

**THE ANALYSIS OF ENGLISH FINAL EXAMINATION AT EIGHT
GRADE OF SMPN 2 POIGAR**

THESIS

Submitted as Partial Requirement for Degree of Education (S.Pd)

in Teaching English



By:

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
MANADO STATE INSTITUTE OF ISLAMIC STUDIES
1444 H/2023 M**

THESIS RATIFICATION

The thesis titled "The Analysis of English Final Examination at Eight Grade of SMP Negeri 2 Poigar" compiled by Menti Potabuga with students registration number 16.2.6.024, a students of English Education Study Program, has been examined and defined in the Munaqasyah session held on Februari 03th 2023 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement

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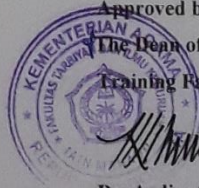
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ABSTRACT

Menti Potabuga. (2023). *The Analysis of English Final Examination at the Eighth Grade of the SMP Negeri 2 Poigar*. A thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, the Manado State Institute of Islamic Studies.

This study aimed to analyse the English final examination in the eighth grade of the *SMP Negeri 2 Poigar*. This research applied a quantitative descriptive approach. The population in this study were all eighth-grade students of SMP Negeri 2 Poigar. The sample of this study was 23 students of class VIII C, consisting of 11 male and 12 female students. The data of the study was in the form of students' raw scores, which were then processed by looking for Validity, level of difficulty, and discriminatory power in the final semester exam of English subjects at the *SMP Negeri 2 Poigar* for the 2021/2022 academic year. The data sources in this study were: question sheets, an answer key sheet, students' answer sheets, and a list of student names for class VIII C the *SMP Negeri 2 Poigar* for the 2021/2022 academic year. This research used documentation to collect data. Based on the results of the research that has been done, it showed that the validity of the 20 multiple choice questions, there were 15 or 75.00% items that fell into the invalid category and only 5 or 25.00% of the items fell into the valid category. The difficulty level in the difficult criteria was 1 item or 5%, the moderate criteria were 9 items or 45% and the level of difficulty in the easy category is 10 items or 50%. The discriminatory power in the good category was 1 item or 5%, the discriminatory power in the sufficient category was 15 items or 75% and the discriminatory power in the very bad category was 4 items or 20%.

Keywords: final examination, validity, difficulty level.



ABSTRAK

Menti Potabuga. (1444 H/2023 M): Analisis Soal Ujian Akhir Semester Bahasa Inggris di Kelas Delapan SMP Negeri 2 Poigar. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk menganalisis soal ujian akhir semester Bahasa Inggris di kelas delapan SMP Negeri 2 Poigar. Dalam penelitian ini menggunakan pendekatan deskriptif kuantitatif. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 2 Poigar. Sampel penelitian ini adalah 23 siswa kelas VIII C yang terdiri dari 11 laki-laki dan 12 perempuan. Data penelitian berupa nilai mentah siswa, yang kemudian diolah dengan mencari validitas, tingkat kesukaran, dan daya pembeda pada ujian akhir semester mata pelajaran Bahasa Inggris di SMP Negeri 2 Poigar tahun ajaran 2021/2022. Sedangkan sumber data dalam penelitian ini adalah: lembar soal, lembar kunci jawaban, lembar jawaban siswa, dan daftar nama siswa kelas VIII C SMP Negeri 2 Poigar tahun ajaran 2021/2022. Instrument penelitian ini menggunakan dokumentasi untuk mengumpulkan data. Berdasarkan hasil penelitian yang telah dilakukan menunjukkan bahwa hasil validitas dari 20 soal pilihan ganda terdapat 15 atau 75.00% item yang termasuk dalam kategori tidak valid dan 5 atau 25.00% item yang termasuk dalam kategori valid. Tingkat kesukaran kriteria sukar 1 butir atau 5%, kriteria sedang 9 butir atau 45%, dan tingkat kesukaran kategori mudah 10 butir atau 50%. Daya pembeda pada kategori baik sebanyak 1 item atau 5%, daya pembeda pada kategori cukup sebanyak 15 item atau 75% dan daya pembeda soal pada kategori sangat buruk sebanyak 4 item atau 20%.

Kata Kunci : Ujian Akhir, Validitas, Tingkat Kesulitan.

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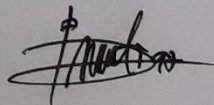
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Manado, 03 Februari 2023

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikat, tiruan atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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Penulis



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TABLE OF CONTENTS

COVER	i
THESIS RATIFICATION	ii
ABSTRACT	iii
ABSTRAK.....	iv
ACKNOWLEDGMENT.....	v
PERNYATAAN KEASLIAN SKRIPSI.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xi
LIST OF APPENDICES.....	xii
CHAPTER 1: INTRODUCTION.....	1
A. Research Background	1
B. Research Question	3
C. Research Objective	3
D. Limitation of the Research	3
E. Significant of the Research	3
F. Definition of the Key Terms	3
CHAPTER II: REVIEW OF RELATED LITERATURE.....	5
A. Theoretical Description	5
B. Previous Study	21
CHAPTER III: RESEARCH METHODOLOGY.....	24
A. Research Design	24
B. Population and Sample	24
C. Research Setting	25
D. Data and Source of Data	25
E. Research Instrument	26
F. Data Collection Technique	26
G. Data Analysis Technique	27
H. Research Procedures	28
CHAPTER IV: FINDINGS AND DISCUSSION	29

A. General Description of the school	29
B. Findings	32
C. Discussion	41
CHAPTER V: CONCLUSION AND SUGGESTION.....	44
A. Conclusion	44
B. Suggestion	44
REFERENCES	46
APPENDICES	

LIST OF TABLES

Table 2.1 Classification of Validity	10
Table 2.2 Classification of Difficulty Levels	12
Table 2.3 Classification of Distinguishing Power	14
Table 4.1 Profile of SMP Negeri 2 Poigar	29
Table 4.2 List of Facilities and Infrastructure at SMP Negeri 2 Poigar	31
Table 4.3 Distribution of items according to the validity index	32
Table 4.4 Checklist of validity instrument of the test	34
Table 4.5 Classification of questions based on the proportion of Difficulty Levels .	39
Table 4.6 Classification of questions based on the proportion of Distinguishing Power	40

LIST OF APPENDICES

- Appendix 1 : The Letters
- Appendix 2 : General Description of The School
- Appendix 3 : Question Sheet
- Appendix 4 : Students Answer Sheet
- Appendix 5 : Answer Key Sheet
- Appendix 6 : Table Checklist of Validity Instrument of the Test
- Appendix 7 : Documentation

CHAPTER I

INTRODUCTION

A. Research Background

English has become a very important subject in most Indonesian schools, especially junior high schools. In addition, it is already becoming a test subject of the national examination. This means that English has a very important place in education. Therefore, some students need to be able to use English in their learning process. Such as speaking, writing, listening, and reading. That is why teachers should teach English as well as they can. When learning English, teachers are required to conduct assessments, tests, and examinations at the end of the study to determine whether the student has understood the material previously explained by the teacher.

Evaluation is one of the things teachers use to know if their students are doing well. Evaluation has become an important part of the teaching and learning process, enabling teachers to assess student performance throughout the educational process, during and at the end of learning. Therefore, one form of evaluation is a form of testing to determine a student's performance in learning English.

Tests are very important tools in the learning process for measuring the abilities and skills of students. Therefore, teachers need to assess the abilities of their students. In other words, how well students understand the material as a whole. Then in the test, there are so many types of assessments, such as multiple choice and essays. Also, tests are very important in measuring the ability of students. Brown (2004) states that testing is a method of measuring an individual's ability, knowledge, or performance in giving a domain.¹

Exams are intended to determine a student's ability. The exams are usually written exams, but some of them include practical skills and elements of

¹ Siti Fatimah, "An analysis og English final examination instrument design by teacher at the first grade students Islamic senior high school Mahdaliyah Jambi" (UIN Sultan Thaha Saifuddin Jambi, 2008).

practical exams, and the structure, content, and difficulty vary greatly depending on the subject and the age group of the examinee.

At school, students take several exams during the semester, one of which is the final exam. A final exam is an exam given to students at the end of a course or at the end of a semester, and the final exam is called a wrap-up exam. According to Brown, summative tests are meant to measure or summarize what a student understands and are usually taken at the end of a course or lesson. Exams are one aspect of education. As we know, education is one of the most important features in Islam, as is mentioned in Surah al-Alaq verse 5:

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ .

Translation: Who taught man what he did not know. (QS. Al-Alaq: 5)²

Based on the interpretation by Buya Hamka this verse explains how Allah Ta'aala teaches humans to use qalam (pen). After he (man) is good at using the qalam, he will be given a lot of knowledge by Allah.³

Based on the preliminary research at SMP Negeri 2 Poigar, researcher found problems that are about weaknesses in the final exam of the English semester. When researcher asked students why they didn't answer questions, some students replied that they found it difficult to answer the final exam of the English semester, because the teachers did not give an initial picture of the final exam. Therefore, many students get low scores or do not meet KKM standards. So that teachers must provide remedial for students in order to achieve KKM standards.

Based on problems above the researcher was interested in conducting further research entitled *“The Analysis of English Final Examination at Eight Grade of SMP Negeri 2 Poigar”*.

² Kementrian Agama RI, al-Qur'an Tajwid dan Terjemahannya, (Jakarta: Magfirah Pustaka, 2006). 597

³ Buya Hamka, Juz 'Amma Tafsir al-Azhar, (Depok: Gema Insani, 2015). 215

B. Research Question

How is the quality of the Final Examination for class VIII C of SMP Negeri 2 Poigar in the Academic Year 2021/2022?

C. Research Objective

Based on the research question the objective of this study is to analyze of the English final examination at eight grade of SMP Negeri 2 Poigar.

D. Limitation of the Research

In this research, the researcher focus on the analysis of the English final examination at eight grade of SMP Negeri 2 Poigar.

E. Significant of the Research**1. Theoretically**

The researcher expected that the result of this study will be referred by the other researcher who will conduct similar research in the future and motivates them to improve further research.

2. Practically

The research significant is expented to show the beneficial result for the educators and students as well. The benefits of the research are below:

- a. For English teachers, this study would be useful and can be apply in the process of making end-of-semester test items so that English teacher can analyze end-of-semester test items.
- b. For researchers, who are interested in researching English examination can obtain useful information or as a reference for further research.
- c. For Readers, Hopefully the result of this result gives the reader more references for further research in the future that is related to this study.

F. Definition of the Key Terms

There are two important terms to describe related of the research. To explain the terms on the research as below:

1. Analysis

Analysis is the activity of thinking to break a thing into certain parts or components so that it can be known the characteristics or signs on each part, the relationship between each other, and also the function of each part.⁴

2. Final Examination

The final examination is part of an evaluation that aims to measure and assess student competencies, so students can continue learning to a higher level or need testing.⁵

⁴ Aris Kurniawan, 13 Pengertian Analisis Menurut Para Ahli, Tersedia: <http://www.gurupendidikan.com/13-pengertian-analisis-menurut-para-ahli-didunia/>, Diakses Pada Tanggal 6 April 2016.

⁵ Vila Heliyanti dkk, "A Content Analysis Of English Final Examination Test Based On Higher Order Thinking Skills (Hots)", *ENGLISH EDUCATION JOURNAL*, (Agustus 2020) Vol. 1, No. 1.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Definition of analysis

The units of content analysis are words, themes, characters, and items. The most commonly used unit of content analysis is the item. This is the overall "natural" unit used by the creators of iconic material.¹

One of the important things from Item Analysis is curriculum improvement. If a certain type of item is repeated difficult for students, or if certain types of errors occur frequently, it might be the problem beyond individual teachers. More extensive curriculum revisions possible needed. Item analysis data is helpful in identifying specific problems.²

Content Analysis is a research technique for make replicable and valid inferences from the text (or other meaningful material) to context of use.

Carney, also states that there are 3 kinds of definitions of content Analysis:

1. Definitions that make content inherent in a text
2. Definitions that regard content as belonging to the source text
3. Definitions that make content appear in the process of a researcher analyze the text relative to a particular context.

