ELLITE
Journal of Education, Linguistics, Literature and Language Teaching

EFFECTIVENESS OF TEST DESIGN BETWEEN OF CLOZE TEST AND MULTIPLE CHOICE TEST FOR READING COMPREHENSION

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Abstract

The use of tests that is suitable for use by teachers in learning needs to be considered. This aims to produce a satisfactory of the test result. So the teacher needs to consider what type of test is given to students. So the researcher conducted a study to analyze of effectiveness of test design between of cloze test and multiple choice tests for reading comprehension at SMA Negeri 3 Langsa. The purposes of research were to find out if there is a difference between multiple choice test and cloze test in teaching EFL for reading comprehension and to find out which of the most effectiveness between multiple choice tests or cloze test in teaching EFL for reading comprehension. The method of this research is qualitative approach. The sample of this research is the students at class XII Bahasa in SMA Negeri 3 Langsa. In this study, the researcher collected data to conduct on 22nd October 2018 until 19th October 2018 in SMAN 3 Langsa. The result of study showed that the result of testing the students' reading comprehension showed that the students' test 1 showed that multiple choice test has mean score 8,1 and cloze test has mean score 7,3. It meant multiple choice tests more effective in testing reading comprehension for the students. The result of the students' test 2 showed that multiple choice test has mean score 8 and cloze test has mean score 5, 3. It meant multiple choice test more effective in testing reading comprehension for the students and the result of the teachers' interview showed that multiple choice test more effective than cloze test but the result of the students' interview showed that multiple choice test was very difficult. It meant the result of the students' test between the students' interview opposite because the students said multiple choice test was very difficult, automatically the students got the multiple choice test score lower than the cloze test score.

Key words: *multiple choice test, cloze test and reading understanding*

I. INTRODUCTION

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, there are 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 effective 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*" with the following questions:

1. Are 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?

2. LITERATURE REVIEW

2.1 Definition of Cloze Test

Before reviewing the literature on cloze test further, we need to explain the origin of the term cloze test. Rye (1982: 3) claims that "the term 'cloze test' was first developed by Wilson Taylor in 1953". He explained that the term cloze test comes from the Gestalt psychological concept of 'closure'. This illustrates the tendency that humans must be able to complete patterns that are already common but have not completed them. Urquhart and Weir (1998: 156) explain "it refers to the tendency of an individual to solve a pattern once they have understood the overall significance". Rye (1982: 3) explains "Cloze test is basically a cognitive task. Readers must reason and make suggestions to fill in gaps based on evidence originating from the existing context... completion of meaning, based on an understanding and reasoning is a cognitive task". Brown (2002: 109) claims "it is not difficult to get someone to take the cloze test because it is one of the compulsive human needs to fill the gap". It can be said that the Cloze test is a test to fill empty space in a text and is easily done by everyone.

Taylor was the first person to study the cloze test for its effectiveness as an instrument for determining the readability of material in the original language of the reader in 1953. After that initial study, he investigated its feasibility as an instrument to measure the readability of L1 and L2 material. In the 1960s, he focused on the cloze test as a measurement of reading comprehension in L1 and L2. During the 1970s, cloze tests began to be used as a measure of overall L2 skills (Ahluwalia, 1992: 82). At present, cloze tests are widely used in several places and as part of several large-scale language tests (such as TOEFL, IELTS).

Cloze tests are a part test with a void to replace certain words that are deleted and students must finish by filling in the correct words in a text. in traditional cloze test tests, every fifth word is removed from the text section in 250-500 words, and replaced by standard length blank space which must be filled

(Helfeldt et al, 1986: 216). Basically, no words are omitted in the first or last sentence of this stage. Students are required to fill in the blanks with the right words. Many studies have shown that the superiority and validity of a cloze test is influenced by factors such as the rate of deletion of words, the nature of the text and the scoring system, etc. 'Level of deletion' refers to the frequency of how to delete words. Steinman (2002:293-294) explains "there are two options or methods in designing the cloze test according to the level of deletion, namely random cloze test or rational cloze test". Cloze tests randomly delete each word consistently, so that all classes and types of words have the same chance of being deleted. A rational cloze test is a word where certain types of words are removed according to linguistic principles, such as nouns, verbs, adjectives, etc.

