

TEACHERS' DIFFICULTIES IN CONSTRUCTING MULTIPLE CHOICE QUESTIONS

**Submitted to English Language Education Study Program, Faculty of Teacher Training and
Educational Sciences of Pakuan University as a partial fulfillment of the requirement for
Sarjana Pendidikan examination**

By

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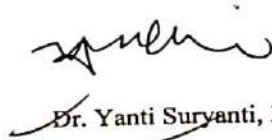
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DECLARATION

I hereby certify that the paper entitled, "*Teachers' Difficulties in Constructing Multiple Choice Questions*" is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there any claim on the originality of the paper, I would be prepared to take any legal responsibility.

Bogor, July 2019



The Writer

PREFACE

Alhamdulillah, all the praise and gratitude are dedicated to Allah SWT who has given strength, health, guidance and patience. Through his blessing and mercy, the researcher has finally finished writing paper entitled “*Teachers’ Difficulties in Constructing Multiple Choice Questions*”. Peace and blessing be upon to the Prophet Muhammad SAW, his family, his relatives and his followers.

This paper is written to fulfill one of the requirements for *Sarjana Pendidikan* examination at English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The researcher has tried to do the best but she realizes that the paper is still far from being perfect. Therefore, the writer appreciates all comments, criticisms and suggestions for completing the next paper. The writer hopes that this paper will be useful for her, the readers and the future researchers.

Bogor, July 2019

The Writer

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All All praises and gratitude are dedicated to Allah SWT because His blessings have allowed the researcher to finish the paper entitled “*Teachers’ Difficulties in Constructing Multiple Choice Questions*”. Peace and blessing be upon to the Prophet Muhammad SAW, his family, his relatives and his followers.

In this occasion, the writer would like to express the gratitude to people for their contributions. The writer recognizes that without their advices, encouragement, help and countless contributions, this paper would not have been finished. She would also like to express her sincerest to the first gratitude to Dr. Yanti Suryanti, M.Pd as the first supervisor and Iyan Irdiyansyah, M.Pd as the second supervisor, who have given their time, support, advice, guidance, contribution and patience in correcting and helping the writer in finishing hers paper.

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The Writer

ABSTRACT

The objective of this research is to analyze and investigate the challenges faced by teachers in constructing multiple choice questions. The researcher used descriptive method and conducted the research at SMP Insan Kamil Bogor. The participants were English Teachers who teach eight grade students at the junior high school. The researcher data were obtained from three instrument : documentation, questionnaire and interviews. Based on the result of the research, the researcher find out there are four type of difficulties that the teacher faced in constructing multiple choice questions. The types, are the options do not have functions as distractors, are not homogenous, ambiguous and grammatically incorrect options. She also finds that the teachers difficulties in creating plausible distractors, which is challenging despite teachers generally understand the principles of designing multiple choice questions.

Keyword : *multiple choice questions, distractors, stem*

TABLE OF CONTENT

APPROVAL SHEET	i
DECLARATION	ii
PREFACE	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
TABLE OF CONTENT	vii
CHAPTER I : INTRODUCTION	
A. Background of the Study	1
B. Reason for Choosing the Topic	1
C. Research Question	2
D. Aim of the Research	2
E. Research Focus	2
F. Operational Definition	2
G. Research Significance	3
CHAPTER II : THEORETICAL FOUNDATION	
A. The Important of Evaluation in Education	4
1. Definition and Purpose of Evaluation	4
2. Types of Education Evaluation	5
B. Multiple Choice Questions in Educational Assessment	6
1. Definition of Multiple Choice Questions	6
2. Advantages and Disadvantages of Multiple Choice Questions	8
C. Teachers Difficulties in Constructing Multiple Choice Questions	10
D. Principles of Constructing Multiple Choice Questions	12

1. Validity and Reliability	12
2. Guidelines for Writing Effective Multiple Choice Questions	14

CHAPTER III : RESEARCH METHODOLOGY

A. Research Method and Design	25
B. Research Site and Participants	25
C. Research Procedure	26
D. Data Analysis	27

CHAPTER IV : DATA DESCRIPTION AND ANALYSIS

A. Data Description	28
B. Data Analysis	38

CHAPTER V : CONCLUSION AND SUGGESTION

A. Conclusion	40
B. Suggestion	41

BIBLIOGRAPHY43

APPENDICES

Appendix 1 : Research Instrument Documentation

Appendix 2 : Research Instrument Questionnaire

Appendix 3 : Research Instrument Interview

Appendix 4 : Result Questionnaire

Appendix 5 : Result Interview Transcription

Appendix 6 : SK Bimbingan

Appendix 7 : Format Perbaikan Skripsi

Appendix 8 : Surat Izin Penelitian dari Kampus

Appendix 9 : Surat Izin Penelitian dari Sekolah

Appendix 10 : Buku Bimbingan

CHAPTER I

INTRODUCTION

A. Background of the Study

Evaluation is an essential part of life, and almost all aspects of education are constantly evaluated. In education, evaluation plays a crucial role because it reflects the results of educational development. To conduct evaluations, teachers need to know the steps involved to make accurate decisions and achieve success in their teaching programs.

In multiple choice questions, there are several options for each question, and students need to choose the correct answer from these options. Typically, multiple choice questions provide four or five options.

Multiple choice questions consist of two parts. The first part is the stem, which is the question or statement. The second part is the distractors, which are the incorrect options provided in the question.

Good tests have two characteristics: validity and reliability. To achieve both, teachers must prepare the test as well as possible. However, they often face difficulties in constructing multiple-choice questions, especially in creating effective distractors.

B. Reason for Choosing the Topic

This topic was chosen because preliminary observations showed that teachers face problems in constructing multiple choice questions. Teachers need

to understand the principles and procedures in constructing these questions, especially in making effective distractors.

C. Research Questions

The problem statement of this research is: What are the difficulties faced by English teachers in constructing multiple choice questions at SMP Insan Kamil?

D. Aims of the Research

The aim of this research is to analyze and investigate the difficulties teachers face in constructing multiple choice questions.

E. Research Focus

The focus of this research is to gather information from English teachers about their difficulties in constructing multiple-choice questions.

F. Operational Definition

To avoid misunderstandings during the research, here are some explanations of the key terms used in the title:

1. Teachers' difficulties refer to the challenges teachers face in the process of constructing English summative tests.
2. Multiple-choice questions consist of a stem and distractors. The stem presents a problem or situation, and the distractors are the incorrect options.

G. Research Significance

The significance of this research for the teachers, the students, and the readers or the other researchers. For the teachers, they will learn how to construct good multiple choice questions based on correct principles. For the students, who aspire to become teachers can use this research as a reference for constructing multiple choice questions. Last, for the readers and other researchers, this study can serve as a reference for future research.

CHAPTER II

THEORETICAL FOUNDATION

A. The Important of Evaluation in Education

1. Definition and Purpose of Evaluation

Evaluation in education is a systematic process used to determine the extent to which educational objectives are being achieved. It involves assessing various aspects of the teaching and learning process to ensure that the educational goals are met.

The main purpose of evaluation is to improve teaching and learning. By understanding how well students grasp the material, teachers can adjust their teaching strategies to better meet the needs of their students. This process creates a more effective learning environment.

Another important purpose of evaluation is to inform decision-making. Educators and administrators use evaluation data to make informed decisions about curriculum development, resource allocation, and instructional methods. This ensures that the educational system is responsive to needs of students and can adapt to changing circumstances.

Additionally, evaluation ensures accountability. By systematically measuring educational outcomes, schools and teachers can demonstrate that they are meeting the required standards and making progress towards their

goals. This accountability is crucial for maintaining trust and credibility with students, parents, and the wider community.

According to Brown (2007), evaluation in education systematically measures the achievement of educational goals with the aim of enhancing teaching and learning, guiding decisions, and ensuring accountability. Mc Millan (2014), explains that evaluation helps educators make informed decisions by assessing the extent of student learning and development. This assessment provides valuable feedback that can be used to improve educational practices and outcomes.

2. Types of Educational Evaluation

Educational evaluation can be divided into two main types: formative and summative. Formative evaluation involves ongoing assessments that are conducted during the instructional process. The main goal of formative evaluation is to improve student learning while the instruction is still happening. This type of evaluation provides immediate feedback to both teachers and students, allowing them to identify areas that need improvement and adjust their strategies accordingly. Examples of formative evaluations include quizzes, in-class activities, and homework assignments. Black and Wiliam (1998) state that formative assessment, through ongoing feedback, enhances learning during the instructional process. Summative evaluation, on the other hand, is conducted at the end of an instructional period. Its primary purpose is to determine the overall

outcomes of student learning after the instruction has been completed. Summative evaluations are used to evaluate what students have learned and to assess their overall performance. Examples of summative evaluations include final exams, standardized tests, and end of term projects. Scriven (1991) differentiates formative and summative evaluations by their purpose, formative to improve learning and summative to evaluate overall achievement.

By understanding the differences between formative and summative evaluations, educators can effectively use both types to enhance teaching and learning. Formative evaluations help guide the instructional process, while summative evaluations provide a comprehensive assessment of student learning outcomes.

