CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

This study was analysis of national examination test items which is descriptive quantitative analysis.This study was descriptive because its aim is to present and describe the difficult items and learning objectives of the English National Examination Test. Quantitative approach was used to measure the tests' difficulty level, To measure those items, the formula was used. They are explained more detail in the next sub chapter.

According toGay (1987, p. 189), descriptive study is useful for investigating a variety of educational problems. In relation to Tavakoli(2012, p. 160) , he stated that descriptive research is an investigation that provides a picture of a phenomenon as it naturally occurs, as opposed to studying the impacts of the phenomenon or intervention. In many cases the descriptive research is used to describe particular phenomena in order to learn more about them. Moreover, descriptive research involves collecting data to test hypothesis or to answer question concerning the status of the study. It means that the descriptive research is used to summarize the distribution of a variable or more but limited to sample data only, not to be generalized to population. It is only one variable investigated to identify the difficult items in Englishnational examination.

B. The Location and the Time of the Research

The research conductedatState Senior High School 5Pekanbaruon May2018.

C. The Subject and the Object of the Research

The subject of the research was the third grade students of State Senior High School 5Pekanbaru. The object of the research is the difficulty itemsand learning objectives of English National Examination.

D. The Population and the Sample of the Research

1. Population of the Research

The population wasthe third grade students at State Senior High School 5 Pekanbaru which divided into some classes below:

Table III.1

The Data of Population of State Senior High School 5 Pekanbaru

NO	CLASS	TOTAL STUDENTS
1	XII MIPA 1	40
2	XII MIPA 2	40
3	XII MIPA 3	40
4	XII MIPA 4	37
5	XII MIPA 5	39
6	XII MIPA 6	40
7	XII MIPA 7	39
8	XII IIS 1	40
9	XII IIS 2	40
10	XII IIS 3	35
11	XII IIS 4	39
	TOTAL	429

In this research, the researcher considered that the population is more than 100 students. Therefore, to determine the sample

Arikunto(1997, p. 134)stated that if the population more than 100, the researcher can take 10%-15% or 20%-25% from the population as the sample. So, the researcher took 10% of the population as the sample. Furthermore, for the technique of taking the sample because the population is to large,simple random sampling had been used. According to Creswell (2012)in simple random sampling, any individual has the same probability to be the participants. So, in this research, the researcher took 43 students as the sample.

Based on the explanation above, to find out the sample, the researcher used lottery to get the 43 students from 429 students in the school as the sample of the research.

Table III. 2

The Total Sample of State Senior High School 5 Pekanbaru

NO	Class	Total
1.	XII IPA	22
2.	XII IPS	21
TOTAL		43

E. The Technique of Collecting the Data

1. Test

The test was focused on the English national examination test that already used in the previous English national examination. It used English

national examination in academic year2016/2017. According to Cohen L(2007, p. 421) test is a subject to the item analysis. To analyze the quantitative data, the researcher will collectthe data from students' answer distribution. It was collected by recapitulating students' answers. It was done by writing down score 1 for correct answer and 0 for wrong answer. This method was used in multiple-choice. This scoring was done by standardizing the students' answer with the key answer.

Related the statement above, to know the items difficulty standardized by BSNP(2017), the data belowwill represent the diagnosis of the difficulties in the Englishnational examination academic year 2016/2017

Table III.3

Blueprint of the Indicators of the English National Examination in 2016/2017

No	Compentency	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.	Determine the general description or specific / detailed information of a formal or informal interpersonal / transactional conversation.	1, 2, 3, 4
		Determine the appropriate response to formal or informal transactional / interpersonal conversations.	5, 6, 7
		Define an image that matches the monologue text that is played.	8, 9, 10, 11
		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	Determine the general or detailed / implied / specific description or meaning of the word / phrase / sentence or main thought paragraph / reference or communicative purpose of short functional text in the form of **letter / e-mail.**	24,25,26
		Determining specific / detailed / implied information or the meaning of the word / phrase / sentence or general description / communicative purpose / main thought of the paragraph / reference of the written text in the form of a **recount.**	16,17
		Determining specific / detailed / implied information or the meaning of the word / phrase / sentence or general description / communicative purpose / main thought of the paragraph / reference of the written text in the form of a **procedure**	20,21,22,23
		Determine the general or specific / implied / detailed information or the main thought 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
		Determine the general description or the main thoughts 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
		Determine the general description or the main thoughts 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
		Determine the general description / communicative purpose/ main thought 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
		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
		Determine the general description / communicative purpose/ main thought 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.	Completing 3 passes in short text in the form of recount / procedure / narrative / descriptive / report with appropriate vocabulary / phrase.	30, 46

F. Techniques of Analyzing the Data

1. Difficulty Level Analysis

Number that shows difficulty or easiness of a test item is known asdifficulty index or level of difficulty. In according to Arikunto (1997, p. 212) the formula used to measure it is:

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

Where:

P = Difficulty Index (Level of difficulty)

B = Number of test-takers answering the item correctly

(Correct Items)

JS = Number of test-takers responding to that items

Classifications of level difficulty of items adapted fromArikunto(1997, p. 214)is below:

Table III. 4 The Difficulty Level Index

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

Furthermore, to analyze the score of students, the researcher used the descriptive statistical analysis. In according to Singh(2006, p. 224) descriptive statistical analysis is concerned with the numerical description of a particular group observed and any similarity to those outside the group cannot be taken for granted. The data described one group and that one group only. Much simple educational research involves descriptive statistics and provides valuable information about the nature of a particular group or class.