



**ANALYSIS OF DISTRACTOR QUALITY OF MULTIPLE  
CHOICE ITEMS OF THE MID TERM TEST IN SMP N 2  
DEMAK**

a final project  
Submitted in partial fulfilment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

Siti Masturoh  
2201413036

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI SEMARANG  
2019**

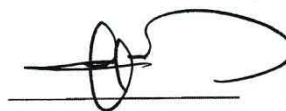
## APPROVAL

This final project entitled "Analysis of Distractor Quality of Multiple Choice Items of the Mid Term Test in SMP N 2 Demak has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages and Arts on , 2019.

### Board of Examination

**1. Chairperson**

Dr. Syahrul Syah Sinaga, M.Hum  
NIP. 196408041991021001



**2. Secretary**

Bambang Purwanto, S.S., M.Hum.  
NIP. 197807282008121001



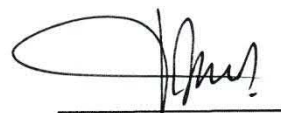
**3. First Examiner**

Dr. Dwi Anggani Linggar Bharati, M.Pd  
NIP. 195901141989012001



**4. Second Examiner**

Widhiyanto, S.Pd., M.Pd., Ph.D.  
NIP. 197309052005011001



**5. Third Examiner/Advisor**

Drs. Amir Sisbiyanto, M.Hum.  
NIP. 195407281983031002



Approved by  
Dean of the Faculty of Languages and Arts



**Prof. Dr. Mohammad Jazuli, M. Hum.**  
NIP. 19610704 198803 1 003

## DECLARATION OF ORIGINALITY

I, Siti Masturoh, hereby declare that this final project entitled "Analysis of Distractor Quality of Multiple Choice Items of the Mid Term Test in SMP N 2 Demak" is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of reference is given in the bibliography.

Semarang, 17 Januari 2019



Siti Masturoh

## MOTTO AND DEDICATION

1. .... Indeed, Allah will not change the condition of a people until they change what is in themselves. .... (QS. Ar-Ra'd: 11)
2. You are the only one driver in your own life (Anonym)

Thank you for

Allah SWT who always loves me

My beloved dad ( Mursidi)

My beloved mom ( Sulasih)

My beloved brothers ( Ahmad Ahwandi and Ali Musafak)

My beloved sisters ( Dwi Suci Wahyuni and Tatik Awatif)

My beloved nephew ( Wardatul Muna A and Ashofatul Marwah)

My husband ( Muhamad Agus N)

And all my friends who always support me

## ACKNOWLEDGEMENT

First and foremost, I would like to express my deepest gratitude to Allah SWT, God the Almighty for blessing and ease given to me in completing this final project.

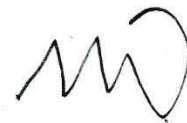
Furthermore, My profound gratitude also goes as well to Drs. Amir Sisbiyanto, M.Hum., my advisor, whose great patience, guidance and encouragement led me to finish my final project.

My gratitude also dedicated to all lecturers of the English Department of Semarang State University who have taught as well as motivated and guided me since the first year of my study.

In the occasion, I would also like to express my sincere thanks to the principal of SMP N 2 Demak and all of the English teachers, especially Mr. Eko Sudinuryanto, S.Pd., who have allowed me to carry out the investigation in their institution.

The last but not the least, I would like to dedicate my deepest gratitude to my beloved family and my freinds who always support me to do my best. This final project would not be complete without any support from many people.

Semarang, 17 Januari 2019



Siti Masturoh

## ABSTRACT

Masturoh, Siti. 2018. *Analysis of Distractor Quality of Multiple Choice Items of the Mid Term Test in SMP N 2 Demak*. Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Drs. Amir Sisbiyanto, M.Hum.

**Keywords:** Assessment, Multiple Choice, Distractor, Test, Mid Term.

The title of the study is Analysis of Distractor Quality of Multiple Choice Items of the Mid Term Test in SMP N 2 Demak. The purpose of the study is to find out how the quality of distractors of multiple choice items of the mid term tests. A qualitative descriptive research was designed to gather the data. The sample of this study was the eighth grades students of SMP N 2 Demak. The data gained by the test-taker answers and the questionnaire of two classes. From the result of the mid term test, almost 5% of total test-taker from two classes were selecting the distractors in each items. It means the distractor of multiple choice items of the mid term test works well based on its function to distract or confusing test-taker for choosing the correct answer. From the questionnaire, the researcher found that the mid term test using multiple choice items is an objective test with easier to do and it is practically with time efficiently. However, the mid term test using multiple choice items also has time consuming for test-writer if they have not a good skill and the test-taker have the opportunity to cheat.

It is concluded that the distractor quality of multiple choice items of the mid term test work well based on its function and multiple choice form could still be used in english test. It is suggested that the teacher should has a good ability in making the test and give more exercises to know students' understanding about the material.

## TABLE OF CONTENTS

APPROVAL .....	ii
MOTTO AND DEDICATION .....	iv
ACKNOWLEDGEMENT .....	v
ABSTRACT .....	vi
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	ix
LIST OF FIGURE .....	x
LIST OF APPENDICES .....	xi
INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Reason for Choosing the Topic .....	3
1.3 Statement of the Problem .....	3
1.4 Objectives of the Study .....	4
1.5 Significance of the Study .....	5
1.6 Limitation of the Study .....	5
1.7 Outline of the Research Report .....	5
REVIEW OF RELATED LITERATURE .....	7

