CHAPTER I

INTRODUCTION

This introductory chapter presents the general outline of the research as it is divided into several parts, namely background of the research, research questions, purposes of the research, and significance of the research as well as the paper organization.

1.1 Background of the Research

A multiple choice test as stated by Ng and Chan (2009) is a task of human in making decision of choosing the correct answer amongst several alternatives or as Considine, Botti, and Thomas (2005) stated that it can also be inferred as a test's questions which the examinee have to select the correct answer among a number of alternative choices. Typical multiple choice items are comprised of the stem, choices, key, and distracter (Considine *et al.*, 2005).

In its implementation, multiple choice (MC) test certainly has various disadvantages, which are: good multiple-choice test items are made more difficult and time consuming to write; it decreases its validity due to the possibility of guessing; it is ineffective for measuring some types of problem solving and the ability to organize and express ideas; it can distract test takers on the information in the multiple choice test; and sometimes it has more than one correct answer (Kurz, 1999). Furthermore, it is stated by Cheung and Bucat (2002) that poorly written MC items cannot provide useful information to be used in teaching and learning process. In order to maximize the profits and minimize the existing shortcomings, it takes some strategies in the process of making MC test itself. One of which is by using a revised taxonomy of multiple-choice item-writing guidelines by Haladyna, Downing, and Rodriguez in 2002. As stated by Cheung & Bucat (2002) that there are many important guidelines for writing multiple

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choice items, one of them is presented by Haladyna in 1989 (as cited in Suen & McClellan, 2003) which then revised in 2002 by Haladyna, Downing and Rodriguez from 43 into 31 guidelines. The guidelines are known as taxonomy of multiple-choice item-writing guidelines and mainly intended for classroom assessment (Haladyna, Downing & Rodriguez, 2002). Therefore, this research is aimed to find out what kind of multiple choice criteria that reputed good by teachers.

1.2 Research Question

This research is conducted to answer the following research question:

1. How is English teachers' understanding about good multiple choice criteria compared to taxonomy of multiple-choice item-writing guidelines?

1.3 Purposes of the Research

The purpose of the research is to answer the research questions. The research try to elaborate what if the teacher's understanding of good multiple choice criteria is compared to the taxonomy of multiple-choice item-writing guidelines made by Haladyna, Downing, and Rodriguez in 2002.

1.4 Significance of the Research

The result from this research is expected to provide some benefits towards English language pedagogy, especially in Indonesia. Theoretically, the research is expected to provide a clear explanation about what are good criteria of MC from the teachers' view and enrich the research about learning evaluation as well as to give contribution to English teachers in understanding how to make good multiple choice questions. Additionally, by making good multiple choices, the weaknesses that appear in exams using multiple choice questions can be minimized.

Practically, this research is expected to guide teachers on making good multiple choice.

1.5 Research Methodology

There are several aspects to answers the formulated research question. Each aspect would be described more below.

1.5.1 Research Design

The study employs descriptive qualitative method since the method is best to answer questions about 'what', 'how' or 'why' of a phenomenon (Paton and Cochran, 2002). The result is presented in the form of table, charts, and quotations or descriptions.

1.5.2 Sample of the Research

There are 52 English teachers who become participants of this research. The researcher uses a questionnaire as research instrument. Participants of this research are English teachers who have experienced making exam questions in the form of multiple choice.

1.5.3 Data Collection

The researcher only uses teachers' questionnaire as the data. Basically, the data are collected by distributing online questionnaire to English teachers.

The questionnaire covers some close-ended questions in form of multiple choice. Closed ended questions are used because it can give specific answer from the participants, especially for "yes" or "no" questions (Given, 2008).

In detail, the questionnaire result cover the participants' understanding of how to make good multiple choice items.

1.5.4 Data Analysis

The analysis will follow after the process of collecting data finished. The researcher conducted this questionnaire online. Questions in the questionnaire are developed based on the taxonomy of multiple-choice items-writing guidelines' points. Thirty one points in the taxonomy are made into 20 close ended questions in the form of multiple choice. As the first step, the researcher opens an online questionnaire addressed to English teachers. After obtaining the necessary data, the researcher processes the data by classifying it into five different categories as the taxonomy's categories.

Since this research uses a descriptive method, the result of questionnaire and other relevant theories are analyzed into a coherent description. The results of the data analysis are described in a descriptive explanation.

1.6 Clarification of the Key Terms

The title of the research is "*Good Multiple Choice Criteria: Comparison between English Teachers' Understanding and Taxonomy of Multile-Choice Item-Writing Guidelines*". In order to avoid the ambiguity and misinterpretation of the key terms in the title above, the clarification and specification of the key terms will be depicted as follows.

1.6.1 Multiple choice items

Multiple choice items used in this research are parts of multiple choice made by the teacher themselves. Typical multiple choice items are comprised of the stem, choices, key, and distracter (Considine *et al.*, 2005).

1.6.2 Teacher

Teacher defined by Nyerere (1968) is the only person who has ability to open wider scope of knowledge to the students. Teachers who become respondents for this research are English teachers who have experience making questions in the form of multiple choice items for their classroom assessment.

1.6.3 Taxonomy of Multiple choice item writing guidelines

This is taxonomy of multiple-choice item-writing guidelines made by Haladyna & Downing in 1989 revised by Haladyna, Downing, & Rodriguez in 2002. It has 31 rules and it is divided into 5 categories (Haladyna *et al.*, 2002).

1.7 Paper Organizations

This paper is presented in five chapters as follows.

Chapter 1: Introduction

This introductory chapter presents the general issue of the research, which is divided into background of the research, research questions, purpose, and significance of the research, clarification of terms as well as the paper organization.

Chapter 2: Literary Review

Chapter two presents the foundation of relevant theories as a basis for discussing the research problem.

Chapter 3: Research Methodology

Chapter three provides the information of the procedures in collecting and analyzing the data gained from both document analysis and interview.

Chapter 4: Finding and Discussion

Chapter four presents the finding of this study along with the discussion through relevant theories.

Chapter 5: Conclusion and Suggestion

Chapter five covers the conclusions and suggestions which are relevant to this study.