

GLOBISH Choosing Objective and Non-objective Test as Instrument for Assessment of EFL Student Learning Outcomes

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Abstract

This research describes the type of questions both objective and non-objective tests, benefits, and weaknesses of EFL students' learning outcomes. This research is a descriptive qualitative. The analysis shows that the written test can be used as a measuring instrument for knowing students' abilities. The form of the written test consists of objective and non-objective. An objective test consists of multiple potential answers or responses for students to choose one including completion, multiple-choice, matching, short answer, and true-false test. Non-objective tests consist of essays/descriptions for students to compose or organize answers in their language including an essay in limited/restricted essay and free essay tests. Teachers/lecturers should consider aspects of making the tests. They have differences in measured learning outcomes, preparation of question items, sampling of learning materials, control of student answers, scoring, influence on the learning process, and reliability. However, both objective and non-objective tests also have several advantages and disadvantages.

Keywords: *instrument for assessment, objective test, non-objective test, students' learning outcomes, type of questions*

Introduction

One important component in the implementation of education is assessment (Ndiung & Jediut, 2020). Assessment is an integral part of the learning process and can determine the quality of a learning activity. Related to curriculum implementation, assessment is an important part of curriculum tools that are made to measure and assess levels of competency achievement. Ratings should also be used to know the strengths and weaknesses in the learning process, as well as to diagnose and improve the learning process. A meaningful learning process requires an assessment system that is good, planned, and sustainable.

The ability to carry out learning assessment/evaluation is a basic skill that must be mastered by an educator as well as prospective educators as one of their professional competencies (Fitria, 2021). Learning evaluation is the professional competence of an educator (Asrul et al., 2015). These competencies are in line with the assessment instruments and the ability of the teacher, one of the indicators is doing a learning evaluation (Fitria, 2020). Based on Law Number 20 of 2003 article 39 paragraph 2 concerning The National Education System states that educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and service to the community, especially for educators in tertiary institutions. Thus, one of the competencies that must be possessed by a teacher is the ability to conduct an evaluation, both in the process of learning and assessment of learning outcomes (Asrul et al., 2015).

The process of a learning assessment is a very important thing in the learning process. (Nugroho & Airlanda, 2020) Assessment cannot be separated from the learning process, because with the assessment educators will know how learning outcomes are achieved. Because an assessment can be used in making decisions based on measurement (Hariono et al., 2021). Assessment of students must follow assessment standards because assessment standards are closely related to procedures, mechanisms, and learning outcomes

assessment instruments. Assessment of learning outcomes by educators which is carried out continuously aims to monitor the process and progress of student learning as well as to increase the effectiveness of learning activities (Amalia & Susilaningsih, 2014). Assessment of learning outcomes by educational units is carried out to assess achievement student competency in all subjects. In

Sani (2022) explains that problems encountered in efforts to improve process assessment and learning outcomes are due to the difficulty of changing the teacher's paradigm about assessment should be made. In general, teachers in Indonesia only know the assessment instrument in the form of a test and assume that assessment only needs to be done after students complete the learning process. It is not easy for teachers to give the chance to learners to engage in the assessment process, because the teacher relationship feels the best. Teachers have been accustomed to using assessments by using numbers only, so the assessment is qualitative and includes information about the strengths and weaknesses of students very hard to do.

Assessment is the task and responsibility of educators in learning which serves to assess the extent to which students can achieve the goals of learning (Nugroho & Airlanda, 2020). The main task of a teacher is to educate, in educating some criteria determine whether the student or student being educated is successful in achieving the competency of the subject being studied (Fitria, 2020). In determining this success, the teacher must be able to provide fair and objective scoring and assessment to his students. The teacher must be good at determining the techniques in the scoring system to assess the extent of the success of students in following the lessons. These results become a benchmark for how students understand the subject matter being taught. In giving an assessment, a teacher must understand what are the references and principles in assessing students.

Assessing and evaluating are obligations that must be carried out by a teacher to find out the extent to which competencies have been mastered by students after carrying out the learning process. In addition, assessment and evaluation activities can also be used as a benchmark for teacher success in carrying out learning assessment and evaluation activities that need attention in the planning and implementation process (Irawati et al., 2017). Assessment of learning outcomes must well done to get accurate and useful information improvement of the learning process (Nurjananto & Kusumo, 2015). Understanding assessment as a systematic process of collecting, analyzing, and interpreting information to determine the extent to which students achieve goals (Zuliani et al., 2023).

Assessment is an activity carried out to obtain information objectively, continuously, and comprehensively about the process and learning outcomes achieved by students, the results of which are used as a basis for determining further treatment. In government regulation No. 19 of 2005, it is said that the assessment of learning outcomes by educators is carried out continuously to monitor the progress process, and improvement of results in the form of daily tests, midterm tests, semester tests, and class promotion tests.

Assessment is a process for making decisions by using the information obtained through measurement learning outcomes, both using tests and non-tests (Febriana, 2021; Nana, 2021). This process is carried out through various assessment techniques, using various instruments, and originating from various sources to make it more comprehensive (Zuliani et al., 2023). This matter implies that the object being assessed is the result of learning. Student learning outcomes are essentially changes in knowledge or understanding and behavior. Yaumi (2017) states that assessment is the process of collecting and discussing information from various sources to develop that understanding insight into what students know, understand, and can do with their knowledge as a result of their educational experiences; the process reaches a breaking point when the results of the assessment are used to improve the next lesson.

