

## THE IDENTIFICATION OF TEST ITEMS FORM OF ENGLISH NATIONAL EXAMINATIONS OF SENIOR HIGH SCHOOL LEVEL

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### ABSTRACT

The main objective of this study is to find forms of matter that exist in the English National Examination of Senior High School (SMA) before. It is expected that the results of research will provide a deeper understanding of the forms of matter in the national exams in English, which can help students of Senior High School (SMA) in preparation for the English National Examination that are likely still be held. In addition, the results of this study implied benefits also expected to provide new knowledge in analyzing test items, to know about the character of a good test items, and the establishment of good questions of the subject matter to be tested. In order to achieve the objectives of this study researcher found out documents and identified English National Examination ranging from type text in any text reading material about the making of the root, finding out the kinds of tests form were used in national exams. Each item was identified and analyzed the test one by one to achieve the objectives of this study. The populations in this study were documents of English National Examination papers in ranging from 2011 to 2012. The selected samples were documents of English National Examination academic year 2010/2011 packet 58 and 2011/2012 packet B15.

The results showed that the form of the tests item that were in the English National Examination is always different every year, although there were some that remain the same. The dominant reading texts on the English National Examination were *recount, descriptive, report, hortatory exposition, procedure, and discussion text*. The dominant type of test used was the type of multiple-choice items on *testing reading comprehension, and testing vocabulary*. The material most commonly used were "text mainly tells / discusses", and "meaning of the word".

**Keyword:** The identification of English test.

## A. INTRODUCTION

The National Examination is a test conducted by the government of Indonesia every year as a means of testing the ability of a student for the educational level of an Elementary School (SD), Senior High School (SMP), and Senior High School (SMA) to assess the quality of the students to continue their education a higher level. National Examination is used to measure the activity competency achievement of students in some specific subjects in the group of subjects in science and technology in order to assess the achievement of the National Education Standards.

Ministry of National Education in Indonesia based on the Law of the Republic of Indonesia Number 20 of 2003 states that in order to control the quality of national education evaluation as a form of education accountability to the parties concerned. Further stated that the evaluation conducted by the independent institute periodically, thorough, transparent and systematic way to assess the achievement of national education standards and monitoring process evaluation should be done continuously.

Evaluation of the monitoring is done regularly and continuously so that it will be able to fix the quality of education. Settling the quality of education begins with the determination of the standard. Determination of educational standards is determining the value of the limit (cut-off score).

Graduate students in UN determined based on the final score(NA), which is obtained from the combined score between the school/madrasah (NS /M) in the subjects tested and the score of the UN(pure). Weighting of 40% for NS/M of subjects were tested and 60% to the score of the UN.

During the exam was organized by the government of the republic of Indonesia, many students who did not pass though very keen to learn. This was due to the absence of sufficient mental readiness, so that in answering the question was no longer good concentration. There were also many students who studied hard without knowing what material appeared mostly in national examinations whereas very important to learn from the enrichment, so they did not focus on the material that will be tested more dominant.

In preparing himself into the national exam, many students are that there is a significant negative relationship between anxieties faced by the National Examination religiosity. The higher the religiosity of the lower faces of the National Examination anxiety, and vice versa the lower the higher the religiosity of the anxiety facing the National Exam.

The effectiveness of contribution of the variables anxiety religiosity variable face amount of 18.5% of National Examination.

From the description above, it can be said that the success of a student in the National Examination is also influenced by the view of the trust factor in other words students need to be ready mentally and surrender to God, so that the level of anxiety can be reduced. Parents will also worry about her national exam subjects especially English will be tested. While the role of parents is necessary in assisting the child to prepare for the national exam as Maesaroh and Falah (2011) states that parents are as close and important figure who has the lead role in educating children. By looking at the problems like this, the researcher who had also ever experienced anything like this tends, keen to identify the form of item tests which case the researcher would examine issues of English National Examination level Senior High School.

Many of the articles that predict the questions will appear in the national exams, but more dominant to the example questions, the type of materials or topics. Thus students are still confused to learn of the problems existing in the prediction problems. The main point also knows the form of the item test. By knowing the item test form, the testee will be easy to decide what the tester's mind in the test. So that through this study, researcher would try to find the test item form in English National Examination with the title, "The Identifications of Test Items Form of English National Examinations of Senior High School Level".

