

**THE IMPLEMENTATION OF DIAGNOSTIC TEST AT  
SMAN 4 PALOPO**



**A THESIS**

*Submitted to the English Study Program of Tarbiyah and Teacher Training  
Faculty of the State Islamic Institute of Palopo in Partial for Degree of  
Sarjana Pendidikan ( S.Pd.) in English Study Program*

**By**

**RISKA AYU MAGFIRAH  
REG. NUM:14.16.3.0115**

**ENGLISH STUDY PROGRAM  
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## ABSTRACT

Riska Ayu Magfirah, 2019. *The Implementation of Diagnostic Test at SMAN 4 Palopo*. Thesis. English Study Program Educational Department in State Islamic Institute Palopo. Madehang, S. Ag. M.Pd. Dewi Furwana, S. Pd, M.PdI.

Key Words: **The Implementation, Diagnostic Test**

The objective of this research is to find out the implementation of diagnostic test carried out by the teacher when conducting learning English activities, then to help teacher in improving the teaching process of students terms diagnostic test and the teacher can also find out information's about the students who experience difficulties in several fields of English and are strong in the field of English at SMAN 4 Palopo.

The type of research used in this research is Descriptive method. The participant of the research is the English teacher of class XI MIA II at SMAN 4 Palopo and there are 19 students. The steps interpretation of this research include three steps, they are data review, surveys, interviews or observation. The data collection is conducted observe the teacher by used observation checklist, interview the students with questionnaire and get the diagnostic test who have gave the teacher to students. The technique of data by used descriptive analysed to find out description obtained and the researcher analyzed data byte percentage to find out students average in questionnaire respond.

The result of data analyzed at SMAN 4 Palopo class XI MIA II, the researcher found that the results of the questionnaire responses obtained by researcher when gave the interview to students is 91%, the average percentage of students responses is  $60\% < NR \leq 80\%$  by answered the "Agree" option of each questions. The researcher did not found the teacher planning a diagnostic test in the class. The results of descriptive from the observation at the second years class, it turns out that teacher in the class do not often used the implementation of diagnostic test regularly in the sense that teacher rarely used diagnostic test both the current at the beginning of learning, in the middle of learning and in the end of learning at SMAN 4 Palopo.

# CHAPTER I

## INTRODUCTION

### *A. Background*

The research on teacher competences in applying diagnostic test has always been a matter of academic attention. This research is important for some reasons. First, to improve the learning process, not only to determine student ability level. Second, to obtain information about the strengths and weaknesses of the learning and as a source of that information to correct or modify it. Those are expected to make that learning more effective and improve the competence of the students. Third, to motivate teachers doing dialogue with students during the learning. The present research will argue that the application test by teacher has not only increase level of students understanding but also their motivation to learn English. One of the ways to increase the quality of education is by doing the learning evaluation for the students.

Evaluation means “*refer to the act or process to determining the value of something*”. Evaluation refer to an act or process to decide the value of something.<sup>1</sup> Witherington stated that “*an evaluation is a direction that something has or does not value*”.<sup>2</sup> Based on this stated, the researcher argues that evaluation is an act to decide is the someone have the criteria of the evaluation or is something has a value or not.

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<sup>1</sup> Edwin Wandt, and Brown Gerald W, *Essentials of Educational Evaluation* (New York: Holt Rinehart and Winston, 1957), h. 1

<sup>2</sup> Zainal Arifin, *Evaluasi Intstruksional Prinsip-Teknik-Produser* (Bnadung: PT. Remaja Rosdakarya, 1991), h.5

The students often do not understand the materials being taught by the teachers, so until the end of the lesson they did not answer the questions or overwhelmed about the task and finally the score obtained was far below the teacher expectation. In addition, the frequently problem that always undergo by the teacher is finding out their students get the hardness to reach the learning goals eventhough the teacher has been held the remedial program. In the teacher mind, maybe they think that “why the students cannot achieve the learning goals? Do they face obstacles or difficulties? Which part of the problem or obstacles arises? How to deal with it?. these question also become the big question for us. Now, when the students face the learning problems, the remedial program is not an effective solution. Then the teacher may provide a dignostic test as a specific study about the students’ hardness in learning. The diagnose process serves as practice for the students and a check for understanding during the learning process. The process diagnostic test guides teachers making decisions about future interaction.

From the observation, the researcher found that the English teacher at SMAN 4 Palopo is still difficult to identify students’ because rarely applications diagnostic test in the classroom, also the learning strategy by the teacher is not optimal so that the researcher try to do observation in the classroom to saw the implementation of diagnostic test performed by the English teacher of SMAN 4 Palopo.

The teachers should apply the implementation diagnostic test with a feedback completing of learning to determine the extent which a learning process

and diagnostic test is one of tests which held to see the depth of students knowledge or skills during the learning process and the end of the material. Based on the observation above the researcher, is going to conduct a research about implementation diagnostic test at SMAN 4, the researcher takes the title of this research, because it will help the teachers focus on their work, see and monitor their progress, and understand both what they are learning and how they learn. So, the students and teachers can routinely share information about the quality of student understanding related to the learning targets and learning improves.

### ***B. Problem Statement***

Based on the explanation in the background above, the researcher formulated problem statement as follows: “How is the implementation of diagnostic test SMAN 4 Palopo?”

### ***C. Objective of the Research***

The objective of this research is: “To find out the implementation of diagnostic test at SMAN 4 Palopo.”

### ***D. Significances of the Expected***

The results of this research is expected to be a reference for the implementation of diagnostic test in higher education and useful in efforts to cultivate and raise student motivation to learn in order to obtain a satisfactory learning outcomes.

1. The results of this is research for teacher, can help the teacher to know the successful of materials that has been delivered through diagnostic test.

2. To know the students weakness in learning English.
3. The researcher hopes that the result of the research can be used as reference for the next research.

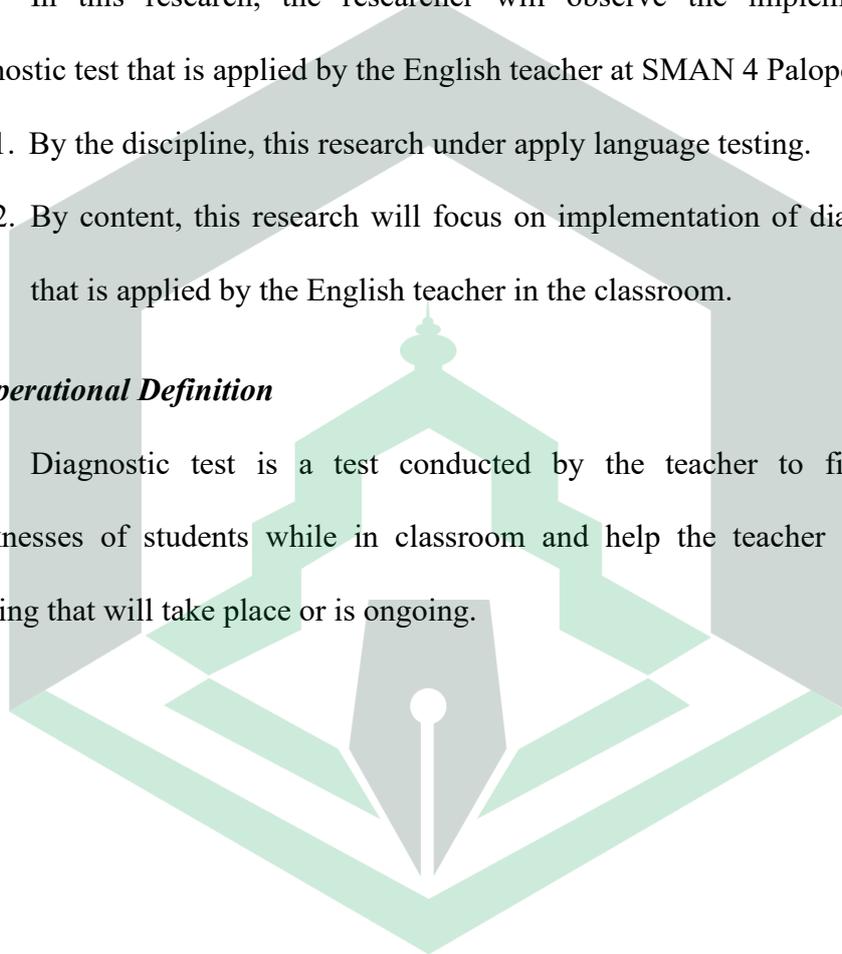
### ***E. Scope of the Research***

In this research, the researcher will observe the implementation of diagnostic test that is applied by the English teacher at SMAN 4 Palopo.

1. By the discipline, this research under apply language testing.
2. By content, this research will focus on implementation of diagnostic test that is applied by the English teacher in the classroom.

### ***F. Operational Definition***

Diagnostic test is a test conducted by the teacher to find out the weaknesses of students while in classroom and help the teacher in terms of learning that will take place or is ongoing.



## CHAPTER II

### LITERATURE REVIEW

This chapter covers the definition of the ability (1) the definition of diagnostic test (2) the kinds of the test (3) the impact of diagnostic test (4) function of the test and (5) definition of diagnostic test.

#### ***A. Previous Related Researcher Findings***

Prathana Phonapichat et al entitle “*The Development of diagnostic test using the attribute hierarchy method*”. They study concentrated in students’ mathematical problem-solving skill. Moreover, the created diagnostic test limited to the skill of solving adding and subtracting fractions questions only. The diagnostic test developed based on the attribute hierarchy model.<sup>1</sup>

Siti Maryamah Fajariyah and Wasisen titles “*Pengembangan Tes Diagnostik (Diagnostic Test) Teknik Analitik Pada Materi Listrik Dinamis Untuk Siswa SMA Kelas X*”. This research shows that the instrument of diagnostic test with analytic technique on dynamic electricity chapter for student SMA X grade have been proper to be used as instrument for detecting sources of error encountered by students. Percentage of sources of error encountered by students at X grade in solving the problem in physics on dynamic electricity chapter is

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<sup>1</sup> Prathana Phonapichat et al, *The Development Of Diagnostic Test Using The Attribute Hierarchy Method*, Department of Educational Research and Psychology, Faculty of Education Chulalongkorn University, Bangkok 10330, Thailand

69,32% of schematic knowledge, 67,28% of strategy knowledge, 44,97% of algorithmic knowledge, and 23,29% of linguistic knowledge.<sup>2</sup>

The same research from Lian Kusumaningrum et al entitle “*Pengembangan Instrumen Tes Diagnostik Kesulitan Belajar Kimia Sma Kelas XI Semester I Menggunakan Model Teslet*”.The diagnostic test developed based the steps by Borg and Gall to detect the students of the second year Senior high school.<sup>3</sup>

The researcher found the similarity and the differences of the previous related research findings. The similarity of the research is the researchers in the same field that is about the diagnostic test. And the differences are the other researches were about how to develop and evaluate the quality of the diagnostic test for diagnostic test for mathematic problem solving; designing proper diagnostic test; identify the students' weakness in finishing the physics test especially in dynamic electricity by using the analytic technique diagnostic test. Whereas, this research just want to discover out how the implementation of diagnostic test at SMAN 4 Palopo.

Therefore, the researcher finds that it is truly important to do a diagnostic test for the students and pay attention with the aspects in giving diagnostic test such as method, technique, approaches, etc. So the teacher will get the real information that the teachers want especially to get information related the

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<sup>2</sup> Siti Maryamah Fajariyah and Wasi, *Pengembangan Tes Diagnostik (Diagnostic Test) Teknik Analitik Pada Materi Listrik Dinamis Untuk Siswa Sma Kelas X*, Jurusan Fisika Universitas Negeri Surabaya, p. 225

<sup>3</sup> Jurnal Pendidikan Kimia (JPK), *Pengembangan Instrumen Tes Diagnostik Kesulitan Belajar Kimia Sma Kelas XI Semester I Menggunakan Model Teslet*, program Studi Pendidikan Kimia Universitas Sebelas Maret, Vol. 4 No. 4, 2015

students' weakness. As the research by Dr. Bharathi Y. Khasnis entitle "*Diagnostic Testing: A Technique to Enhance Mathematics Learning*". He says that by applying the diagnostic test, the efforts are made to know the nature and extent of one's weaknesses and difficulties in the learning of that particular subject say mathematics. Once the weaknesses and difficulties regarding the learning of a particular concept, knowledge and skill area etc. are identified, efforts are then made to list out the probable causes responsible for these weaknesses and difficulties.<sup>4</sup>

It arguments tell us that the diagnostic test is very helpful in assessment to know the weekness and the difficulties that undergoing by the students. Therefore, in this research the researcher will do a different research related to the diagnostic test phenomenon through the research entitle "The implementation of diagnostic test at SMAN 4 Palopo".

## ***B. Some Pertinent Ideas***

### **1. Definition of the test**

In order to know how well the result of teaching and learning process, a teachers should evaluate it. By evaluating the teachers can collect information's or have concept whatever the teaching and learning activity has success or not. Actually, there are many ways that use to evaluate the teaching learning process. Generally, the test serves to motivate the lamer and to give the unity to the

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<sup>4</sup>Dr. Bharathi Y. Khasnis, *Diagnostic Testing: A Technique to Enhance Mathematics Learning*, International Journal of Advance Research, Ideas and Innovations in Technology, Volume 3, Available online at [www.ijariit.com](http://www.ijariit.com), p. 446

portions of the material being study at different times. It can be device to prove the skills and abilities in learning.

A test, in simple terms, is a *method of measuring a person's ability, knowledge, or performance in a given domain*. Let's look at the competent of this defecation. A test is first a method. It is an instrument-a set of techniques, procedures, or items-that requires performance on the part of the test-taker. To qualify as a test, the method must be explicit and structured: multiple-choice question with prescribed correct answer; a writing prompt with a scoring rubric; an oral interview based on a question script and a checklist of expected responses to be filled in by the administrator.<sup>5</sup>

There are some definitions about test. Tests are used as a means to motivate students to learn or review specific material.<sup>6</sup> It means test is one motivation of students to learn or review material in their school.

Test as a systematic procedure for surveying a person's behavior and explaining it with the aid of a numerical scale or category system."<sup>7</sup> While Arisian and Russel said that "test is a formal, systematic procedure used to gather information about students' achievement or other cognitive skill."<sup>8</sup> In addition, a test is a particular type of assessment that typically consists of a set a

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<sup>5</sup>Brown, H Douglas. 2005. *Language Assessment Principles and Classroom Practice*.

<sup>6</sup> Penny Ur, *a Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), P.34.

<sup>7</sup>H, J, X, Fernandas, *Testing and Measurement*, (Jakarta: Nasional Education Planning, 1984), p.1

<sup>8</sup> Peter W. Airisian, and Michael K. Russel, *Classroom Assessment*, (New York: Beth Meija, 2008), p.9

question administered during a fixed period of time under reasonably comparable conditions for all students.<sup>9</sup>

Based on the definition above, the writer concludes that the test is the particular types of assessment to reinforce learning and motivate students by giving a task or a set of task. Through the test, the teacher do not only measure and motivate the students' ability but also improve the lesson in teaching learning process. In order to make a proper decision, the teachers need accurate data and to gain data, so a good instrument is needed.

## 2. The Function of the Test

Generally, there are two function of the test, those are:

- a. As a measuring tool toward the students. The test is use two measure the level of students ability after doing the teaching/learning process in the class.
- b. As a tool to see the successful of teaching program, beacause through the test the teacher can not how far the teaching program reached.

Another function of the test explain by Saifuddin Azwar in his book "*Tes Prestasi*", that is the test as motivator in learning. Even though the score in the test not become the main goal of the student in learning but the test can be used to tool of motivation improvement.<sup>10</sup>

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<sup>9</sup> Robert L. Linn & Norman E. Gronlund, *Measurement and Assessment in Teaching*, Seven Edition, (London: Merrill, 1995), p.5

<sup>10</sup>Syaifuddin Azwar, *Tes Prestasi*, (Yogyakarta:Pustaka Pelajar, 2011), p. 15

### 3. The Kinds of Test

There are many types of test used to measure student's achievement. According to Tinambunan, there are four types of achievement test which are commonly used by teachers in the classroom is placement test, formative test, summative test, and diagnostic test.

