

# TRUE-FALSE AND MATCHING TEST ON STUDENTS ACHIEVEMENT IN ENGLISH

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## ABSTRACT

*The aims of this research were : 1) To know the students' achievement in English evaluated by true-false test, 2) To know the students' achievement in English evaluated by matching test. This research is a quantitative research, where the total of population consisted of 4 classes. Furthermore, the sample were taken by using cluster random sampling technique. The total of sample were 72 students which consists of two classes. The instrument of this research was test. In analyzing the data, the researcher used T-test Formula of statistic. There was a significant difference between students' achievement evaluated by true-false test and matching test. Furthermore, by looking for average score (mean), it can be seen that the students' achievement evaluated by true-false test was higher than students' achievement evaluated by matching test.*

## 1. Background

Learning is a process of efforts to acquire a new behaviour changes as a whole, as a result of his own experience in interaction with the environment. Learning is a complex event, many factors and conditions involved in it. Each factor is closely related to other factors jointly; it also influences the process and the result of learning activity will be achieved. There are two factors that influence students' achievement. They are internal and external factors. Internal factor is the factor which exists in students' own selves, while external factor is the condition of environment outside of students. One of external factor which affects students' achievement is school and all

elements found in it, like the teacher that hold an important role in learning process.

A component of learning process is evaluation. In learning process, one step must be taken by the teacher is evaluation. It means evaluation is very important in teaching learning process. Evaluation is a deliberate attempt to allow a person (student) experienced growth through the learning process. It is also an activity or process to assess things. To determine the value of something that is being assessed in evaluation, we must use a test as the instrument of evaluation. Test is an instrument or procedure used to determine or measure something which related with value. In general, the test differentiated into two forms, namely the subjective tests and objective tests. The kinds of objective

test are true-false, matching, and completion test. In this discussion, the writer limited the problem that once a variable is a discussion about the objective tests that is completely true false and matching test.

True-false test is the type of tests that matter-because the form of a statement (statement), there is right and wrong statement. Students who were asked in charge of marking each question with a question mark it by circling the letter T if it is true and the letter F if it is false. While the test match we can replace with the term equalize, match, or pair. Matching test consists of a series of questions and a series of answers. Each question contained the true answer in the series of answers. Students' task is to find and place the answer, so in accordance with the question. Dealing with the background of study, the writer formulated the problem of the reasearch as follows, how is the students' achievement in English evaluated by true-false test and matching test?

## 2. Evaluation in Education

Harold (1971) stated that evaluation is a process of education which makes use of measurement techniques which, when applied to either the product or process, result in both qualitative and quantitative data expressed in both subjective and objective manner and used for comparisons with preconceived criteria. On the other hand, Anas (2005) argued that as for "evaluation" is includes two activities that have been raised earlier, it includes "measurement" and "assessment". Evaluation is an activity or process to assess things. To determine the value of something that is being assessed, measurement

must be done. So, an instrument of that measurement is a test.

The term "test" is taken from the word "testum" a sense in Old French which means the plate to set aside precious metals. Some are interpreted as a dish made from ground. Arikunto (2009) stated that the test is a tool or procedures used to determine or measure something in the atmosphere, with the way and the rules that have been determined. To do this test depends on the instructions given for example: circling the correct answer, explain the answer, crossing out the wrong answer, perform tasks or errands, answering verbally, and so forth.

Slameto (1988) stated that the meaning of achievement test is a group of questions or tasks that must be answered or solved by the students with the aim to measure students' progress.

### 1. Essay Test/Subjective Test

Essay is also often known as the subjective test (subjective test). It is one type of achievement test that has certain characteristics.

### 2. Objective Test

Objective tests require a brief response of recall or recognition and generally are concerned with smaller information. Objective test is also known as short-answer test (short answer test), testing for "yes-no" (yes-no test) and a new model test (new-type test). It is one type of test which consists of grain- point items that can be answered by the tested with choosing one (or more) between several possible answers that have been attached to the respective items; or write (fill) the

answer in the form of words or specific symbols in place which has been provided for each item in question.

