

THE INFLUENCE OF GIVING TEST REGULARLY TO IMPROVE STUDENT'S ACHIEVEMENT IN LEARNING ENGLISH

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ABSTRACT

This article is concerned with the analysis of the influence of giving test regularly to improve the students' achievement in learning English at grade VIII of state junior high school 14 of Tambusai Utara. The aspects explored in the study covered activities done by the students in their learning activities. Generally, all teachers such as English can conduct the giving test regularly. The research employed the descriptive quantitative design and the instruments used in collecting the data were a set of questionnaire and tests. The data analysis covered the use of product moment. The findings showed that use of giving test regularly better improved the students' achievement at grade VIII of state junior high school 14 of Tambusai Utara

Keywords: Giving test regularly & Students' achievement in English

INTRODUCTION

Many factors might cause students' achievement in English are low. One of the factors is the absence of giving test regularly. Giving test regularly represents one of the teaching strategies that should be done by a teacher. By giving test to the students regularly, they have opportunities to grow, to develop and to add their experiences in learning especially English subject. As an evaluator, a teacher realizes that student's achievement in learning is different among them. The differences absolutely become a challenging to the teacher to get the solutions in order to gain the better achievement.

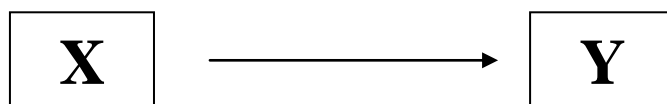
Based on the researcher's own experience in teaching English at State Junior High School of 14 Tambusai Utara, the regularly test in the process of teaching and learning English did not become the priority strategy for better

achievement yet. In discussion about education, one of evaluation forms used by a teacher is test, as well as a means of measure to know students' progress in learning. Hamalik (1995) explained the aims of giving tests or assessments in order to select students, to diagnostic students, place the students to measure of students' achievement.

In addition, there are many kinds of test used in the schools; they are pre-test, posttest, daily test, block test, formative test, and summative test. The purpose of all the tests is to measure the student's mastery in English. According to Tardif in Syah (2002), Test means assessment process to depict reached achievement a student as have been specified. Cangelos (1995) said that test is a planned measurement used by teachers to create opportunities to all students to show their achievement in its bearing with a purpose determined.

Arikunto (1992) stated that test is a systematic and objective instrument or procedure to get data or information needed by someone quickly and precisely. To support the statement above, Collegiate in Arikunto (1999) concludes that test is a series of questions or exercises or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes or an individual or group. The test can function as the evaluation for three functions, namely as function to the class, as function to the guidance and as function to the administration (Arikunto, 2005).

Further explanation Sudjana (1991) adds that target assessment



Where, X variable is as the “Test” and Y variable is as student’s achievement in learning English. It can be as the following hypothesis; the giving test regularly to grade VIII students has a

scope or test is to get comprehensive picture about quality of education system at least concerning three dimensions, such as education program, content Program and teaching and learning strategy. Shortly, it can be concluded that a test is a systematics tool, which is good to measure students’ ability related to the subject materials, explained which the purpose to increase the learning achievement.

Finally, the researcher assumed that test could influence to the student’s achievement in learning especially in learning English. The assumption can be drawn as follows:

positive influence to the student’s achievement in learning English at State Junior High School of 14 Tambusai Utara

RESEARCH METHODOLOGY

This research was quantitative research in which it described the influence of giving test regularly to improve the student’s achievement in learning English. In this case, the researcher took the samples counted 15 % from the whole of population 267 students, to be 42 samples. There were two variables, namely variable (X), giving test regularly as independent variable and variable (Y), student’s

achievement in learning English as dependent variable. Distributing questionnaires were used to collect the data of variable (X) in form of questions, while English test was given as the way to get data of students’ achievement. To analyze the data, the researcher used correlational product moment to see how the variable X contribute or influence the variable Y.

RESEARCH FINDING

Based on the process of data collection, the researcher found that the data of variable X (Score of Test

Regularly) and the data of variable Y (Students’ English achievement) as in the table 1.

