Indonesian High School Students' Learning Approach and Assessment Methods Preference

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Abstrak

Penelitian ini bertujuan untuk mengkaji pilihan siswa mengenai pilihan ganda, penilaian esai dan pendekatan belajar siswa untuk mendukung preferensi penilaian mereka. Desain penelitian ini adalah deskriptif kuantitatif. Terdapat 77 partisipan dari 91 sampel yang termasuk dalam penelitian ini. Penelitian ini menggunakan simple random sampling dan kuesioner untuk menentukan preferensi subjek penelitian untuk ujian esai dan pilihan ganda. Hasil penelitian menunjukkan bahwa 77 peserta lebih menyukai bentuk pilihan, 395 peserta lebih menyukai tes esai, 248 peserta lebih menyukai tes pilihan ganda, dan 203 peserta lebih menyukai tes esai dan pilihan ganda. Untuk pendekatan pembelajaran, 303 peserta merupakan pembelajar pendekatan dalam, 199 peserta pembelajar pendekatan permukaan, dan 189 peserta pembelajar pendekatan dalam dan permukaan. Temuan ini menolak hasil penelitian Kaipa (2020) dan Photopoulos et al. (2021), bahwa pilihan ganda lebih disukai daripada esai. Selain itu, mendukung temuan Santosa et al. (2021) bahwa siswa SMA cenderung menggunakan pendekatan deep learning.

Kata Kunci: *Pendekatan Pembelajaran, Siswa Indonesia, Asesmen*

Abstract

This study aimed to investigate students' choices regarding multiple-choice, essay assessments and students' learning approach to support their assessments preference. The research design was descriptive quantitative. There were 77 participants from 91 sample included in this research. This research used a simple random sampling and a questionnaire to determine research subject preferences for essay and multiple-choice exams. The results showed that 77 participants preferred in preference form, 395 participants preferred essay test, 248 participants preferred multiple choice test, and 203 participants preferred essay and multiple-choice test. For learning approach, 303 participants were deep approach learner, 199 participants were surface approach learner, and 189 participants were deep and surface approach learner. This findings reject the results of the study by Kaipa (2020) and Photopoulos et al. (2021), that multiple-choice is preferred over essay. Additionally, it supports Santosa et al.'s findings (2021) that senior high school students tend to be in deep learning approach.

Keywords: *Learning Approach, Indonesian Students, Assessment*

PENDAHULUAN

English is a tool for communicating verbally and writing. This ability is utilized to respond to or produce responsive social dialogue. Therefore, graduates can communicate and engage in discourse in English at a specific level of literacy, English courses are designed to enhance these skills. A reliable measuring instrument is needed to achieve these goals. The measuring tool is in the form of a test. Arikunto (2013:193) said, a test is a tool or procedure used to determine or measure something in a predetermined way and rules. As Sudijono (2015:67) defines the test as a method or procedure that the testees must accomplish, a value that symbolizes the testee can be

generated, which values it can be compared between one tester with another tester or specific common values.

Test can be a task to the testee so that the data obtained formed through rules and can be used as material for comparison to other testers or to specific common values which in the school context are called KKM (Passing Grade). However, in the learning context, students seem to have a different approach to learning according to their knowledge about the examination form, whether the exam will employ a multiple-choice test by selecting the correct answer or an essay type that requires description and explanation. In practice, students often prefer multiple-choice rather than an essay. Various reason is delivered in these preferences. Multiple-choice is an easy test, and different techniques can be adopted in answering, guessing the main idea, and many more. In contrast, students unpreferred to essays. Zeidner (1987) (cited in Photopoulos et al., (2021) on his study shows that the most favourable exam is multiple-choice rather than an essay.

Preference for multiple-choice and essay connected with the learning approach, deep learning, and surface learning. Photopoulos et al. (2021) stated that the surface approach is more encouraged during multiple-choice tests because multiple-choice does not promote writing skills in students. Photopoulos et al. (2021) said essays are more promoted to be a deeper approach rather than multiple-choice. To summarize, multiple-choice uses a surface approach, while essay uses a deep approach. Experiential learning can be used in learning activities that use deep learning approaches. Students are encouraged to learn first-hand. In this technique, children can also be asked open-ended questions that lead them to find answers on their own, based on their cognitive capacities. Learning in this manner entails discovering material form. While the surface learning approach is a learning method in which students simply worry about how to acquire the highest possible score. Learning activities in this technique frequently do not allow pupils to learn on their own. In this method, the learning process does not include any student activity. This method teaches a number of fundamental skills. For instance, studying procedure text. Using the deep learning method, students can immediately practice the process text they create. When employing the surface learning method, students just acquire the meaning of procedure text, syntax, and sentence structure without delving into the learning process.

