

CHAPTER I

INTRODUCTION

I.1. Background of the Study

Reading comprehension is one of the subjects that has been given in teaching English. It is a process of interpreting or understanding the text in terms of the questions that reader formulates about the text. One of the most important aspects in teaching reading is to be able to measure the students' comprehension of what they have read.

An achievement test plays an important role to measure students' ability. It is a systematic procedure for determining what a student has learned. There are many classifications of achievement test items such as multiple-choice, true-false, cloze test, essay, etc.

As stated by Grellet (1981 : 8) reading is an active skill that involves guessing, predicting, checking and asking oneself questions. Therefore, it should be taken as consideration when using reading comprehension tests. Usually, such tests take a form of a reading passage followed by a set of questions based on factual and inferential information of the passage. It is not a simple matter to use a particular passage which can be easily understood by the students. The key to effective achievement test is to select the most appropriate item-type and to construct it so carefully that it elicits the desired response and precludes other irrelevant responses (Gronlund, 1977 : 10).

As a matter of fact, multiple-choice tests are widely used in reading comprehension because they are easier to score and analyze than other forms of objective items. However, they are difficult to construct because they demand possible response options and usually require some preliminary testing analysis and refinement in order to sharpen the contrast between the correct answer and incorrect choices (Tuckman, 1975 : 92).

Furthermore, to make all the distracters have functions as they are expected is not an easy matter. If the tests are not well constructed, they can not really measure the students' mastery. They might be too easy so it is possible for the students to get correct answers only by guessing or too difficult because, for example, they are tricky.

Another type of achievement test which is also available to use in measuring students' mastery is cloze test. The cloze test has been received in recent years and is becoming more widely used in language test. Oller (cited in Alderson, *Tesol Quaterly*, Vol;13, 1979:220) claimed that cloze test was integrative test, and very useful for measuring of global skills. Influenced by his conclusions, cloze test is regarded as an automatically valid procedure which results in universally valid test of language and reading. It is used to assess the students' ability to create, to organize, and to express ideas.

The cloze test comprises a reading passage from which words have been deleted at fixed intervals. Four deletion frequencies which are selected : every sixth, eighth, tenth, and twelfth word (Alderson, *Tesol Quaterly*, Vol 13,

1979 : 221). The words are replaced by blanks. The students are instructed to answer the word that has been omitted in each blank.

Referring to the theory mentioned above, I want to know the students' mastery in both achievement tests, multiple-choice and cloze test, in reading comprehension. Then, it can be decided whether multiple-choice or cloze test which is more effective to the students in reading comprehension test. In order to get relevant data for this study, I held a research in reading comprehension test by taking the sixth semester students of Airlangga University as the respondents.

I.2. Statement of the Problem

Based on the background of the study mentioned above, this study tries to find the answer of the following problems:

1. Is there any significant correlation between the students' mastery in doing multiple choice and their mastery in doing cloze test in reading comprehension ?
2. Which test is more effective between multiple-choice and cloze test ?

The hypothesis of this study are :

Ho : There is no significant correlation between the students' mastery in doing multiple choice and their mastery in doing cloze test in reading comprehension

H₁ : There is a significant correlation between the students' mastery in doing multiple choice and their mastery in doing cloze test in reading comprehension

I.3. Objective of the Study

Based on the statement of the problem, the objective of the study are :
To find out whether there is a significant correlation between the students' mastery in doing multiple choice and their mastery in doing cloze test in reading comprehension. This study also tries to know whether multiple-choice test or cloze test is more effective in reading comprehension.

I.4. Significance of the Study

Hopefully, the result of the study will be able to give positive contribution in the process of teaching and learning activity, especially in reading comprehension test. In addition, the accomplishment of this study is aimed to give valuable contribution to those who try to construct effective achievement tests.

I.5. Scope and Limitation

Limitation is important to clarify the core of the research and the matter of the study. In this study, the analysis will be focused only on achievement test in reading comprehension, i.e. multiple-choice test and cloze test. Due to the limitation of time, this study only tries to find whether there is

a significant correlation between the students' mastery in doing multiple-choice and their mastery in doing cloze test in reading comprehension.

