

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF STUDENT'S PERCEPTION TOWARD MULTIPLE  
CHOICES QUESTION AS ASSESSMENT TOOL ON TENTH GRADE  
STUDENTS IN MA AL-ISHLAH SOUTH LAMPUNG**

By :

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG**

**1447 H/2026 M**

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CHOICES QUESTION AS ASSESSMENT TOOL ON TENTH GRADE  
STUDENTS IN MA AL-ISHLAH,SOUTH LAMPUNG**

Persented as a Partial Fulfillment of the Requirement

For the Degree of sarjana Pendidikan (S.Pd)

In English Education Department

**Arranged By :**

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**APPROVAL PAGE**

Title : AN ANALYSIS OF STUDENT'S PERCEPTION  
TOWARD MULTIPLE CHOICE QUESTION AS  
ASSESSMENT TOOL ON TENTH GRADE STUDENTS  
IN MA-ISHLAH,SOUTH LAMPUNG

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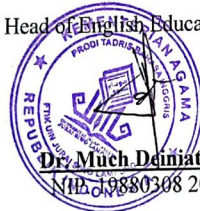
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MULTIPLE CHOICE QUESTION AS ASSESSMENT TOOL ON  
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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

*Wassalamu'alaikumWr.Wb.*

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*Assalamu'alaikum, Wr. Wb*

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MULTIPLE CHOICE QUESTION AS ASSESSMENT TOOL  
ON TENTH GRADE STUDENTS IN MA-ISHLAH,SOUTH  
LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be  
discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS' PERCEPTIONS TOWARD MULTIPLE CHOICE QUESTION AS ASSESSMENT TOOL ON TENTH GRADE STUDENTS ON MA AL ISHLAH SOUTH LAMPUNG, written by Hafidz Maulana Arkham, student number: 2201051013, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, February 26<sup>th</sup>, 2026 at 10.00 - 12.00 a.m.

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**AN ANALYSIS OF STUDENT’S PERCEPTION TOWARD MULTIPLE  
CHOICES QUESTION AS ASSESSMENT TOOL ON TENTH GRADE  
STUDENTS IN MA AL-ISHLAH,SOUTH LAMPUNG**

**ABSTRACT**

**By :**

**Hafidz Maulana Arkham**

This study aims to analyze students’ perceptions of the use of multiple-choice questions in English assessment. The research was conducted on Tenth-grade students of MA Al-Ishlah in the academic year 2025/2026. This study used a qualitative descriptive method. The data were collected through questionnaires, interviews, and documentation.

The results of this study show that students have both positive and negative perceptions toward multiple-choice questions. The positive perceptions indicate that multiple-choice questions are considered easier, more practical, and less stressful compared to essay and oral tests. Students feel more confident when answering multiple-choice questions because the answer options help them in choosing the correct answer. However, the negative perceptions reveal that multiple-choice questions do not fully measure students’ English abilities, especially speaking and writing skills. Some students also tend to guess the answers when they find difficult vocabulary or long reading texts.

In conclusion, multiple-choice questions are perceived as an effective and efficient assessment tool, but they have limitations in assessing students’ overall English proficiency. Therefore, it is suggested that teachers combine multiple-choice questions with other assessment forms to obtain a more comprehensive evaluation of students’ English skills.

*Keywords: Students’ Perception, Multiple-Choice Questions, English Assessment*

# **AN ANALYSIS OF STUDENT'S PERCEPTION TOWARD MULTIPLE CHOICES QUESTION AS ASSESSMENT TOOL ON TENTH GRADE STUDENTS IN MA AL-ISHLAH,SOUTH LAMPUNG**

## **ABSTRAK**

**By :**

**Hafidz Maulana Arkham**

Penelitian ini bertujuan untuk menganalisis persepsi siswa terhadap penggunaan soal pilihan ganda dalam penilaian Bahasa Inggris. Penelitian ini dilakukan pada siswa kelas X MA Al-Ishlah tahun ajaran 2025/2026. Metode penelitian yang digunakan adalah deskriptif kualitatif. Pengumpulan data dilakukan melalui angket, wawancara, dan dokumentasi.

Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif dan negatif terhadap penggunaan soal pilihan ganda. Persepsi positif menunjukkan bahwa soal pilihan ganda dianggap lebih mudah, praktis, dan tidak terlalu menimbulkan tekanan dibandingkan dengan tes esai dan tes lisan. Siswa merasa lebih percaya diri karena adanya pilihan jawaban yang membantu dalam menentukan jawaban yang benar. Namun, persepsi negatif menunjukkan bahwa soal pilihan ganda belum sepenuhnya mengukur kemampuan Bahasa Inggris siswa, terutama keterampilan berbicara dan menulis. Selain itu, beberapa siswa cenderung menebak jawaban ketika menghadapi kosakata yang sulit atau teks bacaan yang panjang.

Dapat disimpulkan bahwa soal pilihan ganda dipersepsikan sebagai alat penilaian yang efektif dan efisien, namun memiliki keterbatasan dalam mengukur kemampuan Bahasa Inggris siswa secara menyeluruh. Oleh karena itu, disarankan agar guru mengombinasikan soal pilihan ganda dengan bentuk penilaian lain untuk memperoleh hasil penilaian yang lebih komprehensif.

*Kata kunci: Persepsi Siswa, Soal Pilihan Ganda, Penilaian Bahasa Inggris*

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The writer



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Penulis



**Hafidz Maulana Arkham**  
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**MOTTO**

مَنْ لَمْ يَشْكُرِ الْقَلِيلَ لَمْ يَشْكُرِ الْكَثِيرَ

"Whoever is not grateful for the little things cannot be grateful for a lot."

(HR.Ahmad)

## **DEDICATION PAGE**

With honor, gratitude and love, the researcher would like to dedicate this thesis to:

1. My beloved parents Mr. Muhammad Munir and Mrs. Siti Absah who become the inspiration of my life, and give me support, spirit and motivation.
2. My older brother Agus Mayasin , and also my twin nephew, Ahmad Rizqi Baihaqi and Ahmad Rifqi Baihaqi who always become my support system.
3. My supervisor Mam Trisna Dinillah Harya, M.Pd who have sincerely guided the writer to accomplish this undergraduate thesis in time.
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This undergraduate thesis was written in order to fulfill the requirements to achieve a Bachelor of Education Degree (S.Pd) at the English Education Department, Tarbiyah and Teachers Training Faculty, UIN Jurai Siwo Lampung.

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Metro, February 7, 2026

The researcher



Hafidz Maulana Arkham  
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## CHAPTER I INTRODUCTION

### A. Background of the Study

Assessment is a central element of education since it serves not only to record students' learning outcomes but also to provide systematic feedback for both teachers and learners. Assessment must be viewed as a structured process that enables educators to interpret student performance in relation to instructional goals.<sup>1</sup>In language education, assessment plays an important role in identifying learning progress, monitoring instruction, and determining areas that require additional support. Kennedy also emphasizes that assessment contributes to meaningful learning when it is integrated with instructional practices.<sup>2</sup>Thus, assessment functions not merely as an evaluative tool, but also as a means to promote reflection, guide classroom decisions, and improve the overall quality of learning.

Among the various assessment formats, multiple-choice questions (MCQs) remain one of the most widely applied because of their practicality, efficiency, and clarity in scoring. Proper designed test items, including MCQs, can measure different aspects of language proficiency objectively and reliably.<sup>3</sup> MCQs allow teachers to assess a large number of students in a relatively short time and to generate consistent results that support fair evaluation. Although technically efficient, the usefulness of MCQs in the

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<sup>1</sup> H. Douglas Brown, "*Language Assessment: Principles and Classroom Practices*", (White Plains, NY: Pearson Education, 2004), p.4-6

<sup>2</sup> Kerry J. Kennedy, "*Assessment for Learning*", (Hongkong, Hongkong university press, 2008), p. 32

<sup>3</sup> J. B. Heaton, "*Writing English Language Tests*" , (New York: Longman, 1988), p.25-27

classroom also depends on how students perceive and experience them during the assessment process.

Students' perception plays an essential role in determining the effectiveness of any assessment practice. Their feelings, attitudes, and beliefs toward a test influence how they interpret the questions, how they respond under time limitations, and how much confidence they invest in their answers.<sup>4</sup> Even a well-constructed test may fail to achieve its intended purpose when students perceive it as confusing, unfair, or disconnected from what they have learned. Therefore, students' subjective responses must also be considered when evaluating the quality of an assessment method.

Perception itself is the process by which individuals interpret and organize information to give meaning to their environment. Robbins and Judge describe perception as a psychological mechanism shaped by personal experiences, cognitive interpretation, and external conditions.<sup>4</sup> In educational settings, students' perception toward assessment may be influenced by factors such as clarity of instructions, test difficulty, the relevance of test content, and previous experience. Thomas also notes that psychological factors significantly shape how learners interpret assessment tasks and learning environments.<sup>5</sup> These factors determine whether students view an assessment as fair, manageable, or discouraging.

Therefore, understanding students' perception toward multiple-choice questions becomes essential for designing assessments that are both fair and

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<sup>4</sup> Robbins, Stephen P. and Timothy A. Judge, "*Organization Behavior*." (United States: Pearson Education, 2013).P. 167

meaningful. By examining how students interpret and experience MCQs, teachers can gain insight into how assessment practices influence students' comfort levels, perceived difficulty, sense of fairness, and overall preference.<sup>5</sup> This understanding can help educators refine their assessment strategies so that they better reflect students' abilities and support the broader goals of English language learning.

A pre-survey was conducted at MA Al-Ishlah South Lampung to obtain preliminary insights into how students experienced the multiple-choice questions used in the Tenth-grade English assessment. The pre-survey was conducted through brief interviews with two students. The interviews were designed to explore students' initial and surface-level perceptions of Multiple-Choice Questions (MCQs) as an assessment format, particularly in comparison with other forms of English assessment such as essay and oral tests.

The results of the interviews revealed that both students generally obtained relatively better scores in multiple-choice tests compared to essay or oral assessments. The students stated that they felt more confident when answering MCQs because the answer options were already provided, which helped them recall information more easily. In contrast, they admitted that essay and oral tests required them to construct answers independently and express ideas directly, which they found more challenging. Although this pre-survey did not involve a detailed statistical comparison of scores, the students'

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<sup>5</sup> Thomas, Lauren Josie, "Assessment in Smart Learning Environments: Psychological Factors Affecting Perceived Learning." (University of South Wales, UK, 2019), p. 32

responses consistently indicated that their performance in MCQs tended to be more satisfactory than in other test formats. These preliminary findings suggest that the structure of multiple-choice questions may contribute to students' higher achievement in this type of assessment.

