



**THE COMPARATIVE STUDY
ON STUDENTS' READING ACHIEVEMENT
BY USING MULTIPLE CHOICE TEST AND CLOZE
TEST AT VIII MTsN SOSA**

A THESIS

*Submitted to State College for Islamic Studies
STAIN Padangsidempuan as a Partial Fulfillment of Requirement
for Degree of Islamic Educational Scholar (S.Pd.I)
in English Program*

Written by:

MAIMUNAH HRP
Reg. No. 07 340 0052

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN
2013**



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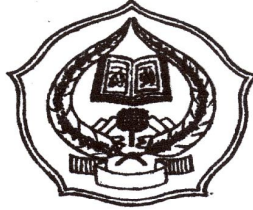
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WRITTEN BY:

MAIMUNAH HRP
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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2013**

Hal : Skripsi a.n
Maimunah Hrp
Lamp. : 5 (lima) Eksamplar
Agama

Padangsidempuan, 24 April 2013
Kepada Yth.
Bapak Ketua Sekolah Tinggi
Islam Negeri Padangsidempuan
di-

Padangsidempuan

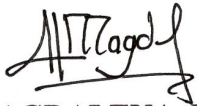
Assalamu 'alaikum wr. wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n Maimunah Hrp yang berjudul "The Comparative Study on Students' Reading Achievement by Using Multiple Choice Test and Cloze Test at VIII Grade MTsN Sosa", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat guna mencapai gelar Sarjana dalam Ilmu Tarbiyah/ Tadris Bahasa Inggris pada STAIN Padangsidempuan.

Untuk itu dalam waktu yang tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Wassalamu 'alaikum wr. wb.

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SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini adalah benar-benar merupakan hasil karya sendiri, kecuali berupa kutipan-kutipan dari buku-buku bahan bacaan dan hasil observasi.

Seiring dengan hal tersebut, bila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini merupakan hasil jiplakan atau sepenuhnya ditilis pada pihak lain, maka Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidempuan dapat menarik keserjanaan dan ijazah yang telah saya terima.

Padangsidempuan, 16 Mei 2013

Saya yang menyatakan



MAIMUNAH HRP

NIM. 07 340 0052

DECLARATION OF SELF THESIS COMPLETION

I my self:

Name : MAIMUNAH HRP
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Department/ Study Program : Tarbiyah/ English Education
Thesis : THE COMPARATIVE STUDY ON STUDENTS'
READING ACHIEVEMENT BY USING MULTIPLE
CHOICE TEST AND CLOZE TEST AT VIII GRADE
MTSN SOSA.

Had written this thesis with consultative aids of advisors, devoiding of plagiary and others' un-registered advice based on Students' Code case 14 verses 2.

This statement is accomplished fully responsibility. The writer will receive every chastisement if there is inaccurate on this statement as sentenced in Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidimpuan, 10 Mei 2013
Assertive writer



MAIMUNAH HRP
Reg. No. 07 340 0052

**DEWAN PENGUJI
SIDANG MUNAQASYAH SKRIPSI**

Name : MAIMUNAH HRP
NIM : 07 340 0052
**Judul : THE COMPARATIVE STUDY ON STUDENTS' READING
ACHIEVEMENT BY USING MULTIPLE CHOICE TEST AND
CLOZE TEST AT VIII GRADE MTsN SOSA**

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Di : Padangsidempuan

Tanggal : 10 Mei 2013

Pukul : 09.00 s/d 11.00 WIB

Hasil/ Nilai : B/71,25

Predikat : ~~Cukup baik/Baik~~/Amat Baik/Cum-Laude*

***Coret yang tidak perlu**



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

PENGESAHAN

Judul Skripsi : THE COMPARATIVE STUDY ON STUDENTS' READING
ACHIEVEMENT BY USING MULTIPLE CHOICE TEST
AND CLOZE TEST AT VIII GRADE MTsN SOSA

Ditulis Oleh : MAIMUNAH HRP
NIM : 07 340 0052

Telah dapat diterima untuk memenuhi salah satu tugas
dan syarat-syarat dalam memperoleh gelar
Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan, Mei 2013

Ketua/Ketua Senat,



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NIP. 19680704 200003 1 003

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers'..

This thesis is presented to the English Study Program of the State Collage for Islamic Studies (STAIN) Padangsidimpuan as partial fulfillment of the requirement for degree of strata I (S1).

This thesis can't be completed without a great deal of help from many people, especially Mrs. Magdalena, M.Ag as the first advisor and Mrs. Eka Sustri Harida M.Pd as the second advisor who always give their time, valuable help, guidance, correction, and suggestion for completion of this thesis.

Her deepest gratitude also goes to those who have helped the writer in finishing this thesis, among others:

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2. Mrs. Hj. Zulhimma, S.Ag, M.Pd, the dean of Tarbiyah Department.
3. Mrs. Rayendriani Fahmei Lubis, M.Ag, the dean of English Study Program.
4. All lecturers and staff in English Study Program who had give their valuable, advice, and cooperative.
5. STAIN Padangsidimpuan Library (Drs. Samsuddin Pulungan, M.Ag), for their cooperative and permission to use their books.

6. Her beloved parents (Alm. Jumro Hrp and Siti Amenna Ritonga), her beloved brother (Ardiansyah Hrp), and her beloved young nice sisters (Rima, Zizah, Tina), her beloved big family (her Grand Mother, my unce Dahlan Rtg) who always give their materials, prays, motivation, and moral encouragement to finish her study.
7. Her beloved friends Rahma, Ina, Sofi, Burreg, Citra's mom thanks' for your help, patience and care to support to finish her written.
8. All her friends in STAIN Padangsidimpuan, good luck for you.
9. All the people who have helped the writer to finish her study that she can't mention one by one.

May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 24 March 2013

The Writer



MAIMUNAH HRP
Reg. No. 07 340 0052

ABSTRACT

Name : MAIMUNAH HRP
Reg. no : 07 340 0052
Faculty : TARBIYAH
Program Study : TADRIS BAHASA INGGRIS
Title of Thesis : **THE COMPARATIVE STUDY ON STUDENTS' READING ACHIEVEMENT BY USING MULTIPLE CHOICE TEST AND CLOZE TEST AT VIII GRADE MTs.N SOSA**

This research talked about the comparative study on students' reading achievement by using multiple choice test and cloze test at VIII grade MTs.N Sosa. The formulation of the problem: Is there any different in students' reading achievement by using multiple choice test and cloze test at VIII Grade MTsN Sosa? This research intended to know the comparative both of test methods on students' reading achievement at VIII grade MTsN Sosa.

The aims of this research is to find out the different on students' reading achievement by using multiple choice test and cloze test.

The research was conducted by quantitative approach. The population of this research was all of students at VIII grade in MTsN Sosa, it was 60 students. Then, the sample of research was all of the students. Next, this research used test as instrument, test was divided to multiple choice test and cloze test about reading comprehension text. To analysis the data, the writer used formulation of t-tes.

After calculating the data, there is the different result both of methods on students' reading achievement. It can be seen from calculating the data, the score of multiple choice test class is higher than cloze test class, from the calculation of t_o 4.012 and t_t 2.66 from 1% significance degree, it means that, t_o is higher than t_t ($4.012 > 2.66$), So, "there was different between score of students' reading achievement by using multiple choice test and cloze test at VIII Grade MtsNSosa". It means that the hypothesis of this research is accepted.

CURRICULUM VITAE

Nama : Maimunah Hrp
Reg. No : 07 340 0052
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Address : PIR Trans Sosa
Place/Date of Birth : 09 March 1988
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1. Elementary school at SDN PIR Trans Sosa Unit IV 1994-2000
2. Junior high school at MTsS Parmeraan 2000-2003
3. Senior high school at MAS Parmeraan 2003-2006
4. Student of English Study Program at State College For Islamic Studies (STAIN) Padangsidempuan 2007-2013

Appendix I

INSTRUMENT OF MULTIPLE CHOICE TEST VALIDITY

Name :

Class :

Instruction: Choose the right answer from a number of given options, only one of which is correct.

This text is for question 1 to 5

Smog is mixture of fog and other ingredients and is considered a form of air pollution. There are two types of smog. One includes high concentration of smoke from burning substances. The other type is caused by a chemical reaction that occurs when certain substances in the air come in contact with sunlight. Both types of smog generally develop during a condition known as the temperature inversion. This occurs when a layer of cool air near the ground is trapped by a layer of warm air above it, and winds are too light to move the layer of air. This condition prevents air from mixing vertically and keeps the smog concentrated near the ground.

Anything that pollutes the air can contribute to smog. This includes gases and other substances produced by burning, coal, wood, gasoline and other fuels; gases and ash emitted by volcanoes; and even natural gases and substances that occur in nature.

- 1) What is the text tell about?
 - a. Fog
 - b. Smog
 - c. pollution
 - d. Gas
- 2) How many types of smog are mention in the text?
 - a. One
 - b. Two
 - c. three
 - d. four
- 3) What is the name of condition in which both types of smog develop?
 - a. A high concentration
 - b. A chemical reaction
 - c. A temperature inversion
 - d. A natural condition
- 4) “this occures when certain substances.....” (paragraph1,line3)
What does the underline word mean?
 - a. Appears
 - b. Happens
 - c. continues
 - d. Keeps
- 5) From the last paragraph, we can conclude that....
 - a. Smog happens naturally without humans interference
 - b. Men also contribute in producing the smog
 - c. Smog is not dangerous for human being
 - d. Smog is useful to have the balance of the ecosystem

This text for question 6 to 11

Last week my, my parents, sister brother and I went to the zoo. We went there for recreation. We left at 6 a.m and arrived there at 8 a.m. the zoo is about fifty kilometers from my house.

There were a lot of people watching a giant snake. The snake was there for about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After going around and watching various animals, we went home.

- 6) The writer went to the zoo with his/her...
 - a. Parents
 - b. Sister
 - c. brother
 - d. Family
- 7) What is special in the zoo?
 - a. Weird animals
 - b. A giant snake
 - b. Various animals
 - d. Animal's attraction
- 8) "after going around watching various animals, we went home." (paragraph 2)
The underline word mean?
 - a. Different
 - b. Similar
 - c. wild
 - d. Mean
- 9) How long the snake?
 - a. 6 metres
 - b. 9 metress
 - c. 8 metres
 - d. 10 metres
- 10) How many giant snake in the text?
 - a. One
 - b. Two
 - c. trhee
 - d. Four
- 11) What time they arrive in in the zoo?
 - a. 6 a.m
 - b. 7 am
 - c. 8 a.m
 - d. 9 a.m

This text is for question 12 to16

The earth received heat from the sun and reflects some of this heat into space. Carbon dioxide and other gases in the air act as a blanket to hold onto some of this reflected heat. As a reasult, the earth is warm. This is called the greenhouse effect.

The cutting down of forests and the burning of fuels cause the air contain more than gases that cause the green effect. When this happens, the greenhouse effect increases. There is a rise in temperature all over the world, which called global warming.

With increased global warming, the ice in the north pole and the south pole will melt. This will cause the sea level to rise. Plants and animals that are unable to adapt to the higer temperature will become extinct.

