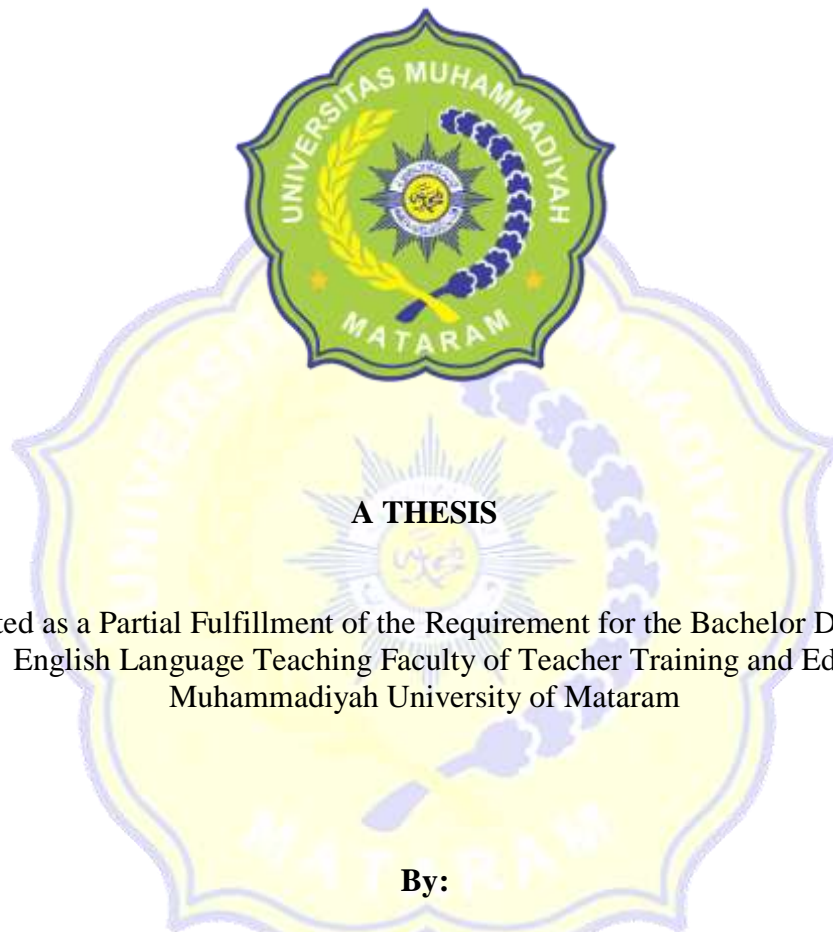


**AN ANALYSIS OF MULTIPLE CHOICE ITEM IN STUDENTS READING  
TEST AT SMP NEGERI 1 WEST PRAYA IN ACADEMIC YEAR  
2021/2022**



**A THESIS**

Presented as a Partial Fulfillment of the Requirement for the Bachelor Degree in  
English Language Teaching Faculty of Teacher Training and Education  
Muhammadiyah University of Mataram

**By:**

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ENGLISH LANGUAGE EDUCATION  
2022**

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TEST AT SMP NEGERI 1 WEST PRAYA IN ACADEMIC YEAR  
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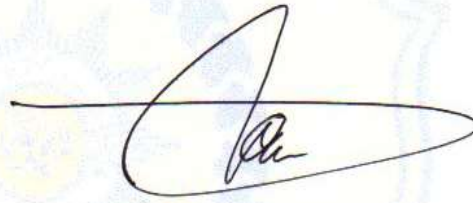
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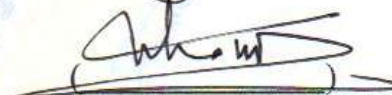
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Mataram, 2022

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**APPROVAL SHEET**  
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**2021/2022**

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The researcher could not complete this thesis without support, cooperation, help, and encouragement from many people. Therefore, the researcher would like to extend the appreciation to all of them, especially to:

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8. Last but not least, those who could not be mentioned one by one, who had supported the researcher, thank you.

Finally, the researcher realize that this thesis is far from perfect because there is nothing perfect in this world. Perfection only belongs to Allah SWT. Therefore, any constructive critics and valuable suggestions will be fully appreciated. The researcher hopes that this thesis would be useful for readers.

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## ABSTRAK

**Asroli Andika Yusup, 117120002. Analisis soal pilihan ganda dalam tes membaca di SMP Negeri 1 Praya Barat tahun ajaran 2021/2022 "Skripsi".Mataram: Universitas Muhammadiyah Mataram.**

Pembimbing1: Humairah, M.Pd.

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Penelitian ini bertujuan untuk mengetahui tingkat kesukaran soal pilihan ganda dan tingkat daya pembeda pada tes ujian akhir semester kelas IX yang disusun oleh guru bahasa Inggris di SMP Negeri 1 Praya Barat. Penelitian ini adalah dikategorikan sebagai penelitian quantitative dengan menggunakan analisis deskriptif. Teknik pengumpulan data berupa studi dokumentasi. Teknik analisis data yaitu secara statistik ditinjau dari tingkat kesukaran dan daya pembeda. Berdasarkan penelitian ini, dari 20 soal tes akhir pada kelas Sembilan mata pelajaran bahasa Inggris ditemukan tingkat kesukaran sebagai berikut; soal-soal yang dikategorikan memiliki tingkat kesukaran sedang sekitar 50%, soal-soal yang dikategorika nmemiliki tingkat kesukaran sulit sekitar 45%, dan soal-soal yang dikategorikan tingkat kesukaran yang mudah adalah 5%. Sedangkan tingkat daya pembeda sebagai beriku; soal-soal yang memiliki tingkat daya pembeda kurang sekitar 45%, soal-soal yang memiliki tingkat daya pembeda memuas kansekitar 25%, soal-soal yang memiliki tingkat daya pembeda sangat bagus 10% dan soal-saol yang memiliki tingkat daya pembeda baik sekitar 20%.

