

Appendix 1.



**PEMERINTAH KABUPATEN BULELENG  
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA  
SMP NEGERI 5 SINGARAJA**

Alamat: Desa Penglatan, Kec. Buleleng, Kab. Buleleng  
Telp. (0362) 3301005. Email : smpnegeri5singaraja@gmail.com



**SURAT KETERANGAN**

No: 242/792.a/I/SMP N 5 SGR/2020

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Negeri 5 Singaraja dengan ini menerangkan bahwa:

Nama : Tikvi Yulia Wahyu Saputri

NIM : 1612021218

Program Studi: Pendidikan Bahasa Inggris

Memang benar mahasiswa tersebut di atas telah melaksanakan Observasi di SMP Negeri 5 Singaraja pada tanggal 6 s.d 24 Januari 2020.

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

Singaraja, 24 Januari 2020  
Kepala SMP Negeri 5 Singaraja

Nyoman Sudjarsa, S.Pd  
NIP. 196309091986011003



Appendix 2.

### 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

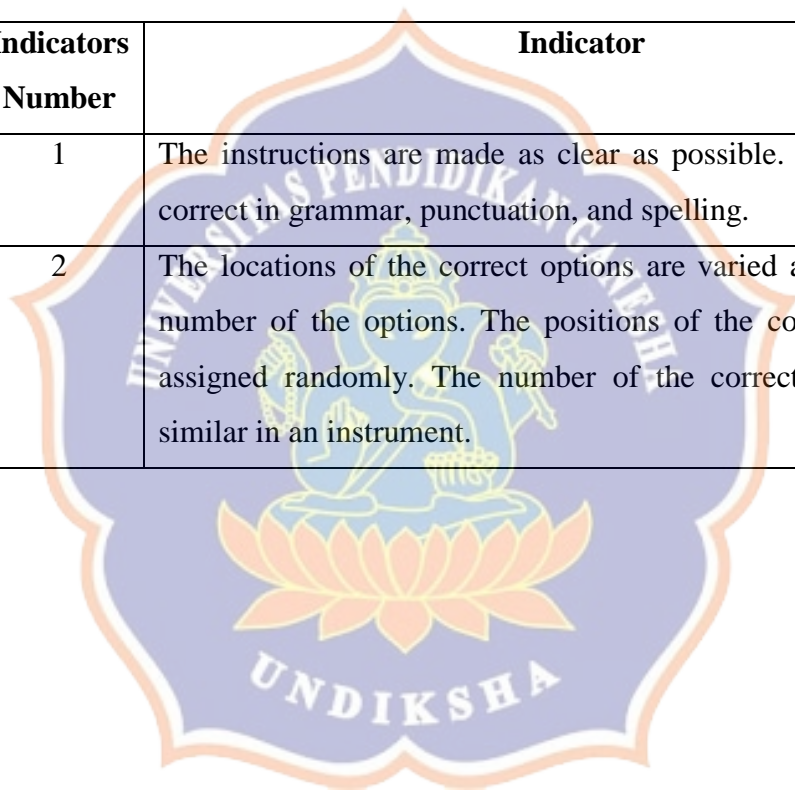
Dimensions	Indicators Number	Indicator
<b>Content Guideline</b>	1	Every item should reflect the basic competency or indicator that wants to be achieved.
	2	Each item must not depend on the options of the previous items.
	3	The item must give clear focus of what is being asked.
	4	Opinion based item needs 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.
<b>Style and Format Concern</b>	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"> <li>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</li> </ol>

		<p>not ended with full stop.</p> <p>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.</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>
<b>Writing Stems</b>	10	The stem must not contain double negatives.
<b>Writing Options</b>	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 distracters 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

<b>Dimensions</b>	<b>Indicators Number</b>	<b>Indicator</b>
<b>Writing Instrument</b>	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.



Appendix 3.

### 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 distracters.
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**

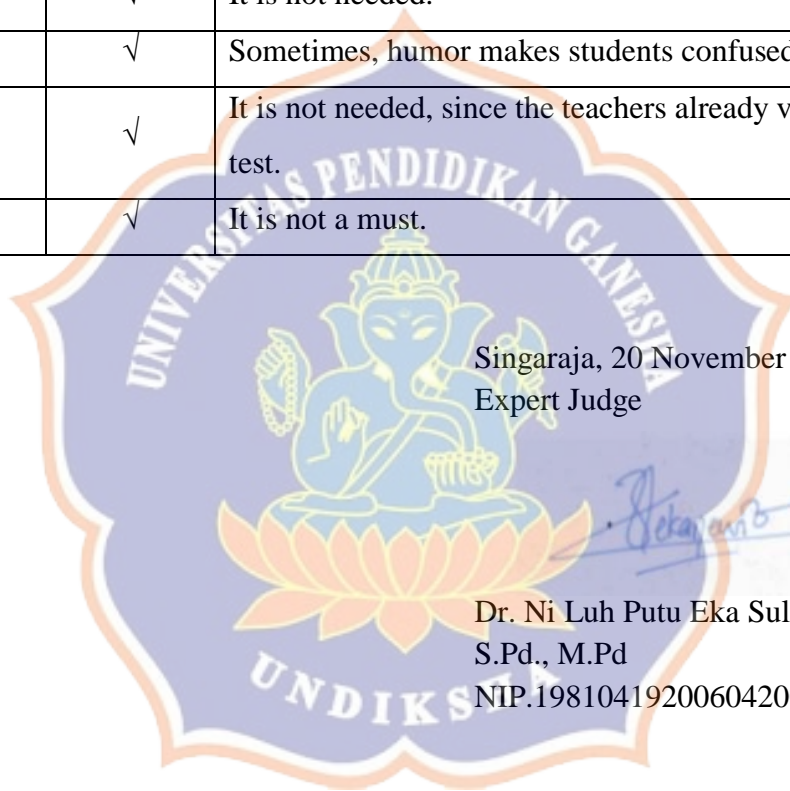
**Expert Judge: Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd**

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**

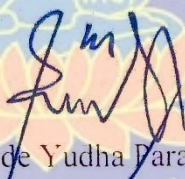
**Expert Judge: A.A. Gede Yudha Paramartha, S.Pd., M.Pd**

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 4.

**The Teacher – made Multiple Choice Tests**

**Teacher – Made Multiple Choice Test (VII)**

**Ulangan Tengah Semester**

**SMP N 5 SINGARAJA**

**A. Choose the correct answer a, b, c, or d!**

1. Rozi : Are you new students?  
Maha : Yes, I am.  
Rozi : ...?  
Maha : My name is Maharani. But you can call me Maha.
  - a. Who are you
  - b. What is your name
  - c. May I know you
  - d. What is your nick name
2. Novi: ...?  
Dessy: In 2004  
Novi: On what date?  
Dessy: September 18.  
Novi: Today is September 18. So, it is your birthday!  
Dessy: Yes, today is my birthday.
  - a. What time is it
  - b. Where were you born
  - c. When were you born
  - d. When you celebrate your birthday!
3. What is the response of “I am sorry”...?
  - a. I do apologize
  - b. That’s okay
  - c. Nice to meet you
  - d. Good morning
4. Your sister bought you a new shoes, what will you say?
  - a. Thank you
  - b. I don’t care
  - c. See you
  - d. Goodbye
5. When you lose your friend’s notebook, what will you say?
  - a. I am sorry
  - b. Thank you
  - c. Your welcome
  - d. Goodbye

6. What will you say if you leave the home. ...?
- a. Good afternoon
  - b. Good evening
  - c. Good bye
  - d. Good job

7. Kusuma: Prida, can I borrow your eraser?

Prida: Sure, here it is

Atta: Thanks a lot

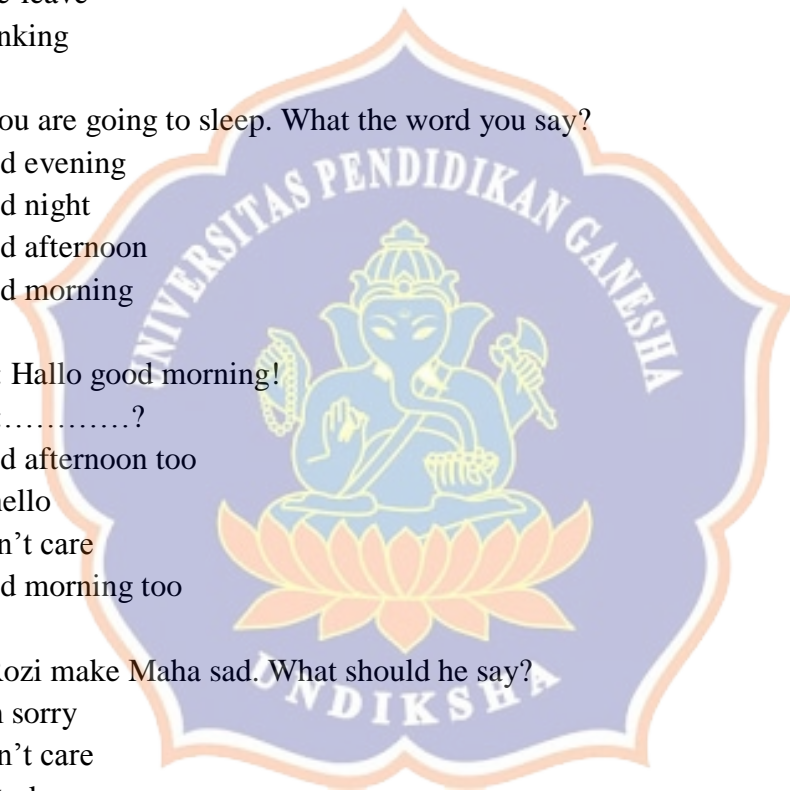
The underline sentence expresses ....