Alderson (2000) cited by Yamashita (2003: 269) explain "distinguishes between these two types of formats by calling cloze rational test fills the gap and limits the term cloze only to random cloze. Furthemore, Ahluwalia (1992: 83-84) states "different levels of elimination will result in increased text difficulties or differences in unpredictable difficulties". Another factor that will influence the reliability and validity of cloze is the nature of the text. Text properties such as level of familiarity and level of difficulty will increase or hinder the performance of cloze.

However, Alderson (1980) cited in Yamashita (2003: 286-287) argue "the performance of the cloze test is not directly related to the level of difficulty of the text; it involves other factors such as assessment procedures, and content familiarity for readers". Different assessment methods include: exact word methods, multiple choice assessment methods and contextually acceptable word methods. The right word method' requires testing to give an original word that is deleted from the text while the contextually acceptable word method' allows words that correspond to pauses to be synonyms of deleted words or semantically acceptable words.

Although there are weaknesses in the reliability of the cloze procedure, it is widely used in teaching English. As Legenza and Elijah (2001: 351) explained "many studies have been conducted on the cloze procedure regarding the construction of the cloze test, the relationship between cloze and reading comprehension, and the use of cloze as a teaching technique". This will be discussed in the next section.

2.2 Definition of Multiple Choice Test

Webb (1997:77) explains that "multiple choice tests are generally preferred by several students rather than other types of tests, so alternative forms of assessment are needed to measure fair student performance". While Hambleton & Murphy (1992:45) added that "multiple choice tests foster a one-right answer mentality, they narrow the curriculum, they focus on discrete skills, and they do not represent lower test participants' performance". It can be said that multiple choice tests are tests that foster the mentality of students' right-answer and focus them on one correct or suitable answer. Test participants are faced with many incorrect answers to the question, many of which have answers made to appear correct. Roediger (2005:88) explains "students tend to remember this wrong bait as correct when asked. As a result, some aspects of proficiency that require

complex performance are beyond the range of Multiple Choice formats. If a test consists entirely and exclusively of Multiple Choice items, it increases the likelihood of a less-representation construct and the validity of the assessment will suffer because the test will fail to assess cognitive processes that help identify the main construct.

2.3 Reading Comprehension

Level of comprehension refer to the degree in which a reader can be categorized as good as poor readers, proficiency or less proficiency readers. According to Heilman et al (1981:244) states "there are three main level of comprehension.

1. Literal Comprehension: Understanding the ideas and information explicitly stated in the passage. Abilities: (a) Knowledge of words meanings. (b) Recall of detail directly stated or paraphrased in own words. (c) Understanding of grammatical clues-subject, verb, pronouns, conjunctions, and so forth. (d) Recall of main idea explicitly stated. And (e) Knowledge of sequence of information presented in passage.
2. Interpretative Comprehension: Understanding of ideas and information is not explicitly stated in this section. Ability: (a) Reasons for the information presented to understand the author's tone, purpose, and attitude. (B) Summing up factual information, main ideas, and comparisons, causal relationships, not explicitly stated in this section. And (c) Summarizing story content.
3. Critical Comprehension: Analyze, evaluate and personally react to information presented in a section. Ability: (a) Personally reacts to information in a section that shows its meaning to the reader. And (b) Analyze and evaluate the quality of written information in several standards.
4. Creative Comprehension: Understanding of ideas and information not explicitly stated in the passage. Abilities: (a) Reason with information presented to understand the cause effect relationship in a text, although it is not stated directly. (b) It must be able to think and use the imaginations. And (c) Solving problem, producing new creations or new ideas and develop new insights.

3. METHOD

3.1 Research Subject

Judging from the type of data research approach used in this study is a qualitative approach. As for the nature of research, it is useful to understand the phenomenon. This type of research approach is descriptive. According to Moleong (2007: 6) "descriptive research study is the one trying to tell the problem-solving that is now based on the data". The type of qualitative descriptive research is class XII Bahasa in SMAN 3 Langsa. In addition, qualitative approaches are expected to reveal the situations and problems faced by students in learning English.

In this study, the researcher took the data from interview recording and test. Interview recording obtained through an interview conducted by the researcher. Recording interviews were taken from 26 students in class XII at SMAN 3

Langsa. This activity aims to see how students understand multiple choice test and cloze tests which one more effective for students' test. Test obtained through two types of questions given by researchers, namely multiple choice test and cloze test taken from 26 students in class XII Bahasa at SMAN 3 Langsa. This activity aims to see the ability of students to answer these questions so that they can be seen which types of questions are more easily understood by students.

