



**THE USE OF CLOZE PROCEDURE  
IN TEACHING READING NARRATIVE TEXTS  
(A Case of the Year Tenth Students of SMAN I Bangsri  
Jepara in the Academic Year 2008/ 2009)**

**A FINAL PROJECT**

submitted in partial fulfilment of the requirements  
for degree of Sarjana Pendidikan in English

by

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**THE USE OF CLOZE PROCEDURE IN TEACHING READING NARRATIVE TEXTS ( The Case of Year Tenth Students of SMA N 1 Bangsri Jepara )**

Yang saya tulis dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui pembimbingan, penelitian, diskusi, dan pemaparan / ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh sumber kepustakaan, wawancara elektronik, wawancara langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing penulisan skripsi ini membubuhkan tanda tangan sebagaimana keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian hari ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Yang membuat pernyataan

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*Hope of success is a better motivation than fear of failure*

*( Mackey, 1965 : 125 )*



This is dedicated with love and gratitude to:

1. ALLAH SWT
2. My beloved mother
3. My beloved father
4. My beloved brother and sister
5. My beloved relatives
6. My beloved friends Aji and his wife Nanik
7. Al-Catrass Residence

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## ABSTRACT

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**Key Words** : Cloze Procedure, Teaching Reading, Narrative Texts, Year Tenth Students of Senior High School.

This final project concerns on teaching reading comprehension in senior high school by using cloze procedure as a teaching technique. It is an experiment research, in which the main purpose is to improve the students' achievement of reading comprehension particularly in comprehension narrative text.

The subject of the study are the year ten students of SMAN 1 Bangsari Jepara in the academic year 2008/2009. The number of population is four classes while the samples of this study are two classes, Both class containing 40 students, which one class was treated as an experimental group (class) and the other class was treated as control group (class).

The pre-test was given to the samples prior to having the treatment. As soon as they finished having the pre-test, they were given treatment, taught by using cloze procedure technique, explanatory analytical and quantitative.

The writer used simple descriptive, explanatory analytical and quantitative method to analyze the data. The quantitative method was use to find the mean of the result.

The data were obtained from the students' scores achievement of the cloze procedure test. They were pre and post-test score from the experimental and the control group. The total scores for the experimental group was 1853 for the pre-test or the average is 46.33 and 2833 for the post-test or the average is 70,83 so than the score difference between the pre and post-test for the experimental group was 980. while the total scores for the control group was 1974 for the pre-test or the average is 48,67, and 2560 for the post-test or the average is 64,00. Therefore, the score difference between the pre and post-test score for the control group was 613. The experimental class got better development, the average increased 24.50 point (from 46.33 to 70.83), whereas the control class only increased 15.33 point (from 48.67 to 64.00). It was found that there was significant difference for those who taught using cloze procedure and those without cloze procedure.

Based on the result above the writer concludes that cloze procedure is good choice for teaching reading comprehension especially in teaching narrative text in senior high school.

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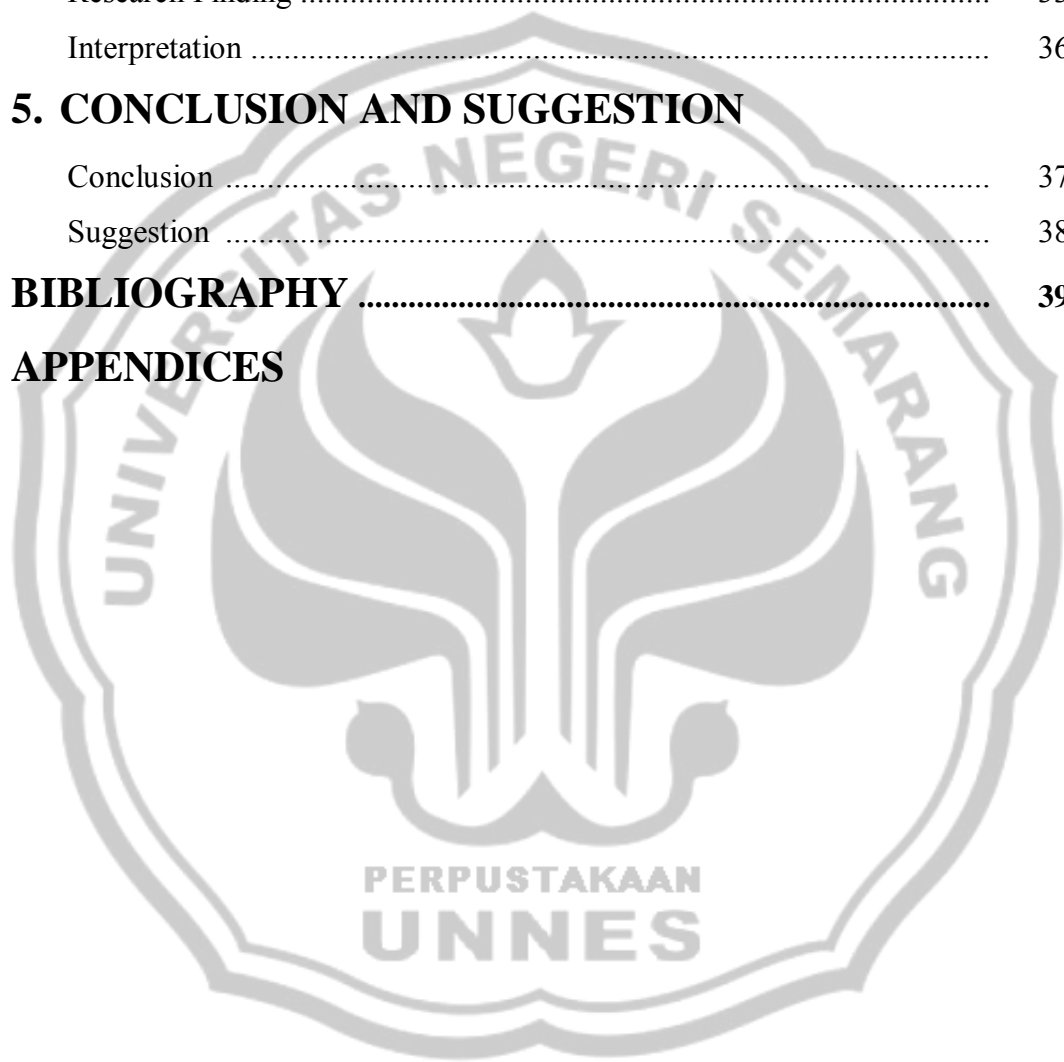
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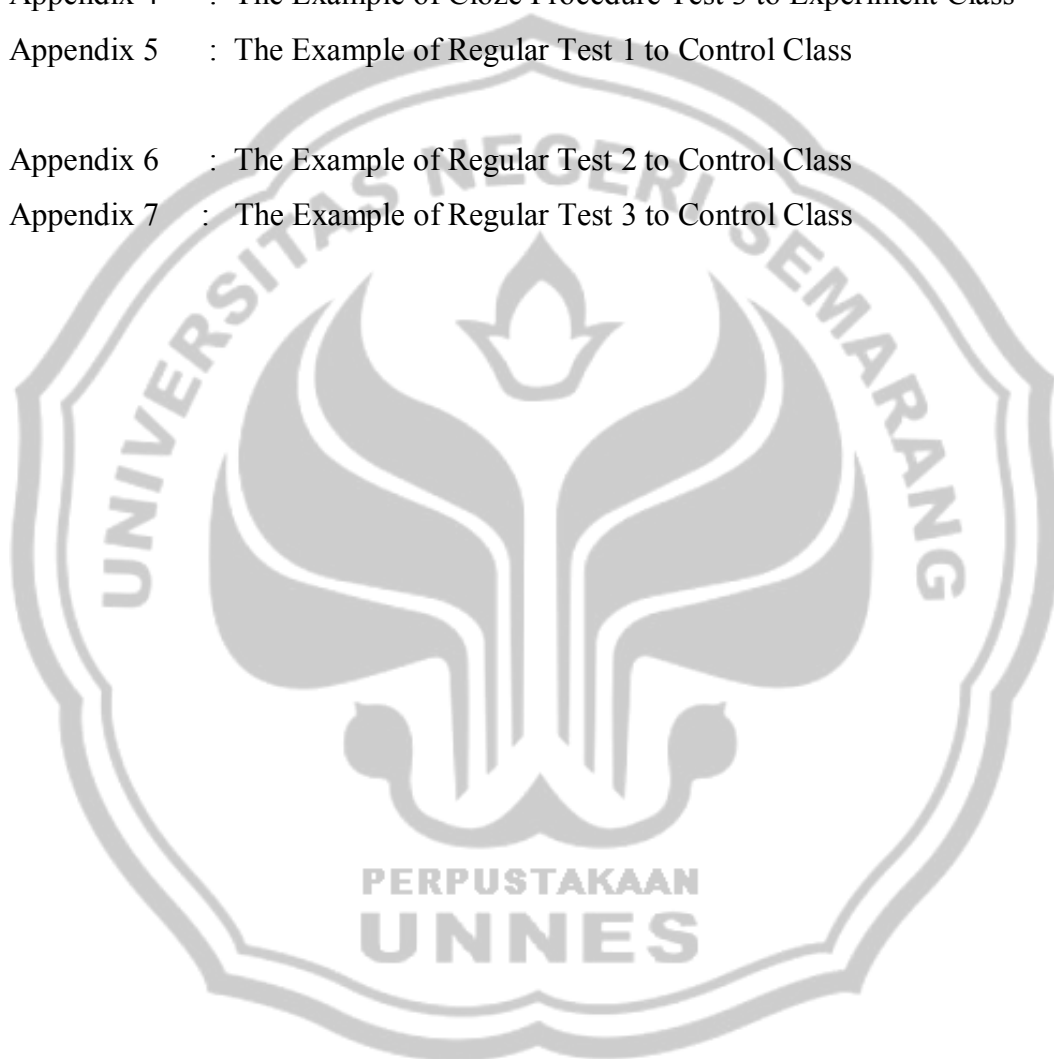


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# CHAPTER I

## INTRODUCTION

In this chapter, the writer discusses the background of the study, reason for choosing the topic, statements of the problem, purposes of the study, significance of the study and out line of the study.

