TESTING READING COMPREHENSION USING CLOZE TESTS AND CLOZE-ELIDE TESTS AMONG THE YEAR-10th STUDENTS OF SMAN 1 DEPOK IN THE ACADEMIC YEAR OF 2010/2011

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English Education Department

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FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF YOGYAKARTA

April 2011

APPROVAL

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Accepted by the Board of Examiners of the Faculty of Languages and Arts of the State University of Yogyakarta on July, 6, 2011 and Declared to have Fulfilled the Requirements to Acquire a *Sarjana Pendidikan* Degree in English Education

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Yogyakarta, July, 6, 2011
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PERNYATAAN

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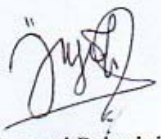

Angesti Palupiningsih

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BAB I
INTRODUCTION

A. Background of the Study

Testing becomes important at every stage of human lives, 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 a particular 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.

In line with the status of English language in Indonesia as a foreign language, reading gets more proportion in teaching and learning process. It is like what Eskey in Hinkel (2005: 416) said, "Many students of English as a foreign language (EFL), for example, rarely speak the language in their day-to-day lives but may need to read it in order to access the wealth information recorded exclusively in the language." Therefore, the curriculum for English subject of senior high school in Indonesia states that graduates from senior high school are expected to achieve an informational level because they are prepared to enter university (BSNP in Nugraha, 2010: 2). 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 dealing with English text. That measurement is generally called a *test*.

However, there are some problems that the English language teachers 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 teachers are still confused on what techniques should be applied in their class. Some teachers only use monotonous or even single 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 arrive at the best solution for any particular situation- the most appropriate test or testing system- it is not enough to have at one's disposal a collection of test techniques from which to choose. It is necessary to understand how they can be applied. Therefore, it is important for teachers to know what kinds of testing techniques that should be appropriately applied in their English teaching learning process by considering the validity, reliability, and practicality of the tests. This study tries to investigate the result of two different testing techniques applied in a particular language skill, that is reading comprehension.

B. Identification of the Problem

Learning language involves four skills. They are reading, listening, speaking and writing skills. Speaking and writing skills of the learner can be shown from how they produce the language in oral and written forms, so those are called productive skills. On the other hand, the learner's reading and listening skills can be shown by how they respond to the oral or written text. Therefore, reading and listening skills are classified into receptive skills. Besides those four skills, there are some language areas that are needed to be developed. They are phonology, vocabulary, and grammatical structure. Those language areas support a mastery of a language. A person should have good phonology if he/she wants to listen and speak correctly. Good vocabulary knowledge will support someone when he/she is reading, listening, speaking, or writing. Moreover, grammatical structure helps to determine context or to convey a context of a text.

This study mainly deals with one of the language skills, that is the reading skill, particularly 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.

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.

C. Limitation of the Study

In this particular study, it does not deal with all kinds of testing techniques for reading, rather focuses on two kinds of tests, namely, Cloze Tests and Cloze-Elide 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 are exists on student, they are metacognision, 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 (school based curriculum) in Indonesia that the English teaching-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 highly 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. Besides that, there is no research about both of the tests before if it is applied in Indonesia, that it may be a good consideration. This study tries to investigate the result of both testing techniques and to make a comparison between them for measuring reading comprehension ability of year-10 students of SMAN 1 Depok. The choice of the school is based on the consideration that the population of this school meets the demand or the requirement for this research. Besides, it has a good reputation in Kabupaten Sleman, whereas the choice of grade is because year-10 students have not been classified into specific programs. In this school, they are social and science program.

D. Formulation of the Problem

Based on the problem limitation, the problems formulated for this research are the following:

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 Cloze-Elide Tests like?
3. Is there any significant difference between the result of Cloze Tests and the Cloze-Elide Tests for testing students' reading comprehension?
4. Is there any positive and significant correlation between the results of the Cloze Tests and the Cloze-Elide Tests for testing the students' reading comprehension?

E. Objective of the Study

According to the formulation of the problem, the objectives of the study are the followings:

1. To describe the result of the students' reading comprehension tested by using Cloze Test
2. To describe the result of the students' reading comprehension tested by using Cloze-Elide Test
3. To find out whether there is a significant difference between the result of Cloze Tests and Cloze-Elide Tests
4. To find out whether there is a positive and significant correlation between the result of Cloze Tests and the Cloze-Elide Tests for testing the students' reading comprehension

F. Significance of the 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 Cloze-Elide Tests and the correlation between them 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 school

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.

G. Definition of Terms

1. Testing is any activity of using tests to measure ability, knowlede, or performance.
2. Reading comprehension is an activity of understanding its contents of a written text.
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 testee is required to replace them.
4. Cloze-Elide Test is a kind of test that inserts words to a text that actually do not belong to the text. The test-taker's task is to detect and cross out the "intrusive" words.

BAB II
LITERATURE REVIEW

A. Theoretical Framework

This particular study is intended to give more exploration on the language testing, that is testing reading comprehension. In this study are Cloze Test and Cloze-Elide Test. This chapter mainly deals with some theoretical framework convening the topic of this study, that are nation of reading, testing, and testing techniques for reading comprehension.

1. The nature of reading

a. The Definition of Reading

Reading is to process text meaning through some process of interaction with print (Alderson, 2000: 1). In line with that, reading is also defined as a process of understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. It is also stated that word recognition is a process of accessing and recognizing individual words (Lems, Miller, and Soro, 2010: 65). Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text (Pang, Muaka, Bernhardt, at al, 2011: 6). Comprehension is also a constructive process in which student creates meaning based on their background

knowledge (Gunning, 2010: 1). Reading becomes an involving between a text and a reader's background knowledge. (Lems, Miller, and Soro, 2010: 170).

Meanwhile, Nunan (2003: 68) sates that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. The act of reading combines a text, reader, fluency, and strategies.

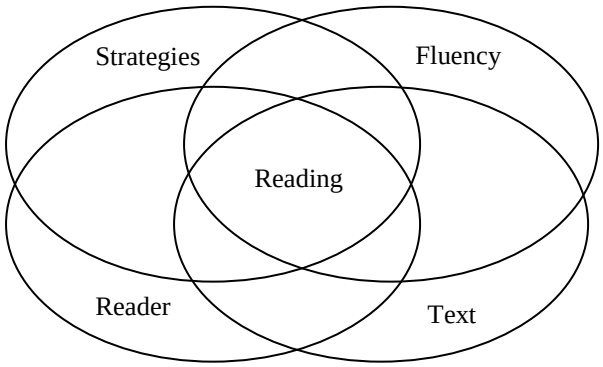

Figure 1. The Combination of the Act of Reading

b. Specific Skills Involved in Reading

The following are specific skills involved in reading according to Heaton (1991: 105).

1) Recognise words and word groups, associating sounds with their corresponding graphic symbols;
2) Deduce the meaning of words by
- Understanding word formation (roots, affixation, derivation, and compounding);
- Contextual clues (e.g. *One of the members of the group exposed the plot, and the police were soon able to arrest the leaders*.);
3) Understand explicitly stated information (e.g. *I wish Ann had come. = Ann did not come – hence my wish*.);
4) Understand relations within the sentence, especially elements of sentence structure, negation, fronting and theme, complex embedding

5) Understand relations between parts of a text through both lecical devices (e.g repetition, synonyms, antithesis) and grammatical cohesive devices, especially anaphoric and cataphoric reference (e.g. *he, they, it, the former, the latter*) and connectives (e.g *since, after, because, although, however, in addition*);
6) Perceive temporal and spatial relationships, and also sequences of ideas;
7) Understand conceptial meaning, especially
- Quantity and amount
- Definiteness and indefiniteness
- Comparison and degree
- Means and instrument
- Cause, result, purpose, reason, condition, addition, contrast, concession;
8) Anticipate and predict what will come next in the text;
9) Identify the main idea and other salient features in a text;
10) Generalise and draw conclusions;
11) Understand information not explicitly stated by making inferences (i.e. reading between the lines) and understanding figurative language;
12) Skim and scan (looking for the general meaning and reading for spedific information);
13) Read critically;
14) Adopt a flexible approach and vary reading strategies according to the type of material being read and the purpose for which it is being read.

c. Reading Comprehension

Related to reading comprehension, Richards and Schmidt (2002: 443) state that reading is an activity of perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that results is called reading comprehension. In line with that, Lems, Miller, and Soro (2010: 170) state reading comprehension ability is the ability to construct meaning from a given written text. Reading comprehension is not a static competency; it varies according to the purpose for reading and the text that is involved.

Other reading experts, Alderson (2000: 1) says that reading comprehension is to process text meaning through some processes of interaction with print. Not only looking at the print, the reader also ‘deciding’ what they

‘mean’ and how they relate to each other. Current research views reading comprehension as dynamic process in which the reader "constructs" meaning based on information that a reader gathers from a text. It is also stated by Sweet and Snow (2003: 1) that reading comprehension is the process of simultaneously extracting and constructing meaning. In other words, readers recognize both challenges: figuring out how print represents words and engaging in the translation of print to sound accurately and efficiently (extracting), and at the same time formulating a representation of the information being presented, which inevitably requires building new meanings and integrating new with old information (constructing meaning).

A reading expert, Katherine Maria in Arieta (2005: 2) defines reading comprehension as: ...holistic process of constructing meaning from written text through the interaction of

1) the knowledge the reader brings to the text, i.e., word recognition ability, world knowledge, and knowledge of linguistic conventions;
2) the reader's interpretation of the language that the writer used in constructing the text; and
3) the situation in which the text is read.

Based on some definitions above, it can be inferred that reading comprehension is a process of constructing a meaning from a written text that involves the interaction of the the reader’s prior knowledge with the new given information.

d. Metacognition Role and Schema Theory in Reading Comprehension Process

In a reading process there is a metacognition that plays an important role. According to Lems, Miller, and Soro (2010: 170) reading is accomplished through use of strategies, both cognitive and metacognitive. When a metacognition is applied to reading tasks, it involves several elements: 1) the ability to recognize errors or contradictions in text, 2) the understanding of different strategies to be used with different kinds of text, and 3) the ability to distinguish important ideas from unimportant ones. Metacognition is conscious awareness of human thinking and learning process. It is part of human heritage. Everyone possesses it, even people without formal schooling. However, it has a demonstrable influence on reading and academic success. Grabe & Stoller (2002) in Lems, Miller, and Soro (2010: 181) divided metacognition into three categories. They are planning, monitoring, and evaluating one's own comprehension (before, during, and after performing a task). In the beginning, the metacognitive skills may be very conscious, but as they become more facile, they tend to become less conscious and more automatic. Lems, Miller, Soro (2010: 181) states that writers use metacognitive strategies when they make careful word choices or use rereading or editing strategies. It happens because when a reader reads, metacognitive strategies help her/him prepare for a reading task, monitor the task, and then evaluate it when it has been completed. (Therefore, the researcher conclude that cloze test and cloze elide test are appropriate to test students reading comprehension)

Besides metacognition, schema theory is now widely accepted as playing a key role in reading comprehension, it is based on the assumption that the reader's prior knowledge directly impacts new learning situations. Reading theorists view schema theory as a "framework" that organizes knowledge in memory by putting information into the correct "slots," each of which contains related parts. When new information enters memory, it not only must be compatible with one of the slots, but also it must actually be entered into the proper slot before comprehension can occur (Nist & Mealey (1991) in Arieta (2005: 3)). If this notion is accepted, reading shifts from a text-based activity to an interactive process in which the reader constructs meaning by interacting with the text. According to reading specialist John McNeil (1992) in Arieta (2005: 3), schemata is the reader's "concepts, beliefs, expectations, processes — virtually everything from past experiences that is used in making sense of reading. In reading, a schema is used to make a sense of text; the printed word evokes the reader's experiences, as well as past and potential relationships". Reading teachers, therefore, need to emphasize on three types of schemata: 1) knowledge of the concepts and processes that pertain to certain subject matter, i.e., science, math, humanities; 2) general world knowledge i.e. social relationships, causes and effects; 3) knowledge of rhetorical structures i.e. patterns, rules, structures for organizing text and cues to the reader.

In line with that, Moreillon (2007: 158) says that schema theory suggests that knowledge is stored in abstract structures called schemas. People organize and retain information in their memories based on a hierarchy of characteristics.

For instance, in a schema for a dog named Tessa, there are an overarching concept of animal, then pet, then dog, then poodle, then finally the specific traits of this particular dog. When applied to reading comprehension, schema theory postulates that readers have preconceived concepts that influence their understanding of texts. This background knowledge is applied when texts are being read. Schemas change when new information supplants old or is integrated into prior understandings.

5. The Nature of Testing

a. The Definitions of Testing

A test is any procedures for measuring ability, knowledge, or performance (Richards and Schmidt, 2002: 546). In line with this, it is stated that a test is a method of measuring a person's ability or knowledge in a given domain (Brown, 2000: 384). The method here refers to a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test-taker.

According to Heaton (1991: 5), tests are constructed primarily as devices to reinforce learning and to motivate the student or as a means of assessing the student's performance in the language. Tests also attempt to measure the candidates' success in performing purposeful and relevant tasks and their actual ability to communicate in the language.

Based on those definitions, it can be inferred that testing is any activity of using tests to measure ability, knowlede, or performance.

b. Type of Tests

According to Heaton (1991: 171) there are 4 types of tests.

1) Achievement Tests

Achievement tests are types of tests that are intended to measure achievement on a large scale. It is also stated that all public tests which are intended to show mastery of a particular syllabus are also achievement tests. These tests are based on what the students are presumed to have learnt-not necessarily on what they have actually learnt nor on what has actually been taught. Therefore, several achievement tests are standardized.

2) Proficiency Tests

Proficiency tests are types of tests that define student's language proficiency with the reference to a particular task which they will be required to perform. Proficiency tests are not related to any syllabus or teaching programme, but they are concerned with measuring not general attainment but specific skills in the light of the language demands made later on the student by a future course of study or job.

