THESIS

AN ANALYSIS ON THE MULTIPLE CHOICE TEST ITEMS OF ENGLISH SUMMATIVE TEST FOR THE ELEVENTH GRADE STUDENTS OF SMAN 7 KUPANG IN SCHOOL YEAR 2015/2016

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TheWriter

Motto:

The difference between ordinary and extraordinary is that little extra.
(Taken from: Words to warm a graduate's heart)

For my parents...

ABSTRACT

This study is entitled AN ANALYSIS ON MULTIPLE CHOICE TEST ITEMS OF ENGLISH SUMMATIVE TEST FOR THE ELEVENTH GRADE STUDENTS OF SMAN 7 KUPANG IN SCHOOL YEAR 2015/2016. The problem statements of this study are: (1) To what extent is the quality of the multiple choice test items of English summative test for the eleventh grade students in SMAN 7 Kupang in school year 2015/2016 in terms of their level of difficulty, discrimination power, and their item distractors? (2) Are the multiple choice test items of English summative test for the eleventh grade students worth to be tested? The objectives of this study are: (1) To find out the quality of the multiple choice test items of English summative test for XI grade students in SMAN 7 Kupang in terms of their level of difficulty, discrimination level and their item distractors. (2) To know whether the the multiple choice test items of English summative test for the eleventh grade students worth to be tested in terms of their level of difficulty, discrimination level, and their item distractors. In answering the problem statements, the writer used a descriptive qualitative which is used to present and describe the quality of English test-packs. The object of the study was the multiple -choice test items of summative test for the eleventh grade students in SMAN 7 Kupang in school year 2015/2016. The instrument used was documents containing 50 multiple-choice test items constructed by the English teacher in SMAN 7 Kupang, student answers' sheets and ANATES program which is a program for analyzing the multiple choice test items. Based on the analysis of items in terms of level of difficulty using the formula proposed by Arikunto (2013), it was found that the number of multiple choice questions categorized as **easy** test items were 3 items (6%), 31 (62%) items categorized as **moderate**, and 16 items (32%) categorized as **difficult** items. Meanwhile, in terms of discrimination power, the number of multiple choice questions which have **poor** discrimination power was 12 items (10%), **satisfactory** was 9 (18%), **good** was 24 (48%), and 3 (6%) items were **excellent**. In addition, there were 5 (10%) items that had **negative** discrimination power. Moreover, in terms of the effectiveness of distractors, there were 22 items (44%) had **very good** distractors, 18 items (36%) had **good** distractors, 5 items (10%) had **moderate** functioning distractors, and there were 5 of multiple choice items (10%) which had **less good** distractors.From the result above, it can be concluded that the items were good in terms of the difficulty level, discrimination power and the effectiveness of distractors. Thus, it is worth to be tested with some improvements in terms of difficulty level. However, the writer noted that the students who participated in this test had different abilities. This can be seen from the different results obtained in terms of difficulty level, discrimination power and the effectiveness of distractors, despite being given the exact same test for all students in grade eleven. Therefore, the writer would like to propose some suggestions as follows: first, the test makers should construct more various items in terms of the aspect that want to be tested, based on the material which is taught to them. Second, the teacher, as the test maker, should construct different test items for each department and third, the teacher should analyze the test that has been tested to the students to know whether the test is good or not to be used for the next exam.

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