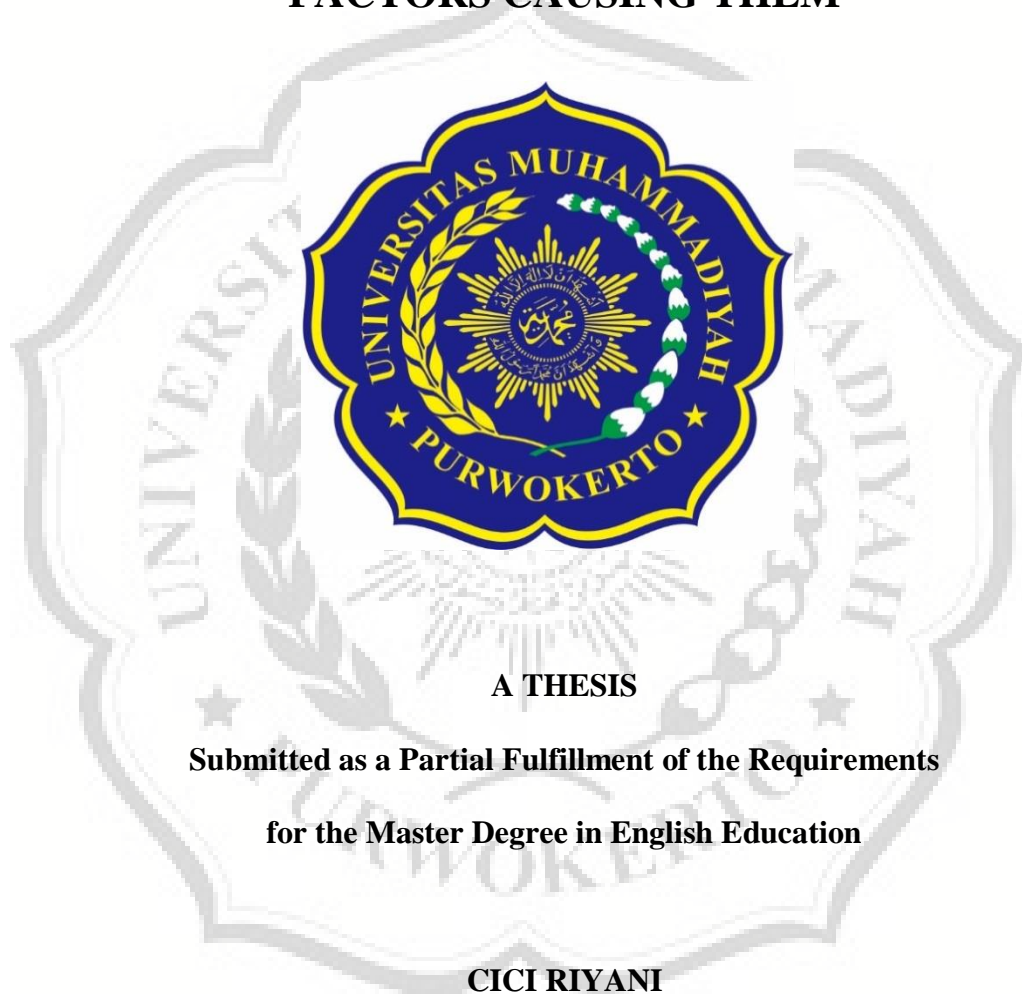


**MULTIPLE-CHOICE TEST ITEMS OF ENGLISH
NATIONAL STANDARDIZED SCHOOL
EXAMINATION: REVEALING PROBLEMS AND
FACTORS CAUSING THEM**



A THESIS

**Submitted as a Partial Fulfillment of the Requirements
for the Master Degree in English Education**

CICI RIYANI

NIM 1720105005

POSTGRADUATE PROGRAM OF ENGLISH EDUCATION

UNIVERSITAS MUHAMMADIYAH PURWOKERTO

2021

SUPERVISOR'S APPROVAL FORM

SUPERVISOR'S APPROVAL FORM

The student submits the thesis for examination

Name : Cici Riyani

ID Number : 1720105005

Department : English Education (PBI S2)

Thesis title : Multiple-Choice Test Items of English National Standardized
School Examination: Revealing Problems and Factors Causing
Them.

