

## **COMPARATIVE STUDY BETWEEN MULTIPLE CHOICE AND CLOZE-TEST TOWARD STUDENTS READING COMPREHENSION ACHIEVEMENT AT SMK NEGERI 1 TOMBULU**

**TIARA NADILA KAMBEY, MAIKEL B.G SANGER, RINNY RORIMPANDEY**

***Faculty of Languages and Arts  
Universitas Negeri Manado***

*Correspondence author: [maikelsanger@unima.ac.id](mailto:maikelsanger@unima.ac.id)*

*Received: 18 May 2023  
Accepted: 14 June 2023  
Published: 17 June 2023*

**Abstract:** This research aims to find out a comparative score between multiple choice and cloze-test toward student's reading comprehension achievement at SMK Negeri 1 Tombulu. This research used quantitative research with the type of comparative research that used the test method. The subject in this research were the first-grade students of SMK Negeri 1 Tombulu. The data collection technique used two types of tests, first is multiple-choice objective consist of 20 number and second is cloze-test consist of 20 number. The writer used the IBM SPSS Statistics Program and the Independent Sample T-Test formula to analyse the data. The results showed that the average score of students' reading on the multiple choice test was 81.40 while the average score on the cloze-test was 58.00. This value indicates that the multiple choice obtains higher results than the cloze test. It is proved that the significance value of sig. (2-tailed) is  $< 0.001$  or has a value of 0.000. That is, sig. value (2-tailed)  $< 0.05$ . According to the independent sample t-test, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. This means that the multiple choice test is better to assess students' reading comprehension achievement in first-grade students of SMK Negeri 1 Tombulu.

**Keywords:** *Comparative, Reading Comprehension, Multiple Choice, Cloze-Test.*

### **INTRODUCTION**

Language is an element that cannot be separated from human life. Humans need language as the main tool to be able to communicate with other people. Therefore, humans learn language from childhood as an identity as well as a tool to build social relationships with others. Dewi Manalu stated that language is a system of rules. Grammar can be used to detect rule realization (Manalu, 2019).

English is an international language widely used in various field such as education, research, business, economy, sport and any other. For people who mastery English in text form, as well as speak English fluently, make it easier for someone to communicate with other people abroad, add insight, and also have a great opportunity to enter various aspects of international life. Therefore, English is an important object especially for students to learn English and master it. English is one of the subjects in the education curriculum that is taught to learners in Indonesia during early childhood education to college-level learners.

In order to acquire a language, including English, students must master four key skills. For effective communication, four language skills listening, speaking, reading, and writing must be mastered. Listening is the ability to hear the sound that people say. To practice language listening skills, listen carefully word for word spoken by other people, in this case native English speakers, then get information on how to pronounce words in English. Furthermore, the information obtained is used to imitate the way of speaking of native speakers to improve word pronunciation and improve English speaking skills. Reading is an action taken to obtain information from written texts. And writing is the act of collecting data by writing information obtained from listening and reading activities. A person's ability to communicate depends on their ability to master the four language skills.

Reading is an activity to obtain various information or news that occurs around the world. In the context of the life of English learners, reading can also be useful to increase English vocabulary. In addition, reading is also beneficial for the mental because through reading, humans get entertainment and motivation from words written in books or other media.

Tangiduk, Samola, and Rorimpandey in their research stated that understanding interrelated words, phrases, and texts is the process of reading comprehension. Readers frequently employ prior information, vocabulary, grammatical skills, and knowledge surrounding the text being read in order to fully understand its contents and intended purpose (Tangiduk et al., 2021). According to Snow and Duffy, reading comprehension is a fundamental component of reading because without reading comprehension it is not possible (Settiawan, 2013).

Monitoring of the writer toward students at SMK Negeri 1 Tombulu reveals that, the ability of students to grasp the intent of the reading material or the message the author strives to convey to the reader throughout the written work, the majority of students in school frequently struggle with the teaching and learning process in the classroom, particularly when trying to understand the main idea and the content of the reading text. Students still don't have a lot of vocabulary in English. Each student has a different level of understanding the reading text. Therefore, a test is needed to determine the variance in each student's proficiency in reading comprehension.

