CHAPTER IV

DATA ANALYSIS

This chapter presents the data analysis of the content validity, the reliability, the index difficulty, and the index of discrimination of the teacher-made English test items in *UAS* semester 2 2008/2009 of the first year students of *SMA* Muhammadiyah 2 Sidoarjo. This chapter will show whether the teacher –made English test items in *UAS* semester 2 2008/2009 of the first year student of *SMA* Muhammadiyah 2 Sidoarjo is qualified and constructed in the following right principles or not.

4.1 Content Validity

Content validity depends on a careful analysis of the language being tested and of particular course objectives. It means that if the test represents all the materials stated in the curriculum, then the test has content validity. To know it, the test should be compared with the materials stated in the curriculum. The test has high content validity if the test covers the materials stated in the curriculum.

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To analyze the content validity, the objectives specification table of the curriculum for the first year students of senior high school is used. To know whether the teacher-made English test items semester 2 2008/2009 of the first year students of *SMA* Muhammadiyah 2 have content validity or not, the objectives specification table is matched with the materials in the test. Then, place each item number in an appropriate intersection of the objectives in the curriculum to identify the representative samples. From the result it can be seen whether the teacher-made English test items in *UAS* semester 2 2008/2009 of the first year students of *SMA* Muhammadiyah 2 have high content validity or not.

There are four columns in Table 1. Those are kompetensi dasar column contains the four language skills, indicator column contains the indicator of each language skill, item number column contains item numbers appropriate with the objectives, and percentage column contains the percentage of item numbers appropriate with the objective.

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Table 1: Data for analyzing the content validity.

Standar Kompetensi	*Kompetensi Dasar*	Indicator
MENDENGARKAN *1. Memahami makna dalam percakapan transaksional san interpersonal dalam konteks kehidupan sehari-hari*	*1.1 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tidak resmi yang menggunakan ragam bahsa lisan sederhana secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dan meli-batkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/ tawaran/undangan,menerima janji, dan membatalkan janji* *1.2 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tidak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi*	*- Merespon dengan benar tindak tutur di dalam wacana transaksional dan interpersonal* *- Memahami instruksi lisan dengan melakukan perintah*
2. Memahami makna teks fungsional monolog sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari	*2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan, dll) resmi dan tak resmi dalam berbagai konteks kehidupan sehari-hari* *2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: recount, narrative, dan procedure*	*-Merespon makna dalam teks lisan fungsional pendek* *-Merespon wacana teks monolog*
BERBICARA *3. Mengungkapkan maknadalam percaka-pan transaksional dan interpersonal dalam konteks kehidupan*	*3.1 Mengungkapakn makna dalam percaka- pan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks*	*- Melakukan berbagai tindak tutur dalam wacana lisan transaksional dan interpersonal* *- Mengungkapkan berbagai perasaan* -

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sehari-hari	*kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpi-sah, menyetujui ajakan/tawaran/ undang an, menerima janji, dan membatalkan janji* *3.2Mengungkapkan makna dalam per-cakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tidak resmi secara akurat, lancar dan berterima dengan mengguna-kan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengung-kapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan member instruksi*	
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk recount, narrative dan procedure sederhana dalam konteks kehidupan sehari-hari	*4.1Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya peng-umuman, iklan, undangan dll) resmi dan tak resmi dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari* *4.2Mengungkapkan makana dalam teks monolog sederhana dengan mengguna-kan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: recount, narrative, dan procedure*	*- Mengembangkan wacana transaksional pendek menjadi sebuah obrolan atau interaksional yang lebih panjang* *- Melakukan monolog sederhana*
MEMBACA *5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan*	*5.1merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan, dll) resmi dan tidak resmi secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.* *5.2Merespon makna dan langkah retorika teks tulis esei secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, dan procedure*	*- Merespon berbagai teks* *- Memahami makna teks fungsional pendek dan esei sederhana* *- Mengidentifikasi tipe- tipe teks* *- Mengidentifikasi kalimat-kalimat yang sesuai dengan bacaan* *- Mengidentifikasi isi tentang bacaan*
MENULIS *6. Mengungkapkan*	*6.1Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan, dll.)*	*- Mendemonstrasikan ketrampilan dasar* *- Menghasilkan berbagai teks*

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makna teks tulis fungsional pendek dan esei sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari	*resmi dan tidak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari.* *6.2Mengungkapkan makan dan langkah-langkah retorika secara akurat, lancer dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk recount, narrative, dan procedure.*	*tulis fungsional pendek dan esei sederhana*

Table 2: This table shows the specific items for analyzing the content validity

Item Number	Indicator	Types of Tests	Appropriatences
(I)1.	*Mengidentifikasi ekspresi yang benar untuk mengisi kalimat dalam percakapan*	Grammar test based on the contextual dialogue to give respond to complete in the dialogue	Not appropriate
2.	*Mengidentifikasi ekspresi yang benar untuk mengisi kalimat dalam percakapan*	Grammar test based on the contextual dialogue to give respond to complete in the dialogue	Not appropriate
3.	*Mengidentifikasi ekspresi yang benar untuk mengisi kalimat dalam percakapan*	Grammar test based on the contextual dialogue to give respond to complete in the dialogue	Not appropriate
4.	*Mengidentifikasi ekspresi yang benar untuk mengisi kalimat dalam percakapan*	Grammar test based on the contextual dialogue to give respond to complete in the dialogue	Not appropriate
5.	*Mengidentifikasi ekspresi yang*	Grammar test based on the contextual	Not appropriate

