

**AN ANALYSIS OF ENGLISH MID-TERM TEST ITEMS FOR THE  
EIGHTH GRADE STUDENTS OF MTs NEGERI 2 SUKOHARJO  
IN THE 2019/2020 ACADEMIC YEAR**

**THESIS**

Submitted as a Partial Requirements for the Undergraduate Degree  
in English Language Education



**By:**

**Siti Zaenab**

**SRN. 15.32.2.1.221**

**ENGLISH LANGUAGE EDUCATION  
CULTURES AND LANGUAGES FACULTY  
THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

**2020**

## ADVISOR SHEET

Subject : Thesis of Siti Zaenab  
SRN : 15.32.2.1.221

To  
The Dean of Cultures and  
Language Faculty  
IAIN Surakarta  
In Surakarta

Assalamu'alaikum Wr.Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Siti Zaenab

SRN : 15.32.2.1.221

Title : AN ANALYSIS OF ENGLISH MID-TERM TEST ITEMS FOR  
THE EIGHTH GRADE STUDENTS OF MTs NEGERI 2 SUKOHARJO IN  
THE 2018/2019 ACADEMIC YEAR

Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain undergraduate degree in IAIN Surakarta.

Thank you for the attention.

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Surakarta, January 13<sup>th</sup> 2020


Advisor




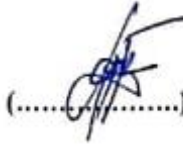
**Dr. Yusti Arini, M.Pd**  
NIP 197508292003122001

## RATIFICATION

This is to certify the Undergraduate Degree thesis entitled "An Analysis of English Mid-Term Test Items for the Eighth Grade Students of MTs Negeri 2 Sukoharjo in the 2019/2020 Academic Year" by Siti Zaenab has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate Degree of English Language Education.

Chairman : Arina Rohmatika, S.Pd., M.Pd (...)  
NIP 198406132015032005

Secretary : Dr. Yusti Arini, M.Pd (...)  
NIP 197508292003122001

Main Examiner : Dr. Imroatus Solikah, M.Pd (...)  
NIP 197703162009122002

Surakarta, March 3<sup>th</sup> 2020

Approved by

The Dean of Cultures and Languages Faculty

  
Dr. Loto Suharto, S.Ag., M.Ag.  
NIP.197104031998031005

## **DEDICATION**

*This thesis is dedicated to*

- 1. My beloved parents, Mr. Achmad Nizar and Mrs. Murdiah who gives me support and prayers in my life.*
- 2. My Almamater, the State Islamic Institute of Surakarta.*

## **MOTTO**

Indeed, with hardship [will be] ease.

(QS. Al Insyirah: 6)

All our dreams can come true, if we have the courage to pursue them

(Walt Disney)

“You will regret someday if you don’t do your best now”

(Jeon Jungkook)

## PRONOUNCEMENT

Name : Siti Zaenab  
SRN : 15.32.2.1.221  
Study Program : English Language Education  
Faculty : Cultures and Language Faculty

I hereby sincerely state that the thesis entitled **“AN ANALYSIS OF ENGLISH MID-TERM TEST ITEMS FOR THE EIGHTH GRADE STUDENTS OF MTs NEGERI 2 SUKOHARJO IN THE 2018/2019 ACADEMIC YEAR”** is my real masterpiece. The things out my masterpiece in this thesis are signed by citation and referred in bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, February 5<sup>th</sup> 2020

Stated by:

Siti Zaenab

SRN. 15.32.2.1.221

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The researcher realized that this thesis is still far from being perfect, therefore, the researcher accepts gratefully every criticism, comments, and suggestion from those who concern to this thesis. The researcher hopes that this thesis can be useful for the readers especially for who are interested in the similar study.

Surakarta, February 5<sup>th</sup> 2020

The Researcher

Siti Zaenab



## ABSTRACT

Siti Zaenab. 2020. **AN ANALYSIS OF ENGLISH MID-TERM TEST ITEMS FOR THE EIGHTH GRADE STUDENTS OF MTs NEGERI 2 SUKOHARJO IN THE 2019/2020 ACADEMIC YEAR.** Thesis. English Language Education. Cultures and Languages Faculty. IAIN. Surakarta.

Advisor : Dr. Yusti Arini, M.Pd

Key words : English Mid-Term Test, Item Analysis, Descriptive Quantitative

The objective of this research is to know how the content validity, reliability, discriminating power, and difficulty level of English mid-term test for the eighth grade students at MTs Negeri 2 Sukoharjo in the 2019/2020 academic year. The concern of the research is all the test, multiple choice and essay test.

In this study, the researcher uses descriptive quantitative design. The data were taken from 118 students' answer sheets responses in four classes. The analysis comprises four aspects criteria those are validity, reliability, discriminating power, and difficulty level using Arikunto's formula.

The result **content validity** shows the test has a good content validity on fair, because all of the material is the test is based on the syllabus and table of specification on objective test, but in subjective test need to be revised, the **reliability** index result shows 0.737 which was classification as a high on the multiple choices question, and 0.599 was classification fair in the essay question, the **discriminating power** result shows 40% on multiple choices and 60% on essay question of the test items are considered as excellent items. 20% on multiple choice and 20% on essay questions of the items are considered as good items. 12% are considered as fair items and 28% on multiple choices and 20% on essay question are considered as poor items, than the **difficulty level** result shows 40% on multiple choices and 20% on essay questions are easy, 32% on multiple choices and 80% on essay questions are moderate, and 28% question are difficult. The suggestion for the researcher and test maker is they should analyze the result of the students' test items to know the quality of the test. Than the conclusion is the test is good in objective test, but in subjective test must be revised.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Evaluation has an important role in many activities. In English teaching, evaluation gives information about how successful an effort has been. The information gained through this evaluation will be very useful to make improvement in the future. Evaluation is considered that between teaching and testing are like two sides of coin, it cannot be separated. To reach the purpose of instructional activities, the teacher applies evaluation to measure how far the student understands about the material (Gronlund, 1990:5).

In evaluating teaching and learning activities, there are some meanings which can be used; one of them is a test. Test is a tool of evaluation which has important role to measure teaching learning process. In the area of vocational and technological education, tests are also used for many different purposes. A test can be used as information to guide the placement of students into appropriate classes or programs. Test is important part of the teaching and learning process if they are integrated into daily classroom teaching and are constructed to be part of the learning process for the cumulation event. As stated by Hughes (2003:13), a test is intended to measure students' achievement and the degree of success of the teaching learning program. Through testing, we can measure students' knowledge or ability, allow students to see their own progress and allow teacher to make adjustment to their instruction on daily basis. In a simple term, a test is method of measuring a person ability, knowledge, or performance is a given domain therefore "test is

also used to diagnose the strengths and weaknesses area of the students, it is to ascertain what learning skill needs to take place” (Hughes, 2003:15).

To evaluate students’ achievement of the material which has been taught, usually the teacher gives the students some questions in the form of a test. Teachers can conduct it after each chapter of the material is finished or at the end of semester. The test, called achievement test, is a systematic procedure for determining the amount of student has learned. There are two kinds of achievement test; formative test and summative test. In this research, the researcher chose summative test or final test as the kind of test which administered at the end of unit or term of semester or year of study in order to measure what has been achieved both individual and by groups. Nurgiyantoro (2001: 82) explain types of test which seems to be familiar to objective test items, e.g., true false, completion, matching, short answer, and multiple choices. Multiple choices are the most familiar objective test. The test can be in the form of essay test in which students have to write the answer on some sentences. Besides, teachers can give the test in the form of multiple-choice to simply check students’ achievement. The teachers who make a test have to know the principles and the steps that must be done in making a good test.

Teacher is the most responsible part of the education program result that happened in a class. In line with this responsibility, the teacher should be required to evaluate the students’ knowledge as the tool in supporting their profession. In the case teacher has to measure whether students have mastered the learning material by the guidance of teacher in accordance with the learning material by the



guidance of teacher in accordance. With the objectives which have planned, teachers can use test to assess their students (Brown, 2003:4). A qualified test can measure students' ability in understanding the learning materials. Nowadays, tests become a way of life in the educational world since the reliance on testing and assessment as educational reform tool is increased. Test is used by many schools in many countries to gather information about students' ability and knowledge.

According to Sudijono (2012:67) test is a way or procedure in order to measure and as segment in education, that can be organized as assignment. Arikunto (2002:52) stated that test is instrument or procedure used to know or measure something with the manner and given rules. Kluitmann (2008:8) clarified that in a broad of sense, a lot of tests can be classified as language tests, ranges from exams at school or university to certificate aiming to provide the holder with some sort of standardized qualification.

One of the tests that students expect difficult is English test. According to Richard (1990:93), English as foreign language is taught as a subject in schools but not used as medium instruction in education not as a language. Beside that, they don't know that test can improve their learning and help the teacher to evaluate the instruction. Heaton (in Setyaningrum, 2014:3) states that a good classroom test will help the teacher to locate the precise areas of difficulty encountered by the class or by the individual student. Heaton in Setyaningrum (2014:3) states that a good classroom test will help the teacher to locate the precise areas of difficulty encountered by the class or by the individual student.

According Tinabunan (1988:7), test is an instrument that consists of correct answer in every item that can be administered in oral or written. The item test should have one answer. This answer must be absolutely correct unless the instruction specifies choosing the best option. Each option should be as brief and as clear as possible.

There are many types of test to measure students' achievement. According to Nurgiyantoro (2001:60-64), kinds of test divided into teacher made test and standardize test. Teacher made test is a test which has arranged by teacher. This test is intended to measure students' achievement after teaching process conducted by teacher. Standardized test can be divided into two tests, they are aptitude test and achievement test is quite different withy aptitude test. Achievement test used to gain the knowledge and skill which have learned in educational level and the items used for materials measurement.

There are many kinds of test, one of them is achievement test with is designed to measure what have been learned or achieved by the students. There are four tpes of achievement test which are very commonly used by teachers in the classroom: placement test, formative test, diagnostic test, and summative test (Tinambunan, 1988: 7). The type of achievement test,which often used by the teacher to evaluate the successfulness his or her teaching and learning in the classroom is summative test. The summative test is used in the end of the courses of instruction to know the students' performance grade whether they have already mastered all of the materials which they have reached while the teaching and learning process (Arifin, 2012: 129)

Based on the section of 1, verse (2) The Law of the Minister of Education and Culture of the Republic Indonesia Number 66, years of 2013 about standard educational assessment “Mid-term examination is an activity conducted by educators to measure the achievement of competence of learners after implementing the 8 – 9 weeks learning activities. The scope covers the entire midterm exams indicator which represents the whole period”. In making a test the teacher should have some criteria of good test. It means that, all good tests must have five qualities: validity, reliability, practicality, objectivity, and economical (Widoyoko, 2014:93).

Other kinds of test on the function in learning activity, could be classified into four kinds, they are formative test, summative test, diagnostic test, and placement test (Purwanto, 2011:67-70). Mid-term test categorized as formative test designed solely to provide information and feedback to an instructor and allow for development and improvement of course in progress. Summative test aims to measure or summarize what a student has grasped and it typically occurs at the end of a course or unit of instruction (Brown, 2003: 6). Arikunto (2015: 162-176) states type of test in the class there are subjective test and objective test. Subjective test commonly called as essay, the type of test which seems to be familiar to objective test items e.g., true false, completion, matching, short answer, and multiple choice item. Multiple choices item is the most familiar objective test. Multiple-choices test is the major test type used in Indonesia. There are pros and cons toward the use of this type. According to Linn and Groundlund (2000:195), the multiple choices are the most versatile type of test item available. It can

measure a variety of learning outcomes from simple to complex, and is adaptable to most type of subject matter content. The opposite view toward the use of multiple-choices item can be neutralized by encouraging test.

The test item analysis is a systematic procedure that will provide a very specific information to the test items that were arranged (Daryanto, 2008:177). Meanwhile, according to Sudjana (2011:135), "Test item analysis is the statement of tests in order to obtain the questions that have an adequate quality ". Another opinion by Nitko (2007:320) "Item analysis is the process of the collecting, summarizing, and using information from students' responses to make decisions about test item". The test item analysis aims to obtain a good quality question so as to obtain an actual overview of studentst' learning outcomes.

Qualified test should fulfill criteria's as good measurement tool. Good test can be seen by doing item analysis covers difficulty level, discriminating power and effectiveness of distractor. It is useful to know which good items and bad items, the teacher can interpret the possibility why the item is less than good. Good instrument test is appropriate with qualitative and quantitative aspects. Qualitative aspect can be seen by material, construction and language (BSNP, 2010:20-22). Quantitative aspect covers difficulty level, discriminating power and effectiveness of distractor (BSNP, 2010:4). In analyzing quantitative aspect can be used item analysis. To examine the quality of test, needed test item analysis.

According to Arifin (2012:313), the activity of test item analysis is an activity that must be done by teachers to improve the quality the questions that have been written. This activity is the process of collecting, summarizing, and

using the information from students' responses to make decisions about each assessment. Through the test item analysis, it will be obtained information about the good and not good item. One of the most effective ways to improve the teaching and learning process is by evaluating the test results obtained from the teaching and learning process itself (Arifin, 2012:314). Therefore, the activity of test item analysis is important to be conducted by the teacher for knowing the quality of the test items.

The researcher used two theses and two international journals as previous study to support the study in the scope of test item analysis. First, Wulandari (2017) thought her research entitled "*An Analysis of Test Item in The English Mid-Term Test for The Tenth Grade Students of SMK Muhammadiyah 2 Karanganyar at The First Semester of 2016/2017 Academic Year*", the aim of this research is to describe validity, the difficulty index, the discriminating power, and reliability. In light of the result from the research, it is recommended that the teacher as a test maker should really know the condition of the student if it wants produce good quality of the test. Second, Dwi Ciptaningrum (2014) entitled "*An Item Analysis of English Summative Test on Difficulty Level and Discriminating Power (A Case study of the First Grade Students of Junior High School of 3 Tangerang Selatan*", the objectives of this research is Describing the quality of English Midterm test for the first grade students of SMP Negeri 3 Tangerang Selatan 2013/2014 academic year. Third, Toksoz (2017) through their research entitled, "*item Analysis of a Multiple Choice Exam*". In this research, 453 students' responses have been

analyzed in terms of item facility, item discrimination and distractor efficiency by using the frequency showing the distribution of the responses of preparatory students. Based on the previous studies, the research related to the same analysis of English test and field of research on the item analysis. The differences with the previous studies are analyzed the difficulty level, the discrimination index and the effectiveness of distractor of the test item, where's in this research focus in analyzing the difficulty level, discriminating power, the validity, and the reliability of English midterm test item.

Based on the interview toward some English teachers at MTs Negeri 2 Sukoharjo, it is found out that test which is used in English mid-term test for the first semester of the eighth grade students in the 2019/2020 academic year was made by K3M team (*Kepala 3 Madrasah*) of English subject. The test was used by MTs Negeri 1 Sukoharjo, MTs Negeri 2 Sukoharjo, and MTs Negeri 3 Sukoharjo. After test was examined to students, teachers do not analyze the English mid-term test for the first semester of the eighth grade students in the 2019/2020 academic year from qualitative and quantitative aspect, so yet obtained the drawn about the quality of test from qualitative and quantitative and learning achievement which have done do not known yet. That is why the English mid-term test for the first semester of the eighth grade students in the 2019/2020 academic year needs to be analyzed.

Based on the result of pre-research at MTs Negeri 2 Sukoharjo done in November 2019, the researcher found the English mid-term in the first semester test's result in eighth grade is not satisfying. Example: number 1 on subjective test

in the syllabus is about asking attention (see on appendix 3. Page 84) but in the English mid-term is rearrange words (see on appendix 1 page 78). From the 118 Students, there are 41 students who pass the test. It means there is 34% of all the students in eighth grade who success in doing the English mid-term test. This condition attracted the researcher for doing a research. The researcher believes that the result of the tests do not always show the true students' abilities. The students' low scores do not always mean student has low understanding about the materials.

