

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this section the writer will explain students' ability in answering matching and multiple choice test items on dialogue at grade X of MAN 3 Banjarmasin academic year 2014/2015. To know students' ability in answering matching and multiple choice test items, the writer used written test to test the students. There were two types of test items, they were matching test items and multiple choice test items. Total test items were 40 test items. There were 20 items for matching and there were 20 items for multiple choices. The students would get 5 point for every correct answer and 0 point for every wrong answer. So, the total score for matching were 100 point and the total score for multiple choice were 100 point. The writer will provide information about validity and reliability of the research instrument before the writer explains the students' ability in answering matching and multiple choice test items on dialogues at grade X of MAN 3 Banjarmasin, the result of validity and reliability of test items can be seen as follow:

1. Validity of The Test Items

The research instruments were tested to students at grade X of MAN 1 Banjarmasin. The variable is to count correlation between dependent variable and independent variable in order to know the validity of matching and multiple

choice test items using Biserial Point Correlation Formula. The test items validity count by using Biserial Point Correlation Formula :

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{p/q}$$

The students who follow the test (N) = 20 students from MAN 1 Banjarmasin in significance 5%. If $r_{pbi} > r_{table}$, the test items are valid. Here, the value of r_{table} is 0,444.

a. Validity for Matching Test Items

There are 20 matching test items in this research. If $r_{pbi} > r_{table}$, the test items are valid. The significant degree that used by the writer is 5%. Here is the example of validity matching test items for number 1:

M_p (Average score of testee that answered the items correctly) : 14.916

M_t (Average from total score) : 13

SD_t (Standard deviation from total score) : 4.919

P (proportion of testee who can answer the items correctly) : 0.6

q (proportion of testee who answer the items incorrectly) : 0.4

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{p/q}$$

$$r_{pbi} = \frac{14.916 - 13}{4.919} \sqrt{0.6/0.4}$$

$$r_{pbi} = 0.389 \sqrt{1.5}$$

$$r_{pbi} = 0.466$$

Biserial point correlation for matching test items number 1 is 0.466. It can be known that $r_{pbi} > r_{table}$ for significant degree 5%. Therefore, test item is valid. Next the result of test items (number 2-20) use the same formula as shown in the following table below:

Table 4.1 Validity of Matching Test Items Analysis Result

Items number	r_{pbi}	r_{table}	Interpretation
1	0.466	5% = 0.444	Valid
2	0.468	5% = 0.444	Valid
3	0.486	5% = 0.444	Valid
4	0.469	5% = 0.444	Valid
5	0.554	5% = 0.444	Valid
6	0.548	5% = 0.444	Valid
7	0.449	5% = 0.444	Valid
8	0.543	5% = 0.444	Valid
9	0.478	5% = 0.444	Valid
10	0.468	5% = 0.444	Valid
11	0.476	5% = 0.444	Valid
12	0.533	5% = 0.444	Valid
13	0.588	5% = 0.444	Valid
14	0.522	5% = 0.444	Valid
15	0.586	5% = 0.444	Valid
16	0.574	5% = 0.444	Valid
17	0.616	5% = 0.444	Valid
18	0.644	5% = 0.444	Valid
19	0.522	5% = 0.444	Valid
20	0.598	5% = 0.444	Valid

The table above shows the validity of matching test items. There are 20 matching test items which are tested to the 20 students in MAN 1 Banjarmasin.

The table also shows that the significant degree that is used by the writer is 5%. The test items can be called valid if $r_{pbi} > r_{table}$. For example, the value of r_{pbi} matching test item number 1 is 0,466 and the value of r_{table} in the significant degree 5 % is 0,444, then it can be concluded that matching test items number 1 is valid because the value of r_{pbi} is higher than r_{table} . Thus, it can be concluded that all of the matching test items are valid because the value of r_{pbi} is higher than the value of r_{table} .