Regarding the function of tests, Gronlund and Linn (1990) stated that they can be classified into four categories: placement tests, formative tests, diagnostic tests and summative tests. A placement test is used to determine the student's ability at the beginning of the learning process; a formative test is used to monitor learning output; a diagnostic test is used to diagnose learning difficulty; and a summative test is used to evaluate achievements.<sup>11</sup>

#### 1. Placement test

A placement test is designed to determine the pupils' performance at the beginning of the class. Certain 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.<sup>12</sup>

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<sup>11</sup> Gronlund, N. E., & Linn, D. R. L., *Measurement and evaluation in teaching* (6th ed.), (New York, NY: Macmillan Publishing Company, 1990), p.

<sup>12</sup> H Douglas Brown , *Language Assessment Principles and Classroom Practice* (California: Longman Group, 2003), p. 45

## 2. Formative Assessment

The formative assessment is used at the end of a unit in the course book or after a lesson designed. The result of this test will also give the students immediate feedback.

Formative assessment is a test conducted at the end of discussion of a subject/topic, and is intended to determine the extent to which a learning process has been running as planned. Formative test is defined as “work that a student carries out during a module for which they get feedback to improve their learning, whether marked or not”. Formative assessment can take a great variety of forms. It can be written or verbal, formal or informal and can be delivered by the lecturer, peers, outside collaborators or oneself.<sup>13</sup>

According to Anas Sujono, formative assessment are the result of learning that aims to find out, has the extent to which learners “have formed” (in accordance with predetermined teaching objectives) after they follow the learning process within a certain period.<sup>14</sup>

The use of formative assessment tools in the form of essay and multiple choice tests has been predicted to affect students’ self-directed learning. Self-directed learning is an intentional psychological activity that students direct and control with the aim of acquiring knowledge

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<sup>13</sup> Higgins Marilyn, F. Grand, P. Thompson & A. Montarzino. (2010). *Effective and Effecient Methods of Formative Assesment*. CEBE Innovative Project in Learning & Teaching: School of the Built Environment (Heriot-Watt University).

<sup>14</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Raja Grafindo Persada, 2007),p. 23.

and understanding about a specific subject. Students' level of motivation for self-directed learning has an effect on their learning outcomes, which are indicators that the student's knowledge and understanding of a specific subject is improving.<sup>15</sup>

### 3. Summative test

The summative test is intended to show the standard that the students have now reached in relation to other students at the same stage. Therefore it typically comes at the end of a course or unit of instruction.<sup>16</sup>

### 4. Diagnostic test

The "diagnose" comes from the Greek, from the word "diagignÓkeke." Literally, the word according to Rupp et al the diagnostic has meaning: to know precisely (to know precisely), to decide (to decide), and to agree (to agree upon).<sup>17</sup>

### 4. Form of the test

The test forms can be broadly divided into subjective tests (essays) and objective tests.

#### 1) Essay tests

Essay tests are a form of question that requires students' answers in the form of descriptions using their own language. In essay form tests

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<sup>15</sup> Mohamad Syarif Sumantri and Retni Satriani, *The Effect of Formative Testing and SelfDirected Learning on Mathematics Learning Outcomes, International Electronic Journal of Elementary Education*, Vol.8, Issue (Jakarta State University, Indonesia 2016),p.3

<sup>16</sup>Drs. Wilmar Tinambunan, *Evaluationof students achievement*, (Jakarta: Depdikbud., 1998), p.7-9

<sup>17</sup>Rupp, A.A., Templin, J. & Henson, R.A. *Diagnostic measurement: Theory, methods and applications*, (New York: The Guilford Press), 2010.

students are required to think and use what is known regarding the questions that must be answered. Essay form tests give students the freedom to compile and present their own answer so as to enable students to demonstrate their ability to apply knowledge to analyze, connect and evaluate the problems at hand.

## 2) Objective Test

An objective test is a test of learning outcomes consisting of items that can be answered by students by choosing one of several possible answers that have been provided or by writing the answers by selecting certain codes that represent alternative answers provided. The answer to objective tests is definite that there is only one possible correct answer. If students do not answer like that "then it is declared wrong. Because the answer is definite, the correct answer of students to a question item will be stated correctly by the corrector. Because the work of students if examined by anyone will produce the same score, then called objective tests.

Objective test can be classified into:

- a) Objective tests form true false (true-false test)
- b) Objective test form matching (matching test)
- c) Objective test form completion (completion test)
- d) Objective test form fill-in (fill-in test)

e) Objective test form multiple choice test (multiple choice test)<sup>18</sup>

## 5. Definition of the Diagnostic Test

Hughes said that the diagnostic test can be used to know the weakness and the strength of the students in learning. The aim of this test to decide the material needed in the next teaching process. Diagnostic test is an instrument used to identify the difficulties in learning. Every test arranged to determine one or more the students weakness. In this case, the teacher must know how to start the teaching process and what kinds of ability that the teacher wants to apply. If the teacher does not do it, the students weakness can not detected.<sup>19</sup>

According to Thorndike dan Hagen basically the diagnostic test aim to find out the weakness which arises. For finding out the weakness the teacher need prepare some steps, need an analysis on ability completely and correctly. Usually the diagnostic test arrange start from the easy level until the difficult level.<sup>20</sup>

Yang & Embretson define diagnostic into three aspects: a description of the characteristics of something or a phenomenon, identifying the nature of

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<sup>18</sup> Phillips, Allen D. (1979). *Measurement and Evaluation in physical Education*. Canada: John Wiley & Sons, Inc.

<sup>19</sup> Hughes, A, *Testing for language teacher*, (New York: Cambridge University Press, 2003), p. 15

<sup>20</sup> Thorndike, R.L., & Hagen, E.P, *Measurement and evaluation in psychology and education*, (New York: John Wiley & Sons, Inc, 2005), p. 172

something or the causes of phenomena, and decisions or conclusions made through descriptions or analysis.<sup>21</sup>

Diagnostic test is intended to diagnose learning difficulties during instruction. Thus, the main aim of diagnostic test is to determine the causes of learning difficulties and then to formulate a plan for a remedial action. As its name denotes, a diagnostic test also primarily designed to diagnose some particular linguistic aspects. Diagnostic tests in pronunciation, for example, might have the purpose of determining which particular phonological features of the English language are more likely to pose problems and difficulties for a group of learners. Basically, diagnostic language tests have a three-fold objective:

- a. To provide learners with a way to start learning with their own personal learning program or what would be called in the literature of testing learning paths.
- b. To provide learners with a way to test their knowledge of a language.
- c. To provide learners with better information about their strengths and weaknesses.

Ideally, diagnostic tests are designed to assess students' linguistic knowledge (knowledge of and about the language) and language skills (listening, speaking, reading and writing) before a course is begun.

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<sup>21</sup>Yang, X. & Embretson, S.E, *Construct validity and cognitive diagnostic assessment*, in J.P.Leighton & M.J. Gierl (Eds). *Cognitive Diagnostic Assessment for Education: Theory and Applications*, (New York: Cambridge University Press), 2007, p. 119-145

However, the term formative is sometimes used to designate a diagnostic test.

Based on these meanings above, the researcher defines the diagnostic means an act of analyzing a problem, identifying the cause appropriately for the purpose of decision making, and the results of the decision are reported in descriptive form.

***a) The Characteristics of Diagnostic Test***

There are three aspects that can be noted from Scriven's opinion. First, the diagnostic includes the process of determining the performance of a child and reporting from the process. Diagnostic tests are described as a process in which the test results provide information about the cognitive abilities of the test participants and the results of the evaluation are reported. This approach in the context of testing emphasizes the interaction between mental processes and strategies used by test participants in answering items. Conclusion Test scores in diagnostic tests must be easy to understand and useful in evaluating the ability of test participants, because items are designed to measure the abilities, processes and strategies used by test participants.

Second, the diagnostic process must make it possible to classify the cognitive abilities of test participants by using a reporting system that is easily accepted. For this reason, the diagnostic test results must be able to describe the mindset of the test participants by using language that is easy to understand. In addition, diagnostic test results must also provide information about the

constraints experienced by test participants in completing items that can be reported to students, teachers, parents, and all stakeholders.

Third, diagnostic is part of a larger learning process, with the main objective of identifying learning problems and helping to overcome learning problems. Effective diagnostic tests must be well integrated in the learning environment, and developed to help teachers understand how students think and solve problems. Thus, scores obtained from diagnostic tests must be viewed as sources of information that can be combined with other sources of information about test participants (such as homework assignments, daily tests or others) to make learning decisions.

Ministry of National Education (2007) interpreted diagnostic tests as tests that can be used to determine students' weaknesses and strengths. Thus, the test results can be used as a basis for providing follow-up in the form of appropriate treatment and in accordance with the weaknesses of students. Referring to the last two senses, the diagnostic test has two main functions, namely: identifying problems or errors experienced by students and planning follow-up in the form of efforts to solve problems or errors that have been identified.

The Diagnostic tests also have several characteristics: (a) designed to detect student learning weaknesses, therefore the format and response that is captured must be designed to have a diagnostic function; (b) developed based on an analysis of sources of error that might be the cause of student problems; (c) use constructed response form questions (short description or answer form), so that they are able to capture complete information. Under certain conditions, you can

use a selected response form (for example multiple choice forms), but it must include an explanation of why the test participant chose a particular answer. Thus, it can minimize the expected answer and can determine the type of error or problem; and (d) accompanied by a follow-up plan in accordance with the identified difficulties (Ministry of National Education, 2007).

Corter added that diagnostic tests have different characteristics with learning achievement tests. Diagnostic tests are designed to specifically assess students' mastery and abilities. Meanwhile, the sub-abilities that students must master are discrete, that is mastering all or not mastering at all. However, diagnostic tests can also be used to assess student achievement.<sup>22</sup>

Diagnostic test results can be used to conduct effective interventions for students individually or in class, in an effort to evaluate the learning process. Diagnostic tests not only provide information in the form of numbers as an indicator of students' abilities, but also describe students' mastery of certain sub-abilities.

Various opinions above indicate that the diagnostic test has the following characteristics. First, diagnostic tests not only provide information in the form of numbers as an indicator of students' abilities, but also describe students' mastery of certain sub-abilities. Thus, diagnostic tests must also be able to distinguish between abilities that have been mastered by a student and abilities that must still be learned. Second, diagnostic tests must be able to provide specific information

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<sup>22</sup>Corter, J.E. *Using clustering methods to explore the structure of diagnostic test*. In P.D Nichols, S. F. Chipman & R. L. Brennan (Eds), *Cognitive Diagnostic Assessment*, (New Jersey: Lawrence Erlbaum Associates), 1995, p. 305-326

based on answers obtained from students, so that weaknesses or inconsistencies in their mindset can be identified. Thus, it can provide a complete portrait of students' abilities. That is, information must be obtained based on the answers given by the students. This information, in diagnostic tests is presented in the form of feedback.

**b) *Principle of Diagnostic test***

Diagnosis is a complex process that entails a thorough analysis of how students gain meaning from text. The six key principles of diagnosis warrant a diagnostic process that will be beneficial to students. In order to build on your understanding of the six key principles of diagnosis we not only describe each principle in a chapter but we also illustrate its application using case studies for scaffold learning.

To this end, we also introduce you to the case study framework and its components. We have included a sample case study that demonstrates each of the components and the interrelated nature of information across components in the case study, leading a reading specialist to complete a balanced diagnosis narrative and effective plans for instruction that is responsive to the needs of students.<sup>23</sup>

Generally, there are principle of diagnostic test, those are:

1. Diagnosis is a decision-making process.
2. Diagnosis considers the whole child.
3. Diagnosis is thorough and balanced.
4. Diagnosis is a team effort.

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<sup>23</sup>Barr, R., Blachowicz, C.Z., Katz, C., & Kaufman, B. (2002), *Principles of diagnosis*, P.

5. Effective communication is essential in diagnosis.
6. Diagnosis and remediation go hand in hand.

***c) The Kinds of Diagnostic Test Approach***

Regarding Nitko & Brookhart there are six approaches of diagnostic related to the learning problems. Those are:

- a. An approach to identify the weakness of prerequisite knowledge

The aim of this approach is to explore the students knowledge based on their previous knowledge. Does the students have knowledge or specifically ability for understanding the materials in the future.

- b. An approach to identify the learning targets that have not mastered

This approach focus on the specific targets from the goal of expected competency. The short tests made for measuring the successful every the learning targets.

- c. An approach to identify the students mistakes

The aim of this approach is identifying the students mistakes. When the teacher identifies and classifies the students' mistakes, the next is the teacher will held remedial program. It is not easy to apply this approach because the teacher need a good experience to identify the students' mistakes.

- d. An approach to identify the structure of students' knowledge.

In identifying the structure of students' knowledge can b done by using the mapping concept. Mapping concept is a grafis way to present

how the students understand the connection of the concepts in the learning materials.

- e. An approach to identify the competency in finishing the story test.

This approach focus on the diagnose 'do the students understand the components of the story test'. The finishing of story test contains of some learning targets on social knowledge, math, and science.

- f. An approach about the profil of the students weekness and strenght on a field/ sector

In this approach, a school subject defided into some parts which is every parts reputed as a characteristic or separated competence. The result of the diagnose will be reported as a profile of the students' weekness and strength.<sup>24</sup>

#### ***d) Planning and Implementation of Diagnostic test***

The current curriculum is based on competency mastery, therefore planning diagnostic test should be done to examine competencies that are problematic where students experience learning difficulties so that they have not reached completeness (KKM), then determine the possible source of the problem.

Broadly, the steps in developing diagnostic test are:

1. Identifying basic competencies that have not been achieved.
2. Determine the possible source of the problem.
3. Determine the shape and number of questions that are appropriate.

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<sup>24</sup>Nitko, A.J., & Brookhart, S.M, (*Educational assessment of students*. New Jersey, Pearson Merrill Prentice Hall, 2007), p. 296

4. Compile the question lattice.
5. Write the questions.
6. Review the questions.
7. Compile assessment criteria.

Paying attention to the function of diagnostic test is to identify the problems or difficulties experienced by students, so the teacher can do this diagnostic test at some time before the learning process, during the learning process and at the end of learning.

The first diagnostic test is done as a prospective students as input, to find out whether the prospective students has mastered the knowledge which is the basis for receiving knowledge in school, so this test is also called the assessment test in (entering the behavior test). The first diagnostic test is done to measure the level of mastery of basic knowledge, commonly referred to as pre-requisite knowledge. Therefore this test is also called prerequisite test or pre-requisite test.

The second diagnostic test is conducted for prospective students who will already begin to take part in the program. If enough prospective students are accepted so that more than one class is needed, a special consideration is needed for class division. Whether a good child will be put together in one class or all classes will be filled with a mixture of children who are good, medium or less, this all requires information. Information like this can be obtained by conducting a diagnostic test. This diagnostic test has served as a placement test.

The third diagnostic test is done for students who are studying. Not all students can receive the lessons given by the teacher smoothly. As a teacher, it is necessary to provide a diagnostic test to find out which basic parts or competencies of the material provided by the students have not been mastered. In addition, the teacher must be able to detect what is because the student has not mastered the material. Based on the results of the detection, the teacher can provide the necessary assistance.

The fourth diagnostic is held when students will end the learning. With this test the teacher will be able to find out the level of students' mastery of the material they provide. This test is carried out before the end of the semester test or repetition of class or remedial test if there are problems or learning difficulties.

Based on the description above, the 1<sup>st</sup> and 2<sup>nd</sup> diagnostic were followed by all students. The 3<sup>rd</sup> and 4<sup>th</sup> diagnostic tests are only attended by students who are suspected of having problems. These allegations can be based on the results of daily test or the teacher's experience in the learning process. Diagnostic test can be done in class, laboratory, outdoors or even can be done at home in the form of assignments by the teacher. Can be done by teacher, homerooms and even by parents at home. Regarding how long diagnostic test are carried out can be analogous to the work of a doctor in diagnosing a patient. Your doctor will try to do a diagnostic quickly and accurately to get a picture of the patient's illness. Likewise with the teacher in carrying out diagnostic test, the time required

depends largely on the type of problem or learning difficulties students want to be diagnosed.<sup>25</sup>

***e) Evaluation learning of Diagnostic test in School***

If you are a teacher, the word test or evaluation is not a strange item. Teachers in carrying out their profession at all time will always come into contact with the activities of conducting test or evaluations to their students. Actually, there are several types of test that must be done by a teacher. If we look at the test based on the time of it is implementation in a learning unit, then the test or evaluation can be grouped into 3 (three) types, that is:

1. The test which conducted at the beginning of learning.
2. The conducted during the process of ongoing learning.
3. The test which was conducted at the end of the learning.

