Views of Educators: Assessment Preference in Reading Skills for Malaysia Primary School

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ABSTRACT

In the context of English language learning and teaching, it is important to investigate the most preferred teacher’s method of assessing reading comprehension in our Malaysian primary schools to understand the needs of learners. The need to address this issue prompted this study to examine the view of educators in order to identify the most preferred method of assessing primary school students to enhance their understanding of English. The study involves quantitative research method. A total of thirty (30) survey questionnaires were distributed to various Malaysian primary school teachers who are teaching lower primary levels in Kuala Lumpur. Various assessment formats for reading comprehension include WH-question, True/False question and Yes/No questions among others, but multiple choice question (MCQ) is the most preferred method by teachers in assessing Malaysians lower primary school students.

Keywords: assessment formats, reading comprehension, educators, Malaysia primary school

1. INTRODUCTION

In the field of assessment in education, teachers play a vital role. It is stated by Stoyoff and Chapelle (2005) that teachers are involved in many forms of assessment and testing through their daily teaching and use of test scores, but it is also mentioned that many teachers find principles of assessment difficult to efficiently apply. As much as assessment seems to be challenging to teachers, it is important; “some form of assessment is inevitable; it is inherent in the teaching – learning process” (Hopkins, Stanley, & Hopkins, 1990, p. 194). Teachers and testers have different roles, but it said by the above authors that teachers should be able to construct tests and testers to be able to teach lessons in classroom. It is quite evident that students’ academic progress is impossible to be assessed without a teacher. As a result, Hopkins, Stanley, (1990) noted that classroom teachers play “a constant evaluative role” (p. 194) as they have to try to decide on the students’ acceptable degree of academic achievement and development.

Recent changes in the Malaysian education curriculum display prospects for the upcoming generations. The early primary education is heavily influenced by the guidelines for developmentally appropriate practice outlined by the Document Standard Prestasi Kurikulum & Pentaksiran (DSKP). The English subject assessment is also highly dependent on the outline given by the DSKP, which is better to be known as the School- Based Assessment that was introduced lately. According to these guidelines, the curriculum is considered developmentally appropriate to the extent that it is individualized to address the needs and interests of each level. Thus, planned activities should be developed based on knowledge of the children's skill level and interests. There are number of resources (e.g., Bricker, Prett-Frontczak, Johnson, & Straka, 2002; Hills, 1992) available to guide educators' selection of tools for assessing children's skills, but there has been relatively little focus on developing methods for assessing teachers’ preferences.

Researchers in classrooms, who are usually teachers and testers, have used more traditional methods (e.g., surveys and interviews) to identify preferred stimuli or assessment. These types of assessments are likely to be appealing to teachers because they take the least amount of time to administer. In this paper, we are looking at teachers’ preferred assessment method to promote better teaching methods and skills among educators.

As this study is to identify the teachers’ preferences of reading skill assessment format, there are studies that focus on the relationship between assessment preferences and other individual differences about the teachings. There are studies to show the effect of assessment preferences and self-efficacy for learning, critical thinking, metacognitive learning strategies, test anxiety, learning approaches, learning modalities (Birenbaum, 1997, 2007; Birenbaum & Feldman, 1998; Birenbaum & Gutvitz, 1995; Birenbaum & Rosenau, 2006; Cohen, 1995; Doğan, 2011; Doğan et al., 2012; Doğan & Kutlu, 2010; Gijbels & Dochy, 2006; Phillips, 1999; Wilson & Fowler, 2005). Therefore, in order to increase the quality of the education, there should be a harmony between teachers’ perceptions about learning-assessment and the learning-assessment tasks that the teachers apply in a classroom for the school- based assessment.

This study examines teachers’ preference towards the reading skill assessment format and its relation to their...
teaching styles among teachers who are teaching lower primary. In the teaching in classroom, teachers are the decision makers. However, teachers’ preferences should also be taken into consideration as these preferences would enable teachers to understand suitability and level of maturity and proficiency of the students.

