

CHAPTER IV

RESEARCH REPORT

A. The Description of Research Location

1. The Brief History of Center for Language Service

The research has been done at Center for Language Service at IAIN Antasari Banjarmasin. The location of the building borders on as follows:

- a. In the north borders on Tarbiyah Faculty.
- b. In the west borders on Special Program Dormitory.
- c. In the east borders on Abdurrahman Ismail Mosque.
- d. In the south borders on people's settlement.

The Center for Language Service firstly named Language Institution which was established in 1975. Then, in 1989 Language Institution was changed to Language Service Unit. After that, in 2002 the name was changed to Center for Language Service up to now. The Language Institution was established in 1975 based on the rector's official report No.:5/V/1975. Based on the official report of General Director of Religious Affairs dated on November 26, 1976 about the guidelines for language implementation at IAIN Antasari stated that Language Institution is autonomous and headed by a director that has responsibility to the rector, and as a member of IAIN Al-Jami'ah senate. It is applied to all Language Institutions of IAIN in Indonesia.

Language Institution that was run until 1989 has a main function to manage foreign language teaching. There are several heads who led the institution from 1975 to 1989. The description of the heads of the Language Institution can be seen in the following table:

Table 4.1. The Description of the Heads of Language Institution (1975-1989)

No.	Name	Period
1	H. Muhammad Daud Yahya	1975–1977
2	Drs. Muhammad Ramli	1977–1979
3	Drs. Anwar Masy'ari	1979–1982
4	Drs. H. Syarifuddin Syukur, MA	1982–1986
5	Drs. H. Abdurrahim Yasin, Lc	1986–1989

The Language Institution changed the name to Language Service Unit in 1989. The changed based on the Government Regulation 33 in 1985 and the decision letter of the Minister of Religious Affairs No. 20 in 1988 that there is no Language Institution and language teaching in IAIN managed by each faculty. There are several heads who led the Language Service Unit from 1989 to 2001. The description of the heads can be seen in the following table:

Table 4.2. The Description of the Heads of Language Service Unit (1989–2001)

No.	Name	Period
1	Drs. H. Abdurrahim Yasin, Lc	1989–1995
2	Drs. Burhanuddin Abdullah, M. Ag	1995–1997
3	Drs. Isa Anshari MZ	1997–2000
4	Drs. H. Abdulkadir Munsyi, Dip. Ad. Ed	2000-2001

In 2002, Language Service Unit IAIN Antasari changed the name to Center for Language Service based on Rector's official report No.:218 in 2001 dated on December 11, 2001 that applied since January 1, 2002. That change was based on the consideration that since academic year 2001/2002 the teaching of Arabic and English were not applied by each faculty, but it was managed by Language Service Unit totally. Thereby, the Language Service Unit became a teaching center for Arabic and English in IAIN Antasari. So that, based on the changed of function, Language Service Unit changed the name to Center for Language Service IAIN Antasari.

Center for Language Service is led by a head and Rector assistant I as a coordinator and Rector has to be responsible for the institution. There are chiefs of Arabic and English division, they are Hamidi Ilhami, M.Ag for Arabic and Rusnadi, S.Pd. I for English. There are also staffs at Center for Language Service, they are: Ahmad Muradi, M.Ag., Hasbiansyah, S.Ag., and Rustam Effendi. There are several heads who led the Center for Language Service from 1989 to 2001. The description of the heads can be seen in the following table:

Table 4.3. The Description of the Heads of Center for Language Service (2002–present)

No.	Name	Period
1	Dr. Hadariansyah AB, MA	2002-2004
2	Drs. Anang Syaifuddin, MA	2004-2005
3	Drs. H. Ahmad Gazali, M. Ag	2005-present

2. The description of Lecturers, Asistant Lecturers, and Students of the Center for Language Service

There are 21 English lecturers and 11 lecturer assistants of Center for Language Service in academic year 2007/2008. The description of English lecturers and lecturer assistants can be seen in the following table:

Table 4.4. The Description of English Lecturers and Lecturer Assistants of Center for Language Service Academic Year 2007/2008