The conducted at the beginning of learning is also called placement testing. The test carried out at the end of learning is also called summative testing. While the test carried out during the process of an ongoing learning unit can be divided into two types that is, formative testing and diagnostic testing. In the research of this time, specifically discuss more details about diagnostic test.

When a teacher is carrying out a particular learning unit some of his students have difficulty achieving the learning objectives that have been

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<sup>25</sup>Depdiknas, *penilaian hasil belajar tes diagnostik*, Direktorat Pembinaan sekolah Menengah Pertama (Bandung: Wacana Prima, 2007)

established even though a remedial program has been carried out, in the mind of a teacher there may be question: "Why can not my students reach the learning objectives? Do the encounter obstacles/difficulties? Where do those difficulties/encounter obstacles arise? How to overcome them?"

Now, when students experience problem/obstacles in learning, and in such a difficult to overcome with remedial teaching, the teacher should provide diagnostic test. Diagnostic test are intended as a more in-depth study of students' learning difficulties.

Diagnostic test are usually a test that is made with a large number of items on a specific/certain material. Question items are made with very little variation from one item to another items, so that the causes of learning difficulties/obstacles can be detected.

The specific purpose of making diagnostic test is to answer the question: "Do students have difficulty learning English because they do not understand Grammar or are there too few vocabulary they have?" Or question such as: "Do students have difficulty understanding the concept of *monohybrid* crossing in biology because they not understand how to find gametes? Or because they do not understand the dominant and recessive concept?"

Thus, diagnostic test focus on the search for the layout of students' difficulties in learning a subject matter, so that the improvement learning that will

be given can be more effective towards the layout of learning problems experienced by students.<sup>26</sup>

***f) Concept of Diagnostic Test***

The term diagnosis has been borrowed from the medical profession. It means identification of disease by means of patient's symptoms. For example, when a patient comes the doctor, the doctor initially puts some questions to the patient to gather some basic information's about the disease and then to get more related information to identify the disease and its probable cause(s).

After careful analysis of these data, he prescribes the medicines as remedial treatment. Similarly, in the field of education, diagnosis has many such implications. Difficulties in learning occur frequently at all levels and among pupils of both high and low mental ability. In order to handle such case, the teacher also uses similar techniques like a doctor to diagnose the relative strengths and weaknesses of pupil in the specific area study, analysis the causes for the same and then provides remedial measures as per necessity.

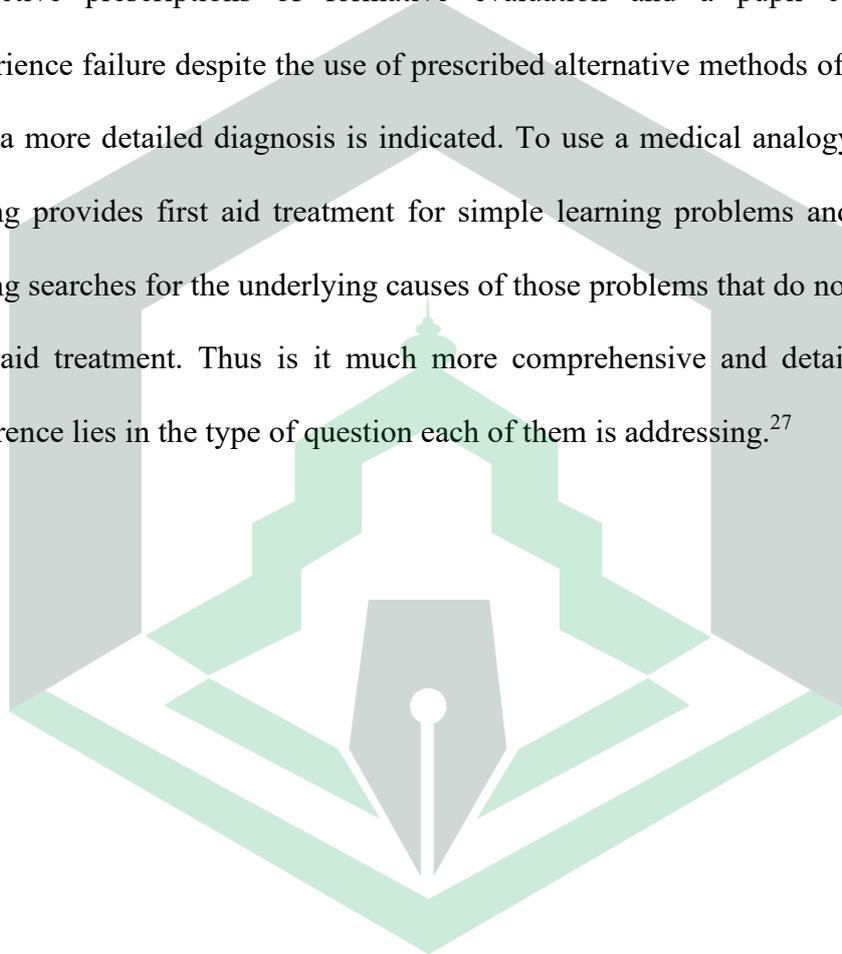
Since tools and techniques used in mental measurements are not that exact, objective and precise like the tools and techniques used sciences, the teachers are cautioned to use the diagnostic data with great care for designing remedial programmers. But it is used in education to determine the learning difficulties or deficiencies of the learner. Diagnostic test is a test used to diagnose strength and

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<sup>26</sup>Suhadi Mukhan (2011). Tes Diagnostik dalam Evaluasi Pembelajaran di Sekolah: kompasiana Beyond Blogging. Retrieved 2011 from <http://www.kompasia.com/suhadi/550a53b5a33311721c2e396c/tes-diagnostik-dalam-evaluasi-pembelajaran-di-sekolah#>

weakness of the learning in certain areas of study whereas diagnostic evaluation is centered on schooling process such as the curriculum programmer, administration and so on.

When learning difficulties that are left unresolved by the standard corrective prescriptions of formative evaluation and a pupil continues to experience failure despite the use of prescribed alternative methods of instruction, then a more detailed diagnosis is indicated. To use a medical analogy, formative testing provides first aid treatment for simple learning problems and diagnostic testing searches for the underlying causes of those problems that do not respond to first aid treatment. Thus is it much more comprehensive and detailed and the difference lies in the type of question each of them is addressing.<sup>27</sup>



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<sup>27</sup> Disha M (2010). *Diagnostic Test: Concept, Construction and Barrier* | *Statistics*.  
<http://www.yourarticlelibrary.com/statistic-2/diagnostic-test-concept-construction-and-barriers-statistic/92543>

## CHAPTER III

### RESEARCH METHOD

#### *A. Research Design*

This research would use descriptive method. Descriptive method research involves collecting information through data review, surveys, interview or observation.<sup>1</sup>

In this research the researcher explains clearly and in detail about the types of diagnostic test applied by the teachers at SMAN 4 Palopo for knowing the students' weakness and difficulties in the learning process. The researcher would focus on the students in the second year at SMAN 4 Palopo.

#### *B. Data Source*

The participant of the research was the English teacher of XI MIA 2 at SMAN 4 Palopo and there are 19 students in total. The researcher chose this class because based on the observation, the English teacher at SMAN 4 Palopo needs help to find out the students' weakness after the materials delivered in the class. In conducting this research, the researcher needed the teacher's evaluation that has a main role in the class to detect the students' weakness in the learning process through the implementation of a diagnostic test.

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<sup>1</sup>L. R. Gay. Educational Research: Competencies for Analysis and Applications, (Upper Saddle River, New Jersey: Columbus, Ohio 2006)

### ***C. Instrument of the Research***

#### 1. Questioner

The researcher used the questioner for the students in the classroom as instrument of data collected after the teacher give diagnostic test to the students. In this research the assembled data is students achievement in diagnostic test given by the teacher in the end of the class.

#### 2. Diagnostic test made by English teacher

Diagnostic test that would be made by English teacher in the form of written questions or that are verbally delivered questions by the teacher at the time after learning in the classroom to find out certain weaknesses and strength of students in a field of English learning.

#### 3. Observation Checklist

The observation checklist used by researcher to see how the teacher applied in providing diagnostic test in the classroom.

### ***D. Technique of Data Collection***

The data collection was conducted by used documentation; the researcher took the data of diagnostic test at SMAN 4 Palopo. The data was made by the English teacher as a diagnostic test and needed in this research would be collected from the answers sheet of the diagnostic test result. The researchers collected the data as following the steps:

### 1. Observation

The technique of data collection is by doing observation on the object of the research. Particularly on the method to answer the problem of the research that is how the teachers apply the diagnostic test at SMAN 4 Palopo.

The kinds of observation is non participant observation. The researcher is out of the subject, it means the researcher does not join on the students and teachers activities. It purposes to make the researcher more monitoring the students and teachers activity when the teachers give the diagnostic test and analyze the students achievement.

### 2. Interview

The researcher would interview students related to how the implmentation of the diagnostic test at SMAN 4 Palopo. The interview used to give information and idea through the questions and answering the question of the specific topic. So the researcher would gave some questions related to the implementation of the diagnostic test in the second year of SMAN 4 Palopo.

### 3. Diagnostic test made by teacher

Diagnostic test used by researcher to looked for the authentic data that would be done at SMAN 4 Palopo. Based on the definition above, the researcher would used the diagnostic test as document activities in the class during the teacher's done to get the researcher's expected data. In this researcher the assembled data is students achievement in diagnostic test given by the teacher in the end of the class.

### ***E. Technique of Data Analysis***

The following steps describe the implementation of diagnostic test:

1. The researchers observe in the classroom when the teacher give a diagnostic test to students at SMAN 4 Palopo.
2. The researcher recorded when the learning process of the English language on going until finish.
3. After the class finish, the researcher interview student who has been gave diagnostic test by the English teacher.
4. After collecting the data, the researcher analyzed data byte percentage. As for the formula use as follows :

$$H = \frac{F}{N} \times 100\%$$

H = The results of the assessment

F = The respondents' answers

N = Total of respondents'

Benchmarks for interpreting the percentage of realization of student activities obtain in according with the following table:<sup>2</sup>

**Tabel 3.4 Realization Interpellation Score**

<b>No</b>	<b>Interval Score</b>	<b>Interpellation</b>
1	$80\% < NR \leq 100\%$	Strongly Agree
2	$60\% < NR \leq 80\%$	Agree
3	$40\% < NR \leq 60\%$	Neither agree
4	$20\% < NR \leq 40\%$	Not Disagree
5	$0\% < NR \leq 20\%$	Strongly Disagree

NR : Average

<sup>2</sup>Suherman, dkk., *Strategi Pembelajaran Matematika Kontemporer*, (Bandung: FMIPA Universitas Pendidikan Indonesia, 2003), h. 20.

5. The researcher classify the score of students from diagnostic test to find out the students strength and weakness.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

In this chapter, the researcher explains about finding and discusses of the data. This chapter describes about the result of the research that shows the implementation in observation, interview the students and documentation.

#### **A. Findings**

The findings of the research were showed to describe the result of the data that analyzed questioner and implementation diagnostic test after the teacher gave to the students a materials in the classroom XI MIA 2. The observation was held on Friday, 11st January 2019. The data it comprised of the English teacher of the second year at SMAN 4 Palopo. They were 21 students in the second grade of Senior High School 4 Palopo at 2018/2019. There are 19 students totally respond of a good test on diagnostic test after the materials delivered by the teacher in the classroom.

The researcher analyzed the diagnostic test when the learning process on going in the classroom. To get the data, first time the researcher observe the teacher used the observation checklist when the teacher presented materials in classroom, took the questions sheet to the students after finish of the material. The total numbers of test questioner items with the Likers Scale were 10 questions which consist of 5 options between Strongly Agree, Agree, Neither agree, Not Disagree, and Strongly Disagree. And then, students answer sheet the questioner document to be analyzed. After the students gave a respond to the data questioner, the researcher used the

questioner for the look at carefully whether the implementation provided help students in answering the diagnostic test gave by the teacher in the classroom. Based on the researcher took the data when the teacher taught English materials, during the learning it turned out that the teacher only gave diagnostic tests at the beginning of learning according to the material taught. The students also answer teacher questions easily when giving these questions.

In this research, the researcher discussed the total percent of the conformity and the inconformity implementation of diagnostic test by means of the observations checklist. Based on the data of item analysis result, can see the table as follow:

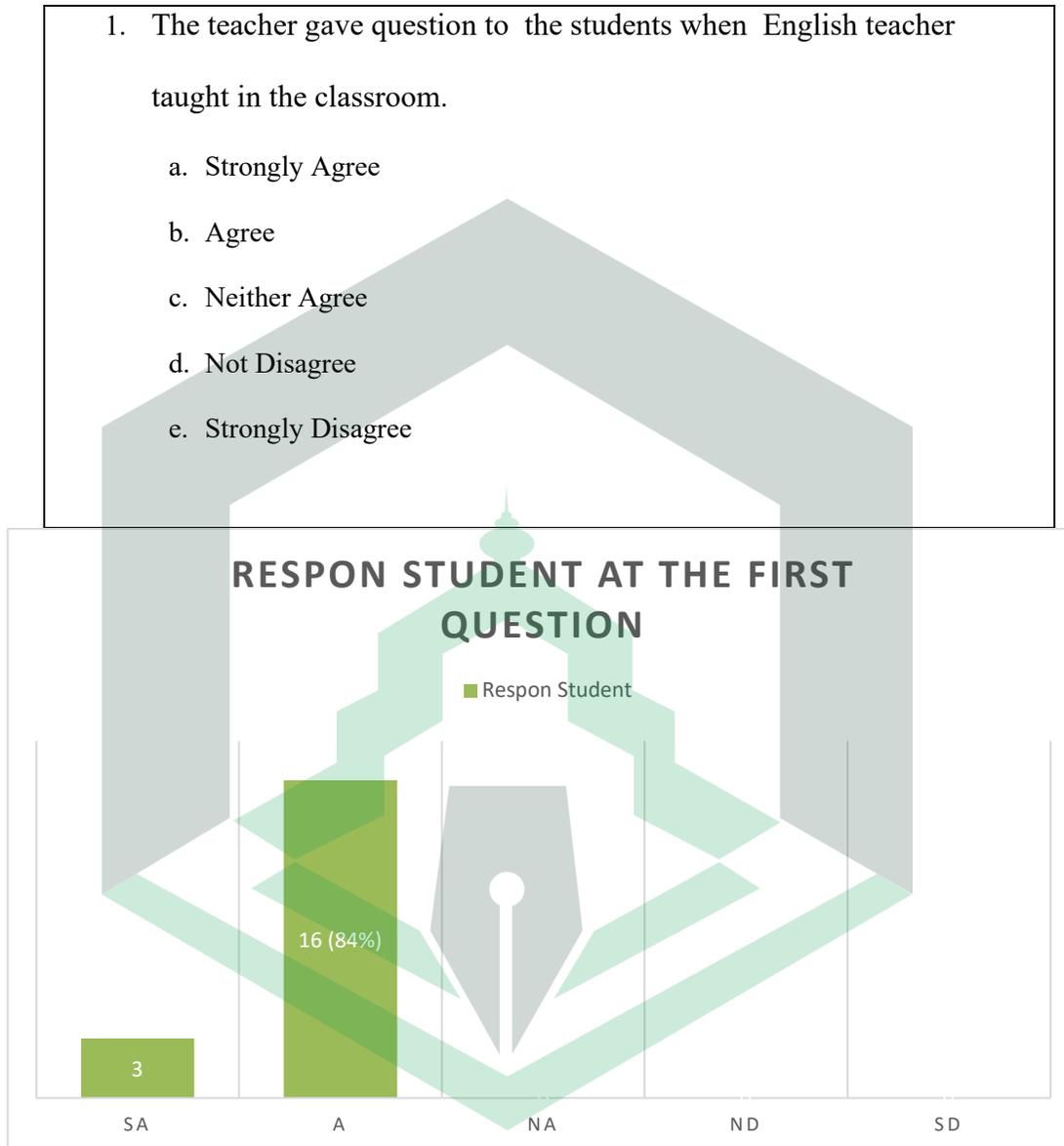
1) Questioner

**Table 4.1**  
**The Result of Questioner**

<b>Observation Checklist</b>						
<b>No</b>	<b>Rated aspect</b>	<b>Researcher Respond</b>				
		<b>SA</b>	<b>A</b>	<b>NA</b>	<b>ND</b>	<b>SD</b>
1	The teacher gave question to the students when English teacher taught in the classroom.	3	16	0	0	0
2	During the English teacher learning progresses gives question according to the material being taught.	11	8	0	0	0
3	The teacher often help and guide students in solving problem if I have difficulty the English question respond.	9	10	0	0	0
4	Respond the teacher's by me when teacher gives easy question on appropriate with material being taught.	4	12	3	0	0

