

**EXPLORING ENGLISH HIGH SCHOOL TEACHERS'
ABILITY IN DEVELOPING ENGLISH SUMMATIVE TEST
(A Study at SMPN 1 Kuta Binjei Aceh Timur and SMAN 1 Julok Aceh Timur)**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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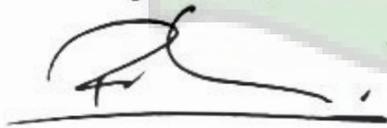
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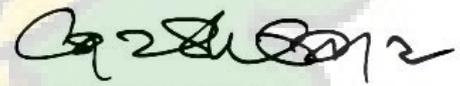
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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In the name of Allah the most Gracious the most Merciful

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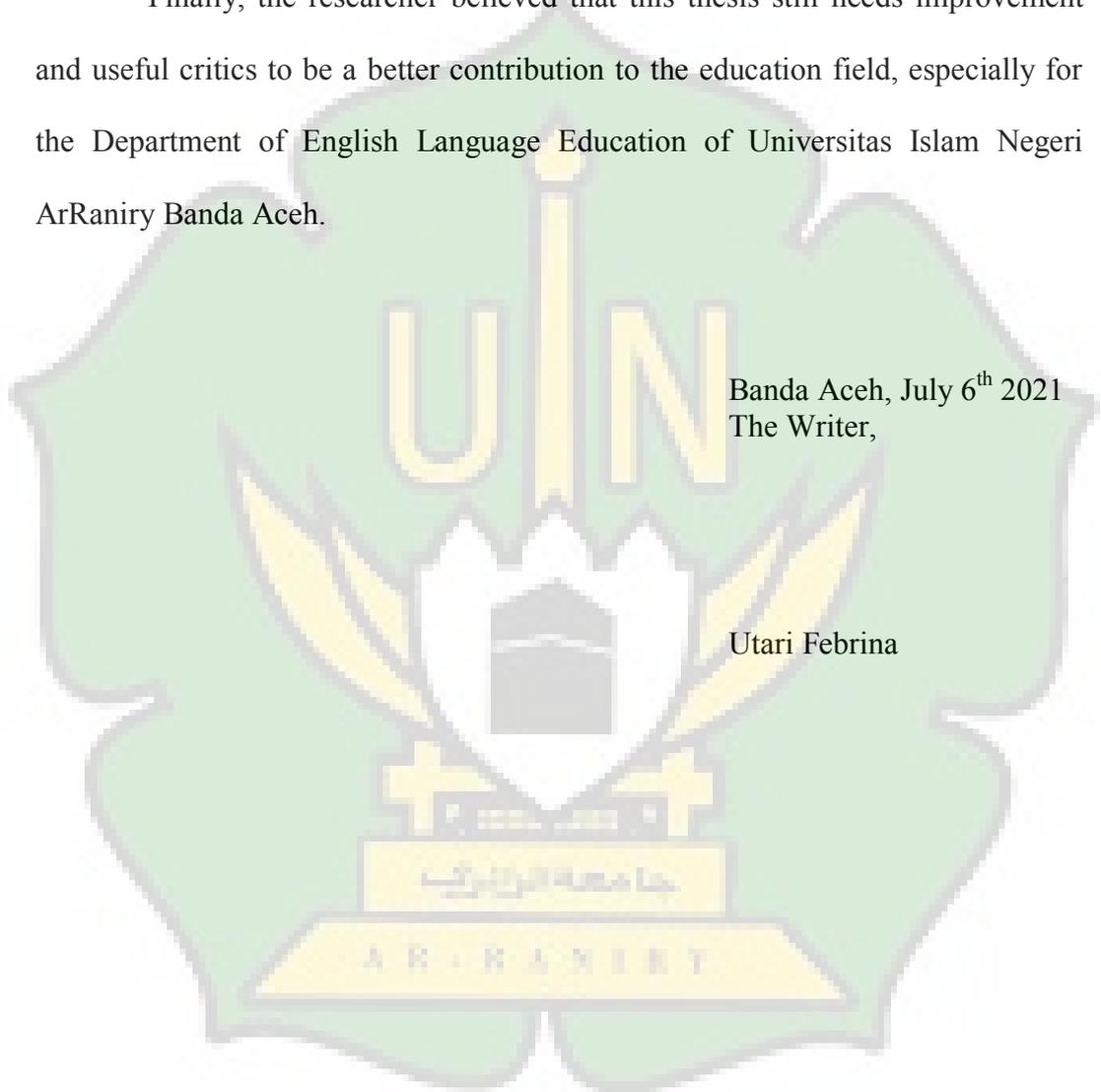
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Finally, the researcher believed that this thesis still needs improvement and useful critics to be a better contribution to the education field, especially for the Department of English Language Education of Universitas Islam Negeri ArRaniry Banda Aceh.

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ABSTRACT

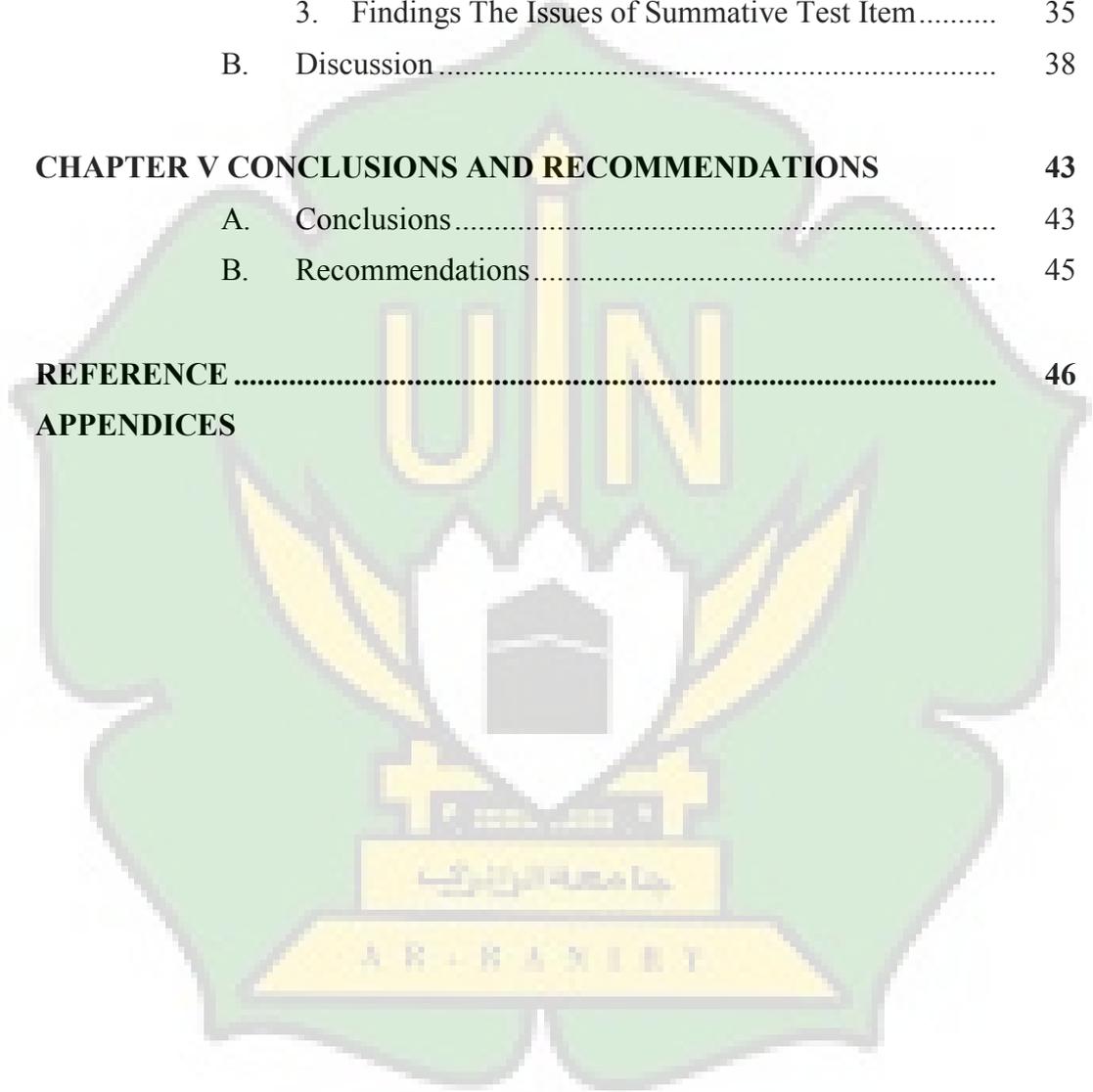
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One of the tests made by the teacher is summative test, the test to measure what learning goal has been achieved by students. It would be very unfortunate if the teacher used a test that was not meet the principles of a good test. Therefore, the purpose of this research is to explore the way teachers develop English summative test and find out the common mistakes. Data were obtained from 3 teachers in SMPN 1 Kuta Binjei Aceh Timur and 3 teachers in SMAN 1 Julok Aceh Timur through semi-structured interview and document analysis. The research design of this research was qualitative research. The results showed that the teachers' stages in developing English summative test were separated into three stages. They looked at the grid and indicators, made the questions and distributed the test to the students. Then, common mistakes found in this research included language structures, unclear questions and correct answers, unclear instructions, inappropriate distractors, redundant wording, objective type items, presenting the questions without including the score in essay questions and did not conduct pretesting. Those results indicated that the test developing by the English teachers have completed the basic stages in the process of developing the test but not fulfilled the whole stages. The teachers were still not aware of some principles that must be considered in developing the test.

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CHAPTER I

INTRODUCTION

This introductory chapter covers the background of a study related to English High School teachers' ability in developing English summative test. It discusses the backgrounds of the study, the research questions, the aims of the study, the significance of the study, the terminology, the population, and the sample of this research.

A. Background of Study

Assessment is an ongoing process involving much of a domain. A teacher subconsciously makes an assessment of a student's performance whenever students answer a question, offer a comment, or try out a new word. Tests are one of many procedures that teachers can use to assess their students. Testing is a method of measuring an ability of a person; knowledge, or performance in a given domain. Testing is also a method which means an instrument, a collection of techniques, procedures or items requiring students to perform (Brown, 2003).

In addition, the fact that teacher-made tests are highly questionable in terms of quality, reliability and practical aspects is believed to be able to measure the skill of the student but do not show the actual achievement of the teacher's objectives in creating a test. Based on the test builder, Arikunto (2000) stated the teacher-made test is 'a test arranged by the teacher on the same type of question and consisting of the same amount of materials or knowledge included by the

teacher made test.' It would be very unfortunate if the teacher used a test that was not qualified and did not meet the standard test. Thus, it is very doubtful whether the test made by the teacher is a test that can be used to measure students' ability accurately.

According to Brown (2003) a test must have good quality in order to get accurate measure, since a good test not only affects the learning of the students, but also affects the teacher to enhance the teaching and learning process. A test can be claimed as a good test if the test has fulfilled the characteristics namely validity, reliability, and basically authenticity and wash back. The degree to which the test actually assesses what is supposed to be measured is called validity. Meanwhile reliability is how a test measures characteristics consistently. Then, a practicality is a way of financial constraints, time constraints, ease of administration, scoring and interpretation. Whereas authenticity is defined as a concept, particularly within the art and science of evaluating and designing tests, which is a bit slippery. In the meantime, the impact of testing in teaching and learning is wash back.

Furthermore, to create a standardized test, teachers can provide tests in two stages; formative and summative. Formative refers to a mechanism to inform instruction and encourage the learning process of students. Teachers use them to make instructional decisions, and students use them to become aware of their achievement.

In comparison, summative are used to measure learning. The summative assessment is usually administered at the end of an academic semester or year to

assess whether and to what extent students have learned concepts taught during the course (Varier, 2015). Along with test form, there are several types of assessments that have been widely used in schools at all levels to accurately assess teaching-learning outcomes, these include multiple choice, true-false, matching test and essay test (Davis, 2009).

The teacher-made-test case has been studied before by Irhamsyah (2018) with the title of the research is “Analysis of The Teacher-Made Test for Senior High School” and designed using a qualitative approach. The population of the study was English teachers of second grade and the sample was the final test made by the English teacher senior high school 1 Kutacane. The researcher made the curriculum as a benchmark in finding the validity and test questions made by the English teacher.

The results of the study showed that 92% of questions made by the teacher were valid and 8% were invalid. Those results indicated that the test made by the English teacher of state senior high school 1 Kutacane was valid and in accordance with the curriculum. Therefore, the English teacher of senior high school 1 Kutacane had made valid questions and the level of validity made by the teacher demonstrated the ability of the teacher to make the test.

Considering the issue that teachers made tests are highly questionable and the way teachers create tests, the researcher are interested in exploring summative tests that have been made by English teachers in senior high school and junior high school. Before coming up with this research, the researcher found that most high school students complain about teacher made tests, in which most of the

questions are not related to the material. The discrepancy that often occurs is the quality of the questions that are not in accordance with the student's abilities so that they do not meet the objectives of learning objectives. To explore more about the case, the researcher was interested to do this study under the title “**Exploring English High School Teachers’ Ability in Developing English Summative Test (A Study at SMPN 1 Kuta Binjei Aceh Timur and SMAN 1 Julok Aceh Timur)**”.

B. Research Question

Through this study, the researcher tried to find the answer of the following questions:

1. How English High School teachers develop English summative tests?
2. What are common mistakes found in developing summative tests?

C. The Aims of Study

Based on the research problems above, this study aims to:

1. To find out the way teachers develop English summative test
2. To find out the common mistakes in summative test

D. Significance of Study

The research expected to be beneficial for:

1. Teacher

For teacher, this research hopefully can provide information how to analyze test items in terms of validity, reliability difficulty level, discrimination, and effectiveness for each question. It is also to avoid mistakes in the process of creating tests. Therefore, it will be more structured and able to measure what teachers exactly want to measure from their students.

2. Students

For students, this study can help students easier to understand the test, because it does not come out of what has been learned.

3. Other Researchers

The result of this research will add the information about the teacher's ability in creating an English summative test, so this can be a reference to other similar research.

E. Terminology

1. Teacher's Ability

Zombwe (2008, p. 28) argues “a teacher is the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge.” Teachers are capable of living and molding the youths such that their power is paramount as they determine the fate of the society. Following this, the researcher

can define a teacher's ability as a skill and knowledge that is owned by a teacher in teaching. Indeed, this study will discuss whether a teacher's ability in developing English tests refer to the characteristics of a good test.

2. Summative Test

According to Detrich, States and Keyworth (2018, p. 1), summative test is “an appraisal of learning at the end of an instructional unit or at a specific point in time.” It compares student knowledge or skills against standards or benchmarks. Generally, summative test gauges how a particular population responds to an intervention rather than focusing on an individual. Summative test includes midterm exams, final project, papers, teacher-designed tests, standardized tests, and high-stakes tests. Summative test provides educators with the metrics to know what's working and what's not.

According to Arikunto (2000), there are various types of teacher made test which have been formally in use in measuring the teaching-learning outcomes effectively in schools of all levels; namely, essay test, short answer test, matching test, true-false test, and multiple-choice test. In this study, the researcher focus on midterm or final exams that include in summative test and all types of test have mentioned above.

3. English High School Teacher

According to UNESCO (2012) high school is a term primarily used in the United States and Canada to describe the level of education students receive

from approximately 13 to 18 years old, although there is some variation. Most comparable to secondary schools, high schools generally deliver phase three of the International Standard Classification of education model. High schools have subject-based classes. The name high school is applied in other countries, but no universal generalization can be made as to the age range, financial status, or ability level of the pupils accepted. In North America, most high schools include grades nine through twelve and students attend them following junior high school (middle school). In this study, the researcher will explore teachers who design English test for junior and senior high school level.

4. Test

Test is defined as something (a tool) used to measure personal ability. Test can be defined as a verb which has meaning to put or proof actions (Merriam Webster, 2021). A test is usually given to measure a particular or a set of objectives. Briefly, a test is defined as a product that is used to know whether the person mastery the skill or not.

5. Assessment

Assessment is the act of how people assess something (Merriam Webster, 2021). Assessment is different from test. In detail, a test is given to know what someone know and what they do not know, but the assessment is an actions to observe how the result of the test is. Assessment can be done through various

ways; interview, observations, reviewing students' work, administering a set of questionnaires, etc.



CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature, including the theories which are related to teachers' ability in developing English summative test. The theoretical framework of this study consists of three parts. The first section deals with a brief discussion of listening skills and teaching methodology. The second section discusses an overview of technology in education and using multimedia to learn to listen. In the last section, it provides the recent study of podcasts in teaching listening.

A. Language Test

1. Standardized Test

Academic standards are becoming more common in educational systems around the world, particularly in English. It is a part of evaluation science which already has been used around the world and has been implemented in many fields such as education, economic, and politic. Indonesia is one of the countries that implement the standardized test within The Ministry of Education and Culture through the National Examination event.

A consistent or standard manner test defines the meaning of standardized test. The standardized test must be consistent in terms of the questions test, scoring procedures test and administration procedures test. A standardized test is one of tests that has been developed by experts in the field of educational or

psychological measurement or by a specialist organization of skilled test organizers (Irdiyansyah & Rizki, 2018). If it is offered to students as individuals or students as members of a school, standardized tests are administered formally and under uniform conditions.

Another terminology of standardized test also defined by Kaukab and Mehrunnisa (2016) which stated that a standardized test is a form of test that is “standard” or consistent in scoring for all candidates who are required to take the same questions and have the same amount of time to complete the test. All variables must be monitored as a condition. This enables students' results to be compared on a relative basis. While the format test is various including true-false questions, short-answer questions, and commonly used is multiple-choice form.

In line with this, it is essential to know whether the test used is reliable and proper by consisting of all characteristics of a good test. Wray (2016) stated that a standardized test is designed to measure students' achievement on what they have learned and retained in the classroom. A standardized test has substantial effects on the teaching learning process and on school. It affects the effectiveness of the teaching learning process by requiring students or test takers to answer the same question in the same form of question.

A standardized test also have more benefits to be implemented in school. It will identify students' strengths and shortcomings in comparison to the national average of students of similar age and educational level. Then, since the results of the assessments are usually made public, it aids in the transparency of teachers and schools. A standardized test is also advantageous to allow students to be on

the same level. Furthermore, standardized testing at the college level will provide students from any city in the province with an equal opportunity to enroll in a university (Kaukab & Mahrnunisa, 2016).

2. Teacher Made Test

Teacher made test is generally a test developed by teacher to evaluate learning of the course material. Teacher made test which is also known as teacher-generated test designed only for specific courses and focuses on limited content. It contrasts with the term of standardized test which is designed to cover the entire domain. Additionally, Ahman and Glock (1971) argued that teacher made test or also called classroom test is an informal test constructed by teacher for use in teacher' particular classes under condition of teachers' option.

Moreover, classroom tests are considered more applicable since the teacher knows well the situation of the classroom such as individual pupils' ability and growth. According to Arifin (2016), a teacher-made test is one that is created by the teacher who only will use it, and it is used to assess students' mastery of material taught. It is commonly used in regular tests, formative tests, and summative tests.

Along with this, Chakanyuka (2000) defined teacher made test as a test designed to compare an individual's performance within the same condition of the classroom. In this case, James (2005) postulated that teacher-made assessments are used as a continuous evaluation method, providing more knowledge that is more accurate than exams or standardized tests would. The continuous evaluation,

which may take the form of practical work, oral exams, or written tests, helps to create an image of a student's success over a long and representative time.

Teacher made test can be created for various instructional purposes. In the beginning of course, a given teacher made test will provide information about determination whether the pupils have already achieved the objectives of course (Dandis, 2013). Meanwhile Marshall and Drummond (2006) stated that an informal test can be given during the course to provide the basic formative assessment. It is used to provide feedback to students and teachers about a pupil's progress. Indeed, a teacher made test also can be given at the end of the course to determine what learning outcomes have been achieved by students (Trice, 2000).

