ANALYSIS OF TEACHER-MADE ENGLISH FINAL SECOND SEMESTER TEST FOR THE YEAR ELEVEN STUDENTS OF SMAN 1 AMBARAWA IN THE ACADEMIC YEAR OF 2008/2009 BASED ON THE REPRESENTATIVENESS OF CONTENT STANDARD

A final project
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For the degree of *sarjana pendidikan* In english

by
Yohana Fransisca Dewi Risna Putri
2201405644

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY
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APPROVAL

This final project has been approved by the Board of the Examiners of the English Department of the Languages and Arts Faculty of the Semarang State University on   2009.

The Board of Examiners :

1. Chairperson
   Drs. Dewa Made Karthadinata
   NIP. 195111181984031001

2. Secretary
   Dra. Rahayu P.H., M.Hum
   NIP. 196610201997022001

3. First Examiner
   Drs. Abdurrahman Faridi, M.Pd
   NIP. 195301121990021001

4. Second Advisor as Second Examiner
   Dra. C. Murni Wahyanti, M.A.
   NIP. 195404231979032001

5. First Advisor as Third Examiner
   Dr. Dwi Anggani LB, M.Pd
   NIP. 195901141989012001

Approved by
The Dean of Languages and Arts Faculty

Prof. Dr. Rustono, M.Hum
NIP.195801271983031003

PERNYATAAN

Dengan ini saya:

Nama   : YOHANA FRANSISCA DEWI RISNA PUTRI

NIM   : 2201405644

Prodi   : Pendidikan Bahasa Inggris

Jurusan   : Bahasa Inggris

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yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana pendidikan ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dilakukan dalam penelitian karya ilmiah.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, 17 September 2009

Yang membuat pernyataan,

Yohana Fransisca Dewi Risna Putri
2201405644

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- *Gusti mboten sare*

This final project is dedicated to:

My beloved father and mother,

My nicest brothers,

My best friends.

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Semarang, 17 September 2009

The writer

ABSTRACT

Putri, Yohana. 2009. *An Analysis of Teacher-Made English Final Second Semester Test for the Year Eleven Students of SMAN 1 Ambarawa in the Academic Year of 2008/2009 Based on the Representativeness of Content Standard.* Final Project. English Education. English Department Faculty of Languages and Arts, Semarang State University(First Examiner: Drs. Abdurrahman Faridi, M.Pd, Second Advisor as Second Examiner: Dra. C. Murni Wahyanti, M.A., First Advisor as Third Examiner: Dr. Dwi Anggani LB, M.Pd).

Key words: A good Test, Teacher-made test, Multiple Choice Test Items, Curriculum, Content Standard.

In the teaching learning process, it is expected that learners who have completed a unit of learning tasks should be different from those who have not done it. To assess learner's achievement, it is useful for teacher to conduct a test. Because of it, the test should really measure the students' achievement.

This study was conducted to analyze the test-instrument after being used for evaluation, to know whether or not the instrument was good for assessing the students' mastery. Moreover, the data from the test result were analyzed to determine whether or not the test appropriately match with the instructional objective /standard competence stated in the curriculum and to determine the item analysis including difficulty level, discrimination power, validity, and reliability.

It is a quantitative study. In writing this thesis, the writer will conduct field research to collect the data. The test papers and students' work sheets were used to collect the data. Samples were taken practically by the use of random sampling. The data was established by the use of some procedures. The test papers consist of 50 items in the form of multiple choices. The students answer sheets are needed for analysis to find out the quality of the items based on item analysis. They were analyzed by using analysis procedures.

Furthermore, the result of the analysis of this test tells that the questions of the test are related to the 2006 curriculum, but the topics of the questions are not related to the students' study program. In this final test, it is clear that this test is not valid and need some revisions.

Based on the results, the writer draws conclusion that the topic in the test should be related to the students' background knowledge or students' study program though the curriculum mentions the same standard competence for students of science and social. So, the content or the topic of the test items should be different though the standard competence stated in the curriculum is same. In general, the writer suggests to the teacher as the test makers to pay attention to the writing of multiple choice items and the characteristics of a good test.

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INTRODUCTION

In this first chapter, the writer will discuss about the general 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, methods of investigation, and the outline of the study.

1.1 The Background of the Study

In Indonesia, English is the first foreign language. Because English is in important position, it is taught from the elementary school in some schools as an alternative subject and from the first grade of junior high school (SMP) up to third grade of senior high school (SMA) as one of the compulsory subjects. The students of SMP and SMA are hoped to have enough competence in English because it becomes a subject tested in UN (Ujian Nasional). The government always makes an effort to increase the quality of education in general and English teaching in particular.

In the teaching learning process, teachers have to make learners different at the end of an instructional unit from what they were before. Learners who have completed a unit of learning tasks should be different from those who have not done it. To assess learner's achievement, it is useful for teacher to conduct a test or examination. Testing or evaluation is an important part of every teaching and learning experience.

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Good English test also help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve. For the teachers, the test plays several important roles, such as to provide insight into ways of improving the evaluation process, and to provide means of diagnosing their own efforts if they have taught effectively.

Evaluation, according to Bloom (1975), has a broad view and specific place in education:

1.1.1   evaluation as a method of acquiring and processing the evidence needed to determine the student's level of learning and the effectiveness of teaching.

1.1.2   evaluation as including a great variety of evidence beyond the usual final paper and pencil examination.

1.1.3   evaluation as a needed in clarifying the significant goals and objectives of education and as a process for determining the extent to which students are developing in the desired way.

1.1.4   evaluation as a system of feedback-corrective to determine at each step in the teaching –learning process whether the process is effective or not, and if not, what changes must be made to ensure its effectiveness before it is too late.

1.1.5   evaluation as a total in educational research and practice for ascertaining whether or not alternative procedures are equally effective in achieving of a set of educational ends.

There are some factors which build a good test. The factors are relevance, balance, efficiency, difficulty, discrimination, variability, and

reliability. The teacher in constructing his own test for used in his class should also meet the requirements states above.

The writer thinks that it is important to analyze the test made by teachers in terms of difficulty level, discrimination power, validity, and reliability of English questions items based on the representativeness of content standard because with the study the writer hopes that the test writers can build a good test for each grader. In this case, the writer focuses her attention on the teacher-made test items applied in English Final Test, which are administered to year eleven students of SMAN 1 Ambarawa in the academic year 2008/2009.

1.2 Reasons for Choosing the Topic

In this study, the writer would like to focus her research on English Final Test, which is administered to year eleven students of SMAN 1 Ambarawa in the academic year of 2008/2009.

The topic is chosen due to the fact that the English final test of the 2008/2009 academic year has just been administered to the students but it has not been analyzed in terms of the characteristics of a good test.

1.3 The statements of the Problem

Through this study, the writer would like to find the answer to the following question: "How good is the English final test prepared by teachers of SMAN 1 Ambarawa for the year eleven students in the academic year of 2008/2009".

The problem of the research based on the background above can be stated as follows:

1.3.1 does the teacher-made English test applied at the SMA appropriately match with the instructional objective/content standard stated in the curriculum?

1.3.2 does the teacher-made English test applied at the SMA have an adequate difficulty level ?

1.3.3 does the teacher-made English test applied at the SMA have a power to discriminate the students belonging to the upper group from those of the lower group?

1.3.4 is the teacher-made English test applied at the SMA valid?

1.3.5 is the teacher-made English test applied at the SMA reliable?

1.4 The Objectives of the Study

The general objective of this study is to obtain an objective description of the teacher-made English test applied in Senior High School.

The above objective is then specified into the following purposes:

1.4.1 to find out whether or not the test appropriately match with the instructional objective stated /content standard in the curriculum.

1.4.2 to find out the values of the difficulty level of the test items.

1.4.3 to find out which the options of each item is chosen by more test participants and by the least number of test participants.

1.4.4 to find out whether or not the answer of the test items are valid.

1.4.5   to find out whether or not the answer of the test items are reliable.

1.5 The Significance of the Study

After doing the research, the writer hopes that the results of this writing will give the contributions dealing with the English language testing. The advantages that can be gained from this study are as follows:

1.5.1   provide input for English teachers and for those who are concerned, especially for the writer themselves to be more careful in constructing and conducting language testing and then they will pay more attention to the way of interpreting the results of the tests obtained by the testees. So they can increase their skills in constructing test items.

1.5.2   the analysis of the English test items made by Senior High School teachers of SMA N1 Ambarawa describes the quality of that test. The result can be used as an example in analyzing test items in the future.

1.6 Limitation of the Study

The test item that has been applied in the English test made by SMA N1 teacher for the year eleven students in the academic year 2008/2009 consists of 50 items in the form of multiple choices and two items in essay. However, the writer only wants to analyze the multiple choice form. It is in the opinion that:

1.6.1   Multiple choice items have only one correct answer each. Thus, the grader will grade the answers objectively.

1.6.2 By using this type of test item, the reliability of the test can be computed and determined with ease. Moreover, the item analysis of discriminating power and difficulty level of the test can be practically determined.

Beside that, the writer proposes some other limitations and assumptions for this study as follows:

1. The results of the test, no matter what it is like-will be the achievement of students' ultimate efforts which represents their real mastery. The writer then will analyse it in order to obtain an objective description on the validity, reliability, and item analysis of the teacher made English test tested based on the representativeness of content standard.

2. The research will be limited to the analysis of the test items and on the validity as well as computation of the reliability coefficient of the test items, not on their practicality.

1.7 Methods of Investigation

In doing this thesis, the writer collects the required data and information from the main sources by doing field research.

Field research refers to English final second semester test conducted for the eleventh grade students of SMAN 1 Ambarawa. In this part, the writer conducted the study in the following steps:

a. selecting the samples

b. asking or copying the test booklet

c. analyzing the test (i.e. validity, reliability, item difficulty, and item discrimination index)

d. judging the quality of the test.

It deals with the population, sample, variables of the study and the instrument used in this research as well as the scoring technique the administration of the test and the method of analyzing data will also be presented in this chapter.

In order to get the required data, the writer used the test technique for analyzing each test item. The data were collecting through test. Students were giving English test. In this study, the intended test is English final second semester test for the year eleven of SMA students at SMAN 1 Ambarawa in the academic year of 2008/2009.

1.8 The outline of the Study

In order to have clear and distinct arrangements, this thesis is organized as follows:

1.8.1 Chapter I is introduction. It consists of the general 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, methods of investigation, and the outline of the study.

1.8.2 Chapter II gives the review of the previous study, review of the related theories which discusses about the definition of curriculum, the revised of

Bloom's taxonomy, characteristics of a good test, types of test, and also a brief review of multiple choice test items.

1.8.3 Chapter III deals with the method of investigation dealing with the methods of collecting data consists of population and sampling technique, data gathering, techniques of data analysis and also the distracters efficiency.

1.8.4 Chapter IV presents the analysis and the discussion of research findings.

1.8.5 Chapter V gives the conclusions of the study, and also some suggestions made on the basis of the study.
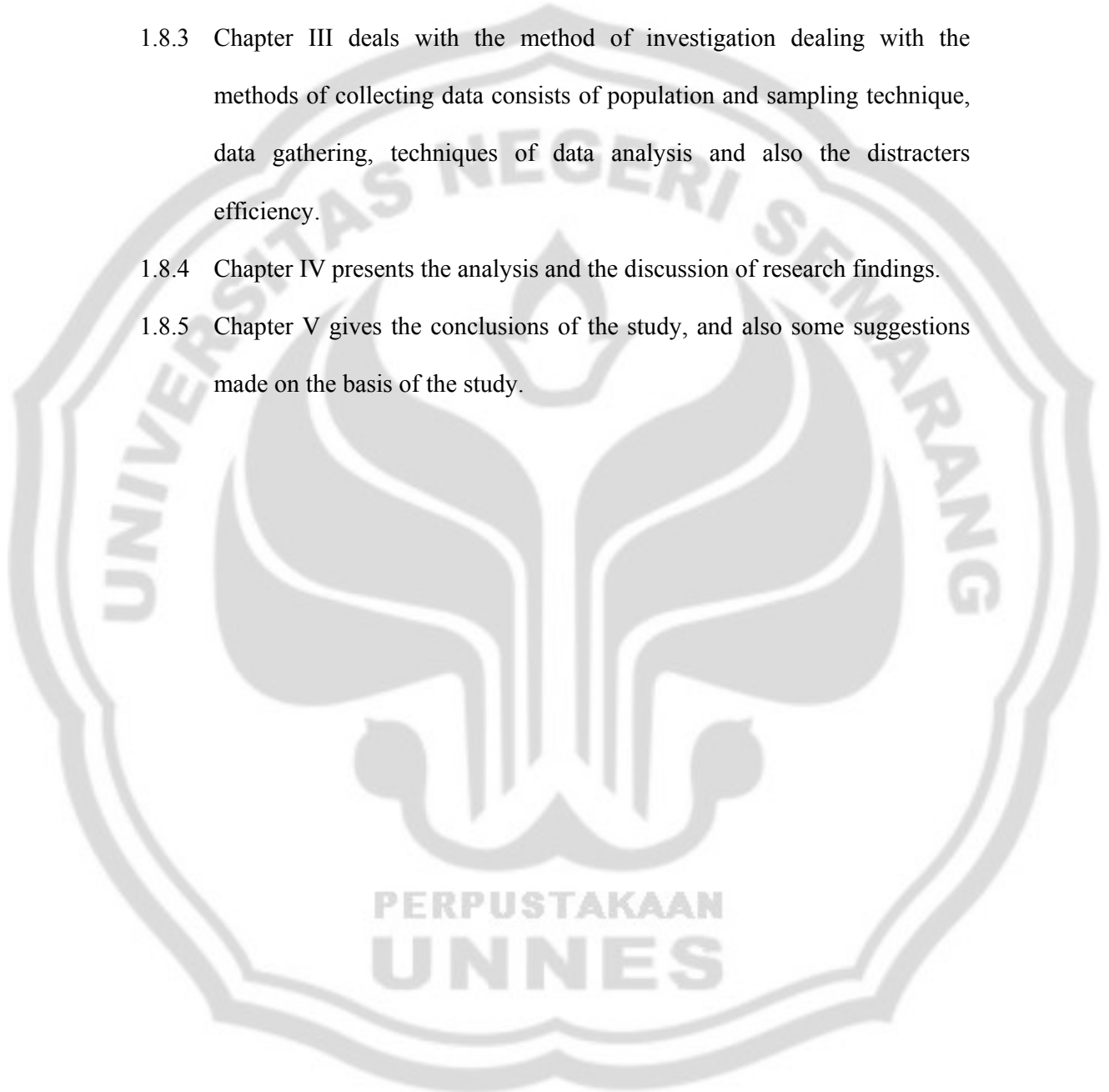
CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the writer will discuss about review of the previous studies and review of the related theories of my analysis about teacher-made English final semester test.

