

THE EFFECTS OF USING C-TEST
AND CLOZE-ELIDE TEST
ON READING COMPREHENSION
OF GRADE 10th STUDENTS

THESIS
In Partial Fulfillment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching



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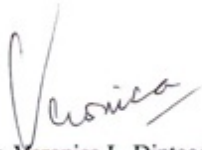
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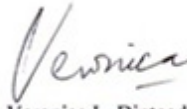
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ACKNOWLEDGEMENTS

First of all, the writer would like to thank God for His guidance and blessing during the process of making and finishing his thesis. Only His guidance does the writer finish and submit his thesis.

The writer also would like to express his gratitude and appreciation to those who have given their valuable knowledge, guidances, suggestions and experiences to the writer to finish his thesis. Those people are:

1. Prof. Dr. Veronica L. Diptoadi, M.Sc., his only advisor, who has been willing to give her suggesstions and comments on his thesis and has been willing to spend her valuable time to check the writer's thesis.
2. Drs. Florensius Pambong, M.Pd., the principal of SMAK Santo Stanislaus Surabaya, who has given the writer to conduct his research at this school.
3. Afrieyola Petymia, S.Pd, MM., the English Teacher of SMAK Santo Stanislaus Surabaya, who had patiently helped and given her valuable time for the writer to conduct his experiements in the classroom.
4. All the lecturers of English Department of Teacher Training Faculty of Widya Mandala Catholic University, who have given their knowledge and guidance during the writer studying here.
5. All beloved students of X IPS1, X IPS2, X MIPA at SMAK Santo Stanislaus Surabaya who have welcomed the writer warmly and cooperatively.
6. Mr. Yudi Tri Prasetyo Widjaja and Mrs. Sri Wahyuni, the writer's parents, and the writer's close friends especially Eunice Debora Remeeus, Theresia Kadek, Indra Susanto, Anis Chusnul, and Christy who have given their help, encouragement, valuable comments, suggestions and supports.

Without their help, the writer would not have completed his thesis as well. At last, the writer hopes his thesis could be beneficial for further studies and for those who are interested in this similar topic. God bless you.

Surabaya, October 2017

The Writer

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ABSTRACT

Wijaya, Samuel Angga. 2017. **The Effects of Using C-Test and Cloze-Elide Test on Reading Comprehension of Grade 10th Students**. S1 Thesis. English Department. Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya.

Advisor: Prof. Dr. Veronica L. Diptoadi, MSc.

Keywords: Reading Comprehension, C-Test, and Cloze-Elide Test

English language becomes an important language in most countries such as in Indonesia. One of the most important skills to master is reading so that students in EFL context need to increase their competence. This research investigates the effects of C-Test technique and Cloze-Elide Test to grade 10th students of Senior High School. The purpose of this study is to find out whether Cloze-Elide Test technique or C-Test can also be effectively used in small classroom with 20 students or more.

This research was carried out within 5 weeks after the writer passed the teaching practice. The subjects of the study were 77 students at all grade 10 – X-IPS1 as the Control Group, X-IPS2 as the Experimental Group and X-MIPA as the Pilot Group. The writer was conducting his experiment at one of the private school in Surabaya. The students in Experimental Group received the Cloze-Elide Test Technique. The students in Control Group received C-Test Technique. The two groups received the same reading test in the pre-test and post-test. There were 40 items in the form of Multiple Choice Items. The time allocation was 40 minutes for each treatment.

In the Experimental Group, the students got the Cloze-Elide Test Technique, and they should search the main idea in the original text in every paragraph and later the students should be able to cross out the redundant words on the reading passage. In the Control Group, the students got the C-Test Technique, and they should fill the blank words with appropriate words in pair and later, the students should be able to answer the reading comprehension questions in the reading passage. The estimation time was 45 minutes in each treatment.

Comparing the average scores of Pre-Test and Post-Test of both groups showed that there was a significant difference. This study concludes that Cloze-Elide Test Technique does not only improving the vocabulary and grammar mastery, but also get the understanding of the story. Even though the technique might be making the students feel bored, it is a good technique in increasing the students' reading comprehension.