TABLE 1:
The score of variable X and Variable Y

Number Respondents	X	Y	XY	X ²	Y ²
1.	2,5	6	15,0	6,25	36
2.	2,5	5	12,5	6,25	25
3.	3,2	7	22,4	10,24	49
4.	3,2	8	25,6	10,24	64
5.	2,7	6	16,2	7,29	36
6.	3,2	7	22,4	10,24	49
7.	2,4	5	12	5,76	25
8.	2,7	6	16,2	7,29	36
9.	3,2	7	22,4	10,24	49
10.	2,7	6	16,2	7,29	36
11.	3,1	7	21,7	9,61	49
12.	3,2	7	22,4	10,24	49
13.	3,3	7	23,1	10,89	49
14.	3,3	7	23,1	10,89	49
15.	3,0	7	21	9,0	49
16.	3,3	8	26,4	10,89	64
17.	3,5	8	28	12,25	64
18.	2,7	6	16,2	7,29	36
19.	3,6	8	28,8	12,96	64
20.	2,8	6	16,8	7,84	36
21.	2,7	6	16,2	7,29	36
22.	3,8	8	30,4	14,44	64
23.	3,7	9	33,3	13,69	81
24.	3,5	9	31,5	12,25	81
25.	3,5	8	28	12,25	64
26.	3,2	7	22,4	10,24	49
27.	3,2	7	22,4	10,24	49
28.	2,8	7	19,6	7,84	49
29.	3,8	9	34,2	14,44	81
30.	3,2	7	22,4	10,24	49
31.	3,2	7	22,4	10,24	49
32.	3,1	7	21,7	9,61	49
33.	3,4	7	23,8	11,56	49
34.	3,8	9	34,2	14,44	81
35.	3,2	9	22,8	10,24	81
36.	3,2	7	22,4	10,24	49
37.	3,2	7	22,4	10,24	49
38.	3,2	7	22,4	10,24	49
39.	2,7	6	16,2	7,29	36
40.	3,0	6	18	9,0	36
41.	3,2	7	22,4	10,24	49
42.	3,4	8	27,2	11,56	64
Total	132,1	297	941,2	420,91	2158

From the table 1, it can be summarized that:

N	= 42
$\sum X$	= 132,1
$\sum Y$	= 297
$\sum XY$	= 941,2
$\sum X^2$	= 420,91
$\sum Y^2$	= 2158

Furthermore, the research hypothesis was by using the statistical computation of product moment, as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{42.941,2 - (132,1)(297)}{\sqrt{\{42.420,91 - (132,1)^2\} \{42.2158 - (297)^2\}}}$$

$$r_{xy} = \frac{39530,4 - 39233,7}{\sqrt{\{17678,22 - 17450,41\} \{90636 - 88209\}}}$$

$$r_{xy} = \frac{296,7}{\sqrt{\{227,82\} \{2427\}}}$$

$$r_{xy} = \frac{296,7}{\sqrt{552919,14}}$$

$$r_{xy} = \frac{296,7}{743,58}$$

$$r_{xy} = 0,3990$$

$$r_{xy} = 0,40$$

From the data analysis in this research can be know that r. obtained > from r tabel (0,40 > 0,304) in significant level 95 %, so the hypothesis can be accepted with convinced fact in significant level. In addition, the finding can be interpreted as the activity to answer research question whether are there the influence of giving test regularly to improve student's achievement in learning English.

Finally, After collecting, analyzing and interpreting the data gained, it is found that there is the influence of giving test regularly to improve student's achievement in learning. In the other words, the giving test regularly can increase the student's achievement in learning English since the students are given test regularly the students will study to get better achievement by the time.

CONCLUSIONS AND THE SUGGESTIONS

Finally, the researcher concludes this research about the influence of giving test regularly to improve student's achievement in learning English. Shortly, it can be summarized that, by giving tests regularly can increase the student's achievement in learning English. It based on the analysis of research finding where r .

obtained $>$ from r tabel ($0,40 > 0,304$) in significant level 95 %, means the hypothesis is accepted. Next, it can be suggested that the English teachers may consider the use of regularly test in English teaching as to develop their students' awareness in achieving better English.

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