



**THE CONSTRUCTION OF ENGLISH
MULTIPLE CHOICE SUMMATIVE TEST ITEMS
OF KTSP**

**(A Test for the Eight Grade Students in the Second Semester of SMP
in Batang in The Academic Year Of 2009/2010)**

A Final Project
Submitted in partial fulfillment of the requirements for the degree of *Sarjana*
Pendidikan in English

By
Nurul Izati
2201406636

PERPUSTAKAAN
UNNES

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY**

2010

PERNYATAAN

Dengan in saya,

Nama : Nurul Izati

NIM : 2201406636

Prodi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris FBS UNNES

Menyatakan dengan sesungguhnya bahwa *final project* yang berjudul:

**THE CONSTRUCTION OF ENGLISH MULTIPLE CHOICE
SUMMATIVE TEST ITEMS OF KTSP (A Test for the Eight Grade
Students in the Second Semester of SMP in Batang in the Academic Year of
209/2010)**

Yang saya tulis dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana ini benar-benar karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan ujian. Semua kutipan baik yang langsung maupun yang tidak langsung, baik yang diperoleh dari sumber kepustakaan, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dipergunakan dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan *final project* ini membubuhkan tanda tangan sebagaimana keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika dikemudian hari ditemukan pelanggaran terhadap konvensi penulisan karya ilmiah, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat dipergunakan sebagaimana perlunya.

Semarang, 19 Agustus 2010

Yang membuat pernyataan,

Nurul Izati

NIM. 2201406636

APPROVAL

This final project was approved by the Board of Examiners of the English Department of Faculty of Languages and Arts of Semarang State University (UNNES) on September 2010.

Board of Examiners:

1. Chairperson

Prof. Dr. Rustono, M.Hum. _____

NIP. 195801271983031003

2. Secretary

Drs. Alim Sukrisno, M.A. _____

NIP. 195206251981111001

3. First Examiner

Intan Permata H, S.Pd., M.Pd. _____

NIP. 197402242005012001

4. Second Advisor as Second Examiner

Dr. Dwi Anggani LB, M.Pd. _____

NIP. 195901141989012001

5. First Advisor as Third Examiner

Drs. Amir Sisbiyanto, M.Hum. _____

NIP. 195407281983031002

Approved by

Dean of Faculty of Languages and Arts

Prof. Dr. Rustono, M.Hum.

NIP. 195801271983031003

MOTTO AND DEDICATION

If there is difficulty, there must be away to finish it

(Al Insyirah: 6)

Don't depend on others but rely on yourself



Dedicated to:

My mom, mom, mom, and dad

My dearest sister and brothers

All my friends in English Department, UNNES

ACKNOWLEDGEMENTS

Firstly and mostly all praises be to ALLAH SWT the Lord of the universe for all blessing given to me during the accomplishment of my final project. Peace and blessings be upon the Prophet Muhammad SAW.

In the process of writing this final project, I would like to express my greatest gratitude to Drs. Amir Sisbiyanto, M. Hum., the first advisor, for giving me his guidance and suggestion during the completion of this final project. I also would like to express my greatest appreciation to Dr. Dwi Anggani L. B, M.Pd., the second advisor, for her patience and willingness to guide and correct my final project carefully and thoroughly.

Moreover, my thanks are extended to all the lecturers of English Department of Semarang State University, who had taught and guided me so that I got much valuable knowledge.

My deepest gratitude goes to my beloved family. My mother and father, your love and devotion are my inspiration. My sister and my brothers, your payer become my strength.

Last but not least, my thanks to all my friends in F- class 2006, my friends in Rahma Kost and all those names could not be written here. Your love, cheer and support will last forever.

ABSTRACT

Izati, Nurul. 2010. The Construction of English Multiple Choice Summative Test Items of KTSP (A Test for the Eight Grade Students in the Second Semester of SMP in Batang in the Academic Year of 2009/2010. Final Project English Departement, S1 Degree of Education. Advisor I: Drs. Amir Sisbiyanto, M. Hum., II. Dr. Dwi Anggani L. B., M.Pd.

Key words: multiple-choice test, Gronlund's criteria, curriculum, KTSP.

This study is based on the research which tried to investigate the construction of multiple choice test items in the English summative test. The main purpose of the study is to find out how well the construction of English multiple-choice summative test items of KTSP for the eighth grade students in the second semester of SMP in Batang in academic year of 2009/2010. The investigation was based on the sixteen criteria offered by Gronlund. The material in the test was also compared to the KTSP.

The data used in this study were taken from the question sheet of the second semester summative test for the eight grade students of SMP in Batang in the academic year of 2009/2010. There were two kinds of data in this research. The first was the multiple choice items in the summative test. The second, were taken from books and dictionary which related to the study to support the research. The research was served in qualitative way.

The result of the study indicates that not all the reading passages found in the summative test are relevant to KTSP. The materials were two four types i.e.: narrative (text 7) and recount (text 2,3, and 6) and invitation (text 4) and short message (text 8). There was one short functional text, announcement, which is not available in the summative test. In addition, there were two genres of text, descriptive and greeting that were not included in the syllabus of KTSP. By using Gronlund's criteria in analyzing the construction of the multiple-choice test, there are major factors which cause some of the items invalid. The eight factors are, grammatical inconsistency between the alternatives and the stem of the item, using verbal clues that might enable students to select the correct answer or to eliminate an incorrect alternative, not present a single clearly formulated problem in the stem of the item, the intended answer is not correct, the distracters is not plausible and attractive to the uninformed, variation of the relative length of the correct answer as a clue in answering the question and each item is independent of the other items in the test.

Dealing with the result of the study it is suggested that (1) in constructing test, the test makers should be more careful to the material that will be tested, whether it has been representative covered in the curriculum or not, and the proportion of the items, (2) before constructing multiple-choice test or other kinds of test, it is better to look at some guidelines offered by the language test experts, (3) the government is supposed to be consistent in using materials based only on the new curriculum.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communication is very crucial among human beings in social life. They will naturally contact with others when they want to convey their feeling, ideas, and wants. In short, the need for communication is very important to make their lives meaningful.

English as a lingua franca plays an important role let the people around the world to exchange their knowledge and their culture to world wide. English as one of the languages which is spoken world wide besides French, Mandarin, and Latin; those universal languages will unite the people as a means of communication. For those reasons, we need to learn the international language.

In Indonesia, English is not only taught at Junior High School, Senior High School, and Vocational School but now it is taught at the Elementary School. The system of teaching English in Indonesia as a foreign language has changed from time to time based on what curriculum is used. It may change once in five years or once in ten years. Consequently we have curriculum 1975, curriculum 1984, curriculum 1994, curriculum 2004 Competence Based Curriculum, and School-Based Curriculum 2006 KTSP (Kurikulum Tingkat Satuan Pendidikan).

The School-Based Curriculum is designed to help learners take an active approach to learning and to use the language they know. New language is

practiced in a variety of different contexts. All four skills, listening, speaking, reading, and writing, are covered and there is a strong emphasis on lexis, as a solid base of key vocabulary is necessary for successful communication.

Mulyasa (2006:288) states, "Based on Undang-Undang No. 20 Tahun 2003 about National Education System that KTSP is potential to support the new paradigm of the school-based management in the contexts of area autonomy and the decentralization of education in Indonesia.

The School Based Curriculum (KTSP), which has just been implemented in our educational system. The curriculum divides the teaching program in two terms in each academic year. Each term is ended with a test. The test is intended to measure the degree of success of the teaching-learning program in each term.

With the new standard of national education, the final evaluation is being sensitive issue. Evaluation provides precise information that is used for a variety of decisions. To know the students' progress in their language class, a good assessment is needed. Test as one of the means of assessment is a crucial instrument to measure students' performance. Even sometimes its result will determine the student's eligibility to step on the higher educational level. That is why the test is supposed to be constructed very carefully.

Evaluation is important because it contributes directly to the teaching-learning process and evaluation. Evaluation can simulate the students, so they will learn and master the materials which have been taught by the teacher. Evaluation is also very important to the teacher to know that the expected progress has taken place or not and to make evaluative judgment. According to Gronlund (1981:6),

”Evaluation may be defined as a systematic process of determining the extent to which instructional objectives are achieved by pupils”.

In constructing a test, we have to consider some criteria: the characteristics and the scope of the material, the materials have to be appropriate to the curriculum, the construction of the test has to use clear construction, and the language of the test do not ambiguous.

The purpose of administering the test is to find out the achievement of the students of an educational stage and a certain educational level using the measurement instrument. The evaluation has to be done based on the national curriculum, and the result will give some information about the quality of educational in each and every level.

1.2 Reason for Choosing the Topic

The followings are the reasons for choosing the topic:

- (1) Test is a means to measure the students’ achievement of the teaching learning program in each term.
- (2) A good test can help create positive students a sense of accomplishment.
- (3) A good test should represent the objectives of the unit on which the assessment is based.
- (4) A good test should require the student to perform task that were included in the previous classroom lesson.

1.3 Statement of the Problem

Are the English summative test items for the VIII grade students in the second semester of SMP in Batang in the academic year of 2009/2010 well constructed?

1.4 Objective of the Study

The objective of this study is to examine whether the English multiple choice summative test items for the eighth grade students in the second semester of SMP in Batang in the academic year of 2009/2010 has good construction based on Gronlund's criteria.

1.5 Significance of the Study

There are some advantages of this study are as stated below:

- (1) It can improve the teacher's ability in constructing test item and the teacher can apply the result of the study as reference when they want to analyze the test items.
- (2) This study is also beneficial for the students to make their study more effective with regard to the right materials.
- (3) It gives further evaluation to the test made by the government.

1.6 Outline of the Study

This final project is divided into five chapters. Chapter I, introduction, consists of background of the study, reasons for choosing the topic, statement of

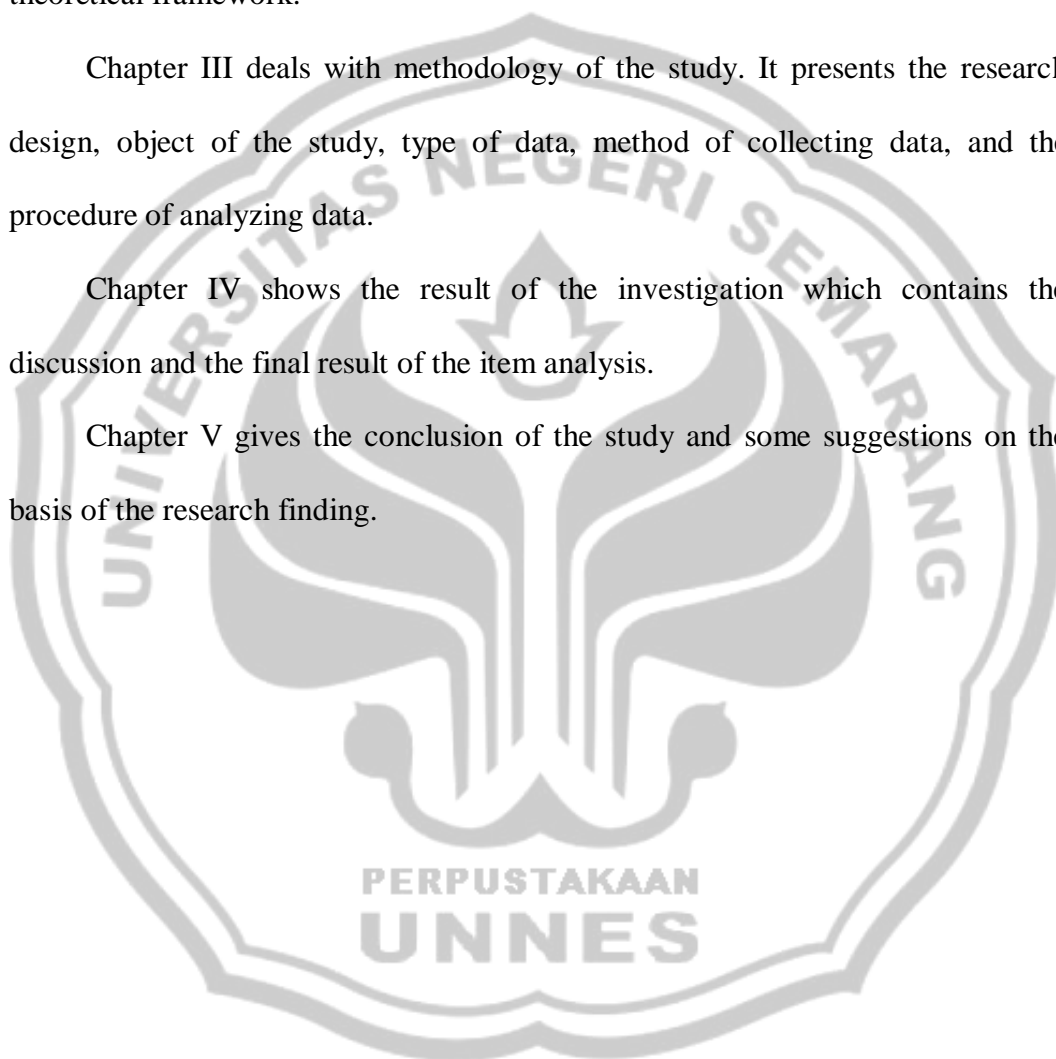
the problem, objective of the study, significance of the study, and outline of the research study.

