



**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)**

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## ABSTRACT

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**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.