According to Hughes (1989), the development test should be followed by these stages: 1) write a clear statement of testing problem; 2) write complete specification for the test; 3) write and moderate items; 4) give a pre-items test informally to know the problematic and modify ones as necessary; 5) give a trial for the group similar to those whom the test is intended; 6) analyze the result of the trial; 7) calibrate scale; 8) validate; 9) write handbooks for test takers, staff, and test users, and 10) give training to the necessary staff. Indeed, the test construction can be classified into three main stages; writing specification for the test, writing test, and pretesting. These stages are necessary to be paid attention by the teachers before creating a test.

3. *Formative and Summative Test*

Formative and summative tests are two kinds of assessments that have been identified based on the function of the assessment. Generally, most teachers use formative assessment in the classroom test. Formative test is an assessment that aims to evaluate students' performance and achievements in order to help them to continue the growth process (Brown, 2003). In addition, Cullinane (2011) agreed that formative assessment indicates improving students' learning significantly by giving them more explanation. In line with this, Keeley (2008) mentioned that the use of a formative test in the classroom has shown many benefits such as activating thinking and engaging learning, encourages all students to be participants in sharing ideas, and presents a stimulus for discussion and argumentation.

Meanwhile, a summative test is a kind of assessment designed to measure or summarize what learning goal that has been achieved by students (Brown, 2013). A summative test is commonly given at the end of the course or in general proficiency examination. In the summative test, students are evaluated from the whole syllabus with formally graded and often heavily weighted (Ahmad & Jeelani, 2019). They also mentioned that summative test has various benefits in academic rules, namely:

- a. To determine if students have understood. Assignments, exams, tasks, and other forms of summative assessment are used to evaluate students. The instructor will tell whether the students have studied and comprehended the subject in these ways. The way an assignment is used, not the nature of the

test, assignment, or self-evaluation, determines whether it is summative. By this way, it will help the instructor to know in what degree the students have understood the materials.

- b. To determine students' achievement. As a result, rather than being referred to as diagnostic, summative test is regarded as evaluative. The real significance is that this assessment is used to determine learning progress and achievement. They're also used to find out how effective educational initiatives are. Another important benefit is that they are used to chart progress against targets and goals.
- c. To keep an academic record. The outcomes of summative assessments are reported in the students' academic records as scores or grades. They can take the form of test scores, letter grades, or report cards, and they can all be used in the college admissions process. Summative assessment is a significant criterion in the grading structure for many colleges, districts, and courses.
- d. To identify the weak areas of materials. Using summative assessment data, trainers and instructors can detect weak areas with consistently low results. Alternative approaches may be used to boost the outcomes in this manner. For future activities, new training may be used to ensure success.

B. Test

1. Definition of Test

A learning-teaching process needs to have feedback in order to know the improvement of students' ability. To gain the feedback, a teacher needs to use

various tests as an evaluation tool. According to Adom, Mensah, and Dake (2020) who stated that tests are used to compare a sample's consistency, ability, abilities, or expertise to a predetermined norm, which can be considered appropriate or not. Tests are instruments used in educational practice to assess a student's ability to complete specific tasks, demonstrate mastery of a skill, or demonstrate material awareness. Multiple-choice tests or a weekly spelling bee may be used as tests.

Another statement comes from Braun et al (2006) who described testing as the process of measuring single or multiple concepts under a set of predetermined conditions. It is used to assess how well students are learning. Tritschler (2000) agreed that a test involves using a particular instrument or conducting a process to gather details of students' responses as data, which can be used to make a decision or an assessment about students' ability, skills and knowledge. Indeed, the researcher can assume that a test is definitely essential as a tool to be used in order to gain feedback of the learning process in detail.

A test is different from measurement and evaluation. A measurement can be described as the method of assigning symbols to the dimensions of a phenomenon in order to define its status as precisely as possible. According to Adom, Mensah, and Dake (2020) a measurement is a process that is used to determine the numerical level of an individual's competence. To put it another way, measurement is used to quantify a learner's level of knowledge or skills. Meanwhile the term evaluation refers to the systematic collection of data and subsequent assessment in order to provide valuable input on a project. Coleman

(2001) stated that an evaluation can be described as the determination on how a program can succeed, how the curriculum, experiments can achieve the goals.

In detail, the test is an instrument which is used to measure students' ability. Meanwhile measurement is a standard procedure used for tests. Then an evaluation is a step to know the process of successful projects such as experiments, curriculum, and other findings

2. Types of Test

a) Essay Test

An essay test is a type of test which requires students to answer the question in written expression. It challenges students to create a response and have the potential to reveal students' ability to analyse, evaluate and synthesize the answer. Essay items differ from other items in three ways: 1) more detailed learning results, such as interpretation, synthesis, and assessment, can be assessed; 2) students can choose which knowledge they want to include and how they want to arrange it; and 3) students must provide a response without having seen it provided, which greatly reduces the possibility of guessing (Rios & Wang, 2018).

In contrast, Reiner, Bothell, Sudweeks and Wood (2002) mentioned that an essay item has various limitations and misconceptions. The limitations of test item are:

1. Assess a limited sample of the range of content.
2. Are difficult and time consuming to grade.

3. Provide practice in poor or unpolished writing.
4. Provide practice in poor or unpolished writing.

While the misconceptions of essay test are:

1. Assess higher-order or critical thinking skills regardless of how they are written.
2. Essay questions are easy to construct.
3. The use of essay questions eliminates the problem of guessing.
4. Essay questions benefit all students by placing emphasis on the importance of written communication skills.
5. Essay questions encourage students to prepare more thoroughly.

Moreover, Jacobs (2004) stated that to write a good essay item, a test designer has to notice these following principles:

1. Questionable formulation. Use understandable words and clear instruction.
2. Use a large number of questions with shorter answers (one-half page) rather than a few questions with long responses to get a more representative sample of course content (2-3 pages).
3. Avoid the use of optional questions on an essay test. Asking students to choose half of the questions may affect the reliability of scoring.
4. Indicate the number of points that a correct response will get for each question. If time is limited, students may be forced to choose

which questions to respond to. They will want to focus on the questions with the highest point value.

5. Avoid a writing essay item that only asks students to elaborate a limited amount of factual knowledge.

b) Short Answer Test

An open-ended questions that enable students to construct an answer are known as short-answer questions. It is widely used in exams to test a topic's basic knowledge and comprehension (low cognitive levels) before more in-depth evaluation questions are asked. A short answer test is quite similar to an essay test. Both of these tests are prepared with open-ended questions. But essay tests commonly consist of a long text.

Chan (2009) mentioned that a short answer test has benefits and disadvantages for its purpose. The short answer test, as long as the questions are set in such a way that the assessors can accept all alternative responses, it is reasonably quick to mark and can be marked by several assessors. In comparison to many other evaluation approaches, it is also relatively simple to set up. Since the layout of short answer questions is somewhat close to that of examination questions, it can be used in both formative and summative assessments.

In contrast, Short Answer Questions (SAQ) are only appropriate for questions that can be answered quickly. Since SAQ is an open-ended question, students are free to respond in any way they see fit; however, short-answer questions can cause grading difficulties if they are not worded carefully. Then, it

is usually used for testing information only, and students who learn by rote are likely to memorize Short Answer Questions. Assessors must pay close attention (and practice) on relevant questions if they choose to use Short Answer Questions to test deeper learning. When answering questions, there can be problems with time management.

c) *Matching Test*

Learners may use the matching test item format to link a term, sentence, or phrase in one column to a word, sentence, or phrase in another column. The matching test item format adds variety to self-check and analysis tasks, in particular. It is also used by many instructional designers in quizzes and exams. Matching tests are effective to assess a learner's ability to recognize the connection or correlation between similar objects, they're a good choice.

There are some benefits of using a matching format. Items are simple to create and more effective than multiple-choice questions. Then, the items are space and time efficient, and are written in a concise manner. Questions written as matching objects have a low chance of being guessed. However, matching objects have the disadvantage of being only good for calculating association and being vulnerable to clues (Powell & Gillespie, 1990).

d) *True-false Test*

Another types of teacher-made test is a true-false test. It is commonly most used by teacher since test is easy and quick to grade but time consuming to create. The true-false questions are often used to determine familiarity with course content and to search for common misunderstandings. It allows students to react quickly so that exams can measure a large number of students' knowledge of a variety of topics.

However, writing successful true/false test items is extremely difficult. Items about content that is contentious, for example, are difficult to publish. There are several cases where an answer is not categorically true or false; degrees of correctness exist. Finally, when analyzing the data, the fifty-fifty probability of getting a question right by guessing must be acknowledged by a ranking (Powell & Gillespie, 1990).

e) *Multiple-choice Test*

The multiple-choice item is widely regarded as the most adaptable and the most powerful of the objective item categories by many users. A multiple-choice item has two parts: (1) the stem, which provides the test taker with a particular problem, and (2) the distractors, which are a list of potential solutions or responses. The stem may be written as a question or as a sentence that is incomplete. There should be only one correct answer in multiple choice questions and the others are only as the distractor (Jacobs, 2004).

Valiathan (2009) stated that MCQs have a lot of advantages: it is objective, so differences in answers are not a factor. Subjective factors are no longer a factor in scoring, it is useful for determining whether or not anything is true. Another benefit is, the multiple choice questions are simple to grade, with complete parity across students, and thus can be used to assess information. Besides that, it is electronically marked and graded. This last benefit explains why e-learning is so common. Courses use this as a method of evaluating students.

However, although Multiple Choice Questions (MCQs) seem to have obvious advantages, they are not without drawbacks. In any case MCQs have been chastised for a variety of reasons over the years, including: construction of difficult MCQs necessitates special attention and therefore takes time; they are unable to assess complex human results, and designers prefer "recall" style queries, as they are the most straightforward to create. Another disadvantage is the MCQs makes it easy to guess the answer when students feel doubt about the correct answer.

In addition, Valiathan (2009) also explained that the multiple choice can be scored in three ways:

- a. **Correct Response Scoring.** This scoring method is most popular in single-correct-answer objects, in which all but one of the alternatives is incorrect and the learner is instructed to find the correct answer. The learner receives a point for correctly identifying the correct response in this form of scoring. No marks are deducted if the learner makes an incorrect attempt. In other words, the learner is not penalized for his or her mistakes.

- b. **Negative Scoring.** Where the content being measured is important for an employee to know and understand, negative scoring is accurate. In other words, this approach is appropriate for use in cases where the evaluation is used as a pass/fail criterion for performing vital job functions or as a prerequisite for further training.
- c. **Rated Scoring.** One of the most popular types of MCQ is one with a single correct answer and one or more incorrect options. This method is often chastised for two reasons: first, place scoring for the correct answer means that each question has a single correct answer, which might not be the case in certain cases (content that requires decision-making) or for some types of content (soft-skill). Second, it is regarded as a pointless memorization exercise. Indeed, some critics argue that such questions only measure the learner's ability to remember the correct response, rather than recall. Rated scoring is proper in situations where the content being tested does not have any black and white answer. Furthermore, it is also suitable in situations where the content calls for testing an understanding and application rather than as a simple recall.

Along with this, Jacobs (2004) mentioned that to create a multiple choice questions, the teacher or test designer has to notice that the test items consist of following principles:

1. The issue, as well as all qualifications, should be stated completely in the stem. Often include a verb in the sentence to ensure that the stem poses an issue.

2. Concentrate on writing items that assess students' understanding, application, analysis, and evaluation skills, as well as their ability to remember information.
3. Words that would otherwise be repeated in each alternative should be included in the stem. This guideline not only saves time for the typist, but it also saves time for the student while reading.
4. Remove unnecessary terminology and detail from the stem.
5. Ascertain that there is only one correct or best answer.
6. For each object, include a minimum of three, but no more than five, plausible and appealing choices. Consider common mistakes that students are likely to make and use these as distractions.
7. Make all of an item's choices as similar as possible in terms of material, type, and grammatical structure. The complexity of an item can be increased by increasing the material homogeneity among the choices. (A test's difficulty should not be determined by the number of items it contains material that is obscure).
8. Using the all-of-the-above and none-of-the-above solutions sparingly. The problem with selecting "all of the above" as an option is that it simplifies the task. Students will rule out "all of the above" as a feasible choice if they can remember at least one incorrect option. If they can identify at least two correct choices, on the other hand, they know that "all of the above" is the correct answer. Furthermore, studies show that when "all of

the above" is used as a distraction, it is all too often the correct answer.

This hint is quickly picked up by students.

9. Avoid verbal connections between the stem and the correct option; for example, the stem and an option do not include the same reference word. Make sure the choices are grammatically correct in relation to the stem.
10. Make sure the correct answer isn't significantly longer or shorter than the other alternatives.
11. If the alternatives can be ordered in a logical sequence (alphabetical if a single word, in order of magnitude if numerals, in temporal sequence, or by length of response), use that sequence.
12. Negatively mentioned stems should be used sparingly. When using, emphasize the negative word by underlining and/or bolding it.
13. Throughout the test, distribute the correct answer among the alternative positions at random. That is, the correct answer should have about the same proportion of A's, B's, C's, D's, and E's.
14. Keep an eye out for clear determiners like "everything," "always," and "never," which are more likely to appear in incorrect choices. Others, such as "usually" and "occasionally," are more likely to be in the mixed answer that is keyed response.
15. Multiple-choice questions should be self-contained. That is, the answer to one question should not be contingent on the outcome of another.

16. Avoid using language that the students would not understand. For instance, use the word "cause" instead of "raison d'etre" in the question (unless it's a French test).
17. Declare objects in such a way that only one understanding of their context is possible.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains research methodology which consists of research design, research participant, technique of data collection and technique of data analysis. Each of them needs to be clearly explained because it illustrates the process of how the researcher conducts this research.

A. Research Design

This research was categorized as a case study and designed using a qualitative method. It can be mentioned as a case study because this research came up with an issue that is found by an in-depth investigation of a single individual. Along with this, Simons (2009) defined a case study as “an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a real life”. A case study can be defined as a general term for individual, group or phenomenal exploration (Sturman, 1997). Along with this theory, the researcher claimed that this research is designed as a case study that aims to identify the teacher's ability in developing English summative tests.

B. Research Participants

The participants involved in this study were English teachers who had made a test. The total number of English teachers were 6, consisting of 3 teachers in SMPN 1 Kuta Binjei Aceh Timur and 3 teachers in SMAN 1 Julok Aceh Timur. The participants were chosen using purposive sampling. Purposive sampling is a strategy in which particular settings, persons or events are selected deliberately to provide important information that cannot be obtained from other choices. It is where the researcher includes cases or participants in the sample because they believe that they warrant inclusion (Taherdoost, 2016). In choosing the sample for this research, the researcher also listed a certain characteristic. First, the sample must be the teachers who teach English. Second, the teachers must be the teachers who had made an English test . Those participants who have met the characteristics of the researcher's needs could participate in this research.

C. Techniques of Data Collection

In this study the researcher used document analysis and an interview method.

1. Interview

The researcher used the interview to get the explanation related to the stages of English teachers in developing the test. According to Berg (2007), interviews do not only provide detailed information but also enable the interviewee to express their thoughts and feelings. The instrument that was used

was an interview guide as the guidance to conduct an interview with the English teachers in SMPN 1 Kuta Binjei Aceh Timur and SMAN 1 Julok Aceh Timur. During the interview, a recorder was used in order to get clear data.

2. Document analysis

The researcher used document analysis as an additional instrument to strengthen the result of the interview. The documents which were analyzed by the researcher were teachers' made tests. The total of documents were 6. After getting the documents, the researcher analysed and checked the items using two ways mentioned by Jacobs (2004). For the multiple choice items test, the researcher analyzed the documents referring to a theory by Jacobs (2004) which stated that there are 17 principles to write a better test. Meanwhile, for the essay items test, there are 5 principles to write a good essay item test which are referred to by the researcher in analyzing the documents.

D. Techniques of Data Analysis

The techniques of data analysis were done through several steps. For the interview, the researcher analyzed the result of the interview using coding procedures. It aims to help the researcher in grouping the answers of the teachers and make it simpler. After grouping the result of the interview, the researcher checked all the items using a theory by Jacobs (2004). The items were checked using checklist procedures.

CHAPTER IV

FINDING AND DISCUSSION

This chapter focuses on the data analysis to answer the research questions and draw out some points and issues for discussions. It starts by displaying the findings and ends with a discussion.

A. Research Findings

The findings of this research were the description of two research questions. The data used in this research was the test that had been developed by teachers in the form of an English test to measure the ability of students in SMPN 1 Kuta Binjei Aceh Timur and SMAN 1 Julok Aceh Timur. This chapter presents the research findings and discussions of the criteria and weaknesses of English Summative test.

1. Findings of Teachers' Perception on How They Construct the Summative Test Items

a. The Stages in constructing English summative Test

Based on the result of the interview was obtained, there were 6 variations of stages teachers developed tests in the first stage, those were looking at the syllabus, looking at basic and core competency, looking at indicators to be tested, looking at the grid, looking at lesson plan and looking at the material already learned. The most mentioned was by looking at the grid, although it was not very

popular either. Then, the teachers only referred to 1 or 2 documents, there was no teacher to refer to all the documents that have been mentioned.

In this case, teacher 1 said :

“The first stage in developing questions is to look at the grid. Then, look at the chapters, for example chapter 1. We look at the grid that students have learned”. [WM]

The teachers mentioned the next stage was in three variations of stages. First, directly at the stage of making questions, then make the questions according to students' abilities and make questions by looking at the level of difficulty of the questions. At this stage, almost all teachers mentioned directly at the stage of making questions, except for two teachers who considered students' abilities and the level of difficulty of the questions. As teacher-2 said:

“From that material, we look for questions that are according to students' abilities. For example, there are questions C1, C2. We are looking for questions that are according to the abilities of students in this junior high school”. [NU]

Furthermore, at the last stage, the teachers mentioned there were 4 variations of stages. In this stage, 4 out of 6 teachers mentioned directly distributed the test to students. But there were also those who did crosscheck among teachers, looked at the weaknesses and strengths of the questions, and reviewed whether the questions were in accordance with the students' abilities before the questions were distributed to the students.

Teacher 6 argued :

“Then, it is collected in the teaching department to be reproduced and directly distributed to students”. [NA]

b. Teachers' awareness in constructing English summative test

1) Type of questions

Based on the result of the interview, the researcher found that all teachers have chosen multiple choice and essay questions types, with a total of 20 multiple choice and 5 essays. The teacher mentioned the reasons for choosing the type of questions varied. Some teachers thought they chose multiple choice because it helped provide options to students and chose essays to measure the literacy of students. On the other hand, there was also a teacher who said the reason for choosing the two types of questions was simply because they conformed to school rules. As the teacher 6 said:

“It's been determined by the school for the type of question, so it conformed to the school's rules”. [NA]

2) The sources used in constructing test item

Based on the teachers' response, there was more than one source used in constructing the questions, such as curriculum, textbook, internet and syllabus. Most teachers used curriculum and textbooks in constructing test items. However, there was also a mention of using lesson plans and indicators as the sources in constructing test items.

In this case, teacher 5 said :

“It based on the syllabus, lesson plans, and indicators”. [NI]

3) Division of question

In this section, the teachers stated that in the process of dividing the number of questions, the teacher adjusted to the school rules regarding the distribution of questions based on exact and non-exact categories. There were only 2 teachers who said that in the process of dividing the number of questions, they referred to the material and the level of difficulty of the questions. In line with teacher 6 statement:

“The division of questions is done by looking at the level of difficulty. For example, there was material a bit difficult, so the questions will be fewer” [NA]

4) The process of choosing distractors

In the process of choosing distractors, most teachers adjusted to the condition of students' abilities, but there were also teachers who choose distractors by considering the level of difficulty of the questions that were lower order thinking skills (LOTS), middle order thinking skills (MOTS), higher order thinking skills (HOTS), grade level and adapting to the material. As teacher 4 said:

“Depending on the level of the question, for example the item is a HOTS type, the distractor will be difficult too. There are 3 types of question levels, namely HOTS, LOTS and MOTS”. [IR]

5) Pattern of the correct answer in multiple choice question

Based on the result of the interview, it was found that almost all teachers distributed the correct answer among the alternative positions at random. This is done to prevent students from guessing the right answer for each question. However, there is a teacher who sometimes makes a pattern Z pattern in

distributing the correct answers, this is done for aesthetic considerations. In line with teacher 6 statement:

“So we usually make a pattern, the correct answer is not not always (a). Sometimes we use the Z pattern, but when we have already made it (a) and then (b), we do not use pattern”. [WM]

2. Finding the Elements of the Summative Test Item

In this study, the researcher provided the whole question items analysis from English high school teachers and the issues that were found in the summative test in SMP Negeri 1 Julok and SMA Negeri 1 Julok. The data showed that the test had been developed by teachers as a combination of 20 multiple choices and 5 essay items. The findings of the element of the summative test item can be described as follows:

a. Multiple Choice Questions

In multiple choice questions, all the teachers stated completely the issue in the stem. Then the whole multiple choice questions assessed students' knowledge at the junior high school level. Moreover, at the senior high school level, there was a teacher who measured students' knowledge and comprehension, the rest of the teachers also measured the knowledge of students. Then, all teachers also did not repeat the words in each alternative, because it has been included in the stem and there also cannot be found unnecessary terminology and details from the stem.

