A COMPARATIVE STUDY BETWEEN MULTIPLE CHOICE AND CLOZE TEST TOWARD STUDENTS' READING COMPREHENSION ACHIEVEMENT

THESIS

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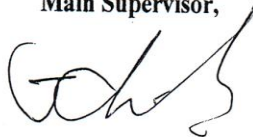**DARUSSALAM – BANDA ACEH**
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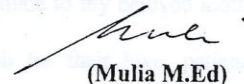
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Abstract

Multiple choice test and cloze test have been widely used for measuring reading comprehension since their introduction to the testing world by Taylor in 1953. Despite of the advantages or disadvantages of both tests, this research focused on the students achievement or ability in answering multiple choice and cloze test, and to find out in which ways do the students perceive about the use of multiple choice and cloze test in their reading comprehension test. Then, the results were analized according to students' scores and their opinions using quantitative and qualitative method. To this end, multiple choice and cloze test were prepared from one reading passage with similar readability level. The subjects of the study were 22 students of XII.IA.1 grade of SMAN 12 Banda Aceh. The results of the tests revealed that students' scores in cloze test is much higher than their score in multiple choice test. Through interview section which was done at the other day after the tests have been done, the majority of students were more familiar and prefered to do cloze test, and they found that cloze test is easier to understand. These perceptions strengthten the differences of the students' scores on the first research question finding. But, the result also revealed that multiple choice test is a better measurement of students reading comprehension ability. The students' impressions and opinions about tests and their own performance were recorded and taken into consideration. The implications of the findings and suggestions for more studies are required for detail and applicable data for the improvement and achievement on students reading comprehension ability in future.

ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the important skills in learning a language. It is regarded as fundamental component in learning because varieties of knowledge can be achieved through reading. There is so much knowledge that people can get from reading. According to Wynn (1996, P. 13) "reading is a critical life that contributes to success in school, on the job, and in society. Through reading people learn to understand themselves, others and their world".

In educational institutions, reading is frequently used in all levels such as in primary schools, secondary schools and even in universities. When someone read a text, she or he would try to understand what the text is about. Reading also makes people understand the circumstances around them and even themselves. Therefore, reading can be very useful in most of life dimensions. But it will not be easy to do, especially for the reader who reads a text in foreign language. For example in Indonesia, English is used as the main foreign language.

The purpose of reading is not only to say out words, but also the important thing is to comprehend the meaning of the message from the written text. If a reader reads but does not comprehend the material, so he/she only make the word calling. Readers should know the meaning of the words if he/she wants to be successes in reading. It means that the main point of reading process is understanding the meaning by comprehending it.

Comprehension is an important aspect of reading. Reading for comprehension is the essence of reading process. Students' success in reading were evaluated by their ability to understand the content being read. Students could infer information from the text and make integration with the writer. According to Wilson (1982) "comprehension involves the ability to bring meaning and understanding to words not recognized by sight". The necessity to understand the reading is crucial. Therefore, readers not only read by sight, but also know the meaning of each word of the passage.

That was why students needed comprehension in reading. Sweet (1997, p. 107) stated that "without comprehension, words are only a series of lifeless symbols. They do not communicate, they do not produce learning and they add nothing useful to the student's life, when learners understand and interact with written or printed language. However, the language can summarize the knowledge of word; fulfill many of his or her effective needs".

Reading is just an activity of knowing words or symbols in written text, it does not produce something useful for the readers. But by combaining reading and comprehension, it produces deep understanding about the text, not only understand about the words, but also understand the content of the text which fulfill the readers need of knowlegde.

To evaluate students' reading ability, test was one of the choices that could be used. Angesti Palupiningsih (2011, p. 1) conducted a study and reviewed that, "in language learning, testing is important to find out where students have difficulties in a language course, to explore progress or to reflect how well the

students in learning a particular subject (students' achievement), and to give a general idea about students' proficiency in the target language. It means that a test can be a tool to measure how successful a language teaching had been held."

In line with the status of English language in Indonesia as a foreign language, reading get more proportion in teaching and learning process. It was like what Eskey in Hinkel (2005, p. 416) said, "Many students of English as a foreign language (EFL), for example, rarely speak the language in their day-to-day lives but may need to read it in order to access the wealth information recorded exclusively in the language". Therefore, according to Nugraha (2010, p. 2) the curriculum for English subject of senior high school in Indonesia stated that graduates from senior high school were expected to achieve an informational level because they were prepared to enter university. On the informational level, students were expected to be able to access knowledge using its language. Therefore, a measurement of student's reading comprehension ability is to monitor the student's difficulties, student's achievement, and student's proficiency dealing with English text. That measurement was generally called a test.

There were many kinds of testing techniques for reading comprehension, such as word matching, sentence matching, true/false reading tests, multiple choice items, cloze procedure, open-ended and etc.

In this particular study, the researcher tried to use Multiple Choice test and Cloze Test to assess the students' reading comprehension. According to Parvij and Soraya (2012, p. 144) "Multiple choice test is a test that the candidate provides

evidence of his/her successful reading by choosing one out of a number of alternatives. While cloze test is a passage with blanks of standard length replacing certain deleted words which students are required to complete by filling in the correct words or their equivalents".

The choice of those testing techniques was based on some reasons, that were (1) according to Lems, Miller, and Soro (2010, p. 181), those testing techniques were considered appropriate to test students' reading comprehension because those were suitable with what were existed on student, they were metacognition, Arieta (2005, p. 3) schema theory, and contextual word meaning that were important in reading comprehension; (2) those testing techniques were practical.

Tests have been designed for many specific measurement purposes (achievement in various academic content areas, intellectual and personality functions, vocational aptitudes, etc). Such as in schools, English has been a general subject that every school should has. Therefore, SMAN 12 Banda Aceh is one of Senior High Schools that obligated the students to master English. Every students in this school should try to understand reading comprehension materials. Especially in answering the test to measure their ability in reading comprehension.

Furthermore, teachers can choose any suitable tests to assessthe students' reading ability and the student's reading comprehension achievement. Indeed, teachers can choose typical teststhat they consider relevant to. But the successful of the test actually depends on the students themselves. Whether they understand

the tests, they answer the questions of the tests, or even to which tests the students prefer to do among the test.

The reason why the writer chose these two tests, the writer's view- that multiple choice test can help students understand clearly about the text. With the model of the question, such as more likely asking about what is the general structure of the text, the main idea, the purpose of the text, the similar meaning of the word and etc, force readers to think broadly and detail before choosing the answer, because the answers are exactly refer to the text, which in this situation made the readers must comprehension the text to choose the right answer like what included in the text.

While in cloze test, the readers are given the oppurtunity to choose the right words to fill in the blank. Actually, the readers have already known the right words that were suitable toput in. This circumstances made the readers did not need to think broadly about the text, about the meaning of the text. Instead, they just fill in the blank without fully understood about the text.

Those were the problems the writer's found from the field experience. So, they were the reasons why the writer only focused on the multiple choice test and cloze test. And needed to be underlined, the focus of this study was about the test, and the result of the test.

Between these two tests, which one of the test that the students of SMAN 12 Banda Aceh prefer and do better in reading comprehension. Because as the writer mentioned above, the necessity of understanding the reading was crucial in containing the meaning. The writer's choice of students of SMAN 12 Banda Aceh

as a target of research. Because as the writer experienced teaching at SMAN 12 Banda Aceh when she fulfilled her field practiced at the school. The writer found out that the students of SMAN 12 Banda Aceh especially for the third grade had low ability in comprehending reading, especially in multiple choice and cloze tests reading passsage. They still had difficulties in analyzing and understanding the text.

Still many students failed in reading process; they frequently read a complete page or more but understood very little.This study tried to investigate the result of two different testing techniques applied in a particular language skill, that was reading comprehension.

Thereby, this research would be conducted at SMAN 12 Banda Acehand entitled **"Comparative Study Between Multiple Choice and Cloze Test on Students' Reading Comprehension Achievement"**

B. **Research Question**

In conducting this research, the researcher focuses on the following questions :

1. Do the results of students reading comprehension achievement in SMAN 12 Banda Aceh differ when tested using Multiple Choice and Cloze test ? why ?

2. What do the students perception about the use of Multiple Choice and Cloze Test in their reading comprehension test ?

C. The Aim of Study

Based on the formulation of the research question, this research aims to find:

1. To find out in what ways the results of Multiple Choice and Cloze test on students reading comprehension achievements are different and similar at SMAN 12 Banda Aceh.

2. To indicate the differences and similarity of students' perception on Multiple Choice and Cloze Test on their reading comprehension ability.

D. Significant of the Research

The significance of this study is to give benefits to knowledge and scientific developments.

The result can be used as the suggestion for teachers, that if one of the tets gets the best result towards students reading comprehension achievement, that means the teachers can aplicate the test for measuring students reading comprehension. Besides the test is easier to understand, it should be has something that make the students prefer that test than the other one.

E. Terminology

To avoid misunderstanding in some words that are used in this research, the writer wanted to classify some terms as follows:

1. Comparative

According to Merriam Webster Dictionary Online, the word "comparative" seeming to be something when compared with others orit involving the act of looking at the ways that things are alike or different grammar. It is construction that serves to express a comparison between two (or more) entities or groups of entities in quality, quantity, or degree; it is one of the degrees of comparison, alongside the positive and the superlative.