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	benar untuk mengisi kalimat dalam percakapan	dialogue to give respond to complete in the dialogue	
6.	*Mengidentifikasi ekspresi yang benar untuk mengisi kalimat dalam percakapan*	Grammar test based on the contextual dialogue to give respond to complete in the dialogue	Not appropriate
7.	*Mengidentifikasi ekspresi yang benar untuk mengisi kalimat dalam percakapan*	Grammar test based on the contextual dialogue to give respond to complete in the dialogue	Not appropriate
8.	*Mengidentifikasi ekspresi yang benar untuk mengisi kalimat dalam percakapan*	Grammar test based on the contextual dialogue to give respond to complete in the dialogue	Not appropriate
9.	*Mengidentifikasi ekspresi yang benar untuk mengisi kalimat dalam percakapan*	Grammar test based on the contextual dialogue to give respond to complete in the dialogue	Not appropriate
10.	*Mengidentifikasi ekspresi yang benar untuk mengisi kalimat dalam percakapan*	Grammar test based on the contextual dialogue to give respond to complete in the dialogue	Not appropriate
11	*Mengidentifikasi ekspresi yang benar untuk mengisi kalimat dalam percakapan*	Grammar test based on the contextual dialogue to give respond to complete in the dialogue	Not appropriate
12.	*Mengidentifikasi ekspresi yang benar untuk mengisi kalimat dalam percakapan*	Grammar test based on the contextual dialogue to give respond to complete in the dialogue	Not appropriate
13.	*Mengidentifikasi ekspresi yang benar untuk mengisi kalimat*	Grammar test based on the contextual dialogue to give respond to complete	Not appropriate

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	dalam percakapan	in the dialogue	
14.	*Mengidentifikasi tenses yang digunakan dalam kalimat*	Grammar recognition test: simple past tense	Not appropriate
15.	*Mengidentifikasi kata yang memiliki persamaan makna dengan kata yang digaris bawahi*	Vocabulary test: choosing the best answer based on the nearest meaning the word underlined	Not appropriate
16.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Scanning	Appropriate
17.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate
18.	*Mengidentifikasi kalimat-kalimat yang sesuai dengan bacaan*	Reading comprehension: Skimming	Appropriate
19.	*Mengidentifikasi kata yang memiliki persamaan makna dengan kata yang digaris bawahi*	Vocabulary test: choosing the best answer based on the nearest meaning the word underlined	Not appropriate
20.	*Mengidentifikasi kata yang memiliki anonim makna dengan kata yang digaris bawahi*	Vocabulary test: choosing the best answer based on the antonym meaning the word underlined	Not appropriate
21.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Scanning	Appropriate
22.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate
23.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate

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24.	*Mengidentifikasi kalimat-kalimat yang sesuai dengan bacaan*	Reading comprehension: Skimming	Appropriate
25.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate
26.	*Mengidentifikasi kata yang memiliki anonim makna dengan kata yang digaris bawahi*	Vocabulary test: choosing the best answer based on the antonym meaning the word underlined	Not appropriate
27.	*Mengidentifikasi kata yang memiliki persamaan makna dengan kata yang digaris bawahi*	Vocabulary test: choosing the best answer based on the nearest meaning the word underlined	Not appropriate
28.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Scanning	Appropriate
29.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate
30.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate
31.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate
32.	*Mengidentifikasi kalimat-kalimat yang sesuai dengan bacaan*	Reading comprehension: Skimming	Appropriate
33.	*Mengidentifikasi kata yang memiliki persamaan makna*	Vocabulary test: choosing the best answer based on the nearest meaning	Not appropriate

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	dengan kata yang digaris bawahi	the word underlined	
34.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate
35.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate
36.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate
37.	*Mengidentifikasi kata yang memiliki persamaan makna dengan kata yang digaris bawahi*	Vocabulary test: choosing the best answer based on the nearest meaning the word underlined	Not appropriate
38.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Scanning	Appropriate
39.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate
40.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate
41.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate
42.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate
43.	*Mengidentifikasi isi tentang teks bacaan*	Reading comprehension: Skimming	Appropriate

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44.	*Mengidentifikasi kalimat-kalimat yang sesuai dengan bacaan*	Reading comprehension: Skimming	Appropriate
45.	*Mengidentifikasi kalimat-kalimat yang sesuai dengan bacaan*	Reading comprehension: Skimming	Appropriate
(II)	- *Mendemonstrasikan ketrampilan dasar* *Menghasilkan berbagai teks tulis fungsional pendek dan esei sederhana*	Writing test: Reported speech	Appropriate

The analysis of content validity is described in table. 2. In analyzing content validity, the writer uses a specific table that contains four columns. Those columns are item number column, indicator column, types of test column, and information column that shows whether the tests are appropriate or not. The appropriateness refers to the basic competences in the test namely, membaca dan menulis (reading and writing). It described that 90% of the test refer to the reading skill. The basic competence in reading skill is *"merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan, dll) resmi dan tidak resmi secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari*

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dan untuk mengakses ilmu pengetahuan, serta merespon makna dan langkah retorika teks tulis esei secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, dan procedure."

The results of analyzing content validity, for the items number 1 to 15, 26, 27 and 37 are not appropriate because those questions do not refer to the indicator and basic competence that stated on the standard competence.

Section II represents the indicator "*mendemonstrasikan ketrampilan dasar serta menghasilkan berbagai teks tulis fungsional pendek dan esei sederhana*". In this case, section II is appropriate question because it refers to the basic competence.

In analyzing content validity, there is an agreement that if the test is 75% or more it means that the test has high content validity. If the agreement is less than 50% the test has low content validity. The analysis of content validity above represents two basic competences (reading and writing), but many test items are not appropriate. The test items which refer to the basic competence of reading skill are number 16, 17, 18, 21 to 25,28 to 36, and 38 to 45, and the test item which refer to the basic competence of writing skill only on section II. For number 1 up to 45 are not

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appropriate, those items are not appropriate because they are not good questions. The questions do not refer to the basic competence that is stated on English standard competences. It means that the agreement is just 25%, it can be said that the test has low content validity.

