

ABSTRACT

Rr. Amelberga Vita N.P.A. 1996. Multiple-choice and Completion Items as Diagnostic Tests for Elementary School Students. Yogyakarta: Sanata Dharma University.

Teaching English in elementary schools is still new. Although this subject has been included in 1994 Curriculum, there are only some elementary schools which provide the English course as a local subject. Therefore, some evaluation in English instruction is needed in order to improve the teaching and learning process in elementary schools.

Teaching and testing cannot be separated. By conducting a test, a teacher can get many advantages. S/he can improve his/her teaching by using the test results as a feedback of instruction. S/he can measure to what extent the students have learned, and to what extent the students' competence is. The tests can also be made use for diagnostic purposes. In this case, the teacher can identify the students' problems in learning.

The purpose of the research was to find out whether completion items were more appropriate than multiple-choice items for diagnostic purposes. To ease the steps of the research, two problems were identified. The first was how reliable and valid completion-item tests should be constructed. The second was whether completion-item tests were more appropriate than multiple-choice item tests for diagnostic purposes.

The research was initially conducted by distributing questionnaires to the students and the teachers. The subjects were from some private elementary schools in Yogyakarta in which English was taught. The responses were analyzed and the teachers' responses were used as a basis to construct the test contents. Afterwards, the tests were given to the students and the results were computed using Pearson Product Moment and Spearman-Brown formulas to find out whether the tests attained the validity and the reliability.

The calculation of the test results indicated that completion items were more valid and reliable than multiple choice items. During the construction of the tests, it was also verified that completion items were more appropriate as well as easy to construct than the second items. Along with it, the teachers' responses indicated that completion items were the most frequently used among subjective and objective tests.

The conclusion of the research is that completion items are more appropriate than multiple-choice items to diagnose students' competence in learning English. This statement is endorsed by the finding that students would rather be given completion items using picture tests than multiple choice items. This research also shows that the teachers and the students give positive reaction to the English instruction in elementary schools.

ABSTRAK

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Pengajaran Bahasa Inggris di Sekolah Dasar masih merupakan hal baru. Meskipun mata pelajaran ini tercantum dalam Kurikulum tahun 1994, baru beberapa sekolah yang mengajarkan Bahasa Inggris sebagai muatan lokal. Dengan demikian, evaluasi terhadap pengajaran Bahasa Inggris sangat diperlukan untuk meningkatkan proses belajar-mengajar.

Mengajar dan memberi tes tidak dapat dipisahkan. Hasil tes dapat memberi banyak keuntungan. Seorang guru bisa meningkatkan cara mengajar dengan menggunakan hasil tes sebagai hasil dari pengajaran. Selain itu, guru juga dapat mengukur sejauh mana murid belajar dan sampai di mana kemampuan murid. Tes-tes ini dapat juga dipakai untuk tujuan diagnosis. Dengan tes diagnosis, guru dapat mengenali masalah-masalah murid dalam belajar.

Tujuan riset ini adalah untuk menunjukkan bahwa soal-soal *completion* (melengkapi) lebih tepat untuk tujuan diagnosis daripada soal-soal *multiple-choice* (pilihan ganda). Dua masalah digunakan untuk mempermudah melaksanakan riset ini, yaitu bagaimana soal-soal *completion* yang *reliable* dan *valid* disusun, dan yang kedua adalah apakah soal-soal *completion* lebih tepat daripada soal-soal *multiple-choice* untuk tujuan diagnosis.

Langkah pertama dalam riset ini adalah membagikan kuesioner kepada para murid dan guru yang berasal dari beberapa Sekolah Dasar swasta di Yogyakarta. Jawaban mereka dianalisa. Data dari para guru digunakan untuk menyusun soal tes. Murid-murid lalu mengerjakan tes dan hasilnya dihitung dengan rumus-rumus Pearson Product Moment dan Spearman Brown untuk melihat reliabilitas dan validitasnya.

Penghitungan hasil tes menunjukkan bahwa soal-soal *completion* lebih *valid* dan *reliable* daripada soal-soal *multiple-choice*. Hal ini didukung oleh pembuktian bahwa soal-soal *completion* lebih tepat dan mudah dibuat. Tanggapan dari guru membuktikan juga bahwa soal-soal *completion* paling sering digunakan di antara bentuk tes subyektif dan obyektif yang lain.

Kesimpulan riset ini adalah bahwa soal-soal *completion* lebih tepat untuk mendiagnosis kemampuan murid dalam belajar Bahasa Inggris daripada soal-soal *multiple-choice*. Pernyataan ini dikuatkan oleh para murid yang lebih senang mengerjakan soal-soal *completion* daripada soal-soal *multiple-choice*. Akhirnya, riset ini menunjukkan bahwa para guru dan murid memberi reaksi positif terhadap pengajaran Bahasa Inggris di Sekolah Dasar.