

ABSTRACT

Sinaga, Mentari Putri Pramanenda. (2014). *A Prototype of a Multiple-choice Reading Test for the Second Grade Science Students of SMA Negeri 1 Terbanggi Besar, Lampung Tengah*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The writer found out that 84% of the second grade science students of SMA Negeri 1 Terbanggi Besar, Lampung Tengah did not pass the standard score in their semester one English test/*ulangan akhir semester*, the English teacher never gave a practice as a test preparation, and questions in semester two English tests/*ulangan kenaikan kelas* since 2009 mostly measured reading skills. Due to those facts, the writer intended to design a prototype of a multiple-choice reading test. It aimed to encourage the students to achieve better results in their semester two English test/*ulangan kenaikan kelas*. The formulated research question in this study was “how is the prototype of the multiple-choice reading test for the second grade science students of SMA Negeri 1 Terbanggi Besar, Lampung Tengah designed?”

Since the writer produced an educational product, namely, a prototype of a multiple-choice reading test, this study was categorized as a Research and Development (R & D) study. To conduct this study, the writer implemented six steps proposed by Borg and Gall (2007). Those steps were identifying instructional goal(s), conducting instructional analysis, writing performance objectives, developing assessment instruments, designing and conducting formative evaluation of instruction, and revising instruction. These steps were combined with language assessment development stages by Bachman and Palmer (2010). The stages were initial planning, design, operationalization, and trialing.

In this study, the data was taken using qualitative and quantitative methods. The writer conducted a structured interview, informal interviews, a literature review, and a focus group discussion to gather qualitative data. The quantitative data were taken from the questionnaires and test scores. The scores were analyzed to measure three indices: IF, ID, and distractor efficiency. Besides, it was used to know the validity and reliability of the reading test. Additionally, the writer got the data from three open-ended questions on the questionnaire and a joint critical analysis. The data analyses result were used for designing and revising needs.

The writer concluded that there were 2 texts and 28 items that should be revised. However, the writer discovered that the prototype of the multiple-choice reading test had a positive impact on the students' achievement in semester two English test/*ulangan kenaikan kelas* because there were 78 students whose score increased. After applying the steps and stages above, the writer finally produced the final version of the prototype of the multiple-choice reading test.

Keywords: test, reading, multiple-choice, R & D

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Penulis mendapati 84% siswa kelas dua SMA Negeri 1 Terbanggi Besar, Lampung Tengah jurusan IPA tidak lulus nilai kriteria ketuntasan minimal pada ulangan akhir semester, guru bahasa Inggris tidak pernah memberi latihan sebagai persiapan tes, dan soal ulangan kenaikan kelas sejak tahun 2009 lebih mengukur kemampuan membaca. Dari fakta tersebut, penulis bermaksud membuat contoh tes membaca berbentuk pilihan ganda. Tujuannya untuk mendorong siswa mencapai hasil yang lebih baik pada ulangan kenaikan kelas. Rumusan masalah dalam penelitian ini yaitu "bagaimana contoh tes membaca berbentuk pilihan ganda untuk siswa kelas 2 SMA Negeri 1 Terbanggi Besar, Lampung Tengah jurusan IPA dibuat?"

Karena menghasilkan produk pendidikan berupa contoh tes membaca berbentuk pilihan ganda, penelitian ini dikategorikan sebagai studi penelitian dan pengembangan. Penulis menggunakan 6 langkah yang diajukan Borg dan Gall (2007). Langkah-langkahnya yaitu mengidentifikasi tujuan, melakukan analisis, menulis tujuan perilaku, mengembangkan instrumen penilaian, membuat dan melaksanakan evaluasi formatif, dan perbaikan. Kemudian dikombinasikan dengan tahap pengembangan penilaian bahasa dari Bachman dan Palmer (2010). Tahapan tersebut yaitu, persiapan awal, bentuk, operationalization, dan percobaan.

Dalam penelitian ini, data diambil secara kualitatif dan kuantitatif. Data kualitatif didapat melalui wawancara terstruktur, wawancara informal, review bacaan, dan diskusi grup. Data kuantitatif diperoleh dari kuesioner dan nilai tes. Nilai tersebut dianalisa untuk mengukur 3 aiteman: indeks kesukaran, daya pembeda, dan efisiensi pengecoh. Nilai tes juga digunakan untuk mengetahui validitas dan reliabilitas tes membaca. Tambahan data didapat dari 3 pertanyaan open-ended pada kuesioner dan analisis kritis bersama. Hasil analisis digunakan untuk keperluan pembuatan dan perbaikan.

Disimpulkan ada 2 teks dan 28 nomor yang perlu diperbaiki. Akan tetapi contoh tes membaca berbentuk pilihan ganda berdampak positif terhadap pencapaian siswa pada ulangan kenaikan kelas karena 78 siswa nilainya meningkat. Pengaplikasian langkah-langkah dan tahapan di atas akhirnya menghasilkan versi akhir dari contoh tes membaca berbentuk pilihan ganda.

Kata kunci: test, reading, multiple-choice, R & D