B. Multiple Choice Questions in Educational Assessment

1. Definition of Multiple Choice Questions

Multiple choice items are very effective for measuring achievement at different levels of learning. Zimmaro (2004:12) states that multiple choice items are the most useful way to assess student performance in various subjects and skills. This makes them a valuable tool in education, as they help evaluate a wide range of student knowledge and understanding. Furthermore, the multiple choice format is considered the best among the three objective item formats. Cunningham (1998:76) notes that it is the most commonly used in educational assessments. The popularity of multiple

choice questions comes from their ability to efficiently and objectively measure student achievement.

Multiple choice questions are made up of two main parts, the stem and the distractors. According to Gronlund (1968:18) multiple choice items present a statement, known as the stem, which poses a question or problem. Students must select one of two or more options that correctly completes the statement or answers the problem posed. This format allows for clear and direct assessment of student understanding. It also supported by Burton (1991) who stated that a standard multiple choice test item consists of two basic parts. The problem or stem and the suggested solutions, known as alternatives. The stem sets up the question, while the alternatives provide possible answers from which the student must choose the correct one . Based on the explanations, the stem is the question or statement that the student needs to respond to. It is usually written as a clear and concise sentence that presents a problem or a scenario. For example, in a grammar question, the stem might be a sentence with a blank space where a word is missing. The purpose of the stem is to set up the question in a way that requires the student to use their knowledge to find the correct answer. The distractors are the incorrect options provided alongside the correct answer. In a typical multiple choice question, there is only one correct answer, and the other options are the distractors. The distractors should be plausible enough to be tempting to students who do not know the correct answer. This design helps to test the student's understanding of the subject matter. For

example, in a grammar question, the distractors might be words that could fit in the blank space but are not grammatically correct in that context. Haladyna and Downing (1989) emphasize that well constructed multiple choice questions include a clear stem and plausible distractors. This ensures that the question is effective in assessing the student's knowledge.

According to Haladyna (2015), the essential components of multiple choice items are the stem and the distractors. Each part plays a crucial role in the effectiveness of the question. A clear and well-written stem presents the problem accurately, while well-designed distractors challenge the student to think critically about their answer. Based on the explanation, that teachers can create multiple choice questions that are both fair and challenging, helping to accurately assess student learning.

2. Advantages and Disadvantages of Multiple Choice Questions

Multiple-choice questions have several advantages that make them a popular choice for assessments. First, Efficiency in Administration and Scoring. Multiple choice questions are quick to administer and easy to score, especially with the help of automated systems. This efficiency saves time for both teachers and students. Second, Objective Measurement. Since multiple choice questions have clear right or wrong answers, they provide an objective way to measure student knowledge. This objectivity reduces the potential in grading. Third, Broad Range of Content. Multiple choice questions can cover a wide range of material in a relatively short amount of

time. This allows educators to assess students' knowledge across different topics comprehensively.

Multiple choice questions, also have several disadvantages. First, Encouragement of Guessing. Because students can often guess the correct answer, multiple choice questions may not accurately reflect their true understanding of the material. This guessing can undermine the validity of the assessment. Second, Limited Assessment of Higher Order Thinking Skills. Multiple choice questions are effective for testing factual knowledge but may not be as useful for evaluating critical thinking, problem solving abilities, or other higher order thinking skills. For instance, while multiple choice questions can test if a student knows a particular fact, they may not assess the student's ability to apply that knowledge in complex scenarios.

Rodriguez (2004) highlights that while multiple choice questions are efficient and objective, they may not fully assess higher order thinking skills. This limitation can be a significant drawback for subjects that require deep understanding and critical analysis. Nitko and Brookhart (2011) discuss both the benefits and limitations of MCQs. They note the efficiency and objectivity of these questions but also point out the potential for promoting guessing among students. This potential for guessing can compromise the reliability of the assessment in measuring true student knowledge.

The conclusion that multiple choice questions are a valuable tool in education due to their efficiency, objectivity, and ability to cover a broad range of content. However, educators should be aware of their limitations, including the tendency to encourage guessing and their limited capacity to assess higher order thinking skills. By balancing multiple choice questions with other types of assessments, teachers can provide a more comprehensive evaluation of student learning.

C. Teachers' Difficulties in Constructing Multiple Choice Questions

One of the main challenges teachers face in constructing multiple-choice questions is creating effective distractors. Distractors are the incorrect options given alongside the correct answer. To be effective, they need to be plausible and attractive to students who do not know the correct answer.

Distractors that are too obviously wrong can make it easy for students to guess the correct answer, which reduces the effectiveness of the test. For example, if a grammar question includes an option that is grammatically incorrect in a very obvious way, students can easily eliminate it, even if they don't know the correct answer.

Additionally, teachers must avoid patterns or clues that might unintentionally lead students to the correct answer. For instance, if the correct answers tend to follow a predictable pattern (like being the longest

option or always being "C"), students might notice this and use it to their advantage, bypassing their actual knowledge of the material.

Tarrant and Ware (2012) suggest that well-designed distractors are crucial for the effectiveness of multiple-choice questions. They need to be plausible and free of unintentional clues to challenge students and accurately assess their knowledge. Downing and Haladyna (2006) outlines that creating effective distractors involves avoiding obvious clues and ensuring all options are reasonable to those less familiar with the correct answer.

To improve their skills in constructing multiple choice questions, teachers can participate in professional development and training workshops. These workshops often provide valuable insights into best practices and common pitfalls in question construction.

Collaboration with colleagues and peer review of test items can also be highly beneficial. For example, teachers can work together to review each others questions, providing feedback and suggestions for improvement. This collaborative approach helps teachers learn from each other and improve the overall quality of their assessments. Popham (2017) recommends professional development and collaboration as key strategies for teachers to enhance their ability to construct effective multiple-choice questions. These opportunities allow teachers to stay updated with the latest educational research and techniques. Brookhart (2013) emphasizes the

importance of peer review and collaboration in developing high quality multiple choice items. By engaging in peer review, teachers can ensure their questions are clear, fair, and effective in assessing student knowledge. Through continuous improvement and collaboration, teachers can develop the skills necessary to create robust and reliable multiple choice assessments.

D. Principles of Constructing Multiple Choice Questions

1. Validity and Reliability

Validity and reliability are crucial principles in the construction of multiple choice questions. According to Harmer (2007:381), a test is considered valid if it accurately measures what it is intended to assess. Validity refers to how well a test measures what it is supposed to measure. For example, if a test is designed to assess students understanding of grammar, each question should accurately reflect grammar knowledge and skills. A valid test ensures that the content and skills it aims to assess are properly represented in the questions. Ensuring validity is essential because it determines whether the test results can be used to make accurate and meaningful conclusions about student learning.

In addition to validity, reliability is also a key principle in test construction. Reliability refers to the consistency of the test results. According to Harmer (2007:381), a good test should yield consistent results. Similar with Brown (2004:20) states that a reliable test is consistent and

dependable. For example, if the same test is given to the same students or matched students on two different occasions, the test should produce similar results. A test is considered reliable if it yields consistent results across different administrations or with different groups of students. High reliability ensures that the test scores are stable and dependable, which is important for making fair and consistent assessments of student performance.

Both validity and reliability are essential for creating effective multiple choice questions. A valid test accurately reflects the students knowledge and skills in the subject area, while a reliable test provides consistent results that can be trusted. Ensuring that multiple choice questions are both valid and reliable requires careful planning and construction. It means that questions should clearly align with the material being tested and reliably assess students understanding.

Anastasi and Urbina (1997) explain that validity and reliability are fundamental to the effectiveness of multiple choice questions, requiring meticulous construction and review. Crocker and Algina (2006) highlight that valid and reliable multiple choice questions accurately measure intended content and provide consistent results. By focusing on these principles, educators can develop multiple choice questions that are both fair and effective in assessing student learning.

2. Guidelines for Writing Effective Multiple Choice Questions

Creating effective multiple choice questions involves adhering to certain guidelines to ensure clarity and fairness. Firstly, the stem of the question should be clear and concise. The stem is the part of the question that presents the problem or scenario. It should be free from ambiguity and directly related to the content being assessed. For example, instead of a vague question like "What is the result of photosynthesis?", a clearer stem would be "What is the main product of the process of photosynthesis in plants?"

Secondly, the distractors (incorrect options) should be plausible and similar in length and complexity to the correct answer. Plausible distractors make the question challenging for students who do not know the correct answer, thereby effectively assessing their knowledge. Distractors should not be obviously incorrect or irrelevant, as this would make the question too easy. Haladyna (1997), provides guidelines for writing effective multiple-choice questions, emphasizing the need for clarity in the stem and plausibility in the distractors.

It is also advisable to avoid options like "all of the above" or "none of the above" unless there is a clear justification for their use. These options can sometimes confuse students or allow them to guess the correct answer without fully understanding the content. Oosterhof (2003) advises that good

multiple-choice questions should have clear stems and well-constructed distractors to effectively assess student understanding.

