

## A COMPARATIVE STUDY OF THE STUDENTS' ACHIEVEMENT ON READING BETWEEN USING MULTIPLE CHOICE TEST AND ESSAY TEST; A CASE STUDY AT THE SECOND YEAR STUDENTS OF SMPN 1 JANAPRIA IN ACADEMIC YEAR 2022/2023

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#### ABSTRACT

This research entitle Comparative Study of the Students' Achievement on Reading Between Using Multiple Choice Test and Essay Test; A Case Study at Second Year Students of SMPN Negeri 1 Janapria in Academic Year 2022/2023. It was aimed to know difference on students' achievement on reading between using multiple choice and essay test at the second year students of SMP Negeri 1 Janapria in Academic Year 2022/2023 and factors that promote the effectiveness of students' achievement on reading between using multiple choice and essay test. The sample in this investigation consists of 28 students. The data are collected using test, namely essay test and multiple choice test. The researcher administered the essay test which consists of 20 items and multiple choice test which consists of 20 items. The result of using multiple choice test and essay test are analyzed by  $r = 0.484$  and mean score of both are multiple choice(X)= 71.79, essay test (Y) = 65.57 and the value of  $t = 2.82$ . Based on the explanation above, it is concluded that there was difference on students' achievement of the students who were taught by using multiple choice test than those who were taught by using essay test.



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### INTRODUCTION

Language is a means of communicating thoughts and feelings ( Maia & Santos, 2018). It is a system of arbitrary vocal symbols, such as voice sound, gestures, or written symbols (Hans, 2013). Language is very important for us because language has so many functions in our life. A large number of examinations held by the government or school now-days deal with the effort on minimizing the involvement of highly subjectivity of the score. Therefore, tests or exam in the past were completely done objectively. The tests items such us on national or regional examinations were performed on objective test types. Since a number of types of tests with several varied and particular objectives whether to measure proficiency,

achievement, or others are administered to students, it is clearly essential to inquire their reliability to assure future evaluation.

Selecting appropriate techniques and instrument of language assessment, moreover, is a complex matter as several considerations emerge when constructing them such as the level of difficulty, validity, reliability, type of instrument, objectives, and other considerations (Heaton, 1975). In this study, two types of tests including multiple choice items and essay test are chosen as two instruments to be compared in terms of reliability. One of which is commonly categorized as multiple choice and it is deliberately assumed that multiple choice test have greater tendency of being reliable.

Essay test is more challenging or worthier when we want to judge or to discriminate one's capability on certain subject (Quaigrain & Arhin, 2017). The way of how the test forming their ideas, connecting with how they formulate their previous knowledge directly, without any highly speculate of guessing such as promoting by multiple choice test, proved the Excellency of essay test. In fact, our reading classes in recent days especially when we consult to the text books used by the English teacher comprises these two major types of test. Some passages are followed by a number of essay test items, while some others are accompanied by several objective test items, and some other else asked students to do the tasks which need short answer as well as the longer ones. It absolutely means that the students as well as the teacher have already deal with these two types of test.

However, when we come to the students' test result, some students found it difficult to answer some essay questions. Even though they try to answer the question, however their reasons, opinions and sequence of sentences sometimes are ambiguous. Similarly, some weak students' also encountered difficulties in answering some multiple choice test items, especially the reference types and the main idea of the paragraph (Fitriani, 2009). In short, it is quite difficult to decide which type of test that the most proper to the students regarding their effort in improving their comprehension. Therefore, it inspires the writer to get worth conducting a research dealing with this phenomena and the writer also wants know in depth about educational assessment. As we know that two of the five major objectives of language teaching in measuring students' ability are to diagnose the individual's specific strengths and weaknesses and to measure the extent of students' achievement of the instructional goals.

In reading classes, English reading teachers and students encountered some of reading types, such as literal reading, interpretative reading, critical reading, creative reading and so forth. In any reading, such as the term comprehension is the end product of the activity. Some students' comprehend reading materials under slow and relaxing efforts, but under a test, or a pressure time, the readers do not always have wonderful time for reading. Therefore, we often read quickly or by reading and comprehending materials as fast as possible. Such a kind of reading activity in a communicative classroom and this reading is called timed reading or speed reading (Mardiyanti, 2009) On the other hand, reading without comprehension is meaningless. Therefore, according to Mardiyanti, (2009) in order to comprehend the reading text passages, the readers have to know the exact meaning of the texts. There are some of techniques applied by the teacher that hopefully could help students to comprehend reading text. The difficulties faced by the students in SMPN Negeri 1 Janapria in Academic Year 2022/2023 particularly in reading. This condition makes interesting to conduct a research on the matter.