From the background of the study above, the researcher would like to analyze the test by using item analysis focused on the level difficulty, discriminating power, content validity, and reliability of the English mid-term test for the eighth grade students in MTs N 2 Sukoharjo. This test contains multiple choice question of question as much as 25 and 5 items of essay questions. This test was made by K3M team (*Kepala 3 Madrasah*) and it has never been corrected by the teacher, the teacher cannot say if this English mid-term test has good quality or not. Thus, the researcher will conduct the study under the title "AN ANALYSIS OF ENGLISH MID-TERM TEST ITEMS FOR THE EIGHTH GRADE STUDENTS OF MTs NEGERI 2 SUKOHARJO IN THE 2019/2020 ACADEMIC YEAR".

## **B. Problem Identification**

Based on the background of the study above, it would be better to identify the problems that will be investigated in this study. The researcher is interested in analyzing the quality of the test that was tested to the eighth grade students of MTs Negeri 2 Sukoharjo. The pre-research results show that the teacher has not

analyzed the item test done by the students. The researcher will analyze English mid-term test items for the eighth grade students MTs Negeri 2 Sukoharjo viewed from the level difficulty, discriminating power, validity, and reliability.

### **C. Limitation of the Problem**

To make clear, the researcher limits the problem that the study focused on the English mid-term test for the first semester of eighth grade students of MTs Negeri 2 Sukoharjo in the 2019/2020 academic years is analyzed in quantitative includes some aspects. There are quality of objective and subjective test include index difficulty, index discrimination, reliability, content validity, and predictive validity.

The researcher wants to analyze the quality of mid-term test, The number of multiple choice questions is 25 items with 4 choices answers and 5 items of essay question. The data will be obtained from the items test and answer sheet. The researcher chooses the eighth grade because those grades have basic knowledge in English lesson. Thus, the researcher can evaluate the test to improve the quality for next level.

### **D. Problem Formulation**

The researcher formulates the problem statement as follow:

How is the English mid-term test for the eighth grade of MTs Negeri 2 Sukoharjo at the first semester of 2019/2020 academic year quality in terms of difficulty level, discriminating power, validity, and reliability?



### **E. Objectives of the Study**

The objective of the study of this research is to find out the quality of objective and subjective test of the English mid-term test for the eighth grade students of MTs Negeri 2 Sukoharjo at the first semester of 2019/2020 academic year in the term of validity, reliability, the difficulty level from multiple choices, moderate and difficulty items of the English mid-term test and the discriminating power of the English mid-term test whether each item can differentiate the upper and the lower group of students.

### **F. Benefit of the Study**

The benefits expected after conducting this study are:

#### 1. Theoretical Benefits

The research expected this research can provide benefits for other researcher as the references for similar topics about questioning strategies. It is also expect can give an explanation the classroom interaction when the teacher uses the questioning strategies and which questions supports higher order thinking skill.

#### 2. Practical Benefits

##### a. The Teacher

The result of this study can be useful for the English teachers or the test makers to improve their competences to make a good test items.

##### b. The Researcher

The result of this study to give clear description about the quality of the English mid-term test for the eighth grade students of MTs Negeri 2

Sukoharjo at the first semester of 2019/2020 academic year especially in the difficulty level, validity, and reliability difficulty level and the discriminating power of the test.

### **G. Definition of the Key Terms**

There are several key words of this study, there are defined in some paragraphs below:

#### 1. Test

Arifin (2012:118) test is a technique or way consisting of some questions, statements, or tasks that are delivered to students in term of measuring their performance or behavior.

#### 2. Item analysis

Arikunto (2002:205), Item analysis is a systematic procedure which will give any information about the item of the test.

#### 3. Validity

Validity of a test is a degree to which the test measures what it is intended to measure (Brown, 2013: 387).

#### 4. Reliability

Fulcher, 2010: 57 state that Reliability refers to the consistency of score resulted from conducting one set of test to the same group twice and the result should be similar or almost the same.

#### 5. Difficulty Index

The calculation of the difficulty index is a measurement from the degree of difficulty in a question/matter (Arifin, 2012: 266).

## 6. Discrimination power

Discrimination power refers to a calculation of extent measurement in an item that is being able to distinguish students that have mastered the material and students that do not have mastered the materials based on the certain criteria (Arifin, 2012: 273).

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

#### **A. Theoretical Description**

In this chapter, the researcher explains about the definition of test, types of test, mid-term test, categories of good test, definition of item analysis, kinds of item analysis, the important of item analysis, previous related study and action hypothesis.

#### **1. Review of Test**

##### **a. Definition of Test**

Test has become a crucial thing in the journey to individual's success. Test is not only familiar in education, but also in general society. There are many kinds of test in generally world such as, healthy test, physical test, psychological test, driving test and so on. Since the past, test has been used to obtain individual's achievement. It is clear that test becomes an important part of individual's progress.

As stated by Nitko (2007:115), test is a systematic procedure for observing and describing one or more characteristics of a person with the is of either a numerical scale or category system. According to Arifin (2012:118), test is a technique or way consisting of some questions, statements, or task that delivered to students in term of measuring their performance or behavior. Anderson (1981:425), states that a test is any series of questions or exercise or other means of measuring the skill, knowledge, intelligence, capacities or aptitudes of an individual or group. Tinabunan

(1988:3), said that a test is a set of questions, each of which has a correct answer, that examines usually answer orally or in writing.

Based on the definitions above it can be concluded that test is utility to collect the information about students' performances in term of a set of some items such as questions, statements, or tasks in orally or writing by using category system such as a scoring.

#### b. Test in English Learning Process

According to Brown (2000: 7), learning is acquiring or getting knowledge of a subject or skill by study, experience or instruction. In additing, Kimble and Garnezy (in Brown, 200:7) defined learning as a relatively permanent change in a behavior tendency and result of reinforced practice.

The concept of learning is quickly become as complex as the concept of language. Nonetheless, the second language learners bring all those variables to the learning of a second language. In term of the growth of language, it is important that the learners receive input just slightly beyond their current level of competence (Atikasari, 2019: 10)

Teaching can not be defined apart from learning. Brown (2000:7) defines teaching as guiding and facilitating the learning, enabling the learners to learn, and setting the conditions of learning. The understanding of the teacher about how the learners learn will determine the philosophy of education, the teaching style, approach, method, and the classroom techniques.

Test is a method of measuring a person's ability, knowledge or performance in a given domain (Brown, 2003: 3). In addition, Arikunto (2012: 67) defines test as an instrument or procedure to measure something in a situation in a particular ways and rules. In term of developing test, Bachman (1995:50) offers three fundamental steps, i.e. (1) provide an obvious criteria of the abilities we want to measure, (2) specify precisely the conditions, or method that we will use in eliciting and observing performance, (3) quantify the observations to assure that the measurement scale have the properties we required.

It can be concluded that test is a method or way to measure a person's ability, knowledge, and skill by using question, command, and directions with systematic and objectives procedure in a certain way to collect the data or information. The students must give their best by answering a set of question conducted in a period of time. Students can reach their best performance in test is closely effected by the teacher's role.

#### c. Kinds of Test

There are many types of test to measure students' achievement. According to Nurgiyantoro (2001:60-64), kinds of test divided into teacher made test and standardize test.

##### 1) Teacher made test

Teacher made test is a test which has arranged by teacher. This test is intended to measure students' achievement after teaching process conducted by teacher. Test items arrangement as intended to measure

students' achievement, generally done by teacher in certain object study. Test items arrangement basically related on purpose and description of the material which has taught. It is possible having differences between one teacher and another teacher although have same object study. Teacher made test has a limited students' score achievements.

Analyzing and revising of item test is rarely done by teacher that is why the reliability of teacher made test is low. This weakness can be finishing if teacher want to learn and apply the technique of arranging and processing of assessment result. It purposed that this test intended to determine a) purpose achievement level, b) students' comprehension level, c) to give score to students as students' outcomes report.

## 2) Standardized Test

Standardized test can be divided into two tests, they are aptitude test and achievement test is quite different withy aptitude test. Achievement test used to gain the knowledge and skill which have learned in educational level and the items used for materials measurement. Standard in the test meant that do by al of students with the same direction and same limitation. It arranges by a team. After the arrangement finished, it has tryout to several students. Tryout result will be analyzed by using item analysis to know the difficulty level and discriminating power. Easy item or difficult item will be revised or discarded.

Standardized test used by all schools in same region. It usually has been completed with directions about test implementation and scoring

system. This test used to: 1) complete the information about students outcomes, 2) compare students' achievement in every school

Based on the definition above, the researcher concludes that the type of test is divided into two: standardized test and teacher-made test. Standardized test that developed based on standardized procedure in which to create a good quality test. Meanwhile, the teacher-made test is a test that developed by the classroom teacher to evaluate the daily learning activity including the students' progress in the class.

**Table 2.1**  
**Differences between Teacher made test**  
**and Standardized test**

<b>Teacher made test</b>	<b>Standardized test</b>
a) specific content addressed in class	a) content is appropriate to assess all students .
b) items have not been researched	b) items have been researched to reliably predict an outcome.
c) teacher decided how to administer and score the test. can be modified to for individual students or classes	c) there are standardized administration and scoring rules that cannot be modified
d) score somparisons can only be made to the group who look the same test in the same conditions (local, class, specific comparison)	d) scores can be compared to normal groups



#### d. Types of Test

##### 1) Types of test based on the purpose

Hughes (2003:9), divided types of test based on the purpose into four types, they are: proficiency test, achievement test, diagnostic test, and placement test.

##### a) Proficiency test

Proficiency test are designed to measure people ability in a language. “Proficient” means having sufficient command of the language for a particular purpose. For example, a test used to determine whether the students’ English is good enough to follow a course of study at a British University. Such a test may even attempt to take in to account the level and kind of English needed to follow courses in a particular subject area.

##### b) Achievement test

Achievement test is designed to establish how successful individual students, group of students, or the courses themselves have been in achieving objectives.

##### c) Diagnostic test

Diagnostic test is used to identify learners’ strength and weakness”. It means that diagnostic test is the tests used to determine the weakness and excess of the students based on these weaknesses can be given the appropriate treatment. Brown (2004:46) states “diagnostic test is designed to diagnose specified aspects of language. A test is

usually used in pronunciation” test is the kind of test that used to identify students’ strength and weakness.

The lack of a good diagnostic test is very unfortunate. They can be very useful for individual instructions or self instruction. Students would be shown where the gaps exist in them command of the language, and could be directed to sources of information, exemplification and practice, happily, the ready available of relatively inexpensive computers programmers would ensure that the learner spent no more time than was absolutely necessary to obtain the desired information, and without the need for a test administrator. Tests of this kind will still need a tremendous quantity

#### d) Placement test

Placements test is a kind of test which is used to place the student’s at the most appropriate level of a learning program to their abilities. Djiwandono (2011) divides the type of test according to five features. They are scoring procedure, the composing test technique, the frame of reference for interpreting-score, the purpose of the test implementation, and the function in learning activity

## 2) Types of Test Based on Functional Role in Classroom Instruction

Linn and Gronlund (2000:97), state that test can be classified in term of their functional role in classroom instruction, those are:

- a) Placement test is a test which is designed to determine students' performance at the beginning of instruction. It concerns with the students' entry performance
- b) Formative test is a test that design to monitor the learning progress during instruction. It provides continuous feedback to both student and teacher concerning learning success and failure. Russell and Arifin (2002:100), state "formative test is a test that taken by the teacher while interacting with students and it is focused on making quick and specific decision about what will do next in order to help students' learn"

Based on the explanation above, it can be concluded that formative test is a test that gives when the teacher have finished one or more unit teaching learning process.

- c) Diagnostic test is a test that is used to diagnose learning difficulties during instruction. It aims to determine the learning problems and to formulate plan of remedial action
- d) Summative test is a test that is designed to assess students' achievement at the end of instruction. It is used to determine the extent to which the instructional goals have been achieved and to assign the course grade.

The benefit of summative test are to decide a score, To establish whether the students can be in a group or not within receiving the next program, and To fill the students' learning progression.

Based on the definition above, the researcher draws a conclusion that mid-term test is classified as achievement test because it purposes to assess the students' mastery of material of a certain period in this case a halfway of one semester. It consists of objective and subjective test

#### e. Types of Test item

Djiwandono (2011:64), divided the types of test item into two major categories, those are objective test and subjective test.

##### 1) Objective test

The test can be called objective if the answers of the test have only one the correct answer as a key of the test item. In this test, the students have to choose one correct answer from some choices which provided by the teacher. According to Arifin (2012: 314), there are four kinds of objective test that most common use:

##### a) True-false

True false test serve statement. The statement could be correct and could be incorrect. Student has too put a circle in "T" letter if statement is correct and put a circle in "F" letter if the statement is incorrect.

The advantages of true-false test:

- (1) It covers a lot of contents in a short span of time
- (2) It is easier to prepare compared to multiple choice and matching
- (3) Type of test.

- (4) It is easier to score because it can be scored objectively compared a test depends on the judgments of the rater(s).
- (5) It is useful when there are two alternatives only.
- (6) The score is easy to check and it is more reliable than essay test.
- (7) Easy to construct.

The disadvantages of true-False Test:

- (1) Limited only to low level of thinking skills such as knowledge and comprehension or recognition recall information.
- (2) Dependence of absolute judgments at the teacher's criteria for the evaluation of the truth or falsity of any statement.
- (3) High probability of guessing (50%)

#### b) Multiple choices

The multiple-choice is the most popular in types of test because of the multiple-choice often used in many kinds of objective test. William and Stephen (2013:4), state that by far the most popular type of objective item is that in which the student is required to choose one alternative response to a problem or question. Nitko (2007:115), states that a multiple choice item consists of one or more introductory sentences followed by a list of two or more suggested responses from which the testee choose one as the correct answer.

#### c) Completion

The completion item is a written statement which requires the examinee to supply the correct word or short phrase in responses to an incomplete sentence, a question or a word association.

The Advantages of completion test are:

- (1) It is prepared and less time consuming
- (2) It covers a broad range of topic in a short span of time
- (3) It can assess effectively the lower level of Bloom's taxonomy
- (4) It reduces the possibility of guessing the correct answer because it requires recall
- (5) It covers greater amount of contents than matching type test.

The disadvantages of a completion or short answer test:

- (1) It is only appropriate for question that can be answered with short response
- (2) There is a difficulty in scoring when the questions are not prepared properly and clearly
- (3) It can assess only in bloom's taxonomy of cognitive domain
- (4) It is not adaptable in measuring complex learning outcomes
- (5) Scoring tedious and time consuming.

#### d) Matching

The matching item commonly appears in a two-column-format although variations on this format can be used. The two columns of a matching item are commonly called the premises and responses.

Matching items lend themselves well to test knowledge of relationship or definitions.

## 2) Subjective Test

Stanley and Marvin (1964:17), state that an essay test item demands response composed by the pupil, usually in one or more sentences, of a nature that no single response or pattern of responses can judge subjectively only by one skilled and informed in the subject, customarily the classroom teacher. The type of essay item the students supply their answers rather than choose the correct answer. The essay-type question requires the examinee to read the question, formulate his response and express the response in his own words. It means that the students are given a freedom to express their idea for answering the question.

Subjective test commonly called as essay (*uraian*). Essay test is a type of test needs to explain the answer in word. Student allows to select, construct and present the answer with their own words. The characteristic of this test is started by; explain, why, how, compare, conclude, etc.