To further explore this condition, simple follow-up questions were asked regarding the reasons behind their better performance in MCQs. The interview results showed that the students perceived MCQs as less demanding because they could identify keywords and choose the most appropriate option from the available answers. They explained that having answer choices made them feel more certain and reduced the pressure during the test. These initial findings indicate that students associate their better performance in MCQs with the practical format of the test rather than with the overall difficulty of the material. Therefore, this preliminary insight supports the need for further investigation into students' perceptions toward MCQs as an assessment tool in English learning.

Overall, the presurvey results indicate that while the multiple-choice format is widely used and familiar to the students, their perceptions toward it are influenced by several factors such as ease of use, clarity, and personal preference. These initial findings highlight the importance of exploring students' perceptions in greater depth to understand how MCQs function as an assessment tool within their learning context. Based on these considerations, the present study is entitled "An Analysis of Students' Perceptions Toward

Multiple-Choice Questions as an Assessment Tool in the Tenth Grade at MA Al-Ishlah South Lampung.”

### **B. Research question**

Based on the background of the problem above, the research question of this research are as follows:

1. What are the students' perception toward multiple choice question as assessment tool?
2. What are the factors that influence students perception toward multiple-choice questions used in English assessment?

### **C. Research Objectives & benefits**

1. Research Objectives:
  - a. To describe students' perceptions toward the use of multiple-choice questions in English assessment at MA Al-Ishlah Lampung.
  - b. To identify the factors that influence students' perceptions toward multiple-choice questions used in English assessment.
2. Research benefits
  - a. For Students:

To increase students' awareness of their own perceptions toward MCQs and how these perceptions influence their test performance.
  - b. For Teachers:

To provide insight into how students experience MCQs, helping teachers select or design assessment formats that better support learning.

c. For the Institution:

To offer input for improving assessment practices by considering students' perspectives in evaluating and developing school-based assessments.

#### **D. Prior research**

In this section, several previous studies that are relevant in terms of perspective, methodology, and theoretical foundation are reviewed. This review helps to position the present research within the broader academic context and clarify its novelty and contribution.

The first study was conducted by Muhammad Ridwan (2021), entitled “An Analysis of Multiple-Choice Items in Students’ Reading Test at SMP Negeri 1 West Praya in the Academic Year.”<sup>6</sup> This study aimed to evaluate the quality of multiple-choice test items used in reading assessments by analyzing their validity, reliability, discrimination index, and level of difficulty. The results showed that while most items were valid and reliable, some questions required revision, particularly in constructing effective distractors. The study emphasized the importance of item analysis in improving test quality and ensuring that multiple-choice questions measure students’ reading comprehension accurately.

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<sup>6</sup> Muhammad Ridwan, *An Analysis of Multiple-Choice Items in Students’ Reading Test at SMP Negeri 1 West Praya in the Academic Year* (Undergraduate Thesis, Universitas Mataram, 2021).

The second study was written by Milenia Devi Ramadanti (2024), titled “Students’ Perception of Writing Assessment in the English Education Study Program.”<sup>7</sup> This research investigated students’ perceptions of writing assessment through a mixed-method approach combining questionnaires and interviews. The findings revealed that students generally had positive perceptions, believing that writing assessment supported their development in writing and critical thinking. However, some students experienced challenges such as anxiety and difficulty expressing ideas. This study highlighted the importance of considering students’ perceptions to enhance assessment practices, although it focused on writing rather than multiple-choice tests.

The third study was conducted by Veldry Yusnarsi (2020), entitled “An Analysis of Students’ Performance in Answering Multiple-Choice and Short Essay Questions in Reading Test.”<sup>8</sup> The study found that students performed better in multiple-choice tests compared to essay questions, as they were more familiar with the format and found it easier to complete. However, students also faced difficulties in selecting the correct answers due to limited vocabulary and confusing distractors. This research focused more on students’ test performance rather than their perceptions.

In relation to the present study, all three previous studies provide valuable insights into assessment and multiple-choice testing. Ridwan (2021) analyzed

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<sup>7</sup> Milenia Devi Ramadanti, *Students’ Perception of Writing Assessment in the English Education Study Program* (Undergraduate Thesis, Universitas Islam Negeri Raden Intan Lampung, 2024).

<sup>8</sup> Veldry Yusnarsi, “An Analysis of Students’ Performance in Answering Multiple-Choice and Short Essay Questions in Reading Test.” (Undergraduate thesis, Universitas Islam Negeri Ar-Raniry, 2020)

the technical quality of multiple-choice items, Ramadanti (2024) explored students' perceptions in writing assessment, and Yusnarsi (2020) examined students' performance in multiple-choice and essay tests. However, The studies that specifically investigated students' perception toward multiple-choice questions as an assessment tool in English subject on high school context, like MA Al-Ishlah, South Lampung is still limited.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Perception

##### 1. The Definition Of Perception

Perception is an individual's experience that is obtained through the senses that occurs consciously.<sup>9</sup> According to Robbins, Stephen P & Judge, perception is the process of giving meaning to the environment by an individual by organizing and interpreting the sensory impressions they get.<sup>10</sup> This means that perception is not merely about receiving stimuli, but also about how a person mentally interprets and evaluates those stimuli based on prior knowledge, experience, and expectations. In a broader sense, perception represents an individual's unique way of constructing reality, which may vary from one person to another depending on their cognitive and emotional state.

In the context of education, perception refers to how students interpret learning experiences, classroom interactions, and teaching strategies implemented by teachers. It is crucial because students' perceptions can influence their attitudes, motivation, and engagement toward learning, which ultimately affects their academic performance.

<sup>9</sup> Goldstein, E. Bruce, and James R. Brockmole. "*Sensation and Perception*." (10 th. Boston: Cengage Learning, 2017), p. 65

<sup>10</sup> Robbins, Stephen P. and Timothy A. Judge. "*Organization Behavior*." (United States: Pearson Education, 2013), p. 166

Because perception can influence a student's performance in studying any subject, it is crucial.<sup>11</sup>

From the definitions mentioned earlier, perception can be interpreted as the process through which individuals assign personal meaning to the stimuli they receive from their surroundings. As a result, even when two people encounter the same object or situation, they may interpret it in different ways and form distinct perceptions.

## 2. Types of Perception

Robbins, Stephen P & Judge stated that there are two kinds of perception:<sup>12</sup>

### a. Positive Perception

Positive perception refers to an individual's favorable evaluation toward an object, event, or situation. It reflects feelings of trust, satisfaction, and joy that arise when someone interprets something in a constructive way.

Such perceptions are often associated with pleasant emotions and can serve as valuable experiences that enhance personal understanding and growth.

When individuals hold a positive perception, they are more likely to remain enthusiastic and optimistic even when facing stressful or challenging circumstances.

<sup>11</sup> Male, Hendrikus, and Jitu Halomoan Lumbantoruan. "Students Perceptions and Attitudes Towards Statistics." (Proceedings of the 2nd Annual Conference on Blended Learning, Educational Technology and Innovation, 2021), p. 12

<sup>12</sup> Robbins, Stephen P. and Timothy A. Judge. "Organization Behavior". (United States: Pearson Education, 2013), p. 166

#### b. Negative Perception

In contrast, negative perception represents an unfavorable or rejecting attitude toward an object, event, or situation. It involves feelings of doubt, dissatisfaction, or discomfort that influence how a person interprets their experiences. These perceptions are commonly linked to unpleasant emotions such as fear, anxiety, or frustration. Individuals who develop negative perceptions tend to experience decreased motivation and emotional distress, even in situations that may appear comfortable or neutral to others..

Perception can be categorized into different subtypes based on how it interprets the stimuli that the five senses perceive. Auditory perception, visual perception, kinesthetic-tactile perception, social perception, and extrasensory perception are the five categories into which perception can be divided.<sup>13</sup> As the three primary categories of perception, auditory perception, visual perception, and kinesthetic touch perception can be categorized.

### 3. Components of Perception

Essentially, perception is composed of three main components: cognitive, affective, and conative aspects. These elements interact with one another, enabling individuals to understand, experience, and respond to a

<sup>13</sup> Ahmad, Joanes J., Soffian A. Goh, and X. Z. Kadir “*Presepsi & Logik.*” (Univertisi Teknologi Malaysia, Johor Bahru.2014),p. 23

particular object, event, or stimulus. Each component plays a vital role in shaping how people think, feel, and behave toward what they perceive.<sup>14</sup>

a. Cognitive Aspects

The cognitive component represents the mental aspect of perception that involves a person's knowledge, beliefs, and understanding about a particular object or situation. It is formed through individual thinking processes, including reasoning, prior learning, and personal experience. This component covers how a person interprets information, develops opinions and expectations, and organizes what has been learned from previous observations and perceptions..

b. Affective Aspects

The affective component relates to an individual's emotional response or feeling that arises when perceiving a certain stimulus. This aspect reflects how emotions influence one's evaluation of an object or situation, whether the response involves comfort, anxiety, or awareness. It includes both positive and negative emotional reactions that shape a person's attitude toward the perceived object or experience.

c. Conative Aspects

The conative element relates to an individual's motivation, attitude, conduct, or activity in light of how he perceives a certain situation. It was further mentioned that a person's attitude and conduct are largely influenced by their beliefs and feelings. The conative aspect includes

<sup>14</sup> Woodworth, R. S., & Marquis, D. G. " *Psychology* (5th ed.)", (New York: Henry Holt and Company, 2008), p. 523

attitudes that are not only visible but also take the shape of statements that indicate how one could behave or respond to an item.

#### **4. Factors Influencing Perception**

There are three factors that influence perception, factors in the perceiver, factor in the situation and factor in the target.<sup>15</sup>

##### **a. Factors In The Perceiver**

The individual who observes or interprets a stimulus. Elements such as attitudes, personality, interests, past experiences, and expectations influence how a person perceives something. For example, individuals who hold a particular stereotype may interpret others' behavior based on that belief rather than objective observation. A person who views police officers as authoritative will likely perceive them as confident and commanding, regardless of their actual behavior.

