

**Senior High School English Teachers' Perceptions in Using Multiple-Choice Question as a
Summative Assessment**

A Skripsi

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Abstract

Assessment is one of the most necessary elements in teaching and learning process. Assessment aims to measure students' ability, assessing students' attitudes and motivation and the last one is giving feedback. By doing the assessment the teacher can ensure students' ability. Multiple-Choice Question is one of the assessment types which is commonly used in Indonesia. This research used descriptive qualitative in order to investigate the teachers' perception about the strengths in using Multiple-Choice Question as a summative assessment and the weaknesses in using Multiple-Choice Question as a summative assessment. The data were gained by interviewing three experienced English teachers in a private senior high school. The result showed that there are three strengths in using Multiple-Choice Question as a summative assessment such as quick and easy scoring, assessing students' various ability and students answer the question carefully. Additionally, there are three weaknesses in using Multiple-Choice Question as a summative assessment such as low order of critical thinking, low positive washback and taking a lot of time in designing Multiple-Choice Question.

Keyword: assessment, multiple-choice question, descriptive qualitative, strengths in using multiple-choice question, weaknesses in using multiple-choice question.

Chapter One

Introduction

This chapter explains about 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. Next, there will be the research objectives as well. Research objectives talks about the specific things that the research will investigate. Then, in the significance of the research will talk about the benefit or advantages for some particular people. Last but not least, this research talks about the organization of the research.

Background of the Research

Assessment is the system or the way how the teacher can measure the students' ability. Assessment become one of the most necessary elements that determine the quality of teaching and learning. Taras (2005) stated that the assessment define as students' work and evaluation in order to examine concerning on course, how the course was delivered and making the decision. Brown (2004) also described that assessment is an ongoing process which covers a larger domain.

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.

Multiple-Choice Question becomes one of the types of assessment that many English teachers use in Indonesia. 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.

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.

Methodology

The researcher conducted this research by using qualitative method. Creswell (2012) stated that qualitative research required to look further about students' opinion about the recent occasion. Qualitative research was suitable, because it digs deeper the answers for the research. Qualitative design approach helped the researcher to get rich information of teachers' perception.

The researcher used descriptive qualitative as a type of qualitative research so the answer was deeper and more specific. Creswell (2012) stated that the aim of descriptive qualitative design was to make an extensive summary in every spesific event everyday which experienced by some of the individual in a group.

The researcher used interview as the instrument in order to gain a clear and rich information from the participants. Creswell (2012) stated that interview was a supple instrument as a data collection, it could build a multi-sensory line such as verbal and non-verbal, also spoken and heard. The researcher used standardized open-ended interview. Creswell (2012) argued that standardized open-ended interview is one of types of the interview which the sequence of the question haa been decided first.

This research conducted at one private senior high school in Banjar. The researcher chose the senior high school in Banjar because this school uses Multiple-Choice Question in middle semester and final semester examination and also because the researcher was a student there. The researcher had a spesific criteria for the participants. Firstly, the participant must be an English teacher at senior high school because the researcher wanted to look through the teachers' perception. Secondly, the participant must a full-time in service teacher because those teachers had an extensive experience in that school for many years. Thirdly, the participants must be an experienced teacher.

Findings and Discussion

Strengths of Using Multiple-Choice Question as Summative Assessment.

There are three strengths in using Multiple-Choice Question which explored by those three participants. The specific 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. The scoring time will be faster when teachers using Multiple-Choice Question. Then, the scoring method will also easier because the teachers just need to adjust students' answer to the answer key.

Assessing students' various ability. Assessing students' knowledge was a second strength in using Multiple-Choice Question as a summative assessment. This various ability here means reading, structure and vocabulary.

Students answer the question carefully. Students answer the question carefully was the third strength in using Multiple-Choice Question as a summative assessment. Means that, students used to answer the question more carefully because Multiple-Choice Question provide several similar options.

Weaknesses of Using Multiple-Choice Question as Summative Assessment.

There are three weaknesses in using Multiple-Choice Question which explored by those three participants. The specific information from the weaknesses in using Multiple-Choice Questions as summative assessment is 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. This was because students just need to choose or even guess the answer without knowing why the answer was correct or incorrect.

Low positive washback. Low positive washback became the second weaknesses in using Multiple-Choice Question as a summative assessment. Moreover, this was because the students tend to underestimate the assessment and they would not learn the materials that will be assessed.

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. Furthermore, this was because one question only covered one material instead of one chapter and teachers also should make several similar distraction choices for each number.

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