Chapter II discusses review of related literature used in this study. It consists of review of the previous studies, review of theoretical studies, and theoretical framework.

Chapter III deals with methodology of the study. It presents the research design, object of the study, type of data, method of collecting data, and the procedure of analyzing data.

Chapter IV shows the result of the investigation which contains the discussion and the final result of the item analysis.

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



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter I am is going to present review of literature that are related with the study. This chapter contains three sections. The first section presents review of the previous study. This is then followed by the second section that talks about review of the theoretical studies. The last section describes the theoretical framework which is used as the basis of this study.

2.1 Review of the Previous Studies

Research in this area includes Ratnasari (2008) who wrote about “An Analysis of Teacher-Made First Term English summative Test for the 8 th Grade Students in SMP N 1 Limbangan in Academic Year 2007/2008”, Hasanah (2008) conducted research entitled “Items Analysis of a Teacher-Made English Test for 7th Grade Students of SMP N 2 Bandar in the Academic Year of 2007/2008”, Nuryulia (2009) wrote about “Item Analysis of Achievement Test in Final Test for 7th Grade Students of SMP N 1 Moga Pemasang in the Academic Year of 2008/2009” and the last Maharani (2008) presented researched about “The Construction of Objective Test of the Even Semester English Summative Test Items of KTSP for the X Grade Students of SMA in Blora in academic 2007/2008”.

Considering all of the studies, I view that there is still an area of studies that has not been explored. This area is “The Construction of English Multiple Choice Summative Test Item of KTSP (A test for the Eight Grade Student in the second semester of SMP in Batang in Academic Year 2009/2010).

2.2 Review of the Theoretical Studies

This section presents the theory which related to the studies. Including in this section are test and curriculum.

2.2.1 Test

Chase (1978: 6) states “a test is a systematic procedure for comparing the performance of an individual with a designed standard of performance”.

Brown (2004: 3) defines “test as a method of measuring a person’s ability, knowledge, or performance in a give domain. A test is first a method, is a set of technique, procedures, or items that 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. Fourth, a test measures performance, but the results imply the test-taker’s ability, or, to use a concept common in the field of linguistics competence. Finally, a test measures a given domain. In the case of a proficiency test, even though the actual performance on the test involves only a sampling of skills, that domain is overall proficiency in a language- general competence in all skills of a language. Other tests may have more specific criteria.

A well-constructed test is an instrument that provides an accurate measure of the test-taker's ability within a particular domain. The definition sounds fairly simple, but in fact, constructing a good test is a complex task involving both science and art.

Webster's collegiate as quoted by Karmel (1978:5) states that "test is any series of questions or exercises or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes an individual or group".

"A test is a set of question, each of which has a correct answer, that examinees usually answer orally or in writing" (Tinambunan 1988: 3).

2.2.2 Types of Test

There are three types of language test based on Harris (1969: 3). The tests are as follows:

(1) An aptitude test

Chase (1978: 204) states "an aptitude test is a psychometric tool designed to predict how well an individual will profit from training in a specific skill area". Aptitude tests are also achievement test, based on the assumption that the skill acquired incidentally is a good indicator of what one might do in a program of instruction especially designed to advance their skill. However, aptitude tests are different from achievement test in the way they are validated. Whereas achievement test are validated against some future indicators of the content of the

instructional program, aptitude tests are validated against some future indicators of performance such as job success or final marks training.

(2) A general proficiency test

A general proficiency test indicates what an individual is capable of doing now, though it may also serve as a basis for predicting future attainment.

(3) An achievement test

An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement tests are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question (Brown: 2001:391).

2.2.3 Achievement Test

Achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievements tests are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. Achievement tests can serve as indicators of features that a student needs to work on in the future, but the primary role of an achievement test is to determine acquisition of course objectives at the end of a period of instruction.

Gronlund (1982: 1) states “an achievement test is a systematic procedure for determining the amount a student has learned”.

In constructing an achievement test is not the construction of test items, but rather than the identification and definition of the learning outcomes to be measured.

2.2.3.1 Types of Achievement Test

Based on Tinambunan (1988:7-9) there are four types of achievement test which are very commonly used by teachers in classroom: placement, formative, diagnostic and summative test.

(1) Placement Test

A placement test is designed to determine the pupil performance at the beginning of instruction. Thus, it is designed to sort new students into teaching groups, so that they can start a course at approximately the same level as the other students in the class. It is concerned with the student's present standing, and so relates to general ability rather than specific points of learning. As a rule the results are needed quickly so that teaching may begin.

Placement test is intended to know the pupil's entry performance. That is, whether or not the pupils have possessed the knowledge and skills needed to begin the planned instruction; to what extent the pupil has already mastered the objectives of the planned instruction.

(2) Formative Test

Formative test is intended to monitor learning progress during the instruction and to provide continuous feedback to both pupil and teacher concerning learning successes and failures. It is used for example at the end of a unit in the course book or after a lesson designed to teach one particular point. The result of this test will provide the students information about how well they have learnt a particular material. The result of this test also will give the students immediate feedback.

Brown (2004: 6) also states “formative assessment is evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process. The key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning.

According to Tasmer (1993: 11) “formative evaluation is a judgment of the strengths and weaknesses of instruction in its developing stages, for purposes of revising the instruction to improve its effectiveness and appeal”. The evaluation is conducted by collecting data about the instruction from a variety of sources, using a variety data, gathering methods and tools.

Formative evaluation is for us the use of systematic evaluation in the process of curriculum construction, teaching, and learning for the

purpose of improving any these three processes (Bloom, Madaus, and Hasting 1981: 155).

(3) Diagnostic Test

The result of formative evaluation is also intended to find the appropriate way of improving learning and instruction. Diagnostic test is intended to diagnose learning difficulties during instruction. Thus, it is concerned with the persistent or recurring learning difficulties that are left unresolved by the standard corrective prescription of formative evaluation. Diagnostic evaluation is much more comprehensive and detailed because it searched for the underlying causes of those learning problems. It involved the use of specially prepared diagnostic tests as well as various observational techniques. Thus, the main aim of diagnostic test is to determine the causes of learning difficulties and then to formulate a plan for remedial action.

(4) Summative Test

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

Summative assessment aims to measure, or summarize, what a students has grasped, and typically occurs at the end of a course or unit of instruction (Brown 2004: 6).

Summative evaluation is directed toward a much more general assessment of the degree to which the larger outcomes have been attained over the entire course, or some substantial part of it. Summative evaluation looks at mastery of several such new skills or concepts. Summative tests are not reserved solely for final examination, although certainly the final examination given in most colleges and certification are summative. More frequently, tests of a summative nature are used two or three times within a course to contribute grades toward an overall grade reported to students and parents (Bloom, Madaus, and Hastings 1981: 72).

From the statement above, I can infer summative assessment is the formal testing of what has been learned in order to produce marks or grades which may be used for reports of various types and given periodically to determine at a particular point in time.

2.2.4 Subjective Test

"Subjective test items present a less structured task than objective type items, and consequently it is more difficult to control the nature of the student's response" (Tinambunan 1988: 34).

Subjective tests mostly used during the intuitive era and later on the objective ones have been often used now since the scientific and communicative era. Subjective test is generally in the form of essay question or rather long supply-type item. In essay test, the tester must think carefully of what to say and

then express ideas as well as possible. The subjective judgment of scores enters into the scoring, and thus, the scores differs from one scores to another and from one time to another the same scorer. In essay test, most students often feel upset.

2.2.5 Objective Test

The objective test includes a variety of forms of test tasks having in common the characteristic that the correct answer, usually only one, is determined when the test item is written. The word “objective” in objective test refers only to the scoring of the answers; the choice of content and coverage of an objective test is probably as subjective as the choice of content and coverage of an essay test, and for some types of items there is subjective judgment involved in the original decision as to what is the correct answer (Thorndike and Hagen 1962: 47).

Objective test are frequently criticized on the grounds that they are simpler to answer than subjective examination. Items in an objective test, however, can be made just as easy or as difficult as the test constructor wishes. In other hand, objective test item has several weakness as what Thorndike and Hagen (1991: 60) state:

“Those who object to the objective type of test say that it emphasizes factual material, encourages piecemeal memorization of unimportant details, permits too much guessing of the correct answer, ignores the higher mental process, neglects the more important educational objectives, and never gives the student any practice in writing.”

“The objective test is so called objective because the scoring procedure is determined when the test is written. That is, the correct answer, usually only one, is, completing stated before testing. Thus the grader can be completely objective about the answer “(Karmel and Karmel 1978: 420-421). The objective test is a structured examination. That is, each examinee is presented with exactly the same problem. The objective, on the other hand, being completely structured, must be answered in a prescribed manner. The students is not called upon to organize his response as he is in the essay format. The objective test requires the student to recognize, not to recall, the correct answer. This is because most objective tests present given alternatives (with the exception of the completion item), one of which is the correct response.

2.2.5.1 Types of Objective Items

According to Karmel and Karmel (1988: 422-423), there are four types of objective items, there are:

2.2.5.1.1 True-False Items

The true-false item has been very popular with teachers, probably because it is easy to construct and requires little time. The following statements are representative of the major drawbacks of the true-false item:

- (1) The true-false item tends to be greatly influenced by guessing.
- (2) It is almost impossible to make statements either absolutely true or absolutely false.
- (3) True-false tests foster poor test-taking habits. Students are clever and will second-guess the teacher who employs the true-false item and discern pattern.

2.2.5.1.2 Completion Items

Completion items require the student to fill in a blank that completes the sentence or answer a specific question. The completion item is related to the essay item and serves as a bridge between the objective and essay test. On the one hand, it is objective, in the sense that a prearranged answer can be chosen before testing; on the other hand, it is related to the essay test because the student must produce the correct answer rather than recognize it. The completion item is especially useful for appraising your student's knowledge of facts, such as names and dates.

2.2.5.1.3 Matching Items

The matching item's major advantage is that it condenses a great deal of material into a limited amount of space.

The matching item is simply a modification of the multiple-choice form. Instead of the possible responses being listed underneath each individual stem, a series of stems, called premises, is listed in one column and the responses are listed in another column.

2.2.5.1.4 Multiple-Choice Items

The multiple-choice format is one of the most popular and effective of all the objective tests. It consists of two parts: (1) the stem, which states the problem, and (2) a list of options, one of which is to be selected as the answer. The stem may be stated as a question or as an incomplete statement. The multiple choice item can be used to appraise almost any educational objective with the exception, of course, of student organization and ability to produce answers.