For additional description, the validity of matching test items analysis result would be provided into percentage. The significant degree that used by the writer is 5%. It can be seen in the table below:

Table 4.2 Validity of Matching Test Items Percentage of 5% Significance

No	Categories	5%	Percentage
1.	Valid	20 items	100%
2.	Invalid	0 items	0%

From the table above it can be seen that in 5 % significance degree, 100% of the matching test items were valid. There were 0% invalid matching test items in 5% significance degree.

b. Validity for Multiple Choice Test Items

There are 20 multiple choice test items in this research. If $r_{pbi} > r_{table}$, the test items are valid. The significant difference that used by the writer is 5%. Here is the example of validity matching test items for number 1:

Mp(Average score of testee that answered the items correctly) : 15.5

Mt(Average from total score) : 13.8

SDt(Standard deviation from total score) : 5.015

P (proportion of testee who can answer the items correctly) : 0.8

q (proportion of testee who answer the items incorrectly) : 0.2

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{p/q}$$

$$r_{pbi} = \frac{15 - 13.8}{5.015} \sqrt{0.8/0.2}$$

$$r_{pbi} = 0.339 \sqrt{4}$$

$$r_{pbi} = 0.678$$

Biserial point correlation for multiple choice test items number 1 is 0,678. It can be known that $r_{pbi} > r_{table}$ for significant degree 5%. Therefore, test item is valid. Next the result of test items (number 2-20) use the same formula as shown in the following table below:

Table 4.3 Validity of Multiple Choice Test Items Analysis Result

Items number (1)	r_{pbi} (2)	r_{table} (3)	Interpretation (4)
1	0.678	5% = 0.444	Valid
2	0.613	5% = 0.444	Valid
3	0.504	5% = 0.444	Valid
4	0.490	5% = 0.444	Valid
5	0.677	5% = 0.444	Valid
6	0.452	5% = 0.444	Valid
7	0.616	5% = 0.444	Valid
8	0.552	5% = 0.444	Valid

(1)	(2)	(3)	(4)
9	0.666	5% = 0.444	Valid
10	0.474	5% = 0.444	Valid
11	0.535	5% = 0.444	Valid
12	0.535	5% = 0.444	Valid
13	0.645	5% = 0.444	Valid
14	0.798	5% = 0.444	Valid
15	0.564	5% = 0.444	Valid
16	0.957	5% = 0.444	Valid
17	0.492	5% = 0.444	Valid
18	0.486	5% = 0.444	Valid
19	0.701	5% = 0.444	Valid
20	0.613	5% = 0.444	Valid

The table above shows the validity of multiple choice test items. There are 20 multiple choice test items which are tested to the 20 students in MAN 1 Banjarmasin. The table also shows that the significant degree that is used by the writer is 5%. The test items can be called valid if $r_{pbi} > r_{table}$. For example, the value of r_{pbi} multiple choice test item number 1 is 0.678 and the value of r_{table} is 0.444, then it can be concluded that multiple choices test items number 1 is valid because the value of r_{pbi} is higher than r_{table} . Furthermore, it can be concluded that all of the multiple choice test items are valid because the value of r_{pbi} is higher than the value of r_{table} .

For additional description, the validity of multiple choice test items analysis result would be provided into percentage. The significant degree that used by the writer is 5%. It can be seen in the table below:

Table 4.4 Validity of Multiple Choice Test Items Percentage of 5% Significance

No	Categories	5%	Percentage
1.	Valid	20 items	100 %
2.	Invalid	0 items	0%

From the table above it can be seen that in the 5 % significance degree, 100% of the multiple choices test items are valid. There is 0% invalid multiple choice test items in 5% significance degree.

2. Reliability of The Test Items

The variable is to count correlation between dependent variable and independent variable in order to know the reliability of test items by using Kuder-Richards formula. The test items are reliable if $r_{11} > 0,70$. If $r_{11} < 70$, the test items are not reliable. The reliability of the matching test items as shown below:

$n(\text{number of items})$: 20

$sd(\text{Standard deviation})$: 4.919

$\sum pq(\text{accumulating score of proportion of testee who can answer correctly times proportion of testee who answer incorrectly})$: 4.425

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{sd^2 - \sum pq}{sd^2} \right)$$

$$r_{11} = \left(\frac{20}{20-1} \right) \left(\frac{4.919^2 - 4.425}{4.919^2} \right)$$

$$r_{11} = (1,052) \left(\frac{24.196 - 4.425}{24.196} \right)$$

$$r_{11} = (1.052)(0.817)$$

$$r_{11} = 0.859$$

The result above shows that score of r_{11} is 0.859. It means $r_{11} > 0.70$. Therefore, the matching test items are reliable.

