"I USE MULTIPLE-CHOICE QUESTION IN MOST ASSESSMENT I PREPARED": EFL TEACHERS' VOICE ON SUMMATIVE ASSESSMENT

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ABSTRACT The study aimed at investigating Senior High School English teachers' views on the drawbacks and the strengths of the employement of Multicple Choice Question as a summative assessment. Rooting within qualitative research paradigm, the current study employed descriptive qualitative design. The data were collected through in-depth interview with three experienced EFL teachers of a prominent state senior high school in Banjar, West Java. The results of the interview indicated that there are three strengths in using Multiple-Choice Question (MCQ) as a summative assessment. These strengths included teachers' view that MCQ could result in quick and easy scoring, facilitate the assessment of varied language skills and encourage the students to answer the question carefully. Additionally, there were three drwabacks in using MCQ as a summative assessment such as teachers' view that MCQ could only facilitate on low order of critical thinking, have low positive washback and require a lot of time in its designing phase. Interestingly, two out of three participants thought that MCQ has been a mandatory type of summative assessment suggested by the government. However, in fact, there has been no government policy which recommend certain type of summative assessment. Therefore, looking at the strengths and drawbacks of the use of MCQ could help to be better informed before deciding to use MCQ as a summative assessment.

Keywords: summative assessment, multiple-choice question, EFL teachers, drawbacks, strengths

A. INTRODUCTION

Assessment has been a crucial component of teaching and learning processes. It also played an important part in determining the quality of teaching and learning. In line with this, Thompson and Penney (2015) suggested that assessment played a significant aspect in pedagogical practice.

According to Taras (2005) and Brown (2004) there were two types of assessment, formative assessment and summative assessment. Formative assessment was conducted in the middle of the teaching and learning processes and aimed at enhancing students learning mastery. Meanwhile, summative assessment was commonly conducted in the end of a learning process to inform about students' overall mastery of the subject. Besides this categorization, there has been many types of assessment that served both as formative and summative assessment which ranged from Multiple Choice Question (MCQ) to essay.

Selecting the type of assessment was important as it deals with several considerations such as practicality and washback that the assessment offered. Practicality related with the ease in administering the test (Brown, 2004). He further defined washback as the effect of assessment had on the teaching and learning processes. In addition to this, Kılıçkaya (2016) mentioned that both students and teacher were expected to get positive washback from the assessment. Furthermore, Kay (2017) suggested that a positive washback could appear when the design, context, and implementation of a language are tested directly to the valuable and worth for a language progress.

Within the context of Indonesia, MCQ has been one of the most popular types of assessment that many English teachers applied in their classrooms. Ramadhani (2014) stated that objective test especially in form of Multiple-Choice Question test in Indonesia is used in formative test, summative test in school examination, and national examination. Despite the lack of statistical data on the use of MCQ among teachers in Indonesia, the bulk of research on MCQ in various regions in Indonesia (i.e. Surabaya, East Java (Rahayu, Purnomo, and Sukidin, 2014), Jakarta (Suseno, 2017) and Palangka Raya (Sugianto, 2017) among others) indicated the popularity of this type of test. In line with this, Fitriyanti's (2018) research findings suggested that MCQ has been the most frequently used type of assessment by teachers in a private high-school in Yogyakarta. Additionally, Muslim's (2014) study also indicated that MCQ was used on final examination both in Elementary, Middle, and Senior High School.

Despite the bulk of research on the topic of the use of Multiple-Choice Question, teachers' voice on their choice on using MCQ as a summative assessment has not much been researched. Within this research, the focus was on the use of MCQ as a summative assessment due to its extensive application. Therefore, to fill this gap, the present study aimed at exploring Senior High School EFL teachers' views on the drawbacks and strengths on using MCQ.

B. **REVIEW OF LITERATURE**

Assessment

Assessment was a tool to measure students' ability and performance after the learning process. Many experts have defined assessments. Taras (2005) stated that the assessment could be defined as students' work and evaluation in order to examine how the subject could be delivered and help make the decision in the teaching and learning processes. In line with this, Brown (2004) defined assessment as an on going process that aimed at measuring students' ability. To sum up, assessment can be defined as an evaluation process to measure students' ability. The importance of assessment could be summed up as below.