3.2 Instruments and Data Analysis

To support the results of this study, the researchers used two instruments namely intreview and test. In interview, the researcher got the data from the students and the English Teacher. Interview students and the English teacher by using recording and test uses both tests are cloze test and multiple choice test. In test 1, the researcher gave 2 test nameny multiple choice test and cloze test with the same questions as many as 10 questions (seen appendixes VI). In test 2, the researcher gave 2 test nameny multiple choice test and cloze test with the same questions as many as 7 questions.

After collecting the data, a descriptive analysis was conducted. Some important things should be done in analyzing the data through several following steps: (1) Analyzing the students' interview recording to find out many two tests easier to answer; (2) Analyzing the English teachers' interview recording to find out many test do in examination to the students; (3) Highlighting important information on transcriptions interview; (4) Analyzing the students' score on each types of test namely multiple choice test and cloze test by using the formula:

$$M = \frac{\sum X}{N}$$

(Djanuarsih, 2009)

Note:
M = The mean score
$\sum X$ = The sum of total score
N = The total number of the students

; and (5) Making a conclusion found from transcription and students' score.

4. FINDINGS

4.1 Students' Reading Comprehension on Multiple Choice Test and Cloze Test

In this case, the researcher did 2 steps to get the data. The first step, the researcher did 2 test namely test 1 and test 2. The second step, the researcher did interview to all the student and teacher. To find out the differences between test in testing students' reading comprehension. I analyzed the data such as students answer sheet of reading comprehension test, consistes of 10 question in test 1 and consistes of 7 question in test 2. I conducted the test 2 times namely test 1 and test 2.

In the test 1, the researcher gave two texts that form multiple choice test and cloze test with a similar content. Both of test was consist of same text with same

amount 10 questions. After the researcher finished to give test, she gave score of students' answer of two texts. After gave scoring of the students test, all score of the students' test of two test namely multiple choice test and cloze test. The researcher counted all score of two test to find the mean score of both. She counted mean of two test with formula as follow :

$$M = \frac{\sum X}{N}$$

$M = mean\ score,$

$\sum X = total\ score\ of\ the\ students$

$N = total\ number\ of\ the\ studnets$

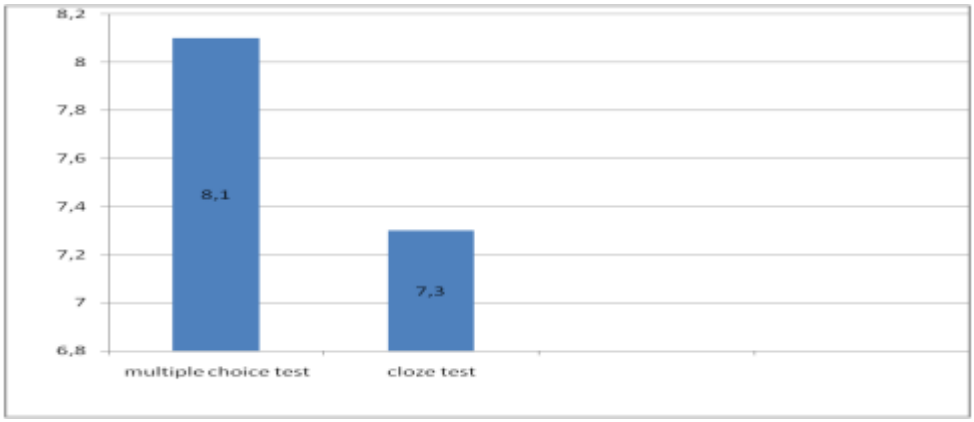
To describe the result of the students' reading comprehension tested by using multiple choice test and cloze test in test 1. The calculation to the all students' score was conducted by the researcher by using above formula. The result of the students' reading comprehension score is presented in the following table 4.1 :

Table 4.1. The Students' Score in Multiple Choice Test and Cloze Test in Test 1

No	Students	Test 1	
		Multiple Choice Test	**Cloze Test**
1	S-1	7	7
2	S-2	10	10
3	S-3	7	7
4	S-4	7	7
5	S-5	9	7
6	S-6	7	5
7	S-7	6	7
8	S-8	9	9
9	S-9	7	7
10	S-10	6	5
11	S-11	6	6
12	S-12	10	10
13	S-13	7	7
14	S-14	9	9
15	S-15	10	7
16	S-16	7	7
17	S-17	7	9
18	S-18	10	10
19	S-19	6	7
20	S-20	7	7
21	S-21	10	10
22	S-22	9	9