- 12) What is the text about?
 - a. The earth and the sun
 - b. Carbon dioxide
 - c. The sea level
 - d. Global warming
- 13) What is the effect of global warming?
 - a. The ice in the north pole and south pole melt
 - b. The temperature of the world rises
 - c. Carbon dioxida and other gases cover the earth
 - d. Sea level rise high
- 14) What is the main idea of paragraph two?
 - a. The cause of the green effect
 - b. Increasing the global warming
 - c. The temperature rise
 - d. The cutting down of forest

- 15) “plants and animals are unable to adapt to the higher temperature will be come extinct.” (paragraph 3) the underline word mean?
- Large in size
 - Will be strong
 - Able to produce
 - No longer existing
- 16) From the text above, we can conclude that global warming is.... for living things.
- Safe
 - Dangerous
 - crucial
 - Important

This text for question 17 to 22

One day, father and I went fishing in a lake not far from my house. When we arrived, many people had been fishing. Then, we set up our tent to protect us from the sun and prepared to put our baits.

Suddenly, we heard someone cried, “help! There is someone drowning!” we all looked out to the water and saw a man struggling in water. It seemed he slipped from his raft. There is no lifeguard around.

My father took off his shirt immediately. Then, he quickly swam towards the man. Father dived in the lake and grabbed the man. He put his arm around his neck and dragged him to the shore. Father laid him on the ground and gave the first aid. The man regained his consciousness. He thanked my father.

- 17) What happened when the writer set up the tent?
- A fish ate his bait into the lake
 - The wind blew hard
 - There was a man falling into the lake
 - There was a man rowing his boat
- 18) What is the main idea of paragraph 1?
- The writer and his father went fishing
 - Many people were fishing
 - There was a man drowning
 - What the writer’s father did to the man
- 19) “suddenly we heard someone cried....” (paragraph 2)
The word of underline mean?
- Waved hand
 - Shouted
 - chased
 - Grabbed
- 20) “Father laid him on the ground and gave the first aid.”
The word ‘him’ refers to...
- Someone cried
 - A man struggling in the water
 - people
 - The writer
- 21) “help, there is someone drowning”
The underline word mean...
- Run
 - Cry
 - accident
 - Sink
- 22) My father took off his shirt immediately?
What is the mean of immediately?
- gradually
 - quickly

- b. Slowly
- d. Finally

This text for question 23 to 28

Tomas edison tired to two thousand different materials in search of a filament for the light bulb. When none work satisfactorily, his assistant complained, “all our work in vain. We have learned nothing.”

Edison replied very compidently, “Oh, we have come along way and we have learned a lot. We know that there are two thousand elements which we cannot use to make a excellent light bulb”

- 23) “His assistent complained”
The underline word above mean?
- a. sigh
 - b. complimented
 - c. pretended
 - d. Competed
- 24) “Edison replied very compidently”
Whot does the word “replied” in the sentence mean?
- a. Repeated
 - b. reported
 - c. answer
 - d. Asked
- 25) “.... to make excellent bulb”
What is the synonym of “Excellent”
- a. Easy
 - b. good
 - c. Boring
 - d. Extraordinary

Once in a forest there lived a cat and a rabbit. They were very good friends. One day when they were walking together through the forest, they found a big piece of cheese. They were very pleased, and agree to share it. They decided that the rabbit should divide it equally, but he could not. One piece was a little bit bigger than the other.

- 26) what is the main idea of this paragraph?
- a. cat and rabbit
 - b. good friens
 - c. a big piece of cheese
 - d. Bunch
- 27) “They were very pleased, and agree to share it.” Line 2
‘it’ refers to?
- a big piece of cheese
 - b. forest
 - c. cat
 - d. rabbit
- 28) how many animals in the story?
- a. one
 - b. two
 - c. three
 - d. four

this text for question 29 to31

My grandpa lives in village. He is breeder. He breeds goats and cows. He has done it for several years. He make bigs pens for sih livestock at the backyard. He also puts wood fences around the pends to make his livestock secure. As a breeder my grandpa always takes care of his livestock well. He works together with an assistant. Every day the assistent collects grass to feed the livestock.

- 29) my grandpa is?
- a. Farmer
 - b. breeder
 - c. grocer
 - d. Butcher

30) who work together with my grandpa?

- a. Alive
- b. worried
- c. an assistant
- d. Secure

31) what is the synonym of feed?

- a. food
- b. beat
- c. call
- d. buy

Key Answer Multiple Choice Test Validity

- | | | | | | |
|-----|---|-----|---|-----|---|
| 1. | B | 11. | C | 21. | C |
| 2. | A | 12. | D | 22. | C |
| 3. | C | 13. | B | 23. | A |
| 4. | C | 14. | A | 24. | C |
| 5. | B | 15. | D | 25. | D |
| 6. | D | 16. | B | 27. | C |
| 7. | B | 17. | C | 28. | B |
| 8. | A | 18. | A | 29. | B |
| 9. | B | 19. | B | 30. | C |
| 10. | A | 20. | B | 31. | A |

Appendix II

INSTRUMENT OF CLOZE TEST VALIDITY

Name :

Class :

This text is for question 1 to 6

The earth received heat from the sun and reflects some.....(1) this heat into space. Carbon dioxide and other gases in the air act as a blanket to.... (2) into some of this reflected heat. As a result, the earth is warm. This is called the greenhouse effect.

The cutting down of forests and the burning of fuels cause the air contain more.....(3) gases that cause the green effect. When this happens, the greenhouse effect.....(4). There is a rise in temperature all over the world, which called global.... (5).

With increased global warming, the ice in the north pole and the south pole will.... (6). This will cause the sea level to rise. Plants and animals that are unable to adapt to the higher temperature will become extinct.

Instruction: Choose the suitable words to fill in the blanks

Increases	of	melt	and
Than	warming	hold	

This text is for questions 7 to 12

Smog is mixture of fog and other ingredients and is considered a form of.... (7) pollution. There are two types of smog. One includes high concentration of smoke from.... (8) substances. The other type is caused by a chemical reaction that.... (9) when certain substances in the air come in contact with sunlight. Both types of smog generally develop during a condition known as the.... (10) inversion. This occurs when a layer of cool air near the ground is trapped by a layer of.... (11) air above it, and winds are too light to move the layer of air. This condition prevents air from mixing vertically and keeps the smog concentrated near the ground.

Anything that pollutes the air can contribute to smog. This includes gases and other substances.... (12) by burning, coal, wood, gasoline and other fuels; gases and ash emitted by volcanoes; and even nature gases and substances that occur in nature.

Instruction: Choose the suitable words to fill in the blanks

Air	produced	occurs	as
Temperature	warm	burning	

This text is for questions 13 to 16

Last week, my parents, sister brother and I went to the zoo. We went there.... (13) recreation. We left at 6 a.m and arrived there at 8 a.m. the zoo is about fifty kilometers from my.... (14).

There were a lot of people watching a giant snake. The snake was there for about a week. It was 9.... (15) long. I thought it was the biggest snake I had ever seen. After going around and watching.... (16) animals, we went home.

Instruction: Choose the suitable words to fill in the blanks

Meters	various	for
House	from	

This text is for questions 17 to 22

One day, father and I went fishing in a lake not far.... (17) my house. When we arrived, many people had been fishing. Then, we set up our tent to.... (18) us from the sun and prepared to put our baits.

Suddenly, we head someone cried, “help! There is someone.... (19)!” we all looked out to the water and saw a man stuggling in water. It seemed he slipped from.... (20) raft. There is no lifeguardaround.

My father took off his shirth immedietly. Then, he quickly swam towards the.... (21). Father divedin the lake and grapped the man. He put his arm around his neck and dragged him to the shore. Father laid him an the ground and.... (22) the first aid. The man regained his consciousness. He thanked my father.

Instruction: Choose the suitable words to fill in the blanks

His	protect	from	man
Drawing	gave	you	

This text is for questions 23 to 25

Tomas edison tired to two thousand different materials in search of a filament for the light bulb. When none work satisfactorily, his assistant...(23), “all our work in vain. We have learned nothing.”

Edison...(24)very compidently, “Oh, we have come along way and we have learned a lot. We know that there are two thousand elements which we cannot use to make a....(25) light bulb”

Instruction: Choose the suitable words to fill in the blanks

Complained	replied
Excellent	bad

This text is for questions 26 to 29

Once in a forest there lived a cat and a rabbit. They were very good friends. One day when they were walking together through the forest, they found a big....(26) of cheese. They were very pleased, and agree to share....(27). They decided that the rabbit should divide it equally,....(28) he could not. One piece was a little bit bigger than the other.

Instruction: Choose the suitable words to fill in the blanks

Piece	But
It	so

This text is for questions 29 to 31

My grandpa lives in village. He is a....(29). He breeds goats and cows. He has done it for several years. He makes big pens for his livestock at the backyard. He also puts wood fences around the pens to make his livestock....(30). As a rider my grandpa always takes care of his livestock well. He works together with an assistant. Every day the assistant collects grass to....(31) the livestock.

Instruction: Choose the suitable words to fill in the blanks

breeder	Secure
Feed	teacher

Key Answer Cloze Test

- | | | |
|-----------------|--------------|----------------|
| 1. Of | 11. Warm | 21. Man |
| 2. Hold | 12. Produced | 22. Gave |
| 3. Than | 13. For | 23. Complained |
| 4. Increases | 14. House | 24. Replied |
| 5. Warming | 15. Meters | 25. Excellen |
| 6. Melt | 16. Various | 26. Piece |
| 7. Air | 17. From | 27. It |
| 8. Burning | 18. Protect | 28. But |
| 9. Occurs | 19. Drwning | 29. Breeder |
| 10. Temperature | 20. His | 30. Secure |
| | | 31. Feed |

Table Validity of cloze Test

No	Number Item of Question																															Y	Y ²				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
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2	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	26	676
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4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	28	784
5	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	29	841	
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	31	961
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	6	36
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	25	
9	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	5	25
10	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	7	49	
11	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	841
12	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	841	
13	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	676	
14	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	784	
15	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	676	
16	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	361	
17	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	144	
18	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	144	
19	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	144	
20	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	169	
21	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	289	
22	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	289	
23	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	7	49	
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	900	
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	31	961	
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	31	961	
27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	25	
28	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	25	
29	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	36	
30	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	36	
31	19	10	20	16	17	16	13	14	18	22	17	22	18	17	19	29	17	19	21	19	21	19	21	19	21	19	21	19	21	19	21	19	21	19	536	307136	
	1886	2780	3190	3884	2278	3824	4420	3976	3252	1898	3538	608	3702	4228	3536	346	4228	3476	144	3536	3024	3370	3524	3914	4260	3448	3702	3658	3720	2968	2666						
	4398,947	4102,65	4302,65	4453	4523	4553	4864	4553	4471	4058	4523	4058	4471	4523	4398	1638	4523	4198	4183	4398	4181	4303	4553	4553	4564	4523	4471,4	4522,9	4563,6	4522,9	4398						
	py	0,4287928	0,64611	0,7414	0,883	0,504	0,84	0,92	0,873	0,727	0,485	0,782	0,166	0,838	0,935	0,804	0,211	0,935	0,79	0,034	0,804	0,721	0,783	0,774	0,86	0,933	0,762	0,8279	0,8088	0,8151	0,65622	0,606					
	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v			

