

AN ANALYSIS OF STUDENTS' WAYS IN ANSWERING MULTIPLE CHOICE QUESTION ON READING TOEFL TEST

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ABSTRACT

The objectives of this research are to find the ways by the students in answering multiple choice question on reading TOEFL test and to find out the dominant way used by the students in answering multiple choice question on reading TOEFL test. The design of this research was a descriptive qualitative research, because in this research, the researcher describes the students' ways in answering multiple choice question on reading TOEFL test. Subject of the research is the whole students with 50 total students. The Instrument of this research was questionnaire. Questionnaire is a list of question that describe of something. The questionnaire is designed based on Cohen and Upton (2006) theory. There are two main ways in answering multiple choice questions : Test Management Strategies Coding Rubric (T) and Test-Wisenes Strategies Coding Rubric (TW). Test Management Strategies Coding Rubric (T) consist of 28 Strategies and Test Wiseness Strategies Coding Rubric (TW) consist of 3 strategies. So, the total items of questionnaire is 31 items. The researcher finding showed that the dominant way used by the students in answering multiple choice question on reading TOEFL test was Test-wiseness Strategies Coding Rubric (TW).

Key words: *Student's ways, Answering Question, Reading TOEFL Test*

A. INTRODUCTION

TOEFL has become one of the important requirements to University students since it was determined as the requirement for academic demands. At Muhammadiyah University of Bengkulu, TOEFL is also offered to students before they followed the research paper test. The test is usually carried out orderly when they are at the fifth grade. Starting from fifth semester the students should follow TOEFL test administered by the university as requirement to be able to make a thesis (SK Rektor No.304-sk/r.01-UMB/2016). According to Samad et al (2107) "TOEFL is an international test is commonly used to measure the level of students' competence in mastering English". It means that the students should get standard score depend on the expectation if they want to become graduates from University.

Nowadays some universities ask the students who would like to enroll to those universities master English well. They need real evidence to prove the students ability in English. The evidence can be in a form of certificate of standard measurement of English proficiency, such as: TOEFL, IELTS, etc. In Indonesia TOEFL is the most popular one. According to Sharpe (2005: 11) TOEFL has been used by scholarship selection committees of governments, universities, and agencies. Some professional licensing and certification agencies also use TOEFL scores to evaluate English proficiency. Then, it is also used TOEFL scores to fulfill admission in university for many level of education especially master and doctoral level.

In TOEFL, there are some sections that are usually tested. Institutional TOEFL consists of three sections: listening, reading, structure. On the other hand, in New Generation TOEFL consists of five skills. They are listening, speaking, structure, reading, and writing. The items in each section are very difficult to do. On the other hand, it needs specific skill and strategy to do it. The students are required to pass three sections of TOEFL test; listening, structure or written expression, and reading skill. However, one of the most difficult section to be answered in TOEFL test is questions in reading section.

In the Reading Comprehension section the students will read several passages. Each one is followed by a number of questions about it. The students are to choose the one best answer, A, B, C or D, to each question. Then, on their answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer they have chosen. Pyle and Munoz (2001: 29) said that the Reading Comprehension section contains reading passages and questions about the passages. The questions are about information that is stated or implied in the passage and about some of the specific words in the passages. Because many English words have more than one meaning, it is important to remember that these questions concern the meaning of a word or phrase within the context of the passage.

Williams and Moran (1989) stated that much of the reading process is automatic in nature, which is defined as reading skill upon the conscious authority. William and Moran (1989) indicate that the readers did exert a significant level of active control over their reading process through the use of strategies, which are conscious procedures that are deliberate and purposeful. Other studies in this area have shown that the reading process was general, subconscious or unconscious, and more automatic, however strategies were subject to control, more intentional, and used to act upon the processes. Therefore, to answer the multiple choice in reading section of TOEFL test, the students have some ways or strategies.

Test-taking strategies according to Cohen (1994) are "test-taking processes that the respondents have selected and of which they are conscious, at least to some degree". In other words, the notion of strategy implies an element of selection. Otherwise, the processes would not be considered strategies. In a study on multiple-choice reading tests, McDonough (1995) examined a number of strategies which let the reader come to the right answer without actually knowing it from internal linguistic evidence. He found that the students would be allowed to get the right answer for the wrong reasons. As a matter of fact, "the surface matching of test item stem and reading passage, or clues even in the stem itself which matched with one of the options" (McDonough, 1995).

Furthermore, the preliminary study of this research revealed that eighth semester English students have some ways in answering multiple choice questions in reading TOEFL test, such as; they Rereads the question, wrestles with the question intent, considers the options and focuses on a familiar option, and other ways. Therefore, to find out the strategies or ways used by the students of eighth semester English education program in answering the reading TOEFL test, the researcher will do a research entitled "An Analysis of Students' Ways in Answering Multiple Choice Question on Reading TOEFL Test".

B. RESEARCH METHODOLOGY

Research design of this research was a descriptive quantitative research, because in this research, the researcher describes the students' ways in answering multiple-choice question on reading TOEFL test based on Cohen and Upton (2006) theory. In addition, descriptive quantitative is intended to describe current condition, investigate relationships, and study cause-effect phenomena (Gay, 2000: 11). Subject of the research is the whole students of the eighth semester of English Language Education Study Program of UMB. The instrument of this research was questionnaire. Questionnaire is a list of question that describe of something. The questionnaire designed based on Cohen and Upton

(2006) theory. There are two main ways in answering multiple-choice questions; Test-Management Strategies Coding Rubric (T) and Test-wiseness Strategies Coding Rubric (TW).

