

**READING TEST CONSTRUCTION OF EFL TEACHERS IN
ISLAMIC SENIOR HIGH SCHOOLS AT BINUANG,
WEST SULAWESI**



A Thesis is Submitted to Fulfill a Stage in Obtaining a Master's Degree in English
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THESIS

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Stated truthfully that with full awareness, this thesis is the result of the writer's work. This thesis, to the best of her knowledge, contains no scientific work that has been submitted by another person to obtain an academic degree at a university, and no work or opinion has been written or published by another person, except in writing quoted in this manuscript and mentioned in this thesis.

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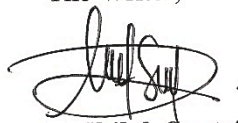
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PEDOMAN TRANSLITERASI ARAB-LATIN

A. *Transliterasi Arab-Latin*

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada tabel berikut:

1. *Konsonan*

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	ša	š	es (dengan titik di atas)
ج	Jim	j	je
ح	ħa	ħ	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	zal	ẓ	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	šad	š	es (dengan titik di bawah)
ض	ḍad	ḍ	de (dengan titik di bawah)
ط	ṭa	ṭ	te (dengan titik di bawah)
ظ	ẓa	ẓ	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
هـ	ha	h	Ha
ء	hamzah	'	apostrof
ی	ya	y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dgn tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>ḍammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اِيّ	<i>fath}ah dan yā'</i>	ai	a dan i
اُوّ	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوَّلَ : *haulā*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اُ...	<i>fath}ah dan alif atau yā'</i>	ā	a dan garis di atas
يِ	<i>kasrah dan yā'</i>	ī	i dan garis di atas
وِ	<i>ḍammah dan wau</i>	ū	u dan garis di atas

Contoh:

مَاتَ : *māta*

Contoh:

رَمَى : *ramā*

قِيلَ : *qila*

يَمُوتُ : *yamūtu*

4. *Ta marbūtah*

Transliterasi untuk *tā' marbūtah* ada dua, yaitu: *tā' marbūtah* yang hidup atau mendapat harakat *fathah*, *kasrah*, dan *dammah*, transliterasinya adalah [t]. Sedangkan *tā' marbūtah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h].

Kalau pada kata yang berakhir dengan *tā' marbūtah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *tā' marbūtah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raudah al-atfāl*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madīnah al-fādilah*

الْحِكْمَةُ : *al-ḥikmah*

5. *Syaddah (Tasydīd)*

Syaddah atau *tasydīd* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydīd* (ّ) dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbānā*

نَجَّيْنَا : *najjainā*

الْحَقُّ : *al-haqq*

نُعَمُّ : *nu“ima*

عُدُو : 'aduwwun

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـِ), maka ia ditransliterasi seperti huruf *maddah* menjadi *ī*.

Contoh:

عَلِي : 'Alī (bukan 'Aliyy atau 'Aly)

عَرَبِي : 'Arabī (bukan 'Arabiyy atau 'Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf *ال* (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta'murūna*

النَّوْغُ : *al-nau'*

سَيِّءٌ : *syai'un*

أَمْرٌ : *umirtu*

8. Penulisan Kata Arab yang Lazim Digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'ān*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fī Zilāl al-Qur' ān

Al-Sunnah qabl al-tadwīn

9. Lafz al-Jalālah (الله)

Kata “Allah” yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mudāf ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

الله دِينَ *dīnullāh* بالله *billāh*

Adapun *tā' marbūtah* di akhir kata yang disandarkan kepada *lafz al-jalālah*, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللهِ *hum fī rahmatillāh*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam

catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa mā Muhammadun illā rasūl

Inna awwala baitin wudi ‘a linnāsi lallazī bi Bakkata mubārakan

Syahru Ramadān al-lazī unzila fīh al-Qur’ān

Nasīr al-Dīn al-Tūsi

Abū Nasr al-Farābi

Al-Gazāli

Al-Munqiz min al-Dalāl

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abū (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abū al-*Walīd* Muhammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abū al-Walid Muhammad (bukan: Rusyd, Abū al-Walid Muhammad Ibnu)

Nasr Hāmid Abū Zaīd, ditulis menjadi: Abū Zaīd, Nasr Hāmid (bukan: Zaīd, Nasr Hāmīd Abū)

B. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt.	=	<i>subhānahū wa ta ‘ālā</i>
saw.	=	<i>sallallāhu ‘alaihi wa sallam</i>
a.s.	=	<i>‘alaihi al-salām</i>
H	=	Hijrah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun (untuk orang yang masih hidup saja)
w.	=	Wafat tahun
QS .../...: 4	=	QS al-Baqarah/2: 4 atau QS Ali ‘Imrān/3: 4
HR	=	Hadis Riwayat

ABSTRACT

Name : Fadhilah Santri
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Thesis Title : Reading Test Construction of EFL Teachers in Islamic Senior High Schools (MA) at Binuang, West Sulawesi

The reading test construction is important procedures or steps in designing a test to obtain a test that is in accordance with the principles of a good test. This study provides an overview of the test construction model by English teachers at Islamic Senior High Schools at Binuang. Thus, this study aims to describe the process of constructing a reading test conducted by English teachers in Islamic Senior High Schools (MA) at Binuang, West Sulawesi.

This research used a qualitative research method with descriptive research design. This research was conducted in six Islamic Senior High Schools, namely MA DDI Kanang, MA Ma'Arif Sarampu, MA Ma'Arif Tappina, MA Al-Wasilah Lemo, MA Ar-Risalah Batetangnga and MA Ma'Arif Qasimiyah Tonyaman. The subjects in this study were nine English teachers from different Islamic Senior High Schools (MA) at Binuang, West Sulawesi. Researcher collected data using interview guidelines and documentation.

The results showed that the construction process of the reading test conducted by English teachers at Islamic Senior High Schools (MA) in Binuang consist of six steps, namely 1) planning the test, in planning the test, the teacher determines the specific objectives of the test and compiles a table of test specifications, 2) writing test items and preparing instructions of questions, 3) reviewing the test items by using content validation, 4) Fixing the test, the teachers correct the test for writing errors, use of language, choice of answers and number of questions, 5) Assembling the test and 6) interpreting the results of the test or scoring.

Keywords: Reading Test, Test Construction

ABSTRAK

Nama : Fadhilah Santri
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Judul Thesis : Konstruksi Tes Kemampuan Membaca oleh Guru Bahasa Inggris di Madrasah Aliyah di Binuang, Sulawesi Barat

Konstruksi tes membaca merupakan prosedur atau langkah-langkah penting dalam merancang tes untuk memperoleh tes yang sesuai dengan prinsip-prinsip tes yang baik. Penelitian ini memberikan gambaran mengenai model konstruksi tes oleh guru Bahasa Inggris di Madrasah Aliyah kecamatan Binuang. Sehingga, penelitian ini bertujuan untuk mendeskripsikan proses konstruksi tes membaca yang dilakukan oleh guru-guru Bahasa Inggris di Madrasah Aliyah di Binuang, Sulawesi Barat.

Penelitian ini menggunakan metode penelitian kualitatif dengan desain penelitian deskriptif. Penelitian ini dilaksanakan di enam Madrasah Aliyah, yaitu MA DDI Kanang, MA Ma'Arif Sarampu, MA Ma'Arif Tappina, MA Al-Wasilah Lemo, MA Ar-Risalah Batetangnga dan MA Ma'Arif Qasimiyah Tonyaman. Subjek dalam penelitian ini adalah sembilan guru Bahasa Inggris dari Madrasah Aliyah yang berbeda di kecamatan Binuang, Sulawesi Barat. Peneliti mengumpulkan data menggunakan pedoman wawancara dan dokumentasi.

Hasil penelitian menunjukkan bahwa proses konstruksi tes membaca yang dilakukan oleh Guru Bahasa Inggris di Madrasah Aliyah di Binuang terdiri dari enam langkah, yaitu 1) merencanakan tes, dalam merencanakan tes, guru menentukan tujuan khusus tes dan menyusun tabel spesifikasi tes, 2) menulis butir tes dan menyusun petunjuk soal, 3) menelaah butir soal dengan menggunakan validasi isi, 4) memperbaiki soal, guru mengoreksi soal dari kesalahan penulisan, penggunaan bahasa, pilihan jawaban dan jumlah soal, 5) merakit soal dan 6) menafsirkan hasil tes atau penilaian.

Kata Kunci: Tes Membaca, Konstruksi Tes

تجريد البحث

الإسم : فضيلة سانثري
 رقم التسجيل : ٢٠٢٠٢٠٣٨٨٦٧٩١٠٢٠٠٢
 عنوان الرسالة : بنية إختبار مهارة القراءة لمدرس اللغة الإنجليزية في المدرسة العالية في بنوعاغ, في سلاويسي الغربية

امتحان مهارة القراءة بنية من إحدى خطط مهمة في تنسيق الامتحان, وذلك لنيل الامتحان المناسب لمبادئ الامتحان الجيد. هذا البحث يصور ويوصف شكل بنية الامتحان الذي يصنعه مدرس اللغة الإنجليزية في المدرسة العالية في بنوعاغ. بناء على ذلك فالبحث يهدف إلى وصف عملية بنية امتحان القراءة التي تم عقدها من مدرسي اللغة الإنجليزية في المدرسة العالية في بنوعاغ, في سلاويسي الغربية

هذا البحث يستخدم المنهج النوعي مع التصميم الوصفي. تم إجراء هذا البحث في ست مدارس عليا، وهي مدرسة علياء دارود بالدكوة والإرشاد كاننج. مدرسة علياء المعارف سارامبو، مدرسة علياء معارف تابينا، مدرسة علياء الوسيلة ليمو، مدرسة علياء الرسالة باتتانغنا ومدرسة علياء معارف قاسميه طونيامان. جمع الباحثون البيانات باستخدام إرشادات المقابلة والتوثيق. نتائج لهذا البحث تظهر على أن عملية بناء اختبار القراءة التي أجراها مدرسو اللغة الإنجليزية في مدرسة عالية في بنوعاغ من ست خطوات، أي التخطيط للاختبار، في التخطيط للاختبار، يحدد المعلم الأهداف المحددة (١) (٢) كتابة عناصر الاختبار للاختبار ويضع جدولاً لمواصفات الاختبار، (٣) فحص العناصر باستخدام صلاحية المحتوى، وإعداد تعليمات السؤال، إصلاح الأسئلة، يقوم المعلم بتصحيح الأسئلة من أخطاء الكتابة، (٤) (٥) تجميع الأسئلة و (٦) واستخدام اللغة، وخيارات الإجابة وعدد الأسئلة، تفسير نتائج الاختبار أو التقييمات

الكلمات المتاحية: اختبار القراءة، اختبار البناء.

CHAPTER I INTRODUCTION

A. Background of the Research

In English, reading skill is one of the most important skills to master. As Ismail, et al (2017) and Rashid (2021) stated that reading is fundamental skill in learning English as a foreign language to ensure students can master and succeed in both learning English. Thus, by having the ability to read, students will experience development and progress in various learning and educational context.

In line with this, Chandran & Shah (2019) added that in the education system and social life, the ability to read in any language is very important. Reading opens opportunities to master other English skills such as writing, vocabulary development, grammar improvement and proper spelling. Therefore, it can be said that it is very important for teachers to hold reading tests to understand and measure students' general reading abilities.

In order to learn more about students' learning, tests are frequently employed as assessment tools. The importance of testing as a part of educational assessment should be made obvious at this point. Well-designed test items should be used to gauge students' knowledge and understanding of subject. Arikunto (2013); Sudjino (2011); Kurniawan (2022) define a test as a tool or instrument in the form of a series of questions or exercises and other tools used to measure or obtain data/information about skills, intelligence, knowledge, abilities or talents possessed by individuals or certain group.

In addition, Basuki and Hariyanto (2015: 22) state that tests are used to determine students' abilities to complete a task or indicate the level of mastery of skills or knowledge of a teaching material. So, based on the explanation, it should be clear at this point that the reading test was created as the most important

component in determining decisions about students' reading learning outcomes, what students know about the reading material that has been studied, and the extent of students' mastery of reading, etc.

According to Thomas (2018:48), the purpose of reading assessments is to give feedback on the techniques, procedures, and knowledge bases that represent reading abilities. The execution of reading exams, however, can occasionally seem unclear. The reason for this is that the test creators or teachers do not truly comprehend the test items. In this situation, the examiner or test creator must take reading comprehension, fluency, speed, the creation of the test text, validity, reliability, test difficulty, and test type into account and have a thorough understanding of them. As a result, test creators must be extremely knowledgeable about how to create and structure a decent and acceptable reading test.

Considering the explanation above, the result of test actually greatly affects the lives of others. It means that the test has a very sensitive role because it is used as a measure of a person's ability. Utami, et all (2021) explained that assessment carried out as a part of the teaching and learning process has a significant impact on students learning outcomes that are lengthy and complex. Therefore, the teachers or testers in constructing test and giving value decisions to test takers or students should not be arbitrary. Teachers should have the ability to construct good, valid and reliable tests. So that the test results obtained will be able to interpret test taker's competence or students learning outcomes accurately and precisely.

As stated above, test construction is an important stage that is often overlooked by testers or teachers, even though constructing test has important role in order to compose and make ideally tests that are in accordance with the principles of good test. In line with this, Brown (2004) provides several good test criteria, they are reliability (allowing consistent measurement and discriminating between

different levels of performance), validity (providing useful information about the concepts they were designed to test), practicality, authenticity, and washback.

Husain and Sajid (2015:725) argue that the criteria of good test can be achieved by truly understanding of procedures for constructing correct language test. In this case, the procedure referred to refers to the construction test. In constructing test, the teacher must draw up a test blue print or table of specification. As Fives & DiDonato-Barnes (2013: 2), table of Specification (TOS) is used as a schematic description of the decision-making process regarding test scores and can increase the validity of the assessments made by the teacher in the classroom

Test construction has defined by Downing (2010:4), as procedure in the form of planning, preparation, assessment, and reporting of test results which aims to design and develop a test to measure the level of student ability. Based on what Downing (Ibid) said, it can be assumed that test construction refers to a series of activities aimed at designing and developing tests in accordance with the purpose of holding the test, starting from planning, preparation, implementation to assessment and reporting of test results. Therefore, test construction is important to do by teachers as test maker. The teachers must consider about constructing the questions for the required questions and should not be careless in compiling the test questions.

Teachers as constructor of test, not only have the ability to organize, teach, and encourage students' reflection on learning, but also have the ability to assess students' abilities, especially in construct and design test accordance to the principles of good test. So the teachers should have the ability to compose a good test. In line with this, Suherdi (2013:36) noted that the composing and constructing test is one of the pedagogical competence that must possessed by teachers. In addition, Dahlan, et al (2020:111) also explained that teacher as evaluator must

collect, analyse, interpret and make final assessment on the success of learning process according to the criteria of good test to measure the process effectiveness.

However, teachers as constructor test, frequently develop tests without considering the fundamental goal of test, despite its importance. In addition, teachers frequently construct test that don't measure what they want to assess or reveal what they want to know. The test cannot significantly assess what should be measured and cannot consistently evaluate students' achievement; in other words, the test is neither valid nor reliable. Besides, Brown (2004:82) states that students often complain about tests that are too difficult or even tests that they have never repeated before. Students become anxious about not being able to answer questions about and feel disappointed if their grades will be poor.

Several studies have found that some teachers do not have basic knowledge of the procedures and principles that must be considered in constructing test. The first study was conducted by Alkhowarizmi (2015:5) who found that there is still teacher who did not pay attention to the principles of the test before building the test. The teachers developed tests based on basic competencies and competency standards without making tests specification first, although according to Fives & Barnes (2013:2) that the test specification is very important as a design plan for an assessment or test.

Furthermore, study from Ismail & Yoestara (2017:78), found that teachers in Aceh barely performed the four steps that should be taken in compiling a multiple-choice test. They do not know well the four steps and there is no empirical guarantee that all items deserve to be tested and can be used as a basis for decision making when assessing students' test results whereas according to Escudero, et al, (2000:4) states that it is said to be a good test if the test is able to distinguish which students have mastered the material that has been taught previously and students

who have not mastered the material that has been taught. It means that if the test is too easy to do or difficult to do, then the test results can be doubtful or inaccurate because they cannot represent the actual achievements of students and the test becomes invalid.

Issues related to the test construction do not only occur in Indonesia, but researchers from Ghana have also conducted research on the constructing tests. In the study conducted by Quansah, Amoaka & Ankomah (2018:27) found that some SHS teachers in Cape Coast Metropolis had negative attitude towards construction. The writers specifically chose the teachers' bad attitude in test planning, question writing, item review and item assembly. The bad attitude may be due not only to their inadequate skills but also from the fact that some teachers see construction as a burden. Based on what Quansah and Amoako said, it can be assumed that the teachers' attitude had an effect on the quality of the tests used to assess students. The teachers' inability to build valid and reliable tests will greatly affect the quality of the test itself. To create a valid test, teachers must have the necessary knowledge and training in the development of assessment instruments, as well as an understanding of the validation process, to ensure that the instrument will provide trustworthy information about the learners' achievements.

Based on the explanation above, it brings the researcher to an assumption that issue of test construction should not be underestimated. The test construction in reading skill must be carefully considered by teacher in order to produce reading good test and in accordance with the standard language test. It is very important to investigate whether the teacher has followed the steps in constructing the reading test or not, and if that is not done then it is necessary to find out what the obstacles are. Therefore, the reasons make the researcher is interested in conducting research

with the title "Reading Test Construction of EFL Teachers in Islamic Senior High Schools at Binuang, West Sulawesi".

B. Research Question

The research question is essential element of the research that it would lead and frame the process of the research. In accordance with the background, this research elaborates with research question: How do teachers construct reading test for the students of Islamic senior high schools at Binuang, West Sulawesi?

C. Purpose of the Research

Relevant to the research question above, this research has one purpose that is to describe the process of constructing reading test in Islamic senior high schools at Binuang, West Sulawesi.

D. Significances of the Research

The result of this research is expected to give contributions that can be seen from two perspectives, namely:

1. The Theoretically Significance

The results of this study are expected to contribute to the development of theory in assessment, increasing knowledge about compiling instrument tests that meet the principles of good and correct tests. The point is that this research is expected to enrich the literature of the literacy of assessment, especially in compiling an assessment of reading comprehension.

2. The Policy Significance

The results of this study are expected to provide an overview of the quality and ability of teachers in conducting assessments so as to lead to the development of policies in improving the quality of teachers through training on assessment, especially in assessing language skills

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the theoretical basis and several previous studies related to the language test construction.

A. Previous Related Research Findings

In the previous related research findings describe the results of research related to test construction. There are several issues related to test construction, namely: 1) The teachers' awareness and knowledge of test construction procedures; 2) The influence of the teachers' knowledge and characteristic to the quality of test 3) The non-adherence to test construction principles 4) The challenges and problems in test construction.

Some previous researchers conducted studies relate about teachers' awareness and knowledge of test construction procedure (Amani, 2021 and Chikaodi, 2019). The purpose of the previous research related to the issue of teachers' awareness and knowledge in test construction is to assess and examined the teachers' awareness and knowledge of skills and procedures in test construction. The method used in both studies is descriptive-survey design. Based on the results of research conducted by Amani (2021) shows that teachers have lack of knowledge and competence in preparing quality class tests, especially in the use of specification tables and item analysis that were not involved in the test construction procedures carried out, while Chikaodi (2019) revealed that some lecturers have high knowledge about the quality test construction procedures but in practice the lecturers do not apply their knowledge in constructing test so that the resulting test lack basic psychometric properties. It was also found in the study that lecturers' knowledge of test construction procedures did not differ significantly

based on gender, years of experience, professional training and educational qualifications.

The second point relates to test construction is about the influence of teachers' knowledge and characteristic to the quality of test (Rivai, 2019 and Camble, 2017). Several previous studies are aimed to determine whether there is a relationship between teacher characteristics on the quality of a test and whether there is an effect of teachers' knowledge on the quality of the test, but in practice, there is researcher who used a correlation research design and the other use a descriptive survey research design with a quantitative approach. The results of the studies indicated that there is a significant relationship between the characteristics of teachers on the quality of the test and their competence in constructing the test and test construction knowledge has positive effect on the quality of objective test.

The next main discussion of previous research is about the non-adherence to test construction principles (Hudaya, 2017 and Ankomah, 2020). Some previous studies conducted research with the aim of assessing teachers' attitudes towards construction testing, how committed and adherence they were in applying the principles of test construction, but there are also researchers who add the purpose of their research to test the literacy level of teachers on assessments in the classroom to see how well teachers prepare in conducting assessments. In its implementation, there is researcher who used the mix method and there is also researcher who used the survey method with a quantitative inquiry approach. The results of the study show that previous studies almost have the same conclusion, namely that most teachers are ready and apply the principles of language principles in designing tests, but there are also some teachers who are not committed but have a positive attitude towards test construction and will learn more about test

construction. so that it will indirectly increase teacher compliance in the principles of test construction.

Another discussion related to test construction is about the problems and challenges that are often experienced by teachers (Lakoro, 2016; Monica, 2021). Previous researchs used a qualitative descriptive method. Based on the results of previous studies, there were several problems and challenges faced by teachers in constructing objective tests including difficulty in choosing which materials to test; difficulty finding distractors in multiple choice; difficulty in making students understand test items clearly; difficulty managing time; ensuring students are honest and not cheating. While the difficulties in constructing this type of formative test are the lack of resources, time allocation and the minimum level of knowledge of teachers in the construction and development of tests.

Based on the previous studies above, it can be assumed that there are several issues that are still related to test construction that have been researched and analytical studies conducted on these issues. Some of the studies above show that in conducting their research, researchers mostly use survey methods with a quantitative approach, thus concluding the results that some teachers are still less competent in constructing good and appropriate tests. Therefore, the researcher is very interested in explaining the process of constructing students' reading skills. The researcher chose to focus on the reading ability test because this skill is very important in language and are most often found in national exams. There is no previous research that clearly reveals how teachers in schools construct reading tests correctly, did they adapt the steps suggested by the expert in constructing test or didn't pay attention to it. Therefore, from the conclusions above, the researcher considers that there is no research related to process of constructing reading skill tests.

B. Some Pertinent Ideas

1. The Concept of Reading Test

a. Definition of Reading Test

Language test is a tool used to assess language skills in general. As Mushtaq et al, (2020:13), the main purpose of language test is to decide the knowledge of person and ability of language use and to discriminate the ability of that person from that of other persons. Arung (2013:5) explained that in language proficiency, there are four skills that will be tested to determine the level of language ability of student, one of which is reading skills. Reading is one of important skill that the students must be mastered. Reading cannot be separated in the process of teaching and learning. Notably, senior high school students need to master reading skills because they are expected to understand and comprehend written English texts.

Reading skill is a language activity that will help someone to be proficient in writing and speaking activities. In the context of teaching English as a foreign language, reading is seen as a skill that teachers want students to master and develop because this talent really gives students access to various information and knowledge from the outside world. Therefore, reading is seen as the most important educational skill, not only as a source of information, but also as a means of strengthening and expanding one's ideas and knowledge about language (Bedle, 2017; Chen & Intaraprasert, 2014; Chirimbu & Barbu-Chirimbu, 2015; Ghahari & Basanjideh, 2017; Meniado, 2016; Nachmani, 2015).

In concluding the definition of reading test, it is necessary to first describe the definition of reading itself and what a test is. Many experts have given their definition about what reading really means. Dalman (2013) defines reading skill as a cognitive activity and thought process used to acquire and comprehend the written word's messages, knowledge, and information. It implies that reading

activities involve more than merely recognizing and saying a string of letters that eventually forms words, phrases, or even sentences; they also involve activities to comprehend and interpret the symbols, words, phrases, and sentences used in the writing.

Mikulecky (2011) argues that reading is a complex process by which the reader consciously or unconsciously uses various ways to reconstruct the meaning of the text and the reader's experience (previous knowledge). Furthermore, Rahmatun Nisa and Helmanda (2020) define reading as the process of reconstructing symbols into a meaning or in other words as an active process in constructing the meaning of words. The purpose of reading activities is to give meaning to information from a text that is found by the reader. It means that actually, the purpose of reading is to understand a text.

In reading, thinking activities are needed by the reader so that previous knowledge or the reader's experience about the topic of reading will determine the results and meaning of reading about the reading. As a language skill, reading is held to achieve a number of learning objectives that have been identified and formulated. To ensure the reading learning objectives are achieved or not, a set of evaluations of learning outcomes are carried out. The evaluation stage is intended to determine the level of success of students in their learning. In conducting the assessment, the test is used to measure student learning outcomes or achievement. The test is the smallest part of the implementation of the assessment.

The definition of test has been stated by many experts, Djiwandono (2011:15) defines test as a tool to measure something abstract, invisible, not concrete, such as the ability to think, remember and speak or write and other abilities. This definition shows the language test here is understood as a tool or procedure used in assessing or evaluating language skills by measuring the level

of language skills. The test has very important role in the evaluation process as a final stage of all information gathering activities about the implementation of learning and the test is also used as a basis for making decisions regarding student learning outcomes, in this case passing or not.

Another definition of test is also noted by Brown (2004: 3), the test as a method in measuring the extent of ability, knowledge, skills or performance in a given domain. It means that the test refers to the technique, procedures, and application of items in measuring certain abilities, competencies, knowledge of performance in certain domain, for example in English. In line with this definition, according to Rahmatun & Helmanda (2020), the test is a method for evaluating a student's language competency. Similarly, Shohamy, Or, & May (2017) explained that testing is a means of gauging a person's proficiency in a certain field.

Basically, the test is an objective measuring tool in measuring a person's ability in a particular field. Testing is essentially a process for evaluating a test taker's knowledge, skill, or performance. In addition, Heaton as cited in Arshad, Shakir, Ahmad, (2020) defines test as a tool for evaluating students' proficiency in a language that motivates students and fosters learning.

Based on several definitions of reading and test above, it can be concluded that the test is a measuring tool that contains a systematic and objective procedure used to measure the quality of a person's abilities. Meanwhile, the reading is a receptive language activity to be able to understand, analyze, and respond to the results of reading in a text. Thus, it is necessary to make clear that the reading test is a tool to measure the students' ability to explore the information contained in the text which involves aspects; understanding of written language and symbols, ideas, as well as tone and style of writing by involving their abilities with respect to the

linguistic component of the context and the non-linguistic component of the context.

