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True or False Questions on Students' Reading Ability

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Abstract: True or False Questions are the most familiar question type, and it is widely used in testing. The objective of this research is to determine whether or not the True or False Question strategy can improve students' reading ability. Based on the preliminary research at the tenth class of SMA Negeri 1 Punduh Pedada, the writer found that students got difficulties reading especially in reading narrative text. They have problems finding the main idea of the text and comprehending the text. True or False Question is believed can improve their reading ability. In this research, the writer used the experimental method. The sample in this research was taken by using the cluster random sampling technique. In the data collecting technique, it was used a written test, the writer gives a test reading test sheet. The kind of test is multiple choice which consists of 40 items, each item consists of five options: A, B, C, D, and E. The point of each item is 2,5. The data analysis by using the t-test formula with the distribution with $dk=78$ obtained $t\text{-table}=0.05$ or a significance level of 5% was equal to 1.67 and $t\text{-table}=0.01$ or a significance level of 1% was equal to 2.39 and $t\text{-test}=3.27$, it means that $t\text{-test}$ was higher than $t\text{-table}$ with the significance level 5% and 1% $\{(3.27>1.67), (3.27>2.39)\}$. The average score of students' reading ability in the experimental class who were taught by using True or False Questions was higher than students in the control class who used the conventional teaching technique.

Keywords: true or false questions, students' reading ability, narrative text.

Abstrak: *Pertanyaan Benar atau Salah merupakan jenis pertanyaan yang paling familiar, dan banyak digunakan dalam pengujian. Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi True or False Question dapat meningkatkan kemampuan membaca siswa atau tidak. Berdasarkan penelitian pendahuluan di kelas sepuluh SMA Negeri 1 Punduh Pedada, penulis menemukan bahwa siswa mengalami kesulitan membaca khususnya dalam membaca teks narasi. Mereka kesulitan menemukan ide pokok teks dan memahami teks. Pertanyaan Benar atau Salah diyakini dapat meningkatkan kemampuan membaca mereka. Dalam penelitian ini penulis menggunakan metode eksperimen. Sampel dalam penelitian ini diambil dengan menggunakan teknik cluster random sampling. Teknik pengumpulan data yang digunakan adalah tes tertulis, penulis memberikan lembar tes membaca. Jenis tesnya adalah pilihan ganda yang terdiri dari 40 butir soal, setiap butir soal terdiri dari*

lima pilihan: A, B, C, D, dan E. Nilai tiap butir soal adalah 2,5. Analisis data dengan menggunakan rumus uji-t berdistribusi dengan $dk=78$ diperoleh $t\text{-tabel}= 0,05$ atau taraf signifikansi 5% sama dengan 1,67 dan $t\text{-tabel}= 0,01$ atau taraf signifikansi 1% sama dengan 2,39 dan $t\text{-hitung} = 3,27$, artinya $t\text{-hitung}$ lebih besar dari $t\text{-tabel}$ dengan taraf signifikansi 5% dan 1% $\{(3,27>1,67), (3,27>2,39)\}$. Nilai rata-rata kemampuan membaca siswa pada kelas eksperimen yang diajar menggunakan Pertanyaan Benar atau Salah lebih tinggi dibandingkan siswa pada kelas kontrol yang menggunakan teknik pengajaran konvensional.

Kata Kunci: soal benar atau salah, kemampuan membaca siswa, teks naratif.

INTRODUCTION

Reading, the most basic level, is the recognition of words, from simple recognition of the individual letters and how these letters form a particular word to what each word means not just on an individual level, but as part of a text. From reading we can get information, we know something and we can avoid the bad things. Reading is very important since it can enhance students' general language skills in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, (Ismail, 2017: 125) and it can be a good way to obtain about new ideas, facts, and experiences. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information students develop mental models and representations of the meaning of the text ideas during the reading process. Teaching learning English to Senior High School, especially in reading class, conveys the competence of identifying ideational meaning in the text, identifying interpersonal rhetoric in the context, and reading aloud the text. But it is not easy to implement reading competence in students. Teachers face some problems in teaching English, especially in reading comprehension.