In this research, the writer would compare tests in reading comprehension which focused on the Multiple choice test and Cloze test toward the students' reading comprehension ability.

2. Reading comprehension

Kathleen (1989) defined reading as "an active process requiring skills, knowledge, and experience. A reader must have skills in recognizing words, understanding main ideas and details, and following organizational development".

Smith (1975) defined comprehension as "making sense of the world," and points out that we comprehend by "relating the unfamiliar to the already known". Page and Pinnell (1979) stated "one dimension of comprehension is the ability to grasp the author's intended meaning". In order to reconstruct this meaning, reader must use their previous knowledge of language and their background experience. Meanwhile, according to Barbara (1981) "grasping the author's meaning is only one aspect of reading comprehension. Readers must also be able to evaluate, respond to, and apply the author's ideas to discuss of other reading selections".

Thus, reading comprehesion is reading ability to construct meaning using the readers knowledge and their background experience to get the ideas of the the discussion of the text.

The third grade students of SMAN 12 Banda Aceh class XII-IA.1 have been taught reading comprehension and the teachers have given them test in order to measure students reading comprehension achievement.

3. **Multiple choice**

Parviz and Sorayya (2012, p. 145) stated that multiple choice test "are common devices for testing students' reading comprehension. The candidate provides evidence of his/her successful reading by choosing one out of a number of alternatives."

4. **Cloze test**

Barbara (1981) explained that "the cloze procedure is a method of systematically deleting words from a selection in which the reader must then supply those words that were deleted."

The writer could explain that cloze test is a passage with blanks of standard length replacing certain deleted words which students are required to complete by filling in the correct words, the choice of the answer that the students should choose is given.

5. **Achievement**

Achievement is the final score that each students gets after the post test in the experimental class which will be tested after given some educational

knowledge or experience about multiple choice or cloze test toward reading comprehension.

Travers (1982, p. 2) as cited from Brownstated that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances. In addition, Yelon, Weinstein and Weener express achievement as the succesfulness of individual.

In this study, the achievement was referred to the result of the test. The result scores after students finished both of the tests. Which tests got the higher score between multiple choice test and cloze test.

CHAPTER II

LITERATURE REVIEW

A. Definition of Reading

Reading is defined as a process of understanding written texts. According to Lems, Miller, and Soro, (2010, p. 65) "reading is more than a merely referring to the activity which is pronounced of the printed material or the following each line of written passage. It is a complex activity that involves both perception and thought". Carrell (1983) "reading consists of two related processes: word recognition and comprehension". Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Carrell also stated that word recognition is a process of accessing and recognizing individual words.

In this activity, the reader is actively involved in constructing text meaning by using his/her linguistic, formal, and content schemata. Meanwhile, Nunan (2003, p. 68) said that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Thus, reading is actually an activity that solely pronounces written text. But, reading is also a complex activity which involves a process of accesssing and recognizing words and actively constructing text meaning using readers background knowledge with the proces of comprehension.

While Davies (1995, p. 1) explained reading as a private activity. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time. Due to this privacy, the process of reading and responding to a writer is not directly observable. Reading can be seen as an interactive process between a reader and a text which leads to reading fluency.

In addition, Burns (1973, p. 184) said "skill for interpretative reading includes referring main idea of passage in which the main ideas are not directly stated, inferring cause and effect relationships when they are not directly stated, inferring represents of pronouns, inferring omitted words, detecting mood, detecting the author's purpose in writing and drawing conclusion".

Those statements showed various definitions of reading. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronounciation and comprehension in order to receive ideas or information extended by the text. It can be concluded that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what he/she read. People consider reading as an important activity. Besides, reading is a process of understanding the text content, it is also the way to get information.

Reading has its own benefits. At this point, Gillet and Temple (1994, p. 45) agreed that "reading becomes its own best teacher. Reading practise equips

students with an expanded vocabulary, familiarity with varied sentence structures, a broad knowledge of the forms of written language with most of the topics they are likely to come accros in print". With more activity of reading in daily live, using their free time for reading, the readers can get more information about symbols, words, and sentence structures in written text, which makes reading as pasive teacher for them, beside a real teacher that teach us from school, course or others community.

Gillet and Temple (1994, p. 46) as cited from Stanovich (1986) showed that the good readers are gaining a wealth of information about the world and a wealth of vocabulary. Horsch (1987) stated this knowledge and vocabulary is what readers comprehend with: as the schema theory of comprehension predicts, meaning readers need to know a little bit about the topic already before they can learn something new about it. In this research the focused was the skill of students reading comprehension. Just like what Gillet, Temple and Horsch stated above, by reading the students would get a wealth of information, vocabulary and should be able to explore the content of the text. They ought to construct a background knowledge of a topic before they explored something new within the text.

B. Reading Comprehension

Reading can not be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. The goal of reading is comprehension and understanding. Reading without understanding is

useless. But, by comprehending the reading text, it makes the process of understanding the text more complete and clear.

Pang, Muaka, Bernhardt, et al (2011, p. 6) said comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help themselves understand written text. Gunning (2010, p. 1) mentioned that comprehension is also a constructive process in which students create meaning based on their background knowledge. These ideas are supported by Angesti (2011, p. 4) who stated that, "comprehending reading matters involves the correct association of meaning with word, symbols, the evaluatin of meanings which are suggested in context, the selection of the correct meaning, the organization of ideas as they are read, the retention of these ideas and their use in some present or future activity". Having the insight they have known, they use to construct they own meaning about their reading passages. And finally, reading becomes an involving between a text and a reader's background knowledge.

Lems, Miller, and Soro (2010, p. 170) said "the essence of reading comprehension becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the message of the author, the students are hoped to have the ability to comprehend the written textbook". In addition, research studies have shown that successful comprehension does not happen automatically. According to Bazerman (1985) and Pressley & Afflerbach (1995) it depends mostly on directed cognitive effort, which includes knowledge about and regulation of cognitive processing. During reading, the cognitive effort is

expressed through strategies, which are "procedural, purposeful, effortful, willful, essential, and facilitative in nature". Alexander & Jetton (2000) stated the reader must purposefully or intentionally or willfully invoke strategies and does so to regulate and enhance learning and comprehension.

According to Gillet and Temple (1994, p. 35) comprehension involves prior knowledge, knowledge of text structure, and an active search for information. Comprehension and prior knowledge: the simplest definition of comprehension is understanding new information in light of what we already know. The Swiss psychologist, Jean Piaget, argued many years ago that readers understand new things and events encountered by matching them with our store of mental frameworks that he called *schemes* or *schemata.*

According to one version called schema theory, Rumelhart (1980) stated schema theory is an explanation of how readers use prior knowledge to comprehend and learn from text. Medin and Russ (1992, p. 246) simply put schema as a general knowledge structure used for understanding. As mentioned by Barrlett (1932), Adams and Collins (1979), Rumelhart (1980), "the fundamental tenet of schema theory assumes that written text does not carry meaning by itself". Rather, a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. This previously knowledge is called the readers' background knowledge (prior knowledge), and the previously acquired knowledge structures are called schemata. Reading comprehension is an activity of constructing meaning from written text, while readers read using comprehension, in that time,

schemata also takes part in joining comprehension constructing meaning of the text. Because as mention above, schemata is the process of how readers use their prior knowledge to carry meaning.

Readers have in their mind frameworks that organized their knowledge of the world. Hirsch (1987) stated "the amount of background knowledge students have will affect their reading comprehension". Sheorey & Mokhtari (2001) believed that strategic awareness and monitoring of the comprehension process are significantly important features of competent reading. According to Auerbach & Paxton (1997) such awareness and monitoring is often in the literature referred to as metacognition which includes knowledge of strategies for processing texts, the ability to monitor one's own comprehension, and the ability to modify strategies when needed.

Finally, Reading comprehension is fundamentally seen as an interaction between the reader and the text. Batug cited in RAND (Research And Development Reading Study Group (2002, p. 11) mentioned about the features of the text (language, structure, purpose, content) as well as the features of the reader (reader's prior knowledge, ideas, purposes, strategies and skills). All the features of the text combine together when there are activities of reading, while the features of the readers are used to contrust the meaning of the text. It can be inferred that reading comprehension is a process of constructing a meaning from a written text that involves the interaction of the reader's prior knowledge with the new given information.

C. Metacognition Role and Schema Theory in Reading Comprehension Process

In reading process there is a metacognition that plays an important role. According to Lems, Miller, and Soro (2010, p. 170) reading is accomplished through the use of strategies, both cognitive and metacognitive. According to O'Malley and Chamot (1987, p. 241-242) metacognitive strategies involve executive processes in planning for learning, monitoring one's comprehension and production, and evaluating how well one has achieved a learning objective. While cognitive strategies: the learner interacts with the material to be learned by manipulating it mentally (as in making mental images or relating new information to previously acquired concepts or skills) or physically (as in grouping items to be learned in meaningful categories or taking notes on or making summaries of important information to be remembered).

When a metacognition is applied to reading tasks, it involves several elements: 1) the ability to recognize errors or contradictions in text, 2) the understanding of different strategies to be used with different kinds of text, and 3) the ability to distinguish important ideas from unimportant ones. Metacognition is conscious awareness of human thinking and learning process.