Next, the writer will count the reliability of multiple choice test items by using Kuder-Richards formula. The test items are reliable if $r_{11} > 0.70$. If $r_{11} < 0.70$, the test items are not reliable. The reliability of the multiple choice test items as shown below:

$n(\text{number of items})$: 20

$sd(\text{Standard deviation})$: 5.015

$\sum pq(\text{accumulating score of proportion of testee who can answer correctly times proportion of testee who answer incorrectly})$: 3.93

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{sd^2 - \sum pq}{sd^2} \right)$$

$$r_{11} = \left(\frac{20}{20-1} \right) \left(\frac{5.015^2 - 3.93}{5.015^2} \right)$$

$$r_{11} = (1.052) \left(\frac{25.15 - 3.93}{25.15} \right)$$

$$r_{11} = (1.052)(0.843)$$

$$r_{11} = 0.886$$

The result above tells that score of r_{11} is 0.886 and r_{table} is 0.444. It means $r_{11} > 0.70$. Therefore, the multiple choices test items was reliable.

3. Description about Test Result of Students' Ability in Answering Matching on Dialogues at Grade X of MAN 3 Banjarmasin Academic Year 2014/2015

There were 242 students at grade X of MAN 3 Banjarmasin academic year 2014/2015. The writer took 90 students at grade X of MAN 3 Banjarmasin for the sample of this research as the sample. To find out the students' ability in answering matching test items on dialogues at grade X of MAN 3 Banjarmasin academic year 2014/2015, the writer gave a written test for the students by using matching questions type. There were 20 questions in this question type. The time that provided to answer the matching was combined with multiple choice, the time was 90 minutes.

The writer will show students score and category in answering matching test items. To know students' ability in answering matching test items on dialogues of 90 students can be seen in the table below:

Table 4.5 The Result of Test about Students' Ability in Answering Matching Test Items on Dialogues at Grade X of MAN 3 Banjarmasin Academic Year 2014/2015

No. (1)	Initial Name of Students (2)	Score (3)	Category (4)
1.	A	65	Fair
2.	B	75	Good
3.	C	55	Poor
4.	D	35	Very poor
5.	E	75	Good
6.	F	60	Fair
7.	G	30	Very poor
8.	H	55	Poor

(1)	(2)	(3)	(4)
9.	I	60	Fair
10.	J	60	Fair
11.	K	90	Very good
12.	L	30	Very poor
13.	M	55	Poor
14.	N	60	Fair
15.	O	60	Fair
16.	P	65	Fair
17.	Q	60	Fair
18.	R	55	Poor
19.	S	55	Poor
20.	T	40	Very poor
21.	U	45	Very poor
22.	V	50	Poor
23.	W	60	Fair
24.	X	70	Good
25.	Y	75	Good
26.	Z	25	Very poor
27.	A.A	30	Very poor
28.	A.B	65	Fair
29.	A.C	90	Very good
30.	A.D	60	Fair
31.	A.E	65	Fair
32.	A.F	55	Poor
33.	A.G	70	Good
34.	A.H	60	Fair
35.	A.I	60	Fair
36.	A.J	55	Poor
37.	A.K	65	Fair
38.	A.L	90	Very good

(1)	(2)	(3)	(4)
39.	A.M	65	Fair
40.	A.N	70	Good
41.	A.O	75	Good
42.	A.P	100	Very good
43.	A.Q	65	Fair
44.	A.R	65	Fair
45.	A.S	70	Good
46.	A.T	65	Fair
47.	A.U	30	Very poor
48.	A.V	75	Good
49.	A.W	60	Fair
50.	A.X	25	Very poor
51.	A.Y	15	Very poor
52.	A.Z	20	Very poor
53.	B.A	70	Good
54.	B.B	20	Very poor
55.	B.C	50	Poor
56.	B.D	70	Good
57.	B.E	35	Very poor
58.	B.F	35	Very poor
59.	B.G	35	Very poor
60.	B.H	45	Very poor
61.	B.I	20	Very poor
62.	B.J	35	Very poor
63.	B.K	75	Good
64.	B.L	85	Very good
65.	B.M	75	Good
66.	B.N	60	Fair
67.	B.O	55	Poor
68.	B.P	65	Fair

(1)	(2)	(3)	(4)
69.	B.Q	70	Good
70.	B.R	95	Very good
71.	B.S	70	Good
72.	B.T	70	Good
73.	B.U	75	Good
74.	B.V	75	Good
75.	B.W	85	Very good
76.	B.X	80	Very good
77.	B.Y	30	Very poor
78.	B.Z	55	Poor
79.	C.A	5	Very poor
80.	C.B	40	Very poor
81.	C.C	35	Very poor
82.	C.D	25	Very poor
83.	C.E	40	Very poor
84.	C.F	60	Fair
85.	C.G	80	Very good
86.	C.H	70	Good
87.	C.I	70	Good
88.	C.J	75	Good
89.	C.K	55	Poor
90.	C.L	40	Very poor
Total		5160	
Mean Score		57.33	

Based on the table about students' ability in answering matching test items above, it can be known that the students with initial A.P got the highest score, the highest score is 100 because the student could answer all of the matching test items, he is in very good category because he gets 100. The students with initial

C.A gets the lowest score, the lowest score is 5 because the student could answer only 1 the matching test items correctly, he is in very poor category because his score is 5. The total score of 90 students was 5160. The mean score could be known as much as 57.33.

