

Appendix 01.

 **PEMERINTAH KABUPATEN BULELENG**
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 6 SINGARAJA 

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SURAT KETERANGAN
NOMOR : 48/074/SMPN 6/II/2020

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 6 Singaraja menerangkan bahwa :

N a m a : NI PUTU LIANA SANTY
NIM : 1612021024
Jurusan : Pendidikan Bahasa Inggris
Institut : Universitas Pendidikan Ganesha
Tahun Akademik : 2019/2020

Memang benar mahasiswa tersebut diatas telah melaksanakan Observasi dan penelitian dalam rangka melaksanakan kegiatan Tugas Akhir Penyusunan Skripsi pada tanggal 5 Januari 2020 s/d 25 Januari 2020 di SMP Negeri 6 Singaraja.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

 Kepala SMP Negeri 6 Singaraja
Nyoman Suliana, S.Pd., M.Pd.
NIP. 197801123 199202 1 002

Singaraja, 1 Februari 2020
Guru Pembina

Fitriya, S.Pd
NIP. 19780906 200801 2 012

Appendix 02.

INSTRUMENT BLUEPRINT

The list of norms used as the guideline of making a good multiple-choice test is synthesized from Haladyna (2004), Hall and Marshall (2013) and *Puspendik Kemendikbud* (2016). The norms of making a good multiple-choice test are classified based on Haladyna (2004)'s general item writing guidelines. The norms are classified into five dimensions, such as writing instrument, content guideline, style and format concerns, writing stem, and writing options. Writing instrument is differentiated from other dimensions. It will be used to analyze the whole items existed in the instrument after other dimensions already measured.

Table. 01 The Blueprint of Content Guideline, Format and Style Concerns, Writing Stems, and Writing Options

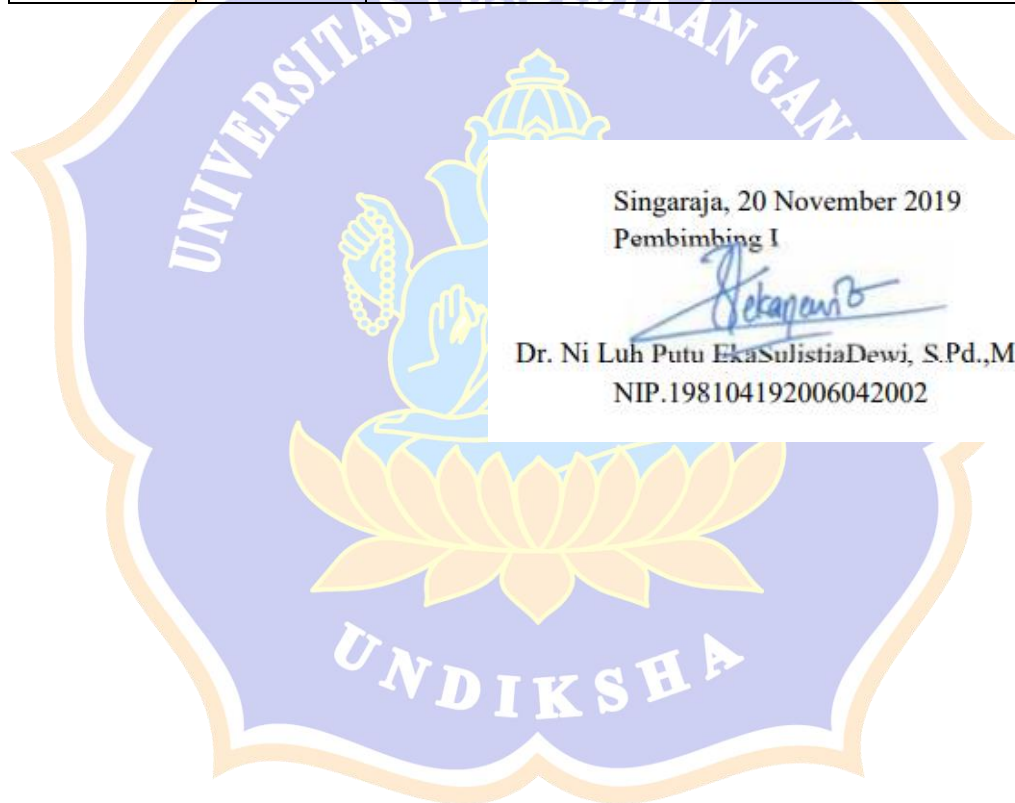
| Dimensions | Indicators Number | Indicator |
|--------------------------|--------------------------|--|
| Content Guideline | 1 | Every item should reflect the basic competency or indicator that wants to be achieved. |
| | 2 | Each item must not depend on the options of the previous items. |
| | 3 | The item must give clear focus of what is being asked. |
| | 4 | Opinion based item needs to be avoided by not using the word "you". There must be no subjectivity that makes the students give their opinion about the correct answer. |
| | 5 | The item must not give clue to the correct answer (stem and options) |
| | 6 | The item must be grammatically correct. |
| | 7 | The spelling of every word in the item must be correct. |
| | 8 | The options must be formatted vertically instead of horizontally. |

| | | |
|--|----------|--|
| <p>Style and Format Concern</p> | <p>9</p> | <p>The items need to take concern on the use of punctuation and capitalization. <i>Puspendik Kemendikbud</i> (2019) discusses the use of punctuation and capitalization in creating good format of multiple-choice test options. There are four guidelines in writing the punctuation and capitalization.</p> <ol style="list-style-type: none"> a. If the blank space is at the beginning of the stem, then the first letter of the options is capitalized and the option is not ended with full stop. b. If the blank space is in the middle of the stem, the sentence of the stem is started by capital letter and is ended by full stop. The first letter of the options is not capitalized and finished with full stop. c. If the blank space is at the end of the stem, the sentence of the stem is started by capital letter and is ended with a space and four full stops without space. The first letter of each option is not capitalized and ended with full stop. d. If the stem is in form of question, the stem is started by capital letter and is ended with question mark (no space before the mark). The options are started with capital letter and ended with full stop if |
|--|----------|--|

| | | |
|------------------------|----|---|
| | | the options are in the form of sentences. If the options are not in the form of sentence, the first letter of the options must not be capitalized and ended with full stops. |
| Writing Stems | 10 | The stem must not contain double negatives. |
| Writing Options | 11 | The options must be homogeneous in content and grammatical structure. The options must be the same whether they are in form of a certain part of speech, phrase, clause, or sentence. |
| | 12 | Only one option must be the correct answer while others act as distracters. |
| | 13 | The options must be about the same length. |
| | 14 | The options are placed in logical and numerical order. If the options are in form of numbers. |
| | 15 | Each option must not repeat word or phrase that have the same meaning in order to avoid confusion to the students. |
| | 16 | The options must be independent and must not be overlapping which means that one option has no relation with the others. |
| | 17 | The options that act as distractors need to be plausible. |
| | 18 | The options must not use “ <i>all of the above</i> ” or “ <i>none of the above.</i> ” |

Table. 02 The Blueprint of Writing Instrument

| Dimensions | Indicators Number | Indicator |
|-------------------------------|----------------------|---|
| Writing Instrument | 1 | The instructions are made as clear as possible. They should be correct in grammar, punctuation, and spelling. |
| | 2 | The locations of the correct options are varied according to the number of the options. The positions of the correct option are assigned randomly. The number of the correct options is not similar in an instrument. |



Singaraja, 20 November 2019
Pembimbing I

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd
NIP.198104192006042002

INSTRUMENT BLUEPRINT

The list of norms used as the guideline of making a good multiple-choice test is synthesized from Haladyna (2004), Hall and Marshall (2013) and *Puspendik Kemendikbud* (2016). The norms of making a good multiple-choice test are classified based on Haladyna (2004)'s general item writing guidelines. The norms are classified into five dimensions, such as writing instrument, content guideline, style and format concerns, writing stem, and writing options. Writing instrument is differentiated from other dimensions. It will be used to analyze the whole items existed in the instrument after other dimensions already measured.

Table. 01 The Blueprint of Content Guideline, Format and Style Concerns, Writing Stems, and Writing Options

| Dimensions | Indicators Number | Indicator |
|------------------------------|----------------------|--|
| Content Guideline | 1 | Every item should reflect the basic competency or indicator that wants to be achieved. |
| | 2 | Each item must not depend on the options of the previous items. |
| | 3 | The item must give clear focus of what is being asked. |
| | 4 | Opinion based item needs to be avoided by not using the word "you". There must be no subjectivity that makes the students give their opinion about the correct answer. |
| | 5 | The item must not give clue to the correct answer (stem and options) |
| | 6 | The item must be grammatically correct. |
| | 7 | The spelling of every word in the item must be correct. |
| | | 8 |

| | | |
|--|----------|--|
| <p>Style and Format Concern</p> | <p>9</p> | <p>The items need to take concern on the use of punctuation and capitalization. <i>Puspendik Kemendikbud</i> (2019) discusses the use of punctuation and capitalization in creating good format of multiple-choice test options. There are four guidelines in writing the punctuation and capitalization.</p> <ol style="list-style-type: none"> a. If the blank space is at the beginning of the stem, then the first letter of the options is capitalized and the option is not ended with full stop. b. If the blank space is in the middle of the stem, the sentence of the stem is started by capital letter and is ended by full stop. The first letter of the options is not capitalized and finished with full stop. c. If the blank space is at the end of the stem, the sentence of the stem is started by capital letter and is ended with a space and four full stops without space. The first letter of each option is not capitalized and ended with full stop. d. If the stem is in form of question, the stem is started by capital letter and is ended with question mark (no space before the mark). The options are started with capital letter and ended with full stop if |
|--|----------|--|

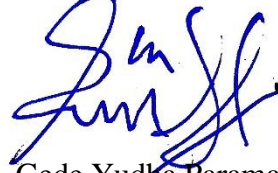
| | | |
|------------------------|----|---|
| | | the options are in the form of sentences. If the options are not in the form of sentence, the first letter of the options must not be capitalized and ended with full stops. |
| Writing Stems | 10 | The stem must not contain double negatives. |
| Writing Options | 11 | The options must be homogeneous in content and grammatical structure. The options must be the same whether they are in form of a certain part of speech, phrase, clause, or sentence. |
| | 12 | Only one option must be the correct answer while others act as distracters. |
| | 13 | The options must be about the same length. |
| | 14 | The options are placed in logical and numerical order. If the options are in form of numbers. |
| | 15 | Each option must not repeat word or phrase that have the same meaning in order to avoid confusion to the students. |
| | 16 | The options must be independent and must not be overlapping which means that one option has no relation with the others. |
| | 17 | The options that act as distractors need to be plausible. |
| | 18 | The options must not use “ <i>all of the above</i> ” or “ <i>none of the above.</i> ” |

Table. 02 The Blueprint of Writing Instrument

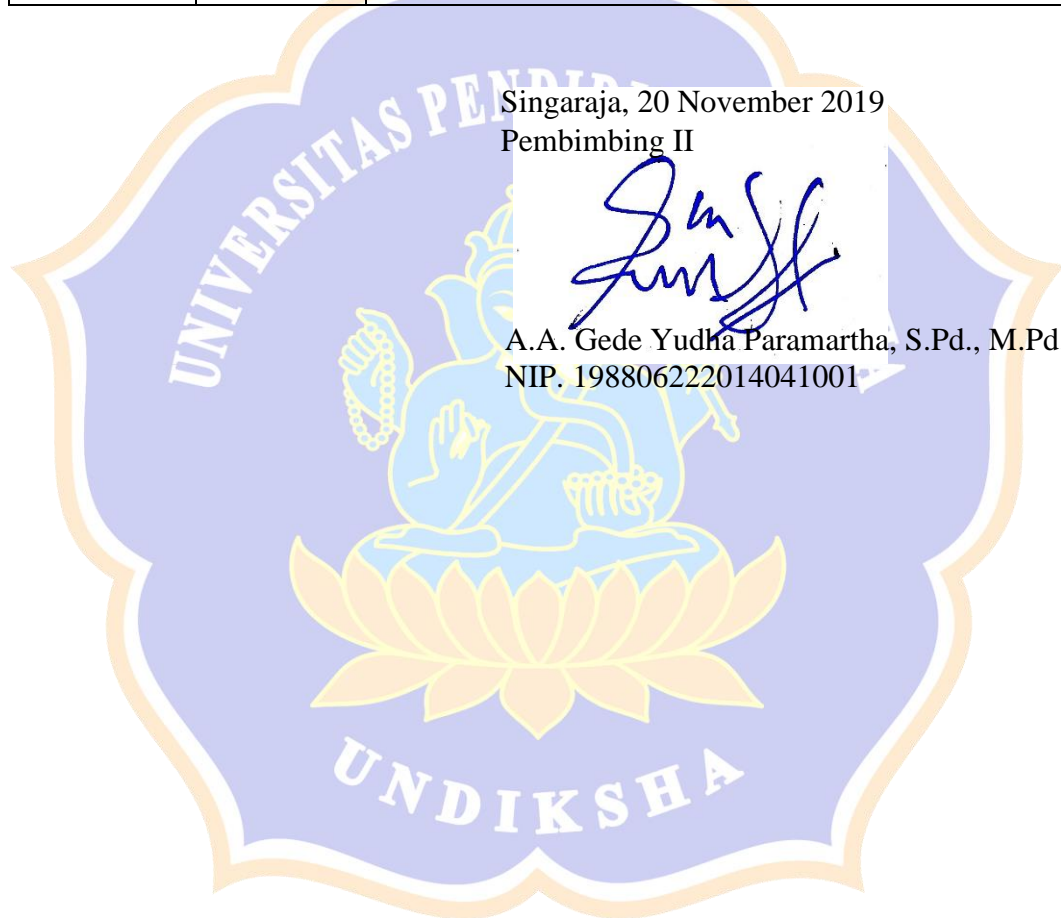
| Dimensions | Indicators | Indicator |
|-------------------|-------------------|------------------|
|-------------------|-------------------|------------------|

| | Number | |
|-------------------------------|--------|---|
| Writing Instrument | 1 | The instructions are made as clear as possible. They should be correct in grammar, punctuation, and spelling. |
| | 2 | The locations of the correct options are varied according to the number of the options. The positions of the correct option are assigned randomly. The number of the correct options is not similar in an instrument. |

Singaraja, 20 November 2019
Pembimbing II



A.A. Gede Yudha Paramartha, S.Pd., M.Pd.
NIP. 198806222014041001



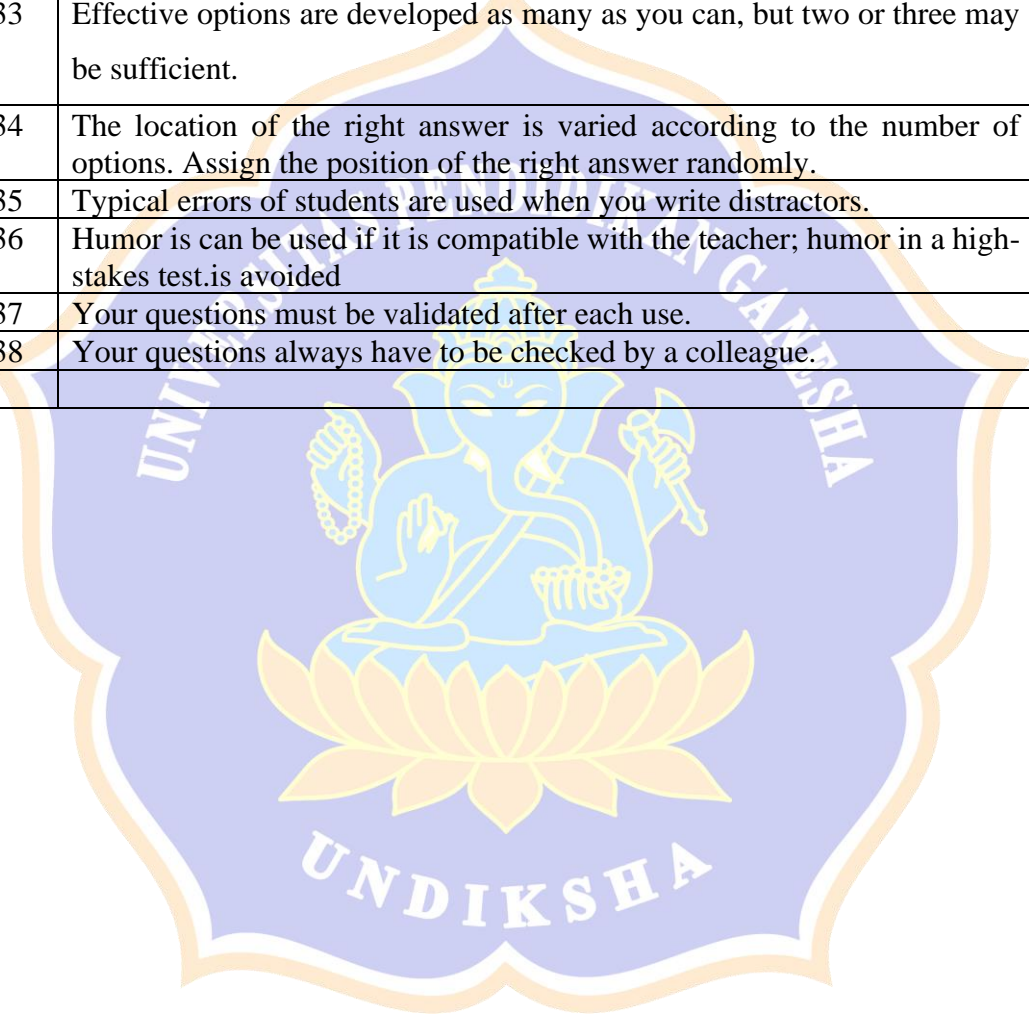
Appendix 03.