Lems, Miller, and Soro (2010, p. 181) divided metacognition into three categories. They are planning, monitoring, and evaluating one's own comprehension (before, during, and after performing a task). In the beginning, the metacognitive skills may be very conscious, but as they become more facile, they tend to become less conscious and more automatic. They also stated that writers

use metacognitive strategies when they make careful word choices or use rereading or editing strategies. It happens because when a reader reads, metacognitive strategies help her/him prepare for a reading task, monitor the task, and then evaluate it when it has been completed.

The choice of multiple choice test and cloze test are applied in this research. Because as mentioned above; first, these tests need comprehension which use schemata theory to carry meaning from the text. Second, the choices of question from both tests, help students use metacognition strategies to help them monitoring and evaluating the answers, when they have been finished the tasks.

Furthermore, besides metacognition, reading theorists view schema theory as a "framework" that organizes knowledge in memory by putting information into the correct "slots," each of which contains related parts. According to reading specialist John McNeil in Arieta (2005, p. 3), schemata is the reader's concepts, beliefs, expectations, processes — virtually everything from past experiences that is used in making sense of reading. In reading, a schema is used to make a sense of text; the printed word evokes the reader's experiences, as well as past and potential relationships. Reading teachers, therefore, need to emphasize on three types of schemata: 1) knowledge of the concepts and processes that pertain to certain subject matter, i.e., science, math, humanities; 2) general world knowledge i.e. social relationships, causes and effects; 3) knowledge of rhetorical structures i.e. patterns, rules, structures for organizing text and cues to the reader.

According to the nature of contents, different types of schemata have been suggested: first, formal schemata, relating to the rhetorical structure of the text. Carrel and Eisterhold (1983, p.79) a formal schema refers to "background knowledge of the formal, rhetorical organizational structures of different types of texts". In other words, formal schema refers to the knowledge of the ways in which different genres are presented, with reference to Richards et al. (2000, p.405), they point out that schema or macro- structure refers to file underlying structure which accounts for the organization of a text or discourse. Different kinds of texts and discourse (e.g. stories, description, letters, reports, poems) are distinguished by the ways in which the topic, propositions, and other information are linked together to form a unit. This underlying structure is known as formal schemata.

Secondly, Content schemata, relating to the content of a text read. Carreli and Eisterhold (1983, p.80) claimed that content schema refers to "background knowledge of the content area of the text". It contains conceptual knowledge or information about what usually happens within a certain topic, and how these happenings relate to each other to form a coherent whole. It is an open-ended set of typical events and entities for a specific occasion. For example, schema for going to a restaurant would include information about services, menus, ordering dishes, paying the bill (giving a tip), and so on. Content schema are largely culture-specific. Therefore, cultural schema is usually categorized as content schema.

Next is Cultural schemata, more general aspects of cultural knowledge shared by larger sections of a cultural population. Richard et al. (2000, p.117) defined culture as "the total set of beliefs, attitudes, customs, behavior, social habits, etc., of the members of a particular society". Rivers and Temperly (1978, p.202) called cultural knowledge "socio-cultural meaning" which is "meaning which springs from shared experiences, values and attitudes". Studies by Johnson (1981), and Carreli (1981), have shown that the implicit cultural knowledge presupposed by a text interacts with the reader's own cultural background knowledge of content to make texts whose content is based on one's culture easier to read and understand than syntactically and rhetorically equivalent text based on a less familial, more distant culture.

Finally, Urquhart and Weir (1998, p.71) as cited from Carrell (1988) that had also added linguistic schemata. Linguistic schema refers to the knowledge about vocabulary and grammar. It plays a basic role in a comprehensive understanding of the text. Eskey (1988, p. 94) claims that "good readers are both decoders and interpreters of texts, their decoding skills becoming more automatic but no less important as their reading skill develops". Eskey (1988, p. 97) said this is because that "Language is major problem in second language reading, and that even educated guessing at meaning is no substitute for accurate decoding". In other words, successful comprehension of any text is impossible without effective decoding skills.

D. Definition of Test

Test is a kind of school activity and measurement device that is used by teacher as the way to collect data from students. Haladyna (2004, p. 3) stated the term "test" comes from a Latin word, "Testum" which means "the instrument the land". Which means an instrument that is used to measure or analyse an activity that happen in one place. Test means a series of questions which answered with some requirements. Test can be an important parts of teaching and learning process if it is integrated into daily classroom, daily teaching and are constructed to be parts of learning process. It allows students to see their own progress and allows teachers to make adjusments to their instruction on daily basis. A test moreover contains a set of question and refers to more structured, oral or written evaluation. According to Hopkins (1985) test is an instrument device or procedure which purposes sequence of tasks to which students are to response. Hence, Brown (1981, p. 2) said test is "a method of measuring a person's ability, knowledge or performance in a given domain". In addition, test has set of question, each of which has a correct answer, those examined usually answer orally or writing. In this research, the writer took sets of writing questions, which types of the test are multiple choice and cloze test. Here, the tests are used to measuring students ability in reading comprehension test using narrative text.

Two areas of applied linguistic theories – reading and testing – come together when testers design a test of reading ability. In such cases, Parvij and Soraya (2012, p. 144) stated "the test designer decides what s/he wants to test, that is, what s/he means by reading ability and finds a means for testing it". Hughes

(2003) discussed that in order to elicit reliable behavior from the candidate and have highly reliable scoring, the test designer should consider which ability s/he is interested to measure, so s/he writes the items on the basis of his/her aims. That is the right aim for teacher to test their students. Before testing it, the teacher should know what they want to test, and how to test it. Like in reading comprehension, if the teacher wants to know their students ability and achievement in reading comprehension, they should know what the best to measure their students' skill in reading comprehension.

Test is an instrument to see student's achievement in a more systematic procedure by means of numeric scale or certain category system. Tinambunan (1988, p. 3) inferred that a test is facilitated as a measuring tool of student' progress and it is importand to make sure that a test is measuring what it supposed to be. While constructing a test the teacher must know which tests are appropriate for his or her class. Such as in this study, the researcher selects 2 tests, between multiple choice test and cloze test, which is more realiable to students to construct the meaning and understand the way of story in reading.

a. **The Function of Test**

Test is much related to learning process. It can not be separated because by doing test, teacher can get information about students ability in achieving the learning objective. Sudijono (2011, p. 67) said "in general, the test has two functions; as a measure of the students and as a means of measuring the succes of

the teaching program". So, test can also be used as the instrument to see the learning methods used by teachers whether it is appropriate or not.

According to Gronlund (1968, p. 19) "functions of test are measures prerequisite entry skills, determines entry performance on course objective, provides feedback to students and teacher on learning progress, determine causes of recurring learning difficulties and assign grades at the end of instruction". The purposes of the test in the classroom are to measure students achievement as an indication of progress toward educational objectives set for the students.

Besides, Arikunto (2005, p. 151) stated some test functions in the learning process, there are:

1. Function for class:
    a. Conducting diagnosis of students learning difficulties
    b. Evaluating the gap between talent and achievement
    c. Raising the level of achievement
    d. Grouping students in class at the time of applying the learning by using groups.
2. Function for guidance:
    a. Assisting students in determining the choice
    b. Helping students achieve educational goals and majors
    c. Providing an apportunity for conselor, teachers, and parents in understanding the difficulties a child

3. Functin for administration:

   a. Giving instruction in the grouping of students

   b. For the placement of new students

   c. Assessing curriculum

While in this research, the function of the test did not too divergent from what has been explained by Sudijono, as a measure of students and as a means of measuring the succes of the teaching program. Here, the tests especially used to measure students ability in reading comprehesion test, using multiple choice and cloze test.

a. **Functions of Tests at School**

There are two functions of test at school, as followed :

a. Formative test

Guskey (1997, p. 130) stated that a formative test is used primary to check students' learning progress, any learning difficulties they may be experiencing, and formative test is a measurement devices used at the end of teaching process to document students' achievement and assign grades. Gronlund (1993, p. 4) commented that formative test are typically designed to measure the extent to which students have mastered the learning outcomes of a rather limited segment of instruction, such as an unit or a text book chapter.

b. Summative Test

Summative test is used at the end of the semester after students studied the entire chapter to know what the students have grasped about those

lesson. Kubiszyn (2010, p. 4) said that it can be very useful if the pupose of testing is to inform us about broad achievement trends after instruction has been completed. And then, Guskey (1997, p. 131) stated that it is used primarily to evaluate how well larger goals or objectives have been attained overall or substantal part of course. Airasian (2000, p. 95) added summative test is used to evaluate the outcomes of instruction and take the form of tests, projects, term papers, and final exam.

b. **Form of The Test**

Arikunto (2005, p. 162) differed two kinds of test in this aspects, subjective test and objective test.

