

An Analysis of Multiple Choices Distractors Made by Teachers of SMP Negeri Malaka Barat

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Abstrak

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Tujuan dari penelitian ini adalah untuk mengetahui tingkat pengecoh yang termasuk dalam soal tes yang dibuat oleh guru bahasa Inggris di SMP Negeri Malaka Barat. Penulis menggunakan kombinasi metode untuk analisis data. Alat yang digunakan adalah dokumen berisi empat puluh soal ujian pilihan ganda. Rumus dari teori Nitko diterapkan pada analisis data. Berdasarkan analisis dari segi pengecoh, terdapat 14,375% pengecoh sangat buruk, 28,125% pengecoh buruk, 18,125% pengecoh sedang, 20% pengecoh baik, dan 19,375% atau 31 dari 160 pengecoh sangat baik. Oleh karena itu, disarankan adanya revisi terhadap soal tes bahasa Inggris mengenai pengecoh berdasarkan temuan penelitian.

Kata Kunci: *Soal Tes, Distraktor, Tes Bahasa Inggris, Evaluasi, Pilihan Ganda*

Abstract

The purpose of this study is to determine the level of distractors included in test items created by English teachers at SMP Negeri Malaka Barat. The author employed a combination of methods for data analysis. The tool utilized was a document with forty multiple-choice exam questions. A formula from Nitko's theory was applied to the data analysis. Based on the analysis in terms of distractors, 14.375% **very poor** distractors, 28.125% **poor** distractors, 18.125% **fair** distractors, 20% **good** distractors, and 19.375% or 31 out of 160 **very good** distractors. Therefore, a revision to the English test item regarding distractors is suggested based on the research findings.

Keywords: *Test Item, Distractors, English Test, Evaluation, Multiple-choice*

INTRODUCTION

Every educational program generally ends with an evaluation, which aims to know how well the students have obtained the materials shared by the teacher. In the teaching and learning process, teachers have to make learners different at the end of an instructional unit from what they were before. The process of teaching and learning is a complex and multi-faced issue. It is made up of two crucial parts: the learning and teaching of the teachers, which together create a relevant and productive learning environment. A test is a method or tool with predetermined protocols that is used to determine or measure something, Arikunto (2013, p.53).

Tests are an essential evaluation tool in education, serving as a gauge of the quality of instruction and learning that takes place in classrooms. In this instance, the test serves two purposes: it assesses students' aptitude as well as the effectiveness of the teaching and learning process. Achievement tests are one sort of testing that is frequently used in schools. An achievement test is a methodical process used in teaching and learning activities to evaluate how much a student has learned.

Achievement tests come in two varieties: the progress achievement test and the final achievement test (summative test), (Hughes, 2003 p.10). In contrast, summative assessments involve using data about students or programs after a series of lessons have been taught.

They serve as an overview of a student's, group of students', or teacher's performance on a given set of learning standards or objectives. As mentioned in (Arends (2012), teachers utilize data from summative assessments to assign grades and provide explanations for reports that are sent to parents and students. Additionally, according to Cotton (2004) as cited in Angel (2021), summative test assessment methods are designed to ascertain a student's level of proficiency at the start or end of a language course. The teacher then assigns a final grade to the students. It is determined that summative exams are given at the conclusion of a course of study.

The purpose of this exam is to determine how well students have mastered the course's earlier materials over an extended period of time. and progress achievement test is Formative assessments are conducted in conjunction with classroom instruction and are designed to help teachers make prompt, targeted decisions about the best course of action for each student. The information they all rely on is gathered through formal, structured activities or informal observations made throughout the teaching process. The purpose of formative assessments is usually to gauge how well students have understood the learning objectives of a relatively short unit of study, such as a chapter in a textbook. Although these assessments resemble the quizzes and unit tests that educators have historically used, Huges (2003)'s theory suggests that the tests should be used more to (1) measure all of the intended outcomes of the unit of instruction and (2) use the results to improve learning rather than assign grades.

The formative test results provide insight into how well students have learned a specific subject. The aim is to ascertain the learning achievements and shortcomings of the students in order to modify the teaching and learning process. In addition to determining whether a student has grasped the material being taught, the formative test also suggests ways to address areas of learning failure. The purpose of formative assessments is to track students' progress in learning throughout the lesson and to give ongoing feedback to teachers and students about their successes and shortcomings.