For this study, Content Analysis was applied based on the definition number 1 which is more suitable for this research.³

¹ Berelson, B. 1971. Content Analysis in Communication Research. Hafner Publishing Company.

² Nitko, Anthony J. Educational Tests and Measurement an Introduction Harcourt Brace Jovanovich, Inc. (1983).

³ Carney, Content Analysis. A Technique for Systematic Inference from Communication . London : B.T. Batsford LTD, (1972).

a. Item Analysis

Item analysis is a study of test questions to obtain questions that have adequate quality. Item analysis is carried out with the aim of improving the quality of the questions because in reality in the world of education there are still test questions that have deficiencies or even errors. The quality of the test questions must be balanced, meaning that the questions have specifications for easy, medium, and difficult questions proportionally.

Item analysis has many benefits, including:

1. Helping test users evaluate the test used,
2. Supporting question writing to be effective,
3. Being able to improve tests in class,
4. Increasing the validity and reliability of questions.⁴

b. Quantitative Item Analysis

Quantitative item analysis is a study of items based on empirical data from the questions tasted. There are two approaches in quantitative item analysis, namely the classical and modern approaches. Classical item analysis is a study of questions through information obtained from student answers in order to improve the quality of questions using classical theory. This technique has several advantages, namely cheap, easy, can be implemented quickly, simply, and can use data obtained from several sources.⁵

Aspects that must be considered in item analysis using the classical approach are as follows:

1. Validity

Arikunto, states that validity in a test can be determined through the results of thought and experience.⁶ According to Sudijono, the items can be said to

⁴ Sudjana, N. 2016. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remaja Rosdakarya. (hal.135).

⁵ Departemen Pendidikan Nasional. 2008. *Panduan Analisis Butir Soal*. Tersedia Online di [http:// gurupembaharu.com/ home/ download- /panduan-analisis-butir-soal.pdf](http://gurupembaharu.com/home/download-/panduan-analisis-butir-soal.pdf) (diakses 1 November 2019). Hal. 8.

⁶ Arikunto, S. 2018. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Rineka Cipta. Hal.80.

be valid if the score of the question has a significant positive relationship with the total score. Sudijono, explains that each item with the correct answer gets a score of one (1) and each wrong answer gets a score of zero (0). This data in statistical studies is called pure discrete data or dichotomous data. The total score is the result of the sum of each item score which is continuous data.⁷ Which states that a test is said to be good if the test can measure what is intended to be measured.⁸

Purwanto, groups three methods used to the test validity, namely content validity, criteria, and constructs. Content validity is a test that is carried out on the contents of the items to ensure the accuracy of the questions to be measured. Criterion validity is a test carried out by comparing the learning outcomes test with certain criteria outside of learning outcomes. Construct validity is a test that is carried out with the suitability of the item construction with the grid.⁹ According to Brown (2004), there are five types of validity. There are content-related evidence, criterion-related evidence, construct-related evidence, consequential validity face validity.

a. Content-related evidence

According to Brown (2004), this test assesses the learning of material in the learning process, often referred to as content effectiveness, when students need tests to measure their own abilities. Relevant verification can be claimed. Content validity to know the difference between direct and indirect testing.

b. Criterion related evidence

Criterion-based evidence may relate to adequacy, then to commonly found tests, referred to as criteria-based evidence, or to the extent to which the test's criteria are actually met. Furthermore, for

⁷ Sudijono, A. 2015. Pengantar Evaluasi Pendidikan. Jakarta: PT Raja Grafindo Persada. Hal. 184 & 185.

⁸ Bahar, R., Istiyono, E., Widiastuti, W., Munadi, S., Nuryana, Z., & Fajaruddin, S. (2021). Analisis karakteristik soal ujian sekolah hasil musyawarah guru matematika di Tasikmalaya. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 10(4), 2660. <https://doi.org/10.24127/ajpm.v10i4.4359>

⁹ Purwanto. 2016. Evaluasi Hasil Belajar. Yogyakarta: Pustaka Pelajar.

classroom assessment, there are so many criteria for making assessments that evidence-based is one of the best methods.

c. Construct related evidence

There are three types of proof that can support effectiveness in creating good testing tools, but constructive proof is one of the few that plays such a big role in education. Components therefore include theories, hypotheses, or models that attempt to explain what is observed. Phenomena, in turn, are part of the structure-related evidence that is the universe of perception. As such, in structures where tests may or may not be directly or empirically measured, their validation often requires inference data. Verbal and communicative competence are language constructs, self-esteem and motivation are psychological constructs. However, a theoretical component is required in all teaching and learning processes. In the domain of assessment, construct validity asks the question, "Does this test actually make use of the defined theoretical constructs?" "A test is, so to speak, an operational definition of the structure that makes the entity being measured operational. For economic reasons, participation in the test requires respecting the principle of practicality and the sample is a limited number of domains.

d. Consequential Validity

Consequential validity includes factors such as accuracy in measuring intended criteria, impact on student readiness, impact on learners, and (unintended) societal impact of test interpretation and use. Includes considerations. One the aspect of consequential validity has drawn special attentions there are the effect of the test preparation courses and manuals on performance. According NcNamara (2000) socioeconomic conditions such as opportunities for coaching that are "differentially available to the students being assessed. For example, if the parents of the student have a higher educated then the parents can teach and help their children to explain about the material that their not understand or to do some assignment.

e. Face validity

The most important thing in making a test is facial validity. Seemingly valid is when the testing tools, teachers, moderators, and administrators are tested. According to Gronlund in Brown (2004), there are two factors in students rating a test as fair, relevant, and helpful in enhancing the learning process, commonly referred to as apparent effectiveness. According to Brown (2004), he has six items that learners are likely to increase face validity when encountered.

- 1) Well-constructed and expected format with familiar tasks
- 2) Tests that are clearly executable within a given time limit
- 3) Clear and uncomplicated article
- 4) Clear direction
- 5) Coursework-related tasks (content effectiveness) and
- 6) Difficult enough to challenge students.

However, face validity is not something that can be empirically tested by teachers or testing experts. How a student or test-taker or, as the case may be, a given test intuitively perceives the means of testing is only a factor in the eye of the beholder. On the other hand, the spirit is very important for learners, such as self-confidence and fear. These are key components of learner excellence. When a student is "thrown a curveball in an exam", it can be distracting and heighten anxiety. Students should study the test items in advance and then familiarize themselves with the questions. Also, in order to know the difficulty of a student, rather than knowing the difficulty of the student through rehearsals, you can find out from the factors there, the purpose of the test to challenge, and the task itself.

This study uses the correlation formula *Product moment* with rough numbers (Pearson's moment product) with the formula:

$$r_{xy} = \frac{\sum xy}{N \sum xy}$$

Description:

$\sum XY$ = number of multiplications X with

Table 2.1 Classification of Validity¹⁰

Number	Description
0.800—1,00	Very high
0,600—0,800	High
0,400—0,600	Enough
0,200—0,400	Low
0,00—0,200	Very low

2. Difficulty Level

The level of difficulty of the items is a determinant of the quality of the items.¹¹ Questions that are not too easy or too difficult can be categorized as good questions. If question is too difficult, it will make students feel hopeless and have no enthusiasm to try to do it again. The number that shows the difficulty or ease of a question is called the difficulty index which has a magnitude between 0.00 and 1.00. A difficulty index of 0.00 indicates that the question is too difficult, on the other hand, if the index is 1.00, it indicates that the question is too easy.¹² Sudjana, states that the comparison between easy-medium-difficult questions is made with a 3-4-3 comparison, which means, questions in the easy category are 30%, question

¹⁰ Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.

¹¹ Sudijono, A. 2015. *Pengantar Evaluasi Pendidikan*. Jakarta: PT Raja Grafindo Persada. Hal. 370.

¹² Arikunto, S. 2018. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Rineka Cipta. Hal. 222.

in the medium category are 40%, and questions in the difficult category are 30%.¹³

The calculation of the level of difficulty is the opportunity to correctly answer a question at a certain level of ability which is expressed in the form of an index. The index of difficulty level is generally expressed in the form of proportion that ranges from 0,00-1,00.¹⁴ The steps in analyzing are as follows.

To calculate the level of difficulty of the objective form, use the formula for the Level of Difficulty:

$$P = \frac{B}{JS}$$

Note:

P = Difficulty Index

B = The number of students who answered the questions correctly

JS = Number of students taking the test

Before using the above formula, sorted from largest to smallest. Then from the top of the list, 27% were taken as the top group and 27% from the bottom were taken as the bottom group, the remaining 46% is set aside and finally make a table to find out the answers (right or wrong) from each student, both for the upper and lower groups.

¹³ Sudjana, N. 2016. Penilaian Hasil Proses Belajar Mengajar. Bandung: PT Remaja Rosdakarya. Hal. 135.

¹⁴ Ratnawulan, Elis dan Rusdiana. 2015. Evaluasi Pembelajaran. CV Pustaka Setia. Bandung. Hal. 163

Table 2.2 Classification of Difficulty Levels¹⁵

Score	Category
0 – 0.30	Difficult
0,31 – 0.70	Medium
0.71 – 1.00	Easy

3. Distinguishing Power

Sudijono, states that the power of discrimination is calculated on the basis of dividing students into two groups, namely the upper group (students who are classified a smart) and the lower group (students who are classified a stupid). The method used to determine students with the two groups is determined in various ways, however, the method that is widely used in the field of evaluation uses a percentage of 27% from the upper group and 27% from the lower group.¹⁶

The number that shows the distinguishing power is called the discrimination index or usually symbolized by the letter D. the discrimination index ranges from 0.00 to 1,00, and can be minus value. The higher the discrimination index, the more able to distinguishing between high and low group. Thus, it can be concluded that a good question is a question that can be answered correctly by students who have high abilities (clever).¹⁷ The factors that affect the distinguishing power according to the Ministry of National Education of the Republic of Indonesia, are items that cannot distinguishing high and low capable students due to by several factors, including:

¹⁵Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.

¹⁶Sudijono, A. 2015. *Pengantar Evaluasi Pendidikan*. Jakarta: PT Raja Grafindo Persada. Hal. 387.

¹⁷ Arikunto, S. 2018. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Rineka Cipta. Hal. 226.

- (1) the answer key to the item is incorrect,
- (2) the item has two or more correct answer keys,
- (3) the competency measured is unclear,
- (4) the distractor does not work,
- (5) the material being asked is too difficult so that many students guess,
- (6) most of the students who understand the material being asked think that there is mis information in the item.¹⁸

The discriminatory power of a question is the ability of a question item to be able to distinguish between students who have mastered the material being asked and students who do not/less/have not mastered the material being asked.¹⁹ To calculate the distinguishing power of each item, the following formula can be used:

$$DP = \frac{BA - BB}{\frac{1}{2}N}$$

Note:

DP = Distinguishing Power

BB = Number of students who failed from the lower group

BA = Number of students who failed from the top group

N = Number of students who took the test

n = 27% x N

To interpret the discriminatory coefficient, the following criteria can be used:

¹⁸ Departemen Pendidikan Nasional Republik Indonesia. (2008). Panduan penulisan butir soal. Departemen Pendidikan Nasional Republik Indonesia, Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah.

¹⁹ Ratnawulan, Elis dan Rusdiana. 2015. Evaluasi Pembelajaran. CV Pustaka Setia. Bandung. Hal. 167.

Table 2.3 Classification of Distinguishing Power²⁰

Score	Criteria
>0,40	Good (<i>Baik</i>)
0,30-0,39	Plenty (<i>Cukup</i>)
0,20-0,29	Poor (<i>Buruk</i>)
<0,19	Very Poor (<i>Sangat Buruk</i>)

2. Definition of Final Examination

The final exam of the semester is an activity carried out by educators to measure the achievement of learners' competence at the end of the semester. Measuring here means assessing, which is done by testing the achievement of learners' competence in the form of learning outcome tests.²¹

An end-of-semester examination is a form of assessment conducted by students to determine competency achievement at the end of an educational unit. The term exam is often used interchangeably with test, measurement, and evaluation. In this section, those terms will be describe in detail as follows:

a. Test

1) Definition of Test

Brown explains that, simply put, testing is a way of measuring an individual's ability, knowledge, or performance in a particular area. Testing the first method is a tool, set of techniques, procedures, or items that require performance on the part of the candidate. Then, some tests measure general skills, while others focus on very specific abilities and goals. Third, tests measure a person's abilities, knowledge,

²⁰ Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.