- a. Greeting
  - b. Apologizing
  - c. Take-leave
  - d. Thanking
8. When you are going to sleep. What the word you say?
- a. Good evening
  - b. Good night
  - c. Good afternoon
  - d. Good morning

9. Dika : Hallo good morning!

Ari :.....?

- a. Good afternoon too
  - b. Hi/hello
  - c. I don't care
  - d. Good morning too
10. When Rozi make Maha sad. What should he say?
- a. I am sorry
  - b. I don't care
  - c. That okay
  - d. Are you okay



### The text for number 11-15

Name: I Gede Mahendra Ayodiana Putrawan

Nick Name: Mahendra

Place and Date of birth: Karangasem, April 13<sup>rd</sup> 1998

Age: 21years old

Status: Student of SMP N 5 Singaraja

Hobbies: Playing guitar, listening music, and football.

Family: Mother (DessyIndrayani, 32<sup>nd</sup>), she is a teacher. Father (BayuSuadhistana, 35<sup>th</sup>), he is a police. Two brothers (Wahyu, 19<sup>th</sup> and Angga 10<sup>th</sup>)

11. Where was Mahendra Born?

- a. Singaraja
- b. Buleleng
- c. Amlapura
- d. Karangasem

12. What is younger brother Mahendra's name?

- a. Dessy
- b. Bayu
- c. Angga
- d. Wahyu

13. Which statement is **not stated** in the table?

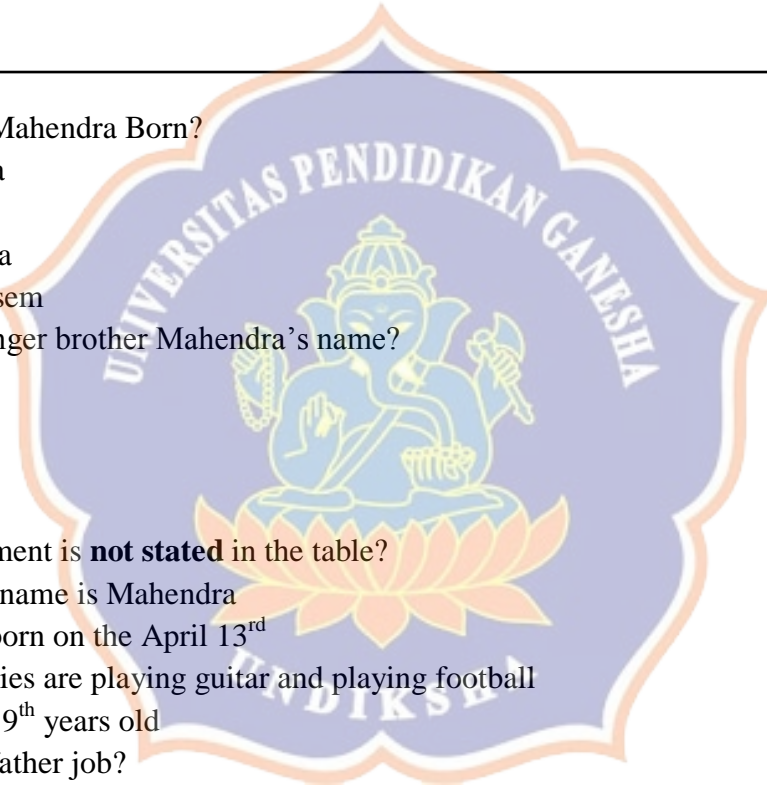
- a. His nick name is Mahendra
- b. He was born on the April 13<sup>rd</sup>
- c. His hobbies are playing guitar and playing football
- d. He was 19<sup>th</sup> years old

14. What is his father job?

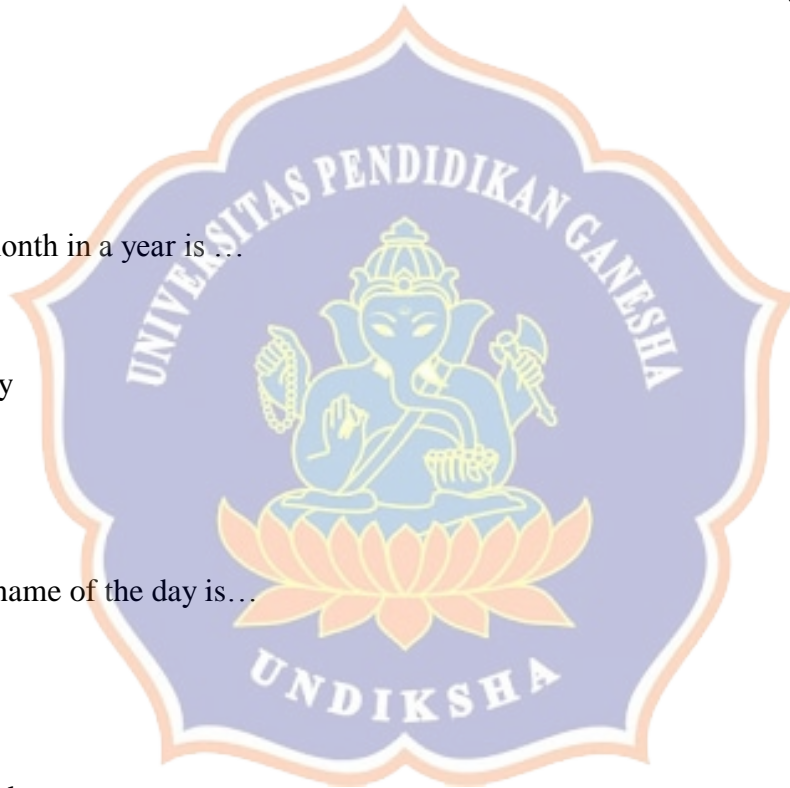
- a. He is a student
- b. He is a police
- c. He is a teacher
- d. He is Mahendra's father

15. How old is Mahendra?

- a. 10<sup>th</sup>
- b. 19<sup>th</sup>
- c. 21<sup>st</sup>
- d. 32<sup>nd</sup>



16. What is the response of Thank you...?
- Good bye
  - See you
  - Never mind
  - you are welcome
17. What is the response of see you next time!
- Good bye
  - See you
  - Never mind
  - you are welcome
18. Hello, I'm Dwika Paramitha. I'm a new student here. I live ... BaktiSeraga Street.
- At
  - In
  - On
  - Above
19. The third month in a year is ...
- January
  - February
  - March
  - April
20. That's **not** name of the day is ...
- Sunday
  - Friday
  - Wednesday
  - June
21. The day before Thursday is ...
- Wednesday
  - Friday
  - Monday
  - Tuesday



22. 11.15 it is ...

- a. a half past twelve
- b. twelve forty five
- c. a quarter past eleven
- d. fifteen to twelve

23. Ten past eight is ...

- a. 5.15
- b. 8.10
- c. 10. 8
- d. 18. 10

24. Dessy:.....?

Artini: My hoby is swimming.

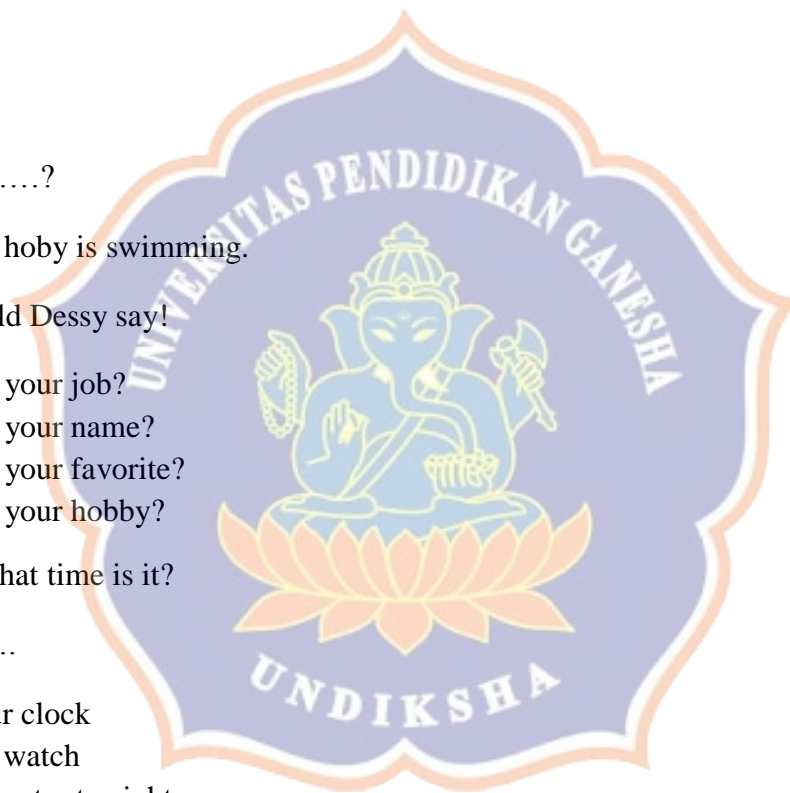
What should Dessy say!