Norms of Making A Good Multiple-Choice Test

Synthesized from Haladyna (2004), Hall and Marshall (2013), and *Puspendik Kemendikbud* (2019)

| No | NORM |
|----|---|
| 1 | Every item should reflect specific content and a single specific cognitive process which focus on a single problem or idea. |
| 2 | The options in each item must be homogeneous and plausible in content |
| 3 | Every item only has one correct option and ensure other options cannot be justified as correct. |
| 4 | All items must be formulated clearly. |
| 5 | The formulation of the items must only be the statement that is needed. |
| 6 | Clues to the correct option are not allowed. |
| 7 | The stem must not contain double negatives. |
| 8 | The length of the options should be similar in order to avoid over-qualifying the correct option. |
| 9 | The options must not use “all of the above is true” or “none of the above is true” |
| 10 | None of the above should be used sparingly |
| 11 | The options are placed in logical or numerical order. |
| 12 | If there are pictures, graphics, tables, and diagrams in the instrument, they must be clear |
| 13 | Each item must not depend on the answer to the other item. |
| 14 | Every item must use language that is in accordance with Bahasa Indonesia rules. |
| 15 | The items must not use the local language if the multiple-choice test will be used for other regions or nationally. |
| 16 | Every item must use communicative language. |
| 17 | Each option must not repeat words or phrases that do not have the same meaning. |
| 18 | Each item is based on important content to learn and trivial content is avoided. |
| 19 | Novel material is used to measure understanding and the application of knowledge and skills. |
| 20 | Over-specific or over-general content is avoided. |
| 21 | Opinion-based items is avoided. |
| 22 | Trick items are avoided |
| 23 | Items must be formatted vertically instead of horizontally. |
| 24 | Options must be independent; choices should not be overlapping. |
| 25 | Distractors are plausible. |

| | |
|----|--|
| 26 | Items are edited for correct grammar, punctuation, capitalization, and spelling. |
| 27 | Vocabularies are simplified, so that reading comprehension does not interfere with testing the content intended. |
| 28 | Reading time is minimized. Excessive verbiage is avoided. |
| 29 | Each item is proofread |
| 30 | Directions are made as clear as possible. |
| 31 | The stem is made as brief as possible. |
| 32 | The main idea of the item is placed in the stem, not in the options. |
| 33 | Effective options are developed as many as you can, but two or three may be sufficient. |
| 34 | The location of the right answer is varied according to the number of options. Assign the position of the right answer randomly. |
| 35 | Typical errors of students are used when you write distractors. |
| 36 | Humor is can be used if it is compatible with the teacher; humor in a high-stakes test.is avoided |
| 37 | Your questions must be validated after each use. |
| 38 | Your questions always have to be checked by a colleague. |



Expert Judge Sheet

Instrument: NORMS IN MAKING A GOOD MULTIPLE-CHOICE TEST

Expert Judge: Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd

| No | Response | | Comments |
|----|----------|------------|--|
| | Relevant | Irrelevant | |
| 1 | √ | | |
| 2 | √ | | |
| 3 | √ | | |
| 4 | √ | | |
| 5 | √ | | |
| 6 | √ | | |
| 7 | √ | | |
| 8 | √ | | |
| 9 | √ | | |
| 10 | | √ | It is not needed in the norm. |
| 11 | √ | | |
| 12 | √ | | |
| 13 | √ | | |
| 14 | | √ | The language used in the multiple-choice test is English, not in Bahasa Indonesia. |
| 15 | | √ | It is not needed. |
| 16 | √ | | |
| 17 | √ | | |
| 18 | | √ | The norm is not clear and needed. |
| 19 | | √ | This norm is not needed. |
| 20 | √ | | |
| 21 | √ | | |
| 22 | √ | | |
| 23 | √ | | |
| 24 | √ | | |
| 25 | √ | | |

| | | | |
|----|---|---|--|
| 26 | √ | | |
| 27 | | √ | It is not suitable, in which students should get new vocabularies. |
| 28 | | √ | It is not suitable to be put in the norm. |
| 29 | | √ | It is not needed to proofread. |
| 30 | √ | | |
| 31 | | √ | It is not suitable to make the stem is brief. |
| 32 | | √ | It is not appropriate. |
| 33 | | √ | It is not needed in this norm. |
| 34 | √ | | |
| 35 | | √ | It is not needed. |
| 36 | | √ | Sometimes, humor makes students confused. |
| 37 | | √ | It is not needed, since the teachers already validated the test. |
| 38 | | √ | It is not a must. |

Singaraja, 20 November 2019
Expert Judge



Dr. Ni Luh Putu Eka Sulistia
Dewi, S.Pd., M.Pd
NIP.198104192006042002

Expert Judge Sheet

Instrument: NORMS IN MAKING A GOOD MULTIPLE-CHOICE TEST

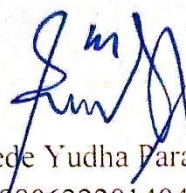
Expert Judge: A.A. Gede Yudha Paramartha, S.Pd., M.Pd

| No | Response | | Comments |
|----|----------|------------|--|
| | Relevant | Irrelevant | |
| 1 | √ | | |
| 2 | √ | | |
| 3 | √ | | |
| 4 | √ | | |
| 5 | √ | | |
| 6 | √ | | |
| 7 | √ | | |
| 8 | √ | | |
| 9 | √ | | |
| 10 | | √ | It is not clear and we do not need this norm. |
| 11 | √ | | |
| 12 | √ | | |
| 13 | √ | | |
| 14 | | √ | The multiple-choice tests use English, so this norm is not needed. |
| 15 | | √ | This norm is not needed. |
| 16 | √ | | |
| 17 | √ | | |
| 18 | | √ | We do not need this norm in this study. |
| 19 | | √ | It is not needed. |
| 20 | √ | | |
| 21 | √ | | |
| 22 | √ | | |
| 23 | √ | | |
| 24 | √ | | |
| 25 | √ | | |

| | | | |
|----|---|---|---|
| 26 | √ | | |
| 27 | √ | | |
| 28 | | √ | This norm is not needed, because students have their own ability in reading. |
| 29 | | √ | Each item is not needed. |
| 30 | √ | | |
| 31 | | √ | We don't need to make the stem as brief as possible. |
| 32 | | √ | It is not appropriate. |
| 33 | | √ | We do not know how many options that the teachers had compiled when made the multiple-choice tests. So, it is not needed. |
| 34 | √ | | |
| 35 | | √ | We do not need to put this norm. |
| 36 | | √ | Humor is not a must in each item. |
| 37 | | √ | It is not needed. |
| 38 | | √ | It is not a must. |

Singaraja, 20 November 2019

Expert Judge



A.A. Gede Yudha Paramartha. S.Pd..M.Pd.

NIP. 198806222014041001

Appendix 04.

Validity Instrument

Checklist Rubric

The Instrument of Content Guideline, Format and Style Concerns, Writing Stems, and Writing Options

| Indicators Number | Indicator | Relevant | irrelevant |
|-------------------|--|----------|------------|
| 1 | Every item should reflect the basic competency or indicator that wants to be achieved. | √ | |
| 2 | Each item must not depend on the options of the previous items. | √ | |
| 3 | The item must give clear focus of what is being asked. | √ | |
| 4 | Opinion based item needs to be avoided by not using the word "you". There must be no subjectivity that makes the students give their opinion about the correct answer. | √ | |
| 5 | The item must not give clue to the correct answer (stem and options) | √ | |
| 6 | The item must be grammatically correct. | √ | |
| 7 | The spelling of every word in the item must be correct. | √ | |
| 8 | The options must be formatted vertically instead of horizontally. | √ | |
| 9 | The items need to take concern on the use of punctuation and capitalization. <i>Puspendik Kemendikbud</i> (2019) discusses the use of punctuation and capitalization in creating good format of multiple-choice test options. There are four guidelines in writing the punctuation and capitalization. <ol style="list-style-type: none"> a. If the blank space is at the beginning of the stem, then the first letter of the options is capitalized and the option is not ended with full stop. b. If the blank space is in the middle of the stem, the | √ | |

| | | | |
|----|--|---|--|
| | <p>sentence of the stem is started by capital letter and is ended by full stop. The first letter of the options is not capitalized and finished with full stop.</p> <p>c. If the blank space is at the end of the stem, the sentence of the stem is started by capital letter and is ended with a space and four full stops without space. The first letter of each option is not capitalized and ended with full stop.</p> <p>d. If the stem is in form of question, the stem is started by capital letter and is ended with question mark (no space before the mark). The options are started with capital letter and ended with full stop if the options are in the form of sentences. If the options are not in the form of sentence, the first letter of the options must not be capitalized and ended with full stops.</p> | | |
| 10 | The stem must not contain double negatives. | √ | |
| 11 | The options must be homogeneous in content and grammatical structure. The options must be the same whether they are in form of a certain part of speech, phrase, clause, or sentence. | √ | |
| 12 | Only one option must be the correct answer while others act as distracters. | √ | |
| 13 | The options must be about the same length. | √ | |

| | | | |
|----|--|---|--|
| 14 | The options are placed in logical and numerical order. If the options are in form of numbers. | √ | |
| 15 | Each option must not repeat word or phrase that have the same meaning in order to avoid confusion to the students. | √ | |
| 16 | The options must be independent and must not be overlapping which means that one option has no relation with the others. | √ | |
| 17 | The options that act as distractors need to be plausible. | √ | |
| 18 | The options must not use “ <i>all of the above</i> ” or “ <i>none of the above.</i> ” | √ | |

The Instrument of Writing Instrument

| Indicators Number | Indicator | Relevant | irrelevant |
|-------------------|---|----------|------------|
| 1 | The instructions are made as clear as possible. They should be correct in grammar, punctuation, and spelling. | √ | |
| 2 | The locations of the correct options are varied according to the number of the options. The positions of the correct option are assigned randomly. The number of the correct options is not similar in an instrument. | √ | |

Singaraja, 20 November 2019
Pembimbing I


Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd
NIP.198104192006042002

Validity Instrument

Checklist Rubric

The Instrument of Content Guideline, Format and Style Concerns, Writing Stems, and Writing Options

| Indicators Number | Indicator | Relevant | irrelevant |
|-------------------|--|----------|------------|
| 1 | Every item should reflect the basic competency or indicator that wants to be achieved. | √ | |
| 2 | Each item must not depend on the options of the previous items. | √ | |
| 3 | The item must give clear focus of what is being asked. | √ | |
| 4 | Opinion based item needs to be avoided by not using the word "you". There must be no subjectivity that makes the students give their opinion about the correct answer. | √ | |
| 5 | The item must not give clue to the correct answer (stem and options) | √ | |
| 6 | The item must be grammatically correct. | √ | |
| 7 | The spelling of every word in the item must be correct. | √ | |
| 8 | The options must be formatted vertically instead of horizontally. | √ | |
| 9 | The items need to take concern on the use of punctuation and capitalization. <i>Puspendik Kemendikbud (2019) discusses the</i> | √ | |

| | | | |
|--|---|--|--|
| | <p>use of punctuation and capitalization in creating good format of multiple-choice test options. There are four guidelines in writing the punctuation and capitalization.</p> <ol style="list-style-type: none">a. If the blank space is at the beginning of the stem, then the first letter of the options is capitalized and the option is not ended with full stop.b. If the blank space is in the middle of the stem, the sentence of the stem is started by capital letter and is ended by full stop. The first letter of the options is not capitalized and finished with full stop.c. If the blank space is at the end of the stem, the sentence of the stem is started by capital letter and is ended with a space and four full stops without space. The first letter of each option is not capitalized and ended with full stop.d. If the stem is in form of question, the stem is started by capital letter and is ended with question | | |
|--|---|--|--|

| | | | |
|----|--|---|--|
| | <p>mark (no space before the mark). The options are started with capital letter and ended with full stop if the options are in the form of sentences. If the options are not in the form of sentence, the first letter of the options must not be capitalized and ended with full stops.</p> | | |
| 10 | The stem must not contain double negatives. | √ | |
| 11 | The options must be homogeneous in content and grammatical structure. The options must be the same whether they are in form of a certain part of speech, phrase, clause, or sentence. | √ | |
| 12 | Only one option must be the correct answer while others act as distracters. | √ | |
| 13 | The options must be about the same length. | √ | |
| 14 | The options are placed in logical and numerical order. If the options are in form of numbers. | √ | |
| 15 | Each option must not repeat word or phrase that have the same meaning in order to avoid confusion to the students. | √ | |

| | | | |
|----|--|---|--|
| 16 | The options must be independent and must not be overlapping which means that one option has no relation with the others. | √ | |
| 17 | The options that act as distractors need to be plausible. | √ | |
| 18 | The options must not use “ <i>all of the above</i> ” or “ <i>none of the above.</i> ” | √ | |

The Instrument of Writing Instrument

| Indicators Number | Indicator | Relevant | irrelevant |
|-------------------|---|----------|------------|
| 1 | The instructions are made as clear as possible. They should be correct in grammar, punctuation, and spelling. | √ | |
| 2 | The locations of the correct options are varied according to the number of the options. The positions of the correct option are assigned randomly. The number of the correct options is not similar in an instrument. | √ | |

Singaraja, 20 November 2019
Pembimbing II

A.A. Gede Yudha Paramartha, S.Pd., M.Pd.
NIP. 198806222014041001

Validity Instrument

Interview Guide

| No | Questions | Relevant | Irrelevant |
|----|--|----------|------------|
| 1 | How are the steps that you did in constructing the multiple-choice test for the middle test? | √ | |
| 2 | What are the considerations for developing the items of the middle test for grade VII, VIII, IX? a. How is the level of the difficulty of the test? b. What are the writing format and the type of the paper used? | √ | |
| 3 | What are the guidelines that you used in constructing the multiple-choice test for the middle test? | √ | |
| 4 | Where do you get the knowledge of how the construction of multiple-choice test? | √ | |
| 5 | In constructing the multiple-choice test, it must be fulfilled the norms of making a good multiple-choice test, based on your comprehension, what are the norms that must be followed to construct the test? | √ | |
| 6 | From the items that you have made, does the multiple-choice test that you made have a good quality? Is it very good, good, enough, not enough, bad? | √ | |
| 7 | Are you satisfied and sure on the multiple-choice test that you have made will reflects the students' comprehension on a particular material? Could you give the reason why! | √ | |
| 8 | A. There are two items in the grade VII which have similarities in every word, yet the difference is only on the name of the dialogue, do you have any reason why did you make the items like that? The items are items number 3 and 9. B. There are several items in grade VII which have relationship with other items based on the content, do you | √ | |

| | | | |
|--|---|--|--|
| | <p>have any reason why you made the items like that?"</p> <p>C. There are several options or the stems that give clues to the correct answer in the test in grade VII, why?</p> <p>D. Some options in the item are not homogenous, why it is happened?</p> <p>E. Most of the items in grade VII that you made, why the full stops in the stems were changed with the line?</p> <p>F. Almost of the options in the items are not formatted vertically. Do you have any reasons why did you make the options like that?</p> <p>G. There several options that are not similar in length, why?</p> <p>H. There are overlapping options in the items or do not have correlation with other options, why?</p> <p>I. There are several options that are not plausible, why?</p> <p>J. All items have followed the norms 1,4,7,10,18, do you have any reasons about this one?</p> <p>K. There is inconsistent in the use of capital letters in the options of the items in grade IX, why?</p> <p>L. There are several stems made by adding many of full stops, why?</p> | | |
|--|---|--|--|

Singaraja, 20 November 2019
Pembimbing I



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd
NIP.198104192006042002

Validity Instrument

Interview Guide

| No | Questions | Relevant | Irrelevant |
|----|---|----------|------------|
| 1 | How are the steps that you did in constructing the multiple-choice test for the middle test? | √ | |
| 2 | What are the considerations for developing the items of the middle test for grade VII, VIII, IX? c. How is the level of the difficulty of the test? d. What are the writing format and the type of the paper used? | √ | |
| 3 | What are the guidelines that you used in constructing the multiple-choice test for the middle test? | √ | |
| 4 | Where do you get the knowledge of how the construction of multiple-choice test? | √ | |
| 5 | In constructing the multiple-choice test, it must be fulfilled the norms of making a good multiple-choice test, based on your comprehension, what are the norms that must be followed to construct the test? | √ | |
| 6 | From the items that you have made, does the multiple-choice test that you made have a good quality? Is it very good, good, enough, not enough, bad? | √ | |
| 7 | Are you satisfied and sure on the multiple-choice test that you have made will reflects the students' comprehension on a particular material? Could you give the reason why! | √ | |
| 8 | M. There are two items in the grade VII which have similarities in every word, yet the difference is only on the name of the dialogue, do you have any reason why did you make the items like that? The items are items number 3 and 9. N. There are several items in grade VII which have relationship with other | √ | |

| | | | |
|--|--|--|--|
| | <p>items based on the content, do you have any reason why you made the items like that?"</p> <p>O. There are several options or the stems that give clues to the correct answer in the test in grade VII, why?</p> <p>P. Some options in the item are not homogenous, why it is happened?</p> <p>Q. Most of the items in grade VII that you made, why the full stops in the stems were changed with the line?</p> <p>R. Almost of the options in the items are not formatted vertically. Do you have any reasons why did you make the options like that?</p> <p>S. There several options that are not similar in length, why?</p> <p>T. There are overlapping options in the items or do not have correlation with other options, why?</p> <p>U. There are several options that are not plausible, why?</p> <p>V. All items have followed the norms 1,4,7,10,18, do you have any reasons about this one?</p> <p>W. There is inconsistent in the use of capital letters in the options of the items in grade IX, why?</p> <p>X. There are several stems made by adding many of full stops, why?</p> | | |
|--|--|--|--|

Singaraja, 20 November 2019

Pembimbing II

A.A. Gede Yudha Paramartha, S.Pd., M.Pd.
NIP. 198806222014041001

Appendix 05.



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
KABUPATEN BULELENG
SMP NEGERI 6 SINGARAJA



at :JalanBisma, No 3, Kelurahan Br. TegalSingaraja, Telp/Fax: 0362-28477.
KodePos:- 81117. Email: smpn6singaraja@yahoo.co.id. Web: <http://www.smpn6singaraja.com/>

Penilaian Tengah Semester

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : 7/1
Waktu : 2 x 40 menit
Tahun ajaran : 2019/2020

I. Chose the best answer:

1. Prabu : "Hello, Ratu. How do you do?"
Ratu : "Hello, Prabu. _____"
Prabu : "Nice to meet you."
Ratu : "Nice too meet you, too."
A. Fine, thanks.
B. How are you.
C. How do you do.
D. It's great to meet you.
2. Perdana : "Hi, Kadita. How do you do?"
Ratu : "Hello, Prabu. How do you do?"
Perdana : "It's nice to meet you"
Ratu : "_____"
A. Nice to meet you, too.
B. I'm glad you like me.
C. Yes, that's right.
D. Am I really nice.
3. Iwan : "How are you doing, Novi?"
Novi : "_____, thank you."
A. That's okay C. I'm very well
B. That's alright D. Nice too meet you
4. Rina: "Hi, Evi! How are things?"
Evi : "Not too bad, thanks. And you?"
Rina: "_____"
A. You are welcome
B. Fine, thanks
C. That's okay
D. How do you do

5. "How do you do?"
"_____"
A. I am fine.
B. Not too bad.
C. That's alright.
D. How do you do?
6. Ratu : "How are you?"
Nunik: "Fine, thanks."
The underlined word here means _____.
A. very well C. not at all
B. it's OK D. certainly
7. Opik : "How are you, Ryan?"
Ryan: "Not too bad, thank you."
The underlined words mean _____.
A. asking about health
B. talking about weather
C. telling about others
D. introducing someone
8. Setiawan : "_____"
Djuharie : "Just fine, thanks."
A. How do you do?
B. What do you do?
C. How are you?
D. How are you going?
9. Ratu: "How are you doing, Dita?"
Dita : "_____, thank you."
A. That's okay
B. That's alright

- C. I am very well
D. Nice to meet you
10. Boy: "I am Setiawan. What's your name?"
Girl: "My name is Irma."
Boy: "How do you do, Irma?"
Girl: "_____, Setiawan."
A. How do you do
B. How are you
C. How about you
D. How are you
11. Ratu and her brother, Prabu, were talking in the verandah when Kadita, Ratu's friend, came. Ratu introduced her brother to Kadita.
Ratu : "_____"
Kadita: "How do you do? Pleased to meet you."
Prabu : "How do you do".
A. How are you?
B. Kadita, this is my friend, Prabu.
C. How are things, Kadita?
D. Kadita, this is my brother. Prabu.
12. Teacher: "Good morning, students. How are you today?"
Students: "_____, teacher. We are fine, thank you. And you?"
Teacher : "Good. I'm very good."
A. Not so bad C. Good morning
B. You are late D. Hello
13. X : "Hello, How is everything?"
Y : "_____, just fine."
A. Hello
C. That's me
D. How do you do?
B. Oh, yeah
14. "How have you been?"
Which of the following answers is not acceptable?
A. I've been good.
B. I've been from Bandung.
C. All right.
D. Not bad.
15. The following is what you say to someone when you meet him/her at night?
A. Good night
B. Good evening
C. Good day
D. Good afternoon
16. All of the leave-taking following expressions are correct, **except** _____.
A. I think I must be going now
B. I am afraid. It is time for me to leave
C. We have had a wonderful time.
D. I am sorry. I have to leave now.
17. Titin : "Will you have some tea, please?"
Mahrum : "No, thank you. Well, it's nearly 10 o'clock. _____.
Good night."
A. We have to leave now
B. You have to leave now
C. I think it's time for me to go now
D. I don't think I have to go now
18. Jusuf : "I'm afraid I'll have to go now."
Kalla : "Do you have to go so soon?"
Jusuf : "Yes. Good night, Kalla."
Kalla : "Good night. See you tomorrow."
The underlined utterance means that Jusuf wanted _____ Kalla.
A. to meet
B. to invite
C. to leave
D. introduce
19. Teacher : "Is there anything else you want to know?"
Students : "That's all I want to know."

Teacher : "Alright, then see you tomorrow, class!"

The underlined utterance expresses ____.

- A. greeting
 - B. apologizing
 - C. congratulation
 - D. leave taking
20. Nazwa is at the railway station to see Shihab off to study in Singapore.
- Nazwa : "Well, I'm afraid it's time to say goodbye. Have a good journey, Shihab! Don't forget to write me letters."
- Shihab : "I won't, _____ Nazwa."
- A. well done dear
 - B. congratulation
 - C. see you tomorrow
 - D. good bye
21. Before Seanu goes to bed, he says ... to his parents.
- A. thank you
 - B. good night
 - C. good bye
 - D. so long
22. You are sending a friend off at the airport. He is going on a holiday. Just before he boards the plane, you say ... to him.
- A. drive carefully!
 - B. have a good time!
 - C. do come again!
 - D. have a safe journey!
23. It's 9 p.m. Nancy is going to bed, so she says ... to other members of the family.
- A. bye-bye
 - B. good-bye
 - C. good night
 - D. good evening

24. Girl: "I'm afraid it is already late at night."

Boy: "Oh, yes. I _____ now."

Girl: "Take care."

Boy: "I'll call you."

- A. really must go
- B. don't have to leave
- C. return here
- D. will keep staying

25. Setiawan : "You know, I think I should be getting on my way."

Juhairi : "I should get going too."

Setiawan : " _____ "

- A. Cheerio
- B. Please leave
- C. Chase me away
- D. Just go

The text is for numbers 26 – 29!

Miss Ratih : "Good afternoon, students."

Students : "Good afternoon, Miss."

