



USING THE TWO-TIER MULTIPLE CHOICE QUESTION TO PROMOTE SENIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION

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Abstract

This paper explains about the use of the two-tier multiple choice question to promote senior high school students' reading comprehension. This model of assessment is modification of the traditional multiple choice question. If the traditional multiple choice question provides a question with some optional answers, distracters, the two-tier multiple choice question' model provide an additional question. This additional question is asked about the reason why answering the previous question. This model is aimed to set up the students to be struggling readers. It is also used to measure students' comprehension in comprehend the text. It can be seen from the reason of the students.

Key words: Reading Comprehension, The Two-tier Multiple Choice Question.

A. INTRODUCTION

English is one of the courses that is learned in schools. Since it is one of the essential courses that has to be learned, it is a must for the students to learn English. English covers four main skills which one of them is reading skill. Reading is one of the essential English skills to be mastered by the students. It is because every single academic activity at schools involve reading. For instance, reading always exists in mid-term or final exams. There is no examination without reading section. Therefore, the students should master reading skill.

Reading is a process of getting ideas and meanings from the written form of language, called reading comprehension. According to Alexander (1977:160), comprehension is a special kind of thinking process. In other word, it can be said that reading comprehension is an active activity that involve between the reader and the text in order to catch the ideas and meanings of the text. However, learning to read is not an easy task for the students because reading is an activity that has to deal with English written texts, since it is known that English is a

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foreign language in Indonesia. It means the students rarely use English outside of the classroom.

There are several factors that is caused the lack of students' reading comprehension. First, reading is difficult because of different level of students' comprehension. For instance, each student has different standard in reading. Second, reading is difficult because of the affective factor of the students. As an example, a student with a mindset that reading is a difficult course to be learned because it is written in English, so this student will have no interest to read an English passage.

Third, the use of inappropriate reading activity may cause students' reading ability; so that the students only stuck in a particular level of reading skill. For example, a teacher uses reading aloud for senior high school students as a reading activity in the classroom. This activity may cheer the teaching process because it is fun and easy, but the teacher should consider the aims of teaching reading in senior high school students.

Thus, those problems affect to the result of the study of the students. For example, when examination day, the students may use bad alternatives to answer all the questions given by cheating among them or guessing the answers. If this phenomena always happens in every reading section task, it will become bad habit to students themselves.

There were some studies which had been conducted related to the reading comprehension. One of them was the study conducted by Eliza and Syahrudin (2012) that focused on the implementation of group presentation in senior high school in teaching reading. However, to overcome of those problems explained before, Al-Rubayea (in Adodo, 2013) recommend a new model of assessment to teaching in order to promote their outcomes in learning process, the two-tier multiple choice question. As the name suggest, the two-tier multiple choice question is a modification of traditional multiple choice question. If the traditional multiple choice question only use a stem and several possible distracters, on the other hand, the two-tier multiple choice question add one or two tiers of question for the reason of the previous question. The first tier is in the multiple-choice format as the king content of students' knowledge with two, three or four choices. The second tier is again in the multiple-choice format, asking the reason for the response given in the first tier, Treagust (in Adodo, 2013).

Due to the description above, the aim of reading course is not only to give the score and put them into certain stages, but also to make the students comprehend about what they have read and make sure the students to work actively with the text. Therefore, in teaching and learning process, the teacher should design an effective reading activity which can be used for reading activity in the classroom and also for the instrument of a reading assessment.

B. DISCUSSION

Teaching reading at senior high school students is a big challenge for a teacher. It is because students in senior high school is the changing from intermediate level of the readers become advanced level of readers. In this stage, the students have developed their knowledge beyond the classroom setting. According to Nunan and

Anderson, (2008: 90), advanced level readers are those who can; understand any correspondence, given the occasional use of dictionary; understand in detail lengthy, complex text, whether or not they relate to their area of specialty; read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles, and literally works; and understand a wide range of long and complex texts.

Moreover, according to the syllabus of high school in *kurikulum 2013*, one of the basic competences of teaching English is understanding; applying; analyzing factual knowledge, conceptual, procedural based on the students' curiosity about knowledge, technology, art, culture, and humanism. In other word, senior high school students are expected to get familiar with the courses which are more in academic field and authentic material. So that the teacher should consider an appropriate reading activity which issuitable with the this level of the students.

