

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

1. Description about The Students Achivement of Seventh Semester in IELTS Reading Academic Module Practice at the English Department of IAIN Antasari

To know about students' achivement in IELTS Reading academic module practice, the writer conducted test five times which is on October 17th, 2016, October 18th, 2016, October 26th, 2016, November 4th, 2016 and November 14th , 2016 at 5 English Education Major classes (A, B, C, D and E) of IAIN Antasari Banjarmasin.

This test contains 40 questions for 60 minutes. The highest score is 9 and the lowest is 0. All the sample of the seventh semester students of English Education Major.

The test result of the seventh semester students of English Education Major at IAIN Antasari Banjarmasin , it can be seen in these tables below:

Table 4. 1 The student's score of IELTS Academic Reading Test

Students' Number	Score	Students' Number	Score
1	5.5	21	4.5
2	5.5	22	4.5
3	5.5	23	4.5
4	5.5	24	4.5
5	5.5	25	4.5
6	5.5	26	4.5
7	5.5	27	4.5

8	5.5	28	4.5
9	5.5	29	4.5
10	5.5	30	4
11	5	31	4
12	5	32	4
13	5	33	4
14	5	34	4
15	5	35	4
16	5	36	4
17	5	37	4
18	5	38	4
19	5	39	4
20	5	Total	185.5

Based on the result of the test score in the table 4.1 it is found the data that the highest score is 5.5 and the lowest score is 4 from the total score **185.5**. If the student's answer all are correct, the score should be 9.

Table. 4.2 The IELTS scores and interpretation

The IELTS band score scale			$p = \frac{f}{N} \times 100\%$	
Score	Category	Interpretation	f	% (p)
9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.	0	0%
8.5	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies.	0	0%
8		Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.	0	0%

7.5	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.	0	0%
7			0	0%
6.5	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.	0	0%
6			0	0%
5.5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.	10	25.64 %
5			10	25.64%
4.5	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.	9	23.07%
4			10	25.64%
3.5	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.	0	0%
3			0	0%

2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.	0	0%
1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.	0	0%
0	Did not attempt the test	No assessable information provided.	0	0%
Total			N = 39	100%

From the table above can be seen there 10 students (25.64%) whose score are 5.5 and 10 students (25.64%) whose score are 5 that classified in the modest user. There are 9 students (23.07%) whose score are 4.5 and 10 students (25.64%) whose score are 4 and they are classified in the Limited user. Meanwhile there is none student (0%) whose score around 6 -9 and 0- < 3.5. it means there is no one student is classified in the expert user, very good user, good user, competent user, extremely user limited user, Intermittent user, and non user.

Based on the data in the table 4.1, it can be known that the mean score of student's achievement in doing IELTS reading academic module practice is the total score is divided by the number of test takers.

$$M = \frac{\sum x}{N}$$

M = Mean

$\sum x$ = Total Score

N = The number of respondents/test takers

$$M = \frac{\sum x}{N}$$

$$M = \frac{185.5}{39}$$

$$M = 4.75$$

The mean score 4.75 shows that Students' achievement in doing IELTS reading academic module practice at English Education Departemen, Faculty of Tarbiyah and Teachers Training in Antasari State Institute for Islamic Studies Banjarmasin can be concluded in Limited user with the score 4.75, the score will go down to 4.5.

2. Description about analysis of most common problem faced by the seventh semester students toward IELTS reading academic module practice

Table. 4.3 Frequency of problem in True False Not Given

No	Item Number	Questions	Frequency of error
1	1	Chronobiology is the study of how living things have evolved over time.	27

2	2	The rise and fall of sea levels affects how sea creatures behave.	27
3	3	Most animals are active during the daytime.	39
4	4	Circadian rhythms identify how we do different things on different days.	8
5	5	A 'night person' can still have a healthy circadian rhythm.	21
6	6	New therapies can permanently change circadian rhythms without causing harm.	17
7	7	Naturally-produced vegetables have more nutritional value.	12
7 items		Total	151

From the table above there are 7 items test for True False Not given. It can be seen that the highest error is on number 3 with 39 students and the lowest one is number 4 with 8 students. The average of error in this item is as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{151}{39 \times 7} \times 100\% \\
 &= \frac{151}{273} \times 100\% \\
 &= 55.31\%
 \end{aligned}$$