Through conduct a test, teacher can find out the obstacle faced by each student and depending on the test's outcomes, the teacher can arrange and updated lesson as well as determine the activities in the classroom to suit the requirements of students to advance students understanding of the material being taught. Therefore, teachers need to provide various kind of test such as multiple choice, cloze-test, essay, short answer, true-false, matching, etc.

According to interviews with English teacher at SMK Negeri 1 Tombulu, the issue in this study might be expressed as, Due to a lack of vocabulary ability, students at SMK Negeri 1 Tombulu get stuck to understand the contents and main point of the reading text in multiple-choice questions and they often fooled by distractors. Likewise with questions that are in the cloze-test format, students cannot fill in the blanks because they couldn't find the correct word due to lack of vocabulary mastery. That is the reason why the writer conducted this research to determine whether the results of the students' test utilizing multiple choice and cloze-test produce different scores.

### ***Multiple Choice***

Several experts have expressed their opinion about multiple choice. Ajideh and Mozaffarzadeh cites Alderson (2000) stated that the popularity of the multiple-choice test comes at the expense of validity and it would be ignorant to suppose that because a method is popular that it is valid. Kobayashi (2002) argue that despite these tests popularity as tests formats to evaluate reading comprehension in

a second or foreign language, they have an important drawback in that participants are able to predict the right answer while not thoroughly comprehending the reading passage, and thus test validity is questionable. (Ajideh & Mozaffarzadeh, 2012). According to Kastner & Stangla, Test takers must choose the correct response from a list of potential solutions for multiple choice questions that have a stem. Exams using multiple choices come in several forms. The most popular multiple-choice test employs questions with several options; one of these options is accurate, and the remaining options known as distractors are erroneous alternatives.(Kastner, 2011)

### ***Cloze-Test***

Ajideh & Mozaffarzadeh (2012) stated that a typical cloze-test consists of a text with a standard-length blank in place of a particular word that has been erased, which students must complete by inserting the proper words or their equivalents. To give the examinee some background, the first and last words were left alone. (Ajideh & Mozaffarzadeh, 2012). Mostow & Jang stated their opinion that the capacity to determine which word is identical with the context surrounding it is known as the Cloze-Test. As a result, it uses comprehension mechanisms to assess many sorts of consistency, including syntactic, semantic, and inter-sentential consistency. (Mostow & Jang, 2012)

### **RESEARCH METHOD**

This study is a type of quantitative research. The written test approach was used to obtain the data. The types of instruments used are two different types of tests to measure students' reading comprehension achievement. This study's data analysis was a kind of comparative analysis, where the study's findings revealed the differences in students' reading comprehension achievement between multiple-choice test and cloze-test. The independent sample t-test, which was also manually generated using the procedure, was utilized in this study by the writer with the use of SPSS.

The research subjects were first grade students of SMK Negeri 1 Tombulu for the academic year 2022/2023, which is consist of 25 students. In this study, 20 multiple-choice and cloze-test question served as the research instruments. To assess each student's score, the multiple-choice test and cloze-test were assessed separately to examine the variations in the scores achieved.

## FINDINGS AND DISCUSSION

### *Normality Test*

**Table 1. Tests of Normality**

|                 | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|-----------------|---------------------------------|----|-------|--------------|----|------|
|                 | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Multiple Choice | .162                            | 25 | .089  | .931         | 25 | .093 |
| Cloze-Test      | .238                            | 25 | <,001 | .921         | 25 | .054 |

#### a. Lilliefors Significance Correction

Based on the research hypothesis, the data was declared normally distributed with the followed conditions:

Ho: The research data were normally distributed when the significance value was > 0.05.

Ha: The research data were not normally distributed when the significance value was < 0.05.

The significant values of the multiple-choice test ( $0.093 > 0.05$ ) and the cloze test ( $0.054 > 0.05$ ) indicate from the above table that the data was normally

distributed. Therefore, it may be said that the two aforementioned data groupings were normally distributed.

