

**STUDENTS' CAPABILITY IN ANSWERING MULTIPLE CHOICE  
QUESTION OF READING TEXT AT *THIRD GRADE OF MTs DARUL  
HIJROH* CANDEN, REJOSARI, POLOKARTO**



**PUBLICATION ARTICLE**

**Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department**

**by**

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**2014**



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Judul Skripsi : **STUDENTS' CAPABILITY IN ANSWERING MULTIPLE CHOICE QUESTION OF READING TEXT AT THIRD GRADE OF MTs DARUL HIJROH CANDEN, REJOSARI, POLOKARTO**

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## ABSTRACT

**Rahmad Fudi Istanto. A320090213. STUDENTS' CAPABILITY IN ANSWERING MULTIPLE CHOICE QUESTION AT *THIRD GRADE OF MTs DARUL HIJROH* CANDEN, REJOSARI, POLOKARTO**

The aims of this research are to describe the students' capability in answering multiple choice question of reading text, the problem faced by students in answering multiple choice question of reading text, and the sources of the problem faced by students in answering multiple choice question of reading text at third grade of MTs Darul Hijroh Canden, Rejosari, Polokarto. This research is a descriptive qualitative research. The writer collects the data by observing teaching learning process, conducting the interview, and documenting some important data, and also conducting a test. The data are taken from the result of the test conducted by the students of third grade MTs Darul Hijroh. The methods of collecting data are observation, interview, documentation and test. The techniques of analyzing data are identifying the result of the observation, identifying the information from the interview with the students, English teacher and staff of boarding school, identifying the result of the test, describing the percentage of each items to categorize and to find the levels of students' capability in answering multiple choice question of reading text by using Arikunto Standard in categorizing, and the last is describing the result of the students' test and students' problems in answering multiple choice question of reading text. The result of the research: 1) The students' capability in answering multiple choice question of reading text can be divided into three category level. They are 14 (63,63%) students in poor level, 6 (27,27%) students in fair level, and 2 (9,10%) students in good level. So, it can conclude that the capability of the students to answer the multiple choice question of reading text is low. 2) The most problem faced by the students in answering multiple choice question of reading passage are almost of all types question become the most problem faced by the students. It is because the percentages of those types of questions are less than 60%. 3) The causes of the problems in answering multiple choice question of reading text are the students lack of vocabulary, the teacher do not give the students effective strategies to comprehend the reading passage and to answer the question, and the students less motivation in English.

Keyword: Capability, Reading, Multiple Choice Question

## **I. Introduction**

The most influence language in the world is English. English language has an important role in our lives. Because there are many aspects of human life need English as the mediator to communicate such as technology, science, education, culture etc. Because of that, almost of all schools especially in Indonesia put English as a subject for learner in teaching learning process either in a formal or informal school. In learning English as the second language, there are four basic language skills which must be mastered by the learners or students, they are speaking, listening, reading and writing. All the four basic language skills are very important aspect in learning English, especially reading.

Reading is one of the language skills in study foreign language. Reading is something that we had done since we were child until now. But, people rarely realized that reading is not only stringing up letter by letter becomes a word, words become sentence and gain meaning. Reading, in the wider scope is intensive dialogues which happen between the reader and the book or text. Because of that, we need some specific techniques to get the purpose of reading. Kennedy (1981:5) states that "Reading is the ability of an individual to recognize a visual form associate the form with the sound and/or meaning acquired in the past, and, on the past experience, understand and interpret its meaning". Smith (1991:9) in (Fauziati, 2010:33) defines reading as an understanding a message conveyed by the writer through visual and non-visual information. Reading skill in English language is applied to any levels of education in Indonesia, without exception is to junior high school students. In junior high school, reading skill begin to be taught deeper than in elementary school. The students are guided step by step to read and understand a passage or a text. Because of that, in order to understand the content of the whole passage the learners have to teach about reading comprehension.

Kennedy (1981: 192) states that reading comprehension is a thought process through which reader become aware of an idea, understand it in terms

of their experiential background, and interpret in relation to their own needs and purposes.

Every learner has the different ability to achieve the reading goal. Due to the fact, in reading comprehension, the students must have a lot of background knowledge and background experiences especially their vocabulary. To measure the ability of student and to comprehend the passage, one of the ways is giving a test. "A test is a systematic procedure in which the individual tested is presented with a set of constructed stimuli to which he responds enabling the tester to assign the testee numeral or set of numerals from which inference can be made about the testee's possession of whatever the test is supposed to measure." (Karlinger, 1973:492)

There are some strategies and techniques of reading to comprehend the meaning of the text that read. The strategies are such as recognizing word meaning, recognizing phrases, recognizing sentence structure, and comprehension. Reading techniques are such as skimming and scanning.