Table. 4.4 Frequency of problem in Multiple choice type 1

No	Item Number	Test item	Frequency of error
1	8	What did researchers identify as the ideal time to wake up in the morning? A. 6.04 B. 7.00 C. 7.22 D. 7.30	24
2	9	In order to lose weight, we should A. avoid eating breakfast B. eat a low carbohydrate breakfast C. exercise before breakfast D. exercise after breakfast	32
3	10	Which is NOT mentioned as a way to improve supplement absorption? A. avoiding drinks containing caffeine while taking supplements B. taking supplements at breakfast C. taking supplements with foods that can dissolve them D. storing supplements in a cool, dry environment	37
4	11	The best time to stop drinking coffee is A. mid-afternoon B. 10 p.m. C. only when feeling anxious D. after dinner	22
5	12	In the evening, we should A. stay away from carbohydrates B. stop exercising C. eat as much as possible D. eat a light meal	17
6	13	Which of the following phrases best describes the main aim of Reading Passage1? A. to suggest healthier ways of eating, sleeping and exercising B. to describe how modern life has made chronobiology largely irrelevant C. to introduce chronobiology and describe some practical applications	12

	D. to plan a daily schedule that can alter our natural chronobiological rhythms	
6 items	Total	144

From the table above there are 6 items test for Multiple choice type

1. It can be seen that the highest error is on number 10 with 37 students and the lowest one is number 13 with 12 students. The average of error in this item is as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{144}{39 \times 6} \times 100\% \\
 &= \frac{144}{234} \times 100\% \\
 &= 61.53\%
 \end{aligned}$$

Table. 4.5 Frequency of problem in Classification questions

No	Item Number	Test item	Frequency of error
1	14	giving up short-term happiness for future gains	32
2	15	maintaining the bodily functions necessary for life	19
3	16	experiencing the pain of losing another	20
4	17	forming communities and social groups	16
5	18	a decision and carrying it out	14
6	19	guarding areas of land	9
7	20	developing explanations for things	6
8	21	looking after one's young	15
9	22	responding quickly to sudden movement and noise	20
	9 items	Total	151

From the table above there are 9 items test for Classification questions. It can be seen that the highest error is on number 14 with 32 students and the lowest one is number 20 with 6 students. The average of error in this item is as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{151}{39 \times 9} \times 100\% \\
 &= \frac{151}{351} \times 100\% \\
 &= 43.01\%
 \end{aligned}$$

Table. 4.6 Frequency of problem in Sentence completing type 2

No	Item Number	Test item	Frequency of error
1	23	A person with only a functioning reptilian cortex is known as . . .	39
2	24	. . . in humans is associated with limbic disruption.	20
3	25	An industrial accident caused Phineas Gage to lose part of his . . .	10
4	26	After his accident, co-workers noticed an imbalance between Gage's . . . and higher-order thinking.	19
4 items		Total	88

From the table above there are 4 items test for Sentence completing type 2. It can be seen that the highest error is on number 23 with 39 students and the lowest one is number 25 with 10 students. The average of error in this item is as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{88}{39 \times 4} \times 100\% \\
 &= \frac{88}{156} \times 100\% \\
 &= 56.41\%
 \end{aligned}$$

Table. 4.7 Frequency of problem in Matching paragraph information

No	Item Number	Test item	Frequency of error
1	27	a use for helium which makes an activity safer	16
2	28	the possibility of creating an alternative to helium	10
3	29	a term which describes the process of how helium is taken out of the ground	34
4	30	a reason why users of helium do not make efforts to conserve it	32
5	31	a contrast between helium's chemical properties and how non-scientists think about it	37
5 items		Total	129

From the table above there are 5 items test for Matching paragraph information. It can be seen that the highest error is on number 31 with 37 students and the lowest one is number 28 with 10 students. The average of error in this item is as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{129}{39 \times 5} \times 100\% \\
 &= \frac{129}{195} \times 100\% \\
 &= 66.15\%
 \end{aligned}$$

Table. 4.8 Frequency of problem in Yes No Not given

No	Item Number	Test item	Frequency of error
1	32	Helium chooses to be on its own.	24
2	33	Helium is a very cold substance.	35
3	34	High-tech industries in Asia use more helium than laboratories and manufacturers in other parts of the world.	24
4	35	The US Congress understood the possible consequences of the HPA.	26
4 items		Total	109

From the table above there are 4 items test for Yes No Not given. It can be seen that the highest error is on number 33 with 35 students and the lowest are number 32 with 24 students and number 34 with 24 students.

