

USULAN
SKEMA: PENELITIAN APLIKATIF KREATIF



**THE ANALYSIS OF THE FACTORS AFFECTING THE RELIABILITY
OF SENIOR HIGH SCHOOLS' TEACHER-MADE ENGLISH TEST IN
PURWOREJO REGENCY**

TIM PENGUSUL

Abdul Ngafif, M.Pd.B.I.	NIDN 0602078404
Dr. Semi Sukarni, M.Pd.	NIDN 0624057001
Ismawati Ike Nugraeni, S.S., M.Hum.	NIDN 0010067901
Nelu Sahidah	NIM 182120085
Karin Dinda Pithaloka	NIM 182120083
Setiya Cahya Ningsih	NIM 182120069

UNIVERSITAS MUHAMMADIYAH PURWOREJO
JANUARI 2022

HALAMAN PENGESAHAN

Judul Penelitian : THE ANALYSIS OF THE FACTORS AFFECTING THE
RELIABILITY OF A TEACHER-MADE ENGLISH TEST IN
SENIOR HIGH SCHOOL IN PURWOREJO REGENCY

Peneliti/Pelaksana :

Nama lengkap : Abdul Ngafif, M.Pd.B.I.

NIDN : 0602078404

Jabatan Fungsional : Asisten Ahli

Program Studi : Pendidikan Bahasa Inggris

Nomor HP : 087732848232

Alamat surel (e-mail) : abdulngafif@umpwr.ac.id

Anggota (1)

Nama Lengkap : Dr. Semi Sukarni, M.Pd.

NIDN : 0624057001

Anggota (2)

Nama Lengkap : Ismawati Ike Nugraeni, S.S., M.Hum.

NIDN : 0010067901

Anggota (3) : 3 mahasiswa

Institusi Mitra (jika ada) :

Nama Institusi Mitra : -

Alamat : -

Penanggungjawab : -

Tahun Pelaksanaan : Tahun ke 1 dari rencana 1 tahun

Biaya Tahun Berjalan : Rp. 5.000.000,-

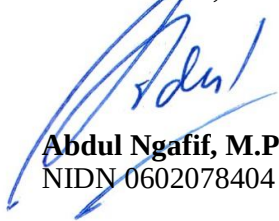
Biaya Keseluruhan : Rp. 5.000.000,-

Mengetahui,
Ketua LPPM UMPurworejo

Dr. Sriyono, M.Pd.
NIDN 0613027102

Purworejo, 24 Januari 2022

Ketua Peneliti,


Abdul Ngafif, M.Pd.B.I.
NIDN 0602078404

IDENTITAS DAN URAIAN UMUM

- a. Judul Penelitian:
THE ANALYSIS OF THE FACTORS AFFECTING THE RELIABILITY OF SENIOR HIGH SCHOOLS' TEACHER-MADE ENGLISH TEST IN PURWOREJO REGENCY
- b. Objek Penelitian (jenis material yang akan diteliti dan segi penelitian):
Teacher-made test
- c. Masa pelaksanaan
Mulai : bulan: Januari tahun 2022
Berakhir : bulan: Juli tahun 2022
- d. Usulan biaya DRPM Ditjen
Tahun ke 1 : Rp. 5.000.000,-
Tahun ke 2 : Rp.
Tahun ke 3 : Rp.
- e. Lokasi penelitian (lab/studio/lapangan)
SMAN 3 Purworejo, SMAN 4 Purworejo, SMAN 5 Purworejo
- f. Instansi lain yang terlibat (jika ada, dan uraikan kontribusinya)
Instansi yang terlibat: SMAN 3 Purworejo, SMAN 4 Purworejo, SMAN 5 Purworejo
Kontribusi: sebagai sumber data
- g. Temuan yang ditargetkan (jika ada, dan uraikan kontribusinya)
Tingkat validitas dan reliabilitas tes yang dibuat oleh guru mapel Bahasa Inggris
- h. Kontribusi mendasar pada suatu bidang ilmu (uraikan tidak lebih dari 50 kata, tekankan pada gagasan fundamental dan orisinal yang akan mendukung pengembangan iptek)
Dengan adanya penelitian ini, maka akan diketahui seberapa tinggi tingkat validitas dan reliabilitas soal bahasa Inggris yang dibuat oleh guru. Bilamana hasil penelitian menyatakan soal-soal tersebut tidak valid, maka akan diketahui penyebabnya dan akan dilakukan penelitian lanjutan mengenai cara untuk mengatasi ketidakvalidan soal yang dibuat tersebut.
- i. Jurnal ilmiah yang menjadi sasaran (tuliskan nama terbitan berkala ilmiah internasional bereputasi, nasional terakreditasi, atau nasional tidak terakreditasi dan tahun rencana publikasi)
Jurnal Pendidikan Surya Edukasi (JPSE) terindeks Sinta 5
- j. Rencana luaran HKI, buku, purwarupa atau luaran lainnya yang ditargetkan, tahun rencana perolehan atau penyelesaiannya