### a) The advantages of subjective test

- (1) Essay to prepared and arranged
- (2) It is not give too much opportunity to speculate or guessing the answer.
- (3) Push the student to be brave in proposing their opinion and construct it in good sentences

- (4) Give the opportunity to student to present their statement with their own words and their own way
  - (5) Know how far student's comprehending with the problem which is tested.
- b) The disadvantages of subjective test
- (1) Validity and reliability level is low because difficult to determine which aspect of student's ability which has comprehended
  - (2) Less of representative in explaining all of materials' scope because the question tested is limited.
  - (3) The way to assess is influenced by subjective aspects.
  - (4) Assessment is more difficult because need individual's judgment from assessor
  - (5) Need more time in correcting and it can not replace by other assessor
- c) The guideline in arranging
- (1) Test item could cover main idea from the material which is tested
  - (2) Test item should not take from a book directly. It needs to be served with other words.
  - (3) When arranging, test item have been completed with answer key and assessment direction.
  - (4) More various question like, "explain", "how", "why", in order to know student's comprehension with material.



(5) Question formulation should be easy to be understand.

(6) The question should be specific.

**Table 2.2**

**Scoring Rubric for Essay Items**

<b>Features</b>	<b>4 Expert</b>	<b>3 Accomplished</b>	<b>2 Capable</b>	<b>1 Beginner</b>
<b>Quality of Writing</b>	Piece was written in an extraordinary style and voice Very informative and well-organized	Piece was written in an interesting style and voice Somewhat informative and organized	Piece had little style or voice Gives some new information but poorly organized	Piece had no style or voice Gives no new information and very poorly organized
<b>Grammar, Usage &amp; Mechanics</b>	Virtually no spelling, punctuation or grammatical errors	Few spelling and punctuation errors, minor grammatical errors	A number of spelling, punctuation or grammatical errors	So many spelling, punctuation and grammatical errors that it interferes with the meaning

## **2. English Mid-term Test**

Mid-term (Webster's College Dictionary, 2010), is an examination given halfway through a school term, in this case a period that is called semester. Therefore, English mid-term test can be defined as a test in which it is a procedure to measure ability, knowledge, or performance that is given halfway of a semester toward English subject.

Linn and Gronlund (2000:31), state that a test typical consists of a set of question. They are called as test item. "Test item is a question or element in a test which requires an answer or response". According to Richard et al in Wulandari (2015:28), English as foreign language is the role of English in countries where it is taught as a subject in school but not used as a medium of instruction in education nor as a language of communication. Then, test is a procedure for measuring ability, knowledge or performance. The test which was administers to the students in halfway of the even semester (mid-tem-test). All of the students are familiar with teacher mid test (mid-term-test). Thus, English mid-test can be defined as a test in which is a procedure to measure ability, knowledge, or performance that is given a period of time.

### **3. Review of Item Analysis**

#### **a. Definition of item analysis**

Checking individual quality of every test item is considerably required to conduct. It is because due to the need for making sure that every item works properly to authentically provide the information about student's ability in real condition. The checking procedure of individual items is what to be called as item analysis.

According to Arikunto (2002:205), item analysis is systematic procedure which will give any question about the item of the test. Richard et.al, (1990:150) states that item analysis of the responses to the item in a test, in order to find out how effective the test item is and to find out if they indicate differences between good and weak students. Therefore, Nitko

(2007:320) says that item analysis is the process of collecting, summarizing and using information from students' responses to make decisions about test item. Arifin (2012:314) states that the activity of test item analysis is an activity that must be done by teacher to improve the quality of the questions which have been written.

Based on the theories above, the researcher concludes that item analysis is evaluation of item test to know the quality of the test in statistical. It used to investigate how good the test evaluates the students in order to help the teacher or the test maker in making another test in the future.

#### b. Kinds of item analysis

According to Medsen (1983:58), kinds of item analysis can be divided into, difficulty level, validity, and reliability.

##### 1) Item Difficulty Index (Item Difficulty Level)

Difficulty level is measuring how far the degree of difficulty index in a test (Arifin, 2003:266). The difficulty level of each item is the proportion of the students' correct answers from the matter. Difficulty level is the number of students who answered correctly from the question, divided by the number of item and students who take the test (Sudaryono, 2012:178). The function of the difficulty level of each matter in general link to the purpose of the test (Wahidmurni, 2010:19). For example, in the exam test uses an item that has a medium difficulty level. For the purpose of selections an item that has a high difficulty level. And for the purpose

of diagnostic uses an item that has a low difficulty level (Sudaryono, 2012:178).

Djiwandono (2011:226) states that, the level of difficulty uses to measure how difficult or easy of a whole part of the test and its item test itself. This difficult level is calculated by comparing total number of the right answer and the total wrong answer of participant. When many participants get right answer more, it indicates the test is easy. The difficulty level can be categorized between 0.10 (difficult), 0,50 (medium, 0.90 (easy).

Then, Djiwandono (2011:226), states the advantages of difficulty level are:

- a) To make most of the question in level normal test, not too easy and too difficult
- b) To make a little kinds of questions easy and difficult.
- c) To make a little kinds of question very easy and very difficult.

## 2) Discrimination Index (Discriminating Power)

Discriminating power is an index that shows the level of ability from each item distinguishing between a clever test participants who are less good (lower group) between the students (Zainul and Noehi, 2005:147). Discriminating power is the ability from each item that can differentiate between students who have mastered the material and the students who haven't yet mastered the material (Sudaryono, 2012:178). The number showing item discrimination power is called discrimination

index and abbreviated as *D*. an item which is correctly answered either by the students in upper and lower group indicates that the item is not good because it has no discrimination power. It behaves the same if both of the group (upper and lower) cannot answer the item correctly (Arikunto, 2013:206).

The purpose of seeking the discriminating power is determining whether the question from each item has the ability to distinguish the group from the aspect measured, appropriate exciting differences on the group.

### 3) Function of Distractors

Distractor is the optional or possible answers which is not the correct answer. The distractor which is not chosen from student means that the distractor is bad. Distractor could be said effective if the distractor interested the student to choose it.

Nitko (2007:328), said that every distractor should have at least one lower group students choosing it, and more lower group students than upper group students should choose it. A distractor should perform the function well. Arikunto (2002:328), said that a distractor in which none of the testee choosing it indicates that the distractor is poor. A good distractor is one that attracts the testee who do not have enough knowledge of the material is being tested.

- a) Functioning : the total students in upper and lower group who choose the distractor is not less than :

$$25\% \times \frac{1}{2(\sum d)} \times (k\alpha - kb)$$

In which:

D : the total of distracts

$k\alpha$  : upper group students

$kb$  : lower group students

- b) Poor : the total number of students who choose the distractor is less than the minimum value
- c) Not functioning : the distractor does not attract any students in the lower group and the upper group, the distractor attracts more students in upper group than lower group, the distractors attracts the students in lower group as many as students in upper group.

#### 4. Characteristics of a Good Test

A test can be said as a good test if fulfill the criteria of a good test should be met the 5 requirements, namely; validity, reliability, objectivity, practicability, and economical (Arikunto, 2005:57).

##### a. Validity

Before starting to the definition, we need to know about the differences between validity and valid. According to Arikunto (2005:58), validity is a noun, while valid is adjective. A test can be said if the test can measure what should be measured. A valid data is support evidence towards

test's score interpretation. Validating process includes collecting the evidences to show the basic scientific of score interpretation as planned. Example, information about a person named a call that is, short because his height less than 140 centimeters. This data is valid because it appropriates with reality, if height of A less than 140 centimeters.

According to Arikunto (2005:80), there are four types of validity as follow:

1) Content validity

The extent to which made from assessment results are appropriate, meaningful, and useful in term of the purpose of the assessment, (Gronlund, 1998:226)

The principal validity for achievement test is content validity. Content validity talks about the content of test. Content validity is concerned with the extent to which the test is represented of a defined body of content consisting of topics and processes. Therefore, the test should reflect instructional objectives or subject matter.

2) Construct validity

In construct validity, we have to measure the difficulties of the students toward the has to be qualified. According to Groundlund, construct validity is applicable to both norm-referenced and criterion-referenced tests, evidence in the latter case would, it consists of necessity and it can be less dependent on statiscal measures requiring score variability (Gronlund, 1982:131).

Nitko (1983:413) states that construct validity is the extent that test measures the trait, attribute, or mental process it should measure, and whether descriptions of person in term of such construct validity is to measure a specific characteristic or construct like the students' motivation intelligence, attitude, etc.

Construct validity is used to ensure that the measure is actually measure what it is intended to measure (i.e. the construct), and not other variables. Using a panel of (experts) familiar with the construct is a way in which this type of validity can be assessed. The experts can examine the items and decide what that specific item is intended to measure. Students can be involved in this process to obtain their feedback.

Beside that Hughes and porter said that construct validity has focuses attention on the desirability of basing test construction an explicitly recognized theoretical foundation. A possible danger in the application of construct validity is that may open the way for subjective, unverified assertions about test validity (Hughes and Porter, 1983: 143)

### 3) Predicative Validity

Predicative validity includes to empirical validity. Empirical Validity depends on empirical and statically evidence as to whether student's marks on the test are similar to their marks on other appropriate measures of their ability, such as their scores on other test. Predictive validity is whether or not the test scores predict a specified future performance.



#### 4) Concurrent validity

Concurrent validity includes to empirical validity. Empirical validity depends on empirical and statically as to whether student's marks on the test are similar to their marks on other appropriate measure of their abilities, such as their scores on other tests. Concurrent validity is whether or not the test score estimating a specified present performance.

#### b. Reliability

Brown (2003:20) said that a reliable test is consistent and dependable. Furthermore, Corder (1973:364), stated that the term of reliability has cropped up on several concerned in the last few sections. It is now time to examine the notion in greater detail. We want our test to measure as accurately as possible what they set out to measure. But if for any reason we cannot place our confidence in the result we get, then we can scarcely regard the test as valid. We have therefore to do all we can to make our tests reliable. Nobody would place any confidence in the measurement of someone height if the measuring tape used was made of elastic, nor would one have much confidence in a measurement performed by someone whose eyesight was so poor he couldn't read the markings on the scale. In language testing, we seek to achieve reliability through what we have called objectivity

The test is said to be reliable if the result remained consistent or if tested for many times. If connecting with validity then the validity related to accuracy while reliability related to the stats. It means that, if the test has been tested more than once in the same student in the different time but the

score does not change drastically with the score before, so the test can be called reliable.

c. Objectivity

Objectivity means there is no personal element in processing the data. The opposite of objective is subjective, meaning that there is a personal element in performing the test there is no subjective factors that influence the data, especially in the scoring system.

d. Practicability

A test is said to have a high practicability if the tests are practical, easier in administrating it. Tinabunan (1988:11), said “before administering the test, some factors about the administration and the test itself must be careful considered”. It means that before making a test, the test maker has thought of the some consequences of the usability the test itself such as scoring procedure in order to make the teacher easier to calculate the result of the test.

e. Economical

Economical in here is that the implementation of the test does not require an expensive cost, effort and a long time. As Brown (2001:386) said that a good test is practical. It is within the meaning of financial limitations, time constrains, ease of administration, scoring and interpretation.”

Based on the definition above, there are so many things to do for checking the test so that it can have a good quality of test, but in this study the the researcher analyses difficulty level, discriminating power, validity and

reliability of multiple choice questions that have been tested to learners in MTs Negeri 2 Sukoharjo.

## **B. Previous Related Study**

The research about analysis test has already done by several researchers. The following are the summary that the researcher read from the result of the research before.

The first previous research is conducted by Wulandari (IAIN Surakarta: 2017) who conducted a research entitled “*An Analysis of Test Item in The English Mid-Term Test*” she conducted a research in Senior High School of SMK Muhammadiyah 2 Karanganyar. The aim of this research is to find the quality of difficulty level, discriminating power, validity and reliability. The finding of their study is moderate level in difficulty index with the result 52.5%, and the results of discriminating power in multiple choice items are fair 55%. The validity of the multiple choices item is 100% valid to the competency by checking the syllabus. The reliability in multiple choices items is 0.90% by applicator the formula. Therefore, the English mid-term test for the tenth grade students of SMK Muhammadiyah 2 Karanganyar at the first semester of 2016/2017 academic year has a good quality in term of difficulty level, discriminating power.

Other thesis about item analysis is the result of research arranged by Dwi Ciptaningrum (Syarif Hidayatullah State Islamic University Jakarta : 2014) entitled “*An Item Analysis of English Summative Test on Difficulty Level and Discriminating Power in Junior High School of 3 Tangerang Selatan*”. The writer describes the difficulty level and discriminating power by analyzing the test items

of the English Summative test. The findings of this study are moderate level with the result 0.69 index of the difficulty and the test also has the result 0.38 index of discriminating power so it is included in good quality. So, the English summative test of the first grade of SMPN 3 Tangerang Selatan at odd semester 2013/2014 academic year has good qualities in term. *Moderate* level of difficulty and good quality of discriminating power.

The researcher also conducted this research based on the previous study from journal. The first journal entitled “ *An Analysis of English Summative test items*”, written by Bernasela (F4210700-), Tanjung Pura University Pontianak. The results show that there are 33 good items which still can be used for the next summative test, 6 items should be discarded or changed by the other items and 11 items should be revised. The ineffectiveness of distractors in the test items which are need revision should be replaced since the ineffective distractors affected the test item both the difficulty level and discriminating power of the test items.

The fourth is International Journal from Sibel Toksoz, entitled “*Item Analysis of a Multiple Choice Exam*”. Vol 8, No 6 (2017). In the study, 453 students’ responses have been analyzed in terms of item facility, item discrimination and distractor efficiency by using the frequency showing the distribution of the responses of prefatory students. The study results reveal that most of the items are at the moderate level in terms of item facility. Besides, the results show that 28% of the items have a low item discrimination value. Finally, the the frequency results were analyzed in terms of distractor efficiency and it has

been found that same distractors in the exam are significantly ineffective and they should be revised.

The similarity between this research with the four previous study above is that all the two studies conduct the analysis of test item. The differences with the previous studies are analyzed the difficulty level, the discrimination index and the effectiveness of distractor of English test item, wheres in this research focus in analyzing the difficulty level, the validity, discriminating power, and reliability of English mid-term test item. The subject of the research is different from the previous studies. This research conducted in eighth grade of MTs Negeri 2 Sukoharjo in the 2019/2010 academic year.

**Table 2.3**  
**Similarities and Differences**  
**between Previous Studies and This Research**

No	Title	Similarities	Differences
1	An Analysis of Test Item in The English Mid-Term Test for The Tenth Grade Students of SMK Muhammadiyah 2 Karanganyar at the First Semester of 2016/2017 Academic Year	The method of the study by using quantitative research and field of research on item analysis.	The research analyzing on the difficulty level, discriminating power, validity, and reliability on multiple choices and essay.
2	An Item Analysis of English Summative Test on Difficulty Level and Discriminating Power in Junior High School of 3 Tangerang Selatan	The method of the study by using quantitative research and field of research on item analysis.	The research focus on the difficulty level, item discriminating power.

No	Title	Similarities	Differences
3	An Analysis of English Summative test items". written by Bernasela (F4210700-),	focus on analyzing the difficulty level, discriminating power	This journal conducted in descriptive study while the research used descriptive quantitative.
4	Item Analysis of a Multiple Choice Exam. Vol 8, No 6 (2017)	The method of the study by using quantitative research and field of research on item analysis.	The test analyzed in term of item facility, item discrimination and distractor efficiency

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Research Method**

This research is a descriptive quantitative research. This study is descriptive because it aims to present the validity, Realibility, and difficulty level of the English mid-term test items for MTs Negeri 2 Sukoharjo. Quantitative method used to measure the tests' validity, realibility, and difficulty level. This study is categorized as a quantitative research by using the formula. This research is also supported by some numerical data (the data result will be shown in table forms)

**B. Time of the Research**

This research conducted on August - November 2019 to get the data for research. This research start from the researcher do pre research, do the research and up to the time when the researcher write this research. Here is the organization of the research:

**Table 3.1**  
**Research Schedule**

No	Activities	2019			2020	
		Oct	Nop	Dec	Jan	Feb
1	Pre-research					
2	Title Consultation					
3	Proposal Draft Seminar					

No	Activities	2019			2020	
		Oct	Nop	Dec	Jan	Feb
4	Proposal Examination					
5	Thesis Draft					
6	Munaqosah					

### C. Data and Source of Data

The data is a collection of facts, such as values or measurements. It can be numbers, words, measurements, observations or even just description of things. Data source or source of data is source where of data are collected. According to Arikunto (2010:129), “the source of data in the study is subjects from which the data can be obtained. The research will not get more data without source data. Data sources are classified into three kinds, including: person, place and paper. The data of the research was the English mid-term test and students answer sheet.