Reading comprehension is a very complex cognitive activity. Comprehenders are not viewed as merely passive recipients of information but as active constructors of meaning. Skilled comprehenders use a wide repertoire of language skills to gain meaning from text by constructing a text-based model while at the same time, they draw upon and using their background knowledge to construct a situation model of the understanding related to the text passage. To be effective, readers need to be actively engaged in the reading process by using their metacognitive skills to monitor and regulate their meaning-making processes.

Comprehension is a complicated level, one of the most important skills to develop for becoming successful and productive adults. Good readers use strategies to support their understanding of the text. By teaching the learning process, the teachers help the students to use the strategies of monitoring, predicting, inferring, questioning, connecting, summarizing, visualizing, and

organizing. Teaching reading should focus on topics that suit students' interests to improve reading comprehension skills. Using fun games and humor in the classroom can motivate the student to read and understand. Reading strategies should be taught to EFL students. By using reading strategies and different techniques in teaching reading comprehension the students can get comprehend the text and be interested in teaching learning reading activities.

The teaching of reading in the classroom is very influential. The reading activities in the classroom should be useful for the students. It means that the reading activities in the classroom should not merely read the texts, but there should be a variation of learning activities. The tenth-class students of SMA Negeri 1 Punduh Pedada still have problems with reading. The students are passive in the teaching-learning process. Students cannot understand the content of the text. They lack the vocabulary to comprehend the text. They also keep silent in reading class. The teacher only asks students to read the text and answer questions based on the text. It makes it the students difficult to know the content of the text comprehensively.

There are some techniques and strategies which can be used in teaching and learning reading. One of the strategies is True or False Questions. This strategy is typically used to measure the ability to identify whether statements of fact are correct. The questions are usually declarative statements that the student must judge as true or false. In teaching reading, True or False Questions can be used for learning teaching in the classroom to improve comprehension. By using true or false questions students can be active in the teaching and learning process, especially in the reading activity.

LITERATURE REVIEW

Reading

Reading an academic text does not simply involve finding information on the text itself. Rather, (Hermida, 2009: 23) it is a process of working with the text. Ismail (2021: 47) described reading as message transactions between writers and readers through a visualization where readers need to convert all kinds of messages such as emotion, culture, information, and experience during their reading. That is a complex activity because involving the readers' perception and thought. Besides entertaining, the reading activity is also carried out by someone to obtain entertainment. Reading also plays an important role in education (intensive reading). The purpose of reading activity varies widely, (Moon, 2022: 13) although it is generally done to gain as much knowledge as possible. Reading is an important skill in many different settings, especially in an educational setting. Rraku (2013: 1) in his journal stated that reading is a basic life skill and it can be a way to master other

languages. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, (Suhendri, 2022: 28) opportunities for personal fulfillment and job success inevitably will be lost.

As the researchers explained before that reading holds an important role in a side of our life. Through reading, the readers can improve their additional skills by reading and practicing. The importance of essential knowledge and decoding skill as necessary activities in the reading process is to get comprehension so that the students could construct a message from a passage. This means students must indeed construct a message from a passage. According to Nur (2017: 46), reading is a passive skill that requires an interactive process of comprehending the meaning to get information or ideas from written text. Supported by Tarigan's statement (2008: 7) that reading is a process that is carried out and used by readers to obtain messages, which are to be conveyed by the author through the medium of words/written language.

The message is not conveyed automatically rather than is a mental process. This process is commonly called reading comprehension. In the journal, Syamsir (2021: 62) stated that comprehension is the ability to understand or understand something after knowing it and memorizing it. Comprehension is the strategies process by which to a text by using a clue in the text and own prior knowledge. Italia (2018: 23) mentioned that reading comprehension is the ability to understand the information in a text and interpret it appropriately. People usually read books for general understanding, information, and entertainment, but the purpose is not to memorize most of the specific details, but to fully understand the main ideas and to associate these main ideas with background knowledge accordingly. Reading comprehension always plays an important role because the main purpose of reading is to understand what the student is reading. Students cannot put ideas into texts or books without understanding what they have already read. In short, it is useless to read without understanding.