5	The teacher gives question in orally or in writing on the material taught by the teacher when finish of learning.	3	12	2	2	0
6	The teacher gives question about the material beginning previous at English learning.	2	14	0	2	1
7	Often respond the questions given by the English teacher in the classroom.	1	13	2	1	2
8	The methods given by the teacher is taught of English in the classroom made me understood.	2	17	0	0	0
9	The teacher gave question in orally or in writing at the beginning of learning.	2	14	1	2	0
10	The Teacher gave the Quiz when teacher bring material taught in the learning finish.	1	11	4	3	0
<b>Number of respondents</b>		<b>38</b>	<b>127</b>	<b>12</b>	<b>10</b>	<b>3</b>
<b>Score Maximum</b>		<b>190</b>				
$H = \frac{F}{N} \times 100\%$		$H = \frac{179}{190} \times 100\%$ $H = 91\%$				
<b>The number average of respondents <math>\bar{X} = 91\%</math></b>						

### The Description Data Result of respond Questioner

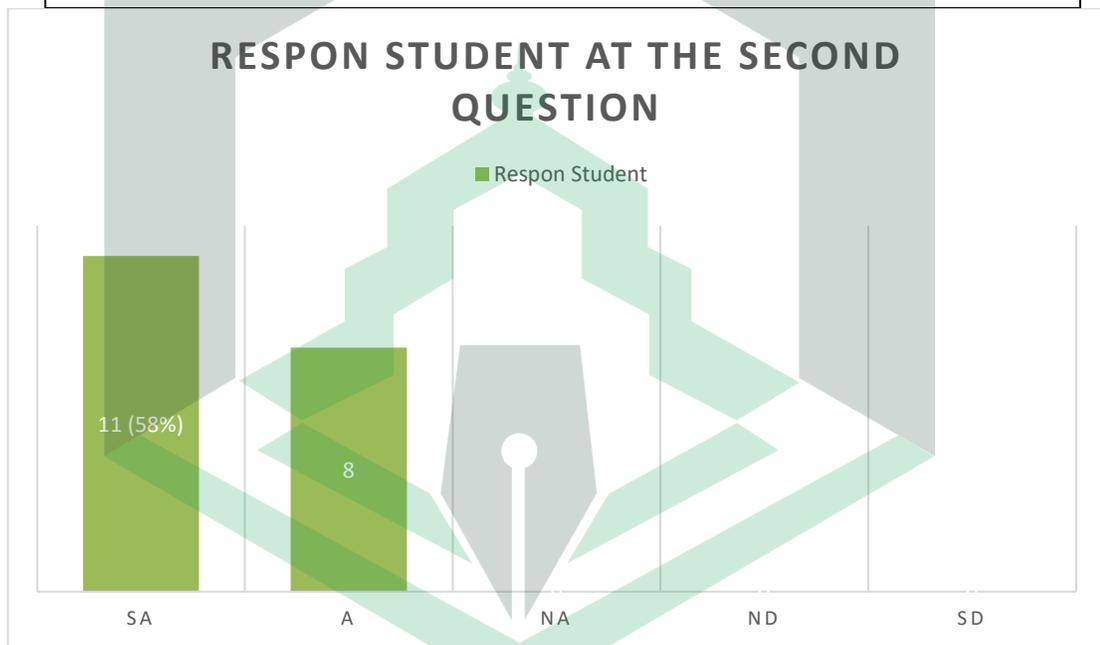


Based on the percentage above, it shows that there are 16 students (84%) choose "Agree" about "the teacher gave question to students when the students did English task in the classroom".

2. During the English teacher learning progresses

gaves question according to the material being taught.

- a. Strongly Agree
- b. Agree
- c. Neither agree
- d. Not Disagree
- e. Strongly Disagree

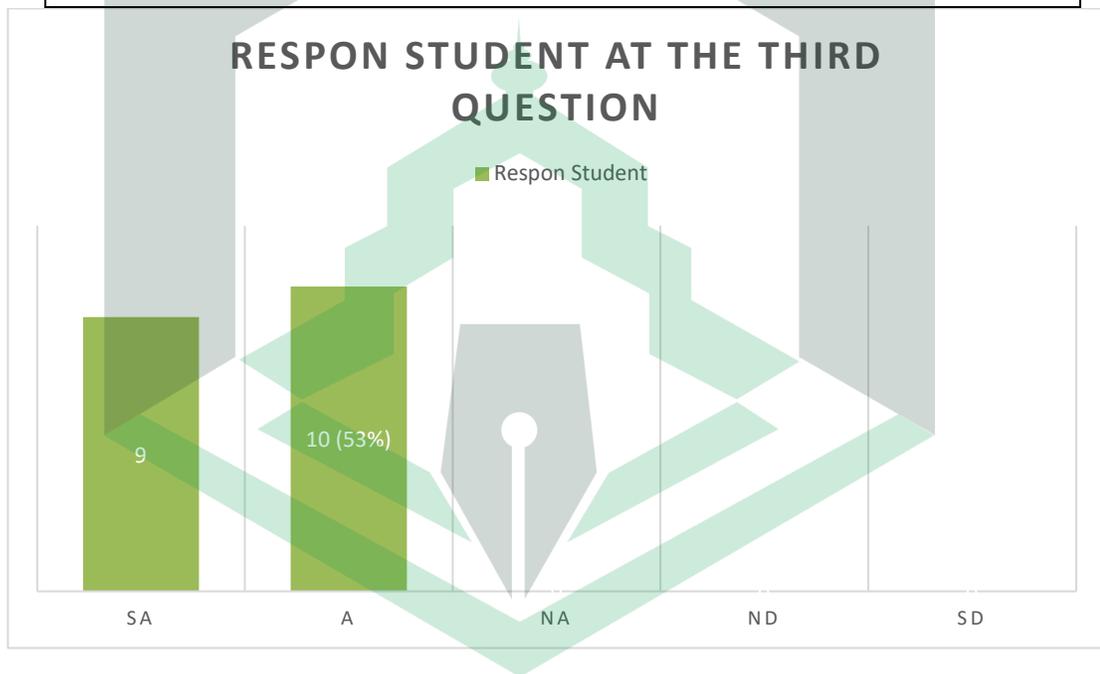


Based on the percentage above, it shows that there are 11 students (58%) choose "Strongly Agree" about respond "students during English learning process, the teacher gave question appropriate with the materials were teaching".

3. The teacher often help and guide

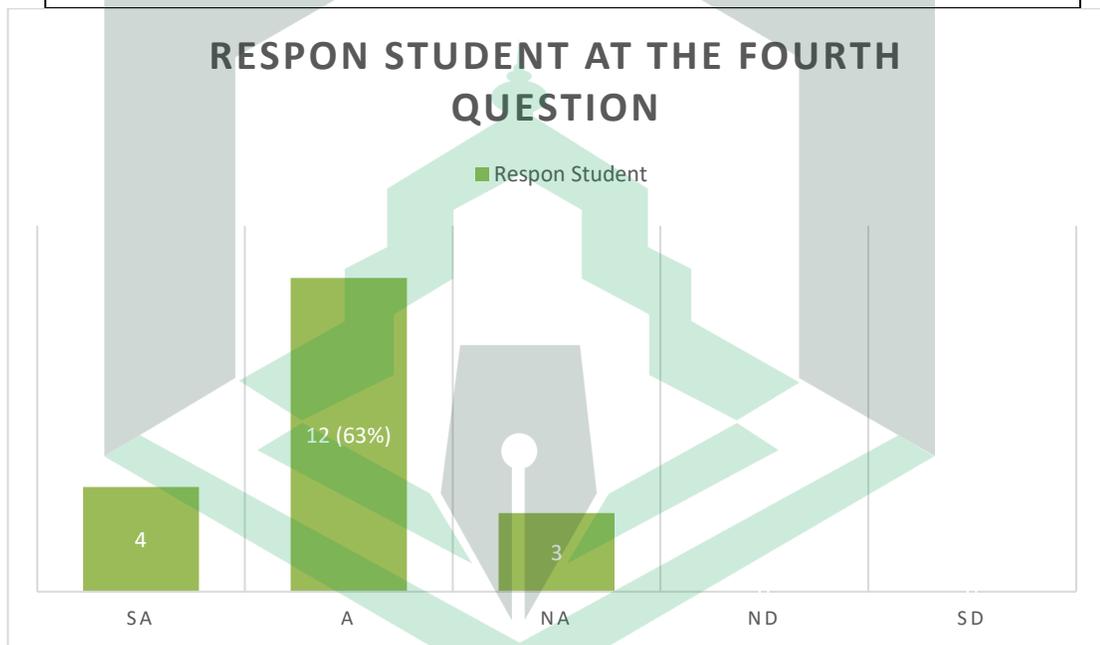
students in solving problem if I have difficulty the English question  
respond.

- a. Strongly Agree
- b. Agree
- c. Neither agree
- d. Not Disagree
- e. Strongly Disagree



Based on the percentage above, it shows that there are 10 students (53%) choose "Agree" about "the teacher always helps me to solve the problems when I found some difficulties in answering the English question".

4. Respond the students when teacher gives easy question on appropriate with material being taught.
- Strongly Agree
  - Agree
  - Neither agree
  - Not Disagree
  - Strongly Disagree

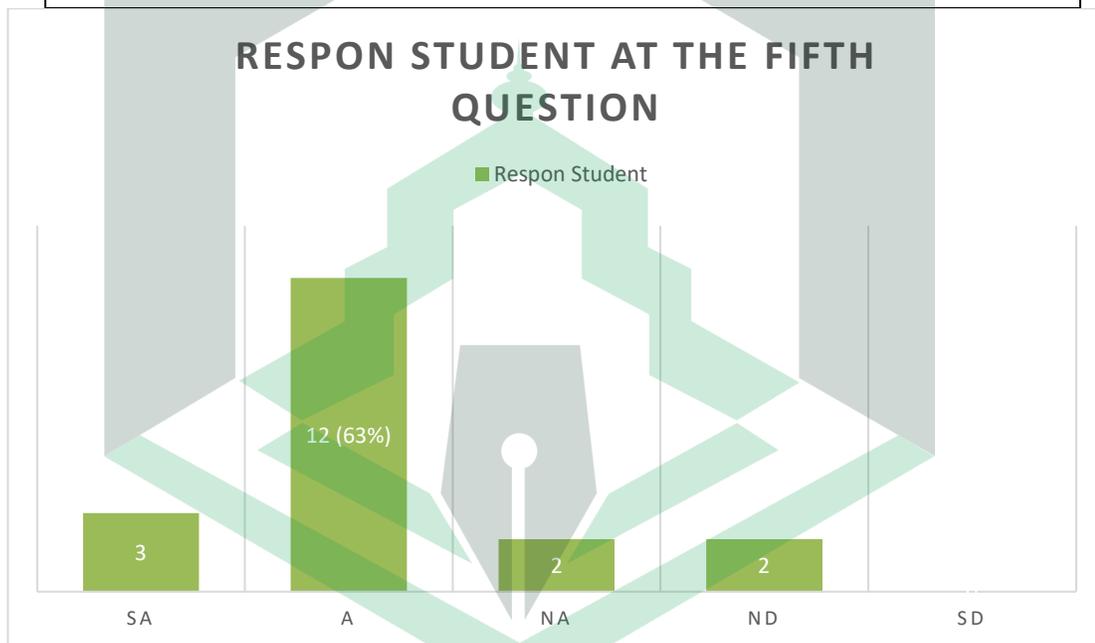


Based on the percentage above, it shows that there are 12 students (63%) choose "Agree" about "the teacher gave question to students when the students did English task in the classroom".

5. The teacher gives question in orally or in writing on the material

taught by the teacher when finish of learning.

- a. Strongly Agree
- b. Agree
- c. Neither agree
- d. Not Disagree
- e. Strongly Disagree

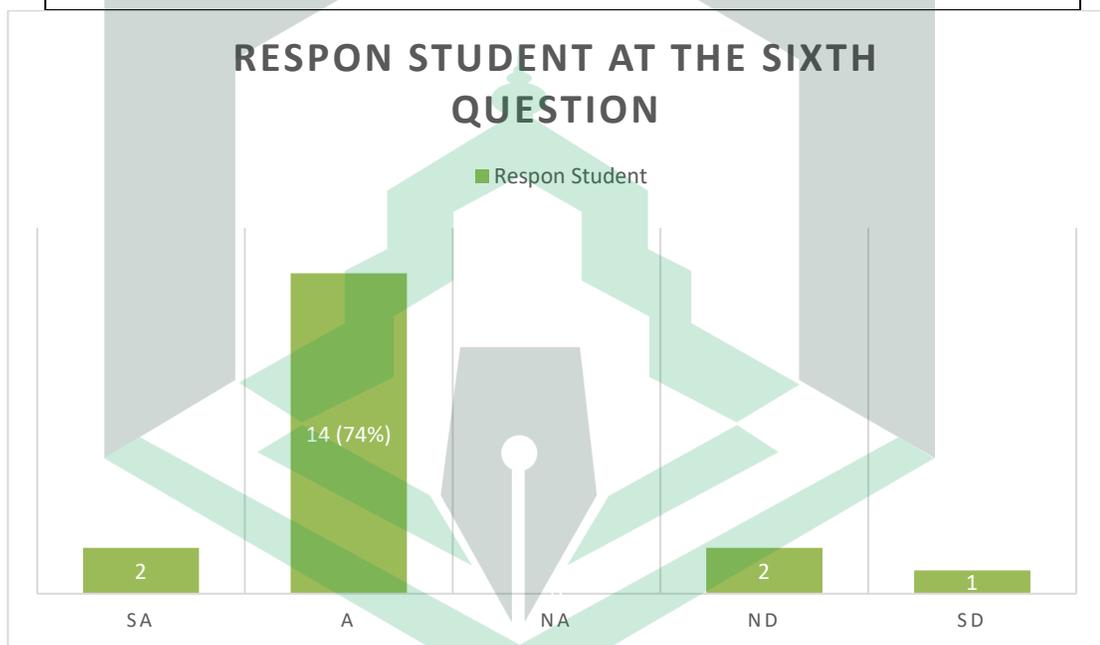


Based on the percentage above, it shows that there are 12 students (63%) choose "Agree" about "the teacher gave question oral/written based on learning materials in the end of study".

6. Teacher gives question about the material beginning previous

at English learning.

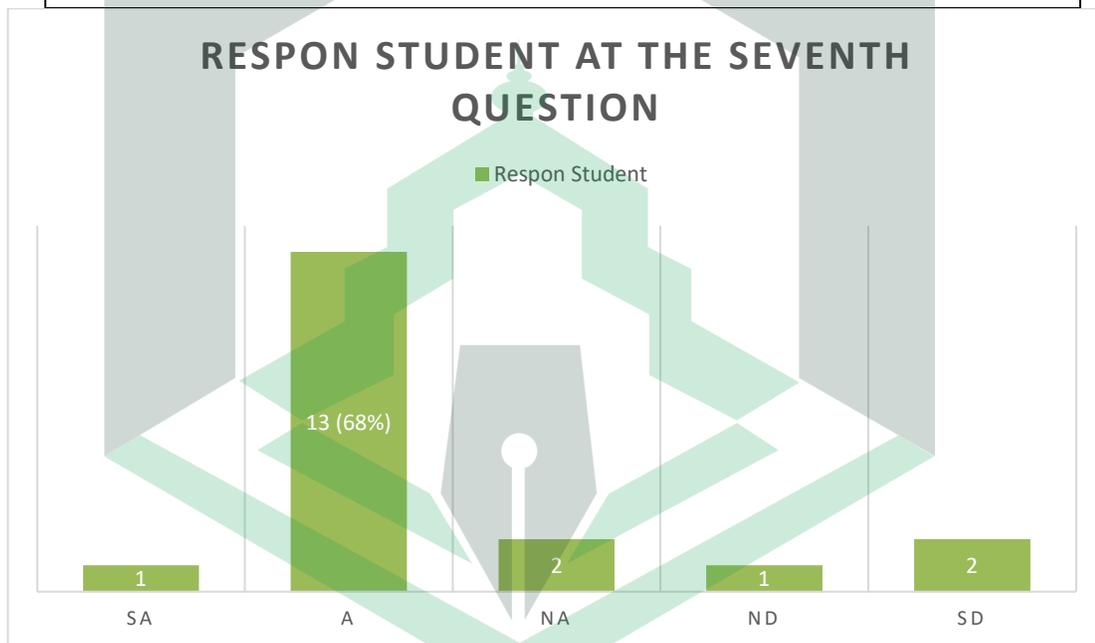
- a. Strongly Agree
- b. Agree
- c. Neither agree
- d. Not Disagree
- e. Strongly Disagree



Based on the percentage above, it shows that there are 14 students (74%) choose "Agree" about "the teacher gave question about the previous material before the teacher start the learning process".

