

CLOZE TEST AND MULTIPLE CHOICE TEST FOR READING COMPREHEHSION

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Received: 19th of July 2022, Accepted: 24th of December 2022, Published: 27th of December 2022

Abstract

The objectives of this study are to analyze about the different and similar of multiple choice and cloze test in reading comprehension, and about the perception toward the multiple choice and cloze test among students that influence reading comprehension. This study used descriptive qualitative method. In collecting the data, this study used, Observation, Interview, Questionnaire, and Documentaton. The data were taken by test cloze and multiple choice. This study was conducted to there were 21 informants which were 7 boys and 13 girls of Students and a Teacher of SMA 15 Muara Enim. As a result of this study showed that test was able to make the students tested motivated to learn a lot about English. But there were some who do not understand. In essence, the cloze test and multiple choice test were very suitable to be used as learning test references at SMA 15 Muara Enim.

Keywords: Multiple Choice, Cloze Test

Abstrak

Tujuan penelitian ini adalah untuk menganalisis tentang perbedaan dan persamaan tes pilihan ganda dan test cloze dalam pemahaman membaca, juga tentang persepsi terhadap pilihan ganda dan tes cloze dikalangan siswa yang mempengaruhi pemahaman membaca siswa. Penelitian ini menggunakan metode kualitatif deskriptif. Dalam pengumpulan data, penelitian ini menggunakan observasi, wawancara, kuisisioner, dan dokumentasi. Kemudian pengambilan data dilakukan dengan tes cloze dan pilihan ganda. Penelitian ini dilakukan terhadap informan sebanyak 21 orang yang terdiri dari 13 murid perempuan X IPA, 7 murid laki-laki X IPA, dan seorang guru di SMAN 15 Muara Enim. Hasil penelitian ini menunjukkan bahwa tes cloze dan pilihan ganda untuk pemahaman membaca mampu membuat siswa yang diuji termotivasi untuk belajar banyak tentang bahasa Inggris dan juga menurut mereka tes tersebut bisa dijadikan acuan belajar guru. Pada intinya, tes tersebut sangat cocok untuk referensi tes pembelajaran di SMAN 15 Muara Enim terlebih lagi untuk pemahaman membaca.

Kata Kunci: Pilihan Ganda, Tes Cloze.

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INTRODUCTION

Comprehension is an important aspect of reading. Reading for comprehension is the essence of reading process. Student' 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 (2019) "comprehension involves the comprehension to bring meaning and understanding to words not recognized by sight". The necessity to understand the reading is crucial. Therefore, readers not only by sight, but also know the meaning of each word of the passage.

That was why student needed comprehension in reading. Sweet (2016) 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”.

There is one way to evaluate students’ reading comprehension, namely test, test was one of the choice that could be used. Palupingingsi (2012) conducted a study and reviewed that, “in language learning, testing is important to find out where student have difficulties in a language course, to explore progress or to reflect how well the students in learning a particular subject (student’ achievement), and to give general idea about students’ profeciency in the target language. It means that a test can be a tool to measure how successful a language teaching had been held”.

The reason why the writer chose two test, based on the writer experienced in teaching as SMAN 15 Muara Enim, it found out at that most students were still had difficulties in analyzing the text especially answer the question in cloze test and multiple choice test. And 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.

This research is about the different and similar design of multiple choice and cloze test in reading comprehension, also about the perception toward the multiple choice and cloze test among students that influence the students’ reading comprehension.

This study is limited on the multiple choice and cloze test and how to students percieve them on their reading comprehension that also influences their reading comprehension. The problem in this research are (1) Did the result of students reading comprehension in SMAN 15 Muara Enim differ when tested using Multiple Choice and Cloze test? (2)What did the students perception about the use of Multiple Choice and Cloze Test in their reading comprehension test?

The research objectives that the writer want to achieve were as we know the result of students reading comprehension in SMAN 15 Muara Enim differ when tested using Multiple Choice and Cloze test and the students perception about the use of Multiple Choice and Cloze Test in their reading comprehension test.

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 tests gets the best result towards students reading comprehension achievement, that means the teachers

can applicate 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.

METHOD

The writer used qualitative descriptive method for this research. According to Nugraha, (2014), the problem in research qualitative area in a narrow space, with a level low variation, but has a great depth of language unlimited. Meanwhile, Qualitative data are usually general in nature, have a wide area complex area and degree of variation, but located in surface. This study was a descriptive qualitative.

Here, the writer analyzed the students reading comprehension through cloze test and multiple choice test technique. Meanwhile, it is said qualitative research because it involves natural setting fundamentally interpretive. Descriptive research is research on status, attitudes, group opinions individuals, sets of conditions and procedures of a system of thought or events in order to make a descriptive using field research on a number or a systematic and analytical picture that can be used to solve current actual problems (Sugiyono 2013) the aim of this research was to analyzing the students' readingc comprehension after trying the treatment of the cloze test and multiple choice test technique that has been directed.