Measuring students' performance

Assessment could be used as a tool to assess what students have already mastered since the beginning until the end of the semester. Cilliers, Schuwirth, Adendorff, Herman, and Vleuten (2010) stated that in the result and final goals from assessment is to improve students' teaching and learning processes. Assessment could serve as a too to measure the goals of the study, and to improve both students' ability and teachers' teaching and learning potency.

Assessing attitudes and motivation

Assessment could be used as a tool to assess the students' attitudes and motivation in regards to their learning behaviour. According to Wiesnerová (2012), assessment could assess not only knowledge and performance but attitudes and motivation as well.

Giving feedback

Another importance of assessment was as a means to give feedback. Feedback could be defined as a way to develop students' learning outcomes (Carless, Salter, Yang, and Lam, 2011). Nicol (2010) mentioned that assessment could extend students' capability in order to observe, evaluate and arrange students' process in learning. Feedback that students' receive in the form of their scores or the feedback from teachers can improve students' behavior in learning process.

Multiple-Choice Question

Multiple-Choice Question was one of the assessment types. Multiple-Choice Question provides one question and several options. Besides, Multiple-Choice Question can be defined as a type of assessment which offers one question and some choices. There were many experts who mention the definition of Multiple-Choice Question. Medawela, Ratnayake, Abeyasinghe, Jayasinghe, and Marambe (2017) asserted that Multiple Choice Question is a type of assessment where the students are asked to choose one of the correct answers from several choices.

Strengths of Multiple-Choice Question

Multiple-Choice Question has some strengths when the teachers make the test and when the students fill the answer in a form of Multiple-Choice Question. The strengths of Multiple-Choice Questions included reliable and objective, quick scoring, and assessing wider scope of material. The detailed explaination was explained below.

Reliable and objective question. Multiple-Choice Question has high reliability and objectivity. Multiple-Choice Question required clear answers, and it could avoid ambiguity of scoring. Javid (2014) stated that one of the strengths of MCQ was that it tended to be more

objective. In short, using Multiple-Choice Question as a test can have a high reliability and objectivity of the question because there may not be hesitation, and the answer is very clear.

Quick scoring. In using Multiple-Choice Question, the teachers could examine the answers more easily because they could see the alphabet crossed by the students and check whether the answer was correct. Weimer (2018) asserted that the scoring of MCQ assessment could be quick and easy especially if a machine is provided. For teachers with much workload, the quick scoring the MCQ enabled could help unburden teachers' workload.

Assessing varied language skills. In using Multiple-Choice Question as assessment, the materials which were assessed were wider and could cover lots of material. Fitriyanti (2018) mentioned that Multiple-Choice Question was potential to evaluate more extensive scope of materials. For instance, within a set of twenty questions, the items could cover not only question items on grammar, but also vocabulary.

Drawbacks of Multiple-Choice Question

Low critical thinking. Unfortunately, Multiple-Choice Question could served more low order of critical thinking. Abdalla, Gaffar and Sulaiman (2011) asserted that most of Multiple-Choice Question items consisted of low level thinking question items. Therefore, Multiple-Choice Question has low critical thinking because in answering Multiple-Choice Question the students will just pick the right answer from several choices so that the students will not think critically, and their creativity will be limited.

Easy to guess. One of the drawbacks of Multiple-Choice Question was easy to guess the answers because the students can just skim the question and answer. Then, the students can pick easily because the answer was included. According to Weimer (2018), to fill the Multiple-Choice Questions test, the students may only rely on lucky guess to claim the correct answer, and the students might look like they know, but in fact, they did not know about the question. To sum up, when answering Multiple-Choice Question as a test, the students cannot answer the question, and they tended to guess the answer rather than thinking more about the answer, and it leads to potential cheating.