## **B. REVIEW OF RELATED LITERATURE**

### **1. Test**

Literally, the word "test" comes from Old French: *testum* with the meaning "plate to set aside precious metals" (its mean that, by using the tools that will be obtained in the form of plate types of precious metals whose value is very high).

There are several terms that require clarification with respect to the above description:

- *Test* is a tool or a procedure that is used in the measurement or assessment.
- *Tester* meaning people who carry out the test, the test maker, or *eksperimentator*.
- *Testing* means the ongoing measurement or assessment.
- *Testee* are people who are taking the test or tests.

According to Sudijono (2006; 67) definition of test is a way (can be used) or procedure (to be implemented) in the framework of measurement and assessment in education, in the form of giving the task or series of tasks (either in the form of questions to be answered ) by the testee, so (on the basis of data obtained from the measurement results) can be generated value that represents the behavior or performance of testee; value which can be compared with the values achieved by other testee, or compared with the value of a certain standard. According to Heaton (1991; 5) test maybe constructed primarily as devices to reinforce learning and to motivate the student or primarily as a means of assessing the student's performance in the language.

From the definition above, can be concluded that test is a main device or instrument in education to measure the students' ability in mastering the materials in learning of assessing the student's performance in the language. Students' ability can be known from their score. High ability is showed by the high score of result test, and low ability is showed by the low score of the result test.

#### **a. Function of Test**

In generally, there are two functions of tests, namely :

1. As a device or instrument to measure the level of growth or progress which have been reached by the students after they take the process in teaching and learning in certain within.
2. As a device or instrument to measure the achievement of education programs.

#### **b. Kinds of the Test**

Anggriany (2009) in article *[Kinds of the Test And Testing](#)*, “**Proficiency tests, achievement tests, diagnostic tests, and placement tests**”. From: <http://imoed-forum.blogspot.com/2009/11/kind-of-test-and-testing.html>

##### **1. Proficiency Tests**

Proficiency tests are designed to measure people's ability in a language regardless of any training they may have had in that language. Its content based on a specification of what candidates have to be able to do in the language in order to be considered proficient. Proficient means having sufficient command of the language for a particular purpose. The function of these tests is to show whether candidates have reached a certain standard with respect to certain specified abilities.

## 2. Achievement Tests

Achievement tests are directly related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives.

There are two kinds of achievement tests: final achievement test and progress achievement test. A final achievement test is the test at the end of a course of study. The content of these tests must be related to the courses with which they are concerned, and should be based directly on a detailed course syllabus or on the books and other materials used. Progress achievement tests are intended to measure the progress that students are making. Since progress is towards the achievement of course objectives, these tests too should relate to objectives. One way of measuring progress would be repeatedly to administer final achievement tests, the increasing scores indicating the progress made.

## 3. Diagnostic Tests

Diagnostic test is used to identify the students' strengths and weaknesses. They are intended primarily to ascertain what further teaching is necessary. By this, teachers can be fairly confident of their ability to create tests that will tell them that a student is particularly weak in a certain subject.

## 4. Placement Tests

Placement tests are intended to provide information which will help to place students at the stage of the teaching program most appropriate to their abilities. For example, to enter the English Department in a university, student candidate need to be tested first to decide whether he is worthy or not.

In addition, there are four test constructions:

### ❖ Direct Versus Indirect Testing

Testing is said to be direct when it requires the candidate to perform precisely the skill which we wish to measure. For example, if we want to know how well candidates can write compositions, we get them to write compositions.

#### ❖ Discrete Point Versus Integrative Testing

Discrete point testing refers to the testing of one element at a time, item by item. This might involve, for example, a series of items each testing a particular grammatical structure. Integrative testing requires the candidate to combine many language elements in the completion of a task. This might involve writing a composition, making notes while listening to a lecture, taking a dictation, or completing a cloze passage. Discrete point tests will almost always be indirect, while integrative tests will tend to be direct. However, some integrative methods, such as the cloze procedure, are indirect.