For additional explanation and description about students' ability in answering matching test items on dialogue conversations, the scores will be categorized into five degrees, it can be seen in the following table:

Table 4.6 Category, Frequency, and Percentage of the Test Result

No.	Category	Frequency (Number of Students)	Percentage
1.	Very Good (80-100)	9	10%
2.	Good(70-79)	21	23.33%
3.	Fair (60 - 69)	23	25.56%
4.	Poor (50-59)	12	13.33%
5.	Very Poor (0 - <50)	25	27.78%
Total		90	100%

From the table above, it can be seen that the score of students' in answering matching test items was diverse. It also can be known from 90 students there were 9 students (10% students) get very good score, 21 students (23.33% students) get good score, 23 students (25.56% students) get fair score, 12 students (13.33%) got poor score and 25 students (27.78% students) get very poor score.

Based on the data above, the total score is 5160 and the mean score is 57.33. Therefore, the writer concludes that the students' ability in answering

matching on dialogue conversations at grade X of MAN 3 Banjarmasin is in poor category (50-59) because the mean of the students' total score was 57.33.

4. Description about Result Test of Students' Ability in Answering Multiple Choice Test Items on Dialogues at Grade X of MAN 3 Banjarmasin Academic Year 2014/2015

The writer took 90 students at grade X of MAN 3 Banjarmasin for the sample of this research as the sample. To find out the students' ability in answering multiple choices test items on dialogues at grade X of MAN 3 Banjarmasin academic year 2014/2015, the writer gave a written test for the students by using multiple choice questions type. There were 20 questions in this question type. The time that provided to answer the multiple choice test items was combined with matching, the time was 90 minutes.

The writer will show students score and category in answering multiple choice test items. To know students' ability in answering multiple choices test items on dialogues of 90 students can be seen in the table below:

Table 4.7 The Result of Test about Students' Ability in Answering Multiple Choice Test Items on Dialogues at Grade X of MAN 3 Banjarmasin Academic Year 2014/2015

No. (1)	Initial Name of Students (2)	Score (3)	Category (4)
1.	A	85	Very good
2.	B	90	Very good
3.	C	80	Very good
4.	D	70	Good
5.	E	95	Very good
6.	F	75	Good
7.	G	80	Very good

(1)	(2)	(3)	(4)
8.	H	90	Very good
9.	I	85	Very good
10.	J	90	Very good
11.	K	70	Good
12.	L	50	Poor
13.	M	70	Good
14.	N	65	Fair
15.	O	70	Good
16.	P	95	Very good
17.	Q	60	Fair
18.	R	100	Very good
19.	S	95	Very good
20.	T	100	Very good
21.	U	90	Very good
22.	V	80	Very good
23.	W	90	Very good
24.	X	70	Good
25.	Y	80	Very good
26.	Z	80	Very good
27.	A.A	85	Very good
28.	A.B	70	Good
29.	A.C	85	Very good
30.	A.D	90	Very good
31.	A.E	80	Very good
32.	A.F	90	Very good
33.	A.G	90	Very good
34.	A.H	90	Very good
35.	A.I	75	Good
36.	A.J	95	Very good
37.	A.K	90	Very good

(1)	(2)	(3)	(4)
38.	A.L	85	Very good
39.	A.M	100	Very good
40.	A.N	100	Very good
41.	A.O	85	Very good
42.	A.P	100	Very good
43.	A.Q	95	Very good
44.	A.R	100	Very good
45.	A.S	100	Very good
46.	A.T	85	Very good
47.	A.U	75	Good
48.	A.V	70	Good
49.	A.W	60	Fair
50.	A.X	75	Good
51.	A.Y	55	Poor
52.	A.Z	45	Very poor
53.	B.A	90	Very good
54.	B.B	85	Very good
55.	B.C	90	Very good
56.	B.D	85	Very good
57.	B.E	80	Very good
58.	B.F	70	Good
59.	B.G	85	Very good
60.	B.H	80	Very good
61.	B.I	80	Very good
62.	B.J	85	Very good
63.	B.K	100	Very good
64.	B.L	75	Good
65.	B.M	85	Very good
66.	B.N	90	Very good
67.	B.O	85	Very good