Kartini (2018:112) states the reading ability test is intended to measure students' ability to understand the content or information contained in the text. Therefore, the text or discourse being tested should contain information that demands to be understood.

b. Approaches Used in Reading Test

There are several approaches are used in reading comprehension and testing reading skills. In constructing a reading test, the approach can be selected according to the level of the learner, interest of the learner, and the type of the test of reading. The approach is divided into three, as follows:

1) Bottom-up Models

This model is built on the assumption that the process of transferring writing into meaning starts with letters and symbols. According to Babashamsi (2013: 151), the process begins with the reading of symbols towards meaning. Thus, the first reader identifies the characteristics of the letters; linking those traits together into letters; combine the letters as a spelling pattern; connecting spelling patterns with words; then move on to sentence, paragraph, and process text level.

Based on the explanation above, it should be clear that in bottom-up treatment, the comprehension starts with the very basic component of languages such as words understanding word building or word formation and grouping of words. Here the main focus was given on textual decoding.

2) Top-down Model

The top-down reading model is a reading approach that emphasizes what the reader brings to the text, he argues that reading is driven by meaning and results from the whole to the parts. This is also known as a concept driven model by Feng Liu (2010: 154). The top-down reading model is a reading model that assumes that readers understand a text by building general predictions about what they read based on their background knowledge and previous experience. It means that in top-down treatment, the main emphasis was given on reader understanding of the text and prior knowledge and then moving to the discrete points of the text.

3) Interactive Model

The interactive treatment approach involves both textual codes as mentioned in the bottom-up approach and background knowledge is working interactively (Chou, 2011; Grabe and Stoller, 2002; Pulido and Hambrick, 2008). It means that the interactive approach combines two other approaches. This reading model allows readers to start from reading elements, namely words and letters then try to analyze difficult sentences using background experience and previous knowledge about reading. However, if reading comprehension has not been achieved, then reading activities will continue to be carried out by using the two models alternately so that the reading process no longer runs only linearly but instead shows a simultaneous reciprocal process.

c. Types of Reading Test Format

In designing tests for reading, the selection of the test form is one of the important things that will often be a problem for teachers in assessing students'

reading abilities. Sri Sukarni (2021:75) revealed that teachers had problems in choosing the appropriate testing technique for the skills and aspects of the language to be measured. In addition, teachers also have difficulty determining the type of test that limits students' opportunities to cheat, chat, guess randomly or just predict answers. Therefore, teachers need to understand the forms of reading tests and their functions to make it easier to determine the correct testing technique and in accordance with the objectives of the test that were previously determined.

There are several reading tests format. As Brown (2004) and Nisa & Helmanda (2019:138) divide it into four types. They are perspective, selective, interactive and extensive. Finding the reading elements, such as letters, words, and punctuation, is referred to as perspective reading. Perspective reading may be evaluated by reading aloud, written responses, and multiple choice tests. Another reading types is selective reading. Selective reading refers to reading materials that are based on short responses, true/false questions, matching, and/or visuals. Selective reading is best evaluated through the multiple choice, matching up, editing, questioning based on picture and filling gaps as the item test.

Furthermore, reading that involves engagement, such as anecdotes, brief narratives and descriptive, memos, and recipes, is referred to as interactive reading. The teacher may also employ cloze tests, short answer questions, discovering major ideas, locating idioms, paraphrasing, summarizing, scanning, supporting concepts, and vocabulary to gauge students' proficiency with interactive reading. The last type of reading is extensive reading. Extensive reading is the practice of reading texts longer than one page, such as books, reports, essays, reports, and professional articles. This type can be valuated through short responses, editing, scanning, information transfer, taking notes, and building an outline may all be used to gauge how much reading you have done.

Based on the explanation, it can be said that the type of reading test format is largely determined by the purpose of the test and the type of reading performance used. Different evaluation activities will be organized according to the different categories of reading performance that are generally identified.

Generally, there are two different categories of reading test forms. Test in reading may be objective or in the form of an essay. The objective test comes in true-false, multiple-choice, short-answer, and match-up formats. The testee is requested to provide written or spoken explanations of their responses to the questions in the essay format. Questions that call for clarification are seen on this type of test. According to Fauziati (2016) divides two types of essay test in reading, they are free answer and linked answer (the answer is limited/short answer).

In addition of this, Heaton (1991) states that there are some test models in reading comprehension, namely:

1) Matching Test

The first form of reading test is the matching test. This test deals with word and sentence recognition. This form of test measures students' ability to visually distinguish between spelled words and words that are spelled or read quite similarly. This form of test will be very helpful in developing word recognition speed if used in practice materials and progress tests. There are three matching test models, namely: a) Word matching, is a form of test to match the same word. The testees are required to distinguished the word which the same as the word beside; b) Sentence Macthing is a form of reading test to match sentences. In the sentence matching test, the testees are required to recognise as quickly as possible sentence which consist of the same word in the same order; and c) Picture and sentence matching is a form of reading test that matches pictures with sentences.

2) True/False Reading Test

The true-false test is one of the most widely used tests of reading. Not only is the scoring of such a test straightforward and quick, but the scores obtained by the testees can be very reliable indices of reading comprehension provided that the items are well constructed and that there are enough of them. True/false tests are of considerable use for inclusion in class progress tests chiefly because, unlike multiple choice test items, they can be constructed easily and quickly, allowing the teacher more time for other tasks. True/false reading tests fall into two general categories: those which are independent of reading text and those which depend on a text.

3) Multiple Choice Items

A multiple choice item is generally recognized as the most widely applicable and an useful type of objective test item. This type is the most popular and often used by teachers in classroom. The multiple choice items have range control of students' way of thinking through the provided alternative answers. Students have to know exactly what the items ask about then they will choose the correct answer to answer the items. There are two models of multiple choice for reading test, namely: multiple choice short text and multiple choice longer texts.

4) Completion Items

Completion test is a test format where the students have to fill in or complete a sentence or statement. In completion test, the students must construct their own response rather than choosing from among given choices. They fill in or complete a sentence from which a word or phrase has been omitted. The completion items require the testees to supply a word or a short phrase. Types of completion items for testing reading are divided into two

groups for easy treatment: type 1 consisting of blanks for completion in the items following the text and type 2 consisting of blanks in the text itself.

5) Rearrangement Items

Rearrangement test for reading are particularly useful for testing the ability to understand a sequence of steps in a process or events in a narrative. While in an exercise for classroom practice the students will often be required to rewrite the jumbled sentences. It is also advisable to provide them with one or two answer; if students start off by putting the first two or three sentences in the wrong order, it may be impossible for them to put the remaining sentences in the correct order. In other words, one wrong answer will inevitably lead to a second wrong answer and possibly a third, and so on.

6) Cloze Procedures

The cloze text is originally intended to measure reading difficulty level of a text. Used in this way, it is a reliable means of determining whether or not certain texts are at an appropriate level for particular groups of students (both native speakers and non-native speakers).

7) Open-ended and Miscellaneous Items

The term “open-ended” is used to refer to those question which elicit a completely subjective may range from a one word answer to one or two sentences. The questions are ones that require more than one word answer or choosing among a few options. These questions require longer responses with answer often coming in the form of a list or a few sentences or paragraphs.

8) Cursory Reading

Cursory reading is one way to measure the ability of reading. This section is a general term to denote the skills involved in reading quickly, skimming and scanning. The term of skimming is use to denote the method of glancing

through text in order to become familiar with the gist of the content; scanning refers to the skills used when reading in order to locate specific information.

Based on literature review above, the teacher or instructor can select which test model that suitable to evaluate the students' reading comprehension ability and adapted to the objectives of the learning. In reading skill, Heaton in Kalsoom Jahan, et al (2020:10767) explains that the division of sub-skills in reading comprehension are important in constructing reading tests. All of these subskills are based on the types of test used.

d. The Characteristics of Good Test

In constructing good reading test, it can be made with reference to basic competencies and learning indicators, so it needs to be validated to ensure that the test can be used to measure the abilities that should be measured. As Emaliana et al, (2019) states that the reading test is created using basic competences and learning indicators, which must be validated by demonstrating that the test satisfies the characteristics for a good reading test. Brown (2004) explain that in constructing good test requires meeting five characteristics as follows:

1) Validity

Validity should be the primary concern of all testers, because if a test is not valid for the purposes for which it was designed, then the score does not mean what they believe it to mean and becomes meaningless. In line with this, according to (Thuy, 2020) states that validity is a complex criterion in testing and is an important issue in testing. There are reasons that make the principle of validity important, namely, validity refers to what characteristics are measured by the test and how well the test measures these characteristics. Moreover, validity gives meaning to test scores.

In addition, Tosuncuoglu (2018) noted that test can be said valid if the test is deemed capable of measuring what it is supposed to measure. It means that the test is not valid for its design purposes, scores don't mean what they should mean. A valid language test as a means of measuring language ability focuses its measurement on the language ability of the test taker, not other knowledge.

Arthur Hughes divides validation into three types, namely:

a) Content validity

Content validity, another member of validity family, deals with adequacy of a test in terms of its content of the sample of behavior it seeks out to measure. Every test, by definition, includes or elicits a sample of behavior from the test takers, and one of the threats to the soundness of a test stems from the way the sampling is done. Coombe et al, (2012) argues that content validity, therefore, checks the representativeness of a test content to make sure content sampling has been carried out in a theoretically justifiable manner.

It means that the test will have content validity if the test material is truly representative of the learning materials provided. So, content validity is validity that is seen from the content of the test itself as a measuring tool for learning outcomes, namely the extent to which the results of the learning test, the contents can represent representatively the whole material or teaching materials that should be tested.

b) Construct Validity

There are some definition about construct validity. Ebel & Frisbie as cited by Chowdhury Mohammad Ali (2016) stated that construct validation is the process of gathering evidence to support the contention

that a given test indeed measures the psychological construct the makers intend it to measure. The goal is to determine the meaning of scores from the test, to assure that the scores mean what we expect them to mean.

In addition, WeiLi (2011:268) noted the construct validity of a language test is an indication of how representative it is of an underlying theory of language learning. A language test is said to have construct validity if it can be demonstrated that it measures just the ability which it is supposed to measure.

Construct validity refers to the degree of the test that should have to be measured. According to Winarti et al, (2021: 131) states that the test can be said to be valid if it matches the theoretical construction in which the test was made. A test is said to have construct validity if the questions measure every aspect of thinking as described in the competency standards, basic competencies, and indicators contained in the curriculum. Construct validity places more emphasis on how far the developed instrument is theoretically related to measuring the concept that has been compiled. In simple term, construct validity is a picture that shows the extent to which the measuring instrument shows results in accordance with the theory.

c) Face validity

A subjective assessment of how well a construct has been operationalized is called face validity. As Taherdoost (2016) explain that face validity measures how closely a measurement resembles a particular construct in the eyes of non-experts like test-takers and legal professionals. In other words, a test has face validity if the content only seems relevant to the test-taker. It assesses the questionnaire's look in

terms of its viability, readability, uniformity of style and formatting, and the use of clear language.

Simply put, a test that has content validity is a test in which the question items must be understood by the research subject correctly, meaning that the test has a degree of agreement between the external appearance of the measuring instrument and the attributes of the variable to be measured.

Based on the explanation above, the researcher comes to the conclusion that the test validity is determined by how well it measures what it's supposed to assess. A test can be said to have high validity if the test carries out its measuring function, or provides precise and accurate measurement results according to the purpose for which the test is carried out. A test that produces data that is irrelevant to the purpose of the measurement is said to be a test that has low validity. There are three types of validity, but only two are crucial when a teacher is creating his or her own tests: content validity and face validity.

2) Reliability

A reliable test is a test that is consistent in its measurement. As Brown (2004:21) states that reliability refers to consistency and dependability by test. The consistent here means the extent to which the measurement of a test remains consistent after repeated tests on the same subject and conditions. A test is considered reliable if it gives consistent results for the same measurement. Thus, reliable is a test criterion that indicates that the test can be relied on to measure repeatedly and produce the same test results.

3) Practically

Practically in language testing refers to administers, economy and fair. According to Brown (2004:19) states that an effective test is practical. This means that test is not excessively expensive, stays within appropriate time constrains, relatively easy to administer, and has a scoring or evaluation procedure that is specific and time efficient.

In addition, Djiwandono (2011:190) also provides definition related to practicality in the assessment. According to him, practicality refers to simplicity in the process of administering tests, such as tests being carried out without the use of places, tools or complicated administration procedures, including how to answer test questions. Therefore, a good test is a test that has practical value. The practicality of an evaluation tool is at the level of efficiency and effectiveness of the evaluation tool.

4) Authenticity

The fourth characteristic of language testing is authenticity. According to Bachman as cited by Brown (2004) states that authenticity is the degree of correspondence of the characteristics of a given language task to the features of target language task and then suggest an agenda for identifying those target language tasks and for transforming them into valid test items. Brown (2004:28) gives some criteria of authenticity in a test, include: the language in the test is natural as possible, items are contextualized rather than isolated, topics are meaningful (relevant and interesting) for learners, some thematic organization to items is provided and tasks represent, or closely approximate, real world tasks.

5) Washback

A good test should be able to have a positive washback. The word "washback" itself shows the effect or influence of the assessment of the teaching

and learning process. The effect of the assessment itself, in this context, is of two kinds: positive and negative washback. Positive washback means that the assessment carried out can show the right direction of teaching, ensure and encourage the realization of teaching goals. Huang (2019) stated that positive washback occurs when the assessment used reflects the skills and content taught in class while testing plays a negative role as washback, meaning that testing can direct teaching in the wrong direction, affect or even hinder the realization of teaching goals. Therefore, washback in testing is defined as the effect of testing on teaching and learning, widely, washback is considered very important.

Washback can be observed solely at the micro level of the individuals (mostly teachers and students). The positive effect for the students is how the test can help students to learn more in a predetermined period of time. In addition, assessment for students is the assessment to find out how much students have learned in a predetermined period of time. The positive effect for teachers is that the teacher can improve the instructional process that has been carried out. The instructional process includes material development, syllabus design, changes in teaching methodology and the use of learning and or test taking strategies are included under processes.

2. The Concept of Test Construction

a. The Nature of Test Construction

A good test is a discriminatory test, that is, it is able to distinguish and identify capable and incapable participants. However, there has been a misunderstanding so far that tests must be challenging and difficult so that almost all test takers get low scores. Therefore, to anticipate this problem, it is necessary to have the right procedures in preparing the appropriate tests. This procedure is known as test construction.

According to Downing (2010), test construction or test development is science and art of developing tests as a valid measure of the construct in question. Construction of test or test development is procedure taken in developing and compiling test items that meet good test criteria such as valid, reliable from the construction in question. It should be clear at this point that test construction is refers to series of activities aimed at designing and developing tests in accordance with the purpose of holding good and appropriate test, starting from planning, preparation, implementation to assessment and reporting of test results.

Test construction is important for teachers to pay attention to as test makers because this is part of the process of assessing students to understand their abilities and competency levels in applying what they have learned. therefore, the teacher as a test maker needs to understand how to make good and correct tests as explained by Hamafyelto (2015: 123), the competence of compiling tests is needed by teachers in achieving learning goals effectively.

b. The Stages of Test Construction

This part describe the stages of the process of test construction. These stages are described in detail as follows:

1) Planning test

Planning of a test is a first and very important step in the constructing test. In this step, we will consider some aspects, such as the objectives of test, content of test, number and type of items, length of test, weightage to the objectives, and content, allotment of time and marking process of the test.

a) Determining the objectives and Purpose of the test

The first task faced in designing a test is to determine the purpose for the test. A test can be used for different purposes in a teaching learning process. It can be used to measure the entry performance, the progress

during teaching learning process and to decide the mastery level achieved by the students. Defining the purpose will help to choose the right kind of test and it will also help to focus on the specific objectives of the test. In line with this, Green (2017) states the very first issue that the designers of the test need to be clear about is the general purpose of the test they are going to develop. For example, is the test going to be used for achievement purposes, a test which is often given at the end of a course or term, and which is generally based on a syllabus or course book.

If the purpose of the test to place the test takers into a specific class or stream according to either their overall ability or their ability in a particular skill, a placement test will be used. Another purpose could be to determine the test takers' proficiency level. Such tests are not usually based on a syllabus or course; instead they are designed to show a test taker's general language proficiency. Proficiency test results may be used for deciding whether the test taker has sufficient linguistic ability to undertake a specific course, or to work within a particular profession. On the other hand, if the testers wish to identify test takers' strengths and weaknesses, then their test is more likely to be diagnostic in nature.

In addition, Thomas (2018:49) states that the goals of reading assessment can be categorized in many ways. All assessment frameworks carry important purposes. The five purpose for reading test are reading proficiency assessment (standardized testing), assessment of classroom learning, assessment for learning, assessment for curricular purposes, and assessment for research purposes.

In this study, the researcher focuses to construct the reading comprehension achievement test. An achievement test is related directly

to classroom lessons, units, or even a total curriculum. An achievement test should be limited to particular material addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in question.

Having clear objectives will help a lot when constructing the test. According to Beri (2000:84), objectives of test provide scientific basis for the planning and preparation of tests. Therefore, a test designer needs to know as specifically as possible what he exactly wants to test. Sometimes teachers give tests simply because they just hasty glance at the chapters cover after that they dash off some test items. This is no way to approach a test. According to Brown (2004:49), the teachers had better carefully list everything that they think their students should "know" or be able to "do".

In designing a test, the designer can make use of Bloom's Taxonomy of Educational Objectives. Saeed & Noor (2011:10) classify instructional objectives into three major domains, namely cognitive, affective, and psychomotor. The largest proportion of educational objectives falls into the cognitive domain. Bloom's taxonomy classifies behaviours included in cognitive domain into the following categories: knowledge; comprehension; application; analysis; synthesis; evaluation.

b) Preparing and Drawing up Test Specification

The second important step in the test construction is to prepare the test specifications. The table specification is order to be sure that the test will measure a representative sample of the objectives and content areas we need to test. As Haladyna & Rodriguez (2013: 40) stated that table of specification is a highly important guide tool for test creation and a basis for content-related validity evidence. Furthermore, a test spesification

provides the official statement about what the tests and how it tests it. Jabu (2008:77) also added that the specifications are the blueprint to be followed by test and item writes and they are also essential in the establishment of the test's construct validity.

Test specifications should be seen as a working document which grows from the initial concept of the test, gradually becoming more refined as the test design becomes clearer and more stable. In addition, test specifications mean a blue print of the test. Kustati (2019:42) explains that blue print become the guideline plan for fulfilling the instrument to use in the test. So, test specifications help to define the construct underlying the test, which enables the test developer to make a direct link between the theory on which the test is based (be this derived from the curriculum, from the national standards or from a set of language performance descriptors) and the actual tasks or items.

In general, test specifications should provide specific information. The following are in the form of questions as a guide in developing reading:

- (1) what is the purpose of the test? Tests tend to fall into one of the following broad categories: placement, progress, achievement, proficiency and diagnostic.
- (2) What sort of learner will be taking the test? The age, sex, level proficiency /stage of learning, first language, cultural background, level and nature of education, reason for taking the test, and likely levels of background knowledge.

- (3) How many sections should the test have, how long should the test be and how will they be differentiated? One or two hour exam, five separate two-hour papers.
- (4) What target language situation is envisaged for the test, and is this to be simulated in some way in the test content and method
- (5) What text types should be chosen? Written or spoken? what should be the sources of these, the supposed audience, the topics, the degree of authenticity? How difficult or long should test be?
- (6) What language skills should be tested? Are enabling/microskills specified, and should items be designed to test these individually or in some integrated fashion?
- (7) What language elements should be tested? Is there a list of grammatical structures/features to be included
- (8) What sort of task are required? Discrete point, integrative, simulated, authentic, objectively assessable
- (9) How many items are required for each section? What is relative weight for each item?
- (10) What test methods are to be used? Multiple choice, matching, completion, etc.
- (11) What rubrics are to be used?
- (12) Which criteria will be used for assessment by makers? How important accuracy, appropriacy, spelling, length of utterance/script, etc?

Based on the explanation above, it can be concluded that test specification should include all information about: the test's purpose, description of the test taker, test level, construct (theoretical framework for

test), description of suitable language course or textbook, Number of section/papers, Time of each section, target language situation, text types, text length, language skill to be tested, language elements to be tested, test tasks, test methods, rubrics, criteria for making.

2) Writing Items for the Test

The third step is writing items for the test. Writing questions is a step to translate indicators into questions whose characteristics are in accordance with the details of competency standards and basic competencies on the grid that has been made. This step needs to be done carefully so that the overall test can be of good quality. Suwanto (2017:129) suggests the quality of the test as a whole is strongly influenced by the level of goodness of each item that composes it. Questions need to be developed and made clear and simple.

In this stage includes the three functions, namely: preparing test items, preparing instruction for test, and preparing the scoring key.

a) Preparing Test Items

After the planning and prepare the specification of test, you need to prepare the test before write the items. Preparing test items is the most important part in the preparation step and care must be taken here. In this step, the test items are constructed in accordance with the table specification.

The following principles help in preparing relevant test item:

- (1) The test item must be appropriate for the learning outcome to be measured

The test items should be so designed that it will measure the performance described in the specific learning outcomes. So that the test items must be accordance with the performance described in the specific learning outcomes.

- (2) Test items should measure all types of instructional objectives and the whole content area

The items in the test should be so prepared that it will cover all the instructional objectives (knowledge, understanding, thinking skills and match the specific learning outcomes and subject matter content being measured). When the items are constructed on the basis of table specification the items became relevant.

- (3) The test items should be free from ambiguity

The item should be clear. Inappropriate vocabulary and awkward sentence structure should be avoided. The items should be avoided. The items should be so worded that all students understand the task.

- (4) The test items should be of appropriate difficulty level

The test items should be proper difficulty level, so that it can be discriminate properly, if the item is meant for a criterion referenced test its difficulty level should be as per the difficulty by the statement if specific learning outcomes. Therefore, if the learning task is easy the test item must be easy and if the learning task is difficult then the test item must be difficult.

In norm-referenced test, the main purpose is to discriminate students according to achievement. So that the test should be so designed that there must be a wide spread of test scores. Therefore, the items should not be so easy that everyone answer it correctly and also it should not be so difficult that everyone fails to answer it. So, the items should be of average difficulty level.

- (5) The test item must be free from technical errors and irrelevant clues

Sometimes, there are some unintentional clues in the statement of the item which helps the students to answer correctly, for example: grammatical inconsistencies, verbal associations, extreme words (ever, seldom, always), and mechanical features (correct statement is longer than the incorrect). Therefore, while constructing test item careful step must be taken to avoid most of these clues.

- (6) Test items should be free from racial, ethnic and sexual biasness

The items should be universal in nature. Care must be taken to make a culture fair item. While portraying a role all the facilities of the society should be given equal importance. The terms used in the test item should have a universal meaning to all members of group.

- b) Preparing Instruction for the Tests

This is the most neglected aspect of the test construction. Generally, everybody gives attention to the construction of the test items. So, the test makers do not attach directions with the test items. The validity and reliability of test items to a great extent depends upon the instruction for the test. The test maker should provide clear cut direction about: the purpose of testing; the time allowed for answering; the basis for answering; the procedure for recording answers; the methods to deal with guessing.

The first draft is drawn up by an examiner who must ensure the exam is fair, to the right degree, and fits the reasoning of the syllabus. So that the above principles need to be considered in preparing a good and correct draft test. A good and correct draft test will provide an overview of tests that follow the principles above.

In addition, according to Brown (2004: 53), the first draft will give test developer in making good idea for what test will be look like or how students will perceive them (face validity), the extent to which authentic language and context are present, potential difficulty cause by cultural schemata, the length of the stimuli and other practicalities. However, in this case, the researcher focuses on the construction of the reading test. So, the things that need to be considered in preparing the reading test can be seen in terms of test items, reading test instructions and test methods.

c) Preparing Scoring Key

Answer keys also need to be prepared by the teacher in making multiple choice questions and rubrics are prepared for essay questions or tests that require subjective answers. according to Peshal (2020: 18) that answer keys and rubrics or assessment guidelines are used so that the scoring of student answers is more accurate and reliable. the teacher uses the answer key to make it easier for them to give an assessment of multiple choice questions while the rubric is used as a guide in giving the appropriate value for each component.

3) Review of the Test

The next step after the item is created is to review the item. This is done to fix problems in the test items if it turns out that there are still deficiencies and errors in the manufacture. In line with this, Sharma (2008:212) states that review test will enable the teacher to check the items possessing even minor defects could be avoided and the test as a whole made as valid as possible.

In the stage of reviewing test items, a qualitative validation test can be carried out by professional experts for the perfection of the tests made. According to (Suwanto, 2017), validation can be from senior teachers and experts in their fields. Furthermore, Brown (2004) added that in reviewing the draft of test consider

in some questions including: (1) Are the directions to each section absolutely clear?; (2) Is there an example item for each section?; (3) Does each item measure a specified objective?; (4) Is each item stated in clear, simple language?; (5) Does each multiple-choice item have appropriate distracters, that is, are the wrong items clearly wrong and yet sufficiently "alluring" that they aren't ridiculously easy?; (6) Does the difficulty of each item seem to be appropriate for your students?; (7) Does the sum of the items and test as a whole adequately reflect the learning objectives?

4) Field the Test

In order to standardize the achievement tests that are compiled, empirical data collection is carried out through trials in a limited environment. The purpose of the trial is to examine whether the tests that have been made can function properly as expected. The trial is also to improve or select good questions to be used as the final form in accordance with the objectives of developing the achievement test. The purpose of the trial is to identify the level of difficulty of the test items, the distinguishing power of the test items, determine the appropriate time allocation, and the reliability of the test. If indeed the questions compiled do not meet the expected quality, based on the results of the trial, then corrections or improvements are made.

5) Analysing the Items for Test

Item analysis is carried out for each item, so that it can be seen: the level of difficulty of the items and the distinguishing power of the items. In addition, the reliability and validity of the structured tests can be determined.

a) Difficulty Value of Test

Djemari Mardapi (2002) states the difficulty level of the items is defined as the level of achievement of learning outcomes. The main characteristics of the criteria referenced test items are reflected in the

magnitude of the sensitivity index or learning effect which indicates the effectiveness of the learning process.

This is known when an initial test (pre-test) is carried out before learning and a final exam (Post-test) is carried out after learning. If there is no initial exam, it can be seen from the level of achievement of the test items based on the final exam. If the level of achievement of an item is small (many students fail) then the learning process is considered ineffective or the test item is not effective in measuring a learning goal.

b) Discriminative Power

Discriminating power in the test is used to ensure that there are no items that have negative discriminating power. The point is that if there are items with negative discriminating power, then the item is of poor quality. Negative discriminating power is interpreted as the test is unable to distinguish students who have high abilities and students who have low abilities. In line with this, Flucher & Davidson (2007:31) provides definition of the discriminating power of test items, is the amount of ability of test items to distinguish good test takers from those who are less intelligent.

The numbers that show the magnitude of the discriminatory power range from -1 and +1. The negative sign indicates that the test taker with low ability can answer correctly, while the test taker with high ability answers incorrectly. This indicates that the item has a negative discriminating power. So, the items need to be revised.