4.2 Reliability

Table 3: Data for Analyzing the Reliability of Class X_1

No	Mark (x)	f	f.x	D	d^2
1	44	3	132	6	36
2	44			6	36
3	44			6	36
4	42	3	126	4	16
5	42			4	16
6	42			4	16
7	40	6	240	2	4
8	40			2	4
9	40			2	4
10	40			2	4
11	40			2	4
12	40			2	4
13	39	8	312	1	1
14	39			1	1
15	39			1	1
16	39			1	1
17	39			1	1
18	39			1	1
19	39			1	1
20	39			1	1
21	38	7	266	0	0
22	38			0	0
23	38			0	0
24	38			0	0
25	38			0	0

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26	38			0	0
27	38	g		0	0
28	37	5	185	-1	1
29	37			-1	1
30	37			-1	1
31	37			-1	1
32	37			-1	1
33	36	6	216	-2	4
34	36			-2	4
35	36			-2	4
36	36			-2	4
37	36			-2	4
38	36			-2	4
39	35	1	35	-3	9
40	34	1	34	-4	16
41	33	2	66	-5	25
42	33			-5	25
43	32	1	32	-6	36
44	31	1	31	-7	49
			$\sum f.x = 1235$		$\sum d^2 = 377$

$$M = \frac{\sum f.x}{n}$$

$$M = \frac{1235}{44}$$

$$M = 28{,}068$$

$$M = 28 \text{ (round off)}$$

$$R = \left[\frac{N}{N-1}\right]\left[1 - \frac{m\ (N-m}{Nx^2}\right]$$

$$s.d = \sqrt{\frac{\sum d^2}{n}}$$

$$s.d = \sqrt{\frac{377}{44}}$$

$$s.d = \sqrt{8{,}568}$$

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$$R = \left[\frac{50}{50-1}\right]\left[1-\frac{28(50-28)}{50(3,0)^2}\right] \qquad s.d = 2,92$$

$$R = \left[\frac{50}{49}\right]\left[1-\frac{28(22)}{50(9)}\right] \qquad =3,00(\text{rounded off})$$

$$R = [1,02]\left[1-\frac{616}{450}\right]$$

$$R = [1,02] - [1-1,36]$$

$$R = 1,02 - 0,36$$

$$R = 0,66$$

There are six columns in the table 3, the first is column foe cardinal number of the students, 44 students for class X1. The second column is the column for the students' mark that is arranged from the highest to the lowest. The third column is column of frequency, how many students who got the same score from the test. And the fourth column that shows frequency times students score. The fifth column is difference between mark and mean, and the sixth column is the squared difference between mark and mean.

Reliability refers to the consistency of measurement. It means that it shows the consistency of the test score or other evaluation results from one measurement to another. Published test usually require test reliability

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of 0,85 or above while teacher-built tests are usually considered adequate with reliabilities of 0,60 or above.

To know whether the teacher-made English test items in UAS semester 2 2008/2009 of the first year students of SMA Muhammadiyah 2 Sidoarjo have reliability or not, the reliability of the teacher-made English test items in UAS semester 2 2008/2009 of the first year students of SMA Muhammadiyah 2 Sidoarjo obtained in class XI and class X2 is measured. If both class XI and class X2 has the same or consistent reliability, then it can be said that the teacher-made English test items in UAS semester 2 2008/2009 of the first year students of SMA Muhammadiyah 2 Sidoarjo have reliability.

To analyze the reliability, first the tabulation of the marks (the number of items answered correctly) and its frequency of all the students are made. Then, measure the mean of the student's mark by dividing the sum of separate marks with the total number of students taking the test. The mean shows an average mark on the test. Finding the mean, standard deviation is measured by dividing the sum of deviation of each mark from mean with the total number of students taking the test. Standard deviation shows a standard error of measurement across marks. Finding standard deviation, then the coefficient of reliability is measured.

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There are six columns in the table 3. Those are number of students column contains 44 students each class, mark column contains the students' mark arranged from the highest to the lowest mark, frequency column contains the number frequency for each mark, f.x column contains the multiply of mark and frequency (it will show the sum of separate mark), deviation column contains the deviation of each mark from the mean, and d^2 column contains the square of deviation (it will show the sum of deviation).

For class XI, the mean, the mean shows 28,068 (round off from 28). It means that the average mark on the test is 28. The mean is used to determine the deviation. Then it will be known how the standard deviation is. This class has standard deviation 2,92. It means that the standard error of the measurement across marks is 2,92. From this standard deviation, the reliability of the teacher-made English test items in UAS semester 2 2008/2009 of the first year students of SMA Muhammadiyah 2 Sidoarjo obtained in class XI can be measured by using the formula:

$$R = \left[\frac{N}{N-1}\right]\left[1 - \frac{m\ (N-m}{Nx^2}\right]$$

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From the measurement, the result of the reliability of the teacher-made English test items in UAS semester 2 2008/2009 of the first year students of SMA Muhammadiyah 2 Sidoarjo obtained in class XI is 0,66. It means that the reliability of this test items require the agreement of the reliability of teacher-made test.

Table 4: Data for Analyzing the Reliability of Class X_2

No	Mark (x)	f	f.x	D	d^2
1	44	4	176	6	36
2	44			6	36
3	44			6	36
4	44			6	36
5	43	3	129	5	25
6	43			5	25
7	43			5	25
8	42	2	84	4	16
9	42			4	16
10	41	5	205	3	9
11	41			3	9
12	41			3	9
13	41			3	9
14	41			3	9
15	40	5	200	2	4
16	40			2	4
17	40			2	4
18	40			2	4
19	40			2	4
20	39	3	117	1	1
21	39			1	1
22	39			1	1
23	38	2	76	0	0
24	38			0	0
25	36	5	180	-2	4
26	36			-2	4
27	36			-2	4

