# THE ANALYSIS OF FINAL SCHOOL EXAM ITEMS ON ENGLISH SUBJECT AT SMP N 14 SELUMA IN ACADEMIC YEAR 2018/2019

## THESIS

Submitted as  Partial Requirements for the degree Of Sarjana
in English Education Department of IAIN Bengkulu

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## RATIFICATION

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Assalamu'alaikum Wr. Wb

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

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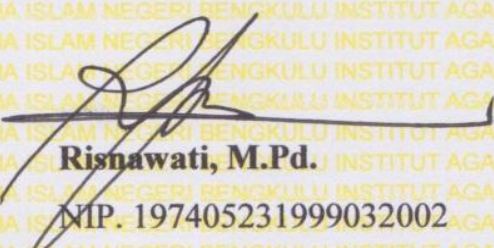at SMP N 14 Seluma in Academic year 2018 / 2019

Has already fulfilled the requirements to be presented before the board of examiners (munaqsyah) to again Bachelor Degre in English Education. Thank you for the attention.

Wassalmu'alaikum Wr.Wb

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**MOTTO**


**Do The Best And Pray. God Will Take Care Of The Rest.**


**ENI LARIANTI**

# DEDICATION

This thesis dedicated to.

1. Allah SWT as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.

2. My mother alhm. Melva Ade Suryani I present this thesis to you who have left me from a small age and you are always an encouragement to the success of this life.

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# PRONOUNCEMENT

Name           : ENI LARIANTI

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I hereby sincerely state that thesis entitled : **The Analysis of Final School**

**Exam Items On English Subject at SMP N 14 Seluma In Academic Year**

**2018/2019** is my masterpiece. All thing out my masterpiece in this thesis are

signed citation and referred in the bibliography. If after proven that my thesis

discrepancies, I am willing to take the academic sanctions in the form of repealing

my thesis and academic degree.

Bengkulu,      2019

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In the name of Allah the beneficent, the Merficul in the name of Allah the most Gracious and Merficul. Alhamdulilah, all praise be to allah the most graceful and the Merficul, after suuch a hard work , finally the writer could finish research and finish the report in the form of the minor thesis (skripsi), entitled **"The Analysis Of Final School Exam Items On English Subject At Smp N 14 Seluma In Academic Year 2018/2019"**.

1. Prof. Dr.H. Siradjudin M., M.Ag, M.H as Rector of the IAIN Bengkulu.
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3. Feny Martina, M.Pd as the chief of English Study Program IAIN Bengkulu.
4. Risnawati M.Pd, M.pd as fisrt Supervisor.
5. Detti Lismayanti M.Hum as Second Supervisor.

Finally the words are not enought to be expressed, except praise is to Allah the worlds for blessing and guidence, May their good deeds be accepted by Allah subhanahuWata"ala Amin.

Bengkulu, Juli 2019

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# ABSTRACT

**Eni Larianti. 2019. The Analysis Of Final School Exam Items On English Subject At Smp N 14 Seluma In Academic Year 2018/2019.**

**Thesis, English Education Study Program, Tarbiyah and Tadris, State Institute of Islamic (IAIN) Bengkulu. Supervisor:**

**1. Risnawati, M.Pd  2. Detti Lismayanti, M.Hum.**

This study is aimed to find out of quality Final School Exam Items On English Subject At Smp N 14 Seluma In Academic Year 2018/2019. In quantitative, namely in terms of the level of difficulty, discrimination power, and distractor efficiency. This study was designed as descriptive quantitative research, because the data obtained in this study are in the form of numbers and this study is not to accept or reject the hypothesis, but rather to explain the existing conditions according to the circumstances of the items in the UAS question examined. Data collection techniques used are documentation techniques. Data analysis in the form of item analysis was carried out using the Anates version 4.0.9 program.

After analyzing the data the researcher found 40  multi-choice  Final School Exam Items On English Subject At SMP N 14 Seluma In Academic Year 2018/2019 were reviewed from : a). The level of difficulty was 3 items (7.5%) very difficult, 16 items (40%) difficult , 18 items (45%) desirable, 3 items (7.5%) easy, and 0 items (0%) very easy. b) The discrimination power was 4 items (10%) very poor, 15 items (37.5%) poor, 15 items (37.5%) satisfactory, 6 items (15%) good, and 0 items (0%) excelent. c) The distractor efficiency was 6 item (15%) very good, 15 items (37.5%) good, 10 items (25%) average, 2 items (5%) poor, and 6 items (15%) very poor. Thus it can be concluded that Final School Exam Items On English Subject At Smp N 14 Seluma In Academic Year 2018/2019 is good enough.

The implication of this study is that a question that is not good should be replaced with a new question, a question that is not good needs to be revised to be used again, and a good question can be entered into the question bank.

*Keywords: Analysis item, Final school exam*

# ABSTRAK

**Eni Larianti. 2019. The Analysis Of Final School Exam Items On English Subject At Smp N 14 Seluma In Academic Year 2018/2019.**

**Thesis, English Education Study Program, Tarbiyah and Tadris, State Institute of Islamic (IAIN) Bengkulu. Supervisor:**

**1. Risnawati, M.Pd  2. Detti Lismayanti, M.Hum.**

Penelitian ini bertujuan untuk mengetahui untuk mengetahui kualitas soal UAS mata pelajaran bahasa inggris yang digunakan pada tahun ajaran 2018/20169 di SMPN 14 Seluma secara kuantitatif yaitu dari segi tingkat kesukaran, daya pembeda, dan efektifitas pengecoh. Jenis penelitian yang digunakan adalah penelitian deskriptif kuantitatif, karena data yang diperoleh pada penelitian ini dalam bentuk angka-angka dan penelitian ini tidak untuk menerima atau menolak hipotesis, melainkan untuk menjelaskan keadaan yang apa adanya sesuai dengan keadaan butir soal UAS yang diteliti. Teknik pengumpulan data yang digunakan adalah teknik dokumentasi. Analisis data berupa analisis butir soal dilakukan dengan menggunakan program Anates versi 4.0.9.

Hasil penelitian menunjukkan bahwa 40 butir soal pilihan ganda UAS mata pelajaran Bahasa Inggris pada tahun ajaran 2018/2019 SMPN 14 Seluma ditinjau dari: a) Segi tingkat kesukarannya terdapat 3 butir (7,5%) sangat sukar, 16 butir (40%) sukar, 18 butir (45%) sedang, 3 butir (7,5%) mudah, dan 0 butir (0%) sangat mudah. b) Segi daya pembedanya terdapat 4 butir (10%) sangat jelek, 15 butir (37,5%) jelek, 15 butir (37,5%) cukup, 6 butir (15%) baik, dan 0 butir (0%) sangat baik. c) Segi efektifitas pengecoh terdapat 6 butir (15%) sangat baik, 15 butir (37,5%) baik, 10 butir (25%) sedamg,  2 butir (5%) buruk, dan 6 butir (15%) kurang baik. Dengan demikian dapat disimpulkan bahwa soal yag digunakan pada UAS mata pelajaran Bahasa Inggris pada tahun ajaran 2018/2019 SMPN 14 Seluma termasuk soal yang kurang baik.

Implikasi dari penelitian ini adalah soal yang tidak baik sebaiknya diganti dengan soal yang baru, soal yang kurang baik perlu direvisi untuk dapat digunakan kembali, dan soal yang baik dapat dimasukkan ke bank soal.

*Keywords: Analysis item, Final exam school.*

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# CHAPTER I

# INTRODUCTION

## A. Background

The role of the school and the main teachers is to provide and facilitate students learning. The teacher must be able to generate activities that help students improve the way and results of learning. One effort is improving learning processes and results as part of improving the quality of education which can be done through a system of evaluation.

Evaluation is an intrinsic part of teaching and learning[1]. The important for the teacher because it can provide a wealth of information to use for the future direction of classroom practice, for the planning of courses, and for the management of learning tasks and students.

The teacher carries out evaluation activities aimed at knowing the success level of the teaching program. However, besides that sometimes the teacher feels that evaluation is something that is contrary to teaching. This arises because it is often seen that the existence of evaluation activities is actually troubling and decreasing the arousal of learning in students.

Indeed, evaluations carried out incorrectly can turn off students' enthusiasm for learning. Conversely, a well-conducted and correct evaluation should be able to improve the quality and results of learning

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[1] Paulina Rea And Kevin Germaine, *Evaluation,* (New York : Oxford University Press , 1992), P. 3.

because evaluation activities help teachers to improve the way they teach and help students improve their learning methods.

A good evaluation must help the students reach the goal as the core of the teaching and learning process. The evaluation given must pay attention to the quality of the test (evaluation tool) which is good. Because the impact of poor quality tests can affect the quality of education, even though the evaluation conducted in an effort to control the quality of education to make it better.

In addition, it will be an impact on trust in educational institutions and the credibility of teachers as evaluators. Assessment of learning outcomes by educators must be carried out continuously to monitor the process, progress, and improvement of results in the form of daily exams, monthly exams, midterms, to final school examinations. It is used to assess the achievement of student competencies, the material for preparing progress reports on learning outcomes and improving the learning process.

One method that can be used in the evaluation is a test. The test is a simple term a method of measuring a person's ability knowledge or performance in a given domain[2]. The test is to be valid if it measures accurately what is intended to be measured[3].

