A DESIGN OF AN ENGLISH OBJECTIVE-READING TEST
FOR JUNIOR HIGH SCHOOL STUDENTS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Ika Ningtyas Wijayanti
Student Number: 081214065

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Defended before the Board of Examiners on 4 December 2012
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Sanata Dharma University

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Dedication Page

Let your Light shine before men, that they may see your good deeds and praise your Father in heaven- Matthew 5: 16

This thesis is dedicated to:
My beloved parents, Wiji Utomo, S.Pd. and Elizabeth Mujiyati, S.Th.,
my sister Yogi Januriswanti,
my beloved friends Tania, Vita, Ratna, Nora, Ivone, Grace, Prisca and all of PBI 2008 members,
my dearest friends in 20+ Youth Fellowship Mbak Dhisti, Mbak Sita,
Mbak Ani, Miss Ike and Mbak Nining
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 4 December 2012
The Writer

Ika Ningtyas Wijayanti
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Pada tanggal: 4 Desember 2012
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Ika Ningtyas Wijayanti
ABSTRACT


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 Wonasari. 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 questionairre 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.
ABSTRAK


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In writing this thesis I had to face a lot of difficulties and obstacles. It was a hard process which was full of pains and tears. However, I could finally finish this long journey. My greatest thankfulness goes to the Lord, Jesus who has given me His unconditional love. It was only by His grace if I could complete this process. I thank Him since He taught me to always do my best. I also feel very precious when He has given me a lot of people supporting me along this process.

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I thank my parents, Bapak and Ibuk, for their continuous prayer. It is a grace to have them in my life. I thank them for their understanding and caring, for
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CHAPTER I
INTRODUCTION

This chapter provides basic information related to the subject matter of this study. There are five parts of this chapter, namely the research background, research problem, problem limitation, research objectives, research benefits and definition of terms.

A. Research Background

Mastering English in this era is important. As we know, nowadays all aspects in people’s daily life are using English. Advertisements, computers and cell phones are some examples on the use of English in people’s daily life. Therefore, educational field works hard to give a good service of training students to learn English. Through all of its aspects, the education has to support the students to learn English in all skills, listening, speaking, reading and writing.

Among four skills of learning English, reading has a big use. To understand English texts in the form of advertisements, letters, emails or even short messages is needed to survive in this era, otherwise they will be left behind. Knowing the power of reading ability, Indonesian education trains its students to read English texts well. It is proved by the way the government conducts national examination. There are at least 11 reading texts in every national examination. It is a big portion among other skills. Thus, being familiar and being able to do the reading test are necessary for students in order to pass national examination.
To assess students’ reading skill is important to improve their reading skill. It can be done by facilitating them with an appropriate assessment. According to Brown (2004), an assessment is needed to measure or evaluate students’ performance after or during joining a certain lesson or teaching learning process (pp.4-5). Assessments can also be used to check students’ understanding in a certain lesson or topic. The assessment may be conducted during the lesson, for instance when students have to answer teacher’s questions or when they perform a certain action in front of the class. Besides, an assessment can also be conducted at the end of a certain course.

In addition, Brown (2004) states that a test is one way to assess students’ achievement (p.4). It means that a test can also be used to measure students’ achievement. By conducting a test, a teacher can hold the assessing process and measure students’ learning result. Besides, a test also provides feedbacks both for the teachers and students. In addition, from the result of a test, teachers will know the result of teaching learning process and what needs to be improved.

Since a test is significant in teaching learning process, it is important for teachers to plan and design a good test for their students (Brown, 2004, p.4). A good test is a powerful tool to measure students’ achievement. During teaching learning process, a good test helps students and also the teachers to perform better even make an improvement in both teaching and learning methods. For example, a good objective test on listening will provide chances for the students to pay attention to how they take notes. A good objective test on reading helps students to practice analyzing various kinds of English texts.
This research is Educational Research and Development (R & D) in which the researcher designs a set of reading test. The researcher designs a reading test for junior high school students since reading is trained more than other skills. Based on the syllabus of eight grade students, they learn a lot of texts in various topics. Besides, they are also preparing themselves to pass national examination next year. National examination requires them to be familiar with macro and micro skills of reading stated by Hughes (1989), such as identifying information, identifying themes and identifying words meaning (p.117).

This research is going to involve the eight grade students of SMP Bopkri Wonosari. They are learning various texts during their eight grade. In addition, they usually have reading test in the form of multiple choices or other kinds of objective tests. A collection of reading test is needed in this school since this school only uses an English textbook which provide very limited reading exercises.

As stated previously, the researcher focuses this research in designing an objective reading test in the form of multiple choices. The objective test in the form of multiple choices is chosen since students have to be familiar with type of test used most in their final test or even the national examination. Therefore, the researcher will also consider the materials taught in eight grade. By designing an objective reading test for junior high school students, especially for eight grade students of SMP Bopkri Wonosari, this research is aimed to provide useful reading practice for them.
B. Problem Formulation

This study would like to address two questions.

1. How is the process of designing an English objective-reading test for junior high school students?

2. What does the English objective-reading test for junior high school students look like?

C. Problem Limitation

The researcher limited the scope of this study in designing an objective reading test for Junior High School in Wonosari. It is on the second semester of eight grade. Eight grade students are chosen since in this time the students have to prepare themselves to be familiar with reading test. Therefore, in the ninth grade, they are ready for preparing the national examination.

After designing first version of reading test, the researcher will evaluate the aspects of validity and reliability. For the validity, the researcher focuses on the face validity, content validity, construct validity. Besides, the researcher will also identify the reliability of the test by estimating them using criteria affected reliability measurement of a certain test.

D. Research Objectives

There are two objectives of this study. The first objective is to describe how to design an English objective-reading test which can measure students’
achievement after learning and practicing reading skill. The second is to design an English objective-reading test based on the steps defined through the study of designing a test and also the criteria of a good test.

E. Research Benefits

This study offers benefits for teachers and students. For the teachers, they will be aware of how a test should be designed. Besides, the teachers will also understand the requirements of a good reading test and prepare to design a reading test well. Hence, a well-designed reading test will show the result of students’ achievement. The result of the test provides information of what the teachers should do after the test, in order to reach better result in the next teaching learning process.

For the students, this study provides feedbacks for their performance or result. By having a valid and reliable test, their reading skill achievement can truly be measured. Therefore, students are given chance to improve their quality of reading skill.

F. Definition of Terms

There are some terms which their definitions need to be explained in order to help the readers understand this study. Each term is explained as follows.

1. Test Development

Test development as stated by Bachman and Palmer (1997) is understood as the process of creating and using a test. The process is organized into three
stages, namely design, operationalization and administration (p. 93). Moreover, Bachman and Palmer state that the design includes several components such as a description of the purpose of the test, a description of target language use and task types, a description of test takers, a description of the construct to be measured, a plan of construct to be measured and an inventory of required and available resources and a plan for the time allocation and management (p. 88).

2. **Objective Reading Test**

According to Brown’s (2004), a test is a method or an instrument of measuring a person’s ability, knowledge or performance in a given domain (p. 3). Thus, a reading test is the test which is intended to measure person’s proficiency or performance of reading ability.

An objective test is a kind of test which the answers are objective. According to Hughes (1989), an objective test is a test whose scoring systems do not require anything (p.19). It means that an objective test has an accurate answer key and objective scoring system. The subjectivity of the scorer should not exist in objective test.

To make an objective test for testing reading, the researcher uses the macro and micro skills of reading. The researcher chooses the skills which do not involve the test takers and also the scorers subjectivity, namely identifying referent of pronouns, using context to guess meanings of unfamiliar words, scanning text to locate specific information and skimming text to obtain the gist (Hughes, 1989)
3. **Reliability**

In this study, reliability is an important aspect. Reliability is one requirement of a good test. A test has to be reliable means that a test has to be consistent and dependable. In a simple way, the test should have similar results even when it is conducted in different occasions (Brown, 2004, p.21). Furthermore, Miller states that reliability refers to the consistency of measurement (2009,p.107). To anticipate or estimate how reliable a certain test is, a test designer may refer to the number of tasks, the spread of score and also the objectivity of the test.

4. **Validity**

Another requirement of a good test is the validity of the test. Gronlund as cited by Brown (2004) states that validity is “the extent to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purposes of the assessment”(p.22). It means that the items of a certain test have to be effective in measuring a certain indicator. Besides, the test is valid when the items are appropriate or suitable to measure the indicators stated previously.

5. **Junior High School students**

The researcher focuses her study on junior high school students. SMP Bopkri Wonosari students are chosen as the test takers when the test is needed to be tested. This school is one of junior high schools in Wonosari and it is not a new school. There are six classes in this school, seventh, eighth and fourth grade with two classes for each grade.
The junior high school has required English as one of the subjects tested in national examination. Hence, since the seventh grade, junior high school students have had English in their teaching learning activity. It means that English is not a new lesson for them.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides theories related to the subject matter of this study. There are two major parts of this chapter namely, theoretical description containing of others’ studies and research and theoretical framework containing of how the subject matter is related to the theoretical description.

A. Theoretical Description

1. Testing in Language Teaching

   In language teaching, a test has an important role. Its role as a subset of assessment process makes it significant. According to Brown (2004), a test is one way to assess students’ achievement. It is a method or an instrument of measuring a person’s ability, knowledge or performance in a given domain (p. 3). In a simple word, a test is used by the teachers to check and measure their students’ ability.

   Moreover, Carroll as cited by Bachman and Palmer (1997) states that a test is “a psychological or educational test is a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual (p.22)”. Here, a test is an activity which is designed to be used for knowing and identifying certain characteristics of the students which have been defined previously.

   According to Bachman and Palmer (1997), a test is needed for several importances. The first is that a test provides information and evidence of the result
of students’ learning process. A test not only gives the students feedbacks and
information, a test also gives the teachers feedbacks on the process of teaching
learning. Other importance of a test in language teaching is that a test influences
teachers in making decisions about their students. The result of the test allows the
teachers to know the performance of their students, whether a student has
performed well or not (p.8).

2. Criterion of A Good Test

In order to be a good test, a set of test items should fulfill some
requirements, namely,

a. Practicality

Brown (2004) states that a practical test is the test which is not excessively
expensive and it stays within appropriate time constraints. Besides, the test is
relatively easy to be administered. It means that the test has specific and accurate
scoring system or evaluation procedure (p.19).

b. Validity

The term validity refers to whether or not a test measures what it claims to
explains that validity is “the extent to which inferences made from assessment
result are appropriate, meaningful and useful in terms of the purpose of the
assessment (p.22).” In simple words, the validity deals with whether the test meets
and suits with the aspect intended to be measured.
There are five kinds of validity which are usually estimated by personal opinions or judgment from teachers and other educational experts. These are the five kinds of validity elaborated by Brown (2004).

1) **Content Validity**

Content validity deals with the content of the test itself, whether the items of the test suit with the behavior of the test takers. A test is said to be valid in terms of content if the items represent the subject matter that students have learnt (Brown, 2004, Mousavi, 2002, Hughes, 2003). Brown (2004) clearly explains that a test should suit with the skill intended to measure. For example, when a teacher will assess students’ performance in speaking skill, then he/ she gives a test focusing in written grammar, the test is considered invalid in terms of content (p.22).

2) **Criterion Related Validity**

Criterion related validity refers to the criterion of the test which has actually been reached. It is best demonstrated by comparing results of an assessment with results of other measures in some criterion (Brown, 2003, p.24). In addition, Brown gives further explanation that a criterion might have relationships with some other criteria.

3) **Consequential Validity**

According to (2003, p.26), consequential validity refers to how the test gives its impacts to the test takers. Besides, consequential validity of the test is also closely related to the test’s effect on learners and the social consequences of a test’s interpretation and use. Gronlund as cited by Brown (2003) says that it is
important to consider the effects of a certain assessment on students’ motivation (p.26).

4) **Face Validity**

Face validity refers to the presentation or appearance of the test items. Moreover, Mousavi as cited by Brown (2003) explains that face validity is closely related with

“the degree to which a test looks right, appears to measure the knowledge or abilities it claims to measure, based on subjective judgment of the examinees who take it, the administrative personnel who decide on its use and other psychometrically sophisticated observers (p.26).”

Based on the explanation, it means that face validity is usually checked or evaluated through people’s judgment, both test takers and other experts.

Further, Brown states several indicators for test items to be considered valid in terms of face validity. These are the lists of indicators of a test with high face validity.

a) a well-constructed expected format with familiar tasks,

b) a test that is clearly doable within the allotted time limit,

c) items that are clear and uncomplicated,

d) directions that are crystal clear,

e) tasks that are relate to their course work (content validity), and

f) a difficulty level that presents a reasonable challenge.

5) **Construct Validity**
Construct validity is related to how a certain test can be used to measure a hypothetical construct. The construct itself covers any hypothesis or model that attempts in explaining observed phenomena of a certain perception (Borg & Gall, 1983, p. 280, Brown, 2003, p. 25).

Unlike other aspect of validity, to identify the construct validity of a test, a test designer or a teacher usually uses calculation. There are two aspects counted to identify the construct validity. They are item facility (IF) and item discrimination (ID). Moreover, in multiple choice test, identifying distractor efficiency is needed to evaluate how well each choice performs. Each aspect will be explained through the following explanation.

a) Item Facility (IF)

According to some experts (Brown, 2004, pp. 58-59, 2005, p. 66), item facility analysis gives information about how easy or difficult a test item is. It is also commonly known as item difficulty or item easiness. It deals with the ratio between students who answer the question correctly and total responses. By using this ratio, people can easily know whether a test item is too easy or too difficult or even it is appropriate to be tested.

A test item is considered too difficult if the IF is less than 0.15 (<0.15). When the IF is more than 0.85 (<0.85), a test item is considered too easy. A certain test item is appropriate when its IF is between 0.15 and 0.85 (0.15<0.85).

b) Item Discrimination (ID)
As stated by Brown (2005) item discrimination (ID) “is statistic that indicates the degree to which an item separates the students who performed well from those who did poorly on the test as whole” (p.68). By calculating the ID, teacher will know whether a test item has successfully discriminated students who did the item well and who did not.

If the ID for a certain test item is 0, it means that the item cannot discriminate high ability and low ability students. A test item with this ID has to be revised or even removed, while a test item with 1 as the ID has meaning that the test successfully discriminates high and low ability students. Sometimes, there is also a test item with negative ID, such as -0.26, this item cannot be accepted since negative ID gives information that the test item is doubtful to measure students performance (Brown, 2004, pp. 59-60).

c) Distractor Efficiency

In multiple choice tests, distractor efficiency refers to the performance of every distractor in an item. A distractor is considered efficient if it successfully attracts students. There is no mathematical formula to identify the degree of distractor efficiency. It is about the distribution of test takers who choose each distractor (Brown, 2004, p.60).

Moreover, Brown also states that a distractor which is chosen by test takers has attracted students successfully, especially for low ability students. On the other hand, a distractor which is not chosen shows that the distractor has no utility (2004, p.60). In addition, Miller (2009) states that it is good to make the
choices homogeneous. Homogeneity is one way to maximize attractiveness (p.210).

c. Reliability

Reliability refers to “a consistency of measurement, that is, how consistent test score or other assessment result are from one measurement to another” (Miller, et al., 2008, p. 107). In addition, Borg and Gall (1983) also explain that the reliability of a test is important since it is related to the internal consistency and stability of the test itself (p. 281).

To estimate the reliability of a test, correlation methods are often used. In addition, through correlation methods a test designer may choose several ways based on their settings. Several ways to estimate reliability using correlation method are explained through the following table.

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<td>Test- retest</td>
<td>Measure of stability</td>
<td>Give the same test twice to the same group with interval from several minutes to several years between tests.</td>
</tr>
<tr>
<td>Equivalent-forms</td>
<td>Measure of equivalence</td>
<td>Give two forms of the test to the same group in close succession.</td>
</tr>
<tr>
<td>Test- retest with equivalent-forms</td>
<td>Measure of stability and equivalence</td>
<td>Give two forms of the test to the same group with an increased time interval between forms</td>
</tr>
<tr>
<td>Split-half</td>
<td>Measure of internal consistency</td>
<td>Give test once, score two equivalent halves of test; correct correlation between halves to fit whole test using Spearman-Brown formula.</td>
</tr>
<tr>
<td>Coefficient alpha</td>
<td>Measure of internal consistency</td>
<td>Give test once; score test items and apply formula.</td>
</tr>
<tr>
<td>Interrater</td>
<td>Measure of consistency of ratings</td>
<td>Give a set of students responses requiring judgmental scoring to two or more raters and have them independently score the responses.</td>
</tr>
</tbody>
</table>
However, the reliability can also been estimated through judgment. Bachman and Palmer (1996) state that reliability can also been checked through personal judgment based on adequate theories of reliability (p. 24). In addition, reliability of a certain test might be performed when a test designer considers or implements the factors influencing reliability. According to Miller et al. (2009) there are three factors need to be considered in measuring reliability. Those factors are profitable for teachers or test designers to maximize the reliability of assessments (p. 124). The three factors are explained as follows.