ABSTRACT

This study come up with the problem found by the researchers during the informal interview with the senior high school teachers. The researchers found that the teachers got difficulties to find out whether the test they made are valid and reliable or not. They just find that the students' score are high when the test done online and the score was low when the test done offline.

This study aims to analyze the reliability and the factors affecting the reliability of senior high schools' teacher-made english test in purworejo regency. This research is categorized as qualitative research, and it will use a descriptive case study. The instruments used by the researchers to condut the data will be tests, close-ended questionnaires, and open-ended interviews. From the result of questionnaire, it will be known what factors affecting the reliability of the test. Then, from the interviews' results, it will be known the factors influencing the test's reliability.

Keywords: teacher-made test English test, reliability, test

CHAPTER 1. INTRODUCTION

Assessment (testing) tools are the way to determine whether students can achieve the learning objective. Assessment or test can determine the success of the learning program (Rixon, as cited in Apsari & Haryudin, 2017). It can also inform students about their mastery of learning materials (Wenno et al., 2021). Assessment is the process of collecting information about learners' achievements to make a good decision (Ulfah et al., 2020). The reasons for testing the students are to assign grades to the students, determine students' knowledge for suitable remediation, and identify the ineffective instruction. Thus, it can help educators enhance the teaching-learning activity (Reiser & Dick, as cited in Apsari & Haryudin, 2017).

Assessment gives information about instructional decisions, detects learners' strengths and weaknesses in the classroom instruction, and gives them feedback. The assessment also provides immediate feedback to enhance teachers' teaching practices. Teachers should use tests to determine their grades (Tosuncuoglu, 2018).

The test has a crucial role in education at higher levels, especially in university. Types of tests are formative test and summative test. A formative test is the evaluation and analysis of daily learners' learning activities. It helps educator guide learners' learning (Qu & Zhang, 2013). A summative test is conducted after all learning materials are learned and finished at the end of the semester. In summative tests, the educators can detect what learners

can remember about the material to give a mark (Qu & Zhang, as cited in Sugianto, 2017). The lecturer needs to conduct the summative test to measure students' ability to master all materials in one semester.

In a senior high school, the formative test is conducted for all subjects, including English. Based on the 2013 Curriculum from Indonesian Ministry of Education, English is one of the compulsory subject should be taken by the students. The existence of English subject can be found in 2013 Curriculum revised 2017 published by the Indonesian Ministry of Education. From the 2013 Curriculum also, it is known that English subject has 3 hours per week for class X, 4 hours a week for class XI, and 4 hours a week for class XII.

In this research, the researcher intends to analyze factors influencing the reliability of senior high schools' teacher-made english test in purworejo regency.

Based on the background of the study, the researcher has two research questions:

1. How much is the reliability of senior high schools teacher-made test in Puworejo regency?
2. What are the factors affecting the reliability of senior high schools teacher-made test in Puworejo regency?

In line with the research questions, the research objectives are as follows:

1. To analyze the reliability of senior high schools teacher-made test in Puworejo regency.
2. To analyze the factors affecting the reliability of senior high schools teacher-made test in Puworejo regency.

The main output of the research is the article published in Jurnal Pendidikan Surya Edukasi (JPSE) Sinta 5 indexed. Then the article is planned to be published in 2022 or soon after the research finished.

CHAPTER 2. REVIEW OF RELATED LITERATURE

Test

Tests have a crucial role in the education for measurement and evaluation processes. The test is one of the vital elements in the learning process. It is a type of evaluation that is a measurement instrument of the learning process. It is an instrument to assess learners' skill or knowledge to take the educational decision (Sugianto, 2017). It measures learners' language proficiency (Hughes, as cited in Setiabudi et al., 2019). The function of the test is to assess an individual's ability, knowledge, and performance (Brown, as cited in Furwana, 2019). Tests can evaluate the individuals' skills or knowledge in a given standard. In educational practice, tests determine the learners' ability to complete specific tasks (Adom

et al., 2020). The test can be designed with the result score provided for learners to detect their ability (Azmi, 2020).