3) Aptitude Tests

An aptitude test is a type of test that is designed to measure the student's probable performance in a foreign language which he or she has not started to learn: i.e. it assesses aptitude for learning a language. Aptitude tests generally seek to predict the student's probable strengths and weaknesses in learning a foreign language by measuring performance in an artificial language.

4) Diagnostic Tests

A diagnostic test is a type of test that is constructed to diagnose area of difficulty in a group of students so that an appropriate remedial action can be taken later.

c. Types of Scoring Tests

There are two types of scoring tests. They are subjective and objective test.

1) Subjective Tests

Subjective test is a test that requires a judgment on the part of the scorer. The subjective test may result in a range of possible answers, some of which are more acceptable than others (Huges, 1989: 19).

2) Objective Tests

Objective test is a type of scoring tests that does not require any judgment on the part of the scorer (Huges, 1989: 19). In line with Huges, Heaton (1991: 25) sates that objective test is a type of scoring test that have only one correct answer, or, at least, a limited number of correct answers.

6. Testing Reading

In testing reading there are some to be considered. Alderson (2000:87) identifies three different types of questions used in reading tests. According to this categorization, 'textually explicit' questions are the ones in which the respondents are able to find both the question information and the correct answer. On the other hand, through 'textually implicit' questions the respondents are expected to find the answer by combining information across sentences. The last type is 'script-

base', (or 'scriptually implicit') questions, in which the respondent needs to refer to her/his background knowledge since the text does not contain the correct answer itself. The respondents' schemata should fit the tester's schemata in order to answer scriptually implicit question.

Alderson also considers that no single method satisfies reading teachers since each teacher has different purposes in testing. Then reading teachers should be aware of what they need to test in terms of selecting the most appropriate testing method for their students; discrete-point techniques when they intend to test a particular subject at a time, or integrative techniques when the aim is to see the overall picture of a reader.

Heaton (1991: 8) mentions that the traditional reading comprehension test measures a skill which is more closely associated with examinations and answering techniques than with the ability to scan in order to extract specific information for a particular purpose.

Reading comprehension is the aim of curriculum in senior high schools. In passing examination, Indonesia has a standard of competence. In this standard, it is stated that students are expected to be able to comprehend transactional discourse and light interpersonal and or spoken monologue in the terms of narrative, procedure, spoof/recount, report, news item, descriptive, anecdote, exposition, explanation, discussion, commentary, and review discourse.

In testing reading comprehension, there are two things that can be seen from reading. They are process and product (Alderson, 2000: 3).

a. Process and Product of Reading

Inspecting its process or its product is alternative approaches to examine the process of reading and often to compare that product with the text originally read. It is sometimes said that, although different readers may engage in very different reading processes, the understandings they end up with will be similar.

Before coming to the product, it is important to make distinction between a process and a product of reading. The process is the interaction between a reader and the text (Alderson, 2000: 5), whereas the product of reading is the result of the process. It means that it needs a test design of understanding particular texts, administering the tests to suitable formats, using particular research designs, and then inspecting the result. Since readers may differ in their knowledge and experiences, the products of reading will also ncessarily differ.

b. Testing Techniques for Reading Comprehension

There are many kinds of testing technique for reading comprehension. Heaton (1991: 105) proposed: word matching, sentence matching, pictures and sentence matching for initial stages of reading; matching tests for intermediate and advanced stages; true/false reading tests, multiple choice items, completion, rearrangement, cloze procedure, open-ended and miscellaneous items, and cursory reading.

In line with Heaton, Brown (2004: 190) has: 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 this particular study, the researcher tried to use Cloze Test and Cloze-Elide Test to test the students' reading comprehension.

Besides them, 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.

However, as what was stated in the identification of the problem, in this particular study, the researcher investigates only two of those testing techniques above. They are Cloze-Test and Cloze-Elide Test in testing 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 are exists on student, they are metacognision, schema theory, and contextual word meaning that are important in reading comprehension, (2) those testing techniques are practical.

7. Cloze Tests

Harmer (2002: 323) states that cloze, in its purest form, is the deletion of every n-th word in a text (somewhere between every fifth or tenth word). Manning (1987: 4) also says …, the classic cloze words are systematically deleted from a text and the testee is required to replace them…. This testing technique is considered appropriate to test readin

g comprehension. It is based on what Heaton (1988: 132) says "Perhaps the most common purpose of the cloze test, however, is to measure reading

comprehension." He said so because it has long been argued that cloze measure textual knowledge: i.e. an awareness of cohesion in a text, involving the interdependence of phrases, sentences, and paragraph within cloze text. He also stated that cloze test can be applied to the testing of reading comprehension at both level the elementary and the more advanced levels.

According to Brown (2004: 201), there are four procedures of cloze-test. They are fixed-ratio, rational, multiple-choice, and C-test procedure. Fixed-ratio procedure is constructed by deleting words according to a fixed pattern (e.g. every seventh word). This procedure is intended to sample regularly various types of words, some of which are governed by local grammatical constraints, other which are governed by long-range textual constraints. Rational cloze procedure allows the test developer controls over the types of words deleted and thus the language traits measured. Multiple choices procedure is constructed by altering the mode of expected response, having the student not construct an answer to fill in a blank but simply select the correct word from the choices given. While C-test procedure specifies that deletions are made on the second half of every other word in a short segment of text, because of the shorter segment of the text and the importance of clues in the immediate environment, this procedure most likely results in testing of more grammatical and less textual competence.

Based on Longman Dictionary of Language Teaching and Applied Linguistics (Richards and Richards, 2002:78), there are two ways of creating the blanks. The first is known as rational deletion, where words are deleted on the basis of some rational decisions (e.g. parts of speech, discourse, preposition, etc),

which results in rational cloze. For example, prepositions may be deleted to assess test takers' knowledge of English prepositions. The second is known as fixed ratio deletion or *n*th word deletion, where every *n*th word is deleted. For example, every fifth, sixth, or seventh, word may be deleted. The test taker must then read the passage and try to guess the missing words. The frequency of the deletion depends on the length of the text. However, if the deletion is under the fifth word, it can make the test more difficult because it is difficult for the testee to determine the context.

In the dictionary, there is also stated the steps for students in doing this test. There are two steps here: (1) the test taker must guess the exact word that was used in the original passage (as in the above example). (2) The test taker can guess any word that is appropriate or acceptable in the context. The former is called the exact word method, while the later is called the acceptable word method (also the appropriate word method, the acceptable alternative method, and the contextually appropriate method).

The examples are given below.

> *Direction. Fill in the blanks with the words given below.*
>
> *for - understanding - reading - it - still - we - to - such - that - these*
>
> Education has two purposes. First, education provides tools so that ____ can earn a living. Some of ____ tools are basic tools, such as ____ and writing. Others are technical skills, ____ as typing, accounting, and data processing. ____ others are highly professional skills peculiar, ____ example, to medicine, to law and ____ teaching. Secondly, education provides experience so ____ we can learn how to live. ____ provides a background of ideas for ____ the past. It provides a sense of values for meeting the future.

This testing technique has some strength. Firstly, a cloze test is easy to prepare. The tester only needs to delete every *n*th word of the chosen text or deletes the key words that built the discourse. Through this test, how much intelligent or sharp-witted a linguist is, whether he/she has on ability to comprehend the sense of a piece of writing, to find out the suitable word and to give its correct spellings can be judged easily. Secondly, it is economical because it does not need a lot of piece of paper. Third is the tester also only needs fewer time for correcting, because it belongs to dichotomous test.

5. Cloze-Elide Tests

Cloze-elide test is one of testing techniques in reading. This technique was proposed by Alderson (2000). This technique was introduced as the 'intrusive word technique' and is also called as "…'text retrieval, 'text interruption', 'doctored text', multilated text' and 'negative cloze'…" (Alderson, 2000: 225). In this test, the tester inserts words and the test-taker is asked to find the words that do not belong to the text. In line with Alderson, Brown (2004: 204) says that cloze-elide test is a kind of test that inserts words to a text that actually do not belong to the text. The test-taker's task is to detect and cross out the "intrusive" words. Likewise, Christine (1996) says that cloze-elide test is a procedure whereby the test writer inserts words into a text, instead of deleting them. The task of the reader is to delete each word that does not belong to.

Considering those opinions, the researcher concludes that cloze-elide test is a testing technique that requires the testee to detect and then eliminate the intrusive words. It can be done by drawing a line through.

According to Farhady (1996: 225) there are some points that needed to be considered in constructing Cloze-Elide Tests. The first point is the selection of the text. The passages should have appropriate length and difficulty. It means that the text should meet the demand of the curriculum that agrees with the students' grade level. The second point is determining the locations where the instructive words should be inserted. The most appropriate method of inserting the words in the text is the random insertion procedure. That is, the words in the passage should be numbered. Then the numbers should be randomly selected and the redundant word should be inserted after or before the word that corresponds to the randomly selected number. The example below is how to determine the locations. The passage would look like the following.

> Education has two goals. First, it provides ____ means so that we may earn ___ our living. Some of these tools are _____ main tools, such as reading or writing. Others ___ are technical skills, such as typing, _____ accounting, and data processing. Still others are _____ highly professional skills peculiar, for example, to ____ medicine, to science, and to teaching. Secondly, it __ provides experience so that we can learn ___ how to live. Education provides knowledge ____ of ideas for using the past. It _____ provides a sense of values for ___ meeting the future.

The third point is the selection of the words to be inserted in the passage. A good procedure is selecting certain words from the dictionary on a random basis. Of course, some scholars said that the inserted word should be similar to the adjacent words. However, the difference between inserting words selected randomly and the words inserted logically needs empirical evidence.

In the sample passage presented before, there are 12 blanks. Therefore, twelve words should be selected randomly. Following a random insertion procedure, the passage would look like the following.

> Education has two goals. First, it provides very means so that we may earn the our living. Some of these tools are actual main tools, such as reading or writing. Others may are technical skills, such as typing, quite accounting, and data processing. Still others are would highly professional skills peculiar, for example, to such medicine, to science, and to teaching. Secondly, it is provides experience so that we can learn the how to live. Education provides knowledge that of ideas for using the past. It after provides a sense of values for the meeting the future.

In this passage, underlined words are inserted. They are redundant and the examinees should detect them and cross them out. Of course, they are underlined here to inform the reader. Otherwise, in the original test, the inserted words are written in exactly the same form as the other words in the text.

In scoring the cloze-elide test, the words that are detected and crossed out correctly will be given a credit. Sometimes, testees cross out the words that are not redundant and are parts of the text. In such cases, the testees are penalized and one point is deducted for any error.

This testing technique has some strengths. It is easy to prepare. Moreover, it does not need a lot of paper, so it can save the cost of a test. Testers only need a short times to do the correction. The cloze-elide test is an interesting cognitive exercise and it can be used both as a test and as a class activity.

B. Review of Relevant Study

There were some previous studies concerning reading comprehension and testing reading that are used as a review in this study.

1. Relevant Study about Reading Comprehension

One of them is the one conducted by Tusino (2004). The result of the *Pearson Product Moment Correlation* analysis of this research revealed that there is a positive and significant relationship between student's understanding of textual word meaning and their reading comprehension ability. This fact suggests that understanding of textual word meaning has a contribution to reading comprehension ability. Textual word meaning here is meaning of the word base on the context. It means that a reader must have sufficient knowledge of the meaning of the word and know the meaning contextually to understand the reading materials. In line with this Tusino, Samuels, (2007: 564) in Lems, Miller, Soro (2010: 148) states in order to comprehend a text, one must identify the words on the page and one must construct their meaning.

2. Relevant Study about Testing Techniques for Reading Comprehension

The second relevant study is one that was conducted by Anggraeni (2010). It is a study about two kinds of testing techniques for reading comprehension. It compare the result of Multiple Choice and Cloze Test to test students' reading comprehension. The result of its study concluded that Cloze Test was more difficult for the students.

Tusino's and Diah Fitri Anggraeni's study are relevant with this study because both of them investigate about reading comprehension and testing reading comprehension with the descriptive quantitative analysis. The difference was the testing techniques used were Multiple-choice Test, whereas this study used Cloze Test and Cloze-Elide Test.

C. Analytical Construct

From Harmer's (2002) and Brown's (2000) book, it can be inferred that language teaching and learning consist of materials, methods, teachers, students, and finally they are evaluated by language testing. However, because the researcher wants to investigate difference testing techniques applied in a reading comprehension, this study only discusses materials (reading skill), students as the object, and language testing (here, particularly on testing reading).

For the materials, they are language skills involved. There are four language skills: speaking, writing that are involved in productive skills and reading, listening that are involved in receptive skills. Besides language skills, there are language areas that need to be developed to support the language mastery. They are phonology, vocabulary, and grammatical structure.

However, in language learning for a foreign language, reading gets more proportion. It is like what was mentioned before that many students of English as a foreign language (EFL) rarely speak the language in their day-to-day lives but may need to read it in order to access the wealth information recorded exclusively in the language (Eskey in Hinkel, 2005: 416). For year-10 senior high school, reading competency that should be achieved is informational level. It means that students should comprehend the information in a given text.

Reading is an activity of understanding a text. When a person is reading a text, mental process happens. There is a process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other

strategies to help them understand a written text. In line with that, there are two theories possessed by student to get comprehension. They are metacognition and schema theory that play an important role. Besides, those are supported by specific skills involved in reading that mentioned before.

In teaching learning process those materials (that consist of language skills, that is reading), methods, and what exist in students need to be evaluated using tests (language testing). A lot of testing techniques of reading were proposed by some experts, such as: answering question, written response, editing, summarizing, etc that involved in subjective test and Multiple-Choice, gap filling task, true-false, matching, c-test, cloze test, cloze-elide test, etc that involved in objective test. In terms of types, testing is divided into achievement, proficiency, aptitude, and diagnostic test. In a school type of testing that commonly applied is achievement test. In year-10 senior high school curriculum, it is stated that students need to achieve informational level for reading.