- a. What is your job?
- b. What is your name?
- c. What is your favorite?
- d. What is your hobby?

25. Teacher: What time is it?

Students: ....

- a. It is your clock
- b. It is my watch
- c. It is a quarter to eight
- d. It is half to half



## Teacher – Made Multiple Choice Test (VIII A)

1. Have – the students – answering – to read – before – the questions – the text.  
The best arrangement is ....
  - a. 6142537
  - b. 7145236
  - c. 2147536
  - d. 2146537
2. Bimo : ... ?  
Amel : I think that's a good idea.
  - a. What will you do next holiday
  - b. What do you suggest us to do next holiday
  - c. What do you know about vocation
  - d. What do you think if we have a vocation together
3. Which one is the asking for opinion expression in the dialogue?
  - a. Did you do your homework last night?
  - b. How do you think if I do my homework now?
  - c. I think she will give some options because you are brave to admit your fault.
  - d. Okay thanks.
4. Ms. Putu : Everyone, ..... I'm going to explain the material today.  
Students : Okay miss.  
What is the best answer to complete the dialogue?
  - a. Do you understand?
  - b. Attention, please!
  - c. Speak loudly, please!
  - d. Is it clear?
5. *"I think it's a very wonderful movie that I ever watch. I really love it."*  
The sentence above is the expression of ....
  - a. Asking for attention
  - b. Giving for attention
  - c. Showing appreciation
  - d. Checking understanding
6. Mother : Beni, I'm going to buy some vegetables for our dinner, do you like it?  
Beni : Hmm, no mom, I don't like it.  
Mother : .....  
Beni : Alright, I think it's a good idea.  
What is the best expression to complete the dialogue?
  - a. How about sausage?
  - b. Do you think so?
  - c. Can you understand?
  - d. Give me your attention?
7. Rio : ..... to finish my homework?  
Nana : I'm sorry, I am very busy today.  
What is the best answer to complete the dialogue?
  - a. How will we do



- b. Can we make it  
c. Will you help me  
d. Do you have any
8. Angel : Will you help me please, Dian?  
Dian : Sure, what can I do for you?  
Angel : Help me to move this chairs.  
Dian : Alright.  
From the dialogue above, we know that ....  
a. Dian cannot help Angel  
b. Angel is not able to move the chairs by herself  
c. Angel states her willingness to help  
d. Dian asks for Angel's willingness to help
9. Ayu : Look! My father gives me iphone 11 pro!  
Eka : Wow! ....  
Ayu : Thanks. I hope you will get too.  
a. It's worst  
b. I'm lucky  
c. You are clever  
d. How is lucky you are
10. Fola : What do you think of my singing?  
Salma : It's really good, but I suggest you to try singing in a high tune.  
Fola : Thanks, Salma.  
Salma : No problem, Fola.  
From the dialogue above, Salma is  
a. Asking for help  
b. Giving an opinion  
c. Asking for an opinion  
d. Giving help
11. I think it's going to be rain this afternoon. You ... bring an umbrella.  
a. Must  
b. Should  
c. Have to  
d. Has to
12. Anton : Will you be my girlfriend?  
Ani : Yes, ....  
a. I can  
b. I can't  
c. I won't  
d. I will
13. The true expression of stating ability below is ...  
a. I can drive a car 2 years ago before get car 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.

14. Desi : You are sick, you ... have a rest.  
Widya : Thanks, I'll go home now.
- Should
  - Shouldn't
  - Will
  - Won't
15. Mr. Sudiarsa said that we ... keep clean our school.
- Have to
  - Don't have to
  - Must be not
  - Will
16. Trans Jakarta drivers aren't allowed to drop off the passengers anywhere.  
The underline word express ...
- Obligation
  - Suggestion
  - Prohibition
  - Opinion

**A. Dialogue for question number 17 and 18**

Rulla : Great! You have a new novel ... (15)

Rina : Sorry .... (16). I'm still reading it, I will lend you later.

Rulla : Oh really? Thanks guys.

Rina : Any time.

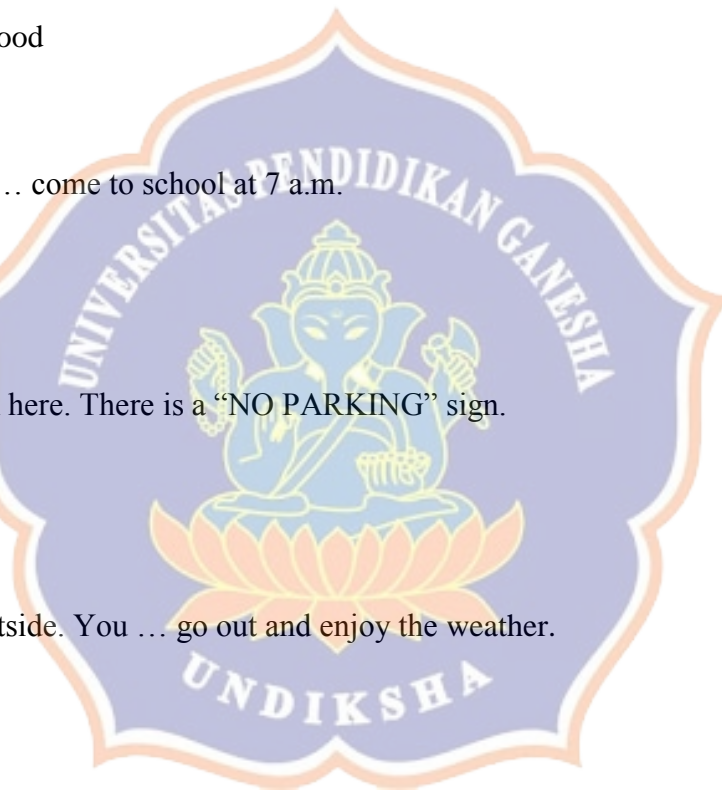
17. a. Where do you buy it?  
b. May I have it?  
c. Can I borrow it?  
d. Will you give it to me?
18. a. I won't give it to you.  
b. I cannot lend you right now.  
c. I can lend you right now.  
d. I cannot believe it.

**The text below is for question number 17-20, read it carefully!**

Mrs. Yuni is a Mathematics teacher. She can count really fast, besides, she also good at some sports. In her free time, she will do sports like yoga or playing badminton with her sister. She can play guitar and bass, but she cannot sing. She always works with smile on her face. She never gets angry and always helps the other people.

19. According to the text, Ms. Yuni ...
- Will gets angry
  - Will not play guitar
  - Will yoga in her free time
  - Will never helps other people

20. What is she good at?
- Work with smile
  - Speak English
  - Counting
  - Singing
21. Can she playing guitar?
- Yes, she can
  - No, she can't
  - She can sing only
  - She can swim
22. What she is not able to do?
- Badminton
  - Singing
  - Making food
  - Counting
23. All students ... come to school at 7 a.m.
- Have to
  - Has to
  - Should
  - Must not
24. They ... park here. There is a "NO PARKING" sign.
- Must not
  - Should
  - Ought to
  - Will
25. It's sunny outside. You ... go out and enjoy the weather.
- Must
  - Have to
  - Has to
  - Should



## Teacher – Made Multiple Choice Test (VIII B)

Pray before doing your exam!

Choose the best answer A,B,C or D

Sabar : Guess what, the coach asked me to become the captain for football team.

Arif : really? It's great, guys.

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

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

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

Students : .....