**Kata kunci:** analisis butir soal, tingkat kesukaran, tingkat daya pembeda.

## ABSTRACT

### CONTRIBUTION OF THE CIVIL SYSTEM IN IMPROVING EMPLOYEE PERFORMANCE AT THE LIBRARY AND CIVILITY DEPARTMENT OF EAST LOMBOK REGENCY

Hidayatul Qori'ah<sup>1</sup>, Rahmad Hidayat, S.AP., M.AP<sup>2</sup>, Iwin Ardyawin, S. Sos.,  
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The process of regulating and compiling documents from collection to disposal is part of the Archival Organization's System of storing, administering, and maintaining the archive. The use of various archives by the Library and Archives office of East Lombok Regency is an institution that serves and looks after administrative management that cannot be separated from its activity. The formulation of the problem in this study is how the contribution of the archive system in improving employee performance at the library and archives office of East Lombok regency?. This study intends to discover how the Archives System might help improve employee performance at the East Lombok Regency Library and Archives Service! The qualitative approach was utilized in this study, a research method that generates descriptive data in the form of speech or writing, as well as observable behavior from the person (subject). The findings of this study show that archives play a significant role in increasing employee performance in terms of quality, quantity, and execution of duties and responsibilities. Employees who are doing existing tasks already have an overview of the activities that have been assigned to them, allowing them to accomplish the assignment swiftly.

**Keywords:** Contribution, Performance, Archives

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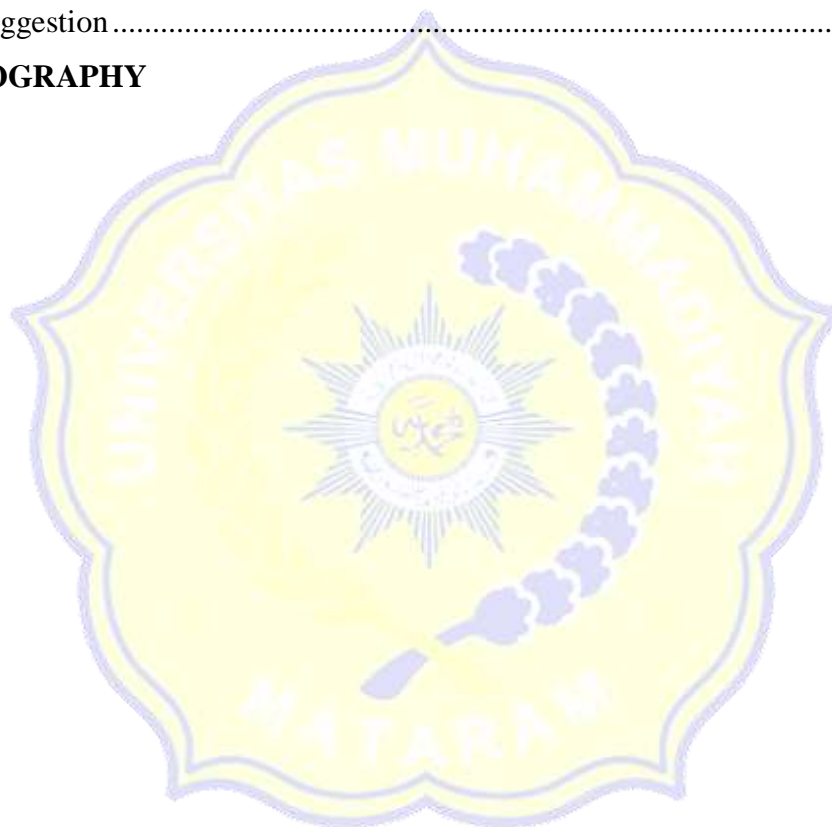
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#### **BIBLIOGRAPHY**



# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

In learning English, reading is one of the major skills that have to be mastered by students. Reading is the process by which people gain information and ideas from books, developing reading comprehension skills and strategies, the students must comprehend and find out the information about the text. Reading is not only a source of information and pleasurable activity but also as means of consolidating and extending one's knowledge of the language. (Patel & Jain, 2008)

Reading is one of the four language skill taught in English language learning process besides speaking, listening and writing. According to Grabe and Stoller, (2002). Reading can be taught as a way to draw information from text to form an interpretation of that information. It means reading is also a gate way for students to get information and knowledge in educational in the reading text. Besides, reading is important for the students in order to find out the available information in a passage. The ability to read will stay with them longer than the other skill and it is the skill that will be most convenient starting from senior high school up to university.

In English, it is also required to have the ability to read. Because reading can train our skill to speak English. According to Harmer (2003) Reading is one of the receptive skills of English. In education, students always required to read a lot, especially in English lessons. There are so many kinds

of texts in English such as descriptive text, narrative text and others to practice our ability to pronounce words in English.

In education there will definitely be something called an test, where it is done with the aim of knowing the level of knowledge students get in education. There are various forms of testing such as oral exams and test exams, but the tests that are usually often used for final easy exams are written exams. In the Writing Examination, there are two forms of questions, namely multiple choice and essay.