However, this research is intended to investigate two kinds of testing techniques for measuring students' reading comprehension achievement particularly focuses of using cloze test and cloze-elide test. This study investigates: (1) the result of the students' reading comprehension tested using Cloze Tests, (2) the result of the students' reading comprehension tested using Cloze-Elide Tests, (3) whether or not there is a significant different between the result of Cloze Test and Cloze-Elide Test, and (4) whether or not there is a positive and significant correlation between the result of Cloze Tests and Cloze-Elide Tests for testing the students' reading comprehension.

To investigate, two kinds of instruments were used. The first is the instrument with the Cloze Test technique and the second is the instrument test using the Cloze-Elide Test technique. The genre texts of the instruments were adjusted with the year-10 students, they are narrative, recount, and procedure text. The instruments were tried out first before be used to collect the data. It was calculated to get the valid and reliable items. Point biserial correlation and K-R20 were employed respectively.

The data were analyzed using descriptive and inferential analyses. For the descriptive analyses, the statistics used in the research were mean; the average score attained by the subjects of the research and standard deviation (SD); the average variability of all the scores around the mean. For the inferential analyses, the statistics used were *t*-test to know whether or not there is a significant difference between the score results of Cloze Test and Cloze-Elide Test. Moreover, *Person Product moment correlation* also was employed to know the correlation between the result of the Cloze Test and the result the Cloze-Elide Test for testing students' reading comprehension. The operational procedure of this research is presented in Figure 2.

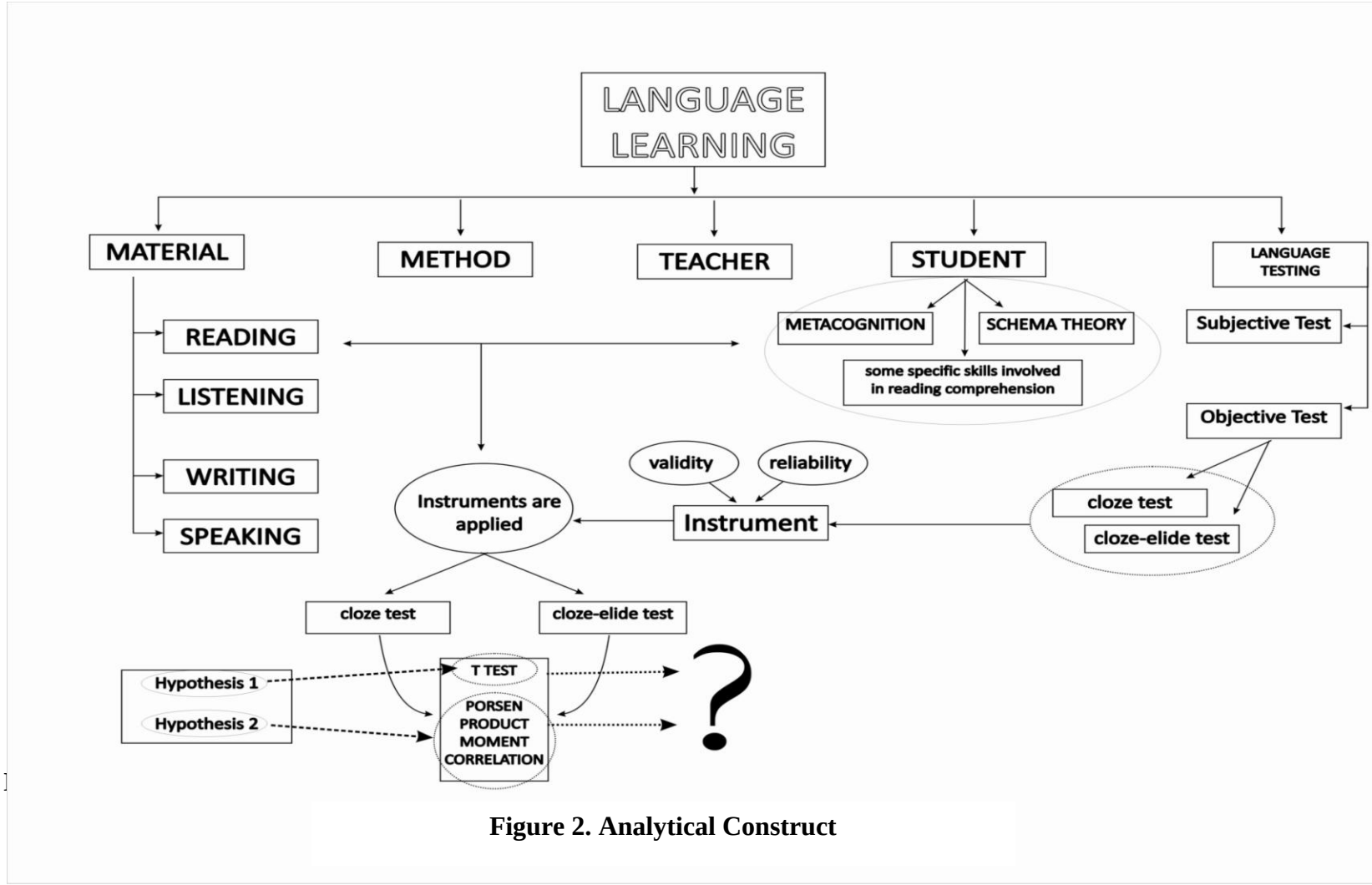

Figure 2. Analytical Construct

D. Hypothesis:

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

1. There is a significant difference between the result of Cloze Tests and Cloze-Elide Tests for testing the students' reading comprehension.
2. There is a positive and significant correlation between Cloze Tests and Cloze-Elide Tests result for testing students' reading comprehension.

CHAPTER III
RESEARCH METHOD

A. Type of the Research

In terms of the data analysis, this research used descriptive quantitative approach since it tried to explore and then describe the result of the study, that is two different testing techniques applied in a specific skill, then it was proved quantitatively.

B. Setting of the Research

This research was conducted in SMAN 1 Depok. It is located in Catur Tunggal, Depok, Sleman, Yogyakarta. It was in the second semester by the academic year 2010/2011. The choice of the school was based on the consideration that this school meets the requirement of the research, besides; it has a good reputation in Kabupaten Sleman.

C. Population and Sampling Techniques

Bungin (2005: 99) says that research population is the entire research object that can be a resource of research data. The population should be limited by the purpose and the background problem of the research. Therefore, the researcher took the students of year-10 students of SMAN 1 Depok as the population in this research. The choice of the school was based on the consideration that this school meets the requirement of the research, besides; it has a good reputation in

Kabupaten Sleman. The choice of the grade was because year-10 students have not been classified into specific programs, namely the social and science program. The total number of the year-10 students is 216 students that were divided into six classes.

The total number of the population above was considered big. For the practicality, efficiency, and accuracy, therefore, a sampling technique was needed. Bungin (2005: 91) says that there is a theory of probability in a research. This theory states that a conclusion that is drawn from a sample can be generalized to the entire population. That conclusion can be done because sampling is intended to represent the entire population. To draw the sample randomly, Krejcie and Morgan table was used in this research. Based on the table (Krejcie and Morgan in Isaac and Michael (1981: 2) the sample were 140 students.

D. Research Instruments

Research instruments are simply devices for obtaining information relevant to the research project (Wilkinson and Birmingham, 2003: 3). The research instruments were two kinds of testing techniques for reading comprehension. They were Cloze Tests and Cloze-Elide Tests which were used to measure the students' reading comprehension. To know whether the instruments were good or not, those were tried out first. Whether the instruments were good or not was based on three criteria: practicality, validity, and, reliability.

1. Practicality

According to Brown (2000: 386) practicality of the test is based on the consideration of financial limitation, time constraints, ease of administration, and scoring and interpretation.

The results of the tryout had met the demands of the considerations above. Both of those tests were not expensive because it only needed two pieces of paper for each test. It also did not need more than two hours to finish it. The scoring system is simple; a correct answer gets 1 and 0 if the answer is incorrect.

2. Validity

Brown (2000: 387) states that validity is the degree to which the test actually measure what it is intended to measure. According to Brown, there are three types of validation. It was necessary to try out the instrument first before applying it to the real research. This was done to know the validity and reliability of the instrument.

In this particular study, three types of validities were used. They are content validity, construct validity, and item validity.

a. Content validity

Content validity means the tests are developed based on the materials given to the year-10 students of SMAN 1 Depok. For the year-10, the materials (genre texts) were narrative, recount, and procedure texts. Therefore, the instrument were consisted of those three text type.

b. Construct validity

Hughes (1992: 26) says that a test, part of test, or a testing technique is said to have construct validity if it can be demonstrated that it measures just the

ability which it is supposed to measure. The word ‘construct’ refers to any underlying ability (or trait) which is hypothesized in a theory of language ability. The instruments were fit with the underlying theories because like what were mentioned in the previous chapter, according to some experts Cloze Test and Cloze-Elide Test are suitable to test reading comprehension.

c. Item validity

To know the empirical validity of the test items, Point Biserial Correlation formula was employed. It was calculated using SPSS computer program. This formula was used to find out the correlation between each single item of test and the total test.

First, the researcher made 45 items for Cloze Tests and 48 items for Cloze-Elide Tests. After those were tried out, there were 32 valid items for cloze test and 42 valid items for Cloze-Elide Tests.

3. Reliability

Reliability has often been defined as consistency of measurement. According to Bachman and Palmer (1996:19), a reliable test will be consistent across different characteristics of the testing situation. A test is not reliable if it cannot measure consistently. The reliability of the instrument of this particular study was measured by using Kuder-Richardson 20 Formula (K-R 20). The Stata program was used to calculate this reliability to get the coefficient.

The following table is used to interpret the reliability according to Arikunto (2006: 276).

Table 1. Value of the Reliability Coefficient

Reliability Coefficient	Interpretation
0.81-1.00	Very high
0.61-0.80	High
0.41-0.60	Average
0.21-0.40	Low
0.00-0.20	Very low

The result of the calculation for Cloze Tests was 0.92 whereas for Cloze-Elide Tests was 0.90. Therefore, according to the table above, both of those instruments have *very high* reliability.

E. Data Collection Technique

The data needed in this research were students' reading comprehension score. The data were collected by giving tests. Two types of reading comprehension test were given, namely Cloze Tests and Cloze-Elide Tests. As a result, there were two kinds of data in this research. The data were devided into two groups: students' reading comprehension tested by using Cloze Tests and students' reading comprehension tested by using Cloze-Elide Test.

Each class had two meetings to finish both of the tests, so one meeting for Cloze Tests and one meeting for Cloze-Elide Tests. For each of the test, the students had 80 minutes (2x40 minutes per meeting). Those were applied in four classes.

The following table explains the detail description of schedule of the implementation of the research.

Table 2. Schedule of the Implementation of the Cloze Tests

Name of Classes	Implementation	
	Date	**Hour (1 hour: 45')**
X.B	Januari 22nd, 2011	2
X.C	Januari 20th, 2011	2
X.D	Januari 21st, 2011	2
X.E	Januari 22nd, 2011	2

Table 3. Schedule of the Implementation of the Cloze-Elide Tests

Name of Classes	Implementation	
	Date	**Hour**
X.B	Januari 26th, 2011	2
X.C	Januari 21st, 2011	2
X.D	Januari 25th, 2011	2
X.E	Januari 24th, 2011	2

F. Data Analysis

This particular study described the results of the students' reading comprehension tested by using both of the tests by using descriptive analyses. In other words, those analyses answered the first and the second formulation of this research, whereas the third and the last formulation were proven by using inferensial analyses. It means that it also proved the hypotheses.

1. Descriptive Analysis

Descriptive analysis is aimed at providing the answer to the research questions about the result of the students' reading comprehension tested by using Cloze Test and Cloze-Elide test. The statistics used in the research were mean; the average score attained by the subjects of the research and standard deviation (SD); the average variability of all the scores around the mean.

Besides the statistical description, the data was described into categorization in order to know the students' position and the percentage of each level. Nurgiantoro has ideal mean to divide data into some category. That is 60% of the maximum score is the mean (X), and then 25% of the mean is the Standard Deviation (SD). After that, the mean (X) and the SD was used in the following formula.

Table 4. Categorization Formula

Formula	Category
X + 1.5 (SD) – X + 3 (SD)	Very high
X + 0.5 (SD) – X + 1.5 (SD)	High
X – 0.5 (SD) – X + 0.5 (SD)	Average
X – 1.5 (SD) – X – 0.5 (SD)	Low
X – 3 (SD) – X – 1.5 (SD)	Very low

2. Inferential Analysis

The inferential analysis is aimed at testing the research hypothesis. Those tests were a *t*-test and *Pearson product moment correlation*. However, before those tests were applied, two prerequisite tests were needed. Those two prerequisite tests were calculated using SPSS program. Those prerequisite tests were:

1) Normality test

This test was aimed at knowing whether or not the collected data show a normal distribution. For this, the Kolmogorov Smirnov formula was applied.

2) Linearity test

The test was used to investigate whether the correlation between the dependent and independent variable was linear or not. The formula used in this test was the ANOVA.

3. Hypothesis testing

Alderson (2000: 86) states there are factors affecting the difficulty of reading test items. One of them is different type of question. Pearson and Johnson (1978) in Alderson (2000) indentify that different types of questions and suggest that they might vary in their difficulty. Based on those theories, two hypotheses were proposed. Those were: (1) there is a significant different between the result of Cloze Tests and Cloze-Elide Tests for testing students' reading comprehension ability and (2) there is a positive and significant relationship between Cloze Tests and Cloze-Elide Tests result for testing students' reading comprehension ability. Those were tested by using *t*-test and *pearson product moment correlation* respectively.

