THE TENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT TESTED BY USING C-TEST

THESIS

By

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ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2017

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ACHIEVEMENT TESTED BY USING C-TEST**

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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Study Program, Language and Arts Education Department
The Faculty of Teacher Training and Education
Jember University

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ii

DEDICATION

This thesis is honorably dedicated to:

1. My parents, Sutiono and St. Mislikhah
2. My brother, Miftahunnajah
3. My Friends from Li-Lo, The Gaps, and all of my friends from English Department
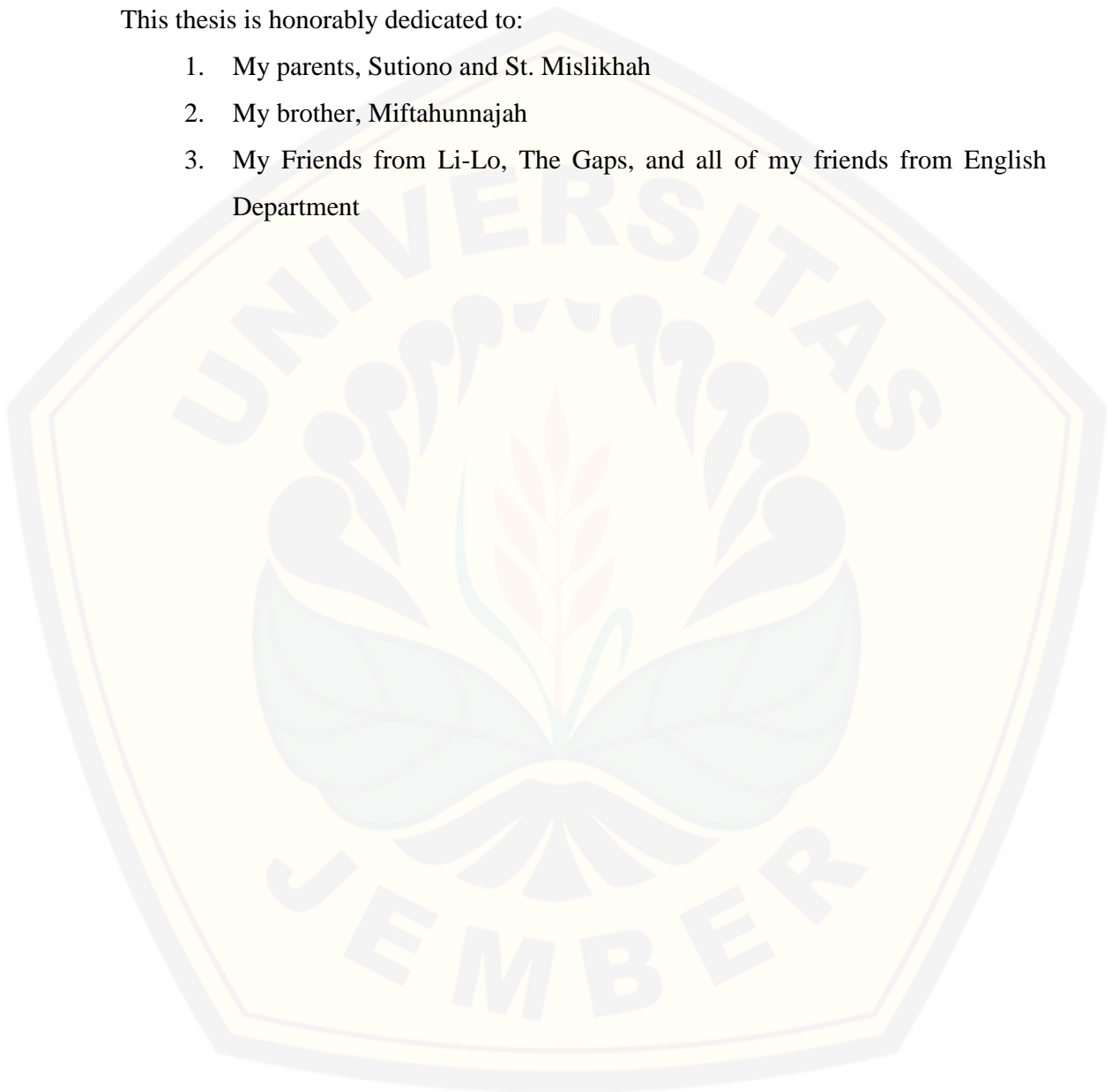
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I certify that this thesis is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Signature   : _____

Name   : Fikri Tahdzib Pradana

Date   : Jember,   January, 2018

MOTTO

"There is no testimony without a test"

v

CONSULTANTS APPROVAL

**The Tenth Grade Students' Reading Comprehension Achievement
Tested by Using C-Test**

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English
Education Program of the Language and Arts Education Department of the Faculty
of Teacher Training and Education Jember University

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vi

APPROVAL OF THE EXAMINATION COMMITTEE

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Day   : Friday

Date   : 19 January 2018

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vii

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I realize that this thesis would not be finished without the people who gave me a great deal of support, motivation, and suggestion. Therefore, I would like to express my deepest appreciation and sincerest thanks to:

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2. The chairperson of the Language & Arts Department.
3. The chairperson of English Education Study Program.
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I hope this thesis will be useful for the readers. Any suggestions and criticisms are wisely appreciated.

Jember,   January, 2018

The Writer

viii

TABLE OF CONTENTS

THE LIST OF DIAGRAM AND TABLES

THE LIST OF APPENDICES

SUMMARY

The Tenth Grade Students' Reading Comprehension Achievement Tested by Using C-Test; Fikri Tahdzib Pradana, 100210401057; 2017; 29 pages; Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This research design was descriptive, and the objective of the research was to know how good the C-test in measuring reading comprehension achievement at SMAN 1 Kencong. The area of this research was SMAN 1 Kencong. This school was purposively chosen because this school have applied C-test as a measurement tool of reading comprehension achievement in teaching learning process. The population of the research was the tenth grade students of SMAN 1 Kencong in the 2017/2018 academic year. The respondents of the research were chosen by using cluster random sampling. Since the results of the try out test showed that the C-test as instrument fulfilled the condition of validity and reliability in X MIPA 2 class, then the researcher apllied it to X MIPA 1 class in order to get the main data. The total number of the respondents from X MIPA 1 was 36 students.

Reading is one of four language skills besides listening, speaking, and writing. It becomes the center skill in teaching learning process because most of teaching learning process is associated with reading activity. Reading activity is a cognitive process in order to find some information that is stated in the text. It means that reading is a thinking process to comprehend the whole text. Thus, reading is not only seeing groups of letters that form words, sentences, paragraphs, and text, but also an activity to understand and interpret the meaning of symbols and text, in other words, the messages from the writer can be delivered to the reader.

In teaching learning process, reading comprehension needs to be evaluated and measured in order to know how successful the students apply some reading comprehension skills to get the information from the text. The teacher can arrange a test as a tool to measure the students' achievement in comprehending the skills of

reading. The Achievement is related to test that is conducted to discover how successful students in achieving the objective of a course.

C-test is a kind of test which emerged as a suggested alternative to cloze test. This kind of test was developed in Germany by Christine Klein Braley and Ulrich Raatz in 1981. They introduced a new deletion technique, "the rule of two", adapt the characteristics and based on the same theoretical rational as cloze. As we see in the similarity of the name, C-test is an alternative to solve the problems that come out in cloze test. Basically the problem of cloze test is the difficulty level in doing the test is too high and it is so difficult for the test taker to achieve a high score. Usually the problem of cloze test is that there is no another clue beside the content of the text, even the native speaker cannot do this test without any problem and difficulty, especially if the test is using exact word scoring method. Then, C-test comes to offer an easier way to measure the students' comprehension of the passage in similar technique as cloze test by predicting only some missing half words but not the full words. The purpose of this test is to test the ability of the students in defining some incomplete words based on the context of the text.

The data of this research were collected from the students' scores of C-test in reading, interview from the teacher, and documentation. The scores of C-test as try out in X MIPA 2 class used to know that the instrument of the reasearch was appropriate or not to measure the students' reading comprehension achievement. Based on the findings from the try out test, it can be concluded that this test instrument had good validity and reliability. Good validity can be seen by matching the content of the test to the available curriculum in the school. Then, good reliability shown by the number 0.85 as the reliability ceofficient of the test, while the criteria of good reliability is above 0.70. The next step was the application of the research instrument to X MIPA 1 class and the scores of the C-test were used to know the students' reading comprehension achievement. After that, the scores were analyzed by using percentage formula to find the classification of students' score level. The