##### **b. Factor In The Target**

The second factor concerns the characteristics of the target being observed. Certain traits of the target, such as movement, size, sound, appearance, or distinctiveness, can attract attention and shape perception. For instance, people who speak loudly or have striking physical features tend to stand out more in a group. Moreover, humans naturally group similar objects or people together, leading to

<sup>15</sup> Robbins, Stephen P. and Timothy A. Judge. *"Organization Behavior."*,(United States: Pearson Education, 2013),p. 167

generalizations such as categorizing individuals by gender, ethnicity, or other visible similarities.

**c. Factor In The Situation**

The third factor is the situation or context in which perception occurs. The same object or person may be perceived differently depending on time, place, or circumstances. For example, someone dressed in party attire may look normal in a Saturday night club setting but appear inappropriate in a formal classroom environment on Monday morning. Although neither the person (target) nor the observer (perceiver) has changed, the context alters the perception entirely.

In short, perception is not determined by a single element but by the dynamic interaction between the perceiver, the target, and the situation. Recognizing these factors helps explain why individuals may interpret the same event or object differently, depending on their internal mindset, the nature of what they observe, and the situational context in which the observation occurs.

**B. Assessment**

**1. Definition of Assessment**

Assessment is a systematic process designed to collect evidence about student learning and achievement. It plays a central role in the teaching–learning cycle because it connects instructional goals with measurable outcomes. H. Douglas Brown defines a test as “a method of measuring a person’s ability, knowledge, or performance in a given

domain,” stressing that assessment should not be an isolated act, but a continuous practice integrated with instruction.<sup>16</sup> This highlights that assessment is both evaluative and pedagogical in nature, as it informs teachers about what learners have achieved and what still needs to be improved.

Suharsimi Arikunto adds that assessment is “a structured activity to measure student achievement according to instructional objectives.”<sup>17</sup> Her definition underscores that assessment must align with predetermined indicators in the curriculum, ensuring that what is tested reflects what has been taught. In this way, assessment validates the effectiveness of instruction while also ensuring fairness in evaluating students’ performance.

Assessment is “a process of interpreting student learning outcomes based on criteria established in the curriculum.”<sup>18</sup> Tardif’s perspective shifts the focus from mere measurement to interpretation, recognizing that assessment requires judgment against specific standards. This interpretation aspect reminds educators that assessment is not just about producing numbers but also about understanding the meaning behind those numbers in relation to learning goals.

<sup>16</sup> H. Douglas Brown, “*Language Assessment: Principles and Classroom Practices*” (White Plains, NY: Pearson Education, 2004), p.3.

<sup>17</sup> .Suharsimi Arikunto, “*Dasar-Dasar Evaluasi Pendidikan*, 2nd ed.”, (Jakarta: PT. Bumi Aksara, 2013), p,66.

<sup>18</sup> Gérard Tardif, “*Assessment of the learning process and progress of students in education*” (Montréal: Les Presses de l’Université de Montréal, 2003). P,78

By these definitions, assessment is not simply the assignment of scores but also a tool for guiding instruction, diagnosing student needs, and evaluating progress. It functions as a feedback mechanism for teachers to adjust pedagogical strategies and for students to monitor their learning development. For example, through assessment, a teacher can identify whether students' difficulties lie in vocabulary, grammar, or comprehension, and then adapt instruction accordingly..

## **2. Functions of Assessment**

Assessment serves multiple purposes in the educational process. J. B. Heaton highlights its diagnostic function, which helps teachers identify students' strengths and weaknesses.<sup>19</sup> Through diagnostic assessment, teachers can detect areas where learners experience difficulty, such as grammar, vocabulary, or reading comprehension, and then provide remedial instruction to address those gaps. This function ensures that instruction is not generic, but tailored to the specific needs of students.

Brown points to the formative function, which provides feedback during instruction so that both teachers and students can make adjustments.<sup>20</sup> Formative assessment is carried out continuously and allows learners to understand their progress as they advance through a unit of study. For example, short quizzes, class discussions, or feedback on

<sup>19</sup> J. B. Heaton, "*Writing English Language Tests*" (New York: Longman, 1988), p,5.

<sup>20</sup> H. Douglas Brown, "*Language Assessment: Principles and Classroom Practices*" (White Plains, NY: Pearson Education, 2004), p,6

assignments can inform learners of their improvement and motivate them to strengthen weaker skills before moving to the next stage.

Based on explanation above, Assessment has an administrative and accountability function. Schools and educational institutions use assessment results to evaluate the effectiveness of curricula and teaching practices. Policy makers also rely on assessment outcomes to make decisions about educational standards and resource allocation. In this sense, assessment not only affects learners and teachers but also the broader educational system.

### **C. The Definition of Multiple Choice Test**

Multiple-choice questions (MCQs) are one of the most widely used assessment formats in both classroom and large-scale testing. MCQ consists of three essential elements: a stem (the problem statement), one correct answer (the key), and several distractors (plausible but incorrect options).<sup>21</sup> The stem presents a question or an incomplete statement, the key provides the accurate solution, and the distractors serve to challenge learners who have only partial understanding.

MCQs are particularly valued because of their objectivity in scoring and practicality in administration, making them effective in testing large groups of students.<sup>22</sup> Unlike essays or oral exams, where subjectivity may affect scoring,

<sup>21</sup> H. Douglas Brown, *“Language Assessment: Principles and Classroom Practices”* (White Plains, NY: Pearson Education, 2004),p 9

<sup>22</sup> Suharsimi Arikunto, *“Dasar-Dasar Evaluasi Pendidikan”*, 2nd ed. (Jakarta: PT. Bumi Aksara, 2013),p,183

MCQs provide clear right-or-wrong answers that can be graded quickly and consistently. This is why MCQs are frequently employed in school exams, placement tests, and standardized assessments.

In addition, MCQs are considered versatile because they can be adapted to measure different cognitive levels, from simple recall to more complex comprehension and application. With well-constructed stems and distractors, MCQs are not limited to testing memorization but can also assess problem-solving and critical thinking skills. This versatility has contributed to their enduring role in language assessment and other academic fields, despite continuing debates about their limitations.

### **1. Components of Multiple Choice Items**

Every multiple-choice item is constructed with specific components that determine its quality. The item must be clear, concise, and focused on a single problem to avoid confusing students.<sup>23</sup> An unclear stem often results in misinterpretation, which can invalidate the test's purpose.

The distractors are equally significant. Distractors are crucial because they reveal misconceptions and increase the discriminatory power of an item.<sup>24</sup> Effective distractors should be attractive to students with partial knowledge but unappealing to those who have mastered the content. For example, in a

<sup>23</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (White Plains, NY: Pearson Education, 2004), p 24

<sup>24</sup> J. B. Heaton, *Writing English Language Tests* (New York: Longman, 1988), p,12

grammar test on verb tenses, a distractor might include a common but incorrect form that weaker students are likely to choose.

If distractors are poorly designed either obviously wrong or too similar to the correct answer students may resort to guessing rather than applying real knowledge. This undermines both the reliability and validity of the test. Therefore, the construction of strong distractors is often regarded as the most difficult aspect of writing MCQs.

## **2. Advantages and Disadvantages of multiple choice question**

### **a. Advantages**

MCQs offer clear advantages in educational assessment. Brown notes that they provide broad coverage of material, as a large number of questions can be asked in a relatively short time.<sup>25</sup> They are also efficient to administer and objective to score, which reduces examiner bias and makes results easier to compare across different groups. Furthermore, MCQs are adaptable; with careful design, they can assess not only recall but also comprehension and application.

### **b. Disadvantages**

MCQs also present disadvantages. Heaton points out that they are often time-consuming to construct, as writing good stems and plausible

<sup>25</sup> Mark J. Gierl, Okan Bulut, Qi Guo, and Xinxin Zhang, “*Developing, Analyzing, and Using Distractors for Multiple-Choice Tests in Education: A Comprehensive Review*,” (Review of Educational Research, 2017), p. 87

distractors requires considerable skill.<sup>26</sup> Another weakness is the guessing factor, where students might select the correct answer by chance without truly understanding the material. In addition, MCQs sometimes emphasize recognition rather than production, meaning they may not effectively measure expressive language skills such as writing or speaking.

These advantages and disadvantages suggest that while MCQs are valuable tools for large-scale and classroom testing, they should be used alongside other assessment formats to ensure a balanced evaluation of student ability.

### **3. Construction of Multiple Choice Items**

Effective construction of multiple-choice questions is essential to ensure that the test measures students' abilities accurately and fairly. Poorly designed items may lead students to guess answers, feel confused, or misinterpret the intent of the question, which can influence their perceptions toward the assessment. Therefore, several key principles need to be considered in constructing multiple-choice items, particularly in English assessment. These principles focus on the clarity of the question, the quality of answer options, linguistic appropriateness, and time efficiency.

<sup>26</sup> H. Douglas Brown, "*Language Assessment: Principles and Classroom Practices*" (White Plains, NY: Pearson Education, 2004), p 25

### 1. Clarity and Focus of the Stem

The stem is the core part of a multiple-choice item because it presents the problem that students are required to answer. A well-constructed stem should be clear, concise, and directly related to the learning objective being assessed. Unnecessary information, overly complex sentence structures, or ambiguous wording should be avoided, as they may confuse students and shift their attention away from the intended construct. Brown states that test items should be written in a way that allows students to demonstrate their knowledge rather than struggle with understanding the question itself. In relation to this research, students' tendency to guess answers when facing long or unclear questions indicates that unclear stems can negatively affect both comprehension and perception of difficulty.

### 2. Quality and Plausibility of Answer Options

Another important guideline in constructing multiple-choice questions concerns the quality of the answer options. Each item should consist of one correct answer and several distractors that are plausible and grammatically consistent with the stem. The distractors should not be obviously incorrect, as weak distractors reduce the effectiveness of the item and encourage guessing. Haladyna and Rodriguez emphasize that effective distractors are those that attract students with partial understanding, allowing the item to discriminate between high- and low-achieving

students.<sup>27</sup> This principle is relevant to the findings of this study, where some students reported relying on guessing strategies, suggesting that distractors may not always function optimally.