Tests made must be able to measure the ability of each student so that the test is made according to the criteria for making test questions. A

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[2] H. Douglas Brown, *Language Assessment : Principles And Classroom Practices,* ( San Francisco, California : Longman, 2003), P. 3.
[3] Baiq Della Triastiwi Putri, *"The Validity Analysis Of English Summative Test Of Junior High School,"* Journal Of Languages And Language Teaching, Vol. 5 No.1,2017. P.6.

good test as a measuring tool, if it meets the requirements of the test, which is to have: Practicality, Reliability, Validity, Authenticity, And Washback.

Practical is an effective test. this means that it is not excessively expensive, stay within appropriate time constraints, relatively easy to administer, and has a scoring/evaluation procedure that is specific and time efficient[4]. Reliability is a test must be consistent in its measurement[5].

A test is valid if to measure what is supposed to measure[6]. Authenticity is the correspondence of characteristics of a given language test task to the features of a target language task and for transforming them into valid test items[7]. While washback generally refers to the effects the tests have on instruction in terms of how students prepare for the test[8].

The results of tests obtained by students will be a mirror of whether or not the tests used. The description of the merits of a test can also be seen from the characteristics of the questions used. A good quality test will have good items. Items are the smallest unit that produces distinctive and meaningful information on a test or rating scale[9].

Therefore, after the tes process is carried out, a teacher needs to follow up by analyzing the results that have been obtained. In this case, an

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[4] H. Douglas Brown, Op.Cit. P. 19.
[5] Anita Novera, *"Item Analysis On The Validity And The Realibility Of English Summative Test For The First Years Student Of Ma Madani Alauddin Pao-Pao",* International Journal Of Management And Applied Science, Vol-4 No-5, 2018, P. 21.
[6] Ibid, P. 20.
[7] H. Douglas Brown, Op.Cit, P. 28
[8] H. Douglas Brown, Loc.Cit,
[9] James Dean Brown, *Testing In Language Programs*, (New Jersey: Prentice Hall Regents, 1996), P.49.

item analysis is carried out, which is a review of test questions in order to obtain a set of questions that have adequate quality. By analyzing these items, information can be obtained about the ugliness of a question and instructions for making improvements.

There are several items analysis, namely the analysis of the questionable item difficulty, discrimination, and distractor efficiency. of the question. Item facility (IF) is a statistical index used to examine the percentage of students who correctly answer a given item[10]. Item discrimination is the extent to which item differentiates between high and low ability test takers[11]. Distractor efficiency is a more important measure of a multiple choice item's value in a test and one that is related to item discrimination[12].

In the research conducted by Khoshaim with the title "Assessment of the Assessment Tool: Analysis of Items in a Non-MCQ Mathematics Exam"[13]. The results of the study are as follows. The action research examines the effectiveness of an assessment process and inspects the validity of exam questions used for the assessment purpose. Using the data from 206 students, the researchers analyzed 54 exam questions with regard to the complexity level, the difficulty coefficient and the discrimination coefficient. Findings indicated that the complexity level correlated with the difficulty coefficient for only one of three semesters.

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[10] Ibid, P.64.
[11] H. Douglas Brown, Op.Cit, P.59.
[12] H. Douglas Brown, Op.Cit, P.60.
[13] Heba Bakr Khoshaim and Saima Rashid, *Assessment of the Assessment Tool: Analysis of Items in a Non-MCQ Mathematics Exam*, International Journal of Instruction, Vol.9, No.1, 2016

In addition, the correlation between the discrimination coefficient and the difficulty coefficient was found to be statistically significant in all three semesters. The results suggest that all three exams were acceptable; however, further attention should be given to the complexity level of questions used in mathematical tests and that moderate difficulty level questions are better classifying students' performance.

In addition, the correlation between the discrimination coefficient and the difficulty coefficient was found to be statistically significant in all three semesters. The results all three exams were acceptable; however, further attention should be given to the complexity level of questions used in mathematical tests and that moderate difficulty level questions are better classifying students' performance. Research conducted by Khoshaim and researcher have similarities, namely both of them analyze items at the junior high school level. Meanwhile, the difference in this study analyzes the items about English.

Based on a preliminary study conducted by researcher at SMP N 14 Seluma, the researchers conducted an interview English teacher[14]. He explained that In the process of evaluating learning outcomes, in SMP N 14 Seluma uses the Final School Examination as an evaluation tool to find out and measure the level of student learning outcomes, where School Final exam questions are prepared by MGMP (Musyawarah Guru Mata

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[14] Interview With English Teacher Darnalela on February 04th 2019 at 09.30 am.

Pelajaran ) which is consisted of 40 items of multiple choice questions and essay.

Evaluation during this was carried out not paying attention to the assessment of the item so that the quality of the items tested was not known whether it included items that met the requirements as a good measure or not. the analysis of these items needs to be done to obtain information about the quality of the test so that the quality of the test can be improved.

Whereas the results of the evaluations conducted also turned out that there were still quite a number of students who received grades below the assessment standard 7,5. Therefore, this result is not good enough to influence the research of the items that have been prepared by the MGMP. Suspicion of the unsatisfactory results of the test on the item is very important to find out whether the test item has been entered in the test items that qualify as a good measuring instrument or not.

The importance of evaluation in improving the quality of the process and learning outcomes, a teacher as part of the implementation of the teaching and learning process is required to carry out a good evaluation and automatically required to make a good test or evaluation tool. In this case, educators are required analysis of items to find out the quality level of the items used.

The purpose of analyzing the items to identify the good, average, and bad questions. good item can be saved and reused, poor items should

be revised, and items that are not good should be discarded. Analysis of item questions is done so that the questions made by the teacher are a matter of quality, so they can measure the learning outcomes of students. If the question used to measure the learning outcomes of students is of doubtful quality, the results of the test may also not be of quality.

Test results from non-quality questions cannot reflect the learning outcomes of students because the test will provide less precise information about student learning outcomes.Analysis of items was carried out by calculating aspects of item difficulty, discrimination, and distractor efficiency. Analysis of items can be done using the help of a computer device with software or manually. In this study, researchers used the ANATES Version 4.09 program.

Based on these problems, researchers are interested in conducting research with the title **The Analysis Of Final School Exam Items On English Subject At SMPN 14 Seluma In Acedemic Year 2018/2019**.

**B. Indentification of Problems**

Based on the background above, some problems can be identified as follows English teachers not paid attention to the assessment of the items so that the quality of the items tested was not known whether it included items that met the requirements as a good measure or not. There are still quite a lot of students who get grades below the assessment standard.

## C. Limitation of Problems

Based on the identification of the problems above, the limitations of the problem in this research, the researchers limited the final school exam of three-grade students to multiple choice item in English subjects at SMP N 14 Seluma which were reviewed in terms of item difficulty, discrimination power, and distractor efficiency.

## D. Research Questions

Based on the limitations of the problems above, the research question in this research as follows :

1. How is the item difficulty of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019?

2. How is the discrimination power of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019?

3. How is the distractor efficiency of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019?

## E. Research Objectives

Based on the research question above, the research objectives of this research are :

1. To find out the item difficulty of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019.

2. To find Out the discrimination power of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019.

3. To find out the distractor efficiency of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019

**F. Research Significances**

The results of this study are expected to provide the following benefits :

1. For Teachers

   a. The results of this study can be used by the teacher as a tool to determine whether or not learning objectives have been achieved and to improve the next evaluation tool.

   b. Form the input to the teacher so that the questions are more qualified and the teacher is able to carry out item analysis to improve quality test.

2. For Schools

   a. Provide input for educational institutions in analyzing items so that the questions used are of good quality.

   b. Provide motivation for schools to conduct training and teacher development in making test questions specifically for the English program.

3. For the next researchers

   As a reference and consideration for further research.

## G. Definition of Key Terms

In conducting the researcher, it is necessary to formulate the definition of key terms which is intended to avoid missunderstanding of the concepts used in the research. The terms need to be defined are as follows :

1. Item Analysis is an analytical activity to determine the level of goodness of the items contained in a test so that the information generated can be used to improve the items and tests.

2. Final school exam is activities for measuring the achievement of student competencies carried out by educational units to obtain recognition of learning achievement and is one of the graduation requirements of the education unit.

# CHAPTER II

# LITERATURE REVIEW

### A. The Concept Of Analysis

#### 1. Definition of Analysis

An analysis is a process of breaking down a concept problem, a proposition, a linguistic complex, or a fact into a simple or ultimate constituent[15]. The Greek word 'analysis' means the resolution of a complex whole into its parts, as opposed to 'synthesis', which means the construction of a whole out of parts[16].

Philosophical analysis is a method of which one seeks to assess complex systems of thought by analysis them into simpler elements whose relationships are thereby brought into focus[17]. Analysis of the process of breaking a concept down into more simple parts so that its logical structure is displayed[18].

Based on the definitions above, the researchers concluded that the analysis is a piece of information or raw data so that it can be processed and displayed as information that can be accounted for and deserves to be conveyed to many people.

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[15]Robert Audi, *The Cambridge Dictionary Of Philosophy, 2nd Ed*,( Cambridge: Cambridge University Press; 1st Ed, 1999), P.25.

[16]Jonathan Rée And J. O. Urmson, *The Concise Encyclopedia Of Western Philosophy;3nd Ed*,( London: Routledge, 2005),P.11.

[17]Edward Craig, *The Routledge Encyclopedia Of Philosophy*, (London: Routledge, 1998),P.13.

