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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Language Testing and Assessment

a. The Definition of Language Assessment

Student assessment, whether by standardized tests or classroom-based measures, is a cornerstone of effective teaching and learning. Taken as a whole, good assessments can not only provide a reliable and valid measure of a student's learning and understanding, but also help guide both teachers and students on a day-to-day basis. According to Mihai (2010, p. 24) assessment is a combination of all formal and informal judgments and findings that occur inside and outside a classroom.

According to Brown (2003, p. 4) the assessment is in ongoing process where the process is measuring the ability or performance of students. The assessment is also using the tools to find the answer or result about the students that happen when they learn and the teacher teaches them.

Another definition of assessment is assessment is a systematic process of gathering information about what a student knows, is able to do, and is learning to do. Assessment information provides the foundation for decision-making and planning for instruction and

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learning. Assessment is an integral part of instruction that enhances, empowers, and celebrates student learning.

Related to the explanation above Mihai(2010, p. 22)said that Bachman(1990) explained that three fundamentals concept of assessing students performance in social and science context, they are measurement, tests, and evaluation. Measurement is talking about the process of quantifying the characteristics of person according to explicit procedures and rules. Test is a measurement instrument designed to elicit a specific sample of an individual behavior. And also evaluation is reliable and relevant information.

Based on the explanation above, the relationship is very clearly explained by brown. Teaching is the way to give the information when the students learn in the classroom. Assessment is used to find and measure the ability of the students in the process and also the ending of the learning process. And the tools to measure the ability is the tests.

b. The Type of Language Assessment

In order to know more about assessment. In this sub chapter the writer wanted to explain about type and from of assessment. According to Brown (2003, p. 5-7), there are three types of assessment

1) Informal Assessment and Formal Assessment

Teacher's informal assessment is embedded in classroom tasks designed to elicit performance without recording results and

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making fixed judgments about a student's competence. It can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student

On the other hand, formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement. To extend the tennis analogy, formal assessments are the tournament games that occur periodically in the course of a regimen of practice.

2) Formative and Summative Assessment

Formative assessment: evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process. The key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning.

In addition, Zulkifli(2016, p. 17) stated that summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what a student has implies looking

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back and taking stock of how well that student has accomplished objectives, but does not necessarily point the way to future progress. Final exams in a course and general proficiency exams' are examples of summative assessment.

3) Norm-Referenced Test and Criterion-References Test

In norm-referenced tests, each test-taker's score is interpreted in relation to a mean (average score), median (middle score), standard t-/ deviation (extent of variance in scores), and/or percentile rank. According to Zulkifli(2016, p. 19), the purpose in such tests is to place test-takers along a mathematical continuum in rank order. Scores are usually reported back to the test-taker in the form of a numerical score (for example, 230 out of 300) and a percentile rank (such as 84 percent, which means that the test-taker's score was higher than 84 percent of the, total number of test takers, but lower than 16 percent in that administration).

Criterion-referenced tests, on the other hand, are designed to give test-takers .feedback usually in the form of grades, on specific course or lesson objectives. Classroom tests involving the students in only one class, and connected to a curriculum, are typical of criterion-referenced testing.



2. Testing

a. The Definition of Testing

Test is a method to decide any student's capacity to finish certain assignments or exhibit authority of an aptitude or knowledge of content. Some of type would be multiple choice test, or a weekly spelling test. While it is ordinarily utilized conversely with appraisal, or even assessment, it can be distinguished by the way that a test is one type of an assessment Terry (2012, p. 3) in Zulkifli (2016). As indicated by Brown (2003, p. 3) a test, in simple terms, is a technique for estimating a person's capacity, knowledge or execution in a given area.

b. Types of Test

According to Brown (2004, p. 42) there are two test types that you will probably not have many opportunities to create as a classroom teacher-language aptitude tests and language proficiency tests-and three types that you will almost certainly need to create-placement tests, diagnostic tests, and achievement tests.

1) Language Aptitude Test

Language aptitude test is designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking. Language aptitude tests are ostensibly designed to apply to the classroom learning of any language. In Foyewa (2015) stated that aptitude tests can be broadly defined as

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tests that are designed to reveal whether or not somebody is suitable for a particular type of work or course of training. In a language situation, aptitude tests are used to predict to extent, the ability of a particular candidate can succeed in learning a foreign language.