In addition, the teachers provided 4 options for each question at the junior high school level and 5 options for each question at the senior high school level. The teachers conducted the questions complexly by making questions as similar

as possible in terms of materials and types. Next, the teachers also did not use the sentence all-of-the-above and none-of-the-above on the stem, to avoid the students catching the clue quickly. There also cannot be found the same verbal connections between the stem and the correct option.

Furthermore, the test developed by teachers showed that no flashy correct answers were significantly longer or shorter than the other alternatives and the alternatives were sorted in a logical order. Moreover, there were no negative words that could be found in the stem. The teachers also distributed the correct answer among the alternative positions randomly. Then, the answers conducted to one question were not contingent on the outcome of another (self-contained). Lastly, the language used in the stem and option of multiple choice questions was understandable and unambiguous.

b. Essay Questions

In essay questions, the teachers made 5 questions. Most teachers presented the questions by attaching a text and instructing students to answer questions based on the contents of the text. Then, there were also those who asked students to translate sentences from Indonesian into English and from English to Indonesian. Other questions made by the teachers were in the form of filling the blank questions, arranging the jumbled words and asking students to mention “verbs” that students know. Only one up to two questions on the essay item made by the teacher showed that it was an essay type question.

3. Findings The Issues of Summative Test Item

After the researcher analyzed the issues of the test that had been developed by teachers, the result of the issues can be described in the table on the following page (Table 4.1 and 4.2):



Table 4. 1

The Issues of Multiple Choice

Category of Issues related to the test items constructed	Erroneous Items found in Test Sheet by T1-T6						Total Number erroneous Item
	T1	T2	T3	T4	T5	T6	
Typo error (inaccuracies)	Q5, Q10				Q5, Q9	Q5, Q16	6
Capital letters and punctuation error	Q6, Q11, Q14, Q16, Q17	Q3, Q4, Q5, Q12	Q10	Q16, Q17	Q3, Q5, Q9, Q10	Q1, Q2, Q3, Q5, Q8, Q13, Q20	23
Correct answer error		Q11, Q13, Q16	Q9	Q6		Q6	6
Grammatical error	Q10	Q11, Q13, Q16	Q23		Q4, Q14	Q2, Q5, Q20	10
Inappropriate distractor	Q9, Q14, Q20	Q9, Q10	Q3		Q1	Q4, Q11, Q12, Q15, Q19, Q20	13
Unclear question item			Q10, Q19		Q2, Q16, Q18, Q20	Q9, Q18	8
Redundant wording		Q18		Q28	Q12, Q19		4

T: The code used by the researcher refers to "Teacher"

Q: The code used by the researcher refers to "Question"

Table 4. 2

The Issues of Essay Items

Category of Issues related to the test items constructed	Erroneous Items found in Test Sheet by T1-T6						Total Number erroneous Item
	T1	T2	T3	T4	T5	T6	
Capital letters and punctuation error	Text T1	Text T2, Q2	Text T3			Q5	5
Grammatical error			Text T3			Q2	2
Unclear instruction	Q1, Q2, Q3, Q4, Q5	Q4	Q1, Q2, Q3, Q4, Q5		Q3		12
Objective type item	Q1, Q2, Q3, Q4, Q5	Q5	Q1, Q2, Q3, Q4, Q5			Q3, Q4	13
Scoring item	Q1, Q2, Q3, Q4, Q5	Q1, Q2, Q3, Q4, Q5	Q1, Q2, Q3, Q4, Q5	Q1, Q2, Q3, Q4, Q5	Q1, Q2, Q3, Q4, Q5		25

T: The code used by the researcher refers to "Teacher"

Q: The code used by the researcher refers to "Question"

Tables 4.1 and 4.2 above showed that there were some categories of issues found in the test sheet made by teachers. The categories were typo error (inaccuracies), capital letters and punctuation error, correct answer error, grammatical error, inappropriate distractor, unclear question item, redundant wording, unclear instruction, objective type item, and redundant wording. Furthermore, in the tables, T1 meant the code for teacher number 1, T2 meant the code for teacher number 2, T3 meant the code for teacher number 3, T4 meant the code for teacher number 4, T5 meant the code for teacher number 5 and T6 meant the code for teacher number 6. At last, the code “Q” in the tables was “Question”, such as Q5 meant question number 5 had an error according to the category. Then, Q25 meant question number 25 also had an error according to the category and as well as the next code.

B. Discussion

This section presented a discussion based on the findings of the research. The researcher came up with two research questions. The research questions were answered by using interview and document analysis. The first research question explored how English High School teachers develop English summative tests. Based on the result of the interview was obtained, there were some stages in constructing tests. According to Hughes (1989), stages of test construction is divided into three main stages. The writer can start with writing specifications for the test appropriate with some aspects namely standard competencies, syllabus,

learning objectives, and materials. Then, start writing the test with due regard to the principles of good tests and the last step is pretesting.

However, the stages that arose in this research were slightly different from the stages stated by Hughes. In this research, the first stage that the teacher has done is to look at the grid and looking at indicators to be tested. The teachers only referred to 1 or 2 documents, there were no teachers who referred to all the documents that have been mentioned. The teachers considered these 2 documents informative enough to construct the test. Then, the next stage was the teachers directly made the questions. At the last stage, most teachers mentioned they distributed the test to the students without pretesting. Only two teachers who analyzed by cross-checking among teachers, looking at the weaknesses and strengths of the questions.

When the teachers construct based on those stages, they have to regard the principles to write a good test. According to Jacobs (2004), to create multiple choice questions, the teachers have to notice some principles. However, this research found that some teachers did not aware of the principles mentioned by Jacobs. Among the principles, there was a teacher who has no reason why choosing multiple choice and essays questions, it was simply because that teacher conformed to school rules. Teachers should avoid it because realizing the reasons for choosing the type of questions to be tested can help teachers adjust to the objectives of learning.

Furthermore, most of the teachers stated that in the process of dividing the number of questions, the teacher adjusted to the school rules regarding the

distribution of questions based on exact and non-exact categories. There were only 2 teachers who said that in the process of dividing the number of questions, they referred to the material and the level of difficulty of the questions. Because many teachers do not refer to the material and the level of difficulty of the questions, it could be the questions tested do not represent all the material that has been studied.

Meanwhile, there were some teachers paid full attention to the principles such as the sources used in constructing test item. The sources are curriculum, textbook, internet, syllabus, lesson plans and indicators. The sources used by the teachers help to construct the test that achieves the objectives of learning. Then, the teachers also regard in the process of choosing distractors, most teachers adjusted to the condition of students' abilities, but there were also teachers who choose distractors by considering the level of difficulty of the questions that were lower order thinking skills (LOTS), middle order thinking skills (MOTS), higher order thinking skills (HOTS), grade level and adapting to the material. In addition, all teachers distributed the correct answer among the alternative positions at random. There was a teacher who sometimes makes a pattern Z pattern in distributing the correct answers, this is done for aesthetic considerations. It is an incredible thing that teachers should do to prevent students from guessing the right answer for each question.

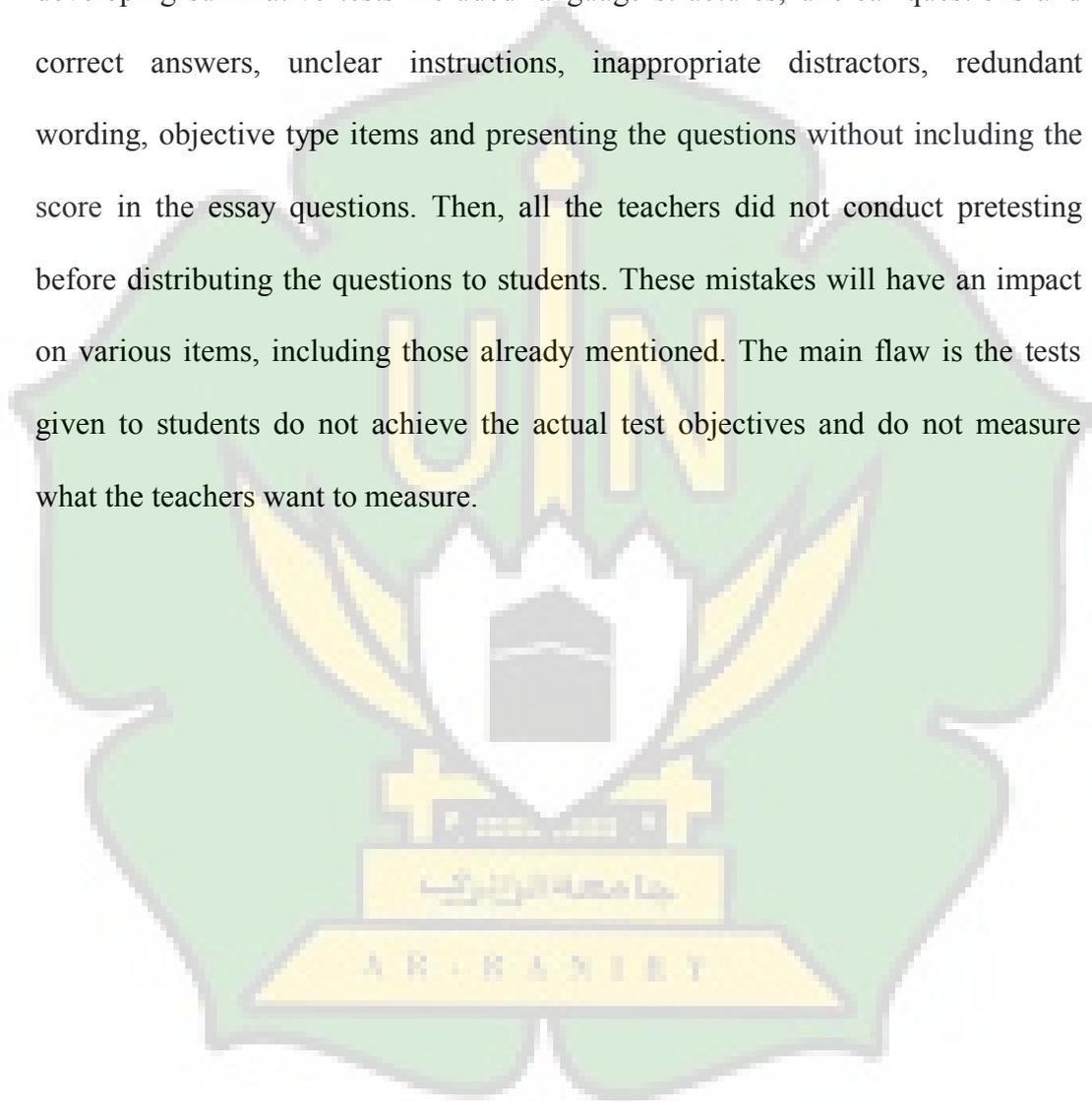
In addition, the teachers also should regard to the structures of the language, choose the appropriate distractors and formulate the question clearly. This research found some erroneous items in the test sheet according to that

aspects. In multiple choice questions, there were 23 capital letters and punctuation errors, 6 typo errors (inaccuracies), and 10 grammatical errors. Moreover, there also found 13 inappropriate distractors. The finding of inappropriate distractors was also not in line with the results of interviews where the teacher considers the level of difficulty of the questions, grade level and adapting to the material. As stated by Henning (2012), through the use of inappropriate language structures it is possible to teach errors to students. The possibility exists that a student, particularly at a beginning stage, might learn this form and put those mistakes into practice. Furthermore, there found 8 inexplicable question items and 6 correct answers errors. These erroneous made students fail to understand the questions and their responses may be invalid. Students will be able to response to the correct answer if they understand the question clearly. The last error items in the multiple choice questions were found 4 redundant wording. Redundant wording items greatly reduces the test efficiency by reducing the quantity of information available from a specific testing period (Henning, 2012).

In the essay questions, there were additional erroneous such as 12 unclear instructions, 13 objective type items and 25 questions without including the score of the question. Jacobs (2004), mentioned formulating clear and specific instructions to approach the aim of the test. Then, avoid writing essay items that only require students to demonstrate certain factual knowledge. Factual knowledge can be measured more efficiently with objective-type items. Lastly, teachers should indicate the number of points that a correct response will get for each question, because if time is limited, the students may be forced to choose

which questions to respond to. So they can focus only on the questions with the highest point.

Based on the findings, it can be concluded that common mistakes found in developing summative tests included language structures, unclear questions and correct answers, unclear instructions, inappropriate distractors, redundant wording, objective type items and presenting the questions without including the score in the essay questions. Then, all the teachers did not conduct pretesting before distributing the questions to students. These mistakes will have an impact on various items, including those already mentioned. The main flaw is the tests given to students do not achieve the actual test objectives and do not measure what the teachers want to measure.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of the conclusion and recommendation of the study. In this section, the data analysis and the discussion of the result would be summarized and reaffirmed. Some recommendations are provided regarding the proposed research and recommended future works related to the study established by other researchers.

A. Conclusions

In accordance with the research finding and data analysis in the previous chapter, several conclusions can be made. Firstly, there were 3 stages of the teachers in developing English summative test; the first stage was looking at the grid and looking at indicators to be tested. The teachers only referred to 1 or 2 documents, they considered these 2 documents informative enough to construct the test. Then, the next stage was the teachers directly made the questions. At the last stage, most teachers mentioned they distributed the test to the students without pretesting. Only two teachers who analyzed by cross-checking among teachers, looking at the weaknesses and strengths of the questions.

Secondly, some teachers paid full attention to the principles but some did not. The principles that were fulfilled such as the sources used in constructing test items; curriculum, textbook, internet, syllabus, lesson plans and indicators. The process of choosing distractors by adjusting to the condition of students' abilities, considering the level of difficulty of the questions (LOTS, MOTS, HOTS), grade

level and adapting to the material. Additionally, the distribution of correct answers among the alternative positions was done at random by the teachers. There was a teacher who sometimes makes a pattern Z pattern in distributing the correct answers, This was done for aesthetic reasons.

However in this research found that some teachers did not aware of the principles, such as there was a teacher who has no reason why choosing multiple choices and essays question, it was simply because that teacher conformed to school rules. Furthermore, in the process of dividing the number of questions, the teacher just adjusted to the school rules regarding the distribution of questions based on exact and non-exact categories. Only 2 teachers referred to the material and the level of difficulty of the questions.

Furthermore, there were some erroneous items in multiple choice and essay questions had been developed by teachers. In multiple choice questions the erroneous were; capital letters and punctuation errors, typo error (inaccuracies), grammatical error, unclear questions and correct answers error, inappropriate distractors, and redundant wording. While in the essay questions, the erroneous were; capital letters and punctuation errors, grammatical error, unclear instruction, objective type items and presenting the questions without including the score of the question.

To sum up the findings, it can be inferred that the teachers have completed the basic stages in the process of developing tests but have not fulfilled the whole stages. The teachers were still not aware of some principles that must be considered in developing the test. Moreover, common mistakes found in

developing summative tests included language structures, unclear questions and correct answers, unclear instructions, inappropriate distractors, redundant wording, objective type items, presenting the questions without including the score in essay questions and did not conduct pretesting before distributing the questions to students.

B. Recommendations

Having discussed the findings of the research, some recommendations can be drawn as follows. First, the researcher expects that other researchers can investigate deeply related to English high school teachers ability in developing summative test by using a different method. In line with this, this study has a small sample size and cannot be generalized, future researchers can use a larger sample size in conducting the research. Lastly, teachers as test makers should be fully aware of the types of questions that select to test and some principles that must be considered in developing that test. Then, before distributing the test to do students, the teachers conduct pretesting and analyzing the test.

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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B- 2251/U.N.08/FTK/KP.07.6/01/2021

TENTANG PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR- RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-15090/Un.08/FTK/KP.07.6/10/2019 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190.PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72.PMK.02.2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2019
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-15090/Un.08/FTK/KP.07.6/10/2019 tanggal 15 Oktober 2019
- KEDUA :
Menunjuk Saudara:
1. Rahmat Yusny, M. TESOL Sebagai Pembimbing Pertama
2. Azizah, M. Pd Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Utari Febrina
NIM : 160203089
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring English High Schools Teacher's Ability in Developing Summative Test
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2021/2022
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 19 Februari 2021
An. Rektor
Dekan,


h.Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B

7/9/2021

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-9672/Un.08/FTK-I/TL.00/05/2021

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Bapak/Ibu Guru Bahasa Inggris di SMPN 1 Kuta Binjei Aceh Timur
2. Kepala SMAN 1 Julok Aceh Timur

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **UTARI FEBRINA / 160203089**

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Chik Geumpa I No. 20, Beurawe, Kuta Alam, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Exploring English High School Teachers' Ability In Developing English Summative Test (A study at SMPN 1 Kuta Binjei Aceh Timur and SMAN 1 Julok Aceh Timur)*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 07 Juni 2021

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



*Berlaku sampai : 20 Agustus
2021*

Dr. M. Chalis, M.Ag.



PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1 JULOK
Jln. Alue Ie Mirah Desa Bukit Siraja Kabupaten Aceh Timur Kode Pos 24457

SURAT KETERANGAN AKTIF
NOMOR : 422 / 195 / 2021

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Julok, Kecamatan Julok Kabupaten Aceh Timur dengan ini menerangkan bahwa :

Nama : UTARI FEBRINA
NIM : 160203089
Program Studi : Bahasa Inggris

Benar yang namanya tersebut diatas telah melakukan penelitian/pengumpulan data di SMA Negeri 1 Julok pada tanggal 07 s/d 08 Juni 2021 untuk penyusunan Skripsi dengan judul penelitian : Exploring English High School Teachers' Ability in Developing English Summative Test.

Demikian Surat keterangan ini untuk dapat dipergunakan seperlunya.

Julok, 09 Juli 2021

Kepala,



M.DAUD.S.Pd

NIP. 19641231 198803 1 038

Appendix D

Interview Protocol

Project: Exploring English High School Teachers' Ability in Developing English Summative Test (A study at SMPN 1 Kuta Binjei Aceh Timur and SMAN 1 Julok Aceh Timur)

Time of interview :
Date :
Place :
Interviewer : Utari Febrina
Interviewee :
Position of Interviewee : The teacher who is teaching English subject at Junior High School located in Kuta Binjei Aceh Timur

The purpose of this study is to find out the way English high school teachers develop English summative test and the common mistakes in developing English summative test. The data will be collected by using in semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about the way you develop English summative test and the common mistakes in developing English summative test. The interview process will take approximately 30 minutes.

Appendix D

Interview Guideline :

1. How are the stages in constructing English summative test?
2. What principle should be considered in constructing a test?
3. What types of questions do you usually make for UTS/UAS?
4. Why do you choose that type of question?
5. In the process of constructing the test, what references do you usually use?
6. How is the process of dividing the number of questions that you usually do?
7. How about the process of selecting distractor items that you usually do in constructing the test?
8. Is there any consideration of alignment of the correct answers and distractor items?
9. What is the hardest principle to fulfill in constructing the test?
10. Is there a check on the tests that have been made before it is given to students? How is the process?
11. Is there a pre-test before the question is finally tested to students?
12. Have you fulfilled all the principle of a good test in constructing the test?