This current research exhibited notable distinctions when compared to the research conducted by Kaipa (2020) and Photopoulos et al. (2021). There are two primary distinctions to consider. Firstly, the location of the research conducted differs between the researcher and the two previous studies. The researcher conducted this research in a high school setting, whereas the previous studies were conducted in a university setting. Additionally, the researcher utilized a smaller sample size compared to the two previous researchers. Kaipa (2020) conducted a study with a sample size of 152 participants, while Photopoulos et al. (2021) had a sample size of 163 participants. The researcher's sample consisted of 77 participants. Conversely, the researcher was also endeavoring to ascertain optimal methodologies for approaching the acquisition of samples for this research. Regarding the research instrument, the researcher employed a questionnaire as the instrument, with the methodologies employed by two prior researchers. However, with an altered inquiry topic. This research was conducted to investigate individuals' preferences regarding their choice of exams. This factor served as the primary distinguishing characteristic in comparison to prior studies.

METHODS

This research employed a descriptive quantitative approach. This research design investigated the value of a dependent variable and independent variable. In this research, independent variable was preference of an assessment methods while dependent variable was students learning approach. The researcher only focused on analyzing how the variable works. As stated below, the researcher only described students' learning approaches, preferences, and assessment methods. Quantitative approach was employed to examine the independent and dependent variable in this investigation. Test and questionnaire are involved in this research approach (Sugiono, 2018). Questionnaire served as the measuring instrument for both independent and dependent variable in this research. The researcher took the population of all X students of State Senior High School in Riau (SSHSR). There are 12 classes, 45 students were enrolled in classes

10.1,10.4, 10.6, 10,8,10,10 and 10.12, while 46 students are enrolled in class 10.2, 10.3, 10.5, 10.7, 10.9 and 10.11. Total of population are 546 students. There are two teachers who teach in class 10. P-1 teaches from 10.1 to 10.4 and P-2, teaches from 10.5 to 10.12. Researcher randomly picked an online spinning wheel to gain a sample. Sample of this research was 91 students consisting of 45 students in 10.4 and 46 students in 10.5.

A questionnaire was employed as the research tool in this study. To address research question 1, the researcher developed 11 statements in the form of a questionnaire to determine research subject preferences for essay and multiple-choice exams. Each of number consisted of characteristic of multiple choice and essay preference. Participant who chose agree and strongly agree on number 13 until 17 would be categorized multiple choice test type preference, while chose agree and strongly agree on number 18 until 23 would be categorized essay test type preference. (See Appendix 5). Meanwhile, to address research question 2, the researcher created 9 statements in the form of a questionnaire to determine the research respondents' study approach. Each of number consisted of characteristic of surface learning and deep learning. Participant who chose agree and strongly agree on number 1,3,8, and 11 were categorized surface learning while chose agree and strongly agree on number 2,6,7,9 and 10 were categorized deep learning.

The questionnaire was validated by the assessment expert in 11th November 2022. Of 18 items, all were valid with 5 'items' to be added regarding participant test preferences. The five additions could be found in statements 19-23, which discussed participants' preferences for essay exams (if they answer agree and strongly agree) as well as participant preferences for multiple choice exams (if they answer disagree and strongly disagree). The researcher's blueprint was valid and could answer the research question with suggestions to re-organize the table and add some items to the questionnaire. Non-participants validity was held on State Senior High School in Riau (SSHSR), Indonesia on 1st December 2022 in classes 10.4 and 10.8 consisting of 65 participants (29 participants are from 10.4 and 35 participants are from 10.8). The result of validity (See Appendix 3) showed that from 23 item questions, 3 item questions (item number 4, 5, and 12) are invalid (p-value > 0,05) and should be omitted. On the 2nd January 2023 from 10.00 am to 11 am, questionnaire was filled out by 77 participants in two classes, 10.4 and 10.5. The data collected were then analyzed using Microsoft Excel with data analysis techniques on 3rd January 2023, from 08.00 am to 12.30 pm. On this research, closed-ended questionnaire was used. In analyzing the data, the researcher used a Likert scale to analyze each answer obtained. To evaluate data, Microsoft Excel 2019 was utilized. First, as indicated in Table 3.5, the researcher created a table to calculate the gain score for each participant. The score was calculated by multiplying the questionnaire response by the Linkert Scale score (Table 3.4). It would examine which question item had the greatest score once each sample had a score. These items would serve as the foundation for determining the results.

RESULTS AND DISCUSSION

In this study, researchers attempted to answer research questions regarding exam preferences and learning approaches owned by class 10 students at State Senior High School in Riau (SSHSR). The data presented below came from a questionnaire which consists of two parts, namely exam preference and learning approach. It was crucial to remember that each response in each part has its own category, notably the agree and disagree responses. Multiple choice preferences were indicated in the preferences section for the agree and strongly agree responses to questions 13 through 15 and disagree and strongly disagree responses to questions 16 through 23. In the essay preference category, responses were divided into two groups: those who strongly disagree and those who agree on the following numbers: 13–15; 16–23

Surface learning approaches were indicated in the learning approach section by the replies that strongly disagree and strongly agree on the following numbers: 1, 3, 8, and 11, and 2, 6, 7, and 9. Deep learning approaches were indicated by answers that disagree and strongly disagree on questions 1, 3, 8, and 11, and agree and highly agree on questions 2, 6, 7, and 9. The number of participants who filled out this questionnaire was 77 participants

Preference of an Assessment Method
Multiple-Choice test Preference
Table 1 indicated that items 13, multiple choice answer is rarely easy to guess were chosen agree and strongly agree by 59 participants. It meant that the participants agree and strongly agree with the statement that the most predictable test was multiple-choice. Item 14, "I prefer multiple choice test because it needed critical thinking to answer it", chosen by 40 participants. It meant that the participants agreed and strongly agreed with the statement that the test requires critical thinking is multiple-choice. However, in item 19, 1 participant disagree with statement of questioner, "I needed to think hard and critically when answering essay test" and also, in item 16, 17 participants disagree with the statement "I prefer essay test because it can tell what I think about".