6) Fixing the Test

After the trial is carried out and then analyzed, the next step is to make improvements to the part of the question that is still not as expected. This step is usually done by correcting each item that is still not good. There is a possibility that

some items are already good and do not need to be revised, some items may need to be revised, and some items may have to be discarded because they do not meet the expected quality standards (validity and reliability).

7) Assembling Test

After all the items have been analyzed and revised, the next step is to assemble the items into a single test. Magdalena et al (2020:234) explained that in assembling the questions, things that can affect the validity of the questions such as the serial number of the questions, the grouping of the questions, the layout, and so on must be considered because even though the items are arranged well, if the arrangement is arbitrary, it can cause the questions to turn out badly. The number of test items for each indicator is at least one for each item. The preparation of the items is adjusted to the cognitive level according to the revised edition of Bloom's Taxonomy, namely the level of Remembering (C1), understanding (C2), applying (C3), analyze (C4), evaluate (C5), and create (C6).

8) Carrying Out the Test

The tests that have been prepared are given to the teste to be tested. The implementation of the test is carried out in accordance with the right time, because if it is not right then the misconceptions that exist in students who have learning difficulties will still exist because the next learning improvement process cannot take place. In addition, in carrying out the test, supervision is needed so that the test is actually carried out honestly.

9) Interpreting Test Results

The test results produce quantitative data in the form of scores. This score is then interpreted so that it can give a decision on the test taker about his weaknesses.

C. Conceptual Framework

In evaluating student learning outcomes, teachers need to understand how to compose and make good and correct language tests. This study aims to investigate and describe the process of construct reading comprehension test by an English teacher. This conceptual framework using the stages of test construction adopted from several experts, those are Suwanto (2017); Sharma (2017); Brown (2004).

The following figure illustrated the explanation of conceptual framework

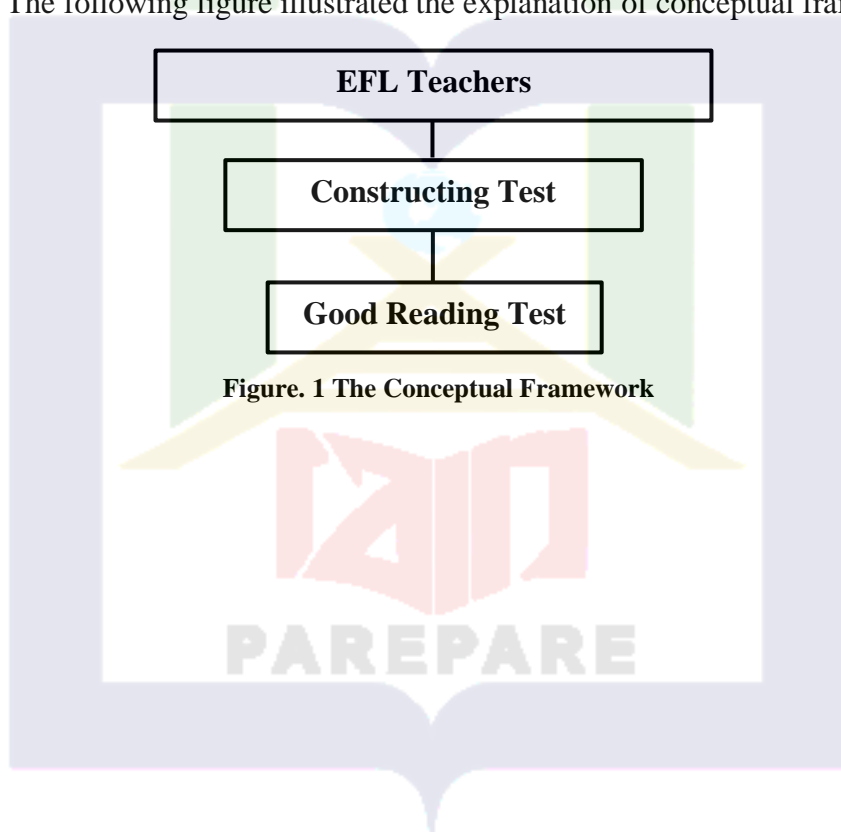


Figure. 1 The Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used descriptive qualitative research design. Qualitative methodology is defined as research procedures that produce descriptive data in the form of written or spoken words from people and observable behaviour (Moleong, 2010:4). Qualitative methods can be used to reveal or understand something behind a completely unknown phenomenon and provide complex details about the phenomenon. Thus, the research report will contain quotations to illustrate the presentation of the report. This research is intended to describe clearly and in detail the teachers' process of designing and constructing reading test.

B. Location and Duration of the Research

This research conducted in Binuang, Polewali Mandar, West Sulawesi. The researcher chose nine English teachers from different Islamic High Schools at Binuang. The nine teachers are from MA DDI Kanang, MA Ma'arif Sarampu, MA Alwasilah Lemo, MA Ar-Risalah Batetangnga and MA Al-Maarif Qasimiyah Tonyaman, and MA Izzatul Ma'Arif Tappina. This research was conducted about 1 month.

C. Focus of the Research

This research focused on describing the process that the EFL teachers goes through in designing and constructing reading test with accordance to the procedures and principles of good test construction, starting from planning, description of specification tests and so on. The procedures adapt from Suwarto (2017); Sharma (2017); Brown (2004). The researcher adapted the test construction procedure because the procedure was considered complete and detailed describing

the process of designing and constructing a good test. Furthermore, these three procedures are widely used as a reference source by several studies that deal with the same topic.

The test construction process according to Suwanto (2017) can be seen as follows:

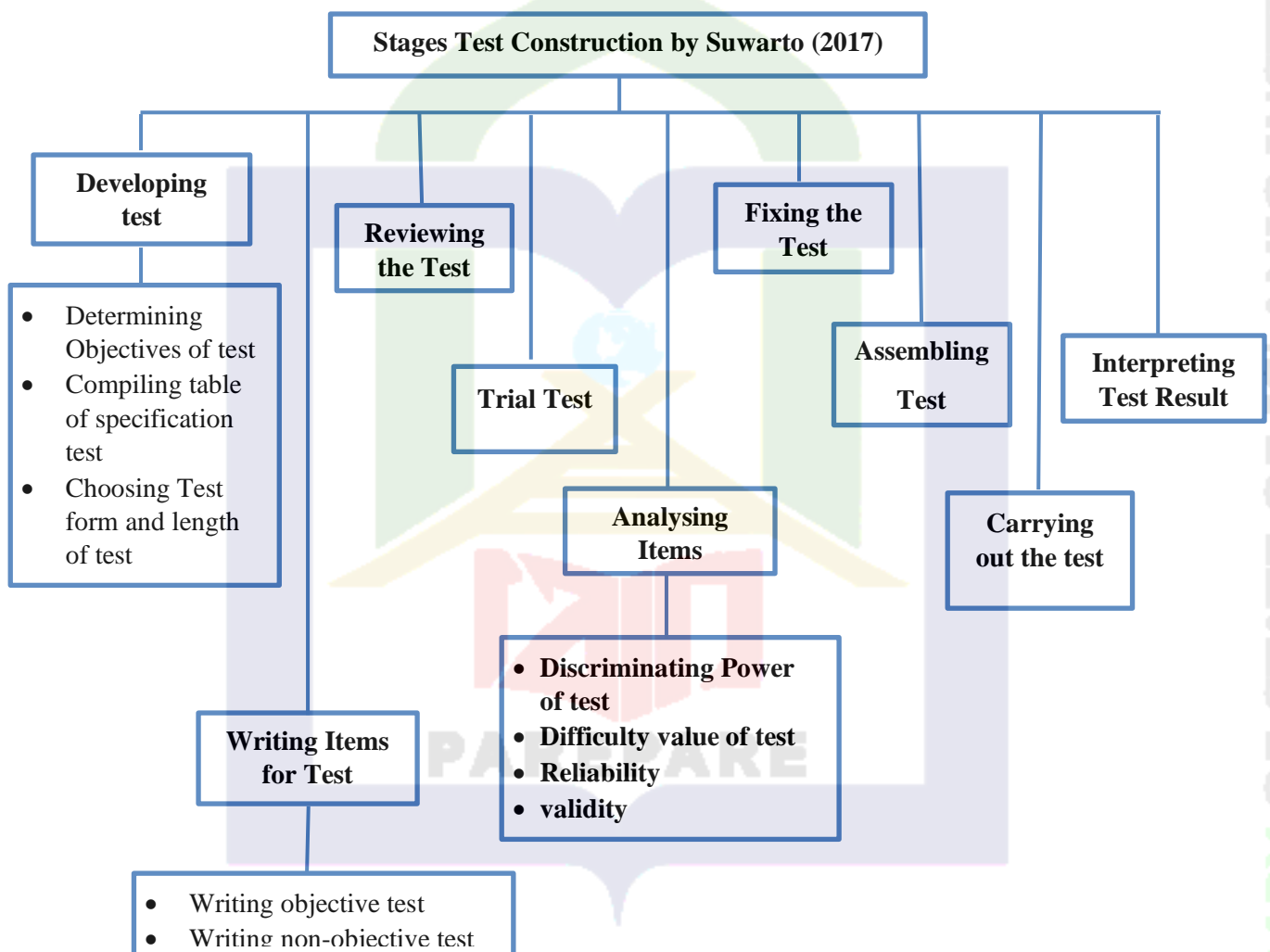


Figure 2. The Procedures of Constructing Test by Suwanto (2017)

Based on the chart above, it shows 9 steps for the construction of the test, namely first, compiling a table of test specifications, where in compiling a table of test specifications is to determine the purpose of the test, compile a table of test specifications, determine the form of the test and the length of the test. Second,

writing test items where there are two forms of tests according to their objectives, namely objective and non-objective tests. Third, reviewing the test questions, in carrying out the review, the test items were tested for suitability of the material, construction and language by experts. Fourth, testing the test to determine the level of difficulty, differentiating value, test validity and test reliability. Fifth, analyzing the level of difficulty of the items and discriminating power. The sixth step is fixing the test. The seventh step is assembling the test. After the test is assembled, the next step is carrying out the test and the last step is interpreting the test results.

Furthermore, the test construction procedures according to Sharma (2017) is described as follows:

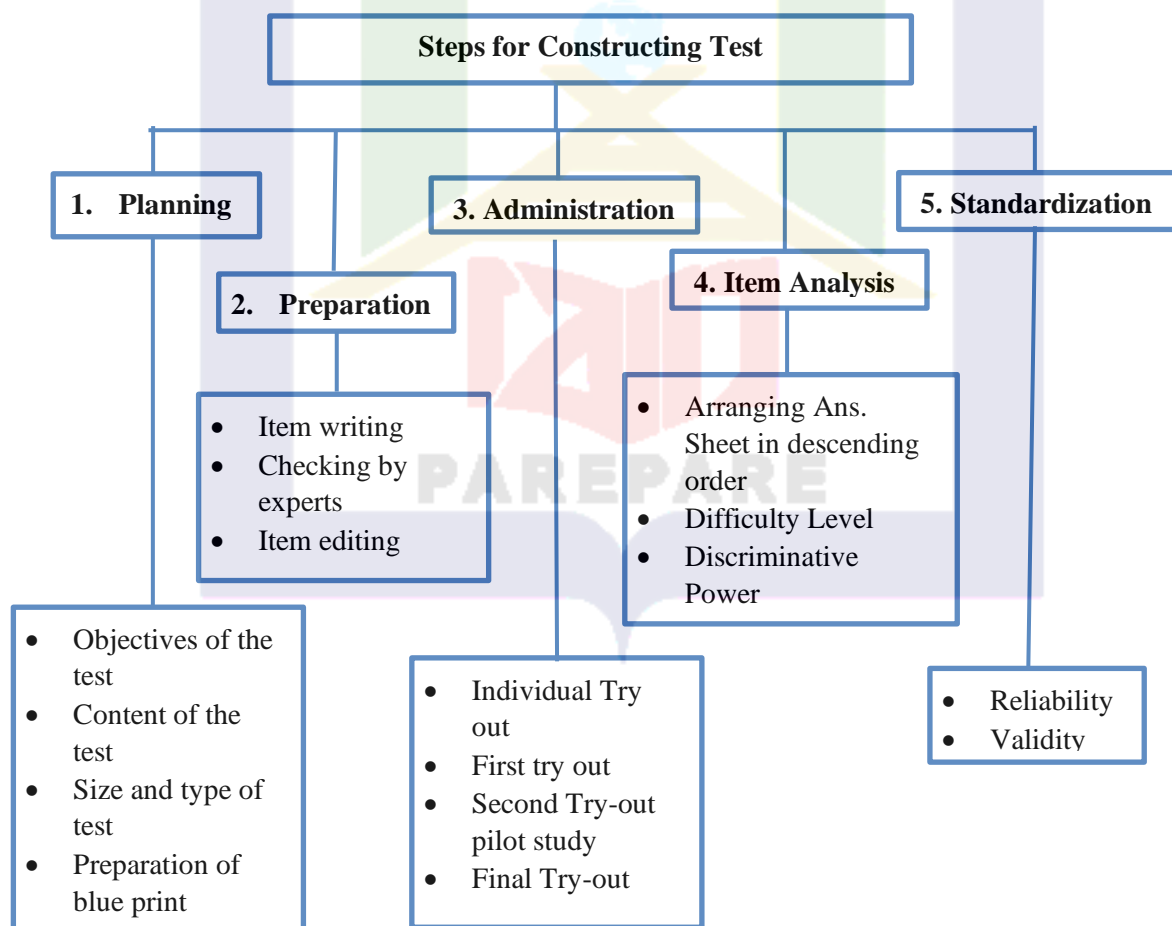


Figure 3. The Procedures of Constructing Test by Sharma (2017)

According to Sharma (2017), the test construction procedure consists of five steps, starting from planning. In planning includes determining test objectives, test content, size and type of test and preparing test specification tables. The next step is preparation. In preparation, there are three steps to consider, namely writing test items, checking by experts and editing items. The third step is the administration test or trial test and is carried out repeatedly until it reaches the final trial. After being tried out, the test is then analyzed in terms of the level of differentiating power and the level of difficulty of the test as well as the descending order of the test. The final step is standardization, which is related to validity and reliability.

This study also adapted the test construction procedure according to Brown (2004), as follows:

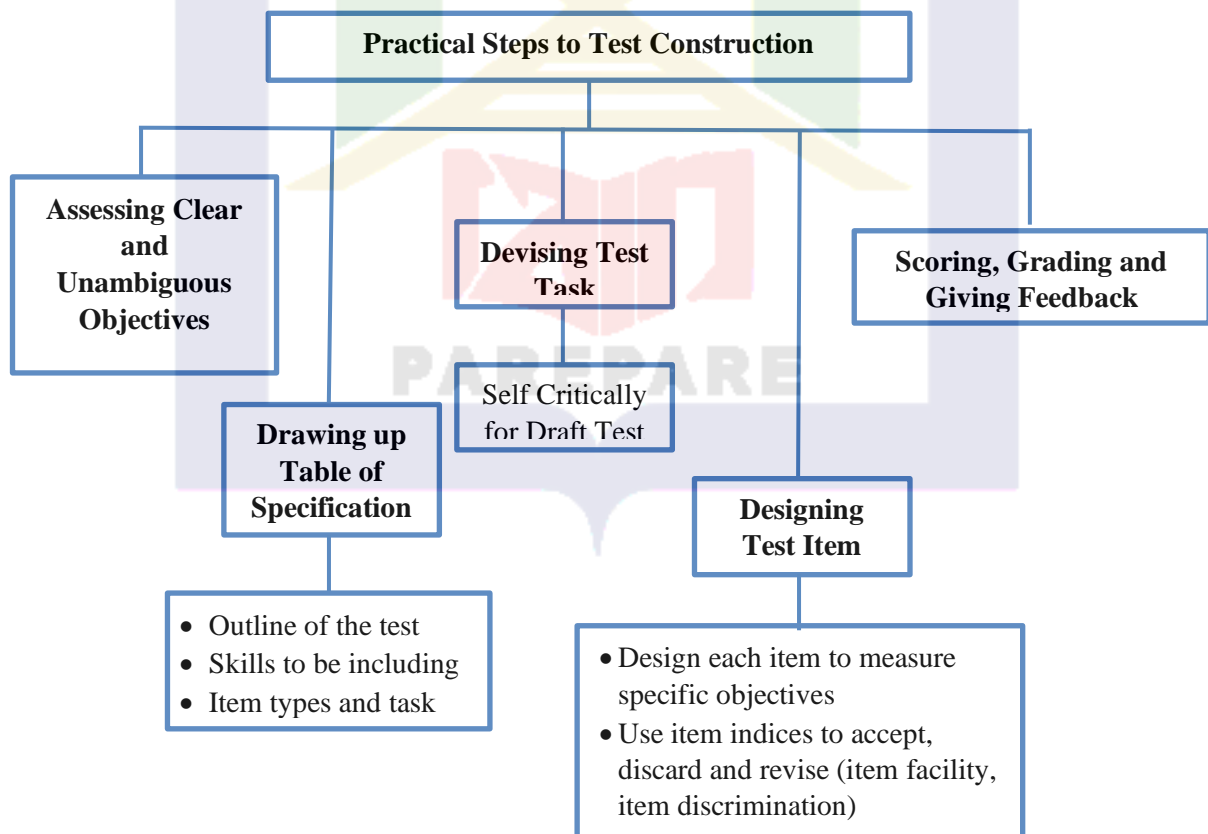


Figure 4. The Procedures of Constructing Test by Brown (2004)

D. Subject of the Research

The subjects in this study were nine English teachers who were teachers from six different Islamic high schools at Binuang, Polewali Mandar, West Sulawesi. The subjects of this research can be described as follows:

Table 1. The Names of EFL Teachers at Binuang, West Sulawesi

Numb.	Name of Teacher	Schools
1.	Rasdiana, S.Pd.	MA DDI Kanang, Batetangnga.
2.	Muflihatul Ula, S.S.	MA DDI Kanang, Batetangnga.
3.	Hariska Kasim, S.Pd.	Pondok Pesantren Ar-Risalah Batetangnga
4.	Marwati, S.Pd.	Pondok Pesantren Ar-Risalah Batetangnga
5.	Syarifuddin, S.S.	MA Izzatul Maarif Tappina
6.	Riska Andayani, S.Pd.	MA Izzatul Maarif Tappina
7.	Hasni Kadir, S.Pd.	MA Alwasilah Lemo
8.	Sakiah Darajatun, S.S.	MA Ma'arif Sarampu
9.	Rahmawati, S.Pd.	MA Ma'arif Qasimiah Tonyaman

E. Instrument of the Research

The research instrument for collecting data of this research were interview and documentation. Documentation is used to collect data related to the construction of reading tests conducted by English teachers. These documents can be in the form of reading test, blueprints or specification test formats, data from expert validation results, and other forms of documentation related to the reading test construction process. While interviews were used by researcher to collect data

on how teachers construct and design tests, starting from the process of planning, writing test items, field the test, items analysis and so on. In conducting interviews, researcher used the type of unstructured interviews or open interviews, meaning that the interviews were conducted freely.

F. Procedures of Collecting Data

There are two procedures of collecting data in this research as follow:

1. Interview

An interview is a conversation between two parties, namely the interviewer as the questioner and the interviewee as the answerer. According to Widoyoko (2016: 40) states that interviews aim to construct about people, events, activities, organizations, feelings, motivations, demands and concerns as well as reconstructing expectations in the future; verify, modify, and extend information from others. This mean that the interview is question and answer process or verbal dialogue between the interviewer and the respondent or the person being interviewed with the aim of obtaining the information needed by the researcher. Interviews are a way of collecting data directly from the source about various social phenomena.

In this study, interviews are used to obtain information from the nine English teachers in Islamic high schools about how they construct appropriate reading tests and meet good test standards. In conducting interviews, researcher used type of unstructured interviews or open interviews, meaning that the interviews were conducted freely, as Kumar (2011:140) stated that the interviewer has the freedom to develop questions, interviewer is free to ask questions without having to sequentially, interviewer is free to use and choose words and ways of speaking to informants, and interviewer is free to formulate and raise problems suddenly depending on the situation and context of the current discussion.

Thus, in using the unstructured interview or the open interview, the interviewer does not use interview guidelines that are systematically arranged but only in the form of interview guidelines that contain an outline of the problems to be asked so that the questions are submitted unstructured but always focused on one particular subject related to the variables studied.

2. Document Analysis

Content analysis or document analysis is a method for systematically investigating texts. Qualitative content analysis allows researcher to investigate the meanings embedded within texts. In this research, the documentation analysis carried out by the researchers are used to study and analyse documents relate to the reading test construction process. The documents included in this study were obtained from teachers' documents in planning, writing test items, field test, analysing items and so on.

G. Technique of Data Analysis

In this study, researcher used an interactive model data analysis technique developed by Miles, Huberman and Saldana (2014:31-33) starting from data reduction, data presentation to verification and conclusions.

1. Data Reduction

Data reduction was done by summarizing field notes by separating main things relating to research problems, and then it was arranged systematically to describe and to make easy the data searching. In process of data reduction, the researcher selected, focused and abstracted the data in the field note. The data reduction was done during research activities. In this case, the researcher reduced information during the researcher activities if data was unimportant or did not support the data needed by the researcher.

2. Data Display

Data display was used to know the entire description of the result either in the form of matrix or coding. After conducting this stage, the researcher was able to draw conclusion and verify it to be meaningful data, it meant describing data in the form of descriptive or narration. As the second component in analyzing data, this technique was used arranging the information, description, or narration to draw conclusion. By presenting data, the researcher considered what the researcher should do. The researcher analyzed the other action based on her understanding.

3. Conclusion Drawing

After the process of collecting and analyze the data, the researcher tried to find out and get the conclusion or verification from the results based on the data taken from the field by the researcher. The conclusion of this research becomes the final report of this research.

CHAPTER IV

FINDINGS AND DISCUSSION

This section presents research findings and the discussion. The findings of research explain in detail how the English teachers construct reading test starting from planning to the scoring stage. Meanwhile, the discussion explains the research finding associated with the theories that support the research data in this study.

A. Findings

The findings show that English teachers in Binuang constructed reading test through six steps namely planning, writing test items, reviewing the test, fixing the test, assembling the test and giving score. The stages of the construction of the reading test by English teachers at Binuang can be described in the following classification scheme:

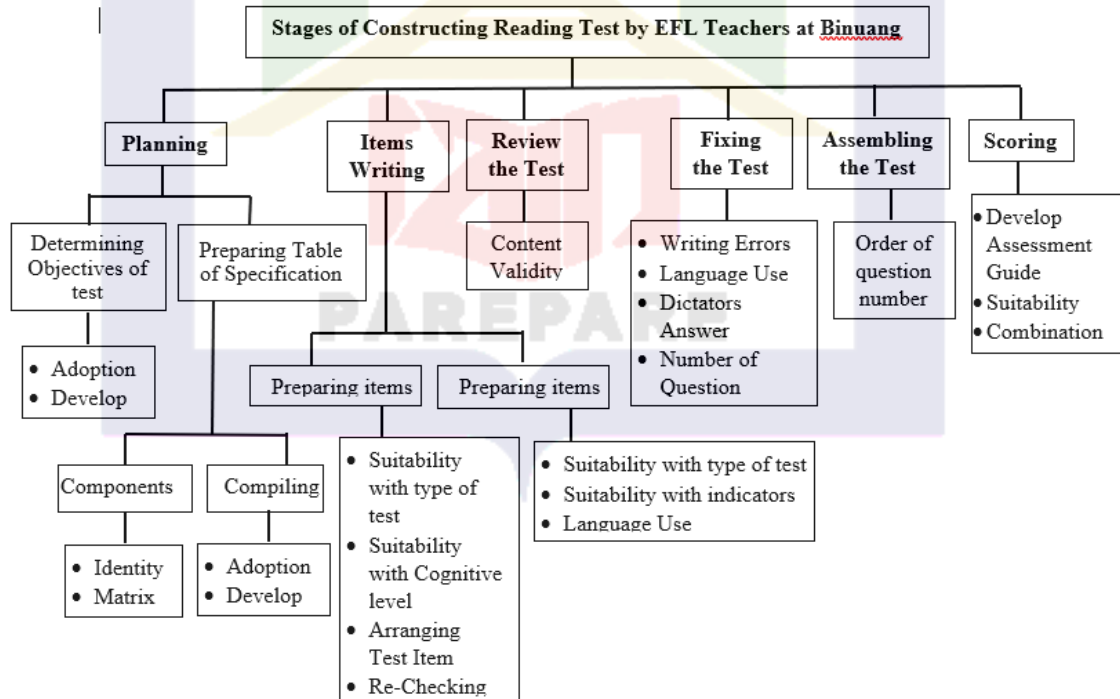


Figure 5. Classification Schema the Process of Constructing Test by EFL Teachers at Binuang

Based on the picture above, it can be seen that the test construction procedures carried out by the teachers in Binuang consists of six steps. This findings

differs from the construction test procedures according to Brown (2004); Sharma (2017) and Suwanto (2017). Brown (2004) describes 5 steps in multiple choice test construction, namely assessing test objectives, drawing test specifications, designing test assignments, designing test items and assessments, assessing and providing feedback. In addition, Sharma (2017) describes 9 steps in test construction starting from compiling the specifications table to interpreting the test results. Furthermore, Suwanto (2017) also has different steps, namely planning, preparation, administration, item analysis and standardization.

From the explanation above, it needs to be clarified here that the findings regarding the procedures for compiling reading tests by English teachers in Binuang were the result of developing good construction test procedures according to Suwanto (2017); Brown (2004); and Sharma (2017). The explanation of each step in constructing test were described as below:

1. Planning Stage

The first step that teachers do is test planning. The planning stage is the most important stage in constructing the test. In the planning stage, there are two steps that need to be considered, namely determining the objectives of the test and compiling specification table or grid of questions.

a. Determining the Objectives of Test

The formulation of the test objectives must be carried out by paying attention to what the test is prepared for. The results of interviews with EFL teachers at Binuang revealed that the planning stage begins with determining the objectives of the test. There are two ways taken by the teachers in determining test objectives at the planning stage, namely determining test objectives based on learning objectives and basic competencies in the curriculum (*Adoption*) and determining test objectives based on student needs (*Develop*).

1) Adoption

The adoption stage is defined as determining test objectives based on learning objectives and basic competencies in the curriculum (adopting the curriculum). This stage is carried out by identifying learning objectives and basic competencies to be used as references in determining test objectives. So that the test objectives will not be much different from the learning objectives and basic competencies to be achieved by students. This can be seen from the results of the interview with the English teacher below

Teacher 1 (NR.1)

“...before making the test, I determine the purpose of the test based on the purpose of learning, the basic competencies and achievement indicators of each basic competencies...”