When students take education, of course students will face test. When students work on the existing questions, students often don't pay attention to them carefully, so that, students answer them incorrectly. Students do not try to read it over and over again and try to better understand the meaning of the question. There are so many distracting questions, even the questions that we think are easy are not necessarily the right answers. This happens a lot in the education. Issues, students are more required to have the skill to read, it directs students to do make any mistaken in answering these questions.

This analysis is done in order to know whether the test items appropriate and based on the constructing items guidelines whice focus on the content, construct and language (Mardapi, 2004). In quantitative analysis, it focuses on the reability, the discriminating power and the difficulty levels and practicality of the test items which will be tested (Surya Pranata, 2004). Quantitative analysis the result students scores of the test. Quantitative analysis is done after the test items administrated to the students.

In SMP Negeri 1 West Praya, the assessment most often used by the teacher is multiple-choice. Thus, the measuring instrument used in the assessment must provide an overview of students' learning abilities. Therefore, it is necessary to analyze the quality of the multiple-choice items. This question analysis aims to determine the level of difficulty of the items and the discrimination power of multiple-choice items. In the multiple-choice items, especially the English final semester, most of the teachers arranged the questions without paying attention to the quality of the multiple-choice items, one of which was the difficulty level and discriminating power of the items themselves. Multiple-choice test is an important aspect in teaching and learning process. It is used to measure how far the purpose of teaching and learning has been achieved. Thus, the quality of multiple-choice test must be highly considered that it should have a very good quality by following certain standard which is the norms of making a good multiple choice test (Haladyana, 2004; Hall and Marshall 2013; Puspendik Kemendikbud, 2019). Multiple-choice test is used as summative assessment for middle test in SMP Negeri 4 Singaraja. Based on pre-observation data, the achievement of students, especially for English subject, is low since the average score of middle test and national examination is below the minimum standard score. It is assumed that this low students' achievement is caused by assessment practice that has not been implemented well. Since one of the good assessment practices can be seen from the quality of the assessment tool, this study is conducted to investigate whether or not the multiple choice test that

is used as summative already have high quality that it follows the norms of making a good multiple choice test.

Multiple-choice is important to investigate because multiple choice tests are very popular in education for a variety of reasons – they are easy to grade, offer greater objectivity, and can allow more content to be covered on a single test, (Bachman, 1996). As a result of its popularity and utility, multiple-choice testing has been the focus of a lot of research. The vast majority of this research has focused on issues related to assessment (e.g., reliability, validity, etc.), and it has produced many pieces of practical advice for educators on how best to construct and use multiple-choice tests to evaluate learning, (Jannah, et al, 2021). However, tests do more than just assess learning – they also cause learning that is, every time students retrieve information from memory and use it to answer a test question, they are potentially strengthening (i.e. better retention) and/or changing the representation of that information in memory (i.e. deeper understanding).

At this moment, SMP Negeri 1 West Praya has never previously conducted research related to multiple-choice items of the English final semester. Based on the problem found at nine grade SMP Negeri 1 West Praya, students' different levels of knowledge can be seen from their performance in the test. Thus, the researcher believes that analyzing the item is very important for creating a good test and improving test items to which extent the quality of a test can be determined. Not only for improving the quality of test items but also the analysis items are intended to determine to



what extent the test clearly shows the difference among students regarding their level of knowledge of content and material of lessons being tested.

Seeing this fact, the researcher chooses SMP Negeri 1 West Praya the place to conduct this research. SMP Negeri 1 West Praya is one of the public schools in the West Praya sub-district. According to the researcher's information, the types of items used to assess students in the test were multiple-choice. With these facts, and the researcher decided to research at the school.

In respect to the inclusion of multiple-choice test in English language teaching, a considerable body of works has been undertaken to investigate its' difficulties level and discriminating power. The first is research conducted by Ayu Amaliyah (2018) with the title "An analysis of multiple-choice items made by the teacher based on Bloom's revised taxonomy theory at tenth grade of SMA NegeriSidoarjo. Second, research was conducted by Mina, Regina, Bambang Wijaya (2013), and the title is "An analysis on the English multiple-choice item test for primary students". The previousresearch conducted by Hartati, N., & Yogi, H. P. S. (2019) the title is "item analysis for a Better Quality Test". Bambang Wijaya (2013) with th e title "An analysis on the English multiple-choice item test for primary students". This research concentrates on specific questions regarding the item validity, the test scores reliability, and item analysis to provide information that will improve test items construction. A descriptive method is applied to describe and examine the data. Based on so, the existence of these previous studies, the research was

conducted related to multiple-choice to determine the test's quality in assessing and measuring students' achievement.

The phenomena above encourage the writer to do the descriptive analysis of multiple-choice items used for the final semester at tenth-grade students SMP Negeri 1 West Praya 2021/2022 academic year based on difficulty level and discriminating power of multiple-choice items. The researcher wants to research the title "An Analysis of Multiple choice items of English final on semester at the tenth-grade SMP Negeri 1 West Praya in the academic year 2021/2022."

### **1.2 Research Question**

1. What is the difficulty level of the students' reading skill on multiple choice questions at SMP Negeri 1 West Praya?
2. What is the discriminating power of the students' reading skill on multiple choice questions at SMP Negeri 1 West Praya?

### **1.3 Purpose of the Study**

1. To find out the difficulty level of students' reading skill test on multiple choice questions at SMP Negeri 1 West Praya.
2. To examine the discriminating power of students' reading skill on multiple choice questions at SMP Negeri 1 West Praya.

### **1.4 Significance of the Study**

The significance of the study can be theoretically and practically.

