

## CHAPTER IV

### REPORT OF RESEARCH RESULT

#### A. Description of The Research Location

The Research has been done at Junior High School “SMIP 1946” Banjarmasin. It is located at Jl. Masjid Jami Rt. 2 No. 41 Kelurahan Surgi Mufti Banjarmasin Utara District, Banjarmasin.

The position of the school is described as follow:

1. The north of the school borders to Islamic Senior High School “SMIP 1946” Banjarmasin.
2. The south of the school borders to Mesjid Jami street.
3. The west of the school borders to the house of resident.
4. The east of the school borders to Islamic Junior High School Al-Islamiyah “SMIP 1946” Banjarmasin.

This school is located on a strategic position. The school can be got easily because it is nearly enough to the street of province and near to the central of city.

Generally, the physical condition of Junior High School “SMIP 1946” Banjarmasin Building and its construction are good. The school has some facilities that support the teaching learning process, the following table will describe about it:

Table 4.1 Condition and Facilities of Junior High School “SMIP 1946”  
Banjarmasin Academic Year 2008/2009

No	Kinds of room	Total	Condition
1	Headmaster’s room	1	Good
2	Teachers’ room	1	Good
3	Administration room	1	Good
4	Classroom	5	Good
5	Library	1	Good
6	Laboratory of natural science	1	Good
7	Language laboratory	1	Good
8	Toilet for teacher	1	Good
9	Toilet for student	1	Good
10	Mushalla	1	Good
11	Volleyball court	1	Good
12	Basketball court	1	Good

Because of the limited room, there is a room used together for Guidance and Counseling, School Healthy Unit, and Student Organization of Internal School.

The school is led by a headmaster. There are 17 teachers who have responsibilities for teaching learning process in accordance with their respective skills and expertise.

Furthermore, it can be seen in the following table:

Table 4.2 Condition of Teachers at Junior High School “SMIP 1946”  
Banjarmasin Academic Year 2008/2009

No	Name / NIP/Faction	Status	Subject	Latest Education
1.	Dra. Hj. Rajihah 131845184/ IV a	GT	PAI	IAIN / Tar / 87
2.	H. Seman Hapizi, S. Pd 131093852/ IV a	GT	B. Indonesia	Unlam/FKIP/S.I B. Indonesia/2000

No	Name / NIP/Faction	Status	Subject	Latest Education
3.	Muh. Fadlie -	GTT	PPKN, IPS	PGAN/1970
4.	Drs. H. Eri Sugia -	GTT	Matematika	Unlam/S.I/Mipa/1991
5.	Husyaini -	GTT	Penjaskes	FKIP/Adm/1997
6.	Khairunnisa, S. Ag. -	GTT	SKI, Qur'an Hadis, KTK	IAIN/Tarbiyah/1994
7.	Saripah Thal'ah, S.Ag -	GTT	Syari'ah, PAI, Qr. Tajwid	IAIN/Tarbiyah/1994
8.	Hj. Robiatul. A, S.Pd 540023339/ III a	GT	IPA	Unlam/Mipa/1997
9.	Syarifah Sempurna, S.Pd -	GTT	B. Inggris	Uniska/S1/ Bahasa Inggris/2000
10.	Inayati Ghazali, S.Pd -	GTT	B. Inggris	Uniska/S1/ Bahasa Inggris/2000
11.	Maryati, S. Ag -	GTT	Penjaskes, Qur'an Hadis	IAIN/S1/ Dakwah/1995
12.	Suci Tresnawati, SE -	GTT	IPS	STIE/ S1/ Akun/1999
13.	Mulyadi, S.Ag -	GTT	Muatan Lokal	IAIN/S1/ Dakwah/1994
14.	Ida Eryani, S.Pd -	GTT	T.I.K	STKIP/S1/ Bahasa Indonesia/2005
15.	Dra. Elly Mulyani -	GTT	Aq. Akhlak, KTK	IAIN/Tarbiyah/ PAI/2003
16.	Rusdiah, S.Ag -	GTT	B. Arab	IAIN/ Tarbiyah/Bahasa Arab/1999
17.	Lisna Ariyani, S.Pd -	GTT	Matematika	Unlam/S1/Mipa/2005