Ket: v = valid, tv = tidak valid, tabel = 0,344 361

Appendix III

The Validity of Multiple Choice Test Mastery Items

Number of Items	t Count	t Table	Decision
1	0.4287	0.361	Valid
2	0.6461	0.361	Valid
3	0.7414	0.361	Valid
4	0.5036	0.361	Valid
5	0.5036	0.361	Valid
6	0.8397	0.361	Valid
7	0.9203	0.361	Valid
8	0.8731	0.361	Valid
9	0.7272	0.361	Valid
10	0.4851	0.361	Valid
11	0.7822	0.361	Valid
12	0.1655	0.361	Invalid
13	0.8279	0.361	Valid
14	0.9348	0.361	Valid
15	0.8039	0.361	Valid
16	0.2111	0.361	Invalid
17	0.9347	0.361	Valid
18	0.7902	0.361	Valid
19	0.0344	0.361	Invalid
20	0.8039	0.361	Valid
21	0.7229	0.361	Valid

22	0.7832	0.361	Valid
23	0.7739	0.361	Valid
24	0.8595	0.361	Valid
25	0.9334	0.361	Valid
26	0.7623	0.361	Valid
27	0.8279	0.361	Valid
28	0.8087	0.361	Valid
29	0.8151	0.361	Valid
30	0.6562	0.361	Valid
31	0.6061	0.361	Valid

Appendix IV

The Validity of Cloze Test Mastery Items

Number of Items	t Count	t Table	Decision
1	0.611	0.34	Valid
2	0.843	0.34	Valid
3	0.787	0.34	Valid
4	0.811	0.34	Valid
5	0.585	0.34	Valid
6	0.834	0.34	Valid
7	0.909	0.34	Valid
8	0.878	0.34	Valid
9	0.731	0.34	Valid
10	0.056	0.34	Invalid
11	0.772	0.34	Valid
12	0.118	0.34	Invalid
13	0.846	0.34	Valid
14	0.928	0.34	Valid
15	0.769	0.34	valid
16	0.149	0.34	Invalid
17	0.928	0.34	Valid
18	0.788	0.34	Valid
19	0.175	0.34	Invalid
20	0.776	0.34	Valid
21	0.741	0.34	Valid

22	0.7574	0.34	Valid
23	0.7971	0.34	Valid
24	0.865	0.34	Valid
25	0.927	0.34	Valid
26	0.785	0.34	Valid
27	0.820	0.34	Valid
28	0.797	0.34	Valid
29	0.805	0.34	Valid
30	0.006	0.34	Invalid
31	0.191	0.34	Invalid

Appendix V

MULTIPLE CHOICE TEST VALIDITY

FOR ITEM 1

$$\sum x = 19$$

$$(\sum x)^2 = 361$$

$$\sum y = 556$$

$$N = 30$$

$$\sum x.y = 415$$

$$r_{xy} = \frac{30.415 - (19)(556)}{\sqrt{\{30.19 - 361\}\{30.13390 - 309136\}}}$$

$$r_{xy} = \frac{12450 - 10564}{\sqrt{\{570 - 361\}\{401700 - 309136\}}}$$

$$r_{xy} = \frac{1886}{\sqrt{\{209\}\{92564\}}}$$

$$r_{xy} = \frac{1886}{\sqrt{19345876}}$$

$$r_{xy} = \frac{1886}{4299.294707}$$

$$r_{xy} = 0.42879$$

$r_{xy} = 0.42879 > r_{\text{tabel}} = 0.361$ it means that test numer 1 was valid

Appendix VI

CLOZE TEST VALIDITY

For Item 1

$$\sum x = 25$$

$$(\sum x)^2 = 625$$

$$\sum y = 639$$

$$N = 33$$

$$\sum x.y = 570$$

$$r_{xy} = \frac{33.570 - (25)(639)}{\sqrt{(33.25 - 625)(33.15627 - 408321)}}$$

$$r_{xy} = \frac{18810 - 15975}{\sqrt{(825 - 625)(515691 - 408321)}}$$

$$r_{xy} = \frac{2835}{\sqrt{(200)(107370)}}$$

$$r_{xy} = \frac{2835}{\sqrt{21474000}}$$

$$r_{xy} = \frac{2835}{46340047}$$

$$r_{xy} = 0.61178$$

$r_{xy} = 0.61178 > r_{tabel} = 0.344$ it means that test numer 1 was valid

Appendix VII

MULTIPLE CHOICE TEST RELIABILITY

To get reliability of the test, the writer uses formula KR-20:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right)$$

From the table $k=25$

$$\sum x = 433$$

$$\sum x^2 = 7356$$

$$\sum pq = 18.6$$

$$(\sum x)^2 = 187489$$

So that

$$V_t = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

$$= \frac{7356 - \frac{(433)^2}{30}}{30}$$

$$= \frac{7356 - 6249.63}{30}$$

$$= \frac{1106.37}{30}$$

$$= 36.87$$

So that,

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \Sigma pq}{V_t} \right)$$

$$r_{11} = \left\{ \frac{25}{25-1} \right\} \left\{ \frac{36.87 - 18.6}{36.87} \right\}$$

$$= (1.042)(0.49)$$

$$= 0.510$$

$r_{\text{count}} = 0.510$ and $r_{\text{table}} = 0.361$. Test is reliable if $r_{\text{count}} > r_{\text{table}}$. Based on calculation above the test have high reliable.

Appendix VIII

CLOZE TEST RELIABILITY

To get reliability of the test, the writer uses formula KR-20:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right)$$

From the table $k = 20$

$$\sum x = 403$$
$$\sum x^2 = 8219$$
$$\sum pq = 16.07$$
$$(\sum x)^2 = 162409$$

So that,

$$V_t = \frac{\sum x^2 - \left(\frac{\sum x}{N} \right)^2}{N}$$
$$= \frac{8219 - \left(\frac{403}{33} \right)^2}{33}$$
$$= \frac{8919 - 4921.48}{33}$$
$$= \frac{3297.52}{33}$$
$$= 99.92$$

So that,

$$\begin{aligned}r_{11} &= \left(\frac{k}{k-1} \right) \left(\frac{V_t - \Sigma pq}{V_t} \right) \\r_{11} &= \left(\frac{20}{20-1} \right) \left(\frac{99.92 - 1607}{99.92} \right) \\&= (1.052)(0.839) \\&= 0.882\end{aligned}$$

$r_{\text{count}} = 0.882$ and $r_{\text{table}} = 0.344$. Test is reliable if $r_{\text{count}} > r_{\text{table}}$. Based on calculation above the test have high reliable.

Appendix IX

The Score of Multiple Choice Test

Number of Student	Score of Student
1	76
2	68
3	68
4	76
5	64
6	68
7	64
8	72
9	64
10	52
11	64
12	56
13	56
14	68
15	76
16	48
17	60
18	72
19	58
20	48
21	56
22	66
23	44
24	64
25	60
26	68
27	76
28	72
29	64
30	60
Total	1908
Max score	76

Min. score	44
Mean	63
Median	53.5
modus	72

Appendix XI

The Multiple Choice Test Class

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

40	52	60	64	72
44	52	60	64	72
44	56	60	64	72
48	56	60	68	76
48	56	60	68	76
52	56	64	68	76

2. Range = High score – Low score

$$76 - 40 = 36$$

3. The total of class (BK) = $1 + 3,3 \log n$

$$= 1 + 3,3 \log 30$$

$$= 1 + 3,3 (1,477)$$

$$= 1 + 4,874$$

$$= 5,874$$

$$= 5$$

4. Interval (i)

$$i = \frac{R}{BK} = \frac{36}{5} = 7,2$$

5. Mean score (x) = $\sum \frac{fixi}{fi}$

interval	fi	xi	fixi
40-47	3	43,5	130,5
48-55	5	51,5	257,5
56-63	9	59,5	535,5
64-71	7	67,5	472,5
72-79	6	75,5	453
i=7	30	297,5	1849

$$X = \sum \frac{fixi}{fi} = \frac{1849}{30} = 61,6$$

6. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}30 = 15$$

$$b = \frac{56 + 55}{2} = 55,5$$

$$p = 9$$

$$F = 9 + 5 + 3 = 17$$

$$f = 9$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 55,5 + 9 \left(\frac{15 - 17}{9} \right)$$

$$= 55,5 + 9(-0,22)$$

$$= 55,5 + (-1,98)$$

$$Me = 53,5$$

7. Modus = 72

$$8. \text{ Score Interpretation} = \frac{1808}{100 \times 30} \times 100 \%$$

$$= \frac{1808}{3000} \times 100 \%$$

3000

$$= 60 \%$$

The table score of interpretation

Interval	Interpretation
0 % - 20 %	Very Low
21 % - 40%	Low
41 % - 60%	Enough
61 % - 80%	High
81 % - 100%	Very high

Appendix XII

The Cloze Test Class

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

35	45	55	60	65
40	50	55	65	65
40	50	55	65	65
40	50	55	65	70
45	55	60	65	70
45	55	60	65	70

2. Range = High score – Low score

$$70 - 35 = 35$$

3. The total of class (BK) = $1 + 3,3 \log n$

$$= 1 + 3,3 \log 30$$

$$= 1 + 3,3 (1,477)$$

$$= 1 + 4,874$$

$$= 5,874$$

$$= 5$$

4. Interval (i)

$$i = \frac{R}{BK} = \frac{35}{5} = 7$$

5. Mean score $(x) = \sum \frac{fixi}{fi}$

interval	fi	xi	fixi
35-42	4	38,5	154
43-50	6	46,5	279
51-58	6	54,5	327
59-66	11	62,5	687,5
67-74	3	70,5	211,5
$i=7$	30	272,5	1659

$$X = \sum = \frac{1659}{30} = 55,3$$

6. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}30 = 15$$

$$b = \frac{59 + 58}{2} = 58,5$$

$$p = 11$$

$$F = 11 + 6 + 4 + 4 = 25$$

$$f = 11$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 58,5 + 11 \left(\frac{15 - 25}{11} \right)$$

$$= 58,5 + 11(-0,90)$$

$$= 58,5 + (-9,9)$$

$$Me = 48,6$$

7. Modus = 70

8. Score Interpretation = $\frac{1680}{100 \times 30} \times 100 \%$

$$= \frac{1680}{3000} \times 100 \%$$

$$= 56 \%$$

The table score of interpretation

Interval	Interpretation
0 % - 20 %	Very Low
21 % - 40%	Low
41 % - 60%	Enough
61 % - 80%	High
81 % - 100%	Very high

Appendix XIII

Number of Student	Score of student		Xi	Yi	Xi ²	Yi ²
	X	Y				
1	2	3	4	5	6	7
1	76	60	12,7	4,7	161,29	22,9
2	68	65	4,7	9,7	22,09	94,09
3	68	55	4,7	-0,3	22,09	0,09
4	76	65	12,7	9,7	161,29	94,09
5	64	65	0,7	9,7	0,49	94,09
6	68	70	4,7	14,7	22,09	216,09
7	64	45	0,7	-10,3	0,49	106,09
8	72	60	14,4	4,7	75,69	22,9
9	64	55	0,7	-0,3	0,49	0,09
10	52	40	-11,3	-15,3	-127,69	234,09
11	64	50	0,7	-5,3	0,49	28,09
12	56	55	-7,3	-0,3	-53,29	0,09
13	56	35	-7,3	-20,3	-53,29	412,08
14	68	65	4,7	9,7	22,09	94,09
15	76	70	12,7	14,7	161,29	216,09
16	48	55	-15,3	-0,3	-234,09	0,09
17	60	60	-3,3	4,7	-10,89	22,9
18	72	40	8,7	-15,3	75,69	234,09
19	58	45	-5,3	-10,3	28,09	106,09
20	48	65	-15,3	9,7	234,09	94,09
21	56	65	-7,3	9,7	-53,29	94,09
22	66	65	2,7	9,7	7,29	94,09
23	44	55	-19,3	-0,3	-372,49	0,09
24	64	50	0,7	-5,3	0,49	28,09
25	60	40	-3,3	-15,3	-10,89	234,09
26	68	70	4,7	14,7	22,09	216,09
27	76	55	12,7	-0,3	161,29	0,09
28	72	65	8,7	9,7	75,69	94,09
29	64	50	0,7	-5,3	0,49	28,09

30	60	45	-33	-10,3	31,36	106,09
Total	1908	1680			184,96	2987,12
Mean	63,3	55,3				

The calculation to get the standard deviation

1) The Steps of Data Analysis.