The objectives of this study are to identify the preferred method or task of assessments by teachers, especially the assessment of reading skill and to investigate the commonly used task assessment to evaluate reading comprehension skills. This study will provide teachers with some suggestions for instructions in teaching Reading Comprehension for lower primary students, and for giving adequate and appropriate support in understanding, assessing, and developing students’ thinking in the process of teaching and learning. When teachers are able to help in students’ understanding of the texts, they can provide suggestions to other educators to use effective approaches and strategies in assessing reading comprehension.

The study has several limitations that will be likely to occur while the research was conducted. The study only focused on the assessment choices in the English subject and not in any other subjects, and in particular assessment of reading comprehension. The sample of the population in this study was another limitation, because the research is limited to only lower primary schools within Malaysia, due to financial constraint. The financial and time constraint was due to the fact that, the researcher is a student and carried out this research as the partial fulfillment of one particular course requirement within the span of one semester only. This study is also limited to only thirty ESL primary school teachers who are teaching lower primary in urban schools in Kuala Lumpur. Therefore, findings may be different if it is conducted in other specific institutions or districts.

The introduction has provided an outline of the study, which includes a statement of the problems, objectives and research questions. The significance of the study is also presented to show its relevance to the teaching discipline. It is hoped that the data obtained will lead towards the understanding of students’ learning needs and changes for classroom instructions by the teachers according to the commonly used assessment.

2. LITERATURE REVIEW

2.1. Malaysia’s Primary School Structure

Primary school education in Malaysia is for children from seven (7) to twelve (12) years old and is compulsory. It generally lasts for six years. There are two levels of primary education: Stage One (Tahap Satu) refers to Years 1, 2 and 3. And the other is (Tahap dua) which is Year 4, 5 and 6. In year 6 children must sit the Primary School Achievement Test (Ujian Pencapaian Sekolah Rendah - UPSR).

According to the Malaysian Ministry Of Education, the Standards-based English Language Curriculum for Malaysian National Primary Schools (SK) is designed to provide pupils with a strong foundation in the English language. Teachers are encouraged and required to use Standard British English as a reference and a model for teaching the language. In order to ensure standardization, it should also be used as a reference for spelling and grammar as well as the pronunciation (Malaysian Ministry of Education Development Plan 2001-2010).

In Stage 1 and 2 of primary school education, the English language curriculum emphasizes the development of basic language skills so that pupils will have a strong foundation to build their proficiency in the language (Malaysian Ministry of Education Development Plan 2001-2010).
Figure 1 above, contains content and learning standards that describe the knowledge, skills and understandings that pupils need to demonstrate as they progress through the different stages of schooling. In the initial stage, it demonstrates that there will only be four modules, which are: listening and speaking module, reading module, writing module and language arts module, indicating that, the primary need at this stage is the knowledge and skills that pupils need to demonstrate as they talk, listen, read and write in English (Malaysia Ministry of Education Development Plan 2001-2010). Therefore, reading skills are also essential right from the grass root level in Malaysia’s Primary system of Education.

2.2. School Based Assessment in Malaysia

In the Malaysian System of Education school-based assessment could be understood as: Assessment that is going to take teachers’ grade as part of students’ official grade after completing a specific school level. There are four schooling levels in Malaysia; and at the end of each level, students are required to sit for: UPSR, PMR, SPM and STPM. The purpose of school-based assessment is to avoid students totally dependent on those high stake examinations alone (for their grade) which created a lot of tensions and anxiety among them.

Public examinations have long been the only measurement of student’s achievement. But in line with the on-going transformation of the national education system this could be changed, stated by the Education Minister Tan Sri Muhyiddin during the launching the state level 38th Teachers’ day at Dewan Seri Panglima Lee Shen on 5th June 2009. A new evaluation method will be introduced to gauge the competence of the students by taking into account both the academic and extracurricular achievements. (Daily Express 6th June 2009).