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Assessment is an important component in the implementation of education (Arif, 2016). The implementation of assessment in science lessons is directed at the ability of science process skills, namely to obtain information about the ability or success of the teacher in providing or teaching material to students and the ability of students to 45 understand lessons. The achievement of learning outcomes in the educational aspect produced by students can be seen from the 41 mastery of the material that has been given through the results of evaluations carried out both during the learning process and after the learning activities are completed. 27 Assessment by a teacher is crucial for understanding students' learning achievements and the efficacy of teaching and learning activities in the classroom (Fahmi & Noor, 2019). In addition, the evaluation results are useful for knowing the success or achievement of students carefully and precisely (Sukardi, 2008). The results of an assessment accurately reflect how much students have learned and comprehended the instruction and learning process. A teacher is in a position to provide 9 reinforcement or enrichment for students if they are aware of their academic progress. By conducting an assessment when carrying out the learning process, the teacher can determine the level of success of the learning process and will obtain input materials to determine the next steps (Suryaatmaja, 2021).

The test is a measuring instrument for data collection where in responding to questions in the instrument, students are encouraged to issue all their abilities so that they can provide 33 conclusions regarding the abilities or mastery possessed by students (Selviani, 2022). A test is a measuring tool used to detect material that students have not understood well (Khaerudin, 2017). According 30 to Fahmi & Noor (2019), a test is a means of determining a student's level of knowledge. The level of test difficulty plays 14 a crucial role in determining whether or not students comprehend the course material. The test is a form of instrument used to make measurements (Mardapi, 2015). The test consists of several questions that have a right 14 or wrong answer, or all right or part right. The purpose of conducting the test is to find out the learning achievements or competencies that have been achieved by students in certain subjects.

The 25 assessment instrument is a data collection tool to make things easier for researchers to know the ability and level of success of students in learning (Batubara & Siregar, 2022). In practice, the implementation of learning outcomes tests can be carried out in writing (written test), orally (oral test), and with action tests 1 Mardapi, 2015). The form of written test questions is classified into two 8 forms, namely the form of objective questions and the form of non-objective questions. A written test 3 is a test whose questions must be answered by students by giving written answers. The written test in the form of a description is a set of questions in the form of assignments, questions that require students to organize and state the answer in their own words (Kunandar, 2013). The answer can be in the form of recalling, composing, organizing, or combining the knowledge he 8 has learned in a series of sentences or well-organized words. Writing written tests is the most important activity in preparing test materials. Each item written must be based on an indicator formulation that has been arranged in a grid. The use of the correct form of questions in a written test depends very much on the behavior/competence to 32 be measured. Some competencies are more accurately measured/asked by using written tests in the form of 32 description questions, some competencies are more accurately measured using written tests in the form of objective questions. 20

Selegi (2019) states that the types of tests are divided into two, namely objective tests and subjective tests. An objective test is a test that is carried out objectively and the answer choices are already available, students only choose the most correct answer. Non-objective tests are also often referred to as essay or essay-form tests. The objective test here is seen from 3 the way it is scored, anyone who checks the answer sheet will produce the same score. Questions in the form of objective descriptions are questions that require a set

of answers with a certain understanding/concept so that the scoring can be done objectively. Selegi (2019) also states that non-objective tests are tests that are carried out subjectively, the assessment is carried out based on certain (subjective) considerations of a person. Non-objective tests are often used in the fields of social sciences, namely those with broad answers and not only one correct answer, depending on the test takers' arguments. A non-objective test scoring system is influenced by the subjectivity of the scorer (Mardapi, 2015). Questions in the form of non-objective descriptions are questions that require a set of answers in the form of understanding/concepts in the opinion of each student so that the scoring is difficult to do objectively (the scoring can contain elements of subjectivity).

This study focused on the assessment of written tests in the form of objective and non-description objectives. In this study, the researcher will focus on the types of written tests (objective and non-objective) and their advantages and disadvantages.

Method

This research is library research. Library research is a series of activities concerning library data collection methods (Sumargono, 2021). According to Siregar & Fahmi (2023), library research includes general processes, such as identifying systematic sect theory, discovery bibliography, and analysis of documents containing information relating to the research topic. In this research, the researcher focuses on describing the topic of instruments for assessment including objective and non-objective (subjective) tests. Documents as research objects in it include containing information or information that can be used as a basis for answering, explaining, and solving research problems (Syamsudin, 2021). In this study, researchers used various references from books and some of the articles related to the research topic, namely objective and non-objective tests. All types of research notes that have been collected are then raw materials that still need to be processed at a later stage, namely the analysis and synthesis stage (Zed, 2008).

Findings and Discussion

The development of the assessment instrument is a step that is important in assessing learning outcomes for learners (Zaim, 2016). There are three forms of assessment instruments: (1) tested tests written using item questions; (2) oral test or oral test by asking directly students using a list of questions; and (3) action/performance by asking participants to learn to do something in a certain period. The test can be carried out orally, in writing, or in the form of action (Sutedi, 2019).