1) Number of Assessment Tasks

This factor refers to the number of tasks provided in a certain test in order to measure the behaviour. Generally, Miller states that the more number of tasks provided in a test, the higher its reliability will be (2009, p.125). In other words, to get higher reliability, a test designer might add the tasks of a certain assessment or test. But, it is important to remember that in adding the number of task, a test designer should consider the level of difficulty of added tasks. Reliability will be achieved better when the tasks in various level of difficulty.

2) Spread of Scores

Spread of score or the difference between the top scores and the bottom scores can also be used to estimate the reliability of test. Further, Miller et al. explain that estimation of test reliability will be higher when the spread of score is higher (2009, p.126). Large spread of score might be seen through large difference among group members.
3) Objectivity

As stated by Miller et al. (2009), objectivity of a test refers to “the degree to which equally competent scorers obtain the same results.” A test is called an objective test when its test items are objective and the results or scores are not influenced by scorer’s judgments or subjectivity. By careful phrasing of the questions and using a standard and clear set of rules for scoring, reliability of a certain test can be increased and performed (pp.126-127).

3. Objective Test

Objective tests are different from subjective tests in terms of the scoring system. Hughes (1989) states that the objective tests are tests whose scoring system do not require anything. Therefore, the way to give score is quite simple and objective. There should be no ambiguity in objective tests since the scoring system is usually clearly defined. It is different from subjective test in which scorer personal judgment is required (p. 19).

There are several types of objective tests. Miller et al. (2009) state that there are two general classes of objective test. They are Supply Types such as Short Answer and Completion. The other is Selection Types such as Matching, True-False or alternative Response and Multiple Choice.

The most common type of objective test is multiple choice tests. It is a test which consists of one stem or problem followed by choices or options. Among the choices, there is one right answer which usually called as key. The rest of the choices are called as distractors (Brown, 2004, p.56).
To construct a multiple choice test, a test designer has to consider four guidelines stated by Gronlund and Brown in Brown (2004). These are the four guidelines.

a. **Design each item to measure specific objectives.**

This point has meaning that every item of the test should have specific objective. For example, a certain item has objective to measure comprehension of identifying themes. The question and its choices including the distractors should cover the objective (Brown, 2004, p.56).

b. **State both stem and options or distractors as simply and directly as possible.**

The aim of this point is to keep the item clear and simple. It is good to keep the questions and choices to get directly to the point. By doing so, the items and choices will be understandable (Brown, 2004, p.57). In addition, ambiguity of a sentence will be avoided.

c. **Make certain that the intended answer is clearly the only correct one.**

As multiple choice test is one type of objective tests, it is important to make sure that there is only one answer for every item (Brown, 2004, p.58). If a test item has more than one answer, the item cannot be considered objective.

d. **Use item indices to accept, discard or revise items.**

The meaning of this point is to make sure whether the items are selected and arranged appropriately. It is also important to identify whether the tests efficiently measuring the objectives. This can be done by identifying the item facility, item difficulty and also distractor efficiency of each item.
4. Testing reading

Reading is one of required skills in learning English. In detail, Lado (1961) also states that reading as one of skills in language is a receptive process in which the readers grasp language from written form (p.223). Besides, Anderson (2000) explains that reading is about process of understanding the products (p.5).

As a part of skills in learning language, reading is also assessed. Assessing reading by testing is a common way. Therefore, there are several skills considered when reading is being tested. A lot of educational experts have defined some skills assessed in testing reading. One of the experts is Hughes, he states two reading skills, macro and micro skills. These two skills are basic skills which usually been used in reading exercise. They are explained as follows.

a. Micro Skills and Macro skills of Reading (Hughes, 1989)

1) Micro skills of reading

a) Identifying referent of pronouns. Here, the test takers are expected to identify referent of pronoun in a certain text.

b) Using context to guess meanings of unfamiliar words. It is usually found in a text in which the test takers have to guess contextual meaning of an unfamiliar word.

c) Understanding relations between parts of the text by recognizing indicators in discourse, especially for the introduction, development, transition and conclusion of ideas.
2) **Macro skills of reading**

a) Scanning text to locate specific information, meaning that test takers are expected to find specific information of a certain text.

b) Skimming text to obtain the gist or main topic. This skill is intended to measure students’ ability in identifying the main topic or idea of a text. The item is usually about the theme of a certain text.

c) Identifying stages of an argument. In simple words, this skill is intended to measure students’ ability in identifying the organization of texts.

d) Identifying examples presented in support of an argument. This skill is aimed to allow students in identifying specific examples or information obtained from a certain text.

5. **Test Development**

A test as a part which cannot be separated from the teaching learning process is important. As stated in the previous chapter, it is necessary to design a good test which is useful for both the teachers and the students. That is why, in designing the test, the test designer has to pay attention to the procedure or stages of designing a test.

Bachman (1997, p. 87) proposes a model of developing a test which consists of three main stages. They are design, operationalization and administration. Every stage has some activities and each activity comes up with a product. Every stage including its activities and results are explained through the following explanation.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Figure 2. 1 Test Development Stages (Bachman & Palmer, 1997)
a. **Stage 1: Design**

Design stage is a step in which a test designer “describes in detail the components of the test design that will enable them to ensure that performance on the test tasks will correspond as closely as possible to language use, and that the test scores will be maximally useful for their intended purpose” (Bachman, 1997, p. 86). This stage requires test designers to do the following activities.

1) **Describing the purpose of the task**

   This activity is the basis of next stages. Here, a test designer has to consider about the goals or potential effects expected to be achieved after the test. Moreover, Bachman (1997) says “it involves clearly stating the specific inferences about language ability or capacity for language use we intend to make on basis of test results, and any specific decisions which will be based upon these inferences” (p. 88). The purpose of the test task should be clearly defined and described over this activity.

2) **Identifying and describing tasks in the test language use**

   This activity will provide a general description of the task items as the result. Besides, this activity also gives a clear explanation of the characteristics of the task types which will become the basis of the actual test development (Bachman & Palmer, 1997, p. 88).

3) **Describing the characteristics of the test takers**

   This activity explicitly explains the nature of the test takers, including potentials and also the characteristics of the test takers, to whom the test will be designed (Bachman & Palmer, 1997, p.88). During this activity, the test designer
requires to look for as many as possible information about the test takers. Therefore, it will potentially give impacts to them.

4) Defining the construct to be measured

This activity “makes explicit the precise nature of the ability we want to measure, by defining abstractly” (Bachman & Palmer, 1997, p.89). Moreover, Bachman states that a theoretical definition is the product of this activity. Theoretical definition is the basis for considering and investigating the construct validity of the interpretations the test designer makes of test scores. The test designer employs this activity by investigating theories of language ability and also a syllabus specification.

5) Developing a plan for evaluating the qualities of usefulness

Planning evaluation is an activity in which the test designer plans instruments to collect feedbacks. According to Bachman (1997, p. 89), this activity deals with a range of information, both quantitative and qualitative. For the quantitative, test designers commonly plan using test scores and individual test tasks. To collect qualitative feedbacks, the test designer usually uses a description of observation, verbal self- report from the students and also from educational experts. Deciding and planning the evaluation process are crucial since these activities will give clear explanation about the actual test. The explanation will be used to conduct the revision.
6) Identifying resources and developing a plan for their allocation and management

This activity makes explicit the resources such as humans, materials and time that will be required and available for various activities during the process of designing and developing the test (Bachman, 1997, p. 89). It is also an important step or activity since the test designer has to know well about the participants and the instruments he or she will use during the process. Therefore, they can also manage and allocate them during the test development.

b. Stage 2: Operationalization

1) Developing test tasks and blueprint

According to Bachman (1997), this activity allows the test designer to develop a test specification and a test blueprint. The test specification provides a detail description of the relevant task characteristics and also the basis of what the test designer will write in their actual test. The test blueprint provides an information and explanation about the test structure and overall organization of the test. Besides, the blueprint also describes how the test will be constructed and arranged (p.90).

2) Writing instructions

Writing instructions is an important activity since this activity reflects how the test will be presented and administered. Further, Bachman (1997) states that writing the instruction activity describes fully the structure of the test. Besides, it also shows explicitly the nature of the test and how the test takers are expected to respond (pp. 90-91).
3) Specifying the scoring method

The last activity in second stage is to specify the scoring method. This activity involves two main steps, namely defining the criteria or quality to be evaluated and measured and determining the procedures used to decide the score.

c. Stage 3 : Administration

During the stage of administering the test, a test designer will give the test designed into a group of individuals. It can be given to both students as the test takers and also to educational experts. It is needed in order to collect information related to the test designed. After the information is collected, the information has to be analyzed. The analysis is used to evaluate the test designed.

6. Material Adaptations

In order to suit the materials with students’ level, sometimes a test designer may adapt available texts. For this reason, it is necessary for a test designer to consider the rule of material adaptations. Material adaptations refer to the activity of “changing existing materials so that they become more suitable for specific learners, teachers or situations.” (Tomlinson& Matsuhara,2004, p. 11). Further, Tomlinson and Matsuhara state that material adaptations can be conducted for some reasons. They are stated as follows.

a) If the materials are not suitable for a certain culture.

b) If the materials are not suitable for a certain level of students.

c) If the materials are difficult to be administered by the teacher.
d) If the materials have different learning objectives with the expected objectives.

Each reason may have different way of material adaptation. Therefore, Tomlinson and Matsuhara state some technics. The technics are actually used to suit the materials with the situation or the necessity of the class. The technics are Plus, Minus and Zero category. Each of them are described as the following explanation.

a) **Plus category**

Plus category is conducted through addition texts or activity and expansion the length, difficulty and depth of a certain text or activity.

b) **Minus category**

Minus category is conducted through the deletion some texts or activities, subtraction by decreasing the number of sentences and reduction by reducing the length, difficulty or numbers of texts or activities.

c) **Zero category**

In zero category, the teachers or material writers do not add or delete anything, but they modify the materials by replacing, reorganizing, resequencing and or conversing the activities or sentences.

**B. Theoretical Framework**

A test is one activity conducted during or after teaching learning process whose aim is to measuring a person’s ability, knowledge or performance in a given domain (Brown, 2004, p. 3). Therefore, it is needed for education field to
provide a good test to measure students’ knowledge. A good test should fulfill some criteria, namely practicality, validity and reliability.

In addition, eight graders who learn English, they are supposed to master reading skill. Their knowledge and ability in reading is needed to be evaluated. Thus, test also takes a very important role. Any kind of test which is suitable in evaluating eight graders knowledge and ability should fulfill the criteria of a good test. The test has to be valid and reliable. The valid test here means that the test measures what is intended to measure, while reliable test is closely related to the estimation of the consistency of a certain test. It can be achieved by presenting several aspects or factors affecting test reliability.

To design an objective reading test for eight graders, the researcher considers what to test in reading skill for eight graders. In this case, the researcher uses the theories of macro and micro skills stated by Hughes (1989). Moreover, the test designer pay attention to the steps of constructing a test. In order to design a test, the researcher uses the model of test development which is stated by Bachman and Palmer (1997). There are three stages proposed by Bachman and Palmer, namely design, operationalisation and administration.

In developing the test, the researcher has to find appropriate texts to be used in the test. Hence, she may have to conduct material adaptations. This activity is necessary in order to adjust the texts with the students’ necessity. The researcher may conduct plus or minus category based on the texts needed.
CHAPTER III

RESEARCH METHODOLOGY

This chapter provides a brief explanation on how the research was conducted. Through seven sections, the researcher explains the methodology used in this study. They are the research method, research participants, research instruments, data gathering techniques, research instruments, data analysis and research procedure.

A. Research Method

This research was conducted in order to achieve the objectives of this study to solve the problems stated previously. There were two questions formulated, the first was how an objective reading test was designed, and the second was what the objective reading test for junior high school looked like. The datas and information were found and analyzed through the process of this research.

This study is Educational Research and Development as people usually call it R & D. Based on Borg and Gall (1983), R & D is a process of developing and validating educational products. Educational products here are not only limited on designing textbooks and instructional films, but also methods of teaching or methods of organizing instructions (p. 772). The R & D cycle consists of ten steps.
The ten steps are cycles which are repeated with more schools or subjects to implement the products. Every step has some activities to conduct. The ten steps are explained through the following explanation.

a. Step 1

Research and information collecting by finding review of related literature, classroom observations and other preparations. It is used to collect necessary data and information before developing a product.

b. Step 2

Planning by defining skills and objectives and small scale feasibility testings. Before developing the product, the skills and objectives of the products are defined. By doing so, the product is going to focus on achieving its objectives.

c. Step 3

Develop Preliminary Form of Product by preparing instructional materials and evaluation devices. This is the process of developing and also preparing for the evaluation or the first validation of the product.

d. Step 4

Preliminary Field Testing by testing the instructional to 1-3 schools with 6-12 subjects, using an interview or a questionnaire. The testing is used to firstly validate the product before it is revised.

e. Step 5

Main Product Revision based on the result of preliminary field testing to revise the product. The result of preliminary testing is useful in giving clear description on what needs to be revised.
f. Step 6

Main field testing in which the product revised is tested in 5-15 schools with 30-100 subjects. This step is similar with the fourth step, but with more schools to implement.

g. Step 7

Operational Product Revision, revising the product based on the result of the main field testing. This step is similar with the fifth step in which the product is revised based on Main Field Testing result.

h. Step 8

Operational Field Testing, it is conducted through larger testing by involving 40-200 subjects. This step is similar with the fourth and sixth step but with more subjects or schools.

i. Step 9

Final Product Revision, revising of product based on the result of operational field testing. This is the last revision after the product is implemented in many schools.

j. Step 10

Dissemination and Implementation, reporting the product in at professional meetings and in journals. This is the last activity of developing educational product. After completing the steps, the result is reported through meetings or journals.

As stated previously, this R & D model is in the form of cycle in which the subjects increased from 6 to 200 subjects. For this reason, the researcher
employed five steps and implemented it in one school with 22 subjects. The five steps were: research and information collecting, planning, develop preliminary form of product, preliminary field testing and main product revision.

To design a test, the researcher also adapted a model of test development proposed by Bachman and Palmer (1996, pp. 86-93). They proposed some stages of test development. There were three main stages in this model, namely Design, Operationalization and Administration. Each stage had some activities to conduct and expected to produce specific products or results.

Widyasari (2011, p. 23) who had conducted similar research also conducted only five steps over the ten steps. She proposed a combination between Bachman and Palmer stages and Borg and Gall model. The combination was explained through the following figure.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Activities</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Research and Information Collecting</td>
<td>Literature review and Interview</td>
<td>Design Statement</td>
</tr>
<tr>
<td>Step 2: Planning</td>
<td>Selecting and specifying the materials</td>
<td>Test Blueprint</td>
</tr>
<tr>
<td>Step 3: Developing Preliminary form of Product</td>
<td>Writing the test</td>
<td>Instructions, procedure of scoring</td>
</tr>
<tr>
<td>Step 4: Preliminary Field Testing</td>
<td></td>
<td>Test Administration</td>
</tr>
<tr>
<td>Step 5: Main Product Revision</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 3. 2 The combination of R & D by Borg and Gall and Test Development by Bachman and Palmer**

Conducting only five steps of R & D cycle presented by Borg and Gall and consulting the stages of test development proposed by Bachman and Palmer, the researcher conducted her research using the following steps.
1. **Research and Information Collecting**

Research and information collecting was the step in which “review of literature, classroom observations and preparation of report of state of the art” (Borg & Gall, 1983, p. 775) were conducted. As stated by Borg and Gall, the researcher of this study conducted this step by reviewing related literature and doing interview. Review of literature was needed in order to get sufficient information about the importance of the product and other information related to how the product should be designed (Borg & Gall, 1983, p. 776-777).