2.1	Review of the Previous Study .....	7
2.2	Review of the Theoretical Study .....	14
2.3	Framework of Analysis .....	33
METHOD OF INVESTIGATION .....		34
3.1	Research Design .....	34
3.2	Role of the Research .....	35
3.3	Object of the Study .....	37
3.4	Instrument for Collecting Data .....	38
3.5	Procedure of Collecting Data .....	44
3.6	Procedure of Analyzing Data .....	44
ANALYSIS AND DISCUSSION .....		49
4.1	General Description .....	49
4.2	Result of the Analysis .....	50
4.3	Interpretation of the Result .....	64
4.4	Discussion .....	64
CONCLUSIONS AND SUGGESTIONS .....		68
5.1	Conclusions .....	68
5.2	Suggestions .....	69
REFERENCES .....		72



## LIST OF TABLES

Table 3.2	The schedule of the research activities .....	36
Table 3.4.3.1	The Number of work Distractors .....	41
Table 3.4.3.2	The Descriptive Analysis .....	42
Table 3.4.4.1	Questionnaire of Advantages .....	43
Table 3.4.4.2	Questionnaire of Disadvantages .....	43
Table 3.6.2.1	Criteria of Mastery .....	46
Table 4.2.1	The Total Percentage of All Data .....	51
Table 4.2.1.1.a	The Students' Score .....	53
Table 4.2.1.1.b	Criteria of Score .....	59
Table 4.2.1.2	Difficult Vocabulary and Grammatical Items .....	60
Table 4.2.1.3	The Number of The Distractors .....	62
Table 4.4	Descriptive Analysis of The Distractors .....	64

## **LIST OF FIGURE**

Figure 2.2 Example of Multiple Choice Items .....	21
---	----

## LIST OF APPENDICES

APPENDIX I	MID TERM TEST SHEET .....	76
APPENDIX II	THE ANSWER SHEET .....	86
APPENDIX III	ANSWER KEY .....	87
APPENDIX IV	LIST NAME OF REAL TEST-TAKER .....	88
APPENDIX V	THE QUESTIONNAIRE .....	90

# **CHAPTER I**

## **INTRODUCTION**

This chapter consist of seven sectins. First, the writer presents the background of the study. Second, the writer presents the reason why the writer choosing the topic. Then, the writer presents the research question. And next, the writer presents the purpose, the significance of the study, and also the limitation of the study. The last is outline of the research report.

### **1.1 Background of the Study**

Language has already became an important aspect in human life. Language is the foundation for communication between human beings. By language, they can tell what they want and express their valid ideas to others. They can use language in two model, spoken and written. English is international language that is used by everyone in the world for communication with other people from different country. English is a foreign language as well as a language that is most commonly used in the world and has been using as the global language since 1.500 years ago. English has influenced all aspect in life, not only in education but also in social, economy, and others. In education, English is including as main subject in every school. Especially in international school, English is main language for communication in whole activity.

English has been one of the compulsory subjects in Junior High School. In SMP, usually English is given for two times in a week. It is expected that students can be more familiar with English and they can learn it easily and effectively.

In educational aspect as in school, assessment is one way to know how students' understand a subject in classroom. Assessment is a process of documenting knowledge, skills, attitudes, and beliefs (Wikipedia, 2017). Assessment involves the use of empirical data on student learning to refine programs and improve student learning (Allen: 2004). Assessment is designed to help teacher to know how students understand about material and to help teacher to improve students skill in learning process. Palomba and Banta (1999: 1) describes assessment as "a process that focuses on student learning, a process that involves reviewing and reflecting on practice as academics have always done, but in a more planned and careful way." Teacher can assess students' learning by giving feedback in students' performance during teaching learning process, observing students' participation in discussion and others. Assessment that usually used in school is test. Test is an assessment intended to measure a test-taker's knowledge, skill, aptitude, physical fitness, or classification in many other topics. As usual, multiple choice form is used in test for assessment. It is used by teacher because this type is easy to make and students can easily to do.

During the writer joins an internship program last three months the writer found the students have some problem when they got test. They said that they confused with the items of multiple choice, so most of them got bad score in midterm test. Actually they understand about the question but they have

difficulties for choosing the answer. Based on my experience, the writer will try to analyse the multiple choice items of the mid term test of eighth grade in SMP N 2 Demak in academic year 2017/2018.

This analysis will be focus on multiple choice option especially distractors. It will help to know how difficulty level of test and to help teacher as test maker can improve the quality of test especially test item in each grade because different grade is different difficulty level of test.

### **1.2 Reason for Choosing the Topic**

The reason for choosing the topic is to know the quality of distractor of multiple choice items of the midterm test which is used by the teachers in assessment. In this research, the writer focus on distractor analysis of the mid term test of eighth grade in SMP N 2 Demak because distractor is very influence in the successful of a test. The quality of multiple choice items influenced by the quality of distractors. Sometimes, the students easily to do the test because the answer item is easy to guess.

### **1.3 Statement of the Problem**

Based on the background of the study above, the problem can be formulated as follow:

1. How well is the quality of distractors given to students in multiple choice items of the midterm test in SMP N2 Demak?

2. What are the multiple choice advantages for assessing of the midterm test in SMP N2 Demak?
3. What are multiple choice disadvantages for assessing of the midterm test in SMP N2 Demak?

#### **1.4 Objectives of the Study**

The objective of the study in this research is obtained the description of the English mid term test for the student at the eighth graders of SMP N 2 Demak in academic year 2017/2018.

The objectives will be discuss and explain as following:

1. How well is the quality of distractors given to students in multiple choice items of the mid term test in SMP N 2 Demakin academic year 2017/2018.
2. The multiple choice advantages for assessing of the mid term test in SMP N 2 Demakin academic year 2017/2018.
3. The multiple choice disadvantages for assessing of the mid term test in SMP N 2 Demakin academic year 2017/2018.

## **1.5 Significance of the Study**

At least two point that will derived from this study:

### **1. Theoretically significance**

The result of this study is will provide an academic review of the distractors quality of multiple choice items of the mid term test in SMP N2 Demak.

