

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



**THESIS**

**Presented to English Education Study Program, State Institute on Islamic  
Studies Purwokerto as a Partial Fulfillment of the Requirements for  
Below graduate Degree in English Education**

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**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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**AN ANALYSIS OF READING COMPREHENSION QUESTIONS IN  
FINAL EXAMINATION BY USING ANATES PROGRAM ON  
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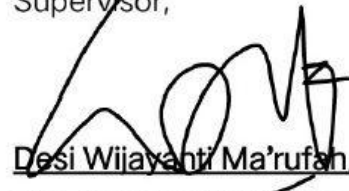
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## **MOTTO**

The biggest risk is not taking any risk

## **DEDICATION**

My beloved parent Rohyati (mama) and Honiyah (mbah) who always support motivate and pray for me to finish the study. I love you more.

My beloved brother (Agung). Thank you for always supporting and motivating me.

My beloved buddy, Umam and Della, thank you for always being there for me, advising and supporting until the end.

All my all friends, advisor, and motivators whose names are not written in this thesis but you have been living in my deep memory.



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*Bismillahirrahmanirahim*

*In the name of Allah, the beneficent and the merciful*

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It is a precious thing that the researcher finally accomplishes my thesis entitled “*An Analysis of Reading Comprehension Questions in Final Examination by Using Anates Program on Eleventh Grade of SMA Ma’arif NU 1 Sokaraja*”. It is presented to the faculty of Tarbiya and Teacher Training, in a partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education.

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14. My beloved buddy, Umam and Della, thank you for always being there for me, advising and supporting until the end.
15. All my all friends, advisor, and motivators whose names are not written in this thesis but you have been living in my deep memory.

The researcher asked apologize to all of their name no mention it, the researcher only can pray for them. “May Allah bless them throughout their lives”. In addition, to all the readers, the researcher expected some criticisms and suggestions for the improvement of this thesis.

Purwokerto, September 2021

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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**

**Erni Laelatun Naisah  
(1522404015)**

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 II

### READING COMPREHENSION, FINAL EXAMINATION AND ANATES PROGRAM

#### A. Theoretical Framework

##### 1. Reading Comprehension

###### a. Definition of Reading Comprehension

According to Hidayati (2018: 9) reading comprehension is the process of getting the meaning of the content and all information about the topic in the text. In fact, comprehending an English text is not easy to do for students because English is a foreign language. Many readers are not able to catch the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, the reader should have good concentration in reading text to get the meaning of the author's idea.

In other side, Sari (2017: 11) argued that reading comprehension is the understanding a written text means extracting the required information from it as efficiently as possible, further, locating the relevant advertisement on the board and understanding the new information contained in the article, demonstrates that reading purpose in each case has been successfully fulfilled.

According to Hornby in Irawan (2010: 5) argued that reading comprehension means reading with the power of understanding of the printed symbols.

Based on the statement above reading comprehension is the ability to the read text, process it, and understand its meaning. Although this definition may seem simple, it is not necessarily simple to teach, learn or practice. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend

what is read. There are to be improved reading comprehension, including improving one's vocabulary and reading strategies.

### **b. Reading Comprehension in Senior High School**

Nowadays, at Senior High School, teaching reading intends to develop students' skill in reading comprehension. Based on the basic competence 2013 of the Eleventh grade Senior High School, the students are expected to comprehend Social function, text structure and language features in reading descriptive, narrative, recount texts, expository texts and so on in oral and written form. However, in a real situation, the students do not achieve the curriculum expectation and have lower ability in reading comprehension. In addition, to overcome the difficulties of students in reading, teachers must first find out or know what difficulties experienced by students during the reading process and factors that cause difficulty in reading. Reading comprehension means to understand what has been read. English has been taught as a foreign language in Indonesia. However, it does not mean that the result of teaching English in the school was satisfying, even though the fact is teaching reading process are continuously being taught within three years at Senior High School. Reading makes students enjoy their learning process and gives several advantages in finding some information that is needed. It is an unlimited area that makes students learn about many things, such as education, politic, social, culture, religion and health. All of that information can be obtained by reading.

### **c. Techniques of Reading Comprehension**

According to Yuni on her thesis (2017: 18), she mentioned two kinds of technique of reading as follow:

#### 1) Skimming

Skimming is reading technique that uses rapid eye movement and keywords to move quickly through text for the slightly different purpose. It is the method of rapidly moving the eyes over text with the purpose of getting only the main ideas and the general overview of the



content. According to Grellet who cited by Hidayati (2018:19) claimed that skimming is reading rapidly in order to get a general overview of the material. While skimming tells the reader what general information is within a section. It is like snorkeling, and scanning is more like pearl diving. Meanwhile, Brown (2000: 308) stated that skimming consists of quickly running eyes across a whole text such as an essay and article. Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic or message and possible some of the developing or supporting ideas.

## 2) Scanning

Scanning is reading technique that uses rapid eye movement and keywords to move quickly through text for the slightly different purpose. It is rapidly covering a great deal of material in order to locate a specific fact or piece of information. Scanning is reading rapidly in order to find specific fact Grellet cited by Hidayati (2017: 20). So, scanning is a fast reading techniques to obtain information without reading the others. Meanwhile, Brown (2000: 308) stated that scanning consists of quickly searching for some particular piece or piece of information in a text. Scanning exercise may ask students to look for names or date, to find a definition key concept or to list the certain number of supporting ideas. The purpose of scanning is to extract specific information without reading through the whole text.

### **d. Types of Reading Comprehension**

Based on Patel & Praveen (2008: 117), they mentioned three types of reading as follow:

#### 1) Silent reading

According to Patel and Praveen (2008: 122), they stated that silent reading is a very important skill in the teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. The teacher has to make them read silently as and when they are able to read without

any difficulties. It is kind of habit in which learner is enabled to read without any audible whisper.

#### 2) Aloud reading

Patel and Praveen (2008: 120) stated that reading aloud also play important role in the teaching of English. The teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it does not care, it will be very difficult at the secondary level.

#### 3) Intensive reading

Patel and Praveen (2008: 117) argued that intensive reading is related to further progress in language learning under the teacher's guidance. It will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken.

#### 4) Extensive reading

Patel and Praveen (2008: 119) claimed that extensive reading is the lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for, oral reports, to the rest of the class, or full class discussion.

### **e. Levels of Reading Comprehension**

The successful of the students' reading is depending on the level of the text. Therefore there must be a balance between the material and the ability of students. Brassel (2008: 17) divided levels taxonomy of reading in three levels, those are:

#### 1) Literal comprehension

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

#### 2) Inferential comprehension

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers their background knowledge.

#### 3) Critical comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text, were the characters reputable and honest in their action?, Did the selection offer the reader new information, new insights, or added enjoyment?, Were the characters authentic?, Was the literary quality of the text high?, Answer to such question require a high level of interaction between information from

the text, the reader perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in depth analysis and critical thinking are necessary to make informed judgments and evaluation. Due to responses to inferential and critical level question are highly dependent on the reader's own background, interest and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.

#### **f. Aspects of Reading Comprehension**

According to Nuttal was cited by Larasati (2019: 13), he mentioned five aspects of reading comprehension as follow:

##### 1) Determining main idea

The main idea is a statement that tells the author's point about the topic. Finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

##### 2) Understanding vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers has difficulties in understanding material is that they have lack of vocabularies new word in a dictionary. In fact, one of the problems readers has difficulties in understanding material is that they have lack of vocabularies.

### 3) Making inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

### 4) Identify reference

Reference is the relationship between a grammatical unit usually a pronoun that refers to (or stands in for) another grammatical unit usually a noun or noun phrase. In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation. For example, in the text there is a simple sentence like “a man read newspaper in coffee shop and the bell is ringing.” And the question is “The word he refers to?”, so the students should find that the word they refer to whom.

### 5) Finding specific information (scanning)

Scanning is quickly searching for some particular piece or pieces of information in a text. In finding the specific information, the students have to find the detail information or idea that was mentioned on the text. Therefore, sometimes it is difficult for a student to see and distinguish between important and unimportant information in the text in order to find specific piece of information such as name, date, word or phrases, and references in the text.

## **g. Causes Difficulty in Comprehending Reading**

Difficulty is something complicated to analysis. It will be seen from students' mistakes or errors learning process. In fact, many Senior High School students often find the difficulties in reading comprehension. These

difficulties result the students poor performance in reading test. Thus, from these factors arise some difficulties in reading comprehension.

According to Kennedy cited by Yuni (2017: 28) claimed that factors difficulties that faced by students divided into:

1) Inadequate instruction presented by teacher

It is practice includes selecting the wrong skill to emphasize, presenting the skill to rapidly for groups or individuals, to grasp them adequately or neglecting to evaluate progress adequately.

2) Students' uninterested

It is difficult to any but the most thoroughly disciplines readers to concentrate on material they dislike or that related to their personal interest. Without thoughtful attention to the content comprehension of such materials will be negligible. Lack of interest causes the mind to wander eliminates any desire to excel encourage a dislike for the task and reduces consciousness.

3) Unsuitable material

When reading materials are used or whether they are used to whether they are appropriate for pupils in a particular classroom, difficulties in comprehension can result. Such required materials may be too difficult or too easy, stress the wrong skills, have little relationship to be pupil interest, or generally be of poor quality. If unsuitable materials are used exclusively, interest lags, skill development is unbalanced and all form of comprehension are discouraged.

4) Vocabularies difficulty

An excessive vocabularies burden focuses the reader to rely on the dictionary or to bypass many important words. When any appreciable number of words is left out understanding must suffer.

In the other side, Westwood (2001: 16) mentioned three factors that caused students' difficulty in reading comprehension, those are:

### 1) Teacher's technique

The teacher is one of school environmental factors who have the important role to increase students learning achievement. The teacher is a subject in education who has the duty to transfer the knowledge to the students. A teacher is an important person in teaching learning process, especially for teaching reading, because the teacher also determines whether their students to be good readers or not. The teacher also will become the source of learning difficulties if the teacher does not choose the right technique to teach the material. Therefore, the teacher should be careful in choosing the technique to teach because it related to the students' understanding of the material.

### 2) Students' background

The learner's background means something which comes from the learners themselves. It was related to the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before.

### 3) Students' environment

The environment factors also can influence the students in mastering and in learning English. Therefore, someone who lives in an environment that has reading habits will be supported by her environment indirectly. And it happens not only in learning reading but also in learning English, without practice and applied it outside school he will not understand English perfectly. Home and school are the two kinds of learners' environment that can influence their learning reading achievement.

## **h. Concept of Difficulty in Reading Comprehension**

The difficulty is the basis of error. It occurs because the students are confused or do not know or understand about the material text. The result, they produce error later. It is the main factor which makes the students producing the error. According to Richards (1974: 174), he argued that the source of errors or difficulty can be divided into two kinds as follow:

### 1) Interlingua difficulty

The Interlingua difficulty is a significant source of difficulties for all learners. The beginning stages of learning a second language are especially vulnerable to Interlingua difficulty from the native language or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. This type of difficulty is caused by interference coming from the students' native language. Possible interference can be predicated partly on the knowledge of differences between first language and second language.

### 2) Intralingua difficulty

The intralingua difficulty is those which reflect the general characteristics of rule learning, such as factually generalization, incomplete application of rules, and failure to learn conditions under which rules apply. This type of difficulty is these which reflect the grammar characteristic of rules of learning. Based on the explanation above, it can be concluded that difficulty is something that complicated to do. It will be seen from students' mistake or error learning process. Difficult is the basic form of error and mistakes which are made by the students in teaching and learning process.

## 2. Final Test

The terms test, measurement, and evaluation might be confused because they may be involved in one single process. Evaluation has a broader concept than measurement and measurement has a broader definition than a test. The test is the set of questions to be answered. The measurement is the students' test result according to the specific rules while the evaluation deals with the value judgment whether the students are achieving instructional objectives or not.

### a. Definition test

One of the evaluation instruments is a test. There are many meaning of the test. According to Mardapi (2008:67) define that test some of question



which have correct or incorrect answer. Tests also have meaning as some of questions which need answer, or need responses. With purpose is measure level of someone's people or to collect some information about the test taker. By testing teacher can know the ability of learning that students have. It can be said that test is a short examination of knowledge or ability, consisting of questions that must be answered or activities that must be carried out.

In other side, Peter (2012: 19) claimed that a test is a formal, systematic procedure used to gather information about students' achievement or other cognitive skills. While brown (2004: 3) argued that test is a method of measuring a person's ability, knowledge or performance in a given domain.

Hughes (2003: 8) mentioned several purposes in testing as follow:

- 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
- 4) To identify what they know and what they do not know
- 5) To assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability

Based on the definitions above, the researcher concluded that test is method to measure a person ability systematically to gain some information or data.

#### **b. Types of test**

Test has several types which is divided into many parts as follow:

- 1) Based on its function

According to Djiwandono (2011: 91), he divided 2 kinds test based on the function namely:

- a) Formative test

Djiwandono (2011: 91) states that, formative test has function to give information which part of the lesson that have

been comprehended by the student's and which part have not yet. It is for evaluating the students' knowledge in certain time, for example twice a week or once a month.

Brown (2004: 6) states that, formative test is evaluating students in the process of forming their competencies and skill with the goal helping them to continue the growth process.

Based on definition above, the researcher concluded that formative test is evaluating process during the learning process take a place. This test is given in each unit of the learning unit. The main purpose of formative testing is to improve the learning process, not to shape the ability of the child. Formative test takes place periodically in certain time of chapter in the lesson to know whether the students have mastered the lesson or nor. It is also controlling the learning progress for the teacher and students. Formative test have goals as follow:

i. To determine the value

It used to determine whether students have mastered the material overall program.

ii. Reinforcement for students

Knowing that the test is done is produce a high score as expected, then students feel a "nod" from the teacher, and this is a sign that what had possessed a true knowledge. Thus, the knowledge will increase in memory imprint. Besides, marks the success of a lesson will increase students' motivation to study harder, in order to maintain the value is good or better obtain it.

iii. Repair efforts the students

Feedback obtained after conducting tests students know their weaknesses. So that students know the chapters which are still not mastered. Thus there is no motivation to improve the control.

iv. As the diagnosis

That lesson is being learned by students is a series of knowledge and skills. By knowing the formative test results, students can clearly know which part of the lesson material that was difficult.

b) Summative test

The semester in teaching learning process is divided into two semesters, the odd semester (first semester) and even semester (second semester). Summative test happens in the end of learning program in one semester or one year. It is part of whole materials given in a certain learning program.

Arikunto (2002: 38-39) stated that, summative test is done in the end of a lesson program. Summative test can be same as final test that is usually happen in four month or a semester. While Brown (2004: 6) argued that summative test has aim to measure, or summarizes what a student has mastered and it occurs in the end of course of instruction. Summative test this test is conducted to measure students' absorption of subject matter that has been taught during one semester or two year lesson, this test aims to determine level or level of learning success of students in a certain learning period. The summative test is a test to evaluate the whole of students' comprehension of the materials given by the teacher with the other in the same stage after teaching learning program in the end of a semester or an academic year. Related to this study, the kind of the test that is used is summative test.

The focus in this research is final test which include of summative test so final examination has same meaning with final test.