In this research, the researcher reviewed the syllabus of eight grade students. The syllabus covered all materials they learned in the first and second semester. Since the researcher only focused on the reading skill, the researcher reviewed the reading materials that students learned. They were mostly about types of texts and the language features of those texts.

The researcher also planned to conduct interview to the teacher. The interview was conducted informally to know the characteristics of the students, the teaching learning process and also the characteristics of the tests usually made by the teacher. This activity was supported by a class observation. It was used to directly confirm whether the characteristics of the class and its students were similar with the information gained from the teacher’s interview. Therefore, after finishing this step, the researcher drew a design statement about the test takers’s characteristics and the test characteristics itself.
2. Planning

Planning was the step in which the researcher “define the skills, state the objectives determining course sequence, and small feasibility testing” (Borg & Gall, 1983, p. 775). Moreover, Borg and Gall (1997) said that the step of defining the objectives was very important since it would determine the result of the designed product (p. 779-780). To define skills and state the objective of the product, the researcher checked the result of the previous step. They were the result of interview, and also the syllabus of eight graders. Hence, in this step the researcher firstly tried to develop a blueprint containing of test structure and test task specification.

The test structure was developed to give the details of the appearance of the test including the number of the test and types of test items, while test task specification gave clear explanation of factual tests. The researcher was starting to specify the purpose of the objective reading test and writing the items of test. Besides, test specification also gave a brief and clear explanation about definition of constructs, settings, time, instructions, expected responses, and scoring methods.

There was still one more activity employed in this step that was the planning of evaluation the qualities of the test (Bachman & Palmer, 1997, p. 87). Here, the researcher planned to make a questionnaire for a teacher and educational lecturers for evaluating the test designed. The researcher developed the questionnaire based on the theories of practicality, reliability, face validity and construct validity.
3. **Develop Preliminary Form of Product**

This step required the researcher to develop the product. To conduct this step, the researcher adapted Bachman and Palmer (1997, p.87) second stage, the “operationalization”. It was writing the English objective-reading test.

In designing the test, the researcher selected English text based on the objectives stated in the test blue print. She took some texts from the internet, books, national examinations and even made texts by herself. After collecting the texts, the researcher still had to specify them based on the characteristics of the students. In writing the test items, the researcher also referred to the theory of objective test especially the rules of making multiple choice tests.

4. **Preliminary Field Testing**

Preliminary field testing was the step in which the educational product was checked to obtain an initial qualitative evaluation (Borg & Gall, 1983, p. 783). Moreover, Bachman (1997, p.91) in the third stage states that through a test administration, the test would be given to a group of individual for the purpose of assessing usefulness of the test and making inferences or decisions for which the test intended. Based on those statements, the researcher conducted two activities in this step namely, the evaluation from educational experts and also the test implementation.

a) **Educational Experts Evaluation**

Educational experts’ evaluation was used to evaluate the face validity, content validity and reliability of the test. The content validity was checked based on the suitability of test objectives and test items (1996, pp.22-23). The face
validity of the test was checked through the appearance of the test items including the quality of the pictures, texts, and also the completeness of the tests.

According to Bachman and Palmer (1996) the evaluation of the designed testa could be used to check the quality of test reliability (p. 21). If the evaluators had similar or even same evaluation on the quality of the test, people could say that the test was reliable based on the aspects affecting reliability measurement.

The researcher gave the designed objective reading test to one English teacher of SMP Bopkri Wonoasari and two PBI lecturers, later called as evaluators, to be evaluated. According to Bachman (1997, p. 87), during checking, the teacher and lecturers gave feedbacks and evaluations to improve the quality of the test items. Indeed, the three evaluators evaluated each test item and gave comments and suggestions. Moreover, they filled the questionnaire to give brief comments about the tests.

After being evaluated by the evaluators, the researcher or the test designer had time to revise the tests. The test designer used the evaluations and the feedbacks given by the evaluators to revise the tests. But, the researcher still had rights to revise the tests based on the other essential theories.

b) Test implementation

Test implementation or test administration was conducted to confirm the quality of the test after being evaluated by educational experts. According to Borg and Gall, the purpose of the test implementation or field test is “to determine whether the educational product under development meets the performance objectives” (2004, p.783).
Specifically, through the test administration the researcher could get clear result on the construct validity of the test. Construct validity was identified by counting the item facility, item difficulty and identifying distractor efficiency shown by the distribution of answer in every choice.

5. Main Product Revision

After preliminary field test was conducted, the researcher employed main product revision. Bachman’s test development model (1997, p. 92) provides explanation about the analyzing activities. It is a stage of describing the test result and making revision based on it. In this step, the researcher conducted two revisions. They were first revision after being checked by the evaluators and second revision after being implemented.

B. Research Participants

During the preliminary field testing, the researcher tested the test designed and also let the test evaluated by educational experts. There were three participants of this study. They were a teacher, two lecturers and eighth grade students of junior high school. There were students in Class A and Class B of eight grade of SMP Bopkri Wonisari.

Eight grade students were chosen since they had experienced one and a half year in junior high school. It was assumed that they were preparing themselves to perform well in English reading test. The teacher and lecturers were assigned to check and evaluate the test based on the questionnaire given.
C. Instruments and Data Gathering Technique

The researcher firstly interviewed English teacher of SMP Bopkri Wonosari. It was conducted to get sufficient information about teaching learning process especially about reading tests in that school. After that, the researcher designed a set of an objective reading test and then asked a teacher of SMP Bopkri Wonosari and 2 PBI lecturers to check it. The data was gathered by asking them to fill the questionnaire. Besides, the test designed was also tested to students in SMP Bopkri Wonosari.

To obtain sufficient datas and information for designing a test and also for evaluating the quality of the test, the researcher used some instruments. The instruments used in this study were a questionnaire and an interview guideline.

1. Interview Guide

As stated by Hancock (2006, p.40) there were three types of interviews, namely structured, semistructured and unstructured interview. The researcher preferred to conduct a semistructured interview in which the researcher provided guiding questions or lists of questions, but the researcher could ask follow up questions in order to enrich the information.

During information collecting, the interview was needed to be conducted to gather information needed before constructing the test. The interview was targeted to the teacher in relation with the teaching learning process, characteristics of the students and about reading tests. The datas gathered from this activity were later analyzed descriptively.
2. Questionnaire

Questionnaires were used as a useful instrument in terms of the data collection survey, providing structured, often numerical data, and being able to be administered (Wilson & McLean in Cohen et al., 2000). The questionnaire was distributed to the teacher and educational experts in order to gather datas related to the validity and reliability of the test designed. It was also used to give a clear explanation on the presentation of test items.

The questionnaire was filled during the preliminary field testing. It was used to deeply evaluate the presentation of the test items. Through this questionnaire, the teacher and educational experts checked whether the ideas of a good test, validity and reliability, had been fulfilled.

D. Data Analysis

1. Analysis on Interview

The interview was conducted toward the teacher. This activity was used in the information collecting step. After conducting the interview, the researcher transcribed the result and made some categories based on teacher’s answers. The categories were about students’ characteristics, reading materials and also types of tests that teacher usually uses in that class. After that, the result of these categories was analyzed using descriptive analysis.

2. Analysis on Questionnaire

Questionnaire was given to the three evaluators. The questionnaire consisted of statements and the participants should choose suitable statements.
The result was analyzed through the calculation of Mode or statement most selected. Since there were only three evaluators who were assigned to fill the questionnaire, calculating the Mode of each statement was the most efficient way to know the result.

In addition, the researcher also made some tables to analyze the comments and suggestions given by the evaluators. This following table was used in analyzing the questionnaire.

<table>
<thead>
<tr>
<th>Item number/ text number</th>
<th>Problems</th>
<th>Revision</th>
</tr>
</thead>
</table>

**Table 3.3 Data analysis table**

E. Research Procedure

The following procedure was applied in this study.

1. Research and Information Collecting.

The researcher collected theories related to the process of designing and conducting a test. In addition, the researcher also gathered some information related to the students and materials. This became an important step since this step would lead the test designer to construct her test.

2. Planning

This step was conducted by selecting and specifying the objectives of the test. By doing these activities, the researcher came up with the test specification. Besides, the evaluation procedure was also planned in this activity.
3. Developing Preliminary Form of Product

This step was done by writing a reading test based on the theory of designing and constructing test. The researcher considered the guidelines of developing multiple choice tests proposed by Brown (2004). Besides that, the researcher would also make a procedure of scoring.

4. Preliminary Field Testing

It was done by evaluating and implementing the test. The researcher asked for objective judgment from teachers and lecturers by distributing a questionnaire to teachers and lecturers. It was specified for identifying the validity and reliability of the test. Besides, the tests were also implemented in SMP Bokpki Wonosari to identify the IF, ID and distractor efficiency.

5. Main Product Revision

This activity was done by conducting the first revision to the product based on the objective judgment from teachers and educational experts. Further, the researcher also conducted the second revision based on the result of test implementation.

6. After the datas were gathered, the researcher analyzed them using descriptive analysis. The last activity was reporting the result of the study in the form of a discussion. The researcher also made a handbook containing of the tests and the answer key.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter gives a brief explanation about the research results and discussion. The research result and discussion are presented to answer the questions formulated in the first chapter. They are elaborated through two major points, namely the process of designing an English objective-reading test for junior high school students and the presentation of an English objective reading test itself.

A. The Process of Designing an English Objective-Reading Test for Junior High School Students

To design an objective reading test for junior high school students, the researcher adapted Borg and Gall’s model (1983, p. 775) of Research and Development (R & D). It was combined with Test Development stages proposed by Bachman and Palmer (1997, p.87). In these combination, a test designer conducted five steps. They were the research and information collecting, planning, developing preliminary form of product, preliminary field testing and main product revision.

1. Research and Information Collecting

The first step of designing an English objective reading test was the research and information collecting. This was the step in which the information
gathered before the test was designed. The research and information collecting covered two activities. They are an interview and review the syllabus.

a) Interview

In the interview session, the researcher interviewed the 8th grade English teacher of SMP Bopkri Wonosari. The interview was held in 16th of March 2012. Informally, by having natural discussion, the researcher interviewed the teacher related to the characteristics of the students and also the reading test that might be suitable for them.

From the interview, the researcher gained information that some of eighth grade students of SMP Bopkri Wonosari were not really good in understanding English texts. But, there were still some students willing to carefully read and understand the texts. Moreover, the teacher proposed that the objective reading texts might be more suitable to be given to them since they had limited amount of vocabulary.

In addition, the researcher obtained information that there were only twenty two students in eighth grade, eleven students for each class. They were about 13 to 14 years old. Besides, for helping students in preparing final test, the teacher thought that the test should cover all materials from the first and second semester. She proposed to implement the two tests for all students, so that they could be trained through many texts that were beneficial for them.

b) Review the Syllabus

This step was the step in which the researcher gathered information about the materials that students learned, especially the reading skills. The researcher
identified the type of texts taught during the first and second semester. During this process, the researcher also identified every objective the teacher wanted to measure for each material.

Based on the syllabus, the researcher knew that there were three types of texts learned by eight grade. They were recount texts, descriptive texts and narrative texts. In addition, they also read short functional texts such as short messages, invitations, advertisements, announcements and signs or warnings. As the first result of this step, the researcher came up with a design statement (Bachman & Palmer, 1996, p. 86).

<table>
<thead>
<tr>
<th>No</th>
<th>Design Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Purpose of the test</td>
</tr>
<tr>
<td></td>
<td>The test was an objective reading test which was categorized as an achievement test. It aimed to measure students’ proficiency in reading English texts especially what they had learnt through a year in their 8th grade. There were four major kinds of texts tested. They were short functional texts, descriptive texts, narrative texts and recount texts. By using this test, students were expected to achieve these following competencies:</td>
</tr>
<tr>
<td></td>
<td>1. Identifying general information or idea of a certain text.</td>
</tr>
<tr>
<td></td>
<td>2. Identifying specific information of a certain text.</td>
</tr>
<tr>
<td></td>
<td>3. Identifying synonym of certain words mentioned in texts.</td>
</tr>
<tr>
<td></td>
<td>4. Identifying references of certain pronouns in the texts.</td>
</tr>
<tr>
<td></td>
<td>5. Identifying communicative function of a certain text. (Hughes, 1989)</td>
</tr>
</tbody>
</table>
### Design Statement

<table>
<thead>
<tr>
<th>No</th>
<th>Characteristics of the test takers</th>
<th>Definition of constructs</th>
<th>Plan for evaluating the quantities of usefulness</th>
<th>Inventory of available resource and plan for their allocation management</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Number of students: 16 students</td>
<td>Objective reading test in the form of multiple choices.</td>
<td>Reliability Validity: construct validity, content validity and face validity. Reliability, content validity and face validity were checked through evaluator questionnaire. Construct validity was checked through the identification of ID, IF and distractor efficiency. (Miller et al., 2009; Bachman&amp; Palmer, 1996)</td>
<td>Resources: the theory of test, theory of reading, theory of testing reading, theory of designing objective test, theory of multiple choice test Allocation and management: there were seven types of texts, each of them supposed to be tested through at least two texts. Each text is followed by 2 to 4 questions in the form of multiple choices. The writer may reduce the length of text or edit it in order to suit it with students’ level. (Anderson, 2000; Brown, 2004; Hughes, 1989)</td>
</tr>
</tbody>
</table>

### Planning

Finishing the step of reviewing related literature, theories and syllabus, the researcher started to develop the test. Firstly, the researcher developed the design statement into a test blueprint. The test blueprint consisted of a test structure and test task specification.
<table>
<thead>
<tr>
<th>No</th>
<th>Test structure</th>
<th>Blueprint</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Number of parts/tasks</td>
<td>40 items of multiple choices</td>
</tr>
<tr>
<td>2</td>
<td>a. Purpose</td>
<td>Stated in the design statement</td>
</tr>
<tr>
<td></td>
<td>b. Definition of construct(s)</td>
<td>Stated in the design statement</td>
</tr>
<tr>
<td></td>
<td>c. Setting</td>
<td>SMP Bopkri Wonosari</td>
</tr>
<tr>
<td></td>
<td>d. Time allotment</td>
<td>60 minutes</td>
</tr>
<tr>
<td></td>
<td>e. Instructions</td>
<td>1. Read the texts and choose the correct answer by crossing a, b, c or d on your answer sheet! Text 1 is for questions number 1, ... 2. For number 33, rearrange the sentences into a good story! 3. Questions number 34- 40: Fill in the blanks with the most appropriate word!</td>
</tr>
</tbody>
</table>

| Test task specification | f. Characteristics of input and expected response | There are seven types of texts in this test. They are recount, narrative, descriptive and short functional texts (invitation, announcement, short message and advertisement). Each type of test has at least one question following and four questions at the maximum. Through 32 items, students are asked to choose the best answer based on their understanding over the texts. One item of arranging sentences is used to allow the student identify structure/ parts of texts. While the rest seven items mainly about language features of a certain text. |

| g. Scoring method | Ten point for one right answer. Therefore, there will be 400 points for those who have perfect score. The final score is the result of the total point devides 4. The perfect score: 100 |
The test blue print was also developed into more factual form called matrix of the test (see appendix 5). It was a set of clear description of the test including the objectives of the test, the indicators of each item, types of text and number of questions. The researcher only made one matrix to be developed into two sets of tests in similar level of difficulty. Yet, they might have different item numbers.

3. Developing Preliminary Form of Product

In the step of developing preliminary form of product, the researcher started to select the texts. There were 7 types of texts. They were narrative, recount, descriptive and short functional texts. The short functional texts were greeting cards, invitations, announcements and advertisements. The texts were collected from the internet, textbooks, exams, invitations and announcements. There were also several texts made by the researcher.

After finding texts needed, the researcher composed two sets of objective reading tests based on the test matrix. The result of the tests were named Test 1 and Test 2. Each test consisted of 40 multiple choice items. Both of them had similar level of difficulty, but not all of them in the same item number. Besides, the researcher also made two answer keys including the scoring systems for each set of tests (see appendix 6).

