AN ANALYSIS ON SUMMATIVE TEST CONSTRUCTED BY THE ENGLISH TEACHER OF SMUN 1 WARU-PAMEKASAN IN THE 1999/2000 ACADEMIC YEAR

THESIS

Propösed to Fulfill one of the Requirements to Obtain the Degree of S-1 at the English Education Program Language and Arts Department, Faculty of Teacher Training and Education, The University of Jember

by :

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THE UNIVERSITY OF JEMBER
JANUARY 2001

MOTTO:

Love can not be measured, even by summative test

(Proverb)

DEDICATION

This thesis is honorably dedicated to:

- ❖ My father (*Safaat*) and mother (*Dahliatus Z*) who always encourage me in finishing this study, and nothing compared to your endless love for me: I LOVE YOU SO MUCH.
- ❖ My beloved brother (*Eddy & Yayung*) and sisters (*Rika & Virda*), especially my oldest sister (*Mbak Ena*): I DO LOVE YOU.
- ❖ My teachers
- ❖ My Almamater 1996 level, especially for Wiwin, Iin, Etik, Mia,etc. Thank you very much for your kindness !
- ❖ My everlasting friends of life Endang, Dita, Tedy, Sufi',and Kurdi. You make my life wonderful.
- ❖ Bang Hery, Tono, Huda and all in my boarding house thanks for your kindness of beautiful friendship.

MAY GOD BLESS YOU ALL

CONSULTANTS' APPROVAL SHEET

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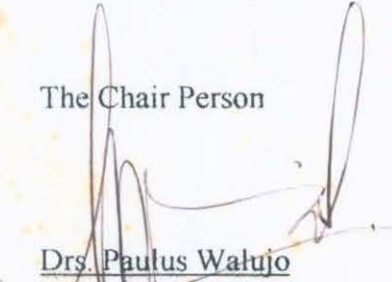
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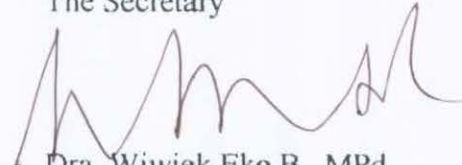
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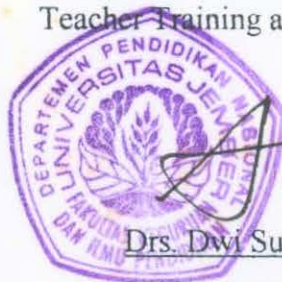
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Jember, January 2001   The writer

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ABSTRACT

Nurul Iskandar, **AN ANALYSIS ON SUMMATIVE TEST CONSTRUCTED BY THE ENGLISH TEACHER OF SMUN 1 WARU - PAMEKASAN IN THE 1999/2000 ACADEMIC YEAR**.

A thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

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Testing has a very important role in the teaching and learning activity. It is useful for the effectiveness of the instructional program, to measure the outcome of instructional program, and to know how far the objectives of the teaching and learning activity that have been reached. This thesis is intended to analyze the summative test constructed by the English teacher; that is, to know whether the test constructed following the caracteristics of a good test or not. The data were taken by using interview and documentation. The documentation covered (1) the problem and answer key of the summative test, (2) the students' answer sheets of the English summative test, and (3) the students' scores of the English summative test. The qualitative and quantitative methods were used to analize the data of the research. The results of this study show that: (1) The summative test constructed by the English teacher has sufficient content validity, (2) The summative test constructed by the English teacher has good reliability, (3) The summative test constructed by the English teacher has good practicality, (4) The summative test constructed by the English teacher has sufficient difficulty level. There are 10 items with the index of difficulty less than 0,3 which are categorized as difficult. There are 26 items with the index of difficulty between 0,3 and 0,7 which are categorized as sufficient. There are 8 items with the index of difficulty more than 0,7 which are categorized as easy, (5) The summative test constructed by the English teacher has poor level of discrimination. There are 3 items with the index of discrimination negative (discriminates in the wrong way). There are 19 items which are categorized as poor, and 18 items which are categorized as sufficient. These items need revising to use in the future. There are 4 items which are categorized as good, which mean that they can be retained and used again in the future test without being revised, (6) The summative test constructed by the English teacher has poor distracters. There are 15 items considered inappropriate in terms of distracters which means that the distracters have been chosen by less than 5% of the test takers. The distracters can not attract more students from the upper group than the lower one. Consequently, the ineffective distracters should be dropped or revised. Basically the summative test constructed by the English teacher needs some improvement in terms of content validity, difficulty level, level of discrimination, and the effectiveness of distracters in order that the items can be functioned well to be used for future test.

Key words: Analysis Study, Summative Test

CHAPTER I
INTRODUCTION

1.1 Background of the Study.

Language is primarily an instrument of communication among human being in a community. In the global era nowadays, the role of language, especially English, as a means of communication has been so important that many people want to master the language. Therefore, it is reasonable that English still becomes an international language.

In the 1994 English curriculum of high school, it is stated that the teaching learning of English is intended to develop the student's skills in reading, listening, speaking and writing. Furthermore, those skills are taught integratively. Mastering those skills are required to support the absorption and development of science and technology, culture, and the improvement of international relationship (Kurikulum SMU, 1995:1).

Teaching without testing is unthinkable (Mehrens and Lehmann, 1978:10). From the result of testing it can be seen whether the teaching learning activity is successful or not. Since education is not always successful, any effort must be directed to reach the attainment of educational objectives which have been determined. All of those concern with the process of education needed in order to know the result periodically of the teacher's activities which have been done so far. Then, the teacher can decide which one to be maintained and which one should be changed to improve the teaching learning activity. It is true to believe certainly that the measurement of educational achievement is essential for effective formal education (Hasan, 1986:5).

Testing is commonly used to measure the outcomes of instructional programs (Gronlund, 1982:1). Testing is an important part of every teaching and learning process. The interrelationship between teaching and testing is a fact that can not be ignored. Both teaching and testing are so closely interrelated that it is virtually

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impossible to work in either field without being constantly with the other (Heaton, 1988:1).

Many reactions appear when the students fail in their test. The teacher will probably accuse the students of being lazy, inattentive, incapable, etc. It is not fair if students are always blamed when the test results are bad. The good student's achievement may look bad on the test result. On the other hand, the bad one may look good on the test results. Actually there are many other factors involved. One of them is the quality of the test itself. The test results are much influenced by the quality of the test administered (Harsono, 1996:1).

The teacher has supplied with the necessary skills to develop his profession, including how to evaluate his teaching learning activity by planning, administering and scoring his own tests. In fact, we often find that there are still many tests given to the students which actually do not follow the right principles (Walidani, 1995:4). In other words, the test constructed by the English teachers can't be always categorized as good tests.

Well-made test of English can help students in at least two ways. First of all, such test can help create positive attitudes toward class. A second way that English test can be benefit for the students by helping them master the language (Campbell and Rutherford, 1985:4). This means that good English tests can help create positive attitudes toward instruction by giving students a sense of accomplishment and a feeling that the teacher's evaluation matches with what he has been taught. In addition, good English tests also help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them what they need to improve.

All good tests have three qualities: validity, reliability, and practicality (Harris, 1977:13). The validity consists of content validity, criterion-related validity, construct validity, and face validity (Hughes, 1994:22-27). Lado (1989:30) suggests for a test to be valid, it must first of all be reliable. Furthermore, Stanley (1964:168) states that reliability and validity are the two most important criteria for measuring

devices. It can be concluded that validity and reliability are very important for a good test. Furthermore, another criteria of good tests is its practicality (Hughes, 1994:47). It is good that a test should be easy and cheap to construct, administer, score, and interprete.

There are two kinds of test interpretation, i.e. for norm-referenced and for criterion-referenced. The item analysis procedure for norm-referenced test provides information concerning the difficulty level of the items, the discrimination power, and the effectiveness of distracters (Gronlund, 1982:101). Moreover, Heaton (1975:178) suggests that all items should be examined from the point of view of (1) their difficulty level and (2) their level of discrimination or discrimination power. Concerning with the ideas, it is necessary to use item analysis procedure.

The classroom tests can be divided into four, i.e. placement test, formative test, diagnostic test and summative test (Tinambunan, 1988:7). In this study, all of the tests will not be discussed, instead it will only discuss the summative test. The summative test is an effort in collecting information to know how far the student's achievement towards the material taught in the classroom, based on the syllabus. In the 1994 curriculum, it is stated that summative test is given to the students in every four months. So the Senior High School students nowadays will have three summative tests in a year, i.e. the first, the second, and the third terms of summative test. They are usually called as *Ulangan Umum Catur Wulan I, Ulangan Umum Catur Wulan II, Ulangan Umum Catur Wulan III.*

Based on this consideration, the writer is interested in analyzing the third term of summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year because it covers all of the materials based on the syllabus. It concerns with content validity, reliability, practicality, and item analysis procedure. This test is prepared, administered and scored by the English teacher himself, and given to the first year students of SMUN I Waru - Pamekasan in June, in the 1999/2000 academic year.

1.2 The Problem Formulation

Stating a problem is very important step in a research since the problem will give the researcher the direction to the research process as well as suggest a specific answer or conclusion (Arikunto, 1996:25). Based on the background of the study, the research problems are formulated into one major problem and six minor problems.

1.2.1 Major Problem

The major problem to be discussed in this research is: does the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year have the criteria of a good test?

1.2.2 Minor Problems

The minor problems to be discussed in this research are:

1. Does the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year have a good content validity?
2. Does the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year have a high reliability?
3. Does the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year have a good practicality?
4. Does the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year have a good difficulty level?
5. Does the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year have a good discrimination power?
6. Does the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year have good effectiveness of distracters.

1.3 Operational Definition of the Variable

1.3.1 An Analysis

In this research, an analysis is to analyze a summative test constructed by English teacher of SMUN 1 Waru - Pamekasan in the 1999/2000 academic year in order to know whether the test is constructed in a right way, following the characteristics of a good test or not. This analysis is covering the content validity, reliability and practicality. Besides, it is also important to do an item analysis after the test has been scored, in order to know how well each item in the test is. In this research, the item analysis will be related to the index of difficulty level, the index of discrimination power, and the effectiveness of distracters.

1.3.2 Summative Test Constructed by English Teacher

In this research, summative test constructed by English teacher is a type of classroom test that is prepared, administered and scored by the English teacher himself based on the syllabus and the instructional objectives. This research only focuses on the third term-first year of summative tests because the tests are supposed to cover all of the materials, with the comparison of 2: 3: 5. It means that there are 20% materials taken from the first terms, 30% materials taken from the second terms, and the rest is 50% materials taken from the third terms (Walidani, 1995:3). Therefore, the test materials would be covered all of the materials of first, second, and the third 'cawu' of the first year.

1.4 Research Objective

1.4.1 Major Objective

The major objective of this research is to define whether the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year have the criteria of a good test or not.

1.4.2 Minor Objectives

The minor objectives of this research are:

1. To find out whether the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year has a good validity or not.

2. To find out whether the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year has high reliability or not.

3. To find out whether the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year has a good practicality or not.

4. To find out whether the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year has a good difficulty level or not.

5. To find out whether the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year has a good discrimination power or not.

6. To find out whether the summative test constructed by the English teacher of SMUN I Waru - Pamekasan in the 1999/2000 academic year has good effectiveness of distracters

1.5 The Significances of the Study

The result of this research will hopefully give some significances to the following people.

1.5.1 For the English teachers

- To give the English teacher a clear description about the characteristic of a good test,
- To give an input to the English teacher as the constructor that analysis in his summative test items is necessaryly done to improve the teaching learning process in the future. Furthermore, it can be decided which items can be maintained and which items should be revised if the test will be used again in the future,
- To inform the English teacher that analyzis on summative test can be useful in making judgements of instructional effectiveness and remedy for a student or for the class as a whole.

1.5.2 For other researchers

For other researchers, the result of this research is really hoped to be the consideration in conducting further research dealing with similar problem in analysis on summative test. For example, by conducting an action research on the anlysis of teacher–made test to empire students' English achievement.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

2.1 The Meaning of Evaluation

The word evaluation and measurement are frequently used interchangeable. It seems that there is some confusion concerning with the meaning of the terms evaluation and measurement as it applies especially to classroom instruction (Tinambunan, 1988:1). Evaluation is the systematic process of collecting, analyzing, interpreting information to determine the extent to which students are achieving instructional objectives, e.g. answer the question "How good?" Measurement is the process of obtaining a numerical description of the degree to which an individual possesses a particular characteristic, e.g. answer the question "How much?" (Gronlund, 1985:2). Thus measurement is the process of assigning numbers to individuals or characteristics according specific rules that is useful for describing the amount of certain abilities that individual have (Tinambunan, 1988:2). For that reason, it represents useful information for the evaluation process.

The implication of the 1994 curriculum to the evaluation procedures can be inferred from the basic principles for developing evaluation procedure. According to the 1994 SMU curriculum there are two kinds of evaluation procedures: procedures for evaluating learning progress and procedures for learning outcomes. The evaluation for learning progress is designed to (a) identify students' learning progress, (b) obtain feedbacks for remedial teaching and enrichment, and (c) obtain feedback for improvement of teaching and learning strategies.