Supervisor's Approval

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is, therefore, eligible to proceed to an examination by the board of examiners of the Department of English Education, the Postgraduate Program of Universitas Muhammadiyah Purwokerto.

Purwokerto, June 10, 2021

Supervisor,

Condro Nur Alim Ph.D.
NIK 2160367

ii

STATEMENT OF AUTHORSHIP

STATEMENT OF AUTHORSHIP

Hereby, I declare that the thesis entitled Multiple-Choice Test Items of English National Standardized School Examination: Revealing Problems and Factors Causing Them is a partial fulfillment of the requirements for M.Pd. degree is my original research result. If the originality of this thesis, either partially or wholly, is later on proved under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

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Nama : Cici Riyani
NIM : 1720105005
Program Studi : Magister Pendidikan Bahasa Inggris
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ABSTRACT

The problems proposed in this study are (1) What problem is found in the USBN multiple-choice test items designed by English teachers? (2) What are the impacts of the problems on the quality of USBN multiple-choice test items designed by English teachers? (3) What factors are responsible for the problems. Therefore, the study aims to investigate the problems in USBN multiple-choice test items designed by English teachers. Since the research intends to seek information and data that can be used to describe the problems in the USBN multiple-choice test items, descriptive research was applied in this study. There are two primary data as the main information to answer the research questions. They are question items and the interview notes. The data to be found in the question items as the objective data are the mistakes contained there. There are 240 questions items which are then divided into two major groups: right and wrong questions. The parameter of the judgment is based on three categories of materials, construction, and language. In the material category, 39,17% of questions do not conform to the indicator written in the specification table, and 8,34% multiple-choice test items that the options are not homogeneous. There are 13,75% multiple-choice test items in the construction category that the length of the options is not relatively the same. In the language category, there are 14,17% multiple-choice items writing that does not follow the English language feature, and 11,25% multiple-choice items that every option repeats unnecessary words or phrases. The interview found that not all teachers graduated from English Education Program; 50% of the teachers do not have experience in teachers' training on the multiple-choice test items designing.

Keywords: *multiple-choice test items, English National Standardized School Examination, English teachers.*

ABSTRAK

Rumusan masalah pada penelitian ini adalah (1) Masalah apa yang ditemukan pada soal USBN pilihan ganda yang ditulis oleh guru Bahasa Inggris? (2) Apa dampak permasalahan terhadap kualitas soal USBN pilihan ganda yang ditulis oleh guru Bahasa Inggris? (3) Faktor-faktor apa yang menyebabkan masalah-masalah tersebut?. Tujuan penelitian ini adalah untuk menyelidiki masalah yang ada dalam soal USBN pilihan ganda yang dirancang oleh guru Bahasa Inggris. Karena penelitian ini bertujuan untuk mencari informasi dan data yang dapat digunakan untuk mendeskripsikan permasalahan pada butir soal USBN pilihan ganda, maka penelitian deskriptif diterapkan dalam penelitian ini. Ada dua data primer sebagai informasi utama untuk menjawab pertanyaan penelitian. Dua data primer tersebut adalah item pertanyaan dan catatan wawancara. Data-data yang terdapat pada butir-butir soal sebagai data objektif adalah kesalahan-kesalahan yang terdapat di dalamnya. 240 butir soal kemudian dibagi menjadi dua kelompok besar yaitu soal benar dan soal salah. Parameter penilaian didasarkan pada tiga kategori yaitu materi, konstruksi, dan bahasa. Pada kategori materi, 39,17% soal tidak sesuai dengan indikator yang tertulis pada kisi-kisi penulisan soal, dan 8,34% pilihan jawaban (option) pada soal pilihan ganda tidak homogen. Terdapat 13,75% soal pilihan ganda pada kategori konstruksi yang panjang pilihan jawabannya relatif tidak sama. Pada kategori bahasa, terdapat 14,17% item pilihan ganda yang tidak sesuai dengan unsur kebahasaan Bahasa Inggris, dan 11,25% item pilihan ganda yang setiap pilihan jawabannya mengulang kata atau frasa yang tidak perlu. Dari hasil Wawancara ditemukan bahwa tidak semua guru lulus dari Program Pendidikan Bahasa Inggris. 50% guru tidak memiliki pengalaman dalam pelatihan guru tentang desain tes pilihan ganda.