The writer used primary and secondary data sources. Primary data sources was the English mid-term test while secondary data sources was got from any sources data that support this study. The materials are about on blue print and syllabus

### D. Technique of Collecting Data

The researcher got the data from study document. The researcher used three forms of instruments to collect the data needed for this researcher. They are the English mid-term test items for the eighth grade students of MTs Negeri 2 Sukoharjo in the 2019/2010 academic year, the key answer, and the student’s answer sheet.



The researcher used the English mid-term test items for the first semester of the eighth grade of MTs Negeri 2 Surakarta in the 2019/2020 academic year. The mid-term test item contains of 30 questions. These are 25 items of multiple choices and 5 items essay question. Each of multiple choices, consist of 4 possible answers with 3 distractors and 1 key answer. The researcher also used the answer key of English mid-term items for first semester of the eighth grade students of MTs Negeri 2 Sukoharjo in the 2019/2020 academic year to know the true and false answer of each item. The last document used by researcher is students' answer sheet to know students' result of the test.

#### **E. Technique of Analyzing Data**

In analyzing the data, the researcher used a formula proposed by Arikunto (2012:208). First the researcher gave zero score (0) to the number of item which is wrong answer and score one (1) for the correct answer for all the item each students. Before calculating the results, the researcher need to classify the students into three groups i.e., lower (27%), middle (46%), and upper (27%). Upper and lower groups are used in the computation, while the middle group is discarded.

##### **1. Validity of The Test**

Content validity is concerned with the extent to which the test is representative of a defined body of content consisting of topics and processes. Therefore, the test should reflect instructional objectives or subject matter. The researcher will use content validity to measure the validity of the test. A test can be said as valid test if its content of the test items can measure all the materials that have been taught, not the other or outside the given material. In

order to know whether the test items have a good content validity or not, the researcher used the syllabus to get the clear specification of the materials that meant to cover, that compared the test content and the specification stated in syllabus.

## 2. Difficulty Level

To analyze the difficulty level of the English mid-term test, the formula is considered appropriate in the analysis

$$P = \frac{B}{JS}$$

In which

P : Index of difficulty

B : The number of students who answer item correctly

JS : The total number of students

In measuring level difficulty of an essay tests or short answer items, the writer used the different formula from Zulaiha (2008:34) below:

$$P = \frac{\textit{Mean}}{\textit{maximum score}}$$

In whice:

P : Index of difficulty

Maen : The average of students'

Maximum score: the maximum score of each item

It must be interpreted by the table of difficulty level range as follow:

**Table 3.2**  
**Rank Scale of Difficulty Level**

Classification	P
Difficult	0.00-0.30
Moderate	0.31-0.70
Easy	0.71-1.00

### 3. Item Discrimination Power (item discrimination index)

Discriminating power is the ability from each item that can differentiate between students who have mastered the material and the students who haven't yet mastered the material (Sudaryono, 2012:178). The number showing item discrimination power is called discrimination index and abbreviated as *D*. An item which is correctly answered either by the students in upper and lower group indicates that the item is not good because it has no discrimination power. It behaves the same if both of the group (upper and lower) cannot answer the item correctly (Arikunto, 2013:206).

The purpose of seeking the discriminating power is to determine whether the question from each item have the ability to distinguish the group from the aspects measured, appropriate existing differences on the group.

Item discrimination index can be calculated with the following formula after selecting the upper and the lower group of students (Arifin, 2013:273):

$$DP = \frac{(WL - WH)}{n}$$

In which:

DP : item discrimination index

WL : Number of person in lower group who answered the item incorrectly

WH : Number of person in upper group who answered the item incorrectly

$n$  :  $27\% \times N$  ( $N$ =the number of students)

Discriminating power also has different formula for essay test. It is because in essay test, each item of tests has highest and lowest score. To measure this, we can use the formula from Zulaiha (2008:34) below:

$$D = \frac{\text{MeanA} - \text{MeanB}}{\text{maximum score}}$$

In which:

D : Discrimination Power

Mean A : the average of students' score on top group

Mean B : the average of students' score on bottom group

Maximum Score: the maximum score of each item

The guidelines of  $D$  values according to Hopkins (1998:274), are presented in the table below:

**Table 3.4**  
**Item Discrimination Index**

<b>Discrimination Index</b>	
0.40 and larger	Excellent
0.30-0.39	Good
0.11-0.29	Fair
0.00-0.10	Poor
Negative values	Miskeyed or other flaw

Hopkins (1998:274) provided the guidelines for evaluating items in terms of the *D* values. According to the guidelines, *D* values index of 0.40 and above are considered excellent, between 0.30 and 0.39 are considered good, between 0.11 and 0.29 are considered fair, between 0.00 and 0.10 are poor. Additionally, item with negative values means that the items are be miskeyed or there are many problems.

#### 4. Reliability

To analyze the reliability, the researchers use this formula by Kunder Richardson in (Djiwandono, 2011: 182) as follow:

$$K - R20 = \left( \frac{k}{k-1} \right) \left( \frac{s^2 - \sum pq}{s_t^2} \right)$$

In which:

$K$  : Test of reliability

$p$  : 1 - p

$s_t^2$  : Standard deviation of the test

$p$  : The population of the subject who answers the item correctly

To measure reliability of essay test items, the writer used the Alpha formula by Tuckman (1978: 163) below:

$$r^{11} = \left( \frac{n}{(n-1)} \right) \left( 1 - \frac{\sum \sigma_1^2}{\sigma_1^2} \right)$$

In whice:

$r_{11}$  : Reliability of test

$\sum \sigma_1^2$  : Total variance score of each items

$\sigma_1^2$  : Total variance

$n$  : Total of test items.

**Table 3.4**

**Classification of Item Reliability**

<b>Classification of Items Reliability</b>	
0,00 – 0,20	Very low
0,20 – 0,40	Low
0,40 – 0,60	Medium
0,60 – 0,70	High
0,70 – 1,00	Very high

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

The data used by the researcher in this research is English mid-term test for the first semester of eighth grade students of MTs Negeri 2 Sukoharjo in the 2019/2020 academic years. The total number of test items are 25 multiple choices items and 5 items of essay question. The test was held on October 9<sup>rd</sup>, 2019 with the time allocation of 60 minutes.

Quantitative data analysis was done by analyzing students' answer manually. It was conducted by applying a formula of each item analysis (presented in paragraphs below) in *Microsoft Excel* for manual calculation.

##### 1. The validity of English mid-term test

The English mid-term test contains objective test and subjective test. This test contains multiple choice question of question as much as 25 and 5 items of essay questions.

##### a. The validity on objective test item

The researcher analyzed the validity of the English mid-term test in the first semester of the eighth grade students at MTs Negeri 2 Sukoharjo in the 2019/2020 academic year by using content validity. A good test is when the test itself has a good content validity. Furthermore, it is expected that test items must represent each proportion of the material stated in the

outline or syllabus adequately. Moreover, content validity analysis deals with comparing what was tested by the test and what actually to be tested. In order to know how good the content validity of English mid-term test in the first semester at the eighth grade students of MTs Negeri 2 Sukoharjo in the 2019/2020 academic year was, the researcher compared the syllabus content and the table of specification with each item test, as the following table:

**Table 4.1**  
**Suitability of English Mid-term test on objective test**  
**with the Syllabus**

The Syllabus	TABLE SPECIFICATION			
	Material	Indicator	Item Number	The Suitability of the item with Syllabus
3.1. Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yg melibatkan tindakan meminta perhatian, mengecek pemahaman , menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya sesuai dengan konteks penggunaanya	Vocabulary	Disajikan sebuah teks dialog, siswa dapat mengidentifikasi ungkapan meminta perhatian	<b>1</b>	√
		Disajikan sebuah teks dialog, siswa dapat mengecek Pemahaman ungkapan meminta perhatian	<b>2</b>	√
		Disajikan sebuah teks dialog, siswa dapat merespon ungkapan menghargai kinerja yang baik	<b>3</b>	√



The Syllabus	TABLE SPECIFICATION			
	Material	Indicator	Item Number	The Suitability of the item with Syllabus
3.2.Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi trasaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya.(Perhatikan unsur kebahasaan can, will)	Vocabulary	Disajikan sebuah dialog, siswa dapat meminta dan mengungkapkan pendapat serta mersponnya	4	√
		Disajikan sebuah dialog, siswa dapat meminta dan mengungkapkan pendapat serta mersponnya	5	√
		Disajikan sebuah dialog, siswa dapat meminta dan mengungkapkan pendapat serta mersponnya	6	√
		Disajikan sebuah dialog, siswa dapat menyatakan dan menayakan tentang kemampuan melakukan suatu tindakan	7	√
			8	√
			9	√
			10	√

The Syllabus	TABLE SPECIFICATION			
	Material	Indicator	Item Number	The Suitability of the item with Syllabus
		Disajikan sebuah dialog, siswa dapat menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan	11	√
			12	√
			13	√
			14	√
			15	√
3.3.Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan sesuai dengan konteks penggunaanya (Perhatikan unsur kebahasaan must, should)	Vocabulary	Disajikan sebuah ungkapan, siswa dapat memberi instruksi kepada seseorang dan meresponnya dengan baik sesuai dengan konteks	16	√
			17	√
			18	√
		Disajikan sebuah ungkapan, siswa dapat melarang seseorang melakukan tindakan dan meresponnya sesuai dengan konteks	19	√
			20	√
		Disajikan sebuah ungkapan, siswa dapat mengajak seseorang melakukan tindakan dan meresponnya sesuai dengan konteks	21	√
			22	√
			23	√
			24	√
			25	√

From the table above, it can be seen that all of the materials in syllabus suitable with content in the English mid-term test (see the English mid-term test on appendix 1 page 76), and all of the test items is suitable with the table of specification. The test that tested in mid-term test is what it should be tested in syllabus. So that the content validity of the English mid-term test is good content validity because all of the items is based on the syllabus and table of specification.

b. The validity on subjective test item

The researcher analyzed the validity of the English mid-term test in Subjective test by using using content validity. A good test is when the test itself has a good content validity. In order to know how good the content validity of English mid-term test in the first semester at the eighth grade students of MTs Negeri 2 Sukoharjo in the 2019/2020 academic year was, the researcher compared the syllabus content and the table of specification with each item test, as the following table:

**Table 4.2**  
**Suitability of English Mid-term test on subjective test**  
**with the Syllabus**

The Syllabus	TABLE SPECIFICATION			
	Material	Indicator	Item Number	The Suitability of the item with Syllabus
3.1. Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yg melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi nya sesuai dengan konteks penggunaanya	Vocabulary	Disajikan beberapa kata acak, siswa diminta untuk menyusun kalimat dengan benar.	<b>1 (essay)</b>	√
		Disajikan sebuah dialog, siswa diminta dapat mengungkapkan pendapat serta mersponnya	<b>2(essay)</b>	√
		Disajikan sebuah dialog, siswa diminta untuk menjelaskan maksud percakapan	<b>3(essay)</b>	√
3.3.Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan sesuai dengan konteks penggunaanya (Perhatikan unsur kebahasaan must, should)	Vocabulary	Disajikan sebuah kalimat, siswa diminta untuk menerjemahkan dalam bahasa Indonesia	<b>4(Essay)</b>	√
		Disajikan sebuah kalimat, siswa diminta untuk menerjemahkan dalam bahasa Indonesia	<b>4(Essay)</b>	√

From the table above, it can be seen that all of the materials in syllabus not suitable with content in the English mid-term test (see the English mid-term test on appendix 1 page 76), and all of the test items is 80% not suitable with the table of specification. The test that tested in mid-term test is what it should be revised. So that the content validity of the English mid-term test is not good content validity because all of the items is based not on the syllabus and table of specification.

## 2. The Reliability of English mid-term test

### a. The reliability objective test

To analyze the reliability, the researchers use this formula by Kunder Richardson in (Djiwandono, 2011: 182) as follow:

$$K - R20 = \left( \frac{k}{k - 1} \right) \left( \frac{s^2 - \sum pq}{s_t^2} \right)$$

In which:

K : Test of reliability

p : 1 - p

$s_t^2$  : Standard deviation of the test

p : The population of the subject who answers the item correctly

before computing the reliability, the standard deviation must be calculate first by using the following formula:

$$s^2 = \frac{n \sum x^2 - (\sum x)^2}{n(n-1)}$$

In which:

$s^2$  : Standard deviation

$x$  : Individual score

$n$  : number of the students

**Table 4.3**  
**Table to Computation of Reliability**

Item Number	Np	$P$	$Q$	$pq$
1	59	0.5	0.5	0.25
2	91	0.77	0.23	0.18
3	64	0.54	0.46	0.25
4	110	0.93	0.07	0.06
5	110	0.93	0.07	0.06
6	75	0.64	0.36	0.23
7	87	0.74	0.26	0.19
8	97	0.82	0.18	0.15
9	91	0.77	0.23	0.18
10	99	0.84	0.16	0.14
11	110	0.93	0.07	0.06
12	57	0.48	0.52	0.25
13	22	0.19	0.81	0.15
14	60	0.51	0.49	0.25
15	64	0.54	0.46	0.25

Item Number	Np	<i>P</i>	<i>Q</i>	<i>pq</i>
16	73	0.62	0.38	0.24
17	41	0.35	0.65	0.23
18	82	0.69	0.31	0.21
19	56	0.47	0.53	0.25
20	67	0.57	0.43	0.25
21	97	0.82	0.18	0.15
22	55	0.47	0.53	0.25
23	62	0.53	0.47	0.25
24	107	0.91	0.09	0.08
25	77	0.65	0.35	0.23
Total <i>pq</i>	4.79			

*Np* : total score of each item

*p* : Propotion of number of correct answer of an item

*q* :1-*p*

*pq* : *p* x *q*

Therefore, the reliability of the multiple choices test is:

$$\begin{aligned}
 K - R20 &= \left( \frac{k}{k-1} \right) \left( \frac{s^2 - \sum pq}{s_t^2} \right) \\
 &= \left( \frac{25}{25-1} \right) \left( \frac{14.49 - 4.77}{14.49} \right) \\
 &= 1,1(0.670) \\
 &= 0.737
 \end{aligned}$$

b. The reliability subjective test

To measure reliability of essay test items, the researcher used the Alpha formula Tuckman (1978:163) below:

$$r^{11} = \left( \frac{n}{(n-1)} \right) \left( 1 - \frac{\sum \sigma_1^2}{\sigma_1^2} \right)$$

In whice:

$r_{11}$  : Test of reliability

$\sum \sigma_1^2$  : Total variance score of each items

$\sigma_1^2$  : Total variance

$n$  : Total of test items.

Therefore, the reliability of the essay test is:

$$\begin{aligned} K - R20 &= \left( \frac{5}{(5-1)} \right) \left( 1 - \frac{9.706}{18.655} \right) \\ &= 1.25 \times 0.48 \\ &= 0.599 \end{aligned}$$

In order to know the reliability criteria, it can be seen in the following table:



**Table. 4.4**  
**Classification of Reliability Test**

Reliability Test Coefficient	Classification
0.90-1.00	Very high
0.70-0.89	High
0.50-0.69	Fair
0.30-0.49	Low
<0.30	Very low

Based on the calculation and the classification above, it can be seen that the reliability coefficient of the test by using  $K - R20$  is 0.737 on multiple choices and 0.599 on essay item test. It means that the reliability of the midterm test of the second semester of the eighth grade students of MTs Negeri 2 Sukoharjo in the 2019/2020 academic year based on the reliability criteria is high on multiple choices, and fair on essay test.