### **2. Practically significance**

- a. The study will improve the ability of English teachers in giving assessment in multiple choice items which has quality distractors of the mid term test.
- b. The study will improve the ability of the students to analyze where the distractors are or where the right answer of the mid term test is.

## **1.6 Limitation of the study**

The writer want to analyze mid term test and answer sheets done by the eighth grade students of SMP N 2 Demakin academic year 2017/2018.

## **1.7 Outline of the Research Report**

This final project consists of five chapters. Chapter I is the introduction. It includes background of the study, reason for choosing the topic, statement of the problems, objectives of the study, significance of the study, limitation of the study, and outlines of the research report.



Chapter II discusses about the review of related literature. It deals with a general concept of assessment, test, multiple choice, distractor, and and characteristic of good distractor also advantages disadvantages of multiple choice.

Chapter III deals with methodology of the study, which presents method of the study, place of the study, subject of the study, procedures of data collection, and procedures of data analysis.

Chapter IV discusses the result of the study in detail based on the research findings.

Chapter V gives the conclusions of the research and some suggestions on the basis of the research finding.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains three sections. The first section presents the review of the previous studies related to the topic to be used as background knowledge. The second part of the chapter is review of the theoretical studies used to emphasize the results of the research based on the existing theories. And the last part is theoretical framework.

#### **2.1 Review of the Previous Study**

Analyzing multiple choice item is not new topic in a final project. Multiple choice items are a popular item test which is often used by teachers. Many studies has been conducted by researchers which deal with assessment, in this case is about in multiple choice items. In this part, the writer presents the review of the previous study to give brief description about some references which used by the writer. The writer uses the references from the previous researches which have been conducted earlier related to the topic to be used as background knowledge in this study. The references are used because the case is the lack of quality in test items found in used at schools. This make some educational problems.

These are some previous studies about the assessment of multiple choice and the distractors. The writer use them as references in conducting this final project. Some references were taken from English Department of Semarang State University and the others references were taken from journal and other sources.

First, the writer uses references from the previous study by Murti (2012), in her study she concerned about the distractor quality of test item, entitled *The Distractor Quality Analysis of Multiple Choice Item in Online Quizzes of Wwww.proprofs.com*. The objectives of her research were to found out the distractor quality given to the students using online quizzes and to found out the advantages and disadvantages of multiple choice for assessing student in online quizzes of junior high school students. The subjects of her research were at nine grade students with high, medium, or low ability of students. The research has been done in SMP N 1 Purwodadi. This result research showing that the percentage of the mean of false of the students in online quizzes is 34,66 % and the mean of the score was 67. It was almost 50 %, it is enough for the achievement in assessment generally. It can be said that the distractor quality of test item in online quizzes *Wwww.proprofs.com* were good based on Arikunto (2002: 245). Based on the research result, the distractor can distract well their answer in online quizzes when the students took the test. The researcher give several suggestions based on her experience in research. The first is that teachers should be careful in choosing the online quizzes. The second is the students should be careful in answering the quizzes. In line with Arimbi, the writer conducted a research to junior high school students and analyzing the multiple choice test item especially distractor analysis. In her research, Arimbi used online quizzes for nine grade students, while in this research, the writer used mid term test for eighth grade students.

The second references that used by the writer is from Wiji (2009), her research about quality test item with entitled *Item Analysis of The English Final Examination for Grade XII Students of SMA in Kebumen in The Academic Year of 2007/2008*. The objectives in her research were to investigate objective description of the English final examination for grade XII students in Senior High School (SMA). To know that objective description, she describes the validity, reliability, difficulty level, and discriminating power of the test items. The subjects of her study were twelve grade students in senior high school. The research has been done in two schools, they are SMAN 1 Gombong and SMA Taman Madya Karanganyar in the Kebumen. Her result research showing the objective description as follows, In analysis of item validity it was found that 37 items were valid and 13 items were not valid, the mean of the validity level was 0.44, the coefficient of reliability of the test item was 0.923, the mean of the index of difficulty level for the sample examined was 0.58, and from the 50 test items, the mean of the discrimination power value was 0.66. Based on result research, the test could still be used as an instrument in the English final examination with some revisions. She gives some suggestions. First, the test constructors should know about the characteristics of a good language test, especially procedure of determining difficulty levels and discrimination power. Second, items that still can be used should be saved and revised. Third, items which have negative value should be discarded, it means because of performing of the lower group is better than the upper group. In line with Wiji, the writer conducted a research about analysis of the English test item. In her research, Wiji used final examination for

twelve grade students in senior high school, while in this research, the writer used mid term test for eighth grade students in junior high school.

After doing the test given, the students will get feedback about the test. The response from students could be positive or negative. The response given is usually the effect of test and also from their ability. If Murti just focused in analysis distractor quality in test item, Hoshino (2013) conducted a study more specific about the the effect of distractors on the difficulty of multiple choice with entitled *Relationship between types of distractor and difficulty of multiple-choice vocabulary test in sentential context*. The purpose of Hoshino' study was to investigate the effect of distractors on the difficulty of MC vocabulary tests in sentential contexts. The results of that study showed that the distractors relating paradigmatically to the words in correct answers and distractors relating syntagmatically to the words in context were both more plausible than unrelated distractors. This sudy has involved 372 students from seven universities in Japan. They had learned English for at least six years at the time the study was conducted. The test includes various subjects, such as Japanese, Mathematics, Sciences, and foreign languages (there are five languages to choose from, and most test takers select English). The participants were randomly grouped into (a) those who took the test with paradigmatically related distractors (123 participants), (b) those who took the test with syntagmatically related distractors (131 participants), and (c) those who took the test with distractors with no relationship to (a) or (b) (118 participants). The most important implication of the results of this study is that it is important to investigate the construct of

vocabulary tests in context. That study found that some of the participants used collocation information when taking such tests, but no tests adopting this test format mention collocation in test rubrics. The results of that study are not only helpful in creating MC vocabulary tests in context, but also contribute to assessing partial vocabulary knowledge. By using several types of distractors, such as presenting syntagmatically related distractors first and unrelated distractors later, it is possible to scale the knowledge about vocabulary meaning. Another approach to using distractors is to include several kinds of choices in one item. That study is a step towards clarifying the function of distractors in vocabulary tests in context and also suggests further possibilities of MCs. In line with Yuko, the writer conducted a study in distractor of multiple choice item in test. Yuko's study concerns about the relationship between types of distractor and difficulty of the test and the participants are some students of university in Japan, while this research concerns about the quality of distractor in multiple choice items and the participants are the eighth grade students in junior high school.