No.	Name	Position	Group
1	Drs. H. Abdulkadir Munsyi, Dip. Ad. Ed	Lecturer	X/V Tarbiyah
2	Drs. H. M. Asy'ari, MA	Lecturer	XI/IV Tarbiyah
3	Drs. H. Amin Djamaluddin, MA	Lecturer	V/XVII Tarbiyah
4	Drs. H. Syarifuddin Syukur, MA	Lecturer	XII/II Tarbiyah
5	Drs. Saadillah	Lecturer	XIV/X (D3 PS) Syari'ah
6	Rahmila Murtiana, S.S	Lecturer	IV/XVI Tarbiyah
7	Drs. H. Bakhransyah L. Satta	Lecturer	XXI/ Dakwah
8	Zainal Abidin, M.Ag	Lecturer	IX/VI Tarbiyah
9	Pahriadi, S.Pd	Lecturer	I/XIII Tarbiyah
10	Drs. H. Hamdan, M. Pd	Lecturer	VIII/XX Tarbiyah
11	Rusnadi, S. Pd. I	Lecturer	III/XV Tarbiyah
12	M. Nur Effendi, S.Ag., S.S	Lecturer	VI/XVIII Tarbiyah
13	Ahmad Nahid, S.Pd	Lecturer	XV/XI (D3 PS) Syari'ah
14	Drs. Saiful Bahri Djamarah, M. Ag	Lecturer	XVII/I (AS) Syari'ah
15	Dra. Nida Mufidah, M. Pd	Lecturer	VII/XIX Tarbiyah
16	Dra. Hj. Wardah Hayati, MA	Lecturer	XVI/V (MUA) Syari'ah
17	Drs. H. Ahdi Makmur, M. Ag	Lecturer	XIII/XII (EI) Syari'ah
18	Arief Mukhyar, S. Ag.,M.Pub.II. Law	Lecturer	II/XIV Tarbiyah
19	Mujiburrahman, MA	Lecturer	XIX/ Ushuluddin
20	Mutia Naili, S. Pd. I.,M. Hum	Lecturer	XVIII/ Ushuluddin
21	Rahimah, S. Pd. I	Lecturer	XX/ Dakwah
22	Ahmad Kailani, S. Pd. I	Lecturer Assistant	XIV/X (D3 PS) Syari'ah
23	Hj. Jumaenah, S. Pd. I	Lecturer Assistant	XIX/ Ushuluddin
24	Syarifah Salmah, S. Pd. I	Lecturer Assistant	XII/II Tarbiyah
25	Haderiadi, S. Pd. I	Lecturer Assistant	X/V Tarbiyah

26	Deny Arisandi, S. Pd. I	Lecturer Assistant	XVII/I (AS) Syari'ah VI/XVIII Tarbiyah XIII/XII (EI) Syari'ah VII/XIX Tarbiyah
27	Muhammad Fajerin, S. Pd. I	Lecturer Assistant	
28	Rasma Afifah, A. Md.,S. Th. I	Lecturer Assistant	
29	Syarifah Bulkis, S. Pd. I	Lecturer Assistant	
30	Ninaya Sari, S. Pd. I	Lecturer Assistant	
31	Saidil Imani, S. Pd. I	Lecturer Assistant	
32	Helma Nuraini, S. Psi	Lecturer Assistant	

Meanwhile, the total students of English B of Center for Language Service are 233 students. Students who follow English B are the students who pass English A as the first level. English B is the higher level than English A. Students of English B is placed on different group based on their grade. There are 9 groups of English B, to see the number of students can be seen in the following table:

Table 4. 5. The Number of English B Students at Center for Language Service Academic Year 2007/2008

No.	Group	Number of Students		Total
		Male	Female	
1	I	11	16	27
2	II	11	15	26
3	III	12	15	27
4	IV	10	16	26
5	V	13	14	27
6	VI	10	16	26
7	VII	13	12	25
8	VIII	10	15	25
9	IX	11	13	24
Total		101	132	233

B. Description of the English B Final Test

Center for Language Service performs a final test at the end of teaching learning of English B session. The test is made by a chief of English division who is an English lecturer. The test materials consist of English materials that have been taught based on the textbook. The English B final test measures the students' response to the statement and grammar. The test was held on May 11, 2008. The English test consist of 50 items, all of them are multiple choice types.

C. Data Presentation

The English B final test that carried out by Center for Language Service at IAIN Antasari Banjarmasin is made by a chief of English division who is an English lecturer. The items which are analyzed are the 50 multiple choice types. Each item has 4 options including 1 answer key and 3 distracters. So, the amount of all distracters is 150 distracters which are analyzed in this research.