There were some steps to analysis data, as below:

a) The first step, to find the mean score each variable.

$$\text{Variable } X_1 = \sum \frac{f_{ixi}}{f_i}$$

$$X_1 = \sum \frac{f_{ixi}}{f_i} = \frac{1849}{30} = 63,3$$

$$\text{Variable } X_2 = \sum \frac{f_{ixi}}{f_i}$$

b) $X_2 = \sum = \frac{1659}{30} = 55,3$

c) Standard deviation of score variable X, by formula as below:

$$SD_x = \frac{\sqrt{\sum X}}{n} = \frac{\sqrt{184,96}}{30} = \sqrt{6,165} = 2,482$$

d) Standard deviation of score variable X, by formula as below:

$$SD_y = \frac{\sqrt{\sum X}}{n} = \frac{\sqrt{2987,12}}{30} = \sqrt{99,570} = 9,978$$

e) Standard error mean variable X, by formula as below:

$$SE_x = \frac{SD}{\sqrt{n-1}} = \frac{2,482}{\sqrt{30-1}} = \frac{2,482}{\sqrt{29}} = \frac{2,482}{5,358} = 0,463$$

f) Standard error mean variable X, by formula as below:

$$SE_y = \frac{SD}{\sqrt{n-1}} = \frac{9,978}{\sqrt{30-1}} = \frac{9,978}{\sqrt{29}} = \frac{9,978}{5,358} = 1,862$$

g) Standar error between mean variable X and mean variable Y, by the formula as below

$$\begin{aligned} SE_x - SE_y &= \sqrt{SE_x - SE_y} \\ &= \sqrt{(1,862 - 0,463)^2} \\ &= \sqrt{2,208 - 0,214} \\ &= 1,994 \end{aligned}$$

h) To get the score of t_0 use formula as below:

$$\begin{aligned} &= \frac{M1 - M2}{SE_{M1} - SE_{M2}} \\ &= \frac{63,3 - 55,3}{1,994} \\ &= \frac{8}{1,994} \\ t_0 &= 4,012 \end{aligned}$$

Untuk distribusi t
 NU= db
 (bilangan dalam Badan Daftar Menyatakan t)

NU	t _{0,995}	t _{0,99}	t _{0,975}	t _{0,95}	t _{0,925}
1	63,66	31,82	12,71	6,31	3,08
2	9,92	6,96	4,30	2,92	1,89
3	5,84	4,54	3,18	2,35	1,64
4	4,60	3,75	2,78	2,13	1,53
5	4,03	3,36	2,57	2,02	1,48
6	3,71	3,14	2,45	1,94	1,44
7	3,50	3,00	2,36	1,90	1,42
8	3,36	2,00	2,31	1,86	1,40
9	3,25	2,82	2,26	1,83	1,38
10	3,17	2,76	2,23	1,81	1,37
11	3,11	2,72	2,20	1,80	1,36
12	3,06	2,68	2,18	1,78	1,36
13	3,01	2,65	2,16	1,77	1,35
14	2,98	2,62	2,14	1,76	1,34
15	2,95	2,60	2,13	1,75	1,34
16	2,92	2,58	2,12	1,75	1,34
17	2,90	2,57	2,11	1,74	1,33
18	2,88	2,55	2,10	1,73	1,33
19	2,86	2,54	2,09	1,73	1,33
20	2,84	2,53	2,09	1,72	1,32
21	2,83	2,52	2,08	1,72	1,32
22	2,82	2,51	2,07	1,72	1,32
23	2,81	2,50	2,07	1,71	1,32
24	2,80	2,49	2,08	1,71	1,32
25	2,79	2,48	2,06	1,71	1,32
26	2,78	2,48	2,06	1,71	1,32
27	2,77	2,47	2,05	1,70	1,31
28	2,76	2,46	2,05	1,70	1,31
29	2,76	2,46	2,04	1,70	1,31
30	2,75	2,46	2,04	1,70	1,31
40	2,70	2,42	2,02	2,68	1,30
60	2,66	2,39	2,00	1,67	1,30
120	2,62	2,36	1,98	1,66	1,29
00	2,58	2,33	1,06	1,645	1,28

Sumber: Statistical Tables for Biological, Agricultural, and Medical Research, Fisher.

R.A dan Yates, F. Table 111, Oliver and Boyd Ltd. Edinburgh.

t 0,995 untuk test 2 ekor dengan to 0,01

t 0,975 untuk test 2 ekor dengan t.s 0,05



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Sekretariat: Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan 22733

Nomor: Sti. 14/UBS/P /2012
Lampir :
Hal : Pembimbing Skripsi

Padangsidimpuan, Juni 2012
Kepada Yth.
1. Magdalena, M.Ag
2. Eka Sustris Harida, M.Pd
Di -
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut:

Nama/NIM : Maimunh Hrp / 07.340 0052
Jurusan/ Prog. Studi : Tarbiyah/Tbi-2
Judul Skripsi : **THE COMPARATIVE STUDY ON ' STUDENTS' READING ACHIEVEMENT BY USING MULTIPLE CHOICE TEST AND CLOZE TEST AT VIII GRADE MTsN SOSA**

Seiring dengan hal tersebut,, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Prodi Bhs Inggris

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KETUA JURUSAN TARBIAH

Hj. Zulhanna, S.Ag, M.Pd
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139/10

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www.stainpadangsidimpuan.ac.id

Padangsidimpuan, 30 Mei 2012

Nomor : Sti.14/I.B.4/PP.00.9/ 1131 /2012

Lamp : -

Hal : **Mohon Bantuan Informasi**
Penyelesaian Skripsi

Kepada Yth,
Kepala MTs N Sosa
di-

Tempat

Assalamu'alaikum Wr.Wb

Dengan Hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

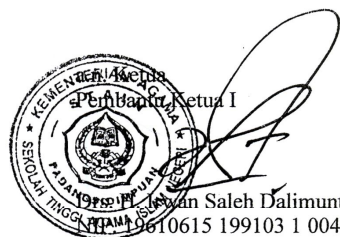
Nama : Maimunah Hrp
Nomor Induk Mahasiswa : 07. 340 0052
Jurusan/Prog.Studi : Tarbiyah/ TBI-2
Alamat : Padang Matinggi

adalah benar mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul “ **The Comparative Study On Students’ Reading Achievement By Using Multiple Choice Test And Cloze Test At Grade MTsN Sosa**”.

Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikianlah disampaikan, atas kerja sama yang baik diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb


M. Anwar Saleh Dalimunthe, MA
0610615 199103 1 004

Tembusan :

1. Bina Skripsi



**KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI SOSA**

Pir Trans Sosa II Kecamatan Hutaraja Tinggi
Kabupaten Padang Lawas 22765

Pir Trans sosa II, 24 Oktober 2012

Nomor : MTs.02.12/PP.06/14/2012
Sifat : Biasa
Lampiran : -
Hal : Izin Penelitian

Kepada Yth
Ketua/ Pembantu Dekan I
STAIN Padang Sidempuan
Di tempat

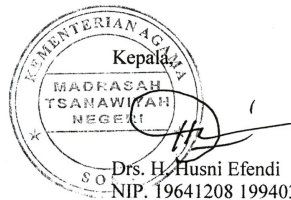
Dengan hormat

Menindak lanjuti surat Bapak 30 Mei 2012 perihal bantuan informasi penyelesaian skripsi bersama ini kami memberikan izin kepada :

Nama : MAIMUNAH HARAHAP
NIM : 07. 340 0052
Jur/Prog.Studi : Tarbiyah/TBI-2

Untuk mencari data guna penyusunan skripsi yang berjudul “ THE COMPARATIVE STUDY ON STUDENTS’ READING ACHIEVEMENT BY USING MULTIPLE CHOICE TEST AND CLOZE TEST AT GRDE MTsN SOSA “

Demikian surat ini disampaikan untuk digunakan sebagaimana mestinya.



Dr. H. Husni Efendi
NIP. 19641208 199403 1 004

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language was the most important development in human history. The art, science, laws, economic system and religions of world could not exist without language. Language was recognized as the most perfect instrument of communication. It was one of the tools of accumulate information of science, technology and others. Through the language people learn everything about what they want to know. Language is a result of the culture. Since language become a part of human culture it is necessary to maintain and develop it.

English was one of the most language in the world. It was also as a popular language and as an international language. Actually, there a lot of people used it in their daily communication. In Indonesia, English was a foreign language learn at school till university and being a compulsory subject in our educational system. The government had made a great effort to develop in order to reach the expected purpose through national curriculum.

In the 2006 curriculum, the purpose of teaching English was to develop students' ability to communicate in English both orally and written (listening, speaking, writing, and reading) but in fact, many students do not have capability to communicate in English.

Reading, in general sense, can be considered to be getting meaning from a text. Reading was regarded as one of the most important language skill because students have to do all their academic studies. That is why there was a lot of focus on the reading skill of language during their studies right from the beginning of their academic at school.

The aim of teaching reading was to develop the students' reading skills, so students can read English text by comprehending it to enrich their knowledge. Thus, if one says that a student has a good-comprehended, they can read accurately and efficiently, and can get the maximum information from the text with minimum of misunderstanding. To know the student reading achievement it means that they're able to show their understanding by reexpressing the content of text; for instance by reading aloud, while writing sentence or paragraphs or by using test.

Reading achievement was the result of students' ability or skill students which have been reached or which have been done in reading comprehension. In fact, in MTsN Sosa most of the students' score in testing reading was 60 and 63. It had been taken from the data of students in reading comprehension which taken from their English teacher. It was not only caused by the student did not understand what they read but also the type of test did not appropriate for measuring it. Therefore, English teacher as the main goal of teaching reading must realize it. There are some comprehension test skills, for instance; the ability to answer the test, writing sentence or paragraph and others.

