

**AN ANALYSIS OF STUDENTS' PERFORMANCE IN ANSWERING
MULTIPLE-CHOICE AND SHORT ESSAY QUESTIONS IN READING
TEST**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2020 M / 1441 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the requirements for The Degree
Bachelor of Education in English Language Teaching

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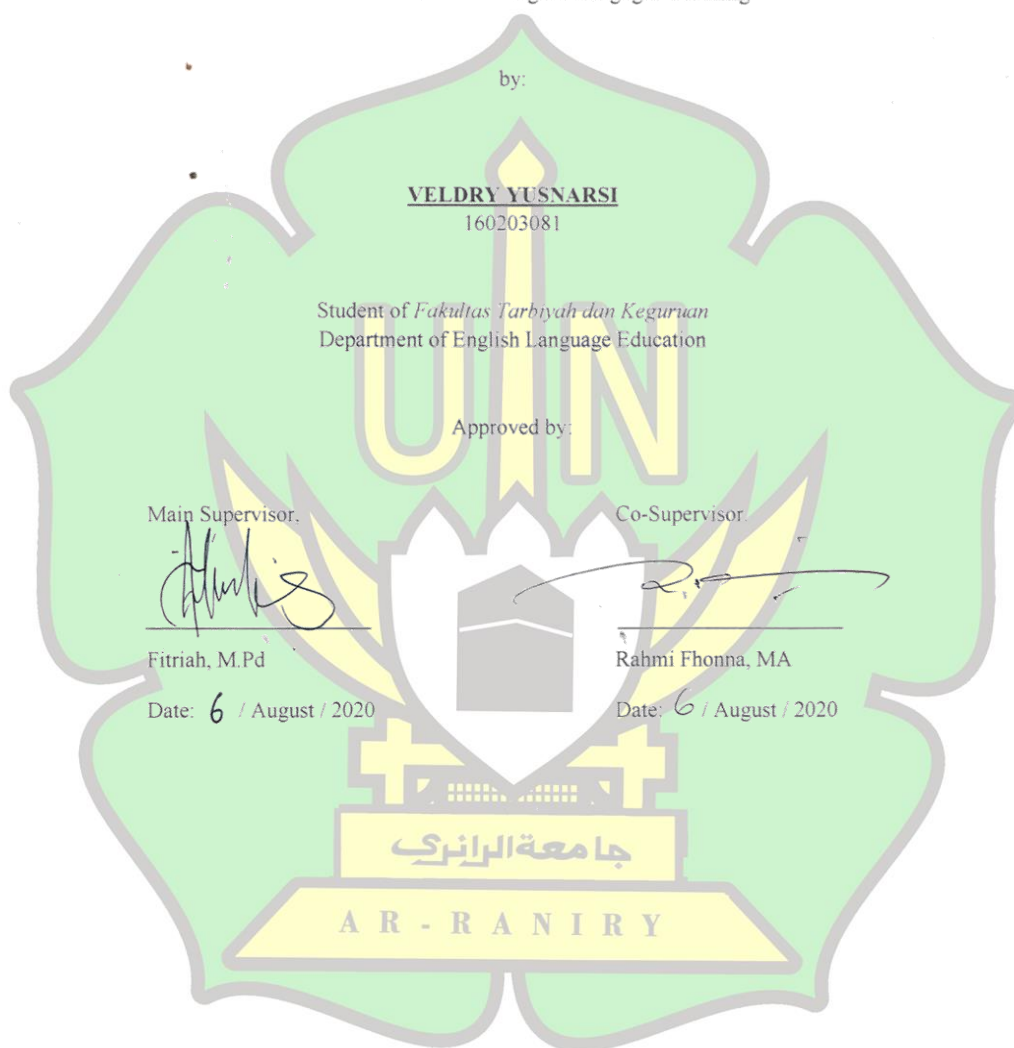
Date: 6 / August / 2020

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Date: 6 / August / 2020



It has been defended in *Sidang Munaqasah*
In front of the board of the Examination for the working paper
And has been accepted in partial fulfillment of the requirements
For Bachelor of Education Degree in English Language Teaching

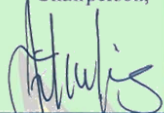
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**An Analysis of Students' Performance in Answering Multiple-Choice and
Short Essay Questions in Reading Test**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 5 Agustus 2020

Saya yang membuat surat pernyataan,



A R - R A Y Veldry Yusnarsi

ACKNOWLEDGMENT

First of all, Alhamdulillah, praise is due to Allah SWT, God the Almighty; the Most Exalted; the Compassionate; He, who always blesses and gives me health, strength and passion to accomplish my thesis. I also would like to extend endless prayers to the most amazing man on earth namely, our honorable prophet Muhammad SAW who delivered the truth and direction to our life in the world and life after.

Then, I would like to dedicate my unbounded thanks to my beloved mother Nurmariati and my father Yusri for their love, patience, attention, support, caring and always support me to reach the highest dream. My heartiest thanks were also directed to my beloved sister Resta Yusanti and my brothers Hendra Mariyus and Armadhan Yusera, for their sincere love and support. And also I would like to express my sincere and deep gratitude to Miss Fitriah, M.Pd., and Rahmi Fhonna, M.A., as my supervisors, who have spent their valuable time, worthy advises and overall guidance during the writing process in this thesis and have helped me finishing my thesis. Also many thanks go to The Second Grade Students of SMAN 1 Tapaktuan who already participated as subject of this research.

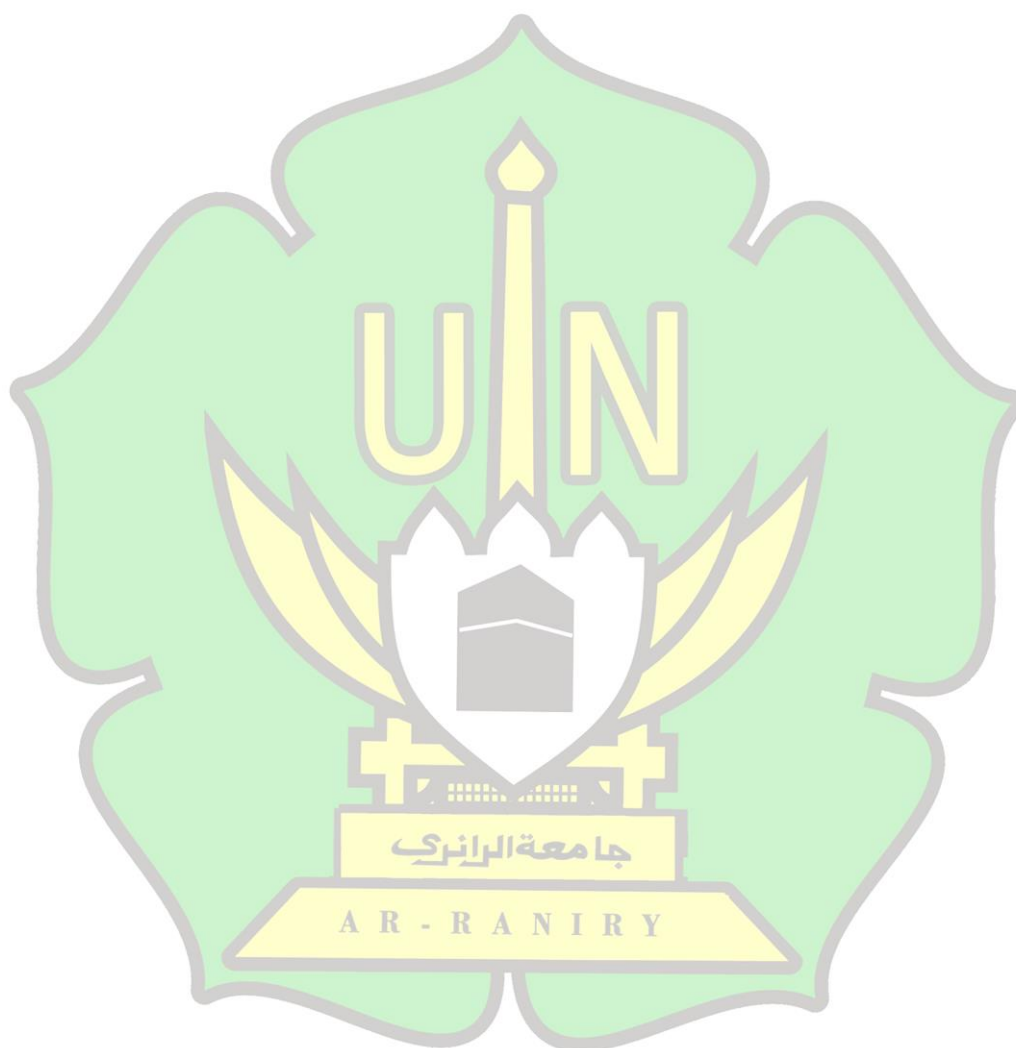
Furthermore, I greatly express thanks uncountably for all of my friends. Thanks for accepting, accompanying and being there all along with me and always cheering me to finish my thesis. May Allah bless you always. Aamiin.

