

## **Chapter One**

### **Introduction**

This chapter explains the introduction of the research. In this chapter there are several points which are explained to situate the research. The first point is background of the research. It discusses the reason why the researcher wants to investigate the teachers' perceptions in using Multiple-Choice Question as a summative assessment. Secondly, this chapter explains about limitation of the research. Then, this chapter tells about the research questions. Also, there will be the research objectives as well. Research objectives presents about the specific things that the researcher will investigate. Then, in the significance of the research, it will talk about the benefits or advantages for some particular people. In the last part of this chapter, the researcher mentions the organization of the research.

### **Background of the Research**

Assessment is a system or a way how teachers can measure the students' ability. After a lot of materials have been studied in the classroom, the teachers should make sure that their students have mastered the materials. Taras (2005) stated that the assessment defines as students' work and evaluation in order to examine concerning course on how the course is delivered regarding the decision-making in teaching and learning process. Brown (2004) also described that assessment is an ongoing process which covers a larger domain. Besides, assessment is an on-going process which encompasses a much wider domain. Also, there are various assessments that the teachers can use such as Multiple-Choice Question, short answer, filling in the blank questions, presentation, or role play.

In addition, choosing the type of assessment which is used to measure the students' ability is necessary. The chosen type of the assessment may influence effect of the assessment. The effect of the assessment is usually called as wash-back. In addition, students tend to underestimate the assessment so it may influence their motivation in learning the material for the assessment. Kılıçkaya (2016) asserted that every assessment is given both as a formative and summative assessment, and it is expected to give a positive washback either for the teachers or the students. Kay (2017) mentioned that a positive washback can appear when the design, context, and implementation of a language are tested directly to the valuable and worth for a language progress. Brown (2004) stated that washback can be defined as the effect of assessment related to teaching and learning before the test, and it includes in the preparation of the test. Some assessments may give an easy way for the students to cheat, but the other assessment can increase the students' motivation to study the assessment. As the teachers' perception, it is necessary to consider which type of assessment that will be used for the test in learning process.

However, Multiple-Choice Question becomes one of the types of assessment which many English teachers use in Indonesia. According to Medawela, Ratnayake, Abeyasinghe, Jayasinghe, and Marambe (2017), Multiple-Choice Question (MCQ) is a form of assessment in which respondents are asked to select the best possible answers or answer out of choices from a list questions provided. Besides, Multiple-Choice Question will always use one question with some choices which one of them is the right answer, and the other answer choices are just some interferences (Bradbard, Parker, & Stone, 2004; Jennings & Bush, 2006, as cited in Kastner, & Stangl, 2011). Hence, in a lot of cases, multiple choices offer three until five choices, and usually, the students are required to choose which one is the correct answer based on the questions provided.

In regards to the data of Multiple-Choice question used by some researchers in their research, there is no statistical data on the number of Multiple-Choice Question use in Indonesia, but there are many researches which discuss about Multiple-Choice Question in across Indonesia. For example, Rahayu, Purnomo, and Sukidin (2014) conducted a research in Senior High School 5 Surabaya on the use Multiple-Choice Question to assess students' learning outcomes. Similarly, Suseno (2017) also conducted a research on Multiple-Choice Question in some high schools in Jakarta. Additionally, Sugianto (2017) conducted research on Multiple-Choice Question in SMAN 2 Palangka Raya. Therefore, it can be concluded that Multiple-Choice Question has been used in across Indonesia, and the researcher decides to conduct this research in order to complete the missing part in those researches conducted.

Multiple-Choice Question has been used in many places in Indonesia. Ramadhani (2014) stated that objective test especially in form of Multiple-Choice Question test in Indonesia is used in formative test, summative test in school examination, national examination, and on the test to enter the university. Fitriyanti (2018) also explained that Multiple-Choice Question is used in every assessment by teachers in a private high-school in Yogyakarta. Marijan (2010) said that since 1997, Multiple-Choice Question has been already used in Indonesia as the National Examination. Muslim (2014) mentioned that Multiple-Choice Question is used on final examination both in Elementary, Middle, and Senior High School. Kusumah (2009) stated that the habit of evaluating or testing with multiple choice questions from elementary to college level is not good for the students. Kusumah (2009) also added that after interviewing students and distributing questionnaire, he found that many students prefer Multiple-Choice Question than Essay because they are not trained to think logically. Also, Multiple-Choice Question is easy to decide in choosing the answers if the students cannot answer the question.

