

**AN ANALYSIS OF READING COMPREHENSION QUESTIONS IN  
FINAL EXAMINATION BY USING ANATES PROGRAM ON  
ELEVENTH GRADE OF SMA MA'ARIF NU 1 SOKARAJA**



**THESIS**

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## ABSTRACT

### *An Analysis of Reading Comprehension Questions in Final Examination by Using Anates Program on Eleventh Grade of SMA Ma'arif NU 1 Sokaraja*

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As an evaluation, final examination had to be a tool in order to present an accurate result of students' achievement, due to that reason; the researcher conducted a study toward the final examination. This research aimed to analyze the validity, reliability, and item analysis on reading comprehension questions in final examination at Eleventh grade of SMA Ma'arif NU 1 Sokaraja.

The researcher used mix method of the research, because the data was formed in qualitative and quantitative data. The qualitative data was gained from interview and matching the syllabus with the questions on final examination, while quantitative data was analyzed using Anates program which analyzed 40 questions as multiple choices that have 5 options and 5 questions as essay.

The result of the research using Anates program showed the validity items value was 97.78% which meant excellent interpretation. The reliability of the items was 0.56 which higher than 0.05 ( $0.56 > 0.05$ ), thus the data was reliable test. The last was analysis items which counted index of difficulty level, index of discrimination power, and distractor level. Based on the result of Anates program the difficulty level showed 40% as medium, 5% for very difficult level. It indicated that the final examination was medium level. The outcome of discrimination power presented 52% as poor and only 3% was excellent. It meant the students' mastery in English was very low. The final was index of distractors. The options of multiple choice has 5 options from A, B, C, D and E which gained 51% for bad and 17% was very bad level. It referred that the options of multiple choice was not effective at all. The other findings also obtained that the English final examination for Eleventh grade was involved vocabulary mastery explicitly or implicitly which these was not mentioned in basic competence and the students demanded to interpret the alternative answer of multiple choice which was not in line with the reading level of Senior High School.

**Keywords:** *Final Examination, Reading Comprehension, Anates.*

## ABSTRAK

### **Analisis Soal Pemahaman Reading pada Soal-soal Penilaian Akhir Semester Menggunakan Program Anates di Kelas 11 SMA Ma'arif NU 1 Sokaraja**

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Sebagai evaluasi, Penilaian Akhir Semester (PAS) harus menjadi alat untuk menyajikan hasil prestasi siswa yang akurat, karena alasan itu; peneliti melakukan penelitian berkaitan dengan Penilaian Akhir Semester (PAS). Penelitian ini bertujuan untuk menganalisis validitas, reliabilitas, dan analisis item pada soal-soal pemahaman bacaan pada soal Penilaian Akhir Semester (PAS) kelas XI SMA Ma'arif NU 1 Sokaraja.

Peneliti menggunakan metode penelitian campuran, karena data yang terbentuk berupa data kualitatif dan kuantitatif. Data kualitatif diperoleh dari wawancara dan pencocokan silabus dengan soal-soal Penilaian Akhir Semester (PAS), sedangkan data kuantitatif dianalisis menggunakan program Anates yang menganalisis 40 soal sebagai pilihan ganda yang terdiri dari 5 opsi dan 5 soal esai.

Hasil penelitian menggunakan program Anates menunjukkan nilai validitas butir soal adalah 97,78% yang berarti interpretasi sangat baik. Reliabilitas butir soal 0,56 lebih tinggi dari 0,05 ( $0,56 > 0,05$ ), sehingga data uji reliabel. Terakhir adalah butir-butir analisis yang menghitung indeks tingkat kesukaran, indeks daya pembeda, dan tingkat pengecoh. Berdasarkan hasil program Anates tingkat kesulitan menunjukkan 40% sebagai sedang, 5% untuk tingkat sangat sulit. Ini menunjukkan bahwa Penilaian Akhir Semester (PAS) memiliki tingkat menengah. Hasil daya diskriminasi menunjukkan 52% sebagai buruk dan hanya 3% yang sangat baik. Artinya penguasaan bahasa Inggris siswa sangat rendah. Terakhir adalah indeks pengecoh. Pilihan ganda memiliki 5 pilihan dari A, B, C, D dan E yang memperoleh 51% untuk tingkat buruk dan 17% untuk tingkat sangat buruk. Disebutkan bahwa pilihan ganda tidak efektif. Temuan lain juga diperoleh bahwa Penilaian Akhir Semester (PAS) bahasa Inggris untuk kelas XI melibatkan penguasaan kosakata secara eksplisit atau implisit yang tidak disebutkan dalam kompetensi dasar dan siswa dituntut untuk menafsirkan alternatif jawaban pilihan ganda yang tidak sesuai dengan tingkat membaca Sekolah Menengah Atas.