<sup>27</sup> Haladyna, Thomas M., and Michael C. Rodriguez. *Developing and Validating Test Items*. (New York: Routledge, 2013.)

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Type And Characteristic

##### 1. Research Type

This research employed a qualitative method designed to provide a systematic, factual, and accurate description of the phenomena under investigation, particularly concerning on student's perception toward multiple-choice test items in English language assessment. This approach allows the researcher to examine the existing testing practices as they occur naturally, without manipulating any variables. The qualitative descriptive design also emphasizes the importance of contextual understanding, in which the researcher focuses on how assessment practices reflect broader pedagogical and evaluative dimensions.

According to Creswell, qualitative research seeks to explore and understand the meanings ascribed to social problems, and the researcher acts as the key instrument in collecting and interpreting data.<sup>28</sup> This perspective underscores that qualitative inquiry aims to obtain in-depth insights rather than numerical generalizations. The researcher, therefore, directly interacts with data sources such as documents, interviews, and questionnaire to interpret assessment practices from multiple viewpoints. This design is particularly suitable for exploring educational assessment because it integrates both textual analysis and participants' perceptions,

<sup>28</sup> John W. Creswell, *Qualitative Inquiry and Research Design*, (Thousand Oaks: Sage, 2013), p.32.

resulting in a comprehensive understanding of how multiple-choice tests function as tools for measuring learning outcomes.

## **2. Research Characteristics**

Considering the nature of the study and the need for an in-depth understanding, the researcher employed a case study approach to focus on the specific phenomenon being investigated. A case study serves as a research method that allows an in-depth exploration of a particular program, event, activity, process, or individual. In this research, the case study will be applied to examine students' perceptions toward multiple-choice tests as an assessment tool.

### **B. Research Setting**

This research was conducted at MA Al-Ishlah Lampung, located in Jl.KH. Hasyim Asy'ari No. 03, Desa Sukadamai, Kecamatan Natar, Kabupaten Lampung Selatan. The study focused on the Tenth grade students in the academic year 2025/2026. MA Al-Ishlah was chosen as the research site because the English assessments at this institution primarily use multiple-choice questions, making it an appropriate context for investigating students' perceptions toward this type of assessment.

The participants of this research were drawn from one class of the Tenth grade. The researcher employed purposive sampling to select participants who could provide relevant and meaningful information related to the objectives of the study. According to Miles and Huberman (1994), purposive sampling allows the researcher to deliberately select individuals

who possess specific experiences or characteristics that best represent the phenomenon being studied.

A total of approximately 21 students participated in filling out the questionnaire, which was used to collect general data regarding students' perceptions of multiple-choice questions in English assessment. To obtain deeper and more detailed information, semi-structured interviews were conducted with five students. This interview method was chosen because it allows flexibility in asking follow-up questions while maintaining focus on the main research objectives.

### **C. Data Sources**

The data sources are divided into two categories:

#### **1. Primary Data**

Primary data refers to information obtained directly from the research subjects (informants) in the form of spoken responses, gestures, or behaviors that are relevant to the variables being studied. The primary data in this study are in the form of notes on the results of a questionnaire and interviews with Tenth graders and teacher at MA Al-Ishlah, Lampung which will be conducted by the researcher in an effort to collect data.

#### **2. Secondary Data**

Secondary data come from supporting documents such as lesson plans, curriculum indicators, and related literature. These materials are useful to triangulate findings and strengthen the interpretation. In

educational assessment, supporting documents are critical to ensure that the test items are aligned with instructional objectives.<sup>29</sup>

#### **D. Data Collection Method**

The researcher employs three techniques to obtain data: observation, interview, and documentation. Each method complements one another to ensure accurate and credible findings.<sup>30</sup>

##### **1. Questionnaire**

A questionnaire is a data collection method in which respondents are asked to answer a series of written questions or statements. This technique is particularly effective when the research involves a large number of respondents distributed across different locations. Questionnaires may consist of open-ended or closed-ended items and can be administered directly, by mail, or through online platforms.

In this research, the questionnaire that was used consists of several closed questions/statements that focus on students' perceptions toward multiple choice question test. As the questionnaire used in this study is closed-ended, the response options will be categorized into four levels: Strongly Agree, Agree, Disagree, and Strongly Disagree. To ensure clarity and ease of understanding for the students, the questionnaire was prepared in Indonesian and later translated into English by the researcher. Since this

<sup>29</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (White Plains, NY: Pearson Education, 2004), p.3.

<sup>30</sup> Denzin, N. K., & Lincoln, Y. S. “*The SAGE Handbook of Qualitative Research*” (4th ed., SAGE Publications, 2022), p.65

questionnaire is designed for students, the researcher was used a paper-based form distributed to the Tenth-grade students of MA Al-Ishlah, Lampung. The questionnaire consist of closed-ended items, meaning that students will select from the provided options rather than generate their own responses. Participation was confidential, and the results will have no impact on the students' English learning scores.

## 2. Interview

Interviews with participants was conducted to obtain detailed information related to the main focus of the research. An interview is a conversation between two or more individuals in which the interviewer asks questions to gather information from the partisipants. To obtain deeper and more detailed information, semi-structured interviews were conducted with five students. This interview method was chosen because it allows flexibility in asking follow-up questions while maintaining focus on the main research objectives.

In this research, the interview questions was developed based on the questionnaire items to strengthen and support the data collected. The participants that involved in the interviews were Tenth-grade students of MA Al-Ishlah, South Lampung. The interviews was conducted directly with the partisipants. The students will be asked several questions related to their perceptions of multiple-choice questions as an assessment tool.

Afterward, the researcher translated the interview results into English for analysis and presentation in the research report.

### 3. Documentation

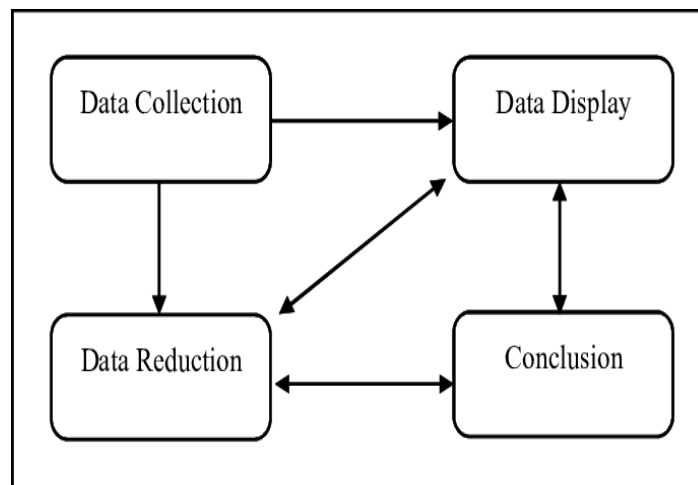
Documentation includes collecting relevant written materials such as test papers, lesson plans, and assessment guidelines. This method ensures that the analysis is supported by authentic evidence rather than solely relying on verbal data. Document analysis enables the researcher to verify item structure, difficulty, and alignment with curriculum standards. In addition, documentation is used to triangulate data obtained from observation and interviews, thus enhancing research credibility. Documentation is a reliable way to confirm the validity of research findings.<sup>31</sup> Through this method, the research integrates objective records with descriptive insights, resulting in a balanced and verifiable interpretation of assessment practices.

## E. Data Analysis Techniques

This research uses the interactive model of Miles and Huberman, which involves three concurrent steps.<sup>32</sup>

<sup>31</sup> Salim and Syahrur, "*Metodologi Penelitian Kualitatif*" (Bandung: Citapustaka Media, 2012), p. 119.

<sup>32</sup> Matthew B. Miles and A, Michael Huberman, "*Qualitative Data Analysis second edition*", (London: SAGE Publication, 1994), page. 10-12.



### 1. Data Reduction

Data reduction refers to selecting, simplifying, and focusing the data obtained from the field. All interview transcripts, observation notes, and documents are coded and categorized according to the themes of validity, reliability, difficulty, and discrimination. Azwar highlights that systematic data reduction allows the researcher to avoid irrelevant information and maintain analytical clarity.<sup>33</sup>

### 2. Data Display

The data reduction stage serves as the initial step in the data analysis process, aimed at helping the researcher interpret and manage the collected information. During this stage, the researcher selects and organizes relevant data obtained from the data collection process, refining and focusing it to produce a clearer and more meaningful representation of the findings.

<sup>33</sup> Saifuddin Azwar, “*Reliabilitas dan Validitas*” ,(Yogyakarta: Pustaka Pelajar, 2015), p,15

In this stage, the researcher begins by classifying the responses into four predetermined categories. Once all responses have been organized according to these categories, the researcher analyze and summarize the data in a table. This summary illustrated the overall students' perceptions toward multiple choice as Assessment tool.

### 3. Conclusion drawing

The final step is drawing conclusions based on the patterns emerging from the data. Verification is carried out continuously throughout the process by revisiting data, checking consistency across sources, and ensuring alignment with the theoretical framework.

The conclusion of this research should directly address the research questions that have been formulated. Therefore, the conclusions drawn from this study must correspond to and provide clear answers regarding students' perceptions toward multiple-choice questions.

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

#### **A. Results of the Research**

This chapter presents the results of the research that was conducted. The data were obtained from students of the tenth grade at MA Al-Ishlah through questionnaires and interviews. The questionnaire was administered to collect quantitative data regarding students' perceptions of multiple-choice questions in English tests, while interviews were conducted to obtain qualitative data that support and clarify the questionnaire results.

The questionnaire was distributed directly to the students, and the responses were analyzed to identify general tendencies related to students' perceptions of multiple-choice questions, including their preferences and views on the effectiveness of multiple-choice questions compared to other types of assessments. Meanwhile, the interview data were used to explore students' explanations, experiences, and reasoning in more depth.

Based on the objectives of the study, this research focuses on two main aspects. The first objective is to describe students' perceptions toward the use of multiple-choice questions in English assessment at MA Al-Ishlah Lampung. The second objective is to identify the factors that influence students' perceptions toward the use of multiple-choice questions in English assessment. These factors are explored based on students' responses to the questionnaire and further explained through interview data.

The questionnaire consisted of six statements related to students' perceptions of multiple choice questions. It was distributed to 21 tenth-grade students of MA Al Ishlah. The students selected one response for each statement based on a four-point Likert scale. The questionnaire was written in Indonesian to ensure clarity for the students; therefore, the statements are presented in English in this section.