Teacher 3 (NR.3)

“...Yes, I know the purpose and the learning objectives in the curriculum are used as test objectives. For example, basic competency in understanding reading narrative texts, the purpose of the test is to be able to measure the success and ability of students in understanding reading narrative texts. That's how I define the purpose of the test. The point is not different from the curriculum...”

Teacher 4. (NR.4)

“...yes, before discussing the material, I tell the students about the objectives so they understand the direction of learning and what is the point of studying the material, what achievements are desired so that the form of the test is adapted to the learning objectives agreed at the beginning. These goals are based on their basic competencies...”

Teacher 5 (NR.5)

“...I clearly know the purpose of the test because we need to set the test objectives before compiling the test items... adapted to the learning objectives and basic competencies...”

Teacher 6 (NR.6)

“...Yes, I understand the purpose of the test. For example, daily assessment tests or daily tests, meaning that the purpose of the test is to evaluate student learning outcomes regarding what they have learned. And it is based on basic competence and achievement indicators...”

Teacher 7 (NR.7)

Yes, that's right, I know the point. For example, measuring the level of student mastery of an indicator of achievement. The goals are clearly defined based on what is desired from the test.

Teacher 9 (NR.9)

“...Yes, of course you have to know the purpose of the test before making it so that you have planned what form the test will be like and the form of the assessment later. We can see from the achievement indicators in the curriculum. The achievement indicators are born from basic competencies so that each indicator can be arranged into questions by it. The basis for determining test objectives is not far from basic competencies and their indicators...”

10) Developing by Students' Needs

The Develop stage in determining test objectives is intended as the determination of test objectives by the teacher is not based on the curriculum but based on students' needs in learning English. This is of course very different from the findings above which make the curriculum as references in determining the purpose of holding test. The results of this finding are based on teachers' anxiety regarding the abilities of their students who are at the high school level which are still far from the desired standards and expectations. So that the two teachers determine and develop their own test objectives that they make and adapt to the needs of their students. The results of interviews with the two teachers are described as below

Teacher 2 (NR.2)

“...I understand the purpose of the test I'm going to make. I determine the purpose of the test according to what the test will be used for. To be honest, I didn't refer to the syllabus in teaching meaning in making my tests based only on the needs and conditions of the students. Because, here, there are still many students whose abilities are very low, so I don't want to force students to meet the achievement standards in the curriculum because to be honest, students still really need to be taught the basics of English...”

Teacher 8 (NR.8)

“...Yes, I know. The purpose of the test is adjusted to the needs of our students here. Because, here, English is not our focus, the students are very lacking in their English skills. So, I determine the purpose of the test according to the needs of students...”

From the explanation above, the researcher can be concluded that in the test planning stage, all teachers determine the purpose of the test to be made. The

teachers understand and know the purpose of the test to be used. However, in determining the objectives, the teachers used two ways, they adopt the curriculum and develop by the students' needs. In adopt stage, teachers set test objectives based on basic competencies, their indicators and learning objectives. Meanwhile, the develop stage, there were two teachers who set test objectives not based on basic competencies and learning objectives but based on students' needs.

The teacher 8 (NR.8) also did not refer to the syllabus and curriculum in making teaching materials. They argue that the curriculum and syllabus are not in accordance with the needs and circumstances of the students in the school where they teach. So that the teacher sometimes teaches not based on the syllabus and curriculum but instead make learning objectives based on the needs and circumstances of students.

b. Preparing and Designing Table of Specification

After determining the purpose of the test, the next step is to plan and compile a specification table or question grid. The findings show that there were teachers who prepared specifications tables, and there were also teachers who did not, as shown in the following interviews.

Teacher 7 (NR. 7)

"...I didn't make a table of test specifications. I only make questions based on learning objectives. The reason is because it's complicated, there's not much time to make it. Actually, the question grid is only a complement to administration. Without compiling and printing a specification table, tests can still be made..."

In contrast to the teacher's opinion above, the following is the results of interviews with other teachers who admit to making test grids or specification tables.

Teacher 1. (NR.1)

"...Yes, I made it because the grid is a question framework..."

Teacher 2 (Nr.2)

"...Yes, there is a grid, but not based on basic competence and syllabus..."

Teacher 3 (NR.3)

"...Yes, I am compiling a question grid..."

Teacher 4 (NR.4)

"...Yes, I created a grid table..."

Teacher 5 (NR. 5)

"...Yes, there is a grid..."

Teacher 6 (NR.6)

"...Yes, I made it but only at the end of the semester assessment test because all the basic competencies are listed in the grid which will be translated into indicators for the questions..."

Teacher 8 (NR.8)

"...Yes, I made the grid. The grid is printed and distributed to students to serve as their guide. The main point, for example, is the discussion on the short story Cinderella, so what is being asked is the main point. So, students focus on how to determine the main point of a short story..."

Teacher 9 (NR.9)

"...There is a grid..."

In addition, the researcher asked the informants about the components included in the specification table. The findings show that the components included in the specifications table are different for each teacher because the format they have is different. Based on the results of the interviews, they can be described that the components arranged in a grid by the teachers are adjusted to the test objectives they previously determined. The table specification' components consist of identity components and matrix components.

- 1) Identity Components

The components of identity referred here are class, school, semester, school year, time allocation, number of questions, form of questions. The following is classification of identity components based on the findings:

Table 2. Identity Components of Test Specification Table

Research Subject	Components				
	School	School Year	Time Allocation	Number of Question	Form of Question
NR.1	✓	✓		✓	✓
NR.2				✓	✓
NR.3	✓				✓
NR.4	✓	✓			✓
NR.5					
NR.6		✓			✓
NR.8			✓	✓	✓
NR.9					✓
Number of Teachers	3	2	1	3	7

Based on the table above, the researcher can be concluded that the identity components which constitute information related to the reading test are included in the specification table consisting of the school component, the school year component, the time allocation component, the number of questions component.

2) Matrix Components

The components of the matrix contain basic competencies taken from the curriculum, classes and semesters, materials, indicators, cognitive levels, and question numbers.

Table 3. Matrix Components of Test Specification Table

Subject	COMPONENTS						
	K.D	Question Indicators	Achievement Indicator	Level of questions	Teaching materials	Stimulus	Class
NR.1	✓	✓					
NR.2					✓		
NR.3	✓	✓		✓	✓		
NR.4	✓	✓	✓	✓	✓	✓	
NR.5					✓		
NR.6	✓		✓		✓		
NR.8					✓		✓
NR.9	✓	✓		✓	✓		
Number of Teachers	5	4	2	3	7	1	1

Based on the table of matrix components, the researcher can be concluded that The matrix components included in the test specification table by the English teacher were discarded consisting of basic competencies, question indicators, achievement indicators, level questions, teaching material components, stimulus and class.

The component classification table above is based on the following interview results

Teacher 1 (NR.1)

“...The information included in the grid is basic competency, question indicators, number of questions, items, question model. Usually, I compose questions by covering more than one basic competency...”

Teacher 2 (NR.2)

“...components included such as the question model or question form, material, number of questions...”

Teacher 5 (NR.5)

"...in the grid of the test there are basic competencies, material, I forgot the others..."

Teacher 8 (NR.8)

"...material teaching, form of questions, number of questions, time allocation..."

Teacher 6 (NR.6)

"...The grid contains K.D, classes, materials, competency achievement indicators, question indicators, question numbers and question forms..."

Teacher's statement 6 (NR.6) is supported by the attached documentation data (*Attached*).

Another teacher added that:

Teacher 3 (NR.3)

"...In the grid that I listed there are K.D, material, then question indicators, items, cognitive level, question number..."

This can be proven from the results of the specification table documentation compiled by teacher 3 (NR.3). (*Attached*)

Another teacher also added

Teacher 4 (NR.4)

"...Yes, I made a grid table. There are basic competency, Competency indicator of achievement, material, indicator of questions, stimulus, number of questions, form of questions, cognitive level, level of difficulty..."

This statement above is supported by the data obtained through the documentation. (*Attached*)

Furthermore, the other teacher stated

Teacher 9 (NR.9)

"...There is a grid, containing K.D, materials, question indicators, question form, cognitive level, question numbers. First, I formulate and describe K.D as an indicator of the questions, then classify and adapt it to the material being taught, so actually before carrying out the learning, there is already an idea of what the purpose of the test will be and of course it is not far from the learning objectives because there are indicators that must be achieved. After that, the form of the problem is determined, then the cognitive level is determined. There are two that I use, namely LOTS and MOTS, but more often LOTS..."

The explanation above is supported by the results obtained from the attached documentation data. (*Attached*)

There is also teacher who does not make specification tables because she thinks that the question grid table is unimportant, complicated and only a formality so that sometimes she is even made after the questions are prepared as the following interview results

Teacher 7 (NR.7)

“...I didn't make a specifications table. I only make questions based on learning objectives. The reason is because it's complicated, there's not much time to make it and actually it's just a formality if asked by the supervisor”

The findings show that there are two steps taken by the teachers in preparing the specifications table, namely adopting from the curriculum and developing from the needs of students.

1) Adoption the Curriculum

Adopting the curriculum means compiling a table of specifications based on the syllabus as the result of the following interview

Teacher 1 (NR.1)

“...How to compile a specification table starts with taking an inventory of the material that has been taught and adjusting it to the achievement indicators of each basic competency. So, to make a grid of questions, I started by listing the material, then classifying it based on basic competencies and indicators, then determining the number of questions and the type of test used...”

Teacher 3 (NR.3)

“...The steps to compiling the specification table start from formulating the material, after that, describing K.D into indicator questions and analyzing K.D based on cognitive level”

Teacher 4 (NR.4)

“...How to compile a specification table starting from K.D and achievement indicators are translated into several question indicators, then determining the stimulus and continuing with determining the number of questions, the form of the questions, the cognitive level and the level of difficulty...”

Teacher 5 (NR.5)

"...move the K.D and the question indicators into the table, then register the main materials to be tested and give a weight balance for each subject matter material..."

Teacher 6 (NR.6)

"...compiling the grid starting from K.D analysis then it is translated into indicator questions that are adjusted to indicators of achievement and material and then determines the number of questions and the form of the questions..."

Teacher 9 (NR.9)

"...First, I formulate and describe K.D as an indicator of the questions, then classify and adapt it to the material being taught, so actually before carrying out the learning, there is already an idea of what the purpose of the test will be and of course it is not far from the learning objectives because there are indicators that must be achieved. After that, the form of the problem is determined, then the cognitive level is determined. There are two that I use, namely LOTS and MOTS, but more often LOTS..."

2) Developing by Students Need

Developing means the step in compiling a table of specifications that departs from an analysis of student needs and student abilities as in the following interviews.

Teacher 8 (NR.8)

"...I made the grid from Composing material, then determined the form of the questions, for example the form of essay questions, and the material was about a short story about Cinderella, then I determined the number of questions and adjusted the time allocation. If I want to find out students' understanding of the reading, then I will set five numbered questions starting with the questions: who is the main character, what did Cinderella do, what is the main idea of the story; what meaning can you take from the story, and other questions about the text..."

Teacher 2 (NR.2)

"...according to the material then after this determine the form of the questions and the number..."

Based on the results of interviews with some of the teachers above, they show that teachers are actually aware of the importance of the specification table as a reference in making the questions, there still one teacher who feel that grid tables are not important because the preparation requires time, is complicated and only serves as a formality as a complement to learning tools. Therefore, there is a need to increase awareness and competence in making good questions.

The components in the test specification table by the English teacher in Binuang are explained clearly and easy to understand. the information listed in the specification table varies for each teacher because the format they have also differs from one another. but in general, there are several components that are included in the specifications table by the English teacher in Binuang, namely identity components, such as class, school, semester, academic year, time allocation, number of questions, form of questions, number of questions; and matrix components that contain basic competencies taken from the curriculum, classes and semesters, materials, indicators, cognitive level and number of questions.

Furthermore, the teachers' steps in formulating and compiling test specification tables are also in two ways, they are: adopting the curriculum and developing by students' need and students' abilities.

2. Writing Test Item

Writing test items is an important step in developing a good instrument or test. Writing questions is the elaboration of indicators of the type and level of behavior to be measured into questions whose characteristics correspond to the details in the grid. The items are the elaboration of the indicators. Thus, each statement or item needs to be made in such a way that it is clear what is being asked and the answers requested are also clear.

In writing test items, the researcher wants to know how the teachers prepare the items and how the teachers prepare the instruction questions.

a. Preparing Test Items

In this step explains the types of questions that are often used, the cognitive level in formulating tests, the way the teacher arranges the item questions, and re-checking question items.

1) The Most Commonly Used Test Type

The findings show that the form of the test most frequently used is the objectives test, namely multiple choice and true false; and subjective test, namely essay test, as explained below:

a) Multiple Choice

Multiple Choice is test in which each item provides a choice of answers and one of the options is the correct answer. The results of the interviews show that there are two teachers who use multiple choice questions more often because they are easy to assess, easy to analyze, contain a lot of material, and multiple choice type is determined by the school. This explanation is in line with the interview below

Teacher 1 (NR.1)

“...The type of test that is often used is multiple choice because it is in the form of reading. So given the text, then from the reading, they are asked to determine the main idea or to determine kind of text with a choice of misleading answers so that students can analyze which answer is correct based on the reading.

Besides that, another teacher also said as follows

Teacher 7 (NR.7)

“...I use multiple choice more often because it is a provision from the school so we as teachers just follow it. In addition, the questions are easy to assess, analyze, and can cover more references.”

Based on the interview results above, they show that the two teachers above prefer to use this type of multiple choice test because it is easy to correct, easy to analyze, cover more references, suitable for measuring reading skills and is a provision from the school according to the teacher council meeting.

b) Essay Test

The results of the study show that the other six teachers were more dominant in using essay tests than multiple choice as the results of the following interviews

Teacher 2 (NR.2)

“...Yes, I often use essays instead of multiple choice because multiple choice is too easy. In essay form, students can explore many answers. I teach to focus more on reading and speaking so that the form of the essay I think is suitable...”

Teacher 3 (NR.3)

“...For reading, the test is in essay form, for example about a short story, so we present the text. I chose the essay because it's a bit complicated in making multiple choice questions because it's long and takes a long time...”

Teacher 4 (NR.4)

“...For reading, I use essays. if using multiple choice, I use it for the final assessment only during PAS for third grade. The reason for choosing an essay is because if multiple choice is considered easy by students so they don't read it, they just guess the answer. If the essay form is read by students because they will not be able to answer without reading...”

Teacher 5 (NR.5)

“...I mostly go to essays, but sometimes I also use multiple choice. But actually, if you use multiple choice, more often than not, children will just guess the answer, so if I use essays, students can read and then learn how to translate, so they have their own practice skills...”

Teacher 8 (NR.8)

“...The reading test that I use is essay. because multiple choice is very predictable. If they use an essay they will write it, so the skill is visible...”

Teacher 9. (NR.9)

“...I prefer to use essays because if you use multiple choice, students leave class faster during exams and they finish quickly.”

Based on the explanation above show that the English teachers prefer to use the type of essay test compared to multiple choice because multiple choice test is more subjective (students' answers are guessing). In addition, it is difficult to make distracting answers so that students can easily guess the answers without understanding the meaning of the text being asked.

c) True/ False Test

The results of the study show that there is a teacher who chooses to use the form of true/false questions in measuring students' reading abilities as the results of the following interview

Teacher 6. (NR.6)

“...I mostly make true/false tests because I want to know whether students have understood the reading given or not. True or false is not questions but statements, for example, the following statement is true or false according to the text above. So, if the student's answer is correct, it means they understand the meaning of the text. So, they don't just read but understand the meaning of the reading...”

2) Cognitive Levels on the Test**a) Lower Order Thinking Skill (LOTS)**

The following teachers chose to make LOTS questions compared to HOTS. The reason is that HOTS questions require high creativity of teacher in making questions and tend to be more difficult, especially since the dominant students have less good cognitive abilities so they have difficulty answering on the questions. They argue that their students were considered unable to answer HOTS questions.

Teacher 3 (NR.3)

“...When I make questions, I refer to LOTS more than HOTS because when I make HOTS questions, I take them from a textbook because it requires high teacher creativity, while LOTS is very easy to make...”

Teacher 4. (NR.4)

“...The cognitive level that I use in formulating questions is more knowledge (C1) because to be honest, it's easier to formulate the questions...”

Teacher 5 (NR.5)

“...I use the knowing and understanding thinking levels (C1) and (C2) more often in formulating questions...”

Teacher 6 (NR.6)

“...The questions that I make are more often about LOTS because looking at the students' abilities, when it comes to HOTS questions, students are most likely unable.”

b) Higher Order Thinking Skill (HOTS)

In formulating question indicators which were then translated into questions, other teachers chose the C4 thinking level (analysis) which is included in the HOTS questions.

Teacher 2 (NR.2)

“...The level of thinking that I often use in formulating tests is the level of analysis (C4) because it is more relevant when measuring reading than just understanding and knowing...”

Teacher 8 (NR.8)

“...If using essays students will write, read deeper so that the skill is visible. The cognitive level that is most often used is analysis (C4) because it encourages students to think more critically, creatively so that their reasoning is high...”

c) Middle Order Thinking Skill (MOTS)

The findings show that two other teachers chose to use the MIDLE test questions to measure students' abilities, as shown in the interview below

Teacher 7. (NR.7)

"...as for measuring reading ability, I prefer to use the level of analysis and understanding..."

Teacher 9 (NR.9)

“...I prefer the Middle level, because I consider the ability of the students to be below average especially in grade 10 who do not have a good foundation in English so I consider not making HOTS difficult questions because surely no student will pass...”

Last, there is a teacher who even combines the three levels of thinking (HOTS, MIDLE, LOTS) in formulating questions. The following is the result of the interview

Teacher 1 (NR.1)

“...There are several kinds of questions that I make, there are HOTS questions that require a high level of thinking analysis, there are questions with a low level (MOTS), and some are rather easy (LOTS)...”

Based on the explanation above, the researcher can be concluded that each teachers have different opinions in choosing the level of thinking in formulating questions in the test. In choosing the level of thinking, the teacher adjusts to the table of specification, circumstances of students, needs and thinking abilities of students.

3) Arranging Test Item

In compiling questions on the test, the teacher adjusts based on the form of the questions. Each type of question has different steps in its preparation. Therefore, the researcher classifies the writing of items based on the following types of questions

a) Objective Tests

The objective form test is a test in the form of giving the correct answer choices among the possible answers that have been provided. The findings show that there are two forms of objective tests used by teachers as tests to measure students' abilities, namely multiple choice and true or false.

(1) Arranging Multiple Choice Reading Test Items

In constructing and compiling questions on multiple choice type test, the teachers need to pay attention to the main question (*stem*) and answer choices. From each question, the most correct answer must be given among the other answer choices as the result of the following interview

Teacher 1 (NR. 1)

“...Because I use multiple choice, the first thing to do is arrange the main question and the stimulus is in the form of a reading or dialogue or a letter then determine the most correct answer (answer key) and include several distractor answer choices. Questions are made based on question indicators and then from these indicators are then arranged into questions that are in accordance with basic competencies....”

Another teacher added:

Teacher 7 (NR.7)

“...I use multiple choice questions more often because it has become a stipulation from the school so we as teachers just follow along...to compose the questions we give a stimulus such as a reading text or a short dialogue then compose the sentence because for example what is the reading text above telling about?, then we give it answers that can trick students into choosing the correct answer...”

The interview results above are supported by the attached documentary data. (*attached*)

(2) Arranging the True/False Reading Test Items

True-false items are items that consist of statements accompanied by alternative answers, namely stating whether the answer is true or false. So, the formulation of the questions for the first true-false form is to choose a good situation in the form of readings, short stories, letters, announcements, short conversations and then making answer choices in the form of question statements related to the reading. Statements in the items must be stated clearly and use good and correct languages.

The explanation above is in accordance with the interview with teacher 6 below

Teacher 6. (NR.6)

“...True and False questions are in the form of statements. So, the questions are made in the form of statements. For example, there is a reading text then given several stands related to the reading. students will analyze which terminal is correct and in accordance with the contents of the reading and which questions are wrong and not contained in the reading...”

b) Subjective Test

Subjective test refers as a test that demands student answers through descriptions of words that reflect students' thinking abilities. Based on the findings, they show that some teachers use essay test in measuring students' abilities. In formulating question items in essay, the teacher first translates the predetermined question indicators before they become question sentences as the result of the following interview

Teacher 4 (NR.4)

“...First, the questions must be in accordance with predetermined indicators. secondly, it is also necessary to ensure that the question has

unlimited answers. Third, the question sentence must be clear and not cause double interpretation of students.

In addition, the formulation of essay questions uses five question words or commands that require an unraveled answer as in the result of interview below

Teacher 9 (NR.9)

“...Because the questions are in the form of essays, the question sentences are formulated using five question words such as who, where, what, when and how...”

4) Rechecking Items

The step that needs to be considered in writing items is to re-check the draft questions that have been prepared. Based on the results of the interviews, they show that all teachers re-check the question items that have been made (draft questions).

Teacher 1 (NR.1)

"...I checked again the test draft..."

Teacher 2 (NR. 2)

“...I checked the draft question again, was it in accordance with the abilities of the students and the material they had learned...”

Teacher 3 (NR.3)

“...I will check again, must be checked again to make sure the question sentences are clear, inappropriate vocabulary and awkward sentences that should be avoided...”

Teacher 4 (NR.4)

“...I checked again the test. I checked again the suitability of the questions with the question indicators, materials, and basic competencies....”

Teacher 5 (NR.5)

"...well of course the initial draft of the test is checked again to see if the test still has errors in writing or contains sentences that are ambiguous and difficult for students to understand..."

Teacher 6 (NR.6)

“...check again the questions that have been made. Usually checking is done to find out whether the test is good, or still needs improvement in terms of language, writing or test format...”

Teacher 7 (NR.7)

“...the test must be re-checked because there should not be any test items whose language is difficult for students to understand or the answer choices given are not homogeneous so that it is easy for students to guess the answers. So, as much as possible in making the test, we must pay attention to the four answer choices. And one of the answers is the correct answer, and the other choices are the distractors...”

Teacher 8 (NR.8)

Yes, I checked again.

Teacher 9 (NR.9)

“...Yes, I will check again. I always make a new question every time I take a test. I've never used the same questions as the previous year. Even if it's the same, it's not the content, it's the theme or material that's the same. That's why it's important to check the initial draft of the test...”

b. Preparing Instruction Test

Preparing instruction test is part of writing test items. Writing clear test instructions is often forgotten and ignored by the teacher even though without clear test instructions students will not be able to do well on the test, regardless of whether they have studied and mastered the material very well. Therefore, the researcher asked the teachers' way of compiling instructions of test research findings reveal that in preparing test instructions, teachers should consider to suitability and language use.

1) Suitability

Suitability refers to test instruction must be based on indicators and types of tests as the following interview results

Teacher 4 (NR. 1)

“...I am adjusting again to what indicators from that question. From there I composed the command sentences for the questions, how do you think the questions will be done, what will the instructions be, whether to determine the purpose of the text or determine the kind of text ...”

Equally opinion as above, the following are interviews with several teachers stated that in compiling sentences the instructions for the test must be based on type of tests.

Teacher 1 (NR.4)

"...I gave instructions verbally and in writing. So, I write down the instructions at the very top of the question sheet and I also explain how it works orally before students start working. For example, for multiple choice, there are readings where the questions are two or four numbers, so instructions were given for this reading *for questions number 1, 2, 3, 4*. This helps students use their time more effectively during the exam..."

Teacher 6 (NR. 6)

"...so, we as teachers make sure students know exactly what we want them to do. If not, students are confused in working on the questions. So, the instructions as much as possible should clearly describe what students have to do with the questions given. For example, true or false, there are instructions before the questions such as *Read the text first, choose the following statements True or False!...*"

Teacher 8 (NR.8)

"...the instructions are made according to what is desired from the problem. if the form of the question is an essay, then the instructions are in filling out the written answer, not just choosing an answer or determining whether it is wrong or right. Usually, the form of the instruction sentence is something like *"read the text and answer the following question!* Sentences are made simple so that it is easy for students to understand..."

2) Language Use

Writing test instructions must pay attention to the language used. Sentences in instructions must be written in a clear, firm, simple, easy to understand, not causing students to have double perceptions as explained in the interview below.

Teacher 2 (NR.2)

"...Before giving the test, students are instructed in advance how to do the test until the student really understands orally by me, the sentence must be clear..."

Teacher 7 (NR.7)

"...According to the purpose of the test, for example multiple choice questions to measure reading skills, the imperative sentence in the question can read, do it by choosing the most appropriate answer below. Sentences must be clear and easy for students to understand..."

Teacher 5 (NR.5)

“...yes. Of course, the instructions must be written clearly and the sentences are not difficult for students to understand...”

Teacher 3 (NR.3)

“...Of course, it must be formulated clearly and firmly, and not cause multiple perception of students. Because I used an essay test, the test instruction sentence must use a question word that demands a decomposed answer, not choosing...”

Teacher 9 (NR.9)

“...because the form of the essay question is an order, the questions are asked to answer the question using 5 question words, namely who, where, what, when, how. Instructions for questions are given orally and in writing so that students understand how to work on the questions...”

Based on the results of the interviews above, they show that in giving test instructions, the teachers deliver orally (delivered directly) and in writing (on the answer sheet). Sentence instructions must be clear, firm and not cause double perceptions of students, kept simple, using question words/orders and suitable to indicators of test and the test kinds. If it is a multiple choice question, it is necessary to pay attention to the choice of distractor answers. If the form of the test is an essay test, then the imperative sentence on the question should expect an unraveled answer.

3. Review the Test

In the review stage, the test is carried out by checking validation by experts or other teachers. A good test instrument must have high validity where the test is a tool that is able to measure and provide an overview of what is desired to be measured. Test validation is important activities in developing a good test. Based on the results of interviews with several informants, they showed that there were only three teachers who carried out validation tests, namely only content validation and face validation as the results of the following interviews

Teacher 4 (NR.4)

“...It was carried out with fellow teachers and vice principals in the field of curriculum. What is assessed is usually in terms of language, the

suitability of the material with the test content, the suitability of the material with the curriculum. Such is the activity...”

Teacher 6 (NR.6)

“...Sometimes it is done, not always done. Usually discussed with fellow teachers...”

Another teacher also revealed that she believed the tests that were compiled were logically valid, meaning that validity was obtained by thinking logically where the tests made were able to measure what should be measured because the teacher believed that what was tested was in accordance with all the material that had been given to students. The following are the results of the interview

Teacher 1 (NR. 1)

“...only discussed with fellow teachers. We as teacher know how the conditions and abilities of our students are seen from the daily scores to measure students' understanding of the achievements of K.D and others that are a factor of their abilities. In addition, the tests are made based on the material that has been taught because in making the tests it refers to instructional objectives, namely the elaboration of the basic competencies in the curriculum...”