According to Arikunto (1996: 36), she mentioned benefits of summative test, those are:

i. To determine the value

The value in the summative test is used as a reference in determining the ratio of students and notch student in the classroom. So these values can be seen in the learning achievements of students in the classroom.

ii. Function as predictive test

This test is to determine a child has mastered the lesson material that has been given, so that students are able to continue with the next program or the student must repeat or learn again the lesson material.

iii. To fill the students' progress notes

It will be useful for parents, party guidance counseling in schools and other parties such students will be moved to another school will continue to learn or enter the workforce.

2) Based on purposes

According to Brown (2000:390), he divided into five kinds test which is common used in language curricula, those are:

a) Proficiency test

Language proficiency tests are designed to measure control of language cultural items and communication skills already present at the time of testing, irrespective of formal training. Such tests are generally used for specific purposes; for example, to determine selection of students for a specific program, to ascertain appropriate placement levels in courses or in advanced training programs, and to judge the examinee's readiness to perform specific tasks in a work activity.

b) Achievement test

An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement test are often summative because they are administered at the end of a unit or

term of study. Achievement-type or attainment tests are widely employed in language teaching just as they are in most other subjects. They are used to measure the amount and degree of control of discrete language and cultural items and of integrated language skills acquired by the student within a specific period of instruction in a specific course.

c) Diagnostic test

A diagnostic test is designed to diagnose specified aspects of a language. A test in pronunciation, for example, might diagnose the phonological features of English that are difficult for learners and should therefore become part of a curriculum. Diagnostic language test seeks to identify the specific strengths and weaknesses of a foreign language student. It may contain the same types of test items which are used in the achievement or proficiency tests.

d) Placement test

Placement test is a test that will be given to students who will enter an institution to determine the level of skill in a particular field, so that can be obtained by the group according to the ability of students. Placement tests within an institution have an important position, with no placement test can lead to difficulty grouping in determining the degree to which a student's abilities. In general the placement test is made as a pretest (pretest). The ultimate goal is to find out whether learners already possess the skills necessary to attend a learning program and to where learners have achieved the learning objectives (basic competencies) as outlined in their lesson plan.

e) Aptitude test

The aptitude test is conceived as a prognostic measure that indicates whether a student is likely to learn a second language readily. It is generally given before the student begins language

study, and may be used to select students for a language course or to place students in section appropriate to their ability.

### **c. Characteristics of a Good Test**

Test as an instrument of obtaining information should have a good quality. The quality of a test will influence the result of the test itself. Once the test has a good quality, the right information will be gained and used to make accurate decision to the students' achievement. According to Brown cited by Fathoni (2017: 33) argued that a well-constructed test should have five main characteristics which involve validity, reliability, practicality, authenticity and wash back.

#### 1) Validity

According to Djiwandono (2011:164), he claimed that validity as appropriate of the result of test as an evaluations tool, but more simply Validity as an appropriate test as a measurements tool which main target that measureable. Then, Mardhapi (2008:16) Validity is support evident and theory toward tests score based on the purpose of using test. That is why Validity as the most basic fundament on develops and evaluates a test. The process of validation includes collecting the evidences to showing the scientific interpreting of tests score which is planned.

Brown (2004: 34) divided 3 kinds of validity namely:

#### a) Content validity

If a test actually samples the subject matter about which conclusions are to be drawn, if it requires the test taker to perform behavior that being measured, it can claim Content Validity. Content validity often used in learning's assessment. The main purpose is to understanding how far the students understanding about the material which have delivered by the teacher and the psychologies changes which shown after join on learning.

b) Face validity

Face validity is a property of a test intended to measure something. It is the validity of a test at face value. In other words, a test can be said to have face validity if it looks like it is going to measure what it is supposed to measure.

c) Construct validity

Validity of the construct refers to the suitability between the results of the measuring instrument and the ability to be measured. Evidence of the validity of the construct of the mathematical measuring tool is basically an attempt to show that the score generated by a mathematical measuring instrument really reflects the same construct with the capability to be the target of measurement.

The researcher calculates the attainment of indicators cover in the English final examination by the same formula that has been explained by Arikunto.

$$P = \frac{F}{N} \times 100\%$$

P = percentage of attainment

F = frequency

N = number of case

Here the following of Arikunto's criteria that is used for describing the attainment result of suitable and not suitable of English final examination item with the syllabus:

Table 2.1 Criteria of Suitable Level

<b>Index</b>	<b>Interpretation</b>
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
0% - 20%	Very poor

## 2) Reliability

A test can be said reliable if the result of score is real and believable because consistently and not changes. Arifin, (2009:230) reliability is level or degree of consistency from an instrument. According to Sugiono (2005:97) reliability is a series of measurements or series of measuring instruments have consistency when measurements made by the measuring instrument it are done repeatedly. The reliability test is the degree of regularity (consistency) of a test, namely the extent to which a test can be trusted to produce a score that is steady, relatively unchanged although tested on different situations.

The researcher concluded that test can be said to be reliable if the test has consistent results. Reliability is the similarity of measurement results or observations when the fact or fact of life was measured or observed many times in different times. Tools and how to measure or observe both plays an important role at the same time.

According to Humaera (2016: 17), she mentioned general types of reliability as follow:

### a) Stability

Stability also called test-retest reliability is the degree to which scores on the same test are consistent over time. It provides evidence that scores obtained on a test at one time (test) are the same or closes to the same when the test is re-administered some other time (retest). Test stability is especially important for tests used to make predictions, because these predictions are based heavily on the same assumption that the scores will be stable over time.

### b) Equivalence

Equivalence also called equivalent-forms reliability is the degree to which two similar forms of a test produce similar scores from a single group of test takers. The two forms



measure the same variable; have the same number of items, the same structure, the same difficulty level, and the same direction for administration, scoring, and interpretation.

c) Equivalence and stability

This form of reliability combines equivalence and stability. If the two forms of the test are administered at two different times (the best of all possible worlds), the resulting coefficient is referred to as the coefficient of stability and equivalence. In essence, this approach assesses stability of scores over time as well as the equivalence of the two sets of items. Because more sources of measurement error are present, the resulting coefficient is likely to be somewhat lower than a coefficient of equivalence or a coefficient of stability.

d) Internal consistency reliability

Internal consistency reliability is the extent to which items in a single test are consistent among themselves and with the test as a whole. It is obtained through three different approaches: split-half, Kuder-Richardson, or Cronbach's alpha. Each provides information about items in a single test that is taken only once. Because internal consistency approaches require only one test administration, some sources of measurement errors, such as differences in testing conditions, are eliminated.

3) Practically

A good test is practical. It is within the means of financial limitations, time constraints, ease of administration, and scoring and interpretations. Djiwandono (2011:190) state that practically means simply and easily on procedural and administration or practice of test is held.

4) Authenticity

Authenticity is a concept that is little slippery to define, especially within the art and Science of evaluating and designing tests.

Fulcher (2007: 15) also stated that authenticity is defined as the relationship between test task characteristics, and the characteristics of tasks in the real world. We can concluded that authenticity is the basis how well it replicates real life in the tasks.

#### 5) Wash back

The last major principle of language testing is wash back. It is the effects the tests have on instruction in terms of how students prepare for the test. Fulcher (2007: 221) stated that wash back refers to the extent to which the introduction and use of a test influences language teachers and learners to do things that they would not otherwise do that promote or inhibit language learning. Here, the researcher can concluded that wash back is generally defined as the influence of testing on teaching and learning.

#### d. Items Analysis

A good test should be good at its item analysis, which is some rather simple statistical ways of checking individual items. Brown (2004: 28) also stated that there are three main components of item analysis, they are:

##### 1) Difficulty Level

A good test item should have the level of difficulty, which includes easy, moderate and difficult level. An effective and good test should have the items that belong to 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.

Arikunto (2006: 210) made a rank scale of difficulty level below:

Table 2.2 The Rank Scale of Difficulty Level

<b>Interpretation</b>	<b>P</b>
Difficulty	$0 < p < 0.30$
Moderate	$0.30 < p < 0.70$
Easy	$0.70 < p < 100$

## 2) Discriminating Power

According to Purwanto (2009: 99), he claimed that good items test is test which have high discriminating power. It can be known through or by looking at the size of the item discrimination index numbers. Item discrimination index is a number that indicates the size of discriminatory power that is owned by an item. Discriminating basically is calculated based on classification into two groups, higher and lower group.

The reason for identifying these two groups is that discriminating power allows teacher to contrast the performance of the upper group students on the test with that of the lower group students. To do this, teacher or test maker can compare the number of students in the upper and lower group who answered the item correctly. Sudjiono (2008: 389) made a rank scale of discriminating power as follow:

Table 2.3 The Rank Scale of Discriminating Power

<b>Index of discriminating power (D)</b>	<b>Classification</b>	<b>Interpretation</b>
Negative	Bad	It has bad discriminating power
$0.00 < D < 0.20$	Poor	It has weak / poor discriminating power
$0.20 < D < 0.40$	Satisfactory	It has satisfactory of discriminating power
$0.40 < D < 0.70$	Good	It has good discriminating power
$0.70 < D < 1.00$	High	It has high discriminating power

## 3) Distractor analysis

The last concentration of item analysis activity is the effectiveness of distractor. It is a procedure specifically related to the multiple choice item. Distractor function to divert students from the correct answer if they do not know which is correct. As Brown (1996: 71) stated that the primary goal of distractor efficiency is to examine the

degree to which the distractors are attracting students who do not know the correct answer. The effectiveness of distractor analysis provides the information about how successful a distractor has diverted students who have not studied well from the correct answer.

## **B. Previous Research**

Based on a search of existing books and researches, several previous scientific papers, journal, thesis was found which are relevant to the topic of this research. The following result of some research that relate to this research topic.

The first researcher is Merina (2009). The aim of Merina's research is to discover whether the examination measured the objectives stated in *Kurikulum Tingkat Satuan Pendidikan (KTSP)* covering the items, the written texts, and the question types. This kind of qualitative approach is including analysis design research. The similarity between Merina's research with this research is same variable which is focus on reading comprehension but the different is the methodology of the research, collecting and analysis the data of the research.

Second research is conducted by Saputra (2017). The objectives of the study is aiming to investigate the quality of by the at the seventh grade made by the English teacher and how to know some significances of this study namely first, theoretically, the result of this study may become a useful evaluation for the English study program students of MTs Islamiyah Palangka Raya, which is expended to support theory in summative test. Saputra's research used quantitative method and used documentation and interview to collect the data.

Based on the results showed that the validity of the summative test at seventh grade made by the English teacher of MTs Islamiyah Palangka Raya for the second semester in academic year 2014/2015 is classified as 5,4% indicates as no correlation, 2,2% as low, 2,0% as fair, 1 %as high and 1 % as very high validity. The reliability of the test was 0,84 so it was high reliability. And the result of index difficulty was 0% as easy, 5,4% as middle, and 4,6% as difficulty. The result of interview known that the summative test is made

based on latticework taught. The references are taken from books English on the sky. The references are used because the material taken is connected to the material taught and appropriate with the syllabus. We have similarity in the variable, this research will focus on final examination or summative test.

The third research was conducted by Fathony (2017). The objective of study are to describe about the material tested in English summative test for the second grade students of MTsN Kalijambe in line or not and suitable with their English syllabus KTSP, to find out the conformity level of content validity of the summative test for the second grade students of MTsN Kalijambe. The researcher used descriptive qualitative research. The form of descriptive qualitative research is used to analysis the data. The researcher collected the data from the English teacher and other teacher of MTsN Kalijambe, the researcher asked for the syllabus and the summative test of the English subject on the second semester 2015/2016 academic year of the second grade of MTsN Kalijambe. The researcher analyzed which test items number have confirmed and have not confirmed to the syllabus in a table qualitatively whether each test items of the summative test for the second grade students of MTsN Kalijambe represent the indicators as suggested in its syllabus. From the result that result, then the researcher analyzes the conformity level of the English summative test to the syllabus in term of content validity by using Arikunto's theory. The test is measured adaptable with the syllabus and indicators especially from reading and writing skills. The similarity between Fathoni's research was focus on the test but the different were research method, techniques of collecting data and technique of analysis data.

The last research is written by Samad, Janah, et,all (2017). This research is quantitative study investigates the undergraduate students' difficulties and their strategies in completing TOEFL reading comprehension test. The data was obtained by collecting students' worksheets of the TOEFL test and distributing questionnaires related to test taking strategies used by the students. Thirty students of English Education Department of Syiah Kuala

University were involved as participants. It is the opposite of this research; this research is qualitative methodology, and focus on reading comprehension in final examination at Senior High School.



### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

In this chapter, the researcher report the research procedure including research method, time and setting of the research, data source, data collection techniques and data analysis technique.

#### **A. Research Method**

There are two kinds of research method commonly used by the researcher, qualitative and quantitative research. Creswell (2013:32) discriminated between qualitative research and quantitative research is qualitative basically framed in term of using words and opened-end question. Typically example: case study. While quantitative is basically framed in term of using numbers, closed-end question. Typically example: experiment research. Beside two basic research methods, Creswell also proposed another research approach, mixed methods research. Mixed methods research is an approach to inquiry combine two research method, qualitative and quantitative to collect data, integrate the two forms data using distinct designs that may involve philosophical assumptions and theoretical frameworks. This combination provides more complete understanding.

According to the three approaches to research by Creswell, the researcher used mixed methods research combining qualitative data and quantitative data as well. Qualitative method in this research dominated the research methodology, because the researcher used documentation and observation as instrument data collection, and the data were changed into transcript, typically characteristic of qualitative method. This research also used statistical program which is numbers, percentage as the result, typically characteristic of quantitative method. This was needed to provide complete research and valid finding result.

## B. Time and Setting of The Research

### 1. Time of The Research

The researcher was conducted the research at Eleventh Grade of SMA Ma'arif NU 1 Sokaraja. The following schedule below:

Table 3.1 Time Table of Research

Nu	Activities	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1	Asking permission	■							
2	Collecting data	■	■	■					
3	Analyzing data				■	■	■		
4	Reporting							■	■

### 2. Setting of The Research

The researcher took SMA Ma'arif NU 1 Sokaraja as a setting of the research. This school is public school where located in center of Sokaraja which is have 6 classes divided into Science and Social class. SMA Ma'arif NU 1 Sokaraja is famous with the good regulation and also has 'A' accreditation. Related to the research about English final examination, the researcher found that instrument test of final examination is made by the teacher itself while it is supposed to be made by MGMP of English teachers in Sokaraja. This was the reason why the researcher chose SMA Ma'arif NU 1 Sokaraja as the setting of the research.

## C. Data Sources

### 1. Primary Source

Primary source is a data source that directly provides data to the researcher. The primary sources in this research are sourced from:

- a. English teacher of SMA Ma'arif NU 1 Sokaraja. The researcher took data from English teacher as test taker and evaluator who made the questions. In other side, she also be an English teacher in SMA Ma'arif NU 1 Sokaraja who knew well the students, situation and also school.



b. Students' of Eleventh grade at SMA Ma'arif NU 1 Sokaraja. There are 40 students in this school. The number is divided into two classes. Those are Science and Social classes. There are 22 students in Science class and 18 students in Social class who would be focused as subject of the research.