I.6. Theoretical Framework

Reading Comprehension

There are various definitions of reading, or of the reading process, to choose. It might be good to begin with the basic definition and description offered by Mitchell (cited in Dubin, Eskey and Grabe, 1986 : 27 – 28). Reading can be defined as the ability to make sense of written or printed symbols to guide the recovery of information from his or her memory and subsequently use this information to construct a plausible interpretation of written message.

Extending this initial definition, Widowson (cited in Dubin, Eskey and Grabe, 1986 : 28) suggests a more complex definition of reading. Reading is a process of matching information in a text to internally activated information. Thus, reading is not information processing but rather information interpreting – what we understand from text depends on what we knew previously. Reading is the interaction of the text and the reader.

Reading Comprehension Test

At many stages in a reading curriculum, it becomes necessary to evaluate students' reading abilities, their problems and weakness, their progress, and their final achievement. There are a number of reasons why

students' abilities must be assessed (Allerson and Grabe, cited in Dubin, Eskey and Grabe, 1986 : 161). It will demonstrate that reading skills require focused attention in the curriculum. It can also determine the students' progress, isolate particular skill weakness, motivate and provide constructive feedback, alter and improve ongoing instruction, and provide a realistic final evaluation.

There are a number of considerations to have in mind when producing or using reading comprehension test. When constructing reading comprehension test on a given text, it is always preferable to start with the overall meaning of the text, its function and aim, rather than working on vocabulary or more specific ideas. As stated by Grellet (1981 : 7), reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

Another important point when devising reading comprehension test is that the activities should be flexible and varied. Few test- types are intrinsically good or bad (Grellet, 1981 : 9). Reading comprehension activities should be suited to the texts and to one's reasons for reading them. This may be covered by open questions, multiple-choice questions, right or wrong questions, etc.

Reading is an active skill. It involves guessing, predicting, checking and asking oneself questions (Grellet, 1981 : 8). It is possible to develop the students' powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the paragraphs.

Achievement Test

An achievement test can aid both the teacher and the student in assessing learning readiness, monitoring learning progress, diagnosing learning difficulties and evaluating learning outcomes (Gronlund, 1977 : 1). It can be designed to measure a variety of learning outcomes such as the knowledge of specific facts, the knowledge of terms and understanding of concept, the ability to apply facts and principles and various thinking skills.

An achievement test will have positive influence on learning when they faithfully reflect the instructional objectives, when they measure an adequate sample of intended learning outcomes, when they include item types that most appropriate for the learning outcomes, when they are adapted to the particular uses to be made of the result and when they are designed to yield reliable result (Gronlund, 1977 : 14).

The key to effective achievement testing is careful testing (Gronlund, 1977 : 18). The following are the series of steps to make an achievement test:

1. Determine the purpose of the test

Test can be used in an instructional program to assess entry behavior (placement test), monitor learning progress (formative test), diagnose

learning difficulties (diagnostic test), and measure performance at the end of instruction (summative test).

2. Identify the learning outcomes to be measured by test

Identifying the instructional objectives that are to be measured by the test and then make certain that they are stated in a manner that is useful for testing. The instructional objectives include learning outcomes in the following areas : (1) knowledge, (2) intellectual abilities and skills, (3) general skills, and (4) attitudes, interest and appreciation.

3. Define the learning outcomes in terms of specific

Knowing the specific student behaviors that are to be accepted as evidence that the outcomes have been achieved.

4. Outline the subject matter to be measured by the test

The learning outcomes specify how students are expected to react to the subject matter of a course.

5. Prepare a table of specification

This is a table that relates outcomes to content and indicates the relative weight to be given to each of the various areas. The purpose of the table is to provide assurance that the test will measure a representative sample of the learning outcomes and the subject matter topics to be measured.

6. Use the table of specifications as a basis for preparing test

The table of specifications specifies the number and the nature of the items in the test. If the table has been carefully prepared and the learning

outcomes clearly defined, then the test will depend on how closely the test maker can match the specifications.