## **METHODE**

This was a comparative study in nature, which compared students' achievement on reading between using multiple choice test and essay test. Comparative study is defined as a study in which the researcher attempts to analytically find out the similarities as well as the differences between two or more variables (Arikunto 2010). In this case, the variables to be compared were the reliability of multiple choice items and the reliability of essay test. The method used in this research was comparative research. Meanwhile for the sake of data

collection, testing method completely applied, instead of other supporting resources. Then, the data obtained later wisely analyzed by applying basic statistical computation.

To obtain the data needed in this researcher, the writer investigated the object by conducting a test. The test showed students' achievement on reading comprehension between using multiple choice and essay test. The students instructed to read passage and answer multiple choice tests and essay test. The data for this study taken from student's reading test, using multiple choice tests and essay tests. To get clear information about test items, the test instrument covered four text passages. Each passage contained ten questions. It also meant there were items on essay type and 5 items also in multiple choice items. Therefore, the students encountered 20 essay items and 20 multiple choice items.

After getting the data in the form of students' score both in essay and multiple choices then the writer applied the Sperman Brown formula to know the different on students' achievement on reading. The formula was:

$$r_s = (rho) = 1 - \frac{6 \times D^2}{n(n^2 - 1)}$$

(Irianto, 1988)

Then it comes to the computation of significant correlation (t). For the sake of computation the correlation significant, the writer used the formula shown as follows:

$$t = r_s \sqrt{\frac{n-2}{1-r_s^2}}$$

(Irianto, 1988)

## RESULT AND DISCUSSION

The writer tried to analyze the data in form of score, the steps using ttest or t-distribution are:

INITIAL NAME	MULTIPLE CHOICE	ESSAY
AA	70	70
BA	75	55
CA	80	72
IN	55	50
JG	60	54
SF	70	75
F	60	54
RT	65	61
SGH	65	56
JY	75	70
JH	75	67
GN	70	65
DN	80	75
FZ	85	77
SDGS	85	60
FG	75	70
SG	75	72
S	65	57
GS	70	65

VS	70	66
FS	65	59
VW	65	61
ER	70	67
AF	70	65
AF	75	66
AG	80	70
AD	85	79
TOTAL	2010	1836

According to the data performed by the second year students of SMP Negeri 1 Janapria in Academic Year 2022/2023 above the total score of essay test was 1836 and the total score of multiple choice tests was 2010. After that, the writer analyzes the data on the tables below to find their means scores and significance. Thus, the writer calculated mean score of each group by the following formula :

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2010}{28}$$

$$\bar{X} = 71.79$$

$$\bar{Y} = \frac{\sum Y}{N}$$

$$\bar{Y} = \frac{1836}{28}$$

$$\bar{Y} = 65.57$$

The last process of computing of statistical data is to find out the value of t. based on the previous chapter, the following formula was completely applied:

$$t = r_s \frac{\sqrt{n-2}}{1-r_s^2}$$

$$t = 0.484 \frac{\sqrt{28-2}}{1-0.484^2}$$

$$t = 0.484 \sqrt{\frac{26}{1-0.234256}}$$

$$t = 0.484 \sqrt{\frac{26}{0.765744}}$$

$$t = 0.484 \sqrt{33.95390627}$$

$$t = 0.484 \times 5.82699805$$

$$t = 2.82026756$$

$$t = 2.82$$

The result of students mean score on reading using multiple choice tests was 71.79 and by using essay test was 65.57. These mean scores showed were difference on students' achievements on reading between using multiple choice test and essay test.

Then the writer compared the t-test to the t-table, it was found that t-test =2.82 and t-table =2.048 (0.05), 2.763 (0.01). It indicated that t-test> t-table. It meant that the value of t was significant. This also indicated that the degree of difference of the mean scores were significance for both confidence levels. If t-test score was higher than critical value (in this case t-table) it was said that the differences of the two mean scores were signifikan, it meant learning achievement by using multiple choice more increase than those students who were taught by essay test. It meant that alternative hypothesis is accepted in confidence level 0.05 and 0.01 and null hypothesis is rejected.

## CONCLUSION

The result of the data analysis showed students' achievement on reading between using multiple choice test and essay test. Based on the showed that students mean score on reading test by using multiple choice is greater than the result of essay test (multiple choice test was 71.79 and essay test 65.57). The difference on students' achievement on reading between using multiple choice test and essay test it is showed the value of t was 2.82 which is greater than t table = 2.048 (0.05), 2.763 (0.01). It indicated that t-test > t-table, it meant that the value of t was significant. This also indicated that the degree of difference of the mean scores were significance for both confidence levels. It meant learning reading by using multiple choices more increase than those students who were taught by essay test. It meant that alternative hypothesis is accepted in confidence level 0.05 and 0.01, null hypothesis is rejected.

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