2.2.6 Constructing the Objective Test

The construction of good test items is an art. The skills it requires, however, are the same as those found in effective teaching. Needed are a thorough grasp of subject matter, a clear conception of the desired learning outcomes, a psychological understanding of pupils, sound judgment, persistence, and a touch of creativity.

In constructing an achievement test to fit a set of specification, the test maker may choose from variety of item types. Some of the test items are referred to as objective items, because they can be scored objectively. That is, equally competent scorers can score them independently and obtain the same result. They also include the following selection-type items: multiple- choice, true-false, and matching. They also include the supply-type items that are limited to short answers (several words or less), even though such items are not completely objectives. The other supply- type item, the essay question, is subjective. That is, the subjective judgment of the scorer enters into scoring, and thus, the scores differ from one scorer to another for the same scorer.

Gronlund (1982: 40-53) suggests the sixteen rules for construction are intended as guides for the preparation of items that approximate this ideal. The sixteen rules are:

- (1) Designed each item to measure an important learning outcome.
- (2) Present a single clearly formulated problem in the stem of the item
- (3) State the stem of the item in simple, clear language.
- (4) Put as much of the wording as possible in the stem of the item.

- (5) State the stem of the item in positive form, wherever possible.
- (6) Emphasize negative wording whenever it is used in the stem of an item.
- (7) Make certain that the intended answer is correct or clearly best.
- (8) Make all alternatives grammatically consistent with the stem of the item and parallel item.
- (9) Avoid verbal clues that might enable students to select the correct answer or to eliminate an incorrect alternative.
- (10) Make the distracters plausible and attractive to the uninformed.
- (11) Vary the relative length of the correct answer to eliminate length.
- (12) Avoid using the alternative “all of the above,” and use “none of the above” with extreme caution.
- (13) Vary the position of the correct answer in a random manner.
- (14) Control the difficulty of the item either by varying the problem in the stem or by changing the alternative.
- (15) Make certain each item is independent of the other items in the test.
- (16) Use an effective item format.

According to Brown (2004: 55-58) there are four criteria in constructing multiple choice test. The four criteria are:

- (1) Design each item to measure a specific objective.
- (2) State both stem and options as simply and directly as possible.
- (3) Make certain that intended answer is clearly the only one correct answer

- (4) Use item indices to accept, discard, or revise items.

Bloom (1956: 48-50) suggest five criteria for constructing multiple choice test. The criteria as stated below:

- (1) Have all unintentional clues been avoided?
- (2) Are all of the distracters plausible?
- (3) Has needless redundancy been avoided in the options?
- (4) Has the ordering of the options been carefully considered? Or are the correct answer randomly assigned?
- (5) Have distracters like “none of the above,” A and B only”, etc. been avoided?

2.2.7 Multiple-Choice Item

The multiple-choice item is generally recognized as the most widely applicable and useful type of objective test item. It can more effectively measure many of the simple learning outcomes measured by the short-item or completion, the true false item and the matching item. It can measure a variety of the more complex learning outcomes in the knowledge, understanding and application areas.

A multiple-choice item consists of a problem and a list of suggested solutions. The problem may be stated in the form of a direct question or an incomplete statement and is called the stem of the item. The list of suggested solutions may include words, numbers, symbols, or phrases and are called alternatives. The pupil is typically requested to read the stem and the list of

alternatives and to select the one correct, or best, alternative. The correct alternative in each item called merely answer, while the remaining alternatives are called distracters (Gronlund 1981:178).

Tinambunan (1988: 75) states the advantages of using the multiple-choice form. They are:

- (1) The multiple-choice item is adaptable to subject matter content areas as well as different levels of behaviour/ it can be used in assessing ability reason, discriminate, interpret, analyze, make inferences and solve problems.
- (2) The structure of a premise with four or five alternatives provides less chance for guessing the correct response than the true-false item does.
- (3) One advantage of the multiple-choice item over the true-false item is that pupils cannot receive credit for simply knowing that a statement is incorrect; they must also know what is correct.
- (4) Four or five options in the multiple-choice test provide more incorrect choices for selections of responses by the student who does not know the best or correct answer.
- (5) The difficulty of each multiple-choice item can be controlled by changing the alternatives.
- (6) Multiple-choice items are amenable to item analysis which enables the teacher to determine how well the items functioned with the student tested and how each alternative functioned in discriminating between the higher achieving and lower achieving students.

(7) Multiple-choice items can be scored quickly and objectively.

According to Ebel (1979: 565-570) another advantage of the multiple-choice item is that it reduces the guessing element in scores. In a true-false item we have two options from four or possibly five; the item reliability can increase.

According to Chase (1978: 123) there are some limitations to multiple-choice items. The load of reading is heavy and verbal skills are greatly called upon in completing a multiple-choice test. Also, multiple-choice test, like other objective tests, rely heavily on recognition skills, rather than recall. The student only has to identify the correct answer among those provided. This may well be a simpler task than recalling, reconstruction, or creating the appropriate response with minimal cues with which to begin.

Learning outcomes in the knowledge area are so prominent in all school subjects and multiple-choice items can measure such a variety of these outcomes that illustrative example are endless. Gronlund (1981: 180) states some of the more typical uses of the multiple-choice form in measuring knowledge outcomes common to most school subjects. They are explained below:

- (1) **Knowledge of terminology.** It is a simple but basic learning outcome measured by the multiple-choice item is that of knowledge of terminology. For this purpose, the pupil can be requested to show his knowledge of a particular term by selecting a word which has the same meaning as the given term or by selecting a definition of the term.
- (2) **Knowledge of specific facts.** It is important in its own right, and it provides a necessary basis for developing understandings, thinking

skills, and other complex learning outcomes. Multiple-choice items designed to measure specific facts can take many different forms but questions of the who, what, when, and where variety typical.

(3) Knowledge principles. Multiple-choice items can be constructed to measure knowledge of principles as easily as those designed to measure knowledge specific facts. The items appear a bit more difficult but this is because principles are more complex than isolated facts.

(4) Knowledge of methods and procedures. This includes such diverse areas as knowledge of laboratory procedures; knowledge of methods underlying communication, computational, and performance skills; knowledge of methods using in problem solving; knowledge of government procedures; and knowledge of common social practices.

2.2.8 Characteristic of a Good Test

Considering the characteristics of a good test, there are five cardinal criteria that have important role. They are practicality, reliability, validity, authenticity and washback (Brown: 2003).

2.2.8.1 Practicality

An effective test is practical. This means that it is not excessively expensive, stays within appropriate time constrains, relatively easy to administer and has a scoring/evaluation procedure that is specific and time-effective.

According to Tinambunan (1988: 23) before administering a test, some factors about the administration and the test itself must be carefully considered:

- (1) The availability of enough time for the administration of the test should be fair, because the reliability of a test is directly related to the test's length.
- (2) The test should be as economical as possible in cost.
- (3) Any equipment needed during the administration of the test.
- (4) The length of time needed to get the marking done.
- (5) The scoring procedure must be appropriate.

2.2.8.2 Reliability

Reliability means to the consistency of measurement, that is, to how consistent test scores or other evaluation results are from one measurement to another. Tinambunan (1988: 14) states “reliability means to consistently with which a test measures the same thing all the time”. In other words, the reliability of a test refers to its consistency with which it yields the same rank for an individual taking the test several times. Thus, a test is reliable if it consistently yields the same, or nearly the same ranks over repeated administrations.

According to Grunlond (1981: 94) the meaning of reliability, as applied to testing and evaluation, can be further clarified by nothing the following points:

- (1) Reliability refers to the result obtained with an evaluation instrument and not to the instrument itself.
- (2) A closely related point is that an estimate of reliability always refers to a particular type of consistency.
- (3) Reliability is a necessary but not a sufficient condition for validity.

(4) Unlike content validity, reliability is primarily statistical in nature.

According to Harris (1969:15-16) there are some types of estimate of reliability. Test reliability may be estimated in a number of ways. First, the simple technique would be to retest the same individuals with the same test. If the result of the two administrations were highly correlated, we could assume that the test had temporal stability-one of the concepts of reliability. Second method of computing reliability is with the use of alternate or parallel forms that is, with different versions of the same test which are equivalent in length, difficulty, time limits, format, and all other such aspects. A third method for estimating the reliability of a test consists in giving a single administration of one form of the test and then, by dividing the items into two halves (usually by separating odd-and even-numbered items), obtaining two scores for each individual. Then the reliability coefficient can be determined by computing the correlation between them. The third method is called Kuder-Richardson Method. This method measures the extent to which items within one form of the test have as much in common with one another as do the items in that one form with corresponding items in an equivalent form.

2.2.8.3 Validity

The most important variable in judging the adequacy of a measurement instrument is its validity. A test is valid to the extent to which it provides data which are relevant to making decision about a class of behavior. An achievement

test is valid to the extent that its score helps us decide how well a student has mastered a given body of subject matter.

Tinambunan (1988: 11) states “validity refers to the extent to which the results of an evaluation procedure serve the particular uses for which they are intended”. Thus, the validity of a test is the extent to which the test measures what is intended to measure. If the result are to be used to describe pupil achievement, we should like them to represent the specific achievement we wish to describe, to represent all aspects of the achievement we wish to describe, and to represent nothing else.

According to Gronlund (1982:126) the concept of validity, as used in testing, can be clarified further by noting the following general points:

- (1) Validity refers to the interpretation of the results (not to the test itself).
- (2) Validity is inferred from available evidence (not measured).
- (3) Validity is specific to a particular use (selection, placement, evaluation of learning, and so forth).
- (4) Validity is expressed by degree (for example, high, moderate, or low).

There are many type of validity according to some experts. But in this writing, we will look at these three types of validity according to Harris (1969:19-21):

2.2.8.3.1 Content Validity

According to Chase (1978: 68) “content validity is reflected in the degree to which a test is a representative sample of a body of subject-matter as defined by the instructional objectives used in teaching the subject. Content validity is

concerned with what goes into the test". Thus, the degree of content validity in a classroom test relates to how well the test measures the subject matter content studied and the behaviors which the test tasks require. Content validity is especially important in achievement testing. We can build a test that has high content validity by (1) identifying the subject-matter topics and the learning outcomes to be measured, (2) preparing a set of specifications, which defines the sample of items to be measured, and (3) constructing a test that closely fits the set of specification.

2.2.8.3.2 Empirical Validity

Empirical validity is obtained as a result of comparing the result of the test with the result of some criteria measure. Empirical validity is of two general kinds, predictive and current (status) validity, depending on whether test scores correlated with subsequent or current criterion measures. Empirical validity also depends on large parts on the reliability of both test and criteria measures.

2.2.8.3.3 Face Validity

Face validity is almost always perceived in terms of content: if the test samples the actual content of what the learner has achieved or expects to achieve, then face validity will be perceived. A test has face validity if the item looks right to other tasters, teachers and testees. So, it is very important to show a test to our friend or colleagues because sometimes we fail to stand back and look at the individual test items objectively. So to avoid this problem, it is important to examine the test by other people. Face validity can provide not only a quick reasonable guide but also a balance to great a concern with statistical analysis.

2.2.8.4 Authenticity

Bachman and Palmer in Brown (2004: 28) define authenticity as the degree of correspondence of the characteristics of a given language test task to the features of a target language task, and then suggest an agenda for identifying those target language tasks and for transforming them into valid test items.

Essentially, when you make a claim for authenticity in a test task, you are saying that this task is likely to be enacted in the real world. Many test item types fail to simulate real-world tasks. They must be contrived or artificial in their attempt to target a grammatical form or a lexical item. The sequencing of items that bear no relationship to one another lacks authenticity. One does not have to look very long to find reading comprehension passages in proficiency tests that do not reflect a real-world passage.

2.2.8.5 Washback

Washback generally refers to the specific effects that tests have on instruction in terms of how students prepare for the test. Another form of washback that occurs more in classroom assessment is the information that “washes back” to the students in the form of useful diagnoses of strengths and weaknesses. Washback also includes the effects of an assessment on teaching and learning prior to the assessment itself, that is, on preparation for the assessment. Informal performance assessment is by nature more likely to have built-in washback effects because the teacher is usually providing interactive feedback. Formal tests can also have

positive washback, but they provide no washback if the students receive a simple letter grade or a single overall numerical score.

