CHAPTER II
REVIEW OF RELATED STUDIES

In this chapter the writer explains about previous of the study, vocabulary, the text types, descriptive text, recount text, multiple choice test, strategies for taking multiple choice tets, and teaching procedure using multiple choice test.

A. Previous of the Studies

There are some related studies that discussed on vocabulary. **The first** is thesis by Wulantari Septiningrum: "*The Influence of Multiple Choice ans essay Test on Students' Reading Comprehension Viewed from Students' English Achievement Level (A 2 X 2 Factorial Design at The Second Grade of SMPN 88 West Jakarta)*". The result of the study, there was not interaction of influence between the use of different test types, multiple choice and essay test, and the different level of students' English achievement, high and low level on students' reading comprehension. Both of the test types and the levels of students' English achievement had their own influence on students reading comprehension ability. **The second** is thesis by Yan Timy Martutiari:" *Assessing Relative Pronoun Mastery By Multiple Choice Test Of The Tenth Grade Students Of Sma Parisada Amlapura In Academic Year 2013/3014* ". The result of the study were used as the bases to assign level or grade to the subjects under study, then there are 10 students (33%) out of 30 students were unsuccessful or fail in answering and learning relative pronoun. **The third** is thesis by Anak Agung Gede Hendra "*Using Multiple Choice Test Item To Assess The Reading Comprehension Of Seventh Grade Students Of Smpn 2 Tampaksiring In Academic Year 2013/2014*".

The result of the study, there were 30 students or 75% out of 40 students under study could be considered as successful enough in learning and acquiring reading comprehension.

Based on the previous study above, the writer did the different study, in this case the writer had different subject and object of the study.In this study the writer subject was the student of eight grade students of SMP Muhammadiyah Palangka Raya, and the object was teaching vocabulary using multiple-choice Items.

B. Vocabulary

1. Meaning of Vocabulary

According to Webster Dictionary noted that, vocabulary is a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc.[1]

Vocabulary is one of the language aspects which should be learnt.Learning vocabulary is important to speak, write, and listeng nicely to know vocabulary first. A personsaid to know a word if theycan recognize its meaning when they see it. It means that inlearning vocabulary we have to know the meaning of it and also understand andcan use it in sentence context.

Learning vocabulary is a very important of learning a language. The more words we know, the more we will be able to understand what we hear and read; and the better we will be able to say what we want to when speaking or writing. Here are some suggestions to decide which ones to concentrate on: learn the words that are important to the subjects we are studying, learn the

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[1]*Ibid*, p. 15

words that we read or hear again and again, learn the words that we know we will often want to use ourselves, do not learn words that are rare or not useful.

Once we have chosen which words to learn, we next have to decide how we are going to learn them. Here are a few ideas: write the words in a notebook (with their translations or definitions); write the words and definitions on small cards; say the words many times (if we have an electronic dictionary we can hear how the word is pronounced); put the words into different groups (we could use a graphic organizer); write them in a file for use with a computer program; make associations (in pictures or with other words); ask someone to test us; use the words in our own speaking or writing.[2]

Hocket argued that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers has also argued, vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.[3]

2. Kinds of Vocabulary

Vocabulary means a list of word usually arranged in alphabetical order and defined. It means that vocabulary is contained of many words which is needed to be known and mastered. Vocabulary is all the word that can be combined into one sentence and had certain meaning. It means that no one can communicate with other if there is no word that they know. It can be

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[2]Paul Shoebottom, H*ow toLearn Vocabulary*. 1996-2011. http://esl.fis.edu/learners/ advice/ vocab. htm.
[3]David Nunan. *Language Teaching Methodology*. Prentice Hall International. 1998. p. 117.

said that vocabulary is the most important thing that we need to communicate a specific purpose.

Surely, there are some words in a sentence and those collections of wordsinclude to the vocabulary because vocabulary is a list or collections of wordsarranged in alphabetical order and explained. Those words could be Noun whichis usually used as subject or object, Verb or it is usually used as predicate in asentence, Adverbs etc.