result of percentage showed that the C-test is good enough to measure the students' reading comprehension achievement because the amount of students or 50% of the whole X MIPA 1 class grouped into good category. It means that C-test was good enough to measure the tenth grade students' reading comprehension achievement at SMAN 1 Kencong in the 2017/2018 academic year.
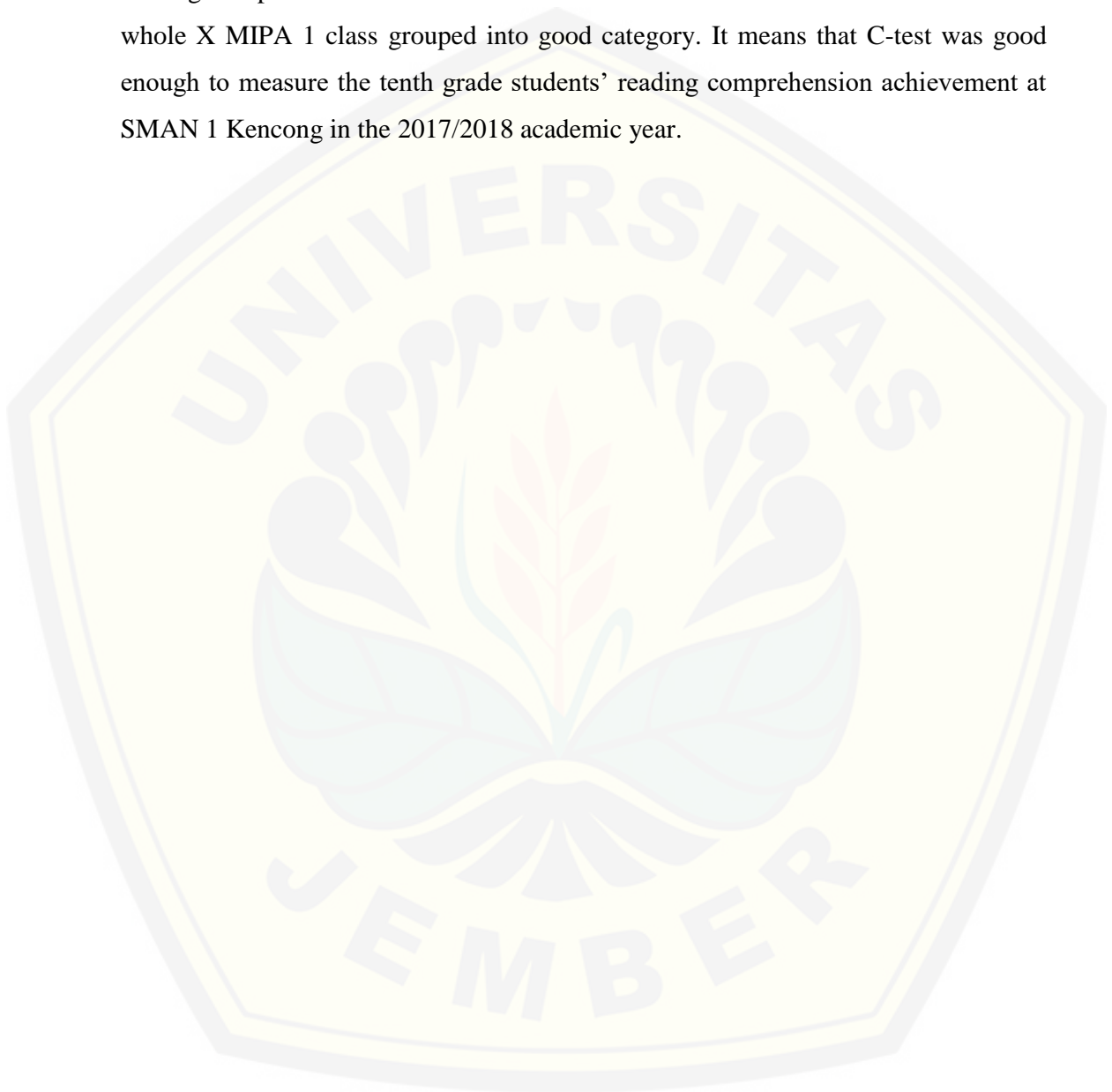
CHAPTER 1. INTRODUCTION

This chapter contains some aspects related to the research. The contents are research backround, research problem, and research significances.

1.1 Research Background

Nowadays, English holds a very important role as an international or global language which is used to communicate by the people all over the world. According to Crystal (2003:3), a language achieves a genuinely global status when it develops a special role that is recognized in every country. In Indonesia, as stated in the 2013 Curriculum, English is claimed as a foreign language and must be taught as a compulsory subject for junior and senior high school which make the students have to master four language skills. The four language skills are speaking, writing, reading, and listening.

Reading is one of those four language skills which has to be mastered and becomes a central of teaching and learning process because most of learning materials are available in printed form. According to Patel and Jain (2009:113), reading means to understand the meaning of printed words i.e. written symbols. Reading is an active process which can enlarge and update someone's knowledge because it consists of recognition and comprehension skill.

Furthermore, as one of those language skills, reading comprehension needs to be tested in order to know the students' achievement in reading. Brown (2003:185) states, that reading is arguably the most essential skill for success in all educational contexts remains a skill of paramount importance as we create assessments of general language ability. Testing reading is essential in teaching learning process due to some reasons. Firstly, most of teaching learning activities deal with the printed materials that must be read. Secondly, the teacher should find out the progress of the students' reading comprehension achievement, in order to use it as a measurement of ability of the students in getting information from a text. Therefore, the teacher can get some important information dealing with the level of students' reading achievement and the quality of the materials

1

given. It is used to determine what should be planned for the next teaching learning activities.

In teaching learning process, a test plays an important role in determining the result of the students' achievement. According to Heaton (1990:9), the most important reason in giving a test is to find out how well the students have mastered the language areas and skills, which have been taught.

In response to the importance of testing reading, the teacher has to construct and apply such a good reading testing items in order to get the real result of the students' ability. There are so many uses of text types depending on the purpose of the text itself, so does the test. The test of students' reading comprehension comes in wide variety of terms such as multiple choice, matching tasks, editing tasks, Gap-Filling tasks, cloze test and C-test as well, (Brown, 2003:194). However, it is not easy to decide the appropriate technique to test reading ability. As one of the technique of testing reading, C-test has been recommended to measure reading ability. Rabadi (2015) confirms that C-test has some advantages in its role as a technique of testing reading such as easy to construct the test, easy and quick to score the answers, and has good reliability and validity for a language-testing tool.

C-test is a kind of test that adapts the characteristics of cloze test in order to give a variety of tests which is easier to construct and to do but it can be used as a good tool in measuring the whole aspects in reading skill. C-test is good enough to test the students' reading comprehension ability and it gives a new model of test that is rarely given by the teacher. With the C-test, a clue (half the word) is served as a stimulus for respondents to find the other half, (Cohen, 1984:223). Thus, C-test is hoped to enable the students to feel curious and interested in this kind of test and can make them enjoy the test instead of feel frustrated in doing the test.

1.2 Research Problem

Based on the research background above, the research problem is formulated as follows:

"How is the tenth grade students' reading comprehension achievement tested by using C-Test at SMAN 1 Kencong Jember in the 2017/2018 academic year?"

1.3 Research Significances

It is expected that the results of the research gives some benefits to the following people.

1.3.1   The English Teacher

The results of the study are expected to be used as a consideration for the English teacher in applying some various ways of selecting and designing test in teaching reading comprehension or developing a kind of test to give a new variation of testing the students and measure their comprehension of the material given.

1.3.2   The Future Researchers

For future researchers, the result of this research can be used as a reference to conduct further research dealing with similar problem by using different research designs, such as the study of an appropriate text in C-test procedure as materials to be used as a technique in testing reading comprehension or other skills at some other level of students.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter discusses the theories related to the research problem. It consists of the theoritical framework which is containing the reading comprehension in ELT, reading comprehension test, and C-test. Besides, the conceptual review and previous research review are presented in this chapter.

2.1 Theoretical Framework

The theories that are necessarily discussed include the reading comprehension in ELT, reading comprehension test, and C-test, will be further described as follows.

2.1.1 Reading Comprehension in English Language Teaching

Reading is one of four language skills besides listening, speaking, and writing. It becomes the center skill in teaching learning process because most of teaching learning process is associated with reading activities, (Heaton, 1998:105). It is also a fact that almost all of students' learning materials are printed, meaning that reading comprehension is needed when the printed materials are used to teach the other skills, for example, using scripts in teaching listening or using printed dialogues in teaching speaking. Reading activity is a cognitive process in order to find some information that is stated in the text. It means that reading is a thinking process to comprehend the whole text. Thus, reading is not only seeing groups of letters that form words, sentences, paragraphs, and text, but also an activity to understand and interpret the meaning of symbols and text, in other words, the messages from the writer can be delivered to the reader.

Goodman in Carrel (1995:12) defines reading comprehension as a receptive language process. Reading is also defined as the way a person gets information from written letters and words. There is an essential relationship between language and thought, the reader and the writer. In reading, the reader should read carefully to catch the real ideas which are meant by the writer. A good

4

comprehension in each words, sentences, and paragraph should be mastered by the reader to avoid misinterpretation in getting the ideas of the text.

McWhorter (1989:90) suggests that reading comprehension deals with word, sentence, paragraph, and text comprehension. The first step in reading comprehension is the readers have to comprehend most of the words in sentence. Then, combine the words into a sentence and try to understand what the sentences means. By understanding the meaning of the whole sentences, they will able to comprehend the paragraphs. Finally, by understanding the paragraphs, students will be able to comprehend the text. In addition, Grellet (1996:8) notes, Reading is an active skill, which involves guessing, predicting, checking, and asking questions. It means that reading is a process of getting information from written message. It constantly involves guessing, predicting, and checking the ideas of every words, sentences, and paragraphs in the text. Hughes (2003:138) also states that some of reading comprehension skills are; finding the main idea, understanding the sentence, paragraph, and the whole text, recognizing supporting details, making prediction or using context clues to guess meaning of unfamiliar words, distinguish between fact and opinion, identifying a theme, etc.

2.1.2 Reading Comprehension Test

In teaching learning process, reading comprehension needs to be evaluated and measured in order to know how successful the students apply some reading comprehension skills to get the information from the text. The teacher can arrange a test as a tool to measure the students' achievement in comprehending the skills of reading. The Achievement is related to test that is conducted to discover how successful students in achieving the objective of a course (Hughes, 2003:13). Related to reading comprehension achievement, this research employs a test to measure the students' reading comprehension focusing on the students' ability in answering question in reading comprehension test. The students score is related to the level of students' ability in word comprehension, sentence comprehension, paragraph comprehension, and text comprehension of recount text. The students' reading comprehension achievement is in the form of score.

Sudjana (2009:35) states that a test is an assessment, it consists of question which is given to the students to get the answer in the form of written, spoken, or action and often administered on paper, it is intended to measure the test takers' knowledge or skills. It means that applying a reading comprehension test is intended to measure students' ability in understanding a text.

Basically, test is divided into two types in terms of the methods of scoring or it's function as a tool to measure the student's achievement (Sudjana, 2009:35). The two types are subjective and objective test. The first is subjective test. This kind of test needs the students to answer the questions as clear as possible and its scoring based on the subjectivity of the corrector. In subjective test, the students can think anything about the answer of the question and then express it on the answer sheet (Heaton, 1998:25). The format of subjective test are free essay, limited essay, and structured essay. The second is objective test. This kind of test give the students a limitation or some choices in answering the question. In other words, the students only have to choose or answer the questions as short as possible and the scoring of this kind of test must be done in high objectivity or the result of scoring will be same eventhough the correctors are different. In objective test, some kinds of format are available such as; multiple choice items, short answer questions, true false questions, cloze test, and c-test.