2. The Difficulty Level of English Mid-term Test

a. The difficulty level on objective test

The difficulty shows how easy or difficult a test is. It can be seen through the number of the students that can answer correctly. The level of difficulty can be estimated by using the formula:

$$P = \frac{B}{JS}$$

In which

P : Index of difficulty

B : The number of students who answer item correctly

JS : The total number of students

**Table 4.5**

**Criteria of the Difficulty Index Interpretation**

<b>Classification</b>	<b>P</b>
Difficult	0.00-0.30
Moderate	0.31-0.70
Easy	0.71-1.00

Based on the classification and interpretation of difficulty level, here is the classification and interpretation of the difficulty level on multiple choices of English mid-term test of the eighth grade students of MTs Negeri 2 Sukoharjo in the 2019/2020 academic year in the table :

**Table 4.6**

**Percentage of Difficulty Level on Multiple Choices**

No	Criteria	Item Number	Total	Percentage
1	Difficult	3,9,13,17,19,23,22	7	28%
2	Easy	2,4,5,7,8,10,11,21,24,25	10	40%
3	Moderate	1,6,12,14,15,16,18,20	8	32%

The data shows that there were 10 easy items, 8 moderate items, and 7 difficult items. To be clear, the researcher provides the table that gives a brief description about the difficulty level of each item.

**Table 4.7**  
**Proportion of Multiple Choices Items**

<b>Item Number</b>	<b>Index Difficulty Level</b>	<b>Classification</b>
1	0.5	Moderate
2	0.77	Easy
3	0.24	Difficult
4	0.93	Easy
5	0.93	Easy
6	0.63	Moderate
7	0.73	Easy
8	0.82	Easy
9	0.27	Difficult
10	0.83	Easy
11	0.93	Easy
12	0.48	Moderate
13	0.18	Difficulty
14	0.5	Moderate
15	0,54	Moderate
16	0.61	Moderate
17	0.14	Difficult
18	0.69	Moderate
19	0.27	Difficult
20	0.56	Moderate
21	0.82	Easy

Item Number	Index Difficulty Level	Classification
22	0.26	Difficult
23	0.22	Difficult
24	0.9	Easy
25	0.65	Moderate

From the table above, it can be seen that the easy items are items number 2, 4, 5, 7,8,10,11,21,24, and 25. The moderate items are items question number 1, 6,12,14,15,16,17,18, and 20. The difficult item is number 3,9,13,17,19,23, and 22.

b. The difficulty level on subjective test

In measuring level difficulty of an essay tests or short answer items, the writer used the different formula test below

$$P = \frac{\text{Mean}}{\text{maximum}}$$

In which

P: Index of difficulty

Mean : Average of students' score

Maximum score : The maximum score of each item

Based on the classification and interpretation of difficulty level, here is the classification and interpretation of the difficulty level on Essay items of

English mid-term test of the eighth grade students of MTs Negeri 2 Sukoharjo in the 2019/2020 academic year in the table:

**Table 4.8**  
**Proportion on Essay Items**

No.Item	Index Difficulty Level	Classification
1	0.55	Moderate
2	0.91	Easy
3	0.46	Moderate
4	0.67	Moderate
5	0.70	Moderate

The data shows that there were only 1 easy item, and 4 moderate items. From the table above, it can be seen that the easy items are question number 2, and the moderate items are question number 1,3,4, and 5

3. The Result of Item Discrimination Power Analysis
  - a. The discrimination power on subjective test

Discriminating power shows how the test items can discriminate or distinguish between the students who have mastered the material and the students who have not mastered the material. The discriminating power of test item can be analyzed using the following formula:

$$DP = \frac{(WL - WH)}{n}$$

In which:

DP : item discrimination index

WL : Number of person in lower group who answered the item incorrectly

WH : Number of person in upper group who answered the item incorrectly

$n$  :  $27\% \times N$  ( $N$ =the number of students)

**Table 4.9**  
**Item Discrimination Index**

<b>Discrimination Index</b>	<b>Interpretation</b>
0.40 and larger	Very good item
0.30-0.39	Reasonably good, but possibly subject to improvement
0.20-0,29	Fair items, usually needing and being subject to improvement.
Below-0,19	Poor items, to be rejected or improved by revision.

Based on the formula and interpretation above, here is the result of discriminating power analysis of the test item:

**Table 4.10**  
**Proportion of Multiple Choices Items in Analysis**  
**Discrimination Power Analysis**

<b>Discrimination Power Range</b>	<b>Items Number</b>	<b>Total</b>
Excellent (0.40 and higher)	3,7,8,14,15,16,18,20,21, 23	10 (40%)
Good (0.30-0.39)	1,6,9,10,19	5 (20%)
Fair (0.20-0.29)	4,5,11	3 (12%)
Poor (Below - 0.19)	2,12,13,17,22,24,25	7 (28%)

The result show that the items number 3,7,8,14,15,16,18,20,21, and 23 have the discrimination power index between 0.40 and higher. Meanwhile, the items number 1,6,9,10, and 19 have the discrimination power index 0.30-0, 39. Item number 4,5 have the discrimination between 0.20-0.29. And items number 2, 12, 13,17,22,24 and 25 have the discrimination power index less than 0.00-0.19.

From the general classification above, the researcher classified the result of the computation of discriminating power into the proportion of each category. There is no one item in multiple choices item which is considered in miskeyed and fair item on discriminating power analysis. 10 items or 40% of the test items are considered as excellent items. 5 items or 20% of the items are considered as good items. 6 item or 24% are considered as fair items. 2 item or 8% are considered as poor items. Then, the last items 2 items or 8% are considered as miskeyed of other flaw.

The result of the computation on multiple choices item is presented in the table below:

**Table 4.11**  
**Result of Item Discrimination Power (DP) Analysis on**  
**Multiple Choice Items**

Item Number	Discrimination Power Index (DP)	Item Number	Discrimination Power Index (DP)
1	0.31	14	0.44
2	0.19	15	0.5
3	0.56	16	0.66
4	0.22	17	-0.09
5	0.25	18	0.56
6	0.38	19	0.34
7	0.59	20	0.56
8	0.44	21	0.41
9	0.34	22	0.03
10	0.32	23	0.66
11	0.25	24	0.19
12	-0.13	25	0.13
13	0.09		

b. The discrimination power on subjective test

The same as level difficult, discriminating power also has different formula for essay test. It is because in essay test, each item of tests has highest and lowest score. To measure this, we can use the formula below



$$D = \frac{\text{MeanA} - \text{MeanB}}{\text{maximumscore}}$$

In whice:

D : Discrimination Power

Mean A : the average of students' score on top group

Mean B : the average if students' score on bottom group

Maximum Score: the maximum score of each item

Based on the formula and interpretation above, here is the result of discriminating power analysis of the test item

**Table 4.12**  
**Result of Item Discrimination Power (DP) Analysis on**  
**Essay Item**

Item Number	Discrimination Power Index (DP)	Classification
1	0.33	Good
2	0.18	Poor
3	0.48	Excellent
4	0.41	Excellent
5	0.46	Excellent

The result show that the items number 3,4, and 5 have the discrimination power index between 0.40 and higher. Meanwhile, the items number 2 have the discrimination power index below-0.19. And number 1 have the discrimination between 0.30-0.39.

From the general classification above, the researcher classified the result of the computation of discriminating power into the proportion of each category. There is no one item in essay item which is considered in fair item on discriminating power analysis. 3 items or 60% of the test items are considered as excellent items. 1 item or 20% of the items are considered as good items. Then the last, 1 item or 20% are considered as poor items.

## **B. Discussion**

This part is in line with the interpretation of the findings derived from the previous quantitative analysis.

### **1. Objective test**

#### **a. Validity**

Test is a technique or way consisting of some question, statements, or tasks that are delivered to students in term of measuring their performance or behavior (Arifin, 2012:118). According to Arifin (2012:342) test can be said good if the test is not difficult and not easy. Test also should be valid and reliable (Arikunto, 2005:80). A test is said to be valid if the test can precisely measured. The principal validity for achievement test is content validity. If linked with validity for achievement test is content validity. If linked with validity then the validity related to accuracy while reliability related to the stars.

Based on the result of the content validity analysis on English mid-term test for the first semester at the eighth grade students of MTs Negeri 2 Sukoharjo covered all of the material stated in syllabus. It

means that the items represent the overall material taught by the teacher in first semester. Atik (2017:79) stated that content validity concerned with the content whether it is sufficiently representative and comprehensive or not for the test as a valid measurement of what supposed to measure. Therefore, it is very important for the teacher to consider the content validity of the test items because the result of the test will used as the representative of the students' achievement. If the test items do not have a good content validity, it is impossible to make the test result useful.

From the table 4.1, it can be seen that the proportion of the content validity represented is fair which all of the material in the test items is suitable with the material in syllabus and table of specification. In order to have a good content validity, the teacher needs a specification of the material that is meant to cover in the test and the teachers must ensure that the specification they have made is based on the principle selection of elements for inclusion in the test Hughes (1989: 22). It means that the test should achieve content validity and reflect material which the teacher wishes to include in the assessment.

From the description above, it can be concluded that the content validity of the English mid-term test for the first semester at the eighth grade students of MTs Negeri 2 Sukoharjo has a good content validity on fair, because all of the material is the test is based on the syllabus and table of specification. In addition, the material in the material in the test

same with what have been taught by the teacher and the test is actually measure what intended to measure.

**b. Reliability**

Referring to the result of data elaboration, the result of reliability of these test by using formula from Arikunto, (2012: 100) showed that the reliability index multiple choices of English mid-term test for the first semester at the eighth grade students of MTs Negeri 2 Sukoharjo was reliable since the reliability index was 0.737 (multiple choices) which was classification as a high, it means that the reliability of the of the English mid-term test has a good accuracy, consistency, dependability and fairness.

Basically, it is the degree to which a test consistently measures whatever it is measuring. It is completely in same assumption with Heaton's point of view (1988:162) that reliability is the extent to which the same marks or grades are awarded if the same test papers are marked by two or more different examiner or the same examiner on different occasion. Shortly, to be reliable, a test must be consistent in its measurement.

**c. Difficulty Level**

The data of the findings showed that were 10 number on multiple choices 8 number on multiple choices, and 7 number on multiple choice are difficult item of the test. This fact simply provides us a point about the current condition of English mid-term test for first

semester of eighth grade students of MTs Negeri 2 Sukoharjo in the 2019/2020 academic years.

A good test is a test which is not easy or too difficult to students. It should give optional answer that can be chosen by students and not too far by the key answer. Very easy items are to build in same affective feelings of “success” among ability students and to serve as warm up items, and very difficult items can provide a challenge to the highest-ability students Brown (2004:59). It makes students know and record the characteristics of teacher’s test if the test given always comes to them too easy and difficult. Thus, the test should be standard and fulfill the characteristics of a good test. The number that shows the level difficulty of a test can be said as difficulty index Arikunto (2006:207).

**d. Discriminating power**

The result of discriminating power multiple choices shows that there are or 8% on multiple choices are considered as poor items. The value of the discriminating power in the category of poor items are in a range of less than 0.19 Arifin (2013: 270). The items that included in the category of poor items are item number 2 and 13. As stated by Arifin (2013: 272), the items that included in the category of poor are rejected or discarded, if it still wants to be used it must be improved by revision. Furthermore, there are 20% of the test items that include as fair, since the values of the discriminating power are in a range of 0.20-0.29. The

items that include in the category of fair items are item number 2,4,5,11,24, and 25.

According to Arifin (2013: 272), the items that include in the category of fair item needs to be repaired. There are 20% items as reasonably good items, since the values of discriminating power are in a range of 0.30-0.39. The items that included in this category are item number 1, 6,9,10, and 19 on multiple choices and number 1 on essay. As stated by Arifin (2013: 272), the item that included in this category are accepted but need to be revised. Thus, for the category of very good items are 40% of the test items, since the value of the discriminating power are in the range of more that 0,40. The items that include in this category are item number 3, 7,8,14.15,16,18,20,21, and 23 on multiple choices and number 3,4,and 5 on essay. The items that included in the category of very good (excellent) item are accepted well. Based on the description above, it can be concluded that most of the test item belongs to very good item with the proportion 40%. While 8% are poor items, 24 % are poor items, 8% miskeyed of the other flaw of items on multiple choices.

In addition, the researcher realizes that this research contains a weakness. Since it is a descriptive research which analyzed an English mid-term test related to validity, reliability, difficulty level, and discriminating power of English mid-term test, this research will be

more useful if the researcher help the teacher redesign the invalid and unreliable items of the English mid-term test.

## **2. Subjective test**

### **a. Validity**

The result of the content validity analysis on English mid-term test for the first semester at the eighth grade students of MTs Negeri 2 Sukoharjo covered all of the material stated in syllabus. It means that the items represent the overall material taught by the teacher in first semester. Atik (2017:79) stated that content validity concerned with the content whether it is sufficiently representative and comprehensive or not for the test as a valid measurement of what supposed to measure. Therefore, it is very important for the teacher to consider the content validity of the test items because the result of the test will used as the representative of the students' achievement. If the test items do not have a good content validity, it is impossible to make the test result useful.

From the table 4.2, it can be seen that the proportion of the content validity represented is fair which all of the material in the test items is suitable with the material in syllabus and table of specification. In order to have a good content validity, the teacher needs a specification of the material that is meant to cover in the test and the teachers must ensure that the specification they have made is based on the principle selection of elements for inclusion in the test Hughes

(1989: 22). It means that the test should achieve content validity and reflect material which the teacher wishes to include in the assessment.

From the description above, it can be concluded the materials in syllabus not suitable with content in the English mid-term test, and all of the test items is 80% not suitable with the table of specification. The test that tested in mid-term test is what it should be revised. So that the content validity of the English mid-term test is not good content validity because all of the items is based not on the syllabus and table of specification.

**b. Reliability**

Referring to the result of data elaboration, the result of reliability of these test by using formula from Arikunto, (2012: 100) showed that the reliability index essay of English mid-term test for the first semester at the eighth grade students of MTs Negeri 2 Sukoharjo was reliable since the reliability index was 0.599 (essay) which was classification as a fair in the table of reliability classification, it means that the reliability of the of the English mid-term test has a good accuracy, consistency, dependability and fairness.

Basically, it is the degree to which a test consistently measures whatever it is measuring. It is completely in same assumption with Heaton's point of view (1988:162) that reliability is the extent to which the same marks or grades are awarded if the same test papers are marked by two or more different examiner or the same examiner on different



occasion. Shortly, to be reliable, a test must be consistent in its measurement.

### **3. Difficulty Level**

The data of the findings showed that were 1 number on essay are easy item, 4 essay are moderate items, and 7 number on multiple choice are difficult item of the test. This fact simply provides us a point about the current condition of English mid-term test for first semester of eighth grade students of MTs Negeri 2 Sukoharjo in the 2019/2020 academic years.

A good test is a test which is not easy or too difficult to students. It should give optional answer that can be chosen by students and not too far by the key answer. Very easy items are to build in same affective feelings of “success” among ability students and to serve as warm up items, and very difficult items can provide a challenge to the highest-ability students Brown (2004:59). It makes students know and record the characteristics of teacher’s test if the test given always comes to them too easy and difficult. Thus, the test should be standard and fulfill the characteristics of a good test. The number that shows the level difficulty of a test can be said as difficulty index Arikunto (2006:207).

