

## **Chapter Two**

### **Literature Review**

This chapter will explain the literature review about teacher's perception toward using Multiple-Choice Question as a summative assessment. There are some main points discussed in this literature review. Those points are definition of assessment, types of assessment, the importance of assessment, definition of Multiple-Choice Question, strengths in using Multiple-Choice Question as a test, and weaknesses in using Multiple-Choice Question as a test. In the last of chapter two, the researcher also puts the review of related study.

#### **Assessment**

Assessment is one of the teaching methods where the teachers may investigate students' understanding through the teaching and learning process. Assessment is usually conducted by the teachers of the particular subject.

**Definition of assessment.** Assessment is the way how to know students' ability and performance after the learning process. Assessment has been defined by many experts. Taras (2005) stated that the assessment is defined as students' work and evaluation in order to examine concerning on how the course are delivering and making the decision in teaching and learning process. The statement mentioned is in line with Brown (2004) who stated that assessment is a continuous progress which cover a larger domain. Hanna and Dettmer (2004) mentioned that assessment is where the teachers gather the data regarding the teachers' teaching performance and students' learning performance. To sum up, assessment can be defined as an evaluation related to the prior material to enhance students' material mastery.

**Types of Assessment.** There are two types of assessment, formative and summative assessment. According to Taras (2005) and Brown (2004) there are two types of assessment, formative assessment and summative assessment. Formative assessment is the assessment which is conducted at the beginning or the end of the classroom activity. In contrast, summative assessment is the assessment which is conducted at the middle or at the end of the semester. Taras (2005) mentioned that formative assessment requires a feedback which is represented both of the actual level and the required standard of learning. Besides, the use of formative assessment is used to gather the information in assessment process in order to measure the learning needs and organize teaching method. Brown (2004) also stated that formative assessment can be defined as assessing students in framing their competence and skill in order to assist them in continuing the growth process.

According to Guido (2018), the example of formative assessment is when students ask a question or give the opinion through something in the middle of teaching and learning process. Spector, et al. (2016) added that formative assessment is usually established by the teachers, and it allows the teachers in order to control other teachers or a learning management system. Hence, the use of formative assessment in senior high school can be adopted in question and answer session between the teachers and the students either directly or indirectly.

Summative assessment is the assessment which is held at the end of the semester in order to measure students' ability. Additionally, Bilmona (2013) also mentioned that summative assessment is held at the middle and the end of the semester. Taras and Boston as cited in Arifin (2017) said that in curriculum 2013, the assessment used the summative assessment as the assessment at the end of semester and in national examination as well. Brown (2004) said that summative assessment is the assessment which is conducted at the end of the semester in order to

assess students' competence in teaching and learning process. This statement mentioned is in line with Looney (2011) who said that the use of summative assessment as an individual assessment can also be a promotion, certification, and admission to the next education level.

In addition, Brown (2004) mentioned that the example of summative assessment is final exam and general proficiency exam. Summative assessment is conducted by the particular subject teachers. Widyaningsih (2013) explained that summative test is carried out if the teachers intend to know the recent level development of students. That way, the teachers do not have the obligation to make test and check out the results. Besides, only the teachers in a particular subject teacher know about the students' academic progress through the test results. Also Fauzi, Utomo, Setiawan, and Pramukantoro (2018) argued that the assessment aspect offers multiple-choice and essay-based examination. Consequently, the use of summative assessment is the assessment arranged by the certain subject teachers at the middle and the end of the semester in order to evaluate the materials gained by the students during the teaching and learning process for one semester.

Nowadays, senior high school in Indonesia provides two types of assessment. Formative assessment is conducted in the beginning or middle of teaching and the learning process in a form of question and answer in classroom or daily examination based on the competency standard. Meanwhile, summative assessment is conducted at the middle and at the end of the semester. Usually, summative assessment is on the form of the test, and it is organized by the particular subject teachers.

### **The Importance of Assessment**

There will be a lot of importance of the assessment which the teachers should know and can the reason why the teacher should conduct the assessment for the students. The importance

of assessment are measuring students' performance, assessing attitudes and motivation, and giving feedback. For more detailed information, it will be explained in the following paragraphs.