#### 1. Students' Perceptions Toward the Use of Multiple-Choice Questions in English Assessment

##### a) Students' perceptions of guessing opportunities in multiple-choice questions.

The findings show that guessing is a common practice among students when answering multiple-choice questions in English tests. Students generally view guessing as a reasonable strategy when they encounter difficulties such as unfamiliar vocabulary, long reading texts, or limited understanding of the questions. Rather than being seen as careless behavior, guessing is perceived as a way to cope with uncertainty and continue working on the test, especially when students feel mentally tired or under time pressure. However, several students note that guessing is only used when they truly do not understand the question, indicating that it is viewed as a situational strategy rather than a habitual approach.

##### b) Students' perceptions of multiple-choice questions as easier test

The results indicate that most students perceive multiple-choice questions as easier than essay or oral tests in English assessment. This

perception mainly arises from the availability of answer options, which reduces the effort needed to construct responses independently. Compared to speaking or writing tasks, multiple-choice questions are seen as less demanding and less stressful. Nevertheless, some students point out that the level of difficulty still depends on how well they have studied the material, suggesting that multiple-choice questions are not always easy in all situations .

- c) Students' perceptions of guessing opportunities in multiple-choice questions.

The results from the questionnaire reveal that a considerable number of students admit to guessing answers when they encounter difficult questions. Interview data further explain that guessing usually occurs when students face unfamiliar vocabulary or long reading texts. Students perceive guessing as a helpful strategy that allows them to continue answering without leaving items blank. From these findings, it can be concluded that guessing is viewed as an advantage of multiple-choice questions. This result is supported by Haladyna and Rodriguez's explanation that psychological factors influence how learners approach and interpret assessment tasks.

- d) Students' perceptions of multiple-choice questions reflected the material learned in class

The questionnaire reveal varied student perceptions regarding whether multiple-choice questions reflect the material learned in

English class. Some students feel that the questions match what they have studied, especially when the topics and texts are familiar. However, others perceive a mismatch, particularly when the vocabulary used in the test is more difficult or when the questions focus on aspects that were not emphasized in class. This suggests that students judge alignment not only by topic similarity but also by language level and classroom emphasis.

e) Students preference of multiple choice as assessment tool

The results show that most students prefer multiple-choice questions over other forms of English assessment. Students perceive this format as more comfortable and less stressful because it does not require extended writing or speaking. The availability of answer options provides a sense of security, which increases students' confidence during examinations. In addition, some students appreciate that multiple-choice questions can cover a wide range of topics within a single test.

f) Students Perception of the difficulty level of multiple choice questions

The findings show mixed perceptions regarding the ease of choosing answer options in multiple-choice questions. Some students find the options easy to select by using strategies such as identifying keywords or matching information from the text. However, others experience difficulty when the options are similar or unclear,

indicating that ease of selection depends on individual reading skills and careful attention.

- g) Students' perceptions of multiple-choice questions in relation to English skill measurement.

The results indicate that most students believe essay and oral tests measure English ability more accurately than multiple-choice questions. Students associate these assessment types with deeper understanding and active language use, which they consider more reflective of real English proficiency. Unlike multiple-choice questions, essay and oral tests are seen as less dependent on guessing and chance.

## 2. Factors Influencing Students' Perceptions Toward Multiple-Choice Questions in English Assessment

- a) The factors of Students guessing strategies.

Students' perceptions of guessing are influenced by vocabulary difficulty, the length of reading texts, mental fatigue, and time constraints during examinations. When comprehension decreases due to unfamiliar words or lengthy passages, students feel less confident in identifying correct answers and are more likely to guess. The presence of answer options also encourages this behavior, as students prefer choosing an option over leaving an answer blank. Therefore, students' guessing behavior reflects how perception is

formed through the interaction between individual readiness and testing conditions, in which cognitive limitations and psychological pressure shape how assessment tasks are interpreted.

- b) The factor of Students perceive multiple choice easier type of assessment

Students' perceptions of ease are influenced the limited response demands and the presence of predefined options. These features reduce cognitive load and help lower anxiety during tests. In contrast, essay and oral tests require students to actively produce language and organize ideas, which increases perceived, the structural characteristics of multiple-choice questions contribute significantly to students' perception of ease during English assessments.

- c) The factors of student perception toward material alignment in multiple choice question

Students' perceptions are influenced by the degree of consistency between classroom instruction and test content. When teaching materials, vocabulary, and question types resemble those used in assessments, students are more likely to perceive the test as representative of what they have learned. Conversely, differences in vocabulary difficulty or instructional focus can lead students to feel that the test does not fully reflect classroom learning. Therefore,

students' perception of material alignment is shaped not only by topic similarity but also by linguistic level and classroom focus.

- d) Students' test preference of assessment tool.

Students' preferences are influenced by emotional comfort, familiarity with the multiple-choice format, and reduced anxiety toward productive language tasks. Students who feel less confident in speaking or writing tend to favor multiple-choice questions. Students' preference for multiple-choice questions reflects the role of emotional comfort in shaping attitudes toward assessment formats.

- e) The factor of Students' toward the difficulty of answer option in multiple choice question

Students' perceptions are influenced by vocabulary knowledge, reading comprehension ability, and test-taking strategies. Those who apply effective reading strategies tend to find the options easier, while students with weaker comprehension skills often struggle. Differences in concentration and approach to answering questions also affect how students perceive the difficulty of choosing options. Therefore, differences in cognitive ability and strategy use shape how students perceive the difficulty of multiple-choice answer options.

- f) The factor of student perception toward Essay and Oral Tests Measure English Ability Better

Students' perceptions are influenced by the requirement to demonstrate actual language skills, such as reasoning, writing, and speaking, in essay and oral tests. The absence of answer options encourages students to rely on their true understanding and language ability. As a result, students associate essay and oral tests with deeper understanding and more authentic measurement of English proficiency, despite perceiving them as more challenging.

## **B. Discussion**

This section discusses the research findings presented in the previous subsections of this chapter by relating the questionnaire and interview results to the research objectives. The discussion focuses on students' perceptions toward the use of multiple-choice questions in English assessment and the factors that influence those perceptions.

In this study, students' perceptions are viewed through three main components: cognitive, affective, and conative. The cognitive component can be seen in students' perceptions of difficulty and their views on the fairness and representativeness of multiple-choice questions. The affective component relates to students' feelings of comfort and emotional responses when working on multiple-choice questions. Meanwhile, the conative component is reflected in students' preferences and practical reasons, including their tendencies and strategies when answering multiple-choice questions during examinations. The discussion is organized based on the research objectives to maintain consistency with the focus of the study.

The findings of this study reveal that students' perceptions toward multiple-choice questions are not formed by a single factor, but by the dynamic interaction between cognitive processes, emotional responses, instructional alignment, and the structural characteristics of the test format itself. Students generally perceive multiple-choice questions as easier, more manageable, and less intimidating compared to essay and oral assessments. This perception is strongly connected to the reduced production demand required in selected-response formats. As Brown explains, multiple-choice questions primarily measure recognition ability rather than language production.<sup>34</sup> Because students are provided with predefined answer options, they are not required to construct responses independently, organize ideas, or formulate sentences. This structural simplicity lowers cognitive load and creates a sense of psychological security during examinations.

The perception of ease is further reinforced by emotional factors. Many students associate productive assessments such as essays and oral tests with anxiety, fear of making grammatical mistakes, and concern about being judged directly. In contrast, multiple-choice questions create a more private testing experience, where students interact with options rather than publicly displaying their language ability. This supports Heaton's view that emotional reactions significantly shape learners' attitudes toward different assessment formats.<sup>35</sup> Therefore, students' preference for multiple-choice questions does

<sup>34</sup> H. Douglas Brown, "*Language Assessment: Principles and Classroom Practices*," (White Plains, NY: Pearson Education, 2004), p.55-56

<sup>35</sup> B. Heaton, "*Writing English Language Tests*" (New York: Longman, 1988), p.168

not necessarily indicate that they believe this format is more valid, but rather that it feels safer and more comfortable within their emotional boundaries.

At the same time, the widespread use of guessing strategies provides important insight into how students cognitively engage with multiple-choice items. The findings indicate that guessing frequently occurs when students encounter unfamiliar vocabulary, lengthy reading passages, or time constraints. Rather than representing careless behavior, guessing appears to function as an adaptive strategy. Haladyna and Rodriguez argue that psychological and situational factors influence how learners respond to assessment tasks.<sup>36</sup> When comprehension is hindered by linguistic difficulty or mental fatigue, students shift from deep processing to surface-level strategies such as identifying keywords or eliminating distractors. This behavior reflects a pragmatic response to cognitive limitations under pressure. In this context, guessing is perceived as an inherent advantage of multiple-choice questions, because the presence of answer options allows students to attempt all items even when full understanding is absent.

However, this strategic flexibility also shapes students' perception of validity. While students appreciate the efficiency and practicality of multiple-choice questions, many acknowledge that this format may not fully represent their true English proficiency. They associate essay and oral assessments with deeper understanding, reasoning ability, and authentic language use. Heaton emphasizes that productive assessments serve a diagnostic function by

<sup>36</sup> Haladyna, Thomas M., and Michael C. Rodriguez. *Developing and Validating Test Items*. (New York: Routledge, 2013.)

revealing learners' actual competence in using language actively.<sup>37</sup> The absence of answer options in essays and oral tests forces students to rely entirely on their internal knowledge and communicative skills. Consequently, students perceive these formats as more reflective of real ability, despite experiencing them as more challenging and demanding.

Another significant dimension emerging from the findings concerns the perceived alignment between classroom instruction and assessment content. Students tend to evaluate the fairness and representativeness of multiple-choice questions based on how closely the vocabulary level, text complexity, and focus of the test correspond to classroom learning. When test materials resemble what has been practiced, students are more likely to perceive the assessment as valid and appropriate. Conversely, when vocabulary is more difficult or when the emphasis differs from instructional focus, students interpret the test as less representative. Arikunto highlights the importance of alignment between instructional objectives and assessment to ensure coherence in the teaching–learning process.<sup>38</sup> The findings suggest that students' perception of validity is shaped not only by topic similarity but also by linguistic accessibility and familiarity with classroom patterns.