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 word, a good item is the item whose difficulty level in sufficient category. From that statement can be concluded that the items which all students cannot answer correctly because of difficulty are

considered bad items. Conversely, the items which all of students can answer correctly because they are too easy are also categorized bad items.

The result of enumeration of the difficulty level of the test items and their interpretation can be seen in the table of difficulty level of English B final test at Center for Language Service academic year 2007/2008 in the appendices. From that table, it is found that 15 items from 50 items can be categorized as good items, which their difficulty level is sufficient. The items that are included in very easy category are 32 items and 3 items are categorized as very difficult category.

In percent, they are presented as follows:

Good items $= 15/50 \times 100\% = 30\%$

Very easy items $= 32/50 \times 100\% = 64\%$

Very difficult items $= 3/50 \times 100\% = 6\%$

2. Discriminating Power

The discriminating power is the ability of an item to differ the upper student and the lower ones. To find the discriminating power of all students by dividing them into two groups, the upper and the lower group. The result of the discriminating power of all items can be seen in the table of discriminating power of the English B final test for the students of Center for Language Service academic year 2007/2008 in the appendices.

From that table, it can be known that the items whose good discriminating power are 4 items and 1 item categorized as excellent from

50 items. There are 20 items are categorized as satisfactory items, 23 items are poor and 2 items are very poor.

In percent, they are presented as follows:

Excellent item	=	$1/50 \times 100\% = 2\%$
Good items	=	$4/50 \times 100\% = 8\%$
Satisfactory items	=	$20/50 \times 100\% = 40\%$
Poor items	=	$23/50 \times 100\% = 46\%$
Very poor items	=	$2/50 \times 100\% = 4\%$

3. The Effectiveness of Distracters

The quality of an item also can be known from the effectiveness of distracters. If an item contains a distracter which attracts no one, it is categorized as an ineffective distracter which will increase the chance of some students will get the item right by guessing the two or three remaining options.

The table of Effectiveness of Distracters of English B Final Test at Center for Language Service Academic Year 2007/2008 in the appendices will state the enumeration of the effectiveness of distracters of the 50 items including 150 distracters. A distracter function well if the option is selected at least 5% from total students or the option is selected by 5 students from 105 students. It can be known from that table that there are 10 items have effective distracters and there are 71 ineffective distracters from 40 items. So, there are 79 effective distracters.

In percent, they are presented as follows:

$$\text{Effective distracters} = 79/150 \times 100\% = 52,7\%$$

$$\text{Ineffective distracters} = 71/150 \times 100\% = 47,3\%$$

D. Data Analysis

After the 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, the discriminating power, and the effectiveness of distracters of the English B final test of Center for Language Service Academic Year 2007/2008.

Table 4. 6 Counting of the Difficulty Level of the English B Final Test for the Students of Center for Language Service A.Y. 2007/2008

No. of Item	Total students who answer the item correctly (B)	Difficulty Index (P)= $\frac{B}{JS}$	Interpretation	Description
1	91	$91/105 = 0.87$	Very Easy	Revised
2	9	$9/105 = 0.09$	Very Difficult	Revised
3	98	$98/105 = 0.93$	Very Easy	Revised
4	92	$92/105 = 0.88$	Very Easy	Revised
5	86	$86/105 = 0.82$	Very Easy	Revised
6	41	$41/105 = 0.39$	Sufficient	-
7	27	$27/105 = 0.26$	Very Difficult	Revised
8	60	$60/105 = 0.57$	Sufficient	-
9	54	$54/105 = 0.51$	Sufficient	-
10	79	$79/105 = 0.75$	Very Easy	Revised
11	55	$55/105 = 0.52$	Sufficient	-
12	103	$103/105 = 0.98$	Very Easy	Revised
13	21	$21/105 = 0.20$	Very Difficult	Revised
14	93	$93/105 = 0.89$	Very Easy	Revised
15	96	$96/105 = 0.91$	Very Easy	Revised
16	34	$34/105 = 0.32$	Sufficient	-
17	105	$105/105 = 1.00$	Very Easy	Revised
18	74	$74/105 = 0.70$	Sufficient	-