Banda Aceh, August 5, 2020
The Researcher

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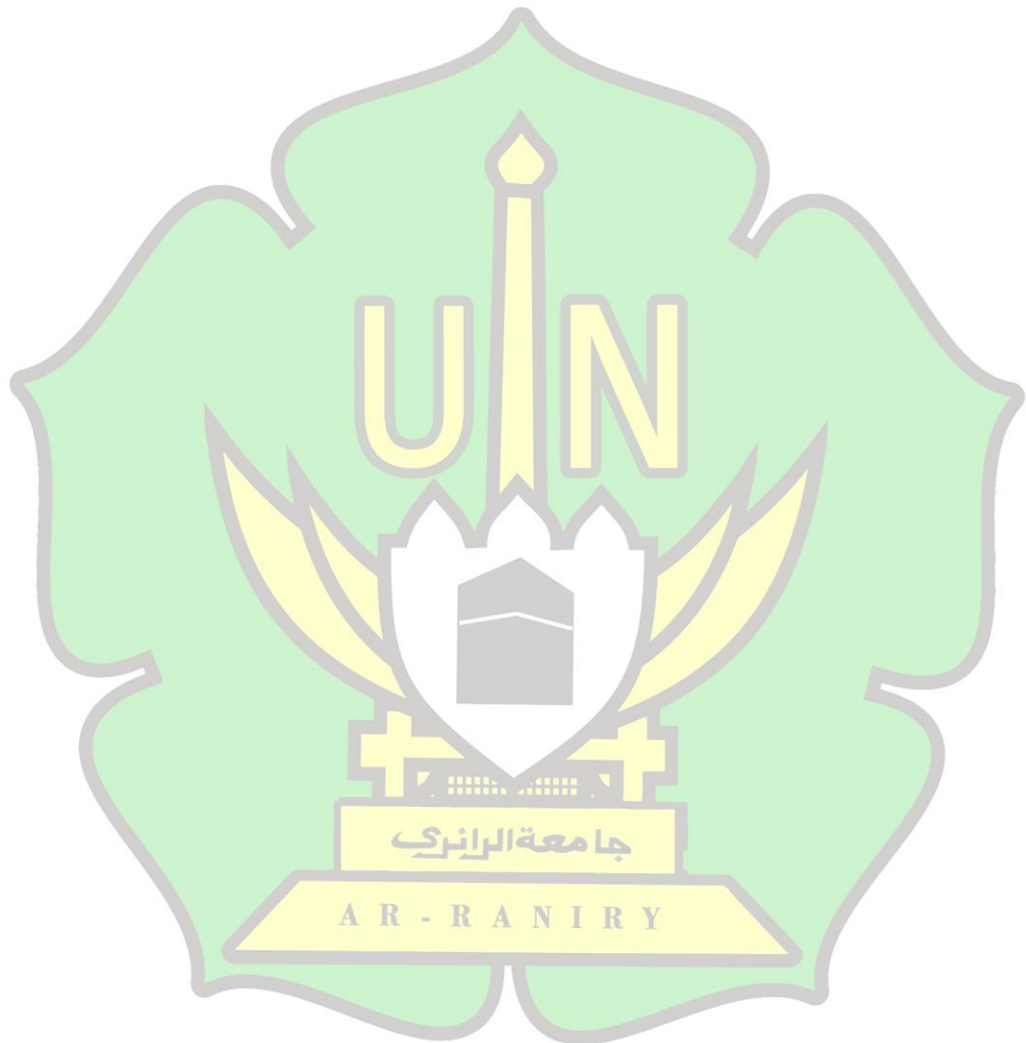
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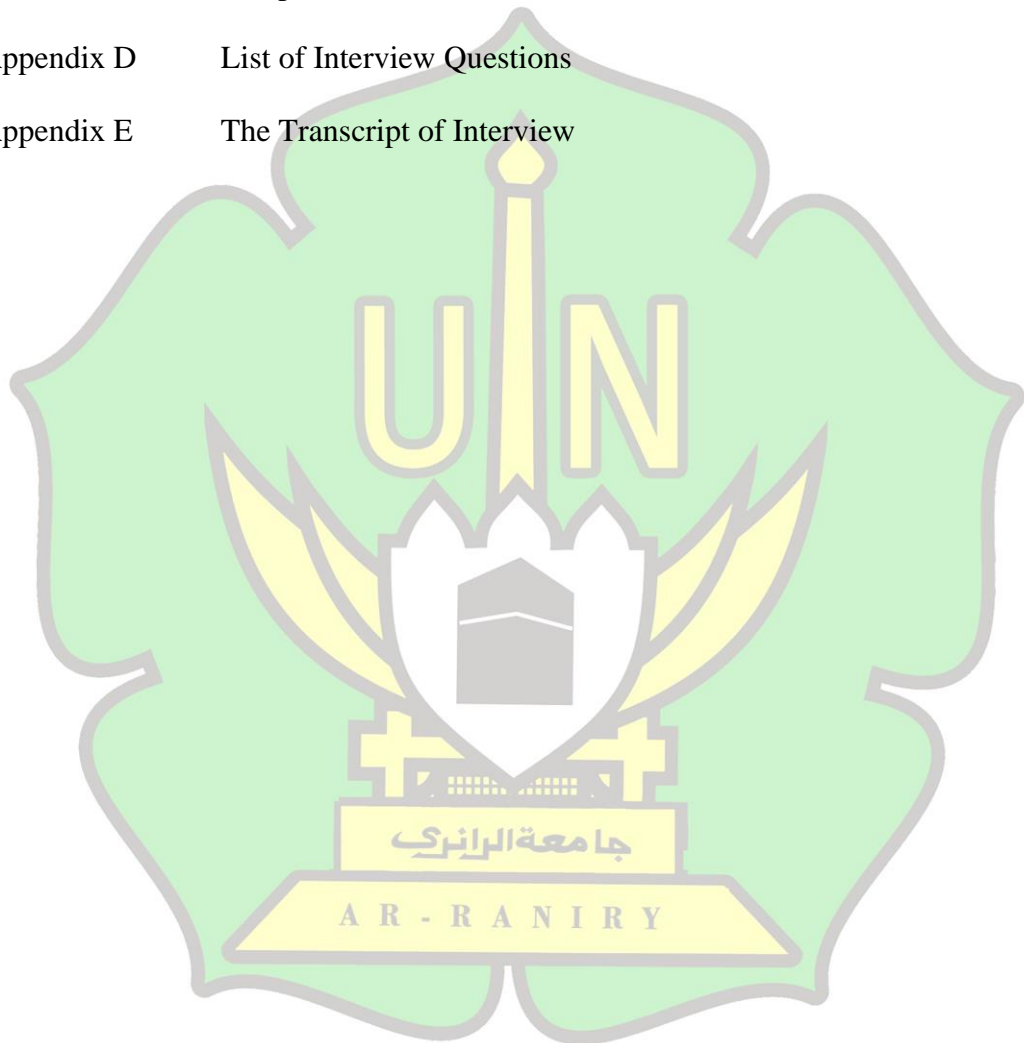
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ABSTRACT

Name : Veldry Yusnarsi
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Thesis working title : An Analysis of Students' Performance in Answering Multiple-Choice and Short Essay Questions in Reading Test
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Keywords : Multiple-choice; Short essay; Performance; Obstacles

Multiple-choice and short essay questions are two of many tests that usually teachers use to assess the students' ability especially in reading test. This research focused on the students' performance in answering multiple-choice and short essay questions in reading test. The aims of this research are to know the students' performance and their obstacles in answering multiple-choice and short essay questions. Then, the results based on the students' answers of interview were analyzed by using qualitative method design. The samples of this research are 15 second grade students of SMAN 1 Tapaktuan in academic year 2019/2020. These participants's answers of interview were enough to get the result of this research. Through the interview section, the majority of students preferred to do multiple-choice and they found that multiple-choice questions are easier to understand because they have the options. In short, the result of the interview showed that the students' performance in answering multiple-choice is stronger than short essay questions. Moreover, the result of this research can be concluded that the students' obstacles in answering multiple-choice and short essay questions were that they had lack of vocabulary, did not understand the meaning of questions and texts, and also the students were confused and doubtful to choose the correct answer.