1. Subjective Test

The subjective text usually takes form in essay format. It requires descriptive answer and long explanation. Arikunto (2005, p. 164) stated the characteristics of subjective test; the questions are less, the question is preceded the word "explain, why, how, compare, conclude, etc", the test taker is demanded to be creative since they must think of what to say and then express their ideas as well as possible. The benefit of subjective test are easy to administer, able to avoid cheating possibility, able to help teacher finds out the student's understanding, able to habituate testee to answer by his own opinion. On the other hand, the weakness of this test are it also spent time of testee in aswering questions, cannot represent all material given. According to Aldridge (2014), subjective test items help develop the test taker's writing skill. If the exam's

purpose is to test language proficiency, a subjective test item is an excellent way to do so. While test taker achievement is the goal of any test, the administrator of a subjective test is generally more focused on application of knowledge, rather than information retention.

2. Objective test

The objective test usually takes forms in multiple choice format and consisted more questions than subjective test. The test taker just have to choose one of items which they think is the best answer to the question. According to Angesti (2011) cited in Heaton (1975, p. 26), argued that objective test require for more careful preparation than subjective test, examiners tend to spend a relatively short time on setting the question but considerable time on making. The test taker also spends a great deal of time constructing each test item as carefully as possible. Furthermore, objective test is very suitable to evaluate students ability such as reviewing and applying principles. There are kinds of objective test:

1. Multiple Choice

In multiple choice test, the test takers has to weigh up carefully all the alternatives and select the best one.

2. True False

True false test consists of questions that have two possible answers; true or false. This test is also in the form of sentences. Here the students are asked to choose one possible aswer by circling T or F alphabet.

3. Matching

   Matching test consits of series of questions and answers. Sudijono (2011, p. 111) said that the characteristics of matching test are; (a) the tests consists of series of questions and answers, (b) testees are asked to match the provided answers to the question.

4. Fill in

   Fill in test is always in form of stories inwhich some word are deleted. Then the students are asked to fill in the missing words. This test is nearly similar to completion test, but they are actually different.

5. Short Answer

   Short answer item can be answered by a word, phrase, number or symbol. According to Grondlund (1977, p.58) short answer item is the only objective item type that requires the examinee to supply, rather than select the answer.

   Objective test can be used to a large number of testee, more representative in all materials, more objective in giving the score and easy to correct all the answer. In contrary, it can not measure the thinking process which means it is only to stimulate the memory, it does not make the testee gives more creative answer and it create a chance of speculating of guessing among testee in answering questions.

E. Multiple-choice Test

Multiple choice questions are common devices for testing students' reading comprehension. The candidate provides evidence of his/her successful reading by choosing one out of a number of alternatives. Despite the popularity of multiple choice methods, their value and validity are under question. Kobayashi (2002) and Alderson (2000) argued that despite these tests popularity as tests format for assessing reading comprehension in a second/foreign language, they have a significant drawback in that test takers can guess the right answer without fully understand the reading passage, and thus test validity is questionable. Alderson (2000, p. 204) wrote that the popularity of multiple-choice method is at the expense of validity and "it would be naïve to assume that because a method is widely used it is therefore 'valid".

In multiple choice test, the test taker has to weigh up carefully all the alternatives and select the best one. According to Angesti, cited in Heaton (1975, p. 28) the following general principles should be observed when multiple choice items are constructed:

a. Each multiple choice item should have only one correct answer.
b. Only one fiture at a time should be tested.
c. Each option should be grammatically correct.
d. The items should be at a level appropriate to the proviciency level of the testees.
e. The items should be as brief and as clear as possible.

Nowdays, multiple choice test is the popular method of choice in measuring student's knowledge. Multiple choice testing has become the norm due to convenience, efficiency, and reliability between graders. Much research has been done to find the effectiveness of this type of testing.

Roediger and Marsh (2005) have studied the positive and negative effects of multiple choice testing. They used several other studies to show the positive consequence of multiple choice testing, the main theory proposed being the testing effect. The testing effect stated that previous testing will increase the individual performance on later exams. One way to describe it is as a positive transference of information during learning. The readers could use many stategies to answer the question day by day, so every time they faced multiple choice test in reading, if one strategies did not succed, they could use other. At least in this way, they have learned something that increased their previous knowledge.

Klufa (2014, p. 39) stated "one of the advantages of such type of test is that the results can be evaluated quite easily even for large number of students. Multiple choice questions are preferred so that the results of tests can be obtained quickly and there is clearly no impact of any subjective factor in evaluation". It helped teachers to evaluate students' scores in large number of students or classes.

Another positive effect of this test is, the characteristics of the questions. Most of the questions of this test are asking about main idea, the purpose of the text, character in the story, words meaning and etc which encourage the readers to use his/her comprehension ability deeply.

On the other hand, Roediger and Marsh (2005) proposed the negative effect of multiple choice test, associated with the number of lures given in each multiple-choice question in hindering later test performance. The negative effect is the tendency of an individual to believe in false statements, it occurs when a test taker believes a wrong choice on a multiple choice exam to be the correct choice to the propose question. If one chose the wrong answer on the initial test, without feedback, they would most likely choose the same wrong answer on later tests.

It was strengthened by the statement of Henry and Elizabeth (2005, p. 1156), they also expected that the number of lures on the multiple-choice test would negatively affect performance: The more alternatives on the multiple choice test, the worse performance on the later cued-recall test and the smaller the positive testing effect. They predicted that an increased number of alternatives on the multiple choice test would also increase errors on the later cued-recall test. Furthermore, they examined whether the negative effect of more alternatives would interact with the difficulty of the items, such that increasing the number of alternatives would cause a greater negative effect on later cued recall for difficult items.

Klufa (2014,p. 39) stated the other negative effect of multiple choice test, that a student can obtain certain number of points in the test purely by guessing the right answers and this fact affects reliability of the test and should be considered in interpretation of test scores.

Roediger and Marsh (2005) hypothesized that the testing and the negative effects will occur within students learning process. They predicted that participants would do better on a cued recall test later if they had taken a preliminary multiple choice test than if they had not, exemplifying the testing effect. There is also the idea that a negative effect would arise from the greater the number of decoys. Instead, this test has widely used for testing reading comprehension.

F. Cloze Test

A standard cloze test is a passage with blanks of standard length replacing certain deleted words which students are required to complete by filling in the correct words or their equivalents. The first and the last sentences left intact to provide the examinee with some context. According to Farhady (1986) cloze test has probably been the most popular kind of tests. Although the idea is originated in the early fifties, cloze test is not utilized as testing instruments until the late sixties and early seventies. The term 'cloze procedure' was first developed by Wilson Taylor in 1953 which seems to be a spelling corruption of the word "close". Oller (1979) explained that the term cloze derived from the Gestalt psychology concept of 'closure'. Mc Kamey (2006) stated the origin of the cloze procedure suggests that at least one of the skills required to 'cloze' the gaps created by deleted words is not a language skill at all, but rather a kind of non-verbal reasoning skill, known in Gestalt psychology as 'closure'. Lu (2006) described a tendency that humans have to complete a familiar but not-quite-finished pattern. Farhady (1986, p. 30) wrote "In the cloze procedure, the closures are created by

deleting certain words from a passage. The examinee, then, is required to fill in the blanks with appropriate words on the basis of contextual clues provided in the passage".

Taylor was the first to study cloze procedure in 1953 for its effectiveness as an instrument for determining the readability level of the texts and then as a device of assessing reading comprehension. During the 1970s, Lu (2006) stated cloze test began to be used as a measurement of overall L2 proficiency. Today, cloze test is widely used in some places (such as Iran & China) as part of some large-scale language tests (such as TOEFL & IELTS). After Taylor's introduction of cloze procedure, different types of cloze test were developed including traditional cloze and discourse cloze test. Oller (1979) "In traditional cloze testing or fixed-ration method or standard cloze, every n-th word of a passage is removed and replaced by a standard-length blank space". Usually, no word is omitted either in the first or the last sentence of the passage to provide the examinee with some context. This kind of deletion is called random deletion because it deletes every n-th word consistently, so that all classes and types of words have an equal chance of being deleted. Oller (1979) believed that this type of deleting provide an actual sampling of real-life language. Sadeghi (2010) said this type of cloze has widely been focused upon since it retains the original concept of the term cloze itself.

Since its introduction in 1953, cloze test procedure became as a measurement of reading comprehension. The cloze technique has been used extensively for reading and measurement purposes. One of these purposes is to measure reading comprehension. Traditional reading tests have been criticized

because comprehension items are difficult to construct and may misrepresent the author's meaning. Cranney (1972) argued cloze test in both respects, item construction and avoiding misrepresentation of author's meaning, seem to offer an improved method of measuring reading comprehension. The use of cloze procedure in testing reading comprehension has given rise to much controversy. Some researchers (e.g. Bachman, 1982) argued that since test takers need to relate various pieces of information from the extra-text environment to fill the blanks, the cloze procedure does not evaluate testee's reading ability.

Sadeghi (2008) claimed that cloze test is not an appropriate measure of reading comprehension, because cloze scores do not reflect the readers' comprehension. He also argued that while other testing methods of reading present the complete text to the reader first and then try to find out if the text has been comprehended, cloze test appear to be too unfair in that they require the reader to reconstruct something hidden from him/herself, and then to understand the rightly or wrongly reconstructed discourse. However, Lee (2008) said the effectiveness of fixed-ratio cloze has been supported in L1 research for measuring reading ability, correlating highly with other standardized tests. Alderson (2000) recommended cloze procedure for reading assessment. Studies by Alderson (2000), Yamashita (2003), Sageghi (2010), Williams, Ari & Santamaria (2011), showed that cloze test has correlation with other reading test like TOEFL. And finally, Green (2001) claimed that the findings of his study provide strong evidences that if cloze test are designed appropriately, they permit valid assessment of reading comprehension.