To support the existence of the school, it is needed administration staff. to be clearly, it will be described in the following table:

Table 4.3 Administration Staff of Junior High School “SMIP 1946” Banjarmasin Academic Year 2008/2009

No	Name	Description
1	Muh. Fadlie	Head of Administration
2	Firdaus Muslim	Administration staff
3	Khairunnisa, S.Ag	Administration staff
4	Sarifah Thal’ah	Administration staff

To achieve the goal of teaching and learning process effectively and efficiently in Junior High school “SMIP 1946” Banjarmasin, the students are divided into 5 classes. There are about 186 students at the school from the first year to the third year. The research has been done at the second year that consists of 39 students. The following table contains information about total number of students of Junior High school “SMIP 1946” Banjarmasin in academic year 2008/2009:

Table 4.4 Total Number of Students of Junior High School “SMIP 1946” Banjarmasin Academic Year 2008/2009

No	Class	Sex		Total
		Male	Female	
1	I A	0	36	36
2	I B	35	0	35
3	I C	19	16	35
4	II	19	20	39
5	III	22	19	41
Total		95	91	186

## **B. Data Presentation**

All items of English test of the first semester examination at the second year students of Junior High School “SMIP 1946” Banjarmasin academic year 2008/2009 that consist of 50 items are in multiple-choice form. All of these items are analyzed and the result are as follows:

### **1. Difficulty Level**

The quality of the item can be known from the difficulty level of each item. An item can be stated as a good item if the item is not too easy and not too difficult. In other words, a good item is the item whose difficulty level is in medium category.

From that statement, it can be concluded that the items which all testees cannot answer correctly because of difficulty are considered as bad items. Conversely, the items which all of testees can answer correctly but they are too easy are also categorized as bad items.

The result of enumeration of the difficulty level of test items from number 1 to 50 and their criteria can be seen in the following table:

Table 4.5 The Difficulty Level of English Test Items of The First Semester Examination for The Second Year Students of Junior High School “Smip 1946” Banjarmasin Academic Year 2008/2009

No.	Difficulty Level	Criteria
1	$\frac{10+6}{20} = \frac{16}{20} = 0,8$	Easy
2	$\frac{10+8}{20} = \frac{18}{20} = 0,9$	Easy
3	$\frac{10+7}{20} = \frac{17}{20} = 0,85$	Easy
4	$\frac{6+5}{20} = \frac{11}{20} = 0,55$	Medium
5	$\frac{2+4}{20} = \frac{6}{20} = 0,3$	Medium
6	$\frac{1+1}{20} = \frac{2}{20} = 0,1$	Difficult
7	$\frac{3+2}{20} = \frac{5}{20} = 0,25$	Medium
8	$\frac{0+1}{20} = \frac{1}{20} = 0,05$	Difficult
9	$\frac{6+5}{20} = \frac{11}{20} = 0,55$	Medium
10	$\frac{3+0}{20} = \frac{3}{20} = 0,15$	Difficult
11	$\frac{0+1}{20} = \frac{1}{20} = 0,05$	Difficult
12	$\frac{3+1}{20} = \frac{4}{20} = 0,2$	Difficult
13	$\frac{0+1}{20} = \frac{1}{20} = 0,05$	Difficult
14	$\frac{1+1}{20} = \frac{2}{20} = 0,1$	Difficult
15	$\frac{2+2}{20} = \frac{4}{20} = 0,2$	Difficult
16	$\frac{6+4}{20} = \frac{10}{20} = 0,5$	Medium