### 1. 1 Background of the Study

English is one of the subjects that students must learn in Senior High School in our country. In *KTSP Mata Pelajaran Bahasa Inggris* (Diknas, 2006:307), English is understood as a tool which is used to communicate either spoken or written. It means that we can understand and express information, feeling, thought and develop our knowledge, technology and culture. Based on the concept and function of English, the teaching of English at Senior High School aims to develop the four language skills; listening, speaking, reading and writing.

Senior High School as a part of national development institution has the responsibility to prepare the students to master the four language skills: reading, listening, speaking, and writing. Teacher should develop the four language skills so that their students could use these skills to communicate with each other and express their thought, feeling, and opinion in English. In daily human life, language has a role important of communication. They use it to express their ideas both in written and spoken forms. As stated by Ramelan (1992:10), language is an arbitrary system of speech sound which is used in interpersonal communication by an aggregation of human being, and which rather exhaustively catalogs things, processes, and events in human environments. Based on the statement quoted

above, the writer draws a conclusion that human being needs language to communicate with other people in their environment about things, processes and events. As a result of this, people use language functions as a means of international communication among the nations all over the world. English is one of languages that are most widely spoken in the world.

In teaching English there are many techniques to distribute the materials; cloze procedure is one of them. The students are then asked to supply the missing words. The words cloze it self comes from closure, a term from Gestalt psychology, which describes the human tendency to complete a familiar but not-quite-finished pattern.

In applying the cloze procedure to the teaching of reading comprehension, it is important that teacher minimize the testing aspects and maximize the teaching ones. As mentioned above, in standard cloze tests, a uniform-sized blank is used for each deleted word so as not to give any indication of what the deleted word is. In the teaching situation, though, it is desirable to increase the amount of information available to the student, so as to increase the student's chances of guessing. One-way to do this is to use a dash for each letter of a deleted word instead of a standard-sized blank. To obtain those very ideal objectives, the coverage of English teaching included the skill- acquisition of reading, listening speaking and writing are presented integrated, but with the stress on reading skills. This is relevant with Kelly as quoted by Richards and Rodgers (1986:3), the goal of foreign language study is to learn a language in order to read and write is the major focus.

With the member of 1000 vocabulary items it is expected with the student are able to read a text in the form of narration, description and dialogue in the form of leaflet, advertisement, letters, timetables etc of the length about 200 words (Depdikbud, 1993:48).

The four language components namely grammar, vocabulary, spelling and pronunciation, however, should be presented to support the acquisition and the development of the four language skills, not for the sake of the mastery of the components themselves. In teaching and learning process, of course they maybe given separately but systematically and focused variably.

In our daily teaching of reading, the students tend to use their own way of reading. They read word by word and try to identify the meaning of these words whenever they come to a words they don't know, they try the dictionary to look up the meaning immediately. This way of reading of course is not effective. They don't have the ability to look for specific information by glancing rapidly through the text; they are looking up unfamiliar in the dictionary shows that they don't have the skill of deducing meaning the context by making use of the clues found in the context.

For example "There is a well behind the house, father gets some water from it". The students have known that the word "well" means "sehat" in Indonesian. They come to a wrong comprehension, while if they have the ability to exploit the clues found in the context like" father gets some water ". They will conclude logically that the meaning of the well in the context is "sumur".

What makes it worse is that some teachers in teaching reading still use a traditional way of teaching. Without pre reading activities, they just ask the students morphological process, synonym or even the antonym. In this case, the teacher is trapped, not teaching or developing reading skills but structure or vocabulary.

Judging the reality mentioned above, it is not surprising that the result of a reading test is often unsatisfactory. Most of the students get bad marks; only a few students get good marks. According to Nuttal (1982:143), a cloze test can be used for teaching. A misconception concerning reading also becomes a hindrance in the students' process of comprehending a text. They need a teacher to give a model of reading of the text. It will ruin the development of the students' reading skills.

According to Mulyati and Harjasudjana (1986:1), cloze procedure not only can be used to test readability but also to facilitate technique of teaching reading to develop the students reading skills.

That is why I use the cloze procedure as my thesis because it can develop the students' reading skills especially in teaching narrative text.

## **1.2 Reason for Choosing the Topic**

There are some reasons why I choose the topic.

- a. The ability of the student to comprehend a reading text in narrative text is still unsatisfactory.
- b. Cloze procedure can be used as a good technique for classroom teaching to develop the student's reading skills.

## **1.3 Statements of the Problem**

The problem stated in this research is:

How is cloze procedure used in teaching narrative text to the first grade students of senior high school?

#### **1.4 Purposes of the Study**

The purposes of the study are:

1. To find out how cloze procedure can overcome the students' difficulty in making use of the syntactical and semantic clues to thinking logically.
2. To find out how cloze procedure can increase their vocabulary.
3. To find out how cloze procedure can deduce meaning from context.

#### **1.5 Significance of the Study**

As stated before that not only can cloze procedure be used to test the readability of text, it also be used for teaching to develop the reading skills. I hope this study will give the contribution both of the teachers and the students of our school to improve their reading skills so that they can read in a better way with a better result.

#### **1.6 Outline of the Study**

This study consists of five chapters. Chapter I is background of the study, which introduced the importance of reading skills in our daily life and the poor condition of the students. It also contains the reason for choosing the topic, statement

of the problems, purpose of the study, and significance of this study. Chapter II reviews the problems based on the available literature concerning the subject matter. These sources are about the theory of reading, teaching of reading, cloze

procedure, and the theory of narrative text. Chapter III discusses the method of the investigation done at SMA N 15 Semarang. Chapter IV consists of data analysis and result. Chapter V deals with the conclusion of the study and some suggestion of the study.





## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer discusses the definition of cloze procedure, the definition of reading, the definition of narrative text, and the implication for teaching in the classroom.

#### **2.1 The Definition of Cloze Procedure**

Cloze procedure was introduced by Taylor, with the idea in a fact people tends to complete an unfinished pattern, to make it mentally perfect and see parts as a whole. According to Oller (1979:34), the readers guessing of missing words is a kind of a gap filling - task that is not terribly unlike the perceiver's completion of imperfect visual patterns.

Llewelyn (1990:128) defines that a cloze exercise as an exercise where by learners are presented with a short text parts of which have been delete. The learners are asked to read the text and to fill the gaps left by the deletion with words, which are syntactically and semantically appropriate at the discourse level.

From the definitions above, the writer can define that cloze procedure as a technique to improve the students' reading skills by guessing the deletion words in the text.

##### **2.1.1 Function of Cloze Procedure**

The cloze procedure can be used as an instrument in teaching English. The function is to develop the student reading skills. By doing the cloze procedure, the students are trained to use their vocabulary, know ledge, and the grammar at

the discourse level. Oller (1979:348) describes those different purposes of cloze procedure used by teacher and linguists.

- a. To judge the readability of textual materials.
- b. To estimate ability in reading comprehension.
- c. To study the nature of contextual constraints.
- d. To estimate over all language proficiency
- e. To evaluate teaching effectiveness

According to Liewelyn (1990:29), there is growing interest in the use of cloze procedure as an instructional technique to develop the reading skills in the classroom.

Mulyati and Harjasudjana (1990:3) state that: berbicara tentang prosedur klos, terdapat fungsi utama dari prosedur ini; sebagai alat untuk mengukur tingkat keterbacaan dan prosedur klos juga merupakan suatu alat pengajaran membaca. (Talking about cloze procedure, there are two main functions; as a means of measuring the level the readability of the text and an instrument for teaching reading as well).

From the functions above, the writer can simply that the function of the cloze procedure is to develop the students' skill in reading a text.

### **2.1.2 The Advantages of Cloze Procedure**

The advantages of the cloze procedure are stated by Mulyati and Harjasudjana (1986:15) among others:

- a. To investigate the readability of a test.
- b. This procedure can be used to measure the understanding of the test.

- c. As a formative test, cloze procedure can immediately measure the understanding of a certain material as a feed back of our classroom performance.
- d. It can cover a large group of student at one time.
- e. Doing the cloze procedure especially in-group work, generated discussion among the member of the group. So though interaction they develop their language proficiency.

According to Madsen (1983:52) are:

- a. It is easy to prepare and quite easy to score.
- b. It is a good measure of integrative English skills.

Standard cloze is a good measure of overall ability in English

### **2.1.3 The Problems in Cloze Procedure**

Some problem arouse in the use of cloze procedure. Besides the advantages of the cloze procedure some problems are predictable to arouse. One problem arouse in the use of cloze procedure in the level of linguistic difficulty, which might be too high to certain students. One-way to minimize the mistakes made by the students is that we can give the students options in the form multiple choice or completion with prepare alternative.

The second weakness is concerning the design of the cloze procedure that is the certain simple word deletion found to be too difficult to the students.. Liewelyn (1990:147) suggest that teacher should not focus in difficult concept at the early stages of the introduction of the procedure. A simpler deletion could

have been made first. So there should be a number of stages progressing from the easy one to the more demanding.

In an exercise with full sentence deletion, Prompts should be given to the students to help them construct the missing sentence. The prompts are usually in the form of the context words. These words should be familiar to the students. Difficulty arise when the words are unfamiliar to the students. So, that teacher should be aware about this, Llewelyn advised us to avoid knowingly using them as prompts.

Schelezinger as cited by Mulyati and Harjasudjana. (1986:15) added that the doubts the validity of the use of cloze procedure. The correctness of completion of the deletion is not, because of the understanding of the discourse, but because of the familiarity of the patterns of the expression. To avoid this, Mulyati and Harjasudjana suggest the teacher should flow up the procedure with the discussion concerning the reason of the answer given by the students.

From the explanation above, the writer can simply that cloze procedure can help the students to make the student's intelligence in guessing the deletion words.

#### **2.1.4 Deletion Procedures**

According to Jongsma (1980:17), for instructional purposes, selective deletion system seems to be effective.