The sentence may be further divided according to the functions of each wordhas in the subject – predicate relationship – each of these functions is classified asa different part of speech. They are:

a. Noun

It is one of most important part of speech. It is arrangement with theverb helps to form the sentence core which is essential to everycomplete sentence. It could be the name of person, place, thing or idea.

Example:

1). It is a _magazine_

2). There is an _umbrella_

b. Verb

It is the word which expresses an action or a help to make a statement.

Example:

1). Mr. Herman is _teaching_ mathematic.

2). the students are _playing_ football

c. Adjective

It is the word used to qualify noun or pronoun. Example:

1). Mr. Herman is *clever*

2). this magazine is *expensive*

d. Adverb

It is a word used for qualifying the meaning of verb, adjective, or another adverb. Example:

1). Mrs. Nurul is teaching *in the classroom.*

2). I go to campus *at nine o'clock*

e. Conjunction

it is a word used to relate one word to another one, or one sentence to another one. Example:

1). I have to call him *before* I go.

2). Irma and I are student *at* UNTIRTA.

f. Pronoun

It is the word which can take the place of a noun. Example:

1).they are my*lecture*.

2). He goes to *office*.

g. Interjection

It is a word put into a sentence to express a sudden feeling of mind or emotion. Example:

1). *Hurrah!* I am the winner.

2).*Oh my god*, I can't believe it's real.[4]

Above are explaining about some kinds of vocabulary. In this study based on the syllabus of SMP VIII, the writer will concern onverb, noun, and adjective. So, the writer wants to help the students know the name of anything in English. For easy to understand and to memorize themin their study will help by using multiple choice tests.

Here are the study based on syllabus SMP Muhammadiyah Palangka Raya that the writer will concern on verb, noun, and adjective.

1) Noun, It is one of most important part of speech. It is arrangement with theverb helps to form the sentence core which is essential to everycomplete sentence. It could be the name of person, place, thing or idea.

(**Common Noun**): a noun is used to refer to the name of noun in common. For example: cat, book, table, hat, pencil, horse, house, bicycle, dog, and tree.

(**Concrete Noun**): the nouns that can be touched by the sense. For example: Chair, bread, people, car, perfume, etc.

2) Adjective, it is the word used to qualify noun or pronoun.

(**Adjective of Quality**):.There are 3 kinds of Adjective of Quality:

- Adjective of Quality (before the noun): For example: The *hot* coffe is not drunk, the *dead* cat is buried.

- Adjective of Quality to be am, is, are (after the noun). For example: the students are *clever*, the man is *cruel*.

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[4]*Ibid.*

- Adjective of Quality (after object). For example: he tell me *stupid*, we like the drink *cool*.

C. The Text Types

The essay texts in the form of descriptive, narrative, recount, report, and the procedure is a length text that can be categorized into Long Functional Text (the term is not raw / not commonly used).

1. Descriptive Text

   Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.[5]

2. Recount Text

   A recount text is a piece of text that retells past events, usually in the order in which they accured. Its purpose is to provide the audience with a description of what occured and when it occured.[6]

3. Narrative Text

   Narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events.[7]

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[5]Linda Gerot, Peter Wignell, *'Making Sense of Functional Grammar'*,1994
[6]Dwi Nur Indah, Improving Writing Recount Text By Using Photographs:A Case Study Of The Eleventh Year Students Of SmaNegeri 1 Batangan Pati In The AcademicYear Of 2009/2010
[7]Hanifah Rahmawati, *English Literature Student of Brawijaya University Malang*, on june 20 2013.

4. Report Text

Report text is a piece of text that presents information about is subject. Its purpose is to classify describe thing facts about the event or thing.[8]

5. Procedure Text

Procedure text is a text that tell the reader how to do something. The social function of this text is acccomplished through a sequence of action or steps.[9]

Based on the explanation above of the text types the writer took two type, that was descriptive and recount text because it was in the curriculum based on the syillabus of the eight grade students of SMP Muhammadiyah Palangka Raya especially in semester 2.

