A COMPARATIVE STUDY BETWEEN MULTIPLE CHOICE AND SHORT ANSWER TEST TOWARDS STUDENTS' READING COMPREHENSION ACHIEVEMENT AT THE NINTH GRADE STUDENTS OF SMPN 2 ULAWENG

Ervi Kamaruddin[1], Bahrun Amin[2], Junaid[3]

[1]*Universitas Muhammadiyah Makassar, Indonesia*

ARTICLE INFO	ABSTRACT
	Ervi Kamaruddin, 2022. *A Comparative Study between Multiple Choice and Short Answer Test Towards Students' Reading Comprehension Achievement at the Ninth Grade Students of SMPN 2 Ulaweng.* Under the thesis of English Education Department, The Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervised by Bahrun Amin and Junaid. This research was about a multiple choice comparative study and short answer on students' reading comprehension achievement in the ninth grade of SMPN 2 Ulaweng. The problem statement of this research was there a significant difference of the students' achievement in reading comprehension by using multiple choice test and their achievement on the short answer test?. The purpose of this research was to find out a significant difference of the students" achievement in reading comprehension by using multiple choice test and their achievement on he short answer test as the measure of reading comprehension. This study applied a quantitative design, with a sample of 40 students divided into 2 classes. The instrument used was in the form of a test which is divided into two types of multiple choice and short answer. The results of this study indicate that the students" achievement in multiple choice test, higher than students" achievement in the short answer test. The analysis of the mean score gap between the closed test and multiple choice in the test was different. The mean score of the multiple choice was 71.5 and 47.5 short answer. From the result the researcher concluded that multiple choice test is better than short answer test to increase students" achievement in reading comprehension at the ninth grade students of SMP Negeri 2 Ulaweng.

Corresponding Author:
Ervi Kamaruddin
English Education Department,
Universitas Muhammadiyah Makassar,
259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.
Email: corresp-author@mail.com (10pt)

INTRODUCTION

Test assessment is an evaluation tool that has an important role in measuring student achievement. The test can be given orally, in writing, online or offline, or in other limited areas. To find out students' reading achievement, the test is one of the best tools to measure it. There are several kinds of tests that can be used, namely, multiple choice, closed test, essay, matchmaking, true or false, short answer etc.

In general, in learning English at the junior high school level, the tests used are multiple choice and short essay. According to Sudjana (2011) multiple choice is a test that has one correct or most appropriate answer. while a short answer is a response made up of a subject and an auxiliary verb or modal. Short answers are brief but complete—they can answer "yes or no" questions or more complicated queries.

In light of the portrayal over, the specialist has noticed and met their English instructors about the utilized of the two kinds of tests. from the perception, observed that the two sorts of numerous decision and short response test are regularly utilized in each test, yet each trial of the two tests are not isolated. it makes English instructors counfuse, what sort of tests that empower understudies to accomplish high scores on English illustrations, particularly perusing.

Thereby, this research would be conducted at SMPN 2 Ulaweng entitled **"Comparative Study Between Multiple Choice and Short answer test on Students' Reading Comprehension Achievement"**

The problem statement of this was there a significant difference of the students' achievement in reading comprehension by using multiple choice test and their achievement on the short answer test? The objective of the research as To find out a significant difference of the students" achievement in reading comprehension by using multiple choice test and their achievement on he short answer test as the measure of reading comprehension. This research was expected to give better knowledge about the test that better to use to increase students' achievement in reading comprehension.

RESEARCH METHOD

Research methods in this study used quantitative approach. This study aimed to describe the students' reading comprehension ability to answer two types of tests, namely multiple choice and short answer, and compared their abilities by analyzing the score using statistical formulas; mean and standard deviation values.

The Researcher applied a purposive sampling technique.The school has two classes, the researcher chose A class for multiple choice test and B class for short answer. The number of sample of class A was 20 students and B class is 20 students in SMPN 2 ULAWENG in academic year 2020/2021.