Differences in students' perception of option difficulty further illustrate the role of individual cognitive variation. Students with stronger vocabulary knowledge and reading strategies tend to find answer options easier to distinguish. They apply techniques such as scanning for keywords,

<sup>37</sup> B. Heaton, *Writing English Language Tests* (New York: Longman, 1988), p.173

<sup>38</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, 2nd ed. (Jakarta: PT. Bumi Aksara, 2013), p.67

identifying contextual clues, and eliminating implausible distractors. In contrast, students with weaker comprehension skills often struggle when options are similar or subtly different. Woodworth and Marquis argue that perception is closely linked to cognitive processes and prior experience.<sup>39</sup> Thus, the perceived difficulty of multiple-choice questions is not determined solely by item construction, but also by students' individual processing capacity and strategic approach.

Taken together, these findings demonstrate a complex duality in students' perceptions. On one hand, multiple-choice questions are valued for their practicality, efficiency, and emotional comfort. On the other hand, students recognize limitations in their ability to measure authentic language competence. This tension between comfort and authenticity becomes a central theme of the study. Students favor the format that minimizes anxiety and cognitive burden, yet they intellectually acknowledge that more demanding formats may provide a more accurate representation of their abilities. This dual perception reflects the broader challenge in language assessment: balancing efficiency and reliability with authenticity and depth of measurement.

Ultimately, the discussion highlights that students' perceptions are constructed through the interaction of structural test characteristics, cognitive readiness, emotional comfort, and instructional consistency. Perception is not a passive reaction to format, but an active interpretation shaped by experience,

<sup>39</sup> Woodworth, R. S., & Marquis, D. G. "*Psychology (5th ed.)*", (New York: Henry Holt and Company, 2008), p.430

ability, and situational context. Understanding this multidimensional formation of perception provides important implications for assessment design. It suggests that educators should not only consider statistical validity and reliability, but also students' psychological and cognitive experiences when selecting assessment formats in English language classrooms.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis that has been presented in the previous chapter, the researcher draws two conclusions based on research question related to students' perceptions toward the use of multiple-choice questions in English assessment at MA Al-Ishlah Lampung.

This research concludes that students generally perceive multiple-choice questions as practical, manageable, and less stressful compared to essay and oral assessments. They value the presence of answer options, which increases confidence and reduces pressure during examinations. However, students also recognize that multiple-choice questions do not fully reflect their actual English proficiency, particularly in productive skills such as speaking and writing. While the format is preferred for its comfort and efficiency, it is simultaneously viewed as limited in measuring deeper understanding and authentic language use.

The study also concludes that students' perceptions are influenced by several interconnected factors, including vocabulary difficulty, text length, time constraints, emotional comfort, familiarity with the test format, and alignment between classroom instruction and assessment content. Cognitive readiness and individual test-taking strategies shape how students experience guessing and option selection, while instructional consistency affects their

perception of fairness and representativeness. These factors collectively explain why students develop both positive and critical attitudes toward the use of multiple-choice questions in English assessment.

## B. Suggestion

Based on the conclusions above, the researcher proposes several suggestions as follows:

### 1. For the Teachers

English teachers are expected to design multiple-choice questions more carefully to ensure that the questions truly measure students' understanding of English skills, not merely guessing ability. Teachers should consider using clear instructions, appropriate vocabulary level, and balanced text length in order to reduce unnecessary guessing. In addition, combining multiple-choice questions with other forms of assessment, such as short essays or oral tests, may help measure students' English abilities more comprehensively.

### 2. For the Students

Students are encouraged to improve their reading strategies and vocabulary mastery so that they can better understand the questions and reduce the habit of guessing. Students should also practice managing their time during examinations and try to read the questions more carefully before choosing an answer. Actively engaging in English learning activities both inside and outside the classroom may help students feel more confident when facing English assessments.

### 3. For Other Researchers

This research is expected to be useful as a reference for other researchers who are interested in investigating students' perceptions of assessment methods in English learning. Future researchers are encouraged to conduct further studies with a larger number of participants or in different educational contexts. In addition, future research may focus on comparing the effectiveness of multiple-choice questions with other assessment types in measuring specific English skills, such as reading, writing, listening, or speaking.

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## APPENDIX

## QUESTIONNAIRE SHEET

No	Pertanyaan	Skala			
		1	2	3	4
1	Saya menebak jawaban ketika mengerjakan soal pilihan ganda dalam tes Bahasa Inggris.				
2	Mengerjakan soal pilihan ganda lebih mudah dibandingkan tes essay atau tes lisan				
3	Soal pilihan ganda mencerminkan materi yang telah saya pelajari di kelas Bahasa Inggris.				
4	Saya lebih memilih soal pilihan ganda dibandingkan bentuk penilaian lainnya di kelas Bahasa Inggris				
5	Opsi jawaban terlihat mudah dipilih pada soal pilihan ganda pada soal bahasa inggris				
7	Tes essay dan tes lisan lebih menguji kemampuan bahasa inggris saya dibandingkan tes soal pilihan ganda				

## RESULTS OF QUESTIONNAIRE

No	Question	1(SD)	2(D)	3(A)	4(SA)	Total
1	Saya menebak jawaban ketika mengerjakan soal pilihan ganda dalam tes Bahasa Inggris.	0	4	7	10	21
2	Mengerjakan soal pilihan ganda lebih mudah dibandingkan tes essay atau tes lisan.	1	1	14	5	21
3	Soal pilihan ganda mencerminkan materi yang telah saya pelajari di kelas Bahasa Inggris.	2	7	7	5	21
4	Saya lebih memilih soal pilihan ganda dibandingkan bentuk penilaian lainnya di kelas Bahasa Inggris	0	2	11	8	21
5	Opsi jawaban terlihat mudah dipilih pada soal pilihan ganda pada soal bahasa inggris.	2	3	11		21
6	Tes essay dan tes lisan lebih menguji kemampuan bahasa inggris saya dibandingkan tes soal pilihan ganda.	2	2	11	6	21

### DOCUMENTATION OF QUESTIONNAIRE



## INTERVIEW SHEET

1. Kalau kamu mengerjakan ulangan Bahasa Inggris yang bentuknya pilihan ganda, biasanya perasaan kamu bagaimana?
2. Menurut kamu, soal pilihan ganda Bahasa Inggris itu tergolong mudah atau sulit?
3. Bagian mana yang paling sering membuat kamu bingung: soalnya, pilihan jawabannya, atau waktunya?
4. Kalau dibandingkan dengan soal essay atau tes lisan, mana yang menurut kamu lebih sulit? Kenapa?
5. Menurut kamu, soal pilihan ganda yang diberikan biasanya sesuai atau tidak dengan materi yang diajarkan di kelas?
6. Pernah nggak kamu merasa ada soal yang belum pernah dibahas tapi muncul di ulangan? Bisa ceritakan contohnya?
7. Kalau kamu diberi pilihan, kamu lebih suka ulangan Bahasa Inggris pake soal pilihan ganda atau bentuk tes lain? Kenapa?
8. Menurut kamu, kalau ulangan Bahasa Inggris sering menggunakan soal pilihan ganda, itu membantu kamu lebih memahami pelajaran atau hanya fokus mencari jawaban yang benar? Jelaskan alasan kamu.

## RESULTS OF INTERVIEW

### 1. Transkrip interview P1

Pewawancara: "Oke, selanjutnya Ayu Natasha. Siap? Kita lihat kuesioner kamu dulu ya. Untuk pernyataan pertama, 'Saya sering menebak jawaban saat mengerjakan soal pilihan ganda,' kamu isi 'Sangat Setuju.' Itu poinnya 4, kan? Kenapa sering nebak?"

P1: "Karena... ya, kadang aku nggak tahu artinya. Kosakatanya susah."

Pewawancara: "Itu karena nggak tahu arti katanya, atau karena teksnya terlalu panjang jadi kamu capek?"

P1: "Dua-duanya sih, jujur saja. Kalau teksnya panjang banget, aku malas bacanya sampai habis. Capek nyari jawabannya di paragraf sebanyak itu."

Pewawancara: "Paham. Jadi ada faktor 'lelah membaca' ya. Sekarang yang ketiga: 'Soal pilihan ganda mencerminkan materi yang dipelajari di kelas.' Kamu pilih 'Tidak Setuju.' Kenapa? Kamu merasa ujian dari Pak Sai nggak cocok sama yang diajarkan?"

P1: "Kadang rasanya beda. Kita belajar satu hal di buku, tapi pas ujian soalnya terasa... asing. Kayak bukan dari bab yang kita fokuskan."

Pewawancara: "Tapi pernah nggak nemu soal yang sama persis? Kayak copas dari latihan di buku paket?"

P1: "Mungkin satu atau dua ada. Tapi seringnya sih nggak. Rasanya kayak materi baru."

Pewawancara: "Menarik. Nah, soal nomor empat: 'Saya lebih suka pilihan ganda dibanding jenis ujian lain.' Kamu 'Sangat Setuju.' Tapi di nomor lima, kamu juga 'Setuju' kalau 'Soal esai dan tes lisan mengukur kemampuan saya dengan lebih baik.' Ini agak kontradiksi ya? Kalau esai lebih bagus buat menguji kemampuan, kenapa masih pilih pilihan ganda?"

P1: "Ya karena pilihan ganda lebih gampang!. Aku tahu kalau esai atau tes lisan itu menunjukkan kalau aku benar-benar bisa bahasa Inggris, karena nggak bisa asal nebak di situ. Harus benar-benar mikir. Tapi pilihan ganda itu lebih nyaman. Tekanannya nggak terlalu besar karena jawabannya sudah ada di kertas."

Pewawancara: "Jadi, kalau sekolah memutuskan menghapus pilihan ganda dan cuma pakai esai—karena itu 'lebih baik' buat kemampuanmu—kamu setuju?"

P1: "Nggak! Pasti aku nggak setuju. Aku lebih pilih yang gampang saja."

Pewawancara: "Oke, masuk akal. Pas lagi ujian dan ada soal pilihan ganda sekaligus esai, mana yang kamu kerjakan duluan?"

P1: "Pilihan ganda dulu."

Pewawancara: "Terus ngerjainnyaurut atau loncat-loncat?"