19	104	$104/105 = 0.99$	Very Easy	Revised
20	43	$43/105 = 0.41$	Sufficient	-
21	71	$71/105 = 0.68$	Sufficient	-
22	90	$90/105 = 0.86$	Very Easy	Revised
23	102	$102/105 = 0.97$	Very Easy	Revised
24	63	$63/105 = 0.60$	Sufficient	-
25	99	$99/105 = 0.94$	Very Easy	Revised
26	85	$85/105 = 0.81$	Very Easy	Revised
27	83	$83/105 = 0.79$	Very Easy	Revised
28	70	$70/105 = 0.67$	Sufficient	-
29	42	$42/105 = 0.40$	Sufficient	-
30	36	$36/105 = 0.34$	Sufficient	-
31	65	$65/105 = 0.62$	Sufficient	-
32	77	$77/105 = 0.73$	Very Easy	Revised
33	83	$83/105 = 0.79$	Very Easy	Revised
34	97	$97/105 = 0.92$	Very Easy	Revised
35	57	$57/105 = 0.54$	Sufficient	-
36	97	$97/105 = 0.92$	Very Easy	Revised
37	100	$100/105 = 0.95$	Very Easy	Revised
38	93	$93/105 = 0.89$	Very Easy	Revised
39	96	$96/105 = 0.91$	Very Easy	Revised
40	76	$76/105 = 0.72$	Very Easy	Revised
41	97	$97/105 = 0.92$	Very Easy	Revised
42	80	$80/105 = 0.76$	Very Easy	Revised
43	76	$76/105 = 0.72$	Very Easy	Revised
44	95	$95/105 = 0.90$	Very Easy	Revised
45	98	$98/105 = 0.93$	Very Easy	Revised
46	99	$99/105 = 0.94$	Very Easy	Revised
47	80	$80/105 = 0.76$	Very Easy	Revised
48	69	$69/105 = 0.66$	Sufficient	-
49	80	$80/105 = 0.76$	Very Easy	Revised
50	96	$96/105 = 0.91$	Very Easy	Revised

From the table above, it can be known that there are 15 items from 50 items which the difficulty level is sufficient. The items included no. 6, 8, 9, 11, 16, 18, 20, 21, 24, 28, 29, 30, 31, 35, and 48. Meanwhile, the items that included in very easy category are 32 items and 3 items are categorized as very difficult category. The items can be categorized as bad items and they should

be revised or changed. Based on the analysis above can be concluded that the English B final test has less difficulty level or mostly the items are too easy.

Furthermore, the following table will describe the discriminating power of the English B final test at Center for Language Service Academic Year 2007/2008.

Table 4. 7. Counting of the Discriminating Power of the English B Final Test for the Students of Center for Language Service A.Y. 2007/2008

No. of Item	Proportion Students in the Upper Group Who Answer Correctly (P_A)	Proportion Students In The Lower Group Who Answer Correctly (P_B)	Discrimination index (D)= $P_A - P_B$	Interpretation	Description
1	0.89	0.79	0.10	Poor	Revised
2	0.07	0.04	0.03	Poor	Revised
3	1.00	0.82	0.18	Poor	Revised
4	0.93	0.71	0.22	Satisfactory	-
5	0.96	0.68	0.28	Satisfactory	-
6	0.43	0.25	0.18	Poor	Revised
7	0.57	0.04	0.53	Good	-
8	0.75	0.32	0.43	Good	-
9	0.93	0.21	0.72	Excellent	-
10	0.86	0.82	0.04	Poor	Revised
11	0.57	0.36	0.21	Satisfactory	-
12	1.00	0.93	0.07	Poor	Revised
13	0.25	0.18	0.07	Poor	Revised
14	0.96	0.79	0.17	Poor	Revised
15	1.00	0.89	0.11	Poor	Revised
16	0.50	0.14	0.36	Satisfactory	-
17	1.00	1.00	0.00	Poor	Revised
18	0.96	0.61	0.35	Satisfactory	-
19	1.00	0.96	0.04	Poor	Revised
20	0.43	0.29	0.14	Poor	Revised
21	0.68	0.71	-0.03	Very Poor	Revised
22	0.93	0.82	0.11	Poor	Revised
23	0.96	1.00	-0.04	Very Poor	Revised
24	0.68	0.54	0.14	Poor	Revised
25	1.00	0.93	0.07	Poor	Revised