FINDINGS AND DISCUSSION

This research was carried out at SMAN 15 of Muara Enim which is located on Jl. Kabupaten No.1 Tanjung Raya Village, Kec Rambang Pos 31174. The location of this school is in an alley about 100 meters from the highway and close to a rubber plantation area, thus making the school becomes comfortable away from noise which makes it very possible for students to receive lessons in peace. Learning and teaching activities at the school start from 07.00 WIB to 15.00 WIB because the online teaching and learning process has ended and has been replaced with the offline teaching and learning process or back to normal. At SMAN 15 of Muara Enim there are several classes including X IPA, X IPS 1, X IPS 2, XI IPA, XI IPS 1, XI IPS 2, XII IPA, XII IPS 1, and XII IPS 2. (Source: Administration UPT SMA Negeri 15 Muara Enim, 2022).

Table 1. Facilities

Facility	Surface Area (m ²)	Amount
Land Area	20,000 m ²	1
School Building Area	1,154 m ²	1
School Yard Area	18,846 m ²	1

Classrooms	936 m ²	13
Library Room	5 x 5 m ²	1
Laboratory Room	96 m ²	1
PSB Room	40 m ²	1
Principal's Room	45.5 m ²	1
Administrative Room	96 m ²	1
Bp / Bk	45.5 m ²	1
School Caretaker's House	5 X 5 m ²	1
Computer Room	96 m ²	1
Basketball	38 X 16.5 m ²	1
Badminton	13.40 X 6.10 m ²	1
Sepak Takraw	13.40 X 6.10 m ²	1
Volley Ball	14 X 6 m ²	1
Men's Toilet	6 X 6m ²	1
Women's Toilet	6 X 6 m ²	1
School Canteen	5 X 5 m ²	1
Parking Area	6.5 x 16 m ²	1

Based on the results of observations and interviews, it can be seen that the understanding of students in class X IPA SMAN 15 of Muara Enim in distinguishing the cloze test and multiple choice tests. The following are the results of observations and interviews regarding the Cloze test and multiple choice test for reading comprehension of The Tenth Grade Students State of SMAN 15 of Muara Enim to the school, such as; English subject teacher, class X as (Key Informants) and 5 students of class X Science as (informants) as follows:

The results of teacher interviews.

The key informant in this research is the English class teacher of class X IPA named Meirina, S.Pd. he is an alumni of PGRI Palembang university graduated in 2005, he has served at SMAN 15 of Muara Enim for 16 years. In general, Ibu Meirina, S.Pd teaches every day (Monday-Friday) and not only in science classes but she also teaches social studies classes from class X to class XII. Teaching and learning activities at SMAN 15 of Muara Enim start at 07.00 to 15.00 WIB and one hour lesson is 45 minutes long, but during the pandemic conditions, teaching and learning activities are online. One lesson is 30 minutes. The curriculum used at SMAN 15 of Muara Enim is the 2013 curriculum used from class X to class XII. Mrs.

Meirina, S.Pd said that the students who were the object of the multiple choice and cloze test research understood the tests given, it was just that there were some students who were shy to present themselves but there were also some who dared to present themselves to answer the questions given by the teacher.

Table 2. Teacher questions list

No.	Questions list
1.	What curriculum is used?
2.	Can narrative text learning materials be used to test students with cloze tests and multiple choice tests?
3.	In the teacher's opinion, how do teachers make students more interested in learning narrative texts?
4.	Can the cloze test and multiple choice test be used as materials to improve English reading in narrative text materials?
5.	Can using the Cloze test and multiple choice test affect students' reading comprehension in English?

The result of interviews with teacher found that the curriculum used at SMAN 15 Muara Enim was still the revised curriculum 2013, but is was still relatively easy to use. With the combination of the cloze test and multiple choice test juxtaposed with the narrative text material, Meiriana, S.Pd state that material is very suitable for cloze test and multiple choice test is moreover able to improve students' reading comprehension. While the cloze test and multiple choice test are very effective as a references for learning English because is motivates students to study harder, although there are still students who are ashamed to show their quality.

The results of student interviews.

