

A THESIS
AN ANALYSIS OF ENGLISH SUMMATIVE TEST
FOR SECOND GRADE STUDENT OF
SMP NEGERI 5 PAREPARE



BY
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REG NUM.16.1300.089

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

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to

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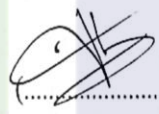
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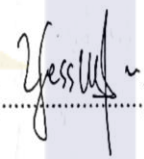
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ABSTRACT

A. Muftihatu Rahmah. *An Analysis of English Summative Test for Second Grade Student of SMP Negeri 5 Parepare.* (Supervised Mujahidah and Yessicka Noviasmy)

This research is about item analysis of English summative test related to validity, reliability, and level of difficulty of the English summative test for second grade student of SMPN 5 Parepare. The research question of this research is how is the validity, realibility, and level of difficulty of English summative test for second grade student of SMP Negeri 5 Parepare. In addition, this research aims to find out the validity, realibility, and level of difficulty of English summative test for second grade student of SMP Negeri 5 Parepare.

The writer applied the quantitative descriptive method which the data was obtained from the English summative test for second grade student. The subject of this research was English summative test designed to test the students who were registered as the second grade student in the academic year 2022/2023 at SMP Negeri 5 Parepare. The test was tried out to the students and the the researcher analyzed the validity, reliability and level of difficulty of each item of the test.

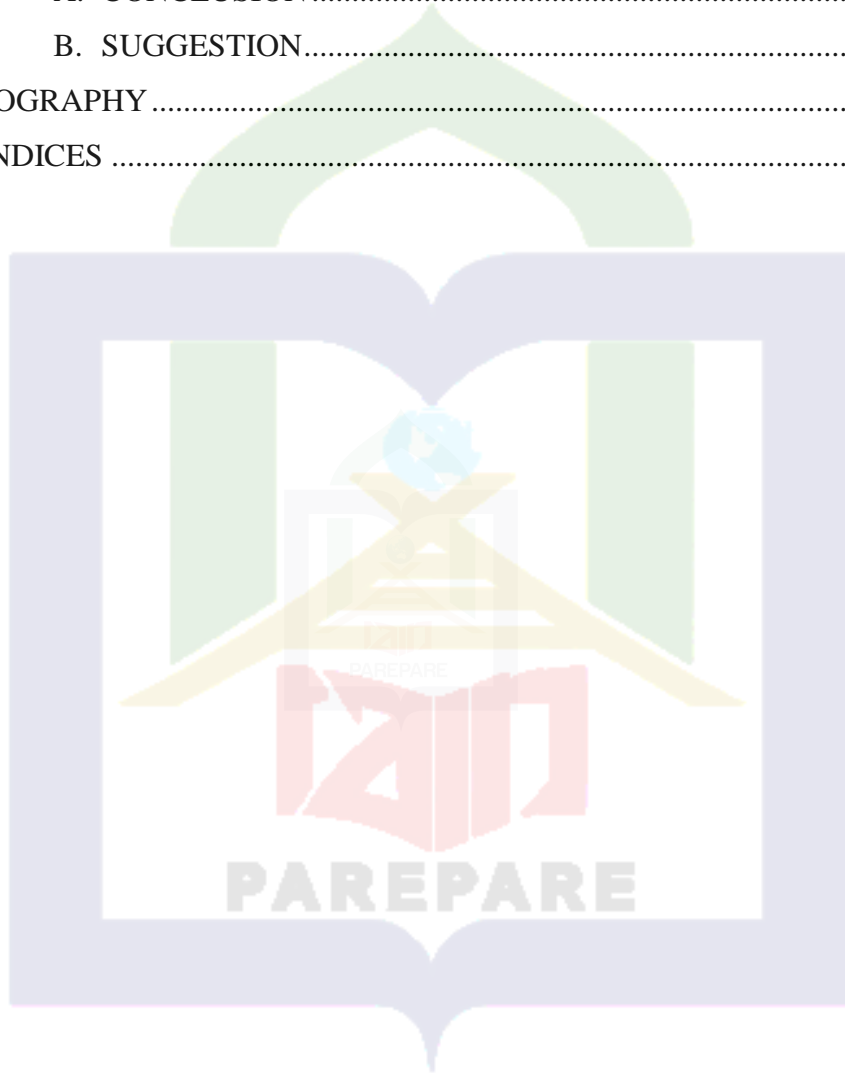
Based on the whole analisis of test items, it can be conclude that the first, English summative test for second grade student of SMP Negeri 5 Parepare contains twelve valid items and three invalid items, the valid items of the test were items number 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 15. On the contrary the invalid items were items number 1, 14, and 15, and need to be replaced. The second, the English summative test for second grade student of SMP Negeri 5 Parepare is reliable since the reliability index 0,892 was higher than the table of critical value. The third, the English summative test for second grade student of SMP Negeri 5 Parepare contains all easy item and need to be replaced.

Keywords: English Summative Test, Validity, Reliability, Level of Difficulty

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CHAPTER I INTRODUCTION

A. Background

Evaluation is an essential component of the teaching and learning process. This is done to ensure that the learning process runs smoothly throughout the duration of the runtime. Evaluation is crucial in education since it is a result of the learning program. The evaluation's purpose is to assist teachers in determining the level of attainment of educational goals, validating the effectiveness of teaching techniques, and assisting teachers in better understanding their students as persons.

According to Ahmann and Glock, evaluation is a systematic procedure that uses data to judge the efficacy of educational initiatives.¹ The process of determining what is good and desirable is known as evaluation. In other terms, a review is the result of a review that determines the value or worth of a service or activity based on information that has been collected, aggregated, and reflected.²

There are numerous methods for collect data for evaluation purposes, one of which is testing. To be effective, test items must be properly configured. A good test must meet the following criteria: validity, reliability, and practicality. A test is considered legitimate if it is capable of measuring what it was intended to measure. Even if the test is repeated several times using the same standard, it is more reliable if the findings are consistent. Tests are only useful if they are basic and easy to do.³

¹ J. Stanley Ahmann and Marvin D. Glock, *Evaluating Pupil Growth* (Boston: Allyn and Bacon, Inc. 1967), p.4.

² Peter W. Airasian and Michael K. Russel, *Classroom Assessment: Concepts and Applications* (New York: Mc GrawHill. 2012), p.11.

³ H.Douglas Brown, *Language Assessment: Principle and Classroom Practic* (White Plains, NY: Pearson Education, 2004), p.3.

To assess students' performance in the subjects taught, teachers often ask students questions in the form of quizzes or tests. Teachers have the option to take the performance test either after finishing each chapter or at the end of the semester. An achievement test is a systematic program used to determine how well a student is doing. There are two types of performance testing; form test and summative test. In this study, the researcher chose a summative test as a test, administered at the end of a course or at the end of a semester, semester or school year to measure individual and collective achievement. The test can be an essay test, requiring students to write their answers in a few sentences. Furthermore, teachers have the option to administer multiple-choice tests to assess students' abilities with ease. The teacher administering the test should be familiar with the principles and steps involved in test-taking. By analyzing the test, we can evaluate its quality and determine if it meets the necessary standards. If the test falls short of the requirements for effective assessment, testers must make revisions and adjustments accordingly. Problems arise when teachers do not analyze the tests they use. Teachers simply pass the test, ignoring the principles and procedures of good testing.

The research focuses on selecting the summative test as an assessment tool administered at the end of a unit, semester, or year of study to evaluate the academic performance of individuals and groups. The English summative test for second-grade students of SMP Negeri 5 Parepare is chosen for various reasons. First, after conducting an interview with the English teacher of second grade students at SMP Negeri 5 Parepare, the researcher identified a problem. It was found that the teachers do not analyze the tests before administering them to the students. Second, Designing a good test is crucial for teachers. If a test fulfills the necessary criteria, it can be considered a good test. However, if it fails to meet

these criteria, the teacher must revise and modify the test. Therefore, it is essential to assess the quality of the evidence. Third, building a good overall test project will be more difficult and time consuming than a formative test. The final exam should assess the student's ability to teach the subject.

Based on the description, researchers are interested in conducting a study analyzing summative tests. The title of the research is **“An Analysis of English Summative Test for Second-grade Students of SMP Negeri 5 Parepare.”**

B. Research Question

Based on the background, some questions to answer as part of this research are:

1. How is the validity of the English summative test for second-grade students of SMP Negeri 5 Parepare?
2. How is the reliability of the English summative test for second-grade students of SMP Negeri 5 Parepare?
3. How is the level of difficulty of the English summative test for second-grade students of SMP Negeri 5 Parepare?

C. Objective of the Research

The objectives of this research are to find:

1. The validity of English summative test for second-grade students of SMP Negeri 5 Parepare.
2. The reliability of English summative test for second-grade students of SMP Negeri 5 Parepare.
3. The level of difficulty of the English summative test for second-grade students of SMP Negeri 5 Parepare.

D. Significant of the Research

The results of this research are expected to have the following effects:

1. For Teachers
 - a. The results of this research can be used by teachers as a tool to determine whether learning objectives have been achieved and to improve subsequent assessment tools.
 - b. Design the input for the teacher so that the questions are of higher quality and the teacher can conduct item analysis to improve the quality of the test.
2. For Schools
 - a. To provide information to educational institutions to ensure the use of high-quality questions in item analysis.
 - b. Encourage schools to implement training and teacher development programs to develop test questions specific to English programs.
3. For the Next Researchers

It is hoped that this study will serve as a reference for similar studies dealing with the same aspects.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

This chapter describes a review of relevant literature. To understand certain concepts, it is important to elaborate on some theories used in this study. There are a number of related theories as a basis for research.

1. The Concept of Test

a. Definition of Test

One of the evaluation tools is testing. A test has several definitions. A test is a method of measuring a person's capacity, knowledge, or achievement in a particular area.⁴ Tests are conducted to assess an individual's abilities.⁵ Testing is a formal and systematic process of gathering information.⁶ Sukiman in Haryanto argues that tests typically consist of questions, statements, or tasks organized for individual learners or groups of learners.⁷ A test is a device or procedure used to detect or measure objects in the atmosphere using specified methods and rules.⁸ Additionally, a test is a series of tasks or questions that students answer to measure their understanding and mastery of the required range of material and associated syllabus.⁹

⁴ H.Douglas Brown, *Language Assessment: Principle and Classroom Practic*, (White Plains, NY:Pearson Education, 2004), p.3.

⁵J.B.Heaton, *Writing English Language Tests* (New York: Longman, 1988), p.6.

⁶ Peter W. Airasian and Michael K. Russel, *Classroom Assessment: Concepts and Application*, (New York: Mc GrawHill. 2012), p.11.

⁷ Dr. Haryanto, M.Pd, *Evaluasi Pembelajaran: Konsep dan Manajemen* (Yogyakarta: UNY Press, 2020), p.7.

⁸ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan Edisi 3*, (Jakarta: Bumi Aksara, 2018), p.90.

⁹ Hamzah B. Uno and Satria Koni, *Assessment Pembelajaran*, (Jakarta: Bumi Aksara, 2016), p.3.

Based on the definition, the researcher concluded that testing is a method of monitoring program development during the teaching process, as well as diagnosing difficulties in the program and at the end of the program by measuring the intellectual ability of the examinees, whether it is knowledge or performance. The test can also assist teachers in determining which pupils have similar ability levels in a subject.

b. Types of Test

There are five types of tests according to Brown such as:¹⁰

1) Language Aptitude Test

Language aptitude test is intended to examine a student's ability to perform in a foreign language that they have yet to learn.¹¹ A language aptitude test is intended to evaluate general skill or ability to acquire a foreign language, as well as eventual success in this quest. Language competency exams appear to be intended for use in any language educational setting.¹² An aptitude test assesses a person's present performance on a set of tasks in order to produce data that can be used to predict how the person will behave in the future or in a slightly different environment.¹³

2) Proficiency Test

The proficiency tests does not focus on a specific course, program, or talent in the language; rather, it assesses general capacity. Proficiency tests often include standardized multiple-choice questions on grammar, vocabulary, reading

¹⁰ H.Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.43.