2) Proficiency Test

Proficiency is a test that traditionally consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension, and aural comprehension. Sometimes a sample of writing is added, and more recent tests also include oral production performance. As noted in the previous chapter, such tests often have content validity weaknesses, but several decades of construct validation research have brought us much closer to constructing successful communicative proficiency tests.

3) Placement Test

Proficiency tests can act in the role of placement tests, the purpose of which is to place a student into a particular level or section of a language curriculum or school. A placement test usually, but not always, includes a sampling of the material to be covered in the various courses in a curriculum; a student's performance on the test should indicate the point at which the

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student will find material neither too easy nor too difficult but appropriately challenging.

4) Diagnostic Test

The diagnostic tests are necessary to determine the strengths and weaknesses of students in mastering certain concepts of the language. They are carried out for remedial purposes. Students came from different linguistic background, as such: there are differences in their ability to acquire different aspect of English language during teaching. Some might have problem in the acquisition of certain areas whereas others may find those areas very easy to acquire. This will assist the teacher to lay emphasis on the areas of students' weaknesses during the teaching learning process to be able to produce students that are balanced in all aspects of English without being majorly deficient in any area.

5) Achievement Test

According to Zulkifli(2016, p. 24)an achievement test is a trial of created expertise or knowledge. The most widely recognized kind of achievement test is a government sanctioned test created to quantify abilities and information learned in a given review level , for the most part through arranged guideline, for example, preparing or classroom direction. Achievement tests are frequently appeared differently in relation to tests that measure inclination, a

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more broad and stable subjective attribute. Achievement test scores are regularly utilized as a part of instructive framework to figure out what level of direction for which an understudy is readied. High achievement scores more often than not demonstrate an authority of review level material, and the preparation for cutting edge direction. Low achievement scores can show the requirement for remediation or repeating a course grade.

3. Analysis of Item and Quality of Test

According to Purwonto(2012, p. 118), processing test of learning outcomes in order to improve the teaching and learning process can be done by making item analysis and calculating the validity and reliability of the test.

a. Validity

Validity is an integrated evaluative judgement of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and action based on test scores or other modes of assessment, Bachman (2004,p.259).

The expert should look into whether the test content is representative of the skills that are supposed to be measured. This involves looking into the consistency between the syllabus content, the test objective and the test contents. If the test contests cover the test objectives, which in turn are representatives of the syllabus, it could be said that the test possesses content validity Brown (2004:p.23-

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24).Brown's idea is supported by Hughes (2005,p.26), who stated that a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc which it is meant to be concerned. It means that a test will have content validity if the test-items are appropriate to what teachers want to measure.

b. Reliability

Reliability refers to the consistency of test result. Reliable here means that a test must rely and fit on several aspects in conducting the test itself. A test should be reliable toward students. Bachman (2004,p.153) stated that reliability is consistency of measures across different conditions in the measurement procedures. Test administration must be consistent by which a test can be said as well-organized test. In vice versa, bad administration and unplanned arrangements of test can make it does not work in measuring students' accomplishment.

c. Discriminating Power (Item Discrimination)

It is the extent to which an item differentiates between high and low-ability test-takers Discrimination is important because if the test-items can discriminate more, they will be more reliable Hughes (2005,p.226). It can be defined also as the ability of the test to separate master students and non-master students, Arikunto (1997,p.211). A master student is a student with lower scores on the test given. Discrimination has discrimination index. This index is used to measure

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to the ability of a test in discriminating the upper and lower group of students. Upper students are students who answer with true answer, and lower group are students with false answer. In this index, it has negative point. The negative index of discrimination power shows that the questions identify high group students as poor students and low group students as smart students. A good question is a question that can be answered by upper group and cannot be answered with true by lower group.