2.1.3 C-test

C-test is a kind of test which emerged as a suggested alternative to cloze test. According to Dornyei and Katona (1992:187), this kind of test was developed in Germany by Christine Klein Braley and Ulrich Raatz in 1981. They introduced a new deletion technique, "the rule of two", adapt the characteristics and based on the same theoretical rational as cloze. As we see in the similarity of the name, C-test is an alternative to solve the problems that come out in cloze test. Basically the problem of cloze test is the difficulty level in doing the test is too high and it is so difficult for the test taker to achieve a high score. Usually the problem of cloze test is there is no clue beside the content of the text, even the native speaker cannot do this test without any problem and difficulty, especially if the test is

using exact word scoring method. Then, C-test comes to offer an easier way to measure the students' comprehension of the passage in similar technique as cloze test by predicting not some missing full words but only some missing half words. The purpose of this test is to test the ability of the students in defining some incomplete words based on the context of the text. In this procedure, the second half of every word which is used as a test item is deleted, leaving the first and the last sentence of the passage intact. C-Test is usually used as a tool to measure the comprehension of reading skill. It is intended to measure the students' ability in comprehending the content of the text by finishing the incomplete words.

a. The Characteristics of C-test

C-test is applied by using a text which consists of words that are partially deleted from it, and allowing the first and the last sentences fully stated without any deletion. In this study, varieties of text are recommended and give the large number of items even in a small text. Grothjan (1987:219) states, this kind of test has emerged recently as alternative to cloze test for testing comprehension to measure general language proficiency. C-test was developed based on the same theoretical rationale as cloze in testing the ability of the test taker in predicting the appropriate words to complete the mutilated words. It means that students' comprehension of text is needed in completing the mutilated words. Furthermore, the mutilation technique in creating the test items in C-test is using the "rule of two". The rules here are the mutilation of words starts from the second sentence. Thus, every second word in the text is partially deleted. The deletion only mutilates the second half of the words, so the first half of the words in the text is still hanged to give the test taker a clue in answering the items. Then, if the whole word has an even number of letters, then exactly half the letters are missing, e.g. to: t-; this: th--; thinks: thi---. According to Weir (1993:80), if the whole word has uneven number of letters, then one more than half of the letters are missing, e.g. the: t-- ; their: th---; thanked: tha----, one letter words such as "I" are ignored in the counting. In order to help the students in predicting the whole text, the first and the last sentences are kept intact in the text without any mutilation.

b. The Kinds of C-test

C-test can be created in these two kinds of form. Djiwandono (2008:150), states that the missing parts on the second half of the words can be formed by as a single dash only, without paying attention on the number of the letter that is deleted in the second half of the words.

Example:

There are usually five men in the crew of fire engine. One o_ them dri___ the eng___. The lea___ sits bes___ the dri___. The ot___ firemen s__ inside t__ cab o_ the fi__ engine. T__ leader h__ usually be__ in t_ fire ser____ for ma__ years. H_ will kn__ how t_ fight diff_____ sorts o_ fires. S_ when t__ firemen arr___ at fi__, it is always the leader who decides how to fight a fire. He tells each fireman what to do.

(Hughes, 2003:194)

Besides, that missing parts also can be formed by giving some dashes that are suitable with the number of the missing letter.

Example:

There are usually five men in the crew of fire engine. One o- them dri--- the eng---. The lea--- sits bes--- the dri---. The ot--- firemen s-- inside t-- cab o- the fi-- engine. T-- leader h-- usually be-- in t-- fire ser---- for ma-- years. H- will kn-- how t- fight diff----- sorts o- fires. S- when t-- firemen arr---- at fi--, it is always the leader who decides how to fight a fire. He tells each fireman what to do.

(Hughes, 2003:194)

c. The Advantages and Disadvantages of C-test

According to Weir (1993:81), there are some advantages and disadvantages in using C-test as a tool of measurement in testing language ability. The advantages and disadvantages are mentioned as follow:

• The Advantages of C-test

As a means of measurement of reading comprehension, C-test has the advantages as follows:

1. In the C-test, a variety of texts are recommended and a short text can be formed a large number of items. It means that this kind of test can be used in more various purposes and places in conducting a test.

2. The correction of the task can be objectively and quickly scored as it is very rare for a test item to have more than one answer, so it is recommended to use exact word scoring method.

3. C-test is economical, and the results are encouraging in terms of reliability and validity.

- The Disadvantages of C-test

Besides, even there are some advantages in C-test as a language measurements, it also has some disadvantages mentioned as follows:

1. The face validity is low because there are many blanks in the text while using C-test.

2. If the isolated words are difficult, the test takers concentrate their mind in guessing the vocabulary instead of comprehending the text.

2.2 Conceptual Review

The terms that are necessarily reviewed conceptually include reading comprehension achievement and C-test, will be operationally defined as follows.

2.2.1   The Reading Comprehension Achievement

Reading comprehension achievement in this research refers to the tenth grade students' narrative reading comprehension achievement at SMAN 1 Kencong tested by using C-test. The researcher chose this genre of text because narrative text is taught in the tenth grade students of senior high school.

2.2.2   C-Test as Instrument

The term C-test in this research is an instrument to measure the students' reading comprehension, defined as a type of completion. It involves deleting the second half of the informative words, replacing them by blank spaces and then

requiring students' ability to accurately complete the half-words after following the first whole sentence as introduction. Besides, the first whole sentence is written completely in order to help the students guess the content of the text easily. The test is set by providing half deleted words and asks the students to complete it. In this research, the researcher used an adapted text edited by the researcher as the test items.

2.3 Previous Research Review

According to the previous research results which were done by Rabadi (2015:81) in Germany to 80 international students from Otto-von-Guericke University Magdeburg in the 2015, it was found that C-test was good enough to test students' reading comprehension ability. In his research, Rabadi explained that C-test is efficient to measure general reading comprehension ability because the option of completing mutilated words in the text gave the participants limitation of vocabulary to answer the test items and comprehending the reading text.

Moreover, Sattarpour and Ajideh (2014:95-96) who did a research to 34 freshmen from Tabriz University in Iran in the 2014 stated that C-test is developed as an effort to serve a form of reading test based on background, principles, and characteristics which similar with cloze test and simpler to construct by the teacher and easier to do by the student as its benefit. The basic difference between C-test and cloze test is the rule of words deletion which will be filled by the student as the answer of the test. In the C- test, the rule of word deletion use the rule of two, it means that every second word in a text is partially deleted. In an attempt to ensure solutions, students are given the first half of the deleted word. The examinee completes the words on the test paper, and an exact word scoring is adopted.

Ajideh and Mozaffarzadeh (2012:146) in Iran in the 2012, have found an immediately appealing feature of C-tests that it is very economical measurement instruments from the findings of their research to 27 students from Iran Language Institute, Tabriz branch. It is easy to design and score and several different texts

11

can be used to make a complete test, which are shorter and contain more deletions than cloze tests. The other features of C-tests which is stated by Tavakoli *et al.* (2011:177) in Iranian journal of applied linguistic in the 2011 who applied a research to 51 students at University of Isfahan, found that C-test allows highly objective administration and scoring, and generally shows high reliability.
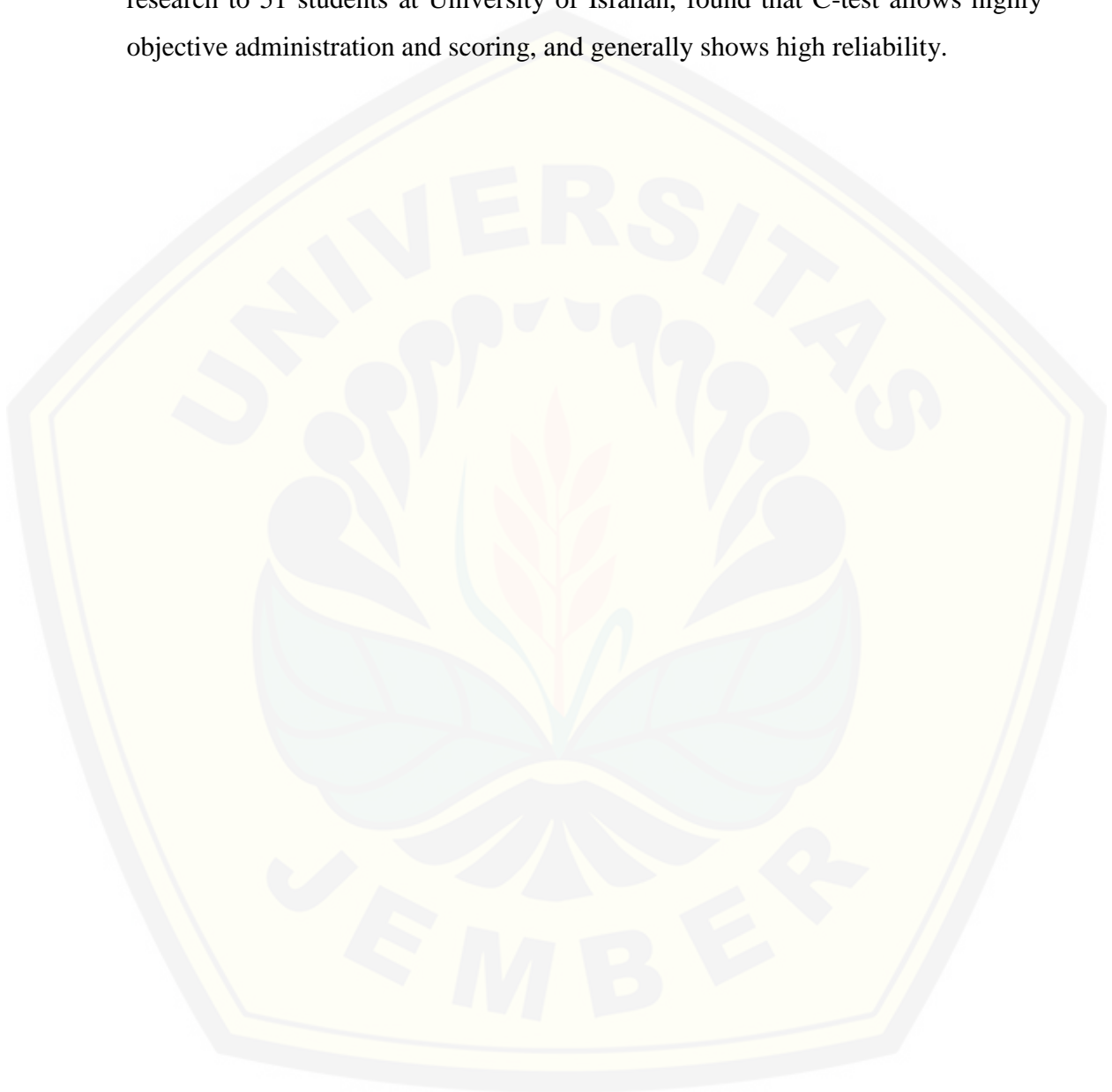
CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the research methods applied in this research. It covers research design, research context, research participants, and data collection methods, data analysis method.