As written in handbook entitled “Principles of Test Creation” (Brigham Young University : 2003) mention that there are 11 rules in constructing multiple choice question, are:

1. The stem of the question should present a clear and complete problem, (e.g., “Who wrote the Declaration of Independence?”).
2. The questions should not clue the students to the correct answer:
 - a. The stem of the question should agree grammatically with each choice.
 - b. The options should be similar in length and amount of detail.
 - c. All options should seem plausible to the uninformed.
3. If the question is controversial, an authority or theory should be referred to as support, (e.g., “According to most German historians, which of the following caused World War II?”).
4. It is generally suggested that negative words be avoided in the question stem. If included, any negative word should be capitalized and/or underlined and bolded, (e.g., “Which of the following is **NOT** an item of mountain climbing gear?”).
5. Each option should concisely state only one idea.
6. The option “All of the above” should not be used, as it increases the chance of correctly guessing the right answer. It is also better to have

three or more good options rather than to use “None of the above” as a choice. Questions that use “All of the above” and “None of the above” as options can be replaced with questions that ask students to pick all of the choices, which may be correct.

7. All options should be as homogenous or similar as possible.
8. Avoid complex multiple-choice formats, (e.g., both A and B, both B and C, etc.).
9. Order the options to each question alphabetically.
10. List options vertically, not horizontally.
11. The stem of a question should be written as a question, not as an incomplete sentence.

Different from handbook entitled “Principles of Test Creation” (Brigham Young University:2003), Cunningham (1998:77) mention that there are 3 rules to write better multiple choice question.

1. Maintaining appropriate levels of difficulty
2. Avoiding characteristics that make items too easy
 - a. Do not include implausible distracters

The distracters or options should be written in logically and be related to the stem. If the right answer can be selected by the students, without any understanding the material, the item will be a poor distracters and it will be difficult to distinguish between students who have mastered the material and not.

Poor example

Which of the following documents freed the slaves of the confederacy?

- A. Bill of Rights
- B. Articles of Confederation
- C. Emancipation Proclamation
- D. Declaration of Independence

b. Avoid item characteristics that provide clues to the correct answer

Poor example

Which Sioux chief led his warriors against Custer at the Battle of the Little Big Horn?

- A. Geronimo
- B. Chief Sitting Bull
- C. Crazy Horse
- D. Hiawatha

Better example

Which Sioux chief led his warriors against Custer at the Battle of the Little Big Horn?

- A. Geronimo
- B. Sitting Bull
- C. Crazy Horse
- D. Hiawatha

The use of specific statement like '*always*', '*never*', '*all*', or '*none*' in the options, that give clue to the student that the statement

are incorrect and it can make the students answer the correct choice even they have not mastered the material.

Poor example

Which of the following statements best describes Abraham Lincoln?

- A. He was never a lawyer
- B. He was president during the Civil War
- C. He was always opposed to slavery
- D. All of his relatives were wealthy

Better example

Which of the following statements best describes Abraham Lincoln?

- A. He was once the governor of Kentucky
- B. He was president during the Civil War
- C. He was at one time an advocate of slavery
- D. His parents were wealthy

The teacher should construct the options in the same length. This can be difficult to achieve, but the students can use the length of the options as a correct answer.

Poor example

What was the contribution of the United States to the Allies in the early stages of World War II?

1. The stationing of troops in France
2. Airborne assaults into Poland
3. A naval blockade of China

4. American workers produced an enormous number of the weapons, ammunition, ships and planes that were shipped to the Allies

Better example

What was the contribution of the United States in the early stages of World War II?

- A. The stationing of troops in France
- B. Airborne assaults into Poland
- C. A naval blockade of China
- D. Shipments of food and ammunition to Europe

- c. Do not use of ‘*all of these*’ or ‘*all the above*’ as an option on multiple choice items

Poor example

Which statement about Harry Truman is true?

- A. He became president with the death of Franklin D. Roosevelt
- B. He ordered the use of atomic bomb in the attack on Hiroshima
- C. He was at one time a clothing salesman
- D. All the above

3. Characteristics of items that make them inappropriately difficult
- a. The stem of the item should clearly formulate a problem.

The students should understand what problem or question asked before answer the option. Look at the poor example below, the stem write in uncomplete statement.

Poor example

The constitution :

- A. established the United States government and its laws
- B. was immediately ratified by all states
- C. is interpreted by the individual states
- D. was written by Thomas Jefferson

Better example

The document that established the United States Government is called the :

- A. the Declaration of Independence
- B. articles of Confederation
- C. constitution
- D. Bill of Rights

- b. Keep the options short by including as much information as possible in the stem

Poor example

The underground Railroad :

- A. was a network of houses and other buildings used to help slaves escape to freedom
- B. was a network of houses and other buildings used to smuggle supplies to the Confederacy
- C. was a network of houses and other buildings used to help Union soldiers escape from Confederate prisons
- D. was a network of houses and other buildings used to help Confederate soldiers escape from Unions prisons

Better example

The underground Railroad was a network of houses and other buildings used to help :

1. slaves escape to freedom
2. smuggle supplies to the Confederacy
3. Union soldiers ascape from Confederate prisons
4. Confederate soldiers ascape from Union prisons

c. Do not include extraneous material in the stem

The stem should write brief and clear, but still include enough information. The length stems also make student spend too much time.

Poor example

The worst economic period in American history occured in 1929 when stock market collapsed. A large number of banks and other businesses failed, putting many people out of work. This period lasted for ten years until the beginning of World War II. What is the period called?

- A. The Great Collapse
- B. The Great Depression
- C. The Recession
- D. The Reverses of 1929

Better example

What is the economic collapse of 1929 called?

- 2 The Great Collapse
- 3 The Great Depression
- 4 The Recession

5 The Reverses of 1929

- d. Avoid the use of negative terms in the stem of an item

Items with negative words or statement are items that student is instructed to identify the exception and incorrect answer. This item often uses, because they are relatively easy to construct. Teachers only need to construct one distracters rather than three or four positively options.

Poor example

Which of the following was NOT an invention of Thomas Edison?

- A. Electric light bulb
- B. The phonograph
- C. Telephone
- D. Taking motion pictures

Better example

Which of the following was an invention of Alexander Graham Bell?

- A. The electric light bulb
- B. The printing press
- C. The telephone
- D. The steam engine

- e. Avoid the use of the option “*none of these*” or “*none of the above*”

Poor example

When did World War II begin?

- A. 1935
- B. 1939
- C. 1942
- D. None of the above

Better example

In what year did the United States declare war on Japan?

- A. 1939
- B. 1941
- C. 1942
- D. 1943

By following these principles and guidelines, teachers can construct multiple-choice questions that are valid, reliable, and effective in assessing student knowledge and understanding. Firstly, they should ensure that each question stem is clear and directly related to the content being assessed. This clarity helps students understand what is being asked and prevents confusion or misinterpretation. Secondly, teachers need to carefully design distractors that are plausible yet distinctively incorrect. Plausible distractors challenge students' comprehension and discourage guessing, thereby providing a more accurate measure of their understanding. Additionally, avoiding overly obvious distractors or

patterns in correct answers enhances the validity of the assessment by ensuring that students must rely on their knowledge rather than guessing strategies. Finally, regular review and revision of multiple-choice questions based on feedback and assessment results are essential to maintaining their effectiveness over time. This continuous improvement process helps refine the questions to better reflect educational objectives and accurately gauge student learning outcomes.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

This study used a qualitative research approach to explore the difficulties encountered by English teachers teaching second grade at SMP Insan Kamil in formulating multiple choice questions, with a particular emphasis on designing distractors. Qualitative methods is selected to delve deeply into teachers experiences, viewpoints, and challenges regarding the development of assessments. for collecting the data, the writer used documentation, questionnaire and interview

By utilizing qualitative methods, the study aims to uncover nuanced details about the complexities involved in creating effective multiple choice questions. This approach allows researchers to understand the specific issues teachers face in crafting plausible distractors that challenge students' understanding while avoiding pitfalls that could inadvertently guide students to the correct answer.

B. Research Site and Participants

This research was conducted at SMP Insan Kamil, a junior high school. This school is chosen due to its cooperation and relevance to the research focus on English language teaching. The participants were consist of English teachers teaching second grade at SMP Insan Kamil. Teachers who regularly develop

and use multiple choice questions in their teaching practices will be selected to provide valuable insights into the specific challenges they face.

C. Research Procedure

In conducting this research, there are three instruments that being used to explore the challenges faced by English teachers at SMP Insan Kamil in constructing effective multiple choice questions.

First, test items as a documentation. Teachers were created multiple choice questions as part of their regular assessment practices. These questions were collected and analyzed to understand how teachers formulate distractors and the difficulties they encounter in this process. The analysis aims to provide insights into the practical aspects of question construction and the specific challenges teachers face when developing effective assessments.

Second, interviews. Interviews were conducted with participating teachers to delve into their experiences, strategies, and challenges in constructing multiple-choice questions. These interviews were offered qualitative insights into the rationale behind their question design practices. Teachers were encouraged to discuss their approaches, articulate any obstacles encountered, and reflect on the effectiveness of their question designs in assessing student learning.