²¹ E. Mulyasa, *Kurikulum Tingkat Satuan Pendidikan Sebuah Panduan Praktis* (Bandung: PT Remaja Rosdakarya, 2007), hlm. 259.

or achievements. Fourth, the test measures performance, whereas the results imply the test taker's ability, or ability to use general concepts of linguistics. Most language tests measure your ability to carry out language. Four. Speak, write, read, or listen to a subset of languages. A well-constructed test is an instrument that provides an accurate measure of the test taker's ability in a particular domain.²²

2) Kind of Test

Testing is one of the tools in the learning process. According to Hughes, there are several tests that are used in the learning process based on materials explained by teachers. Therefore, before conducting the test, the teacher should know the purpose of the test. Also, when conducting exams, the syllabus and materials must be appropriate. Hughes explains the distrust of testing because all too often it doesn't measure exactly what it should measure. According to Harmer, there are four different types of testing there are:

(a) Placement Test

During the learning process, teachers use placement tests to place new students in the right place. However, placement tests are one of the school's facilities, and there is a syllabus and a syllabus that students must follow to determine their level of learning. The content of the test therefore covers knowledge of grammar and vocabulary, and students assess their productivity and receptivity. To achieve this, some schools ask students to complete a self-assessment as part of their internship. After the placement test, the teacher should conduct an analysis of the student's responses to make the final placement decision.

(b) Diagnostic Places

A diagnostic locus is a test that was used to identify a student's difficulties in the learning process. From this test, the teacher can

²² Brown, H. D. 2004. *Language Assessment, Principles and Classroom Practice*. Longman

know how well the student understands the material, as well as the student's problems in the learning process, knowledge gaps and deficiencies in the learning process. But teachers can find good solutions for them.

(c) Progress or Achievement Test

An achievement test is a test that uses tools devised by the teacher to know the student's abilities and skills in the learning process. It is therefore about designing an assessment tool based on the syllabus and the material being taught. Additionally, every seven weeks, teachers gave students a test to see how well they understood the material, and for progress tests, teachers usually designed equipment tests. That way, grades at the end of the semester (such as the end of a unit or progress tests in her fortnight, etc.) should reflect progress, not failure. No need to reinforce what you have learned so far and expose your weaknesses.

Achievement tests can also transform new teaching methods and learning programs where students score significantly on parts of the test that teachers would have expected.

(d) Proficiency Test

The proficiency test is the exam usually used in the most common exams. First, to get a job, get a certificate and apply for study on board. While the means of testing give the general impression of knowing a student's abilities, aptitude tests have a effect. Because students have ambitions to pass exams, and a teacher's reputation may (perhaps unfairly) depend on how many times they pass.

3) Types of Test Item

Harmer, there are two types of test items:

(a) Direct test items and indirect item test

Direct Test In this test, the teacher wants to know the student's ability in communication skills such as speaking, writing, reading

and listening. So, the teacher asks to the students to perform the communicative skill in other hand productive skill that being tasted. And indirect test is the test that used to measure the students' abilities in this test used on real life, so the students can identifications the language and the conditions or situations. However, the teacher can know the students' abilities on the language skills, easier on giving the score for the students, make a good design, crucially and the teacher can make the good reliability.

(b) Indirect test item test

There are different types of indirect test items, including:

(1) Multiple –choice questions

A traditional vocabulary multiple choice questions (MCQ) looks like:

The journalist was _____ by enemy fire as he tried to send a story by satellite phone.

a. Wronged b. wounded c. injured d. damaged

Over the years, MCQs have been viewed as an excellent testing tool for measuring a student's grammatical and vocabulary proficiency. We use this test because the test is easy to score. The test is also computer-readable and the answer sheets are machine-readable, but machines may mismark the test. However, MCQ tests have some issues. B. Hard to type well at first, especially when conceptualizing the wrong choice test. The second is to improve your MCQ test proficiency, which does not actually improve your English. As such, MCQ tests still have weaknesses, just like scores, and are questionable in terms of their utility, scorer credibility, validity, and overall reliability.

(2) Cloze procedures

Fill in the blank seems like an indirect testing ideal that favors tests that measure a student's ability and knowledge by giving them what they get from receptivity and productivity, but fill in the blank uses integrated test items. Fill in the blank tests therefore prepare a test of whether the claims made are correct or not very quickly, and the test is overall more effective in determining a student's knowledge and skills, the cloze method removes every nth word in the text (anywhere between the 5th or 10th word). The fill-in-the-blank step is random and prevents the test designer from crashing. Then the test looks like this:

They sat on a bench attached 1. _____ a picnic table. Below them they 2. _____ see the river gurgling between overgrown 3. _____. The sky was diamond blue, with 4. _____ white clouds dancing in the freshening 5. _____. They could hear the call of 6. _____ and the buzzing of countless insects. 8. _____ were completely alone.

(3) Transformation Paraphrase

In this paraphrasing test, students are asked to paraphrase a sentence in their own way, but the meaning of the sentence is related to the original sentence. For example, the following item tests a candidate's knowledge of the verbs and tight patterns induced by the use of *I wish*.

I'm sorry that I didn't get her an anniversary present. I wish _____

Furthermore, in order to produce good sentences on this test, students must first understand sentences and know how to

construct sentences grammatically. That means knowledge of the language system.

(4) Sentence Re-ordering

This test requires students to type correct sentences and be familiar with grammar. To take this test, students must understand the syntax and lexical grammatical elements.

Put the words in order to make correct sentences. Called/ I / I'm
/ in / Sorry / wasn't / when / you /

Reorder tests are easy to write, but they don't always guarantee exactly one correct order.

(c) Direct test item types

(1) Create a level playing field

For aptitude tests, instrumental tests are based on test materials and standards. Instrumental exams are therefore based on student proficiency and this exam is also usually used to avoid student overload. Receptive tasting can also be used as a test. This means that the tasting requires excellent written or oral performance by students (for reading and listening tests). I can't be sure it's an ability.

(2) Replicate real-life interactions

In this simulated real-world dialogue, there is generally a real-world purpose for people to speak or write to interact with others. Moreover, on the yet traditional writing tests have based on general essay questions, and speaking test have often included hypothetical questions about what the students might say if they happened to be in the certain situations. According to Harmer, in Hendra, stated more modern test writers now include task which attempt to replicate feature of real life. Test of reading and listening

should also as far as possible and the test should be realistic as possible even they not authentic. So, the way of assessing student understanding using matching task or multiple choice. But this way is not satisfy with the criteria then the test item seems with reading and listening as possible.

b. Measurement

Measurement is the process of assigning a numerical value (usually called a score) to a particular attribute or characteristic of people in such a way that real-world relationships between people associated with the attribute being measured are maintained. The "method" for many traits measured in education and psychology is to count the number of correct answers, or scores, on a test.

Tuchman says measurement is a broad term that refers to the systematic determination of a result or characteristic using some sort of evaluator. Testing is a less specific term and is usually understood as a measure of education. More specifically, a test can be thought of as a type or class of measuring device that is commonly used to find out something about an individual.

c. Assessment

Brown believes that testing is a prepared administrative procedure that takes place at discernible times in the curriculum when learners acquire all the skills to achieve excellence, and that their responses are measured and scored. Evaluation, on the other hand, is an ongoing process that covers a wider area. Tests are a subset of assessments. Of course, these are not the only assessment methods teachers can implement.

Two functions are commonly identified in the literature: formative appraisal and summative appraisal. Formative assessment aims to assess students in the process of "forming" their competencies and skills so that they can continue this growth process. Key to such training is the provision (by teachers) and internalization (by students) of appropriate feedback on performance with a view to future continuation (or training)

of learning. A summative assessment is intended to measure or summarize what a student has understood and is usually done at the end of a course or lesson. A summary of what a student has learned is meant to reflect and assess how well the student has achieved their goals, but does not necessarily indicate a path to future progress. Course final exams and general proficiency exams are examples of wrap-up exams.

d. Evaluation

Evaluation is the idea that the value or value of someone or something should be judged. Evaluation involves judgment. Judgments should not be based on tests. Evaluations are made unequivocally without tests, measurements, or other objective information.

Tuckman defines an evaluation as an examination of any part, process, or result of a program to determine whether they It states that it is the process of determining whether a program is satisfactory or not. Evaluating program performance is facilitated by measurement. Tests are inherently useful tools in many processes such as evaluation, diagnosis, and monitoring.

B. Previous Study

There are five previous researchs that related to this research, namely:

1. The first previous study was by Dian Purwaning Asri (2021) by UIN Sulthan Thaha Saifuddin Jambi entitled “An Analysis of Final Examination Designed by the English Teacher at Eight Grade of SMP Al-Irsyad Kota Jambi”. I'm here. Based on the 2013 syllabus, research themes on validity such as spurious validity and content validity at best originated with his Grade 8 English teacher at SMP Al-Irsyad Kota Jambi. The purpose of this study was to analyze the final exam prepared by his Grade 8 English teacher at SMP Al-Irsyad Kota Jambi. This research was

conducted at SMP Al-Irsayd Kota Jambi of eight grade in the academic year of 2020/2021.²³

2. The second previous study by Amalia Vidya Maharani, Nur Hidayanto Pancoro Setyo Putro (2020) from Yogyakarta State Univeristy which entitled “*Item Analysis of English Final Semester Test*” This research sought to examine the quality of the English final semester test in the academic year of 2018/2019 in Ponorogo. A total of 151 samples in the form of students’ answers to the test were analysed based on item difficulty, item discrimination, and distractors’ effectiveness using Quest program. This descriptive quantitative research revealed that the test does not have good proportion among easy, medium, and difficult item.²⁴
3. A third previous study by Rd.Hendra Saputra (2019) was by UIN Sultan Thaha Saifuddin Jambi, “An Analysis of Final Tests Designed by English Teachers of Grade 8 Pupils of Madrasah Aliyah As'ad Olak Kemang Kota Jambi is titled. The purpose of this study was to analyze the content and apparent validity of a final test designed by an English teacher of his eighth grade students at As'ad Olak Kemang Kota Jambi Islamic High School. This study was a qualitative method and data was obtained from student test items and curriculum. Researchers used a checklist tool to collect data.²⁵
4. Four studies are by Siti Fatimah (2018) by UIN Sulthan Thaha Saifuddin Jambi, entitled "An Analysis of English Final Examination Instrumentdesigned by the Teacher at the First Students Islamic Senior High School Mahdaliyah Jambi" . Analyzing the relevance (face relevance and content relevance) of the English final exam conducted for her first grade students at Islamic High School Madarya Jambi in the 2017/2018

²³ Dian Purwaning Asri, “An Analysis of Final Examination Designed by the English Teacher at Eight Grade of SMP Al-Irsyad Kota Jambi”, (Skripsi, Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, 2021).

²⁴ Amalia Vidya Maharani, Nur Hidayanto Pancoro Setyo Putro, “Item Analysis of English Final Semester Test” *Indonesian Journal of EFL and Linguistics* Vol. 5 No. 2, (2020).

²⁵ Rd.Hendra Saputra, “Analysis Of Final Test Designed By The English Teacher Of The Eight Grade Students Of Madrasah Aliyah As’ad Olak Kemang Kota Jambi”, (UIN Sultan Thaha Saifuddin Jambi, 2019).

school year. The data source for this study is taken from the test sheets used in the Islamic High School Madarya Jambi test equipment.²⁶

5. The five by Putu Ngurah Rusmawan (2018) which entitled “*Analisis Butir Soal Ujian Akhir Semester Mata Pelajaran Bahasa Inggris Kelas VII SMPN 2 Tegalsiwalan*” from STKIP PGRI Pasuruan, Jl. Ki Hajar Dewantara No.27-29, Pasuruan, Indonesia. The purpose of this study is to describe the validity of content, reliability, level of difficulty, level of discrimination and distraktor or circumvention of the points of UAS English Subjects students of class VII SMPN 2 Tegalsiwalan school year 2015/2016. This type of research is descriptive quantitative because this research is focused on content analysis. The subjects in this study are all students of SMPN 2 Tegalsiwalan. The object in this study was taken from the end-of-semester exam questions in the form of multiple choice. Data collection techniques using methods observation and documentation methods to find out the description of the results of the student's learning evaluation. The instruments in this study are the researchers themselves as the main instruments.²⁷

Based on these five studies, the analysis of English final exam questions for grade VIII at SMP Negeri 2 Poigar has similarities and differences with previous studies, similarities and differences from the five studies above are about independent variables or dependent variables. This research is to retry the understanding related to the analysis of English final exam questions by English teachers.