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the important skills in learning English which is regarded as fundamental component in learning because varieties of knowledge can be achieved through reading. According to Alderson (2000, p. 28), reading is a process of putting the reader in contact and communication with ideas. Through reading encourages someone's ideas and critical thinking. Reading is not only an activity to know the words or symbols of a text, but it is also understanding the meaning of the text. Reading is an activity to get the information. Through reading, the reader will know the meaning and information from a text. In other words, reading is a process of understanding the meaning of the text for the students to get the main ideas and new information.

In educational institutions, reading is frequently used in all levels such as in primary school, secondary schools even in universities. Most all of the subjects in the schools or universities are related to reading. The students have to understand or comprehend the meaning in each reading text, so they will understand and be easy getting the information from the text.

Every students have different reading performance. Some of them will be understand the reading text in once or have to repeatedly and it often makes them fall in answering reading tests. To know students'

performance in answering reading test, of course teachers will give evaluation to the students. Test is one of the choices that could be used in evaluating the students' performance in answering reading test. Palupiningsih (2011, p.1) conducted a study and review that, "in language learning, testing is important to find out where students have difficulties in a language course, to explore progress or to reflect how well the students in learning a particular subject (students' achievement), and to give a general idea about students' proficiency in the target language. It means that a test can be a tool to measure how successful a language teaching had been held".

There are many kinds of test that can be used to evaluate students' reading ability, such as word matching, sentences matching, true/false reading tests, multiple-choice, essay questions, cloze procedure, etc.

In this study, the researcher tries to use Multiple-Choice and Short Essay questions to assess the students' reading ability and to know the students' performance in answering multiple-choice and short essay questions. According to Parviz & Sorayya (2012, p. 144) multiple-choice test is a test that the candidate provides evidence of his/her successful reading by choosing one out of a number of alternatives. While short essay test is a test that is arranged in the form of structured questions and the students compose, organize themselves answer each question with a language of its own (Indriyani, 2016, p. 2).

These tests are chosen in this study because these tests are the common tests that teachers usually used in testing the students and most students have been familiar with these tests. According to Lems, Miller & Soro (2010, p. 181), those testing techniques were considered appropriate to test students' reading comprehension because those were suitable with what were existed on students, they were metacognition".

In reading test, multiple-choice and short essay questions are usually given for the students. However, many students are still confused and difficult answering these tests. Their personal performance is one of the factors that influence them in answering these both tests. The students tend to have different scores in each test that given by teachers although the test difficulty is the same. Then, if the teachers give these both tests, many students try to answer the multiple-choice questions first. It is because they claimed that multiple-choice questions are easier than short essay questions.

Based on the explanation above, the researcher wonders why this could be happened, so that is why she wants to analyze the students' performance in answering multiple choice and short essay questions. Therefore, the researcher conducted this research entitled **"An Analysis of Students' Performance in Answering Multiple-Choice and Short Essay Questions in Reading English Test"**.

B. Research Questions

In conducting this research, the researcher focuses on the following questions:

1. How are the students' performances in answering multiple-choice and short essay questions in reading test?
2. What are the students' obstacles in answering multiple-choice and short essay questions in reading test?

C. The Aims of Study

Based on the formulation of the research questions, this research aims:

1. To know the students' performance in answering multiple-choice and short essay questions in reading test.
2. To know the students' obstacles in answering multiple-choice and short essay questions in reading test.

D. Research Significance

The significant of this research is to give benefits to knowledge and scientific developments. The result can be used as the suggestion for the teachers, that if one of the tests gets the best result, the teachers can apply the test for the students. Besides, the test is easier to understand, it should be has something that make the students prefer that test than the other one.

E. Research Terminology

There are some terms in this research need to be explained as the following:

1. Students' Performance

According to Nonis and Wright (2003, p. 327), performance is a multiplicative function of both ability and motivation. The performances of every students are different. Their performances determine how successful they are or how well they do something in their learning process. In this research, performance is the ability of someone to do something to get the result.

2. Multiple Choice Questions

Multiple-choice question is a common test that the teachers use to assess their students. In multiple-choice questions usually consist of four options and the students or the test takers must choose the correct one. This test takes long time to design but it is very easy to score, and it is also commonly used to assess students' reading skills such as scanning, skimming, etc.

3. Short Essay Questions

Short essay test is a test that requires the test takers to answer the questions by their own words. An essay test usually consists of few questions, but it takes long time to answer it, because the test takers have to think and write the answer.

CHAPTER II

LITERATURE REVIEW

A. Performance

a. Definition of Performance

Performance is an ability of someone to do something to produce the result. According to Nonis & Wright (2003, p. 327), performance is a multiplicative function of both ability and motivation. The performances of every students are different. Their performances determine how successful they are or how well they do something in their learning process.

The students' performance usually can determine by class participation, class assignments, home-work assignments, tests, examinations, and participation in competitions. The parents and the teachers also play a role in improving students' performance.

According to Nyagosia (2011) the teachers can promote extra-classes for the students, introduce effective teaching-learning methods and instructional strategies, using technology, rewarding students for good performance serves as a motivating factor and when they achieve low grades, than they usually tend to work more to make improvements. When the teachers give rewards to the students, the students will be motivated to study and it can improve their performance.

b. Factors Influencing Students' Performance

Kapur (2018, p. 3-8) mentioned several factors that influence students' performance as follow:

1) Attitude of The Students

Every students especially senior high school's students can distinguish between what is good to do and not. The students who have positive feelings regarding their school experiences, they possess the traits of discipline, diligence, and resourcefulness. Positive attitude is very crucial for the students in improving their performance especially in term of school or academic subjects. With positive attitude, they will be able to dedicate themselves wholeheartedly towards learning and generate the desired academic outcomes (Maina, 2010).

2) School Resources

It is vital to the school to provide the facilities. The good facilities can enhance the academic performance of students. the textbooks, material, hand-outs, technology, library facilities and laboratory facilities should include the essential materials.

If the school has good facilities, the students will be provided the necessary tools and equipment, they will be able to acquire a better understanding regarding academic concept (Maina, 2010).

3) Leadership Aspects

The major role of leadership aspects in influencing the academic outcomes of the students is based upon the administration and management of the school. When there are proper rules, policies and management is put into practice in an appropriate manner, then there would be improvement in academic performance of the students (Maina, 2010).

4) Skills and Abilities of The Teachers

Teachers have an important role in influencing the students' performances. They have a role to manage the class and administer learning to the students. It is better to the teachers to be professional in teaching. They need to possess an approachable nature, listen and provide solutions to the problems experienced by the students. The main objective of the teachers should only enhance the academic performance of the students and lead to their effective development (Maina, 2010).

5) Classroom Environment

Kudari (2016) stated that "it is vital that classroom environment should be disciplined, and well-ordered. Teachers and students need to implement the traits of morality and ethics in the classroom. The efficiency in the managements of the

classroom, introduces a well-organized and efficient management of the lesson plans, instructional strategies, teaching-learning processes and so forth. When there is discipline and effective communication among the individuals, then it would help the students learn better and improve their academic performance.

6) Role of Parents

Parents play an important role in leading to operative growth and development of their children (Kudari, 2016). Parents and other family members need to encourage a learning atmosphere within homes. When the students are difficult in learning, the parents are responsible for providing help. Parents are sources of security, encouragement and help their children in providing solutions to their problems.

7) Social Circle

Forming a social circle and friendships have a positive effect upon the academic outcomes of the students. It also causes social satisfaction and happiness in students' life (Kudari, 2016). Forming a social circle proves to be beneficial to the individuals in number of ways, such as solving academic problems, getting involved in leisure activities, sharing one's joys and sorrow and so on.

8) Psychological and Health related Factors

In order to generate positive academic outcomes, it is essential for the students to maintain their psychological and physical health. When the student is healthy, he/she would be able to contribute an active role towards learning. On the other hand, factors such as stress, anxiety, fear, trauma, depression or physical health problems also influence students' academic achievement. Consuming a healthy and nutritious diet, getting engaged in extra-curricular activities, staying calm and taking pleasure in studying are some of the aspects that help in maintaining good psychological and physical health (Srinivas & Venkatkrishnan, 2016).

9) Motivating and Encouraging Students

When students in problems and difficulties, the teachers and parents need to make provision of help and assistance. They should motivate the students and encourage them to do well in the future. When the students find certain are difficult to learn, the teachers should repeat the concepts, provide them class and homework assignments, so that they are able to acquire complete understanding of the concepts (Srinivas & Venkatkrishnan, 2016).