The then Minister of Education stated that our education system should not be too examination oriented and suggested that The Malaysian Examination Syndicate to look into reducing the examination and to change the examination. A school -based assessment has been suggested (Utusan, Malaysia, 22nd Mac, 2009) School-based assessment is a much talked-about concept, but was not really understood by different communities – parents, stakeholders, students and even teachers. They have different perceptions of what school-based assessment means. These are indications that something is wrong with (SBA) which was first introduced in primary and secondary schools in 2011. In the meantime, the E-Prestasi, which has just been introduced recently, also received numerous criticisms (Hooi, K.Y. 2014)

SBA requires teachers to key-in data on each student on a daily basis. So can you imagine if you have hundreds of students, teachers will clearly be upset and exhausted Apart from the usual teaching and administration workloads, they have to spend ample time “fighting” with the system. “Fighting” in the sense that there are always technical problems, such as missing data or server congestion or any other reasons (Hooi, K.Y. 2014)

Most teachers have no choice but to do it in the early hours of the day or when everyone is asleep. The SBA’s intention is to avoid students from becoming “exam machines”. However, this good intention has not been achieved three years since its implementation. Good reading comprehension is the ultimate goal of reading instruction at all levels and for all children, and accurate assessment is necessary to know if this goal is being met. Therefore, assessment is fundamental to the effective teaching not only of reading, but to all other fields of knowledge for the design of individual progress.

Assessment according to Huba and Freed (2000) is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.

Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students’ learning and development Erwin (1991). It is also a systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

Therefore, educational assessment can be summarized as the process of documenting, usually in measurable terms, knowledge, skills, attitude and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as a whole. The final purpose of assessment practices in education depends on the theoretical framework of the practitioners and researchers, their assumptions and beliefs about the nature of the human mind, the origin of knowledge, and the process of learning.

Educational Assessment also according to Wikipedia, the free encyclopedia is the process of documenting; usually in measurable terms, knowledge, skills, attitudes and beliefs. Therefore, in a nutshell, the term assessment is generally used to refer to all activities, teachers use to help students learn and to gauge student progress.

Reading comprehension is defined as the level of understanding of a text or message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. Comprehension is a “creative, multifaceted process”
dependent upon four language skills, phonology, syntax, semantics and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes" (Taylor, B. & Frye, B. 1992).

Word recognition is considered by many to be a difficult process as students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies (Taylor, B. & Frye, B. 1992). Good reading comprehension is the ultimate goal of reading instruction at all levels and for all children. Therefore, to have an accurate assessment on students' reading comprehension one should incorporate these approaches in his instruction of reading.

Accurate assessment of reading comprehension is necessary in order to identify children who need remediation, and to help plan future instruction. However, many scientific investigators of reading agree that further work on measures of reading comprehension is essential, including development of comprehensive systems of assessment that pinpoint key strengths and weaknesses in individual youngsters (Erwin, 1991). There are actually three main levels of comprehension, these are; literal comprehension, referential comprehension (interpretive) and critical comprehension (Akmar, 1999). There are also elements that make up the process of reading comprehension; vocabulary knowledge and text comprehension.

2.3. Types of Reading Comprehension Assessments

There are five forms of comprehension questions in Reading comprehension that can stimulate students’ understanding of the text. (Barrett, T.C. (1972)

- Yes/No questions,
- Alternative questions,
- True/False,
- Wh-questions and
- Multiple choice questions.

Another reading testing technique can be classified according to short answers, open ended questions, summary writing, gapped summary, identification of main points, identifying the opinion of the writer; others include Cloze passage and non-linear stimulus (Arshard, A. 2010)

(Anderson, Richard C., Freebody 1981) Evaluated the “yes–no” method of comprehension assessment in which students indicate the words they know from among a list of words and no words. Their preliminary results show that this method is better in several respects than the multiple-choice method. A study with 120 high- and low-ability students showed that good readers aggressively applied morphological rules to hypothesize meanings for unfamiliar items; however, poor readers engaged in phonemic experimentation with unfamiliar items to transform them into common words. A summary of four studies shows that although vocabulary difficulty is a factor in text comprehension, it is not as important as studies of readability suggest. Directions for a yes–no test makes it an efficient use of time.