26	0.96	0.64	0.32	Satisfactory	-
27	0.93	0.57	0.36	Satisfactory	-
28	0.86	0.64	0.22	Satisfactory	-
29	0.57	0.29	0.28	Satisfactory	-
30	0.39	0.21	0.18	Poor	Revised
31	0.82	0.39	0.43	Good	-
32	0.82	0.64	0.18	Poor	Revised
33	0.93	0.61	0.32	Satisfactory	-
34	0.93	0.86	0.07	Poor	Revised
35	0.75	0.36	0.39	Satisfactory	-
36	1.00	0.86	0.14	Poor	Revised
37	1.00	0.86	0.14	Poor	Revised
38	1.00	0.61	0.39	Satisfactory	-
39	1.00	0.79	0.21	Satisfactory	-
40	1.00	0.36	0.64	Good	-
41	1.00	0.79	0.21	Satisfactory	-
42	0.93	0.57	0.36	Satisfactory	-
43	0.89	0.50	0.39	Satisfactory	-
44	0.96	0.86	0.10	Poor	Revised
45	1.00	0.79	0.21	Satisfactory	-
46	1.00	0.82	0.18	Poor	Revised
47	0.93	0.61	0.32	Satisfactory	-
48	0.79	0.50	0.29	Satisfactory	-
49	0.86	0.61	0.25	Satisfactory	-
50	0.96	0.82	0.14	Poor	Revised

Based on the table above, it can be known that the items whose good discriminating power are 4 items and 1 item categorized as excellent from 50 items. The good items are the items no. 7, 8, 31, and 40. The highest discrimination index is 0.72 shown by the item no. 9 in which this item is categorized as an excellent item. There are 20 items are categorized as satisfactory items included the items no. 4, 5, 11, 16, 18, 26, 27, 28, 29, 33, 35, 38, 39, 41, 42, 43, 45, 47, 48, and 49. There are 23 items are categorized as poor items and 2 items are very poor items. The poor and very poor items can be categorized as bad items and they should be revised or changed. Based on

the analysis above can be concluded that the discriminating power of the English B final test is good enough.

Moreover, the following table will describe the effectiveness of distracters of the English B final test at Center for Language Service Academic Year 2007/2008.

Table 4. 8. Counting of the Effectiveness of Distracters of the English B Final Test for the Students of Center for Language Service A.Y. 2007/2008

No. of Item	Key/Distracters					Effectiveness of Distracters (%)				Description			
	A	B	C	D	0	A	B	C	D	A	B	C	D
1	5	(91)	7	2	0	5		7	2	-		-	R
2	20	9	(9)	66	1	19	9		63	-	-		-
3	(98)	6	1	0	0		6	1	0		-	R	R
4	7	(92)	4	2	0	7		4	2	-		R	R
5	6	1	(86)	12	0	6	1		11	-	R		-
6	0	1	63	(41)	0	0	1	60		R	R	-	
7	(27)	25	24	29	0		24	23	28		-	-	-
8	23	20	(60)	2	0	22	19		2	-	-		R
9	38	(54)	2	11	0	36		2	10	-		R	-
10	(79)	3	18	5	0		3	17	5		R	-	-
11	8	22	19	(55)	1	8	21	18		-	-	-	
12	1	(103)	0	1	0	1		0	1	R		R	R
13	(21)	62	8	13	1		59	8	12		-	-	-
14	9	2	1	(93)	0	9	2	1		-	R	R	
15	8	(96)	1	0	0	8		1	0	-		R	R
16	(34)	56	7	8	0		53	7	8		-	-	-
17	0	(105)	0	0	0	0		0	0	R		R	R
18	(74)	13	10	8	0		12	10	8		-	-	-
19	0	0	(104)	1	0	0	0		1	R	R		R
20	27	31	4	(43)	0	26	30	4		-	-	R	
21	(71)	3	9	22	0		3	9	21		R	-	-
22	15	(90)	0	0	0	14		0	0	-		R	R
23	3	(102)	0	0	0	3		0	0	R		R	R
24	40	2	(63)	0	0	38	2		0	-	R		R
25	3	1	2	(99)	0	3	1	2		R	R	R	
26	19	0	(85)	0	1	18	0		0	-	R		R
27	21	(83)	1	0	0	20		1	0	-		R	R