D. Descriptive Text

1. Definition of Descriptive Text

According to Anderson and Anderson, descriptive text describes particular person, place, or things.[10] It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text totell about the subject bydescribing its feature without including personal opinions.[11]

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[8]Linda Gerot, Peter Wignell, *'Making Sense of Functional Grammar'*,1994
[9]*Ibid.*
[10] Mark Anderson and Kathy Anderson, *Text Type in English III*, (Sidney: MacMillan, 1998), p. 26
[11]*Ibid*, p. 26

Wishon and Burks stated that descriptive text provides sense of opinions, for instance smell, sound, feel, look, of things.[12] It means that by reading a descriptive text, the reader can get similar ideas when the readers see certain objects directly with their senses.

In addition, according to Pardiyono, descriptive text gives descriptions from the living or non-living things to the reader.[13] In other words, the text can tell an object that is still alive and not. Moreover, Clouse added that description gives a significant point of view because it transforms our feeling and extends our experiences.[14]

It means that description is telling about something or someone particularly which bring the reader's perception change and spread the reader's knowledge widely.

2. The generic structure of descriptive text

a. Identification: Identifies phenomenon to be described.

b. Description: Describes parts, qualities, characteristics, etc.

3. Language features of descriptive text

a. Descriptive often uses adjectives, numbering, and, classifying. Forexample; is really cool, it has very thick fur, etc.

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[12] George E. Winshon and Julia M. Burks*, Let's Write English* , (New York: Litton Educational Publishing, 1980), p. 128

[13] Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing*, (Yogyakarta: Andi Yogyakarta, 2007), p. 3

[14] Barbara, *Fine Clouse*, *The Students' Writer*, (New York, The Mc-Graw Hill companies, 2004),p. 142

b. Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore for example; go, fly, cook, etc.

c. Descriptive text uses thinking verbs (believe, think, etc.) and feeling verbs (feel)

d. Descriptive text also uses adverbs to give information about character or adjective that explained. Example; it is extremely high, it runs definitely past, etc.

4. The purpose of descriptive text

Fink et al said that the purpose of description is to imagine the reader by using a picture of a person, subject, or setting.[15] It is allowed by using picture, so that the reader can visualize it.

According to Febriani the purpose of the descriptive text is to get the reader imagine within the story to get pleasure andinformation.[16] Generally, the purpose of descriptive text is to describe something, someone, a place, animal, or plants specifically.

E. Recount Text

1. Definition of Recount Text

According to Anderson a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they

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[15] Lila Fink, et al, Choices a Text for Writing and Reading, (new York: Little, Brown and Company Limited, 1983), p. 41

[16] Nurulia Dwi Febriani, *Improving Reading Comprehension Through Reciprocal Teaching Technique (A classroom action research at the first year of MTs Hidayatul Umam, Cinere, Depok),* (Departement of English Edcation Faculty of Tarbiyah and Teachers' Training ―Syarif Hidayatullah‖ State Islamic University: Jakarta, 2011), p. 17

happened.[17] Recount text means the form of the text telling about someone experience in the past that used in curriculum 2004, there for the experience of the readers themselves, such as their adventure and their day's activities. Recount text means telling about oneself adventures or the day's activities.[18]

2. **Generic Structure of Recount Text**

a. orientation – scene setting opening, for example, *I went to the shop...*

b. events – recount of the events as they occurred, for example, *I saw a vase...* these events may be elaborated on by adding, for example, descriptive details.

c. reorientation – a closing statement: *When I got back, I told my mum (*with elaboration in more sophisticated texts).[19]

3. **The Purpose of Recount Text**

A recount has social function. Recount "tell what happened". The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

4. **Languages Features in a Recount Text**

The language features usually found in a recount:[20]

a. Use of nouns and pronouns to identify people, animals or things involved.