## 2. Secondary Source

Secondary source is a source that indirectly provide the data to researcher. The secondary source of this research was source from 40 students' final examination sheets, students' achievement, key answer of English final examination.

### **D. Data Collection Techniques**

Arikunto (2002:136) argued that technique of collecting data is a way that uses by the researcher to get the data. In this research, the researcher used document to collect the data. Moleong (2004: 216) stated that document is something either written or film which researcher does not prepare before or researcher does not take a role. To collect the data, the researcher visited the school to ask for the documents. These include the English final test items and answer key of the English final examination at SMA Ma'arif NU 1 Sokaraja to be analyzed. In this research, the researcher used some techniques to collect the data. The technique consists as follows:

#### 1. Documentation

In this research, the researcher used document to collect the data. Moleong (2004:216) stated that document is something either written or film which researcher does not prepare before or researcher does not take a role. The researcher collected the data using documentation which are gained by the students' achievement in English subject, the answers sheets of students' English final examination. According to Arikunto (2010: 274), documentation is an activity to look for variable like notes, transcribes, books, newspapers, and magazine. Documentation means collected the files or data of related information including the result of Eleventh grade student's examination in even semester. There are two

instruments used in this research, they are English final examination and English syllabus. The researcher came to school ask for English final examination of the Eleventh grade students of SMA Ma'arif NU 1 Sokaraja. Then, the researcher collected the data about English syllabus, students' data profile, students' English score and the general information of SMA Ma'arif NU 1 Sokaraja.

## 2. Interview

Interview is one of the collecting data techniques in qualitative research. Setiyadi (2006: 243) claimed that interview is data collecting technique which uses open form questions and it can be used to get more information about the cause and effect for each aspect in qualitative research. The researcher used guided interview where the researcher interviewed the students who are in Eleventh grade both Social and Science class. The students answered the question with their own words and there was no alternative answer from the researcher. The researcher also interviewed the English teacher because she was the test taker who made a final examination questions at SMA Ma'arif NU 1 Sokaraja. It was used to get more detail information in order to support the data from the final examination. In other side, the researcher used guided interview which was consider theory in chapter II. The indicators were used by the researcher are:

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Table 3.2 Indicators of Guided Interview for English Teacher

Indicators	Nu	Questions
Level of reading comprehension	1	ibu mengajar dikelas berapa saja?
	2	Dari 40 soal pilihan ganda dan 5 soal essay dari mana asal soal PAS dibuat dan dirancang?
	3	dan siapa yang membuat soal?
	4	apakah ibu memperhatikan level reading comprehension dalam merancang soal PAS untuk kelas 11?
	5	Apakah jenis level of reading comprehension dalam perancangan soal PAS?
Aspect of reading comprehension	6	Apakah soal-soal PAS untuk kelas 11 mengandung aspek reading comprehension?
	7	Aspek apa saja yang ada pada PAS kelas 11?
Characteristic of good test	8	Apakah soal-soal PAS sudah sesuai dengan materi yang sudah dipelajari?
	9	Apakah soal-soal PAS sudah sesuai dengan kompetensi dan indicator belajar?
	10	Apakah tujuan belajar sudah tercapai dengan adanya PAS bagi kelas 11?
	11	Menurut ibu, apakah soal-soal PAS ini masih bisa dipakai untuk latihan juniornya ? atau junior yang akan datang dikelas 11 nanti?
	12	Apakah soal-soalnya sudah sesuai dengan kurikulum 2013?
Aspects of item analysis	13	Apakah ibu merancang soal dengan memperhatikan tingkat kesulitan pada tiap soal?
	14	Bagaimana cara ibu menentukan tingkat kesulitan pada tiap soal?
	15	Apakah ada tingkat pembeda pada jawaban soal PAS yang ibu buat?
	16	Bagaimana cara menentukan tingkat pembeda ada pilihan ganda di soal PAS?
	17	Bagaimana ibu membuat pilihan jawaban yang bisa mendistract siswa?
	18	Apakah sudah sesuai dengan ketentuan-ketentuan evaluasi pendidikan yang berlaku?

### 3. Triangulation

In analyzing the data, the researcher also needs to analyze the validity of the data sources to get the valid data. To prove and to check the data validation of a data scientifically and responsibly, qualitative research

must use the relevant technique of data analysis. To ensure that all researchers are not being misinformed, the researcher use triangulation technique in research. Moleong (2014: 330) stated that triangulation is a technical analysis of data which is benefitted something out of data itself in order to check the result of data or as a data comparer and there are four kinds of triangulations, namely triangulation source, method, researcher, and theory.

The researcher can recheck the result by comparing them with several sources, method, researcher and theory. The first triangulation of source is the useful sources of multiple data source to help in understanding a phenomenon. The second triangulation method is the use of multiple research methods to study a phenomenon. The third triangulation of researcher is the use of multiple researchers in collecting and interpreting the data. The last triangulation of theory is the use of multiple theories and perspectives to help to interpret and explain the data.

In this research, the researcher used the triangulation of method to get validity of the data. It is comparing and checking the validity of the data collected in different time and technique of data collection. The researcher evaluated the data which were collected by test and interview. The researcher also calculated the data using Microsoft Excel to make a crosscheck by Anates program. The researcher interviewed the students in that school about the students' difficulties in comprehension of the reading text. The researcher uses the data from interview and test are taken from the students test as the implementation of method triangulation.

#### **E. Data Analysis Techniques**

From the techniques of collecting data, the researcher analyzed the result of interview as consideration to make decision in the result of this research while documentation in the technique of collecting data analyzed using two kinds of techniques, those are to analyze qualitative data which used Miles and Huberman's theory and also used Anates Program V4 to analyze quantitative data.

In this research, the researcher used technique of data analysis based on Miles and Huberman (1994) cited Sugiyono (2014: 247-252) which is involving three steps: data reduction, data display, and conclusion drawing/verification.

### **1. Data reduction**

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns (Sugiyono, 2014:247). Firstly, the researcher collected data about reading comprehension in final examination questions through interview and documentation. The researcher then transcribed the data. The irrelevant data which were not related to research questions were discarded. The irrelevant data is the data no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

### **2. Display data**

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action (Miles and Huberman, 1994). In the process of the reducing and displaying the data, it was based on the formulation of the research problem. The formulation of the research problems are: How is the validity test items of reading comprehension in final examination at Eleventh grade of SMA Ma'arif NU 1 Sokaraja?, How is the reliability of the reading comprehension questions in final examination at Eleventh grade of SMA Ma'arif NU 1 Sokaraja?, How is the analysis items on reading comprehension questions in final examination at Eleventh grade of SMA Ma'arif NU 1 Sokaraja?. This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

### **3. Conclusion drawing and verification**

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles and Huberman, 1994). Conclusions are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected by making temporary conclusion. In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion

The last data analysis techniques are quantitative data using statistical application that was Anates program. Anates is software for statistic calculation. This is software very effective to calculate about reliability, item difficulty, item discrimination power, and level of distractor. From the 40 questions of English final exam for Eleventh grade students will be analyzed every questions using item difficulty, hence we can know what and how many questions that in the difficult level, moderate and low level. Then the answer of multiple choices (A, B, C, D and E) also analyzed to know where the answer of distractor and right answer is. All of questions examined the validity and reliability using Anates as a result we can know is the question appropriate in final examination or not. The advantages in using this program is this program can be used to analyze the test item of multiple choices and it really helps for investigate the data. There are 40 multiple choice questions had been tested to get the evidence on item quality. The items are one correct answer type, having a stem and five options, one of them being correct and the other four being “distractor”. Based on the students’ responses, the test items are then analyzed using Anates Software so we can know the validity and reliability of items, items distraction, and items of difficulty.

The researcher analyzed the data based on the sequence of Anates program mentioned below:

1. Scoring Items

Every item questions in English final examination which was 40 questions have 5 score in 1 item, therefore the highest score would be 200 divided into 2 then the result was 100 as the highest score.

$$Score = \frac{40 \times 5}{2} = 100$$

2. Reliability of items

According to Sugiyono (2005:97) stated that reliability is a series of measurements or series of measuring instruments have consistency when measurements made by the measuring instrument it is done repeatedly. The reliability test is the degree of regularity (consistency) of a test, namely the extent to which a test can be trusted to produce a score that is steady, relatively unchanged although tested on different situations. The reliability of a test is a test to measure the degree of target measured consistently. Reliability is expressed as a number, usually as a coefficient. High coefficient means high reliability. The result of reliability analyzed automatically by Anates program as a result the data appeared after counting score. The reliability consisted of standard deviation, correlation between XY, average and reliability value.

3. The highest score and the lowest score

Anates program would count automatically students who got highest score and lowest score.

4. Level of discriminating power

Analysis of item discrimination addresses a different target: consistency of performance by candidates across items. The usual method for calculating item discrimination involves comparing performance on each item by different groups of test takers: those who have done relatively poorly. For example, as items get harder, we would expect those

who do best on the test overall to be ones who in the main get the right. Poor item discrimination indices are signal that an item deserves revision.

Arikunto (2006: 216) argued that if there are a lot of items with problems of discrimination, the information coming out of the test is confusing, as it means that some items are suggesting certain candidates that relatively better, while order individuals are better, no clear picture of the candidates' abilities emerges from the test. (The scores, in other words, are misleading and not reliable indicators of the underlying abilities of the candidates) such a test will need considerable revision.

According to Arikunto (2006: 215), discrimination index is ability of item to discriminate between high students and low students ability. Number which is show the discrimination index called difficulty index. It was at range 0.00 until 1.00. In contradiction, the difficulty index not identifies a negative (-) sign and the discrimination index identifies negative (-) sign.

Daryanto cited by Munadliroh (2015: 54) claimed discrimination index is classified as the criteria below:

Table 3.3 Criteria of Discriminating Power

<b>Achievement</b>	<b>Criteria</b>
0.70 – 1.00	Excellent
0.40 – 0.70	Good
0.20 – 0.40	Satisfactory
0.00 – 0.20	Poor

Based on the Anates program, the discrimination power has own criteria that has been calculated automatically. The discrimination level is opposite of index difficulty. If index difficulty has 0% it means the index of difficulty is excellent but the opposite of this. If the percentage of discrimination power has 0% it indicates that discrimination level is very poor.

##### 5. Level of difficulty

According to Arikunto (1995: 212), number which is indicates the items that difficult or easy called difficulty index. Number of difficulty index



between 0.00 until 1.0. It is shows the standard of test difficulty. Test with the difficulty index 0.0 show that the test is too hard, in opposite index 1.0 show that the test is too easy. To measure level of difficulty manual, the researcher used formula below:

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

Where:

P = difficulty index

B = total students who correct answered

JS = total of all students

Based on Daryanto cited by Munadliroh (2015: 49) mentioned some of criteria difficulty level as follow:

- a. Item at P 0.00 until 0.30 is hard question
- b. Item at P 0.30 until 0.70 is moderate question
- c. Item at P 0.70 until 1.00 is easy question

The founder of Anates program Karno has automatically calculated with Anates of the difficulty level each question. The criteria of difficulty level based on Anates as follow:

Table 3.4 Criteria of Difficulty Level Based on Anates

Percentage	Criteria
81% - 100%	Very easy
71% - 80%	Easy
31% - 70%	Medium
21% - 30%	Difficult
0% - 20%	Very difficult

## 6. Correlation

In this researcher, the researcher also gained the correlation between item questions with total score number of students Eleventh grade at SMA Ma'arif NU 1 Sokaraja. It consisted of degree of freedom and also significant value of each item questions.

7. Items of distractor

The aim of distractor items in multiple choices were to know the quality of good distractor which was by comparing the students' numbers in upper and lower group who choose the wrong alternative distracters and to know the quality of multiple choice tests is based on good criterion of the test.



## **CHAPTER IV**

### **RESEACRH FINDINGS AND DISCUSSION**

Concerning with the statement of the problems, in this chapter the researcher would like to describe and analyze the findings during the research process conducted for Eleventh grade at SMA Ma'arif NU 1 Sokaraja. It was intended to answer the problems of the study. In finding, the researcher described the process of calculating and presenting result of the data then the researcher deduced the finding.

#### **A. Quantitative Phase**

The quantitative data were taken from Students' of Eleventh grade at SMA Ma'arif NU 1 Sokaraja. There are 40 students in this school. The number is divided into two classes. Those are Science and Social classes. There are 22 students in Science class and 18 students in Social class who would be focused as subject of the research. The researcher has identified the students' difficulties and has calculated the number of each difficulty. The researcher draws up the result of calculation using Anates program.



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### 1. Students Achievement of Eleventh Science Class

The English final examination held on Wednesday, 9 June 2021 at Eleventh grade of SMA Ma'arif NU 1 Sokaraja which was consist of 40 multiple choices and 5 essay. The duration of test is 90 minutes, started from 8.45 until 10.15 AM due to pandemic of Covid-19 thus the final examination held online. The tables below showed the result of students in English final examination.

**Table 4.1 Students Achievement of Eleventh Science Class**

NO	NAMA SISWA	TOTAL	
		BENAR	SALAH
1	Aflahul Nisa	26	14
2	Ahmad Dani Al-Rasyid	22	18
3	Afwa Alfina Mudawia	26	14
4	Aprilia Tri Wulandari	27	13
5	Asa Putri Ramadhani	23	17
6	Ati Suci Setiyaningsih	30	10
7	Herwina Rayya Hapsari	27	13
8	Iva Milatul Azkiya	25	15
9	Jefrianto	29	11
10	Kartika Setianingsih	30	10
11	Nur Aeni	25	15
12	Nurul Safitriani	25	15
13	Rifaldi Putra Efendi	23	17
14	Susana Putri Rahma	20	20
15	Syahrul Zanuvar	25	15
16	Sylvia Nur Aimah	25	15
17	Taufiq Wildan Nasal	28	12
18	Tri Handayani	30	10
19	Tri Septi Riyanti	26	14
20	Tenti Nurhayati	23	17
21	Triyas Sayekti	21	19
22	Widi Jatantri Novienda Ishika Putri	26	14

## 2. Students Achievement of Eleventh Social Class

Table 4.2 Students Achievement of Eleventh Social Class

NO	NAMA SISWA	TOTAL	
		BENAR	SALAH
1	Alfina Rosdianti	18	22
2	Amir Syaifullah	19	21
3	Ardi Priyanto	20	20
4	Alwan Rifa'i	16	24
5	Azzana Arlinda	23	17
6	Dwi Maelita Sari	22	18
7	Febri Adytiya	14	26
8	Fita Nur Laeli	14	26
9	Kisman	16	24
10	Laila Safitri	18	22
11	Lulu Okta Atmaja	24	16
12	Mei Dwi Astuti	26	14
13	Millati Manshuroh	21	19
14	Nur Fa'iq Musyaffa	16	24
15	Nur Aisyah	17	23
16	Rahmawati	16	24
17	Seprianti	19	21
18	Sukur Mujiono	17	23

## 3. Items of Analysis

### a. The Validity Items

The researcher used content validity to analyze between the syllabus of the English teacher and each question in final examination the researcher gain the data as follow:

Table 4.3 The Validity Content

Nu	Item	Indicator	Question number	Total
1	Item question which appropriate with syllabus	<b>Multiple choice</b>		39
		Oral and written text to give suggestion, offering and responses	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
		Oral and written text to give opinion and responses	11, 12, 13, 14	
		Oral and written text to confess hope, pray and responses	16	
		Simply invitation letter	17, 18, 19, 20, 24	
		Simply personal letter written text	21, 22, 23	
		Analytic expository text	25, 26, 27	
		Simply factual report about nature, animal and thing	28, 29, 30, 31, 32	
		Passive voice	33, 34, 35, 36, 37, 38, 39, 40	
		<b>Essay</b>		
		Giving suggestion	41	
		Giving opinion and argument	42, 43	
		Passive voice	44	
		Invitation letter	45	
2	Item question which is not appropriate with syllabus	Expression of something	15	1

From the table above describe that the teacher made test question based on the syllabus of Eleventh grade of Senior High School. Only one question which was not appropriate with the syllabus and the other questions were appropriate with syllabus. The calculation below:

$$P = \frac{44}{45} \times 100\%$$

$$= 97.78\%$$

The result gained 97.78% which interpretation very good based on the Arikunto's criteria.