²⁶ Siti Fatimah, “An Analysis of English Final Examination Instrument designed By the Teacher at the First Students Islamic Senior High School Mahdaliyah Jambi”, (Skripsi, Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, 2018).

²⁷ Putu Ngurah Rusmawan “Analisis Butir Soal Ujian Akhir Semester Mata Pelajaran Bahasa Inggris Kelas VII SMPN 2 Tegalsiwalan”, *Jurnal Ilmiah Bahasa, Sastra, dan Pembelajarannya* 2, no. 1 (Juni 201 VIII): 39-36.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This type of research uses a quantitative descriptive approach. Quantitative research means objective theories analysis by exploring the relation or impact among variables.¹ Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting.²

This study aims to analyze the quality of the items, the data from this study are in the form of raw student scores, which are then processed by looking for the validity, level difficulty, and distinguishing power on the Final Examination of English subject at SMP Negeri 2 Poigar, academic year 2021/2022.

B. Population and Sample

1. Population

Population is a generalization area consisting of objects/subjects having certain qualities and characteristics that are applied by researchers to study and then draw conclusions. The population is not only people but entities and other natural objects as well. Also, the population is not just the number that is in the object/subject being studied but includes all the characteristics possessed by the subject or object.³

¹ John W Creswell, *Research Design Pendekatan Metode Kualitatif, Kuantitatif, Dan Campuran*, 4th ed. (yogyakarta: pustaka pelajar, 2018).

² Donald Ary et al., *Introduction to Research in Education*, 8th ed. (Wardsword: Cengage Learning, 2010).

³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (bandung: Alfabeta CV, 2017).

The population of this research is students of class VIII C at SMP Negeri 2 Poigar in the 2021/2022 academic year.

2. Sample

The sample is part of the population that has characteristics similar to the population itself.⁴

This research sampling technique used is non-probability sampling with sampling that is saturated sampling technique. According to Sugiyono, saturated sampling is a sampling technique when all members of the population are used as samples.⁵ The researcher choose one class as the research sample. The sample of this research is 23 students of class VIII C. that consist of 11 boys, and 12 girls.

C. Research Setting

This setting of this research at Eight Grade of SMP Negeri Poigar at Jln. Siswa Desa Nonapan Baru Kecamatan Poigar in academic year 2021/2022. Time on conducted for 2 (two) Months, starting from May until July 2022 at SMP Negeri 2 Poigar.

D. Data and Source of Data

Data is a description of a situation in a number of respondents. Learning outcomes data is a description of the learning outcomes of a number of students who are test takers.⁶

The data from this study were in the form of student scores taken from the answer sheets for the final semester exam of English class VIII C SMP Negeri 2 Poigar, while the data sources in the study were subjects whose data were obtained from the data sources of this study, be in the form of:

⁴ Sugiono, *Metode Penelitian kuantitatif, kualitatif, dan R&B*, (Bandung: Alfabeta, 201VIII), VIII5.

⁵ Sugiyono. (2010). *Metode penelitian kuantitatif kualitatif dan R & D*. Alfabeta.

⁶ Solehah, Rohmah. 2015. *Analisis Butir Soal*. [Online]. (Diakses <http://lib.unnes.ac.id/23142/1/2701409042.pdf>. (Diunduh 11 Mei 2017)

1. End-of-semester test sheet for English class VIII C SMP Negeri 2 Poigar for the 2021/2022 academic year
2. The answer key to the question of English subjects for class VIII C SMP Negeri 2 Poigar for the 2021/2022 academic year
3. Student answer sheet for class VIII C SMP Negeri 2 Poigar academic year 2021/2022.
4. List of student names for class VIII C SMP Negeri 2 Poigar academic year 2021/2022.

E. Research Instrument

Documentation is to complete the data obtained by the researcher. The documentation is in the form of question sheet, students answer sheets, answer keys and list of student names for the end of semester test questions for English class VIII C SMP Negeri 2 Poigar for the 2021/2022 academic year and photos that relating to the problem that examined.

F. Data Collection Technique

To obtain the collecting data needed in this research, the researcher used documentation to collecting the data.

Another way to obtained the data from respondents is used the documentation technology.⁷ Based on theory, documentation is to complement the data obtained from documentation sheet, and also the activity is in the form of question sheet, student answer sheets, and answer keys for the end of semester test questions for English class VIII C SMP Negeri 2 Poigar for the 2021/2022 academic year and photos that relating to the problem that examined by the researcher.

⁷ Sukardi, *METODE PENELITIAN PENDIDIKAN KOMPETENSI DAN PRAKTIKNYA* (Jakarta: PT Bumi Aksara Jl. Sawo Raya No. 18, 2003).

G. Data Analysis Technique

The data analysis method of this study used descriptive quantitative techniques. According to Sugiyono, data analysis defines the process of bringing order, structure and interpretation to large amounts of collected data. There are three data analysis activities. Data organization, data presentation, conclusions.⁸

1. Data Reduction

Data reduction is the first step involved in analyzing data. Reduction means resumming data, choosing what matters most, focusing on what matters. Because not all information provided by respondents is taken into consideration for this study, the researcher minimized the data from the documentation, all information gathered is analyzed.

2. Data Display

The data presentation is a collection of information that organizes and provides an opportunity to draw conclusions to answer all of the research questions of this study.

In this study, researchers used a checklist and analyzed several aspects. To analyze it, researchers used a yes and no checklist. The researcher then gives her a score for answering the question based on her Guttman scale. The Guttman scale is a scale that requires a definite answer, such as true or false. Yes or no etc. For a positive answer (yes) the score is 1 and for a negative answer (no) the score is 0. The data are created using a checklist, and the checklist results are counted using the simple percent formula. The formula is:

⁸ Siti Fatimah. *An Analysis of English Final Examination Instrument Designed By Teacher at the First Grade Students Islamic Senior High School Mahdaliyah Jambi*. Islamic Yuniversity Sulthan Thaha Saifudin Jambi, 2018.

$$P = \frac{f}{n} \times 100\%$$

Note:

P = Percentage

f = Frequency

n = Number/amount

3. Concluding drawing/Verification

After viewing the data, the next step is to draw and validate conclusions. Validation refers to the process by which research questions and research goals can be answered. In this study, we compared the analysis of questionnaires and documents to draw conclusions. In this way, researchers can draw conclusions about the quality of her 8th grade English final exam of SMP Negeri 2 Poigar.

H. Research Procedure

The research procedures are as follow:

1. The researcher come to the school and asked the permission to the principle of SMP Negeri 2 Poigar and giving permission letter from University.
2. The researcher met the English teacher and discussed about the research.
3. The researcher formulate questions/statements to make a questionnaires.
4. After getting the data, the researcher will analyze and concluded based on the data found.

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of the School

This research was carried out at SMP N 2 Poigar.

1. The Brief Story of SMP N 2 Poigar

SMP 2 Poigar was founded in 1965 which is a class away from SMP Negeri 1 Bolaang. Oda Kasim as coordinator of Poigar 2 Junior High School. So the students of SMP 2 Poigar carry out the National Examination at SMP Negeri 1 Bolaang. In December 1986 SMP 2 Poigar then experienced suspension/penegrian. Who became the first Principal after excelling was R.J. Karowan.

In 1992 the Principal of SMP Negeri 2 Poigar was Samuel. Samuel held the position of Head of School for 7 years then replaced by Ardi Dilapanga. During the tenure of Ardi Dilapanga, SMP Negeri 2 Poigar has made a lot of progress.

Then in 2014-2015 the Principal by Mardin Manangin, S.Pd. it was during Mr. Mardin's tenure that the school of SMP Negeri 2 Poigar was Accredited A. After that, the position of Principal of SMP Negeri 2 Poigar and was carried out by Desmin Tasrip, S.Pd MM. The SMP Negeri 2 Poigar School is now much better than before. In February 2019, the position of the Principal was made possible by Mrs. Nur Lombogia, S.Pd until now.

2. School Profile

Table 4.1 Profile of SMP Negeri 2 Poigar

1	School Name	:	SMP NEGERI 2 POIGAR		
2	NPSN	:	40100306		
3	Educational Stage	:	SMP		
4	School Status	:	Country		
5	School Address	:	Jl. Siswa		
	RT / RW	:	2	/	2
	Postal Code	:	95753		

	Ward	:	NONAPAN BARU	
	Sub-district	:	Poigar District	
	County/City	:	Bolaang Mongondow Regency	
	Province	:	North Sulawesi Province	
	Country	:	Indonesia	
6	Geographic Position	:	0.9917	Latitude
			124.2368	Longitude
7	Decree of School Establishment	:	1519/D.01/DIK/2015	
8	Date of Established decree	:	2015-08-13	
9	Ownership Status	:	Lokal Government	
10	SK Operating Permit	:	1519/D.01/DIK/2015	
11	Date of Degree of Operational Permit	:	2015-08-13	
12	Account Number	:	03101130001970	
14	Bank Name	:	BANK SULUTGO	
15	KCP Branch/Unit	:	LOLAK	
16	Account in the name of	:	DANA BOS SMPN II POIGAR	
17	MBS	:	Yes	
18	Collecting Dues	:	No	
19	Nominal/Student	:	0	
20	The name of the taxpayer	:	SMP NEGERI II POIGAR	
21	NPWP	:	729935528824000	

3. State of Facilities and Infrastructure

One the supporting factors in the implementation of the learning process in schools is facilities and infrastructure. At SMP Negeri 2 Poigar the facilities and infrastructure are quite good in supporting the learning process. The following are the facilities and infrastructure at SMP Negeri 2 Poigar:

Table 4.2 List of Facilities and Infrastructure at SMPN2 Poigar

No	Type of Infrastructure	Total	Condition
1	Classroom	10	Good
2	Library	1	Good
3	Science Laboratory Room	1	Good
4	Computer Room	1	Good
5	Principal Office	1	Good
6	Administration Room	1	Good
7	Teacher's Room	1	Good
8	UKS Room	1	Good
9	Student Council	1	Good
10	Multipurpose Room	1	Good
11	Operator Station	1	Good
12	Student Representative Room	1	Good
13	Curriculum Section	1	Good
14	Warehouse	1	Good
15	Teacher's Toilet	1	Good
16	Student's Toilet	2	Good

B. Findings

The results of data analysis in this study describe the results of the analysis of the items for the Final Semester Test (UAS) In English subjects for class VIII C SMP Negeri 2 Poigar. There are several things that are analyzed, namely validity, level of difficulty and distinguishing power.

1. Validity

The validity of a test is closely related to the purpose of using the test. However, there is no general validity. That is, if there is information that is appropriate and can be used to achieve certain goals, then the test is valid for that purpose.¹ The following distribution can be seen in the table below:

Table 4.3 Distribution of items according to the validity index

No	Criteria	Number Questions	Total	Percentage
1	Valid	10,12,13,19 and 20	5	25,00%
2	Invalid	1,2,3,4,5,6,7,8,9,11, 14,15,16,17, and 18	15	75,00%
Total			20	100,00%

Based on the table above, it can be seen that of the twenty items, there are 15 or 75.00% items that fall into the invalid category and 5 or 25.00% items that fall into the valid category. So overall, the validity of the final examination for the 2021/2022 academic year in the majority of categories is invalid.

The test is said to be good if it has high validity.² Based on the result of these calculations it shows that of the 20 items that are said to be valid, 5 items or 25%, which means that the 5 items are said to be good because they have valid validity. Like the research conducted by

¹ Arifin, Z. 2011. *Penelitian Pendidikan: Metode dan Paradigma Baru*. Remaja Rosdakarya. Bandung. Hal 247.