Third, questionnaire. A questionnaire were administered to gather quantitative data on teachers' perceptions and practices related to constructing

multiple-choice questions. The questionnaire were inquired about their confidence levels in creating distractors, the strategies they use, and the perceived effectiveness of their assessment practices. This quantitative data were complemented the qualitative insights obtained from interviews and controlled test items.

D. Data Analysis

Data from the test items, interviews, and questionnaire responses will be describe and analysis. This analysis will involve identifying recurring themes and patterns related to teachers' difficulties and strategies in constructing multiple-choice questions. By examining these themes, the study aims to uncover common challenges, effective practices, and areas for improvement in assessment development among English teachers.

CHAPTER IV

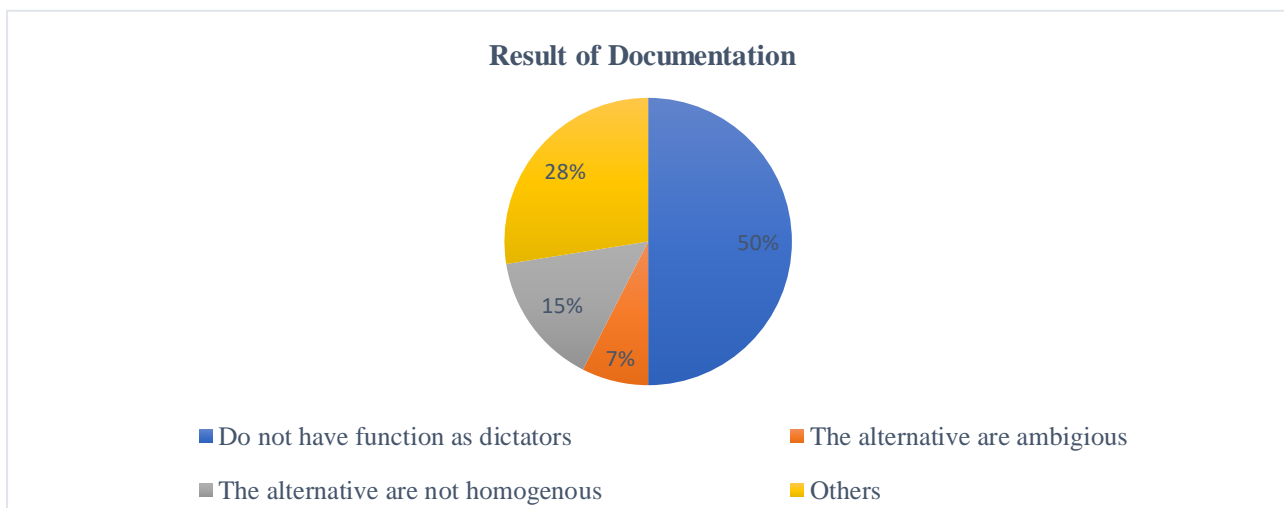
DATA DESCRIPTION AND DISCUSSION

A. Data Description

The data was collected from May 23rd to May 25th, 2019, at SMP Insan Kamil Bogor. To conduct the research, the writer used three instruments to gather information. First, the teacher's work was taken as data. Second, a questionnaire was given to three English teachers, consisting of thirteen questions that the teachers answered based on their opinions and experiences in constructing multiple-choice questions. Last, to obtain more information, the writer conducted interviews. There were six questions in the interview, and the results were recorded and then transcribed.

1. Data from Documentation

In collecting the documentation data, the writer used the teachers' work on exam questions that had been previously made as the first instrument. The findings are as follows:



Based on the results of the pie chart, there are four points that the writer found in the exam questions used as documentation. The first is alternative do not function as distractors. The most significant issue is that the alternatives do not function as distractors. The writer found that in 20 out of 40 questions, the options did not work effectively as distractors. Look at the example below :

6. Indra ever goes to a beach. He hates going there
- A. Sometimes
 - B. Hardly
 - C. Generally
 - D. Often
-

The question provided a clue with a negative sentence, but the options "C. Generally" and "D. Often" did not fit and did not function as distractors. The writer suggests that the options should be "C. Rarely" and "D. Never" or other negative choices to make the alternatives function as distractors.

15. We To school everyday together
- A. Goes
 - B. Going
 - C. Goed
 - D. Go
-

In another example of this question, the options "A. Goes," "B. Going," and "C. Goed" were grammatically incorrect. The stem described

an activity doing every day, so the alternatives should provide appropriate choices.

18. From the message above, we can conclude that Hendrie...
- A. Can go to Mr. Malik's house
 - B. Can't go to his aunt house
 - C. Can't go to Mr. Malik's house
 - D. Can't go to Hilman's house tonight

Another example above, shows that the options are confusing due to similar sounding locations like "A. Can go to Mr. Malik's house," "B. Can't go to his aunt's house," and "C. Can't go to Mr. Malik's house." The writer suggests the option "D" should be "D. Can't go to Hilman's house." However, this is also confusing because one of the options is a positive statement, which does not function well as a distractor, and the alternatives are not homogenous.

21. What is the purpose of the text?
- A. To describe the programs of school
 - B. To inform the participants about the student's programs
 - C. To tell about the contact person of the program
 - D. To announce a program to celebrate Mother's Day

In another question above, the options are not specific. The writer suggests simplifying the statement to make the alternatives function as distractors. The options should be "A. To describe the school's programs," "B. To inform about student programs," "C. To provide contact

information," and "D. To announce a Mother's Day program.". The last example is :

22. Who was make the announcement?
- A. Student
 - B. Teacher
 - C. Headmaster
 - D. Strangers

The option "D. Strangers" is not relevant and does not function as a distractor. The writer suggests replacing it with a more plausible choice like "D. Principal" to make a better alternative.

The second point is other or stem are not clearly. Related to options being functional as distractors, the stem also have function as a key to make an options. However, the writer found some questions where the stem do not function correctly. For example :

25. Who was in charge for registration?
- A. Ms. Ani
 - B. Mr. Darmanto
 - C. Students
 - D. All teachers

The question asks, "Who was in charge for registration?" but it should be "Who is in charge for registration?". And look others example below :

40. The guests-of our new branch office-we-the grand opening-to attend-invite
 1 2 3 4 5 6
- A 2-6-1-3-5-4
 - B 1-6-3-5-4-2
 - C 3-6-1-5-4-2
 - D 4-2-1-6-3-5

The question lacks clear instructions and does not function as a proper stem and the options also do not function as a distractors.

The third point is the alternative are not homogenous. It means that the options or alternative are not similar and not relevant in criteria. They have different characteristics and qualities. For example :

12. What did you do last Sunday?
- A. I go to Bogor
 - B. I going to Bogor
 - C. I went to Bogor
 - D. I goes to Bogor

The question using the past tense, the options "A. I go to Bogor," "B. I going to Bogor," and "D. I goes to Bogor" are not similar and do not function as distractors. The writer suggests changing them to "A. I visited Bogor," "B. I traveled to Bogor," and "D. I stayed in Bogor."

Another example is when the options should be in a linear sequence. It is one of the example below :

24. How long will the program be held?

- A. 2 days
- B. 3 days
- C. 4 days
- D. 5 days

38. How many ingredients are needed in the text?

- A. Three
- B. Four
- C. Six
- D. Seven

The options should be write in a linear sequence, 2 days, 3 days, 4 days, and 5 days or three, four, six and seven.

The last point is that the alternatives are ambiguous. It means that the options or alternative are not clear or different meaning from others. It is one of the example below :

19. Please let others know... the word others probably refers to...

- A. Manuel
- B. Sandy
- C. The fields
- D. Friends

The option "C. The fields" is not a logical answer choice and is ambiguous. It should be similar to other alternatives. The writer suggests changing it to "C. Colleagues."

Based on the analysis, the writer concluded that teachers often make mistakes in the alternatives. These mistakes include failing to create effective distractors, using grammatically incorrect options, providing confusing or non homogenous alternatives, and writing ambiguous choices. Improving these areas can lead to better constructed multiple choice questions that accurately assess student knowledge and understanding.

2. Data from Questionnaire

The questionnaire is the second instrument used in this research. It was designed to gather detailed information from the participants. There are 13 questions in the questionnaire, which was given to the English teachers involved in the study.

The questionnaire consists of two main indicators. The first indicator focuses on the teachers' knowledge about the principles of constructing multiple-choice questions. This section aims to understand how well teachers grasp the fundamental rules and guidelines for creating effective and fair multiple choice questions. It explores their awareness of what makes a good question and the common pitfalls to avoid.

The second indicator addresses teachers difficulties face when constructing distractors. Distractors are the incorrect options provided in a multiple-choice question, and creating effective distractors is a challenging task. This section aims to identify the specific problems teachers encounter

in this area. It looks into the common issues they face, such as making distractors plausible, avoiding ambiguity, and ensuring that all options are grammatically consistent and relevant to the stem. By focusing on these two indicators, the questionnaire provides valuable insights into the teachers' strengths and weaknesses in constructing multiple choice questions. It helps to pinpoint areas where they need more training or support to improve the quality of their assessments.