The last activity in this step was making an answer sheet. The answer sheet was separated with the question sheet in order to keep the question sheet clean. Therefore, they could be used by other students.
4. Preliminary Field Testing

Preliminary field testing covered two activities. They were the evaluation from educational experts and teacher, and also the implementation to eight grade students in SMP Bopkri Wonosari. Each activity is explained as follows.

a) Educational Expert Evaluation

In order to evaluate the reliability and validity of the test, the researcher gave two sets of the objective reading test for junior high school to three persons. They were a teacher of SMP Bopkri Wonosari and two lecturers of PBI Sanata Dharma University. They were assigned to evaluate the presentation of the test.

Through a questionnaire, the evaluators gave their comments related to the reliability and validity. In addition, they also gave comments on the practicality of the tests. It was necessary to give supplementary information and evaluation for the test that had been designed. From the questionnaire, the researcher realized that there were some numbers or items needed to be revised. Most of them had problems with the texts and or the grammar.

The following table shows the result of the questionnaire given by the three evaluators. Each point indicates certain criteria as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Evidences</th>
<th>Statements</th>
<th>Strongly disagree</th>
<th>disagree</th>
<th>doubt</th>
<th>agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The test has to be practical</td>
<td>The test is easy to be administered (for the teacher)</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>The test has to be practical</td>
<td>The test is not excessively expensive</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>Evidences</td>
<td>Statements</td>
<td>Strongly disagree</td>
<td>disagree</td>
<td>doubt</td>
<td>agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>-------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>3</td>
<td>The test has to be</td>
<td>The time allocation is reasonable with the test items</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>practical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>The scoring system is easy to be applied</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>The test is not time consuming</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The test has to be</td>
<td>The test items are appropriate to be tested in 8th grade</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>reliable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Every objective is implemented through more than one item</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>The test is objective (no subjectivity in each item)</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>The sentences in the test items are not ambiguous or confusing</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>There is only one answer for each test item</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>The language used in the test item is simple</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>The language used in the test item is easy to be understood</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>The texts are suitable to test reading comprehension</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>The answer key is accurate for the scoring system</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The test has to be</td>
<td>All test items are implemented based on the objectives of the test</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>The test items are appropriate to test reading comprehension</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>the test instruction is clear</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>The test items are well arranged from easy to the advance</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>The test items are well typed (no missed spelling)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>The number of the test items are complete</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Evidences</td>
<td>Statements</td>
<td>Strongly disagree</td>
<td>disagree</td>
<td>doubt</td>
<td>agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>----</td>
<td>-------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>-------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>21</td>
<td>The test has to be Valid</td>
<td>The test items are well printed (texts, pictures)</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Valid</td>
<td>The texts are taken from trusted sources</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the important requirement of a good test, practicality was successfully performed. The test would be easy to administered. Moreover, test administration would not be time consuming and money consuming. For the scoring system, it was actually easy to be applied.

In terms of aspects influencing reliability of the test, Test 1 and Test 2 were considered reliable. A certain test was considered reliable if they performed some aspects stated by Miller, et. al. (2009). He states that a reliable test should be various in numbers to measure behaviour. Besides, it was good to have objectivity of the test. The objectivity could be achieved by clear instructions, language and accurate answer keys and the scoring system. Spread of scores was also important to know difference between high and low ability students.

Three evaluators said that both Test 1 and Test 2 were reliable since the tests had 40 items with measure the several objectives. Besides, the objectivity was achieved through unambiguous language, clear instruction, accurate answer key and clear scoring system. In addition, the texts were also appropriate in testing reading skills for junior high school students. This result was also supported by
the comments given by three evaluators. They said that these tests had various kinds of texts. That was good for testing reading.

Validity of the test showed various opinions. From this variety, the researcher later referred to the comments given by three evaluators. The questionnaire result would be compared with the comments given by them. Three evaluators found some weaknesses of this test. From the questionnaire and comments given by the evaluators, most of them gave almost similar evaluation related to the weakness. They mostly evaluated about the face validity.

Some aspects of face validity which were stated by three evaluators mostly about the quality of the chosen texts. Some problems like grammatical mistakes, dictions, punctuations, and also the clarity of pictures, invitations and announcements were the major mistakes needed to be revised. Moreover, three evaluators commented the information of text sources which were not stated in the test.

After being checked and the evaluators gave their comments and suggestions, researcher decided to revise the tests first before being implemented. This activity was called the first revision. The revision was needed to be conducted since some aspects of face validity had not been achieved yet.

Some texts were problematic with the grammars. The researcher modified them by suiting the grammars. By doing so, the quality of the grammar was better. Besides, the researcher also transcripted or retyped some advertisements and invitations which had problems with the face validity. Most of them were difficult
to be read. Some of their pictures were also not really clear. To improve their
quality, the evaluators suggested to change the pictures and fonts.

Summarizing the questionnaire results and comments from evaluators, the
researcher decided to categorize the problems and made revision based on the
suggestions. Since almost all suggestions were about face validity of the texts and
test items, the categories were made by consulting the theory of face validity. The
evaluation and revision were summarized as follows,

a) Text Sources

Some texts had no source information. In Test 1, there were seven texts
out of seventeen which had no information about their source, from where they
were taken. In Test 2, there were six texts without any information of sources.
The source information was important when a certain text was taken from books,
websites or newspapers.

As stated by Gordon, et.al (2004) on Penn Library website, accurate copy
the author, title, and other information about the source publication, including the
number(s) of the page(s) from which notes or quotes were taken were important ways to
avoid plagiarism. As the test designer missed putting the source, the judgment of
doing plagiarism might happen. Therefore, the information of source was needed
to avoid plagiarism. Source information was also used to prove that the texts were
taken from authentic sources.

The researcher checked the texts one by one and tried to complete the
sources. But, she kept some texts without source information since she made them
by herself. Since the texts were taken from various sources such as internet, books
and other tests, the teacher also paid attention to the way for writing them. It was especially for texts which were taken from internet. For the texts which were taken from the internet, the address should be stated completely and formally.

b) Grammatical mistakes

Some texts had mistakes in the grammar. The grammar in this context was related to the tenses consistency in both the texts and the questions, and also the sentence building. There were five texts in Test 1, they were text 1, 5, 12, 13 and 16 which needed to be revised. In Test 2, there were five texts which had grammatical mistakes related to the tenses and sentence buildings, and they needed to be revised. They were text 4, text 9, text 11, text 15 and text 16. The following table shows the mistakes performed in each text and their revision.

<table>
<thead>
<tr>
<th>Test number, text number</th>
<th>Problems</th>
<th>Before revision</th>
<th>After revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1, text 1</td>
<td>Collocation: <em>congratulation</em> must be followed by <em>on</em></td>
<td>Congratulations <em>for</em> your graduation...</td>
<td>Congratulations <em>on</em> your graduation...</td>
</tr>
<tr>
<td>Test 1, text 5</td>
<td>The use of noun “center”</td>
<td>There are many supermarkets and <em>central</em> of industries.</td>
<td>There are many supermarkets and <em>centers</em> of industries.</td>
</tr>
<tr>
<td>Test 1, text 12</td>
<td>The use of singular and plural noun</td>
<td><em>... some competition</em> like Speech Contest and Costume Contest.</td>
<td><em>... some competitions</em> like Speech Contest and Costume Contest.</td>
</tr>
<tr>
<td>Test number, text number</td>
<td>Problems</td>
<td>Before revision</td>
<td>After revision</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Test 1, text 13</td>
<td>The meaning of the word “deserved”</td>
<td>... she decided that she too deserved a reward, ...</td>
<td>... she thought that she deserved to get a reward</td>
</tr>
<tr>
<td>Test 1, text 16</td>
<td>Collocation: interested must be followed by in</td>
<td>Interested with its color...</td>
<td>Interested in its color...</td>
</tr>
<tr>
<td></td>
<td>Past continuous tense: were + Ving</td>
<td>... we were in Senggigi Beach, lied in the warmth sun.</td>
<td>... we were in Senggigi Beach, lying...</td>
</tr>
<tr>
<td>Test 2, text 4</td>
<td>Auxiliary verb: Has to + V1</td>
<td>... every class has to sent at least two representatives...</td>
<td>... every class has to send at least two representatives...</td>
</tr>
<tr>
<td>Test 2, text 9</td>
<td>Question tag</td>
<td>Kind of scary, isn’t it?</td>
<td>It was very scary, wasn’t it?</td>
</tr>
<tr>
<td>Test 2, text 11</td>
<td>The use of noun: “journey”</td>
<td>... a prince whose great wish was to journey...</td>
<td>... he had a great wish, it was a journey to the moon.</td>
</tr>
<tr>
<td></td>
<td>Simple past tense</td>
<td>... because he love its gentle glow.</td>
<td>... because he loved its gentle glow.</td>
</tr>
<tr>
<td></td>
<td>Simple past tense</td>
<td>His dream finally come true.</td>
<td>His dream finally came true.</td>
</tr>
<tr>
<td></td>
<td>Simple past tense</td>
<td>The two young people soon fall in love, but the worlds they come was just too different and soon they had to part.</td>
<td>The two young people soon fell in love, but they came from different worlds and soon they had to be separated</td>
</tr>
<tr>
<td></td>
<td>Simple past tense</td>
<td>...the moon king’s daughter give the prince...</td>
<td>... the moon king’s daughter gave the prince...</td>
</tr>
<tr>
<td>Test 2, text 15</td>
<td>The use of singular- plural nouns</td>
<td>... After that, we put some chocolate and a candle...</td>
<td>After that, we put some chocolates and a candle...</td>
</tr>
<tr>
<td>Test 2, text 16</td>
<td>The use of preposition</td>
<td>There are eight islands of different sizes.</td>
<td>There are eight islands in different sizes.</td>
</tr>
<tr>
<td></td>
<td>The use of articles</td>
<td>They all have a tropical climate...</td>
<td>They all have tropical climate...</td>
</tr>
<tr>
<td>Test number, text number</td>
<td>Problems</td>
<td>Before revision</td>
<td>After revision</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Test 2, text 16</td>
<td>The use of countable-uncountable nouns</td>
<td>Their waters are filled with fish, dolphins.</td>
<td>There are fish, dolphins, and giant sea turtles in Hawaiian seas.</td>
</tr>
</tbody>
</table>

Besides, some items also had inconsistent tenses between the questions and choices. According to Miller at al. (2009) all choices should be grammatically consistent with the stem (p.207). For instance, the question used past tense but the choices were in –ing form as found in item number 5 in Test 1. Item number 4 in Test 2 also had similar problem. The question was in simple present tense, but the choices were in simple past tense. Further explanation was shown in Table 4. 5

### Table 4. 5
**Grammar Inconsistency between Questions and Choices**

<table>
<thead>
<tr>
<th>Test number, question</th>
<th>Problems</th>
<th>Before revision</th>
<th>After revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1, question 1</td>
<td>Subject- verb agreements</td>
<td>From the text we know that...</td>
<td>From the text we know that...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. ...</td>
<td>a. ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. ...</td>
<td>b. ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. ...</td>
<td>c. ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Danny congratulate Lanny for her graduation.</td>
<td>d. Danny congratulates Lanny for her graduation.</td>
</tr>
<tr>
<td>Test 1, question 5</td>
<td>Simple past tense</td>
<td>What did the writer do on the first day?</td>
<td>What did the writer do on the first day?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Catching...</td>
<td>a. Caught...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Observing...</td>
<td>b. Observed...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Playing...</td>
<td>c. Played...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Building...</td>
<td>d. Built...</td>
</tr>
<tr>
<td>Test 1, question 30</td>
<td>Singular and plural nouns Is → singular</td>
<td>Which one is not the facilities offered?</td>
<td>Which one is not the facilities offered?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Art shops</td>
<td>a. Art shop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Restaurants</td>
<td>b. Restaurant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Finest hotels</td>
<td>g. Finest hotel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Zoos</td>
<td>h. Zoo</td>
</tr>
</tbody>
</table>
c) Diction problems

Some sentences in the texts had problems with dictions or word choices. Word choices were needed to be considered since problems in choosing words would cause ambiguity or confusion for students. There were two texts in Test 1 which had problem with diction. They were texts number 5 and 16. Test 2 had one text with diction problem. It was text number 11.

Based on that fact, the researcher did material adaptation by doing reduction and modification. Reduction was the process of reducing some sentences in the texts, while modification was used to modify the order or position of some sentences in the texts (Tomlinson & Matsuhara, 2009. p.16). Therefore, to suit the texts with students’ level and to make the texts more understandable, the researcher might reduce or even modify the texts. Through the following table, this problem will be explained including the revision version.
Table 4.6
Diction Problems Found in the Texts

<table>
<thead>
<tr>
<th>Test number, text number</th>
<th>Materials adaptation</th>
<th>Before revision</th>
<th>After revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1, text 5</td>
<td>Modification</td>
<td><em>I</em> often miss the fresh vegetables <em>I</em> bought in traditional markets in <em>my</em> hometown.</td>
<td>While my hometown, there are traditional markets and large of rice fields. <em>I</em> often miss the traditional markets in <em>my</em> hometown.</td>
</tr>
<tr>
<td>Test 1, text 16</td>
<td>Modification</td>
<td>She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.</td>
<td>She is medium high. Her brown curly hair is really beautiful. She has fairy skin and brown eyes.</td>
</tr>
<tr>
<td>Test 1, text 16</td>
<td>Modification, reduction</td>
<td><em>She</em> always has a smile on her face. <em>She</em> is sweet and lovely. <em>I</em> like when <em>I</em> am going to sleep or went to <em>I</em> wake up or when <em>I</em> am going to go to some places, <em>she</em> always gives <em>me</em> a kiss and when the family have a problem she always be with <em>us</em> to helps <em>us</em> and to give <em>us</em> all her love.</td>
<td>She is a very good wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a well organized person. She doesn't like her house to be messed.</td>
</tr>
<tr>
<td>Test 2, text 11</td>
<td>Modification</td>
<td>... a prince whose great wish was to journey...</td>
<td>... <em>he</em> had a great wish, <em>it</em> was a journey to the moon.</td>
</tr>
<tr>
<td></td>
<td>Modification</td>
<td>Then, <em>he</em> was discovered and was thrown in jail.</td>
<td>Because of that, <em>he</em> was arrested and thrown into the prison.</td>
</tr>
</tbody>
</table>

**d) Clarity of pictures, advertisements and invitations**

Some pictures, advertisements, invitations were not clear. Both in Test 1 and Test 2, there were two texts for each, in the form of advertisements and announcements, that their fonts could not be read clearly. As said by Mousavi in Brown (2003), the presentation of the test was one important aspect that influenced the face validity of the test (p. 26). Students would get difficulty in
reading and understanding the content of those unclear texts. Therefore, it was better to revise them.

The researcher tried to change the pictures with other pictures in same theme. But, it was difficult to find a good quality of pictures, invitations or announcements with appropriate theme. For this reason, the researcher prefer to retype the content and made her own layout. By retyping, the content of the first version texts would not be changed.

e) Mistyping

To perform face validity in a certain test, a test designer should consider the aspects of typing. Every word and sentence should be typed accurately and clearly. Mistyping in texts or questions caused unclear meaning of the texts or questions. The idea was the same as the clarity of pictures or readable invitations. The test would not have high face validity if the typing quality was not good.

There were mistyped words in both the texts and questions. Since mistyping reduced the face validity of the tests, it was needed to revise them. The researcher retyped all the words and sentences well and accurately. The following tables tried to show the list of mistyped words and their revision.

<table>
<thead>
<tr>
<th>Text Number (item number)</th>
<th>Mistyping</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>i</td>
<td>I</td>
</tr>
<tr>
<td>13</td>
<td>U</td>
<td>You</td>
</tr>
<tr>
<td>17 (#33)</td>
<td>east java</td>
<td>East Java</td>
</tr>
</tbody>
</table>
There were three texts containing mistyped words. All of them were about the use of capital letters of a certain word or name. Besides, in Test 1 was also found mistyping of the items or questions. The table below shows the list of mistyping found in the items or questions.

<table>
<thead>
<tr>
<th>Question number</th>
<th>Mistyping</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>what</td>
<td>What</td>
</tr>
<tr>
<td>17</td>
<td>best cafe opens...</td>
<td>Best Cafe opens...</td>
</tr>
<tr>
<td>25</td>
<td>Word</td>
<td>Words</td>
</tr>
<tr>
<td>31</td>
<td>Thee</td>
<td>The</td>
</tr>
<tr>
<td></td>
<td>Pf</td>
<td>Of</td>
</tr>
</tbody>
</table>

In Test 1 there were five mistyped words found in the questions. All of them were related to the use of capital letters. Since capital letters were important in typing, they needed to be revised. Like Test 1, in Test 2 there were also many mistyped words which were found both in texts and questions. Each of them would be showed through the following tables.