Kind of Test (Objective and Non-objective Test)

In assessment, the form of written test questions is classified into two forms, namely the form of objective questions and the form of non-objective questions (Mardapi, 2015; Qomariyah et al., 2022). The descriptions are as follows:

A. Objective Test

Objective test is one of the most widely used tests to assess student learning outcomes (Rahmawati & Huda, 2022). The meaning of the word "objective" means that this test has an objective view of the system the scoring. Therefore, scoring against the answers to questions can be done objectively by the examiner (Rukajat, 2018). This test consists of items the question contains alternative answers that must be selected by the test takers. Alternative answers have been provided by the item maker. Students are asked to choose an answer from the alternative answers that had been provided. This test can be used to assess various aspects of knowledge that are broad and easy to assess the answers given by students. Objective tests can also be referred to as short-answer tests because require students to only give short answers, by selecting certain codes that represent alternative answers, for example by crossing, circling, or blacking out the selected answer options.

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Answers to objective tests are definite and dichotomous, there is only one possible correct answer. If students do not answer "like that" (options or answers that are declared correct) are declared wrong, and there is no weight or scale for the answer to an item as is the case in the essay test. Because the answer is definite, the student's correct answer to an item will be declared correct by the corrector, regardless of who the corrector or examiner is. Thus, it is easy and certain that there is agreement among the proofreaders about the correct answer. The results of student work are checked by anyone and at any time will produce a score that is more or less the same. That is why, this test is called an objective test: answered by anyone and corrected by anyone the correct answer remains the same.

Asrul et al. (2015) state that there are several types of objective form tests, for example, completion test, multiple choice, matching, short fill, and True False test. The description can be seen as follows:

1. Completion Test

Completion tests are commonly referred to as filling tests, perfecting tests, or completing tests (Asrul et al., 2015). According to Arifin (2009), completion tests are referred to as filling tests, perfecting tests, or completing tests. This test is in the form of an incomplete statement, where students are asked to complete the statement with one word, one short sentence formula, or one number. The complete form is more suitable for measuring recall of facts, and simple principles, and testing higher-level abilities such as comprehension and application, provided the items are carefully constructed.

The completion test consists of sentences that have omitted parts. The part that is omitted or that must be filled in by the student. The completion test consists of sentences that have omitted parts. This omitted part is the understanding we ask of the disciple. There is also a completion test that does not take the form of short sentences but instead consists of sentences that are strung together and contain a lot of fields. The characteristics of the filled test consist of the arrangement of sentences whose parts have been omitted. The omitted parts are filled with dots (.....). The points must be completed/filled in/refined by the testee with answers.

Test completion has several advantages. This test is very easy to prepare. When compared with the objective test in the form of fill-in, this test more space-saving (paper) because the material presented in this test is quite a lot and varied. This test can be used to measure various levels of competence and not just reveal the level of recognition or memorization. The problem being tested is stated as a whole in its context. These test items are very useful for revealing the testee's complete or complete knowledge about a matter or a field.

However, there are several disadvantages of the completion test. In general, testers tend to reveal more aspects of knowledge and recognition only. The items from this test may lack relevance to present because it is easy to make, and testers are often careless in making questions. Because the test is written in the form of a series of stories, this test generally takes up a lot of space. Its nature is less comprehensive because it can only reveal a portion of the material that should be tested. Besides, opportunities are opened for the testee to play the guessing game.

To get a test that has a good structure and appearance, teachers can consider several guidelines. 1) State the test instructions briefly and clearly by underlining the keywords. 2) Write a question or statement which have one possible correct answer. 3) Choose the definition or terminology of a knowledge, by omitting the keywords. These keywords become answers that must be filled in by students. 4) Ask specifically for the desired answer. 5) Use only one space, or blank space, for each complete test item. 6) Place a space or blank space at the end of the sentence of

the complete test item. 7) Create an answer key that can be used as a reference in giving an assessment.

Arifin (2009) states that arranging questions of this form provides several criteria such as: 1) Should not use open questions, so there is the possibility of students answering in a decomposed manner. 2) For questions of the form of completion of the test should not take statements directly from the book. 3) Blank dots as a place for answers should be placed at the end or near the end of the sentence rather than at the beginning of the sentence. 4) Do not provide too many blank spots. Statements should contain only one alternative answer. 5) If necessary, pictures can be used so that they can be shortened and clear. Besides, when preparing for the test, teachers should pay attention to the following: 1) It should always be remembered that we cannot plan more than one seemingly logical answer. 2) Do not quote sentences/statements in books/notes. 3) Try to make all empty spaces the same length. 4) Try to make all statements not have more than one blank space. 5) Do not start with a space.

2. Multiple Choice

A multiple-choice test provides more than possible answers, and only one of these choices is correct or most correct (Asrul et al., 2015). Mulyani & Huriaty (2016) explain that multiple-choice tests are often used by teachers to measure students' understanding of the subject matter. Multiple-choice tests also provide true and false statements for each alternative answer, only there is more than one god. The form of multiple choice questions is one of the tests that have one correct or most appropriate answer (Rahmawati & Huda, 2022). Multiple choice question form usually consists of four structures, namely stem, option, key, and distractor. Stem is the question or statement that is asked to students to test their ability in the problems in the problem. An option is several answers or alternative answers. The key is the most appropriate or correct answer. Distractors is another wrong or incorrect answer (distractor).