2.2.9 Curriculum

A curriculum according to Hornby (1989: 214) is “a course, especially, a regular course of study as at school or university”. Curriculum has a central position in all educational processes. It guides all of educational activities in order to reach objectives of education. Curriculum is a plan of education, gives guide and direction about kinds, scopes, systematic content and process of education. *Merriam Webster’s New International Dictionary* (1984) states that “curriculum is the courses offered by an educational institution”. The curriculum is developed to facilitate the teaching-learning process under direction and guidance of a school, college or university and its staff members.

According to Pratt (1980: 4) “a curriculum is an organized set of formal educational and or training intentions”.

Curriculum is a set of plans or arrangement of goals, contents, materials, and ways that are used as a guide in teaching-learning process to reach certain goal of education. The government (the Department of National Education) reformed the curriculum that has been used since 1954. It will be evaluated once in four year, and will be changed whenever necessary.

Curriculum has a central position in all educational processes. It guides all of educational activities in order to reach objectively of education. Curriculum is a

plan of education, gives guide and direction about kinds, scopes, systematic content and process of education.

Curriculum is, and will always be, a major concern of the professional teacher. Whenever teacher seeks clearer purposes or better strategies for his teaching, they are reflecting on curriculum question.

2.2.9.1 KTSP

School-Based Curriculum is an operational curriculum which is formed and practiced by each school in Indonesia. Consequently, the curriculum used in a school may be different from the one to the other schools. The different form and practice depend on the needs of the school; still, the government has given the standard curriculum as a model for the school (BSNP: 2006).

The organization of KTSP or School Based Curriculum based on *UU No. 2 Tahun 2003 tentang Sisdiknas and PP No. 19 Tahun 2005 tentang Standar Nasional Pendidikan*, must to aim at National Standard of National Education which contains content standard, process, graduation standard, trainer, facilitation, management, budgeting and assessment. Content standard (Standar Isi/SI) and graduation standard (Standar Kompetensi Lulus/SKL) are the main form in developing the curriculum (KTSP).

Table 2.1. The differences between the School Based Curriculum (KTSP) and its Predecessors.

KTSP	Previous Curriculums
1. Created by school.	1. Created by government.
2. Based on competence.	2. Based on context.
3. Students are more active.	3. teachers are more active,
4. Based on national standard	4. there was no national standard

(www.ktsp.jardiknas.org/ktsp_sma.php)

KTSP is an operational curriculum which is formed and practiced by each school in Indonesia (www.puskur.net/inc/sma/BahasaInggris.pdf). Thus, every school may have different curriculum depending on the need and condition of the school itself. However, the government has given a national standard of the curriculum, which serves as a model for the schools. There are several differences between KTSP and its predecessors. These differences are shown in Table 2.1 above.

The system of Competence Based Curriculum uses module as a system in the teaching-learning process, about a topic that is arranged systematically and operationally, and are used by the students; includes in module the guidelines for teachers.

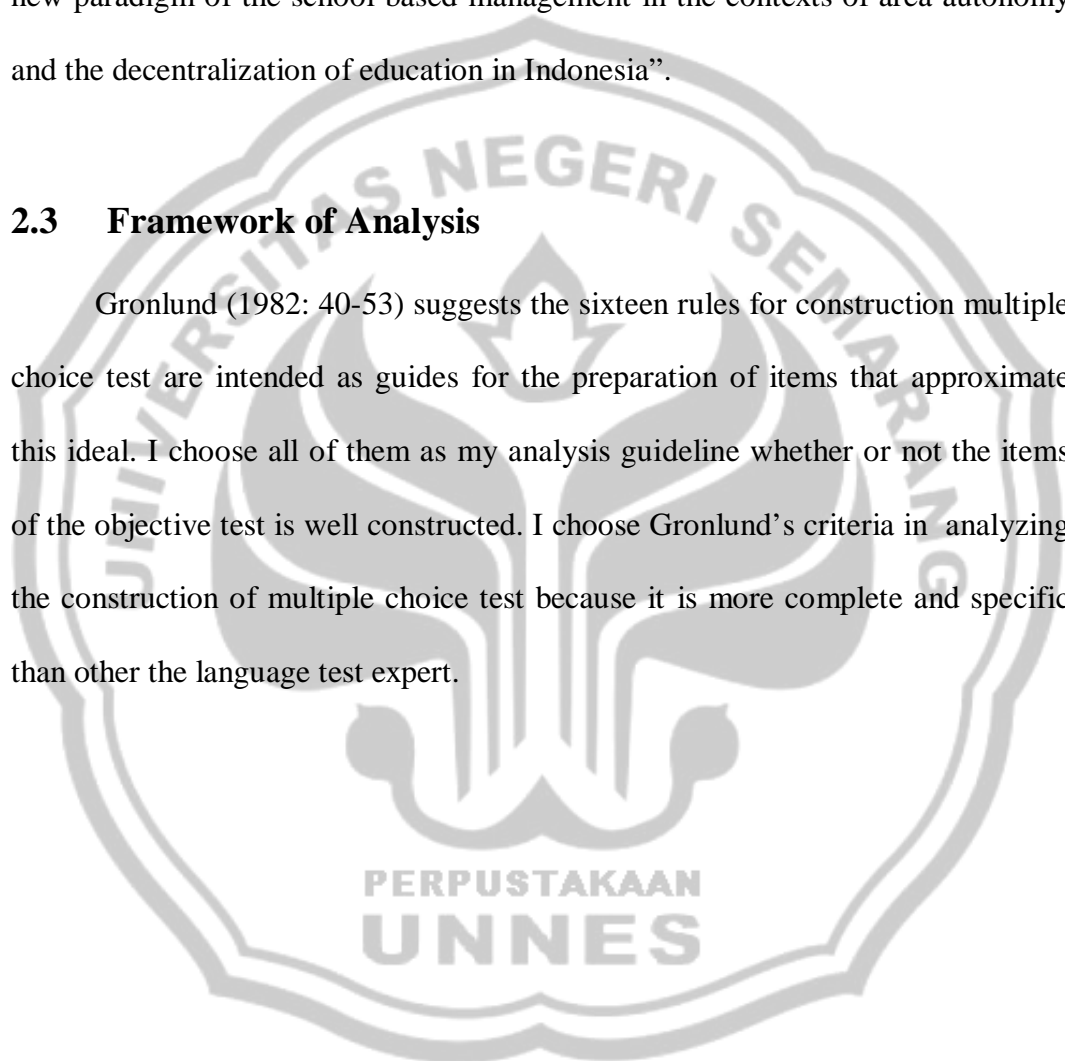
The 2006 curriculum KTSP is designed to help learners take an active approach to learning and to use the language they know. New language is practiced in a variety of different contexts. All four skills listening, speaking,

reading, and writing, are covered and there is a strong emphasis on lexis, as a solid base of key vocabulary is necessary for successful communication.

Mulyasa (2006:288) states,” Based on Undang-Undang No. 20 Tahun 2003 about National Education System that KTSP is very potential to support the new paradigm of the school-based management in the contexts of area autonomy and the decentralization of education in Indonesia”.

2.3 Framework of Analysis

Gronlund (1982: 40-53) suggests the sixteen rules for construction multiple choice test are intended as guides for the preparation of items that approximate this ideal. I choose all of them as my analysis guideline whether or not the items of the objective test is well constructed. I choose Gronlund’s criteria in analyzing the construction of multiple choice test because it is more complete and specific than other the language test expert.



CHAPTER III

METHOD OF INVESTIGATION

In the third chapter, the writer presents the research design, object of the study, type of data, and procedure of analyzing data.

3.1 Research Design

According to Nunan (1992:2), "Research is to collect and analyze the data in a specific field with the purpose of proving your theory." Based on the approach analysis, research can be divided into two types, they are:

- (1) quantitative analysis, and
- (2) qualitative analysis.

In this study, I used a qualitative research. Nunan (1992:3) points out that qualitative study assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable and ungeneralisable study is one in which the insight and outcomes generated by the research cannot be applied to contexts or situations beyond those in which the data were collected.

It means that the result of qualitative research is subjective and relative. The result of the research depends on the researcher's opinion.

3.2 Object of the Study

The object of the study was the forty items of English summative test. Since the test items for each regency in Indonesia were different, I chose the test items used of SMP in Batang Regency which held in the second semester for VIII grade students. Because I was started my final project in the beginning of second semester. The investigation was emphasized on the construction of the multiple-choice items of the test.

3.3 Type of Data

There were two kinds of data in this study. The first one, the main data is the English summative test items for VIII grade students of SMP in Batang and options printed on the test papers. The second one, the secondary data were taken from books and dictionary which related to the topic in this writing.

3.4 Method of Collecting Data

In collecting the data, I used two methods of collecting data. They were library research and documentary research. The library research means I used library facility, read some books to get the information, data, and ideas related to the subject matter of this study. The documentary research means I tried to analyze the data gathered, based on the Gronlund's guidelines, whether or not the subject meets the requirement of the expert's rules.

3.5 Procedure of Analyzing Data

In analyzing the data in this study was presented in qualitative way. The first steps of analyzing the data is selected the English summative test item as the main data to be studied in this investigation. Next, I observed the every material specifically mentioned in the Basic Competence of each class and semester. I categorized the reading passages according to the genre of the text. Then, the items of the test were matched to the curriculum of KTSP. To do this, I employed a table showing the genre in the first column, the text of the test item in the second one, and the result in the third one.

Table 3.1: Example Table Genre of the Text

Genre	Text								Result	
	1	2	3	4	5	6	7	8		

From the table, I then drew a conclusion of the percentage genre in the test. After that, I analyzed the test items once again to find out whether or not all items had met the characteristics of a good test based on Gronlunds's criteria. The item will be considered valid if it meets all the rules, opposite with it, the item invalid if it misses at least one of the criteria by Gronlund. Finally, in order to be clearer, I interpreted the data to find out the final result of the study.

CHAPTER IV

ANALYSIS OF THE DATA

In this chapter, the data are analyzed to found out the representativeness of KTSP material in summative test. The writing below will further about genre of the text and from the point of view of Gronlund's criteria for evaluating achievement test items.

4.1 Discussion

Reading text is one of the most test types that were found in the summative test. It is mean that the teaching learning process puts more emphasis on reading. Reading activity itself requires both language and knowledge. Reading is one of the language skills, which should be developed for the students in learning English. Reading helps them to get a lot of information from types of writing.

Any test, which is intended to measure the students' achievement, must fulfill the requirement of a good test. An achievement test must evaluate the students' competencies. A good test must consider the cognitive domain of the students. The cognitive domain involves knowledge and the development of intellectual skills. The test item should be representing the previous class lesson, so the test could figure out the learners' achievement in their language class. In curriculum, the English material for each term is so substantial subject in teaching

learning process, so that the best item test must be selected, especially the proportion of the number of items with the materials covered in each term.

The table below presents the analysis of the genre of the texts found in the summative test:

Table 4.1 : Genre of the Text

Genre	Text								result
	1	2	3	4	5	6	7	8	
Narrative							√		1
Recount		√	√			√			3
Short Functional Text:									
Invitation				√					1
Announcement									0
Short message					√			√	2

From the table above, it can be concluded whether there are eight passages (one descriptive text, one narrative text, three recount texts, one invitation text, two short message texts and one greeting text) found in the summative test. There are one narrative text (12.5%), three recount texts (37.5%) and two other were short functional texts. The short functional texts were one invitation text (12.5%) and two short message (25%). It can be concluded only 87.5% of all reading texts in the eight semesters was found in this test.

According to the curriculum KTSP for the eighth grade students in the second semester states, there are two types of text (narrative and recount) and three short functional text (invitation, announcement and short message) mentioned in the English class syllabus. However, in the first passage found the

irrelevant text, there is the first passage. The first passage was descriptive text. Meanwhile in the syllabus of the second semester there is no descriptive text. Descriptive text is only found in the syllabus for the eight graders in the first semester.