After taking the test, the students will give feedbacks about the test itself. As we knew, the feedbacks given could be positive or negative form. The feedbacks could be influenced by the ability of the students and by the test itself. For example, by the student's ability is the inability of students to understand the test while by the test itself is the huge number of options in multiple choice. Henry and Elizabeth (2005) conducted a study with the title *The positive and negative consequences of multiple-choice testing*. The objective of that study was to examine the consequences of taking a multiple choice test on a later general knowledge test.

The subject of that study was 24 undergraduates from Washington University. The subjects were tested either individually or in groups of up to 5 people. The researcher used 36 nonfiction passages from the reading comprehension sections of the Test of English as a Foreign Language and Graduate Record Examination practice test books. To create the multiple choice questions, the researcher generated five plausible lures. Two lures were randomly removed to create the four-alternative version, and two additional lures were randomly removed to create the two-alternative version. The passages were divided into two groups of 18 passages; passages on similar subjects were placed in different groups. The multiple choice test contained 144 questions, 108 of which corresponded to the critical questions. The final cued-recall test contained 216 questions, 144 of which corresponded to the critical questions, and the remainders were fillers. Both tests were given in paper-and-pencil format. The results of this study were subjects did worse on the multiple-choice test when tested with more alternatives and with unfamiliar (more difficult) material.

The last analysis considered errors as a function of opportunities to produce errors. That is, as learning increased in the tested conditions, opportunities to make an error were reduced. When subjects did not give the correct answer, they produced a wrong answer on 20% of trials in the nontested condition, as compared with 26% of items previously tested with two alternatives, and 30% of items previously tested with four or six alternatives. The effect was greater for the nonstudied material and also increased with the number of lures on the multiple-choice test. This negative suggestion effect occurred despite the fact

that subjects were strongly warned against guessing. However, there was also a positive effect of testing: Subjects answered more questions correctly on the final cued-recall test when they had been tested previously on a multiple choice test relative to when they had not. This positive effect of testing occurred even though no feedback was given about student's selections on the multiple choice test. The positive and negative effects of multiple choice tests uncovered in our experiment deserve wide discussion at all levels of education in which multiple choice tests are widely used. In accordance with Henry and Elizabeth, the writer conducted a study in multiple choice items in language test. That study focuses in the positive negative consequences, while this research focuses in analysis distractor in multiple choice items.

After reviewing those four previous study, the writer found that analyzing test items was interesting and important. Analyzing test items was interesting because there are so many steps to do and important because we could know how well the test given. All those four previous studies talked above test items. The differences were just on the specification on each the studies.

The writer takes all of those studies as the references in making this research because they are closely related so the writer has more overview to conducting this research.



## **2.2 Review of the Theoretical Study**

In this study, there are some discussions related to the analysis of the test item. The writer shares some considerations as the indication to complete the information. They are assessment, testing, multiple choice, part of multiple choice, criteria of multiple choice item, the advantages and disadvantages of multiple choice distractor, distractor quality, characteristics of a good distractor.

### **2.2.1 General Concept of Assessment**

Assessment is the important component in educational field. Assessment is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs to refine programs and improve student's learning. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), a course, an academic program, the institution, or the educational system as a whole.

Making assesment is one of teacher duties done in the class during teaching and learning process. Assessment is made to assess and to know student's progress in learning. Not only for assessing students, assessment also used to improve teacher's skill in teaching. Without an assessment there would never be an improvement toward teaching learning process.

Brown (2004: 4) said that assessment is an ongoing process that encompasses a much wider domain. Making assessment can be done n various ways. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment

of the student's performance. So, assessment not only in the form of a written test. In education, there are several kinds of assessment based on Airasian, Peter (2007: 123) they are:

1. *Formative assessment* —i.e., they facilitate the learning of students as a course progress. Formative assessments also include feedback given to students during a course to provide them with information about how well they are currently performing and what they could do to improve. The best formative assessments provide specific information about strengths, weaknesses, and gaps in student knowledge and/or skills.
2. *Summative assessment* —i.e., they provide information about whether learning objectives have been met. Summative assessments summarize student learning at a point in time, and they are typically done at the end of a course (e.g., a final exam or project).

Besides that, assessment divided into two form, informal and formal assessment. Informal assessment can take a number of forms, starting with incidental, unplanned comments, and rponses, along with coaching and other improptu feedback to the student. Informal assessment conducted in form of direct feedback, for example saying “ Good job!” “Great” “Not bad” “Did you say can or can't?” and others. While formal assessment are exercises or procedures specifically designed to tap into storehouse of skill and knowledge. Formal assessments are systematic planned sampling tecniques constructed to give teacher and student an appraisal of student achievement. Formal assessment form such as test, student's journal and portofolio.