### **4. Discriminating power**

The result of discriminating power multiple choices shows that 1 item or 20% on essay are considered as poor items. The value of the discriminating power in the category of poor items are in a range of less

than 0.19 Arifin (2013: 270). As stated by Arifin (2013: 272), the items that included in the category of poor are rejected or discarded, if it still wants to be used it must be improved by revision. Furthermore, there are 20% of the test items that include as fair, since the values of the discriminating power are in a range of 0.20-0.29.

According to Arifin (2013: 272), the items that include in the category of fair item needs to be repaired. There are 20% items as reasonably good items, since the values of discriminating power are in a range of 0.30-0.39 number 1 on essay. As stated by Arifin (2013: 272), the item that included in this category are accepted but need to be revised. Thus, for the category of very good items are 40% of the test items, since the value of the discriminating power are in the range of more that 0,40. number 3,4,and 5 on essay. The items that included in the category of very good (excellent) item are accepted well. Based on the description above, it can be concluded that most of the test item belongs to very good item with the proportion on essay 20% are good items, 20% are fair items, and 20% are poor items.

In addition, the researcher realizes that this research contains a weakness. Since it is a descriptive research which analyzed an English mid-term test related to validity, reliability, difficulty level, and discriminating power of English mid-term test, this research will be more useful if the researcher help the teacher redesign the invalid and unreliable items of the English mid-term test.

## BAB V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the obtained data about students' answer sheets and the test items on the English mid-term test for the first semester at the eighth grade students of MTs Negeri 2 Sukoharjo in the academic year 2019/2020, the researcher makes a conclusion related to the test item analysis as follow:

1. English mid-term test for the first semester at the eighth grade students of MTs Negeri 2 Sukoharjo in the academic year 2019/2020 has a good content validity because all of the test items represent the materials stated in the syllabus and it suitable with the table of specification.
2. The reliability coefficient of the English mid-term test for the first semester at the eighth grade students of MTs Negeri 2 Sukoharjo in the academic year 2019/2020 is 0,737. It means that the reliability of the test was categorized as high on multiple choices and was categorized as fair on essay. The multiple choice test is accepted well based on the reliability coefficient, but the essay test needing and being subject to improvement.
3. The percentage of the difficulty level of the English mid-term test for the first semester at the eighth grade students of MTs Negeri 2 Sukoharjo in the academic year 2019/2020 was 28% difficult items on multiple choice, 40% easy items on multiple choices and 20% on essay, 32% moderate items on multiple choice and 80% on essay. The items that categorized as

difficult item should be discarded or it can be used after revising. The medium items can be used without revision and can be noted in a question bank book. Thus, the easy items need to be revised. The proportion of the difficulty level categorized as normal.

4. The discriminating power English mid-term test for the first semester at the eighth grade students of MTs Negeri 2 Sukoharjo in the academic year 2019/2020 is high because mostly the test items were dominated with a very good items with percentage 40% the items are accepted well, the categorize reasonably good items are 20%, the items are accepted but need to be revised. The category of fair items are 12%, the items need to be repaired. Thus, the category of poor items are 28%, the items must be rejected or discarded and if it still wants to be used it must be revised.
5. The quality of English mid-term test for the first semester at the eighth grade students of MTs Negeri 2 Sukoharjo in the academic year 2019/2020 is good related the validity, reliability, difficulty level, and the discriminating power

## **B. Suggestion**

Based on the conclusion related to the researcher stated above, the researcher gives some suggestion to:

1. The English Teacher

The English teacher as a test maker should really know the condition of the students in order to produce a good quality of the test. Teacher should improve questions test concerning to the validity, reliability, difficulty

level, and discriminating power. Thus, it can present the valid and trusted data about the students' achievement and create a better test in the future

## 2. The Other Researcher

It is expected for further researchers if they want to conduct a research in line with this research, they should not just analyze and describe the quality of the test, but also interview the teacher and the students to get deeper information.

## 3. The school

School needs to improve teacher's inclusiveness in conducting learning evaluation by providing teacher with knowledge and skill on item analysis so the teacher can create a good quality test.

## 4. The students

The students have to learn English deeper in order to answer the test well, so that the score will better.

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**APPENDICES 1**  
**The English Mid-term Test**  
**and Answer Key**



**KEMENTERIAN AGAMA**  
**MADRASAH TSANAWIYAH (MTs)**  
**PENILAIAN TENGAH SEMESTER GASAL**  
**TAHUN PELAJARAN 2019/2020**

Mata Pelajaran : Bahasa Inggris

Hari / Tanggal : Rabu, 9 Oktober 2019

Kelas : VIII (Delapan)

Waktu : 07.30 - 08.30 WIB

- Perhatian : 1. Semua jawaban dikerjakan pada lembar jawaban yang tersedia.  
 2. Nama dan nomor peserta ulangan ditulis pada sudut kanan atas lembar jawaban.  
 3. Gunakan waktu yang tersedia sebaik-baiknya.

**A. Choose and cross (X) the correct answer!**

1. Sabar : Guess what the coach asked me to become the captain for football team.  
 Arif : Really? It's great guys.

The underline word is expression of ....

- a. Asking attention  
 b. Responding attention  
 c. Giving opinion  
 d. Asking opinion

2. Mr. Joko : May I have your attention, please?  
 Students : ....

The best response to complete the dialogue above is ....

- a. Yes, Ma'am                      c. Yes, Sir  
 b. Yes, Please                      d. Thank you

3. Gibran : Look ! My father gives me iPhone 7 plus!  
 Ilham : Wow ! ...

Gibran : Thanks, I hope you will get too.

- a. It's worth                      c. You're clever  
 b. I'm lucky                      d. How lucky you are

4. Mr. Hasan : Attention, please!

Rahmat : Yes, Sir.

The underline word is expression of ....

- a. Asking attention                      c. Giving opinion  
 b. Responding attention                      d. Asking opinion

5. Fajar : What do you think about the film?

Ahmad : I think ....

- a. It was good                      c. I can't  
 b. Thank you                      d. You forget

6. Suci : I think our city is very hot at the moment.

Aisyah : I don't think so. ..., our city is much cooler than other cities in this country.

- a. I know it                      c. He forgets  
 b. I am thinking of                      d. In my opinion

7. Fola : So, what do you think of my singing?  
 Salma : It's really good, but I suggest you to try singing in high time.

Fola : Thanks, Salma.

Salma : No problem.

From the dialogue above, Fola is ....

- a. Asking for help                      c. Giving help  
 b. Giving opinion                      d. Asking opinion

8. Andri : Can you give me an opinion about my painting?

Fadli : Sure! I think you should add another object.

Andri : Thanks, Fadli.

Fadli : No problem.

From the dialogue above, Fadli is ....

- a. Asking suggestion                      c. Asking opinion  
 b. Giving opinion                      d. Giving help

**Complete the dialogue below 9 - 10!**

Abi : ... (9)

Jimmy : What?

Abi : I pass the English Speech Contest in Jakarta

Jimmy : ... (10)

9. a. See you                      c. I'm Sorry  
 b. How are you                      d. Look at me

10. a. I am great                      c. Congratulation  
 b. Just so                      d. I don't believe it

11. Mr. Romi : Amanda, can you answer the question number 5?

Amanda : ....

Mr. Romi : Good!

The best answer to complete the dialogue above is ....

- a. No, I can't                      c. Yes, I can, Sir  
 b. No, I can do                      d. Yes, I'm not sure

12. Harry : Would you like to go camping with us next holiday?

Donny : ... but I have to take care of my mom. She has been hospitalized for a week.

The best answer to complete the dialogue above is?

- It's interesting
- Sorry I can't
- I'm afraid
- I'm sorry to hear that

13. The true expression of expressing ability below is ....

- I can drive a car two years ago before get accident
- I am able to sing a song
- I was able to read Qur'an now
- I could speak English fluency when I was in Australia

14. Najmi : Yesterday, I joined GAMA club, will you join with me?

Alif : ... , because I have joined an English club.

The best answer to complete the dialogue above is?

- |                |                |
|----------------|----------------|
| a. Yes, I can  | c. Yes, I will |
| b. No, I won't | d. No, I can't |

15. Mr. Riski : ...

Mr. Latif : Why?

Mr. Riski : It's wet paint.

Mr. Latif : Thanks.

- Don't go
- Don't turn
- Don't sit on the floor
- Don't sit on the bench

#### Dialogue for question number 16 to 18

Rullia : Great! You have a new novel. .... (16)

Rina : Sorry ... (17) I'm still reading it. ... (18)

Rullia : Oh really? Thanks, guys.

Rina : Anytime.

#### B. Essay

1. Rearrange words below to be correct sentence!

- Speak - am able to - English - Fluency - for - training - I - after - two years.
- Acoustic - play - I - an - Guitar - can.

2. Teacher : Congratulations on winning the Mathematic Olympiad!

Siti : ....

What will Siti probably say?

- Where do you buy it?
- May I have it?
- Can I borrow it?
- Will you give it to me?

- I won't give it to you
- I can't you right now
- I can lend you right now
- I can't believe it

- I will lend you later
- You should buy one
- You won't borrow it
- I hope you like it.

19. Trans Jakarta drivers aren't allowed to drop off the passengers anywhere.

The text above express ....

- |               |                |
|---------------|----------------|
| a. Obligation | c. Prohibition |
| b. Suggestion | d. Opinion     |

20. Hanif : You are sick. You ... have a rest.  
Thoriq : Thanks. I'll go home now.

- |              |          |
|--------------|----------|
| a. Should    | c. Will  |
| b. Shouldn't | d. Won't |

21. Librarian : ....

Andi : I'm sorry. I will keep silent.

- Would you like any help?
- Would you mind not talking in the library
- Could you help me please?
- Excuse me, I'll take to you

22. Mr. Kholid said that we ... keep clean our school.

- |            |               |
|------------|---------------|
| a. must    | c. musn't     |
| b. have to | d. don't have |

23. This road is slippery. You ... be careful.

- |           |         |
|-----------|---------|
| a. should | c. may  |
| b. can    | d. will |

24. Ardi : Will you help me to build a snowman?

Elly : Yes, of course ....

- |            |               |
|------------|---------------|
| a. I won't | c. I will not |
| b. I will  | d. Will I?    |

25. You ... permit to your mother if you go to school.

- |           |           |
|-----------|-----------|
| a. Must   | c. May    |
| b. Musn't | d. Should |

3. Anto : Will you come to my birthday party tomorrow?  
Farid : I'd love to.  
What does Anto mean?  
Translate some sentences below to Indonesian language!
4. We have to keep clean our school
5. You should try this food. It's delicious.

--o0o--

**KUNCI JAWABAN**  
**PENILAIAN TENGAH SEMESTER SASAL**  
**TAHUN PELAJARAN 2019/2020**  
**MAPEL : BAHASA INGGRIS KL VIII**

- |       |       |
|-------|-------|
| 1. A  | 14. B |
| 2. C  | 15. D |
| 3. D  | 16. C |
| 4. B  | 17. B |
| 5. A  | 18. A |
| 6. D  | 19. C |
| 7. D  | 20. A |
| 8. B  | 21. B |
| 9. D  | 22. B |
| 10. C | 23. A |
| 11. C | 24. B |
| 12. B | 25. A |
| 13. D |       |

**Essay**

26. a. I am able to speak English fluency after training for two years
- b. I can play an acoustic guitar
27. Thank you
28. Anto invites farid to come his birthday party
29. Kita harus menjaga kebersihan sekolah kita
30. Kamu seharusnya mencoba makanan ini. Makanan ini enak.

## **APPENDICES 2**

### **Blue Print**

**KISI-KISI PENILAIAN TENGAH SEMESTER GASAL  
TAHUN PELAJARAN 2019/2020**

JENJANG PENDIDIKAN : MTs  
MATA PELAJARAN : Bahasa Inggris  
KELAS : VIII (delapan)

ALOKASI WAKTU : 60 menit  
JUMLAH : 25 PG dan 5 essay

NO	KOMPETENSI DASAR	MATERI	INDIKATOR
1	2	3	4
1.	<p>3.1.Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yg melibatkan tindakan meminta perhatian, mengecek pemahaman , menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi sesuai dengan konteks penggunaanya</p> <p>3.2.Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi trasaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks</p>	<p>Teks lisan dan tulis untuk :</p> <p>a. meminta perhatian</p> <p>b. mengecek pemahaman</p> <p>c. menghargai kinerja yang baik</p> <p>d. meminta/mengungkapkan pendapat serta responnya</p> <p>Teks lisan dan tulis untuk menyatakan dan menayakan tentang kemampuan dan kemauan melakukan suatu tindakan</p>	<p>Disajikan sebuah teks dialog, siswa dapat mengidentifikasi ungkapan meminta perhatian</p> <p>Disajikan sebuah teks dialog, siswa dapat mengecek pemahaman</p> <p>Disajikan sebuah teks dialog, siswa dapat merspon ungkapan menghargai kinerja yang baik</p> <p>Disajikan sebuah dialog, siswa dapat meminta dan mengungkapkan pendapat serta mersponnya</p> <p>Disajikan sebuah dialog, siswa dapat menyatakan dan menayakan tentang kemampuan melakukan suatu tindakan</p> <p>Disajikan sebuah dialog, siswa dapat menyatakan dan menayakan tentang kemauan melakukan suatu tindakan</p>
2.			

3.	<p>penggunaannya.(Perhatikan unsur kebahasaan can, will)</p> <p>3.3.Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan sesuai dengan konteks penggunaanya (Perhatikan unsur kebahasaan must, should)</p>	<p>Teks lisan dan tulis member dan meminta informasi tentang</p> <ol style="list-style-type: none"> <li>a. keharusan</li> <li>b. larangan</li> <li>c. himbauan</li> </ol>	<p>Disajikan sebuah ungkapan, siswa dapat memberi instruksi kepada seseorang dan meresponnya dengan baik sesuai dengan konteks</p> <p>Disajikan sebuah ungkapan, siswa dapat melarang seseorang melakukan tindakan dan meresponnya sesuai dengan konteks</p> <p>Disajikan sebuah ungkapan, siswa dapat mengajak seseorang melakukan tindakan dan meresponnya sesuai dengan konteks</p>
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**APPENDIX 3**  
**Students' Answer Sheets**



KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No. : 14  
 Nama : Hernani Helio S.  
 Kelas : 8 PK I

LEMBAR JAWABAN

MATA PELAJARAN : Bahasa Inggris

92

I. PILIHAN GANDA

22

1	<del>a</del>	b	c	d
2	a	b	<del>c</del>	d
3	a	b	c	<del>d</del>
4	a	<del>b</del>	c	d
5	<del>a</del>	b	c	d
6	a	b	c	<del>d</del>
7	a	b	c	<del>d</del>
8	a	<del>b</del>	c	d
9	a	b	c	<del>d</del>
10	a	b	<del>c</del>	d

11	a	b	<del>c</del>	d
12	<del>a</del>	b	c	d
13	a	<del>b</del>	c	d
14	a	<del>b</del>	c	d
15	a	b	c	<del>d</del>
16	a	b	<del>c</del>	d
17	a	<del>b</del>	<del>c</del>	d
18	<del>a</del>	b	c	d
19	a	b	<del>c</del>	d
20	<del>a</del>	b	c	d

21	a	<del>b</del>	c	d
22	<del>a</del>	b	c	d
23	<del>a</del>	b	c	d
24	a	<del>b</del>	c	d
25	<del>a</del>	b	c	<del>d</del>

24 II. URAIAN SINGKAT

1. a. I am able to speak English fluently after ~~training~~<sup>training</sup> for two years.
- 5 b. I can play an ~~an~~ Acoustic guitar.
52. Thank you, sir!
53. Anto invited Farid to come to his birthday party tomorrow.
44. Kita harus tetap menjaga kebersihan sekolah kita.
55. Kamu harus mencoba makanan ini. Ini lezat.



KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No. : 018  
 Nama : Isnaini Mar-Atu Hanifah  
 Kelas : 8 PK 1

LEMBAR JAWABAN

MATA PELAJARAN : BAHASA Inggris

90

I. PILIHAN GANDA

1	a	b	c	d
2	a	b	c	d
3	a	b	c	d
4	a	b	c	d
5	a	b	c	d
6	a	b	c	d
7	a	b	c	d
8	a	b	c	d
9	a	b	c	d
10	a	b	c	d

11	a	b	c	d
12	a	b	c	d
13	a	b	c	d
14	a	b	c	d
15	a	b	c	d
16	a	b	c	d
17	a	b	c	d
18	a	b	c	d
19	a	b	c	d
20	a	b	c	d

21	a	b	c	d
22	a	b	c	d
23	a	b	c	d
24	a	b	c	d
25	a	b	c	d

21

II. URAIAN SINGKAT

29

1. a. I am able to speak english fluency after training for two ye  
 b. I can play an acoustic guitar

2. Thank you

3. <sup>anon</sup> invited farid to go to birthday party tomorrow.

4. Kita harus menjaga kebersihan sekolah kita

5. kamu harus mencoba makanan ini. ini lezat



KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No. : 016  
 Nama : Husna Faizah S.  
 Kelas : VIII PK 1

LEMBAR JAWABAN

MATA PELAJARAN : Bahasa Inggris

90

I. PILIHAN GANDA

22

1	<del>a</del>	b	c	d
2	a	b	<del>c</del>	d
3	a	b	c	<del>d</del>
4	a	<del>b</del>	c	d
5	<del>a</del>	b	c	d
6	a	<del>b</del>	c	d
7	a	b	c	<del>d</del>
8	a	<del>b</del>	c	d
9	a	b	c	<del>d</del>
10	a	b	<del>c</del>	d

11	a	b	<del>c</del>	d
12	a	<del>b</del>	c	d
13	a	<del>b</del>	c	d
14	a	<del>b</del>	c	d
15	a	b	c	<del>d</del>
16	a	b	<del>c</del>	d
17	a	<del>b</del>	c	d
18	<del>a</del>	b	c	d
19	a	b	<del>c</del>	d
20	<del>a</del>	b	c	d

21	a	<del>b</del>	c	d
22	<del>a</del>	b	c	d
23	<del>a</del>	b	c	d
24	a	<del>b</del>	c	d
25	<del>a</del>	b	c	d

II. URAIAN SINGKAT

23

- 5 1. a. I am able to speak english fluency ~~to~~ after training for two years.  
 b. I can play an acoustic gitar.
- 5 2. Thank you ~~me~~
3. Anto : "Dapatkah kamu datang di pesta ulang tahunku besok?" Asking for ~~invite~~ opinion
- 5 4. Kita harus menjaga kebersihan sekolah kita.
- 4 5. Kita harus mencoba makan ini. Ini sangat lezat.
- 3 Anto invited farid to party birthday tomorrow.



KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No. : 15  
 Nama : Herdhan Imhan Huda  
 Kelas : 8 PK 7

LEMBAR JAWABAN  
 MATA PELAJARAN : Bahasa Inggris

82

I. PILIHAN GANDA

1	a	b	c	d
2	a	b	c	d
3	a	b	c	d
4	a	b	c	d
5	a	b	c	d
6	a	b	c	d
7	a	b	c	d
8	a	b	c	d
9	a	b	c	d
10	a	b	c	d

11	a	b	c	d
12	a	b	c	d
13	a	b	c	d
14	a	b	c	d
15	a	b	c	d
16	a	b	c	d
17	a	b	c	d
18	a	b	c	d
19	a	b	c	d
20	a	b	c	d

21	a	b	c	d
22	a	b	c	d
23	a	b	c	d
24	a	b	c	d
25	a	b	c	d

II. URAIAN SINGKAT

- 1) I am able to speak English fluently after training for two years
- 2) Thank you
- 3) ~~Apakah kamu mendengar pesan yang terdengar?~~  
 Farid
- 4) ~~Kami~~ Kita harus menjaga kebersihan Sekolah Kita
- 5) ~~Kami~~ Kami harus mencoba makanan ini ini lezat
- 6) ~~Apakah~~ Anto invited Farid to ~~the~~ party ~~tomorrow~~ Farid tomorrow to come birthday party



KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No.	: 17
Nama	: Ilham Akbar A
Kelas	: 8PK 1

LEMBAR JAWABAN

MATA PELAJARAN : Bahasa Inggris

88

I. PILIHAN GANDA

19

1	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
2	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
3	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
4	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
5	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
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7	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
8	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
9	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
10	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d

11	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
12	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
13	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
14	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
15	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
16	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
17	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
18	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
19	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
20	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d

21	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
22	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
23	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
24	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d
25	<input checked="" type="checkbox"/>	a	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	d

25

II. URAIAN SINGKAT

- 51. I am able to speak English fluently after training for two years.
- 52. Thank you.
- 53. Anto invited Farid to come to his birthday party tomorrow.
- 54. Kita harus menjaga kebersihan sekolah kita.
- 55. Kamu harus mencoba makanan ini. Makanan ini lezat.



KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No.	: 13
Nama	: Hanadia K
Kelas	: 8 PK1

LEMBAR JAWABAN

MATA PELAJARAN : Bahasa Inggris

82

I. PILIHAN GANDA

1	<del>a</del>	b	c	d
2	a	b	<del>c</del>	d
3	a	b	c	<del>d</del>
4	a	<del>b</del>	c	d
5	<del>a</del>	b	c	d
6	a	b	c	<del>d</del>
7	a	b	c	<del>d</del>
8	a	<del>b</del>	c	d
9	a	b	c	<del>d</del>
10	a	b	<del>c</del>	d

11	a	b	<del>c</del>	d
12	<del>a</del>	b	c	d
13	a	<del>b</del>	c	d
14	a	<del>b</del>	c	d
15	a	b	c	<del>d</del>
16	a	b	<del>c</del>	d
17	<del>a</del>	b	c	d
18	<del>a</del>	b	c	d
19	a	b	<del>c</del>	d
20	<del>a</del>	b	c	d

21	a	<del>b</del>	c	d
22	<del>a</del>	b	c	d
23	<del>a</del>	b	c	d
24	a	<del>b</del>	c	d
25	<del>a</del>	b	c	<del>d</del>

19

II. URAIAN SINGKAT

- 22 1) a) I am able to speak english fluency after training for two years  
 5 b) I can play an acoustic guitar  
 5 2) Thank you, sir  
 3) Farid come to his birthday party tomorrow  
 3 4) Kita harus tetap menjaga kebersihan kelas kita  
 5 5) Kamu harus mencoba makanan ini, ini enak lezat  
 4 3) Anton invited to come to his birthday party tomorrow

7



KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No. : 012  
 Nama : Febby Isna H  
 Kelas : B PK1

LEMBAR JAWABAN

MATA PELAJARAN : Bahasa Inggris

82

I. PILIHAN GANDA

20

1	<del>a</del>	b	c	d
2	a	b	<del>c</del>	d
3	a	b	c	<del>d</del>
4	a	<del>b</del>	c	d
5	<del>a</del>	b	c	d
6	a	b	c	<del>d</del>
7	a	b	c	<del>d</del>
8	a	<del>b</del>	c	d
9	a	b	c	<del>d</del>
10	a	b	<del>c</del>	d

11	a	b	<del>c</del>	d
12	a	<del>b</del>	c	d
13	<del>a</del>	b	c	d
14	a	<del>b</del>	c	d
15	a	b	c	<del>d</del>
16	a	b	<del>c</del>	d
17	a	<del>b</del>	c	d
18	<del>a</del>	b	c	d
19	a	b	<del>c</del>	d
20	<del>a</del>	b	c	d

21	a	<del>b</del>	c	d
22	<del>a</del>	b	c	d
23	<del>a</del>	<del>b</del>	c	d
24	a	<del>b</del>	c	d
25	<del>a</del>	b	c	d

II. URAIAN SINGKAT

- 21
1. a) I am able to speak English fluently after training for two years.
  - b) I can play an Acoustic Guitar.
  2. Thankyou, sir
  3. Asking ability to parid for come to Anto birthday party.
  4. Kita harus menjaga kebersihan sekolah
  5. kamu harus mencoba masakan ini enak





KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No. : 04  
 Nama : Inge Jasmine S.  
 Kelas : 8A

LEMBAR JAWABAN

MATA PELAJARAN : Bahasa Inggris

46

I. PILIHAN GANDA

12

1	<input checked="" type="checkbox"/>	b	c	d
2	a	b	<input checked="" type="checkbox"/>	d
3	<input checked="" type="checkbox"/>	b	c	d
4	a	<input checked="" type="checkbox"/>	c	d
5	<input checked="" type="checkbox"/>	b	c	d
6	a	b	c	<input checked="" type="checkbox"/>
7	a	<input checked="" type="checkbox"/>	c	d
8	a	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>
9	a	b	c	<input checked="" type="checkbox"/>
10	a	b	<input checked="" type="checkbox"/>	d

11	a	b	<input checked="" type="checkbox"/>	d
12	a	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>
13	a	b	<input checked="" type="checkbox"/>	d
14	a	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>
15	a	b	<input checked="" type="checkbox"/>	d
16	a	b	<input checked="" type="checkbox"/>	d
17	<input checked="" type="checkbox"/>	b	c	d
18	<input checked="" type="checkbox"/>	b	c	<input checked="" type="checkbox"/>
19	a	<input checked="" type="checkbox"/>	c	d
20	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	d

21	a	<input checked="" type="checkbox"/>	c	d
22	a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	d
23	<input checked="" type="checkbox"/>	b	<input checked="" type="checkbox"/>	d
24	a	<input checked="" type="checkbox"/>	c	d
25	<input checked="" type="checkbox"/>	b	c	d

II. URAIAN SINGKAT

1. I am able to training speak English ~~at~~ for ~~the~~ fluency  
 after two ~~year~~ years (2)
- I can play Guitar an Acoustic (b)
52. Siti: "Thank you teacher"
44. kita harus menjaga kebersihan sekolah
45. kamu harus mencoba makanan ini. Sangat lezat
8. Anto comes Farid to birthday party tomorrow



KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No. : 018  
 Nama : Muh.athallah  
 Kelas : VIII PK 3

LEMBAR JAWABAN

MATA PELAJARAN : ...B. Inggris...

50

I. PILIHAN GANDA

13

1	<del>a</del>	b	c	d
2	a	b	<del>c</del>	d
3	a	b	<del>c</del>	d
4	<del>a</del>	b	c	d
5	<del>a</del>	b	c	d
6	a	<del>b</del>	c	d
7	a	<del>b</del>	c	d
8	a	<del>b</del>	c	d
9	a	b	c	<del>d</del>
10	a	b	<del>c</del>	d

11	a	b	<del>c</del>	d
12	a	<del>b</del>	c	d
13	<del>a</del>	b	c	d
14	a	<del>b</del>	c	d
15	a	b	<del>c</del>	d
16	a	b	<del>c</del>	d
17	<del>a</del>	b	c	d
18	<del>a</del>	b	c	d
19	a	<del>b</del>	<del>c</del>	d
20	<del>a</del>	b	<del>c</del>	d

21	a	<del>b</del>	c	d
22	<del>a</del>	<del>b</del>	c	d
23	<del>a</del>	<del>b</del>	c	<del>d</del>
24	<del>a</del>	<del>b</del>	c	d
25	<del>a</del>	b	c	d

12 II. URAIAN SINGKAT

1. a. am able to ~~to~~ speak English for training. Fluency
2. after two years.
- b. I can play on guitar. Acoustic
2. Giving attention
3. ~~me~~ Anto invit <sup>his</sup> Friend (Farid) to come his birthday
5. party tomorrow
24. kami sedang membersihkan ~~kelas~~ sekolah kami
25. Kamu dapat mencoba makanan ini lagi. ini sangat lezat



KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No.	: 10
Nama	: Azzam Hanif P
Kelas	: 8 PK 4

LEMBAR JAWABAN

MATA PELAJARAN : Bahasa Inggris

34

I. PILIHAN GANDA

1	<del>a</del>	b	c	d
2	a	<del>b</del>	c	d
3	<del>a</del>	b	c	d
4	a	b	c	d
5	a	b	c	d
6	<del>a</del>	b	c	d
7	a	<del>b</del>	c	d
8	a	b	c	d
9	a	b	c	<del>d</del>
10	a	b	<del>c</del>	d

11	a	<del>b</del>	c	d
12	a	<del>b</del>	c	d
13	<del>a</del>	b	c	d
14	a	b	c	d
15	a	b	c	d
16	a	b	c	d
17	a	<del>b</del>	c	d
18	<del>a</del>	b	c	d
19	a	b	c	d
20	<del>a</del>	b	c	d

21	a	<del>b</del>	c	d
22	a	<del>b</del>	c	d
23	<del>a</del>	b	c	d
24	a	<del>b</del>	c	d
25	<del>a</del>	b	c	d

II. URAIAN SINGKAT

1. a. I speak English fluently am able to for training after two years
- b. I can play an Guitar Acoustic
2. Congratulations on winning the Mathematic Olympiad
3. Pesta ulang tahun
4. Keep clean our school
5. delicious



KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No. : 012  
 Nama : Faiq Fadhur R.  
 Kelas : 8 PK 2

LEMBAR JAWABAN

MATA PELAJARAN : Bhs Inggris

54

I. PILIHAN GANDA

14

1	<del>a</del>	b	<del>c</del>	d
2	a	b	<del>c</del>	d
3	a	b	c	<del>d</del>
4	<del>a</del>	<del>b</del>	c	d
5	<del>a</del>	b	c	d
6	a	b	c	<del>d</del>
7	a	<del>b</del>	c	d
8	a	<del>b</del>	c	d
9	a	b	c	<del>d</del>
10	a	b	<del>c</del>	d

11	a	b	<del>c</del>	d
12	a	<del>b</del>	c	d
13	a	b	<del>c</del>	d
14	<del>a</del>	<del>b</del>	c	d
15	a	b	c	<del>d</del>
16	a	b	<del>c</del>	d
17	a	<del>b</del>	c	d
18	<del>a</del>	b	c	<del>d</del>
19	a	<del>b</del>	c	d
20	<del>a</del>	b	<del>c</del>	d

21	a	<del>b</del>	c	d
22	a	<del>b</del>	c	d
23	<del>a</del>	b	c	d
24	a	<del>b</del>	c	d
25	<del>a</del>	b	c	d

II. URAIAN SINGKAT

13

1. a. I am able to speak English for training fluency after two years
- 2 b. I can play Gitaran acoustic

52. Thanks you so much.

13. Responding

94. Kita harus menjaga kebersihan sekolah

1. e. kamu sudah belum mengerjakan pekerjaan itu, itu enak



KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No. : Andeanyah Putfask  
 Nama : A Pu 3/007  
 Kelas : A Pu 3

LEMBAR JAWABAN

MATA PELAJARAN : Bahasa Inggris

36

I. PILIHAN GANDA

6

1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
13	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
14	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
19	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
24	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

II. URAIAN SINGKAT

- 12. I am able to speak english for training after fluently two year
- 2. I can play guitar an acoustic
- 5. thank's Teacher
- 1. Asking for help
- 24. Kami akan menjaga kebersihan Sekoian Kami
- 28. Kami membeli makanan ini ini

.....

.....

.....

.....

.....

.....

.....

.....