From the three short functional texts which are taught in the second semester, based on the research there was only one short functional text which was not found in the summative test. Announcement was not found in the summative test.

4.2 Gronlund's Criteria to Construct A Good Multiple Choice Test Items

Gronlund's sixteen questions used in this study are:

- (1) Design each item to measure an important learning outcome.
- (2) Present a single clearly formulated problem in the stem of the item.
- (3) State the stem of the item in simple, clear language.
- (4) Put as much of the wording as possible in the stem of the item.
- (5) State the stem of the item in positive form, wherever possible.
- (6) Emphasize negative wording whenever it is used in the stem of an item.
- (7) Make certain that the intended answer is correct or clearly best.
- (8) Make all alternatives grammatically consistent with the stem of the item and parallel item.

- (9) Avoid verbal clues that might enable students to select the correct answer or to eliminate an incorrect alternative.
- (10) Make the distracters plausible and attractive to the uninformed.
- (11) Vary the relative length of the correct answer to eliminate length.
- (12) Avoid using the alternative “all of the above,” and use “none of the above” with extreme caution.
- (13) Vary the position of the correct answer in a random manner.
- (14) Control the difficulty of the item either by varying the problem in the stem or by changing the alternative.
- (15) Make certain each item is independent of the other items in the test.
- (16) Use an effective item format.

The above questions are discussed independently as follows.

4.2.1 Design Each Item to Measure an Important Learning Outcome.

I infer that all multiple-choice items in this test had fulfilled this requirement. The problem situation around which item was to be built was important and directly related to learning outcomes or objectives of the course. Each of the items was constructed to measure the student's comprehension on reading passages in the test.

4.2.2 Present a Single Clearly Formulated Problem in the Stem of the Item.

The task set forth in the stem of the item should be so clear that a student can understand it without reading the alternatives. Most of the stem met this criteria. However, there was one item did not meet this criterion, such as item number 19

and 34 there were no stem in this number. In addition, there were no directions to help the students answering the question.

4.2.3 State the Stem of the Item in Simple, Clear Language.

I found that all the multiple-choice items in this test were stated in simple and clear language. The problems were stated in an understandable language and not ambiguous. The problem in the stem of a multiple choice item should be stated as precisely as possible and free of unnecessarily complex wording and sentences structure. Anyone who possesses the knowledge measured by a test item should be able to select the correct answer. Poorly stated item stems frequently introduce sufficient ambiguity to prevent a knowledgeable student from responding correctly. Also, Complex sentence structure may make the item a measure more of reading comprehension than of the intended knowledge outcome.

4.2.4 Put as Much of the Wording as Possible in the Stem of the Item.

After I investigated all the items of multiple-choice items in this test, they fulfilled this requirement. This point was aimed to avoid repeating the same material in each of the alternatives. By moving all the common contents to the stem, it was usually possible to clarify the problem further and reduce the time the student needs to read the alternatives.

4.2.5 State the Stem of the Item in Positive Form, wherever Possible.

Most problems can and should be stated in positive terms. This avoid the measurement of relatively insignificant learning outcomes. All the items in this summative test, I infer that all of them were stated in positive form. A positively phrased test item tends to measure more important learning outcomes than a

negatively stated item. The use of negatively stated item stems results all too frequently from the ease with which such items can be constructed, rather than from the importance of the learning outcomes measured.

4.2.6 Emphasize Negative Wording whenever it is Used in the Stem of an Item.

All stems in multiple-choice item emphasize negative wording in the stem of an item. The use of negative wording was basic to measurement of an important learning outcome. When negative wording was used in the stem of an item, it should be emphasized by being underlined or capitalized and by being placed near the end of the statement.

4.2.7 Make Certain that the Intended Answer is Correct or Clearly Best.

Each of the question in the multiple choice test had one correct answer and it was unquestionably correct. However only item number 9 which had two correct answer in the stem. This condition made the Students confused because there were two correct answers in the stem. Including more than one correct answer in a test item and asking pupils to select all of the correct alternatives had two major shortcomings. First, such items were usually no more than a collection of true false item presented in multiple-choice form. Second, since the number of alternatives selected as correct answer varies from one pupil to another there was no satisfactory method of scoring.

4.2.8 Make all Alternatives Grammatically Consistent with the Stem of the Item and Parallel in Form

Most of stem and alternatives were phrased in consistent grammatical type. However, there were some items which did not meet this criterion, such as items number 26 and 39. The stem of item number 26 was written in past form but some of the options were presented in present form. This condition showed that the grammar of the stem and the alternatives were not consistent, so the items were invalid. In item number 39, the stem was written with quotation but in the alternatives also presented with quotation. This differs from that of the others, some students may more readily detect that alternative as a correct or an incorrect answer.

4.2.9 Avoid Verbal Clues that Might Enable Students to Select the Correct Answer or to Eliminate an Incorrect Alternative.

One of the most common sources of extraneous clues in multiple choice items was the wording of the item. Some such clues were rather obvious and were easily avoided. Others require the constant attention of the test maker to prevent them from slipping in unnoticed. Most of the items in this summative test had this, except items number 9, 13, and 19. In item number 9, there were three alternatives that had the same clues and only one alternative had different answer so some students can be confused with the answer of the question. eliminate three alternatives and can answer the question. Similarity of wording in both the stem and the correct answer was one of the most obvious clues. In item number 13, it provided a clue to the correct answer. It had two alternatives that had similar clues

and students could choose among them. In item number 19, option C and D included two responses that had the same meaning and made the two options possible to eliminate them as potential answer. In this item both, “I am very sorry” and “I am very sad” can be eliminate because they mean essentially the same meaning.

4.2.10 Make the Distracters Plausible and Attractive to the Uninformed.

The purpose of a distracter is to distract the uninformed away from the correct answer. The distracters in a multiple-choice item should be so appealing to the student who lacks the knowledge called for by the item that they select one of the distracters in preference to the correct answer. Most of the students did this, except for item number 2. Item number 2, there were stated words **like** and **dislike** in its options. They will be an apparent clue to the test takers that the correct answer was between the two options.

4.2.11 Vary the Relative Length of the Correct Answer to Eliminate Length as Clue

The relative length of the correct answer can be removed as a clue by varying it in such manner that no apparent pattern is provided. That is, it should sometimes be longer, sometimes be shorter, and sometimes of equal length. There were two items which considered invalid because they did not meet this requirement. The invalid item was item number 9. In this number, the correct answer was the longest alternative. In equalizing the length of the alternatives for a given test item was to make them approximately equal.

4.2.12 Avoid Using the Alternative “All of the Above,” and Use “None of the Above” with Extreme Caution.

Each of the items in this test avoided using the alternative “all of the above” and using “none of the above”. These special alternatives were seldom used appropriately and usually rendered the item less effective than it would be without them. The inclusion “all of the above” as an option makes it possible to answer the item on the basis of partial information. Obviously, the use of “none of the above” is not possible with the best answer type of multiple-choice item, since the alternatives vary in appropriateness and the criterion of absolute correctness is not applicable.

4.2.13 Vary the Position of the Correct Answer in a Random Manner.

The correct answer should appear in each alternative position about the same number of times, but its placement should not follow a pattern that may be apparent to the person taking the test. Students who detect that the correct answer never appears in the same position more than twice in a row, or that A is the correct answer on every fourth item. Such clues can be avoided by random placement of the correct answer. This multiple-choice item varied the position of the correct answer in a random manner.

4.2.14 Control the Difficulty of the Item either by Varying the Problem in the Stem or by Changing the Alternatives.

It is usually preferable to increase item difficulty by increasing the level of knowledge called for by making the problem more complex. However, it is was

also possible to increase difficulty by making the alternatives more homogeneous. Control the difficulty of the item found in this test.

4.2.15 Make Certain Each Item is Independent of the Other Items in the Test.

Occasionally information given in the stem of one item will help students answer another item. This can be remedied easily by a careful review of the items before they are assembled to be measured. I found item number 32 was not independent of the other items in the test. This item was related to the other item, number 44, in the essay test. The student could answer the question number 32 correctly by read the item number 44.

4.2.16 Use an Efficient Item Format.

Use an effective item format means the alternatives should be listed on separate lines, under one another. This makes the alternative easy to be read and compared. It also contributes to ease of scoring since the letters of the alternatives all appear on the left side of the paper. Many of the item arrangement did not follow this rule. Those items were items number 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40. The alternatives were typed into two columns. It was supposed to reduce the paper consumption, but it was not practically correct according to the rule.

After investigating all the items based on Gronlund's criteria, I infer that the multiple-choice items of English summative test in the second semester for the eight grade students of SMP in Batang in the academic year of 2009/2010 are fair constructed, since half of the objective items meet the Gronlund's criteria of how

to construct a good multiple-choice test. Among the sixteen Gronlund's criteria there are only eight criteria which meet in this test.



CHAPTER V

CONCLUSION AND SUGGESTION

After I did the analysis, then I would like to draw some conclusion and give suggestion. In this chapter, I present conclusion and suggestion of the study.

5.1 Conclusion

A test is used to improve learning, through a test a teacher can get information about the achievement of his or her students in mastering the materials included in curriculum. Dealing with KTSP, not all reading passage found in the summative test are relevant to the curriculum. The genres of the text which are taught to the second semester of the eight grade students according to the KTSP are two texts (narrative and recount) and three short functional texts (invitation, announcement and short message). The materials found in the summative test are one narrative text (text 7); three recount texts (text 2, 3, and 6); and one invitation (text 4); and one short message (text 5 and 8). There is one short functional text, announcement, which not available in the summative test. In addition, there is one genre of the text, descriptive that is not including in this syllabus of KTSP for the eight graders in the second semester. In other words, there are only 87. 5% materials which are based on newest curriculum represented in the English Summative Test.

After conducting the investigation based on the Gronlund's criteria, I found the English multiple choice summative test items in the second semester for the eight grade students of SMP in Batang in the academic year of 2009/2010 are fair constructed, since half of the objective items meets the Gronlund's criteria of how to construct good a multiple-choice test. Among the sixteen Gronlund's criteria there are only eight criteria which meet in this test. Based on the research finding, I would like to say that all the multiple-choice items in this test are designed to measure important learning outcomes. The test states the stem of the item in simple, clear language. It also puts as much of the wording as possible in the stem of the item. All of the item state the stem of the item in positive form. Each of the item emphasizes negative wording whenever it is used in the stem of an item. The items also avoid using "all of the above," and use "none of the above" with extreme caution. They vary the position of the correct answer in a random manner and control difficulty of the item either by varying the problem in the stem or by changing the alternatives.

The major factor which cause some of the items invalid are the item format which is not appropriate with Gronlund's suggestion (item number 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40), grammatical inconsistency between the alternatives and the stem of the item (item number 26, 38, and 39), using verbal clues that might enable students to select the correct answer or to eliminate an incorrect alternative (item number 9, 13, and 19), not presenting a single clearly formulated problem in the stem of the item (19 and 34), making certain that the

intended answer is not correct (item number 9), the distracters is not plausible and attractive to the uninformed (item number 2) and variation of the relative length of the correct answer as a clue in answering the question (item number 9). The last factor which causing the invalidity of the multiple-choice item is make certain each item is independent of the other items in the test (item number 32).

5.2 Suggestion

In constructing a test, test makers or teachers should be more careful to materials that will be tested, whether they have been representative covered in the curriculum or not, and the proportion of the items. Before constructing multiple-choice test or other kinds of test, it is better to look at some guidelines offered by the language test experts, here, I choose Gronlund's criteria, to know about how to make a good objective test.

A test constructor should construct the objective test more carefully in order to avoid the mistake in the item test construction, especially in choosing item format, grammatical consistency, making verbal clues, presenting a single clearly formulated problem in the stem, making certain the intended answer, making plausible distracters, varying the relative length of the options to avoid length as a clue, and making certain each item is independent of the other items in the test.