Micro and Macro Skill of Reading

When discussing the reading comprehension aspect, some important points need to be outlined in this discussion. According to Brown (2004: 187-188) He has two skills that are taken into account when designing tasks. Micro and macro reading skills.

Microskills include: 1) Discriminate among the distinctive graphemes and orthographic patterns of English; 2) Retain chunks of the language of different lengths in short-term memory; 3) Process writing an efficient rate of speed to suit the purpose; 4) Recognize a core of words, and interpret word order patterns and their significance; 5) Recognize grammatical word classes

(nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms; 6) Recognize that the particular meaning may be expressed in different grammatical forms; 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses. Then, macro skills include: 1) Recognize the rhetorical forms of written discourse and their significance for interpretation; 2) Recognize the communicative functions of written texts. According to form and purpose; 3) Infer context that is not explicit by using background knowledge; 4) From described events, ideas, etc., infer; inks and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; 5 Distinguish between literal and implied meanings; 6) Detect culturally specific references and interpret them in the context of the appropriate cultural schemata; 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Teaching Reading

Brown (2001: 6) described teaching as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something providing knowledge causing them to know or understand. In addition, teaching is guiding and facilitating learning, enabling the learners to learn, and setting the conditions for learning. From the statement above the writer thinks that in the teaching process, the teacher as a mediator helps learners to get material that can increase their knowledge in learning English. In teaching reading English teachers should introduce other materials as an alternative to give variation to the students in the teaching and learning process. These materials can be a form of media that can create interest and stimulate the student in the classroom learning process. Harmer (2001:70-71) formulates six principles in teaching reading. They are mentioned as follows:

- 1) The teacher needs to understand that reading is not a passive skill.
- 2) The teacher has to make the students enjoy reading the passage.
- 3) The teacher needs to encourage the students in responding to the context of a reading text: not just to the language used in the text.
- 4) The teacher should emphasize that prediction is a major factor in reading.
- 5) The teacher has to match the task to the topic.
- 6) Good teachers exploit reading text to the full.

True or False Questions

According to Treser on his website (2015) "True or False Question is well suited for the assessment of both the learner's retention of specific information from a course and their general understanding of the material". True or False Question is the most common question type, and it is widely used in testing. Such questions are easiest to construct, but at the same time present the most potential pitfalls that must be avoided. Learners can spot patterns in the way questions are constructed and guess the correct answers based on the questions' grammatical makeup and other indirect hints.

The most important thing to remember is what the words true or false questions, and not given actually mean and therefore what IELTS wants to write:

- 1) If the text agrees with or confirms the information in the statement, the answer is TRUE
- 2) If the text contradicts or is the opposite of the information in the statement, the answer is FALSE
- 3) If there is no information or it is impossible to know, the answer is NOT GIVEN

True means that the meaning is the same. If it is just similar then it is FALSE. It is very important, just because an answer is NOT GIVEN does not mean there are no words in the statements that match words in the text. This is something that confuses people, if words match then it must be TRUE or FALSE.

Teaching Procedure of True or False Questions

According to Day (1993: 30), here are the procedure of teaching reading by true or false questions: 1) Make up true or false questions for the message you have selected including questions that cannot be answered because the pieces of information are not in the message; 2) Ask the students to read the selected message; 3) Put the questions into pairs and ask them to answer the true or false questions. They can only have one answer for each question; 4) When the students have completed the exercise, discuss the answer as a class. Encourage students to use skimming and scanning skills to respond to inconsistencies among their answers.

METHOD

The researchers used a quantitative method with a quasi-experimental design. Sugioyono (2001:72) stated that the experimental method is a research method used to find an influence of specific treatment towards others in a controlled situation. The research design in this research is quasi-experimental. The researchers used experimental methods to know the

influence of using True or False Questions on students' reading ability. In this case, the writers took two classes to be investigated. The experimental class and the control class. In the experimental class, the researchers taught reading by using True or False Questions and in the control class, the writer taught reading by using conventional technique.