The author of this study selected a summative test, which is the type of exam that is given at the conclusion of a unit, term, semester, or academic year. The author believes creating quality summative test items requires more effort and time than creating formative test items. Multiple choice test is very common in Indonesia. Even so, Brown (2004) as cited in Angel (2021) claims that multiple choice has drawbacks they are first, only recognition knowledge is tested by this method. second, Test scores may be significantly impacted by guessing. Third, What can be tested is severely constrained by the technique. Fourth, Producing successful items is a very tough task. Fifth, Backwash could be dangerous. And last It may be easier to cheat. The multiple-choice question is made up of a stem that poses a problem and multiple alternatives that offer potential fixes. A question or an unfinished statement could be the stem. The options consist of the key or right response and a number of believable incorrect responses, referred to as distractor answers.. Burton, et al. (1991, p.3) added that distractors are used to make themselves seem like reasonable answers to the problem for students who haven't met the test's objective. On the other hand, for the students who have succeeded in achieving the goal, the distractions need to seem like unrealistic answers. For these students, only the response should seem reasonable. Designing good test items is the hard work of individual teachers. A good exam should never be designed in a way that trick students into providing the wrong answer, claims Heaton (1975, p. 14).

A good test must be designed well before it is tested because some factors build a good test, they are validity, reliability, index difficulty, discrimination power, and distractors. According to Djiwandono (2008, p.225), distractors are options that are not the correct answer of the test items, or they are similar to the answer. Distractors are applied in multiple-choice test items. If the test item has five options, the distractors will be four options. The National Examination is currently the standard by which students' academic performance is measured in all schools, from junior high to senior high. Thus, the instructor needs to be mindful of how to properly construct the test for the students. It happens occasionally that students who performed well on school exams may have performed poorly on national exams. Here, the author describes it as problematic and suggests that it's crucial to consider distractions when

analyzing teacher-made exams. In this instance, the writer would examine the summative test items that are given to the students to determine the test's item quality and characterize it in terms of distractions.

METHOD

In this study, a mixed method research design was employed. The writer took the semester test items of SMP Negeri Malaka Barat as an instrument.

The technique used by the writer to analyze is computing the test of distractor

The writer uses the formula offered by Nitko (1996, p.310) as follows:

$$Dtl = \frac{nDt}{(N-nC)/(Alt-1)}$$

Where:

Dtl = Distractor index

nDt = Total students who choose the distractor

N = Total test takers

nC = Total correct answer

Alt = Total number of options

The standardized formula will be put into the level of distractors that are shown in the table:

Distractors Range	Distractors Level
0.76 to 1.25	Very Good
0.51 to 0.75 and 1.26 to 1.50	Good
0.26 to 0.50 and 1.51 to 1.75	Fair
0 to 0.25 and 1.76 to 2.00	Poor
More than 2.00	Very Poor

RESULT AND DISCUSSION

In this part, the writer presents the findings and analyzes the distractors of SMP Negeri Malaka Barat with a total items 40 and 160 distractors. The distractors are analyzed as follows with representation the first item:

$$Dtl = \frac{nDt}{(N-nC)/(Alt-1)}$$

$$\begin{aligned} \text{Option A} = Dtl &= \frac{29}{(62-23)/(5-1)} \\ &= \frac{29}{(39)/(4)} = \frac{29}{9.75} = 2.97 \end{aligned}$$

$$\begin{aligned} \text{Option B} = Dtl &= \frac{0}{(62-23)/(5-1)} \\ &= \frac{0}{(39)/(4)} = \frac{0}{9.75} = 0 \end{aligned}$$

$$\begin{aligned} \text{Option C} = Dtl &= \frac{6}{(62-23)/(5-1)} \\ &= \frac{6}{(39)/(4)} = \frac{6}{9.75} = 0.61 \end{aligned}$$

$$\begin{aligned} \text{Option E} = Dtl &= \frac{4}{(62-23)/(5-1)} \\ &= \frac{4}{(39)/(4)} = \frac{4}{9.75} = 0.41 \end{aligned}$$

Table 1. Distractors

No	A	B	C	D	E
1	2.97	0	0.61	**	0.41
2	**	1	0	0.11	0.33
3	2.21	0.78	0.35	**	0.64
4	0.8	1.06	1.86	0.26	**
5	1.69	**	1.38	0.46	0.46

6	2.5	1	0.25	**	0.25
7	0.23	3.46	0.07	**	0.23
8	2.00	0.88	**	0.66	0.44
9	0.63	0	**	0	3.36
10	**	0.44	0.22	1.77	1.55
11	**	0	0.15	3.23	0.61
12	0.16	1.5	0.16	2.16	**
13	0.75	2.00	**	0.5	0.75
14	0.42	0	3.31	0.25	**
15	**	1.14	1.71	0.42	0.71
16	2.45	**	1.27	0	0.27
17	1.71	0.38	1.14	0.76	**
18	0	1.33	0	**	2.66
19	0.68	**	1.07	1.17	1.07
20	2.58	0.38	**	0.77	0.25
21	1.33	**	1.62	0.88	0.14
22	**	0.27	2.06	0.96	0.68
23	0.53	1.06	0.53	**	1.73
24	**	0	1.2	0.4	1.6
25	1.71	**	0.88	1.52	0.88
26	0.8	0.4	1.2	1.6	**
27	0.92	2.76	0.30	**	0
28	0.5	0.75	**	0.58	2.16
29	2.90	0.18	0.45	**	0.45
30	**	1	2	0.66	0
31	1	1	1	0.5	**
32	0.37	2.62	**	0.5	0.37
33	2.06	0.36	0.60	**	0.96
34	0.55	**	1.24	0.55	1.65
35	2.21	0.52	**	1.68	0.63
36	1.42	0.28	0	**	2.28
37	**	1.56	0.86	0.17	1.21
38	0.75	**	0.25	1	2
39	0.66	**	2.13	0.66	0.53
40	1.33	2.33	**	0.16	0