Realizing that the KTSP has now been officially used in Indonesia, the government is supposed to be consistent in using materials coming only from the new curriculum since the previous curriculum's materials are no longer taught.

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APPENDIX 2

They Key Answer of the Summative Test

- | | |
|--------|-------|
| 1. A | 21. C |
| 2. B | 22. B |
| 3. C | 23. B |
| 4. B | 24. A |
| 5. C | 25. B |
| 6. B | 26. D |
| 7. B | 27. A |
| 8. D | 28. C |
| 9. A/B | 29. A |
| 10. C | 30. C |
| 11. D | 31. D |
| 12. C | 32. B |
| 13. B | 33. A |
| 14. B | 34. B |
| 15. D | 35. C |
| 16. D | 36. A |
| 17. A | 37. B |
| 18. C | 38. B |
| 19. A | 39. A |
| 20. A | 40. B |



alternative.										
10. The distracters plausible and attractive to the uninformed	√	X	√	√	√	√	√	√	√	√
11. Vary the relative length of the correct answer to eliminate length.	√	√	√	√	√	√	√	√	X	√
12. Avoid using the alternative “all of the above,” and use “none of the above” with extreme caution.	√	√	√	√	√	√	√	√	√	√
13. Vary the position of the correct answer in a random manner.	√	√	√	√	√	√	√	√	√	√
14. Control the difficulty of the item either by varying the problem in the stem or by changing the alternative.	√	√	√	√	√	√	√	√	√	√
15. Make certain each item is independent of the other items in the test.	√	√	√	√	√	√	√	√	√	√
16. Use an effective item format.	√	X	X	X	X	X	X	X	√	X
Result	V	I	I	I	I	I	I	I	I	I

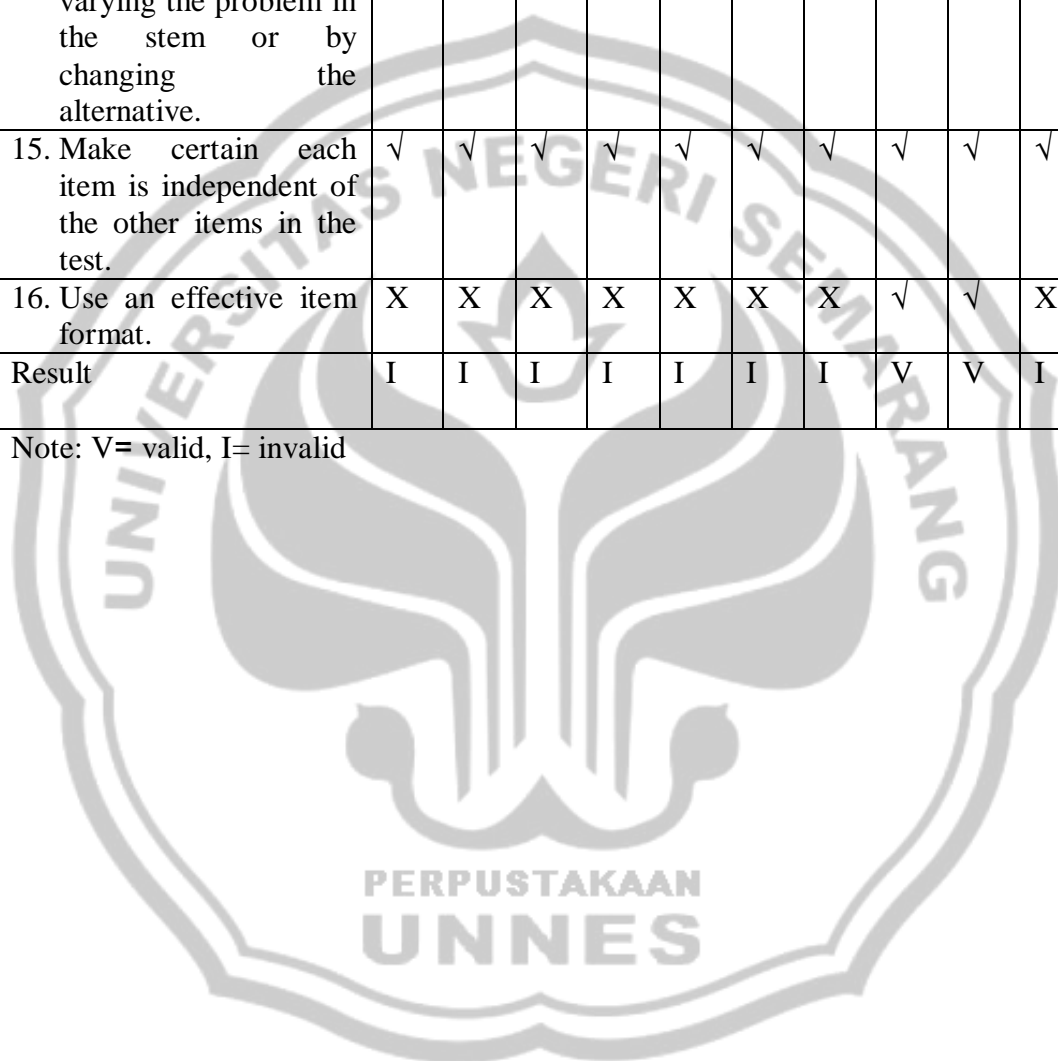
Note: V= valid, I= invalid

answer to eliminate length.										
12. Avoid using the alternative “all of the above,” and use “none of the above” with extreme caution.	√	√	√	√	√	√	√	√	√	√
13. Vary the position of the correct answer in a random manner.	√	√	√	√	√	√	√	√	√	√
14. Control the difficulty of the item either by varying the problem in the stem or by changing the alternative.	√	√	√	√	√	√	√	√	√	√
15. Make certain each item is independent of the other items in the test.	√	√	√	√	√	√	√	√	√	√
16. Use an effective item format.	X	X	X	X	X	X	X	X	X	X
Result	I	I	I	I	I	I	I	I	I	I

Note: V= valid, I= invalid

above,” and use “none of the above” with extreme caution.										
13. Vary the position of the correct answer in a random manner.	√	√	√	√	√	√	√	√	√	√
14. Control the difficulty of the item either by varying the problem in the stem or by changing the alternative.	√	√	√	√	√	√	√	√	√	√
15. Make certain each item is independent of the other items in the test.	√	√	√	√	√	√	√	√	√	√
16. Use an effective item format.	X	X	X	X	X	X	X	√	√	X
Result	I	I	I	I	I	I	I	V	V	I

Note: V= valid, I= invalid



of the above” with extreme caution.										
13. Vary the position of the correct answer in a random manner.	√	√	√	√	√	√	√	√	√	√
14. Control the difficulty of the item either by varying the problem in the stem or by changing the alternative.	√	√	√	√	√	√	√	√	√	√
15. Make certain each item is independent of the other items in the test.	√	X	√	√	√	√	√	√	√	√
16. Use an effective item format.	X	X	X	X	X	√	X	X	X	X
Result	I	I	I	I	I	V	I	I	I	I

Note: V= valid, I= invalid



SILABUS

APPENDIX 4

Sekolah : SMP

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Mendengarkan

7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana	Percakapan yang memuat ungkapan-ungkapan berikut: A: <i>Do you mind lending me some</i>	<ol style="list-style-type: none"> <i>Eliciting</i> kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb) Menentukan makna kata dan menggunakannya 	<ul style="list-style-type: none"> Merespon ungkapan meminta, memberi, menolak jasa Merespon 	Tes tertulis	Isian singkat	<i>Listen to the expression and write your response to it.</i>	2 x 40 menit	<ol style="list-style-type: none"> Script per uku teks yang relevan Rekaman percakapan Tape recorder CD CD player

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuat</p> <p>Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan</p>	<p><i>money?</i> <i>B: No Problem / I want to, but ...</i> <i>A: Can I have a bit</i> <i>B: Sure, here you are</i> <i>A: Here's some money for you</i> <i>B: I can't take this, sorry</i> <i>A: Do you like it?</i> <i>B: Yes I do</i> <i>A: Have you done it?</i> <i>B: Sorry, I haven't</i></p>	<p>a dalam kalimat</p> <p>3. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi</p> <p>4. Mendengarkan percakapan tentang materi terkait</p> <p>5. Menjawab berbagai informasi yang terdapat dalam percakapan</p> <p>6. Merespon ungkapan-ungkapan yang terkait materi</p> <p>1. Tanya jawab berbagai hal</p>	<p>ungkapan meminta, memberi, menolak barang</p> <ul style="list-style-type: none"> • Merespon ungkapan meminta, memberi, mengingkari informasi • Merespon ungkapan meminta, memberi, menolak pendapat • Merespon ungkapan meminta, menerima, menolak tawaran 	Tes lisan	Jawaban singkat	<i>Listen to the expression and give your response to it.</i>		6.gambar 7.Benda sekitar 8.model benda

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon	<p>A: <i>Do you think it's good?</i> B: <i>I think so / Sorry, I can't say anything</i></p> <p>A: <i>Would you like some...</i> B: <i>Yes, please / No, thanks</i></p> <p>Percakapan yang memuat ungkapan-ungkapan berikut: A: <i>What if it I do it again.</i> B: <i>Fine, with me.</i> A: <i>I have to go now.</i></p>	<p>terkait tema/topik yang akan dibahas</p> <ol style="list-style-type: none"> Mendaftar kosakata yang digunakan dalam percakapan Menentukan makna kosakata dalam daftar Menggunakan kosakata dalam kalimat Tanya jawab menggunakan ungkapan – ungkapan terkait Menirukan ungkapan yang diucapkan guru Mendengarkan percakapan Menjawab pertanyaan tentang percakapan 	<ul style="list-style-type: none"> Merespon ungkapan meminta, memberi persetujuan Merespon ungkapan pernyataan Merespon ungkapan memberi perhatian terhadap pembicara Mengawali, memperpanjang an menutup percakapan Merespon ungkapan mengawali, memperpanjang dan menutup percakapan telepon 	<p>Tes lisan</p> <p>Tes tulis</p>	<p>Merespon ungkapan</p> <p>Melengkap</p> <p>pi percakapan</p> <p>an</p>	<p><i>Listen to the expressions and give your response to them.</i></p> <p><i>Listen to the dialogue and complete the text</i></p>	2 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan <i>Script</i> percakapan Rekaman percakapan Tape recorder Gambar yang relevan

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	<p><i>B: Do you have to?</i> <i>A:</i> <i>B: Right / I see / Hm...m.</i></p> <ul style="list-style-type: none"> • <i>Hello, excuse me</i> • <i>Did you? / Were you ?</i> • <i>Thanks/ Bye.../ See you.</i> <ul style="list-style-type: none"> • <i>Could I speak to please?</i> • <i>Well, I'm calling to....</i> • <i>Nice talking to you</i> 							