<table>
<thead>
<tr>
<th>Text number</th>
<th>Mistyping</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>to Celebrate</td>
<td>to celebrate</td>
</tr>
<tr>
<td>14</td>
<td>Whit</td>
<td>With</td>
</tr>
<tr>
<td>15</td>
<td>Watching</td>
<td>Wathing</td>
</tr>
<tr>
<td></td>
<td>Snake</td>
<td>Snake</td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>I</td>
</tr>
</tbody>
</table>

From Test 2, it was found that five words were not welltyped. They were mostly related to the spellings and the use of capital letters. One word “sanke”,

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
with ‘snake’ was the word supposed, was a crucial mistake since the word “sanke” also had meaning. To avoid ambiguity or different meaning, this mistyped word had to be revised.

Similar with the texts, some questions or items in Test 2 were not well-typed. There were two numbers which were not well typed, namely item number 24 and 29. They were about the existence of apostrophe and the necessity of bolded words to strengthen the idea. The explanation is shown in the following table.

<table>
<thead>
<tr>
<th>Question number</th>
<th>Mistyping</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>The King</td>
<td>The King’s</td>
</tr>
<tr>
<td>29</td>
<td>Famous</td>
<td>Famous</td>
</tr>
</tbody>
</table>

b) Test Implementation

Test implementation was an activity in which the researcher administered the test in the real situation. This implementation was conducted in May 23rd 2012 and May 26th 2012. The test was administered at 9.30-10.30 a.m. In administering the test, there were two sets of tests tested. Test 1 was tested at the first day. While test 2 was tested at the second day. There were twenty two students, eleven students for each class, took part on this test implementation.

After testing both Test 1 and Test 2, the researcher came up with the test result. From the test result, it was known that the spread of scores (see appendix 8) in Test 1 and Test 2 might increase the reliability measurement. The difference between top and low scores were 20 for Test 1 and 18 for Test 2. In addition, The
researcher tried to calculate the result in order to identify the item facility (IF), item difficulty (ID) and identify the distractor efficiency.

1) **Item Facility (IF)**

According to Brown (2004) Item Facility “is the extent to which an item is easy or difficult for the proposed group of test takers.” (p.58). Therefore people can say that item facility is the ratio between the number of students who answer correctly and total responses. item facility is also meant as degree of appropriateness of a test item. In a certain test, appropriate item facility is usually between 0.15 and 0.85. Item with the IF less than 0.15 is considered too difficult, while higher than 0.85 is considered too easy.

The researcher categorized the calculation of item facility for each set of test into three categories. They were too difficult (<0.15), appropriate (0.15<0.85) and too easy (>0.85). Table 4.11 shows the distribution of item facility for each test item in Test 1 and Test 2. This table does not try to compare the two tests, but to give information about IF coefficient for each item.

<table>
<thead>
<tr>
<th>Table 4.11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Item Facility in Test 1 and Test 2</strong></td>
</tr>
<tr>
<td>Item number</td>
</tr>
<tr>
<td>Test 1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>Item number</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>17</td>
</tr>
<tr>
<td>18</td>
</tr>
<tr>
<td>19</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td>22</td>
</tr>
<tr>
<td>23</td>
</tr>
<tr>
<td>24</td>
</tr>
<tr>
<td>25</td>
</tr>
<tr>
<td>26</td>
</tr>
<tr>
<td>27</td>
</tr>
<tr>
<td>28</td>
</tr>
<tr>
<td>29</td>
</tr>
<tr>
<td>30</td>
</tr>
<tr>
<td>31</td>
</tr>
<tr>
<td>32</td>
</tr>
<tr>
<td>33</td>
</tr>
<tr>
<td>34</td>
</tr>
<tr>
<td>35</td>
</tr>
<tr>
<td>36</td>
</tr>
<tr>
<td>37</td>
</tr>
<tr>
<td>38</td>
</tr>
<tr>
<td>39</td>
</tr>
<tr>
<td>40</td>
</tr>
</tbody>
</table>

From the table above, people could see that in both Test 1 and Test 2, the IFs were all appropriate. All of them had IF coefficient between 0.15 and 0.85 (0.15<0.85). Similar with Test 1, in Test 2 all items were considered appropriate based on the IF. They had IF between 0.15 and 0.85. Knowing the result of item
facility in each test item, the researcher decided to not make any revision toward them.

2) **Item Difficulty (ID)**

Item difficulty (ID) refers to the difference between low and high ability test takers. A good discrimination shows when there is clear difference between high and low ability test takers. A test item showed best discrimination when its ID was 1. It made no discrimination when the ID was 0. In addition a test item might have negative ID, meaning that the test item was doubtful in measuring discrimination. It needed to be revised or even omitted (Brown, 2004, pp. 59-60).

Item Discrimination was the result of upper IF minus lower IF. Therefore, the researcher had to count the IF of upper three and the IF of lower three and then count their difference. Almost all items in both Test 1 and Test 2 were showing acceptable ID coefficient. But, there were also some numbers with zero ID and minus ID. The ID distribution for each item was explained as follows:

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Item Discrimination (ID)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Test 1</td>
</tr>
<tr>
<td>1</td>
<td>0.67</td>
</tr>
<tr>
<td>2</td>
<td>1.00</td>
</tr>
<tr>
<td>3</td>
<td>0.67</td>
</tr>
<tr>
<td>4</td>
<td>1.00</td>
</tr>
<tr>
<td>5</td>
<td>0.67</td>
</tr>
<tr>
<td>6</td>
<td>1.00</td>
</tr>
<tr>
<td>7</td>
<td>0.67</td>
</tr>
<tr>
<td>8</td>
<td>0.67</td>
</tr>
<tr>
<td>9</td>
<td>0.33</td>
</tr>
<tr>
<td>10</td>
<td>0.67</td>
</tr>
<tr>
<td>11</td>
<td>0.67</td>
</tr>
<tr>
<td>12</td>
<td>0.67</td>
</tr>
<tr>
<td>Item Number</td>
<td>Item Discrimination (ID)</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>Test 1</td>
</tr>
<tr>
<td>13</td>
<td>0.33</td>
</tr>
<tr>
<td>14</td>
<td>1.00</td>
</tr>
<tr>
<td>15</td>
<td>0.33</td>
</tr>
<tr>
<td>16</td>
<td>0.33</td>
</tr>
<tr>
<td>17</td>
<td>0.33</td>
</tr>
<tr>
<td>18</td>
<td>0.00</td>
</tr>
<tr>
<td>19</td>
<td>0.67</td>
</tr>
<tr>
<td>20</td>
<td>1.00</td>
</tr>
<tr>
<td>21</td>
<td>1.00</td>
</tr>
<tr>
<td>22</td>
<td>0.33</td>
</tr>
<tr>
<td>23</td>
<td>0.67</td>
</tr>
<tr>
<td>24</td>
<td>1.00</td>
</tr>
<tr>
<td>25</td>
<td>0.33</td>
</tr>
<tr>
<td>26</td>
<td>0.64</td>
</tr>
<tr>
<td>27</td>
<td>0.67</td>
</tr>
<tr>
<td>28</td>
<td>0.67</td>
</tr>
<tr>
<td>29</td>
<td>0.33</td>
</tr>
<tr>
<td>30</td>
<td>0.67</td>
</tr>
<tr>
<td>31</td>
<td>0.67</td>
</tr>
<tr>
<td>32</td>
<td>0.33</td>
</tr>
<tr>
<td>33</td>
<td>0.67</td>
</tr>
<tr>
<td>34</td>
<td>1.00</td>
</tr>
<tr>
<td>35</td>
<td>0.33</td>
</tr>
<tr>
<td>36</td>
<td>0.67</td>
</tr>
<tr>
<td>37</td>
<td>-1.00</td>
</tr>
<tr>
<td>38</td>
<td>0.00</td>
</tr>
<tr>
<td>39</td>
<td>-0.67</td>
</tr>
<tr>
<td>40</td>
<td>0.33</td>
</tr>
</tbody>
</table>

From Table 4, 12, it is known that almost all items had acceptable ID. Yet, four items in Test 1 and three items in Test 2 did not have acceptable ID. Item number 18 and 38 in Test 1 had zero ID. It meant that both numbers could not successfully make discrimination between low and high ability students and these two items needed revision.
In Test 1, item number 37 and 39 had negative ID. These two items were doubtful and not successful in making discrimination between low and high ability students. In order to make these items more valid, a revision was needed. The revision is explained as follows.

### Table 4.13
**Second Revision on Test 1 Based on ID**

<table>
<thead>
<tr>
<th>Item Number</th>
<th>First revision</th>
<th>Second revision</th>
</tr>
</thead>
</table>
| 18 | Why did Sarah go away from her house?  
  a. She wanted to find a giant melon.  
  b. Her step mother forced her out from the house.  
  c. She wanted to find a food to eat.  
  d. She wanted to pick a melon for her step mother. | What did Sarah do after being expelled by her step mother?  
  a. She went to the Prince’s Palace and got married with him.  
  b. She walked far way from her house and hid inside a melon.  
  c. She went out to see her father.  
  d. She went out to see a big melon in the farm. |
| 37 | Two days later we were on the Senggigi Beach, lying in the warmth sun. Moreover, we had long public holiday, so we could (37)… the “gift” happily. We also bought some presents for our family and friends.  
  a. enjoy  
  b. enjoyed  
  c. be enjoy  
  d. enjoying | Two days later we were on the Senggigi Beach, lying in the warmth sun. Moreover, we had long public holiday, so we could enjoy the “gift” happily. We also (37) … some presents for our family and friends.  
  a. enjoyed  
  b. bought  
  c. thought  
  d. showed |
| 38 | My family and I(38) … to be in our house. It is actually a regular house with one living room, one kitchen, and three bedrooms.  
  a. liked  
  b. likes  
  c. **like**  
  d. are liked | In my house, there is a favorite place for my family. We usually (38)… our time in the living room to watch television.  
  a. borrow  
  b. watch  
  c. **spend**  
  d. kill |
Similar to Test 1, Test 2 also had some numbers with not acceptable ID. There were four items with zero ID. They were items number 6, 15, 16 and 30. As stated before, zero ID showed that a certain test item was not successful in performing discrimination between high and low ability students. These four items would be revised to make it have acceptable ID. The revision on Item Discrimination was shown in this following table,

<table>
<thead>
<tr>
<th>Item Number</th>
<th>First revision</th>
<th>Second revision</th>
</tr>
</thead>
</table>
| 39          | My sister does not (39) … any favorite place. She always says that every place in our house is her favorite. a. has  
b. have  
c. had  
d. having                                    | My sister does not (39) … any favorite place. She always says that every place in our house is her favorite. a. look  
b. have  
c. clean  
d. say                   |

Table 4. 14
Second Revision on Test 2 Based on ID

<table>
<thead>
<tr>
<th>Item Number</th>
<th>First revision</th>
<th>Second revision</th>
</tr>
</thead>
</table>
| 6           | From the text we know that... a. Malioboro Street is the longest street in Yogyakarta.  
b. Rusdi is Rista’s old friend.  
c. it was raining when the writer came to Yogyakarta.  
d. the writer really enjoyed visiting Yogyakarta.            | Which statement is not true according to the text?  
a. Malioboro is a name of a street in Yogyakarta.  
b. Fahmida was enjoying her trip to yogyakarta.  
c. The weather was good when Rusdi went to Yogyakarta.  
d. Rusdi invited Fahmida to go to Yogyakarta with him. |

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Item Number</th>
<th>First revision</th>
<th>Second revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>How old was Einstein when he won the Nobel of physics?</td>
<td>Which statement is true about Einstein?</td>
</tr>
<tr>
<td></td>
<td>a. 14</td>
<td>a. He was 27 years old when he studied in University of Zurich.</td>
</tr>
<tr>
<td></td>
<td>b. 26</td>
<td>b. He lived in Germany until he died.</td>
</tr>
<tr>
<td></td>
<td>c. 36</td>
<td>c. He loved to travel around the world.</td>
</tr>
<tr>
<td></td>
<td>d. 40</td>
<td>d. He won the Nobel Prize when he was 40 years old.</td>
</tr>
<tr>
<td>16</td>
<td>... he lived in Germany and traveled a lot to talk to other <strong>scientists</strong> ... (paragraph 2)</td>
<td>... he lived in Germany and traveled a lot to talk to other <strong>scientists</strong> ... (paragraph 2)</td>
</tr>
<tr>
<td></td>
<td>What does the word “scientists” mean?</td>
<td>What does the word “scientists” mean?</td>
</tr>
<tr>
<td></td>
<td>a. Someone who loves science.</td>
<td>a. A person who loves a science lesson.</td>
</tr>
<tr>
<td></td>
<td>b. Someone who is good in science.</td>
<td>b. A person who is good in a science lesson.</td>
</tr>
<tr>
<td></td>
<td>c. Someone who loves physics.</td>
<td>c. A person who hates a science.</td>
</tr>
<tr>
<td></td>
<td>d. Someone who gets good marks in science.</td>
<td>d. An expert who works in one of sciences.</td>
</tr>
<tr>
<td>30</td>
<td>What does the text mainly tell us about?</td>
<td>What does the text tell us about?</td>
</tr>
<tr>
<td></td>
<td>a. It is about Singapore.</td>
<td>a. It is about things that people may find in Singapore.</td>
</tr>
<tr>
<td></td>
<td>b. It is about shopping centers.</td>
<td>b. It is about the characteristics of Singapore people.</td>
</tr>
<tr>
<td></td>
<td>c. It is about famous shops.</td>
<td>c. It is about famous shopping centers in Singapore.</td>
</tr>
<tr>
<td></td>
<td>d. It is about Chinatown.</td>
<td>d. It is about Singapore culinary.</td>
</tr>
</tbody>
</table>

3) **Distractor Efficiency**

In multiple choice tests, distractors take a very important role. Having efficient distractor helps test takers increase their understanding. Moreover, Miller
et al. (2007) explain that “the distractors should be at least as attractive as the correct answer ... one factor contributing distractor is the homogeneity” (p. 210). So, one way to make the distractor efficient was to make them homogenous.

There is no formula to identifying the distractor efficiency. Counting answer distribution for each choice is the only one way to identify distractor efficiency. Efficient distractors are shown by the number of students answering the distractors. If a certain distractor is not chosen at all, it means that the distractor does not work efficiently.

In Test 1, every distractor had lured the students. Although the right answer was dominantly chosen, the distractor actually had performed effectively. In appendix, the answer distribution for each item in Test 1 is explained. From that distribution, it was shown that each distractor in Test 1 had performed efficiently since it lured students for answering them. By identifying the distractor efficiency, the researcher decided to not revise distractors in Test 1.

Similar to Test 1, Test 2 the distractors were also successful to lure students to answer them. Here, the right answers were dominantly chosen, but it did not mean that the distractors did not work. In addition, there were two items whose the distractors had not successfully lured the students for choosing them. Item number 34, with A as its right answer, there were four students who chose A, three students who chose C and four students who chose D. Distractor B was not succesful in luring students. Hence, this distractor was considered not efficient distractor.
In item number 38, its right answer was A. There were seven students who chose A, two students who chose B and two students who chose C. Distractor D had not lured successfully. Therefore, this distractor was considered inefficient and needed to be revised or changed. The following table shows the revision made toward Test 2 distractors.

<table>
<thead>
<tr>
<th>Item Number</th>
<th>First revision</th>
<th>Second revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>On Saturday morning, My brother and I (34)... my sister making a birthday cake in the kitchen. a. help b. helps c. helping d. helped</td>
<td>On Saturday morning, My brother and I (34)... my sister making a birthday cake in the kitchen. a. cooked b. picked c. smiled d. helped</td>
</tr>
<tr>
<td>38</td>
<td>The Hawaiian Islands (38) ... located in the middle of the Pacific Ocean, far away from other islands. a. is b. am c. are d. you</td>
<td>The Hawaiian Islands (38) ... located in the middle of the Pacific Ocean, far away from other islands. a. is b. are c. was d. were</td>
</tr>
</tbody>
</table>

5. **Main Product Revision**

Main product revision that was the process in which the researcher revised the tests into a good final version based on the evaluation gathered. The main product revision was conducted two times. The first one was conducted after being commented by three evaluators. It was called first revision. While the second one was called second revision. In the second revision the researcher
revised designed tests based on the test implementation result. The revision was conducted based on the result of IF, ID and distractor efficiency.