The average of error in this item is as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{109}{39 \times 4} \times 100\% \\
 &= \frac{109}{156} \times 100\% \\
 &= 69.87\%
 \end{aligned}$$

Table. 4.9 Frequency of problem in Summary

No	Item Number	Test item	Frequency of error
1	36	Sobotka argues that big business and users of helium need to help look after helium stocks because 36 . . .	39

2	37	will not be encouraged through buying and selling alone. Richardson believes that the 37 . . .	38
3	38	needs to be withdrawn, as the U.S. provides most of the world's helium. He argues that higher costs would mean people have 38 . . .	34
4	39	to use the resource many times over. People should need a 39 . . .	38
5	40	to access helium that we still have. Furthermore, a 40 . . . should ensure that helium is used carefully	39
5 items		Total	188

From the table above there are 5 items test for Matching paragraph information. It can be seen that the highest error is on number 36 with 39 students and number 40 with 39 students and the lowest one is number 38 with 34 students. The average of error in this item is as follow:

$$\begin{aligned}
 P &= \frac{F}{N \times n} \times 100\% \\
 &= \frac{188}{39 \times 5} \times 100\% \\
 &= \frac{188}{195} \times 100\% \\
 &= 96.41\%
 \end{aligned}$$

The sequence of IELTS reading academic module practice which is based on high frequency of problems that faced by the students, as in the following table. It can be seen which one of it that is the highest frequency of problem and the lower frequency.

Table. 4.10. The sequence of IELTS reading academic module practice based on its high frequency of problems

No	Type	Frequency
1	Summary	96.41%
2	Yes No Not given	69.87%
3	Matching Paragraph Information	66.15%
4	Multiple Choice Type 1	61.53%
5	Sentence Completing type 2	56.41%
6	True False Not given	55.31%
7	Classification questions	43.01%

The most problem faced by the students is summary which is the frequency 96.41%, followed by Yes No Not given which is the frequency 69.87%, then Matching Paragraph Information which is the frequency 66.15%, next Multiple Choice Type 1 which is the frequency 61.53%, then Sentence Completing type 2 which is the frequency 56.41%, next True False Not given which is the frequency 55.31%, next the last is Classification questions which is the frequency 43.01%.

To support the research finding of the result on student's answer the writer also give the description about the difficult questions faced by students and serve the difficulty Index of 40 questions in IELTS reading academic module practice doing by 39 seventh semester students of English Education Departement.

Table. 4.11 The Description about the difficulty Index of 40 questions in IELTS reading academic module practice at English Department of Tarbiyah and Teachers Training Faculty of ‘Antasari’ State Institute for Islamic Studies that is participated by 39 students.

No .	Type of Question	Item Question Number	Number of Difficulty Index (p)	Interpretation
1.	True, False, Not Given	1	$p = \frac{B}{Js} = \frac{12}{40} = 0.3$	Fair category
		2	$p = \frac{B}{Js} = \frac{12}{40} = 0.3$	Fair category
		3	$p = \frac{B}{Js} = \frac{0}{40} = 0$	*Difficult category
		4	$p = \frac{B}{Js} = \frac{31}{40} = 0.775$	Easy category
		5	$p = \frac{B}{Js} = \frac{18}{40} = 0.45$	Fair category
		6	$p = \frac{B}{Js} = \frac{22}{40} = 0.55$	Fair category
		7	$p = \frac{B}{Js} = \frac{27}{40} = 0.67$	Fair category
2.	Multiple Choice Type 1	8	$p = \frac{B}{Js} = \frac{15}{40} = 0.375$	Fair category
		9	$p = \frac{B}{Js} = \frac{7}{40} = 0.175$	*Difficult category
		10	$p = \frac{B}{Js} = \frac{2}{40} = 0.05$	*Difficult category
		11	$p = \frac{B}{Js} = \frac{17}{40} = 0.425$	Fair category
		12	$p = \frac{B}{Js} = \frac{22}{40} = 0.55$	Fair category
		13	$p = \frac{B}{Js} = \frac{27}{40} = 0.675$	Fair category