Miss Ratih : "Well, students, I want to introduce my self. My name is Ratih Utari Purnama Dewi. You can call me Miss. Ratih. I am twenty five years old. I live on Jalan Abimanyu No 2."

26. Where does the dialogue take place? In the

- A. office
- B. school
- C. laboratory
- D. in the classroom

27. The dialogue above happened in the ...

- A. morning
- B. afternoon
- C. evening
- D. night

28. How old is Miss. Ratih?

- A. 24 years old
- B. 25 years old
- C. 26 years old
- D. 27 years old

29. Student : "Can you lend me an English book?"

Librarian : "Of course, here it is."

Students : "Thank you very much."

Librarian : "...."

The correct answer is ...

- A. I don't care
- B. You are welcome
- C. Don't mention it
- D. Forget it

30. Dewi : "Well, Edi. I'm afraid I'll

come late. I think I have to go now. Good bye."

Edi : "Okay, Dewi. Thanks for coming. Good bye."

The underline expression is the expression of

- A. greeting
- B. thanking
- C. apologizing
- D. leave taking

31. Ipin : "Sorry, I broke your mirror yesterday."

Upin : "It's okay, Ipin."

The underline expression is the expression of

- A. greeting
- B. thanking
- C. apologizing
- D. leave taking

For number 32!

I'd like to introduce myself. My full name is Wira Sanjaya. My nickname is Wira. I am a student of SMPN 6 Singaraja. I live in

Banyuning. I like all lessons except Sport. I like banana and avocado.

32. Which statement is FALSE according to the text above..

- A. Wira likes Math
- B. Wira likes history
- C. Wira likes English
- D. Wira likes Sport

For number 33!

I have friend. His name is Aliando Syarif. He was born in 2002. He comes from Pringsewu. He likes fried chicken.

33. Which statement is TRUE according to the text above...

- A. Aliando is seventy years old.
- B. Aliando is seventeen years old.
- C. Aliando is an Artist.
- D. Aliando is handsome boy.

For number 34-35!

Sadwi : ... (34)

Rara : My name is Rara.

Sadwi : ... (35)

Rara : R-A-R-A

34. A. What's my name?

- B. What's your name?
- C. What's his name?
- D. What's her name?

35. A. How do you spell it?

- B. What is your name?
- C. Reply, please!
- D. What?

36. Two days after Wednesday is.....

- A. Sunday
- B. Monday
- C. Tuesday
- D. Friday

37. Two days after Friday is.....

- A. Sunday
- B. Monday
- C. Tuesday
- D. Wednesday

For number 38-39!

Today is ... (38) Tomorrow is ... (39)

Yesterday is Saturday.

38. A. Sunday C. Tuesday
 B. Monday D. Wednesday
39. A. Sunday C. Tuesday
 B. Monday D. Wednesday

40. ... is Monday and tomorrow.
 Wednesday.

- A. Tomorrow C. Yesterday
B. Today D. next week





PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
KABUPATEN BULELENG
SMP NEGERI 6 SINGARAJA



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PENILAIAN TENGAH SEMESTER

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Tahun Pelajaran : 2019/2020

Read carefully and choose the best answer between a, b, c, or d!

Damar : Listen! The coach asked me to become the captain for football team.

Abby : Really? It's great, guys.

1. The underline word is expression of....

- | | |
|-------------------------|-------------------|
| A. Asking attention | C. Giving opinion |
| B. Responding attention | D. Asking opinion |

Mr. Pakis : May I have your attention, please?

Students :

2. The best response to complete dialogue above is....

- | | |
|-----------------|--------------|
| A. Yes, Ma'am | C. Yes, Sir. |
| B. Yes, Please. | D. Thank you |

3. Wiswa : Look! My father gives me iPhone 7 plus!

Anggi : Wow!

Wiswa : Thanks, I hope you will get too.

- | | |
|----------------|--------------------------|
| A. It's worst. | C. You are clever. |
| B. I'm lucky. | D. How is lucky you are. |

4. These are expressions of asking attention, *except*....

- | | |
|------------|----------------------|
| A. I know. | C. Excuse me. |
| B. Hey! | D. Attention please! |

Pedy : What do you think about the film?

Ngurah : I think

5. The best response to complete dialogue above is....

A. I like it

C. I can't hear you.

B. Thank you

D. You forget it.

Marco : I think our city is very hot at the moment.

Dimas : I don't think so.... Our city is much cooler than other cities in this country.

6. The best response to complete dialogue above is....

A. I know it

C. He forgets it.

B. I am thinking of

D. In my opinion

Dita : So, what do you think of my singing?

Yellan : It's really good, but I suggest trying sing in a high tone.

Dita : Thanks, Yellan.

Yellan : No problem, Dita!

7. From the dialogue above, Yellan is...

A. Asking for help

C. Asking for an opinion

B. Giving an opinion

D. Giving help

Manik : Can you give me an opinion about my painting?

Elga : Sure! I think you should add another object.

Manik : Thanks, Elga .

Elga : No problem!

8. From the dialogue above, Elga is...

A. Asking for help

C. Giving opinion

B. Giving help

D. Asking for an opinion

Complete the dialogue below!

Asri : (9)

Anggun : What?

Asri : I pass the English speech competition in Denpasar.

Anggun : (10)

9. A. See you
B. How are you?
C. I'm sorry.
D. Look at me!
10. A. I'm great
B. Just so so
C. Congratulation
D. I don't believe it.

11. Mr. Imam : Prasetya, can you answer the question number 1?

Prasetya :

Mr. Imam : Good!

The best answer to complete dialogue above is....

- A. No, I can't.
B. No, I can do.
C. Yes, I can, Sir
D. Yes, I'm not sure.

Complete the dialog below!

12. Tia : Is she able to speak Indonesian language after 4 months lived in Indonesia?

Widhya :

Tia : We have to help her.

- A. No, she is able not to speak Indonesian language.
B. No, she doesn't able speak Indonesian language.
C. No, she isn't able to speak Indonesian Language.
D. No, she is able to speak Indonesian language.

13. Raisa Andriana is entertainer, and her ability is....

- A. She can play football.
B. She can sing a song.
C. She can write a novel.
D. She can ride a bike

14. Daniel: "Can you go to the supermarket this afternoon?"

Fina : "....."

- A. No, I can.
B. Yes, I cannot.
C. Yes, I can.
D. No, you can not

15. The true expression of expressing ability below is....

- A. I can drive a car 2 years ago before get accident.
B. I am able sing a song.

- C. I was able to read Qur'an now.
- D. I could speak English fluency when I was in Australia.

Dialogue for questions number 16 to 20

Febri : Great! You have a new novel.
.... (16)

Satria : Sorry.... (17). I'm still reading it.
.... (18).

Febri : Oh really? Thanks, guys.

Satria : Any time.

16. A. Where do you buy it? C. Can I borrow it?
B. May I have it? D. Will you give it to me?
17. A. I won't give it to you. C. I can lend you right now.
B. I cannot lend you right now. D. I cannot believe it.
18. A. I will lend you later. C. You won't borrow it.
B. You should buy one. D. I hope you like it.
19. The true statement based on the dialogue above is....
A. Satria is not a good friend.
B. Febrian and Satria have the same hobby.
C. Febrian and Satria have the same novel.
D. Febrian and Satria don't have the same hobby.
20. Chelsea :
- Dede : I'm sorry, I will keep silent.
A. Would you like any help?
B. Would you mind not talking in the library?
C. Could you help me please?
D. Excuse me, I'll take to you.
21. Jenever : You are sick, you ... have a rest.
Shania : Thanks, I'll go home now.

- A. Should
- B. Shouldn't

- C. Will
- D. Won't

22. Look at the picture!



The picture above means....

- A. You mustn't turn right
- B. You must turn right.

- C. You must turn left.
- D. You mustn't turn left

23. This road is slippery. You Be careful.

- A. Should
- B. Can

- C. May
- D. Will

24. We must not break the rules.

The meaning of the sentence above is

- A. We don't have to follow the rules
- B. We have to break the rules

- C. We have to follow the rules
- D. We have not broken the rules

25. You don't have to tell anyone what I said.

The meaning of the sentence above is ...

- A. You allow telling anyone what I said.
- B. You can tell anyone what I said.
- C. You're not allowed to tell anyone, but if you don't want to, you allow.
- D. You cannot tell anyone what I said.

26. I ... come early to the railway station. My train leaves at 5 a.m.

- A. should

- C. has to

B. must

D. have to

27. Trans Jakarta drivers aren't allowed to drop off the passengers anywhere.

The underlined word express....

A. Obligation

C. Prohibition

B. Suggestion

D. Opinion

28. Which one is the expression of accepting suggestion?

A. I tried that, but it doesn't work.

B. That's very interesting but, I'd rather not.

C. I don't think we should do that.

D. Ok, why don't we do that!

29. Which one is the expression of refusing suggestion?

A. That sounds good, but I'd rather not.

C. What a good idea.

B. That sounds good.

D. Thank you for your suggestion.

30. If you were me, what would you do?

The sentence is the expression of

A. giving suggestion

C. responding for suggestion

B. asking for suggestion

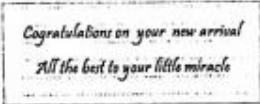
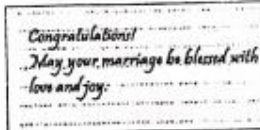
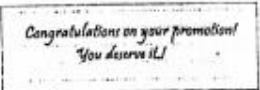
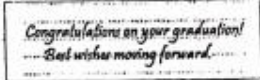
D. accepting/refusing suggestion



PENILAIAN TENGAH SEMESTER

MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : IX/1

A. Choose a, b, c or d for the best answer!

1. Faiz : What's up? You look so sad
Risky : My brother got sick and he is still hospitalized
Faiz : That's too bad. I am so sorry to hear that. How is he now?
Risky : He is getting better now
Faiz :
a. I hope he will get well soon c. I hope he looks so sad
b. I hope he is still hospitalized d. I hope he gets sick
2. The students wish that the class.....
a. Finishing b. were finished c. was finished d. is finished
3. Mark hopes Rina to his birthday party
a. comes b. came c. come d. coming
4. I wish Itall
a. was b. were c. am d. is
5. A : Who won the football match yesterday?
B : our team did. We won two to one
A : Well done,.....
B : Thank you
a. That's too bad b. I'm sorry c. you're welcome d. I'm glad to hear that
6. I like to congratulate you.....
a. For your new job c. to your new job
b. on your new job d. as your new job
7. Boy : I win the bike race
Ida :
a. What news good c. what is good news
b. what the good news is d. what good news
8. Mrs and Mr Dahlan's first son was born yesterday. Mr Fajar, their colleague, wants to express his congratulation to them. What will Mr Fajar say on a greeting card?
a. 
b. 
c. 
d. 


9. Ellie : When will you go to Jakarta for the science Olympiad?
 Dani: I will go there tomorrow
 Ellie : good luck, Dani. I'm sure you can be the winner
 Dani :
- Thank you for your wish
 - What a great wish
 - that's fantastic
 - I'm really pleased for you
10. Any : Why do you make the cleaning schedule that big?
 Jaka :every student in the class can see it clearly
 a. In order to b. to c. should d. so that
11. Deny : Why do you wear glasses?
 Deby:help me see clearly
 a. So that b. in order to c. should d. to be
12. Edo : The government plans to raise the water bill next month
 Rita :it will increase the number of poor people
 a. I agree with you c. I think so
 b. I totally disagree d. I agree
13. Ratna : Dian, I think Riri is responsible for this matter
 Dian : Well, I don't know
 From the dialogue we may assume that.....
 a. Dian agrees with Ratna c. Dian disagrees with Ratna
 b. Dian has no idea about the case d. Dian cannot accept the fact
14. Indah : What about going to Kuta beach
 Dewi : we can't reach it easily because of the traffic jam
 a. You are true c. absolutely agree
 b. That's good idea d. I don't think so

The following text is for questions 15 to 18

| | |
|---|--|
| ASPIRIN Internal Analgesic (NSAID) 325 mg Pain Reliever – Fever Reducer 100 TABLETS | DRUG FACTS Active ingredient (in each tablet) Purpose: Aspirin 325 mg (NSAID) Pain reliever/fever reducer |
| | USES For the temporary relief of minor aches and pains associated with cold, headache, toothache, muscular aches, backache, premenstrual and menstrual cramps, minor pain from arthritis, and to reduce fever. |
| | WARNINGS Allergy alert: Aspirin may cause a severe allergic reaction which may include: hives, facial swelling, asthma (wheezing), and shock. Stomach bleeding warning: This product contains a nonsteroidal anti-inflammatory drug (NSAID) which may cause severe stomach bleeding. The chance is higher if you: |
| | <ul style="list-style-type: none"> - are age 60 or older - have had stomach ulcers, or bleeding problems - have 3 or more alcoholic drinks every day |

15. What kind of pain can be relieved by this drug?
- Headache, toothache, and backache
 - Cramps, hives, and asthma
 - Cold, headache, and stomach bleeding
 - Arthritis, fever, and wheezing
16. What kind of drug is it?
- Liquid
 - tablet
 - capsule
 - drop
17. What is the weight of the tablet?
- 325 mg
 - 325 g
 - 32.5 mg
 - 3.25 mg
18. This drug could hurt your stomach if you.....
- Were older than 60 years old
 - Had menstrual cramps
 - Were wheezing
 - Had muscles

The following text is for questions 19 to 22

| | |
|--|--|
| <p>WOW COFFEE Coffee Drink</p> <p>A Perfect Blend of Coffee and Milk</p>  <p>9.5 FL OZ (281 ml)</p> | <p>Wow Coffee</p> <p>Serving Suggestion: Shake well; serve chilled or over ice</p> <p>For comments or questions, call 081234567890</p> <p>Nutrition Facts</p> <p>Serving Size: 1 bottle (9.5 fl oz), Amount Per Serving: Calories 200, Calories from Fat 30, Total Fat 3 g (5% DV), Saturated Fat 2 g (10% DV), Trans Fat 0 g, Cholesterol 15 mg (15% DV), Sodium 100 mg (4% DV), Total Carbohydrate 37 g (12%), Dietary Fiber 0 g (0%), Sugars 32 g, Protein 6 g, Vitamin A (0% DV), Vitamin C (0% DV), Calcium (20%), Iron (0% DV).</p> <p>Contains: Brewed coffee (water, coffee), milk, sugar, maltodextrin, pectin, ascorbic acid</p> <p>For best taste, drink by date on bottle.</p> |
|--|--|

19. How should we drink the coffee?
- We should mix it with hot water
 - We should keep it refrigerated before we drink it
 - We have to drink it after the expiry date
 - We have to drink it with milk
20. From the label we know that Wow coffee.....
- Contains no sugar
 - has complete vitamin

b. Is a whole brewed coffee d. is a mixture of coffee and milk

21. "Shake Well", serve chilled or over ice". What is the closest meaning of the underlined word ?
a. Dry b. hot c. cold d. warm

22. Which expression shows the information of the expiry date?
a. A perfect blend of coffee and milk
b. For best taste drink by date in bottle
c. Shake well, serve chilled or over ice
d. For comments or questions, call 081 234567890

Javanese Braised Eggs (telur pindang)

Ingredients:

6 hard-boiled eggs
1 clove garlic
2 shallots
1 bay leaf
2 lime leaves
300 ml water
1 bag tea
¼ lemongrass
1 tablespoon sugar
2 ½ tablespoon salt
2 tablespoon sweet soy sauce

Instructions:

First, boil the eggs for 7 minutes. After the eggs boiled, take them out and peel
Grind the salt, shallots, and garlic
Pour the water into a heat. Then, add the group ingredients, eggs, bay leaf, lemongrass, lime leaves, and tea bag
Next, pour the sweet soy sauce
Stir the eggs, and keep cooking until all sides of the egg have the clour of dark brown
Finally, turn off heat and serve immediately

23. How much salt does it need?
a. ½ tablespoon b. 1 tablespoon c. 1 ½ tablespoon d. 2 ½ tablespoon

24. What tools are needed to make this dish?
a. Pestle and mortar c. grater and chopping board
b. blender and knife d. strain and bowl

25. what does the dark brown color probably come from?
a. The bay leaf c. the sweet soy sauce
b. The ground ingredients d. the lemongrass and lime leaves

26. ".....serve immediately". What is the closest meaning of the underlined word?
a. Directly b. coldly c. carefully d. quietly

Bajigur

Ingredients:

- 1 litre coconut oil
- 4 teaspoons ground coffee
- 125 grams palm sugar
- ¼ teaspoon salt
- 2 pandan leaves
- 200 grams toddy palm fruit

Steps:

1. Place coconut milk, coffee, palm sugar, and pandan leaves in a pot. Bring them to a boil on medium heat, stir frequently to prevent the coconut milk from curdling. After it boils and the palm sugar has dissolved, turn off the heat
2. Remove the pandan leaves, and strain into 4 glasses. Add some slices of toddy palm fruit to each glass

27. What tools are probably needed to make this drink?

- a. Sieve and pot b. large pot and whisk c. frying pan and sieve d. knife and grater

28. When do we put the toddy palm fruit?

- a. In the beginning when boiling coconut milk, coffee, palm sugar, and pandan leaves
b. After the pandan leaves are removed and the drink is strained
c. Before the sugar dissolved when boiling the coconut milk
d. Before the drink is strained

29. "After it boils and palm sugar has dissolved..."

The closest meaning of the underlined word is....

- a. Absorbed b. removed c. steamed d. closed

30. Arrange these sentences into the correct order!

1. Last, pour the mixture through a sieve
2. Next, cut the mangoes into small chunks and place them in a blender
3. First, wash and peel the skin of two ripe mangoes
4. After that, run the blender until the mixture is smooth
5. Then, add 1 cup of water, a few ice cubes, and 2 tablespoons of sugar to the blender

- a. 3-2-5-4-1 b. 3-2-1-4-5 c. 3-4-2-5-1 d. 3-4-2-5-1



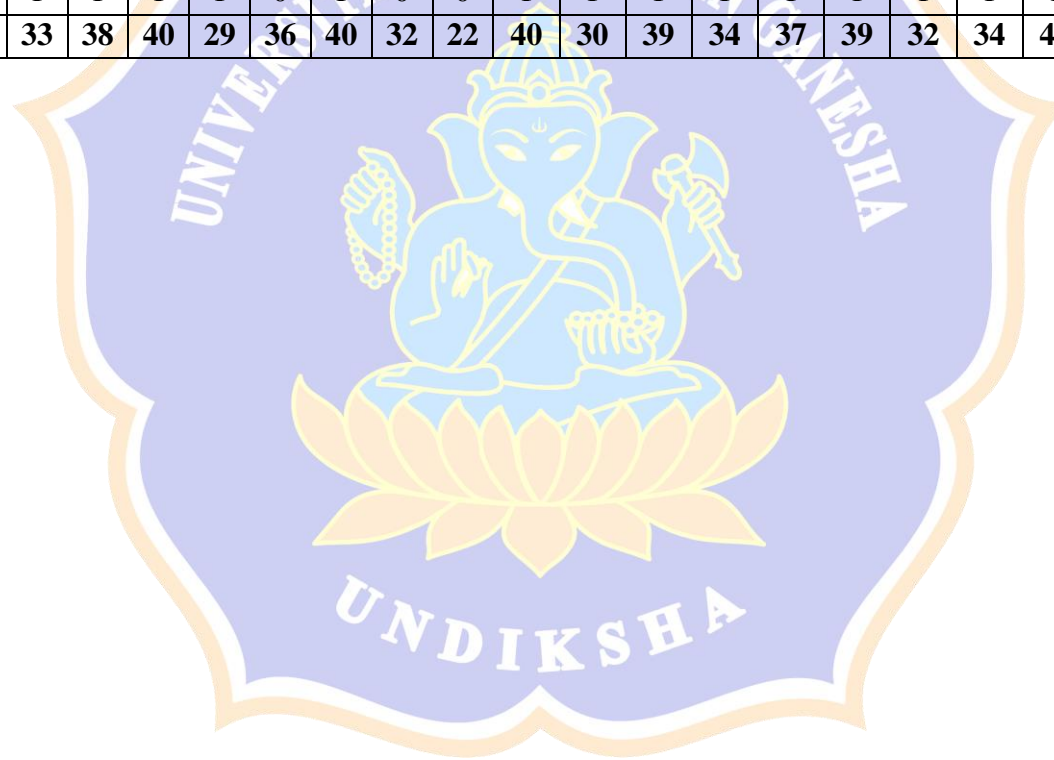
CHECKLIST ANALYSIS FORM

CHECKLIST ANALYSIS FORM OF THE CONGRUITY BETWEEN THE NORMS WITH THE ITEMS OF MCT IN GRADE VII

| Item No | Norms of a Good Multiple-Choice Test | | | | | | | | | | | | | | | | | | Total |
|---------|--------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 2 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 14 |
| 3 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 14 |
| 4 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 5 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 13 |
| 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 8 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 9 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 15 |
| 10 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 12 |
| 11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 15 |
| 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 14 |
| 13 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 13 |

| Item No | Norms of a Good Multiple-Choice Test | | | | | | | | | | | | | | | | | | Total |
|---------|--------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 14 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 14 |
| 15 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 17 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 18 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 15 |
| 19 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 20 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 21 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 15 |
| 22 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 16 |
| 23 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 14 |
| 24 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 25 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 15 |
| 26 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 15 |
| 27 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 28 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 29 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 30 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 31 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 32 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 33 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 34 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 35 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 15 |

| Item No | Norms of a Good Multiple-Choice Test | | | | | | | | | | | | | | | | | | Total |
|--------------|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 36 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 37 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 38 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 39 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 40 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| Total | 40 | 33 | 38 | 40 | 29 | 36 | 40 | 32 | 22 | 40 | 30 | 39 | 34 | 37 | 39 | 32 | 34 | 40 | |