10) Visual and Hearing Impairments

Visual and hearing impairments are stated as the disease related factors. When these problems are severe and the students do not have the necessary resources to facilitate learning, then it is likely that their academic performance may get affected in a negative manner. Hearing impairment imposes problems in listening to the instructions and explanations given by the teachers within classrooms and it is associated with poor language development. It impedes the communication abilities of the students and hence their academic performance gets influenced in a negative manner (Srinivas & Venkatkrishnan, 2016).

11) Counseling and Guidance Services

In school environment, there are several problems and difficulties that students experience. These factors have a direct impact not only to their academic performance but also their lives. Counseling and guidance services need to be established in schools to help the students to provide solutions to their problems, focus upon their studies, and become responsible members of the community (Maganga, 2016). Counseling is related to various areas, such as career, academics, depression, stress, health, family issues and so forth.

12) Development of Study Skill

It is important to students in developing their performance. The students need to develop study skills so they are able to produce desired academic outcomes. Some of study skills include memorizing from the textbooks or other materials, making notes, and so on. Kapur (2018) stated that “memorizing is regarded as one of the rare techniques, hence, the teachers encourage students to acquire understanding of the concepts instead of memorizing”.

13) Time Management

Every students have a busy schedule, it is necessary for them to generate awareness in terms of effective time management. They have to create a balance between all the tasks and activities. The activities that are more important should be given more time and lesser amount of time can be spent on the activities that are less important.

B. Definition of Reading Test

Reading is one of the four English skills. It is an important skill for the students in learning English. By reading, the students' knowledge will be improved and they will be easy in getting the information. According to Scheiner (2001, p. 4) reading is an active process of interacting with print

and monitoring comprehension to establish meaning. As an active process, reading is an activity that related to thinking, interacting, making perception, making generalization, and comprehension the text. Comprehension is the important thing in reading activity. The students need to comprehend the text to get the information. To measure the students' comprehension about the text, the teachers usually give the evaluation to assess the students' comprehension. Understanding the whole contexts of the text are often important factors in assessing students' reading ability. One of the teachers can do in assessing students' reading ability is using test.

Test is a kind of school activity and measurement device that is used by teachers as the way to collect data from the students. According to Haladyna (2004, p. 3) the term "test" comes from a Latin word, "Testum" which means "the instrument the land". It means that an instrument is used to measure or analyze an activity that happens in one place. Test has a set of questions, each of which has a correct answer, those examined usually answer orally or writing. Test is the right way that teachers use to test their students' ability. However, before the teachers test the students, the teachers should know what they want to test and how they test their students.

In reading test, the teachers will assess the students' comprehension in understanding the text and their reading ability. There are a lot of tests that the teachers can use in assessing the students.

Arikunto (2005, p.162) mentioned two kinds of test, subjective test and objective test.

a) Subjective Test

Arikunto (2005, p.164) stated that the characteristics of subjective test, the questions are less, the question is preceded by the word “explain, why, how, compare, conclude, etc”, the test taker is demanded to be creative since they must think of what to say and then express their ideas as well as possible. The subjective test is usually takes from in essay format which requires descriptive answer.

The benefits of subjective test are easy to administer, able to avoid cheating possibility because the students use his own answer and express it in his own words, able to help teacher to find the students’ misunderstanding. On the other hand, there are also the weaknesses of this test. Sudjana (2001, p. 262) stated that the limited scope of the lesson material and the difficulty of correcting answer assessed objectively. This test also spends the test takers’ time in answering the questions, because it cannot represent all materials given.

b) Objective Test

Objective test is a test items that has only a correct answer in each item. The test takers just have to choose one of the items which they think is the best answer to the question. Objective test is suitable for assessing the ability of learners who require mental processes are not so high temperatures such as the ability to recall, ability to know the

back, understanding and ability to apply the principles (Handayani, 2016, p. 5).

There are kinds of objectives test:

1. Multiple-Choice

In multiple choice test, the test takers has to weigh up carefully all the alternatives and select the best one.

2. True-False

True false test consists of questions that have two possible answers, true or false. In this test, the students are asked to choose one possible answer by circling T or F alphabet.

3. Matching

This is the variations of the basic multiple-choice item format. Each item consists of two lists of statements, words, symbols or numbers which have to be matched one with another (Handayani, 2016, p. 7).

C. Definition of Multiple-Choice

Multiple-choice test is very common the teachers use to assess the students, especially in reading test. According to Abdel-Hameed, Al-Faris, & Alorainy (2005, p. 1505), multiple-choice test is appropriate for measuring knowledge, comprehension and could be designed to measure application and analysis. Multiple-choice test is being used increasingly due to their higher reliability, validity, and ease of scoring (Tarrant and

Ware, 2012, p.98). Multiple-choice test usually consists of four options and the test taker has to consider all the options and select the best one.

Multiple-choice test is the popular method in measuring students' knowledge. Although this test takes longer time to design, multiple-choice test are usually used to measure different skills of reading like skimming, scanning, making inferences and guessing meanings from the text, it is because multiple-choice test is easy to score and administer, and it also does not interfere the reading act.

However, there are several positive and negative effects of multiple-choice test. Klufa (2014, p.39) stated that "one of advantages of such type of test is that results can be evaluated quite easily even for large number of students. Multiple-choice questions are preferred so that the results of tests can be obtained quickly and there is clearly no impact of any subjective factor in evaluation". Using this type of test, the teachers will be easy to evaluate students' scores in large number of students or classes.

Another positive effects of this test is the characteristics of the questions. Most of the questions of this test are asking about main idea, the purpose of the text, character in the story, words meaning, etc which encourage the readers to use their comprehension ability deeply.

On the other hand, Roediger & Marsh (2005) proposed the negative effect of multiple-choice test. The negative effect is the tendency of an individual to believe in false statements, it occurs when a test taker

believes a wrong choice on a multiple-choice exam to be the correct choice to the propose question. If the students choose the wrong answer on the first test without any purpose, they would most likely choose the same wrong answer on later tests. Henry & Elizabeth (2005, p.1156) also expected that the number of lures on then multiple-choice test would negatively affect performance. The more alternatives on the multiple-choice test, the worse performance on later cued-recall test and the smaller the positive testing effect. They predicted that if the multiple-choice test has more of alternatives, so the more errors in answering the test will be increased.

Khufa (2014, p. 39) stated the other negative effects of multiple-choice test. He stated that a student can obtain certain number of points in the test purely by guessing the right answers and this fact affects reliability of the test and should be considered in interpretation of test scores.

D. Definition of Short Essay

Essay test is a test that arranged in the form of questions and the students organize themselves to answer the questions by their own words. Essay test is very useful for the teachers to assess their students, it can develop students' ability to express their opinion in their own words. An essay test challenges the students to write a response rather than to simply select a response. Christian, Timothy, Richard, & Bud stated that

“educators use essays because essays have the potential to reveal students’ abilities to reason, create, analyze, synthesize, and evaluate” (2002, p. 4).

According to Rios (2018, p. 2) essay items differ from selected-response (multiple choice or true/false) items in three ways: (1) more complex learning outcomes, such as analysis, synthesis, and evaluation, can be assessed; (2) students can pick the information that they would like to include and decide how to organize the information; and (3) students are required to provide an answer without having seen it presented, which greatly reduces the possibility of guessing.

Teachers prefer to use an essay test to assess students’ understanding and ability to think the subject and it also can to assess and improve students’ writing abilities. The students will try to answer the questions by their own words and express their idea in a good writing.

There are advantages and disadvantages of this test. Rios (2018, p. 5) provides three major advantages of essay test: (1) reduce measurement error due to random guessing, (2) eliminate unintended corrective feedback, (3) improve the construct validity of the test. An essay test also avoid the students to guess the answer of the question, they can organize the answers to their opinion.

Despite the advantages of essay test, Rios (2018, p.5) also proposed the disadvantages of essay test. Grading essay items can be quite expensive, time consuming, less objective and accurate than selected-

response items. Essay items also limit the ability to ask a large number of questions on a wide range of subject materials in a given time period.