Gillet Temple (1994, p. 146) said "our aim is to see how accurately students can predict or infer the words that should fill the blanks, thus creating closure or wholeness, in the passage." Gillet Temple (1994, p. 148) said the cloze procedure indicates the extent to which readers are able to follow the sense of a reading passage. In fact, studies have shown that the percentages of correct words are able to supply in a cloze passage constitute as reliable measure of general comprehension as much more elaborate devices.

Still, many experts expressed their view and analysis according to their research. They could say multiple choice test is the best test for students reading comprehension, or maybe the contrary. Despite of its advantages or disadvantages of the two tests, the writer focused on the students achievement in answering multiple choice and cloze test. And try to find their perception about these two tests by doing interview. The writer tried to analyse and explored the result by the score of the tests and the students' perception about the 2 tests.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In completing this study, the writer conducted the research by using mixed methods design. As Creswell and Plano Clark (2007) defined "mixed methods design is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methodologies and methods in a single study to understand a research problem". The basic assumption was that the usage of both quantitative and qualitative methods, in combination, provided a better understanding of the research problems and questions.

This study was conducted to describe the students' reading comprehension ability to answer two types of tests, namely multiple choice and cloze tests, and compared their abilities by analyzing the score using statistical formulas; mean and standard deviation values.

She used explanatory mixed design to collect data. According to Creswell and Plano Clark (2007) explanatory mixed method design consists of firstly collecting quantitative and then collecting qualitative data to help explain or elaborate on the quantitative results. The rationale for this approach was the quantitative data and results provided a general picture of the research problem; more analysis, specifically through qualitative data.

The researcher considered the research was an educational research where the result of this study would be a source of reflections for teachers and students.

The researcher involved two tests that needed to be compared and determined whether the results of students' reading comprehension achievement in SMAN 12 Banda Aceh differ when tested using Multiple Choice test and Cloze test.

The population of the test would be the students of SMAN 12 Banda Aceh. While the researcher selected one class of the third grade students of SMAN 12 Banda Aceh, it was XII.IA class as the sample of participants.The researcher used purposive sampling in choosing the sample because the third year students were in middle level or standard capacity, and the researcher assumed that it was the appropriate class for the sample which has taught about reading comprehension material.

The research focused on students'score in answering between multiple choice test and cloze test. In collecting data for this study, the writer intended to use two techniques, such as test and interview.

a. **Data collection procedure**:

   After giving general knowledge or skill about multiple choice test and cloze test toward students, the researcher then apply:

   1. Test

      The writer would apply multiple choice and cloze test to measure the students' ability in answering the questions of both multiple choice and cloze test. In this case, the writer intended to find out test that the students perceive easily, and to measure their reading

comprehension achievement using multiple choice test compared with the cloze test.

2. Interview

Following the tests, the writer would interview the students about which test that made their reading comprehension understanding improved. The interviewees would be expected to be able to discuss their perceptions and interpretations in regards to a given questions. It is their expression from their point of view.

The interviewees are the representative of XIII.IA.1 SMAN 12 Banda Aceh. So, after the students finished answering the questions of multiple choice and cloze test, the writer would call the students one by one to get the interview.The used of interview in this research in extend to know the students' perceptions about multiple choice and cloze test on their reading comprehension ability.

At last, the interview's result would support the final score that the writer got from both multiple choice and cloze test, and helped the writer to elaborate and extend more information about the research finding. This technique provided a beeter undesrtanding about the research problems.

B. Brief Description of Research Location

1. The School

The research took place at SMAN 12 Banda Aceh, located at Jalan Panglima Nyak Makam, Kota Baru, Lampineung, Kuta Alam, Kota Banda Aceh. SMAN 12 has 21 classrooms. Seven classrooms for the first grade, 7 classrooms for the second grade, and 7 classrooms for the third grade. The school also has some facilities that support teaching learning process, such as library and chemistry laboratory.

2. The Teacher

Teachers play an importand role in determining the success of teaching learning process. There are 57 teachers in SMAN 12 who teach various subjects. The teachers were graduated from different universities such as Syiah Kuala University, State Islamic University of Ar-Raniry, Muhammadiyah University and Serambi Mekah University. There are six teachers who teach English subject. The detail are the English teacher of SMAN 12 as follows:

English Teacher	Graduated
Dra. Dedek Mulyani	Syiah Kuala University
Vera Muthia, S.Pd.I	State Islamic University of Ar-Raniry
Yulia Miranda, S.Ag	State Islamic University of Ar-Raniry
Cut Rafiqa, S.Pd	Syiah Kuala University
Marlina, S.Pd.I	State Islamic University of Ar-Raniry

Source: The administration office of SMAN 12 Banda Aceh

3. The Student

The students were the focus object of teaching learning process. It was one of elements that should be included in performing a teaching learning process. There were 22 students as a sample of this research.

4. The Curriculum

Curriculum is really needed in teaching learning process. It guides teacher for the material. The curriculum implemented at SMAN 12 was K13. The book used in teaching learning process was *Look Ahead.* English was taught once a week and allocated time was 2x45 minutes.

C. Population dan Sample

1. Population

In this research the population were the students of SMAN 12 Banda Aceh grade XII.IA. The writer chose third grade students of SMAN 12 Banda Aceh grade XII.IA because the third year students were in middle level or standard capacity, but their understanding or ability toward reading comprehension still poor. While later they have to take examination. The choice of that school because there was where she took her field practice experience.

2. Sample

In this study, the sample were the students of XIII.IA.1 class of SMAN 12 Banda Aceh, who are consisting of 22 students. As explained above, while third year students were in middle level or standard capacity, and she chose XII.IA.1

class as sample because she assumed that it was the appropriate class for the sample which has taught about reading comprehension material.

The technique of the sample selection was purposive sampling. Which is the technique of choosing the sample based on previous knowledge of natures or characters that have a close criterion which have been already known in population (Hadi, 2004).

Thus, the writer assumed that XII.IA.1 class already has previous knowledge in answering reading comprehension assessments as they were third grade. And they material or experience in taking multiple choice or cloze test type are no doubt anymore.

D. Instrument

There are 2 methods used in this study, test and interview. The test was given at the first meeting, it consists of multiple choice test and cloze test, and the test was given only once. The students would answer the questions of multiple choice test and cloze test. After the questions answered, she compared the results of both tests and identified which of the tests had the higher score.

The second one was interview. The interview aims to investigate students' perception about multiple choice test and cloze test and their reading comprehension achievement tested using these two tests. Through interview, the writer wanted to find out the answer of the second research question: in which ways do students' perception on multiple choice and cloze test on their reading comprehension ability.

The results of the test and interview would dictate which test was more appropriate to test students reading comprehension ability.

E. Procedure of Data Collection and Analysis

The writer used two methods to collect the appropriate data for this study. The methods used were tests which were multiple choice and cloze test, and interview.

1. Test

a. Data Collection of Test

In collecting the data for test, first, the writer gave the students a reading passage entitled *The Wolf and The Crane* were taken from *Look Ahead Book 3 for Senior High School Students Year III Science and Social Study Program*. There were 10 questions of multiple choice test and 10 questions of cloze test in 1 reading passage. Each questions of multiple choice test was related to the reading comprehension skill such as asking about main idea, reference, word meaning and etc. All of the multiple choice questions have 4-5 options. Some of the question were taken from the book, while some others were designed by her. Moreover, there were 10 questions

']of cloze test the students needed to be completed. All the questions of cloze test were taken from the book itself. These tests were conducted to find out and compared the result of students' reading

comprehension achievement in SMAN 12 Banda Aceh using multiple choice and cloze test.

b. Data Analysis of Test

Afterwards, the obtained data would be analysed by using the statistical procedure. Firstly, it was necessary to find out the Mean (M) and Standard Deviation (SD) of each test. Mean is the average score of all samples. In order to get this score, all of the score of whole samples were sum up. Then the score of the whole samples was divided by the number of the sample. Suparno (2011, p. 29) gave the formula for mean as follows:

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

Where:

$\bar{x}$ = mean

$\sum x$ = sum up the score

N = number of sample

Meanwhile, the formula for standard deviation (SD) is :

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N}}$$

Where:

SD   : Standard deviation

N   : Number of sample

$\sum$: Added up or sum

x : Score

$\bar{x}$: Mean

After getting the Mean and Standard Deviation value of Multiple choice test and cloze test of students of XIII.IA.1 class of SMAN 12 Banda Aceh, the next step was describing the score from both tests. Which test gained the minimum and maximum score.

2. **Interview**

   a. Data Collection of Interview

The second technique used was interview. Some of the interview's questions were adopting from another research, it was adopted from the research of Kodrat (2014), and some were made by the writer as the need for finding the detail perception from students. The interview consisted of 6 questions.