¹¹ J.B.Heaton, *Writing English Language Tests* (New York: Longman, 1988), p.173.

¹² H.Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.43.

¹³ Robert Thorndike, *Measurement and Evaluation in Psychology and Education* (London:Pearson Education, 2014), p.283.

comprehension, and listening comprehension. Almost always, proficiency tests are summative and prescriptive. They deliver a single score (or, preferably, two or three sub-scores, one for each component of the test) as the outcome.¹⁴

Proficiency merely measures a student's command of the language in relation to what he or she will be required to do with it in the future performance of a certain activity.¹⁵ A proficiency test measures a person's linguistic proficiency regardless of whether or not they receive appropriate training in that language. The topic of the proficiency test is not based on the subject or purpose of the language course taken by the test taker. Rather, it is based on a specification of what a candidate must be able to do in the language in order to be judged competent.

3) Placement Test

Placement tests are designed to gather information that can assist in determining the most suitable stage or part of the curriculum for each student based on their abilities.¹⁶ The purpose of the placement test is to place the student in a particular level or section of a language program or school.¹⁷

Placement tests sometimes, but not always, feature a selection of content from the degree's numerous courses. Students' test results should demonstrate that they find the topic sufficiently challenging, not too easy or too difficult. In summary, placement tests are used to assess whether students may be placed in the phase or component of the program that is most suited to their ability.

¹⁴ H.Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.44.

¹⁵ J.B.Heaton, *Writing English Language Tests* (New York: Longman, 1988), p.172.

¹⁶ Arthur Hughes, *Testing for Language Teacher* (Cambridge: Cambridge University Press, 2003), p.16.

¹⁷ H.Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.45.

4) Diagnostic Test

According to Brown, diagnostic tests are designed to diagnose specific aspects of language. For example, pronunciation tests can diagnose English phonetic features that are difficult for learners and should be included as part of the curriculum. These tests usually provide a checklist of features that administrators (usually teachers) can use to identify problems. Writing diagnostics collect samples of students' texts, which teachers can use to identify linguistic and rhetorical features that require special attention in the course. There is also a difference between diagnostic tests and general performance tests. Achievement tests analyze how well students master the features of the language being taught. Diagnostic tests should provide information about what students need for future jobs. Therefore, diagnostic tests often provide more detailed subcategory information about learners.¹⁸

Diagnostic tests are frequently utilized; in fact, some tests are specifically designed to be diagnostic tests. Performance and proficiency examinations, on the other hand, are frequently utilized for diagnostic purposes: difficult areas are identified during these assessments so that necessary corrective action can be performed afterwards. Diagnostic tests are frequently administered to groups of pupils rather than individuals. If only one or two pupils make a certain error, the teacher will not be overly concerned. If a large number of kids in the group make a mistake, the teacher will notice it and plan to remedy it.¹⁹ Diagnostic tests are

¹⁸ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.46.

¹⁹ J.B. Heaton, *Writing English Language Tests* (New York: Longman, 1988), p.173.

used to identify learners' strengths and weaknesses. They are mainly intended to determine what remains to be learned.²⁰

In summary, diagnostic tests are intended to diagnose certain characteristics of language and can be used to assess a student's understanding of specific course components. It can, for example, be used at the end of a textbook chapter or a specific class.

5) Achievement Test

Achievement test, according to Brown, are closely tied to individual lessons, units, and even the entire curriculum. The achievement test is administered after the course has concentrated on the topic objectives and is (or should be) limited to the specific content taught in the syllabus within a set time frame. Achievement assessments can also serve as diagnostic tools that help pupils identify future areas of improvement. At the end of the course time, the proficiency test's primary goal is to ascertain whether the course objectives have been reached and whether the necessary information and abilities have been acquired.²¹

Achievement tests are directly related to language courses and help determine how well goals are being achieved for individual students, groups of students or the course itself. There are two types of achievement tests:²²

a) Progress Achievement (Formative Test)

Teachers administer formative tests during learning with the aim of using the results to improve teaching and to provide ongoing feedback to students and

²⁰ Arthur Hughes, *Testing for Language Teacher* (Cambridge: Cambridge University Press, 2003), p.15.

²¹ H.Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.47.

²² Arthur Hughes, *Testing for Language Teacher* (Cambridge: Cambridge University Press, 2003), p.12.

teachers. Formative assessment is the assessment of students who are "training" their skills and abilities so that they can continue the process of development. The key to such training is providing appropriate feedback (from teachers) and internally (from students) on performance with the aim of continuing (or shaping) future learning.

Formative tests are often designed to measure how well students have mastered the learning outcomes of a fairly limited portion of instruction, such as a lesson or textbook chapter. These tests are similar to the quizzes and unit tests that teachers often use, but they place more emphasis on measuring all the expected outcomes of the unit of instruction and using the results to improve learning (instead of grading). Formative test results provide information about how well students have mastered a particular subject. The goal is to identify students' academic successes and failures so that teaching and learning can be adjusted. Formative testing also determines whether students have mastered the learning tasks taught and can indicate how to correct learning mistakes.

b) Final Achievement (Summative Test)

A summative test is one that is usually given at the end of a course. Furthermore, a summative test is administered on a regular basis to identify what students know and do not know about the content presented by the teacher.

Summative assessments are used to measure and summarize a student's learning. They are typically given at the end of a course or unit of instruction. These assessments provide a summary of what the student has learned by looking back and documenting how they have met their goals. However, they may not

always indicate the next steps for future progress. Examples of summative assessments include final exams and general proficiency tests.²³

According to Suwandi there are four types of summative test that be used in classroom include:²⁴

- (1) Performance task, Students are asked to complete the task and determine what the students knows and are capability in doing a rubric, checklist, or other form of scoring guide should accompany this type of test.
- (2) Written product, students are asked to write an original selection. There are many written forms that teachers can used to get the students to write. Student may be asked to write about a previous activity such as field trip or guest speaker. Student may be asked to write their experience.
- (3) Oral product, students are asked to prepare an oral piece of work.
- (4) Test, students are asked to write the test at the end to demonstrate what they know.

c. Characteristics of Test

1) Validity

The validity of a test refers to how well it assesses the objectives it measures. If a test is designed to examine speaking abilities, for example, the test format is oral rather than written. According to this definition, the authors believe that test validity is required when it comes to program or curricular objectives and test consistency.

²³H.Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.6.

²⁴ Sarwiji Suwandi, *Model Asesmen dalam Pembelajaran* (Surakarta:Yuma Pustaka, 2009), p.46.

2) Reliability

Reliability in terms of regularity refers to the consistency of test results. This means that if the same test is administered to the same students multiple times, the results will remain unchanged and consistent.

3) Objectivity

Objectivity in the scoring system ensures that there is no personal bias involved and that the test results accurately reflect the students' abilities.

4) Practicality

Practicality refers to tests that are easy to take. This means that testing is easy to implement and validate and comes with clear instructions. Based on this statement, we can deduce that he has three important aspects regarding test feasibility. First, it is time efficient, cost-effective, and easy to manage.

Based on the above four characteristics of good testing, we believe that at least two characteristics are important for it to serve as the basis for regular test administration and as a tool for measuring and evaluating students learning outcomes.

2. The Concept of Item Analysis

a. Definition of Item Analysis

Teachers frequently use textbooks to give relevant and useful information to their students during the teaching and learning process. Instead of reading textbooks, teachers might transmit course content through nonfiction, videos, experiments, field excursions, and demonstrations. This is also true for testing. Exams are generally textbook-based and do not always take into consideration knowledge gained via experiential learning. As a result, it is advised to employ teacher-created tests. This is due to the fact that the tests reflect what is taught in

the classroom and are more similar to the teaching methods used by teachers. Teacher-written assessments enable teachers to examine students' understanding of growth.

As mentioned above, Teacher examinations are intended to assess a student's knowledge of a subject. The teacher self-evaluation is a sandbox test. Because projects and students' competencies can vary, this is only appropriate in particular instances. Teachers have full control over the format when creating tests. However, this does not mean that teacher-administered assessments are always perfect. In fact, the teacher exam has not been reviewed yet.

There are several definitions of item analysis. Analysis is the process of breaking down a conceptual problem, statement, phrase, or fact into its simple or final components.²⁵ Ahmann and Glock defined item analysis as the process of reexamining each test item to identify its strengths and weaknesses.²⁶ According to *Dasar-dasar Evaluasi Pendidikan* by Suharsimi Arikunto, there are four methods for assessing the quality of test items: checking question clarity, conducting item analysis, assessing validity, and testing item reliability. Item analysis is a systematic process that provides specific information about a test item developed by a teacher.²⁷ Furthermore, item analysis refers to the methodical assessment of the performance of individual items within a test. The purpose of this process is to identify the most effective items that should be retained for testing in future revised and enhanced versions.²⁸

²⁵Robert Audi, *The Cambridge Dictionary of Philosophy*, 3rd Ed (Cambridge: Cambridge University Press, 2015), p.32.

²⁶J. Stanley Ahmann and Marvin D. Glock, *Evaluating Pupil Growth* (Boston: Allyn and Bacon, Inc. 1967), p.184.

²⁷Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2009), p.205.

²⁸James Dean Brown, *Testing in Language Programs* (Upper Saddle River, New Jersey: Prentice Hall Regents, 1996), p.50.

From those some point of view, the researcher conclude that item analysis is a systematic process aimed at obtaining specific information about test item strengths and deficiencies.

b. Kinds of Item Analysis

Item analysis is related to several statistical analysis items that analyze the characteristic and feature of the test. They include validity, reliability, and level of difficulty.

1) Validity

Content validity refers to a test in which the test items align with the materials and instructions provided during teaching and learning. However, according to Hopkins, content effectiveness is defined as how accurately the test represents the behavior of the world and/or domain of the sample being measured.²⁹

Validity is crucial for conducting effective research. If a research paper lacks validity, it holds no value.³⁰ A test is considered valid when it accurately measures what it is intended to measure.³¹ Validity is a complex criterion and arguably the most significant principle in ensuring effective testing.

Based on the definition, the researcher concludes that validity is a measure related to the correlation between test value and validity by minimizing invalidity and becoming a necessary weak to do a good test and therefore use the validity measure as a grade question instead of pursuing perfection.

²⁹Hopkins, *Educational and Psychological Measurement and Evaluation* 8thEd (Boston: Viacom Company, 1998), p.77.

³⁰Louis Cohen, *et al.*, eds., *Research Methods In Education* Eighth Edition, (London and New York: Routledge Taylor & Francis Group, 2018), p.245.

³¹Baiq Della Triastiwi Putri, *The Validity Analysis of English Summative Test of Junior High School*, (Journal Of Languages And Language Teaching, Vol. 5 No.1,2017), p.6.

a) Types of Validity

According to Brown, there are five types of validity below.³²

(1) Content-Related Evidence

The validity of the content is the content validity of assessment instrument is seen in connection with the subject matter covered by the assessment instrument.³³ The validity of a test is determined by how well it aligns with the specific goals and content of the subject being assessed. The validity of the content is also called curricular validity because the material taught is listed in the curriculum.³⁴

The validity of the content of the result of learning test is the validity obtained after the analysis, search or testing of the content contained in the learning outcome test.³⁵ In addition, content validity is an assessment-based measure of validity on topics, topics, or content covered in test items.³⁶

(2) Criterion-Related Evidence

Criterion-related evidence is the validity relative to other measures taken as criteria for determining high validity of an assessment tool. The validity of a criterion can be determined by examining the correlation between the test scores being evaluated and the reference test scores. A high or low validity can be inferred based on this correlation.³⁷ In addition, criterion-related evidence is a

³² H.Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.22.