The population of this research is the students in the Tenth class of SMA Negeri 01 Punduh Pedada which consist of 238 students in 6 classes. To determine the sample of the research, the researchers used cluster random sampling. Random sampling is a technique to take the sample if the population is homogenous. So the researchers used a random sampling technique because the classes are homogenous. The researchers took the sample following the sampling technique based on Sugiyono's theory (2001:83), which taking the sample randomly can use a random, computer or use a lottery. In getting the data on students' reading ability, the writer gave the reading test. The kind of test is multiple choice which consists of 40 items, each item consists of five options: A, B, C, D, and E. The point of each item is 2.5. So, the highest score is 100, and the lowest score is 0.

To know the validity of the text, the writer used content validity and construct validity. Content validity used to measure instrument are relevant and representative. It means that the test was designed based on the syllabus. Although construct validity is used to measure the instrument based on the appropriateness of the result with the ability who want to measure the progression. It means that the items of the test should be suitable with the material that has been given and based on the current curriculum.

To know the reliability of the test, the writer used split half method, and then the writer do some steps follows (Arikunto, 2006: 170): 1) Give the test item to the students out of the sample of research; 2) Divide the test item into odd and even items; 3) Analyze the result by using the product moment formula as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Notes:

- r_{xy}** : Coefficient correlation between x and y
- $\sum xy$** : The total of x and y
- $\sum x$** : The total number of x score (odd items)
- $\sum y$** : The total number of y scores (even items)
- $\sum x^2$** : The sum square of variable X
- $\sum y^2$** : The sum square of variable Y
- N** : The total Sample

1. After getting the result of r_{xy} , the next step the writer will use the Spearman Brown formula to find the reliability of the test as follows:

$$r_{11} = \frac{2(r_{xy})}{1 + (r_{xy})}$$

Notes:

r_{11} : The reliability of the test

r_{xy} : Coefficient correlation between X and Y

2. Consult the result with the criteria of reliability
 - Reliability between 0.800 – 1.000 is very high
 - Reliability between 0.600 – 0.800 is high
 - Reliability between 0.400 – 0.600 is fair
 - Reliability between 0.200 – 0.400 is low
 - Reliability between 0.000 – 0.200 is very lowSo, the instrument is reliable if $r_{\text{count}} > r_{\text{table}}$

The hypothesis formula is (Sudjana, 2005: 273):

$$\chi^2_{ratio} = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

H₀: the data have a normal distribution.

H_a: the data do not have a normal distribution.

O_i: observed frequency

E_i: expected frequency

The criteria of the test: Rejected H_0 if $\chi^2_{ratio} \geq \chi^2_{(1-\alpha)}(k-3)$ if it has a normal distribution, so continued with the testing of homogenous. After population data has a normal distribution, the writers will conduct the examination. It is to know whether the data are homogenous or not. The homogeneity formula is :

H_0 : $\sigma_1^2 = \sigma_2^2$ (the variance of the data is homogenous)

H_a : $\sigma_1^2 \neq \sigma_2^2$ (the variance of the data is not homogenous)

$$F = \frac{S1 \text{ (the highest variance)}}{S2 \text{ (the lowest variance)}}$$

(Sudjana, 2009:249)

Notes:

- F : the homogeneity of variance
- S1 : the highest variance of experimental class
- S2 : the lowest variance of the control class

The criterion of testing: Accepted H_0 if $F(1-\alpha)(n_1 - 1) < F < F^{1/2} \alpha(n_1 - 1, n_2 - 1)$ H_0 is rejected if $F \geq (F^{1/2} \alpha(v_1, v_2))$ and also take the real level (α) 0,05 and 0,01.

To know the influence of using inference on students' reading ability, the researchers used t-test formula. Before using the t-test, the writer determined the average rate (\bar{x}) and variance (s^2).

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

Notes:

- X_1 : the score that is achieved by students
- n : variance s^2 is calculated by formula
- n_1 : total number of students' experimental class.
- n_2 : total number of students control class.
- \bar{x}_1 : the average score of the experimental class.
- \bar{x}_2 : the average score of the control class.
- S^2_1 : the variance of experimental class.
- S^2_2 : the variance of the control class.