Kata kunci: *soal pilihan ganda, Ujian Sekolah Berstandar Nasional Bahasa Inggris, guru Bahasa Inggris.*

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This thesis is far from perfect, so constructive suggestions and criticisms will be expected for its development.

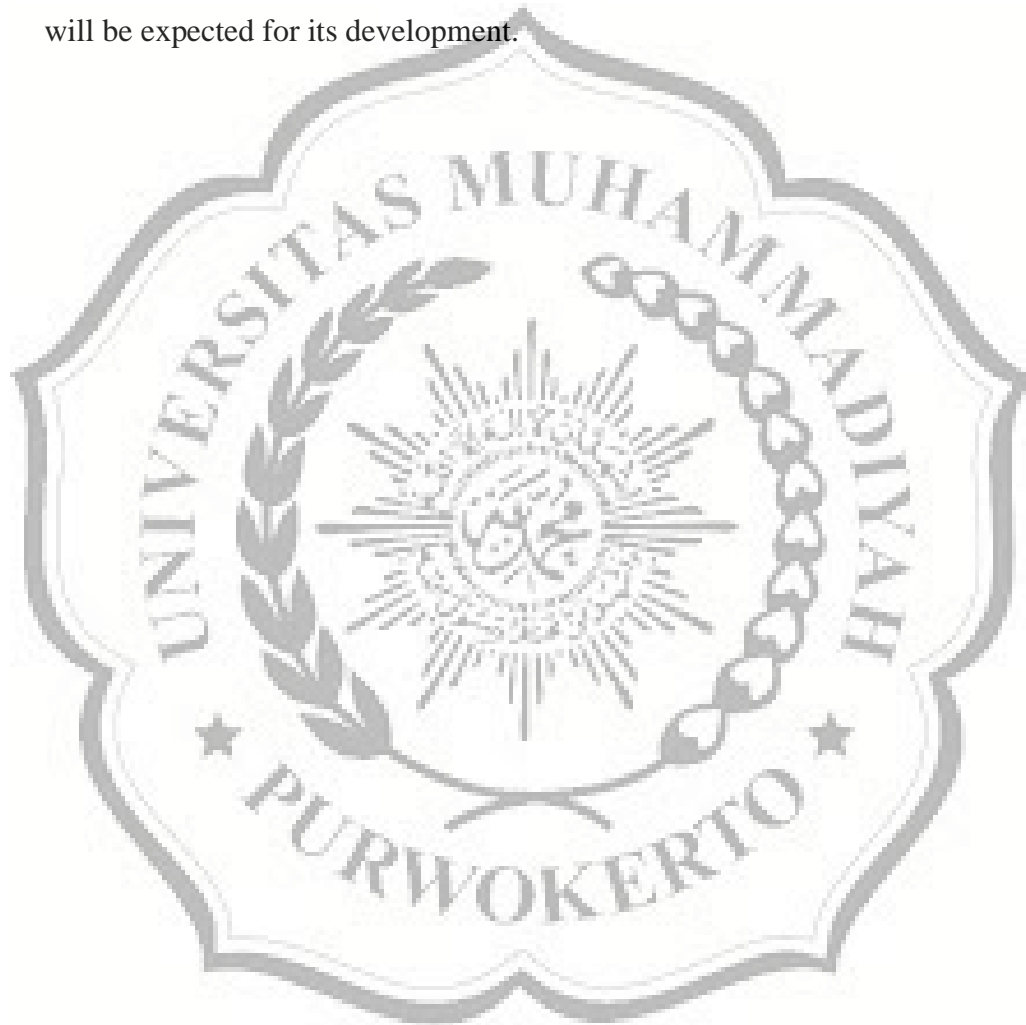


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