3. Data from Interview

After analyzing the teachers work and administering the questionnaire, the final instrument used to collect data was the interview. The interviews provided substantial information about the difficulties teachers face in constructing multiple choice questions. The writer used a recorder, and the results were transcribed.

The first question addressed teachers' knowledge about multiple-choice questions. Respondents indicated that multiple choice questions are commonly used by teachers. As shown by respondents explanation below :

Excerpt 1 :

Respondent #2 :

Soal pilihan ganda ya, mm.. itu salah satu test objektif yang selalu digunakan ..mm.. oleh guru-guru.

[Multiple choice questions, mm.. one of the objective tests that most often used ..mm.. by teachers.]

The second question focused on how teachers construct multiple choice questions. Respondents explained that for English subjects, they typically use text, vocabulary, and fill in the blank formats. As shown by respondents explanation below :

Excerpt 2 :

Respondent #2 :

Itu ..mm.. pertama saya siapin materinya, indikatornya, lalu setelah itu baru dibuat soalnya.

[That .. mm .. for English subjects usually use text, vocabulary, fill in the blank, and others.]

Contrasting this statement, Respondent #1 described the initial steps of preparing the material, as shown below:

Respondent #1 :

Itu ..mm.. pertama saya siapin materinya, indikatornya, lalu setelah itu baru dibuat soalnya.

[That ..mm.. the first thing is preparing the material, indicators, and then constructing the question.]

The third question explored the difficulties teachers face in constructing multiple choice questions. Respondents generally stated that they do not encounter significant difficulties, largely due to the guidance provided by the question grids (*kisi-kisi*) :

Excerpt 3 :

Kesulitannya .. mm .. hampir tidak ada karena terbantu dari kisi-kisi jadi dari situ kita paham akan dibawa ke arah mana soal pilihan ganda itu.

[The difficulties .. mm .. almost none because the grids help us understand the direction of the multiple-choice questions.]

The fourth question examined teachers' knowledge about distractors. Respondents indicated that distractors serve to differentiate and lead students to the correct answer :

Excerpt 4 :

Respondent #2 :

Pengecoh itu .. mm .. itu alat untuk mengecoh siswa untuk menemukan ..mm.. jawaban yang benar.

[The distractors .. mm .. are tools to mislead students into finding ..mm.. the right answer.]

The fifth question inquired about how teachers construct the distractors for multiple choice questions. Respondents mentioned that the construction of distractors depends on the stem or the topic of the question:

Excerpt 5 :

Itu tergantung soalnya, jika soalnya tentang kosa kata pasti pengecoh nya akan seputar tentang sinonim atau antonim, gitu.

[It depends on the question. If the question is about vocabulary, the distractors will involve synonyms or antonyms.]

The final question focused on the difficulties teachers encounter when creating distractors. Respondents noted that finding plausible distractors that closely resemble the correct answer is challenging :

Excerpt 6 :

Kesulitannya itu cari pengecoh yang hampir serupa sama jawaban yang benar, karna pengecoh itu kan harus masuk akal.

[The difficulty is finding distractors that are almost similar to the correct answer, because distractors should be plausible.]

The interviews revealed that while teachers are generally knowledgeable about constructing multiple-choice questions and use various methods, they do face challenges, particularly in creating effective distractors. These findings highlight the need for targeted support and training to enhance teachers' skills in this area.

B. Data Analysis

In this research, the writer investigated the difficulties teachers face in constructing multiple choice questions. After collecting data from documentation, questionnaires, and interviews, the researcher analyzed the results.

Based on the documentation, the most significant problems were related to the alternatives provided in the questions. The alternatives often did not function as effective distractors, ambiguous, or not homogeneous. According to Harmer (2007:382) mentions that writing effective multiple

choice questions is particularly challenging, especially when designing incorrect options. Similarly, Burton (1991:85) notes that crafting good multiple choice items is generally more difficult and time consuming than other types of test items. These observations indicate that teachers need to invest more effort into creating effective distractors.

The questionnaire results showed that respondents understand the principles of constructing multiple choice questions. However, when it comes to the second indicator, which focuses on difficulties in constructing distractors, the respondents showed hesitation and uncertainty.

The interview results indicated that respondents did not find it particularly difficult to construct multiple choice questions. However, they did encounter challenges in creating distractors. They found it difficult to write logical alternatives that closely resemble the correct answer.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After conducting the research entitled "Teachers' Difficulties in Constructing Multiple Choice Questions" and analyzing Chapter IV, it can be concluded that teachers face several significant challenges in constructing multiple choice questions.

First, creating effective distractors poses a major difficulty. Many alternatives lack functionality and do not serve effectively as distractors. For instance, some options are not related to the question stem or are grammatically incorrect. Additionally, distractors are often ambiguous or confusing, making it difficult for students to distinguish between the correct answer and the distractors. Furthermore, the alternatives are not homogeneous in format or content, which can confuse students and reduce the overall effectiveness of the distractors.

Second, there is a gap in teachers' knowledge and application. Teachers show hesitation and uncertainty when constructing distractors, indicating a disparity between their theoretical knowledge and practical application. Although teachers generally understand the principles of designing multiple choice questions, effectively applying these principles, particularly in creating plausible distractors, remains challenging.

Third, issues with consistency and specificity also arise. Alternatives are often inconsistent in terms of tense, format, or specificity, leading to confusion and reducing the overall quality of the questions. Some options are too broad or vague, failing to provide clear and distinct choices for students.

Lastly, challenges related to grammar and logic are evident. Some distractors contain grammatical errors, which can mislead students and affect the validity of the assessment. Ensuring that all distractors are logically consistent and plausible is a significant challenge, as noted by the teachers during the interviews.

In conclusion, teachers face multiple difficulties in constructing multiple choice questions, including creating effective distractors, bridging the gap between knowledge and application, ensuring consistency and specificity, and maintaining proper grammar and logical consistency. Addressing these challenges through targeted training and support can help improve the quality of multiple choice assessments.

B. Suggestions

Based on the result, the writer would like to give suggestions for teacher who want to construct multiple choice questions. First, Provide Targeted Training. Teachers should receive specialized training on creating effective distractors and applying best practices in question design.

Workshops and continuous professional development can help teachers stay updated with effective assessment strategies. Second, Encourage Collaboration. Teachers should collaborate and review each other's questions to improve quality. Establishing a peer review system can help identify and correct common issues before questions are used in assessments. Third, Implement Clear Guidelines. Develop comprehensive guidelines for constructing multiple-choice questions. These should cover creating effective distractors, maintaining consistency, and ensuring specificity in answer choices. Fourth, Focus on Specificity and Consistency. Ensure that answer choices are clear, distinct, and consistent in format and tense. Avoid vague or broad alternatives that may confuse students. Fifth, Address Grammar and Logical Consistency. Teachers should use resources for grammar checking and ensure all distractors are logically consistent with the question stem to avoid errors that affect assessment validity. Sixth, Incorporate Student Feedback. Regularly gather feedback from students on the clarity and effectiveness of questions. Use this feedback to refine and improve question quality over time. By following these recommendations, educators can improve the quality of multiple choice questions and better assess student knowledge and understanding.

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PENILAIAN AKHIR TAHUN
TAHUN PELAJARAN 2018/2019
LEMBAR SOAL

Bidang Studi : Bahasa Inggris
Kelas : VIII (DELAPAN)
Hari, Tanggal : Kamis, 09 Mei 2019
Waktu : 09.00 – 11.00 WIB

PETUNJUK UMUM

1. Berdo'alah sebelum anda mengerjakan soal.
2. Tulislah **NAMA** dan **NOMOR** Anda pada Lembar Jawaban yang telah tersedia.
3. Kerjakan **Soal Pilihan Ganda** pada Lembar Jawaban Komputer (LJK) menggunakan **pensil 2B**
4. Periksa pekerjaan anda sebelum diserahkan pada pengawas.

Answer the question by choosing A, B, C or D !

1. Firman's house is big, but Denny's house is.....than Firman's house
A. Big too
B. Bigger
C. Biggest
D. Most bigger
2. Today is the ... day ever
A. Worst
B. Worse
C. Bad
D. Baddest
3. Congratulation, you are the Winner this year
A. Good
B. Gooder
C. Bester
D. Best
4. Rina is than Anton
A. More intelligent
B. Most intelligent
C. Intellegenter
D. Intellegentest
5. The last question is the I have ever seen
A. More difficult
B. Most difficult
C. Difficulter
D. Difficultest
E.
6. Indra ever goes to a beach. He hates going there
A. Sometimes
B. Hardly
C. Generally
D. Often
7. My uncle doesn't like juice. So, he Drink it
A. Hardly
B. Rarely
C. Never
D. Usually
8. My father likes eating sea food. But, he eats it because the food so expensive
A. Sometimes
B. Never
C. Usually
D. Rarely
9. Fahmi Wakes up early. He never wakes up late
A. Sometimes
B. Often
C. Always
D. Never

10. The teacher usually comes on time. He comes late
- A. Often
B. Rarely
C. Never
D. Always
11. Raihan doesn't join race his bike is broken
- A. Because
B. Although
C. Then
D. But
12. What did you do last Sunday?
- A. I go to Bogor
B. I going to Bogor
C. I went to Bogor
D. I goes to Bogor
13. Me and my friends went to mount Bromo last year, we so many equipment
- A. Bring
B. Brings
C. Brought
D. Brang
14. Amanda the floor every morning
- A. Sweep
B. Sweeps
C. Swept
D. Sweeped
15. We To school everyday together
- A. Goes
B. Going
C. Goed
D. Go

Read the text to answer question number 16 to 18

To : Hilman

Sorry bro, I can't accompany you to go to Mr. Malik's house tonight. I have to visit my aunt at hospital. Please, don't be irritated. I hope next time I will be free.