7. Often respond the questions given by the English teacher in the classroom.

- a. Strongly Agree
- b. Agree
- c. Neither agree
- d. Not Disagree
- e. Strongly Disagree

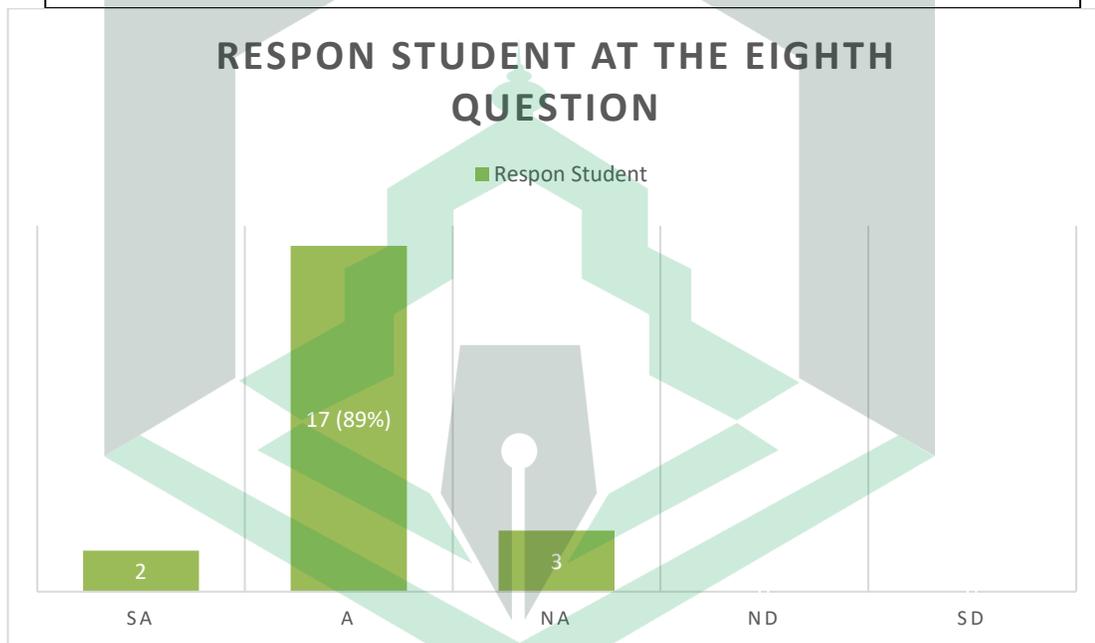


Based on the percentage above, it shows that there are 13 students (68%) choose "Agree" about "the students always answer the teacher's question in the class".

8. The methods given by the teacher is taught of English in

the classroom made me understood.

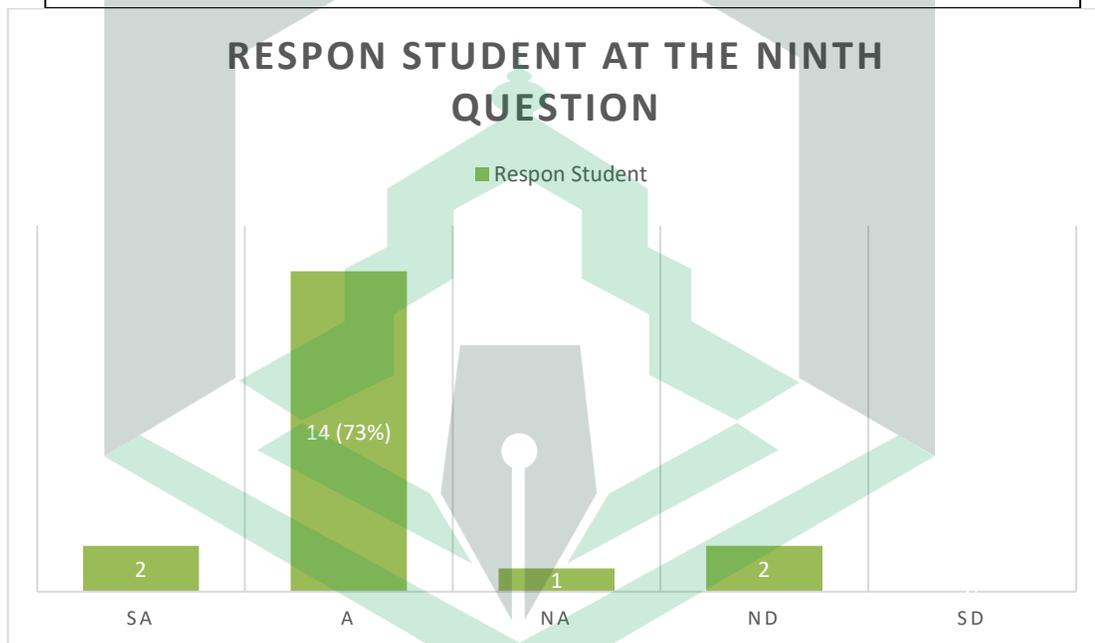
- a. Strongly Agree
- b. Agree
- c. Neither agree
- d. Not Disagree
- e. Strongly Disagree



Based on the percentage above, it shows that there are 17 students (89%) choose "Agree" about "the learning methods done by the teacher in the class made me understand".

9. The teacher gave question in orally or in writing at the beginning of learning.

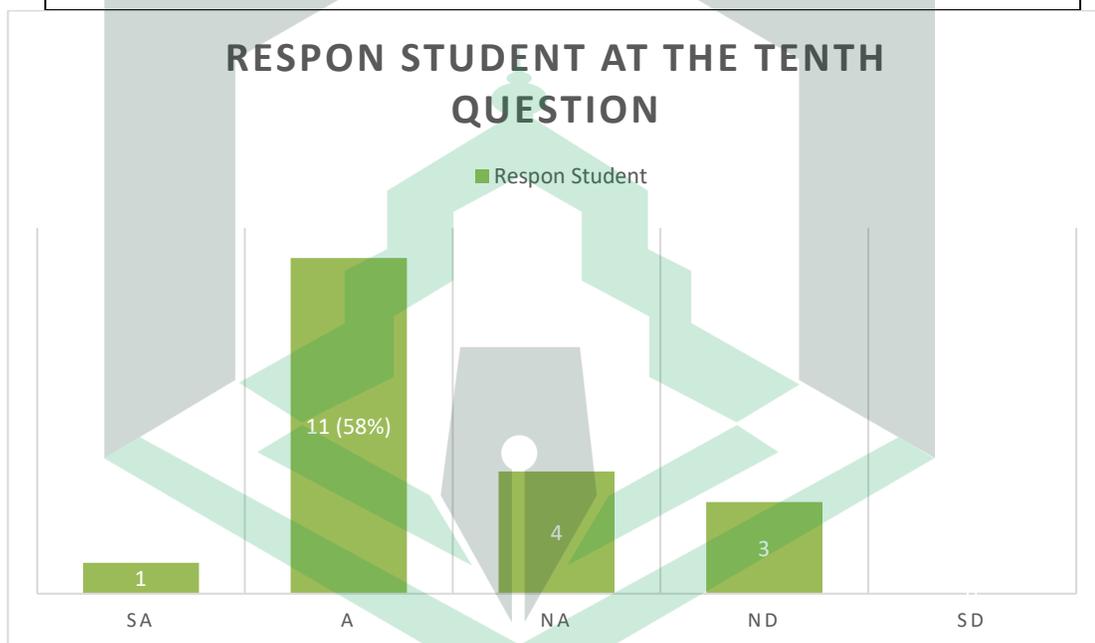
- a. Strongly Agree
- b. Agree
- c. Neither agree
- d. Not Disagree
- e. Strongly Disagree



Based on the percentage above, it shows that there are 14 students (73%) choose "Agree" about "the teacher gave question oral/written in beginning of learning process".

10. The Teacher gave the Quiz when teacher bring material taught in the learning finish.

- a. Strongly Agree
- b. Agree
- c. Neither agree
- d. Not Disagree
- e. Strongly Disagree



Based on the percentage above, it shows that there are 11 students (58%) choose "Agree" about "the teacher gave quiz in the middle of learning process".

From the results of the questionnaire responses obtained by researcher when gave the interview to students, the average percentage of students responses is  $60\% < NR \leq 80\%$  by answered the "Agree" option of each questions.

## 2) Observation

Based on the observation in the class, the researcher found that the teacher applied about “how to the implementation diagnostic test at the second years SMAN 4 Palopo”. When the teacher entered the class, teacher did not directly provide material to students. Firstly, the teacher took the students in the class, when she was attending the students there were some students did not present that day, from 21 to 19 students who took the English lesson in the classroom. After a few minutes the teacher asks to students “which the materials have been taught by the teacher?” and students answered it the question.

### *a) At the beginning of learning*

At the beginning of learning began the English teacher explained about the materials taught at that time, the teacher also explained the main points of what is important in the materials. After completed the explained some of learning English material being taught, the teacher then ask students about “what the students know about the material being taught in the classroom?”, But at the time students did not directly answer the question gave by the English teacher. Because students do not answer the question gave by the teacher in the class 2 MIA 2, the teacher also helps and guided students to answer the question that have been given. As for the manner done by the teacher English to help the students in answered these are by explaining again about the material taught at the time. After the teacher explained the material again, finally there are some students answered the question, but when their answered

the question students faltered like they did not dominate the learning taught by the teacher in the classroom.

***b) In the middle of learning***

In the middle of learning the teacher do not provide questions about the material being taught. The teacher also not explained in detail the material being taught, that is why when the teacher gave the question to students should answer but do not respond to the question. Only a few basic parts are explained by the teacher on the board. At the time the teacher brought new material in the classroom about “Letter” and when the learning began, the teacher did not pay too much attention to the students in the class so some of them played games through cellphone and some told with her friend, this made learning in the classroom not conductive. The teacher only explained the material, ask occasionally about the material but is not comprehensive. Student who answered questions from the teacher are only one or two people, if answered students do not refer to the textbook that has been provided but prefer to see the material on their cellphone. When the material described has been completed, the teacher tells student to recorded the material that been taught by dictating the students in the class and then many students were in and out at the time.

***c) In the end of learning***

Until the end of learning, the teacher still gave a few notes to students to students occasionally writing the main points on the board. After that, there were some students just take the picture on their cellphone and the teacher himself who agreed to it. At the time the teacher also gave no more questions about the material

and did not give a quizzed at the end of learning. When the bell on the turn of clock reads the teacher closes English learning and goes straight out of the class 2 MIA 2. After the teacher leaved the class the researcher asked for some time foe students then, gave a questionnaire to students answered as a complement to the existing data. After finishing answered the question the students gave the questionnaire back to the researcher. From the questionnaire the students said the teacher always took diagnostic test and application given was good when the teacher teaching in the class and then, this is inversely proportional to what researcher found in the class when the teacher not accordance with the students 2 MIA 2 have respond through on the interview.

Based on the results of descriptive above, it turns out that teacher in the class do not often used the implementation of diagnostic test regularly in the sense that teacher rarely used diagnostic test at SMAN 4 Palopo, although the students in that class did not said that on interview gave by the researcher. As for some of the tables above students questionnaire and observation checklist, are complementary data of researcher to find out how the teacher in implementation of diagnostic test when in classroom. An explanation result above is attached to the appendix in the thesis.

## B. Discussions

Based on Arikunto, "Diagnostic test are test that are used to find out student weaknesses so that based on these weaknesses can be given the right application".<sup>1</sup>

The results observe of researcher through the observation checklist found that in SMAN 4 Palopo at class 2 MIA 2, that diagnostic test application carried out by the teacher when teaching termed out not according with the results of interviews that the researcher had given to students after the teacher ended classroom learning.

The researcher found that when the teacher taught English in the classroom, the teacher gave the question to students and the response given by student based on the questioner gave by researcher answering the Agreed option that, "the teacher gave the question to the students when teaching English in the class".

Then during learning English process the teacher gave questions material in according taught to students in the class and students answered the question. When the teacher explained the material, the researcher found that there are some students who do not understand or experience difficulties with the explanation of the material taught by the teacher and the teacher help students who have difficulty in learning English by re-explaining presented the material in the class.

Then, the response gave by students in the questionnaire by researcher that "the teacher give question in according with the material taught and the teacher help

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<sup>1</sup>Arikunto Suharsimi, *Dasar-dasar Evaluasi Pendidikan Edisi Revisi*(Jakarta: Bumi Akasara, 2008)

students in solved difficulties in answering English question", students choose with option Strongly agree and Agree as a answered for the interview.

Based on Sudijono, "defines a diagnostic test is a test conducted to determine precisely the type of difficulty faced by students in a particular".<sup>2</sup>

At the end of the research the researcher found that the teacher did not gave questions at the end of the learning both oral and written, the teacher also did not gave questions to the material taught last week for students and students rarely answered the English teacher question in the class when giving question, actually the students answered questions given by the teacher because the teacher help them in difficulties to the material and the students are assisted in answered the question. While the respond gave by students to the interview was gave by researcher that, "the teacher gives written/oral question at the end of the lesson and the teacher give question about previous English material, and then students often answer question given by the English teacher in the class", is students choose the Agree option as a keeper of the questionnaire. This is the best comparison found by researcher through observation checklist between interview questioners.

Based on the results of merger between the observation checklist and the interview, the researcher found that there were several differences between students respond and observations checklist that was owned by researcher. The difference is "the teacher gave a question with the material that was taught last week", in the

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<sup>2</sup>Sudijono Anas, *Pengantar Evaluasi Pendidikan* (Jakarta: Raja Grafindo Persada 2008)

observation result the teacher do not gave the question but respond the students in interview answered "Agree". Then in the next question is "students often answered questions gave by English teacher in the classroom", students respond that their often answered question by the teacher and answered the "Agree" option questionnaire. While researcher did not found students often answered teacher question through the observation checklist. And the last question is "the teacher gave quizzed in the learning process of material taught", in the result of students' interview answered "Agree" is different from the result of observation checklist is the teacher did not gave quizzed when presented the material being taught. Based on these results the researcher found that some questions turned out inconsistent between the interview and observation checklist.

Based on the results of descriptive from the observation at the second years class, it turns out that teacher in the class do not often used the implementation of diagnostic test regularly in the sense that teacher rarely used diagnostic test at SMAN 4 Palopo, although the students in that class did not said that on interview gave by the researcher. As for some of the tables above students questionnaire and observation checklist, are complementary data of researcher to find out how the teacher in implementation of diagnostic test when in classroom.

Based on the characteristics of diagnostic test, the researcher found the teacher at the second year of SMAN 4 Palopo do not gave the students diagnostic test according to written for measure students' particular abilities. Thus, the

diagnostic test given by the teacher can distinguish between abilities that have been mastered by students and abilities that must still be learned in the field of English based on answers obtained from students but the teacher did not give a diagnostic test in the class. So that, the weaknesses or inconsistencies in their mindset cannot be identified by the teacher. Generally, there are principles of diagnostic tests but the researcher did not find that the teacher applied this principle when the teacher was being taught and gave questions to students in the class. After that, the researcher did not find the teacher planning a diagnostic test in the class. There are some approaches that showed the results of administering a diagnostic test that include learning English in some fields (*grammar, vocabulary, and reading*) in the student's class. But after that the teacher did not give a diagnostic test to students, the researcher also did not take the tests to see the strengths and weaknesses of the students' abilities in particular fields in learning English.

So that, the researcher can draw conclusions from some of the descriptions above. It turns out that the teacher in the classroom when being taught rarely gives a diagnostic test to students, as shown by the results obtained by the researcher through direct observation in the classroom and giving questionnaires to students.