[18]Simon Blackburn, *The Oxford Dictionary Of Philosophy*, (Oxford: Oxford University Press,1996),

In analyzing, the description of the patterns in the data must be consistent. That way, the results of the analysis can be translated and studied easily, meaningfully and briefly.

## 2. The Kinds of Analysis

Analysis, in general, is done in two ways, namely qualitative analysis, and quantitative analysis. Qualitative analysis is often also called logical validity before the problem is used. The point is to see whether or not a problem is functioning. Quantitative question analysis is often also referred to as empirical validity which is performed to see whether a question is functioning more or less after the question is tested on a representative sample[19].

### a. Qualitative analysis

Points of qualitative analysis two main things, namely validity and reliability.

#### a) Validity

Validity is an important key for effective Research. If the research is invalid, the research is not valuable[20]. It means validity refers to the extent to which the results of an evaluation procedure serve the particular uses for which they are intended.

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[19]Fitriani, *Analisis Butir Soal Ujian Akhir Sekolah (Uas) Mata Pelajaran Matematikapada Tahun Ajaran2015/2016 Sman 1 Pitumpanua Kecamatan Pitumpanuakabupaten Wajo*, (Tensis Si Fakultas Tarbiyah Dan Keguruan Jurusan Pendidikan Matematika, Uin Alauddin Makassar, 2018), P.31

[20]Louis Cohen, Lawrence Manion And Keith Morrison, *Research Methods In Education Fifth Edition*, ( Routledge Taylor & Francis E-Library. Usa And Canada, 2005), P. 105

According to Brown validity is the most complex criterion of an effective test and arguably the most important principle[21].

From the opinion of some experts above the researchers concluded that validity is the extent to which a concept, conclusion or measurement is reasonable and the possibility of relating accurately to the real world.

b) **Realibility**

Reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents[22]. According to Goodwin A measure of behavior is said to be reliable if its results are repeatable when the behaviors are remeasured[23].

So, the conclusion of some of these definitions is that reliability is the determination of the results of a test carried out repeatedly, given to the same group at different times.

b. **Quantative Analysis**

Quantitative analysis reviewing the questions is based on empirical data from the items in question[24]. The question is said to be good in the qualitative analysis if it meets the criteria of

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[21] H. Douglas Brown, *Language Assessment : Principles And Classroom Practices*, ( San Francisco, California : Longman, 2003), P. 22.

[22]Louis Cohen, Lawrence Manion And Keith Morrison, *Op.Cit,* P. 117.

[23]C. James Goodwin, *Research In Psychology Methods And Design Sixth Edition*, (United States Of America : Wiley 2010), P.130.

[24]Elis Ratna Wulan And Rusdiana, *Evaluasi Pembelajaran Dengan Pedekatan Kurikulum 2013*,( Pustaka Setia : Bandung , 2014).

validity and reliability. While the questions can be said to be either quantitative analysis if they meet the criteria for the level of items difficulty, distinguishing power, and effectiveness of choice.

So it can be said that quantitative analysis includes analysis of the degree of difficulty, distinguishing power, and distractor efficiency of choice.

## B. The Concept Of Item analysis

### 1. Definition Of Item analysis

The item is the smallest unit that produces typical and meaningful information on the testing or ranking scale[25]. Item analysis is one systematic procedure designed to obtain specific information about each test item. It is designed primarily for use with the objective test. In item analysis, the test conductor is concerned with item, difficulty level, the discriminative power of the item and effectiveness of the distracters[26].

Item analysis is the validation of a MCQs after it has appeared in a question paper[27]. Item analysis is carried out to see if the items in the instrument belong there or not. Each item is examined for its ability to

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[25]James Dean Brown, *Testing In Language Programs*, (New Jersey: Prentice Hall Regents, 1996), P.49.
[26]Evroro And Edhereveno Sylvanus, *"Item Analysis Of Test Of Number Operations"*, Asian Journal Of Educational Research, Vol.3, No.01, 2015, P.18
[27]Surekha Kashyap, *"Item Analysis Of Multiple Choice Questions"*, International Journal Of Current Research, Vol 7, No 12, 2015.

discriminate between those subjects whose total scores are high and those with low scores[28].

From the above definitions, it can be concluded that Analysis of the item is an analytical activity to determine the level of goodness of the items contained in a test so that the information generated can be used to improve the items and tests.

2. **The kinds of item**

There are three main components of item analysis, they are item facility (or item difficulty), item discrimination power (sometimes called item differentiation), and distractor efficiency[29].

a. **Item difficulty**

level of difficulty is the extent to which an item is easy or difficult for the proposed group of test takers[30]. Item facility (IF) is a statistical index used to examine the percentage of students who correctly answer a given item[31]. The formula used to find the level of difficulty is as follows:[32]

$$D = \frac{P}{Js}$$

Where :

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[28]Shweta Bajpai And Ram Bajpai, *"Goodness Of Measurement: Reliability And Validity",* International Journal Of Medical Science And Public Health, Vol 3,No. 2, 2017, P 112.

[29] H. Douglas Brown, Op.Cit P.58.

[30] Ibid, P.58

[31]James Dean Brown, Op.Cit. P.64.

[32]Andi Surahma Halik, *Analisis Butir Soal Ujian Akhir Sekolah (Uas) Mata Pelajaran Matematika Pada Tahunajaran2015/2016 Smp Negeri 36 Makassar* , (Thesis Si Jurusan Pendidikan Matematika Pada Fakultas Tarbiyah Dan Keguruan Uin Alauddin Makassar, 2017 )P. 25

D        = difficulty index.

P        = The number of students who answer the questions correctly

Js        = The total number of students participating in the test

A good test item should have the level of difficulty, which includes easy, moderate and difficult levels. An effective and good test should have items that belong to a moderate level. The item that is too easy or difficult potentially weakens the quality of the test and the valid data of information about students" achievement will not be acquired.

Question items with difficulty indexes approaching 1.00 means that the question is getting easier. The index of difficulty can be classified as follows:

**Table 2.1**

**Classification Criteria Difficulty Index**

| P | Interpretation |
|---|---|
| P = 0,00 | Very difficult |
| 0,00 < P ≤ 0,30 | Difficult |
| 0,30 < P ≤ 0,70 | Desirable |
| 0,70 < P < 1,00 | Easy |
| P = 1,00 | Very Easy |

**b. Item discrimination power**

Item discrimination is the extent to which an item differentiates between high-and low-ability test-takers[33]. Item discrimination indicates the degree to which an item separates the students who performed well from those who performed poorly[34].

The reason for identifying these two groups is that discriminatory power allows teachers to compare the performance of upper group students on tests with lower group students. To do this, the teacher or test maker can compare the number of students in the upper and lower groups who answer the item correctly.

**Table 2.2**

**Classification Criteria Discrimination power[35]**

| Discrimination power | Interpretation |
|---|---|
| DP ≤0,00 | Very Poor |
| 0,00 < DP ≤0,20 | Poor |
| 0,21 < DP ≤0,40 | Satisfactory |
| 0,41 < DP ≤0,70 | Good |
| 0,71 < DP ≤1,00 | Excelent |

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[33] H. Douglas Brown, Op.Cit. P.59.
[34] James Dean Brown, Op.Cit. P.66.
[35] Nahjiah Ahmad, *Buku Ajar Evaluasi Pembelajaran*, ( Interpena: Yogyakarta, 2015), P.134

The formula that can be used to calculate the distinguishing power in multiple choice questions is as follows.

$D = P_A - P_B$

Where :

D    = distinguishing power

J     = Amount Of Test Participants

Ja    = number of top group participants

Jb    = number of lower group participants

Ba   = the number of top group participants who   answered correctly

Bb  =the number of lower group participants who answered correctly

Pa      = The proportion of the upper group participants answered correctly

Pb      = The proportion of participants in the lower group answered correctly[36].

The benefits of Discrimination power items are to improve the quality of each item through empirical data and to find out how far the item is able to distinguish students' abilities.

c.  **Distractor efficiency**

Distractor efficiency is one more important measure of a multiple-choice item's value in a test, and one that is related to item

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[36] Ibid, p.134

discrimination[37]. In conclude, the effectiveness of distractor analysis provides the information about how successful an distractor has diverted students who have not studied well from the correct answer.

Will be calculated with the following formula : [38]

$$IP \frac{P}{(N-B)/(n-1)} X\ 100$$

IP  = Distractor Efficiency index

P   = the number of students who choose deception

N  = number of students taking the test

B  = The number of students who answered correctly on
     each question

n = number of alternative answers (option)

**Table 2.3**

**Clasification Criteria  Distractor efficiency[39]**

| IP Value | Interpretation |
|---|---|
| 76% -125% | Very Good |
| 51% -75% Or 126% -150% | Good |
| 26% -50% Or 151% -175% | Average |
| 0% -25% Or 176% -200% | Poor |
| More than 200% | Very Poor |

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[37] H. Douglas Brown, P.60.
[38]Nahjiah Ahmad, Op.Cit, P.134
[39]Ibid. p. 137

The results of the analysis of the level of difficulty, discrimination power, and distractor efficiency of the tests that have been obtained are then analyzed to determine the quality of the questions between the questions that are of good quality, good enough, and not good based on the following considerations :

1. Item questions have good quality, if the question fulfills the three criteria, namely the level of difficulty, distinguishing power, and deceptive effectiveness.