However, there were six English teachers who did not carry out the validation test because they considered the validation test to be complicated and required a lot of time, especially if they had to make substitute questions for invalid items.

Teacher 2 (NR.2)

“...Is not done...”

Teacher 3. (NR. 3)

“...Rarely done, only discussed with other teachers...”

Teacher 5 (NR. 5)

“...Not because of the complicated to do...”

Teacher 7 (NR. 7)

“...No, because it doesn't have much time and it's complicated. Moreover, if the item is not valid, it will be replaced with a new item. Especially if it takes a little time to finish. So, the test is directly applied without being validated...”

Teacher 8 (NR.8)

“...Is not done...”

Teacher 9 (NR.9)

“...No, just discussed it with other teachers at the teacher council meeting regarding the form of the questions and the number for the end of semester assessment...”

Based on the results of the interviews above, the researcher can be concluded that teachers only conduct content and face validation tests which trace the suitability of the contents of the questions with the material, suitability of the question language and the construction of the question sentence. In addition, several other teachers did not conduct validation tests at all because they have limited and complicated time so that teachers only believe that the tests made are feasible for use in measuring student abilities.

4. Field the Test

This stage is carried out to improve the quality of the questions that have been prepared. However, based on the findings indicating that there were no teachers who administered the tests as the results of the following interviews

Teacher 1 (NR.1)

“...no, because previously there was a daily assessment and of course the results could measure the extent of each student's ability in class. Students have different levels of ability, some have high abilities in digesting, some are moderate and some are still very lagging behind. So that's where we come to the conclusion...”

Teacher 2 (NR.2)

“...no, the test was immediately applied...”

Teacher 3 (NR.3)

“...No, just give remedial if someone doesn't pass...”

Teacher 9 (NR.9)

“...No, actually the questions were made based on a grid, so before the questions were distributed, I gave them a grid, meaning that I didn't make the grid a question, but it was close to the questions to be made...”

Some teachers did not try out the test drafts they made because they did not have time to try them out. The following is the result of the interview.

Teacher 4 (NR.4)

“...Not. Because it takes time while I teach in three classes. Class 1, 2, 3...”

Teacher 5 (NR.5)

"...No, because it's difficult to make questions for the pre-test and posttest, which obviously doesn't have time to make them..."

Teacher 6 (NR.6)

...No, the point is after finishing giving the material and then the students understand it or not, just take the test that has been given..."

Teacher 7 (NR.7)

"...No, the test is made from teaching materials that have been given. So, I don't think it's necessary to try it out through pre-test and post-test especially since activities really need a lot of time..."

Teacher 8 (NR.8)

"...No, because I don't have much time..."

Based on the explanation above, the researcher can conclude that all teachers did not try out the tests for the reason that they did not have time, only based on daily assessments so that trials were not needed, and difficulties in trying out tests. The teacher only believes that the questions that have been made can be understood by students without having to try them because these questions are based on the material that has been given and are not far from the grid that has been made before.

5. Analysing Items

Analysing items or test item analysis is a mandatory activity in test development to determine the quality of the questions made. However, based on the findings, they showed that there were no teachers who analyzed the test items, whether it was an analysis of the difficulty value or the test of discriminating power of the questions, as the results of the following interviews

Teacher 1 (NR.1)

"...No, just discussing it with the teacher council regarding assessment. There are a lot of questions that are made up, so it's difficult and it really takes a long time to test the level of difficulty of each item..."

Teacher 2. (NR.2)

"...No, because I consider all the questions to be from material that students have already learned so that if they learn they will definitely be able to

answer, but if not, then the questions are irrelevant. Questions must be relevant to the material that has been taught..."

Teacher 3 (NR.3)

"...No. I made questions from the material that had been taught and from the assignments students had done so of course students would answer the questions correctly if they really paid attention to the material and assignments given..."

Teacher 4. (NR.4)

"...Not done, because I teach at three grade levels and it is very difficult to allocate time if I have to test the level of difficulty again..."

Teacher 5 (NR.5)

"...Not. Just be sure that the test is made from material that students have already taught and they will be able to answer if they really understand and pay attention..."

Teacher 6 (NR.6)

"...it is not done..."

Teacher 7 (NR.7)

"...No, because I'm just sure that the questions are not much different from the material that has been given so that students understand as long as they study the material provided..."

Teacher 8 (NR.8)

"...No, to be honest, aside from the limited knowledge about how to test it later on, there wasn't much and there was no emphasis on the part of the Madrasah head. That's why I hope there will be teacher training in the future in making tests..."

Teacher 9 (NR.9)

"...No, because actually the questions are made based on a grid, so before the questions are distributed, I give them a grid, meaning that it's not the grid that I make questions, but it's close to the questions to be made. Of course, this will really help students so that the questions given are not too difficult and not too easy for them..."

Based on the results of the interviews above, they show that all teachers did not test the level of difficulty level of the test for several reasons, they are, limited time (not much time), it is difficult for the teacher to allocate time. In addition, the teacher believes that the questions given are questions taken from the material that has been taught to students so that students will understand and not find it difficult or too easy, besides that, the teachers consider knowledge about the difficulty level

test to be limited and there is no pressure from the school to do it. Furthermore, the teacher also considers that the questions made refer to the grid so that the questions given are believed to be neither too difficult nor too easy.

In addition, all teachers also did not carry out the test for discriminating questions for several reasons, namely teachers were only guided by daily assessments, believing that it was based on student scores, questions were made based on material that had been taught, did not have much time and the work was complicated as the following interview result

Teacher 1 (NR. 1)

"...Yeah, no, I just saw it from the daily assessment. because it can already be seen during the daily assessment and the results later from the test. Surely you can tell which students are studying correctly and which are not..."

Teacher 2 (NR.2)

"...No, because the questions in that question are taken from the material that has been taught, so of course if students have studied and studied the material that they will definitely be able to answer these questions, different from those who don't study, of course the results are different..."

Teacher 3 (NR.3)

"...No, I'm just looking at the grades of the students. That question has an achievement target, right? If students fulfil these achievements, it means that these students really understand and if they do not fulfil them, it can be an indication that they are not learning..."

Teacher 4 (NR.4)

"...I didn't do it because there was no time and it was difficult..."

Teacher 5 (NR. 5)

"...I see from the students' answers and their daily assessments, it can be identified that these are students who are able and these are students who are unable..."

Teacher 6 (NR.6)

"...No, because you don't have much time. And a little tricky. Especially for the end of semester exams, because there are so many questions that if you want to test each item it will take a long time..."

Teacher 7 (NR. 7)

"...Not. If you want to know whether the question is able to distinguish between students who are studying and not, then we can see from the suitability of the material with the content of the problem. I make questions from the material that has been taught, I make materials to make questions. For example, regarding procedures text, the questions given are not always

the same but need to be replaced with other readings but are still included in the procedural text category...”

Teacher 8 (NR.8)

“...differentiating test was not carried out because the question has discriminatory power when it is able to distinguish whether a student is really studying or not, so I can only look at the results of the test scores combined with their daily scores. The daily value is then divided by the overall score from other tests, usually daily tests, activeness in class. Actually here, we take the students' scores not 100% of the test scores, from 100% we take only a certain percentage, the rest we take from their daily scores...”

Teacher 9 (NR.9)

“...It is not done just to make sure that the exams made are able to distinguish students who are learning from students who are not studying. This can be known from the results of the answers and can also be seen from their daily lives so that it can be indicated that this student is studying and this is not. From the answer later it will be seen...”

6. Fixing the Test

The next step is to make improvements to the parts of the question that are still not as expected. At this stage questions that are still considered not good in terms of language, question material and alternative answers for multiple choice need to be corrected even if there are questions that do not meet the desired quality standard then they must be discarded or set aside. Therefore, improving the test is an important step in compiling good questions so that researchers want to know whether the English teacher applies it or not.

The findings showed that before the test was used, the teacher made improvements to several items which were considered to have writing errors, the use of inappropriate language, the choice of distractor answers that were not appropriate, and the number of questions that did not match. The following are the results of interviews regarding the fixing of tests conducted by English teachers

a. Writing Errors

Errors in writing questions often occur in teachers in constructing a test. writing errors will greatly affect the quality of the answers given by students when working on the test. therefore, the teacher needs to carry out the stages

of correcting the mistakes in the writing. The findings revealed that some teachers made improvements to the test in terms of writing as the results of the interview below

Teacher 2 (NR.2)

"...even if there is a revision, it's just about writing..."

Teacher 6 (NR. 6)

"...for daily tests it's usually not but for end-of-semester exams it's usually done. The corrections were made to items that had errors in writing or grammatical errors..."

b. Language Use

In preparing the test, it is necessary to pay attention to the use of correct language. The forms of question questions must be thought about and pondered properly and correctly because this greatly affects the quality of the questions made. Language concerns the determination of word forms, diction, sentence effectiveness, and the use of proper spelling.

Teacher 3 (NR.3)

"...Revised, when there are questions that are not appropriate then they are replaced with new questions. Usually, revisions are made to change the use of language, the command sentences for questions..."

Teacher 5 (NR.5)

"...This is done before the questions are distributed to make sure whether the sentences are correct and the questions are easy to understand..."

Teacher 8 (NR.8)

"...Sometimes it is done if the question is at a difficult level. Usually carried out in terms of language. Do not let the language of the questions make students confused to work on these questions.

Teacher 9 (NR.9)

"...Yes, it is done especially for HOTS questions that require students' high level of reasoning so that they need to be revised again if they find sentences that are difficult for students to understand. For example, if I give questions to class A, then there are questions whose sentences are not understood by many students, so the questions are replaced with new questions..."

c. Dictators Answer

The construction of the item consists of two parts, namely the subject matter and alternative answers. Alternative answers also consist of two parts, namely the answer key and the distractor.

Teacher 1 (NR. 1)

"...Yes, I did a revision related to language, the choice of distractor answers if the questions are in the form of multiple choices, and the main questions..."

Teacher 7 (NR.7)

"...it's been done but rarely done because of limited time. Fixing tests are usually carried out in relation to the answer choices because the multiple choice questions must be considered for the distractor's answers. So, if there is a distractor that is not right then a replacement is made.

d. Number of Questions

Teacher 4 (NR. 4)

"...Yes, if there is input when it is checked by the vice principal in the field of curriculum, revisions will be made regarding the language and the number of questions..."

The results of the interview above illustrate that teachers revised the test related to writing errors, the use of language in the question sentences, the distractor's answers that were not appropriate, and the number of questions. Revisions are only made on tests for final semester tests.

7. Assembling Test

After all the items are analyzed and corrected, the next step is to assemble the items into a single test unit. All of the items are arranged carefully to form an integrated test item as the result of the following interview

Teacher 1 (NR.1)

"...arranged into a single unit. Then the order starts from the easiest to the most difficult questions..."

Teacher 2 (NR.2)

"...after being corrected, we select the appropriate question items and then put them together..."

Teacher 3 (NR.3)

“...to assemble questions, the location of the arrangement is corrected, for example, multiple choice questions are placed at the earliest after the essay to make it easier for students not to spend a lot of time with essay questions that require a high level of analysis...”

Teacher 4 (NR.4)

“...The questions were arranged according to the level of questions, usually I put the easy questions first...”

Teacher 5 (NR.5)

“...after being revised, there were a number of questions that were omitted so they were rearranged and then re-sorted into one unit...”

Teacher 6 (NR.6)

“...directly may be arranged into a single unit of questions...”

Teacher 7 (NR.7)

“...sorted according to the level of difficulty, for example the contents of the problem material about short stories or short dialogues, are placed at the beginning of the problem so that students are not surprised or panicked because it took too long to read the first problem. so usually, questions with short material, I put them at the beginning...”

Teacher 8 (NR.8)

“...yes, the items are assembled into one form of questions and then given to students...”

Teacher 9 (NR.9)

“...if I immediately arrange it into a unified form then give it to the students...”

Based on the results of the interviews above, the researcher can be concluded that after going through improvements, the tests are assembled into a single unit where the distribution of questions becomes the teacher's concern. The questions that have a low level of difficulty should be placed at the beginning of the test, while questions with a high level of difficulty should be placed at the end of the test. This is intended to provide notification so that test takers are more encouraged to work on all the items.

8. Interpreting Test Result (*Scoring*)

Scoring is the process of changing the answers to test questions into numbers or it can be called an act of assessing the answers given by students in a learning achievement test. There are three components that need to be considered in scoring, namely scoring guidelines (scoring rubrics), answer keys and scoring keys. Some teachers explain that giving scores to student answers depends on the type of test because different types mean different ways of scoring. The teacher used an assessment guide according to what subskills will be measured. The following are the results of teacher interviews regarding the scoring of student answers on the tests carried out.

a. Develop Self-Assessment Guidelines

The findings of this study indicate that in interpreting student test results, teachers are guided by an assessment rubric developed by them themselves as the results of the following interviews

Teacher 7 (NR. 7)

“...there is a self-developed rubric...”

Teacher 4 (NR.4)

“...There is a rubric, but sometimes it's difficult, so I make my own, a simple rubric, for example, one correct point gets that many, and so on. Actually, in assessing not only in terms of knowledge, there is also an assessment of attitudes and behaviour as well as practice in class. And it's all graded...”

Teacher 9 (NR.9)

“...When it comes to essays for reading, there is a rubric that I follow. I develop it myself...”

b. Depending on Types of Tests

From the findings, it is indicated that some teachers give scores depending on the type of test given because each type of test has different assessment steps as the results of the following interview.

Teacher 1 (NR. 1)

“...If the multiple choice test is a form of scoring based on the average answer results, each correct test item is worth one point. For essays you can distinguish the score for each item, for multiple choice, the scores for all items are average, a correct score is one, an incorrect value is zero. students only choose which answer is correct, so when the wrong answer is chosen, there is no basis for giving policy automatically. In contrast to essays, where there is still a policy if the answer is close to correct. So, the essay test has a percentage level of truth, there is a policy basis for giving grades...”

Teacher 3 (NR.3)

“...Depends on the assessment indicators (achievement). For example, students are able to name the most answers or are close to correct, so the point is high. When measuring reading skills, there is a rubric. So I made a rubric depending on the type of question. For multiple choice questions, the scoring is rather easy. Meanwhile, essay questions depend on the level of difficulty, if the questions are difficult and answered perfectly, of course, you will get the highest points, and vice versa.”

Teacher 6 (NR.6)

“...It can be seen from the type of test, there is a LOTS level, which means the score is rather low. For HOTS questions, the score is rather high because the questions are more difficult. Because I often use true or false questions, the assessment if it is correct is given one point, if it is wrong, it is zero...”

c. Combination

Combination in the scoring is giving a score by adding the test score to the student's attitude value in the class and then averaging it. Based on the findings some of the teachers gave scores not only from the score of test but also the score of attitudes was considered. The following is the result of the interview.

Teacher 2 (NR.2)

“...Actually, I more often take the daily value. For example, the value of students' attitude. Because if we just want to assess English language skills, to be honest, students are still very far from expectations, so I look at the daily scores. To determine the scoring, I use the scoring rubric for the essay test. I developed the rubric myself. So, you could say that it is

subjective so that the answer that is closest to the correct one must have a high point...”

Teacher 8 (NR.8)

“...The value from the test results is combined with the daily value then divided into two. That's the result...”

Teacher 5 (NR.5)

“...To measure reading mastery can be seen from the assessment guidelines. For example, there is an indicator in terms of structure. There is a rubric, but I rarely make it, I even make it when a supervisor comes to check. So, I am based on the feeling (belief) that this student gets a lot, and that student gets a lot. Apart from that, you can also see it from their daily values, their activeness...”

B. Discussion

In this section the researcher describes the interpretation of the findings that have been analyzed and associated with relevant theories to support the data obtained from the research results. This study focuses on describing the English teacher's steps in constructing a reading test.

The results of the study were obtained from interview data conducted on December 5th, 2022 to December 9th, 2022 in several Madrasah Aliyah at Binuang, West Sulawesi. A total of 9 informants who were English teachers from different Madrasah Aliyah were interviewed regarding the construction process and design of good reading tests. Based on the results, the following description is obtained.

1. Planning

The first stage in constructing a reading test is preparing a test plan. according to Green (2017), the planning stage is the earliest stage in compiling a test where the teacher determines the purpose of the test and compiles a table of test specifications.

a. Determining the objectives of test

Defining specific test objectives is very important in the planning stage of this test because each type of test has a different purpose. According to Beri (2000:84) objectives provide a scientific basis for planning and preparing tests. So, the test designer needs to know as specifically as possible what he or she actually wants to test.

Based on the results of this study it appears that all teachers know, understand, and determine the purpose of the test. In determining the purpose of the test, the teachers have two ways, namely adapting the curriculum and developing it based on student needs. There are seven teachers who set test objectives based on basic competencies, achievement indicators in the curriculum and learning objectives. Based on this, the adoption of the curriculum as a reference in determining the purpose of the test indicates that the test to be carried out aims to measure students' ability to master learning materials in accordance with basic competencies and indicators of achievement of basic competencies in the curriculum. This is supported by Sewagegn (2020), the formulation of test objectives refers to the learning implementation plan (RPP) that has been prepared. The learning implementation plan (RPP) generally contains learning objectives, materials according to basic competencies (KD) being taught, and indicators of achievement of basic competencies. Meanwhile, there were two other teachers determining test objectives based on students' needs. This indicates that the teachers choose to use a diagnostic test whose purpose is to analyze the needs and weaknesses of students in a lesson.

b. Preparing and Compiling Table of Specification of Test

After determining the purpose of the test, the teachers compile a specification table. The specification table or question grid is a matrix-shaped format that contains information that can be used as a guide in writing or compiling questions. The grids are arranged according to the intended use of the test. Grid preparation is an important step that must be done before writing questions. As Haladyna & Rodriguez (2013: 40) stated that the specification table is a very important guiding tool for test creation and the basis for content-related validity evidence.

Based on the results of the study show that eight of the English teachers in Binuang plan, know and compile specification tables and there is teacher who did not make a specification table because she thought it was not important and did not have much time to make it. However, it is important to specify tables to ensure that the test the teacher creates will be able to measure a representative sample of the objectives and content areas that need to be tested. As stated by Jabu (2008:77) that specification is a blueprint that must be followed by tests and writing questions and is also important in establishing the construct validity of the test.

1) The Components in the Table of Specification Test

The findings show that the information contained in the specifications table for each teacher is different. According to Suwanto, (2017: 128), the components in the grid vary depending on the purpose of the test. Some of the information contained in the specifications table prepared by the teacher, namely basic competencies, indicators of competency achievement, class, material, question indicators, stimulus,

form of questions, cognitive level, number of questions and level of difficulty.

The explanation above is consistent with Sudijono (2016:73) states that the specification table component consists of an identity component and a matrix component. The identity component is placed above the matrix component. The identity component includes the type/level of school, study program/major, subjects, school year, reference curriculum, time allocation, number of questions, and form of questions. The matrix component contains basic competencies taken from the curriculum, classes and semesters, materials, indicators, cognitive level and question numbers.

2) Compiling the Table of Specification

The findings show that teachers have two ways of compiling specification tables, namely adapting from the curriculum and developing and formulating their own according to student needs. Adaptation means that the teacher takes some information from the curriculum such as basic competencies, achievement indicators, material, cognitive level, stimulus, etc. into a test specification. This is in line with the opinion by Chibuikwe (2022:74), in compiling table specifications the teacher must be guided by the contents of the curriculum, followed by learning outcomes/objectives, followed by Bloom's taxonomy along with its levels and weights while still paying attention to the content and learning outcomes, followed by teaching methods that are appropriate to the content, learning outcomes, weight and time spent on the topic, assessment plan, considering content, learning outcomes, weight and time spent on teaching. Furthermore, Azuru (2015) added that there is a close relationship between an assessment and specification test.

The results of the study found that there were teachers who compiled a table of test specifications based on students' needs. This is caused by the teacher's concern for students' abilities which is still very low so that they make and develop their own specification tables and only adjust them to the material that has been taught. According to Barnes, et al (2013) revealed that there is indeed a tendency for teachers to make test specifications not based on objectives and learning materials in the curriculum

2. Writing test Item

The writing test item is a step to describe the indicators into questions whose characteristics are in accordance with the details of competency standards and basic competencies on the grid that has been prepared. According to Eko (2016), writing the items is done carefully so that the overall test can be of good quality. Based on research findings, they were found that some teachers write test items according to the type of test used. If the test is in the form of multiple choice then the main question (stem) and answer choices need to be formulated clearly and firmly. If the test is in the form of an essay test, then the formulation of the test items is carried out by compiling questions that require descriptive answers or subjective answers. Besides that, in compiling test items, the teacher also pays attention to the cognitive level used in formulating questions. The findings explain that teachers are more dominant in using lower order thinking skills in compiling questions than higher order thinking skills.

The command sentences for the questions are arranged in a clear, firm manner and do not cause double perceptions in students, are kept simple, use question words/orders and are adapted to the problem model. If it is a multiple choice question, pay attention to deceptive answer choices. If the form of the test is a description, then the imperative sentence should expect an unraveled answer.

In addition, the researcher also asked about the most frequently used form of test in measuring students' reading ability. The result show that only two teachers chose the form of multiple choice questions on the grounds that it had become a stipulation from the school while the other six teachers chose the essay form and only one teacher chose to use true or false test form. This show that teachers prefer to use the essay form because essays are also considered more capable of exporting more in-depth answers from students. This is supported by Tozoglu, et all (2004), students believe that essay exams reflect students' knowledge much better than multiple choice.

In addition, the findings also reveal that multiple choice answers are very easy for students to guess. This is confirmed by Freahat & Smadi, (2014), argues that most MCQs do not involve higher thinking skills and include the potential for guessing (sometimes just by chance) the correct option reduces validity and reliability of the overall test.

3. Reviewing the Test

Reviewing tests is an important part of constructing tests. In this stage, the teachers conduct a qualitative validation test to determine the quality of the test that has been made. According to Thuy (2020), validity is a complex criterion in testing and is an important issue in testing. In addition, Tosuncuoglu (2018) suggests that a test can be said to be valid if the test is deemed capable of measuring what it should measure. This means that the test is not valid for its design purposes, the score does not mean what it should. A valid language test as a tool for measuring language proficiency focuses its measurement on the test taker's language ability, not other knowledge.

Based on the results of this study, it indicated that most of the teachers did not do the validity test. They reason that they don't have much time and it's

complicated. However, several other teachers believed that the questions made had valid content. That is, the questions are made based on the basic competencies in the syllabus. According to Coombe et al, (2012), stated that the test will have content validity if the test material truly represents the learning material provided. So, content validity is the validity seen from the content of the test itself as a measuring tool for learning outcomes, namely the extent to which the results of the learning test, the contents can represent the entire material or teaching materials that should be tested.

4. Field the Test

The trial aims to test whether the test that has been made can function properly as expected. Testing is also to improve or select good questions to serve as the final form in accordance with the purpose of developing the test. According to Brown (2004), the purpose of the trial was to identify the level of difficulty of the items, the distinguishing power of the items, determine the appropriate time allocation, and the reliability of the items. However, based on the results of this study show that there were no teachers who carried out trials on the grounds that they did not have time, they were only based on daily assessments so trials did not need to be carried out, teachers difficult to do, and they believed that the questions could be understood by students without having to be tested because the questions based on the material that has been given and not far from the grid that was made before.

5. Analysis the Items

Item analysis is the next step after getting the results of the test trials. In analyzing the items, there are four analyzes of the tests made, namely the validity test, the reliability test, the level of difficulty test and the level of discrimination test. Analyzing the level of difficulty of the items means examining the items in

terms of their difficulty so that items that fall into the easy, medium and difficult categories can be obtained. As Bagiyono (2017:3) stated that the level of difficulty of the items is obtained from the ability or ability of the students to answer these items, not from the teacher's point of view in carrying out the analysis during the preparation of the questions.

Based on the results of the study, it was found that all teachers did not carry out the difficulty level test for several reasons, namely limited time (not much time), the teacher had difficulty dividing the time, the teacher's belief that the questions given were questions taken from material that has been taught to students so that students would understand and not consider difficult or too easy, limited knowledge, no pressure from the school, and consider the questions made refer to the grid so that the questions given are not too difficult and not too easy.

Furthermore, in item analysis, the test carried out is the level of discrimination test. According to Flucher & Davidson (2007: 31), stated that the discriminatory power of test items is the amount of ability of test items to distinguish good test takers from those who are less intelligent.

The findings show that all teachers did not carry out the discriminating power test for several reasons, namely the teacher was only guided by daily assessments so that they did not need a discriminating power level test, according to some teachers, the discriminating power level test did not need to be carried out because the questions were made based on the material that had been taught. Discriminatory tests were also not carried out because the teacher did not take much time, and was complicated to do.

6. Fixing the Test

At the revision stage, the findings showed that the English teacher revised the questions related to writing errors, the use of language in interrogative

sentences, answer choices and the number of questions. Revision is only carried out at the end of the semester even though the revision stage is an important stage in improving the test before it is used as Suwanto (2017) states that at this stage questions that are still considered not good in terms of language, writing errors, and inappropriate multiple choice answer alternatives must be through repair before use. Revisions can be made by eliminating questions that are considered inappropriate or replacing them and setting aside these questions if they do not meet the desired question criteria.

According to Tamba (2021: 56) states that the preparation of tests must consider material, construct, and linguistic aspects. Material aspects include the representation of the material being tested, the accuracy of the questions with indicators, and the homogeneity of the aspects being tested. The construct is related to the clarity, effectiveness, and firmness of the subject matter, the length of the questions, and the order of the choices of questions (options). Language involves determining tenses, diction, sentence effectiveness, and using the right spelling. Language use is one of the elements of fixing that the teachers do on the tests that have been made. The use of appropriate and correct language will greatly affect the quality of answers from students. This is supported by Wardhani et al, (2020), language errors have a significant communication effect because students find it difficult to understand the meaning of the questions.

7. Assembling Test

After the test has been reviewed and corrected, the next step is to arrange the test items into one unit test. The findings show that the teacher in assembling the test pays attention to the order of the test items. The order of the test items greatly influences the validity and reliability of the test as revealed by Rahman (2020), the distribution of questions greatly influences the validity and reliability

tests. The English teachers at Binuang assembles the test by paying attention to the order of the item questions. Questions with a low level of difficulty are placed at the beginning of the test, while questions with a high level of difficulty are placed at the end of the test. This is intended to make it easy for test takers to be more motivated to work on all the questions.