The instrument that the researcher used to collect data was the test. The tests that used by researchers are multiple choice and short answer tests. In this test, each type of test

consist of 20 questions. Then, at that point, the score of the whole example is partitioned by the quantity of tests. Suparno (2011) gives the mean recipe as follows:

Where:

$$\bar{x} = \frac{\Sigma x}{N}$$

x = mean

Σ = sum up the score

N = number of sample

Meanwhile, the formula for standard deviation (SD) is :

$$SD = \sqrt{\frac{\Sigma(x-\bar{x})^2}{N-1}}$$

Where:

SD : Standard deviation

N : Number of sample

Σ : Added up or sum

X : Score

X : Mean

RESULT AND DISCUSSION

The most dominant points of the result are highlighted and discussed below. This discussion section is also provided to answer the research questions of this study, which is about the comparison of students 'achievement between multiple choice and cloze test on their reading comprehension ability.

The results of this study indicate that there are differences in student achievement on multiple choice and short answer tests. The student's score on multiple choice is higher than the short answer test. The average in the multiple choice test is 71.5, while the average score of students on the short answer test is 47.5. From these results it can be concluded that there is a gap in student achievement on both types of tests, student achievement in multiple choice is better than short answer.

For this research question, the researcher assumes that the significant difference between multiple choice and short answer test can occur because students' understanding and ability to understand food is better in multiple choice than short answer. In addition, other factors that can affect student scores are due to the lack of students' vocabulary in constructing words in short answers. Further discussion conducted interviews as additional evidence in this study.

The conclusion from the results of the sample representative interviews showed that the students were more accustomed to doing multiple choice tests than other types of tests. Their schools generally use multiple choice to test students' ability levels. The reason students prefer multiple choice over short answers is because of the lack of vocabulary they have so that they are not able to arrange answers to answer short answers. Based on Kobayashi (2002) and

Alderson (2000) argued that despite these tests popularity as tests format for assessing reading comprehension in a second/foreign language, they have a significant drawback in that test takers can guess the right answer without fully understand the reading passage, and thus test validity is questionable.

According to the students with multiple choice they find it easier to work on the questions because the remaining options have been provided. They choose the answer that fits the existing reading. Multiple-choice questions are common devices for testing students 'reading comprehension. The candidate provides evidence of his/her successful reading by choosing one out of a number of alternatives. Alderson (2000, p. 204) wrote that the popularity of multiple-choice method is at the expense of validity and —it would be naïve to assume that because a method is widely used it is therefore _valid‖.

Several other research results presented by other researchers concluded that multiple choice is one type of test that is more appropriate to measure students' reading comprehension ability. Rahmayani (2016) in her research describes *"Multiple choice test becomes the choice of the more appropriate test to measure students' reading comprehension ability for students of XII.IA.1 grade of SMAN 12 Banda Aceh"*. She compares the types of multiple choice tests with close tests. As for other researchers who use multiple choice as a type of test to measure students' abilities, namely Becker (2014), the conclusion of his research is *"If a multiple-choice and an essay test that covers the same material measure the same economic understanding, then the multiple-choice test that covers the same material measure the same economic understanding, then the multiple-choice test. choice test would be the preferred method for assessment because it is less costly to score and is a more reliable measure of achievement in a limited testing period"*. Becker compared the use of multiple choice tests with essay tests.

CONCLUSION

The conclusion of this study showed that the students" achievement in multiple choice test, higher than students" achievement in short answer test. The analysis of the mean score gap between the cloze test and multiple choice in the test was different. The mean score of the multiple choice was 71.5 and 47.5 short answer. The explanation of the gap between two tests showed that the students" achievement in multiple choice better than the students" achievement in short answer test.

From the result the researcher, conclude that multiple-choice test is better than short answer test to increase students" achievement in reading comprehension at the ninth grade students of SMP Negeri 2 Ulaweng.

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