Test is a method to measuring a person's ability, knowledge, or performance in a given domain. It is a way to know the students' comprehension in reading, the technique of measuring students' reading will influence to their achievement. if the technique of measure students' reading is appropriate so the student score will be good. Sothe teacher should be able to design or to set some good tests, such as multiple choice test, short answer test, cloze test, gap-filling test and many other that make the result of teaching it is better. Reading test can be multiple choice, cloze, reteling, matching, and true-false tests are used in order to assess students' reading comprehension. In general multiple choice test and cloze test are especially used as objective tests to evaluate reading comprehension.

Multiple choice and cloze test are some tests which more easily and often to use. The multiple choice test is selecting the answer from a number given options only one whice is correct. Cloze test is deleting of words from a text after allowing the sentence of introduction. The deletion rate is menically set, usually between every fifth and eleventh word.

Based on explanation above, the writer was attractive to research this title, in other words, the writer want to see about tests that suitable in testing reading. The title of this research is: **THE COMPARATIVE STUDY ONSTUDENTS' READING ACHIEVEMENT BY USING MULTIPLE CHOICE TEST AND CLOZE TEST AT VIII GRADE MTsNSOSA.**

B. Identification of the Problem

Reading achievement was the result of students' ability or skill which have been reached or which have been done in reading comprehension. It was one of the four skill that must be mastered by student, but many students are still low in reading test. It was not only caused of the students did not understand what they read but also the type of the test do not appropriate. Therefore, english teacher as the main goal of teacing reading must realize it, which test is better used on testing reading. Reading test such as multiple choice test, cloze test, short answer question, selective deleting gap filling are used in order to assess students' reading comprehension in general. Multiple choice test and cloze test are objective tests to evaluate reading comprehension.

C. The Limitation of the Problem

Based on the identification above, the there are many kinds of reading test must be mastered by teacher as the main goal of teaching. So the research limits this research only to compare the result of testing reading by using multiple choce test and cloze test.

D. Formulation of the Problem

Based on the explanation above, the writer came to formulate the problem of the study as follows:

1. What the result of students' reading achievement by using multiple choice test?
2. What the result of students' reading achievement by using cloze test?
3. Is there any different on students' reading achievement by using multiple choice test and cloze test at MTsN Sosa?

E. Aims/Purposes of the Research

1. To find out the result of students' reading achievement by using multiple choice test and cloze test.
2. To find out the result of students' reading achievement by using cloze test.
3. To find out the different on students' reading achievement by using multiple choice test and cloze test at VIII Grade MTsN Sosa.

F. The Significances of the Research

According to background of the problem, so the significances of the research are:

1. The headmaster, to help him/her to give suggestion to English teacher to improve learner's ability in English especially in using techniques of testing reading comprehension.
2. The English teacher, to use appropriate test in reading test.
3. To further researcher can use the reading test technique appropriately.

G. Definition of Operational Variable

To avoid misunderstanding of this research, the writer explains as follows:

1. Students' reading achievement is the skill or ability of the students in doing something, in this case in reading.
2. Multiple choice test is required to select the answer from a number of given option, only one of which is correct.¹
3. Cloze test is deleting of words from a text after following the sentence of introduction. the deletion rate is mechanically set, usually between every fifth and eleventh word.²

So, title means the result of students' ability or skill in reading test by using multiple choice test and cloze test.

¹Cyril J. Weir, *Communicative Language Testing*, (Prantice Hall International, 1990), p.43.

²*Ibid.*, p. 46.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Reading Achievement

a. Definition of Reading Achievement

Reading is very important for us, because by reading can enlarge and improve knowledge. It is relevant to the first verse of the Holy Al-Qur'an in received by prophet Muhammad, it can be seen from commandment of Allah in the Holy Qur'an Surah Al-Alaq verse 1-5 that states:

قَلَّمَ عَلَّمَ الَّذِي ۞ الْأَكْرَمُ وَرَبُّكَ أَقْرَأُ ۞ عَلَّقَ مِنْ الْإِنْسَانِ خَلَقَ ۞ خَلَقَ الَّذِي رَبِّكَ بِأَسْمِ أَقْرَأُ
يَعْلَمَ لَمْ مَا الْإِنْسَانِ عَلَّمَ ۞ بِأَل

The meaning:

1. Read it with (calling) the name of your God who created.
2. He has created human from a clot of blood.
3. Read it, and your God merciful.
4. Who taught (the human) through the medium of pen.
5. He taught the human what he did not know.¹

It is enough clear for us that reading is one of the important skill in order to get something about knowledge.

¹ Abdullah Yusuf Ali, *The Glorious Qur'an*, (Beirut: Dar El Fikr), p. 558.

Goodman stated in Brown,

Reading is the process of decoding meaning from the printed page. Readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanisms to impose some sort of order on these signals.²

According to Tarigan, Reading is a process who done and be used by reader to get message who will be given by writer through medium words or write language.³ Then, Nunan said, "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning."⁴ So, it can be concluded that reading is interactive process between reader and writer to get meaning.

Then, achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning⁵.

So, it can be concluded that reading achievement is the result of the students' ability in reading comprehension.

b. The Component Reading Achievement

Achievement is gain or reach something by effort and get something done. According to Nana Sudjana, Achievement is activity result and assessment /

²H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Paedagogy*, (Engliwood Cliffs, NJ: Precinte Hall Regents), p.284.

³Henry Guntur Tarigan, *Membaca sebagai suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1979), p.7.

⁴David Nunan, *Practical English Language Teaching*, (New York:Mc Graw-Hill), p.68.

⁵<http://www.allwords.com/word-achievement.html>

effort which have been by which is expressed in the form of letter or number and can express reached result of certain someone within.⁶So the researcher takes a conclusion that reading achievement is the ability or the result of students which have been reached or which have been done in reading comprehension.

There are two components that possibilities for objectives in the assessment of reading comprehension, they are:

1) Micro Skills

- a) Discriminate among the distinctive graphemes and orthographic patterns of English
- b) Retain chunks of languages of the different lengths in short term memory
- c) Recognize a core of words, and interpret word order patterns and their significance.
- d) Recognize grammatical word classes (nouns, verbs, adjective, etc.), systems (tenses, agreement, pluralization), patterns, rules, and elliptical forms.
- e) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro skills

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written text, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge
- d) Form described events, ideas, infer links and connections between events, deduce causes and effects, and detect such relations as main

⁶Nana Sudjana, *Pembinaan dan Pengembangan Kurikulum di Sekolah*, (Bandung: Sinar Algesindo, 1996), p. 48.



- idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings
 - f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
 - g) Detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.⁷

Thus, it can be concluded that in assessing reading comprehension, it is understanding of text, to evaluate students' comprehend in a text, to find some information from the text and understanding relation between part of text by recognizing indicators in discourse especially recognize a core of words, grammatical word classes (nouns, verbs, adjective, etc), and recognize the particular meaning. Students can also detect discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

2. Test

a. The Nature of Test

A test done is to know the level mastery in teaching material that mastered by students. On the other words, to know the result of teaching that achieve by students. and to make decision about the result of teaching, is the teaching success or not.

Test is a method to measuring of person's ability, knowledge, or performance in a given domain.⁸ According to AS. Hornby that, "Test is an

⁷H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Pearson Education, 2004), p. 187.

examination of somebody' knowledge or ability, consisting of question for them to answer or activities for them to carry out an IQ / intelligence / aptitude test".⁹ Douglas said that tests are a way of life in the educational world. In every learning education experience there comes a time to pause and take stock, to put our local processes to their best use and to demonstrate either to self or others accumulate skill or knowledge.¹⁰ It can be concluded that test is a way to know persons ability, knowledge, or performance in educational world.

Test is an instrument a set of techniques, procedure or item that requires performance on the part of the test-taker. To qualify as a test, the method must be explicit and structured. The second a test must measure. Some tests measure general ability, while others focus on very specific competencies and objectives. Test measures an individuals' ability, knowledge, or performance. Testers need to understand who the test-takers are. Is the test appropriately matched to their abilities? How should the test-takers interpret their scores? A test measures performance competence about language. Finally a test measures a given domain. In the case proficiency test, even though the actual performance on the test involves only a sampling of skill, that domain is overall proficiency in language, general competence in all skill of a language.¹¹

⁸*Ibid.*, p. 3.

⁹AS. Hornby, *Op. Cit.*,p.1396.

¹⁰H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, (Engliwood Cliffs, NJ: Prentice Hall Regents),p.373.

¹¹H. Douglas Brown,*Op.Cit.*,p.4.

1. The Principle of Test

There are some principles in test:

a) Validity

A data or information can be said valid if appropriate with the real. If the data that produce by the instrument is valid, So that, can be said the instrument is valid, because can give the illustration about the data as accurate and appropriate with the real. test can be said valid if the test can axactly measure what will be measure. The extent to which imferences made from assessment result are appropriate, meaningful, and useful in term of purpose of the assessment. A valid test of reading ability actually measuring reading ability, previous knowledge in a subject and some other variable of questionable relevance.¹²

The test should be valid. Test validity presupposes that the writer can be explicit about what is to tested and takes steps to ensure that the test reflects realistic use of particular ability to be measure. As far as possible a should limit itself to measuring only what is intended to test and not exrancous or are intended abilities.¹³

¹²*Ibid.*, p.22.

¹³C.J.Weir, *Understanding and Developing Language Tests*, (prentice hall), p. 19.

b) Practicality

An effective test is practical. This means that it

- 1) Is not excessively expensive, a test that is prohibitively expensive is impractical.
 - 2) Stays within appropriate time constraints, a test of language proficiency that takes the students five hours to complete is impractical.
 - 3) Is relatively easy to administer, a test that requires individual one-on-one proctoring is impractical for a group of several hundred test-takers and only a handful of examiners. A test that takes a few minutes for a student to take and several hours for an examiner to evaluate is impractical for most classroom situations.
 - 4) Has a scoring/evaluation procedure that is specific and time-efficient, a test that can be scored only by computer is impractical if the test takes place a thousand miles away from the nearest computer.¹⁴
- c) Reliability, a reliable test is consistent and dependable. If you give the same test to the same student, the test should yield similar results.¹⁵
- d) Authenticity, authentic is the degree of correspondence of the characteristic of a given language test task to the features of the target language task.

¹⁴Douglas Brown, *Op. Cit.*, p.19.

¹⁵*Ibid.*, p. 20.

In a test, authenticity may be present in the following ways:

- 1) The language in the test is as natural as possible.
 - 2) Items are contextualized rather than isolated.
 - 3) Topics are meaningful (relevant, interesting) for the learner.
 - 4) Some thematic organization to items provided, such as through a story line or episode.
 - 5) Tasks represent, or closely approximate, real-world tasks.¹⁶
- e) Washback

Washback generally refers to the effects the test has on instruction in terms of how students prepare for the test. The challenge to teachers is to create classroom tests that serve as learning devices through which washback is achieved. Students' incorrect responses need to become windows of insight into further work. Their correct responses need to be praised, especially when they represent accomplishment in a student interlanguage. Washback enhances a number of basic principles of language acquisition: intrinsic motivation, autonomy, self-confidence, language ego, interlanguage, and strategies investment among others.¹⁷

¹⁶*Ibid.*, p.28.

¹⁷*Ibid.*, p.28.