### **2.2.2 General Concept of Test**

Test is a method of measuring a person's ability, knowledge, or performance in a given domain. Based on components of this definition, test can be described as follows; first, test is *method*, test is instrument or a set of techniques, procedures or items. That is requires performance on the part of the test-taker. Second, a test must *measure*, some tests measure general ability, while others focus on very specific competencies or objectives. Next, a test measures an individual's ability, knowledge, or performance. Testers need to understand who the test-takers are. Finally, A test measures a given domain. In the case of a proficiency test, even though the actual performance on the test only a sampling of skills, that domain is overall proficiency in a language. Along with Brown, Zimmaro (2004: 4) stated that test is a method used to measure the level of achievement or performance. The success of a test is determined by the quality of the test itself. Writing a good test will produce a good output as well. There are some characteristics of a good test, as follows:

#### **1. Valid**

It means that it measures what it is supposed to measure. It tests what it ought to test. A good test which measures control of grammar should have no difficult lexical items.

#### **2. Reliable**

If it is taken again by (same students, same conditions), the score will be almost the same regarding that the time between the test and the retest is of

reasonable length. If it is given twice to same students under the same circumstances, it will produce almost the same results. In this case it is said that the test provides consistency in measuring the items being evaluated.

### **3. Practical**

It is easy to be conducted, easy to score without wasting too much time or effort.

### **4. Comprehensive**

It covers all the items that have been taught or studied. It includes items from different areas of the material assigned for the test so as to check accurately the amount of students' knowledge

### **5. Relevant**

It measures reasonably well the achievement of the desired objectives.

### **6. Balanced**

It tests linguistic as well as communicative competence and it reflects the real command of the language. It tests also appropriateness and accuracy.

### **7. Appropriate in difficulty**

It is neither too hard nor too easy. Questions should be progressive in difficulty to reduce stress and tension

### **8. Clear**

Questions and instructions should be clear. Pupils should know what to do exactly.

### **9. Authentic**

The language of the test should reflect everyday discourse

### **10. Appropriate for time**

A good test should be appropriate in length for the allotted time.

### **11. Objective**

If it is marked by different teachers, the score will be the same. Marking process should not be affected by the teacher's personality. Questions and answers are so clear and definite that the marker would give the students the score he/she deserves.

### **12. Economical**

It makes the best use of the teacher's limited time for preparing and grading and it makes the best use of the pupil's assigned time for answering all items. So, we can say that oral exams in classes of +30 students are not economical as it requires too much time and effort to be conducted.

In test processes, we will get some term, like test itself, testing, tester, and testee. Testing means the moment of measuring and assessing; tester is the one who does measuring and assessing, like teacher; and testee is participants of the test, like students. A test is important thing in teaching and learning process in school. By test, teacher can know how far the students understand about the subject. There are some definition of test by experts:

- 1) Clinton I. Chase in his book entitled *Measurement for Educational Evaluation*, stated that: “A test is systematic procedure for comparing the performance of an individual with a designated standard of performance”.
- 2) Anderson in his book entitled *Encyclopedia of Educational Evaluation*, explained that: “A test is any series of questions or exercises or other means of measuring the skill, knowledge, intelligence, capacities or aptitudes of an individual or group”.

We can conclude that test is the procedur for measuring the ability of students as testee to investigate how far students’ understanding about the subject that tested.

### **2.2.3 General Concept of Multiple Choice**

Multiple choice is the objective assessment that usually used by teacher to assess development during study. Multiple choice is the test which respondents are asked to select the only correct answer out of the choices from a list. While the multiple choice (MC) tasks have many advantages, the items could be difficult and time-consuming to develop. In that way, students can easily choose the answer because there are more than option and that can guess by students.

Multiple choice items, which may appear to be the simplest kind of item to construct, are extremely difficult to design correctly. Designing multiple choice might spend more time such in items than save in grading the test. The format

encourages guessing, and scores might be inflated due to test-witnesses, or the test-taker's knowledge about test taking. Many educators argue that MC tasks are in authentic language-use tasks. By giving test in form of multiple choice items, the teacher can measure almost kind of cognitive learning outcome. Notice the example of multiple choice items given below.

Figure 2.2 Example of Multiple Choice Items

**SOAL LES BAHASA INGGRIS KELAS 8 K-13**

**Choose the best answer!**

1. T: Everyone, ..... I will explain the material.  
S: Okay, Ma'am.

a. do you understand?  
b. are you okay?  
c. attention, please!  
d. make a noise, please!

2. Dayu: Edo, ..... are you ready to listen to my question?  
Edo: I'm sorry, Dayu. Okay, I'm ready.

a. can you hear me?  
b. look at me please!  
c. are you ready?  
d. are you okay?

3. S: ....., Sir. May I wash my hands?  
T: sure.

a. Excuse me  
b. Attention please  
c. Look at me please  
d. Hey!

4. A: You must count it first. ....?  
B: Yes, thank you.

a. Can you hear me  
b. Do you understand  
c. What did you say  
d. Are you okay

5. A: You had read the novel. Do you understand the story?  
B: Yes, I do. The story is exciting.  
The underlined sentence is an expression of....

a. getting attention  
b. asking opinion  
c. showing appreciation  
d. checking someone's understanding

6. A: ..... Vin Diesel's newest movie?  
B: I think it is great movie.

a. What do you think of  
b. Do you understand  
c. Do you like  
d. Don you think so

7. A: What do you think of our English teacher?  
B: ..... I like her very much.

a. She is our teacher  
b. She is great  
c. I think is's easy  
d. I don know

8. A: Look at this, my uncle give me a new bag.  
B: ..... It is suitable for you.

a. It is easy



Brown (2004: 56) states that:

1. Multiple-choice items are all receptive, or selective, response items in that the test-taker chooses from a set of responses rather than creating a response.
2. Every multiple-choice item has a stem, which presents a stimulus, and several options or alternatives to choose from.
3. One of those options, the key, is the correct response, while the other as distractor.

Zimmaro (2004: 16) wrote some suggestions to write good multiple-choice items as followed:

1. Present practical or real-world situations to the students.
2. Present the student with a diagram of equipment and ask for application, analysis or evaluation.
3. Present actual quotations taken from newspapers or other published sources and ask for the interpretation or evaluation of these quotations.
4. Use pictorial materials that require students to apply principles and concepts.
5. Use charts, tables or figures that require interpretation.