After the students have finished the tests, she would call the student one by one for the interview. There were only 6 students who did the interview, as the representatives of 2 students who got the higher score, 2 students who got the middle score, and 2 students who got the lowest score.

b. Data Analysis of Interview

The interview was in audio recording. The audio record was transcribed. The transcriptions were translated into English and analyzed. It aims to figure out the students' perception about multiple choice and cloze test on their reading comprehension ability. This interview's result was to explore test takers' opinion about a more appropriate test to measure students reading comprehension ability, and this technique was also used to support the students' score result after answering both tests.

CHAPTER IV

DATA ANALYSIS

A. Data Analysis of Test

This study, which involved 22 students of XIII.IA.1 SMAN 12 Banda Aceh academic year 2016/2017, was carried out for two days, January 11st and 12nd 2017. On the first day, the writer conducted reading test which consisted a narrative text and multiple choice and cloze test questions. So, the participants had to answer the questions based on the text. The results of the tests are mentioned in this table below:

Table 4.1 The Result of The Tests

No	Name	Cloze Test Score	Multiple Choice Score
1	AR	20	20
2	AC	80	10
3	AF	80	50
4	AI	80	20
5	AL	20	0
6	FA	80	50
7	FZ	80	50
8	HZ	40	30
9	IM	90	10
10	IH	80	30
11	IR	0	50
12	IA	30	20
13	LDA	80	50
14	M. RA	40	10
15	MA	10	0
16	ML	80	30
17	NN	90	50
18	RS	40	30
19	RDP	10	10
20	RF	20	30
21	SA	80	50
22	TF	90	50
N = 22		1220/22	650/22
Total Score		55.45	29.55

Based on the result above, the highest score for cloze test is 90, the average is 40, the lowest score is 0. While the highest score for multiple choice test is 50, the average is 20, the lowest score is 0. This is apparent that the students' score in cloze test was almost double than those in multiple choice items.

In analyzing the score, the writer used statistical of mean and standard deviation.The average scores of the students (mean) symbolized by M could be obtained by applying the following formula :

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

Where:

$\bar{x}$ = mean

$\sum x$ = sum up the score

N   = number of sample

Meanwhile, the formula for standard deviation (SD) is :

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N}}$$

Where:

SD   : Standard deviation

N   : Number of sample

$\sum$: Added up or sum

x : Score

$\bar{x}$: Mean

Here is the sum up for Cloze test score:

a. Mean

➢ $\bar{x} = \frac{\sum x}{N}$

$= \frac{1220}{22}$

$= 55.45$

b. Standard deviation

➢ $SD = \sqrt{\frac{\sum(x-\bar{x})^2}{N}}$

$= \sqrt{\frac{\sum(1220-55.45)^2}{22}}$

$= \sqrt{\frac{\sum 2329.1}{22}}$

$= \sqrt{105.86}$

$= 10.289$

Here is the sum up of mean for Multiple Choice test score :

a. Mean

➢ $\bar{x} = \frac{\sum x}{N}$

$= \frac{650}{22}$

$= 29.55$

b. Standard deviation

➢ $SD = \sqrt{\frac{\sum(x-\bar{x})^2}{N}}$

$= \sqrt{\frac{\sum(650-29.55)^2}{22}}$

$= \sqrt{\frac{\sum 1240.9}{22}}$

$= \sqrt{56.45}$

$= 7.515$

After sumed up, the scores can be seen on the table below.

Table 4.2 Descriptive statistics for students' performance on the multiple choice test and cloze test

	N	Minimum	Maximum	Mean	Std. Deviaiton
Cloze Test	22	0	90	55.45	10.289
Multiple Choice Test	22	0	50	29.55	7.515

The table 4.2 presents the ability of students reading comprehension. The mean score of subjects in cloze test (55.45) is higher than the mean score in the multiple choice test (29.55).

The results of the highest score for cloze test is 90, while multiple choice test is 50. So the score of cloze test leads 40 points higher than cloze test. While minimum score for both test are same, it is 0.

From the test analysis, the writer could conclude that the results of students' reading comprehension achievement in SMAN 12 Banda Aceh are different when tested using multiple choice and cloze test.

B. Data Analysis of Interview

As explained in the previous chapter, interview was one of the techniques used to get information that support this research. In this interview, the writer tried to figure out the students' perceptions about multiple choice and cloze test on their reading comprehension achievement. There were 6 students interviewed and were selected randomly based on their scores. Therefore, the interviewees were 2 representatives of top scorer, middle scorer, and the lowest scorer. The following is the list of students chosen.

Table. 4.3 Representatives of interviwee

Group	Cloze Test	Multiple Choice Test
Highest	NN	LDA
Middle	HZ	IA
Lowest	IR	MA

There were 6 questions asked, including students' familiarity with the tests, their preference between both tests, their undertanding about the types of questions of both tests, their perception of the appropriateness of the test to measure their reading comprehension ability, and the challenges faced when they answered multiple choice and cloze test. The following is the analysis:

The first question is related to the types of assesment which the students are more familiar with whether multiple choice or cloze tests.

According to the data taken from the interview, there were 4 of 6 students answered that they were more familiar with cloze test, while 2 were more familiar

with multiple choice test. Students who chose cloze test or multiple choice test provided the same reasons that are both types of assessment were frequently given by their teacher in daily exercise. Example of interview's answer by students who chose cloze test are quoted below:

"I choose cloze test because it is frequently given by our teacher", IR the one who got the lowest score in cloze test.

"Almost every questions that the teacher gave us is in form of cloze test", said *MA*, the lowest scorer in multiple choice test. His opinion is relevant with his score; 0 in multiple choice and 10 in cloze test.

But other students who chose multiple choice test said that most of questions in their textbook were multiple choice type and that was why they were more familiar with multiple choice test. As LDA said, *" I choose multiple choice test because in our textbook, there are lot of multiple choice type of test, and mostly in examination we often get multiple choice test than cloze test, and that type also often given by our teacher in our daily exercise".* Her answered was supported by her highest score in multiple choice test.

Another student who chose multiple choice test also had the same answer, as IA stated, *"Because the questions in textbook, the examination and the exercise are mostly in form of multiple choice test. Eventhough our teacher often give us cloze test too in our daily exercise, but still multiple choice test is more familiar for me".* She obtained average score in multiple choice test. In conclusion, 4

students were more familiar with cloze test and their statements were same as their score.

The second question is related to their preference between multiple choice or cloze tests, and their reason for the choice.

While the first question focused more on students' familiarity with both of the tests, the second one highlighted their preference of those tests. Four of six students answered that they prefered cloze test, and their reasons were similar because it was easy to answer. This could be illustrated by interview answer as follows:

IR said, *"I choose cloze test because this test is simple, easy to answer, do not make us headache to find the answers, we just need to put it at the blank space"*.

While some students said that cloze test questions were easy, other students stated that if they knew the contents and words meaning in the story text, they would be able to understand the story better. NN the top scorer in cloze test, confirmed that *"I prefer cloze test, because if we know the contents of the story and the meaning of the words, it will be easy to answer"*. From NN's answer, it could be concluded that she knew the contents of the story and that helped her answer cloze test type questions easily and that was why she prefered to do it.

Like NN, IA stated that *"I prefer cloze test, because in cloze test, I get more understanding about the plot of the story. Firstly I can read all of the text, I get more comprehension, then I can answer what the best word to fill in"*. The

perception of IA was almost similar with NN, only the technique used was different. One of students who prefered multiple choice test also has the same answer as above, because it was easy. As MA informed, *"I prefer multiple choice test because it is easy to answer"*. But in his score in multiple choice test, he got zero.

The other one who chose multiple choice test has different reason. It was about how to finish the test when the time is over, guessing is one of the ways. As LDA stated, *"if we do not know the answer, we can guess, that is why I prefer multiple choice test"*. Eventhough she said that she could guess in answering multiple choice test, still her score in multiple choice test was the highest.

The conclusions for this question are: more students prefered to do cloze test, there were four persons who chose cloze test, although not everyone who prefered one of the tests obtained higher score in their favourite test. While two students, MA and LDA prefered multiple choice test, yet they gained higher score in cloze test than that in multiple choice.

Third, the question focused on the type of the tests' question, which one is easier to understand and answer according their ability in apprehending the story, multiple choice or cloze test.

This question was connected with the previous question as what tests they prefered to do. Obviously, their reasons with this question should be related because they stated before that the tests were easy to answer. But here, the

focused of the question was about their understanding toward the story, not on how they answered the questions.

As what the writer got from the interview. The most difficult factor while reading was about understanding the content of story. For this question the results are 50:50, means 3 students chose cloze test while another 3 chose multiple choice test. Students' reasons choosing multiple choice test because the question's answer has already mentioed in the story. As they informed:

> *"in multiple choice test, the answer of the question has already mentioned in the story (MA)".*
>
> *"Type of the questions are different with cloze test (LDA)".*
>
> *"with multiple choice test, it is easy to understand the story (NN)".*

Eventhough NN obtained the top score in cloze test, in case of getting more understanding about the story she chose multiple choice test than the other one.

From their responses, it could be analized that questions type in multiple choice test were different from cloze test. In multiple choice test, the answer has already been mentioned in the text, and the type of questions were about many things based on the story, such as asking the purpose of the story, the character of the story, reference of a word and etc. These elements helped the students understand more about the plot or the content of the story. While in cloze test, they only need to complete the text.