Appendix E

Title : Exploring English High School Teachers' Ability in Developing English Summative Test (A study at SMPN 1 Kuta Binjei Aceh Timur and SMAN 1 Julok Aceh Timur)

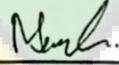
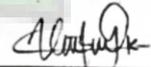
Researched by: Utari Febrina

Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

- Please initial box
- I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions
- I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.
- I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with wiry research materials, and will not be identified or identifiable in the report or reports that results from the research.
- I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be make of the recording° without my written permission and that so no one outside the research team will be allowed access to the original recording.
- I agree that my anonymzed data will be kept for the future research purpose such as publications related to this study after the completion of the study.

I agree to take part in this interview:

<u>AS</u>	<u>07 Juni 2021</u>	<u></u>
Participants' Name	Date	Signature
<u>Utari Febrina</u>	<u>07 Juli 2021</u>	<u></u>
Researchers' Name	Date	Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Utari Febrina
Telp : 082237404974
E-mail : utarifebrina.uf@gmail.com

Appendix E

Title : Exploring English High School Teachers' Ability in Developing English Summative Test (A study at SMPN 1 Kuta Binjei Aceh Timur and SMAN 1 Julok Aceh Timur)

Researched by: Utari Febrina

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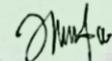
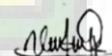
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I agree that my anonymzed data will be kept for the future research purpose such as publications related to this study after the completion of the study.

I agree to take part in this interview:

<u>NA</u>	<u>08 Juni 2021</u>	<u></u>
Participants' Name	Date	Signature
<u>Utari Febrina</u>	<u>08 Juni 2021</u>	<u></u>
Researchers' Name	Date	Signature

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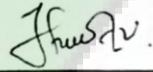
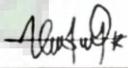
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I agree to take part in this interview:

<u>WM</u>	<u>07 Juli 2021</u>	<u></u>
Participants' Name	Date	Signature
<u>Utari Febrina</u>	<u>07 Juli 2021</u>	<u></u>
Researchers' Name	Date	Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Utari Febrina
Telp : 082237404974
E-mail : utarifibrina uf@gmail.com

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<u>NU</u>	<u>07 Juni 2021</u>	
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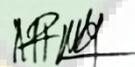
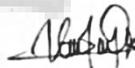
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<u>IR</u>	<u>08 Juni 2021</u>	<u></u>
Participants' Name	Date	Signature
<u>Utari Febrina</u>	<u>08 Juni 2021</u>	<u></u>
Researchers' Name	Date	Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Utari Febrina
Telp : 082237404974
E-mail : utarifebrina.uf@gmail.com

Appendix F

INTERVIEW GUIDELINE			
Interviewees · WM			
No.	Question	Follow up questions	Answer
1.	<p>Bagaimana langkah-langkah yang biasa ibu lakukan dalam mengkonstruksikan sebuah tes?</p>	<p>1. Apa langkah awal yang biasanya ibu lakukan dalam proses pembuatan soal ?</p> <p>2. Kemudian apa langkah selanjutnya yang biasa ibu lakukan dalam proses pembuatan soal ?</p> <p>3. Bagaimana langkah akhir yang biasa ibu lakukan dalam proses pembuatan soal ?</p>	<p>Kalau langkah awal dalam pembuatan soal itu liat kisi-kisi soalnya ya...liat perbabnya...misalkan bab 1, liat kisi-kisi yang udah dipelajari siswa</p> <p>Ya biasanya kita langsung...pertama kita siapkan kisi-kisinya ya kemudian langsung ke pembuatan soalnya</p> <p>Ya langsung dibagikan ke murid...sebelum ujian tapi dikelas sudah disampaikan terlebih dahulu gambarannya, supaya nanti ketika ujian mereka gak kalang kabut...gambaran soalnya udah ada...</p>
2.	<p>Prinsip/dasar apa saja yang harus dipertimbangkan dalam mengkonstruksi sebuah tes?</p>	<p>1. Tipe soal seperti apa yang biasanya ibu buat untuk UTS/UAS ?</p> <p>2. Mengapa memilih tipe soal tersebut ?</p> <p>3. Dalam proses pembuatan soal biasanya acuan/referensi apa saja yang ibu gunakan ?</p> <p>4. Bagaimana proses pembagian jumlah soal yang biasa ibu lakukan ?</p>	<p>Ada yang essay ada yang choice...itu semua tergantung gurunya juga</p> <p>Sebenarnya keduanya penting, kalau choice itu agak leeb membantu siswa...maksudnya itu ada pilihannya..jadi siswa itu bisa belajar juga tentang opsi-opsi yang lain kalau misalnya opsi sesuai dengan soalnya...</p> <p>Kalau essay dia skor nilainya pun agak lebih tinggi yaan karna dia butuh pemikiran dari dia total..penjabaran ya...otomatis skornya lebih tinggi..</p> <p>Acuan untuk pembuatan</p>

Appendix F

		<p>5. Berapa jumlah pilihan jawaban yang biasanya ibu berikan pada tipe multiple choices question ?</p> <p>6. Apakah ibu memastikan bahwa setiap soal hanya memiliki satu jawaban yang paling tepat ?</p> <p>7. Bagaimana dengan proses pemilihan item distraktor, apakah dibuat sangat sulit sehingga siswa terkecoh dengan jawaban yang benar atau dibuat sangat mudah sehingga siswa sangat mudah menemukan jawaban ?</p> <p>8. Apakah ada pertimbangan jawaban yang tepat tidak boleh homogen? (selalu A dari soal Nomor 1-40)</p> <p>9. Apakah ada pertimbangan keselarasan panjang pendek jawaban yang benar dan item distraktor ?</p> <p>10. Apakah ada pertimbangan penggunaan bahasa yang digunakan dalam tes harus bisa dipahami</p>	<p>soalnya biasa dari kurikulum</p> <p>Iya disesuaikan... terus itu sudah ada aturan khusus kami dari bagian kurikulum...untuk yang eksak berapa soal dan untuk non eksak berapa soal...</p> <p>Ada 4 pilihan jawaban.. berarti dari (a)-(d)..</p> <p>Memang harus ada sat jawaban yang benar biar siswa gak bingung...</p> <p>Tipe pilihannya ya...kita harus liat juga lingkungan kita, kita ukur dia kek mana... anak-anak disini kurang, kalau diluar ada tambahan ilmu dari luar ada les, kalau disini ga ada latihan anak-anak.. jadi gak kita kasih yang agak-agak sulit kali...tergantung kita lihat dalam keseharian bagaimana menyerapi pelajaran...kalau distraktornya tingkatan sulit kita buat soalnya agak lebih mudah...jadi emang disesuaikan dengan kondisi siswa</p> <p>Oh yaya...jadi biasanya kita buat pola ya...engga (a) selalu...kadang pakek pola</p>
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Appendix F

		<p>siswa dan tidak memiliki interpretasi/makna ganda ?</p>	<p>Z...Cuma kadang kalau udah terlanjur kita buat apa adanya (a) terus nanti (b), gak harus ikutin pola...ada yang (a)...ada yang (b)..</p> <p>Iya biasanya seperti itu...jangan membuat anak-anak “ini pasti yang betol”...kalau bisa emang dibuat pilihannya itu..opsinya itu kalau bisa dibuat jangan berbeda dia “oh ini panjang ni...ni pasti betolnya”..jadi diusakan supaya sama jadi ga memudahkan dia... sehingga ga langsung “ini pasti jawabannya”...</p> <p>Ya memang seperti itu karena supaya pencapaian mereka itu maksimal dalam menjawab soal..</p>
<p>3.</p>	<p>Menurut ibu apa prinsip/dasar yang paling sulit untuk dipenuhi dalam mengkonstruksikan sebuah tes?</p>	<p>1. Menurut ibu apa rintangan tersulit dalam proses pembuatan soal ? Mengapa ?</p> <p>2. Apakah ibu mempunyai kesulitan dalam menentukan pembagian jumlah soal ?</p>	<p>Itu kembali lagi ke resiko kita mengajar di perdesaan ya..jadi tergantung perdesaan..jadi emang kurang ya..terlebih dukungan orang tua kurang mensupport..misalnya bahasa inggris, jadi siswa itu mendapatkannya itu hanya jam tatap muka dnegan guru..jadi kalau kita buat sesuai dengan kurikulum sesuai dengan aturan-aturan disini rasanya siswa akan kurang memahami...ya itu tadi kurang terkejar ya...jadi kadang kita mau kasih sesuai dengan kurikulum..ini gak tercapai...itulah kesulitannya</p>

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	<p>3. Apakah ibu mempunyai kesulitan dalam menentukan distraktor ?</p> <p>4. Apakah ibu mempunyai kesulitan dalam menentukan nilai pada setiap butir soal ?</p>	<p>Kadang misalnya di kelas dua, kita kasih bahan dari kelas satu aja kadang dia gak bisa...susahnya itu kita buat soal kita harus sesuaikan dnegan kurikulum tapi harus sesuai juga dengan kondisi siswa...</p> <p>Enggak rasanya karna udah aturan, langsung aja kita berumbuh dengan sesama guru bahasa inggris misalnya kelas 3, kan kita berumbuh misalnya 20 choice 5 essay.. dan langsung ke skor nilainya berapa...</p> <p>Enggak ada, bahasa inggris lebih mudah...kadang kita ganti To Be nya aja kadang kan...kalau yang itu ganti subjeknya..itu kalau ke grammarnya...ada trik sendiri dia seperti itu..</p> <p>Engga ada, disesuaikan tingkat kesulitannya misalnya agak lebih susah soalnya berarti tinggi nilainya</p>
<p>4.</p>	<p>Apakah ibu telah memenuhi seluruh prinsip/dasar yang harus ada dalam sebuah tes yang baik?</p> <p>1. Apakah ada pengecekan terhadap tes yang sudah dibuat sebelum diberikan kepada siswa ? Bagaimana Prosesnya ?</p>	<p>Belum ya, gak mungki terpenuhi semua..ada yang missing di beberapa bagian walaupun udah diusahakan...</p> <p>Iya di cek, dicek dulu kadang nanti ada yang salah pengetikan...kadang nanti ada yang salah penulisan</p>

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		<p>2. Apakah ada uji coba soal kepada siswa terlebih dahulu sebelum akhirnya soal tersebut diujikan kepada siswa ?</p>	<p>soal...itu banyak hal yang dicek...kadang sampe 3 kali ibu cek...kadang ada kesalahan di opsinya dipilihnya yakan.. di nomornya kadang keliru..dari 1 langsung loncat ke 3...kadang ada juga yang buat kesalahan seperti itu..</p> <p>Iya saya uji dulu, supaya kita bisa mengetahui tingkat kesusahannya yakan...kita uji dulu seperti apa..kadang pun di soal di kelas-kelas paling misal nya kelas kan ada yang inti dan non inti, dikelas yang banyak anak lakinya, umumnya kan anak laki itu malas, jadi saya kasih kadang soal-soalnya sebelum ujian, saya kasih 1-20 choice saya tanya dalam bentuk kuis...kemudian soalnya saya tuliskan...ketika pun ujian ada juga yang gak bisa jawab...banyak juga yang gak bisa.. Ada diujikan sebelumnya itu...</p>
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INTERVIEW GUIDELINE			
Interviewees : NU			
No.	Question	Follow up questions	Answer
1.	Bagaimana langkah-langkah yang biasa ibu lakukan dalam mengkonstruksikan sebuah tes?	<p>1. Apa langkah awal yang biasanya ibu lakukan dalam proses pembuatan soal ?</p> <p>2. Kemudian apa langkah selanjutnya yang biasa ibu lakukan dalam proses pembuatan soal ?</p> <p>3. Bagaimana langkah akhir yang biasa ibu lakukan dalam proses pembuatan soal ?</p>	<p>Langkah awalnya kami liat dulu ini yang dari RPP nya..bahan-bahan dari RPP...kami buat soal berdasarkan RPP yang kami ajarkan...</p> <p>Dari materi itulah kami cari soal-soal yang menurut kemampuan siswa...misalnya ada soal C1, C2 misalnyakan...kami cari soal yang menurut kemampuan siswa di SMP ini...kadang-kadang emang sulit...</p> <p>Gak ada lagi, diserahkan soal ke penanggung jawabnya ada bagiannya sendiri...nanti baru diujikan ke siswa...</p>
2.	Prinsip/dasar apa saja yang harus dipertimbangkan dalam mengkonstruksi sebuah tes?	<p>1. Tipe soal seperti apa yang biasanya ibu buat untuk UTS/UAS ?</p> <p>2. Mengapa memilih tipe soal tersebut ?</p> <p>3. Dalam proses pembuatan soal biasanya acuan/referensi apa saja yang ibu gunakan ?</p>	<p>Ada dua jenis tipenya, ada soal pilihan ganda dengan essay..tapi lebih banyak pilihan gandanya</p> <p>Ini karna menurut waktunya juga, kalau essay nya banyak nanti anak-anak nanti gak cukup waktu untuk menjawab tapikan kalau choice udah ada pilihan jawabannya...jadi itu pertimbangannya... Udah pernah dulu kita kasih essay semua, jawabannya banyak yang kosong anak-anak...gak tau orang ni mau jawab apa...misalnya daro 10 soal bisa jawab 3 soal...jadi emang lebih banyak yang bisa menjawab</p>

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		<p>4. Bagaimana proses pembagian jumlah soal yang biasa ibu lakukan ?</p> <p>5. Berapa jumlah pilihan jawaban yang biasanya ibu berikan pada tipe multiple choices question ?</p> <p>6. Apakah ibu memastikan bahwa setiap soal hanya memiliki satu jawaban yang paling tepat ?</p> <p>7. Bagaimana dengan proses pemilihan item distraktor, apakah dibuat sangat sulit sehingga siswa terkecoh dengan jawaban yang benar atau dibuat sangat mudah sehingga siswa sangat mudah menemukan jawaban ?</p> <p>8. Apakah ada pertimbangan jawaban yang tepat tidak boleh homogen? (selalu A dari soal Nomor 1-40)</p> <p>9. Apakah ada pertimbangan keselarasan panjang pendek jawaban yang benar dan item distraktor ?</p> <p>10. Apakah ada</p>	<p>choice, mungkin karena ada pilihan jawabannya ya...</p> <p>Buku, dari buku...ada yang juga dari internet..dari internet kami sesuaikan dengan materi kami...tetap berdasarkan dari kurikulum tapi tambahan-tambahannya itu dari buku dari internet...</p> <p>Jadi menurut pembagiannya, eksak dan non eksak...kami kan masuk ke non eksak bahasa inggris..soal essaynya 5 soal choice nya 25..beda dengan eksak...kaya matematika. Aturannya emang dari kurikulum...</p> <p>Ada (a)-(d), berarti 4...</p> <p>Ada.. Ada.. pasti itu, jangan nanti siswa bingung...</p> <p>Standar, kalau lebih tinggi mungkin anak-anak...menurut kemampuan anak juga..kalau disini kemampuan anak kurang..gak seperti sekolah dikota, jadi standar aja distraktornya..harus disesuaikan dnegan kemampuan anak juga..</p> <p>Beda-beda..gak mungkin (a) semua ya...</p> <p>Iya beda..gak ada kami buat</p>
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		<p>pertimbangan penggunaan bahasa yang digunakan dalam tes harus bisa dipahami siswa dan tidak memiliki interpretasi/makna ganda ?</p>	<p>pola langsung beda-beda setiap soal...</p> <p>Iya disesuaikan, soal atau pun jawabannya ga terlalu panjang..karena kan kami ditentukan soalnya...ga boleh lebih dari 3 lembar keseluruhan soalnya.. Iya mempertimbangkan juga, gak boleh terlalu mencolok jawabannya...</p> <p>Pertimbangan bahasanya itu pasti ada ya...apa lagi bahasa inggris...kadang bahasa yang sering mereka gunakan aja orang ni gak tau apalagi bahasa inggris...apa lagi misalnya ada bahasa-bahasa kiasan kan...misalnya bahasa inggris materinya lebih ke sinonim, lawan kata, itukan pasti jawabannya...</p>
<p>3.</p>	<p>Menurut ibu apa prinsip/dasar yang paling sulit untuk dipenuhi dalam mengkonstruksikan sebuah tes?</p>	<p>1. Menurut ibu apa rintangan tersulit dalam proses pembuatan soal ? Mengapa ?</p> <p>2. Apakah ibu</p>	<p>Ketika membuat soal dalam bentuk percakapan, kan panjang itu soalnya, susah cara potongnya...kalau misalnya kaya kalimat past tense simple present itu mudah soalnya...ketika ada soal percakapan itu yang paling sulit...</p> <p>Karna kan disekolah kan udah ditentukan gak boleh lebih dari 3 halaman, kalau ada percakapan kan pasti panjang-panjang soalnya...sedangkan</p>

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		<p>mempunyai kesulitan dalam menentukan pembagian jumlah soal ?</p> <p>3. Apakah ibu mempunyai kesulitan dalam menentukan distraktor ?</p> <p>4. Apakah ibu mempunyai kesulitan dalam menentukan nilai pada setiap butir soal ?</p>	<p>dimateri ajar harus dimasukkan... Kadang-kadang anak-anak pun susah...kan ujian ga boleh liat kamus...sedangkan percakapan itu banyak kata-katanya harus dimengerti...</p> <p>Enggak, karena udah ditentukan dari sekolah</p> <p>Itu ada, kadang mau buat distraktor sangat mengecoh tapi nanti anak-anak gak bisa...jadi kadang emang agak susah...</p> <p>Itu skornya kan 100, 50 choice 50 essay...1 soal choice nilainya 2,5 ya benar semua jadi 50...kalau essay bobotnya tinggi, kalau choice ada pilihan jawabannya..kalau essay kan ga ada pilihan jawabannya...kadang-kadang anak-anak soal choice itu langsung ditebak-tebak...</p>
<p>4.</p>	<p>Apakah ibu telah memenuhi seluruh prinsip/dasar yang harus ada dalam sebuah tes yang baik?</p>	<p>1. Apakah ada pengecekan terhadap tes yang sudah dibuat sebelum diberikan kepada siswa ? Bagaimana Prosesnya ?</p>	<p>Belum ya, masih ada kurang sana-sini, karna kalau kita disini disesuaikan dengan kondisi sekolah kita...</p> <p>Ada, pengecekannya tentang kalimatnya apa ada salah gak waktu pengetikan...kadang-kadang udah di cek waktu ujian ada juga yang salah...biasanya saya cek sekali, dicek sama kawan sekali...karna sesama</p>

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		<p>2. Apakah ada uji coba soal kepada siswa terlebih dahulu sebelum akhirnya soal tersebut diujikan kepada siswa ?</p>	<p>guru bisa cek kan, kadang ada yang masih salah juga...tapi ada usaha untuk dilakukan pengecekan...</p> <p>Ada, penguji cobanya seperti kemarin kan sebelum ujian ada beberapa soal yang kami uji coba dikelas waktu mengajar dipertemuan terakhir...kami ada kasih kisi-kisi, waktu kasih kisi-kisi itulah kami uji coba soalnya sama anak-anak dikelas...</p> <p>Karena kan waktu ujian kita takutkan siswa bisa gak jawab soal ini, mampu gak orang ini...kalau rata-rata mampu berarti oke..kalau banyak yang gak bisa berarti harus diperdalam materinya...</p>
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INTERVIEW GUIDELINE			
Interviewees : AS			
No.	Question	Follow up questions	Answer
1.	Bagaimana langkah-langkah yang biasa ibu lakukan dalam mengkonstruksikan sebuah tes?	<p>1. Apa langkah awal yang biasanya ibu lakukan dalam proses pembuatan soal ?</p> <p>2. Kemudian apa langkah selanjutnya yang biasa ibu lakukan dalam proses pembuatan soal ?</p> <p>3. Bagaimana langkah akhir yang biasa ibu lakukan dalam proses pembuatan soal ?</p>	<p>Disesuaikan dengan silabusnya..dengan materi yang sudah diajarkan...</p> <p>Kan tadi ceritanya disesuaikan yang udah diajarkan...terus diliat berhubungan, sinkron...misalnya yang pertama pronoun...nanti kebawahnya gitu juga soalnya, kalimatnya aja yang diubah-ubah</p> <p>Biasanya ada guru yang lain kan, nanti di cek dulu sama guru yang lian ni sesuai gak...kalau udah sesuai waktu cross check sesama guru udah...langsung diprintkan</p>
2.	Prinsip/dasar apa saja yang harus dipertimbangkan dalam mengkonstruksi sebuah tes?	<p>1. Tipe soal seperti apa yang biasanya ibu buat untuk UTS/UAS ?</p> <p>2. Mengapa memilih tipe soal tersebut ?</p> <p>3. Dalam proses pembuatan soal biasanya acuan/referensi apa saja yang ibu gunakan ?</p> <p>4. Bagaimana proses pembagian jumlah soal yang biasa ibu lakukan ?</p> <p>5. Berapa jumlah pilihan jawaban yang biasanya ibu berikan pada tipe multiple choices question ?</p>	<p>Kalau disinikan yang namanya kita dikamponkan kita gak tau bilang ya apalagi selama korona ini gatau bilang kami...tipe soalnya choice ada essay nya juga..banyak choicinya..</p> <p>Karena disini emang umumnya kek gitu..</p> <p>Ada buku paket, liat buku paket juga biasanya...</p> <p>Emang udah ditentukan, kalau kita bahasa inggris 30 choice essay 5 emang udah kesepakatannya kek gitu..</p>