An item will have poor index difficulty if it cannot differentiate between smart students and poor students. It happens if smart students and poor students have the same score on the same item. Conversely, an item that garners correct response from most the high-ability group and incorrect responses from most the high ability group and incorrect response from most of the low ability group has good discrimination power stated by Brown (2003, p. 59).

d. Item Distractors

Arikunto(1997, p. 228)stated it is defined as the distribution of test in choosing the optional answer (distractors) in multiple choice question. This item is as important as the other items considering that in view of nearly 50 years of research that shows that there is a relationship between the distractors students choose and total test score.

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e. Difficulty Level Analysis

Arikunto(2007, p. 211)stated that a good test is a matter that is neither too easy nor too difficult. Problems that are too easy do not stimulate students to enhance the effort to solve it. Conversely, the problem that is too difficult will cause the students to be discouraged and do not have the spirit to try because they feel inadequate or out of reach.

Relation with Brown (2003, p.59) explains that a good test is a test which is not too easy or too difficult to students. It should give optional answer that can be chosen by students and not too far by the key answer. Very easy items are to build in some affective feelings of “success” among lower ability students and to serve as warm up items, and very difficult items can provide a challenge to the highest-ability students. It makes students know and record the characteristics of teacher’s test if the test given always comes to them too easy and difficult. Thus, the test should be standard and fulfil the characteristics of a good test.

From the explanation above, it is necessary to analyze the difficulty level of a test. The difficulty level of the test demonstrates how difficult or easy the test items have been. With difficulty level analysis can be generally revealed, whether a test is easy, moderate, or difficult. The degree of difficulty is basically a comparison

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between the number of correct answers that can be given by the student to the total number of test takers. The greater the number of test participants who are able to answer a correct test item, the easier the test item is concerned. Vice versa.

The degree of difficulty can be expressed in percentages. The items that can be answered correctly by all test participants, the difficulty level can be expressed as 100% or can be expressed by 1.00. If the correct answer is only given by 16 out of 40 test takers, then the difficulty level is expressed as 40% or 0.40.

A number that identifies a difficult or easy test as above (0.40) is called a difficulty index. The magnitude of the test difficulty index score ranges from 0.00 to 1.00, indicating the difficulty of the problem. Problem with a difficult index of 0.00 indicates that the problem is too easy.

In a test is not expected to be a problem item that is too difficult or too easy because it is considered not to provide more complete and useful information about participants. This means that test items with difficulty levels of magnitude close to 1.00 or 0.00 should be avoided or unused. The level of difficulty is considered good and 0.50, both for all tests and for each test item. Based on the difficulty level index, the test questions can be clarified as follows.

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Difficulty Level Index Table		
Problem	$0.70 > IF < 1.00$	Easy
with difficulty	$0.00 \leq IF < 0.30$	Difficult
index	$0.30 \leq IF \leq 0.70$	Moderate

Modified from Arikunto (1997)

The level of difficulty is attempted to be between the two numbers 0.30 and 0.70. The test items whose difficulty level is outside the range, should not be used or reviewed, and where necessary, corrected.

The analysis of the difficulty level against the overall test rank yields the difficulty index for each test item. Based on the index obtained from the application of the preceding formula, all of the test items can be distinguished from one another on a more precise level of difficulty. Test items with a difficulty index of 0.45, for example, can be addressed that the test item is easier than another test item with a difficulty index of 0.34, or more difficult than any other test item with a difficulty index of 0.75. When a similar calculation is made for all the available test items, a comprehensive overview of the test grain arrangement or the base of the high level of difficulty index will be obtained.

4. The Purpose of Item Analysis

According to Thorndike and Hagen (1977) in Purwanto (2012, p. 118), an analysis of test items has two important purposes.

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First, The answers of the items are diagnostic information to examine the lessons of the class and the failure of learning failures and then to guide the way of learning better.

Second, answers to separate questions and reviews of items that are based on the answers are the initial steps for preparing a better test for the following year.

In addition, Aiken (1994,p.63) in Suprananto(2012, p. 163) stated that the purposes of item analysis are (1) reviewing and reviewing each item to obtain quality questions before being used, (2) improving the quality of test items through revision or removing ineffective items, and (3) knowing the diagnostic information of students whether they have understood the material that has been taught..

