

Chapter Five

Conclusion and Suggestions

The last chapter of this research consists of two parts. The first part is conclusion which presents the summary of this research. The second part is the suggestions which present the suggestions provided by the researcher.

Conclusion

This study investigates the teachers' guideline in designing MCQs for the English assessment and the teachers' challenges in following their guidelines in designing MCQs for the English assessment in one private high-school in Yogyakarta. This study adopted qualitative method and used interview to collect the data. Two teachers in one private high-school in Yogyakarta became the participants in this research.

The findings in this research answer the two research questions. Firstly, it revealed that teachers in one private senior-high school in Yogyakarta had several guidelines in designing a good MCQs. There were 14 guidelines used by teachers in designing MCQs. Besides these 14 guidelines, there were seven guidelines which considered important for the teachers in designing MCQs, but they did not mention whether they applied these guidelines or not. The guidelines used by teachers in one the private senior-high school in Yogyakarta were more detailed, because it explained the guidelines in designing the material, construction, and language of MCQs. By using these guidelines, it allowed the teachers to design good MCQs which are valid and reliable to measure the student's abilities.

Secondly, the researcher revealed that although the teachers used their guidelines in designing MCQs, it was not easy for the teachers to design a good question. They faced several challenges in designing MCQs. There were five

challenges faced by teachers in one private high-school in Yogyakarta which consisted of designing MCQs takes a long time, designing an effective and a functional distractor, the number of MCQs, there is no guidance of senior teacher in applying the guidelines, and designing question does not provide clues to the correct answer to the students. However, these challenges could improve their ability in designing MCQs so that they were able to design valid and reliable MCQs for their students.

In conclusion, in designing MCQs, the teachers did not only use the guidelines in the guide book provided by the government, but they also used their own guidelines. Based on the result of this research, the teachers' guidelines in designing MCQs were more detail than the guidelines in the guide book provided by the government. In applying both of these guidelines, the teachers felt that the guidelines in the guide book provided by the government were more difficult to apply in designing MCQs than their own guidelines.

Suggestions

In this part, the researcher presents some suggestions for some parties. The suggestions are addressed to the teachers, the next researchers, and the government. The suggestions are presented as follows:

For the teachers. As mentioned in the findings, the teachers used their guidelines to design MCQs. Although they used their own guidelines, they still felt difficult to design MCQs. They need some helps from their colleagues and the headmaster to solve their problems in designing MCQs. It means that using their own guidelines does not guarantee to make the teacher easy in designing MCQs. Therefore, the researcher suggests for the teacher to really understand the guideline, and they can apply their guideline correctly. The researcher also

suggests for the teachers, they must always follow the workshop provided to increase their knowledge and their abilities on how to design a good assessment, since designing good MCQs requires knowledge and skill.

For pre-service teachers. Based on the results of this research, pre-service teachers can know that designing MCQs should follow the guidelines provided in the guide book. Although the guide book is provided, the teachers still feel difficult to design MCQs. Therefore, the researcher suggests that the pre-service teachers need to learn the guidelines in designing MCQs. The researcher also suggests for the pre-service teachers to practice designing MCQs based on the guidelines. It will be useful for them in designing MCQs as the teacher in the future.

For the next researchers. Based on the results of this research, the guidelines provided by the government in the guide book were more difficult to apply in designing MCQs. Therefore, the researcher recommends for the next researchers to conduct similar study with different purpose. The researcher suggests to the future researchers to conduct the study which aims to investigate teachers' perception toward the challenges in applying the guidelines provided by the government in the guide book. Furthermore, the researcher hopes that the next researchers can collect more detailed information about MCQs.

For the government. As mentioned in the previous explanation, the teachers used the guidelines provided by the government in the guide book. The guide book is good for the teachers, because the high level of difficulty of the guidelines in this book can increase the teachers' ability in designing good MCQs. Although this guide book is good for the teachers, this guide book also has weakness. The weakness is it is difficult for the teachers to apply the guidelines in

designing MCQs. Based on the results of this research, the government should consider the challenges in applying the guidelines in the guide book. The researcher also suggests the government to provide more workshops especially to discuss designing good MCQs by using both the teachers' guidelines and the guidelines provided by the government in the guide book.