To design a cloze task there are two procedures of deletions. They are the random and selective of deletion system. By random system every  $n$ -th word is deleted. This system is usually used for testing or investigating the readability of a text. For the sake of he classroom teaching to develop the reading skills it's better that we use the selective system. In this system we can choose which word to be deleted.

From the explanation above, the writer has an idea to delete the words in cloze procedure. By delete the words that related with the genre of the text, in this case is narrative text.

### **2.1.5 Types of Deletion**

According to Liewelyn (1990:136), there are two kinds of deletion with their own purposes. It was by hypothesized that the use of these two kinds of deletions would increase the interest and involvement of the students.

### **2.1.6 Single words deletion**

In this type of deletion there are varieties in the class of words deleted. We can delete content words as well as words on grammatically focus such as conjunction, article, pronoun etc. from this type of deletion we hope that there will be a discussion of grammar and vocabulary.

### **2.1.7 Sentence deletion**

Liewelyn (1990:136) States that it was expected that the most of discussion would be about syntax and discourse rather than about lexical choices.

To give the student help to reconstruct the missing sentence we give them three or four content words for each deletion as prompts. So by using these prompts student will discuss what the missing sentence might be the prompts given the usually are content words, will lead the discussion about syntax, discourse, and lexical items.

From the explanation above the writer concluded that there are two kinds of manner to design a close test, first is single words deletion and the second is the sentence deletion.

### 2.1.8 Preparing a Cloze Test

The steps in preparing a cloze test are simple. According to Madsen (1983:48), the following are some criteria to prepare the cloze test.

1. Select an appropriate passage.
2. Decide on the ratio of words to take out.
3. Write the instruction and prepare an example.

According to Hasbel as cited by Mulyati and Harjasudjana (1986:7), the procedure would be better by using some criteria as follows:

- a. Choose a text about 250 words.
- b. Let the first and the last sentence undeleted.
- c. Begin the deletion from the second sentence that is on fifth word, the deletion is marked with a line.
- d. Never delete numbers, delete the next fifth.

From the statements above, the writer also has some the criteria about the preparing a cloze task; choose the interesting narrative text and delete the words which related with the clues that the teacher want.

### 2.1.9 Procedures of Assessing

To justify the result of the cloze procedure there are two ways. First, we only give points to answer which are exactly the same as the words deleted different answers which are not exactly he same as the key answers are not accepted, even though semantically these answer are logical and can be accepted. For the sake of teaching process this procedure cannot be used. The second, in using the cloze procedure to develop the students skills in reading, points are not

given to the answer which are exactly the same, but also their synonyms as far as they can replace the delete words and do not ruin the grammar and meaning.

According to Rankin and Culhane as quoted by Mulyati and Harjasudjana (1986:20), classified the result of the cloze test as follows:

a. Independent level

This is obtained if the score of the reader is about 60 percent.

b. Instructional level

This is obtained if the score of the reader is about 40 to 60 percent.

c. Frustrated or fail level

In case that the percentage score's less than 40 percent.

According to Madsen (1983:50), there are two possible ways to assess cloze test. One is to give credit for only the exact word from the story. Another is to allow full credit for equivalent words as well. Both methods rank the students about the same, but the students feel strongly that the second method is fairer.

From the explanation above, the writer can conclude that there are many ways to assess the cloze procedure.

## **2.2 Definition of Reading**

There are a lot of definitions about reading. Good man as cited by Carrel (1990:12) states that reading is the receptive language process. It is a psycholinguistic process. It starts with a linguistics surface representation encoded by a writer. So there is an interaction of taught encoded by a language. Olson and Dillner (1982:5) defines that reading is a process of meaning elaboration of thinking in relation to written symbol.

There are two aspects essential to the reading process - words recognition and comprehension. Reading may range from the visual perception of words and their meaning to perception and comprehension of writers message in manner parallel to that of the corresponding spoken messages. William as quoted by Dechant (1961:23) describes that reading skills as both a cognitive aimed at obtaining information and a complex language system.

The psycholinguistic approach suggests that reading involves basic knowledge of language as well as the utilization of complex active perceptual and cognitive strategies of information, selecting, and processing. Based on these opinions the writer simply that reading is anything process to obtain information through written symbols and interaction process between the writer and the reader.

### **2.2.1 The Importance of Reading**

For some reasons reading is very important in our life. There are some reasons as stated by Mikulecky and Jeffries (1986:1).

- a. Reading helps you learn and think in the new language



- b. Reading helps you build a better vocabulary.
- c. Reading makes you more comfortable with the written English. You can write better English if you feel comfortable with the language.
- d. Reading may be the only way for you to use English if you're live in a non-English- speaking country.
- e. Reading can help you if you plan study in an English – speaking country.

Based on the statements above, the writer can simply that reading can improve our English in all aspects; vocabulary, speaking, and pronunciation.

### **2.2.2 Reading Process**

The following is the process of reading:

1. Reading is an interaction between the writer and the reader. Communication takes place. Reading is a process of reconstructing graphically encoded message of a writer. The reader guesses from the written language, which is perceived visually to a reconstruction of a message encoded in written language comprehension and communication takes place.
2. Reading requires the reader to make a visual construct the stimulus of graphic cues and comes to a perceptual image of the graphic stimulus. Reading is a sensory and word identification.
3. Language has a surface and deep structures, which gives meaning. The principle needed for reading is the ability to work with both surface and deep structure.
4. Reading is the process of semantic and syntactic information.

5. Reading is conceptual and thinking process to communicating meaning effectively.

Based on the point above, I simply can say that reading process is a process of communication between the reader and the writer through writer messages to get semantic and syntactic.

### **2.3 The Definition of Narrative**

According to Wishon and Burks (1980:378), narrative is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels. And new stories as well as a large part our everyday social interchange in the form of letter and conversation.

From the definition above, the writer can define narrative as a kind of text, which is organized by the stories in past time.

#### **2.3.1 A Good Narrative Text**

According to Taylor and Ellis (1987:39), criteria of a good reading text are:

- a. Creative
  - b. Interesting
  - c. Fluency-focused
  - d. Task- based
  - e. Problem -solving focused
- a. Humanistic
  - b. Learning centered

A good narrative text is the text that can be exploited to develop the students' reading skills. Some characteristic should be considered in deciding

whether the text is exploitable or not. First, the text should be interesting. This indicates that the text should be new to our students. Second, the text should be challenging, which means that it must be a little bit above the students' level. Other criteria of a good text are that it must also be authentic and intelligent. Meaning that the text is about something we find in our daily real life and to comprehend the text, the students need to think.

From the statements above, the writer can simply say that a good narrative text can improve their students' skill in reading a text through the interesting text or story.

#### **2.4 Implication for Teaching Classroom**

The use of a cloze procedure gives the students opportunities to improve and to develop their vocabulary, grammar, and understanding of the text given by the context.

##### **2.4.1 Vocabulary Development**

A cloze exercise provides our students with a context where new words or unfamiliar words are presented in relation with the known ones. Clues can be found around them. By considering these clues, students can then deduce the words deleted. This skill of deduction is the most important skill in dealing with vocabulary to be a free reader.

##### **2.4.2 Understanding grammatical relations**

A cloze procedure with intentional deletion forces the students to think the grammatical relations. For example where there is a past time signal, the verb

form must be preterit or when there is an auxiliary, an infinite will then come afterwards. It can also be used in developing the ability of referring a certain pronoun to the phrases represented. We can use it to see the effectiveness of our teaching process including grammar.

As stated by Liewelyn (1990:156), the procedure can thus be used informative evaluation of course.

#### **2.4.3 Promoting backward and forward searching**

In order to be able to complete a deletion correctly students have to search back ward and forward around the deletion by reading the context several times. This behaviors, of course, will not become the students' habit unintentionally the teacher should develop this by giving examples. Showing them clues found in the text to bring their minds to a conclusion.

#### **2.4.4 Promoting discussion of meaning**

In practice especially in-group work doing a cloze text, there will be a discussion among the member of the group, negotiating the meaning of the deleted words before at last they come to a conclusion. The participation of the students will help the acquisition of the language, as said by Doughty and Pica (1986:332), there is evidence suggest that giving learners opportunity to participate in group work which will generate interaction will aid second language acquisition.

From the explanation above, the writer can say that the use of the cloze procedure will develop students' proficiency in reading a text.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

In this chapter, the writer discusses about research design, subjects, the procedures of experimental research, variables, data collection, and procedures of collection data.

#### **3.1 Research Design**

The method of investigation is held through a quantitative research. According to Hornby (2000:1035) states that quantitative is connected with amount of number of something rather than with how good it is. In this term quantitative data, the writer used statistical analysis to calculate the numeral data that were gathered and to analyze them by the use of correlation analysis. These data were expression in the language of mathematics and must, consequently, be evaluated and interpreted by means of appropriate statistical procedures.

#### **3.2 Subjects**

##### **3.2.1 Population**

Population is the most significant factor in conducting a research. Gay (1987: 102) states, "The population is the group of interest to the researcher, the group to which he or she would like the result of the study to be generalized."

This study was conducted at SMA N 1 Bangsri Jepara in the academic in year (2008/2009). Before conducting the study, the writer had consulted the head master whether the student of the first grade might be used as a sample of the study. Having received the head master's approval, the writer composed the

instrument of the study, which took the form test and administrated it to the student to collect the data.

In this research a group of people taken as the year ten student of SMA N 1 Bangsri Jepara. The year ten students were chosen to be population because the writer think that they have studied English for quite a long time for about three years and they still have much time to enhance their ability in reading comprehension.

### **3.2.2 Sample and Technique of Sampling**

The term sampling is different from sample. According to Kerlinger (1965:18), "Sample is a part of population which is supposed to represent the characteristic of the population." Therefore, sample is taken from part of population but not the whole. The part of population that is observed is called a sample.

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger drop for which they were selected (Sax, 1978:85). Therefore, sampling is an activity to note and investigate some of the object selected. Sampling is the method of taking sample. The result of sampling is a form of the estimated value. So, it can be defined as the estimation of the population condition (Marzuki, 1983:41).