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		<p>6. Apakah ibu memastikan bahwa setiap soal hanya memiliki satu jawaban yang paling tepat ?</p> <p>7. Bagaimana dengan proses pemilihan item distraktor, apakah dibuat sangat sulit sehingga siswa terkecoh dengan jawaban yang benar atau dibuat sangat mudah sehingga siswa sangat mudah menemukan jawaban ?</p> <p>8. Apakah ada pertimbangan jawaban yang tepat tidak boleh homogen? (selalu A dari soal Nomor 1-40)</p> <p>9. Apakah ada pertimbangan keselarasan panjang pendek jawaban yang benar dan item distraktor ?</p> <p>10. Apakah ada pertimbangan penggunaan bahasa yang digunakan dalam tes harus bisa dipahami siswa dan tidak memiliki interpretasi/makna ganda ?</p>	<p>Ada 4, biasanya (a)-(d)...</p> <p>Iya, misalnya kan dikelas 1...tentang To Be is, am, are kan gitukan..emang isinya To Be semua...tapi ada satu jawaban yang paling tepat..</p> <p>Kalau di kelas VII enggak, gak yang ribet-ribet kali juga...kita harus sesuaikan dengan tingkatannya, teruskan kita liat tahun lalu dan tahun ini, tahun ini lebih rendah lagi kualitasnya...jadi emg harus disesuaikan...sekarang kan jarang masuk karena korona kadang 1 bab mereka gak ngerti-ngerti misaknya...kalau tahun lalu lebih cepat..gak bisa harus sangat tinggi, emang harus disesuaikan lapangannya..</p> <p>Heterogen, gak ada pola...kadang ada orang yang buat pakek pola, kami enggak...kalau di atas dua soal udah (a), berarti dibawah diganti...karenakan nanti anak-anak "oh diatas 2 (a), berarti nanti (b)"...jdi bisa nebak...</p> <p>Standar, ada yang panjang ada yang pendek...selaras...</p> <p>Instruksinya biasanya bahasa inggris, itu bahasa</p>
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			<p>inggris yang simple gitu...yang mudah dimengerti...kalau kita ada beberapa bahasa inggris yang artinya bisa lain-lain...tapi kalau anak-anak kan harus yang biasa yang mereka dengar...gitu juga untuk soalnya harus yang mudah mereka pahami...kalau misalnya udah kelas 3 baru disesuaikan lagi...</p>
<p>3.</p>	<p>Menurut ibu apa prinsip/dasar yang paling sulit untuk dipenuhi dalam mengkonstruksikan sebuah tes?</p>	<p>1. Menurut ibu apa rintangan tersulit dalam proses pembuatan soal ? Mengapa ?</p> <p>2. Apakah ibu mempunyai kesulitan dalam menentukan pembagian jumlah soal ?</p> <p>3. Apakah ibu mempunyai kesulitan dalam menentukan distraktor ?</p> <p>4. Apakah ibu mempunyai kesulitan dalam menentukan nilai pada setiap butir soal ?</p>	<p>Kalau misalnya soal nya kan 30 ketentuannya, kadang kan kita ngajarnya lebih...banyak yang harus kita masukin dalam soal tu kan...kan gak semuanya masuk, terus kadang instruksi jangan yang sulit-sulit kali nanti anak-anak gak ngerti...jadi kadang berapa bab kita ngajar, Cuma beberapa yang bisa kita masukin...</p> <p>Teruskan materi ini sulit harus dibuat soal berapa.. kan gak bisa dibagi sama rata, makanya agak susah...</p> <p>Engga sih, biasa aja...misalnya kan soalnya tentang apa, disesuaikan yang masuk juga keistu..misalnyakan conjunction, semua masuk conjunction...Cuma tinggal pilih aja nanti apa yang paling tepat</p>

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			<p>Enggak, ini emang udah sesuaikan kesepakatan...kalau choice lebih sedikit nilainya...</p>
4.	<p>Apakah ibu telah memenuhi seluruh prinsip/dasar yang harus ada dalam sebuah tes yang baik?</p>	<p>1. Apakah ada pengecekan terhadap tes yang sudah dibuat sebelum diberikan kepada siswa ? Bagaimana Prosesnya ?</p> <p>2. Apakah ada uji coba soal kepada siswa terlebih dahulu sebelum akhirnya soal tersebut diujikan kepada siswa ?</p>	<p>Belum, kalau disini banyak penyesuaian kondisi kaya yang saya bilang tadi...</p> <p>Ada, udah buat soalnya kan diketik...terus tanya sama kawan sesama guru..udah sesuai gak..kalau udah sesuai diprint.. Yang dicek penulisannya, typo misalnya...anak-anak kan 1 huruf salah bingung dia.. kadang dipilihannya double gitu kan..human error</p> <p>Engga uji coba, cuma ada setiap habis materi ada kayak latihan gitu..atau ulangan gitu pernah dilakukan..sebelum difinalkan ada gambaran ke siswa untuk mengetes kemampuan udah paham dia belum tentang ini misalnya gitu...kalau gak bisa jawab bisa diulang lagi dimana kesulitannya...</p>

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INTERVIEW GUIDELINE			
Interviewees : IR			
No.	Question	Follow up questions	Answer
1.	Bagaimana langkah-langkah yang biasa ibu lakukan dalam mengkonstruksikan sebuah tes?	<p>1. Apa langkah awal yang biasanya ibu lakukan dalam proses pembuatan soal ?</p> <p>2. Kemudian apa langkah selanjutnya yang biasa ibu lakukan dalam proses pembuatan soal ?</p> <p>3. Bagaimana langkah akhir yang biasa ibu lakukan dalam proses pembuatan soal ?</p>	<p>Biasanya untuk membuat sebuah soal kita liat dulu KD atau KI yang akan di uji, kemudian kita liat lagi indikator soal yang akan diuji...kemudian kisi-kisi pembuatan soal baru di racik jadi sebuah soal sesuai dengan indikator dan kompetensi dasar yang akan di uji...</p> <p>Biasanya diliat lagi soalnya mudah dipahami atau tidak...apakah soalnya HOTS, LOTS ataupun MOTS..jadi bervariasi bentuk soalnya..</p> <p>Biasanya sesudah diliat kelemahan dan kelebihan dari sebuah soal, baru dibuat sesuai dengan kebutuhan yang diinginkan...baru didistribusikan ke siswa..</p>
2.	Prinsip/dasar apa saja yang harus dipertimbangkan dalam mengkonstruksi sebuah tes?	<p>1. Tipe soal seperti apa yang biasanya ibu buat untuk UTS/UAS ?</p> <p>2. Mengapa memilih tipe soal tersebut ?</p> <p>3. Dalam proses pembuatan soal biasanya acuan/referensi apa saja yang ibu gunakan ?</p>	<p>Kalau kemudahan memeriksa biasanya guru suka menggunakan multiple choice, tapi kalau untuk menguji kemampuan literasi, numerikal dan sebagainya sebaiknya menggunakan essay... Tapi untuk saat ini berbentuk multiple choice dan essay</p> <p>satu, kemudahan bagi guru untuk memeriksa...yang kedua, kalau multiple choice siswa kan punya gambaran jawaban apa yang akan dipilih karena</p>

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		<p>4. Bagaimana proses pembagian jumlah soal yang biasa ibu lakukan ?</p> <p>5. Berapa jumlah pilihan jawaban yang biasanya ibu berikan pada tipe multiple choices question ?</p> <p>6. Apakah ibu memastikan bahwa setiap soal hanya memiliki satu jawaban yang paling tepat ?</p> <p>7. Bagaimana dengan proses pemilihan item distraktor, apakah dibuat sangat sulit sehingga siswa terkecoh dengan jawaban yang benar atau dibuat sangat mudah sehingga siswa sangat mudah menemukan jawaban ?</p> <p>8. Apakah ada pertimbangan jawaban yang tepat tidak boleh homogen? (selalu A dari soal Nomor 1-40)</p> <p>9. Apakah ada pertimbangan keselarasan panjang pendek jawaban yang benar dan item distraktor ?</p>	<p>ada beberapa pilihan yang diberikan..</p> <p>Acuannya biasanya dilihat dari 3 tipe yang harus dipertimbangkan, HOTS, LOTS ataupun MOTS...dari buku paket pasti, dari KD dan silabusnya juga pakek..</p> <p>Oh itu sudah ditentukan dari sekolah...kalau eksak 15 choice 5 essay, kalau non eksak 20 choice 5 essay...</p> <p>Ada 5, kalau untuk SMA 5...(a)-(e)..</p> <p>Emang harus ada satu pilihan yang membuat siswa bingung ya, atau jebakan..Cuma pasti hanya ada satu jawaban yang tepat..kalau pun ada pasti karena kesalahan error..tapi diusahakan Cuma satu jawaban yang benar..</p> <p>Tergantung tingkat soalnya, kalau misalnya soalnya HOTS yang pakek yang sulit, kan tergantung tipe tingkatannya...makanya tadi ada 3 tipe kan... HOTS, LOTS sama MOTS... untuk distraktornya kayanya campur-campur sih...ga semua verb...</p>
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		<p>10. Apakah ada pertimbangan penggunaan bahasa yang digunakan dalam tes harus bisa dipahami siswa dan tidak memiliki interpretasi/makna ganda ?</p>	<p>heterogen, ada yang jawabannya (a) atau (b)...ga ada pola sih campur aja...</p> <p>Biasanya untuk membuat option seperti itu dia ada estetikanya, misalnya (abcd) nya itu...kalau (a) nya 3 huruf,(b) nya 4 huruf (c) nya 5 hurufcantik aja penulisannya biasanya gitu...makanya gak terpola Z atau apa gitu...</p> <p>kalau bahasa inggris kayanya jarang punya persepsi yang berbeda...kan menerjemahkan...kecuali pelajaran-pelajaran kaya bahasa indonesia kali atau sejarah yang mengandung makna ganda...jadi biasanya berkaitan dengan teks, jadi jarang melenceng....</p>
<p>3.</p>	<p>Menurut ibu apa prinsip/dasar yang paling sulit untuk dipenuhi dalam mengkonstruksikan sebuah tes?</p>	<p>1. Menurut ibu apa rintangan tersulit dalam proses pembuatan soal ? Mengapa ?</p> <p>2. Apakah ibu mempunyai kesulitan dalam menentukan pembagian jumlah soal ?</p>	<p>Membuat soal HOTS, karena guru tu harus kreatif menciptakan pertanyaan yang bisa memacu daya kritis anak-anak dalam menjawab...</p> <p>Udah ditentukan dari sekolah.. jadi gak ada kesulitan..susahnya di merancang butir soalnya...</p>

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		<p>3. Apakah ibu mempunyai kesulitan dalam menentukan distraktor ?</p> <p>4. Apakah ibu mempunyai kesulitan dalam menentukan nilai pada setiap butir soal ?</p>	<p>Itu yang sulit juga...untuk membuat sebuah jawaban yang hampir mirip atau menjebak itu emang susah..</p> <p>Kalau untuk penilaian ketika ujian gak susah karena kan guru membuat pertanyaan ada kunci jawabannya, kecuali pertanyaan berbentuk essay...meminta pendapat siswa, itu harus benar-bener diperhatikan karena setiap siswa punya daya pikirnya masing-masing...kalau multiple choice gak ada kesulitan...</p>
<p>4.</p>	<p>Apakah ibu telah memenuhi seluruh prinsip/dasar yang harus ada dalam sebuah tes yang baik?</p>	<p>1. Apakah ada pengecekan terhadap tes yang sudah dibuat sebelum diberikan kepada siswa ? Bagaimana Prosesnya ?</p> <p>2. Apakah ada uji coba soal kepada siswa terlebih dahulu sebelum akhirnya soal tersebut diujikan kepada siswa ?</p>	<p>Banyak yang belum kalau dalam prakteknya, karena keterbatasan waktu juga iya..kondisi lapangan juga..</p> <p>Tidak ada pengecekan sih, jarang ada pengecekan diakhir... paling kalau typo dan lain-lain itu dalam proses pengerjaannya sambil...</p> <p>Ini cerita zaman ya, kalau cerita zaman ada...tukar sekolah...uji coba kelayakan soal...dulu sih... Kalau sekarang ga ada</p>

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			buat lagi... untuk siswa di kelas juga gak ada...langsung didistribusikan..
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Appendix F

INTERVIEW GUIDELINE			
Interviewees : NI			
No.	Question	Follow up questions	Answer
1.	Bagaimana langkah-langkah yang biasa ibu lakukan dalam mengkonstruksikan sebuah tes?	<p>1. Apa langkah awal yang biasanya ibu lakukan dalam proses pembuatan soal ?</p> <p>2. Kemudian apa langkah selanjutnya yang biasa ibu lakukan dalam proses pembuatan soal ?</p> <p>3. Bagaimana langkah akhir yang biasa ibu lakukan dalam proses pembuatan soal ?</p>	<p>Langkah-langkahnya yang pertama kita harus menyusun yang namanya kisi-kisi sebelum kita membuat soal, kita harus melihat dulu kisi-kisi...</p> <p>Misalnya materi apa, tingkat kesukarannya, misalnya tingkat kesukarannya dari level yang tinggi, sedang sampek rendah..bentuk soalnya pun ada yang pilihan ganda ada soal essay..</p> <p>Setelah soalnya selesai..dibagikan kepeserta didik..guru memeriksanya, kemudian evaluasi..dimana siswanya kurang memahami...</p>
2.	Prinsip/dasar apa saja yang harus dipertimbangkan dalam mengkonstruksi sebuah tes?	<p>1. Tipe soal seperti apa yang biasanya ibu buat untuk UTS/UAS ?</p> <p>2. Mengapa memilih tipe soal tersebut ?</p> <p>3. Dalam proses pembuatan soal biasanya acuan/referensi apa saja yang ibu gunakan ?</p> <p>4. Bagaimana proses pembagian jumlah soal yang biasa ibu lakukan ?</p>	<p>Untuk pilihan soalnya ada soal pilhan ganda dan ada soal essay, dibagi lagi ada eksak ada non eksak...non eksak 25 pilihan ganda dan 5 essay...kalau eksak 15 pilihan ganda dan 5 essay..</p> <p>Karena udah umum kami gunakan pilihan ganda, essay juga gitu..</p> <p>Berdasarkan silabus, RPP, itu emang acuan dasarnya...adalah indikator soal..</p>

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		<p>5. Berapa jumlah pilihan jawaban yang biasanya ibu berikan pada tipe multiple choices question?</p> <p>6. Apakah ibu memastikan bahwa setiap soal hanya memiliki satu jawaban yang paling tepat ?</p> <p>7. Bagaimana dengan proses pemilihan item distraktor, apakah dibuat sangat sulit sehingga siswa terkecoh dengan jawaban yang benar atau dibuat sangat mudah sehingga siswa sangat mudah menemukan jawaban ?</p> <p>8. Apakah ada pertimbangan jawaban yang tepat tidak boleh homogen? (selalu A dari soal Nomor 1-40)</p> <p>9. Apakah ada pertimbangan</p>	<p>Kan emang udah ada ketentuan soalnya itu jumlahnya berapa, tinggal disesuaikan aja misalnya UTS...ada 4 bab..jadi kita bagi aja 2 bab UTS..kita bagi lagi tingkat kesukarannya...kalau soalnya pilihan ganda 20, itu 10 soal dari bab 1...bab ke 2 10 jadi total 20...kami bagi lagi tingkat kesukarannya ada yang rendah, sedang..kalau istilah LOTS, HOTS, MOTS itu ada...begitu juga dengan soal uraian...kami bagi lagi ada tingkatnya C1, C2, C3, C4...tingkat kesukaran soalnya itu melihat dengan level-level tersebut... Yang penting dalam pembuatan soal ada level nya LOTS, HOTS, MOTS...</p> <p>Ada 5 (a), (b), (c), (d), (e)...kalau untuk tingkat SMA sampe (e)..kalau tingkat SMP, SD itu biasanya sampe (d), itu emang udah ketentuan...</p> <p>Ada, jadi setiap menjawab soal apa lagi soal choice itu ada teknikny...jadi dalam membuat soal itu tidak mungkin ada dua jawaban yang benar dalam satu soal...wajib satu jawaban yang paling benar...</p>
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		<p>keselarasan panjang pendek jawaban yang benar dan item distraktor ?</p> <p>10. Apakah ada pertimbangan penggunaan bahasa yang digunakan dalam tes harus bisa dipahami siswa dan tidak memiliki interpretasi/makna ganda ?</p>	<p>Biasanya ada bervariasi..ada tingkatan tinggi, rendah dan sedang...</p> <p>Heterogen, pilihannya berbeda-beda..gak ada pola...jadi biasanya kalau untuk pilihan jawaban yang benar kami acak..jadi siswa tidak bisa menebak..misal nya dari 1-5 (a) semua, tidak seperti itu...jadi emang kami buatnya acak...</p> <p>Sebenarnya kan kalau pilihan jawaban yang choice itu yang singkat-singkat kalau yang panjang kan di essay kan... kalau untuk pilihan ganda biasanya bentuknya indah...misalnya panjang duluan kemudian seterusnya pendek...</p> <p>Yang penting soalnya mudah dipahami sama siswa, jadi menggunakan kata-kata yang mudah dipahami misalnya menggunakan kata-kata “menganalisis” harus dijelaskan terlebih dahulu yang dimaksudkan</p>
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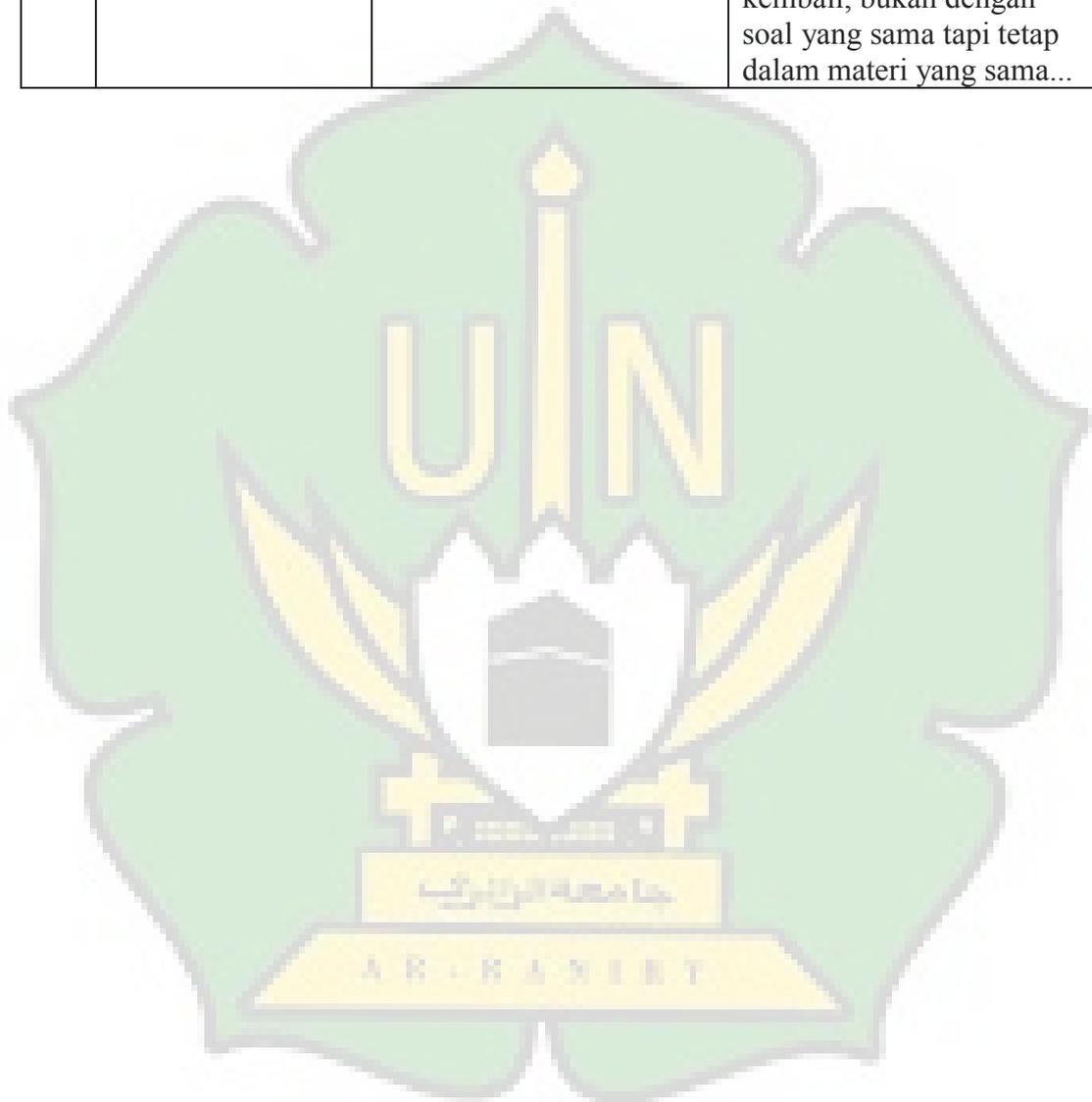
			<p>menganalisis itu seperti apa..jadi patokannya itu KKO (kata kerja operasional)...misalnya menjelaskan, mengidentifikasi, menganalisis, memahami, jadi patokannya di KKO ini...</p> <p>Kalau dulu menggunakan Taksonomi Bloom...kalau sekarang Anderson kalau gak salah ibu...</p>
3.	<p>Menurut ibu apa prinsip/dasar yang paling sulit untuk dipenuhi dalam mengkonstruksikan sebuah tes?</p>	<p>1. Menurut ibu apa rintangan tersulit dalam proses pembuatan soal ? Mengapa ?</p> <p>2. Apakah ibu mempunyai kesulitan dalam menentukan pembagian jumlah soal ?</p> <p>3. Apakah ibu mempunyai kesulitan dalam menentukan distraktor ?</p> <p>4. Apakah ibu mempunyai kesulitan dalam menentukan nilai pada setiap butir soal ?</p>	<p>Buat soal sebenarnya mudah, yang tersulit nya itu cara untuk motivasi siswa supaya belajar...menggunakan model apa dalam proses mengajar agar siswa nya paham..ketika siswa paham suatu materi, kemudian kita memberi pertanyaan terhadap materi tersebut jadikan siswa cepat pahamkan, cepat bisa...jadi itulah kendalanya kalau sekarang...karena gak semua materi cocok discovery learning, atau PBL, ceramah juga kan ga semua bisa..</p> <p>Karena udah ada aturan jadi disesuaikan aja dengan aturannya..</p> <p>Tidak ada sih, gak ada</p>