3.	Classification questions	14	$p = \frac{B}{Js} = \frac{7}{40} = 0.175$	*Difficult category
		15	$p = \frac{B}{Js} = \frac{20}{40} = 0.5$	Fair category
		16	$p = \frac{B}{Js} = \frac{19}{40} = 0.475$	Fair category
		17	$p = \frac{B}{Js} = \frac{23}{40} = 0.575$	Fair category
		18	$p = \frac{B}{Js} = \frac{25}{40} = 0.625$	Fair category
		19	$p = \frac{B}{Js} = \frac{30}{40} = 0.75$	Easy category
		20	$p = \frac{B}{Js} = \frac{33}{40} = 0.825$	Easy category
		21	$p = \frac{B}{Js} = \frac{24}{40} = 0.6$	Fair category
		22	$p = \frac{B}{Js} = \frac{19}{40} = 0.475$	Fair category
4.	Sentence Completing Type 2	23	$p = \frac{B}{Js} = \frac{0}{40} = 0$	*Difficult category
		24	$p = \frac{B}{Js} = \frac{19}{40} = 0.475$	Fair category
		25	$p = \frac{B}{Js} = \frac{29}{40} = 0.725$	Easy category
		26	$p = \frac{B}{Js} = \frac{20}{40} = 0.5$	Fair category
5.	Matching Paragraph Information	27	$p = \frac{B}{Js} = \frac{23}{40} = 0.575$	Fair category
		28	$p = \frac{B}{Js} = \frac{29}{40} = 0.725$	Easy category
		29	$p = \frac{B}{Js} = \frac{5}{40} = 0.125$	*Difficult category
		30	$p = \frac{B}{Js} = \frac{7}{40} = 0.175$	*Difficult category
		31	$p = \frac{B}{Js} = \frac{2}{40} = 0.05$	*Difficult category

6.	Yes, No, Not Given	32	$p = \frac{B}{J_s} = \frac{15}{40} = 0.375$	Fair category
		33	$p = \frac{B}{J_s} = \frac{4}{40} = 0.1$	*Difficult category
		34	$p = \frac{B}{J_s} = \frac{15}{40} = 0.375$	Fair category
		35	$p = \frac{B}{J_s} = \frac{13}{40} = 0.325$	Fair category
7.	Summary	36	$p = \frac{B}{J_s} = \frac{0}{40} = 0$	*Difficult category
		37	$p = \frac{B}{J_s} = \frac{1}{40} = 0.025$	*Difficult category
		38	$p = \frac{B}{J_s} = \frac{5}{40} = 0.125$	*Difficult category
		39	$p = \frac{B}{J_s} = \frac{1}{40} p = 0.025$	*Difficult category
		40	$p = \frac{B}{J_s} = \frac{0}{40} = 0$	*Difficult category

Based on the table above, it can be identified that for item question number (10), its B (Frequency of students' answer are correct) is 0.05, then for item question number (12) its B is 0.55, and B for item question number (19) is 0.75. So the interpretation for item question number (10) is it is categorized in the **difficult category**, then for item question number (12) is categorized in the **fair category**, and then item question number (19) is categorized in the **easy category**. To make it clearer, the writer put them in the table as following:

Table. 4.12 The difficulty Index of type questions in IELTS Reading Acedemic Module Practice at English Department of Tarbiyah and Teachers Training Faculty of ‘Antasari’ State Institute for Islamic Studies that is participated by 39 students.

Type	Mean of difficult index each question $\frac{\Sigma P}{N \text{ question}}$	Category
1 True, False, Not Given	$\frac{3.05}{7} = 0.435$	Fair Category
2 Multiple Choice Type 1	$\frac{2.25}{6} = 0.375$	Fair Category
3 Classification questions	$\frac{5}{9} = 0.55$	Fair Category
4 Sentence Completing Type 2	$\frac{1.7}{4} = 0.425$	Fair Category
5 Matching Paragraph Information	$\frac{1.65}{5} = 0.33$	Fair Category
6 Yes, No, Not Given	$\frac{1.175}{4} = 0.293$	Difficult Category
7 Summary	$\frac{0.175}{5} = 0.035$	Difficult Category

The table bellow describe about the specific question that students difficult to answering while doing IELTS academic reading. The students often made mistakes or got wrong answer on specific questions in each type of question that categorized as difficult to answer for students in IELTS Reading Academic Module Practice.