Multiple choice has several advantages. This test is more flexible in the implementation of evaluation and is effective for measuring whether learning objectives have been achieved. The material tested through multiple choice questions covers most of the material that has been taught to students. The results of student answers can be corrected and assessed easily and objectively through the answer key that has been prepared beforehand. The answer to each item is known as right and wrong so the assessment is done objectively.

However, there are several disadvantages of multiple choice. This test only focuses on one answer so students' argumentative abilities tend not to develop. It is related to the terms of developing students' creativity. When faced with a question, a participant is likely to have one of two conditions (Huda & Mardapi, 2015), namely (1) the test taker has knowledge of the question and is completely sure of the answer, (2) the test taker only knows part of the answer and is unsure of the answer the question. If the second condition occurs in the test takers, then the participants may cheat by cooperating with the test participants. The possibility of students answering by way of origin guessing will be very high and the abilities and thinking processes that students do are not can be known in real terms. However, because there are more wrong statements, it is less likely to speculate to get the correct answer than on a true-false test.

There are several rules in compiling multiple-choice questions including (1) questions multiple choice which is a problem that must be arranged clearly; (2) the formulation and main questions and alternative answers are only important

statements (3) each question should be prepared to contain only one correct or most correct answer; (4) Problem try not to use negative statements; and (5) Alternative answers must be logical and the distractor must function. But, regarding the number of alternative answers, there are no standard rules (Arifin, 2009). The teacher can make 3, 4, or 5 alternative answers. This is intended to reduce the chance of guessing. The abilities that can be measured by multiple-choice tests include knowing terms, facts, principles, methods, and procedures; identifying uses of facts and principles; interpreting cause-and-effect relationships and assessing procedure methods.

Arifin (2009) explains that there are some practical instructions in compiling multiple-choice questions including 1) Refer to basic competencies and question indicators. 2) Give instructions on how to do it. 3) Do not include question material that is not relevant to what students have learned. 4) The problem statements should formulate a clear and meaningful problem. 5) Statements and choices should be an unbroken whole sentence. 6) Alternative answers must be functional, homogeneous, and logical. 7) The length of the choice on a question should be shorter than the item. 8) Try not to easily associate statements and choices. 9) Alternative correct answers should not be systematic. 10) There is only one correct answer.

3. Matching

The matching test is often known as the view seek test, fit test, or matchmaking test (Asrul et al., 2015). This test consists of a series of questions and a series of answers to find and determine the correct answers prepared to suit or fit or constitute a partner, or a "mate" of the question. Each question has an answer listed in the answer series. The student's task is to find and place answers, so that they match the question. This test is suitable for measuring students' ability to identify information based on simple relationships and the ability to identify the ability to connect between two things. The more connections between the premise and the response are made, the better the questions are presented (Arifin, 2009).

Yurwati et al. (2021) explain that the traditional form of test item matching consists of two parallel columns. Each word, number, or symbol is matched with a sentence, phrase, or word in another column. Items in the column where matchmaking sought is are called the premise, while the column where the option sought is called the response. The student's task is to match the premise and response based on the specified rules. These matching tests are relatively rarely used in learning assessment. This shape test can also be used to measure many intermediate learning dimensions others: measuring students' reasoning ability, comprehension concepts, relationships between concepts, thinking skills, etc.

Matching test has several advantages. This test has easy manufacture. It can be assessed easily quickly and objectively. If this type of test is done well, then the factors change is practically eliminated. This test is very useful for assessing various things. The other advantages are: that the assessment of the results of matching students can be done quickly, precisely, and objectively. Matching questions can be used to measure students' ability to identify two things that have a relationship. This matching question can also be used to measure the subject matter or broader sub-subject matter.

However, there are several disadvantages of the matching test. This test can only be used to measure things that are based on facts and student memorization because it is easy to prepare, this type of test is often not good enough to be used as an "escape" for teaching, that is if the teacher does not have time to make another

form of test. It is because the answers are short, this test is not good for evaluating understanding and ability to make interpretations. Besides, the difficulty in identifying the main material or sub-subject that is discussed measures related things.

There are several ways to arrange matching tests such as: 1). The details of the questions should be put in the form This matching test is not less than 10 and no more than 15 questions. 2). The list on the left should be made longer rather than the list on the right, so that answers can be correct quickly searched and found by the tester. 3). Even if it is sometimes difficult to implement, try to consider instructions on how to do the questions that are made as short and half as possible. Besides, the form of a matching question is a question that should be arranged into two parallel statements (Rahmawati & Huda, 2022). The two statements are one unit. The statement on the left is a statement that must be matched on the right side. The statements on the left in the form of questions can be arranged the same as the part on the right as an answer or it can also be a statement on the left that is less than the answer on the right. This matter is done to outwit students in matchmaking so students are not careless in matching. In the form of a matching test, students are required to match, match, adjust, or connect between the two statements provided. Statements are usually placed in two columns, the left column and the right column, the left column is in the form of a main statement (stem) or a question, while the right column is the "answer" to the statement in the left column. The statements in the left column may be incomplete statements or sentences, and the complements are placed in the right column. So, the matchmaking test is no different from a filling-in or multiple-choice test.