Based on the outcome of Anderson and Richards’ evaluation, to improve our method of assessing reading comprehension in the Malaysian system of education “yes-no” method is also of paramount importance. Though vocabulary difficulty is a factor in text comprehension, it is not as important as studies of readability suggest. Therefore, yes–no method of assessment makes it an efficient use of time.

However, Grotjahn (1995) criticizes standard multiple-choice methods and proposes possible alternatives, like the cloze procedure, C-tests and immediate recall. Wolf (1993a, 1993b) Wolf concludes that the learners’ ability to demonstrate their comprehension depends on the task, and the language of the test questions. He claims that the selected response (multiple-choice) and constructed response (Cloze, short answer) questions, measure different abilities (as also claimed by Grotjahn, 1995), but that both may encourage bottom-up ‘low-level’ processing. He also suggests that, unlike language production, questions in the first language rather than the target language may be more appropriate for measuring comprehension. However, recall methods are increasingly being used as a measure of foreign language comprehension. Deville and Chalhoub-Deville (1993) caution against uncritical use of such techniques, and show that only when recall scoring procedures are subjected to item and reliability analyses can they be considered an alternative to other measures of comprehension. Riley and Lee (1996) compare recall and summary protocols as methods of testing understanding and conclude that there are significant qualitative differences in the two methods. The summaries contained more main ideas than the recall protocols, and the recalls contained a higher percentage of details than main ideas. Different methods would appear to be appropriate for testing different aspects of understanding.

These studies seem to show that, it is essential and of paramount important to use more than one test method when attempting to measure a construct like reading comprehension.

3. METHODOLOGY

The focus of this paper is primarily on the perceptions of teachers towards reading assessment formats, focusing on lower primary schools in Malaysia. The questionnaire was used and aimed at determining the preferred and commonly used materials, effectiveness of the materials, standard-
based curriculum set by the government and suggestions to improve the assessment. Ten instruments were used for the research (refer appendix A).

3.1. Type of Research

The type of research used in this study was a quantitative research. The researchers aim to find out the preferred and commonly used method by teachers in assessing reading comprehension skills for lower primary school students in Malaysia. Objective of the research is mostly to investigate the “why” of decision making. Along the questionnaires that was given to respondents for the statistical representation of the findings in the study, interviews with the respondents was also conducted concurrently.

3.2. Sampling Method

The research sampling method used in this study was a simple random sampling to obtain a result, in the field being researched and glean knowledge from individuals that have specific expertise. For this research, experts who were directly involved in the assessment of reading among children (mainly in the area of Kuala Lumpur) were selected from six different schools as the respondents and the target sources of data collection. Every school involved was contacted to obtain a verbal consent to identify teachers with the criteria needed for the questionnaire. A letter of consent also sent to them, along with a sample copy of the questionnaire that to be used, as well as the protocol of the researcher, which was distributed to the respective teachers by the researchers. Data were collected three days after the distribution. Respondents were not required to provide their personal details for them to feel free and more secured in answering the questions.

3.3. Respondents

The respondents in this research are thirty 30 teachers from urban and sub-urban location-- Kuala Lumpur, Malaysia. Specifically, the respondents were among lower primary English teachers because of their present expertise in the area that is relevant to the study and also as it fits the time frame and resources of the researcher.

3.4. Questionnaire

The questionnaire requires information about the most preferred form of questions used by teachers to test reading comprehension skills. It has questions related to which level the teachers’ focus on reading comprehension test for lower primary students. Respondents were also asked to provide reasons for their answers in order for the researchers to justify the concrete reasons of every action taken by teachers in assessing reading comprehension. The respondents were also asked whether they follow the Standard-based curriculum set by the Ministry of Education Malaysia.

4. RESULTS

Based on question 1 below, primary school teachers who are the respondents were given the choice of assessment formats to choose. 5 out of 30 respondents preferred Yes/No Questions whereas 4 respondents chose the True/False Statement Questions. In the meantime, those preferred WH-Question format brings in 20%. The obvious number of preferred choice of assessment was the MCQ examination format to assess reading comprehension skills which was 14 out of 30 respondents. It brings us a clear knowledge that these primary school teachers around Kuala Lumpur prefer to assess their lower primary students with MCQ Questions format. The table below shows the clear distribution of the respondents and their choices.