Low positive washback. Using MCQ potentially provided low positive washback because the answer has already been provided. Besides, the students do not need to study before doing the assessment because the answer is written on the test, and what they only need to do is choose one of the choices. Washback can be defined as an effect before and after doing the assessment. Brown (2004) suggested that washback can be included as an impact of the assessment on teaching and learning previously such as preparation before the assessment. In

conclusion, using Multiple-Choice as assessment can give a negative wash back to the students in ignoring the preparation before the assessment.

C. METHOD

Participants

The setting of the research was a state senior high school in Banjar, West Java. The setting was chosen because all EFL teachers admitted that MCQ has always been used as a summative assessment (i.e. mid-semester and final semester tests). Additionally, as the first author studied there, it could ease the data collection process. The participants consisted of three experienced EFL teachers from the school. All of the participants have thought for more than twenty years and applied MCQ for their summative assessment. Pseudonyms, such as Rachel, Chandler and Monica, were used to refer the participants' data.

Instruments

In-depth interview were used 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.

Procedures

All participants were contacted by phone. Upon agreeing to be interviewed, the interview was conducted. All three participants were interviewed in the office at that state senior high school. After collecting the data through the interview, the next step was was transcribing. Creswell (2012) stated that transcribing was a process where we represented the translation from oral to written language. Additionally, Creswell (2012) mentioned that audio recorded interviews were transcribed verbatim.

The next step was member checking. Dealing with member checking, Morse and McEvoy (2014) explored that member checking defined as returning back the transcribed interview to the participants and asked those participants if the answer was represented their thought. After having done with the interview, member checking was done to maintain the data validity. The researcher reached back the participants through social messenger by sending the transcript file to those three participants to avoid any misunderstanding. All three participants confirmed that the data sufficiently represent the interview and there was no any other addition for the answers.

Data analysis

The data analysis included the coding process of the transcribed interview. Saldana (2009) suggested that coding was a word or a short phrase which gave a bold sign or code based on the language and visual data. Those data consist of interview transcript, observation notes, journal, documents, artifacts, photographs, videos, websites and correspondence. Therefore, code was a trasision process between data collection and a wider data analysis (Saldana, 2009). In line with Saldana (2009), Creswell (2012) said that "coding was the process of segmenting and labeling the text to form description and broad themes in the data" (p.243).

Cohen, Manion, and Morison (2011) mentioned that there were four steps in doing coding. The first was open coding. Open coding was the process when the researcher appended a simple label in a piece of text that aims to define and classify the data transcribed based on the participants' answers. For example, in each sentence which answer the research question the researcher gave a code such as A.1.1. The A word means the first participants, number 1 means the first research question and another number 1 means answer found from the dialogue.

The second step was analytic coding. Cohen, et al., (2011) mentioned that in analytical coding, group of the descriptive code should be explained deeper and it became more interpretive. The researcher gave a descriptive code to each key sentence in each sentence.

The third step was axial coding. In axial coding the researcher classified the similar meaning of the label. According to Cohen, Manion, & Morison (2011), "Axial coding was a category label ascribed to a group of open codes whose referents were similar meaning" (p.561). In axial coding the researcher looked for some word with the similar meaning and grouping for each similar meaning. There were three categories of strengths in using Multiple-Choice Question as a summative assessment which answered the first research question. Those categories included easy and quick scoring, assessing students' various ability and the students answer the question carefully. Besides there were also three categories of drawbacks in using Multiple-Choice Question as a summative assessment which answered the second research question. Those categories included take a lot of time in designing Multiple-Choice Question, cannot assess students' critical thinking and low positive washback.

The last step was selective coding. According to Cohen, et al., (2011), selective coding identified point category and collected them to the related theories. Selective coding explored whether the data from axial coding was appropriate to answer the research question. The researcher looked into axial coding and selected the categories which one was appropriate to use in selective coding. For example, the researcher summarized the sentence in axial coding and turned it into better sentence and also more appropriate to use in selective coding and answered the research question.