3.1 Research Design

The research design used in this research was a descriptive research by using quantitative analyisis, because the intention of this research was to describe the tenth grade students' reading comprehension achievement tested by using C-test at SMAN 1 Kencong Jember in the 2017/2018 academic year. According to McMillan (1996:143), a descriptive research is a non-experimental research that essentially describes existing phenomena without changing some conditions to affect subjects' responses. He further affirms that the description is usually in the form of statistics such as frequencies or percentages, averages, and sometimes variability.

In doing this research, there are some steps of procedure needed to be done by the researcher. The steps of the procedure of this research were; firstly, formulating the research problem, and then determining the research context purposively and the respondents (the students) of the research by using cluster random sampling, after that constructing the research instrument in the form of reading comprehension test using C-test based on the English curriculum being used at SMAN 1 Kencong in the 2017/2018 academic year and students' textbook, and then consulting the research instruments to the English teacher and both of the consultants, the next was constructing the try out in the X MIPA2 class to know whether the test was reliable or not, then followed by collecting the primary data by giving reading comprehension test using C-test to the respondents in the X MIPA1 class, and then analyzing the collected data quantitatively using the percentage formula, after that analyzing the result of supporting data: interview and documentation desciptively, continued by classifying the results of data analysis quantitatively based on the classifications of the score levels, and the

final step was drawing conclusion the research results descriptively to answer the research problems.

3.2 Research Context

The context of this research was English as foreign language rather than English as additional context in teaching learning activity. The research was referred to the place, location, or things where the research is conducted. Purposive method was applied in determining the research area of this study. Further, it was said that in determining the research context, the researcher should consider some purposes, such as time, energy, and finance, (Arikunto, 2006:139). According to Fraenkel *et. al*. (2009:100), purposive method is where investigator uses personal judgment to select a sample based on previous knowledge of a population and the specific purpose of research. Somekh and Lewin (2005:219) have the same opinion as well, as they state that purposive method cases are handpicked for a specific reason. It can be assumed that the characteristics of certain area have been known well.

This research was conducted in two weeks , while the first week was used by the researcher to consult the research instrument and the second week to take the reserach data. It was conducted from August 29th to September 12th at SMAN 1 Kencong Jember which was located at Jl.Kartini 08 Wonorejo Kencong Jember. The school was chosen based on consideration that the English teacher of the tenth grade at the school has been applying the C-test in teaching reading comprehension to measure students' reading comprehension. The other reason was this school used 2013 curriculum that ruled the students in the tenth grade to learn about narrative text which had been the main composition in creating the test items in this discussion. Besides, the school principal has given permission to the researcher to conduct this research, so it is possible to obtain the required data from this school.

3.3 Research Participants

In the research, the participants were 36 students from class X MIPA 1 at SMAN 1 Kencong in the 2017/2018 academic year as population. The

respondents were chosen by adopting cluster random sampling. The total numbers of population of the tenth year science department students of SMAN 1 Kencong was more than 100. Totally, there were 329 students which were divided into 9 parallel classes, 220 from science department and 109 from social department. It is stated by Arikunto (2006:120) that the whole population could be taken as respondents if they are less than 100 persons, but if they are more than 100 persons, it is allowed to take 10%-15% or 20%-25% of the whole population as the respondents. Moreover, McMillan (1996:90) states that when it is impossible or impractical to sample individual elements as a whole, cluster random sampling can be used. See appendix B.

3.4 Data Collection Methods

The method of collecting the data of this research include C-test, interview, and documentation. C-test in this research was made by the teacher based on the steps of construction and administration as suggested by Vacca and Joanne (1989:51);

1. Construction
   a. Selecting a suitable reading passage that students have not read, then the teacher adapt it and plan to assign.
   b. Leaving the first and the last sentence intact. Starting with the second sentence, and then deleting every second word in the text. The deletion only mutilates the second half of the words, so the first half of the words in the text is still hanged to give the test taker a clue in answering the items. Then, if the whole word has an even number of letters, then exactly half the letters are missing, e.g. to: t-; this: th--; thinks: thi---. According to Weir (1993:80), if the whole word has uneven number of letters, then one more than half of the letters are missing, e.g. the: t--; their: th---; thanked: tha----, one letter words such as "I" are ignored in the counting.

2. Administration

    a. Explaining the instruction that the students will perform. Showing how the C-test procedure works by providing several examples of C-test on the board.

    b. Allowing students the time they need to complete the C-test passage.

The mentioned steps show a clear description about the procedure of constructing and administering the C-test. To measure the students' reading comprehension achievement by using C-test, the teacher must be able to select carefully the suitable passage for students and select then delete half of words correctly. The teacher has to know the materials based on the students' difficulties. The procedure of English teacher at SMAN 1 Kencong in constructing and administering the C-test was similar with the written procedure above. It can be known from the English teacher's lesson plan of C-test.

In constructing the C-test, the English teacher also selected a reading passage that the students have not read before, and then the teacher planned to assign it. In administering the C-test, the teacher stated in the lesson plan that the first activity is distributing the worksheets, and then explaining the instruction of C-test, and the last is asking the students to do homework.

3.4.1 The Scoring Method of C-test

First of all, the decision on the marking system of C-test should be integrated in the process of designing a test. There is only one scoring method to score this kind of test. Exact scoring is the marking of C-Test where only the exact wording of the original text is accepted to be the correct answer. This scoring method of course does not present any ambiguities (Hughes, 2003:6). Furthermore, Hughes (2003:4) suggests that the words to be deleted should be carefully selected in order to omit problematic items. If the test will be marked according to the exact scoring method, deleted items should be chosen in terms of their limitation or even minimum number of acceptable alternatives. Consequently, such test will only be able to consider a limited area of language proficiency.

In this kind of test, the researcher scored the test only by using exact word scoring method. Lado (1997:3) notes that objective test is easy to score by using an exact scoring method. The "exact" scoring method has the advantage of being simple enough to be used by a qualified person with a key to the items. In addition, Heaton (1998:25) adds that an objective item can be marked very quickly and completely reliable because an objective item has only one correct answer or a limited number of correct answers. It was important to know, that the test of this research was objective test. It means, the answer of the test was stated in answer key or it has only one correct answer or a limited number of correct answers. So, by using exact word scoring, the researcher accused the students' answers that were not appropriate with the answer key.

3.4.2 Testing Reading Comprehension by Using C-Test

A test is a method of measuring a person's ability, knowledge, or performance in a given domain, (Brown, 2003:3). In this study, a test was used to collect the main data dealing with the students' scores of reading comprehension. There are four types of test; they are achievement or attainment test, proficiency test, aptitude test, and diagnostic test (Heaton, 1998:171). In this research, an achievement test was used in order to measure the students' reading comprehension achievement in the form of C-test. The definition of an achievement test was stated by Heaton (1998:1) that language test is constructed as advice to reinforce language learning by assessing the students' performance in the target language. Thus, it can be said that measuring reading comprehension achievement was related to having the test result.

In addition, it was important to construct such a good reading test, in order to get a real result of students' achievement. Generally, there were some considerations in making reading comprehension test, they were validity, reliability, and practicallity. In line with this, Hughes (2003:22) says that a test is said to be valid if it measures accurately what is intended to be measured. In this reaseach, content and construct validity of the test were established because the test was made based on the English material for tenth grade that suggested in the

2013 Curriculum. Based on this reason, the researcher guaranteed that the test was suitable for the tenth grade. The test was also consulted to the English teacher of SMAN 1 Kencong Jember.

Furthermore, practical instrument must be economical in terms of time and money, and practical in terms of designing, administering, scoring, and interpreting. The original passage was taken from English textbook "Be Smart in English" published by Wangsa Jatra Lestari, then the researcher adapted the passage and deleted some half words and replaced them with some blanks. The numbers of the test were 84 items that covered every kind of vocabulary such as noun, verb, adverb, etc. The score of each correct answer was 1,19 points. Thus, the total score of the test will be 100 points. The test was administered within 45 minutes. Moreover, the dashes of the missing part were given in the different number in order to help the respondents to know how many letters had to be filled in as the answer of the questions. The students were not allowed to open dictionary. For the detail of the C-test as research instrument, see Appendix C.

It was suggested by the examiners of this research to conduct practices in order to make the students feel usual in doing the C-test. The suggestion came based on the frequency of the students who have done only two C-tests during their learning activity in the class. Thus ,the practices was conducted twice before the main C-test was given to the students.

To know the reliability coefficient, validity, and the difficulty index of the test, the researcher has administered the try out test. According to Djiwandono (2008:18), the objectives of administering the try out are to know the test validity, the reliability coefficient of the test and the difficulty index of test items. Before the test was given to the respondents, it was tried out to other students because the researcher used cluster random sampling. The try out was administered in the same school, still to tenth grade students, same study program but different class. In this case, the researcher chose the tenth grade students of science program from class X MIPA 2 at SMAN 1 Kencong Jember as the class of the try out. This was based on the consideration that the English teacher also teaching and has applied C-test in testing reading at X MIPA 2. All of those classes have the same

curriculum, which is 2013 curriculum. Before the try out was administered to the tenth grade science students of SMAN 1 Kencong, the researcher asked the English teacher to make some correction to the material of the try out. The try out was to make sure whether the test is not too difficult or too easy, it was also to make sure whether the instructions were understandable or not, the time was sufficient or not and most importantly whether the test needs to be revised or not in line with the students' level of ability.

The function of try out was also to know the reliability of the test and the difficulty level of the test. For the formula to find the test reliability, see appendix D.

3.4.3 Interview

In this research, the interview was a method used to obtain the supporting data needed by using two way communications between the researcher and the subject. Interview is a form of data collection method in which questions are asked orally and the subjects' responses are recorded (McMillan, 1996:132). The subject meant, in this research, the English teacher. Arikunto (2006:156) says that interview is a dialogue that is carried out by an interviewer with interviewee. Further, he classifies three kinds of interview as follows:

1. Unstructured interview, is an interview that was done by the interviewer without using a set of questions.
2. Structured interview, is an interview that was done by the interviewer using a set of question.
3. Semi-Structured interview, is an interview that was done by the interviewer in which the interviewer brings a guide or a set of questions that function as the mind line about the things that are going to be interviewed.