23	S-23	9	5
24	S-24	7	7
25	S-25	9	7
26	S-26	9	5
27	S-27	10	6
28	S-28	7	7
29	S-29	9	6
30	S-30	10	6
Total score		**243**	**218**
Mean		**8,1**	**7,3**

To make it more understand the result regarding which types of test 1 is more affective to the students on types of test 1 and test 2. It can be seen in figure below:



Graph 4.1 The Figure of The Students' Mean Score of Two Test In Test 1

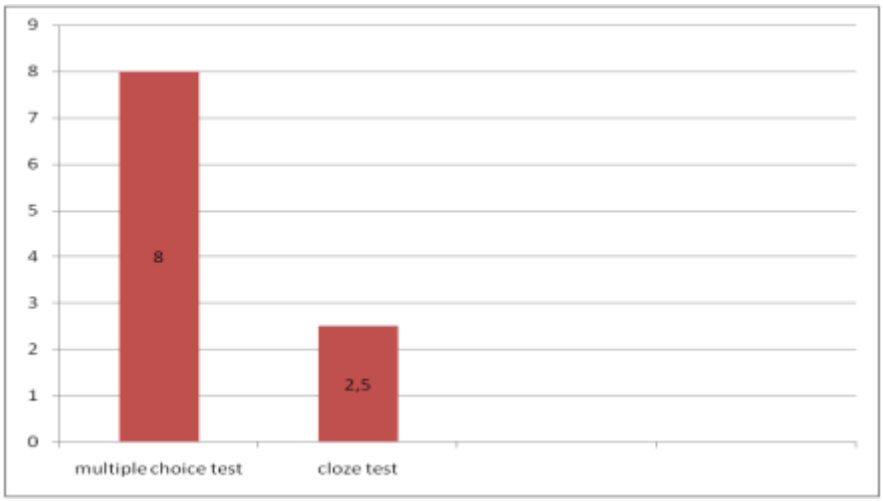
To describe the result of the students' reading comprehension tested by using multiple choice test and cloze test in test 1. The calculation to the all students' score was conducted by the researcher by using above formula. The result of the students' reading comprehension score is presented in the following table 4.2 :

Table 4.2 The Students' Score in Multiple Choice Test and Cloze Test in Test 2

No	**Students**	**Test 2**	
		Multiple Choice Test	**Cloze Test**
1	S-1	8	7
2	S-2	9	6
3	S-3	8	5
4	S-4	7	6
5	S-5	7	7

6	S-6	8	5
7	S-7	6	6
8	S-8	8	4
9	S-9	8	7
10	S-10	7	6
11	S-11	8	6
12	S-12	8	6
13	S-13	10	8
14	S-14	9	4
15	S-15	8	7
16	S-16	8	4
17	S-17	7	6
18	S-18	8	4
19	S-19	8	7
20	S-20	8	7
21	S-21	8	8
22	S-22	9	6
23	S-23	9	7
24	S-24	9	5
25	S-25	9	8
26	S-26	8	2
27	S-27	8	6
28	S-28	7	4
29	S-29	8	6
30	S-30	8	3
Total Score		**241**	**173**
Mean		**8**	**5,8**

To make it more understand the result of the students' test in test 1. The effectiveness between multiple choice test and cloce test of mean score in class XII Bahasa at SMAN 3 Langsa could be graphically presented as below :