#### ❖ Norm-referenced Versus Criterion-referenced Testing

Norm-referenced test is a test which is designed to give information about how the student performed on the test. It relates one candidate's performance to that of other candidates. We are not told directly what the student is capable of doing in the language. Criterion-referenced test is a test which is designed to provide information about what the candidate can actually do in the language directly. The purpose of criterion-referenced tests is to classify people according to whether or not they are able to perform some task or set of tasks satisfactorily. Criterion-referenced tests have two positive virtues: they set standards meaningful in terms of what people can do, which do not change with different groups of candidates; and they motivate students to attain those standards.

#### ❖ Objective Versus Subjective Testing

The distinction here is between methods of scoring, and nothing else. If no judgment is required on the part of the scorer, then the scoring is objective. For example is a multiple choice test, with the correct responses unambiguously identified, would be a case in point. If judgment is called for, the scoring is said to be subjective. For example, the scoring of a composition. In general, the less subjective the scoring, the greater agreement there will be between two different scorers.

If the terms of asking questions and giving answers, the tests can be classified into two parts, namely:

1. Written test, which is kind of a test where the tester in filing a grain questions or problems in writing and testee provide a written answer as well.
2. Oral test, a test where the tester in asking questions or problems made orally, and testee gives a verbal answer anyway.

### **c. Classification of Objective Test**

According to Student Academic Assistance (SAA) in articles *Different Kinds of Test*, objective tests usually are a combination of short answer questions asking for definite, specific facts and information. So, it can be said that objective test needs main direct answer.

According to Sudijono (2006; 107) and SAA, as a kind of evaluation test, objective test can be divided in to five classifications, namely:

#### **1. True-False Test**

A kind of objective test where grain of questions shape true or false statement, and testee give a particular symbol to decide the answer. In the other words we can say true/false questions are either absolutely true or absolutely false. For example, the true statement is checked out or true statement is given symbol “T” and false statement is given symbol “F”.

#### **2. Matching Test**

A kind of objective test where grain of questions shape two groups of material and the testee match them suitable with the first group to the second group. In the other words we can say for matching questions, the testee must correctly link up two items of information. For example, the statements are placed in left side and some words placed in the right side as purpose or aim of the statements in the left side. Direction for students is to match the statement in the left side with the suitable word in the right side.

#### **3. Completion Test**

A kind of objective test where grain of questions shape a sentence that some certain parts dissapeared, changed by scale, and it must be filled by the testee

compatibly. For example, one sentence disappear one part, and student need to find out the disappear part with the suitable word for the sentence.

#### **4. Fill-in Test**

A kind of objective test where grain of questions shape a story or essay where some of them dissapeared and the testee must fill it in. In the other words we can say write the missing word(s) or phrase in the sentence provided. This test nearly similar with completion test.

#### **5. Multiple Choice Item Test**

A kind of objective test where grain of questions which consist of question or statement that have not finished, and to finish it the testee must choose the correct answer that have been provided in section A,B,C,D or E. In the other words we can say each multiple-choice question is really a set of true-false questions.

Principles in producing Multiple Choice Item Test

(<http://www.scribd.com/doc/34710582/Analysis-Soal-Ujian-Sma>) :

1. The relative length of the alternatives should not provide a clue to the answer.
2. An item should contain only one correct answer or clearly best answer.
3. The item stem should include as much of the item as possible and should be free of irrelevant material.

To make more clearly, Heaton (1991; pg. 27-41, 27-31, 34-41, 52-56, 116-124) divided multiple-choice items in *objective testing, tests of grammar, testing vocabulary, and testing reading comprehension*. Each of them will be discussed in the next discussion.

### **D. Method**

#### **1. Type Research Methods**

The method that would be used in this study was qualitative research with assessment contents where researcher would identify every test items form that appeared in the English National Examination before and researcher would present the data as analysis result in the form of words. Researcher also would collect data in the library.

#### **2. Setting of the Research**

Setting is the place where researcher will do his study. The setting in this research uncertain at one place because research object had the characters of the document which could be brought everywhere and checked at all points. In order that, research placed might possibly at home, in library, or in booth internet.

### **3. Research Instrument**

The instrument that would be used in this research to identify the test item in the English National Examination documents was researcher himself where researcher would identify the test item by the researcher's knowledge himself.