The sampling technique used in this research is random sampling. Due to the fact there is some limitedness in this research, it is impossible to observe all the sample in this research. That is way, random sampling was chosen here in taking and collecting the data. Based on the English final test result, the two

classes, i.e. X.1 and X.2 show the same average that is: 70. So the two classes are taking as sample. X.1 as control class and X.2 as experiment class. There are two classes chosen from the four classes of the first year student of SMA N 1 Bangsri Jepara. They are X.1 and X.2. They are equally in their background and predicates in English X.1 consists of 40 students and X.2 consists of 40 students.

### 3.3 The Procedure of Experimental Research

In The Experiment, the research design used is the Static Group Comparison Design. The research design is used for two groups of subject in which each of them is treated with different treatment. Next, both of the groups are measured with test and the results are compared.

The following is the design:

	Pre-test	Treatment	Post-Test
<b>EG</b>	✓	X	✓
<b>CG</b>	✓	-X	✓

(Kerlinger, 1965:247)

EG = Experimental group

CG = Control Group

X = Treatment using cloze procedure

-X = Treatment using explanation

In the design above, sample are assigned either to the experimental group (upper line) or to the control group on lower line. The equalities of the subjects checked firstly by pre-testing them. Then, the experimental treatment will be given to the experimental group. The two groups were taught by the same topic, but with different techniques of teaching. The experimental groups were taught by using cloze procedure test in teaching reading narrative text. The control groups were taught by giving drills and explanation. Both group had the same material. Both cloze procedures pre-test and post-test were given to the groups. The time given was 45 minutes. The results were counted statistically.

#### The Research Activity

No	Activity	Week I	Week II	Week III	Week IV
1	Try out test				
2	Pre - test				
3	Treatment 1				
4	Treatment 2				
5	Treatment 3				
6	Post- test				

### 3.4 Variables

Variables are the condition or characteristics that experimenter manipulates control or observes (Best, 1981:59-60). There are two kinds of variables that are independent variable and dependent variable. The former is the condition or characteristics that the experimenter manipulates in his or her attempt



to ascertain the relationship to observed phenomena. The latter is the measured change in pupils' performance, attributable to the independent variable.

Tuckman, B.W (1987:58-9) suggests two types of variables; the independent variable and dependent variable. The former is a stimulus variable or input, operates either within a person or within his or her environment to affect behavior. Since this variable affect behavior this is the variable that must be changed or manipulated in order to affect the other variable (behavior). The later is response variable or output. The change of this variable depends on the dependent variable.

Variable is something that may vary or differ (Brown, 1993:58). It is also defined as a condition or characteristics that the experimenter manipulates, controls, or observes. Independent variable is the condition of characteristics that the experimenter manipulates in his or her. Attempt to as certain their relationship to observed phenomena, where as dependent variable is a condition or characteristics that appear, disappear or change as the experimenter introduces removes or change independent variables (Best, 1981:58). Independent variable is selected by the researcher to determine its effect on or its relationship with dependent variable, whereas dependent variable is observed to determine what effect, if any, the independent might have on it (Brown, 1993:10).

In this investigation there are two variables, the two variables are:

1. Independent Variable

The use of cloze procedure in teaching reading comprehension

2. Dependent variable

The students' achievement in reading comprehension

### 3.5 Steps of the Teaching:

Experiment Class	Control Class
1. The writer explained the narrative text.	1. The writer explained the narrative text.
2. The writer introduced the text that would be filled by the students.	2. The writer introduced the text that would be answered by the students.
3. Then the writer explained how to fill the cloze procedure text for a bout 5 minutes.	3. Then the writer explained how to answer the test for a bout 5 minutes.
4. Getting the class to start doing the exercise.	4. Getting the class to start doing the exercise.
5. After more less 30 minutes the writer asked to the students whether the students have finished or not.	5. After more less 30 minutes the writer asked to the students whether the students have finished or not.
6. After the students finished the test the writer asked the students to submit the test.	6. After the students finished the test the writer asked the students to submit the test.

### 3.6 Data Collection

Saleh (2001:31-3) suggest four types of instruments for gathering data. They are; questionnaire; observation; interview and test. The test here is an

additional technique. This technique is suggested to be taken if the data cannot be obtained by such techniques above, for instance; if the data is about one's proficiency. The test can be conducted either orally, written or practice. In this research, therefore; the writer pleased to take such instrument as; test (comprising pre-test and post-test), questionnaire and field note. The writer takes this instrument based on some considerations that generally they are not expensive. The field notes are simple, on going and personal. The questionnaires are highly specific, easy and comparative. Finally, the test can be used to test one's proficiency.

In this investigation, the writer applied two method of collecting the data. These two methods are document study field research.

### **3.6.1 Document study**

Document study was applied to get the needed information of SMA N 1 Bangsri Jepara such as the number of student, classes and students' name list. All those data were collected from the document available at SMA N 1 Bangsri Jepara.

### **3.6.2 Field research**

This research included the cloze procedure test in SMA N 1 Bangsri Jepara.

### **3.7 Procedures of Collecting Data**

As the writer has stated above, that tests could be used to measure students' proficiency or ability in reading comprehension test that conducted in this research. They were divided in to one pre test, three formative tests and one

post test. These tests will be used to measure the students' progress in reading comprehension. The purpose of giving pre test is going to measure students' mastery of reading comprehension before being treated by exercise. There would actually be three different kind of cloze procedure that would be taught to the students. The formative tests were aimed at obtaining the students' result after being treated by exercises in each cycle. The last tests was called post test. The purpose of giving post test is to check whether there was a significant progress of students' English grammar mastery after teaching learning process.

### **3.7.1 Administering the Cloze Procedure Test**

The test was administered within stages, the first stage is pre-test was given before the writer gave the treatment about the techniques how to use the clues found in the context to enable the student to complete the test correctly. In the pre-test, the writer gave the test in the written form done individually. The test took 45 minute. And there were 15 blank spaces for the student complete the test.

In the post-test the writer took only 30 minutes to the students to fill the blank space because the writer thought 30 minutes is enough to do the test after the writer gave treatments how to use the clues in the cloze procedure test. There were 15 blank spaces too.

There were 40 students chosen as the samples of this research. These 40 students were gathered in one class. The procedure of administering the test as follows:

1. The writer gave the students the rule of doing the test.
2. The writer distributed the reading passage.

3. The writer asked the student to fill the blank space in the passage.
4. The students who had completed the passage, submitted to the writer.

### **3.7.2 Preparation of the Test**

The writer selected a narrative text as the pre test and post test. As the treatment, the writer chose three texts. The topics will different from others, the writer took the instrument from a source. The writer did not give the student information about the topic in student advances

### **3.7.3 Implementation**

The implementation is performing the plan into experiment. In the research, the writer conducted five activities. They are the pre-tests; three teaching learning processes involving a test existed in each cycle. The last cycle is the post-tests.

### **3.7.4 Writing the Instrument**

The writer constructed the instrument of the test to the first grade students of SMA N 1 Bangsri Jepara in order to get the data for his final project. The instrument acquired from “English for SMA 1”. The writer took from this book, because before the writer did the research he observed first and asked to the English teacher who teaches the class that writer would take as the experiment. The writer takes some texts from the book and change the text became some test. The test contained from some blanks sized. The test had the purpose to measure the comprehending of the text. The student was ordered the blanks size by reading the text and searched the answer under which was the texts.

### 3.7.5 Try out

According to Madsen (1983:178), "...good evaluation of our tests can help us measure student's skill more accurately." Based on the statement above, before administering the real test (pre test and post test) the writer conducting a try-out test to assess the test's quality.

The test validity and reliability was firstly found out to know the Quality of the test. Secondly, the items were analyzed to find out the difficulty index and discriminating power. The more detail discussion is given below.

#### 3.7.5.1 Validity

Validity is an essential characteristic of a good set of test. Madsen (1983:178) said, "A valid test in one that fact measures what it claim to be measuring". There are four kinds of validity, i.e. construct validity, content validity, correlation validity, and criterion related validity. In this study, the writer only used correlation validity. To conduct the test validity, the writer uses the formula which is called "Product Moment". The Formula is as the following:

$$R_{xy} = \frac{N \sum NXY (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2 - (\sum Y)^2}}$$

Where:

$R_{xy}$  = Coefficient correlation of each item

$N$  = The total of object experiment

$\sum X$  = The total of X scores item.

$\sum Y$  = The total of Y score item

$\sum X^2$  = The total of score

$\sum Y^2$  = The sum of score of the score item

$\sum XY$  = Te sum of total square score

The result is being consulted with r product moment,  $r_{xy} > r$  is valid (suharsimi, 1997:69).

### 3.7.5.2 Reliability of the Test

According to Madson (1983:179), a reliable test is one that produces essentially when the condition consistently on different occasions when the conditions of the test remain the same.

To conduct the reliability, the writer uses the following Pearson Product Moment Correlation:

$$r_{1/21/2} = \frac{N \sum NXY (\sum X (\sum Y))}{\sqrt{N \sum X^2 - (\sum X)^2 - (\sum Y)^2}}$$

Where:

$r_{11}$  = The reliability of the test

$r_{1/21/2}$  = The coefficient of the correlation

$N$  = The total of subject experiment

$\sum X$  = The total of X score item

$\sum Y$  = The total of Y score item

$\sum X^2$  = The total of score

$\sum Y^2$  = The sum of score of the score item

$\sum XY$  = Te sum of total square score

### 3.7.5.3 Item Difficulty

An item is considered to have a good difficulty level if it is not too easy or too difficult for the students (examinees), so they can answer the item. If a test contains many items, which are too difficult or too easy, it cannot function as a good means of evaluation. Therefore, every item should be analyzed first before it is used in a test.

$$P = \frac{b}{JS}$$

Where:

P = Item

B = Number of student who student who answered the item correctly

JS = Number of students

### 3.7.5.4 Discriminating Power

The discriminating power is a measure of the effectiveness of an item in discriminating between high and low scores of the whole test. The higher the values of discriminating power are, the more effective the item will be.