THE NOTE OF MISTAKES FOUND IN THE ITEMS OF MCT IN GRADE VII

| ITEM NO | NOTE |
|---------|---|
| 1 | The item gives clue to the correct answer in the items number 2 and 5. The option B is wrong in punctuation. |
| 2 | The item depends on the previous item, that is item number 1. The item gives clue to the correct answer in the items number 1 and 5. The option D is wrong in punctuation. The option D is different from other options. |
| 3 | The item depends on item number 9. It gives clue to the correct answer in item number 9. Options are not formatted vertically. Option D is overlapping. |
| 4 | The stem is not correct in grammar. The stem is not correct in capitalization. The options must be ended with full stops. |
| 5 | The item depends on the items 1 and 2. The stem does not give clear focus of what is being asked. It gives clue to the correct answer of item 1. The option D is wrong in punctuation, it must not be ended with a question mark. The option D is not similar to other options. |
| 6 | Options are not formatted vertically. |
| 7 | - |
| 8 | The item depends on the items number 3 and 4. It gives clue to the correct answer of item number 3. |
| 9 | The item depends on the item number 3. It gives clue to the correct answer of item number 3. Option D is overlapping. |
| 10 | The item depends on the items number 1, 2, and 5. It gives clue to the correct answer in items 1 and 5. The options B and D must be ended with question mark. Option B is repeated on the option D. Options B, C, and D are overlapping and they are not plausible. |
| 11 | Option A is different to other options and it is very short. Option A is overlapping. |
| 12 | Options are not formatted vertically. Option D is not similar to others. Option D is very short. The options are not placed in logical order. |
| 13 | The item gives clue to the correct answer in the previous items. The option D and A are not similar to other options. Option A is very short and D is very long. The options are not placed in logical order. Option D is not plausible. |
| 14 | Option B gives clue to the correct answer and it is very long. Option B is not similar to other options. The options are not placed in logical order. |

| | |
|----|--|
| 15 | - |
| 16 | The options must not be ended with full stop because the stem already ended with full stop. |
| 17 | - |
| 18 | Option D is not homogenous to other options and it is overlapping and also it is not plausible to fulfill the stem. |
| 19 | - |
| 20 | The item does not give clear focus of what is being asked. |
| 21 | The option D is not homogenous and plausible and also it is overlapping. |
| 22 | The options are not correct in punctuation. Option A is not plausible. |
| 23 | The item depends on the item number 21. It gives clues to the correct answer in item number 21. Option A is different to other options. Options A and B are overlapping. |
| 24 | The stem is not correct in punctuation. |
| 25 | The options are not correct in punctuation; they must be ended with full stops. There is more than one as possible answer. Options are overlapping |
| 26 | The item gives clue to the correct answer in the other item. The option D is not correct in grammar and it is very long. |
| 27 | The stem must be ended with four full stops. |
| 28 | - |
| 29 | The options must be ended with full stop or the stem must be ended with four full stops. |
| 30 | - |
| 31 | - |
| 32 | The stem must be ended with four full stops or the options are ended with full stop. |
| 33 | The stem is incorrect in grammar. The option C is wrong in capitalization. |
| 34 | - |
| 35 | The option C and D are not homogenous. Option D is very short. The options B and C are not plausible. |
| 36 | Options are not formatted vertically. The stem must be ended with four full stops. |
| 37 | Options are not formatted vertically. The stem must be ended with four full stops. |
| 38 | Options are not formatted vertically. The stem must be ended with four full stops. |
| 39 | Options are not formatted vertically. The stem must be ended with four full stops. |



| Item No | Norms of a Good Multiple-Choice Test | | | | | | | | | | | | | | | | | | Total |
|--------------|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 19 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 20 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 10 |
| 21 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 22 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 23 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 24 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 25 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 15 |
| 26 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 27 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 28 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 16 |
| 29 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 30 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Total | 30 | 30 | 30 | 30 | 29 | 12 | 30 | 6 | 4 | 30 | 25 | 30 | 27 | 27 | 30 | 26 | 23 | 30 | |



THE NOTE OF MISTAKES FOUND IN THE ITEMS OF MCT IN GRADE VIII

| ITEM NO | NOTE |
|---------|---|
| 1 | The stem is not correct in grammar. Options are not formatted vertically. The initial letter of each option must not be in capital letter. |
| 2 | 68911 The stem is not correct in grammar. Options are not formatted vertically. The initial letter of each option must not be in capital letter. Option D is not similar to the other options. |
| 3 | The stem is not correct in grammar. Options are not formatted vertically. The options must not be ended with full stop. |
| 4 | The stem is not correct in grammar. Options are not formatted vertically. The initial letter of each option must not be in capital letter. |
| 5 | The stem is not correct in grammar. Options are not formatted vertically. The initial letter of each option must not be in capital letter. Option B is not similar to other options and plausible. The option B is overlapping. |
| 6 | The stem is not correct in grammar. Options are not formatted vertically. The initial letter of options C and D must not be in capital letter. |
| 7 | The stem is not correct in grammar. Options are not formatted vertically. The initial letter of each option must not be in capital letter. |
| 8 | Options are not formatted vertically. The initial letter of each option must not be in capital letter. |
| 9 | The stem is not correct in grammar. Options are not formatted vertically. The stem must not be ended with four full stops since in the end of the options have been put certain punctuation. The options are not homogenous and plausible. The options are overlapping. |
| 10 | The stem is not correct in grammar. Options are not formatted vertically. The stem must not be ended with four full stops since in the end of the options have been put certain punctuation. The options are not homogenous and plausible. The options are overlapping. |
| 11 | The stem is not correct in grammar. Options are not formatted vertically. The initial letter of each option must not be in capital letter. Options B and D are not plausible. |
| 12 | The options are not correct in grammar. The options must not be ended with full stop, since the stem already be put four full stops. The options A,B, and D are not plausible. |

| | |
|----|---|
| 13 | The stem is not correct in grammar. The options A, B, and C must not be ended with full stop and the initial letter of each option must not in capital letter. The options must be formatted vertically. |
| 14 | The options A and B are not correct in grammar. The stem must consist of four full stops. The options must be formatted vertically. The options A and B are not plausible. |
| 15 | Option B is not correct in grammar. The options must not be ended with full stop since the end of the stem already be put four full stops. |
| 16 | The stem is not correct in grammar. The options must be formatted vertically. The total number of full stops that must be put at the end of the stem are three not four, because the options have consisted of question mark. |
| 17 | The stem is not correct in grammar. The options must be formatted vertically. The end of the stem must be put three full stops only. |
| 18 | The stem is not correct in grammar. The options must be formatted vertically. The end of the stem must be put three full stops only. |
| 19 | The total number of the full stops that must be put at the end of the stem are three full stops. |
| 20 | The option B gives clue to the correct answer. The option D is not correct in grammar. The total number of full stops that must be put in the stem are only three full stops. The option D is different to others. The option B is very long. Those options are not placed in logical order. Option D is overlapping and it is not plausible. |
| 21 | The options must be formatted vertically. The initial letter of each option must not be in capital letter. |
| 22 | The options must be formatted vertically. The initial letter of each option must not be in capital letter. |
| 23 | The options must be formatted vertically. The initial letter of each option must not be in capital letter. |
| 24 | The options must be formatted vertically. The initial letter of each option must not be in capital letter. |
| 25 | The initial letter of each option must not be in capital letter. Option C is very long. Those options are not placed in logical order. |
| 26 | The options must be formatted vertically. |
| 27 | The options must be formatted vertically. The initial letter of each option must not be in capital letter. |
| 28 | The option B is very long and those options are not placed in logical order. |
| 29 | The options must be formatted vertically. |
| 30 | The options must be formatted vertically. |

**CHECKLIST ANALYSIS FORM OF THE CONGRUITY BETWEEN THE NORMS WITH THE ITEMS OF
MCT IN GRADE IX**

| Item No | Norms of a Good Multiple-Choice Test | | | | | | | | | | | | | | | | | | Total |
|---------|--------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 2 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 14 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 7 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 14 |
| 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 10 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 12 |
| 11 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 12 |
| 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 15 |
| 13 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 14 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| 15 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 17 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 15 |
| 18 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 16 |

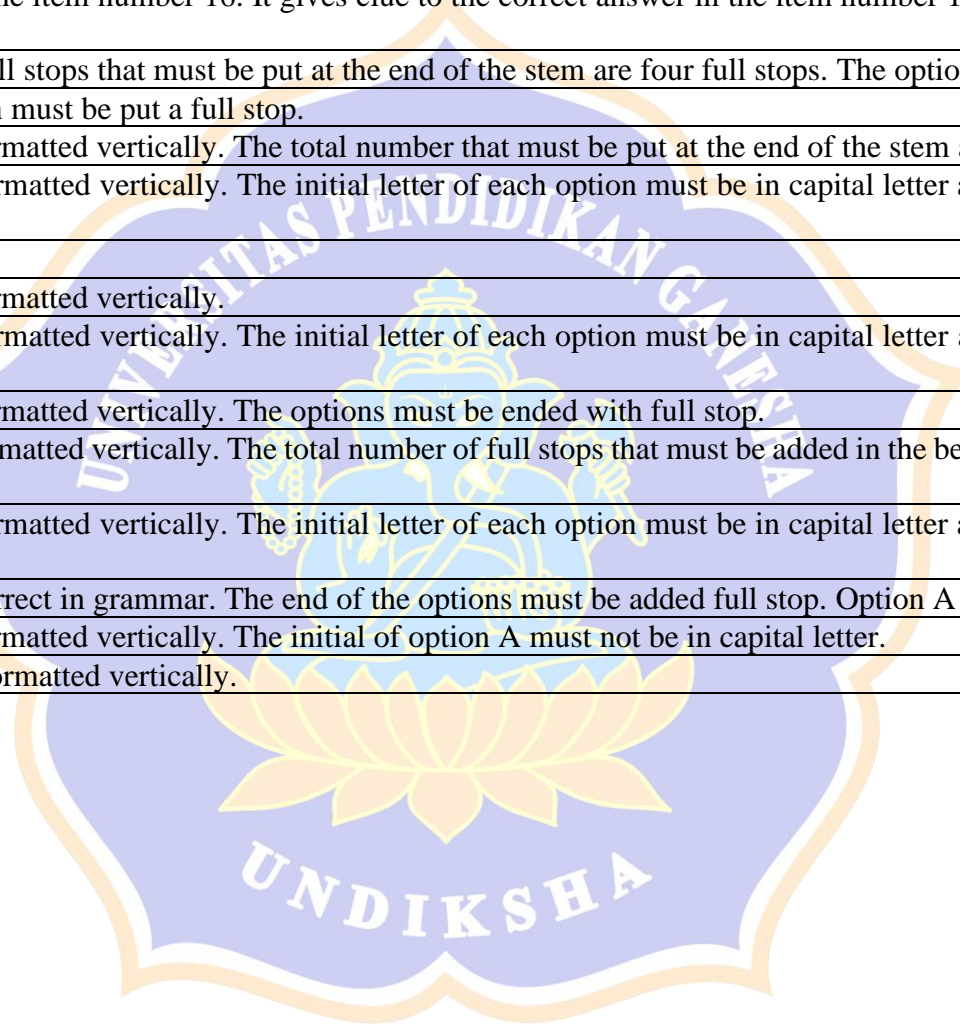
| Item No | Norms of a Good Multiple-Choice Test | | | | | | | | | | | | | | | | | | Total |
|--------------|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 19 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 20 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 21 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 22 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 |
| 23 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 24 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 25 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 26 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 27 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 28 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 15 |
| 29 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 16 |
| 30 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| Total | 30 | 29 | 30 | 30 | 29 | 24 | 30 | 5 | 5 | 30 | 28 | 30 | 29 | 30 | 30 | 27 | 25 | 30 | |



THE NOTE OF MISTAKES FOUND IN THE ITEMS OF MCT IN GRADE IX

| ITEM NO | NOTE |
|---------|--|
| 1 | The options must be formatted vertically. The total number of full stops that must be put in the stem are four full stops. |
| 2 | The options are not correct in grammar. The options must be formatted vertically. The total number of full stops that must be put in the stem are four full stops. The options are not plausible. |
| 3 | The options must be formatted vertically. The total number of full stops that must be put in the stem are four full stops. |
| 4 | The options must be formatted vertically. The total number of full stops that must be put in the stem are four full stops. |
| 5 | The options must be formatted vertically. The total number of full stops that must be put in the stem are four full stops. |
| 6 | The options must be formatted vertically. The total number of full stops that must be put in the stem are four full stops. |
| 7 | The options are not correct in grammar. The options must be formatted vertically. The total number of full stops that must be put in the stem are four full stops. The options are not plausible. |
| 8 | The options are not formatted vertically. |
| 9 | The options must be formatted vertically. The total number of full stops that must be put in the stem are four full stops. |
| 10 | The options are not correct in grammar. The options must be formatted vertically. The total number of full stops that must be put in the stem are four full stops. Options are not homogenous. Options are overlapping and they are not plausible. |
| 11 | The options are not correct in grammar. The options must be formatted vertically. The total number of full stops that must be put in the stem are four full stops. Options are not homogenous. Options are overlapping and they are not plausible. |
| 12 | The options must be formatted vertically. The total number of full stops that must be put in the stem are four full stops. The options are overlapping. |
| 13 | The options must be formatted vertically. The total number of full stops that must be put in the stem are four full stops. |
| 14 | The options are not correct in grammar. The options must be formatted vertically. The total number of full stops that must be put in the stem are four full stops. |
| 15 | The options must be put the full stop at the end of the options. |
| 16 | The options must be formatted vertically. The initial letter of each option must be in capital letter and they are ended with full stop. |

| | |
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| 17 | The item depends on the item number 16. It gives clue to the correct answer in the item number 16. Options are not formatted vertically. |
| 18 | The total number of full stops that must be put at the end of the stem are four full stops. The options are not plausible. |
| 19 | The end of each option must be put a full stop. |
| 20 | The options are not formatted vertically. The total number that must be put at the end of the stem are four full stops. |
| 21 | The options are not formatted vertically. The initial letter of each option must be in capital letter and they must be ended with full stop. |
| 22 | - |
| 23 | The options are not formatted vertically. |
| 24 | The options are not formatted vertically. The initial letter of each option must be in capital letter and they must be ended with full stop. |
| 25 | The options are not formatted vertically. The options must be ended with full stop. |
| 26 | The options are not formatted vertically. The total number of full stops that must be added in the beginning of the stem are three full stops. |
| 27 | The options are not formatted vertically. The initial letter of each option must be in capital letter and they must be ended with full stop |
| 28 | The option C is not correct in grammar. The end of the options must be added full stop. Option A is very long. |
| 29 | The options are not formatted vertically. The initial of option A must not be in capital letter. |
| 30 | The options must be formatted vertically. |



Appendix 6.2

The Percentages of Norms Fulfilled and Unfulfilled

The Percentages of Norms Fulfilled and Unfulfilled in Grade VII

| Item No. | Number Norms Fulfilled | Number of Norms Unfulfilled | Norms Fulfilled (%) | Norms Unfulfilled (%) |
|----------|------------------------|-----------------------------|---------------------|-----------------------|
| 1 | 16 | 2 | 89% | 11% |
| 2 | 14 | 4 | 78% | 22% |
| 3 | 14 | 4 | 78% | 22% |
| 4 | 16 | 2 | 89% | 11% |
| 5 | 13 | 5 | 72% | 28% |
| 6 | 17 | 1 | 94% | 6% |
| 7 | 18 | 0 | 100% | 0% |
| 8 | 16 | 2 | 89% | 11% |
| 9 | 15 | 3 | 83% | 17% |
| 10 | 12 | 6 | 67% | 33% |
| 11 | 15 | 3 | 83% | 17% |
| 12 | 14 | 4 | 78% | 22% |
| 13 | 13 | 5 | 72% | 28% |
| 14 | 14 | 4 | 78% | 22% |
| 15 | 18 | 0 | 100% | 0% |
| 16 | 17 | 1 | 94% | 6% |
| 17 | 18 | 0 | 100% | 0% |
| 18 | 15 | 3 | 83% | 17% |
| 19 | 18 | 0 | 100% | 0% |
| 20 | 17 | 1 | 94% | 6% |
| 21 | 15 | 3 | 83% | 17% |
| 22 | 16 | 2 | 89% | 11% |
| 23 | 14 | 4 | 78% | 22% |
| 24 | 17 | 1 | 94% | 6% |
| 25 | 15 | 3 | 83% | 17% |
| 26 | 15 | 3 | 83% | 17% |
| 27 | 17 | 1 | 94% | 6% |
| 28 | 18 | 0 | 100% | 0% |
| 29 | 17 | 1 | 94% | 6% |
| 30 | 18 | 0 | 100% | 0% |

| | | | | |
|----|----|---|------|-----|
| 31 | 18 | 0 | 100% | 0% |
| 32 | 17 | 1 | 94% | 6% |
| 33 | 16 | 2 | 89% | 11% |
| 34 | 18 | 0 | 100% | 0% |
| 35 | 15 | 3 | 83% | 17% |
| 36 | 16 | 2 | 89% | 11% |
| 37 | 16 | 2 | 89% | 11% |
| 38 | 16 | 2 | 89% | 11% |
| 39 | 16 | 2 | 89% | 11% |
| 40 | 15 | 3 | 83% | 17% |



The Percentages of Norms Fulfilled and Unfulfilled in Grade VIII

| Item No. | Number Norms Fulfilled | Number of Norms Unfulfilled | Norms Fulfilled (%) | Norms Unfulfilled (%) |
|----------|------------------------|-----------------------------|---------------------|-----------------------|
| 1 | 15 | 3 | 83% | 17% |
| 2 | 14 | 4 | 78% | 22% |
| 3 | 15 | 3 | 83% | 17% |
| 4 | 15 | 3 | 83% | 17% |
| 5 | 12 | 6 | 67% | 33% |
| 6 | 15 | 3 | 83% | 17% |
| 7 | 15 | 3 | 83% | 17% |
| 8 | 16 | 2 | 89% | 11% |
| 9 | 12 | 6 | 67% | 33% |
| 10 | 12 | 6 | 67% | 33% |
| 11 | 14 | 4 | 78% | 22% |
| 12 | 15 | 3 | 83% | 17% |
| 13 | 15 | 3 | 83% | 17% |
| 14 | 14 | 4 | 78% | 22% |
| 15 | 16 | 2 | 89% | 11% |
| 16 | 15 | 3 | 83% | 17% |
| 17 | 15 | 3 | 83% | 17% |
| 18 | 15 | 3 | 83% | 17% |
| 19 | 17 | 1 | 94% | 6% |
| 20 | 10 | 8 | 56% | 44% |
| 21 | 16 | 2 | 89% | 11% |
| 22 | 16 | 2 | 89% | 11% |
| 23 | 16 | 2 | 89% | 11% |
| 24 | 16 | 2 | 89% | 11% |
| 25 | 15 | 3 | 83% | 17% |
| 26 | 17 | 1 | 94% | 6% |
| 27 | 16 | 2 | 89% | 11% |
| 28 | 16 | 2 | 89% | 11% |
| 29 | 17 | 1 | 94% | 6% |
| 30 | 17 | 1 | 94% | 6% |

