

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher presents the data that have been collected in the research. The presentation covers data about the comparative study between cloze test and C-test in reading comprehension the sixth semester students' STKIP-PGRI Banjarmasin. Jl. Sultan Adam Komplek Haji Iyus Blok A No.18 RT.23 District Sungai Jingah, Sub district Banjarmasin Utara, Banjarmasin.

1. Description of Data

This sub-section describes the data of students' cloze test and C-test scores in reading comprehension at sixth semester in STKIP-PGRI Banjarmasin. To know about students' cloze test and C-test scores in reading comprehension, the writer conducted a written test on May, 17th – 18th 2016. Furthermore, based on the tests, the writer got the data of students' cloze test and C-test scores in reading comprehension that can be seen in appendix Result of Students' Cloze Test Scores (X) and C-Test Scores (Y).

Based on the table in appendix, it can be seen that the highest score of cloze test is 100, while the lowest score is 14 and the highest score of C-test is 80, while the lowest score is 32. Furthermore, the accumulated score of cloze test is 3718 and the accumulated score of C-test is 3796. The table can be seen in the appendix.

The result of this score was calculated to analyze the students' score after tested them by using cloze test and C-test.

2. Data Analysis

a. The analysis about the students' cloze test scores.

The steps in analyzing the students' cloze test scores:

- 1) Making frequency distribution table
- 2) Determining M_x
- 3) Interpreting the scores by using the categories which is submitted

by David p. Harris (1969, p.134)

Table 4.1 Frequency Distribution of Students' Cloze Test Scores

Score (X)	F	fX	Percentage (%)
14	1	14	1.69
26	2	52	3.39
30	2	60	3.39
32	3	96	5.08
36	1	36	1.69
42	1	42	1.69
44	1	44	1.69
46	1	46	1.69
48	1	48	1.69
50	1	50	1.69
60	3	180	5.08
62	5	310	8.47

Table 4.1 (Continued)

Score (X)	F	fX	Percentage (%)
64	5	320	8.47
66	4	264	6.78
68	6	408	10.17
70	5	350	8.47
72	5	360	8.47
74	4	296	6.78
76	1	76	1.69
82	1	82	1.69
84	1	84	1.69
100	5	500	8.47
Total	N= 59	ΣfX = 3718	100

Then, the researcher uses the accounting of mean score to determine M_x as follow:

$$M_x = \frac{\Sigma fX}{N}$$

$$M_x = \frac{3718}{59}$$

$$M_x = 63.02$$

The mean score was found 63.02 for cloze test or 'X'.

Table 4.2 Analysis of Students' Cloze Test Scores

Score	Frequency	Category	Percentage (%)
80 – 100	7	Excellent	11.86
70 – 79	15	Good	25.42
60 – 69	23	Fair	38.98
50 – 59	1	Low	1.69
0 – 49	13	Poor	22.03
Total	59		100

b. The analysis about the Students' C-Test scores.

The steps in analyzing Students' C-Test scores:

- 4) Making frequency distribution table
- 5) Determining M_Y
- 6) Interpreting the scores by using the categories which is submitted
by David p. Harris (1969, p.134)

Table 4.3 Frequency Distribution of Students' C-Test Scores

Score (Y)	F	fY	Percentage (%)
32	1	32	1.69
34	1	34	1.69
36	1	36	1.69
46	1	46	1.69
50	2	100	3.39
52	2	104	3.39

Table 4.3 (Continued)

Score (Y)	F	fY	Percentage (%)
56	1	56	1.69
58	4	232	6.78
60	8	480	13.56
62	5	310	8.47
64	4	256	6.78
66	5	330	8.47
68	4	272	6.78
70	2	140	3.39
72	2	144	3.39
74	6	444	10.17
76	5	380	8.47
80	5	400	8.47
Total	N= 59	$\Sigma fY = 3796$	100

Next, the researcher uses the accounting of mean score to determine M_Y as follow:

$$M_Y = \frac{\Sigma fY}{N}$$

$$M_Y = \frac{3796}{59}$$

$$M_Y = 64.34$$

The mean score was found 64.34 for C-test or 'Y'.

Table 4.4 Analysis of Students' C-Test Scores

Score	Frequency	Category	Percentage (%)
80 – 100	5	Excellent	8.47
70 – 79	15	Good	25.42
60 – 69	26	Fair	44.07
50 – 59	9	Low	15.25
0 – 49	4	Poor	6.78
Total	59		100

After analyses the students' cloze test and C-test score the researcher has been given category for every students one by one about their score. The table of students' category can be seen in the appendix.

- c. To analyze about the comparison between cloze test and C-test on the sixth semester students in STKIP-PGRI Banjarmasin.