### **4. Data Sources**

In this study, in generally just one data source as primary data, because this study would be done just in the library form. **The primary data** were collected from the result of identification of the item test in the State Examination of English subject level Senior High School. **The secondary data** were collected from journals, books, articles, internet, and so on.

### **5. Population and Sample**

Population is a group of individuals who have the same characteristic and sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. **Population** in this study were documents of National Examination of English subject in range of time two years, namely from 2011 until 2012. **Sample** in this study was one packet for each year, namely for academic year 2010/2011, researcher selected Packet 58, and for academic year 2011/2012 researcher selected Packet B15.

### **6. Techniques in Collecting Data**

In the library research, the researcher would go to the library of UKI Toraja campus to find out some relevant books, and the researcher would go on the internet to find out some books, journals, articles and relevant sources for this study.

### **7. Techniques in Analysing Data**

According to Nasution (in Sugiyono 2006; 336), 'the analysis has begun since formulate and explain the problem, before plunging into the field, and after the completion of the field'.

In this study the researcher would analyze data from the sample research like this:

1. Would read and comprehend the reading text in documents of English National Examination

2. Would identify and decide the kinds of text were presented in reading text of documents of English National Examination.
3. Would read and understand the test items of written test.
4. Would identify what was the material or topic base of the every item test.
5. Would identify what kinds of the test were used in the every item test ( what kinds of the multiple choice test item were used).
6. Would classificate the similar test item based on the similarities in the table.

## **E. FINDING AND ANALYSIS**

### **A. Finding**

#### **1. Kinds of the Text were Used in the National Examination**

English National Examination in generally present reading text from a variety of types. From this reading text will exist some of the questions that are called test item.

Researcher had read all of the reading text in 4 documents of national examination and the results presented into the table. Here is a table of the results of research the types of text that was in the national exams.

Table 4.1. Kinds of Text Used in the English National Examination

Nu.	Kinds of Text	English National Examination (Academic Year)		
		2010/2011 Packet 58	2011/2012 Packet B15	Sum of Using
1.	Narrative	TFQ 41-45	-	1
2.	Recount	TFQ 37-40		2
3.	Descriptive Report	TFQ 23-26	TFQ 25-27	1
4.	Explanation	-	TFQ 33-35	0
	Analytical	TFQ 16-17	TFQ 30-32	0
5.	exposition	TFQ 18-19		2
	Hortatory	TFQ 27-31	-	2

6.	Exposition	TFQ 20-22		
7.	Procedure	TFQ 32-36	-	2
8.	Discussion	TFQ 46-50	TFQ 16	
9.	Review		TFQ 17-18	1
10.	Anecdote	-	TFQ 36-38	0
11.	Spoof	-	TFQ 42-44	1
12.		-	TFQ 39-41	
13.	News item		TFQ 45-46	1
		-	-TFQ 21-22	
14.	Conversation	-	TFQ 23-24	0

**Note:** *TFQ = Text for Question*

From the above table it can be seen that the majority of the reading text in the national exam not only consist of one or two kinds of text only, but consists of various types of texts. At the English National Examinations 2010/2011, reading text consist of narrative, *recount, report, hortatory exposition, procedure, and discussion text*. At the national exams 2011/2012, reading text consist of *recount, descriptive, report, hortatory exposition, procedure, discussion, review, news items, and spoof text*.

It can be concluded that the type of *recount, descriptive, report, hortatory exposition, procedure, and discussion text* were always presented in the English National Examinations both of two academic years. News items and spoof text were added in the English National Examinations academic year 2011/2012.

## 2. The Materials or Topics in Every Item Test

Material or topic of each test item is at the root of the principal form of thinking to create the test item. Thus, to answer the question that is being faced, it is need to know the material used at the root of the test item. In the national exam at the root material is all from SKL (Graduation Standards) but from SKL came various test item and its form masked.

For that researcher analyzed in more detail about the content of each item so that the existing test items form can be known how much that was formed from the material. Researchers analyzed the test items contained in the selected exam as results of random

sampling. English National Examination of Senior High School that had been selected were the English National Examination academic year 2010/2011 and 2011/2012. Each represented by a single package because the documents were included in some packages.