³³ Ida Farida, *Evaluasi Pembelajaran: Berdasarkan Kurikulum Nasional* (Bandung: PT Remaja Rosdakarya, 2017), p.159.

³⁴ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan Edisi 3*, (Jakarta: Bumi Aksara, 2018), p.186.

³⁵ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT RajaGrafindo Persada, 2005), p.164.

³⁶ Ronal Jay Cohen and Mark E. Swerdlik, *Psychological Testing and Assessment An Introduction to Test and Measurement* (New York: McGraw-Hill Education, 2018), p.176.

³⁷ Ida Farida, *Evaluasi Pembelajaran: Berdasarkan Kurikulum Nasional* (Bandung: PT Remaja Rosdakarya, 2017), p.160.

measure of validity obtained by evaluating the relationship between the results obtained in a test and the results of other tests or measurements.

(3) Construct-Related Evidence

Construct-related evidence, also known as configuration-related evidence, refers to the relationship between test scores and other measures, as well as how these scores are interpreted within a theoretical framework that aims to understand the intended structure of the test. This type of evidence is obtained through a thorough analysis to determine the validity of a measurement.³⁸ A test is considered to have construct validity if the items in the test cover all aspects of thinking, as specified in special instructional purposes.³⁹

To determine the level of construct validity, as well as content validity, the construction of each question must be based on a blueprint. Generally, this type of validity is used to consider the degree of validity of each question asked in a survey, such as attitudes, enthusiasm, values, and tendencies. All topics must have a theoretical knowledge base that can be included in the blueprint and justified.

However, the development of construct validity takes place not only through rational analysis, but also through the analysis of the evidence of empirical answers given by students as test participants. The result is clarity on what is being measured and what factors influence test results, allowing for meaningful interpretation of test performance. Theoretical analysis and empirical data can provide adequate evidence of the correspondence between constructs and test takers' responses.

³⁸ Ronal Jay Cohen and Mark E. Swerdlik, *Psychological Testing and Assessment An Introduction to Test and Measurement* (New York: McGraw-Hill Education, 2018), p. 176.

³⁹ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* Edisi 3, (Jakarta: Bumi Aksara, 2018), p.186.

Construct validity is the degree to which a test measures an intended hypothetical construct. Construct validity is concerned with the level of accuracy a construct within a test is believed to measure.

(4) Consequential Validity

Consequential validity comprises all test results, taking into account factors like assessing the desired criteria accurately. Impact of test interpretation and use on learners, test-taker preparation, and unintended and purposeful societal effects.⁴⁰

Consequential validity is partly related to catalytic value, whereby the way in which research data is used (research consequences) must be consistent with research competence or intent, i.e., the consequences of the study are not beyond the scope of the research, and the consequences of the studies involved are both legitimate and conducted.⁴¹

(5) Face Validity

A test has face validity when it seems to measure what it is intended to measure. Face validity in testing generally refers to the test's appearance rather than its proven effectiveness. Validity is a complex concept, but it is crucial for teachers to understand what makes an exam effective.

2) Reliability

A reliable test is consistent and dependable.⁴² Reliability is essentially a general term referring to reliability, consistency and reproducibility across instruments and groups of respondents over time. Reliability is precision and

⁴⁰ H.Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.26.

⁴¹ Louis Cohen, *et al.*, eds., *Research Methods In Education* Eighth Edition, (London and New York: Routledge Taylor & Francis Group, 2018), p.259.

⁴² H.Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.22.

accuracy: some traits, such as height, can be measured accurately, while others, such as musical ability, cannot. For a study to be credible, it must demonstrate that it produces the same results when conducted with similar groups of respondents under similar (but defined differently) circumstances.

a) Types of Reliability

According to Carmines and Zeller in Louise, Lawrence and Keith that there are three principal types of reliability:

(1) Stability

Reliability as well as stability is a more consistent measurement time, compared to similar samples and using the mentioned instrument. Reliable tool in one-piece research that generates similar data from overtime hours of similar respondents .⁴³

(2) Equivalence

There are two main types of reliability that are equivalent. First, reliability can be achieved using forms (also called "alternative forms") of a data collection or testing tool. If a test or equivalent tool is designed and gives similar results, then we can say that the tool represents that form of reliability.

Second, equivalent reliability can be achieved through interstellar reliability. In studies involving multiple researchers, it is important to minimize human error by reaching a consensus among all researchers. This can be achieved by ensuring that each researcher enters the data in a consistent manner. This is especially crucial in cases where structured or semi-structured observational data

⁴³ Louis Cohen, *et al.*, eds., *Research Methods in Education* Eighth Edition, (London and New York: Routledge Taylor & Francis Group, 2018), p.268.

interviews are being conducted, as it is necessary for all team members to agree on the categorization of the data.

(3) Internal Consistency

Proving internal consistency requires equipment or the test is performed only once via the split method while, the test/retest method and the method to prove the reliability of the equivalence forms require tests or instruments to be performed twice.⁴⁴

3) Level of Difficulty

It should be neither too easy nor too difficult. If a problem is too easy, students will not be motivated to work harder to solve it. On the other hand, if the problem is too difficult, students will be frustrated because they are out of reach and will lose the motivation to try again.⁴⁵

The level of difficulty refers to how easy or difficult a topic is for the specific group of candidates.⁴⁶ Item Facility (IF) is a statistical measure used to determine the percentage of students who answered a specific question correctly.⁴⁷

B. The Previous Related Findings

Baiq Della Triastiwi Putri, “The Validity Analysis of English Summative Test of Junior High School”. This research aimed to analyze the English summative test administered to seventh-grade students at SMP Darul Hamidin Padamara during the 2016/2017 school year. The descriptive method was used for

⁴⁴ Louis Cohen, *et al.*, eds., *Research Methods in Education* Eighth Edition, (London and New York: Routledge Taylor & Francis Group, 2018), p. 269

⁴⁵ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan Edisi 3*, (Jakarta: Bumi Aksara, 2018), p.232.

⁴⁶ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.58.

⁴⁷ James Dean Brown, *Testing in Language Programs* (Upper Saddle River, New Jersey: Prentice Hall Regents, 1996), p.64.

this research. The tools used for data analysis included documents such as the English summative test, syllabus, blueprints, and students' answer sheets. The researcher compared the English summative test with the program to determine the validity of the content and structure. The researcher utilized the blueprint and the final answer sheet of the students to assess the validity of the criteria used in the questionnaire. The findings of this study indicate that the SMP Darul Hamidin English summative test holds value in terms of content and construction, as 96% of the test aligns with the indicators and demonstrates validity. However, the criterion rule is deemed invalid, as only 10 out of the 50 items are considered valid.⁴⁸

Siti Munadliroh, "Items Analysis on the Students' Score of the English Summative Test (A Descriptive Study of the Tenth Grade Students of SMKN 3 Salatiga in the Academic Year of 2013/2014)". This research can be utilized as a resource for readers, particularly English instructors, headmasters, and anybody else involved in or responsible for designing a high-quality test. The aim of this study was to assess the difficulty level and discrimination index of English exam items for tenth-grade students at SMKN 3 Salatiga during the 2013/2014 academic year. This research employed a descriptive study design and utilized a quantitative approach. The sampling technique used in this study was applied purposive sampling. The sample consisted of three classes, totaling 102 students. The data for this study was collected through observation and documentation, which included gathering school data such as students' names and general information.

⁴⁸ Baiq Della Triastiwi Putri, *The Validity Analysis of English Summative Test of Junior High School* : (Journal of Languages and Language Teaching, Vol. 5, No. 1, 2017), p.6.

The study's findings are as follows: based on the difficulty index data, 21 questions (42%) were categorized as normal and met the criteria for moderate difficulty. Conversely, 27 questions (54%) were categorized as easy, while 2 questions (4%) were categorized as hard. According to the results from the discrimination index, 24 questions (42%) were good discrimination index criteria. Then 17 questions (34%) met the discrimination index's satisfactory requirements. Contrarily, the author found that 9 questions (18%) did not meet the required criteria. These questions were rejected due to their difficulty level or discrimination index. Therefore, it can be concluded that these 9 questions need to be either removed or revised in order to become suitable.⁴⁹

Muspira Humaerah, "Item Analysis of English Summative Test for Second-grade Students of MAN 1 Tanete Bulukumba". Based on the whole analysis of test items, the researcher concludes that first, the English summative test for MAN 1 Tanete Bulukumba second-grade students has six valid items and four invalid items, with the valid things being items 4, 5, 6, 7, 9, and 10. On the contrary, the invalid items were 1, 2, 3, and 8. Second, the English summative test for second-grade pupils at MAN 1 Tanete Bulukumba is trustworthy since the reliability index was greater than the critical of product moment table value. Third, the English summative test for MAN 1 Tanete Bulukumba second-grade pupils has one difficult item, one too-easy item, four medium items, and four simple items. Question numbers 3, 4, 7, 8, and 9 are medium things. The easiest

⁴⁹ Siti Munadliroh, *Items Analysis on The Score of The English Summative (A Descriptive Study of the Tenth Grade Students of SMK N 3 Salatiga in the Academic Year of 2013/2014)*. (Thesis: IAIN Salatiga, Salatiga, 2015), p.67.

items are 2, 5, 6, and 9. The too-easy item is number 1. In addition, the difficult item is question number 10.⁵⁰

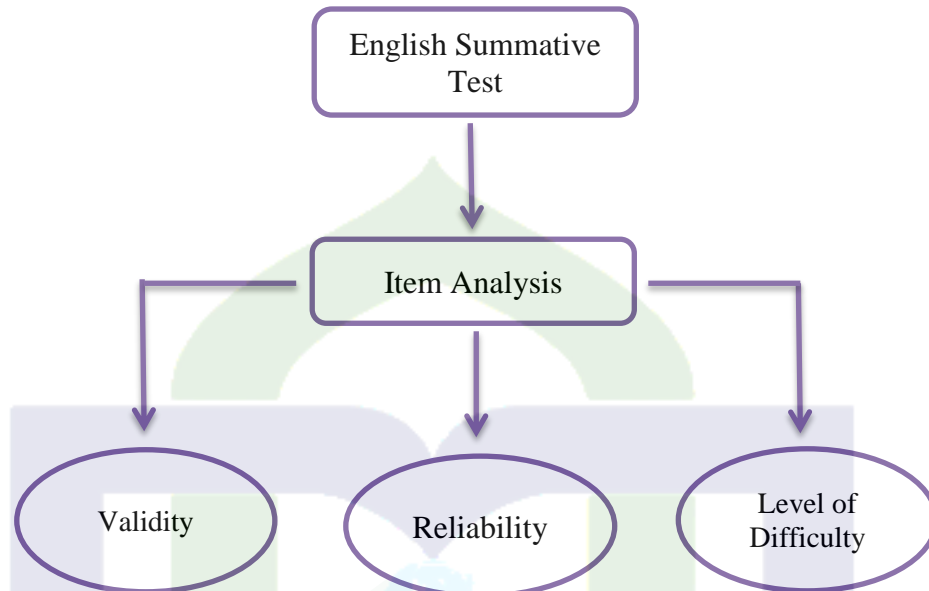
Amalina Shomami. The research design used in this study was Content Analysis Research. The study included 161 pupils as respondents. The writer selected the top 27% for the upper group and 27% for the lower group. The results of this study showed that 6 items (15%) met the criteria for difficulty index and were considered acceptable. One item (2.5%) was deemed too difficult, while 33 items (82.5%) were considered unacceptable. In terms of the discriminating power index, the writer discovered that 23 items (57.5%) were considered poor, a small percentage (2.5%) of items had negative results and had to be discarded, and 16 items (40%) were deemed acceptable. As for the distractor efficiency, the writer found that 166 items (83%) were ineffective distractors. In conclusion, the English summative test for second-grade students at SMAN 6 Depok did not meet the criteria for an effective and acceptable test.⁵¹

Previous research has concluded that summative tests of English require more attention, so information about the quality of individual test items is important to conducting good tests, therefore It is important to analyze the test and test it on your students before doing so. And teachers know how to design good tests. Therefore, the conclusions of previous studies were closely related to this study in terms of the best test for students.