This kind of evaluation can be conducted at the end of one or two instructional units. The data scores obtained from this evaluation will be used in combination with those at the end of a term's evaluation to assign grades for the students' academic report. The evaluation of learning outcomes is designed to measure the achievement of the instructional objectives at the end of a term, a year, or a program of the secondary school. This kind of evaluation should only include test

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items measuring the students' skills of reading, listening, speaking, and writing (Suyanto, 1997:25). In this study, the researcher only focuses on the term's evaluation learning outcomes because it includes test items as well.

2.2 The Function of Evaluation in Education

Finocchiaro and Bonomo (1973:206) explain that at least there are five reasons why test is administered in the teaching learning activity.

1. To grade students, so that teacher can move them forward to the next higher class or retain them at their present level.

2. Through appropriate instruments, teacher can set realistic standards of achievement for groups or individuals. By comparing a test result with the another similar class, the teacher can judge whether the test is too easy or too difficult, or whether the curriculum needs revising or not.

3. Test can also help someone assess the effects of experiment. For example, through a carefully controlled experiment, one may wish to do whether the students' native language in the classroom increases their program or not.

4. The confidence of the community or nation in a language program may sometimes be based on the results of a testing program.

5. The three principle reasons for testing, as far as classroom teachers concerned are: (a) to diagnose the specific feature of language in which individual student or groups are having difficulties, (b) to help teachers measure their ability as teachers, (c) to find out how much students have learned or achieved.

According to Gronlund (1982:6), the use of tests can aid learning by (1) improving students motivation, (2) increasing retention and transfer of learning, (3) increasing student self-understanding, and (4) providing feedback concerning instructional effectiveness. Moreover, evaluation can contribute the teaching learning process, the improvement of instruction, and the information gained from the result of the evaluation can be used to assess and improve instruction, for example, in judging:

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- The appropriateness and attainability of the instructional objectives,

- The usefulness of the instructional materials,

- The effectiveness of the instructional methods (Tinambunan, 1988:3).

In addition, the results obtained from the tests can also be used to provide valuable information concerning the performance of the test items themselves (Heaton, 1988:172). In general, it can be said that to measure the outcome of instructional program and to know how far the objectives of teaching learning activity have been reached, it can be seen by administering a test. Furthermore, it is true that testing can not be separated from teaching learning activity.

2.3 Types of Language Tests

There are various types of tests based on their function. Heaton (1988:10) distinguishes the types of tests into five commonly used types:

1. Progress test
   It is to assess the progress which students have in mastering the material taught in the classroom. This test is often given to motivate the students and also to enable the teachers to assess the degree of success of their teaching.
2. Achievement test
   It is designed to measure mastery of particular syllabus. This test is similar to class progress test that are generally based on a syllabus and measures what has been taught and learnt. However, the achievement test is designed primarily to measure individual performance rather than to act as a means of motivating student or reinforce learning.
3. Proficiency test
   It is a test which measures a student's achievement in relation to a specific tasks which he will later be required to perform. Since proficiency test is concerned with future performance rather than past achievement, it rarely takes into account of any syllabus which the students have followed.
4. Aptitude test
   It measures the student's probable performance in learning a foreign language, showing whether the student has any special aptitude for learning a new language or not.
5. Diagnostic test
   It is primarily designed to assess the student's knowledge and skills in particular areas before a course or study is begun.

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In addition, according to Harris (1977:3), there are only three general types of language tests:

1. Aptitude test serves to indicate an individual's facility for acquiring specific skills and learning.
2. Proficiency test indicates what an individual is capable of doing now (as the results of his cumulative learning experiences).
3. Achievement test indicates the extent to which an individual has mastered the specific skills or body of information acquired in a formal learning situation.

Testing should be considered during the planning of instruction, and it should play a significant role in the various stages of instruction. There are numerous decisions that teachers must make from the beginning of instruction to the end (Walidaini, 1995:19).

Gronlund (1982:2) states that there are three types of decisions teachers need to make: (1) decisions at the beginning of instruction (*placement test*), (2) decision during the instruction (*formative and diagnostic tests*), and (3) decisions at the end of instruction (*summative test*).

In conclusion, an achievement test that is commonly used by English teachers for making decision of instructional objectives is as follows;

1. Placement test measures the students' achievement at the beginning of instructional objectives.
2. Formative and diagnostic tests measure the students' achievement during the instructional objectives.
3. Summative test measures the students' achievement at the end of instructional objectives. In this study, the researcher will only discuss the summative test because it is commonly used in evaluating the students' achievement.

2.4 Summative Test

Gronlund (1982:5) states that the achievement test at the end of a period of instructional for the purpose of certifying mastery or assigning grades is called a summative test. Besides, the results can also be used to evaluate the effectiveness of instructions.

In the case of summative test, Bloom (1981:155) mentions it as "summative evaluation". It indicates the type of evaluation used at the end of term, a course, or program for purposes of grading, certification, evaluation of progress, or research on the effectiveness of curriculum, course of study, or educational plan.

Both statements are principally have the same meaning. It can be concluded that summative test is a type of classroom test which is usually prepared, administered and scored by the classroom teachers, based on the syllabus, and it given at the end of a certain period of instructional program. Besides, it is administered to measure the outcome of the instructional program.

According to the 1994 English curriculum, the summative test of senior high school is administered in every four months. So, in a year the students of senior high school will have three times of summative tests. They are the first, the second, and the third term of summative test, or usually they are called as *Ulangan Umum Catur Wulan I, Ulangan Umum Catur Wulan II, and Ulangan Umum Catur Wulan III.*

2.5 Teacher-Made Test

"Students' achievement can be measured by either a teacher-made test or a standardized test" (Harris, 1977:1). The teacher-made test is generally prepared, administered and scored by one classroom teacher. While the standardized test is prepared by more than one person as professional testing services to assist institutions in the selection, placement, and evaluation of students. In this research, the test will be analyzed here belongs to the teacher-made test.

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The teacher-made test is used by the teacher to measure the achievement of his own students after finishing the instruction in the teaching learning process. These tests are never tried out to a sample of students before the real test is administered to their students. Moreover, the teachers never or hardly evaluate and revise the test items although they will be used again in other times (Walidaini, 1995:21).

Gronlund (1982:18) suggests that the first consideration in test planning is to determine the type of test to be prepared, because if the test planning is carefully done, constructing relevant test items is greatly simplified. In addition, in constructing an achievement test to fit a set of specifications, it is important to define the variety of item types (Gronlund, 1982:36). The tests constructed by teachers are usually divided into two general types, the objective test and subjective test. Objective test items include the following selection-types items: multiple-choice, true false, and matching. They also include the supply-type items that are limited to short answer and completion. The other supply-type item is subjective. The most notable characteristics of subjective test is the students are asked the question that requires them to produce their own answer (ibid:71). In this study, the summative test constructed by the English teacher that would be analyzed is in the form of multiple-choice type items because multiple choice item is regarded as being the most common form used in the objective type of test.

2.6 Characteristics of Good Tests

There are three characteristics of a good test, they are; validity, reliability, and practicality (Hughes, 1994:47). While, Chase (1978:57) mentions that a good test should have three characteristics, they are: validity, reliability, and employability. Both statements are principally the same as Chase mentioned employability for practicality.

2.6.1 Validity

Validity of a test is the extend to which it measures what it is supposed to measure and nothing else (Heaton, 1988:159). Every test, whether it is informal classroom test or a public examination should be as valid as the constructor can make it. The test must aim to provide a true measure of the particular skill which is intended to measure (ibid: 159).

Hughes (1994:22) states that a test is said to be valid if it measures accurately what it is intended to measure. Then, validity of a test is divided into four categories: content validity, criterion-related validity, construct validity, and face validity. More over, Tinambunan (1988:11) divides validity into three types of validity: content validity, criterion-related validity, and construct validity. It is the same as Gronlund (1982:126) who states that the three types of validity that have been identified and commonly used in educational and psychological measurement are content validity, criterion-related validities (predictive and concurrent), and construct validity.

However, this study pays much attention on the content validity rather than others, because the test that used is achievement test which must be matched to the syllabus and accuracy of the 1994 English curriculum.

2.6.2   Reliability

The second characteristic of a good test is reliability. Reliability refers to the consistency of the test score (Gronlund, 1982:132). Then, Lado (1969:330) states that a test should be reliable because an unreliable test does not measure anything. In addition, reliability also means the consistency with a test measures the same thing all the time (Tinambunan, 1988:14). Teachers need to know about reliability so that they can use test score to make appropriate decisions about their students.

The level of consistency of a set of scores can be estimated by using the method of internal analysis to compute a reliability coefficient (Frisbie, 1988:2). Test reliability techniques get two scores on people in a group by: (a) the test-retest method, in which we administer the test twice to the same students; (b) by using two

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comparable forms of a test, and (c) by using one test named split-half method (Chase, 1978:80).

Consequently, it is important for teachers to determine the consistency of the scores from their test are, so that those scores can be used to make instructional decisions about students wisely. To know the consistent result of the test, split-half method by applying the Spearman-brown formula will be applied in order to know the reliability of the total test. The formula is as follows: $r_t = \dfrac{2rh}{1+rh}$

Notes :

r_t = reliability of total test.

rh = correlation coeffisien between two halves of the test.

2.6.3 Practicality

The third characteristic of a good test is practicality. Chase (1978:92) mentions that employability for practicality includes a variety of practical, common sense considerations for making it easy to apply the test and interpret the result.

Furthermore, there are some factors about the administration and the test itself that must be carefully considered:

a. The availability of enough time for the administration of the test should be fair because the reliability of a test is directly related to the test's length. If the time allocated to testing is very short, the result of the test tends to be unreliable. A safe procedure is to allot as much time as is necessary to obtain valid and reliable results.

b. The test should be as economical as possible in cost.

c. Any equipment needed during the administration of the test, for example, language laboratory, tape recorder, must be prepared in advance.

d. The length of time needed to get the marking done on the test result.

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e. The scoring procedure must be appropriate. This is very crucial because it will contribute to the ease of interpretation of the raw score that can be easily converted into meaningful scores (Tinambunan, 1988:23).

To interpret the practicality of the test, this study pays attention on test's budget, and the length of time needed to get preparation, scoring, and interpreting the test results because it is commonly considered carefully before administering a test.

2.7 Item Analysis

It has been mentioned above that all good tests have the characteristics of validity, reliability, and practicality. Besides, to know the effectiveness of the items in the evaluation, it is necessary to use item analysis which provides information about how well each item in the test functioned (Hasan, 1986:5.4). It is dealing with Gronlund's (1982:101) idea that after a test has been administered and scored, it is usually desirable to evaluate the effectiveness of the items. This is done by studying the student's response to each item.

The analysis of student's response to objective test items is a powerful tool for test improvement. Thus, item analysis information can tell us if an item was too difficult or too easy, how well it discriminated between high and low scores on the test, and whether all the alternatives functioned as intended (Tinambunan, 1988:137). Moreover, Heaton (1988:178) states that all items should be examined from the point of view of (1) their difficulty level and (2) their level of discrimination. From the opinions above, the effectiveness of the items will be analyzed because it is necessary done for the test improvement concerning with their difficulty level and their level of discrimination.

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2.7.1 The Index of Difficulty

According to Heaton (1988:178), the index of difficulty of an item or facility value shows how easy or difficult the particular item proved in the test. It is generally expressed as the fraction (or percentage) of the students who answered the item correctly. The index of difficulty level is calculated by using the formula:

$$FV = \frac{R}{N}$$

Notes:

FV = the index of difficulty

R = the number of students who answered the item correctly

N = the number of students taking the test

The test items are encouraged to have 0,5 or above 50 percent level of difficulty. However, the test items with facility value between 0,3 and 0,7 are acceptable.

More clearly, each category has its own criterion described as follows:

0,00 - 0,30 = difficulty category

0,31 - 0,70 = sufficient category

0,71 - 1,00 = easy category (Arikunto, 1997:214).

2.7.2 The Index of Discrimination power

The discrimination index of item indicates the extent to which the item discriminates between the testees, separating the more able testees and the less able (Heaton, 1988:179). The index of discrimination tells us whether those students who performed well on the whole test tended to do well or badly on each item in the test.

There are various methods of obtaining the index of discrimination: all involve a comparison of those students who performed well on the whole test and those who performed poorly on the whole test. However, while it is statistically most efficient to compare the top $27\frac{1}{2}$ percent with the bottom $27\frac{1}{2}$ percent, it is enough for

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most purposes to divide small sample into halves or thirds. The index of discrimination power is calculated by using formula: $D = \dfrac{CorrectU - CorrectL}{n}$

Notes:

D = discrimination index

U = upper group

L = lower group

n = number of candidates in one group (ibid:180).

The discrimination index can range from: +1 (= an item which discriminates perfectly - i.e. it shows perfect correlation with the testees' results on the whole test) through 0 (= an item which does not discriminate in any way at all) to -1 (= an item which discriminates entirely in the wrong way.

Moreover, a good item test should have discrimination index between 0,4 to 0,7. The category of discrimination index described as follows:

0,00 - 0,20   = poor

0,21 - 0,40   = sufficient

0,41 - 0,70   = good

0,71 - 1,00   = excellent

- (negative)   = discriminate in the wrong direction (Arikunto, 1997:223).