Discriminating power can be obtained by using the following formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

BA = Number of student in the upper group who answered the item correctly

BB = Number of students in the lower group who answered the item correctly



JA = Number of all students in the upper group

JB = Number of all students in the lower group

### 3.7.5.5 Data Analyzing

The obtained data were analyzed to get the final result. T –test formula was used in this research to analyze the data. It showed the final result from both experimental and control groups given different treatments. The following is the formula:

$$t = \frac{M_x - M_y}{\sqrt{\left( \frac{\sum X^2 + \sum Y^2}{NX + NY^2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where

$M_x$  = The mean scores of the experimental class

$M_y$  = The mean scores of the control class

$X^2$  = The total of the square deviation of the experimental class

$Y^2$  = The Total of the square deviation of the control class

$N_x$  = The number of sample of the experimental class

$N_y$  = The number of sample of the control class

Therefore, the application and the result of the investigation will be discussed in chapter IV.

## CHAPTER IV

### DATA ANALYSIS

In this chapter, the analysis will be started first analysis, research finding and interpretation.

#### 4.1 First Analysis

The first analysis was to get a good instrument for investigation. Try-out was conducted for  $X_1$ ,  $X_2$  students of SMA N 1 Bangsri Jepara consisting 40 respondents. The followings are:

##### (1) Validity

From the 20 items, 15 items were valid, and 5 items were invalid. The invalid items are number 4, 8, 13, 14, and 17. Try-out items were obtained 0,312. For  $\alpha = 5\%$ , with  $N = 40$ , it would be obtained  $r$ -table = 0,444. Since the result of the instrument is higher than the critical value, it is considered that instrument is valid.

##### (2) Reliability

After the split half method was computed, the result was formulated with Pearson Product Moment Correlation. The computation obtained 0,825, for  $\alpha = 5\%$  with  $N = 40$ , the  $r$ -table = 0,312. Since the values resulted from the computation were higher the critical value  $t$  was concluded that the instrument used in this research was reliable.

## 4.2 Research Finding

The pre-test was done on Tuesday, April 2009 . It was followed by 40 students. As mentioned above in the previous chapter regarding the first activity, the writer gave a pre- test to the students. He asked to the students to fill the blank spaces by using the words in the box. In the pre-test, he took 30 minutes for the students to do this. Most of the students took about 45 minutes to finish this pre-test. The result of the pre-test of control class is showed in appendix 1.

The result showed that a student got 20 %; two students got 26 %; six students got 33 %; five students got 40 %; five students got 46 %; five students got 53 %; three students got 60 %; two students got 66 %; one student got 73 %. It implied that nearly a hundred percent of the students' result was fewer than 65 % and only around.

Just three students who got above 65 %, therefore the average of achievement of the students of the pre-test of control class was only 45 %. This result was considered to be unsatisfactory because it was lower than the standard of the Department of Educational Education that is 65 %.

The post-test was done on Friday, April 2009. 40 students followed it too. As mentioned above in the previous chapter regarding the second activity, the writer gave a post- test to the students. He asked to the students to fill the blank spaces by using the words in the box. In the post-test, he took 30 minutes for the students to do this. Most of the students took about 45 minutes to finish this post-test.

The result showed that a student got 26 %; three students got 33 %; four students got 40 %; four students got 46 %; five students got 53 %; six students got 60 %; three students got 66 %; four students got 73 %. It implied that nearly a hundred percent of the students' result was fewer than 65 % and only around. Just seven students who got above 65%, Therefore the average of achievement of the students of the pre-test of control class was only 52,8 %.

The pre-test was done on Tuesday, May 2009. 40 students followed it too. As mentioned above in the previous chapter regarding the first activity, the writer gave a pre- test to the students of experiment class. He asked to the students to fill the blank spaces by using the words in the box. In this pre-test, he took 30 minutes for the students to do this. Most of the students took about 45 minutes to finish this pre-test. The result of the pre-test of experiment class is showed in appendix 3.

The result showed that two students got 33 %; six students got 40 %; six students got 46 %; five students got 53 %; six students got 60 %; three students got 66 %; two students got 77 %. It implied that nearly a hundred percent.

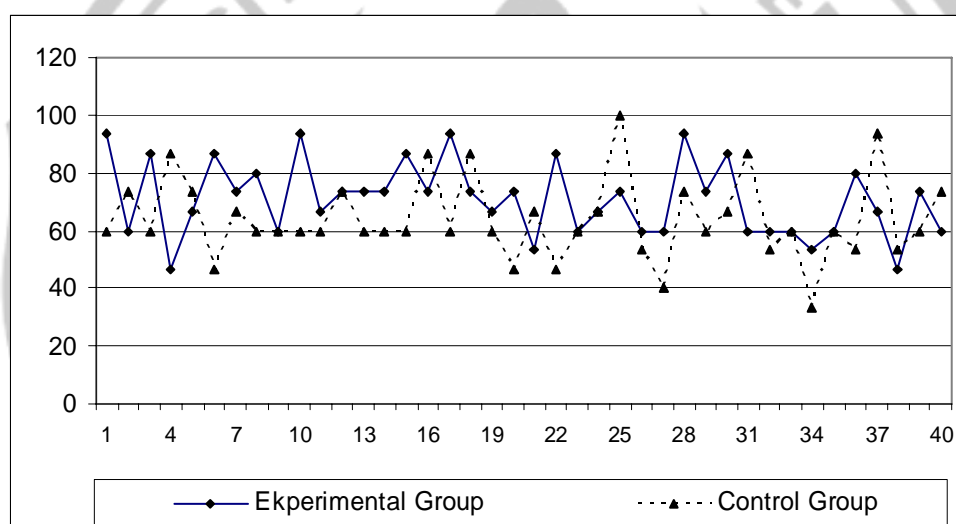
To know the improvement skill in comprehending the reading text, the writer made a test every meeting. Here the writer just gave the experiment class three regular tests each of which consisted 10 blank sized in every text. The first meeting the writer took the narrative text, which is titled "the fox and the crow".

The first regular test was done on Monday, May 2009. Just 21 students followed it. Some students who have to take the letter of result of their study in junior high school caused it. The writer asked to the students to fill the blank

spaces by using the words in the box. In the first regular test, he took 30 minutes for the students to do this, there were 10 blank sized. But most of the students took about 45 minutes to finish this regular test.

The result showed that a student got 20 %; seven students got 30 %; three students got 40 %; five students got 50 %; three students got 60 %; two students got 70 %, the average of achievement of the students of the regular test of experiment class was only 39 %.

The result can be illustrated in the following diagram:

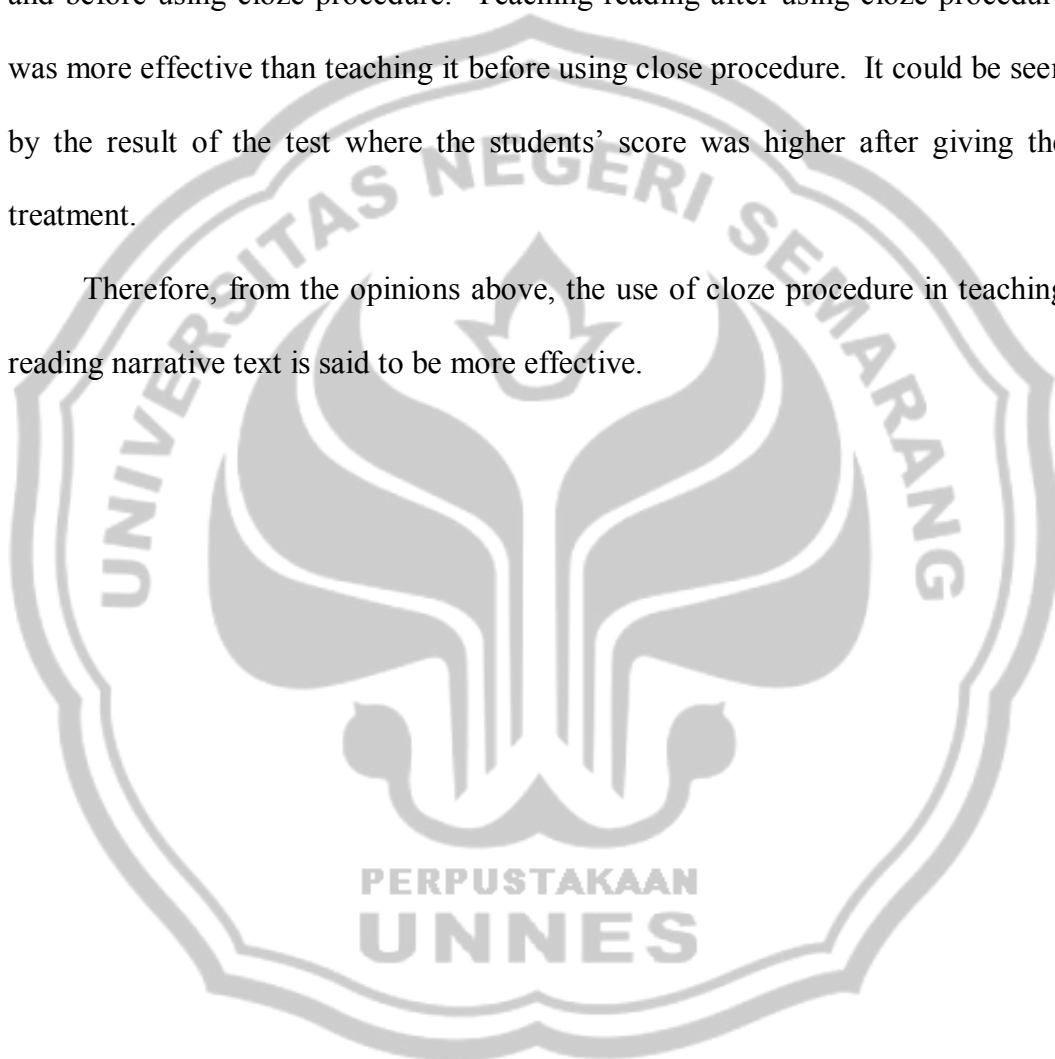


From the diagram, it was found that the scores of the experimental group was higher than the control group. Although there are some students who got lower scores in the post-test than the pre-test scores for the experimental group, but the mean increasing line scores of the students of the experimental group were occurred in the low of the pre-test scores' line.