(1)	(2)	(3)	(4)
68.	B.P	100	Very good
69.	B.Q	95	Very good
70.	B.R	95	Very good
71.	B.S	95	Very good
72.	B.T	95	Very good
73.	B.U	95	Very good
74.	B.V	80	Very good
75.	B.W	85	Very good
76.	B.X	95	Very good
77.	B.Y	95	Very good
78.	B.Z	85	Very good
79.	C.A	70	Good
80.	C.B	90	Very good
81.	C.C	95	Very good
82.	C.D	15	Poor
83.	C.E	75	Good
84.	C.F	85	Very good
85.	C.G	55	Poor
86.	C.H	90	Very good
87.	C.I	90	Very good
88.	C.J	100	Very good
89.	C.K	50	Poor
90.	C.L	30	Very poor
Total		7400	
Mean Score		82.22	

Based on the table about students' ability in answering multiple choice test items above, it can be known that the students with initial R, T, A.M, A.N, A.P, A.R, A.S, B.K, B.P, C.J get the highest score, the highest score is 100 because the

student could answer all of the multiple choice test items, they are in very good category because their score is 100. The students with initial C.D got the lowest score, the lowest score is 15 because the student could answer only 3 multiple choice test items correctly, he is in very poor category because his score is 15. The total score of 90 students is 7400. The mean score could be known as much as 82.22.

For additional explanation and description about students' ability in answering multiple choice test items on dialogues, the scores will be categorized into five degrees, it can be seen in the following table:

Table 4.8 Category, Frequency, and Percentage of the Test Result

No.	Category	Frequency (Number of Students)	Percentage
1.	Very Good (80-100)	65	72.22%
2.	Good(70-79)	15	16.7%
3.	Fair (60 - 69)	3	3.33%
4.	Poor (50-59)	4	4.44%
5.	Very Poor (0 - <50)	3	3.33%
Total		90	100%

From the table above, it can be seen that the score of students' in answering multiple choice is diverse. It also can be known from 90 students there is 65 students (72.22% students) get very good score, 15 students (16.67% students) get good score, 3 students (3.33% students) get fair score, 4 students (4.45%) get poor score and 3 students (3.33% students) get very poor score.

Based on the data above, the total score is 7400 and the mean score is 82.22. It shows that the students' ability in answering multiple choices on

dialogues at grade X of MAN 3 Banjarmasin is in very good category (80-100) because the mean of the students' total score is 82.22.

5. The Difference of Students' Ability in Answering Matching and Multiple Choice Test Items on Dialogues at Grade X of MAN 3 Banjarmasin Academic Year 2014/2015

There were 242 students at grade X of MAN 3 Banjarmasin. The writer took 90 students at grade X from all classes of MAN 3 Banjarmasin as sample for this research. To find out the difference of students' ability in answering matching and multiple choice test items on dialogues at grade X of MAN 3 Banjarmasin Academic Year 2014/2015, the writer gave a written test by using two different type questions for the students, they were matching and multiple choice. Each type question consisted 20 questions. There were 20 questions in matching test item form and 20 questions in multiple choice test item form. So, the total questions were 40 questions. The time that provided to answer the questions was 90 minutes. For matching and multiple choices, every correct answer would be scored 5 points. So, the total correct answers were 100 points. 100 points for matching test items, and 100 points for multiple choice test items. After that, the writer used Z_{count} formula to know the significance difference of students' ability in answering matching and multiple choice test items on dialogues at grade X of MAN 3 Banjarmasin academic year 2014/2015. Based on the result of Z_{count} formula, the writer could know whether matching test items was easier than multiple choice test items or not.

