



**THE IMPLEMENTATION OF CLOZE STRATEGY TO COMPREHEND
NARRATIVE TEXT AT SEVENTH GRADE STUDENTS OF
SMP SWASTA IT MA'RIFATUL HIKMAH**

THESIS

*Submitted to the Faculty of Tarbiyah Science and Teacher Training UIN-SU
Medan as Partial Fulfilment of the Requirements for S-1 Program*

By

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NIM: 34141041

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
OF NORTH SUMATERA MEDAN
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2018**

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| Lamp | : - | Kepada Yth: | |
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AssalamualaikumWr.Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi a.n. **Rini Puspita Sari** yang berjudul:

“THE IMPLEMENTATION OF CLOZE STRATEGY TO COMPREHEND NARRATIVE TEXT AT SEVENTH GRADE STUDENTS OF SMP SWASTA IT MA’RIFATUL HIKMAH IN 2017/2018 ACADEMIC YEARS”,

maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian Bapak, kami ucapkan terima kasih. Wassalamualaikum Wr.Wb

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, Juli 2018
Yang Membuat Pernyataan

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ABSTRACT

Rini Puspita Sari (34141041). THE IMPLEMENTATION OF CLOZE STRATEGY TO COMPREHEND NARRATIVE TEXT AT SEVENTH GRADE STUDENTS OF SMP SWASTA IT MA'RIFATUL HIKMAH IN 2017/2018 ACADEMIC YEARS.

Keyword : Narrative Text and Cloze Strategy.

The aim of the research was to find out the implementation of cloze strategy to comprehend narrative text. In this study, the researcher applied classroom action research. The subjects of this study were 23 students. They were the seventh grade students of SMP Swasta IT Ma'rifatul Hikmah in academic years 2017/2018. The technique for data analysis were applied qualitative and quantitative approach. The qualitative data were taken from interview, observation sheet, diary notes, and documentation. The quantitative data was taken from test. The result of analysis showed that there was development of the students' ability at comprehending narrative text. It showed with the mean of the pre-test (16.30), the mean of post test in first cycle (55.43), and the mean of post test in second cycle (82.39). The percentage of the students' score in the pre-test who got point 70 or more there were 1 of 23 students (4.34%), and the percentage of the students' score in post test of the first cycle who got point 70 or more there were only 7 of 23 (30.43%). It means there were was improvement about 26.09%. Then, the percentage of the students' score in the post test of the second cycle who got point 70 or more there were 20 of 23 students (86.95 %). It means that the improvement was about 52.52%. From the data, it indicated that using cloze strategy in comprehending narrative text was effective, and the data above can be concluded that the students' ability in comprehending narrative text have been improved by using cloze strategy. In addition, the students were active, enthusiastic in teaching learning process.

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4. Maryati Salmiah, S.Pd., M.Hum, the Secretary of Department of English Education.

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Medan, June 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of The Study

English as a foreign language is taught in all school in Indonesia. It has been taught in every Educational Institution Level. In learning English, there are four language skills that should be learned by the students, they are: listening, speaking, reading and writing. The students must also learn the language component so that they can learn the skills more easily.

Reading is one of skills that the students should learn. To get information from the source, the learners have to be able to read the text effectively and efficiently. The fundamental goal of reading activities is to enable the students to read scientific text. For Indonesian students this is the bridge to understanding scientific books they are required to read. To read successfully, the reader need to constantly connect what she/he already know about the information to the words the author has written.

Reading comprehension is a skill which must be acquired in language learning, it informs the students about something they are interested in and it could improve their knowledge on certain matters. In other words, reading can enrich the students experience and their intellectual. They were expected to have the ability and understanding to read books which were printed in English.

Teaching reading comprehension is an important educational goal for both teacher and students. In teaching reading comprehension, the teacher plays the important roles. The teacher should do some strategies to improve students'

reading comprehension. Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts. The students do not just read but also predict what happen or what tells next in the text. Predictable texts are a logical choice to build students' confidence in their ability to predict what will happen in the text or what the text will be about.

Reading narrative text is one of the basic competences in English learning of Junior High School. It hoped that students can be achieved the basic competences in English learning. The basic competency of reading narrative text at seventh grade student of junior high school is responding the meaning of short functional texts accurately, fluently, and appropriately in the context of daily life.

Narrative text is any report of connected events which is usually made to amuse the reader with a story. The word "story" may be used as a synonym of "narrative" word. Narrative text is usually equated with fiction story besides narrative text can be formed non fiction story. Narrative text is interesting for learning because the students can read story when they are learning. It is not made them boring in learning.