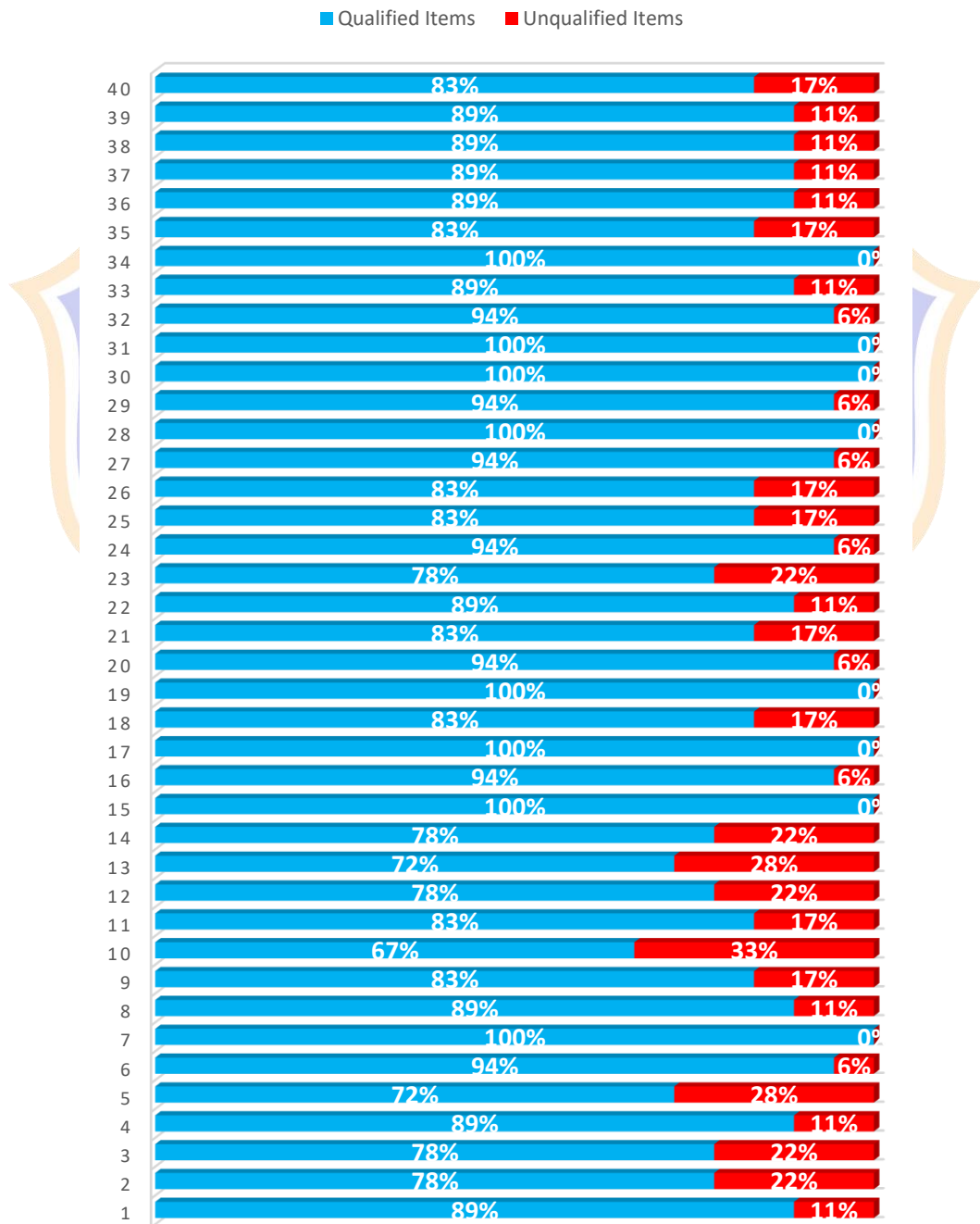
The Percentages of Norms Fulfilled and Unfulfilled in Grade IX

| Item No. | Number Norms Fulfilled | Number of Norms Unfulfilled | Norms Fulfilled (%) | Norms Unfulfilled (%) |
|----------|------------------------|-----------------------------|---------------------|-----------------------|
| 1 | 16 | 2 | 89% | 11% |
| 2 | 14 | 4 | 78% | 22% |
| 3 | 16 | 2 | 89% | 11% |
| 4 | 16 | 2 | 89% | 11% |
| 5 | 16 | 2 | 89% | 11% |
| 6 | 16 | 2 | 89% | 11% |
| 7 | 14 | 4 | 78% | 22% |
| 8 | 17 | 1 | 94% | 6% |
| 9 | 16 | 2 | 89% | 11% |
| 10 | 12 | 6 | 67% | 33% |
| 11 | 12 | 6 | 67% | 33% |
| 12 | 15 | 3 | 83% | 17% |
| 13 | 16 | 2 | 89% | 11% |
| 14 | 15 | 3 | 83% | 17% |
| 15 | 17 | 1 | 94% | 6% |
| 16 | 16 | 2 | 89% | 11% |
| 17 | 15 | 3 | 83% | 17% |
| 18 | 16 | 2 | 89% | 11% |
| 19 | 17 | 1 | 94% | 6% |
| 20 | 16 | 2 | 89% | 11% |
| 21 | 16 | 2 | 89% | 11% |
| 22 | 18 | 0 | 100% | 0% |
| 23 | 17 | 1 | 94% | 6% |
| 24 | 16 | 2 | 89% | 11% |
| 25 | 16 | 2 | 89% | 11% |
| 26 | 16 | 2 | 89% | 11% |
| 27 | 16 | 2 | 89% | 11% |
| 28 | 15 | 3 | 83% | 17% |
| 29 | 16 | 2 | 89% | 11% |
| 30 | 17 | 1 | 94% | 6% |

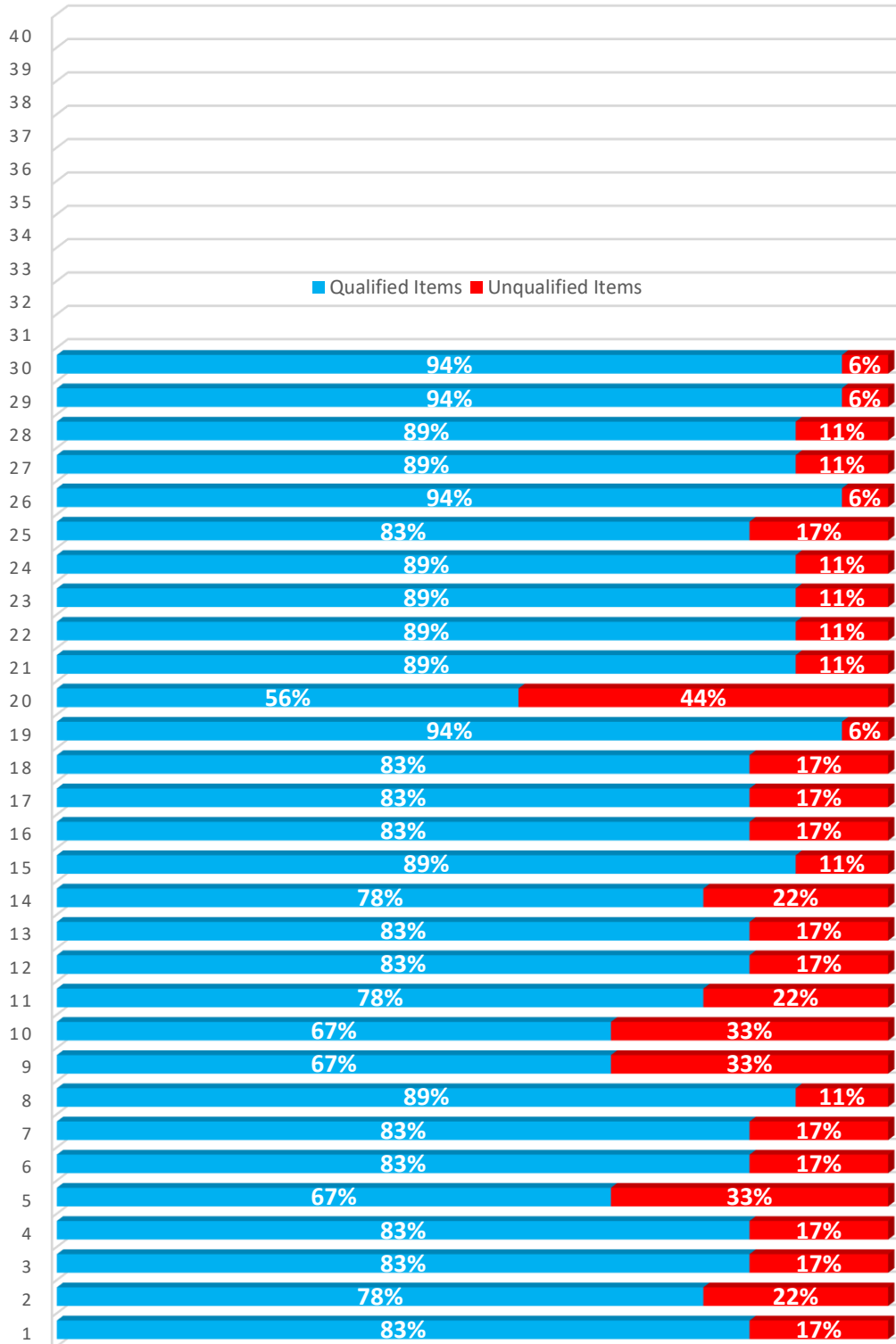
Appendix 6.3

The Graphic of The Congruity among The Items of MCT with the Norms Percentages

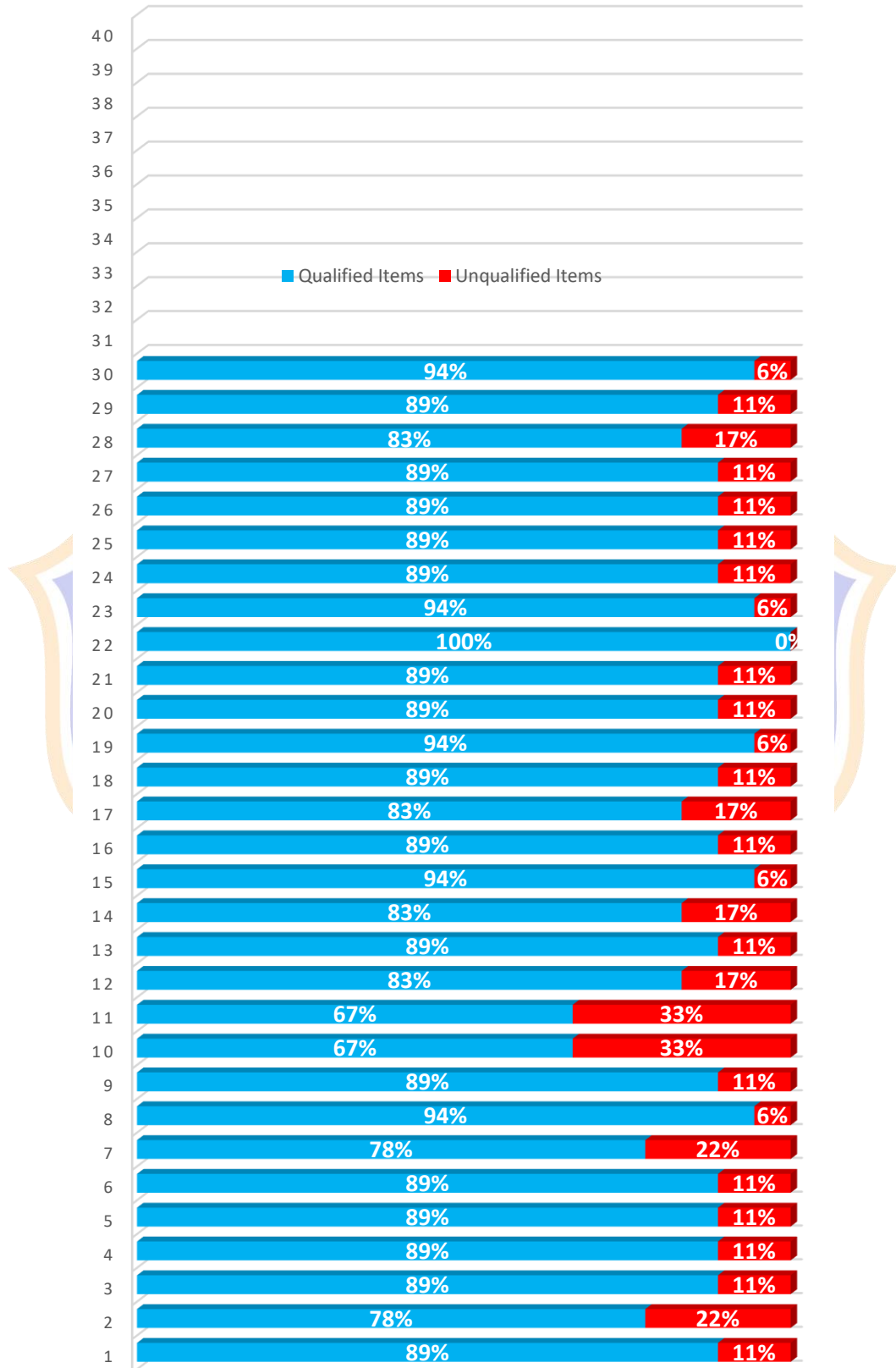
The Graphic of The Congruity among The Items of MCT with the Norms Percentages in Grade VII



The Graphic of The Congruity among The Items of MCT with the Norms Percentages in Grade VIII



The Graphic of The Congruity among The Items of MCT with the Norms Percentages in Grade IX



Appendix 6.4

The Quality Level of Items of Multiple-Choice Test

The Quality Level of Items of Multiple-Choice Test in Grade VII

| No. | Judgement | |
|-----|------------|---------------|
| | Percentage | Quality Level |
| 1 | 89% | Very Good |
| 2 | 78% | Very Good |
| 3 | 78% | Very Good |
| 4 | 89% | Very Good |
| 5 | 72% | Good |
| 6 | 94% | Very Good |
| 7 | 100% | Very Good |
| 8 | 89% | Very Good |
| 9 | 83% | Very Good |
| 10 | 67% | Good |
| 11 | 83% | Very Good |
| 12 | 78% | Very Good |
| 13 | 72% | Good |
| 14 | 78% | Very Good |
| 15 | 100% | Very Good |
| 16 | 94% | Very Good |
| 17 | 100% | Very Good |
| 18 | 83% | Very Good |
| 19 | 100% | Very Good |
| 20 | 94% | Very Good |
| 21 | 83% | Very Good |
| 22 | 89% | Very Good |
| 23 | 78% | Very Good |
| 24 | 94% | Very Good |
| 25 | 83% | Very Good |
| 26 | 83% | Very Good |
| 27 | 94% | Very Good |
| 28 | 100% | Very Good |
| 29 | 94% | Very Good |
| 30 | 100% | Very Good |
| 31 | 100% | Very Good |
| 32 | 94% | Very Good |
| 33 | 89% | Very Good |
| 34 | 100% | Very Good |
| 35 | 83% | Very Good |

| | | |
|----|-----|-----------|
| 36 | 89% | Very Good |
| 37 | 89% | Very Good |
| 38 | 89% | Very Good |
| 39 | 89% | Very Good |
| 40 | 83% | Very Good |



The Quality Level of Items of Multiple-Choice Test in Grade VIII

| No. | Judgement | |
|-----|------------|---------------|
| | Percentage | Quality Level |
| 1 | 83% | Very Good |
| 2 | 78% | Very Good |
| 3 | 83% | Very Good |
| 4 | 83% | Very Good |
| 5 | 67% | Good |
| 6 | 83% | Very Good |
| 7 | 83% | Very Good |
| 8 | 89% | Very Good |
| 9 | 67% | Good |
| 10 | 67% | Good |
| 11 | 78% | Very Good |
| 12 | 83% | Very Good |
| 13 | 83% | Very Good |
| 14 | 78% | Very Good |
| 15 | 89% | Very Good |
| 16 | 83% | Very Good |
| 17 | 83% | Very Good |
| 18 | 83% | Very Good |
| 19 | 94% | Very Good |
| 20 | 56% | Sufficient |
| 21 | 89% | Very Good |
| 22 | 89% | Very Good |
| 23 | 89% | Very Good |
| 24 | 89% | Very Good |
| 25 | 83% | Very Good |
| 26 | 94% | Very Good |
| 27 | 89% | Very Good |
| 28 | 89% | Very Good |
| 29 | 94% | Very Good |
| 30 | 94% | Very Good |

The Quality Level of Items of Multiple-Choice Test in Grade IX

| No. | Judgement | |
|-----|------------|---------------|
| | Percentage | Quality Level |
| 1 | 89% | Very Good |
| 2 | 78% | Very Good |
| 3 | 89% | Very Good |
| 4 | 89% | Very Good |
| 5 | 89% | Very Good |
| 6 | 89% | Very Good |
| 7 | 78% | Very Good |
| 8 | 94% | Very Good |
| 9 | 89% | Very Good |
| 10 | 67% | Good |
| 11 | 67% | Good |
| 12 | 83% | Very Good |
| 13 | 89% | Very Good |
| 14 | 83% | Very Good |
| 15 | 94% | Very Good |
| 16 | 89% | Very Good |
| 17 | 83% | Very Good |
| 18 | 89% | Very Good |
| 19 | 94% | Very Good |
| 20 | 89% | Very Good |
| 21 | 89% | Very Good |
| 22 | 100% | Very Good |
| 23 | 94% | Very Good |
| 24 | 89% | Very Good |
| 25 | 89% | Very Good |
| 26 | 89% | Very Good |
| 27 | 89% | Very Good |
| 28 | 83% | Very Good |
| 29 | 89% | Very Good |
| 30 | 94% | Very Good |

Appendix 6.5

RESULT OF INTERVIEW

Teacher 1 (T1)

Day / Date : Friday, January 10th 2020

Place : SMPN 6 Singaraja

| Code | Result of Interview | Line |
|------|--|------|
| 1 | : “Bagaimana langkah-langkah yang Ibu lakukan dalam menyusun soal pilihan ganda atau multiple-choice test untuk penilaian tengah semester atau ulangan tengah semester?” | 1a |
| T1 | : “How are the steps that you did in constructing the multiple-choice test for the middle test?” | |
| I | : “Yang pertama silabus dulu diperiksa,dicek apa saja topiknya, apa saja yang dibahas, lihat kompetensi dasar yang tertuang di dalam silabus, setelah itu menyesuaikan dengan materi, baru kisi-kisi.” | |
| I | : “The first thing is checking what are the topics that have been discussed in the class, looking the basic competencies in the syllabus, then adapting with the learning material, then making the blue print.” | |
| T1 | : “Nah untuk menyesuaikan dengan materi, dari mana saja sumbernya buk?” | 1b |
| T1 | : “Adapting the learning material, what are the sources that you used?” | |
| T1 | : “Dari berbagai sumber, seperti di LKS, buku paket, dan internet, selain itu bisa diliat juga dari soal-soal tahun sebelumnya, seperti contoh soal dibuku seperti apa. Yang lebih dominan lihat contoh soal di buku paket, dipermudah | |

| | | |
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| | <p>siswanya. Mereka selama proses pembelajaran di kelas kan menggunakan buku paket. Kalau di internet agak sulit dan aneh, tapi bervariasi. Misalkan ada 10 soal, 1-2 soal kita ambil dari internet juga. Kalau dalam bentuk jenis teks, jadi ngambil di internet karena bervariasi kalau ngambil di internet. Kalau full liat di buku kan anak-anak sudah pernah baca, liat gitu, jadi terlalu mudah.”</p> <p>: “From various sources, such as in LKS, textbooks, and the internet, in addition it can be seen from the tests of the previous year, such as examples of questions existed in the textbook. Even more dominant, by looking at the examples of question in textbooks, it makes easier for students. During the learning process in class, they use textbooks. The internet is rather difficult and strange, but varies. Suppose there are 10 questions, 1-2 questions we take from the internet too. If it is in the form of text type, so take it on the internet because it varies. If it's full clay in the books the kids have read the questions, so it is easy for them</p> | |
| I | <p>: Setelah Ibu menyesuaikan materi yang Ibu dapat dari berbagai sumber lalu dilanjutkan dengan membuat kisi-kisi, langkah apa selanjutnya bu?</p> | 1c |
| T1 | <p>: “After you adapted the learning material that you got from various sources, then you made the blue print, what is the next step?</p> | |
| T1 | <p>: “Saya memulai untuk menyusun soal yang dilengkapi dengan kunci jawaban. Proses penyusunannya lumayan memakan waktu yang lama untuk membuat soal ya.”</p> <p>: “I started to create the test and also the key answer. The process of making the test took long time.”</p> | |
| I | <p>: “Kira-kira waktu untuk membuat soal berapa lama bu?”</p> <p>: “How long did you spend to create the test?”</p> | 1d |