A lot of people in the world like reading, specially the students. In teaching learning process, reading is the main part of the activity. Because of reading, they will know much knowledge. For English subject in junior high school, there are some reading text (genre) that be taught to them. Such as procedure, recount, narrative, descriptive. They are taught from first to the third grade.

To know the capability of the students whether they understand the intension or the meaning of the text or not, an exercise, an assessment or a test is needed. The teachers often give their students a task or exercise or assessment after the students read a text. The task can be a multiple choice question test. Multiple choice test is a very flexible assessment format that can be used to measure knowledge, skills, abilities, values, thinking skills etc. Kasiram (1984:24) states that multiple choice test is kind of test that have two or more alternative answers, students ask to choose one of the alternatives answers.

The writer in this research, take the third grade students of MTs Darul Hijroh, Candan, Rejosari, Polokarto as the subject of the study. The writers want to know the capability of the student in answering multiple choice question of reading text. The objectives of this research are to describe the students' capability in answering multiple choice question of reading text, the problem faced by students in answering multiple choice question of reading text, and the sources of the problem faced by the students in answering multiple choice question of reading text.

Based on the explanation above the writer makes the research entitled *"Students' Capability in Answering Multiple Choice Question of Reading Text at Third Grade of MTs Darul Hijroh, Candan, Rejosari, Polokarto"*.

## **II. Research Method**

The type of this research is descriptive qualitative research is a research of which data are in the forms of written or oral words. The writer wants to present the data about the students' capability of third grade students of MTs Darul Hijroh Candan, Rejosari, Polokarto in answering multiple choice question of reading text.

The subjects of the study are the third grade of MTs Darul Hijroh. In this research, the researchers describes the result of the test, the problems, and causes of the problem by the third grade students of MTs Darul Hijroh in answering multiple choice question of reading text. the data in this research are gained by the result or score of the test in the class that are shown into written data. The sources of data are event (teaching learning process before test), informant, and document. Method of collecting data used by students are as follow: observation, interview, document and test. Techniques of analyzing data are first, identifying the result of the observation that was done to the third grade students of MTs Darul Hijroh, Identifying the information which is taken from interview with the students, English teacher and staffs of boarding school, identifying the result of the test as the data document, describing the percentage items to categorize and to find the levels of students' capability in

answering multiple choice question of reading text by using Arikunto Standard in categorizing, describing the result of the students' test and students' problems in answering multiple choice question of reading text, the last is drawing conclusion based on the result of the test.

### **III. Research Finding and Discussion**

#### **A. Research Finding**

In this part the writer discusses the finding of the research and the discussion of the finding. This part presents the data analysis and interpretation the data about the students' capability in answering multiple choice question of reading text by the students of third grade MTs Darul Hijroh and categorizes them in to the level of ability based on Arikunto. After that, the writer describes the students' problems and its causes based on the results of the test in answering multiple choice question of reading text

##### **1. The Students' Capability in Answering Multiple Choice Question of Reading Text at Third Grade of MTs Darul Hijroh, Candan, Rejosari, Polokarto**

The students' capability in answering multiple choice question of reading text can be seen from the table below.

**“The Students' Capability in Answering Multiple Choice Question of Reading Text”**

Scores (%)	Number of Students	Category	Total Score	Average Scores	Percentage
0 – 49 %	14	Poor	580	41,42	63, 63 %
50 – 59 %	6	Fair	314	52,33	27, 27 %
60 – 79 %	2	Good	136	68,00	9, 10 %
80 – 100 %	0	Excellent	0	0	0
Total	22 Students		1030		100 %



Based on the table above, there are 14 students in poor level, 6 students in fair level, 2 students in good level and there is no one student who gets Excellent level. It means that the students in poor level has score about 0 – 49, the students in fair level has score about 50 – 59, and the good level has score about 60 -79.

In the poor level, from 22 students there are 14 students who get poor level with percentage 63, 63%. The result shows that 14 students have very low capability in answering multiple choice question of reading passage because the score of the test is less than 50% or in fact the average score is 41,42 and for getting good level, students need at least 60 score.

In the fair level, the students have percentage score 27,27 %, with explanation from 22 students, there are 6 students who get fair level. The result shows that the students have enough but it still less capability in answering multiple choice question of reading text because the score of the test is less than 60 % or only 52,33% of the score.

In good level, there are only two students who get good level from 22 students with percentage 9,10%. The result shows that 2 students have good or high enough capability in answering multiple choice questions of reading text because the score of the test is more than 60% or in fact the average score is 68.