- a. Theoretically

The result of this study is expected to be able to enrich and to enhance the theory of teaching reading comprehension, especially on multiple choice text. Besides, the result of this study can be used as a reference for those who interest to conduct the same research.

b. Practically

- a. For the reading comprehension teacher, this research may help the teacher to measure the reading comprehension of the students especially in comprehending multiple choice text,
- b. The teacher will find some technique or method to improve students' ability in comprehending multiple choice text.
- c. For the students, it may help the students to be aware of their ability in comprehending multiple choice text then they will learn more to improve their skill.

### **1.5 Scope of the Study**

In this study, the researcher focuses on difficulty level discriminating power test on multiple choice questions made by the English teacher of SMP Negeri 1 West Praya.

### **1.6 Definition of Key terms**

1. Dfficulty level of itam

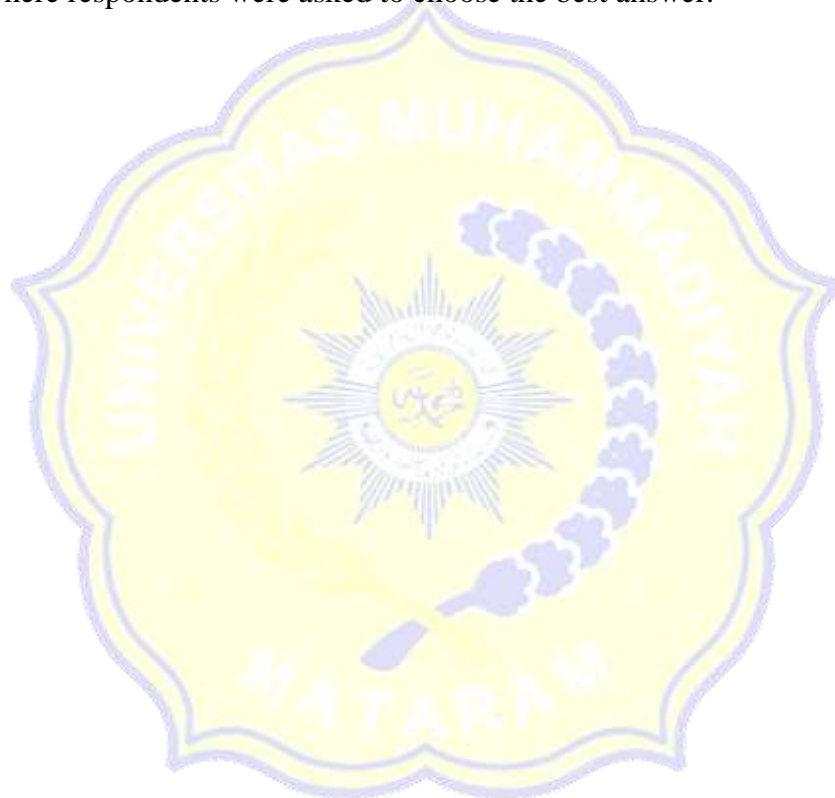
Arikunto (2013:222) stated that a good test is not too easy or too difficult. A good test item must have a difficulty level, including easy, medium, and difficulty levels.

2. Discrimination power of multiple choice

Stated that discriminating power is the extent to which an item differentiates between high and low test-takers. Sudijono (2012:387) stated that discriminating is calculated based on classification into two groups, higher and lower groups.

### 3. Multiple-choice

According to Heaton (1988: 30), A multiple-choice is a form of assessment where respondents were asked to choose the best answer.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Previous of Study

The researcher has some relevant previous researches that support this research. The final project: inspires the research.

The first research is conducted by Ayu Amaliyah (2018) by the title "An analysis of multiple-choice items made by the teacher based on Bloom's revised taxonomy theory at tenth grade of SMA Negeri 1 Sidoarjo. This study aims to know levels of learning in multiple-choice items made by the teacher based on the new version of Bloom's cognitive level at tenth grade of SMP Negeri 1 Praya Barat. This study uses a descriptive qualitative approach. To collect the data, this research used documentation. The researcher analyzed 35 multiple-choice items using the new version of Bloom's cognitive level. Bloom's. The aim of this study is to know levels of learning in multiple choice items made by teacher based on new version of Bloom's cognitive level at tenth grade of SMA Negeri 1 Sidoarjo. This study uses descriptive qualitative approach. To collect the data, this research used documentation. There is 35 multiple choice items analyzed by researcher using new version of Bloom's cognitive level. New version of Bloom's cognitive level has 6 levels of learning include remember, understand, apply analyze, evaluate and create. Based on the result of study, the researcher found that there are three out of six levels of learning in multiple choice items made by teacher based on new

version of Bloom's cognitive level at tenth grade of SMA Negeri 1 Sidoarjo. The three levels include remember, understand and apply.

The second research was conducted by Mina, Regina, Bambang Wijaya (2013) with the title "An analysis on the English multiple-choice item test for primary students". This research concentrates on specific questions regarding the item validity, the test scores reliability, and item analysis to provide information that will improve test items construction. This research concentrates on specific questions regarding the item validity, the test scores reliability, and item analysis in order to provide information that will lead to the improvement of test items construction. A descriptive method is applied to describe and examine the data. item test, validity, reliability, item analysis. Through the item analysis, there are 11 items that are in need of improvement which are categorized "too easy" for the difficulty and "poor" for the discriminability. It means that almost 40% of the test items need to be revised as the items do not meet the criteria.

