

Chapter Four

Finding and Discussion

This chapter presents the finding and discussion of the research about teachers' perception in using Multiple-Choice Question as a summative assessment. The finding reports about participants' experience in teaching, as well as the strengths and weaknesses in using Multiple-Choice Question as a summative assessment based on teachers' perceptions. The finding reports about the strengths and weaknesses in using Multiple-Choice Question as a summative assessment based on participants' perceptions. There are three points which will be explained related to the strengths of using Multiple-Choice Question and three points which discuss about the weaknesses of using Multiple-Choice Question.

Findings and Discussion

This part discussed about two main topics of this research. The first one was the strengths of Multiple-Choice Question as a summative assessment, and the second one was the weaknesses of Multiple-Choice Question as a summative assessment. Besides, there was a similarity between those three participants of the strengths in using Multiple-Choice Question in which they mentioned that Multiple-Choice Question was a quick and easy scoring method. Furthermore, there were differences of strengths in using Multiple-Choice Question as a summative assessment from two participants, Chandler and Monica. Chandler revealed that Multiple-Choice Question was able to assess students' various skills such as reading and remembering vocabulary and structure. Then, Monica mentioned that Multiple-Choice Question might help the students in answering the question very carefully.

In addition, those three participants also argued that there were two weaknesses in using Multiple-Choice Question as a summative assessment. Those weaknesses were low critical

thinking for the students and low positive washback. However, there were differences related to the weaknesses in using Multiple-Choice Question as a summative assessment from Rachel as a participant. Rachel mentioned that it could take a lot of time in designing Multiple-Choice Question.

Strengths of Using Multiple-Choice Question as Summative Assessment.

There were three strengths in using Multiple-Choice Question which explored by those three participants named quick and easy scoring. Meanwhile, there were differences of strengths in using Multiple-Choice Question stated by two participants, Chandler and Monica. Chandler asserted that Multiple-Choice Question might assess students' various abilities while Monica specified that Multiple-Choice Question would help students in answering the question thoroughly. The detailed information from the strengths in using multiple choice questions as summative assessment is explained in the following paragraphs.

Quick and easy scoring. Quick and easy scoring was the first strengths in using Multiple-Choice Question as a summative assessment mentioned by those three participants, Rachel, Chandler and Monica. Rachel revealed that one of the strengths in using Multiple-Choice Question was quick and easy scoring. The reason why she mentioned that Multiple-Choice Question was easy and quick scoring because the answer was certain. She stated that "Using Multiple-Choice Question type is easy in scoring" (A.1.1). She also described that "Multiple-Choice Question accelerate scoring time" (A.1.4). Rachel admitted that "The scoring is quite easy because we just need to make the answer key, for example if the student chooses C and the correct answer was A, then it is incorrect and if the student chooses A, it is correct. Whereas the essay type involves a wide scope, thus students can give different answers." (A.1.9).

Besides, Chandler stated that easy and quick scoring became one of the strengths in using Multiple-Choice Question because he was sure that there was only one answer for each question, and it was a lot easier. For this reason, he already made the answer key and conformed it to the students' answer. Chandler also believed that the reason why Multiple-Choice Question was easy and quick in checking the result because he just needed to adjust students' answer to the answer key. Chandler specified that "In using Multiple-Choice Question, it is easier in checking the test results" (B.1.5). As he said, "Multiple-Choice Question is clear, for example for number one the correct answer is B, for number two the correct answer is C, so when we already make the answer key, we just need to match the answer and the answer key, and in several minutes, we can see the result." (B.1.16)

Monica also confirmed that in using Multiple-Choice Question, it was faster in doing the correction because teachers only needed the answer key and compared it to the students' answers. As she said, "in using Multiple-Choice Question the teacher checks the result faster" (C.1.1). She specified that "because in scoring we just need to put a checklist there, because there is an answer key in every number" (C.1.11).

The statement mentioned was in line with Weimer (2018) who declared that using Multiple-Choice Question is an easy and quick scoring method especially if it is supported by a machine. In line with Weimer (2018), Medawela, et al. (2017) stated that Multiple-Choice Question test is easy scoring and can be automatically scored. Chan and Kennedy (2002) argued that Multiple-Choice Question responses can be scored easily with accuracy and objectivity. Quick and easy scoring becomes one of the strengths in using Multiple-Choice Question as summative assessment because there will be a lot of students' answers which should be marked. Therefore, using Multiple-Choice Question can make the marking process faster.