No.	Difficulty Level	Criteria
17	$\frac{7+6}{20} = \frac{13}{20} = 0,65$	Medium
18	$\frac{4+3}{20} = \frac{7}{20} = 0,35$	Medium
19	$\frac{9+8}{20} = \frac{17}{20} = 0,85$	Easy
20	$\frac{3+5}{20} = \frac{8}{20} = 0,4$	Medium
21	$\frac{2+0}{20} = \frac{2}{20} = 0,1$	Difficult
22	$\frac{0+1}{20} = \frac{1}{20} = 0,05$	Difficult
23	$\frac{6+1}{20} = \frac{7}{20} = 0,35$	Medium
24	$\frac{5+5}{20} = \frac{10}{20} = 0,5$	Medium
25	$\frac{5+3}{20} = \frac{8}{20} = 0,4$	Medium
26	$\frac{7+5}{20} = \frac{12}{20} = 0,6$	Medium
27	$\frac{6+1}{20} = \frac{7}{20} = 0,35$	Medium
28	$\frac{3+2}{20} = \frac{5}{20} = 0,25$	Medium
29	$\frac{4+2}{20} = \frac{6}{20} = 0,3$	Medium
30	$\frac{0+0}{20} = \frac{0}{20} = 0$	Difficult
31	$\frac{7+8}{20} = \frac{15}{20} = 0,75$	Medium
32	$\frac{3+6}{20} = \frac{9}{20} = 0,45$	Medium
33	$\frac{0+0}{20} = \frac{0}{20} = 0$	Difficult

No.	Difficulty Level	Criteria
34	$\frac{6+6}{20} = \frac{12}{20} = 0,6$	Medium
35	$\frac{7+0}{20} = \frac{7}{20} = 0,35$	Medium
36	$\frac{1+0}{20} = \frac{1}{20} = 0,05$	Difficult
37	$\frac{2+0}{20} = \frac{2}{20} = 0,1$	Difficult
38	$\frac{1+0}{20} = \frac{1}{20} = 0,05$	Difficult
39	$\frac{3+1}{20} = \frac{4}{20} = 0,2$	Difficult
40	$\frac{5+2}{20} = \frac{7}{20} = 0,35$	Medium
41	$\frac{4+1}{20} = \frac{5}{20} = 0,25$	Medium
42	$\frac{3+1}{20} = \frac{4}{20} = 0,2$	Difficult
43	$\frac{4+2}{20} = \frac{6}{20} = 0,3$	Medium
44	$\frac{1+1}{20} = \frac{2}{20} = 0,1$	Difficult
45	$\frac{5+3}{20} = \frac{8}{20} = 0,4$	Medium
46	$\frac{5+0}{20} = \frac{5}{20} = 0,25$	Medium
47	$\frac{1+1}{20} = \frac{2}{20} = 0,1$	Difficult
48	$\frac{2+5}{20} = \frac{7}{20} = 0,35$	Medium
49	$\frac{2+7}{20} = \frac{9}{20} = 0,45$	Medium
50	$\frac{3+1}{20} = \frac{4}{20} = 0,2$	Medium



From the table above, it is found that 27 items from 50 items can be categorized as medium items. The items that are inclusive in easy category are 4 items, and 19 items are categorized in difficult category.

In the percentage are presented below:

$$\text{Medium items} = \frac{27}{50} \times 100\% = 54\%$$

$$\text{Easy Items} = \frac{4}{50} \times 100\% = 8\%$$

$$\text{Difficult items} = \frac{19}{50} \times 100\% = 38\%$$

## 2. Discriminating Power

Discriminating power is the ability of an item to differ the upper students with the lower students. To find the discriminating power, all students are divided into two groups. The upper group and lower group.

The result of the discriminating power from number 1 to 50 items can be seen in the following table:

Table 4.6 The Discriminating Power of English Test Items of The First Semester Examination for The Second Year Students of Junior High School “SMIP 1946” Banjarmasin Academic Year 2008/2009