In compiling the form of matching questions, there are several rules which is important to note. 1) In compiling questions, a matching test should choose the same material and aspects that are also put forward the same thing so that the problem that will be raised later is homogeneous. 2) When compiling questions, use sentences (question-answer) easy to understand. 3) In compiling matchmaking questions it would be better if there were more answers compared to questions. Fourth, use different symbols between questions and answers. Fifth, questions and answers about matchmaking are arranged on one page.

Arifin (2009) explains that there are several criteria for arranging questions in matching test form such as: 1) Make test instructions clear, concise, and easy to understand. 2) Customize with basic competencies and indicators. 3) The set of questions is placed on the left, while the answers are on the right. 4) The number of alternative answers should be more than the number of questions. 5) Arrange the items and alternative answers with a certain systematic. For example, before the subject matter, preceded by a stem, or it could be directly on the subject matter. 6) The entire group of questions and answers is only on one page. 7) Use sentences that are short and direct to the point.

There are matching test preparations. If teachers want to compile test questions matching tests, the following suggested things need to be considered such as: 1) The scope of the material to be tested in a matching test unit should be of the same type. For example, if we intend to make tests for teaching materials on literature, structure vocabulary, or writing skills, it is best if each of these teaching materials is used as a separate unit, for example with eight questions so that a total of 24 questions. 2) The answer items in the column on the right must be short, and not overlapping, one answer item is only correctly connected with one statement in the left column. So, there is a discriminating difference between each statement item and the answer, because the ability of students to be able to distinguish this is also

the goal of the matchmaking test. 3) The number of answer items in the right column should be more than the number of statements in the left column. For example, if there are 8 questions, there are 10 answers. This is intended to reduce the possibility of student answers that are coincidental. 4) The number of items for one matching test unit should not be too many or too few because this will cause the test to be too difficult or too easy. The amount per unit should be between 6-10 items.

4. Short Answer Test

A short answer test is a question marked with an answer in the blank space provided by the test maker to write down the answer according to the instructions. A short answer test is usually in the form of a story or essay (Asrul et al., 2015). A short answer test is in the form of a question that requires student answers in the form of words, numbers, sentences, or symbols, and answers that can only be judged as true or false (Rahmawati & Huda, 2022). The short answer form is more suitable for measuring simple learning outcomes that are simple in nature, memory and understanding, and application as long as the items are arranged carefully.

A short answer test is used to determine students' memory, level of knowledge, and understanding, such as the ability to say terms, state facts, state principles, interpret simple data, solve problems related to numbers, manipulate mathematical symbols, and complete equations. In this test, if there is a lot of material being tested, then the level of thinking that is measured tends to be low. Besides, this test is appropriate to use to measure the abilities of very simple test takers. The abilities measured by short answers are the ability to say terms, the ability to mention facts, the ability to state principles, the ability to mention methods or procedures, the ability to interpret simple data, the ability to solve problems related to children, and the ability to complete equations.

A short answer question has some advantages such as 1) compiling can be stated more easily when compared to multiple-choice, true-false, matching, and essay tests.; 2) minimizing students in giving answers at random; 3) providing the ability for students to answer briefly, solidly, and precisely; and 4) the results of the assessment carried out can be more objective. Besides, the other advantages such as: 1) The probability of guessing the answer is very difficult. The possibility of guessing the answer in the short answer test is very difficult because in the short answer test, the answers are searched alone or no answer choices are provided. 2) Suitable for math problems or calculation questions because it can be assessed as true or false (definite answers). 3) Knowledge outcomes can be broadly measured. Short answer tests can measure precisely the purpose of teaching. 4) It is very good for assessing students' abilities concerning facts, principles, and terminology. Short answer tests are useful for revealing factual matters and reducing answers based on guesswork. 4) Require students to express their opinions briefly and clearly. Forms of short answer tests include direct questions or free answers, imperfect sentences, and forms of definite answers or forms of association. 5) Examination of answer sheets can be done objectively. Each question has only one correct answer.

However, there are several disadvantages of the short answer test. 1) This test tends to reveal more aspects of knowledge or recognition only. 2). This test is comprehensive because it can only reveal only part of the material that should be tested. The other weaknesses of the form of short answers include 1) the inability to measure more aspects of student knowledge, 2) the assessment is carried out long enough even though it is not like a test in the form of a description, 3) the proofreader will experience difficulties if student answers are confusing or not following the question given. Besides, the other disadvantages of short answer tests

are: 1. It is hard to put together words where there is only one answer. 2) It has only one correct answer, so the answers are very objective. 3) It only relates to the ability to remember, while other abilities are a little neglected. 3) Suitable to measure problem-solving abilities in the fields of Mathematics and Natural Sciences. 4) It is not suitable for measuring complex learning outcomes, resulting in a simple short response and it is not possible to measure more complex learning outcomes. 5) In the form of completing questions, students are often confused if there are too many blank spots to be filled in,

There are several ways to prepare an objective test in the fill-in form: 1. For this test to be used efficiently, the correct answer must be filled in written on the answer sheet, or in the appropriate place separated. 2. The story expressions used as test material should be arranged as concisely as possible maybe for the sake of saving space or paper and adjustment time. 3. If the type of subject to be presented is possible teaching or testing questions can also be put in the form picture. While compiling questions in the form of short answers, there are two things important things to note: (1) when making short answer questions do not take or use direct statements taken from a book, and (2) statements arranged into don't questions ambiguous or potentially lead to various answers.