And the reason of other 3 students who chose cloze test because it was easy, as mentioned by HZ and IR, *"Cloze test is easy"*. They have no other reason for this question. But as they said that cloze test is easy, it means they got more apprehending about the story while doing cloze test.

While IA mentioned that, *"In cloze test, I read the text first, then I can get more comprehension of the story because I know the plot of the story, after that I can put the right answer which I feel it is correct to put there "*. IA has her own strategy or technique in answering and understanding the question which she read and followed the plot of the story first. From her statement, despite her score in multiple choice test got average score, in cloze test her score increase 10 points. The score supported her perception.

In conclusion, the score of 2 from 3 students who chose multiple choice test supported their statement. While the score of 2 from 3 students who chose cloze test also supported their perception. Unlike IR, he said he chose cloze test because it was easy, but his score is 0, yet he got highest score in multiple choice test. Thus, the response for this question was equal, 3 students chose multiple choice test and other 3 students chose cloze test.

Fourth question, was related to the appropriateness of the tests to measure students' reading comprehension ability.

The students had to give their own perception about which tests are more appropriate to measure their ability in reading comprehension. The analysis considered their understanding of the story, their score and their opinion. Almost

all students concluded that multiple choice test is more appropriate to use in reading test because as mentioned:

"I think multiple choice test is more appropriate to measure our ability, because this test is often given in examination and daily exercise. So we has already trained for this test". Answered NN, the top scorer for both tests.

The reason was different from HZ whot got the average score in cloze test. He chose multiple choice test, because he said when the time was almost over to answer the questions, the only way they can do are guessing. As he mentioned,*"I choose multiple choice test, because I can guess".*

While the last 3 students have the same answer with HZ perception. As IR said, *"in multiple choice test, if the time for answer it is over, we can guess it".* IR is the lowest scorer in cloze test but the top scorer in multiple test. His perception as the line with the score.

On the other hand, one student (MA) claimed that cloze test is more appropriate to measure students reading comprehension ability because he could understand the questions and the plot of the story. In line with his score, he obtained 10 points in cloze test while 0 in multiple items.

In conclusion, most of students perceived multiple choice test more appropriate to measure their reading comprehension ability than cloze test. Eventhough 4 students said the reason they chose multiple choice test was because they can guess.

Fifth, challenges the students faced in answering multiple choice test.

Three students LDA, HZ and IR answered that they did not find any challenges to anwer multiple choice questions. Their perceptions were relevant with the score.

While 3 others answered that they encountered some challenges including lack of vocabulary, do not understand the questions. MA said, *"I do not know the meaning"*. He still lacked vocabulary, so he did not know the meaning of the story or the questions. And his statement was supported by his score. He was the lowest scorer in multiple choice items.

Another case to student was as stated by NN, *"I do not know the meaning and I get different understanding about the question and my own view"*. Because she did not know the the questions in multiple choice test, sometimes she misunderstood the questions.

Another reason could be seen from the lowest scorer IA, *"I get many challenges when I take multiple choice, such as the different type of questions from number 1 until 10, it is difficult to find the answer because of still lack of vocabulary"*.

From their answer above, it could be analized that LDA and IR who obtained the top score in multiple choice test have no challenges when they took multiple choice test as proved from their score. While HZ who got the average score stated the same way as LDA and IR.The score of the rest IA and MA,

relevant to their perceptions. Hence, 3 students found "no" challenges, and 3 students found there were challenges when they took multiple choice test.

Last question, challenges the students faced when they do cloze test

For this question, two students found there was no challenges when they took cloze test. They were HZ and IR. HZ score in cloze test leads 10 points than in multiple choice items, but IR's score did not. He got 0 score in cloze test.

While four students found challenges when they did cloze test as what mentioned by some students who has been interviewed. As quoted from MA, *"I am afraid that the answers are exchanged, because I do not know the meaning"*.

If the students do not know the meaning of a word while they are taking cloze test, the choice for the answer can be confusing. They can just put it randomly. This could be serious problem for this test because lack of vocabulary.

One important factor to learn a different language from our mother tongue is by knowing the meaning of each word of the language. Such as what we do to study English as foreign language. The fastest way is by mastered each vocabulary of English. And this become the general problem faced by learners. When they do not know meaning of an English word, it can be problem to construct the correct meaning for a sentence.

There was another problem faced by students in taking cloze test. Especially for story type of cloze test, like the test they have done before which was given by the writer. The problem was because the story was too long, and

besides lack of vocabulary, the choices' answer for cloze test are so many. As mentioned by NN, *"I do not know the meaning of the questions and the story, afraid of exchanged the answer because the choices are many".* Eventhough she said so, her score proved the contrary. Still she got the highest score for this test.

LDA confirmed*, "The story is too long, do not know the meaning, capsized when aswering, because still poor in vocabulary".*

Words in English do not have only one meaning, a word could has many senses within it. Just like IA perception,*"I'm still poor in vocabulary so it is hard. Because there are many new words in the text that I do not know. And the meaning of an English word not only one, so I was confused which one is the right answer to put in".* Although, IA has difficulty in answering cloze test, her score in cloze test lead 10 point than the other one. Their problem are various for this last question.

C. Discussion

The most dominant points of the result are highlighted and discussed below. This discussion section is also provided to answer the research questions of this study, which is about the comparison of students' achievement between multiple choice and cloze test on their reading comprehension ability.

The first research question is "do the results of students reading comprehension achievement in SMAN 12 Banda Aceh differ when tested using multiple choice and cloze test ?". After the writer conducted the tests, the results of students' scores are different when tested using multiple choice and cloze test.

Students' scores in cloze test are much higher than their score in multiple choice test. As explained, a standard cloze test is a passage with blanks of standard length replacing certain deleted words which students are required to complete by filling in the correct words or their equivalents. And this test became a measurement of reading comprehension. Oller (1979) believed that this type of deleting provide an actual sampling of real-life language. Cranney (1972) argued cloze test in both respects, item construction and avoiding misrepresentation of author's meaning, seem to offer an improved method of measuring reading comprehension. For this first research question, the writer assumed, the significant differences between multiple choice and cloze test could happen because of the understanding and the ability of students in consctructing the meaning are better in cloze test than in multiple choice test, which made they easier to chose the answer by following the plot of the story. For the further discussion, the interview has been conducted as to answer the second research question.

The second research question is: which ways do students' perception on multiple choice and cloze test on their reading comprehension ability. The result are that the students are more familiar with cloze test and also preferred to do cloze test than multiple choice test. And the majority of students found that cloze test is also easier to understand, either the story or the questions. This means their comprehension on the story are better using cloze test. These perceptions strengthten the differences of the students' scores on the first research question finding.

However, more students still faced difficulties in answering the questions because lack of vocabularies and do not know the content or the plot of the story. Some researchers supported, such as Bachman (1982), he argued on cloze test that since test takers need to relate various pieces of information from the extra-text environment to fill the blanks, the cloze procedure does not evaluate testee's reading ability. Sadeghi (2008) claimed that cloze test is not an appropriate measure of reading comprehension, because cloze scores do not reflect the readers' comprehension. He also argued that while other testing methods of reading present the complete text to the reader first and then try to find out if the text has been comprehended, cloze test appears to be too unfair in that they require the reader to reconstruct or complete something hidden from the text, and then to understand the rightly or wrongly reconstructed discourse.

Yet, the students considered multiple choice test as the more applicable test to measure students' reading comprehension ability than cloze test, although their scores in multiple choice test were lower than cloze items. The fact that multiple choice test becomes the most selected option because students can guess the answer if the time is limited.

In conclusion, based on students' score and their perception about multiple choice and cloze test. The witer could conclude that multiple choice test becomes the choice of the more appropriate test to measure students' reading comprehension ability for students of XII.IA.1 grade of SMAN 12 Banda Aceh.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on students' score of multiple choice and cloze test, and their perception's on both tests, some conclusions can be drawn as follows:

1. Students' scores in cloze test are higher than that of multiple choice test.

2. Related to types of assessment and students' preference between both tests, most students are more familiar with cloze test than multiple choice items.

3. Equal number of students considered it is easy to understand the question and the text of both tests.

4. Almost all students believed that multiple choice test is more appropriate to measure students' reading comprehension because they can guess the answer.

5. More students found difficulties when they took cloze test because they lack vocabularies and therefore they can not understand the contents or the plot of the story.

6. The students' results of both tests are different with their perceptions.

B. Suggestions

Several suggestions are provided which hopefully might be beneficial for teachers and other researchers or even readers to pay much attention in. They are as follows:

1. Students should familiarize themselves reading a lot. So they will be familiar with new words they find in the text.

2. The teacher should give tricks or techniques to answer or look for the answer.

3. The finding revealed that students performed better on the cloze test than in multiple choice test. The teacher could give both tests by turns in terms to measure students' reading ability, do not only focus on one test. Thus, students can attun to both tests.