2.7.3 The Effectiveness of Distracters

The third step of item analysis is determining the effectiveness of the distracters by comparing the number of students in the upper group and the lower group who selected each incorrect alternative (Gronlund, 1982:104). A good distracter will attract more students from the lower group than the upper one. Thus, it should discriminate between the upper and the lower in a manner opposite to that of correct alternative.

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Arikunto (1996:226) claims that distracters can be considered effective or have good function if they are chosen by at least 5% of the test takers. In addition, the distracters should attract more students from the lower group than the upper one.

CHAPTER III
RESEARCH METHOD

3.1 Research Design

The design used in this research is a descriptive because this research doesn't want to prove a hypothesis. It describes the quality of the third term English summative test constructed by the English teacher for the first year students of SMUN 1 Waru - Pamekasan in the 1999/2000 academic year.

The procedures of the research are as follows.

1. Identifying research problems.
2. Formulating the research problems and objectives.
3. Choosing the research design.
4. Determining data resources.
5. Selecting data collection methods.
6. Constructing the research instrument.
7. Collecting data needed.
8. Analyzing the collected data.
9. Making a conclusion.
10. Writing the research report.

3.2 The research Subject

The Object of this research is the third term English summative test constructed by the English teacher which is given to the first year students of SMUN 1 Waru - Pamekasan in June 1999/2000 academic year.

3.3 The Research Area

The research area is determined by using purposive method. It follows Hadi (1997:82) that purposive method is used to determine the research area designed to achieve a certain goal. Therefore, SMUN 1 Waru - Pamekasan will be chosen as the

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research area. This school is selected as the research area because the writer has known the situation and the condition of the school. In addition, it is possible to get permission for conducting the research easily.

3.4 data Collection Methods

The data used in this research are documentation and interview.

3.4.1 Documentation

Documentation is a method to get data about anything on variable in the form of notes, transcripts, books, magazines, newspapers, diaries, etc (Arikunto, 1996:234). In this research, documentation will be used to get the data about the following points.

1. The items and the answer key of the third term of the first year English summative test constructed by the English teacher of SMUN 1 Waru - Pamekasan in the 1999/2000 academic year.

2. The students' answer sheets of the third term of the first year English summative test constructed by the English teacher of SMUN 1 Waru - Pamekasan in the 1999/2000 academic year.

3. The students' scores of the third term of the first year English summative test constructed by the English teacher of SMUN 1 Waru - Pamekasan in the 1999/2000 academic year.

3.4.2 Interview

Arikunto (1996:144-145) says that there are three kinds of interview, they are:

1. **Unguided interview**, in this interview the interviewer carries out the interview with no systematic plan of questions.

2. **Guided interview**, in this interview the interviewer carries out the interview using a set of questions arranged in advanced.

3. **Free guided interview**, in this interview the interviewer uses a set of questions and the questions are developed in gaining further specific information.

In this research, guided interview is chosen based on the consideration to avoid useless information. In addition, the guided interview is conducted with the English teacher as the constructor of the test itself.

3.5 The Data Analysis Method

The data obtained should be analyzed in order to get the empirical evidence of the research. The data can be analyzed by using statistical or non-statistical method (Arikunto, 1996:242). Statistical method will be used for analyzing the content validity, reliability , the index of difficulty, the index of discrimination power, and the effectiveness of distracters. Besides, non-statistical method will be used to get the empirical evidence of the practicality.

3.5.1   Analyzing Content Validity

To analyze content validity on summative test constructed by English teacher of SMUN 1 Waru - Pamekasan, the following steps will be taken.

1. Use the table of specification based on the objectives of the third term-of the first year students stated in the 1994 English Basic Course Outline.
2. Check the objectives of the third term-first year in the 1994 English Basic Course Outline and put them in the table.
3. Match the material in the test and the objective stated.
4. Place each item's number in an appropriate intersection of the objectives in the 1994 English Basic Course Outline to identify the representative samples.

The results would reveal whether the summative test constructed by the English teacher covered the representative samples of the learning outcomes and the language content or not. According to Bloom (1981:60), if the agreement of a test is 75% or more, the test has high content validity. On the other hand, if the agreement is less than 50%, the test is considered as having low content validity.

3.5.2 Analyzing the Reliability

Reliability refers to the consistency of the test scores or how consistent they are from one measurement to another (Gronlund, 1982:132). A test is said to be reliable if it has the same results when it is given to another time (Hughes, 1994:29). Therefore, there must be two sets of scores for comparison. Hughes (1994:32) states that the most common method to obtain these two sets of scores is Split-Half method that provides coefficient of internal consistency. Therefore, in this research, to know the reliability coefficient of the test, the Split-Half method is used.

This method requires only a single administration of a test. The Split-Half method involves scoring the odd items and the even items separately and correlating the two sets of scores. This correlation coefficient indicates the degree to which the two arbitrarily selected halves of the test provide the same results. Thus, it reports in the internal consistency of the test (Gronlund, 1982:134).

Since the correlation coefficient based on the odd and even items indicates the relationship between two halves of the test, the reliability coefficient for the total test is determined by applying the Spearman-Brown formula (Heaton, 1988:164). The formula is as follows: $r_t = \dfrac{2rh}{1 + rh}$

Notes:

r_t = reliability of total test.

rh = correlation coefficient between two halves of the test.

Standardize tests usually require test reliability coefficient of .85 or above. However, teacher-made tests are usually considered adequate with reliability coefficient of .60 or above (Tuckman, 1975:256).

3.5.3 Analyzing the Practicality

To analyze the practicality on summative test, the descriptive qualitative will be used. The result would reveal whether or not the test constructed is economical in cost and time in term of constructing, administering, scoring and interpreting the test result.

3.5.4 Item Analysis

The steps to analyze the item analysis will be as follows.

1. Collecting the students' answer sheets that have been scored by the English teacher.

2. Arranging them in an order from the highest score to the lowest one.

3. Taking the top and the bottom 27% of each total group, as the upper and lower group.

4. Calculating the index of difficulty and the index of discrimination for each item with the following formulas.

a. The index of difficulty is calculated by using this formula: $FV = \dfrac{R}{N}$

Notes:

FV = the index of difficulty

R = the number of students who answered the item correctly

N = the number of students taking the test

The test items are encouraged to have 5 or above 50 percent level of difficulty. However, the test items with facility value between 3 and 7 are acceptable (Heaton, 1988:179).

More clearly, each category has its own criterion described as follows:

0,00 - 0,30 = difficult category

0,31 - 0,70 = sufficient category

0.71 - 1,00 = easy category (Arikunto, 1997:214).

b. The index of discrimination power is calculated by using this formula:

$$D = \frac{CorrectU - CorrectL}{n}$$

where: D = discrimination index

  U = upper group

  L = lower group

  n = number of candidates in one group (Heaton, 1988:180).

The discrimination index can range from: +1 (= an item which discriminates perfectly - i.e. it shows perfect correlation with the testees' results on the whole test) through 0 (= an item which does not discriminate in any way at all) to -1 (= an item which discriminates in entirely the wrong way (Ibid:180)

Moreover, the good item test should have discrimination index between 0,4 to 0,7. The category of discrimination index is described as follows:

0,00 - 0,20   = poor

0,21 - 0,40   = sufficient

0,41 - 0,70   = good

0,71 - 1,00   = excellent

- (negative)   = discriminate in the wrong direction (Arikunto, 1997:223).

c. Estimating the effectiveness of distracters

Determining the effectiveness of distracters, this research is based on what Arikunto (1996:226) claims that distracters can be considered effective or have good function if they are chosen by at least 5% of the test takers. Thus, it should discriminate between the upper and lower in a manner opposite to that of the correct alternative. In this research, to make the comparison of the number of students in the upper group and the lower group who selected each alternative, the following table is used:

Item No: Alternatives:	A	B	C	D	E
Upper group	-	-	-	-	-
Lower group	-	-	-	-	-

* = Correct answer

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

4.1 Research Results

4.1.1 Content Validity

Based on the data analysis, it was found that the test materials for the first year students were taken from the first 'cawu' (reading: item no. 1, 2, 3, 4, 5, 6, 7, 8, 9 and functional skill: item no. 30, 31, 37), from second 'cawu' (reading: item no. 10, 11, 12, 13, 14 and functional skill: item no. 32, 33, 34, 35, 36, 38, 39, 40), and from the third 'cawu' of 1994 SMU English curriculum (reading: item no. 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 and functional skill: 41, 42, 43, 44). So there are 12 items or 27% of the test materials taken from the first cawu materials, 13 item or 30% taken from the second 'cawu' materials, and 19 items or 43% taken from the third cawu materials. Totally, there are 44 items or 100% (27%+30%+43%) of test materials based on the materials of the first, the second, and the third 'cawu' of 1994 SMU English curriculum.

As reading is the main focus of teaching English at High Schools (Depdikbud, 1994:1), therefore, most of the materials in the English teaching learning are dominated by reading skills. Consequently, at least 50% of the English test materials consist of reading comprehension.

Following the data gained from the content analysis of the English summative test as illustrated on the Table 1 and Table 2 (see *Appendix* 4), it can be seen that there are 29 items or 66% of all items measured reading comprehension achievement, and 15 items or 34% assessed functional skill. According to Bloom in Walidani (1995:60), if the agreement of a test is 75% or more, the test has high content validity. On the other hand, if the agreement is less than 50%, the test is considered as having low content validity. Since, the summative test has 29 items or 66% of reading comprehension materials, it can be said that the summative test has sufficient content validity.

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4.1.2 Reliability

This section presents the data analysis about test reliability. To compute the reliability coefficient of the summative test, split-half method with Spearman Brown formula was applied. It was done by correlating the students' scores in the odd items and their score in the even ones. The result of correlation coefficient (rh) values is 0, 653. Since the correlation coefficient based on the odd and even items indicates the relationship between two halves of the test, the reliability coefficient for the total test was determined by applying Spearman-Brown formula. The computation showed that the reliability coefficient for total test (rt) values is 0,79. The data analysis for computing the reliability is presented on Table 3 and Table 4 (see *Appendix 5 and 6*).

Published test usually requires test reliability coefficient of 0.90 or above, and the reliability coefficient for teacher-made test typically ranges between 0.60 and 0.80 (Gronlund, 1982:135). In this study, the reliability of the summative test is 0,79. So it can be justified that the summative test constructed by the English teacher has good reliability.

4.1.3 Practicality

Based on the interview that has been conducted with the English teacher to get the main data about the test practicality, it was found that the summative test constructed by the English teacher was easy to construct because the teacher is written the test based on the materials which had already been given to the students. The teacher needed two days to construct the test. Besides, the teacher didn't spend money at all in constructing the test because everything needed to make the test, such as paper and computer have been available. The time given to the students to answer the test was 90 minutes. Since the test format was Multiple Choice, so it was very easy to score the test. Then, test scores were interpreted by applying Norm Referenced Approach (NRA). This approach was used for interpreting test scores in

order to know the position of each student's achievement among the other students in the class. For instance, student A is the third highest of fourty students in his class.

It is difficult to determine the exact categories of test practicality because to determine how much money can be categorized as expensive or cheap, how much time can be categorized as long or short are not stated absolutely yet (Purwanto,1987:142). Therefore, based on the data gathered, it can be said that the summative test constructed by the English teacher of SMUN 1 Waru-Pamekasan has good practicality because the length of time and cost needed was economical. The finding is in line with Tinambunan (1988:23) who states that the test should be as economical as possible in cost and the length of time spent.

4.1.4. Level of difficulty

The analysis of difficulty level is illustrated in Appendix 4. First, it is necessary to decide the upper group and the lower one with 50% of each total group because the total number of students is 88 (< 100). It is in line with Arikunto's statement (1997:216) who states that if the number of the test takers is less than 100, we should divide each total group with 50%. The standard used to categorize whether the items are easy, sufficient, or difficult can be seen in Chapter III. The clear description about the results of the analysis of difficulty level is presented on Appendix 8.

According to Heaton (1988:179), the test items are encouraged to have .5 or above 50% level of difficulty. However the test item with facility value between .3 and .7 are acceptable. From the table, it can be seen that among 44 items, there are 10 items with the index of difficulty less than 0.3 (item no. 4, 18, 19, 24, 25, 29, 32, 34, 43, 44). It means that the items are categorized as difficult items. There are 26 items with facility value between 0.3 and 0.7 (item no. 1, 6, 7, 8, 9, 10, 12, 14, 20, 21, 22, 23, 26, 27, 28, 30, 31, 33, 35, 36, 37, 38, 39, 40, 41, 42). It means that the items are categorized as sufficient items. Then, there are 8 items with vacility value more than

0.7 (item no. 2, 3, 5, 11, 13, 15, 16, 17). It means that the items are categorized as easy items.

