby (2000: 1078), quantitative is connected with amount of number of something rather than with how good it is. In this term, quantitative data refers to the use of statistical analysis to calculate the numeral data that are gathered and to analyze them by the use of correlation analysis. The data are expressed in the language of mathematics and must be, consequently, expressed and interpreted by means of appropriate statistical procedure.

3.2 Place of the Study

This study was conducted at SMP N 17 Semarang that is located at jalan Gabeng Raya Jangli, Semarang and SMP Kesatrian 2 Semarang that is located at jalan Pamularsih No.96 Semarang.

3.3 Subject of the Study

One step that should be applied before gaining the data is to decide the subject of the study. According to Hadjar (1996: 133) as quoted by Purwanto (2008: 236), subject is the individuals taken part in the research from where the data will be collected. Before collecting the data, the researcher should decide whether the data used will be taken from the whole population or just a part, namely sample.

3.3.1 Population

Population, as stated by Tuckman (1978: 227), is that group which the research is interested in gaining information and drawing conclusions. Arikunto as quoting in the *Encyclopedia of Education Evaluation* that population is a set (or collection) of all elements possessing one or more attributes of interest (2004:130). Referring to the definition above, the population of this study is 243 students of ninth grade of SMP N 17 Semarang and 245 students of ninth grade SMP Kesatrian 2 Semarang in the academic year 2013/2014.

3.3.2 Sample

Tuckman (1978: 226) suggests that sample is defined as representative group from the population to serve as respondents. Arikunto claims that sample is a part of population that represents the whole (2004: 131). He suggests that if the number of the subject in the population is less than 100, it is better for the researcher to take the entire object. However, if the number of subject in the population is more than 100, researcher can take 10%-15% or 20%-25% or more of the object as the sample depending on the situation (2004: 132). In this study, the writer took 30 students of 243 students of the grade IX of SMP N 17 Semarang and 30 students of 245 of the grade IX of SMP Kesatrian 2 Semarang as the sample. So, it was only 12.5% of the population.

3.4 Procedures of Data Collection

In order to get the required data, the writer asked for permission to copy the answer sheet and question sheet from the English school final exam of the ninth grade of SMP N 17 Semarang and SMP Kesatrian 2 Semarang in the academic year 2013/2014. Then the writer collected the item test and analyzes the result of the item test to know the validity, reliability, item difficulty, and item discrimination for each school.

3.5 Procedures of Data Analysis

The data to be analyzed are taken from the students' answer sheet of students' answer sheet in school final exam for the ninth grade of junior high school

students in the academic year 2013/2014. These students' answer sheets are used to analyze the quality of the test items includes the validity, reliability, difficulty level, and discrimination power.

3.5.1 Item Facility Analysis

Item facility is the degree that shows how difficult or easy a test is. A good test item is an item which is not too difficult and not too easy. The index of facility of an item can be shown as follows:

- (1) an item with difficulty level of $0.00 \leq p \leq 0,30$ is a difficult item.
- (2) an item with difficulty level of $0.30 < p \leq 0.70$ is moderate item
- (3) an item with difficulty level of $0.70 < p \leq 1.00$ is an easy item.

(Nitko, 1983: 288)

Item facility of a test item can be calculated by applying the formula as follows:

$$IF = \frac{N_{\text{correct}}}{N_{\text{total}}}$$

where,

N correct = number of students answering correctly

N total = total number of students taking the test

(Brown 2005: 66)

3.5.2 Item Discrimination Power Analysis

The discriminating power of a test item is its ability to differentiate between students who have achieved well (the upper group) and those who have achieved poorly (the lower group). To estimate item discriminating power is by comparing

the number of students in the upper and lower group who answered the item correctly.

The computation of item discriminating index (D) for each item can be done by using this formula:

$$D = \frac{RU - RL}{1/2T}$$

where:

D : the index of discrimination power

U : the index of student in the upper group who answer the item correctly

L : the index of student in the lower group who answer the item correctly

1/2T : the number of students in each of the group

(Gronlund 1982:103)

In this study, the writer used the criteria of item discrimination power could be seen in the table below which is proposed by Ebel and Frisbie (1991: 232):

Discrimination index	Item evaluation
$0.70 \leq DP \leq 1.00$	Excellent
$0.40 < DP \leq 0.70$	Good
$0.20 < DP \leq 0.40$	Satisfactory
$0.00 < DP \leq 0.20$	Poor

By using the criteria above, the writer analyzes the items, therefore, the test can be said as a good test or not.

3.5.3 Reliability Analysis

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. In this study, the writer use Kuder-Richardson 20 (KR-20) formula to find out the reliability. The KR20 formula is:

$$r = \left[\frac{k}{k-1} \right] \left[\frac{s^2 - \sum pq}{s^2} \right]$$

where: r : reliability coefficient

k : the number of items

p : the number of students who answered correctly

q : the number of students who answered incorrectly

s^2 : the total variance

(Rajamanickam, 2001: 200)

The formula to calculate variance is:

$$s^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

The result of the reliability (r) calculation is consulted to the value of r product moment on the table. If the value of r calculation is lower than the value of r on the table, we can say that the item is not reliable. On the other hand, the item is reliable if the value of r calculation is more than the value of r on the table.

3.5.4 Validity Analysis

Validity refers to whether or not a test measures what it proposes to measure.

First, the writer wanted to analyse the content validity of the test. Content validity addresses the match between test questions and the content or subject area they are intended to assess. Therefore, the writer would match the items of the tests with the material on the curriculum which should be tested in English School final exam of ninth grader. It would be analyse use this table below.

Material in the Curriculum		item number			
		1	2	3	4
READING		<input type="checkbox"/>			
<i>Determine the general overview / main idea of a paragraph or specific information / information implied or referral word or meaning of words / phrases or communicative goals in a short functional text in the form of:</i>	a.caution/notice/warning				
	b.greeting card				
	c.letter/e-mail				
	d.short message				
	e.advertisement				
	f.announcement				
	g.invitation				
	h.schedule				
	i.procedure				
	j.descriptive				
	k.recount				
	l.narrative				
	m.report				
WRITING					
<i>Determine the correct word to complete the incomplete text in the form of :</i>	a.recount/narrative				
	b.procedure/descriptive				
Determine the precise wording to make a meaningful sentence.					
Determine the right sentences to create a coherent and meaningful paragraph					

Note: Mark (√) if the item match with the material.

Secondly, The writer wanted to measure criterion related validity. To calculate that, the writer used Pearson's Product Moment formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

where: r_{xy} : correlation index
 x : the score of the item
 y : the total score
 N : the total number of the respondent

(Arikunto, 2004: 244)

According to Arikunto (2002: 154), if the value of calculation is lower than the critical value on the table, that the correlation is not valid. Therefore, to determine the validity of each item, the writer was consulting the r product moment value on the table. If the r_{xy} lower than r product moment value on the table, then the item is not valid and vice versa.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusions drawn based on what had been discussed in the previous chapters. Additionally, some suggestions are also provided in this chapter.

5.1 Conclusion

Based on the results of the analyses of the both test items of English school final exam for ninth graders student made by English teachers of SMP N 17 Semarang and English teachers of SMP Kesatrian 2 Semarang in the academic year 2013/2014, it could be drawn the conclusions as follows:

- (1) In terms of the content validity, all items of both tests have compatibility with the material in the curriculum. It means that both test of SMP N 17 and SMP Kesatrian 2 Semarang had measured what should be measured and have high content validity. However, the English school final exam of SMP Kesatrian 2 was better than SMP N 17 Semarang because SMP Kesatrian 2 did not have a bad item structure. in terms of criterion validity, the English school final exam of SMP N 17 Semarang, there were 25 valid test items. The mean of validity of this test was 0.328. Meanwhile, from English school final exam of SMP Kesatrian 2 Semarang, there were only 9 valid test items and the mean of validity was 0.277. Since the r table was 0,361 and the mean of the validity of both tests were lower than the r table, it can be concluded that both tests were not valid.

- (2) In term of the reliability, the English school final exam of SMP N 17 Semarang had the coefficient of reliability of 0.874, while the English school final exam of SMP Kesatrian 2 Semarang had the coefficient of reliability of 0.631. According to it, the coefficient of reliability from both school were higher than the r table. As a result, both tests were reliable.
- (3) From the result of item facility or item difficulty level, the English school final exam of SMP N 17 Semarang had the mean of item facility of 0.72. Based that calculation result this test was classified in to an easy test. On the other hand, the mean of item facility of the English school final exam of SMP Kesatrian 2 Semarang was 0.76. It can be concluded that the difficulty of this test was also an easy test.
- (4) In the analysis of item discriminating power, the English school final exam of SMP N 17 Semarang had 7 items were categorized as good items, 16 items were classified as good items, and 27 items were categorized as poor items. From the 50 test items, the mean of the discrimination power value was 0.22, which meant that the English school final exam of SMP N 17 Semarang had the satisfactory discrimination power. On the other hand, of the English school final exam of SMP Kesatrian 2 Semarang had 10 items were categorized as satisfactory items and 40 items were categorized as poor items. With the mean of discrimination power value was 0.13, it meant that the English school final exam of SMP Kesatrian 2 Semarang had the poor discrimination power. A test which had poor discrimination power is not

good enough to be used because it has no power to distinguish between high-achiever students and low-achiever students.

- (5) Based on the analysis made by the writer, the English school final exam of SMP N 17 Semarang, there were only 9 items which still can be used, 14 items which still can be used with several revisions, and 27 items which should be discarded. Meanwhile, from the English school final exam of SMP Kesatrian 2 Semarang, there was only 1 item which still can be used, 4 items which still can be used with several revisions, and 45 items which should be discarded. According to this data finding, the quality of both tests was not good enough. It was because of the number of items which had not met the requirements to be called as a good test item. If the both test were compared, the quality of English school final exam of SMP N 17 Semarang, however, is better than the quality of English school final exam of SMP Kesatrian 2 Semarang. It could be proven from the number of items which were categorized into good test item. There were 9 items which fulfilled the criteria as good test items from the English school final exam of SMP N 17 Semarang. On the other hand, there was only 1 item from the English school final exam of SMP Kesatrian 2 Semarang which had fulfilled the criteria as a good test item and still can be used.

5.2 Suggestion

Constructing good language test items is a difficult task. It requires more effort, energy and time, even though the test was made by more than one teacher. There

are many competencies that should be fulfilled by a good teacher. One of that is the ability to design or construct a good test

The teachers or the test makers of the test should know the characteristic of a good set of test items which includes validity, reliability, item facility, and item discrimination. We know that the teachers would more appreciate if most of their students always get good score in the test. If many students who get good score, however, it does not always mean the quality of the test is good as well. Based on the conclusion, the writer will give some suggestions for the teachers as the test maker, to design a good test:

- (1) Prepare the test items long before it is administered
- (2) Double check the question sheet to minimize error typing questions.
- (3) Pay more attention to the item level of difficulty and discrimination power.
- (4) The test maker should keep the item which can be used and revised if they want to use it in another test.

The writer hopes the result on this item analysis can be used as an example or reference in analyzing and developing other test items, and as a trigger other researchers to do a research on the same topic.