SMAN 15 of Muara Enim is a research location located on Jalan Jl. District No.1 Tanjung Raya Village, Kec Rambang Poss 31174. The object of the research at this time was the 5th grade students of science as a sample resource (informants). 3 of the 5 Students, named Ariel Pidriansyah, Novi Lestari, and Bella Safitri, think that according to them, the cloze test and multiple choice are very easy to understand because between the two tests there are clear differences, such as the cloze test which only fills in the blanks in sentences by choosing words. which has been prepared at the end of the story, while the multiple choice test has many alternative answers that can be chosen at the end of the question. Said Ariel Pidriansyah, Novi Lestari, and Bella Safitri. Meanwhile, 2 Students, namely Charlota Ifdylah and Teti Heldina,

argued that they thought that the cloze test and multiple choice test were difficult to understand because they did not find any difference between the two tests because they did not focus on the story given by the researcher. Said Charlota Ifdylah and Teti Heldina.

Table 3. Students questions list

No.	Question List
1.	Do you know about the previous story?
2.	Do you know the cloze test and multiple choice test?
3.	What is the difference between a cloze test and a multiple choice test?
4.	In the opinion of students, can the cloze and multiple choice tests be understood well?
5.	In the opinion of students, can the Cloze test and multiple choice test be used as materials to improve students' reading?

The result of the interviews of the students were that they understand the cloze test dan multiple choice test for several reasons. According to them, the cloze test was difficult that multiple choice test because multiple choice test was more provides many alternative answers, making it easier for them to find the correct answer, while the cloze test requires them to fill in the missing words in a sentence. Regardless of the statement this test makes it easiesr for them to develop in learning English.

Table 4. Scoring of students reading comprehension

	Affective 30	Cocnitive 30	Pysicomotoric 40
Reading	Listen to his friends read the story line carefully and pay attention to it.	Take the initiative to express the contents of the story read in front of the class.	Students were able to read the story line fluently.
Comprehension	Students's tolerance for the opinions of their friends that are not in accordance with story line.	Students have been able to express ideas and concepts of thingking about the story line.	Students were able to convey the story line well.

Grammar	Respet the opinion of friends who do not use English	Students express their opinions by using 30% English.	Take notes in English before submitting.
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According to Tarigan (2015) in the journal of efficiency - integration of English in the learning process "English is an important language, because it is the language of the world. The most widely spoken and important language in the world is English in everything from international academic conferences to news reports and popular music lyrics. English is used not only for communication between native speakers and non-native English speakers but also between native speakers. Although English does not have the largest number of speakers in the world, English is the most widely spoken language in many countries in the world, therefore, English will be used by more people in the future."

In this study, The Writer would take learning materials about narrative texts in accordance with the basic competency standards contained in the 2013 curriculum. The narrative texts have various definitions, which essentially are texts related to stories consisting of a series of events followed by various characters who play a role in it. The word narrative comes from the Latin word *narre* which means to be known or known, conveying information about learning media about the world. The following are SK and KD and their indicators:

- Competency Standards : Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, as well as apply procedural knowledge in the field specific studies according to their talents and interests to solve problems.
- Basic Competencies : Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends, according to the context of their use.
- Achievement indicators :
- words related to characters, characters, and settings in legends.
 - Clear and neat spelling and handwriting and print.
 - Speech, word stress, intonation when presenting orally

This research is entitled "Cloze test and multiple choice test for reading comprehension of The Tenth Grade Students State SMAN 15 of Muara Enim". The purpose of this study was to find out the results of students' understanding of the use of the Cloze test and multiple choice tests in students' reading comprehension tests. In this study, The writer would focused more on English subjects, narrative text learning materials that are applied to high school (SMA).

From the opinion above, it can be concluded that the purpose and benefits of the Cloze test and multiple choice test are to: increase enthusiasm and knowledge of science so that ultimately it can optimize and improve students' reading comprehension, to take advantage of the cloze test and multiple choice tests as a reference for learning resources because they can enrich concepts and theories that support the development of science, especially in the field of English language studies, the learning process should not only done by reading a piece of text in the book but to do it with audiovisual so as to make students not bored and arouse student learning motivation to be more active and besides that students can better know and understand learning materials well, especially narrative text learning materials, attracting students' attention so that more motivated to review English lessons.

CONCLUSION

This research is a research that discusses "Cloze test and multiple choice test for reading comprehension of The Tenth Grade Students State SMAN 15 of Muara Enim" which is 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 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.

With the cloze test and multiple choice test, it can be used as a reference source for learning English in narrative text learning materials in Senior High School. The results of the Research Design Between Cloze Test And Multiple Choice Test For Reading Comprehension are for (1) Increase the enthusiasm and knowledge of science so that in the end it can optimize and improve students' reading comprehension, (2) Utilizing the Cloze test and multiple choice tests as a reference for learning resources because they can enrich concepts and theories that support the development of science, especially in the field of English language studies, (3) The learning process should not only be done by reading a piece of text in the book but should be done with audiovisual so as to make students not bored and arouse student learning motivation to be more active and besides that students can better know and understand learning materials well,

especially narrative text learning materials, (4) Attract students' attention to be more motivated to review English lessons.

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