Standar Kompetensi : Mendengarkan

8.Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

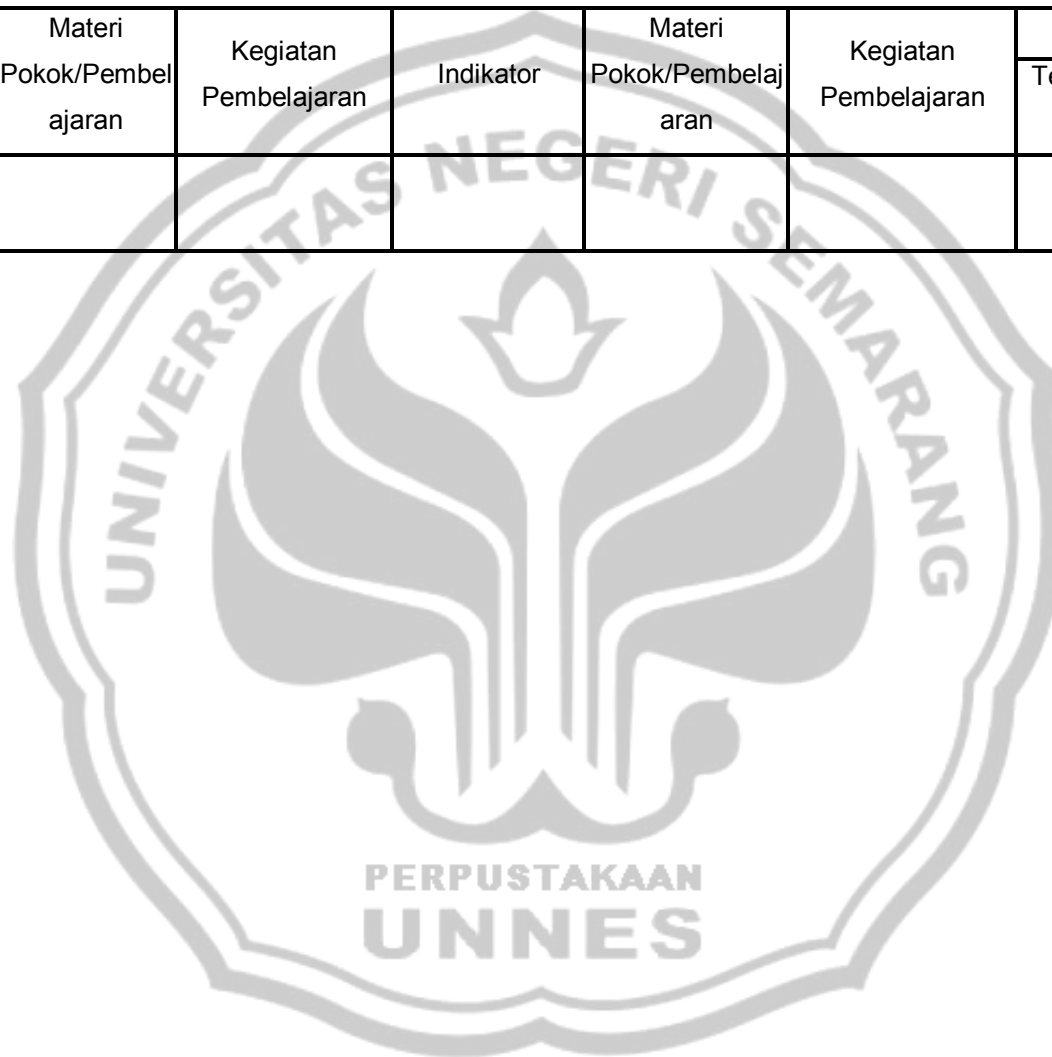
Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Penilaian			Alokasi Waktu	Sumber Belajar
						Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	Percakapan yang memuat ungkapan-ungkapan berikut: A: <i>Do you mind lending me some money?</i> B: <i>No Problem / I want to, but ...</i> A: <i>Can I have a bit</i> B: <i>Sure, here</i>	7. <i>Eliciting</i> kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb) 8. Menentukan makna kata dan menggunakannya dalam kalimat 9. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi 10. Mendengarkan percakapan tentang	<ul style="list-style-type: none"> Mengidentifikasi berbagai informasi dalam teks fungsional pendek undangan, pengumuman, pesan singkat Mengidentifikasi tujuan komunikatif teks fungsional pendek 	<ul style="list-style-type: none"> Teks fungsional pendek : <ul style="list-style-type: none"> - undangan, - pengumuman, - pesan singkat Tujuan komunikatif teks fungsional pendek : <ul style="list-style-type: none"> - undangan, - pengumuman, - pesan singkat Teks monolog berbentuk : <ul style="list-style-type: none"> - <i>narrative</i> - <i>recount</i> Tujuan komunikatif teks berbentuk : <ul style="list-style-type: none"> - <i>narrative</i> - <i>recount</i> 	<ol style="list-style-type: none"> Tanya jawab tentang berbagai hal menggunakan kosakata dan ungkapan yang telah dipelajari Review berbagai jenis teks fungsional pendek yang sering dijumpai Mendengarkan teks fungsional pendek terkait tema/topik tertentu Menjawab berbagai pertanyaan terkait informasi dalam taeks fungsional yang didengar Menentukan tujuan komunikatif dari teks yang didengar 	Tes tulis	Melengkapi rumpang	<i>Listen to the dialogue and complete the following text.</i>	2 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan Script teks fungsional pendek Rekaman teks Tape recorder Contoh teks fungsional Gambar yang relevan

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Penilaian			Alokasi Waktu	Sumber Belajar
						Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i>	<p><i>you are</i></p> <p>A: <i>Here's some money for you</i></p> <p>B: <i>I can't take this, sorry</i></p> <p>A: <i>Do you like it?</i></p> <p>B: <i>Yes I do</i></p> <p>A: <i>Have you done it?</i></p> <p>B: <i>Sorry, I haven't</i></p>	<p>materi terkait</p> <p>11. Menjawab berbagai informasi yang terdapat dalam percakapan</p> <p>12. Merespon ungkapan-ungkapan yang terkait materi</p> <p>9. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas</p>								
					1. Tanya jawab					

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Penilaian			Alokasi Waktu	Sumber Belajar
						Teknik	Bentuk Instrumen	Contoh Instrumen		
	<p>A: <i>Do you think it's good?</i></p> <p>B: <i>I think so / Sorry, I can't say anything</i></p> <p>A: <i>Would you</i></p>	<p>10. Mendaftar kosakata yang digunakan dalam percakapan</p> <p>11. Menentukan makna kosakata dalam daftar</p> <p>12. Menggunakan kosakata dalam kalimat</p> <p>13. Tanya jawab menggunakan ungkapan – ungkapan terkait</p> <p>14. Menirukan ungkapan yang diucapkan guru</p> <p>15. Mendengarkan percakapan</p> <p>16. Menjawab pertanyaan</p>	<ul style="list-style-type: none"> Mengidentifikasi berbagai informasi dalam teks monolog narative Mengidentifikasi tujuan komunikatif teks naratif 		<p>berbagai hal terkait tema/topik/jenis teks</p> <p>2. <i>Eliciting</i> cerita yang dikenal siswa</p> <p>3. Tanya jawab tentang salah satu cerita yang dikenal siswa</p> <p>- tokoh, tempat kejadian</p> <p>- problem, solusi, akhir cerita</p> <p>4. Mendengarkan cerita terkait tema/topik dari guru/teman</p> <p>5. Tanya jawab tentang informasi</p>	Tes tulis	Pilihan ganda	<i>Listen to the text and choose the right answer</i>	2 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Script cerita naratif</p> <p>3. Rekaman cerita</p> <p>4. Tape recorder</p>

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Penilaian			Alokasi Waktu	Sumber Belajar
						Teknik	Bentuk Instrumen	Contoh Instrumen		
	<p><i>like some...</i> <i>B: Yes, please</i> <i>/ No, thanks</i></p> <p>Percakapan yang memuat ungkapan-ungkapan berikut: <i>A: What if it I do it again.</i> <i>B: Fine, with me.</i> <i>A: I have to go now.</i> <i>B: Do you have to?</i> <i>A:</i></p>	tentang percakapan			<p>dalam cerita yang di dengar</p> <p>6. Tanya jawab tentang tujuan komunikatif dari teks yang di dengar</p>					

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Penilaian			Alokasi Waktu	Sumber Belajar
						Teknik	Bentuk Instrumen	Contoh Instrumen		



Standar Kompetensi : Berbicara

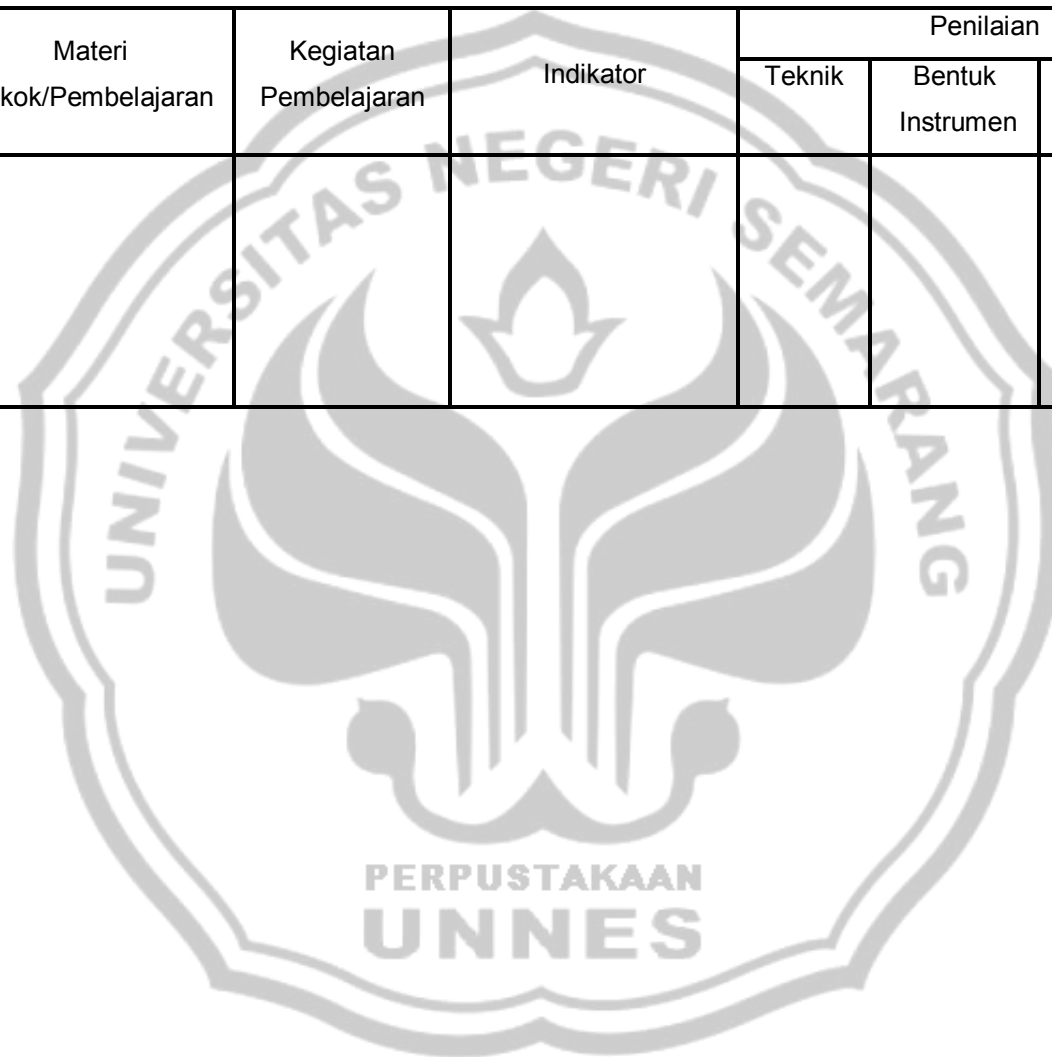
9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak	<p>Percakapan singkat memuat ungkapan – ungkapan :</p> <p>A: <i>Do you mind lending me some money?</i> B: <i>No, problems</i></p> <p>A: <i>Can I have a bit?</i> B: <i>Sure, here you are.</i></p> <p>A: <i>Here is some money for you.</i> B: <i>Sorry, I can't take this.</i></p>	<ol style="list-style-type: none"> Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik. tema yang di pilih Menirukan ungkapan-ungkapan terkait materi 	<ul style="list-style-type: none"> Bertanya dan menjawab tentang meminta, memberi, menolak jasa Bertanya dan menjawab tentang meminta, memberi, menolak barang Bertanya dan menjawab tentang meminta, memberi dan mengingkari informasi Bertanya dan menjawab tentang meminta, memberi dan menolak 	Tes lisan	Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class</i>	2 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan Gambar yang relevan Benda sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> <p>9.2. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan</p>	<p>A: <i>Do you like it ?</i> B: <i>Yes, I do.</i></p> <p>A: <i>Have you done it?</i> B: <i>No, I haven't.</i></p> <p>A: <i>Do you think it's good?</i> B: <i>I think it is / Sorry I can't say any thing</i></p> <p>A: <i>Would you like some?</i> B: <i>Yes, please / No, Thanks</i></p> <p>Teks percakapan memuat ungkapan berikut: A: <i>what if I do it again?</i></p>	<p>yang diucapkan guru</p> <p>4. Latihan bertanya dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan</p> <p>5. Bermain peran melakukan percakapan berdasarkan situasi yang diberikan</p> <p>1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari</p> <p>2. Mendengarkan ungkapan-ungkapan</p>	<p>pendapat</p> <ul style="list-style-type: none"> Bertanya dan menjawab tentang menawarkan, menerima, menolak sesuatu Bertanya dan menjawab tentang meminta, memberi persetujuan Bertanya dan menjawab tentang merespon pernyataan Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara Mengawali, memperanjang menutup percakapan 	Tes lisan	Bermain peran	<p>Create a dialogue based on the role cards and perform it in front of the class.</p>	2 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar yang relevan</p> <p>3. Benda sekitar</p> <p>4. Kartu peran</p>