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APPENDICES

Appendix 1

Material in the Curriculum		CONTENT VALIDITY ANALYSIS SMP KESATRIAN 2 SEMARANG																									
		item number																									
READING		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Determine the general overview / main idea of a paragraph or specific information / information implied or referral word or meaning of words / phrases or communicative goals in a short functional text in the form of:	a. caution/notice/warning	✓																									
	b. greeting card							✓																			
	c. letter/e-mail												✓														
	d. short message	✓											✓														
	e. advertisement																										
	f. announcement				✓							✓															
	g. invitation																										
	h. schedule							✓																			
	i. procedure																										
	j. descriptive																		✓		✓		✓		✓		
	k. recount																					✓	✓				
	l. narrative																										
	m. report																										
WRITING																											
Determine the correct word to complete the incomplete text in the form of :	a. recount/narrative																										
	b. procedure/descriptive																										
Determine the precise wording to make a meaningful sentence.																											
Determine the right sentences to create a coherent and meaningful paragraph																											

Appendix 2

The result of validity analysis of the English final exam of SMP Kesatrian 2

Semarang

No.	Item Number	Criteria	No.	Item Number	Criteria
1.	Number 1	not valid	26.	Number 26	not valid
2.	Number 2	not valid	27.	Number 27	valid
3.	Number 3	not valid	28.	Number 28	not valid
4.	Number 4	not valid	29.	Number 29	not valid
5.	Number 5	not valid	30.	Number 30	not valid
6.	Number 6	valid	31.	Number 31	not valid
7.	Number 7	valid	32.	Number 32	not valid
8.	Number 8	not valid	33.	Number 33	valid
9.	Number 9	not valid	34.	Number 34	not valid
10.	Number 10	valid	35.	Number 35	valid
11.	Number 11	not valid	36.	Number 36	not valid
12.	Number 12	not valid	37.	Number 37	not valid
13.	Number 13	not valid	38.	Number 38	not valid
14.	Number 14	not valid	39.	Number 39	not valid
15.	Number 15	not valid	40.	Number 40	not valid
16.	Number 16	not valid	41.	Number 41	not valid
17.	Number 17	valid	42.	Number 42	not valid
18.	Number 18	not valid	43.	Number 43	not valid
19.	Number 19	not valid	44.	Number 44	valid
20.	Number 20	not valid	45.	Number 45	not valid
21.	Number 21	valid	46.	Number 46	not valid
22.	Number 22	not valid	47.	Number 47	not valid
23.	Number 23	not valid	48.	Number 48	not valid
24.	Number 24	not valid	49.	Number 49	not valid
25.	Number 25	not valid	50.	Number 50	not valid

Appendix 3

The result of item facility analysis of the English final exam of SMP Kesatrian
2 Semarang

No.	Item Number	Criteria	No.	Item Number	Criteria
1.	Number 1	easy	26.	Number 26	easy
2.	Number 2	moderate	27.	Number 27	easy
3.	Number 3	easy	28.	Number 28	easy
4.	Number 4	easy	29.	Number 29	moderate
5.	Number 5	difficult	30.	Number 30	moderate
6.	Number 6	easy	31.	Number 31	easy
7.	Number 7	easy	32.	Number 32	easy
8.	Number 8	easy	33.	Number 33	moderate
9.	Number 9	easy	34.	Number 34	easy
10.	Number 10	easy	35.	Number 35	easy
11.	Number 11	easy	36.	Number 36	easy
12.	Number 12	easy	37.	Number 37	easy
13.	Number 13	moderate	38.	Number 38	easy
14.	Number 14	easy	39.	Number 39	difficult
15.	Number 15	easy	40.	Number 40	easy
16.	Number 16	easy	41.	Number 41	easy
17.	Number 17	easy	42.	Number 42	difficult
18.	Number 18	difficult	43.	Number 43	easy
19.	Number 19	moderate	44.	Number 44	easy
20.	Number 20	difficult	45.	Number 45	easy
21.	Number 21	easy	46.	Number 46	easy
22.	Number 22	easy	47.	Number 47	easy
23.	Number 23	easy	48.	Number 48	easy
24.	Number 24	moderate	49.	Number 49	easy
25.	Number 25	moderate	50.	Number 50	easy

Appendix 4

The result of discrimination power analysis of the English final exam of SMP

Kesatrian 2 Semarang

No.	Item Number	Criteria	No.	Item Number	Criteria
1.	Number 1	Satisfactory	26.	Number 26	poor
2.	Number 2	poor	27.	Number 27	poor
3.	Number 3	poor	28.	Number 28	poor
4.	Number 4	poor	29.	Number 29	poor
5.	Number 5	poor	30.	Number 30	poor
6.	Number 6	Satisfactory	31.	Number 31	Satisfactory
7.	Number 7	poor	32.	Number 32	poor
8.	Number 8	poor	33.	Number 33	Satisfactory
9.	Number 9	poor	34.	Number 34	poor
10.	Number 10	poor	35.	Number 35	Satisfactory
11.	Number 11	poor	36.	Number 36	poor
12.	Number 12	poor	37.	Number 37	poor
13.	Number 13	poor	38.	Number 38	poor
14.	Number 14	poor	39.	Number 39	Satisfactory
15.	Number 15	poor	40.	Number 40	Satisfactory
16.	Number 16	poor	41.	Number 41	Satisfactory
17.	Number 17	Satisfactory	42.	Number 42	Satisfactory
18.	Number 18	poor	43.	Number 43	poor
19.	Number 19	poor	44.	Number 44	poor
20.	Number 20	poor	45.	Number 45	poor
21.	Number 21	poor	46.	Number 46	poor
22.	Number 22	poor	47.	Number 47	poor
23.	Number 23	poor	48.	Number 48	poor
24.	Number 24	poor	49.	Number 49	poor
25.	Number 25	poor	50.	Number 50	poor

Appendix 5

The result of Gronlunds' Criteria analysis of the English final exam of SMP

Kesatrian 2 Semarang

No.	Item Number	Criteria	No.	Item Number	Criteria
1.	Number 1	discarded	26.	Number 26	discarded
2.	Number 2	discarded	27.	Number 27	discarded
3.	Number 3	discarded	28.	Number 28	discarded
4.	Number 4	discarded	29.	Number 29	discarded
5.	Number 5	discarded	30.	Number 30	discarded
6.	Number 6	revise	31.	Number 31	revise
7.	Number 7	discarded	32.	Number 32	discarded
8.	Number 8	discarded	33.	Number 33	used
9.	Number 9	discarded	34.	Number 34	discarded
10.	Number 10	discarded	35.	Number 35	revise
11.	Number 11	discarded	36.	Number 36	discarded
12.	Number 12	discarded	37.	Number 37	discarded
13.	Number 13	discarded	38.	Number 38	discarded
14.	Number 14	discarded	39.	Number 39	discarded
15.	Number 15	discarded	40.	Number 40	discarded
16.	Number 16	discarded	41.	Number 41	discarded
17.	Number 17	revise	42.	Number 42	discarded
18.	Number 18	discarded	43.	Number 43	discarded
19.	Number 19	discarded	44.	Number 44	discarded
20.	Number 20	discarded	45.	Number 45	discarded
21.	Number 21	discarded	46.	Number 46	discarded
22.	Number 22	discarded	47.	Number 47	discarded
23.	Number 23	discarded	48.	Number 48	discarded
24.	Number 24	discarded	49.	Number 49	discarded
25.	Number 25	discarded	50.	Number 50	discarded

Appendix 6

Material in the Curriculum		CONTENT VALIDITY ANALYSIS SMP N 17 SEMARANG																								
		item number																								
READING		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Determine the general overview / main idea of a paragraph or specific information / information implied or referral word or meaning of words / phrases or communicative goals in a short functional text in the form of:	a.caution/notice/warning					✓			✓																	
	b.greeting card	✓								✓																
	c.letter/e-mail																✓									
	d.short message						✓																			
	e.advertisement																									
	f.announcement													✓												
	g.invitation											✓														
	h.schedule				✓															✓						
	i.procedure																									
	j.descriptive																									
	k.recount																									
	l.narrative																						✓			
	m.report																						✓			
WRITING																										
Determine the correct word to complete the incomplete text in the form of :	a.recount/narrative																									
	b.procedure/descriptive																									
Determine the precise wording to make a meaningful sentence.																										
Determine the right sentences to create a coherent and meaningful paragraph																										

Appendix 7

The result of validity analysis of the English final exam of SMP N 17

Semarang

No.	Item Number	Criteria	No.	Item Number	Criteria
1.	Number 1	not valid	26.	Number 26	not valid
2.	Number 2	not valid	27.	Number 27	not valid
3.	Number 3	not valid	28.	Number 28	not valid
4.	Number 4	not valid	29.	Number 29	valid
5.	Number 5	not valid	30.	Number 30	valid
6.	Number 6	not valid	31.	Number 31	not valid
7.	Number 7	valid	32.	Number 32	not valid
8.	Number 8	valid	33.	Number 33	not valid
9.	Number 9	valid	34.	Number 34	valid
10.	Number 10	not valid	35.	Number 35	valid
11.	Number 11	not valid	36.	Number 36	valid
12.	Number 12	valid	37.	Number 37	valid
13.	Number 13	not valid	38.	Number 38	valid
14.	Number 14	not valid	39.	Number 39	valid
15.	Number 15	valid	40.	Number 40	valid
16.	Number 16	not valid	41.	Number 41	valid
17.	Number 17	valid	42.	Number 42	not valid
18.	Number 18	not valid	43.	Number 43	valid
19.	Number 19	valid	44.	Number 44	valid
20.	Number 20	valid	45.	Number 45	valid
21.	Number 21	valid	46.	Number 46	not valid
22.	Number 22	not valid	47.	Number 47	not valid
23.	Number 23	valid	48.	Number 48	not valid
24.	Number 24	valid	49.	Number 49	not valid
25.	Number 25	valid	50.	Number 50	not valid

Appendix 8

The result of item facility analysis of the English final exam of SMP N 17

Semarang

No.	Item Number	Criteria	No.	Item Number	Criteria
1.	Number 1	easy	26.	Number 26	easy
2.	Number 2	easy	27.	Number 27	easy
3.	Number 3	easy	28.	Number 28	easy
4.	Number 4	difficult	29.	Number 29	easy
5.	Number 5	easy	30.	Number 30	easy
6.	Number 6	easy	31.	Number 31	easy
7.	Number 7	moderate	32.	Number 32	easy
8.	Number 8	moderate	33.	Number 33	easy
9.	Number 9	easy	34.	Number 34	easy
10.	Number 10	moderate	35.	Number 35	moderate
11.	Number 11	easy	36.	Number 36	moderate
12.	Number 12	easy	37.	Number 37	moderate
13.	Number 13	easy	38.	Number 38	moderate
14.	Number 14	moderate	39.	Number 39	easy
15.	Number 15	moderate	40.	Number 40	moderate
16.	Number 16	moderate	41.	Number 41	easy
17.	Number 17	easy	42.	Number 42	moderate
18.	Number 18	easy	43.	Number 43	easy
19.	Number 19	moderate	44.	Number 44	easy
20.	Number 20	easy	45.	Number 45	moderate
21.	Number 21	easy	46.	Number 46	moderate
22.	Number 22	easy	47.	Number 47	difficult
23.	Number 23	easy	48.	Number 48	moderate
24.	Number 24	easy	49.	Number 49	moderate
25.	Number 25	easy	50.	Number 50	difficult