Based on the ideas, the researcher used semi-structured interview to develop questions for detailed information needed during the process of interview. The interview was conducted to get information about the English curriculum being used in that school, what kind of books that were used by the English

teacher, how often the teacher gave the C-test to measure his students' reading comprehension ability, what were the students' problem in doing the reading comprehension test in form of C-test and how to overcome the problems. For the interview guideline, see appendix E.

3.4.4 Documentation

Arikunto (2006:274) states that documentation is a method of collecting data about variable in the forms of notes, transcripts, news, magazines, and so forth. This research used document resource since the data was taken in the form of written documents. The documents needed in this research covered the names and the previous English score of the research respondents.

3.5 Data Analysis Method

After conducting the reading comprehension test in the form of C-test, the researcher took score for each result of the students' work by giving score 1,19 to the correct answer. After that, the data obtained were analyzed quantitatively by using the percentage formula. For the formula of the data analysis, see appendix F.

The steps in analyzing the data that is related with the students were as follow:

1. Scored the result of the reading comprehension test.
2. Analyzed the result quantitatively based on the classification of the score level.
3. Finally, analyzed the classification score level result to determine the precentage of students score level.

CHAPTER 5. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results of the data analysis described in the previous chapter and some suggestions.

5.1 Conclusions

Based on the data analysis and discussion, it can be concluded as follows:

1. C-test is a variety of tests which is easy to construct and to do but it can be used as a good tool in measuring the whole aspects in reading skill. It was easy and quick to score the answers, has good reliability and validity for a language-testing tool, and it gave a new model of test that is rarely given by the teacher. In the C-test, a clue (half the word) served as a stimulus for respondents to find the other half and it was successfully made the students felt curious and interested in this kind of test and made them enjoy instead of felt frustrated in doing the test.

2. The students' achievement of the C-test shows a clear description that this kind of test was good enough as a tool of testing reading. We can see that the most students (50% of them) got the score in good category (70-80), and it was clearly stated in the previous chapter that the achievement of students in the C-test was balance from the school's KKM of English (70).

5.2 Suggestions

Based on the results above, the suggestions are given to the following people:

5.2.1 The English Teacher

The results of the study are expected to be used as a consideration for the English teacher to apply some various ways of selecting and designing test in teaching reading comprehension. Hopefully, the teacher can give the students more types of test to give them experience in doing

28

some variations of test while measuring their comprehension of the material given especially in reading skill.

5.2.2 The Future Researchers

Future researchers are suggested to conduct other researches about C-test, but in different skill, such as listening. The future researchers are hoped to use C-test as a tool of measurement while conducting a research using another research design such as Classroom Action Research or Experimental Research. The result of this research also can be used as a reference to conduct further research dealing with similar problem at some other level of students.
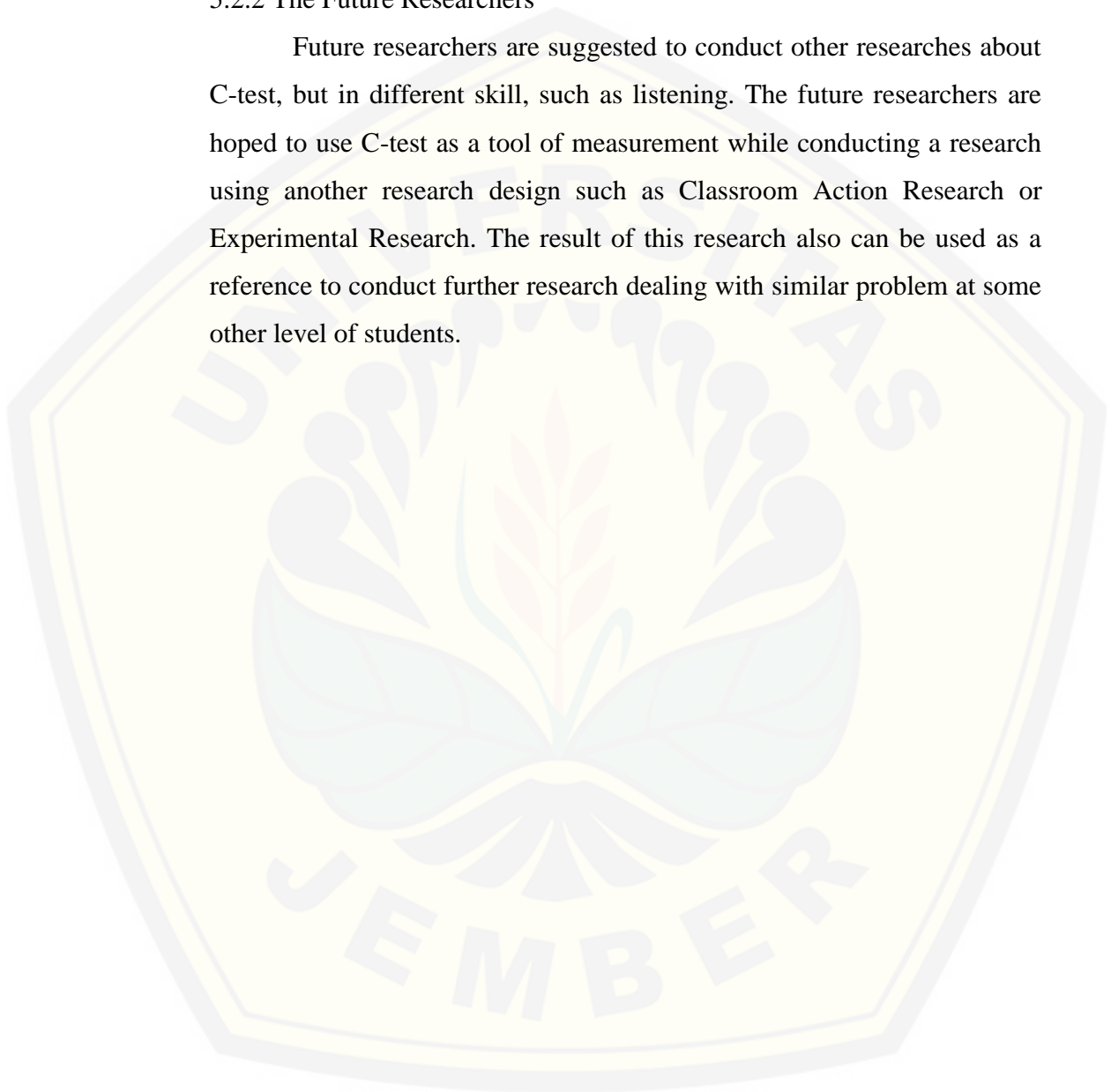
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Appendix A. RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATOR	DATA RESOURCES	RESEARCH METHODS

The Tenth Grade Students' Reading Comprehension Achievement Tested by Using C-test.	How is the tenth grade students' reading comprehension achievement tested by using C-Test at SMAN 1 Kencong Jember in the 2017/2018 academic year?	The students' reading comprehension achievement tested by using C-Test.	The score of reading comprehension tested by using C-Test.	1. Respondent; The tenth grade students of SMAN 1 Kencong Jember in the 2017/2018 academic year.
				
				2. Informant; The English teacher of the tenth grade of SMAN 1 Kencong Jember.
				
				3. Documents:
				- The names of students
				- The classification of score level
				
				4. Data:
				- Students' score
					1. Research Design:
					  - Descriptive Study
					2. Research Context:
					  - Purposive Method
					3. Research Participants:
					  - Cluster Random Sampling
					4. Data Collection Method:
					  Primary Data:
					  -Reading comprehension test (C-test)
					  Supporting Data:
					  - Interview
					  - Documentation
					5. Data Analysis Method:
					  - Descriptive Quantitative Analysis:
					
					Percentage of students' score level.
					$SP=\frac{SSL}{TR} \, X \, 100$
					SP= *The score percentage*
					SSL=*The total number of students' score level obtained*
					TR= *The total number of respondents*
					(Adopted from Fraenkel *et al* 2009:189)

Appendix B. **Students' Data in General**

The following table shows the exact numbers of each class.

Class	The Number of Students
X MIPA 1	36
X MIPA 2	36
X MIPA 3	36
X MIPA 4	36
X MIPA 5	36
X MIPA 6	36
X IPS 1	41
X IPS 2	36
X IPS 3	36
Total	329

Based on the table above, the researcher randomly chose X MIPA 2 as a class to held a try out test to find out the appropriateness of the research instrument and X MIPA 1 as respondent which scores has be taken as main data of this research.

34

Appendix C. **Research Instrument**

Name	**:**
Class	**:**
Subject	**: English**
Skill / Genre	**: Reading / Narrative**
Grade / Semester	**: X / 1**
Time Allocation	**: 45 minutes**

Complete the missing letters to form suitable words based on the content of the passage! Number one is done for you as example.

The Purse of Gold

A beggar found a leather purse that someone had dropped in a market place. Opening [1)]**it**, he [2)]disco_ _ _ _ _ that [3)]i_ contained a [4)]hun_ _ _ _ pieces [5)]o_ gold. [6)]Th_ _ he [7)]he_ _ _ a merchant [8)]sho_ _ _ _, "A reward! A [9)]rew_ _ _ to [10)]t_ _ one [11)]w_ _ finds [12)]m_ leather [13)]pu_ _ _!"

Being [14)]a_ honest [15)]m_ _, the [16)]beg_ _ _ came [17)]for_ _ _ _ and [18)]han_ _ _ the [19)]pu_ _ _ to [20)]t_ _ merchant [21)]say_ _ _, "Here [22)]i_ your [23)]pu_ _ _. Will [24)]y_ _ keep [25)]yo_ _ word [26)]t_ give a [27)]rew_ _ _ now?"

"[28)]Rew_ _ _?" scoffed [29)]t_ _ merchant, [30)]gree_ _ _ _ counting [31)]h_ _ gold. " [32)]T_ _ purse I [33)]dro_ _ _ _ had [34)]t_ _ hundred [35)]pie_ _ _ of [36)]go_ _ in [37)]i_. You've [38)]alr_ _ _ _ stolen [39)]mo_ _ than [40)]t_ _reward [41)]I'_ _ give [42)]t_ you! [43)]G_ away [44)]o_ I'll [45)]te_ _ you [46)]t_ the [47)]pol_ _ _".