1) *t*-test

The researcher used *t*-test to see the significance of differences between the results of the Cloze Tests and the Cloze-Elide Tests for testing the students' reading comprehension. The *t*-test was calculated using SPSS computer program.

2) Pearson product-moment correlation

Pearson product-moment correlation was used to see whether the correlation was significant or not. The observed r. ($r._o$) was consulted with the value of the r. table ($r._t$), of the product moment at the significance level of 0.05. If the ($r._o$) is higher than or equal to the ($r._t$), the correlation is significant. The analysis was done with the SPSS computer program.

CHAPTER IV
RESEARCH FINDINGS

This research aims at describing the result of the students' reading comprehension tested by using Cloze Tests, describing the result of the students' reading comprehension tested by using Cloze-Elide Tests, finding out whether there is a significant difference between the results of Cloze Test and Cloze-Elide Test for testing students' reading comprehension, and finding out whether there is a positive and significant correlation between the results of the Cloze and the Cloze-Elide Tests for testing the year-10 of SMAN 1 Depok students' reading comprehension. The data in this research came from the scores of the students' reading comprehension tests administered both using Cloze Tests and Cloze-Elide Test.

This chapter discusses three main parts. They are about the data description, the data analysis result, and the interpretation of the data or findings.

A. Data Description

The data description explains the results of the students' reading comprehension tested using both of the testing techniques. As mentioned before, there were two types of test in the research. They are Cloze-Tests and Cloze-Elide Tests. A correct answer was valued as one and an incorrect one was valued as zero.

1. The Description Result of the Students' Reading Comprehension Tested by Using Cloze Test

To describe the result of students' reading comprehension tested by using Cloze Test, calculation to the students' score was conducted. The descriptive analyses of the students' reading comprehension score is presented in the following table.

Table 5. The Descriptive Analysis of the Students' Reading Comprehension Score Tested Using the Cloze Tests

Mean	SD	Median	Mode	The highest score	The lowest score	Range	Items
26.80	4.26	27.49	32	32	14	18	32

There were 32 items in the Cloze Test. Based on the table above, the mean of the score result is 26.8, the standard deviation is 4.26, and the median is 27.49. The highest score of the test result is 32, whereas the mode is 32. It means that there are a lot of students who can achieve the highest score. The lowest score of the score result is 14. Therefore, the score range between the highest score and the lowest score is 18. For further statistical descriptions about the result of the students' reading comprehension tested using Cloze-Tests can be seen on Appendix 2.

Besides from the statistical description above, it is necessary to describe the students' score result based on the categorization of the achievement score in order to know the students' position and the percentage of each category or level. The table is presented as follows.

Table 6. The Categorization of the Students' Reading Comprehension Achievement Score Tested Using the Cloze Tests

Score interval	Number of students	Percentage	Category
26.4-33.6	80	57.14	Very high
21.6-26.4	46	32.86	High
16.8-21.6	8	5.71	Average
12-16.8	6	4.28	Low
4.8-12	0	0	Very low

From the table above, it can be seen that: there are 80 students (57.14%) who belong to the *very high* category and 46 students (32.86%) belong to the *high* category. There are 8 students (5.71%) who belong to the *average* category. The other 6 students (4.28%) belong to the *low* category and no students belong to the *very low* category. The mean of the students' reading comprehension score tested using Cloze Test lies in the *very high* category. The categorization above can be presented in the following figure.

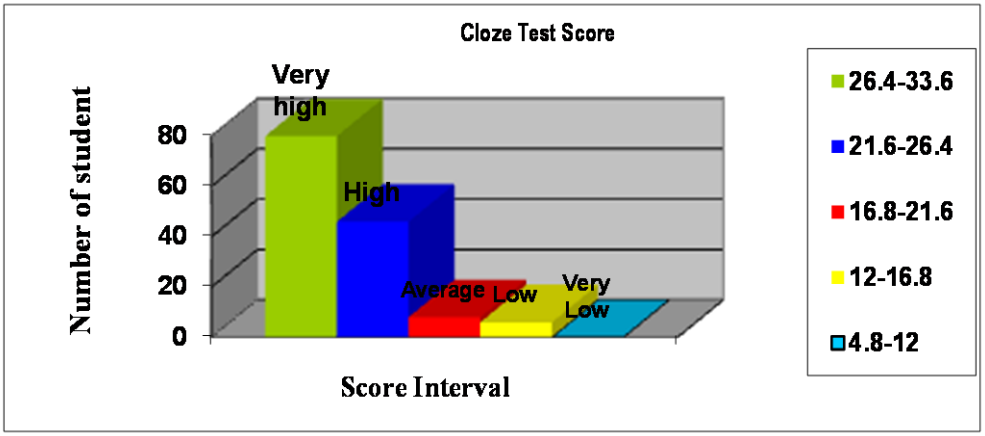

Figure 3: Reading Comprehension Achievement Tested Using the Cloze Test

The mean lies in the *very high* category. Therefore, it can be said that the results of the Cloze Tests occupies the *very high* category in testing the students'

reading comprehension. In other word, student can achieve the *very high* category when Cloze Test is applied.

2. The Description Result of the Students' Reading Comprehension Tested by Using Cloze-Elide Test

To describe the result of students' reading comprehension tested by using Cloze-Elide Test, calculation to the students' score was conducted. The descriptive analyses of the students' reading comprehension score is presented in the following table.

Table 7. The Descriptive Analysis of the Students' Reading Comprehension Score Tested Using the Cloze-Elide Tests

Mean	SD	Median	Mode	The highest score	The lowest score	Range	Items
31.96	5.92	32	28	41	14	27	42

There were 42 items in the Cloze-Elide Test. Based on the table above, the mean of the score result is 31.96, the standard deviation is 5.92, and the median is 32. The highest score of the test result is 41, whereas the mode is 28. It means that there were a lot of students who were still under the mean achieved. The lowest score of the score result is 14. Therefore, the range score between the highest score and the lowest score is 27. For further statistical description about the result of the students' reading comprehension tested using Cloze-Elide Tests can be seen on Appendix 2.

Besides from the statistical description above, it is needed to describe the students' score result based on the categorization of the achievement score in

order to know the students' position and the percentage of each category or level. The table is presented as follows.

Table 8. The Categorization of the Students' Reading Comprehension Achievement Score Tested the Cloze-Elide Tests

Score interval	Number of students	Percentage (%)	Catagory
34.65-44.10	51	36.42	Very high
28.35-34.65	50	35.71	High
22.05-28.35	30	21.42	Average
15.75-22.05	7	5	Low
6.30-15.75	2	1.42	Very low

The table above shows the categorization of reading comprehension achievement from each students. There are 51 students (36.42%) who belong to the *very high* category. Fifty students (35.71%) belong to the *high* category. There are 30 students (21.42%) who belong to the *average* category, 7 students (5%) belong to the *low*, and 2 students (1.42%) belong to the *very low* category.

The categorization on students' reading comprehension achievement scores based on Cloze-Elide Tests can be presented in the following figure.

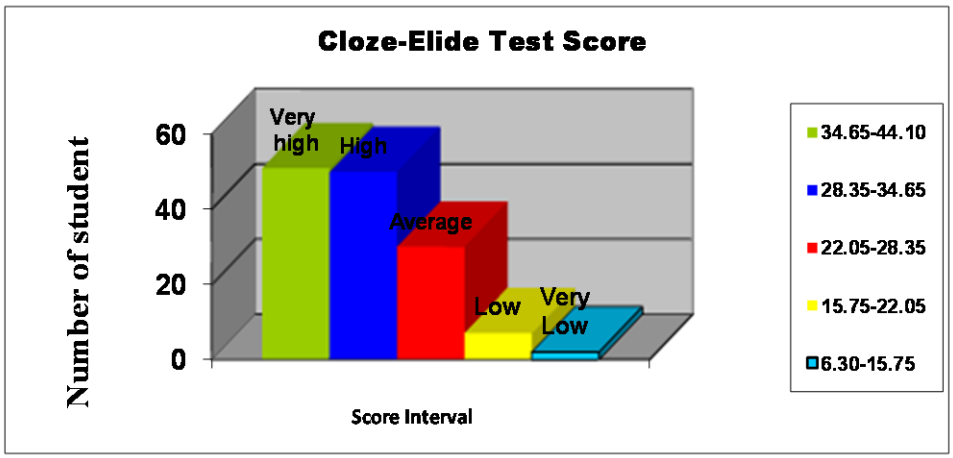

Figure 4: Reading Comprehension Achievement Tested Using the Cloze-Elide Test

The mean of the students' reading comprehension achievement scores based on the Cloze-Elide Test is 31.96. According to the table of the category of students' reading comprehension achievement, it is in the *high* category because it lies between 28.34-34.65. Therefore, it can be said that the Cloze-Elide Tests occupies the *high* category in measuring the students' reading comprehension. In other word, students can achieve the *high* category when Cloze-Elide Test is applied.

B. Result of the Data Analysis

This point presents the data analyses that show (1) the significant difference between the results of Cloze Tests and the Cloze-Elide Tests for testing students' reading comprehension and; (2) the positive and significant correlation between the results of the Cloze Tests and the Cloze-Elide Tests for testing the students' reading comprehension.

1. The Different Results between the Cloze Tests and the Cloze-Elide Tests for Testing Students' Reading Comprehension

The calculation result showed that there is a difference between the result of Cloze Tests and Cloze-Elide Tests for testing the students' reading comprehension. The different results between the Cloze Tests and the Cloze-Elide Tests can be shown in two ways. First is by comparing the statistical data of the two test results and the second is by *t*-test.

a. The Comparison Data Analyses on the Result between the Cloze Tests and the Cloze-Elide Tests for Testing Students' Reading Comprehension

The following table explains the statistical data of the differences between the Cloze Tests and Cloze-Elide Tests for testing students' reading comprehension.

Table 9. The Comparison Data of Students' Reading Comprehension Scores Tested by Using Cloze Tests and Tested by Using Cloze-Elide Tests

Data	Cloze Test	Cloze-Elide Test
Number of students	**140**	**140**
Number of items	**32**	**42**
Sum of scores	**3752**	**4475**
Mean	**26.8**	**31.96**
SD	**4.26**	**5.92**
Category	**Very high**	**High**
Highest score	**32**	**41**
Lowest score	**14**	**14**

The table above notifies that there are different score results between the students' reading comprehension tested by using Cloze Tests and the one tested by using Cloze-Elide Tests. The mean of the students' scores tested by using Cloze Tests is 26.80, while the mean of students' scores tested by using Cloze-Elide Tests is 31.96. If those means are checked with the table of the categorization of students' reading comprehension achievement, then the result or mean of the students' reading comprehension achievement tested by using Cloze Tests lies in the *very high* category, while the result or mean of the students' reading comprehension achievement tested by using Cloze-Elide Tests only lies in the *high* category. It confirms that the mean of using Cloze Test in testing students' reading comprehension achievement is different from the mean of using Cloze-Elide Tests.

b. *t*-test Analysis

Before *t*-test was applied, the data should be normal and linear. The following is the data analyses of normality test and linearity test.

1) Test of Normality

The normality test is used to know whether or not the distribution of the scores is normal. In this case, the Kolmogorov-Smirnov calculation is employed. It is because the data in this research belongs to ordinal scale. The test of normality is applied to all of the data.

The data is said to be normal if the *Probability value (p)* is more than 0.05. The result of the computation shows that the *Probability value (p)* for the Cloze Test result is 0.062. It means that the data is normal because 0.062 > 0.05. For the Cloze-Elide Test, the *Probability value (p)* is 0.160. Therefore, it is also normal because 0.160 > 0.05. The following table shows the summary of the normality test result. The print out of the analysis is in Appendix 2.

Table 10. The Result of the Normality Test in all Class

Variable	*P*	Statement
Students' achievement scores based on Cloze Tests	**0.062**	*P* > 0,05 = normal
Students' achievement scores based on Cloze-Elide Tests	**0.160**	*P* > 0,05 = normal

2) Test of Linearity

The test is used to investigate whether the correlation between the dependent and independent variable is linear or not. In this case, the ANOVA is employed. The data is said to be linear if the *probability (p)* value is more than 0.05.

Table 11: The Result of the Linearity Test

Variable	P	Statement
Cloze test **Cloze-Elide test**	**0.151**	*P* > 0,05 = linear

Therefore, it can be stated that the data tend to be linear because *p* value is 0.151. The print out of the analysis is in Appendix 2.

After the data was normal and linear, then *t*-test analysis was applied. The scores are stated as having a significant difference if the *p* value ≤ 0.05. The result of the *t-test* can be seen in the table below.

Table 12. The Summary on the Result of the *t-test* in all students

Variable	N	P	Statement
A1-A2	**140**	**0.00**	**p ≤ 0.05**

The result of the *t*-test applied shows that the *p* value is 0.00, it is lower than 0.05 ($p < 0.05$). It shows that there is a significant different. Therefore, the research hypothesis stating that there is a significant difference between the result of Cloze Test and Cloze-Elide Test for testing the students' reading comprehension is accepted.

2. Pearson Product Moment Correlation Analysis

The correlation coefficient between the two variables was computed by using the *Pearson Product Moment Correlation* formula. The result of this analysis is shown in Table. 13 while the analysis is shown in Appendix 2. If the *p* value (probability) ≤ 0.05, it means that it has significance correlation.

Table 13. The Summary on the Result of the *Pearson Product Moment Correlation* Computation in all students

Variables	R_{xy}	r_{table}	P	Statement
Cloze test Cloze-elide test	**0.433**	**0.117**	**0.00**	**Significant at the 0.05 level**

On the basis of Table 13, it is found that the correlation coefficient between the result of the cloze test and the Cloze-Elide test is 0.433. Because the value is higher than 0, 117 the relationship is positive.