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon	<p><i>B: Fine with me.</i></p> <p><i>A: I Must go now</i></p> <p><i>B: Do you have to?</i></p> <ul style="list-style-type: none"> • <i>Right.</i> • <i>I see.</i> • <i>Hm...m yeah</i> • <i>Hello, excuse me</i> • <i>Did you? / Were you?</i> • <i>Thanks/ Bye / see you</i> • <i>Could I speak to ...?</i> • <i>Well, I'm calling to ...?</i> • <i>Nice talking to you.</i> 	<p>yang telah dipelajari</p> <p>3. Menjawab pertanyaan tentang isi percakapan</p> <p>4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait</p> <p>5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks</p> <p>6. Bermain peran menggunakan ungkapan yang telah dipelajari</p>	<ul style="list-style-type: none"> • Mengawali, memperpanjang menutup percakapan telepon 					

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		



Standar Kompetensi : Berbicara

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	<ul style="list-style-type: none"> Teks fungsional pendek : <ul style="list-style-type: none"> Undangan Pengumuman Pesan singkat 	<ol style="list-style-type: none"> Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi Membuat kalimat sederhana untuk: <ul style="list-style-type: none"> mengundang mengumumkan memberi pesan Membahas gambit-gambit yang sering muncul dalam teks fungsional terkait Membuat secara lisan: <ul style="list-style-type: none"> undangan pengumuman pesan singkat 	<ul style="list-style-type: none"> Mengungkapkan secara lisan teks fungsional : <ul style="list-style-type: none"> Pengumuman Undangan Pesan singkat Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat 	Tes lisan	<i>Performance</i>	<ol style="list-style-type: none"> <i>Invite your friend orally to join a discussion on the danger of drugs.</i> <i>Give announcement orally about the plan of the trip to Borobudur Temple.</i> <i>Tell your friend to wait for you after school.</i> 	2 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan Gambar terkait materi dan topik Benda sekitar Teks bentuk khusus: <ul style="list-style-type: none"> undangan pengumuman pesan singkat

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	<ul style="list-style-type: none"> Teks monolog berbentuk <i>narrative</i> 	<ol style="list-style-type: none"> Review kosakata dan tata bahasa terkait jenis teks <i>narrative</i> dan tema yang dipilih Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks <i>narrative</i> <ul style="list-style-type: none"> <i>simple past</i> <i>past continuous</i> <i>temporal conjunctions</i> <i>connective words</i> <i>adverbs</i> <i>adjectives</i> Melakukan percakapan terkait cerita populer di kotanya menggunakan <i>gambit-gambit</i> yang sesuai. 	<ul style="list-style-type: none"> Melakukan monolog pendek sederhana dalam bentuk <i>narrative</i> dan <i>recount</i> 	Tes lisan	<i>Performance</i>	<ol style="list-style-type: none"> <i>Retell a story that you know very well.</i> <i>Tell a story based on the series of a pictures given.</i> 	4 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan Gambar yang relevan Benda sekitar Buku cerita dalam bahasa Inggris

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		<p>Contoh: <i>Really?</i> <i>That's terrible!</i> <i>How then?</i> <i>First,,,,, then,,,,,</i> <i>finally...</i></p> <p>4. Menceritakan kembali teks narative yang pernah didengar</p> <p>5. Menceritakan berdasarkan Gambar cerita populer.</p>						

Standar Kompetensi : Membaca

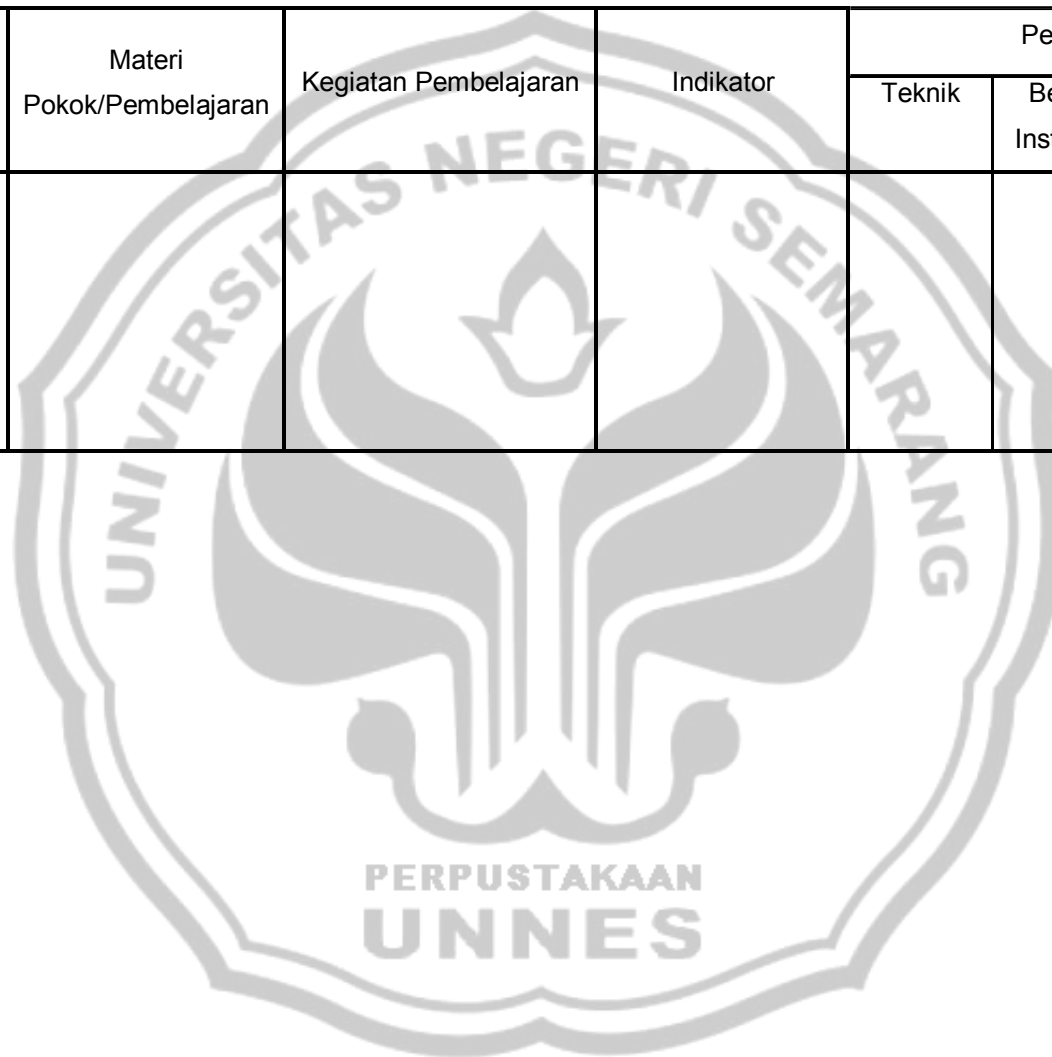
11.Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p>	<ul style="list-style-type: none"> Teks Essai berbentuk <i>narrative / recount</i> Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i> Tujuan komunikatif teks esai <i>narratif / recount</i> Langkah retorika <i>narrative / recount</i> 	<ol style="list-style-type: none"> Tanya jawab mengembangkan kosakata berdasarkan gambar cerita populer Tanya jawab menggali informasi dalam cerita berdasarkan gambar Mendengarkan teks <i>narrative / recount</i> yang dibaca guru Membaca nyaring teks <i>narrative / recount</i> dengan ucapan dan intonasi yang benar Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca Menentukan langkah 	<ul style="list-style-type: none"> Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> Mengidentifikasi berbagai makna teks <i>narrative / recount</i> Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i> Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i> 	<p>Tes lisan</p> <p>Tes tulisan</p>	<p>Membaca nyaring</p> <p>Pilihan ganda</p> <p>Isian singkat</p> <p>Pertanyaan tertulis</p>	<p><i>Read the story aloud.</i></p> <p><i>Choose the right answer based on the text.</i></p> <p><i>Complete the following sentences using the information from the text.</i></p>	4 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan Buku cerita bahasa Inggris Gambar - gambar terkait cerita Rekaman cerita Tape recorder CD VCD player

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> • Teks fungsional : <ul style="list-style-type: none"> - undangan - pengumuman - pesan • Tujuan komunikatif 	<p>retorika dari teks <i>narrative / recount</i> yang di baca</p> <p>8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca</p> <p>9. Membaca teks <i>narrative / recount</i> lainnya</p> <p>1. Mencermati teks fungsional pendek terkait materi</p> <p>2. Menyebutkan jenis teks fungsional yang dicermati</p> <p>3. Membaca nyaring teks fungsional terkait materi</p> <p>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</p> <p>5. Menyebutkan ciri-ciri teks fungsional yang dibaca</p> <p>6. Membaca teks fungsional pendek lainnya dari berbagai</p>	<ul style="list-style-type: none"> • Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional 	Tes tulis	PG	<p><i>Answer the following questions based on the text.</i></p> <p><i>Choose the</i></p>	2 x 40	1. Buku teks yang

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	<ul style="list-style-type: none"> Ciri kebahasaan 	sumber	<ul style="list-style-type: none"> Mengidentifikasi ciri kebahasaan teks fungsional 			<i>best option, a,b,c or d</i>	menit	relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		



Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional : - undangan - pengumuman - pesan singkat	<ol style="list-style-type: none"> Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi Menulis kalimat sederhana untuk mengundang, mengumumkan, pesan singkat Melengkapi taeks fungsional pendek Menulis teks fungsional pendek 	Menulis teks fungsional pendek berbentuk : - Pengumuman - Undangan - pesan singkat	Tes tulis	Essay	<ol style="list-style-type: none"> Write sentences based on the situation given. Complete the text using suitable word/words. Write a text of invitation on your farewell party. 	2 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan Contoh teks fungsional Gambar terkait materi dan topik Benda sekitar
12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat,		<ol style="list-style-type: none"> Review ciri kebahasaan teks <i>narrative</i> Membuat kalimat sederhana terkait teks 				<p>Write a short narrative text</p>		<ol style="list-style-type: none"> Buku teks

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lancar dan berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	<ul style="list-style-type: none"> Teks Essai <i>narrative / recount</i> Ciri kebahasaan teks <i>narrative / recount</i> Langkah retorika teks <i>narrative / recount</i> 	<ol style="list-style-type: none"> <i>narrative</i> Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i> Membuat draft teks <i>recount</i> dan <i>narrative</i> Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat Memajang hasil tulisan di dinding 	Menulis teks pendek dan sederhana dalam bentuk <i>narrative</i> dengan langkah retorika yang benar	Tes tertulis	Uraian	<i>based on:</i> <ol style="list-style-type: none"> <i>The story you have ever read.</i> <i>Series of pictures given.</i> 	4 x 40 menit	yang relevan <ol style="list-style-type: none"> Buku cerita bahasa Inggris Gambar - gambar terkait cerita