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28	36			-2	4
29	36			-2	4
30	35	8	280	-3	9
31	35			-3	9
32	35			-3	9
33	35			-3	9
34	35			-3	9
35	35			-3	9
36	35			-3	9
37	35			-3	9
38	34	3	102	-4	16
39	34			-4	16
40	34			-4	16
41	33	3	99	-5	25
42	33			-5	25
43	33			-5	25
44	31	1	31	-7	49
			$\sum f.x = 1239$		$\sum d^2 = 583$

$$M = \frac{\sum f.x}{n}$$

$$M = \frac{1239}{44}$$

$$M = 28,1$$

$$M = 28 \text{(round off)}$$

$$R = \left[\frac{N}{N-1}\right]\left[1 - \frac{m\ (N-m}{Nx^2}\right]$$

$$\bar{R} = \left[\frac{50}{50-1}\right]\left[1 - \frac{28(50-28)}{50(3,64)^2}\right]$$

$$s.d = \sqrt{\frac{\sum d^2}{n}}$$

$$s.d = \sqrt{\frac{583}{44}}$$

$$s.d = \sqrt{13,25}$$

$$s.d = 3,64$$

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$$R = \left[\frac{50}{49}\right]\left[1 - \frac{28(22)}{50(13,24)}\right]$$

$$R = [1,02]\left[1 - \frac{616}{662.5}\right]$$

$$R = [1,02]\ [1 - 0,9298]$$

$$R = [1,02]\ [0,0702]$$

$$R = 0,072$$

There are six columns in the table 3, the first is column foe cardinal number of the students, 44 students for class X2. The second column is the column for the students' mark that is arranged from the highest to the lowest. The third column is column of frequency, how many students who got the same score from the test. And the fourth column that shows frequency times students score. The fifth column is difference between mark and mean, and the sixth column is the squared difference between mark and mean.

The mean for class X2 also shows 28,15 (round off from 28). It means that the average mark on the test is 28. From this mean, the deviation is measured then computes the standard deviation. This class has standard deviation 3,64. It means that the standard error of the measurement across marks is 3,64. From this standard deviation, the

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reliability of the teacher-made English test items in UAS semester 2 2008/2009 of the first year students of SMA Muhammadiyah 2 Sidoarjo obtained in class X2 can be measured by using the formula:

$$R = \left[\frac{N}{N-1}\right]\left[1 - \frac{m\ (N-m}{Nx^2}\right]$$

From the measurement , the result of the reliability of the teacher-made English test items in UAS semester 2 2008/2009 of the first year students of SMA Muhammadiyah 2 Sidoarjo obtained in class X2 is 0.072. It means that the reliability of this test items require the agreement of the reliability of teacher-made test.

From the calculation, it can be seen that the reliability of class XI is 0,66 and the reliability of class X2 is 0,072. Reliability refers to the consistency of measurement. It means that reliability shows the consistency of the test score or other evaluation results from one measurement to another. From the data above, it can be said that the reliability of the teacher-made English test items in *UAS* semester 2 2008/2009 of the first year students of *SMA* Muhammadiyah 2 Sidoarjo has adequate reliability since the reliability of the test of class X1 and class X2 is nearly the same or consistent.

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4.3 Item Analysis

4.3.1 Item Analysis of Multiple-choice test

4.3.1.1 Index of Difficulty

Table 5: Data for Analyzing The Index of Difficulty of Class X_1

Class X_1

Item Number	U	L	U + L	F.V	Comment
1	10	10	20	0,45	Easy
2	10	5	15	0,63	Moderate
3	12	7	19	0,79	Easy
4	11	8	19	0,79	Easy
5	12	11	23	0,96	Easy
6	12	11	23	0,96	Easy
7	6	4	10	0,42	Moderate
8	2	2	4	0,17	Difficult
9	12	10	22	0,92	Easy
10	11	7	18	0,75	Easy
11	11	6	17	0,71	Easy
12	12	2	14	0,58	Moderate
13	12	9	21	0,88	Easy
14	11	4	15	0,63	Moderate
15	9	0	99	0,36	Moderate
16	8	2	10	0,42	Moderate
17	11	7	18	0,75	Easy
18	11	7	18	0,75	Easy
19	9	7	16	0,67	Moderate
20	9	8	17	0,38	Moderate
21	10	10	20	0,83	Easy
22	10	5	15	0,63	Moderate
23	12	7	19	0,79	Easy
24	11	8	19	0,79	Easy
25	12	11	23	0,96	Easy
26	12	11	23	0,96	Easy
27	6	4	10	0,42	Moderate
28	2	2	4	0,17	Difficult

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29	12	10	22	0,92	Easy
30	11	7	18	0,75	Easy
31	11	6	17	0,71	Easy
32	12	2	14	0,58	Moderate
33	12	9	21	0,88	Easy
34	11	4	15	0,63	Moderate
35	9	0	99	0,36	Moderate
36	8	2	10	0,42	Moderate
37	11	7	18	0,75	Easy
38	11	7	18	0,75	Easy
39	9	7	16	0,67	Moderate
40	10	6	16	0,44	Moderate
41	10	10	20	0,83	Easy
42	10	5	15	0,63	Moderate
43	12	7	19	0,79	Easy
44	11	8	19	0,79	Easy
45	12	11	23	0,96	Easy

The index of difficulty shows how easy or difficult the particular item proved in the test. A good test must not too difficult or too easy for the students. To analyze the index difficulty, first the students' scores are arranged from the highest to the lowest. Then, find the top and the bottom 27% of students' scores as upper and lower group answer the items correctly are counted, and then computing the index of difficulty.

There are six columns in the table for analyzing the index of difficulty of class 1 and class X2. Those are items numbers column contains the items of multiple-choice, upper group column contains the number of students in upper group answer each item correctly, lower group

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column contains the number of students in lower group each item correctly, U + L column contains the add of upper and lower group answer the item correctly for each item, F . V column contains comment for each item whether they are easy, moderate or difficult.