⁵⁰ Muspira Humaerah, *Item Analysis of English Summative Test for Second Grade Student of MAN 1Tanete Bulukumba*. (Thesis: UIN Alauddin Makassar, Makassar, 2016), p.42.

⁵¹ Amalina Shomami, *An Item Analysis English Summative Test (An Analysis Study in the Second Grade of SMA Negeri 6 Depok in the 2013/2014 Academic Year)*. (Thesis: UIN Syarif Hidayatullah, Jakarta, 2014), p.50.

C. Conceptual Framework



The diagram above shows the conceptual framework that will be developed in this study. Summative tests are one type of language assessment. Summative exams are intended to measure or summarize what students have understood and are typically taken at the end of a unit of instruction course. Item analysis is concerned with various elements of statistical analysis used to analyze the features and characteristics of a test. These include validity, reliability, and level of difficulty.

D. Definition Operational Variable

A variable is a symptom that occurs and attracts the researcher's attention. Furthermore, because research variables are essentially established through research to learn, we can interpret them to inform and draw conclusions about them.⁵²

⁵² Jakni, *Metodologi Penelitian Eksperimen Bidang Pendidikan* (Bandung: Alfabeta, 2016), p.47.

This research focuses on two variables: item analysis as an independent variable and English summative test as a dependent variable. Item analysis is an analytical process that assesses the quality of items included in an examination. The information obtained from item analysis can be used to enhance both the items and the tests themselves. English summative test is an assessment given by an English teacher to students at the end of the semester. Its purpose is to measure students' performance after a period of learning.



CHAPTER III

METHOD OF RESEARCH

A. Research Design

The researcher employs descriptive quantitative research, which aims to identify and explain the current state of things. Descriptive research focuses on providing an understanding of the research subject without accepting or rejecting any hypotheses. In this case, the purpose of the research is to determine the validity, reliability, and difficulty of the English summative test (Final Term).

B. Location and Time

The research location was SMP Negeri 5 Parepare. This decision was made in light of our observations of the school and the fact that the school has not yet conducted an assessment of the quality of the final semester of English. Good material quality cannot be determined by analyzing problem particles alone. The research period was 30 days, including data collection and analysis.

C. Population and Sample

1. Population

The population refers to the group that the researcher is interested in and expects the research results to apply to. In this study, the subjects were second-year students from SMP Negeri 5 Parepare, divided into three classes. Each class consists of at least 25 students, making a total population of 75 students.

Table 3.1 Population data of the second year of SMP Negeri 5 Parepare

No	Class	Total
1	VIII.1	25
2	VIII.2	25
3	VIII.3	25
Total		75

Source: SMP Negeri 5 Parepare

2. Sample

A sample is a representative portion of one item from a larger whole or group, especially when submitted for inspection or presented as proof of quality.⁵³

The sample in this study is the entire class. The researcher took 45 students from the whole class as participants, in which the sample for this study was drawn using random sampling technique.

D. Instrument of Research

Instrument of research is tools used to obtain or collect data to solve research questions and achieve research goals.⁵⁴ In this research, the instruments used documentation techniques. The documents are in form English summative test was made by teacher which consists of 15 items by composition.

E. Technique of Collecting Data

The technique of collecting data is how to get the data needed for research. Collecting data is an important step in a study because the data gathered will be

⁵³ Merriam-webster, "Sample", Official Site of Merriamwebster, (<https://www.merriam-webster.com/dictionary/sample>), (20 September 2022)

⁵⁴ Jakni, *Metodologi Penelitian Eksperimen Bidang Pendidikan* (Bandung: Alfabeta, 2016), p.151.

used for problem solving in research. The technique of collecting data used in this research is a documentation technique.

F. Procedure of Collecting Data

In order to collect data, the researcher visits the school to request documents. These included in the English summative paper test, students answer sheet and answer key at SMP Negeri 5 Parepare for analysis.

In the process of conducting this research, the researchers followed these steps:

1. Collecting the English summative test items for second grade students of SMP Negeri 5 Parepare.
2. Retesting the collected item test to the second grade students of SMP Negeri 5 Parepare.
3. Analyzing the validity, reliability, and level of difficulty of each test item.

G. Technique of Data Analysis

1. The Validity Analysis

Validity is a crucial factor in conducting effective research. If a research study lacks validity, it becomes essentially worthless.⁵⁵ A test is considered valid if it accurately measures what it is intended to measure.⁵⁶ The validity of each item is analyzed with the Pearson/ Product Moment formula:

⁵⁵ Louis Cohen, *et al.*, eds., *Research Methods in Education* Eighth Edition, (London and New York: Routledge Taylor & Francis Group, 2018), p.245

⁵⁶ Baiq Della Triastiwi Putri, "The Validity Analysis of English Summative Test of Junior High School," (Journal of Languages and Language Teaching, Vol. 5 No.1,2017), p.6.

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

- r_{xy} = correlation coefficient
 $\sum X$ = sum of X
 $\sum Y$ = sum of Y
 N = number of respondents⁵⁷

Table 3.2 The Validity Classification

THE AMOUNT OF VALIDITY	INTERPRETATION
0.80-1.00	Excellent
0.60-0.80	Good
0.40-0.60	Satisfactory
0.20-0.40	Poor
0.00-0.20	Very Poor ⁵⁸

2. The Reliability Analysis

A reliable test is consistent and dependable.⁵⁹ Reliability is essentially a general term referring to reliability, consistency and reproducibility across instruments and groups of respondents over time. Reliability is all about accuracy and precision: some characteristics, such as height, can be accurately measured, while others, such as musical ability, cannot. For a study to be reliable, it must

⁵⁷ Rostina Sundayana, *Statistik Penelitian Pendidikan*, (Bandung: Alfabeta, 2016), p.59.

⁵⁸ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* Edisi 3, (Jakarta: Bumi Aksara, 2018), p.191.

⁵⁹ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.22.

demonstrate that if it were conducted on a similar group of respondents in a similar (however defined) context, similar results would be obtained.⁶⁰ The formula used to find the reliability is as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum S_i^2}{St^2} \right)$$

Where :

r_{11} = instrument reliability

n = number of questions

$\sum S_i^2$ = sum of variable item

St^2 = number of variable

Table 3.3 The Reliability Classification

THE AMOUNT OF RELIABILITY	INTERPRETATION
$0.80 \leq r \leq 1.00$	Excellent
$0.60 \leq r < 0.80$	Good
$0.40 \leq r < 0.60$	Satisfactory
$0.20 \leq r < 0.40$	Poor
$0.00 \leq r < 0.20$	Very Poor ⁶¹

3. Level of Difficulty

The level of difficulty refers to how easy or difficult a topic is for the specific group of candidates.⁶² Item Facility (IF) is a statistical measure used to determine the percentage of students who answered a specific question correctly.⁶³

⁶⁰ Louis Cohen *et al.*, eds., *Research Methods in Education* Eighth Edition, (London and New York: Routledge Taylor & Francis Group, 2018), p.268.

⁶¹ Rostina Sundayana, *Statistik Penelitian Pendidikan*, (Bandung: Alfabeta, 2016), p.69.

⁶² H.Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.58

⁶³ James Dean Brown, *Testing in Language Programs* (Upper Saddle River, New Jersey: Prentice Hall Regents, 1996), p. 64.

The formula to find the level of difficulty is as follows:

$$TK = \frac{\text{Mean}}{\text{Skor Maksimum}}$$

Where :

TK = difficulty index

Mean = average score

Skor Maksimum = maximum score

A good test items needs a level of difficulty including easy, medium and difficult. A good and effective test needs to have a moderate level of factors. Items that are too easy or too difficult can lower the quality of the test and will not effectively capture data about student performance. Question items with difficulty index closer to 1.00 mean the questions will be easier. The index of difficulty can be classified as follows:

Table 3.4 The level of difficulty Classification

THE AMOUNT OF DIFFICULTY	INTERPRETATION
TK = 0.00	Very Difficult
$0.00 < TK \leq 0.30$	Difficult
$0.30 < TK \leq 0.70$	Desirable/ Medium
$0.70 < TK < 1.00$	Easy
TK = 1.00	Very Easy ⁶⁴

⁶⁴ Rostina Sundayana, *Statistik Penelitian Pendidikan*, (Bandung: Alfabeta, 2016), p.76.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter is divided into two sections. The first section presents the study's findings, while the second section discusses these findings. The study results include a description of the data collected through testing, which will be further discussed in the following section.

A. FINDINGS

The research findings addressed the research statement discussed in the first chapter. This section also includes the analysis of the data from the English summative test. The researcher utilized an English summative test designed by the teacher for second-grade students of SMP Negeri 5 Parepare in the academic year 2022/2023. The test consisted of 15 essay questions and was administered on June 19th, 2022, with a test time of 45 minutes.

1. The Validity of English Summative Test

The data of findings show that twelve items of the English summative test were valid and three items were invalid. For clarity, the researcher provides a table that gives a brief description of the validity of each item.

Tabel 4.1 The Validity Analysis

Item	Correlation	T_{hitung}	T_{tabel}	Status	Interpretation
1	0	0	0.680	Invalid	Very Poor
2	0.767	7.845	0.680	Valid	Good
3	0.778	8.116	0.680	Valid	Good
4	0.461	3.409	0.680	Valid	Satisfactory

5	0.822	9.458	0.680	Valid	Excellent
6	0.690	6.248	0.680	Valid	Good
7	0.522	4.011	0.680	Valid	Satisfactory
8	0.675	5.991	0.680	Valid	Good
9	0.566	4.507	0.680	Valid	Satisfactory
10	0.762	7.715	0.680	Valid	Good
11	0.843	10.294	0.680	Valid	Excellent
12	0.770	7.923	0.680	Valid	Good
13	0	0	0.680	Invalid	Very Poor
14	0	0	0.680	Invalid	Very Poor
15	0.727	6.947	0.680	Valid	Good

The table consists of five columns. The first column displays the number of tests. The second column provides information about the correlation. The third column contains details about t_{hitung} . The fourth column presents the critical value of the product moment with a 95% significance level. The fifth column indicates the validity status and the sixth column provides information about interpretation of correlation. The researchers also employed the Rostina Sundayana formula to assess the validity of the test. (see appendix 4).