Appendix 9

The result of discrimination power analysis of the English final exam of SMP

N 17 Semarang

No.	Item Number	Criteria	No.	Item Number	Criteria
1.	Number 1	poor	26.	Number 26	poor
2.	Number 2	poor	27.	Number 27	poor
3.	Number 3	poor	28.	Number 28	poor
4.	Number 4	poor	29.	Number 29	poor
5.	Number 5	poor	30.	Number 30	satisfactory
6.	Number 6	poor	31.	Number 31	poor
7.	Number 7	good	32.	Number 32	poor
8.	Number 8	satisfactory	33.	Number 33	satisfactory
9.	Number 9	poor	34.	Number 34	satisfactory
10.	Number 10	poor	35.	Number 35	good
11.	Number 11	poor	36.	Number 36	good
12.	Number 12	satisfactory	37.	Number 37	good
13.	Number 13	poor	38.	Number 38	poor
14.	Number 14	satisfactory	39.	Number 39	satisfactory
15.	Number 15	satisfactory	40.	Number 40	good
16.	Number 16	satisfactory	41.	Number 41	poor
17.	Number 17	satisfactory	42.	Number 42	poor
18.	Number 18	poor	43.	Number 43	satisfactory
19.	Number 19	good	44.	Number 44	poor
20.	Number 20	satisfactory	45.	Number 45	satisfactory
21.	Number 21	satisfactory	46.	Number 46	poor
22.	Number 22	poor	47.	Number 47	poor
23.	Number 23	good	48.	Number 48	poor
24.	Number 24	satisfactory	49.	Number 49	poor
25.	Number 25	satisfactory	50.	Number 50	poor

Appendix 10

The result of Gronlund's Criteria power analysis of the English final exam of
SMP N 17 Semarang

No.	Item Number	Criteria	No.	Item Number	Criteria
1.	Number 1	discarded	26.	Number 26	discarded
2.	Number 2	discarded	27.	Number 27	discarded
3.	Number 3	discarded	28.	Number 28	discarded
4.	Number 4	discarded	29.	Number 29	discarded
5.	Number 5	discarded	30.	Number 30	revise
6.	Number 6	discarded	31.	Number 31	discarded
7.	Number 7	used	32.	Number 32	discarded
8.	Number 8	used	33.	Number 33	discarded
9.	Number 9	discarded	34.	Number 34	revise
10.	Number 10	discarded	35.	Number 35	used
11.	Number 11	discarded	36.	Number 36	used
12.	Number 12	revise	37.	Number 37	used
13.	Number 13	discarded	38.	Number 38	revise
14.	Number 14	revise	39.	Number 39	revise
15.	Number 15	used	40.	Number 40	used
16.	Number 16	revise	41.	Number 41	discarded
17.	Number 17	revise	42.	Number 42	discarded
18.	Number 18	discarded	43.	Number 43	revise
19.	Number 19	used	44.	Number 44	discarded
20.	Number 20	revise	45.	Number 45	used
21.	Number 21	revise	46.	Number 46	discarded
22.	Number 22	discarded	47.	Number 47	discarded
23.	Number 23	revise	48.	Number 48	discarded
24.	Number 24	revise	49.	Number 49	discarded
25.	Number 25	revise	50.	Number 50	discarded

Appendix 11

DATA ANALYSIS SMP N 17 SEMARANG

no	code	item number													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	S-23	1	1	1	1	1	1	1	1	1	0	1	1	1	1
2	S-30	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	S-28	1	1	1	0	1	1	1	0	1	1	1	1	1	1
4	S-29	1	1	1	0	1	1	1	1	1	0	1	1	1	0
5	S-11	1	1	1	0	1	1	1	1	1	0	1	1	1	1
6	S-13	1	1	1	0	1	1	1	0	1	0	1	1	1	1
7	S-4	1	1	1	1	1	1	1	1	1	0	1	1	1	0
8	S-26	1	1	1	1	1	1	1	0	1	0	1	1	1	1
9	S-27	1	1	1	0	1	1	1	1	1	0	1	1	1	1
10	S-2	1	1	1	1	1	1	1	0	1	1	1	1	1	1
11	S-17	1	1	0	0	1	1	0	1	1	0	1	1	1	1
12	S-3	1	1	0	0	1	1	0	1	1	0	1	1	1	1
13	S-18	1	1	0	0	1	1	1	0	1	0	1	1	1	1
14	S-19	1	0	1	0	1	1	1	1	1	0	1	0	1	1
15	S-7	1	1	1	0	0	1	1	1	1	1	1	1	1	1
16	S-9	1	1	1	0	1	1	1	0	1	0	1	1	1	1
17	S-12	1	1	1	0	1	1	1	1	1	1	1	1	0	1
18	S-24	1	1	1	1	1	1	1	0	1	1	1	1	1	1
19	S-14	1	1	1	0	1	1	0	1	1	0	1	1	0	1
20	S-20	1	1	0	0	1	1	0	1	1	0	0	0	0	0
21	S-15	1	1	1	0	1	1	1	0	1	0	1	1	0	1
22	S-21	0	1	1	0	1	1	0	1	1	0	0	1	1	0
23	S-16	1	1	1	0	1	1	1	0	1	1	1	1	1	1
24	S-10	1	0	1	0	1	1	0	1	1	0	1	1	1	0
25	S-25	1	0	1	0	1	1	1	1	1	0	1	1	1	1
26	S-22	0	1	1	0	1	1	0	1	1	1	1	1	1	0
27	S-1	1	1	1	0	1	1	0	1	1	0	1	1	1	1
28	S-8	1	1	1	0	1	1	1	0	1	0	1	1	1	0
29	S-6	1	1	1	1	1	1	1	0	1	0	1	1	1	0
30	S-5	1	1	1	0	1	1	0	1	1	1	1	1	1	1
SX		28	27	26	7	28	27	20	10	28	11	27	24	25	22
SX ²		28	27	26	7	28	27	20	10	28	11	27	24	25	22
SXY		1012	976	924	275	1002	971	770	402	1031	382	966	898	901	814
r _{xy}		0.206	0.167	-0.085	0.284	0.010	0.086	0.566	0.459	0.577	-0.116	0.005	0.483	0.089	0.299
Criteria		not valid	not valid	not valid	not valid	not valid	not valid	valid	valid	valid	not valid	not valid	valid	not valid	not valid
RU		15	14	12	5	14	14	14	8	15	5	13	14	14	13
RL		13	13	14	2	14	13	6	2	13	6	14	10	11	9
T		15	15	15	15	15	15	15	15	15	15	15	15	15	15
ID		0.13	0.07	-0.13	0.20	0.00	0.07	0.53	0.40	0.13	-0.07	-0.07	0.27	0.20	0.27
Criteria		poor	poor	poor	poor	poor	poor	good	satisfactory	poor	poor	poor	satisfactory	poor	satisfactory
Ncorrect		28	27	26	7	28	27	20	10	28	11	27	24	25	22
Ntotal		30	30	30	30	30	30	30	30	30	30	30	30	30	30
IF		0.93	0.90	0.87	0.23	0.93	0.90	0.67	0.33	0.93	0.37	0.90	0.80	0.83	0.73
Criteria		easy	easy	easy	difficult	easy	easy	moderate	moderate	easy	moderate	easy	easy	easy	moderate
p		0.933	0.900	0.867	0.233	0.933	0.900	0.667	0.333	0.933	0.367	0.900	0.800	0.833	0.733
q		0.067	0.100	0.133	0.767	0.067	0.100	0.333	0.667	0.067	0.633	0.100	0.200	0.167	0.267
pq		0.062	0.090	0.116	0.179	0.062	0.090	0.222	0.222	0.062	0.232	0.090	0.160	0.139	0.196
Criteria		discarded	discarded	discarded	discarded	discarded	discarded	used	used	discarded	discarded	discarded	revise	discarded	revise

		item number																						
		30	31	32	33	34	35	36	37	38	39	40	41	42	43	44								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
22	30	30	26	24	21	21	21	20	15	19	24	16	28	16	22	28								
22	30	30	26	24	21	21	21	20	15	19	24	16	28	16	22	28								
835	1073	1073	943	891	810	765	601	731	895	622	1021	605	827	1026										
0.531	0.000	0.000	0.187	0.397	0.627	0.514	0.629	0.521	0.446	0.486	0.382	0.320	0.443	0.480										
valid	not valid	not valid	not valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	not valid	valid	valid								
13	15	15	15	14	14	14	12	14	12	11	15	12	15	9	14	15								
9	15	15	11	10	7	6	3	8	9	4	13	7	8	13	13	13								
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15								
0.27	0.00	0.00	0.27	0.27	0.47	0.53	0.60	0.20	0.40	0.53	0.13	0.13	0.40	0.13	0.13	0.13								
satisfactory	poor	satisfactory	satisfactory	good	good	good	good	poor	satisfactory	good	poor	poor	satisfactory	poor	satisfactory	poor								
22	30	30	26	24	21	21	20	15	19	24	16	28	16	22	28	28								
30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30								
0.73	1.00	1.00	0.87	0.80	0.70	0.67	0.50	0.63	0.80	0.53	0.93	0.53	0.73	0.73	0.93	0.93								
easy	easy	easy	easy	moderate	moderate	moderate	moderate	moderate	easy	moderate	easy	moderate	easy	moderate	easy	easy								
0.733	1.000	1.000	0.867	0.800	0.700	0.667	0.500	0.633	0.800	0.533	0.933	0.533	0.733	0.733	0.933	0.933								
0.267	0.000	0.000	0.133	0.200	0.300	0.333	0.500	0.367	0.200	0.467	0.067	0.467	0.267	0.267	0.067	0.067								
0.196	0.000	0.000	0.116	0.160	0.210	0.222	0.250	0.232	0.160	0.249	0.062	0.249	0.196	0.196	0.062	0.062								
revise	discarded	discarded	discarded	revise	used	used	used	revise	revise	revise	discarded	discarded	revise	discarded	revise	discarded								

Appendix 13

THE COMPUTATION OF ITEM VALIDITY

The formula used by the writer is:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

where: r_{xy} : correlation index

x : the score of the item

y : the total score

N : the total number of the respondent

This is the example of the computation of item validity for item number 1 of English school final exam of SMP N 17 Semarang:

$$r_{xy} = \frac{(30 \times 1012) - (28 \times 1073)}{\sqrt{\{(30 \times 28) - (28)^2\} \{(30 \times 39779) - (1073)^2\}}}$$

$$r_{xy} = 0.206$$

With $\alpha = 5\%$ and number of subject = 30, $r_{table} = 0,361$

Because $r_{xy} < r_{table}$, so the item number 1 is not valid

The rest of the item

validity analysis uses the same process.

Appendix 14

THE COMPUTATION OF ITEM RELIABILITY

The writer used Kuder-Richardson 20 formula in determining the reliability of the test. The formula is:

$$r = \left[\frac{k}{k-1} \right] \left[\frac{s^2 - \sum pq}{s^2} \right]$$

where: r : reliability coefficient

 k : the number of items

 p : the number of students who answered correctly

 q : the number of students who answered incorrectly

s^2 : the total variance

The formula to calculate variance is:

$$s^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

This is the example of the computation of reliability of the English school final exam of SMP N 17 Semarang:

The variance is:

$$S^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

$$= \frac{39779 - \frac{(1073)^2}{30}}{30} = 46.7122$$

So, the reliability is:

$$r = \left[\frac{k}{k-1} \right] \left[\frac{S^2 - \sum pq}{S^2} \right]$$

$$r = \left[\frac{50}{50-1} \right] \left[\frac{46.7122 - 7.96}{46.7122} \right]$$

$$r = 0.847$$

For $\alpha = 5\%$ and number of subject = 30, $r_{table} = 0,361$

Because $r_{11} > r_{table}$ then test is reliable

The same process is used to calculate the reliability of English school final exam of SMP Kesatrian 2 Semarang.