2. Item questions have quite good quality, if the question only fulfills two of the three criteria.

3. Item questions have poor quality, if the question does not meet two or all criteria.

**3. Types of Test Items**

James Dean Brown stated the item used in classroom tests are commonly divided into two broad categories: Receptive response items and Productive Item Formats.

**a. Receptive response items**

A receptive response item requires the student to select a response rather than actually produce one[40]. Receptive response item formats include true-false, multiple choice, and matching items.

a) True-false.

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[40] James Dean Brown, Op.Cit. P.53.

True False items are typically written as statements, and students must decide whether the statements are true or false.

b) Multiple choice.

Multiple choice items are made up of an item stem, which present a problem situation, and several alternatives, which provide possible solution to the problem. The options usually of, a, b, c or d. that will be counted correct, and the distractors, which are those choices that will be counted as incorrect.

c) Matching items.

Matching items present the students with two columns of information the students must then find and identify matches between the two sets of information.

**b. Productive response items**

Productive response items require the students actually to produce responses rather than just select them receptively[41]. Productive item formats include fill-in, short-response, and task types of items.

a) Fill-in.

Fill-in items are those wherein a word or phrase is replaced by a blank in a sentence or longer text, and the student's job is to fill in that missing word or phrase.

b) Short-response.

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[41] James Dean Brown, Op.Cit. P.58.

Short-response itents are usually questions that the students can answer in a few phrases or sentences.

c) Task items.

Task items are defined here as any of a group of fairly open-ended item types that require students to perform a task in the language that is being tested.

## C. The Concept Of Final School Exam

### 1. Definition of Final School exam

The final school examination is part of an evaluation that aims to measure and assess the competency of students so that the teacher can determine whether students can continue learning at a higher level or need testing[42]. The final school exam is one test that determines the graduation of students in the form of written examinations and / or practice[43].

From the above opinion, it can be concluded that the final school examination is an assessment activity in the form of a written test and / or practice to measure the competency achievement of participants in recognition of student learning achievement and as a determinant of student graduation from an educational unit.

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[42]Andi Surahma Halik, *Analisis Butir Soal Ujian Akhir Sekolah (Uas) Mata Pelajaran Matematika Pada Tahunajaran2015/2016 Smp Negeri 36 Makassar,* (Tenses Si Fakultas Tarbiyah Dan Keguruan Jurusanpendidikan Matematika, Uin Alauddin Makassar, 2017 ), P.33.

[43]Fitriani, *Analisis Butir Soal Ujian Akhir Sekolah (Uas) Mata Pelajaran Matematikapada Tahun Ajaran2015/2016 Sman 1 Pitumpanua Kecamatan Pitumpanuakabupaten Wajo*, (Tensis Si Fakultas Tarbiyah Dan Keguruan Jurusan Pendidikan Matematika, Uin Alauddin Makassar, 2018), P.48

**D. Some Related Previous Study.**

Some previous studies about the analysis of items including research written by Khoshaim with the title "Assessment of the Assessment Tool: Analysis of Items in a Non-MCQ Mathematics Exam"[44] The results of the study are as follows The reported action research examines the effectiveness of an assessment process and inspects the validity of exam questions used for the assessment purpose. The instructors of a college-level mathematics course studied questions used in the final exams during the academic years 2013–2014 and 2014−2015.

Using the data from 206 students, the researchers analyzed 54 exam questions with regard to the complexity level, the difficulty coefficient and the discrimination coefficient. Findings indicated that the complexity level correlated with the difficulty coefficient for only one of three semesters. In addition, the correlation between the discrimination coefficient and the difficulty coefficient was found to be statistically significant in all three semesters. The results suggest that all three exams were acceptable; however, further attention should be given to the complexity level of questions used in mathematical tests and that moderate difficulty level questions are better classifying students' performance.

From research written by Suruchi with the title "Test Item Analysis and Relationship Between Difficulty Level and Discrimination Index of

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[44]Heba Bakr Khoshaim, *Assessment Of The Assessment Tool: Analysis Of Items In A Non-Mcq Mathematics Exam*, International Journal Of Instruction, Vol.9, No.1, 2016

Test Items in an Achievement Test in Biology"[45]. For a test to be reliable and valid, a systematic selection of items with regard to subject content and degree of difficulty is necessary. Moreover, the reliability of the test also depends upon the grading consistency and discrimination between the students of different performance levels.

hus the quality and effectiveness of a test depend on each item. To determine the quality of an item, item analysis is carried out after the administration and scoring of the preliminary draft of the test on the selected sample. Ebel1 1972, "Item analysis indicates the difficulty level of each item and discriminate between the better and poorer examinees. According to Brown and Frederick2, 1971, Item analysis has two purposes:

First, to identify defective test items and secondly, to indicate the content the learners have or have not mastered.Item analysis measures the effectiveness of individual test item in terms of its difficulty level and power to distinguish between high and low scorers in test .Thus it helps in selecting and retaining the best test items in the final draft of the test rejecting poor items and also show the need to review and modify the items.

Putri do research with the title "The Validity Analysis Of English Summative Test Of Junior High School" This research was aimed at analyzing the English summative test validity at SMP Darul Hamidin

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[45]Suruchi Surender Singh Rana , Test Item Analysis And Relationship Between Difficulty Level And Discrimination Index Of Test Items In An Achievement Test In Biology : Indian Journal Of Research, Vol.3, No.6, 2014 P. 56

Padamara"[46]. The object of the research was the English summative test given to seventh grade students in the academic year 2016/2017 used descriptive method. The instrument used to analyze the data is documentation such as the English summative test, syllabus, blueprint and students answer sheet.

The researcher matched the English summative test and syllabus to find out the content validity, for construct validity the researcher use blueprint and the last is students answer sheet to find out the criterion validity, to support the data the researcher used questionnaire. The finding of this research showed that the English summative test of SMP Darul Hamidin had validity in term of content and construct validity because 96% of test matched with indicators and for criterion validity was not valid because out of 50 items only 10 items were valid.

The equation of this study with the previous one is both researching the items while the differences in this study with previous studies are research subjects, research objects, and research sites.

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[46] Baiq Della Triastiwi Putri, The Validity Analysis Of English Summative Test Of Junior High School : Journal Of Languages And Language Teaching, Vol. 5,  No. 1, 2017, P.6.

# CHAPTER III

# RESEARCH METHOD

## A. Research Design

This research is a descriptive quantitative research. Quantitative research is a means for testing objective theories by examining the relationship among variables.[47]. A theory might appear in a research study as an argument, a discussion, a figure, or a rationale, and it helps to explain (or predict) phenomena that occur in the world[48].

The quantitative approach used in this study is descriptive, meaning the results analyzed are in the form of a description of the observed symptoms that do not have to be in the form of numbers. The descriptive quantitative approach in this research will used to show a description of the quality of the items English Final School examination test at SMP N 14 Seluma in academic 2018/2019 years.

The data obtained in the form of numbers will be identified to be drawn conclusions using the Anates version 4. The researcher used the Anates version 4 program because it can analyze multiple choice questions and descriptions. The number of subjects is multiple choice and the number of questions can be adjusted to the needs. In the Anates version 4

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[47]John, W. Creswell, *Reseacrh Design Qualitative, Quantitative, And Mixed Methods Approaches Third Edition*, (California : Sage Publication, 2009)

[48]John, W. Creswell, *Reseacrh Design Qualitative, Quantitative, And Mixed Methods Approaches Four Edition*, (California : Sage Publication, 2014)

program there are facilities that are used to add, insert and delete subjects and delete items. The results of the analysis of the scores obtained by each test can also be transferred to Microsoft Excel to be calculated so that the use of the Anates version 4 program can be optimized.

## B. Research Subject

The subjects of the research are Paper Test Question final school exam on English subject at SMP N 14 Seluma in academic years 2018/2019.

## C. Instrument Of Research

Instrument is the process of selecting or developing measurement tools and methods that are appropriate for the problem being evaluated[49]. The instrument serves as a tool in collecting the required data[50]. In this research the instruments used with documentation techniques items final school exam on English subjects in academic years 2018/2019 in the form of multiple choice questions as many as 40 items. .

## D. Data Collection Technique

Data collection techniques used in this study are documentation techniques. Documentation method, which is looking for data on things or variables in the form of notes, transcripts, books, newspapers, magazines,

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[49] Sandu siyoto and ali sodik, *dasar metodologi penelitian*, (Yogyakarta: literasi media publishing, 2005), p 66

inscriptions, minutes of meetings, briefs, agendas, and so on.[51]. This method is used to get item final school exam in English subjects in academic year 2018/2019, along with a answer key sheets, and student answer sheets.

## E. Procedure of Collecting Data

To collect data, researchers visit the school to request documents. Which is included in the items final school exam on English subjects in academic years 2018/2019, answer sheets student and answer keys item at SMP N 14 Seluma for analysis.

1. **Procedure analysis of item difficulty**

   a. Collect all the answer sheets of students who take the final examination in English subjects.

   b. For each item, count the number of students who answered correctly.

   c. Calculate the index of the difficulty of the question by using anates v.4 program using the formula.

2. **Procedure analysis of discrimination power**

   a. Make two groups of all test participants into the upper and lower groups. This division of groups is based on the results of the correct answers by the test participants to the overall test.

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[51]Ibid, p 66

b. Test participants are sorted from the highest number of correct answers to the lowest number of correct answers. If the number of all test participants is less than or equal to 100, group division can be done by dividing all test participants into two (each group 50% of the total number of participants), whereas if the test participants number more than 100, then the grouping is divided into each 27% or 33% of the total participants for the upper and lower groups.

c. After two groups are formed, calculate the correct number of each group for each item analyzed.

d. Then, use a formula to find the difference between the problems by using anates v.4 program.