C. FINDINGS AND DISCUSSION

Findings

Multiple-Choice Question was one of the types of assessment which commonly used in Indonesia. Moreover, in Senior High School level Multiple-Choice Question was usually used as summative assessment. Besides, all of the participants said that they usually give the assessment for students in every basic competence which has already completed.

Additionally, all of the participants said that sometimes they made the Multiple-Choice Question by themselves but for the final assessment they usually made the assessment together with the organization of English teacher in particular region. Two of the participants, Chandler and Monica said that using Multiple-Choice Question as a summative assessment is the rules from the government. Chandler mentioned that "The government gives technical guideline for summative assessment that there will be forty Multiple-Choice Questions and five number of essays but for the formative assessment it depends on the subject teacher itself". Additionally, Monica mentioned that "The government said that it should be in the form of Multiple-Choice Question, and from the workshop in province also required to use Multiple-Choice Question not only the easy Multiple-Choice Question but also the assessment should contain of C3, C4 and C5".

However, there was in fact no rule from government which mentioned that the assessment should be in the form of Multiple-Choice Question. Besides, according to Decree of The Minister of National Education number 19 in 2005 on clause 79 about National Education Standard only stated that the assessment is carried out by educational units at the end of each semester. Also, clause 84 which mentioned that assessment is carried out independently, objectively, and professionally. There were no written rules which mentioned that the summative assessment in schools should be design in the form of Multiple-Choice Question.

This research reported that there were two main findings which were the strengths in using Multiple-Choice Question and drawbacks in using Multiple-Choice Question. The findings were based on teachers' perception in using Multiple-Choice Question as a summative assessment who already given the assessment in Multiple-Choice Question form for their students.

Rachel: "Mostly, I give Multiple-Choice Question to the students in Mid-semester assessment and final assessment".

Rachel was a female English teacher who has been teaching English for thirty-eight years in a private senior high school in Banjar. She mentioned that she gave the assessment for her students every time each basic competence had been completed. Additionally, she also conducts

the assessment during the mid semester and final semester in the form of final assessment. She mentioned that she gave the assessment in order to examine students whether they understand the material or not.

For formative assessment which was to evaluate each basic competence, she gave it in the form of essay and oral performance. Meanwhile, she mentioned that she used Multiple-Choice Question for the mid-semester test and final semester test. She mentioned that for mid-semester test she designed Multiple-Choice Question by herself. Meanwhile for the final assessment, English Teacher Consortium (Musyawarah Guru Mata pelajaran) in her region designed the Multiple-Choice Questiod, she decided to use the test for final semester assessment in her school. Furthermore, Rachel believed that there were no rules from government that the summative assessment should use Multiple-Choice Question type. Yet, the reason why she still uses Multiple-Choice Question was because using this type can ease her in scoring because the number of students' result which would be scored was quite large. However, she admitted that there were three drawbacks in using Multiple-Choice Question as a summative assessment. The first drawback was it took a lot of time in designing Multiple-Choice Question. The second one was Multiple-Choice Question cannot assess students' critical thinking. The third was Multiple-Choice Question had low positive washback.

Chandler: "I use Multiple-Choice because there are a lot of references of the assessment".

Chandler was a male English teacher who had been teaching English for thirty-one years. He mentioned that usually he gave the assessment four times in every semester. In addition, usually he gave two times for daily assessment, mid-semester assessment and final assessment. Likewise, he revealed that he used Multiple-Choice Question type after he adjusted it to the skill which would be assessed. However, he also decided another form of assessment such as oral presentation to assess speaking skill and short answer or essay to assess writing skill. Meanwhile, he used Multiple-Choice Question to assess listening and reading. Then, for mid-semester assessment and final assessment he used Multiple-Choice Question as well. He stated that for formative assessment such as daily test, he designed the assessment by himself and searched for the material references. Besides, he mentioned that English Teacher Consortion (Musyawarah Guru Mata pelajaran) design for summative assessment. He also believed that the government gave the rules and regulation which mentioned that the summative assessment should use Multiple-Choice Question type.