"I'm [48)]a_ honest [49)]m_ _", said [50)]t_ _ beggar [51)]defi_ _ _ _ _. "Let's [52)]ta_ _ this [53)]mat_ _ _ to [54)]t_ _ court". [55)]I_ the [56)]co_ _ _, the [57)]ju_ _ _ patiently [58)]list _ _ _ _ to [59)]bo_ _ sides [60)]o_ the [61)]st_ _ _ and [62)]sa_ _, "I believe [63)]y_ _ both. [64)]Jus_ _ _ _ is [65)]poss_ _ _ _! Merchant, [66)]y_ _ stated [67)]th_ _ the [68)]pu_ _ _ you [69)]lo_ _ contained [70)]t_ _ hundred [71)]pie_ _ _ of [72)]go_ _. Well, [73)]th_ _'_ a considerable [74)]co_ _. But, [75)]t_ _ purse [76)]th_ _ beggar [77)]fo_ _ _ had [78)]on_ _ a hundred [79)]pie_ _ _ of [80)]go_ _. Therefore, [81)]i_ couldn't [82)]b_ the [83)]o_ _ you [84)]lo_ _". And, with that, the judge gave the purse and all the golds to the beggar.

Adapted from Ira Wijayanti: 2014: Be Smart in English 1: Solo: PT Wangsa Jatra Lestari

The Answer Key:

1. it	26. to	51. defiantly	76. this
2. discovered	27. reward	52. take	77. found
3. it	28. Reward	53. matter	78. only
4. hundred	29. the	54. the	79. pieces
5. of	30. greedily	55. In	80. gold
6. Then	31. his	56. court	81. it
7. heard	32. The	57. judge	82. be
8. shouted	33. dropped	58. listened	83. one
9. reward	34. two	59. both	84. lost
10. the	35. pieces	60. of	
11. who	36. gold	61. story	
12. my	37. it	62. said	
13. purse	38. already	63. you	
14. an	39. more	64. Justice	
15. man	40. the	65. possible	
16. beggar	41. I'll	66. you	
17. forward	42. to	67. that	
18. handed	43. Go	68. purse	
19. purse	44. or	69. lost	
20. the	45. tell	70. two	
21. saying	46. to	71. pieces	
22. is	47. police	72. gold	
23. purse	48. an	73. that's	
24. you	49. man	74. cost	
25. your	50. the	75. the	

Appendix D. **Reliability Formula and Difficulty Index of the Test**

Reliability of the Test

       Hughes (2003:36) says that reliability of a test is actually obtained if it is administered to the same students and they perform the same ability at different time. In order to know whether or not the test was valid and reliable before giving the post-test after giving the treatments, the researcher administered the try out test that was given to a class that had the same or the closest mean difference from the experimental and the control groups. Then, the results of the try out were analyzed by using the split-half odd-even technique, (Sudijono, 1998:219).

       The procedure of the analysis was as follows:

a. Conducting the tryout of the test material and scored each item achieved by the students.

b. Splitting the scores into two parts based on odd and even numbers.

c. Putting the scores of each item by giving "1" for the odd items and "0" for the even items.

d. Analyzing the correlation between the odd numbers and even numbers by using Pearson *r* formula as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{\{N\sum Y^2 - (\sum Y)^2\}\}}}$$

Notes:

r_{xy} = reliability coefficient
$\sum XY$ = the total number of odd items and even items
$\sum X$ = the total number of odd items
$\sum Y$ = the total number of even items
N = the number of the students taking the tryout test

(Arikunto, 2006:425)

e. Estimating the reliability index of the whole test using Spearman-Brown formula.

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:
r_{11} = the reliability coefficient for the whole test items
r_{xy} = reliability coefficient

The Criteria of Reliability

0.90-1.00	= very high
0.70-0.89	= high
0.50-0.69	= fair
0.30-0.49	= low
< 0.30	= very low

(Adapted from Djiwandono, 2008:154)

The Difficulty Index

Difficulty index is a level of difficulty that the test items have. It is generally described in form of fraction or the percentage of the students who answer the question correctly divided by the total number of the students, (Heaton, 1998:178). It was calculated by using the following formula:

$$FV = \frac{R}{N}$$

Notes:
FV = the difficulty index
R = the number of the students who answer the test items correctly
N = the number of the students taking the tryout test

Criteria of the Difficulty Index

0.00-0.19   = difficult

0.20-0.80   = fair

0.81-1.00   = easy

A good test item must be neither too difficult nor too easy, (Djiwandono, 2008:244). It is because the test items which are too easy (>0.80) will not stimulate the students to raise their effort in answering those test items given. Yet, if the test items are too difficult (<0.20), it will make the students discouraged and unhappy to answer those test items because they totally do not understand about the test given.
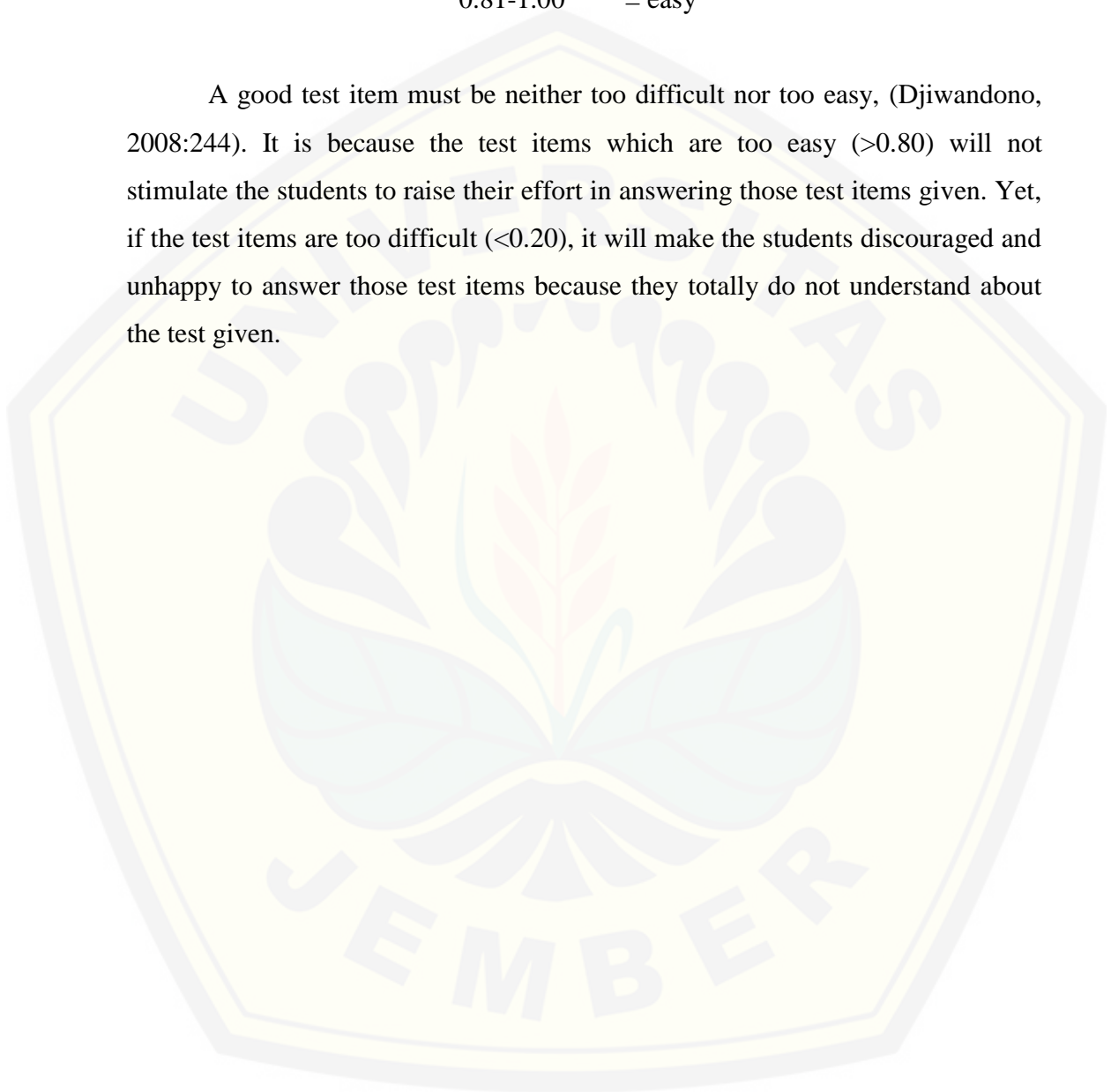
Appendix E. **Interview Guideline for the English Teacher and the Results**

No.	Interview Question	Data Collected
1.	What curriculum is used in this school?	This school uses 2013 curriculum for all classes.
2.	What kind of English textbook do you use in teaching reading comprehension?	I used "Look Ahead" textbook for Senior High School published by Erlangga.
3.	Would you please tell me what kind of reading test you usually use to test your students' reading comprehension ability?	True-False, Multiple Choice, Short-Answer Questions, Cloze test and C-test.
4.	Have you ever given a C-test in testing your students' reading comprehension ability? How many times?	Yes, of course. It is about twice in a semester.
5.	Is it successful? Or is there a problem with it?	It was successful enough. But, there are some students who still have problem.
6.	What is the students' problem in doing the reading comprehension test in a C-test format?	They were still confused in determining the appropriate letters to complete the mutilated words.
7.	How will you cope with the students' problem?	To overcome this problem, I asked them to continue to the next number and do the skipped number later.
8.	How about the students' achievement in English?	The students' achievement was quite balance, most of them have good and fair score, and there are some students belong to high and low achiever. For the low achievers, they add extra time for learning English at English Course.

Appendix F. **Students' Score Analysis**

Then, the result of data is analyzed descriptively based on the following classification of the score level that was used by the English teacher at SMAN 1 Kencong Jember.

The Classification of the Students' Score Level

Score Obtained	Score Levels
90-100	Excellent
81-89	Very Good
70-80	Good
60-69	Fair
26-59	Poor
0-25	Fail

(The Tenth Grade English teacher's document, SMAN 1 Kencong Jember 2017/2018)

After that, the classification score result is analyzed by using the precentage formula to determine the precentage of students score level.