8PK3



KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No. : 8pk3/001  
 Nama : *Alfan Ash Shidiq*  
 Kelas : 8PK3

LEMBAR JAWABAN

MATA PELAJARAN : Bahasa Inggris

46

I. PILIHAN GANDA

7

1	a	b	<input checked="" type="checkbox"/>	d
2	a	b	<input checked="" type="checkbox"/>	d
3	a	b	<input checked="" type="checkbox"/>	d
4	<input checked="" type="checkbox"/>	b	c	d
5	<input checked="" type="checkbox"/>	b	c	d
6	a	b	c	d
7	a	<input checked="" type="checkbox"/>	c	d
8	<input checked="" type="checkbox"/>	b	c	d
9	a	b	c	<input checked="" type="checkbox"/>
10	a	b	<input checked="" type="checkbox"/>	d

11	a	b	<input checked="" type="checkbox"/>	d
12	<input checked="" type="checkbox"/>	b	c	d
13	<input checked="" type="checkbox"/>	b	c	d
14	<input checked="" type="checkbox"/>	b	c	d
15	a	b	<input checked="" type="checkbox"/>	d
16	a	b	c	<input checked="" type="checkbox"/>
17	a	b	c	<input checked="" type="checkbox"/>
18	a	<input checked="" type="checkbox"/>	c	d
19	a	<input checked="" type="checkbox"/>	c	d
20	<input checked="" type="checkbox"/>	b	c	d

21	a	<input checked="" type="checkbox"/>	c	d
22	a	b	c	<input checked="" type="checkbox"/>
23	a	<input checked="" type="checkbox"/>	c	d
24	a	<input checked="" type="checkbox"/>	c	d
25	a	<input checked="" type="checkbox"/>	c	d

16 II. URAIAN SINGKAT

- 1) ~~After two years of training, I am able to play acoustic guitar.~~
- 2) b. I can play an acoustic guitar.
- 5) 2) Thanks ~~to~~ the teacher.
- 1) Asking for help.
- 4) c) I'm able to train after two years for speak English Plus.
- 3) 9) ~~Kami~~ bisa menjaga kebersihan ~~sekolah~~ sekolah kami.
- 5) 5) Kamu harus mencoba makanan ini, ~~ini~~ ini lezat.



KEMENTERIAN AGAMA  
 PENILAIAN TENGAH SEMESTER (PTS) GASAL  
 MADRASAH TSANAWIYAH (MTs)  
 TAHUN PELAJARAN 2019/2020

No. : 030  
 Nama : Yunika Pitangga  
 Kelas : 8PK2

LEMBAR JAWABAN  
 MATA PELAJARAN : Bahasa Inggris 36

I. PILIHAN GANDA

8

1	a	b	<del>c</del>	d
2	a	b	<del>c</del>	d
3	a	<del>b</del>	c	d
4	a	<del>b</del>	c	d
5	<del>a</del>	b	c	d
6	<del>a</del>	b	c	d
7	a	<del>b</del>	c	d
8	a	<del>b</del>	<del>c</del>	d
9	a	b	<del>c</del>	d
10	a	<del>b</del>	c	d

11	a	b	<del>c</del>	d
12	a	<del>b</del>	c	d
13	<del>a</del>	b	c	d
14	a	<del>b</del>	c	d
15	<del>a</del>	b	c	d
16	a	b	<del>c</del>	d
17	a	<del>b</del>	c	d
18	a	<del>b</del>	c	d
19	a	b	<del>c</del>	d
20	a	b	<del>c</del>	d

21	a	<del>b</del>	<del>c</del>	d
22	a	<del>b</del>	<del>c</del>	d
23	<del>a</del>	<del>b</del>	c	d
24	a	<del>b</del>	c	d
25	<del>a</del>	b	c	d

10 II. URAIAN SINGKAT

1. ~~a.~~ I am able to training speak english for after two year fluency
2. ~~b.~~ I can ~~am~~ play Guitar an Acoustic
5. Thanks, my teacher  
~~terimakasih~~  
~~terimakasih~~
4. Kami akan membersihkan sekolah
8. Kamu suka makanan itu? ~~ya~~ sangat enak
3. Anto mean farid to come this birthday.

**APPENDIX 4**  
**The List of Student Scoring**



### The Group Position Based on the Test Result

No	Class	Code	Score	Group Classification
1	8 PK 1	S1	92	Upper
2	8 PK 3	S2	92	Upper
3	8 PK 1	S3	90	Upper
4	8 PK 1	S4	90	Upper
5	8 PK 3	S5	90	Upper
6	8 PK 1	S6	88	Upper
7	8 PK 1	S7	88	Upper
8	8 PK 3	S8	88	Upper
9	8 PK 1	S9	86	Upper
10	8 PK 1	S10	86	Upper
11	8 PK 1	S11	84	Upper
12	8 PK 1	S12	84	Upper
13	8 PK 1	S13	84	Upper
14	8 PK 1	S14	82	Upper
15	8 PK 1	S15	82	Upper
16	8 PK 1	S16	82	Upper
17	8 PK 1	S17	82	Upper
18	8 PK 1	S18	82	Upper
19	8 PK 1	S19	82	Upper
20	8 PK 1	S20	82	Upper
21	8 PK 1	S21	80	Upper
22	8 PK 1	S22	80	Upper
23	8 PK 1	S23	80	Upper
24	8 PK 1	S24	80	Upper
25	8 PK 1	S25	80	Upper
26	8 PK 1	S26	78	Upper
27	8 PK 2	S27	78	Upper
28	8 PK 3	S28	78	Upper
29	8 PK 3	S29	78	Upper
30	8 PK 4	S30	78	Upper
31	8 PK 1	S31	76	Upper
32	8 PK 1	S32	76	Upper
33	8 PK 1	S33	76	Middle
34	8 PK 2	S34	76	Middle

<b>No</b>	<b>Class</b>	<b>Code</b>	<b>Score</b>	<b>Group Classification</b>
35	8 PK 3	S35	76	Middle
36	8 PK 3	S36	76	Middle
37	8 PK 4	S37	76	Middle
38	8 PK 1	S38	74	Middle
39	8 PK 2	S39	74	Middle
40	8 PK 2	S40	74	Middle
41	8 PK 4	S41	74	Middle
42	8 PK 2	S42	72	Middle
43	8 PK 2	S43	72	Middle
44	8 PK 3	S44	72	Middle
45	8 PK 3	S45	72	Middle
46	8 PK 3	S46	72	Middle
47	8 PK 2	S47	70	Middle
48	8 PK 2	S48	70	Middle
49	8 PK 3	S49	70	Middle
50	8 PK 3	S50	70	Middle
51	8 PK 3	S51	70	Middle
52	8 PK 3	S52	70	Middle
53	8 PK 4	S53	70	Middle
54	8 PK 1	S54	68	Middle
55	8 PK 3	S55	68	Middle
56	8 PK 4	S56	68	Middle
57	8 PK 4	S57	68	Middle
58	8 PK 4	S58	68	Middle
59	8 PK 2	S59	66	Middle
60	8 PK 2	S60	66	Middle
61	8 PK 2	S61	66	Middle
62	8 PK 2	S62	66	Middle
63	8 PK 4	S63	66	Middle
64	8 PK 4	S64	66	Middle
65	8 PK 4	S65	66	Middle
66	8 PK 1	S66	64	Middle
67	8 PK 2	S67	64	Middle
68	8 PK 2	S68	62	Middle
69	8 PK 2	S69	62	Middle
70	8 PK 3	S70	62	Middle

<b>No</b>	<b>Class</b>	<b>Code</b>	<b>Score</b>	<b>Group Classification</b>
71	8 PK 4	S71	62	Middle
72	8 PK 4	S72	62	Middle
73	8 PK 4	S73	62	Middle
74	8 PK 2	S74	60	Middle
75	8 PK 3	S75	60	Middle
76	8 PK 3	S76	60	Middle
77	8 PK 3	S77	60	Middle
78	8 PK 3	S78	60	Middle
79	8 PK 4	S79	60	Middle
80	8 PK 4	S80	60	Middle
81	8 PK 2	S81	58	Middle
82	8 PK 2	S82	58	Middle
83	8 PK 3	S83	58	Middle
84	8 PK 4	S84	58	Middle
85	8 PK 4	S85	58	Middle
86	8 PK 4	S86	58	Middle
87	8 PK 4	S87	58	Lower
88	8 PK 2	S88	56	Lower
89	8 PK 2	S89	56	Lower
90	8 PK 2	S90	56	Lower
91	8 PK 2	S91	56	Lower
92	8 PK 3	S92	56	Lower
93	8 PK 3	S93	56	Lower
94	8 PK 4	S94	56	Lower
95	8 PK 2	S95	54	Lower
96	8 PK 2	S96	54	Lower
97	8 PK 3	S97	54	Lower
98	8 PK 4	S98	54	Lower
99	8 PK 3	S99	52	Lower
100	8 PK 4	S100	52	Lower
101	8 PK 2	S101	50	Lower
102	8 PK 3	S102	50	Lower
103	8 PK 3	S103	46	Lower
104	8 PK 3	S104	46	Lower
105	8 PK 2	S105	44	Lower

<b>No</b>	<b>Class</b>	<b>Code</b>	<b>Score</b>	<b>Group Classification</b>
106	8 PK 4	S106	44	Lower
107	8 PK 4	S107	44	Lower
108	8 PK 4	S108	42	Lower
109	8 PK 2	S109	40	Lower
110	8 PK 3	S110	40	Lower
111	8 PK 4	S111	40	Lower
112	8 PK 4	S112	38	Lower
113	8 PK 2	S113	36	Lower
114	8 PK 2	S114	36	Lower
115	8 PK 3	S115	36	Lower
116	8 PK 4	S116	34	Lower
117	8 PK 4	S117	28	Lower
118	8 PK 2	S118	24	Lower
		<b>Total Score</b>	<b>7742</b>	
		<b>N</b>	<b>118</b>	
		<b>Mean</b>	<b>65.61</b>	

**APPENDIX 5**

**Expert Judgement of Content Validity**

### The Suitability of English Mid-term test with the Syllabus

The Syllabus	TABLE SPECIFICATION			
	Material	Indicator	Item Number	The Suitable of the item with syllabus
3.1. Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yg melibatkan tindakan meminta perhatian, mengecek pemahaman , menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi sesuai dengan konteks penggunaanya	Teks lisan dan tulis untuk : a. meminta perhatian b. mengecek pemahaman c. menghargai kinerja yang baik d. meminta/mengungkapkan pendapat serta responnya	Disajikan sebuah teks dialog, siswa dapat mengidentifikasi ungkapan meminta perhatian	<b>1</b>	√
		Disajikan sebuah teks dialog, siswa dapat mengecek Pemahaman	<b>2</b>	√
			<b>1(essay)</b>	√
		Disajikan √sebuah teks dialog, siswa dapat merespon ungkapan menghargai kinerja yang baik	<b>3</b>	√
	<b>2(essay)</b>		√	

3.2.Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi trasaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya.(Perhatikan unsur kebahasaan can, will)	Teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan	Disajikan sebuah dialog, siswa dapat meminta dan mengungkapkan pendapat serta mersponnya	<b>4</b>	√	
			<b>5</b>	√	
			<b>6</b>	√	
	Teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan	Disajikan sebuah dialog, siswa dapat menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan		<b>7</b>	√
				<b>8</b>	√
				<b>9</b>	√
				<b>10</b>	√
	Teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan	Disajikan sebuah dialog, siswa dapat menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan		<b>11</b>	√
				<b>12</b>	√
				<b>13</b>	√
				<b>14</b>	√
				<b>15</b>	√
				<b>3(essay)</b>	√

3.3.Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)	Teks lisan dan tulis member dan meminta informasi tentang d. keharusan e. larangan f. himbauan	Disajikan sebuah ungkapan, siswa dapat memberi instruksi kepada seseorang dan meresponnya dengan baik sesuai dengan konteks	<b>16</b>	√
			<b>17</b>	√
			<b>18</b>	√
		Disajikan sebuah ungkapan, siswa dapat melarang seseorang melakukan tindakan dan meresponnya sesuai dengan konteks	<b>19</b>	√
			<b>20</b>	√
			<b>4(Essay)</b>	√



		Disajikan sebuah ungkapan, siswa dapat mengajak seseorang	21	✓
		melakukan tindakan	22	✓
		kandannya merespon	23	✓
		nyasanya dengan	24	✓
		konteks	25	✓
			5 (essay)	✓

Expert Judgement,



(Sugiarti, S.Pd)

Guru Bahasa Inggris MTs Negeri 2 Sukoharjo

**APPENDIX 6**  
**Reliability Analysis**

### Computation of Reliability Index in Multiple Choice Test

$$\begin{aligned}
 r_{11} &= \left( \frac{n}{n-1} \right) \left( \frac{s^2 - \sum pq}{s^2} \right) \\
 &= \left( \frac{25}{25-1} \right) \left( \frac{14.49 - 4.77}{14.49} \right) \\
 &= 1,1(0.670) \\
 &= 0.737
 \end{aligned}$$

### Computation of Reliability Index in Multiple Choice Test

$$\begin{aligned}
 r_{11} &= \left( \frac{5}{(5-1)} \right) \left( 1 - \frac{9.706}{18.655} \right) \\
 &= 1.25 \times 0.48 \\
 &= 0.599
 \end{aligned}$$

In which:

- $r_{11}$  : Test of reliability
- $n$  : Total of test items
- $s$  : Standard deviation of the test
- $p$  : Propotion of number of correct answer of an item
- $q$  : 1-p
- $s^2$  : Standard deviation
- $x$  : Individual score
- $\sum \sigma_1^2$  : Total variance score of each items
- $\sigma_1^2$  : Total variance

**APPENDIX 7**  
**Difficulty Level Analysis**

**Computation of Difficulty Level on Multiple Choices Item**

<b>No.Item</b>	<b>B</b>	<b>JS</b>	<b>P</b>	<b>Interpretation</b>
1	59	118	0.5	Moderate
2	91	118	0.77	Easy
3	28	118	0.24	Difficult
4	110	118	0.93	Easy
5	110	118	0.93	Easy
6	75	118	0.64	Moderate
7	87	118	0.74	Easy
8	97	118	0.82	Easy
9	32	118	0.27	Difficult
10	99	118	0.84	Easy
11	110	118	0.93	Easy
12	57	118	0.48	Moderate
13	22	118	0.19	Difficulty
14	60	118	0.51	Moderate
15	64	118	0.54	Moderate
16	73	118	0.62	Moderate
17	17	118	0.14	Difficult
18	82	118	0.69	Moderate
19	32	118	0.27	Difficult
20	67	118	0.57	Moderate
21	97	118	0.82	Easy
22	31	118	0.26	Difficult
23	25	118	0.21	Difficult
24	107	118	0.91	Easy
25	77	118	0.65	Moderate

**Computation of Difficulty Level on Multiple Essay Item**

<b>No. Item</b>	<b>Mean</b>	<b>Max Score</b>	<b>P</b>
1	2.79	5	0.55
2	0.59	5	0.91
3	2.3	5	0.46
4	3.37	5	0.67
5	3.51	5	0.7

# **APPENDIX 8**

## **Discriminating Analysis**

**Computation of Discriminating Power on Multiple Choices Item**

<b>No. Item</b>	<b>WL</b>	<b>WH</b>	<b>27%N</b>	<b>DP</b>
1	20	10	32	0.31
2	8	2	32	0.19
3	22	4	32	0.56
4	7	0	32	0.22
5	8	0	32	0.25
6	18	6	32	0.38
7	21	3	32	0.56
8	14	0	32	0.44
9	14	3	32	0.34
10	11	1	32	0.31
11	8	0	32	0.25
12	18	22	32	-0.13
13	28	25	32	0.09
14	23	9	32	0.44
15	21	5	32	0.50
16	23	2	32	0.66
17	19	21	32	-0.06
18	19	1	32	0.56
19	23	12	32	0.34
20	21	3	32	0.56
21	13	0	32	0.41
22	15	14	32	0.03
23	27	6	32	0.66
24	7	1	32	0.19
25	13	9	32	0.13



**Computation of Discriminating Power on Multiple Essay Item**

<b>No. item</b>	<b>Mean A</b>	<b>Mean B</b>	<b>Max Score</b>	<b>D</b>
1	3.75	2.06	5	0.33
2	4.87	3.96	5	0.18
3	3.62	1.12	5	0.48
4	4.46	2.37	5	0.41
5	4.34	2	5	0.46