4. This study has its own limitation. Therefore, further studies and investigation on this subject with diverse selection of participants will bring out more detail and applicable data for the improvement and achievement on students reading comprehension ability in future.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
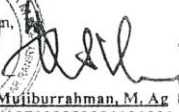Nomor : UN.08/FTK/PP.00.9/5816/2016
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
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1. Khairil Razali, M.A.,M.S   Sebagai Pembimbing Pertama
2. Lilis Su'adah, MA. TESOL   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Farisqa Rahmayani**
NIM	:	**231121202**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**A Comparative Study Between Multiple Choice and Clozed Test toward Students' Reading Comprehension Achievement**

KETIGA	:	Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
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Nomor	: Un.08/TU-FTK/TL.00/ 12148 /2016	Banda Aceh, 8 Desember 2016
Lamp	: -	
Hal	: Mohon Izin Untuk Mengumpul Data	
	Menyusun Skripsi	

Kepada Yth.

Di -
Tempat

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N a m a   : **Farisqa Rahmayani**
NIM   : 231 121 202
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester   : IX
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry   Darussalam
A l a m a t   : Lambaro Angan

Untuk Mengumpulkan data pada:

SMAN 12 Banda Aceh

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Comparison Between Multiple Choice Test And Cloze Test Toward Students
Reading Comprehension Achievement**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami
ucapkan terima kasih.

An Dekan,
Kepala Bagian Tata Usaha,

M.Said Fauzah Ali, S.Pd.I.,MM
NIP. 196907032002212001

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MEMBERI IZIN

Kepada	:	
Nama	:	**Farisqa Rahmayani**
NIM	:	231121202
Prodi	:	Penjaskesrek
Alamat	:	Banda Aceh
Untuk	:	Mengumpulkan data di SMA Negeri 12 Banda Aceh dalam rangka penyusunan skripsi dengan judul :

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Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
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Demikian untuk dimaklumi dan terima kasih.

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a.n. KEPALA DINAS PENDIDIKAN PEMUDA
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Tembusan :
1. Dekan Fak. Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
2. Kepala SMA Negeri 12 Kota Banda Aceh
3. Arsip.

Grammar in Action

A Read the following fable. Fill in the blanks. Then, answer the questions.

long   melodies   greedy

easy   wide   thankful

hungry   great

nasty   afraid   kind

The Wolf and the Crane

A long time ago there lived a Wolf and a Crane. The wolf was so big that the crane was very afraid of him. She also hated the wolf very much because the wolf had killed her family.

One day the wolf was eating his dinner. He was very (1) __Hungry__ as usual. Suddenly a bone got stuck in his throat. He tried and tried to get it out, but he could not.
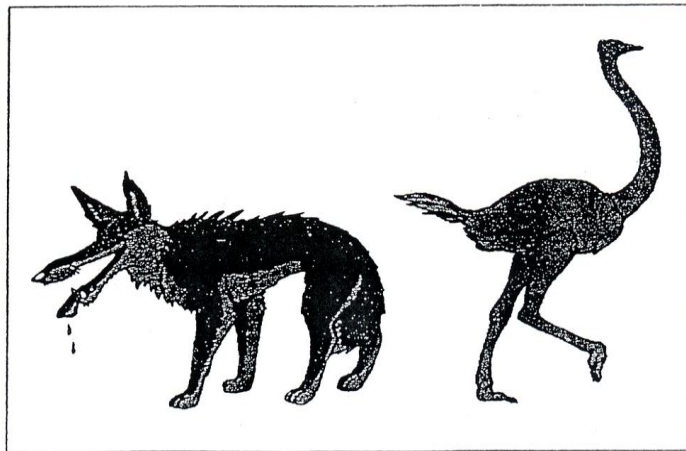
"What a (2) _____ bone!" he complained.

The bone gave him a lot of pain. He was about to cry when he suddenly thought of the crane.

"Ah," he said to himself, "let me go to the crane. She has a (3) _____ bill. I hope she can help me to get this bone out of my throat."

So he instantly went and looked for the crane. He soon found her near a pond, and greeted her in a soft and (4) _____ sound, "Good morning, Miss Crane."

The crane wanted to fly away because she was very much (5) _____ of the wolf. But the wolf quickly added, "Please, Miss Crane, don't fly away. I need your help. I'm in a (6) _____ trouble."

"Well, well, well!" said the crane, keeping herself at a distance. "Just imagine! A wolf needs a crane's help! Do you think I believe that? How many of my family have you killed already, can you remember?"

"Oh please, Miss Crane, let bygones be bygones. Now I need your help badly," said the wolf and stepped forward.

"Stay where you are, Mr. Wolf," cried out the crane anxiously, stepping backwards, and added, "I don't want to die yet, you hear me?"

"Take it (7) _____, Miss Crane," said the wolf. "I'm not going to do you any harm, believe me. On the contrary, I will give you a (8) _____ reward if you can help me."

"Me? Help you?" asked the crane suspiciously. "Oh no, you can't fool me, Mr. Wolf. You're (9) _____, and you want to eat me up."

"Miss Crane, don't you see I'm choking? I've got a bone stuck in my throat. If I can't get it out I shall soon die," replied the wolf as he laid down.

"Oh, I'm sorry to hear that. But what can I do? I'm not a doctor."

"I know you're not a doctor, but you have a long bill. You can put it in my mouth and so get the bone out."

"Putting my bill in your mouth? Oh, but that's very dangerous, Mr. Wolf. I'm sorry, Mr. Wolf, I simply can't do that."

"I'm dying, I'm dying. Please help me, Miss Crane. You're the only one who can help me," said the wolf. "Now put your bill in my mouth and pull the bone out, please. Remember, I will give you a good reward."

"All right, then. I'll try. Open your mouth (10) _____."

The crane then put her bill in the mouth of the wolf and drew out the bone.

"There you are! I've pulled it out," said the crane. "Are you feeling better now?"

The wolf, feeling his throat was normal again, was very happy. He laughed and laughed heartily. Then all of a sudden he stopped laughing and snapped. "Now what are you looking at! Get out of my way!"

"But what about my reward? Surely I must get the reward you promised me," said the crane.

"Your reward?" exclaimed the wolf. "Good gracious! I might have easily bitten your head off when it was in my mouth. I gave you your life. You should be (11) _____ to me. What more do you want? Isn't that reward enough for you? Now be off before I jump on you and make a meal of you!"

Cross (x) the correct answer.

1. What was the wolf's character in the story ?
   - a. Kind
   - b. Greedy
   - c. Rude
   - d. Thankful
   - e. Good

2. The major complication arose when..
   - a. He was eating his dinner in the crane's house
   - b. Suddenly a bone got stuck in his throat and he couldn't get it out
   - c. He went to the crane's house and asked for her help
   - d. He greeted the crane near a pond but the crane didn't answer
   - e. He went and looked for the crane but she couldn't help him.

3. "Now I need your help badly." The word 'badly' means...
   - a. Not good
   - b. Very awful
   - c. Very much
   - d. Soon
   - e. Latter

4. First, the crane didn't want to help the wolf but then she changed her mind..
   - a. Because she was a doctor
   - b. When the wolf was dying
   - c. As the wolf said that he would give her a good reward
   - d. When she knew that she had a long bill
   - e. As the wolf promised that he would change his bad habit

5. In what way are some people like the wolf ?
   - a. They are wise
   - b. They are greedy
   - c. They are honest
   - d. They are grateful
   - e. They are deceitful

6. The word 'it' in line 6 refers to ?
   a. Dinner   c. Bone
   b. Wolf   d. Throat

7. What was the crane's character in the story ?
   a. Rude   d. Kind
   b. Thankful   e. Foolish
   c. Greedy

8. Why didn't the crane get away after she helped the wolf ?
   a. She waited for her reward
   b. She waited for the wolf to leave first
   c. She waited the wolf to eat her
   d. She wanted to leave together with the wolf

9. What is the type of the text ?
   a. Descriptive text
   b. Recont text
   c. Narrative text
   d. Procedure text

10. The opposite word of "dying" in line 41 is ...
    a. Sick   d. Strong
    b. Healthy   e. Weak
    c. Cure

Answer key for cloze test question:

1. Hungry
2. Nasty
3. Long
4. Melodies
5. Afraid
6. Great
7. Easy
8. Kind
9. Greedy
10. Wide
11. Thankful

Answer key for Multiple choice questions:

1. B. Greedy

2. B. Suddenly a bone get stuck in his throat and he couldn't get it out

3. C. Very much

4. C. As the wolf said that he would hive her a good reward

5. E. They are deceitful

6. C. Bone

7. E. Foolish

8. A. She waited for her reward

9. C. Narrative text

10. B. healthy

Interview questions

Interviewee :

1. Between multiple choice and cloze tests, what types of reading assessment are you familiar with? why ?
   Answer :

2. Which tests do you prefer to do, multiple choice or cloze tests ? why?
   Answer :

3. Between multiple choice and cloze test questions, which one is easier to understand and answer ?
   Answer :

4. Which one of the tests is more appropriate to test students reading comprehension ability ? why ?
   Answer :

5. Do you find any challenges when you take multiple choice test ?
   a. No
   b. Yes (if Yes please specify what and why ?)
   Answer :

6. Do you find any challenges when you do cloze test?
   a. No
   b. Yes (if Yes please specify what and why ?)
   Answer :

AUTOBIOGRAPHY

1. Name   : Farisqa Rahmayani
2. Place/ Date of Birth   : Miruek Taman/ July 23rd , 1993
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Banda Aceh, January , 2017
The Writer,

Farisqa Rahmayani