Based on the result test of two type questions from 90 students of sample, it could be known that total score of students' ability in answering matching test

items on dialogues was 5160 and the mean score was 57.33. The mean score of matching test items is symbolized as M_1 . On the other hand, the total score of students' ability in matching test items on dialogues was 7400 and the mean score was 82.22. The mean score of multiple choice test items is symbolized as M_2 .

$$M_1 = 57.33$$

$$M_2 = 82.22$$

To know the significance of the difference of students' ability those test items, the next step was by counting standard deviation of each test items. For the first, the writer counted the mean score and standard deviation of students' ability in answering matching test items that could be seen in the table below:

Table 4.9 Counting of Mean Score and SD of Matching Test Items

Score (X) (1)	Frequency (f) (2)	fX (3)	Deviation $x = X - M$ (4)	x^2 (5)	fx^2 (6)
100	1	100	42.67	1820.729	1820.729
95	1	95	37.67	1419.029	1419.029
90	3	270	32.67	1067.329	3201.987
85	2	170	27.67	765.6289	1531.258
80	2	160	22.67	513.9289	1027.858
75	10	750	17.67	312.2289	3122.289
70	11	770	12.67	160.5289	1765.818
65	10	650	7.67	58.8289	588.289
60	13	780	2.67	7.1289	92.6757
55	10	550	-2.33	5.4289	54.289
50	2	100	-7.33	53.7289	107.4578
45	2	90	-12.33	152.0289	304.0578

(1)	(2)	(3)	(4)	(5)	(6)
40	4	160	-17.33	300.3289	1201.316
35	6	210	-22.33	498.6289	2991.773
30	5	150	-27.33	746.9289	3734.645
25	3	75	-32.33	1045.229	3135.687
20	3	60	-37.33	1393.529	4180.587
15	1	15	-42.33	1791.829	1797.829
5	1	5	-52.33	2738.429	2738.429
Total	90	5160	-	-	34810

From the table above, it could be known that mean score and standard deviation of students' ability in answering matching test items is:

$$M_1 = \frac{\sum fX}{N}$$

$$= \frac{5150}{90}$$

$$= 57.33$$

$$SD_1 = \sqrt{\frac{\sum fx^2}{N}}$$

$$= \sqrt{\frac{34810}{90}}$$

$$= 19.667$$

From the results of counting above, it shows that the mean score of students' ability in answering matching test items is 57.33 and its standard deviation is 19.667. After knew the mean score and standard deviation of students' ability in answering matching, the writer will count the mean score and

standard deviation of students' ability in answering multiple choice test items on dialogues which could be seen in the table below:

Table 1.10 Counting of Mean Score and SD of Multiple Choice Test Items.

Score (Y)	Frequency (f)	fY	Deviation $y = Y - M$	y^2	fy^2
100	10	1000	17.78	316.1284	3161.284
95	13	1235	12.78	163.3284	2123.269
90	16	1440	7.78	60.5284	968.4544
85	16	1360	2.78	7.7284	123.6544
80	10	800	-2.22	4.9284	49.284
75	6	450	-7.22	52.1284	312.7704
70	9	630	-12.22	149.3284	1343.956
65	1	65	-17.22	296.5284	296.5284
60	2	120	-22.22	493.7284	987.4568
55	2	110	-27.22	740.9284	1481.857
50	2	100	-32.22	1038.128	2076.257
45	1	45	-37.22	1385.328	1385.328
30	1	30	-52.22	2726.928	2726.928
15	1	15	-67.22	4518.528	4518.528
Total	90	7400	-	-	21555.56

From the table above, it could be known that mean score and standard deviation of students' ability in answering multiple choice question type is:

$$M_1 = \frac{\sum fY}{N}$$

$$= \frac{7400}{90}$$

$$= 82.22$$

$$SD_2 = \sqrt{\sum \frac{fy^2}{N}}$$

$$SD_2 = \sqrt{\frac{21555.56}{90}}$$

$$SD_2 = 15.475$$

From the result of counting above, it could be known that mean score of students' ability in answering multiple choice question type was 82.22 and its standard deviation was 15.475. After that the writer counted the value of "t" test. Because sample of this research was ≥ 30 , the researcher changed "t" test into Z_{count} and stated significant degrees in 5% to know the significance of the difference of two mean scores between students' ability in answering matching test items and multiple choices test items on dialogues by using the following formula:

$$\text{Hypothesis of statistic : } H_0: \mu_A = \mu_B \quad H_a: \mu_A \neq \mu_B$$

Value of significant degrees ($\alpha = 5\%$), so $Z_{1/2\alpha, n-n.2} = Z_{0.025(178)} = \pm 1.970$ (it could be seen in t table).