The steps in analyzed this comparison were:

- 1) Doing normality test
- 2) Doing homogeneity test
- 3) Using W-test (Wilcoxon signed-rank formula)
- 4) Making distribution table of students' ranks of cloze test and C-test by calculated the data using *Wilcoxon-signed* test.
- 5) Using Z-test for interpretation of large sample
- 6) Giving interpretation for "z" with consulting z table
- 7) Determining hypothesis

First, the researcher did normality and homogeneity test by using One Way Anova SPSS version 23.

d. The analysis about comparison between cloze test and C-test

1) This is the result of Normality Test.

Table 4.5 Result of Normality Test

Table 4.5

Variable	Statistic	Significance
Cloze Test	0.201	0.00
C-Test	0.129	0.016

Based on the result by One Way Anova SPSS 23, it shows that the statistic value of cloze test was 0.201 and C-test 0.129 and the significant value of variable cloze test was 0.00 and the significant value of variable C-test was 0.016. Based on the table the researcher was given two interpretations:

- a. Statistic value was 0.201 for cloze test and 0.129 for C-test. In Kolmogorov-Smirnov for Normality test, statistic value is an Absolute value where the values get after calculating positive and negative data in most extreme different. Absolute value is the largest value from positive and negative that the value usually called D absolute. For answer the question normality test by D absolute, the hypotheses as follows:

- H_0 : The data has normal distribution
- H_1 : The data have not normal distribution

According to hypotheses the researcher uses D table to found D_{α}
 Level of significance: 0.05 and N : 59. So, D_{α} was 0.176 from D table
 and the absolute value can be written, as follows:

- If the $D_{value} < D_{\alpha}$ H_0 is accepted.
- If the $D_{value} > D_{\alpha}$ H_0 is rejected.

The value of D was 0.201 for cloze test and 0.129 for C-test and D_{α}
 was $\frac{1.358}{\sqrt{59}} = 0.176$ for more information can be seen in appendix.

Because the cloze test $0.201 > 0.176$ H_0 for cloze test was rejected and
 the data was abnormal. On the other hand the C-test was normal that
 $0.129 < 0.176$ H_0 was accepted. To make it sure the researcher
 continued the interpretation two of the significance table.

- b. Significance is a value that usually used by many researcher to
 know whether different or not the data with the significance level
 or to answer significance hypothesis. Therefore, after the data was
 interpreted by D Absolute to make sure the data has normal
 distribution or not. The hypotheses, as follows:

- If $p_{value} < p_{\alpha}$ H_0 rejected or abnormal
- If $p_{value} > p_{\alpha}$ H_0 accepted or normal

Meanwhile, the level of significance was 0.05 and p_{value} for cloze
 test 0.00 and C-test 0.016. In case study two test was abnormal or not on

normal distribution, because the cloze test $0.00 < 0.05$ and the C-test $0.016 < 0.05$ (0.050) and the data was abnormal.

After made two interpretation of normality test the researcher concluded that two variables not on normal distribution and the researcher would use Non Parametric research with Wilcoxon signed-rank.

2) This is the result of Homogeneity Test.

Table 4.6 Result of Homogeneity Test

Variable	Significance	Criteria
Cloze test/C-test	0.005	Not equal

Moreover, that's two variables was abnormal and also the data was not homogenous or equal cause the result of significance the cloze test and C-test was $0.005 < 0.05$. Those the data was not homogeneous cause the significance $p_{\text{value}} < p_{\text{alpha}}$ and the research continued by using non parametric research. For more information about the result, it can be seen in the appendix.

3) Using W-test (Wilcoxon signed-rank formula)

Based on the calculation above whether the data have normal distribution or not, the researcher found that the data have not normality distribution (abnormal). Then, this research has two dependent samples which are Cloze Test and C-Test. Therefore, the assumption to use *Wilcoxon-signed rank* is fulfilled.

4) Table 4.7 Distribution table of students' ranks of cloze test and C-test by calculated the data using *Wilcoxon-signed* test.

N	Cloze Test	C-Test	D_i	$[D_i]$	R_i	Sign
1	70	32	38	38	49.5	+
2	68	68	0	0	-	
3	64	66	-2	2	3	-
4	72	62	10	10	17.5	+
5	68	60	8	8	13	+
6	62	76	-14	14	26	-
7	60	62	-2	2	3	-
8	64	52	12	12	20.5	+
9	64	68	-4	4	7.5	-
10	64	66	-2	2	3	-
11	66	80	-14	14	26	-
12	72	80	-8	8	13	-
13	68	72	-4	4	7.5	-
14	68	60	8	8	13	+
15	70	50	20	20	35	+
16	74	80	-6	6	10	-
17	74	64	10	10	17.5	+
18	70	62	8	8	13	+
19	70	66	4	4	7.5	+

Table 4.7 (continued)