4.1.5 Level of Discrimination

The step for item analysis on the level of discrimination was the same as that of the analysis on level of difficulty. That was deciding the upper group and the lower group with 50% of each total group. However, it has different formula and category of discrimination index as stated on the previous chapter (see Chapter III). The results of item analysis of the level of discrimination is presented on Table 5 on the Appendix 9. From the table, it can be seen that there are 3 items which have negative index. Therefore, it should be dropped. Heaton (1988:179) says that negative index refers to the item that discriminates entirely in the wrong direction. In other words, the item fails to discriminate between the upper and the lower students. There are 19 items (item no.1, 2, 3, 4, 10, 12, 14, 15, 17, 18, 19, 20, 23, 24, 29, 34, 36, 40, 44) categorized as poor, 18 items (item no. 5, 8, 9, 11, 13, 16, 21, 25, 26, 28, 31, 33, 35, 37, 38, 39, 42, 43) categorized as sufficient. Those items can be used again, however, they must be revised. Then, there are only 4 items (item no. 6, 22, 27, 30) categorized as good, which means that those items can be used perfectly without being revised.

4.1.6 The Effectiveness of Distracters

In general, good distracters attract more students from the lower group than the upper one. Arikunto (1996:226) suggests that distracters are effective, if they have been chosen by at least 5% of the test takers. Based on the data analysis of the effectiveness of distracters, it was found that there are 15 test items (item no. 2, 3, 4, 9, 11, 13, 15, 16, 17, 20, 22, 27, 33, 34, 37) which have ineffective distracters. It means that the distracters have been chosen by less than 5% of the test takers. For more detail, the data analysis of the effectiveness of distracters can be seen on Appendix 10.

4.2 Discussion

In the 1994 English curriculum of high school, it is stated that the teaching learning of English is intended to develop the students skills in reading, listening, speaking, and writing. Furthermore, those skills are taught integratively with the main focus on reading skill. From the result of data analysis, it is known that the summative test constructed by the English teacher just focus on one skill, that is reading comprehension. In othr words, test materials of listening, speaking, and writing have not been involved yet. However an English test must cover all the language skills although the main focus is on reading skill.

The reliability coefficient of the summative test is 0,79. It means that the summative test can be justified as having good reliability. Therefore, the summative test can be defined as having beneficial backwash on teaching and learning which means that the test will has possitive effect on teaching and learning. The finding is relevant to the idea saying that testing should have a beneficial backwash on teaching and learning (Hughes, 1994:44).

Based on the data gathered, the summative test constructed by the English teacher has good practicality as the summative test was constructed economically in terms of cost and time. The finding is in line with Tinambunan (1988:23) who stated that the test should be constructed as economically as possible in terms of cost and the length of time spent.

Following the results of item analysis of difficulty level, there are 10 items or 22,7 % which are categorized as too difficult, and 8 items or 18,2% categorized as too easy. Then, in terms of level of discrimination there were only 3 items or 6,8%, which have negative discrimination index. Therefore, those items should be dropped or revised in terms of future administration. As those items discriminate in the wrong direction entirely (Heaton, 1988:179). In other words, the items are not successful to discriminate between the upper and the lower group. Moreover, there are 19 items or 43,9% which are categorized as poor which means that those items should be revised

to make them better. Then, only 4 items or 9,1% are categorized as good items. It could be safely used in the future test without being revised.

The last, there are 15 items or 34,1% which are considered inappropriate in terms of distracters as distracters were chosen by less than 5% of the test takers. It means that the distracters can not attract more students from the lower group than the upper one. Consequently, the ineffective distracters should be dropped or revised in order that the items can be functioned well.

CHAPTER V

Conclusion and Suggestion

5.1 Conclusions

Based on the data analysis and the discussion, it is known that the summative test constructed by the English teacher of SMUN 1 Waru Pamekasan in the 1999/2000 academic year has criteria of a good test in terms of validity, reliability, and practicality. The following points can be drawn.

1. The summative test constructed by the English teacher of SMUN 1 Waru Pamekasan in the 1999/2000 academic year has sufficient content validity.

2. The summative test constructed by the English teacher of SMUN 1 Waru Pamekasan in the 1999/2000 academic year has good reliability.

3. The summative test constructed by the English teacher of SMUN 1 Waru Pamekasan in the 1999/2000 academic year has good practicality.

4. The summative test constructed by the English teacher of SMUN 1 Waru Pamekasan in the 1999/2000 academic year has sufficient difficulty level. There are 10 items with the difficulty level index less than 0,3, categorized as difficult. There are 26 items with the index of difficulty between 0,3 and 0,7, categorized as sufficient. There are 8 items with the difficulty level more than 0,7, categorized as easy.

5. The summative test constructed by the English teacher of SMUN 1 Waru Pamekasan in the 1999/2000 academic year has poor level of discrimination. There are 3 items with the negative index of discrimination (discriminates in the wrong way). There are 19 items categorized as poor, and 18 items categorized as sufficient. These items should be revised for future used. There are 4 items categorized as good, it means that they can be retained and used again in the future test without being revised.

6. The summative test constructed by the English teacher of SMUN 1 Waru Pamekasan in the 1999/2000 academic year has poor distracters. There are

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15 items considered as inappropriate in terms of distracters. It means that the distracters can not attracted more students from the lower group than the upper.

5.2 Suggestions.

Based on the discussion and research conclusion, the following points are suggested.

5.2.1 For the English teacher

1. It is advisable to include speaking, listening, or writing items on the test materials in an English Summative test with the main focus on reading comprehension, because those four language skills are covered in the 1994 English curriculum.

2. It is important to do item analysis before giving the test to the students, since the results of item analysis will help the test constructor decide which items should be dropped, revised, or retained if the test will be used again in the future.

5.2.2 For other researcher

It is suggested to conduct further research about analysis on summative test constructed by the English teacher dealing with face validity, construct validity, or criterion-related validity.

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RESEARCH MATRIX

Title	Problem	Variable	Sub Variable	Indicator	Data Resources	Research Method
An Analysis on Summative Test Constructed by the English Teacher of SMUN I Waru-Pamekasan in the 1999/2000 Academic Year.	**Major Problem:** - Does the Summative Test constructed by the English teacher of SMUN I Waru-Pamekasan in the 1999/2000 academic year have the criteria of a good test? **Minor Problems:** - Does the Summative Test constructed by the English teacher of SMUN I Waru-Pamekasan in the 1999/2000 academic year have good validity? - Does the Summative Test constructed by the English teacher of SMUN I Waru-Pamekasan in the 1999/2000 academic year have high reliability? - Does the Summative Test constructed by the English teacher of SMUN I Waru-Pamekasan in the 1999/2000 academic year have a good practicality? - Does the Summative Test constructed by the English teacher of SMUN I Waru-Pamekasan in the 1999/2000 Academic year have a goo difficulty level? - Does the Summative Test constructed by the English teacher of SMUN I Waru-Pamekasan in the 1999/2000 academic year have a good discrimination power? - Does the Summative Test constructed by the English teacher of SMUN I Waru-Pamekasan in the 1999/2000 academic year have good effectiveness of distracters?	Summative test constructed by the English teacher	- Validity - Reliability - Practicality - Difficulty Level - Discrimination power - Effectiveness of Distracters	- Accuracy to the 1994 Curriculum. - Consistency Result. - Cost and time. - The Index of Difficulty. - The Index of Discrimination power. - The percentage of Effectiveness of Distracters	1. Research Subject: - Test. 2. Informant: - The English Teacher. - The Administration Staffs. 3. Document: -Summative Test	1. Area Determination Method: - Purposive Method. 2. Data Collecting Method: - Documentation. - Interview. 3. Data Analysis Method: 3.1 Validity: - Content Validity 3.2 Reliability: - Split Half Method: (Spearman-Brown) $$rt = \frac{2rh}{1+rh}$$ 3.3 Practicality: - Descriptive Qualitative 3.4 Difficulty Level: $$FV = \frac{CorrectU + CorrectL}{2n}$$ 3.5 Discrimination Power: $$D = \frac{CorrectU - CorrectL}{n}$$ 3.6 Effectiveness of Distracters. - 5% of the test takers (J.B. Heaton: 181-183)

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
KANTOR WILAYAH PROPINSI JAWA TIMUR
SMU NEGERI 1 WARU

Jl. Raya Waru Kec. Waru Kab. Pamekasan Telp. (0324) 510152

LEMBAR SOAL SMU

MATA PELAJARAN : BAHASA INGGRIS
KELAS/PROGRAM : 1 (SATU) / INTI
WAKTU : 90 Menit

PETUNJUK MENGERJAKAN SOAL :

1. Berdoalah terlebih dahulu sebelum mengerjakan soal.
2. Tulislah nama, kelas, nomor peserta pada lembar jawaban yang tersedia.
3. Periksa dan bacalah terlebih dahulu soal-soal yang ada sebelum mengerjakan, apakah soalnya benar, jelas dan lengkap.
4. Jumlah soal sebanyak 44 butir soal pilihan ganda yang semuanya harus dijawab.
5. Hitamkan kotak pada kolom A, B, C, D, E yang merupakan jawaban paling benar dan tepat.
6. Periksalah kembali jawaban Anda sebelum diserahkan kepada pengawas ruang.

SOAL :

Wacana 1

EDUCATION IN INDONESIA

In Indonesia until 1945 only rich families could give their children a good education. They sent their children to private schools. Most of the population, however, were not able to do so, because those schools were very expensive. The only thing they could do was to send their children to less good schools. Many chidren did not get any education at all.

Since 1945 the government has changed the system of educatioan and built many schools. Besides private schools, there are other kinds of school. What schoolls are there in Indonesia now ? There are government schools whinh give free educatioan up to high schools.

Their administration is controlled by the government. Some schools receive money from the government to pay for some, but not all, of their cost. They are what we call subsidized schools.

The private schools are independent. They choose their own student, pay their own teachers and ask for schools fees, which are usually high. Why do student attend expensive schools ? The answer is because some private schools are famous for the quality of their teaching.

1. What's the main idea if the last paragragh ?
   a. the private schols are independent
   b. the private schools are more expensive than the government schools
   c. the private schools are more famous than tho government shools
   d. the private school's fee is higher than the government schools
   e. the private scholls choose their own students

2. Who could get a good education before 1945 ?
   a. poor families
   b. rich family
   c. the tpo-level families
   d. the mind-level families
   e. low-level families

3. Where are the children of rich families sent to ?
   a. government schools
   d. a schools board

b. private schools
c. state public sschools

e. vocational schools

4. For those who had much money were able to attend .....
   a. overseas schools
   b. government schools
   c. a schools board

   d. state public schools ✓
   e. private schools

5. Schools which receive money from the government are called .....
   a. subsidized schools
   b. dependent schools
   c. private schools

   d. state public schools
   e. independent shools

6. "... ey sent their children to private schools (paragraph 1). What does the word "they" refers to ?
   a. children
   b. educations
   c. government

   d. rich families
   e. schools

7. Why ... student attend expensive schools ?
   a. s...?
   b. come
   c. arrive

   d. go ✓
   e. leave

8. The private schools are independent. The antonym af "independent" is .....
   a. deputation
   b. depend
   c. dependent

   d. dependence
   e. dependency

9. Some private schoolsare famous for the quality of their teaching. The underlined word means ......
   a. unfamiliar
   b. unknown
   c. familiar

   d. well-known
   e. know

Wacana 2

vell-planned food intake can be your guarantee of all the nutrients necessary for health, energy, and growth. Everyone can be sure of all the know essentials if the day's meals include a cariety of foods planned around "the bacis four". This pattern, with extras added according to individual needs, can be a ble lifelong guide.

Diury products this means mostly and cheese. One or more glasses of milk everday for adults and two o ... for young people, for protein, calcium, vitamins, and carbohydrates. Some of this maybe used in ... One onceof cheese contains as much protein and calcium as two thirds of a glass of milk.

Pro ... ducts two servings everyday for protein, and also for iron and some vitamins. One serving sho ... meat, fish or poultry, one serving maybe an egg, an ounce of cheese, or a small serving of meat ... , or poultry.

Cereal productsenriched bread and cereal or wholegrain products provide energy-giving carbohydrates, and also many bread are good start, but quantities must be varied according to individual needs. One serving of breakfast cereal, or rice or spaghetti, substitutes for one slice of bread.

Vegetables and fruits four servings daily are necessary for the vitamins, minerals, and cellulose supplied by these foods. One serving should be citrus (for vitamin C), and at least four times a week there should be a dark-green or yellow vegetable for vitamin A.
You can be sure of good nutrition if you form good habits ang follow "The basic four".

10. Which of the following meals do not follow the perfect basic four ? ....
    a. rice, egg, vegetable, milk
    b. rice, fish, milk, egg
    c. rice, fruit, meat, milk
    d. bread, vegetable, meat, milk
    e. bread, egg, fruit, milk

11. What does milk and cheese contain ? ....
    a. protein and calcium
    b. carbohydrates and vitamin C
    c. calcium and vitamin C
    d. viatamin A and vitamin C
    e. protein and vitamin C

12. How much milk contains as much protein and calcium as an ounce of cheese ? ....
    a. a glass of milk
    b. two glasses of milk
    c. three glasses of milk
    d. there glasses of milk
    e. two or there glass of milk

13. What do cereal products mostly contain ? ....
    a. vitamin C
    b. carbohidrates
    c. vitamin A
    d. vitamin C and carbohydrates
    e. vitamin A and carbohydrates

14. See paragraph four. The word these food refers to .....
    a. vitamin
    b. mineral
    c. cellulose
    d. fruits and vegetable
    e. servings

Wacana 3 :

What is pollution? It is the presence of subtance that are not normaly part of the atmosphere's composition. The accumulation of this subtance, in sufficient concentration, endangers human health. Among the major source of pollution are burning of solid wastes, industrial processes, and especially transportation.

