CHAPTER IV
RESULT AND DISCUSSION

4.1 Difficulty Item

4.1.1 Measuring Difficulty Item

In order to know the difficulty item, the writer uses the formula as follow:

$$p = \frac{\sum Cr}{N}$$

Where,   p = difficulty, proportion correct
$\sum Cr$ = the sum of correct responses
N = the number of examinees

(Henning, 1987:49)

- Example: item number 1

$$p = \frac{\sum Cr}{N}$$
$$= \frac{29}{40}$$
$$= 0.72$$

By the revenues of proportion correct, we can knowing the proportion incorrect with formulas:

q = 1 - p

where, q = proportion incorrect

p = proportion correct

(Henning, 1987:49)

q = 1 – p
　 = 1 – 0.72
　 = 0.28

By using formulas above, each item has computing in appendix 2 and the result show in table below.

Number of item	p	q	Remarks
1	72	28	Low level difficulty/ can be rejected
2	65	35	Medium level difficulty/ good item
3	47	53	Medium level difficulty/ good item
4	70	30	Low level difficulty/ can be rejected
5	45	55	Medium level difficulty/ good item
6	65	35	Medium level difficulty/ good item
7	67	33	Low level difficulty/ can be rejected
8	22	78	High level difficulty/ can be rejected
9	50	50	Medium level difficulty/ good item
10	27	73	High level difficulty/ can be rejected
11	52	48	Medium level difficulty/ good item
12	35	65	Medium level difficulty/ good item
13	52	48	Medium level difficulty/ good item

14	47	53	Medium level difficulty/ good item
15	42	58	Medium level difficulty/ good item
16	57	43	Medium level difficulty/ good item
17	47	53	Medium level difficulty/ good item
18	40	60	Medium level difficulty/ good item
19	37	63	Medium level difficulty/ good item
20	52	48	Medium level difficulty/ good item
21	55	45	Medium level difficulty/ good item
22	37	63	Medium level difficulty/ good item
23	55	45	Medium level difficulty/ good item
24	52	48	Medium level difficulty/ good item
25	25	75	High level difficulty/ can be rejected
26	37	63	Medium level difficulty/ good item
27	52	48	Medium level difficulty/ good item
28	45	55	Medium level difficulty/ good item
29	50	50	Medium level difficulty/ good item
30	45	55	Medium level difficulty/ good item
31	35	65	Medium level difficulty/ good item
32	67	33	Low level difficulty/ can be rejected

33	57	43	Medium level difficulty/ good item
34	57	43	Medium level difficulty/ good item
35	50	50	Medium level difficulty/ good item
36	50	50	Medium level difficulty/ good item
37	50	50	Medium level difficulty/ good item
38	47	53	Medium level difficulty/ good item
39	50	50	Medium level difficulty/ good item
40	45	55	Medium level difficulty/ good item
41	55	45	Medium level difficulty/ good item
42	55	45	Medium level difficulty/ good item
43	60	40	Medium level difficulty/ good item
44	27	73	High level difficulty/ can be rejected
45	55	45	Medium level difficulty/ good item
46	42	58	Medium level difficulty/ good item
47	42	58	Medium level difficulty/ good item
48	37	63	Medium level difficulty/ good item
49	45	55	Medium level difficulty/ good item
50	55	45	Medium level difficulty/ good item

4.2 Level of Difficulty Items

After computing the difficulty items as shown on appendix 2, the writer analyzes the level of difficulty items. According to Tuckman (1978) Rejection of item with a proportion of correct answer that is less than .33 or that exceeds .67. As Henning says (1987:49) the higher the difficulty, the lower the proportion correct and the higher the proportion incorrect. Based on the statement above, we can get the level of difficulty item as follow:

4.2.1 Low level of difficulty item

The item numbers as including low level are item number 1, 4, 7, and 32.

The item number 1 shows that proportion correct is 72 and proportion incorrect 28, its mean the item are low level and the item can be rejected, because of proportion correct in above 67 (Tuckman, 1978). The correct answer for this item is "can". We used can to talk about ability. The student may have more knowledge or mastering about using "can" in their habbit, so in answering the item, they are correct.