Sender
Hendrie

16. What will Hilman and Hendrie probably do tonight?
- A. Going to Mr. Malik's house
B. Going to hospital
C. Going to Hilman's aunt
D. Going to Hendrie's aunt
17. How was Hendrie feeling when he sent the message?
- A. Guilty
B. Relieved
C. Impressed
D. Amazed
18. From the message above, we can conclude that Hendrie...
- A. Can go to Mr. Malik's house
B. Can't go to his aunt house
C. Can't go to Mr. Malik's house
D. Can't go to Hilman's house tonight

Read the text below and answer question number 19 and 20

To : Sandy

Please let others know that the football match is cancelled because it is raining hard and the field is drenched.

Manuel

19. Please let others know... the word others probably refers to...
- | | |
|-----------|---------------|
| A. Manuel | C. The fields |
| B. Sandy | D. Friends |
20. The football match is cancelled because of...
- | | |
|------------------|------------------|
| A. Class meeting | C. Information |
| B. Message | D. Hard rainfall |

Read the text and answer question number 21 to 25

Attention please!

All the teachers and administration staffs of SMP Nusa Bangsa are required to join some interesting programs together with our students to celebrate Mother's Day. The programs will be held on 20 – 22 of December, started from 8 a.m. until 12 p.m. For registration and detail information, please contact Ms. Ani Wardhani, in her office

Mr. Darmanto
Chairman of the Committee

21. What is the purpose of the text?
- | | |
|--|--|
| A. To describe the programs of school | |
| B. To inform the participants about the student's programs | |
| C. To tell about the contact person of the program | |
| D. To announce a program to celebrate Mother's Day | |
22. Who was make the announcement?
- | | |
|------------|---------------|
| A. Student | C. Headmaster |
| B. Teacher | D. Strangers |
23. When will the program ended?
- | | |
|---------------------|-------------------|
| A. At noon | C. In the evening |
| B. In the afternoon | D. In the morning |
24. How long will the program be held?
- | | |
|-----------|-----------|
| A. 2 days | C. 4 days |
| B. 3 days | D. 5 days |
25. Who was in charge for registration?
- | | |
|-----------------|-----------------|
| A. Ms. Ani | C. Students |
| B. Mr. Darmanto | D. All teachers |

The text is for question number 26 to 30

Diving in Bunaken Island

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand's Divers. Getting there was not quite easy.

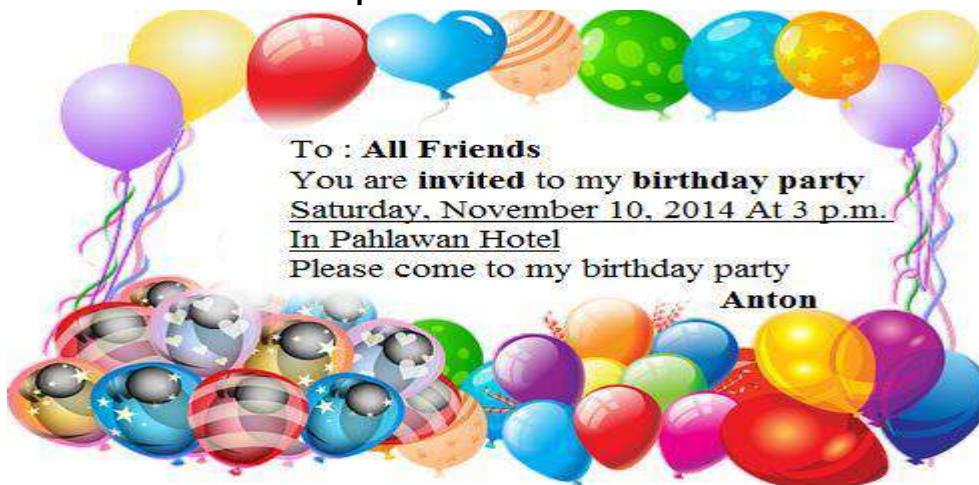
Soon after our **arrival** at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving we saw groups of tiny fish. In order to identify them, we need a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

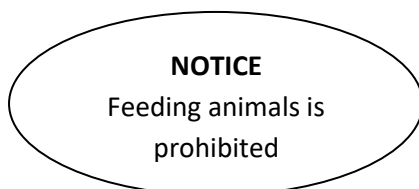
In summary, the trip was mostly enjoyable. This place is so impressive with its marine live.

26. The writer come from...
- A. America
B. New Zealand
C. Bunaken
D. Australia
27. The opposite word of **arrival** is...
- A. Nature
B. Receive
C. Going
D. Departure
28. Which statements is FALSE according to the text?
- A. The trip was bored
B. To reach Bunaken was not easy
C. The writer will go to Bunaken for diving
D. The writer saw small fish
29. They got the information about how to take pictures under water when...
- A. Diving
B. Briefing
C. Gardening
D. Swimming
30. What is the type of the text?
- A. Descriptive
B. Recount
C. Procedure
D. Narrative

Read the text and answer the questions



31. What kind the text is it?
- A. Invitation card
B. Greeting card
C. Announcement
D. Caution
32. Anton will hold the party in the...
- A. Morning
B. Evening
C. Afternoon
D. Night
33. What does the notice mean?



- A. People should not give anything to the animals
 B. People should not enter the zoo
 C. People should not go home before closing
 D. People should not buy the animals

34. Your friend is wearing a new suit.
To express the **compliment** of the sentence above is...
- A. You are a great friend
B. You look nice with that
C. What an expensive suit
D. Thank you
35. Your friend has had a new hair do, and you say "wawww...what an amazing cut"..
Your friend may **responses** by saying...
- A. Thank you very much
B. Your welcome
C. Are you kidding me?
D. Nice job !
36. Ari.....Judo three times a week, he is black belt
- A. Do
B. Does
C. Play
D. Plays
37. Vania likes horses. She horse-riding every week
- A. Do
B. Does
C. Go
D. Goes

Read the text and answer question number 38 and 39

These are the ways on how to make salad. First, rinse some lettuce by running water over it. Then drain it in a colander.
Second, rinse some tomatoes and cucumbers. Third, slice them with a knife on a cutting board. Fourth, mix the lettuce and the cucumber in a salad bowl. Next, lay the tomato slices on top. Sprinkle some grated cheese on the salad. Finally, pour some dressing on the salad.

38. How many ingredients are needed in the text?
- A. Three
B. Four
C. Six
D. Seven
39. The text is about...
- A. How to make fried noodle
B. How to make salad
C. How to slice tomatoes
D. How to buy salad
40. The guests-of our new branch office-we-the grand opening-to attend-invite
- | | | | | | | |
|---|-------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| A | 2-6-1-3-5-4 | | | | | |
| B | 1-6-3-5-4-2 | | | | | |
| C | 3-6-1-5-4-2 | | | | | |
| D | 4-2-1-6-3-5 | | | | | |

RESEARCH INSTRUMENT

A. Pengantar

Saya Siti Baetul Kurnia, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan, Program Studi Pendidikan Bahasa Inggris sedang melakukan penelitian dengan judul “*Teachers’ Difficulties in Constructing Multiple Choice Questions*”. Untuk mendapatkan data dari penelitian tersebut, saya mohon kesediaan Bapak/Ibu untuk mengisi pernyataan dari angket yang telah saya buat ini. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu dalam mengisi angket ini.

B. Petunjuk Pengisian

Angket ini terdiri dari tiga belas pertanyaan. Berilah tanda ceklis (✓) pada kolom yang tersedia sesuai dengan opini dan pengalaman yang Bapak/Ibu miliki.

Keterangan :

- SS = Sangat setuju
- S = Setuju
- R = Ragu
- TS = Tidak setuju
- STS = Sangat tidak setuju

Quided Questions for Questionnaire

Indikator	Pernyataan	Tingkat Persetujuan				
		SS	S	R	TS	STS
Pengetahuan mengenai prinsip membuat soal pilihan ganda	1. Saya selalu menulis inti permasalahan yang ditanyakan secara jelas pada pokok soal.					
	2. Terkadang saya menulis panjang alternatif jawaban tidak relatif sama.					
	3. Saya menulis alternatif jawaban yang berbentuk angka secara berurutan.					
	4. Saya menulis pilihan alternatif jawaban secara vertikal.					
	5. Saya menggunakan kalimat negatif pada pokok masalah.					
	6. Saya menghindari penulisan soal yang mengarah pada jawaban yang benar.					
	7. Saya menghindari alternatif jawaban yang berbunyi ' <i>all of the above</i> ' atau ' <i>none of the above</i> '.					
	8. Terkadang saya membuat soal dengan pernyataan yang tidak lengkap.					
Kesulitan yang dialami pada saat membuat pengecoh pada soal	9. Saya sering menulis pengulangan kata yang sama pada alternatif jawaban.					

berbentuk pilihan ganda.	10. Terkadang saya menulis alternatif jawaban tidak homogen atau serupa.					
	11. Terkadang saya menulis alternatif jawaban yang tidak masuk akal atau jelas.					
	12. Saya menghindari alternatif jawaban yang terlalu sukar atau mudah.					
	13. Saya menghindari penggunaan kosa kata yang sulit pada alternatif jawaban.					