There were differences and similarities in the results of the researcher's research compared to the previous related research findings by Prathana Phonapichat et al. entitled "*The Development of diagnostic test using the attribute hierarchy method*". The researcher found that the research concentrated on students' mathematical problem-

solvingskill. Moreover, the created diagnostic test limited to the skill of solving adding and subtracting fractions questions only. The diagnostic test developed based on the attribute hierarchy model. The different research from Lian Kusumaningrum et al entitle "*Pengembangan Instrumen Tes Diagnostik Kesulitan Belajar Kimia Sma Kelas XI Semester I Menggunakan Model Teslet*". Based on the percentage, the researcher found that finding of Siti Maryamah Fajariyah and Wasisen titles "*Pengembangan Tes Diagnostik (Diagnostic Test) Teknik Analitik Pada Materi Listrik Dinamis Untuk Siswa SMA Kelas X*". This research shows that the instrument of diagnostic test with analytic technique on dynamic electricity chapter for student SMA X grade have been proper to be used as instrument for detecting sources of error encountered by students. Percentage of sources of error encountered by students at X grade in solving the problem in physics on dynamic electricity chapter is 69,32% of schematic knowledge, 67,28% of strategy knowledge, 44,97% of algorithmic knowledge, and 23,29% of linguistic knowledge.

From the three previous researcher, the researcher found the similarity and the differences the previous related research findings. The similarity of the research is the researchers in the same field that is about the diagnostic test. And the differences other research were about how to the created diagnostic test limited to the skill of solving adding and subtracting fractions questions only from studies Prathana Phonapichat, then shows that the instrument of diagnostic test with analytic technique on dynamic electricity chapter for student from studies Siti Maryamah Fajariyah and Wasisen, and the diagnostic test developed based the steps by Borg and Gall to detect

the students of the second year Senior high school from studies Lian Kusumaningrum. Whereas, this research just want to discover how to the implementation of diagnostic test at SMAN 4 Palopo.



## CHAPTER V

### CONCLUSION

This chapter presents conclusions and suggestions.

#### A. Conclusions

Based on the observations made by researcher at the second years SMAN 4 Palopo, the researcher concludes that the English teacher gave diagnostic test to students when the teacher taught in the class XI MIA 2. The implementation of diagnostic test was conducted by the teacher in the class by using the observation checklist and questionnaire to students after learning process finished, the researcher conclude that from the results of the questionnaire responses was obtained by researcher when gave the interview to students is 91%, the average percentage of students responses is  $60\% < NR \leq 80\%$  by answered the "Agree" option of each questions.

Based on the characteristics of diagnostic test, the researcher found the teacher at the second year of SMAN 4 Palopo did not give the students diagnostic test. Generally, there are principles of diagnostic test but the researcher not found that the teacher applied this principle when the teacher taught and gave question to students in the class. After that, the researcher did not find the teacher planning a diagnostic test in the class. the results of descriptive from the observation at the second years class, it turns out that teacher in the class rare used the implementation of diagnostic test regularly in the sense that teacher rarely used diagnostic test at

SMAN 4 Palopo, although the students in that class did not said that on questioner gave by the researcher.

So that, the researcher conclude from the descriptions above the implementation of diagnostic test apparently that the teacher in the classroom when being taught rarely gave diagnostic test to students both the current at the opening of learning, core activity of learning and in the close activity of learning, carry as by the results obtained the researcher through direct observation in the classroom and giving questionnaire to students.

## **B. Suggestions**

After giving the conclusion, the researcher would like to give some suggestions addressed to the teacher, students and the next researcher as a feedback of the research result.

### **1. For the students**

The researcher expect for the school should be more interested in the students' since the result of the research showed that could improve their ability students and the teacher.

### **2. For the teacher**

a. The teacher should be able to maximize the activities of the teaching and learning process, not only pursuing the completed curriculum target but also gave attention to the level of mastery of students towards the material in question by asking students to explain each step taken in working problem. Thus, the teacher can

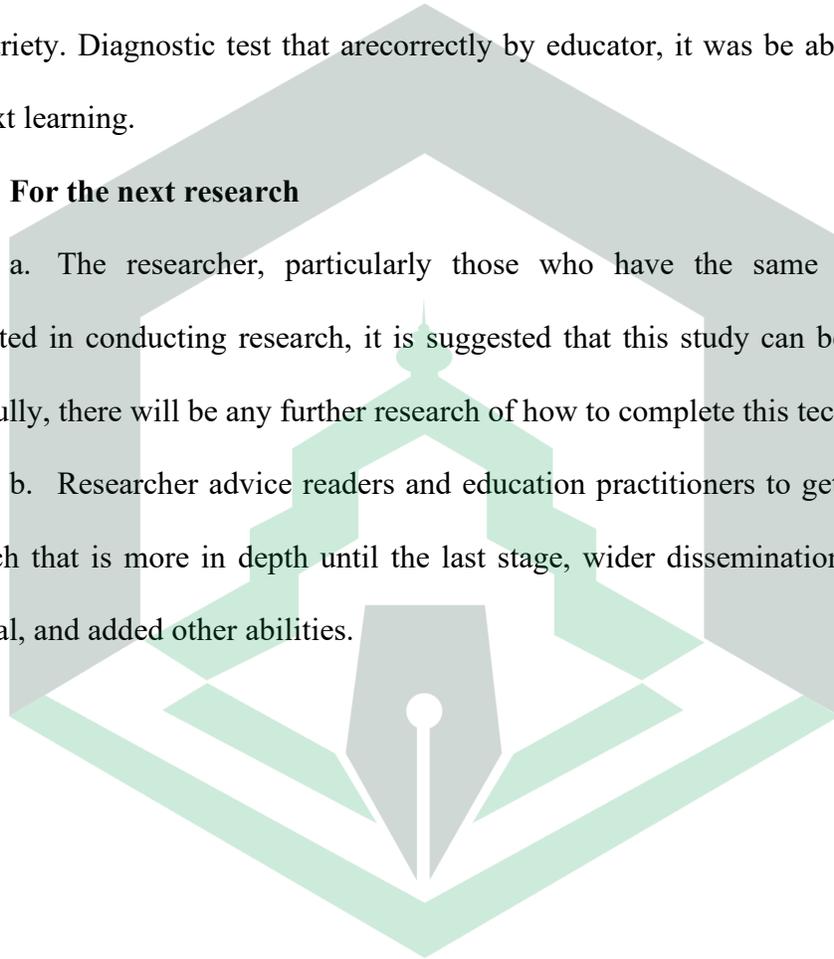
know which step which have not been mastered by students so that they can conduct intensive guidance.

b. Educators should be able to innovate in implementation their own diagnostic test, because diagnostic test that are ready to use still limited in number and variety. Diagnostic test that are correctly by educator, it was be able to improve the next learning.

### **3. For the next research**

a. The researcher, particularly those who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further research of how to complete this technique.

b. Researcher advice readers and education practitioners to get it do similar research that is more in depth until the last stage, wider dissemination and broader material, and added other abilities.



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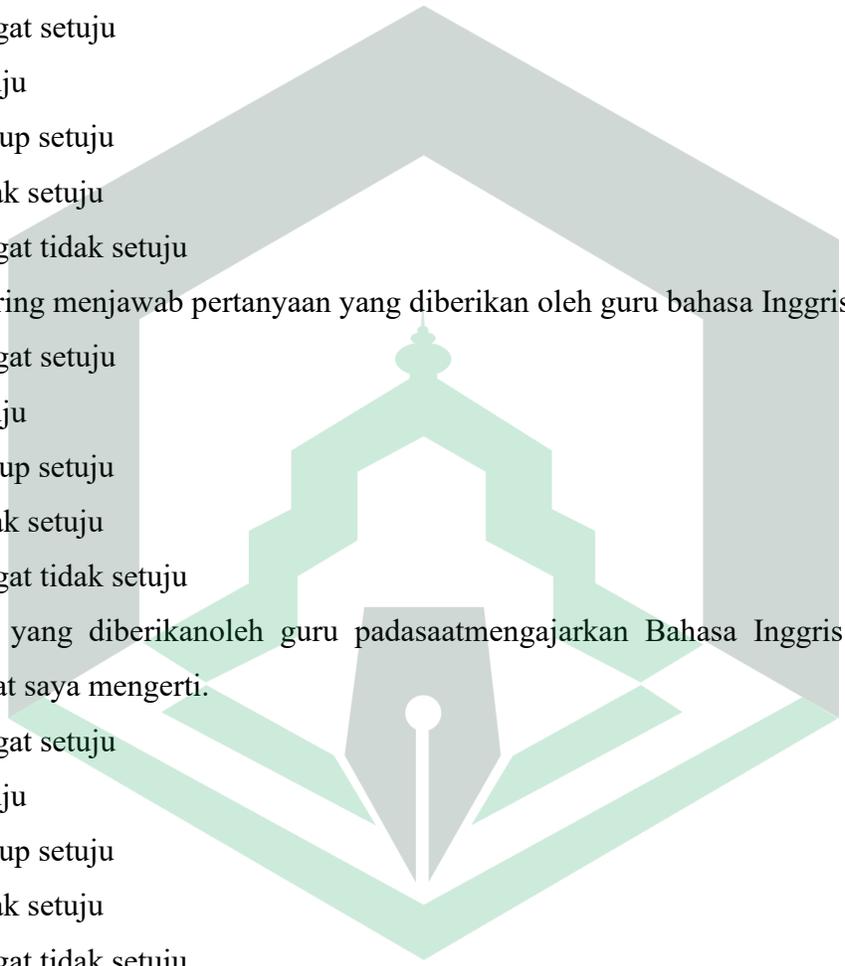


### The Result of Observation Checklist

<b>OBSERVATION CHECKLIST</b>			
<b>NUM.</b>	<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>
1	The teacher gave question to the students when English teacher taught in the classroom.	√	
2	During the English teacher learning progresses gives question according to the material being taught.	√	
3	The teacher often help and guide students in solving problem if I have difficulty the English question respond.	√	
4	Respond the teacher's by me when teacher gives easy question on appropriate with material being taught.	√	
5	The teacher gives question in orally or in writing on the material taught by the teacher when finish of learning.		√
6	Teacher gaves question about the material beginning previous at English learning.		√
7	Often respond the questions gaven by the English teacher in the classroom.		√
8	The methods gaven by the teacher is taught of English in the classroom made me understood.	√	
9	The teacher gave question in orally or in writting at the beginning of learning.	√	
10	The Teacher gave the Quiz when teacher bring material taught in the learning.		√

## DAFTAR PERTANYAAN WAWANCARA UNTUK SISWA

1. Guru memberikan pertanyaan kesiswa pada saat mengajarkan Bahasa Inggris di dalam kelas.
  - a. Sangat setuju
  - b. Setuju
  - c. Cukup setuju
  - d. Tidak setuju
  - e. Sangat tidak setuju
2. Selama pembelajaran Bahasa Inggris berlangsung guru memberikan pertanyaan sesuai dengan materi yang sedang di ajarkan.
  - a. Sangat setuju
  - b. Setuju
  - c. Cukup setuju
  - d. Tidak setuju
  - e. Sangat tidak setuju
3. Guru sering membantu dan membimbing saya dalam memecahkan masalah jika saya mengalam ikesulitan dalam menjawab pertanyaan bahasa Inggris.
  - a. Sangat setuju
  - b. Sertuju
  - c. Cukup setuju
  - d. Tidak setuju
  - e. Sangat tidak setuju
4. Saya menjawab pertanyaan guru dengan mudah ketika guru memberikan pertanyaanyang sesuai dengan mater iyang diajarkan.
  - a. Sangat setuju
  - b. Setuju
  - c. Cukup setuju
  - d. Tidak setuju
  - e. Sangat tidak setuju
5. Guru memberikan pertanyaan secara tulisan/lisan pada materi yang diajarkan oleh guru pada saat diakhi rpembelajaran.

- 
- a. Sangat setuju
- b. Setuju
- c. Cukup setuju
- d. Tidak setuju
- e. Sangat tidak setuju
6. Guru memberikan pertanyaan tentang materi sebelumnya diawal pembelajaran Bahasa Inggris.
- a. Sangat setuju
- b. Setuju
- c. Cukup setuju
- d. Tidak setuju
- e. Sangat tidak setuju
7. Saya sering menjawab pertanyaan yang diberikan oleh guru bahasa Inggris didalam kelas.
- a. Sangat setuju
- b. Setuju
- c. Cukup setuju
- d. Tidak setuju
- e. Sangat tidak setuju
8. Metode yang diberikanoleh guru padasaatmengajarkan Bahasa Inggris didalam kelas membuat saya mengerti.
- a. Sangat setuju
- b. Setuju
- c. Cukup setuju
- d. Tidak setuju
- e. Sangat tidak setuju
9. Guru memberikan pertanyaan secara lisan/tulisan diawal pembelajarannya.
- a. Sangat setuju
- b. Setuju
- c. Cukup setuju
- d. Tidak setuju
- e. Sangat tidak setuju

10. Guru memberikan Quiz ditengah pembelajaran pada saat membawakan materi yang diajarkan.

- a. Sangat setuju
- b. Setuju
- c. Cukup setuju
- d. Tidak setuju
- e. Sangat tidak setuju



## DIAGNOSTIC TEST

1. I and my friends ... in the library. We read some books

- a. am
- b. is
- c. have
- d. are

2. She ... not work because she has the flu.

- a. is
- b. does
- c. do
- d. be

3. Alina ... song every night.

- a. sings
- b. sing
- c. is
- d. does

4. My father ... tea every morning.

- a. drink
- b. drinks
- c. drinking
- d. is

5. They ... a test every week.

- a. does
- b. has
- c. are
- d. have

6. Dolph: Please call me if you need.

Jack: No. I ... need your help.

- a. do not
- b. does
- c. not
- d. am not

7. She is a student. She ... at school.

- a. studying
- b. study
- c. studies
- d. does

8. We ... soccer match.

- a. doing
- b. watching
- c. watches
- d. watch



9. Gina cooks fried rice. It ... amazing.

- a. does
- b. do
- c. are
- d. is

10. My brother rides a bike to school ...

- a. everyday
- b. last day
- c. next week
- d. next time

11. Lina ..... the match in Olympic Games. She is so sad.

- a. won
- b. lost
- c. jumped
- d. celebrated

12. I went to dentist yesterday because my ..... were in pain.

- a. hands
- b. fingers
- c. teeth
- d. ears

13. A : Can you help me?

B : Yes, of course. What can I do for you?

A : Please, ..... this bag to my room.

B : Yes, Sir.

- a. bring
- b. help
- c. give
- d. Has

14. This exercise was too ..... for me. I got score 100.

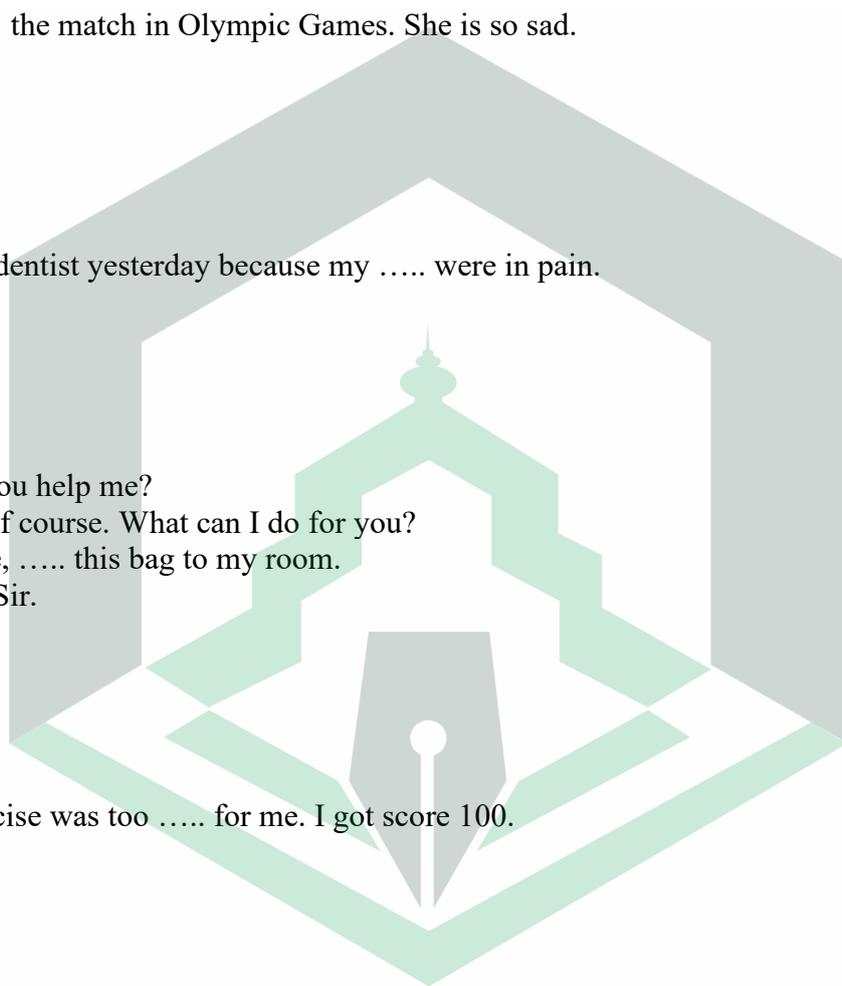
- a. difficult
- b. easy
- c. expensive
- d. high

15. Diana's barbie is broken. Diana is very ..... now.

- a. confuse
- b. sad
- c. happy
- d. charm

16. The teacher's duty is to ..... the students in the school.

- a. teach
- b. play
- c. make
- d. work



17. Luna is celebrating her birthday.

Now Luna feels .....