Smog has seriously affected more person than any other type of air pollution. It can be widespread air pollution that accurs in the air of cities. Smog, a concentration of the words smoke and fog, has been caused throughount history by water condensing on smoke particles, from burning coal.

As a coal economy has gradually been replaced by a petroleum economy, photochemical smog has become predominant in many cities. Its unpleasant properties result from the irradiation by sunlight of hydrocarbons and other pollution in the air. Irradiation prodices a long series of photochemical reaction. The products of the reactions include organics particles, ozones, aldehydes, organic acid, and other oxidants, furthermore, automobilies are polluters even in the absense of photochemical reaction. They are responsible for much of the particular material in the air. They also emit carbon monoxide, one of the toxic contituents of smog.

15. What are the major sources of air pollution ?
    a. rubbish
    b. waste from industry
    c. particulate
    d. hydrocarbons
    e. the burning of solid waste, industrial processes and especially, tranportation.

16. What do automobiles emit ?
    a. carbon monoxide
    b. hydrocarbons
    c. particulete
    d. sulfur dioxide
    e. nitrogen oxides

17. What is air pollution ?
    a. the accumulation of substances
    b. the sufficient concentration
    c. industrial prosesses
    d. it is presence of substances that are not normally part of the atmosphere's composition.

e. The burning of solid waste

18. Air pollution is caused by car engines on the form of exhaust . . . . . And by factories with large chimneys through which dirty air escapes.
a. fumes
b. combustion
c. confined
d. waste
e. rubber

19. What does paragraph 6 tell you ?
o. how pgotochemical smog is formed
a. when photochemical reaction takes place
b. the kinds of pollution
c. the danger of smog
d. the cause of air pollution

20. What does "they" (paragraph 3) refers to ?
a. automobiles
b. polluters
c. organic acid
d. oxidants
e. photochemical reaction

21. Why does photochemical smog become predominant in many cities ? Because .....
a. they also emit carbon monoxide
b. its unpleasant properties result from the irradiation
c. smoke particles usually from burning coal
d. they responsible for much of the particular material
e. coal has gradually been replaced by petroleum

22. ...... is caused by car engines, and by big factories with large chimneys through which dirty air escapes.
a. land pollution
b. noise pollution
c. air pollution
d. water pollution
e. air and noise pollution

23. There are a lot of .... In the rivers, and they can cause water pollution.
a. chimneys
b. fumes
c. lungs
d. waste
e. rubber

Wacana 4 :

NEWSPAPERS

Many people read the newspaper every day. Some people have it *delivered* to their homes, some buy it at the newsstand and other just borrow it from their friends or neigbours.

The front page has the most important news-intenational, national as well as local. It may also contain interesting human interest stories. These are stories about people in general which are not usually important but which make interesting reading. The *title* of each story is know as the *headline,* which is usually printed in large letters. If the story is very important, the headline may go across two or more *columns.*

The news stories give facts. In other words, no *opinions are expressed* here. Opinions are given in the *editorial.* The editorial opinion may express *favourable* or unfavourable comments on current events.

The newspaper business earns its money from its subscribers, newsstand sales and advertisements. Big business pay a great deal of money for the advertisements that they place in the newspaper.

Articles are writings that are based on facts. If one wants to write an article on the city of Jakarta, for example, he will need to gather facts about it. One can write that Jakarta is the twelfth largest city in the world only if he has the facts. Fiction, on can write that other hand, is the product of the write's *imagination.* It is not about real people, and the events that it describes are not nesessarily real. A fiction

can make the reader feel happy, sad, or angry just because it often seems very real to him. Comics are drawings that are usually interesting. Children and even adults like to read them. This is the reason why newspapercannot *afford* not to have them.

The main function of the newspaper is to offer the news and its comments on current events to the readers as fast as possible. A morning newspaper that is published in London, for example, can reach its readers anywhere in the country on the same day and, more often than not, in time for breakfast. Some of our Sunday newspapers are even faster ! Pbulished in Jakarta, they may appear in Surabaya, Bukit tinggi, or Medan on Suturday evening, one day before they are supposed to appear.

24. People can get newspaper everyday by ...... Which of the following is not correct ?
    a having it delivered to their homes
    b. buying it at the newstands
    c. borrowing it form their friends or neighbours
    d lending it to the newspaper boy
    e. buying it from a newspaper boy on the street

25. Which of the following words doesn't belong to the parts of ....
    a. newspaper   d. newspaper man
    b. articles   e. headlines
    c. comics

26. The sixth paragraph tells us about ....
    a people read newspaper everyday
    b. the newspaper business earns a lot of money
    c. how to get factual news
    d. the importance of the newspaper to the readers
    e. newspapers provide fictions and comins

27. opinion on current events are given in the ....
    a. front page   d. comics
    b. editorial   e. human interest stories
    c. back page

28. A subcriber is a person who .....
    a wants his newspaper delivered at home
    b. byus his newspaper at the stall
    c. buys his newspaper from a newspaper boy
    d. always listens to the news
    e. writes the news based on the facts

29. Articles are writings that are based on facts. Which of the following isn't the antonyms of "facts" ?
    a. reality   d. unreality
    b. fictions   e. subjective metters
    c. imaginations

30. "I don't know what the foreign tourists talk about". The villager said that ....
    a he doesn't know what the foreign tourists talk about
    b. he didn't know what the foreign tourists talked about
    c. I didn't know what the foreign tourists talked about
    d. They don't know what the foreign tourists talk about
    e. She doesn't know what the foreign tourists talk about

31. Andy : "You look pale. What happens to you ?"
    Asri : "I have a fever".
    Andy : "You ...... go to the doctor".
    a. will
    b. shall   d. might
                       e. should

c. would

32. Wini : .... ?
   Sinta : Wow ! That's impossible for me
   Which of the following expression doesn't show the ability ?
   a. take the pill without drinking any water, will you ?
   b. can you take the pill without drinking any water ?
   c. are you able to take the pill without drinking any water ?
   d. do you think you can take the pill without drinking any water ?
   e. is it capable to take the pill without drinking any water ?

33. The tourists are from Australia.
   You met them at Prambanan Yesterday.
   The combination of the sentences is .....
   a. The tourists whom you met at Prambanan Yesterday are from Australia
   b. The tourists you met at Prambanan Yesterday are from Australia
   c. You met the tourists are from Australia at Prambanan Yesterday
   d. The tourists are from Australia whom you met at Prambanan Yesterday
   e. The tourists from Australia whom you met at Prambanan Yesterday

34. "Do not smoke in the AC room !" The officer told the young man ....
   a. not smoke in the AC room   d. not to smoke in the AC room
   b. do not smoke in the AC room   e. no smoking in the AC room
   c. did not smoke in the AC room

35. Father : " ...... Fachrul, tea, coffee or milk ?"
   Fahrul : I prefer milk, dad.
   a. what can you drink   d. what must you drink
   b. what may you drink   e. what would you like to drink
   c. what shall you drink

36. "Wash your hands before you have a meal !"
   Mother told the children ....
   a. to wash her hands before he had a meal
   b. to wash his hands before he had a meal
   c. to wash my hands before I had a meal
   d. to wash your hands before you had a meal
   e. to wash their hands before they had a meal

37. Siska asked John, "Can you help me ?"
   Siska asked John if ....
   a. She could help him   d. She helpes him
   b. He could help her   e. She had helped him
   c. She helps him

38. Elmi and Dian are in a boutique. They are trying on some dresses.
   Elmi : What about this flowery – pattrned dress with turn over sleeves ?
   Dian : I think it isn't suitable for you. I don't like it.
   Dian's utterance expresses about ....
   a. like   d. dislike
   b. satisfaction   e. explanation
   c. feeling surprise

39. Farida and Ami are looking at a fashion show. They are very interested in it.

Farida : Wow, look. That model is so feminine in the geometrical blouse. I like her blouse very much. Do you know the designer ?

Ami : If I'm not mistaken it could be Prayudi's

Ami's reply is expressing about ....

a. certainty   d. ability

b. probality   e. feeling proud

c. conclusion

40. Tuti : Do you always make dresses yoourself ?

Wini : You're right. I've never gone to the dressmaker to make dresses. The cost is very expensive now.

From the dialogue above we can conclude that .....

a. Titu always asks the dressmaker to make a dress for her

b. Wini always asks the dressmaker to make a dress for her

c. Wini always maked all her dresses herself

d. Tuti always maked all her dresses herself

e. Both girl always make their fresses themselves

41. Passanger 1 : Excuse me, do you know what time the plane from Jakarta arrives ?

Passanger 2 : I'm sorry I have no idea, but you see the departure and arriaval time on the schedule over there.

Passanger 1 : Thank you very much.

The underlined words above shows an expression of ......

a. surprise   d. uncertainly

b. offering help   e. permission

c. sympathy

42. John : Well, sorry. That your plane. Good bye and good luck. Take care of your self. Please write to me soon.

Sony : Good bye John. Thank you for your hospitality during my stay in Australia. I will write to you ...... I have arrived in Indonesia.

a. until   c. as soon as   e. so long as

b. although   d. while

43. Situation : A father is asking his son to fetch him glasses.

Father : Son, ...

I want to read this newspaper

Son : here you are Dad.

Father : Thanks.

All are correct, except

a. Get my glasses, will you ?

b. Will you get my glasses, please ?

c. Would you get my glasses, please ?

d. Please get me glasses ?

e. May I get my glasses, please ?

44. Dany : "...... ? I have some difficult word to translate".

Bayu : Okey. Here you are

Dany : Thank you

Bayu : You are welcome

a. Do you have a dictionary ?

b. You have a dictionary, don't you ?

c. My I borrow your dictionary ?

d. Don't you have a dictionary ?

e. Have you a dictionary ?

TA' OLLE AREMBAG

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LEMBAR JAWABAN

MATA PELAJARAN : *BAHASA INGGRIS*
TAHUN PELAJARAN : *1999 / 2000*
CAWU : *III*

NAMA :
KELAS : *I*
NOMOR : —

NILAI

I. PILIHAN GANDA

NO	A	B	C	D	E	NO	A	B	C	D	E	NO	A	B	C	D	E
1.	(A)	B	C	D	E	16.	(A)	B	C	D	E	31.	A	B	C	D	(E)
2.	A	(B)	C	D	E	17.	A	B	C	(D)	E	32.	(A)	B	C	D	E
3.	A	(B)	C	D	E	18.	A	(B)	C	D	E	33.	(A)	B	C	D	E
4.	A	B	C	D	(E)	19.	(A)	B	C	D	E	34.	A	B	C	(D)	E
5.	(A)	B	C	D	E	20.	(A)	B	C	D	E	35.	A	B	C	(D)	E
6.	A	B	C	(D)	E	21.	A	(B)	C	D	E	36.	A	B	C	D	(E)
7.	A	(B)	C	D	E	22.	A	B	(C)	D	E	37.	A	(B)	C	D	E
8.	A	B	(C)	D	E	23.	A	B	C	(D)	E	38.	A	B	C	(D)	E
9.	A	B	C	(D)	E	24.	A	B	C	(D)	E	39.	A	(B)	C	D	E
10.	A	(B)	C	D	E	25.	A	B	C	(D)	E	40.	A	B	(C)	D	E
11.	(A)	B	C	D	E	26.	A	B	C	(D)	E	41.	A	(B)	C	D	E
12.	(A)	B	C	D	E	27.	A	(B)	C	D	E	42.	A	B	(C)	D	E
13.	A	(B)	C	D	E	28.	(A)	B	C	D	E	43.	A	B	C	D	(E)
14.	A	B	C	(D)	E	29.	(A)	B	C	D	E	44.	A	B	(C)	D	E
15.	A	B	C	D	(E)	30.	A	(B)	C	D	E		(A)	B	C	D	E

II. LEMBAR JAWAB ESSAY

Appendix 4

Table 1.

Analyzing the Test Content Validity

Reading Skill

General Instructional Objectives	Test Item's number	Total
1. Menemukan informasi tertentu;	2, 11, 16, 17, 27	5
2. Mendapatkan gambaran umum tentang isi bacaan;	10, 24, 25	3
3. Menemukan pikiran utama yang tersurat;	1, 13	2
4. Menemukan pikiran utama yang tersirat;	3, 19	2
5. Menemukan semua informasi rinci yang tersurat;	4, 12, 15, 21, 26	5
6. Mendapatkan informasi yang tersirat;	5, 28	2
7. Menafsirkan makna kata, frasa dan kalimat berdasarkan konteks;	6, 7, 8, 9, 14, 18, 20, 22, 23, 29	10
8. Mendapatkan rasa senang	-	
	Total	29 items (66%)

Table 2.