| | | |
|----|--|----|
| T1 | <p>: “Untuk penilaian tengah semester waktu ini, penyusunan soal kira-kira selama 1 bulan sambil melihat materi yang sedang diajar saat itu. Tapi sudah ada batasnya untuk materinya. Biasanya untuk penilaian tengah semester, batas materinya hanya bab 1, 2 atau 3. Kita (guru Bahasa Inggris di SMPN 6 Singaraja) juga mengaitkan dengan seberapa jauh pemahaman siswa terhadap suatu materi yang sudah dibahas di kelas.”</p> <p>: “For the last middle test, creating the test only took about 1 month and I see the learning material that was being taught in the class at that time. Yet, the learning material that wanted to be inserted in the middle test had been restricted. Usually for the middle test, the learning material that is inserted in the test only about chapters 1, 2 or 3. We (The English teacher in SMPN 6 Singaraja) also connected the students’ comprehension on a particular learning material which has been discussed in the class.”</p> | |
| I | <p>: “Kita yang dimaksud itu siapa bu?”</p> <p>: “What does the word “we” refer to, ms?”</p> | 1e |
| T1 | <p>: Guru Bahasa Inggris yang mengajar di SMPN 6 Singaraja, jadi kami bersepakat untuk membuat soal bersama dan terdapat soal-soal yang kami gabung sesuai dengan kemampuan siswa yang kami ajar. Ada beberapa soal yang saya buat dan dari guru lain beberapa soal. Tapi untuk soal pilihan ganda kelas VII yang digunakan untuk penilaian tengah semester waktu ini sebagian besar saya yang buat, misalkan kalau dipersenkan 85% saya yang buat, sisanya mahasiswa yang melaksanakan PPL disini. Namun masih dengan bimbingan saya.</p> <p>: “It refers to the English teachers in SMPN 6 Singaraja, so we have decided to create the test together and the questions of the test that we compiled based on the</p> | |

| | | |
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| | <p>students' comprehensions that we teach. There are several questions that I made and some questions are made by other teachers. However, for the last middle test given to VII grade students, I created the items of the test mostly, that is 85% if it is in the form of percentage. The rest of the items were created by the PPL students. Yet, they are still on my guidance.”</p> | |
| I | <p>: “Apa yang menjadi pertimbangan dalam mengembangkan soal-soal PTS untuk kelas VII? Dilihat dari tingkat kesukaran dan format penulisan yang Ibu gunakan.”</p> | 2a |
| | <p>: “What are the considerations for developing the items of the middle test for grade VII? By looking at the levels of the difficulty and the writing format that you used.”</p> | |
| T1 | <p>: “Ya untuk tingkat kesukaran pada soal, kita bagi persennanya, soal yang susah 20%, soal yang mudah 50% sedangkan soal yang level sedang 30%. Tapi tetap liat kondisi dan pemahaman siswa. Karena ini yang sangat penting. Kalau misalkan tidak sesuai pemahaman siswa, atau sebagian besar soal terlalu sulit, kan kasihan mereka. Maka dari itu, soal yang memiliki tingkat kesukaran yang lebih tinggi hanya sedikit dimasukkan ke dalam soal. Kita tahu seberapa jauh pemahaman siswa di kelas, maka dari itu, misalkan soal dengan topik A disusunnya selama proses belajar mengajar tentang topik A. Kalau misalkan siswa paham, maka soal juga akan menyesuaikan.”</p> <p>: “For the levels of difficulty, we have divided the percentages of the levels, such as for the difficult items are 20%, for the easy items are 50%, and for the moderate items are 30%. Yet, we still look at the condition and the comprehension of the students. It is an important thing. If the test was not based on students' comprehension or the test was very difficult for the students. The students are so</p> | |

| | | |
|----|--|----|
| | <p>pity. Therefore, the items which have the higher level of difficulty are fewer to be inserted in the test. We know how far the students' comprehension in the class. So that's why, for example constructing the items about topic or material A was doing while the students were learning about topic or material A. If the students already understood about the topic, so we will make the test is coherent to the students' comprehension.”</p> | |
| I | <p>: “Lalu bagaimana dengan format penulisan, apakah Ibu memiliki pertimbangan mengenai format soal yang Ibu buat?”</p> | 2b |
| T1 | <p>: “Then, how about the format of the writing, is there any considerations that you consider in making the test?”</p> <p>: “Karena Bahasa itu banyak memakai lembar kertas, kalau dibuat kolom, dibagi dua seperti ini. Jadi pengetikannya lebih irit dan hemat. Kasian kertasnya, kalau kita banyak makai. Tapi tergantung, kalau ada teksnya, jadi tidak bisa membagi menjadi dua seperti ini, harus satu. Untuk kelas VII, semester ganjil belum ada teks, jadi kita bisa buat soalnya dibagi menjadi dua kolom seperti ini. Lebih banyak untuk kosa kata untuk kelas VII di semester ganjil.”</p> <p>: “Because the Language needs many pieces of papers, if it is created in the form of column, the test is divided into two like this. So, the typing of the text will be economical and thrift. If we used a lot of papers, the papers will be wasted. Yet, it depends on the test, if there is question in the form of text, the test cannot be divided into two columns like this, it must be one. For the grade VII, that is odd semester, there is no any texts. So, we could make the test divided into two columns like this. For VII grade students in odd semester, the vocabularies are assessed mostly.”</p> | |

| | | |
|--------------------|---|-----------|
| <p>I</p> <p>T1</p> | <p>: “Acuan apa yang ibu gunakan dalam menyusun soal pilihan ganda untuk penilaian tengah semester?”</p> <p>: “What are the guidelines that you used in constructing the multiple-choice test for the middle test?”</p> <p>: “Itu berdasarkan pengalaman saya, maksudnya pengalaman ketika saya pernah ikut penyusunan naskah EAS (Evaluasi Semester Ganjil) dan UKK (Ulangan Kenaikan Kelas) yang diadakan oleh ketua MGMP Kabupaten yang biasa diadakan dua kali setahun. Sebelum kita mulai menyusun soal, kita dikasih pengarahan dulu serta diberikan panduan atau aturan membuat soal yang baik dan benar. Diberikan sosialisasi mengenai panduan dalam menyusun soal juga. Pada saat membuat soal untuk ulangan harian ataupun penilaian tengah semester, kita ingat-ingat apa yang disosialisasikan pada saat itu. Jadi berdasarkan pengalaman itu yang paling utama. MGMP itu bukan mengadakan workshop sih, cuma suatu pertemuan saja. Kepala sekolah se-Kabupaten terlebih dahulu mengadakan pertemuan beserta ketua MGMP kabupaten untuk menentukan sekolah apa yang ditunjuk untuk menyusun soal. Nah, sesuaikan juga dengan kurikulum, sebelumnya kan ada kurikulum ktsp dan 2013. Lokasi pertemuan pun berpindah-pindah, tergantung sekolah mana yang ditunjuk ataupun sekolah yang mau menyediakan tempat bagi guru untuk menyusun soal.”</p> <p>“It is based on my experiences; I meant the experiences when I have joined in constructing the test for EAS (<i>Evaluasi Semester Ganjil</i>) and UKK (<i>Ulangan Kenaikan Kelas</i>) that were conducted by the head of MGMP regional that are usually conducted twice in a year. Before we started to construct the test, we are given briefing then guideline or the norms in making a good multiple-choice</p> | <p>3a</p> |
|--------------------|---|-----------|

| | | |
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| | <p>test. There was also the socialization about the guideline in constructing the test too. While we are constructing the test for daily tests or middle test, we just recall again the information about constructing the multiple-choice test that already socialized at that time. So, the experiences are the main guidelines. MGMP did not conduct a workshop, it was just a meeting. The headmasters of schools in the Buleleng region conducted a meeting first with the head of MGMP that would decide which school that would have responsibility to construct the test. In constructing the test, it was also based on the curriculum, so before there were two curriculums, such as curriculums ktsp and 2013. The location of the meetings were moved, depending on which school that already chosen or the school which could facilitate the place for the teachers to construct the test.”</p> | |
| I | <p>: “Selain buku panduan dan sosialisasi yang didapat ketika mengikuti penyusunan ulangan yang diadakan oleh ketua MGMP, acuan lain yang ibu gunakan dalam menyusun soal pilihan ganda apa bu?”</p> | 3b |
| T1 | <p>: “Besides the guideline book and the socialization that you got when you joined the construction of the test which was held by the head of MGMP, what is another guideline that you used in constructing the multiple-choice test?”</p> <p>: “Semua ada di panduan itu, lengkap mengenai konteks dan penulisannya harus seperti apa. Kan saya dikasih file, bukan dalam bentuk buku. File itu kita baca semuanya, berapa persen tingkat soal yang sukar, yang gampang juga. Terus, cara pengetikan yang rapi udah ada di file panduan itu. Sudah ada disitu. Kalaupun ada yang membingungkan, saya biasanya berdiskusi dengan guru yang lain.”</p> <p>: “All of the things already existed in the guideline, it is complete with the content and the format of the writing. I</p> | |

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| | <p>was given the guideline in the form of file, it is not in the form of a book. The file of the guideline was read by us, how many percent the level of the difficulties, that is the difficult and easy items. Then, how the orderly typing of the test is existed in the guideline file. It has been there. If there is something that makes confused, I usually discussed with other teachers.”</p> | |
| I | <p>: “Selain mendapat pengetahuan mengenai pembuatan soal dari pertemuan MGMP, darimanakah ibu mendapat pengetahuan menyusun soal pilihan ganda?”</p> | 4 |
| T1 | <p>: “Besides, getting the knowledge about making the test from the MGMP meeting, where do you get the knowledge in constructing the multiple-choice test?”</p> <p>: “Dari kampus saat saya kuliah di STKIP. Saya dapat mata kuliah mengenai menganalisis soal dan menyusun soal yang diajarkan oleh Prof. Padma Dewi. Saya alumni Undiksha. Saya pernah diajarkan, tapi saya lupa. Tidak mengingat secara pasti. Setiap tahun kan ada aja yang berubah ya mengenai cara penyusunan soal pilihan ganda, jadi saya tidak terpaku dengan itu.”</p> <p>: “In campus where I studied in STKIP. I got the lecture of analyzing the test and constructing the test taught by Prof. Padma Dewi. I am the alumna of Undiksha. I had been taught, but I forgot. I cannot remember exactly. Every year, something is changed about how to construct the multiple-choice test, so I cannot focus on it.</p> | |
| I | <p>: “Sejauh pengetahuan ibu, norma-norma apa saja yang harus diikuti dalam menyusun soal?”</p> | 5 |
| T1 | <p>: “Based on your comprehension, what are the norms that must be followed to construct the test?”</p> <p>: “Berdasarkan panduan yang didapat pada pertemuan MGMP, normanya mengenai format penulisan, tanda baca,</p> | |

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| | <p>yakni titik sama tanda tanya, dan jenis soal mengisi atau menjawab pertanyaan yang menggunakan tanda tanya. Dalam penulisan pilihan jawaban, harus yang paling pendek duluan atau paling atas, paling panjang dibawah. Terus, kalimat soal diakhiri dengan titik-titik, jumlah titiknya juga ditentukan ya, kalo posisi isiannya diakhir, maka titik penutupnya berjumlah 4, kalo yang ditengah jumlahnya tiga. Selain itu ada norma untuk huruf kapital. Untuk opsinya harus konsisten. Kalau jenis soalnya yang melengkapi, jadi tidak boleh memakai kapital. Untuk konten juga harus berdasarkan KD di semester ganjil apa aja. Yang terakhir cek kunci jawabannya, yang mana ABCDnya itu harus ada, jawabannya gak boleh A aja dan B aja dalam 1 deret.”</p> <p>: “Based on the guideline got when the meeting of MGMP, that is norm of format of writing, punctuation, such as full stop and the question mark, and the type of fill in the blank or answering the question that is used the question mark. In writing the options, the shortest option must be placed first or on the top, then the longest on the bottom. Then, the sentence of the stem is ended by adding the full stops, the number of the full stops must be determined, if the location of the fill in blank is at the end of the stem, so the number of the full stops are 4, if it is in the center, there is 3 full stops. Besides, there is norm about the capitalization. The option must be consistent. If the type of the stem is complementary, so the initial letter of the option must not in capital. The content must be based on what are Basic Competencies in the odd semester. The last is checking the key answers, which of ABCD must be existed, the answers must not only A or B in one line.”</p> | |
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| I | <p>: “Dari soal-soal yang ibu buat, apakah soal yang ibu buat memiliki kualitas yang baik? Apakah sangat baik, baik, cukup, kurang, buruk?”</p> <p>: “From the items that you have made, does the multiple-choice test that you made have a good quality? Is it very good, good, enough, not enough, bad?”</p> | 6 |
| T1 | <p>: “Sebenarnya saya gak bisa menilai diri sendiri ya, ya cuma bagus aja. Diantara beberapa guru Bahasa Inggris, menurut kita ada yang lebih pintar, dan itu berdasarkan pengalaman pernah buat soal. Kita kalau gak pernah ikut sosialisasi atau ditunjuk untuk menyusun naskah, mungkin kurang paham dalam menyusun soal. Di sisi lain, setelah saya cek soalnya, ada beberapa hal yang tidak pas dengan norma, jadi menurut saya, soal yang saya buat hanya bagus aja kualitas soalnya, tidak sangat bagus”</p> <p>: “Actually, I cannot assess myself, ya it’s only good. Among some English teachers, in our opinion there is a teacher that is cleverer, and it is based on the experiences in making the test. If we never join the socialization or chosen to make the test, maybe we cannot comprehend enough to construct the test. Besides, after I checked the test, there are several things that are not suitable with the norms, so in my opinion, the multiple-choice test that I made only has a good quality, not a very good quality.”</p> | |
| I | <p>: “Apakah ibu puas dan yakin terhadap soal yang sudah dibuat akan merefleksikan pemahaman siswa terhadap suatu material? Bisakah ibu beri alasannya mengapa!”</p> <p>: “Are you satisfied and sure on the multiple-choice test that you have made will reflects the students’ comprehension on a particular material? Could you give the reason why!”</p> | 7 |
| T1 | <p>: “Lihat hasil ulangan itu ya, kalo hasil ulangannya kurang bagus, dicek dulu dimana permasalahannya, soal yang</p> | |

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| | <p>mana siswa-siswa tidak bisa menjawab, lalu kita susun ulang, lalu mengadakan remedi dengan menyesuaikan kemampuan siswa, sekalian juga memberikan materi yang kurang dipahami siswa. Kalau sesuai dengan KD, tingkat kesukarannya dikurangi. Banyak siswa yang mendapat nilai kecil-kecil, walaupun soalnya udah sesuai KD dan materi sudah diajarkan. Soalnya juga sebagian besar itu kan sedang dan mudah, sedangkan soal yang susah itu hanya sedikit. Jadi saya tidak puas”</p> <p>: “Looking at the results of the middle test, if the results are not good enough, it is checked first which one is the problem, what stem that the students cannot answer, then we construct again, then conducting the remedial by adjusting with the students’ achievement, and also giving the material that cannot be understood by the students. If it is based on the basic competency, the level of the difficulties is deducted. There are many students that got bad scores, even though the test has been reflected to the basic competency and the material has been taught. Most of the items are medium and easy, while the difficult items are only fewer. So, I was not satisfied”</p> | |
| I | <p>: “Terdapat dua soal kelas VII yang memiliki persamaan di setiap katanya, namun perbedaannya hanya pada nama yang tertera pada berdialog, apakah ibu memiliki alasan mengapa dibuat demikian? Yakni pada soal nomor 3 dan 9.”</p> <p>: “There are two items in the grade VII which have similarities in every word, yet the difference is only on the name of the dialogue, do you have any reason why did you make the items like that? The items are items number 3 and 9.”</p> | 8Aa |
| T1 | <p>: “Oh ya? Boleh saya cek?”</p> | |

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| <p>I</p> | <p>: “Really? May I check the items?”</p> <p>: “Boleh bu”</p> <p>: “Yes, you may, Ms.”</p> | <p>8Ab</p> |
| <p>T1</p> | <p>: “Saya kurang teliti ngecek soal itu, ada beberapa soal yang dihilangkan, tapi saya membuat soal yang sudah dibuat. Ini soal yang saya ambil dari soal-soal sebelumnya dan mengganti beberapa hal. Jadi karena dikejar waktu ya saya tidak mengecek kembali. Padahal saya sudah cek sekali lagi sebelum diberikan kepada siswa. Tapi saya lebih cek kesesuaian soal dengan kisi-kisi maupun KD yang sudah dibuat. Apakah sudah pas atau belum.”</p> <p>: “I did not check the test carefully, there are several items that were omitted, but I made the items that already existed. These items were taken from the items of the previous test and several things were changed. So, because of the deadline, I did not check it again. Whereas I had check it once before I gave it to the students. Yet, I checked the congruity among the items with the blue print or the basic competency that have been made. Whether it was suitable or not.”</p> | |
| <p>I</p> | <p>: “Terdapat beberapa soal kelas VII yang masih memiliki keterkaitan dengan soal lainnya berdasarkan isinya, apakah Ibu memiliki alasan mengapa ibu membuat soal demikian?”</p> <p>: “There are several items in grade VII which have relationship with other items based on the content, do you have any reason why you made the items like that?”</p> | <p>8B</p> |
| <p>T1</p> | <p>: “Ya itu soal-soal yang gampang, ya sebenarnya agak konyol gitu. Ada beberapa kelas yang bisa dibilang kurang. Jadi ini mempermudah mereka untuk menjawab soal. Sebenarnya, kalau sesuai panduan itu gak diperbolehkan ya, soal yang sudah ada sebelumnya dibuat lagi atau</p> | |

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| | <p>memiliki kaitan. Kecuali soal yang sudah ada keterangan “teks ini untuk soal nomor 1 sampai 4.” Ya intinya gampang-gampang soalnya ini.”</p> <p>: “Those items are considered as the easy items, actually it is foolish. There are several classes that can be judged have less achievement level. So, these items can make them easier to answer. Actually, based on the guideline, it is forbidden, the items that already existed before were made again or those items have connection. Besides the items which have instruction “This text for the items number 1 until 4.” The point is those items are easy.”</p> | |
| I | <p>: “Terdapat beberapa opsi maupun soal yang memberikan clue untuk jawaban benar pada soal kelas VII, mengapa ?</p> <p>: “There are several options or the stems that give clues to the correct answer in the test in grade VII, why?”</p> | 8C |
| T1 | <p>: “Anak-anak kan kalau Bahasa tu gak terlalu paham karena kurangnya kosa kata yang mereka pahami, jadi mereka tidak memiliki pikiran ada clue-clue yang ada di soal maupun opsi. Kadang-kadang mereka mikir apa artinya, padahal udah ada clue, tapi gak tau.”</p> <p>: “The students cannot understand well in language, because the less of vocabularies that they comprehend, so they did not think there are clues existed in the stems or options. Sometimes, they thought what is the meaning, whereas there is clue, but they did not know.”</p> | |
| I | <p>: “Beberapa opsi pada soal tidak memiliki jenis opsi yang sama, mengapa demikian?”</p> <p>: “Some options in the item are not homogenous, why it is happened?</p> | 8D |
| T1 | <p>: “Kalau menurut norma kan harus sejenis ya, kalau yang diminta soalnya itu dalam bentuk pertanyaan, opsinya harus nyambung ke soalnya. Ini sebenarnya soal yang</p> | |

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| | <p>diambil dari soal terdahulu ya, jadi kita pakai lagi. Ada beberapa soal yang kita ambil sesuai KD ya. Kalau menurut saya, ini karena kurang ketelitian saya saja. Saya lebih focus pada kesesuaian dengan KD atau kisi-kisi yang sudah saya buat.”</p> <p>: Based on the norms, the options must be homogenous, if the stem in the form of question, the option must have correlation to the stem. Actually, this item was taken from the previous test, so we used it again. There are several items that we took based on the Basic Competencies. In my opinion, it is happened because my less carefulness. I just focused more on the congruity with the Basic Competencies or the blue print that I have made.”</p> | |
| I | <p>: “Sebagian besar soal kelas VII yang Ibu buat, mengapa titik-titik pada pertanyaan, diganti dengan garis lurus?”</p> | 8E |
| T1 | <p>: “Most of the items in grade VII that you made, why the full stops in the stems were changed with the line?”</p> <p>: “Ini mengikuti soal yang sebelumnya, kita berbagi tugas dengan mahasiswa ppl ya jadinya gini, enggak konsisten. Tapi sudah saya cek, menurut saya tidak apa. Yang penting KD dan soalnya sudah sesuai. Ya intinya kurang pengecekan juga diakhir. Selain itu, mengikuti soal sebelumnya juga.”</p> <p>: “The test was followed the previous test, we shared our tasks with the PPL students, so it is happened, the items are not consistent. Yet, I had checked it, I think it is never mind. The importance is the Basic Competencies and the items have been suitable. The point is lack of checking in the final process. Besides, the items were followed the previous test.”</p> | |
| I | <p>: “Sebagian besar opsi pada soal tidak diformat vertical, apakah ibu memiliki alasan mengapa?”</p> | 8F |