2.1 Review of the previous studies

There are so many researches of analyzing a test have been conducted since many years ago.

Viviantina (2007) conducted a research on item analysis of teacher-made test for the English test of the first semester for the second grade students of SMP N1 Sragi in the academic year of 2006/2007. In this research, she found that not all the items in the test were valid; therefore it needed some revisions. However, it was reliable, marginal in terms of discrimination power, and moderate in terms of difficulty level.

Sari (2008) conducted a research to analyze the teacher-made first term English summative test which administered to eight grade students in SMP N 01 Limbangan in the academic year of 2007/2008.In this study, she found out that the test is valid. The result of item reliability analysis shows that the item is reliable. And the mean of discrimination power is 0.29.

Nuryulia (2009) also conducted a research on the English test items which are administered to the seventh grade students of SMP N1 Moga Pemalang

in the academic year of 2008/2009. Based on her research, the test is valid. However, the test is reliable and classified as medium items in term of their difficulty level.

Based on the previous researches, it is crystal clear that so many researches have been conducted to analyze a test. All of them tried to analyze a test without considering the curriculum which always changes. Because of that, the writer would like to analyze a test from the different way, not only from its validity, reliability and practicality but also based on its content standard.

2.2 Review of the related theories

In analyzing the test, the writer will use some basic theories to support my analysis. These theories are related with education and making a good test.

2.2.1 Definition of curriculum

Since the real purpose of education is not to have the instructor perform certain activities but to bring about significant changes in the students' pattern of behavior, it becomes important to recognize that any statements of objectives of the school should be a statement of changes to take place in the students.From that definition, it may mean that a study in schools, colleges, universities and some other institutions should relevant to the curriculum.

Curriculum means a specific learning program. It describes the teaching, learning and assessment materials which available for a given course of study. It is used to transmit or deliver knowledge to students in teaching learning process by some effective methods. In this sense curriculum is not a physical

thing, but rather the interaction of teachers, students and knowledge. In other words, curriculum is what actually happens in the classroom and what people do to prepare and evaluate.

Up to now, there have been several English curricula, such as the 1968 curriculum, the 1975 one, the 1984 one, etc. These curricula have been used with various approaches, namely the structural and communicative approaches. The aim of changing the curricula is to encourage and improve the students' English mastery. The standards achieved should be that can be useful for the next, either when they apply for a job or when they want to continue their study.

The national development in the field of education is an effort to develop Indonesian generation to be more intelligent and to increase the quality of the Indonesian community. In conducting the national education, the government has to concern with the development of science, technology, and culture.

As we see the 2006 English curriculum of SMA is based on the communicative approach in the teaching of English as a first foreign language in Indonesia. The 2006 curriculum which is called as school based competence (KTSP) is the development of 2004 curriculum. This curriculum emphasizes communicative competence in learning English. It is designed based on the content standard (SI) and graduate competence standard (SKL) which is determined by the government to guarantee the achievement of national education purposes. The goal of curriculum reform is to increase the quality of education, so that the students who graduate from a certain level of education would master the required knowledge and skills.

School based curriculum is an operational curriculum which is formed and practiced by each school in Indonesia (www.puskur.net/inc/sma/BahasaInggris.pdf). Consequently, the curriculum used in a school may be different from one to another school. The curriculum can be defined as a concept of curriculum in which the form and practice depends on each institution. The different form and practice depends on the needs of each schools but still based on the standard curriculum given by the government as the model for the school.

2.2.2 Anderson revised Bloom's Taxonomy

The organisation of schooling and further education has long been associated with the idea of a curriculum. Kelly (1999) stated that curriculum as all learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.

Curriculum is a body of knowledge-content and/or subjects. Education in this sense is the process by which these are transmitted or delivered to students by the most effective methods that can be devised. Currently, it is promoted as allowing students to revisit a subject matter's content at the different levels development of the subject matter being studied.

In education, there is a classification of the different objectives and skills that educators set for students. The taxonomy of educational objectives, often called Bloom's taxonomy was proposed in 1956 by Benjamin Bloom. Bloom's taxonomy divides educational objectives into three domains; affective, psychomotor, and cognitive. Like other taxonomies, Bloom's is hierarchical;

meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom's Taxonomy is to motivate educators to focus on all three domains.

Bloom identified six levels within the cognitive domain, ranging from simple recall or recognition of facts as the lowest level, through increasingly more complex and abstract mental levels, to the highest level. Anderson (a former student of Bloom) led a team of cognitive psychologists to revisit the taxonomy with the view to examining the relevance of the taxonomy at the beginning of the twenty-first century. As a result of the investigation a number of significant improvements were made to Bloom's original structure (Anderson and Krathwohl 2001). For example, the title of each level is changed from nouns to verbs; the 'synthesis' in the higher level is replaced by 'evaluating', and 'evaluation' on the top is replaced by 'creating'.

Taxonomy organizes learning. It is a framework and used to describe the kind of learning teacher should teach for and expect from students. The revised taxonomy is a tool for teachers. This framework is useful for analyzing and aligning units of instruction, teaching methods, and classroom assessment.

2.2.3 Characteristics of a good test

A test has an 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 direct students' attention either toward or away from the objectives of instruction. A test can encourage students to focus

on a limited aspect of the course content or direct their attention to all important areas.

Test question may require students to perform at various cognitive levels. The result of a test can be functioned in educational process, but not all the result of a test can be used to get any educational decisions. Only a good test that can be used to sustain or enhance class morale and learning.

A good test construction involves more than just asking students tough questions. Ironically, despite the high premium placed on students test scores, many teachers do not receive adequate formal training in test design and construction.

2.2.3.1 *Validity*

A test question is said to be valid, or acceptable, when the test's question accurately measure the students' comprehension of the course goals. Test construction is actually a highly skilled endeavour that requires patience and subtlety of technique, if the test is to measure what it purports to measure. Validity is always concerned with the specific use to be made of the results and with the truthfulness of our proposed interpretation.

If an examination question does not assess course goals and objectives, or goes beyond them, then the question lacks of validity, and of course the question should be removed from the examination.

There are many types of validity according to some experts. Validity is divided into two different types. It is divided into internal and external validity.

i.   Internal validity

It is validity in terms of the test itself, whether the content of the test and the way

the test is carried out allows it to test what it is intended to test.

ii.   External validity

External validity has to do with the relationship between the test and other

measures. There are two types of external validity that are concurrent validity and

predictive validity.

Beside of that, a number of factors tend to influence the validity of test

results. Some factors that tend to influence the validity of test are in the following:

(a)   Unclear direction

(b)   Word and sentence structure of the item should not be too difficult.

(c)   Inappropriate level of difficulty of the test items.

(d)   Avoid items which are poorly constructed.

(e)   Ambiguity

(f)   Improper arrangement of the items.

(g)   Some factors in administering and scoring a test, such as cheating during the

test, and unreliable scoring of essay answer.

2.2.3.2   *Reliability*

Reliability can be defined as the degree of consistency between two measures of

the same thing. Reliability refers to the consistency of a test score. A measure is

considered reliable if it would give us the same result over and over again. That is,

how consistent it is from one measurement to another. If we give the same test to

the same student or matched students on two different occasions, the test should yield similar results.

The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test, such as: human error, subjectivity, temporary illness, fatigue, etc.

There are several ways of estimating the reliability of a test. The three basic methods and the type of information each provides are as follows:

(a) Test-retest method

(b) Equivalent-forms methods

(c) Interval consistency method

2.2.3.3 *Practicality*

Practicality refers to suitable with our particular situation. A test may be a highly reliable and valid instrument but still be beyond our means or facilities. Other considerations of a test practicality involve the ease with which the test can be administered.

A test that is prohibitively expensive is impractical. A test of language proficiency that takes a student five hours to complete is impractical-it consumes more time (and money) than necessary to accomplish its objectives. An effective test is practical which means that it is has a scoring procedure that is specific and time-efficient. A test is relatively easy to administer.

2.2.4 Types of test

Since the writer wants to conduct an analysis of the teacher-made English tests, she will present some information distinguishing the teacher-made tests of the

classroom from those of standardized and the difference of formative and summative assessment.

2.2.4.1   Teacher-made test and Standardized test

The test items given in the classroom test are sometimes prepared or constructed, administered, and scored by one or a limited number of teachers. The test is then called as a teacher-made test. This kind of test has some specific characteristics which cannot be found in that of the teacher-made.

Standardized tests are designed to be used in a large number of testees throughout the nation or the world. Such tests are also completed with tables of norms by which correctors or administrators are facilitated in giving and interpreting the scores gained.

Knowing the characteristics of standardized tests, classroom teachers sometimes make use of such tests in order to improve their own test constructions. It is realized that teachers need to know how to prepare, select, and evaluate test instruments in a proper way.

2.2.4.2   Formative and Summative Assessment

Assessment is a popular and sometimes misunderstood term in current educational practice. There are two kinds of assessment based on the function and its procedure to be used. Two functions are commonly identified as formative and summative assessment.

Most of our classroom assessment is formative assessment. It aims to evaluate students in the process of forming their competence and skills with the

goal of helping them to continue that growth process. For all practical purposes, almost all kinds of informal assessment are formative.

Summative assessment aims to measure what a student has grasped, and typically occurs at the end of a course. Final examination in a course is one example of summative assessment. It summarizes what a student has learned implies looking back and taking stock of how well that student has accomplished objectives.

2.2.5 Multiple choice test items

An achievement test is a type of scientific experiment in which the question to be answered will show how well students have achieved a particular learning goal. Multiple choice items are designed to elicit specific responses from the students. In multiple choice-items, it has a question or problem (called a *stem*) and three or four possible answers (called *alternatives*).

The student is asked to pick the one alternative that best completes the statements or answers the question. The possible answers that are not correct are called *distracters*, since they are designed to provide a distraction from the correct answer.

There are some advantages of using the multiple-choice form as follows:

(a) The multiple choices as adaptable to subject matter content areas as well as different levels of behaviour.

(b) The structure of a stem with four or five alternatives provides less chance for guessing the correct response than the true-false item does.

(c) One advantage of the multiple-choice item over the true-false item is that students cannot receive credit for simply knowing that a statement is incorrect; they must also know what is correct.

According to Alex Shirran (2006), a multiple choice test format is used by many teachers for the following responses:

(a) It can be marked quickly by the teacher or using a scoring machine.

(b) It can be marked objectively, since an answer is considered right or wrong based on the alternatives choices.

(c) It allows the teacher to ask many questions and to test a wide sample of content or goals.

(d) Its structure tends to reduce student complaints regarding test scores, since possible responses are limited.

It is clear then, that a good test is a test which is reliable, valid, practical, and related with the curriculum or content standard.

CHAPTER III

METHODS OF INVESTIGATION

In this chapter, the writer would like to discuss about population, sample and sampling technique, techniques of data collection and techniques of data analysis.

As stated in the chapter I, the general objective of this study is to obtain an objective description of the teacher-made English test applied in Senior High School. The writer analyzed the students' works to get required data. This method is important in every research since it can be used to achieve the objectives of the research.