Characteristics of a Good Test

A test must fulfill the characteristics of a good test. It must be valid and reliable (Furwana, 2019). A good test is valid, reliable, objective, practical, and economical (Djiwandono, as cited in Sugianto, 2017; Gyll, & Ragland, as cited in Wenno et al., 2021). By giving a good test, learners have a chance to get a good quality in learning, and its result can enhance the teaching and learning process and determine their grades (Furwana, 2019).

Reliability

Reliability is the measurement consistency and the scores' stability (Harris, as cited in Sultana, 2015). It means that the same measurement yields the same results (Moser and Kalton, as cited in Taherdoost, 2016). If the teacher conducts the same tests on the same candidates on different occasions, and the results are similar, it is reliable (Arifin, 2018; Heaton, as cited in Sultana, 2015). The principles of reliability are consistency of score, clear instructions, and clear questions (Tosuncuoglu, 2018). The interval between the two tests' administration must not be too long or too short to enhance the reliability (Hughes, as cited in Öz & Özturan, 2018). Reliability is a vital test quality. When the test consistency is achieved, the validity of the test is attained (Linn & Gronlund, as cited in Rosaroso, 2015). To calculate the reliability of certain test, a statistical computation is needed. Zimmerman & Zumbo (2015) define reliability ratio of true-score variance and observed-score variance, where observed-score variance is sum of true and error components. Hinton et.al cited in Taherdoost, (2016) classify the reliability into excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below).

James (2013) and Ary et al. (2010) state that there are three reliability coefficients.

1. Test-retest reliability

Test-retest reliability is the results consistency from the same samples at different times (Ary et al., 2010; SÜRÜCÜ & MASLAKÇI, 2020). It is a measure of consistency of the same samples. Expectedly, a reliable instrument must yield similar data (James, 2013).

2. Alternating forms or parallel forms of reliability

It measures reliability using two forms of an instrument. It has the same domain, the same number of items, the same test specifications, the similar difficulty, and

different questions (Ary et al., 2010). The scores are then correlated to measure the coefficient of reliability (James, 2013).

3. Reliability as internal consistency

It tests the homogeneity of items in an instrument (James, 2013). The internal consistency of a test is determined from a single test administration (Rosaroso, 2015).

Factors Affecting the Reliability of a Test

As cited in Tosuncuoglu (2018), Heaton states that some factors affect the reliability of the test.

1. The extent of the sample of the material selected for testing

When the test has more test items, the test will be more reliable.

2. Fluctuations in test administration.

Test reliability is adversely affected if the test's conditions tend to fluctuate from one administration to another.

3. Personal factors

Personal factors are related to a physical and psychological condition such as poor health, fatigue, lack of interest or motivation, anxiety, and sadness.

4. Test instructions

When the test instructions are clear, the results of tests will be more reliable.

5. Fluctuations in scoring

Subjectivity in scoring may introduce inconsistencies in scores and produce unreliable measurements.

Ary et al. (2010) state that the factors affecting reliability are as follows.

1. The length of the test

When the items in the test are greater, the true scores are more representative.

2. Group heterogeneity

The reliability coefficient will be higher when the learners who take the test are heterogeneous.

3. The individuals' ability

When a learner has higher ability, the test will be reliable, but it will not be reliable when a learner has lower ability. The difficulty level of the test also influences the test's reliability.

4. The specific technique used for reliability estimation

The alternate forms with time lapse technique gives a lower estimation of reliability than either test–retest or split-half procedures.

5. The nature of variable being measured

Academic achievement tests have very high reliability (coefficients of 0.90 or higher). Aptitude tests have lower reliability (0.80 or lower). Personality tests have moderate reliability (0.60 to 0.70).

6. The scoring objectivity

Inconsistency of scoring reduces the test's reliability.

Brown (2004) states that reliability of a test is influenced by some factors.

1. Student-Related Reliability

The most common learner-related reliability is due to physical or psychology factors. When a student taking two tests is tired, the test can be unreliable.