#### **2.2.4 Part of Multiple Choice Item**

Designing multiple choice items sometimes difficult because it is time-consuming, but they are well worth the effort. Designing multiple choice items

should pay attention to some components contained in it. Multiple choice items consist of a stem, the correct answer, and distractors. The stem is the beginning part of the item that presents the item as a problem to be solved, a question asked of the respondent, or an incomplete statement to be completed, as well as any other relevant information. The options are the possible answers that the students (testee) can choose from, with the correct answer called the key and the incorrect answers called distractors.

These are the guidelines of multiple choice parts according to Kehoe (1995):

a) *Item Stem*

1. Write an item as either a direct question or an incomplete statement. Often one form or the other will produce simpler and clearer wording. If not, the question form may be easier for the writer and straighter forward for the student.
2. Present a single, complete problem or question in the stem. Most of the reading should be in the stem.
3. Eliminate excess wording; include only what is necessary.
4. Include in the stem all the information needed to arrive at an unambiguous answer to the item.
5. Include in the stem any words that would be repeated in each option.
6. Use an introductory sentence for the item if it seems useful. Two sentences may express the problem more clearly than one.

7. Write completion items with the blank at the end rather than the beginning or middle.
8. Avoid the use of negative wording in items. If negatives are necessary, emphasize them with bolding, underlining, or upper case. Do not use negatives in both the stem and the responses, as double-negatives are confusing.
9. Do not write items that require a series of true-false answers.
10. Make sure that items are independent. The information in one item should not supply the answer to another.
11. To test understanding and interpretation rather than factual knowledge
12. Consider variations on the simple MC format.

b) *Item Options*

1. Be sure there is one best response to the item. Options must be mutually exclusive and not overlap.
2. Make the length of the options comparable. Avoid over qualifying the keyed response.
3. Make the options parallel in form.
4. Make all options grammatically consistent with the stem.
5. Don't use absolute language, such as "never" and "always" as a means of making options incorrect.
6. Don't repeat key words from the stem in the keyed option.
7. Don't use stereo typed language that may cue the keyed option.

8. Make the distractors plausible and equally attractive to students who do not know the correct response.
9. Use 3-5 options. Four or five options are desirable to reduce guessing, but a good item with three options can be useful. Do not discard an item with only three good options or add implausible options just make the number of options consistent.
10. List the options in a logical order if there are any.
11. Present the options in a list format rather than in a paragraph with the stem.
12. Distribute the correct option randomly among the option positions.
13. Don't make the options overly wordy and confusing.
14. Don't use "All of the above" as an option. "None of the above" should not be used as an option with "best answer" items but can be used effectively with computational items.
15. Sometimes it may be easier to write correct than incorrect options for an item. It is legitimate to ask students to choose the option that is not correct.
16. It can be helpful to define the class of things to which the correct answer belongs, and then write distractors based on members of that class.
17. Consider as distractors responses that are correct but do not answer the question posed by the stem.
18. Obtain distractors from responses of students to items administered in completion or short answer form.

## **2.2.5 Criteria for Multiple Choice Item**

### ***1. Incorrect Choices***

The incorrect choices or answers of a multiple choice items are called distractors. Distractor serves as a confusing answer to the student feeling confused for choosing the correct answer. We expect the distractors of an item to be equally attractive to the student who does not know the correct answer. As such, the proportions of students (testee) selecting the distractors of an item should be approximately equal.

Distractors having very high or very low values relative to the other distractors of the item are of questionable usefulness and should either be replaced or modified.

### ***2. Use Plausible Distractors***

Distractors must be plausible in terms of the question asked. Plausibility being one of the most important characteristics of distractors. True statements generally make very effective distractors. Writing the distractor can not be arbitrary. Writing distractors in multiple choice items should be related to the question posed.

## **2.2.6 The Advantages and Disadvantages of multiple choice**

Multiple choice items are not a perfect form of test. They have some advantages and disadvantages. The teacher need to be aware of these characteristics in order to use multiple choice item effectively. Based on

Norris, Carol (2003: 73-74) that multiple choice items have the advantages and the disadvantages, that will be describe in following:

*a) The Advantages*

1. Multiple- choice test items have a wide body of data showing that they can be useful predictors of job performance and college grades, if they are properly developed and interpreted (National Academy of Sciences Committee Conclusion, 1982.)
2. Objective tests usually measure knowledge of facts more efficiently than other test types, such as essay and portfolios.
3. Items can sample a wide range of content or objectives.
4. Multiple-choice test items can be utilized in test item banks effectively.
5. Test items are versatile, efficient, and have scoring accuracy, quality, and economy.
6. Provide an objective measurement of student achievement or ability and highly reliable test scores.
7. Patterns of incorrect responses can provide individual and group learning diagnostic information.
8. Guessing is reduced when multiple-choice items are used rather than true-false items.
9. Well constructed multiple-choice items can also be used to construct more realistic true-false items.
10. Item analysis is easily conducted on multiple-choice items which can then be improved before re-use.

***b) The disadvantages***

1. Test items are difficult and time consuming to write (particularly plausible distractors). Test quality is dependent on the item-writing skill of the instructor.
2. Factual knowledge rather than higher-level skills and understandings are frequently the basis of test items.
3. Better students are penalized and not given the opportunity to demonstrate extended knowledge.
4. The ability of multiple-choice tests to predict a student's future performance inside or outside of the classroom is far from perfect.
5. Multiple choice tests do not measure many traits that are important for success in the workplace or in further education, such as persistence and the ability to organize time and work.
6. Multiple-choice test items are often biased against minorities, economically disadvantage students and women. They may not be culturally or equitably free/ fair.
7. Standardized multiple-choice tests have drawn increasing fire for being too simplistic and not adequately measuring a student's ability to think and solve problems (New York Times).
8. Place a high degree of dependence on the students' reading ability and the instructors' writing ability.