3. **Procedure analysis of Distractor efficiency**

a. Collect all the answer sheets of students who take the final examination in English subjects.

b. Collect student answer sheets that answer correctly on each item.

c. Collect the answer sheet for students who choose distractor efficiency.

d. Then, use a formula to find the distractor program by using anates v.4 program.

F. **Technique of Data Analysis**

Data analysis will be carried out on The third-grade Final School exam test multiple choice at SMP 14 Seluma by looking for item

difficulty, item discrimination and distractor analysis from Anates V.4 program .

a. **Item difficulty**

level of difficulty is the extent to which an item is easy or difficult for the proposed group of test takers[52]. Item facility (IF) is a statistical index used to examine the percentage of students who correctly answer a given item[53]. The formula used to find the level of difficulty is as follows:[54]

$$D = \frac{P}{Js}$$

Where    :

D        = difficulty index.

P        = The number of students who answer the questions correctly

Js       = The total number of students participating in the test

A good test item should have the level of difficulty, which includes easy, moderate and difficult levels.  An effective and good test should have items that belong to a moderate level. The item that is too easy or difficult potentially weakens the quality of the

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[52] H. Douglas Brown, *Language Assessment :  Principles And  Classroom  Practices,* ( San Francisco, California : Longman, 2003), P.58

[53] James Dean Brown, Testing In Language Programs, (New Jersey: Prentice Hall Regents, 1996), P.64.

[54] Andi Surahma Halik, *Analisis Butir Soal Ujian Akhir Sekolah (Uas) Mata Pelajaran Matematika Pada Tahunajaran2015/2016 Smp Negeri 36 Makassar* , (Thesis Si Jurusan Pendidikan Matematika Pada Fakultas Tarbiyah Dan Keguruan Uin Alauddin Makassar, 2017 )P. 25

test and the valid data of information about students" achievement will not be acquired.

Question items with difficulty indexes approaching 1.00 means that the question is getting easier. The index of difficulty can be classified as follows:

**Table 3.1**

**Difficulty Index Criteria**

| P | Interpretation |
|---|---|
| P = 0,00 | Very difficult |
| 0,00 < P ≤ 0,30 | Difficult |
| 0,30 < P ≤ 0,70 | Desirable |
| 0,70 < P < 1,00 | Easy |
| P = 1,00 | Very Easy |

b.  **Item discrimination power**

Item discrimination is the extent to which an item differentiates between high-and low-ability test-takers[55]. Item discrimination  indicates the degree to which an item separates the students who performed well from those who performed poorly[56].

The reason for identifying these two groups is that discriminatory power allows teachers to compare the performance

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[55] H. Douglas Brown, Op.Cit, P.59.
[56] James Dean Brown, Op.Cit,  P.66.

of upper group students on tests with lower group students. To do this, the teacher or test maker can compare the number of students in the upper and lower groups who answer the item correctly.

**Table 3.2**

**Classification Criteria Discrimination power[57]**

| Discrimination power | Interpretation |
|---|---|
| DP $\leq 0{,}00$ | Very Poor |
| $0{,}00 < $ DP $\leq 0{,}20$ | Poor |
| $0{,}21 < $ DP $\leq 0{,}40$ | Satisfactory |
| $0{,}41 < $ DP $\leq 0{,}70$ | Good |
| $0{,}71 < $ DP $\leq 1{,}00$ | Excelent |

The formula that can be used to calculate the distinguishing power in multiple choice questions is as follows.

$D = P_A - P_B$

Where :

D    = distinguishing power

J    = Amount Of Test Participants

Ja   = number of top group participants

Jb   = number of lower group participants

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[57] Nahjiah Ahmad, *Buku Ajar Evaluasi Pembelajaran*, (Interpena : Yogyakarta, 2015),P.134

Ba   = the number of top group participants who   answered

correctly

Bb  =the number of lower group participants who answered

correctly

Pa      = The proportion of the upper group participants

answered correctly

Pb      = The proportion of participants in the lower group

answered correctly[58].

The benefits of Discrimination power items are to improve

the quality of each item through empirical data and to find out how

far the item is able to distinguish students' abilities.

**c. Distractor efficiency**

Distractor efficiency is one more important measure of a

multiple-choice item's value in a test, and one that is related to item

discrimination[59]. In conclude, the effectiveness of distractor

analysis provides the information about how successful an

distractor has diverted students who have not studied well from the

correct answer.

Will be calculated with the following formula : [60]

$$IP \frac{P}{(N-B)/(n-1)} X\ 100$$

IP = Distractor Efficiency index

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[58] Ibid, p.134

[59] H. Douglas Brown, P.60.

[60]Nahjiah Ahmad, *Buku Ajar Evaluasi Pembelajaran*, (Interpena: Yogyakarta, 2015), P.134

P  = the number of students who choose deception

N  = number of students taking the test

B = The number of students who answered correctly on each question

n = number of alternative answers (option)

**Table 3.3**

**Clasification Criteria  Distractor efficiency[61]**

| IP Value | Interpretation |
|---|---|
| 76% -125% | Very Good |
| 51% -75% Or 126% -150% | Good |
| 26% -50% Or 151% -175% | Average |
| 0% -25% Or 176% -200% | Poor |
| More than 200% | Very Poor |

The results of the analysis of the level of difficulty, discrimination power, and distractor efficiency  of the tests that have been obtained are then analyzed to determine the quality of the questions between the questions that are of good quality, good enough, and not good based on the following considerations :

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[61] Ibid, p.137

4. Item questions have good quality, if the question fulfills the three criteria, namely the level of difficulty, distinguishing power, and deceptive effectiveness.

5. Item questions have quite good quality, if the question only fulfills two of the three criteria.

6. Item questions have poor quality, if the question does not meet two or all criteria.

**4. Anates Program.**

Multiple choice analysis steps with Anates as follows :

1) Click "Run Multiple Choice Anates" the following display will appear:



2) In the FILE column, click "Create New File" for a new analysis, "Read Existing Files" to open the saved file, "Exit Anates" to exit the program.

3) Click "Create New File", a dialog box will appear:

4) On the Number of Subjects, write down the number of test participants, the number of questions and the number of options, then click OK,
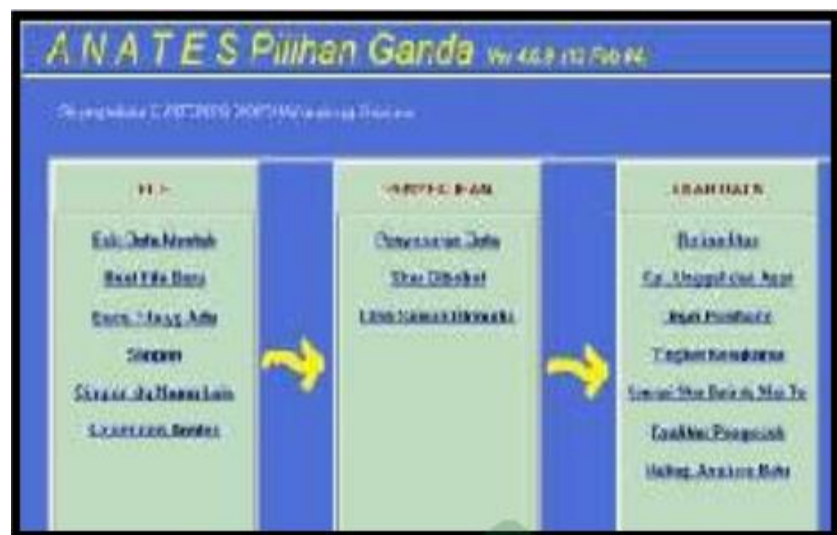


5) Enter the answer key for each question number, write down each name of the test participant and answer the test

participants for each question, for all participants. After finishing it will look like this:



6) Data entry completed. Then select and click "Return to Main Menu",



7) In the CORRECTION column, select "Auto Run All"

8) The analysis process is complete, select "Print to printer" if you want to print immediately, select "Print to file" if you want to save it in Notepad.

9) Click "Return to Previous Menu", in the FILE column select "Save"

10) Click "Exit Anates" in the dialog box, click "Yes

## CHAPTER IV

## RESULT AND DISCUSSION

### A. Result

The data in this study were obtained through research conducted on date 03 and 04 May in SMP N 14 Seluma. Data collection techniques used are documentation techniques. Based on the documentation technique, documents were obtained in the form of a list of names final exam school, final school exam questions, key answers to questions, and answer sheets of students who took the final examination in school. The items question used is multiple choice questions 40 items.

The collected data is used as a reference in analyzing the quality of school final exam questions in English subjects quantitatively using the Anates version 4.0.9 program. Characteristics of the items produced include the level of items difficulty, discrimination power, and Distractor efficiency of the question final school exam for english subjects in the 2018/2019 academic year of SMP N 14 Seluma which can be seen in appendix 3, appendix 4, and appendix 5.

### 1. Item difficulty of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019

The level of difficulty is the opportunity to answer a question correctly at the level of certain abilities of students. Good questions

have a level of difficulty which is in a sense not too easy and not too difficult.

The criteria used to interpret the index of the level of difficulty are P = 0,00    Very difficult, 0,00 < P ≤ 0,30 Difficult, 0,30 < P ≤ 0,70 Moderately 0,70 < P < 1,00, Easy P = 1,00 Very Easy.