N	Cloze Test	C-Test	D_i	[D_i]	R_i	Sign
20	74	60	14	14	26	+
21	64	36	28	28	42	+
22	66	46	20	20	35	+
23	60	80	-20	20	35	-
24	72	68	4	4	7.5	+
25	72	58	14	14	26	+
26	68	58	10	10	17.5	+
27	66	50	16	16	31.5	+
28	72	34	38	38	49.5	+
29	32	80	-48	48	53.5	-
30	66	52	14	14	26	+
31	62	62	0	0	-	
32	30	76	-46	46	52	-
33	30	64	-34	34	47	-
34	82	66	16	16	31.5	+
35	26	76	-50	50	55	-
36	48	66	-18	18	33	-
37	44	58	-14	14	26	-
38	46	60	-14	14	26	-
39	100	68	32	32	45.5	+

Table 4.7 (continued)

N	Cloze Test	C-Test	D_i	[D_i]	R_i	Sign
40	100	64	36	36	48	+
41	84	58	26	26	40.5	+
42	68	56	12	12	20.5	+
43	36	60	-24	24	38	-
44	100	76	24	24	38	+
45	70	60	10	10	17.5	+
46	60	74	-14	14	26	-
47	62	70	-8	8	13	-
48	76	74	2	2	3	+
49	32	74	-42	42	51	-
50	42	72	-30	30	43.5	-
51	100	74	26	26	40.5	+
52	74	60	14	14	26	+
53	100	70	30	30	43.5	+
54	50	74	-24	24	38	-
55	26	74	-48	48	53.5	-
56	14	76	-62	62	56	-
57	62	60	2	2	3	+
58	32	64	-32	32	45.5	-
59	62	62	0	0	-	

Furthermore, from this table above, the researcher found that there are 31 of 59 difference score have a positive sign. Then, the researcher calculates the total score of the positive ranks.

$$W = \sum_{i=1}^{n'} R_i^{(+)} = 49.5 + 17.5 + 13 + 20.5 + 13 + 35 + 17.5 + 13 + 7.5 + 26 + 42 + 35 + 7.5 + 26 + 17.5 + 31.5 + 49.5 + 26 + 31.5 + 45.5 + 48 + 40.5 + 20.5 + 38 + 17.5 + 3 + 40.5 + 26 + 43.5 + 3 = 805$$

5) Using Z-test

Because the samples of this research were more than 20 people, so the researcher also uses Z-test formula in order to know the comparison between two variables.

This was result by using Z-test, as follow:

$$z = \frac{W - \frac{N(N+1)}{4}}{\sqrt{\frac{N(N+1)(2N+1)}{24}}}$$

$$z = \frac{805 - \frac{56(56+1)}{4}}{\sqrt{\frac{56(56+1)(2 \cdot 56+1)}{24}}}$$

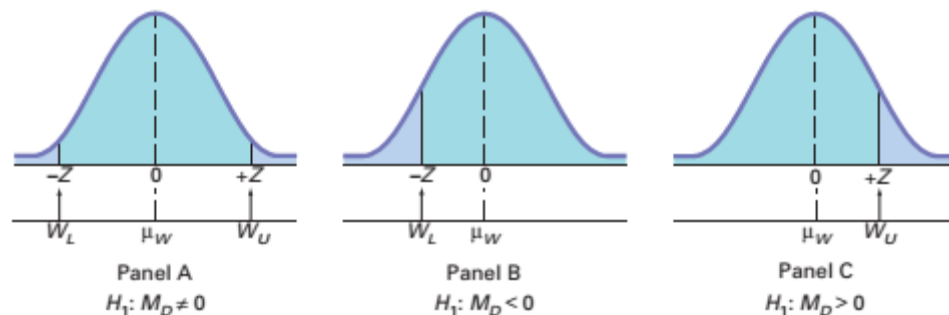
$$z = \frac{7}{\sqrt{\frac{3192(113)}{24}}}$$

$$z = \frac{7}{\sqrt{15029}}$$

$$z = \frac{7}{122.593} = 0.057$$

6) Giving interpretation for the value of “z” with consulting to z table

The researcher then consults the value of “ z_{α} ” to the value of “ z_{table} ” with the significant error 5%. Because the value of two paired variables sample population “ z_{α} ” was $\frac{5\%}{2} = 2.5\% = 0.025$ and the value of “ z_{table} ” was knew -1.96 or on positive +1.96 cause the researcher uses positive rank z_{table} was +1.96.



For more information about table Z, it can be seen in the appendix.