Table 1. Multiple-choice preference

| Questionnaire item number | Participant answer | | | | Total |
	Strongly agree	Agree	Disagree	Strongly disagree	
13	24	35	Data on essay preference		59
14	16	24			40
15	19	34			53
16			11	6	17
17			11	2	13
18			13	1	14
19	Data on essay preference		1	0	1
20			0	1	1
21			1	0	1
22			2	0	2
23			2	0	2
Total	59	94	41	10	203

There were 17 participants believed that multiple choice required critical thinking and could express what they thought about when answered it. Item 15, "For me, I have better chance of getting good grades doing multiple choice test." Additionally, "agree and strongly agree" were chosen by 53 participants. It meant that the participants agreed and strongly agreed with the statement that the ease arrangement was a multiple-choice test. There were 13 participants disagreed with statement, "My skill in writing my opinion is good, so I prefer to do an essay test on item 17". It means that participant have good skill in writing opinion when answering multiple choice. The statement, "I get anxious when doing essay test on item 18", were chosen as disagree with 14 participants. It was indicated that the participant did not have difficulties on answering essay test but felt difficult on answering multiple choice.
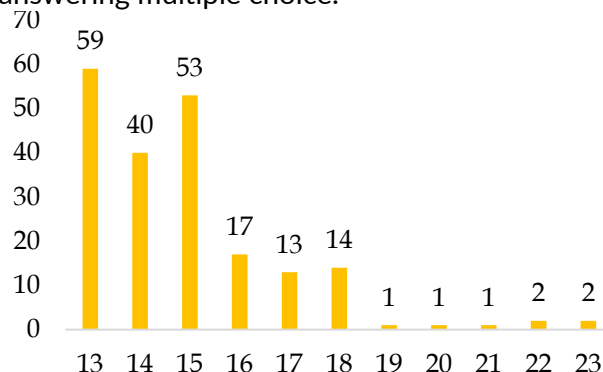

Figure 1. Multiple choice test preference of SSHSR

Statement on item 20, "For me, grammatical sentences must be a high priority in answering long essay test". Also, in item 21, "I have to reconsider the use of words in answering long essay test" were chosen as a disagree statement by 2 participants. Participant believed on this item, they

did not have taken high priority in grammatical sentence and did not have to reconsider the use of word in answering essay test but took it and reconsidered it in answering multiple choice. "I always think about cohesion and coherence answering a long essay test" statement on item 22 and "I must be careful with the use of comma, period, apostrophe and so on in writing an essay test" on item 23 were rejected by 4 participants. It meant that participant did not have to think about cohesion and coherence and did not take careful with mechanical writing on answering essay test, but they thought about it and took careful about it on answering multiple choice. The graph (see Figure 1.) describes the details. On Table 2 below, compared to multiple choice test, essay was preferred as predictable test and provided chance to achieve good score. Total of 6 participant shared their opinion on item 13, multiple choice answer sometimes was easy to guess and on item 15, "For me, I have better chance of getting good grades doing multiple choice test" by chose disagree and strongly disagree. There were 7 participants disagreed critical thinking are used to answer multiple choice. On item 14, "I prefer multiple choice test because it needs critical thinking to answer it". Instead of total of 89 participants agree critical thinking were used to answer essay test. On item 19, 58 participants agreed to statement, "I need to think hard and critically when answering essay test. In addition, in item 16, 31 participants agreed to statement, "I prefer essay test because it can tell what I think about". This happened because 30 participants had good skill in writing opinion when answering essay test when answering item 17, "my skill in writing my opinion is good, so I prefer to do an essay test".

Table 2. Essay test preference

Questionnaire item number	Participant answer				Total
	Strongly agree	Agree	Disagree	Strongly disagree	
13	Data on multiple		3	0	3
14	choice		6	1	7
15	preference		3	0	3
16	11	20			31
17	14	16			30
18	4	23			27
19	18	30	Data on multiple		58
20	23	42	choice preference		65
21	26	42			68
22	16	34			50
23	22	31			53
Total	134	238	12	1	395