- a. angry
- b. dusty
- c. easy
- d. happy

18. Mia : Adi, your shoes are so fit in your ..... . You look georgeous.

Adi : Thank you.

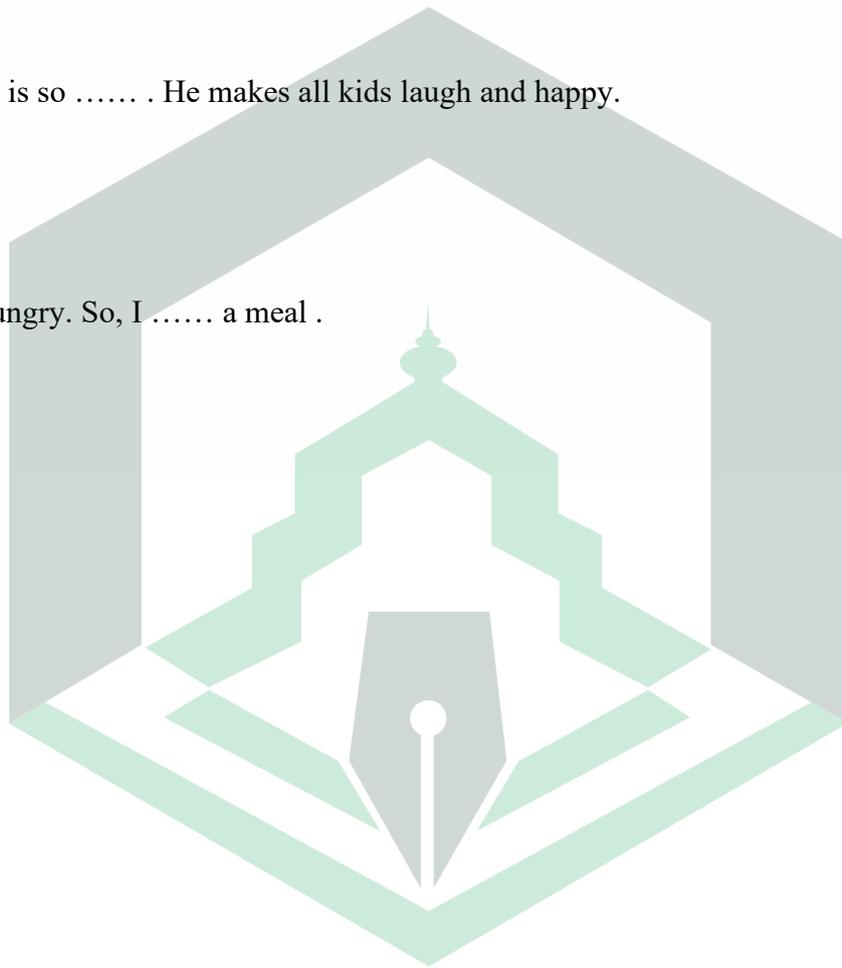
- a. finger
- b. lip
- c. hand
- d. feet

19 The clown is so ..... . He makes all kids laugh and happy.

- a. funny
- b. quiet
- c. noisy
- d. disgusting

20. I am so hungry. So, I ..... a meal .

- a. prepare
- b. walk
- c. kick
- d. wear



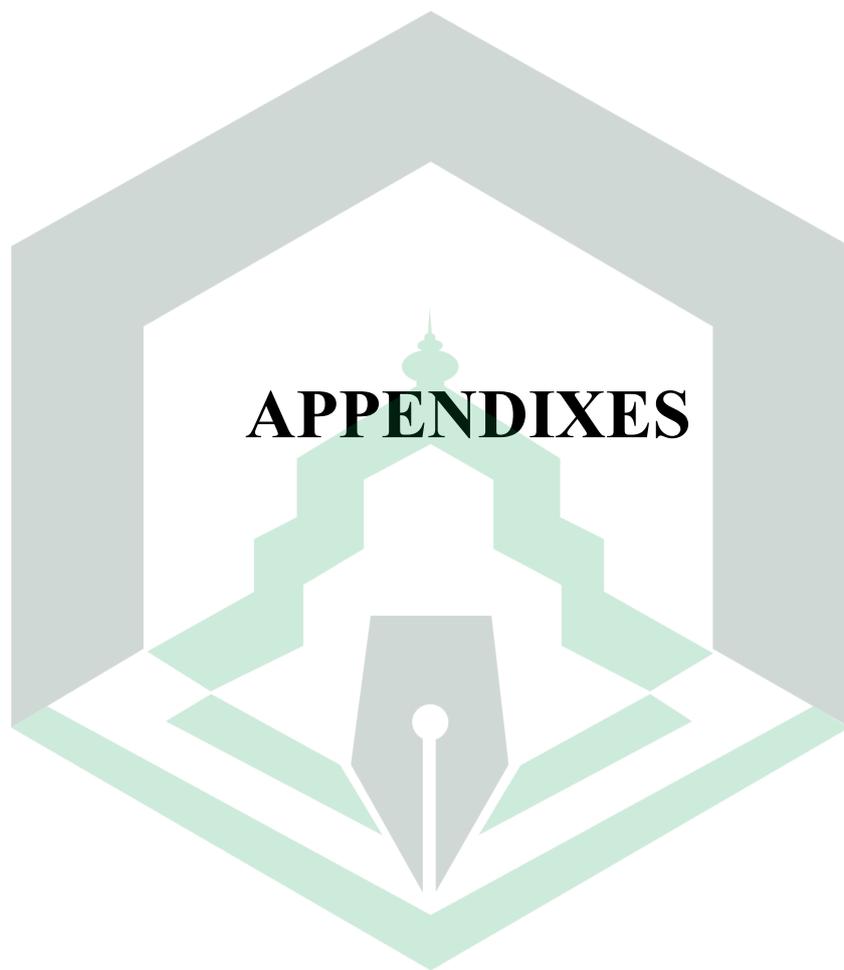
## THE ANSWER'S

- 1) d. are
- 2) b. does
- 3) a. sings
- 4) b. drinks
- 5) d. have
- 6) a. do not
- 7) c. studies
- 8) d. watch
- 9) d. is
- 10) a. every day

## KUNCI JAWABAN VOCAB

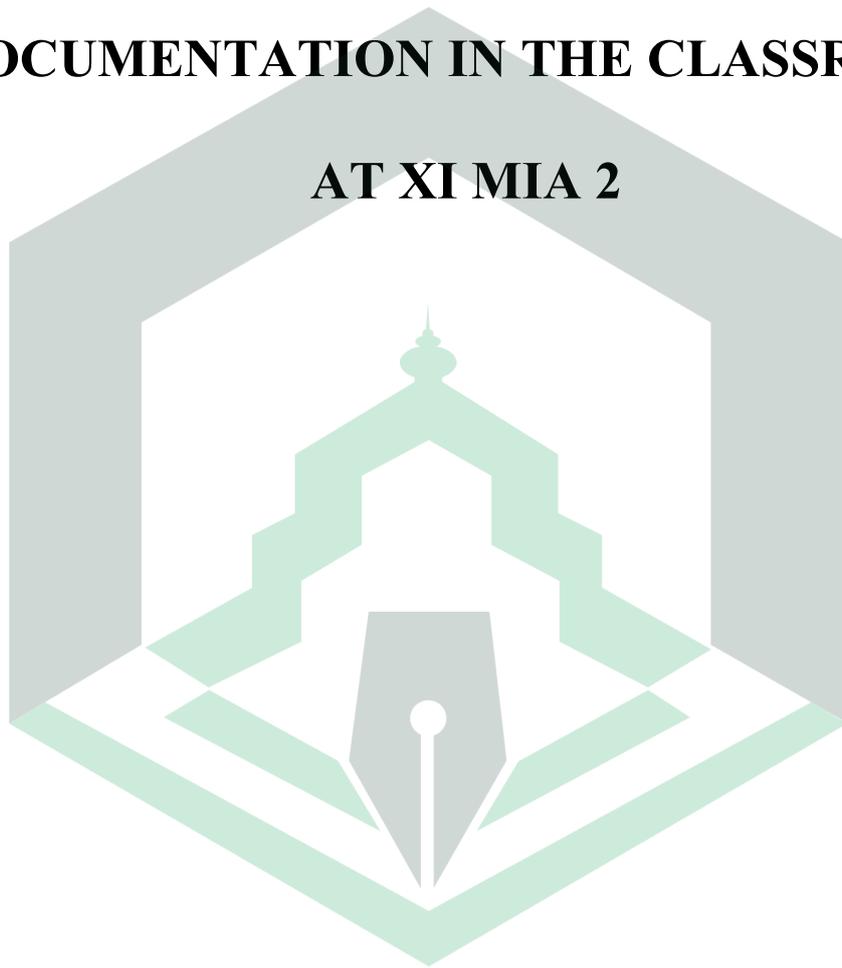
- 11) B. lost
- 12) C. teeth
- 13) A. bring
- 14) B. easy
- 15) B. sad
- 16) A. teach
- 17) D. happy
- 18) D. feet
- 19) A. funny
- 20) A. prepare





# **DOCUMENTATION IN THE CLASSROOM**

**AT XI MIA 2**



**INTERVIEW THE STUDENTS**



**THE TEACHER TAUGHT IN THE CLASSROOM**



**STUDENTS LEARNING LESSON LATER**



## **LIST OF APPENDIXES**

Appendixes I Questioner students

Appendixes II Diagnostic Test

Appendixes III Documentation

Appendixes IV The Result of Observation Checklist

Appendixes V The Answer's





**PERSURATAN**



## CURRICULUM VITAE

**Riska Ayu Magfirah** was born on November, 04<sup>th</sup> 1997 in Timampu, Towuti District, Luwu Timur Regency, South Sulawesi. She is the only child from the couple Mas'ud Tahir and Hj. Muliati. Actually she has brother five years before she was born, but she's brother die after he was born. She started her study when

she was five years old in Towuti Number 268 Elementary School (SDN 268 Towuti) in Lombok. and graduated in 2008. After that, she continued her study in Junior High School Number 1 of Towuti (SMPN 1 Towuti), Towuti District, Luwu Timur Regency. Then she continued her study in Senior High School Number 1 of Towuti (SMAN 1 Towuti), Towuti District, Luwu Timur Regency, South Sulawesi. In the second years she took Social course and graduated in 2014. And then she continued again for her degree (S1) in the State Institute For Islamic Studies (IAIN) of Palopo. She took English Education Study Program in Tarbiyah and Teacher Training Department. She has been writing her thesis with the title “**The Implementation of Diagnostic Test at SMAN 4 Palopo**”.





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**Surat Keterangan Bebas Mata Kuliah**

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Riska Ayu Magfirah

Nim : 14.16.3.0115

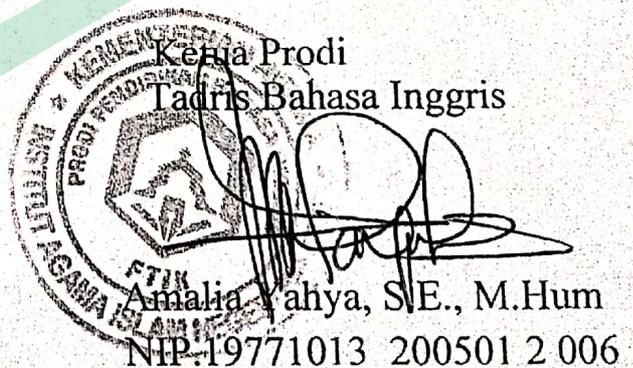
Prodi : Tadris Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 29 Januari 2019

Ketua Prodi  
Tadris Bahasa Inggris

  
Amalia Yahya, S.E., M.Hum  
NIP.19771013 200501 2 006



### SURAT KETERANGAN

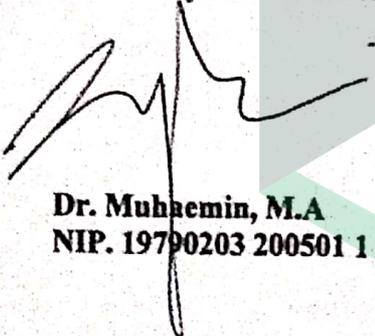
Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Riska Ayu Magfirah  
Nim : 14.16.3.0115  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Alamat / No. HP : Jl. Bitti / 081 242 302 464

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Wakil Dekan I  
Fak. Tarbiyah dan Ilmu Keguruan

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Rajin" baca Al-Qur'an spy Lancar

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**SURAT KETERANGAN**  
Nomor: In.19/PP.00.9/ 703/2018

Yang bertanda tangan di bawah ini Pengelola Program Matrikulasi IAIN Palopo, menerangkan dengan sebenarnya bahwa:

Nama : RISKHA AYU MAFPIBAH  
NIM : 19.16.3.0115  
Jurusan : PTK / BAHASA INGGRIS . C  
Tahun Akademik : 2019

Benar telah mengikuti secara aktif perkuliahan Program Matrikulasi IAIN Palopo dan telah mengikuti ujian serta dinyatakan lulus pada semua mata kuliah Program Matrikulasi semester 1 dan 2 Tahun Akademik...2019/2015...

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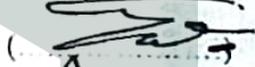
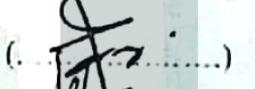
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## THESIS APPROVAL

This thesis entitled “**The Implementation of Diagnostic Test at SMAN 4 Palopo**” which is written by **Riska Ayu Magfirah**, Reg. Number 14.16.3.0115, English S1 Study Program of Tarbiyah and Teacher Training Faculty of The State Institute for Islamic Studies Palopo, and has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday, March 22<sup>nd</sup> 2019 M**, coincided with **Rajab 15<sup>rd</sup> 1440 H**. it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, March 22<sup>nd</sup> 2019 M  
Rajab 15<sup>th</sup> 1440 H

### COMMITTEE OF EXAMINATION

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| 3. Dr. Syahraini, M.Hum       | Examiner I    | (  )  |
| 4. Akbar, S.Pd.I., M.Ed       | Examiner II   | (  ) |
| 5. Madehang, S.Ag.,M.Pd.      | Consultant I  | (  )  |
| 6. Dewi Furwana, S.Pd.I.,M.Pd | Consultant II | (  ) |

Approved by,

The Rector of IAIN Palopo

The Dean of Tarbiyah

and Teacher Training Faculty



  
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## CONSULTANT APPROVAL

Thesis Entitled : **THE IMPLEMENTATION OF DIAGNOSTIC TEST AT SMAN 4 PALOPO**

Written By :

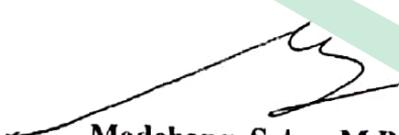
Name : Riska Ayu Magfirah  
Reg. Num : 14.16.3.0115  
Faculty : Tarbiyah and Teacher Training  
Study Program : English Education

Has been corrected and approved to be examined.

Palopo, 28<sup>h</sup> January 2019

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## PRONOUNCEMENT

I am undersigned:

Name : Riska Ayu Magfirah  
Reg Number : 14.16.3.0115  
Department : English Education  
Faculty : Tarbiyah and Teachers Training

Clarify truly that:

1. This thesis is really a result of my own work, not plagiarism or duplication of the writing/works of others which I admitted as a result of my own writing or mind.
2. All parts of this thesis are my own work, anything related to other's works is written in quotation and the sources of which are listed on the list of references.