The significance of the relationship was tested by comparing the value of the correlation coefficient obtained (r_{xy}) to the critical value of the product-moment correlation coefficient in the table (r_{table}) at the significance level of 5%. If the value of r_{xy} is higher than the value of r_{table}, and if the value of the probability (p) is lower than 0.05 ($p \leq 0.05$), then the relationship is considered significant. Further, in order to find out the critical value of the correlation coefficient, the size of sample (N) is used. From the table, it is found that the critical value of r_{table} with N=140 at the significance of 5% is 0.117. Because the value of *r* obtained (r_{xy}= 0.433) is higher than the value of *r* table (r_{table} = 0.117), it is found that the relationship between the result of Cloze Tests and Cloze-Elide Tests is significant. From the analysis above, it is concluded that the hypothesis that there is a positive ad significant correlation between the Cloze Test and Cloze-Elide Test for measuring the students' reading comprehension ability is accepted.

C. Hypotheses Testing

There are two hypotheses testing, they are: (1) the hypothesis testing that aimed at revealing whether there is a significant different result between the result of Cloze Test and the Cloze-Elide test for testing students' reading comprehension and (2) the hypothesis testing that aimed at revealing whether there is a positive and significant correlation between Cloze Test and Cloze-Elide test for testing students' reading comprehension

On the basis of these hypotheses, two analyses were applied to test whether the hypotheses are acceptable or not. The first analysis was comparing the result of Cloze and Cloze-Elide Tests. The second was Pearson Product Moment Correlation to find the correlation coefficient between the result of the Cloze Test as the independent variable (X) and the result of the Cloze-Elide test as the dependent variable (Y). The correlation coefficient obtained from this analysis (rxy) was compared to the value of the correlation coefficient in a table (r table) at the significance level of 5%.

The result of the *t*-test applied shows that the value of the $p \leq 0.05$. Therefore, the research hypothesis stating that there is a significant difference between the result of the students' reading comprehension achievement score tested by using Cloze Tests from those tested by using Cloze-Elide Tests **is accepted**.

On the basis of Table 13, it is found that the correlation coefficient between the result of the Cloze Test and the Cloze-Elide Test is 0.433. Because the value is higher than 0, 117 the relationship is positive.

The significance of the relationship was tested by comparing the value of the correlation coefficient obtained (r_{xy}) to the critical value of the product-moment correlation coefficient in the table (r_{table}) at the significance level of 5%. If the value of r_{xy} is higher than the value of r_{table}, and if the value of the probability (p) is lower than 0.05 ($p \leq 0.05$), then the relationship is considered significant. Further, in order to find out the critical value of the correlation coefficient, the size of sample (N) is used. From the table, it is found that the critical value of r_{table} with N=140 at the significance of 5% is 0.117. Because the value of *r* obtained (r_{xy}= 0.433) is higher than the value of *r* table (r_{table} = 0.117), it is found that the relationship between the result of Cloze and Cloze-Elide Tests is significant. From the analysis above, it is concluded that the hypothesis that there is a positive and significant correlation between the Cloze Tests and Cloze-Elide Test for testing the students' reading comprehension **is accepted**.

D. Interpretation

The result of the analyses shows that there is a significance difference result in the students' reading comprehension achievement score tested by using Cloze Tests and tested by using Cloze-Elide Tests. In general, the students' reading comprehension achievement score tested by using Cloze Tests are higher than the students' achievement scores tested by using Cloze-Elide Tests. It can be seen from Table 9 on page 44 the mean of the students' reading comprehension achievement scores tested by using Cloze Tests occupies the *very high* category, while the mean of students' reading comprehension achievement scores tested by

using Cloze-Elide test only occupies the *high* category. The mean of the Cloze Tests is 26.09 for the total students= 140. It means that 83.75% students achieve this level. The mean of the Cloze-Elide Tests is 31.96 for the total students=140. It means that 76.09% students achieve this level. Therefore, it can be said that the students score of reading comprehension tested by using Cloze Test is higher than students score of reading comprehension tested by using Cloze-Elide test, that is 83.75% > 76.09%. It can be assumed that Cloze-Elide test is more difficult than Cloze Test.

Meanwhile, from the analysis using the *t-test* formula shows that there is a different result between the Cloze and Cloze-Elide Tests for measuring reading comprehension ability of the year-10 students of SMA Negeri 1 Depok. Implicitly, it shows that each kind of testing techniques may have different difficulty level.

From the analysis using *Pearson product-moment* formula, it shows that there is a positive and significant correlation between the Cloze Test and Cloze-Elide Tests of the year-10 of SMA Negeri 1 Depok.

The correlation between the Cloze Tests and Cloze-Elide Tests for testing the reading comprehension of the students which is positive and significant indicates that the result of the Cloze Test of the students has a significant role in their Cloze-Elide test. It can be seen that when the students achieve high score in Cloze Test, their scores in the Cloze-Elide test tend to be better. On the contrary, when they achieve low scores in the Cloze Test, their score in the Cloze Test

tends to be worse. In other words, the students who have good scores in the Cloze Test tend to have better score in the Cloze-Elide test.

E. Discussion

Alderson (2000: 86) states there are factors affecting the difficulty of reading test items. One of them is different type of question. Pearson and Johnson (1978) in Alderson (2000) indentify that different types of questions and suggest that they might vary in their difficulty. That theory is in line with the finding of this research. In the resul of the data analyses, it has been mentioned before that the result of the *t*-test applied shows that there is a significant difference in the students' reading comprehension score tested by using Cloze Test from those tested using Cloze-Elide Test. The result of Cloze Test is higher or better than the result of Cloze-Elide Test. Then, there is a question why does a mesurement of the same aspect can have different result.

There are some foctors that influence those different result of the testing. In other words, it makes the result of the Cloze Test is higher than the result of the Cloze-Elide Test. First, Cloze Test has been applied before in the school, so it more familiar for the students. Students has experience in doing this kind of testing techniques. That is different from Cloze-Elide Test that they already face. The students have not been familiarized with Cloze-Elide Test before. The students do not have experience which words should be crossed out. Second, the Cloze Test became easier for the students because there is an option provided in each text, so their vocabulary limitation was helped by the option. On the other

hand, there was no option provided in crossing the words out. Third, although there is also no option for the cloze test it will still become easier than the cloze-elide test because the students can freely determine the words that are appropriate to fill in after they know the context. They can choose the words that more familiar or common for them. On the other hand, in the cloze-elide test, although they were already know the context, they were confused with the unfamiliar words. It makes them they have difficulty to determine which words should be crossed out. Forth, both of those testing techniques have significant correlation. It means that they always differ but in constant range.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

There are mainly three parts that will be discussed in this chapter. They are conclusions of the research, implications from the research findings, and suggestions from the researcher to the related parties based on the research that has been implemented. Below is further explanation about those parts.

A. Conclusions

Based on the research findings and discussion, four main points can be concluded. Those are about the result of the students' reading comprehension tested using Cloze Test, the result of the students' reading comprehension tested using Cloze-Elide Test, the significant differences between Cloze Test and Cloze-Elide Test, and the correlation between both of the result of those testing techniques in the students' reading comprehension.

First, the score results of the Cloze Test belong to the *very high* category. It can be seen from the mean, that was 26.80, that lies between 26.4-33.6 (*very high* category). Second, the score results of the Cloze-Elide Test belong to the *high* category. It can be seen from the mean, that was 31.96, that lies between 28.35-34.65 (*high* category). In other word, the result of Cloze Test is higher or better than the result of Cloze-Elide Test. Third, after the computer calculation, the result of the *t*-test applied shows that there is a significant difference in the students' reading comprehension score tested by using Cloze Test from those

tested using Cloze-Elide Test. This is proven by the *probability value (p)* that is lower than 0.05 (0.00 < 0.005). Forth, there is a positive and significant correlation between the Cloze Tests and Cloze-Elide Tests in the students' reading comprehension test. This is proven by the *probability value* that is lower than 0.05. It also from the value of *r* obtained (r_{xy} = 0.433) which is positive and higher than the critical value of r in the table at the significance level of 5% (r_{table} = 0.117).

In other words, the hypothesis statements which state "There is a significant difference between the the result Cloze Test and Cloze-Elide Test for testing students' reading comprehension and there is a positive and significant relationship between the result of the Cloze Test and Cloze-Elide Test in the students' reading comprehension" are accepted.

B. Implication

On the basis of the research findings and discussion, there are some implications that can be drawn. They are as follows.

First, different test results of students' reading comprehension using the Cloze Tests and Cloze-Elide Tests can be taken as obvious evidence that different testing techniques in reading comprehension will also have different test results. It shows that different testing techniques have different difficulty level. The result also shows the student's strength and weaknesses. Those can be such consideration in choosing testing techniques that will be applied, besides the

strength and the weaknesses of a testing technique. Teachers can choose the tests which are suitable with the students' ability.

Second, correlation between test results of students reading comprehension tested using Cloze Test and tested using Cloze-Elide Test can be taken as obvious evidence that both of those testing techniques influence each other. It means that if the Cloze Test ability is trained, it will also make Cloze-Elide Test ability better, and vice versa.

C. Suggestions

Because of the time limitation in conducting this research, there are still a lot of weaknesses in this research. Therefore, three suggestions are recommended by the researcher:

1. This study can be expanded in wider population.
2. Cloze Tests can be presented variously, especially the way of providing the options of the answer, so the teachers can adjust based on their student's condition.
3. It is recommended to conduct similar studies because it can be expanded into a wider study. For example, this testing technique can be tried to be applied in testing vocabulary.

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Appendix 1

Krejcie and Morgan Table

TABLE 1

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.

S is sample size.

Appendix 2

The results of data analyses

Title **Instrument of Cloze Tests**

Number of Item 45

Number of Case 36

Item	Mean Correct	Item Difficulty	Point Biserial	Decision *
1	37.89	0.75	0.29	not valid
2	38.03	0.94	0.79	valid
3	37.93	0.83	0.40	valid
4	40.15	0.56	0.58	valid
5	37.57	0.97	0.72	valid
6	38.70	0.83	0.06	not valid
7	36.88	0.94	0.07	not valid
8	38.13	0.44	0.18	not valid
9	36.75	0.78	-0.01	not valid
10	37.52	0.92	0.37	valid
11	36.41	0.81	-0.11	not valid
12	38.03	0.89	0.14	not valid
13	38.00	0.78	0.35	valid
14	38.35	0.86	0.60	valid
15	38.03	0.94	0.79	valid
16	38.22	0.89	0.62	valid
17	38.03	0.94	0.79	valid
18	38.03	0.94	0.79	valid
19	37.71	0.94	0.59	valid
20	37.81	0.89	0.45	valid
21	37.48	0.86	0.27	not valid
22	38.19	0.86	0.54	valid
23	39.44	0.69	0.61	valid
24	39.25	0.67	0.53	valid
25	37.97	0.89	0.51	valid
26	38.03	0.94	0.79	valid
27	37.68	0.94	0.57	valid
28	38.48	0.64	0.35	valid
29	36.58	0.33	-0.02	not valid
30	38.03	0.94	0.79	valid
31	38.13	0.83	0.46	valid
32	39.10	0.81	0.72	valid
33	37.29	0.19	0.04	not valid
34	37.47	0.94	0.44	valid
35	37.85	0.94	0.68	valid
36	38.16	0.69	0.32	valid
37	37.85	0.92	0.54	valid
38	37.09	0.92	0.16	not valid
39	39.73	0.61	0.57	valid
40	37.21	0.94	0.27	not valid

Title **Instrument of Cloze Tests**

Number of Item 45

Number of Case 36

Item	Mean Correct	Item Difficulty	Point Biserial	Decision *
41	37.88	0.92	0.56	valid
42	37.57	0.97	0.72	valid
43	38.14	0.61	0.26	not valid
44	38.00	0.92	0.62	valid
45	37.76	0.92	0.50	valid

* Valid : More than 0.3

Title **Reliability of Cloze Tests**

Variable	Obs	Mean	Std. Dev.	Min	Max
cloze1	36	.9166667	.280306	0	1
cloze2	36	.8055556	.4013865	0	1
cloze3	36	.6944444	.4671766	0	1
cloze4	36	.9444444	.2323107	0	1
cloze5	36	.7222222	.4542568	0	1
cloze6	36	.9166667	.280306	0	1
cloze7	36	.8611111	.3507362	0	1
cloze8	36	.4722222	.5063094	0	1
cloze9	36	.8888889	.3187276	0	1
cloze10	36	.75	.439155	0	1
cloze11	36	.6944444	.4671766	0	1
cloze12	36	.9166667	.280306	0	1
cloze13	36	.9166667	.280306	0	1
cloze14	36	.9166667	.280306	0	1
cloze15	36	.9166667	.280306	0	1
cloze16	36	.8888889	.3187276	0	1
cloze17	36	.8611111	.3507362	0	1
cloze18	36	.9444444	.2323107	0	1
cloze19	36	.9166667	.280306	0	1
cloze20	36	.7222222	.4542568	0	1
cloze21	36	.9444444	.2323107	0	1
cloze22	36	.75	.439155	0	1
cloze23	36	.8888889	.3187276	0	1
cloze24	36	.8055556	.4013865	0	1
cloze25	36	.8333333	.3779645	0	1
cloze26	36	.8055556	.4013865	0	1
cloze27	36	.6388889	.4871361	0	1
cloze28	36	.9166667	.280306	0	1
cloze29	36	.7777778	.421637	0	1
cloze30	36	.8333333	.3779645	0	1
cloze31	36	.8888889	.3187276	0	1
cloze32	36	.8888889	.3187276	0	1
cloze33	36	.8611111	.3507362	0	1
cloze34	36	.4722222	.5063094	0	1
cloze35	36	.4722222	.5063094	0	1
cloze36	36	.6388889	.4871361	0	1
cloze37	36	.75	.439155	0	1
cloze38	36	.8888889	.3187276	0	1
cloze39	36	.6666667	.4780914	0	1
cloze40	36	.7777778	.421637	0	1
cloze41	36	.8055556	.4013865	0	1
cloze42	36	.8888889	.3187276	0	1
cloze43	36	.6111111	.4944132	0	1
cloze44	36	.7777778	.421637	0	1
cloze45	36	.75	.439155	0	1