Furthermore, according to Arikunto(1997, p. 211)the aim of item analysis is to identify good, moderate, and bad items. By analyzing items, information can be obtained about the ugliness of an item and instructions for making improvements.Sudijono(2011, p. 369)stated that the aims of item analysis is to find out whether the item items that build the test of learning outcomes have been able to carry out their functions as a measuring tool for adequate learning outcomes or not. Identification of each learning outcome test items is carried out in the hope that it will produce a variety of valuable information, in order to make improvements.

5. BSNP

Regulation of the Minister of National Education of Indonesia Republic Number 4 of (2018) decides the National Education Standards Agency, hereinafter abbreviated as BSNP. It is an independent and

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professional body in charge of developing, monitoring and controlling the National Education Standards. Some of the definitions listed by BSNP in Standard Operational Procedures are as follows.

- a. Education Unit is the primary and secondary education unit that includes Junior High School / Madrasah Tsanawiyah (SMP / MTs), Junior High School Christian Theology (SMPTK), Junior High School Extraordinary (SMPLB) , Junior High School (SMPT), High School / Madrasah Aliyah (SMA / MA) / Catholic High School (SMAK) / Secondary School Christian Theology (SMTB), High School Extraordinary (SMALB), and Vocational School / Madrasah AliyahKejuruan (SMK / MAK), Secondary School of Business (SUPM), Open Secondary School (SMAT), and Cooperation Education Unit (SPK), as well as educational institutions that run B / Wustha Package Program and C / Ulya.
- b. The Cooperation Education Unit, hereinafter referred to as the SPK, is an educational unit organized or managed on the basis of cooperation between a Foreign Accredited Institution (LPA) accredited / acknowledged in the country with an Education Institution in Indonesia (LPI) on a formal and non-formal in accordance with the provisions of legislation.
- c. The level of education is the stages of education determined based on the level of development of learners, the goals to be achieved, and the capabilities developed

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- d. The National Standard School Examination, hereinafter referred to as USBN, is the activity of measuring the achievement of students' competence by the school for all subjects by referring to the Graduate Competency Standards to gain recognition of the learning achievement, except for Local Load subjects (Mulok).
- e. National Examination, hereinafter referred to as UN is an activity of measuring the achievement of graduate competency in certain subjects nationally with reference to Graduates Competency Standards.
- f. Computer Based National Examination, hereinafter referred to as UNBK is a test that uses the computer as a medium to display the problem and the process of answering it.
- g. Paper-Based National Examination and Pencil, hereinafter referred to as UNKP, is a national examination that uses paper and Paper-Based Test Sheet (LJUN) based on paper and using pencil.
- h. Proctor shall mean officer who is authorized to handle technical aspects of UNBK implementation in examination room.
- i. Exam Inspector is a teacher who is authorized to supervise and ensure the smooth implementation of UNBK or UNKP in the exam room.
- j. National Examination for Equality Education is an activity of measuring the achievement of graduate competence on certain subjects nationally and simultaneously as an equalization assessment in the equivalent B / Wustha Package Program of SMP / MTs and C / Ulya Program Package equivalent to SMA / MA.

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- k. UN Susulan is a national exam for students who are unable to attend the UN for certain reasons that can be accepted by the school / madrasah implementing the UN and accompanied with valid evidence.
- l. National Examination Values hereinafter referred to as UN Value is the value obtained by learners from the results of the UN that has been taken.
- m. National Education Standards Board hereinafter referred to as BSNP is an independent and professional body in charge of organizing the UN.
- n. UN Grid is a reference in the development and assembly of the UN question which is compiled based on the criteria of achievement of Graduate Competency Standards, contents standard, and applicable curriculum.
- o. UN manuscript package is a parallel test device variation, consisting of a number of items that are assembled according to the UN grid.
- p. UN material is a script of matter, cassette / compact disk (CD) for listening comprehension exam (LC), UN answer sheet, official report, attendance list, envelope, order, and integrity pact of supervisor.
- q. UN Document is UN material which is confidential, consisting of script matter, exam test answer, attendance list, official report, both in hardcopy and softcopy form, and CD for LC exam.
- r. UN answer sheet hereinafter referred to as LJUN is a sheet of paper used by learners to answer the problem of the UN.