Guided Questions for Interview

1. Apa yang Bapak/Ibu ketahui mengenai soal pilihan ganda?
2. Bagaimana Bapak/Ibu membuat soal pilihan ganda?
3. Kesulitan apa yang Bapak/Ibu hadapi pada saat membuat soal pilihan ganda?
4. Apa yang Bapak/Ibu ketahui mengenai pengecoh?
5. Bagaimana Bapak/Ibu membuat pengecoh dalam soal pilihan ganda?
6. Kesulitan apa yang Bapak/Ibu hadapi saat membuat pengecoh?

Guided Questions for Questionnaire

Indikator	Pernyataan	Tingkat Persetujuan				
		SS	S	R	TS	STS
Pengetahuan mengenai prinsip membuat soal pilihan ganda	1. Saya selalu menulis inti permasalahan yang ditanyakan secara jelas pada pokok soal.					
	2. Terkadang saya menulis panjang alternatif jawaban tidak relatif sama.					
	3. Saya menulis alternatif jawaban yang berbentuk angka secara berurutan.					
	4. Saya menulis pilihan alternatif jawaban secara vertikal.					
	5. Saya menggunakan kalimat negatif pada pokok masalah.					
	6. Saya menghindari penulisan soal yang mengarah pada jawaban yang benar.					
	7. Saya menghindari alternatif jawaban yang berbunyi ' <i>all of the above</i> ' atau ' <i>none of the above</i> '.					
	8. Terkadang saya membuat soal dengan pernyataan yang tidak lengkap.					
Kesulitan yang dialami pada saat membuat pengecoh pada soal	9. Saya sering menulis pengulangan kata yang sama pada alternatif jawaban.					

berbentuk pilihan ganda.	10. Terkadang saya menulis alternatif jawaban tidak homogen atau serupa.					
	11. Terkadang saya menulis alternatif jawaban yang tidak masuk akal atau jelas.					
	12. Saya menghindari alternatif jawaban yang terlalu sukar atau mudah.					
	13. Saya menghindari penggunaan kosa kata yang sulit pada alternatif jawaban.					

Bogor, 24 May 2019



Laily Budi Utami, S.Pd.I

SURAT KETERANGAN

Saya yang bertanda tangan dibawah ini :

Nama : Laily Budi Utami, S.Pd.I

Alamat : Bogor

Menyatakan bahwa benar saudari Siti Baetul Kurnia, pernah melakukan wawancara pada hari Senin, 24 Mei 2019 di SMP Insan Kamil untuk memenuhi kebutuhan skripsi yang berjudul “Teachers’ Difficulties in Constructing Multiple Choice Questions” dan lampiran transkrip yang terlampir merupakan pernyataan yang saya berikan.

Bogor, 24 May 2019



Laily Budi Utami, S.Pd.I

Guided Questions for Questionnaire

Indikator	Pernyataan	Tingkat Persetujuan				
		SS	S	R	TS	STS
Pengetahuan mengenai prinsip membuat soal pilihan ganda	1. Saya selalu menulis inti permasalahan yang ditanyakan secara jelas pada pokok soal.					
	2. Terkadang saya menulis panjang alternatif jawaban tidak relatif sama.					
	3. Saya menulis alternatif jawaban yang berbentuk angka secara berurutan.					
	4. Saya menulis pilihan alternatif jawaban secara vertikal.					
	5. Saya menggunakan kalimat negatif pada pokok masalah.					
	6. Saya menghindari penulisan soal yang mengarah pada jawaban yang benar.					
	7. Saya menghindari alternatif jawaban yang berbunyi ' <i>all of the above</i> ' atau ' <i>none of the above</i> '.					
	8. Terkadang saya membuat soal dengan pernyataan yang tidak lengkap.					
Kesulitan yang dialami pada saat membuat pengecoh pada soal	9. Saya sering menulis pengulangan kata yang sama pada alternatif jawaban.					

berbentuk pilihan ganda.	10. Terkadang saya menulis alternatif jawaban tidak homogen atau serupa.					
	11. Terkadang saya menulis alternatif jawaban yang tidak masuk akal atau jelas.					
	12. Saya menghindari alternatif jawaban yang terlalu sukar atau mudah.					
	13. Saya menghindari penggunaan kosa kata yang sulit pada alternatif jawaban.					

Bogor, 24 May 2019



Eni Nuraeni, S.Pd.I

SURAT KETERANGAN

Saya yang bertanda tangan dibawah ini :

Nama : Eni Nuraeni, S.Pd.I

Alamat : Bogor

Menyatakan bahwa benar saudari Siti Baetul Kurnia, pernah melakukan wawancara pada hari Senin, 24 Mei 2019 di SMP Insan Kamil untuk memenuhi kebutuhan skripsi yang berjudul “Teachers’ Difficulties in Constructing Multiple Choice Questions” dan lampiran transkrip yang terlampir merupakan pernyataan yang saya berikan.

Bogor, 24 May 2019



Eni Nuraeni, S.Pd.I

TRANSKIP INTERVIEW

R : Researcher

R #1 : Respondent 1 (Ibu Laily)

R : Assalamualaikum

R #1 : Waalaikumsalam

R : Selamat siang bu

R #1 : Iya, selamat siang juga

R : Perkenalkan nama saya, Siti Baetul Kurnia, mahasiswa tingkat akhir Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan, sedang mengadakan penelitian di SMP Insan Kamil Bogor. Untuk mendukung penelitian saya, saya ingin menginterview Ibu selaku guru Bahasa Inggris di SMP Insan Kamil. Apakah Ibu bersedia?

R#1 : Ya, saya bersedia

R : Baik bu. Ada enam pertanyaan yang akan saya tanyakan. Untuk pertanyaan pertama, apa yang Ibu ketahui mengenai soal pilihan ganda?

R #1 : Pilihan ganda itu .. salah satu tes yang sering dipakai oleh guru, untuk ulangan harian atau evaluasi dalam pembelajaran.

R : Pertanyaan kedua, Bagaimana Ibu membuat soal pilihan ganda?

R #1 : Itu ..mm.. pertama saya siapin materinya, indikatornya, lalu setelah itu baru dibuat soalnya.

R : Kesulitan apa yang Ibu hadapi pada saat membuat soal pilihan ganda?

R #1 : Kesulitan ya, saya rasa gak ada ya, karna terbantu sama kisi-kisi.

R : Apa yang Ibu ketahui mengenai pengecoh?

R #1 : Pengecoh itu ..mm.. alat untuk mengecoh siswa untuk menemukan .. jawaban yang benar.

R : Bagaimana Ibu membuat pengecoh dalam soal pilihan ganda?

R #1 : Itu tergantung soal yang dibuat. Contohnya kalau pertanyaan yang ditanyakan itu soal ide pokok, berarti .. mm.. saya buat alternatif yang hampir mirip atau serupa sama jawabannya, supaya murid itu terkecoh, gitu.

R : Kesulitan apa yang Ibu hadapi pada saat membuat pengecoh?

R #1 : Kesulitannya ya, ... kadang susahnya itu buat opsi yang benar-bisa mengecoh jawaban siswa. Itu si.

R : Baik Ibu, terimakasih banyak atas waktu dan kesediaan Ibu untuk wawancaranya.

R #1 : Iya, sama-sama. Semoga lancar ya untuk tugas akhirnya.

R : Iya Ibu, terimakasih untuk doanya.

R : Wassalamualaikum

R #1 : Waalaikumsalam

TRANSKIP INTERVIEW

R : Researcher

R #2 : Respondent 2 (Ibu Eni)

R : Assalamualaikum

R #2 : Waalaikumsalam

R : Selamat siang bu

R #2 : Iya, selamat siang juga

R : Perkenalkan nama saya, Siti Baetul Kurnia, mahasiswa tingkat akhir Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan, sedang mengadakan penelitian di SMP Insan Kamil Bogor. Untuk mendukung penelitian saya, saya ingin menginterview Ibu selaku guru Bahasa Inggris di SMP Insan Kamil. Apakah Ibu bersedia?

R#2 : Ya, saya bersedia

R : Baik bu. Ada enam pertanyaan yang akan saya tanyakan. Untuk pertanyaan pertama, apa yang Ibu ketahui mengenai soal pilihan ganda?

R #2 : Soal pilihan ganda ya, mm.. pilihan ganda itu kan salah satu tes objektif yang selalu dipakai oleh guru untuk

R : Pertanyaan kedua, bagaimana Ibu membuat soal pilihan ganda?