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| T1 | <p>: “Almost of the options in the items are not formatted vertically. Do you have any reasons why did you make the options like that?”</p> <p>: “Berdasarkan yang ada di norma itu kan harus vertical ya, tapi kali ini untuk menghemat kertas, supaya kita tidak banyak menghabiskan kertas. Ya, memang kadang membingungkan siswa, misalkan pertama kita buat opsi dengan format horizontal lalu kita mengedit opsi itu menjadi vertical, urutannya malah jadi ACBD, bukan ABCD.”</p> <p>: “Based on the norm, they must be vertical, right? Yet, now it is for economizing the papers, so that we do not waste many papers. Ya, sometimes it makes the students are confused, for instance firstly we made the option horizontally, then we edited the options become formatted vertically, the sequence becomes ACBD, not ABCD.”</p> | |
| I | <p>: “Terdapat beberapa opsi yang tidak memiliki panjang yang sama, mengapa? “</p> <p>: “There several options that are not similar in length, why?”</p> | 8G |
| T1 | <p>: “Oh, ini berarti belum saya edit, harusnya yang pendek dulu diatas, yang panjang dibawah. Karena kita buru-buru dan mengikuti soal yang lalu. Materi-materinya kan masih awal-awal, ada beberapa kelas yang sudah paham dengan materi A, dan kelas-kelas yang baru belajar materi A. Sudah deadline, jadi gak diedit lagi. Saya kurang teliti juga.”</p> | |
| T1 | <p>: “Oh, I have not edited it yet, it must be the shortest first, the longest on the bottom. Because we were in hurry and followed the previous test. The materials are the first materials, there are several classes that already understood to the material A, and there are classes that start to learn the</p> | |

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| <p>I</p> <p>T1</p> | <p>material A recently. Because of the deadline, so it could not be edited again. I was less careful.”</p> <p>: “Terdapat beberapa opsi yang tidak plausible, mengapa?”</p> <p>: “There are several options that are not plausible, why?”</p> <p>: “Soal yang ini yang ditanyakan yang paling tepat grammarnya yang mana, sebenarnya sih struktur kalimatnya gak boleh dibuat salah ya. Tapi saya kurang spesifik soalnya ya untuk memilih grammar yang tepat dan tidak ada instruksi yang jelas untuk soal ini. Beberapa guru ada yang tidak memiliki panduan ataupun memiliki pengalaman membuat soal, jadi mereka tidak mengetahui secara lengkap perihal norma-norma dalam menyusun soal. Saya juga belum mengetahui perihal soal yang tidak boleh mengenai grammar. Disisi lain, saya saja yang tidak teliti.”</p> <p>: “For this item, it is asked about the which one is the correct grammar, actually the structure of the sentences cannot be made incorrect. Yet, I did not specify the items for choosing the correct grammar and also there is no clear instruction for this item. There are several teachers that do not have the guideline or experience in making the test, so they do not know completely about the norms of constructing the test. I also have not known yet about the test must not about the grammar. Besides, I was not careful.</p> | <p>8I</p> |
| <p>I</p> | <p>: “Semua soal telah mengikuti norma 1 yaitu norma mengenai kesesuaian dengan KDnya, norma 4 mengenai soal yang tidak boleh menanyakan perihal pendapat ,norma 7 tentang spelling , norma 10 adalah double negative, norma 18 mengenai opsi yang tidak boleh mencantumkan “all of the above” atau “none of the above”, apakah ibu memiliki alasan mengenai hal tersebut?”</p> <p>: “All items already followed the first norm about the congruity with the basic competency, norm 4 is about the</p> | <p>8Ja</p> |

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| <p>T1</p> | <p>item that must not ask about the opinion, norm 7 is spelling, norm 10 is double negative, norm 18 is about the norm that may not attach “all of the above” or “none of the above”. Do you have any reasons why the norms are fulfilled?”</p> <p>: “Semua itu ada di panduan dan sudah umum mengenai norma seperti itu. Apalagi tentang konten atau kesesuaian dengan KD, itu yang paling utama dan harus dicek beberapa kali. Tapi banyak saya temui di LKS yang melenceng dari norma tersebut. Untuk spelling kan pas kita buat di laptop bakal ada tandanya kalau spellingnya salah. Nah untuk double negative itu kalau kita masukan ke dalam soal akan sangat membingungkan siswa. Tapi, kadang kata except yang digunakan di soal, saya masih bingung, apakah pantas atau tidak pantas digunakan. Ya, tapi jenis soal seperti itu bagus untuk variasi soal ya. Jadi sangat diperlukan ya. Ya intinya enggak bikin siswanya bingung. Lalu norma nomor 18, ya udah umum tidak boleh memakai itu. Tapi terkadang, ketemu soal seperti itu. Berarti malas yang buat soal itu, kadang-kadang ya susah untuk menyetarakan seluruh opsi dalam satu soal tapi bukan itu yang jadi jawaban benar. Buat soal yang ngecoh-ngecoh, itu yang bagus kan.”</p> <p>: “All of those things already existed in the guideline and it is common about those norms. Moreover, about the content or the congruity with the basic competency, it is the most important and must be checked for several times. Yet, I found a lot of things that are not followed the norm. For spelling, we made the test in the laptop, there will be the sign if the spelling is incorrect. For the double negative, if we inserted it in the test, the students would be confused. Yet, sometimes the word “except” that is used in the item, I am still confused, whether it is suitable or not to be used.</p> | |
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| | <p>Ya, but this kind of item is good to variate the test. So, it is really needed. The point is the items do not make the students confused. Then, norm number 18, it is common that it may not use it. But, sometimes the type of the items is found. It means the test maker is lazy to make the test. Sometimes, it is difficult to make the options equal in an item, in which those are not correct option. Making the tricky items is good, isn't it?"</p> | |
| I | <p>: “Mengenai soal yang mengarahkan siswa untuk memberikan pendapat, apa saja yang dijelaskan di panduan mengenai soal jenis itu?”</p> <p>: “It about the item that directs the students to give their opinion, what are the things explained in the guideline about that type of the item?”</p> | 8Jb |
| T1 | <p>: “Sesuai panduan, mengenai soal yang berisikan pendapat diperbolehkan sebenarnya, tapi sesuai jenis soal tertentu. Biasanya untuk menarik kesimpulan, dan jenis teksnya naratif. Kalau disuruhnya menyimpulkan itu kan termasuk berpendapat ya. Misal “what do you get the lesson from the story?” kan sama dengan memberikan opini. Di procedure juga “what do you think the steps in the procedure?” di opsi kan ada hard, easy dan lain-lain. Jadi kalau ada siswa-siswa yang gak bisa masak, atau mereka belum memiliki pengetahuan di masak, kan pasti jawabannya hard. Tapi, sepertinya enggak boleh kayak gitu ya?”</p> <p>: “Based on the guideline, actually, the item that consists the opinion is permitted, but it depends on the type of particular item. It is usually for concluding, and the type of narrative item. If it is ordered to conclude something, it is the part of giving opinion, right. For example, “what do you get the lesson from the story?” is similar with giving opinion. In the procedure, “what do you think the steps in</p> | |

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| | <p>the procedure?”, the options consist of option hard, easy and etc. If there are students who cannot cook, or they do not have prior knowledge in cooking, they will choose option hard. Yet, it is not permitted like that, right?</p> | |
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RESULT OF INTERVIEW

Teacher 2 (T2)

Day / Date : Wednesday, January 15th 2020

Place : SMPN 6 Singaraja

| Code | Result of Interview | Line |
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| 1 | : “Bagaimana langkah-langkah yang Ibu lakukan dalam menyusun soal pilihan ganda atau multiple-choice test untuk penilaian tengah semester atau ulangan tengah semester yang sudah dilakukan waktu ini?” | 1a |
| T2 | “How are the steps that you did in constructing the multiple-choice test for the last middle test?” | |
| T2 | : “Lihat kisi-kisi yang sudah dibuat dan disesuaikan dengan KD. Jadi kisi-kisi itu sudah dicantumkan di RPP. Setelah itu lihat juga di LKS seperti apa soalnya. Lalu soalnya disusun. Setelah soalnya jadi, dicek dengan sesama pengajar kelas VIII. Dicek oleh guru pamong, kalau dirasa sudah cocok dan tidak ada revisi, soalnya sudah siap diberikan ke siswa.” | |
| T2 | : “By looking at the blue print that had been made and adjusting with the basic competency. So, the blue print already existed in the lesson plan. Then, looking at the LKS to see the appearance of the item. Then, the items were constructed. After the test had been done, it was checked with the teachers who teach in grade VIII. It was checked by the tutor, if the test had been suitable and there was no revision, the test was ready to be given to the students.” | |
| I | : “Berapa lama waktu untuk membuat soal?” | 1b |
| T2 | : “How long did you construct the test?” | |
| T2 | : “Saya mulai menyusun soal 1 minggu sebelum penilaian tengah semester dimulai. Tapi untuk materinya sudah saya | |

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| I | <p>buat beberapa minggu sebelumnya. Saya list dan buat catatan-catatan mengenai isinya apa aja.”</p> <p>: “I started to construct the test 1 week before the middle test was begun. Yet, for the materials of the test had been made several weeks before. I listed and made some notes about what are the content.”</p> <p>: “Apa yang menjadi pertimbangan dalam mengembangkan soal-soal PTS untuk kelas VIII?”</p> <p>: “What are the considerations for developing the items of the middle test for grade VIII?”</p> | 2a |
| T2 | <p>: “Saya mencocokkan soal yang saya buat dengan RPP, jadi soal-soal yang sesuai dengan materi yang sudah dibahas di RPP maupun di kelas. Saya mengajar kan sesuai dengan RPP. Saya juga memakai soal yang materinya sudah sering dibahas di kelas bersama para siswa. Jadi saya membuat banyak soal terlebih dahulu, lalu mencocokkan dengan materi yang ada.”</p> <p>: “I compared the test that I made with the lesson plan, so the items are suitable with the materials that has been discussed in the lesson plan or in the class. I taught based on the lesson plan. I also used the test that the materials that are often discussed in the class with the students. So, I made many items first, then compared with the materials.”</p> | |
| I | <p>: “Bagaimana dengan tingkat kesukaran pada soal? Seberapa persen untuk soal mudah, sedang dan susah?”</p> <p>: “How the level of difficulty of the item? How many percentages for the easy, medium, and difficult items?”</p> | 2b |
| T2 | <p>: “Untuk soal susah sih hanya 10%, soal sedang 50% sedangkan soal yang mudah 40%”</p> <p>: “For the difficult items are 10%, the medium items are 50%, while the easy items are 40%”</p> | |
| I | <p>: “Mengapa dibuat demikian?”</p> | |

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| T2 | <p>: “Why did you make it like that?”</p> <p>: “Saya melihat situasi dan bagaimana kemampuan siswa, jadi berdasarkan itu yang saya buat soalnya. Intinya sesuai kemampuan siswa.”</p> <p>: “I saw the situation and how the students’ ability, so I made the test based on those aspects. The point is it is based on students’ ability.”</p> | 2c |
| I | <p>: “Lalu bagaiman dengan format penulisan, apakah ada pertimbangan mengenai format soal?”</p> <p>: “Then, how about the writing format, is there any consideration about the format of the test?”</p> | 2d |
| T2 | <p>: “Awalnya, saya membuat opsi secara vertical, namun setelah berdiskusi dengan beberapa pengajar lain dan guru pamong, hasil diskusinya buatnya secara horizontal untuk opsinya. Disisi lain juga untuk menghemat kertas.”</p> <p>: “Firsty, I made the options vertically, but after discussing with other teachers and the tutor, the result of the discussion was making the option horizontally. Besides, it is for economizing the papers.</p> | |
| I | <p>: “Acuan apa yang digunakan dalam menyusun soal pilihan ganda untuk penilaian tengah semester?”</p> <p>: “What are the guidelines used in constructing the multiple-choice test for the middle test?”</p> | 3a |
| T2 | <p>: “Acuannya berdasarkan internet dan LKS. Di internet lebih banyak jenis soal karena materinya bervariasi dan lebih baru. Di LKS, ada beberapa tipe soal. Tapi saya tidak jiplak langsung. Saya ubah soalnya. Untuk formatnya saja yang saya ikuti. Supaya ada bayangan juga seperti apa format soalnya.</p> <p>: “The guidelines are based on the internet and LKS. In the internet, there are many types of item, because the materials are variegated and new. In the LKS, there are some types</p> | |

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| I | <p>of item. Yet, I did not imitate them. I changed the items. Only the format of the items that I followed. In order to have representation of how the item should be.”</p> <p>: “Selain internet dan LKS, acuan yang digunakan dalam menyusun soal pilihan ganda apa bu?”</p> | 3b |
| T2 | <p>: “Besides the internet and LKS, what are the guideline used in constructing the multiple-choice test?”</p> <p>: “Hanya itu saja, internet dan LKS. Pada saat di kelas, saya mengajar sesuai isi LKS dan ada yang di internet. Jadinya, format penulisan dan materi berdasarkan dua sumber itu.”</p> | |
| I | <p>: “Only that, internet and LKS. In the class, I taught based on the content in the LKS and internet. So, the writing format and the materials are based on those two sources.”</p> <p>: “Selain mendapat contoh soal yang terdapat di LKS maupun internet, apakah Ibu memiliki pengetahuan mengenai bagaimana menyusun soal? Darimanakah ibu mendapat pengetahuan menyusun soal pilihan ganda?”</p> | 4 |
| T2 | <p>: “Besides getting the examples of the item existed in the LKS or internet, do you have any knowledghe about how to construct the test? Where did you get the knowledge about constructing the test?”</p> <p>: “Saya mendapat pengetahuan mengenai cara penyusunan soal yang baik ketika saya mendapat mata kuliah assessment pada semester pertengahan kalau tidak salah. Namun saya lupa gimana, dan catatan juga tidak ada. Tapi yang saya ingat, yang terpenting adalah ketepatan materi pada soal, intinya soal benar-benar bisa dipakai untuk mengukur kemampuan siswa.”</p> <p>: “I get the knowledge about how to construct a good test when I got the lecture of assessment in the middle semester if I am not wrong. Yet, I forgot how it is, and there is no any note. Yet, I remember, the importance is the accuracy</p> | |

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| <p>I</p> | <p>of the material with the test, the point is the test can be used to measure the students' ability.</p> <p>: “Sejauh pengetahuan Ibu, norma-norma apa saja yang harus diikuti dalam menyusun soal?”</p> <p>: “Based on your comprehension, what norms that must be followed in constructing the test?”</p> | <p>5</p> |
| <p>T2</p> | <p>: “Yang pertama adalah kesesuaian soal dengan KD ataupun kisi-kisi. Yang kedua tentang spelling yang harus benar. Lalu opsinya kan harus vertikal, tapi karna kendala kertas, jadinya horizontal. Soal yang ditanyakan juga harus jelas ya apa maksudnya dan tidak berbelit-belit. Ukuran huruf harus 12 dan times new roman. Untuk kunci jawabannya harus bervariasi juga.”</p> <p>: “The first is the congruity of the test with the basic competency or the blueprint. The second is about the spelling that must be correct. Then the options must be vertically, but because of the obstacle of the paper, so the options are formatted horizontally. The stem must be clear what is being asked and not complicated. The size of the letters must be 12 and used times new roman. For the keywords, they must be varied.”</p> | <p>5</p> |
| <p>I</p> | <p>: “Dari soal-soal yang ibu buat, apakah MCT yang ibu buat memiliki kualitas yang baik? Apakah sangat baik, baik, cukup, buruk?”</p> <p>: “From the items that you made, does the MCT that you made have a good quality? Is it very good, good, enough, bad?”</p> | <p>6</p> |
| <p>T2</p> | <p>: “Saya kira cukup. Karena saya belum memiliki pengalaman yang cukup dalam membuat soal. Catatan mengenai cara membuat atau menyusun soal yang baik tidak ada. Jadi hanya tergantung dengan LKS dan beberapa contoh soal di internet. Di sisi lain juga, setelah penilaian</p> | <p>6</p> |

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| | <p>tengah semester berakhir, siswa-siswa pada complain karna soalnya susah bagi mereka. Kurang dari 10 siswa yang mendapat nilai yang bagus. Jadi saya rasa cukup saja.”</p> <p>: “I think it is enough. Because I don’t have enough experiences in making the test. There is no any note about the ways in making or constructing a good test. So, it depends on the LKS and some of the examples got from the internet. Besides, after the middle test finished, the students complained because the test is very difficult for them. Less than 10 students got good cores. So, I think the quality of the test is enough.”</p> | |
| I | <p>: “Apakah ibu puas dan yakin terhadap soal yang sudah dibuat merefleksikan pemahaman siswa terhadap material? Beri alasannya mengapa!”¹²</p> | 7 |
| T2 | <p>: “Are you satisfied and sure on the multiple-choice test that you have made will reflects the students’ comprehension on materials? Could you give the reason why!”</p> <p>: “Saya kurang puas, karena menurut saya masih banyak yang perlu dibenahi dalam soal itu. Walaupun sudah melakukan pengecekan, khususnya pada kesesuaian materi yang sudah diajar dengan soal. Tapi saya sangat yakin bahwa soal saya merefleksikan pemahaman siswa terhadap suatu materi, walaupun sebagian besar mendapat nilai yang tidak bagus. Tapi itulah pemahaman siswa. Saya sudah memberikan materi maupun soal berupa kuis di kelas, dan beberapa kuiz sangat mirip dengan soal untuk penilaian tengah semester. Di kelas, ketika saya bertanya apakah mereka sudah paham atau belum dan mereka menjawab iya, jadi saya buat catatan mengenai soal yang sangat pas untuk menilai seberapa paham mereka terhadap materi yang diajar.”</p> | |

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| | <p>: “I am not satisfied, because in my opinion there are a lot of items in the test needed to be revised. Even though the items had been checked, especially on the congruity between the materials that had been taught and the test. Yet, I really believe that my test reflects on the students’ comprehension on the materials, even though most of the students got bad scores. However, that is the students’ achievement levels. I had taught the material and gave some tests in the form of quizzes in the class, and some quizzes are really similar to the test given in the middle test. In the class, when I asked to the students whether they have understood on the material or not and they answered yes, so I made a note about some items that are suitable to assess how the students’ comprehension on the material.”</p> | |
| I | <p>: “Pada beberapa soal, terdapat opsi yang tidak memiliki jenis opsi yang sama di setiap soal, mengapa demikian?”</p> | |
| T2 | <p>: “Some items, there are options that are not homogenous in each item, why?”</p> | 8D |
| | <p>: “Ini yang susah, lumayan susah untuk menyetarakan opsi pada soal agar sama namun opsi yang bukan jawaban tidak membingungkan siswa. Jadi, saya bingung aja dalam membuat opsi-opsinya itu”</p> <p>: “This is difficult, quite difficult for making the options are homogenous, yet the options that are not the correct option cannot make the students confused. So, I was confused in making the options.”</p> | |
| I | <p>: “Sebagian semua opsi dalam soal tidak diformat vertical, apakah ibu memiliki alasan mengapa ibu membuat seperti itu?”</p> <p>: “Almost of the options in the items are not formatted vertically, do you have any reasons why did you make like that?”</p> | 8F |

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| T2 | <p>: “Seperti apa yang sudah saya beritahu sebelumnya, sebenarnya saya tahu aturan mengenai opsi soal harus dibuat vertical, namun agar menghemat kertas, jadi opsi soal dibuat secara horizontal. Yang penting ABCD nya tidak membingungkan siswa.”</p> <p>: “It is like what I said before, actually I know the norms about the options that must be made vertically, but in order to economizing the paper, the options of the items were made horizontally. The importance is ABCD of the item cannot make the students confused.</p> | |
| I | <p>: “Terdapat beberapa opsi yang tidak memiliki panjang yang sama, mengapa?”</p> <p>: “There are some options that are not in the same length, why?”</p> | |
| T2 | <p>: “Kembali lagi dengan alasan yang sama, itu susah mencari opsi yang sama berdasarkan materinya dan saya juga memikirkan panjang opsinya. Aneh juga sih kalau opsinya dibuat dengan ada opsi yang panjang sendiri. Yang penting opsinya memiliki jenis yang sama.”</p> <p>: “Back again to the similar reasons, it was difficult to find the similar options based on the material and I also think about the length of the options. It is weird if there is an option that very long. The importance is the options are homogenous.</p> | 8G |
| I | <p>: “Terdapat beberapa opsi pada soal yang tidak plausible, mengapa?”</p> <p>: “There are some options in the items that are not plausible, why?”</p> | |
| T2 | <p>: “Ini saya tidak teliti, tidak melakukan pengecekan di bagian grammar pada opsi dan apakah opsi itu sudah make sense apa tidak. Saya hanya fokus pada kesesuaian dengan KD yang tercantum pada RPP. Saya juga baru menyusun</p> | 8I |