The first and the second revision were all applied to Test 1 and Test 2. In Test 1, the researcher revised mostly the face validity. It was also about the item discrimination. These are the revision made in Test 1:

a) **Revision on Grammatical Mistakes**

The revision was conducted since the results said that the most crucial problems of the tests was the grammar accuracy of the texts. Besides, the stem and its choices also had inconsistent grammar between them. Hence, the researcher mostly made revisions and adjustment on those aspects. The revision was shown in Table 4. 4 and Table 4. 5. They were about grammatical mistakes and grammar inconsistency in both texts and items.

b) **Revision on Clarity of Pictures, Advertisements and Invitations.**

Clarity of pictures, announcements and invitations were important. Knowing their importance, the clarity of the pictures, invitations and invitations were also revised. They were revised by changing them with other pictures with same theme. Retyping was also chosen for invitations and announcements which could not be changed anymore.

c) **Revision on Dictions**

The researcher revised some texts in Test 2 since they had problems with dictions. It was presented previously through Table 4.6. Some chosen words in Test 2 were not suitable with the meanings or contexts. Those problems were mostly found in the texts. To fix them, the researcher prefer to adjust the dictions
with their contexts by using more suitable words. The researcher also modified or reduced some texts to suit them with students’ level.

d) Revision on Mistyped Words

Mistyping was found in Test 1, in both texts and items. The researcher realized that the most common mistyping was the use of capital letters. Knowing that capital letters were important in typing, the researcher revised them. Further, the researcher presented the list of revision for mistyping found in texts through Table 4. 7., while mistyping which was found in the items was presented through Table 4. 8.

e) Revision Based on Item Discrimination

In terms of Item Discrimination, there were four numbers in Test 1 which needed to be revised. They had to be revised since their low discrimination power or even with zero discrimination power. Those items were item number 18, 37, 38 and 39. The revision was shown in Table 4. 13.

The researcher also conducted first and second revision toward Test 2. Generally, there were similarities between the revision conducted in Test 1 and the revision conducted in Test 2. The following points were revisions conducted in Test 2,

a) Revision on Grammatical Mistakes

Some texts and items in Test 2 had problems with their grammar. There were five texts and one item needed to be revised since there were some grammatical mistakes. The revision was previously shown in Table 4. 4 and 4.5.
b) Revision on Clarity of Pictures, Invitations and Advertisements

Similar with Test 1, in Test 2 the researcher also revised unclear pictures, invitations and advertisements. The revision was needed since their fonts were mostly too small. Besides, there were some pictures taken from the internet, and they had very low resolution. Therefore, changing the pictures or retyping them were solutions applied to make them clear.

c) Revision on Dictions

The revision on the dictions was needed since there were some texts whose dictions were too complicated. In addition, some texts contained of too long paragraphs or sentences. Here, the researcher sometimes reduced the length and modified the texts. The revision toward the diction was shown in Table 4. 6.

d) Revision on Mistyped Words

Mistyping occurred mostly on the use of capital letters. In Test 2, there were five numbers containing mistyped words. They were item number 4, 14, 15, 24 and 29. Further explanation about the revision on dictions was presented through Table 4. 9 and also Table 4.10.

e) Revision Based on Item Discrimination

There were four items with low discrimination or even zero point of discrimination. They were item number 6, 15, 16 and 30. The researcher revised those four items by changing the questions and also the choices. By doing so, the test had better ID. The revision toward them was explained through Table 4. 14.

f) Revision Based on Distractor Efficiency
There were two items needed to be revised since their distractors did not efficiently perform. Those two items were item number 34 and item number 38. The researcher made revision by changing the choices into more homogeneous one. The revision was shown in Table 4. 15.

B. The Presentation of an English Objective - Reading Test for Junior High School Students

The designed test will not be shown in this chapter. It is presented separately in the form of handbook containing of two sets of tests, two sets of answer keys and two sets of answer sheets (see appendix 6 and 7).
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter provides conclusions and recommendations after designing the tests. The conclusion is presented based on the research results and discussion presented in the previous chapter. The recommendation is used to give information for next researchers who will conduct further research and also for the English teachers who will design similar tests.

A. Conclusions

This research was Educational Research and Development (R&D) in which the researcher developed educational products. Since the researcher would like to design a set of test, the researcher combined Borg’s and Gall’s R & D model with Test Development stages proposed by Bachman and Palmer.

In order to design an English objective reading test for junior high school students, there were five steps conducted in this research. They were Research and Information Collecting, Planning, Develop Preliminary Form of Product, Preliminary Field Testing and Main Product Revision. Each step consisted of several other steps in developing a set of test.

In the first step, the researcher collected information and needs. In this step, there were two main activities. Here, the researcher had to interview the English teacher of SMP Bopkri Wonasari. Besides, the syllabus review was also done in this
step. These two activities were actually supporting each other in collecting the information needed. By doing these activities, the researcher knew students’ characteristics and also their needs. The result of this step was called a design statement.

The second step was Planning. In this process, the researcher defined skills and objectives of designed test. By using the information obtained from previous step the researcher came up with a set of test blueprint. The test blueprint consisted of two major contents. They were a test structure and a test specification. These could give an overview on the actual test which would later be designed. Besides, the evaluation to the designed test was also planned here. The questionnaire for evaluators covered three major aspects. They were the aspects of reliability and the aspects of face validity and construct validity. The aspect of practicality was also stated to give supporting proofs.

The third step was the step of Developing Preliminary Form of Product. The product of this step was two sets of tests. They were Test 1 and Test 2 with similar level of difficulty. Each test consisted of 40 items. The objective reading test was in the form of a multiple choice test in which there were a stem and choices. The scoring system and answer key were also made during this step. As a requirement of multiple choice and objective test, the scoring system was objective and there was only one correct answer for each item.

The fourth step was Preliminary Field Testing. In preliminary field testing, two sets of tests were firstly given to three evaluators. They were going to be
evaluated based on some theories using questionnaire. Besides, the three evaluators would also give comments to the tests. Based on their evaluation, the tests needed to be revised in term of their face validity especially of the texts. This result would later be used to conduct the first revision.

In addition, the test was also been implemented in SMP Bopkri Wonosari on May 23rd 2012 and May 26th. There were 22 students took part on this test implementation. Implementation was needed to gather data for counting IF, ID and distractor efficiency of the designed tests. There were some numbers needed to be revised based on the calculations of IF, ID and distractor efficiency.

The fifth step, was Main Product Revision. This step covered two activities, namely first revision and second revision. The first revision was conducted after evaluation, while the second revision was conducted after test implementation. By conducting two revisions, the researcher came up with the final version of English Objective- Reading Test for Junior High School Students.

B. Recommendations

Based on the findings and discussion which had been presented in the previous chapter, the researcher came up with some recommendations. The recommendations were addressed to junior high school teachers and future researchers.
1. **For English Teachers**

As stated in the previous chapter that to develop or design a test is a long process consisted of a lot of activities. For this reason, it is good to manage and prepare well on each step the test designer conducts.

Based on the evaluation given by the evaluators, it is good to check the grammar of the texts. Make sure that the way the original author writes the texts is understandable. To suit the texts with students’ characteristics, it is recommended to conduct material adaptations. By doing so, a test designer may keep the content of original texts and achieve the goal by suitting them with students’ level.

After implementing the tests, the researcher should revise some items by considering the ID and distractor efficiency. In addition, it is also recommended to pay attention to the test item. A careful selection and more homogeneous choices are needed in making efficient distractors.

2. **For Future Researchers**

For other researchers who are going to conduct further research, it is recommended to implement the test not only once. As the tests had been designed were only tested once. Moreover, the estimation of reliability in this research is only based on the aspects of reliability, it is good to conduct a further research. By conducting the tests more than once, it is actually supporting the aspects stated by Miller et al. (2009, p. 110) about the aspects need to consider in performing test reliability.
REFERENCES


APPENDICES
APPENDIX 1: PERMISSION LETTER

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA

Nomor : 064 /Prlt/Kajur/JPBS/ 15 2012
Lamp : 
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala Sekolah SMP BOPKRI Wonosari
Jl. Sunarwí no 29 Wonosari, Gunungkidul

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Ika Ningtyas Wijayanti
No. Mhs : 08 1214 065
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : VIII (Delapan)

Untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi/Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMP Bopkri Wonosari Kelas VIII
Waktu : Maret-Juni 2012
Topik/Judul : A DESIGN OF AN ENGLISH OBJECTIVE READING TEST FOR JUNIOR HIGH SCHOOL STUDENTS

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, Maret 2012
u. b. Dekan
Ketua Jurusan Pendidikan Bahasa dan Seni

Tembusan:
1. 
2. Dekan FKIP
APPENDIX 2: INTERVIEW RESULT

The Interview Result (Teacher)

1. Researcher:
   Can you give a brief information about the students? It is a clear information about their age and a description about their background, level and their vocabulary.

Teacher:
In this school there are two classes of eight graders. They are 22 students, eleven for each class. They are mostly 13-14 years old and have limited vocabulary. Some of them are good in English, but some of them are not. Moreover, they are not interested in learning English.

2. Researcher:
   How about the test? What do you usually give to test their comprehension?

Teacher:
I usually test their reading skill through written test like multiple choices. I usually give exercise taken from students’ worksheets. It is rather difficult to construct other types of test since they have limited vocabulary. Besides, almost all of them only understand the textual meaning. To understand contextual meaning I have to train them hard.

3. Researcher:
   It is now in the second semester, and I believe that it is good to give them exercise to prepare their UAS. What do they need in preparing their UAS?
Teacher:

They need a lot of practices reading various texts. May be, reading test is good to prepare them facing UAS. I can also know how ready they are in facing UAS.

4. Researcher:

How about the types of tests itself? Is it objective test like multiple choices?

Teacher:

Yes, it is good to have that kind of test. I propose to have multiple choice tests with various kinds of texts although they only have limited vocabulary. An objective test in which the answer stated explicitly is good for them.

5. Researcher:

And, how about the materials? Are they all based on the SK KD?

Teacher:

Since they are going to face UAS, the materials are taken from first and second semester. They are narratives, descriptions, short functional texts such as memos and announcements and also recount texts. Later, I will give you the syllabus.
## APPENDIX 3: SYLLABUS

SILABUS PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar</td>
<td>Membaca dengan nyaring dan bermakna teks fungsional pendek</td>
<td>Tes lisan</td>
<td>Membaca nyaring</td>
<td>6 x 40 menit</td>
<td>1. Buku teks yang relevan</td>
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<td></td>
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<td></td>
<td>1. Complete the test using correct words</td>
<td>2. Choose the correct answer</td>
<td>3. Benda-benda sekitar</td>
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<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator Pencapaian Kompetensi</td>
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<tr>
<td>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingungan sekitar</td>
<td>Budy Secretary</td>
<td>pendek tentang undangan/pesan pendek</td>
<td>fungsi sosial teks fungsional pendek</td>
<td>Uraian</td>
<td>3 x 40 menit</td>
<td>1. Buku teks yang</td>
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<td>1. Teks tulis</td>
<td>1. Tanya jawab</td>
<td>Tes tulis</td>
<td>PG</td>
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<td></td>
<td>2. Teks esei berbentuk descriptif dan recount</td>
<td>Menjawab pertanyaan tentang isi teks fungsional pendek “undangan” /pesan pendek</td>
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<td></td>
<td>3. Menyebutkan tujuan komunikatif teks fungsional pendek “undangan” /pesan pendek</td>
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<td>4. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek “undangan” /pesan pendek</td>
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<td></td>
<td>5. Mengidentifikasi ciri kebahasaan teks fungsional pendek</td>
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<td>Kompetensi Dasar</td>
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<tr>
<td>dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount</td>
<td>descriptiv dan recount</td>
<td>berbagai hal terkait tema/topik bacaan</td>
<td>pertanyaan tentang :</td>
<td>2. State whether the statements are TRU or FALSE.</td>
<td>relevan</td>
<td>2. Koran/majalah</td>
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<td></td>
<td>descriptiv dan recount</td>
<td>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</td>
<td>5. Ciri kebahasaan teks descriptive dan recount</td>
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<tr>
<td></td>
<td>descriptiv dan recount</td>
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<td>Tes lisan</td>
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</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
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<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
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<tr>
<td>6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca</td>
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<td>7. Membaca nyaring dan bermakna teks descriptive / recount</td>
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</table>

- **Karakter siswa yang diharapkan**: Dapat dipercaya (Trustworthines)
  Rasa hormat dan perhatian (respect)
  Tekun (diligence)
SILABUS PEMBELAJARAN

Sekolah: SMP BOPKRI WANASARI
Kelas: VIII (Delapan)
Mata Pelajaran: Bahasa Inggris
Semester: 2 (Dua)

Standar Kompetensi: Membaca
1. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Ciri kebahasaan Teks Essai berbentuk narrative / recount</td>
<td></td>
<td></td>
<td>Membaca nyaring</td>
<td>Membaca nyaring</td>
<td>2. Buku cerita bahasa Inggris</td>
</tr>
<tr>
<td></td>
<td>4. Langkah retorika narrative / recount</td>
<td></td>
<td></td>
<td>Mendengarkan teks narrative / recount yang</td>
<td>Pilihan ganda</td>
<td>4. Rekaman cerita</td>
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<td>5. Tape recorder</td>
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<td>6. CD</td>
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<td>7. VCD player</td>
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</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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</thead>
<tbody>
<tr>
<td>11.2</td>
<td>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</td>
<td>recount</td>
<td>4. Membaca nyaring teks <em>narrative</em> / <em>recount</em> dengan ucapan dan intonasi yang benar</td>
<td>Tes Tulis</td>
<td>Isian singkat</td>
<td>Complete the following sentences using the information from the text.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca</td>
<td>Tes Tulis</td>
<td>Pertanyaan tertulis</td>
<td>Answer the following questions based on the text.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>6. Menentukan tujuan komunikatif teks <em>narrative</em> / <em>recount</em> yang di baca</td>
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<td>7. Menentukan langkah retorika dari teks <em>narrative</em> / <em>recount</em> yang di baca</td>
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<td>8. Menentukan ciri kebahasaan teks</td>
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<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator Pencapaian Kompetensi</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
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<tr>
<td>1.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative</td>
<td>1. Teks fungsional: - undangan - pengumuman - pesan - iklan</td>
<td>1. Mencermati teks fungsional pendek terkait materi</td>
<td>Mengidentifikasi berbagai informasi dalam teks fungsional</td>
<td>Tes tulis</td>
<td>4 x 40 menit</td>
<td>1. Buku teks yang relevan</td>
</tr>
<tr>
<td></td>
<td>2. Tujuan komunikatif</td>
<td>2. Menyebutkan jenis teks fungsional yang dicermati</td>
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<td></td>
<td></td>
<td>2. Contoh teks fungsional</td>
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<tr>
<td></td>
<td></td>
<td>5. Menyebutkan ciri-ciri teks fungsional yang dibaca</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>6. Membaca teks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indikator Pencapaian Kompetensi:**
- narrative / recount yang dibaca
- Membaca teks narrative / recount lainnya

**Penilaian:**
- Tes tulis
- PG
- Choose the best option, a,b,c or d
- Answer the following questions
- Give short answers!
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>fungsional pendek lainnya dari berbagai sumber</td>
<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
<td></td>
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</tbody>
</table>

❖ Karakter siswa yang diharapkan: Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

Mengetahui;
Kepala Sekolah

Rahyuni Taliningsih, S.Pd

Wonosari, Juli 2011
Guru Mapel Bahasa Inggris, 

Arum Dwi Susanti, S.Pd
NIP. 19750407 200701 2 007
EVALUATION QUESTIONNAIRE

This questionnaire is designed to evaluate and give feedback to the objective reading test for 8th grade of junior high school students. Moreover, the questionnaire will be used to improve the performance of the objective reading test.

Participant’s Identity

Name: ...........................

Educational Background: S1/ S2/ S3

Teaching Experiences: ............... years.

