**ABSTRAK**

MUHAMAD ARAS.*Karakteristik Tes Pilihan Ganda Penskoran Jawaban Benar dengan Penskoran Pinalti Hasil Belajar Bahasa Inggris Peserta didik SMA Negeri di Kabupaten Takalar*. (Dibimbing oleh Arifin Ahmad dan Kaharuddin Arafah).

Tujuan penelitian ini adalah untuk mengetahui; 1) Bagaimana gambaran, tingkat kesukaran, dan daya pembeda tes pilihan ganda hasil belajar Bahasa Inggris dengan menggunakan Penskoran Jawaban Benar (PJB)? 2) Bagaimana gambaran, tingkat kesukaran, dan daya pembeda pilihan ganda hasil belajar Bahasa Inggris dengan menggunakan metode Penskoran Penalti (PP)? 3) Bagaimana reliabilitas skor tes pilihan ganda metode Penskoran Jawaban Benar dengan Penskoran pinalti hasil belajar Bahasa Inggris?

Penelitian ini adalah penelitian desktiptif kuantitatif yang bertujuan untuk melihat gambaran serta karakteristik tes penskoran jawaban benar dan penskoran pinalti. Populasi penelitian ini adalah SMA Negeri di Kabupaten Takalar dengan jumlah 4 sekolah kelas XII sebanyak 1271. Penentuan sampel dari populasi penelitian menggunakan teknik *simple random sampling* dengan jumlah sampel sebanyak 274. Masing-masing 137 peserta didik diskor dengan metode Penskoran jawaban benar dan 137 peserta didik diskor dengan Penskoran Pinalti.

Hasil penelitian menunjukkan bahwa; 1) Skor hasil belajar Bahasa Inggris metode Penksoran Jawaban Benar berkategori sangat kurang dengan tingkat kesukaran 2 butir tes berkategori sukar, 28 butir tes berkategori sedang, dan 15 butir tes berkategori mudah, serta daya pembeda 24 butir tes berkategori sangat baik, 8 butir tes berkategori baik/soal diterima tetapi perlu perbaikan, 6 butir tes berkategori cukup/soal diperbaiki, dan 7 butir tes berkategori jelek/soal dibuang, 2) Skor hasil belajar Bahasa Inggris metode metode Penskoran Pinalti berkategori sangat kurang dengan tingkat kesukaran 14 buitr tes berkategori sukar, 26 butir tes berkategori sedang, dan 5 butir tes berkategori mudah, serta daya pembeda 28 butir tes berkategori sangat baik, 3 butir tes berkategori cukup/soal diperbaiki, dan 14 butir tes berkategori jelek/soal dibuang, 3) Koefisien reliabilitas metode Penskoran Jawaban Benar (PJB) sebesar 0,836 masih lebih stabil dengan koefisien reliabilitas metode Penskoran Pinalti (PP) sebesar 0,683.

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**ABSTRACT**

MUHAMAD ARAS.*Characteristics of Multiple Choice Test of Correct Answer Scoring and Penalty Scoring of Students’ English Learning Outcomes at Public High Schools in Takalar*. (supervised Arifin Ahmad dan Kaharuddin Arafah).

The purpose of this study is to determine: 1) the description, level of difficulty, and distinguish of multiple choice tests of English learning outcomes by using a correct answer scoring: 2) the description, level of difficulty, and distinguish of multiple choice tests of English learning outcomes by using a penalty scoring method and 3) the reliability of multiple choice test score of correct answer scoring answer scoring method by penalty scoring on the students’ English learning outcomes.

This study is a quantitative descriptive study aims to see the description as well as the characteristics of the correct answer scoring test and penalties scoring test. The population was 4 State High Schools in Takalar of class XII as many as 1271 students. The sample was taken by simple random sampling technique and obtained 274 students. Each of 137 students was cored by using correct answer acoring method and 137 students were scored by using penalty scoring method.

The result showed that: 1) the score of English learning result using correct answer scoring method is in low category with the level of difficulty 2 test items are in difficult category, 28 test items are in fair category, and 15 test items are in easy category, in terms of differentiator, 24 test items were in excellent category, 8 items tests are in good or questions are accepted but needs revision, 6 test items are fair category or questions are corrected, and 7 test items are categorized as poor/rejected; 2) the score of English learning result by using penalty scoring method is categorized as very poor with the level of 14 test items were in difficult category, 26 test items were in fair category, and 5 test items were in easy category, in terms of differentiator, 28 test items are in excellent category, 3 test items were in fair or questions are corrected, and 14 test items are in poor category/rejected; and 3) the reliability coefficient of correct answer scoring method is 0,836, which is more stabilize than the reliability coefficient of penalty scoring by 0,683