To calculate the index of difficulty for each tem number, the formula is used:

$$F . V = \frac{\text{Correct U} + \text{Correct L}}{2n}$$

Based on the table of class X1, the result of the index of difficulty shows that item number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, and 45 or 90% of multiple-choice items have index of difficulty between 0,17- 0,88. It means that those items are categorized moderate, so they are good to be given to the students.

Based on the classification above, there are more than half of test items are good enough, the teacher-made English test items in *UAS* semester 2 2008/2009 of the first year students of *SMA* Muhammadiyah 2 Sidoarjo obtained in class X1 have acceptable index of difficulty.

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Table 6: Data for Analyzing The Index of Difficulty of Class X_2

Class X_2

Hem Number	U	L	U + L	F.V	Comment
1	12	9	21	0,88	Easy
2	9	4	13	0,54	Moderate
3	11	8	19	0,79	Easy
4	9	2	11	0,46	Moderate
5	12	11	23	0,96	Easy
6	12	9	21	0,88	Easy
7	6	5	11	0,46	Moderate
8	1	3	4	0,17	Difficult
9	12	9	21	0,88	Easy
10	9	4	13	0,54	Moderate
11	11	3	14	0,58	Moderate
12	7	4	11	0,46	Moderate
13	12	10	22	0,92	Easy
14	10	4	14	0,58	Moderate
15	7	6	13	0,54	Moderate
16	9	6	15	0,63	Moderate
17	10	5	15	0,63	Moderate
18	11	4	15	0,63	Moderate
19	11	4	15	0,63	Moderate
20	11	10	21	0,88	Easy
21	12	9	21	0,88	Easy
22	9	4	13	0,54	Moderate
23	11	8	19	0,79	Easy
24	9	2	11	0,46	Moderate
25	12	11	23	0,96	Easy
26	12	9	21	0,88	Easy
27	6	5	11	0,46	Moderate
28	1	3	4	0,17	Difficult
29	12	9	21	0,88	Easy
30	9	4	13	0,54	Moderate
31	11	3	14	0,58	Moderate
32	7	4	11	0,46	Moderate
33	12	10	22	0,92	Easy
34	10	4	14	0,58	Moderate
35	7	6	13	0,54	Moderate

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36	9	6	15	0,63	Moderate
37	10	5	15	0,63	Moderate
38	11	4	15	0,63	Moderate
39	11	4	15	0,63	Moderate
40	11	11	22	0,92	Easy
41	12	9	21	0,88	Easy
42	9	4	13	0,54	Moderate
43	11	8	19	0,79	Easy
44	9	2	11	0,46	Moderate
45	12	11	23	0,96	Easy

For class X2, based the table of class X2, the result of the index difficulty shows that number 1, 3, 5, 6, 9, 13, 20, 21, 23, 25, 26, 29, 33, 40, 41, 43, 45 0r 37,9% of the multiple choice items have index difficulty between 0,71- 0,96. It means that items are easy, so they are not good to be given to the students and they must be changed. Moreover, the item number 8, 28 or 8,9% of the multiple choice items has index difficulty 0,31- 0,70. It means that items are difficult, it is also not good to be given to the students and it must be changed. Furthermore, the item number 2, 4, 7, 10, 11, 12, 14, 15, 16, 17, 18, 19, 22, 24, 25, 26, 27, 30, 31, 32, 34, 35, 36, 37, 38, 39, 42, and 44 or 57,8% of the multiple- choice items have index of difficulty between 0,31- 070. It means that items are categorized moderate. Those items are good to be given to the students.

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4.3.2.1 Index Discrimination

The index of discrimination is the ability to differentiate between the students who achieve well or upper group and those who achieve poor or lower group.

To analyze the index of discrimination, first the students' scores are arranged from the highest to the lowest. Then find the top and bottom 27% of students' scores as upper and lower group. Finding the upper and the lower group, the number of students in upper and lower group answer the items correctly are counted, and then computing the index of discrimination.

Table 7: Data for Analyzing The Index of Discrimination of Class X_1

Class X_1

Item Number	U	L	U - L	F.V	Comment
1	10	10	0	0,00	Poor
2	10	5	5	0,42	Satisfactory
3	12	7	5	0,42	Satisfactory
4	11	8	3	0,25	Satisfactory
5	12	11	1	0,08	Poor
6	12	11	1	0,08	Poor
7	6	4	2	0,17	Poor
8	2	2	0	0,00	Poor
9	12	10	2	0,17	Poor
10	11	7	4	0,33	Satisfactory
11	11	6	5	0,42	Satisfactory
12	12	2	10	0,83	Satisfactory

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13	12	9	3	0,25	Satisfactory
14	11	4	7	0,58	Satisfactory
15	9	0	9	0,75	Satisfactory
16	8	2	6	0,5	Satisfactory
17	11	7	4	0,33	Satisfactory
18	11	7	4	0,33	Satisfactory
19	9	7	2	0,17	Poor
20	9	8	1	0,08	Poor
21	10	10	0	0,00	Poor
22	10	5	5	0,42	Satisfactory
23	12	7	5	0,42	Satisfactory
24	11	8	3	0,25	Satisfactory
25	12	11	1	0,08	Poor
26	12	11	1	0,08	Poor
27	6	4	2	0,17	Poor
28	2	2	0	0,00	Poor
29	12	10	2	0,17	Poor
30	11	7	4	0,33	Satisfactory
31	11	6	5	0,42	Satisfactory
32	12	2	10	0,83	Satisfactory
33	12	9	3	0,25	Satisfactory
34	11	4	7	0,58	Satisfactory
35	9	0	9	0,75	Satisfactory
36	8	2	6	0,5	Satisfactory
37	11	7	4	0,33	Satisfactory
38	11	7	4	0,33	Satisfactory
39	9	7	2	0,17	Poor
40	10	6	4	0,33	Satisfactory
41	10	10	0	0,00	Poor
42	10	5	5	0,42	Satisfactory
43	12	7	5	0,42	Satisfactory
44	11	8	3	0,25	Satisfactory
45	12	11	1	0,08	Poor

There are six columns in the table for analyzing the index of discrimination of class X1 and X2. Those are item numbers column contain

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the items of multiple-choice, upper group column contains the number of students in lower group answer each item correctly, U – L column contains the subtract of upper and lower group answer the item correctly for each item, and D column contains the index of discrimination for each item number, and comment column contains comment for each item whether they are poor, or satisfactory.