After a test has been scored, it is usually desirable to evaluate the effectiveness of the items. According to Gronlund (1977: 110), evaluating the effectiveness of the items can be done by studying the students' responses to each item. The procedure is called item analysis, and it provides the following information :

1. The difficulty of the item
2. The discriminating power of the item
3. The effectiveness of each alternative

The major classifications of achievement test items are as follow :

- a. Supply type
 1. Essay – extended response
 2. Essay – restricted response
 3. Short answer
 4. Completion
- b. Selection type
 1. True – false
 2. Matching
 3. Multiple-choice

Multiple-choice Test

In constructing an achievement test, the test maker may choose from a variety of item types. Some of the item types are referred to as objective items, because they can be scored objectively. Objective test items include the following selection-type items : multiple-choice, true false, and matching (Gronlund, 1977 : 34). Objective tests are made up of short questions, termed items. The most common is multiple-choice test.

Multiple-choice items are easier to score and to analyze in terms of patterns of incorrect responses than other forms of objective items (Tuckman, 1975: 92). They tend to provide the highest quality items. That is, when the various test items are equally adaptable to the learning outcomes and subject matter to be measured, multiple-choice items generally provide a more adequate measure than the other item types. Add to this fact that multiple-choice items can measure a variety of learning outcomes, ranging from simple to complex (Gronlund, 1977 : 35).

Multiple-choice item consists of a stem, which presents a problem situation, and several alternatives, which provide possible solutions to the problem. The stem may be a question or an incomplete statement. The alternatives may consist three to five answers of which one is correct; the rest are incorrect choices (Tuckman, 1975: 90). The several possible wrong answers are called distracters. The function is to distract those students who are uncertain of the answer, yet they must be distinctly different from the correct answer.

Multiple-choice question can be about a word, a sentence, a paragraph or the whole text (Grellet, 1981 : 220). Whatever the type of multiple-choice question use, it is essential that the students do not consider them as a guessing game and encourage choosing one answer and rejecting the others.

According to Grellet (1981:218), the aim of the multiple-choice question may differ. It may be used:

- To test the students' comprehension of the text.
- To help the students understand what would otherwise be too difficult to understand.
- To help the students think about a word and infer its meaning, or think about the text.

The function of multiple-choice questions can also vary, i.e. to help the students to understand :

- A fact or piece of information in the text.
- An implied fact.
- Some meaning or interpretation that must be deduced from the text.
- The evaluation of the text themselves.

Cloze Test

The cloze test has been used to assess comprehension and to determine the readability of a text. It has similarly been the object of extensive critical review in second language assessment. both as a measure of language

proficiency and as a measure of reading ability (Grabe, cited in Dubin, Eskey and Grabe, 1986 : 169).

According to Alderson (Tesol Quaterly, Vol:13, 1979 : 219), the term cloze procedure is used at least in three different ways. The first and most general level of definition is the systematic deletion of words from text, where systematic remains undefined. The second definition takes the word systematic and divides it into two types of systems: either a random deletion of words or a rational deletion. The third definition, which is common in literature, is the deletion of every fifth word from text (i.e. not just pseudo-random but a specific deletion frequency). The cloze procedure can be understood also as the procedure which deletes every fifth word (Alderson, Tesol Quaterly, Vol:13, 1979 : 209). The words are replaced by blanks.

Cloze test consists of a text which has had words or parts of words deleted from it. The respondents must draw from their knowledge of the language in order to write appropriate words in the blanks. There are at least five main types of cloze test available (taken from www.seg.co.jp/sss/teaching/link-for-teachers.html)

- The fixed – rate deletion

In this type, after one or two sentences, every $-n$ th word is deleted. Usually every fifth or seventh word is deleted, but Brown (1983) suggested that longer texts with every eleventh or fifteenth word deleted could be used.

- **The selective deletion (also known as the rational cloze)**

In the selective deletion or rational cloze, the tester chooses which items her or she wishes to delete from text. The goal for teacher using this test is not only to fine-tune the level of difficulty of the text, but also measure the knowledge of specific grammatical points and vocabulary items.