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			<p>rintangan yang signifikan...</p> <p>Emang udah ada skornya, jadi gak merasa kesulitan...misalnya pilihan ganda itu sama setiap soalnya..kalau essay itukan ada tingkat kesukarannya, KKO menjelaskan...paling skornya 10...kemudian untuk menganalisis, levelnya udah tinggi lagi itukan, berarti skornya udah lebih tinggi lagi... jadi berdasarkan tingkat kesukarannya aja kalau untuk bobot soalnya..</p>
<p>4.</p>	<p>Apakah ibu telah memenuhi seluruh prinsip/dasar yang harus ada dalam sebuah tes yang baik?</p>	<p>1. Apakah ada pengecekan terhadap tes yang sudah dibuat kepada siswa ? Bagaimana Prosesnya ?</p> <p>2. Apakah ada uji coba soal kepada siswa terlebih dahulu sebelum akhirnya soal tersebut diujikan kepada siswa ?</p>	<p>Diusahakan untuk dipenuhi, Cuma kadang dalam praktek gak sesuai dengan teori yang udah kita pelajari kan...</p> <p>Itu ada...sebelum kami kasih ke pengajaran kami cek dulu..misalnya dimana ada kata-kata yang salah..namanya juga kita manusia pasti ada kesalahan yakan..kesilapan..kami periksa dulu...kalau misalnya ada juga yang terlewatkan, nanti kami datang ke kelas... kami tanuakan ke siswanya "gimana soalnya, ada yang kurang jelas?"...disupervisi kembali..</p> <p>Kalau pengujian tidak ada... jadi langsung...karena udah</p>

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			<p>duluan kami kisi-kisi...jadi tidak ada pengujian terlebih dahulu... Kecuali nanti setelah ujian ada siswa yang tidak memenuhi baru remedial kembali, bukan dengan soal yang sama tapi tetap dalam materi yang sama...</p>
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Appendix F

INTERVIEW GUIDELINE			
Interviewees : NA			
No.	Question	Follow up questions	Answer
1.	Bagaimana langkah-langkah yang biasa ibu lakukan dalam mengkonstruksikan sebuah tes?	<p>1. Apa langkah awal yang biasanya ibu lakukan dalam proses pembuatan soal ?</p> <p>2. Kemudian apa langkah selanjutnya yang biasa ibu lakukan dalam proses pembuatan soal ?</p> <p>3. Bagaimana langkah akhir yang biasa ibu lakukan dalam proses pembuatan soal ?</p>	<p>Untuk pembuatan soal biasanya yang udah dipelajari, misalnya dari satu materi diambil beberapa soal, kalau ada 4 materi berarti 4 bab kan...terus kita bagi dari materi yang sudah dipelajari kedalam beberapa soal...</p> <p>Setelah liat dari materi langsung buat soalnya...</p> <p>Kemudian dikumpulkan ke pengajaran dulu..diperbanyak..dibagikan ke siswa..</p>
2.	Prinsip/dasar apa saja yang harus dipertimbangkan dalam mengkonstruksi sebuah tes?	<p>1. Tipe soal seperti apa yang biasanya ibu buat untuk UTS/UAS ?</p> <p>2. Mengapa memilih tipe soal tersebut ?</p> <p>3. Dalam proses pembuatan soal biasanya acuan/referensi apa saja yang ibu gunakan ?</p> <p>4. Bagaimana proses pembagian jumlah soal yang biasa ibu lakukan ?</p> <p>5. Berapa jumlah pilihan jawaban yang</p>	<p>Ada soal yang sukar dan sedang juga, jenis soalnya ada multiple choice dan essay...</p> <p>Oh itu emang sudah ditentukan dari sekolah untuk tipe soalnya sebenarnya...jadi emang aturannya gitu..</p> <p>Buku paketnya, sesekali liat di google juga untuk referensi, sekalian mudah ngetik jugakan...</p> <p>Tinggal dibagi ajakan, kalau misalnya 4 bab materi ajar,</p>

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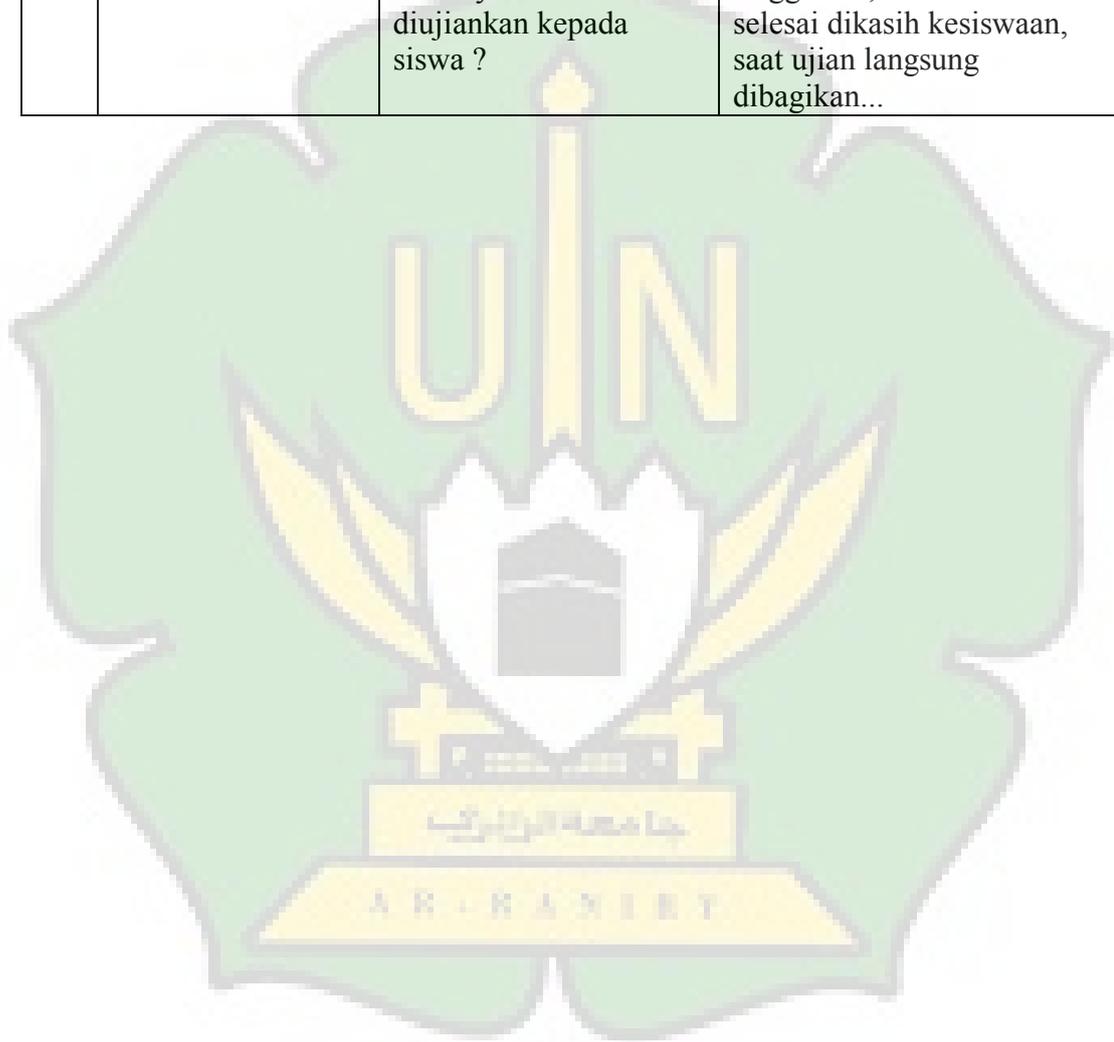
		<p>biasanya ibu berikan pada tipe multiple choices question?</p> <p>6. Apakah ibu memastikan bahwa setiap soal hanya memiliki satu jawaban yang paling tepat ?</p> <p>7. Bagaimana dengan proses pemilihan item distraktor, apakah dibuat sangat sulit sehingga siswa terkecoh dengan jawaban yang benar atau dibuat sangat mudah sehingga siswa sangat mudah menemukan jawaban ?</p> <p>8. Apakah ada pertimbangan jawaban yang tepat tidak boleh homogen? (selalu A dari soal Nomor 1-40)</p> <p>9. Apakah ada pertimbangan keselarasan panjang pendek jawaban yang benar dan item distraktor ?</p> <p>10. Apakah ada pertimbangan penggunaan bahasa yang digunakan dalam</p>	<p>soal ketentuannya 20...berarti 5 soal..kalau misalnya ada materi yang agak sulit lebih sedikit soalnya..pertimbangan materi..</p> <p>(a)-(e)...kalau untuk SMA 5</p> <p>Pastilah..kalau gak nanti anak-anak bingung...paling opsi jebakan ada...tapi tetap satu jawabannya..</p> <p>Sedang, disesuaikan dengan materinya biasanya...rata-ratanya sedang...</p> <p>Heterogen, beda-beda dia..gak mungkin jawabannya (a) semua dari soal pertama sampe abis...ga ada pola, langsung acak aja jawabannya...</p> <p>Iya juga, kalau untuk choice biasa dipertimbangkan sependek mungkin...gak ada yang paling mencolok</p>
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		tes harus bisa dipahami siswa dan tidak memiliki interpretasi/makna ganda ?	Iya dari instruksi awal juga harus dipertimbangkan, biar jangan bingung siswa harus ngerjain apa..
3.	Menurut ibu apa prinsip/dasar yang paling sulit untuk dipenuhi dalam mengkonstruksikan sebuah tes?	<p>1. Menurut ibu apa rintangan tersulit dalam proses pembuatan soal ? Mengapa ?</p> <p>2. Apakah ibu mempunyai kesulitan dalam menentukan pembagian jumlah soal ?</p> <p>3. Apakah ibu mempunyai kesulitan dalam menentukan distraktor ?</p> <p>4. Apakah ibu mempunyai kesulitan dalam menentukan nilai pada setiap butir soal ?</p>	<p>Itu susahnya pas kita buat materi yang panjang itu yang capek...karna untuk dimasukkan kesoal kan susah tu, tapi tetap harus dimasukkan...</p> <p>Enggak sih, karena emang udah ada ketentuan dari sekolah...tinggal disesuaikan aja...</p> <p>Enggak ada, kita liat yang hampir-hampir sama dengan materinya</p> <p>Gak ada, karena udah ada aturannya... untuk soal choice dan essay udah ada...</p>
4.	Apakah ibu telah memenuhi seluruh prinsip/dasar yang harus ada dalam sebuah tes yang baik?	1. Apakah ada pengecekan terhadap tes yang sudah dibuat sebelum diberikan	<p>Pas dilapangan banyak yang susah dipraktekkan, jadi emang belem terpenuhi..</p> <p>Iya kita cek dulu sendiri, dipengajaran kita cek juga</p>

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		<p>kepada siswa ? Bagaimana Prosesnya ?</p> <p>2. Apakah ada uji coba soal kepada siswa terlebih dahulu sebelum akhirnya soal tersebut diujikan kepada siswa ?</p>	<p>lagi...kalau dipengajaran iya tulisannya, kalau soalnya guru bisang studi yang cek...kalau di pengajaran di cek tulisannya, titik koma, huruf besar..</p> <p>Engga ada, setelah soal selesai dikasih kesiswaan, saat ujian langsung dibagikan...</p>
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Appendix F

SOAL T1 = WM

Choose The Correct Answer

1. They..... old friends.
 a. Am
 b. Was → knowledge
 c. Is
 d. Are web
2. Today is Monday, tomorrow is
 a. Tuesday
 b. Sunday
 c. Thursday
 d. Wednesday
3. Who are you ?
 a. This is Vira
 b. She is Vira
 c. I am Vira
 d. These is Vira
4. I know..... brother
 a. He
 b. Him
 c. Her
 d. She
5. Putra : Can I borrow your dictionary ?
 Reza : Sure, here is is
 Putra :
 Reza : You are welcome
 a. Not at all
 b. My pleasure
 c. Thank you very much
 d. It's pleasure
6. Hello name is Fina
 I live in Blang Jambee
 a. My
 b. Her
 c. His
 d. Our
7. Ana : Good Morning, how are you ?
 any :fine , thank you
 a. I am
 b. She is
 c. He is
 d. You are
8. Iqbal :?
 Vanny : I am twelve years old
 a. How old are you ?
 b. How old is she ?
 c. How is she ?
 d. How are you ?
9. Rani : Where do you live ?
 Vira : in Buket Seuraja
 a. I live
 b. I life
 c. she live
 d. she life
10. Fandy meets Muhammad at 08.Am, he says...
 a. Good Night
 b. Good Afternoon
 c. Good Evening
 d. Good Morning
11. Mr.Heri a sport teacher
 a. Are
 b. Were
 c. Is
 d. Was
12. Saleh : Hello, Nice to meet you
 Abdulllah :
 a. Nice to meet you too
 b. Good to you too
 c. Fine, thanks you
 d. fine too
13. it a magazine ?
 a. Is
 b. Are
 c. Am
 d. Was
14. Yanti : Good Afternoon, Dian
 Dian :
 a. Good Morning
 b. And you ?
 c. Good bye
 d. Good Afternoon Yanti
15. Ryan : "Are you ok ?"
 Romi :
 a. Yes, I am ok
 b. Yes, I ok
 c. No, I ok
 d. No, it is ok
16. Mrs.Ria :Siti, see you on monday
 Siti : Good bye Mrs Ria
 a. Good Night
 b. Good Bye
 c. Good Evening
 d. Good luck
17. Beni : " Thank you very much for the gift.
 Edo : Beni"

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- a. you are welcome
- b. sure
- c. Of course
- d. Yes

ESSAY

My name is Muhammad Ikhsan. I am 13 years old. I am a first year student, I study at SMP N 1 Julok. I live in Naleung. I have two sister. my father is a teacher and my mother is a nurse.