C. FINDING AND DISCUSSION

➤ Findings

This chapter describes the results of research on An Analysis of Students' Ways in Answering Multiple Choice on Reading TOEFL Test. The objective of this research was to find out the dominant way used by the students in answering multiple-choice question on reading TOEFL test. The questionnaire was divided into 4 scales; always, usually, seldom, and never. Moreover, the questionnaire result was divided into two categories; positive (always and usually) and negative (seldom and never). The result of the research identified that Students' Ways in Answering Multiple Choice on Reading TOEFL Test. The student's ways can be seen there were two kinds of strategies used by students; Test-Management Strategies Coding Rubric (T) and Test-wiseness Strategies Coding Rubric (TW).

The Result of this reearch can be seen on the table :

No	Student Teachers' Attitudes	Positive	Negative
		Always+Usually	Seldom+Never
1	Test-Management Strategies Coding Rubric (T)	82,86	17,14
2	Test-wiseness Strategies Coding Rubric (TW).	83,33	16,67

The percentage in positive and negative coloumn found from the amount of percentages always and usually for positive coloumn seldom and never for negative column. The percentages got based on previous tables of each strategies. The summary of the questionnaire result revealed that there were 82, 86% of students' responded positive toward Test-Management Strategies Coding Rubric (T), and then there were 83.33% of students who also answered positive toward Test-wiseness Strategies Coding Rubric (TW). It can be concluded that the dominant way used by the students in answering multiple-choice question on reading TOEFL test was Test-wiseness Strategies Coding Rubric (TW).

➤ Discussion

This research aimed to find out the dominant way used by the students in answering multiple-choice question on reading TOEFL test. The research finding showed that the dominant way used by the students in answering multiple-choice question on reading TOEFL test was Test-wiseness Strategies Coding Rubric (TW). TOEFL is the Test of English as a Foreign Language. This test is administered by the Educational Testing Service (ETS). It is used to measure a non – native English speaker's proficiency in the English language (Gear and Robert, 2002:1). In Indonesia, especially in Bengkulu, the most popular and usually used by the institution is Paper-Based TOEFL (PBT). According to Shrape (2005: 11) the PBT is a pencil and paper test that is offered for two purposes. One purposes of PBT is for placement and progress evaluations. Colleges or other institutions use the PBT test to test their students. The scores are not valid outside the place where are administered, but the college or institution accepts the PBT that they are administered as an official score. This PBT is also called an institutional TOEFL. The other purpose of the PBT is to supplement the official Computer-Based TOEFL in areas where Computer-Based testing is not possible. The scores are usually valid outside the place where they are administered. This PBT is also called a supplemental TOEFL. The Paper-Based TOEFL has three sections; listening comprehension, structure and written expression, and reading. In addition, Test of Written English (TWE) is a required essay that provides a writing score. The PBT is a linier test, which means that everyone who takes the TOEFL during the same administration will see and answer the same questions.

According to Cohen and Upton (2006) there are two strategies or ways in answering multiple choice of reading TOEFL test, they are; Test-Management Strategies Coding Rubric (T) and Test-wiseness Strategies Coding Rubric (TW). Test-Management Strategies Coding Rubric (T) consists of 28 strategies and Test-wiseness Strategies Coding Rubric (TW) consists of 3 strategies. The reading section of the TOEFL is the second section on the test. It aims to assess “the test taker’s ability to understand university-level academic texts and passages” (ETS, 2007, p. 8). The reading section of the TOEFL has been intended to imbed three purposes of academic reading, namely reading to find information, reading for basic comprehension, and reading to learn. Accordingly, this section has three reading task types: basic comprehension, inferencing, and reading to learn. On a single administration of the TOEFL, the reading section may include three to five reading sets, each with a 600-700 word text followed by 12 to 14 question items. The total time allotted for completing this section ranges from 60 to 100 minutes depending on the number of reading sets that appear on the test, at a rate of 20 minutes per reading set.

This finding confirmed some result from previous studies. First a study by Alavi and Bordhbar (2012). This study investigates any

difference in employing Reading strategies, relates them to various item types of reading comprehension in TOEFL iBT (copyrighted by ETS, 2005). Sixty-six respondents (26 males and 40 females) participated in the present study. A list of reading strategies (adopted from Cohen & Upton, 2006), followed by a test of reading comprehension that took forty-five minutes to complete were used. To address the research question, the analyses of the results revealed that the difference is significant in the use of Reading strategies for various item types. On the basis of the findings language teachers are recommended to teach different Reading strategies in order to help TOEFL applicants to use them related to different item types more efficiently and effectively. Second, a study by Assiri (2000) who did a study entitled Test-Taking Strategy Use on The Reading Section of The TOEFL Ibt: A Study Of Arab Esl Learners. The findings of this research are summarized here with reference to strategy use by task and item type, high- versus low-scorers' strategy use across task items, and aspects of effective strategy use across item types.

D. CONCLUSION

Based on the findings, the conclusion of this research, the researcher can be showed that the dominant way used by the students in answering multiple choice question on reading TOEFL test was Test-wiseness Strategies Coding Rubric (TW).

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