P1: "Cari yang gampang dulu. Kalau lihat soal yang kayaknya susah banget atau teksnya kepanjangan, aku lewati dulu nanti balik lagi. Atau kalau benar-benar buntu, ya asal nebak saja biar nggak buang waktu."

Pewawancara: "Terakhir, dari empat keterampilan: mendengarkan, berbicara, membaca, menulis. Mana yang bikin kamu rasanya pengen menyerah?"

P1: "Berbicara (Speaking). Aku nggak percaya diri. Sering gugup terus lupa kosakatanya."

Pewawancara: "Oke, Ayu. Ini sangat membantu. Terima kasih ya waktunya!"

## 2. Transkrip Wawancara P2

Pewawancara: "Oke. Di Al-Islah, ada berapa jenis tes? Pas ujian nggak cuma pilihan ganda, kan? Ada apa lagi?"

P2: "Pilihan ganda, jawaban singkat kayak esai, sama tes lisan."

Pewawancara: "Jawaban singkat? Esai? Terus tes lisan? Semester ini ada tes lisan?"

P2: "Pas semester satu ada, tapi semester ini nggak."

Pewawancara: "Oalah. Nah, soal ngerjain pilihan ganda—kamu merasa itu lebih gampang dari esai, kan? Kenapa?"

P2: "Karena jawabannya sudah ada, tinggal pilih salah satu."

Pewawancara: "Kebanyakan orang bilang gitu ya! Terus kamu sering asal nebak jawabannya nggak?"

P2: "Iya, kadang-kadang, apalagi kalau yang nggak saya paham."

Pewawancara: "Dalam bahasa Inggris, bagian mana yang biasanya paling susah buat kamu? Tata bahasa (grammar), menulis, atau nyari ide pokok?"

P2: "Biasanya soal percakapan terus disuruh melengkapi."

Pewawancara: "Di survei kamu, kamu 'Tidak Setuju' sama pernyataan kalau soal pilihan ganda mencerminkan materi di kelas. Kenapa? Apa beda sama yang diajarkan Pak Sai?"

P2: "Kadang-kadang beda. Contohnya, topik di kelas 10 itu kebanyakan soal teks, tapi kadang soal ujiannya nggak persis sama yang kita pelajari."

Pewawancara: "Tapi pernah lihat soal ujian yang sama kayak di buku paket?"

P2: "Pernah sih. Nggak ingat persisnya yang mana, tapi rasanya pernah lihat."

Pewawancara: "Terus soal ini: 'Saya lebih suka pilihan ganda dibanding penilaian lain.' Kamu pilih setuju. Kalau sekolah hapus esai dan tes lisan terus cuma ada pilihan ganda, kamu senang?"

P2: "Iya, senang karena lebih gampang."

Pewawancara: "Tapi kamu juga 'Setuju' kalau esai dan tes lisan mengukur kemampuanmu lebih baik. Kenapa?"

P2: "Karena di situ kita benar-benar harus belajar dan tahu materinya. Nggak bisa asal nebak kayak di pilihan ganda."

Pewawancara: "Benar juga. Pas ujian ada pilihan ganda dan esai, mana yang dikerjakan dulu?"

P2: "Tergantung sih, tapi biasanya pilihan ganda dulu karena jumlahnya lebih banyak."

Pewawancara: "Di bagian pilihan ganda, ngerjain yang gampang dulu atau yang susah dulu?"

P2 "Yang gampang dulu, yang susah ditinggal buat terakhir."

Pewawancara: "Secara keseluruhan, menurutmu bahasa Inggris itu pelajaran sulit nggak?"

P2: "Nggak terlalu sih. Masih oke-oke saja."

Pewawancara: "Oke, terima kasih."

### 3. Transkrip Wawancara P3

Pewawancara: "Kamu kebanyakan pilih 'Sangat Setuju' dan 'Setuju' ya di survei. Kayak yang lain, sepertinya kamu juga sering nebak jawaban?"

P3: "Iya, kadang-kadang."

Pewawancara: "Nah, soal pertanyaan ketiga: 'Soal pilihan ganda mencerminkan materi pelajaran.' Natasha sama Willy nggak setuju soal ini, tapi kamu pilih 'Sangat Setuju.' Jadi menurutmu, materi dari Pak Sai itu nyambung sama soal ujian?"

P3: "Kadang nyambung, kadang nggak juga."

Pewawancara: "Materi apa yang biasanya keluar di ujian? Kayak teks eksposisi atau narasi?"

P3: "Kebanyakan teks. Biasanya disuruh cari informasi spesifik atau jawaban yang ada langsung di teksnya."

Pewawancara: "Kalau tata bahasa (grammar)? Kayak 'I am your father' gitu, sering keluar nggak?"

P3: "Nggak terlalu. Lebih fokus ke teks."

Pewawancara: "Oalah. Kamu juga nulis 'Esai dan tes lisan mengukur kemampuan bahasa Inggris lebih baik.' Tapi karena menurutmu pilihan ganda sudah mencerminkan materi dengan baik, apa kamu merasa pilihan ganda itu sebenarnya lebih bagus buat menguji kemampuan dibanding esai?"

P3: "Menurutku, pilihan ganda lebih bagus buat menguji kemampuan karena cakupan materinya banyak (dalam satu tes)."

Pewawancara: "Poin yang menarik. Jadi kamu merasa karena soalnya banyak, topiknya jadi lebih luas? Tapi kita nggak ada tes lisan ya November kemarin?"

P3: "Nggak ada pas November. Tapi sebelumnya pernah."

Pewawancara: "Susah nggak?"

P3: "Iya, lumayan susah."

Pewawancara: "Pertanyaan terakhir: dari empat keterampilan—menulis, berbicara, membaca, dan mendengarkan—mana yang paling susah?"

P3: "Membaca dan menulis."

Pewawancara: "Membaca dan menulis? Kenapa bukan berbicara?"

P3: "Rasanya dua itu lebih susah buat dikuasai saja."

Pewawancara: "Oke, terima kasih,"

#### 4. Transkrip Wawancara P4

Pewawancara: "Kamu nggak cuma ikut-ikutan jawaban (P3), kan?"

P4: "Nggak, aku kerjakan sendiri kok."

Pewawancara: nomor tiga, 'Soal pilihan ganda mencerminkan materi,' mereka 'Tidak Setuju.' Tapi kamu pilih 'Sangat Setuju.' Kamu merasa soal buatan Pak Sai biasanya cocok sama yang diajarkan?"

P4: "Iya, cocok."

Pewawancara: "Pernah lihat soal di buku paket yang sama persis kayak di ujian pilihan ganda?"

P4: "Pernah, tapi nggak ingat yang mana."

Pewawancara: "Di kelas sehari-hari, kalian sering latihan soal kayak gitu?"

P4: "Nggak juga sih. Biasanya kita baca teks kayak gini, diterjemahkan bareng-bareng, terus dibahas pakai bahasa Indonesia."

Pewawancara: "Jadi nggak langsung ngerjain latihan terus dinilai?"

P4: "Nggak."

Pewawancara: "Nah, soal ini: 'Esai dan tes lisan mengukur kemampuan bahasa Inggris saya lebih baik daripada pilihan ganda.' Hampir semua siswa setuju. Antara pilihan ganda sama esai, mana yang lebih gampang buat kamu?"

P4: "Gampang pilihan ganda karena tinggal pilih."

Pewawancara: "Tapi kamu setuju kalau esai dan lisan lebih bagus buat ngetes kemampuan asli. Kenapa?"

P4: "Rasanya beda saja. Kalau pilihan ganda itu gampang karena tinggal pilih, tapi itu nggak menunjukkan semuanya."

Pewawancara: "Kalau sekolah hapus pilihan ganda dan cuma pakai esai/lisan—meskipun itu lebih bagus buat mengukur kemampuan—kamu setuju?"

P4: "Nggak setuju!"

Pewawancara: Pertanyaan terakhir: pas ujian ada pilihan ganda sama esai, mana yang dikerjakan dulu?"

P4: "Tergantung mood, tapi biasanya pilihan ganda dulu karena soalnya banyak banget, sedangkan esainya pendek-pendek."

Pewawancara: "Di bagian pilihan ganda, kerjakan yang gampang dulu atau yang susah dulu?"

P4: "Yang susah."

Pewawancara: "Yang susah? Kenapa?"

P4: "Soalnya pas baru mulai, otak masih segar. Jadi aku selesaikan yang susah dulu, baru yang gampang di akhir."

##### 5. Transkrip Wawancara: P5

Pewawancara: "Oke, Naufal. Kita mulai ya. 'Saya sering menebak jawaban saat mengerjakan pilihan ganda.' Kamu pilih 'Tidak Setuju.' Berarti jarang nebak?"

P5: "Kadang paham, kadang nggak."

Pewawancara: "Menurutmu bagian mana yang paling susah di ujian bahasa Inggris? Tata bahasa atau nyari informasi di teks?"

P5: "Nyari informasi di teks. Harus benar-benar teliti dan jeli."

Pewawancara: "Tapi bukannya tata bahasa lebih susah? Kalau nggak tahu rumusnya kan langsung 'blank'. Di pilihan ganda banyak soal tata bahasa, kan?"

P5: "Iya, lumayan banyak."

Naufal: "Karena kalau pilihan ganda, meskipun nggak tahu jawabannya, kita bisa asal pilih dan mungkin saja benar. Itu nggak benar-benar menunjukkan apa yang kita tahu."

Pewawancara: "Benar, bisa mengandalkan keberuntungan. Tapi buat nomor empat, kamu pilih 'Setuju' untuk 'Saya lebih suka pilihan ganda.' Kenapa berubah?"

P5: "Ya, soalnya pilihan ganda itu nggak terlalu sulit! Kalau benar-benar nggak tahu, setidaknya masih ada peluang."

Pewawancara: "Masuk akal. Antara esai sama tes lisan, mana yang lebih susah?"

P5: "Dua-duanya susah, tapi lisan lebih susah."

Pewawancara: "pas ujian pilihan ganda, kerjakan yang gampang dulu atau susah dulu?"

Naufal: "Yang gampang. Biar nggak buang waktu dan nggak 'blank'."

Pewawancara: "Strategi bagus. Dari menulis, berbicara, membaca, dan mendengarkan, mana yang paling kamu suka?"

Naufal: "Aku suka menulis (writing)."