3.1 Population and Sampling

The first step in analyzing data is to determine the population. As cited by Tuckman (1978:227), a population is that group about which the researcher is interested in gaining information and drawing conclusions. It refers to the establishment of boundary conditions that specify who shall be included in or excluded from the population. The population can very widely depend on the research question and the purpose of the study. The population is not always people but it can be a group of animal, plants, or other object which has some common observable characteristics. It is possible to talk about population of test scores, traits, responses, or characteristics.

Based on the statements above, the writer selected a set of the final test, made by one of the English teacher in SMAN 1 Ambarawa, as the population. The set of the final test chosen by the writer in this research was a set of summative

test of the eleventh grade students in SMAN 1 Ambarawa in the academic year 2008/2009. This final test consists of 52 items namely 50 items are multiple choice form and 2 items are essay question form. In order to get the data, and the answers can be more easily corrected, the writer only analyze the test in the form of multiple choice. To get the data in the form of test scores, the writer carried out the result of the students' works. The students' works are the students' answers which recorded in the answer sheets.

In this study, the writer thought that the number of students in SMAN 1 Ambarawa is too big, so I took only about 25% of it. It is done in order to use such a group to make decision about the larger group; the subgroup has to look like the larger group as closely as possible. I will use random sampling technique to take my sample. Moore (2008) said that a simple random sample is a subset of individuals (a sample) chosen from a larger set (a population). Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each subset of $k =$(population size/sample size) individuals has the same probability of being chosen for the sample as any other subset of k individuals.

In a simple random sample, one person must take a random sample from a population, and not have any order which one can choose the specific individual. In this case, the total number of the students was 186 students but I did not take the whole as my sample. Dealing with it, I selected 50 or about 25% of students' works of the eleventh grade students in SMAN1 Ambarawa. They were randomly chosen as the samples of my research.

Based on the statements before, I did my sampling as follows:

(a) First, I wrote every student's number on a piece of paper

(b) Next, the paper was folded and put into a can

(c) After being well-mixed, the paper was dropped one by one out of the can. The total number of dropped-paper was 25% of the total students or 50 students. Those became the sample of my research.

Based on this sampling technique, I assumed that the students had mastered the basic knowledge of the English materials taught by their teacher.

3.2   Technique of Data Collection

In every research, there should be data to study. There are some methods to be used by a researcher to get the data: questionnaire, interview, observation, test and documentation.

From those methods, the data used in this study is the test booklets containing the English test applied at the second semester of eleventh grade in the academic year 2008/2009 and the answer sheets to record the results of the test used as the samples in order to get the data in the form of test scores.

The writer also examines the students' work sheets as the samples of this study for getting the accurate data. As has been explained before, the items are in the form of multiple-choice, so it is easier to analyze.

3.3   Technique of Data Analysis

There are two kinds of data being analyzed i.e.: the questions with its items and the students' work sheets. The questions are analyzed in order to find out whether or not the questions appropriately match to the objectives stated in the English curriculum for SMA. The test items are analyzed in order to find out the answer of the question. Besides, it is also to find out whether or not each item is easy or difficult for students, whether each question has good distracters or not.

The students' work sheets are analyzed in order to obtain some description of the test items related to their reliability. The appropriateness or validity of an item must be determined by comparing the content of the item with the instructional objectives. Besides, by doing such analysis it will enable the writer to carry out the item analysis. Item analysis, deals with analyzing how well each test item functioned. This analysis is intended to get the effectiveness of the test items which involves the analysis of discriminating power and difficulty level of the test items. By doing this item analysis, it can identify the quality of each item, whether they belong to good, moderate or bad items. So, we can find the weaknesses of the items. Here the analysis of the test consists of:

3.3.1   Difficulty Level Analysis

Item difficulty is the percentage of the total group that got the item correct. It is important because it explains whether an item is too easy or too hard. The optimal item difficulty is an item, which is not too difficult or too easy and depends on the question type and on the number of possible distracters. A good test is an item that

has an index of difficulty between 0.30 and 0.70. Gronlund & Linn (1990) wrote

the following about:

> This is typically computed as the proportion of students who got the item correct. So a low value means a hard question and a high value means an easy question on a scale from 0.00 to 1.00. It is best to have a mix of difficulties: some hard ones to challenge top students; some easy ones so low-performing students will persist; and the bulk of items at a moderate difficulty level. The average item difficulty across a test, for most multiple-choice types, should be between 0.6 and 0.7

Beside that, Cangelosi (1990:54) writes:

> An item is defined as easy for a group of students if more than 75 percent of the group accurately responds to that item of test. If between 25 percent and 75 percent of the students in a group accurately respond to an item of a test, the item is considered as moderate. A hard item is one which fewer than 25 percent of the students correctly answer on a test.

According to the above difficulty level criteria, the difficulty level

criteria that will be used are as follows:

  i. An item with a difficulty level of $0.00 \leq p \leq 0.25$ is a difficult item

  ii. An item with a difficult level of $0.26 \leq p \leq 0.75$ is a moderate item

  iii. An item with a difficulty level of $0.76 \leq p \leq 1.00$ is an easy item

The formula is:

$$P = \frac{R}{T}$$

Where :

    P = difficulty level or index of difficulty

    R = the number of students responding correctly (right) to an item

    T = the total number of students responding to the item

(Nitko, 1983:288)

To illustrate, if 100 students answered an item, and only 50 students answered it correctly, then the difficulty level (P) of that item would be 50/100=0.5. According to the above criteria, the item belongs to the moderate group.

3.3.2   Discrimination Power Analysis

The discrimination power is a useful measure of item quality that tells how an item differentiates between the proportion of the upper group who got an item right and the proportion of the lower group who got the item right.

How well the item differentiates among students who have mastered the content and who have not is calculated as a proportion of upper group student who got the item right to lower group students who got the item right. It is expressed on a scale from -1.00 to +1.00. -1.00 means all students in the lower group got the item right and all students in the upper group got the item wrong. +1.00 means that the students in the upper group got the item correctly and the students in the lower group get it wrong. It indicates that the item worked as it should be. A zero means the item doesn't distinguish between mastery and non mastery students.

The formula for calculating item discrimination power is as follows:

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

Where :

D   =   the index of discrimination power

RU   =   the number of students in the upper group who answer the items

         correctly

RL   = the number of students in the lower group who answer the items

correctly

½ T   = one half of the total number of students included in the items

analysis

(Gronlund, 1982:103)

Ebel and Frisbie (1991:232) categorize the discrimination power

values as follows:

Discrimination Index	Item Evaluation
0.40 and above	very good item
0.30 – 0.39	reasonably good but possibly subject to improvement
0.20 – 0.29	marginal items, usually needing and being subject to improvement
0.19 and below	poor items, to be rejected or improved by revision

By using this classification, the writer analyzed the items. So, it can be

said whether the test belongs to a good test or not.

3.3.3   Analysis of Validity

Validity is an essential characteristic of a good set of test. Gronlund (1998:226)

states that validity is the extent to which inferences made from assessment results

are appropriate, meaningful, and useful in terms of the purpose of the assessment.

In other words, it means that validity is to which an assessment measures what is

needed for a particular purpose and to which the results, as they are interpreted

and used, represent the specified knowledge or skill. So, this research deals more

on analyzing the content validity of the test items. Content validity deals with the

question of how well the test measures the topics and the learning mastery.

To determine whether the teacher-made English test applied at the

eleventh grade of SMAN 1 Ambarawa in the Academic year of 2008/2009 are

valid in their content, an analysis will be carried out. The analysis will be based on

the topics covered in the English curriculum for the eleventh grade students

compared to the samples in the booklets. To find the coefficient validity, I used

Pearson Product-Moment formula as follows:

$$r_{xy} = \frac{\sum xy - \frac{(\sum x)(\sum y)}{n}}{\sqrt{\left(\sum x - \left(\frac{\sum x^2}{n}\right)\right)\left(\sum y - \left(\frac{\sum y^2}{n}\right)\right)}}$$

Where :

r_{xy} = correlation index

x   = the score of each item

y   = the total score

n   = the total number of the respondent

$\sum$ = the sum of

(Hinkle, Jurs, Wiersma, 1979:96)

There are two ways to determine the value of correlation

coefficient;first, by interpreting the r value of calculation and then by consulting

the r (product moment) value on the table. In interpreting the r value we can use the following criteria:

$0.810 \leq r_{xy} \leq$ = the test has very high validity

$0.610 \leq r_{xy} \leq$ = high validity

$0.410 \leq r_{xy} \leq$ = moderate validity

$0.210 \leq r_{xy} \leq$ = low validity

$0.000 \leq r_{xy} \leq$ = very low validity

3.3.4 Analysis of Reliability

Analysis of reliability refers to an analysis of the consistency or stability of assessment results or scores. In this study, the writer uses the Kuder-Richardson formula in estimating the reliability of the test.

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

Where :

r = reliability coefficient of the test item

k = number of items in the test

p = the difficulty index (the proportion of students who give the right answer)

q = the proportion of the students who give the wrong answer (q=1-p)

s^2 = the variance of the total test score of the square of standard deviation

(Phopam, 1981:143)

The formula to calculate the variance is:

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

The result of the reliability (r) calculation is consulted to the value of critical r

production 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.

3.3.5   Distracters Efficiency

In addition to the item analysis of the students' percentage in answering a question

correctly, multiple-choice questions should be examined using a distracters

analysis to determine the effectiveness of the distracters that were used. It is

necessary to consider the danger of other factors in using multiple choice items.

Distracters efficiency is important in measuring the multiple choice

items in a test. Brown (2004:60) writes that the efficiency of distracters is the

extent to which (a) the distracters 'lure' a sufficient number of test takers,

especially lower-ability ones, and (b) those responses are somewhat evenly

distributed across all distracters.

Using multiple choice items as an assessment is dangerous for many

reasons. One of them that is the questions usually must be answered quickly and

have only one correct answer, besides students learn that problems for which a

single answer. Second, when schools use multiple choice tests, they often narrow

their curriculum to cover only what is on the exams. Take as an example, to

prepare for multiple-choice tests; curriculum may focus on memorizing

definitions. This will not make students to understand the principles, grasp how science is done, and think about how science affects their lives.

In this part, no mathematical formula to reveal which item works as what it should. However, we can conclude it by paying attention to the number of students' answer on each item. So, we will know which item needs revision.

3.3.6   Determining the Indicator of Every Items

From the whole analysis of each item in the final test, we can get various results of students' work. The result of students' work can be analyzed to get the difficulty level, discrimination power, validity and reliability of the test. All of them belong to the item analysis.

Moreover, we can analyze every item in the test by matching it with the standard competence, basic competence and also the indicator stated in the curriculum. So, we will know whether the items related to the curriculum or not. The way to do this analysis is by mention the standard competence, basic competence and the indicator in which the items belong to. To make it easier, the analysis can be done by using column as follows:

Item Number	SK	KD	Indicator
1	…	…	…
2	…	…	….

CHAPTER IV

RESULTS OF THE STUDY

Chapter IV deals with research results. It presents the analysis and the discussion of research results.

As stated in the chapter III, the writer used some formulas to achieve the objectives of the research. Based on it, here the discussion of the data processing.

3.4 Results of Analysis

This study intents on analyzing teacher-made English final second semester test for the eleventh grade students in SMAN 1 Ambarawa in the academic year of 2008/2009 based on the representativeness of content standard. In analyzing the data, the analyses consisted of five things, namely, difficulty level analysis, discrimination power analysis, analysis of validity, analysis of reliability and distracters efficiency.

From the data analysis of English final second semester test for the eleventh grade students in SMAN 1 Ambarawa in the academic year of 2008/2009, here the results of data which were derived. The distracters efficiency will be discussed in the discussion of research results.

4.1.1 Difficulty Level Analysis

Item difficulty is the percentage of the total group that got the item correct. From the difficulty level criteria stated in chapter III, the following is the results of data analysis of the item difficulty level.

No.	Categories	Number	Percentage
1.	Difficult items	8	16%
2.	Moderate items	25	50%
3.	Easy items	17	34%

a. There are 8 items that are categorized into difficult items that are items number 4, 5, 11, 14, 19, 20, 30, and 39.

b. Items that belong to moderate category are items number 2, 3, 6, 7, 8, 9, 16, 21, 22, 23, 24, 25, 26, 28, 29, 31, 32, 33, 36, 37, 38, 40, 42, 44, and 48.

c. Items that belong to easy items are 1, 10, 12, 13, 15, 17, 18, 27, 34, 35, 41, 43, 45, 46, 47, 49, and 50.

The details computation of item difficulty level is listed in appendix.

4.1.2 Discrimination Power Analysis

The discrimination power is a useful measure of item quality that tells how an item differentiates between the proportion of the upper group who got an item right and the proportion of the lower group who got the item right.