There were 27 participants who have admitted they have anxiety in answering essay test rather than multiple choice. It was indicated by answering agree on item 18, I get anxious when doing essay test. There were 236 participants needed high priority on grammatical sentences, reconsidered the use of words in answering long essay test, thought about cohesion and coherence answering a long essay test. They were careful with mechanical writing on answering essay test. It was indicated by 65 participants respond agree on item 20, "For me, grammatical sentences must be a high priority in answering long essay test". There were 68 responses, agreeing on item 21, "I have to reconsider the use of words in answering long essay test". There 50 participants responded agree statement on item 22, "I always think about cohesion and coherence answering an long essay test," and 53 participants responded on item 23, "I must be careful with the use of comma, period, apostrophe and so on in writing an essay test".
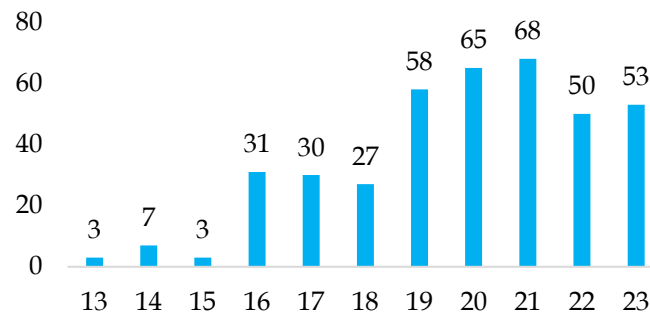
Figure 2. Essay test preference of class X in SSHSR

Table 3 showed multiple choice test and essay test were chosen by 248 participants, consisting of item 13, "Multiple choice answer sometimes is easy to guess' which was responded by 15 participants. There were 30 participants chose item 14, "I prefer multiple choice test because it needs critical thinking to answer it". Moreover, there were 18 participants in item 19, "I need to think hard and critically when answering essay test. There were 28 participants in item 16, "I prefer essay test because it can tell what I think about". Item 17, "My skill in writing my opinion is good, so I prefer to do an essay test" was responded by 34 participants. Item 15, "For me, I have better chance of getting good grades doing multiple choice" were responded by 21 participants.

Table 3. Essay test and multiple-choice test preference

Questioner item	Participant answer
13	15
14	30
15	21
16	28
17	34
18	36
19	18
20	11
21	8
22	25
23	22
Total	248

Item number 20, "For me, grammatical sentences must be a high priority in answering long essay test" was responded by 11 participants. Item 21, "I have to reconsider the use of words in answering long essay test" was responded by 8 participants. Item 22, "I have to reconsider the use of words in answering long essay test" was responded by 25 participants. Item 23, "I must be careful with the use of comma, period, apostrophe and so on in writing an essay test" was responded by 22 participants. Item 18, "I get anxious when doing essay test" was responded by 36 participants. It means that 248 participants felt that both essays and multiple-choice were the most predictable and foreseeable. It was believed that participants viewed essays, and multiple-choice tests easy to arrange and simple to organize. Also, participant believed that critical thinking in multiple-choice and essays were required and needed. It happened because participants could show and express ideas and opinions through multiple-choice test and essays test. For anxiety, participants had more significant anxiety and worry in both test because they were afraid and worried about not passing the exam. In answering test, participants sometimes required and obeyed simultaneously about grammatical structure, diction, writing mechanism and coherence and cohesion when answering multiple-choice. For more detail, take a look at the graph below.
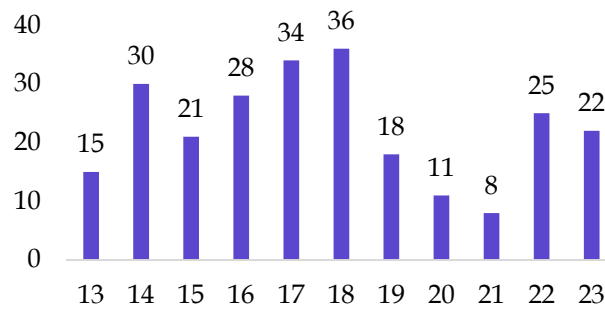
Bar chart values (x-axis labels 13–23):
13: 15, 14: 30, 15: 21, 16: 28, 17: 34, 18: 36, 19: 18, 20: 11, 21: 8, 22: 25, 23: 22

Figure 3. Essay test and multiple-choice test preference of class X in SSHSR

Students Learning Approach
Surface Learning Approach

Table 5 indicated that in items 1, 3, 8, and 11, when the participants chose "agree and strongly agree," and in questionnaire items 2, 6, 7, 9, and 10, when the participants chose "disagree and strongly disagree," participants were categorized into surface learning approach. This categorization was based on characteristics of the surface learning approach. Some characteristics that the participants learned to get a better result (questionnaire item 1, when preparing for exam, I make summary of lesson material even though I do not fully understand the content of my summary. The only important to me get good result.), assuming all materials were not correlated (questionnaire item 2, Before exam, I re-learn lesson material and try to make a connection with other material to have better understanding of the lesson), learned with memorized material (questionnaire item 3, I tend to memorize lesson material according to the outline of the exam) and learned from practice in the book only (questionnaire item 6, when preparing for exam, it was not enough just read books, I always have a practice using question from the worksheet book).

