

CHAPTER I INTRODUCTION

1.1 The Background of Study

In the learning process, a test is very necessary to see the results of students' understanding of the material taught by the teacher. Every test given to teachers in schools has its own weaknesses and advantages. Not all tests can be given to language skills taught such as speaking, reading, listening and writing. So it is necessary to adjust the test that the teacher must give to students. By adjusting the tests performed by the teacher can obtain satisfactory results.

In the achievement of every stage in life, the importance of testing is dominant in achieving results, one of which is in language. It is clarified in McNamara (2000, cited in Razi (2005: 1) stated “there are several important reasons for the use of tests in languages that are beneficial to individual or social life”. Each teacher uses a language test because they need to evaluate their students. In each test is very useful in language learning. To find out where

students have difficulty in language courses, to explore progress or to reflect how well students are in studying a particular subject (student achievement), and to provide an overview of students' proficiency in the target language.

Along with the development and purpose of language learning, reading has a part in every learning and teaching process. As described in Hinkel (2005: 416) argued “many EFL students still rarely use English in their daily lives”. Therefore, the curriculum for high school English subjects in Indonesia states that high school graduates are expected to reach the level of information as they are ready to enter university (BSNP in Nugraha, 2010: 2). In each learning outcome, students are expected to develop and use language. Therefore, the measurement of students' reading comprehension skills is to monitor student difficulties, student achievement, and student skills with English subtitles. In each such measurement is called a test. Nevertheless, there are some problems that English teachers have in testing the students' English proficiency. One of the problems is how to determine and choose the right testing techniques based on what skills and what aspects to measure. There are still many teachers who have difficulty using what techniques to apply to their students' learning classes.

Answering all of that examination questions understanding correctly will suggest reading too slowly to memorize the details, so students are advised that adequate understanding is only required to answer most of the questions correctly and that it is not desirable to try to memorize all the details of the text. Although self-reported reading speeds are useful both as a formative grade assessment and tool research, classroom teachers are usually asked to provide a summary of the final assessment of the course that determines whether a student is graduated or

fails grades. This makes it desirable to use assessment tasks suitable for formative and summative purposes.

In reading skills, any some kinds of tests. According to Brown (2001: 190) “classifies some testing-techniques for reading such as reading aloud, written response, multiple-choice, picture-cued items, matching test, editing, gap filling test, cloze test, C-test, cloze-elide test, short-answer test, ordering test, and summarizing test”. In this case, the researcher choose two kinds test namely the cloze test and multiple choice tests for testing the students reading comprehension.

In this case, the researcher wanted to see the effectiveness between cloze test and multiple choice in teaching reading comprehension. Between the two tests, the researcher wanted to see which is more effectiveness to see the reading comprehension of the students. In this case, teachers need the right plan that has been neatly arranged in the implementation so that the achievement of the results can be achieved perfectly. Based on the above explanation, it can be clear that setting up a tool for measuring language in students is very important in education. In achieving maximum results, insufficient testing is performed on only one type of test. Therefore, teachers are required to know what testing techniques should be applied appropriately in learning English to students to build students' understanding of the language. Where the process should be able to consider the validity, reliability, and practicality of the test.

This study attempts to investigate the results of two different testing techniques applied in a particular language skill, namely an understanding in reading. Because of the above explanation, the researcher is interested in

researching the problems related to the use of the test in reading comprehension. Where this research will be conducted in SMA N 3 Langsa with the title “*effectiveness of test design between of cloze test and multiple choice test for reading comprehension*”.

1.2 The Problem of Study

Based on the results of the discussion of the above background, the problems of this study are as follows:

1. Is there any differences between multiple-choice test and cloze test in teaching EFL for reading comprehension?
2. Which one of the most effectiveness between multiple-choice test or cloze tests in teaching EFL for reading comprehension?

1.3 The Purpose of Study

Based on the results of research problems above, the purpose of this study are as follows:

1. To find out if there is a difference between multiple choice test and cloze test in teaching EFL for reading comprehension.
2. To find out which of the most effectiveness between multiple choice tests or cloze test in teaching EFL for reading comprehension.

1.4 The Scope of Study

Based on the explanation of the above problems, this study is limited to the discussion of how students understand the meaning of reading by using the method of responding cloze tests and multiple choice test. This study will be limited to a number of test questions that it will be given to third grade at high school SMAN 3

Langsa.

1.5 The Significance of Study

Based on the above research purposes, this research is useful for:

1. The researcher, can add insight, understanding and mastery of the field of study of what suitable method used to measure students' understanding in understanding a reading.
2. The students, the result of this study expected to give an interpretation or the students to make progressing.
3. The Teacher or lecturer, to bring many advantages for education field.
4. To other researcher, the result of this study hope can reference in similar aspects to the future study.