In conclusion, there are only three categories level from four category of Arikunto's to determine the students capability in answering multiple choice question of reading text. They are 14 (63, 63%) students in poor level, 6 (27,27%) students in fair level, and 2 (9,10%) students in good level. So, it can be concluded that the capability of the students to answer the multiple choice question of reading text is *low* or *less* because from 22 students a half more of them are in *poor level*.

## **2. The Problems Faced by the Third Grade Students of MTs Darul Hijroh, Canden, Rejosari, Polokarto in Answering Multiple Choice Question of Reading Text**

The result of the test in answering multiple choice question of reading text by the students of third grade Darul Hijroh and interview with the students have become the main data source by the writer to analyze the problem faced by them while doing the test. For the test, the writer gains the students' problem in answering multiple choice questions of reading text by making the answer distribution of each type question as the indicator. The test questions consist of 50 items: 5 questions are about title question of reading text, 5 questions are about topic question of reading text, 5 questions are about main idea question of reading text, 5 questions are about purpose question of reading text, 10 questions are about detailed information question of reading text, 9 questions are about reference question of reading text, 6 questions are about list-type question of reading text and 5 questions are about conclusion question of reading text.

The writer uses Sudjiono' formula to get the result of analyzing data. It will shows the percentage of the correct answers which will help to show part of students' problem faced in answering multiple choice questions of reading text.

**The percentage of students' correct answer in each question's type of multiple choice question of reading text**

No	Types of Question	Percentage of Correct Answer (%)	Categorize
1	Topic	73,63%	Good
2	Main Idea	34,54%	Poor
3	Title	69,09%	Good
4	Purpose	43,63%	Poor
5	Conclusion	30,90%	Poor
6	List-Type	53,03%	Fair
7	Reference	42,42%	Poor
8	Detailed Information	32,27%	Poor

From the table above, it can be summarized that there are 73,63% (good) students who correct in answering topic question type; 34,54% (poor) students who correct in answering main idea question type; 69,09% (good) students who correct in answering title question type; 43,63% (poor) students who correct in answering purpose question type; 30,90% (poor) students who correct in answering conclusion question type; 53,03% (fair) students who correct in answering list-type question type; 42,42% (poor) students who correct in answering reference question type; and 32,27% (poor) students who correct in answering detailed information question type.

It can be seen that almost of all types question become the most problem faced by students, they are when the students face main idea question type, purpose question type, conclusion question type, list-type question type, reference question type, and detailed information question type. It is because the percentages of those types of questions are less than 60%

### **3. The Causes of the Problem Faced by the Third Grade Students of MTs Darul Hijroh, Candan, Rejosari, Polokarto in Answering Multiple Choice Question of Reading Text**

There are some causes of the problems faced by the third grade students of *MTs Darul Hijroh* in answering multiple choice question of reading text. They can be summarized into three categories. First, students are lack of vocabulary to comprehend the reading passage. Second, the students only know limited strategy how to comprehend the text and answer the questions of the text. Third, many students are less motivation in English lesson.

- a) Students are lack of vocabulary to comprehend the reading passage.

The first cause of the problem faced by the students in answering multiple choice questions of reading text is they are lack in vocabulary mastery. Their difficulties are added with the

confusing in understanding sentence's structure. It makes the students difficult to understand and need long time to answer multiple choice questions especially about detailed information question types, main idea question types and also conclusion question types.

- b) The students only understand limited strategy to comprehend the text and answer the question of the text.

In teaching learning process, especially in reading, the students are given limited strategy how to comprehend the text and answer the question of English text. In recent time, the teacher often changed. The teacher should needs additional strategy that can push the students to improve their vocabulary and structure of sentence. The teacher emphasizes on the students to focus on learning comprehension reading passage by technique of reading. They can focus on the new word with the way of translating the whole sentence to develop predicting ability and increase vocabulary, focus on the structure of sentence in order to not make any mistakes in understanding sentence or text, and focus on the question in order to make them able to select the types of question, selection every sentence of reading passage which have relation with the question, and reading each part of reading passage carefully. So that at least they can answer the multiple choice question about Purpose, List-type and Reference question.

- c) Students are less motivation in English

The other causes of the problem are students less motivation in English. They do not interest to study the general lesson, includes English lesson. They prefer studying Islamic religious knowledge to the other subject (include English). For them, English subject are not more important than learning Islamic subject such as Arabic, Fiqih, Qur'an Hadist etc. The English subject and any other common subjects are only complementary subject. Almost of their

time outside learning process they use for learning about Islamic religion because they live in boarding school. It makes the English subject and the other general subjects like IPS, B.Indonesia have no opportunity or only little opportunity to be learnt by the students.