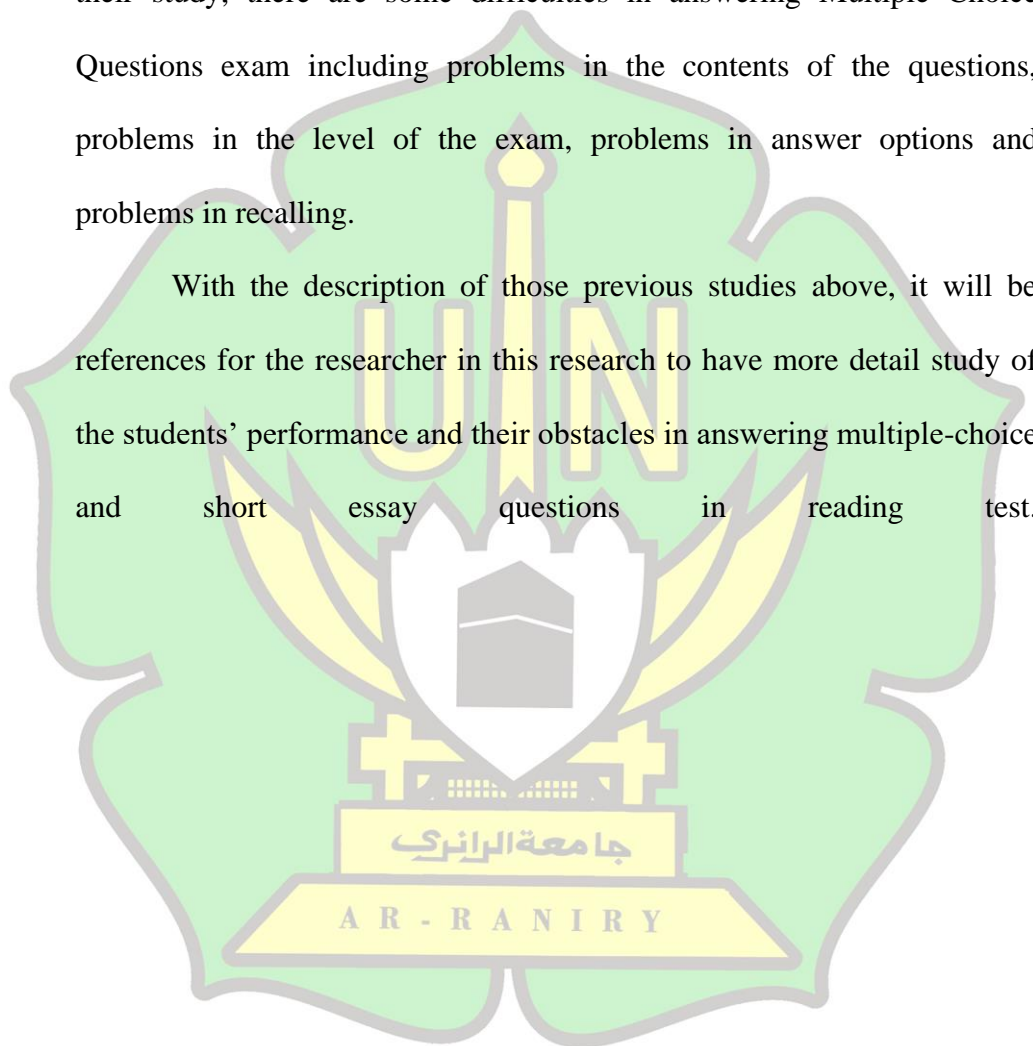
E. The Relevant Study

To support this research, the researcher presented some previous studies related to this research. The first study comes from Pepple, Young & Carroll in 2009 from The University of The West Indies and East Carolina University entitled “A Comparison of Student Performance in Multiple-Choice and Long Essay Questions in The MBBS Stage I Physiology Examination at The University of The West Indies (Mona Campus)”. The result of this study showed that the strong correlation between scores on multiple-choice questions (MCQs) and essay questions indicate that student performance was independent of testing normal. The performance in one of testing formats had a strong influence on the final course grade. In addition, those students who failed the course were likely to be weak in both testing modalities, whereas in all grade groups were more likely to perform better in MCQs than in the long essay questions.

Based on this research, it can be concluded that the student performance is influenced by the score that they got from doing the test. The students who got a good score, their performance were stronger than the students who failed in doing the test. So, in this research, the student performance was better in MCQs than in essay questions.

The other previous study comes from Bukhari, Sembawa, Al-Sairafi, Al-Zahrani, Sindi, and Dumyati in 2017 with the title of their study “Difficulties in Answering Multiple Choice Questions among UMM Al-Qura Medical Students, Makkah, Saudi Arabia”. From the results of their study, there are some difficulties in answering Multiple Choice Questions exam including problems in the contents of the questions, problems in the level of the exam, problems in answer options and problems in recalling.

With the description of those previous studies above, it will be references for the researcher in this research to have more detail study of the students’ performance and their obstacles in answering multiple-choice and short essay questions in reading test.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In completing this research, the writer conducted the research by using qualitative method design. Qualitative method is the method that collects the data through examining documents, observing or interviewing the participants. According to Cresswell (2014), “qualitative researchers typically gather multiple forms of data, such as interviews, observations, and documents, rather than rely on a single data source”.

This research was conducted to describe the students’ performance in answering two types of reading tests, namely multiple choice and short essay questions, and analyzed their performance by analyzing the result of interview.

B. Population and Sample

The population of this research was the students of SMAN 1 Tapaktuan. The researcher selected one class of the second grade students of SMAN 1 Tapaktuan. The sampling technique used was purposive sampling and the sample was the second grade students. They were chosen because they were in the middle level or standard capacity, and the researcher assumed that they were capable and appropriate for the sample which had been familiar with reading test. There were 15 students as the

participants. The researcher chose these students because the researcher assumed that their interview answers would be enough to help the researcher in completing the purpose of this research, that is to find out the students' performance and their obstacles in answering multiple-choice and short essay questions in reading test.

C. The Description of Research Location

The researcher conducted this research at SMAN 1 Tapaktuan, one of the senior high schools in Tapaktuan, South Aceh. SMAN 1 Tapaktuan which is located on Jln. Jenderal Sudirman No. 5, Hilir, Tapaktuan, South Aceh. This school was established in 1959. Now, this school is being led by Rasmadi S.Pd and got accreditation B score. This school also had some facilities such as classroom, library, and meeting room.

SMAN 1 Tapaktuan had 66 teachers and there were 3 people as English teachers also there were 16 people as the officers. Based on the academic year 2019/2020, the total number of SMAN 1 Tapaktuan students are 653 students from 22 classes.