Based on the table provided, the valid items for the test are numbers 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 15. On the other hand, the invalid items are numbers 1, 13, and 14. To ensure clarity, the researcher provides the following descriptions for each item;

- 1) Item 1 is invalid because the calculated t_{hitung} was lower than the critical t_{tabel} for the Product Moment.
- 2) Item 2 is valid because the calculated t_{hitung} was higher than critical t_{tabel} for the Product Moment.
- 3) Item 3 is valid because the calculated t_{hitung} was higher than critical t_{tabel} for the Product Moment.
- 4) Item 4 is valid because the calculated t_{hitung} was higher than critical t_{tabel} for the Product Moment.
- 5) Item 5 is valid because the calculated t_{hitung} was higher than critical t_{tabel} for the Product Moment.
- 6) Item 6 is valid because the calculated t_{hitung} was higher than critical t_{tabel} for the Product Moment.
- 7) Item 7 is valid because the calculated t_{hitung} was higher than critical t_{tabel} for the Product Moment.
- 8) Item 8 is valid because the calculate d t_{hitung} was higher than critical t_{tabel} for the Product Moment.
- 9) Item 9 is valid because the calculated t_{hitung} was higher than critical t_{tabel} for the Product Moment.
- 10) Item 10 is valid because the calculated t_{hitung} was higher than critical t_{tabel} for the Product Moment.
- 11) Item 11 is valid because the calculated t_{hitung} was higher than critical t_{tabel} for the Product Moment.
- 12) Item 12 is valid because the calculated t_{hitung} was higher than critical t_{tabel} for the Product Moment.
- 13) Item 13 is invalid because the calculated t_{hitung} was lower than critical t_{tabel} for the Product Moment.

14) Item 14 is invalid because the calculated t_{hitung} was lower than critical t_{tabel} for the Product Moment.

15) Item 15 is valid because the calculated t_{hitung} was higher than critical t_{tabel} for the Product Moment.

Based on the given description, the researchers concluded that out of the existing test data results, 12 were valid and 3 were invalid. This finding only indicates the current status of the English summative test for second grade students of SMP Negeri 5 Parepare. Therefore, the valid items in the test do not need to be replaced and can be saved in the question bank. However, the invalid items should be replaced or deleted.

2. The Reliability of English Summative Test

The findings suggest that the English summative test for second-grade students of SMP Negeri 5 Parepare was reliable, with the reliability index of 0,876. This reliability works on the standard index. Arikunto emphasized that an item is considered reliable if its correlation coefficient is above the table of critical values at the 95% significance level.⁶⁵ For clarity, the researcher provides the table of reliability analysis as follows:

Table 4.2 The Reliability Analysis

Reliability Coefficient	Table	Status	Interpretation
0.876	0.680	Reliable	Excellent

This table consists of three columns, the first of which displays information about reliability coefficient. The second column provides information about the table of critical values for level significance 95%. The third column

⁶⁵ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* Edisi 3, (Jakarta: Bumi Aksara, 2018), p.191.

provides information about the reliability status and the fourth column provides information about interpretation about reliability coefficient. Researcher then used cronbach's alpha formula to determine test reliability. (see appendix 5).

Based on the table above, the author can conclude that the reliability of the results of these items using Cronbach's Alpha formula shows that the reliability index in the final test of grade 2 students SMP Negeri 5 Parepare is reliable with a reliability index of 0.876 was higher than the table value. Reliability is the degree to which the same marks or marks are given if the same test is scored by two or more different examiners or by the same examiner on different occasions. In short, to be reliable, a test must be consistent in its measurement.

3. Level of Difficulty

The data indicates that all of the test items were at an easy level. To provide clarity, the researcher has included tables that offer a brief description of the difficulty level for each item.

Tabel 4.3 The Level of Difficulty Analysis

Items	Mean	Maximum Number	TK	Status
1	5	5	1	Very Easy
2	4.2	5	0.84	Easy
3	4.6	5	0.92	Easy
4	4.2	5	0.84	Easy
5	4.7	5	0.94	Easy
6	4.7	5	0.94	Easy
7	4.4	5	0.88	Easy
8	4.1	5	0.82	Easy

9	4.1	5	0.82	Easy
10	4.4	5	0.88	Easy
11	4.7	5	0.94	Easy
12	4.6	5	0.92	Easy
13	5	5	1	Very Easy
14	5	5	1	Very Easy
15	4.2	5	0.84	Easy

The table is divided into five columns, the first of which contains data on the number of tests. The second column contains data on the maximum number. The third column indicates the . The fourth column indicates the level of difficulty and the fifth column provides information about interpretation of level of difficulty. The formula was then utilized by the researchers to determine the difficulty of the test. (see appendix 6)

B. DISCUSSION

This section is consistent with the interpretation of the results from the previous quantitative analysis.

1. The Validity of English Summative Test

Based on the description above, the researcher were able to conclude that the existing test data results were 12 valid and 3 invalid. This fact is only an indication of the current status of the summative test of the second-grade students of SMP Negeri 5 Parepare. Arikunto emphasized that an item is considered reliable if the correlation coefficient of each item is higher or equal to the table of significant values at the product moment at the 95% significance level.⁶⁶

⁶⁶Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* Edisi 3, (Jakarta:Bumi Aksara, 2018), p.191.

Thus, the items which are valid in the test do not need to be replaced and can be stored in the question bank, but items which are invalid must be replaced or eliminated. The activity must be truly teacher-directed to match the usual value of a high-quality test. This information will allow test builder proficiency to analyze valid items to create test items that work based on these items' ability to measure what is supposed to be measure.

2. The Reliability of English Summative Test

Referring with the data findings, the reliability of the results of these items using cronbach's alpha shows that the reliability index of the English summative test for second grade students of SMP Negeri 5 Parepare is reliable because the reliability index is 0.876, and higher than the table of critical value with a significance level of 95%. Reliability refers to the extent to which ties or points are consistently awarded when the same work is evaluated by multiple judges or the same judge on different occasions. In simpler terms, the measurement results must be consistent for the test to be considered reliable.⁶⁷

This fact indicates the current state of the English summative test for second grade students at SMP Negeri 5 Parepare. It refers to the extent to which the test consistently measures its intended purpose.

3. The Level of Difficulty

Based on the findings, the available data on the difficulty of the English summative test showed there were three very easy items and twelve easy items. As the data shows, the difficulty level of the metric is between 0.70-1.00. Therefore, the test item cannot be stored in the question bank and must be replaced or eliminated.

⁶⁷ J.B.Heaton, *Writing English Language Tests* (New York: Longman, 1988), p. 162.

Furthermore, it is important that test questions are neither too easy nor excessively difficult for students.⁶⁸ The English summative test given by the teacher to the second grade students of SMP Negeri 5 Parepare will include an optional answer that is similar to the main answer and not too different from it. Additionally, easier courses help boost the confidence of weaker students and serve as warm-ups, while more challenging sessions are likely to challenge stronger students. Furthermore, Brown emphasized that regardless of whether the test is consistently too easy or too challenging, a well-designed test enables students to comprehend and record the attributes of the teacher's assessment. Consequently, the tests should be standardized and fully adhere to the criteria of exemplary testing.⁶⁹

Additionally, the researcher identified a weakness in this study. It is a quantitative descriptive study that examines the validity, reliability, and level of difficulty of the English summative test for second grade students of SMP Negeri 5 Parepare. This research would be particularly beneficial if the researcher assisted teachers in redesigning the English summative test, if needed.

⁶⁸ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* Edisi 3, (Jakarta: Bumi Aksara, 2018), p.207.

⁶⁹ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice* (White Plains, NY: Pearson Education, 2004), p.59.

CHAPTER V

CLOSING

This chapter is divided into two parts. The first part presents the researchers' findings and discussions, leading to the conclusions. The second part offers suggestions based on these conclusions.

A. CONCLUSION

1. The validity

Based on the findings and discussion, the researcher concludes that there were twelve valid items and three invalid items of English summative test for second-grade students of SMP Negeri 5 Parepare. Valid items of the test were numbers 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 15. Otherwise, invalid entries were item numbers 1, 13 and 14.

2. The Reliability

Based on the findings and discussion, the reliability index of the English summative test for second-grade students of SMP Negeri 5 Parepare is considered reliable. This is because the reliability index is 0.876, which is higher than the critical value in the table at a significance level of 95%.

3. The Level of Difficulty

Based on the findings and discussion, the researcher concludes that the English summative test for second-grade students of SMP Negeri 5 Parepare showed there were three very easy items and twelve easy items. The very easy items are question number 1, 13 and 14. The easy item are number 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 15. Therefore, the test object should be replaced or removed.

B. SUGGESTION

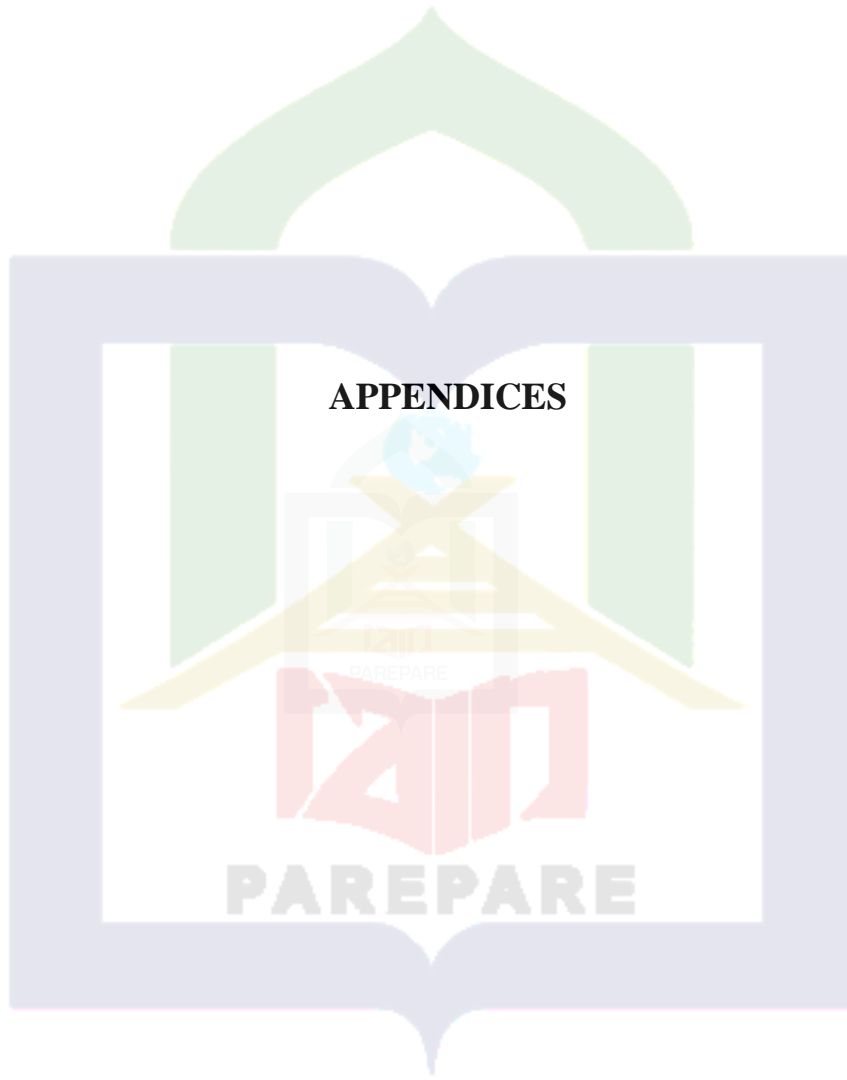
1. In order for the test function that measures what has to be measured to be successful, teachers of SMP Negeri 5 Parepare should pay greater attention to test design.
2. Before students take the test, teachers should analyze, review, and test each test content to ensure its accuracy and reliability, and pay more attention to the selection of each test content that is distracting.
3. Teachers of SMP Negeri 5 Parepare must be experts in language assessment and testing, and they must dedicate time to creating test items.
4. Due to the results of the high school end-of-term test in the second year of SMP Negeri 5 Parepare, this entry is considered invalid and should be modified or even deleted by the teacher.
5. Frequently used tests should be adjusted and teachers should make necessary changes to adapt them to the current situation before using them again.