He admitted that it offered easy and quick scoring when using Multiple-Choice Question as the assessment. Chandler also confirmed the other strengths in using Multiple-Choice Question as a summative assessment was assessing students' various ability. Chandler also

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noticed that there were two drawbacks in using Multiple-Choice Question, one of them was low in positive washback. Additionally, the other one was that Multiple-Choice Question cannot assess students' critical thinking which students will end up with guess the answer randomly.

Monica: "I use Multiple-Choice Question in most of the assessment".

Monica was a female English teacher who had been teaching English for ten years. Monica said that usually she gave assessment to students five times every semester, included three times weekly assessment, mid-semester assessment and final assessment. Besides, Monica stated that there is a rule from the government which mentioned that summative assessment should use Multiple-Choice Question. She obtained the information from the workshop in province based. Furthermore, she mentioned that she gave the assessment in a form Multiple-Choice Question and essay.

She also mentioned that she made the question by herself. Moreover, based on her experience Monica believed that there were two strengths in using Multiple-Choice Question as summative assessment. The first strength is quick scoring. The second strength was students answer the question thoroughly. In the other hand, Monica expressed that there were two drawbacks in using Multiple-Choice Question as a summative assessment. The first one was Multiple-Choice Question had low critical thinking. The second one was Multiple-Choice Question gave low positive washback to the students.

Discussion

Strengths of Using Multiple-Choice Question as Summative Assessment.

There were three strengths in using Multiple-Choice Question which explored by those three participants named quick and easy scoring. Meanwhile, there were differences of strengths in using Multiple-Choice Question stated by two participants, Chandler and Monica. Chandler asserted that Multiple-Choice Question might assess students' various abilities while Monica specified that Multiple-Choice Question would help students in answering the question thoroughly. The detailed 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. The first reason from the first participant, the reason why Multiple-Choice Question was easy and quick scoring because the answer was certain. The

second reason from the second participant because there was only one answer for each question, and it was a lot easier. The last one was from the third participant who mentioned that because teachers only needed the answer key and compared it to the students' answers.

The statement mentioned was in line with Weimer (2018) who stated that using Multiple-Choice Question is an easy and quick scoring method especially if it is supported by a machine. In line with Weimer (2018), Medawela, et al. (2017) stated that Multiple-Choice Question test is easy scoring and can be automatically scored.

Assessing students' various ability

Assessing students' knowledge was a second strength in using Multiple-Choice Question as a summative assessment mentioned by the second participant. This various ability here means reading, structure and vocabulary. The second participant revealed with perception which said that Multiple-Choice Question could assess students' reading ability because in using Multiple-Choice Question, students should choose one of the options from few similar options. Then, when they could answer the question correctly, they had already mastered the material.

This opinion also in line with Tangianu (2018) who stated that Multiple-Choice Question can assess a wider range of material. Means that, in using Mutiple-Choice Question from one passage test it can assess not only assess students understanding in reading text but also assess students' ability in structure sentence and vocabulary.The statement mentioned was supported by Gajjar, Sharma, Kumar and Rana (2014) who emphasized that the selection of quality Multiple-Choice Questions which truly assess the ability of the students. This was also in line with Higgins and Tatham (2003) who agreed that Multiple-Choice Question can measure the level of students' reading understanding.

Students answer the question carefully

Students answer the question carefully was the third strength in using Multiple-Choice Question as a summative assessment which was confirmed by the third participant. The third participant mentioned that when answering Multiple-Choice Question assessment, students could get used to answer and analyze the question carefully because Multiple-Choice Question provided similar options where students should analyze the options first. Therefore, using Multiple-Choice Question as a summative assessment can train students' accuracy in answering the question. Means that, students used to answer the question more carefully because Multiple-Choice Question provide several similar options. This opinion is also supported by Bradbard, Parker, and Stone, Jenning and Bush as cited in Kastner and Stangl (2011) argued that ideally,

there will be one question, several choices, and one correct answer in Multiple-Choice Question in which the other choices are just distraction.