**Measuring students' performance.** Assessment is one of the important objects to do in teaching and learning process. It can assess what students are already mastered since the beginning until the end of the semester. Also, there are many experts who define the importance of assessment itself. Cilliers, Schuwirth, Adendorff, Herman, and Vleuten (2010) stated that in the result and final goals from learning activities, assessment can represent a positive impact from assessment related to students' performance in order to improve their learning. Moreover, Jabbarifar (2009) said that the importance of assessment is to give the students chance to represent either about the materials that they have learned or the materials that they have not learned yet. Fisher (2018) also mentioned that assessment can measure teachers' teaching and learning effectiveness which can be related to students' performance toward a particular learning objective. In conclusion, the importance of assessment is measuring the goals of the study, giving the positive effect for the students' behavior, and improving both students' ability and teachers' teaching and learning potency.

**Assessing attitudes and motivation.** One of the importance of assessment is that assessment can assess the students' attitudes and motivation in regards to their learning behavior. According to Wiesnerová (2012), the students may clearly see that since assessment means assessing not only knowledge and performance but attitudes and motivation as well. To assess motivation and attitude objectively is very hard and requires other tools. Besides, Hoeltke (2008) said that assessment can affect the judgment regarding the grades, placement, improvement, instructional requirements, curriculum, and funding. That way, Multiple-Choice Question can assess and enhance students' attitude and motivation.

**Giving feedback.** The other importance of assessment is giving feedback. Carless, Salter, Yang, and Lam (2011) explained that feedback is the way how to develop students' learning outcomes. Besides, feedback can enhance students' ability in learning. Nicol (2010) mentioned that assessment can extend students' capability in order to observe, evaluate and arrange students' process in learning. Hargreaves (2013) stated that the assessment can give a feedback such as emphasis students to direct learning process and examine their purpose in learning and sustainability. Thus, feedback can be defined as a method in order to increase students' ability and learning outcomes. Giving feedback can improve students' behavior in learning process, and it will make the students feel more independent in passing the learning process.

### **Multiple-Choice Question**

Multiple-Choice Question is one of the question types. This question type is commonly used in some assessments in Indonesia. Multiple-Choice Question provides one question and several options. Besides, Multiple-Choice Question can be defined as a type of assessment which offers one question and some choices. There are many experts who mention the definition of Multiple-Choice Question. Medawela, Ratnayake, Abeyasinghe, Jayasinghe, and Marambe (2017) asserted that Multiple Choice Question is a type of assessment where the students are asked to choose one of the correct answers from several choices.

In addition, Bradbard, Parker, and Stone, Jennings and Bush as cited in Kastner and Stangl (2011) argued that there will be one question, several choices, and one correct answer in Multiple-Choice Question in which the other choices are just distraction. Brame (2013) also explained that in Multiple-Choice Question, there will be some problems and choices as a suggestion named alternatives answer. The alternative answers consist of one correct answer, and the other options are just intervals. Also, Multiple-Choice Question can be defined as one of the

types of assessment where there will be one answer and several choices. One of them is the right answer and the others are distractions. Then, the students are required to choose the correct answers from those choices.

### **Strengths of Multiple-Choice Question**

Multiple-Choice Question has some strength when the teachers make the test and when the students fill the answer in a form of Multiple-Choice Question. The strengths of Multiple-Choice Questions are reliable and objective, quick scoring, and assessing wider scope of material. Hence, for more detailed information, each part will be explained in the following paragraphs.

**Reliable and objective question.** Multiple-Choice Question has high reliability and objectivity because in using Multiple-Choice Question as assessment the answer is clear, and it avoids any scepticism. There are many experts who argue toward the strengths of Multiple-Choice Question. Javid (2014) stated that there are many benefits in using Multiple-Choice Question test, and some of the benefits are more objective. Also, Multiple-Choice Question is more reliable than the other types of test. Javid (2014) added that another benefit in using Multiple-Choice Question tests are scored easily, rapidly, accurately, and objectively. Weimer (2018) explored that scoring in Multiple-Choice Question test is very objective because the answer is clear and can avoid any doubt as well. Medawela, et al. (2017) said that reliability makes sure that the answer from the question is limited. In short, using Multiple-Choice Question as a test can have a high reliability and objectivity of the question because there may not be hesitation, and the answer is very clear.