### 3. Definition of True-False Test

Stanley (1964) declared that an alternative-response test is made up of items which each permit only two possible responses. The usual forms are the familiar true-false test. Others similar forms are right-wrong, correct-incorrect, yes-no, same-opposite, and two-option multiple choices. True-false test is a statement which contains two options, namely true or false. The students asked to determine their choice about the questions or statements which asked in the instruction of exercise. One function of this test is to measure the students' ability in distinguish between fact and opinion. This test more used to measure the students' ability in identifying information based on a simple connection. Stanley and Marvin stated that true-false test item is nothing more than a declarative statement to which the student responds in one of two ways-the statement is true or it is false. Occasionally, the statement is so worded that it is more convenient to ask the student to respond with "Right" or "Wrong" rather than "True" or "False". Moreover, changing the declarative statement to a question need not necessarily increase the number of possible responses. In these instances, the question can be phrased so that a "Yes" or "No" response is requested.

True-false items cannot be depended on to provide valid information on students' achievements unless the students are first taught the meaning of the

phrases true-statement and false statement. Teachers sometimes choose a true/false format because they think the items will be easy to score and the statements can be readily developed. Surely true/false items are easy to score, but developing the statements and training students to take true/false items are difficult tasks (James: 1990).

True-false test often known as an objective test of "yes-no" (yes-no test). True-false test is an objective test which the form of items is statement. There are true statement and false statement. Here the task of tested is signing a particular symbol or cross out the letter T if the statement is true, or signing specific symbol or cross out the letter F is wrong. Thus, the form of objective tests is sentence or statement which containing two possibilities of the answer; they are true or false, and the tested was asked to determine an opinion on these statements as defined by the instructions above how to do the test.

### 4. Definition of Matching Test

James (1990) stated that matching items are a common variation of the multiple-choice format. A matching item presents students with two lists and the task of associating each entry of one list with an entry from the second list. The matching test item in its simplest form consists of two lists of items and a set of instructions for matching each of the items in the first with one in the second. The first is known as a list of *premises*; the second is the list of *responses*. The instructions explain how the students are to match each premise with one or more of the responses. Premises and responses may be



statements, names of peoples or places, titles of works of art, dates, formulas, and symbols, even parts of a picture or drawing. They may vary greatly but will tend to be homogeneous within a given list. Usually the length of each premise or response is (and should be) relatively short, perhaps no longer than a word or two. In some matching exercises, the number of premises and responses in the same in each response can be used only once; this is a "perfect matching" exercise. In other instances some responses do not match any of the premises; this is an "imperfect matching" exercise. An "imperfect matching" exercise can be constructed by making the list of responses longer than the list of premises or, if the lists are of equal length, by including some responses that must be used more than once.

Matching test commonly known as the match, looking for a partner, adjust, match, and compare test. Matching test can be changed by suitable term. Matching test consists of a set of question and a set of answer. Every question has answer that is in set of answer.

## 5. Population and Sample

Population is the generalization which consists of objects/subjects who have certain qualities and characteristics that set by the writers to learn and then take the conclusions. Population is the whole subject of research. So, the population of this research were all students of class X as many as 142 students. According to Sugiyono, sample is part of the number and characteristics possessed by the population. Syahrudin and Salim (2007) stated that sample is a part of population

that is as research object. On the other hand, Indra Jaya (2010) explains that sample is a part of amount and characteristic that has the population. Based on the opinion above the sample of this research were a population study. The writer took the sample by using Cluster *Random Sampling*. It's mean that the writer taking two classes as the sample from four classes randomly. They are class X-1 and X-3 with the total is 72 students.

### a. Students' Achievement in English Evaluated by True-False Test

Students' achievement in English when evaluated by true-false test at MAN Sidikalang shows that the lowest score is 40 and the highest score is 90. The complete scores can be seen at the following table:

No	Name	Score
1	Alvin Khaira	70
2	Andania Gajah	90
3	Bella Monika	70
4	Cakra Syahputra Sir	80
5	Eka Elpida Sari	70
6	Friska Situngkir	60
7	Halimatussa'diah	40
8	Haryanti. D	60
9	Ilham Sholeh	90
10	Irma Yanti. D	50
11	Julius Stg.	70
12	Kharissa'adah	70
13	M. Arif Husein. G	60
14	M. Arsyad Bayazid	90
15	M. Diky Andika	70
16	M. Irham Maha	70
17	M. sura Pelima. B	90
18	Mariah Karina. G	70