28	(70)	7	27	1	0		7	26	1		-	-	R
29	26	(42)	16	21	0	25		15	20	-		-	-
30	37	(36)	19	12	1	35		18	11	-		-	-
31	29	(65)	9	2	0	28		9	2	-		-	R
32	(77)	9	3	16	0		9	3	15		-	R	-
33	(83)	14	3	5	0		13	3	5		-	R	-
34	1	(97)	0	7	0	1		0	7	R		R	-
35	41	2	5	(57)	0	39	2	5		-	R	-	
36	2	5	(97)	1	0	2	5		1	R	-		R
37	3	(100)	2	0	0	3		2	0	R		R	R
38	(93)	5	5	2	0		5	5	2		-	-	R
39	(96)	5	3	1	0		5	3	1		-	R	R
40	5	(76)	7	16	1	5		7	15	-		-	-
41	(97)	6	1	1	0		6	1	1		-	R	R
42	15	(80)	9	1	0	14		9	1	-		-	R
43	5	11	(76)	13	0	5	10		12	-	-		-
44	6	(95)	4	0	0	6		4	0	-		R	R
45	(98)	3	4	0	0		3	4	0		R	R	R
46	6	(99)	0	0	0	6		0	0	-		R	R
47	10	10	(80)	4	1	10	10		4	-	-		R
48	1	22	13	(69)	0	1	21	12		R	-	-	
49	(80)	20	4	1	0		19	4	1		-	R	R
50	6	1	2	(96)	0	6	1	2		-	R	R	

Note:

() = Answer key

R = Revised

From that table, it can be known that there are 10 items whose good distracters. However, there are 71 distracters from 40 items are ineffective and they should be revised. Based on the analysis above can be concluded that the effectiveness of distracters of the English B final test is good enough.

Furthermore, from all tables above, the items can be analyzed based on the difficulty level, the discriminating power, and the effectiveness of distracters as follows:

1. No. 1. This item is very easy. The students select choice B because it is appear as a correct answer than other choices. While the choice D of this item should be revised or changed because less than 5% students attracted to select it. This item has poor discriminating power.
2. No. 2. This item is very difficult item because only 9 from 105 students can answer this item correctly. While 63% students or most of them select choice D which is the distracter. This item has poor discriminating power.
3. No. 3. This item is categorized as a very easy item. The students select choice A as a correct answer. While choice C attracts one student and choice D attracts no one. These are ineffective distracters and should be revised. This item also has poor discriminating power.
4. No. 4. This item is very easy. The students select choice B because it is appear as a correct answer than other choices. While the choice C and D of this item should be revised or changed because less than 5% students attracted to select them. The discriminating power of this item is satisfactory.
5. No. 5. This item is very easy. Choice B of this item should be revised because only 1% student attracted to select it. This item also has satisfactory discriminating power.

6. No. 6. This item has sufficient difficulty level. The choice A and B of this item should be revised because less than 5% students attracted to select them. The discriminating power of this item is poor.
7. No. 7. The difficulty index of this item is 0.26 which indicates this item is very difficult. This item has effective distracters and good discriminating power.
8. No. 8. This item has sufficient difficulty level and good discriminating power, but choice D of this item should be revised because only 2% students select it.
9. No. 9. This item has sufficient difficulty level and excellent discriminating power, but choice C of this item should be revised because only 2% students select it.
10. No. 10. This item has very easy difficulty level and poor discriminating power. While, choice B of this item should be revised because less than 5% students select it.
11. No. 11 is categorized as a good item and it is not need to be revised. The difficulty level is sufficient and the discriminating power is satisfactory. All distracters functioned effectively.
12. No. 12. This item is very easy because almost all students can answer this item correctly. It is because the correct answer appears to them than the other choices. All distracters of this item should be revised because almost no one selects them. This item also has poor discriminating power.

13. No. 13. This item is very difficult because only 21 from 105 students can answer correctly. While 59% students or most of them select choice B which is the distracter. The discriminating power of this item is poor.
14. No. 14. This item has very easy difficulty level and poor discriminating power. The choice B and C should be revised because less than 5% students select them. This item also has poor discriminating power.
15. No. 15. This item is very easy because 96 from 105 students can answer correctly. The choice C and D should be revised because almost no one attracted to select them. While the discriminating power of this item is poor.
16. No. 16 is categorized as a good item and it is not need to be revised. The difficulty level is sufficient and the discriminating power is satisfactory. All distracters functioned effectively.
17. No. 17. This item is very easy because all students can answer correctly. The discriminating power is poor. While, all distracters of this item functioned ineffectively because no student attracted to selects them.
18. No. 18 is categorized as a good item and it is not need to be revised. The difficulty level is sufficient and the discriminating power is satisfactory. All distracters functioned effectively.
19. No. 19. This item is very easy because almost all students can answer this item correctly. It is because the correct answer appears to them than the other choices. All distracters of this item should be revised because almost no one selects them. This item also has poor discriminating power.