Graph 4.2 The Figure of The Students' Mean Score of Two Test In Test 2

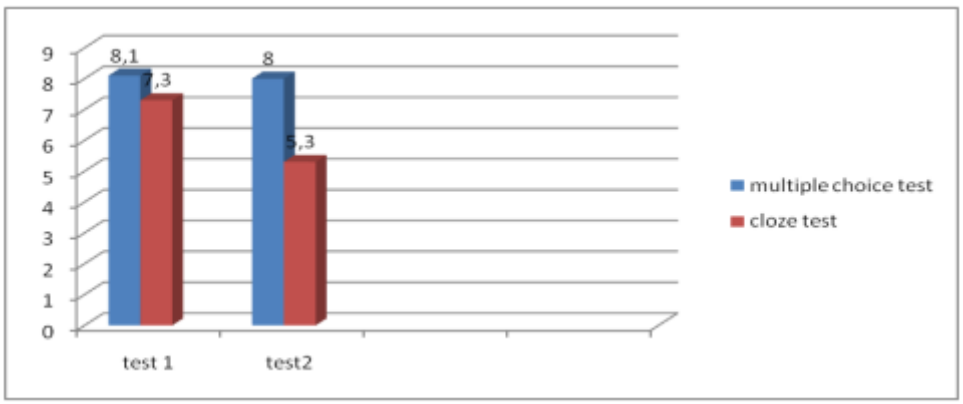
The result of the above analyze mean score of two test namely test 1 and test 2. The researcher made summarized as below :

Table 4.3 The Result of The Students' Mean Score of Test 1 and Test 2

No	Test	Types of Test	Total Score	Mean
	Test 1	Multiple choice test	243	8,1
		Cloze test	218	7,3
	Test 2	Multiple choice test	241	8
		Cloze test	173	5,8

Based on table 4.3 above, it can be concluded that multiple choice test in test 1 has mean score 8,1 and multiple choice test in test 2 has mean score 8. Cloze test in test 1 has mean score 7,3 and cloze test in test 2 has mean score 5,8. Based on phenomenon above that multiple choice test could be said more effective than cloze test in teaching EFL in reading comprehension.

To make it understand, the main findings of the result which was discussed here that showed the comperative increasing mean figure score of the test 1 and test 2 score obtained at class XII Bahasa of SMAN 3 Langsa for test 1 and test 2 could be graphically presented as the following :



Graph 4.3 The Figure of Combining of Two Tests in Test 1 and Test 2

Based on graph 4.3 above, it can be seen that mean score of multiple choice test in test 1 and test 2 are higher than mean score of cloze test in test 1 and test 2. On other hand, multiple choice test are more effective than cloze test for testing the students' reading comprehension. It can see of mean score of multiple choice test in test 1 was 8,1 and test 2 was 8. It meant that multiple choice test gave more effectiveness for teaching EFL in reading comprehension.

4.2 The Effectiveness between Multiple Choice Test and Cloze Test in Testing Students Reading Comprehension

To find the description which test is more effective for the students between two types of test, the researcher analyzed the interview recording from the students and the teacher also compiring with the result of students test.

Interview was used as an instrument to gain more information about students' arguments and teacher arguments. In order to get information from the respondents, the researcher did interview to the teacher and the students. The result of the taecher' interview can be seen below :

> Based on the teachers' interview (19/11/2018) "when interviewed on the English teacher, he said he once gave the students two types of tests, namely multiple choice test and cloze test in testing EFL in reading comprehension. He also said that in giving the test, the teacher often gave tests in the form of multiple choice tests. The teacher reasoned that giving a test in the form of multiple choice tests because the questions in multiple choice tests were easily guessed by the answers and had multiple choices so that they were easier to answer. Meanwhile, in answering questions in the cloze test, students had to understand the contents of the text after that can only answer the question as a whole and the teacher added that the multiple choice test is more effective because it is seen from the values obtained by the student from the test that it is very satisfying".

In this research, the researcher made the interview to all the students in class at SMAN 3 Langsa for collecting their arguments about the multiple choice test and cloze test that their teacher always gives in teaching EFL in reading comprehension. The results of interviews from students were conducted on (1/11/2018) are as follows:

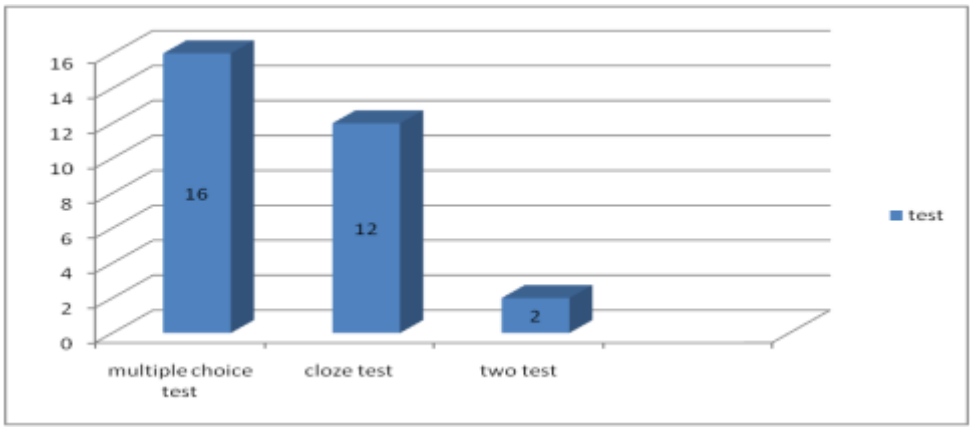
> Based on the the students' interview (1/11/2018) "there were 16 students said multiple choice test was very difficult. The students said multiple choice test of the student number S-2, S-4, S-7, S-9, S-10, S-11, S-12, S-18, S-21, S-22, S-23, S-24, S-25, S-28, S-29 and S-30. The several reasons of them such as because we had to read the long text before and then we found correct answer. They argued that he was boring to read long text because every answer the question. He has to read the text repeadly. They argued that multiple choice test is very difficult because many choice to answer. They argued that multiple choice test many choice answers so its very difficult to choose correct

answer. It meant the students was still ambiguos to choose the right answer".

Based on the the students' interview (1/11/2018) "there were 12 students said multiple choice test was very difficult. The students said multiple choice test of the student number S-1, S-3, S-6, S-8, S-13, S-14, S-16, S-17, S-19, S-20, S-26 and S-27. The several reasons of them such as they argued that many difficult words that she found in the text. So she was lazy to answer these questions, they argued because the answer is often reversed. In this case when she answers the questions. They often chooses the wrong answer so when choosing one wrong answer. It can result in other answers. Cloze test was difficult because we had to understand the meaning of the text and then find correct answer. It meant she said that before answer these questions. They have to translating the text. we were difficult to understand the meaning of the text. They argued that understanding the wrong text can make him choose the wrong answer. Cloze test was very difficult because her reason before answer this text, we also tranlated the text to answer this question".

Based on the the students' interview (1/11/2018) "there were 2 students said that between multiple choice test and cloze test same easely. The students said multiple choice test of the student number S-5, S-15. The several reasons of them such as they said that multiple choice test and cloze text can easy to answer if we understood the text, He said that multiple choice test and cloze text can easy to answer if we understood the text".

Based on the result of all students' interview above, the researcher found of the interview that 16 students said multiple choice test was difficult, 12 students said cloze test was difficult and 2 students said both of test were easy. Many students said that multiple choice test was difficulter than cloze test. One of the big reasons from them is that in multiple choice test, there are many answers that can be used as the right answer of the question and they also reason that in multiple choice test you must read the text first then answer the question. In cloze test, many the students said that they said cloze test was difficult because we was difficult to understand the meaning of the text. It can be seen in graph below :



Graph 4.4 The Result of All Students' Interview about Multiple Choice Test and Cloze Test.

Based on the figure above, we can be seen that many students said that multiple choice test could be said more difficult that cloze test for the students in reading comprehension. It showed that the result of the students' interview, multiple choice test was very difficult for students'.

5. DISCUSSION

5.1 Different Scores between Multiple Choice Test and Cloze Test for Testing Students' Reading Comperhension

There are some differences between multiple choice tests and cloze tests in teaching reading comprehension. This difference makes one of the tests more effective for improving reading comprehension. The calculation result of the students' test showed that there is a differences the multiple choice test and cloze test can be shown in three ways. The first compiring the data got of two test and the second test.

The following table explained that the statistical data of the differences between the multiple choice test and cloze test for testing the students reading comprehension :

Table 4.4 The Mean Score Of All Test

No	Test	Types of Test	Total Score	Mean
1	Test 1	Multiple choice test	243	8,1
		Cloze test	218	7,3
2	Test 2	Multiple choice test	241	8
		Cloze test	173	5,8

The table above explained that there were different score result between the students' reading comprehension test by using multiple choice test and cloze test in two test. In mean score of multiple choice test of the students' reading comprehenison in test 1 was 8,1 and mean score of cloze test of the students' reading comprehenison in test 1 was 7,3. It showed that multiple choice test gave effectiveness for the students' reading comprehension. In mean score of multiple

choice test of the students' reading comprehenison in test 2 was 8 and mean score of cloze test of the students' reading comprehenison in test 2 was 5,8. It showed that multiple choice test gave effectiveness for the students' reading comprehension. Based on the students' mean score of testing the students' reading comprehesion of two test showed that the mean score of multiple choice test gave effectiveness for students readnig comprehension.