Appendix 15

THE COMPUTATION OF ITEM FACILITY

In order to calculate the item facility, the writer used this formula:

$$IF = \frac{N_{correct}}{N_{total}}$$

where,

IF : difficulty level or index of difficulty

N correct : number of students answering correctly

N total : total number of students taking the test

This is the example of the computation of item facility for item number 1 of the English school final exam of SMP Kesatrian Semarang:

$$\begin{aligned} IF &= \frac{N_{correct}}{N_{total}} \\ &= \frac{22}{30} \quad \text{—} \\ &= 0.73 \end{aligned}$$

Based on the criteria, item number 1 belongs to easy item

The rest of the item facility calculation used the same formula.

Appendix 16

THE COMPUTATION OF ITEM DISCRIMINATION

The writer used the formula below to determine the item discrimination:

$$D = \frac{RU - RL}{1/2T}$$

where:

D : the index of discrimination power

U : the index of student in the upper group who answer the item correctly

L : the index of student in the lower group who answer the item correctly

1/2T : the number of students in each of the group

This is the example of the computation of item discrimination for item number 1 of English second mid-term test of SMP Kesatrian 2 Semarang:

$$\begin{aligned} D &= \frac{RU - RL}{T} \\ &= \frac{13 - 9}{15} \\ &= 0.27 \end{aligned}$$

According to the criteria, this item has poor discrimination power.

The writer used the same formula to calculate the rest of item discrimination analysis.



DEPARTEMEN PENDIDIKAN NASIONAL
SMP KESATRIAN 2 SEMARANG
Jl. Pahlawan 50 Semarang Tlp. (024)764983

LEMBAR JAWAB UJIAN SEKOLAH

Carilah cara yang paling benar!

- A B C D E F G H I
- J K L M N O P Q R S T U V W X Y Z

NAMA PESERTA

A H M A D F A U Z I

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

PERATURAN PENGERIAN

1. Soal harus dikerjakan sesuai perintah.
2. Untuk tiap soal pilihlah satu atau lebih dari empat, tepat, salah, atau terpuat.
3. Bila salah, tidak akan ada pengaruh dengan soal yang lainnya, kemudian kerjakan kembali yang terlewat atau salah.
4. Untuk tiap Mata Pelajaran pada bentuk yang disediakan, kamu dibenarkan berbuat:
 - a. menjawab sesuai dengan soal dan jawaban
 - b. tidak menjawab. Tanggal lahir dan Paket Soal pada kolom yang disediakan. Kamu dibenarkan berbuat demikian sesuai dengan angka di atasnya
 - c. menjawab kolosal pada bentuk Mata Pelajaran yang sedang diujikan.
 - d. tidak boleh berbuat. Tanggal lahir dan bukannya Tanda Tangan Anda pada bentuk yang disediakan.

Mata Pelajaran										Tanggal Lahir		
1	2	3	4	5	6	7	8	9	10	Tgl	Bn	Thn
1	2	3	4	5	6	7	8	9	10	1	2	3
11	12	13	14	15	16	17	18	19	20	4	5	6
21	22	23	24	25	26	27	28	29	30	7	8	9
31	32	33	34	35	36	37	38	39	40	10	11	12
41	42	43	44	45	46	47	48	49	50	13	14	15
51	52	53	54	55	56	57	58	59	60	16	17	18
61	62	63	64	65	66	67	68	69	70	19	20	21
71	72	73	74	75	76	77	78	79	80	22	23	24
81	82	83	84	85	86	87	88	89	90	25	26	27
91	92	93	94	95	96	97	98	99	100	28	29	30

Mata Pelajaran (Isikanlah salah satu)

Bahasa Ilmiah IPS TKJ
 IPA Matematika Seni B. Jawa
 P. Indonesia PA PPK PTD

Kelas 9B

Tanggal Ujian 3-April-2014

Tanda Tangan Peserta
Fauzi


Nomor Absen

02

JAWABAN (Isikanlah salah satu pilihan jawaban yang benar)

1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	41 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	51 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	42 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	52 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	43 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	53 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	24 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	44 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	54 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	35 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	45 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	55 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	36 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	46 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	56 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	47 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	57 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	48 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	58 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	49 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	59 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	50 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	60 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

Appendix 18**Test Sheets of SMP N 17 Semarang**

<p>DOKUMEN NEGARA SANGAT RAHASIA</p>	<p>PAKET SOAL D - 2</p>
<p>UJIAN SEKOLAH TAHUN PELAJARAN 2013/2014</p> <p>SMP NEGERI 17 SEMARANG</p>  <p>BAHASA INGGRIS Kamis, 3 April 2014 (07.30 – 10.00)</p>	
<p>PETUNJUK UMUM</p>	
<ol style="list-style-type: none"> 1. Tuliskan identitas Anda pada Lembar Jawaban Ujian Sekolah dengan lengkap dan benar. 2. Isikan jawaban Anda dengan cara memberikan tanda silang (X) pada pilihan huruf A, B, C, atau D dalam Lembar Jawaban Ujian Sekolah. 3. Jika ada jawaban yang Anda anggap salah dan ingin dibetulkan, maka coretlah dengan dua garis lurus mendatar pada huruf jawaban yang diganti! <p style="margin-left: 20px;">Contoh</p> Pilihan semula : X B C D Jawaban A salah diganti C Dibetulkan menjadi : X B X D 4. Tersedia waktu 120 menit untuk mengerjakan Paket Soal tersebut. 5. Jumlah soal sebanyak 50 butir, pada setiap butir soal terdapat 4 (empat) pilihan jawaban. 6. Periksa dan laporkan kepada pengawas ujian apabila terdapat lembar soal yang kurang jelas, rusak, atau tidak lengkap. 7. Tidak diizinkan menggunakan kalkulator, HP, tabel matematika, atau alat bantu hitung lainnya. 8. Periksalah pekerjaan Anda sebelum meninggalkan ruang ujian. 	
<p>SELAMAT MENGERJAKAN</p>	

PAKET SOAL

D-2

Choose the correct answer by crossing A, B, C or D

The following text is for questions 1 and 2.



- 7 1. "May you create countless memories..."
What does the word "countless" mean?
A. A few.
B. Several.
C. A little bit.
D. Very many.
- 8 2. People send the card in order to....
A. congratulate someone on his new home
B. invite someone to the housewarming
C. praise someone for his new house
D. advertise someone's house

Read the text and answer the questions 3 and 4.

Dear Alice,
Please come to my 14th birthday party on :
Date : Saturday, 5 April 2014
Time : 7.00.p.m
Place : Sate House Sriwijaya, Jl. Sriwijaya Semarang
I really hope that you can come. there will be something missing without your presence.

Esperanza

- 14 3. When was Esperanza born?
A. In 2000 B. 2001 C. 2002 D. 2004
- 15 4. The party will be held
A. At night C. In the afternoon
B. In the evening D. In the morning

This text is for question number 5



1.

2. 5. What does the caution above mean?
- The bank has a tall chimney.
 - The hill is dangerous to climb.
 - Cyclists should get off the bicycle.
 - Drivers must put the car into reverse gear.

The following text is for questions 6 and 7.



- 12 6. Who got an accident?
- Desi
 - Okta
 - Fadli
 - Tina
- 13 7. "Please text Tina and Sarah for this postponement." The underlined word has similar meaning to....
- halt
 - delay
 - suspension
 - cancellation

This text is for question number 8.

WARNING!

Children under 14 years are not allowed in this swimming pool

8. From the text above, it can be concluded that
- Adults must be banned to swim in the pool
 - Children more than 14 years old are forbidden to swim in the pool
 - Only the children under 14 years old are authorized to swim in the pool
 - Children under 14 years old are permitted to swim accompanied by a adult

The following text is for questions 9 and 10.

Dear Andre Alfarihy

The Competition was so competitive. However, the jury announced, "The first winner goes to Andre Alfarihy, a student of SMP Harapan Baru, Indonesia." You have proved yourself as the best student.

CONGRATULATIONS YOUNG INVENTOR

On your success to be the first winner of the Young Inventor Physics Project Olympiad in Bosnia Today proves something that we have always known about you. You're pretty smart. Wishing you many more successes in the future and keep being respectful.

Your friend,

Anyta Doliany

9. What is the writer's purpose to write the text ?
- To show her special attention to the writer who is really smart in physics.
 - To congratulate Andre for his success to be the first winner of the Olympiad
 - To express her wish to be the first winner of the Physics Project Olympiad.
 - To support Andre Alfarihy in order to win the coming trophy of young inventors.
10. From the text, we can conclude that Anyta Doliany....
- Accompanied Andre during the Olympiad.
 - Taught Andre how to win the best title.
 - Knew Andre when they met in Bosnia.
 - Cheered Andre for winning the Olympiad.

The following text is for questions 11 and 12.

PET TRAINING CLASSES INVITATION


For tips on exercising, feeding, and grooming your pet, please come to the free one-hour "pet parenting".

Classes will be offered at the Jogja Society Animal Shelter and held every Saturday from 2 to 3 p.m. at 50 Sudirman Street in Jogjakarta.

Attendees receive a certificate of participation at the end of the class.

Space is limited, so it is important to register early.

For more information, call (0274) 21321.



11. What is the class about?
- Exercising, feeding, and grooming pet.
 - Offering an animal shelter.
 - Giving tips to attendees.
 - Being a pet trainer.
12. What is the purpose of the text?
- To show people how to take care of the pet.
 - To invite people to the pet training classes.
 - To persuade people to groom their pet.
 - To inform about the pet parenting.

The following text is for questions 13 and 14.

SCHOOL ANNOUNCEMENT

TO: All Teachers and Students

The computer laboratory is temporarily closed due to the damage caused by electrical fault. School guards reported seeing two wires touched and some computers short-circuited. The laboratory technicians are currently trying hard to prevent those electronic machines go up in flames. Should you ever need a computer for immediate work, please don't hesitate to contact the school administrators.

I am sorry for the inconvenience.

The Principal

13. Who reported the electrical fault?
 A. The guards.
 B. The teachers.
 C. The students.
 D. The technicians.
14. The principal wrote the text in order to....
 A. tell about the electrical fault
 B. inform the closure of the laboratory
 C. notify the students that two wires touched
 D. warn the teachers not to open the laboratory

The following text is for questions 15 to 17.

Dear Sir,

I am writing to complain about the meal I had at your restaurant - The Jogmeal - in Kota Bharu last Saturday night.

The service was very slow and when the meal finally arrived the curry was cold. When I asked for the food to be taken back and reheated, the waiter was rude and shouted at me and my friends. In fact he told me that I should have ordered something different. Finally, when the bill came there was a mistake on it - we were charged twice for our dessert.

If this is a typical of your usual standard of service, I, for one will not come back in a rush!