Put the tick on the appropriate classification boxes.
1: if you strongly disagree with the statement
2: if you disagree with the statement
3: if you are not sure with the statement
4: if you agree with the statement
5: if you strongly agree with the statement

<table>
<thead>
<tr>
<th>No</th>
<th>Evidences</th>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The test has to be practical</td>
<td>The test is easy to be administered (for the teacher)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>The test is not excessively expensive</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td>The time allocation is reasonable with the test items</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td>The scoring system is easy to be applied</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td>The test is not time consuming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The test has to be reliable</td>
<td>The test items are appropriate to be tested in 8th grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Every objective is implemented through more than one item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>The test is objective (no subjectivity in each item)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The test has to be reliable</td>
<td>The sentences in the test items are not ambiguous or confusing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>There is only one answer for each test item</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>11</td>
<td></td>
<td>The language used in the test item is simple</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td></td>
<td>The language used in the test item is easy to be understood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>The texts are suitable to test reading comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>The answer key is accurate for the scoring system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The test has to be valid</td>
<td>All test items are implemented based on the objectives of the test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>The test items are appropriate to test reading comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>The test instruction is clear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>The test items are well arranged from easy to the advance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>The test items are well typed (no missed spelling)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>The number of the test items are complete</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>The test items are well printed (texts, pictures)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>The texts are taken from trusted sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What are the strengths and weaknesses of the test designed?
   Strength:
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ____________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
Weaknesses:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

1. What are (your) comment (s) about the test?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2. What needs to be improved of the test?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

...Thank you...
### APPENDIX 5: TEST MATRIX

**AN OBJECTIVE READING TEST**

**FOR JUNIOR HIGH SCHOOL STUDENTS**

<table>
<thead>
<tr>
<th>Competence standards</th>
<th>Type of texts</th>
<th>Indicators</th>
<th>Question number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Siswa dapat:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test 1</td>
<td>Test 2</td>
</tr>
<tr>
<td>5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</td>
<td>Greeting cards/short messages</td>
<td>1. menemukan informasi rinci dari berbagai jenis pesan singkat/ greeting cards (wedding, birthday, graduation)</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. menentukan fungsi komunikatif dari sebuah greeting card/ pesan</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Descriptive</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. menentukan gambaran umum dari sebuah teks deskriptif dengan tepat</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. menemukan informasi rinci tersurat dalam sebuah teks deskriptif</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. menentukan fungsi komunikasi dari sebuah teks deskriptif</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. menentukan sinonim/ makna kata berdasarkan konteks</td>
<td>32</td>
</tr>
</tbody>
</table>

*PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI*
<table>
<thead>
<tr>
<th></th>
<th>5. melengkapi paragraf rumpang dengan ciri kebahasaan paragraf descriptive</th>
<th>38, 39, 40</th>
<th>38, 39, 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recount</td>
<td>1. menentukan tujuan komunikatif dari sebuah teks recount</td>
<td>4, 21</td>
<td>4, 14</td>
</tr>
<tr>
<td></td>
<td>2. mengidentifikasi gambaran umum sebuah teks recount</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>3. menemukan informasi rinci tersurat dalam sebuah teks recount dengan tepat</td>
<td>5, 13, 23</td>
<td>5, 6, 15</td>
</tr>
<tr>
<td></td>
<td>4. menemukan informasi rinci tersirat dalam sebuah teks recount dengan tepat</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. menentukan sinonim/ antonim dari sebuah kata dalam teks recount sesuai konteksnya</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>6. menentukan reference dalam teks recount dengan benar</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>7. melengkapi paragraf rumpang dengan ciri kebahasaan dengan tepat</td>
<td>34, 35, 36, 37</td>
<td>34, 35, 36, 37</td>
</tr>
<tr>
<td></td>
<td>8. mengidentifikasi langkah retorika dalam sebuah teks recount dengan menyusun kalimat acak</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</td>
<td>Advertisement, announcement, invitation</td>
<td>1. menentukan informasi rinci dalam sebuah announcement/ invitation/ advertisement/ signs</td>
<td>7, 8, 12, 17, 30</td>
</tr>
<tr>
<td></td>
<td>2. menentukan tujuan komunikasi dari sebuah announcement/ invitation/ advertisement/ signs</td>
<td>11, 29</td>
<td>12, 17</td>
</tr>
<tr>
<td>No.</td>
<td>Task Description</td>
<td>Page Numbers</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>menentukan gambaran umum dari sebuah announcement/ invitation/ advertisement/ signs</td>
<td>16, 28</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>menentukan gambaran umum dari sebuah teks narasi</td>
<td>20, 25, 32</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>menentukan tujuan komunikatif dari sebuah teks narrative</td>
<td>27, 26</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>menentukan nilai moral dari sebuah cerita narasi</td>
<td>26, 21</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>menentukan makna dari sebuah kata dalam teks narasi sesuai konteksnya</td>
<td>25, 20</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>menemukan informasi rinci tersurat (settings, characters) dalam sebuah teks narasi</td>
<td>18, 24, 19, 31</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>mengidentifikasi reference dalam sebuah teks narasi</td>
<td>19, 24</td>
<td></td>
</tr>
</tbody>
</table>
A READING TEST
FOR JUNIOR HIGH SCHOOL STUDENTS

Subject : English
Class : 8th
Date : May 23rd 2012
Time allocation : 60 minutes

I. Read the texts and choose the correct answer by crossing a, b, c or d on your answer sheet!

Text 1 is for questions number 1

To: Lanny

Congratulations on your graduation, my classmates!
Good times ahead and best of luck,
and many pleasures too.

Love
Danny

1. From the text we know that ....
   a. Danny has graduated from his school
   b. Danny and Lanny are in different class
   c. Danny doesn’t like Danny’s graduation
   d. Danny congratulates Lanny for her graduation.

Text 2 is for questions number 2 and 3

Fitri, don’t forget to pick up your sister at the English course at 05.00 p.m. Mommy is still in the office now.
I’ll be home soon. Thank you dear.

2. What is Fitri’s mother doing now?
   a. Working at the office.
   b. Picking up Fitri’s sister.
   c. Waiting for Fitri at home.
   d. Joining the English course.

3. What is Fitri’s mother’s purpose to write the message above?
   a. Ask Fitri to be home soon.
   b. Help Fitri to remember her job.
   c. Tell Fitri that she is in the course.
   d. Remind Fitri to pick up her sister.

Text 3 is for question number 4, 5 and 6

Camping

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy. On Monday, we packed our bags and got ready to go home.

(Source: http://www.belajarbahasainggris.us)

4. What is the purpose of writing this text?
   a. Telling the readers about the writer’s camping experience
   b. Informing the readers that there is a camping ground
   c. Describing the readers about the camping ground
   d. Telling the readers the importance of camping

5. What did the writer do on the first day?
   a. Caught fish for the supper
   b. Observed the plantation
   c. Played magic tricks
   d. Built a fire camp

6. “...and even some of us performed a standing comedy.” (paragraph 2)
   What does the word us refer to?
   a. The plantation and insects.
   b. The poetry and music.
   c. The boy and the girl.
   d. The writer and his friends.
Text 4 is for question number 7 and 8

**English Speech Contest**

For all students of SMP 88 Yogyakarta, we announce the English Speech Contest.

**Time:** Saturday, 22 March 2012  
**Place:** Hall of SMP 88 Yogyakarta

Each class should register at least one student with one of these following topics:

- The Advantage of Learning English
- The Difficulties of Learning English
- The Effective Ways of Learning English

For further information, visit the committee of this English Speech Contest at www.englishcontest.com

*(Adapted from: www.englishindo.com)*

7. Where will the contest be held?  
   a. In class  
   b. In the garden  
   c. In the school hall  
   d. In the school yard

8. What should the students do to know further information?  
   a. Asking their friends  
   b. Calling the teachers  
   c. Visiting the committee in their room  
   d. Visiting committee’s website address

Text 5 is for question number 9, 10

I like my new city, Jakarta. It is very different from my hometown, Wonosari. My new city is large and noisy. The weather is hot here. There are many big supermarkets and centers of industries.

While my hometown, there are traditional markets and large of rice fields. I often miss the traditional markets in my hometown. The weather in my hometown is also much fresher than in Jakarta. But there are some similar things between my new city and my hometown. In both cities, I can meet kind and friendly friends. I like both my hometown and Jakarta.

9. What does the writer aim to write this text?  
   a. To describe the difference between Jakarta and Wonosari  
   b. To tell the readers about a big city  
   c. To entertain the readers  
   d. To see the beauty of Jakarta

10. What can people find in Jakarta?

   a. Traditional markets  
   b. Industries  
   c. Fresh Vegetables  
   d. Unfriendly friends

Text 6 is for question number 11 and 12

After 12 months of being the baby around here, it’s time for me to invite you to celebrate my fabulous first year

**SOPHIA MARIE**  
invites you to join her  
August 21st at 13.30 p.m.  
6923 Sargent Road

James and Deanne Perez

11. What is the aim of the invitation?  
   a. To invite people to the birthday party  
   b. To invite people to the wedding party  
   c. To inform people about a birthday party  
   d. To tell people about an interesting occasion

12. When will the party be held?  
   a. At midnight  
   b. In the afternoon  
   c. At noon  
   d. In the morning

Text 7 is for question number 13, 14 and 15

Andi was on a plane. It was the first time for him. A stewardess always helped him. She also gave him food, drink, snack and candies. He thought, “How kind she is!”. Then he heard an announcement, “Good morning ladies and gentlemen. This flight is led by Captain Ferda. It will fly at an altitude of 28,000 feet. Well, ladies and gentlemen have a pleasant flight.” Andi was so excited that he shut his eyes to look outside at the clouds. “Wow, I am flying now.” “What an exciting experience!”

*(Adapted: BSE for SMP grade XIII)*

13. When did Andi have his flight?  
   a. In the morning  
   b. In the afternoon  
   c. At midnight  
   d. At dawn
14. What is the best title of the text?
   a. A Beautiful Stewardess
   b. One Day Flight with Ferda
   c. My First Flight Experience
   d. My Embarrassing Experience

15. “... gentlemen have a **pleasant** flight.”
What is the synonym for the word **pleasant**?
   a. Terrible
   b. Horrible
   c. Exciting
   d. Pleasure

**Text 8 is for question number 16 and 17**

**BEST CAFÉ**
we serve the best, so you can get the best.

“**COME AND YOU WILL CATCH THE TASTE**”
daily open 9 a.m. - 9 p.m.

**Special offer:**
- Beef burger
- Spaghetti
- French fries

call:
- TentaraPelajar Street 60
- PurworejoJateng
- Best café (0273) 567425

Adapted from: http://wahyuapriliyanto.blogspot.com

16. What does the advertisement mainly tell us about?
   a. delicious foods
   b. a new hot spot area
   c. best café menus
   d. delicious burger

17. From the advertisement we know that ...
   a. We can buy beef burger in Best café.
   b. We cannot access the internet in Best café.
   c. Best café opens until midnight.
   d. We can buy fried banana in Best café.

18. What did Sarah do after being expelled by her step mother?
   a. She went to the Prince’s Palace and got married with him.
   b. She walked far away from her house and hid inside a melon.
   c. She went out to see her father.
   d. She went out to see a big melon in the farm.

19. “**Who are you?** Calm down, please come out.” (paragraph 3)
What does the word “**you**” refer to?
   a. The melon.
   b. The prince.
   c. Sarah.
   d. The guards.

20. How did the story end?
   a. Sarah came back to her house
   b. Sarah met her step mother in a melon farm
   c. Sarah and the prince ate melon together
   d. Sarah got married and lived happily with the prince

**Text 9 is for question number 18, 19 and 20**

Once upon a time there was a beautiful girl called Sarah. She lived with her step mother who was very bossy, greedy and arrogant. She hated Sarah a lot.

One day when her father was working out side, the step mother hit Sarah and expelled her from the house. She went out side and walked far away from the house. Suddenly she saw a big melon farm and went in it. After that she hid in a big melon. She used to go out of the melon and get her food.

There was a prince visited the farm and saw the big melon. “Cut this melon I want to eat it,” the prince said. The prince’s guards started to cut the melon but they heard a voice from it. Sarah said “Don’t cut me please!” They were all surprised at this situation. The prince said “Who are **you**? Calm down, please come out.”

After that she came out. He fell in love with her. She told him her story so the prince decided to marry her and they lived happily ever after.

*(Adapted from: BSE-BahasaInggrisSMP)*
Dear Grandpa and Grandma,

Yesterday at my school we had an International day. We had performances, food stalls, displays, and some of us should wear special costumes.

We started our day off with performances but the one I liked best was the one from the fourth grade. They sang an Egyptian song. The performance I was in was Salsa dance.

Straight after our performances we had our lunch. And then I joined some competitions like Speech Contest and Costume Contest.

Although I didn’t win anything, International Day was still fun.

Love from Ratna

(Adapted from: BSE-Bahasa Inggris SMP)

21. Why did Ratna write the letter?
   a. To invite her grandpa coming to the international day.
   b. To entertain her grandpa with Salsa dance.
   c. To tell her grandma and grandpa about International day.
   d. To show her talent to play Salsa dance.

22. What did Ratna feel in joining International day?
   a. Tired
   b. Upset
   c. Afraid
   d. Happy

23. What did Ratna do after having lunch?
   a. Joining some competitions.
   b. Performing Salsa dance.
   c. Singing an Egyptian song.
   d. Having fun with her grandpa.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she thought that she deserved to get a reward, and then she went to see the birds. The birds gave her a little casket but this one was full of devils. The devils jumped on her soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

(Adapted from: http://www.sekolahoke.com)

24. Who are the characters of this story?
   a. A farmer and his wife
   b. A farmer and a broken wing bird
   c. A farmer and a group of birds
   d. A farmer, his wife and a bird

25. “He picked it up, took it home …” (paragraph 1)
   What is the synonym of the phrase picked ... up?
   a. Jumped out
   b. Took out
   c. Stood up
   d. Gave up

26. What is the moral message of this story?
   a. We have to love animals.
   b. We have to give up easily.
   c. We have to catch the animal.
   d. We have to recieve the reward.

27. Why does the writer write the text?
   a. She wants to describe the characteristics of the bird.
   b. She wants to inform the readers about her wife.
   c. She wants to ask the readers to love their wife.
   d. She wants to entertain the readers about her story.
Text 13 is for question number 28

28. What is the message of the notice?
a. We have to read books
b. We have to love the caterpillar
c. We have to keep silent
d. We have to love children

Text 14 is for question number 29 and 30

VISIT BEAUTIFUL BALI
Enjoy Bali’s beautiful beaches! Visit the art city of Ubud! Stay in Asia’s finest hotels! Buy beautiful souvenirs! See Mount Agung! ... and much more. We’ve got it all! Come and see the art shops, the temples, and the exotic dances. Come and try our restaurants.
Call Citra Tour, Tel. 62-31-5087062

(Source: English in Focus 2008)

29. What is the purpose of writing this text?
a. Promoting a tourism object.
b. Promoting a hotel.
c. Promoting a tour agent.
d. Promoting a beautiful beach.

30. Which one is not the facilities offered?
a. Art shop
b. Restaurant
c. Finest hotel
d. Zoo

Text 15 is for question number 31 and 32

My mother is a beautiful person. She is medium high. Her brown curly hair is really beautiful. She has fairy skin and brown eyes. One thing I love most from my mother is her beautiful smile. She looks more beautiful when she smiles.

My mother is a very kind person, she loves to help other people. Besides, she is very friendly and patient. She rarely gets angry. Her love is also shown when I have a problem. She always helps me and supports me with all her love.

She is a very good wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a well organized person. She doesn't like her house to be messed.

(Adapted from: www.englishindo.com)

31. What is the main topic of the text?
a. The physical charateristics of the writer’s mother
b. The personality of the writer’s mother
c. The hobbies of the writer’s mother
d. The habits of the writer’s mother

32. “She always takes care of her family.”
(paragraph 3)
What does the word takes care similarly mean?
a. Hopes
b. Leaves
c. Listens
d. Keeps

For number 33, rearrange the sentences into a good story.