The item number 4 shows that proportion correct is 70 and proportion incorrect 30, its mean the item are low level and the item can be rejected. The correct answer for this item is 'should'. We used 'should' to talk about obligation.

The item number 7 shows that proportion correct is 67 and proportion incorrect 33, its mean the item are low level and the item can be rejected. The correct answer for this item is 'should'. We used 'should' to talk about advice

The item number 32 shows that proportion correct is 67 and proportion incorrect 33, its mean the item are low level and the item can be rejected. The correct answer for this item is 'should'. We used 'should' to talk about advisability.

4.2.2 Medium level of difficulty item

The item numbers as including medium level are item number 2, 3, 5, 6, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 45, 46, 47, 48, 49, and 50.

The item number 2 shows that proportion correct is 65 and proportion incorrect 35, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'can'. We used 'can' to talk about ability. The student may have more knowledge or mastering about using "can" in their habbit, so in answering the item, they are correct.

The item number 3 shows that proportion correct is 47 and proportion incorrect 53, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'might not'. We used 'might' to talk about possibility.

The item number 5 shows that proportion correct is 45 and proportion incorrect 55, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'can you'. We used 'can' to talk about request. The student may have more

knowledge or mastering about using "can", so in answering the item they are correct.

The item number 6 shows that proportion correct is 45 and proportion incorrect 55, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'must'. We used 'must' to talk about necessary.

The item number 9 shows that proportion correct is 50 and proportion incorrect 50, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'shouldn't'.

The item number 11 shows that proportion correct is 52 and proportion incorrect 48, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'must'.

The item number 12 shows that proportion correct is 35 and proportion incorrect 65, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'will be'.

The item number 13 shows that proportion correct is 52 and proportion incorrect 48, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'may'.

The item number 14 shows that proportion correct is 47 and proportion incorrect 53, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'must be happy'.

The item number 15 shows that proportion correct is 42 and proportion incorrect 58, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'may'.

The item number 16 shows that proportion correct is 57 and proportion incorrect 43, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'shall'.

The item number 17 shows that proportion correct is 47 and proportion incorrect 53, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'may'.

The item number 18 shows that proportion correct is 40 and proportion incorrect 60, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'mustn't'.

The item number 19 shows that proportion correct is 37 and proportion incorrect 63, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'should'.

The item number 20 shows that proportion correct is 52 and proportion incorrect 48, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'may be'.

The item number 27 shows that proportion correct is 52 and proportion incorrect 48, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'couldn't'.

The item number 28 shows that proportion correct is 45 and proportion incorrect 55, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'can'.

The item number 29 shows that proportion correct is 50 and proportion incorrect 50, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'could'.

The item number 30 shows that proportion correct is 45 and proportion incorrect 55, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'would'.

The item number 34 shows that proportion correct is 57 and proportion incorrect 43, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'can'.

The item number 35 shows that proportion correct is 50 and proportion incorrect 50, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'can'.

The item number 36 shows that proportion correct is 50 and proportion incorrect 50, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'must'.

The item number 37 shows that proportion correct is and proportion incorrect , its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'should'.

The item number 38 shows that proportion correct is   and proportion incorrect , its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'can'.

The item number 40 shows that proportion correct is 45 and proportion incorrect 55, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'shall'.

The item number 41 shows that proportion correct is 55 and proportion incorrect 45, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'should'.

The item number 42 shows that proportion correct is 55 and proportion incorrect 45, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'must'.

The item number 43 shows that proportion correct is 60 and proportion incorrect 40, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'may'.

The item number 45 shows that proportion correct is 55 and proportion incorrect 45, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'can'.

The item number 46 shows that proportion correct is 42 and proportion incorrect 58, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'might'.

The item number 48 shows that proportion correct is 37 and proportion incorrect 63, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'would'. We used 'would' to talk about will in sequence.

The item number 49 shows that proportion correct is 45 and proportion incorrect 55, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'could'. We used 'could' to talk about general ability.

The item number 50 shows that proportion correct is 55 and proportion incorrect 45, its mean the item are medium level, because of proportion correct was among under 67 and in above 33 (Tuckman, 1978). The correct answer for this item is 'should'. We used 'should' to talk about advisability.