Table 5. Student learning approach

Questionnaire item number	Participant answer				Total
	Strongly agree	Agree	Disagree	Strongly disagree	
1	24	16	Data on deep learning approach		40
2	Data on deep learning approach		2	1	3
3	23	26	Data on deep learning approach		49
6	Data on deep learning approach		2	1	3
7			6	3	9
8	8	13	Data on deep learning approach		21
9	Data on deep learning approach		9	4	13
10			0	1	1
11	15	35	Data on deep learning approach		50
Total	70	90	19	10	189

The other characteristics were that the participant did not require to make a sign on a new word (questioner item number 7, when making notes about learning material, I colorize with different colour and write down brief explanation of meaning about important parts), did not need to find out the new word with no meaning (questioner item number 8, when there is new word on book that I read, I only guest what it mean.), focused when learning (questioner item 9, I own book, YouTube video playlist and Google Search that are related with my lesson when preparing for exam), and ignored the keyword when answering a test (questionnaire item 10, when doing a test item, I try to find and understand key words of the test item).

Another characteristic was that they were challenging to answer tests that need to find synonyms (questionnaire item 11, In test item that need me to find synonyms or close meaning, I tend to answer with word which sound similar with test item). Questionnaire item 1, when preparing for exam, I make summary of lesson material even though I do not fully understand the content of my summary. The only important to me get good result. There were 40 participants learned to get better results. In item 2, three participants assumed all materials were unrelated. There were 49 participants learned with memorized material for questionnaire item 3. In item 6, three participants tend to learn from practice in a book only. nine participants for questionnaire item 7, did not require to make a sign on a new word.

Questionnaire items 9, there were 13 participants only had a book and focused on it when learning. There were 21 participants for questionnaire item 8 requiring a new word in a book. It was only a new word with no meaning. There was a participant in questionnaire item 10 when answering a test, only focused on an answer and not focus on a keyword. There were 50 participants in item 11 who felt difficult to answer test requiring synonyms. In order to have specific information about the passage below, pay attention to the graph below.
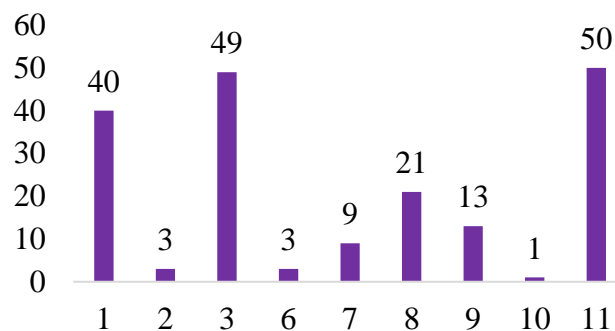

Figure 4. Surface approach of class X in SSHSR

Deep Learning Approach

Table 6 showed items 2, 6, 7, 9, and 10 in the questionnaire when the participants chose "agree and strongly agree" and items 1, 3, 8, and 11 in the questionnaire when the participants chose "disagree and strongly disagree," they indicated deep learning approach. Participants learned to tend to seek what is a study that they get to have a meaning for the future (questionnaire item 1, when preparing for exam, I make summary of lesson material even though I do not fully understand the content of my summary. The only important to me get good result), and participants felt all the materials were correlated with one another (questionnaire item 2, Before exam, I re-learn lesson material and try to make a connection with other material to have better understanding of the lesson).

Table 6. Deep learning approach

Questionnaire item number	Participant answer				Total
	Strongly agree	Agree	Disagree	Strongly disagree	
1	Data on surface learning approach		6	1	7

Questionnaire item number	Participant answer				Total
	Strongly agree	Agree	Disagree	Strongly disagree	
2	31	34	Data on surface learning approach		65
3	Data on surface learning approach		3	1	4
6	29	24	Data on surface learning approach		53
7	27	24			51
8	Data on surface learning approach		20	5	25
9	11	22	Data on surface learning approach		33
10	28	36			64
11	Data on surface learning approach		1	0	1
Total	126	140	30	7	303

Participants learned without memorizing it, but they preferred to search for what are correlations between other materials and search for what is meaning inside the material (questionnaire item 3, I tend to memorize lesson material according to the outline of the exam). In addition, participants preferred to learn from practice in the book, the web, YouTube, and other sources (questionnaire item 6, when preparing for exam, it's not enough just read books, I always have a practice using question from the LKS book). They must make a sign on a new word because it has meaning (questioner item number 7, when making notes about learning material, I colorize with different colour and write down brief explanation of meaning about important parts). A new word in a book was one addition to the participants' vocabulary bank (item 8, questioner item number 8, When there is new word on book that I read, I only guest what it mean.); not only had the book, YouTube, web, and other sources when learning (questioner item 9, I own book, YouTube video playlist and Google Search that are related with my lesson when preparing for exam), but when answering a test, focus on the keyword (questionnaire item 10, when doing a test item, I try to find and understand key words of the test item), vocabulary bank that participants had, made it easy in answer test that needed to find a synonym (questionnaire item 11, In test item that need me to find synonyms or close meaning, I tend to answer with word which sound similar with test item).