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Appendix 1: Research Instrument

	<p style="text-align: center;">KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p>Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id</p> <p style="text-align: center;">INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>
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Thesis Title : An Analysis of English Summative Test For Second Grade Student of SMP Negeri 5 Parepare

Student Name : A. Muftihatu Rahmah

Student Reg. Number : 16.1300.089

Study Program : English Education

Faculty : Tarbiyah

PENILAIAN AKHIR SEMESTER (PAS)

TAHUN PELAJARAN 2022/2023

Satuan Pendidikan : UPTD SMP Negeri 5 Parepare

Mata Pelajaran : Bahasa Inggris

Hari / Tanggal :

Kelas / Semester : VIII (Delapan) / Genap

Waktu :



Nama :

Serial Number of Absence :

Petunjuk :

1. Berdoalah dulu sebelum mengerjakan soal!
2. Periksa dan bacalah soal-soal sebelum Anda menjawab!
3. Laporkan kepada pengawas bila terdapat tulisan yang kurang jelas, rusak atau jumlah soal kurang!

Make a sentence (Simple Present Tense) based on the picture below to answer No. 1 to 2!

<p>1.</p> 	<p>2.</p> 
<p>Mrs.Marry.....</p> <p>.....</p>	<p>They</p> <p>.....</p>

3. Look at the picture below and Answer the question (Simple Present Continuous Tense)!

	<p>What is she doing?</p>
---	---------------------------

4. Read the paragraph below, then write down what Fahrul, Fany and Izul do as their routines!

Fahrul, Fany and Izul are never late to class. They walk to school, but they always get to school on time. They rarely take public transportation. They look healthy and happy all the time.

5. Write down what Budi, Ani and Ali do as their routines according to Siti!

Budi, Ani and Ali are always together. They play together. They also exercise together. I like seeing them so close to each other.



Rearrange the words into a good sentence for No. 6 to 7!

- 6. are – The boys – the – now - and – the girls – cleaning up – classroom.
- 7. their – students – in – Some – are – notebooks - now – writing – not.

Make a comparison sentence based on the statement given for No. 8 to 9!

- 8. Andika was born on the 23 November 2003. Santi, my sister was born on the 21 October 1999.
- 9. Soreang – Lakessi is 3 kilometers. Lapadde – Lakessi is 3.5 kilometers.

10. Complete the table below to analyze the information of the animals based on the picture!

	Animal : Food : Habitat : Characteristic :		Animal : Food : Habitat : Characteristic :
---	---	---	---

11. Identify Rudi's activities in the past and now based on the situation below!

Rudi : Hey, look! They are playing marbles. It was my favorite game in the primary school. I played marbles everyday. But now, I never play marbles anymore. I have so many things to do at home and at school. Did you play marbles too?	In the past	Now

12. Read the paragraph below, then write the events in the past and in the present!

<p>Now, here I am in this SMP. Last year, I was in Grade VII, and now I am in Grade VIII. This school is one kilometer from my home. I learned many new things in Grade VII. It was my first time to go to school on my bike. I met boys and girls from different parts of this town. I was very happy when I first wore my blue – and – white uniform.</p>	In the Seventh Grade	In the Eighth Grade


13. Read the short message then answer the question below!

Jhon, sorry, honey. I can't keep my promise to go with you to the Mall tonight. I've met Mrs. Rany at 07.00 pm. Please, don't be angry.

By Mom

How do you think Jhon's feeling after reading the message?

14. Look at the notice below!

	<p>Where can you find this notice?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
---	--

15. Read the song then answer the question below!

<p>“ You gotta help me, I am losing my mind. Keep getting the feeling you wanna leave me this all behind. Thought we were going strong. I thought we were hidding on, aren’t we? “</p>	<p>What is the message of the song?</p>
--	---



Appendix 2: Student Answers Sheet

1. Mrs. marry Prepares Foods and drinks For the animals every morning
- 2 They wash the animals every day
3. She is watering the Plants.
4. Fahrul, Fany and Izul are never late to class. They walk to school but they always get to school on time. they rarely take Public Transportation they look healthy and happy all the
5. budr, anr dan all are alwoyys together. the play together. the also exercise together. I like Seeing them so close to each other
6. The boys and the girls know the cleaning ut classroom
7. there Students not writing now In some are notebooks.
8. andika's Sister is older than andika
9. lalessa is futher than soreang
10. animal = elephant Food: grass habitat = .forests
Characteristic = has a long trunk dan has big a ears
animal : tigers Food = meat habitat = forests
Characteristic = has .. tigers are biggest of all cats
11. In the Past
She was like Play marbles Every day
Now
he is never Play marbles anymore
12. In the Seventh. grade
She was in grade
her first time go to school
In the eighth grade
She is eighth grade
She is go to school
13. he is disappointed
14. on school grounds
15. don't want to lose some one

1. Mrs. Merry prepares foods and drinks for the animals every morning
2. they wash the animals everyday
3. she is watering the flowers
4. they are never late to class - they look healthy and happy all the time
 - they walk to school
 - they rarely take public transportation
5. they are always together - they also exercise together
 - they play together
6. the boys and the girls cleaning up the classroom now
7. some students are not writing their notebooks in now
8. andika's sister is older than andika
9. lakeessi is further than soreng
10. animal: elephant
 - Food: grass
 - Habitat: ~~wade~~ forests
 - Characteristic: has a long trunk dan has big a ears
11. animal: tigers
 - Food: meat
 - Habitat: Forests
 - Characteristic: ~~has~~ tigers are biggest of all cats
12. in the past
 - she ~~was~~ like play marbles every day
 - Now
 - he is never play marbles anymore
12. in the seventh grade
 - She was in grade
 - her first time go to school
 - in the eighth grade
 - she is eighth grade
 - She is go to school
13. he is disappointed
14. on school grounds
15. don't want to lose some one

1. Mrs. Mary prepares foods and drinks for the animals every morning
2. they wash the animals every day
3. She is watering the plants
4. Fahri, Fany, and Izul are never late to class. They walk to school but they always get to school on time. They rarely take public transportation. They look healthy and happy all the time.
5. Budi, Ani, dan all are always together. They play together. They also exercise together. I like seeing them so close to each other.
6. The boys and the girls help the cleaning up classroom
7. The 11 students not writing now in some are note books
8. Andika's sister is older than Andika
9. Laksono is further than Soreang
10. # animal : elephant
Food : grass
habitat : forests
Characteristic : has a long trunk dan has big ears
- # animal : tigers
Food : meat
habitat : forests
Characteristic : has tanger and biggest of all cats
11. In the past
 - she was like play marbles every day
 - now
 - he is never play marbles anymore
12. ~~in~~ in the seventh grade
 - she was in grade
 - her first time go to school
 - in the eighth grade
 - she is eighth grade
 - she is go to school
13. he is disappointed
14. on school grounds
15. don't want to lose some one

Appendix 3: Students' Scoring

NO	ITEMS															SKOR TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	5	3	5	3	5	5	5	3	4	5	5	5	5	5	4	67
2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
3	5	5	5	2	5	5	3	5	4	5	5	5	5	5	4	68
4	5	4	5	5	5	5	5	3	3	5	5	5	5	5	4	69
5	5	5	5	3	5	5	4	4	4	5	5	5	5	5	5	70
6	5	3	5	5	5	5	5	3	4	5	5	5	5	5	5	70
7	5	5	5	5	5	4	5	4	4	5	5	5	5	5	5	72
8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
9	5	3	5	2	5	5	3	5	5	5	5	5	5	5	5	68
10	5	4	5	4	5	5	5	4	5	5	5	4	5	5	4	70
11	5	5	5	3	5	5	3	4	4	5	5	5	5	5	5	69
12	5	4	5	5	5	4	3	4	4	5	5	5	5	5	5	69
13	5	4	5	2	5	5	5	5	5	3	4	4	5	5	5	67
14	5	4	5	3	4	5	4	4	4	3	4	4	5	5	4	63
15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
16	5	3	4	5	5	5	4	3	3	4	5	5	5	5	4	65
17	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
18	5	4	5	5	5	5	4	3	2	3	5	5	5	5	3	64
19	5	5	5	5	5	5	5	3	3	4	5	5	5	5	2	67
20	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
21	5	4	5	5	5	5	5	4	4	4	5	4	5	5	4	69
22	5	5	5	5	5	5	3	4	4	5	5	5	5	5	4	70
23	5	3	4	5	5	5	5	3	2	3	4	4	5	5	3	61

24	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
25	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
26	5	3	4	5	5	5	4	3	3	4	5	5	5	5	4	65
27	5	4	5	5	5	5	4	3	2	3	5	5	5	5	3	64
28	5	5	5	5	5	5	5	3	3	4	5	5	5	5	2	67
29	5	3	5	2	5	5	3	5	5	5	5	5	5	5	5	68
30	5	4	5	4	5	5	5	4	5	5	5	4	5	5	4	70
31	5	5	5	3	5	5	3	4	4	5	5	5	5	5	5	69
32	5	2	2	4	4	5	4	2	2	3	4	4	5	5	3	54
33	5	3	3	3	3	3	3	4	4	5	4	3	2	5	5	55
34	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
35	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
36	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
37	5	3	3	3	3	3	3	3	3	3	3	3	3	5	5	51
38	5	4	3	5	5	5	5	5	5	5	5	5	5	5	4	71
39	5	5	5	5	5	5	5	5	4	4	5	5	5	5	4	72
40	5	4	4	4	4	4	4	4	4	4	4	4	4	5	5	63
41	5	3	4	4	4	4	4	4	4	4	4	4	4	5	5	61
42	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
43	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
44	5	3	3	3	3	3	3	4	4	5	4	3	2	5	5	55
45	5	3	3	3	3	3	3	3	3	3	3	3	3	5	5	51
	225	187	207	190	213	213	196	184	185	199	211	206	225	225	188	3054



DEPARTMENT OF STATE OF ISRAELI MINISTRY OF EDUCATION PAREPARE

Appendix 4: Data Analysis

NO	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	Y
1	5	3	5	3	5	5	5	3	4	5	5	5	5	5	4	67
2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
3	5	5	5	2	5	5	3	5	4	5	5	5	5	5	4	68
4	5	4	5	5	5	5	5	3	3	5	5	5	5	5	4	69
5	5	5	5	3	5	5	4	4	4	5	5	5	5	5	5	70
6	5	3	5	5	5	5	5	3	4	5	5	5	5	5	5	70
7	5	5	5	5	5	4	5	4	4	5	5	5	5	5	5	72
8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
9	5	3	5	2	5	5	3	5	5	5	5	5	5	5	5	68
10	5	4	5	4	5	5	5	4	5	5	5	4	5	5	4	70
11	5	5	5	3	5	5	3	4	4	5	5	5	5	5	5	69
12	5	4	5	5	5	4	3	4	4	5	5	5	5	5	5	69
13	5	4	5	2	5	5	5	5	5	3	4	4	5	5	5	67
14	5	4	5	3	4	5	4	4	4	3	4	4	5	5	4	63
15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
16	5	3	4	5	5	5	4	3	3	4	5	5	5	5	4	65
17	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
18	5	4	5	5	5	5	4	3	2	3	5	5	5	5	3	64
19	5	5	5	5	5	5	5	3	3	4	5	5	5	5	2	67
20	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
21	5	4	5	5	5	5	5	4	4	4	5	4	5	5	4	69
22	5	5	5	5	5	5	3	4	4	5	5	5	5	5	4	70
23	5	3	4	5	5	5	5	3	2	3	4	4	5	5	3	61