Kuder-Richarson coefficient of reliability (KR-20)
Number of items in the scale = 45
Number of complete observations = 36
KR20 coefficient is 0.9270

Title	Instrumen
Number Of Item	48
Number Of Case	36

Item	Mean Correct	Item Difficulty	Point Biserial	Decision *
1	38.47	0.53	0.58	valid
2	38.28	0.69	0.81	valid
3	38.86	0.61	0.72	valid
4	38.63	0.53	0.59	valid
5	38.00	0.69	0.78	valid
6	38.12	0.69	0.79	valid
7	31.66	0.89	0.20	not valid
8	32.69	0.44	0.13	not valid
9	31.31	0.81	0.10	not valid
10	38.83	0.64	0.77	valid
11	30.85	0.75	0.03	not valid
12	36.83	0.67	0.62	valid
13	38.00	0.64	0.69	valid
14	37.72	0.69	0.75	valid
15	38.12	0.69	0.79	valid
16	39.04	0.64	0.79	valid
17	39.25	0.67	0.86	valid
18	39.08	0.67	0.84	valid
19	36.79	0.67	0.61	valid
20	38.74	0.64	0.76	valid
21	39.86	0.61	0.81	valid
22	38.13	0.67	0.74	valid
23	39.86	0.58	0.77	valid
24	36.96	0.64	0.59	valid
25	40.22	0.64	0.90	valid
26	39.04	0.67	0.84	valid
27	34.84	0.69	0.45	valid
28	35.52	0.64	0.46	valid
29	28.25	0.33	-0.12	not valid
30	35.75	0.67	0.51	valid
31	37.00	0.69	0.67	valid
32	39.91	0.64	0.87	valid
33	36.56	0.44	0.37	valid
34	39.13	0.67	0.84	valid
35	37.29	0.67	0.66	valid
36	39.89	0.50	0.65	valid
37	38.58	0.67	0.79	valid
38	31.62	0.81	0.14	not valid
39	36.75	0.67	0.61	valid
40	38.88	0.67	0.82	valid
41	36.79	0.67	0.61	valid
42	39.96	0.64	0.87	valid
43	41.18	0.47	0.70	valid

Title	Instrumen
Number Of Item	48
Number Of Case	36

Item	Mean Correct	Item Difficulty	Point Biserial	Decision *
44	36.79	0.67	0.61	valid
45	39.00	0.67	0.83	valid
46	36.89	0.53	0.46	valid
47	41.32	0.53	0.79	valid
48	35.50	0.67	0.48	valid

* Valid : More than 0.3

tabel r

1 tail	0.01	0.05	0.15	0.3
1	0.985	0.929	0.814	0.649
2	0.881	0.770	0.640	0.486
3	0.776	0.663	0.542	0.404
4	0.695	0.590	0.479	0.353
5	0.634	0.536	0.433	0.317
6	0.586	0.495	0.399	0.290
7	0.548	0.462	0.371	0.270
8	0.516	0.434	0.349	0.253
9	0.489	0.411	0.330	0.237
10	0.465	0.392	0.314	0.227
11	0.445	0.375	0.300	0.216
12	0.427	0.360	0.288	0.207
13	0.411	0.346	0.277	0.199
14	0.397	0.334	0.267	0.192
15	0.384	0.323	0.258	0.186
16	0.373	0.310	0.250	0.180
17	0.362	0.305	0.243	0.175
18	0.352	0.296	0.237	0.170
19	0.343	0.289	0.230	0.165
20	0.335	0.282	0.225	0.161
21	0.327	0.275	0.219	0.157
22	0.320	0.269	0.214	0.154
23	0.313	0.263	0.210	0.150
24	0.307	0.258	0.206	0.147
25	0.301	0.253	0.201	0.144
26	0.295	0.248	0.198	0.141
27	0.290	0.244	0.194	0.139
28	0.285	0.239	0.191	0.136
29	0.280	0.235	0.187	0.134
30	0.275	0.231	0.184	0.132
31	0.271	0.228	0.177	0.130
32	0.268	0.225	0.170	0.128
33	0.264	0.222	0.163	0.127
34	0.261	0.219	0.156	0.125
35	0.257	0.216	0.149	0.123
36	0.253	0.213	0.142	0.121
37	0.250	0.210	0.135	0.119
38	0.246	0.207	0.128	0.118
39	0.243	0.204	0.121	0.116
40	0.239	0.201	0.114	0.114
41	0.237	0.199	0.113	0.113
42	0.235	0.197	0.112	0.112
43	0.233	0.196	0.111	0.111
44	0.230	0.194	0.110	0.110
45	0.228	0.192	0.109	0.109
46	0.226	0.190	0.108	0.108
47	0.224	0.188	0.107	0.107
48	0.222	0.187	0.106	0.106
49	0.220	0.185	0.105	0.105
50	0.218	0.183	0.104	0.104

Statistics

		Cloze Test	Cloze - Elide Test
N	Valid	140	140
	Missing	0	0
Mean		26.80	31.96
Median		27.50	32.00
Mode		32	28
Std. Deviation		4.265	5.929
Variance		18.190	35.157
Minimum		14	14
Maximum		32	41
Sum		3752	4475

One-Sample Kolmogorov-Smirnov Test

		Cloze Test	Cloze - Elide Test
N		140	140
Normal Parameters[a,b]	Mean	26.80	31.96
	Std. Deviation	4.265	5.929
Most Extreme Differences	Absolute	.111	.095
	Positive	.111	.065
	Negative	-.111	-.095
Kolmogorov-Smirnov Z		1.318	1.124
Asymp. Sig. (2-tailed)		.062	.160

a. Test distribution is Normal.

b. Calculated from data.

Report

Cloze - Elide Test

Cloze Test	Mean	N	Std. Deviation
14	34.00	1	.
15	24.50	2	2.121
16	22.33	3	5.508
17	28.00	1	.
18	27.50	2	3.536
19	29.50	2	.707
20	30.00	1	.
21	27.00	2	2.828
22	26.20	5	7.759
23	29.20	5	3.114
24	32.44	9	4.187
25	31.23	13	5.134
26	31.29	14	6.966
27	34.80	10	5.073
28	29.60	20	5.256
29	30.67	3	6.028
30	34.65	20	4.464
31	30.25	4	8.770
32	36.52	23	4.420
Total	31.96	140	5.929

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Cloze - Elide Test * Cloze Test	Between Groups	(Combined)	1565.562	18	86.976	3.169	.000
		Linearity	914.982	1	914.982	33.335	.000
		Deviation from Linearity	650.580	17	38.269	1.394	.151
	Within Groups		3321.260	121	27.448		
	Total		4886.821	139			

Measures of Association

	R	R Squared	Eta	Eta Squared
Cloze - Elide Test * Cloze Test	.433	.187	.566	.320

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Cloze Test	26.80	140	4.265	.360
	Cloze - Elide Test	31.96	140	5.929	.501

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Cloze Test & Cloze - Elide Test	140	.433	.000

Paired Samples Test

		Paired Differences				
					95% Confidence Interval of the Difference	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1	Cloze Test - Cloze - Elide Test	-5.164	5.609	.474	-6.102	-4.227

Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	Cloze Test - Cloze - Elide Test	-10.894	139	.000

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Cloze Test	26.80	4.265	140
Cloze - Elide Test	31.96	5.929	140

Correlations

		Cloze Test	Cloze - Elide Test
Cloze Test	Pearson Correlation	1	.433**
	Sig. (2-tailed)		.000
	N	140	140
Cloze - Elide Test	Pearson Correlation	.433**	1
	Sig. (2-tailed)	.000	
	N	140	140

**. Correlation is significant at the 0.01 level (2-tailed).

tabel F

5%

df	1	2	3	4	5	6	7	8	9
1	161.448	199.500	215.707	224.583	230.162	233.986	236.768	238.883	240.543
2	18.513	19.000	19.164	19.247	19.296	19.330	19.353	19.371	19.385
3	10.128	9.552	9.277	9.117	9.013	8.941	8.887	8.845	8.812
4	7.709	6.944	6.591	6.388	6.256	6.163	6.094	6.041	5.999
5	6.608	5.786	5.409	5.192	5.050	4.950	4.876	4.818	4.772
6	5.987	5.143	4.757	4.534	4.387	4.284	4.207	4.147	4.099
7	5.591	4.737	4.347	4.120	3.972	3.866	3.787	3.726	3.677
8	5.318	4.459	4.066	3.838	3.687	3.581	3.500	3.438	3.388
9	5.117	4.256	3.863	3.633	3.482	3.374	3.293	3.230	3.179
10	4.965	4.103	3.708	3.478	3.326	3.217	3.135	3.072	3.020
11	4.844	3.982	3.587	3.357	3.204	3.095	3.012	2.948	2.896
12	4.747	3.885	3.490	3.259	3.106	2.996	2.913	2.849	2.796
13	4.667	3.806	3.411	3.179	3.025	2.915	2.832	2.767	2.714
14	4.600	3.739	3.344	3.112	2.958	2.848	2.764	2.699	2.646
15	4.543	3.682	3.287	3.056	2.901	2.790	2.707	2.641	2.588
16	4.494	3.634	3.239	3.007	2.852	2.741	2.657	2.591	2.538
17	4.451	3.592	3.197	2.965	2.810	2.699	2.614	2.548	2.494
18	4.414	3.555	3.160	2.928	2.773	2.661	2.577	2.510	2.456
19	4.381	3.522	3.127	2.895	2.740	2.628	2.544	2.477	2.423
20	4.351	3.493	3.098	2.866	2.711	2.599	2.514	2.447	2.393
21	4.325	3.467	3.072	2.840	2.685	2.573	2.488	2.420	2.366
22	4.301	3.443	3.049	2.817	2.661	2.549	2.464	2.397	2.342
23	4.279	3.422	3.028	2.796	2.640	2.528	2.442	2.375	2.320
24	4.260	3.403	3.009	2.776	2.621	2.508	2.423	2.355	2.300
25	4.242	3.385	2.991	2.759	2.603	2.490	2.405	2.337	2.282
26	4.225	3.369	2.975	2.743	2.587	2.474	2.388	2.321	2.265
27	4.210	3.354	2.960	2.728	2.572	2.459	2.373	2.305	2.250
28	4.196	3.340	2.947	2.714	2.558	2.445	2.359	2.291	2.236
29	4.183	3.328	2.934	2.701	2.545	2.432	2.346	2.278	2.223
30	4.171	3.316	2.922	2.690	2.534	2.421	2.334	2.266	2.211
31	4.160	3.305	2.911	2.679	2.523	2.409	2.323	2.255	2.199
32	4.149	3.295	2.901	2.668	2.512	2.399	2.313	2.244	2.189
33	4.139	3.285	2.892	2.659	2.503	2.389	2.303	2.235	2.179
34	4.130	3.276	2.883	2.650	2.494	2.380	2.294	2.225	2.170
35	4.121	3.267	2.874	2.641	2.485	2.372	2.285	2.217	2.161
36	4.113	3.259	2.866	2.634	2.477	2.364	2.277	2.209	2.153
37	4.105	3.252	2.859	2.626	2.470	2.356	2.270	2.201	2.145
38	4.098	3.245	2.852	2.619	2.463	2.349	2.262	2.194	2.138
39	4.091	3.238	2.845	2.612	2.456	2.342	2.255	2.187	2.131
40	4.085	3.232	2.839	2.606	2.449	2.336	2.249	2.180	2.124
41	4.079	3.226	2.833	2.600	2.443	2.330	2.243	2.174	2.118
42	4.073	3.220	2.827	2.594	2.438	2.324	2.237	2.168	2.112
43	4.067	3.214	2.822	2.589	2.432	2.318	2.232	2.163	2.106
44	4.062	3.209	2.816	2.584	2.427	2.313	2.226	2.157	2.101
45	4.057	3.204	2.812	2.579	2.422	2.308	2.221	2.152	2.096
46	4.052	3.200	2.807	2.574	2.417	2.304	2.216	2.147	2.091
47	4.047	3.195	2.802	2.570	2.413	2.299	2.212	2.143	2.086
48	4.043	3.191	2.798	2.565	2.409	2.295	2.207	2.138	2.082
49	4.038	3.187	2.794	2.561	2.404	2.290	2.203	2.134	2.077
50	4.034	3.183	2.790	2.557	2.400	2.286	2.199	2.130	2.073