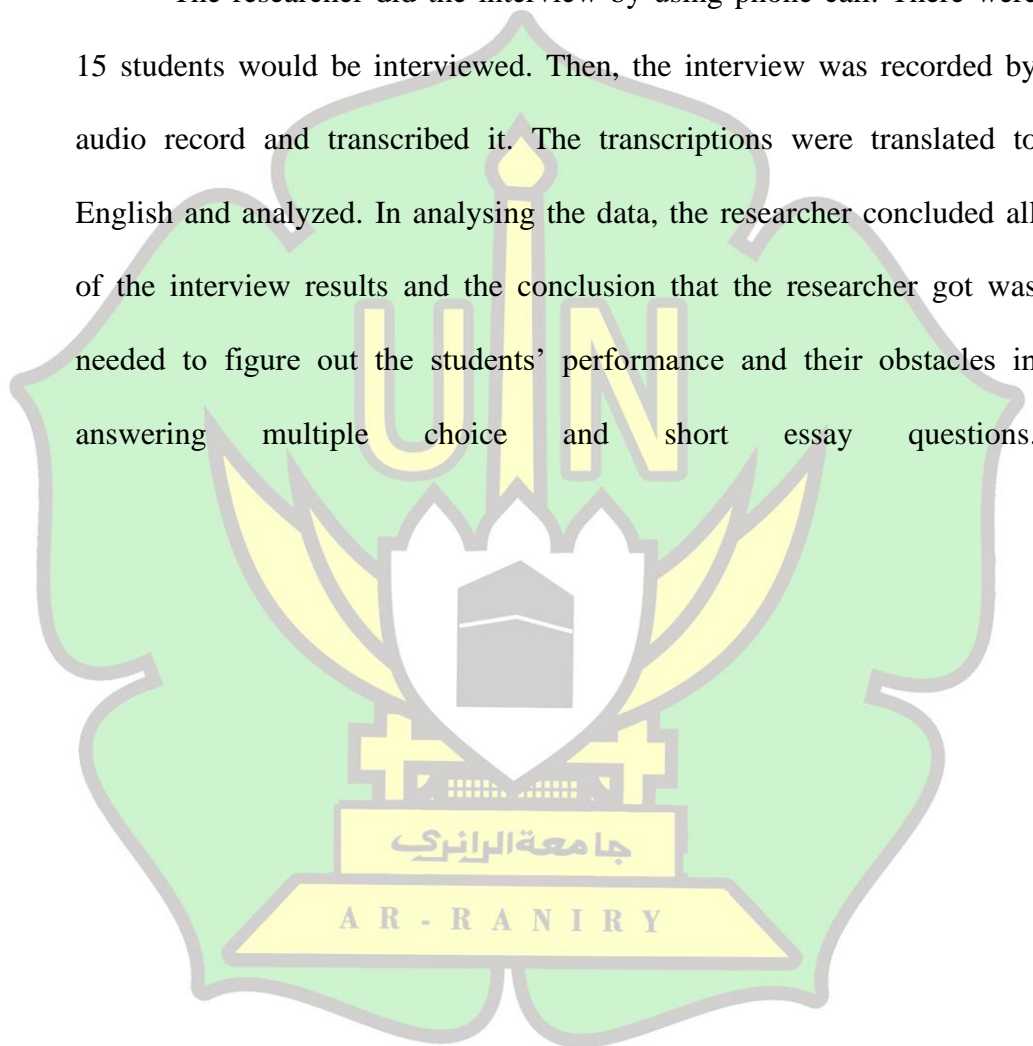
D. Technique of Data Collection

This research used interview in collecting the data, in which the researcher interviewed 15 students in order to identify their performances and obstacles when doing the tests. The interview consisted of 8 open-

ended questions and the interview's questions were made by the researcher herself. It was needed to get detail information from the students.

E. Technique of Data Analysis

The researcher did the interview by using phone call. There were 15 students would be interviewed. Then, the interview was recorded by audio record and transcribed it. The transcriptions were translated to English and analyzed. In analysing the data, the researcher concluded all of the interview results and the conclusion that the researcher got was needed to figure out the students' performance and their obstacles in answering multiple choice and short essay questions.



CHAPTER IV

RESULT AND DISCUSSION

A. Data Analysis

As explained in the previous chapter, interview was the technique used to collect the data in this research. In this interview, the researcher tried to figure out the students' performance and their obstacles in answering multiple-choice and short essay questions in reading test. There were 8 (eight) questions that had been asked for the students to answer based on their own opinion. There were 15 of the second grade students as interviewees; they are 8 (eight) male and 7 female students. The following is the specification of the interviewees:

Table 4.1 The Specification of The Interviewees

No.	Initial	Gender
1.	RY	Female
2.	M. AE	Male
3.	FSP	Female
4.	AHS	Male
5.	NM	Male
6.	AA	Female
7.	HO	Female
8.	PM	Female
9.	M. AP	Male
10.	AZA - R A N I R	Female
11.	DD	Male
12.	M.AAM	Male
13.	AB	Male
14.	NMM	Male
15.	IDS	Female

The following is the analysis of students' answers in the interview section:

1. Do you like English test and why?

According to the interview answer, there were 9 students said that they like English test while 3 students said that they dislike English test and also there were 3 students said that it depended on their understanding. AB and M.AAM had the same answer; they said that it is important to learn English because English is an international language. While AA and DS had different reason about this; they said that English is the challenging lesson and it can increase our vocabulary and grammar.

However, M.AP and M.AE who dislike English said that it is difficult to understand English, because they do not have many vocabularies in English. Different with M.AP and M.AE, PM and ZA, they told that if they understand English materials or questions, they like it, but if they do not understand it, they do not like it.

From this question, the researcher concluded that many students preferred to have English test because it was important to learn it and it could enrich their vocabulary. There were also students who dislike English because they thought it was difficult to learn and understand English lesson.

2. What do you prefer between multiple-choice and short essay questions? Why?

In this question, 12 of 15 students answered that they preferred multiple-choice and their reasons were almost similar. They said that there are various options available in multiple-choice questions; so by looking at and reading on the options, they can find the answer easily.

However, 3 other students preferred short essay questions because it is easy to find the answers. It is also because the answer is usually always there in the text and they can write the answer by their own words.

From the students' answers above, the researcher concluded that most students preferred to do multiple-choice question compared to short essay ones with only 3 students chose it as their favorite English test.

3. Why are multiple-choice questions easier than short essay questions?

This question was connected with the previous question as what English test they preferred to do. Of course, their reasons with this question should be related because they stated before they preferred multiple-choice than short essay questions for English test.

As the researcher found that there were 12 students preferred multiple-choice and their reasons choosing multiple-choice questions because the answer is there in the options so it is easy to choose the

answer. As PM and ZA answered that *“in multiple-choice questions, usually one of the options is similar with the questions, so it will be easy to choose the answer”*. However RY and IDS had the different reason, in which they said if they do not know the answer, they can choose one of the options.

From their responses, it could be analyzed that the students provide various reasons regarding the question. In multiple-choice question, the answer has been already mentioned in the options and it eases the students to answer it after reading and understanding the text. While in short essay question, the students have to write the answer by their own words.

4. Why are short essay questions easier than multiple-choice questions?

As the researcher got from the interview answers, there were 3 of 15 students who chose the short essay questions. Here are their reasons of their statements:

“The answer of the essay questions is always there in the text, whether in the first or the second paragraph of the text, so it will be easy to answer the questions (DD)”.

“In essay questions, I can answer the question based on my understanding about the question and the text (NM)”.

“In essay questions, I can answer it based on my opinion and also write it using my own words, so I can be more understanding it and it will be easy for me to answer it (AA)”.

According to the students' answers above, the researcher concluded that in short essay questions, the students can write the answer by using their own words and also their understanding about the questions and the text. While in multiple-choice questions, it has a lot of options so it makes the students confused to choose the correct answer.

5. What are the students' obstacles in answering multiple-choice questions?

Eight students; M.AP, M.AE, AB, M.AAM, NMM, PM, ZA and RY answered that they did not find any obstacles in answering multiple-choice questions. Their perceptions are relevant with their choices in the second questions.

While 7 others answered that they faced some challenges including it makes them confused because there are many options that are almost similar one and each other. DD, NM and AHS had the same answers, and one of them said, *“in multiple-choice, there are a lot option, so it can make me confused to choose the correct answer (DD)”*. His statement was supported by his choice, which was short essay as his English test form.

4 other students; FSP. HO, AA and IDS also faced the obstacles when answering the multiple-choice questions. As stated by AA, *“in multiple-choice questions, sometimes there is almost the same answers in the options, so it makes me confused to choose the correct answer”*.

From their answers above, it could be analyzed that the students who chose multiple-choice questions as the English test, found “no” obstacles in doing that test. Some others, on the other hand, faced some obstacles when they answered the test in the form of the multiple-choice questions.

6. What are the students’ obstacles in answering short essay questions?

For this question, DD and NM answered that they did not find the obstacles when answering short essay questions. Their perceptions was also supported by their statements, that was short essay questions are easier than multiple-choice questions.

While 13 of 15 students faced some obstacles when answering short essay questions including lack of vocabulary and do not understand the questions and the texts. As AB and FSP told that *“I do not understand the texts and the questions, and also sometimes essay question needs a long answer, so it is difficult to answer and write it using my own words”*. NMM also said that *“The obstacles in answering essay questions are the first I do not read the text well, the essay test usually has a long text so it makes me forget about the text,*

and sometimes I am wrong in answering the answer because it uses English language”.

Based on the students’ responses above, it could be analyzed that the students are difficult to answer short essay questions because they have lack of vocabulary and they do not know the meaning of short essay’s questions and texts. Therefore, they assume that multiple-choice is easier than short essay question, because it has the options and they can simply choose one of them.

7. How do the students solve their obstacles in answering multiple-choice questions?

In this questions, to solve the problems in answering multiple-choice questions, the students had some opinions including guessing the answer, understanding the questions and the texts, and matching the questions and one of the options. This could be illustrated by interview answer as follows:

M.AP, M.AE, NMM and ZA had similar answer of this question. One of them said *“If I do not know the answer, I will guess it or ask my friends for the answer (M.AE)”*. Because he had tried his best, he still did not know the answer. Therefore, he just guessed the answer based on his opinion.

FSP, PM and HO also had similar ideas. One of them said *“I choose the best answer or look for the words that suitable as the*

answer of the questions (FSP)". By looking and reading the options, she tried to find the best answer.

Five other students also had various answers about this question, as can be seen below:

"Usually, the options are almost the same, so to answer it, I have understand the context of the questions". Answered AB. While M.AAM mentioned that, "I must be sure and not hesitate to answer or choose the options".

