References

- Ahangari, S., Ghorbani, Z., & Hassanzadeh, d. Z. (2015). The effect of types of assessment (cloze, open-ended, true/ false) on Iranian upper intermediate male and female EFL learners' reading comprehension proficiency. *Modern Journal of Language Teaching Methods*, 5(2), 12-21.
- Alfaki, I. M. (2015, May). University Students' English Writing Problems:
 Diagnosis and Remidy. *International Journal of English Language Teaching*, 3(3), 40 - 53.
- Alzaid, J. M. (2017). The Effect of Peer Assessment on the Evaluation Process of Students. *International Education Studies*, 10, 159-173.
- Angga. (2014, January 2). *Menyusun soal pilihan ganda*. Retrieved June 1, 2018 from http:sumberbelajarangga.files.wordpress.com
- Behrooz Ghoorchaei, M. T. (2010). The impact of portfolio assessment on Iranian EFL students' essay writing: A process-oriented approach. *Journal of Language Studies*, 10(3), 35-81.
- Brady, A.-M. (2005). Assessment of learning with multiple-choice questions. *Nurse Education in Practice*, *5*, 238–242.
- Brame, C. J. (2013, May 29). Writing good multiple choice test questions. Retrieved from http://cft.vanderbilt.edu/guides-sub-pages/writing-goodmultiple-choice-test-questions

- Braun, H., & Kanjee, A. (2006). Using assessment to improve education in developing nations. In H. Braun, A. Kanjee, E. Bettinger, Kremer & Michael (Eds.), *Improving education through assessment, innovation, and evaluation* (pp. 1-46). Cambridge: American Academy of Arts and Sciences.
- Brookhart, S. M. (2004). *Assessment theory for college classrooms*. Montana: Wiley Periodicals.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Pearson Education.
- Burton, S. J., Sudweeks, R. R., Merrill, P. F., & Wood, a. B. (1991). *How to* prepare better multiplce-choice items: Guidelines for university faculty.
 Povo: Brigham Young University Testing Services & The Department of Instructional Science.
- Casson, A. (2009). Assessment in outdoor education (Doctoral dissertation). Queen's University, Kingston.
- Cheung, D., & Bucat, R. (2002, June). How can we construct good multiplechoice items?. Paper presented at the Science and Technology Education Conference, Hongkong.
- Collins, J. (2006). Writing multiple-choice questions for continuing medical education activities and self-assessment modules. *Education Techniques for Lifelong Learning*, 26(2), 543-551.
- Coombe, C. (2011). *Assessing vocabulary in the language clasroom*. Newyork: Kind Permission.

- DiBattista, D., & Kurzawa, L. (2011). Examination of the quality of multiplechoice items on classroom tests. *The Canadian Journal for the Scholarship of Teaching and Learning*, 2(2), 1-23.
- DiCicco-Bloom, B., & Crabtree, a. B. (2006). The qualitative research interview. *Medical Eduaction*, 40(4), 314-321.
- Dikli, S. (2003). Assessment at a distance: Traditional vs. alternative assessments. *The Turkish Online Journal of Educational Technology – TOJET*, 2(3), 13-19.
- Donnelly, C. (2014). The use of case based multiple choice questions for assessing large group teaching: Implications on student's learning. *Irish Journal of Academic Practice*, *3*(1), 1-15.
- Ghaicha, A. (2016). Theoretical framework for educational assessment: A synoptic review. *Journal of Education and Practice*, *7*, 212-231.
- Harmer, J. (2007). *The practice of English language teaching*. Cambridge:Pearson Education Limited.
- Hendra, A. A. (2014). Using multiple choice test item to assess the reading comprehension of seventh grade students of SMPN 2 Tampaksiring.
 Denpasar University, Denpasar.
- Hus, V., & Matjašič, J. (2017). Evaluation and assessment in early social science. Universal Journal of Educational Research, 5(4), 664-670.

- Ibbett, N. L., & Wheldon, a. B. (2016). The incidence of clueing in multiple choice testbank questions in accounting: Some evidence from Australia. *Journal of Business Education & Scolarship of Teaching*, 10(1), 20-35.
- Jabbarifar, T. (Eds.). (2009). The importance of classroom assessment and evaluation in educational system: *Proceedings of the 2nd International Conference of Teaching and Learning (ICTL)*. Malaisya: INTI University College.
- Jennings, D. (2012). Assessment: The design of multiple choice questions for assessment (ABR). Dublin: UCD Teaching and Learning.
- Jones, D. C. (2005). *Assessment for learning*. London: Learning and Skills Development Agency.