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[17]Anderson (1997: 48)
[18](Echols, 1975: 471)
[19]Journal of*Progression in recount*, p. 1
[20]Board of studies (1998b:287)

b. Use of past action verbs to refer the events.

c. Use of past tense to located events in relation to speaker`s or

writer`s time.

d. Use conjunctions and time connectives to sequence the event.

e. Use of adverb and adverbial phrases to indicate place and time.

f. Use of adjectives to describe nouns.

F. Kinds of Objective Tests

Type of test are classified into several categories, Arifin classifies test into four main classification; those classification are based on the number of the testees, pshychology study, the way of test construction, the form of testees. Objective tests consist of true-false, multiple choice, matching, and completion test.

1. **True / False**

   A true false item consists of a statement or proposition which the examinee must judge and mark as either true or false.

2. **Matching**

   Matching a test consisting of a two column format, premises and responses that requires the student to take a correspondence between the two.

3. **multiple choice**

   Multiple choice consist of two parts: a stem and number of options or alternatives. The stem is a question or statement that is answered or completed by one of the alternatives. All incorrect or less appropriate

alternatives are called distractors or foils and the student's task is to select the correct or best alternative from all the options.

4. Completion

Completion item requires the student to ananswer a question or to finish an incomplete statements by filling in the blank with the correct word or phrase.[21]

Based on the explanation above the types of test the writer took multiple choice tests to this study.

G. Characteristics of A Good Test

In order to achieve its purposes, test should result appropriate information. The test should be the good one; otherwise, the appropriate information could not be obtained. Djiwandono reveals that test is important part that should be constructed according to the criteria of good test. Therefore, it could function as a means to present information that use in making important decisions in teaching learning.[22] Some experts add other requirements that support a good test, they are practicality and objectively. In other words, there are four criteria to make a good test, they are validity, reliability, practicality, and objectivity.

1. Validity

Validity in a test is " the extent to which it measures what is suppose to measure.[23] Noll explains concurrent and predictive separately; he says that "concurrent validity is correlation between test scors and some another

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[21] Citl.illinois.edu/*teaching-resources-evaluating-student-perfomance/writing-good-test-question/competion-test-items.*

[22] Sri Esti Wuryani, Djiwandono, Psikologi Pendidikan,(Jakarta:Penerbit Grasindo,2009), p.403.

[23] J.B. Heaton, *Writing English Language Tests*, new edition. (New York: Longman Inc., 1988), p. 159

measure (marks, another test, and rating) taken at or near the same time. Predictive validity is correlation between test scors and some measure of performance or succes obtained later (graduation, succes on the job.[24]

2. Reliability

Stanley stated that reliability is consistency or stability.[25] Noll explains that a test is possible to fulfill its reliability without its validity, but it is not in the contrast because the validity of a test depends partly on its reliability. Therefore a test only has its validity when its reliable.[26] Realibily is consistency or stability of test in measuring what it is supposed to measure and it plays an important role to support validity.

3. Practically

Practically is included into additional requirements in a good test as well as objectivity . However, it is obviously necessary to conduct the test. Practically gives some eases for either tester or testees. Practically or usability allows a test to administer, to score, and to interpret easily, quickly, and economically.

4. Objectivity

Noll explains that objectivity means "the extent that the opinion or judgment of the scorer is eliminated from the scoring process. Objectivity is usually attained by stating the question specificallyand preciesely, requiring the specific , precise, short answer, and the scoring key.[27] Whereas, Sudijono

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[24] Noll, *op.cit*., p.80.
[25] Stanley, *op.cit*., p.164-165.
[26] Noll, *op.cit*., p.84.
[27] Noll, op. Cit., p.92.

considers objectivity for two points of view requires a test to include the items that come from the materials that had been taught or based on the certain instructional aims. Then the second point of view means that objectivity in scoring refers to the scoring process that free from the scorer's subjectivity.[28]