NO	X1 ²	X2 ²	X3 ²	X4 ²	X5 ²	X6 ²	X7 ²	X8 ²	X9 ²	X10 ²	X11 ²	X12 ²	X13 ²	X14 ²	X15 ²	Y ²
1	25	9	25	9	25	25	25	9	16	25	25	25	25	25	16	4489
2	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	5625
3	25	25	25	4	25	25	9	25	16	25	25	25	25	25	16	4624
4	25	16	25	25	25	25	25	9	9	25	25	25	25	25	16	4761
5	25	25	25	9	25	25	16	16	16	25	25	25	25	25	25	4900
6	25	9	25	25	25	25	25	9	16	25	25	25	25	25	25	4900
7	25	25	25	25	25	16	25	16	16	25	25	25	25	25	25	5184
8	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	5625
9	25	9	25	4	25	25	9	25	25	25	25	25	25	25	25	4624
10	25	16	25	16	25	25	25	16	25	25	25	16	25	25	16	4900
11	25	25	25	9	25	25	9	16	16	25	25	25	25	25	25	4761
12	25	16	25	25	25	16	9	16	16	25	25	25	25	25	25	4761
13	25	16	25	4	25	25	25	25	25	9	16	16	25	25	25	4489
14	25	16	25	9	16	25	16	16	16	9	16	16	25	25	16	3969
15	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	5625
16	25	9	16	25	25	25	16	9	9	16	25	25	25	25	16	4225
17	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	5625
18	25	16	25	25	25	25	16	9	4	9	25	25	25	25	9	4096
19	25	25	25	25	25	25	25	9	9	16	25	25	25	25	4	4489
20	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	5625
21	25	16	25	25	25	25	25	16	16	16	25	16	25	25	16	4761
22	25	25	25	25	25	25	9	16	16	25	25	25	25	25	16	4900
23	25	9	16	25	25	25	25	9	4	9	16	16	25	25	9	3721
24	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	5625
25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	5625

26	25	9	16	25	25	25	16	9	9	16	25	25	25	25	16	4225
27	25	16	25	25	25	25	16	9	4	9	25	25	25	25	9	4096
28	25	25	25	25	25	25	25	9	9	16	25	25	25	25	4	4489
29	25	9	25	4	25	25	9	25	25	25	25	25	25	25	25	4624
30	25	16	25	16	25	25	25	16	25	25	25	16	25	25	16	4900
31	25	25	25	9	25	25	9	16	16	25	25	25	25	25	25	4761
32	25	4	4	16	16	25	16	4	4	9	16	16	25	25	9	2916
33	25	9	9	9	9	9	16	16	25	16	9	4	25	25	9	3025
34	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	5625
35	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	5625
36	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	5625
37	25	9	9	9	9	9	9	9	9	9	9	9	25	25	9	2601
38	25	16	9	25	25	25	25	25	25	25	25	25	25	25	16	5041
39	25	25	25	25	25	25	25	25	16	16	25	25	25	25	16	5184
40	25	16	16	16	16	16	16	16	16	16	16	16	25	25	16	3969
41	25	9	16	16	16	16	16	16	16	16	16	16	25	25	9	3721
42	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	5625
43	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	5625
44	25	9	9	9	9	9	16	16	25	16	9	4	25	25	9	3025
45	25	9	9	9	9	9	9	9	9	9	9	9	25	25	9	2601
Σ	1125	813	979	852	1025	1025	882	786	803	907	1007	970	1125	1125	822	209232



NO	XY1	XY2	XY3	XY4	XY5	XY6	XY7	XY8	XY9	XY10	XY11	XY12	XY13	XY14	XY15
1	335	201	335	201	335	335	335	201	268	335	335	335	335	335	268
2	375	375	375	375	375	375	375	375	375	375	375	375	375	375	375
3	340	340	340	136	340	340	204	340	272	340	340	340	340	340	272
4	345	276	345	345	345	345	345	207	207	345	345	345	345	345	276
5	350	350	350	210	350	350	280	280	280	350	350	350	350	350	350
6	350	210	350	350	350	350	350	210	280	350	350	350	350	350	350
7	360	360	360	360	360	288	360	288	288	360	360	360	360	360	360
8	375	375	375	375	375	375	375	375	375	375	375	375	375	375	375
9	340	204	340	136	340	340	204	340	340	340	340	340	340	340	340
10	350	280	350	280	350	350	350	280	350	350	350	280	350	350	280
11	345	345	345	207	345	345	207	276	276	345	345	345	345	345	345
12	345	276	345	345	345	276	207	276	276	345	345	345	345	345	345
13	335	268	335	134	335	335	335	335	335	201	268	268	335	335	335
14	315	252	315	189	252	315	252	252	252	189	252	252	315	315	252
15	375	375	375	375	375	375	375	375	375	375	375	375	375	375	375
16	325	195	260	325	325	325	260	195	195	260	325	325	325	325	260
17	375	375	375	375	375	375	375	375	375	375	375	375	375	375	375
18	320	256	320	320	320	320	256	192	128	192	320	320	320	320	192
19	335	335	335	335	335	335	335	201	201	268	335	335	335	335	134
20	375	375	375	375	375	375	375	375	375	375	375	375	375	375	375
21	345	276	345	345	345	345	345	276	276	276	345	276	345	345	276
22	350	350	350	350	350	350	210	280	280	350	350	350	350	350	280
23	305	183	244	305	305	305	305	183	122	183	244	244	305	305	183
24	375	375	375	375	375	375	375	375	375	375	375	375	375	375	375
25	375	375	375	375	375	375	375	375	375	375	375	375	375	375	375

26	325	195	260	325	325	325	260	195	195	260	325	325	325	325	260
27	320	256	320	320	320	320	256	192	128	192	320	320	320	320	192
28	335	335	335	335	335	335	335	201	201	268	335	335	335	335	134
29	340	204	340	136	340	340	204	340	340	340	340	340	340	340	340
30	350	280	350	280	350	350	350	280	350	350	350	280	350	350	280
31	345	345	345	207	345	345	207	276	276	345	345	345	345	345	345
32	270	108	108	216	216	270	216	108	108	162	216	216	270	270	162
33	275	165	165	165	165	165	220	220	275	220	165	110	275	275	165
34	375	375	375	375	375	375	375	375	375	375	375	375	375	375	375
35	375	375	375	375	375	375	375	375	375	375	375	375	375	375	375
36	375	375	375	375	375	375	375	375	375	375	375	375	375	375	375
37	255	153	153	153	153	153	153	153	153	153	153	153	255	255	153
38	355	284	213	355	355	355	355	355	355	355	355	355	355	355	284
39	360	360	360	360	360	360	360	360	288	288	360	360	360	360	288
40	315	252	252	252	252	252	252	252	252	252	252	252	315	315	252
41	305	183	244	244	244	244	244	244	244	244	244	244	305	305	183
42	375	375	375	375	375	375	375	375	375	375	375	375	375	375	375
43	375	375	375	375	375	375	375	375	375	375	375	375	375	375	375
44	275	165	165	165	165	165	220	220	275	220	165	110	275	275	165
45	255	153	153	153	153	153	153	153	153	153	153	153	255	255	153
Σ	15270	12895	14227	13039	14605	14581	13425	12661	12719	13681	14477	14158	15270	15270	12954



NO	ITEMS															SKOR TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	5	3	5	3	5	5	5	3	4	5	5	5	5	5	4	62
2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
3	5	5	5	2	5	5	3	5	4	5	5	5	5	5	4	63
4	5	4	5	5	5	5	5	3	3	5	5	5	5	5	4	64
5	5	5	5	3	5	5	4	4	4	5	5	5	5	5	5	65
6	5	3	5	5	5	5	5	3	4	5	5	5	5	5	5	65
7	5	5	5	5	5	4	5	4	4	5	5	5	5	5	5	67
8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
9	5	3	5	2	5	5	3	5	5	5	5	5	5	5	5	63
10	5	4	5	4	5	5	5	4	5	5	5	4	5	5	4	65
11	5	5	5	3	5	5	3	4	4	5	5	5	5	5	5	64
12	5	4	5	5	5	4	3	4	4	5	5	5	5	5	5	64
13	5	4	5	2	5	5	5	5	5	3	4	4	5	5	5	62
14	5	4	5	3	4	5	4	4	4	3	4	4	5	5	4	58
15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
16	5	3	4	5	5	5	4	3	3	4	5	5	5	5	4	60
17	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
18	5	4	5	5	5	5	4	3	2	3	5	5	5	5	3	59
19	5	5	5	5	5	5	5	3	3	4	5	5	5	5	2	62
20	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
21	5	4	5	5	5	5	5	4	4	4	5	4	5	5	4	64

22	5	5	5	5	5	5	3	4	4	5	5	5	5	5	4	65
23	5	3	4	5	5	5	5	3	2	3	4	4	5	5	3	56
24	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
25	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
26	5	3	4	5	5	5	4	3	3	4	5	5	5	5	4	60
27	5	4	5	5	5	5	4	3	2	3	5	5	5	5	3	59
28	5	5	5	5	5	5	5	3	3	4	5	5	5	5	2	62
29	5	3	5	2	5	5	3	5	5	5	5	5	5	5	5	63
30	5	4	5	4	5	5	5	4	5	5	5	4	5	5	4	65
31	5	5	5	3	5	5	3	4	4	5	5	5	5	5	5	64
32	5	2	2	4	4	5	4	2	2	3	4	4	5	5	3	49
33	5	3	3	3	3	3	4	4	5	4	3	2	5	5	3	50
34	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
35	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
36	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
37	5	3	3	3	3	3	3	3	3	3	3	3	5	5	3	46
38	5	4	3	5	5	5	5	5	5	5	5	5	5	5	4	66
39	5	5	5	5	5	5	5	5	4	4	5	5	5	5	4	67
40	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	58
41	5	3	4	4	4	4	4	4	4	4	4	4	5	5	3	56
42	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
43	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
44	5	3	3	3	3	3	4	4	5	4	3	2	5	5	3	50

45	5	3	3	3	3	3	3	3	3	3	3	3	5	5	3	46
Si	0.000	0.903	0.780	1.064	0.618	0.618	0.802	0.874	0.982	0.783	0.633	0.783	0.000	0.000	0.912	6.686
Si²	0.000	0.816	0.609	1.131	0.382	0.382	0.643	0.765	0.965	0.613	0.401	0.613	0.000	0.000	0.831	44.709
ΣSi²	8.152															



MINISTRY OF STATE OF ISLAMIC INSTITUTE PAREPARE

NO	ITEMS															SKOR TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	5	3	5	3	5	5	5	3	4	5	5	5	5	5	4	67
2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
3	5	5	5	2	5	5	3	5	4	5	5	5	5	5	4	68
4	5	4	5	5	5	5	5	3	3	5	5	5	5	5	4	69
5	5	5	5	3	5	5	4	4	4	5	5	5	5	5	5	70
6	5	3	5	5	5	5	5	3	4	5	5	5	5	5	5	70
7	5	5	5	5	5	4	5	4	4	5	5	5	5	5	5	72
8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
9	5	3	5	2	5	5	3	5	5	5	5	5	5	5	5	68
10	5	4	5	4	5	5	5	4	5	5	5	4	5	5	4	70
11	5	5	5	3	5	5	3	4	4	5	5	5	5	5	5	69
12	5	4	5	5	5	4	3	4	4	5	5	5	5	5	5	69
13	5	4	5	2	5	5	5	5	5	3	4	4	5	5	5	67
14	5	4	5	3	4	5	4	4	4	3	4	4	5	5	4	63
15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
16	5	3	4	5	5	5	4	3	3	4	5	5	5	5	4	65
17	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
18	5	4	5	5	5	5	4	3	2	3	5	5	5	5	3	64
19	5	5	5	5	5	5	5	3	3	4	5	5	5	5	2	67
20	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
21	5	4	5	5	5	5	5	4	4	4	5	4	5	5	4	69
22	5	5	5	5	5	5	3	4	4	5	5	5	5	5	4	70
23	5	3	4	5	5	5	5	3	2	3	4	4	5	5	3	61