Based on the researcher's observation when she studied in a private Senior High School in Banjar, this senior high school still used Multiple-Choice Question in the daily test, mid semester examination, and final examination. Most of the students got a good score on the test, but in fact, those students do not really understand about the material as well. Besides, some students in low and high ability also gained the same scores. The researcher also saw that some of the students made a body language to ask and give the answer to the other students in answering the questions of multiple choices. Based on the preliminary observation conducted by the researcher, most of the students got the same score in the final examination and the examination in Multiple-Choice Question test. Therefore, it is very odd when the students get the same results of the test through Multiple-Choice Question test.

Despite of many pros and cons, many teachers still use Multiple-Choice Question. From the statement mentioned, it can be worth topic to do the further investigation. Besides, in teaching English, there should be four skills which become the learning objectives namely listening, speaking, reading, and writing. Those four skills tend to be use to measure students' performance in learning English. Unfortunately, Multiple-Choice Question cannot assess some of those skills, but still, many teachers keep using Multiple-Choice Question. As a consequence, in using Multiple-choice Question, the researchers are also curious about their understanding about the strengths and weaknesses of using Multiple-Choice Question test whether they recognize all of the effects when using Multiple-Choice Question as a summative assessment for the students or not. Therefore, based on the phenomena mentioned, the researcher is interested to investigate senior high school English teachers' perceptions in using Multiple-Choice Question as a summative assessment.

### **Identification of the Problem**

Assessment is one of the most significant elements that determine the quality of teaching and learning. After all the materials which have been explained, teacher should give an assessment to the students in order to measure students' ability. There are several types of assessment that can be used by teachers for assessing students. Multiple-Choice Question is one of the types of assessment that commonly used in across Indonesia. Meanwhile, there are several strengths and weaknesses that occur in using Multiple-Choice Question.

Moreover, according on the researcher's experience, when doing the Multiple-Choice Question students tend to guessing the answer or cheat to their friends. Additionally, when the researcher did the internship as a pre-service teacher, the researcher found out that when students are doing the assessment in a form of Multiple-Choice Question, they tend to asked the answer to the students and guess the answer without analyze the question first. Therefore, based on the fact that have been found, the researcher is interested in investigating more about Multiple-Choice Question specifically on teachers' perception.

### **Limitation of the Research**

Multiple-Choice Question can be done both for formative assessment and summative assessment, but the reseacher only focus on summative assessment because summative assessment may evaluate all of the material given by the teachers to students. Besides, this research only focuses on what teacher's perception in Multiple-Choice Question as a summative assessment. Brown (2004) explained that usually, summative assessment appears at the end of the course and the goal of the test is to assess the students' understanding related to the material of semester. One of the examples of summative assessment is final examination. Therefore, the scope of this study is Multiple-Choice Question used as a summative assessment. Moreover, the use of Multiple-Choice Question for formative assessment can be implemented in daily

presentation, question and answer session in the classroom and weekly quiz which will not be explained in this research.

Multiple-Choice Question test often appears on Elementary School, Junior High School, and Senior High School, but this research just focus on Senior High School. The researcher will ask Senior High School English teachers to be the research participants. The researcher focus on Senior High School English teachers because Senior High School students should think critically and solve problem by themselves, but in Senior High School, teachers still use Multiple-Choice Question in conducting the examination. Regarding the time constraint, the scope level of this research is only the use of Multiple-Choice Question as a test in a Senior High School.

Additionally, there are a lot of objects which can be explored about Multiple-Choice Question such as how to make an appropriate Multiple-Choice Question, the challenge in using Multiple-Choice Question, and the effective way to use Multiple-Choice Question as a test. However, this research aims to explore the strengths and weaknesses of Multiple-Choice Question as a summative assessment as perceived by teachers. Therefore, other objects such as the implementation, challenges in designing Multiple-Choice Question, and types of Multiple-Choice Question test will not be investigated in this research.