According to Nunan and Anderson (2008: 95) there are five principles that teachers must do for teaching reading to advanced learners; integrating reading with other language skills by placing reading at the core instruction; Helping readers to improve vocabulary skills through academic vocabulary instruction; Focusing on academic reading strategies to help advanced readers taking responsibility for their own learning; Teaching advanced readers how reading on the computer is different from reading print material; Ensuring that readers at the advanced level of language proficiency are reading fluently.

Moreover, According to Bailey and Heritage (2008) The effective teaching reading should be invoked in a mutually dependent and dynamic interaction. As well as the two-tier multiple choice question, it involves the two interrelated area of reading; content knowledge and academic knowledge. It can be seen from the first tier of question which provides content knowledge and the second tier consists of academic reading knowledge of the students or how comprehend the students of the text they read.

In applying the two-tier multiple choice question, ideally, a teacher must use a variety of strategies and word recognition skills. According to Wisconsin Department of Public Instruction (in Bailey: 2008) To achieve the purpose of reading, it is essential to use the effective reading strategies: including rereading, finding context clues, applying knowledge of letter-sound relationships, and analyzing word structures. It means that before measuring students understanding with the two tier multiple choice question' model, students must be taught by using variety of strategies of teaching reading. This is aimed in order to make students get ready to think critically; as the result they do not get any difficulty when answering the questions, because they have already set up to think critically and contextually.

- a. Preparation before implementing the two-tier multiple choice question' model to teaching reading at senior high school students.

The teacher must do preparation for the successful of the two-tier multiple choice question as a reading activity in the classroom. There are some considerations that has to be underlined by the teacher before implementing this model. First, material that will be used should be appropriate with the level of knowledge of the students, in this case senior high school students. Second, In

order to get successful in achieving the goal of teaching, the media that will be used should be well-prepared. The teacher can use many things to be the media in learning process, such as videos, PowerPoint presentations, printed reading texts, pictures, etc. The last is lesson plan. Lesson plan is the a framework of a teaching process which guides a teacher to achieve the goal of teaching. The two-tier multiple choice question model is very appropriate with 2013 curriculum because it is aimed to promote higher level of thinking of the students. This aim is very suitable with the basic competence of *kurikulum 2013*.

b. The implementation of the two-tier multiple choice question

In implementing the two-tier multiple choice question as a new model of reading activity, there some steps of teaching process that have to be followed. First, pre-teaching activity is an activity before coming into new material. It is a very beginning start of the teacher when coming to the class. In this activity, the teacher can persuade the students to start the lesson. The second step is whilst-teaching activity. Whilst teaching activity is the core of teaching-learning process. In this phase, the teacher builds students' knowledge and stands the concept of the topic that they are going to study. The last step is post-teaching activity. This is the closing of teaching-learning process in the classroom. The teacher concludes the lesson, gives task or homework, or informs what will be done in the next meeting.

As well as the use of the two-tier multiple choice question model for 2013 curriculum, the teacher follows some phases of teaching: observing, questioning, experimenting, associating and communicating.

a. Observing

This is a very beginning of teaching and learning activity. In this phase, the teacher introduces the topic that they are going to discuss. In this paper, the writer chooses explanation text to be the example of the topic. Then, The teacher can use interactive media in order to catch the students' interest in reading. For example, if the teacher uses a digital text, she can mark the text in a number of different ways to identify context clues. She can highlight, underline, bold, or vary the font, such as size, style, or colour of unknown words. This is aimed to catch the students' interest, so that the students will be motivated to be more active in learning.

b. Questioning

In this phase, the students will ask some questions related to the topic's discussion. For instance, the students freely ask about the language that is used in that topic's discussion, the term-words that are used, the aims of studying the topic, etc. The teacher and students will discuss the questions together. It is aimed to set up the concept of learning the material.

c. Experimenting

This is a part of teaching process where the teacher reduces her role and allows students to be more active in learning process. The teacher can divide students into some groups of discussion, deliver a text that will be read, give some guidelines of work and instructions of what the students will do.

Due to the theory in the previous chapter, the teacher will use a variety of reading strategies in order to get successful of the use of the two-tier multiple choice question's model to teaching reading. For example, the teacher uses finding context clues strategy for reading activity. The students will work with their group discussion by finding difficult words, marking unfamiliar words, finding the word in dictionaries, and sharing their thinking in their group discussions.