There are several principles of compiling short answer tests: 1) The formulation of the items must be following abilities (basic competencies & indicators). 2). The formulation of the items must use good language, and short & clear sentences so that they are easy to understand. 3). The answers required by the items in the form of facts, phrases, numbers, symbols, years, places & the like must be brief & definite. 4). The formulation of the item is not a sentence quoted directly from a book. 5). Avoid the formulation of questions that contain clues to the answer key. 6). Items in the form of incomplete sentences, a maximum of two blanks for one sentence. 7). The formulation of the question sentence must be communicative. 8). Only meaningful words are omitted in imperfect sentences. 9). The total score is determined by the number of answer places or (blanks) and not the number of items. 10). Answers in the shortest possible words, numbers, or signs (symbols) and there is only one correct answer. 11). Avoid indefinite statements. 12). Avoid overmutilated statements.

5. True False

A true-false test is also often known as a "Yes-No" question (Asrul et al., 2015). The form of true-false questions is a form of test that which the questions are in the form of statements whose answers are true or false (Rahmawati & Huda, 2022). The test shows some answers (statements) are right and others are wrong. The students can mark each of these statements by circling (T) for 'True' as the correct statement and (F) for 'False' as the wrong statement (Arikunto, 2021). The right wrong question is used to measure aspects of student knowledge related to, facts, definitions, and principles. Questions that are in the form of true-false are the same as other forms of questions which has advantages. A true-false problem has two excesses. This true-false question is to measure students' ability to distinguish between facts and opinions. For the questions to function properly, the material asked should be homogeneous in terms of content. This form of question is more widely used to measure the ability to identify information based on simple relationships (Arifin, 2009).

Multiple choice test has several advantages. Correcting answers given by students can be done quickly, easily, and objectively. The two questions that are arranged can be done more easily. In addition to having advantages, the form of

true-false questions also has weaknesses. The first weakness is the possibility of students answering questions correctly answer to each question is 50%.

While, there are several disadvantages of the multiple-choice, such as 1) An inaccurate statement will confuse students; 2) Right or wrong answers are sometimes predictable; 3) The possibility that there are students who are chancy is quite large; (4) The preparation of items that measure process and higher-order thinking competencies is not easy to do. 5) Test objectives in the form of true false open up opportunities for the tester to speculate on the answer. 6) The initial nature is limited in the sense that the test can only express recall and movement back. 7) The items can be objective test questions, this type cannot answered with only two possibilities, namely true or false. Besides, true-false questions can measure more aspects of student knowledge because the question requires memory and re-introduction or reintroduction. Some problems cannot be made in the form of a statement that only raises two right or wrong answers. Regarding short questions, this test can cover a wide range of material, and the preparation of a test is easy to do, Students can quickly understand the instructions for working on the questions, and teachers can examine students' work quickly and objectively. This test is easy to manufacture and can be used repeatedly. This test also covers a wide range of subject matter and it is not consuming too much paper.

Rahmawati & Huda (2022) state that there are several important rules in compiling true-false questions such as. 1) Avoid statements that contain words, sometimes sometimes, always, usually, often, never, never, and said the like. 2) Avoid taking statements directly from textbooks, textbooks, and or books used as materials for learning. 3) Avoid using multiple negative words in one statement. Fourth, in compiling questions should be considered short questions. Sentences that are too long or sentences that are too long or too short are not good. Long questions will obscure the essence of the question. Fifth, true-false questions should be arranged randomly. In other words, if the questions are not sequentially correct then the questions are wrong, or vice versa.

Besides, Arifin (2009) states that several practical instructions in compiling true-false questions are: 1) In compiling the items in this true-false form, the number of items should be quite a lot, over 50 questions, so that they can be accounted for. 2) The number of correct and incorrect items should be the same. 3) Give instructions on how to do the questions that are clear and use simple sentences. 4) Avoid statements that are too general, complex, and negative. 5) Avoid using words that can give a hint about the desired answer.

B. Non-objective Test

Non-objective tests are tests that are structured in the form of structured questions so that participants can compose and organize their answers to each question in their language. This test requires students to have the ability to present answers in writing. Non-objective test is generally in the form of essays (descriptions). Essay questions are questions whose answers require students to be able to remember and organize the ideas or ideas they learn by expressing them in the form of written descriptions (Setiawati & Lapasau, 2022). The essay test contains several questions given to students to be given answers in the form of descriptions, explanations, discussing, comparing, giving reasons, and other forms that fit the question given with the use of their language be carried out by expressing the thoughts. The questions given in the test are to invite answers and implementation of the tasks of the test takers that vary in focus, content, wording, and length in such a way as to invite answers and implementation of the tasks of the test takers that vary in focus, content, wording, and long - short answers.