Based on the criteria mentioned in chapter III, the results of the data analysis can be seen as follows:

No.	Criteria	Number	Percentage
1.	Excellent items	23	46%
2.	Good items	12	24%
3.	Satisfactory items	11	22%

4.	Poor items	4	8%

In detail, the results of the data analysis are as follows:

a. The items in the test that belong to excellent items are items number 1, 6, 7, 9, 10, 12, 16, 17, 18, 23, 24, 25, 26, 32, 33, 35, 42, 43, 45, 47, 48, 49, and 50.

b. The items that belong to good items are 2, 4, 13, 22, 28, 31, 34, 37, 40, 41, 44 and 46.

c. The items that belong to satisfactory items are 3, 8, 15, 20, 21, 27, 29, 30, 36, 38, and 39.

d. The items that belong to poor items are 5, 11, 14, and 19.

The details computation of discrimination power analysis is listed in appendix.

4.1.3 Analysis of Validity

The results of data analysis can be seen on the following table:

No.	Criteria	Number	Percentage
1.	Valid items	15	30%
2.	Invalid items	35	70%

a. There are 15 items that fulfill the requirements of validity. Those are items number 2, 4, 6, 7, 9, 10, 12, 16, 18, 21, 23, 24, 25, 26, and 28.

b. There are 35 items that do not fulfill the requirements of the validity. Those are items number 1, 3, 5, 8, 11, 13, 14, 15, 17, 19, 20, 22, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, and 50.

The details computation of validity analysis is listed in appendix.

4.1.4 Analysis of Reliability

As mentioned in the Chapter III, the coefficient of reliability of the test items was found by applying the Kuder-Richardson 20 formulae. From the computation, it was found that the coefficient of reliability of the test items is 0.841. Then, the result is consulted to the table of r product moment values at level of significance of 0.05. It is found that the value of r is 0.279 for N=50. Because the value of r calculation is more than r table, so it can be concluded that the test items used I English final test for eleventh grade students in SMAN 1 Ambarawa in academic year 2008/2009 is reliable.

The details computation of reliability analysis is listed in appendix

3.5 Discussions of the Results

In every research, there is the main goal of its writing. The goal of this final project is to analyze the quality of each test item. Afterwards, it can be concluded which items that can still be used, can be used with revision, or should be dropped.

Based on the result of item analysis which includes the analysis of difficulty level, discrimination power, validity and reliability of items, this test items will be explained as follows:

- Item number 1

Question	Why was the Tareb upset and disappointed? because… A. He could not go to earth B. He could not swallow the moon C. He could not deliver the dowry D. He could not join the celebration E. He could not marry another God's daughter				
Result	**A**	**B**	**C***	**D**	**E**
Upper 27%	-	2	12	-	-
Middle 46%	1	1	19	-	2
Lower 27%	1	-	10	1	1
Total	2	3	41	1	3
Validity	invalid				
P value	0.82				
D value	0.71				

Referring to the P and D value, this item can be viewed as easy and excellent item. Based on item validity, this item is considered invalid and cannot be used in the final test.

- Item number 2

Question	The following statements are **incorrect,** except… A. Tareb had a plan to swallow the sun B. Tareb could not marry his loved one C. Tareb was able to deliver the dowry to heaven D. People on earth made a sacrifice to please the heavenly deity E. People on earth were sad at the sight of the moonlight				
Result	**A**	**B**	**C**	**D***	**E**
Upper 27%	1	-	3	10	-
Middle 46%	7	3	1	9	3
Lower 27%	2	4	4	3	-
Total	10	7	8	22	3
Validity	valid				
P value	0.46				
D value	0.57				

Based on the criterion of difficulty level and discrimination power, this item is considered as a medium and good item. Moreover, this item is said to be valid according to item validity. So, this item can be used in the final test.

- Item number 3

Question	The text above called… A. a fable B. a mytes C. a legend D. a fairy tale E. a tragedy				
Result	**A**	**B***	**C**	**D**	**E**
Upper 27%	-	7	2	5	-
Middle 46%	2	8	7	6	-
Lower 27%	3	5	2	3	-
Total	5	20	11	14	0
Validity	invalid				
P value	0.40				
D value	0.37				

The material of this item discuss about a kind of text based on the 2006 curriculum. This item is medium and satisfactory item. From the item validity, it is considered into invalid item, so it cannot be used in the final test.

- Item number 4

Question	The word from the text which means "Upset or insult somebody" is… A. restricted B. offended C. obtained D. slaughtered E. engrossed				
Result	**A**	**B***	**C**	**D**	**E**
Upper 27%	3	5	4	-	2
Middle 46%	7	3	8	2	2
Lower 27%	3	-	6	2	2
Total	13	8	18	4	6
Validity	valid				
P value	0.16				
D value	0.43				

According to its P and D value, this item can be classified into difficult and good item. From the item validity, it is considered into valid item so it can be used in the final test.

- Item number 5

Question	*The dowry had to be obtained from the earth* The active form of the sentence is… A. Tareb obtained the dowry from the earth B. Tareb had obtained the dowry from the earth C. Tareb has obtained the dowry from the earth D. Tareb has to obtain the dowry from the earth E. Tareb had to obtain the dowry from the earth				
Result	**A**	**B**	**C**	**D**	**E***
Upper 27%	3	6	2	1	1
Middle 46%	3	8	4	8	1
Lower 27%	2	3	1	5	2
Total	8	17	7	14	3
Validity	invalid				
P value	0.06				
D value	-0.01				

Based on the criterion of difficulty level and discriminating power, this item is considered as a difficult and poor item. Moreover, this item is said to be invalid, so this item cannot be used in the final test.

- Item number 6

Question	What did the people on earth feel when the moon disappeared? A. They were worry and afraid B. They were worry and upset C. They were pleased and happy D. They were upset and disappointed E. They were afraid and disappointed				
Result	**A***	**B**	**C**	**D**	**E**
Upper 27%	10	-	4	-	-
Middle 46%	14	1	4	3	1
Lower 27%	6	2	4	-	1
Total	30	3	12	3	2
Validity	valid				
P value	0.60				
D value	0.72				

From the point of view of discriminating power and difficulty level, this item belongs to excellent and medium item with P value is 0.60 and D value is 0.72.

- Item number 7

Question	What might the God's daughter say to express her pleasure when Tareb married her? A. I'm extremely disappointed with it. B. I'm extremely satisfied with it. C. I don't know what's wrong. D. Oh. how pleased I am E. I don't know for sure				
Result	**A**	**B**	**C**	**D***	**E**
Upper 27%	-	6	-	8	-
Middle 46%	5	4	-	14	-
Lower 27%	3	4	2	3	1
Total	8	14	2	25	1
Validity	valid				
P value	0.50				
D value	0.81				

Actually, this item is said as excellent and medium item. Based on its

item validity, this item is valid and can be used in the final test.

- Item number 8

Question	The main idea of the story is… A. Why the horse doesn't have horns. B. He snake that took the unicorn horns. C. The snake that wanted to take revenge to a unicorn. D. The female unicorn that was locking for her mate. E. The female unicorn that sacrificed her horns in order to save her mate.				
Result	**A**	**B**	**C**	**D**	**E***
Upper 27%	4	-	1	1	8
Middle 46%	2	-	10	-	11
Lower 27%	1	2	9	-	1
Total	7	2	20	1	20
Validity	invalid				
P value	0.40				
D value	0.37				

From the point of view of 2006 curriculum, it discusses about

narrative text, but because of the consideration of item validity which state

that it is an invalid item, it is cannot be used in the final test.

- Item number 9

Question	The following statements are TRUE, **except**… A. The female unicorn agreed to help her mate. B. The snake bit the female unicorn C. The snake bit the male unicorn. D. The male unicorn bit the snake E. We can not see unicorn today				
Result	**A**	**B***	**C**	**D***	**E**
Upper 27%	-	6	1	7	-
Middle 46%	1	10	2	7	3
Lower 27%	-	1	1	2	9
Total	1	17	4	16	12
Validity	valid				
P value	0.66				
D value	1.13				

The question still discusses about narrative text. It is considered as excellent and medium item with the result that this item still can be used in the final test.

- Item number 10

Question	The female unicorn agreed to the snake requirement because… A. She wanted to save her mate. B. She did not need her horn. C. She hated the snake. D. She loved the snake. E. She hated her mate.				
Result	**A***	**B**	**C**	**D**	**E**
Upper 27%	14	-	-	-	-
Middle 46%	18	1	1	2	1
Lower 27%	8	2	2	-	1
Total	40	3	3	2	2
Validity	valid				
P value	0.80				
D value	0.85				

In truth, this item is classified into easy and excellent item. Based on

its item validity, it belongs to valid item so it can be used.

- Item number 11

Question	"The female unicorn looked down at her mate's weak dark green eyes with **compassion** that will never die". (paragraph 7) The bold typed word means …… A. Feeling of suffering B. Feeling of love, hate, anger C. Ability to understand something D. Feeling of being sad and without hope E. Feeling of pity for the suffering of others				
Result	**A**	**B**	**C**	**D**	**E***
Upper 27%	5	1	2	3	3
Middle 46%	4	3	3	8	5
Lower 27%	2	2	3	5	1
Total	11	6	8	16	9
Validity	invalid				
P value	0.18				
D value	0.173				

Actually this item is said as poor and difficult item. The P and D value

of this item are 0.18 and 0.173.

- Item number 12

Question	How did the snake attack the male unicorn? A. By biting its leg B. By biting its neck C. By biting its body D. By squeezing its body E. By squeezing its neck				
Result	**A***	**B**	**C**	**D**	**E**
Upper 27%	14	-	-	-	-
Middle 46%	19	1	-	2	1
Lower 27%	8	-	4	1	-
Total	41	1	4	3	1
Validity	valid				
P value	0.82				
D value	0.92				

Referring to the P and D value, this item can be viewed as easy and excellent item. Based on the item validity, this item is considered valid and can be used in the final test.

- Item number 13

Question	What was special about the unicorn's horn? A. It was made of pure gold B. It held all of the unicorn powers C. It could cure all kinds of disease D. It could make the snake beautiful E. It was a legendary horn				
Result	**A**	**B***	**C**	**D**	**E**
Upper 27%	-	13	-	-	1
Middle 46%	-	21	1	-	1
Lower 27%	-	12	-	-	1
Total	-	46	1	0	3
Validity	invalid				
P value	0.92				
D value	0.61				

Based on the criterion of difficulty level and discrimination power, this item is considered as a easy and good item. Moreover, this item is said to be invalid according to its item validity so this item cannot be used.

- Item number 14

Question	His coat was **tan** and white. The bold-typed word is a color that is almost the same as ….. A. Grey B. Yellow C. Brown D. Green E. Black				
Result	**A**	**B**	**C***	**D**	**E**
Upper 27%	3	2	5	1	3
Middle 46%	3	1	3	2	14
Lower 27%	1	-	3	1	8
Total	7	3	11	4	25
Validity	invalid				
P value	0.22				
D value	0.20				

From the point of view of item validity, this item is classified into invalid. It is a difficult and poor item based on its difficulty level and discriminating power.

- Item number 15

Question	The main idea of the first paragraph is that …. A. the writer wants to get married B. the writer has been dating for years C. the writer has a problem with his girl friend D. the writer feels sure that they love each other E. the writer's parents disapprove of his relationship				
Result	**A**	**B**	**C***	**D**	**E**
Upper 27%	-	-	11	-	3
Middle 46%	2	-	14	1	6
Lower 27%	1	-	11	-	1
Total	3	-	36	1	10
Validity	invalid				
P value	0.72				
D value	0.37				

The material of this item has correlation with 2006 curriculum which discusses about text. It is an easy item with P value 0.72. From the item validity, it is clear that this item is invalid.

- Item number 16

Question	Which of the following sentence is TRUE according to the text? A. Rio is not ready to get married B. Rio's parents disagree to his marriage C. Rio and his girlfriend often got conflicts D. Rio's girlfriend didn't really love Rio E. Rio's girlfriend couldn't defend her love for Rio				
Result	**A**	**B**	**C**	**D**	**E***
Upper 27%	-	3	3	-	8
Middle 46%	-	9	4	1	9
Lower 27%	-	7	3	3	-
Total	-	19	10	4	17
Validity	valid				
P value	0.34				
D value	0.81				

Referring to the P and D value, this item can be viewed as medium and excellent item. Based on item validity, this item belongs to valid and can be used in the final test.

- Item number 17

Question	Why do the girl's parents disapprove of their marriage? Because …. A. they don't like Rio B. the girl is still studying C. Rio and hid girlfriends often got conflicts D. they keep the Karonese tradition E. they girl has chosen another guy				
Result	**A**	**B**	**C**	**D***	**E**
Upper 27%	1	-	-	13	-
Middle 46%	-	2	-	21	-
Lower 27%	-	1	1	10	1
Total	1	3	1	44	1
Validity	invalid				
P value	0.88				
D value	0.80				

Based on the criterion of difficulty level and discrimination power, this item is classified into easy and excellent item.