4.2.3 High level of difficulty item

The item numbers as including high level are item number 8, 10, 25, and 44.

The item number 8 shows that proportion correct is 22 and proportion incorrect 78, its mean the item are high level and the item can be rejected, because of proportion correct was under 33 (Tuckman, 1978). The students didn't use word "would" as correct answer. But they use the words like will, should, and may. Maybe the students choose "will" because of in their grammar especilly Indonesian there is no degree. In the form Indonesian grammar will and would is same meaning without any conditional times. They choose "should", maybe they didn't know what the meaning of the quetion. Its mean they are very low of mastering english voabulary. In the third, the students

choose "may", its maybe causes they didn't know what the meaning of the question. So his mistake may be caused their knowledge of English in modal auxiliary is very limited. They can't differentiate between will and would according to the time indication in the sentence. Beside that the students did not understand the word "knew" as time indicator in the sentences. This mistake may also be caused by their ignorance in using word in certain position so that they guessed the answer blindly. Based on the reasons above, the writer conclude the mistakes of students made caused of differences between Indonesian and English Grammar is a background. As Corder (1981:6) he says "learning a first language is quite different from that for learning a second language."

The item number 10, that proportion correct is 27 and proportion incorrect 73, its mean the item are high level and the item can be rejected. The correct answer for this item is "could". The item showed that the students didn't use the word was as time indication. The word could was originally the past form of can. The students used the words like may, will, can. The students choose "can" because of in their grmmar especilly Indonesian there is no degree. In the form Indonesian grammar, can and could is same meaning without any conditional times. The meaning in past and future are "dapat". The students can't differentiate between can and could according to the implied in the sentence. This showed that the students were still confused in using modal auxiliary. In the other hand, they still affected Indonesian Grammar in learning English. Such as Richards, (1973:195) the only form they have consistently met with and its plural form according to their grammar.

The item number 25, that proportion correct is 25 and proportion incorrect 75, its mean the item are high level and the item

can be rejected. The item shows that the students didn't use the word "could" as correct answer. But they use the words like will, must, can. This mistake may be caused their knowledge of English in modal auxiliary is very limited. They can't differentiate between can and could according to the time implied in sentence. They choose "can" because of in their grmmar especilly Indonesian there is no degree. In the form Indonesian grammar, can and could is same meaning without any conditional times. Its mean, they didn't knows that English is different with Indonesian in Grammar. Its caused they stiil follow the rule of Indonesian Grammar. That same with Richards, (1973:203) error maybe looked upon as rule governed for they follow the rule of whatever grammar the learner has.

The item number 44, that proportion correct is 22 and proportion incorrect 78, its mean the item are high level and the item can be rejected. The correct answer for this item is 'should'. We used should to talk about obligation and advice. But they used the words like could, may, might, will, would, shall, can, and must. This mistake may have occurred because they guessed in answering the question. It's caused the students still confused in the use of English Grammar as second language. They used Indonesian Grammar to answer the task without follow to the English Grammar. They still affected Indonesian Grammar wichis as mother tongue of their. Such as Richards, (1973:199) some of them in turn areinfluenced by the age and/ or the sociolinguistic of the learner.

According to Heaton (1990:179) a further argument for including items covering a range of difficulty levels is that prvided by motivation. In other hand,

however the inclution of difficulty items may be necessary in order to motivate the good students, the inclution of very easy items wil encourage and motivate the poor students. The easy item will discriminate amongst a group of below average students. In other words, one student with a low standard may show that he or she is berrer than another student with a low standard through being given the opportunity to answer an easy item. Similiary, a very difficult item though failing to discriminate among most students, will certainly separate the good student from the very good student. Henning (1987:50) when measuring achievement, we may need to include some very easy or very difficult items to ensure that the test, I self has face or content validity. In the fact, that students find a particular item easy may be useful piece of information an indication of how well the instructional objectives were realized.

It's clearly, that we must include some very easy item and some very difficult item to measuring the ability of students. In other hand we are forced to relax our standards of item difficulty.