Assessing students' various abilities. Assessing students' knowledge was a second strength in using Multiple-Choice Question as a summative assessment mentioned by the second participant, Chandler. Students' various abilities such as reading, structure and vocabulary. Chandler statement also in line with Tangianu (2018) who stated that Multiple-Choice Question can assess a wider range of material. Means that, in using Multiple-Choice Question from one passage test it can assess not only assess students understanding in reading text but also assess students' ability in structure sentence and vocabulary.

Chandler revealed with perception which said that Multiple-Choice Question could assess students' reading ability because in using Multiple-Choice Question, students should choose one of the options from few similar options. Then, when they could answer the question correctly, they had already mastered the material. As what he mentioned, "Multiple-Choice Question can assess students' reading skill" (B.1.1). Likewise, he also stated that "Multiple-Choice Question can assess students' ability in sentence structure" (B.1.3). Chandler supported that "Multiple-Choice Question can assess students' understanding in reading, if students can consider the correct answer from the similar options, it means students understand the text well" (B.1.8).

The statement mentioned was supported by Gajjar, Sharma, Kumar and Rana (2014) who emphasized that the selection of quality Multiple-Choice Questions which truly assess the ability of the students. This was also in line with Higgins and Tatham (2003) who agreed that Multiple-Choice Question can measure the level of students' reading understanding. However, assessing students' abilities became one of the most required points which must be included in the assessment because it was an importance in conducting the assessment.

Students answer the question carefully. Students answer the question carefully was the third strength in using Multiple-Choice Question as a summative assessment which was

confirmed by Monica. She revealed that when answering Multiple-Choice Question assessment, students could get used to answer and analyze the question carefully because Multiple-Choice Question provided similar options where students should analyze the options first. Therefore, using Multiple-Choice Question as a summative assessment can train students' accuracy in answering the question. According to Monica, Multiple-Choice Question should be able to make students more careful in choosing the right answer because the Multiple-Choice Question answer is similar and sometimes it is trapping students in answering the question, so that is the challenge for students to study harder (C.1.3).

Monica's opinion is also supported by Bradbard, Parker, and Stone, Jenning and Bush as cited in Kastner and Stangl (2011) argued that ideally, there will be one question, several choices, and one correct answer in Multiple-Choice Question in which the other choices are just distraction.

Weaknesses of Using Multiple-Choice Question as Summative Assessment.

There were three weaknesses of using Multiple-Choice Question as a summative assessment mentioned by the three participants. They said that using Multiple-Choice Question did not facilitate critical thinking and has a low positive washback which affect the students. In addition, one of the participants shared a different perception related to the weaknesses of using Multiple-Choice Question as a summative assessment as well. Monica mentioned that using Multiple-Choice Question needs more time in designing the questions. Consequently, each weakness of using multiple choice question as a summative assessment is briefly explained in the following paragraphs.

Low order of critical thinking. Low critical thinking became the first weaknesses in using Multiple-Choice Question as a summative assessment argued by those three participants in

this research. Rachel said that Multiple-Choice Question could not improve students' critical thinking. She also asserted that the reason why Multiple-Choice Question cannot assess students' critical thinking was because students tend to guess the answer rather than consider it first. Rachel mentioned that "Multiple-Choice Question is not be able to assess students' critical thinking" (A.2.12). As she explained, "when students know that the assessment is Multiple-Choice Question, they usually guess the answer without thinking it first" (A.2.13). Monica also mentioned that when using Multiple-Choice Question, the students could not think critically.

Then, Chandler added that when students got stuck and could not answer the question, they would guess the answer or answer the question randomly. Afterwards, he also stated that "It is easy for the students to copy their friends' answers" (B.2.10). Also, according to Chandler "for example, when students did not want to think anymore, they will choose an easy way, that is copying their friends' answers, because it is easy to do as students only need to look at the alphabets" (B.2.23).

Moreover, according to Monica the reason why the students did not think critically when doing Multiple-Choice Question as a test is because students just need to choose the answer without knowing whether it was correct or incorrect and the reason why the answer was correct. Monica added that when students started answering the question randomly, it could make the teacher not able to determine students' abilities. Additionally, she also stated that "students cannot think critically" (C.2.9). Additionally, Mariah stated that "with Multiple-Choice Question the teacher expect that students can analyze the questions, for example why the answer is b. Students should not only choose it but students have to also know the reason why the answer is b. In reverse, in fact because the answer is already there, students will only choose it without thinking further" (C.2.16).