18. Hi, my name is Dinda
..... a Student of SMP Negeri 1 Julok

- a. She is
- b. He is
- c. I am
- d. you are

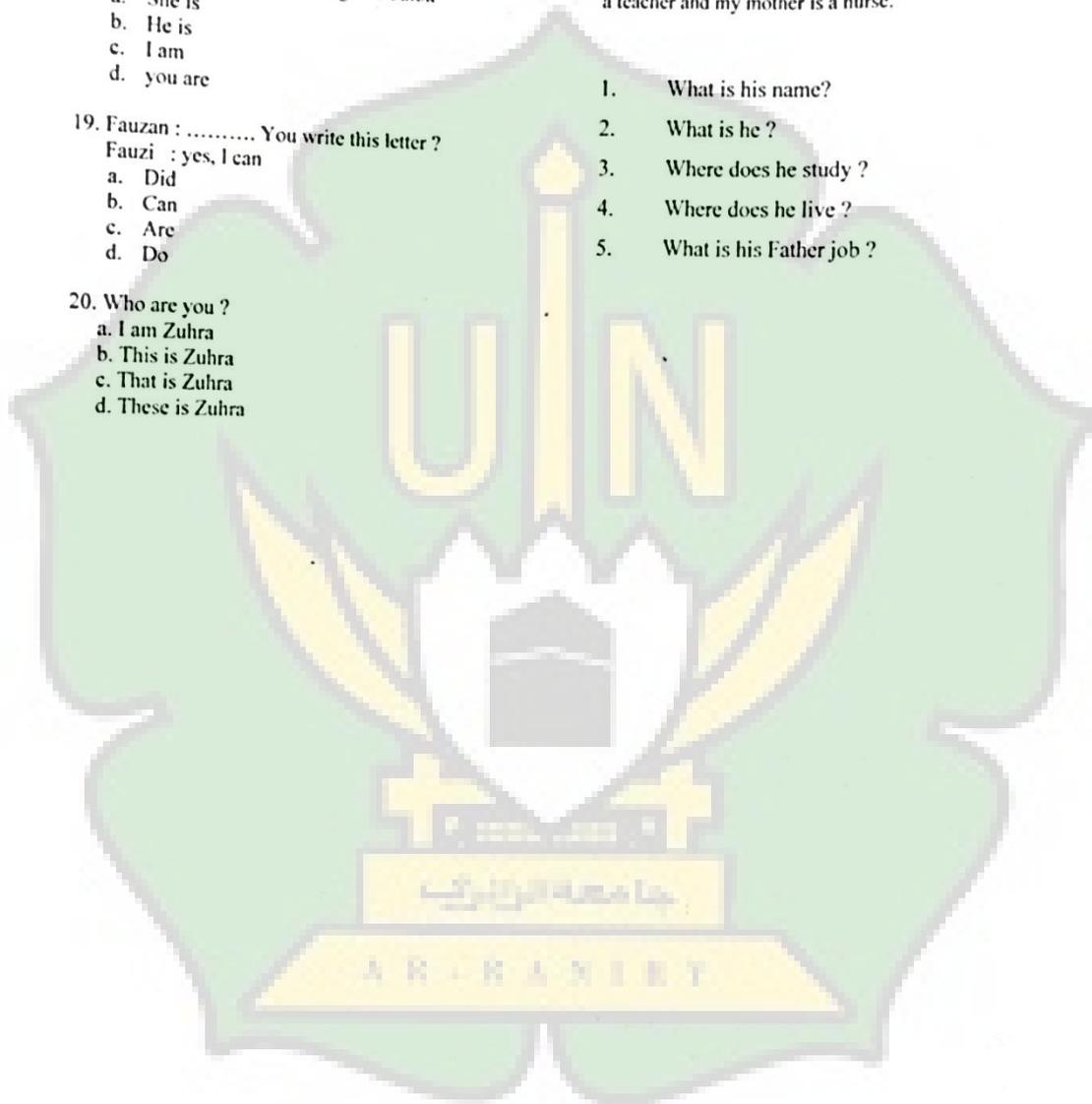
19. Fauzan : You write this letter ?
Fauzi : yes, I can

- a. Did
- b. Can
- c. Are
- d. Do

20. Who are you ?

- a. I am Zuhra
- b. This is Zuhra
- c. That is Zuhra
- d. These is Zuhra

1. What is his name?
2. What is he ?
3. Where does he study ?
4. Where does he live ?
5. What is his Father job ?



Appendix F

SOAL T2 = NU

CHOOSE THE CORRECT ANSWER

1. I her cat everyday
 - a. to feed
 - b. feed
 - c. feeds
 - d. feeding

2. I always to the dentist
 - a. do not , go
 - b. does not , go
 - c. do not , went
 - d. does not, went

3. Q : does she like to sing?
A :
 - a. yes, she like to sing
 - b. yes, she likes to sing
 - c. yes, I am like to sing
 - d. yes, I liked to sing

4. They breakfast every day at 7 am
 - a. eats
 - b. ate
 - c. eat
 - d. eaten

5. Q : Does she love his mother?
A :
 - a. yes, she loves his mother
 - b. yes, she love his mother
 - c. yes, she to love his mother
 - d. yes, she loving his mother

6. Lina : " I want you to come to my birthday party tonight."
Ana : " I have a lot of homework.to do."
 - a. it's a great
 - b. I agree with you
 - c. I am sorry I can't
 - d. it is a good idea

7. Arrange the following words into a good sentence!
Live - Bandung - Jessica - Yino - and - in
1 2 3 4 5 6
 - a. 3 - 4 - 5 - 1 - 2 - 6
 - b. 3 - 1 - 2 - 5 - 3 - 6
 - c. 3 - 1 - 6 - 2 - 5 - 4
 - d. 4 - 5 - 3 - 1 - 6 - 2

8. Arrange the following words into a good sentence!

- Is - Hobby - Her - Singing
1 2 3 4
- a. 3 - 2 - 1 - 4
 - b. 4 - 1 - 2 - 3
 - c. 3 - 1 - 4 - 2
 - d. 4 - 2 - 3 - 1

This text for numbers 9 - 10

Beni : Hello, good morning. This is Beni
Alifa : Hi Beni. Good morning. How are you?
Beni : Fine, I just got your (9) card to your birthday party
Alifa : you are(10). are not you?
Beni : Yes, I am. thanks for inviting me

9. The suitable word to complete the sentence is...
 - a. Flights
 - b. Secures
 - c. Invitation
 - d. Determines

10. The suitable word to complete the sentence is...
 - a. Flights
 - b. Secures
 - c. Invitations
 - d. Coming

The text to answer question number 11 to 12

Happy Mother's Day!

Dear Mom,
I wish your days be blessed with love, smiles and happiness.

Love you so much

Your Son

11. What is the kind of the greeting card above....
 - a. Birthday card
 - b. Congratulation card
 - c. Thank you card
 - d. Condolences card

12. What is the text about?
 - a. Happy father's day
 - b. happy mother's day
 - c. Lost your grandmother
 - d. Happy wedding day

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13.

- What is the kind of the greeting card above....
- Birth day card
 - Congratulation card
 - Thank you card
 - Condolences card

Read the text then find the suitable words to complete the sentences as an answer of question number 14 to 16

I(1) very proud of Siti. Now she can help me with the housework before she.....(2) to school. She can get up early herself.

- The suitable word for number 1 is...
 - was
 - is
 - am
 - have
- The suitable word for number 2 is...
 - goes
 - go
 - to go
 - gone
- Synonym the underlined word on the text above refers to
 - go
 - get up
 - please
 - place

The text to answer question number 17 and 18

My mom is out the town today. My dad is also very busy. But he will come to my school to collect my report

My aunt is often angry with my cousin, Lusi. She makes a mess, but she will not do the cleaning. She will not even clean her own room.

- What does paragraph 1 tell about?
 - The writer's beloved things.
 - The types of the low rider bicycles.
 - The comfortable rides for old people.
 - His Dad will go to his school to collect his Report
- What does paragraph 2 tell about?
 - Lusi will not do the cleaning
 - The types of the low rider bicycles.
 - The comfortable rides for old people.
 - Lusi go to school to collect her report

- The beggar : " I am so thirsty. Do you have something to drink?"
Diana : "....."
The beggar : "Yes thank you very much"
 - This is a cake for you
 - Here are some bread for you
 - Yes, would you like a glass of lemon tea?
 - I don't like eating sandwich

20. Complete the following day's names!

Sunday	Monday	Tuesday
--------	--------	---------	-------

- Wednesday
- Thursday
- Friday
- Saturday

ESSAY

Answer the following question correctly!

- Fill the blank with correct subject or possessive pronoun!

My name is Jeremy. ... (a) live in Bandung. I have a sister. ... (b) name is Vika. ... (c) is eleven years old. ... (d) like playing games together.

- Make a Greeting card to your friend!
- Make the following sentences in English!
 - ✓ Siapa Saya?
 - ✓ Saya siswa SMP Negeri 1 Julok.
- Make the following sentences using suggestion "Should"!
 - ✓ We have to test tomorrow, English and IPS
- 5.

my name is Siti. I'm proud of my school. Our teachers are smart. We have many good books and magazines in our school library. The classrooms are not big, and they are clean and tidy. But, the school yard is very small. There are not many plants, so it is very hot in the afternoon. We only have the terrace when we are not in the classroom. So the terrace is very crowded during the break.



What Siti likes and does not like about her school?

Things she likes	Things she does not like
1.	1.
2.	2.

Appendix F

SOAL T3 = AS

CHOOSE

- 1) I have an English examination next Monday
a. do
b. am
c. will
d. was
- 2) X: "Will he come tomorrow?"
Y: "Yes, he"
a. is
b. will
c. was
d. does
- 3) Will you home with me
a. go
b. take
c. bring
d. went
- 4) Anita is the student in our class
a. most smart
b. smarter
c. smartest
d. smart
- 5) My uncle drives.....
a. carefully
b. carefull
c. carefulness
d. with carefully
- 6) My mother watering the plants
a. is
b. am
c. are
d. were
- 8) The mountain is than the hill
a. high
b. higher
c. highest
d. more high
- 9) Hafiz: "Hi, Arya the weather is cloudy. Do you think it will rain soon?"
Arya: "I think so, I am it will rain soon"
a. not sure
b. doubtful
c. certainly
d. uncertain
- 10) What did tiger eat? it meat
a. eat
b. eats
c. ate
d. eaten.
- 11) Arrange the sentences to make a good paragraph
1. Send the message
2. Choose the message menu
3. Select the phone number
4. Write the message text
5. How to send an SMS
a. 5-2-4-3-1
b. 5-2-3-4-1
c. 5-4-3-2-1
d. 5-4-2-3-1
- 12) Dilla: "..... about my new house?"
Ranty: "I think it is a good house"
a. What do you think
b. What do you fell
c. Do you think
d. Does you think
- 13) Dinda: "Can you speak English?"
Riry: "Yes, but"
a. many
b. alot of
c. a little
d. severel
- 14) I always have breakfast I go to school
a. when
b. after
c. and
d. before
- 15) The headmaster something to us just now
a. say
b. saying
c. says
d. said

Read the text and answer questions no 16-20

Bian is the youngest in our family. He is fourteen years old and four years younger than me. He has long straight hair, bright eyes and a friendly smile. Sometime he is rather naughty at home, but he usually does what he is asked to do.

Bian is interested in sports very much and at school he plays football and tennis. He is the best badminton player in our family.

Appendix F

16) What is the text mostly about?

- a. Bian
- b. Bian's hobby
- c. Bian's family
- d. Bian's elder brother

17) From the text we know that Bian is.....

- a. the writer's younger brother
- b. the writer's elder brother
- c. a naughty boy
- d. a friendly boy

18) Based on the text we know the writer is.....years old

- a. four teen
- b. sixteen
- c. eighteen
- d. nineteen

19) "Bian is interested in sports very much, and at school he plays football and tennis". the underlined phrase can be replaced with.....

- a. dislike sport
- b. really like sport
- c. hates sport very much
- d. finds sport not really entertaining

20) The teacher spoke very.....that I could not understand his explanation

- a. slowly
- b. quickly
- c. calmly
- d. difficult

21) Rita didn't cook potatoes, she..... rice

- a. cooks
- b. cook
- c. cooked
- d. cooking

22) Indra: "Did youthe movie last night?"

Riza: "Yes, I did. I liked it very much"

- a. enjoy
- b. sing
- c. dance
- d. want

23) Lina: "How often do you go to the Cinema?"

Rya: "....., every Saturday"

- a. seldom
- b. sometimes
- c. everyday
- d. once week

(1) Name: Rika

Age :14 years old
Height:155 cm

(2) Name: Rindra

Age :15 years old
Height:145 cm

(3) Name: Lista

Age:16 years old

Height:160 cm

24) Who is the youngest?

- a. Rindra is the youngest
- b. Rika is the youngest
- c. Lista is the oldest
- d. Rio is the older than Listy

24) Arrange the words into a good sentence!

player-is- the- football-in- world- the- best- Ronaldo.

1 2 3 4 5 6 7 8

- a. 2-3-4-5-6-7-8-1
- b. 8-2-7-4-1-5-3-6
- c. 8-2-7-4-5-1-3-6
- d. 4-5-2-3-7-8-6-1

1. It makes Indonesia rich in costum house
2. Indonesia has many ethnic groups
3. Every province has its own custom house
4. There are so many costum house.
5. West Kalimantan has Bentang
6. For example, Central Java has Jog'o
7. Central Sulawesi has Toraja and there are still many others.

25) The right order is.....

- a. 2-4-3-1-6-5-7
- b. 2-4-6-5-1-3-7
- c. 2-4-6-3-5-1-7
- d. 2-4-1-5-6-3-7

Read the following text and answer questions 1-5.

Nova is a diligent student. She gets up at 4 a.m. and she always goes to school early. She usually goes to school by public transport and sometimes she returns home by motorcycle with her father. She's never absent. After school she generally helps her parents. In the evening she usually starts to study at eight. She hardly ever goes to bed late.

1) What is Nova like?.....

2) Is she a lazy student?.....

3) Does she always go to school early?.....

4) How does she usually go to school?.....

5) What does she generally do after school?.....

GOOD LUCK

Appendix F

SOAL T4 = IR

The following text is for questions 1

To,
Michele Jack
General Manager
Software Technologies Limited
142, High street, New York

Dear Mr. Jack

I am writing this letter to express our honor in announcing that we are accepting your (proposal for a venture dated June 12, 2009)

With optimism, we are expecting a fruitful relationship with you in the days to come as we go to business together

Thank you and more power
Respectfully yours
(Helmi Basuki)
(Manager)
(Multi media LTD)

1. “....we are expecting a fruitful relationship with you”
what does the word you refer to..
- A. Mr. Jack
 - B. Proposal
 - C. Manager
 - D. Helmi Basuki
 - E. Multi media LTD

The following text is for questions 2

Dear Mike,

When I opened my mailbox and saw the story Brook double chocolate pecan cookies, I was surprised and delighted. How did you remember that they were my favorite cookies?

What an awesome treat! I truly enjoyed every one of them. Thank you for thinking of me in such a meaningful way, you are the best

2. What is the message about?
- A. Offering a help
 - B. Asking apology
 - C. Refusing a request
 - D. Thanking a present
 - E. Requesting something

Appendix F

The following text is for questions 3-5

EAS MEMBERSHIP PROGRAM

Become a member of the educational advising service and receive a free hand book, unlimited individual counseling and special discounts

Membership requirements:

1. Attend a Pre-Admission Orientation on any Thursday at 1:00 p.m
2. Supply 2(two) 2X3 cm photographs
3. Pay a nominal free of Rp. 200.000,- for one year member

3. Pre-Admission Orientation for a new member of EAS will be held ...
 - A. At noon
 - B. At night
 - C. In the evening
 - D. In the morning
 - E. In the afternoon
4. According to the text....
 - A. The membership program is free
 - B. The EAS membership is a group counseling
 - C. The new membership should bring 3 photographs
 - D. The new member shouldn't have to attend the orientation
 - E. The EAS membership will get a free hand book and a special discount
5. The text is about?
 - A. Hand book
 - B. Counseling Class
 - C. A new English course
 - D. New members admission
 - E. The member of counseling class

Appendix F

The following text is for questions 6 and 7

SEULAWAH PARADISE PLAZA SUITES
SUKMA PARADISE PLAZA HOTEL

MOUNT PLAZA RESORT
SABANG INDAH PLAZA HOTEL

*PP
PRIME*

Whether you're travelling in Aceh on business or taking a relaxing holiday break, you'll find the same guaranteed hospitality at all PP Prime Plaza Hotel and Resort. A friendly welcome, attentive service and personal touch, it's always prime time at PP Prime Pl

The Signature of Aceh Hospitality

*Term and Condition apply

*From : Rp. 399.000++ **
Per room per night

6. What aspect of the service is promoted in the brochure of PP Prime Plaza?
 - A. The low price
 - B. The hospitality
 - C. The personal touch
 - D. The friendly welcome
 - E. The relaxing programs

7. What is the function of the brochure?
 - A. To promote the hotel and resorts
 - B. To describe about spa and beauty house
 - C. To advertise the characteristic of tourist-resorts
 - D. To explain about the hotel training for their hospitality
 - E. To offer the service competition between groups of apartments

The following text is for questions 8 and 12

SEMARANG: Residents assessed the damage after a tornado damaged 150 houses in the district of Tembalang in Semarang, Central Java late on Saturday at 4.00 p.m

Three people were injured and at least five of the houses in the Sendangguwo and Tandang neighborhoods were destroyed, while many others were seriously damaged as the tornado ripped off their roofs. Tohirin aka Jayeng, 40, a resident whose house was leveled at the Sendang Asri housing complex, said the winds hit about 4 p.m.

"I saw this black wind coming and becoming pointed into a funnel. It suddenly approached and hit my house," he said.

Tohirin's wife, two children and mother-in law were in the kitchen at the time when the tornado known locally as "Ulur-ulur" passed over their home, destroying the guest and bedrooms

"It was as if the wind had lifted my home up," Tohirin said.

The disaster also destroyed the walls of four neighboring houses. Many other homes in the area lost their roofs and residents and neighbor had started rebuilding on Sunday. Tembalang district head Dayat said the tornado also damaged a small mosque and felled power lines and about 50 trees. His office was still collecting data on the damage, he said.

Villagers said the tornado was the worst to hit the district in living memory. Mayor Sukawi Sutariip and his wife, Sinto Sukawi, visited the scene on Sunday, accompanied by senior officials.

"We will provide the victims with assistance immediately," the mayoral spokesman Achyani said.

(Taken from the Jakarta Post, Monday, December 20, 2004)

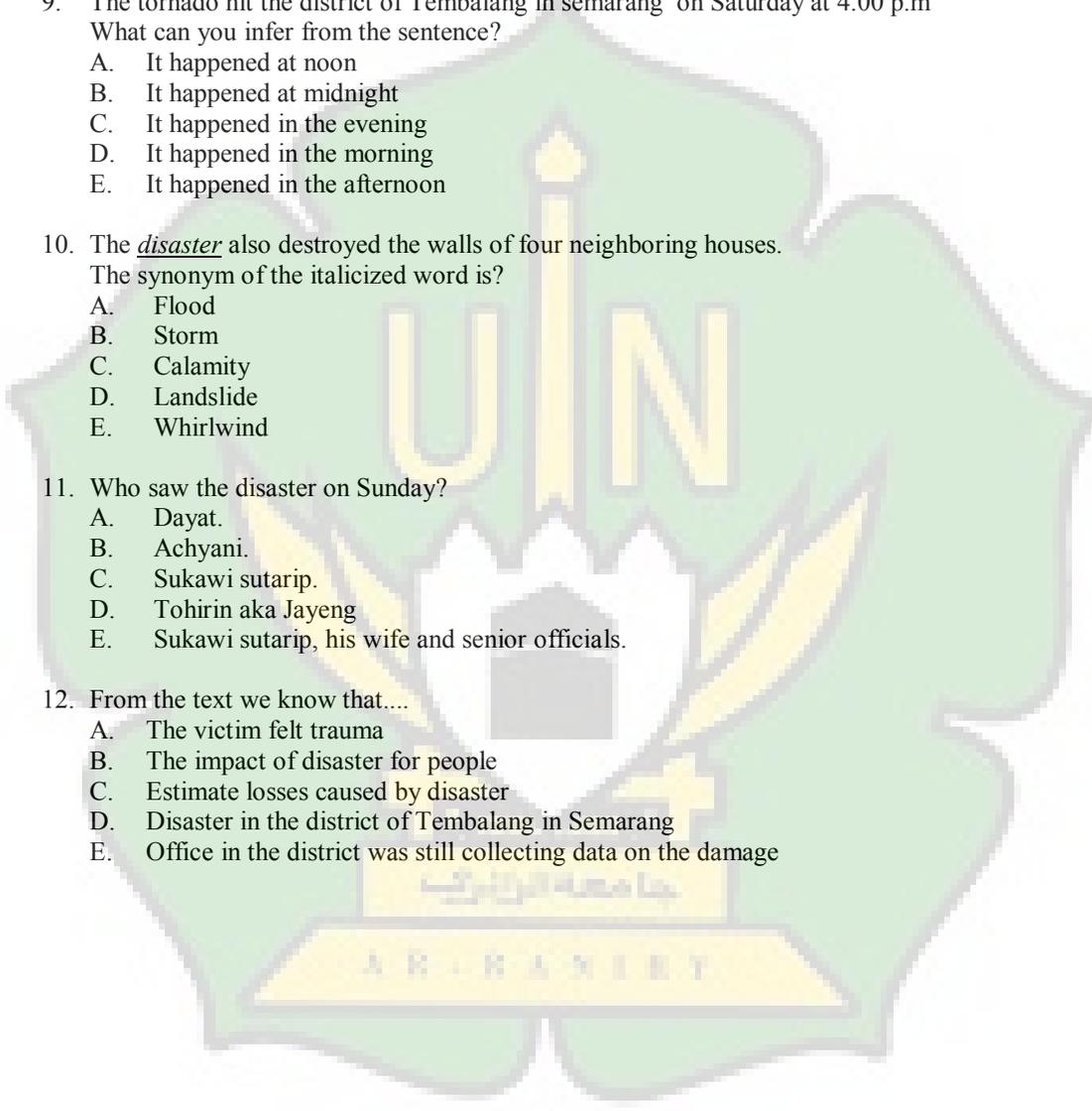
Appendix F

8. When did the tornado happen?
 - A. On December 17, 2004.
 - B. On December 18, 2004.
 - C. On December 19, 2004.
 - D. On December 20, 2004.
 - E. On December 21, 2004

 9. The tornado hit the district of Tembalang in Semarang on Saturday at 4.00 p.m
What can you infer from the sentence?
 - A. It happened at noon
 - B. It happened at midnight
 - C. It happened in the evening
 - D. It happened in the morning
 - E. It happened in the afternoon

 10. The *disaster* also destroyed the walls of four neighboring houses.
The synonym of the italicized word is?
 - A. Flood
 - B. Storm
 - C. Calamity
 - D. Landslide
 - E. Whirlwind

 11. Who saw the disaster on Sunday?
 - A. Dayat.
 - B. Achyani.
 - C. Sukawi sutarip.
 - D. Tohirin aka Jayeng
 - E. Sukawi sutarip, his wife and senior officials.