Table. 4.13 The Description about Frequency of students' wrong answer in each types of question that categorized as difficult for students in IELTS Reading Academic Module Practice at English Department of Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin that is participated by 39 students.

Question Number	Type of Question	Frequency of Students wrong answer	Percentage	Difficult Index
3	True, False, Not Given	39	7.70	0
9	Multiple Choice Type 1	32	6.35	0.175
10		37	7.32	0.05
14	Classification questions	32	6.35	0.175
23	Sentence Completing Information Type 2	39	7.70	0
29	Matching Paragraph Information	34	6.74	0.125
30		32	6.35	0.175
31		37	7.32	0.05
33	Yes, No, Not Given	35	6.93	0.1
36	Summary	39	7.70	0
37		38	7.51	0.025
38		34	6.74	0.125
39		38	7.51	0.025
40		39	7.70	0
Total		505	99.92 (100%)	

Based on the table 4.12 above and from analyzing the students' wrong answers of the questions, the writer identified that the most common problem faced by students in IELTS reading academic module practice are in type 1, True False Not given at question number (3); type 2, Multiple choice type 1 at questions number (9) and (10); type 3, Classification question at question number (14); type 4, Sentence completing type 2 at

question number (23); type 5, Matching paragraph information at question number (29), (30) and (31); type 6, Yes No Not given at question number (33) and the last type 7, Summary at question number (36), (37), (38), (39) and (40).

The writer also put some numbers of item questions which students made mistake in answering them in the table above that is categorized in difficult category based on the students frequency where the total number of students made mistake in answering those question are having difficult index are about less than 0.30 (<0.30) of their total number are 39 students. It means that about more than 72% of students made mistake in answering those questions. Because of that reason, so the writer thinks that it is important to identify those questions.

The types of questions in IELTS Reading Academic Module Practice which are difficult for students to understand according to difficult index each questions are in true, false, not given at question number 3 with difficult index 0 and frequency of students' wrong answers is 40 among 39 students. Multiple choice type 1 at question number 9 and 10 with difficult index 0.175 and 0.05 and frequency of students' wrong answers are 33 and 38 among 39 students. Also Classification questions at question number 14 with difficult index 0.175 and frequency of students' wrong answers is 33 among 39 students.

Then in Sentence completing information type 2 at question number 23 with difficult index 0 for each question and frequency of students' wrong answers is 40 among 39 students for each question. Next in matching paragraph information at

question number 29, 30 and 31 with difficult index 0.125, 0.175 and 0.05 and frequency of students' wrong answers are 35, 33 and 38 among 39 students. Also in yes, no, not given at question number 33 with difficult index 0.1 and frequency of students' wrong answers is 36 among 39 students. Then the last in summary at question number 36, 37, 38, 39 and 40 with difficult index 0, 0.025, 0.125, 0.025 and 0 for each question and frequency of students' wrong answers are 40, 39, 35, 39 and 40 among 39 students for each question.

Based on the data above, it is identified that the total frequency of students made mistake in answering the questions which is 72% students and more that made incorrect answers for each question that categorized difficulty is 519 wrong answers and it happened mostly in question number 3, in type question true, false, not given as much 40 wrong answers (0%), in question 23, in type question sentence completing information type 2 as much 40 wrong answers (0%), in question number 36 and 40 , in type summary as much 40 wrong answers (0%).

B. Discussion

After presenting the data, the writer analyzes all the obtained data to give some consideration on the research.

1. The students' achievement in doing IELTS Reading academic module practice in the English Department of Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin

The presented data of the result on the table 4.2 shows that there are 10 students (25.64%) got 5,5 band score and 10 students (25.64%) got 5 band score, means that the students got interpreting as the Modest user.

The data also shows that there are 9 students (23.07%) got 4.5 band score and 10 students (25.64%) got 4 band score, means that the students got interpreting as the limited user. The problem is because they made many mistakes in Summary and Yes No Not given. Many of students are still does not understand what is the word “summary” means in the question sentences and some of them are still do not know how to make a summary based on the text. The test-takers typically needed to evaluate the truth status of summary information derived from the reading passage to answer Yes No Not given questions whether it is fact or idea.

2. The analysis of most common problem faced by the seventh semester students towards IELTS reading academic module practice.

