

CHAPTER I

INTRODUCTION

A. Background of Study

Testing is very important for every stage of the learning process, as well as in the language learning. McNamara in Razi (2005:1) argues that there are some reasons for administering language tests, which play a powerful role in an individual's social and working life. Language teachers work with language tests since they need to evaluate their students. In language learning, testing is important to find out where students have difficulties in a language course, to explore progress or to reflect how well the students in learning subject (students' achievement), and to give a general idea about students' proficiency in the target language. It means that a test can be a tool to measure how successful a language teaching had been held.

Furthermore, on the informational level students are expected to be able to access knowledge using its language. Therefore, a measurement of student's reading comprehension ability is to monitor the student's difficulties, student's achievement, and student's proficiency on English text. That measurement is generally called a *test*.

However, there are some problems that the lecturers have in testing the students' English language achievement. One of the problems is how to determine and choose appropriate testing techniques based on what skills and what aspects should be measured. Some lecturers are still confused on what techniques should

be applied in their class. Some lecturers only use monotonous or even single testing techniques. Moreover, the testing techniques that are commonly used now give students an opportunity to cheat on and to guess easily, or even to gamble.

Such problems need careful planning in terms of the alternative solution. Based on the description above, it can be inferred that it is important to have a kind of tools to measure the students' language mastery in education. In order to get the best solution for any situation the most appropriate test or testing system it is not enough to have at one's issue of test techniques from which to choose. It is necessary to understand how they can be applied. This study tries to investigate the result of two different testing techniques applied in language skill, which is reading comprehension.

The same as the other languages, English is divided into four skills which are listening, speaking, reading, and writing. Reading stands for the third skill and will be always discussed in here. It is a skill that works as a communication way of a written text between a writer and a reader. By using this skill, the reader understands what the idea or the information of a text that wanted to deliver by the writer. Mastering reading skill is also becomes a must for all of the students which are studying English as a foreign language. It is like Allah SWT says in the Holy Quran Surah Al 'Alaq verse 1-5 as follows:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ الْأَكْرَمُ الَّذِي

عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمِ

In the classroom context of reading comprehension, the students take a role as a reader of the text. It means that they must be able to comprehend the reading materials which are shown as the written texts. Furthermore, the students are also purposed to pass the final examinations which are related to reading comprehension achievement. In order to achieve those important goals, the teacher should be successful enough in making the students comprehend the text well.

This study deals with one of the language skills that are the reading skill. It deals with testing techniques for reading skills. Related to reading skill, Brown (2004: 190) classifies some testing-techniques. Those are 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 line with Brown, Heaton (1991: 105) classifies some testing techniques namely: word matching, picture and sentence matching, true/false reading test, multiple-choice items, completion test, rearrangement items, cloze procedure, and open-ended and miscellaneous items for reading test, while Alderson (2000: 202) has Multiple-Choice, Cloze Test, Gap-Filling Test, Matching, ordering, Editing, cloze-elide, short-answer, free recall, summary, gapped summary, information-transfer.

The previous study done by Diah Fitri Anggraeni (2010). It is a study about two kinds of testing techniques for reading comprehension. It compares the result of Multiple Choice and Cloze Test to test students' reading comprehension. The result of Anggraeni study concluded that Cloze Test was more difficult for

the students. Anggraeni's study is relevant with this study because this study investigates about testing reading comprehension with the descriptive quantitative analysis. The difference was the testing techniques used were Multiple Choice, whereas this study used Cloze Test and C-Test.

In this study the researcher found any problems in testing reading skill. Further, students in university should use any kinds of testing techniques in reading skill not just multiple choice or fill in the blank. In fact, students in university or campus STKIP-PGRI Banjarmasin not familiar with the C-test whereas English department in this campus very good. It is similar with the lecturer when she doesn't use the variation of testing technique in reading comprehension. In this study the researcher investigated the variation of testing technique in reading comprehension comparative study of cloze test and C-test. The test is cloze test and C-test. This two testing technique has any different types and difficulties. This test could be the variation for the teacher or lecturer to test their students, on the other hand the students more passionately to pass the test.