### 4.3 Interpretation

Based on the result of the investigation, it was found that there is a significant difference between teaching reading especially in narrative text after and before using cloze procedure. Teaching reading after using cloze procedure was more effective than teaching it before using close procedure. It could be seen by the result of the test where the students' score was higher after giving the treatment.

Therefore, from the opinions above, the use of cloze procedure in teaching reading narrative text is said to be more effective.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion will be given by the writer.

#### 5.1 Conclusion

Based on the investigation and discussion in the chapter IV, it was concluded:

- 1) Cloze procedure as one of teaching techniques could be an effective method in teaching reading skills. It was proved by the result of the test of both experiment and control.
- 2) The average score of pre-test for the experimental group is 46.33, and the average score of pre-test for the control group is 48.67. After both, the experimental and control groups are given treatment, the score of the groups increase, where the average score of post-test for the experimental group is 70.83, and for the average score of post-test for the control group is 64.00. The experimental class got better development, the average increased 24.50 point (from 46.33 to 70.83), whereas the control class only increased 15.33 point (from 48.67 to 64.00). So, there was a significant difference of students' achievement in vocabulary in reading comprehension between those taught using cloze procedure and those taught using conventional method (explanation) for year ten students of SMA N 1 Bangsri Jepara in the academic 2008/2009. Students like to have narrative text. They think that narrative is interesting and amusing. It is because narrative deals with actual or victorious experience.

- 3) The result of the writer's experiment could build the student's acquisition in vocabulary and guessing the meaning.

The writer could conclude that the cloze procedure is relevant to built students' vocabulary in reading comprehension.

## **5.2 Suggestion**

Based on the result of the study, it is obvious that cloze procedure is effective to be used to develop the students' reading skills. After drawing the conclusion above, the writer would give some suggestions especially to the English teacher.

1. The close procedure could be used as a creative alternative to develop the students' reading skill in English class.
2. Cloze procedure could make the students becomes self confidence in his efforts to become more proficient reader.
3. To gain a good result, the program should be designed and conducted well.
4. Further the research should be conducted in other classes or school to have a wider generalization of the result of the study.



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## Appendix 1

### Try out test

#### A Story about Red From a folk Tale of Chile

“Rosaura! Rosaura!”

If you were tall enough, you might have seen a little splash of red in the tall grass. And if you had looked closer you might have seen a small girl wearing a red ribbon.

Rosaura was hiding from her mother and father. It was her favourite game. She .....<sup>(1)</sup> quietly, listening to the faint sound of her mother’s voice. All Rosaura could see were the swaying green stalks of the corn. They .....<sup>(2)</sup> above her head where the sky stretched clear and blue. Suddenly, a bright yellow butterfly darted by. Rosaura .....<sup>(3)</sup> up to chase the butterfly, forgetting all about her hiding game.

“Rosaura! There you are,” called her mother. “It’s time for lunch.”

It was dark and cool in the cottage where Rosaura .....<sup>(4)</sup> with her parents. Rosaura ate her meal quickly. She wanted to go back into the sunshine to play. As she had finished her food she .....<sup>(5)</sup> down from her chair.

“Rosaura, where are you going?” called her mother.

She .....<sup>(6)</sup> a glimpse of Rosaura’s red ribbon disappearing around the door. But Rosaura was already through the gate, and heading for the fields. “Rosaura! Rosaura!”

Was that the sound of her mother calling, or the wind whispering in the corn? Rosaura was not sure. All day long through the hot summers she loved to run in the fields. Her feet were scratched and her toes .....<sup>(7)</sup> on stones as she .....<sup>(8)</sup> after the mice hiding in the corn stalks. Her skin was brown as a nut from the sun. In her tangled black hair her red ribbon .....<sup>(9)</sup>.

The afternoon .....<sup>(10)</sup> out long and hot. As the sun .....<sup>(11)</sup> the far side of the field Rosaura's father walked back to the cottage. His eyes .....<sup>(12)</sup> the fields for Rosaura's red ribbon. But it was nowhere to be seen.

"Hasn't Rosaura come back yet?" asked her father as he came through the door.

"Not yet," said her mother, "I'm sure she'll be back soon."

But the supper was ready and still there was no sign of Rosaura. Now the sun had set, casting a red glow over the fields. Rosaura's mother and father .....<sup>(13)</sup> at the door of their cottage, staring over the field, looking for the red ribbon.

"Rosaura! Rosaura!"

Soon the shadows were deep blue in the yard. It was too dark to see the red ribbon now. Rosaura's parents .....<sup>(14)</sup> to walk and call for her in the field. As night fell, they fetched a lamp that .....<sup>(15)</sup> up patches of corn and grass and started the sleeping mice. But they could find no red ribbon.

Rosaura's parents called and called all through the night. In the dawn, they stood alone and sad amongst the corn. The red morning sun lit up their tired faces.

"Look!" cried Rosaura's mother suddenly. "there she is!"

They began to run towards the red ribbon that she had spotted among the corn. But oh! It wasn't Rosaura's ribbon at all, but the red petals of a flower. Rosaura's mother and father had never seen such a flower before. Her father .....<sup>(16)</sup> away in disappointment.

"I see her!" he cried.

And again they .....<sup>(17)</sup> towards the dear red ribbon. But it was another red flower. As the sun .....<sup>(18)</sup> up bright and strong, Rosaura's mother and father looked around the field. It was filled with red flowers swaying and fluttering in the tall grass. Rosaura's mother and father .....<sup>(19)</sup> so sad.

"Rosaura won't be coming home anymore," said her mother. "She was always happier in the fields."

“But the spirits have left us these flowers to remind us of her,” said Rosaura’s father.

“They will saty with us!”

Every year, when the corn .....<sup>(20)</sup> and the evening grew long, Rosaura’s parents stood at the edge of the fields and watched the red flowers dancing under the sun.

And that, say the Indians, is how the red poppy came to be.

<b>reached</b>	<b>jumped</b>	<b>stood</b>	<b>bruised</b>	<b>stretched</b>
<b>lived</b>	<b>lit</b>	<b>fluttered</b>	<b>slipped</b>	<b>scanned</b>
<b>crouched</b>	<b>ripened</b>	<b>looked</b>	<b>felt</b>	<b>chased</b>
<b>began</b>	<b>ran</b>	<b>rustle</b>	<b>caught</b>	<b>chased</b>



## Appendix 2

## Example of Cloze Procedure Test 1 to Experiment Class

**The Fox and the Crow**

A crow .....<sup>(1)</sup> in a tree with a piece of cheese in his beak, .....<sup>(2)</sup> the eye and nose of a fox. "If you can sing as prettily as you sit," said the fox, "then you are the prettiest singer within my scent and sight." The fox had read somewhere, and somewhere, and somewhere else, that praising the voice of a crow with a cheese in his beak would make him drop the cheese and sing. But this is not what .....<sup>(3)</sup> to this particular crow in this particular case.

"They say you are sly and they say you are crazy," said the crow, having carefully .....<sup>(4)</sup> the cheese from his beak with the claws of one foot, "but you must be .....<sup>(5)</sup> as well. Warblers wear gay hats and colored jackets and bright vest, and they are a dollar a hundred. I wear black and I am unique." He began nibbling the cheese, dropping not a single crumb.

"I am sure you are," said the fox, who was neither crazy nor nearsighted, but sly. "I recognize you, now that I look more closely, as the most famed and talented of all birds, and I fain would hear you tell about yourself, but I am hungry and must go."

"Tarry awhile," .....<sup>(6)</sup> the crow quickly, "and share my lunch with me." Whereupon he .....<sup>(7)</sup> the cunning fox the lion's share of the cheese, and began to tell about himself. "A ship that sails without a crow's nest sails to doom," he said. "Bars may come and bars may go, but crow bars last forever. I am the pioneer of flight, I am the map maker. Last, but never least, my flight is known to scientists and engineers, geometrists, and scholar, as shortest distance between two points. Any two points," he .....<sup>(8)</sup> arrogantly.

"Oh, every two points, I am sure," said the fox. "and thank you for the lion's share of what I know you could not spare." And with this he

.....<sup>(9)</sup> away into the woods, his appetite .....<sup>(10)</sup>, leaving the hungry crow perched forlornly in the tree.

<b>Said</b>	<b>happened</b>	<b>concluded</b>	<b>nearsighted</b>	<b>trotted</b>
<b>Perched</b>	<b>appeared</b>	<b>attracted</b>	<b>removed</b>	<b>tossed</b>

Example of Cloze Procedure Test 2 to Experiment Class

### **The Legend of Beowulf**

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He .....<sup>(1)</sup> in Denmark. One day he went to the king's castle. The king and his men .....<sup>(2)</sup> to kill the monster but their swords were useless. A knight .....<sup>(3)</sup> Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men .....<sup>(4)</sup> off their armour and .....<sup>(5)</sup> away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf .....<sup>(6)</sup> up and fought the monster – he pulled off an arm! Grendel .....<sup>(7)</sup> back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and .....<sup>(8)</sup> a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became king. He was king for fifty years. But one day, a dragon .....<sup>(9)</sup> to his country, and it .....<sup>(10)</sup> people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with men...

<b>tried</b>	<b>put</b>	<b>killed</b>	<b>came</b>	<b>lived</b>
<b>called</b>	<b>attacked</b>	<b>took</b>	<b>woke</b>	<b>went</b>

## Appendix 4

### Example of Cloze Procedure Test 3 to Experiment Class

#### The Tiger Who Would Be King

One morning the tiger .....<sup>(1)</sup> up in the jungle and told his mate that he was king of beasts.

“Leo, the lion, is king of beasts,” she said.

