

ABSTRACT

Azizah, A. S. N (2022) : Assessing the Quality of Multiple Choice Questions (MCQs) Made by English Teacher: An Analysis of English Test at Indonesian Vocational Schools.

Language assessment is an essential component of the teaching and learning process. The current phenomenon is that EFL students always believe that the English test is difficult. English teachers should pay close attention to the test's quality, particularly the English summative multiple-choice question test. It is thought to be a simple item to evaluate, but difficult to design. The purpose of this study is to examine the quality of test items in terms of validity, reliability, level of difficulty, discriminatory power, and distractor efficiency.

This research employed a quantitative descriptive method. The subject of this study was the odd semester test questions for the eleventh grade English subject at three vocational schools in Tasikmalaya in the academic year 2021/2022, which comprised of 140 multiple choice questions. The documentation technique was used as data gathering strategy to obtain data in the form of exam questions, key answers, student answer sheets, and a list of student names. Meanwhile, Microsoft Excel used to examine the data.

Teachers can use this research as an additional reference to construct good questions and to help them reach the curriculum goals. The results revealed that the questions test made by each teacher still has weaknesses, with the following details: (1) The questions for SMK B have a low reliability of 0.55, whereas there were high reliabilities of 0.768 and 0.807 for SMK A and SMK C, respectively. (2) SMK A has 23 (46%) questions that are accepted, 21 (30%) questions that need to be revised, and 12 (24%) questions that are deleted. SMK B has 5 (12.5%) accepted, 10 (25%) questions need to be revised, and 25 (62.5%) questions deleted. Meanwhile, SMK C has 15 (30%) very good questions, 17 (34%) questions need to be revised, and 18 (36%) questions are deleted.

To summarize, item analysis is required of every teacher in order to determine the quality of the test and to evaluate themselves during the teaching process. As a result, it would be preferable for the next study to focus on the quality of a different type of test, as this would allow teachers to assess the quality of the test they created. Furthermore, to improve the quality of a test, there must be steps that must be carried out by local education authorities.