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| | <p>soal 1 minggu sebelum penilaian tengah semester, jadi kurang waktu aja untuk mengadakan cek beberapa kali agar meminimalisir kesalahan.”</p> <p>: “I was not careful; I did not check the grammar of the option and whether the options are plausible or not. I just focused on the congruity of the items with the basic competency existed in the lesson plan. I just constructed the test 1 week before the middle test began, so I did not have enough time to check the items for several times in order to minimize the mistaken.”</p> <p>I : “Semua soal telah mengikuti norma 1,4,7,10,18, apakah ibu memiliki alasan?”</p> <p>: “All items have fulfilled the norms 1,4,7,10,18, do you have any reason?”</p> <p>T2 : “Oh ini list normanya?”</p> <p>: “So, this is the list of the norms?”</p> <p>I : “Iya, bisa dilihat pada norma 1,4,7,10, dan 18. Norma-norma tersebut sudah terpenuhi, mengapa demikian?”</p> <p>: “Yes, as you can see on the norms 1,4,7,10, and 18. Those norms already fulfilled, why?”</p> <p>T2 : “Untuk norma yang pertama kan mengenai kesesuaian dengan KD ya, ini yang saya tekankan dan cek berulang kali, dimana KDnya harus sesuai. Untuk norma nomor 4 saya gak tau tidak boleh berisi pendapat siswa. Norma nomor 7 itu tentang spelling ya, kalau spelling kan bisa dicek ketika menyusun soalnya di laptop, terlihat mana spelling yang masih salah, ada tandanya. Norma 10 dan 18 saya belum tau ada aturan seperti itu, karena saya pernah lihat soal seperti itu sebelumnya.”</p> <p>: “For the first norm is about the congruity with the basic competency, this part that was pressured and I checked frequently, which one the basic competency that is suitable.</p> | |
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| <p>I</p> <p>T2</p> | <p>For the norm number 4, I don't know about the test may not consist of students' opinion. The norm number 7 is about spelling, right? The spelling can be checked while constructing the test in the laptop, it can be seen which spellings are wrong, and there are signs. Norms 10 and 18, I haven't known yet about the existence of those norms, because I have seen that type of items before.”</p> <p>: “Terdapat beberapa pertanyaan pada soal yang dibuat dengan tanda titik yang banyak, mengapa demikian?”</p> <p>: “There are several stems in the items made by many of full stops, why it is so?”</p> <p>: “Saya tidak tahu ada aturan mengenai jumlah titik yang harus ada di soal. Jadi saya tambahkan titik-titik secukupnya, antara 3 sampai 5 titik dan juga saya mengikuti contoh soal yang ada di LKS.”</p> <p>: “I don't know there is a norm about the number of the full stops that must be existed in the items. So, I inserted the full stops sufficiently, about 3 until 5 full stops and I also followed the examples of the item existed in the LKS.</p> | <p>8L</p> |
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RESULT OF INTERVIEW

Teacher 3 (T3)

Day / Date : Monday, January 20th 2020

Place : SMPN 6 Singaraja

| Code | Result of Interview | Line |
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| 1 | <p>: “Bagaimana langkah-langkah yang Ibu lakukan dalam menyusun soal pilihan ganda atau multiple-choice test untuk penilaian tengah semester atau ulangan tengah semester di kelas IX yang sudah dilakukan waktu ini?”</p> <p>: “How are the steps that you did in constructing the multiple-choice test for the middle test in IX grade?”</p> <p>T3 : “Saya mempersiapkan materi yang sudah diajar apa saja dengan membuat catatan penting. Setelah itu membuat kisi-kisi yang harus sesuai dengan materi dan KD yang ada pada silabus. Saya buat kisi-kisi tersebut agar membuat semua materi yang diajar itu ada. Lalu mulai menyusun soal sesuai dengan kisi-kisi. Waktu untuk menyusun soal itu gak lama, kira-kira hanya 2-3 minggu untuk menyelesaikan soal, karena soalnya kurang-lebih hampir sama selama bertahun-tahun. Lalu membuat kunci jawaban.”</p> <p>: “I prepared the materials that had been taught by making an important note. After making the blue print that must reflect to the basic competency existed in the syllabus. I made the blueprint in order to make all materials taught are inserted. Then, I started to construct the items based on the blue print. The time for constructing the items was not very long, about 2-3 weeks to finish the test, because the type of the test are similar years by years. Then, I made the key answers.”</p> | 1 |

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| <p>I</p> <p>T3</p> | <p>: “Apa yang menjadi pertimbangan dalam mengembangkan soal-soal PTS untuk kelas IX?”</p> <p>: “What are the considerations for developing the items of the middle test for grade IX?”</p> <p>: “Untuk pertimbangannya bisa dilihat dari tingkat kesukarannya ya. Khusus untuk ulangan tengah semester ini, saya buat 25% untuk soal susah, 25% untuk soa mudah, dan 50% untuk soal yang sedang. Mengapa dibuat demikian, karena untuk membuat siswa mudah beradaptasi dengan soal yang susah. Kan UN lumayan susah soalnya, bahkan jauh lebih susah daripada soal yang mereka dapat di sekolah. Jadi untuk soal mudah dan susah saya setarakan.”</p> <p>: “For the consideration can be seen on the level of difficulty. Specifically, for the middle test, I made 25% for the difficult items, 25% for the easy items, and 50% for the medium items. Why the test was made like that, because it made the students are easily to adapt with the difficult items. The items of the final examination are quite difficult, even they are more difficult than the items that they get from the school. So, I made the easy and difficult items are equal.”</p> | <p>2a</p> |
| <p>I</p> <p>T3</p> | <p>: “Lalu apa pertimbangan mengapa soal dibuat seperti ini, yakni opsi soal disusun horizontal, bukan vertical?”</p> <p>: “Then, what is the consideration why did you make the item like this, such as the options are formatted horizontally, not vertically?”</p> <p>: “Jadi itu sebenarnya tergantung panjang opsinya, apabila opsinya panjang jadi dibuatnya vertical, sedangkan kalau panjang opsinya pendek-pendek, ya dibuat horizontal. Untuk menghemat kertas dan siswa juga tidak ada yang komplain bahwa mereka bingung atau gimana melihat</p> | <p>2b</p> |

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| <p>I</p> <p>T3</p> | <p>soalnya. Nah, untuk gambarnya, dicari gambar yang jelas, khususnya kalau soal di fotokopi, itu tidak akan menyulitkan siswa untuk melihat gambar yang tertera pada soal.”</p> <p>: “So, actually it depends on the length of the options, if the options are long, they are formatted vertically, but if the options are short, they are formatted horizontally. To economize the papers and the students also did not complain that they were confused or anything in seeing the items. Nah, for the figure, it was looked for the clear figure, especially if the test was duplicated, it would not complicate the students to see the figure existed in the test.”</p> <p>: “Acuan apa yang digunakan dalam menyusun soal pilihan ganda untuk penilaian tengah semester di kelas IX?”</p> <p>: ““What are the guidelines used in constructing the multiple-choice test for the middle test in grade IX?””</p> <p>: “Yang pertama adalah materi sebagai acuan paling utama, yakni materi yang terdapat di dalam buku siswa dan guru, serta ada acuan yang di dapat didapat di internet. Acuan terpenting kedua adalah seberapa jauh pemahaman siswa terhadap suatu materi yang diajarkan di kelas. Saya melaksanakan observasi di kelas selama pelajaran berlangsung. Jadi, saya tahu betul mengenai seberapa paham sih siswa terhadap materi A atau materi B. Kadang saya mengadakan beberapa kuiz. Nah, biasanya dari sanalah saya tahu pemahaman siswa. Acuan selanjutnya adalah soal-soal ulangan tengah semester sebelumnya. Format penulisannya dilihat dari soal-soal sebelumnya.”</p> <p>: “The first is the materials as the most important guideline, that is the materials existed in the students and teachers’ books, and also there is guideline got from the internet. The second important guideline is how far the comprehension</p> | <p>3a</p> |
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| | <p>of the materials taught in the class. I did the observation in the class during the process of learning. So, I know exactly about how the students' comprehension on the materials A or B. Sometimes, I conducted some quizzes. Nah, from the quizzes, I know the students' comprehension. The next guideline is the previous middle tests. The writing format can be seen from the previous middle tests.</p> | |
| I | <p>: “Apakah Ibu memiliki acuan lain dalam menyusun soal ulangan tengah semester selain melihat dari buku siswa maupun guru, internet, dan soal-soal terdahulu? Misalkan buku panduan untuk penyusunan soal.”</p> | 3b |
| T3 | <p>: “Do you have another guideline in constructing the middle test besides looking at the teacher or students' books, internet, and the previous tests? For example, the guideline book for constructing the test.”</p> <p>: “Saya tidak memiliki buku panduan yang adik sebutkan tadi, saya hanya melihat contoh dari buku paket, internet maupun soal yang digunakan dahulu. Dari sumber-sumber yang saya sebutkan tadi udah terbilang cukup sebagai acuan dalam menyusun soal pilihan ganda. Buku dan internet sebagai acuan materi, format penulisannya bisa dilihat dari soal-soal sebelumnya.”</p> <p>: “I don't have any guideline book that you said before, I just see the examples on the handbook, internet, or the test used previously. From the sources that I mentioned before, it can be said that they are enough to be the guideline in constructing the multiple-choice test. The handbook and the internet as the material guideline, writing format can be seen in the previous tests.</p> | |
| I | <p>: “Apakah Ibu memiliki pengetahuan mengenai bagaimana menyusun soal pilihan ganda? Darimanakah ibu mendapat pengetahuan menyusun soal pilihan ganda?”</p> | 4 |

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| <p>T3</p> | <p>: “Do you have any knowledge about how to construct the multiple-choice test? Where did you get the knowledge about constructing the multiple-choice test?”</p> <p>: “Iya, saya memiliki pengalaman menyusun soal pilihan ganda. Jadi bisa dibilang saya memiliki pengetahuan tentang itu. Pelatihan menyusun soal didapat dari MGMP. Itu biasanya diadakan menjelang ujian untuk UASBN. Lokasi pelatihannya biasanya ditentukan oleh ketua MGMP. Biasanya, sebelum pelatihan soal dimulai, ada pengarahan mengenai aturan-aturan yang harus diikuti dalam menyusun soal serta pembagian materi. Nah selain dari pelatihan MGMP, saya dulu kuliah di STKIP dan ada mata kuliah yang berfokus pada bagaimana cara menilai siswa, salah satunya bagaimana cara menyusun soal pilihan ganda.”</p> <p>: “Yes, I have experience in constructing the multiple-choice test. So, it can be said that I have the knowledge about it. The workshop in constructing the test got from MGMP. It is usually conducted toward the examination for UASBN. The location of the workshop is usually decided by the head of MGMP. Usually, before the workshop is begun, there will be socialization about the norms that must be followed in constructing the test and also the distribution of the materials. Nah, besides the workshop conducted by MGMP, I was a student in STKIP and there was a lecture that focused on how the ways in constructing the multiple-choice test.”</p> | <p>5</p> |
| <p>I</p> | <p>: “Sejauh pengetahuan Ibu, norma-norma apa saja yang harus diikuti dalam menyusun soal?”</p> <p>: “Based on your comprehension, what are the norms that must be followed to construct the test?”</p> | <p>5</p> |

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| T3 | <p>: “Berdasarkan pengetahuan dari pelatihan, pada saat kuliah maupun dari contoh-contoh soal yang saya baca, adapun aturan dalam menyusun soal pilihan ganda. Kertasnya harus A4, itu sudah diatur. Untuk style penulisannya bebas, bukan hanya dengan menggunakan times new roman, saya biasanya arial, yang penting jelas dibaca oleh siswa. Untuk size hurufnya pun harus 12, dengan spasi 1.15 atau 1.5. Harus menyesuaikan dengan KD, silabus, dan kisi-kisi yang sudah dibuat. Setelah itu diprint, kalau diceknya hanya lewat laptop, takutnya ada yang terlewat dari pengecekan. Setelah soal sudah diprint, dicek apakah grammarnya masih salah dan spellingnya juga dicek. Format penulisannya juga harus rapi, buat opsi yang memiliki kesamaan, kalau misalkan phrase ya phrase, kalo dalam bentuk kalimat, ya semua kayak gitu. Opsinya juga harusnya tricky, itu soal yang bagus. Nah kalau ada soal dalam bentuk teks, paragrafnya tidak terlalu diperhatikan jumlahnya harus berapa, yang penting bisa mengira, dengan teks yang segitu, cukup tidak waktunya bagi siswa untuk membaca teks tersebut. Intinya soalnya harus jelas.”</p> <p>: “Based on the knowledge got from the workshop, college or the examples of the test that I read, there are norms in constructing the multiple-choice test. The paper must be A4, it has been regulated. For the style of the writing is free, it is not only use times new roman, I usually use arial, the importance is it is clear to be read by the students. For the size of the letters must be 12, the space is 1.15 or 1.5. It must be reflected to the basic competency, syllabus, and blue print that have been made. After that, the test is printed, if it is only checked in the laptop, it is possible that something is not checked. After the test has been printed, it</p> | |
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| | <p>is checked whether the grammar is still wrong and the spelling is also checked. The writing format must be orderly, make the homogenous options, if the option is phrase, the other options must be phrase, if it is in the form of sentence, the others must be sentences. The options must be tricky, that is a good test. Nah, if there is an item in the form of text, the number of the paragraph is not important, the important is we can assume, with the length of the text, whether the time is enough or not for students to read the text. The point is the test must be clear.”</p> | |
| I | <p>: “Dari soal-soal yang ibu buat, apakah MCT yang ibu buat memiliki kualitas yang baik? Apakah sangat baik, baik, cukup, buruk?”</p> | 6 |
| T3 | <p>: “From the items that you made, does MCT that you made have a good quality? Is it very good, good, enough, good?”</p> <p>: “Menurut saya baik, karena soal yang saya susun itu melalui pengecekan berkali-kali, khususnya pada materi. Saya tidak mau soal yang saya berikan kepada siswa berada di luar materi yang diajar di kelas. Selain itu, saya juga berfokus pada tingkat kesukaran soal, harus sesuai dan siswa dapat beradaptasi dengan soal, yaitu UN. Mereka tidak terlalu terkejut, kan soal UN sebagian besar susah ya.”</p> <p>: “In my opinion it is good, because the test that I constructed had been checked frequently, especially in the materials. I don’t want my test given to the students is out of the materials taught in the class. Besides, I also focus on the level of difficulty of the test, it must be suitable and the students can adapt with the further test, that is final examination. They will not be shock, because most of the test in final examination is difficult.</p> | |

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| <p>I</p> <p>T3</p> | <p>: “Apakah ibu puas dan yakin terhadap soal yang sudah dibuat akan merefleksikan pemahaman siswa terhadap suatu material? Beri alasannya mengapa!”</p> <p>: “Are you satisfied and sure on the multiple-choice test that you have made will reflects the students’ comprehension on a particular material? Could you give the reason why!”</p> <p>: “Saya kurang puas. Karena ada beberapa yang salah, ada yang belum dicek, misalkan penulisannya. Tapi saya yakin terhadap kesesuaian soal dengan pemahaman siswa maupun pada kisi-kisi yang sudah sesuai dengan KD. Karena itu yang dicek berkali-kali.”</p> <p>: “I am not quite satisfied. Because there are some mistakes, there are items that have not checked yet, for example the writing. Yet, I am sure on the congruity of the items with the students’ comprehension or the blue print that has appropriate with the basic competency. Because it was checked frequently.”</p> | <p>7</p> |
| <p>I</p> <p>T3</p> | <p>: “Hampir semua opsi dalam soal tidak diformat vertical, apakah ibu memiliki alasan mengapa demikian?”</p> <p>: “Almost of the options in the items are not formatted vertically, do you have any reasons why it is so?”</p> <p>: “Tujuannya sih untuk menghemat kertas, biar rapi aja, menyesuaikan dengan panjang opsi. Yang dibuat horizontal kan karena opsinya pendek-pendek.”</p> <p>: “The purpose is to economize the papers, in order to make the items are orderly, adjusting with the length of the options. The options made horizontally are the short options.”</p> | <p>8F</p> |
| <p>I</p> | <p>: “Terdapat opsi soal yang overlapping/ tidak memiliki kaitan dengan opsi lainnya, mengapa?”</p> <p>: “There are overlapping options in the items or do not have correlation with other options, why?”</p> | <p>8H</p> |

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| T3 | <p>: “Sebenarnya itu mempermudah siswa dalam menjawab soal. Liat opsi yang beda , nah bisa jadi kan itu jawabannya ya. Itu juga membiasakan siswa dalam menghadapi UN, bisa dibidang strategy dalam menjawab soal .”</p> <p>: “Actually, it makes the students easier in answering the items. Look at the different option, nah it can be the correct option. It also accustoms the students in confronting the test.” final examination, it can be said it is strategy in answering</p> | |
| I | <p>: “Terdapat beberapa opsi (bukan jawaban benar) yang tidak plausible, mengapa?”</p> <p>: “There are some options (not the correct option) that are not plausible, why?”</p> | 8I |
| T3 | <p>: “Saya kurang teliti itu, makanya tadi saya bilang kurang puas, pasti ada yang terlewat. Waktunya juga mepet buatnya. Karena setelah pelaksanaan ulangan tengah semester, ada acara ulang tahun sekolah. Jadi waktu untuk menyusun soal sedikit dan dibagi dengan waktu untuk mempersiapkan acara ulang tahun itu.”</p> <p>: “I was not careful, so I said that I am not satisfied, I am sure there are something passed. The time was short for making the test. Because, after the middle test, there was school’s anniversary. So, the time for constructing the test was slightly and it was divided with the time for preparing the school’s anniversary.”</p> | |
| I | <p>: “Semua soal telah mengikuti norma 1,4,7,10,18, apakah ibu memiliki alasan mengenai hal ini?”</p> <p>: “All items have followed the norms 1,4,7,10,18, do you have any reasons about this one?”</p> <p>: “Nah dari norma-norma ini ada yang saya tau dan tidak tau. Misalkan norma tentang kesesuaian dengan kisi-kisi yang sudah sesuai dengan KD kelas IX. Itu kan sudah saya</p> | 8J |
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| | <p>cek berkali-kali. Nah untuk norma yang spelling, kan biasanya muncul tanda kalau salah ya, jadi langsung dibenerin. Untuk norma yang tentang subjectivity, double negative, dan tentang option yang ada “all of the above” atau “none of the above” itu, tidak ada di soal-soal sebelumnya. Jadi saya berpikir memang tidak dimasukan atau bagaimana, ya saya ikuti saja.”</p> <p>: “Nah, from these norms, there are norms that I know and I don’t know. For example, the norm about the congruity with the blueprint that already appropriated with the basic competency in grade IX. It has been checked for several times. Nah, for the norm of spelling, it usually appears sign if it is wrong, so it is revised directly. For the norm about subjectivity, double negative, and about option that consists of “all of the above” or “none of the above”, they are not existed in the previous tests. So, I think they are nor inserted or anything, I just follow the previous tests.”</p> <p>: “Terdapat huruf kapital yang tidak konsisten di dalam opsi pada soal kelas IX, mengapa ?”</p> <p>: “There is inconsistent in the use of capital letters in the options of the items in grade IX, why?”</p> <p>T3 : “Nah karena itu udah deadline dan saya tidak berhati-hati dalam mengecek opsinya, hurut pertama di opsi A secara otomatis menjadi huruf kapital, sedangkan opsi B,C,D tidak ada, karena deadline jadinya tidak saya ubah itu hurufnya.”</p> <p>: “Nah, because of the deadline and I was not careful in checking the options, the initial letter of the options A are capitalized automatically, while the options B,C,D are not, because of the deadline, I did not change the letter.”</p> <p>: “Terdapat beberapa soal yang dibuat dengan tanda titik yang banyak, mengapa?”</p> | 8K |
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| I T3 | <p>: “There are several stems made by adding many of full stops, why?</p> <p>: “Jumlah titik itu sesuai dengan panjang opsinya, kalau opsinya pendek, titiknya lebih sedikit, kalau panjang opsinya ya jumlah titiknya juga bakalan lebih banyak kan.”</p> <p>: “The number of the full stops depend on the length of the options, if the options are short, the full stops are fewer, if the options are long, the full stops will be excessively.”</p> | 8L |
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