Description of the results of the analysis difficulty item of the question Final school exam English subject at SMP N 14 Seluma in academic year 2018/2019, the researcher put it into the classification score that can be seen in the following chart 4.1 :



**Chart 4.1**
**The Result of item difficulty**

Based on the data above, there was the result analysis of item difficulty of final school exam items on English subject at   SMP N 14 Seluma in academic 2018/2019 the highest score is desirable 18 (45%) and the lowest score is very easy 0 (0%).

See more clearly the results of the analysis of item difficulty of final school exam items on English subject at  SMP N 14 Seluma in academic 2018/2019 Can be seen table 4.1 below:

**Table 4.1**
**The Result item difficulty**

| No | Category | Items | Total | Percent |
|----|----------|-------|-------|---------|
| 1. | Very Difficult | 8, 11, 19 | 3 | 7,5 % |
| 2. | Difficult | 2, 10, 14, 18, 20, 24, 27,28,29,32,33,34,35,36, 39,40 | 16 | 40 % |
| 3. | Desirable | 4, 6, 7, 9, 12, 13, 15,16, 17, 21, 22, 23, 25, 26, 30, 31, 37, 38 | 18 | 45 % |
| 4. | Easy | 1, 3, 5 | 3 | 7,5 % |
| 5. | Very Easy | | 0 | 0 |

Based on the data above, there was the result of the item difficulty of final school exam items on English subject at  SMP N 14 Seluma in academic 2018/2019 there were 3 or (7,5%) items very difficult, 16 or (40%) items difficult, 18 or (45%) items desirable, 3 or (7,5%) items easy and 0 items very easy.

## 2. Discrimination power of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019

Discrimination power is the ability of questions to distinguish high-ability students and low-ability students. A good items must be able to distinguish the ability of students. The criteria used to interpret the discrimination power are $0,70 < DP \leq 1,00$ Excelent, $0,40 < DP \leq 0,70$ good, $0,20 < DP \leq 0,40$ satisfactory, $0,00 < DP \leq 0,20$ poor, and $DP \leq 0,00$ very poor.

Description of the results of the analysis discrimination power of the question Final school exam English subject at SMP N 14 Seluma in academic year 2018/2019, the researcher put it into the classification score that can be seen in the following chart 4.2 below :
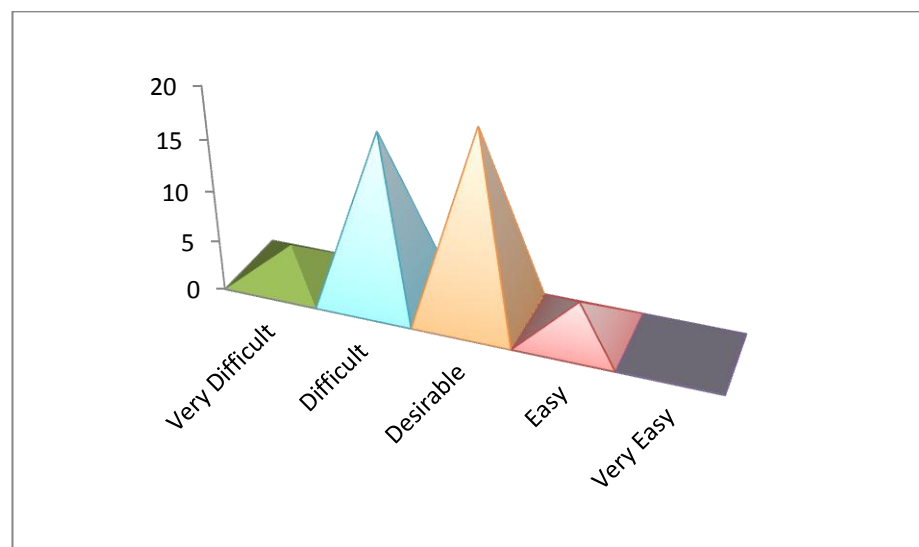


**Chart 4.2**
**The Result of discrimination power**

Based on the data above, there was the result analysis of item discrimination power of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019 the highest score is satisfactory and Poor 15 (37,5%) and the lowest score is very Good 0 (0%). See more clearly the results of the analysis of quality item discrimination power of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019 Can be seen table 4.2 below:

**Table 4.2**
**The Result of discrimination power**

| No | Category | Items | Total | Percent |
|----|----------|-------|-------|---------|
| 1. | Very Poor | 8, 19, 39, 40 | 4 | 10% |
| 2. | Poor | 10,11,12,13,14, 20, 24, 28, 29,  32, 33, 34, 35, 36, 38 | 15 | 37,5 % |
| 3. | Satisfactory | 1, 2, 3, 4, 5, 9, 15, 16, 18, 23, 25, 26, 30, 31, 37 | 15 | 37,5 % |
| 4. | Good | 6, 7, 17, 21, 22, 27, | 6 | 15% |
| 5. | Excelent | | 0 | 0 |

Based on the table above, there was the result of the discrimination power item final school exam English subject in Academic years 2019: there were 0 items very good, 6 or (15 %) items good, 15 or (37,5%) items satisfactory,  15  or (37,5%) items poor and 4 (10%) items very poor.

3. **Distractor efficiency of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019**

Deception effectiveness is one of the characteristics to determine the quality of a question. The effectiveness of the option referred to here is to find out the trickster on a function or not. Distractor works well if chosen by a minimum of 5% of all participants.

The criteria used to interpret the are More than 200% Very Poor, 0% -25% Or 176% -200% Poor, 26% -50% Or 151% -175% Average, 51% -75% Or 126% -150% Good, and 76% -125% Very Good.

Description of the results of the analysis distractor efficiency of the question Final school exam English subject at SMP N 14 Seluma in academic year 2018/2019, the researcher put it into the classification score that can be seen in the following chart 4.3 below :
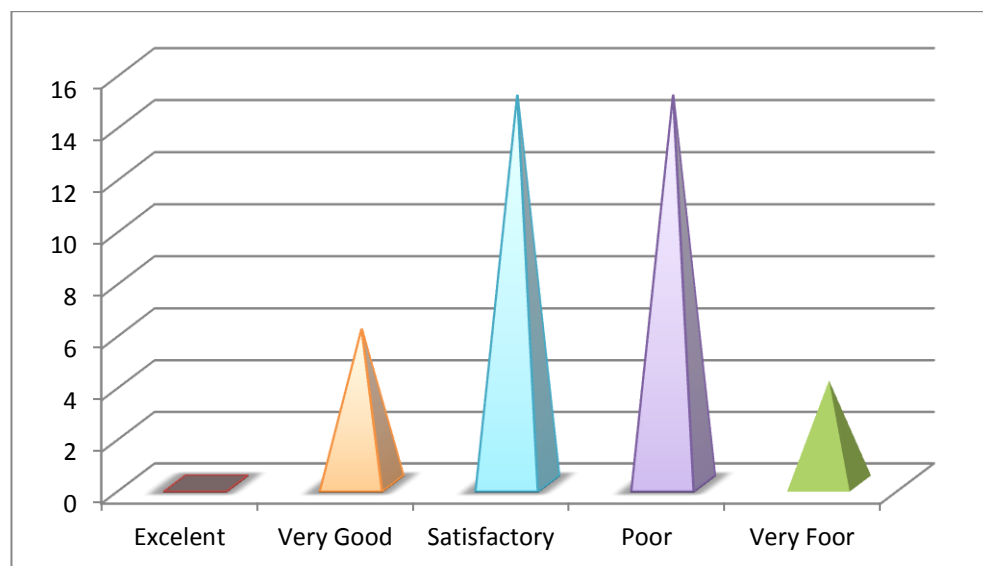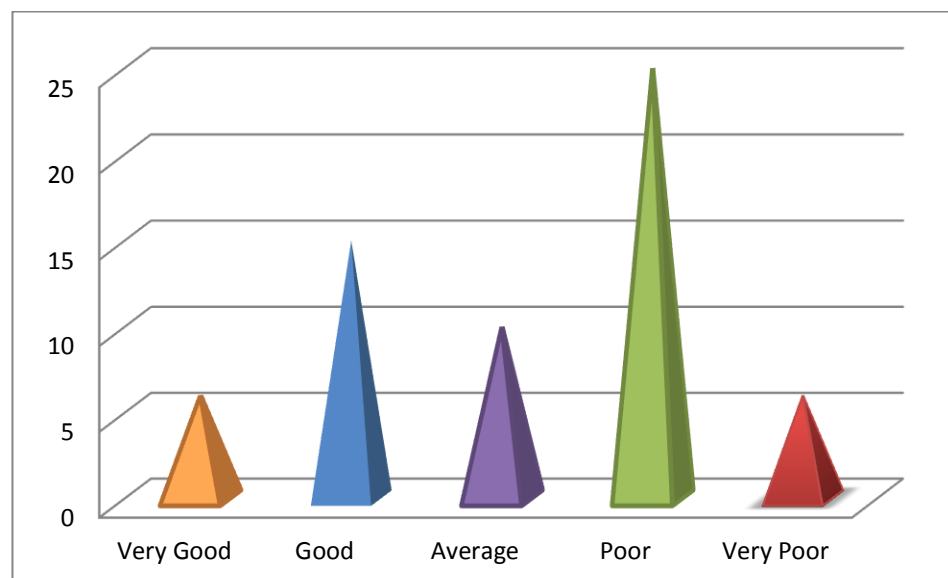


**Chart 4.3**
**The Result of distractor efficiency**

Based on the data above, there was the result analysis of item distractor efficiency of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019 the highest score is good 15 (37, 5%) and the lowest score is poor 2 (5%). See more clearly the results of the analysis of item distractor efficiency of final school exam items on English subject at  SMP N 14 Seluma in academic 2018/2019 Can be seen table 4.3 below:

**Table 4.3**
**The Result distractor efficiency**

| No | Category | Items | Total | Percent |
|----|----------|-------|-------|---------|
| 1. | Very Good | 3, 14, 19, 22, 29,  36 | 6 | 15 % |
| 2. | Good | 2,  4, 5, 7,8,9, 12,16, 23,28, 31, 34, 35, 37, 38 | 15 | 37,5 % |
| 3. | Average | 1, 6, 10, 11,13, 15,  21, 25, 26 , 32 | 10 | 25 % |
| 4. | Poor | 24, 30, | 2 | 5 % |
| 5. | Very Poor | 17, 18, 20, 27, 33, 39, 40 | 6 | 15 % |

Based on the table above, it can be seen there was the result of the distractor efficiency item final school exam English subject in Academic years 2019 there was 6 or (15%) items very good, 15 or 37,5% items good, 10 or (25%) items average,  2  or (5%) items poor and 6 or (15%)  items very poor.