The last research was conducted by Hartati, N., & Yogi, H. P. S. (2019) entitle "Items Analysis for a Better Quality Test". This study is the small-scale study of item analysis of a teacher's own-made summative test. It examines the quality of multiple-choice items regarding the difficulty level, the discriminating power, and the effectiveness of distractors. The study employed a qualitative which also used a simple quantitative analysis to analyze the quality of the test items through the document analysis of the teacher's English summative test and the students' answer sheets. This study is

a small-scale study of item analysis of a teacher's own-made summative test. It examines the quality of multiple-choice items in terms of the difficulty level, the discriminating power, and the effectiveness of distractors. The study employed a qualitative approach which also used a simple quantitative analysis to analyze the quality of the test items through the document analysis of the teacher's English summative test and the students' answer sheets. This study is a small-scale study of item analysis of a teacher's own-made summative test. It examines the quality of multiple-choice items in terms of the difficulty level, the discriminating power, and the effectiveness of distractors. The study employed a qualitative approach which also used a simple quantitative analysis to analyze the quality of the test items through the document analysis of the teacher's English summative test and the students' answer sheets. Item analysis, summative test, the difficulty level, the discriminating power, the effectiveness of distractors. The result shows that the summative test has more easy items than difficult items with the ratio of 19:25:6 while they should be 1:2:1 for easy, medium, and difficult. In terms of the Discriminating Power there are 3, 13, and 16 for excellent, Good, and satisfactory level, but there are 17 and 2 for poor and bad levels of Discriminating Power. There are 43 (21.5%) of all distractors which are dysfunctional which, in turns, makes the items too easy which also makes the items fail to discriminate the upper-group students from the lower ones. Therefore, the 43 dysfunctional distractors should be revised to alter the difficulty level and improve the discriminating power. This research is

expected to serve as a reflective means for teachers to examine their own-made test to ensure the quality of their test items. In addition, the similarities and differences between my research and the three theses above are: the first thesis by Ayu Amaliah (2018) is the same as analyzing multiple-choice items, and the difference is that this thesis uses a revised taxonomy theory to analyze the multiple-choice items, whereas I don't use any theory, I only focus on analyzing the level of difficulty and discriminating power on the multiple-choice question. In the second thesis by Mina, Regina, Bambang Wijaya (2013), the similarities with this thesis is the same as analyzing multiple-choice items. Still, this thesis only focuses on difficulty level and discriminating power. At the same time, the only difference in this thesis is that this thesis analyzes selected questions in primary students. In contrast, the writer analyzes the multiple-choice items at the senior high school level, for the last journal by Hartati, N., & Yogi, H. P. S. (2019), the similarities this research, that the writer concerning on difficulty level and discriminating power of multiple-choice items. In contrast, the difference in this journal is the item analysis of the English summative test made by the teacher.



## 2.2 Reading Skill

According to Urquhart and Weirtin William Grabe (2009:14), stated the reading skill is the process of receiving interpreting information in language from via the medium of print. According to Johnson (2008:30), reading skill is practice of using text to create meaning.

Based on the definition, the researcher concludes that reading skill must develop, so the reader can understand the meaning of passage and also catch the meaning of the text.

### a) Types of Reading.

According to Patel and Praveen (2008), There are some types of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

1. Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem,poetry,novel or other source. For exmple : The students 7 focus on linguistic or semantic details of a reading and focus on structure details such as grammar.
2. Extensive Reading is types of reading involves learners reading texts for enjoyment and to develop general reading skills. For exmple : The students read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.

3. Aloud reading are reading by using loud voice and clearly. For example:  
Reading poetry, dialogue, and other type of text.
4. Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or though to comprehend the texts.. For example : The sutudents reading a text by heart.

#### **b) Reading Text Analysis**

The design of this study is descriptive analysis. Gay (2000) states that descriptive research determines and reports the ways thing are. It is told about something occurs in the field. Further, Gay adds there are two reasons why people use the descriptive method. First, a high percentage of reported research studies are descriptive in nature. Second, the descriptive methodis useful for investigating a variety of educational problems. Since it was a descriptive research, the data was be collected through document of reading texts. The data in this research were reading texts used by English teachers to teach recount, narrative and recount texts. They are 45 texts (in appendix 1). The texts were from Erlangga textbook “Look Ahead” and adopted text.

The instrument was analysis format. It was used as the manual judge to measure the exploitability and content suitability of reading texts. To make the analysis format, researcher used theory Day (1994) for readability. The indicators were lexical knowledge, background knowledge, syntactic appropriateness, discourse phenomena, organization

and length of the text. The theory for exploitability was proposed by Sassons (2007). The indicators of exploitability were lexical exploitability, structural exploitability and thematic exploitability. Suitability of content that proposed by Hidi (2001). The analysis format was used rating scale excellent, good, fair and poor (Munir, 2013:2).

### **1) The Readability of the Texts**

There were forty five texts that analyzed. The texts were also analyzed based sub indicator of readability. They were lexical knowledge, background knowledge, syntactic appropriateness, discourse phenomena, organization and length of the texts. In term of lexical knowledge, most of the recount texts do not have many new lexical items. Then, in term of background knowledge, recount texts are suitable to students' background knowledge. Since recount consists of three kinds. They are personal, factual and bibliographical recount. The most suitable to students' background knowledge is personal recount. Such as text 1 had relevant to students' background knowledge.

### **2) The Exploitability of the Texts**

This session discusses the second research problem that deals with the exploitability of reading texts. There were fifteen recount texts analyzed.

### **3) The Content Suitability of the Texts**

In terms suitability of content, based on the result of analysis format thirty one of the texts were categorized good, three texts were excellent and eleven texts were adequate. The texts that were adequate: text 3, text 4, text 5.