- **The multiple-choice cloze**

Multiple-choice cloze test provide the subjects with several possible items to choose from each blank.

- **The cloze elide**

The cloze elide insert words which do not belong in the text, and require the subjects to identify the incorrect word plus write appropriate items in their place.

- **The C – test**

The C – test consists of deleting only part of every second word in a text, and asks subjects to complete each truncated word.

I.7. Method of the Study

The method applied in this study is descriptive quantitative analysis since the analysis is provided by counting numbers to know the abilities of the students of the English Department of Airlangga University in reading comprehension test. The research was conducted to study the difference between two variables, and there is no treatment to the variable of the research. The data is taken by giving tests. Then, the data obtained is analyzed

by using Pearson Product Moment correlation. A library research is also done to get more information dealing with the problems.

I.7.1. Definition of Key Terms

The following are some technical terms used in this thesis :

- **Achievement test** : A systematic procedure for determining the amount a student has learned
- **Cloze test** : A test which is constructed by deleting words from a text or segment of discourse
- **Comprehension** : Understanding written text, making sense out of text
- **Correlation** : A positive or negative relationship between two tests or two factors
- **Distracters** : The incorrect responses in a multiple-choice
- **Multiple-choice test** : A test which is made up of a stem and several alternatives, only one is correct or definitely better than the others
- **Reading** : A process of thinking, evaluating, judging, imagining, reasoning and solving the problem
- **Reading Comprehension** : An adequate ability to get literal meaning to follow the organization of selection, to define new words in context, to identify the main

idea, to see relationship among ideas, and to judge the tone of the passage

I.7.2. Location of the Study

The research of this study is held in the English Department of Airlangga University. I take Airlangga University as the location of the research because I can find the respondents that suitable for my study and also it is the place where I study and it will help to ease the research.

I.7.3. Population and Sample

The objects of this study are the sixth semester students of the English Department of Airlangga University. There are 34 students in the class of reading comprehension. The reason for choosing the sixth semester students is that they have learnt reading comprehension for five semesters, where they have done practices in intensive reading. Thus, they are considered to be able to do exercises in reading comprehension and their knowledge is also considered to be adequate.

I.7.4. Technique of Data Collection

In collecting the data, I did several steps. First, I prepared two tests, multiple-choice and cloze test, by consulting the materials to the teacher who teaches reading comprehension in the sixth semester. There are 10 questions in each material, so the total numbers of questions are 20 for each test. The

materials of the passage are appropriate for the students to present knowledge and their level of proficiency.

After making the tests, I started to hold the research. The research schedule must also be consulted with the teacher. The teacher and I conducted both tests so that the students did not know that they were the objects of the research. This would help the students do their best just like in real examination. The test was carried out in 60 minutes. I distributed the materials both in multiple-choice test and cloze test to the students. Then, I conducted the second research in the next week. The steps for the second research were the same as the first research. Finally, I collected the answer-sheets and then scored the test.

In short, the steps in collecting the data are as follow :

1. Preparing the materials of the tests
2. - Performing multiple-choice test 1
- Performing cloze test 1
3. - Performing multiple-choice test 2
- Performing cloze test 2
4. Collecting and scoring the test

I.7.5. Technique of Data Analysis

There are several procedures in analyzing the data. After the data were collected, then I classified the data. There are two kinds of test result in each test, multiple-choice test and cloze tests. Then, the scores of the two tests are

tabulated. First is the calculation of multiple-choice test from the first and the second tests. Second is the calculation of cloze test from the first and second tests.

Afterwards, the data is presented in Pearson Product-Moment Correlation to know whether there is a significant correlation between the students' mastery in doing multiple-choice and their mastery in doing cloze test in reading comprehension. Finally, I interpreted the data to find the final result.

In shorts, the steps in analyzing the data are as follow :

1. Classifying the data
2. Tabulating the data
3. Analyzing the data by using Pearson Product Moment correlation
4. Interpreting the data

CHAPTER II

GENERAL DESCRIPTION OF THE OBJECTS OF THE STUDY