**Question 1: Which is your most preferred form of questions to test reading comprehension skills to your lower primary students (P1-P3)?**

<table>
<thead>
<tr>
<th>Alternative</th>
<th>No of Resp.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Yes/ No Question</td>
<td>05</td>
<td>16.67%</td>
</tr>
<tr>
<td>(B) True/False Question</td>
<td>05</td>
<td>16.67%</td>
</tr>
<tr>
<td>(C) WH-Question</td>
<td>06</td>
<td>20%</td>
</tr>
<tr>
<td>(D) MCQ Question</td>
<td>14</td>
<td>46.67%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>
**Question 2. Based on your answer 1 above, why did you choose that method?**

The respondents gave good responses based on their personal experiences and their opinions. There were similar responses from the respondents. 20% of the respondents who chose their preferred choice because it is relatively easier for them to mark. Even though, other, 30% of the respondents chose their preferred format because it is challenging for the students. These respondents chose WH-Question format. 15 respondents said that their preferred choice of format is because the examination format for lower primary level should be less challenging as their students as picking up their reading comprehension skills. Hence, these teachers said that their preferred choice of formats such as Yes/No Question, True/False Statement Question and MCQ Question format would be a better to test their reading comprehension skills.

Regarding the level of comprehension, Question 3 was posed: *Which level of comprehension do you focus to test reading comprehension skills for lower primary students (P1-P3)*? As seen in Table 2 below, they reported that, 70% of the respondents considered literal comprehension as the level of comprehension preferred to assess in order to test reading comprehension among students while the interpretive comprehension and critical reading carried 20% and 10% respectively.

<table>
<thead>
<tr>
<th>Alternative Options</th>
<th>No of Resp.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Literal comprehension</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td>(B) Interpretive Comprehension</td>
<td>06</td>
<td>20%</td>
</tr>
<tr>
<td>(C) Critical Reading</td>
<td>03</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

The next question was ‘*Based on Standard-based curriculum in reading module set by Ministry of Education, teachers need to develop challenging reading material and activities, which help to hone students’ vocabulary development in order to read for information and enjoyment. As a lower primary English school teacher, do you follow the standard?’ Based on the 30 responses collected from the questionnaire, most of the teachers agreed that teachers need to develop challenging reading materials, activities and follow the standard set by Ministry of Education (63.33%), while the remaining 36.67% does not follow the standard as you can see from the table 3 below.

<table>
<thead>
<tr>
<th>Alternative Options</th>
<th>No of Resp.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>63.33%</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>36.67%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Open ended WH questions are the best form to test reading comprehension skills.” Do you agree?* The responses collected from this question indicated that, more than half of the total responses agreed that WH-questions is the best form of assessing reading comprehension among students (63.33%) whereas, some teachers disagreed with the statement which makes them a total of (36.67%).

<table>
<thead>
<tr>
<th>Alternative Options</th>
<th>No of Resp.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed</td>
<td>19</td>
<td>63.33%</td>
</tr>
<tr>
<td>Disagreed</td>
<td>11</td>
<td>36.67%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
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</table>
In the questionnaire, teachers’ opinion was also gathered by posing this question ‘Give one major problem you face when assessing reading comprehension.’ Respondents almost gave similar responses with regard to this question. From the data gathered, 53% of the respondents believed that the assessment does not access one skill per say only but incorporates other skills as well. Therefore, majority of the respondents believed that their biggest problem they face is to determine learners’ true understanding when learners are tested of their reading comprehension skill.

5. Discussion

We can mention that in the field of educational assessment, teachers play a vital role. Primary education is heavily influenced by the guidelines designed for its development. This study identifies the teachers’ preferences of assessment to be incorporated when designing developmental curriculum as teachers are the decision makers. Suitable assessment format of reading comprehension is necessary in order to identify students who need remediation, and to help plan future instructions. However, from our survey research, it has been proved that many scientific investigators of reading agreed that further work on measures of reading comprehension is essential, including development of comprehensive systems of assessment that pinpoint the key strengths and weaknesses in individual student.