 12. From the text we know that....
 - A. The victim felt trauma
 - B. The impact of disaster for people
 - C. Estimate losses caused by disaster
 - D. Disaster in the district of Tembalang in Semarang
 - E. Office in the district was still collecting data on the damage
- 
- The image contains a large, semi-transparent watermark of the logo for UIN Ar-Raniry. The logo is circular and green, featuring a central yellow tower with a flame-like top. The letters 'UIN' are prominently displayed in yellow across the center. Below the tower, there is a banner with the text 'AR-RANIRY' in yellow. The entire logo is set against a light green background.

Appendix F

The following text is for questions 13 and 17

THE CENTURY'S GREATEST MAN OF SCIENCE

In 1894, when Albert Einstein was 15, his father lost money and could not support him any longer. Other boys would have left school and stopped studying. Not Albert. He left school for some time, but he later managed to go to a better school, the Polytechnic in Zurich, Switzerland.

On leaving the Institute he discovered that no one would offer him the kind of job he wanted. At last he found a suitable one at the patent office in Berne. Einstein's task at the patent office was to make an investigation of the new products sent to his office. The job did not require much of Einstein's new products sent to his office. The job did not require much of Einstein's time, so he was able to write scientific articles. He published these in 1905. Scientists were surprised by what he had written. They were even more surprised when they knew that these articles, when could have been written by a university professor, were actually written by an official at a patent office.

Investigations were made and it was decided that the official should be taken from the patent office and given a more suitable job. A few years later, Einstein became a professor at the University of Zurich. In 1911 he taught in Prague, and later at the Polytechnic Institute in Switzerland, where he had been a student. Then he was requested to move to Berlin.

Einstein stayed in Berlin for 20 years, from 1913 to 1933. During that period he worked on his famous Theory of Relativity. He gave a simple example, in simple language, to explain the idea of relativity. A man riding on a train drops a stone out of the window. To the man on the train, it seems that the stone follows a straight path as it drops. However, to a man outside the train, the path of the stone does not seem straight; it looks like a parabola. The theory; expands those of Newton and Galileo, which are correct; only under certain conditions.

Einstein made very important contributions in the field; of physics. The Nobel Prize that he won in 1921 at the end of 42 was no surprise to the scientific world. No scientist beat him in his field. What beat him was time. He died in Princeton in the U.S.A in 1955. People believed that he was the century's greatest man of science.

13. What is the reason for Albert to leave school?
 - A. He found it difficult to find a job.
 - B. He went to a better school in Zurich.
 - C. He was offered to work at a patent office.
 - D. His parent could not finance his education
 - E. Other boys left school and stopped studying

14. Which statement is correct according to the text?
 - A. Einstein wasn't at his office because he was being interrogated.
 - B. After leaving school for some time Einstein worked at the patent office.
 - C. Einstein wasn't a professor when he published the surprising articles in 1905
 - D. The scientist was surprised that the articles they/I read were written by a university professor.
 - E. Because his job at the patent office didn't require much of his time, he wrote the Theory of Relativity

15. Albert Einstein was able to write scientific articles; that surprised scientist. You can get this information from paragraph...
 - A. 1
 - B. 2
 - C. 3
 - D. 4
 - E. 5

Appendix F

16. They were even more surprise.... (paragraph 2)
The word "they" refers to...
- A. Articles
 - B. Products
 - C. Scientists
 - D. The new product
 - E. Scientific articles
17. ..., his father lost money.... (paragraph 1)
The word "lost" in the sentence above means...
- A. Couldn't get
 - B. No longer had
 - C. Used unwisely
 - D. Failed to obtain
 - E. Had just enough

The following text is for questions 18

Breaking dawn is the fourth and final novel in the Twilight Saga by American author Stephanie Meyer. This novel was released on August 2, 2008 at midnight release parties in over 4,000 bookstores throughout US. From its initial print run of 3.7 million copies over 1.3 million were sold in the US and 20,000 in the UK in the first 24 hours of the book's release

The novel directly follows event of the previous novel, Eclipse as Bella and Edward Cullen get married leaving behind a heartbroken Jacob. When Bella face an unexpected situation, she does what it takes to undergo the ultimate transformation from human being to a vampire and fight the final battle to save her love.

Different from the previous novel, Breaking Dawn received mixed review from critics and is the most controversial book in the series as it explored more mature themes and concepts.

Although some people regarded that this novel is the worst in the Twilight Saga series, the fact that novel was highly successful selling over 6 million copies in 2008, was the third best selling of 2008 behind Twilight and New Moon. It was also awarded the British book award for "children's book of the year". It was translated in 38 languages with right sold out to over 50 countries.

18.more mature themes and concepts (line 9).
The word "mature" is synonym to...
- A. Ripe
 - B. Adult
 - C. Women
 - D. Developing
 - E. Complicated

The following text is for questions 19

Alice,

Andy called you at 10 a.m asking whether you can watch an opera with him or not tonight. Don't forget to call him back this afternoon. Mia also called you. She asked you about the home work to do and Vita reminded you to come to Wina's house to do the Biology project tomorrow

Momy

Appendix F

19. Who asked about the assignment?
- A. Mia
 - B. Vita
 - C. Wina
 - D. Andy
 - E. Alice

The following text is for questions 20 and 22

The Hen with the Silver Eggs

One day, in an Arabian city, there was a stingy woman; she went to the market and bought a beautiful hen.

A few days later to her surprise the hen she bought laid a silver egg. If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never have to work again.

So the woman decided to make the hen eat more, so that it could lay more eggs. But the only result was that the hen died of indigestion and did not lay more eggs at all.

20. What is the main idea of paragraph 3?
- A. The hen's eggs
 - B. What the woman did to her hen
 - C. What the hen did for the woman
 - D. What the hen eats to lay more eggs
 - E. Why the woman wanted to get more eggs
21. The hen died because it ...
- A. ate nothing
 - B. ate too much
 - C. laid more eggs
 - D. was badly injured
 - E. was forced to lay eggs
22. "If the hen could only be persuaded.... " (Paragraph 2)
The underlined word means....
- A. Told
 - B. Brought
 - C. Dangerous
 - D. Influenced
 - E. Commanded

The following text is for questions 23 and 24

SHOULD ADV BE BANNED FROM TV PROGRAM

Dear editor,

I am writing to complaint about advertisement on TV. There are so many ads especially during my favorite program. I think they should be stopped for number of reasons.

First ads are nuisance. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, etc. In other words, they make people want things they do not really need and cannot afford

Finally, it seems that ads play an important role in the programs people watch. There are lots of ads in the programs, watched by a lot of people. Meanwhile, some ads even though those programs may be people's favorite.

For those reasons, I think TV station should stop showing ads. They interrupt the program and have bad influence on people and they sometimes put a stop at people's favorite shows. I'm sick of ads and now I watch movie in the cinema.

Appendix F

23. How many reasons are mentioned in the letter?

- A. 2
- B. 3
- C. 4
- D. 5
- E. 6

24. What is the writer's suggestion to the editor?

- A. Ads on TV should be limited
- B. Ads on TV should be stopped
- C. Ads should not annoy TV viewers
- D. Film should be more shown than ads
- E. The duration for ads should be shortened

The following text is for questions 25 and 27

Death penalty for serious criminals has been discussed by our experts. Those who agree say that death penalty will scare the criminals off. However, those who disagree say that it is inhuman, not effective and we cannot correct the wrong sentence after the criminals die.

In Switzerland, this penalty does not exist. Most people argue that the possibility of making the wrong decision is always there although it is true that spending life behind the bars is not easy either, also every person should have a chance for rehabilitation. In this way she or he can start all over again in another life style.

Those who agree argue that there is no use to feed the terrorist in prison with their money. When they get out, they will create a lot trouble by blackmailing and killing people. So who says that jails will stop them from being bad guys?

My own opinion is divided. On the one hand, I want to be humane and on the other hand, I wonder if those people are worthy of my feeling

25. The main idea of the text is about?

- A. The death penalty controversy
- B. The punishment in our country
- C. The death penalty in Switzerland
- D. Those who support death penalty
- E. Those who are against death penalty

26. What is the writer's opinion about death penalty?

- A. He is not able to decide
- B. He is against death penalty
- C. He is agrees with death penalty
- D. Death penalty is a worthwhile punishment
- E. The criminal deserve to receive the benefit of human feeling

27. ".....we cannot correct the wrong sentence after the criminals die" (par 1)

The underlined word can be replaced by...

- A. Fine
- B. Thought
- C. Statement
- D. Command
- E. Punishment

Appendix F

The following text is for questions 28 and 31

Many people now have a card which enables them to withdraw money from a cash dispenser. You feed your card into the machine and key in your PIN (Personnel Identification Number) and the amount of money you want. If you have enough in your account, the money requested will be issued to you up to a daily limit. Your account is automatically debited for the amount you have drawn out.

Provided you have a sound credit, you can get a credit card from a bank and other financial institutions. To obtain goods or services, you present your card and sign a special voucher. When it receives the voucher, the credit card company pays the trader (less a commission) and then sends you a monthly statement. Depending on the type of card you have, you will either have to pay in full or be able to pay part of what is owed and pay interest on the balance left outstanding.

If you need to make fixed payments at regular intervals, e.g. for insurance premiums, you can arrange a standing order (sometimes known as a banker's order) so that the bank will do this for you.

28. What can you infer from the text?
- A. If you withdraw your money from the cash dispenser the amount of your money will become more as you have drawn out
 - B. If you withdraw your money from the cash dispenser the amount of your money will be credited as you have drawn out
 - C. If you withdraw your money from the cash dispenser the amount of your money will become lost as you have drawn out
 - D. If you withdraw your money from the cash dispenser the amount of your money will become less as you have drawn out
 - E. If you withdraw your money from the cash dispenser the amount of your money will be doubled as you have drawn out
29. The main purpose of the writer is to ...
- A. Check the customers' account
 - B. Explain to the reader how to use pin
 - C. Persuade the readers to have a credit card
 - D. Give the reader information about bank service
 - E. Explain to the customers how to pay the employee's salaries
30. From the text we may conclude that ...
- A. You have a special voucher.
 - B. The type of card is acceptable.
 - C. You have paid special interest.
 - D. The bank sends you a monthly statement.
 - E. You can withdraw your money from a cash dispenser

Appendix F

SOAL T5 = NI

Berilah tanda silang (X) pada salah satu jawaban yang benar!

1. Calvin : “You know Rita’s father is hospitalized for his serious illness.”
Barbara : “.....”
 - a. She must be very sad
 - b. She must be very happy
 - c. Excuse me
 - d. It’s boring
 - e. It’s good idea

2. I know Caroline. She introduce ... to you via e-mail.
Fill in the blank the sentence above!
 - a. My
 - b. Me
 - c. Mine
 - d. I
 - e. I am

3. Mrs.wijaya : hello i’m mrs wijaya. I’m the new principal in this school
The teacher : hello mrs wijaya i’m glad to meet you
Mrs wijaya :
 - a. I’m fine
 - b. How are you
 - c. How do you do
 - d. I’m glad to meet you, too
 - e. All right

4. My brother is an elementary school student. Sometimes accompany ... to go to school.
 - a. His
 - b. him
 - c. her
 - d. he
 - e. they

5. April : “ my brother has got a scholarship to continue his study in one of prominent University in America.”
Maria : “.....”
 - a. I’m glad to hear that
 - b. It’s common
 - c. I’m sorry to know that
 - d. I’m not surprise
 - e. I’Mm not satisfied

Appendix F

6. He.....football everyday.
- Plays
 - Play
 - Played
 - Playing
 - Player
7. Steven in Australia next month
- Is going to study
 - Studied
 - Studies
 - Study
 - To study
8. The student college tomorrow.
- Will go
 - Have gone
 - Go
 - Went
 - Gone
9. Martin : "Is Jhonson be able to write very well.
Johnson : Yes, he is . he.....write very well.
- Must
 - Will
 - Can
 - Might
 - May
10. I have a pen-pal. pen-pal is very kind.
- mine
 - my
 - me
 - I
 - he
11. Mrs. Surya : How are you, Mr. Danu?
Mrs. Danu : Fine thanks, Mrs. Surya.
Mrs. Surya :Nice to meet you, too.
- Nice to meet you
 - Never mind
 - Can I help you?
 - See you then
 - Forgive me
12. Mrs. Nuraini ... five books.
- has
 - have

Appendix F

- c. was
- d. were
- e. are

13. Arrange the following words into a good sentences

What, wearing, you, skirt, beautiful, a, are.

- 1 2 3 4 5 6 7
- a. 1, 3, 5, 7, 2, 4, 6
 - b. 1, 6, 5, 4, 3, 7, 2
 - c. 1, 4, 6, 3, 5, 2, 7
 - d. 1,5,7,4,6,3,2
 - e. 1,7,6,4,3,5,2

14. My nephew new t-shirt just know.

Please fill in the blank the sentence above!!!

- a. Wash
- b. Buy
- c. Cook
- d. Go
- e. Save

15. Choose adjectives in the words below ?

- a. Long, short, beautiful, smart
- b. Go, built, cook, tall
- c. Arrogant, handsome, went, jump
- d. Blind, dark, cold, write
- e. Read, speak, beauty, clever

16. When I (break)..... my cup, the soup (spill)..... the table

- a. Break, spilled
- b. Breaks, spills
- c. Broke, spilled
- d. Breaking, spills
- e. Breaks, spilling

This text is for questions 17 - 18

Owing to the bad weather, the basket ball match between Grade X1 and X5, originally scheduled for tomorrow, 6th May is now put off until 9th May. The match between Grade X2 and X4 will be held on 11th May.

17. What is the announcement about?

- a. The delay of basketball matches
- b. A basketball match
- c. A match schedule
- d. Bad weather
- e. Sport club

18. When will the match between Grade X2 and X4 held?

- a. 11th May
- A. 6th May
- b. 9th May
- d. 15th May
- e. 16th May

Appendix F

19. Mrs.Nuraini five books

- a. Has
- b. Have
- c. Was
- d. were
- e. Is

20. Their family business is good. is good.

- a. theirs
- b. they
- c. them
- d. their
- e. you

ESSAY:

Question for 1 – 3

Complete the following dialogue between Samuel, Alif and Sinta below!

After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

Samuel : Alif,You deserved it, Man.

Alif : Thank you very mch. this is you always help me.

Sinta : I am very happy for you, Alif. Now, that you are the director of the company will develop eveh faster.

Alif : Thank you. I cannot forget your collaboration with me, and I will still need your help.

1. What thing which say Samuel to Alif toward his hard work?
2. What is respond of Alif to Samuel ?
3. Writes sentences with using was and were (each of was and were with three sentences)!!!
4. Write ten vocabularies that you know about verb !!!
5. Do you know about Taj Mahal? Please you make a summary about it!

#G o o d L u c k#

SOAL T6 = NA

PETUNJUK !

Berilah tanda silang (X) pada salah satu jawaban yang benar!

1. I give you a hand?

Fill in the blank the sentence above!

- a. May
- b. Can
- c. Will
- d. Would
- e. could

2. hey sity, go star gazing tonight.

- a. Are you
- b. How about
- c. Seldom
- d. Would you like
- e. Shall them

3. I really like Bali.....Bali is the best island in Indonesia

- a. I don't like it
- b. I doubt that it
- c. I think
- d. I agree
- e. I don't know

4. Alex : What do you think about the film?

Andi : I think.....

- a. Thank you
- b. I can't hear you
- c. I like it
- d. You forget it
- e. Let's go

5. Dave : So what do you think of my singing?

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

Dave : Thanks, John.

John : no problem, Dave!

From the dialogue above, John is.....

- a. asking for help
- b. giving an opinion
- c. giving help
- d. Giving attention
- e. Asking the question

6. Aisya : I am so thirsty

Ani :get you something to drink?

- a. Why don't
- d. How about

Appendix G

- b. What about
c. Can I
- e. May I
7. Shopkeeper : Is there anything I can do for you?
Customer : I need a pair of Bucheri shoes.
In the dialogue the shopkeeper wants to.....help.
a. Ask
b. Get
c. Offer
d. Accept
e. Refuse
8. If you find a wallet on the street, and there is an identity card in it, you'd better return the wallet to the owner," said my father.
The statement above is an example of....
a. Opinion
b. Reservation
c. Suggestion
d. Offer
e. Expectation
9. What shall we do today ? we go to the library.
a. Let's
b. Why don't
c. Would you
d. Shall I
e. Can I
10. Woman : Please come on time to the meeting tomorrow.
Man :
Narrator : what is the man's appropriate response
a. I'm sorry I am late
b. Let me think first
c. It is not good
d. Okay. I promise
e. Why not?
11. I _____ an email to the company but they never answered.
a. Published
b. Read
c. Sent
d. Bring
e. Take
12. It was snowing last night. It _____ so cold
a. Touched
b. Felt
c. Happened
d. Rain
e. Warm
13. Andy : Can we go now?
Ivan : I am sorry I can't, I am sick
Andy : Ok.no problem, but tomorrow we must go to Gramedia Bookstore.

Appendix G

Ivan : Ok, never mind. But, I must to go home now. Bey

Andy : see you tomorrow. Bey

Where Andy and Ivan want to go?

- a. Kitchen
- b. Bedroom
- c. Bookstore
- d. Hall
- e. Hotel

14. Receptionis : _____

Gues : There will be four of us.

- a. Hi, could you help me?
- b. What time will you be dining with us?
- c. How many people will you need the reservation for?
- d. Can you tell me what night you will be coming?
- e. What time would you like the reservation for?

15. Alan : Are you available on the 17th?

Jasmine : _____

- a. I am afraid i can't on the 17th.what about the 16th?
- b. I don't think so
- c. That's good idea
- d. Do you have any suggestion
- e. Really?

16. Hi, I would like to make a dinner reservation for Tuesday night at 7 or 7.30.

the utterance is an example of.....

- a. Making a reservation
- b. Suggestion
- c. Handling a reservation
- d. Station an oppinion
- e. Making an appointment

17. Aisya: " I am so thirsty"

Annie : get you something to drink?

- a. How about
- b. What about
- c. Why don't
- d. Can I
- e. Shall I

18. like me to clean your car?

- a. How about
- b. Let's
- c. Would you

Appendix G

- d. I think
- e. Should I

19. Choose one of expressions opinion below!

- a. I think
- b. He go
- c. I am a student
- d. She is beautiful
- e. Far away

20. Man : What is the matter, Dara? You look Sad today?

Woman : My father is very ill and he has been hospitalized since yesterday

Narrator: What is the most appropriate response for the man to say next?

- a. I hope he will get better soon
- b. I think you should take a rest
- c. I am glad to hear that
- d. I suggest you cheer up forever
- e. Congratulations!

II. ESSAY

1. Make two examples of personal point of view and general point of view !
2. Mention some expressions of suggest!

Arrange the jumbled words into correct sentence 3-4!

3. I – are – hope – happy – they
4. Need – I – to – your help – a – make – cake – chocolate

5. Translate the dialog below into Indonesian language please!

A : Happy birthday bobi!

B : thank you mala

A : do you get many gifts today?

B : yes, and the special one is from my mom

A : wow! what is it?

B : it is a watch

A : congratulation bobi

B : thanks you very much