No	Discriminating Power	Category
1	$\frac{10-6}{\frac{1}{2} \cdot 20} = \frac{4}{10} = 0,4$	Good
2	$\frac{10-8}{\frac{1}{2} \cdot 20} = \frac{2}{10} = 0,2$	Good
3	$\frac{10-7}{\frac{1}{2} \cdot 20} = \frac{3}{10} = 0,3$	Good
4	$\frac{6-5}{\frac{1}{2} \cdot 20} = \frac{1}{10} = 0,1$	Good
5	$\frac{2-4}{\frac{1}{2} \cdot 20} = \frac{-2}{10} = -0,2$	Bad
6	$\frac{1-1}{\frac{1}{2} \cdot 20} = \frac{0}{10} = 0$	Bad
7	$\frac{3-2}{\frac{1}{2} \cdot 20} = \frac{1}{10} = 0,1$	Good
8	$\frac{0-1}{\frac{1}{2} \cdot 20} = \frac{-1}{10} = -0,1$	Bad
9	$\frac{6-5}{\frac{1}{2} \cdot 20} = \frac{1}{10} = 0,1$	Good
10	$\frac{3-0}{\frac{1}{2} \cdot 20} = \frac{3}{10} = 0,3$	Good
11	$\frac{0-1}{\frac{1}{2} \cdot 20} = \frac{-1}{10} = -0,1$	Bad
12	$\frac{3-1}{\frac{1}{2} \cdot 20} = \frac{2}{10} = 0,2$	Good
13	$\frac{0-1}{\frac{1}{2} \cdot 20} = \frac{-1}{10} = -0,1$	Bad
14	$\frac{1-1}{\frac{1}{2} \cdot 20} = \frac{0}{10} = 0$	Bad
15	$\frac{2-2}{\frac{1}{2} \cdot 20} = \frac{0}{10} = 0$	Bad
16	$\frac{6-4}{\frac{1}{2} \cdot 20} = \frac{2}{10} = 0,2$	Good

No	Discriminating Power	Category
17	$\frac{7-6}{\frac{1}{2} \cdot 20} = \frac{1}{10} = 0,1$	Good
18	$\frac{4-3}{\frac{1}{2} \cdot 20} = \frac{1}{10} = 0,1$	Good
19	$\frac{9-8}{\frac{1}{2} \cdot 20} = \frac{1}{10} = 0,1$	Good
20	$\frac{3-5}{\frac{1}{2} \cdot 20} = \frac{-2}{10} = -0,2$	Bad
21	$\frac{2-0}{\frac{1}{2} \cdot 20} = \frac{2}{10} = 0,2$	Good
22	$\frac{0-1}{\frac{1}{2} \cdot 20} = \frac{-1}{10} = -0,1$	Bad
23	$\frac{6-1}{\frac{1}{2} \cdot 20} = \frac{5}{10} = 0,5$	Good
24	$\frac{5-5}{\frac{1}{2} \cdot 20} = \frac{0}{10} = 0$	Bad
25	$\frac{5-3}{\frac{1}{2} \cdot 20} = \frac{2}{10} = 0,2$	Good
26	$\frac{7-5}{\frac{1}{2} \cdot 20} = \frac{2}{10} = 0,2$	Good
27	$\frac{6-1}{\frac{1}{2} \cdot 20} = \frac{5}{10} = 0,5$	Good
28	$\frac{3-2}{\frac{1}{2} \cdot 20} = \frac{1}{10} = 0,1$	Good
29	$\frac{4-2}{\frac{1}{2} \cdot 20} = \frac{2}{10} = 0,2$	Good
30	$\frac{0-0}{\frac{1}{2} \cdot 20} = \frac{0}{10} = 0$	Bad
31	$\frac{7-8}{\frac{1}{2} \cdot 20} = \frac{-1}{10} = -0,1$	Bad
32	$\frac{3-6}{\frac{1}{2} \cdot 20} = \frac{-3}{10} = -0,3$	Bad
33	$\frac{0-0}{\frac{1}{2} \cdot 20} = \frac{0}{10} = 0$	Bad