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

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

3. Gibran : look! My father gives me iPhone 7 plus!

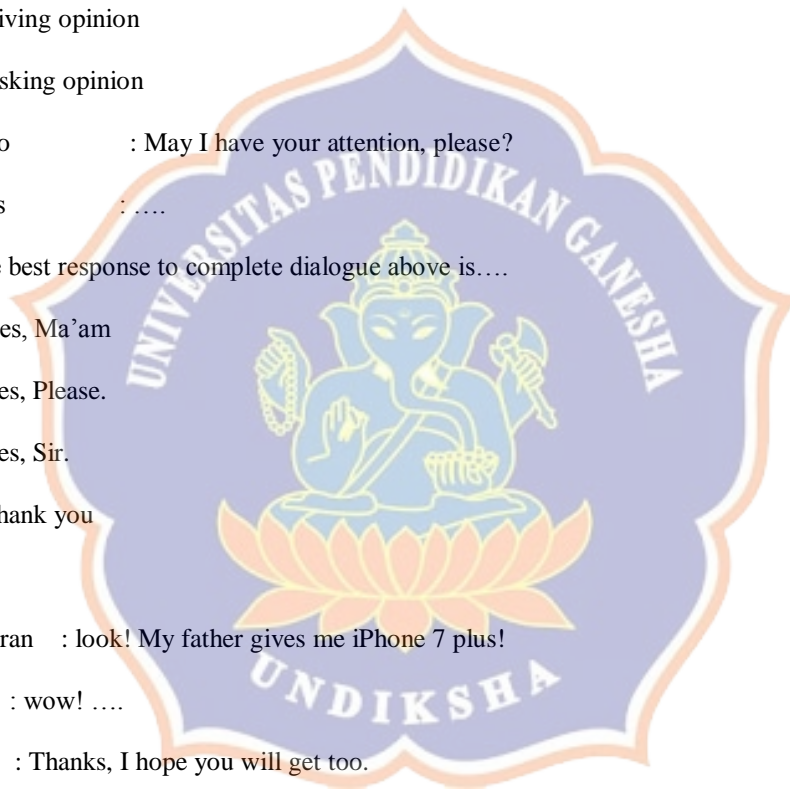
Ilham : wow! ....

Gibran : Thanks, I hope you will get too.

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

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

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



**Complete the dialogue for number 5-6**

Fajar : What do you think about the film?

Gusti : I think .....

5. A. I like it                                    C. I can't hear you.  
B. Thank you                                 D. You forget it.

**Complete the dialogue below!**

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

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

6. A. I know it                                    C. He forgets it.  
B. I am thinking of                            D. In my opinion.

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

Salma : It's really good, but I suggest to try singing in a high tune.

Fola : Thanks, Salma.

Salma : No problem, Fola!

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

- A. Asking for help  
B. Giving an opinion  
C. Asking for an opinion  
D. Giving help

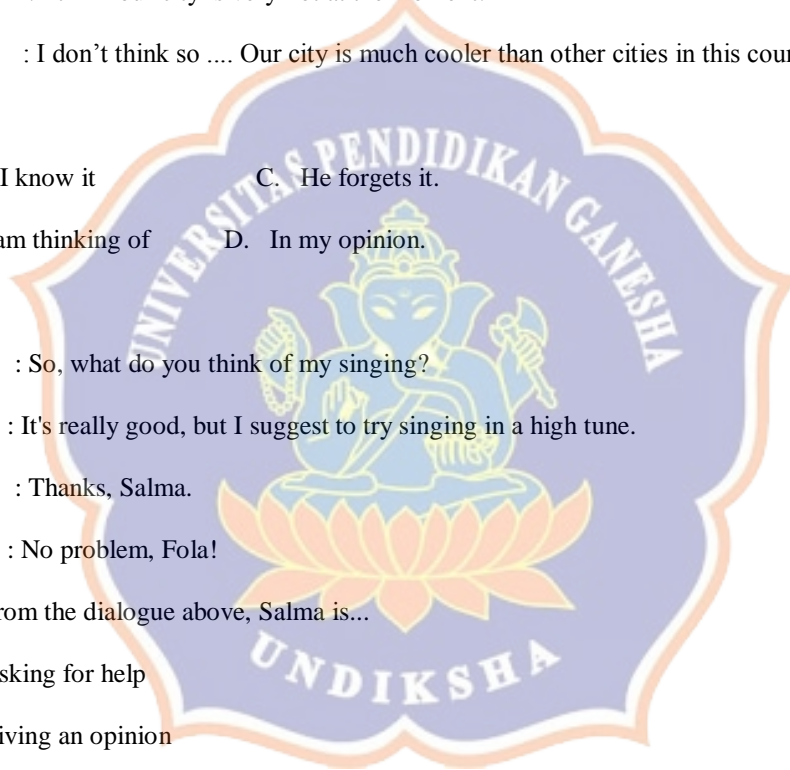
Nanda : Can you give me an opinion about my painting?

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

Nanda : Thanks, Fadi.

Fadi : No problem!

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



- A. Asking for help
- B. Giving help
- C. Giving opinion
- D. Asking for an opinion

**Complete the dialogue below!**

Andre : (9) ....

Javier : What?

Andre : I pass the English speech competition in Jakarta

Javier : (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. Romi : Amanda, can you answer the question number 5?

Amanda : .....

Mr. Romi : Good!

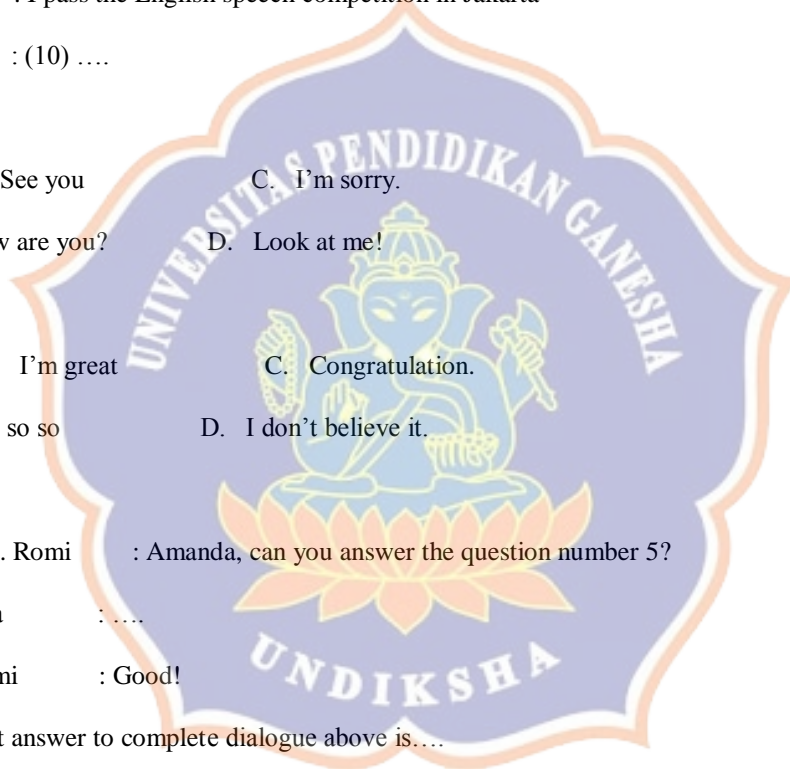
The best answer to complete dialogue above is....

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

12. Iskandar : Is he able to speak Indonesian language after 3 months lived in Indonesia?

Zikri : .....

Iskandar : We have to help him.



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

13. Maher Zain is entertainer, and his ability is....

- A. He can play football.
- B. He can sing a song.
- C. He can write a poem.
- D. He can ride a bike.

14. Najmi : Yesterday, I joined GEMBI Club, will you join with me?

Alif : ....., because I have joined English club.

The best answer to complete dialogue above is...

- A. Yes, I can.
- B. No, I won't
- C. Yes, I will.
- D. No, I can't

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 question number 16 to 20.**

Rulla : Great! You have a new novel.

.... (16)

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

.... (18).



Rulla : Oh really? Thanks, guys.

Rina : Any time.

16. A. Where do you buy it?

B. May I have it?

C. Can I borrow it?

D. Will you give it to me?

17. A. I won't give it to you.

B. I cannot lend you right now.

C. I can lend you right now.

D. I cannot believe it.

18. A. I will lend you latter.

B. You should buy one.

C. You won't borrow it.

D. I hope you like it.

19. The true statement based on the dialogue above is....

A. Rina is not a good friend.

B. Rulla and Rina have the same hobby.

C. Rulla and Rina have the same novel.

D. Rulla and Rina don't have the same hobby.

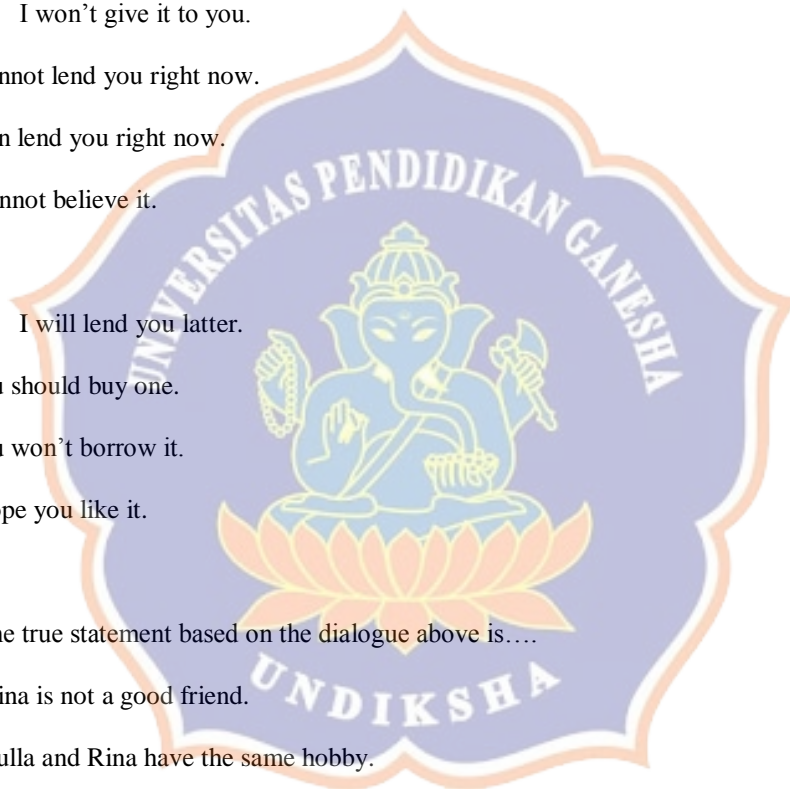
20. Librarian : .....