#### **a. English National Examination Academic Year 2010/2011 Packet 58**

In this year English National examination, researcher analysis packet 58 and the results as follows:

1. Referring word.
2. Text tells about
3. Announcement inform
4. Cause of thing
5. Text tells about
6. Benefits of the product
7. To do to get satisfying
8. Text tells about
9. Incomplete sentence
10. Opinion
11. Meaning of the word
12. About writer feeling
13. Main idea of paragraph
14. Purpose of reading text.
15. Cause of thing
16. Meaning of the word
17. Suitable title for the text
18. Digestive system
19. Cause of thing
20. Purpose of the text
21. Meaning of the word
22. The writer comes from
23. Main idea of the paragraph.
24. Conclude about the writer's wish
25. Synonym
26. Text tells/discusses about(topic)
27. Figure action

28. Main idea of paragraph
29. The writer's opinion
30. Meaning of the word
31. Subject of the text
32. Opinion
33. Cause of thing
34. Implicit context in the text
35. Meaning of the word

To see a comparison of the materials, the researcher put the above results in the following table:

Table 4.2. Materials of English National Examination Academic Year 2010/2011

Nu.	Materials/Topic	Item Test Number	Frequency
1.	Referring word	16	1
2.	Text tells/discuss about (topic)	17,20,23 and 41	4
3.	Announcement inform	18	1
4.	Cause of thing	19,30,34 and 48	4
5.	Benefits of the product	21	1
6.	To do to get satisfying	22	1
7.	Incomplete sentence	24	1
8.	Opinion	25 and 47	2
9.	Meaning of the word	26,31,36,45 and 50	5
10.	About writer feeling	27	1
11.	Main idea of paragraph	28,38 and 43	3

12.	Purpose of reading text.	29 and 35	2
13.	Suitable title for the text	32	1
14.	Digestive system	33	1
15.	The writer comes from	37	1
16.	Conclude about the writer's wish	39	1
17.	Synonym	40	1
18.	Figure action	42	1
19.	The writer's opinion	44	1
20.	Subject of the text	46	1
21.	Implicit context in the text	49	1

From the table above it is clear that the high-frequency content was the "meaning of the word" a frequency 5 times, followed by "text tells / discusses, cause of thing" the frequency of each 4 times, and the "main idea of the paragraph "the frequency 3 times.

#### **b. English National Examination Academic Year 2012 Packet B15**

This English National Examination consists of 5 packets, and researcher analyzed the B15 package consisting of 35 items tests with the results as follows:

1. Alternative instead offered via officer letter
2. Cause of thing
3. Text tells/discusses
4. Enhancement of an advertisement
5. Service offering of an advertisement
6. Cause of thing
7. Messages of a reading text
8. Cause effect in the news
9. Cause effect in the news

10. Figure action
11. Main idea of paragraph
12. Text tells
13. Product offered in announcement
14. Meaning of the word
15. Cause effect in the story
16. Paragraph about
17. Text tells
18. Text tells
19. Interesting place
20. Text tells
21. Raw material of something
22. Production process
23. Advantages of something
24. The speaker
25. Incomplete sentence
26. Meaning of the word
27. Finding answer in the text
28. Cause of thing
29. Text tells
30. Main idea of paragraph
31. Text tells
32. Agreement statement
33. Incomplete sentence
34. Incomplete sentence
35. Incomplete sentence

The results of analyzing above presented in to the table to see the comparison of the materials as follows:

Table 4.3. Materials of English National Examination Academic Year 2011/2012

Nu.	Materials/topics	Item Test Number	Frequency
1.	Alternative instead offered via letter	16	1

2.	Cause of thing	17,21,23,24,30 and 43	6
3.	Text tells/discusses	18,27,31,32,33,35,44 and 46	8
4.	Enhancement of an advertisement	19	1
5.	Service offering of an advertisement	20	1
6.	Messages of a reading text	22	1
7.	Figure action	25	1
8.	Main idea of paragraph	26 and 45	2
9.	Product offered in announcement	28	1
10.	Meaning of the word	29 and 41	2
11.	Interesting place	34	1
12.	Raw material of something	36	1
13.	Production process	37	1
14.	Advantages of something	38	1
15.	The speaker	39	1
16.	Incomplete sentence	40,48,49 and 50	4
17.	Finding answer in the text	42	1
18.	Agreement statement	47	1

From the above table it can be seen that the frequency of matter most was "text tells / discusses" by 8 frequencies and "cause of thing" as much as 6 times the frequency, followed by the "incomplete sentence" 4 times the frequency.