**Kata kunci:** *Penelitian Akhir Semester (PAS), Pemahaman Membaca, Anates.*

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# CHAPTER I

## INTRODUCTION

### A. Background of The Problems

In Indonesia, English is a foreign language. It is a major subject which functions as a tool in developing students' knowledge and skills in Science, technology, culture, and art field that enables students to have a good skill. There are four major skills in learning English. They are listening, reading, speaking and writing. In order to conduct an effective teaching learning process, there are some matters that should be paid attention, such as the teacher, curriculum, syllabus, method, facility, and evaluation.

In teaching learning process, evaluation has an important role. Evaluation is a one of step that cannot be separated in teaching learning process which evaluation is always needed in the process of assessing whether a lesson is successful or not seen from the results of the evaluation. According to Djiwandono (2011:10), evaluation is a process to collect information about the teaching learning process as a basic to make a decision. The information gained through the evaluation will be very useful to make improvement in the future. In formal education system, teacher is one of the some figures who is responsible with the learning process whether it is success or not. A good teacher not only knows how to teach but the teacher has to know how to evaluate. In teaching process, a teacher has to evaluate student progress on the mastery of lesson that has been taught in a certain period of time. The result of evaluation will provide information about the quality of the teacher and the ability of the student. For English language education, the evaluation is conducted in many aspects of education such as curriculum, strategies of teaching, references and test items. The good evaluation is believed will give benefits to national education because it is able to provide a description of the data correctly according to the actual situation.

There are several ways to evaluate teaching process; one of the ways is through test. Testing and teaching are closely interrelated to each other because the success of teaching cannot be measured and known without conducting a test. As Suharsimi (2013:53) stated that test is an instrument that is used to measure a condition by the certain rule. The rule, in this case, refers to the characteristics of a good test. So, if it is related to the teaching and learning process, it means that test is an instrument or procedure used to measure the students' ability, to diagnose the students' weaknesses, to get educational decision, and so on depends on the kinds of a test conducted. The test is a procedure that can be used to determine or measure something while the non-test is a procedure used to measure the affective domain such as attitudes, interests, talents, and motivation, for example using questionnaires, interviews, observations, anecdote, and portfolio. Although there are two kinds of measuring instruments evaluation activities, but the test is often used for the evaluation tool. The results of the test should reflect the real situation, because the results of the test will be used to make decisions. The size of the mistake (error) could affect the measurement of learning outcomes assessment; the test would be said as good questions if they meet the requirements like eligibility, level of difficulty, distinguishing power, the pattern of answer distribution and relationship or correlation of each item with an overall score. Besides, the test should also have the characteristic of validity, reliability and objectivity. To find those things, it is needed an evaluation activity through the test item analysis to obtain information about the test which has been meets the requirements of a good question. Test is said to be good as a measurement tool if they meet the requirements of the test, which has: validity, reliability, practicability, objectivity and economical.

Based on the test maker, one kind of the test maker is a test that made by the teacher (teacher-made test). A test made by teachers should be in line with the syllabus, and the content of the test must measure what is intended to measure. Without validity, there can be no confidence in the inferences and conclusions made from the results. It can be understood that validity has

important roles. The main purpose is to understand how far the student`s understanding about the material which have delivered by the teacher and the psychologies changes which shown after join on learning. Thoha (2008:48) stated that content validity is deal with is the content of test item which tested is reflected of the curriculum or not. It can be understood in analysis of content validity, we can find how far the students understanding about the material which has delivered by the teacher and also are the content of test item which tested is reflected of the curriculum or not. So the teacher must carefully when they made the test to the students because content validity needs a sharp and systematic analysis and it can represent the content of the test that will be examined.

In this research, the researcher focused on analysis reading comprehension questions in final examination. The construct of final examination of English subject in Senior High Schools commonly consists of listening, written expression and reading comprehension. At Senior High School, teaching reading intends to develop students` skill in reading comprehension. All schools implement a curriculum which is relevant to the needs of their specific pupils. Curriculum is more positive in nature, which could achieve the objective of motivating learning, enhancing knowledge and abilities and developing positive values or even attitudes. Nowadays, most schools implements Curriculum 2013 as the current curriculum.

Based on Basic Competence which is issued by Kementerian Pendidikan dan Kebudayaan 2013 that basic competence 2013 of the first grade Senior High School, the students are expected to comprehend Social function, texts structure, and language features in reading text (descriptive, narrative, recount text, and so on) in oral and written form. However, in a real situation, the students have not achieved the curriculum expectation and have low ability in reading comprehension. Obviously, text such as English magazines, newspaper and article as an authentic material has the important role such as improving students reading ability and their knowledge of current issues. But it is not easy to be read for students and to comprehend.