Primary school teachers who are the respondents were given the choice of assessment formats to choose from. It brings us a general knowledge that these primary school teachers around Kuala Lumpur prefer to assess their lower primary students with MCQ Questions format. The respondents gave good responses based on their personal experiences and their opinions. There were similar responses from the respondents. 20% of the respondents who chose their preferred choice because it was relatively an easier option for their marking task. Even though such, some other, 30% of the respondents chose their preferred format because it is challenging to the students. Therefore, it helps students to answer the questions based on the comprehension text including to avoid guessing of answers. These respondents chose WH-Question format. 15 respondents said that their preferred choice of format was because the examination format for lower primary level should be less challenging as their students as picking up their reading comprehension skills. Hence, these teachers said that their preferred choice of formats such as Yes/No Question, True/False Statement Question and MCQ Question format would be a better to test their reading comprehension skills only.

Respondents also agrees that reading comprehension skill should be assessed at the literal comprehension level. A significant number of teachers from the data collected responses on this question mentioned that, literal comprehension is the most compatible and simplest form of comprehension in relation to the student’ understanding level, there were also respondents who claim that it is a part of the School- Based Assessment standard that to be considered for the lower primary level. Other than that, more than half of the teachers that agreed to the literal comprehension level responded, this level is also appropriate to test students’ vocabulary which is one of the importance factor in testing reading comprehension among students. According to Karlin (1971), ‘being able to read for literal meanings i.e.; stated ideas in influenced by one’s mastery of word meanings in context.

Majority of the respondents said teachers need to develop challenging reading materials activities and follow the standard set by Ministry of Education. As said, the standards given are the guidelines for teachers to evaluate students accordingly. Teachers mostly align their teaching methods with the assessment. Reading skills may be counted as the most fundamental skill for achievement in all education contacts and it is also of the utmost significance in term of assessing general language ability (Brown, 2004, p185). Some of the respondents also believed that the standards were not well-planned or not suitable to their current teaching setting. Therefore, there were few who were not happy with the given standards to follow by the Malaysian Ministry of Education. A minority of the respondents believe that reading comprehension skills should be assessed with the joy of reading with less pressure of assessment.

More than 50% of the respondents do not agree that the open-ended WH-Question format is the best format of assessment to assess the reading comprehension skills of lower primary students. It is said that students are not able to give their best answers as many lower primary students are not able to express their understanding towards a text through writing. Apart from that, low proficiency level and writing skills among P1-P3 also leads to most of Malaysian teachers’ preferred MCQ question. Some of the teachers also suggested that short answer or one word answer WH-questions may be more suitable to check on students’ understanding of a text. The teachers also mentioned that questions with multiple choices of answers will allow students with low proficiency in reading comprehension skills to have lower anxiety level to attempt such assessment. Multiple choices According to Black and William (1998a) questions that require students to give one specific answer, do not help students come up with their own answers and enhance their learning that is the aim of Assessment for Learning (AfL). Whereas, it is popularly found MCQ is commonly use almost everywhere in the schools the research has been conducted.

6. CONCLUSION

Teachers prefer MCQ format in testing reading comprehension for lower primary students in Kuala Lumpur. They rate tests based on such format as being easier to this level of students than other formats. This statement is supported from this study. MCQ format for reading assessment is also evidently most preferred as students are given choices of answers to choose from. At the same time, literal comprehension is used most frequently with MCQ format. However, when these types of questions
are used, we suggest the teachers do follow-up activities that would allow the students to explain their choices.

Teachers also developed questions with four choices of answers as part of their effort to help students with low proficiency in English language. Although most of the finding showed that MCQ format is the most preferred format, according to Vygotsky’s sociocultural theory, teachers have to prepare questions that make students go beyond giving simple, short-specific answers and also make them think and reflect on an issue rather than merely discovering the correct answer despite their age factor in order to make their learning more fun and also testing their creative thinking mind. Therefore, it is expected that teachers pose more open questions and help students to develop their own responses with less assistance. Teachers need to be aware that, teaching reading comprehension is not only on reading and recalling information.

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