Karwapi, M. (2008, November 8). *Kaidah penulisan butir soal pilihan ganda yang valid dan sah*. Retrieved from http://www.google.com/amp/s/karwapi.wordpress.com/2012/11/08/carapenulisan-butir-soal-bentuk-pilihan-ganda-yang-valid-dansah/amp/?espv=1

Ko, M. H. (2010). A comparison of reading comprehension tests: Multiple-choice vs. open-ended. *English Teaching*, 65(1), 137-159.

Komunika, W. (2015). Peningkatan kemampuan guru mata pelajaran bahasa inggris dalam menyusun butir soal pilihan ganda melalui bimbingan kelompok di sekolah binaan di kabupaten Brebes. *Jurnal Kependidikan*, *5*(1), 67-84.

- Mitchell, S. (2013). Multiple choice questions: Best practices. *The Academy for Teaching and Learning Excellence*, 8(13), 974-1841.
- Mucle, J. (2012, May 21). *Scoring technique*. Retrieved from http://www.academia.edu/607188/Scoring_Technique
- Mussawy, S. A. (2009). Assessment practices: Student's and teachers' perceptions of classroom assessment. University of Massachusetts Amherst, Amherst.
- Norton, L. (2009). Assessing student learning. In H. Fry, S. Ketteridge, & S.
 Marshall (Eds.), A Handbook for teaching and learning in higher education: Enhancing academic practice (pp. 132-149). New York: Routledge.
- Olayemi, E. (2013). Multiple choice questions as tool for in medical education. Ann Biomed Sci, 12(1), 15-23.
- Osnal, Suhartoni, & Wahyudi, A. I. (2016). Meningkatkan kemampuan guru dalam menyusun tes hasil belajar akhir semester melalui workshop. *5*(1), 67-82.
- Palmer, E. J., & Devitt, P. G. (2007). Assessment of higher order cognitive skills in undergraduate education: Modified essay or multiple choice questions?. University of Adelaide, Adeleide.
- Priyambodo, E., & Marfuatun. (2016). Validity and realibility of chemistry systemic multiple choices questions. *International Journal of Evaluation* and Research in Education, 5, 306-309.

- Rao, C., Prasad, H. K., Sajitha, K., Permi, H., & Shetty, a. J. (2016). Item analysis of multiple choice questions: Assessing an assessment tool in medical students. *International Journal of Educational & Pshycological Researches*, 5(1), 201-204.
- Reichert, T. G. (2011). Assessing the use of high quality multiple choice exam questions in undergraduate nursing education: Are educators making the grade?. St. Catherine University, St Paul.
- Roediger, H. L., & Marsh, a. E. (2005). The positive and negative consequences of multiple-Ccoice testing. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 8(2), 1155–1159.
- Sanna, L. (2013). Creating high quality assessments for a bilingual population. The College at Brockport: State University of New York College, New York.
- Taras, M. (2005). Assessment: Summative and formative: Some theoretical reflections. *British Journal of Educational Studies*, *53*, 466-478.
- Wakeford, R. (2003). Principles of student assessment. In S. K. H. Fry (Ed.), A handbook for teaching & learning in higher education (pp. 42-61).
 London: Kogan Page Limited.
- Towns, M. H. (2014). Guide to developing high-quality, reliable, and valid multiple-choice assessments. *Journal of Chemical Education*(91), 1426-1431.
- Valiathan, P. (2009). *Overcoming the limitations of MCQs*. Singapore: Knowledge Platform.

- Veeravagu, J., Muthusamy, C., Marimuthu, R., & Michael, &. A. (2010). Using Bloom's taxonomy to gauge student's reading comprehension performance. *Canadian Social Science*, 6(3), 205-212.
- Wakeford, R. (2003). Principles of student assessment. In S. K. Heather Fry, A handbook for teaching & learning in higher education (pp. 42-61).
 London: Kogan Page Limited.
- Wales, T. U. (2018, February 6). Assessing by multiple choice questions.Retrieved May 12, 2018 from http://teaching.unsw.edu.au/about-teaching
- Zimmaro, D. M. (2016). Writing good multiple-choice exams. *Journal of College Science Teaching*, 9(3), 1-41