“We need a change,” said the tiger. “The creatures are crying for a change.”

The tigress .....<sup>(2)</sup> but she could hear no crying, except that of her cubs.

“I’ll be king of beasts by the time the moon rises,” said the tiger. “It will be a yellow moon with black stripes, in my honor.”

“Oh sure,” said the tigress as she .....<sup>(3)</sup> to look after her young, one of whom, a male, very like his father, had got an imaginary thorn in his paw.

The tiger .....<sup>(4)</sup> through the jungle till he came to the lion’s den. “Come out,” he roared, “and greet the king of beasts! The king is dead, long live the king!”

Inside the den, the lioness woke her mate. “The king is here to see you,” she said.

“What king?” he inquired, sleepily.

“The king of beasts,” she said.

“I am the king of beasts,” .....<sup>(5)</sup> Leo and he .....<sup>(6)</sup> out of the den to defend his crown against the pretender.

It was a terrible fight and it lasted until the setting of the sun. all the animals of the jungle .....<sup>(7)</sup> in, some taking the side of the tiger and others the side of the lion. Every creature from the aardvark to the zebra .....<sup>(8)</sup> part in the struggle to overthrow the lion or to repulse the tiger,



and some did not know which they were fighting for, and some fought for both, and some fought whoever was nearest and some fought for the sake of fighting.

“What are we fighting for?” someone asked the aardvark.

“The old order,” said the aardvark.

“What are we dying for?” someone ..... <sup>(9)</sup> the zebra.

“The new order,” said the zebra.

When the moon rose, fevered and gibbous, it ..... <sup>(10)</sup> upon a jungle in which nothing stirred except a macaw and a cockatoo, screaming in horror. All the beasts were dead except the tiger, and his days were numbered and his time was ticking away. He was monarch of all he surveyed, but it didn't seem to mean anything.

<b>prowled</b>	<b>took</b>	<b>shone</b>	<b>listened</b>	<b>roared</b>
<b>charged</b>	<b>went</b>	<b>woke</b>	<b>joined</b>	<b>asked</b>

## Appendix 5

Example of regular test 1 to control class

**THE GOLDEN EGGS**

Long time ago, a remote village, in central China, was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said “I don’t have any expensive thing to give you and hope this goose will you to ease your hardship.”

A week later to his utmost surprise the farmer found an egg in his yard. This was not ordinary egg. It was a golden egg. He was suddenly overcome with joy.

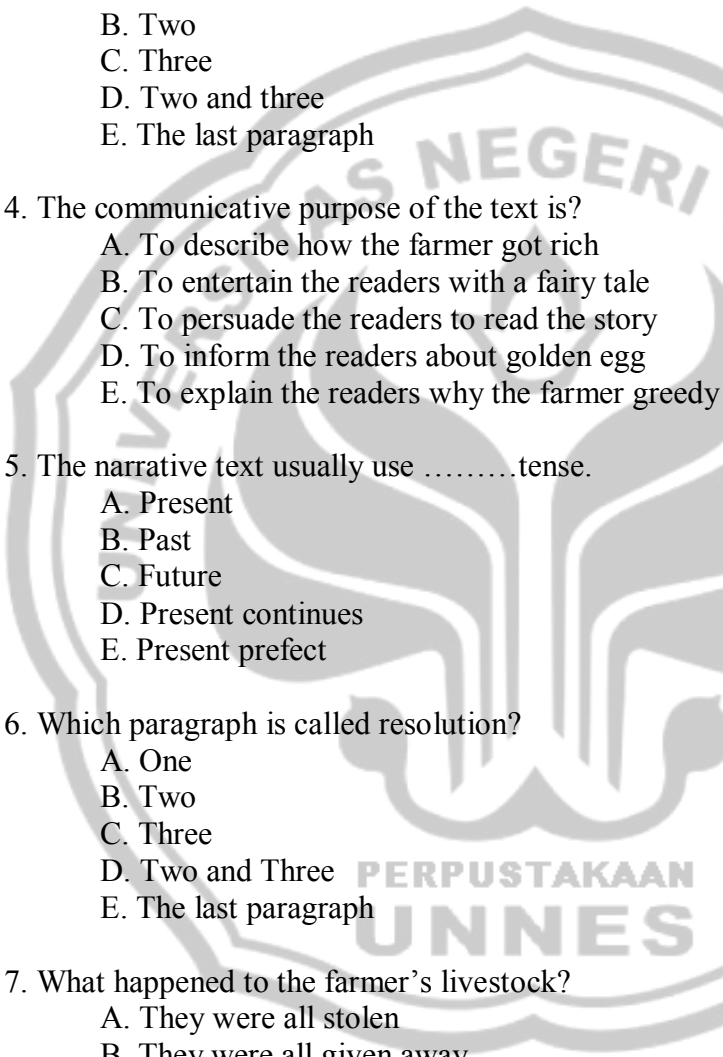
There after, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant, and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

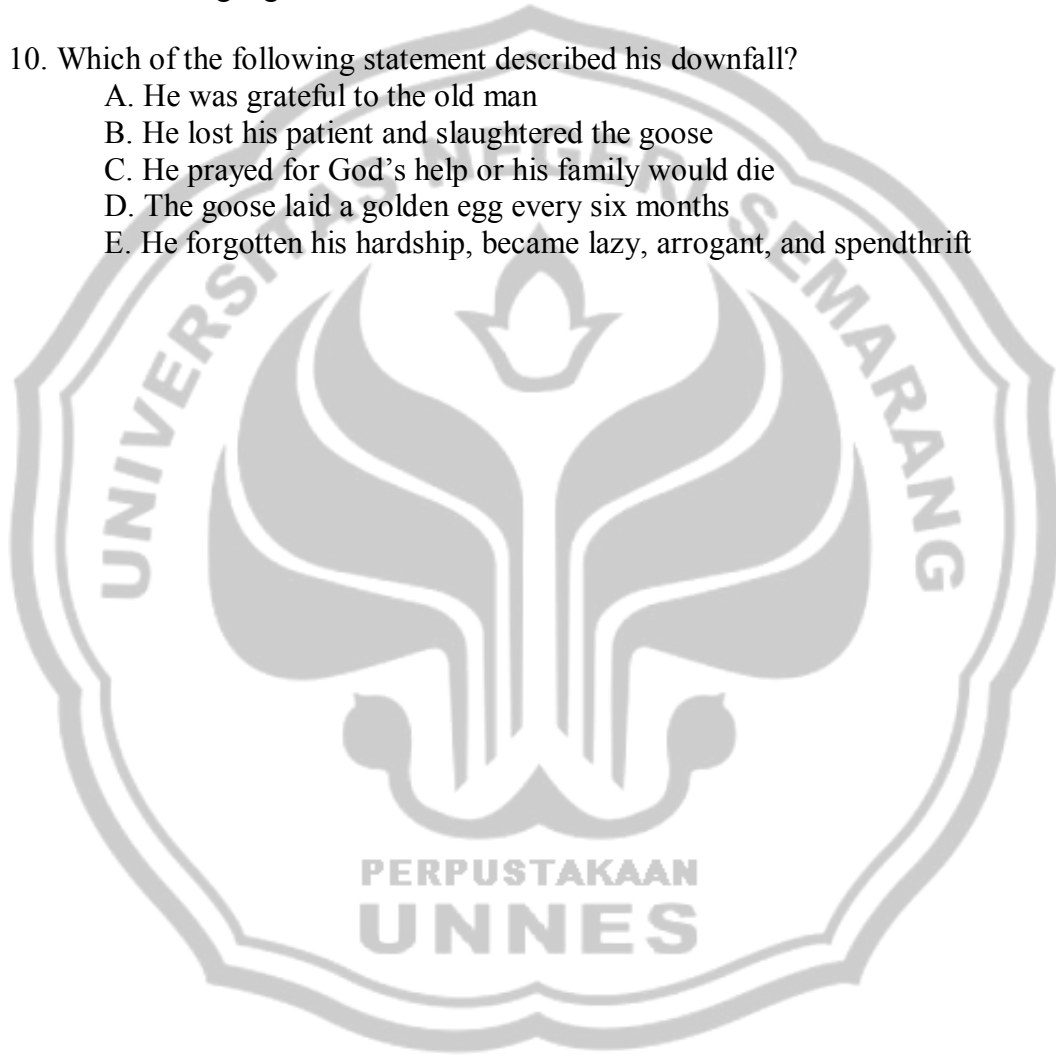
Though he very much regretted for his foolishness, it’s already too late.

Choose the best answer based on the text!

1. What kind of a text it is?
  - A. Report
  - B. Recount
  - C. Narrative
  - D. Descriptive
  - E. Explanation

2. What is the schematic structure of the text?
    - A. Orientation-events-resolution
    - B. Orientation-complication-resolution
    - C. Thesis-argument-reiteration
    - D. Abstract-crisis-incident-coda
    - E. Issue-argument-recommendation
  
  3. Which paragraph is called complication?
    - A. One
    - B. Two
    - C. Three
    - D. Two and three
    - E. The last paragraph
  
  4. The communicative purpose of the text is?
    - A. To describe how the farmer got rich
    - B. To entertain the readers with a fairy tale
    - C. To persuade the readers to read the story
    - D. To inform the readers about golden egg
    - E. To explain the readers why the farmer greedy
  
  5. The narrative text usually use .....tense.
    - A. Present
    - B. Past
    - C. Future
    - D. Present continues
    - E. Present perfect
  
  6. Which paragraph is called resolution?
    - A. One
    - B. Two
    - C. Three
    - D. Two and Three
    - E. The last paragraph
  
  7. What happened to the farmer's livestock?
    - A. They were all stolen
    - B. They were all given away
    - C. They were all slaughtered
    - D. They were all killed by the flood
    - E. They were all eaten by the wild animal
  
  8. What did the story teach us?
    - A. Always pray to the God for his help
    - B. Don't forget lazy and arrogant
    - C. Don't forget to do a good deed
- 

- D. Be a diligent and hard farmer
  - E. Don't be greedy and be contented with what we have
9. Who gave the goose to the farmer?
- A. It came by itself
  - B. It dropped from heaven
  - C. He found it in his field
  - D. An old man passing by his house
  - E. An angel gave it to the farmer
10. Which of the following statement described his downfall?
- A. He was grateful to the old man
  - B. He lost his patient and slaughtered the goose
  - C. He prayed for God's help or his family would die
  - D. The goose laid a golden egg every six months
  - E. He forgotten his hardship, became lazy, arrogant, and spendthrift



## Appendix 6

Example of regular test 2 to control class

**THE LION AND THE MOUSE**

Once when a lion was sleep, a little mouse began running up and down upon him, this soon awoke the lion, who place his huge paw upon the mouse and opened his big jaws to swallow him.