H. Characteristic of Multiple Choice

Madsen states that specifies two general kinds of vocabulary test : the first, *multiple-choice completion*, is a test in which a sentence with a missing words is presented, students choose one of the four vocabulary items given to the complete sentence. The second type, *multiple-choice paraphrase*, is the test in which a sentence with one word underline is given. Students choose which four words is the closest in meaning to the underline item.[29] Characteristic of Multiple Choice on this study is distinguished into two kinds as follows:

1. Multiple Choice Completion

A good vocabulary test type for students who can read in the foreign language is multiple-choise completion. It makes the students depend on context clues and sentence meaning. This kind of item is constructed by deleting a word from a sentence, for example:[30]

She quickly ... her lunch

A.drank B.ate C.drove D.slept

(the correct choice is B.ate)

After reading a sentence, the student looks at the group of words and chooses which one best completes what he has read. The following steps

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[28] Anas Sudijono, Pengantar Evaluasi pendidikan, (Jakarta; Rajawali Pers, 2011), p.96

[29] Harold S. Madsen, *technique in testing,* New York: Oxford University Press, 1983, p.14

[30] *Ibid*, p.16

should be taken in writing multiple-choice completion items : (1) Select the words to be tested, (2) Get the right kind of sentence to put each word in (this sentence context is called the stem). (3) Choose several wrong words to put the right word with (these three wrong words are called distractors). Three distractors and the right word are enough for a written item. (4) Finally, prepare clear and simple instructions. And if this kind of test question is new to the students, it would be good to prepare one or two examples.

Advantages of Multiple-choice Completion are:

1. It helps students see the full of meaning of words by providing natural contexts. Also, it is a good influence on instruction, it is discourages word-list memorization

2. Socring is easy and consistent

3. It is a sensitive measure of achievement

   Limitations of Multiple-choice Completion are :

1. It is rather difficult to prepare good sentence contexts that clearly show the meaning of the words being tested

2. It is easy for students to cheat by copying what others have circled.[31]

2. Multiple Choice Paraphrase

Multiple-choice paraphrase tests of vacabulary items offer much of the same advantage that multiple-choice completion tests do, and the contexts are much easier to prepare. Understanding it is checked by the students" having to choose the best synonym or paraphrase of the vocabulary item. A sentence context is still used. However chosing the right word depends more on knowing the key

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[31] *Ibid*, p.23

vocabulary item than on finding meaning in the sentence. In fact, the context may simply show that the item is a noun.

In writing paraphrase items, it is needed to follow the same steps that we took to prepare completion items : (1) Select the words to be tested; (2) Prepare a sentence context; (3) Choose distractors ; and (4) write instructions. Choose words just you did in the last section, but we can spend less effort in preparing sentence contexts. Now the meaning comes from the emphasized word than from its context. Here isa typical item:[32]

He was **irate** when he heard about the new plans.

A.interested B.surprised C.angry D.sad

(the correct answer is C.angry)

But students with very little English won't know synonyms for very many words. There are also some words in their ESL books that are difficult to find equivalents for. Consider the word **pilot,** for example which appears in a number of elementary ESL texts. It can be tested by explaining the meaning:

My sister is a pilot. She can.....

A.help sick people B.make clothes

C.fly an airplane D.teach students at school

(the best answer is C.fly an airplane)

Advantages of Multiple-choice Paraphrase are:

  1. Context preparation is rather easy

  2. Scoring is easy and consistent

  3. It is a sensitive measure of achievement

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[32] *Ibid*, p.24

Limitation of Multiple-choice Paraphrase is;

1. It is difficult to find good synonyms (but recall the "explanation" alternative item)

2. It is easy for students to cheat.[33]

I. Multiple-Choice Test

A good vocabulary test type for students who can read in the foreign language is multiple-choice test. It makes the students depend on context clues and sentence meaning. This kind of item is constructed by deleting a word from a sentence.

Grondlund states that the multiple-choice consists of a *stem,* which is stated a, a direct question or an incomplete statement, and a number of suggested solutions called *options* (also called *choices* or *alternatives)[34].* The correct option is *answer* and the remaining ones are the *distractors,* which are incorrect but plausible. The purpose of the distractors is to distract those students who are unsure or in doubt about the correct answer. There are either three, four, or five options but four options are preferred for the reason that two distractors will increase the chances of guessing the correct answer and a fourth distractor is difficult to devise.