Drawbacks of Using Multiple-Choice Question as Summative Assessment.

There were three drawbacks of using Multiple-Choice Question as a summative assessment mentioned by the three participants. They said that using Multiple-Choice Question did not facilitate critical thinking and has a low positive washback which affect the students. In addition, one of the participants shared a different perception related to the drawbacks of using Multiple-Choice Question as a summative assessment as well. Monica mentioned that using Multiple-Choice Question needs more time in designing the questions. Consequently, each drawback of using multiple choice question as a summative assessment is briefly explained in the following paragraphs.

Low order of critical thinking

Low critical thinking became the first drawbacks in using Multiple-Choice Question as a summative assessment argued by those three participants. This was because students just need to choose or even guess the answer without knowing why the answer was correct or incorrect. The first participant mentioned the reason why Multiple-Choice Question cannot assess students' critical thinking was because students tend to guess the answer rather than consider it first. The second participant added that when students got stuck and could not answer the question, they would guess the answer or answer the question randomly. The third participant mentioned the reason why the students did not think critically when doing Multiple-Choice Question as a test is because students just need to choose the answer without knowing whether it was correct or incorrect and the reason why the answer was correct. In addition, when students started answering the question randomly, it could make the teacher not able to determine students' abilities.

Those statement was supported by Abdalla, Gaffar and Sulaiman (2011) who argued that most of Multiple-Choice Question items are made with low level thinking. Meanwhile, assessment should have a high order thinking skill. This was stated by Brookhart (2010) who said that high-order thinking should be implied in learning objectives because it was important for the students to remember and apply what they have learned.

Low positive washback

Low positive washback became the second drawbacks in using Multiple-Choice Question as a summative assessment argued by those three participants. Moreover, this was because the students tend to underestimate the assessment and they would not learn the

materials that will be assessed. The first participant mentioned the reason why Multiple-Choice Question had low positive washback was because when students know that the assessment was in Multiple-Choice Question form, they were indolent in studying the material. The second participant added reason why Multiple-Choice Question had low positive washback was because students underestimate the assessment in the form of Multiple-Choice Question. The third participant believed that the students admitted that doing Multiple-Choice Question assessment was easy, students can finish the assessment with just guessing the answer. Furthermore, those opinion also in line with Luo and Zhang (2011) who argued that Multiple-Choice Question types can give negative wash back in the teaching and learning process. Additionally, Brown (2004) agreed that Multiple-Choice Question offers low positive washback.

Taking a lot of time in designing Multiple-Choice Question

Taking a lot of time in designing multiple choice questions would be the last drawbacks of using Multiple-Choice Question as summative assessment mentioned by the first participant. 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. The first participant described that designing Multiple-Choice Question needed a lot of questions to make because in Multiple-Choice Question, one question only covered one material instead of one chapter. From the statement mentioned, Multiple-Choice Question needed several questions to cover up each material from one chapter. The statement mentioned was also supported by previous related research from Fitriyanti (2018) who confirmed that one of the challenges in designing Multiple-Choice Question is taking a long time. Consequently, designing Multiple-Choice Question is an extremely time-consuming process. To recapitulate, designing Multiple-Choice Question is not easy, and it can take a lot of time for teachers in making the question.

It can be concluded that based on the interview result and supported statements by several experts that there were three strengths in using Multiple-Choice Question as a summative assessment. Those strengths were easy and quick scoring, assessing students' various abilities and students can answer the question thoroughly. However, the result also found out that there were several drawbacks in using Multiple-Choice Question as a summative assessment. Those drawbacks were low level of critical thinking, low positive washback, and taking a lot of time in designing Multiple-Choice Question.

E. CONCLUSION

Assessment is a system or a way how teachers can measure the students' ability. Taras (2005) stated that the assessment defines as students' work and evaluation in order to examine

concerning course on how the course is delivered regarding the decision-making in teaching and learning process. The importance of assessment is measuring students' performance, assessing attitudes and motivation, and giving feedback. Furthermore, the reason why this research was conducted because there are many pros and cons about using Multiple-Choice Question as a summative assessment yet lots of teachers in Indonesia still use Multiple-Choice Question as a summative assessment. Ramadhani (2014) stated that objective test especially in form of Multiple-Choice Question test in Indonesia is used in formative test, summative test in school examination, national examination, and on the test to enter the university.