2. Rater Reliability

Inter-rater reliability occurs when two or more scores yield inconsistent scores of the same test because of lack of attention to scoring criteria, inexperience, and inattention.

3. Test Administration Reliability

When the test is well-administered, the test will be reliable.

4. Test Reliability

The nature of the test can cause measurement errors.

Teacher-Made Test

Dealing with the construction of test itself, test is divided into standardized test and teacher made test. Standardized test is constructed by eligible people, in Indonesia it is called Badan Standar Nasional Pendidikan (BSNP), while teacher-made test, as its name, is a test that is constructed by the teacher (Lebagi et al., 2017). Teacher-made tests are usually criterion referenced tests that are designed to assess student mastery of a specific body of knowledge (Kinyua & Okunya, 2014). Moreover, Popham as cited in Lebagi et al., 2017 points out that a standardized test is a test, either norm-referenced or criterion-referenced, that is administered, scored, and interpreted in a standard manner.

Additionally, Arifin (2016) argues that teacher-made test is a test constructed by teacher who is going to utilize the test itself and it aims to measure students' mastery on material taught. Commonly, it is administered in daily test, formative test and summative test. By

underlying the name of test itself, the writer can conclude that teacher-made test is a test that is constructed by the teacher and will be administered to measure students' mastery after being taught in particular period.

CHAPTER 3. RESEARCH METHOD

Seeing the characteristics of the research, this research belongs to qualitative research (Creswell, 2012). Moreover, the research uses a descriptive case study means it is a story about a real world situation facing people or groups and how they addressed it. Furthermore, it is aimed to analyze the sequence of interpersonal events after a certain amount of time has passed. In this research, the aims is to present detailed information on a specific phenomenon to get a deep understanding of the case (Heigham & Croker, 2009). In this study, the researchers presented detailed information about the factors affecting the reliability of a grammar test. The research object was the English teacher-made test of Senior High School in Purworejo Regency. The data source coming from 3 senior high schools in Purworejo regency namely SMAN 3 Purworejo, SMAN 4 Purworejo, and SMAN 5 Purworejo. The subject will be the eleventh students of those schools.

CHAPTER 4. RESEARCH OUTCOME AND TARGETS

The main outcome of this research is the article in which will be published in Jurnal Pendidikan Surya Edukasi (JPSE) which is Sinta 5 indexed. Moreover, the article is planned to be published at the end of 2022 or soon after the research finished.

CHAPTER 5. RESEARCH FUND AND SCHEDULE

5.1. Research Fund

Tabel

Ringkasan Anggaran Biaya yang Diajukan Setiap Tahun

No	Jenis Pengeluaran	Biaya yang diusulkan		
		Tahun ke-1	Tahun ke-2	Tahun ke-3
1	Honorarium untuk pelaksana, petugas laboratorium, pengumpul data, pengolah data, penganalisis data, honor operator, dan honor pembuat sistem (maksimum 30% dan dibayarkan sesuai ketentuan)			
2	Pembelian bahan habis pakai untuk ATK, fotocopy, surat menyurat, penyusunan laporan, cetak, penjilidan laporan, publikasi, pulsa, internet, bahan laboratorium, langganan jurnal (maksimum 60%)			

3	Perjalanan untuk biaya survei/sampling data, seminar/workshop DN-LN, biaya akomodasi-konsumsi, perdiem/lumpsum, transport (maksimum 40%)			
4	Sewa untuk peralatan/mesin/ruang laboratorium, kendaraan, kebun percobaan, peralatan penunjang penelitian lainnya (maksimum 40%)			
	Jumlah			

5.2. Research Schedule

No	Jenis Kegiatan	Tahun I				
		1	2	3	4	5
1	Kegiatan					
2						
3						
4						
5						

References:

- Adom, D., Mensah, J. A., & Dake, D. A. (2020). Test, measurement, and evaluation: Understanding and use of the concepts in education. *International Journal of Evaluation and Research in Education*, 9(1), 109–119. <https://doi.org/10.11591/ijere.v9i1.20457>
- Apsari, Y., & Haryudin, A. (2017). THE ANALYSIS OF ENGLISH LECTURERS' CLASSROOM-BASED READING ASSESSMENTS TO IMPROVE STUDENTS' READING COMPREHENSION. *ELTIN Journal*, 5(1), 35–44.
- Arifin, M. A. (2018). Validity, Reliability and Practicality Of The First Certification in English (FCE) and The Business Language Testing Service (Bulats). *Journal of Language Teaching and Learning, Linguistics and Literature*, 6(2), 80–95.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (8th ed.). Wadsworth Cengage Learning.
- Azmi, U. (2020). Developing web-based reading tests for the students of English language education. *Journal of Applied Linguistics, Translation, and Literature*, 1(2), 92–104.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Longman.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Fourth). Pearson Education.
- Furwana, D. (2019). Validity and Reliability of Teacher-Made English Summative Test at Second Grade of Vocational High School 2 Palopo. *LANGUAGE CIRCLE: Journal of Language and Literature*, 13(2). <http://journal.unnes.ac.id>
- Heigham, J., & Croker, R. A. (2009). *Qualitative Research in Applied Linguistics: A Practical Introduction* (First). PALGRAVE MACMILLAN.
- James, C. (2013). *Errors in Language Learning and Use: Exploring Error Analysis*. Routledge.
- Kinyua, K., & Okunya, L. O. (n.d.). *Validity and reliability of teacher-made tests: Case study of year 11 physics in Nyahururu District of Kenya*. 11.

- Lebagi, D., Sumardi, S., & Sudjoko, S. (2017). THE QUALITY OF TEACHER-MADE TEST IN EFL CLASSROOM AT THE ELEMENTARY SCHOOL AND ITS WASHBACK IN THE LEARNING. *Journal of English Education*, 2(2), 97–104. <https://doi.org/10.31327/jee.v2i2.289>
- Öz, H., & Özturan, T. (2018). Computer-based and paper-based testing: Does the test administration mode influence the reliability and validity of achievement tests? *Journal of Language and Linguistic Studies*, 14(1), 67–85.
- Qu, W., & Zhang, C. (2013). The Analysis of Summative Assessment and Formative Assessment and Their Roles in College English Assessment System. *Journal of Language Teaching and Research*, 4(2), 335–339. <https://doi.org/10.4304/jltr.4.2.335-339>
- Rosaroso, R. C. (2015). Using Reliability Measures in Test Validation. *European Scientific Journal*, 11(18), 369–377.
- Setiabudi, A., Mulyadi, & Puspita, H. (2019). An Analysis of Validity and Reliability of A Teacher-Made Test (Case Study at XI Grade of SMA N 6 Bengkulu). *Journal of English Education and Teaching*, 3(4), 522–532.
- Sugianto, A. (2017). VALIDITY AND RELIABILITY OF ENGLISH SUMMATIVE TEST FOR SENIOR HIGH SCHOOL. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 3(2), 22–38.
- Sultana, R. (2015). Reliability of the Currently Administered Language Tests in Bangladesh: A Case Study. *Journal of Literature, Languages and Linguistics*, 17, 76–85.
- SÜRÜCÜ, L., & MASLAKÇI, A. (2020). Validity and Reliability in Quantitative Research. *BUSINESS & MANAGEMENT STUDIES: AN INTERNATIONAL JOURNAL*, 8(3), 2694–2726. <http://dx.doi.org/10.15295/bmij.v8i3.1540>
- Taherdoost, H. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3205040>
- Tosuncuoglu, I. (2018). Importance of Assessment in ELT. *Journal of Education and Training Studies*, 6(9), 163–167. <https://doi.org/10.11114/jets.v6i9.3443>
- Ulfah, A. A., Kartono, & Susilaningsih, E. (2020). Validity of Content and Reliability of Inter-Rater Instruments Assessing Ability of Problem Solving. *Journal of Educational Research and Evaluation*, 9(1), 1–7.
- Wenno, I. H., Tuhurima, D., & Manoppo, Y. (2021). How to Create a Good Test. *Jurnal Pendidikan Profesi Guru Indonesia*, 1(1), 11–20.
- Zimmerman, D. W., & Zumbo, B. D. (2015). Resolving the Issue of How Reliability is Related to Statistical Power: Adhering to Mathematical Definitions. *Journal of Modern Applied Statistical Methods*, 14(2), 9–26. <https://doi.org/10.22237/jmasm/1446350640>
- Arifin, Z. (2016). *Evaluasi Pembelajaran*. Bandung: PT Remaja Rosdakarya