After discussing the text, the students will be asked to work by using the two-tier multiple choice question' model in order to know whether or not the students have already comprehended the text.

Figure 1 (the example of the two-tier multiple choice question model):

Direction: Read the following text and answer the questions below. Give your brief reason for each answer!

The water cycle

The water cycle is also known as the hydrological cycle. There is the same amount of water on the Earth now as there was when the Earth began. The water cycle is how the earth's water recycles itself.

The cycle includes precipitation, evaporation, condensation, and transpiration. Earth's water keeps changing from liquid water to vapour and then back again. This cycle happens because of the sun's heat and gravity. There are some natural processes that cycle the water. First of all, water molecules from lakes, rivers, streams, reservoirs, and the sea get heated up by the sun and then turn into vapour that rises into the air. These water molecules then form into clouds, this is because a process called condensation occurs. When the air and the water cool, they form drops of water which then fall to the earth as rain. If they are frozen, they become snow or sleet. Once the water reaches the ground, it can flow across the land until it reaches rivers, lakes, streams, or the sea. It can also sink into the ground and flow because of gravity through gaps in rock, gravel and sand. Because of this, it reaches these bodies of water too. Now the cycle begins again, when water is evaporated once more.

Many of us think water will always be there for us when we want it. Without water, living things would die. You will die if you go without water for more than a week. Plants will die without water and that would kill all of the animals that eat the plants.

Figure 2 (The example of questions):

1. What the first paragraph tells about?

- a. Earth's water
- b. Water cycle
- c. Water in the earth
- d. Amount of water on the Earth
- e. Water

Explain your reason _____

2. The passage implicitly states that...

- a. The rain is the result of cooling process between the air and water.
- b. Condensation is the process when water molecules get heated by the sun.
- c. Living thing will stay alive without water.
- d. When the water drops reach the ground, it stops.
- e. Water cycle is also known as biological cycle.

Explain your reason _____

<p>3. The word "It" in paragraph 2 line 9 refers to..</p> <p>a. Ocean b. Ground c. Rivers d. Land e. Water.</p> <p>Explain your reason:</p>
<p>4. Which of the following statement is NOT mentioned in the text above?</p> <p>a. The water cycle is also known as the hydrological cycle. b. Without water, all the livings would die. c. Some of the precipitation seep into the ground in the process called infiltration. d. Condensation occurs when water molecules form into clouds. e. The water cycle will begin again.</p> <p>Explain your reason:</p>

From the examples above, it can be seen that the two-tier multiple choice question is a model of an assessment which can be used to assess students' comprehension about a text. Not only to know the understanding of the students, but also to improve students writing skill. It can be seen from the reason for each question.

d. Associating

In associating phase, the teacher and students will discuss about the text. In this activity, teacher will also give feedback of what the students have been done. The teacher will make a clarification about the topic that is discussed. For example the teacher crosscheck students' group work.

e. Communicating

In this activity, the students are expected to practice what they have learned. The teacher asks the students' understanding about the topic of that day.

a) Post-teaching Activity

Post teaching activities are necessary as the follow up phase on what the students have studied. Moreover, this phase is usually used by the teachers to give a homework or what they will discuss for the next meeting.

C. CONCLUSION AND SUGGESTIONS

Comprehension is the underline of a reading activity. Considering an effective reading activity is an essential thing by a teacher. If the activity does not give good impact to the students' behavior in reading, it means the teaching-learning process in the classroom does not work. The teacher fails to accomplish

the goals of teaching reading. The two-tier multiple choice question is the bridge for the students to be an active and struggling readers because they are forced to read and think more critically. This activity can also be used for a teacher to set up the concept of learning a particular course.

Teaching reading process will not get successful without reading activity itself. How can a teacher know someone's ability without assessing it? The two-tier multiple choice question can be used as a reading activity in order to assess senior high school students' reading comprehension. The writer suggests some points to be considered by the teacher when using this kind of reading activity:

1. The teacher needs to prepare an appropriate sentence for the students' readiness, background knowledge, or students' level.
2. The texts that are used must be factual and expect students to think critically.
3. Before giving this type of activity, the teacher should use a variety of teaching reading techniques in order to make the students be familiar or will not get any difficulty when dealing with the two-tier multiple choice question.
4. The teacher should consider the language of a text that will be used as the instrument of reading activity.

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