

ABSTRACT

There are different kinds of test techniques to measure the students' competence in reading. The selection of the test techniques depends on different reasons. However, the comparative strength of the reading test techniques as indicators of reading competence is not usually taken into consideration.

The purpose of this research was to evaluate different techniques of reading tests in terms of their comparative strength as indicators of the students' reading competence. The test techniques evaluated in the research were multiple choice, true/false, C-test and cloze.

The population of the research was the students of the English Language Education Sanata Dharma University, Yogyakarta. The method was analytical survey. The instrument for the survey was four sets of reading tests with different test techniques (multiple choice, true/false, C-test and cloze).

The test results were analysed statistically. The analysis results produced the following conclusion:

1. The four test techniques taken together could indicate the reading competence of the students of the English Language Education Sanata Dharma University.

2. Each test technique and the reading competence correlated.

3. Only multiple choice and cloze test techniques were significant indicators of the students' reading competence.

4. The rank of the comparative strength of the test techniques as indicators of the students' reading competence (from the highest to the lowest) was : multiple choice, cloze, C-test, true/false.

Additional analyses were conducted. Instead of the reading competence, it was the average score of nine

subjects (Vocabulary I, Vocabulary II, Translation I, Reading I, Reading II, Reading III, Structure I, Structure II and Structure III) that was taken as the criterion. Those nine subjects were considered related to reading. The results of the additional analyses led to the following conclusion :

1. The four test techniques taken together could indicate the average score of the nine subjects.

2. Each test technique and the average score of the nine subjects correlated.

3. Only multiple choice and C-test techniques were significant indicators of the average score of the nine subjects.

4. The rank of the comparative strength of the test techniques as indicators of the average score of the nine subjects (from the highest to the lowest) was: multiple choice, C-test, cloze, true/false.