The statement was supported by Abdalla, Gaffar and Sulaiman (2011) who argued that most of Multiple-Choice Question items are made with low level thinking. Furthermore, multiple choice questions can affect the students as they will not make their own statements related to problem which they face. Meanwhile, assessment should have a high order thinking skill. This was stated by Brookhart (2010) who said that high-order thinking should be implied in learning objectives because it was important for the students to remember and apply what they have learned. In the other hand, Multiple-Choice Question could not measure high order critical thinking. This was in line with Istiyano, Mardapi and Suparno (2014) who argued that Multiple-Choice Question used in new high schools only measure low-level thinking skills and did not measure high-level thinking skills.

Low positive washback. Low positive washback became the second weaknesses in using Multiple-Choice Question as a summative assessment argued by those three participants. Rachel described that using Multiple-Choice Question might demotivate students in studying. The reason why Multiple-Choice Question had low positive washback was because when students know that the assessment was in Multiple-Choice Question form, they were indolent in studying the material. Rachel stated that “when using Multiple-Choice Question students are inclined and are more demotivated in studying” (A.2.14). She described that “that is the weaknesses of Multiple-Choice Question; students are lazy and they will not think it first” (A.2.15).

Chandler defined that when Multiple-Choice Question assessments came up, the students would not learn about the material which would be assessed. He specified that “Students will not learn about the material which will be examined” (B.2.10). According to Chandler the reason why Multiple-Choice Question had low positive washback was because students underestimate the assessment in the form of Multiple-Choice Question. He stated that “students will think that

it is very easy in answering Multiple-Choice Question tests and they will not study as hard as they could have” (B.2.24).

Monica also mentioned that students tended to underestimate the assessment and they would not learn the materials because Monica believed that the students admitted that doing Multiple-Choice Question assessment was easy, students can finish the assessment with just guessing the answer. As Monica mentioned that “students did not want to study the materials that will be assessed.” (C.2.10). She also added that “maybe students will be demotivated in studying, they underestimate Multiple-Choice Question as the assessment and it affect their national examination” (C.2.15).

Furthermore, Luo and Zhang (2011) argued that Multiple-Choice Question types can give negative wash back in the teaching and learning process. Additionally, Brown (2004) agreed that Multiple-Choice Question offers low positive washback. In addition, Monica said that when students felt demotivated in learning the materials, it could affect their preparation before doing any assessment that they would do. This means that Multiple-Choice Question potentially gave low positive washback.

Taking a lot of time in designing Multiple-Choice Question. Taking a lot of time in designing multiple choice questions would be the last weakness of using Multiple-Choice Question as summative assessment which was mentioned by Rachel. Rachel described that designing Multiple-Choice Question needed a lot of questions to make because in Multiple-Choice Question, one question only covered one material instead of one chapter. From the statement mentioned, Multiple-Choice Question needed several questions to cover up each material from one chapter. Therefore, it can take more time to make several distraction options. As she mentioned that “There are a lot of question in designing Multiple-Choice Question”

(A.2.5). However, Rachel stated “It takes a few times to look for the distraction options when we design Multiple-Choice Question” (A.2.10). As what she said, “From one chapter we cannot make one or two number, we should make a minimum of ten question, while in contrast, for essays, two questions are enough because it layed up a particular chapter”.

The statement mentioned was also supported by previous related research from Fitriyanti (2018) who confirmed that one of the challenges in designing Multiple-Choice Question is taking a long time. Consequently, designing Multiple-Choice Question is an extremely time-consuming process. To recapitulate, designing Multiple-Choice Question is not easy, and it can take a lot of time for teachers in making the question.

It can be concluded that based on the interview result and supported statements by several experts that there were three strengths in using Multiple-Choice Question as a summative assessment. Those strengths were easy and quick scoring, assessing students’ various abilities and students can answer the question thoroughly. However, the result also found out that there were several weaknesses in using Multiple-Choice Question as a summative assessment. Those weaknesses were low level of critical thinking, low positive washback, and taking a lot of time in designing Multiple-Choice Question.