

One of the basic characteristics of multiple choice is the distracters. The distracters called good distracters if it will attract more the students from the lower group than the upper group and when item distracters attract the students from the upper group than the lower group, it is not good distracters.

There are some guidelines how to construct an item for multiple choice test, as below:

1. Each multiple choice item should have only one answer. This answer must be absolutely correct unless the instruction specifies choosing the best option.
2. Only one feature at a time should be tested. It has long been standard practice to test only one feature at a time. It usually less confusing for the testee and it help to reinforce a particular teaching point.
3. Each option should be grammatically correct when placed in the stem, except of course in the case of specific grammar test items.
4. All multiple choice items should be at level appropriate to the linguistic ability of the testees. The cotext it self, should be at a lower level than the actual problem which the item is testing.
5. Multiple choice items should be as brief and as possible (thought it is often described to provide short contexts for grammar items)
6. In many tests, items are generally arranged in rough order of increasing difficulty. It is generally be considered important to have one or two

(d). Formative test

Formative test gives after the teachers finish the unit of a lessons. It uses to gives a feed back of students' understanding and to know students' development. Gronlund states, the function of formative test is to determine learning progress, provide feed back for reinforcement for the students. If their grades are good, they will keep their study based on their way. Giving this test will encourage students to study hard in order to get a good mark as a result of that test. in spite of this, teacher also will be able to know the effectiveness of their method of teaching.

(e). Summative test

Summative test is the formal testing of what has been learned in order to produce marks or grades which may be used for report of various types. The main purpose of summative test is not only for grading or certifying pupil's achievement, but also provides the information for the judging the course objectives and effectiveness of instructional. Johnson and Johnson states that summative test is conducted at the end of an instructional unit of the semester to judge the final quality and quantity of student achievemnt and or the success of instructional program.¹⁹

¹⁹ David W, Roger T Johnson and Johnson, *Meaningful Assessment: a Meaningable and Cooperative Process*, (USA: Allyn and Bacon, 2002) , page 7

had high validity, adequate reliability, acceptable facility value and effectiveness of the distracter. Nevertheless, the test did not adequate discrimination index.

2. The thesis was done by Nurul Koiriyah (UNESA, 1996), in her thesis, she analyzed reading section of the English items of UAN 2003/2004. In her thesis, she found that the test had high content validity, acceptable reliability, did not acceptable index of difficulty, had poor discrimination index and had effective distracters.
3. The thesis was done by Moch. Solihan (UNESA, 2000), in his thesis, he analyzed the teacher made English test items in formative semester I 2008/2009 of the first year students of SMAN 22 Surabaya. in his thesis, he found that the test had high content validity and adequate reliability but it did not acceptable index of difficulty, and the index of discriminatin in multiple-choice test was not adequate.

has high content validity or not, table specification from the SKL is matched with the material in the test. by placing each item number from the test in an appropriate place of the indicators from the SKL, the representative samples can be identified. In addition, the result shows whether the English try-out test for the UN 2010/2011 published by Diknas Surabaya has high content validity or not.

Table 2, for the first SKL is about listening skill, contains five columns, those are: *Standar Kompetensi Lulusan*, column which consists of the content of listening skill, *Kemampuan Yang Diuji* column which consists of the content of each language skill, test item column which consists of the test items appropriate with the objective, relevance column which consists of the relevances between the test items with the SKL and percentage column which consist of the percentages of the items test number with the objective.

Table 3, for the second SKL is about reading skill, contains five columns, those are: *Standar Kompetensi Lulusan*, column which consists of the content of listening skill, *Kemampuan Yang Diuji* column which consists of the contents of each language skill, test item column which consists of the test items appropriate with the objective, relevance column which consists of the relevance between the test items with the SKL and percentage column which consists of the percentages of the test items number with the objective.

		<p><u>number 14:</u></p> <p>=>What is monologue about?</p> <p>- <u>Question number 15:</u></p> <p>=>Why did the student laugh?</p> <p>- <u>Question number 5:</u></p> <p>Man : did you read the matter police news this morning?.....</p>	<p>appendix)</p> <p>15. this question is relevant with the SKL(<i>menentukan informasi tertentu dari teks monolog</i>)..(see appendix)</p> <p>5. this question is not relevant or appropriate with the SKL(<i>Congratulation</i>).....(see appendix)</p>	<p>4%</p> <p>2%</p>
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Tabel. 3

Standar Kompetensi Lulusan	Kemampuan yang diuji	Text/Item Test	Relevance	Percentage
<p>2. Reading</p> <p>Memahami nuansa makna di dalam teks tertulis seperti teks fungsional pendek dan esai berbentuk naratif (<i>narrative, recount, news item</i>), deskriptif (<i>report,</i></p>	<p>1. Menentukan gambaran umum, informasi tertentu, informasi rinci tersurat, informasi rinci tersirat.....</p>	<p>1. text 5</p> <p>This parking garage is closed for repairs. You can park 24 hours a day in the garage on Second Avenue between a.m and 9 p.m. or in the lot at the bus station across the street 24 hours a day.....</p> <p>Question Number 30: Why is the garage closed?</p> <p>Question Number 31: What is suggested to the reader?</p> <p>Question Number 32: What is the type of above text?</p>	<p><i>Text 5</i> is kind of announcement or notice of parking garage is closed for repair and relevant with the SKL.</p> <p>QN 30: <i>menentukan informasi rinci tersirat.</i></p> <p>QN 31: <i>menentukan informasi rinci tersurat.</i></p>	<p>6%</p>