After analyzing and putting the result into the table, the result is interpreted as the item distractors based on the standard required. The interpretation of distractors is as in the following table.

Table 2. Key Answer Distribution of SMP Negeri Malaka Barat

	A	B	C	D	E	Σ	%
Very Poor	8	4	4	2	5	23	14.375%
Poor	7	9	10	12	7	45	28.125%
Fair	5	6	5	3	10	29	18.125%
Good	10	4	5	6	7	32	20%
Very Good	2	9	8	7	5	31	19.375%
	32	32	32	30	34	160	100%

Table 2 shows that there are 14.375% or 23 out of 160 very poor distractors, 28.125%, or 45 out of 160 poor distractors, 18.125% or 29 fair distractors, 20% or 31 good distractors, and 19.375% or 31 out of 160 very good distractors. Therefore, distractors on future test item design should be paid attention to.

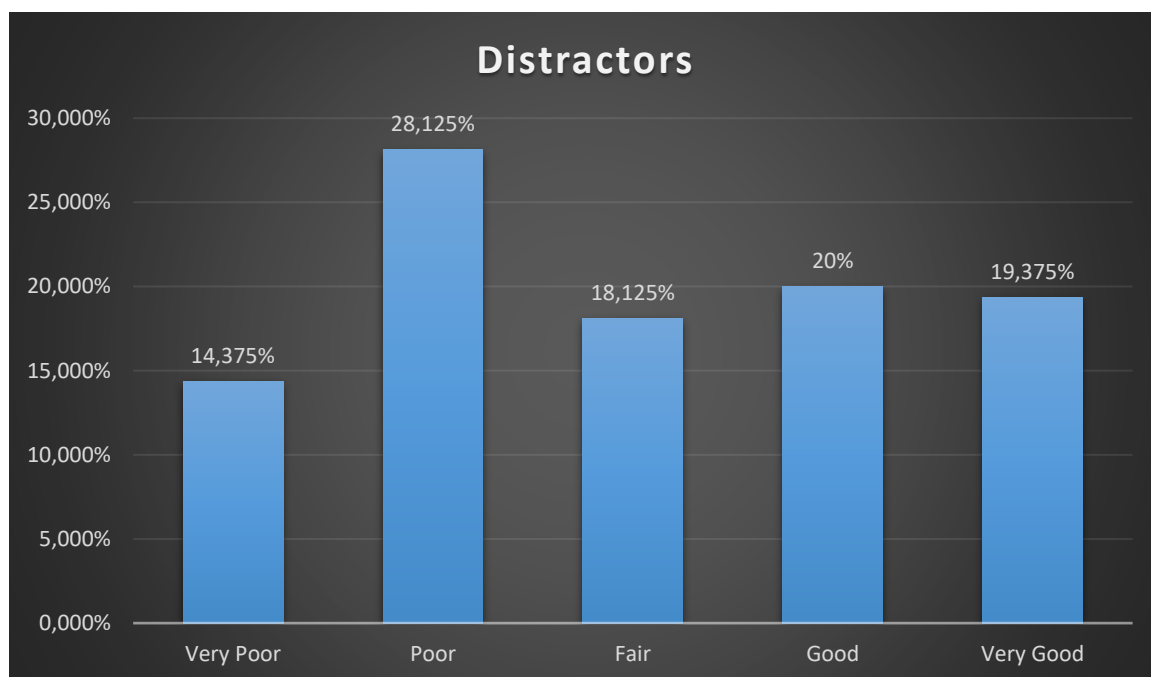


Chart. 1 Distribution of English Summative test of SMP Negeri Malaka Barat based on the distribution of distractors.

CONCLUSION

The purpose of the study is to determine how well English teachers' distractors for English test items are made. The researcher selected SMP Negeri Malaka Barat as the research subject in order to achieve the goals of the study. In summary, over 50% of the test items do not satisfy the criteria for a good distractor. It is suggested that the English test item be revised in terms of distractor based on the findings of this test item analysis.

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