### **Research Questions**

There are two research questions as guideline of the research. Those questions are:

1. What are the strengths in using Multiple-Choice Question as a summative assessment as perceived by the senior high school English teachers?
2. What are the weaknesses in using Multiple-Choice Question as a summative assessment as perceived by the senior high school English teachers?

### **Research Objectives**

Based on the research questions, the objectives of the research are:

1. To investigate the strengths in using Multiple-Choice Question as a summative assessment as perceived by the senior high school English teachers.
2. To find out the weaknesses in using Multiple-Choice Question as a summative assessment as perceived by the senior high school English teachers.

### **Significances of the Research**

This research is aimed to give positive advantages for some parties namely teachers, pre-service teachers, and other researchers.

**For the teachers.** The research findings may give some new knowledge and fact toward using Multiple-Choice Question as a summative assessment. By understanding the findings of this research, the teacher may consider the strengths and weaknesses to use Multiple-Choice Question as a summative assessment. Besides, this research can be useful for the teachers as a reflection to their teaching

**For pre-service teachers.** This study may give some information for pre-service teachers who will experience in teaching and making assessment in teaching and learning process. The results of this research may influence the pre-service teachers to choose and consider when they want to make an appropriate type of summative assessment for the students.

**Other Researchers.** The research findings would add some new information about using Multiple-Choice Question as a summative assessment. Then, it may help the other researchers who want to investigate about Multiple-Choice Question in larger population. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting

this research, it can also encourage the researchers to conduct the researches related to the same area of this research.

### **Organization of the Research**

This research contains five chapters. Chapter one discusses about background of the research, limitation of the research, research question, research objective, significances of the research, and organization of the research. The reason why this research is conducted because there are many pros and cons about using Multiple-Choice Question as a summative assessment yet lots of teachers still use Multiple-Choice Question as a summative assessment. Multiple-Choice Question also cannot assess four skills related to learning objectives in learning English. Therefore, the researcher decides to do the research entitled “Senior High School English Teachers’ Perceptions in Using Multiple-Choice Question as a Summative Assessment”. Thus, the aim of this study is to find out the strengths and weaknesses in using Multiple-Choice Question as a Summative Assessment from teachers’ perspective.

In chapter two, the researcher discusses about the experts’ theories and statements connected to the teachers’ perceptions in using Multiple-Choice Question as summative assessment. There are several points which explained in this chapter. In this part, it explains about the definition of assessment, the importance of assessment, definition of Multiple-Choice Question, strengths of Multiple-Choice Question, weakness of Multiple-Choice Question, and review of related research. The aim of this chapter is to strengthen the researcher’s argument related to assessment and Multiple-Choice Question test. In order to convince the reader about the explanation appeared in this research, there will be several experts’ statements mentioned in this chapter as well.



In addition, chapter three will explore about the methodology applied in this research. There are several points in this chapter. Firstly, the researcher will choose the research design in this research. Secondly, setting and participants of the research will explain about where this research is organized and who will participate in this research. Thirdly, data collection method will explore the procedure of collecting the data. Then, data collection procedure will describe the instrument used by the researcher. Lastly, data analysis will explain the procedure in analysing the data.

In chapter four, the researcher will discuss about findings and discussion of this research. There will be two findings in this research. These findings will answer the research questions of this research. The first finding will relate to the strengths while the participants use Multiple-Choice Question as a summative assessment. The second finding will explain about the weaknesses faced by the participants during using Multiple-Choice Question as a summative assessment. Therefore, the researcher will gain all of the findings based on the interview with the participants.

In chapter five there will be two points explained in this chapter. First point is about conclusion. In the conclusion the researcher will talk about the results of this research. The researcher will sum up those findings and discussion from the chapter four. Second point is about recommendation. The recommendation will discuss about the opinion and advice from the researcher to some parties namely teachers, pre-service teachers, and other researchers in order to conduct a better research later.