The study found that 7 participants in item 1 learned to seek the word's meaning. In item 2, 65 participants felt all the materials were correlated. Item 3 in the questionnaire showed that 4 participants learned without memorizing it, but they were trying to search for the correlation between other materials and meaning inside the material. Of 53 for item 6 tend to learn from practice in the book, the web, YouTube, and other sources. 51 participants in items 7 have to make a sign on a new word because it has meaning.

On item number 8, 25 participants considered that a new word in a book is one addition to the participants' vocabulary bank. The finding also showed that 33 participants for item 9 did not only have the book but also YouTube, the web, and other sources when learning. In item 10, 64 participants when answering a test, focused on the keyword. Solely one participant had a vocabulary bank, making it easy to answer tests that needed synonyms. For more detail, take a look at the graph below.
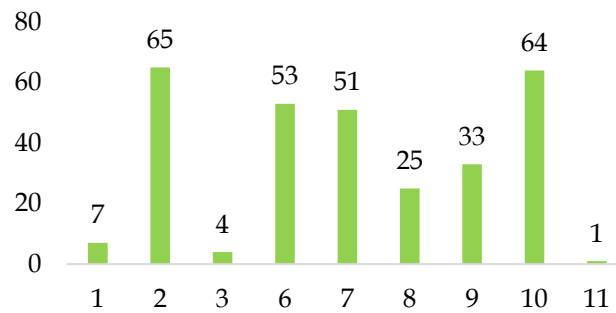
Figure 5. Deep approach of class X in SSHSR

Surface and Deep Learning Approach

From Table 7, there were 199 participant that had approach on deep learning approach and surface learning approach. It was indicated by item 1, "when preparing for exam, I make summary of lesson material even though I do not fully understand the content of my summary". "The only important to me get good result" was responded to by 30 participants. On item 2, "Before exam, I re-learn lesson material and try to make a connection with other material to have better understanding of the lesson" was responded by 9 participants.

Item 3, I tend to memorize lesson material according to the outline of the exam answered by 23 participants. Questionnaire item 6, "when preparing for exam, it is not enough just read books, I always have a practice using question from the LKS book" answered by 21 participants. There were 17 participants for questionnaire item 7, "When making notes about learning material, I colorize with different colour and write down brief explanation of meaning about important parts". There were 31 participants for item 8, "When there is new word on book that I read, I only guest what it means". Questionnaire item 9, "I own book, YouTube video playlist and Google Search that are related with my lesson when preparing for exam" was responded by 31 participants. There were 12 participants in questionnaire item 10, "When doing a test item, I try to find and understand key words of the test item". There were 25 participants in item 11, "In test item that need me to find synonyms or close meaning, I tend to answer with word which sound similar with test item".

Indicators above mean that participant learn for search better future but not forget to achieve good grade. It was supported by assumption of that all materials sometimes were not correlated or sometimes correlated and occasionally learned with memorized materials and occasionally searched for the correlation between other material and the meaning inside. In learning, participant learned from practices in the book and focus on it but they also learn in web, YouTube, and other sources.
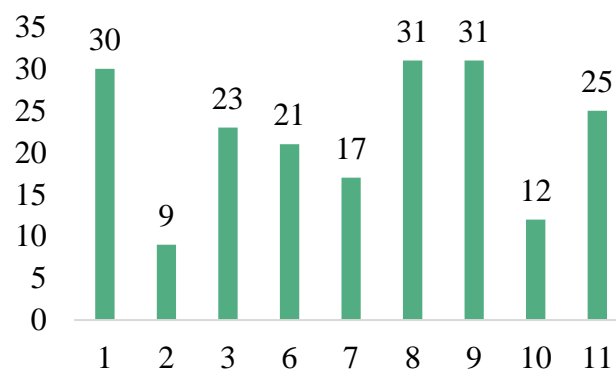

Figure 6. Surface approach and deep approach of class X in SSHSR

When facing with new word, participant sometimes did not have to make a sign and sometimes had to make a sign on the new word for having a meaning. It happened because they sometimes that new word it just a new word but sometimes they feel new word in a book could be one addition to their vocabulary bank. When answering a test, participant only focus on the answer and not focus on other aspects (keyword) but sometimes focus it. Dealing with tests that

need to find a synonym, sometimes participants were struggle to answer it but sometimes they can answer it. For more detail, see Figure 6.

DISCUSSION
Preference of an Assessment methods
Multiple-choice test Preference

Part B of the questionnaire which was distributed to 77 participants to identify preferences for multiple choice and essay exams found a total of 203 participant answers stating that they had a preference for multiple choice. When compared with the 3 preferences in this study this figure ranks 3rd or the least among the essay exam preferences and multiple choice and essay preferences. Among the 11 Questionnaire statement items, item number 13, is an item that gives participants a view of whether the multiple-choice exam is easy to guess or is it an essay exam that is easy to guess. As a result, as many as 59 participants (77% of the total participants) gave the view that the multiple-choice exam is an exam that is easy to guess. Sholikhah (2020) stated advantages of multiple choice are the material tested can cover the majority of the learning resources that have been provided, the answer keys make it simple and quick to examine student responses. And when ensuring that the assessment is objective each question has a clear right or wrong response. And disadvantages of multiple choice by Sholikhah, (2020) is item number 15, an item that explores their view of whether an exam that provides an opportunity to get good grades is a multiple-choice exam or an essay exam. A total of 53 participants (69% of the total participants) had the view that the opportunity to get good grades was found by taking multiple choice exams. The chance of students guessing answers is fairly high, and their thought processes cannot be clearly shown.