- Item number 18

Question	Rio cannot forget her girlfriend because …. A. she is very pretty B. she is very faithful C. she is his true love D. she is his first love E. she is his last love				
Result	**A**	**B**	**C***	**D**	**E**
Upper 27%	-	-	14	-	-
Middle 46%	-	-	19	4	-
Lower 27%	-	1	10	2	-
Total	-	1	43	6	-
Validity	valid				
P value	0.86				
D value	0.73				

From the point of view of item validity, this item is valid. It is an excellent item based on its discriminating power.

- Item number 19

Question	The generic structure of the above text is …. A. orientation-complication-resolution B. orientation-events-reorientation C. orientation-events-twist D. thesis-arguments-recommendation E. thesis-arguments-reiteration				
Result	**A**	**B**	**C**	**D***	**E**
Upper 27%	7	1	-	6	-
Middle 46%	13	3	-	5	2
Lower 27%	8	-	1	3	1
Total	28	4	1	14	3
Validity	invalid				
P value	0.28				
D value	0.19				

Actually, this item is categorized as difficult and poor item. From the point of view of the 2006 curriculum, it discusses about the generic structure of text. However, the item validity is invalid, it is suggested that this item cannot be used in the final test.

- Item number 20

Question	The following sentences are the language features of the above text, **except** ….. A. using abstract nouns B. using passive voice C. using simple present tense D. using arguments in the paragraph E. using thinking verbs in the sentences				
Result	**A**	**B**	**C**	**D***	**E**
Upper 27%	1	5	1	5	2
Middle 46%	3	7	4	7	2
Lower 27%	3	2	2	2	4
Total	7	14	7	14	8
Validity	invalid				
P value	0.28				
D value	0.40				

The content of this item has correlation with 2006 curriculum which discusses about the language features of text. It is a difficult item with P value 0.28.

- Item number 21

Question	*But then she surrendered* …. (paragraph 1) The sentence above is contained …. A. using abstract nouns B. using passive voice C. using simple present tense D. using connectives in the sentence E. using modal verbs in the sentences				
Result	**A**	**B**	**C**	**D***	**E**
Upper 27%	3	1	-	8	2
Middle 46%	11	5	2	5	-
Lower 27%	6	3	-	4	-
Total	20	9	2	17	2
Validity	valid				
P value	0.34				
D value	0.39				

Referring to the P and D value, this item can be classified into medium and satisfactory item. Related to its item validity, it is a valid item and can be used in the final test.

- Item number 22

Question	What did Danbad offer to the old lady? A. To sell her furniture B. To go to the court C. To pay his medicine D. To give her some money E. To cure her blind				
Result	**A**	**B**	**C**	**D**	**E***
Upper 27%	-	1	4	1	8
Middle 46%	1	-	5	6	11
Lower 27%	2	-	2	6	3
Total	3	1	11	13	22
Validity	invalid				
P value	0.44				
D value	0.61				

Based on the criterion of difficulty level and discriminating power, this item belongs to medium and good item. Moreover, this item is said to be invalid and cannot be used in the final test.

- Item number 23

Question	Why wasn't the old lady willing to pay the doctor? Because …. A. She wasn't cured B. She had no money C. She had been cured D. The doctor took away her furniture E. The doctor took her to the court				
Result	**A**	**B**	**C**	**D***	**E**
Upper 27%	1	1	3	9	-
Middle 46%	4	6	4	13	-
Lower 27%	3	5	1	1	3
Total	8	12	4	23	3
Validity	valid				
P value	0.46				
D value	0.79				

From the point of view of item validity, this item is valid. It is an excellent and medium item based on its discriminating power and difficulty level.

- Item number 24

Question	What did the judge ask the doctor to do? A. To return things of the old lady B. To apologize to the old lady C. To give the old lady some money D. To cure the old lady E. To keep his promise to the lady				
Result	A*	B	C	D	E
Upper 27%	11	1	-	-	2
Middle 46%	13	2	3	4	2
Lower 27%	3	1	4	4	1
Total	27	3	7	8	5
Validity	valid				
P value	0.54				
D value	0.95				

Actually, this item is valid. From the point of view of its discriminating power and difficulty level, this item is classified into excellent and medium item.

- Item number 25

Question	The following statements are true, **EXCEPT** …. A. The old lady could see again B. The doctor had lied to the old lady C. The judge asked the old lady to pay the doctor D. All the old lady's properties had gone E. The doctor gave the good medicine				
Result	A	B	C*	D	E
Upper 27%	1	-	13	-	-
Middle 46%	3	4	11	3	2
Lower 27%	2	2	-	4	5
Total	6	6	24	7	7
Validity	valid				
P value	0.48				
D value	1.07				

Referring to the P and D value of this item, it belongs to medium and excellent item. Based on its item validity, this item is valid and can be used in the final test.

- Item number 26

Question	"She could not get cured. The underlined word means …. A. Health again B. Problem C. Sick D. Treated well E. Curse				
Result	**A***	**B**	**C**	**D**	**E**
Upper 27%	11	-	-	3	-
Middle 46%	13	1	4	4	1
Lower 27%	5	2	3	2	1
Total	29	3	7	9	2
Validity	valid				
P value	0.58				
D value	0.87				

Based on the criterion of difficulty level and discriminating power, this item is classified into excellent end medium item. Moreover, this item is said to be valid item according to its item validity.

- Item number 27

Question	"I'm very pleased with my sight. You have helped me, doctor". The old lady expresses …. A. Surprised B. Pleasure C. scared D. Relief E. Pain				
Result	**A**	**B***	**C**	**D**	**E**
Upper 27%	2	11	-	1	-
Middle 46%	-	17	1	3	2
Lower 27%	-	10	-	1	2
Total	2	38	1	5	4
Validity	invalid				
P value	0.76				
D value	0.29				

Actually, this item has correlation with 2006 curriculum. This item belongs to invalid item referring to its item validity. Based on its P and D value, this item is easy and satisfactory item.

- Item number 28

Question	By writing the text, the writer wants ….. A. To describe the doctor's character B. To entertain the readers with the funny story C. To persuade the readers to appreciate the lady's opinion D. To tell that the doctor was a thief E. To make the readers agree with his story				
Result	**A**	**B***	**C**	**D**	**E**
Upper 27%	-	10	-	3	1
Middle 46%	2	15	6	-	-
Lower 27%	3	6	1	2	1
Total	5	31	7	5	2
Validity	valid				
P value	0.62				
D value	0.68				

Referring to the P and D value, this item is classified into medium and good item. Based on item validity, this item is valid and can be used in the final test.

- Item number 29

Question	The story above took place at … A. Mrs. Jones house B. Mrs. Smithy's house C. Mr. Jones's office D. Mr. Smith' office E. Mrs. Jones and Smith's house				
Result	**A**	**B**	**C**	**D**	**E***
Upper 27%	9	-	1	-	4
Middle 46%	12	-	-	-	11
Lower 27%	10	2	-	-	1
Total	31	2	1	-	16
Validity	invalid				
P value	0.32				
D value	0.32				

From the point of view of item validity, this item is invalid. It is a satisfactory item based on its discriminating power.

- Item number 30

Question	There are ….characters involved in the story. A. two B. three C. four D. five E. six				
Result	**A**	**B**	**C***	**D**	**E**
Upper 27%	1	10	3	-	-
Middle 46%	6	12	5	-	-
Lower 27%	7	6	-	-	-
Total	14	28	8	-	-
Validity	invalid				
P value	0.16				
D value	0.32				

Based on the criterion of discriminating power and difficulty level, this item is said to be satisfactory and difficult item. Moreover, this item belongs to invalid and cannot be used in the final test.

- Item number 31

Question	She was wearing **dirty**, old clothes and no stockings, her hair was not tidy, she had dust on her face, and she looked dirty and tired. The bold typed word has the suitable meaning with …. A. clean B. neat C. uncertain D. good E. bad				
Result	**A**	**B**	**C**	**D**	**E***
Upper 27%	1	1	1	-	11
Middle 46%	5	3	3	1	11
Lower 27%	6	1	-	-	6
Total	12	5	4	1	28
Validity	invalid				
P value	0.56				
D value	0.59				

Actually, this item is invalid based on its item validity. Referring to its P and D value, it is a medium and good item. Because of that, this item cannot be used in the final test.

- Item number 32

Question	The following statements are true based on the text above, except … A. Mrs. Jones was a house wife B. Mrs. Smith was a house wife C. Mrs. Jones and Mrs. Smith were neighbors D. Mrs. Smith was in Mrs. Jones house when Mr. Jones went home E. Mrs. Jones was in Mrs. Smith's when Mr. Smith went home				
Result	**A**	**B**	**C**	**D**	**E***
Upper 27%	-	-	1	1	12
Middle 46%	-	6	2	1	14
Lower 27%	1	5	2	2	3
Total	1	11	5	4	29
Validity	invalid				
P value	0.56				
D value	1.12				

From the item validity, this item is invalid. It is classified into

excellent and medium item. So, this item cannot be used in the final test.

- Item number 33

Question	When she heard Mr. Jones's words, she quickly said good bye and ran back to her house. The underlined word means the following words, except …. A. quickly B. lazily C. immediately D. soon E. fast				
Result	**A**	**B***	**C**	**D**	**E**
Upper 27%	-	13	-	1	-
Middle 46%	-	13	-	6	4
Lower 27%	-	4	2	4	3
Total	-	30	2	11	7
Validity	invalid				
P value	0.60				
D value	1.04				

Referring to the P and D value, this item is medium and excellent
item. Based on item validity, it is an invalid item which cannot be used in the
final test.

- Item number 34

Question	The generic structure of the text above is … A. orientation – event - twist B. orientation – event – event - twist C. orientation - event - event D. orientation – complication - resolution E. orientation - event				
Result	**A***	**B**	**C**	**D**	**E**
Upper 27%	11	1	1	1	-
Middle 46%	17	3	1	1	1
Lower 27%	11	-	-	1	1
Total	39	4	2	3	2
Validity	invalid				
P value	0.78				
D value	0.57				

From the point of view of the 2006 curriculum, it discusses about the

generic structure of text. It is classified into good and easy item. Beside that,

this item is invalid referring to its item validity.

- Item number 35

Question	When **she** heard Mr. Jones words, she ….(paragraph2) The word **she** refers to …. A. Mrs. Smith B. Mrs. Jones C. Mr. Jones D. Mr. Smith E. Mrs. Jones and Mrs. Smith				
Result	**A***	**B**	**C**	**D**	**E**
Upper 27%	14	-	-	-	-
Middle 46%	18	3	-	-	1
Lower 27%	9	3	-	-	1
Total	41	6	-	-	2
Validity	invalid				
P value	0.82				
D value	0.81				

Based on the criterion of item difficulty, this item cannot be used in
the final test because it is an invalid item. Related to its discriminating power,
it belongs to excellent item.

- Item number 36

Question	What is the letter about?				
	A. The non Indonesian consumers B. A complain of a certain product C. The using of English on the food and drink labels D. A suggestion of putting ingredients labels on a product E. The using of Indonesian on the stickers of ingredients labels				
Result	**A**	**B**	**C**	**D**	**E***
Upper 27%	1	2	1	2	8
Middle 46%	3	6	2	1	11
Lower 27%	-	3	3	-	7
Total	4	11	6	3	26
Validity	invalid				
P value	0.52				
D value	0.35				

Referring to its item validity, this item is invalid. It cannot be used in
the final test. It belongs to satisfactory and medium item based on its
discriminating power and difficulty level.

- Item number 37

Question	What is **not true** according to the text?				
	A. Most of products are not pasted in English				
	B. The writer is a non Indonesian native speaker				
	C. All the consumers of the products are Indonesian				
	D. Ingredients labels compliance with Health Ministry regulation				
	E. The misunderstanding can be avoided by writing labels in Indonesian and English				
Result	**A**	**B**	**C***	**D**	**E**
Upper 27%	3	1	9	-	1
Middle 46%	4	3	10	2	4
Lower 27%	2	2	5	2	2
Total	9	6	24	4	7
Validity	invalid				
P value	0.48				
D value	0.64				

Based on its P and D value, this item is classified into medium and good item. It belongs to invalid item which cannot be used in the final test.

- Item number 38

Question	The last paragraph tells about ….				
	A. The writer's arguments about the stickers pasted on the products				
	B. The writer's suggestion related to the stickers pasted on the products				
	C. The actual labels that come with the products				
	D. The benefit of information label in English				
	E. The overlapping of labels				
Result	**A**	**B***	**C**	**D**	**E**
Upper 27%	3	7	1	-	3
Middle 46%	12	5	3	2	1
Lower 27%	7	4	1	-	1
Total	22	16	5	2	5
Validity	invalid				
P value	0.32				
D value	0.32				

Related to the criterion of difficulty level and discriminating power, this item is considered to be medium and satisfactory item. Moreover, this item is invalid which cannot be used in the final test.