8. Interpreting Test Result (Scoring)

Scoring is the process of converting the answers to test questions into numbers or it can be called the act of assessing the answers given by students in a learning achievement test. There are three components that need to be considered in scoring, namely scoring guidelines (scoring rubric), answer keys and scoring keys. According to Chowdhury (2018: 62) states that assessment guidelines or rubrics can be used to state standards, instructional objectives, and targets for the type of performance that students must be able to achieve when completing a test. The teacher uses a rubric or scoring guide to give grades based on the criteria/competencies to be achieved.

The findings show that in giving scores, there are teachers who develop self-assessment guidelines or rubrics according to the purpose of the test and the type of test. In line with this, Chowdhury (2018) add that teachers can construct various rubric models and use rubrics in their classes for different purposes; however, the rubric is not suitable for all types of tests, so each teacher has a different rubric format according to the type of test and the purpose of the test. In addition, the findings also show that some teachers combine daily value such as attitude and behaviour scores with test scores.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter certainly provides conclusion and suggestion based on the findings toward the data analysis. The conclusion deals with the summary of the data analysis concerning on the findings and discussion. Meanwhile, the suggestion refers to couple of ideas related to this research that writer contributes to this study.

A. Conclusion

Based on the findings in the previous chapter about relating the teachers' steps in constructing reading tests, the researcher concluded that the teachers did 6 steps, those steps are planning stage, writing items, review, fixing the items, assembling the test and scoring. First, in the planning stage there are two steps that should be considered by the teacher, they are determining the purpose of the test and preparing a table of specifications. There are two ways in determining the objectives and compiling the table of specification, namely adopting the curriculum and developing and formulating their own test objectives based on student needs. Then the information included in the specification table, were basic competence, competency achievement indicators, class, material, question indicators, stimulus, question form, cognitive level, and question number.

Second, in writing items, there are two steps, namely preparing test items and preparing test instructions. In preparing test items, the teachers adjust to the test types. Each test has different way of constructing it. Whereas in the preparing of the test instructions, the teacher pays attention to suitability the test content and the question indicators, the instruction sentences must be clear, easy to understand and simple. Third, in the review stage, the teachers only conduct content and face validation tests. Fourth, in the fixing stage, teachers revised the test related to

writing errors, the use of language in the question sentences, the distractor's answers that were not appropriate, and the number of questions.

Fifth, in assembling stage, the questions are distributed based on the level of difficulty. If there are questions that are easy to put at the very beginning, while questions with a high level are placed at the end and in the final stage, scoring, the teachers give scores based on self-developed assessment guidelines, depending on the types of tests and integrating or combination.

B. Suggestion

This study offers some recommendations for the practice of English language testing, especially in constructing a reading test. First, teachers should aware of the importance of table specification in constructing reading tests. The specification table is made to ensure that the assessment tools (tests and non-tests) prepared do not deviate from the learning objectives (achievements) that have been formulated.

Second, for more valuable questions, it is recommended for teachers to create high level of comprehension questions by not using the exact words on questions. That is because high level of comprehension questions train students to think critically of what they have read.

For the future research, it would be very interesting to see and test the quality of reading tests that adopt the reading test construction model by English teachers in Binuang. In addition, future researchers are also advised to see how many teachers take the reading test construction model from the results of this study.

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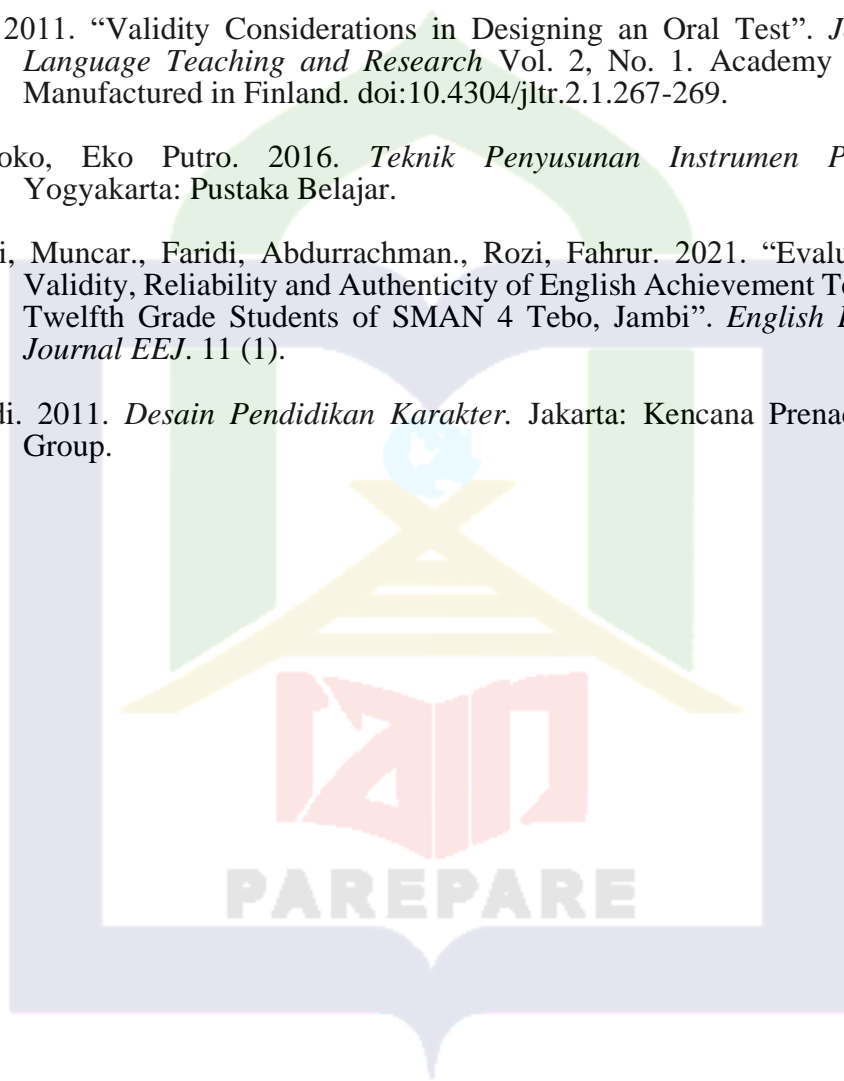
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APPENDICES



Appendix 1. Recommendation Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCASARJANA**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-928 /In.39/PPs.05/11/2022
Sifat : -
Lampiran : -
Hal : Izin Melaksanakan Penelitian

29 November 2022

Yth. Bapak Bupati Polewali Mandar
Cq. Badan Kesatuan Bangsa dan Politik
(KESBANGPOL)

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Program Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : FADHILA SANTRI
NIM : 2020203879102002
Program Studi : Tadris Bahasa Inggris
Judul Tesis : Reading Test Construction Of EFL Teachers In Islamic Senior High Schools At Binuang, West Sulawesi.

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Desember** Tahun **2022** Sampai Selesai.

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.



Darmawati, S.Ag., M.Pd
19720703 199803 2 001



PEMERINTAH KABUPATEN POLEWALI MANDAR
**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/0788/IPL/DPMPTSP/XII/2022

- Dasar : 1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan :
- a. Surat Permohonan Sdr FADHILAH SANTRI
- b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0788/Kesbangpol/B.1/410.7/XII/2022, Tgl.1-12-2022

MEMBERIKAN IZIN

Kepada : **Nama** : FADHILAH SANTRI
NIM/NIDN/NIP/NPn : 2020203879102002
Asal Perguruan Tinggi : IAIN PAREPARE
Fakultas : -
Jurusan : S2 TADRIS BAHASA INGGRIS
Alamat : BATETANGGA KEC. BINUANG
KAB. POLEWALI MANDAR

Untuk melakukan Penelitian di Madrasah Aliyah di Kec. Binuang Kabupaten Polewali Mandar yang dilaksanakan pada bulan Desember 2022 sampai selesai dengan proposal berjudul "READING TEST CONSTRUCTION OF EFL TEACHERS IN ISLAMIC SENIOR HIGH SCHOOLS AT BINUANG WEST SULAWESI"

Adapun Izin Penelitian ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari Izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin Penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin Penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
pada Tanggal, 1 Desember 2022



**KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**

Dr. MUJAHIDIN, M.Si

Pangkat : Pembina Utama Muda
NIP : 19660606 199803 1 014

Tembusan:

1. Unsur Forkopinda di tempat

Appendix 2. Research Finished Letter



**YAYASAN
PEMBERDAYAAN DAN PENGEMBANGAN FITRAH INSANI (YP2FI)
MADRASAH ALIYAH IZZATUL MA'ARIF TAPPINA
TAHUN PELAJARAN 2022-2023**

Alamat: Jl.Poros-Pinrang KM 11Tappina Desa Mirring Kec.Binuang Kab. Polman No Hp 082346162197

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

NOMOR : B-157/MA.31.03/022/PP.00.6/12/2022

Yang bertanda Tangan dibawah ini :

Nama : Lukman, S.Ag
Nip : 197008022014111005
Pangkat/Gol : Penata muda III/b
Jabatan : Kepala Madrasah
Tempat tugas : MA Izzatul Ma'arif Tappina
Alamat : Silopo
Menyatakan Bahwa dengan Sesungguhnya :
Nama : FADHILAH SANTRI
NIM/NIDN : 2020203879102002
Fakultas : -
Jurusan : S2 Tadris Bahasa Inggris
Perguruan Tinggi : IAIN PAREPARE
Alamat : Batetangga Kec. Binuang

Yang tersebut namanya diatas benar telah melakukan penelitian di Madrasah Aliyah Izzatul Ma'arif Tappina Kabupaten Polewali Mandar. Sesuai Dengan Judul proposal yang telah dibuat.

Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



مؤسسة حارسه الغفاري



**MA PROGRAM KEAGAMAAN AL-RISALAH BATETANGNGA
KEC. BINUANG KAB. POLEWALI MANDAR
PROV. SULAWESI BARAT**



Jl. Poros Permandian Biru, Salusoang Desa Batetangnga Kec. Binuang Kab. Polman Prov. Sulawesi Barat
Kode Pos : 91312 Telp. 0823-9456-7588 email : yyharisahalgifary@gmail.com. website : www.alrisalahbatetangnga.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor: 129/MA PK.31.03.028/PP.00.06/XII/2022

Yang bertanda tangan dibawah ini :

Nama : MUHAMMAD ALI, S.Ag
Jabatan : Kepala Madrasah
Tempat tugas : MA PK Al-Risalah Batetangnga
Alamat : Batetangnga

Menyatakan bahwa dengan sesungguhnya :

Nama : FADHILAH SANTRI
NIM/NIDN : 2020203879102002
Fakultas : -
Jurusan : S2 Tadris Bahasa Inggris
Perguruan Tinggi : IAIN Parepare
Alamat : Batetangnga Kec. Binuang

Yang tersebut namanya diatas benar telah melakukan penelitian di MA PK Al-Risalah Batetangnga Kabupaten Polewali Mandar. Sesuai dengan judul proposal yang telah dibuat.

Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Batetangnga, 19 Desember 2022



Kepala Madrasah

MUHAMMAD ALI, S.Ag



PONDOK PESANTREN DARUD DA'WAH WAL-IRSYAD (DDI) AL-IHSAN KANANG
MADRASAH ALIYAH
KABUPATEN POLEWALI MANDAR

ALAMAT: Kanang, Desa Batetanqqa Kec. Binuang Kab. Polewali Mandar Prov. SULBAR Phone (0428) 2410256-2410084

SURAT KETERANGAN

Nomor: B-0135/MA.31.03.005/PP.00.6/12/2022

Yang bertandatangan dibawah ini Kepala Madrasah Aliyah DDI Kanang Kabupaten Polewali Mandar Provinsi Sulawesi Barat menerangkan bahwa:

Nama : FADHILAH SANTRI
NIM : 2020203879102002
Jenis Kelamin : PEREMPUAN
Instansi/Pekerjaan : IAIN PAREPARE
Fakultas : -
Jurusan/Prodi : S2 TADRIS BAHASA INGGRIS

Benar telah melakukan penelitian di Madrasah Aliyah DDI Kanang Kabupaten Polewali Mandar, Berlangsung Pada Bulan Desember 2022 sampai selesai dengan judul:

“READING TEST CONSTRUCTION OF EFL TEACHERS IN ISLAMIC SENIOR HIGH SCHOOLS AT BINUANG WEST SULAWESI”

Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

19 Desember 2022
Kepala Madrasah,

Dr. STAMBUDDIN, MM.
NIP. 196912312000031011



**YAYASAN AL-NADHLAH SULAWESI BARAT
MADRASAH ALIYAH MA'ARIF SARAMPU
KECAMATAN BINUANG KABUPATEN POLEWALI MANDAR
PROVINSI SULAWESI BARAT**

Alamat: Masjid Al Ma'arif Sarampu Kec. Binuang Kab. Polewali Mandar Kode Pos 91312

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : B-095/MA.31.03.017/PP.006/12/2022

Yang bertanda tangan di bawah ini :

Nama : MARYAM, S.Kom
NIP : -
Pangkat/Gol : Penata III/c
Jabatan : Kepala Madrasah
Tempat Tugas : MA Ma'arif Sarampu
Alamat : Jl. A. Latanratu Lantora Kec. Polewali

Menyatakan dengan sesungguhnya bahwa,

Nama : FADHILAH SANTRI
NIPM/NIDN : 2020203879102002
Fakultas : -
Jurusan : S2 Tadris Bahasa Inggris
Perguruan Tinggi : IAIN PAREPARE
Alamat : Batetangnga Kec. Binuang Kab. Polewali Mandar

Yang tersebut namanya di atas benar telah melaksanakan penelitian di Madrasah kami sesuai judul proposal yang dibuat.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



09 Desember 2022

Ket. Madrasah,

MARYAM, S.Kom



**YAYASAN PENDIDIKAN AL-QASIMIYAH
MADRASAH ALIYAH MA'ARIF QASIMIYAH
TONYAMAN
KABUPATEN POLEWALI MANDAR**

Alamat : Jln. Salumandalan No. 52 Tonyaman Kec. Binuang Kab. Polman Kode Pos 91312

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
NOMOR : B – 065/MA.31.03.007/ PP.00.6/12/2022

Yang bertanda tangan di bawah ini:

nama : Kaharuddin, S.Ag.,M.Pd.I
NIP : 19721231 200604 1 005
Pangkat/Gol : Penata TK. I/III d
Jabatan : Kepala Madrasah
Tempat Tugas : MA Ma'arif Qasimiyah Tonyaman
Alamat : Tonyaman

Menyatakan dengan sesungguhnya bahwa,

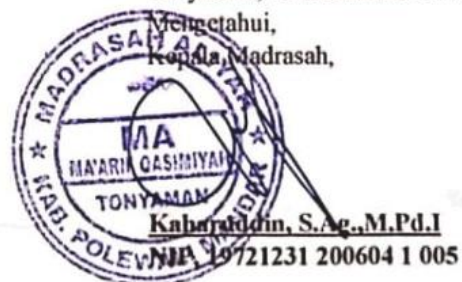
Nama : FADHILAH SANTRI
NIM/NIDN : 2020203879102002
Fakultas : -
Jurusan : S2 Tadris Bahasa Inggris
Perguruan Tinggi : IAIN PAREPARE
Alamat : Batetangga Kec. Binuang Kab. Polewali Mandar

Yang tersebut namanya di atas benar telah melaksanakan pendidikan di Madrasah kami sesuai dengan judul proposal yang telah dibuat.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Tonyaman, 09 Desember 2022

Mengetahui,
Kepala Madrasah,





YAYASAN PENDIDIKAN AL WASILAH LEMO
MADRASAH ALIYAH AL WASILAH LEMO

alamat: Jl. Poros Lemo Baru Desa Kuajang Kecamatan Binaung Kabupaten Polewali Mandar

SURAT KETERANGAN TELAH MENILITI
Nomor : B-003 /MA/31.03.006/PP.06/01/2023

Yang bertanda tangan dibawah ini :

Nama : HAMIDAH, S.Pd.I

Jabatan : Kepala Madrasah

Nama Madrasah : MA Al Wasilah Lemo

Menerangkan dengan sesungguhnya bahwa :

Nama : FADHILAH SANTRI

NIM : 2020203879102002

Asal Perg.Tinggi : IAIN PARE-PARE

Jurusan : S2 Tadris Bahasa Inggris

Fakultas : -

Yang tersebut namanya diatas benar telah melakukan penelitian di MA Al Wasilah Lemo Kabupaten Polewali Mandar. Sesuai dengan judul proposal "*Reading Test Construction Of Efl Teachers In Islamic Senior High School At Binaung West Sulawesi*".

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Kuajang, 13 Januari 2023

Kepala Madrasah



HAMIDAH, S.Pd.I

NIP. 197207062007012025

Appendix 3. Advisor Appointment Letter



**KEPUTUSAN
REKTOR INSTITUT AGAMA ISLAM NEGERI PAREPARE
NOMOR : 346 TAHUN 2022**

**TENTANG
PENUNJUKAN PEMBIMBING UTAMA DAN PENDAMPING TESIS
PASCASARJANA IAIN PAREPARE
DENGAN RAHMAT TUHAN YANG MAHA ESA
REKTOR INSTITUT AGAMA ISLAM NEGERI PAREPARE**

- Menimbang** : 1. Bahwa penulisan tesis merupakan salah satu syarat dalam penyelesaian studi pada jenjang S2 Pascasarjana IAIN Parepare, untuk itu dipandang perlu membuat keputusan tentang penunjukan pembimbing utama dan pendamping Tesis.
2. Bahwa saudara yang tertera namanya dalam surat keputusan ini dipandang cakap/mampu melaksanakan tugas tersebut.
- Mengingat** : 1. Undang-Undang Nomor : 20 Tahun 2003 tentang Sistem Pendidikan Nasional (SISDIKNAS);
2. Peraturan Pemerintah RI Nomor : 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah RI Nomor : 12 Tahun 2012 tentang Perguruan Tinggi;
4. Keputusan Direktur Jenderal Pendidikan Islam No. 1426 Tahun 2014 tentang izin Penyelenggaraan Pascasarjana STAIN Parepare dengan Program Studi Pendidikan Agama Islam.
5. Keputusan Direktur Jenderal Pendidikan Islam No. 961 Tahun 2016 tentang izin Penyelenggaraan Pascasarjana STAIN Parepare dengan Program Studi Ekonomi Syari'ah dan Program Studi Komunikasi dan Penyiaran Islam.
6. Keputusan Direktur Jenderal Pendidikan Islam No. 3576 Tahun 2017 tentang izin Penyelenggaraan Program Studi pada Program Magister Pascasarjana Sekolah Tinggi Agama Islam Negeri Parepare. Prodi Tadris Bahasa Inggris, Pendidikan Bahasa Arab dan Prodi Hukum Keluarga Islam (Ahwal Asy-Syakhsiyah).
7. Peraturan Presiden Nomor 29 Tahun 2018 Tentang Perubahan Bentuk STAIN Parepare Menjadi IAIN Parepare.
8. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare
- Memperhatikan** : Surat pengesahan Daftar Isian Pelaksana Anggaran Nomor : SP DIPA 025.04.2.307381/2020 tanggal 07 Desember 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022.
- MEMUTUSKAN**
- Menetapkan** : a. Surat Keputusan Rektor tentang penunjukan pembimbing utama dan pembimbing pendamping Tesis Pascasarjana IAIN Parepare
b. Menunjuk Saudara: 1. Dr. Zulfah, M.Pd
2. Dr. Magdhalena Tjalla, M.Hum
masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:
Nama Mahasiswa : FADHILAH SANTRI
NIM : 2020203879102002
Program Studi : Tadris Bahasa Inggris
Judul Penelitian : Reading Test Construction Of EFL Teachers In Islamic Senior High Schools At Binuang, West Sulawesi
- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk tesis
d. Segala biaya akibat diterbitkannya Surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare.
e. Surat Keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 6 Oktober 2022

Direktur

Hi. Darmawati



Appendix 4. Abstract Translation Certificate



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA**



Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN

Nomor: B-33/In.39/UPB.10/PP.00.9/01/2023

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.
NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Fadhilah Santri
Nim : 2020203879102002
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 31 Januari 2023 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 31 Januari 2023

Kepala,



Hj. Nurhamdah, M.Pd.
NIP 19731116 199803 2 007

Appendix 5. Interview Guide

INTERVIEW GUIDE

Berikut ini pedoman wawancara secara garis besar yang akan dikembangkan secara lebih mendalam pada saat wawancara dilakukan terhadap informan sehingga diharapkan perolehan informasi yang lengkap, actual dan akurat.

Aspect	Indicator	Questions for Interview
Planning	Determining Objectives of test	<ol style="list-style-type: none"> 1. Apakah anda sebelum membuat tes terlebih dahulu mengetahui betul tujuan dari tes yang dibuat? 2. Bagaimana anda menentukan tujuan tersebut? Apa dasar sehingga anda menetapkan tujuan tersebut?
	Planning and design table of specification	<ol style="list-style-type: none"> 1. Apakah anda menyiapkan dan menyusun kisi kisi tes atau tabel spesifikasi tes sebelum memnuat tes? 2. Informasi apa yang anda masukan dalam tabel spesifikasi tes tersebut? 3. Bagaimana anda menyusun tabel spesifikasi tes tersebut?
Writing test item	Writing Item Test	<ol style="list-style-type: none"> 1. Jenis tes apa yang sering anda gunakan? Dan mengapa? 2. Dalam menyusun tes, tingkatan koginitif apa yang paling sering anda gunakan dalam membuat pertanyaan? 3. Apakah anda mengecek kembali draft tes yang telah dibuat untuk melihat kesalahan dalam tulisan dan soal yang ambigu?
	Prepare Instruction Test	<ol style="list-style-type: none"> 1. Bagaimana anda menyusun kalimat instruksi pada tes yang dibuat?
Review Items	Checking by Experts	<ol style="list-style-type: none"> 1. Apakah anda menelaah kembali soal yang telah anda buat kepada ahli? (mengecek validasi secara kualitatif) 2. Bagaimana anda memastikan soal yang anda buat reliabel? Apakah anda melakukan uji reliabel

		3. Bagaimana anda memastikan soal yang anda buat valid? Apakah anda melakukan uji validitas item?
Administration	Field the Test	4. Apakah anda melakukan ujicoba tes yang telah anda buat sebelumnya?
Item analysis	Tingkatan kesulitan	1. Apakah anda melakukan uji tingkat kesulitan pada tes yang dibuat?
	Daya pembeda	2. Apakah anda melakukan uji daya pembeda pada tes yang dibuat?
Fixing the test	Revision	1. Apakah anda melakukan revisi terhadap soal yang tidak layak berdasarkan uji validasi? 2. Bagaimana cara anda merevisi soal tes tersebut?
Assembly Test	Distribution of Question	1. Apa yang anda lakukan setelah soal yang anda buat direvisi ? 2. Bagaimana cara anda mendistribusikan soal?
	Layout	3. Bagaimana bentuk susunan soal yang anda buat?
Interpreting Test Result	Skoring	1. Bagaimana cara anda memberikan skor atau menentukan hasil skor jawaban siswa?

Modified and Adopted by Suwanto (2017); Sharma (2017); Brown (2004)

Appendix 6. Instrument Validation Sheet

LEMBAR VALIDASI INSTRUMEN

Aspect	Indicator	Questions for Interview
Planning	Menentukan tujuan penilaian/tes	<ol style="list-style-type: none"> 1. Apakah anda sebelum membuat tes terlebih dahulu mengetahui betul tujuan dari tes yang dibuat? 2. Bagaimana anda menentukan tujuan tersebut? apa dasar sehingga anda menetapkan tujuan tersebut?
	Merencanakan dan menyusun tabel spesifikasi	<ol style="list-style-type: none"> 1. Apakah anda menyiapkan dan menyusun kisi kisi tes atau tabel spesifikasi tes sebelum memnuat tes? 2. Informasi apa yang anda masukan dalam tabel spesifikasi tes tersebut? 3. Bagaimana anda menyusun tabel spesifikasi tes tersebut?
Writing test item	Menulis item tes	<ol style="list-style-type: none"> 1. Jenis format tes apa yang sering anda gunakan? Dan mengapa? 2. Dalam menyusun tes, tingkatan berfikir apa yang paling sering anda gunakan dalam membuat pertanyaan? 3. Apakah anda menyusun item tes sesuai dengan tujuan pembelajaran yang ada pada silabus dan RPP? 4. Apakah anda mengecek kembali draft tes yang telah dibuat untuk melihat kesalahan dalam tulisan dan soal yang ambigu?
	Menulis instruksi tes	<ol style="list-style-type: none"> 1. Bagaimana anda menyusun kalimat instruksi pada tes yang dibuat? 2. Bagaimana anda memastikan soal yang anda buat dipahami oleh siswa?
Review Items	Checking by Experts	<ol style="list-style-type: none"> 1. Apakah anda menelaah kembali soal yang telah anda buat kepada ahli? (mengecek validasi secara kualitatif)

		<ol style="list-style-type: none"> 2. Bagaimana anda memastikan soal yang anda buat reliabel? Apakah anda melakukan uji reliabel 3. Bagaimana anda memastikan soal yang anda buat valid? Apakah anda melakukan uji validitas item?
Administration	Menguji coba tes	<ol style="list-style-type: none"> 1. Apakah anda melakukan ujicoba tes yang telah anda buat sebelumnya? 2. Apakah anda melakukan pretest dan posttest?
Item analysis	Tingkatan kesulitan	<ol style="list-style-type: none"> 1. Bagaimana anda memastikan soal yang anda buat tidak terlalu sulit dan tidak terlalu mudah bagi siswa? 2. Apakah anda melakukan uji tingkat kesulitan pada tes yang dibuat?
	Daya pembeda	<ol style="list-style-type: none"> 1. Bagaimana anda memastikan soal yang anda buat mampu membedakan mana siswa yang mampu dan tidak? 2. Apakah anda melakukan uji daya pembeda pada tes yang dibuat?
Fixing the test	Revision	<ol style="list-style-type: none"> 1. Apakah anda melakukan revisi terhadap soal yang tidak layak berdasarkan uji validasi? 2. Bagaimana cara anda merevisi soal tes tersebut?
Assembly Test	Distribution of Questions	<ol style="list-style-type: none"> 1. Apa yang anda lakukan setelah soal yang anda buat direvisi ? 2. Bagaimana cara anda mendistribusikan soal?
	Layout	<ol style="list-style-type: none"> 3. Bagaimana bentuk susunan soal yang anda buat?
Interpreting Test Result	Scoring	<ol style="list-style-type: none"> 1. Bagaimana cara anda memberikan skor atau menentukan hasil skor jawaban siswa?