**b. The Reliability of Items**

The reliability is a test can be trusted to produce a score that is stable, relatively unmovable although tested on different circumstances. The data below would show the result of reliability using Anates program from Science class and Social class.

Table 4.4 The Result of Reliability Test

Subject	Average	Standard Deviation	Significant	Reliability
Science	25.55	2.82	0.39	0.56
Social	18.67	3.41	0.35	0.52

From the table above indicate that significant value was higher than 0.05. It means that both Science and Social class have higher significant value than 0.05 so all items question were reliable can use in other final examination.

**c. The Highest and The Lowest Score**

The table below would show the highest and lowest score both Science and Social class in Eleventh grade. The diagram show:

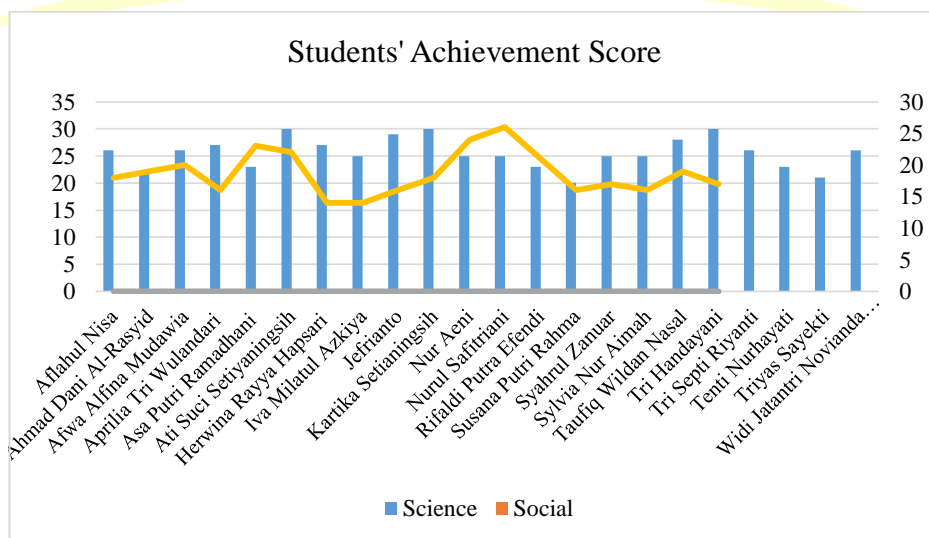


Diagram 4.5 Students' Achievement Score

From the diagram showed only one student in Social class that has maximum score, while in Science class there are 3 students who reached maximum score. It can be seen that students' achievement of Science class was greater than Social class. It can be influenced by some factors why it occurred.

**d. Level of Difficulty**

Level difficulty is gained by the right answer of amount students and the data calculated using Anates program then the result below:

Table 4.6 The Difficulty Level

Criteria	Item number question	Total
Very difficult	6, 33	2
Difficult	22, 23, 26, 27, 39	5
Medium	1, 2, 7, 10, 12, 14, 15, 19, 24, 25, 28, 30, 34, 35, 36, 37	16
Easy	16, 20, 21, 38	4
Very easy	3, 4, 5, 8, 9, 11, 13, 17, 18, 29, 31, 32, 40	13
Total		40 questions

The diagram below show percentage of index difficulty level:

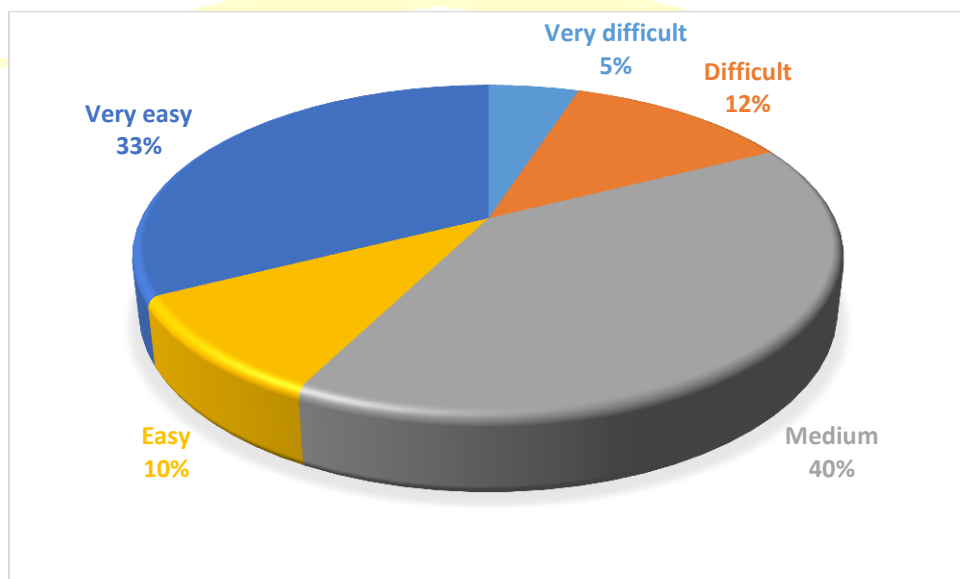


Diagram 4.7 Index Difficulty Level



**e. Level of Discrimination**

Item discrimination or discriminatory power of test items refers to the extent to which success or failure on an item indicates ownership measured ability. This determines the extent to which a given item able to distinguish between examinees in the function or ability being measured with items. This value ranges between 0.0 and 1.00. A very discriminatory item shows that students who have high test scores choose the correct item while students who have low test scores choose the wrong item.

Table 4.8 Distribution of Level Discrimination

Criteria	Number of question	Total
Poor	1, 3, 4, 5, 6, 8, 9, 11, 13, 17, 18, 22, 25, 29, 30, 31, 32, 33, 35, 38, 40	21
Satisfactory	7, 10, 12, 15, 16, 19, 20, 23, 24, 26, 27, 39	12
Good	2, 14, 21, 28, 34, 37	6
Excellent	36	1

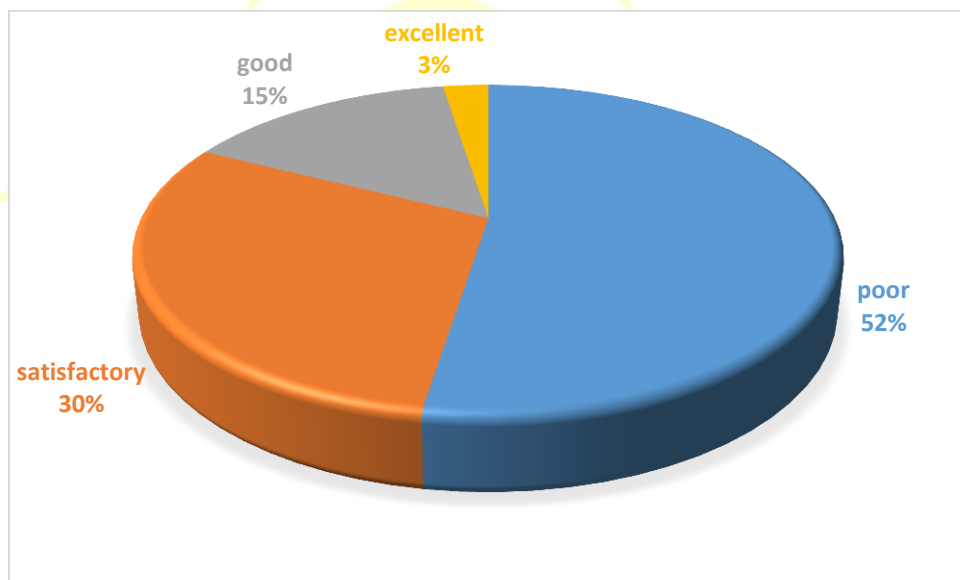


Diagram 4.9 Level of Discrimination Power

#### f. Items of Distractor

The English final examination constructed with 40 questions for multiple choice and 5 questions for essay. The researcher wanted to know the quality of each item of question in English final examination using Anates program which was analyzing the answer of multiple choice from A, B, C, D and E and the diagram below show:

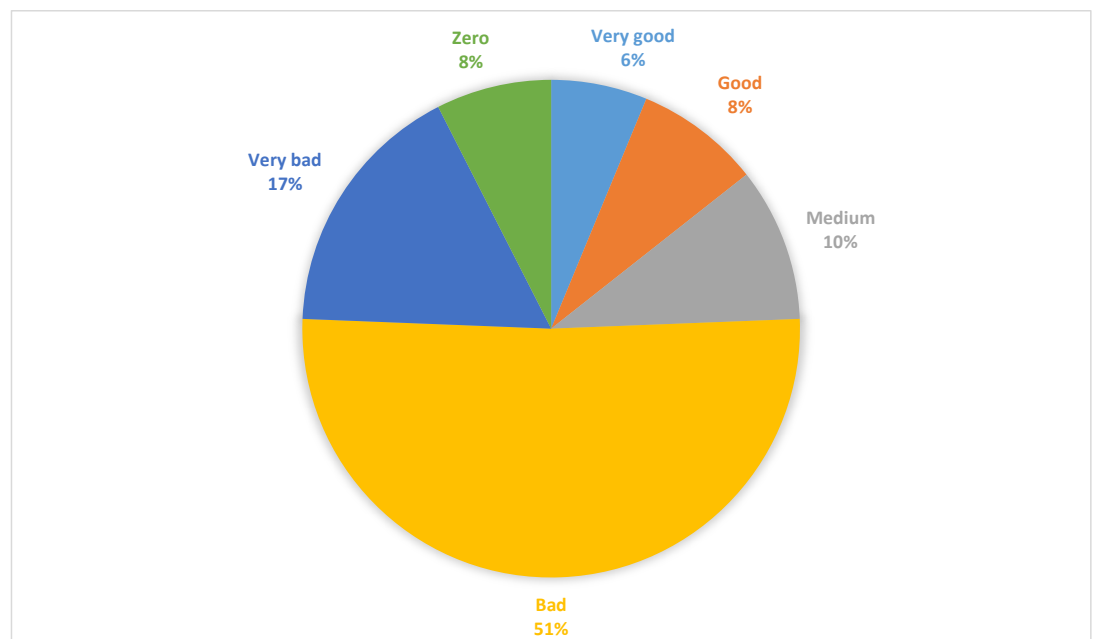


Diagram 4. 10 Level of Distraction

There are 51% of bad sector item distractor from the option of multiple choice. It indicates that the options of multiple choices have low level of distractor.

#### B. Qualitative Phase

The qualitative phase was gained by the interview of the data collection techniques in this research. Based on the result of monitoring the online learning process, the researcher discovered that the English teacher who made the test has done the best for the students. In academically, the teacher made grille for the students' especially Eleventh grade before the final examination held. The teacher as the test maker also made each question suitable with the syllabus, curriculum and also the students' capability.

The English teacher arranged the questions of final examination based on the syllabus and indicator of each basic competence. Teacher also considered about the structure of linguistic, English material, and principles of construction made test. Even the English teacher made the test by herself, the English teacher be neglect less and consider a lot of things when construct the questions specifically in multiple choice session. As her statement on our interview, she said that “*Kalau ini saya rancang soal-soalnya dari bahan yang sudah saya ajarkan kalau yang belum saya ajarkan tidak saya jadikan soal PAS. Soalnya juga ga beda jauh dari buku ajar mba*”.

The English teacher made five options from A, B, C, D and E in every choice has index difficulty and discrimination itself. She made 40 questions as multiple choices and 5 essays. The multiple choice has 80 points if the students answered all questions right and the essay has 4 point in every question hence amount of point in essay if the students have right answer, they got 20 points and the total 80 add 20 is 100. The evaluating score has been considering when the teacher made a test.

As the test maker, English teacher of SMA Ma'arif NU 1 Sokaraja not only made a final test for Eleventh grade but she also made final examination for 2 grades of the school. The researcher claimed that the English teacher has a good experience in English teaching, learning process and evaluation process. She really knows every part of academic process and applied those in real life, not only as the knowledge but she truly applied her knowledge particularly about evaluation as a test maker.

The researcher has four indicators that related to the variable of the research. Those indicators are first, level of reading comprehension, as mentioned in chapter two the level of reading comprehension divided into three parts those are literal, inferential and critical level. The English teacher said she considered about the level of reading comprehension on making the question for final examination. The researcher claimed that she used literal reading level for the students of Eleventh grade because she thought that students of Senior High School is a beginner learners therefore the text of

reading on final examination also asking about time, places, or things that related to the text. Second, aspect of reading specifically five aspects which emphasized for reading comprehension as follow: determining main idea, understanding vocabulary, making inference, identify inference and finding specific information. It also related to her statement said that “*Iya ada beberapa soal yang di suruh mencari main idea sama gagasan atau kesimpulan dari teks*”. Supporting with that statement, the researcher found several questions on paper test of Eleventh grade that contain aspect of reading for instance:

Table 4.11 Aspect of Reading Based on Final Examination

Question number	Question	Aspect of reading
18	What can be inferred from the text?	Making inference
29	What can we conclude from the text?	
23	the closest meaning to the word “in behalf of”?	Understanding vocabulary
26	drug users will still be addicted unless proper rehabilitation is <u>imposed</u> to them.” (Paragraph 3). The underlined word is closest in meaning to ...	
32	What is the synonym of the underlined word?	
24	What is the main idea of the text ?	Determining main idea
22	Why was the conference of Agricultural Technology held?	Finding specific information
25	Why is sending the drug users to prison not a good solution? Because ....	
27	What does the writer recommend the government?	

The third, characteristic of good test as mentioned in chapter two. The main goal on final examination is the objective of learning process was reached. The evaluation test or final examination is one media to measure that the aim of learning has been reached or yet.

Forth, according to the interview with English teacher also as the test maker, she claimed that she has done and arranged the question appropriate with the indicators of curriculum of 2013, basic competence and aim of learning. Furthermore, she arranged the question based on the material that have been taught and consider about the students' capability. The English teacher said it suitable and can be used again for exercise to other students in Eleventh grade or other grades. The construction of final examination was been assembled considering the difficulty level, discrimination power level, item of distractor and also the main point is validity item. For instance question number 36 is "it .... (can/get) easily at almost every shops in Bali". The multiple choice is a) can get, b) can be gotten ✓, c) could get, d) could gotten, e) getting. The structure of the question was established in linguistic about passive voice. The level of difficulty was medium, level of distractor was high. It can be seen from the multiple choice could make students confused to choose the right answer if they do not know the linguistic structure of passive voice.

