

**Teachers' Guidelines and Challenges on the Use of Multiple Choice Questions
on the English Assessment in One Private High-School in Yogyakarta**

A Skripsi

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Author:

Nurlinda Fitriyanti

20140810028

English Language Education Department

Language Education Faculty

Universitas Muhammadiyah Yogyakarta

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Abstract

MCQs is one of the most widely used assessment types in one private high-school in Yogyakarta. The teachers used MCQs as one of assessment tools to assess the students' knowledge. In designing good MCQs, the teachers used the guidelines in the guidebook provided by the government and guidelines provided by the government, the teachers also used their own guidelines. The teachers in one private high-school in Yogyakarta had different guidelines to construct MCQs items. In applying their guidelines, they might across many challenges in designing MCQs. This research to investigate the teachers' guidelines and challenges on the use of MCQs on the English assessment in one private high-school in Yogyakarta. This research is qualitative research. This research used interview to collect the data. Data were analysed using coding. This research involves two English teachers of one private high-school in Yogyakarta as participants. There were fourteen guidelines used in designing MCQs by teachers in one private high-school in Yogyakarta that consist of teachers used the correct grammar; teachers used the materials in accordance with the indicator; the option materials used must be homogeneous and logical, teachers used only the necessary statement; teachers did not make questions that gave clues to the correct answer; teachers used a clear and functional chart, table, picture, graph, or diagram; teachers did not made a question depended on the answer of previous question; teachers used book of scoring technique; every question must have only one correct answer; teachers designed question clearly; the teachers did not place the correct answer in the same position; teachers designed the option sentence same in the length; and teachers used communicative language. In addition, there were five challenges faced by the teachers in applying their guidelines that consist of designing a good MCQs took a long time, making an effective and a functional distractor, making a lot of number of MCQs, having no guidance of senior teacher in applying the guidelines, and making question that did not provide the clue to the correct answer to the students. In conclusion, 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.

Key words: assessment, MCQs, teachers guidelines, teachers challenges

Background of the Study

Assessment is a crucial part of any education process. According to Ghaicha (2016), assessment is a part of educational process where the teachers make a judgement regarding the students' achievement according to the students' performance by collecting, measuring, analysing, synthesizing, and interpreting information. Brookhart (2004) argued that assessment is a process of gaining information about certain something that are used for some objectives. Brookhart

added that assessment has a broader scope than measurement, a process to attain quantitative and qualitative data which can be useful as information.

Assessment can take many forms. According to Braun and Kanjee (2006), test designers can use any combination of item types, including multiple choice items, learner constructed response items (solving problems, providing short answers, writing essays), and extended work samples or portfolios. Nowadays, MCQs are a familiar sight in education world. Teachers often use MCQs in their students' assessment. Mavis, Cole, Hoppe, and McDougall as cited in DiBattista and Kurzawa (2011) found that MCQ items are commonly used on tests in colleges, and they become an important part of a student's grade.

Based on the researcher's observation, MCQs is one of the most widely used assessment types in one private high-school in Yogyakarta. In every assessment, MCQs were used by teachers in one private high-school in Yogyakarta. Designing good MCQs that are appropriate to assess the students' knowledge is difficult for teachers in one private high-school in Yogyakarta, because they need knowledge, skill, and also accuracy to design MCQs. In designing good MCQs, the teachers used the guidelines in the guidebook provided by the government. Besides using guidelines provided by the government, the teachers also used their own guidelines.

However, based on the researcher's observation, the teachers face some challenges in applying their own guidelines in designing good MCQs for English assessments. One of the teacher's challenges is if there is no guidance in applying their guidelines. It means that the teachers in one private high-school in Yogyakarta use their guidelines, they still need guidance to design good MCQs maximally.

Methodology

Qualitative research was suitable to be applied in this study because it helped the researcher to explore the teachers' guideline and challenges in designing MCQs. Creswell (2012) stated that the reason to choose qualitative research is the researcher can explore the problem so that the researcher can get a deep understanding. In addition, by adopting qualitative research, the researcher could get deeper understanding about the teachers' guideline and challenges in designing MCQs. Creswell (2012) added that one of the qualitative research's characteristics is to collect the information based on the statements of a small number of participants so that the participants' views are attained. By using qualitative research, the researcher could attain a deeper understanding about the participants' opinions from a small number of participants.

This research was conducted in one private high-school in Yogyakarta. The researcher selected the English teachers in one private high-school in Yogyakarta to become the participants in this research. The researcher had four criteria in selecting the participants. First, the participants must be English teachers. Second, they had experiences in using MCQs for their students in English assessment. Third, they had experiences in designing MCQs for the English assessment.

Findings and Discussion

Teachers' guidelines in designing MCQs for the English assessment in one private high-school in Yogyakarta

There are fourteen findings gathered by the researcher by interviewing the participants about the teachers' guidelines used in designing MCQs for the English assessment in one private high-school in Yogyakarta. All of the guidelines are reported in the following explanations:

The teachers used the correct grammar. The first guideline used by the teachers was the teachers used correct grammar in designing MCQs. Teachers have to make sure that they use appropriate grammar both in questions and options.