Yours faithfully

Budi Herlambang

15. "...the waiter was rude and shouted at me and my friends." (Paragraph 2)
 The underlined word is closest in meaning to....
 A. wise
 B. polite
 C. patient
 D. humble
16. "...when the bill came there was a mistake on it." (Paragraph 3)
 The underlined word refers to...
 A. the restaurant
 B. the waiter
 C. the meal
 D. the bill
17. What is the main idea of paragraph 2?
 A. The meal was not taken back and reheated.
 B. The customer ordered something different.
 C. The restaurant gave a very bad service.
 D. The waiter served the customer rudely.

The following text is for questions 18 to 20.

**BEECHWORTH SECONDARY COLLEGE
PROPOSED INDONESIA TRIPDRAFT ITINERARY
JAVA-BALI CULTURAL TOUR
Nov 24th – Dec 6th 2013**

Day 1: Sunday Nov 24th

Gatuda Indonesia flight Australia-Denpasar-Yogyakarta
Overnight at Indraloka guest house, Yogyakarta.

Day 2: Monday Nov. 25th YOGYAKARTA

City tour of Yogyakarta including Sultan's Palace (Kraton), Museum, Silverworks and Wayang Kulit puppet show. Batik lesson in the afternoon.

Day 3: Tuesday Nov. 26th YOGYAKARTA

Traditional pottery lesson in local Kasongan village and visit to Borobudur Temple in the afternoon with a stopover at Borobudur Silver to buy beautiful jewellery.

Day 4: Wednesday Nov. 27th YOGYAKARTA

Visit local market in Andong, then to Prambanan Hindu temple complex. Afternoon free in Malioboro Street.

Day 5: Thursday Nov. 28th Yogyakarta-Sanur, Bali

5.30 start to fly to Bali at 7.55 am, arriving at 10 am, 2 nights accommodation at Inna Sindhu Hotel, Sanur beach. Free day today. Evening performance of the Kecak dance.

Day 6: Friday Nov 29th Sanur

Morning visit to a Balinese school where students will be expected to participate in Indonesian and English lessons. Bring some gifts to share with the school children. The afternoon is free to bargain at Sanur in the markets or relax around the pool.

18. When did they have a traditional pottery lesson?
- On the 24th.
 - On the 25th.
 - On the 26th.
 - On the 27th.
19. From the text we can conclude that *the visitors*....
- had a hectic schedule in Yogyakarta
 - visited some schools in Yogyakarta
 - stayed for 5 days in Yogyakarta
 - took an afternoon flight to Bali
20. "visit to Borobudur Temple in the afternoon with a stopover at Borobudur Silver..."
What is the synonym of the word "stopover"?
- Sleep-over.
 - Take over.
 - Pull over.
 - Layover

The following text is for questions 21 to 24.



The Wind and the Sun



The Wind and the Sun were arguing over "which was the stronger". Suddenly they saw a traveler coming down the road, and the Sun said: "I see a way to decide our argument. Whichever of us can cause that traveler to take off his cloak shall be regarded as the stronger. You begin."

So the Sun retired behind a cloud, and the Wind began to blow as hard as it could upon the traveler. But the harder he blew the more closely did the traveler wrap his cloak round him, till at last the Wind had to give up in despair.

Then the Sun came out and shone in all his glory upon the traveler. He soon found it too hot to walk with his cloak on. So finally, the traveler took off his cloak.

Kindness effects more than unkindness.

32. 21. What is the story about?
- The sun and his glorious shine
 - Makin the traveler taking off his cloak.
 - The wind and his harsh blow upon the traveler.
 - Finding a way to decide which was the stronger.
33. 22. "...the traveler wrap his cloak round him..." (Paragraph 3)
The underlined word is similar in meaning to....
- protect
 - cover
 - keep
 - put
34. 23. Which information can be found in the text?
- The argument is about "which was the stronger"
 - Finally, the traveler had to give up in despair.
 - The sun shone in all his glory behind a cloud.
 - The wind is stronger than the sun.
35. 24. What can we learn from the story?
- Don't give up easily.
 - Show our glory to defeat others.
 - Kindness effects more than unkindness.
 - The sun is more glorious than the wind.

The following text is for questions 25 to 27.



A Wolf had been eating on an animal he had killed, when suddenly a small bone in the meat stuck in his throat and he could not swallow it. He soon felt terrible pain in his throat, and ran up and down groaning and groaning and seeking for something to relieve the pain. He tried to ask every one he met to remove the bone.

"I would give anything," said he, "if you would take it out." At last the Crane agreed to try, and told the Wolf to lie on his side and open his jaws as wide as he could. Then the Crane put its long neck down the Wolf's throat, and with its beak loosened the bone, till at last it got it out.

6.

"Will you kindly give me the reward you promised?" said the Crane. The Wolf grinned and showed his teeth and said: "Be content. You have put your head inside a Wolf's mouth and taken it out again in safety; that ought to be reward enough for you."

25. What does the story tell us about?
- A greedy wolf and a helpful crane.
 - A small bone in the wolf's throat.
 - The terrible groaning wolf.
 - The crane's best reward.
26. Why did the wolf feel terrible pain?
- He ate a small animal's bone.
 - A small bone stuck in his throat.
 - There was a small bone in his jaws.
 - The wolf tried to remove a small bone.
27. What is the moral to the story?
- Honesty is the best policy.
 - Be greedy to save your life.
 - Show your gratitude for any help.
 - Gratitude and greed do not go together.

The following text is for questions 28 to 30.

Making a sock puppet is really quite fun. What's especially fun about sock puppets is that you can make each one unique and individual.

Materials:

- An old sock
- Glue
- Googly eyes
- A pile of string



Steps

1. Find an old, clean sock. It can be any color you like, and it should be long enough for you to stick your arm in.
2. Glue or sew the googly eyes, join them on the bottom of the sock, or at the toe end.
3. Once the glue is dry, stick your hand in. Form your hand into the shape of a mouth.
4. Use a smaller oval in a different color, to simulate a tongue.
5. Consider a pile of string for hair.
6. Roll up a length of felt with a pipe cleaner inside for arms.
7. Finally, add on the extras! Your puppet could have everything down to eyelashes, hoop earrings, bow ties, and hair ribbons.

- 20 28. What should we do after forming our hand into the shape of a mouth?
- Making arms from felt and a pipe cleaner.
 - Using a smaller oval to stimulate tongue.
 - Considering a pile of string for hair.
 - Adding on the some extras.
- 21 29. "...join them on the bottom of the sock,..." (step 2)
What does the underlined word refer to?
- The old socks.
 - The long arms.
 - The googly eyes.
 - The sock puppets.

7.

22 30. The text mainly talks about how to....

- A. make use of an old sock
- B. design a puppet craft
- C. make a sock puppet
- D. play a sock puppet

The following text is for questions 31 and 32.

1 JULY – 1 AUGUST 2013
20% - 50 % DISCOUNT



STATIONARY
30% off all item
Pens
Pencils
Pencil cases
Marker

FASHION
50% off all item
Jeans
T-Shirt
Shirts
Skirts

31. What item are sold with a 20% discount?
- A. Household appliance
 - B. Stationery
 - C. All item
 - D. Fashion
32. The following item are available in the store EXCEPT.....
- A. T-Shirt
 - B. Markers
 - C. Newspaper
 - D. Refrigerators

The following text is for questions 33 to 35.



I love my bike. I have had it for five years and it still look like new. This bike is the most valuable thing for me because I got it from my father.

My bike is quite big and very heavy. It looks like a horse. The bike consists of two circles with a lot of spokes. This bike also has a wicker basket in which I always have some sweets. I find that the basket is very useful. On the handlebars, it has a mirror and a big, blue bell. The handlebar is very comfortable.

When I am cycling, I sit on a brown leather saddle. My bike is unique because of its patterns and decorations. It has a special mix of colors: pink, black and blue. It also has colored stripes. This bike is made of steel and made in Poland. I think my colorful bicycle will last a lifetime if I look after it very carefully. It is the best bike I have ever seen.

33. What is mainly discussed in the text?
- A. A Made in Poland bike.
 - B. A big and heavy bike.
 - C. A comfortable bike.
 - D. A favorite bicycle.
34. What is the main idea of paragraph 3?
- A. The writer likes riding her bicycle.
 - B. The writer looks after the bike carefully.
 - C. The bike has unique patterns, decorations, and colors.
 - D. The bike is very useful because it has a wicker basket.

35. "This bike is the most valuable thing for me..." (Paragraph 1)

The underlined word is closest in meaning to....

- A. precious
- B. memorable
- C. expensive
- D. fantastic

The following text is for questions 36 to 38.

Last Saturday was the June Fair at school. It was good fun. There were lots of stalls selling food and even a bouncy castle. There were donkey rides too.

They had some stocks and Mr. Benson, one of our teachers, sat in them. We threw wet sponges at him. I hit him on the nose three times! When it was time to go home they couldn't find the key to the stocks. Someone said that Jack Chen from my class had run off with it. This made Mr. Benson really mad.

The fire brigade had to come! And guess what? The key turned up on Mr. Benson's desk on Monday! I wonder who put it there.

36. From the text, we can conclude that....

- A. One of the students tricked the principal with wet sponges.
- B. Someone played prank on one of the teachers.
- C. The key turned up on the desk on Sunday.
- D. The June Fair at school was dull viewing.

37. "This made Mr. Benson really mad." (Paragraph 3)

The word "this" refers to....

- A. the key to the stocks
- B. the stock in the fair
- C. the hit on the nose
- D. the lost of the key

38. "There were lots of stalls...." (Paragraph 1)

What does the word "stall" mean?

- A. a large frame to sit on
- B. a wide space with benches
- C. a small shop with an open front
- D. a narrow stage for a music performance

The following text is for questions 39 to 41.



Trains are very important to transportation. Trains carry freight and people in places all over the world. Freight trains haul goods. Passenger trains carry people. All trains run on tracks.

A train is made up of railroad cars hooked together and pulled by a locomotive. Locomotives are sometimes called engines. Locomotives push or pull railroad cars. They have powerful motors. The motors turn locomotive wheels that run on railroad tracks. Sometimes you will see three or four locomotives hooked together since they have to pull a long freight train up a steep mountain.

Some locomotives get their power from electricity. The electricity comes from wires above the track or from a special third rail next to the track. Other locomotives get their power from diesel fuel, which is similar to the gasoline that most cars use. The kind of locomotive engines most used today are diesel-electrics. Engines that burn diesel fuel drive generators that make electricity. Powerful electric motors turn the wheels of a diesel-electric locomotive.

36. Why do three or four locomotives hook together?
- They carry freight and passenger train.
 - They turn wheels that run on railroad tracks.
 - They have to pull a long freight train up a steep mountain.
 - They burn diesel fuel to drive generators that make electricity.

40. "Trains carry freight and people..." (Paragraph 1)

The underlined word means....

- people who travel by train all over the world
 - goods that are carried from one place to another
 - containers kept in the train for the passenger baggage.
 - boxes which are loaded onto the train in the railway station
41. "They have powerful motors." (Paragraph 2)

What does the underlined word refer to?

- Passenger trains.
- Railroad tracks.
- Freight trains.
- Locomotives

Choose the best arrangement to make one sentence.

Five - under - children - don't - unattended - leave - years

1 2 3 4 5 6 7

42. The best arrangement of the words is

- 4-3-6-2-1-7-5
- 4-5-3-2-1-6-7
- 4-6-3-2-1-7-5
- 4-5-3-2-1-7-6

The following text is for questions 43 to 45.