To calculate the index of discrimination for each item number, the formula is used :

$$D = \frac{\text{Correct U} - \text{Correct L}}{n}$$

Based on the table of class X1, the result of the index of discrimination shows that item number 5, 6, 7, 8, 9, 19, 20, 21, 25, 26, 27, 28, 29, 39, 41, 45 or 35,6% of the multiple-choice items have index of discrimination between 0,00- 0,20. It means that those items are categorized poor. Moreover, for item number 2, 3, 4, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 23, 24, 30, 31, 32, 34, 5, 36, 37, 38, 40, 41, 42, 43,44 or 62,2% of the multiple choice items have index discrimination between 0,25- 0,42, it means that those items are categorized satisfactory.

Since there are almost an half item number which do not have adequate index of discrimination teacher-made English test items in *UAS*

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semester 2 2008/2009 of the first year students of *SMA* Muhahmmadiyah 2 Sidoarjo do not have adequate index of discrimination.

Table 8: Data for Analyzing The Index of Discrimination of Class X_2

Class X_2

Item Number	U	L	U - L	F.V	Comment
1	12	9	3	0,25	Satisfactory
2	9	4	5	0,42	Satisfactory
3	11	8	3	0,25	Satisfactory
4	9	2	7	0,58	Satisfactory
5	12	11	1	0,08	Poor
6	12	9	3	0,25	Satisfactory
7	6	5	1	0,08	Poor
8	1	3	-2	-0,17	Poor
9	12	9	3	0,25	Satisfactory
10	9	4	5	0,42	Satisfactory
11	11	3	8	0,67	Satisfactory
12	7	4	3	0,25	Satisfactory
13	12	10	2	0,17	Poor
14	10	4	4	0,33	Satisfactory
15	7	6	1	0,08	Poor
16	9	6	3	0,25	Satisfactory
17	10	5	5	0,42	Satisfactory
18	11	4	7	0,58	Satisfactory
19	11	4	7	0,58	Satisfactory
20	11	10	1	0,08	Poor
21	12	9	3	0,25	Satisfactory
22	9	4	5	0,42	Satisfactory
23	11	8	3	0,25	Satisfactory
24	9	2	7	0,58	Satisfactory
25	12	11	1	0,08	Poor
26	12	9	3	0,25	Satisfactory
27	6	5	1	0,08	Poor
28	1	3	-2	0,17	Poor
29	12	9	3	0,25	Satisfactory

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30	9	4	5	0,42	Satisfactory
31	11	3	8	0,67	Satisfactory
32	7	4	3	0,25	Satisfactory
33	12	10	2	0,17	Poor
34	10	4	6	0,5	Satisfactory
35	7	6	1	0,08	Poor
36	9	6	3	0,25	Satisfactory
37	10	5	5	0,42	Satisfactory
38	11	4	7	0,58	Satisfactory
39	11	4	7	0,58	Satisfactory
40	11	11	0	0,00	Poor
41	12	9	3	0,25	Satisfactory
42	9	4	5	0,42	Satisfactory
43	11	8	3	0,25	Satisfactory
44	9	2	7	0,58	Satisfactory
45	12	11	1	0,08	Poor

For class X2, based on the table of class X2, the result of the index discrimination shows that item number 8 or 17,7% of the multiple-choise items has index discrimination (-) negative. It discriminates in entirely the wrong way. It means that item cannot discriminate the students in upper and lower group. For item number 5, 7, 13, 15, 20, 25, 27, 28, 29, 33, 35, 40, 45 or 26,7% of multiple-choice items have index difficulty between 0,00- 0,20, it means that those items are poor. Moreover, for item number 1, 2, 3, 4, 6, 9, 10, 11, 12, 14, 16, 17, 18, 19, 21, 22, 23, 24, 26, 29, 30, 31, 34, 36, 37, 38, 39, 41, 42, 43, 44 or 68,9% of the multiple-choice items

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have index difficulty between 0,25 – 0,67, it means that those items are satisfactory.

There are almost an half items number which do not have adequate index of discrimination (item number 8, 5, 7, 13, 15, 20, 25, 27, 28, 29, 33, 35, 40, and 45), so this teacher-made English test items in *UAS* semester 2 2008/2009 of the first year students of *SMA* Muhammadiyah 2 Sidoarjo obtained in class X2 do not have adequate index of discrimination.

4.3.1.2 Item Distracter

Item distracters are the incorrect options in the multiple choice which distract the testee from the correct answer. A good distracter will attract more students from the lower group than the upper group.

In the teacher-made English test item in *SMA* 2 Muhammadiyah Sidoarjo, there are forty-five multiple-choice items. Those are number one until number fourty-five, they were contains five options, there are two table used to analyze item distracters for each class.