Tingkat Signifikansi untuk D maksimum

Sampel	0.2	0.15	0.1	0.05	0.01
1	0.900	0.925	0.950	0.975	0.995
2	0.684	0.726	0.776	0.842	0.929
3	0.565	0.597	0.642	0.708	0.828
4	0.494	0.525	0.564	0.624	0.733
5	0.446	0.474	0.510	0.565	0.669
6	0.410	0.436	0.470	0.521	0.618
7	0.381	0.405	0.438	0.486	0.577
8	0.358	0.381	0.411	0.457	0.543
9	0.339	0.360	0.388	0.432	0.514
10	0.322	0.342	0.368	0.410	0.490
11	0.307	0.326	0.352	0.391	0.468
12	0.295	0.313	0.338	0.375	0.450
13	0.284	0.302	0.325	0.361	0.433
14	0.274	0.292	0.314	0.349	0.418
15	0.266	0.283	0.304	0.338	0.404
16	0.258	0.274	0.295	0.328	0.392
17	0.250	0.266	0.286	0.318	0.381
18	0.244	0.259	0.278	0.309	0.371
19	0.237	0.252	0.272	0.301	0.363
20	0.231	0.246	0.264	0.294	0.356
21	0.227	0.241	0.259	0.289	0.349
22	0.223	0.236	0.254	0.284	0.342
23	0.218	0.230	0.250	0.280	0.334
24	0.214	0.225	0.245	0.275	0.327
25	0.210	0.220	0.240	0.270	0.320
26	0.206	0.216	0.236	0.264	0.314
27	0.202	0.212	0.232	0.258	0.308
28	0.198	0.208	0.228	0.252	0.302
29	0.194	0.204	0.224	0.246	0.296
30	0.190	0.200	0.220	0.240	0.290
31	0.188	0.198	0.218	0.238	0.346
32	0.186	0.196	0.216	0.236	0.402
33	0.184	0.194	0.214	0.234	0.458
34	0.182	0.192	0.212	0.232	0.514
35	0.180	0.190	0.210	0.230	0.570
36	0.178	0.190	0.203	0.227	0.272
37	0.176	0.187	0.201	0.224	0.268
38	0.174	0.185	0.198	0.221	0.264
39	0.171	0.183	0.195	0.218	0.261
40	0.169	0.180	0.193	0.215	0.258
41	0.167	0.178	0.191	0.212	0.255
42	0.165	0.176	0.188	0.210	0.252
43	0.163	0.174	0.186	0.207	0.249
44	0.161	0.172	0.184	0.205	0.246
45	0.160	0.170	0.182	0.203	0.243
46	0.158	0.168	0.180	0.201	0.240
47	0.156	0.166	0.178	0.198	0.238
48	0.154	0.165	0.176	0.196	0.235
49	0.153	0.163	0.174	0.194	0.233
50	0.151	0.161	0.173	0.192	0.231
Over 35	$\frac{1.07}{\sqrt{N}}$	$\frac{1.14}{\sqrt{N}}$	$\frac{1.22}{\sqrt{N}}$	$\frac{1.36}{\sqrt{N}}$	$\frac{1.63}{\sqrt{N}}$

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dikutip dari Sidney Siegel, Page : 3003, 1997

tabel t

1-tail	0.005	0.01	0.025	0.05
2-tail	0.01	0.02	0.05	0.1
101	2.625	2.364	1.984	1.660
102	2.625	2.363	1.983	1.660
103	2.624	2.363	1.983	1.660
104	2.624	2.363	1.983	1.660
105	2.623	2.362	1.983	1.659
106	2.623	2.362	1.983	1.659
107	2.623	2.362	1.982	1.659
108	2.622	2.361	1.982	1.659
109	2.622	2.361	1.982	1.659
110	2.621	2.361	1.982	1.659
111	2.621	2.360	1.982	1.659
112	2.620	2.360	1.981	1.659
113	2.620	2.360	1.981	1.658
114	2.620	2.360	1.981	1.658
115	2.619	2.359	1.981	1.658
116	2.619	2.359	1.981	1.658
117	2.619	2.359	1.980	1.658
118	2.618	2.358	1.980	1.658
119	2.618	2.358	1.980	1.658
120	2.617	2.358	1.980	1.658
121	2.617	2.358	1.980	1.658
122	2.617	2.357	1.980	1.657
123	2.616	2.357	1.979	1.657
124	2.616	2.357	1.979	1.657
125	2.616	2.357	1.979	1.657
126	2.615	2.356	1.979	1.657
127	2.615	2.356	1.979	1.657
128	2.615	2.356	1.979	1.657
129	2.614	2.356	1.979	1.657
130	2.614	2.355	1.978	1.657
131	2.614	2.355	1.978	1.657
132	2.614	2.355	1.978	1.656
133	2.613	2.355	1.978	1.656
134	2.613	2.354	1.978	1.656
135	2.613	2.354	1.978	1.656
136	2.612	2.354	1.978	1.656
137	2.612	2.354	1.977	1.656
138	2.612	2.354	1.977	1.656
139	2.612	2.353	1.977	1.656
140	2.611	2.353	1.977	1.656
141	2.611	2.353	1.977	1.656
142	2.611	2.353	1.977	1.656
143	2.611	2.353	1.977	1.656
144	2.610	2.353	1.977	1.656
145	2.610	2.352	1.976	1.655
146	2.610	2.352	1.976	1.655
147	2.610	2.352	1.976	1.655
148	2.609	2.352	1.976	1.655
149	2.609	2.352	1.976	1.655
150	2.609	2.351	1.976	1.655

Appendix 3

The materials of data analyses

1										0																					
2	0	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	0	1	1
3	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	0	1	1
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
5	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
6	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	0	1	1
7	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	0	1	1
8	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0
9	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1
10	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
11	1	1	0	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
12	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
13	1	1	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
14	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1
15	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1
16	0	0	1	0	1	0	1	0	1	1	1	1	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1	0	0	0	0
17	0	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	0	1	1
18	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
19	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	0	1	1
20	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	0
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
22	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1
23	1	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
25	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
26	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	0	1	1
27	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1
28	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
29	0	0	0	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0
30	0	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	0	1	1
31	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	0	1	1
32	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1
33	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
34	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1
35	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
36	0	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	0	1	1

3	1	0	1	1	1	1	1	1	1	1	1	1	1	1
4	1	0	1	1	1	1	1	1	1	1	1	1	1	1
5	0	0	1	1	1	1	1	0	1	1	1	0	1	1
6	1	0	1	1	1	1	1	0	1	1	1	1	1	0
7	1	1	1	1	1	1	1	0	1	1	1	0	1	1
8	1	0	1	1	1	1	1	0	1	1	1	1	1	1
9	0	0	1	1	1	1	1	0	1	1	1	0	1	1
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11	1	0	1	1	1	1	1	1	1	1	1	0	1	1
12	1	1	1	1	1	0	0	0	1	1	1	0	1	0
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14	1	1	1	1	1	1	1	1	1	1	1	1	1	1
15	1	0	1	1	0	1	1	1	1	1	1	1	1	1
16	0	0	0	1	1	1	1	0	1	1	1	1	1	1
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29	0	0	1	0	0	0	1	0	1	0	0	0	0	0
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4	1	1	1	0	0	0	1	1	1	0	0	1	1	0	0	1	0	1	1	0	1	0	0	1	1	0	0	1	1	1	1	0	1	1	1
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7	1	1	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	0	0	1	1
8	1	1	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	0	0	1	1
9	1	1	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	0	0	1	1
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15	1	1	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	0	0	1	1
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19	1	1	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	0	0	1	1
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24	1	1	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	0	0	1	1
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27	1	1	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	0	0	1	1
28	1	1	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	0	0	1	1
29	1	1	1	0	0	1	0	0	1	1	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	0	0	1	1
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Case Summaries

				Cloze Test	Cloze - Elide Test
Kelas	1 XB	1		32	38
		2		30	39
		3		26	39
		4		32	41
		5		32	34
		6		32	39
		7		32	41
		8		30	38
		9		32	40
		10		32	37
		11		26	40
		12		30	35
		13		25	38
		14		32	41
		15		32	34
		16		29	37
		17		25	40
		18		32	40
		19		32	34
		20		27	39
		21		26	33
		22		27	38
		23		24	30
		24		30	40
		25		30	35
		26		28	39
		27		27	39
		28		28	23
		29		26	14
		30		32	28
		31		24	37
		32		20	30
		33		28	27
		34		17	28
		35		32	37
		Total	N	35	35

Case Summaries

				Cloze Test	Cloze - Elide Test
Kelas	2 XC	1		31	28
		2		15	23
		3		18	30
		4		28	23
		5		26	35
		6		30	38
		7		30	32
		8		19	29
		9		26	29
		10		30	40
		11		28	33
		12		27	36
		13		23	33
		14		25	34
		15		24	29
		16		15	26
		17		25	37
		18		28	28
		19		30	37
		20		26	30
		21		28	32
		22		28	38
		23		27	41
		24		25	28
		25		24	30
		26		27	36
		27		30	34
		28		28	32
		29		26	30
		30		30	33
		31		32	38
		32		24	39
		33		32	41
		34		25	33
		Total	N	34	34

Case Summaries

			Cloze Test	Cloze - Elide Test
Kelas 3 XD	1		32	37
	2		22	15
	3		25	28
	4		22	22
	5		25	22
	6		24	31
	7		25	32
	8		14	34
	9		32	34
	10		27	29
	11		28	29
	12		24	27
	13		23	26
	14		26	31
	15		27	35
	16		21	25
	17		28	35
	18		32	41
	19		26	36
	20		24	37
	21		32	37
	22		22	34
	23		32	41
	24		16	28
	25		30	39
	26		30	38
	27		30	30
	28		26	39
	29		30	32
	30		30	34
	31		28	32
	32		30	30
	33		26	30
	34		22	32
	35		26	30
	36		23	28
	Total	N	36	36

Case Summaries

				Cloze Test	Cloze - Elide Test
Kelas	4 XE	1		28	17
		2		32	28
		3		16	17
		4		30	24
		5		28	28
		6		25	29
		7		24	32
		8		16	22
		9		28	33
		10		23	32
		11		23	27
		12		28	26
		13		31	35
		14		28	29
		15		30	27
		16		25	26
		17		21	29
		18		28	33
		19		28	29
		20		25	31
		21		29	30
		22		26	22
		23		31	19
		24		32	31
		25		29	25
		26		22	28
		27		18	25
		28		27	29
		29		32	28
		30		31	39
		31		25	28
		32		28	26
		33		27	26
		34		19	30
		35		30	38
		Total	N	35	35
	Total	N		140	140

Appendix 4

The instrument of research

CLOZE-TESTS

Complete the blanks with the suitable words in the box.

Directions:

1. Read through the passage once
2. Read again to get the general idea of what the passage is about
3. Look at the options given. Read them carefully
4. Study the sentences before and after each blanks for clues to the answer
5. If you do not know the answer to a blank, go on to the next one. You can always come back to the particular blank later

The Legend of Lake Batur

A long time ago, there lived on the island of Bali a giant like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the (1) _____people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost (2)_____and the new harvest was still a long way off. This made Kbo Iwo (3) _____with great anger. In his hunger, he (4) _____all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.

They asked Kbo Iwo to build them a very deep (5) _____, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole. One day, he had eaten too much; he fell asleep in the hole. The oldest man in the village gave a sign, and the (6)_____ began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiled. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

Adapted from *English in Focus (for grade IX)*, 2008

wild	well	destroyed	
villagers		Balinese	empty

How to Make Salad

You'll need:

1/3 cup of orange juice

1 tablespoon of honey

1 ½ cups honeydew melon-cut into (7) _____

1 (8) _____of strawberries-cut in half

2 cups of grapes

1 green apple-cut into cubes

2 oranges-cut in bite-sized pieces

Equipment:

Measuring cups and spoons

A large bowl

A whisk or a fork

- First, make dressing by putting the orange juice and honey in a large bowl and (9)_____them well.
- (10) _____, add the fruit.
- Next, mix until all the fruit is lightly coated with the dressing.
- (11)_____it in the refrigerator for one hour.
- Finally, serve it cold.

Taken from *Kiat Sukses UAN 2010 Bahasa Inggris* Kelas IX

then	put	bowl
cubes	mix	

ZIPPER INCIDENT

One morning, my brother and I rode with our father halfway to the office. When we got to the Pancoran area, which is my usual drop-off zone, I got out and started to (12) _____the street to get on the bus when suddenly I heard a voice on a loudspeaker, "Miss... Miss..!

I looked around and saw a policeman beckoning to me. But why? What was wrong with me? Was it because I didn't use the zebra-cross? I was so scared, but I (13) _____to him and asked with an innocent (14) _____and in the gentlest voice I could produce, "Yes, Sir?

The policeman said, "So you won't be embarrassed later ..." The loudspeaker was still on! His voice (15) _____through the whole street. Everyone instantly looked in our direction, even

those standing far, far away from us. And then he continued, "You forgot to zip up your skirt." Luckily he did not say that last sentence on the loudspeaker.

Of course I couldn't zip up my skirt under those (16) _____eyes, so I just covered its back with my big bag. Oh, gosh! What a bad start!

(An Ina, Jakarta. Adapted from C n S Mag)

watchful	face		
echoed	cross	came-up	

The Legend of Mount Wayang

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a (17) _____man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had (18) _____the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used (19)_____power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she (20)_____Raden Begawan. When Princess Teja Nirmala heard this, she was very (21) _____. So a nice fairy took her to the Kahyangan.

The story goes that on certain moonlight nights, one can hear the sound of music in the air above from the top of the mountain. It indicates that Sang Prabu and his daughter have not met each other till dawn when it is time for them to (22) _____and to meet again on another moonlight night.

Adapted from *Folk Tales from Indonesia*, 1999

killed	sad			
magic	part	won	wise	

MAKING A WAX SCRAFFITO PICTURE

This is an attractive and unusual effect that you can do without using paint.

Materials

- White paper
- Wax crayons ((23)_____ and black)
- A pair of scissors

Steps

1. (24)_____the paper with light and bright colors. (Gradually blending from one color to another works best).
2. (25)_____all the colors over with black.
3. Using the point of the scissors, scratch a pattern or design through the black wax.

If you are careful the bright colors should (26)_____through the wax. Large areas and patterns can be scraped away to let the color through.

Taken from sukses ujian nasional 2009, MKKS SMP Kab. Sleman

cover	show	colored
	fill	

Climbing Mt. Kerinci

I had never thought of climbing Mt. Kerinci. I hesitated when friends of mine asked me to join them on a one-night (27) _____and mountaineering activity. Frankly, I had never done this type of (28)_____activity before. I could not really refuse because I (29)_____a lot of spare time in my semester holidays. I went there with five of my friends-Atok, Rio, Angga, Danang, and Indra.