LAMPIRAN-LAMPIRAN

Lampiran 1. Biodata ketua dan anggota tim pengusul

A. Identitas Diri

1	Nama lengkap (dengan gelar)	Abdul Ngafif, M.Pd.B.I.
2	Jenis Kelamin	L
3	Jabatan Fungsional	Asisten Ahli
4	NIP/NIK/Identitas lainnya	
5	NIDN	0602078404

6	Tempat, tanggal lahir	Purworejo, 02 Juli 1984
7	E-mail	abdulngafif@umpwr.ac.id
8	Nomor telepon/HP	087732848232
9	Lulusan yang telah dihasilkan	S-1= 22 orang
10	Bidang ilmu	Pendidikan Bahasa Inggris
11	Mata kuliah yang diampu	1. Test Standardized Listening
		2. Penilaian Hasil Belajar

B. Pengalaman Penelitian dalam 5 Tahun Terakhir

(bukan skripsi, bukan thesis, bukan disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (juta)
1				

C. Publikasi Artikel Ilmiah dalam Jurnal 5 tahun terakhir

No	Judul artikel ilmiah	Nama Jurnal	Volume/Nomor/Tahun
1	Reading Aloud and Small Group Discussion: A Comparative Study of Reading Strategies	SCRIPTA	Vol 7 No 2, 2020
2	Sistem Pembelajaran Luar Kelas (Outdoor Learning System) untuk Persiapan Ujian Nasional Bahasa Inggris di SMA Negeri 4 Purworejo	Surya Abdimas	Vol 4 No 2, 2020
3	Pelatihan Komputer MS Office Bagi Remaja Anggota Karang Taruna di Desa Polowangi Kecamatan Pituruh Kabupaten Purworejo	Surya Abdimas	Vol 7 No 2, 2021
4	Teaching Reading Narrative Text Using Story Face in Vocational High School	Surya Abdimas	Vol 8 No 1, 2021
5	Online Learning Perception During Covid-19 Pandemic Viewed From High School Students	ERJEE	Vol. 10, No. 1, 2021
6	E-Learning Usage Analysis in English Language in Universitas Muhammadiyah Purworejo	SCRIPTA	Vol. 8, No. 2, 2021

D. Pemakalah Seminar Ilmiah (*oral presentation*) dalam 5 tahun terakhir

No	Nama Pertemuan Ilmiah/Seminar	Judul artikel ilmiah	Waktu dan tempat
1			

E. Karya Buku dalam 5 tahun terakhir

No	Judul Buku	Tahun	Jumlah halaman	Penerbit

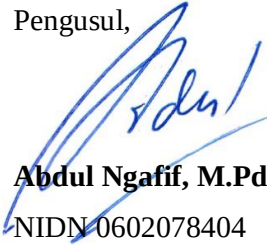
F. Perolehan HKI dalam 5-10 terakhir

No	Judul/Tema HKI	Tahun	Jenis	Nomor P/ID

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidak-sesuaian dengan kenyataan, saya sanggup menerima sanksi. Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Hibah Penelitian Aplikatif Kreatif.

Purworejo, 24 Januari 2022

Pengusul,



Abdul Ngafif, M.Pd.B.I.

NIDN 0602078404

Lampiran 2. Surat pernyataan ketua pengusul

SURAT PERNYATAAN PENELITI

Yang bertandatangan di bawah ini:

Nama : Abdul Ngafif, M.Pd.B.I.

NIDN : 0602078404

Pangkat/Golongan : Penata Muda / IIIb

Jabatan Fungsional : Asisten Ahli

Dengan ini menyatakan bahwa proposal penelitian saya dengan judul:

THE ANALYSIS OF THE FACTORS AFFECTING THE RELIABILITY OF SENIOR HIGH SCHOOLS' TEACHER-MADE ENGLISH TEST IN PURWOREJO REGENCY

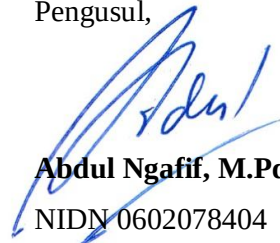
Yang diusulkan dalam skema **Penelitian Aplikatif Kreatif** untuk tahun anggaran tahun 2022 bersifat original dan belum pernah dibiayai oleh lembaga/sumber lain.

Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima.

Demikian pernyataan ini dibuat dengan sesungguhnya dan dengan sebenar-benarnya.

Purworejo, 24 Januari 2022

Pengusul,



Abdul Ngafif, M.Pd.B.I.

NIDN 0602078404