Table 9: Data for Analyzing The Item Distracters of Class X1

Tabel A

No	Option	U	L	Comment
1	A	-	-	NF

Tabel B

No	Option	U	L	Comment
	C	-	-	NF

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	B*	10	11	NG
	C	2	1	G
	D	3	7	G
	E	5	2	G
2	A	4	3	G
	B	-	1	G
	C*	12	7	G
	D	-	4	G
	E	-	1	G
3	A	1	3	G
	B	11	6	G
	C*	12	11	G
	D	-	1	G
	E	-	-	NF
4	A	-	1	G
	B*	12	11	G
	E	3	3	G
8	A	-	-	NF
	B*	10	11	G
	C	2	1	G
	D	3	7	G
	E	5	2	G
9	A*	4	3	G
	B	-	1	G
	C	12	7	G
	D	-	4	G
	E	-	1	G
10	A	1	3	G
	B*	11	6	G
	C	12	11	G
	D	-	1	G
	E	-	-	NF
11	A	-	1	G
	B*	12	11	G
	C	-	-	NF
	D	6	6	NF
	E	5	4	G
12	A	1	2	G
	B*	-	2	G
	C	2	2	NF
	D	10	8	NF

	D	6	6	NF
	E	5	4	G
5	A	1	2	G
	B*	-	2	G
	C	2	2	NF
	D	10	8	NF
	E	12	10	G
6	A	-	2	G
	B	-	-	NF
	C	-	2	G
	D*	11	7	G
	E	1	3	G
7	A	1	5	G
	B	-	-	NF
	C*	7	7	G
	D	-	-	NF
16	A	4	3	G
	B	-	1	G
	C*	12	7	G
	D	-	4	G
	E	-	1	G
17	A	1	3	G
	B	11	6	G
	C*	12	11	G
	D	-	1	G
	E	-	-	NF
18	A	-	1	G
	B*	12	11	G
	C	-	-	NF
	D	6	6	NF
	E	5	4	G
19	A	1	3	G
	B	11	6	G
	C*	12	11	G
	D	1	3	G
	E	11	6	G
20	A	-	2	G
	B	-	-	NF
	C	-	2	G
	D*	11	7	G
	E	1	3	G

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	E	12	10	G	21	A	1	5	G
13	A	-	2	G		B	-	-	NF
	B	-	-	NF		C*	7	7	G
	C	-	2	G		D	-	-	NF
	D*	11	7	G		E	3	3	G
	E	1	3	G		C	-	-	NF
14	A	1	5	G		D	6	6	NF
	B	-	-	NF		E	5	4	G
	C*	7	7	G	22	A	-	-	NF
	D	-	-	NF		B*	10	11	G
	E	3	3	G		C	2	1	G
15	A	-	-	NF		D	3	7	G
	B*	10	11	G		E	5	2	G
	C	2	1	G	23	A*	4	3	G
	D	3	7	G		B	-	1	G
	E	5	2	G		C	12	7	G

	D	-	4	G
	E	-	1	G
24	A	1	3	G
	B*	11	6	G
	C	12	11	G
	D	-	1	G
	E	-	-	NF
25	A	-	1	G
	B*	12	11	G
	C	-	-	NF
	D	6	6	NF
	E	5	4	G
26	A	1	2	G
	B*	-	2	G
	C	2	2	NF
	D	10	8	NF
	E	12	10	G
27	A	-	2	G
	B	-	-	NF
	C	-	2	G
	D*	11	7	G
	E	1	3	G
28	A	1	5	G

	B	11	6	G
	C*	12	11	G
	D	-	1	G
	E	-	-	NF
32	A	-	1	G
	B*	12	11	G
	C	-	-	NF
	D	6	6	NF
	E	5	4	G
33	A	1	2	G
	B*	-	2	G
	C	2	2	NF
	D	10	8	NF
	E	12	10	G
34	A	-	2	G
	B	-	-	NF
	C	-	2	G
	D*	11	7	G
	E	1	3	G
35	A	1	5	G
	B	-	-	NF
	C*	7	7	G
	D	-	-	NF

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	B	-	-	NF
	C*	7	7	G
	D	-	-	NF
	E	3	3	G
29	A	-	-	NF
	B*	10	11	G
	C	2	1	G
	D	3	7	NG
	E	5	2	G
30	A	4	3	G
	B	-	1	G
	C*	12	7	G
	D	-	4	G
	E	-	1	G
31	A	1	3	G
	E	-	-	NF
39	A	-	1	G
	B*	12	11	G
	C	-	-	NF
	D	6	6	NF
	E	5	4	G
40	A	1	2	G
	B*	-	2	G
	C	2	2	NF
	D	10	8	NF
	E	12	10	G
41	A	-	2	G
	B	-	-	NF
	C	-	2	G
	D*	11	7	G
	E	1	3	G
42	A	1	5	G
	B	-	-	NF
	C*	7	7	G
	D	-	-	NF
	E	3	3	G

	E	3	3	G
36	A	-	-	NF
	B*	10	11	G
	C	2	1	G
	D	3	7	G
	E	5	2	G
37	A*	4	3	G
	B	-	1	G
	C	12	7	G
	D	-	4	G
	E	-	1	G
38	A	1	3	G
	B*	11	6	G
	C	12	11	G
	D	-	1	G
43	A	-	2	G
	B	-	-	NF
	C	-	2	G
	D*	11	7	G
	E	1	3	G
44	A	1	5	G
	B	-	-	NF
	C*	7	7	G
	D	-	-	NF
	E	3	3	G
45	A	-	2	G
	B	-	-	NF
	C	-	2	G
	D*	11	7	G
	E	1	3	G

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There are six columns in each table for analyzing item distracters of class X1. Those are item number column contains options for each item number, upper column contains the number of students in upper group answer the option, lower column contains the number of students in lower group answer the option, comment column contains the comment of each option whether it is good, not good, or non function.

Based on both tables of class X1, it can be seen that there are 89 or 38,5% of the multiple choice items are non function distracters, and 2 or 0,8% of multiple-choice items are not good distracters. In conclusion, it can be said that the item distracters of this teacher-made English test items in *UAS* semester 2 2008/2009 of the first year students *SMA* Muhammadiyah 2 Sidoarjo obtained in class X1 are good enough since there are 134 or 59,5%, it means more than half of item distracters are good. Besides, there are 89 non function distracters which must be revised and 2 not good distracters which must be changed.

