

**THESIS**

**A MULTIPLE CHOICE TEST ITEMS ANALYSIS OF  
ENGLISH TEACHER MADE-TEST**



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**TEACHER TRAINING AND EDUCATIONAL SCIENCE  
FACULTY  
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KUPANG  
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**Presented in Partial Fulfillment of the Requirements for Sarjana Pendidikan  
Degree in English Language Education**

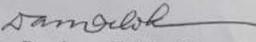
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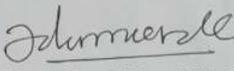
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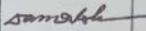
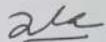


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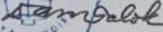
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## **MOTTO**

**“If you don’t go after what you want, you will never have it. And if you don’t ask, the answer always no. also if you don’t step forward you are always in the same place”**

**“Nora Roberts is the author of more than 220 novels, publishing at least five a year. Known by her legions of fans as La Nora, she is perennial New York Times bestseller who has sold more than 500m books worldwide. Forbes estimates her net worth at \$390m”.**

## **DEDICATION**

**This thesis is particularly dedicated to:**

- 1. My beloved parents Ridwan Potok and Nurma**
- 2. My beloved siblings Mia Au Dina and Zulfaida**
- 3. My Almamater, Widya Mandira Catholic University**

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Kupang, August 2021

The writer

## ABSTRACT

This study is entitled “**A Multiple Choice Test Items Analysis of English Teacher Made-Test**” this study was conducted to find answers to two questions. (1) What is the difficulty level of the multiple choice test items of English teacher-made test? (2) Are the discrimination index and distracters of multiple-choice test items of English teacher-made test are eligible? The method used in this study was the quantitative method. The objective of use this method is to find out the difficulty level of the multiple choice test items of English teacher made-test and to know whether is the discrimination index and distracters of multiple choice test items of English teacher made test eligible or not?. The object of the study is the final semester test made by English teacher of SMAN 4 Kupang. The test has been in multiple choice and The participants are 30 students in the eleventh grade of SMAN 4 Kupang. The result shows that: the difficulty level given are ranged easy to difficult. There are 25 (83%) items is easy category, 5 (17%) are moderate category and there are no items that fall into category of difficulty level. The discrimination of the items given index is ranged from very good to not accepted. There are 25 (83%) items is very good category, 4 (13%) items are enough category, 1 (4%). The test given has some items contains distracters effective and not effective. There are 7 (23%) are effective and 23 (77%) items is not effective. Item analysis is a way to find out the level of difficulty, discrimination index and distracters effectiveness of the items made by teacher and weather the items made by teacher can still be used or not. Therefore, the teacher must be able to make good and clear items so that the items can still be used again.

**Key words: Multiple choice, item analysis, difficulty level, discrimination index and distracters effectiveness.**

## ABSTRAK

Penelitian ini berjudul “**Analisis Soal Pilihan Ganda Tes Buatan Guru Bahasa Inggris**” penelitian ini dilakukan untuk menemukan jawaban atas dua pertanyaan. (1) Berapa tingkat kesulitan butir soal pilihan ganda tes bahasa Inggris buatan guru? (2) Apakah indeks diskriminasi dan pengecoh item tes pilihan ganda dari tes buatan guru bahasa Inggris memenuhi syarat? Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Tujuan dari penggunaan metode ini adalah untuk mengetahui tingkat kesukaran butir-butir soal pilihan ganda tes buatan guru bahasa Inggris dan untuk mengetahui apakah indeks diskriminasi dan pengecoh butir-butir tes pilihan ganda yang dibuat guru bahasa Inggris memenuhi syarat atau tidak?. Objek penelitian ini adalah ujian akhir semester yang dibuat oleh guru Bahasa Inggris di SMAN 4 Kupang. Tesnya berbentuk pilihan ganda dan pesertanya berjumlah 30 siswa kelas XI SMAN 4 Kupang. Hasil penelitian menunjukkan bahwa: tingkat kesulitan yang diberikan berkisar dari mudah sampai sulit. Terdapat 25 (83%) butir soal dengan kategori mudah, 5 (17%) butir soal dengan kategori sedang dan tidak ada butir soal yang termasuk dalam kategori tingkat kesukaran. Diskriminasi item yang diberikan indeks berkisar dari sangat baik sampai tidak diterima. Ada 25 (83%) item kategori sangat baik, 4 (13%) item kategori cukup, 1 (4%). Tes yang diberikan memiliki beberapa butir soal yang mengandung pengecoh efektif dan tidak efektif. Ada 7 (23%) yang efektif dan 23 (77%) soal yang tidak efektif. Analisis butir soal merupakan cara untuk mengetahui tingkat kesukaran, indeks pembedaan dan keefektifan pengecoh soal yang dibuat guru dan apakah soal yang dibuat guru bisa digunakan atau tidak. Oleh karena itu guru harus membuat item yang baik dan jelas agar item tersebut bisa digunakan.

**Kata kunci: pilihan ganda, analisis soal, tingkat kesulitan, daya pembeda dan keefektifan pengecoh.**

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