The results of the analysis of the level of difficulty, discrimination power, and distractor efficiency of the tests that have been obtained are then analyzed to determine the quality of the questions between the questions that are of good quality, good enough, and not good based on the following considerations :

1. Item questions have good quality if the question fulfills the three criteria, namely the level of difficulty, distinguishing power, and deceptive effectiveness.

2. Item questions have quite good quality if the question only fulfills two of the three criteria.

3. Item questions have poor quality if the question does not meet two or all criteria.

The description of the results of the analysis of the final school exam items in English subject at SMP N 14 Seluma in academic year 2018/2019 that can be seen table 4.4 in Appendix 7.

Based on table 4.4 above, the results of the analysis obtained using the classical test theory approach consist of the level of difficulty, discrimination power, and the distractor efficiency final school exam (UAS) items in English subject at SMP N 14 Seluma in academic year 2018/2019 as follow.

Item number 1, the thing that needs to be corrected in this question is the level of difficulty of this question needs to be improved because easy questions tend to make students not try hard to solve the question, so the

discrimination power also needs to be improved and distractor efficiency options that are not function.

Item number 2, this question has a good level of difficulty because this question is not too easy and not too difficult, and has good quality distractor efficiency, but the discrimination power needs to be improved. Item number 3, the thing that needs to be corrected in this question is the level of difficulty of this question needs to be improved because easy questions tend to make students not try hard to solve the question and has very good quality distractor efficiency, but the discrimination power needs to be improved.

Item number 4, this question has a good distractor efficiency but for the level of difficulty and power, the difference needs to be increased again. Item number 5, this question is enough to be able to discrimination power the ability of students and to have good distractor efficiency this question is an easy matter so that it can make students underestimate the questions given.

Item number 6, this question has been able to discrimination power the level of ability of students but the level of difficulty of this question needs to be increased because easy questions tend to make students not try hard to solve the question, and need to be improved some distractor efficiency that does not work. Item number 7, this question is able to discrimination power  participants' abilities students and have good quality distractor

efficiency but the things that need to be improved are the difficulty of the questions.

Item number 8, this question has good distractor efficiency but cannot discrimination power students' abilities, this question is also very difficult which can make students feel desperate to solve exam questions. Item number 9, this question has good quality distractor power but it is necessary to increase the level of difficulty of the question and the discrimination power questions. Item number 10, this question has a good level of difficulty because this question is not too easy and not too difficult, but it needs to be done repairs to the distractor efficiency, and this question is not able to discrimination power the ability of students.

Item number 11, this question has a fairly good quality distractor efficiency but this question has not been able to discrimination power the ability of students well and this question is too difficult so that it can result in students despairing. Item number 12, this question has good quality distractor efficiency and the level of difficulty of this question is quite good but what needs to be improved is the discrimination power of this question because this question has not been able to distinguish student abilities.

Item number 13, this question has a level of difficulty and a good quality distractor efficiency, but the most important thing is to change discrimination power because this problem cannot distinguish the ability of students. Item number 14, this problem has a good level of difficulty

because this question is not too easy and not too difficult, and this question has good quality distractor efficiency but cannot discrimination power students' abilities.

Item number 15, this question has a level of difficulty, the discrimination power and distractor efficiency are quite good, just need to increase the level of difficulty, discrimination power, and distractor efficiency so that it becomes a question of quality.

Item number 16, this question has good quality distractor efficiency and the level of difficulty and discrimination is also quite good. But if you want to make more quality questions need to be increased again for the level of difficulty and discrimination power. Item number 17, this question has been able to discrimination power the ability of students and the level of difficulty is also moderate (good) but there are still things that need to be improved, namely distractor efficiency that do not function properly.

Item number 18, this question has a good level of difficulty because this question is not too easy and not too difficult, this question can also discrimination power the ability of students is quick good, but what needs to be done is to improve the distractor effecency that are not functioning properly. Item number 19, this question has good quality distractor effecency but cannot discrimination power students' abilities, this question is also very difficult which can make students feel desperate to solve exam questions.

Item number 20, this question has a good level of difficulty because this question is not too easy and not too difficult, but this question cannot discrimination power the ability of students well and also distractor efficiency do not function properly. Item number 21, this question can discrimination power the ability of students well and the level of difficulty is also moderate and distractor efficiency quite good.

Item number 22, this question can discrimination power the ability of students well and have good quality distractor efficiency, and the level of difficulty is quite good so that this question can be used later. Item number 23, this question has good distractor efficiency quality, the discrimination power is quite good and the difficulty level is also moderate.

Item number 24, this question has a good level of difficulty because of it this question is not too easy and not too difficult, but it needs to be done to improve the distractor efficiency that does not function properly, and this question is not able to discrimination power the ability of students.

Item number 25, This question has a fairly good level of difficulty, discrimination power, and distractor efficiency it needs to be improved so that it becomes a quality problem. Item number 26, same for question for 25 this question has a fairly good level of difficulty, discrimination power, and distractor efficiency it needs to be improved so that it becomes a quality problem. Item number 27, this question can discrimination power the ability of students very good and this question has a very good level of difficulty because this question is not too easy and not too difficult, but

there are still things that need to be improved namely distractor efficiency that does not function properly.

Item number 28, this question has good quality distractor efficiency, this question has a good level of difficulty because this question is not too easy and not too difficult but cannot discrimination power the ability of students. Item number 29, this question has very good quality distractor efficiency, this question has a good level of difficulty because this question is not too easy and not too difficult but cannot discrimination power the ability of students.

Item number 30, this question has a fairly good level of difficulty and this question is also quite good at discrimination power students' abilities but what needs to be improved is distractor efficiency. Item number 31 this question has good quality distractor efficiency, and the discrimination power and the level of difficulty are quite good.

Item number 32, this question has a good level of difficulty because this question is not too easy and not too difficult and the distractor efficiency are good enough and this question is not able to discrimination power the ability of students.

Item number 33 this question has a good level of difficulty because this question is not too easy and not too difficult, but it is necessary to make improvements to the distractor efficiency that are not functioning well, and this question is not able to discrimination power the ability of students.

Item number 34 this question has a good level of difficulty because this question is not too easy and not too difficult and this question has good quality distractor efficiency and this question is not able to discrimination power the ability of students.

Item number 35 same for item number 34 Item this question has a good level of difficulty because this question is not too easy and not too difficult and this question has good quality distractor efficiency and this question is not able to discrimination power the ability of students.

Item number 36 this question has a good level of difficulty because this question is not too easy and not too difficult and this question has very good quality distractor efficiency and this question is not able to discrimination power the ability of students. Item number 37 this question has good quality distractor efficiency and discrimination power and the level of difficulty of this question is quite good.

Item number 38 this question has good quality distractor efficiency and the level difficulty of this question is quite good this question is not able to discrimination power the ability of students. Item number 39 this question has a good level of difficulty because this question is not too easy and not too difficult, but this question cannot discrimination power the ability of students and distractor efficiency that do not function properly.