- Item number 39

Question	'… pasted on their ingredients labels in **compliance** with Health Ministry regulation.' The opposite meaning of the bold-typed word is… A. Breaking the rules B. Obeying the rules C. Relation D. Dealing E. Instruction				
Result	**A**	**B**	**C**	**D***	**E**
Upper 27%	1	3	3	4	3
Middle 46%	-	2	5	9	7
Lower 27%	2	1	5	1	4
Total	3	6	13	14	14
Validity	invalid				
P value	0.24				
D value	0.27				

From the point of view of item validity, this item belongs to invalid which cannot be used. It is a difficult and satisfactory item.

- Item number 40

Question	' … the situation for the **benefit** of all consumers.' The bold-typed word has the same meaning as… A. Usage B. Advantage C. Disadvantage D. Importance E. Salary				
Result	**A**	**B***	**C**	**D**	**E**
Upper 27%	2	11	-	1	-
Middle 46%	2	7	3	8	3
Lower 27%	1	5	1	5	1
Total	5	23	4	14	4
Validity	invalid				
P value	0.48				
D value	0.64				

Actually, this item is invalid. From the point of view of discriminating

power, this item is classified into good item.

- Item number 41

Question	To make sure that his opinion is true the writer uses… A. Statements B. Sentences C. Questions D. Arguments E. Advice				
Result	**A**	**B**	**C**	**D***	**E**
Upper 27%	-	-	-	13	1
Middle 46%	3	-	2	17	1
Lower 27%	2	-	1	10	-
Total	5	0	3	40	2
Validity	invalid				
P value	0.80				
D value	0.64				

Based on the criterion of discriminating power and difficulty level,

this item belongs to good and easy item.

- Item number 42

Question	According to the text, the writer is easier to understand… A. Indonesian language B. English language C. Both Indonesian and English language D. Chinese language E. Mandarin language				
Result	**A**	**B***	**C**	**D**	**E**
Upper 27%	1	11	2	-	-
Middle 46%	4	15	4	-	-
Lower 27%	6	5	2	-	-
Total	11	31	8	-	-
Validity	invalid				
P value	0.62				
D value	0.79				

Referring to P and D value, this item can be viewed as excellent and medium item. Based on item validity, this item is considered invalid and cannot be used in the final test.

- Item number 43

Question	Which of the following is an expression of "Love"? A. Oh…thanks Dad, it's a nice present B. I'm sorry, I can't go with you C. I'm afraid D. So, please leave me alone E. Yes, I think so				
Result	**A***	**B**	**C**	**D**	**E**
Upper 27%	14	-	-	-	-
Middle 46%	21	-	-	2	-
Lower 27%	8	1	-	3	1
Total	43	1	-	5	1
Validity	invalid				
P value	0.86				
D value	0.95				

The material of this item has correlation with the 2006 curriculum which discusses about expressing love. It is an easy item with P value 0.86. From the item validity, it is considered to be invalid and its discriminating power is excellent.

- Item number 44

Question	A: I wish I could have covered my face B: Don't worry. It's not that bad From the dialogue, A is expressing his… A. anger B. opinion C. dislike D. dissatisfaction E. embarrassment				
Result	**A**	**B**	**C**	**D**	**E***
Upper 27%	-	1	2	4	7
Middle 46%	-	8	4	2	9
Lower 27%	2	5	3	2	1
Total	2	14	9	8	17
Validity	invalid				
P value	0.32				
D value	0.43				

According to 2006 curriculum, this item discusses about expressing

something or attitude. It is classified as good and invalid item based on the

discriminating power and validity point of view.

- Item number 45

Question	Bayu : Nilam, you look so pale. What's up? Nilam : My boyfriend broke our love relationship. **My days become so gloomy.** The bold typed expression above is used to express… A. happiness B. disappointment C. sadness D. thanks E. angry				
Result	**A**	**B**	**C***	**D**	**E**
Upper 27%	-	-	14	-	-
Middle 46%	2	1	20	-	-
Lower 27%	1	3	8	-	1
Total	3	4	42	-	1
Validity	invalid				
P value	0.84				
D value	0.99				

This item is almost same with item number 44. It has correlation with the curriculum. It is classified into excellent and easy item. However, this is invalid item, so this item should be discarded.

- Item number 46

Question	Student : Sir, I beg your pardon for being late submitting my paper. Teacher : No excuse, because you do it several times. The underlined utterance is expressing… A. sad B. angry C. annoyed D. disappointed E. pleasant				
Result	**A**	**B***	**C***	**D***	**E**
Upper 27%	-	4	7	2	1
Middle 46%	-	7	7	5	4
Lower 27%	-	4	3	5	1
Total	-	15	17	12	6
Validity	invalid				
P value	0.88				
D value	0.48				

The material of this item has correlation with the 2006 curriculum which discusses about expressing something. From the item validity, it is considered to be invalid item.

- Item number 47

Question	Sally : What do you think of that? It is the expression of… A. Asking for help B. Asking for an opinion C. Giving opinion D. Saying that we agree to something E. Showing a surprise				
Result	**A**	**B***	**C**	**D**	**E**
Upper 27%	-	14	-	-	-
Middle 46%	-	21	1	1	-
Lower 27%	-	9	4	-	-
Total	-	44	5	1	-
Validity	invalid				
P value	0.88				
D value	0.91				

Actually, this item is said as excellent and easy item. From the point of view of the 2006 curriculum, it discusses about expressing something, but because of the consideration of item validity which states that it is an invalid item, it is suggested that this item be discarded.

- Item number 48

Question	Sally : "That's exactly what I think". Sally expresses her… A. Anger B. Surprise C. Agreement D. Satisfaction E. Pleasure				
Result	**A**	**B**	**C***	**D**	**E**
Upper 27%	-	1	12	1	-
Middle 46%	5	4	11	3	-
Lower 27%	3	-	7	3	-
Total	8	5	30	7	-
Validity	invalid				
P value	0.58				
D value	0.76				

According to the 2006 curriculum, this item deals with expressing something. This item is excellent and medium item. From the item validity, it is considered into invalid item with the result that this item cannot be used.

- Item number 49

Question	Lidya : "Ika, I have finished my assignment, soon I'll give it to the teacher." Ika : "You know I haven't finished yet. This morning the teacher asked me about it. He asked me to submit tomorrow or I won't get the mark. I'm a bundle of nerves". Lidya : "………" What should Lidya say to respond Ika's speaking? A. Take it easy. I believe you can finish tomorrow. B. I believe the teacher will angry with you. C. Sorry, you must finish your work. D. Have a nice day. E. I'm happy to hear that.				
Result	**A***	**B**	**C**	**D**	**E**
Upper 27%	14	-	-	-	-
Middle 46%	21	-	1	-	-
Lower 27%	8	3	2	-	-
Total	43	3	3	-	-
Validity	invalid				
P value	0.88				
D value	0.80				

This item almost the same with item number 48, which has correlation with the curriculum. This item is categorized into excellent and easy item. It is invalid item based on the validity point of view. With the above explanation, it means that this item cannot be used in the final test.

- Item number 50

Question	Cintya : "What do you think of these meatballs, do they use formalin?" Cintya asks for… A. Permission B. Agreement C. Attention D. Opinion E. Advice				
Result	**A**	**B**	**C**	**D***	**E**
Upper 27%	-	-	1	13	-
Middle 46%	-	-	3	19	1
Lower 27%	-	-	1	10	2
Total	-	-	5	42	3
Validity	invalid				
P value	0.84				
D value	0.77				

Based on the P and D value, this item is categorized as easy and excellent item. According to its item validity, this item is viewed invalid and cannot be used.

From the whole analysis of each item in the final test, we can get various results of students' work. From the difficulty level, there are 8 items which belongs to difficult items. These difficulties might be caused by students' mastery or the process of teaching learning activity.

There were some factors in insufficient knowledge mastery. It can be from the students or it can be from the teacher who does not present about the material well.

The above analysis has explained about the item analysis of the test. In order to know whether the items related to the curriculum or not, here is the analysis:

Item number	SK	KD	Indicator
1	11	11.2	Mengidentifikasi kejadian dalam teks yang dibaca
2	11	11.2	Mengidentifikasi makna kalimat dalam teks yang dibaca
3	11	11.2	Mengidentifikasi tujuan komunikasi teks yang dibaca
4	11	11.2	Mengidentifikasi makna kata dalam teks yang dibaca
5	12	12.2	Menggunakan kalimat pasif dan aktif dalam menulis teks.
6	11	11.2	Mengidentifikasi kejadian dalam teks yang dibaca
7	9	9.1	Menggunakan tindak tutur untuk menyatakan sikap terhadap sesuatu
8	11	11.1	Mengidentifikasi topik dari teks yang dibaca
9	11	11.2	Mengidentifikasi kasus yang dibahas dalam teks
10	11	11.2	Mengidentifikasi kasus yang dibahas dalam teks
11	11	11.2	Mengidentifikasi makna kata dalam teks yang dibaca
12	11	11.2	Mengidentifikasi kejadian dalam teks yang dibaca
13	11	11.2	Mengidentifikasi kejadian dalam teks yang dibaca
14	11	11.2	Mengidentifikasi makna kata dalam teks yang dibaca
15	11	11.1	Mengidentifikasi topik dari teks yang dibaca
16	11	11.2	Mengidentifikasi makna kalimat dalam teks yang dibaca
17	11	11.2	Mengidentifikasi kejadian dalam teks yang dibaca
18	11	11.2	Mengidentifikasi kasus yang dibahas dalam teks
19	11	11.2	Mengidentifikasi langkah-langkah retorika dari teks

20	11	11.2	Mengidentifikasi langkah-langkah retorika dari teks
21	11	11.2	Mengidentifikasi langkah-langkah retorika dari teks
22	11	11.2	Mengidentifikasi kejadian dalam teks yang dibaca
23	11	11.2	Mengidentifikasi kejadian dalam teks yang dibaca
24	11	11.2	Mengidentifikasi kejadian dalam teks yang dibaca
25	11	11.2	Mengidentifikasi makna kalimat dalam teks yang dibaca
26	11	11.2	Mengidentifikasi makna kata dalam teks yang dibaca
27	11	11.2	Mengidentifikasi makna kalimat dalam teks yang dibaca
28	11	11.2	Mengidentifikasi tujuan dari teks yang dibaca
29	11	11.2	Mengidentifikasi setting dalam sebuah cerita narasi
30	11	11.2	Mengidentifikasi tokoh dari teks yang dibaca
31	11	11.2	Mengidentifikasi makna kata dalam teks yang dibaca
32	11	11.2	Mengidentifikasi makna kalimat dalam teks yang dibaca
33	11	11.2	Mengidentifikasi makna kata dalam teks yang dibaca
34	11	11.2	Mengidentifikasi langkah-langkah retorika dari teks
35	11	11.2	Mengidentifikasi makna kata dalam teks yang dibaca
36	11	11.2	Mengidentifikasi kasus yang dibahas dalam teks
37	11	11.2	Mengidentifikasi makna kalimat dalam teks yang dibaca
38	11	11.2	Mengidentifikasi kejadian dalam teks yang dibaca

39	11	11.2	Mengidentifikasi makna kata dalam teks yang dibaca
40	11	11.2	Mengidentifikasi makna kata dalam teks yang dibaca
41	11	11.2	Mengidentifikasi tujuan dari teks yang dibaca
42	11	11.1	Mengidentifikasi informasi tertentu dari teks yang dibaca
43	9	9.1	Menggunakan tindak tutur untuk menyatakan perasaan cinta
44	9	9.2	Menggunakan tindak tutur untuk menyatakan perasaan malu
45	9	9.1	Menggunakan tindak tutur untuk menyatakan perasaan sedih
46	9	9.2	Menggunakan tindak tutur untuk menyatakan perasaan marah
47	-	-	Menggunakan tindak tutur untuk meminta pendapat orang lain terhadap sesuatu
48	9	9.1	Menggunakan tindak tutur untuk menyatakan sikap terhadap sesuatu
49	9	9.1	Menggunakan tindak tutur untuk menyatakan sikap terhadap sesuatu
50	-	-	Menggunakan tindak tutur untuk meminta opini orang lain terhadap sesuatu

The details of the SK & KD are listed in appendix.

In this final test, most of the questions given are related to the curriculum. In other hand, this final test also has weaknesses. It is clear that this test is used for all students in eleventh grade. As we know, students of year eleven are divided into three study program or departments that are science, social and language department. Based on the 2006 curriculum, science and social department have same content standard stated in the curriculum for its students.

On the contrary, language department has addition curriculum. Because of it, of course the topic and the questions for each study program should be different.

The topic in the test should be related to the students' background knowledge or students' study program. Take as an example, if we want to measure students of science' mastery in reading spoof text, the text given should be related to their background knowledge. The topic of the text given in the test can be about medicine, animal, growth morphology, dentition, etc. If we want to measure students' mastery from social department, the topic chosen can be about economic growth, citizenship card, overpopulation, etc. So, in doing the test, students are directed to their study program.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

As stated in the chapter I, Chapter V gives the conclusions of the study, and also some suggestions made on the basis of the study.