Non-objective tests are also called subjective tests. In general, subjective tests are in the form of essays or descriptions (Rukajat, 2018). The test is categorized as a subjective test if it is impossible to score the work of the test takers objectively and can only be done subjectively because of the process of scoring which is influenced by the opinion or assessment of the teacher or examiner of the test. Non-objective tests in the form of essays/descriptions consist of a series of assignments and questions that require students to compose and present their answers in their own words. The students have responsibilities and thoughts to respond or respond to questions filed. They have the freedom to express or state the answer in words. The answer may be to memorize, compare, organize, or combine learned information into well-structured sentences or words (Kunandar, 2013).

Gronlund & Linn (1990) classify essay tests or description tests into two forms, namely the restricted/limited response items and free essay tests (extended response items). The descriptions are as follows:

1) Limited Description Test/Restricted Description Test

A limited description test is a form of description test that imposes certain limitations on test takers in answering test questions (Rukajat, 2018). That limitation includes the context of the answer expected by a researcher, the number of answer items worked, the breadth of the description of the answers, and the breadth of the answers requested. Items about this type of description should be used to measure learning outcomes level understanding, application, and analysis. This type of essay test is the most useful in measuring learning outcomes at low cognitive levels, that is, level of knowledge, understanding, and application.

In this limited description test, test takers are limited on the nature, length, or order of the answers to be made. A limited description test requires test takers to answer with a description of which the correct answer has been determined (Kurniawan, 2021). The answers of the test takers will be very limited to achieve or produce the correct answer. So that the scoring objective scoring guidelines are needed. The answer points are directed at the answers that are needed. Mehrens & Lehmann (1991) state that the limited answer essay test or structured, test takers or students are more restricted to the form and scope of the answer because the specifically stated context of the answer should be given by the test taker. This limits the freedom of test takers to select, remember, and synthesize all that is known and present it logically as desired. Such conditions will also help in compiling key questions and in checking them. Because there is a limit on answers, meaning one's test can be scored more easily and faster when compared to the free essay test (Yusuf, 2017). A limited description test is a form of descriptive test that gives certain limitations to students in answering the test questions (Widoyoko, 2016).

Limited description test is used for evaluating learning outcomes in the form of abilities ability such as: explaining cause and effect relationships, explaining the application of the principles, presenting arguments, formulating hypotheses, formulating conclusions, formulating assumptions, and describing methods and procedures. Astiti (2017) states that this type of essay question emphasizes the boundaries of several answers given by students. Problem description with Limited answers usually contains problems limited and the specification of the answer has been determined (Astiti, 2017). Operational verbs used in this problem are a characteristic that makes us easily distinguish it from the type of free description questions, namely the use of words such as: define, mention, and give a brief reason. In addition to the limitations regarding space the scope of answers can also be included in the instructions do questions.

2) Free Essay Test

A free essay test gives freedom for test takers to organize and express thoughts and ideas in answering questions test (Widoyoko, 2016). Test takers are given complete freedom to answer according to their respective language and cognition. The test takers' answers are open, flexible, and not structured. Every essay test should contain problems, just asking for the facts (Yusuf, 2017). The form of free essay questions is good for measuring results learned at the level of application, analysis, evaluation, and creativity. In the free essay test, test takers can answer by suggesting ideas freely and broadly (Kurniawan, 2021). This opens the opportunity for students to express their opinions according to what they know. They are free to argue concerning an item of matter, according to the views of each.

A free essay test is used to evaluate complex form abilities such as: generating, structuring, and expressing ideas, integrating learning results from various fields of study, engineering or designing experiments, and describing the value of an idea. A free Essay Test is a form of descriptive test that gives freedom to test takers to organize and express thoughts and ideas, answering the test questions (Rukajat, 2018). Question form like this is very good for measuring learning outcomes at the level of application, analysis, evaluation, and creativity. In the free essay form test, students are only limited by time and not bound by the order of answers.

Question descriptions with free answers will allow students to formulate their answers (Astuti, 2017). Even so, a matter of description with free answers is often still subject to restrictions and certain limitations, such as the length of time working on questions and several answer pages. Restrictions on the form of answers and content are kept to a minimum. In principle, teachers provide opportunities for students to demonstrate their skills in synthesis and evaluation. Control or limitation is limited to effort so the essay question in question can reveal desired cognitive skills. In responding to answering questions such as on a test that demonstrates the ability to select and remember the facts, students need to organize and present their ideas in a logical and clear form. Mehrens & Lehmann (1991) state that free or open answer form essay tests, allow students to demonstrate skills, namely: 1) mention of knowledge factual, 2) assess factual knowledge, 3) organize their ideas, and 4) put forward their ideas logically and coherently.

Yusrizal (2016) explains how to reduce the subjectivity of essay tests. However, teachers can reduce this subjectivity to the minimum possible by following simple steps: 1) Avoid open questions. 2) Let students answer that question the same, to avoid the choice. 3) Using student numbers, not their names, to hide their identity. 4) Score all answers for each question for all students at one time. 5) Do not leave the score on a question to influence us when scoring the next. 6) Always rearrange the paper before us correct. 7) Don't let our feelings or emotions get to students affect their scores. 8) Avoid distractions when corrected.

