

CHAPTER IV

CONCLUSION

Reading comprehension is one of the subjects that has been given in teaching English. One of the most important aspects in teaching reading is to be able to measure the students' comprehension of what they have read. Here, an achievement test plays an important role to measure students' ability. There are many classifications of achievement test items such as multiple-choice, true-false, cloze test, essay, etc.

This study is to know whether there is significant correlation between the students' mastery in doing multiple-choice test and their mastery in doing cloze test in reading comprehension. The research relates their mastery in reading comprehension by giving two tests to the respondents. The first is multiple-choice test. The respondents are asked to choose the right answers from the alternatives given. The second is cloze test. In this test, the respondents are asked to fill in the blanks with only one word. Here, I conducted the research twice.

The respondents of this study are the sixth semester students of the English Department in Airlangga University. There are 34 respondents who are taken as the sample. From the available data, I found that their scores in multiple-choice test are better than in cloze test. In the first research, there are 33 respondents or 97,1% of them got the scores above 60 in multiple-choice test, whereas in the second research only 30 or 89,2 % of respondents got the scores above 60. It means that the second test is more difficult to answer than in the first. In cloze

test, there are 25 respondents or 73, 5 % got the scores above 60 in the first and second tests.

The average score of the respondents in doing multiple-choice test is 76,3; whereas, in cloze test is 64,6. The result shows that the scores of respondents in multiple-choice test are better than their scores in cloze test.

From the statistical result, with $\alpha = 5\%$ as level of significance and t-critical value = 1,693, the computation of t-observed value is 1,633. The H_0 (there is no significant correlation between the students' mastery in doing multiple choice and their mastery in doing cloze test in reading comprehension) is accepted. Thus, it shows that the respondents are more capable to answer the test in multiple-choice than in cloze test. This statement can also be interpreted that there is no tendency that the respondents who have better score in doing reading comprehension test in multiple-choice also get better score in cloze test.

Moreover, there are probably some factors which affect the scores of the respondents in doing both tests. In multiple-choice test, the respondents seem to do it more easily than in cloze test. It probably happens that in multiple-choice they only have to comprehend the text, then, they can answer the question easily based on the information they get from the text. It is possible that the respondents answer the items by guessing.

While in cloze test, firstly the respondents must comprehend the text. They have many possible answers to fill in the blanks. It makes them difficult to do this test since there are no alternative answers. Besides, they must master many vocabularies because the words deleted in cloze test may consist of verbs,

adjectives, adverbs, and prepositions. In this test, they have to know what kind of words that should be used. Then, they must find appropriate words. However, it is also possible that they answer the blanks by guessing.

From the scores in both tests, it can be said that multiple-choice is more effective since it gives better scores than cloze test. But it certainly can not be said that the test which gives worse scores is not effective for students. From the item difficulty in multiple-choice test, we can see that the percentages of all items are more above 50 %. Thus, the items are effective enough to be given to the respondents. In cloze test, the percentages of the items (above 50 %) are smaller than those in multiple-choice but it is still effective to be given.

From the value of discriminating power, the positive value of multiple-choice is higher than in cloze test. It means that the respondents answered the item correctly more frequently in multiple-choice test than in cloze test.

From the above point of view, cloze test can be carried out in reading comprehension to replace multiple-choice test. But since the correlation is not too high, the replacement of the test is not a total replacement but it should be done once in a while.

REFERENCES