## **2.3 Test**

### **a) Definition of Test**

Tests are questions that are given to students to get answers from students in oral form (oral test), in written form (written test), or in the form of action (test action) (Sudjana, 2013: 35). According to Uno and Koni (2012: 111) test, a set of stimuli is given to someone to get the answer to be the basis for scoring. The score is based on a score representative of test follower behavior, which indicates the extent to which the test person has moderate characteristics. Furthermore, Koyan (2011: 7) states that the test is the instrument or systematic tool which consists of set questions or tasks to measure a particular behavior in learners with the help of a numeric scale or specific categories.

From the description of the experts above, it can be concluded that the test is a systematic way or tool to measure student ability, in which there is a set of questions to get answers from students either in oral, written, or deed form and used as a basis for assessment and scoring of numbers.

Test might be constructed primarily as devices to reinforce learning and motivate the student or assess the student's performance in the language. In the former case, the test is geared to the teaching that has taken place, whereas in the latter case, the teaching is often geared mainly to the test.

Then, Brown (2004; 3) added that a test is a method of measuring a person's ability or knowledge in a given domain. It consists of some systematic procedures for gathering data about students' achievement and can be instruments, techniques, or procedures to have the students respond through performance or tasks in the form of a set question.

Hughes (1993: 7) stated that testing has several purposes, as follows:

1. To measure language proficiency.
2. To discover how successful students have been in achieving the objectives of a course of study.
3. To diagnose students' strengths and weaknesses, to identify what they know and what they do not know;
4. To assist students' placement by identifying the stage or part of a teaching program most appropriate to their ability.

#### **b) Types of Test**

There are some types of tests, according to Hughes (1993;90). There are:

##### **1. Proficiency Test**

Proficiency tests are tests designed to measure people's ability in a language, regardless of any training they may have had in that

language. Therefore, the content of a proficiency test is not based on the content or objectives of language courses that people taking the test may have followed. Rather, it is based on a specification of what candidates have to be able to do in the language to be considered proficient.

## 2. Achievement Test

As seen from the name, the purpose of this achievement test is to determine the success of students, both individually and in groups, or the courses themselves have been in achieving objectives. Stated that an achievement test is related directly to classroom lessons, units, or even an entire curriculum.

It can be concluded that the learning outcome test is used to assess the level of student success in learning that has been determined following the objectives of the learning. Teachers also use learning outcomes tests to motivate students to study hard. For example, by giving quizzes every week or at the end of the semester, the effect is often an increase in study time near the test of time.

## 3. Aptitude Test

Brown (2004:43) stated that an aptitude test is designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking. Aptitude tests are ostensibly designed to apply to the classroom learning of any language. Also stated that an aptitude test is to identify students who are most likely to

succeed in certain subjects. The test may also be used to counsel students about educational plans and career choices in the future.

This aptitude test measures students' ability to learn so they know specific talents of students, for example, in language learning, whether students have special talents

a. Diagnostic Test

Heaton (1988:173) stated that diagnostic test is widely used; few tests are constructed solely as diagnostic tests. Note that diagnostic testing is frequently carried out of groups of students rather than for individuals.

b. Placement Test

Brown (2004:54) stated that certain proficiency tests could act in the role of placement tests, the purpose of which is to place a student into a particular level or section of a language curriculum or school. A placement test usually, but not always, includes a sampling of the material to be covered in the various course in a curriculum, a student's performance on the test should indicate the point at which the student will find material neither too easy nor too difficult but appropriately challenging.

**c) Item Analysis**

A good test must also be good at its item analysis; there are several simple statistical ways to check individual items. Brown (2004:58-

60)stated that "they are: difficulty level, discriminating power, and distractor effectiveness.

#### 1. The Difficulty level of multiple choice testitem

The difficulty level is one of a kind of item analysis. The level of difficulty was concerned with how difficult or easy the item for the students. Shohamy states that difficulty level relates to how easy or difficult the item is from the students who took the test. It is essential since test items that are too easy can tell us nothing about the test population's differences. If the item is too easy, most or all of the students obtained the correct answer.

In contrast, if the item is difficult, most or all of the students get it wrong. The quality of options is a distribution of tests in decided alternatives on a multiple-choice test. It is obtained by calculating the number of oftest who choose the alternatives A, B, C, or D or those who do not choose any alternatives. In this way, the teachers would be able to identify whether distractors function well or badly.

Arikunto (2013: 222) stated that a good test is not too easy or too difficult. A good test item must have a difficulty level, including easy, medium, and difficult levels. Moderate level items belong to the category of effective and good tests. Items that are too easy or difficult could weaken the test's quality, and the validity of the information about data Student achievements will not be acquired.



The difficulty index (P) of the items can be determined by calculating the proportion of test-takers that answer the item correctly.

The following is the formula for calculating the item difficulty index:

$$P = NP/N$$

In which:

P = Indeks of difficulty level

NP = Number of test-takers answering correctly

N = number of test-takers responding to that item.

(Bachman, 1990,125)

In this case, the difficulty level must be classified on the rank scale of difficulty level as follows:

Table 2.1 The Classification of item Difficulty Level

Interpretation	P
Difficult	0,00 – 0,30
Moderate	0,31 – 0,70
Easy	0,71 – 1,00

(Arikunto, 2013: 210)

## 2. Discrimination Power

Stated that discriminating power is the extent to which an item differentiates between high and low test-takers. Sudijono (2012: 387) stated that discriminating is calculated based on classification into two groups, higher and lower groups.