33. Rearrange these sentences to make a good recount text.
1. We left our house at 5 a.m. and took a taxi to the railway station.
2. Finally our train came. All of us rushed to get on the train.
3. Last holiday, my family and I went to my hometown by taking a train.
4. It took about 5 to 7 hours to get to our hometown. We enjoyed our journey.
5. We took the carriage number three according to our tickets.
6. But our train was late for about fifteen minutes, so we have to wait.
7. We arrived at the station at six. Our train would leave at 6. 40 a.m.
(Adapted from: UNAS SMP 2010/2011)

The best arrangement is...
a. 3-4-2-1-5-7-6
b. 3-1-4-6-5-7-2
c. 3-1-7-6-2-5-4
d. 3-4-5-1-2-6-7
Question number 34- 40 : Fill in the blanks with the most appropriate word!

Text 16 for question number 34-37

Last Saturday I woke up early, but I didn’t get up because there was no school. Suddenly, my telephone rung. It was my friend, Fanny, she asked me to go out at 10.00 o clock. She wanted to buy something in the traditional market.

Finally, we were out. In the street, I (34)... a piece of pink coupon. Interested in its colour, I took (35)..., then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok !! The expired date was that day. To our surprised, the name was Fanny Febita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We (36)... thinking that maybe the coupon just fell from the sky and it was there for us.

We were in a hurry to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on.

Two days later we were on the Senggigi Beach, lying in the warmth sun. Moreover, we had long public holiday, so we could enjoy the “gift” happily. We also (37)... some presents for our family and friends.

(Source: English Focus 2008)

34. ...
   a. see
   b. saw
   c. seen
   d. was seen

35. ...
   a. it
   b. its
   c. these
   d. those

36. ...
   a. am
   b. are
   c. was
   d. were

37. ...
   a. enjoyed
   b. bought
   c. thought
   d. showed

Text 17 is for question number 38-40

Home Sweet Home

My name is Adhi. I live at Layung Sari Street 4, Bogor. My house is located near my school. That’s why I usually go to school on foot. I live there with my beloved family. My family and I like to be in our house. It is actually a regular house with one living room, one kitchen, and three bedrooms. In my house, there is a favourite place for my family. We usually (38)... our time in the living room to watch television. But, I have my own favourite place. It is my bedroom. My sister does not (39)... any favourite place. She always says that every place in our house is her favourite. We also have a prayer room. It is a small room where we usually pray together. My house is not big, but I love it very much. (40)... you have your favourite place in your house?

(Adapted from: http://syarifgeminiboy.blogspot.com)

38. ...
   a. borrow
   b. watch
   c. spend
   d. kill

39. ...
   a. look
   b. have
   c. clean
   d. say

40. ...
   a. Is
   b. Does
   c. Do
   d. Are
### ANSWER KEY TEST 1

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
I. Read the text and choose the correct answer by crossing a, b, c or d on your answer sheet!

Text 1 is for question number 1

To: My dearest grandfather

"With lots of love today and every day, wishing you a very Happy Holiday!"

Joko

1. Why does Joko write this letter?
   a. Joko wants to say that he is happy.
   b. Joko describes that he doesn't have a grandfather.
   c. Joko wants to say a Happy holiday to his grandfather.
   d. Joko will have a holiday with his grandfather.

Text 2 is for question number 2 and 3

Tomy, after having lunch, do your homework and take a bath. Don't forget to put the key under the pot before going to meet your music teacher. I am still at the airport.

Sender: Mommy
Recieved: 19/05/12 12:20PM

2. Who is writing this short message?
   a. Tomy
   b. Your Mom
   c. Tomy's Mom
   d. Music Teacher

3. What information do we get from the message?
   a. Tomy forgets to have lunch.
   b. Mother brings the key to the airport.
   c. Tomy's mother is still at the airport.
   d. Tomy's mother reminds Tomy to pick her up.

Text 3 is for question number 4, 5 and 6

Dear Rusdi,

I just got back from Yogyakarta. The weather was nice the whole week, and I really had a great vacation. I walked along Malioboro Street on the first day.

The next day I went shopping and bought some batik clothes at Beringharjo Market.

I went to Yogyakarta Palace one day. Guess what? I saw the Sultan. I also met Rista, my friend who lived there. I enjoyed my vacation. Well, that's all for now.

Cheers,
Fahmida

(Source:BSE-Bahasa Inggris SMP)

4. Why did Fahmida write this text?
   a. She wanted to go to Yogyakarta.
   b. She told Rusdi about her experience in Yogyakarta.
   c. She invited Rusdi to go to Yogyakarta.
   d. She asked Rusdi to come to Yogyakarta.

5. Who just arrived from Yogyakarta?
   a. Rusdi
   b. Fahmida
   c. The Sultan
   d. Rista

6. Which statement is not true according to the text?
   a. Malioboro is a name of a street in Yogyakarta.
   b. Fahmida was enjoying her trip to Yogyakarta.
   c. The weather was good when Rusdi went to Yogyakarta.
   d. Rusdi invited Fahmida to go to Yogyakarta with him.
Text 4 is for question number 6 and 7

ATTENTION
There will be a Festival to Celebrate the School Anniversary for all SMP Nusa Bangsa students.
The festival will be on Thursday, June 8th 2012 from 8 a.m- 11 a.m in SMP Satu Nusa Student Hall
Every class has to send at least two representatives to perform an attraction.
For further information, please contact Ms. Citra in her room.
The Coordinator
Mrs. Citra

(Adapted from: www.englishindo.com)

7. When will the celebration be held?
   a. At midnight
   b. In the evening
   c. In the afternoon
   d. In the morning

8. Who are the participants of this celebration?
   a. All teachers
   b. All students
   c. All representatives
   d. All committees

Text 5 is for question number 9, 10 and 11

The White House

One of the most famous buildings in Washington, D.C. is the White House. It is the home of the President of the United States.

The White House is a very large white building. It has three main parts: the main building and two wings. They are the East Wing and the West Wing. The main building has large central porches. The porches have tall columns. Large lawns and gardens surround the White House.

(Adapted from: English on Sky 2007)

9. What is the writer’s purpose of writing this text?
   a. To ask the readers to come to the White House.
   b. To tell the readers about his favorite building.
   c. To describe the White House to the readers.
   d. To inform about a popular place to the readers.

10. How many parts are there in the White House?
    a. two
    b. three
    c. four
    d. five

11. The large porches are located...
    a. in front of the building.
    b. around the building.
    c. in the main building.
    d. in the right side of the building.

Text 6 is for question number 12 and 13

You are cordially invited to celebrate the wedding of
Sara Elizabeth Johnson
and
Thomas Cade Willoughby

on Tuesday afternoon
June the 2nd at four o’clock
thirty five East Olivet Avenue
Followed by a reception

(Source: http://desktoppub.about.com)

12. What is the aim of the text above?
    a. To request people to prepare the party.
    b. To invite people to the birthday party.
    c. To invite people to the wedding party.
    d. To inform people about a birthday party.

13. Where will the party be held?
    a. In Sara’s house
    b. In Thomas’ house
    c. In a Concert Hall
    d. On 35 East Olivet Avenue
Text 7 is for question number 14, 15 and 16

Albert Einstein was born near the end of the 1800s in Ulm, Germany. He graduated from the University of Zurich in Switzerland at age 26. That was also when he did his famous work in physics. Fourteen years later he won the Nobel Prize for Physics.

For the next ten years he lived in Germany and traveled a lot to talk to other scientists. Then in the early 1930s he had to leave Germany because of Hitler and the Nazi party. He moved to the United States. From that time until his death he lived in Princeton, New Jersey. He died at the age of 74. (Source:understandingtext.blogspot.com)

14. What is the purpose of writing this text?
   a. Telling the readers about Albert Einstein’s life.
   b. Informing the readers that Einstein was born in Ulm.
   c. Telling the readers about the writer’s favorite character.
   d. Telling the readers the importance of winning the Nobel.

15. Which statement is true about Einstein?
   a. He was 27 years old when he studied in University of Zurich.
   b. He lived in Germany until he died.
   c. He loved to travel around the world.
   d. He won the Nobel Prize when he was 40 years old.

16. ... he lived in Germany and traveled a lot to talk to other scientists ... (paragraph 2)
   What does the word “scientists” mean?
   a. A person who loves science lesson.
   b. A person who is good in science lesson.
   c. A person who hates science.
   d. An expert who works in one of sciences.

Text 8 is for question number 17, 18

Indonesia Tourism Promotion
29 April - 1 May 2012
SunWay Pyramid Mall
Selangor – Malaysia

Program:
Friday, April 29 2012
Cultural Performance
Fashion Show
Lucky draw (voucher: spa, golf)
Saturday, April 30 2012
Fashion Show
Lucky draw
(ticket Kuala Lumpur- Jakarta- Kuala Lumpur)
Sunday, May 1 2012
Fashion Show
Cultural Performances

17. What is the aim of writing this text?
   a. To inform the readers about tourism objects.
   b. To invite the readers to come to the spa center.
   c. To promote the Indonesia tourism to the readers.
   d. To give a free service for the readers.

18. Where will the tourism promotion be held?
   a. in Jakarta
   b. in Kuala Lumpur
   c. in Selangor
   d. in Indonesia

Text 9 is for question number 19, 20 and 21

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him, at the mouth of the cave, there was a very big lion. You see, Babu was scared to death! It was very scary, wasn’t it? But he could not escape.

But the lion didn’t attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: “Please help me. It’s very painful.” Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

(Adapted from: BSE for SMP)
19. Why did babu escape into the forest?
   a. He wanted to see the lion.
   b. He wanted to kill the lion.
   c. His master was very bad.
   d. His master asked him to hunt.

20. “...he often punched Babu...” (paragraph 1)
   What is the word punched closely similar to?
   a. Battered
   b. Cried
   c. Persuaded
   d. Disturbed

21. What is the message of the text?
   a. We should take care of animals
   b. We have to escape to the forest
   c. We should hate our master
   d. We should respect our master

Text 10 is for question number 22 and 23

I went to Rahman’s house yesterday to do homework. I went there with Dodi. After finishing the homework, Rahman made rujak. Rahman likes spicy food, so he made it very spicy. Actually, I am not used to eating spicy food, but yesterday I could not restrain myself from eating it. The rujak was very tasty, although it was spicy. I ate it too much. The next morning I got stomachache and I could not go to school.

(Source: Scaffolding 2008)

22. What does the text mainly tell us about?
   a. It is about rujak.
   b. It is about writer’s experience of eating spicy rujak.
   c. It is about the writer’s hobby, eating rujak.
   d. It is about the writer’s stomachache.

23. “... yesterday I could not restrain myself from eating it.”
   What does the word it refer to?
   a. Rujak
   b. Stomach
   c. School
   d. Dodi’s house

Text 11 is for question number 24, 25 and 26

High in the mountains there lived a prince. He had a great wish, it was a journey to the moon. He wanted to go to there because he loved its gentle glow. His dream finally came true. When he reached the moon he discovered its light coming from the moon king’s beautiful daughter.

The two young people soon fell in love, but they came from different worlds and soon they had to be separated. As a sign of her great love, the moon king’s daughter gave the prince one of the smooth and lovely flowers that covered the moon like snow and this was how the first alpine flower was brought to earth.

(Adapted from English in Focus 2007)

24. “... he discovered its light coming from the moon king’s beautiful daughter.”
   (paragraph 1)
   What does the word its refer to?
   a. The king’s
   b. The dream’s
   c. The prince’s
   d. The moon’s

25. What does the story tell us about?
   a. The Moon Prince
   b. The Snow Flower
   c. Flowers from the Moon
   d. Princes’ Flowers

26. Why does the writer tell this story?
   a. To invite people to go to the moon.
   b. To inform the readers about how the first alpine flower was brought to the earth.
   c. To explain the readers about love story.
   d. To describe the characteristic of alpine flowers.

Text 12 is for question number 27

http://www.easyvectors.com

27. The sign shows us that ...
   a. we are allowed to turn right.
   b. we are not allowed to turn left.
   c. we are not allowed to turn right.
   d. we have to go straight.
Text 13 is for question number 28, 29 and 30

Singapore is a country with 4 million people. It’s a beautiful city with lots of parks and open spaces. It’s also a clean city.

Most of the people live in different parts of the island. The business district is very modern. There are lots of tall buildings in Singapore.

This country has some nice old buildings. In its capital city, there are a lot of government buildings which were built in colonial era. They are very beautiful. Besides that, in Chinatown there are rows of old shops. The old shops provide various souvenirs and handicrafts.

Singapore is also famous for its shops and restaurants. There are many good shopping centers. Singapore’s restaurants sell Chinese, Indian, Malay and European food, and the prices are quite reasonable.

(Adapted from: BSE-Bahasa Inggris SMP)

28. What might people find in Chinatown?
   a. Souvenir shops
   b. Indian food restaurants
   c. Business centers
   d. Colonial buildings

29. “...is also famous for its shops and restaurants.”
   (paragraph 3)
   The word famous means...
   a. Familiar
   b. Popular
   c. Beautiful
   d. Reasonable

30. What does the text tell us about?
   a. It is about things that people may find in Singapore.
   b. It is about the characteristics of Singapore people.
   c. It is about famous shopping centers in Singapore.
   d. It is about Singapore culinary.

For number 33, rearrange the sentences into a good story.

33. Arrange this sentences into a good recount text.
   1. It is about 50 km to go to the zoo from my house.
   2. Last week, my parents, sister, brother and I went to the zoo.
   3. We left at 8 a.m and arrived at 9 a.m.
   4. There were a lot of people watching a giant snake there.
   5. I thought it was the biggest snake I had ever seen.
   6. It is 60 meters long.
   7. After going around and watching various animals we went home.

(Adapted from: UNAS SMP 2008/2009)

The best arrangement is...
   a. 2-1-4-5-7-6-3
   b. 2-1-3-4-6-5-7
   c. 3-2-4-5-1-7-6
   d. 3-2-4-1-5-7-6

Text 14 is for question number 31 and 32

Saint Valentine was a priest who lived at the time of the Roman Emperor, Claudius II. Claudius would not let soldiers to get married. However, Valentine secretly performed marriage services for them. Because of that, he was arrested and thrown into the prison.

Valentine fell in love with the prisoner’s daughter while he was in prison. On the day he was executed to death, he sent her a little note which he signed, “Your Valentine”. Nowadays, many people think that Saint Valentine’s Day has something to do with that story.

(Adapted from: Scaffolding 2008)

31. Why was Valentine thrown into the prison?
   a. Because he was a priest.
   b. Because he performed marriage for soldiers.
   c. Because he fell in love with prisoner.
   d. Because he was a thief.

32. How does the story end?
   a. Valentine passed away.
   b. Valentine got married.
   c. Valentine shared a lot of love letters.
   d. Valentine came back to his town.
Question number 34- 40 : Fill in the blanks with the most appropriate word!

Text 15 is for question number 34, 35, 36 and 37

Last Sunday was my grandpa’s birthday. For his present, my sister and I bought a nice shirt at the mall on Friday. Then, we wrapped it in a blue paper. Blue is my grandpa’s favorite color.

On Saturday morning, my brother and I (34)... my sister making a birthday cake in the kitchen. It was a big and beautiful cake. I wrote ‘Happy Birthday’ on it. After that, we put some chocolates and a candle (35) ... the top of the cake.

On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft-drinks, and flowers for grandpa. Then, we sat together in the living room. Grandpa blew the candle and cut the cake while we (36)... singing a ‘Happy Birthday’ song for him. (37)... after giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.

(Adapted from:BSE-Bahasa Inggris SMP)

34. ...
   a. cooked
   b. picked
   c. smiled
   d. helped

35. ...
   a. In
   b. On
   c. Of
   d. At

36. ...
   a. were
   b. was
   c. are
   d. is

37. ...
   a. After that,
   b. Previously,
   c. But,
   d. Finally,

Text 16 is for question number 38- 40

THE HAWAIIAN ISLANDS

The Hawaiian Islands (38) ... located in the middle of the Pacific Ocean, far away from other islands. There are eight islands in different sizes. However, they share many features. They all have tropical climate, with temperatures about 25.60°C in the winter and 29.40°C in the summer.

The islands also share a (39) ... beauty, with mountains, waterfalls, rainforests, and long beaches. There are(40) ... fish, dolphins, and giant sea turtles in Hawaiian seas.

(Adapted from: Bahasa Inggris SMP VIII)

38. ...
   a. is
   b. are
   c. was
   d. were

39. ...
   a. strange
   b. natural
   c. common
   d. ordinary

40. ...
   a. colourful
   b. colour
   c. colouring
   d. colars
# ANSWER KEY TEST 2

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

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