### **The Classification of materials**

Table 4.4. The materials of Test Item in English National Examination

Nu.	Materials/Topics	English National Examination – Academic Year (frequency item test)		Total Freq.
		2010/2011	2011/2012	
1.	About writer feeling	1		<b>1</b>
	Advantages of something			
2.	Agreement statement		1	<b>1</b>
	Alternative instead offered via officer letter			
3.	Announcement inform		1	<b>1</b>
	Benefits of the product			
4.	Cause of thing		1	<b>1</b>
	Conclude about the writer's wish			
5.	Digestive system	1		<b>1</b>
	Enhancement of an advertisement			
6.	Figure action	1		<b>1</b>
	Finding answer in the text			
7.	Implicit context in the text	4	6	<b>10</b>
	Incomplete sentence			
	Main idea of paragraph			
8.	Meaning of the word	1		<b>1</b>
	Messages of a reading text			
9.	Opinion	1		<b>1</b>

	Product offered in announcement			
10.	Production process		1	<b>1</b>
	Purpose of the reading text			
11.	Raw material of something	1	1	<b>2</b>
	Referring word			
12.	Service offering of an advertisement		1	<b>1</b>
	Subject of the text			
13.	Suitable title for the text	1		<b>1</b>
	Synonym			
14.	Text mainly tells/discusses	1	4	<b>5</b>
	The speaker			<b>5</b>
15.	The writer comes from	3	2	
	The writer's opinion			<b>7</b>
16.	To do to get satisfying	5	2	
Total items		16	16	

From the above table it can be seen that most of the materials appeared and exited in the English National Examination of Senior High School were "text mainly tells / discusses", which frequency appears 12 times during 2 years. The second materials plentiful and always comes up was the "cause of thing", where the frequency of appearing 10 times in 2 years the national exam. This test was a test which refers to the testing reading comprehend in which test the students' analytical in reading text. The third material was about "meaning of the word". Its frequency was 7 times appeared in the exam for the past 2 years. The next material was about "incomplete sentence and main idea of paragraph" with frequency 5 times each of them. Next were often also appeared in the national

exams, "figure action, opinion, and purpose of the text". These materials often appear even though the frequency was not too much.

### 3. Kinds of The Multiple Choice Test Item Test were Used in every Test Item English National Examination

Type of test used in the national exam overall was a multiple-choice test that included *tests of grammar, vocabulary testing, testing reading comprehension, and expression testing*. Type of this test was not presented equally, but may vary. There was more to the majority of use, there was a very little used, some of which was not used.

For more details, the results of the data analysis on the English National Examination papers for 2 packets which as the result of sampling of 2 years of population can be seen from the following tables.

Table 4.5. Kinds of Multiple-Choice Academic Year 2010/2011- packet 58

Nu.	Kinds of multiple-choice items	Number of Item test	Total Items
1.	Grammar	-	-
2.	Vocabulary <ul style="list-style-type: none"> <li>a. Synonym</li> <li>b. Word meaning</li> <li>c. Referring word</li> </ul>	40 26,31,36,45, and 50 16	1 5 1
3.	Reading comprehension <ul style="list-style-type: none"> <li>a. Questions</li> <li>b. Completion</li> </ul>	18,19,22,27,28,29,30,32,33,35,41, 42,43, and 46 17,20,21,23,24,25,34,37,38,39,44, 47,48, and 49	14 14
Total items test			35

From the above table it can be seen that the most dominant type of testing was the testing of reading comprehension, the test question and completion of each test a total of 14 test items. Thus, test items of testing reading comprehension as much as 28 items. Meanwhile, the total testing vocabulary test items as much as 7 items, which tests about synonym 1 item, the word meaning 5 items, and 1 item referring word.

So, from the description above it can be concluded that this type of test on a matter of national exams in 2010/2011 consists of only two types of tests, namely testing reading comprehension and vocabulary testing written test items with a total of 35 test items.