No	Discriminating Power	Category
34	$\frac{6-6}{\frac{1}{2} \cdot 20} = \frac{0}{10} = 0$	Bad
35	$\frac{7-0}{\frac{1}{2} \cdot 20} = \frac{7}{10} = 0,7$	Good
36	$\frac{1-0}{\frac{1}{2} \cdot 20} = \frac{1}{10} = 0,1$	Good
37	$\frac{2-0}{\frac{1}{2} \cdot 20} = \frac{2}{10} = 0,2$	Good
38	$\frac{1-0}{\frac{1}{2} \cdot 20} = \frac{1}{10} = 0,1$	Good
39	$\frac{3-1}{\frac{1}{2} \cdot 20} = \frac{2}{10} = 0,2$	Good
40	$\frac{5-2}{\frac{1}{2} \cdot 20} = \frac{3}{10} = 0,3$	Good
41	$\frac{4-1}{\frac{1}{2} \cdot 20} = \frac{3}{10} = 0,3$	Good
42	$\frac{3-1}{\frac{1}{2} \cdot 20} = \frac{2}{10} = 0,2$	Good
43	$\frac{4-2}{\frac{1}{2} \cdot 20} = \frac{2}{10} = 0,2$	Good
44	$\frac{1-1}{\frac{1}{2} \cdot 20} = \frac{0}{10} = 0$	Bad
45	$\frac{5-3}{\frac{1}{2} \cdot 20} = \frac{2}{10} = 0,2$	Good
46	$\frac{5-0}{\frac{1}{2} \cdot 20} = \frac{5}{10} = 0,5$	Good
47	$\frac{1-1}{\frac{1}{2} \cdot 20} = \frac{0}{10} = 0$	Bad
48	$\frac{2-5}{\frac{1}{2} \cdot 20} = \frac{-3}{10} = -0,3$	Bad
49	$\frac{2-7}{\frac{1}{2} \cdot 20} = \frac{-5}{10} = -0,5$	Bad
50	$\frac{3-1}{\frac{1}{2} \cdot 20} = \frac{2}{10} = 0,2$	Good

From the table above, it can be known that the items whose good discriminating power are 31 items and 19 item are categorized as bad items.

In the percentage are presented below:

$$\text{Good items} = \frac{31}{50} \times 100\% = 62\%$$

$$\text{Bad items} = \frac{19}{50} \times 100\% = 38$$

### C. Data Analysis

After the needed data are collected, then it is presented in data presentation, the next step is data analysis. the following table will describe the counting result of the difficulty level and the discriminating power of English test items for the second year students of Junior High School “SMIP 1946” Banjarmasin academic year 2008/2009 of the first semester examination.

Table 4.7 Recapitulation of The Difficulty Level And The Discriminating Power of English Test Items of The First Semester Examination for The Second Year Students of Junior High School “SMIP 1946” Banjarmasin Academic Year 2008/2009

No. Item	NUG	NLG	U+L	U-L	Diff. Level	Disc. Power	Description	
1	10	6	16	4	0,8	0,4	-	-
2	10	8	18	2	0,9	0,2	-	-
3	10	7	17	3	0,85	0,3	-	-
4	6	5	11	1	0,55	0,1	-	-
5	2	4	6	-2	0,3	-0,2	-	Revised
6	1	1	2	0	0,1	0	-	Revised
7	3	2	5	1	0,25	0,1	-	-
8	0	1	1	-1	0,05	-0,1	-	Revised
9	6	5	11	1	0,55	0,1	-	-
10	3	0	3	3	0,15	0,3	-	-
11	0	1	1	-1	0,05	-0,1	-	Revised

No. Item	NUG	NLG	U+L	U-L	Diff. Level	Disc. Power	Description	
12	3	1	4	2	0,2	0,2	-	-
13	0	1	1	-1	0,05	-0,1	-	Revised
14	1	1	2	0	0,1	0	-	Revised
15	2	2	4	0	0,2	0	-	Revised
16	6	4	10	2	0,5	0,2	-	-
17	7	6	13	1	0,65	0,1	-	-
18	4	3	7	1	0,35	0,1	-	-
19	9	8	17	1	0,85	0,1	-	-
20	3	5	8	-2	0,4	-0,2	-	Revised
21	2	0	2	2	0,1	0,2	-	-
22	0	1	1	-1	0,05	-0,1	-	Revised
23	6	1	7	5	0,35	0,5	-	-
24	5	5	10	0	0,5	0	-	Revised
25	5	3	8	2	0,4	0,2	-	-
26	7	5	12	2	0,6	0,2	-	-
27	6	1	7	5	0,35	0,5	-	-
28	3	2	5	1	0,25	0,1	-	-
29	4	2	6	2	0,3	0,2	-	-
30	0	0	0	0	0	0	Revised	Revised
31	7	8	15	-1	0,75	-0,1	-	Revised
32	3	6	9	-3	0,45	-0,3	-	Revised
33	0	0	0	0	0	0	Revised	Revised
34	6	6	12	0	0,6	0	-	Revised
35	7	0	7	7	0,35	0,7	-	-
36	1	0	1	1	0,05	0,1	-	-
37	2	0	2	2	0,1	0,2	-	-
38	1	0	1	1	0,05	0,1	-	-
39	3	1	4	2	0,2	0,2	-	-
40	5	2	7	3	0,35	0,3	-	-
41	4	1	5	3	0,25	0,3	-	-
42	3	1	4	2	0,2	0,2	-	-
43	4	2	6	2	0,3	0,2	-	-
44	1	1	2	0	0,1	0	-	Revised
45	5	3	8	2	0,4	0,2	-	-
46	5	0	5	5	0,25	0,5	-	-
47	1	1	2	0	0,1	0	-	Revised
48	2	5	7	-3	0,35	-0,3	-	Revised
49	2	7	9	-5	0,45	-0,5	-	Revised
50	3	1	4	2	0,2	0,2	-	-