The precentage formula used is:

$$SP = \frac{SSL}{TR} X \ 100\%$$

Notes:
SP   : The score precentage
SSL   : The total number of students' score level obtained
TR   : The total number of respondents

(Fraenkel et al, 2009:189)

Appendix G. **The data and calculation of split half reliability**

The Tabulation of Reliability Testing

NO	X	Y	X^2	Y^2	XY
1	32	35	1024	1225	1120
2	28	33	784	1089	924
3	30	35	900	1225	1050
4	29	31	841	961	899
5	23	27	529	729	621
6	23	26	529	676	598
7	35	34	1225	1156	1190
8	34	32	1156	1024	1088
9	24	27	576	729	648
10	28	33	784	1089	924
11	33	31	1089	961	1023
12	24	26	576	676	624
13	33	32	1089	1024	1056
14	28	35	784	1225	980
15	28	27	784	729	756
16	27	33	729	1089	891
17	34	38	1156	1444	1292
18	34	32	1156	1024	1088
19	33	33	1089	1089	1089
20	28	25	784	625	700
21	31	32	961	1024	992
22	30	35	900	1225	1050
23	34	35	1156	1225	1190
24	31	31	961	961	961
25	35	31	1225	961	1085
26	25	26	625	676	650
27	31	33	961	1089	1023
28	32	34	1024	1156	1088
29	38	38	1444	1444	1444
30	31	32	961	1024	992
31	29	33	841	1089	957
32	34	32	1156	1024	1088
33	26	28	676	784	728
34	37	37	1369	1369	1369
35	32	33	1024	1089	1056
36	35	36	1225	1296	1260
TOTAL	1099	1151	34093	37225	35494

The Odd (X) Number Scores of Each Items in Try Out

No	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55	57	59	61	63	65	67	69	71	73	75	77	79	81	83	Total
1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	32
2	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	1	1	0	1	1	1	1	0	28
3	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	30
4	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	29
5	0	1	1	1	1	0	1	0	0	1	0	1	0	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	1	1	0	1	1	0	1	0	0	1	0	0	0	23
6	0	1	1	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	0	0	0	1	1	1	0	1	0	1	0	1	0	1	0	0	0	1	23
7	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	35
8	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	33
9	0	0	1	1	0	1	1	1	0	1	1	0	0	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	0	1	24
10	0	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	0	1	0	1	0	1	0	1	1	1	0	0	1	1	28
11	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	33
12	1	1	1	1	0	1	1	0	1	0	1	0	0	1	0	1	0	1	1	1	0	1	1	0	1	0	0	1	0	0	1	1	1	0	1	0	0	0	0	1	1	1	24
13	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	33
14	0	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	0	1	0	0	1	0	1	28
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16	0	0	1	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	27
17	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	32
18	1	1	1	1	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	33
19	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	33
20	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	34
21	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	31
22	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	0	1	1	30
23	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	34
24	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	31
25	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	33
26	0	0	1	1	1	1	0	1	1	0	1	1	0	0	1	0	0	0	1	1	0	0	1	1	1	0	0	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	25
27	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	32
28	1	1	0	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	32
29	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	38
30	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	0	1	0	1	1	1	1	0	1	1	0	1	0	0	1	1	0	31
31	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	0	0	1	1	1	0	29
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33	0	0	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	0	1	1	1	0	0	1	1	0	1	0	1	1	0	26

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35	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	32
36	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	34

The Even (Y) Number Scores of Each Items in Try Out

No	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68	70	72	74	76	78	80	82	84	Total
1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	35
2	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	0	1	1	1	33
3	0	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	35
4	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	31
5	1	1	0	0	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	0	1	1	1	1	0	0	1	0	0	1	1	0	1	0	1	1	0	1	1	1	1	0	28
6	0	0	1	0	1	0	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	27
7	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	34
8	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	33
9	0	1	1	0	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	28
10	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	33
11	1	1	1	1	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	31
12	0	0	0	1	1	0	1	0	1	1	1	1	0	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	0	26
13	0	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	33
14	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	35
15	0	1	0	0	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	1	0	27
16	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	33
17	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	38
18	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	34
19	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	0	33
20	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	33
21	1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	32
22	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	35
23	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	1	36
24	1	1	1	0	1	1	1	0	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	31
25	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	0	33
26	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	1	1	1	1	0	0	1	1	0	27
27	1	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	33

28	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	33
29	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	38
30	1	0	0	1	1	1	1	1	0	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	32
31	0	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	32
32	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	33
33	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	0	1	0	1	0	0	28
34	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	39
35	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	33
36	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	36

The calculation of the reliability coefficient of a half test:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{36(35494) - (1099)(1151)}{\sqrt{\{36(34093) - (1099)^2\}\{36(37225) - (1151)^2\}}}$$

$$r_{xy} = \frac{1277784 - 1264949}{\sqrt{\{1227348 - 1207801\}\{1340100 - 1324801\}}}$$

$$r_{xy} = \frac{12835}{\sqrt{\{19547\}\{15299\}}}$$

$$r_{xy} = \frac{12835}{\sqrt{299049553}}$$

$$r_{xy} = \frac{12835}{17293}$$

$$r_{xy} = 0.74$$

Notes:

r_{xy} = reliability coefficient of a half test
$\sum XY$ = the total number of odd items and even items
$\sum X$ = the total number of odd items
$\sum Y$ = the total number of even items
N = the number of the students taking the tryout test

Appendix H. **The Result of The Difficulty Index of The Test Items**

No	JS	B	P	Criteria
1	36	19	0.53	Fair
2	36	17	0.47	Fair
3	36	24	0.67	Fair
4	36	29	0.80	Fair
5	36	27	0.75	Fair
6	36	24	0.67	Fair
7	36	22	0.61	Fair
8	36	22	0.61	Fair
9	36	28	0.78	Fair
10	36	29	0.80	Fair
11	36	25	0.69	Fair
12	36	27	0.75	Fair
13	36	28	0.78	Fair
14	36	20	0.55	Fair
15	36	24	0.67	Fair
16	36	29	0.80	Fair
17	36	22	0.61	Fair
18	36	28	0.78	Fair
19	36	25	0.69	Fair
20	36	29	0.80	Fair
21	36	26	0.72	Fair
22	36	22	0.61	Fair
23	36	29	0.80	Fair
24	36	28	0.78	Fair
25	36	18	0.50	Fair
26	36	19	0.53	Fair
27	36	29	0.80	Fair
28	36	27	0.75	Fair
29	36	28	0.78	Fair
30	36	14	0.39	Fair
31	36	22	0.61	Fair
32	36	29	0.80	Fair
33	36	19	0.53	Fair
34	36	17	0.47	Fair
35	36	28	0.78	Fair
36	36	29	0.80	Fair
37	36	25	0.69	Fair
38	36	27	0.75	Fair
39	36	23	0.64	Fair
40	36	28	0.78	Fair
41	36	15	0.42	Fair
42	36	27	0.75	Fair

Notes:

JS : *The number of the students who answer questions*

B : *The number of students who answer the questions correctly*

P : *The difficulty index*

The Criteria of Difficulty Index:

$0.00 - 0.19$: *Difficult*

$0.20 - 0.80$: *Fair*

$0.81 - 1.00$: *Easy*

43	36	19	0.80	Fair
44	36	27	0.75	Fair
45	36	19	0.53	Fair
46	36	20	0.55	Fair
47	36	27	0.75	Fair
48	36	28	0.78	Fair
49	36	24	0.67	Fair
50	36	14	0.39	Fair
51	36	12	0.33	Fair
52	36	24	0.67	Fair
53	36	13	0.37	Fair
54	36	29	0.80	Fair
55	36	27	0.75	Fair
56	36	29	0.80	Fair
57	36	18	0.50	Fair
58	36	28	0.78	Fair
59	36	19	0.53	Fair
60	36	28	0.75	Fair
61	36	17	0.47	Fair
62	36	15	0.42	Fair
63	36	29	0.80	Fair
64	36	15	0.42	Fair
65	36	14	0.39	Fair
66	36	29	0.80	Fair
67	36	19	0.53	Fair
68	36	27	0.75	Fair
69	36	17	0.47	Fair
70	36	19	0.53	Fair
71	36	26	0.72	Fair
72	36	29	0.80	Fair
73	36	16	0.44	Fair
74	36	18	0.50	Fair
75	36	29	0.80	Fair
76	36	11	0.30	Fair
77	36	15	0.42	Fair
78	36	26	0.72	Fair
79	36	27	0.75	Fair
80	36	29	0.80	Fair
81	36	24	0.67	Fair
82	36	26	0.72	Fair
83	36	29	0.80	Fair
84	36	18	0.50	Fair

Appendix I. **The tenth grade students' reading comprehension test score tested by C-test**

No	Name	Correct answer	Score	Classification
1	AAKM	66	78	Good
2	AIM	57	68	Fair
3	ASS	71	84	Very Good
4	ARBU	70	83	Very Good
5	ABT	66	78	Good
6	ADP	71	84	Very Good
7	AW	60	71	Good
8	DJC	75	89	Very Good
9	DLA	62	74	Good
10	DAJ	57	68	Fair
11	DMR	68	81	Very Good
12	DR	59	70	Good
13	EAP	64	76	Good
14	ESE	50	59	Poor
15	FEA	66	78	Good
16	FHF	52	62	Fair
17	GEF	55	65	Fair
18	IBR	66	78	Good
19	IAN	62	74	Good
20	KQ	62	74	Good
21	KBS	64	76	Good
22	MDA	57	68	Fair
23	MFR	78	93	Excellent
24	MNN	73	87	Very Good
25	NF	63	75	Good
26	NSY	64	76	Good
27	NRQ	61	72	Good
28	ON	76	90	Excellent
29	RAN	72	86	Very Good
30	RP	58	69	Fair
31	SIA	61	72	Good
32	SRS	52	62	Fair
33	SZN	71	84	Very Good
34	SAW	61	72	Good
35	SS	64	76	Good
36	VNF	60	71	Good