Functional Skill

Caturwulan 1		
General Instructional Objectives	**Test Item's number**	**Total**
Ungkapan salam pada waktu bertemu / minta diri.		
Ungkapan perkenalan diri sendiri.		
Ungkapan perkenalan seseorang kepada orang lain.		
Ungkapan perintah dan larangan.		
Pernyataan secara tidak langsung (Indirect Speech-Affirmative).	30	1
Pertanyaan secara tidak langsung (Indirect Question).	37	1
Peristiwa yang terjadi pada saat peristiwa lain sedang terjadi (past Continous Tense).		
Pernyataan tentang kebenaran umum (Simple Present Tense).		
Ungkapan nasihat.		
Ungkapan keharusan / ketidakharusan.	31	1
Ungkapan keperluan / ketidakperluan.		
Caturwulan 2		
General Instructional Objectives	**Test Item's number**	**Total**
Ungkapan suka/tidak suka.	38	1
Ungkapan rasa bangga.		
Ungkapan rasa heran.		
Ungkapan keinginan.	35	1
Ungkapan kemampuan/ketidak mampuan.	32	1
Ungkapan perintah atau permintaan secara tidak langsung (Indirect Imperative).	34, 36	2
Pernyataan yang mengacu pada diri sendiri (Reflexive Pronouns).	40	1
Pernyataan lamanya kejadian yang telah terjadi (Present Perfect Continous Tense).		

Keterangan tentang seseorang atau sesuatu (Adjective Clause).	33	1
Ungkapan tentang kemungkinan (Modals: may, will, might, can, could).	39	1
Pemberian ijin melakukan sesuatu.		

Caturwulan 3

General Instructional Objectives	Test Item's number	Total
Ungkapkan ucapan terima kasih.		
Ungkapan pendapat tentang sesuatu.		
Memahami dan atau mengungkapkan permintaan maaf.	44	1
Ungkapan ketidakpastian.	41	1
Mengungkapkan kejadian yang menerangkan waktu.	42	1
Memahami dan atau mengungkapkan penawaran jasa kepada orang lain.	43	1
Memahami dan atau mengungkapkan permohonan.		
	Total	15 items (34%)

(English Basic Course Outline, 1995: 7)

Analyzing the Reliability of the Summative Test

TEST ITEMS

Odd Number

NR	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	Total
1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	1	0	1	0	0	0	0	13
2	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	18
3	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	18
4	1	1	1	0	0	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	0	13
5	1	1	1	0	0	1	1	0	1	0	0	0	1	0	0	0	0	1	0	0	1	0	6
6	1	1	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	4
7	1	1	1	0	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	0	1	13
8	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	1	17
9	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	17
10	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	17
11	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	0	0	1	0	1	0	1	13
12	1	1	1	0	0	0	1	0	1	0	0	0	1	0	1	0	0	1	1	0	0	0	8
13	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	0	14
14	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	0	15
15	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	0	1	1	1	1	1	0	15
16	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	16
17	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	17
18	1	1	1	0	1	0	1	1	1	0	1	1	0	1	0	0	0	1	0	0	0	0	13
19	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	15
20	0	1	0	1	1	1	1	1	1	0	1	0	0	1	0	0	0	0	0	0	1	0	10
21	1	1	1	1	0	1	1	1	0	0	1	0	1	1	0	1	0	1	1	0	0	0	13
22	1	1	1	1	0	1	0	1	1	0	1	0	0	1	1	1	0	1	0	0	0	0	16
23	0	0	0	1	0	0	1	0	1	0	1	1	1	0	0	0	0	0	0	0	1	0	6
24	1	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	5
25	0	0	1	1	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	9
26	0	0	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	1	1	0	0	0	11
27	0	0	1	1	0	1	1	1	1	0	1	1	1	0	0	0	0	1	0	0	0	0	10
28	0	0	1	1	0	1	1	1	0	0	1	1	1	0	0	0	0	1	1	1	0	0	10
29	0	1	1	1	0	0	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	7
30	1	1	1	1	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	0	0	0	9
31	1	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	1	1	0	0	0	9
32	0	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	1	1	0	0	0	10
33	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	1	0	0	0	6

Even Number

NR	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	Total	All
1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	0	0	0	1	1	1	1	15	28
2	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	18	36
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	19	37
4	1	0	0	1	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	6	19
5	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	6	12
6	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	11	15
7	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	16	29
8	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	16	33
9	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	14	31
10	1	0	0	1	1	1	0	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0	14	31
11	0	0	1	1	0	0	1	1	1	0	1	0	1	0	1	0	0	0	0	0	1	1	6	19
12	1	0	1	1	0	0	0	1	0	0	1	0	1	0	1	0	0	0	1	0	1	0	12	20
13	1	0	1	1	1	0	0	1	0	0	1	0	1	0	1	0	0	1	1	1	1	0	11	25
14	1	0	1	1	0	0	0	1	0	0	1	0	1	0	1	0	0	1	1	1	1	0	11	26
15	1	0	1	1	0	0	0	1	0	0	0	0	1	0	1	0	0	1	1	1	1	0	11	26
16	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	14	30
17	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	18	35
18	1	0	1	1	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	0	1	0	8	21
19	1	1	1	1	1	0	1	1	0	0	1	0	0	1	1	0	1	1	1	0	1	0	16	31
20	1	0	0	1	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	1	1	0	9	19
21	1	0	1	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	1	0	1	0	10	23
22	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	0	1	0	1	0	16	32
23	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4	10
24	1	0	0	0	1	1	0	0	0	0	1	0	1	1	1	0	0	1	1	0	1	0	8	13
25	1	0	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0	0	1	1	1	0	10	19
26	1	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	1	1	1	0	12	23
27	1	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	8	18
28	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	0	8	18
29	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	4	11
30	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0	0	1	1	1	1	0	7	16
31	1	0	0	1	1	0	1	1	0	0	0	0	1	1	0	0	0	0	1	0	0	0	6	15
32	1	0	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	0	1	1	1	0	10	20
33	1	0	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	0	0	1	0	0	10	16

34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73
20	18	15	17	16	16	30	28	24	16	17	13	14	18	11	16	19	11	20	16	17	20	15	20	21	17	15	15	23	21	22	12	18	23	15	20	19	18	19	18
8	7	6	6	5	8	16	16	13	7	6	6	4	7	6	7	9	5	8	7	7	10	8	7	7	8	6	7	7	11	10	6	9	8	3	10	6	7	10	7
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1
1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	0	0	1	0	1	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	0	1	0	1	0
1	0	0	0	0	0	1	1	1	1	0	0	0	0	0	1	1	1	0	1	1	0	1	0	0	0	1	1	0	0	0	0	0	0	1	1	0	1	0	0
1	1	0	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0
1	1	0	1	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
1	1	1	0	0	0	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	1	0	0	0	0	0
0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0
0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0
0	1	0	0	0	0	1	1	1	0	1	0	0	0	0	1	1	0	1	0	1	1	1	1	0	0	0	1	0	0	0	0	1	1	1	1	1	1	1	0
0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	1	0	0	1	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1	1	0	0	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0
1	1	1	1	0	1	1	1	0	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0
0	0	0	0	0	1	1	1	1	1	0	0	0	1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	0	0	0	1	1	0
0	0	1	0	1	0	1	1	1	0	0	0	0	1	1	1	0	0	1	1	0	1	1	0	1	0	0	1	0	1	0	0	0	0	1	0	1
0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	1	1	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0
1	0	1	1	0	1	1	1	1	1	0	0	0	0	1	0	0	1	0	1	0	1	1	0	1	0	1	0	0	0	1	1	0	1	1	0	0	0	1	1
0	0	0	0	1	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	0	1	0	1	0	0	1	0
0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	1
1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
12	11	9	11	11	8	14	12	11	9	11	7	10	11	5	9	10	6	12	9	10	10	7	13	14	9	9	8	16	10	12	6	9	15	12	10	13	11	9	11
0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
1	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	1	0	1	1
1	1	0	0	0	0	1	1	0	0	0	0	1	0	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	1	1	0	0	0	0	1
1	1	1	1	0	1	1	1	1	0	0	0	0	0	0	0	1	0	1	0	1	0	0	1	1	1	0	0	0	1	1	0	1	0	1	0	1	0	0
1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	0	1	0	0	1	0	0	1	1
1	1	0	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	1	1	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	1	0	1	0	0	0	0	0	1	1	0	0	0
1	0	0	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1
0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
1	0	1	1	0	1	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	1	0	1	0	1	1	1	0	1	0	0	1	1	0	1	0
0	0	0	0	0	0	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	1	1	0	0
0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	0	0	0	0	1	1	1	0	0
1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	0
0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1
1	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1
0	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1
0	0	0	0	0	1	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	1	1	0	0	0	1
1	1	1	1	0	0	0	1	1	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0
1	1	1	1	0	1	1	1	1	0	0	0	1	0	0	1	0	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	1	1	0	1
1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1
0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	1	0	0	0	1	0	1	1	0	0	0	1	1	0	0	0	0	1	1
34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73

Label	n																								n																						Label
17	9	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	8	0	0	1	0	1	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	1	1	74
24	11	1	1	0	1	0	0	0	1	1	0	0	1	0	0	1	0	1	1	1	0	0	1	13	0	0	1	1	1	0	1	0	0	0	1	0	0	1	1	1	1	1	0	1	1	1	75
25	14	0	1	1	0	1	0	0	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	11	0	0	0	0	1	1	0	0	1	0	0	1	0	1	1	0	1	1	1	1	1	0	76
15	6	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	1	9	0	1	0	0	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	1	0	77
16	9	0	0	0	0	1	0	1	0	0	0	0	1	0	0	1	0	1	0	1	1	1	1	7	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	1	1	78
13	3	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	10	0	0	1	0	0	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	0	1	79
14	6	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	8	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1	1	1	0	0	1	0	0	80
19	7	0	0	0	1	0	0	0	0	1	1	0	0	1	1	0	1	0	1	1	0	0	0	12	1	1	0	1	1	1	1	0	0	0	0	0	0	1	1	0	1	1	1	1	1	0	81
25	11	0	1	1	1	0	0	0	0	1	0	0	1	1	0	1	0	1	1	0	1	0	1	14	0	0	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	82
27	11	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	0	0	0	0	1	1	1	16	0	0	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	83
20	9	1	0	0	0	1	0	0	0	1	1	0	0	1	0	1	0	0	0	1	1	0	1	11	0	0	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	0	1	1	0	84
18	8	0	1	1	0	0	0	0	0	1	0	0	0	1	0	1	0	1	0	0	1	0	1	10	0	0	0	0	0	0	1	1	1	0	0	0	1	0	1	0	1	1	0	1	1	0	85
21	11	0	0	1	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	0	0	1	1	10	0	1	0	0	0	1	1	1	1	0	1	0	0	0	1	1	1	0	0	0	1	0	86
20	9	0	0	0	0	1	0	0	1	1	0	0	1	1	0	1	0	1	0	0	1	0	1	11	0	0	0	1	0	1	1	1	1	0	0	0	0	1	1	0	1	1	0	1	1	0	87
23	12	0	0	0	1	1	0	0	1	1	0	1	1	0	0	1	0	1	0	0	1	1	1	11	0	0	0	0	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	88

Appendix 6

Table 4

Analyzing the Test Reliability

NR	X	Y	X^2	Y^2	XY
1	13	15	169	0	195
2	18	18	324	324	324
3	18	19	324	361	342
4	13	6	169	36	78
5	6	6	36	36	36
6	4	11	16	121	44
7	13	16	169	256	208
8	17	16	289	256	272
9	17	14	289	196	238
10	17	14	289	196	238
11	13	6	169	36	78
12	8	12	64	144	96
13	14	11	196	121	154
14	15	11	225	121	165
15	15	11	225	121	165
16	16	14	256	196	224
17	17	18	289	324	306
18	13	8	169	64	104
19	15	16	225	256	240
20	10	9	100	81	90
21	13	10	169	100	130
22	16	16	256	256	256
23	6	4	36	16	24
24	5	8	25	64	40
25	9	10	81	100	90
26	11	12	121	144	132
27	10	8	100	64	80
28	10	8	100	64	80
29	7	4	49	16	28
30	9	7	81	49	63
31	9	6	81	36	54
32	10	10	100	100	100
33	6	10	36	100	60
34	12	8	144	64	96
35	11	7	121	49	77
36	9	6	81	36	54
37	11	6	121	36	66
38	11	5	121	25	55
39	8	8	64	64	64
40	14	16	196	256	224
41	12	16	144	256	192
42	11	13	121	169	143

43	9	7	81	49	63
44	11	6	121	36	66
45	7	6	49	36	42
46	10	4	100	16	40
47	11	7	121	49	77
48	5	6	25	36	30
49	9	7	81	49	63
50	10	9	100	81	90
51	6	5	36	25	30
52	12	8	144	64	96
53	9	7	81	49	63
54	10	7	100	49	70
55	10	10	100	100	100
56	7	8	49	64	56
57	13	7	169	49	91
58	14	7	196	49	98
59	9	8	81	64	72
60	9	6	81	36	54
61	8	7	64	49	56
62	16	7	256	49	112
63	10	11	100	121	110
64	12	10	144	100	120
65	6	6	36	36	36
66	9	9	81	81	81
67	15	8	225	64	120
68	12	3	144	9	36
69	10	10	100	100	100
70	13	6	169	36	78
71	11	7	121	49	77
72	9	10	81	100	90
73	11	7	121	49	77
74	8	9	64	81	72
75	13	11	169	121	143
76	11	14	121	196	154
77	9	6	81	36	54
78	7	9	49	81	63
79	10	3	100	9	30
80	8	6	64	36	48
81	12	7	144	49	84
82	14	11	196	121	154
83	16	11	256	121	176
84	11	9	121	81	99
85	10	8	100	64	80
86	10	11	100	121	110
87	11	9	121	81	99
88	11	12	121	144	132
Total	966	811	11504	8396	9497

Notes :
NR : Number of Respondent
X   : Odd Scores Number
Y   : Even Scores Number

Computation :

$$r_h = \frac{\sum XY - \dfrac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\sum X^1 - \dfrac{(\sum X)^2}{N}\right]\left[\sum Y^1 - \dfrac{(\sum Y)^2}{N}\right]}}$$

$$r_h = \frac{9497 - 8902568}{\sqrt{[11504 - 10604045][8396 - 7474102]}}$$

$$r_h = \frac{594,432}{\sqrt{[899.955][921.898]}}$$

$$r_h = \frac{594.432}{\sqrt{829666.715}}$$

$$r_h = \frac{594.432}{910.860}$$

$$r_h = 0.653$$

Then, the result of coefficient correlation is computed by applying Spearman Brown formula as follows:

$$r_t = \frac{2 \times rh}{1 + rh}$$

$$r_t = \frac{2 \times 0,653}{1 + 0,653}$$

$$r_t = \frac{1,306}{1,653}$$

$$r_t = 0,79$$

The Computaion shows that the reliability coefficient for the total test (rt) values is 0,79.