There is a previous study that has similarity to this research which was conducted by Zuhra (2015). The research is about Senior High School Students Difficulties in Reading Comprehension. Her study aims at finding out the most difficult types of reading comprehension questions faced by students in reading tests and why they face these difficulties in the national examinations. Her thesis was a case study at second grade of Senior High School Lhokseumawe. In result, she found that most difficult type of reading comprehension question faced by the students was an inference question because they did not comprehend the questions asked. It is because of their weaknesses in differentiating between the natures of different types in reading comprehension questions.

However, to know the difficulties in reading comprehension is important. The problems are faced by the students might be different in one school to another school. Based on the observation, in fact, most of the students in SMA Ma'arif NU 1 Sokaraja, they still have difficulties in comprehending the reading materials text, such as they have difficulties in making inference, determining main idea and locating reference. Some of the reasons are that they do not understand to use reading comprehension strategies and lose of concentration in reading comprehension. However, most of the students have difficulties in reading English text from materials that adopted from newspapers, articles, textbooks and magazines. Due to this situation, the researcher is interested in analyzing the students' difficulties of reading comprehension in final examination and find out what are the difficulties factors that the students faced in reading comprehension.

According to explanation above, the researcher conducted a research entitled "*An Analysis of Reading Comprehension Questions in Final Examination by Using Anates Program on Eleventh Grade of SMA Ma'arif NU 1 Sokaraja*".

## **B. Operational Definition**

Some key words of concept are needed to be operationally explanation in order to be a real description in practical level of this research as follow:

### **1. Reading Comprehension**

Based on Nurjanah (2018: 254) reading comprehension is considered as one of prominent English skills for learners. In this skill, students are required to catch some implied and stated information from the text by interpreting or analyzing the sentences to really get the answers for the questions, while Doyle (2004: 17) argued that comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. It is referred to the ability to understand what one is reading to relate a text to what one already knows while also constructing new knowledge and understanding. Therefore, in this study, the researcher used the term comprehension which means the ability of the students to get the point or idea of the text.

### **2. Final Examination**

According to Ngalimun (2018: 104), summative test is given to know students' achievement and mastery in certain field which is conducted in the middle of semester or final semester. While Kusuma (2016: 77) stated that Summative evaluations are conducted by teachers after students have followed the learning process for a certain amount of time.

## **C. Problems Statement**

From the background of study above the researcher find the problem and try to answer the following question:

1. How is the validity test item of reading comprehension in final examination at Eleventh grade of SMA Ma'arif NU 1 Sokaraja?
2. How is the reliability of the reading comprehension questions in final examination at Eleventh grade of SMA Ma'arif NU 1 Sokaraja?

3. How is the item analysis on reading comprehension questions in final examination at Eleventh grade of SMA Ma'arif NU 1 Sokaraja?

#### **D. Objectives and Significances of The Research**

##### **1. Objectives of The Research**

Based on the research questions above, the objectives of this research was:

- a. To analyze the validity test items of reading comprehension in final examination at Eleventh grade of SMA Ma'arif NU 1 Sokaraja
- b. To analyze the reliability of the reading comprehension questions in final examination at Eleventh grade of SMA Ma'arif NU 1 Sokaraja
- c. To analyze the item analysis on reading comprehension questions in final examination at Eleventh grade of SMA Ma'arif NU 1 Sokaraja

##### **2. Significances of The Research**

The researcher expects that result of this research would be useful both theoretically and practically.

- a. Theoretical significances

The researcher hoped was:

- 1) The researcher hoped that readers can receive a lot of knowledge related to this research and also to be able to contribute and provide empirical evidence especially in English teaching and learning research
- 2) Giving the description of the factors of causing the students' difficulties on reading comprehension in final examination at Eleventh grade students of SMA Ma'arif NU 1 Sokaraja.

- b. Practical significances

The research expected to be beneficial for:

- 1) For the students

This study can help the students to reveal what they need to improve their English score. Regarding with this, they may develop an ideas how to learn effectively so that it can affect their achievement in the English subject.

2) For the teachers

The finding of the research hopefully can contribute to improve skill of teaching English and find the suitable method to teach English for the students.

3) Researcher

This research of course will improve the writer's writing and sharpen the intuition and ability to analyze problem faced by the students in the answering English test.

4) For other researchers

Giving the description for any further researcher who wants to study the same case, hopefully, this research becomes the source of information and reference.

#### **E. Structure of The Research**

To make a logical and systematic discussion, it is necessary to frame a structure of this research. It will be described in this research are as follow:

Chapter I is contain an introduction which consist of the background of the problem, operational definition, problems statement, objectives and significances of the research, and structure of the research.