Grondlund calls a question in a multiple choice test as a problems and their answer choices a list of suggestion solutions.[35] Nitko states that multiple choice test consist of one or more introductory sentences followed by a list of two or more suggested responses from which the examinee chooses one of the correct

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[33] *Ibid*, p.27
[34] Grondlund (2003:60)
[35] Grondlund, *op. cit.,* p. 166.

answer.[36] Harmer (2004:337) states that multiple choice test were considered to be ideal test instruments for measuring students" knowledge.[37]

Among item types, multiple choice has been recommended and used for the testing of many language abilities.[38] It is widely used by teachers, schools, and assessment organizations and is one of the most commonly applicable test techniques to assess achievement.[39] The chief advantage of multiple choice tests is that scoring can be simple, rapid, and economical. They can be scored objectively and thus make the test more reliable than subjectively scored tests.[40]Although multiple choice test only recognition knowledge rather than the ability to use language, they are confirmed effective in assessing student's ability to recognize correct grammatical forms, vocabulary, etc. and to make important discrimination in the target language. Consequently, both the student and the teacher can identify areas of difficulty by analyzing student's performance on the multiple-choice test.[41] Another advantage of multiple-choice items is that they can undergo pre-tests fairly easily. 1t is usually possible to assess in advance the difficulty level of each item and that of the test as a whole.[42]

Annie W.Y. Ng and Alan H.S. Chan states that there are a variety of multiple-choice test tecnique nowadays to discourage scoring by guessing and give examinees an opportunity to reflect the partial knowledge actually possessed by

[36] Anthony J. Nitko, *Educational test and measuremen*t, An Introduction, (New York:Hartcout Brace Jovanovich, Inc., 1983), p. 1990.
[37] Harmer (2004:337)
[38]Hughes, *Principles for Writing Multiple-Choice Items in Vocabulary Grammar, and Reading Tests* 1989, p. 108
[39]*Ibid*,Linn &Gronlund, 1995, p. 108
[40]*Ibid,*Bailey‚1998.P. 108
[41]*Ibid,*Heaton, 1988, p. 108
[42]*Ibid*, Weir, 1990, p. 108

candidates. Appendix 1 summarizes the multiple-choice test methods commonly used in previous studies from 1990 to 2008. Details of the instruction and response modes and scoring rules are also given. *Liberal multiple-choice test* allows candidates to select more than one answer to a question if they are uncertain of the correct one. The term 'liberal' is used to denote the extra dimension of choices. A method which turns out to be a variation of the liberal multiple-choice test is *elimination testing*. This requires candidates to select the answers which they believe are wrong, rather than selecting those they believe are or may be right.[43]

Multiple choice test has some several benefits and limitations. According to Sudijono, the benefit of multiple choice test can be summarized as follows:

1. It is able to cover various psychology aspects such as knowledge, application, analysis, shynthesis, etc.

2. It allows testers to score the responses of its items objectively and easily.

3. Its items are easy to analyze.

Meanwhile, multiple choice tests' limitations are:

1. Its stems are difficult to construct.

2. It is nor able to measure higher thinking ability.

3. It facilitates gessing and cheating.

Multiple choice test has some several advantages and disadvantages. According to Sommer Mitchell, the advantages of multiple choice test can be summarized as follows:

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[43] Annie W.Y. Ng and Alan H.S. Chan, *Different Methods of Multiple-Choice Test: Implications and Design for Further Research,* March 18 - 20, 2009, p. 1.

1. Easy and quick to grade.

2. Reduce some of the burden of large classes.

3. Can assess all levels of Bloom's Taxonomy – knowledge, understanding, application, analysis, synthesis, and evaluation.

4. Useful as a diagnostic tool because wrong choices can indicate weaknesses and misconceptions.

5. Familiar to students.

6. It helps students see the full of meaning of words by providing natural contexts. Also, it is a good influence on instruction, it is discourages word-list memorization.