² Bahar, R., Istiyono, E., Widiastuti, W., Munadi, S., Nuryana, Z., & Fajaruddin, S. (2021). Analisis karakteristik soal ujian sekolah hasil musyawarah guru matematika di Tasikmalaya. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 10(4), 2660. <https://doi.org/10.24127/ajpm.v10i4.4359>.

Sari and Surtani, the higher the validity of an instrument, the better the level of meaning and usefulness.³ For questions that are said to be invalid as many as 15 items or 75%, which means the question does not measure exactly what has been measured. This is supported by the opinion of Bahar, Fajarudin and Setiawan, who state that a test is said to be good if the test can measure what it wants to measure.⁴

The factors that influence the invalidity of an item according to Sukardi, are factors from the test, factors originating from administration and scores, and factors originating from a student answered.⁵ From these invalid factors, the validity of the final examination for English subjects may be due to one of the factors originating from students' answers, namely the lack of interest in student learning in English lessons so that students are not able to answer the end of semester test items properly and correctly. Then this can involve the number of students who answer the test questions with the wrong choice and also the number of students who get scores below the KKM.

Face validity, the validity the researcher adopted the theory from Brown (2004) that face of validity will likely be high if learner encounter:

1. A well constructed, expected format with familiar tasks
2. A test that is clearly doable within the allocated time limit
3. Item that are clear and uncomplicated
4. Directions that are crystal clear
5. Tasks that relate to their course work (content validity) and
6. A difficulty level that present a reasonable challenge.

³ Sari, M. R., & Surtani, S. (2020). Analisis kualitas butir soal ujian akhir semester genap pada mata pelajaran geografi kelas X IIS tahun ajaran 2018/2019 di SMA Pertiwi 1 Padang. *JURNAL BUANA*, 4(2), 273. <https://doi.org/10.24036/student.v4i2.830>

⁴ Fajaruddin, S., Retnawati, H., Yusron, E., & Sofyaningsih, V. (2021). Exploring the final examination test item characteristics of Pancasila and civic education. *International Journal of Education and Learning*, 3(3), 232–240. <https://doi.org/10.31763/ijele.v3i3.435>

⁵ Sukardi, H. M. (2008). *Evaluasi pendidikan: Prinsip dan operasionalnya*. Bumi Aksara.

TABLE 4.4 CHECKLIST OF VALIDITY INSTRUMENT OF THE TEST

(Adopted from Brown, 2004)

No	Aspects	Criteria	Official Statement		Score
			Yes	No	
1	A well-constructed	Grammar is the test is correct	✓		1
		Capitalization of the test items are correct	✓		1
		Spelling of the words in the test are correct	✓		1
		Font is good in type and size	✓		1
		Space used correctly	✓		1
		The test regulation is available	✓		1
		Written of school identify and test identify	✓		1
		Time allocation written in the test	✓		1
		The score for each of questions are written in the test.		✓	0
		Printing quality is clear	✓		1
	A test that is clearly doable within the	The time allocation enough for students to do the test to finish the	✓		

2	allotted time limit	test			1
3	Items that are clear and uncomplicated	The questions are clear and complicated	✓		1
4	Directions that are Cristal clear	The instructions of the items clear in the test	✓		1
5	A difficulty level that present a reasonable challenge	All the questions readoable for students in the test	✓		1
Total Score					13

From the checklist result in the above table. It can be seen 12 criteria Yes and 1 criteria No from 14 criteria. To know the percentage the researcher used the formula below:

$$P = \frac{f}{n} \times 100\%$$

$$= \frac{13}{14} \times 100\%$$

$$= 92\%$$

Based on the result above, it be concluded that the test only fulfill 92% criteria. The following is an explanation of the contents of the table above:

a. A well-Constructed

For this term, researchers have developed the criteria into nine dimensions:

1) Grammar

Researcher found no incorrect grammar in the test. The grammar used was good.

2) Capitalization

In the article sheet, the researchers found no incorrect capitalization of the numbers 1 through 20. The capitalization used was appropriate.

3) Spelling

In the article sheet, the researchers found that the numbers 1 through 20 were not misspelled. The spelling used was good.

4) Font

Fonts are about the face, size, and style of the letters themselves, and in the tests the designer used Times New Roman as the letter type and 12 as the font size. Good combination of type and font size. Because the text and test tasks are easy for students to read and very clear.

5) Space

For line spacing, the designer used 1.5 lines. This is the most popular line spacing practiced by many around the world. Tests are too close together with this line spacing, making it difficult for students to read. Of course, in this situation, the student will be wasting their time just reading the test. In this test, the following questions are also line-to-line proportional.

6) Test Regulation

Ideally, the exam papers for the exam should contain the exam rules. Exam rules are very important in exams. Because from the test regulation the students know what is forbidden to do and what is allowed to do during the test. In the case of English test,

the test regulation could be about the prohibition of opening dictionary, cheating, noisy in the class and so on. In the English final examination at eight grade of SMP Negeri 2 Poigar, the researcher found that the test did not put the test regulation in the test sheet. The test without test regulation enables the students to open dictionary, open their English book, or moreover they cheat during the test. This situation will make the test not effective to measure the students ability.

7) School Identity

In the test sheet should be written the school identity and test identity. It is for identity of the test itself. The school identity could be the school name, address, the district and phone number. The school identity can show the students. In the test sheet is really designed by teacher who teaches at the class. It can also make the test sheet be clear for students. In the test sheet the teacher did not put some item to show the good identity that is phone number.

8) Time allocation

Time allocation is also very important a test. Time allocation is the time that the teacher give to the students to finished all the questions in the test. In the test sheet designed used 60 minutes. In this case the students know how long the time that they had to finish the questions.

9) Test Identity

The printing quality of the test sheet that designed by the teacher is good. Because all the words and sentences in the test are clear. The test is blackprint. The text and also the question are easy to read (readable).

- b. Tests that are clearly executable within the given time limit
Based on a survey questionnaire to teachers and students, the

researchers received information that teachers gave students about 60 minutes to answer questions on a test.

c. Items that are clear and uncomplicated

The test consists of 20 questions with a multiple-choice concept, and the test items are clear, easy to understand, and easy for students to understand until the test is completed.

d. Direction that are crystal clear

Test direction is very important. Instructions can guide the test taker to answer the questions correctly. The test sheet cannot ignore this term. In the English final exam, the exam has a direction. All test instructions are very clear for students. See the following data: Choose the correct answer for (a), (b), (c), or (d).

e. A difficulty level that presents a reasonable challenge

All test questions are suitable for 8th grade. The questions start with easy questions, move on to intermediate questions, and end with hard questions. The test sheet is a multiple choice question consisting of 20 numbers.

2. Difficulty Level

Calculation of the level of difficulty of a question is a measurement of how big the degree of difficulty of a question is. A test question should not be too difficult and not too low. The final test of the semester that will be analysed for the level of difficulty is in the form of objective questions. To calculate the difficulty level of the multiple-choice form, the formula for the difficulty index is used, which results in the results as shown in the following table.

Table 4.5 Classification of questions based on the proportion of difficulty levels

No	Criteria	Question Number	Total	Percentage
1	Difficult	18	1	5,00%
2	Medium	5, 6, 7, 8, 10, 11, 12, 13, and 14.	9	45,00%
3	Easy	1, 2, 3, 4, 9, 15, 16, 17, 19, and 20	10	50,00%
Total			20	100,00%

The table above shows that the level of difficulty consists of three criteria, namely difficult, medium and easy. Of 20 items, the difficulty level on the difficult criteria is 1 item or 5%, the medium criteria are 9 items or 45% and the easy difficulty level is 10 items or 50%. The level of difficulty of the questions to determine the proportion of difficult, medium and easy. In Yulista's research, it is concluded that in compiling a test, do not let the test be too difficult or too easy, because a good test question is one that is too easy and not too moderate.⁶

Based on the results of the analysis on the level of difficulty of the final examination of English subjects, the overall level of difficulty of the questions shows that the majority of the questions are in the easy category as much as 50%.

3. Distinguishing Power

To calculate the distinguishing power of multiple choice, the formula for discriminating power of questions is used. By using the

⁶ Yulita, H., Zulfan, Z., & Arifin, A. (2016). Analisis tingkat kesukaran soal dan daya pembeda soal mata pelajaran sejarah kelas XI semester ganjil di SMA Negeri 5 Banda Aceh tahun pelajaran 2015-2016. *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 1(1), 131–138. <https://doi.org/10.24815/jimps.v1i1.1784>

distinguishing power formula, the results are obtained as shown in the following table.

Table 4.6 Classification of questions based on the proportion of Distinguishing Power

No	Criteria	Number Questions	Total	Percentage
1	Good (<i>Baik</i>)	11	1	5,00%
2	Plenty (<i>Cukup</i>)	2, 3, 4, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, and 19	15	75,00%
3	Poor (<i>Buruk</i>)	-	-	-
4	Very poor (<i>Sangat buruk</i>)	1, 5, 10 and 20	4	20,00%
TOTAL			20	100,00%

Based on the discriminatory power exposure in the table above, there are no questions that fall into the bad category. It can be seen that the test items that have a good category, namely 1 question or 5.00%, can be stored in the question bank to be used in future exams. And sufficient discriminating power, namely 15 questions or 75.00%, can be reused but must be revised. While the test items that have a very bad category are 4 questions or 20.00%, the questions can be replaced or must be revised again.

b. Discussion

Tests are very important in the teaching and learning process, tests are assessments that teachers use to know how well students understand the material. According to Brown, a test is a method of measuring a person's ability, knowledge, or performance in a particular area. According to Sudijono, next he mentions two test functions. Test as a measuring instrument for students. Test as a measure of

educational program success. From the description we can see how important the role of testing is in the process of teaching learning. For this reason, when designing tests, developers should base their tests on the characteristics of good tests to design as good a test as possible.

According to Brown, there are five principles of language assessment. These are practicality, reliability, effectiveness, reliability and wash-back. My research focuses on the power, difficulty, and selectivity of test equipment. Harmer says that if you test what you test, the test is valid. For example, it is not acceptable to test writing ability with an essay task that requires specific knowledge of history or biology unless it is known that all students share that knowledge before the test. When it comes to testing, researchers focus on analyzing validity, difficulty, and selectivity.

1. Validity

Based on the results of the calculations in the table above, it shows that the 20 items of validity in the valid criteria are 5 items or 25,00%, furthermore, the invalid criteria amounted to 15 items Or 75,00%, so overall, the validity of the end-of-semester test items for English class VIII C at SMP Negeri 2 Poigar for the 2021/2022 academic year is in the majority of invalid categories.

Arikunto, states that validity in a test can be determined through the results of thought and experience.⁷ Based on the results of these calculations, it shows that as many as 20 items are said to be valid as many as 5 items, which means that 5 items are significantly correlated with each total score that has been obtained and the question is said to be good because it has high validity so that te item is able to measure accurately. Such as research conducted by Sari and Surtani, the higher the validity of an instrument, the better the level of meaning and usefulness.⁸ For questions taht are said to be invalid as many as 15

⁷ Arikunto, S. 2018. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Rineka Cipta. Hal.80.

⁸ Sari, M. R., & Surtani, S. (2020). Analisis kualitas butir soal ujian akhir semester genap pada mata pelajaran geografi kelas X IIS tahun ajaran 2018/2019 di SMA Pertiwi 1 Padang. *JURNAL BUANA*, 4(2), 273.

items, which means that the question does not measure exactly what has been measured. This is supported by the opinion of Bahar,⁹ Fajaruddin¹⁰ and Setiawan,¹¹ who states that a test is said to be good if the test can measure what it wants to measure.

The factors that influence the invalidity of an item according to Sukardi are factors from the test, administration, scores, and from the answers of test takers. Of these invalid factors, for the validity of the end-of-semester test questions for English subjects, it is possible that comes from students' answers. Namely the lack of interest in learning English compared to other subjects, causing students to be less focused on working on the questions that have been given by the teacher. Then this can involve the number of students who answer the test questions with incorrect choices, and also the number of students who get scores below the KKM.