The sequence of IELTS reading academic module practice based on its high frequency of problems is showed that most problem faced by students is in Summary, with frequency 96.41%. With those frequencies, the students must pay more attention to this. there are 12.5% of total question type of summary on IELTS or it was about 5 questions of total question on IELTS. All of students made mistakes on question number 36 and 40. There are 38 students made mistakes on question number 37 and 39. The last, there are 34 students made mistakes on question number 38. the total number of mean difficult index of question type in Summary is 0.035, it is identified that the students’ achievement in doing IELTS reading academic module practice in Summary type is categorized in the Difficult

category. The test-takers are presented with a continuous prose summary of a section of the reading passage from which key information has been removed. The task for test-takers is to draw on the reading passage to restore the omitted information. The students still can not sum up the passage; they can not summarize the writer main points of the passage. Most of the test takers did not answer the questions because lack of time.

The second is followed by Yes No Not given type. There are 35 of students made mistakes on question number 33. The total number of mean difficult index of question type in Yes No Not given is 0.293, it is identified that the students' achievement in doing IELTS reading academic module practice in Yes No Not given type is categorized in the Difficult category. Test-takers typically needed to identify the information in the text given whether if it is Yes, No or Not given. Some of students just read the passage without pay attention on the detail what is implied.

The third is followed by Matching Paragraph Information type. There are some students made many mistakes in matching paragraph information with 5 questions or 12.5% of total 40 questions on this test. There are 34 students made mistakes on question type number 29, 32 students made mistakes on question number 30 and 37 students made mistakes on question number 31. The total number of mean difficult index of question type in Matching paragraph information is 0.33, it is identified that the students' achievement in doing IELTS reading academic module practice in Matching paragraph information type is categorized in the Fair

category. The Test-takers need to match information from the reading passage with a specific information category to be selected from a range of category options. Most of students answers this question uncarefully then lose the main information that needed to be match.

The fourth is followed by Multiple Choice Type 1. There are some students made many mistakes in multiple choice type 1, typically on question number 9 and 10. The total number of mean difficult index of question type in Multiple choice type 1 is 0.375, it is identified that the students' achievement in doing IELTS reading academic module practice in Multiple choice type 1 type is categorized in the Fair. This written test used a standard multiple choice format, with almost all relying on a 4 options structure. For all items, test-takers have to select a single 'correct' option among 4 option. Some of the students didn't get global understanding of the passage.

The fifth is followed by Sentence Completing type 2. There are only 4 questions or 10% of total questions on this test. All of students made mistakes on question number 23. Then, the total number of mean difficult index of question type in Sentence completing type 2 is 0.425, it is identified that the students' achievement in doing IELTS reading academic module practice in Sentence completing type 2 type is categorized in the Fair category. The students didn't pay attention to grammatical form, lost to look out for synonyms and parallel expressions that use in the text.

Then, the sixth is followed by True False Not given. The most common task-type was *True/False/Not given*, it was about 17.5% of total 40 questions on IELTS. All of students made mistakes on question number 3. The total number of mean difficult index of question type in True False Not given is 0.435, it can be concluded that the students' achievement in doing IELTS reading academic module practice in True False Not given type is in the Fair category. Test-takers typically needed to evaluate the truth status of summary information derived from the reading passage. Some of them just read for specific information in the passage and did not pay attention on the summary and the main point of the information means.

The last is followed by Classification questions type. The most common format, by number of items in the test (22.5% of total item). There are 32 students made a few mistakes in classification questions only on question number 14. . The total number of mean difficult index of question type in Classification questions is 0.55, it is identified that the students' achievement in doing IELTS reading academic module practice in Classification questions type is categorized in the Fair category. In this question type many students got good mark, only a few of them made mistakes in answering from total 9 question given in this type. Some of students didn't take carefully on writers' opinion while answering.

Generally, many of students are still unfamiliar with IELTS test, because they have not took an IELTS test yet. The students are still

unfamiliar with some vocabularies, the theme of text given and how to answer this test.

Based on the analysis above, it can be summarized that almost in all types of question item, those are 5 types in fair category among 7 types of IELTS reading academic module practice, the students' achievement of IELTS reading academic module practice of each type is in the fair, because the total number of mean difficult index of question item is between 0.30 – 0.70, that is categorized in the fair. Those are 2 types in difficult category among 7 types of IELTS reading academic module practice, the students' students' achievement of IELTS reading academic module practice of each type is in the difficult, because the total number of mean difficult index of question item is less than <0.30 , that is categorized in the difficult.