We started to walk upwards through the bushes first and then into the real jungle. As we moved on, we heard wild animal noises and we saw monkeys jumping from branch to another. Judging from the plans, we were sure that we were in a rainforest area.

At midday, we (30)_____to the peak of the mountain and saw the large crater. There was a white flag there to (31)_____visitors of dangers. We took our photos and then we began to (32)_____the mountain.

Taken from ujian nasional 2005/2006

challenging	rush-down	remind
camping	came	had

CLOZE-ELIDE TEST

Find the eight (8) intrusive words (kata-kata pengganggu) in each passage by crossing them.

How to Make Mobiles

Make some mobiles to decorate your room. You can hang them from the ceiling or on the windows or doors.

You need: tablespoon strings, garlic, sticks and cardboard to make mobiles.

How to make it:

1. Take a stick. Tie a piece of string at its centre shrimp. Balance the stick from this string. Each end mixture of the stick should not be higher or lower than the other.
2. Draw squares, circles, rectangles, paste, triangles, stars and other shapes on a cardboard. Cut out the shapes.
3. Use string to hang the cut-out shapes on both sides of the stick. Make sure that the stick is balanced.
4. Do stir the same thing with another stick. Then, tie these two sticks to another stick above them. You can hang other light things like keys, feathers, pencil or sharpeners. They will move easily when there is some wind.

Taken from *UPSR*, 2000

Belling the cat

There was once a family of mice who lived happily in a small house in the country. One day, a cat moved in. He was silent and quick as he moved about looking for mice for his food.

The mice fried called an emergency meeting. The old mouse was the first to speak. "The main problem is that the cat is quiet. If we can hear grind him coming, we will have time to escape. What we need to do is to come up with warning system". The other mice agreed. The room was silent as they began to decorate think. At last, a young mouse suggested, "I know what we can do! We can tie a bell with a piece of ribbon and hang it around the cat's neck. That way, whenever the cat is fresh near, we will hear the garlic bell and can run for cover". "Well done! That's clever idea!" the other mice cheered.

The old mouse, however, did not join in the cheering. "And who among you, may I ask, are brave enough to put mixture this bell around the cat's neck?" he asked. Once more, the room was silent.

Taken from *Detik-Detik Ujian Nasional Bahasa Inggris* SMP/MTs

Once upon a time, there were a king and his queen who lived in the Kingdom of Belinyu. They didn't have any child. Until one night, the queen had a dream of a turtle. It said that the queen would have a baby, and she had to give a Komala necklace to her baby. The queen eat woke up and she was holding a Komala necklace in her hand. She told her dream to the king, and he was very happy.

Shortly, the queen's dream became a winner reality; she delivered a beautiful baby girl. The king named her, Komala. She grew up as a hanging pretty girl; however, she had a bad appetizer attitude because her parents always spoiled her too much.

One day, Komala heard her parents were run talking about the turtle in her mother's dream. She thought that the turtle was very interesting spicy animal, so she wanted it as her pet. She insisted garden to find it, and the king allowed her to look for the animal.

Accompanied with the king's guards, Komala searched the turtle, and finally, she found it in a beach. She shouted kick to it, "Penyu busuk, wait for me." In several times, but the turtle kept swimming. Komala ran after it into the sea, she tried to catch it. Until then she finally drowned and disappeared, and all of her guards could not save her. Now, people call the beach Penyusuk.

Taken from *Detik-Detik Ujian Nasional Bahasa Inggris* SMP/MTs

MY BAD EXPERIENCE

I had a bad experience when I did shopping because of the shop assistant's fault. However, the security officer of the shop really embarrassed me. He accused me of stiring stealing a pair of blue jeans.

That was a Sunday afternoon. I went to a fashion games shop with my friend. I chose a pair of blue jeans to buy hug and paid for them at the cashier. Unfortunately, the carpenter shop assistant was careless. She forgot to take the censor clip on the blue jeans. So, when I left grew the shop, the detector beeped. The security officer shouted at me, "Hey, you! Stop!" Then, he took me to the manager's room.

After burnt examining, the security officer and the manager realized that it was not arrogant my fault. They said they were very sorry about what had happened. Finally, the manager asked me to take one piece of clothing for free.

Taken from *Detik-Detik Ujian Nasional Bahasa Inggris* SMP/MTs

Mr. and Mrs. Charly were on a tour to Europe. They were traveling on a guided tour to five countries. They were going to travel through the Netherlands, Belgium, Germany, Switzerland, and France for two weeks.

The guide for the tour exhibition was a Swiss. On the 1st day of the travel, the guide told them to charge check their passports, their travel cheques and their foreign cash. He told them to fry keep them safely.

They traveled in a comfortable coach mosque with a toilet, music, garlic and video. The guide stopped the coach at many famous places. He explained the cultural importance of the places. They stayed visit in big hotels for the night and ate in the restaurants.

On the way, they stopped at small restaurants to eat lunch. In big towns, they went for shopping. They bought many nail souvenirs for their friends. They enjoyed the two week tour.

Taken from *Detik-Detik Ujian Nasional Bahasa Inggris* SMP/MTs

Salad with Bean Sprouts

(For 6 serving)

Time: 20 minutes

Tools: 6 individual salad bowls, Knife, Cutting board, Medium bowl,

Ingredients

1 head lettuce	½ cup peanut oil
283 fresh spinach	1 carrot
3 tablespoons lime juice	1 stalk celery
2 scallions	6 tomatoes
100 fresh bean sprouts	Vinegar
½ teaspoon cayenne pepper	strings
1 cup ground peanuts	

Steps

1. Wash the handsome lettuce and spinach leaves. Decorate Discard any damaged leaves and the spinach stems. Pat dry. Arrange in 6 individual salad bowls.
2. Wash the carrot, celery and scallions.
3. Remove the ends of the carrot and celery, and the roots and green part of the scallions
4. Draw Slice the vegetables thinly.
5. Wash the tomatoes and bean sprouts.
6. Evenly distribute the carrots, celery, scallions, feathers, tomatoes and bean sprouts among the 6 bowls.
7. In a medium bowl, make a salad dressing squares by whisking the oil, ceiling, lime juice, vinegar, and cayenne pepper and ground peanuts.
8. Drizzle hang the dressing over the salads and serve immediately.

Adapted from *Pendalaman Materi UNAS SMP/MTs.2007/2008*

Appendix 5

Students' answer sheet

those standing far, far away from us. And then he continued, "You forgot to zip up your skirt." Luckily he did not say that last sentence on the loudspeaker.

Of course I couldn't zip up my skirt under those (23) ___ eyes, so I just (24) ___ its back with my big bag. Oh, gosh! What a bad start!

(An Ina, Jakarta. Adapted from C n S Mag)

covered	zone	wachful	face
echoed	wrong	cross	came-up

The Legend of Mount Wayang

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a (25) ___ man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, (26) ___ of Blambangan, named Raden Begawan had (27) ___ the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used (28) ___ power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she (29) ___ Raden Begawan. When Princess Teja Nirmala heard this, she was very (30) ___ So a nice fairy took her to the Kahyangan.

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Adapted from *Folk Tales from Indonesia*, 1999

killed 29	Prince 26	sad 30	music 31	
magic 28	part	won 27	wise 25	

CLOZE-ELIDE TEST

XB/17

40

Find the six (6) intrusive words (kata-kata pengganggu) in this passage by crossing them.

6

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Taken from *UPSR*, 2000

Find the six (6) intrusive words (kata-kata pengganggu) in this passage by crossing them.

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CLOZE-ELIDE TEST

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(For 6 serving)

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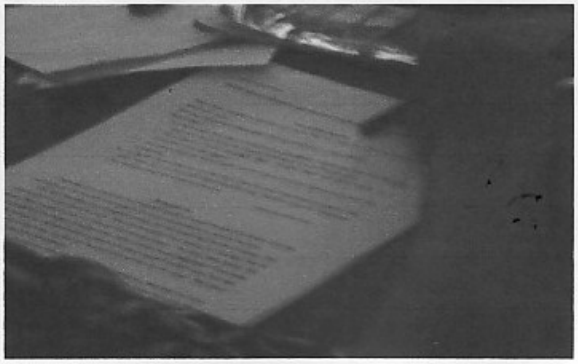
8. Drizzle hang the dressing over the salads and serve immediately.

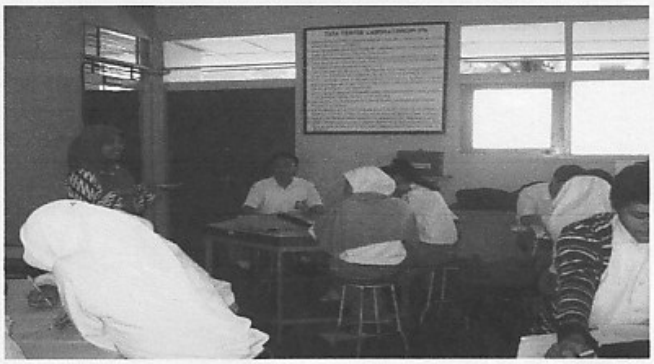
Adapted from *Pendalaman Materi UNAS SMP/MTs.*2007/2008

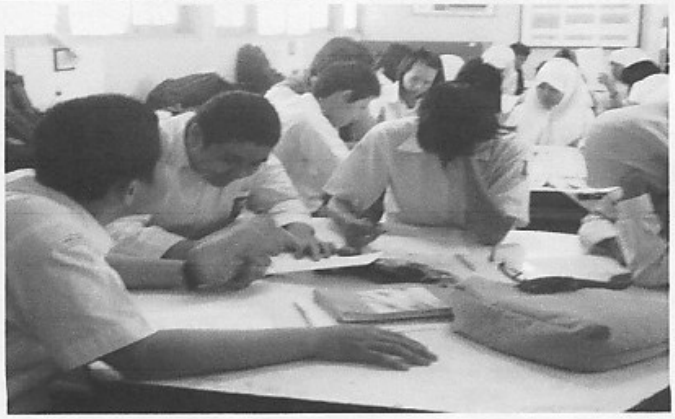
Appendix 6

The documentation of research

DOKUMENTATIONS







Appendix 7

Permission Letters

KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/35-00
31 Juli 2008

Nomor : 1839/H.34.12/PP/XII/2010
Lampiran : --
Hal : **Permohonan Izin Penelitian**

6 Desember 2010

Kepada Yth.
Bupati KDH Tk. II Kabupaten Sleman
c.q. Ka. Bappeda Kabupaten Sleman
di Sleman

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan Tugas Akhir Skripsi, dengan judul :

Testing Reading Comprehension Using Cloze Tests and Cloze-Elide Tests Among The Year-10 Students of SMA N 1 Depok in The Academic Year of 2010/2011

Mahasiswa dimaksud adalah :

Nama	: ANGESTI PALUPININGSIH
NIM	: 06202244139
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Lokasi Penelitian	: SMA N 1 Depok, Sleman
Waktu Penelitian	: Bulan Desember 20101

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamannya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002

PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 DEPOK
BABARSARI DEPOK SLEMAN TLP (0274) 485794, YOGYAKARTA 55281

SURAT KETERANGAN

N0 422/078/SMA.01-Dpk/2011

Kepala SMA Negeri 1 Depok menerangkan bahwa tersebut dibawah ini :

Nama : ANGESTI PALUPININGSIH
N I M : 06202244139

Benar-benar telah melakukan penelitian tentang "TESTING READING COMPREHENSION USING CLOZE TESTS AND CLOZE ELIDE TESTS AMONG THE YEAR-10th STUDENTS OF SMAN 1 DEPOK IN THE ACADEMIC YEAR OF 2010/2011" di SMA Negeri 1 Depok sejak tanggal 8 Desember 2010 s/d 26 Januari 2011

Demikian Surat Keterangan ini kami buat, selanjutnya agar dapat dipergunakan sebagaimana mestinya.

Depok, 1 Pebruari 2011
Kepala SMAN 1 Depok

Riswiyanto Mp, S.Pd
NIP.19510215 197501 1 002

BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)
Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 07.0 / Bappeda / 2499 / 2010

TENTANG
PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor: 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.

Menunjuk : Surat dari an. Dekan, Pembantu Dekan I Fak. Bahasa dan Seni Univ. Negeri Yogyakarta Nomor: 1839/h.34.12/PP/XII/2010 Tanggal: 06 Desember 2010 Hal: Permohonan Ijin Penelitian.

MENGIZINKAN :

Kepada	:	
Nama	:	**ANGESTI PALUPININGSIH**
No. Mhs/NIM/NIP/NIK	:	06202244139
Program/Tingkat	:	S1
Instansi/Perguruan Tinggi	:	UNY.
Alamat Instansi/Perguruan Tinggi	:	Karangmalang, Yogyakarta
Alamat Rumah	:	Talangrejo, Wedomartani, Ngemplak, Sleman, Yk.
No. Telp/HP	:	0274 889566 / 085729333189
Untuk	:	Mengadakan penelitian dengan judul: **"TESTING READING COMPREHENSION USING CLOZE TESTS AND CLOZE-ELIDE TEST AMONG THE YEAR-10TH STUDENTS OF SMA N 1 DEPOK IN THE ACADEMIC YEAR OF 2010/2011"**
Lokasi	:	SMA N 1 Depok, Kab. Sleman
Waktu	:	Selama 3 (tiga) bulan mulai tanggal: **13 Desember 2010 s/d 13 Maret 2011.**

Dengan ketentuan sebagai berikut:

1. *Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Lurah Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda*
4. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman
Pada Tanggal : 13 Desember 2010.
A.n. Kepala BAPPEDA Kab. Sleman
Ka. Bidang Pengendalian & Evaluasi

Tembusan Kepada Yth:
1. Bupati Sleman (sebagai laporan)