24	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
25	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
26	5	3	4	5	5	5	4	3	3	4	5	5	5	5	4	65
27	5	4	5	5	5	5	4	3	2	3	5	5	5	5	3	64
28	5	5	5	5	5	5	5	3	3	4	5	5	5	5	2	67
29	5	3	5	2	5	5	3	5	5	5	5	5	5	5	5	68
30	5	4	5	4	5	5	5	4	5	5	5	4	5	5	4	70
31	5	5	5	3	5	5	3	4	4	5	5	5	5	5	5	69
32	5	2	2	4	4	5	4	2	2	3	4	4	4	5	3	54
33	5	3	3	3	3	3	4	4	5	4	3	2	5	5	3	55
34	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
35	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
36	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
37	5	3	3	3	3	3	3	3	3	3	3	3	5	5	3	51
38	5	4	3	5	5	5	5	5	5	5	5	5	5	5	4	71
39	5	5	5	5	5	5	5	5	4	4	5	5	5	5	4	72
40	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	63
41	5	3	4	4	4	4	4	4	4	4	4	4	5	5	3	61
42	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
43	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
44	5	3	3	3	3	3	4	4	5	4	3	2	5	5	3	55
45	5	3	3	3	3	3	3	3	3	3	3	3	5	5	3	51

MEAN	5	4.2	4.6	4.2	4.7	4.7	4.4	4.1	4.1	4.4	4.7	4.6	5	5	4.2
SKOR MAKS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
TK	1	0.84	0.92	0.84	0.94	0.94	0.88	0.82	0.82	0.88	0.94	0.92	1	1	0.84

Appendix 5: The Validity Analysis

Item	Correlation	T_{hitung}	T_{tabel}	Status
1	0	0	0.680	Invalid
2	0.767	7.845	0.680	Valid
3	0.778	8.116	0.680	Valid
4	0.461	3.409	0.680	Valid
5	0.822	9.458	0.680	Valid
6	0.690	6.248	0.680	Valid
7	0.522	4.011	0.680	Valid
8	0.675	5.991	0.680	Valid
9	0.566	4.507	0.680	Valid
10	0.762	7.715	0.680	Valid
11	0.843	10.294	0.680	Valid
12	0.770	7.923	0.680	Valid
13	0	0	0.680	Invalid
14	0	0	0.680	Invalid
15	0.727	6.947	0.680	Valid

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{45 \times 12.895 - (187) (3.054)}{\sqrt{\{45 \times 813 - 187^2\} \{45 \times 209.232 - 3.054^2\}}}$$

$$r_{xy} = \frac{580.275 - 571.098}{\sqrt{\{36.585 - 34.969\} \{9.415.440 - 9.326.916\}}}$$

$$r_{xy} = \frac{9.177}{\sqrt{1.616 \times 88.524}}$$

$$r_{xy} = \frac{9.177}{\sqrt{143.054.784}}$$

$$r_{xy} = \frac{9.177}{11.960}$$

$$r_{xy} = 0,767$$

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0,767\sqrt{45-2}}{\sqrt{1-0,767^2}}$$

$$= \frac{0,767 \sqrt{43}}{\sqrt{1-0,767^2}}$$

$$= \frac{0,767 \times 6,557}{\sqrt{1-0,588}}$$

$$= \frac{0,767 \times 6,557}{\sqrt{0,412}}$$

$$= \frac{5,029}{0,641}$$

$$= 7,845$$

$$t_{tabel} = (dk = n - 2)$$

$$t_{tabel} = (dk = 45 - 2)$$

$$t_{tabel} = (dk = 43)$$

$$t_{tabel} = (dk = 0,680)$$

Appendix 6: The Reliability Analysis

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum S_i^2}{S_i^2} \right)$$

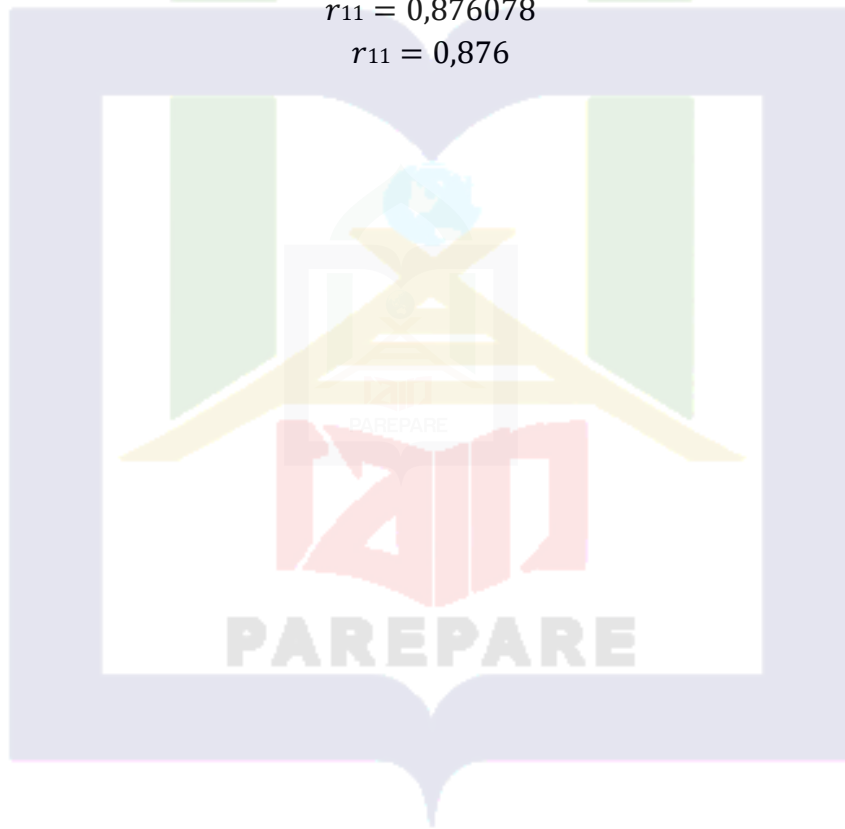
$$r_{11} = \left(\frac{15}{15-1} \right) \left(1 - \frac{8,152}{44,709} \right)$$

$$r_{11} = \left(\frac{15}{14} \right) (1 - 0,182)$$

$$r_{11} = (1,071) (0,818)$$

$$r_{11} = 0,876078$$

$$r_{11} = 0,876$$



Appendix 7: The Level of Difficulty

Items	Mean	Maximum Number	TK	Status
1	5	5	1	Very Easy
2	4.2	5	0.84	Easy
3	4.6	5	0.92	Easy
4	4.2	5	0.84	Easy
5	4.7	5	0.94	Easy
6	4.7	5	0.94	Easy
7	4.4	5	0.88	Easy
8	4.1	5	0.82	Easy
9	4.1	5	0.82	Easy
10	4.4	5	0.88	Easy
11	4.7	5	0.94	Easy
12	4.6	5	0.92	Easy
13	5	5	1	Very Easy
14	5	5	1	Very Easy
15	4.2	5	0.84	Easy

$$TK(1) = \frac{\text{Mean}}{\text{Skor Maksimum}}$$

$$TK(1) = \frac{5}{5}$$


$$TK(1) = 1$$

$$TK(2) = \frac{\text{Mean}}{\text{Skor Maksimum}}$$

$$TK(2) = \frac{4.2}{5}$$

$$TK(2) = 0.84$$

Appendix 8: Form of Thesis Supervisor


KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3500 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;

b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;

4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;

5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;

6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;

7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;

8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;

9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;

10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;

b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**

Kesatu : Menunjuk saudara; 1. Mujahidah, M.Pd.
2. Yessicka Noviasmy, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
 Nama : A. Muftihatul Rahmah
 NIM : 16.1300.089
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Analysis of English Summative Test For Second Grade Student of SMPN 5 Parepare

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
 Pada Tanggal : 12 September 2022

Dekan,



 Zulfah

Appendix 9: Form of Recommendation Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ 0421) 21307 Fax:24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2612/In.39/FTAR.01/PP.00.9/06/2023 16 Juni 2023

Lampiran : 1 Bundel Proposal Penelitian

Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : A. Muftihatu Rahmah
Tempat/Tgl. Lahir : Walimpong, 16 April 1997
NIM : 16.1300.089
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : XIV (Empat Belas)
Alamat : Jl. Masjid Jabal Nur, Kel. Tiro Sompe, Kec. Bacukiki Barat,
Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "An Analysis Of English Summative Test For Second Grade Student Of SMP Negeri 5 Parepare". Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

An/ Dekan
Wakil Dekan I Bid. AKKK

Bahtiar, M.A
NIP. 19720505 199803 1 004

Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 10: Form of Research Agreement

SRN IP0000567


PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 574/IP/DPM-PTSP/6/2023

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
NAMA : **A. MUFTIHATU RAHMAH**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **DUSUN PALAKKA, KEC. BENGO, KABUPATEN BONE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **AN ANALYSIS OF ENGLISH SUMMATIVE TEST FOR SECOND GRADE STUDENTS OF SMP NEGERI 5 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 5 PAREPARE)**

LAMA PENELITIAN : **19 Juni 2023 s.d 19 Juli 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **26 Juni 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE


Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : **Pembina Tk. 1 (IV/b)**
NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah dibundel dengan secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSE**
- Dokumen ini dapat dibuktikan keabsahannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



Appendix 11: Form of Research of SMP Negeri 5 Parepare



**PEMERINTAH DAERAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 5 PAREPARE**

Alamat : Jl. Bau Massepe No. 24 Telp. (0421) 26443 Fax 0421 21926 Parepare 91123
Email : smp5pare@yahoo.co.id Website : www.smp5parepare.sch.id

SURAT KETERANGAN SELESAI PENELITIAN

NOMOR : 411 / 324 / SMP Negeri 5

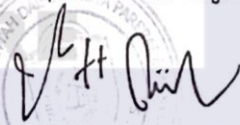
Yang bertanda tangan dibawah ini, Kepala UPTD Sekolah Menengah Pertama Negeri 5 Parepare, menerangkan bahwa :

N a m a	: A. MUFTIHATU RAHMAH
JURUSAN	: PENDIDIKAN BAHASA INGGRIS
FAKULTAS	: IAIN PAREPARE / TARBIYAH
ALAMAT	: DUSUN PALAKKA,KEC.BENGO, KAB. BONE

Yang tersebut nama diatas benar adalah mahasiswa IAIN PAREPARE telah selesai mengadakan penelitian di UPTD SMP Negeri 5 Parepare, selama 1 bulan terhitung tanggal 19 Juni s/d 19 Juli 2023 dalam rangka penyusunan Skripsi dengan judul " **AN ANALYSIS OF ENGLISH SUMMATIVE TEST FOR SECOND GRADE STUDENTS OF SMP NEGERI 5 PAREPARE** "

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 21 Juli 2023
Kepala UPTD SMP Negeri 5 Parepare,


SUDALTO, S.Pd., M.Pd
NIP: 19631230198501 1 003

Appendix 12: Documentation



CURRICULUM VITAE



A. Muftihatu Rahmah was born on April 16th, 1997 in Walimpong, Bone Regency. She is the eight children from H. A. Muh. Idris and Hj. A. Marisang and she have three brothers and four sisters.

She began studying at SD Inp 5/81 Samaenre and graduated in 2009, at the same year she continued her study in junior high school of SMP Astra Makmur Jaya and graduated in 2012. After that she continued her study in senior high school of MAN 2 Parepare and graduated in 2015.

She enrolled and accepted studying in S1 English Education Program, Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare 2016. The writer finished the study with the title of thesis “An Analysis of English Summative Test for Second Grade Student of SMP Negeri 5 Parepare”.