2. Difficulty Level

The results of the final even semester test difficulty level for English subjects which can be categorized it shows that the level of difficulty consists of three criteria, namely difficult, medium and easy. The level of difficulty on the difficult criteria is 1 or 5%. Moderate criteria as many as 9 items or 45%. And easy criteria as many as 10 questions or 50%. The level of difficulty of the items is a determinant of the quality of the items.¹²

From the table, information is obtained that as many as 20 items or 50% are in the easy category, and as many as 9 items or 45% are in the

⁹ Bahar, R., Istiyono, E., Widiastuti, W., Munadi, S., Nuryana, Z., & Fajaruddin, S. (2021). Analisis karakteristik soal ujian sekolah hasil musyawarah guru matematika di Tasikmalaya. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 10(4), 2660.

¹⁰ Fajaruddin, S., Retnawati, H., Yusron, E., & Sofyaningsih, V. (2021). Exploring the final examination test item characteristics of Pancasila and civic education. *International Journal of Education and Learning*, 3(3), 232–240.

¹¹ Setiawan, A., Fajaruddin, S., Harun, M. H., Sumiyati, Y., Nartani, C. I., & Fitriana, F. (2020). Character values in the thematic learning of elementary school. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 29(2), 158–169.

¹² Sudijono, A. 2015. *Pengantar Evaluasi Pendidikan*. Jakarta: PT Raja Grafindo Persada. Hal. 370.

medium category and the remaining 1 or 5% items are in the difficult category.

3. Distinguishing Power

The results of the analysis of discriminating power on the final test items for English subjects are then categorized of four criteria, including good, sufficient, bad and very bad criteria. The discriminatory power on good criteria is 1 item or 5.00%, then the discriminatory power on the criteria is sufficient as much as 15 items or 75.00%, the the distinguishing power of very bad criteria is 4 items or 20.0%, and very bad discriminating power does not fall into the category of 0 itm or 0.00%. From this explanation, discriminatory power of sufficient criteria is 15 items or 75.00%. The factors that affect the distinguishing power according to the Ministry of National Education of the Republic of Indonesia, are items that cannot distinguishing high and low capable students due to by several factors, including:

- (1) the answer key to the item is incorrect,
- (2) the item has two or more correct answer keys,
- (3) the competency measured is unclear,
- (4) the distractor does not work,
- (5) the material being asked is too difficult so that many students guess,
- (6) most of the students who understand the material being asked think that there is mis information in the item.¹³

¹³ Departemen Pendidikan Nasional Republik Indonesia. (2008). Panduan penulisan butir soal. Departemen Pendidikan Nasional Republik Indonesia, Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions to answer the research questions. After discussed the results of this research, the researcher represent the conclusion and offered the suggestions.

A. Conclusion

Based on the results of research and discussions that have been carried out, the conclusions are validity is the degree of accuracy between the data that occurs in the object of research and the power that can be reported by researcher. It shows that there are 15 items or 75% that fall into the invalid category and 5 items or 25% that fall into the valid category, the difficulty level of a question is a measurement of how big the degree of difficulty of a question is. There are 1 item or 5% that fall into the difficult category, 9 items or 45% that fall into th medium and 10 items or 50% that fall into the easy category, and distinguishing power is the ability of a question to distinguishing between smart students (mastering the material) and students who are less itelligent (less/not mastering the material). There are 1 item or 5% that fall into the good category, 15 or 75% of the items that fall into the sufficient category, 4 items or 20% that fall into the very bad category.

B. Suggestion

To remark the conclusion above and considering the result of the research, the researcher would like to give suggestions to deliver:

1. For the school

The school should supervise the test instrument work in constructing the tests. Whether the test costructed have fulfilled characteristic of a good test or not.

2. For the English teachers
 - a). Before designing tests, the test designer should consider the principles of writing good tests and make appropriate preparations.
 - b). Tests should be revised with respect to test validity, difficulty and selectivity. This can later be used in subsequent assessments to revise test objectives and improve student skills.
3. For the next researcher

Future researchers are expected to be able to further refine this research by changing the method and the variables.

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APPENDICES

Appendix 1

The letters

PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR

Jln. Sirwa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753

SURAT KETERANGAN

Nomor : //17/C.11/SMPN2Poigar/2022

Kepala Sekolah SMP Negeri 2 Poigar, di Nonapan Baru Kecamatan Poigar dengan ini menerangkan bahwa:

Nama : Menti Potabuga
NIM : 16.2.6.024
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Manado
Prodi : Tadris Bahasa Inggris

Telah melakukan penelitian dari tanggal 13 Juni 2022 sampai dengan 17 Juni 2022 dengan Judul Penelitian "*The Analysis Of English Final Examination At Eight Grade Of SMP N 2 Poigar*".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Nonapan Baru, 17 Juni 2022
Kepala Sekolah

M. POTABUGA, S.Pd
NIP. 19650412 198902 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jln. Dr. S. H Sarundajang Kawasan Ring Road I Kota Manado Telp./Fax (0431) 860616 Manado 95128

: B-1274/In 25/F.II/TL.00.1/06/2022

: Penting

Manado, 07 Juni 2022

: Permohonan Izin Penelitian

Kepada Yth :
Kepala SMP N 2 Poigar.

Di
Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama : Menti Potabuga
N.I.M : 16.2.6.024
Semester : XII (Dua Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : *"The Analysis Of English Final Examination At Eight Grade Of SMP N 2 Poigar"*. Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan Islam dengan Dosen Pembimbing :

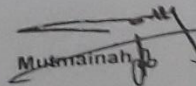
1. Dr. Andi Mukarramah, M.Pd
2. Dr. Ahmad Mustamir, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Juni s.d Juli 2022.

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam Wr. Wb

a.n. Dekan
Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga,


Mutmainah

Tembusan :

1. Rektor IAIN Manado sebagai Laporan
2. Dekan FTIK IAIN Manado
3. Kaprodi TBI IAIN Manado
4. Arsip

Appendix 2

General Description of The School

A. General Description of the School

This research was carried out at SMP Negeri 2 Poigar.

1. The Brief Story of SMP Negeri 2 Poigar

SMP 2 Poigar was founded in 1965 which is a class away from SMP Negeri 1 Bolaang. Oda Kasim as coordinator of Poigar 2 Junior High School. So the students of SMP 2 Poigar carry out the National Examination at SMP Negeri 1 Bolaang. In December 1986 SMP 2 Poigar then experienced suspension/penegrian. Who became the first Princial after excelling was R.J. Karowan.

In 1992 the Principal of SMP Negeri 2 Poigar was Samuel. Samuel held the position of Head of School for 7 years then replaced by Ardi Dilapanga. During the tenure of Ardi Dilapanga, SMP Negeri 2 Poigar has made a lot of progress.

Then in 2014-2015 the Principal by Mardin Manangin, S.Pd. it was during Mr. Mardin's tenure that the school of SMP Negeri 2 Poigar was Accredited A. After that, the position of Principal of SMP Negeri 2 Poigar and was carried out by Desmin Tasrip, S.Pd MM. The SMP Negeri 2 Poigar School is now much better than before. In February 2019, the position of the Principal was made possible by Mrs. Nur Lombogia, S.Pd until now.

2. School Profile

Table 4.1 Profile of SMP Negeri 2 Poigar

1	School Name	:	SMP NEGERI 2 POIGAR			
2	NPSN	:	40100306			
3	Educational Stage	:	SMP			
4	School Status	:	Country			
5	School Address	:	Jl. Siswa			
	RT / RW	:	2	/	2	
	Postal Code	:	95753			
	Ward	:	NONAPAN BARU			
	Sub-district	:	Poigar District			
	County/City	:	Bolaang Mongondow Regency			
	Province	:	North Sulawesi Province			

	Country	:	Indonesia	
6	Geographic Position	:	0.9917	Latitude
			124.2368	Longitude
7	Decree of School Establishment	:	1519/D.01/DIK/2015	
8	Date of Established decree	:	2015-08-13	
9	Ownership Status	:	Lokal Government	
10	SK Operating Permit	:	1519/D.01/DIK/2015	
11	Date of Degree of Operational Permit	:	2015-08-13	
12	Account Number	:	03101130001970	
14	Bank Name	:	BANK SULUTGO	
15	KCP Branch/Unit	:	LOLAK	
16	Account in the name of	:	DANA BOS SMPN II POIGAR	
17	MBS	:	Yes	
18	Collecting Dues	:	No	
19	Nominal/Student	:	0	
20	The name of the taxpayer	:	SMP NEGERI II POIGAR	
21	NPWP	:	729935528824000	

3. State of Facilities and Infrastructure

One the supporting factors in the implementation of the learning process in schools is facilities and infrastructure. At SMP Negeri 2 Poigar the facilities and infrastructure are quite good in supporting the learning process. The following are the facilities and infrastructure at SMP Negeri 2 Poigar:

Table 4.2 List of Facilities and Infrastructure at SMPN2 Poigar

No	Type of Infrastructure	Total	Condition
1	Classroom	10	Good
2	Library	1	Good
3	Science Laboratory Room	1	Good
4	Computer Room	1	Good
5	Principal Office	1	Good
6	Administration Room	1	Good
7	Teacher's Room	1	Good
8	UKS Room	1	Good
9	Student Council	1	Good
10	Multipurpose Room	1	Good
11	Operator Station	1	Good
12	Student Representative Room	1	Good
13	Curriculum Section	1	Good
14	Warehouse	1	Good
15	Teacher's Toilet	1	Good
16	Student's Toilet	2	Good

Appendix 3
Question Shet



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR

Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753



Mata Pelajaran : BAHASA INGGRIS

Kelas/Semester : VIII/Genap

Hari dan Tanggal :

Waktu : 60 Menit

Choose the correct answer either (a), (b), (c), or (d),

Read the following conversation to answer questions 1 and 2

Renata : What do you do every Sunday morning?

Jennie : I always exercise in the morning. So I just casually do it. How about you?

Renata : I watch TV in the morning and I often help mom to clean the house. I mean just by sweeping the floor, and cleaning the goods from every single dust on them.

Jennie : do you also help her cooking?

Renata : Exactly! On of my hobbies

- From the conversation above, it can be concluded that.....
 - Jennie lives healthily as she exercises in routine
 - Renata thislikes to do the same activitie each day
 - Cooking is not one of Renata likes to do
 - The house is always clean like Jennie
- “I watch TV in the morning and I often help mom to clean the house”.
The negative from of the statement above is.....
 - I not to watch TV in the morning and I never help mom to clean the house
 - I don’t to watch TV in the morning and I not to help mom to clean the house
 - I don’t watch TV in the morning and I don’t even help mom to clean the house
 - I don’t to watch TV in the morning and I not to do help mom to clean the house
- Arrange the following words into good sentences
At – home – 06.00 a.m – I – arrive
 - I arrive at home at 06.00 a.m
 - At home I arrive 06.00 a.m
 - At 06.00 a.m arrive I home
 - Home I arrive at 06.00 a.m
- They in th field now
 - are playing ball
 - is playing ball
 - Is playing ball

- b. playing ball
5. He in the park
- a. play
- b. plays
- d. Plays ball
- c. playing
- d. Played
6. Jesika and Reni climbing the mountain?
- a. are
- b. is
- c. was
- d. Were
7. A bus is not than a train
- a. fast
- b. faster
- c. fastest
- d. Lowest

Read the following text to answer questions 8 to 10

Ale is new student in my class. When he introduced himself, he said that he just moved from Maluku. now, He is staying in Wineru with his family. ale has been stealing all the attention since he just moved to my school. There is no other students can compare to his handsome. And also, he is really good in Math, Literature, History, and science. Most of the time, he gains the best score for every subject in school. No wonder, if everyone in the class called *his the brain*. He is just fine with it. He told me that it is better when people define himself by his competence rather than his physical look. From that moment, I realized that Ale is the true definition of handsome. And maybe, I have already become his number one fans.