**Quick scoring.** In using Multiple-Choice Question, the teachers can examine the answers easier because they can see the alphabet crossed by the students and check whether the answer is

correct or incorrect. Weimer (2018) asserted that some strengths in using Multiple-Choice Question as a test. In first strength, scoring will be quick and easy especially if a machine is provided. Also, it is easy to do statistic counting and possible to analyse how appropriate the question is. Likewise, it can differentiate which student who knows well about the material and who does not. Medawela, et al. (2017) stated that Multiple-Choice Question test can be automatically scored and can be analysed related to difficulties and discrimination with the newest technology recently. Kastner and Stangl (2011) argued that Multiple-Choice Question is commonly used in most of the schools, and it can change Constructed Response as a test. According to Medawela, et al. (2017) “Multiple choice requires less time to administer and creates a lower likelihood of teacher bias in the result” (p.4). Hence, both teachers and students think that Multiple-Choice Question is the simplest way when they want to make or do an assessment because it is easy and quick to be evaluated.

**Assessing wider scope of material.** In using Multiple-Choice Question as assessment, the material which will be assessed is wider and can cover lots of material. Fitriyanti (2018) mentioned that Multiple-Choice Question is potential to evaluate more extensive scope of material. Tangianu (2018) stated that Multiple-Choice Question can assess a wider range of curriculum. The statement is also in line with Weimer (2018) who stated that Multiple-Choice Question may embrace a lot of materials area on a single examination. In conclusion, Multiple-Choice Question will cover up a larger material which will be assessed.

### **Weaknesses of Multiple-Choice Question**

In using multiple choices, there are some strengths of Multiple-Choice Question use as assessment, and there are also some weaknesses of using Multiple-Choice Question as assessment. Those weaknesses are low critical thinking, easy to guess, low positive was back,

and low authenticity. For more detailed information, each part will be presented in the following paragraphs.

**Low critical thinking.** Unfortunately, Multiple-Choice Question gives low critical thinking to the students because when doing the assessment, the students only need to choose the answer without thinking widely and looking for the answer by themselves. Abdalla, Gaffar and Sulaiman (2011) stated that most of Multiple-Choice Question items are made with low level thinking. According to Weimer (2018), mostly, Multiple-Choice Question can do nothing unless assess whether the students memorize a certain detail from the materials or not, but written question may build higher critical thinking of the students. In line with Weimer (2018), Medawela, et al. (2017) said that Multiple-Choice Questions is low to assess some skills such as literacy, analysing sentence, creativity, or unique thinking. Therefore, Multiple-Choice Question has low critical thinking because in answering Multiple-Choice Question the students will just pick the right answer from several choices so that the students will not think critically, and their creativity will be limited.

**Easy to guess.** One of the weaknesses of Multiple-Choice Question is easy to guess the answers because the students can just skim the question and answer. Then, the students can pick easily because the answer is included. According to Weimer (2018), to fill the Multiple-Choice Questions test, the students may only rely on lucky guess to claim the correct answer, and the students might look like they know, but in fact, they do not know about the question. Also, it can influence students' perception to the content. Medawela, et al. (2017) stated that one of the most weaknesses of Multiple-Choice Question is a chance to guess the answer. To sum up, when answering Multiple-Choice Question as a test, the students cannot answer the question, and they



tend to guess the answer rather than thinking more about the answer, and it leads to potential cheating.