### ***Test of Homogeneity of Variance***

**Table 2. Tests of Homogeneity of Variances**

|       |                                      | Levene Statistic | df1 | df2    | Sig. |
|-------|--------------------------------------|------------------|-----|--------|------|
| Score | Based on Mean                        | .368             | 1   | 48     | .547 |
|       | Based on Median                      | .710             | 1   | 48     | .404 |
|       | Based on Median and with adjusted df | .710             | 1   | 47.578 | .404 |
|       | Based on trimmed mean                | .441             | 1   | 48     | .510 |

Looking at the research hypothesis, the data was declared homogeneous with the followed conditions:

Ho: The research data are homogeneous when the significance value  $> 0.05$ .

Ha: The research data are not homogeneous when the significance value  $< 0.05$ .

Therefore, it may be inferred from **Table 2.** that the significant value is 0.547. Because 0.547 is greater than 0.05, it may be concluded that the data is homogeneous.

### ***Independent Sample T-Test***

**Table 3. Independent Samples Test**

|             |                              |
|-------------|------------------------------|
| Levene's    |                              |
| Test for    |                              |
| Equality of |                              |
| Variances   | t-test for Equality of Means |

|               |                             |      |      |       |        | Significance |             |                 |                       | 95% Confidence Interval of the Difference |          |
|---------------|-----------------------------|------|------|-------|--------|--------------|-------------|-----------------|-----------------------|---|----------|
|               |                             | F    | Sig. | t     | df     | One-Sided p  | Two-Sided p | Mean Difference | Std. Error Difference | Lower                                     | Upper    |
| Reading Score | Equal variances assumed     | .368 | .547 | 9.328 | 48     | <,001        | <,001       | 23.40000        | 2.50865               | 18.35602                                  | 28.44398 |
|               | Equal variances not assumed |      |      | 9.328 | 46.509 | <,001        | <,001       | 23.40000        | 2.50865               | 18.35184                                  | 28.44816 |

The research hypothesis of Independent Sample T-Test is as follow:

Ho: Comparing the multiple-choice test and the cloze test, there is no difference on the student's reading comprehension achievement if  $p > 0,05$ .

Ha: Comparing the multiple-choice test and the cloze test, there is difference on the student's reading comprehension achievement if  $p < 0,05$ .

In order to answer the hypothesis, by looking at the Sig (2-tailed) result or p. In the study's findings can be seen through **Table 3**. the SPSS output indicated the p. value or Sig (2 tailed) of the comparison between the multiple-choice and cloze-test is  $< 0.001$ . The basis for decision making is based on the research hypothesis above states that the alternative hypothesis is accepted, whereas the null hypothesis is rejected. because of the p value. or Sig.(2-tailed) 0.001 is less than 0.05. Based on the study's findings, it can be stated that multiple choice and cloze tests have different results for first graders at SMK Negeri 1 Tombulu's reading comprehension.

Following the completion of the research, the findings revealed discrepancies between the multiple choice and cloze test scores for students' reading comprehension. The minimum and maximum scores students received on each sort of test are the first thing that can be recognized. The multiple-choice test has a

minimum and maximum score range of 60 and 95, respectively. The Cloze-test has a minimum and maximum score range of 40 and 70, respectively.

The results showed that multiple choice and cloze-test differed significantly from one another. In addition to the minimum and maximum scores for each test, the difference is also evident in each test's mean score. The outcomes revealed that the mean reading score for students on the multiple-choice test was 81.40 while the mean score on the cloze-test was 58.00. It shows that the use of multiple-choice questions is better than cloze-test when evaluating students reading comprehension.

### **Conclusion**

This study found that there was a substantial difference in students' reading comprehension scores on the multiple-choice test versus the cloze test for their reading comprehension assessments. And based on the findings, the data indicated that when evaluating first graders at SMK Negeri 1 Tombulu's reading comprehension proficiency, the multiple-choice test performs better than the cloze test.