5.1 Conclusions

After analyzing the English test and the results of the analysis of the students' answer sheet done by the eleventh grade students of SMAN 1 Ambarawa in the academic year of 2008/2009, this test items will be concluded as follows:

5.1.1. In this final test, it is clear that the questions of the test are related to the 2006 curriculum and appropriately match with the indicator, but the topics of the questions are not related to the students' study program.

5.1.2. In this final test, there are 16% items that are categorized into difficult items, 50% items belong to moderate category, and 34% items belong to easy items. So, this test belongs to moderate category based on its difficulty level.

5.1.3. The total options of each item which chosen by more test participants and by the least number of test participants are various. It listed in appendix.

5.1.4. The mean of validity level is 0.2079. The result was then consulted to the value of r product moment at level of significance of 0.279. Since the value of r calculation is less than of the table, it can be concluded that the test items is invalid.

5.1.5. From the computation, it was found that the coefficient of reliability of the test items is 0.841. Because the value of r calculation is more than r table, so it can be concluded that the test items used I English final test for eleventh grade students in SMAN 1 Ambarawa in academic year 2008/2009 is reliable.

In general, the writer would like to conclude that the item in this English test for the eleventh grade students of SMAN 1 Ambarawa needs some revisions and improvement.

5.2 Suggestions

Based on the results of the analysis of the English test and the students' answer sheet, the writer would like to offer the following suggestions:

5.2.1. Constructing a good language item test is not an easy work. So, the test constructors should be familiar with the characteristic of a good language test. Every question in good test of the teacher-made test should appropriately match to the instructional objective/standard competence stated in the curriculum or the indicator stated in the syllabus and the topic for every question should be related to the students' study program. When an item has negative discrimination value mean that the lower group performs better than the upper group, it means that the items should be discarded because they discriminate in the wrong way. In other words, items that can still be used should be saved and revised.

5.2.2. Finally, the writer hopes that the result on this items analysis could be used

as an example in analyzing other test items, and encourages other teachers

to do further research on the same object.

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Standar Kompetensi dan Kompetensi Dasar
Kelas XI, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih 7.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel
8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari	8.1 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*
Berbicara	

Standar Kompetensi	Kompetensi Dasar
9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih 9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel
10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari	10.1 Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*
Membaca 11. Memahami makna teks fungsional pendek dan esei	11.1 Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,*

Standar Kompetensi	Kompetensi Dasar
berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof,* dan *hortatory exposition*
Menulis 12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari	12.1 Mengungkapkan makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*

Tambahan Program Bahasa
Kelas XI, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami karya sastra lisan yang populer dan disederhanakan (*simplified*)	Merespon makna dalam karya sastra lisan, seperti lagu berbahasa inggris dan puisi kontemporer Memahami dan merespon makna dalam karya sastra lisan, seperti film dan drama kontemporer
Berbicara 2. Mengungkapkan karya sastra lisan yang populer dan disederhanakan (*simplified*)	Membawakan karya sastra lisan sederhana seperti lagu berbahasa Inggris dan puisi kontemporer Membawakan karya sastra lisan sederhana seperti film dan drama kontemporer
Membaca 3. Memahami karya sastra yang populer dan disederhanakan (*simplified*)	Merespon makna dalam dalam karya sastra, seperti lagu berbahasa Inggris dan puisi kontemporer Merespon makna dalam dalam karya sastra, seperti cerita pendek
Menulis 4. Mengungkapkan kembali karya sastra lisan yang populer dan disederhanakan (*simplified*)	Menulis cerita dalam bentuk esei tentang lirik lagu yang didengarnya Mengungkapkan kembali cerita berbahasa Inggris yang disederhanakan (*simplified*) ke dalam bentuk tulisan lain dengan atau tanpa mengubah konteks latar waktu dan tempatnya

ULANGAN AKHIR SEMESTER II
TAHUN PELAJARAN 2008/2009

Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI IPA/IPS/BHS

PETUNJUK KHUSUS
I. Choose the best answer by crossing A, B, C, D or E on your answer sheet.
Text I for questions 1-7

Tareb, the son of God Kineringan, wanted to marry another God's daughter. However, he was restricted because he couldn't deliver the "Barian" (dowry) to heaven. The dowry had to be obtained from the earth.

He was very upset and disappointed. He thought of a plan which involved a swallowing the moon. Once, he had done that, there was darkness on earth and the people began to worry and became afraid. They thought that they had offended the Gods and decided to hold a feast.

They prepared all kinds of food, gathered their songs, drums, jars of wine, items of jewels, and beads, dressed in traditional costumes and began to celebrate. They danced and sang, beat the gongs and slaughtered animals as a sacrifice to pleaser the heavenly deity.

Tareb, on seeing such delightful sights, began to savour the spirit of their celebration and having forgotten about the moon in his mouth and released the moonlight again. Tareb, by this time was so engrossed with delight at the sight of Barian, consisting the gongs, musical instruments, and jewels, that he could not careless what happened to the moon. He had got what he wanted and was able to marry his loved one.

The people on earth were even happier the sight of the moonlight.

The story goes even today, that whenever there is an eclipse, the folk still adhere to the traditional ways of bringing by celebrating the appease the spirits, same as they had done in the past.

1. Why was the Tareb upset and disappointed? because…
   A.   He could not go to earth
   B.   He could not swallow the moon
   C.   He could not deliver the dowry
   D.   He could not join the celebration
   E.   He could not marry another God's daughter

2. The following statements are **incorrect,** except…
   A.   Tareb had a plan to swallow the sun
   B.   Tareb could not marry his loved one
   C.   Tareb was able to deliver the dowry to heaven
   D.   People on earth made a sacrifice to please the heavenly deity
   E.   People on earth were sad at the sight of the moonlight

3. The text above called…
   A.   a fable
   B.   a mytes
   C.   a legend
   D.   a fairy tale
   E.   a tragedy

4. The word from the text which means "Upset or insult somebody" is…
   A.   restricted
   B.   offended
   C.   obtained
   D.   slaughtered
   E.   engrossed

5. *The dowry had to be obtained from the earth*
   The active form of the sentence is…
   A.   Tareb obtained the dowry from the earth
   B.   Tareb had obtained the dowry from the earth
   C.   Tareb has obtained the dowry from the earth
   D.   Tareb has to obtain the dowry from the earth
   E.   Tareb had to obtain the dowry from the earth

6. What did the people on earth feel when the moon disappeared?
   A.   They were worry and afraid
   B.   They were worry and upset
   C.   They were pleased and happy
   D.   They were upset and disappointed
   E.   They were afraid and disappointed

7. What might the God's daughter say to express her pleasure when Tareb married her?
   A.   I'm extremely disappointed with it.
   B.   I'm extremely satisfied with it
   C.   I don't know what's wrong.
   D.   Oh. how pleased I am
   E.   I don't know for sure

Text 2 for questions 8-14
   Once upon a time, in this land of beauty things were peaceful for a time. The trees were painted in many shades of green. The flowers were the colors of a rainbow.
   This land was created for two magical creatures that had been placed upon earth two beautiful unicorns. But little did they know that sacrifice would have to be made.
   One day, a snake crept through the grass toward the unicorns. The male unicorn had dark forest green eyes. His coat was tan and white. His eyes were gentle. His body had powerful muscles.
   The large male unicorn did not notice the red and black snake. The snake struck and sank its fang deep into the unicorn's leg. The unicorn reared upward. The pain gleamed in his eyes.
   The female unicorn was grazing in the field away from him. She looked up. She was a beautiful creature. Her blue eyes were hypnotizing. She had creamy peach colored skin and a light sunny mane that flowed in the wind. Soon, she ran toward her mate. She was by his side when he felt to the ground.
   The snake looked at her and hissed. He gave her a choice, "I will let you live in the land in return for your horns. If you refuse, your friend will die".
   The unicorn horn is magical and it holds all of the unicorn powers. The female unicorn looked down at her mate's weak dark green eyes with a compassion that will never die. She agreed to this in order to save her mate. This is why we never see unicorn today, but that's how horse was created.

8. The main idea of the story is…
   A.   Why the horse doesn't have horns.
   B.   He snake that took the unicorn horns.
   C.   The snake that wanted to take revenge to a unicorn.
   D.   The female unicorn that was locking for her mate.
   E.   The female unicorn that sacrificed her horns in order to save her mate.

9. The following statements are TRUE, **except**…
   A.   The female unicorn agreed to help her mate.
   B.   The snake bit the female unicorn
   C.   The snake bit the male unicorn.
   D.   The male unicorn bit the snake
   E.   We can not see unicorn today

10. The female unicorn agreed to the snake requirement because…
   A.   She wanted to save her mate.
   B.   She did not need her horn.
   C.   She hated the snake.
   D.   She loved the snake.
   E.   She hated her mate.

11. "The female unicorn looked down at her mate's weak dark green eyes with **compassion** that will never die". (paragraph 7)
   The bold typed word means ……
   A.   Feeling of suffering
   B.   Feeling of love, hate, anger
   C.   Ability to understand something
   D.   Feeling of being sad and without hope
   E.   Feeling of pity for the suffering of others

12. How did the snake attack the male unicorn?
   A.   By biting its leg
   B.   By biting its neck
   C.   By biting its body
   D.   By squeezing its body
   E.   By squeezing its neck

13. What was special about the unicorn's horn?
   A.   It was made of pure gold
   B.   It held all of the unicorn powers
   C.   It could cure all kinds of disease
   D.   It could make the snake beautiful
   E.   It was a legendary horn

14. His coat was **tan** and white.
   The bold-typed word is a color that is almost the same as …..
   A.   Grey
   B.   Yellow
   C.   Brown
   D.   Green
   E.   Black

Text 3 for questions 15-21

Dear Rossa,

I am a guy, twenty-eight years old. I have a problem with a girl friend. She is twenty five years old. We have been dating each other for years, since we were high school students. Now we have jobs. I feel very sure that we love each other. Now it is time for me to get married. Unfortunately, her parents never approve our relationship ever since the very first time. My family any how, doesn't really mind. As first I thought my girl friend had the power to defend our love.

But then, she surrendered. She loves me and she loves her family too. On the one hand she said, 'I'll be happy if my family is happy.' It means she had to get approval from the parents.

For this, I was shocked. My heart was broken. She ended our relationship just at the time when I was ready to marry her. When I was with her, we were very happy. We had a lot in common and there were no conflict. The truth was, we separated only because of her parents. They want her to marry her cousin, her aunt's don. (This is one of the traditions in the karonese0.

For the time being I am very upset. When I miss her I call her. Then we can eat together, talk together for hours. We act like dating because she loves me, too. The real problem is, she can't refuse what her parents want.

So, should I forget my girlfriend, the only one that I truly love? Or else, should I just wait, and dream that one day she will be back to me?

Rio N.,Padang

Dear Rio,
You call her your girl friend, but she has chosen her own way. For this reason I'd say that there is nothing you can do except forget her and go on with your normal life. Hopefully you can find another and live happily forever.

Rossa

15. The main idea of the first paragraph is that ….
    A. the writer wants to get married
    B. the writer has been dating for years
    C. the writer has a problem with his girl friend
    D. the writer feels sure that they love each other
    E. the writer's parents disapprove of his relationship

16. Which of the following sentence is TRUE according to the text?
    A. Rio is not ready to get married
    B. Rio's parents disagree to his marriage
    C. Rio and his girlfriend often got conflicts
    D. Rio's girlfriend didn't really love Rio
    E. Rio's girlfriend couldn't defend her love for Rio

17. Why do the girl's parents disapprove of their marriage? Because ….
    A. they don't like Rio
    B. the girl is still studying
    C. Rio and hid girlfriends often got conflicts
    D. they keep the Karonese tradition
    E. they girl has chosen another guy

18. Rio cannot forget her girlfriend because ….
    A. she is very pretty
    B. she is very faithful
    C. she is his true love
    D. she is his first love
    E. she is his last love

19. The generic structure of the above text is ….
    A. orientation-complication-resolution
    B. orientation-events-reorientation
    C. orientation-events-twist
    D. thesis-arguments-recommendation
    E. thesis-arguments-reiteration

20. The following sentences are the language features of the above text, **except** …..
    A. using abstract nouns
    B. using passive voice

C. using simple present tense
D. using arguments in the paragraph
E. using thinking verbs in the sentences

21. *But then she surrendered ….* (paragraph 1)
    The sentence above is contained ….
    A. using abstract nouns
    B. using passive voice
    C. using simple present tense
    D. using connectives in the sentence
    E. using modal verbs in the sentences

Text 4 for questions 22-28

Once upon a time, there was an old lady who was blind. Though she had spent a lot of money on medicine, she could not get cured.

Then, there came a doctor called Danbad who said he could cure her if she gave him a large sum of money. She agreed to give him the money when she was cured. So, the doctor came everyday to treat her.