Item number 14 presents opinions on whether participants need critical thinking skills to answer multiple choice questions or even essay questions. It was identified that 40 participants (52% of the total participants) thought that they needed critical thinking skills to answer multiple choice questions. Participants are pushed to consider all of the options in a question by producing better responses when responses are well written. On an exam, the test creators restrict participants' critical thinking to a small number of (4-5) answers. Usually, multiple choice is used to gauge a student's depth of knowledge. Roster (2020) reveal that some strategies for having critical thinking in multiple choice, Test designer must construct every response seem logical, offer multiple solutions that are correct, Offer new instances rather than simply restating the text., Request a brief rationale from pupils for their response. Also, test designer can remove the "all/none of the above" option and remove the "always" and "never" responses. Test designer also should maintain a consistent length for each multiple-choice answer (Roster, 2020).

Here is an illustration of multiple-choice question on an exam that provide students to critically think about their choice. In the question, students were given data (like dissolved oxygen, etc.) from eight ponds. They were asked to choose which pond(s) were polluted accidentally by a turned over sewage truck (don't ask how that happened). With only the data to go on, students had to "remember" the indications in a water sample for a load of organic fertilizer. This was a novel situation, though they had discussions about water samples and pollution previously.

Essay test preference

In the same Questionnaire section, it was found that the essay preferences had the highest total answers among the 3 preferences. The total answers for essay preferences were 395 total participant answers. This is quite high compared to the 3 preferences in this study. For the item that was identified the most among the 11 statement items was item number 21, which gave participants the opinion that participants would reconsider the choice of words they used in answering long description or multiple-choice questions. There were 68 participants (88% of the total participants) who thought that when answering essay questions, they reconsidered the choice of words they used. Item number 20, draws opinion on whether sentence structure should be a top priority in answering long essay questions or multiple-choice questions. identified as many as 65 participants (84% of the total participants) thought that in answering long description questions, sentence structure was their top priority. Septiningrum (2021) on his research result show that

from her interview of 100 participant, 45 participant stated that they can entertain reader and get good result if they obey the sentence structure (included grammatical structure).

For item number 19, offering opinions when answering long or short exams or multiple choice requires deep thinking is used, 58 participants (75% of the total participants) need to think deeply when answering long and short essay questions. This agrees wit Zubaidah et.al (2020), students can are highly use critical thinking in essay test. On his result also, stated that students through use of critical thinking can express participant opinion. Hasnawati (2020), essay tests have several advantages; Students can structure their responses based on their own opinions, Students can make educated guesses as to the answers to questions, This test is ideal for assessing and evaluating the outcomes of a complex learning process that is difficult to assess using objective tests, The sentences show the pupils' accuracy and correctness, Because the answers are given in the words and phrases themselves, this test can be used to learn building sentences in proper grammar, can teach students to pick important facts to the topic, but it is difficult to analyze effectively structuring them so that they may articulate a fully integrated idea conclusion and The benefits of the essay test are particularly effective in increasing students' thinking skills in expression to get higher learning outcomes. Essay tests allow each test taker to display his thinking capability, demonstrating the ability to think complexly.

Essay test and multiple-choice test preference

In section B, essay and multiple-choice preferences can also be identified. The number of identified preferences shows that as many as 248 total participant answers have this preference. Of the 11 question items given by 77 participants, it can be seen that there were question items that dominated among the 11 items. Item number 18, the item giving their opinion will be anxious when facing an essay exam or even a multiple-choice exam. As a result, 36 participants (47% of the total participants) gave their opinion that they would be anxious when facing essay and multiple-choice exams. Alice (2022) on his research result on high school. She found that sometime have anxiety in essay test and sometimes multiple-choice. anxiety in essay comes from factor of inability to form idea, a physical struggle to manifest word on the paper, fear of not meeting expectation, and the most hight factor are lack of vocabulary among the test taker.

The next item that was dominated by the participants in choosing was item number 17, item which gave the view that the reason they chose the essay and multiple-choice exam was because they had the ability to express their opinion in answering it. 34 participants (44% of the total participants) gave the view that in any type of exam, both essay and multiple-choice exams, they were still able to express their opinion in answering it. In item 13, it can be seen that there is a dominance of voters regarding the statement that their views on the need to use critical thinking skills are printed when answering multiple choice exams or it could be when answering essays. There were 30 participants who chose this item (39% of the total participants). This means that on essay exams or multiple-choice exams they need to think critically.