However, free essay types also limited weaknesses, including: 1) Results Scoring of responses (answers) is usually difficult and unreliable for the test taker free in compiling factual information from different levels of truth. 2) The form of the non-objective/free essay test suitable for the field of study of the social sciences. Although the scoring results of this type of test are inclined subjective, however, when guidelines are provided scoring results can be more objective. It is recommended that each question is assigned a keyword.

According to Yusrizal (2016), teachers are probably aware of the difficulty of essay questions as a measuring tool. Hence, the essay test is a useful measurement tool only insofar as its construction, implementation, and scoring have high objectivity. Hence, a details essay test should consist of items that will guarantee the same

understanding of all participants test. Also, the responses given by two or more reviewers should give the same score and must draw consistent interpretations, We know that it is difficult to achieve and requires a lot of effort. There are several guides for constructing appropriate good essay test items with the desired behavior, such as: 1) Restrict the use of essay questions only for learning outcomes that cannot be measured with objective tests. 2) Questions should be designed in such a way that it is the only skill that matters meant to be measured only measurable. This matter can be achieved by expressing clear and appropriate questions according to the purpose of learning. 3) Questions specify the basis of exactly what is required of the essay test. Make sure that the examinee's assignment is indicated by the delimited area covered by the item, using words descriptive to give specific directions to the desired response or answers. 4) Manage the approximate deadline for each question. It is necessary to show the time allotted for each question to allow test takers to set their writing speed on every question and to relieve the anxiety that may arise. 5) Avoid using multiple choice questions because choice possible questions affect the validity of the test results.

According to Kurniawan (2021), several things that need to be considered in preparing a description test are: as follows: 1) Formulate the purpose of the test and what things are to be measured, 2) Conduct study and analysis of the syllabus, basic competencies, indicators, subject matter, and material descriptions, resource books, lesson plans, 3) writing questions accompanied making answer keys and scoring guideline rubrics, 4) reviewing again formulation of questions either by oneself or with the help of others, 5) at the time assessment, you should not see (ignore) who answered in order reducing the subjectivity side, 5) corrections should be made on the number that the same for all participants so that they are consistent in giving assessments.

According to (Gronlund & Linn, 1990), there are several comparisons between essay tests and objective tests as in the following:

Table 1. Comparison Between Objective Tests and Essay Tests

No	Aspect	Objective Test	Objective Test (Essay)
1.	Measured learning outcomes	Good for measuring results learning on level knowledge about facts, understanding, thinking skills, and result learn which complex. But unable to measure the ability to sort and organize ideas, writing skills, and some form skills for solving problem	Not efficient for measuring knowledge about facts. Can measure understanding, thinking skill, and results learn which other complex (especially very useful if answers the originally desired). Suitable for choosing and organizing ideas, skills in writing, and skills for solving problem demands through original
2.	Preparation of question items	It takes lots of time to compose question items. Hard prepare grain good question and it takes a long time	Only a few questions are required for a set of tests. Prepare items with relatively easy questions, but more difficult than a person's presumption
3.	A sampling of learning materials	Can represent all material lessons and can load question items deep lot set of tests	Unable to represent all material lessons, because only a few possible questions put in a set of tests
4.	Control of Student Answers	It remains only to choose available answers. Avoid bluffing, influence writing skills, and guess the answer	Free to answer the above basic words alone and writing skills affect a score, thinking to guess can be reduced

5. Scoring	Scoring by objective and fast easy, and consistent	Subjective scoring and slow, difficult, and inconsistent
6. Influence on the Learning Process	Usually, participants are educated to develop knowledge about facts and the ability to differentiate between the facts. Can push the development of understanding, thinking skills, and results learn which other complex	Encouraging students to focus on a large number of subject matter, with special emphasis on the ability to compile, integrate, and present ideas effectively. Can push bad writing habits when time is pressing
7. Reliability	The reliability high possibly accomplished, in particular if the test is arranged nicely	More low reliability especially because of inconsistent scoring

Conclusion

The test is a measuring instrument for data collection in which students are encouraged to disclose all their abilities when responding to queries to conclude the abilities or mastery possessed by students. Learning outcomes tests can be conducted in writing tests. Written tests can be objective or non-objective. Writing written tests is crucial for preparing test materials, with each item based on an indicator formulation. The form of written test questions are classified into two forms, objective questions and non-objective questions. An objective test is a form with multiple potential answers or responses for test participants to choose from. Objective test consists of items that can be answered by selecting one or more of several possible answers that have been paired on each item, or by writing the answers in the form of certain words or symbols in certain places provided for each item in question. Thus checking or scoring answers/responses test takers are fully carried out objectively by teachers. The kind of objective tests is completion, multiple choice, matching, short answer, and true-false test. While non-objective tests consist of structured queries (essays/descriptions) that allow participants to compose and organize answers in their language. The test is categorized as subjective due to a scoring procedure that is influenced by the teacher's or examiner's assessment. The kind of non-objective test is essay tests which consists of limited/restricted description test and free essay tests. Teachers/ lecturers should consider any aspects of making the kind of text. They have differences in measured learning outcomes, preparation of question items, sampling of learning materials, control of student answers, scoring, influence on the learning process, and reliability. However, it is important to know that both objective and non-objective tests have several advantages and disadvantages.

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