Table 4.6. Kinds of Multiple-Choice Academic Year 2011/2012-Packet B15

Nu.	Kinds of Multiple-Choice Items	Number of Item Test	Total Items
1.	Grammar	-	-
2.	Vocabulary  a. ord meaning	29 and 41	2
3.	Reading comprehension  a. Questions  b. Completion  c. Rearrangement Exception	16,17,19,20,21,22,23,25,26,28, 30,34,37,39,42, and 45  18,24,27,31,32,33,35,36,38,40, 43,44,46,48,49, and 50  47	16 16 1
Total items test			35

From the table above it can be seen that this type of multiple-choice test on the national exam in English 2011/2012 consists of the testing vocabulary about meaning of the word 2 test items, test reading comprehension on completion test 16 test items, question test form 16 items, and rearrangement test 1 test item. So, that was more dominant in the written exam tests English language at the high school level only on reading comprehension test in the form of a question, each test as many as 16 items, and rearrangement 1 item. Thus the total reading comprehension test was 33 items and testing vocabulary 2 items from the entire 35 written test items.

### **The Classification of Multiple-Choice Item Test**

To see the comparison of the multiple-choice types were excite in the English National Examination, all of them should be presented in the table as below:

Table 4.7. Classification of the Kinds of Multiple-Choice Item Test

Nu.	Kinds of Multiple-Choice item	Total Items of English National Examination		Sum of Total Items
		2010/2011	2011/2012	
1.	Test of Grammar			<b>0</b>
2.	Vocabulary			
	a. Synonym	1	-	<b>1</b>
	b. Word meaning	5	2	<b>7</b>
	c. Referring word	1	-	<b>1</b>
3.	Testing Reading Comprehension			
	a. True/false statements	-	-	<b>0</b>
	b. Exception	-	-	<b>0</b>
	c. Questions			
	d. Completion			

	e. Rearrangement	14	16	<b>30</b>
		14	16	<b>30</b>
			1	<b>1</b>

From the above table can be seen that most of the tests used in national exams were multiple choice type tests for *testing reading comprehension* which dominant of *question and completion test* that each of them came up 30 times of 2 years English National Examination. Another form of testing was the testing of *reading comprehension* about *rearrangement test* that appeared just one time for 2 years. Meanwhile, *true or false statements test* and *exception test* were fading. The second test form was the dominant *testing vocabulary* where more for *word meaning test* appeared 7 times. *Synonym* test form and *referring word* also appeared but just once for each. Tests on *grammar* have started to be eliminated in the national exam. From the table above that the year-over-year *grammatical* test form was not come up during 2 years English National Examination done.

## F. CONCLUSION

From the results of the identification and analysis of the research, the results can be concluded that in the English National Examination questions always different presentation forms every year, both on the number of questions, number of packages, the material matter, test items form, and so forth. There are three main conclusions that exist in the English National Examination as the result research about kinds of reading text were used, kinds of the multiple choice, and the most material appear. They are in the next paragraphs below.

In general, the majority of the English National Examination, reading text presents a brief or lengthy. This made reading text presented in a variety of text types, but the type most widely used *recount, descriptive, report, hortatory exposition, procedure, and discussion text*. From this reading text would appear a few questions called test items.

Test item was created on the basis of a multiple-choice test for testing *reading comprehension*, and *vocabulary testing*. *Testing reading comprehension* was more dominant on the *completion* and *question test form*, while the testing vocabulary was

dominant to the *meaning of the word*. Both of the types of tests were the most dominant used in the English National Examination. About *grammar testing* begin to be fading in the English National Examination.

Most of the material appeared and exited in the test items of English National Examination of Senior High School were "text mainly tells / discusses". The second material was about "cause of thing". The third materials plentiful and always comes up was the "meaning of the word". The next material was about "incomplete sentence and main idea of paragraph". While the materials about "figure action, opinion, and purpose of the text", often appear even though the frequency was not too much.

So, from analytical about, can be stated that the main point needed by the testee to answer the test items in English National Examination is reading skill. Ability to comprehend, to analysis is very important to master the reading text to finding the answer of the test item because most of the test items that appear in the English National Examination come from the reading text.

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