19	Meyyeshy. M	
20	Mirawahni. Gtg	90
21	Murni Banurea	50
22	Nurjannah. M	90
23	Nuryahnita	60
24	Robbyansyah	80
25	Safrini Limbong	60
26	Sangapta Girsang	90
27	Siti Rohma Munthe	40
28	Sri Marlina. Rtg	80
29	Sunartina Manik	80
30	Susi Susanti. A	70
31	Titik Puji Lestari	80
32	Tiya Nariadi. S	60
33	Torus Sarjono Lingga	80
34	Tria Susnita. M	90
35	Yanti Bintang	70
36	Yayang Zhulaini	40
		80

b. Students' Achievement in English Evaluated by Matching Test

Students' achievement in English when evaluated by matching test at MAN Sidikalang shows that the lowest score is 40 and the highest score is 100. The complete scores can be seen at the following table:

No	Name	Score
1	Agustina Sagala	80
2	Alexandro	60
3	Ani Rafikah	60
4	Canra H. Pinayungan	70
5	Doni Alfian Capah	50
6	Doni Kurniawan	40
7	Dosniati Angkat	90
	Eka Putri Purnama	
8	Yanti	80
9	Fauziah	50

10	Fitriani Maha	70
11	Ika Putri Hariyati. S	80
12	Junairah	50
13	Juwita Putri Padang	40
14	Lasma Manik	50
15	Nenni Khamsani. S	70
16	Nia Elvina Padang	50
17	Nurhidayah	70
18	Nurifahmi	50
19	Nurleli Kudadiri	40
20	Putri Nuraisah	80
21	Rahena Tinambunan	60
22	Ramadhan Banurea	50
23	Rayadi Sahputra	100
24	Rika Masriah	60
25	Risky Fajar	60
26	Ropanta Maibang	40
27	Salamah Maibang	60
28	Sartika Padang	70
29	Sawaliyah	90
30	Silfa Yani Siregar	60
31	Siti Hajar Sagala	80
32	Sri Handayani	60
33	Sri Wahyu	70
34	Susanti	50
35	Susanti Sagala	80
36	Zarabiatul M. Lubis	70

## 6. Discussion

Based on calculation and analyzing data above, finding of research can be showed as follows:

1. Students' achievement evaluated by true-false test got average  $(\bar{X}_1) = 71,11$ , variant ( $S^2$ ) is 227,30 and standard deviation ( $S$ ) is 15,07
2. Students' achievement evaluated by matching test got average  $(\bar{X}_2) = 63,61$ ,

variant ( $S^2$ ) is 240,87 and standard deviation ( $S$ ) is 15,51.

The result of research shows that students' achievement evaluated by true-false test is higher than students' achievement evaluated by matching test. This fact is caused of the students more concentrate in doing true-false test. That result got by analyzing the data of the students' score which tested to the samples. With the distribution of two kinds of test to two groups of samples at man sidikalang that aim to know the comparison of students' achievement, so mean of the students' achievement evaluated by true-false test as the first sample is 71,11 and the mean of students' achievement evaluated by matching test as the second sample is 63,61. Furthermore, normality and homogeneity test show that the data is normal and the sample is also homogen. And then, the result verification which shows that there is a significant difference between true-false and matching test on the students' achievement is done with t-test. The result of this test with total  $n=36$  from each sample, and  $dk\ 36+36-2$  got  $t_{(0,05)(70)} = 1,667$ ; so got  $t_{calculate}\ 2,136$ . So that, the result of analysis shows that students' achievement evaluated by true-false test has the difference significant with the students' achievement evaluated by matching test.

## 7. Conclusion

Based on the description, the writer concludes that students' achievement at class X<sup>1</sup> that evaluated by true-false test get the average score 71,11 with the highest score is 90 and the lowest score is 40 from total items are 10. On the other hand,

students' achievement at class X<sup>2</sup> that evaluated by matching test get the average score 63,61 with the highest score is 90 and the lowest score is 40 from total items are 10.

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