2. The Specific Guidelines of Test

There are some specific guidelines of the test:

- 1) Level of difficulty, If you start with the most difficult task the weakest will soon give up. Within task it may not always be possible to begin with the easier item as one would want to preserve the sequential ordering of items in relation to their occurrence in the text.
- 2) Discrimination, The number of these would have to be limited so as not to demotivate the others, and one would ideally want them to come at the end of a test.
- 3) Appropriate sample, Each test is a sampling from a domain. What is included in an achievement test should be seen by students as worthwhile and a reasonable sample of what has been learnt. Sampling should try to cover a wide range of the important test activities and conditions discussed in relation to skills tests below.
- 4) Overlap, try to avoid making tasks overlong or repetitive. Tests should avoid visual and mental overload.
- 5) Clarity of task, the test task should be unambiguous, giving a clear indication of what the examiner is asking.
- 6) Question and texts, the language of the question should be easier than the text.
- 7) Timing, if a little time is made available, stress will result and we will not be eliciting the student's best performance. It must be clear to candidates how much time should be spent on each part of a test.
- 8) Layout, the format and layout of the question papers should be candidate friendly.
- 9) Bias, a test may be biased through training in particular techniques.¹⁸

¹⁸C.J.Weir, *Op. Cit.*, p. 22.

b. Kinds of Test

There are many kinds of test that can be used in reading test, they are: multiple choice, short answer, cloze, and selective deletion gap filling. The writer just investigate the multiple choice test and cloze test.

1) Multiple Choice Test

a) The nature of multiple choice test

Multiple choice test is required to select the answer from a number of given options, only one of which is correct. The marking process is totally objective because the marker is not permitted to exercise judgement when marking the candidate's answer; agreement has already been reached as to correct answer for each item.¹⁹ Suryabrata stated that the item of multiple choice test is consist of a question or the statement do not finish, and follow some possibilty answers. The testee must choose the right answer.²⁰

In most multiple choice items there are four or five options, and students have to choose the correct one. One of the most important advantages of multiple choice test is that tester get score immediately.

Heaton stated that multiple choice items are constructed,

- a) Each multiple choice item should have only one answer.
- b) Only one feature at atime should be tested.
- c) Each option should be grammatically correct when placed in the stem. except, of course, in the case of specific gramma test item.

¹⁹Cyril J.Weir,*Op. Cit.*, p. 43.

²⁰Sumadi Suryabrata,*Psikologi Pendidikan*, (Jakarta:PT Raja Grapindo Persada,2002), p.315.

- d) All multiple choice test items should be at level appropriate to proficiency level of the testees.
- e) Multiple choice items should be brief and as clear as possible.
- f) In many tests, items are arranged in rough order of increasing difficulty.²¹

In multiple choice test, the number of options for each multiple choice item is four or five. It is usually difficult to come up with three equal good distractor. That is why, four options, one option correct and three options distracting.

Distractor are wrong (incorrect) answer, the selection of multiple choice distractors is one of the most difficult processes in the multiple choice test. Usually the more challenging the distractors are the more difficult test become.

According to Heaton that each distractor or incorrect option should be reasonably attractive and plausible. It should appear right to any testee who is unsure of the correct option. Item should be constructed in such a way that students obtain the correct option by direct selection rather than by the elimination of obviously incorrect options. For most purposes, each distractor should be grammatically correct. Unless a distractor is attractive to the students who is not sure of correct answer, its inclusion in a test item is superfluous. Plausible distractors are best based on (a) mistake on students' own written work, (b) their answer in previous tests, (c) the

²¹Heaton J.B, *Writing English Language Test*, (New York: Longman Group UK Limited, 1988), p. 31.

teacher experience, and (d) a constructive analysis between the native and target languages. The distractor not should be too difficult. If they are too difficult, they will succeeded only in distracting the good student, who will be led into considering the correct option to easy (and trap).²²

From the statement above the writer concludes that, multiple choice test is the objective test to evaluate reading comprehension, but in multiple choice test there are distractors and it is so difficult to select of multiple choice distractors. Because there are some considerations in constructing the distractors, the testee must to check out the students' own wrtitten work where is their mistake, students answer in previous, teachers experiences and the analysis between native and target language.

The guidelines of designing multiple choice items

- a) Design each item to measure a specific objective
- b) State both stem and options as simply and directly as possible
- c) Make certain that the intended answer is clearly the only correct one
- d) Use item indicate to accept, discard, or revise items.²³

In designing multiple choice test items must be objective and make the items as simply and directly as possible, then one correct answer must be clear.

b) The advantages of multiple choice test

²²*Ibid.*, p. 35.

²³H. Douglas Brown, *Op. Cit.*,p.58.

In using multiple choice test there are some the advantages as follow:

- 1) In multiple choice test there is almost complete marker reliability. Candidates' marks, unlike those in subjective formats, can not be affected by the personal judgement or idiosyncrasies of the marker.
- 2) Because items can be pre-tested fairly easily, it is usually possible to estimate in advance the difficulty level of each item and that of the test as a whole. Pre-testing also provides information about the extent to which each item contribute positively towards what the test as a whole is measuring.
- 3) The format of multiple choice test item is such that the intentions the test compiler are clear and unequivocal, the candidates know what is required of them.
- 4) Multiple choice test avoid this particular difficulty
- 5) Multiple choice test can be arranged to know effectively students' ability.
- 6) To make scoring easy, fast and objective.²⁴

With the multiple choice test the teacher more effectively to know students' ability, and in the scoring of multiple choice test easy, fast and objective beside its the marker is reliability.

c) The disadvantages of multiple choice test

- 1) If a candidate get a multiple choice item wrong because of some flaw in the question, the answer sheet on which the records in his answer will not reveal this fact.
- 2) The scores gained in multiple choice test may be suspect because the candidate has guessed all or some of the answer. The format of these tests encourages the candidate to guess and it may also be possible to complete some item without reference to the text they are set on.
- 3) Multiple choice test take much longer and are more expensive and difficult to prepare than more open-ended examination.
- 4) A further objection to the use of multiple choice format is the danger of the format having an undue effect on measurement of the trait. This has been evidenced by low correlation both with

²⁴Cyril J. Weir, *Op. Cit.*, p. 43

alternativereading measure and other concurrent external validity data on candidates' reading abilities.

- 5) There is considerable doubt about their validity as measure of language ability.
- 6) The using of this test just to evaluate the recognizing.²⁵

It can be concluded, that multiple choice test possibilities the candidates guessing the answer without reference the text they are set on, in changing multiple choice test takes longer and are more expensive and difficult to prepare. This test just to evaluate the recognizing.

- d) The scoring of multiple choice test

The total score is the total right answer subtracted the total of wrong answer, and divided the total of alternative answer and subtracted one.

The formulation of the scoring of multiple choice test:

$$S = \frac{\sum R - \sum W}{N - 1}$$

S = Scoring
 $\sum R$ = Right
 $\sum W$ = Wrong
N = options²⁶

2) Cloze Test

²⁵*Ibid.*, p.44.

²⁶Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: Remaja Rosda Karya, 1991), p. 54.

Cloze test measure the students' ability to comprehend a written process selection by his or her ability to supply words that have been deleted from the passage. The underlying assumption of the cloze procedure is if a reader can reconstruct the author's exact words, the reader has understood the author's meaning.²⁷ Usually every fifth or tenth word is deleted to form a cloze passage. The reader is required to write in or to supply verbally the missing word. According to Cyril J. Weir, "Cloze procedure words are deleted from a text after allowing a few sentence of introduction. The deletion rate is mechanically set, usually between every fifth and eleventh word".²⁸ J. Michael said "Cloze test is the deletion of words usually in seventh or nine of word."²⁹ It can be concluded that cloze test is the deletion of word from a passage it is usually every fifth or tenth word.

Cloze test measure students' general reading comprehension rather than their understanding of certain features in the text. Several test specialist even argue that a cloze test measure general language ability. Used for this purpose, cloze testing is very useful for assessing language proficiency in a short time and can be used for selecting and proficiency purposes. It can obtain fairly reliable

²⁷Wayne Otto, *How to Teach English*, (USA: Addison-Wesley Publishing Company, 1979), p. 1981.

²⁸Cyril J. Weir, *Op. Cit.*, p. 45.

²⁹J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (USA: Addison-Wesley Publishing Company, 1996), p. 117.

assessment in a short time as fifteen minutes by giving a cloze test consisting of fifty blanks.³⁰

a) The procedure of cloze test

- 1) The cloze test are usually a minimum of two paragraphs.
- 2) Cloze passage have between 30 and 50 blanks to fill.
- 3) Longer passages need to be used with the seventh and ninth word deletion in order to obtain 50 blanks(250 words for deleting every fifth word,350 words for deleting every seventh word, and 450 words for deleting every ninth word.³¹

b) The advantages of cloze test

There are some the advantages of cloze test:

- 1) Cloze test are easy to construct and easy scored if the exact word scoring procedure is adopted.
- 2) With fifth deletion rate a large number of item can be set on a relatively short text and these can exhibit high degree of internal consistency, in terms of Kuder Richardson coefficients.
- 3) In the literature cloze tests are often feted as valid and uniform measure of reading comprehension.³²

c) The disadvantages of cloze test

- 1) Despite arguments adduced in favour of cloze procedure, a number of doubts have been expressed, largely concerning its validity as a testing device. It has been shown to be irritating and unacceptable to students and doubt has been thrown on the underlying assumption that randomly samples the elements in a text.
- 2) Cloze procedure not unitary procedure, since there is a marked lack of comparability among the tests it may be used to procedure.

³⁰Heaton J.B, *Classroom Testing*, (New York: Longman, 1989),p.90.

³¹J. Michael O'Malley & Lorraine Valdez Pierce,*Op.Cit.*, p.117.

³²Cyril J.Weir,*Op.Cit.*,p.47.

- 3) The evidence is contradictory about the differing scoring methods to be adopted in marking a cloze procedure.
- 4) The cloze test procedure seems more successful test of syntax and lexis at the sentence level than of reading comprehension in general.
- 5) Perhaps the most crucial reservation is the question of what performance on a cloze test really tells us about a candidate language ability.³³

d) The scoring of cloze test

To score a cloze, count all words that are semantically and syntactically correct or contextually appropriate. Spelling is not counted.³⁴

When you mark the answers to a cloze test, you may count as correct either the exact word which has been deleted or any acceptable word or the synonym that appropriate with the semantic, syntactic and contextual. But wrong spelling is not count.

B. Review Related Findings

According to script of Aydin Sahindokuyucu in title “ Study of Cloze Test and Multiple Choice Test for Measuring Reading Comprehension of Preparatory Student” in Abban Izzet Baysal University Institute of Social Sciences Foreign Language Education Department of English Language Teaching at 2006. The concluding of his research is the students are more successful at multiple choice test (X=60.00) then the cloze test(X=53.87).When the standard deviation of the two test scores are examined, we can see that it is at the level of 18.80 for multiple choice test

³³*Ibid.*, p. 47.

³⁴J. Michael O'Malley & Lorraine Valdez Pierce, *Op. Cit.*, p. 118.