Plants are one of the five main groups of living things. These groups are called kingdoms. The *plant kingdom* includes such living things as grasses, trees, ferns, bushes, and flowers.

Botanists, the scientists that study plants, have counted more than 260,000 species (kinds) of plants.

Plants vary greatly in size and shape. Some plants are so small they can hardly be seen. Other plants tower above the land. The giant sequoia trees of California are one of the largest living things on Earth. They can grow to heights of nearly 300 feet (90 meters)!

Just like animals, plants are made up of tiny structures called cells. But unlike animal cells, plant cells are surrounded by a stiff material called cellulose. Most animals move around and eat other things. Plants are different. Plants that grow on land usually stay in one place and make their own food.

Most plants are green because they have a green chemical called chlorophyll. Plants are different from mushrooms and other fungi. Fungi do not have chlorophyll.

43. What is the main idea of paragraph 2?
- Some plants are very small.
 - Plants vary greatly in size and shape.
 - Plants can grow to heights of 90 meters.
 - The largest plant is the giant sequoia tree.
44. Most plants are green because of....
- the chlorophyll
 - the cellulose
 - the fungi
 - the cell

45. "...the scientists that study plants..." (Paragraph 1)
What does the underlined word refer to?

- A. The living things.
- B. The kingdoms.
- C. The scientists.
- D. The plants

46. Arrange the sentences into the correct order.

- 1) So, he climbed down the chimney and tumbled into a pot of boiling water.
- 2) That was the end of the wolf.
- 3) Once upon a time, there were three little pigs.
- 4) They built three houses from straw, sticks and bricks.
- 5) But, he couldn't blow down the house of bricks.
- 6) A big bad wolf blew down the house of straw and the house of sticks.

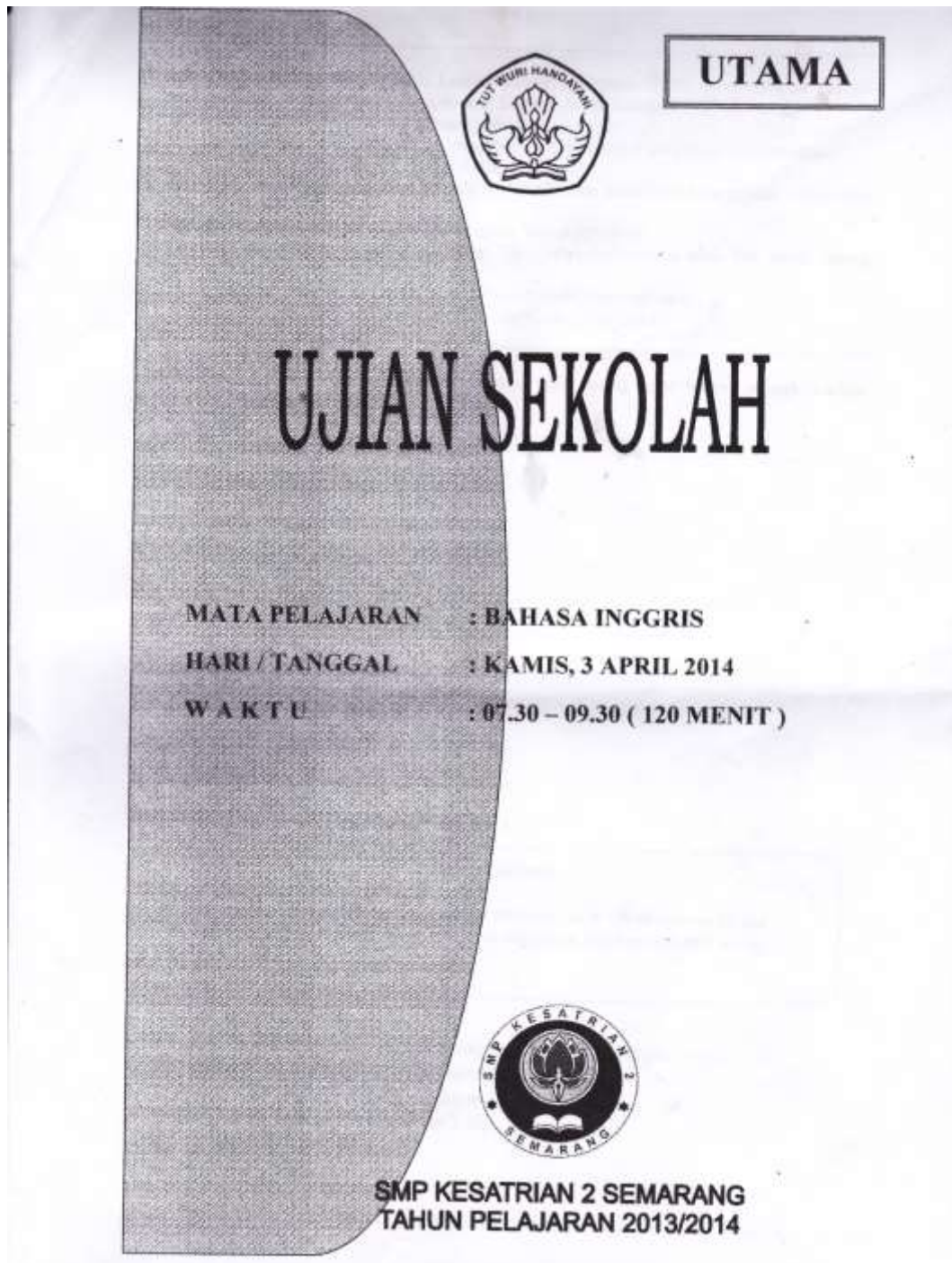
- A. 3-4-5-6-2-1
- B. 3-4-6-5-1-2
- C. 3-5-4-6-1-2
- D. 6-4-5-3-1-2

The following text is for questions 47 to 50.

It was eleven o'clock. Lia, a six years old little girl, was ..47.. for her mother at the school cafeteria. Lia was alone. She looked around and waited. After a while, a young woman standing nearby saw her and came up to her. She spoke 48 and was very friendly. When the woman saw Lia's necklace, she snatched the gold necklace from Lia's neck and quickly walked away. Lia was so shocked.

A few minutes 49 ... her mother came. Lia told what had happened to her mother. Her mother 50... the incident to the police. The police advised Lia's mother not to let Lia wear jewelry to school. It was a bad day. Nevertheless, Lia's mother was happy that Lia was not hurt.

- | | | | |
|-----------------|------------|--------------|--------------|
| 47. A. Hitting | B. Reading | C. Waiting | D. Wondering |
| 48. A. Sadly | B. Harshly | C. Gently | D. Wildly |
| 49. A. Then | B. Before | C. After | D. Later |
| 50. A. Reported | B. Said | C. Suggested | D. Advised |

Appendix 19**Test Sheets of SMP Kesatrian 2 Semarang**

PETUNJUK UMUM

1. Isilah identitas Anda ke dalam Lembar Jawab Komputer (LJK) yang tersedia dengan menggunakan pensil 2B, sesuai petunjuk di Lembar Jawab Komputer (LJK).
2. Tersedia waktu 120 menit untuk mengerjakan paket tersebut.
3. Jumlah soal sebanyak 50 butir, pada setiap butir soal terdapat 4 (empat) pilihan jawaban.
4. Periksa dan bacalah soal-soal sebelum Anda menjawab.
5. Laporkan kepada pengawas ujian apabila terdapat lembar jawab soal kurang jelas, rusak, atau tidak lengkap.
6. Mintalah kertas buram kepada pengawas ujian, bila diperlukan.
7. Tidak diijinkan menggunakan kalkulator, HP, tabel matematika atau alat bantu hitung lainnya.
8. Periksalah pekerjaan Anda sebelum diserahkan kepada pengawas ujian.
9. Lembar soal tidak boleh dicorat-coret, difotokopi, atau digandakan.

PETUNJUK KHUSUS

Untuk nomor 1 sampai dengan 50 pilih jawaban yang paling tepat dengan menghitamkan a, b, c atau d pada lembar jawab.

Question no. 1 is based on the following notice.



1. The notice means that _____.
 - A. visitor must love the animals.
 - B. visitors must not give food to the animals.
 - C. everybody can see and touch the animals.
 - D. the people do not have food for the animals.

The following text is for question no. 2 dan no. 3

From : Leonard

Dear Rafdi,

Don't forget to gather at Salsa's house this afternoon at 3. We're leaving for the hospital at 3:30 pm. Don't forget to bring the magazine and the cake that we've bought for Rahma.

2. Why did Leonard send the message?
 - A. To remind Rafdi about the magazine and the cake they've bought.
 - B. To remind Rafdi about their appointment to go the hospital.
 - C. To ask Rafdi to gather at the hospital at 3 in the afternoon.
 - D. To ask Rafdi to leave the hospital at 3:30.

3. From the text we can conclude that Rahma might be...
- a person who sells cake and magazines
 - one of the patients in the hospital.
 - Rafdi and Leonard's teacher.
 - Salsa's mother.

The following text is questions no. 4 and 5.

WORKSHOP ON JOURNALISM

The Wall Magazine Club will a workshop on Journalism in July.

It's a good opportunity for you who are interested in this field.

The workshop will cover:

- The basic, history, and principles of journalism.
- The basic knowledge of a magazine as a mass medium.
- How to write a report.
- How to conduct an interview.

The workshop will be conducted on July 13th.



4. What is the announcement about?
- An offer of subscribing magazines.
 - A workshop on journalism for students.
 - An opportunity to join the Wall Magazine Club of SMP 39.
 - An offer to master many techniques in interviewing people.
5. Who is the announcement intended for?
- All students of SMP 39.
 - Exclusively for the Wall Magazine Club.
 - Fifty students who are interested in journalism.
 - Fifty elected students who represent their classes.

The following text is for questions no. 6 and no. 7

KARIMUNJAWA TOUR-2 DAYS 1 NIGHT	
Package tours lasting for 2 days 1 night is held every Saturday-Sunday. Public boat will depart from the port of Tanjung Mas, Semarang.	
SCHEDULE OF THE ACTIVITIES	
Day 1	
08.00	Meet and greet at the Port Tanjung Mas Semarang, central Java
09.00 – 13.00	Travel to Karimunjawa
13.00	Arrive Karimunjawa, check in, lunch
14.00 – 18.00	Sea Tour 1: Trip to the Big Pine Island, enjoy sunset at Tanjung Gelam
19.00	Dinner
Day 2	
04.00	Morning Call: Enjoy the sunrise from Nirwana Sea Coast
06.00	Breakfast at the inn, preparation
06.30 – 10.30	Sea Tour 2: Little Trip to Menjangan Island, swim with sharks, visit the turtle breeding ground.
10.30 – 11.00	Travel back to the inn
11.00 – 12.00	Lunch, check out
13.00 – 13.30	Read at the dock of Karimunjawa
14.00 – 18.00	Travel back to Semarang
18.00	Arrive in Semarang, the tour is completed

6. The text mostly tells us about
- the schedule of the meals the guests are going to have.
 - the activities the guest are going to do in two days.
 - the kinds of transportation the guest will ride on.
 - the kinds of lodging the guest will stay in.
7. What is the main activity for the tourists on Day 2?
- A trip to Menjangan Island, swimming with sharks, and visiting the turtle breeding ground.
 - Enjoying the sunrise from Nirwana Sea Coast.
 - Ready at the dock of Karimunjawa.
 - Traveling back to Semarang.