Based on the description above, the researcher conduct the research with a title **READING COMPREHENSION BY USING CLOZE TEST AND C-TEST AT SIXTH SEMESTER STKIP-PGRI BANJARMASIN "COMPARATIVE STUDY"**. Besides validity, reliability, and practicality of tests, there are also some aspects that are needed to be considered in choosing testing techniques. They are the effects of the tests on the classroom activities, the effects on the students, and the result of the tests.

B. Statement of Problems

Based on the background of the study above, the main problem investigated in this study are:

1. What is the result of the students' reading comprehension tested by using Cloze Tests like?
2. What is the result of the students' reading comprehension tested by using C-Tests like?
3. Is there any significant difference between the result of the Cloze Tests and the C-Tests for testing students' reading comprehension?

C. Objective of Study

Based on the problem above, the objectives of this study are:

1. To describe the result of the students' reading comprehension tested by using Cloze Tests
2. To describe the result of the students' reading comprehension tested by using C-Tests
3. To find out whether there is a significant difference between the result of Cloze Tests and C-Tests

D. Limitation of Study

In this study, it does not deal with all kinds of testing techniques for reading, rather focuses on two kinds of tests, Cloze Tests and C-Tests to test students' reading comprehension. The choice of those testing techniques is based on some reason that are:

1. Those testing techniques are considered appropriate to test students' reading comprehension because those are suitable with what exists on student, they are metacognition, schema theory, and contextual word meaning that are important in reading comprehension.
2. Those testing techniques are practical.

Moreover, the choice of the reading comprehension skill is based on the curriculum in Indonesia that the English learning process is emphasized on reading comprehension to access knowledge and based on what happens in reality that testing techniques commonly used give an opportunity for students to cheat, guess, and gamble rather than use their ability. Reading is a very effective means of extending student's command of language, so it has an important place in classrooms where language learning is the central purpose of English as a foreign language. However, in language learning for a foreign language, reading gets more portions. It is like what was mentioned before that many students of English as a foreign language (EFL) speak the language in their daily day but may need to read it in order to access many information recorded exclusively in the language (Eskey in Hinkel, 2005: 416).

This study tries to investigate the result of both testing techniques and to make a comparison between them for measuring reading comprehension ability on sixth semester students of STKIP-PGRI Banjarmasin. Whereas the choice of grade is because sixth semester students had been studying reading I - V grammar and vocabulary.

E. Significance of Study

There are two kinds of significance of the study. Those are:

1. Theoretical significance

It is expected to give evidence scientifically about the result of Cloze Tests and C-Tests in testing students' reading comprehension.

2. Practical significance

a. For English teachers

It is expected that it will be a consideration in determining a technique of testing students' reading comprehension.

b. For the students

It is expected that it will train the students to use their background knowledge to see the context of a text. Besides that, it is expected that it will make students enthusiastic in doing tests because they have variation.

c. For the campus

It is expected that it can be used as a positive input for getting information of students' education quality.

d. For other researchers

It is expected that this finding can be a reference for them to conduct the similar research study about reading comprehension and its testing.

F. Hypotheses

Based on the theoretical description and the analytical construct, two hypotheses can be formulated as follows:

1. Alternative Hypothesis (H_a)

There is a significant difference between cloze test and C-test for testing reading comprehension on the sixth semester students in STKIP PGRI Banjarmasin

2. Null Hypothesis (H_0)

There is no any significant difference between cloze test and C-test for testing reading comprehension on the sixth semester students in STKIP PGRI Banjarmasin.

G. Definition of Key Terms

To avoid any misinterpretation toward the title, the writer will explain some term in the title as following:

1. Testing is any activity of using tests to measure ability, knowledge, or performance. It means that someone get feedback after do every test and answer the question, for example reading comprehension like cloze test and c-test.

2. Reading comprehension is an activity of understanding its contents of a written text. This activity needs the critical knowledge and more experiences to understand the passage.
3. Cloze Test is one of testing techniques that delete every n -th word from a text (somewhere between every fifth or tenth word) the test is required to replace them. These testing technique uses fill in the blank to make the question.
4. C-Test is the second half of every second word is deleted and the deletion begins in the second sentence. A complete sentence at the beginning of the test and another one sentence at the end of the test are left intact.
5. Student is a respondent as a primary sample population of this comparative study that all of English students at sixth semester STKIP-PGRI Banjarmasin.