The criterion of the test is accepted H_0 if $-t_{1 - \frac{1}{2} \alpha} < t < t_{1 - \frac{1}{2} \alpha}$ is t value which is indicated in degree freedom $n_1 + n_2 - 2$.

The test of the hypothesis is to show the influence of inference strategy on students' reading ability, the hypothesis is:

- H_0 1: $\mu_1 = \mu_2$ (There is no Influence of true or false questions towards Students' Reading Ability at the tenth Class of SMA N 1Punduh Pedada).
- H_0 1: $\mu_1 \neq \mu_2$ (There is Influence of true or false questions towards Students' Reading Ability at the tenth Class of SMA N 1 Punduh Pedada).

The testing criterion: H_0 is accepted if $t \leq t_{(1-\alpha)}$ with $dt = n_1 + n_2 - 2$ beside H_0 that is rejected, with the significance level 5% ($\alpha = 0.05$) and 1% ($\alpha = 0.01$).

RESULT AND DISCUSSION

The Data Normality Test of Experimental Class

After getting the scores from a reading test from the sample, then the writer analyzed the data of the normality test in the experimental class. Based on the student's scores in the experimental class, the writers got:

The highest score = 95

The lowest score = 60

Total of the data (n) = 38

Then, according to the calculation of the normality test, it was got:

Span (R) = 35

Total Number of Interval Class (K) = 6

Length of Interval Class (P) = 6

$\sum fi$ = 38

$\sum Fi.Xi$ = 2972

$\sum Fi.Xi^2$ = 235389,5

\bar{x} = 78.21

s_1^2 = 79.67

s_1 = 8.92

After analyzing the data, the writer found that the data have normal distribution because $\chi^2_{\text{ratio}} < \chi^2_{\text{table}} = (4.38 < 7.81)$ (χ^2_{ratio} was lower than χ^2_{table}). χ^2_{table} at the significance level of 0.05 is 7.81 and 0.01 is 11.3 and then χ^2_{ratio} is 4.38. So, the H_0 hypothesis was accepted, which means that the data have a normal distribution.

The Data Normality Test of Control Class

After getting the scores from a reading test from the sample, then the writer analyzed the data of the normality test in the control class. Based on the student's scores in the experimental class, the writers got:

The highest score = 85

The lowest score = 60

Total of the data (n) = 40

Then, according to the calculation of the normality test, it was got:

Span (R) = 30

Total Number of Interval Class (K) = 6

Length of Interval Class (P) = 5

$\sum fi$ = 40

$\sum Fi.Xi$ = 2885

$\sum Fi.Xi^2$ = 210380

$$\begin{aligned}\bar{x} &= 72.12 \\ s_2^2 &= 58.95 \\ s_2 &= 7.67\end{aligned}$$

After analyzing the data, the writer found that the data have normal distribution because $\chi^2_{\text{ratio}} < \chi^2_{\text{table}} = 3.51 < 7.81$ (χ^2_{ratio} was lower than χ^2_{table}). χ^2_{table} at the significance level of 0.05 is 7.81 and 0.01 is 11.3 and then χ^2_{ratio} is 3.51. So, the H_0 hypothesis was accepted, which means that the data have a normal distribution.

The Homogeneity Test of Variance

Next, after knowing the normal distribution of the data, the researchers checked the homogeneity of variance.

From the calculation above it is obtained:

$$\begin{aligned}n &= 1.35 \\ S_1^2 &= 79.67 \\ S_2^2 &= 58.95\end{aligned}$$

For 5% ($\alpha = 0.05$) is obtained $t_{\text{table}} = 1.76$

For 1% ($\alpha = 0.01$) is obtained $t_{\text{table}} = 2.22$

After analyzing the data, the writer found that t_{table} at the significance level of 0.05 is 1.76 and 0.01 is 2.22, and t_{ratio} is 1.35. So, H_0 is accepted because $t_{\text{ratio}} < t_{\text{table}}$. It means that the variance of the data in the experimental and control class are homogeneous.

The Hypothesis Test

In testing the hypothesis in this research, the writers used a statistical formula of t-test.