20. No. 20. This item has sufficient difficulty level. Choice C should be revised because less than 5% students attracted to select it. While the discriminating power of this item is poor.
21. No. 21. This item has sufficient difficulty level and very poor discriminating power. Choice B of this item should be revised because less than 5% students attracted to select it.
22. No. 22. This item has very easy difficulty level and poor discriminating power. While the choice C and D should be revised because no one attracted to select them.
23. No. 23. This item is very easy because almost all students can answer this item correctly. All distracters of this item should be revised because less than 5% students attracted to select them. The discriminating power of this item is very poor.
24. No. 24. This item has sufficient difficulty level. While the discriminating power of this item is poor. Choice B and D should be revised because they are ineffective distracters.
25. No. 25. This item has very easy difficulty level and poor discriminating power. All distracters of this item should be revised because less than 5% students attracted to select them.
26. No. 26. This item is very easy but has satisfactory discriminating power. Choice B and D of this item should be revised because no student selects them.

27. No. 27. This item is very easy but has satisfactory discriminating power.

Choice C and D of this item should be revised because less than 5% students select them.

28. No. 28. This item has sufficient difficulty level and satisfactory discriminating power, but choice D of this item should be revised because only 1% student selects it.

29. No. 29 is categorized as a good item and it is not need to be revised. The difficulty level is sufficient and the discriminating power is satisfactory. All distracters functioned effectively.

30. No. 30. This item has sufficient difficulty level, but the discriminating power is poor. All distracters functioned effectively.

31. No. 31. This item has sufficient difficulty level and good discriminating power, but choice D of this item should be revised because only 2% students select it.

32. No. 32. This item is very easy and has poor discriminating power. Choice C should be revised because only 3% students select it.

33. No. 33. This item is very easy, but has satisfactory discriminating power. Choice C should be revised because only 3% students select it.

34. No. 34. This item is very easy and has poor discriminating power. Choice A and C should B revised because almost no student selects them.

35. No. 35. This item has sufficient difficulty level and satisfactory discriminating power, but choice B of this item should be revised because only 2% students select it.

36. No. 36. This item is very easy and the discriminating power is poor.

Choice A and D should be revised because less than 5% students select them.

37. No. 37. This item is very easy because almost all students can answer correctly. The discriminating power of this item is poor. All distracters of this item should be revised because they do not function effectively.

38. No. 38. This item is very easy, but the discriminating power is satisfactory.

Choice D should be revised because only 2% students select it.

39. No. 39. This item is very easy, but the discriminating power is satisfactory.

Choice C and D should be revised because they are ineffective distracters.

40. No. 40. This item is very easy, but has good discriminating power. All distracters of this item functioned effectively.

41. No. 41. This item is very easy but has satisfactory discriminating power.

Choice C and D should be revised because only 1% student selects each of them.

42. No. 42. This item is very easy. Choice D should be revised because only 1% student selects it. The discriminating power of this item is satisfactory.

43. No. 43. This item is very easy. All distracters functioned effectively. While the discriminating power of this item is satisfactory.

44. No. 44. This item has very easy difficulty level and poor discriminating power. Choice C and D should be revised because less than 5% students attracted to select them.

45. No. 45. This item is very easy. All distracters of this item should be revised because less than 5% students attracted to select them. While the discriminating power of this item is satisfactory.
46. No. 46. This item is very easy because almost all students can answer correctly. Choice C and D should be revised because no one attracted to select them. This item has poor discriminating power.
47. No. 47. This item is very easy. Choice D should be revised because less than 5% students attracted to select it. While the discriminating power of this item is satisfactory.
48. No. 48. This item has sufficient difficulty level and satisfactory discriminating power. Choice A should be revised because only 1% student attracted to select it.
49. No. 49. This item has very easy difficulty level and poor discriminating power. Choice C and D should be revised because less than 5% students attracted to select them.
50. No. 50. This item has very easy difficulty level and poor discriminating power. Choice B and C should be revised because less than 5% students attracted to select them.