R #2 : Itu ..mm.. untuk mapel bahasa inggris biasanya, apa ya .. seputar teks, lalu ... kosa kata juga, teks rumpang dan yang lainnya, dan ..eee.. soal dan pertanyaan itu dibuat semenarik mungkin sehingga ..mm.. ada ketercapaian ..mm.. untuk daya serap juga.

R : Untuk pertanyaan ketiga, kesulitan apa yang Ibu hadapi ketika membuat soal pilihan ganda?

- R #2 : Saat membuat soal pilihan ganda itu kesulitan nya ... apa ya, hampir tidak ada karna biasanya ..mm.. terbantu dari ..mm.. kisi-kisi, pembuatan kerangka kisi-kisi jadi dari situ kita akan paham ..mm.. akan dibawa kearah mana soal multiple choice nya itu.
- R : Lalu, untuk pertanyaan keempat, apa yang Ibu ketahui mengenai pengecoh?
- R #2 : Oke, pengecoh itu adalah alat, sebuah alat untuk ..mm.. mengarahkan murid ..mm.. untuk mengarah ke jawaban yang benar. Karna ..mm.. pengecoh bisa juga menjadi tolak ukur sampai mana murid bisa mengerjakan soal secara teliti.
- R : Untuk pertanyaan kelima, bagaimana Ibu membuat pengecoh dalam soal pilihan ganda?
- R #2 : Mm.. untuk soal PG, pengecohnya itu biasanya ... jika ditanyakan soal kosa kata, pasti akan seputar tentang ..mm.. sinonim atau antonim, lalu dari situ kita membuat pengecohnya dari phoneme dan juga vocabulary nya, gtu.
- R : Untuk pertanyaan terakhir, kesulitan apa yang Ibu hadapi pada saat membuat pengecoh?
- R #2 : Kesulitannya itu cari pengecoh yang hampir serupa sama jawaban yang benar, karna pengecoh itu kan harus masuk akal.
- R : Baik Ibu, terimakasih banyak sudah meluangkan waktu untuk wawancaranya.
- R #2 : Iya, sama-sama. Good luck ya, semoga lancar skripsinya.
- R : Iya ibu, aamiin. Sekali lagi terimakasih ya bu atas doanya.



UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Bermutu dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN
NOMOR: 416.1/SK/D/FKIP/IX/2018

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 67/KEP/REK/VIII/2015, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2015-2020 di Lingkungan Universitas Pakuan.
- Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

- Menetapkan
Pertama : Mengangkat Saudara:
1. Dr. Yanti Suryanti, M.Pd.
2. Iyan Irdiyansyah, M.Pd.

sebagai pembimbing dari :

Nama : Siti Baetul Kurnia
NPM : 031112081
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teachers Difficulties in Constructing Multiple Choice Question

- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
tanggal 29 September 2018


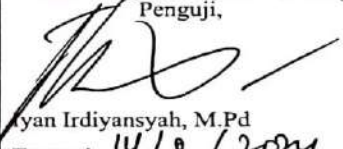
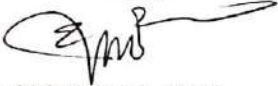



Reddy Sofyan, M.Pd.
NIP. 19560108 198601 1 001


- Tembusan:
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan
3. Kepala BAAK/BAUM Universitas Pakuan
4. Para Dekan Fakultas di Lingkungan Universitas Pakuan

**FORMAT PERBAIKAN SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FKIP – UNPAK BOGOR**

Nama : Siti Baetul Kurnia
 NPM : 031112081
 Judul : Teachers' Difficulties in Constructing Multiple Choice Questions
 Tanggal Ujian : 26 Juli 2019

Komponen Perbaikan	Tanda tangan Penguji
<ul style="list-style-type: none"> • Perbaiki abstract, preface, acknowledgment dan table of content. • Memahami setiap kalimat dan perbaiki. • Perbaiki tata cara penulisan menggunakan tenses yang sesuai. • Perbaiki layout, penulisan kata "eleven" menjadi 11 dan kutipan atau kalimat yang ditulis dalam Bahasa Indonesia ditulis dalam format miring. • Perbaiki cara penulisan referensi sesuai abjad. 	<p style="text-align: center;">Penguji,</p>  <p style="text-align: center;">Dr. Yanti Suryanti, M.Pd Tanggal: 09/09/2024</p>
<ul style="list-style-type: none"> • Perbaiki abstract. • Mengganti kata "distracters" menjadi "distractors". • Tambah referensi. 	<p style="text-align: center;">Penguji,</p>  <p style="text-align: center;">Iyan Irdiyansyah, M.Pd Tanggal: 14/8/2024</p>
<ul style="list-style-type: none"> • Perbaiki abstract dan table of content, untuk bagian judul di bold. • Kroscek hasil penelitian dengan jelas, apakah error atau difficulties. 	<p style="text-align: center;">Penguji,</p>  <p style="text-align: center;">Mursidah Rahmah, M.Pd Tanggal: 9-8-24</p>

Mahasiswa ybs,

 Siti Baetul Kurnia

Bogor,
 Mengetahui
 Ketua Prodi,

 Mursidah Rahmah, M.Pd.
 NIK 1.0903032435



UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 2206/WADEK I/FKIP/V/2019
Lampiran : -
Perihal : Izin Penelitian

22 Mei 2019

Yth. Kepala SMP Insan Kamil
di
Bogor

Dengan hormat,

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Siti Baetul Kurnia
NPM : 031112081
Program Studi : Pendidikan Bahasa Inggris
Semester : Akhir

untuk mengadakan penelitian di sekolah yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 23 s.d. 25 Mei 2019 mengenai: TEACHERS' DIFFICULTIES IN CONSTRUCTING MULTIPLE CHOICE QUESTIONS.

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



a.n. Dekan
Wakil Dekan
Bidang Akademik,
Dr. Entis Sutisna, M.Pd.
NIK 1.1101033404



YAYASAN PENDIDIKAN INSAN KAMIL BOGOR SEKOLAH MENENGAH PERTAMA (SMP) INSAN KAMIL BOGOR

Jl. R. Aria Surialaga Batutapak, Pasirjaya, Kota Bogor 16119 Telp. 0251 - 8638343 - 8632115

PROGRAM AKSELERASI SK. Kadis Pendidikan Prop. Jabar No. 421.9/6127-PLB/VII/05
TERAKREDITASI PERINGKAT A NILAI 97 SK. BAP-S/M Prop Jabar No. 02.00/111/BAP-SM/X/2015

SURAT KETERANGAN

No.052 / 421.3 -SMA. INKA / VIII/ 2019

Yang bertanda tangan di bawah ini, Kepala sekolah SMP Insan kamil beralamat di Jl.R. Aria Surialaga Batutapak, Kel.Pasir Jaya Kota Bogor Barat , dengan ini menerangkan bahwa :

N a m a : Siti Baetul Kurnia
NPM : 031112081
Universitas : Pakuan Bogor
Program Studi : Pendidikan Bahasa Inggris
Keterangan : Telah melakukan Penelitian dengan menggunakan instrument kuisisioner

Mahasiswa tersebut benar-benar Melaksanakan kegiatan penelitian di SMP Insan Kamil pada tanggal 23 s/d 25 Mei 2019 dengan judul Penelitian

“ TEACHERS DIFFICULTIES IN CONSTRUCTING MULTIPLE CHOICE
QUESTIONS “

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

Bogor, 12 Agustus 2019

Kepala Sekolah.

Rudi Anwar, M.Pd
NIP. 04197920031035

IDENTITAS MAHASISWA

Nama Mahasiswa : Siti Baetul Kurnia
Alamat : Bogor
Tempat, Tgl Lahir : -
NPM : 031112081
Program Study : Pendidikan Bahasa Inggris
Tahun Masuk/Angkatan : 2012
Judul Skripsi : Teachers' Difficulties in Constructing
Multiple-Choice Questions
Pembimbing : 1. Dr. Yanti Suryanti, M.Pd
2. Iyan Irdiyansyah, M.Pd
Bogor, 20.....
Ketua Program Study.
Dra. Atti Herawati, M.Pd

Tanggal	Bab	Catatan Pembimbing	Paraf
11/19	I	- Koneksi - judul	/
21/11	I	- perseptif - lens of business.	/
29/11	I	- Background - should be specific. - Review areas	/
29/11	II	- Add the thing - Penforce - first English	/

Hunny.

Tanggal	Bab	Catatan Pembimbing	Paraf
29/11	II	Review Results Procedures	/
28/11	II	Review Centre	/
28/11	II	- Review - Review - Review - Review - Review	/

Tanggal	Bab	Catatan Pembimbing	Paraf
23/19	1-3	<p>1-3 Menge care fully find program for next part</p> <p>Structure</p> <p>more</p>	
23/19	4-5	<p>- Table Sheet</p> <p>- Be Shape into</p> <p>- Check as</p> <p>- Describe!</p> <p>- Check program</p> <p>- Check work technique.</p>	

Tanggal	Bab	Catatan Pembimbing	Paraf
25/19	9-15	<p>25/19</p>	