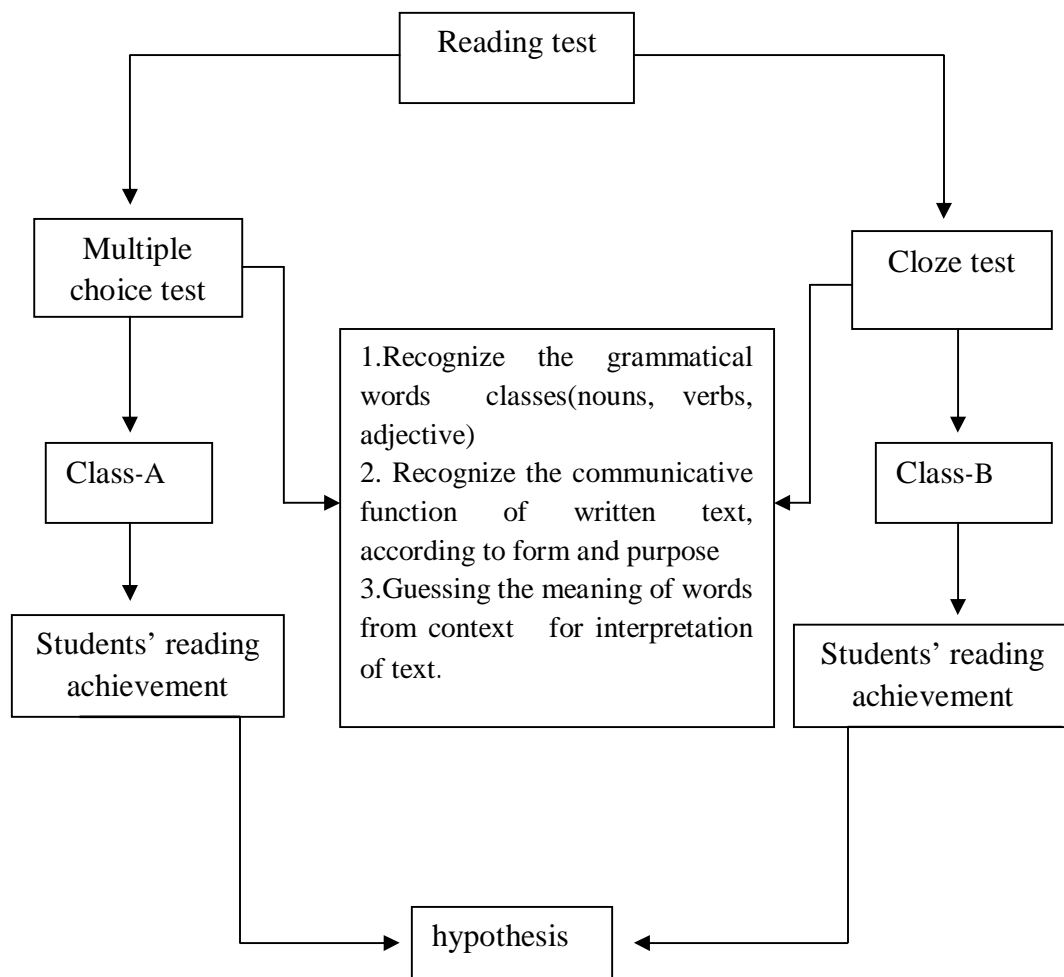
and 10.82 for cloze test which means that the multiple-choice test distinguishes the differences among students better than the cloze test.³⁵

The research mentioned above, it is about the research of multiple choice test and cloze test to measure students' reading comprehension, in this research the researcher interested to do a research about the students' reading achievement by using multiple choice test and cloze test.

³⁵<http://www.belgeler.com/blg/sco/a-study-of-cloze-and-multiple-choice-test-for-measuring-reading-comprehension-of-preparatory-students-hazirlik-ogrencilerinin-okudugunu-anlamayi-olemede-cikartmali-ve-coktan-secmeli-testlerle-ilgili-bir-calisma>

C. Conceptual Framework

Test is a method to measuring a person's ability, knowledge, or performance in a given domain. And its a way to know the student comprehension in reading, the appropriate technique of test will influence to the result students' reading. So that the teacher must know which test that appropriate to measure reading comprehension. If the teacher used the appropriate test on testing reading exactly the students' acievement will be good.



D. Hypothesis

Hypothesis is solve a problem for many time or statement about relate between two variable or more for many time. From the statement above, so the hypothesis are:

H_0 : There is no any different between score of students' reading achievement by using multiple choice test and cloze at VIII Grade MTs.N Sosa

H_a : There is any different between score of students' reading achievement by using multiple choice test and cloze test at VIII Grade MTs.N Sosa.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research had been done at MTsN Sosa. It was on Trans PIR Unit II, regency Padang Lawas Selatan. The subject of this research is VIII grade MTSN Sosa December 2011 to April 2013 Academic year. It is located at MTsN Huta Raja Tinggi on Trans PIR Unit IV subdistric on Huta Raja Tinggi regency Padang Lawas Selatan.

B. Research Design

The kind of this research is comparative research. According to Aswani Sudjud comparative research is to find same and differentiation about things, people, job procedure, ideas, critic to people, group, or to a job procedure. So that the method of this research is the ex post facto, it means to research about what occurs after to subject. The aims of this research is to know is the condition that occurs caused the different behavior to the subject.¹

¹IbnuHadjar, *Dasar-Dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 1999), p. 334.

C. Population and Sample

1. Population

According to Sugiono in Ruslan that population is generalization area consist of object/subject has special quantity and characteristic which determined by researcher to get concluding.² From the statement above, the researcher decide to choose population of grade VIII of MTsN Sosa which is consist of 63 students from two class. It can be seen in te following table:

Table-I
The Population of the Grade VIII MTsN Sosa in 2012/20113

No	CLASS	TOTAL
1	VIII A	30
2	VIII B	33
	Total of Students	63

2. Sample

Sample is presentative whole of population. According Suharsimi: “..... apabila subjeknya kurang dari 100, lebih baik diambil semua, sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika jumlah subjeknya lebih besar dapat diambil antara 10-15% atau 20-25% atau lebih”.³ In other word if the population consists of large number, the sample could been taken from 10-15% or 20-25% or more. If the population less than

²Sugiyono, *Statistik untuk Penelitian*, (Jawa Barat: IKAPI, 2006), p. 55.

³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p. 130.

100, better all the population used as sample, so the research is population sampling. In this research, researcher took all population as a sample.

The researcher decided two classes as sample. In the selecting the sample the researcher used population sampling. Two classes divided as multiple choice test class and cloze test class. The researcher took 63 students, where 30 students were from VIII-A as the multiple choice tests class and other 33 students were from VIII-B as the cloze test class. It can be seen from the table below:

Table-II
Sample of Research

Multiple Choice Test Class VIII-A	Cloze Test Class VIII-B
30 Students	33 Students

Both of tests had been given for different class, multiple choice test for class VIII-A and cloze test for class VIII-B. It was done because if the both of test given for one class or every student given both of the test, the researcher afraid of the students answer will influence the first test to another answer test.

D.The Instrument of Collecting Data

The research instrument is an important role to collect the data. Suharsimi Arikunto says “Instrumen adalah alat yang digunakan untuk mengumpulkan data”.⁴ (Instrument of research is a tool of facility is used by the researcher in collecting data). This research used test, the test will be done by using multiple choice test for class-A and cloze test for class-B .

Table-III
Design of Instrument

Class	Test
Class-A	Multiple Choice Test
Class-B	Cloze Test

In this research the multiple choice test consist of 25 questions and every question has 4 options and only one correct. To find out the score of students answer the writer give 4 score for each item. Thus, the maximum score of the test is 100. And cloze test passage consist of 20 blanks that deleted between every fifth and eleventh word. To find out the score of students answer the writer give 5 score for each item. The maximum score of the test is 100. It is done to know differentiation or comparison between two techniques of reading test. The material of reading test was match with the material reading at VIII grade MTs.

⁴*Ibid.*, p.106.

E. Validity of the Test

The validity of a test the extent to which the test measures what was intended to measure. Suharsimi Arikunto says, validity is the chance which shows the level of instrument about measurement something. To know validity of the test the researcher used the formula as follow:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where :

r_{xy} = Koefisien Validity of the test

X = Score for each item test

Y = Score for all item test

N = Number of students.⁵

Examination of validity done by comparing r_{count} with r_{table} of product moment to show how far the test can be testing to get the data. With criterion of $r_{count} > r_{table}$ test classified was valid.

The calculation of test validity for multiple choice test showed that 28 items was valid from 31 items of test, so there were 3 items invalid they were number: 12,17 and 19(appendix IV). Whereas for cloze test showed that 24 items was valid from 31 items, so there were 7 items invalid they were number 10,12,16,19,30,31 (appendix V). Therefor the researcher took 25 valid test of multiple chooice test and 20

⁵Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.213.

valid test of cloze test had been tested in class-A and class-B for instrument collecting data .

F. Reliability

Another requirement is also important for a researcher is reliability. A research instrument is said to have a high reliability value, if the test are made to have consistent results in measure that would be measure.

Suharsimi Arikunto⁶ says that to obtain the reliability of the test, the research uses formula K-R 20:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \Sigma pq}{V_t} \right)$$

Where:

R_{11} : test reliability

K : total of question

V : variants total

P : proporsi subject who is right answer

Q : proporsi subject who is wrong answer

The reliability of the characteristic of a good test refers to consistency of the measurement. In this research, test realibility was done by using formulation KR-20.

The test is realible if $r_{\text{count}} > r_{\text{table}}$.

⁶*Ibid.*, p.231.

The calculation of multiple choice test reliability was 0.510 (Appendix VII). The calculation of cloze test reliability was 0.882 (Appendix VII). It was concluded that both of the instruments were reliable.

G. Procedure of the Research

To get the data from the students, the writer collects by giving test. The test will be applied to the class-A and class-B and will be given the different test but the material of the test is same to the both classes. The form of test is multiple choice and cloze test. Then the result of this test will be used as the data of research. In collecting data, The researcher has procedure there were:

- a) The researcher prepared 25 items of multiple choice test for class-A and 20 items of cloze test for class-B.
- b) The researcher distributed the paper of test to students of class-A and class-B.
- c) The researcher explain what the students to do.
- d) Gave time.
- e) The students answered the question.
- f) The researcher collected their paper test to researcher.
- g) The researcher checked the answer of students and found the mean score of using multiple choice test and cloze test.

H. Technique of DataAnalysis

To analyze the data provide, there is a way which can be done in analyzing it, namely the statistic analysis means to get the comparison or difference, whether it is accepted or rejected. Ttest is one of statistic examine which be used in comparative research which done comparing between two variables, that is: is there compare significant two variables.⁷ After, the researcher got the data, it was entered in frequency table with the formula as follows:

$$\text{Range} = \text{highest value} - \text{lowest value}$$

$$\text{BK} = 1 + 3,3 \text{ Log } n$$

$$\text{BK} = \frac{R}{\text{BK}}$$

The formula of test “t” is as follws:

$$Tt = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

Tt : The value which the statistic significance

M₁ : Mean of students’ reading ahievement with multiple choice test

M₂ : Mean of students’ reading achievementwith cloze test

SE_{M1} : Error standaritation mean variable with multiple choice test

SE_{M2}: Error standaritation mean variable with cloze test⁸

⁷Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada,1987), p. 283.

⁸*Ibid.*, p. 56.