Andini : 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. Hanif : You are sick, you .... have a rest.

Thoriq : Thanks, I'll go home now.

A. Should

C. Will

B. Shouldn't

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. Mr. Rizki : .....

Mr. Latif : Why?

Mr. Rizki : It's wet paint.

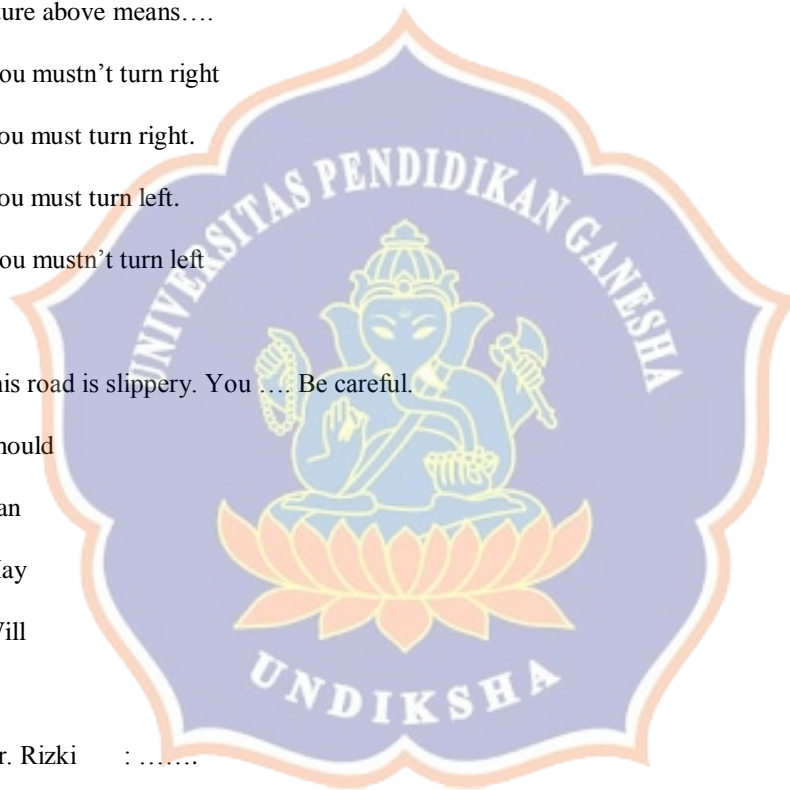
Mr. Latif : Thanks

A. Don't go!

B. Don't turn!

C. Don't sit on the floor!

D. Don't sit on the bench!



25. Students in SMPIT Al Masykar Bina Insani must .... when they are drinking or eating.

A. Sit down                      C. Walk

B. Stand up                      D. Run

26. Mr. Kholit said that we .... keep clean our school.

A. Must                          C. Mustn't

B. Have to                      D. Don't have to

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

The underlined word express....

A. Obligation

B. Suggestion

C. Prohibition

D. Opinion

Dialogue for questions number 28-30.

Mr. Ferry : Attention, please. Tomorrow we will have a charity program to help our brothers and sisters Rohingya Muslims. It will start at 07.00 o'clock. (28) ....

Students : Yes, Sir.

Mr. Ferry : (29) ....

It can be foods, medicines, or some money.

Students : Yes, Sir.

Mr. Ferry : (30) ....

They need those things. Will you help them?

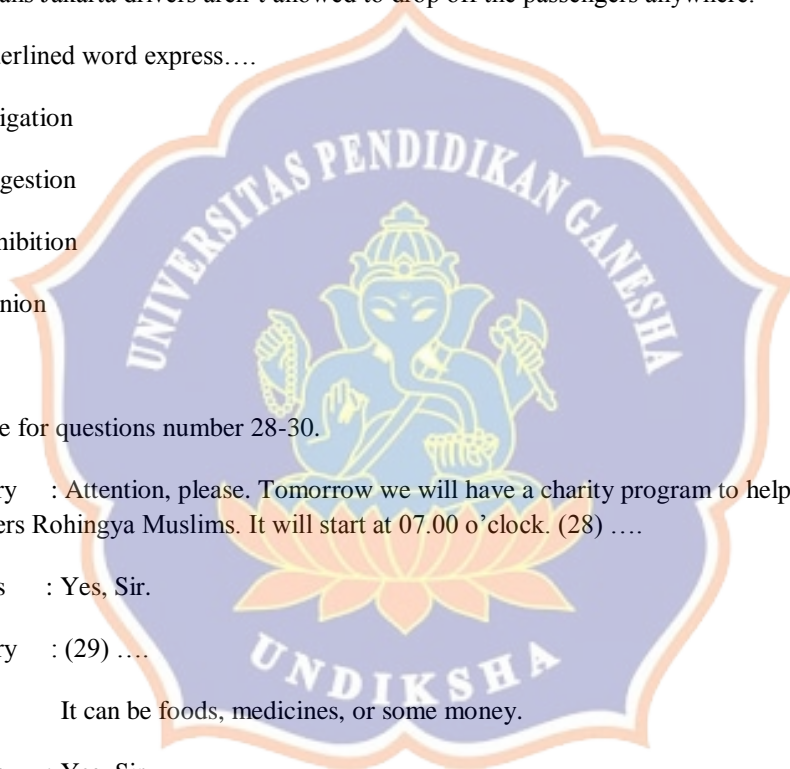
Students : of course, Sir.

28. A. Please, don't be late.

B. Please, don't be silly.

C. Please, don't be afraid.

D. please, don't be angry.



29. A. Nobody must give donation.  
B. Nobody mustn't give donation  
C. Everybody must buy at least one thing.  
D. Everybody must bring at least one thing to be donated.

30. A. There is nothing we can do.  
B. Let's help the government.  
C. We should care about Rohingya Muslims.  
D. We should be sorry for them.



Teacher – Made Multiple Choice Test (IX)

**ENGLISH TEST  
CLASS IX**

Choose the best answer : A, B, C, or D.

**Text for number 1 – 4**

**How to make a call using a cell phone**

Tools : \* Cell phone \* Sim card \* telp number

Steps :

1. Turn on and open the key of the cell phone
2. Press/choose the number you want to call
3. Press the green button to start the call
4. Wait until someone speaking
5. After someone speaking, greet him / her and introduce yourself, then speaking
6. After speaking, say thank you and good bye
7. Press the red button to close the call

1. What should we do before starting the call?  
A. press the green button    B. press the red button    C. greet him/her    D. say thank you
2. What should we do to end the call?  
A. press the red key    B. press the phone key    C. greet her/him    D. introduce yourself
3. What must we do after someone speaking?  
A. greet her / him    B. say good bye    C. press the green button    D. say thank you
4. When can we press the telephone number?  
A. after opening the key    B. before calling    C. before turning the phone    D. after speaking

**Text for number 5– 7**

Dear Beni,  
Congratulations on your success of being the champion of the speech contest. We're all your classmates proud of you.  
Lina

5. Who gets congratulations in this text?  
A. Beni    B. Lina    C. Lina's friends    D. Lina and Beni
6. From the text we know that .....  
A. Lina has won the contest    C. Beni has won the contest  
B. Beni has lost the contest    D. Lina has lost the contest
7. We're all your classmates proud of you. The word "you" refers to.....  
A. Lina    B. Lina and Beni    C. Beni    D. Beni's friends

8. Udin : I suggest that we should save money for our trip.  
Edo : ..... That's a smart idea.  
A. I disagree with you    B. I don't think so    C. I agree with you    D. sorry
9. Mira : Tomorrow is holiday. Let's go swimming. Ok ?  
Mona: ..... I agree with you.  
A. I don't think so    B. Sorry, I can not    C. That's good idea.    D. Thank you.