48

Appendix J. **Name List of Students as Respondent and the Score from Teacher**

No.	Students' Name	Score	Students' Name	Score
	X MIPA 1		**X MIPA 2**	
1	Achmad Alfan K. M.	70	Abdul Mugis Noval	80
2	Ahmad Iqbal Muzaki	65	Afi Martha Tya Putri	70
3	Aldila Sifak Sabana	85	Akbar Putra D.	75
4	Anantha Rizqi Buyung U.	75	Ana Maha Kurnia	65
5	Aprilica Boja Thresila	80	Andini Nadila Sari	65
6	Arinda Dyah Puspa	85	Arda Siti Zahiro	55
7	Ayu Wulandari	75	Ayu Ragilita Syofrotul I.	80
8	Derry Joess Crisdianto	95	Dafira Saula Widya I.	75
9	Devina Lely Anggraeni	75	Daniel Winarta	60
10	Dewi Akhsanul Jannah	65	Deanisya Tria Marcellina	75
11	Dhanny Mirzha Rosadi	80	Defani Yuniar P	80
12	Dilla Rosita	80	Fendi Andriyanto	55
13	Eling Alia Prihtanti	75	Gigih Suta Prayogi	75
14	Erina Syahda Evelyna	55	Iga Zanuar Hadianti	75
15	Fahilia Emilda Ahmad	75	Kholifatul Nikmah	65
16	Fuad Hasyim Fanani	65	Larasati Puspita Dewi	70
17	Gabrielle Evan Farrel	65	Moch Sukron Abidar	90
18	Igor Badar Rianof	70	Mochammad As'sidiq I.	75
19	Indah Ayu Ningrum	75	Moh. Erio Angga P.	80
20	Kamelia Qur'ani	70	Netin Wina Oktaviani	65
21	Karisma Beneta Sari	70	Nilna Salsabila Marta	75
22	Mohammad Detha Agil	65	Nurika Wanadi	80
23	Muhammad Fathur R.	95	Onny Ega Isfadilah	85
24	Muhammad Naufal N.	85	Putri Indah Lestari	75
25	Nabila Faradiva	65	Ranasya Daffa Salsabila	80
26	Nabila Shahputri Yustisia	75	Retno Wulandari	60
27	Nur Rosidatul Qurotun A.	70	Roqi Hardiansyah	65
28	Ovinia Nurjanah	90	Sasqia Roudhatul Husna	70
29	Riza Aditya Nugraha	85	Sinta Nur Indah Sari	95
30	Rizal Prasetiyo	65	Siswahyuni Editya Suci	75
31	Sahrul Ikhsan Alfirdaus	75	Siti Nur Khotijah	70
32	Sekar Regita Sari	65	Titik Tri Diana Dewi	75
33	Silfia Ziaroh Nafisa	85	Viarmada Marino W.	70
34	Sisca Aprilia Wardani	75	Vrisca Annisa	90
35	Sofiatus Sholeha	70	Wiwid Maulida	75
36	Vira Nur Faijin	75	Zulfa Mazida	85

49

Appendix K. Permission Letter

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor   : 5 1 0 7 /UN25.1.5/LT/2017   0 3 AUG 2017
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth. Kepala SMAN 1 Kencong

Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Fikri Tahdzib Pradana

NIM   : 100210401057

Jurusan   : Pendidikan Bahasa dan Seni

Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **"The Tenth Grade Students' Reading Comprehension Achievement Tested by Using C-test"**

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

a.n. Dekan
Pembantu Dekan I,

Prof. Dr. Suratno, M.Si
NIP. 19670625 199203 1 003

Appendix L. **Approval Letter**

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 1 KENCONG
KABUPATEN JEMBER
Jalan Kartini 08 Wonorejo Kencong,
☏ 0336-321356 Faximile 0336-323174
eMail : sman1kencong@gmail.com   website :
www.smanegeri1kencong.sch.id
J E M B E R   Kode Pos 68167

SURAT KETERANGAN SANGGUP MENERIMA
Nomor: 670/651/101.6.5.6/2017

Yang bertanda tangan di bawah ini:

Nama	:	Drs. AUNUR ROFIQ, M.Pd.
NIP	:	19621226 198902 1 001
Pangkat/Golongan	:	Pembina Tk.I / IVb
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMA Negeri 1 Kencong

menyatakan dengan sesungguhnya bahwa kami tidak keberatan dan bersedia menerima Pelaksanaan Penelitian atas nama:

Nama	:	FIKRI TAHDZIB PRADANA
NIM	:	100210401057
Jurusan	:	Pendidikan Bahasa dan Seni
Program Studi	:	Pendidikan Bahasa Inggris

dengan judul penelitian **"The Tenth Grade Students' Reading Comprehension Achievement Tested by Using C-test"**.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Kencong, 20 Agustus 2017
Kepala Sekolah,

Drs. AUNUR ROFIQ, M.Pd.
NIP 19621226 198902 1 001

51

Appendix M. **Statement Letter**

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 1 KENCONG
KABUPATEN JEMBER
Jalan Kartini 08 Wonorejo Kencong,
☎ 0336-321356 Faximile 0336-323174
eMail : sman1kencong@gmail.com   website :
www.smanegeri1kencong.sch.id
JEMBER   Kode Pos 68167

SURAT KETERANGAN
Nomor: 670/814/101.6.5.6/2017

Yang bertanda tangan di bawah ini:

Nama	:	Drs. AUNUR ROFIQ, M.Pd.
NIP	:	19621226 198902 1 001
Pangkat/Golongan	:	Pembina Tk.I / IVb
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMA Negeri 1 Kencong

menyatakan dengan sesungguhnya bahwa:

Nama	:	FIKRI TAHDZIB PRADANA
NIM	:	100210401057
Jurusan	:	Pendidikan Bahasa dan Seni
Program Studi	:	Pendidikan Bahasa Inggris

telah melaksanakan penelitian di sekolah kami dengan judul **"The Tenth Grade Students' Reading Comprehension Achievement Tested by Using C-test"** mulai tanggal 4 sd 11 September 2017.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Kencong, 22 Desember 2017
Kepala Sekolah,

Drs. AUNUR ROFIQ, M.Pd.
NIP. 19621226 198902 1 001

Appendix N. **The Samples of Students' Work**

Name	: Erina Syahda Evelyna
Class	: X MIPA 1 / 14
Subject	: English
Skill / Genre	: Reading / Narrative
Grade / Semester	: X / 1
Time Allocation	: 45 minutes

59

Complete the mutilated words with suitable letters based on the content of the passage!

The Purse of Gold

A beggar found a leather purse that someone had dropped in a market place. Opening i-, he disco----- that i- contained a hun---- pieces o- gold. Th-- he he--- a merchant sho----, "A reward! A rew--- to t-- one w-- finds m- leather pu---!"

Being a- honest m---, the beg--- came for---- and han--- the pu--- to t-- merchant say---, "Here is your pu---. Will y-- keep yo-- word t- give a rew--- now?"

"Rew---?" scoffed t-- merchant, gree---- counting h-- gold. "T-- purse I dro---- had t-- hundred pie--- of go-- in i-. You've alr---- stolen mo-- than t-- reward I'll give t- you! G- away o- I'll tell you t- the pol---."

"I'm a- honest m---," said t-- beggar defi----. "Let's ta-- this mat--- to t-- court." I- the co---, the ju--- patiently list---- to bo-- sides o- the st--- and sa--, "I believe y-- both. Jus---- is poss----! Merchant, y-- stated th-- the pu--- you lo-- contained t-- hundred pie--- of go--. Well, th---- a considerable co--. But, t-- purse th-- beggar fo--- had on-- a hundred pie--- of go--. Therefore, i- couldn't b- the o-- you lo--."

And, with that, the judge gave the purse and all the gold to the beggar.

Adapted from Ira Wijayanti: 2014: Be Smart in English 1: Solo: PT Wangsa Jatra Lestari

Answers :

34

1. it	26. to	51. definitly	76. that
2. discovered	27. reward	52. take	77. force
3. it	28. Reward	53. mather	78. once
4. hurdred	29. the	54. the	79. pieces
5. of	30. greedlly	55. In	80. got
6. Then	31. his	56. court	81. it
7. heard	32. The	57. judge	82. be
8. showwer	33. dropped	58. listend	83. one
9. reward	34. the	59. boin	84. lose
10. to	35. pieces	60. on	
11. who	36. gold	61. statu	
12. me	37. in	62. said	
13. purse	38. alright	63. you	
14. an	39. moue	64. Justiey	
15. man	40. the	65. possible	
16. beggan	41. I'll	66. you	
17. forwar	42. to	67. then	
18. handly	43. GO	68. pusse	
19. purse	44. on	69. lose	
20. the	45. tere	70. the	
21. saying	46. to	71. piendli	
22. is	47. polling	72. gone	
23. purse	48. an	73. there	
24. you	49. man	74. cold	
25. youou	50. the	75. the	

53

Name   : OVINIA NURJANAH
Class   : X MIPA 1 (28)
Subject   : English
Skill / Genre : Reading / Narrative
Grade / Semester : X / 1
Time Allocation : 45 minutes

Complete the mutilated words with suitable letters based on the content of the passage!

The Purse of Gold

A beggar found a leather purse that someone had dropped in a market place. Opening i-, he disco----- that i- contained a hun---- pieces o- gold. Th-- he he--- a merchant sho----, "A reward! A rew--- to t-- one w-- finds m- leather pu---!"

Being a- honest m--, the beg--- came for---- and han--- the pu--- to t-- merchant say---, "Here i- your pu---. Will y-- keep yo-- word t- give a rew--- now?"

"Rew---?" scoffed t-- merchant, gree---- counting h-- gold. "T-- purse I dro---- had t-- hundred pie--- of go-- in i-. You've alr---- stolen mo-- than t-- reward I'-- give t- you! G- away o- I'll te-- you t- the pol---."

"I'm a- honest m--," said t-- beggar defi-----. "Let's ta-- this mat--- to t-- court." I- the co---, the ju--- patiently list---- to bo-- sides o- the st--- and sa--, "I believe y-- both. Jus---- is poss----! Merchant, y-- stated th-- the pu--- you lo-- contained t-- hundred pie--- of go--. Well, th--'- a considerable co--. But, t-- purse th-- beggar fo--- had on-- a hundred pie--- of go--. Therefore, i- couldn't b- the o-- you lo--."

And, with that, the judge gave the purse and all the gold to the beggar.

Adapted from Ira Wijayanti: 2014: Be Smart in English 1: Solo: PT Wangsa Jatra Lestari

Answers :

1. is	26. to	51. defiantly	76. that
2. discoverer	27. reward	52. take	77. found
3. is	28. Reward	53. matter	78. only
4. hundred	29. the	54. the	79. pieces
5. on	30. greedily	55. In	80. gold
6. That	31. his	56. coart	81. it
7. heard	32. The	57. judge	82. be
8. shouted	33. dropped	58. listened	83. one
9. reward	34. two	59. both	84. lost
10. the	35. pieces	60. of	
11. who	36. gold	61. story	
12. my	37. in	62. said	
13. purse	38. already	63. you	
14. an	39. more	64. Justice	
15. man	40. the	65. possible	
16. begger	41. I'll	66. you	
17. forward	42. to	67. that	
18. handed	43. Go	68. purse	
19. purse	44. or	69. lost	
20. the	45. tell	70. two	
21. saying	46. the	71. pieces	
22. is	47. police	72. gold	
23. purse	48. an	73. that's	
24. you	49. man	74. cost	
25. your	50. the	75. the	