The second, the result of teacher interview. Based on the teacher interview showed that multiple choice test gave easier to the students to answer the questions given by the teacher. The teacher assumed that from the results score of multiple choice tests given by him to the students. The teacher saw the students get good and very satisfying score. Conversely when the teacher gave a test in the form of a cloze test, the students are more likely to get unsatisfactory score. From the above explanation, it can be said that multiple choice effectiveness for students in reading comprehension. It can be knew from the result of the teachers' interview such as below:

> Based on the teachers' interview (19/11/2018) "He also said that in giving the test, the teacher often gave tests in the form of multiple choice tests. The teacher reasoned that giving a test in the form of multiple choice tests because the questions in multiple choice tests were easily guessed by the answers and had multiple choices so that they were easier to answer".

The third, the result of the students' interview. Based on the students' interview showed that many student said that multiple choice test was very difficult totally 16, many students said that cloze test was very difficult totally 12, and two students said that multiple choice test and cloze test. It meant that multiple choice test was very difficult for testing the students reading comprehension.

5.2 Mismatches between Students' Opinion and Test Result

Based on the result of the students' test, interview of them and the teachers' interview by giving the researcher. There are same and differences which get of this research. There are several reasons why the students think multiple choice test is more effective as following :

Based on the result of the students' test 1 showed that multiple choice test has mean score 8,1 and cloze test has mean score 7,3. It meant multiple choice test more effective in testing reading comprehension for the students. The result of the students' test 2 showed that multiple choice test has mean score 8 and cloze test has mean score 5,3. It meant multiple choice test more effective in testing reading comprehension for the students.

Based on the result of teachers' interview that multiple choice test more effective to gave to the students because the questions in multiple choice tests were easily guessed by the answers and had multiple choices so that they were easier to answer and also the teacher often gave multiple choice test in teaching reading. So the students alway got good score in each test.

Based on the result of the students interview that multiple choice test more difficult because in this test many choice answer and confused it, it has choice A, B, C and D than cloze test. From the students' interview of 30 students. There are 16 students said multiple choice test was very difficult, 12 students said cloze test was difficult and 2 students said both of test was easy.

The same of the result of the students' test 1 and 2 showed that multiple choice test more effective than cloze test, the result of the teachers' interview showed that multiple choice test more effective than cloze test but the result of the students' interview showed that multiple choice test was very difficult. It meant the result of the students' test between the students' interview opposite because the students said multiple choice test was very difficult, automatically the students got the multiple choice test score lower than the cloze test score. From the above explanation, it can be said that the result of multiple choice test opposite between the students' interview in giving effectiveness for students in reading comprehension. It can be knew from the result of the students' interview such as below:

> Based on the the students' interview (1/11/2018) "The several reasons of them such as because we had to read the long text before and then we found correct answer. They argued that he was boring to read long text because every answer the question. He has to read the text repeadly. They argued that multiple choice test is very difficult because many choice to answer. They argued that multiple choice test many choice answers so its very difficult to choose correct answer. It meant the students were still ambiguos to choose the right answer".

6. CONCLUSIONS

Based on the researcher analyzed about the effectiveness between multiple choice test and cloze test for testing the students' reading comprehension, the conclusions can be described as follows: (1) The students' test 1 showed that multiple choice test has mean score 8,1 and cloze test has mean score 7,3. It meant multiple choice test is more effective in testing reading comprehension for the students. The result of the students' test 2 showed that multiple choice test has mean score 8 and cloze test has mean score 5,3. It meant multiple choice test is more effective in testing reading comprehension for the students; and (2) Based on the result of collecting the data showed that the same of the result of the students' test 1 and 2 showed that multiple choice test more effective than cloze test, the result of the teachers' interview showed that multiple choice test more effective than cloze test but the result of the students' interview showed that multiple choice test was very difficult. It meant the result of the students' test between the students' interview opposite because the students said multiple choice test was very difficult, automatically the students got the multiple choice test score lower than the cloze test score. The researcher hopes that the teacher uses various test for testing the students reading comprehension because not all students are good score in the same test. Sometime some of the students oly understand in one test. In addition, the teacher must better understand the benefits of the tests given to students. Consequently, the results of the tests given can be seen as effective from the test.

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