Based on the researcher's observation in SMP Swasta IT Ma'rifatul Hikmah, most of the students had difficulties in comprehending a text. They could not find the major elements of the narrative text including setting, character, conflict or problem, the goal and resolution in the text. Because of that they could not find the detailed information from the text. If the teacher asks them to answer some questions related to the text, most of the student could not answer it. So, They should comprehend all the text first to answer it well.

To comprehend the content of the text, students should not only have good mastery of English but also reading strategy. Therefore, in this research, the researcher is interested to provide a solution to help the students improve their reading comprehension, especially on narrative text. This research was conducted by applying cloze strategy to help students become more active in their reading and get information more easily.

Cloze strategy or cloze procedure strategy is a multifunctional strategy, which can be used for reading diagnosis and reading comprehension instruction. The concept of close refers to the human tendency to fill in missing word in a piece of text or a familiar language pattern. This strategy to help students increase their understanding of text. Typically, in this procedure, every word is deleted and replaced with a blank of uniform length. The number of words deleted is based upon the level of conceptual difficulty of the material and the competency of the reader.

Based on the explanation above, the researcher interested in doing research entitle “*The Implementation of Cloze Strategy To Comprehend Narrative Text at Seventh Grade Students of SMP Swasta IT Ma’rifatul Hikmah*”.

B. Statement of The Problems

In relation to the background of study, the problems in this research could be formulated as follows:

- a. Most of students are unable to read the text comprehensively and effectively
- b. Most of students have less motivation in studying English especially reading subject

- c. Most of students have little vocabulary in reading subject
- d. Most of students are difficult to translate reading text
- e. The English teacher has less strategy to teach reading comprehension

C. Research Questions

Based on the background of the study above, the problem of the research can be formulated as follow:

1. How is the students' ability at reading comprehension on narrative text before implementing cloze strategy?
2. How is the implementation of cloze strategy to comprehend narrative text?
3. How is the students' ability at comprehending narrative text after implementing cloze strategy?

D. Purposes of The Study

1. To describe students' ability at reading comprehension on narrative text before implementing cloze strategy
2. To describe the implementation of cloze strategy in reading comprehension on narrative text
3. To describe the students' ability at comprehending narrative text after implementating cloze strategy at seventh grade student of SMP Swasta IT Ma'rifatul Hikmah

E. Significances of The Study

The significance of the study can be viewed from theoretically and practically aspects, as describing below:

- a. Theoretically: This research is hoped to give additional learning English in order the students become active, creative, and effective in learning.
- b. Practically: The result of this study will be expected to give benefit for the principal, the English teachers, the students, and other researcher, as follow:
 1. For the principal of SMP Swasta IT Ma'rifatul Hikmah: This result is used as the basic information to comprehend reading text on the students.
 2. For the English teachers: It can be applied by teacher to comprehend reading text on the students.
 3. For the students: It is expected to give them motivation in English learning in order to be easier to comprehend reading text narrative text by implementing cloze strategy.
 4. For other researcher: It can be compared for other reasearchers who want to do further research on the same subject and solve this problem.

F. Limitations of The Study

Based on the statement of the problems, there are a big number of problems to the researcher related to reading comprehension. Therefore, the researcher would like to limit on strategy to comprehending narrative text. However, There are lots of teaching strategies which can be done by teacher to solve these problems. In this research, cloze strategy is used to comprehend narrative text at SMP Swasta IT Ma'rifatul Hikmah.

CHAPTER II

LITERATURE REVIEW

A. THEORETICAL FRAMEWORK

A set of theories and ideas are needed to explain the relationship between the terms that are used in the study. The use of theories and ideas are also to clarify the terms themselves, in order to avoid ambiguity and misunderstanding. The terms will be clarified in the following:

A.1. Definitions of Reading

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. Reading can be defined simply is making meaning from print. Four key elements combine in the process of making meaning from print: the reader, the text, reading strategies, and fluency.¹

Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. On the other hand, reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension.²

There are some definitions that experts recommend. One of them is according to Wixson. He said that reading is the process of creating meaning

¹ Neil J. Anderson, *Practical English Language Teaching Reading*, (America: Mc-Graw Hill, 2008), p.2

² Pezhman Zare, *The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners*, (Malaysia: International Journal of Humanities and Social Science: 2013) Vol.3, No.13, p.188

that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context.³

Reading is very important for us, by reading we can gain much information in this world and by reading everyone can improve their knowledge. The world in discourse are often used to describe both what the beginners do when they are learning to read and what good readers do when they engage in fluent reading. Through reading, a reader will get a lot of meaningful information or many things.