### 2.2.7 General Concept of Distractor

According to Oxford Dictionary (1995:1232), Distractor is the incorrect choices or answers of a multiple choice item. They are plausible but incorrect options that are often developed based upon students' common misconceptions or miscalculations. Many people expect the distractors of an item to be equally attractive to the student who does not know the correct answer. Item analysis software typically indicates the percentage of students who selected each option, distractors and key.

Distractors play a vital role for the process of multiple choice testing, in that good quality distractors ensure that the outcome of the tests provides more credible and objective picture of the knowledge of the test involved. Choosing your distractors poorly can make your multiple choice questions much easier or harder than you may have intended. Distractors may be too attractive or may lack attractiveness. Selecting good distractors is the main ingredient in writing strong multiple choice questions.

Stem	>	What is the capital of France?
Distractor1	>	Madrid
Correct Answer	>	Paris
Distractor2	>	London



Writing distractor need a seriousness and not arbitrary. These are a few more general rules for writing distractor, as follows:

1. Distractors should be neither too similar nor too different.
2. The correct answer shouldn't be significantly simpler/shorter or significantly longer/more complex than the distractors, as this will single it out.
3. Distractors should be grammatically consistent with the correct answer and with the question stem.
4. Choices should be mutually exclusive.
5. Distractors should be put in a logical order whenever such an order exists.
6. Four choices is often a good number, but it's best to let the number of answer choices be determined by the number of reasonable distractors, you can come up with. It is far better to have three well-designed alternatives than five poorly-designed ones.

### **2.2.8 Definition of Distractor Quality**

Talking about distractor quality, there are two words that must be parsed first. They are distractor and quality. According to Jerard Kehoe (1995), the incorrect choices or answers of a multiple choice item are called distractors. We expect the distractors of an item to be equally attractive to the student who does not know the correct answer. That function is to disturbing the students in choosing the answer. Distractors' existence is very influence for quality of multiple choice items.

According to Oxford Dictionary (1995:1232) quality is able to work well or producing good result. Quality is a measure of the attainment of a goal. Quality has different definitions in each field. Based on that description, distractor quality is the quality of distractor that influence in multiple choice item for choosing the answer. High or low of distractor quality has effect for the result of students' test. Examining distractor quality in generated tests is of our interest because the majority of tests which students take are teacher-generated and teachers spend a large amount of time developing test items. In a classroom setting where test items are designed to measure educational outcomes, distractors must perform acceptably and each distractor should be based on a common misconception about the correct answer.

### **2.2.9 Characteristic of Good Distractor**

The number of students choosing a distractor should depend only on deficits in the content area which the item targets and should not depend on cue biases or reading comprehension differences in "favor" of the distractor. In good test construction, all distractors should be feasible and reasonable and should apply directly to the stem. There should be a commonality in all of the distractors. If one distractor is off base and not plausible, then you can safely assume the person writing the test question ran out of reasonable distractors.

A good quality determined by how to write distractor. There are some characteristics of good distractor. They are:

- 1) The stem should make sense by itself. A stem that presents a clear problem allows a focus on the learning outcome. A stem that does not do this may leave students struggling to grasp the meaning of the question.
- 2) Stems should be phrased positively. Negatively phrased items can confuse students.
- 3) Alternatives should be the same type or category. A different answer option can provide cues to the student about the correct answer. As the “odd option out” the candidate may realise this must be a correct or incorrect answer.
- 4) Keep distractors the same length. An answer option noticeably longer than the others may be a give-away to the candidate as to the right or wrong answer.
- 5) Avoid inadvertently giving away the correct answer. Any inconsistencies in grammar, formatting and language choice can provide inadvertent clues to the correct answer.
- 6) Avoid using “all of the above” or “none of the above” as answer options. The candidate may be able to use these to work out the correct answer, reducing the validity of the exam.
- 7) Ensure your answer option(s) are absolutely correct. Any ambiguity, doubt or confusion with either the topic itself or the phrasing of the question will confuse your candidate. Distractors, though plausible, should always be definitely wrong, with no room for debate.

### **2.3 Framework of Analysis**

In this part, the writer will make a brief conclusion from both previous studies and theoretical studies. From the previous studies, there are many researchers conducted researches related with multiple choice in test. In this study, the framework is based on the analysis of the distractors quality of multiple choice items of the mid term test which was then applied to the students of SMP N 2 Demak. One of the interesting research questions which emerged during the researches before was how better quality distractors could automatically be chosen. Distractors play a vital role for the process of multiple-choice testing in that good quality distractors ensure that the outcome of the tests provides more credible and objective picture of the knowledge of the test involved. But if the distractor was poor, it would not contribute in assessment. There is no challenge to the students and the result, the students will answer the question easily. In the end of class, the students get low performance in result. Selecting good distractors is the main ingredient in writing strong multiple choice questions. The rationale behind this consists in the fact that distractors semantically distant from the correct answer could make guessing a straight forward task.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In the fifth chapter, the writer presents the conclusions and suggestions about the research and result of data analysis which we have discussed in the previous chapter.

#### **5.1 Conclusions**

The main objective of this study is to find out the distractors quality of multiple choice item type of the mid term test by the eighth grade students of SMP N 2 Demak in the academic year Of 2017/ 2018, especially in the students of 8 I and 8 J. The result can be concluded in some statement as follows:

- (1) The quality of the distractor is good enough. The distractor works well based on its function. It shown by many students have low score because they confused by distractors. Almost 85% of all items have attractive distractors.
- (2) The mid term test is a practice assesment which has so many advantages in assessing of eighth graders SMP N 2 of Demak. The mid term test in multiple choice items is practically with easy way to do, the students only crossing the selected answer. The mid term test using multiple choice items is an objective test which show the studentt's understanding about the material.