- Reza : What for do we have ..... before doing any sports?  
 Beni : In order to avoid muscle injury.
10. A. running B. jogging C. warming up D. walking
11. Mother : Can you help me buy some sugar, Reza?  
 Reza : Sure mom. But may I go by motorcycle?  
 Mother : ..... You still can not ride it well.
11. A. No, You may not B. Ok C. All right dear D. Yes, Dear
12. Dayu : What should we have breakfast for?  
 Lina : In order .....
12. A. to have energy B. to be hungry C. not to be healthy D. not to do our activities
13. Lina : Siti, wish me luck. I will take part in speech contest next week.  
 Siti : ..... I hope you win the competition.
13. A. Sure, good luck B. Thank you Lina C. Congratulations D. I hope so, too
14. Beni : Udin, I'll get a scholarship from the government to finish my school.  
 Udin : ..... I wish you do all the best with your studies.
14. A. congratulations B. Thank you C. I hope so, too D. I am sure

Text for number 15 - 16



15. SIPALAS is the ..... of the product.
15. A. brand B. content C. name D. description
16. 473 ml is the ..... of the product.
16. A. dosage B. expiration C. name D. content

Text for number 17 - 19

To : Zelda  
 Congratulations on your success in the singing contest.  
 You are the best. We are proud of you.  
 Uncle Wibisono and Aunt Jamilah

17. Who is the winner of singing contest?
17. A. Aunt Jamilah B. Uncle Wibisono C. Uncle Wibisono and Aunt Jamilah D. Zelda
18. What achievement does Zelda get?
18. A. Winning a running competition B. Becoming the best student C. Winning a story telling competition D. Winning a singing competition
19. "We are proud of you". The underlined word refers to .....
19. A. Aunt Jamilah B. Uncle Wibisono C. Zelda D. Aunt Jamilah and Uncle Wibisono
20. Anton : We are free now. Let's go out and play football in the yard.  
 Beni : I don't agree with you. It's better to read books in the library.  
 The underlined statement expresses .....
20. A. hope B. agreement C. Congratulation D. disagreement



<b>19</b>	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
<b>20</b>	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	16
<b>21</b>	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
<b>22</b>	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
<b>23</b>	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
<b>24</b>	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	15
<b>25</b>	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
<b>Total</b>	25	25	23	25	24	17	24	25	1	25	25	25	22	25	25	25	22	25	



**Checklist Analysis Form of the Discrepancy and Congruity between MCT and Norms  
Grade VIIIA**

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	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	15
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
3	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	14
4	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	15
5	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	16
6	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
7	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
8	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	16
9	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	15
10	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
11	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	16
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
13	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	15
14	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	16
15	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	16
16	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
17	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	15



<b>18</b>	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	15
<b>19</b>	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	16
<b>20</b>	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
<b>21</b>	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	15
<b>22</b>	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	16
<b>23</b>	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	16
<b>24</b>	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
<b>25</b>	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	16
<b>Total</b>	25	25	21	25	23	19	25	25	6	25	24	25	20	20	25	25	18	25	





<b>20</b>	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	15
<b>21</b>	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	16
<b>22</b>	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	16
<b>23</b>	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
<b>24</b>	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
<b>25</b>	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	16
<b>26</b>	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	16
<b>27</b>	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	16
<b>28</b>	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	16
<b>29</b>	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	15
<b>30</b>	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	15
<b>Total</b>	30	30	27	30	28	29	30	21	1	30	29	30	26	28	30	30	22	30	





<b>19</b>	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	16
<b>20</b>	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	16



**The Judgement of the Item Grade VII, VIII A, VIII B, IX**

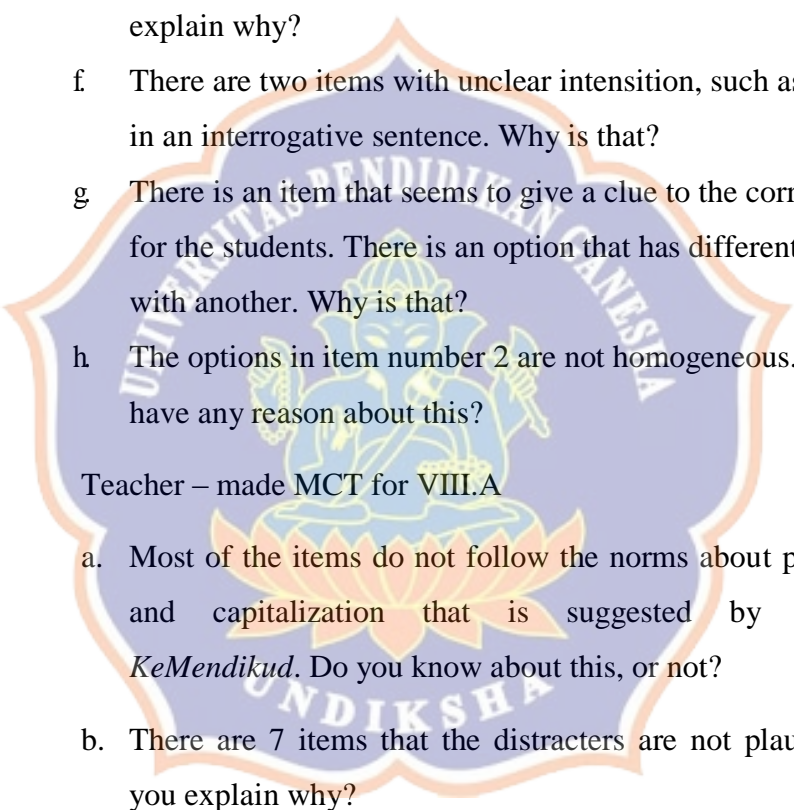
Items No.	The Quality of Item			
	Grade VII	Grade VIII A	Grade VIII B	Grade IX
1	Very Good	Very Good	Very Good	Very Good
2	Very Good	Very Good	Very Good	Very Good
3	Very Good	Very Good	Very Good	Very Good
4	Very Good	Very Good	Very Good	Very Good
5	Very Good	Very Good	Very Good	Very Good
6	Very Good	Very Good	Very Good	Very Good
7	Very Good	Very Good	Very Good	Very Good
8	Very Good	Very Good	Very Good	Very Good
9	Very Good	Very Good	Very Good	Very Good
10	Very Good	Very Good	Very Good	Very Good
11	Very Good	Very Good	Very Good	Very Good
12	Very Good	Very Good	Very Good	Very Good
13	Very Good	Very Good	Very Good	Very Good
14	Very Good	Very Good	Very Good	Very Good
15	Very Good	Very Good	Very Good	Very Good
16	Very Good	Very Good	Very Good	Very Good
17	Very Good	Very Good	Very Good	Very Good
18	Very Good	Very Good	Very Good	Very Good
19	Very Good	Very Good	Very Good	Very Good
20	Very Good	Very Good	Very Good	Very Good
21	Very Good	Very Good	Very Good	
22	Very Good	Very Good	Very Good	
23	Very Good	Very Good	Very Good	
24	Very Good	Very Good	Very Good	
25	Very Good	Very Good	Very Good	
26			Very Good	
27			Very Good	
28			Very Good	
29			Very Good	
30			Very Good	

## Appendix 6.

### INTERVIEW GUIDE

Here are the lists of questions used for the interview to English teachers at SMP Negeri 5 Singaraja as the subjects of the research. The questions are related to the teacher-made multiple-choice tests that have been analyzed.

1. Are there certain procedures that you do in constructing the MCT?  
If there is any, how is the procedure?
2. What are the things that you consider in developing the items for the MCT?
3. Do you have a reference that you used to make MCT items? If yes, what is the reference?
4. Where did you get the knowledge about how to make MCT? (e.g. seminars, independent reading, manuals, etc.)
5. Do you know that there are any norms in making MCT?
6. In making an MCT, the norms in making a good MCT must be followed. Do you know what are the norms in making a good MCT?
7. From the MCT that you made, do you think the MCT already has good quality? Is it really good, good, enough or just lacking?
8. Are you satisfied and confident that the MCT's items that you have created will reflect students' understanding of the material?
9. Based on the analysis your MCT already have a very good quality. However, the students' National Examination score was low. so what are the factors that affect the students score?
10. Questions regarding the details of the problems:  
Teacher – made MCT for VII Grade

- 
- a. Most of the items do not follow the norms about punctuation and capitalization that is suggested by *Puspendik KeMendikud*. Do you know about this, or not?
  - b. There are 8 items that have a grammar mistake. Do you realize it?
  - c. There are 3 items that have incorrect spelling. Why is that?
  - d. There are 3 options that do not have the same length. Why is that?
  - e. There are 3 items that the distracters are not plausible. Can you explain why?
  - f. There are two items with unclear intension, such as you use (!) in an interrogative sentence. Why is that?
  - g. There is an item that seems to give a clue to the correct answer for the students. There is an option that has different position with another. Why is that?
  - h. The options in item number 2 are not homogeneous. Do you have any reason about this?

Teacher – made MCT for VIII.A

- a. Most of the items do not follow the norms about punctuation and capitalization that is suggested by *Puspendik KeMendikud*. Do you know about this, or not?
- b. There are 7 items that the distracters are not plausible. Can you explain why?
- c. There are 6 items that have a grammar mistake. Do you realize it?
- d. There are 5 options that do not have the same length. Why is that?
- e. Why do not you put the options from the shortest to the longest or vice versa? (5 items)
- f. There are 4 items that do not provide a clear instruction, such



as item number 1, you did not put the number under the word.  
Why is that?