“Pardon me, O King,” cried the mouse” forgive me this time. I shall never forget it, who knows I may be able to do you a good turn some of these days.” The lion was tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

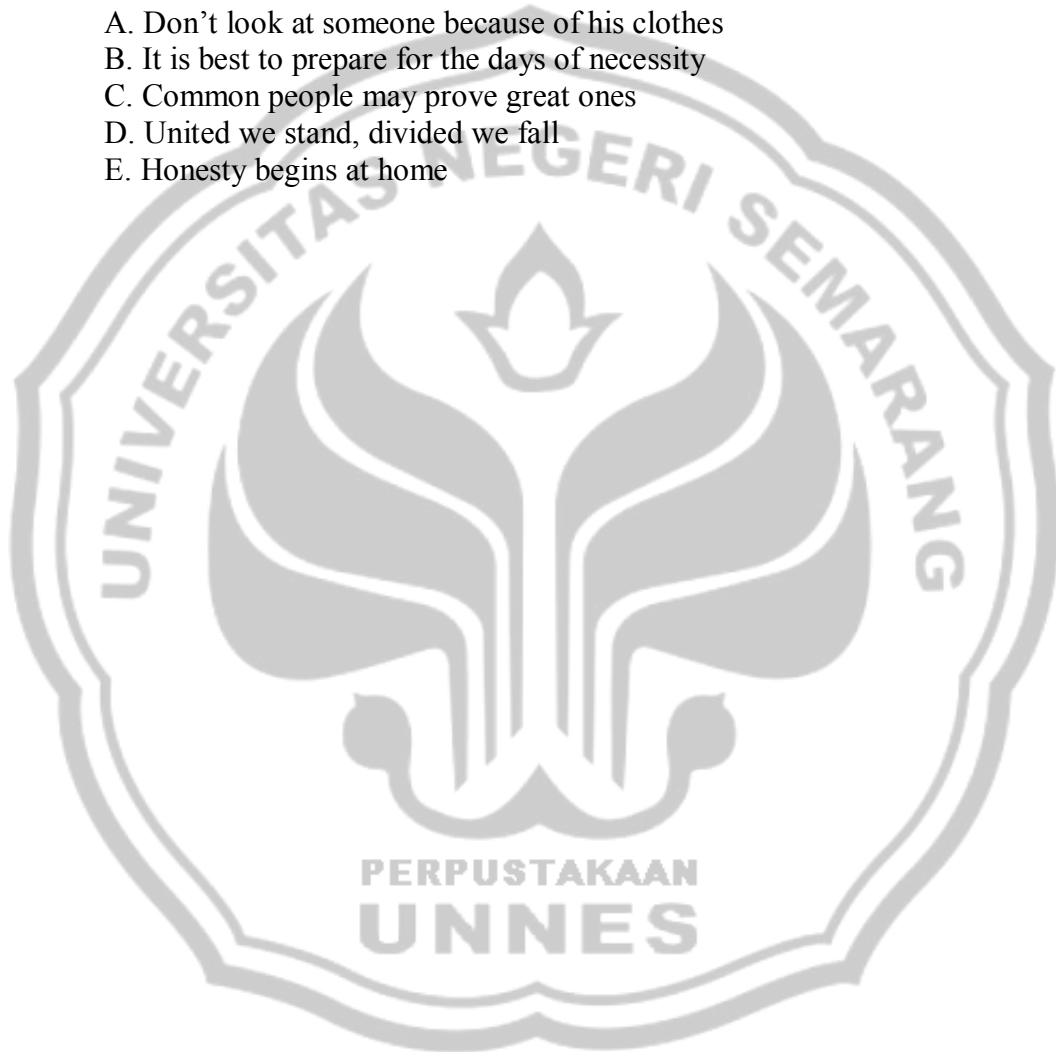
One day the lion was caught in a trap. Some hunter who wanted to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the rope that bound the king of the beast. Soon after the little mouse had finished gnawing away the rope, he asked the lion to run away.

Choose the best answer based on the text!

1. What kind of a text it is?
  - A. Report
  - B. Recount
  - C. Narrative
  - D. Descriptive
  - E. Explanation
  
2. Which paragraph is called orientation?
  - A. One
  - B. Two
  - C. Three

- D. Two and Three  
E. The last paragraph
3. “pardon me, O King,” cried the little mouse....(paragraph 2).  
The word *King* refers to.....  
A. The lion  
B. The tree  
C. The king  
D. The mouse  
E. The hunter
- 4....this soon awoke the lion, who placed his *huge* paw upon the mouse  
(paragraph1)  
The italic word has the similar meaning to.....  
A. Expensive  
B. Enormous  
C. Narrow  
D. Little  
E. Tiny
5. What does paragraph three mainly tell us about?  
A. The little mouse asked for forgiveness  
B. The lion was tied to a tree by the hunters  
C. The hunters carried the lion alive to the king  
D. The little mouse could prove that he could help the lion  
E. From the first, the lion believed in what the little mouse said
6. What did the mouse do to prove his words?  
A. He would never forget the lion  
B. He tried hard to help the lion free  
C. He ran up and down upon the lion  
D. He asked for apology to the king of the beast  
E. He tied the lion to the tree so that the hunters could carry him
7. What is the schematic structure of the text?  
A. Orientation-events-resolution  
B. Orientation-complication-resolution  
C. Thesis-argument-reiteration  
D. Abstract-crisis-incident-coda  
E. Issue-argument-recommendation
8. Which paragraph is called resolution?  
A. One  
B. Two  
C. Three  
D. Two and Three

- E. The last paragraph
9. The linguistic features of text above focus on.....
- A. Specific participants
  - B. Individual participants
  - C. Generalized human agent
  - D. Summarized information in one-sentence headline
  - E. Generic participants
10. What is the moral lesson from this text?
- A. Don't look at someone because of his clothes
  - B. It is best to prepare for the days of necessity
  - C. Common people may prove great ones
  - D. United we stand, divided we fall
  - E. Honesty begins at home



## Appendix 7

## Example of regular test 3 to control class

**SNOW WHITE**

A long time ago, a child was born to a queen and king and she was called snow white. When the queen died, the king remarried. This new queen was wicked and hated snow white. The queen gave order that snow white to be treated as a servant.

Snow white grew to be a very beautiful girl. One day a prince who was riding by saw her at work and immediately feel in love with her.

The queen was beautiful too, and everyday she asked her magic mirror, “who the fairest in the island?” and the mirror always answered, “you are the fairest one in all”.

One day the mirror answered that the snow white was the fairest in the land. In the rage the queen gave order to one of her huntsmen to take snow white into the woods and kill her.

But the huntsman had a kind heart and couldn't carry out the order. So he told snow white to run away. She fled into the woods when the seven dwarfs lived. Their house was small and strange.

Snow white entered the little house and found it untidy. She started to clean it up. Upstairs she found title beds. Feeling very tired she stretch out on one of the beds, and soon feel a sleep.

When the dwarfs came home they were surprised to find snow white and after some arguments, they decided to let her stay. She promised to cook and look after them.

The queen discovered where snow white was living and disguising herself as a witch. She took a poisoned apple and set out for the dwarf. Cottage. She gave snow white the poisoned apple. Snow white ate it and as soon as she bit into the apple, she sank into unconsciousness.

Thinking she was dead, the dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, the prince who was riding



through the forest looking for snow white found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy. The prince took snow white to his palace where they were married and lived happily ever after.

Choose the best answer based on the text!

1. What kind of a text it is?
  - A. Report
  - B. Recount
  - C. Narrative
  - D. Descriptive
  - E. Explanation
2. Which paragraph is called orientation?
  - A. One
  - B. Two
  - C. Three
  - D. Two and Three
  - E. The last paragraph
3. The story tells us about?
  - A. Cruel Queen
  - B. The Seven Dwarfs
  - C. Handsome Princess
  - D. A Beautiful Princess
  - E. Snow White and The Seven Dwarfs
4. The queen ordered the huntsman to take Snow White into the woods and kill her because.....
  - A. Snow White was a lazy girl
  - B. Snow White was her step daughter
  - C. The prince fell in love with Snow White
  - D. Snow White didn't do what the queen asked
  - E. Snow White was the most beautiful girl in the land
5. Why did the queen go to the woods?
  - A. She like visiting Snow White
  - B. She missed Snow White very much
  - C. She wanted to kill Snow White by herself
  - D. She promised Snow White to bring her apples
  - E. She wanted to meet Snow White and the dwarfs

6. "Snow White entered the little house and found it very untidy." (paragraph 6) the

Underlined word means.....

- A. Big
- B. Clean
- C. Fresh
- D. Messy
- E. Beautiful

7. "One day the mirror answered that Snow White was the fairest in the land. In rage

The queen gave orders to one of her huntsmen to take Snow White into the woods and kill her."

This part of the text is called.....

- A. Orientation
- B. Complication
- C. Resolution
- D. Event
- E. Reorientation

8. The narrative text usually use .....tense.

- A. Present
- B. Past
- C. Future
- D. Present continues
- E. Present perfect

9. The linguistic features of narrative text focus on.....

- A. Specific participants
- B. Individual participants
- C. Generalized human agent
- D. Summarized information in one-sentence headline
- E. Generic participants

10. Which paragraph is called resolution?

- A. One
- B. Two
- C. Three
- D. Two and Three
- E. The last paragraph