7) Determining the hypotheses

- If $z < z_{table}$ = 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
- If $z > z_{table}$ = There is a significant difference between cloze test and C-test for testing reading comprehension on the sixth semester students in STKIP PGRI Banjarmasin

It can be written as follow:

- **H_a accepted and H_0 rejected** if $Z > +1.96$
- **H_0 accepted and H_a rejected** if $Z < -1.96$

Based on the calculations above, the researcher found that the value of “ z ” was lower than the value of “ z_{table} ”. That can be written like this “ $z_{count} < z_{table}$ ” or “ $0.057 \leq 1.96$ ” It can be concluded that 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. On the other hand, the *p-value* probability significance was more than $\alpha = 0.05$ or $0.954 > 0.05$ H_1 (alternative hypothesis) is rejected and H_0 (Zero Hypothesis) is accepted.

More information about the result can be seen in appendix.

B. Discussion

Based on the findings, the researcher found some information about the result of the students’ reading comprehension tested by using cloze test and C-test. In addition, the researcher also found the comparison between the result of the cloze test and the C-test for testing students’ reading comprehension.

1. Result of The Students’ Reading Comprehension Tested by Using Cloze Test

Based on the findings of the cloze test, averagely the students are in fair category, which there are 23 of 59 students or 38.98% got score between 60 and 69; 15 students or 25.42% are in good category, which got scores between 70 and 79; 1 students or 1.69% are in low category, which got score between 50 and 59; 7 students or 11.86% are in excellent category, which got score between 80 and 100; and 13 students or 22.03% are in poor category, which got score between 0 and 49.

2. Result of The Students' Reading Comprehension Tested by Using C-Test

From the statistical measurement, the researcher found averagely the students are in fair category, which there are 26 of 59 students or 44.07% got score between 60 and 69; 15 students or 25.42% are in good category, which got scores between 70 and 79; 9 students or 15.25% are in low category, which got score between 50 and 59; 5 students or 8.47% are in excellent category which got score between 80 and 100; and 4 students or 6.78% are in poor category, which got score between 0 and 49.

3. The Comparison between The Result of The Cloze Test and The C-Test for Testing Students' Reading Comprehension

The researcher found the information about the comparison between the result of the cloze test and the C-test for testing students' reading comprehension at sixth semester in STKIP PGRI Banjarmasin. Based on the findings, it is clearly seen that $z \text{ count } (0.057) \leq z \text{ table } 5\% (1.96)$ and the *p-value* probability significance was $0.954 > 0.05$. Because the *p-value* 0.954 more than $\alpha = 0.05$ **Ho (Zero Hypothesis) is accepted and Ha (Alternative Hypothesis) is rejected.** Furthermore, the data was got by collecting numerical data that was analyzed statistically. The researcher found that *z-count* was *smaller than z-table*. Thus, it can be stated that there is no any significant difference between the result of cloze test and C-test for testing reading comprehension.

Therefore, although there are different scores and mean scores, but by collecting numerical data that was analyzed statistically. The researcher found

that z-count is *smaller than* z-table. Thus, it can be stated that there is no any significant difference between the result of cloze test and C-test for testing reading comprehension.

Based on the data and explanation above, the researcher infers that the result of cloze test and C-test for testing reading comprehension on the sixth semester students in STKIP PGRI Banjarmasin is rejected by the significance differences of the tests types. C-test was a modification of reading testing technique that was called *cloze procedure* where the word in the text is deleted until the required number of mutilations is reached. That was the same form with the cloze test by deleting some word but the rule of two or 'C-principle' is the defining feature of C-test. It was different with the cloze test by deleting every *n*-th word six or seven words. The C-test is very economical measurement instruments; the second advantage of them is that students find it less frustrating than cloze tests (Dörnyei & Katona, 1992). The other advantage of C-test over cloze is the use of different passages so as to eliminate text specificity and test bias (Baghaei, 2008).

In classroom context, the C-test was more powerful than cloze test that the test saves much time to read and answer. However, the reading ability of students cannot be differentiated after giving two kinds of tests. There was much aspect; main aspect was the reading mastery of sixth semester students STKIP-PGRI Banjarmasin it was very good with the result that the researcher found the students reading ability was good to answer two kinds of tests although the students did not knew about C-test previously.

The major problem with the H_0 is that many researchers, and reviewers, see accepting the null as a failure of the experiment. This is very poor science, as accepting or rejecting any hypothesis is a positive result.

Even if the null is not refuted, the world of science has learned something new. The term 'failure', should only apply to errors in the experimental design, or incorrect initial assumptions.

In this research the data has been accepted with several theories of cloze test and C-test. However, the tests had been found the data was no any significant different. Cloze test and C-test was the test with the different design and difficulties.

In this study the researcher tried to introduce the important things of the C-test and for the teacher as the variation testing technique in reading comprehension and to compare about two testing technique in reading comprehension while one of the test rarely used in our country, the very cheap test like C-test is a good test but maybe not too matching for assessing Indonesian students' in general. To apply the C-test the teacher must to observe their students' before and make the test more fun, because the C-test is no any significant different with the cloze test for testing students' reading comprehension.