Table 10: Data for Analyzing The Item Distracters of Class X2

Tabel A

No	Option	U	L	Comment
1	A	-	-	NF
	B*	12	9	G
	C	-	3	G

Tabel B

No	Option	U	L	Comment
8	A	-	-	NF
	B*	-	2	G
	C	-	-	G

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	D	3	8	G
	E	3	2	G
2	A	6	2	G
	B	1	-	G
	C*	11	8	G
	D	-	4	G
	E	-	-	NF
3	A	10	10	G
	B	2	2	G
	C*	12	11	G
	D	-	-	NF
	E	-	1	G
4	A	-	3	G
	B*	12	9	G
	C	-	-	NF
	D	6	6	G
	E	5	4	G
5	A	1	-	G
	B*	12	9	G
	C	-	-	NF
	D	12	9	NF
	E	-	2	G
6	A	-	2	G
	B	-	1	G
	C	2	7	G
	D*	10	4	G
	E	1	-	G
7	A	-	8	G
	B	1	1	NF
	C*	11	3	G
	D	-	-	NF
	E	7	7	G

	D	12	10	G
	E	-	-	G
9	A*	1	3	G
	B	-	-	G
	C	11	4	G
	D	-	5	G
	E	-	-	NF
10	A	1	-	G
	B*	9	6	G
	C	1	1	G
	D	1	3	G
	E	1	-	G
11	A	-	2	G
	B*	-	1	NG
	C	-	-	NF
	D	1	-	G
	E	2	4	G
12	A*	10	5	G
	B	-	2	G
	C	-	-	NF
	D	1	6	G
	E	-	1	G
13	A	-	-	NF
	B	-	4	G
	C	-	2	G
	D*	11	22	NG
	E	1	3	G
14	A	1	5	G
	B	-	-	NF
	C*	7	7	G
	D	-	-	NF
	E	3	3	G

15	A	-	-	NF
	B*	12	9	G
	C	-	3	G
	D	3	8	G
	E	3	2	G
16	A	6	2	G
	B	1	-	G

22	A	-	-	NF
	B*	-	2	G
	C	-	-	G
	D	12	10	G
	E	-	-	G
23	A*	1	3	G
	B	-	-	G

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	C*	11	8	G
	D	-	4	G
	E	-	-	NF
17	A	10	10	G
	B	2	2	G
	C*	8	11	NG
	D	-	-	NF
	E	-	1	G
18	A	-	3	G
	B*	12	9	G
	C	-	-	NF
	D	6	6	G
	E	5	4	G
19	A	1	-	G
	B*	12	9	G
	C	-	-	NF
	D	12	9	NF
	E	-	2	G
20	A	-	2	G
	B	-	1	G
	C	2	7	G
	D*	10	4	G
	E	1	-	G
21	A	-	8	G
	B	1	1	NF
	C*	11	3	G
	D	-	-	NF
	E	7	7	G

	C	11	4	G
	D	-	5	G
	E	-	-	NF
24	A	1	-	G
	B*	9	6	G
	C	1	1	G
	D	1	3	G
	E	1	-	G
25	A	-	2	G
	B*	-	1	G
	C	-	-	NF
	D	1	-	G
	E	2	4	G
26	A*	10	5	G
	B	-	2	G
	C	-	-	NF
	D	1	6	NG
	E	-	1	G
27	A	-	-	NF
	B	-	4	G
	C	-	2	G
	D*	11	2	G
	E	1	3	G
28	A	1	5	G
	B	-	-	NF
	C*	7	7	G
	D	-	-	NF
	E	3	3	G

29	A	-	-	NF
	B*	12	9	G
	C	-	3	G
	D	3	8	G
	E	3	2	G
30	A	6	2	G
	B	1	-	G
	C*	11	8	G
	D	-	4	G
	E	-	-	NF
31	A	10	10	G

36	A	-	-	NF
	B*	-	2	NG
	C	-	-	G
	D	12	10	G
	E	-	-	G
37	A*	1	3	G
	B	-	-	G
	C	11	4	G
	D	-	5	G
	E	-	-	NF
38	A	1	-	G

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	B	2	2	G
	C*	12	11	G
	D	-	-	NF
	E	-	1	G
32	A	-	3	G
	B*	12	9	G
	C	-	-	NF
	D	6	6	G
	E	5	4	G
33	A	1	-	G
	B*	12	9	G
	C	-	-	NF
	D	12	9	NF
	E	-	2	G
34	A	-	2	G
	B	-	1	G
	C	2	7	G
	D*	10	4	G
	E	1	-	G
35	A	-	8	G
	B	1	1	NF
	C*	11	3	G
	D	-	-	NF
	E	7	7	G

	B*	9	6	G
	C	1	1	G
	D	1	3	G
	E	1	-	G
39	A	-	2	G
	B*	-	1	NG
	C	-	-	NF
	D	1	-	G
	E	2	4	G
40	A*	10	5	G
	B	-	2	G
	C	-	-	NF
	D	1	6	G
	E	-	1	G
41	A	-	-	NF
	B	-	4	G
	C	-	2	G
	D*	11	2	G
	E	1	3	G
42	A	1	5	G
	B	-	-	NF
	C*	7	7	G
	D	-	-	NF
	E	3	3	G

43	A	-	3	G
	B*	12	9	G
	C	-	-	NF
	D	6	6	G
	E	5	4	G
44	A	1	-	G
	B*	12	9	G
	C	-	-	NF
	D	12	9	NF
	E	-	2	G

45	A	-	2	G
	B*	-	1	NG
	C	-	-	NF
	D	1	-	G
	E	2	4	G

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For class X2, according to both tables of class X2, it can be seen that there are 88 or 39.1% of the multiple choice items are non function, and 7 or 3,1% of the multiple-choice items are not good distracters. In conclusion, it can be said that the item distracters and there are 130 or 57,7% of the multiple-choice items are good distracters. In conclusion, it can be said that the item distracters of this teacher-made English test items in *UAS* semester 2 2008/2009 of the first students of *SMA* Muhammadiyah 2 Sidoarjo obtained in class X2 are good enough since there are 130 or more than half of item distracters are good. Besides, there are 88 non function and 7 not good distracters which must be revised and changed.

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