In the other side, during online English learning process almost of the students felt that the learning and teaching process was not effective. Every situation has own impact for the students. We cannot avoid the pandemic because the government made regulation that all schools in Indonesia should held virtual learning and every academic activity do with online. When the final examination was carried out by the English teacher on Wednesday, 9<sup>th</sup> June 2021 at Eleventh grade of SMA Ma'arif NU 1 Sokaraja, the English teacher has distributed the final examination paper to the all students in Eleventh grade of SMA Ma'arif NU 1 Sokaraja. The researcher be understanding the situation due to the pandemic and the students also enter a certain age of next level grade in Senior High School so the final examination must go on. In fact, the researcher knew that students' truth was not dependable, because they can do the final examination with their friends or via chatting, or maybe video call, and group messenger. So the result of students' behavior when English final examination held was low.

### C. Discussion

The data collection techniques described in the previous chapter, the data in this research were obtained from documents in the form of a list of names of examinees, a grid of exam questions, and even semester final exam, answer keys, as well as student answer sheets taking the exam. The number of students who took the exam was 40 students who were divided into 2 classes. The focus of the research was analyses the reading comprehension question of final examination in Eleventh grade of SMA Ma'arif NU 1 Sokaraja. The final examination constructed form 40 questions multiple choice and 5 question for essay. The focuses of the research were to analyze validity, reliability and analysis items of reading comprehension question on final examination of Eleventh grade in SMA Ma'arif NU 1 Sokaraja.

Based on the findings, the researcher used content validity as mentioned in previous sub-chapter and the outcome of the existing data of the test reported the validity of test result was 97.78%. According to Arikunto's criteria, it was very good level of validity. Arikunto in Noveria (2015: 51) points out that an item is stated valid if the coefficient correlation of each item is higher or equal to the table of critical value of product moment with the level of significance 95 %. In line with this, Gay (1981: 110) also states that validity is the degree to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores. The researcher identified each question were suitable with indicator of the syllabus or not since one of the criteria a good test was the test is suitable with the material or curriculum. As the result only one question from 45 questions including essay which was not appropriate or does not match with the indicator of syllabus consequently degree of validity was 97.78% can be interpreted excellent.

Referring to the result of data elaboration, the result of reliability of these test items by Anates program showed that the reliability index of the English test items used for Eleventh students at SMA Ma'arif NU 1 Sokaraja was reliable since the reliability index was 0,56 for Science and 0.52 for Social class which was higher than the table value 0.05. Basically, it is the degree to

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

The data of the findings showed that there were four medium items, four easy items, one too easy item, and one difficult item of the test. This fact simply provides us a point about the current condition of the English final examination used for the Eleventh grade students at SMA Ma'arif NU 1 Sokaraja. A good test is a test which is not too easy or vice versa too difficult to students. It should give optional answer that can be chosen by students and not too far by the key answer. Brown, (2004:59) stated very easy items are to build in some affective feelings of "success" among lower ability students and to serve as warm up items, and very difficult items can provide a challenge to the highest-ability students. It makes students know and record the characteristics of teacher's test if the test given always comes to them too easy and difficult. Thus, the test should be standard and fulfill the characteristics of a good test. Arikunto, (2006:207) argued the number that shows the level difficulty of a test can be said as difficulty index. According to the data in previous sub-chapter, the diffusion of difficulty level on item questions were 33% very easy which be 13 questions, easy 10% which spread on 4 questions, medium 40% which extent on 16 questions, difficult 12% where distributed for 12 questions and the high level was very difficult only 5% which extent of 2 questions. The result of this research accordance with theoretical studies which stated that one way of analyzes that must be carried out is an analysis of the level difficulty. A good question is a question that is neither too easy nor too difficult. If a question has a balanced level of difficulty (proportional), then it can be said that the question is good. Based on the level of difficulty at the English final examination, it categorized of medium level test since the

number of questions is 40% for the reason the medium level is more dominant in the question of English final examination for Eleventh grade.

In line with Daryanto (2008: 179) argued that items questions that are included in the current category of the question bank and can be reused as a student evaluation tool in the future. Items that are included in the easy or difficult category need to be followed up, namely the question is traced so that the factors causing the failure of the question can be known, and consequently that the questions can be revised and corrected to be tested again in future tests.

Level of discrimination power shows the extent to which each item is able to distinguish students who master the material and students who do not master the material. The analysis of discriminatory power of questions can be seen based on the discrimination index. The results of the analysis of the discriminatory power of the English final examination questions showed that the questions with poor discriminating power were 21 questions (52%), the questions with satisfactory discriminating power were 12 questions (30%) the questions with good discriminating power were 6 questions (15%) and the questions with discriminatory power excellent 1 (3%). The results of the study are in accordance with the theoretical study which states that one of the analyzes that must be carried out to determine whether each item can be said to be good as an evaluation tool is an analysis of discrimination power. The higher the discriminating power coefficient of an item, the more capable the item is to distinguish between students who master material competence and students who do not master material competence. If all or most of the smart students can answer a question correctly, the discriminatory power of the question is high.

Based on the description above, it can be concluded that the English final examination question for the Eleventh grade of SMA Ma'arif NU 1 Sokaraja is a quite good question. This means that the question has been able to distinguish between students who have mastered the competence of the material with students who have not mastered the competence of the material.



Items with satisfactory discriminating power should be corrected therefore they become good questions, while items with poor discriminating power should be corrected by tracing the causes of the failure. The discriminatory power of questions can be used to improve the quality of questions based on empirical data and item analysis. The discriminatory index can indicate whether the question is good and accepted, should be revised or should be discarded. For the effectiveness of distractors was found that this test has 200 distractors which work functioning as intended from A, B, C, D and E for multiple choice. We call it functioning distractor because the distractor can attract more students from lower group than upper group. Next, there are 17% distractors which are functioning poorly. It is because the students from lower and upper group choose the distractor almost in the same equal or only different for one amount. Not all the distractors work as intended. There are some reasons why this occurs.

Finally, item analysis helps teacher to improve multiple-choice items since this type of test items are objective, easily quantified, and calculated using a certain formula. Moreover, the analysis shows the strengths and the weaknesses of the test items. From the analysis, the teacher can find students' achievement and students' difficulty in mastering a certain subject or topic particularly in reading comprehension. Moreover, teacher can also consider which items need to be revised, discarded, or saved for the next tests. By using item analysis, the teacher can also revise test items, which are constructed by the teacher.

In the other findings, the researcher found in measuring students' reading comprehension, the final examination involves vocabulary mastery and interpreting skill. Vocabulary mastery is measured explicitly and implicitly. Explicitly, the vocabulary mastery come out in the items of the final examination. There are some items that ask about vocabulary. The questions generally ask the synonym or antonym of a word based on the reading context such as in table 4.10 has explained before. According to some students in

Science class, they often understand the meaning of the written text overall however they will get difficult if they are asked to recognize each word.

*“paling sulit nyambung arti dari satu ke yang lain gitu. itu kaya apa misalnya ada, ee ada satu soal terus kaya semuanya itu ga tau artinya tapi ada kaya satu kata yang tau dan itu jadi patokannya buat ngerjain. Terus pola kalimatnya soalnya menggunakan pola kalimat apa gitu.”*

It also occurred implicitly as stated Brown (2004: 22) that vocabulary mastery is essential as the supporting element to answer question. Students may know the whole meaning of the text nevertheless sometimes they cannot answer an item since they miss one word they do not know. For instance the question number 26 ...drug users will still be addicted unless proper rehabilitation is imposed to them.” (Paragraph 3). The underlined word is closest in meaning to ...

- A. Treated
- B. Forced ✓
- C. Burdened
- D. Influenced
- E. Implemented

To answer this question, students must recall the text in third paragraph as the main key in that text with a consideration that the other simple vocabulary are also recognize. If they do not recall these meaning, they may get difficult to find the answer.

In other side, English final examination also involves interpreting skill. Interpreting here is students need to interpret the answer of a question stated in reading passage. Students require to understand the alternative answer provided in multiple choice options. For example question number 18

18. What can be inferred from the text?
- A. All guests will receive souvenirs
  - B. The event is held in the afternoon
  - C. The company sells local products
  - D. The company launches its new products ✓

E. The first fifty guests deserve for free beauty consultation

Through a careful interpreting in the multiple choice alternative answer, the students' accuracy as required in the basic competence can be evaluated. The multiple choice form also plays a good role in English final examination since it provides good alternative options. Students must pay attention much to the provided alternative answer although students understand the meaning of the reading passage, they need to be careful in interpreting the meaning of each alternative answer and in choosing it.

17. Who is invitation addressed to?

- A. Beauticians
- B. PT. Brighter Lives
- C. Bright's Customers
- D. The Bright's members ✓
- E. The Bright's management.

If we pay attention to the alternative answer, all of those options have the same meaning with the supporting statements mentioned in the written text. Nevertheless students need to have accuracy in understand the questions in order to be able to answer the question.

The students' fluency in understanding the meaning of the short functional texts and the simple essays cannot be measured in the final examination. Fluency is identical with time. Regarding with time can be defined as speed reading. In speed reading, students do not need to understand the whole text since the time to read the reading passage is limited. In other words, fluency testing needs time limitation as to create a condition where speed reading can be applied. Since students are not given limited time to do the final examination, students' fluency in understanding the meaning of the short functional text simple essay cannot be evaluated.

## **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.

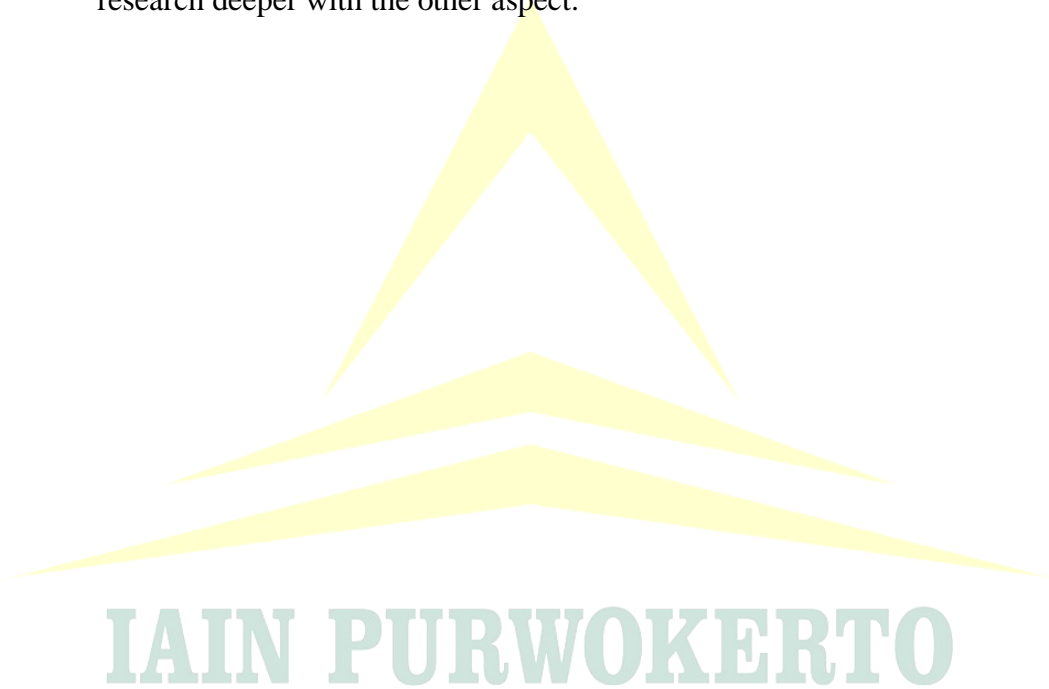
1. English teacher as test maker

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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A large, stylized yellow star graphic with three points, positioned behind the text.

# **APPENDIXES**

**IAIN PURWOKERTO**



## Appendix 1 The Questions of English Final Examination in Eleventh Grade



**PENILAIAN AKHIR SEKOLAH (PAS)**  
**SEKOLAH MENENGAH ATAS MA'ARIF NU 1 SOKARAJA**  
Jl. Kyai Akhmad Mursyid, Dusun II Sokaraja Lor, Kec. Banyumas 53181

**Hari/Tanggal : Rabu, 9 Juni 2021**

**Nama :**

**Mata Pelajaran : Bahasa Inggris**

**Kelas :**

### **A. Choose the correct answer by crossing (X) A, B, C, D or E on your answer sheet!**

1. Puji : I've got a terrible toothache  
Vina : Why don't you see the dentist?  
What does Vina express?  
A. Giving suggestion ✓  
B. Giving an order  
C. Feeling regretful  
D. Feeling sympathy  
E. Feeling sorry
2. Mr. Dodi : Would you like to have a cup of coffee now?  
Ms. Ina : Not at the moment, please. I have already had one at home.  
What do Ms. Ina utterances imply?  
A. Asking an order  
B. Refusing an offer ✓  
C. Expressing apology  
D. Expressing prohibition  
E. Expressing disagreement
3. Nisa : How about going to the movie tonight? There is a new film at Atrium 21.  
Intan : .... my mother has asked me to accompany her to a wedding party.  
What does Intan most likely reply?  
A. Never mind  
B. I think I can  
C. I'm awfully sorry ✓  
D. Excuse me, please  
E. That would be great
4. Sugeng : .... ?  
Vina : Could you help to post this letter?  
The best expression to complete the dialogue is ....  
A. Could you help me  
B. What about something to drink  
C. What can I do for you ✓  
D. Are you up for some dinner  
E. What's up

5. Beni : Would you like me to get you some food?  
Tejo : ....  
The best expression to complete the dialogue is ....  
A. No, thanks  
B. No, I really won't, thank you  
C. No, thanks. I'm not hungry ✓  
D. Thank you, but I'm not diet  
E. Thank you very much
6. Haris : Our car always troubles me  
Wife : Why don't you sell it and buy a new one?  
Husband : Well, I don't have any objection to your idea as long as we can afford it.  
What does the husband express?  
A. Pleasure  
B. Sympathy  
C. Capability ✓  
D. Agreement  
E. Intolerance
7. Aditya : This telegram is for my wife. She's out on duty ....?  
Fajar : Why don't you ring her and tell her that a telegram's arrived?  
What does Aditya most likely say to ask suggestion?  
A. Why should I suggest him?  
B. How can I advise my husband  
C. Do you allow me to call him now  
D. What do you recommend me to do ✓  
E. Do you know where my husband is
8. Haris : Why are you sleepy in class?  
Duta : Do I look sleepy? I am not sleepy, but I have a painful stomachache  
Haris : You should go to the doctor. Let me help you accompany to the school clinic.  
Duta : Okay thank you.  
The underlined utterances express ...  
A. Complaint  
B. Offering help ✓  
C. Giving advice  
D. Feeling painful  
E. Asking permission
9. Ms. Dewi : What's your opinion about the novel?  
Intan : I like it. It is fascinating.  
What does the dialogue imply?  
A. Intan has not read the novel  
B. Ms. Dewi dislikes the novel  
C. Intan doesn't like the novel  
D. They don't read the novel  
E. The novel is interesting ✓

