

ABSTRACT

Wijayanti, Ika Ningtyas. 2012. *A Design of an English Objective-Reading Test for Junior High School Students*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Assessing reading is significant in teaching learning process. It can be done by facilitating them with a good reading test as a tool to measure students' achievement after learning and to give feedbacks on it. This research was an Educational Research and Development (R & D) which focused on designing an objective reading test for junior high school students. There were two research questions formulated in this research, namely (1) how is the process of designing an English reading test for Junior High school? and (2) what does the objective English reading test for junior high school students look like?

To answer the questions, the researcher combined R& D model proposed by Borg and Gall (1983, p. 775) and test development model designed by Bachman and Palmer (1997, p. 87). The process consisted of five steps. They were Research and Information Collecting, Planning, Develop Preliminary Form of Product, Preliminary Field Testing and Main Product Revision. Besides, those steps were also combined with three stages of Test Development namely, Design, Operationalisation and Administration. Moreover, in Preliminary Field Testing, the designed tests were firstly evaluated and tested in eight grade of SMP Bopkri Wonosari. There were 22 students took part in this test implementation.

There were two sets of tests, namely Test 1 and Test 2. The tests consisted of 40 multiple choice test items. It covered all reading materials from the first and second semester. The tests were firstly evaluated by three evaluators. From the evaluation, in the form of the questionnaire and comments, it was known that the aspects of reliability had been achieved. On the other hand, revision was needed since the face validity of the test had not been achieved yet. After being revised, the test was implemented in eight graders. From the implementation result, the IF, ID and distractor efficiency were identified. There were four items in each set needed to be revised because they had zero or negative ID point. In addition, two items were revised since its distractors were not successful to lure the students.

Applying five steps of R & D model (Borg&Gall, 1983 p.775) and three stages of Test Development model (Bachman&Palmer, 1997, p.87) the researcher had designed an objective reading test for junior high school students. Moreover, by conducting two times of revision, the researcher as a test designer had been successful in designing the test. After the first revision, the test was considered reliable based on the aspects of reliability stated by Miller (2009, pp.124-125). The test was also valid in terms of the face validity. After being implemented, the second revision should be conducted. This was done because of the low point of ID and distractor efficiency.

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Penilaian merupakan bagian penting dalam proses pembelajaran. Begitu pula penilaian membaca teks Bahasa Inggris. Hal ini salah satunya dapat dilakukan dengan pemberian tes membaca yang baik. Tes membaca ini sangat berguna untuk mengukur hasil belajar mereka, serta memberikan masukan untuk proses belajar selanjutnya. Penelitian ini merupakan *Educational Research and Development (R&D)* di mana peneliti mengembangkan produk pendidikan yang berupa sebuah tes. Ada dua pertanyaan yang dirumuskan dalam penelitian ini. (1) bagaimana sebuah tes membaca obyektif untuk siswa SMP dinuat? (2) bagaimana bentuk tes membaca obyektif untuk siswa SMP?

Untuk menjawab pertanyaan yang telah dirumuskan, peneliti mengadaptasi model R&D yang dibuat oleh Borg dan Gall. selain itu, peneliti juga mengkombinasikannya dengan teori pengembangan tes yang disampaikan oleh Bachman dan Palmer. Ada 5 tahapan yang dilakukan selama penelitian ini, yaitu pengumpulan informasi dan materi penelitian, persiapan, pengembangan produk, tes awal produk serta revisi produk. Kelima tahapan ini dikombinasikan dengan tiga tahapan pengembangan tes yaitu, desain, operasionalisasi dan administrasi. Dalam tes awal produk, peneliti mengujicobakan tes di yang telah dibuat di SMP Bopkri Wonosari. Ada 22 siswa kelas 8 yang mengikuti tes ini.

Ada dua set tes yang dibuat, yaitu Tes 1 dan Tes 2. Kedua tes terdiri dari 40 item pilihan ganda. Tes ini berisi tentang keseluruhan materi membaca untuk kelas 8, semester pertama dan kedua. Tes ini pertama kali dievaluasi oleh guru Bahasa Inggris SMP Bopkri Wonosari dan dua orang dosen PBI. Ketiganya memberi komentar tentang validitas bentuk dan validitas isi. Selain itu juga tentang reliabilitas berdasarkan aspek yang mempengaruhinya. Tes ini kemudian diujicobakan pada siswa kelas 8. Hasilnya digunakan untuk merevisi tes berdasarkan item diskriminasi, item fasilitas dan efektifitas pengecoh.

Setelah melalui lima tahapan, peneliti berhasil membuat dua set tes obyektif dalam bentuk pilihan ganda untuk keterampilan membaca. Tes inipun telah melalui dua kali revisi. Revisi yang pertama berdasarkan evaluasi guru dan dosen. Hasil dari evaluasi ini lebih banyak revisi tentang validitas tes. Selain itu, setelah dievaluasi, tes ini dikatakan reliabel berdasarkan aspek-aspek yang mempengaruhinya (Miller, 2009). Terlebih lagi, setelah diujicobakan di kelas 8, tes harus melalui revisi yang kedua. Revisi ini berdasarkan poin item diskriminasi dan efisiensi pengecoh. Ada masing-masing 4 nomor dalam Tes 1 dan Tes 2 yang perlu direvisi karena rendahnya poin *ID*. Sedangkan berdasarkan efisiensi pengecoh ada 2 nomor dalam Tes 2 yang perlu direvisi.