- (3) On the other hand, it also has some disadvantages for being careful in taking the mid term test in multiple choice items. Sometimes the students easy to cheat. The mid term test in this form is depending on the item-writing skill, it means that the mid term test has consuming time if the instructor hasn't a good skill. The multiple choice in this mid term test is not too perfect in measuring students' ability.

Besides the conclusion above, the writer also presents other conclusion based on result of the study :

- (1) The students' ability in multiple choice item type is fair; it is categorized from the mean of the students' score of both classes on range 56-65. Although the score is the lowest from the good category.

Finally, the writer can draw a whole conclusion that the items of the English mid term test for eighth grade students of SMP N 2 Demak could still be used as an instrument in the English mid term test.

## **5.2 Suggestions**

### **5.2.1 For the Teacher**

- (1) The teacher should know the students' ability in answering the test, especially focus on the matery based on the Syllabus of eighth grade of SMP N 2 Demak.
- (2) The teacher should give more exercises in muliple choice and give tricks to do the test especially in multiple choice form.

- (3) The teacher should be carefully in making the mid term test. The tes that will given to students should be appropriate with the material at that time and has variety items.
- (4) The teacher should give motivations to the students that they can do the mid term test with their best.

### **5.2.2 For the Students**

- (1) The students should pay more attention when their teacher give an explanation.
- (2) The students should do more exercise like answering the multiple choice questions.
- (3) The students should read a lot of book in English to develop their vocabulary.
- (4) The students should be carefully in answering the test. Giving more attention to choose the correct answer instead of the distractors. They should be able to differentiate where are the distractors or the correct answer.
- (5) The students should consult the difficulties that they face in the test.

### **5.2.3 For the Other Researcher**

- (1) The other researchers should be more careful in checking the students' work.
- (2) The other researchers should be more careful in observing on the students' test time.
- (3) The other researchers should be able to take benefit of this study such as using this final project as a reference to do the research of distractors quality of the mid term test using multiple choice items.

### **5.2.4 For the Readers**

- (1) The reader should be able to take the information and the benefit about the distractors quality of multiple choice item type of the mid term test.
- (2) The reader should know how to do a multiple choice item type by differentiate between the correct answer and distractors easily.



## REFERENCES

- Murti, Arimbi. 2012. *The Distractors Quality Analysis In Multiple Choice Item Of Online Quizzes www.proprofs.com*. Unpublished Final Project. Semarang. Semarang State University
- Khulasoh, W. 2009. *Item Analysis of the English Final Examination for Grade XII Students of SMA in Kebumen in the Academic Year of 2007/2008*. Unpublished Final Project. Semarang. Semarang State University
- Hoshino, Y. 2013. Relationship between types of distractor and difficulty of multiple-choice vocabulary tests in sentential context. *Language Testing in Asia*, 3:16 1-14
- Brown, H.D. 2004. *Language Assessment: Principles and Classroom Practices*. San Fransisco: Longman.
- Airasian, P. (1994). *Classroom Assessment*, Second Edition. NY: McGraw-Hill.
- Haladyna, T. M. (1999). *Developing and validating multiple-choice test items*. 2nd ed. Mahwah, NJ: Erlbaum.
- Haladyna, T.M. & Downing, S.M. (1989). *Validity of a Taxonomy of Multiple-Choice*. Mahwah, NJ: Erlbaum.
- Norris, Carol. 2003. *Alternative Assessment: Research, Resources, And Use Guidelines*. Arizona. Arizona Department of Education, Career and Technical Education Division.

- Kehoe, J (1995). Writing Multiple-Choice Test Items: *Practical Assessment, Research and Evaluation*. 4: 4. [Available online <http://ericae.net/pare/getvn.asp?v4&n4>].
- Nunan, D. (Ed). 1992. *Collaborative Language Learning and Teaching*. Cambridge: Cambridge Press.
- Tuckman, Bruce W. 1979. *Evaluating Instructional Programs*. Boston: Allyn& Bacon.
- Miles and Huberman. 1994. *Qualitative Data Analysis, 2ndEd*. Newbury Park: CA: Sage.
- Sudjana. 2002. *Metode Statistika*. Bandung: Tarsito.
- Harris, D. P.1969. *Testing English as a Second Language*. New York: Mc Graw Hill Book Company Inc.
- Heaton, J. B. 1979. *Writing English Language Test*. London: Longman.
- Arikunto, Suharsimi. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Pirangelo and Guiliani. 2008. *Understanding Assessment in The Special Education Process*. California: Corwin Press.
- Hall, Graham. July, 2010. "International English language testing: a critical response". *Oxford University Press. Volume 64, No. 3*. [64http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1030.8355&rep=rep1&type=pdf](http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1030.8355&rep=rep1&type=pdf). 13 Januari 2017

Departemen Pendidikan Nasional. 2003. *Kurikulum 2004: Standar Kompetensi*.

Jakarta: Departemen pendidikan Nasional.

Mujiyanto, Yan. 2007. *Petunjuk Penulisan Skripsi*. Semarang: UNNES Press.

Linnga, Delmi. "Definition Assessment According to 10 Expert". 13 Januari 2017. <http://belajardii.blogspot.co.id/2015/03/definition-of-assessment-according-to.html>

Catforms. "Introduction to Test Items". 13 Januari 2017.

<http://www.catforms.com/pages/Introduction-to-Test-Items.html>

Wikipedia. "Multiple Choice". 7 June 2017.

[https://en.wikipedia.org/wiki/Multiple\\_choice](https://en.wikipedia.org/wiki/Multiple_choice)

Wikipedia. "Language". 30 December 2017.

<https://en.wikipedia.org/wiki/Language>