Item discrimination index (D) can be obtained by dividing into two groups according to their scores on the test as a whole: a higher

group and a lower group. The following formula is employed to determine the item discrimination index:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where:

D: Item Discrimination (Discrimination Power)

BA: number of top test takers that have the correct answer

BB: number of bottom test takers that have the correct answer

JA: total participant of top test-takers

JB: total participant of bottom test-takers

After the item discrimination index is found, the discriminating power of an item can be determined. The determine the discriminating power, and the following classification can be used to indicate whether the discriminating power of an item is excellent, good, satisfactory, poor or worst.

Table 2.2 The Classification of Item Discriminating Power:

Discrimination Index	Quality
0,00 – 0,20	Poor
0,21 – 0,40	Satisfactory
0,41 – 0,70	Good
0,71 – 1,00	Excellent

(Arikunto. Op. Cit., p. 232)

### 3. Distractor Analysis

- a. Furthermore, the last item analysis activity is effectiveness bully. This is a procedure that deals specifically with multiple-choice items. This

switch's function is to divert students from the correct answer if they do not know correctly. According to Sudijono (2012: 411), determining whether a distractor 17 can work effectively if a switch has been selected by at least 5% of all test takers. The effectiveness of distractor analysis provides information about how successfully a distraction has distracted students who have not learned well from the correct answers.

#### **2.4 Multiple Choice items**

A multiple-choice is a form of assessment where respondents were asked to choose the best answer. This item is most frequently used in educational testing. According to Popham (2011: 148) stated that the multiple-choice items could be used to measure a student's possession of knowledge or the student's ability to engage in higher thinking levels.

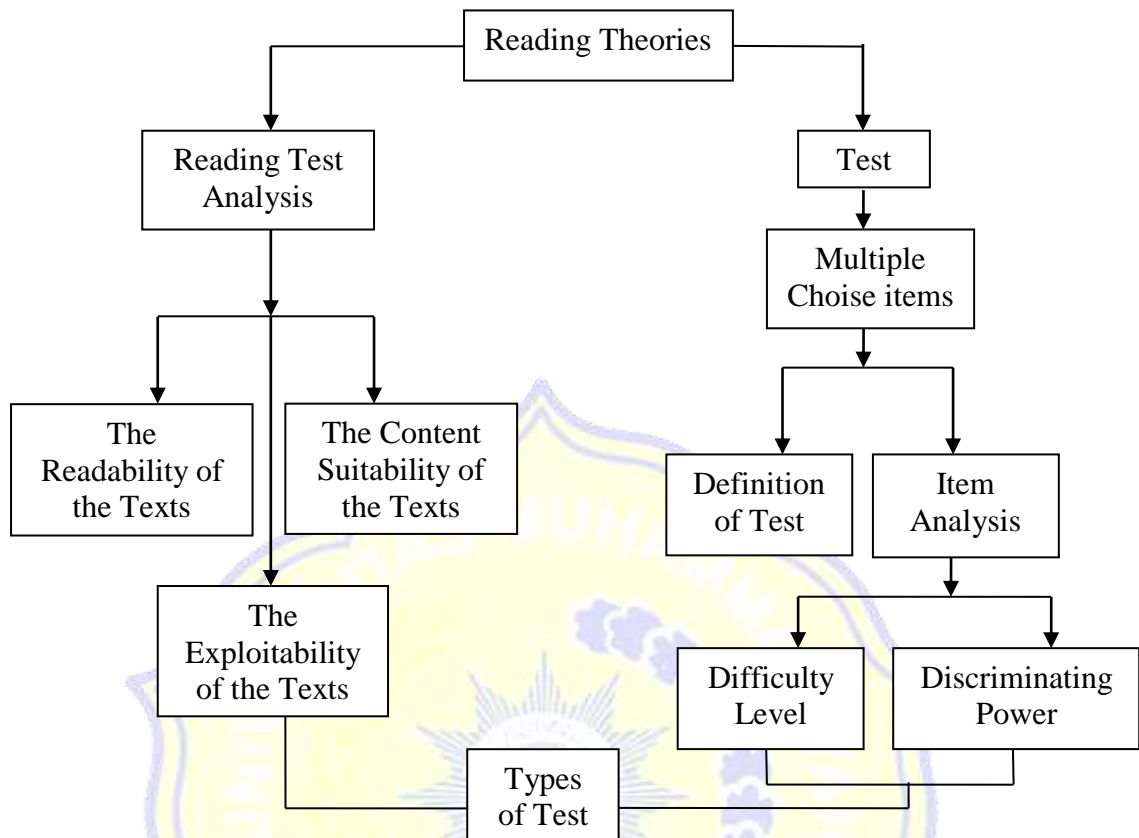
The advantages of multiple-choice items are:

- a. Multiple-choice items are objectively scored; they are not affected by scorer inconsistencies, as are essay questions.
- b. Therefore, a student is able to answer many multiple-choice items in the time it would take to answer a single essay question. This feature enables the teacher to use multiple-choice items to test a broader sample of course content in a given amount of testing time.
- c. Multiple-choice items are amenable to rapid scoring, which is often done by scoring machines.

The general principles should be observed when multiple-choice items are constructed:

- a. Each multiple-choice item should have only one answer.
- b. Only one feature should be tested: it is usually less confusing for the tester, and it helps to reinforce a particular teaching point. Few
- c. would wish to test both grammar and vocabulary simultaneously, but sometimes word order and sequence of tenses are tested simultaneously.
- d. Each option should be grammatically correct when placed in the stem, except, of course, in the case of specific grammar test items.
- e. All multiple-choice items should be at a level appropriate to the proficiency level of the testers.
- f. Multiple-choice items should be as brief and as clear as possible (though it is desirable to provide short context for grammar items).
- g. In many tests, items are arranged in rough order of increasing difficulty. It is generally considered essential to have one or two simple items to "lead in" the testers, especially if they are not too familiar with the kind of test being administered.