The following text is for questions no. 8 and no. 9

BATAM ENGLISH CENTRE (BEC)
To :
Adinda
GET WELL SOON
We miss you very much. We hope you'll get well soon and come to the English course again.

Eleanor Lovitt
Manager of BEC

8. Mrs. Elanor Lovitt sends the card because Adinda is ...
 A. happy.
 B. proud.
 C. silent.
 D. sick.
9. Adinda is one of the ... at the BEC.
 A. students
 B. visitors
 C. patients
 D. fans

The following text is for questions no. 10 and no. 11

It's the end of the semester!
 The school year is over!
 Come to my house for a 7th grade
 sleepover!
 Friday, May 23rd
 After school
 3724 Cherry Street
 Please bring a sleeping bag
 Your parents can pick you up on
 Saturday at 9 o'clock

Lost of love,
 Adiba Salma Zakiya

10. Where does the party take place?
 A. At school.
 B. At Adiba's house
 C. At a camping site
 D. At a cherry plantation
11. Why does Adiba want her friends to bring sleeping bags?
 A. They will spend the night at Adiba's house.
 B. They will sleep in the cars.
 C. They will have party in the park.
 D. They will play hide and seek.

The following text is for question no. 12 and no. 13

BALI ADVENTURE TOURS

Bali Adventure Rafting is the only Bali rafting company that offers '5 star' service from start to finish. Bali Adventure Tours offers:

- A fully computerized reception center
- A fast walk-through equipment outfitting
- An easy access to the river via safe steps

So grab your oars and get ready to rage with this exhilarating rafting adventure on the spectacular Ayung River. Whether you are 5 or 75, a natural or a novice, our white water rafting in Bali ride is safe, fun and breathtaking experience to be enjoyed by the whole family.

End the 1.5 hours action with hot showers, clean towels and changing rooms followed by hot gourmet buffet feast at our private restaurant overlooking majestic mountains and rice fields.

MORNING RAFTING: 8:00 – 9:30 a.m. hotel pick up.

AFTERNOON RAFTING : 1:30 – 2:15 p.m hotel pick up.



Bali Adventure Tours
 Jl. Bypass Ngurah Rai, Pesanggaran, Bali
 Fax: (62-361) 7211481 email : info@baliadventours.com

12. The Bali Adventure Tours provides ... to get to the location of rafting.
- A. meals
 - B. safe steps
 - C. flashlights
 - D. special boots
13. From the text, we can conclude that the afternoon rafting lasts ... than the morning rafting.
- A. longer
 - B. earlier
 - C. faster
 - D. slower

The following text is for question no. 14 and 15

Dear Basyir,

Hi! How are you? Hope you are happy and healthy. You know what, summer vacation is coming soon! I am planning to go your place. My parents are coming too. We are going to fly to Indonesia by the end of this month. We will arrive in Bali and will stay there for one night. After that we will fly to Mataram.

We have been to Bali before, but never been to Mataram, so I need your help to guide us going around your place. I hope you can join us during our visit. I have browsed on the internet about Mataram, especially about Senggigi Beach and Gili Trawangan. They are jaw-dropping!

14. What is Kevin's purpose of sending the email?
- A. To explain about the beauty of Senggigi Beach and Gili Trawangan
 - B. To tell Basyir about his plan of coming to Mataram.
 - C. To describe about summer vacation in his place.
 - D. To tell Basyir about his plan on to Bali.
15. "they are jaw-dropping!"
 The underline phrase have similar meaning to...
- A. dear
 - B. reliable
 - C. amazing
 - D. unbelievable

The following text is for question no. 16 and 18

SANGALAKI ISLAND

The best place to see green turtles in East Kalimantan is the island of Sangalaki. This nature reserve is known as the biggest turtle habitat in southeast Asia.

Every night, around fifty green turtles make their way onto this beach to lay their eggs. Their footprints and the shells of eggs that we have hatched can be found everywhere.

Sangalaki also has a semi-natural hatchery. Eggs that are in danger because they are too close to the edge of the beach are moved to the hatchery by the staff. These eggs are then left to hatch naturally.

Sangalaki is also one of the biggest habitats of the manta ray. Seeing these creatures up close in the sea is a favourite attraction for divers. These wide-winged swimmers usually travel in groups and when a shoal approaches, it looks like an attack by a fleet of spaceships from a science fiction movie.



16. What is Sangalaki famous for?
- The biggest green turtle habitat in Southeast Asia.
 - Sangalaki also has a semi-natural hatchery.
 - Some eggs are too close to the edge of the beach.
 - Some eggs cannot hatch because they are moved.
17. What is the main idea of paragraph 3?
- These eggs are then left to hatch naturally.
 - Sangalaki also has a semi-natural hatchery.
 - Some eggs are too close to the edge of the beach.
 - Some eggs cannot hatch because they are moved.
18. "...when a shoal approaches" (paragraph 4)
The underline word means...
- a group of fishermen.
 - a big manta ray.
 - a group of fish.
 - a big ship.

The following text is for question no. 19 and 21

A trip to Bima

Last year, I got a chance to join a student exchange program to Bima regency, Nusa Tenggara Barat. I flew with four other students. We were all from Central Java.

We arrived at Bima's airport at two in the afternoon by Merpati airlines. I had never been on a plane before, so it was an exciting experience. When we arrived a boy, named Fahriel, had been waiting for us. His friendly father accompanied him. Then, we continued our journey to Fahriel's village. The name of the village was Sape. Sape was a busy village on the tip of the island. I stayed for the whole month in Fahriel's house.

During the visit, I had a different activities every day. I came to Fahriel's school and joined the school activities, but in the afternoon my activities varied.

For the first week, I went to the beaches. Bima had the most beautiful beaches that I had ever seen. They were clean and had white sand. We did not have to pay any tickets to enter the beaches. It was free.

In the second week, I joined the camping activities. It was great fun. Besides having scout activities, we also had dancing and singing performance. Our team performed "poco-poco" dance and won the second prize.

We went to go to the Komodo Island in the third week. It was just six hour trip by special ship. We had prepared everything. We even had booked the ship. The waves on the sea were big.

Our last week there was spent by watching horse race, catching fish in a Karamba, and learning how to weave Bimanese traditional cloth.

Though I just spent a month in Bima, I felt in love with its beauty of nature and unique customs.

19. From the text above, we know that ...
- the writer was teacher.
 - the writer was a student.
 - the writer spent the whole week in Sape.
 - the writer flew to Bima by Garuda airlines.
20. What is the main idea of paragraph 4?
- The writer spent the first week in some beaches.
 - Bima had the most beautiful beaches.
 - The beaches were clean and sandy.
 - The beach was free of charge.
21. "They were clean and had white sand". (Paragraph 4)
The word "they" refers to...
- the beaches
 - the places in Sape
 - Fahriel and the writer
 - the writer and friends

The following text is for question no. 22 and 24

Giring Ganasha

Giring Ganasha is a vocalist of a band group called Nidji. He was born in Jakarta, on July 14th, 1983. Because of his activities in Nidji, many people call him Giring Nidji.

Like most of Indonesian people, Giring doesn't have a fair skin. He has medium height, about 170 cm tall. He has a pointed nose and big eyes. His smile is very nice, but the most remarkable thing about his performance is his hair. He has curly hair. He keeps his curly hair long. Of course, it does not go down. It goes up and covers his head like a soft black ball.

Giring and his other fellows in Nidji are very busy. They work in the music studios to record their albums. They also go on tours.

They make performance during the tours. They have to cover a long journey to do the tour. Before the tours begin, they do rehearsal almost every day. In every tour, Giring's performance is always attractive. He runs here and there on the stage. He makes the show alive. Just now, Giring was chosen as a dubber in a children film.



22. Giring is called Giring Nidji because...
- he is the vocalist of a band group called Nidji.
 - he was born in Nidji, Japan.
 - he wants to be popular.
 - it is his father's name.
23. "... they do rehearsal almost every day." (Paragraph 3)
The underlined word has similar meaning to...
- communication
 - preparation
 - verification
 - collection
24. What does the last paragraph tell us about?
- Giring's shows in many parts of Indonesia.
 - The activities of Giring and his group.
 - The group activities before a show.
 - Giring's part in a children film.

The follow text is for question no. 25 to 27.

From Monkey Boy to Choir Boy

John Seebunya is a boy from Uganda. He is a shy boy and speaks slowly. This might be caused by what happened in his life.

When John was two years old, Uganda was in war. His mother was killed in the war and his father was nowhere to be found. John was all alone and would surely have died, if a colony of green monkeys had not adopted him. He lived with them for three years. He learnt their mannerisms, became adept at climbing trees, and he ate fruits, nuts, and berries for the next three years.

In 1991, a local woman saw him scavenging for food with chimps and reported it to the people in her village. The people then caught him. It was not an easy job because the monkeys put up a ferocious fight to prevent the people taking him away.

The boy was then taken to an orphanage. There, he learnt how to behave and speak in a human ways. As he was able to utter his first words, it was discovered that he has a beautiful voice when he was sing a song. John Seebunya has now joined a 20-strong Pearl of Africa children's choir and has made many tours to different countries.

25. What is the text about?
- A. A boy who had ever been looked after by monkeys.
 - B. The impact of the war in Uganda to the chimps.
 - C. A boy who joins a famous choir in Africa.
 - D. A struggle to find a lost boy.
26. "...a local woman saw him scavenging for food. (Paragraph 3)
- A. searching
 - B. begging
 - C. swinging
 - D. eating
27. "He lived with them for three years". (Paragraph 2)
- The word "them" refers to...
- A. John's parents
 - B. people of Uganda
 - C. John's neighbors
 - D. The green monkeys

The follow text is for question no. 28 to 31.

A group of frogs were traveling through the woods, and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they said, "The pit is very deep. It's difficult to climb up. You'd better die in the pit."

The two frogs ignored the comments and tried to jump up out of the pit again and again. The other frogs kept telling them to stop because they believed it was impossible to jump out of the deep pit. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

28)

What did the frog do at the pit?

- A. enjoyed the water in the pit.
 - B. tried to jump out.
 - C. died in the pit.
 - D. cried loudly.
29. "...and two of them fell into a deep pit". (Paragraph 1)
- The underlined word means....
- A. a big hole in the wall.
 - B. a large hole in the ground.
 - C. a deep hole in the middle of a jungle.
 - D. a dangerous hole to trap living things.
30. Why did one of the frog die?
- A. One of the frogs listened to the crowd said and give up trying.
 - B. The crowd threw stone on it.
 - C. It was drowned.
 - D. It was sick.

31. What does the story tell you?
- A. Be careful of what you say. A destructive word can bring someone down, but a good word can encourage.
 - B. Be careful when you go through the woods. You can die in the pit.
 - C. Be careful to people. They can be your enemy.
 - D. Be quick in doing anything.

The following text is for questions no 32 to 35.