10. Intan : What is your opinion on capital punishment?  
Aditya : .... I oppose it for my reasons.  
What does Aditya most likely reply?  
A. I hope  
B. Would you mind  
C. Let me just say ✓  
D. What have you done  
E. I think it's well grounded
11. Dimas : I'm thinking of asking your for dinner together.  
Laras : I'm free but ....  
A. I'll be there  
B. I'd like to come  
C. You can invite others  
D. There aren't many papers to do  
E. I'll have an appointment at the same time ✓
12. Fajar : I think our city is very hot at the moment  
Intan : I don't think so. .... our city is much cooler than other cities in this country.  
What does Intan likely most reply?  
A. I know it  
B. In my opinion ✓  
C. Yes of course  
D. I am thinking of  
E. You are absolutely true
13. Sekar : Although this is best cinema in town. There are not many people visiting it.  
Melati : .... nowadays most people prefer spending their time at home watching TV.  
What does Melati most likely reply?  
A. Really  
B. Oh, no!  
C. That's right ✓  
D. I don't think so  
E. That is not true
14. Waiter : What do you think of our 'honey roasted chicken'?  
Customer : .... with the dishes you served me.  
Waiter : Thank you, Madam.  
What does the customer probably respond?  
A. I prefer roasted been  
B. I don't like your service  
C. I am extremely satisfied ✓  
D. I need your quick service  
E. I try not to order the menu

15. Laras : How was your vacation?  
Dimas : It is OK, but every time I lit up a cigarette, someone asked me to stop smoking. I am getting sick of all these restrictions.  
What does Dimas express?  
A. Boredom  
B. Hesitation  
C. Uncertainty  
D. Dissatisfaction ✓  
E. Disagreement
16. Laras : We'll have a long holiday next month. What are you going to do?  
Aditya : ....  
Laras : I hope you have a nice trip  
What does Aditya most likely reply?  
A. I am thinking of going to Papua ✓  
B. You should join my trip  
C. It's not your business  
D. Sorry, I can't tell you  
E. I have nothing to do

**The text is for questions 17-18.**

Good news for the Bright's members!  
You are cordially invited to the launch of Bright's international beauty products.  
Let's celebrate its success and learn more about its new products  
Tuesday, 28<sup>th</sup> March 2017  
10 a.m.  
At the hall of PT Brighter Lives  
Jl. Cempaka No.58 Surabaya  
Get free souvenirs for the first fifty guests!  
Free beauty consultation with beauticians!

17. Who is invitation addressed to?  
A. Beauticians  
B. PT. Brighter Lives  
C. Bright's Customers  
D. The Bright's members ✓  
E. The Bright's management.
18. What can be inferred from the text?  
A. All guests will receive souvenirs  
B. The event is held in the afternoon  
C. The company sells local products  
D. The company launches its new products ✓  
E. The first fifty guests deserve for free beauty consultation

**The text is for questions 19-20.**

Dear Mr. Wijaya  
The Director of PT Baja Kuat Utama Tbk, Surabaya  
We cordially invite you at:  
The Opening of Indonesian Hybrid Car Exhibition  
On 4<sup>th</sup> November 2017  
At 9 a.m.  
Pengayoun Hall, Surabaya Exhibition Centre  
Jl. Kapal Selam No. 108 Surabaya  
Regrets only: (031) 66889955  
Sincerely yours,  
Hybrid Car Association

19. What should Mr. Wijaya do if he can not attend an event?
- A. Send a message to the committee
  - B. Contact the committee of the event ✓
  - C. Send a representative to attend the event
  - D. Meet the committee a day before the event
  - E. Come to Hybrid Car Association office before the event.
20. What is the purpose of the text?
- A. To promote an event
  - B. To announce an event
  - C. To inform an exhibition
  - D. To launch a new product
  - E. To ask a person to attend an event ✓

**The text is for questions 21-23**

Cecilia Dobson  
Conference Chairperson  
In Tech Conference  
2773 Corpening Drive  
Pontiac, MI 48057

Donald Williams  
1722 Lakewood Drive  
Rochelle park, Nj 07662  
Dear Mr. William

On behalf of In Tech Conference, I am pleased to invite you to our agricultural technology conference that will be held on December 15, 2017.

This conference is the brainchild of the 5 top Technology firms in the country to bring together the best of brains for some roundtable discussion on the direction and flow of technology for the nation and the world in the next decade.

We should be delighted to have you present at this conference to hear what the technology and researchers have to share about the technology advancements and their impact on our businesses and daily lives. We would also love to hear your thoughts and opinions to this direction.

Kindly respond to this invitation before November 15, 2017 to secure a place before attendance is opened to the public by November 17, 2017. We look forward to your confirmed presence at the In Tech Conference.

Respectfully yours,  
Cecilia Dobson  
Conference Chairperson  
In Tech Conference

21. What is the invitation delivered for?
- A. To inform about the impact of the development of agricultural business
  - B. To convince Mr. Donal Williams to the roundtable discussion
  - C. To discuss agricultural technology conference
  - D. To ask in pleasure Donald Williams present. ✓
  - E. To support Mr. Williams business.
22. Why was the conference of Agricultural Technology held?
- A. To share the technology advancements and their impact on the businesses and daily lives.
  - B. To know the impact of the advancements of agricultural in the nation and the world.
  - C. To discuss about technology for the nation and the world in the next decade. ✓
  - D. To hear the presentation of Mr. Williams thoughts.
  - E. To bring together the best of brains.
23. Which of the word is not the closest meaning to the word “in behalf of”?
- A. for
  - B. in aid of
  - C. pleasure
  - D. in support of
  - E. represent of ✓

**The text is for questions 24.**

*You are cordially invited to celebrate the wedding of  
Sara Elizabeth Johnson  
and  
Thomas Cade Willoughby  
On Tuesday afternoon  
June the 2<sup>nd</sup>  
At four o'clock  
Thirthy fice East Oliver Avenue  
Followed by a reception*

*R.S.V,P  
213555121*

24. What is the main purpose of the text?

- A. To announce the readers that there will be a wedding party at Thirty five East Oliver Avenue.
- B. To invite the readers to congratulate the couple at Thirty five East Oliver Avenue.
- C. To inform the readers that Sara Johnson will get married to Thomas Willoughby. ✓
- D. To persuade the readers to follow a wedding reception after four o'clock.
- E. To make readers come to California to meet Sara and Thomas.

The text is for questions 25-27

**The government should provide rehabilitation Program for Drug Users**

Drug users are actually ill people who need help. Rehabilitation is one of the main things they should get. Instead of punishing drug users in prisons, the government should provide rehabilitation for them.

Most users are actually victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are actually helping them out from traps, which they might accidentally step on.

If we only arrest drug users and send them to jail, this doesn't solve the problem as drug users will still be addicted unless proper rehabilitation is imposed to them. Providing rehabilitation programs for drug users and forcing them to participate in the programs is better than only arresting them and doing nothing to their illness. Only drug dealers, traffickers, and wholesalers should be imprisoned.

- 25. Why is sending the drug users to prison not a good solution? Because ....
  - A. They are treated normally.
  - B. They can't consume harmful drugs.
  - C. They can be freed as soon as possible.
  - D. They may still be infected with harmful drugs.
  - E. They are given the whole recovery program. ✓
- 26. "... drug users will still be addicted unless proper rehabilitation is imposed to them." (Paragraph 3). The underlined word is closest in meaning to ...
  - A. Treated
  - B. Forced ✓
  - C. Burdened
  - D. Influenced
  - E. Implemented
- 27. What does the writer recommend the government?
  - A. Putting the drug users and peddlers in jail.
  - B. Punishing drug users and peddler in prisons.
  - C. Forcing drug users to participate in the program.
  - D. Providing rehabilitation program for drug peddlers.
  - E. Restoring drug users to normal life by training after addiction. ✓

The text is for questions 28-32.

As we know there is so much water in the world. There are many kinds of water that we can consume every day all time.

Consuming water can be made as therapy of disease, because water that we consume with enough amounts and the right method can purify of poisons in our body. The therapy of water can save water availability in the body.

Therapy of water can keep the beauty too. Skins is the out part of the body that has contact with dirty air, sun light and pollutions. To keep the skin elasticity, water is needed in the enough amounts. Water can dampen of skin until not easy to dry and make crimp.

To keep the balancing of size body, water is needed. In fact, water can increase the metabolism and pressing of eat desire. Consume a lot of water can filtrate much calories.

So, consuming water everyday at least eight glasses can keep our health and beauty. But, the water must be clean and hygiene.

28. How can water protect us from illness?
- A. It cleanses poisons in our body. ✓
  - B. It cures the disease in seconds.
  - C. It dampens the skin on the body.
  - D. It absorbs poison from the blood.
  - E. It stores enough liquid for the body.
29. What can we conclude from the text?
- A. By cooking our water, we can keep our beauty.
  - B. By having mineral water, we will keep our health.
  - C. By consuming enough water, we can clean our blood.
  - D. By consuming a lot of water, we can increase desire to eat.
  - E. By drinking enough water, we can be healthy and beautiful. ✓
30. Drinking enough amount of water will .... the skin to prevent wrinkles.
- A. glow
  - B. gleam
  - C. sparkle
  - D. shimmer
  - E. moisturize ✓
31. What is the purpose of the text?
- A. To persuade the reader that consuming water is dangerous.
  - B. To persuade the reader that drinking water is very expensive.
  - C. To persuade the reader that drinking water can increase calories.
  - D. To persuade the reader that drinking water can keep the body health. ✓
  - E. To persuade the reader that consuming water can make body will bad.
32. "...There are many kinds of water that we can consume..." (Paragraph 1)  
What is the synonym of the underlined word?
- A. drinks
  - B. eats
  - C. kills
  - D. types ✓
  - E. skills
33. Father reads a newspaper every morning.



- The best passive voice of that sentence is ....
- A. A newspaper was read every morning.
  - B. A newspaper is read every morning. ✓
  - C. A newspaper were read every morning.
  - D. A newspaper are read every morning.
  - E. A newspaper is read every morning.
34. Syauqi : May I borrow your laptop?  
Eka : Sorry, it's broken. It .... (repair) in a workshop near to my house.
- A. repairs
  - B. is repairing ✓
  - C. is repaired
  - D. to be repaired
  - E. is being repaired
35. They will eat meatballs tomorrow.  
The best passive voice of that sentence is ....
- A. Meatballs are will eaten tomorrow
  - B. Meatballs is will eaten tomorrow
  - C. Meatballs will be eaten tomorrow. ✓
  - D. Meatballs eaten tomorrow.
  - E. Meatballs eat tomorrow.
36. Ita : Hi, where could you buy this cool key holder.  
Iwan : Hahaha, it .... (can/get) easily at almost every shops in Bali. Go there!
- A. can get
  - B. can be gotten ✓
  - C. could get
  - D. could gotten
  - E. getting
37. Dewi is making some souvenirs now.  
The best of passive voice from that sentence is ....
- A. Some souvenirs is made by Dewi now.
  - B. Some souvenirs is make by Dewi now.
  - C. Some souvenirs are made by Dewi now.
  - D. Some souvenirs is being made now.
  - E. Some souvenirs are being made now. ✓
38. Putri cooked fried rice yesterday.
- A. Fried rice was cook yesterday.
  - B. Fried rice is cook yesterday.
  - C. Fried rice were cook yesterday.
  - D. Fried rice was cooked yesterday. ✓
  - E. Fried rice were cooked yesterday.

Putri : Rin, where are the comics and books here? Hei, the toys too?

Rini : Ah, I forgot to 39) .... (tell) you. All 40) ....

39.

- A. Tell ✓
- B. Told
- C. Telling
- D. Be told
- E. Being told

40.

- A. Has donated
- B. Have donated
- C. Has been donated
- D. Have been donated ✓
- E. Had been donated

## B. ESSAY

### 41. Make a dialogue based on the situation below!

Your friend is have a big body. Give suggestion to her. Offer him/her a pill diet.

### 42. Make a dialogue based on the situation below!

You and your friend are talking an opinion about the pros and cons about smoking. Give some arguments and agree or disagree.

43. Write some arguments and elaborations about the benefits of reading!

### 44. Change this sentences into passive voice!

- a. Budi plays robot everyday
- b. Ani is repairing a gas stove now

### 45. Make a formal invitation based on the situation below!

You want to invite the school principal to attend school anniversary ceremony.

GOOD LUCK

IAIN PURWOKERTO

**Appendix 2 Transcript Interview of English Teacher**

**TRANSCRIPT INTERVIEW OF ENGLISH TEACHER**

**Informant : Agesti Dita S, S.Pd.**

**Interviewee : Erni Laelatun Naisah**

**Time : Saturday, July 24<sup>th</sup>, 2021 at 7.00 WIB**

<b>Indicators</b>	<b>Nu</b>	<b>Questions</b>	<b>Answer</b>
Level of reading comprehension	1	ibu mengajar dikelas berapa saja?	Semua jenjang mba dari kelas 10 sampai 12
	2	Dari 40 soal pilihan ganda dan 5 soal essay dari mana asal soal PAS dibuat dan dirancang?	Kalau ini saya rancang soal-soalnya dari bahan yang sudah saya ajarkan kalau yang belum saya ajarkan tidak saya jadikan soal PAS. Soalnya juga ga beda jauh dari buku ajar mba
	3	dan siapa yang membuat soal?	Iya mba saya sendiri kan guru bahasa inggrisnya juga sendirian sih dan ini pandemic pula jadi ya semuanya dari sendiri
	4	apakah ibu memperhatikan level reading comprehension dalam merancang soal PAS untuk kelas 11?	Level reading untuk SMA ya paling factual report ya mba jadi readingnya masih taraf pemula untuk beginner
	5	Apakah jenis level of reading comprehension dalam perancangan soal PAS?	
Aspect of reading comprehension	6	Apakah soal-soal PAS untuk kelas 11 mengandung aspek reading comprehension?	Iya ada beberapa soal yang di suruh mencari main idea sama gagasan atau kesimpulan dari teks
	7	Aspek apa saja yang ada pada PAS kelas 11?	Mencari main idea sama kesimpulan mba
Characteristic of good test	8	Apakah soal-soal PAS sudah sesuai dengan materi yang sudah dipelajari?	Sudah mba, sudah sangat sesuai sama yang dipelajari siswa
	9	Apakah soal-soal PAS sudah sesuai dengan kompetensi dan indicator belajar?	Ya insya Allah tercapai ya mba karna dilihat dari hasil siswa meskipun ada beberapa yang nilai PAS

	10	Apakah tujuan belajar sudah tercapai dengan adanya PAS bagi kelas 11?	nya masih dbawah KKM tapi nanti kan dikalkulasikan sama tugas
	11	Menurut ibu, apakah soal-soal PAS ini masih bisa dipakai untuk latihan juniornya ? atau junior yang akan datang dikelas 11 nanti?	Masih bisa ya mba untuk sekedar latihan bisa mba
	12	Apakah soal-soalnya sudah sesuai dengan kurikulum 2013?	Sudah mba karna saya pake k13
Aspects of item analysis	13	Apakah ibu merancang soal dengan memperhatikan tingkat kesulitan pada tiap soal?	Iya mba sesuai dengan kemampuan siswa
	14	Bagaimana cara ibu menentukan tingkat kesulitan pada tiap soal?	Biasanya saya bikin sulit di pilihan jawabannya mba dikecohin pilgannya
	15	Apakah ada tingkat pembeda pada jawaban soal PAS yang ibu buat?	Di pilgannya ada mba. Ya ga susah susah menyesuaikan kemampuan siswa
	16	Bagaimana cara menentukan tingkat pembeda ada pilihan ganda di soal PAS?	Missal soal masalah tahun, tahun berapa Indonesia merdeka? A. 1945 B. 1954 C. 1944 ya pembedanya seperti itulah mba
	17	Bagaimana ibu membuat pilihan jawaban yang bisa mendistract siswa?	Ya seperti tadi mba bisa dari jawabannya bisa dari soalnya yang di atur buat pengecoh
	18	Apakah sudah sesuai dengan ketentuan-ketentuan evaluasi pendidikan yang berlaku?	Seharusnya sudah ya mba sesuai dengan ketentuan yang ada

**Appendix 3 Transcript Interview with Students Eleventh Grade**  
**TRANSCRIPT INTERVIEW OF STUDENTS**

**Informants** : Ati Suci S, Ati Suci R, Tri Handayani

**Interviewee** : Erni Laelatun Naisah

**Place** : Eleventh Science Classroom

**Time** : Friday, June 25<sup>th</sup>, 2021 at 10.00 WIB

The researcher came to the eleventh science classroom of SMA Ma'arif NU 1 Sokaraja and met the students to interview about the problem faced by them in the answering English final test for the second semester and the causes. The researcher and the informants did the interview during the rest time of the school.