From the calculation of the hypothesis test, the writers got:

$$\begin{aligned}n_1 &= 38 \\ n_2 &= 40 \\ \underline{x}_1 &= 78.21 \\ \underline{x}_2 &= 72.12 \\ s_1^2 &= 79.67 \\ s_2^2 &= 58.95\end{aligned}$$

Then the data is included in the t_{test} formula. The writers got s^2 was 69.03 and s was 8.30. Based on the data analysis, it has got $t_{\text{test}} = 3.27$ and $t_{\text{table}} = 1.67$, and $t_{\text{table}} = 2.39$ so, based on the analysis above t_{test} is higher than t_{table} with a significance level of 5% ($3.27 > 1.67$) and t_{test} was higher than t_{table} with significance level 1% ($3.27 > 2.39$). It means that true or false questions

influence teaching reading Narrative text. From the calculation above, we can see that t_{test} is higher than t_{table} $\{(3.27 > 1.67), (3.27 > 2.39)\}$. It looked table for 0.05 and 0.01 which means that the average score of students' ability in Narrative text of the students who are taught by using true or false questions is higher than that those of who are taught by using conventional teaching techniques.

DISCUSSION

This is the study of the effect of using True or False Questions to practice ability in reading in teaching English to students. True or False questions are typically used to measure the ability to identify whether statements of fact are correct.

According to Treser on his website (2015) "True or False Question is well suited for the assessment of both the learner's retention of specific information from a course and their general understanding of the material". True or False Question is the most common question type, and it is widely used in testing. Such questions are easiest to construct, but at the same time present the most potential pitfalls that must be avoided.

Teaching reading the narrative text through True or False Questions is chosen as the focus area for the writer's research for several reasons. Firstly, the writer observed during many teaching practice placements during my under grade studies that reading is the most complex skill that has to be mastered by the student. Secondly, the writer observed that the students still have low motivation in learning reading; the students got difficulties to found the main idea of the text and comprehending the text. Thirdly, the writers notice that they are a minimal variety of strategy that is used in teaching English in the school. By using this strategy students can act in the teaching and learning process, especially in learning reading.

The research was conducted in the tenth class of SMA Negeri 1 Punduh Pedada. In this research, the writers applied True or False Questions to increase their ability in reading narrative text. The writer helped the students to find the main idea of the text and comprehend the text. This strategy used True or False Questions to make students easier remember and organize their idea about the topic, so it make students interested and enjoy following the lesson. By using True or False Questions, students can be interested in learning reading in the classroom, and it makes them more active in learning about reading, by arranging the sentences. In this strategy, students can learn many texts and therefore they will get a lot of new texts. By using True or False Questions in teaching-learning, teachers can improve their students in reading ability.

Based on the data analysis of the data and testing hypothesis the writer got the result that H_0 is rejected and H_a is accepted. Shown by the average score of the experimental class is (78.21) and the average score of the control class is (72.12). It also showed by t_{count} that was higher than t_{table} with significant influence of true or false questions towards students' reading ability of narrative text. Using True or False Questions can help students' ability in reading. It means that using True or False Question not only practice students' reading ability of narrative text but also improves students' knowledge in reading. In this case, the writers assume that using true or false questions is a good technique for teaching reading. Therefore, the writer concluded that using True or False Questions was able to increase students' ability in reading narrative text in the tenth class of SMA Negeri 1 Punduh Pedada.

CONCLUSION

After researching teaching English reading at Senior High School, it can be shown that the implementation of the True or False Question strategy can improve the students' reading ability and activity. There were several improvements reached by the students, not only in their academic scores but also in their behavior in the teaching and learning English process. Based on the result of data analysis and computation using the formula of t -test, the result of the analysis is significant, which is $t_{test} > t_{table}$; $3.27 > 1.67$ and $3.27 > 2.39$. From the result of the analysis, the writers conclude that there is a significant influence of True or False Questions on students' reading ability in the first semester of the tenth class of SMA N 1 Punduh Pedada. Teaching learning by True or False Questions can help the students easily in comprehending and improve what would their reading.

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