How to Treat Bee Sting

1. Safety first! Get away from the bee. Bees release a scent when in danger to attract other bees. If you're still around when reinforcements get there, they'll sting you.
 2. Remove any stingers immediately! No need to scrape off bee stingers, just remove them. It's OK to pull stingers out with your fingers, brush them off or get them out any way you can. The longer bee stingers are allowed to remain in the body, the more severe the reaction will be.
 3. Victims will almost always develop local reactions to bee stings. Redness, swelling, and pain are all common at the site of the bee sting. The pain will usually go away pretty quickly, but swelling may last for more than a day. Use an ice pack to reduce swelling at the site. It's common to develop some itching at the bee sting site. *Antihistamines* or *calamine* lotion should help.
 4. Take the victim to the emergency department if the victim was stung more than 10 times, or if there are bee stings inside the nose, mouth, or throat. Swelling from these stings can cause shortness of breath.
 5. Use *Ibuprofen* or *Acetaminophen* for minor pain relief. For tenderness at the site, try a bee-sting swab to dull the pain. You can also use an ice pack to help with swelling. Put a cloth towel between the ice and the skin and do not let the ice stay on the skin for longer than 20 minutes. Letting ice sit directly on the skin or keeping ice on too long can result in frostbite from the ice pack.
32. What are the common reactions of the bee stings?
- A. cutting, swelling, and frostbite.
 - B. redness, swelling, and pain.
 - C. bleeding, swelling, and pain.
 - D. breath problems and fever.
33. Why should we take a victim to the emergency department when there are bee stings in the nose?
- A. Because swelling in the area can cause difficulty in breathing.
 - B. Because the victims will not be able to smell.
 - C. Because the sting may contain poison.
 - D. Because the nose is very fragile.
34. "... to long can result in frostbite from the ice pack." (Step 5)
The underlined word means injury by...
- A. freezing
 - B. bleeding
 - C. cutting
 - D. heating

35. "... just remove them." (Step 2)

The word "them" refers to...

- A. stinger
- B. victims
- C. fingers
- D. bees

The following text is for question no. 36 to 39.

Pigeon is a common name for members of a family of birds. The birds can be found nearly in all parts of the world, especially in warm regions.

Pigeons have small heads, short necks, stout bodies with short legs, and sleek plumage and have a fleshy or waxy protuberance, the cere, at the base of the body. The best-known species is the common pigeon. It is about 33 cm in length, bluish gray above, with black markings on the wings and a whitish rump; below, it is purplish on the breast and bluish on the abdomen. The sides of the neck, especially in males, are iridescent. The more than 200 domestic breeds as well as the variably-colored street or feral pigeons are derived from this species.

Pigeons dwell in trees or on the ground and feed on seeds, fruit, acorns and other nuts, and insects. They fly rapidly and are noted for their cooing call. They build loose, almost flat, nests of twigs, bark, straw, and weeds. The female lays one or two tan or white eggs.

36. What are pigeons' diets?
- A. seed, fruit, acorns, and other nuts, and insect.
 - B. small animals, insect, and nuts.
 - C. seeds, fruit, and other birds.
 - D. insect, acorns and grass.
37. What does paragraph two tell us about?
- A. The description of a pigeon's body.
 - B. The description of pigeons' habit.
 - C. The mating system of pigeons.
 - D. The history of pigeons.
38. How many eggs does a pigeon usually lay?
- A. Five
 - B. Four
 - C. Three
 - D. One or two
39. "Pigeons have small heads, short necks, stout bodies..." (Paragraph 2)
The underlined word can be replaced by...
- A. smaller and slimmer
 - B. thicker and heavier
 - C. more beautiful
 - D. colourful

The following text is for questions no. 40 to 43

The Golden Snail

Dewi Galuh Candra Kirana was a beautiful princess. Her father was the king of Daha. She was a nice girl. soon, she would marry Raden Inu Kertapati, the crowned prince of Kahuripan. He was handsome and kind-hearted.

There was one princess who was jealous of Candra Kirana. Galuh Ajeng was her name. She wanted to marry Inu Kertapati. She went to see a wicked witch. "Make her miserable", she told the witch. Galuh Ajeng also said bad things about Candra Kirana to the king.

The king of Daha was very angry with Candra Kirana. He thought her daughter was a bad girl. So, he sent Candra Kirana off the palace.

Poor Candra Kirana. She was homeless. The witch then turns her into a golden snail. One day, the sea took her to a village of Dadapan. An old woman found her. "What a beautiful snail it is!" she said. She took the snail home and took care of the snail. She put the snail in a jar.

Miracles happened at her house ever since. Every day there were delicious meals on her table. "Who cooked these?" she wondered. One day she pretended to go. Actually she only hid behind the door. Then she saw a big smoke came out of the jar where she put the snail. Then a beautiful princess came out of the smoke. "Who are you?" asked the old woman.

"I'm princess Candra Kirana", the princess answered. The beautiful princess told the old woman her story.

Meanwhile, Prince Inu Kertapati was sad. He looked for Princess Candra Kirana everywhere. Until one day, he came to Dadapan village. He was thirsty so he came to the nearest house. There he found Candra Kirana. They were happy to meet again. Their love broke the witch's spell.

40. What did Galuh Ajeng do to Candra Kirana?
- She made Candra Kirana fell in love with prince Inu Kertapati.
 - She asked a wicked witch to put a spell on Candra Kirana.
 - She sent Candra Kirana away from the palace.
 - She turned Candra Kirana into a golden snail.
41. "One day she pretended to go." (Paragraph 6)
The underlined word has similar meaning to...
- acted as if
 - learned about
 - trusted somebody
 - thought over something
42. What can we learn from the story?
- Patience is very important.
 - Do not trust people that we don't know.
 - Time is too precious to be wasted.
 - Love enables us to do bad things.

43. "Make her miserable." (paragraph 2)
The underlined word refers to.

- A. Inu Kertapati
- B. wicked witch
- C. Galuh Ajeng
- D. Galuh Candra Kirana

44. Arrange the words to form a good sentence

do please not or enter during the room speeches leave
1 2 3 4 5 6 7 8 9 10

- A. 1-3-10-9-4-6-5-7-8-2
- B. 1-3-5-2-7-8-6-4-10-9
- C. 2-1-3-10-4-5-7-8-6-9
- D. 2-1-3-10-4-7-8-5-6-9

45. Arrange the words to form a good sentence

birthday	my	the	brother	And	I	my	sister	helped	make	a	cake	in
1	2	3	4	5	6	7	8	9	10	11	12	13

- A. 2-8-5-6-10-11-12-13-7-1-3-9-4
- B. 2-8-5-6-10-12-13-11-7-1-4-9-3
- C. 2-4-5-7-11-1-13-3-10-6-9-10-8
- D. 2-4-5-6-9-7-8-10-11-1-12-13-3

For questions no. 46 - 48, complete the sentences with the words provided

I was walking along Main Street at about 10 a.m. when I saw blue car stopped outside the bank. Next thing I saw is the man with a mask on. He 46 out of the car and ran into the bank. I 47 walked up to the door of the bank and looked in. By tis time the robber had everione in the bank lying on the floor. At this point hurried to the telephone box in Park Road anf 48 the police.

- 46. A. sat
- B. yelled
- C. drove
- D. jumped
- 47. A. because
- B. unless
- C. then
- D. even

48. A. said
B. spoke
C. told
D. called

49. Arrange these sentences into a meaningful descriptive text.

- 1) It also has a collection of novels and anthologies of short stories.
- 2) There is a library in my school.
- 3) Besides reading, students can also access any information through internet connection sets in the library.
- 4) It is not very large, but it has a complete collection of books.
- 5) It has a collection of newspaper, tablooid and teen magazine.

The best arrangement for sentence is...

- A. 3 - 5 - 2 - 1 - 4
B. 3 - 2 - 5 - 4 - 1
C. 2 - 4 - 5 - 1 - 3
D. 2 - 4 - 3 - 1 - 5

50. Arrange the following sentences to form a good narrative text.

- 1) It ran into the street and market.
- 2) One day, a young elephant ran away from a zoo.
- 3) When it had been full, it walked on the nearest park.
- 4) Then, it settled there and fell asleep.
- 5) It ate the food and vegetables sold in the market.
- 6) The next day, the zookeepers sent the young elephant to the jungle.
- 7) When the zookeepers came they knew what they should do.

The best arrangement for the sentences is...

- A. 7 - 1 - 5 - 3 - 4 - 2 - 6
B. 7 - 5 - 1 - 3 - 4 - 2 - 6
C. 2 - 3 - 5 - 1 - 4 - 7 - 6
D. 2 - 1 - 5 - 3 - 4 - 7 - 6

Appendix 20**R table of Product Moment Value**

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	55	0.266	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			

Appendix 21

MATERI UJIAN SEKOLAH KELAS 9 TAHUN PELAJARAN 2013-2014 MATA PELAJARAN BAHASA INGGRIS

NO	KOMPETENSI	INDIKATOR
1.	<p><i>READING</i> (Membaca) Memahami makna dalam wacana tertulis pendek baik teks fungsional maupun esai sederhana berbentuk deskriptif (<i>descriptive, procedure</i>, maupun <i>report</i>) dan naratif (<i>narrative</i> dan <i>recount</i>) dalam konteks kehidupan sehari-hari.</p>	<p>Menentukan gambaran umum/pikiran utama paragraf atau informasi tertentu/informasi rinci/informasi tersirat atau rujukan kata atau makna kata/frasa atau tujuan komunikatif dalam teks fungsional pendek berbentuk <i>caution/notice/warning, greeting card, letter/e-mail, short message, advertisement, announcement, invitation, schedule</i>.</p> <p>Menentukan gambaran umum/pikiran utama paragraf atau informasi tertentu/informasi rinci/informasi tersirat atau rujukan kata atau makna kata/frasa atau tujuan komunikatif dalam teks berbentuk <i>procedure</i>.</p> <p>Menentukan gambaran umum/pikiran utama paragraf atau informasi tertentu/informasi rinci/informasi tersirat atau rujukan kata atau makna kata/frasa atau tujuan komunikatif dalam teks berbentuk <i>descriptive</i>.</p> <p>Menentukan gambaran umum/pikiran utama paragraf atau informasi tertentu/informasi rinci/informasi tersirat atau rujukan kata atau makna kata/frasa atau tujuan komunikatif dalam teks berbentuk <i>recount</i>.</p> <p>Menentukan gambaran umum/pikiran utama paragraf atau informasi tertentu/informasi rinci/informasi tersirat atau rujukan kata atau makna kata/frasa atau pesan moral/tujuan komunikatif dalam teks berbentuk <i>narrative</i>.</p> <p>Menentukan gambaran umum/pikiran utama paragraf atau informasi tertentu/informasi rinci/informasi tersirat atau rujukan kata atau makna kata/frasa atau tujuan komunikatif dalam teks berbentuk <i>report</i>.</p>
2.	<p><i>WRITING</i> (Menulis) Mengungkapkan makna secara tertulis teks fungsional pendek dan esai sederhana berbentuk deskriptif (<i>descriptive, procedure</i>, maupun <i>report</i>) dan naratif (<i>narrative</i> dan <i>recount</i>) dalam konteks kehidupan sehari-hari.</p>	<p>Menentukan kata yang tepat untuk melengkapi teks rumpang bentuk <i>recount/narrative</i> sederhana.</p> <p>Menentukan kata yang tepat untuk melengkapi teks rumpang bentuk <i>descriptive/procedure</i> sederhana.</p> <p>Menentukan susunan kata yang tepat untuk membuat kalimat yang bermakna.</p> <p>Menentukan susunan kalimat yang tepat untuk membuat paragraf yang padu dan bermakna.</p>