As a whole, based on the analysis above there are 4 good items, no. 11, 16, 18, and 29 which do not need to be revised. While, items no. 8, 9, 28, 31, 35, and 48 only need to be revised one distracter of each item. Whereas the others should be revised. So, there are 4 good items which can be accepted whereas 46 items should be revised included 6 items that only need revised

one distracter of each item. The result of the acceptance of items can be seen in the table in the appendices.

Moreover, there is an analysis based on the linguistics aspect for the revised items:

1. The test items from no. 1 to 20 ask for the examinees' responses to the statements. The examinees can answer the correct options easily because of the apparent options. They select the correct response based on the statement on the stem. So, for these items, mostly examinees can select the correct response because of the apparent response while, the distracters are not appropriate to the statement context on the stem.
2. The test items from no. 21 to 50 measures the examinees' skill to perform their language ability by using grammar form based on the context. The analysis will be described as follows:
 - No. 21 The question asks for the students to use the question word based on the context in the present tense. Option B should be revised because the question word "how" is not appropriate with the context and also option C should be revised because it is in past tense.
 - No. 22 This question asks about a place that should use question word "where", but option C and D use question word "when and why". They are not relevant to the context, so the options should be revised.
 - No. 23 This is a yes/no question in present form. All the options are not relevant, option A and C use question word "where" while option D in the past form.

- No. 24 This question asks about the time in the past that should use question word “when”. Option B and D use question word that not relevant to the response. So, these options should be revised.
- No. 25 The response of this question is mentioning a kind of hobby in the past, so, the question should use question word “what”. All the options should be revised because the question words are not appropriate to the response.
- No. 26 This question asks the examinees to use “used to” in interrogative form based on the response. Option B and D are not relevant to the response because they use yes/no questions. Moreover, option C uses double passive forms that should be avoided.
- No. 27 This question asks about a place by using double question words. Option C and D should be revised because use “when” that not relevant to the response.
- No. 28 This question uses double question in present form. Option B and D are in past form that not appropriate to the context.
- No. 30 This question asks a wish in present form. Option C and D are yes/no questions that not relevant to the context.
- No. 31 Based on the response, this question is in present perfect form. From the options, option D should be changed because it is in present form and not appropriate to the response.
- No. 32 “I am going to go” is a best answer that appropriate to the context that states a certainty. Option C is in different form

- No. 33 Option A is the best answer while option C should be avoided because it seems unreasonable.
- No. 34 Based on the context “sure-probably” is the appropriate answer while option A and C should be revised because they are unreasonable.
- No. 35a) It is in present perfect form. 35b) It should in noun form. So, the different option like in option B should be avoided.
- No. 36a) It is in present perfect form. 36b) It is in past form. So, the option A and D that seem different as answer should be revised.
- No. 37a) It is as object form. 37b) It is as adjective form. All the options that seem different and unreasonable answer should be revised.
- No. 38 It is a question in present perfect form. Option D seems different than others because it uses question word “what”.
- No. 39a) The response is “have” that appropriate to the question in present perfect form. 39b) It should in present form. Option C and D should be revised because the forms appear different.
- No. 40a) It is in present perfect form. 40b) It should in adjective form.
- No. 41 This question should in present continuous tense. Option C is a yes/no question in past form while option D is not relevant to the response.
- No. 42 After “I wish” should be continued by past form, so, option D appears different from the form and it is not relevant to the response.
- No. 43a) Based on the context, this question should in negative form. 43b) After “like” uses verb “-ing” is an appropriate form.

- No. 44a) After verb “stop” should be continued by verb “-ing” . 44b) The statement should in present form. So, option C and D should be revised because the forms appear different.
- No. 45a) After “I wish” should be continued by past form. 45b) It should in adjective form. All options should be revised, for option D it seems unreasonable answer that should be revised.
- No. 46 It uses double question words, in which after the first question word should be continued by statement. Option C and D seem appear as unreasonable answer that should be revised.
- No. 47 It also use double question words. Option D should be revised because it is unreasonable form.
- No. 48 The statements should in simple present form. Option A is unreasonable form and should be revised.
- No. 49 The statements should in simple present form. Option C and D should be revised because the forms appear different.
- No. 50 Option D is apparent option as a correct answer while option b and C seem appear as unreasonable answer that should be revised.