The materials were in accordance with the indicator. The second guideline was the materials used as the item of MCQs were in accordance with the indicator. It can be seen that indicator is one of the important things that teachers must be pay attention. It is because through this indicator the teachers can know whether the learning objectives are achieved or not.

The option materials must be homogeneous and logical. The third guidelines was the materials of the option must be homogeneous and logical. It means that in designing MCQs, it must be from the same materials according to the questions.

In designing MCQs, there is only used the necessary statement. The fourth guideline in designing MCQs was the teacher must used only the necessary statement. It means that in designing good MCQs, the stem must not include unnecessary information that will not be assessed and only increased the student's difficulty to answer the question.

To design good MCQs, the teachers did not make questions that gave clues to the correct answer for the students. The next guidelines based on the

interview result was the teachers did not make questions that provided a clue to the correct answer. In designing MCQs teachers do not design tasks which give clues to the correct answer.

Teachers must use a clear and functional chart, table, picture, graph or diagram. The next guideline was if the teachers used a chart, table, or picture in the question, they must be functional and clear. In designing MCQs, if teachers used a chart, table, or picture, it must be functional and clear not only as embellishment which can made the students confused.

In designing MCQs, teachers did not make a question depended on the answer of the previous question. The seventh guideline was the questions did not depend on the answer of the previous questions. In designing MCQs, teachers should create questions independently.

Book of scoring technique. The next guideline obtained from the interview was the teacher also used scoring technique book. To design a good MCQs, the teacher also used scoring technique book. In addition, scoring technique book also includes three criteria in scoring such as the scoring of the social and spiritual attitudes, cognitive, and skills. Teachers must use book of scoring technique to give score accurately.

In designing good MCQs, every question must have one correct answer. The ninth guideline based on the interview result was every question must have one correct answer. In designing good MCQs, there should have one or only one correct or clearly correct answer.

The teachers made clear question. The next guideline was the questions must be clear This statement was stated by the second participant. the most

important thing is the question should be clear, so that the students understand what we mean. In designing a good MCQs, the question or stem should be meaningful and should state a clear problem

The statements such as “all of the above” or “none of the above” must be avoided by teachers in designing MCQs. The eleventh guideline was the teachers must avoid using the statements “all of the above” or “none of the above”. The use of *none of the above* and *all of the above* as options in MCQ items is appealing for many teachers because they appear to fit easily into many items. However, many measurement experts do not suggest the use of these statements.

The teachers did not place the correct answer in the same position. The twelfth guideline that used by teachers in English assessment was the teachers did not place the correct answer in the same order. The placement of the correct answer in MCQs should also be considered, do not place the correct answer in the same position for example from number one until the last number, the correct answer is C, it will make the students easy in guessing the correct answer. It can be seen that teachers place the correct options randomly.

The length of the option sentence should be same. The thirteenth guideline was the length of the option sentence was same. In designing the option of MCQs, the length of the sentence used should be same, because it is to avoid the students to think that the correct answer is the longest sentence.

Used communicative language. The last guideline was using communicative language. Using communicative language as guideline in

designing MCQs is important. It made the students understand about the questions.

The teachers' challenges in following their guidelines of designing MCQs for the English assessment in one private high-school in Yogyakarta

Designing a good MCQs takes a long time. The first challenge collected from the interview was designing MCQs takes a long time. Based on the interview result, both of participants, the time became the challenge for the teachers in designing a good MCQs, because designing MCQs took a long time. It takes a long time to write or design the questions of MCQs, because there are a lot of things that should be considered by teachers.

Made an effective and a functional distractor. The second challenge was made an effective and a functional distractor. Based on the interview result, that designing distractor was difficult and became the challenge for the teachers in designing MCQs. It is because distractor became one of the signals of the achievement of the learning objectives.

There were a lot of number of MCQs. The third guideline was there were a lot of number of MCQs. Based on the interview result, the number of the question were made in the mid-term examination were 25 questions and 50 questions in final examination. It can be concluded that the number of MCQs became of the challenges for the teachers, because in every test they made MCQs with considerable amount.

There was no guidance of senior teacher in applying the guidelines.

The fourth guideline was there was no guidance of senior teacher in applying the guidelines. Based on the interview result, it was difficult for the teachers in applying the guidelines in designing MCQs without guidance from senior teacher. Guidance from senior teachers is important for the teacher to design a valid and reliable MCQs.

Teachers made the question that did not provide the clue to the correct answer to the students. The last challenge gathered based on the interview result about the teachers' challenges in designing MCQs was the question did not provide clues to the correct answer. Make the questions that do not provide the clue about the correct answer to the students is difficult to design, so that sometimes the correct answer can be guessed by the students, although the material has not been taught, because there is a clue about the correct answer.

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