$$\begin{aligned} Z_{\text{count}} &= \frac{M_1 - M_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}} \\ &= \frac{57.33 - 82.22}{\sqrt{\frac{19.667^2}{90} + \frac{15.475^2}{90}}} \end{aligned}$$

$$\begin{aligned}
&= \frac{-29.89}{\sqrt{\frac{386.790}{90} + \frac{239.475}{90}}} \\
&= \frac{-29.89}{\sqrt{6.958}} \\
&= \frac{-29.89}{2.637} \longrightarrow Z_{\text{count}} = -11.33
\end{aligned}$$

Based on the result above, it could be known that the value of $-Z_{\text{count}} < -Z_{\text{table}}$ or $-11.33 < -1.970$. Because $-Z_{\text{count}}$ was lower than $-Z_{\text{table}}$, as the result H_0 was rejected and H_a was accepted. It means zero hypothesis that stated about there were not significant differences of students' ability in answering matching and multiple choice test items on dialogues at grade X of MAN 3 Banjarmasin was wrong. It also could be concluded that there were significant differences of students' ability in answering matching and multiple choice test items on dialogues at grade X of MAN 3 Banjarmasin. Moreover, based on the result above it could be known that the mean score of students in answering matching test items was lower than mean score of students in answering multiple choice test item. It means matching test items was more difficult than multiple choice test items for the students at grade X of MAN 3 Banjarmasin academic year 2014/2015 in answering questions on dialogues.

B. Discussion

After presenting the data, the writer analyses all the obtained data. The writer analyses the data to giving some considerations on the research. The considerations can be seen as following:

1. The Students' Ability in Answering Matching Test Itemson Dialogues at Grade X of MAN 3 Banjarmasin Academic Year 2014/2015

The previous data in previous subchapter showed that from 90 students who followed the test in answering matching test items on dialogue there were 9 students (10% students) got very good score, 21 students (23.33% students) got good score, 23 students (25.56% students) got fair score, 12 students (13.33%) got poor score and 25 students (27.78% students) got very poor score. Furthermore, the total score was 5160 of 90 students. The mean score was 57.33. Based on the result above, it could be concluded the students' ability in answering matching on dialoguesat grade X of MAN 3 Banjarmasin academic year 2014/2015was in poor category because the mean score of studentswas in category of 50- 59.

2. The Students' Ability in Answering Multiple Choice Test Items on Dialogues at Grade X of MAN 3 Banjarmasin Academic Year 2014/2015

From the previous data, it could be seen that the score of students' in answering matching was various. It also can be known from 100% sample (90 students) there were 72.22% students (65 students) got very good score, 16.67% students (15 students) got good score, 3.33% students (3 students) got fair score, 4.45% students (4 students) got poor score and 3.33% students (3 students) got very poor score. In addition, based on the data above, the total score was 7400 and the mean score was 82.22. It showed that the students' ability in answering

multiple choice on dialogues at grade X of MAN 3 Banjarmasin was in very good category (80-100), because there were about 72.22% students got very good score and the mean score was 82.22.

3. The Difference of Students' Ability in Answering Matching and Multiple Choice Test Items on Dialogues at Grade X of MAN 3 Banjarmasin Academic Year 2014/2015

The previous data showed that from 90 students who followed the test, total score of students' ability in answering matching test items was 5160, the mean score was 57.33 and its standard deviation was 19.667. On the other hand, total score of students' ability in answering multiple choice test items from 90 students 7400. The mean score was 82.22 and its standard deviation was 15.457. To know the significant differences of students' ability in answering matching and multiple choice test items on dialogues at grade X of MAN 3 Banjarmasin academic year 2014/2015, the writer counted Z_{count} by using 5% of significant degrees. The result showed that Z_{count} was -11.33 , while the value of 5% of significant standard in Z_{table} was -1.970 . Based on the counted result above, it could be known that the value of $-Z_{\text{count}} < -Z_{\text{table}}$ or $-11.33 < -1.970$. Because $-Z_{\text{count}}$ was lower than $-Z_{\text{table}}$, as the result H_0 was rejected and H_a was accepted. In short, alternative hypothesis that stated there were significant differences of students' ability in answering matching and multiple choice on dialogues at grade X of MAN 3 Banjarmasin academic year 2014/2015 was right, and zero hypothesis that stated about there were not significant differences of students' ability in answering matching and multiple choice test items on dialogues at grade X of MAN 3 Banjarmasin academic year 2014.2015 was wrong.