## INTERVIEW DOCUMENTATION





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 INSTITUT AGAMA ISLAM NEGERI METRO  
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 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0100/In.28/J/TL.01/08/2025  
 Lampiran : -  
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
 KEPALA MA AL ISHLAH  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA MA AL ISHLAH berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **HAFIDZ MAULANA ARKHAM**  
 NPM : 2201051013  
 Semester : 7 (Tujuh)  
 Jurusan : Tadris Bahasa Inggris  
 Judul : AN ANALYSIS OF STUDENTS ASSESSMENT THROUGH  
 MULTIPLE QUESTION TEST ON ELEVENTH GRADE  
 STUDENTS IN MA AL ISHLAH

untuk melakukan prasurvey di MA AL ISHLAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA MA AL ISHLAH untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 Agustus 2025  
 Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
 NIP 19880308 201503 1 006



**YAYASAN PONDOK PESANTREN AL - ISHLAH  
MADRASAH ALIYAH AL-ISHLAH**

Jl. K.H. Hasyim Asy'ari No. 03 Sukadamai Kec. Natar Kab. Lampung Selatan K.Pos. 35362

Akta Notaris : Dini Isabella, SH, M.Kn. Nomor 06/18-08-2016

NSM : 131218010006 / NPSN : 10816241

Terakreditasi B

E-mail : alishlahmar@gmail.com al\_ishlah\_mar@yahoo.co.id Hp : 08137000343 081281128229

**SURAT BALASAN PRASURVEY**

No : 013/MA.08.01.0055/X/2025

Kepada Yth.  
Hafidz Maulana Arkham  
Di  
Tempat

Assalamualaikum Wr. Wb

Menindaklanjuti surat nomor B-0100/In.28/J/TL.01/08/2025 Tanggal 11 September 2025  
Perihal Izin prasurvey. Dengan ini Kepala sekolah MA AL-ISHLAH memberi izin untuk  
melakukan prasurvey kepada:

Nama : Hafidz maulana arkham  
NPM : 2201051013  
Semester : 7 (tujuh)  
Program studi : Tadris Bahasa Inggris  
Judul : An Analysis Of Students Assessment Through Multiple Question Test  
On Eleventh Grade Students In Ma Al Ishlah

Demikian surat balasan ini disampaikan, atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Sukadamai, 14 September 2025

Kepala MA AL-ISHLAH  
PERAKREDITASI B  
PONDOK PESANTREN AL-ISHLAH  
KABUPATEN NATAR LAMPUNG SELATAN

**BAHRUL ULUM, S.Pd**



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Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-2001/In.28.1/J/TL.00/12/2025  
Lampiran :-  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Trisna Dinillah Harya (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **HAFIDZ MAULANA ARKHAM**  
NPM : 2201051013  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **AN ANALYSIS OF STUDENT'S PERCEPTION TOWARD MULTIPLE CHOICES QUESTION AS ASSESSMENT TOOL ON ELEVENTH GRADE STUDENTS IN MA AL-ISHLAH, SOUTH LAMPUNG**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 17 Desember 2025  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201503 1 006

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## **SURAT TUGAS**

Nomor: B-2097/In.28/D.1/TL.01/12/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **HAFIDZ MAULANA ARKHAM**  
 NPM : 2201051013  
 Semester : 7 (Tujuh)  
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA AL-ISHLAH SOUTH LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENT'S PERCEPTION TOWARD MULTIPLE CHOICES QUESTION AS ASSESSMENT TOOL ON ELEVENTH GRADE STUDENTS IN MA AL-ISHLAH, SOUTH LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
 Pada Tanggal : 29 Desember 2025

Mengetahui,  
 Pejabat Setempat




Wakil Dekan Akademik dan  
 Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
**Kesuma M.Pd**  
 NIP 19880823 201503 1 007



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Nomor : B-2098/In.28/D.1/TL.00/12/2025  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA AL-ISHLAH SOUTH  
LAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2097/In.28/D.1/TL.01/12/2025,  
tanggal 29 Desember 2025 atas nama saudara:

Nama : **HAFIDZ MAULANA ARKHAM**  
NPM : 2201051013  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MA AL-ISHLAH SOUTH LAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA AL-ISHLAH SOUTH LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENT'S PERCEPTION TOWARD MULTIPLE CHOICES QUESTION AS ASSESSMENT TOOL ON ELEVENTH GRADE STUDENTS IN MA AL-ISHLAH, SOUTH LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 29 Desember 2025  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
**Kesuma M.Pd**  
NIP 19880823 201503 1 007



**YAYASAN PONDOK PESANTREN AL - ISHLAH  
MADRASAH ALIYAH AL-ISHLAH**

Jl. K.H. Hasyim Asy'ari No. 03 Sukadamai Kec. Natar Kab. Lampung Selatan K.Pos. 35362

Akta Notaris : Dini Isabella, SH., M.Kn. Nomor 06/18-08-2016

NSM : 131218010006 / NPSN : 10816241

E-mail : [alishlahmar@gmail.com](mailto:alishlahmar@gmail.com) / [al\\_ishlah\\_ma@yahoo.co.id](mailto:al_ishlah_ma@yahoo.co.id) Hp. 08137000343 / 081281128229

Terakreditasi B

**SURAT BALASAN RESEARCH**

No : 001/MA.08.01.00551/2026

Kepada Yth.  
Hafidz Maulana Arkham  
Di  
Tempat

Assalamualaikum Wr. Wb

Menindaklanjuti surat nomor B-2098/In.28/D.1/TL.00/12/2025 Tanggal 29 Desember 2025 Perihal Izin Research, Dengan ini Kepala sekolah MA AL-ISHLAH memberi izin untuk melakukan Research kepada:

Nama : Hafidz maulana arkham

NPM : 2201051013

Semester : 8 (delapan)

Program studi : Tadris Bahasa Inggris

Judul : AN ANALYSIS OF STUDENTS ASSESSMENT THROUGH MULTIPLE QUESTION TEST ON TENTH GRADE STUDENTS IN MA AL ISHLAH

Demikian surat balasan ini disampaikan, atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Sukadamai, 10 Januari 2026

Kepala MA Al Ishlah

**BAHRUL ULUM, S.Pd**



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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-075/Un.36/S/U.1/OT.01/02/2026**

Yang bertanda tangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama : HAFIDZ MAULANA ARKHAM  
NPM : 2201051013  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 2201051013.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 04 Februari 2026  
Kepala Perpustakaan,



Aam Gufroni, S.I.Pust.  
NIP.19920428 201903 1 0094



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

PROGRAM STUDI TADRIS BAHASA INGGRIS

UIN JURAI SIWO LAMPUNG

Nama : Hafidz Maulana Arkham

Program Studi : TBI

NPM : 2201051013

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dospem
5	14/10/2025	<ul style="list-style-type: none"> <li>explain how to measure difficulty index</li> <li>Make a coherent paragraph</li> <li>Review Grammar</li> </ul>	<i>[Signature]</i>	<i>[Signature]</i>
6	23/10/2025	Ag Seminar Proposal	<i>[Signature]</i>	<i>[Signature]</i>
7	29/11/2025	<ul style="list-style-type: none"> <li>explain how to the indicator of Perception.</li> <li>What will you see in the Perception.</li> <li>Review Conclusion only one paragraph.</li> </ul>	<i>[Signature]</i>	<i>[Signature]</i>

Mengetahui,

Ketua Program Studi TBI

**Dr. Much Deingaturo, M.Pd.B.I**  
 NIP. 19880308 201503 1 006

Dosen Pembimbing

**Trisna Dinillah harya, M.Pd**  
 NIP. 198305112009122004



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 Telepon (0725) 41507; website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail [hmpstbiujusila@gmail.com](mailto:hmpstbiujusila@gmail.com)

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**

**PROGRAM STUDI TADRIS BAHASA INGGRIS**

**UIN JURAI SIWO LAMPUNG**

Nama : Hafidz Maulana Arkham

Program Studi : TBI

NPM : 2201051013

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dospem
1	16/2025 /09	<ul style="list-style-type: none"> <li>• Reuse Ch. I</li> <li>• Move on footnote To chapter II</li> <li>• Aligned the Margin</li> </ul>	<i>[Signature]</i>	<i>[Signature]</i>
2	23/2025 /09	<ul style="list-style-type: none"> <li>• Moves Sub-bab from advantages &amp; dis-advantages</li> <li>• move the discrimination index to the next page</li> </ul>	<i>[Signature]</i>	<i>[Signature]</i>
3	1/2025 /10	<ul style="list-style-type: none"> <li>• Minimize quotation from background of study</li> <li>• Check the benefit &amp; objective point</li> </ul>	<i>[Signature]</i>	<i>[Signature]</i>
4	7/2025 /10	<ul style="list-style-type: none"> <li>• Merged the explanation of both theory on prior research</li> <li>• Make a final conclusion on reliability and difficulty index</li> </ul>	<i>[Signature]</i>	<i>[Signature]</i>

Mengetahui,

Ketua Program Studi TBI

**Dr. Much Dejniatur, M.Pd.B.I**

NIP. 19880308 201503 1 006

Dosen Pembimbing

**Trisna Dinillah harya, M.Pd**

NIP. 198305112009122004



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 UNIVERSITAS ISLAM NEGERI ISLAM JURAI SIWO LAMPUNG  
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PROGRAM STUDI TADRIS BAHASA INGGRIS

UIN JURAI SIWO LAMPUNG

Nama : Hafidz Maulana Arkham

Program Studi : TBI

NPM : 2201051013

Semester : VII

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9	25/25 "	ACC APD		



Ketua Program Studi TBI

Dr. Much Damiatur, M.Pd.B.I

NIP. 19880308 201503 1 006

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## CURRICULUM VITAE



The writer's name is Hafidz Maulana Arkham. The writer is the second child of Mr. Muhammad Munir and Mrs. Siti Absah. He was born in Sukadamai, on April 6th, 2004. He grew up and lives in Dusun IV, Sukadamai Village. He completed his elementary school at SD Negeri 3 Sukadamai and graduated in 2015. Then, he continued his junior high school at MTs Al-Ishlah and graduated in 2019. At the senior high school level, he continued his study at MA Al-Ishlah and graduated in 2022. After completing his school period, the writer continued his education and chose UIN Jurai Siwo Lampung as a campus to continue his undergraduate (S-1) study in the English Education Department until now.