DD also had solution to answer the multiple-choice, he stated *"the first I will find the meaning of words in the dictionary or ask my friends for the answer"*. DD has his own strategy if he did not understand the meaning of the question, so he tried to find the words meaning in dictionary.

"I have to be more understanding the questions and the text, so I can answer the questions easily". NM answered. Then, AA also gave her answered, she said *"I try to understand the options and choose the correct one"*.

From the responses above, the researcher concluded that there are some ways the students did to solve the obstacles in answering multiple-choice questions, but most of them just used the simple way, that was by guessing or asking friends for the answers.

8. How do the students solve their obstacles in answering short essay questions?

In this last question, the students had some ways to solve their obstacles in answering short essay questions. Their responses could be explained below:

M.AP, M.AE, ZA and RY had the same and simple answer, one of them said *“if I am difficult to answer the question, I just guess it”*. M.AP answered.

Then, AHS, NMM, AB, M.AAM, and IDS also had the same answer and one of them said *“if I do not know the answer, I try to read the text the question again, but if I still do not find the answer I will guess it”*. answered AHS.

However, 6 other students had various answers, as DD and FSP said they find the word meaning in the dictionary and try to understand the questions well, but if they still do not know the answer, they will ask their friends or guess the answer. However, PM gave different reasons, she said that *“If I am difficult to find the answer, I will not answer it”*.

From the students' responses, the researcher concluded that most of the students solve their obstacles in answering short essay questions by guessing, but some others tried to understand the meaning of questions first before getting the answer.

B. 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 analysis of students' performance in answering multiple-choice and short essay questions in reading test.

The first question is “how are the students’ performance in answering multiple-choice and short essay questions in reading test?”. After the researcher conducted the result of interview, the students’ performances in answering multiple-choice and short essay questions are different. In answering multiple-choice questions, most of students felt easy and they did not find many obstacles because there are the options in multiple-choice test, so the students can be more confident in answering the questions. Then, from the interview’s result, by looking and reading the options of multiple-choice test, the students can remember the answer easily. It means that the students’ study skill in memorizing is developed. Kapur (2018) mentioned that “memorizing is regarded as one of the rare techniques, hence, the teachers encourage students to acquire understanding of the concepts instead memorizing”. While in answering short essay questions, the students’ performance tend to be weak, because from the interview’s result, the questions of short essay test are difficult to understand. According to Cage (2004), “one of the main reasons students do badly on assignments is that they do not understand the question”.

Besides, short essay test had a long text that caused the students are bored and they cannot focus on answering the questions.

For this first research question, the researcher concluded that the significant differences between the students' performance in answering multiple-choice and short essay questions could happen. It is because the understanding and ability of students in constructing the meaning of questions and texts are better in multiple-choice than short essay questions, which ease them to choose the answer by following or reading the options of multiple-choice test. "Once students have a better understanding of how ability, motivation, study time, and work patterns in influence academic performance, they may be more likely to understand their own situations and take corrective action" (Nonin & Hudson, 2006, p. 157).

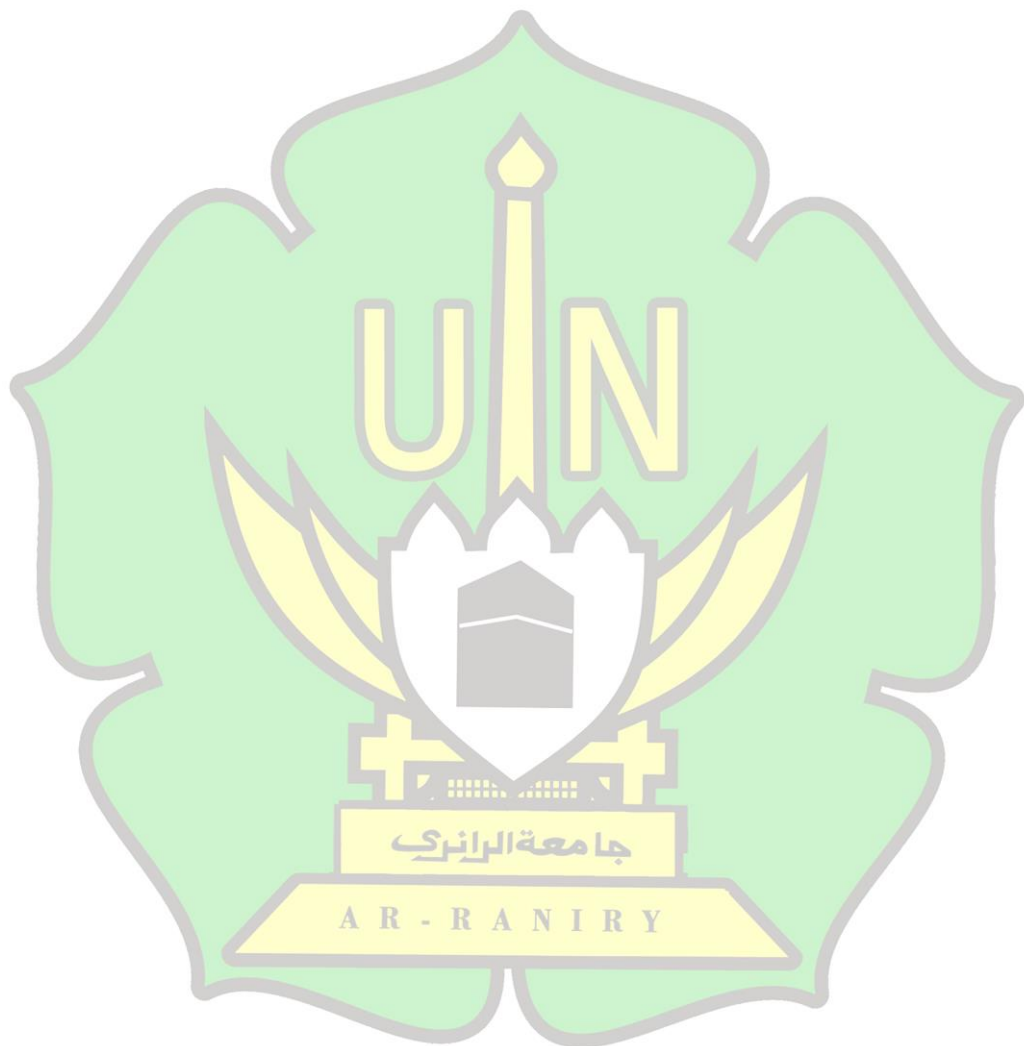
The second research question is "what are the students' obstacles in answering multiple-choice and short essay questions in reading test?". There are some obstacles that the researcher found by interviewing the students. In answering multiple-choice questions, most of students are difficult in answering the questions because there are several options in multiple-choice test and sometimes there are almost the same answers in each option. As Mitchell (2013) stated that "multiple-choice questions can be ambiguous to students because consist of some options". These made the students are confused and doubtful to choose the correct answer.

On the other hand, in answering short essay questions, the students also faced some obstacles. From interview's results, the students were difficult to answer the short essay questions because of lack of vocabulary and they do not understand the text meaning and the questions of short essay test. In addition, to answer the short essay questions, the students had to write the answer by using their own words, and this was difficult for some of them. Moreover, they had limited English vocabulary and they did not know the questions' meaning. Cage (2004) explained that "answering essay questions can cause problems for most students, it may be that the topic you are expected to write about is extremely difficult to understand".

However, in this second research question, the students considered and preferred multiple-choice questions as they are more applicable in reading test and their performances also are stronger. They will be more confident in answering multiple-choice than short essay questions. The fact that multiple-choice questions becomes the most selected option because the students can guess the answer if the time is limited. Sheng & Basaruddin (2013, p. 306) stated that almost half of students think they can overcome obstacles and take into consideration the suggestions on ways of improving the performances, they are able to perform better in future.

Based on the students answered, it can be seen that for the second grade students of SMAN 1 Tapaktuan, their performances in answering multiple-choice questions are better than the one in short essay questions.

It seems that it is easier to overcome their obstacles in answering multiple-choice than the one in the form of short essay questions.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the interviews' results about the students' performances and their obstacles in answering multiple-choice and short essay questions, the researcher concluded most of students preferred multiple-choice than short essay. It is because the students considered the multiple-choice are easier than short essay questions. They also believed that the multiple-choice questions more appropriate for English test because there are the options in it and they can choose the correct one or guess the answer.

Apart from that, some students found difficulties in answering multiple-choice because they are confused and doubtful in choosing the correct answer because there are a lot options in multiple-choice test. Then, more students faced obstacles when answering short essay questions because they do not understand the questions and the texts meaning. They also have lack of vocabulary so they are difficult in writing the answer by using their own words.