8. "There is no other students can compare to His handsome"
What does the sentence mean?
- a. Ale is more handsome that the writer
- b. Ale is as handsome as the writer's friends
- c. Ale is handsomer than the writer's friends
- d. Ale is the handsome student in the school
9. "Most of the time, he gains the best score for every subject in school"
The most suitable synonym for the underlined words is.....
- a. better
- b. define
- c. rather
- d. than
10. "No wonder, if everyone in the class called *his the brain class*".
- a. Ale has a good brain
- b. Ale is a smart student
- c. ale is the smartest student in the class
- d. ale is better in studying math, history, science and literature rather than her friends

Read the following conversation to answer questions 11 and 12

Eiren : Do you think ant is the smallest animal in the world?

Siti : I think amoeba is the smallest animals in the world

Eiren : How did you know?

Siti : I study more than you

11. Which statements is TRUE based on the text?

- a. Amoeba is the smallest animals in the world
 - b. Amoeba isn't the smallest animal in the world
 - c. Ant is the smallest animals in the world
 - d. Ant is the rare animals in the world
12. From the text, you know that.....
- a. Eiren is the laziest kid
 - b. Siti is smarter than Eiren kid
 - c. Eiren is the most dilligent kid
 - d. Eiren is more diligent than Siti
13. My friend ill yesterday
- a. is
 - b. am
 - c. was
 - d. were
14. The plane ten minutes ago
- a. land
 - b. lands
 - c. landed
 - d. landing
15. We away on vacation last month
- a. is
 - b. am
 - c. are
 - d. were

Read the following conversation to answer questions 16 to 18

Mother : Cinta, What are you doing?

Cinta : I am watching TV Mom

Mother : Can you help me? I am still talking with Mrs. Ema on the phone

Cinta : What can I help you Mom?

Mother : Cut the rest of onions in the kitchen, please.

16. Who is talking to the phone?
- a. Mom is talking to the phone
 - b. Cinta is talking to the phone
 - c. Mrs. Ema is buying a new phone
 - d. Father is talking to the phone
17. What is Cinta doing?
- a. Cinta is sitting in the living room
 - b. Cinta is going to the room
 - c. Cinta is watching TV
 - d. Cinta is talking to the phone
18. From the conversation you can conclude that
- a. Cinta is busy
 - b. Cinta isn't doing anything important
 - c. Cinta is cutting the onion
 - d. Cinta is cooking some food in the kitchen
19. Look at the pictures



The dictionary is than the book

- a. big
- b. bigger
- c. biggest
- d. thick

20. Look at the pictures



Pritty's pencil

Dini's pencil

Dini's pencil is than Pritty's pencil

- a. Longer
- b. Short

- c. Shorter
- d. Long

Appendix 4
Students Answer Sheet



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR

Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753



Nama

: Siti Barfani Potaluga

Kelas

: VIII C

Mata Pelajaran

: Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	D
2.	A	B	<input checked="" type="checkbox"/>	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	<input checked="" type="checkbox"/>	B	C	D
6.	A	B	C	<input checked="" type="checkbox"/>
7.	A	<input checked="" type="checkbox"/>	C	D
8.	A	B	C	<input checked="" type="checkbox"/>
9.	<input checked="" type="checkbox"/>	B	C	D
10.	A	B	<input checked="" type="checkbox"/>	D

11.	A	B	<input checked="" type="checkbox"/>	D
12.	A	<input checked="" type="checkbox"/>	C	D
13.	A	B	<input checked="" type="checkbox"/>	D
14.	A	B	<input checked="" type="checkbox"/>	D
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	<input checked="" type="checkbox"/>	C	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	<input checked="" type="checkbox"/>	B	C	D

AS



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR

Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753



Nama : Dirty . F . Labodu
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	A	B	C	<input checked="" type="checkbox"/> D
2.	A	B	<input checked="" type="checkbox"/> C	D
3.	<input checked="" type="checkbox"/> A	B	C	D
4.	<input checked="" type="checkbox"/> A	B	C	D
5.	A	B	<input checked="" type="checkbox"/> C	D
6.	A	B	C	<input checked="" type="checkbox"/> D
7.	A	<input checked="" type="checkbox"/> B	C	D
8.	A	<input checked="" type="checkbox"/> B	C	D
9.	<input checked="" type="checkbox"/> A	B	C	D
10.	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input checked="" type="checkbox"/> C	D

20

11.	<input checked="" type="checkbox"/> A	B	C	D
12.	A	<input checked="" type="checkbox"/> B	C	D
13.	A	B	C	<input checked="" type="checkbox"/> D
14.	A	B	<input checked="" type="checkbox"/> C	D
15.	A	B	C	<input checked="" type="checkbox"/> D
16.	<input checked="" type="checkbox"/> A	B	C	D
17.	A	B	<input checked="" type="checkbox"/> C	D
18.	A	B	<input checked="" type="checkbox"/> C	D
19.	A	<input checked="" type="checkbox"/> B	C	D
20.	<input checked="" type="checkbox"/> A	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR

Jln. Silwa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753



Nama : Muhammad F. Masunto
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
2.	A	B	<input checked="" type="checkbox"/>	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	A	B	C	<input checked="" type="checkbox"/>
6.	A	B	C	<input checked="" type="checkbox"/>
7.	A	<input checked="" type="checkbox"/>	C	D
8.	A	<input checked="" type="checkbox"/>	C	D
9.	<input checked="" type="checkbox"/>	B	C	D
10.	A	B	<input checked="" type="checkbox"/>	D

80

11.	<input checked="" type="checkbox"/>	B	C	D
12.	A	<input checked="" type="checkbox"/>	C	D
13.	A	B	<input checked="" type="checkbox"/>	D
14.	A	B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	C	<input checked="" type="checkbox"/>
18.	A	B	<input checked="" type="checkbox"/>	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	<input checked="" type="checkbox"/>	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Polgar Kode Pos 95753

Nama : Aningrita Kotopita
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
2.	A	B	<input checked="" type="checkbox"/>	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	<input checked="" type="checkbox"/>	B	C	D
6.	A	<input checked="" type="checkbox"/>	C	D
7.	A	<input checked="" type="checkbox"/>	C	D
8.	A	B	C	<input checked="" type="checkbox"/>
9.	<input checked="" type="checkbox"/>	B	C	D
10.	<input checked="" type="checkbox"/>	B	C	D

75

11.	A	B	<input checked="" type="checkbox"/>	D
12.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
13.	A	<input checked="" type="checkbox"/>	C	D
14.	A	B	C	<input checked="" type="checkbox"/>
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	<input checked="" type="checkbox"/>	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753

Nama : Dona . Auerelia . Tambuwun
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	D
2.	A	B	<input checked="" type="checkbox"/>	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	A	B	C	<input checked="" type="checkbox"/>
6.	A	B	C	<input checked="" type="checkbox"/>
7.	A	B	<input checked="" type="checkbox"/>	D
8.	A	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>
9.	<input checked="" type="checkbox"/>	B	C	D
10.	<input checked="" type="checkbox"/>	B	C	D

75

11.	A	<input checked="" type="checkbox"/>	C	D
12.	A	<input checked="" type="checkbox"/>	C	D
13.	<input checked="" type="checkbox"/>	B	C	D
14.	A	B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	A	B	C	D
20.	<input checked="" type="checkbox"/>	B	C	D



FEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Sawa Desa Nonagan Baru Kecamatan Polgar Kode Pos 93731

Nama : Chelsi elvia Mangumpur
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	A	B	C	<input checked="" type="checkbox"/>
2.	A	B	C	<input checked="" type="checkbox"/>
3.	<input checked="" type="checkbox"/>	B	C	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	A	<input checked="" type="checkbox"/>	C	D
6.	A	B	C	<input checked="" type="checkbox"/>
7.	A	<input checked="" type="checkbox"/>	C	D
8.	A	<input checked="" type="checkbox"/>	C	D
9.	<input checked="" type="checkbox"/>	B	C	D
10.	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D

75

11.	<input checked="" type="checkbox"/>	B	C	D
12.	A	<input checked="" type="checkbox"/>	C	D
13.	A	<input checked="" type="checkbox"/>	C	D
14.	A	B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	<input checked="" type="checkbox"/>	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nosopan Baru Kecamatan Folgar Kode Pos 93753

Nama : MARDONAPO PONDENG
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	D	h
2.	A	<input checked="" type="checkbox"/>	C	D	h
3.	<input checked="" type="checkbox"/>	B	C	D	h
4.	<input checked="" type="checkbox"/>	B	C	D	h
5.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D	h
6.	A	B	C	<input checked="" type="checkbox"/>	h
7.	A	B	C	<input checked="" type="checkbox"/>	h
8.	A	B	C	<input checked="" type="checkbox"/>	h
9.	A	<input checked="" type="checkbox"/>	C	D	h
10.	A	B	<input checked="" type="checkbox"/>	D	h

70

11.	A	<input checked="" type="checkbox"/>	C	D	h
12.	A	<input checked="" type="checkbox"/>	C	D	h
13.	<input checked="" type="checkbox"/>	B	C	D	h
14.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D	h
15.	A	B	C	<input checked="" type="checkbox"/>	h
16.	<input checked="" type="checkbox"/>	B	C	D	h
17.	A	B	<input checked="" type="checkbox"/>	D	h
18.	A	B	<input checked="" type="checkbox"/>	D	h
19.	A	B	C	<input checked="" type="checkbox"/>	h
20.	<input checked="" type="checkbox"/>	B	C	D	h



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR

Jln. Siswa Desa Nonapan Baru Kecamatan Polgar Kode Pos 95753



Nama : YEZHAKIEL . N . RATU
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	D
2.	A	B	<input checked="" type="checkbox"/>	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	A	B	<input checked="" type="checkbox"/>	D
5.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
6.	<input checked="" type="checkbox"/>	B	C	D
7.	A	<input checked="" type="checkbox"/>	C	D
8.	A	<input checked="" type="checkbox"/>	C	D
9.	<input checked="" type="checkbox"/>	B	C	D
10.	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D

70

11.	A	B	<input checked="" type="checkbox"/>	D
12.	A	<input checked="" type="checkbox"/>	C	D
13.	<input checked="" type="checkbox"/>	B	C	D
14.	A	B	<input checked="" type="checkbox"/>	D
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	A	<input checked="" type="checkbox"/>	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Polgar Kode Pos 95753

Nama : WILLY Y. WOWOR
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	D
2.	A	B	<input checked="" type="checkbox"/>	D
3.	A	B	<input checked="" type="checkbox"/>	D
4.	A	<input checked="" type="checkbox"/>	C	D
5.	<input checked="" type="checkbox"/>	B	C	D
6.	A	B	C	<input checked="" type="checkbox"/>
7.	A	<input checked="" type="checkbox"/>	C	D
8.	A	<input checked="" type="checkbox"/>	C	D
9.	<input checked="" type="checkbox"/>	B	C	D
10.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D

70

11.	<input checked="" type="checkbox"/>	B	C	D
12.	A	<input checked="" type="checkbox"/>	C	D
13.	A	B	<input checked="" type="checkbox"/>	D
14.	A	B	C	<input checked="" type="checkbox"/>
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	<input checked="" type="checkbox"/>	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonupan Baru Kecamatan Poigar Kode Pos 95753

Nama : ALFREDI A.G. RUMUAT
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

70

11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR

Jir. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753



Nama : Tegar . Aditya . mokodompit
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
2.	A	B	<input checked="" type="checkbox"/>	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	A	<input checked="" type="checkbox"/>	C	D
6.	A	B	<input checked="" type="checkbox"/>	D
7.	A	B	C	<input checked="" type="checkbox"/>
8.	A	B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9.	<input checked="" type="checkbox"/>	B	C	D
10.	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D

70

11.	A	B	<input checked="" type="checkbox"/>	D
12.	A	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>
13.	A	B	C	<input checked="" type="checkbox"/>
14.	A	B	C	<input checked="" type="checkbox"/>
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	<input checked="" type="checkbox"/>	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753

Nama : Indo Manangin

Kelas : VIII C

Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
2.	A	B	<input checked="" type="checkbox"/>	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	A	<input checked="" type="checkbox"/>	C	D
6.	A	<input checked="" type="checkbox"/>	C	D
7.	A	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>
8.	A	B	<input checked="" type="checkbox"/>	D
9.	<input checked="" type="checkbox"/>	B	C	D
10.	A	<input checked="" type="checkbox"/>	C	D