7. Scoring is easy and consistent.

8. It is a sensitive measure of achievement.

   Meanwhile, multiple choice tests' disadvantages are:

1. Difficult and time---consuming to construct quality questions

2. Can be ambiguous to students

3. Encourages students to find the correct answer by process of elimination

4. Limited creativity

5. Good test takers can guess

6. Not applicable for all course objectives

7. It is rather difficult to prepare good sentence contexts that clearly show the meaning of the words being tested.

8. It is easy for students to cheat by copying what others have circled.

G. Strategies for Taking Multiple Choice Tests

1. General Test Taking Strategies[44]

a. Read each question carefully and thoroughly.

b. Before answering, look at all of the answer choices.

c. Pace yourself if the test is timed. At the start, glance through to determine the number of questions on the test.

d. Take your time if the test is un-timed. It is not a race to the finish!

2. Answering Options[45]

a. Employ a "cover-up" strategy by trying to answer a question before looking at the choices.

b. Treat each answer choice as a true or false response. Select the "most true" answer.

c. Rephrase a question as a statement using each answer in the sentence.

d. Mark question numbers that you can't answer and continue working through the test. Save time to return to the skipped questions at the end, even if it is simply to mark a guess.[46]

3. Three Phases of Objective Test Taking

a. Phase one: Go through the test and answer only those items that you are confident you can answer correctly, skipping and the other items momentarily. This strategy help you build confidence and assures that you will get credit for what know if you run low on time.

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[44] Copyright © *The McGraw-Hill Companies,* Inc, P. 1.
[45] *Ibid*, p. 1
[46]The McGraw-Hill Companies, Inc. *Strategies _MC_test*.

b. Phase two: Go back through the test and focus on items you skipped in the first phase, using a slightly different strategy: identify eliminatewhat you are relatively sure are incorrect answers. Try cutting down on the possible choices to improve your odds.

- Based on the knowledge you have of the subject, eliminate choices tha are definitely wrong or unlikely.

- On multiple choice items, eliminate choices that do not link grammatically to the stem of the question. Some test may not phrase the incorrect answers as carrefully as the correct one .

- Now for the though part. Any remaining questions are those which you either simply do not know the answer to, or those in which the answer is buried deep in your memory and may or may not surface before the end of the exam.

- If you have a difficult time deciding between two close answer, try using the true/false technique. Read the stem using both answer choices and try to determine which one makes a more true statement.

c. Three phase: Once you have exhauted your knowledge and narrowed the choices remaining and eliminating unlikely answers, its time to make your guess. But you don't have to make this coin-flip decision.[47]

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[47] Mr. Gunnar, AP English Language and Composition, p. 2

H. Teaching Procedures Using Multiplr Choice Test

In these teaching procedures there are three main activities that would be conducted in the action namely, pre-activity, whilst-activity, and post-activity. [48]

a. **Pre-activities, in pre-activity the writer has steps as follow:**

1. The teacher greet the students

2. The teacher checks their attendant list.

b. **Whilst-activity, in whilst-activity the writer has steps as follow:**

1. The teacher ask to the student what they have knows about descriptive text.

2. The teacher would explain briefly about the rule of descriptive text.

3. The students were given some topics and picture of descriptive text.

4. The student should answer the questions individually and they were not permit to help each other.

c. **Post-activity, in post-activity the writer has steps as follow:**

1. The teacher asks the students difficulties in descriptive paragraph by using multiple choice items test.

2. The teacher and the students would be discussed in the upcoming sessions so that the students learn from their errors and mistakes.

3. The teacher will be summarizing about what the students has learn today.

4. The teacher given motivation to the students.

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[48]Gede Putu Prastihana, *Improving Descriptive Paragraph Writing Of The Eighth Grade Srudent In SMPN 3 Amlapura.* Unpublished Thesis, denpasar : Mahasaraswati Denpasar University, 2014. P. 15