Explanation:

NUG : Number of upper group who answer item test correctly

NLG : Number of lower group who answer item test correctly

From the table above it can be known that there are 31 items that have good discriminating power. The items can be saved and used for the next examination because they can discriminate between the upper students and the lower students. They are number 1, 2, 3, 4, 7, 9, 10, 12, 16, 17, 18, 19, 21, 23, 25, 26, 27, 28, 29, 35, 36, 37, 38, 39, 40, 41, 42, 43, 45, 46, and 50.

Beside good discriminating power, there are 19 items that have bad discriminating power. They should be revised or changed because they can not discriminate between the upper students and the lower students. They are number 5, 6, 8, 11, 13, 14, 15, 20, 22, 24, 30, 31, 32, 33, 34, 44, 47, 48, and 49. There are 9 items of them that have zero (0) discriminating power. They are number 6, 14, 15, 24, 30, 33, 34, 44, and 47. These items can not discriminate between the upper and the lower students because the number of upper and lower students who answer them correctly are same. Beside that, there are 10 items that have negative (-) discriminating power. They are number 5, 8, 11, 13, 20, 22, 31, 32, 48, and 49. The lower students more able to answer correctly than the upper students.

There are 4 items categorized as easy items, they are number 1, 2, 3, and 19. These items are easy because almost of testees can answer the questions well.

The difficult items are number 6, 8, 10, 11, 12, 13, 14, 15, 21, 22, 36, 37, 38, 39, 44, 47, and 50. There are 8 items about tenses. They are number 13, 14, 15,

36, 37, 38, 44, and 47. For item number 14, it should be answered in form present continuous while testees answered in form simple future and for number 38 also should be answered in present continuous but most of testees answer it in form simple present. Number 13 is in form simple past tense and number 15 in form present tense while most of testees answer both items in form simple future. For number 36, 37, 44, and 47 the items should be answered in for simple past tense. But most of testees answer it in form simple present tense. So it can be known that most of students just master simple present and simple future. They still do not master simple past and present continuous. For number 10 and 21, the testees were asked to answer that not correct statement from the text and table. But most of them answer it in correct statement. They do not understand the instruction. Number 22 should be answered in question form for uncountable noun but most of testees answer in affirmative sentence for countable noun. Item number 6, the option still confusing for the testees. Number 8, the topic sentence is at the end of paragraph so most of testees cannot answer it correctly. For number 39, the option still unfamiliar in vocabulary for testees. The items number 11, 12, and 50 are in dialog form and using expressions. Most of testees cannot answer them correctly. They do not master about expression.

Number 30 and 33 are too difficult because all of testees from upper and lower students cannot answer them correctly. These items also in dialog form and used expressions. For number 30, testees were asked to analyze the meaning of phrase in dialog. But all of them cannot answer it, most of them chose option A



because it is looked similar with the stem. For number 33, testees were asked to determine the usage of utterance or expression in dialog. But all of them also cannot answer it, most of them chose option D because the stem has same word with option D. So, the distracter was not function well. Both items should be revised or changed and cannot be used for the next examination.

So the items which in medium category are 27 items. They are number 4, 5, 7, 9, 16, 17, 18, 20, 23, 24, 25, 26, 27, 28, 29, 31, 32, 34, 35, 40, 41, 43, 45, 46, 48, 49, and 50. These items are not difficult and not easy.