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- s. UN supporting documents are all UN materials that are not confidential, comprising blank attendance list, blank answer sheet, event newsletter, code of conduct, integrity pact, envelope of manuscript, and envelope of answer sheet.
- t. Certificate of National Examination Result hereinafter called SHUN is a certificate containing the UN Value as well as the level of achievement of Graduate Competency Standard stated in the category.
- u. Distribution of UN materials is a series of activities that are inseparable from the process of delivery, delivery and acceptance, as well as the storage of UN materials that are guaranteed security, confidentiality and timeliness and destination.
- v. Working Group of Procurement Services Unit of Research and Development Agency of Ministry and Education and Culture at provincial level hereinafter referred to as Pokja ULP is a committee established by the Research and Development Agency, Ministry of Education and Culture, which is in charge of carrying out the procurement process of goods and services for duplication and distribution of UN materials.
- w. Operational Procedure of National Examination Standard hereinafter referred to as POS UN is a provision governing the implementation and technical implementation of UN. The Ministry is the Ministry of Education and Culture of the Republic of Indonesia.

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- x. Minister is the Minister of Education and Culture of the Republic of Indonesia.
- y. Government is the central government.
- z. Local Government is the provincial government or district / city government.

6. National Examination

The definition of national examination based on BSNP (2017) declares that the National Examination hereinafter referred to as UN is activity measurement of graduate competency achievement on certain subjects nationally with reference to Graduate Competency Standards.

Graduation criteria is a requirement of minimum achievement of graduate competency in all subjects to be stated from the education unit.

a. General requirements of UN participants as follows.

- 1) Learners have or have been in the last year at an educational level in a particular educational unit;
- 2) Learners have a complete report on the assessment of learning outcomes at a certain level of education in a particular educational unit from the first semester of the first year to the first semester of the year;
- 3) Learners have a full report on the assessment of learning outcomes in Equivalency Education; and

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4) Learners have not met the criteria of achieving the competence of graduates.

b. Grid UN

- 1) UN grid year 2016/2017 prepared based on the criteria of the achievement of the competence of graduates, content standards, and material scope on the applicable curriculum.
- 2) The UN grid contains the cognitive level and the scope of the material.

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c. Indicators of English national examination at State Senior High School based on BSNP SK kisi-kisi Ujian Nasional 2016/2017

The National Examination has regulations to control and organize the distribution and significance of the test items. The BSNP is the department that control and organize it. For each year, BSNP always gives a regulation about indicators / components. But in 2015 / 2016, BSNP released the new framework of the indicators of national examination test. The new indicators are used for 2016 / 2017 as well.

Accordance with BSNP (2016/2017) imaged that the indicators of English National Examination for academic year 2015 / 2016 and 2016 / 2017 are same. So, the tables of indicators for both academic years of English National Examination are available on appendices.

Furthermore, Hamzah B. Uno & Satria Koni(2012, p. 61) stated that learning area is usually directed at one area of the taxonomy. In this indicator, the part of taxonomy is only on the cognitive. The second cognitive level in Bloom is comprehension. Bloom (1959, p. 2014-205) stated that comprehension refers to a type of understanding or apprehension such that the individual knows what what is being communicated without necessarily relating it to other material or seeing its fullest implications. This is divided into three below:

1) Translation

Comprehension as evidenced by the care and accuracy with which the communication is paraphrased or rendered from one

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language or form of communication to another. Translation is judge on the basis of faithfulness and accuracy, that is on the extent to which the material in the original communication is preserved although the form of the communication has been altered. “ The ability to understand non-literal statements (metaphor, symbolism, irony, exaggeration). Skill in translating mathematical verbal material into symbolic statements and vice versa.

2) Interpretation

Translation involves an objective part-for-part rendering of a communication, interpretation involves a reordering, rearrangement, or a new view of the material. The ability to grasp the thought of the work as a whole at any desired level of generality. The ability to interpret various types of social data.

3) Extrapolation

The extension of trends or tendencies beyond the given data to determine implications, consequences, corollaries, effects, etc, which are in accordance with the conditions described in the original communication.