This research used qualitative research design. Creswell (2012) stated that qualitative research required to look further about students' opinion about the recent occasion. Then, to collect the data, interview was used. In interview the three participants were three experienced English teachers and already fulfill the criterias for this research. All of the participants are the English teacher in the same private senior high school. The first participant has been teaching English for thirty-eight years. The second participant has been teaching English for thirty-one years. The third participant has been teaching English for ten years.

The interview result represented there were three strengths using Multiple-Choice Question. Those strengths were quick and easy scoring, assessing various ability and students answer the question carefully. The first point was mentioned by those three participants, Rachel, Chandler and Monica. Rachel revealed that the reason why she mentioned that Multiple-Choice Question was easy and quick scoring because the answer was certain. Additionally, Chandler mentioned that for the reason was because he already made the answer key and conformed to students' answer. Likewise, Monica added that the reason why using Multiple-Choice Question was quick and easy scoring because it was faster in doing the correction and teachers only needed the answer key then compared to students' answer as well. The second point mentioned by Chandler, the reason why Multiple-Choice Question could assess students' ability such as reading, structure and vocabulary. Chandler added that because in using Multiple-Choice Question, students should choose one of the options from few similar options. Then, when they could answer the question correctly, they had already mastered the material. The second point mentioned by Monica. She revealed that when answering Multiple-Choice Question assessment, students could get used to answer and analyze the question thoroughly because Multiple-Choice Question provided similar options where students should analyze the options first.

The interview result represented there were three drawbacks in using Multiple-Choice Question, those were low order of critical thinking, low positive washback and taking a lot of

time in designing Multiple-Choice Question. The first point was mentioned by those three participants, Rachel, Chandler and Monica. Rachel mentioned that the reason why Multiple-Choice Question cannot assess students' critical thinking was because students tend to guess the answer rather than consider it first. Chandler added that the reason why Multiple-Choice Question cannot assess students' critical thinking was because when students got stucked and could not answer the question, they would guess the answer or answer the question randomly. when doing Multiple-Choice Question as a test because students just need to choose the answer without knowing why whether it was correct or incorrect. The second point was mentioned by those three participants, Rachel, Chandler and Monica. Rachel mentioned that the reason why Multiple-Choice Question had low positive washback was because when students know that the assessment was in Multiple-Choice Question form, they were indolent in studying the material. According to Chandler the reason why Multiple-Choice Question had low positive washback was because students were underestimate the assessment in form of Multiple-Choice Question. Monica also mentioned that students tended to underestimate the assessment and they would not learn the materials because she believed that the students admitted that doing Multiple-Choice Question assessment was easy, students can finish the assessment with just guess the answer. The first point was mentioned by the first participants, Rachel. She mentioned that designing Multiple-Choice Question needed a lot of questions to make because in Multiple-Choice Question, one question only covered one material instead of cover in one chapter.

One interesting finding from the interview was that two out of three participants which were Chandler and Monica mentioned that they decided to use Multiple-Choice Question for summative assessment because they thought that it is obligated for them to use Multiple-Choice Question. However, according to Decree of The Minister of National Education number 19 in 2005 on clause 79 and 84 about National Education Standard there was no recommended form of assessment as suggested by the government.

In conclusion, as findings of the research obtained, there were the strengths and drawbacks in using Multiple-Choice Question as a summative assessment yet the participants still used Multiple-Choice Question for summative assessment. Additionally, two of the participants said that there was a rule from the government in which summative assessment should be in a form of Multiple-Choice Question. One of them said that the reason why participant still uses Multiple-Choice Question for summative assessment was to simplify and speed up the marking process for teachers. Hence, the collected data were based on the interview between the researcher and the participants of this research.

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