According to the result and description above, it could be concluded that there were significant differences of students' ability in answering matching and multiple choice test items on dialogues at grade X of MAN 3 Banjarmasin. In addition, based on data of mean score it could be known that mean score of students in answering matching test items was lower than mean score of students in answering multiple choice test items. Thus, multiple choice test items was easier than multiple choice for students at grade X of MAN 3 Banjarmasin in answering dialogues

Based on the result of the research above, the writer analyzed that many students had difficulties in answering matching test items. They could not comprehend the blank dialogue and confused in choosing the right answer in matching test items. From the test result, the students showed that they still confused and did not understand in answering test items and the test result also showed that if students chose the wrong answer for one question there were any possibilities they would chose the wrong answer too for the next questions. It could be concluded that the difference of students' ability in answering matching and multiple choice on dialogues happened because the matching test items made students confused in answering the question.

On the other hand, the students got good score in answering multiple choice test item. It happened because when answered the test items, they only focused on the options for each questions. For example, they answered question number one, then they only focused on the answer options in the number one. Consequently, the multiple choices test items was easier than the matching test

items for students. In addition, the test result above showed that the score which students got between matching test items and multiple choice test items were very different. The students got very excellent score in multiple choice test items and poor score in matching test items.

4. The Analysis of Students Who Got The Lowest and The Highest Score in Answering Matching and Multiple Choice Test Items on Dialogues at Grade X of MAN 3 Banjarmasin Academic Year 2014/2015

According to the table of score and table of category in the previous subchapter, it could be known that students that got score 50 – 59 or less than 50 it categorized as poor or very poor category. Based on the table of the result of test about students' ability in answering matching test items on dialogues at grade x of MAN 3 Banjarmasin academic year 2014/2015, it could be seen that there were 37 students at Grade X of MAN 3 Banjarmasin in poor and very poor category in answering matching test items on dialogues. The lowest score of students who answered matching test items in very poor category was 5. In contrast, it also could be seen in the table of the result of test about students' ability in answering multiple choice test items on dialogue conversations at grade x of MAN 3 Banjarmasin academic year 2014/2015 the total number of students who got poor and very poor category in answering multiple choice test items on dialogues was 7 students. The lowest score of students who answer multiple choice test items on dialogues was 15. Nonetheless, the difference of the result test of these test items was very noticeable, in matching test items there were 37 students in the poor and very poor category although in multiple choice test items there were only 7 students.

The writer also analyzed that the students had difficulties in answering matching and multiple choice test items on dialogues, especially in matching test items. The difficulties showed that they could not answer the types well. Although they answered full in answer sheet of matching test items, their answers were incorrect because they used guessing or did not understand the dialogue well. The students often made a mistake or confused in choosing the right answer.

In other hand, the writer also analyzed the students who got low score in answering multiple choice test items. Why did it happen? It happened because it was influenced by the students' ability in understanding the meaning of the dialogues and understanding the expressions that were used in the dialogues. Statement of Gronlund and Waugh about disadvantages of multiple choice is true. They stated that score on multiple choice test items can be influenced by reading ability (2009, p.93). It also happened because the distractor which provided in the test items, so the students used guessing in answering multiple choice. Statement of Clegg and Chasin about disadvantages multiple choice is true. They stated that multiple choice encourage guessing (1986, p.2). Consequently, the students got low score because they reading ability and the guessing answer.

Moreover, according to the table of category in the previous subchapter, it also could be seen that students who got 80-100 were categorized as very good category. There were 9 students at grade X of MAN 3 Banjarmasin in very good category in answering matching test items on dialogues. The highest score of students who answered matching test items in very good category was 100. In addition, according to the table of category in the previous subchapter, it also

could be known that there were 65 students at grade X of MAN 3 Banjarmasin in very good category in answering multiple choice test items on dialogues. The highest score of students who answered multiple choice test items in very good category was 100.

The writer analyzed that the students at grade X of MAN 3 Banjarmasin who got very good score in answering matching test items because the students are really good in English, they have good ability in comprehending some expressions and meanings on the dialogues and have many vocabulary. 8 students from 9 students who got very good score in answering matching test items also got very good category in answering multiple choice test items. It can be known that they are really good in English so they could answer the matching test items. It also because they only needed short time in reading and answering the matching test items so they could get very good score in answering matching and multiple choice. It means statement of Gronlund and Waugh about advantage of matching items is true. They stated that reading and response time in matching items is short (2009, p. 117). It means students did not really need much time in answering matching test items. Whereas, the writer analyzed the students who got very good score in answering matching test items because the student are also good at English, it also because this question type allowed students to focused on the answer options in each number of questions and also because their answer did not influence the answer of next questions.