**Low positive washback.** Using Multiple-Choice gives low washback because the answer has been already provided. Besides, the students do not need to study before doing the assessment because the answer is written on the test, and what they only need to do is choose one of the choices. Washback can be defined as an effect before and after doing the assessment. Brown (2004) said that washback can be included as an impact of the assessment on teaching and learning previously such as preparation before the assessment. The importance of washback was also mentioned by Green (2013) who stated that a washback can give other perception into how the tests are used and how the test can be accessed in various educational setting. According to Luo and Zhang (2011), Multiple-Choice Question types can give negative washback in teaching and learning process. The statement is in line with Brown (2004) who stated that Multiple-Choice Question offers low positive washback. Gibles as cited in Umer and Javid (2014) said that the example of negative washback is that Multiple-Choice Question result in comparison to other question types such as essay is proven to result in low level of intellectual abilities. In conclusion, using Multiple-Choice as assessment can give a negative wash back to the students in ignoring the preparation before the assessment.

**Low Authenticity.** Bachman and Palmer as cited in Brown (2004) defined that authenticity as correspondence level characteristics of language test assignments is given to the target language feature. Herrington and Brown (2014) mentioned that the importance of authenticity in assessment is that the assessment not only matching the item into curriculum, but also the assessment can be applied and measured the test in the real learning context. from the statement mentioned, it is in line with Luo and Zhang (2011) who defined that there are many

students who can pass Multiple-Choice Question assessment with high score, but they fail in communicating with people in real life. Multiple-Choice Question has low authenticity because in using Multiple-Choice Question, the students are not trained in solving problem while in real life context of the implementation in problem solving is very common and important. Therefore, Multiple-Choice Question has low authenticity.

### **Review of Related Study**

There are some previous research related to this research but the researcher only took two related research. The first research was conducted by Madawela, Ratnayake, Abeyasinghe, Jayasinghe and Marambe (2017). This research aims to investigate about the use of Fill in the Blank and Multiple-Choice Question in assessing students. Consequently, experimental quantitative research design was used in this research. Furthermore, this related research used 134 students as the research respondents. The respondents were randomly divided into group A and group B. Group A were given a questionnaire with fifteen single best answers Multiple-Choice Question and Fill in the Blank questionnaire with the same question. Besides, at the same time, Group B were given Fill in the Blank questionnaire first, and the Multiple-Choice Question questionnaire as the mean score for those groups who were compared. As the result of the research, the students' performance with FIB is low while score of the students are the same with Multiple-Choice Question.

The second related research was conducted by Fitriyanti (2018). This research aimed to find out the teachers' guideline in designing Multiple-Choice Question and the teachers' challenges to attend the guideline in making Multiple-Choice Question for the English assessment in a private high-school in Yogyakarta. Qualitative research design was used as a research design in this research. The participants in this research were two English teachers in a

private high-school in Yogyakarta. This result of this research found out that there were fourteen guidelines in designing Multiple-Choice Question. Those guidelines were the correct grammar, the use of the materials based on the indicator used by the teachers, the use of important statement only applied by the teachers, teachers who did not make the question related to the correct answer clues, teacher who used a useful chart, table, picture, graph, or diagram, teachers who did not make question related to the previous question, teacher who used book of scoring technique, each question must have only one correct answer, teachers who made a clear question, teachers who did not put the correct answer in the same position, teachers who designed the option sentence in the same length, and teachers who used a talkative language. Moreover, from the result mentioned, there were five challenges faced by the teachers in designing Multiple-Choice Question as well. From the challenges, making a good Multiple-Choice Question took a long time, how to make an effective and useful distractor, how to make much number of questions, no direction from senior teacher in applying the guideline, and how to make a question which does not give a clue related to the correct answer to the students.

In conclusion, the similarity of this research and the first related research is that both of the researchs investigate about Multiple-Choice Question in assessing students. For the differences between both of the researches, the research uses teachers as the participants of the research in the first research while the second related research uses 134 students as research respondents. For other differences, this research uses qualitative design. However, the second related research uses quantitative design as a research design. On the other hand, the similarity between this research and the second related research is that both researches use English teacher as research respondents. For the second similarity, both of the researches use qualitative research design. Moreover, the difference between this research and the second related research is the aim

of the research which is teachers' perceptions in using Multiple-Choice Question as a summative assessment while the second related research investigates about guideline and challenges faced by the teacher in designing Multiple-Choice Question as assessment.