### **REFERENCES**

- Ajideh, P., & Mozaffarzadeh, S. (2012). C-test vs. multiple-choice cloze test as tests of reading comprehension in Iranian EFL context: Learners' perspective. *English Language Teaching*, 5(11), 143–150. <https://doi.org/10.5539/elt.v5n11p143>
- Hasanah, U. (2022). *A Comparative Analysis Between Multiple Choice Test And Cloze Test In Assessing Students' Reading Comprehension*. Universitas Muhammadiyah Makassar.
- Kapang, G., Liando, N., & Sanger, M. (2022). Improving Students' Reading Ability Using Short Story At Grade Viii Smp Negeri 1 Tomohon. *JOTELL Journal of Teaching English, Linguistics, and Literature*, 1, 350–359.



- Kastner, Margit. , & K. B. (2011). Multiple Choice and Constructed Response Tests: Do Test Format and Scoring Matter?. *International Conference on Education and Educational Psychology (ICEEPSY 2010)* , 12, 263–273.
- Manalu, D. (2019). An Analysis Of Students Reading Final Examination By Using Item Analysis Program On Eleventh Grade Of Sma Negeri 8 Medan. *Jetal: Journal Of English Teaching & Applied Linguistics*, 1, 13–14.
- Mandagi, R., Pelenkahu, N., & Posumah, J. (2022). The Use Of Students Teams Achievement Divisions (Stad) Method To Improve Students' reading Comprehension (A Study Is Conducted At Smp N 3 Tomohon). *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(5), 676-686.
- Mostow, J. & H. J. (2012). Generating Diagnostic Multiple Choice Comprehension Cloze Questions. *The 7th Workshop on the Innovative Use of NLP for Building Educational Applications*, 136–146.
- Muchtar, N. (2019). Intensive And Extensive Reading In Improving Teaching Reading Comprehension. *LINGUA PEDAGOGIA (Journal of English Teaching Studies)*, 1, 3.
- Mulyono. (2019). Analisis Uji Asumsi Klasik. *SCS Business Mathematics and Statistics, Management Dept., Binus Business School Undergraduate Program*.
- Mustaqim, M., & Kudus, S. (2017). *Model Evaluasi Pembelajaran Stain Kudus (Studi Kasus Sistem Evaluasi Pembelajaran Dosen Prodi Manajemen Bisnis Syari'ah Stain Kudus)* (Vol. 5, Issue 1).
- N Lustyantie. (2015). The Ability of Reading Comprehension of French Literary Texts with Contextual Approach . *European Journal of Social Sciences*, 47, 225–236.
- Noprianto, E. (2017). Student's Descriptive Text Writing in SFL Perspectives. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 2(1), 67.

- Nurfidah. (2019). Analisis Kemampuan Menulis Teks Deskriptif Pada Siswa Kelas VII SMP Negeri 11 Mataram. *JISIP. Jurnal Ilmu Sosial Dan Pendidikan*, 3(1), 98–99.
- Que, S. & W. V. (2020). Using RAP (Read, Ask, Put) Strategy to Improve Students' Ability in Reading Comprehension at Class VIII2 of SMP Negeri 2 Dobo . *MATAI International Journal of Language Education*, 1, 22.
- Satriani Estika. (2018). Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau. *J-SHMIC JOURNAL OF ENGLISH FOR ACADEMIC*, 5, 18.
- Septiarini, T. & H. S. (2017). Multiple-Choice and Cloze Tests In EFL Reading Comprehension: What Do They Effectively Measure? *International Journal of Multidisciplinary and Current Research* , 5, 680–684.
- Settiawan, D. (2013). Improving Students' Reading Rate And Comprehension By Using Timed Repeated Readings. *Journal of English and Arabic Language Teaching J.E.A.L.T*, 4.
- Taembo, M. (2018). A Comparative Study Between Extensive Reading And Intensive Reading Approaches Towards Students' Vocabulary Growth To The Year Two Of One Of The Junior High Schools In Kendari. *TIRAI EDUKASI*, 1, 78.
- Tangiduk, Y. K., Samola, N., & Rorimpandey, R. (2021). *Optimizing Students' Reading Comprehension Of Descriptive Text Through E-Learning Method With Whatsapp Application* (Vol. 1, Issue 1).
- Usmadi. (2020). Pengujian Persyaratan Analisis (Uji Homogenitas Dan Uji Normalitas). *Inovasi Pendidikan*, 3(1), 51.