Item Analysis

	TEST ITEM																																														
	ODD																							EVEN																							
NR	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	Total	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	Total	All
3	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	19	37
2	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	18	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	18	36
17	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	17	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	18	35
8	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	17	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	16	33
22	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	0	16	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	1	1	1	16	32
9	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	17	1	0	1	1	1	0	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	14	31
10	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	17	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	14	31
19	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	0	0	1	15	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	16	31
16	1	1	1	0	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	0	16	1	0	1	1	1	0	1	1	0	0	1	0	1	0	1	0	1	1	1	1	1	0	14	30
40	0	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	0	0	14	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	16	30
7	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	1	1	1	1	1	0	1	13	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	16	29
1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	0	0	13	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	0	0	0	1	1	1	1	15	28
41	0	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	1	1	1	1	0	0	12	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	16	28
83	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	16	1	1	1	0	0	0	0	1	0	1	1	0	0	1	1	0	0	0	1	1	1	0	11	27
14	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	0	1	0	15	1	0	1	1	1	0	0	1	0	0	1	0	1	0	1	0	0	0	1	1	1	0	11	26
15	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	0	1	0	15	1	0	1	1	1	0	0	1	0	0	1	0	1	0	1	0	0	0	1	1	1	0	11	26
13	1	1	1	0	0	1	1	1	1	0	1	1	0	0	1	0	0	1	1	1	0	1	14	1	0	1	1	1	0	0	1	0	0	1	0	1	0	1	0	0	0	1	1	1	0	11	26
76	0	1	1	1	1	1	0	1	1	0	1	0	0	1	0	0	1	1	0	0	0	0	11	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	0	14	25
82	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	0	0	14	1	0	1	0	1	1	0	1	0	1	1	0	0	1	0	0	0	0	1	1	1	0	11	25
42	0	1	1	1	1	1	1	0	0	0	0	0	1	1	0	0	1	1	1	0	0	0	11	1	0	1	1	0	1	1	0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	13	24
75	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	1	0	1	1	1	0	0	13	1	0	0	1	1	1	0	1	0	0	1	0	0	1	1	0	0	0	1	0	1	1	11	24
21	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	0	0	1	1	0	1	0	13	1	0	1	1	0	0	1	1	0	0	1	0	0	0	1	0	0	0	1	1	1	0	10	23
26	0	0	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	1	1	0	1	0	11	1	0	1	1	0	1	0	1	0	0	1	0	0	1	0	0	1	1	1	1	1	0	12	23
62	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	0	16	1	1	1	0	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	7	23
67	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	1	1	1	15	1	1	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	8	23
88	0	1	1	0	1	1	0	1	1	0	1	0	0	1	1	1	1	0	0	0	0	0	11	1	1	1	0	0	1	0	1	0	1	1	1	0	1	1	0	0	1	1	0	0	0	12	23
64	0	1	1	0	0	1	1	1	1	1	0	1	0	1	0	0	0	1	1	1	0	0	12	1	0	1	1	0	0	1	1	1	0	0	0	0	1	0	0	0	0	1	0	1	1	10	22
18	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	0	0	1	1	0	0	0	13	1	0	1	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	1	0	8	21
56	1	1	1	1	0	0	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	0	14	1	0	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	7	21
63	0	1	1	0	0	1	1	1	0	1	0	1	0	1	1	0	0	0	1	0	0	0	10	1	1	1	1	0	1	1	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	11	21
86	0	1	0	0	0	1	1	1	0	0	0	0	0	1	1	1	1	0	1	0	1	0	10	1	1	0	0	1	1	0	1	0	1	1	1	0	1	1	0	0	0	0	1	0	0	11	21
12	1	0	0	1	0	1	0	1	0	0	0	0	1	0	0	0	0	1	0	1	0	1	8	1	0	1	1	0	0	1	1	1	0	1	0	1	1	1	0	0	0	1	0	1	0	12	20
32	0	1	1	1	0	1	1	1	1	0	0	1	0	0	0	0	0	1	1	0	0	0	10	1	0	0	0	1	0	1	1	0	1	1	0	1	1	1	0	0	0	0	1	0	0	10	20
34	0	1	1	1	0	0	1	0	1	0	0	1	0	1	0	0	1	1	1	1	1	0	12	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	1	1	0	8	20
52	0	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0	0	1	1	0	0	0	12	0	0	0	1	0	1	0	1	0	0	1	0	0	0	1	1	0	0	1	0	1	0	8	20
55	0	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	0	0	0	0	0	10	1	1	0	1	1	1	1	0	0	0	1	0	1	0	0	0	1	1	0	0	0	0	10	20
57	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	0	0	0	13	1	0	1	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0	7	20
69	0	1	1	0	0	1	1	1	1	1	0	0	0	1	1	0	0	1	0	0	0	0	10	1	0	1	0	0	0	0	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0	10	20
84	0	1	1	0	0	1	1	1	1	0	1	0	0	1	1	1	1	0	0	0	0	0	11	1	0	1	1	0	0	0	1	0	1	0	0	1	1	0	0	0	1	0	0	0	1	9	20
87	0	1	1	0	1	1	0	1	1	0	0	1	0	1	1	1	1	0	0	0	0	0	11	1	0	1	0	0	1	0	1	0	1	1	0	0	1	1	0	0	1	0	0	0	0	9	20
4	1	1	1	0	0	1	1	1	1	0	1	1	0	0	1	0	0	1	0	1	1	0	13	1	0	0	1	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	6	19
11	1	1	0	0	0	0	1	0	1	0	1	1	0	1	0	1	1	1	1	1	0	1	13	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1	1	6	19
20	0	0	1	1	1	1	0	1	0	1	1	1	0	1	0	0	0	0	0	1	0	0	10	1	1	0	0	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	9	19
25	0	0	1	1	0	1	1	1	1	0	0	1	0	0	0	0	0	1	0	0	1	0	9	1	0	1	1	0	1	0	1	0	0	1	0	0	1	0	0	0	0	1	1	1	0	10	19

FV — Index of Difficulty
D — Difficult
S — Sufficient
E — Easy

10 items
26 items
8 items

D — Index of Discrimination
D — dropped
P — Poor
S — Sufficient
G — Good

3 items
19 items
18 items
4 items

Appendix 8

The Result of Item Analysis on the Difficulty Level

No. of item	Difficulty level	
1	0,4545	Sufficient
2	0,9205	Easy
3	0,8182	Easy
4	0,2955	Difficult
5	0,7614	Easy
6	0,5227	Sufficient
7	0,3977	Sufficient
8	0,625	Sufficient
9	0,4432	Sufficient
10	0,3864	Sufficient
11	0,7955	Easy
12	0,4091	Sufficient
13	0,7614	Easy
14	0,4091	Sufficient
15	0,8636	Easy
16	0,7841	Easy
17	0,7614	Easy
18	0,1023	Difficult
19	0,1932	Difficult
20	0,4091	Sufficient
21	0,3977	Sufficient
22	0,6136	Sufficient
23	0,6023	Sufficient
24	0,1932	Difficult
25	0,2045	Difficult
26	0,3295	Sufficient
27	0,5341	Sufficient
28	0,5341	Sufficient
29	0,2159	Difficult
30	0,3977	Sufficient
31	0,3295	Sufficient
32	0,0455	Sufficient
33	0,3409	Sufficient
34	0,0455	Difficult
35	0,6477	Sufficient
36	0,4091	Sufficient
37	0,5682	Sufficient
38	0,5682	Sufficient
39	0,3978	Sufficient
40	0,5	Sufficient
41	0,3296	Sufficient
42	0,5909	Sufficient
43	0,1591	Difficult
44	0,125	Difficult

Appendix 9

The Result of Item Analysis on the Summative test

based on the discrimination power

No. of item	Difficulty level		Suggestion
1	0,18	Poor	Revised
2	0,07	Poor	Revised
3	0,14	Poor	Revised
4	0,18	Poor	Revised
5	0,34	Sufficient	Revised
6	0,5	Good	Retained
7	-0,16	Dropped	Dropped
8	0,3	Sufficient	Revised
9	0,3	Sufficient	Revised
10	0,18	Poor	Revised
11	0,27	Sufficient	Revised
12	0,05	Poor	Revised
13	0,20	Sufficient	Revised
14	0,09	Poor	Revised
15	0,14	Poor	Revised
16	0,25	Sufficient	Revised
17	0,11	Poor	Revised
18	0,07	Poor	Revised
19	0,07	Poor	Revised
20	0,18	Poor	Revised
21	0,20	Sufficient	Revised
22	0,5	Good	Retained
23	0,16	Poor	Revised
24	0,16	Poor	Revised
25	0,23	Sufficient	Revised
26	0,34	Sufficient	Revised
27	0,48	Good	Retained
28	0,25	Sufficient	Revised
29	0,16	Poor	Revised
30	0,57	Good	Retained
31	0,25	Sufficient	Revised
32	-0,05	Dropped	Dropped
33	0,32	Sufficient	Revised
34	0,09	Poor	Revised
35	0,20	Sufficient	Revised
36	0,14	Poor	Revised
37	0,32	Sufficient	Revised
38	0,27	Sufficient	Revised
39	0,3	Sufficient	Revised
40	0,18	Poor	Revised
41	-0,07	Dropped	Dropped
42	0,36	Sufficient	Revised
43	0,23	Sufficient	Revised
44	0,11	Poor	Revised

Appendix 10

The Results of Items Analysis Based on the Effectiveness of Distracters

Item No:1

Alternatives:	A*	B	C	D	E	Tot
Upper group	24	11	5	2	1	43
Lower group	16	14	5	5	.5	45
Total	40	25	10	7	6	88
Percentages	45%	28%	11%	8%	7%	100%

Item No:23

Alternatives:	A	B	C	D*	E	tot
Upper group	0	3	1	30	7	41
Lower group	6	8	7	23	3	47
Total	6	11	8	53	10	88
Percentages	7%	13%	9%	60%	11%	100%

Item No:2

Alternatives:	A	B*	C	D	E	Tot
Upper group	1	42	0	1	0	44
Lower group	2	39	2	1	0	44
Total	3	81	2	2	0	88
Percentages	3%	92%	2%	2%	0%	100%

Item No:24

Alternatives:	A	B	C	D*	E	tot
Upper group	8	16	5	12	3	44
Lower group	12	13	9	5	5	44
Total	20	29	14	17	8	88
Percentages	23%	33%	16%	19%	9%	100%

Item No:3

Alternatives:	A	B*	C	D	E	Tot
Upper group	2	39	2	1	0	44
Lower group	6	33	4	1	0	44
Total	8	72	6	2	0	88
Percentages	9%	82%	7%	2%	0%	100%

Item No:25

Alternatives:	A	B	C	D*	E	tot
Upper group	21	2	1	14	4	42
Lower group	27	4	3	4	8	46
Total	48	6	4	18	12	88
Percentages	55%	7%	5%	20%	14%	100%

Item No:4

Alternatives:	A	B	C	D	E*	Tot
Upper group	1	24	2	0	17	44
Lower group	2	32	0	1	9	44
Total	3	56	2	1	26	88
Percentages	3%	64%	2%	1%	30%	100%

Item No:26

Alternatives:	A	B	C	D*	E	tot
Upper group	2	5	9	22	6	44
Lower group	14	7	8	7	8	44
Total	16	12	17	29	14	88
Percentages	18%	14%	19%	33%	16%	100%

Item No:5

Alternatives:	A*	B	C	D	E	Tot
Upper group	41	1	0	1	1	44
Lower group	26	3	7	4	4	44
Total	67	4	7	5	5	88
Percentages	76%	5%	8%	6%	6%	100%

Item No:27

Alternatives:	A	B*	C	D	E	tot
Upper group	4	34	1	0	6	45
Lower group	6	13	4	3	17	43
Total	10	47	5	3	23	88
Percentages	11%	53%	6%	3%	26%	100%

Item No:6

Alternatives:	A	B	C	D*	E	Tot
Upper group	2	5	2	34	2	45
Lower group	13	8	5	12	5	43
Total	15	13	7	46	7	88
Percentages	17%	15%	8%	52%	8%	100%