Saran :

1. Point 1 pada indikator writing item test dihilangkan kata "format"!
2. Point 2 pada indikator writing item test diperjelas maksud "tingkatan berfikir yang mana"!
3. Cantumkan sumber !

Kesimpulan:

Berdasarkan penilaian yang telah dilakukan, panduan wawancara ini dinyatakan:

1. Layak digunakan
2. **Layak digunakan setelah perbaikan**
3. Tidak layak digunakan

Parepare, 23 November 2022

Validator II



(Dr. Zulfah, M.Pd.)

Validator II



(Dr. Magdahalena Tjalla, M.Hum.)



Appendix 7. Transcript of Interview
--

1. The First Research Subject

Hari/tanggal : Senin, 05 Desember 2022
 Waktu : 08.58-09.10
 Lokasi : Ruang Guru MA DDI Kanang
 Narasumber (NR.1) : Rasdiana, S.Pd.
 Pewawancara (PW) : Fadhilah Santri

- PW : Assalamualaikum Ibu. Terimakasih atas waktunya sudah bersedia meluangkan waktu untuk saya. bisa saya mulai yah bu?
- NR : iye sama-sama. Iye bisa dimulai dek
- PW : baik, bisa saya tau nama lengkap ibu?
- NR : Rasdiana, S.Pd.
- PW : oiya baik. Kita masuk ke inti pertanyaan yah kak.. ee dalam membuat tes apakah ibu mengetahui tujuan dari tes itu? Karena kan kita sadari bahwa banyak jenis tes dan itu punya tujuan yang berbeda-beda tergantung apa maksud tes itu diselenggarakan.
- NR : Iya tentu saya tau tujuannya untuk apa tes itu digunakan. Saya menentukan itu sebelum membuat tes
- PW : Bagaimana atau apa dasar sehingga ibu menentukan tujuan dari tes tersebut?
- NR : maksudnya?
- PW : ee maksudnya, atas dasar apa ibu menentukan tujuan tes yang ibu buat tersebut?
- NR : iya, sebelum membuat tes, saya menentukan tujuan tes berdasarkan tujuan pembelajaran, kompetensi dasar dan indikator pencapaian setiap kompetensi dasar
- PW : kalau kisi kisi soal atau table spesifikasi soal, apakah ibu membuat nya sebelum membuat soal?
- NR : iya buat karena eee kan kisi kisi itu merupakan kerangka soal
- PW : baik, ee bagaimana cara ibu membuat tabel spesifikasi soal tersebut?
- NR : Kalau menyusun tabel spesifikasi itu saya mulai dengan menginventarisasi materi yang telah diajarkan dan disesuaikan dengan indikator pencapaian masing-masing kompetensi dasar. Nah, untuk membuat kisi-kisi soal, saya mulai dengan membuat daftar materi, kemudian mengklasifikasikannya berdasarkan kompetensi dasar dan indikator, kemudian menentukan jumlah soal dan jenis tes yang digunakan.
- PW : apakah tabel tersebut ibu cetak atau tidak?

- NR : maksudnya?
- PW : maksud saya, apakah tabel spesifikasi tes yang dibuat selalu dicetak setiap kali membuat tes atau hanya sebatas dipikirkan saja ?
- NR : oiya tentu dicetak dek karena kan itu bagian dari perangkat pembelajaran yah, dan itu juga ee jadi bahan merumuskan pertanyaan pada tes, ee tapi sebenarnya kalau untuk penilaian harian saya tidak buat kisi kisinya hanya pada saat penilaian akhir saja. Karena setiap ada pengawas biasanya meminta itu sebagai ee apalagi namanya ee yah untuk bahan evaluasi kami sebagai guru.
- PW : baik ibu, lanjut, jadi informasi yang ibu masukan selain dari materi, K.D, indikator, apa lagi informasi yang ibu masukan di tabel kisi-kisi tersebut?
- NR : kompetensi dasar, indikator soal, jumlah soal, item, model soal. Biasanya saya membuat soal dengan mencakup lebih dari satu kompetensi dasar...”
- PW : baik ee berarti di kisi kisi disusun tidak jauh dan berangkat dari kompetensi dasar yah?
- NR : baik ee berarti di kisi kisi disusun tidak jauh dan berangkat dari kompetensi dasar yah?
- PW : iya betul. Informasi yang ada dalam kisi-kisi itu K.D, kemudian ada indikator dari masing-masing K.D, indikator yang mau dicapai. Nah dari indikator itu kita jadikan sebagai dasar untuk membuat soal, meramu soal.
- NR : baik, apakah ibu menentukan juga ee kan misalnya kan dalam mendesain soal itu dibuat berdasarkan tingkatan kemampuan berfikir siswa. Ee apakah ibu juga menentukan bahwa soal sekian adalah kemampuan tingkat berfikir C1, atau C2, analisis seperti itu ibu? Apa ini ada di table spesifikasi atau tidak ibu masukan?
- PW : iya ada, soalnya kan ada beberapa macam, ada soal HOTS yang memerlukan tingkat analisa berfikir tinggi, ada soal yang tingkatannya sedang yaitu MOTS, dan ada juga yang agak mudah soalnya yaitu LOTS.
- NR : oiiya.. kemudian ee dalam menyusun item pertanyaan untuk soal reading itu ee jenis pengetahuan apa yang paling sering ibu gunakan? Lebih ke analisis kah atau lebih ke pengetahuan kah?
- PW : Ada beberapa macam soal yang saya buat, ada soal HOTS yang membutuhkan analisis berpikir tingkat tinggi, ada soal dengan tingkat rendah (MOTS), dan ada juga yang agak mudah (LOTS).
- NR : bagaimana cara ibu menyusun butir pertanyaan dalam tes reading?
- PW : kemudian, apa jenis tes reading yang paling sering ibu gunakan? Dan mengapa?
- NR : Multiple Choice karena dalam bentuk bacaan. Sehingga dengan adanya teks tersebut, maka dari bacaan tersebut mereka diminta untuk menentukan ide pokok atau menentukan jenis teks dengan pilihan

jawaban yang menyesatkan sehingga siswa dapat menganalisis jawaban mana yang benar berdasarkan bacaan tersebut.

- PW : Bagaimana ibu menyusun item pertanyaan untuk reading?
- NR : Karena saya menggunakan multiple choice maka yang pertama dilakukan adalah menyusun pertanyaan utama dan stimulusnya berupa bacaan atau dialog atau huruf kemudian menentukan jawaban (kunci jawaban) yang paling benar dan menyertakan beberapa pilihan jawaban distraktor. Soal dibuat berdasarkan indikator soal kemudian dari indikator tersebut kemudian disusun menjadi soal yang sesuai dengan kompetensi dasar.
- PW : Apakah ibu melakukan pengecekan kembali item pertanyaan/soal yang ibu buat untuk melihat apakah kira-kira ada kesalahan baik itu dalam penulisan atau soal yang ambigu karena kan tadi ibu bilang ibu menggunakan multiple choice
- NR : Iya saya cek kembali draft tesnya
- PW : kemudian, bagaimana ibu menyusun kalimat instruksi dalam soal?
- NR : Saya memberikan instruksi secara lisan dan tertulis. Jadi, saya menuliskan petunjuknya di bagian paling atas lembar soal dan saya juga menjelaskan cara kerjanya secara lisan sebelum siswa mulai bekerja. Misalnya, untuk pilihan ganda, ada bacaan yang soalnya dua atau empat angka, maka diberikan instruksi untuk bacaan ini untuk soal nomor 1, 2, 3, 4. Hal ini membantu siswa menggunakan waktunya lebih efektif selama ujian.
- PW : Apakah ibu mengecek validasi oleh ahli?
- NR : hanya didiskusikan dengan sesama guru.
- PW : Lalu bagaimana ibu memastikan bahwa soal yang ibu buat valid
- NR : Kita sebagai guru mengetahui bagaimana kondisi dan kemampuan anak didik kita dilihat dari nilai harian untuk mengukur pemahaman siswa terhadap capaian K.D dan lain-lain yang menjadi faktor kemampuan mereka. Selain itu tes dibuat berdasarkan materi yang telah diajarkan karena dalam pembuatan tes mengacu pada tujuan instruksional yaitu penjabaran kompetensi dasar dalam kurikulum.
- PW : Baik.. ee kemudian apakah ibu melakukan ujicoba tes yang telah dibuat?
- NR : Tidak
- PW : Ee kenapa itu bu?
- NR : karena sebelumnya ada penilaian harian dan tentunya hasilnya bisa mengukur sejauh mana kemampuan masing-masing siswa di kelas. Siswa memiliki tingkat kemampuan yang berbeda-beda, ada yang memiliki kemampuan tinggi dalam mencerna, ada yang sedang dan ada yang masih sangat tertinggal. Jadi di situlah kita sampai pada kesimpulan

- PW : oiya baik, selanjutnya, jika demikian artinya ibu juga tidak melakukan uji tingkat kesulitan soal yah?
- NR : Tidak, hanya berdiskusi dengan dewan guru tentang penilaian. Banyak sekali soal yang dibuat-buat, sehingga sulit dan memakan waktu lama untuk menguji tingkat kesulitan tiap butir soal.
- PW : baik, selanjutnya apakah ibu juga menguji tingkat pembeda soal?
- NR : Maksudnya
- PW : kan sebelumnya ibu mengatakan anak-anak memiliki tingkat kemampuan yang berbeda-beda nah untuk membuat tes yang valid tentu saja tes tersebut mampu membedakan antara siswa yang berkemampuan tinggi dengan siswa yang berkemampuan rendah. Bagaimana ibu memastikan soal yang ibu buat mampu membedakan kedua hal itu?
- NR : Ya, saya hanya melihatnya dari penilaian harian. karena sudah bisa dilihat saat penilaian harian dan hasil nanti dari ulangan. Tentunya kita bisa membedakan mana siswa yang belajar dengan benar dan mana yang tidak
- PW : ee baik. Kalau editing atau revisi soal, pernah dilakukan?
- NR : Ya, saya revisi. Biasa soal bahasanya, pilihan pengecoh jawaban jika soal berbentuk pilihan ganda, dan pokok soal
- PW : Baik.. lalu, bagaimana ibu merakit soal yang telah dibuat?
Ee saya susun jadi satu kemudian itu ee urutannya dimulai dari soal yang paling mudah hingga yang paling sulit
- NR : Baik.. lanjut.. ee tapi ee kalau untuk penilaian harian, untuk skill reading, bagaimana bentuk penilaian yang ibu gunakan
- PW : ee kalau K.D yang untuk reading umumnya saya lebih menguji siswa secara verbal, tanpa melalui tes tulis. Nanti pada saat penilaian akhir semester baru menggunakan soal bentuk multiple choice karena kita di MA Kanang difasilitasi ee computer jadi ujiannya system online.
- NR : terus untuk penilaian harian itu, seperti apa bentuk penilaian reading yang ibu maksudkan secara verbal?
- PW : ee anak-anak diminta berhadapan, atau membaca teks berbahasa inggris di depan kelas. Biasa juga dengan menulis teks.
- NR : Lalu untuk tes tulis bu, bagaimana ibu memberikan skoring pada hasil jawaban siswa?
- PW : ee karena saya gunakan tes pilihan ganda jadi bentuk penskorannya berdasarkan rata-rata hasil jawaban, jadi setiap butir tes yang benar bernilai satu poin. Untuk esai kan bisa dibedakan skor untuk setiap item, untuk pilihan ganda, skor untuk semua item adalah rata, skor yang benar adalah satu, nilai yang salah adalah nol. siswa hanya memilih jawaban mana yang benar, sehingga ketika jawaban yang salah dipilih, tidak ada dasar untuk memberikan kebijakan secara otomatis. Berbeda dengan esai, dimana masih ada kebijakan jika jawabannya mendekati benar.

Jadi, tes esai itu ada persentase tingkat kebenarannya, ada dasar kebijakan pemberian nilai.

NR : Oiyee baik. Kalau begitu terimakasih atas waktunya ibu

PW : Iyee sama sama dek.

2. The Second Research Subject

Hari/tanggal : Senin, 05 Desember 2022

Waktu : 09.38-10.15

Lokasi : MA DDI Kanang

Narasumber (NR.2) : Muflihatul Ula, S.S

Pewawancara (PW) : Fadhilah Santri

PW : Assalamualaikum Ibu. Terimakasih atas waktunya kak. Siapa nama lengkap ta kak?

NR : iye sama-sama. Muflihatul Ula, S.S

PW : Oke kita mulai yah kak. kalau untuk evaluasi anak-anak sering ki buat tes? Tes tulis

NR : ee tes? Ee jarang sebenarnya nanti pada saat UAS saja

PW : Kalau untuk soal UAS, kita lebih dominan masukan skill apa?

NR : Ee reading

PW : Oke baik. Lalu apakah kita tau tau tujuan tes sebelum membuat tes?

NR : iya

PW : Lalu ee atas dasar apa ibu menentukan tujuan tes yang ibu buat tersebut?

NR : Saya tentukan sesuai dengan tujuan tes tersebut akan digunakan. Jujur saja, saya tidak mengacu pada silabus dalam pengajaran artinya membuat tes saya hanya berdasarkan kebutuhan dan kondisi siswa. Karena di sini masih banyak siswa yang kemampuannya sangat rendah, jadi saya tidak ingin memaksa siswa untuk memenuhi standar pencapaian dalam kurikulum karena jujur siswa masih sangat perlu diajarkan dasar-dasar bahasa Inggris.

PW : Tapi kalau kisi kisi soal atau table spesifikasi soal buat ki?

NR : iya ada tapi tidak berdasar K.D dan silabus

PW : baik, ee bagaimana cara ta buat tabel spesifikasi itu?

NR : sesuai materi kemudian setelah ini menentukan bentuk soal dan nomornya

PW : Terus..ee informasi apa saja yang kita masukan di tabel kisi-kisi?

NR : Ee model soal ee bentuk soal materi dan jumlah soal

PW : jenis tes apa yang paling sering kita buat untuk reading?

- NR : Saya sering menggunakan esai daripada pilihan ganda karena pilihan ganda terlalu mudah. Dalam bentuk esai, siswa dapat mengeksplorasi banyak jawaban. Saya mengajar untuk lebih fokus membaca dan berbicara sehingga bentuk esai menurut saya cocok
- PW : nah dalam menyusun pertanyaan kan ada tuh namanya tingkatan berfikir C1 pengetahuan. C2 pemahaman, C3 aplikasi, nah kita dominan dalam menyusun item tes reading itu lebih ke yang mana?
- NR : Tingkat berpikir yang sering saya gunakan tingkat analisis (C4) karena lebih relevan saat mengukur bacaan daripada hanya memahami dan mengetahui.
- PW : Lalu bagaimana cara ta menyusun butir pertanyaan dalam tes reading?
- NR : Eee dibuat sesuai kebutuhan saja. Kalau esai kan biasanya ada teksnya jadi diminta siswa untuk identifikasi atau mencari informasi tertentu dari teks itu. Jadi menyesuaikan teks dengan soalnya
- PW : apakah dalam melakukan dan menyusun item pertanyaan itu kita melakukan pengecekan kembali?
- NR : Draf soal saya cek kembali, apakah sudah sesuai dengan kemampuan siswa dan materi yang dipelajari
- PW : Baik lalu bagaimana ki susun kalimat instruksi dalam soal yang kita buat?
- NR : Sebelum diberikan tes, siswa diinstruksikan terlebih dahulu bagaimana cara mengerjakan tes sampai siswa benar-benar mengerti secara lisan oleh saya, kalimatnya harus jelas
- PW : Apakah kita lakukan telaah pada soal ta? Maksudnya uji validasi oleh ahli ki?
- NR : Tidak
- PW : jadi soal yang kita buat tidak kita uji coba dulu?
- NR : Tidak ee langsung dikasih anak anak
- PW : lalu bagaimana kita pastikan bahwa soal yang kita buat itu mampu membedakan mana siswa yang benar-benar belajar dan mana siswa yang tidak?
- NR : karena soal-soal itu diambil dari materi yang telah diajarkan, jadi tentu jika siswa sudah mempelajari dan mempelajari materi tersebut pasti akan bisa menjawab soal tersebut, berbeda dengan yang tidak belajar tentunya hasilnya berbeda
- PW : oke dari apa yang kita sampaikan saya simpulkan kita berarti tidak melakukan uji reliabilitas, daya pembeda dan ee tingkat kesulitan?
- NR : Iya tidak
- PW : Lalu bagaimana ki memastikan bahwa soal yang kita buat tidak terlalu sulit dan tidak terlalu mudah?

- NR : ee kan saya menganggap semua soal itu dari materi yang sudah dipelajari ji siswa sehingga kalau belajar pasti bisa na jawab, tapi kalau tidak, soalnya tidak relevan. Soal harus relevan dengan materi yang telah diajarkan
- PW : Baik.. ee lakukan ki revisi kembali?
- NR : walaupun ada revisi, tinggal penulisan saja
- PW : Bagaimana cara ta merakit soal? Apa yang kita pertimbangkan? Apakah dari segi urutan soal?
- NR : setelah dikoreksi, kita pilih item pertanyaan yang sesuai dan kemudian digabungkan
- PW : baik, bagaimana cara ta memberikan skor untuk soal reading?
- NR : Sebenarnya saya lebih sering mengambil nilai harian. Misalnya, nilai sikap siswa. Karena jika kita hanya ingin menilai kemampuan bahasa Inggris, jujur siswa masih sangat jauh dari harapan, jadi saya melihat nilai harian. Untuk menentukan penskoran, saya menggunakan rubrik penskoran untuk tes esai. Saya mengembangkan rubrik sendiri. Jadi, bisa dibilang subjektif sehingga jawaban yang paling mendekati benar pasti mendapat poin tinggi
- PW : oke cukup kak, terimakasih banyak waktunya
- NR : bah sama-sama dek

3. The Third Research Subject

Hari/tanggal : Selasa, 06 Desember 2022
 Waktu : 08.42-09-56
 Lokasi : MA Ma' Arif Sarampu
 Narasumber (NR.3) : Sakia Darajatun, S.S.
 Pewawancara (PW) : Fadhilah Santri

- PW : AssalamuAlaikum kak, terimakasih waktu ta kak
- NR : waalaikumsalam. Iye sama-sama
- PW : siapa nama lengkap ta kak?
- NR : Sakiah Darajatun, S.S
- PW : oke baik, jadi kak saya izin mau tanya-tanya ki tentang cara ta membuat tes, jadi penelitian saya tentang proses guru dalam mendesain tes reading sebenarnya
- NR : Oiye silahkan
- PW : Apakah kita tau tujuan tes yang kita buat?
- NR : Ya, saya tahu. tujuan pembelajaran dalam kurikulum kan digunakan sebagai tujuan tes. Misalnya kompetensi dasar memahami bacaan teks naratif, tujuan tes itu untuk dapat mengukur keberhasilan dan

kemampuan siswa dalam memahami bacaan teks naratif. Begitulah cara saya mendefinisikan tujuan tes. Intinya tidak jauh berbeda lah dengan kurikulum

- PW : Ee kalau kisi kisi soal atau table spesifikasi soal buat ki?
- NR : iya ada saya buat
- PW : baik, ee bagaimana cara ta buat tabel spesifikasi itu?
- NR : mulai dari merumuskan materi, setelah itu menjabarkan K.D menjadi pertanyaan indikator dan menganalisis K.D berdasarkan level kognitif
- PW : lalu informasi apa saja yang kita masukan di tabel kisi-kisi?
- NR : K.D, materi, kemudian indikator soal, item, tingkat kognitif, nomor soal
- PW : Lalu jenis tes apa yang paling sering kita buat?
- NR : kalau kemarin penilaian akhir semester kita di sini pakai gabungan pilihan ganda dan essai. Pilihan ganda 25 nomor, kalau essai 10 nomor.
- PW : Itu ditentukan dari sekolah yah?
- NR : Iya betul
- PW : Terus untuk reading, jenis tesnya bagaimana?
- NR : Ee kalau reading, tesnya berbentuk esai, misalnya tentang cerita pendek, maka kita sajikan teksnya
- PW : Alasannya memilih essai?
- NR : karena agak ribet dalam membuat soal pilihan ganda karena panjang dan memakan waktu lama
- PW : baik, lalu kak tingkat kognitif apa yang paling sering kita gunakan? Misal soal yang kita buat itu lebih kemana? Soal HOTS kah atau LOTS?
- NR : Saya lebih mengacu pada LOTS daripada HOTS
- PW : Itu kenapa kak?
- NR : karena ketika buat soal HOTS saya ambil dari buku pelajaran karena soal HOTS itu butuh kreativitas guru yang tinggi, sedangkan LOTS mudah sekali dibuat
- PW : apakah dalam melakukan dan menyusun item pertanyaan itu kita melakukan pengecekan kembali?
- NR : harus dicek lagi untuk memastikan kalimat pertanyaannya jelas, kosakata yang tidak sesuai dan kalimat janggal yang harus dihindari
- PW : ee lalu bagaimana cara ta menyusun instruksi dalam soal yang kita buat?
- NR : Tentunya harus dirumuskan secara jelas dan tegas, serta tidak menimbulkan persepsi ganda pada siswa. Karena saya menggunakan tes

essay, kalimat petunjuk tes harus menggunakan kata tanya yang menuntut jawaban terurai, bukan memilih

- PW : Oiyaa lalu apakah kita menelaah soal ta maksudnya kita uji validasi ahli?
- NR : Jarang, palingan hanya didiskusikan saja dengan guru
- PW : Jadi tes yang kita buat tidak diujicoabakan dulu?
- NR : tidak juga, cuman ituji, kalau ada anak-anak yang tidak tuntas saya berikan remedial sekali, jadi saya buat soal lagi yang baru. Tapi kalau masih belum selesai yah saya tidak kasih remedial lagi karena tidak ada waktu untuk buat soal lagi.
- PW : Apakah kita uji daya pembeda soal?
- NR : Tidak
- PW : baik, bagaimana cara ta tau bahwa soal yang kita buat punya nilai pembeda, maksudnya dalam arti soal itu bisa na bedakan mana siswa yang belajar dan tidak?
- NR : Saya hanya melihat nilai siswa. Pertanyaan itu ada target pencapaiannya kan? Jika siswa memenuhi prestasi tersebut, berarti siswa tersebut benar-benar paham dan jika tidak memenuhinya, bisa menjadi indikasi tidak belajar...”
- PW : baik, tapi ada juga soal yang bisa jadi soal itu terlalu sulit bagi anak-anak dan bisa jadi terlalu mudah bagi anak anak. Bagaimana cara ta memastikan bahwa soal itu tidak terlalu mudah dan tidak terlalu sulit sehingga jawaban yang diberikan siswa itu mampu merepresentasikan kemampuan siswa yang sesungguhnya
- NR : ee saya buat soal kan dari materi yang sudah diajarkan dan tugas-tugas yang mereka pernah kerjakan jadi tentu bisa najawab jika memang mereka betul betul memperhatikan materi dan tugas yang diberikan
- PW : Lalu bagaimana ki memastikan bahwa soal yang kita buat tidak terlalu sulit dan tidak terlalu mudah?
- NR : Saya membuat soal dari materi yang telah diajarkan dan dari tugas yang telah dikerjakan siswa sehingga tentunya siswa akan menjawab soal dengan benar jika benar-benar memperhatikan materi dan tugas yang diberikan
- PW : Baik.. ee lakukan ki revisi kembali?
- NR : Revisi, kalau ada soal yang tidak sesuai toh diganti dengan soal baru. Biasanya dari bahasanya kah, kalimat perintah untuk pertanyaan kah begitu
- PW : Bagaimana cara ta merakit soal?
- NR : untuk merangkai soal, letak susunannya dikoreksi, misalnya soal pilihan ganda ditempatkan paling awal setelah essay supaya memudahkan siswa agar tidak menghabiskan banyak waktu dengan soal essay yang membutuhkan tingkat analisis yang tinggi.

- PW : baik, bagaimana cara ta memberikan skor untuk soal reading?
- NR : tergantung dari indikator penilaian, misalnya jawabannya mendekati sempurna, dia mampu menyebutkan 3 berarti pointnya dapat tinggi. Begitulah.
- PW : Eee
- NR : Maksudnya tergantung indikator penilaian. Misalnya, siswa mampu menyebutkan jawaban terbanyak atau mendekati benar, maka poinnya tinggi. Saat mengukur keterampilan membaca, ada rubrik. Jadi saya buat rubrik tergantung jenis soalnya. Untuk soal pilihan ganda, penilaiannya agak mudah. Sedangkan soal esai tergantung tingkat kesulitannya, jika soalnya sulit dan dijawab dengan sempurna tentunya akan mendapatkan poin tertinggi, begitu juga sebaliknya.



Appendix 8. Documentation Data

A. Table of Specification by teacher 6 (NR.6)

KISI-KISI SOAL PENILAIAN AKHIR SEMESTER (PAS)
SEMESTER GANJIL TP. 2022/2023

Nama Madrasah : MA Izzatul Ma'arif Tappina
Mata Pelajaran : Sastra Inggris
Kelas/Semester : XI Ganjil
Jumlah Soal : 15 Nomor
Bentuk Soal : Essay Test

No	Kompetensi Dasar	Kelas/Semester	Materi	Indikator Pencapaian Kompetensi	Indikator Soal	Nomor Soal	Bentuk Soal
1	Membedakan fungsi social, struktur teks, dan unsur kebahasaan Reading Text dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai isi teks.	XI/Ganjil	Reading Teks	Mengidentifikasi stuktur teks Reading Text dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai isi teks.	Disajikan sebuah Reading Text siswa mampu mengidentifikasi pernyataan benar salah yang tepat dari sebuah bacaan.	1, 2, 3, 4, 5	Isian
2	Membedakan fungsi social, struktur teks, dan unsur kebahasaan Reading Text dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai isi teks.	XI/Ganjil	Reading Teks	Mengidentifikasi stuktur teks Reading Text dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai isi teks.	Disajikan sebuah Reading Text siswa dapat mengidentifikasi informasi tertentu dari sebuah teks bacaan dengan tepat	6, 7, 8, 9, 10	Essay

Noted: Based on the documentation data above prove that teacher 6 (NR.6) includes information on basic competencies, classes, materials, competency achievement indicators, question indicators, question numbers, question forms.