R : namanya siapa aja?

ST : Ati Suci S, Ati Suci R, Tri Handayani dari kelas 11 MIPA

R : apa kesulitan mengerjakan soal bahasa inggris menurut kalian?

ST : itu ga tau artinya, kosakatanya belum luwes mba

R : Bagian mana yang menurut kalian paling sulit dalam soal PAS Bahasa Inggris?

ST : paling sulit nyambung arti dari satu ke yang lain gitu

R : Bagaimana cara kalian mengatasi kesulitan dalam mengerjakan soal?

ST : itu kaya apa misalnya ada, ee ada satu soal terus kaya semuanya itu ga tau artinya tapi ada kaya satu kata yang tau dan itu jadi patokannya buat ngerjain. Terus pola kalimatnya soalnya menggunakan pola kalimat apa gitu.

R : menurut kalian apakah mata pelajaran Bahasa Inggris itu menyenangkan?

ST : menyenangkan (semuanya menjawab lantang)

R : Siapa guru bahasa Inggrisnya?

ST : Ma'am Ages

R : Bagaimana cara guru Bahasa Inggris dalam menyampaikan materi dikelas?

ST : ya biasanya apa ya misala ada yang ga paham nanti itu di ulang gitu, terus kalo missal kaya ada yang bosan atau banyak yang ngantuk gitu ada permainannya kaya buat selingan gitu. Ma'am Ages juga punya permen biar ga ngantuk.

R : Menurut kalian apa yang kalian temui saat mengerjakan reading comprehension di PAS semester genap kemarin?

ST : kalo diredingnya sendiri menurut kita apa ya, mungkin menurut kita oya mungkin teksnya terlalu banyak, terlalu panjang buat bacanya males gitulah yah.

R : Terus bagaimana kalian mengerjakannya? Apakah ngasal atau berusaha dulu?

ST : Berusaha dulu (semuanya menjawab)

R : apakah boleh membawa kamus saat PAS?

ST : engga (semua kompak)

R : bagaimana cara belajar kalian saat menghadapi PAS Bahasa Inggris?

ST : biasanya mengerjakan soal-soal yang udah pernah dikerjain kan diteliti lagi kaya gitu, dipahami lagi

R : apakah di perpustakaan tersedia buku bacaan yang berbahasa Inggris?

ST : ada (semuanya menjawab)

R : apakah kalian dirumah ada keluarga atau ada yang bisa bahasa Inggris dan kalau ada PR suka diajarin ga?

ST : ada paling tetangga, paling bisanya yes/no tok

R : apakah kalian masih ingat nilai PAS Bahasa Inggris kemarin?

ST : masih, tapi itu per KD nilainya

R : apakah kalian tahu KKM Bahasa Inggris berapa?

ST : tau, 65

R : seberapa banyak vocabulary yang kalian punya?

ST : lumayan lah ya, iyalah lumayan. Tapi ya masih dasar, ya baru 15% lah ya

R : apakah soal PAS Bahasa Inggris kemarin sulit?

ST : lumayanlah (serentak menjawab)

R : kenapa menurut kalian lumayan sulit?

ST : silang indah

R : pernahkah kalian belajar sendiri dan latihan mengerjakan soal PAS sendiri?

ST : pernah yah (menjawab semua)

R : menurut kalian soal PAS yang kemarin apakah sudah sesuai dengan materi yang sudah disampaikan ?

ST : sesuai (serentak menjawab dengan lantang)

R : menurut kalian metode apa yang sesuai untuk mengajar bahasa Inggris itu apa?

ST : ya anu itu ya kaya mendingan anu diperbanyak kosakata terus latihan soal terus biar cepet nyantel di otak

R : apa persiapan kalian menjelang PAS Bahasa Inggris?

ST : belajar, berdoa usaha

R : masih inget soal PAS? Menurut kalian sesuai tidak sama apa yang sudah kalian pelajari

ST : ada yang sama juga soalnya dari bu ages

R : ada berapa soal PAS dan durasinya ?

ST : kemarin pilihan ganda 40 soal yang essay 5 durasi waktunya 90 menit

R : menurut kalian apakah dengan waktu segitu cukup untuk mengerjakannya?

ST : ya cukup aja (semua menjawab)

R : apakah ada remedial setelah nilai PAS sudah rilis?

ST : ga ada (serentak menjawab) kalau PTS lah mungkin ada remidi tapi kalau PAS ga katanya gitu

R : apakah nilai kalian di raport di atas KKM khusus untuk mapel bahasa Inggris

ST : iya (semua menjawab)

R : kok bisa di atas KKM?

ST : sering ngerjain tugas jadi waktu missal nilai PAS nya jelek jadi bisa dibantu dengan nilai tugas yang kemarin

R : menurut kalian apakah intruksi soal PAS itu sudah jelas?

ST : jelas (serentak menjawab)

R : apa pendapat kalian tentang PAS bahasa Inggris Semester kemarin?

ST : ceritanya jangan kepanjangan terus apa yaaa kosakatanya yang dasar aja

#### Appendix 4 The Analysis Data of Anates Program

##### SKOR DATA DIBOBOT

=====

Jumlah Subyek = 22

Butir soal = 40

Bobot utk jwban benar = 1

Bobot utk jwban salah = 0

<b>No</b>	<b>Nama Siswa</b>	<b>Skor Ganjil</b>	<b>Skor Genap</b>	<b>Skor Total</b>
1	Aflahul Nisa	13	13	26
2	Ahmad Dani Al-Rasyid	12	10	22
3	Afwa Alfina Mudawia	13	13	26
4	Aprilia Tri Wulandari	13	14	27
5	Asa Putri Ramadhani	13	10	23
6	Ati Suci Setiyaningsih	15	15	30
7	Herwina Rayya Hapsari	14	13	27
8	Iva Milatul Azkiya	11	14	25
9	Jefrianto	15	14	29
10	Kartika Setianingsih	16	14	30
11	Nur Aeni	14	11	25
12	Nurul Safitriani	12	13	25
13	Rifaldi Putra Efendi	12	11	23
14	Susana Putri Rahma	10	10	20
15	Syahrul Zanuvar	14	11	25
16	Sylvia Nur Aimah	12	13	25
17	Taufiq Wildan Nasal	15	13	28
18	Tri Handayani	14	16	30
19	Tri Septi Riyanti	13	13	26
20	Tenti Nurhayati	13	10	23
21	Triyas Sayekti	13	8	21
22	Widi Jatantri Novienda Ishika Putri	13	13	26
<b>Rata-Rata</b>		<b>25.55</b>		
<b>Simpang Baku</b>		<b>2.82</b>		
<b>Korelasi</b>		<b>0.39</b>		
<b>Reliabilitas Tes</b>		<b>0.56</b>		



## KELOMPOK UNGGUL DAN KELOMPOK ASOR

=====

### Kelompok Unggul

<b>Nama Siswa</b>	<b>Skor</b>
Ati Suci S	30
Kartika Setianingsih	30
Tri Handayani	30
Jefrianto	29

### Kelompok Asor

<b>Nama Siswa</b>	<b>Skor</b>
Asa Putri R	23
Rifaldi Putra E	23
Tenti Nur H	23
Ahmad Dani Al Rasyid	22



**IAIN PURWOKERTO**

## DAYA PEMBEDA

=====

Jumlah Subyek= 22

Klp atas/bawah(n)= 6

Butir Soal= 40

Proporsi Atas Menjawab Benar	Proporsi Bawah Menjawab Benar	Daya Pembeda	Nomor Soal	Kriteria
0.5	0.5	0	1	poor
0.714	0.285	0.428	2	good
0.5	0.5	0	3	poor
0.5	0.5	0	4	poor
0.5	0.5	0	5	poor
1	0	1	6	poor
0.666	0.333	0.333	7	satisfactory
0.5	0.5	0	8	poor
0.5	0.5	0	9	poor
0.666	0.333	0.333	10	satisfactory
0.5	0.5	0	11	poor
0.666	0.333	0.333	12	satisfactory
0.5	0.5	0	13	poor
0.833	0.166	0.666	14	good
0.6	0.4	0.2	15	satisfactory
0.6	0.4	0.2	16	satisfactory
0.5	0.5	0	17	poor
0.545	0.454	0.090	18	poor
0.625	0.375	0.25	19	satisfactory
0.625	0.375	0.25	20	satisfactory
0.714	0.285	0.428	21	good
0.333	0.666	-0.333	22	poor
0.666	0.333	0.333	23	satisfactory

Proporsi Atas Menjawab Benar	Proporsi Bawah Menjawab Benar	Daya Pembeda	Nomor Soal	Kriteria
0.666	0.333	0.333	24	satisfactory
0.5	0.5	0	25	poor
0.666	0.333	0.333	26	satisfactory
0.666	0.333	0.333	27	satisfactory
0.75	0.25	0.5	28	good
0.5	0.5	0	29	poor
0.5	0.5	0	30	poor
0.5	0.5	0	31	poor
0.5	0.5	0	32	poor
0	0	0	33	poor
0.8	0.2	0.6	34	good
0.571	0.428	0.1428	35	poor
0.857	0.142	0.7142	36	excellent
0.714	0.285	0.428	37	good
0.444	0.555	-0.111	38	poor
0.6	0.4	0.2	39	satisfactory
0.5	0.5	0	40	poor



IAIN PURWOKERTO

TINGKAT KESUKARAN

=====

Jumlah Subyek= 22

Butir Soal= 40

Nomor Soal	Jumlah Benar	Persentase Kesukarakan	Kriteria
1	7	31.82	Sedang
2	12	54.55	Sedang
3	22	100	Sangat Mudah
4	22	100	Sangat Mudah
5	22	100	Sangat Mudah
6	2	9.09	Sangat Sukar
7	12	54.55	Sedang
8	22	100	Sangat Mudah
9	22	100	Sangat Mudah
10	9	40.91	Sedang
11	22	100	Sangat Mudah
12	11	50	Sedang
13	22	100	Sangat Mudah
14	12	54.55	Sedang
15	8	36.36	Sedang
16	17	77.27	Mudah
17	22	100	Sangat Mudah
18	19	86.36	Sangat Mudah
19	15	68.18	Sedang
20	16	72.73	Mudah
21	16	72.73	Mudah
22	5	22.73	Sukar
23	6	27.27	Sukar
24	12	54.55	Sedang
25	12	54.55	Sedang
26	6	27.27	Sukar
27	6	27.27	sukar
28	12	54.55	Sedang
29	22	100	Sangat Mudah

<b>Nomor Soal</b>	<b>Jumlah Benar</b>	<b>Persentase Kesukarakan</b>	<b>Kriteria</b>
30	13	59.09	Sedang
31	22	100	Sangat Mudah
32	22	100	Sangat Mudah
33	0	0	Sangat Sukar
34	9	40.91	Sedang
35	12	54.55	Sedang
36	13	59.09	Sedang
37	14	63.64	Sedang
38	16	72.73	Mudah
39	6	27.27	Sukar
40	22	100	Sangat Mudah



## KUALITAS PENGECOH

=====

Jumlah Subyek= 22

Butir Soal= 40

Keterangan:

\*\* : Kunci Jawaban

++ : Sangat Baik

+ : Baik

- : Kurang Baik

-- : Buruk

---: Sangat Buruk

Nu	The multiple choice				
	A	B	C	D	E
1	**	+ good	-- bad	- med	--- very bad
2	-- bad	**	-- bad	+ good	- med
3	0 zero	0 zero	**	0 zero	0 zero
4	--- very bad	-- bad	**	-- bad	-- bad
5	-- bad	--- very bad	**	-- bad	-- bad
6	-- bad	++ very good	**	--- very bad	-- bad
7	-- bad	++ very good	++ very good	**	-- bad
8	++ very good	**	-- bad	--- very bad	-- bad

Nu	The multiple choice				
	A	B	C	D	E
9	0 zero	0 zero	0 zero	0 zero	**
10	-- bad	+ good	**	-- bad	--- very bad
11	-- bad	++ very good	--- very bad	-- bad	**
12	--- very bad	**	- med	-- bad	+ good
13	-- bad	-- bad	**	--- very bad	-- bad
14	0 zero	0 zero	**	0 zero	0 zero
15	-- bad	-- bad	++ very good	**	--- very bad
16	**	--- very bad	-- bad	-- bad	-- bad
17	-- bad	--- very bad	-- bad	**	-- bad
18	-- bad	-- bad	-- bad	**	-- bad
19	-- bad	**	-- bad	-- bad	--- very bad
20	-- bad	- med	--- very bad	-- bad	**
21	--- very bad	+ good	+ good	**	- med
22	--- very bad	++ very good	**	++ very good	-- bad
23	-- bad	--- very bad	- med	-- bad	**
24	--- very bad	- med	**	-- bad	-- bad

Nu	The multiple choice				
	A	B	C	D	E
25	-- bad	--- very bad	-- bad	- med	**
26	-- bad	**	-- bad	-- bad	-- bad
27	-- bad	+ good	+ good	-- bad	**
28	**	-- bad	-- bad	- med	- med
29	-- bad	- med	-- bad	--- very bad	**
30	-- bad	-- bad	++ very good	--- very bad	**
31	-- bad	--- very bad	+ good	**	-- bad
32	-- bad	-- bad	-- bad	**	-- bad
33	--- very bad	**	+ good	- med	- med
34	-- bad	**	-- bad	-- bad	-- bad
35	--- very bad	- med	**	- med	-- bad
36	- med	**	-- bad	-- bad	-- bad
37	-- bad	-- bad	+ good	--- very bad	**
38	-- bad	-- bad	-- bad	**	-- bad
39	**	-- bad	--- very bad	+ good	-- bad
40	+ good	--- very bad	-- bad	**	++ very good