Chapter II contains about the theories of reading comprehension of final examination which is of two sub-chapters: the first is reading comprehension and the last is final examination.

Chapter III contains about the research method which is consisting of five sub-chapters namely: research method, time and setting, data resources, methods of collecting data and technique of data analysis.

Chapter IV contains about results of the research report which is consisting of three sub-chapters: the first is quantitative phase which contains numerical data of result the research. The second is qualitative phase which contains analysis of reading comprehension questions in final examination at Eleventh grade of SMA Ma'arif NU 1 Sokaraja. The last is discussion to explain more detail about the finding of the research.

Chapter V contains conclusion, advices and closing words.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The researcher draws the conclusion based on the result of analyzing the data. The researcher also proposed some suggestions for English teacher and also students in Eleventh grade.

#### **A. Conclusion**

Based on the data presentation and the discussion elaborated in chapter four, the researcher made inferential as follow. First, the validity of item question which used content validity and based on the calculation obtained 97.78%. It was excellent validity of the item question in English final examination. Second, the reliability value between Science and Social class was higher than 0.05 which 0.56 for Science and 0.52 for Social. It indicated that the item question of English final examination for Eleventh grade at SMA Ma'arif NU 1 Sokaraja was reliable. Third, the index of difficulty for the English final examination was 40% which mean medium level of test. It was not easy or not too hard for the students of Eleventh grade.

Besides that, the researcher also derived which involved to the vocabulary mastery. Vocabulary mastery is explicitly or implicitly measured in English final examination, even though it was not explicitly mentioned in the basic competence.

English final examination also measured students' accuracy of reading comprehension as required in the basic comprehension. The measurement was conducted through multiple choice alternative answer. Students had to interpret the alternative answer carefully in order to obtain the right answer. It was not in line with reading level of Senior High School.

#### **B. Suggestion**

From the findings and discussion, the researcher presents some suggestion for improvement for English teacher and others reseachers.

1. English teacher as test maker

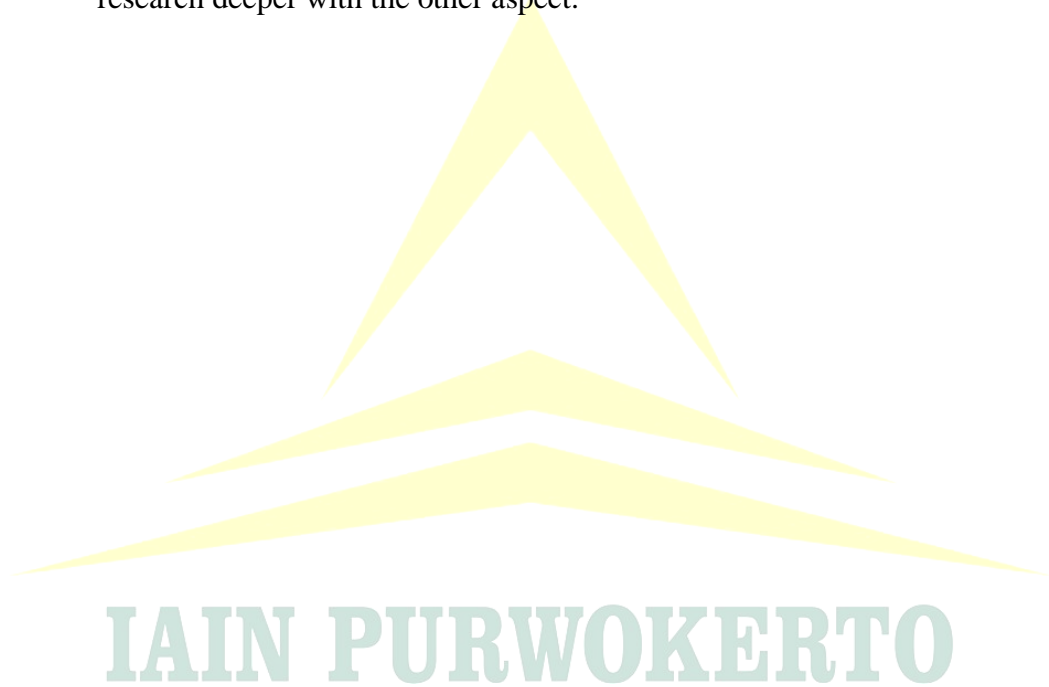


In designing the final examination test, the teacher should base their test design toward the objectives of curriculum 2013 hence the goals can be evaluated well.

The material which students require to master are various. It is better if the teacher make a formula to help students in preparing the final examination so it also can help the students raise their achievement.

2. Other researchers

The result of this research can be used as additional reference on the related study for the next researcher. Moreover the next researcher can research deeper with the other aspect.



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