Therefore, the researcher used the indicators of English National Examination in academic year 2014 / 2015 because the level of cognitive for the indicators are same. The verb that the indicators of English National Examination in academic year 2014 / 2015 indicators used is “understanding” that refers to the cognitive level 2 and for all

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of the indicators are using determine that refer to the extrapolation in the kinds of comprehension.

Furthermore, for the indicators of English National Examination in academic year 2016 / 2017 there are three levels of cognitive, these are comprehension, application, and analysis. They refer to the cognitive level 2, 3, and 4. Because of the form of the test is also same. So, the writer takes the indicators of English National Examination in academic year 2014 / 2015 as the specific indicators that become component of this test. So the indicators are available on the appendices.

d. Criteria for achievement of graduate competency based on UN result.

The value of un results is reported in the range of values 0 (zero) to 100 (one hundred), with the level of achievement of graduate competencies in the following categories:

- 1) Very good, if the value is more than 85 (eighty five) and less than or equal to 100 (one hundred);
- 2) Well, if the value is more than 70 (seventy) and less than or equal to 85 (eighty five);
- 3) Sufficient, if the value is more than 55 (fifty five) and less than or equal to 70 (seventy); and
- 4) Less, if the value is less than or equal to 55 (fifty five).



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B. Relevant Research

There are three relevant researches which have relevancy to this research.

They are:

1. *Analysis of Difficulty Level of Physics National Examination's Questions by Yusrizal (2016).*

This research was descriptive diagnostic research. This study aimed to determine: (1) the difficulty level of items in physics National Exam of 2013 (2) physics materials that were difficult and very difficult. It showed that (1) the high school students in Banda Aceh experienced difficult and very difficult level questions to be answer in the 2013 exam, (2) the difficult materials were: *free fall, the potential energy and series of obstacles*. The very difficult materials were: *the rotational motion, motion and force on the pulley, effort, fluid, sound intensity, transformer, atomic theory, quantum theory, relativity, fusion and radio isotopes*.

2. *The Validity, Reliability, Level of Difficulty and Appropriateness of Curriculum of the English Test by AthiyahSalwa (2012).*

It studies the quality of the English test, especially English final test for the first semester students' grade V. This test was analyzed by descriptive comparative method with quantitative approach. Not only using quantitative approach, qualitative approach was also used to synchronize the tests with Standard and Basic Competence, and the characteristics of a good test (content validity). The test items used as the sample were English test-packs of the first semester students for Grade V of elementary schools designed by English KKG of Ministry Education

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and Culture and Ministry of Religion Semarang. The study only analyzed the Grade V of Elementary School just because of the limitation of the time of research.

3. *An Item Analysis of an English Achievement Test Taken by EFL College Students in Taiwan by (Shih, 2010)*

This research showed that vocabulary test are the most difficult part of the whole test and exhibit the most powerful discrimination. A higher percentage of items in listening, reading, and grammar test show little or no discrimination power. More nonsense distracters appear in listening tests. This study attempts to examine a mid-term English achievement test held in a university in Taiwan. Test items are analyzed, based on assessment devices such as Item Facility, Item Discrimination and Distractor Analysis, to evaluate if the test was appropriately administered in terms of level difficulty, power of discrimination and function of distractors.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular word in order to make it easy. In this research, the focus was on the difficulty level of English National Examination at the State Senior High School level.

To analyze the indicators in grid national examination 2016/2017 easier, the researcher identified the indicators as follows:

Table II. 1
Indicators of English National Namination of State Senior High School

No	Competency	Indicators	Items
1	LISTENING Understanding the meaning of formal and informal interpersonal or transactional discourse in the context of everyday life, especially in the form of short functional text, recount, news item, report, narrative, descriptive and review.	Students are able to determine the general description or specific / detailed information of a formal or informal interpersonal / transactional conversation.	1, 2, 3, 4
		Students are able to determine the appropriate response to formal or informal transactional / interpersonal conversations.	5, 6, 7
		Students are able to determine an image that matches the monologue text that is played.	8, 9, 10, 11
		Students are able to determine the general or specific / implied / detailed information of a monologue text that is played.	12, 13, 14, 15
2	READING Understanding the meaning in written discourse formally and informally in the context of daily life, in the form of short functional text, recount, news item, report, analytical exposition, hortatory exposition, explanation, discussion and review	Students are able to determine the general or detailed / implied / specific description or meaning of the word / phrase / sentence or main idea paragraph / reference or communicative purpose of short functional text in the form of letter / e-mail .	24,25,26
		Students are able to determine specific / detailed / implied information or the meaning of the word / phrase / sentence or general description / communicative purpose / main idea of the paragraph / reference of the written text in the form of a recount .	16,17

