

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Four language skills namely listening, speaking, reading and writing, that pupils must be master in order to learn English are among the many that must be mastered. Yet there must be one skill that must be acquired covering all skills because it is undoubtedly difficult to master all skills. They have one reading.

Reading is activity that appears simple but is actually challenging. This is due to the fact that reading has a purpose that goes beyond simply extracting words from the text being read; rather, it is anticipated that the reader and fully comprehend what the author is trying to convey. Understanding the meaning of the words while reading is the essence of true reading because it is believed that being able to understand the words in a reading from the text that is read constitutes success in reading.

Reading is of course not an easy process because it requires the work of the eyes and also the brain to get information from the reading. So teacher must prepare quality English lesson materials in order to encourage pupils to read affectively, efficiently and properly.

Comprehension is one of the key components of reading. The level of reading comprehension offered can be used to gauge the degree of pupil progress. Understanding the meaning of the words in the reading is something that kids need to know in order to read comprehension is necessary.

The key reading skill is comprehension. Understanding the text is crucial for kids, thus incorporating it into this English reading exercise is a good method to improve English reading. One technique to determine a students' reading comprehension achievement is to provide a test.

We can use the tests as a tool to evaluate pupils reading skills. According to study by Angesti Palupiningsih (2011:1), exams for language acquisition are crucial for identifying the challenges that students face in language sessions. To evaluate students' comprehension of a subject or to look into their proficiency with the

language of instruction. According to Munthe (2009) on (Triwahyuniastuti, 2013: 28), a test is a set of questions or a task where each item has a response that is deemed correct in order to learn about a person's prior knowledge or skills. Objective and subjective tests are the two categories into which tests can be split.

In the senior high school level, multiple choice and cloze test are utilized to assess students general English learning. According to Neong Muhajir on (Kadir, 2015:71), a multiple choice test is an objective test that offers items with five possible answers but only one right answer. While the cloze test is a required component of the length of the space, some of which have been erased, must be replaced by students by correctly completing the word. The researcher first made preliminary observations at MAN Langkat prior to conducting this study.

The research provided the English teacher with some preliminary findings about the pupils reading comprehension on both types of assessments. The teacher claimed that although multiple choice and cloze test were frequently utilized in test, they were never administered separately. The type of test that enables pupils to earn high results on English illustrations, notably reading, confounds English teacher.

That's the problem that the writer found from the initial observation, and that's why the writer only focuses on multiple choice tests and cloze tests. And it also needs to be underlined, the focus of this research is on test questions and test results. Therefore, this research was carried out at MAN Langkat with the title "A Comparison Students' Scores in Reading Comprehension Using Multiple Choice and Cloze Test at the Tenth Grade of MAN Langkat".

1.2 The Identification of Problem

Based on the background above, the researcher found some information above problems in the teaching and process learning English in class X MAN Langkat. The following are the problems identified by researcher:

1. The reading comprehension of students' level is relatively low.
2. The limited vocabulary of students in answering multiple choice tests.
3. Students have limited understanding in answering the cloze test

1.3 The Limitation of Problem

The problem was narrowed down to the study of comparing multiple choice and cloze tests on students' reading comprehension skills in order to concentrate this investigation.

1.4 The Formulation of Problem

Based on the pervious background, the researcher formulate the problem statement of this research: is there a significant difference of the students' ability in reading comprehension by using multiple choice test and their ability on the cloze test?

1.5 The Objective of the Research

Based on the formulation of the previous problem above, the researcher was formulate the objective of this research is as follows: To find out significant difference of the students' ability in reading comprehension by using multiple choice test and their ability on the cloze test.

1.6 The Significance of Study

Analysis of the results of this study was carried out with the hope that it could provide the following benefits:

1. Theoretical significances

The researcher anticipates that this study will contribute to the world of education and serve as a reference for teachers to use test activities to raise the standard of educational assessment tools used to gauge pupils' reading comprehension abilities.

2. The Significance of Study

Analysis of the results of this study was carried out with the hope that it could provide the following benefits:

1) Theoretical significances

The researcher hopes that this study will benefit the field of education and act as a guide for the teachers employing test activities to raise the standard of educational assessment tools to assess students' reading comprehension skills using multiple choice and cloze test.

2) Theoretical significances

The researcher expects that this study will benefits the field of education and act as a guide for teachers using test activities to enhance the caliber of educational assessment tools to assess students' reading comprehension abilities.

3) The Practical Significant

a. The researcher

It is anticipated that this study will advance knowledge and find out the results of studies, researchers really hope that the knowledge gained during this research is carried out and can be useful in the future for readers.

b. The other researcher

This study is anticipated to provide information and references for other researchers for their research.

c. The teachers

Researchers also hope that these results can be used as suggestions for teachers, that one of the best tests on students' reading comprehension achievement, teachers can apply these tests to measure students' abilities. Also, they can plan and develop a better and more useful test instrument using the existing findings, particularly when teaching reading.