B. Suggestions

Several suggestions are provided which hopefully might be beneficial for the students. They are as follows:

1. The students should increase their vocabulary through many ways.

2. The students have to be more familiar with reading text, so they will also be familiar with new words and know the meaning of that words.
3. The students have to be more focus on reading the text or the questions of test, so that they will be easily in answering that test and understand the meaning of the questions or text



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APPENDICES





**KEMENTERIAN AGAMA
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Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala Sekolah SMAN 1 Tapaktuan

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **VELDRY YUSNARSI / 160203081**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Nyak Adam Kamil. Gampong Peuniti. Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *An Analysis of Students' Performance in Answering Multiple-Choice and Short Essay Questions in Reading Test*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 23 Juni 2020
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 23 Juni 2021 **A R - R** M. Chalis, M.Ag



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 TAPAKTUAN**



Jalan Jenderal Sudirman No. 05 Tapaktuan Telp. (0656) 21063 Aceh Selatan 23717

Nomor : 421.3 /SKSMP/248/VII/2020
Lampiran : -
Perihal : Surat Keterangan Sudah Melakukan
Penelitian dan Pengumpulan Data
Menyusun Skripsi

Tapaktuan, 20 Juli 2020

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
Program Studi Pendidikan Bahasa Inggris
Di
Banda Aceh.

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Tapaktuan dengan ini menerangkan bahwa :
NAMA : VELDRY YUSNARSI
NIM : 160203081
Program Study : Jurusan Pendidikan Bahasa Inggris

Benar yang nama tersebut diatas telah melakukan penelitian dan pengumpulan data di SMA Negeri 1 Tapaktuan dalam rangka penyusunan Disertai guna penyelesaian Studi pada program Studi Pendidikan Jurusan Bahasa Inggris Universitas UIN Ar-RANIRY yang Berjudul **An. Analysis of students Performance in Answering Multiple Choice and Short Essay Questions in Reading Test**. Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya .



Kepala SMA Negeri 1 Tapaktuan

RASMADI, S.Pd

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جامعة الرانيري

AR - RANIRY

List of Interview Questions

1. Do you like English test and why?
2. What do you prefer between multiple-choice and short essay questions? Why?
3. Why are multiple-choice questions easier than short essay questions?
4. Why are short essay questions easier than multiple-choice questions?
5. What are the students' obstacles in answering multiple-choice questions?
6. What are the students' obstacles in answering short essay questions?
7. How do the students solve their obstacles in answering multiple-choice questions?
8. How do the students solve their obstacles in answering short essay questions?

The Transcript of Interview

1. Do you like English test and why?

"I like English because it is an international language so I think it is important to learn it", AB and M. AAM who had the same answer in this question.

"I like English test because it is challenging lesson", AA and IDS said "and it also can increase my vocabulary and grammar", AA continued.

M.AP and M. AE who had the same answer said that *“I do not understand English lesson and I also do not have many vocabulary in English so that is why I do not like English”*, M.AP and M.AE said.
“if I understand English material or the questions I will like it, but if I do not understand it, I do not like it”, PM and ZA said.

2. What do you prefer between multiple-choice and short essay questions? Why?

12 of 15 students answered that they preferred multiple-choice and their reasons were almost similar. They said *“there are a lot of option in multiple-choice questions, so by looking and reading the options, I can find the answer easily”*.

DD said *“I choose essay questions because usually the answer is always there in the text, so I can find it easily and just write the answer by reading the text”*.

NM also gave the reason, he said *“essay question is easy because I can write my own answer as long as I understand the question”*.

Then AA said *“I choose essay question because in essay questions I can write by using my own words and can measure my understanding about the material”*.

3. Why are multiple-choice questions easier than short essay questions?

“I can choose one of the option if I do not know the answer (M.AP)”.

“If I have known the answer and then reading the options, I know the answer directly and choose the answer without doubt (M.AE)”.

“If I have read the text and the questions, sometimes I forgot the answer, so by reading the options, I will remember the answer again (AB)”.

“In multiple-choice question, there are the answer in the options, so it is easy to find my answer in it (M.AAM)”.

“Multiple-choice question is easy because after reading the question I will find the answer easily in the options (FSP)”.

“After reading the text I concluded the text, then I will find the answer easily in the options based on what I have concluded (AHS)”.

“In multiple-choice questions, there are the options so if I confused to answer it I can choose one of the options (NMM)”.

“In multiple-choice questions, usually one of the option is similar with the question, so it will be easy to choose the answer (PM and ZA)”.

“If I forgot the answer, by reading the option I will remember and can choose the answer easily (HO)”.

“If I do not know the answer, I can choose one of the options by guessing (RY)”.

“There are a lot of option in multiple-choice question, so if I confused I can choose one (IDS)”.

4. Why are short essay questions easier than multiple-choice questions?

“The answer of the essay questions is always there in the text, whether in the first or the second paragraph of the text, so it will be easy to answer the questions (DD)”.

“In essay questions, I can answer the question based on my understanding about the question and the text (NM)”.

“In essay questions, I can answer it based on my opinion and also write it using my own words, so I can be more understand it and it will be easy for me to answer it (AA)”.

5. What are the students’ obstacles in answering multiple-choice questions?

DD, NM and AHS had the same answers, one of them said, *“in multiple-choice, there are a lot option, so it can make me confused to choose the correct answer (DD)”.*

AA, *“In multiple-choice questions, sometimes there is almost the same answers in the options, so it makes me confused to choose the correct answer”.*

6. What are the students’ obstacles in answering short essay questions?

“In essay questions, I have to read the text and the question so many times, so it waste my time (M.AP)”.

“It is hard to find the answer and doubt with the answer (M.AE)”.

“Sometimes essay question needs a long answer, so it is difficult to answer and write it using my own words (AB)”.

“I am difficult and confused in determining the correct answer (M.AAM)”.

“If I do not understand the texts and the questions, it makes me difficult to write the answers (FSP)”.

“The Essay usually has a long questions so it makes me forget about the answers (AHS)”.

“The obstacles in answering essay questions are the first I do not read the text well, the essay test usually has a long text so it makes me forget about the text, and sometimes I am wrong in answering the answer because it uses English language (NMM)”.

“It depends on the questions and my understanding about the text (PM)”.

“It is difficult to remember the answers, moreover If I do not understand the text (HO)”.

“I am difficult to answer the essay questions because it uses English language and I also do not understand about the text (ZA)”.

“The obstacles in answering the essay question are the first I do not understand the meaning of the questions and I also do not study well so I do not know the answers (RY)”.

“The obstacle in answering the essay questions is I have the grammatical error when writing the answer (AA)”.

"I do not understand the question and I also has no many vocabularies so it makes me confused in answer it (IDS)".

7. How do the students solve their obstacles in answering multiple-choice questions?

M.AP, M.AE, NMM and ZA had the similar answer of this question, one of them said *"If I do not know the answer, I will guess it or ask my friends for the answer (M.AE)".*

FSP, PM and HO also had the similar opinion. One of them said *"I choose the best answer or look for the words that suitable as the answer of the questions (FSP)".*

"Usually, the options are almost the same, so to answer it, I have understand the context of the questions". Answered AB.

While M.AAM mentioned that, *"I must be sure and not hesitate to answer or choose the options".*

DD also had solution to answer the multiple-choice, he stated *"the first I will find the meaning of words in the dictionary or ask my friends for the answer".*

"I have to be more understand the questions and the text, so I can answer the questions easily". NM answered.

Then, AA also gave her answered, she said *"I try to understand the options and choose the correct one".*

8. How do the students solve their obstacles in answering short essay questions?

M.AP, M.AE, ZA and RY had the same and simple answer, one of them said *“if I am difficult to answer the question, I just guess it”*.

M.AP answered.

Then, AHS, NMM, AB, M.AAM, and IDS also had the same answer and one of them said *“if I do not know the answer, I try to read the text the question again, but if I still do not find the answer I will guess it”*. answered AHS.

“I will find the word meaning in the dictionary if the teacher is allowed or asking friends for the answers (DD)”.

“I try to be more concentrate, understand the questions and ask friends, but if I still do not find the answer, I will guess it (FSP)”.

“I have to be more understand the questions and the text (NM)”.

“If I am difficult to find the answer, I will not answer it (PM)”.

“I will write what I remember and if I still do not find the answer, I will guess it (HO)”.

“To solve the obstacles in answering the essay questions, I have to increase my vocabulary, so I can write the answer using various words (AA)”.