Students Learning Approach
Surface Learning Approach

In the Questionnaire item part, A where this section identifies what approach is dominantly owned by the participant. There are 9 statement items where the 9 items are divided into 2 learning approaches. deep learning approach as well as surface learning approach. For items number 1,3,8 and 11 discuss the surface learning approach. while for item numbers 2,6,7,9 and 10 it discusses the deep learning approach. In items number 1,3,8 and 11, the dominance of the participant in answering lies in item number 11, item which describes one of the characteristics of the learner with a deep learning approach.

The characteristic of this item is that the learner will look for the meaning of the same sound as the problem when dealing with questions looking for meaning. As many as 50 participants (65% of the total participants) admitted that they were looking for the same meaning as the sound of the problem when dealing with questions looking for meaning. The dominant second item is item number 3, which describes that participants who have surface learning will memorize the material according to the grid that will be tested when facing the exam. There were 49 participants (64% of

the total participants) who admitted that they memorized the material according to the grid that would be tested when facing the exam.

Then there is item number 1, which characterizes surface approach learners who will learn because they are motivated to pursue good grades but are not motivated to seek learning experiences. 40 participants (52% of the total participants) admitted that their motivation to study was to achieve good grades but were not motivated to seek learning experiences.

This finding is consistent with the characteristics of the surface learning approach put forward by Hasanah (2022) stated Students that adopt the surface approach will be motivated to study as a result of external (extrinsic) encouragement, such as the fear of failing, which causes them to feel embarrassed. As a result, the learning method is easygoing, as long as the material is memorized, and does not place a premium on deep understanding. Moreover, Marton and Saljo (1976) stated that in surface learning, learners focus on the external goal to get a better result and tend to memorize a material instead of trying to understand what the material is.

Deep Learning Approach

For item number items 2,6,7,9 and 10 discuss the deep learning approach. The researcher saw that there was a dominance in items number 2, 10, and 6. Where in item number 2 which characterizes learners with an in-depth approach, they will try to make connections with the material to gain a deeper understanding of the lesson in a preparatory situation for the exam. in the preparation situation for the exam by 65 participants (84 % of the total participants) will try to make connections with the material to gain a deeper understanding of the lesson. For item number 10, in which this item characterizes a deep learner approach learners will tend to try to find and understand keywords when answering questions. 64 participants (83% of the total participants) admitted that when they answered they tended to try to find and understand the keywords in the question.

In item number 6 which characterizes deep learners will not be enough with 1 learning source but they will need other learning sources such as Youtube, Google or other books that are still relevant. As many as 53 participants (69% of the total participants) admitted that they needed other learning resources such as Youtube, Google or other books that were still relevant when studying. This is consistent with the characteristics of the deep learning approach proposed by Hasanah (2022) that students who take the deep method, on the other hand, learn the information because they are interested in it and require it (intrinsic). As a result, the learning approach is serious, with a focus on properly understanding the content and considering how to apply it. For these students, graduating with good grades is vital, but possessing a wealth of knowledge that will be beneficial in their life is even more crucial. Moreover, Marton and Saljo (1976) stated that in the deep learning approach, learners are eager to understand more about the material. Because of that, learners tend to have many sources. The learner with this approach learns because they want to have an experience and prepare for their future.

Surface and Deep Learning Approach

In items number 8 and 9 where this item discusses students will guess the difficult words they encounter when reading (for item number 8) and also students will have lots of reading resources when preparing for exams. there were as many as 31 participants (40% of the total participants) tended to guess and would find out about the difficult words they encountered when reading (for item number 8) and occasionally had 1 reading source and occasionally had a lot of reading material when preparing for exams. In item number 1, participants gave their opinion whether their motivation to study was to get grades or to gain learning experience. In this item, there were 30 participants (39% of the total participants) giving the opinion that their motivation to study was to get grades as well as gain learning experience. Item 12 participants gave their opinion whether when they answered questions that were looking for meaning, participants tended to look for meanings that sounded the same or had the same meaning as the questions. In this item, it was found that there were 25 participants (32% of the total participants) when answering questions that were looking for meaning, participants tended to look for meanings that sounded the same and had the same meaning as the questions.

CONCLUSION

The questionnaire result shows from 77 participants in preference, 395 participants prefer essay test, 248 participants prefer multiple choice test, and 203 participants prefer essay and multiple-choice test. This mean that on class X in SSHSR preferred to assess with essay test. This result also showed that on assessing essay test participant tend to have reconsidered the choice of words they used and also have top priority in sentence structure and think deeply when answering long and short essay questions. For preference results are not the same as previous research studies, Kaipa (2020) and Photopoulos et al. (2021), who say multiple-choice is preferred over Essay. For learning approach, 303 participants are deep approach learner, 199 participants are surface approach learner, and 189 participants are deep and surface approach learner. This result were shown by major characteristic class X in SSHSR. First major characteristic was participant try to make connections with the material to gain a deeper understanding of the lesson. Mostly participant tended try to find and understand the keywords in the question. In this situation when answering an essay test. Mostly participants also needed other learning resources such as Youtube, Google or other books that were still relevant when studying. For learning approach, Santosa et al. (2021) in their research stated that senior high school students tend to be in deep learning approach.

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