The writer thinks that it is the biggest causes of the problems why they got low score in reading passage test. First of all, they do not have interest in English, so that in doing the test they done it as likes as they want. They don't think about the score.

## **B. Discussion**

In this part, the writer concludes the result of the research finding above. The writer finds classification of the students' capability in answering multiple choice question of reading text. The students' capability in answering multiple choice question can be divided into three levels of category, they are 14 students who get poor level (63,63%), 6 students who get fair level (27, 27%), and only 2 students who get good level (9,10%). So, it can be concluded that the capability of the students to answer the multiple choice question of reading text is *low* or *less* because from 22 students a half more of them are in *poor level*.

Then the writer finds the problems faced by students in answering multiple choice question of reading text. From eight category of question in reading passage test, only two categories question that was successfully done by the students, they are topic and title question types. The remains are the problems faced by the students in answering multiple choice question of reading text, they are main idea, purpose, conclusion, list-type, reference and detailed information question types because their percentage are less than 60 %.

Finally, the writer finds the causes of problems faced by the students in answering multiple choice question of reading text. the problems faced by the students in answering multiple choice question of reading passage are (a) The students are lack of vocabulary to comprehend

the reading passage. Their difficulties are added with the confusing in understanding sentence's structure. It makes the students difficult to understand and need long time to answer multiple choice questions especially about detailed information question types, main idea question types and also conclusion question types. (b) In teaching learning process, especially in reading, the students are given limited strategy how to comprehend the text and answer the question of English text. In recent time, the teacher often changed. The teacher should needs additional strategy that can push the students to improve their vocabulary and structure of sentence. The teacher can emphasize the students to focus on learning comprehension reading passage by technique of reading. They can focus on the new word with the way of translating the whole sentence to develop predicting ability and increase vocabulary, focus on the structure of sentence in order to not make any mistakes in understanding sentence or text, and focus on the question in order to make them able to select the types of question, selection every sentence of reading passage which have relation with the question, and reading each part of reading passage carefully. So that at least they can answer the multiple choice question about Purpose, List-type and Reference question. (c) The other causes of the problem are students less motivation in English. They do not interest to study the general lesson, includes English lesson. They prefer studying Islamic religious knowledge to the other subject (include English). So, it makes the motivation in studying English less than it. The writer thinks that it is the biggest caused of the problems why they got less score in reading passage text. First of all, they do not have interest in English, so that in doing the test they done it as likes as they want. They don't think about the score.

#### IV. Conclusion

Based on the research finding and discussion of the research, the writer shows conclusion of the students' capability in answering multiple choice question of reading text as follows:

First, the student's capability in answering multiple choice question can be divided into three category level. They are 14 (63, 63%) students in poor level, 6 (27,27%) students in fair level, and 2 (9,10%) students in good level. So, it can be concluded that the capability of the students to answer the multiple choice question of reading text is *low or less* because from 22 students a half more of them are in *poor level* or the mean score of the students are 46, 81% (*Poor Level*).

Second, the most problem faced by the students in answering multiple choice of reading passage are almost of all types question become the most problem faced by students, they are when the students face main idea question type, purpose question type, conclusion question type, list-type question type, reference question type, and detailed information question type. It is because the percentages of those types of questions are less than 60%. The result of the data above shows that there are 73,63% (good) students who correct in answering topic question type so 26,37% students have difficulties; 34,54% (poor) students who correct in answering main idea question type, so 65,46% students can't do it; 69,09% (good) students who correct in answering title question type, so 30,91% students have difficulties; 43,63% (poor) students who correct in answering purpose question type, so 56,37% students can't do it; 30,90% (poor) students who correct in answering conclusion question type, so 69,10% students can't do it; 53,03% (fair) students who correct in answering list-type question type, so 46,97% students need more attention to do it; 42,42% (poor) students who correct in answering reference question type, so 57,58% students can't do it; and 32,27% (poor) students who correct in answering detailed information question type, so 67,73% students can't do it.

The last, causes of the problems faced by the students in answering multiple choice question of reading passage are they lack of vocabulary, the teacher do not give the students the effective strategies to comprehend the reading passage and to answer the question. The other causes of the problem are students less motivation in English. They do not interest to study the general lesson, includes English lesson. They prefer studying Islamic religious knowledge to the other subject (include English). So, it makes the motivation in studying English less than it. The writer thinks that it is the biggest caused of the whole problems that they faced in answering multiple choice question of reading text. Firstly, they do not have interest in English, so that in doing the test they done it as likes as they want. They don't think about the score



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