- g. There are 2 options that seem to give a clue to the students. The correct answer tend to be the longest or the shortest option. Why is that?
- h. The options in item number 3 and 18 are not homogeneous. Do you have any reason about this?
- i. You did not put an instruction for the students in the test paper, do you realize it or not?

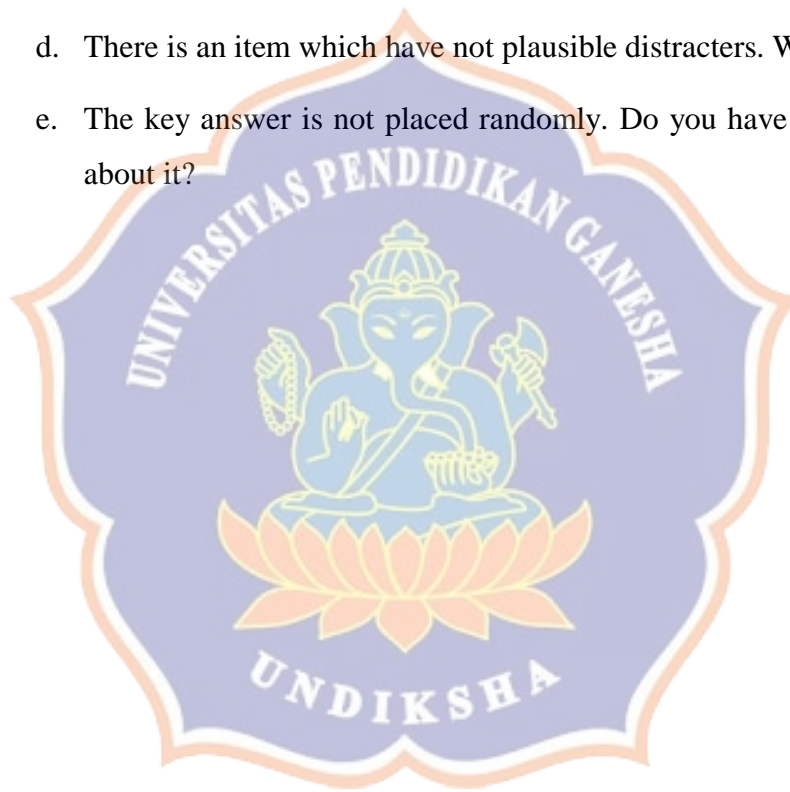
Teacher – made MCT for VIII.B

- a. Most of the items do not follow the norms about punctuation and capitalization that is suggested by *Puspendik KeMendikud*. Do you know about this, or not?
- b. There are 9 items that the options were not formatted vertically. Do you have any reason?
- c. There are 8 items that the distracters were not plausible. Why is that?
- d. There are 4 options that do not have the same length. Why is that?
- e. There are 3 items that do not provide a clear instruction, such as in item number 22 there is no picture and there is no underlined word in item number 27. Why is that?
- f. In item number 15 and 20 you did not arrange the options from the shortest or the longest. Why is that?
- g. There are 2 options that seem to give a clue to the students. The correct answer tends to be the longest or the shortest option. Why is that?
- h. In item number 2 the option is not homogeneous. Why is that?

- i. Items number 19 and 22 are bonus. Why is that?

Teacher – made MCT for IX Grade

- a. Most of the items do not follow the norms about punctuation and capitalization that is suggested by *Puspendik KeMendikud*. Do you know about this, or not?
- b. There is an item that seems to give a clue to the correct answer. Why is that?
- c. All of the options are formatted horizontal. Why is that?
- d. There is an item which have not plausible distracters. Why is that?
- e. The key answer is not placed randomly. Do you have any reason about it?



Appendix 7.

**Interview Transcript**

Interview Transcript with the Test-Makers

Teachers in SMP Negeri 5 Singaraja

Teacher 1

Place : Online via WhatsApp

Time : 21<sup>st</sup> January 2020

R	Are there certain procedures that you do in constructing the MCT? If there is any, how is the procedure?
T	The procedure that I know before making the MCT, I have to take concern in the basic competencies and the material that I have been taught to the students. I was a practice teacher there, I also had a discussion with my supervisor teacher before making the test. When I finished it we check it together.
R	What are the things that you consider in developing the items for the MCT?
T	I focus on the basic competencies, the syllabus and also the lesson plan.
R	Do you have a reference that you used to make MCT items? If yes, what is the reference?
T	Like what I said before, my reference is the syllabus itself and also the student handbook. I adapted some items from the book.
R	Where did you get the knowledge about how to make MCT?
T	I got the knowledge from my lecture, especially in Assessment course. I have taught how to make a good MCT and also at the end of the semester we were asked to make MCT complete with the analysis as a final project. That's why I still remember some of the norms.
R	Do you know that there are any norms in making MCT?

T	Yes, I know. Maybe just some of the norms.
R	In making an MCT, the norms in making a good MCT must be followed. Do you know what are the norms in making a good MCT?
T	If i am not mistaken, the norms including: items should reflect the indicators or the basic competencies that want to be achieved, not using double negatives and not using opinion based items because when we use opinion based items, the students will answer it as they want based on their opinion.
R	From the MCT that you made, do you think the MCT already has good quality? Is it really good, good, enough or just lacking?
T	I think it was good enough.
R	Are you satisfied and confident that the MCT's items that you have created will reflect students' understanding of the material?
T	I am satisfied enough, I think yes. Because all of the items that I made is the reflection of the basic competencies and what we have learned before in the class.
R	Based on the analysis your MCT already have a very good quality. However, the students' National Examination score was low. Do you believe that the quality of MCT affects the students' score? or there are other factors that affect the students score?
T	I think the quality of the MCT is not the only factor. When I was teaching the students, I know their ability in the class. I taught them as best as I could. I used different strategies from the teachers to make them more interested to learn. I think motivation is one of the factors that can affect the students' achievement. Besides, they also lack in vocabulary mastery. Based on my experience, maybe there are 10 students out of 30 that master sufficient vocabulary.
R	Most of the items do not follow the norms about punctuation and capitalization that is suggested by Puspendik KeMendikud. Do you know about this, or not?

T	Oh ya? I do not really know about it.
R	There are 8 items that have a grammar mistake. Do you realize it?
T	When I was constructing the MCT, I thought that it was correct. Later on I have to check it twice.
R	There are 3 items that have incorrect spelling. Why is that?
T	Maybe it was just typo.
R	There are 3 options that do not have the same length. Why is that?
T	There is no specific reason, I have to think about it in making MCT.
R	There are 3 items that the distracters are not plausible. Can you explain why?
T	There is no specific reason. Maybe I need double check.
R	There are two items with unclear intension, such as you use (!) in an interrogative sentence. Why is that?
T	I think it was typo, I did not mean to do that.
R	There is an item that seems to give a clue to the correct answer for the students. There is an option that has different position with another. Why is that?
T	I did not mean to give a clue to the students, it was just an accident.
R	The options in item number 2 are not homogeneous. Do you have any reason about this?
T	No, I do not have.

Teacher 2

Place : Online via WhatsApp

Time : 21<sup>st</sup> January 2020

R	Are there certain procedures that you do in constructing the MCT? If there is any, how is the procedure?
T	Yes, there are some steps before making MCT. First, I check the material in the book because in teaching and learning process this book is a guideline. Besides, the material in the books are the reflection of the basic competencies from the syllabus. Second, I make questions based on the example of questions in the book but still I modify it. So, the MCT is not totally like the questions in the book.
R	What are the things that you consider in developing the items for the MCT?
T	I think, the basic competencies. We test the students to know their understanding about the material that was given, as we know that these materials come from the basic competencies itself. so we need to take consideration in basic competencies.
R	Do you have a reference that you used to make MCT items? If yes, what is the reference?
T	Students hand book, and syllabus. Because in syllabus, the indicators of each basic competency is very clear.
R	Where did you get the knowledge about how to make MCT?
T	From assessment course only.
R	Do you know that there are any norms in making MCT?
T	Yes, I have learned about it in assessment course.
R	In making an MCT, the norms in making a good MCT must be followed. Do you know what are the norms in making a good MCT?

T	I do not remember all the norms, maybe some norms such as the items should reflect the basic competencies that want to be achieved, not using double negatives, not giving a clue, and the key answer should be placed randomly.
R	From the MCT that you made, do you think the MCT already has good quality? Is it really good, good, enough or just lacking?
T	I think it was good.
R	Are you satisfied and confident that the MCT's items that you have created will reflect students' understanding of the material?
T	I am satisfied, of course because I made it based on the material given in the class.
R	Based on the analysis your MCT already have a very good quality. However, the students' National Examination score was low. so what are the factors that affect the students score?
T	When you come to the class and teach the students, you will know that there are many factors that can be the reason. As far as I know, the students that I teach have a problem in vocabulary mastery. Besides, there are some students that seems not interested to learn.
R	How about your teaching strategy?
T	I think, I did my best. I have learned about some strategies and I already applied it to my students to make the learning process become more interesting and fun.
R	Most of the items do not follow the norms about punctuation and capitalization that is suggested by Puspendik KeMendikud. Do you know about this, or not?
T	No, I do not know about this norm.
R	There are 7 items that the distracters are not plausible. Can you explain why?
T	I do not have many time to make the MCT, so when I constructed it I thought that it was correct and I did not check it twice.
R	There are 6 items that have a grammar mistake. Do you realize it?
T	No, I do not. I thought that it was correct.

