

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In the last chapter, conclusions and suggestions will be presented. The summary from the previous chapter related to findings and discussions will be in the conclusions section. While, the next part will presents some suggestions in two aspects: pedagogical implications, and suggestions for further research.

5.1 Conclusions

From the 31 points in terms of taxonomy of multiple-choice item-writing guidelines, there are 10 guidelines hardly mentioned by the teachers derived from two out of five category of Haladyna's guidelines. It will be discussed per category.

The first category is content concerns. From 10 guidelines that are hardly mentioned by the teachers, there are 5 guidelines from this category. The first one is guideline number two that talk about multiple choice maker should avoid trivial content. Only 28,3% said that the important content should be presented in the multiple choice items. The second one is about the content of each item should be independent from other items on the test, however 79,2% respondents think that it is acceptable if the test items refer to the other items. Next, opinion-based items, tricky items and too general and too spesific contents should be avoided, but only 34%, 43,4%, and 41,5% of respondents give their agreement about that.

As the second category, there is writing the choices category. This category is the one that has most guidelines. From the category, the researcher also found 5 guidelines that are different from the teachers' understanding. First, things that should be avoided in making multiple choice items are negative words and everything that can give clue to the right answer. Many of the

respondents think that using positive and negative words do not give any effect to the test takers, it is proven by 35,8% of respondents agree that it is best to use positive words and 13,2% agree that the test takers should not be given any clue. Then, Haladyna's guideline number 28 and 29 said that all the distractor should be plausible and use typical errors of students to write your distractors, but only 13,2% agreed about that. Last, most of the teachers did not agree to put humorous content in the items. This is contrary to the haladyna's guidelines that feature some humorous content to help students relieve their stress on the exam. There are only 34% of teachers agreed about it.

There are no different about teachers' understanding and Haladyna's guidelines for style, format concerns, and writing the stem categories. It means, the different understanding came only from the the content concerns and writing the choices categories. The content concerns contains advice in the selection and use of materials that will be designed into multiple choice items, while writing the choices category contains advice in the writing the choices or distractors for multiple choice items. By knowing that the most different teachers' understanding and Haladyna's guidelines are about the distactors and also the materials used and selected.

Researcher concludes that those findings influenced by several factors such as:

1. Lack of knowledge about good criteria of multiple choice questions.
2. Less of teaching experience.
3. Culture and condition at respondents' work place.

All the factors above should be researched to get more information and more specific findings about it.

5.2 Recommendations

Based on the research above, there are several suggestions that can be recommended, both in terms of pedagogy and for the follow up research. The recommendations are as the following:

First, in pedagogical implications. Multiple-choice questions will always come out in every level of educational unit. As proof, the National Examination questions are always made in the form of multiple choice. In the questionnaires, most of the teachers have never conducted a multiple-choice writing exercise. The multiple choice weaknesses in the test implementation comes from the readiness of students and the teachers' difficulty in the process of making. Thus, at least change can start from making multiple choice questions by following good criteria that are already tested, one of them is Haladyna's taxonomy. Taking a special training of questions-making exercises for teachers will be good to be carried out as a starter, either by undertaking a multiple-choice writing training which is paid personally or by the institutions where they teach.

The second part is suggestion for next research. For the next researcher who takes interest in the same topic, it is suggested to take the same research with different limitations, for example the sample is only for teachers in another city, for private teachers, or English teachers in the tutoring area only. A more specific sample will make the research more valid.