

CHAPTER 1

INTRODUCTION

1.1 Background

Every educational program is usually ended with an evaluation, which is intended to measure student's performance in relation to what has been learned. The tool used to measure student's performance in every educational program is usually in form of a test. In learning English as a foreign language, testing is also considered as an essential part. A test can be beneficial for students and teachers concerning identifying progress made by students and by teacher and good test can sustain or enhance class morale and aid learning" (Madsen, 1985: 5). Madsen also said that "a well made test of English should help students in at least two ways, firstly, the test should help students create positive attitudes toward the subject, and secondly, it should benefit students by helping them to master language being learnt". In addition, the test itself is important for teachers because teachers can use the test to measure whether or not hisown efforts in transferring knowledge to students are effective.

Multiple choice test is one of the tests used in conducting the teaching learning evaluation. Hughes, (1986: 61) defines multiple choices test as a test item with the correct responses unambiguously identified, would be a case in point. A great deal of time and effort has to go into their construction, too many multiple choice test are written where such care and attention are not given (and indeed may not possible). Students are given four to five possible answers and are asked to choose the correct answer or the best answer. The item begins with an item stem, followed by options (the correct answer and the distractors). The

other possible answers are called distractors. The distractors are important because they are hoped to attract the attention of students who are ready for the test or who do not know and there is a greater possibility that students will be able to select the correct answer by guessing as the options have been reduced. The correct answer is usually selected by those who are ready for the test who know, because possibly they have learnt before the test is given.

Based on the writer's experience during teaching practice the writer found some incorrect distractors after doing the analysis of distractors in test items based on student's worksheet which have been already scored by the teacher. There were 40 students attending the test, the form of multiple choice test was as many as 40 items, where each item came with four alternatives answer, namely A, B, C and D. The writer only showed the analysis of item number 1, 2 and 3 as an example they are in the following:

Table 1 Distractor analysis

Test	Options			
	A	B	C	D
1	4	6	30*	5
2	1	44*	2	12
3	0	37*	2	0

Based on the table above, it can be easily known what percentage of students who had been chosen a distractor attached to the item 1, 2 and 3, namely:

- a) For item number 1, answer is D, while A, B, and C are distractors.

Distractor A was chosen by 3 students, meaning $\frac{3}{40} \times 100\% = 7,5\%$. So

A has been able to function properly because the percentage more than 5%. Distractor B was selected by 6, then $6/40 \times 100 = 15\%$, so distractor B has been functioning properly. Distractor C was chosen by 5, then $5/40 \times 100 = 12,5\%$ (functioning properly). So the 3 distractors have been able to function properly.

- b) For item number 2, answer is B, while A, C, and D. Distractor A was chosen by 1, meaning $1/40 \times 100\% = 2,5\%$ (yet functional), distractor C was chosen by 2, it means $2/40 \times 100 = 5\%$ (functioning), distractor D chosen by 12 students, then $12/40 \times 100 = 30\%$ so only two distractors A and D have functioning properly but distractor A can not function as expected.
- c) For item number 3, the answer is C, while A, B, and D are distractors.. Students did not choose distractors A and D, its means $0/40 \times 100 = 0\%$, distractor B was chosen by 2 students, then $2/40 \times 100 = 5\%$, its means only one distractor has been working in this item while two distractors has to change.

From the explanation above the writer wants to conduct a study with the title, "An Analysis on Distractors of The Multiple Choice Test Constructed by the English Teacher for the Eighth Grade Students at SMP Negeri 2 Kupang in the School Year 2016/2017".

1.1 Problem Statement

Based on the title of the study, the writer intends to analyze, as follow:

Are the distractors of multiple choice test items constructed by the English teacher for the eighth grade students at SMP Negeri 2 Kupang good?

1.2 The Objective of the Study

The objective of the study is as follow:

To find out whether the distractors constructed by the English teacher at SMPNegeri 2 Kupang in the school year 2016/2017 are good or not.

1.3 Significance of the Study

This study is expected to give contribution to the English teachers at SMP Negeri 2 Kupang and for the writer as follow:

1. To inform the English teacher at SMP Negeri 2 Kupang about the criteria of the good distractors of multiple choice test.
2. Through this study the writer will study and know how to construct good distractors multiple choice test.

1.4 Scope and Limitation

This study focuses on language testing particularly about the multiple choice test forms. There are some aspects of multiple choice test. Multiple choice test normally consists of three parts namelystem, option/ alternatives, response which are called distractors and answer key. However, not all aspects

of multiple choice test form are discussed. Here the writer limits and focuses the study on the distractors of multiple choice test that has been constructed by the teacher for the eighth grade students at SMP Negeri 2 Kupang in the school year 2016/2017.

1.5 Definition of terms

In order to help readers to understand this writing, the writer presents the definition of some terms used in this study.

1. Multiple choice test

The multiple choice test is as a test item in which examine is presented with a question with four or five possible answers from which one must be selected (Hughes 1986: 61).

2. Distractors

Distractors are wrong or incorrect answers given to accompany the correct option in multiple choice test which has 3 or 4 options for distractors (Djiwandono 1985: 224).

Example:

Jack has been here half an hour.

- a. During
- b. For
- c. While
- d. Since

Distractors option:

- a. During

b. While

c. Since

3.SMP Negeri 2 Kupang

SMP Negeri 2 Kupang is the school located atJln. Tom Pello1 Oetete Kupang in East of Nusa Tenggara.