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No	Competency	Indicators	Items
		Students are able to determine specific / detailed / implied information or the meaning of the word / phrase / sentence or general description / communicative purpose / main idea of the paragraph / reference of the written text in the form of a procedure	20,21,22,23
		Students are able to determine the general or specific / implied / detailed information or the main idea of the paragraph or the meaning of the word / phrase / sentence or communicative word / purpose of the written text in the form of an exposition .	27,28,29
		Students are able to determine the general description or the main idea of paragraphs or implied / specific / detailed information or communicative purposes or the meaning of words / phrases / sentences or word references from written texts in the form of a discussion .	43, 44, 45
		Students are able to determine the general description or the main idea of paragraphs or implied / specific / detailed information or communicative purposes or the meaning of words / phrases / sentences or word references from written texts in the form of a biography .	39, 40,41,42
		Students are able to determine the general description / communicative purpose/ main idea of the paragraph or implied information / detailed / specific or meaning of word / phrase / sentences or word references from written text in the form of report	31,32,33, 34,35,36,37, 38,45
		Students are able to determine the general or specific / detailed / implicit / implied information or the meaning of the word / phrase / phrase or word reference of a short functional text in the form of an announcement / message .	18, 19

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No	Competency	Indicators	Items
		Students are able to determine the general description / communicative purpose/ main idea of the paragraph or implied information / detailed / specific or meaning of word / phrase / sentences or word references from written text in the form of descriptive .	47, 48, 49, 50
3.	WRITING expresses the meaning in writing formally or informally in the context of everyday life, in the form of short functional text or essay in the form of recount, narrative, procedure, descriptive and report.	Students are able to complete 3 passes in short text in the form of recount / procedure / narrative / descriptive / report with appropriate vocabulary / phrase.	30, 46

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D. Research Procedures

The research carried out is known as descriptive quantitative research. This study intended to collect information regarding the difficulty items of English National Examination Test in academic Year 2016/2017.

The following will relate in detail how this information will collected. First, the research strategy will be outlined. Second, the procedures for implementing the strategy will be defined. Third, the variables of interest will be defined. Fourth, the test will be discussed. Finally, the analysis procedure to be applied to the data will be presented.

2. Research Strategy

The research presented in this research has been carried out according to the following steps:

- a. Through precedent research, key issues and concepts related to item difficulty analysis were identified and incorporated into the structure of the research .
- b. With the permission of the headmaster od State Senior High School 5 Pekanbaru, the document of English national examination test academic year 2016/2017 was accepted to be conducted
- c. In December 2017, preliminary data were collected.
- e. In May 2018, a test will be conducted to measure difficult items of English national exam in academic Year 2016/2017.

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3. Procedures of Implementation

As indicated above, the investigation presented in this paper is known as descriptive quantitative research. Descriptive research is defined as research that investigates human experience through surveys, case studies, and ethnographies with the desire to order experience and formulate theory.

This study used a test to gather information about the difficulty items of English national examination test in academic year 2016/2017. All research questions will be addressed through the use of a fifty-five test items.

The test has been used to collect data from the third students of State Senior High School 5 Pekanbaru.

The purpose of these tests gathered more information on research questions 1 & 2. These are as follows:

- a. RQ1 Which test items of national exam are categorized into difficult items of English National Exam 2016/2017?
- b. RQ2 Which learning objectives (indicators) are categorized into difficult of English National Exam 2016/2017?

4. Variables of Interest

The variable in this research is the difficulty items of English National Examination Test for the third grade students of State Senior High School 5 Pekanbaru.