R	There are 5 options that do not have the same length. Why is that?
T	I do not have a specific reason about that. Later on I will more give attention about it.
R	Why do not you put the options from the shortest to the longest or vice versa? (5 items) Do you have any reason?
T	No, I do not have any reason, maybe it was coincidence.
R	There are 4 items that do not provide a clear instruction, such as item number 1, you did not put the number under the word. Why is that?
T	This is my mistake, I forgot to put the number there. In the class I told my students the number. I wrote it on the whiteboard.
R	There are 2 options that seem to give a clue to the students. The correct answer tend to be the longest or the shortest option. Why is that?
T	I was not on my purpose to give them a clue.
R	The options in item number 3 and 18 are not homogeneous. Do you have any reason about this?
T	No, I do not have any reason. I think this is a detail that also need to be concerned while constructing MCT. Later on I will make it better, because I got new information now.
R	You did not put an instruction for the students in the test paper, do you realize it or not?
T	Oh ya, I just remembered that it should be an instruction for the students to choose the correct answer. In the class, before I asked my students to answer the question, I always explain to them how to do the test. I think that was clear enough to make my students understand how to do the test. But later on I will put a clear instruction on the paper.



Teacher 3

Place : SMP Negeri 5 Singaraja

Time : 24<sup>th</sup> January 2020

R	Are there certain procedures that you do in constructing the MCT? If there is any, how is the procedure?
T	First, I read the material from the book and then I match it with the basic competencies in the syllabus. After that I try to make the MCT based on the material and indicators from basic competencies that should be achieved by the students.
R	What are the things that you consider in developing the items for the MCT?
T	Basic competencies and material from the book.
R	Do you have a reference that you used to make MCT items? If yes, what is the reference?
T	The reference is the handbook and sometimes I try to looking for the example of questions from the internet and then I adapted it.
R	Where did you get the knowledge about how to make MCT?
T	I joined a workshop at school, but the workshop is not specific about MCT. It was a workshop of how to construct test items for the students.
R	Do you know that there are any norms in making MCT?
T	I know that there are some rules in making MCT.
R	In making an MCT, the norms in making a good MCT must be followed. Do you know what are the norms in making a good MCT?
T	I do not know all the norms but I know that every item should reflect the basic competencies, because we conduct a test to check our students' understanding about the material given. The item must not give a clue to the correct answer and also it is avoided to use none of the above or all of

	the above. That is what I know about the rules or norms.
R	From the MCT that you made, do you think the MCT already has good quality? Is it really good, good, enough or just lacking?
T	I think it was good. Because I made it based on what I have been taught in class and also I think about the level of the difficulty before making the items. In my class, the students are vary so I have to think about how to make a good items that can measure all of my students.
R	Are you satisfied and confident that the MCT's items that you have created will reflect students' understanding of the material?
T	Yes, I am satisfied enough.
R	Based on the analysis your MCT already have a very good quality. However, the students' National Examination score was low. so what are the factors that affect the students score?
T	In my opinion, there are some factors that have a big impact to the students' score in National Examination. First, is the students' ability in English. I realize that my students have a low achievement in English, you can see from the score in the middle test, there are many students have bad score even under 60. Actually I already taught them about the material that exist in the questions that I made but still they have bad score. I think this ability can be improved when they have more motivation in learning, because we know that it is not enough to just learn in school but they have to learn at home also. So, in my opinion, motivation has a big impact to the students' achievement. Besides, before the National Examination we conduct <i>pengayaan</i> , actually the purpose is good because it prepares the students to face National Examination but in reality I think it is not effective because it is conducted after school hours. Most of the students are tired and sleepy because they must learn just after finishing the class which takes many hours. If <i>pengayaan</i> is conducted in a right time maybe it will help and effective enough for the students.
R	How about your teaching strategy? are you satisfied enough ?
T	I think, there is no problem with my teaching strategy.
R	Most of the items do not follow the norms about punctuation and

	capitalization that is suggested by <i>Puspendik KeMendikud</i> . Do you know about this, or not?
T	No, I do not know about this rules. I will try to looking for more information about it.
R	There are 9 items that the options were not formatted vertically. Do you have any reason?
T	There is no reason, I think that is ok to make it not vertically as long as the options can be understood by the students.
R	There are 8 items that the distracters were not plausible. Why is that?
T	I am not on my purpose to make it not plausible. I also did not realize if it is not plausible.
R	There are 4 options that do not have the same length. Why is that?
T	In making the options, sometimes I make it on the spot, I write what is in my mind and then I forget to recheck it. Maybe because of that.
R	There are 3 items that do not provide a clear instruction, such as in item number 22 there is no picture and there is no underlined word in item number 27. Why is that?
T	I realize that I did not provide a picture and then I decided to make it as bonus item for my students for item number 22. For the underlined word, I told the students in the class, I wrote the underlined word on the whiteboard.
R	In item number 15 and 20 you did not arrange the options from the shortest or the longest. Why is that?
T	Maybe this is just a coincidence, because usually I always arrange it from the shortest to the longest or from the longest to the shortest.
R	There are 2 options that seem to give a clue to the students. The correct answer tends to be the longest or the shortest option. Why is that?
T	I did not mean to give a clue actually.
R	In item number 2 the option is not homogeneous. Why is that?
T	Maybe I was confused when I made the options so I just wrote it without thinking about the homogeneity.

R	Items number 19 and 22 are bonus. Why is that?
T	Like what I said before, there is no picture on it and then it becomes bonuus.



Teacher 4

Place : SMP Negeri 5 Singaraja

Time : 24<sup>th</sup> January 2020

R	Are there certain procedures that you do in constructing the MCT? If there is any, how is the procedure?
T	There is no specific procedures, I just adjust the questions with the material that was taught.
R	What are the things that you consider in developing the items for the MCT?
T	The material that was taught, because the test is used to check the students understanding about certain material.
R	Do you have a reference that you used to make MCT items? If yes, what is the reference?
T	From the book and sometimes I am looking for the example from the internet.
R	Where did you get the knowledge about how to make MCT?
T	I have ever joined a workshop in making questions for the students, it is about making test or questions ya not secific about MCT. I Have not joined a workshop about making MCT.
R	Do you know that there are any norms in making MCT?
T	No, I do not really know about it. If you find out that my MCT has a lot of mistakes (not following the norms) it is because I do not really know about the norms itself.
R	In making an MCT, the norms in making a good MCT must be followed. Do you know what are the norms in making a good MCT?
T	As far as I know, if we make a questions, we have to take concern in

	<p>the content of the items. The items should reflect something that wants to be assessed by the teacher. Such as what I said before, I made the MCT based on the material that was taught. It was taught because it should be achieved by the students. You know where it comes from? Ya, this material comes from the basic competencies in the syllabus. Then, I remember that in making questions we have to think about the level of the difficulty. There should be easy, medium, and difficult question.</p>
R	<p>From the MCT that you made, do you think the MCT already has good quality? Is it really good, good, enough or just lacking?</p>
T	<p>I think it was good to assess my students.</p>
R	<p>Are you satisfied and confident that the MCT's items that you have created will reflect students' understanding of the material?</p>
T	<p>I am satisfied. Yes I am confident enough because the source of the MCT that I made was the material itself.</p>
R	<p>Based on the analysis your MCT already have a very good quality. However, the students' National Examination score was low, so what are the factors that affect the students score?</p>
T	<p>There are a lot of factors actually, but I think vocabulary mastery is the most important. Most of the students have low vocabulary mastery and then how can they answer the questions when they do not understand the question itself? I believe that vocabulary mastery is one of the important things that should be improved to make the students increase their score. I think they also have a low motivation in learning. That is my opinion.</p>
R	<p>How about your teaching strategy?</p>
T	<p>I think I've given my students the best, so there's no problem with the learning strategies.</p>
R	<p>Most of the items do not follow the norms about punctuation and capitalization that is suggested by Puspendik KeMendikud. Do you know about this, or not?</p>
T	<p>No, I do not really know about it.</p>

R	There is an item that seems to give a clue to the correct answer in item number 9. Why is that?
T	I do not know that item number 9 gave a clue to the students.
R	All of the options are formatted horizontal. Why is that?
T	I just want to economizing the paper. That's all, there is no other reasons.
R	There is an item which has not plausible distracters. Why is that?
T	I did not realize if the distracters wer not plausible.
R	The key answer is not placed randomly. It seems like you give a clue to the students. Do you have any reason about it?
T	I did not mean to give a clue to my students, but this is my mistake. Later on I will check it twice before it is given to my students