Hence, this pronouncement was made as appropriate. When I do not write this letter, I will accept sanctions for such actions.

Palopo, 22 March 2019

Penyegerhan  
**METERAI  
TEMPEL**  
250C9AFF091885405  
**6000**  
ENAM RIBURUPIAH  
**Riska Ayu Magfirah**  
NIM 14.16.3.0115



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO**  
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Email: ftik@iainpalopo.ac.id Web: www.ftik-iainpalopo.ac.id

Nomor : 0644 /In.19/FTIK/HM.01/01/2019  
Lampiran : -  
Perihal : **Permohonan Surat Izin Penelitian**

10 Januari 2019

Yth. Kepala Cabang Dinas Wilayah XI  
(Palopo-Luwu-Toraja Utara)

di -  
Palopo

*Assalamu Alaikum Wr. Wb.*

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama : Riska Ayu Magfirah  
NIM : 14.16.3.0115  
Program Studi : Tadris Bahasa Inggris  
Semester : IX (sembilan)  
Tahun Akademik : 2018/2019  
Alamat : -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMAN 4 Palopo dengan judul: **"The Implementation of Diagnostic Text at SMAN 4 Palopo"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

*Wassalamu Alaikum Wr. Wb.*



Dekan,  
Dr. Kaharuddin, M.Pd.I.  
NIP 19701030 199903 1 003



**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENDIDIKAN**  
**SMA NEGERI 4 PALOPO**

Jalan Bakau Balandai No. Telp (0471) 21475 Email: sman04plp@gmail.com

**SURAT KETERANGAN PENELITIAN**

Nomor : 421.3/023-UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 4 Palopo, menerangkan bahwa :

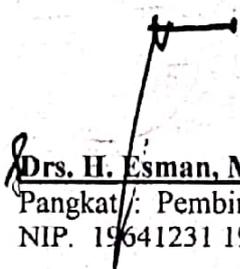
**N a m a** : RISK A YU MAKPIRA  
**NIM** : 141630115  
**Tempat / Tgl. Lahir** : Timampu, 04 Nopember 1997  
**Jenis Kelamin** : Perempuan  
**Pekerjaan** : Mahasiswa IAIN Palopo  
**Alamat** : Jl. Bitti Balandai Kota Palopo

Yang bersangkutan telah mengadakan penelitian di SMA Negeri 4 Palopo, terhitung mulai 11 Januari s.d 11 Februari 2019, guna melengkapi Skripsi yang berjudul : "THE IMPLEMENTATION OF DIAGNOSTIC TEST AT SMAN 4 PALOPO"

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 26 Januari 2019

Kepala UPTD,

  
**Drs. H. Esman, M.Pd**

Pangkat/ : Pembina Utama Muda

NIP. 19641231 198903 1 242



1 2 0 1 9 1 9 0 0 9 0 0 3 4

**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 23692

**ASLI**

**IZIN PENELITIAN**  
**NOMOR : 34/IP/DPMPSTSP/1/2019**

**DASAR HUKUM :**

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : RISKI AYU MAGFIRAH  
 Jenis Kelamin : Perempuan  
 Alamat : Jl. Balandai Kota Palopo  
 Pekerjaan : Mahasiswa  
 NIM : 14.16.3.0115

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

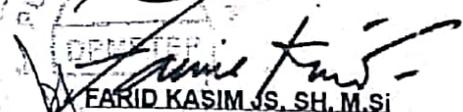
**THE IMPLEMENTATION OF DIAGNOSTIC TEST AT SMAN 4 PALOPO**

Lokasi Penelitian : SMA NEGERI 4 PALOPO  
 Lamanya Penelitian : 11 Januari 2019 s.d. 11 Maret 2019

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
 Pada tanggal : 11 Januari 2019  
 Kepala Dinas Penanaman Modal dan PTSP  
  
**FARID KASIM, S. SH. M.Si**  
 Pangkat : Pembina Tk. I  
 NIP : 19830309 200312 1 004

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



**SURAT KEPUTUSAN**  
**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUN INSTITUT AGAMA ISLAM NEGERI (IAIN)**  
**PALOPO**  
**NOMOR : 0226 TAHUN 2019**  
**TENTANG**  
**PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA**

DENGAN RAHMAT TUHAN YANG MAHA ESA  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang : a. bahwa demi kelancaran proses pengujian skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji skripsi;  
b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi sebagaimana dimaksud dalam butir a di atas, maka perlu ditetapkan melalui surat Keputusan Dekan.  
c. bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;
- Mengingat : 1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;  
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;  
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;  
5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;

**MEMUTUSKAN**

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO
- Kesatu : Mengangkat mereka yang tersebut namanya pada lampiran surat keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian wewenang Menandatangani Surat Penetapan Dosen Pembimbing dan Dosen Penguji Skripsi;
- Kedua : Tugas Tim Dosen Penguji Skripsi adalah : mengoreksi, mengarahkan, menilai/ mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan ujian skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk skripsi.
- Ketiga : Surat Keputusan ini berlaku pada Ujian Seminar hasil dan Ujian Munaqasyah Skripsi
- Keempat : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN PALOPO TAHUN 2019.
- Kelima : Surat Keputusan ini berlaku sejak tanggal di tetapkannya dan berakhir setelah kegiatan pengujian skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya.
- Keenam : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya

Ditetapkan di  
Pada Tanggal

: Palopo  
: 11 Februari 2019



Tembusan :

1. Rektor IAIN Palopo
2. Ketua Prodi
3. Pertinggal

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO  
NOMOR : 0226 TAHUN 2019  
TANGGAL : 11 FEBRUARI 2019  
TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA

---

- I. Nama Mahasiswa : Riska Ayu Magfirah  
NIM : 14.16.3.0115  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris
- II. Judul Skripsi : The Implementation of Diagnostic Test at SMAN 4 Palopo
- III. Tim Dosen Penguji :
- Ketua Sidang : Amalia Yahya, S.E.,M.Hum.  
Sekretaris : Syamsudarni, S.Pd.I.,M.Ed.  
Penguji Utama (I) : Dr. Syahraini, M.Hum  
Pembantu Penguji (II) : Akbar, S.Pd.I.,M.Ed.  
Pembimbing (I) / Penguji : Madehang, S.Ag.,M.Pd.  
Pembimbing (II) / Penguji : Dewi Furwana, S.Pd.I.,M.Pd

Palopo, 11 Februari 2019

Dekan,

  
Kaharuddin

**THE RESULT OF REVISION OF RESULT SEMINAR  
ENGLISH STUDY PROGRAM OF TARBITYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN) PALOPO**

Title of Thesis : **THE IMPLEMENTATION OF DIAGNOSTIC TEST AT SMAN 4 PALOPO**  
Name : **RISKA AYU MAGFIRAH**  
Reg. Number : **14.16.3.0115**  
Chairman of session : **Amalia Yahya, S.E.,M.Hum.**

	Name	Signs
Consultant I	: <b>Madehang, S.Ag.,M.Pd.</b>	
Consultant II	: <b>Dewi Furwana, S.Pd.I.,M.Pd</b>	
Examiner I	: <b>Dr. Syahraini, M.Hum</b>	
Examiner II	: <b>Akbar, S.Pd.I.,M.Ed.</b>	

Num	Examiners	Suggestion	Page before revision	Result of Revision	Page after revision	Done/not done
1	Dr. Syahraini, M.Hum	<ul style="list-style-type: none"> <li>Ungrammatical &amp; Misspelling words</li> <li>What is the different between diagnostic test &amp; formal assessment?</li> <li>Add observation checklist in appendix</li> <li>Fix the findings</li> <li>Title should be revised</li> <li>What is the use of observation checklist?</li> </ul>	<ul style="list-style-type: none"> <li>27</li> <li>13-15</li> <li>33</li> <li>32-44</li> <li>1</li> <li>33</li> </ul>	<ul style="list-style-type: none"> <li>Ungrammatical &amp; Misspelling words has fixed</li> <li>The different between diagnostic test &amp; formal assessment has been fixed</li> <li>Observation checklist in appendix have been added</li> <li>Findings has been fixed</li> <li>Title has been revised</li> <li>The used of observation checklist has been fixed</li> </ul>	<ul style="list-style-type: none"> <li>27</li> <li>13-15</li> <li>Appendix</li> <li>32-44</li> <li>1</li> <li>Appendix</li> </ul>	Done
2	Akbar, S.Pd.I., M.Ed	<ul style="list-style-type: none"> <li>Ungrammatical &amp; Misspelling words</li> <li>Some statement in your background should be clear</li> <li>What is your reason why you choose the diagnostic test as your research?</li> </ul>	<ul style="list-style-type: none"> <li>3,27-28</li> <li>2</li> <li>27</li> </ul>	<ul style="list-style-type: none"> <li>Ungrammatical &amp; Misspelling words has fixed</li> <li>Background of the research has fixed</li> <li>The reason choose the diagnostic test as the research has been</li> </ul>	<ul style="list-style-type: none"> <li>3,27-28</li> <li>2</li> <li>27</li> </ul>	Done

		<ul style="list-style-type: none"> <li>• Conclusion should be revised</li> </ul>	<ul style="list-style-type: none"> <li>• 54-55</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion has been revised</li> </ul>	<ul style="list-style-type: none"> <li>• 54-55</li> </ul>	Done
3	<p>Madhang, S.Ag.,M.Pd.</p>	<ul style="list-style-type: none"> <li>• Explain the research instrument</li> <li>• Ungrammatical sentences &amp; Misspelling words</li> <li>• Background of the research</li> </ul>	<ul style="list-style-type: none"> <li>• 28</li> <li>• 30-31</li> <li>• 1-3</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the research instrument has been clear</li> <li>• Ungrammatical sentences &amp; Misspelling words has fixed</li> <li>• Background of the research has fixed</li> </ul>	<ul style="list-style-type: none"> <li>• 28</li> <li>• 30-31</li> <li>• 1-3</li> </ul>	Done
4	<p>Dewi Furwana, S.Pd.I.,M.Pd</p>	<ul style="list-style-type: none"> <li>• Ungrammatical sentences &amp; Misspelling words</li> <li>• Operational definition of the research should be clear</li> <li>• Significant of the research changed should be</li> <li>• the Expected significances of Problem statement should be clear</li> </ul>	<ul style="list-style-type: none"> <li>• 28-29</li> <li>• 4</li> <li>• 3</li> <li>• 3</li> </ul>	<ul style="list-style-type: none"> <li>• Ungrammatical sentences &amp; Misspelling words has fixed</li> <li>• Operational definition of the research has fixed</li> <li>• the Expected significances of the Expected has fixed</li> <li>• Problem statement has fixed</li> </ul>	<ul style="list-style-type: none"> <li>• 28-29</li> <li>• 4</li> <li>• 3</li> <li>• 3</li> </ul>	Done

## CONSULTANT APPROVAL

Thesis Entitled : **THE IMPLEMENTATION OF DIAGNOSTIC TEST AT SMAN  
4 PALOPO**

Written By :

Name : Riska Ayu Magfirah  
Reg. Num : 14.16.3.0115  
Faculty : Tarbiyah and Teacher Training  
Study Program : English Education

Has been corrected and approved to be examined.

Palopo, 28<sup>h</sup> January 2019

Consultant I

Consultant II

  
**Madehang, S.Ag., M.Pd**  
NIP. 19730615 200003 1 004

  
**Dewi Furwana, S.Pd.I., M.Pd**  
NIP. 19870831 201503 2 006

## NOTA DINAS PEMBIMBING

Lampiran : -

Palopo, 28<sup>h</sup> January 2019

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

*Assalamu 'Alaikum Wr.Wb.*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

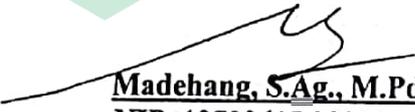
Nama : Riska Ayu Magfirah  
NIM : 14.16.3.0115  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul : "The Implementation of Diagnostic Test at SMAN 4 Palopo"

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya.

*Wassalamu 'Alaikum Wr.Wb.*

**Pembimbing I**

  
**Madehang, S.Ag., M.Pd**

**NIP. 19730615 200003 1 004**

## NOTA DINAS PEMBIMBING

Lampiran :-

Palopo, 28<sup>h</sup> January 2019

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

*Assalamu 'Alaikum Wr.Wb.*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama : Riska Ayu Magfirah  
NIM : 14.16.3.0115  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul : "The Implementation of Diagnostic Test at SMAN 4 Palopo"

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.  
Demikian untuk diproses selanjutnya.

*Wassalamu 'Alaikum Wr.Wb.*

Pembimbing II



**Dewi Furwana, S.Pd.I., M.Pd**  
**NIP. 19870831 201503 2 006**

## EXAMINER APPROVAL

Thesis Entitle : The Implementation of Diagnostic Test at SMAN 4 Palopo

Written By:

Name : Riska Ayu Magfirah

Reg. Number : 14.16.3.0115

Faculty : Tarbiyah and Teacher Training

Study Program : English Education

Has been corrected and approved to be Munaqasyah examined.

Palopo, March 4<sup>th</sup> 2019

Examiner I



**Dr. Sahraini, M.Hum**  
NIP. 19691231 199903 2 001

Examiner II



**Akbar, S.Pd.I., M.Ed.**  
NIP. 19791031 201101 1 005

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ

سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَاصْحَابِهِ أَجْمَعِينَ

Alhamdulillahirabbil'alam, the researcher express my highest gratitude to Allah swt for blessing, love, mercy on most of all change to finish this thesis although in a simple form. The researcher realize that there is much luckiness. Shalawat and salam are addressed to be beloved and chosen messenger the prophet Muhammad Saw, his family, his beloved friends and for the people who always follow his step and we hope we are the person that follow his step.

The researcher realize that this thesis cannot be accomplished without help guidance, critics, advice, and motivation from the others that help me along this research. Therefore, in this chance, The researcher would like to express respecting and thanks, fullness to:

1. **Dr. Abdul Pirol, M.Ag**, as the head of IAIN Palopo, the first, the second, the third deputy head. All of the lecturers and their assistance and the employers of IAIN Palopo who have taught, educated, helped, advice, and guidance, during this study in IAIN Palopo.
2. **Dr. Kaharuddin, M.Pd.I**, as the dean of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic studies Palopo.
3. **Amalia Yahya, S.E., M.Hum**. The head of English study program IAIN Palopo, always support and give the best idea how to be a good person in

understanding the English language. She is the first consultant also who always give me support, suggest, motivation, and to revise this thesis.

4. **Madehang, S.Ag, M.Pd**, as the first consultant and **Dewi Furwana, S.Pd.I., M.Pd**, as the second consultant who always give me support, suggest, motivate, and to revise this thesis.

5. All the lectures and Staff of **IAIN Palopo** who have given me facilities and the references to accomplish this thesis.

6. **Drs. H. Enam, M.Pd**, as the headmaster of **SMAN4 Palopo** who has give the researcher chance, information, and facilities to accomplish this thesis.

7. **Hariani S.Pd** and **Zetly, S.S**, as the teacher of English and all of students at the second class specially **XI MIA 2** who gave me an opportunity to do research in the class until finish.

8. Thanks to my beloved parents: **Hj. Muliati** and **Mas'ud Tahir** who always give their sincere prayers for success in my life. Beloved aunty **Bidrah, S.Ag, M.Si** who always give support, motivation, and moral encouragement finish my study.

9. Thanks for my beloved friends **Nimrah Hamid, Nurul Ainun Islamia,** and **Suntika Andani**, who helped, support, and spirit to finishing this thesis.

10. All of my friends class **A, B, D** and specially in **BIG C FAMILY 2014**, my friends in **HATG Squad**, and that the researcher can't mention one by one. Thanks for their friendship and give motivation, help to me to finish this thesis.

May Allah swt., show define judgment of service who helped the researcher. In the end, the researcher has a big expectation that this thesis can be useful and give positive contribution for the readers and the others.

Palopo, 29<sup>th</sup> September 2018

Researcher



**Riska Ayu Magfirah**  
**Reg. Num. 14.16.3.0115**



## LIST OF TABLE

<b>Tabel 4.1</b> The Analysis Result of Likert Scale Questioner .....	33
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