Appendix 5 Syllabus of SMA Ma'arif Nu 1 Sokaraja

**SILABUS SMA MA'ARIF NU 1 SOKARAJA**

**Mata Pelajaran : BAHASA INGGRIS**

**Kelas : XI**

**Kompetensi Inti :**

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

<b>Kompetensi Dasar</b>	<b>Materi Pokok</b>	<b>Pembelajaran</b>	<b>Penilaian</b>	<b>Alokasi Waktu</b>	<b>Sumber Belajar</b>
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	<b>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</b> <i>Fungsi</i>	<b>Mengamati</b> <ul style="list-style-type: none"><li>Siswa menyimak/mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli.</li></ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"><li>Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya</li><li>Tingkat</li></ul>	2 x 2jp	<ul style="list-style-type: none"><li>CD/Audio/VCD</li><li>Koran/majalah berbahasa Inggris</li></ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan</p>	<p><i>Sosial</i></p> <ul style="list-style-type: none"> <li>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</li> <li>Terbiasa menggunakan ungkapan dan tawaran dan meresponnya</li> </ul> <p><i>Ungkapan</i></p>	<ul style="list-style-type: none"> <li>Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan.</li> <li>Siswa belajar mengambil giliran dalam melakukan tindak komunikasi</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> <li>Fungsi sosial</li> <li>Ungkapan yang digunakan untuk memberi saran dan tawaran</li> <li>Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.</li> </ul> </li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan,</li> </ul>	<p>kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi</li> </ul>		<p>is</p> <ul style="list-style-type: none"> <li>Sumber dari internet: <ul style="list-style-type: none"> <li><a href="http://www.dailiyenglish.com">www.dailiyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/resource_files">http://americanenglish.state.gov/files/resource_files</a></li> <li><a href="http://learningenglish.britishcouncil.org/en/">http://learningenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan</p>	<p>Saran dan tawaran:</p> <p><i>Why don't you...</i></p> <p><i>What about ...?</i></p> <p><i>You should ...</i></p> <p><i>You can ....</i></p> <p><i>Do you need ....?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucap, teka, kata, into, nasi,</p> <p>(2) Rujukan kata</p> <p><i>Topik</i></p>	<p>dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya</p> <ul style="list-style-type: none"> <li>• Siswa berlatih menggunakan ungkapan tersebut</li> <li>• Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan.</li> <li>• Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya.</li> </ul> <ul style="list-style-type: none"> <li>• Siswa memperoleh</li> </ul>	<p>pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya</p> <ul style="list-style-type: none"> <li>• Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>• Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tawaran , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<p>balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa bermain peran memberi saran dan tawaran serta responnya</li> <li>Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.</li> </ul>	<p>kesempatan.</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa membuat 'learning journal'</li> </ul>			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya</p>	<p><b>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</b></p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> <li>Menjaga hubungan interpersonal dengan guru, teman, dan</li> </ul>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya</li> <li>Siswa mengikuti interaksi menyatakan pendapat dan pikiran</li> <li>Siswa menirukan model interaksi menyatakan pendapat dan pikiran</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran</li> <li>Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran</li> <li>Tingkat ketepatan unsur kebahasaan</li> </ul>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailylenglish.com">www.dailylenglish.com</a></li> <li>- <a href="http://american">http://ame</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks</p>	<p>orang lain</p> <p><i>Ungkapan</i></p> <p>menyatakan</p> <p>pendapat/pikiran</p> <p><i>I think</i></p> <p>...</p> <p><i>I suppose</i></p> <p>...</p> <p><i>In my opinion</i></p> <p>...</p> <p><i>Unsur</i></p> <p><i>Kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>sosial, struktur teks, dan unsur kebahasaan).</p> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul> <p><b>Mengeksplorasi</b></p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyatakan</li> </ul>	<p>n: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran.</li> <li>Ketepatan menggunakan akan</li> </ul>		<p><a href="http://english.state.gov/files/resource_file_s">english.state.gov/files/resource_file_s</a></p> <p>- <a href="http://learning.britishcouncil.org/en/">http://learning.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks</p>		<p>pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain.</p> <ul style="list-style-type: none"> <li>• Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya</p> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>• Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan.</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			tahapan. <ul style="list-style-type: none"> <li>• Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> <li>• Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>		
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	<b>Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya</b>  <i>Fungsi sosial:</i>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>• Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa</li> <li>• Siswa mengikuti interaksi harapan dan doa</li> <li>• Siswa menirukan model interaksi harapan dan doa</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa</li> <li>• Tingkat kelengkapan dan</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi Internasional</p> <p>2.1. Mengembangkan perilaku santun dan peduli dalam melaksanakannya komunikasi antar pribadi dengan guru dan teman.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan</p>	<p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p><i>Ungkapan</i> :</p> <p>harapan dan doa</p> <p>- <i>I wish you all the best. Thank you.</i></p> <p><i>Unsur kebahasaan</i>:</p>	<ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang</p>	<p>keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan</li> </ul>		<ul style="list-style-type: none"> <li>Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailylish.com">www.dailylish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_file_s">http://americanenglish.state.gov/files/ae/resource_file_s</a></li> <li>- <a href="http://learning.britishcouncil.org/en/">http://learning.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur</p>	<p>Ucapan, tekanan kata, intonasi</p>	<p>terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>n dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan harapan</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>			<p>dan doa ketika muncul kesempatan.</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi</p>	<p><b>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</b> <i>Fungsi Sosial</i> Menjaga hubungan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet).</li> <li>• Siswa berlatih menentukan gagasan utama, dan informasi</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks</li> <li>• Ketepatan unsur kebahasaan: tata bahasa,</li> </ul>	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> <li>• Berbagai undangan dalam bahasa Inggris</li> <li>• CD/ Audio/ VCD</li> <li>• Koran/</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan</p>	<p>transaksional dengan orang lain</p> <p><i>Struktur</i></p> <p><i>Salutation</i></p> <p>- <i>Will/ Could you come with me to the exhibition?</i></p> <p>- <i>Is it possible for you to attend my birthday party?</i></p> <p><i>Closing</i></p> <p><b>Unsur kebahasaan:</b></p> <p>(1) Kata</p>	<p>rinci</p> <ul style="list-style-type: none"> <li>Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi.</li> <li>Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur</li> </ul>	<p>kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan</li> </ul>		<p>majalah berbahasa Inggris</p> <ul style="list-style-type: none"> <li>Sumber dari internet:</li> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/eresource_files">http://americanenglish.state.gov/files/eresource_files</a></li> <li>- <a href="http://learningenglish.britishcouncil.org/en/">http://learningenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketikaa mempresentasikan secara lisan</p> <p>(4) Layout</p> <p>(5) Rujukan kata</p>	<p>kebahasaan dalam mengundang secara resmi.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber</li> <li>Siswa</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</li> <li>Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain.</li> <li>Siswa menyunting undangan yang diambil dari berbagai sumber</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang</li> </ul>	<p>undangan secara resmi</p> <p><b>Pengamatan (observations)</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran di</li> </ul>		

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<p>yang benar dan sesuai konteks</p> <p>4.6</p> <p>Menyusun teks undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<p>fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback.</li> <li>• Siswa berkreasi dalam membuat kliping undangan resmi</li> <li>• Siswa menyunting undang yang diambil dari berbagai sumber</li> <li>• Dengan menggunakan multimedia, siswa membuat kartu undangan</li> <li>• Siswa memperoleh penguatan dari guru dan teman sejawat</li> </ul>	<p>setiap tahapan.</p> <ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog.</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks</li> </ul>		

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			<p>undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa</p>	<p><b>Surat pribadi sederhana</b> Fungsi Sosial Menjalin hubungan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet).</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi sosial dalam menyampaikan surat</li> </ul>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berb</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5</p>	<p>an dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis</p> <p>Memberi informasi kepada teman</p> <p>Struktur</p> <p>Date</p> <p><i>Salutation: Dear ....</i></p> <p><i>Opening paragraph:</i></p> <p><i>Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</i></p>	<ul style="list-style-type: none"> <li>Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.</li> <li>Siswa berlatih menentukan gagasan utama, dan informasi rinci</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> <li>Fungsi Sosial;</li> <li>Struktur</li> <li>Unsur kebahasaan yang digunakan dalam surat pribadi.</li> </ul> </li> <li>Siswa mempertanyakan</li> </ul>	<p>pribadi</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks surat</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian: Pengamatan (observasi)</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi</li> <li>Kesunggu</li> </ul>		<p>aha</p> <p>a Inggris</p> <ul style="list-style-type: none"> <li>Sumber dari internet: <ul style="list-style-type: none"> <li><a href="http://www.dailylenglish.com">www.dailylenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/eresource_files">http://americanenglish.state.gov/files/eresource_files</a></li> <li><a href="http://learningenglish.britishcouncil.org/en/">http://learningenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks,</p>	<p><i>Content:</i> Mengabarkan hal yang sudah/ akan terjadi</p> <p><i>Closing:</i> Menutup surat dengan harapan untuk bertemu kembali</p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> <li>• Kata dan tata bahasa baku</li> <li>• Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</li> <li>• Ucapan, tekanan kata,</li> </ul>	<p>cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber</li> <li>• Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu</li> <li>• Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi,</li> </ul>	<p>uhan siswa dalam proses pembelajaran dalam setiap tahapan</p> <ul style="list-style-type: none"> <li>• Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar</li> <li>• Kumpula</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>intonasi, ketika mempresentasikan secara lisan</p> <ul style="list-style-type: none"> <li>Rujukan kata</li> <li>simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi</li> </ul>	<p>efektivitasnya.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi</li> </ul> <p><b>Komunikasi</b></p> <ul style="list-style-type: none"> <li>Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback.</li> <li>Siswa berkreasi dalam menuliskan surat pribadi kepada teman/guru</li> <li>Siswa memperoleh penguatan dari guru</li> </ul>	<p>n karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		
<p>1.1 Mensyukuri kesempatan</p>	<p><b>teks prosedur berbentuk manual</b></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/membacakan/mendengarkan berbagai macam</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi</li> </ul>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> <li>Manual dari berbagai</li> </ul>

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<p>dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p>	<p><b>dan kiat-kiat (tips)</b>  <i>Tujuan komunikasi :</i>            menyelesaikan pekerjaan, secara lengkap dan urut.  <i>Struktur</i>            menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langka h yang dilakukan  <i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> <li>• simpl</li> </ul>	<p>manual dan tip.</p> <ul style="list-style-type: none"> <li>• Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>• Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis</li> <li>• Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan</li> </ul>	<p>sosial</p> <ul style="list-style-type: none"> <li>• Kelengkapan dan keruntutan struktur teks prosedur</li> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>• Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>Pengamatan (observations)</b> Tujuan untuk memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>• Perilaku tanggung jawab, peduli,</li> </ul>		<p>produk</p> <ul style="list-style-type: none"> <li>• CD/Audio/VCD</li> <li>• Koran/majalah berbahasa Inggris</li> <li>• Sumber dari internet:</li> <li>- <a href="http://www.dailiyenglish.com">www.dailiyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/resource/files">http://americanenglish.state.gov/files/resource/files</a></li> <li>- <a href="http://">http://</a></li> </ul>

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<p>kasi fungsional</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan</p>	<p>e presentense</p> <ul style="list-style-type: none"> <li>• imperative,</li> <li>• Nomor yang menyatakan urutan</li> <li>• kata keterangan</li> <li>• ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.</li> </ul>	<p>yang tepat</p> <ul style="list-style-type: none"> <li>• Secara individu siswa menyalin beberapa tips</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan beberapa manual dan tips</li> <li>• Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p>	<p>kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips</li> <li>• Kumpulan karya siswa yang mendukung proses penyuntin</li> </ul>		<p><a href="#">/learning.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p>n</p> <ul style="list-style-type: none"> <li>Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>gan teks prosedur.</p> <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

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<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan</p>	<p><b>Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelaku nya (Passive Voice)</b>  <i>Fungsi Sosial</i> menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelaku nya  <i>Struktur Teks</i>  Insects <b>are considered</b> dangerous</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kelengkapan dan keruntutan struktur teks</li> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Pengamatan (observations):</b></p>	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> <li>CD/Audio/VCD</li> <li>Koran/majalah berbahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/resource_files">http://americanenglish.state.gov/files/resource_files</a></li> <li>- <a href="http://">http://</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kegiatan tanpa perlu</p>	<p>us animals. Tsunami is caused by earthquake affecting the seabed.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> <li>• Kata kerja <b>be (is/am/are/were)</b> dan <b>verb 3rd form.</b></li> <li>• tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda</li> </ul>	<p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>EKSPERIMEN (Explore)</b></p> <p>a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</p> <p>b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran.</p> <p><b>MENGASOSIASI</b></p>	<p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>• Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive</li> <li>• Kesungguhan siswa dalam</li> </ul>		<p><a href="http://learners.britishcouncil.org/en/">/learners.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menyebutkan pelaku-pelaku dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan tanpa menyebutkan pelaku-pelaku dalam teks</p>	<p>baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan kejadian / kegiatan / tindakan ilmiah yang tanpa perlu melibatkan pelaku-pelaku</p>	<ul style="list-style-type: none"> <li>Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktif.</li> <li>Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>KOMUNIKASI</b></p> <ul style="list-style-type: none"> <li>Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya.</li> </ul>	<p>proses pembelajaran di setiap tahapan</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks					
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan	<p><b>Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</b></p> <p><b>Conditioonal Sentence</b></p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi,</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>CD/Audio/VCD</li> <li>Koran/majalah berbahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li><a href="http://www.dailyn">www.dailyn</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dikan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur</p>	<p>dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p><i>Struktur Teks</i></p> <p>- <i>If teenagers eat too much fast food, they can easily become overweight.</i></p> <p>- <i>If you exercise regularly, you will</i></p>	<p>contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian.</p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan</li> </ul>	<p>ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan</li> </ul>		<p><a href="http://english.com">english.com</a></p> <p>- <a href="http://americanenglish.state.gov/files/ources/files">http://americanenglish.state.gov/files/ources/files</a></p> <p>- <a href="http://learning.britishcouncil.org/en/">http://learning.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan untuk menyatak dan menyakan tentang pengandaian jika terjadi suatu keadaan/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatak dan</p>	<p><i>get the benefit physically and mentally</i></p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> <li>- If Clause dalam simple present</li> <li>- Main Clause dengan modal <i>can/will</i></li> </ul> <p><i>Topik:</i></p> <p>Berbagai hal terkait dengan keadaan / kejadian / peristiwa</p>	<p>dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <ul style="list-style-type: none"> <li>• Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>• Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p>	<p>komunikasi</p> <ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If clause</i></li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menanyakan akan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>diwaktu yang akan datang</p>	<p><b>n</b></p> <ul style="list-style-type: none"> <li>• Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas.</li> <li>• Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian</li> <li>• Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.</li> </ul>	<ul style="list-style-type: none"> <li>• Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.</li> </ul>		