Actually, the doctor was a thief. Every day he took something or other belonging to the lady, first the boxes, then the chairs, then even the tables. However, he gave the lady good medicine and she was finally cured.

"Now", said the doctor after curing the lady, "give me my money".

"I won't", said the lady.

Hearing it the doctor was angry and took her to the court.

In the court, the lady told the judge,"I told the doctor I would pay him when I could see well. But I can't see well. before I was blind, I could see tabled and chairs and boxes in my house. Now I can see only bare walls. So, I am not completely cured".

Knowing the problem, the judge understood and smiled.

"Dr. Danbad," he said, "unless you can make the lady see all her furniture and things she shall not pay you."

Finally, that night the doctor went and quietly put back all the things he had taken from the lady's house.

22. What did Danbad offer to the old lady?
    A. To sell her furniture
    B. To go to the court
    C. To pay his medicine
    D. To give her some money
    E. To cure her blind

23. Why wasn't the old lady willing to pay the doctor? Because ….
    A. She wasn't cured
    B. She had no money
    C. She had been cured
    D. The doctor took away her furniture
    E. The doctor took her to the court

24. What did the judge ask the doctor to do?
    A. To return things of the old lady
    B. To apologize to the old lady
    C. To give the old lady some money
    D. To cure the old lady
    E. To keep his promise to the lady

25. The following statements are true, **EXCEPT** ….

A. The old lady could see again
B. The doctor had lied to the old lady
C. The judge asked the old lady to pay the doctor
D. All the old lady's properties had gone
E. The doctor gave the good medicine

26. "She could not get cured.
    The underlined word means ….
    A. Health again
    B. Problem
    C. Sick
    D. Treated well
    E. Curse

27. "I'm very pleased with my sight. You have helped me, doctor".
    The old lady expresses ….
    A. Surprised
    B. Pleasure
    C. scared
    D. Relief
    E. Pain

Text 5 for questions 29-35

Mrs Jones was still cleaning the house when her husband came back from work. She was wearing girty, old clothes and no stockings, her hair was not tidy, she had dust on her face, and she looked dirty and tired. Her husband looked at her and said,"Is it what I come home to after a hard day's work?"

Mrs. Jones's neighbor, Mrs. Smith was there. When she heard Mr. Jones words, she quickly said goodbye and ran back to her house. Then she washed, brushed, and combed her hair carefully, put on her best dress and her prettiest stockings, painted her face, and waited for her husband to come home.

When he arrived, he was not hot and tired. he walked slowly into the house, saw his wife and stopped. Then he shouted angrily,"And whare are you going this evening?"

28. By writing the text, the writer wants …..
    A. To describe the doctor's character
    B. To entertain the readers with the funny story
    C. To persuade the readers to appreciate the lady's opinion
    D. To tell that the doctor was a thief
    E. To make the readers agree with his story

29. The story above took place at …
    A. Mrs. Jones house
    B. Mrs. Smithy's house
    C. Mr. Jones's office
    D. Mr. Smith' office
    E. Mrs. Jones and Smith's house

30. There are ….characters involved in the story.
    A. two
    B. three
    C. four
    D. five
    E. six

31. She was wearing **dirty**, old clothes and no stockings, her hair was not tidy, she had dust on her face, and she looked dirty and tired. The bold typed word has the suitable meaning with ….
    A. clean
    B. neat
    C. uncertain
    D. good
    E. bad

32. The following statements are true based on the text above, except …
    A. Mrs. Jones was a house wife
    B. Mrs. Smith was a house wife
    C. Mrs. Jones and Mrs. Smith were neighbors
    D. Mrs. Smith was in Mrs. Jones house when Mr. Jones went home
    E. Mrs. Jones was in Mrs. Smith's when Mr. Smith went home

33. When she heard Mr. Jones's words, she <u>quickly</u> said good bye and ran back to her house. The underlined word means the following words, except ….
    A. quickly
    B. lazily
    C. immediately
    D. soon
    E. fast

34. The generic structure of the text above is …
    A. orientation – event – twist
    B. orientation – event – event – twist
    C. orientation - event – event
    D. orientation – complication – resolution
    E. orientation – event

35. When **she** heard Mr. Jones words, she ….(paragraph2)
    The word **she** refers to ….
    A. Mrs. Smith
    B. Mrs. Jones
    C. Mr. Jones
    D. Mr. Smith
    E. Mrs. Jones and Mrs. Smith

Text 6 for questions 36-42

Ingredients Labels

I have noticed that consumer products such as food and drinks have been issued with stickers pasted on their ingredients labels in compliance with Health Ministry regulations.

These stickers are usually pasted on the actual label (stating the break down on components of the products) and are on the Indonesian language. While this information is useful to the majority of consumers, I hope the ministry also recognizes that many other consumers are not native speakers on Indonesian and therefore are unable to read or understand the labels.

I am one of these people and rely more on English language labels rather than those in Indonesian.

It would be helpful if these stickers were not pasted on the actual label that comes with the products. The overlapping of labels can be avoided by pasting the one in Indonesian on other parts of the products so that it will not obstruct the information label in English. I hope the ministry will look into his matter and rectify the situation for the benefit of all costumers.

Zaiton Mohammed

Jakarta

36. What is the letter about?
   A. The non Indonesian consumers
   B. A complain of a certain product
   C. The using of English on the food and drink labels
   D. A suggestion of putting ingredients labels on a product
   E. The using of Indonesian on the stickers of ingredients labels

37. What is **not true** according to the text?
   A. Most of products are not pasted in English
   B. The writer is a non Indonesian native speaker
   C. All the consumers of the products are Indonesian
   D. Ingredients labels compliance with Health Ministry regulation
   E. The misunderstanding can be avoided by writing labels in Indonesian and English

38. The last paragraph tells about ….
   A. The writer's arguments about the stickers pasted on the products
   B. The writer's suggestion related to the stickers pasted on the products
   C. The actual labels that come with the products
   D. The benefit of information label in English
   E. The overlapping of labels

39. '… pasted on their ingredients labels in **compliance** with Health Ministry regulation.'
   The opposite meaning of the bold-typed word is…
   A. Breaking the rules
   B. Obeying the rules
   C. Relation
   D. Dealing
   E. Instruction

40. ' … the situation for the **benefit** of all consumers.'
   The bold-typed word has the same meaning as…
   A. Usage
   B. Advantage
   C. Disadvantage
   D. Importance
   E. Salary

41. To make sure that his opinion is true the writer uses…
   A. Statements
   B. Sentences
   C. Questions
   D. Arguments
   E. Advice

42. According to the text, the writer is easier to understand…
   A. Indonesian language
   B. English language
   C. Both Indonesian and English language
   D. Chinese language
   E. Mandarin language

43. Which of the following is an expression of "Love"?
    A. Oh…thanks Dad, it's a nice present
    B. I'm sorry, I can't go with you
    C. I'm afraid
    D. So, please leave me alone
    E. Yes, I think so

44. A: I wish I could have covered my face
    B: Don't worry. It's not that bad
    From the dialogue, A is expressing his…
    A. anger
    B. opinion
    C. dislike
    D. dissatisfaction
    E. embarrassement

45. Bayu   : Nilam, you look so pale.What's up?
    Nilam   : My boyfriend broke our relationship. **My days become so gloomy**.
    The bold typed expression above is used to express…
    A. happiness
    B. disappointment
    C. sadness
    D. thanks
    E. angry

46. Student   : Sir, I beg your pardon for being late submitting my paper.
    Teacher   : No excuse, because you do it several times.
    The underlined utterance is expressing…
    A. sad
    B. angry
    C. annoyed
    D. disappointed
    E. pleasant

Text 7 for questions 47-48

Sally   : "Do you k now that the government will build the new pavement in our village?" What do you think of that?
Reza   : "Yes, I've heard of that. As I see it's very useful for the pedestrians. They can walk safely".
Sally   : "That's exactly what I think".

47. Sally : What do you think of that?
    It is the expression of…
    A. Asking for help
    B. Asking for an opinion
    C. Giving opinion
    D. Saying that we agree to something
    E. Showing a surprise

48. Sally : "That's exactly what I think".
    Sally expresses her…
    A. Anger
    B. Surprise
    C. Agreement

D. Satisfaction
E. Pleasure

49. Lidya : "Ika, I have finished my assignment, soon I'll give it to the teacher."
Ika : "You know I haven't finished yet. This morning the teacher asked me about it.
He asked me to submit tomorrow or I won't get the mark. I'm a bundle of nerves".
What should Lidya say to redpond Ika's speaking?
A. Take it easy. I believe you can finish tomorrow.
B. I believe the teacher will angry with you.
C. Sorry, you must finish your work.
D. Have a nice day.
E. I'm happy to hear that.

50. Cintya : "What do you think of these meatballs, do they use formalin?"
Cintya asking for ….
A. Permission
B. Agreement
C. Attention
D. Opinion
E. Advice

MULTIPLE CHOICES

Number	A	B	C	D	E	Abstain	Total
1.	2	3	41	1	3	0	50
2.	10	7	8	22	3	0	50
3.	5	20	11	14	0	0	50
4.	13	8	18	4	6	1	50
5.	8	17	7	14	3	1	50
6.	30	3	12	3	2	0	50
7.	8	14	2	25	1	0	50
8.	7	2	20	1	20	0	50
9.	1	17	4	16	12	0	50
10.	40	3	3	2	2	0	50
11.	11	6	8	16	9	0	50
12.	41	1	4	3	1	0	50
13.	0	46	1	0	3	0	50
14.	7	3	11	4	25	0	50
15.	3	0	36	1	10	0	50
16.	0	19	10	4	17	0	50
17.	1	3	1	44	1	0	50
18.	0	1	43	6	0	0	50
19	28	4	1	14	3	0	50
20.	7	14	7	14	8	0	50
21.	20	9	2	17	2	0	50
22.	3	1	11	13	22	0	50
23.	8	12	4	23	3	0	50
24.	27	3	7	8	5	0	50
25.	6	6	24	7	7	0	50
26.	29	3	7	9	2	0	50
27.	2	38	1	5	4	0	50
28.	5	31	7	5	2	0	50
29.	31	2	1	0	16	0	50
30.	14	28	8	0	0	0	50
31.	12	5	4	1	28	0	50
32.	1	11	5	4	29	0	50
33.	0	30	2	11	7	0	50
34.	39	4	2	3	2	0	50
35.	41	6	0	0	2	1	50
36.	4	11	6	3	26	0	50
37.	9	6	24	4	7	0	50
38.	22	16	5	2	5	0	50
39.	3	6	13	14	14	0	50
40.	5	23	4	14	4	0	50
41.	5	0	3	40	2	0	50

42.	11	31	8	0	0	0	50
43.	43	1	0	5	1	0	50
44.	2	14	9	8	17	0	50
45.	3	4	42	0	1	0	50
46.	0	15	17	12	6	0	50
47.	0	44	5	1	0	0	50
48.	8	5	30	7	0	0	50
49.	43	3	3	0	0	1	50
50	0	0	5	42	3	0	50

KEY ANSWER

No	A	B	C	D	E	No	A	B	C	D	E	No	A	B	C	D	E
1	A	B	X	D	E	21	A	B	C	X	E	41	A	B	C	X	E
2	A	B	C	X	E	22	A	B	C	D	X	42	A	X	C	D	E
3	A	X	C	D	E	23	A	B	C	X	E	43	X	B	C	D	E
4	A	X	C	D	E	24	X	B	C	D	E	44	A	B	C	D	X
5	A	B	C	D	X	25	A	B	X	D	E	45	A	B	X	D	E
6	X	B	C	D	E	26	X	B	C	D	E	46	A	X	X	X	E
7	A	B	C	X	E	27	A	X	C	D	E	47	A	X	C	D	E
8	A	B	C	D	X	28	A	X	C	D	E	48	A	B	X	D	E
9	A	X	C	X	E	29	A	B	C	D	X	49	X	B	C	D	E
10	X	B	C	D	E	30	A	B	X	D	E	50	A	B	C	X	E
11	A	B	C	D	X	31	A	B	C	D	X	51	A	B	C	D	E
12	X	B	C	D	E	32	A	B	C	D	X	52	A	B	C	D	E
13	A	X	C	D	E	33	A	X	C	D	E	53	A	B	C	D	E
14	A	B	X	D	E	34	X	B	C	D	E	54	A	B	C	D	E
15	A	B	X	D	E	35	X	B	C	D	E	55	A	B	C	D	E
16	A	B	C	D	X	36	A	B	C	D	X	56	A	B	C	D	E
17	A	B	C	X	E	37	A	B	X	D	E	57	A	B	C	D	E
18	A	B	X	D	E	38	A	X	C	D	E	58	A	B	C	D	E
19	A	B	C	X	E	39	A	B	C	X	E	59	A	B	C	D	E
20	A	B	C	X	E	40	A	X	C	D	E	60	A	B	C	D	E