CHAPTER IV
THE RESULT OF RESEARCH

After the data needed is collected, the result of the student reading achievement that got from reading test by using multiple choice test and cloze test at VIII grade MTsN Sosa, it will be described further as follows with applying the quantitative analysis and used the formulation of t-test, it is done to know the comparison between students' reading achievement by using multiple choice test and cloze test. Next, the writer described the data as stated below:

A. Description of Data Testing Reading by Using Multiple Choice Test

The result of the student reading achievement that got from reading test by using multiple choice test in class-A.

The score of multiple choice test class can be seen in the table as below:

Table IV
The Score of Multiple Choice Test

Total	1908
Max score	76
Min. Score	44
Mean	63.3
Median	59
Modus	72

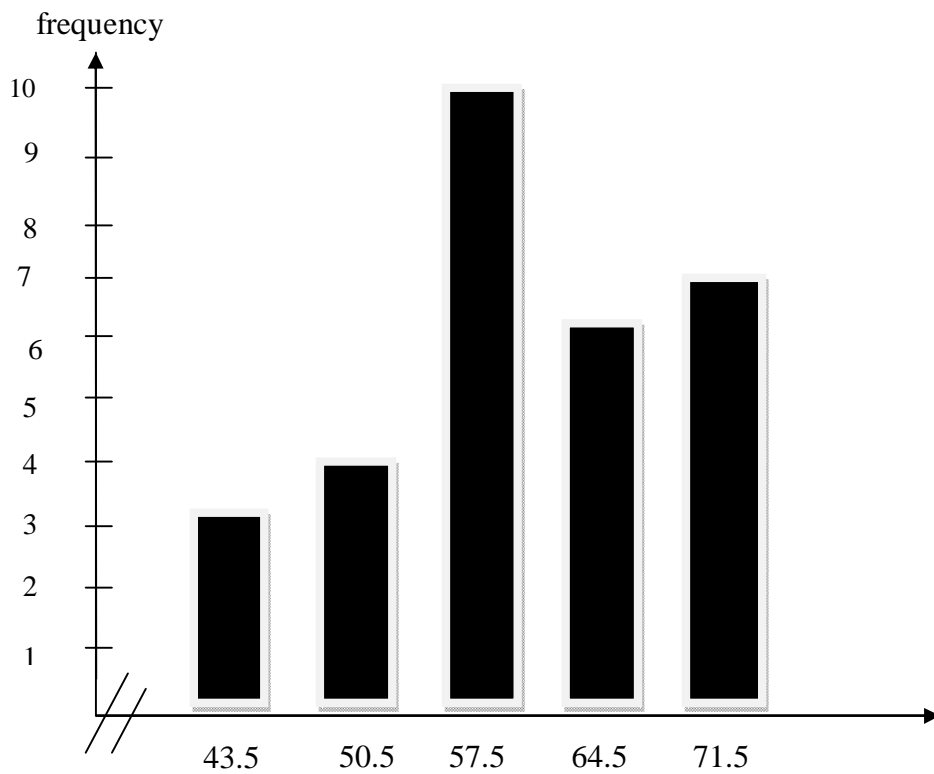
Based on the table above, the sum of score in class-A was 1908, mean was 63.3, mode was 72, median was 59, and then the highest score was 76 and the lowest

score was 40. Next, the calculation of how to get it can be seen in the appendix IX. Then, the computed of the frequency distribution of the student's score can applied in to table frequency distribution as follows:

Table V
The Frequency Distribution of Students' Score Multiple Choice Test.

No	Interval	Frequency	Limits
1	44-50	3	43.50-50.50
2	51-57	4	50.50-57.50
3	58-64	10	57.50-64.50
4	65-71	6	64.50-71.50
5	72-78	7	71.50-78.50

Based on the table above, it can be drawn at histogram as follows:



Picture 1: Histogram of Students' Score of Multiple Choice Test Class

From the histogram above, that calculation in appendix XI the score of interpretation of the multiple choice test class is 63%, it is categorized high.

B. Description of Data Testing Reading by Using Cloze Test

The result of the student reading achievement that got from reading test by using cloze test in class-B.

The score of cloze test class can be seen in the following table.

Table VI
The Score of Cloze Test

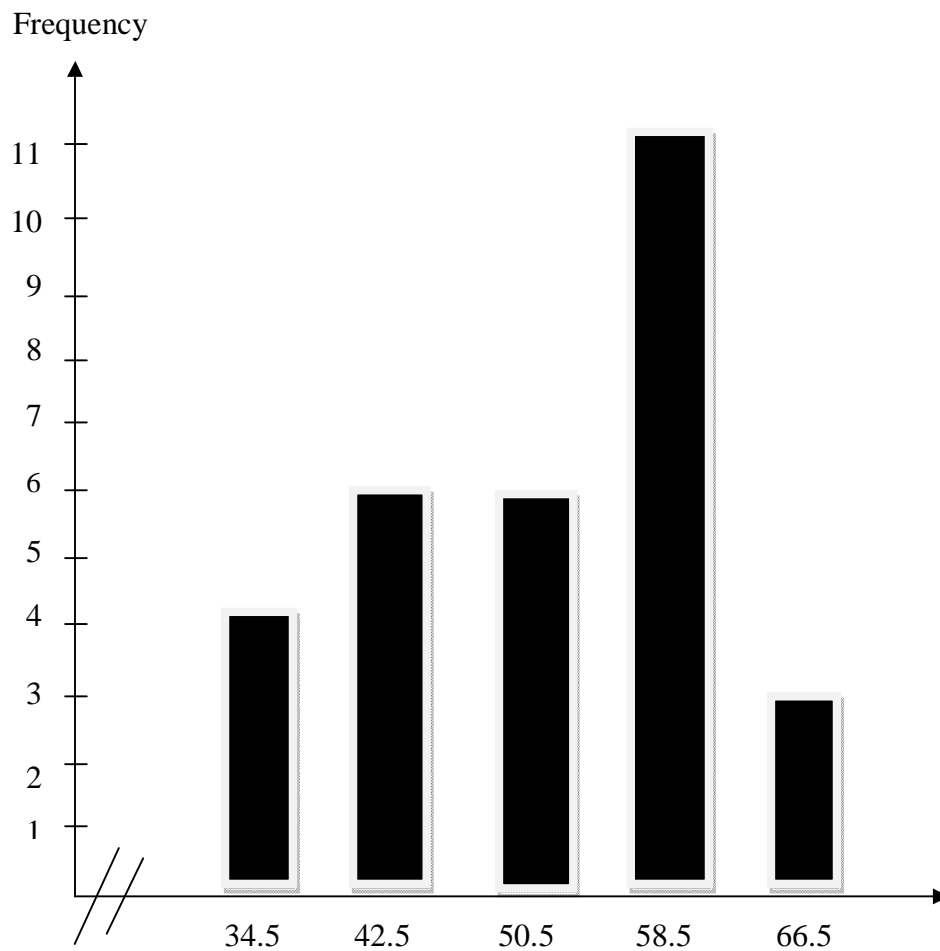
total	1680
Max. Score	70
Min. Score	30
Mean	55.3
Median	48.6
Modus	70

Based on the table above, the sum of score in cloze test was 1680, mean was 55.3, mode was 70, median was 48.6. The student got the highest score was 70, and the lowest score was 30. Next, the calculation of how to get it can be seen in the appendixX. Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

Table VII
The Frequency Distribution of Students' Score Cloze Test

No	Interval	Frequency	Limits
1	35-42	4	34.50 - 42.50
2	43-50	6	42.50 - 50.50
3	51-58	6	50.50 - 58.50
4	59-66	11	58.50 - 66.50
5	67-74	3	66.50 - 74.50

Based on the table above, it can be drawn at histogram as follows:



Picture 2: Histogram of Students' Score of Cloze Test Class

From the histogram above, that calculation in appendix XII the score of interpretation of the cloze test class is 56%, it is categorized enough.

C. Testing Hypothesis

The hypothesis of this research was “There are any different between score of students’ reading achievement by using multiple choice test and cloze test at VIII Grade MTsN Sosa”. Based on the data collected, the data were analyzed to prove hypothesis by using formula of t-test.

The writer have criteria of test hypothesis, if $t_o > t_t$ null hypothesis (H_o) is rejected the alternative hypothesis (H_a) is accepted, it means there are any different between score of students’ reading achievement by using multiple choice test and cloze test. In turn if $t_o < t_t$ the alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted, it means there are no different between score of students’ reading achievement by using multiple choice test and cloze test.

The degree of freedom (df) of n 60 is 58, from the table of significance get point 2.66 on 1% significance degree. After the data calculated the writer got t_o is 4.012 (Appendix XIII) whereas t_t was 2.66, it shown that t_o is higher than t_t ($4.012 > 2.66$). So the hypothesis null (H_o) is rejected and the alternative hypothesis (H_a) is accepted. In conclusion, there was different between score of students’ reading achievement by using multiple choice test and cloze test.

The students' reading achievement by using multiple choice test is better than cloze test, it can be seen from students' mean score in multiple choice test was 63.3 and mean score of cloze test was 55.3.

D. Discussion

Based on the data described above, the comparison between students' reading achievement by using multiple choice test and cloze test are obtained that the value of multiple choice test 63.3 and cloze test 55.3, it means that students' achievement in multiple choice test is higher than cloze test.

The students' achievement in cloze test lower than multiple choice test because multiple choice test and cloze test have different aspect reading activity, multiple choice test measures the product of reading whereas cloze test measures the process of reading. Then the curriculum of teaching reading in MTs focus to the product of reading, so the students easier to answer the test by using of multiple choice test technique.

It is support by Engineer,

That the two technique were measuring different aspect of the reading activity namely cloze measured the process of reading for example the readers ability to understand the text while he is actually reading it, multiple choice test, on the other hand measures the product of reading, namely the readers ability to interpreted the abstracted information for its meaning value.¹

¹C.J.Weir, *Communicative Language Testing*, (Prantice Hall International,1990), p. 46.

From the explanation above, can be concluded that to know the students' ability in product reading activity advisable using multiple choice test technique, while to know the students' ability in process of reading activity better using cloze test.

The implication of this research is suggested for the teacher if want to know the students' ability in product of reading better use multiple choice test technique, conversely if the teacher want to know students' ability in process reading better use cloze test technique.

E. Threats of the Research

The researcher felt that research was still far from perfect. They were many mistakes and weakness, mistakes and weakness were caused by limitation of the research time, the original answers of the students'. The researcher can not control the seriousness of the students in answering the test.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculation of the data, the writer got the conclusion that the hypothesis testing is accepted, there was the different between score of students' reading achievement by using multiple choice test and cloze test at VIII Grade MTsN Sosa, it can be seen as follow:

1. The students' score in multiple choice test is categorized high, it can be seen from the mean score of students was 63.3
2. The students' score in cloze test is categorized enough, it can be seen from the mean score of the students was 55.3.
3. There are any different on students' reading achievement by using multiple choice test and cloze test at VIII Grade MTsN Sosa.

B. Suggestion

Based on the conclusion and implication of thus research that have mentioned above. The writer wants to give some suggestion as follows:

1. For all students are hoped to be more active in next teaching and learning especially in reading comprehension.

2. For the English teacher to increase the student's competence in English especially in reading comprehension and also they understand the technique and the kinds of test that appropriate with the teaching .
3. For headmaster hope can give suggestion and motivation for English teacher to more understand the techniques of test.

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