ABSTRACT

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It is expected that English instruction in Senior High School guides students to enhance their reading competence since for the Senior High School students, reading is a basic tool of learning in higher education that is in University or Academy. The reason is that most science books or textbooks available in University or Academy are written in English.

One way of evaluating the students reading competence is to test it by using a good instrument so that we can obtain accurate results. The instrument used in this research is a C-Test since it is discriminative and able to measure all skills involved in reading. Also, it is good in terms of reliability and practicality.

The purpose of this research is to describe the way of designing a C-Test. Then, it aims at finding out whether the designed C-Test is valid and reliable. Further, the research tries to verify that the designed C-Test is able to descriminate the reading competence of the first, the second and third year students of the Senior High School.

A descriptive survey is applied to describe how to design a C-Test. The way of designing it is different from that of designing other types of reading test. The item analysis can be done but we cannot change the difficult items with the easy ones. If there are too many difficult items, we have to change the text.

An analytical survey is used to test the hypotheses. There are three statistical tests used in this research, i.e. a Pearson product-moment correlation, a One-way

Anova and Scheffé procedure.

The subjects of the research are students from three Senior High Schools in Cirebon. From each school, three classes are chosen as subjects. The number of the subjects is 338.

The results of the Pearson product-moment correlation computation verify significantly that there is a positive correlation between the C-Test and its equivalent form. There is also a positive correlation between the designed C-Test and the reading mid-term test. By this verification, it is obvious that the designed C-Test is a good instrument to measure the reading competence of the Senior High School students since it possesses the three characteristics of a good test, i.e. reliability, validity and practicality.

The results of One-way Anova computation show that there is a significant difference in terms of reading competence among the Senior High School students. Moreover, the results of the Scheffé procedure computation show that the reading competence of the third year students is the highest, while that of the first year students is the lowest. The reading competence of the second year students falls somewhere in between. The findings verify that the designed test is able to discriminate the reading competence of the first, second and third year students.

The results of the statistical analysis show that the research findings are in accordance with the underlying theories, i.e. the C-Test is a good instrument since it possesses the three qualities of a good test. Also, it is descriminative.

In designing a C-Test, the teacher should select reading passage that matches the level of students' competence. It is also suggested to try out the C-Test before presenting it to the students. The C-Test can also be used to measure the students'competence in other skills.