70

11.	<input checked="" type="checkbox"/>	B	C	D
12.	A	<input checked="" type="checkbox"/>	C	D
13.	A	<input checked="" type="checkbox"/>	C	D
14.	A	B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	A	B	C	<input checked="" type="checkbox"/>



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753

Nama : laurenzia . G. wuumbene
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	A	B	<input checked="" type="checkbox"/>	D
2.	A	B	<input checked="" type="checkbox"/>	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	A	<input checked="" type="checkbox"/>	C	D
6.	A	B	C	<input checked="" type="checkbox"/>
7.	A	B	C	<input checked="" type="checkbox"/>
8.	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
9.	<input checked="" type="checkbox"/>	B	C	D
10.	A	B	<input checked="" type="checkbox"/>	D

70

11.	A	B	<input checked="" type="checkbox"/>	D
12.	A	<input checked="" type="checkbox"/>	C	D
13.	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
14.	A	B	C	<input checked="" type="checkbox"/>
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	<input checked="" type="checkbox"/>	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Polgar Kode Pos 95753

Nama : Angela. V. S. WUWUNG
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C	D
2.	A	B	<input checked="" type="checkbox"/>	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	A	<input checked="" type="checkbox"/>	C	D
5.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C	D
6.	A	B	C	<input checked="" type="checkbox"/>
7.	A	B	<input checked="" type="checkbox"/>	D
8.	A	B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9.	<input checked="" type="checkbox"/>	B	C	D
10.	A	<input checked="" type="checkbox"/>	C	D

65

11.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C	D
12.	A	B	<input checked="" type="checkbox"/>	D
13.	<input checked="" type="checkbox"/>	B	C	D
14.	A	B	C	<input checked="" type="checkbox"/>
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	<input checked="" type="checkbox"/>	B	C	D
20.	<input checked="" type="checkbox"/>	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753

Nama : Fadlan Mokadompit
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

65

11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753

Nama : Sisytawati mokodompit
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	X	B	C	D
2.	A	B	C	D
3.	X	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	X	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	X	B	C	D
10.	X	B	C	D

65

11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	X	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	X	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753

Nama : ARGA. S. MOKODONGAN
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	D
2.	A	<input checked="" type="checkbox"/>	C	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	A	B	<input checked="" type="checkbox"/>	D
6.	A	B	C	<input checked="" type="checkbox"/>
7.	A	<input checked="" type="checkbox"/>	C	D
8.	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
9.	A	<input checked="" type="checkbox"/>	C	D
10.	<input checked="" type="checkbox"/>	B	C	D

65

11.	<input checked="" type="checkbox"/>	B	C	D
12.	A	<input checked="" type="checkbox"/>	C	D
13.	A	B	C	<input checked="" type="checkbox"/>
14.	A	B	C	<input checked="" type="checkbox"/>
15.	A	B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	A	B	C	<input checked="" type="checkbox"/>



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753

Nama : Siti Khumaira Kolopita
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
2.	A	B	<input checked="" type="checkbox"/>	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	A	B	C	<input checked="" type="checkbox"/>
6.	A	B	<input checked="" type="checkbox"/>	D
7.	A	B	C	<input checked="" type="checkbox"/>
8.	A	<input checked="" type="checkbox"/>	C	D
9.	<input checked="" type="checkbox"/>	B	C	D
10.	<input checked="" type="checkbox"/>	B	C	D

65

11.	<input checked="" type="checkbox"/>	B	C	D
12.	A	<input checked="" type="checkbox"/>	C	D
13.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
14.	A	B	C	<input checked="" type="checkbox"/>
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	<input checked="" type="checkbox"/>	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753

Nama : Miftahul J. Mokojinta
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	A	B	C	<input checked="" type="checkbox"/> D
2.	A	B	<input checked="" type="checkbox"/> C	D
3.	<input checked="" type="checkbox"/> A	B	C	D
4.	<input checked="" type="checkbox"/> A	B	C	D
5.	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	C	D
6.	<input checked="" type="checkbox"/> A	B	C	D
7.	A	<input checked="" type="checkbox"/> B	C	D
8.	A	<input checked="" type="checkbox"/> B	C	D
9.	<input checked="" type="checkbox"/> A	B	C	D
10.	<input checked="" type="checkbox"/> A	B	C	D

70

11.	<input checked="" type="checkbox"/> A	B	C	D
12.	A	<input checked="" type="checkbox"/> B	C	D
13.	A	B	<input checked="" type="checkbox"/> C	D
14.	A	B	<input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> D
15.	A	B	C	<input checked="" type="checkbox"/> D
16.	<input checked="" type="checkbox"/> A	B	C	D
17.	A	B	<input checked="" type="checkbox"/> C	D
18.	A	B	<input checked="" type="checkbox"/> C	D
19.	A	<input checked="" type="checkbox"/> B	C	D
20.	<input checked="" type="checkbox"/> A	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonupan Baru Kecamatan Poigar Kode Pos 95753

Nama

: EDWARD WILWILIMBELE

Kelas

: VIII C

Mata Pelajaran

: Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	D	<input checked="" type="checkbox"/>
2.	A	<input checked="" type="checkbox"/>	C	D	<input checked="" type="checkbox"/>
3.	<input checked="" type="checkbox"/>	B	C	D	<input checked="" type="checkbox"/>
4.	<input checked="" type="checkbox"/>	B	C	D	<input checked="" type="checkbox"/>
5.	A	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6.	A	<input checked="" type="checkbox"/>	C	D	<input checked="" type="checkbox"/>
7.	A	<input checked="" type="checkbox"/>	C	D	<input checked="" type="checkbox"/>
8.	<input checked="" type="checkbox"/>	B	C	D	<input checked="" type="checkbox"/>
9.	<input checked="" type="checkbox"/>	B	C	D	<input checked="" type="checkbox"/>
10.	A	B	<input checked="" type="checkbox"/>	D	<input checked="" type="checkbox"/>

60

11.	<input checked="" type="checkbox"/>	B	C	D	<input checked="" type="checkbox"/>
12.	A	B	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
13.	A	B	<input checked="" type="checkbox"/>	D	<input checked="" type="checkbox"/>
14.	A	B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15.	A	<input checked="" type="checkbox"/>	C	D	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D	<input checked="" type="checkbox"/>
17.	A	B	<input checked="" type="checkbox"/>	D	<input checked="" type="checkbox"/>
18.	A	B	<input checked="" type="checkbox"/>	D	<input checked="" type="checkbox"/>
19.	A	<input checked="" type="checkbox"/>	C	D	<input checked="" type="checkbox"/>
20.	A	B	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753

Nama : MUTIARA. MAWUNTU
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
2.	A	B	<input checked="" type="checkbox"/>	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	A	<input checked="" type="checkbox"/>	C	D
6.	A	B	C	<input checked="" type="checkbox"/>
7.	A	B	<input checked="" type="checkbox"/>	D
8.	<input checked="" type="checkbox"/>	B	C	D
9.	<input checked="" type="checkbox"/>	B	C	D
10.	A	<input checked="" type="checkbox"/>	C	D

60

11.	A	B	<input checked="" type="checkbox"/>	D
12.	A	B	<input checked="" type="checkbox"/>	D
13.	A	B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
14.	A	B	C	<input checked="" type="checkbox"/>
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	<input checked="" type="checkbox"/>	B	C	D



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753

Nama : MUHAMMAD AKSAR WAMOCITO
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	A	B	C	<input checked="" type="checkbox"/>
2.	<input checked="" type="checkbox"/>	B	C	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C	D
6.	<input checked="" type="checkbox"/>	B	C	D
7.	A	<input checked="" type="checkbox"/>	C	D
8.	A	B	C	<input checked="" type="checkbox"/>
9.	<input checked="" type="checkbox"/>	B	C	D
10.	A	B	<input checked="" type="checkbox"/>	D

11.	<input checked="" type="checkbox"/>	B	C	D
12.	<input checked="" type="checkbox"/>	B	C	D
13.	A	<input checked="" type="checkbox"/>	C	D
14.	A	B	<input checked="" type="checkbox"/>	D
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	A	B	C	<input checked="" type="checkbox"/>

60



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR



Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753

Nama : Injilia S. Sayow
Kelas : VIII C
Mata Pelajaran : Bahasa Inggris

LEMBAR JAWABAN

Put a tick (X) on the letters a, b, c, or d, which are considered correct!

1.	<input checked="" type="checkbox"/>	B	C	D
2.	A	B	<input checked="" type="checkbox"/>	D
3.	<input checked="" type="checkbox"/>	B	C	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	A	B	C	<input checked="" type="checkbox"/>
6.	A	<input checked="" type="checkbox"/>	C	D
7.	A	<input checked="" type="checkbox"/>	C	D
8.	A	B	<input checked="" type="checkbox"/>	D
9.	<input checked="" type="checkbox"/>	B	C	D
10.	A	<input checked="" type="checkbox"/>	C	D

55

11.	<input checked="" type="checkbox"/>	B	C	D
12.	A	B	<input checked="" type="checkbox"/>	D
13.	A	B	C	<input checked="" type="checkbox"/>
14.	A	<input checked="" type="checkbox"/>	C	D
15.	A	B	C	<input checked="" type="checkbox"/>
16.	<input checked="" type="checkbox"/>	B	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	A	<input checked="" type="checkbox"/>	C	D
19.	<input checked="" type="checkbox"/>	B	C	D
20.	A	<input checked="" type="checkbox"/>	C	D

Appendix 5
Answer Key Sheet



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 2 POIGAR

Jln. Siswa Desa Nonapan Baru Kecamatan Poigar Kode Pos 95753



Mata Pelajaran : BAHASA INGGRIS

Kelas/Semester : VIII/Genap

Hari dan Tanggal :

Waktu : 60 Menit

ANSWER KEY

- | | |
|-------|-------|
| 1. A | 11. A |
| 2. C | 12. B |
| 3. A | 13. A |
| 4. A | 14. C |
| 5. A | 15. D |
| 6. D | 16. A |
| 7. B | 17. C |
| 8. D | 18. C |
| 9. A | 19. B |
| 10. C | 20. A |

Appendix 6

Table checklist of validity instrument of the tes test

Teacher Name : Rumiwati Kantue, S.Pd

Class Teacher : VIII C

CHECKLIST OF VALIDITY INSTRUMENT OF THE TEST

No	Aspects	Criteria	Official Statement		Score
			Yes	No	
1	A well-constructed	Grammar is the test is correct	✓		1
		Capitalization of the test items are correct	✓		1
		Spelling of the words in the test are correct	✓		1
		Font is good in type and size	✓		1
		Space used correctly	✓		1
		The test regulation is available	✓		1
		Written of school identify and test identify	✓		1
		Time allocation written in the test	✓		1
		The score for each of questions are written in the test.		✓	0
		Printing quality is clear	✓		1
	A test that is clearly doable	The time allocation enough for students to			

2	within the allotted time limit	do the test to finish the test	✓		1
3	Items that are clear and uncomplicated	The questions are clear and complicated	✓		1
4	Directions that are Cristal clear	The instructions of the items clear in the test	✓		1
5	A difficulty level that present a reasonable challenge	All the questions readoable for students in the test	✓		1
Total Score					13

(Adopted from Brown: 2004)

Appendix 7
Documentation

(Picture 1, Filling out a questionnaire with the English Teacher for class VIII C at SMP Negeri 2 Poigar)



(Picture 2, Group photo of class VIII C SMP Negeri 2 Poigar)



RESEARCHER BIOGRAPHY



Name : Menti Potabuga

Place and Date of Birth : Nonapan II, 16 June 1998

Adress : Desa Nonapan II, Kec. Poigar, Kab. Bol-Mong

Phone Number : 0813 4216 9396

E-mail : mentipotabuga16@gmail.com

Parents' Name :

Father : Alm. Al Potabuga

Mother : Liha Potabuga

Educational Background :

Elementary School : SD Negeri 1 Nonapan II (2004-2010)

Junior High School : SMP Negeri 2 Poigar (2010-2013)

Senior High School : SMA Negeri 1 Poigar (2013-2016)

Manado, 3th February 2023



Menti Potabuga
NIM: 16.2.6.024