Item No:28

Alternatives:	A*	B	C	D	E	tot
Upper group	29	2	6	4	2	43
Lower group	18	14	5	6	2	45
Total	47	16	11	10	4	88
Percentages	53%	18%	13%	11%	5%	100%

Item No:7							Item No:29						
Alternatives:	A	B*	C	D	E	Tot	Alternatives:	A*	B	C	D	E	Tot
Upper group	6	14	16	5	2	43	Upper group	13	8	18	5	3	47
Lower group	8	21	3	8	5	45	Lower group	6	11	6	12	6	41
Total	14	35	19	13	7	88	Total	19	19	24	17	9	88
Percentages	16%	40%	22%	15%	8%	100%	Percentages	22%	22%	27%	19%	10%	100%

Item No:8							Item No:30						
Alternatives:	A	B	C*	D	E	Tot	Alternatives:	A	B*	C	D	E	Tot
Upper group	3	4	34	2	1	44	Upper group	2	30	2	6	4	44
Lower group	4	2	21	10	7	44	Lower group	8	5	12	17	2	44
Total	7	6	55	12	8	88	Total	10	35	14	23	6	88
Percentages	8%	7%	63%	14%	9%	100%	Percentages	11%	40%	16%	26%	7%	100%

Item No:9							Item No:31						
Alternatives:	A	B	C	D*	E	Tot	Alternatives:	A	B	C	D	E*	Tot
Upper group	2	0	11	26	5	44	Upper group	8	7	2	6	20	43
Lower group	6	0	22	13	3	44	Lower group	27	1	4	4	9	45
Total	8	0	33	39	8	88	Total	35	8	6	10	29	88
Percentages	9%	0%	38%	44%	9%	100%	Percentages	40%	9%	7%	11%	33%	100%

Item No:10							Item No:32						
Alternatives:	A	B*	C	D	E	Tot	Alternatives:	A*	B	C	D	E	Tot
Upper group	7	21	15	2	3	48	Upper group	1	13	9	13	8	44
Lower group	5	13	10	3	9	40	Lower group	3	28	4	8	1	44
Total	12	34	25	5	12	88	Total	4	41	13	21	9	88
Percentages	14%	39%	28%	6%	14%	100%	Percentages	5%	47%	15%	24%	10%	100%

Item No:11							Item No:33						
Alternatives:	A*	B	C	D	E	Tot	Alternatives:	A*	B	C	D	E	Tot
Upper group	41	2	1	0	1	45	Upper group	22	5	4	14	0	45
Lower group	29	3	6	2	3	43	Lower group	8	8	8	18	1	43
Total	70	5	7	2	4	88	Total	30	13	12	32	1	88
Percentages	80%	6%	8%	2%	5%	100%	Percentages	34%	15%	14%	36%	1%	100%

Item No:12							Item No:34						
Alternatives:	A*	B	C	D	E	Tot	Alternatives:	A	B	C	D*	E	Tot
Upper group	19	8	4	3	14	48	Upper group	0	5	24	4	9	42
Lower group	17	12	2	4	5	40	Lower group	2	3	9	5	27	46
Total	36	20	6	7	19	88	Total	2	8	33	9	36	88
Percentages	41%	23%	7%	8%	22%	100%	Percentages	2%	9%	38%	10%	41%	100%

Item No:13							Item No:35						
Alternatives:	A	B*	C	D	E	Tot	Alternatives:	A	B	C	D	E*	Tot
Upper group	2	38	3	0	2	45	Upper group	3	0	3	2	33	41
Lower group	5	29	5	1	3	43	Lower group	9	4	5	5	24	47
Total	7	67	8	1	5	88	Total	12	4	8	7	57	88
Percentages	8%	76%	9%	1%	6%	100%	Percentages	14%	5%	9%	8%	65%	100%

Item No:14						Tot
Alternatives:	A	B	C	D*	E	0
Upper group	5	0	4	20	15	44
Lower group	5	7	5	16	17	44
Total	10	7	9	36	32	88
Percentages	11%	8%	10%	41%	36%	100%

Item No:36						Tot
Alternatives:	A	B	C	D	E*	Tot
Upper group	0	7	4	9	21	41
Lower group	6	2	11	13	15	47
Total	6	9	15	22	36	88
Percentages	7%	10%	17%	25%	41%	100%

Item No:15						
Alternatives:	A	B	C	D	E*	Tot
Upper group	0	2	0	2	41	45
Lower group	1	4	3	0	35	43
Total	1	6	3	2	76	88
Percentages	1%	7%	3%	2%	86%	100%

Item No:37						
Alternatives:	A	B*	C	D	E	Tot
Upper group	6	32	2	3	1	44
Lower group	9	18	5	10	2	44
Total	15	50	7	13	3	88
Percentages	17%	57%	8%	15%	3%	100%

Item No:16						
Alternatives:	A*	B	C	D	E	Tot
Upper group	40	0	2	0	3	45
Lower group	29	2	6	4	2	43
Total	69	2	8	4	5	88
Percentages	78%	2%	9%	5%	6%	100%

Item No:38						
Alternatives:	A	B	C	D*	E	Tot
Upper group	6	4	2	31	2	45
Lower group	8	4	8	19	4	43
Total	14	8	10	50	6	88
Percentages	16%	9%	11%	57%	7%	100%

Item No:17						
Alternatives:	A	B	C	D*	E	Tot
Upper group	1	3	4	36	1	45
Lower group	2	4	3	31	3	43
Total	3	7	7	67	4	88
Percentages	3%	8%	8%	76%	5%	100%

Item No:39						
Alternatives:	A	B*	C	D	E	Tot
Upper group	7	24	6	6	2	45
Lower group	10	11	6	9	7	43
Total	17	35	12	15	9	88
Percentages	19%	40%	14%	17%	10%	100%

Item No:18						
Alternatives:	A	B*	C	D	E	Tot
Upper group	1	6	7	25	5	44
Lower group	4	3	12	21	4	44
Total	5	9	19	46	9	88
Percentages	6%	10%	22%	52%	10%	100%

Item No:40						
Alternatives:	A	B	C*	D	E	Tot
Upper group	2	6	26	6	1	41
Lower group	7	6	18	12	4	47
Total	9	12	44	18	5	88
Percentages	10%	14%	50%	20%	6%	100%

Item No:19						
Alternatives:	A	B	C*	D	E	Tot
Upper group	3	7	10	16	6	42
Lower group	8	6	7	18	7	46
Total	11	13	17	34	13	88
Percentages	13%	15%	19%	39%	15%	100%

Item No:41						
Alternatives:	A	B*	C	D	E	Tot
Upper group	1	13	7	14	8	43
Lower group	3	16	9	7	10	45
Total	4	29	16	21	18	88
Percentages	5%	33%	18%	24%	20%	100%

Item No:20						
Alternatives:	A*	B	C	D	E	Tot
Upper group	22	5	0	2	11	40
Lower group	14	14	6	1	13	48
Total	36	19	6	3	24	88
Percentages	41%	22%	7%	3%	27%	100%

Item No:42						
Alternatives:	A	B	C*	D	E	Tot
Upper group	2	3	34	6	1	46
Lower group	2	8	18	10	4	42
Total	4	11	52	16	5	88
Percentages	5%	13%	59%	18%	6%	100%

Item No:21 Alternatives:	A	B*	C	D	E	Tot
Upper group	3	22	9	4	5	43
Lower group	12	13	15	2	3	45
Total	15	35	24	6	8	88
Percentages	17%	40%	27%	7%	9%	100%

Item No:43 Alternatives:	A	B	C	D	E*	Tot
Upper group	3	9	12	10	12	46
Lower group	5	14	10	11	2	42
Total	8	23	22	21	14	88
Percentages	9%	26%	25%	24%	16%	100%

Item No:22 Alternatives:	A	B	C*	D	E	Tot
Upper group	3	1	38	3	0	45
Lower group	1	2	16	13	11	43
Total	4	3	54	16	11	88
Percentages	5%	3%	61%	18%	13%	100%

Item No:44 Alternatives:	A	B	C*	D	E	Tot
Upper group	29	6	8	1	1	45
Lower group	20	11	3	5	4	43
Total	49	17	11	6	5	88
Percentages	56%	19%	13%	7%	6%	100%

Notes : * (correct answer)

Appendix 10

The Ineffective Distracters of the Summative Test

No	Number of Item	Distracters
1	2	A, C, D, E
2	3	D,E
3	4	A, C
4	9	B
5	11	D
6	13	D
7	15	A, C, D
8	16	B
9	17	A
10	20	D
11	22	B
12	27	D
13	33	E
14	34	A
15	37	E

Appendix 11

RESEARCH INSTRUMENTS

Interview Guide

No	Questions	Data Resources
1	Did you construct the summative test for the first year students easily? Why?	The English Teacher
2	How much money did you spend during in constructing, administering, and scoring the summative test?	The English Teacher
3	How long did you construct the summative test?	The English Teacher
4	How long did you give the time for the first year students to answer the test?	The English Teacher
5	Did you score the summative test easily?	The English Teacher
6	How did you interpret the summative test score, by Criterion Reference Approach (NRA) or Norm Referenced Approach (NRA)?	The English Teacher
7	Why did you choose this approach?	The English Teacher
8	Was it difficult?	The English Teacher
9	If yes, what are the difficulties?	The English Teacher

Document Guide

No	Data Taken	Data Resources
1	The English summative test item	Document
2	The answer key	Document
3	The students' answer sheets	Document

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat . Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp. (0331) 334988

Nomor : **P 6 0 8**J25.1.5/PL5/2000
Lampiran : Proposal
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Bapak Kepala Sekolah

SMUN 1 Waru

di.

Pamekasan - Waru

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a : NURUL ISKANDAR

N i m : 960210401054

Program/Jurusan : PENDIDIKAN BAHASA INGGRIS

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan Judul :

AN ANALYSIS ON SUMMATIVE TEST CONSTRUCTED BY THE ENGLISH TEACHER OF SMUN 1 WARU - PAMEKASAN IN THE 1999/2000 ACADEMIC YEAR.

Pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

DJOKO SUHUD
NIP. 130 355 407

Irah SP

DEPARTEMEN PENDIDIKAN NASIONAL
KANTOR WILAYAH PROPINSI JAWA TIMUR
SMU NEGERI I WARU

JALAN RAYA WARU - WARU - PAMEKASAN 69353 ☎ (0324) 510152

Nomor   : 82/I04.34/SMU.7/LL/2000

Lampiran : -

Perihal   : *IJIN PENELITIAN*

20 Oktober 2000

Kepada
Yth.

: Dekan Universitas Jember
Jl. Kalimantan III / 3
di –

    J E M B E R

Menindak lanjuti surat saudara nomor : 608.125.1.5/PL.5/2000, perihal : Ijin Penelitian, maka sekolah SMU Negeri 1 Waru Pamekasan memberi ijin penelitian dari tanggal 30 Oktober s/d 2 Nopember 2000 kepada :

N a m a   :   NURUL ISKANDAR

N i m   :   960210401054

Program / Jurusan   :   Pendidikan Bahasa Inggris

Tujuan Penelitian   :   Menyelesaikan Ujian Akhir dengan judul
                                 An analisis on summative test constructed by the english teacher of SMUN 1 Waru in the 1999/2000 academic year.

Demikian surat ijin penelitian ini kami buat untuk dipergunakan sebagaimana mestinya.

Kepala Sekolah,

DJOKO SUPRATIKNJO
NIP.: 130 523 199

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Nurul Iskandar

NIM/Angkatan : 960210401054/1996

Jurusan/Program Studi : PBS/Bahasa Inggris

Judul Skripsi : An Analysis on Summative Test Constructed By The English
Teacher of SMUN 1 Waru-Pamekasan in The 1999/2000 Academic
Year.

Pembimbing I : Dra. Zakiyah Tasnim, MA

Pembimbing II : Drs. Wiwiek Eko Bindarti

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Sabtu/27-05-2000	Matrix	
2.	Selasa/30-05-2000	Chapter I	
3.	Rabu/12-07-2000	Chapter II	
4.	Jumat/11-08-2000	Chapter III	
5.	Senin/09-11-2000	Research Instrument	
6.	Sabtu/18-11-2000	Chapter IV and V	
7.	Rabu/10-01-2000	Chapter IV and V	
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Nurul Iskandar

NIM/Angkatan : 960210401054/1996

Jurusan/Program Studi : PBS/Bahasa Inggris

Judul Skripsi : An Analysis on Summative Test Constructed By The English Teacher of SMUN 1 Waru-Pamalasorm in The 1999/2000 Academic Year

Pembimbing I : XXXXXXXXXXXXXXXX, MA

Pembimbing II : Dra. Wiwiek Eko B. MPd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin/29-05-2000	Matrix	✓
2.	Kamis/08-06-2000	Chapter I	✓
3.	Kamis/27-07-2000	Chapter II	✓
4.	Rabu/06-09-2000	Chapter III	✓
5.	Kamis/12-10-2000	Research Instrument	✓
6.	Jumat/12-01-2001	Chapter IV and V	✓
7.	Kamis/18-01-2001	Abstract	✓
8.			
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15.			

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