B. Table Specification by Teacher 3

KISI-KISI SOAL PENILAIAN AKHIR SEMESTER GANJIL
TAHUN PELAJARAN 2022/2023

SATUAN PENDIDIKAN : MA MA'ARIF SARAMPU
KELAS/PROGRAM : XI/IPS
DARAJATUN, SS
MATA PELAJARAN : BAHASA INGGRIS

SEMESTER/TAHUN PELAJARAN : GANJIL/2022-2023
NAMA GURU : SAKIAH
NIP : -

NO	KOMPETENSI DASAR	MATERI POKOK	INDIKATOR	BOBOT SOAL	BENTUK SOAL	NOMOR SOAL
3	3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/temat kerja sesuai dengan konteks penggunaannya.	Teks undangan	Disajikan sebuah teks undangan DINNER PARTY, siswa dapat menentukan jawaban pertanyaan tentang informasi tertentu dengan menggunakan kata tanya 'who' (siapa)	Sedang	Essai	15
			Disajikan sebuah teks undangan DINNER PARTY, siswa dapat menentukan jawaban pertanyaan tentang informasi tertentu dengan menggunakan kata tanya 'when'	Sedang	Essai	16
			Disajikan sebuah teks undangan DINNER PARTY, siswa dapat menentukan jawaban pertanyaan tentang persamaan kata. (Misal apa persamaan kata <i>invite, venue, attend</i> dan sebagainya)	Sedang	Essai	17
			Disajikan sebuah teks undangan DINNER PARTY, siswa dapat menentukan jawaban pertanyaan tentang hal tertentu dengan menggunakan kata tanya 'WHERE'	Sedang	Essai	18
			Disajikan sebuah teks undangan DINNER PARTY tahun, siswa dapat menentukan jawaban pertanyaan tentang hal tertentu dengan menggunakan kata tanya 'WHAT TIME'	Sedang	Essai	19
			Disajikan sebuah teks undangan DINNER	Sedang	Essai	20

Noted:

Based on the data obtained from teacher 3 (NR.3) above show that the components in the specifications table at MA Ma'Arif Sarampu consist of basic competencies, subject matter, indicators, item level, question forms and question numbers.

C. Table of Specification by Teacher 4

Satuan Pendidikan : MA ALWASILAH LEMO Semester : GANJIL
 Mata Pelajaran : BAHASA INGGRIS Tahun Pelajaran : 2022-2023
 Kelas : XII


Kompetensi Dasar	Indikator Pencapaian KD	Materi	Indikator Soal	Stimulus	Nomor Soal	Bentuk Soal	Level Kognitif	Tingkat Kesukaran		
								M	SD	S
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa dan responnya, sesuai dengan konteks penggunaannya	3.1.1 Menemukan informasi tersurat dalam teks prosedur sederhana berbentuk resep.	May I Help You ?	Disajikan beberapa pertanyaan mengenai cara menawarkan bantuan secara baik dan benar.	Short Dialog	1_8			v		
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya	3.4.1 Menielaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item 3.4.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item.	Why Don't You Visit Seattle?	Disajikan beberapa pertanyaan yang memiliki gramatical errors pada kalimatnya dan meminta siswa untuk menentukan kosakata yang sesuai dengan kalimat yang ada	Sentences	9_18	PG	C1	v		

Noted: The grid table or specifications table above is an elaboration matrix and identity components regarding the final semester assessment of English in class XII at MA Al-Wasilah Lemo. The data documentation of test specifications table above shows that the components in the specifications table consist of basic competencies, indicators of achievement of basic competencies, material, item indicators, stimulus, item number, question form, cognitive level, and item difficulty level.

D. Table of Test Specifications by Teacher 9 (NR.9)

KISI-KISI SOAL UJIAN SEMESTER GANJIL
 BAHASA INGGRIS KELAS X
 TAHUN PELAJARAN 2022-2023

NO	KOMPETENSI DASAR	MATERI	INDIKATOR SOAL	BENTUK SOAL	LEVEL KOGNITIF	NO SOAL
1	3.1	Letter	Disajikan dalam bentuk teks Letter siswa dapat menjawab soal dimana penulis dan keluarganya tinggal	uraian	LOTS	1
			Disajikan dalam bentuk teks Letter siswa dapat menjawab soal apa pekerjaan ibu dari penulis surat	Uraian	LOTS	2
2	3.2	Announcement	Disajikan dalam bentuk teks Announcement siswa dapat menjawab soalsiapa yang menulis announcement	uraian	LOTS	1
			Disajikan dalam bentuk teks announcement siswa dapat menjawab soal berapa kali siswa ikut dalam kegiatan yang dimaksud	Uraian	MOTS	2
			Disajikan dalam bentuk teks announcement siswa dapat menjawab soal kapan kegiatan itu mulai dilaksanakan	Uraian	MOTS	3

Guru Bahasa Inggris

 SYARIFUDDIN.SS

Noted: the table format of the test specifications by teacher 9 (NR.9) above consists of several components namely, number, basic competencies, material or content of test, questions indicators, question form, cognitive level, number of questions.

E. Multiple Choice Test by Teacher 7

My grandmother is a very gentle, loving and kind person. She is tall and thin. She never raised her voice to anyone. She looks after me when mom and dad go to work. My mother and father get money for our lives.

So even though I spent time with Grandma, I really loved her. Grandma likes to tell stories before going to bed. She usually talks about my grandfather too. He died. My dear grandmother always said good things about him. She once told me that my grandfather was the best person he had ever met.

1. The writer tells about?
 - a. Grandparents
 - b. His grandfather
 - c. His grandmother

Noted: The documentation data above illustrates an example of multiple choice questions made by teacher 7 (NR7), which consists of a stimulus in the form of reading, subject matter (stem) and answer choices. Among the answer choices given, there is one answer that is the most correct answer.

F. True/ False Question by Teacher 6

YOU CAN SEE THE MOON FROM HERE

One day, a tourist wanted to take pictures of the "MONUMEN NASIONAL". He was only a kilometer away and could already see the top of the monument from where he was standing.

Since it was very hot outside, he decided to take a becak. The becak driver wanted three hundred rupiahs for the ride. The tourist though this was too much and said, "That's too much!" he pointed to the top of the monument and added, "You can already see it from here".

"Yes sir", the becak driver replied, "You can see it from here all right, but you can also see the moon from here".

Question

True or False

1. The story takes place in Jakarta (.....)
2. The tourist probably had a camera with him. (.....)
3. The tourist just wanted to see the Monumen Nasional. (.....)
4. It was probably not raining out. (.....)
5. The tourist pointed at the becak driver. (.....)

Researcher Note: the documentation data above is an example of true/false questions made by teacher 6 (NR.6) where the questions on the questions are arranged in the form of statements not questions. The statements are prepared based on the reading text above.

G. Essay Test Question by Teacher 4 (NR.4)

Question for number 9-14

Cita has won the first winner of the story telling competition in her school. Her best friend congratulated her.

Ditto : Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well.

Cita : Thanks, Ditto.

Ditto : I heard that you will be the representative of our school in the story telling competition of our regency. Is it true?

Cita : Yes, you're right.

Ditto : I hope you will win as well in the next competition.

Cita : I hope so. But I'm nervous.

Ditto : Don't worry, you're a very good story teller. Good luck.

Cita : Thanks. I'll do my best. Wish me luck.

9. What good news about Dita does Ditto know?
10. What does Ditto say to Dita related to the news?
11. What do the expressions mean?
12. What is Ditto's purpose of saying that to Dita?
13. How does Dita respond to what Ditto says?
14. When do you think you will say 'congratulations' to other people?
15. Please write down 5 vocabularies about adjective!

Noted: The documentation data above is an example of short essay questions made by teacher 4 (NR.4), where the questions given are questions related to the reading above.

H. Essay Test by Teacher 9



TAHUN PELAJARAN 2022/2023
MADRASAH ALIYAH IZZATUL MA'ARIF TAPPINA
KEMENTERIAN AGAMA KABUPATEN POLEWALI MANDAR

Mata Pelajaran	: Bahasa Inggris	Waktu	: 90 menit
Kelas/Semester	: X IPA, IPS/Ganjil	Hari/Tanggal	: -

A. This text is for questions 1 - 3

Umbrella Street no. 101
Georgia

2nd March 2019

Dear Mawar,

I would like to introduce as your pen pal. I am fifteen years old and have just graduated from Green Hill Junior high School. Before entering high school, I studied for eight years at elementary and junior high school. I will start at high in a few months.

My interest, beside my studies, are music and sport, especially swimming and ice skating. You know, my mother is a national swimmer and my father is a dentist. My little brother is also very good at swimming and skiing. All of us love snow activities. I am enclosing photographs of myself and my family, I hope you like them.

Well it's all for now

1. Where do the sender and his/her family live?
2. What does the sender's mother do?

Noted: The documentation data above is an example of an essay question made by teacher 9 (NR.9) where the formulation of essay questions must use five question words or commands that require an unraveled answer as in the result of interview

I. Display of Multiple Choice Question and its' Instructions by Teacher 1 (NR.1)

The following text is for question no. 22 to 26

The Surabaya police have arrested a man, identified only as MN, for allegedly buying a baby via Instagram.

MN was arrested at his house on Jl. Karah in Jambangan district in Surabaya, East Java, on Sunday. He was found to have paid some Rp. 3.8 million (US\$250) for a baby boy when he was only three days old.

22. What is the purpose of the text?

- a. To inform the readers about arrested man for buying a baby.
- b. To apply for a job
- c. To explain a cases
- d. To persuade the reader
- e. To describe an event

Noted: The documentation above is data from examples of reading questions made by teacher 1 where in compiling test instructions adjusted to the type of test used.

J. Display of Essay Test Question and it's Instruction by Teacher 8 (NR.8)

Read the text and answer the following questions !

My house is only a five minute-walk from school. It's not very big, but very cosy and quiet. This is the place where we can relax and find our own space, in our home. We really enjoy our relaxing time from the preasure of school and work.

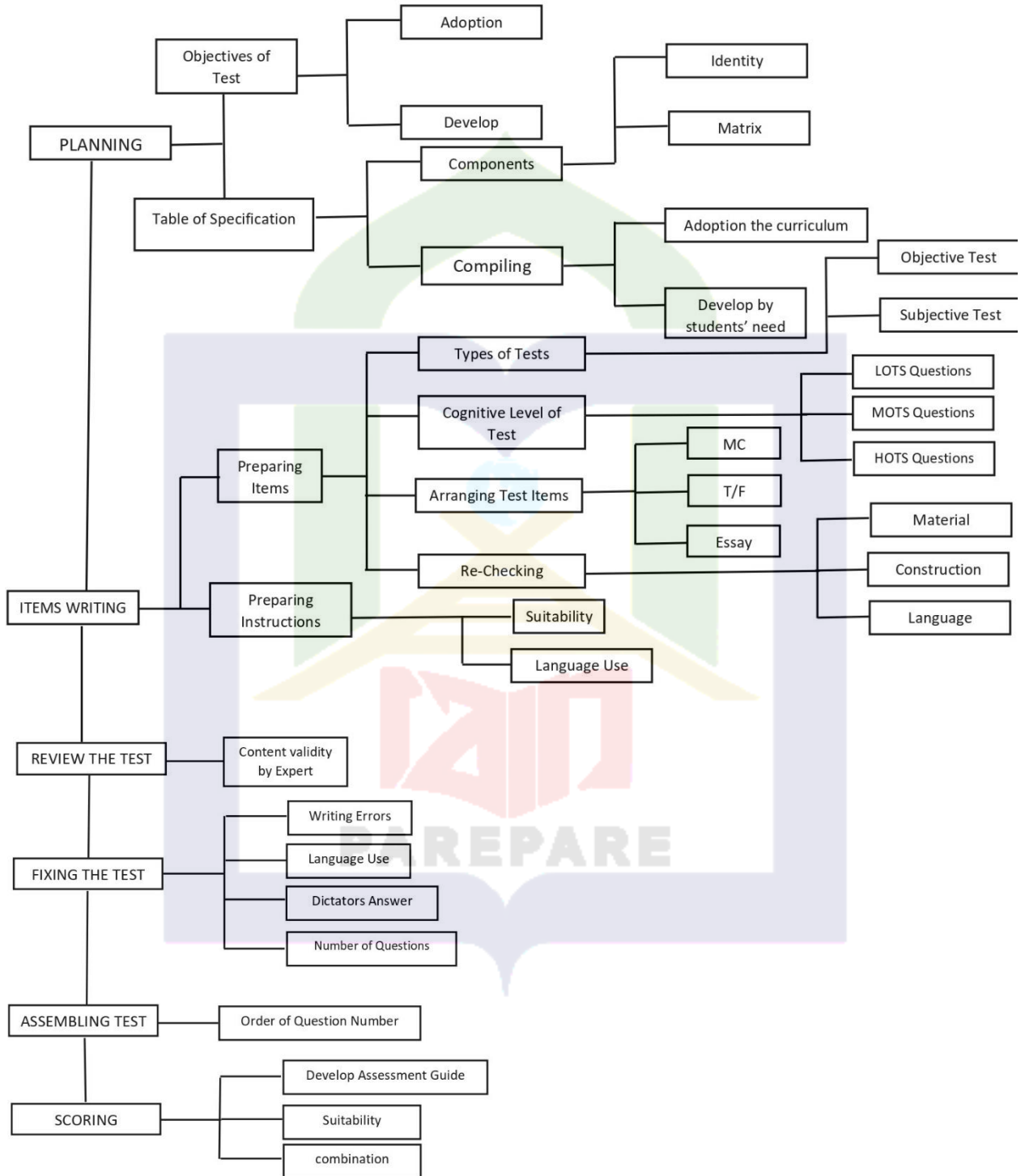
Noted: The documentation data above shows that the essay questions contain question commands. The instructions for the questions show that the instructions for the questions are made clear, firm and easily understood by students.

K. The Expert Question Review by Teacher 4

TELAAH SOAL MA Al-Wasilah Lemo						
Mata Pelajaran : Bahasa Inggris						
Jumlah Soal : 6						
NO	ASPEK YANG DITELAAH	NOMOR SOAL				
A. Materi						
1	Soal sesuai dengan indikator					
2	Batasan pertanyaan dan jawaban yang diharapkan sudah sesuai					
3	Materi yang ditanyakan sudah sesuai					
4	Isi materi sesuai dengan jenjang/tingkatan kelas					
B. Konstruksi						
5	Menggunakan kata tanya atau perintah yang menuntut jawaban uraian					
6	Ada petunjuk jelas tentang cara mengerjakan soal					
7	Ada pedoman penskoran					
8	Tabel, gambar, grafik, peta, atau yang sejenisnya disajikan dengan jelas dan terbaca					
C. Bahasa/Budaya						
9	Menggunakan bahasa komunikatif					
10	Menggunakan bahasa Indonesia yang baku					
11	Tidak menggunakan kata/ungkapan dengan penafsiran ganda					
12	Tidak menggunakan kata/ungkapan bahasa setempat					
13	Tidak menggunakan kata/ungkapan yang menyinggung perasaan atau berbau SARRA					
						2023
						Penelaah
						NIP

Researcher Noted: the documentation data above shows the question card by the teacher 4 which was tested for validation in terms of language, construction and material by experts

Appendix 9. Classification Schema of The Process Constructing Reading Test



Appendix 10. Interview Teachers' Statement Letter

BERITA ACARA INTERVIEW

Pada hari..Senin.., tanggal..05.., bulan Desember..., tahun 2022, dengan ini menerangkan bahwa yang bertanda tangan di bawah ini:

Nama : Fadhilah Santri
NIM : 2020203879102002
Program Studi : Pascasarjana/ Tadris Bahasa Inggris

Telah melakukan interview dengan:

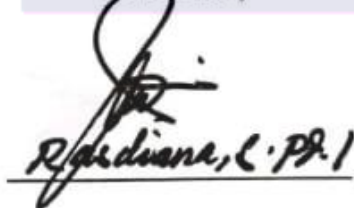
Informan/Guru : Rasdiana, S.Pd.1
Sekolah : MA DDI KANANG
Jabatan : GURU BAHASA INGGRES
Tgl/ waktu : 05 / 12 / 2022 / 08.58 - 09.10

Dalam rangka melaksanakan studi untuk mengumpulkan data-data yang dianggap perlu dan dibutuhkan dalam penyusunan tugas akhir tesis dengan judul "*Reading Test Construction of Efl Teachers in Islamic Senior High School at Binuang, West Sulawesi*".

Polewali, 05 Desember, 2022

Informan,

Pewawancara,


Rasdiana, S.Pd.1


FADHILAH SANTRI

BERITA ACARA INTERVIEW

Pada hari..Senin.., tanggal..05.., bulan ..desember... , tahun 2022, dengan ini menerangkan bahwa yang bertanda tangan di bawah ini:

Nama : Fadhilah Santri
 NIM : 2020203879102002
 Program Studi : Pascasarjana/ Tadris Bahasa Inggris


Telah melakukan interview dengan:

Informan/Guru : Muflihatul ula, S.S.
 Sekolah : MA DDI Panang
 Jabatan : GURU BAHASA INGGRIS
 Tgl/ waktu : 05 Desember 2022 / 09.30 - 10.15


Dalam rangka melaksanakan studi untuk mengumpulkan data-data yang dianggap perlu dan dibutuhkan dalam penyusunan tugas akhir tesis dengan judul "*Reading Test Construction of Efl Teachers in Islamic Senior High School at Binuang, West Sulawesi*".

PAREPARE Polewali, 05 desember, 2022

Informan,


MUFILHATUL ULA S.S

Pewawancara,


FADHILAH SANTRI

BERITA ACARA INTERVIEW

Pada hari Selasa, tanggal 06, bulan Desember, tahun 2022, dengan ini menerangkan bahwa yang bertanda tangan di bawah ini:

Nama : Fadhilah Santri
 NIM : 2020203879102002
 Program Studi : Pascasarjana/ Tadris Bahasa Inggris

Telah melakukan interview dengan:

Informan/Guru : Sakiah Darajatun, SS
 Sekolah : MA MA'ALIE SARAMPO
 Jabatan : GURU BAHASA INGGRIS
 Tgl/ waktu : 09 Desember 2022 / 10.30 - 11.25

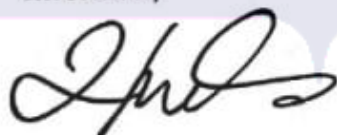
Dalam rangka melaksanakan studi untuk mengumpulkan data-data yang dianggap perlu dan dibutuhkan dalam penyusunan tugas akhir tesis dengan judul "*Reading Test Construction of Efl Teachers in Islamic Senior High School at Binuang, West Sulawesi*".

PAREPARE

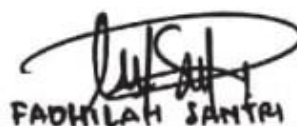
Polewali, 06 Desember, 2022

Informan,

Pewawancara,



SAKIAH DARAJATUN, SS



FADHILAH SANTRI

BERITA ACARA INTERVIEW

Pada hari Selasa, tanggal 06, bulan Desember, tahun 2022, dengan ini menerangkan bahwa yang bertanda tangan di bawah ini:

Nama : Fadhilah Santri
NIM : 2020203879102002
Program Studi : Pascasarjana/ Tadris Bahasa Inggris

Telah melakukan interview dengan:

Informan/Guru : Hasni Kadir, S.pd
Sekolah : MA AL-WASILAH LEMO
Jabatan : GURU BAHASA INGGRIS
Tgl/ waktu : 06 des 2022 / 08.42-09.56

Dalam rangka melaksanakan studi untuk mengumpulkan data-data yang dianggap perlu dan dibutuhkan dalam penyusunan tugas akhir tesis dengan judul "*Reading Test Construction of Efl Teachers in Islamic Senior High School at Binuang, West Sulawesi*".

Polewali, 06 desember, 2022

Informan,



HASNI KADIR, S.pd

Pewawancara,



FADHILAH SANTRI

BERITA ACARA INTERVIEW

Pada hari Paku..., tanggal 07., bulan Desember..., tahun 2022, dengan ini menerangkan bahwa yang bertanda tangan di bawah ini:

Nama : Fadhilah Santri
NIM : 2020203879102002
Program Studi : Pascasarjana/ Tadris Bahasa Inggris

Telah melakukan interview dengan:

Informan/Guru : Rahmawati, S.pd
Sekolah : MA Ma'arif Qasimiyah Toriyaman
Jabatan : Guru BAHASA INGERIS
Tgl/ waktu : 07-12-2022 / 08.30 - 09.45

Dalam rangka melaksanakan studi untuk mengumpulkan data-data yang dianggap perlu dan dibutuhkan dalam penyusunan tugas akhir tesis dengan judul "*Reading Test Construction of Efl Teachers in Islamic Senior High School at Binuang, West Sulawesi*".

Polewali, 07 desember, 2022

Informan,



RAHMAWATI, S.pd

Pewawancara,



FADHILAH SANTRI

BERITA ACARA INTERVIEW

Pada hari Pabu..., tanggal 07..., bulan desember..., tahun 2022, dengan ini menerangkan bahwa yang bertanda tangan di bawah ini:

Nama : Fadhilah Santri
 NIM : 2020203879102002
 Program Studi : Pascasarjana/ Tadris Bahasa Inggris

Telah melakukan interview dengan:


Informan/Guru : Riska Andayani, S.pd
 Sekolah : MA Ma'arif Tappina
 Jabatan : Guru Bhs Inggris
 Tgl/ waktu : 07 Desember 2022/ 10.54-11.58

Dalam rangka melaksanakan studi untuk mengumpulkan data-data yang dianggap perlu dan dibutuhkan dalam penyusunan tugas akhir tesis dengan judul "*Reading Test Construction of Efl Teachers in Islamic Senior High School at Bimuang, West Sulawesi*".

Polewali, 07 desember 2022

Informan,

Pewawancara,


RISKA ANDAYANI, S.Pd


FADHILAH SANTRI

BERITA ACARA INTERVIEW

Pada hari Kamis, tanggal 08, bulan Desember, tahun 2022, dengan ini menerangkan bahwa yang bertanda tangan di bawah ini:

Nama : Fadhilah Santri
 NIM : 2020203879102002
 Program Studi : Pascasarjana/ Tadris Bahasa Inggris

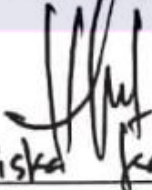
Telah melakukan interview dengan:

Informan/Guru : Hariska Kasim, S.pd.
 Sekolah : MA AL-RISALAH BATETANGGA
 Jabatan : GURU BAHASA INGGRIS
 Tgl/ waktu : 08 / 12 / 2022 / 08.58 - 10.05

Dalam rangka melaksanakan studi untuk mengumpulkan data-data yang dianggap perlu dan dibutuhkan dalam penyusunan tugas akhir tesis dengan judul "*Reading Test Construction of Efl Teachers in Islamic Senior High School at Binuang, West Sulawesi*".

PAREPARE Polewali, 08 Desember 2022

Informan,


 Hariska Kasim, S.pd.

Pewawancara,


 FADHILAH SANTRI

BERITA ACARA INTERVIEW

Pada hari Kamis, tanggal 08, bulan Desember, tahun 2022, dengan ini menerangkan bahwa yang bertanda tangan di bawah ini:

Nama : Fadhilah Santri
NIM : 2020203879102002
Program Studi : Pascasarjana/ Tadris Bahasa Inggris


Telah melakukan interview dengan:

Informan/Guru : Marwati, S.Pd
Sekolah : MA AL-RISALAH BATETANGGA
Jabatan : GURU BAHASA INGGRIS
Tgl/ waktu : 08 Desember 2022 / 10.10 - 11.09


Dalam rangka melaksanakan studi untuk mengumpulkan data-data yang dianggap perlu dan dibutuhkan dalam penyusunan tugas akhir tesis dengan judul "*Reading Test Construction of Efl Teachers in Islamic Senior High School at Binuang, West Sulawesi*".

Polewali, 08 Desember, 2022

Informan,


MARWATI

Pewawancara,


FADHILAH SANTRI

BERITA ACARA INTERVIEW

Pada hari Jumat., tanggal 09., bulan desember., tahun 2022, dengan ini menerangkan bahwa yang bertanda tangan di bawah ini:

Nama : Fadhilah Santri
NIM : 2020203879102002
Program Studi : Pascasarjana/ Tadris Bahasa Inggris

Telah melakukan interview dengan:


Informan/Guru : Syarifuddin, S.S
Sekolah : MA Izzatul MA Arif Tappina
Jabatan : Guru Bahasa Inggris
Tgl/ waktu : 09 desember 2022 / 15.30 - 16.24


Dalam rangka melaksanakan studi untuk mengumpulkan data-data yang dianggap perlu dan dibutuhkan dalam penyusunan tugas akhir tesis dengan judul "*Reading Test Construction of Efl Teachers in Islamic Senior High School at Binuang, West Sulawesi*".

Polewali, 09 desember 2022

Informan,

Pewawancara,


SYARIFUDDIN, S.S


FADHILAH SANTRI

Appendix 11. Documentation



Pict. 1 The researcher interviewed Rasdiana, S.Pd.



Pict. 2 The researcher interviewed Muflihatul Ula, S.S.



Pict. 3 The researcher interviewed Hariska Kasim, S.Pd.



Pict. 4. The researcher interviewed Marwati, S.Pd



Pict. 5. The researcher interviewed Hasni Kadir, S.Pd.



Pict. 6. The researcher interviewed Sakiah Darajatun, S.S



Pict. 7. The researcher interviewed Riska Nadayani, S.Pd.



Pict. 8. The researcher interviewed Syarifuddin, S.S

BIOGRAPHY OF THE WRITER

PERSONAL DATA:



Name : Fadhilah Santri
 Place/date of Birth : Palu, February 12th, 1997
 Reg. Number : 2020203879102002
 Address : Kanang, Batetangnga, Sulawesi Barat
 No. Hp : 085394986410
 Email Address : fadhilahsantri@gmail.com

FORMAL EDUCATIONAL BACKGROUND

1. SD 3 Birobuli Palu, Sulawesi Tengah, Tahun 2003
2. SMP Negeri 1 Polewali Mandar, Tahun 2009
3. SMA Negeri 1 Polewali Mandar, Tahun 2012
4. Sarjana Pendidikan, Jurusan Pendidikan Bahasa Inggris, Tahun 2015

NONFORMAL EDUCATION BACKGROUND & SCIENTIFIC ACTIVITY

1. Workshop Penelitian Ilmiah Remaja pada Program Pendidikan Karakter Kemendikbud di SMA Negeri 1 Polewali Mandar tahun 2013
2. Research Competition pada kegiatan Agritech Exhibition oleh Universitas Hasanuddin Makassar tahun 2014
3. English Galaxy School Course 2017-2018
4. Pelatihan Teknik Penulisan Skripsi-Thesis Versi Cepat oleh Institut Mallomo tahun 2018
5. Workshop Academic Writing di IAIN Parepare tahun 2018

JOB EXPERIENCES

English Tutor di English for Everyone Course (EVE Indonesia) tahun 2022-sekarang

ORGANIZATION EXPERIENCE

Aliansi Pemuda Pelajar Mahasiswa (APPM) Polewali Mandar Kota Parepare

PUBLISHED RESEARCH WORK

Dialect Varieties of Pattae Tribe in Desa Batetangnga, West Sulawesi