Item number 40 same for item 39 this question has a good level of difficulty because this question is not too easy and not too difficult, but this question cannot discrimination power the ability of students and

distractor efficiency that do not function properly. Based on some of the descriptions above, it can be illustrated the distribution of the final school exam items English subject at SMPN 14 Seluma in academic year 2019:
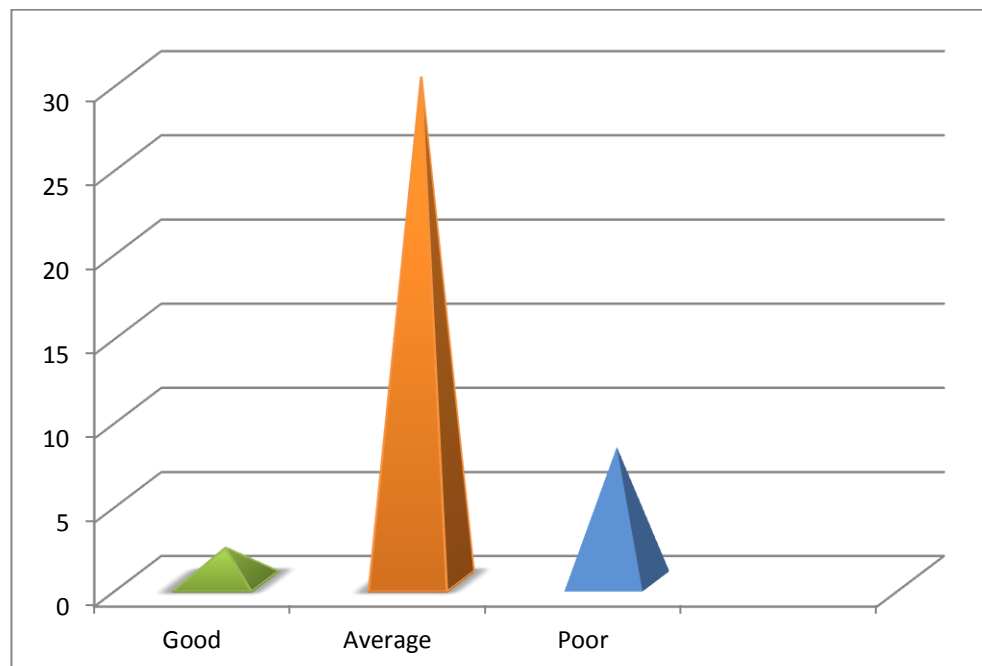


**Chart 4.5**
**Distribution item final school exam English subject at SMP N 14 Seluma in Academic year 2018/2019**

Based on the data above, there was the result analysis of item final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019 the highest score is average 30 (75%) and the lowest score is Good 2 (5%).

See more clearly the results of the analysis of quality item discrimination power of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019 Can be seen table 4.5 below:

**Table 4.5**
**Distribution item final school exam English subject at SMP N 14**
**Seluma in Academic year 2018/2019**

| No. | Category | Items | Total | Percent |
|-----|----------|-------|-------|---------|
| 1. | Good | 7 , 22 | 2 | 5 % |
| 2. | Average | 1, 2, 3, 4, 5, 6, 9, 10, 12, 13, 14, 15, 16, 17, 18, 21, 23, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38 | 30 | 75% |
| 3. | Poor | 8, 11, 19, 20, 24, 33, 39, 40 | 8 | 20 % |

Based on the table above, show that most final school exam items on english subject at SMP n 14 seluma in academic year 2018/2019 have to quality average there was 30 item (75 %) which means that 30 these items must be revised first to meet the three question quality criteria quantitatively so they can be reused. The question that is poor as 8 Item (20%) it should be replaced with the question of making a new question better. The Good quality questions, only 2 items (5%) can be entered into the question bank to be used again.

**B. Discussion**

This research was conducted with the aim of knowing the of final school exam items on the english subject at SMP n 14 seluma in academic

year 2018/2019. After doing the analysis using anates program version 4.0.9, the results of the quality items were obtained which included the level of difficulty, discrimination power, and distractor efficiency.

1. **Level of Difficulty**

The results of the analysis obtained level of difficulty in this study that item final school exam English subject in Academic years 2019: there were 3 items very difficult, 16 items difficult, 18 items desirable, 3 items easy and 0 items very easy.

The results of this study are in accordance with the study of a theory which says that one of the analyses conducted to determine the quality of the question is the analysis of the difficulty level of the question. Item facility or difficulty is the extent to which an item is easy or difficult for the proposed group of test-takers[62].

Item number 4,6,7,9,12,13,15,16,17,21,22,23,25,26,30,31,37, and 38 are items that are categorized as being moderate so that this question can be immediately recorded in the question bank book so that the items can be used back as a test of learning outcomes in the future. Items number 8,11 and 19 are categorized as very difficult items, so these items should be discarded and will not be reissued in subsequent tests of learning outcomes.

Items number 2, 10, 14,1 8, 20, 24, 27, 28, 29, 32, 33, 34, 35, 36, 39, and 40 are difficult categorized items, so that these items should be

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[62] H. Douglas Brown, *Language Assessment : Principles And Classroom Practices,* ( San Francisco, California : Longman, 2003), P.58

examined again, tracked and traced so that the factors that cause this item can be known the test participants find it difficult to answer, for example, because the problem sentence is not clear, the instructions on how to do the problem are difficult to understand, or in the questions there are unclear terms, and so on.

This item can also be reused at certain times, for example, it is used for very tight selection tests to make it easier to identify low-ability test participants and facilitate the determination of participants who pass the selection. In addition, it can also be used to meet the proportional level of difficulty criteria.

Items number 1, 3 and 5 are easily categorized items, so that these items should be re-examined, tracked and traced so that the factors that cause this item can be identified can be answered correctly by almost all the test participants, for example, there is a possibility that the options used in this question are too obvious or too easy for the test participant to know so that participants easily know which answer keys and who are deceptive.

This item can also be reused at certain times, for example, it is used for selection tests that are loose, in the sense that most test participants will be declared pass or in other words the test is only a formality. In addition, easy-to-categorize questions can also be used to meet a balanced or proportional level of difficulty criteria.

## 2. Discrimination Power

The results of the analysis obtained in this study that the differentiation power item final school exam English subject in Academic years 2019: there were 0 items very good, 6 items good, 15 items satisfactory, 15 items poor and 4 items very poor.

Item discrimination (ID) indicates the degree to which an item separates the students who performed well from those who performed poorly[63]. Questions that have enough discrimination power should be revised, and the question with the difference between a bad and very ugly differentiator must be replaced in order to be able to distinguish the level of students' abilities.

Item number 6,7,17,21,22 and 27 are items that have good Discrimination power. This shows that the items of this item are able to distinguish the level of ability of students well so that the items that have good distinguishing abilities can be immediately recorded in the question bank book so that the items can be reused as a test of results learn in the future.

Items number 1, 2, 3, 4, 5, 9, 15, 16, 18, 23, 25, 26, 30, 31, and 37 are items that have quite good discrimination power. This shows that the items of this question are quite capable of distinguishing the abilities of students, but these items should be examined again, tracked and traced so that the factors that cause these items have not been able

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[63] James Dean Brown, *Testing In Language Programs*, (New Jersey: Prentice Hall Regents, 1996), P.66.

to distinguish the ability level of students. The items of this question should also be revised to have a good discrimination power so that they can be reused in the test of learning outcomes in the future.

Items number 8, 19, 39, and 40 are items that have very poor discrimination power. Item number 10, 11, 12, 13, 14, 20, 24, 28, 29, 32, 33, 34, 35, 36, and 38 is a question item that has a poor discrimination  power. This shows that these items are not able to distinguish the level of ability of the students, so the items that have very poor and poor discrimination power abilities should be shed and not used again in future learning outcomes tests.

3. **Distractor Efficiency**

The results of the analysis obtained in this study that the seen there was the result of the distractor efficiency item final school exam English subject in Academic years 2019: there were 6 items very good, 15 items good, 10 items average,  2 items poor and 6items very poor.

Distractor efficiency is one more important measure of a multiple-choice item's value in a test, and one that is related to item discrimination[64]. So it can be said that one of the requirements of a question is said to be good is to have good quality deception.

Item number 3, 14, 19, 22, 29, and 36 are items that have very good distractor efficiency. Items number 2, 4, 5, 7, 8, 9, 12, 16, 23, 28, 31, 34, 35, 37, and 38 are items that have good distractor efficiency.

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[64] H. Douglas Brown, Op.Cit. P.60.

This indicates that these items have distractor efficiency options that function well or are evenly chosen by students so that the items that have very good and good option distractor efficiency can be immediately recorded in the question bank book so that the items the question can be reused as a test of learning outcomes in the future.

Item number 1, 6, 10, 11, 13, 15, 21, 25, 26, and 31 are items whose distractor efficiency is average. This indicates that these items have some distractor efficiency options that do not work, but these items should be reviewed, tracked and traced so that the factors that cause the deception option in this item to function do not work. The non-functional deception option should be revised or replaced with a new option so that all existing options can function properly so that they can be reused in the future.

Item number 24 and 30 are items whose distractor efficiency is poor and item number 17, 18, 20, 27, 33, 39 and 40 distractor efficiency is very poor. This shows that almost all of the deception options in these items do not work, so the options in this item should be discarded or replaced and not used anymore.

Based on some of the analysis data above, it can be concluded that Final School Exam Items On English Subject At SMPN 14 Seluma In Acedemic Year 2018/2019 is Good enough.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the results of the data analysis, it was conclude that the item final school exam English subject at SMP N 14 Seluma in academic year 2018/2019 the category are :

1. The item difficulty of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019 it can be concluded that is good enough.

2. The item discrimination power of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019 it can be concluded that is is satisfactory.

3. The item distractor efficiency of final school exam items on English subject at SMP N 14 Seluma in academic 2018/2019 it can be concluded that is is good.

## B. Suggestion

Based on the conclusion above, the researcher would like there are several suggestions for more item are Good quality questions can be entered into the question bank to be reused, items that are not good should be revised and corrected first to meet the quality criteria of the questions in

quantitative and qualitative terms. While the questions that are not good should be replaced by making new questions that are better. Teachers should pay more attention to the rules for making good questions such as conducting trials and analyzing questions both before and after testing, both qualitatively and quantitatively. In order to give encouragement to teachers to always learn to make questions correctly, learn to analyze questions according to the procedure of making questions so that in the future the quality of the questions is made even better.

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