## 2.5 Theoretical Framework



The aims of this study are to discover to how well the multiple-choice reading items of National Examination test for senior high school students measured the objectives of reading skills as stated in Kurikulum Tingkat Satuan Pendidikan (KTSP), the written text types presented, and the question types used in the National Examination. In order to conduct a systematic study, the researcher provides a theoretical framework to explain the contribution of the theories applied in solving the formulated problems.

Firstly, this study is related to National Examination. The researcher needs to conduct a preliminary analysis to discover the general idea about the examination. Since the examination is arranged based on some compilation

components, the researcher requires some theories in order to understand the mainide as of the examination. The theories needed are those related to evaluation concepts test theories, such as the validity of a test, reading comprehension tests and multiple-choice items. The preliminary analysis based on the theories will provide basic comprehension of National Examination for the researcher. Secondly, this study is analyzing the appropriateness of National Examination compared to the English reading objectives stated in KTSP. KTSP has an important role in this study since it is the parameter of the reading curriculum. The researcher requires the KTSP document so the researcher is able to obtain the general understanding of the curriculum and list the English reading objectives in order to analyze the examination.

Thirdly, since the composing of KTSP, particularly the cognitive aspect, is based on Bloom's theory (1979 as cited by Haryati, 2008) and the National Examination items measure only the cognitive aspect, the researcher will classify the items based on the taxonomy theory. The taxonomy theory which the researcher employs to classify the items is Bloom's taxonomy theory which has been revised as proposed by Anderson et al (2001). One by one, the National Examination items are classified based on the cognitive process and the knowledge of the taxonomy theory (Anderson et al, 2001). The result of the classification will reveal which cognitive process and knowledge the test items particularly measure.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In the research methodology, the researcher explained about research design, population, sample research instrument, data collecting technique, and data analysis technique.

#### **3.1 Research Design**

The type of this study is descriptive qualitative research. Qualitative research is a research that does not use procedure of statistics analysis or other quantification (Moleong, 2007: p.6) Qualitative research is also intended as type of research that finding is not obtained through procedure of statistic or quantitative (Syamsuddin dan Damaianti, 2007: p. 73). hile descriptive qualitative is research that effort to say existing problem solving now based on data, so he also presents the data, analyzes the data, and interprets the data (Narbuko and Abu Achmadi, 1997: p. 44). Descriptive qualitative research is research that efforts to draw problem solving without through procedure of statistics or quantitative form. To find out students reading skill on final examination by using multiple choice item at SMPN 1 West Praya in academic year 2021/2022.

#### **3.2 Data and Source of Data**

The researcher conducted this research at SMPN 1 West Praya. The data and the source of this research is the document analysis. The document came from the multiple-choice items sheet and students' answer sheets. Then the research instrument was document analysis. There were 20 multiple-

choice items and 29 students took the final semester test at the ninegrade in SMPN 1 West Praya.

### **3.3 Data Collection Tecnique**

The research data were collected through the study. Data is obtained from 26 students' answers to items in the English final semester test. A total of 20 items in the form of multiple-choice used in the item analysis process. For the scoring technique, every correct answer is given one point and zero for each wrong answer.

In analyzing the quantitative data, the researcher did some proposed by Burns (2010: 104-105).

There is several steps in data collection techniques, namely:

1. The writer came to the school and introduced the writer to the school residents.
2. After that, the writer came to the classroom. Then introduced himself to the English teacher and students.
3. The last step is analyzing the multiple-choice test based on difficulty level and discrimination power of multiple-choice items.

### **3.4 Data Analysis Technique**

For data analysis, descriptive qualitative were employed in this research. In a descriptive qualitative, descriptive qualitative are defined as numerical, graphical, and tabular techniques for organizing, analyzing, and presenting data (George Argyrous, 2011: 20). his research described the



difficulty level and discriminating power for each multiple-choice test item based on the index.

In addition, the steps for analyzing the data were as follow:

- a. Taking the English multiple-choice paper and students' answer sheets.
- b. Arranged or ranked the score from the highest to lowest
- c. Divided the students into two groups: upper and lower groups by arranging the students' scores from the highest to the lowest.
- d. Analyzing the test based on the difficulty and discriminating power
- e. Interpreting the level of difficulty and classification of discriminating power based on the numerical data.
- f. The writer was describing the difficulty and item discriminating power of the English multiple-choice items test.

To determine the difficulty level and discriminating index of items, the data has been calculated by using the following formula:

The formula of item difficulty index:

$$P = NP/N$$

P = Indeks of difficulty level

NP = Number of test-takers answering correctly

N = number of test-takers responding to that item.

The formula of item discrimination index:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where:

D: Item Discrimination (Discrimination Power)

BA: number of top test takers that have the correct answer

BB: number of bottom test takers that have the correct answer

JA: total participant of top test-takers

JB: total participant of bottom test-takers

For interpreting the level of item difficulty and discriminating power. The difficulty level could be found out by the classification of difficulty level indeks as follows:

Table. 3.1 The Difficulty Level Classification

Interpretation	P
Difficult	0,00 – 0,30
Moderate	0,31 – 0,70
Easy	0,71 – 1,00

(Arikunto, 2013: 210)

Table 3.2 The Classification of Item Discriminating Power:

Discrimination Index	Quality
0,00 – 0,20	Poor
0,21 – 0,40	Satisfactory
0,41 – 0,70	Good
0,71 – 1,00	Excellent

(Arikunto, 2016. 232)