Considering the importance of reading, no wonder of Allah the Almighty commands human being to read through the revelations. Allah the Almighty reveals in surah Al-Alaq verse 1-5 of Holy Qur'an:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣

الَّذِي عَلَّمَ بِالْقَلَمِ ٤

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

Meaning: "Proclaim (or Read!): In the name of thy Lord and Cherisher who created.(1) Created man, out of A (mere) clot of congealed blood.(2) Proclaim!: And thy Lord is the Most Bountiful,(3) Who taught (the use of) the pen,(4) Taught man that which he knew not.(5)"⁴

³ Abbas Pourhosein, *How Can Students Improve Their Reading Comprehension Skill?*, (Iran: Journal of Studies in Education, 2016) Vol.6, No.2, ISSN 2162-6952, p.230

⁴ Abdullah Yusuf, *The Holy Qur'an: Text, Translation, and Commentary*, (India: Nusrat Ali Nasri for Kitab Bhavan, 2006), p.1761-1762 (QS-Al-Alaq 1-5)

Tafsir: Shaykh 'Abdur Rahman Ibn Nasir as Sa'di explaining this surah:⁵

This surah was the first of the Qur'anic chapters to be revealed upon the Messenger of Allah. Verily, the surah was revealed in the elementary stages of prophet hood while He was unacquainted concerning the revelation or Emaan [i.e. true belief]. Then came Jibriel with the message, he had ordered him [Muhammad] to read; he then refused, to do so saying:

"I am not a reader."

Jibriel didn't cease with ordering him until he read. Then Allah the Almighty had revealed upon him:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١

"Read: In the name of thy Lord who create."

Afterwards Allah the Almighty had specified the human being and mentioned the beginning (stages) of his creation.

..... مِنْ عَلَقٍ ٢

"...From a clot."

For He (Allah the Almighty) is who had created the human being, cultivating him by way of His governing – so it is incumbent that He governs the human with commands and prohibitions. And that is done by way of sending the messengers to them and revealing books to them. For this reason, Allah the Almighty had brought to mention after ordering with reading he mentions his creation of man.

⁵ Shaykh 'Abdur Rahman Ibn Nasir as Sa'di, *Tayseer al Kareem ar Rahman*, p,3

Afterwards Allah the Almighty says:

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝٣

“Read: And thy Lord is the Most Bountiful,”

Meaning, a multitude of vast qualities (that come about by reading), an abundant kindness and beneficence, immeasurable open-handedness which from His generosity He has taught the different sciences; and...

الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝٥

“Who taught (the use of) the pen, Taught man that which he knew not,”

Verily Allah the Almighty had taken him [i.e. man] out from his mother's womb, not knowing anything; He made for him the facilities of hearing, sight, a heart and facilitated the means of obtaining knowledge.

Thus Allah the Almighty has taught him the Qur'an, the Hikmah [i.e. Sunnah], the usage of the pen in which with it the sciences are preserved and the rights are kept in tack; becoming [i.e. the rights] a message to the creation—making a substitute for the way they address/spoke (to each other) .

Therefore, to Allah the Almighty belongs the praise and benevolence that Who had placed these blessings upon His servant which they will not be able determine its worth, neither upon repaying nor in gratitude. Then after that Allah bestows on them riches and ample provision.

However the human being—due to his ignorance and oppressiveness—at that moment thinks himself to be self-sufficient, transgressing, committing outrage and set against the Huda' [i.e. guidance].

Thus, Allah Almighty has explained that human beings are created from unworthy objects and then glorify them by teaching reading, writing, and giving knowledge. Therefore, from the description of the surah Al-'Alaq above gives an explanation that everybody must be a diligent person to read or study because reading is the first door through which science enters into the human brain and heart.

A.2. Purposes of Reading

For foreign language learners, reading is the most important skill to acquire. Reading helps ESL/EFL learners build their vocabulary, leading them to enduring learning and improvement in L2 learning skills.⁶

Donalyn Miller, a sixth-grade teacher in Keller, Texas, and the author of the best seller *The Book Whisperer* and the Teacher Magazine blog of the same name, supports a library of more than 2,000 books in her classroom. She has her students read self-selected books for 20–30 minutes in class every day. She explains, “We (teachers) have more than enough anecdotal evidence that the students who read the most are the best spellers, writers, and thinkers. No exercise gives more instructional bang for the buck than reading.”⁷

When students love reading and feast on books is like any other human proficiency—practice matters. Voluntary, engaged reading, in school and out, is powerfully linked to high levels of proficiency. Students who read widely

⁶ Hashem Ahmed Alsamadani, *The Effects of the 3-2-1 Reading Strategy on EFL Reading Comprehension*, (Saudi Arabia: English Language Teaching, 2011), Vol.4, No.3, ISSN 1916-474, p.184

⁷ Koffi Annan, *The Life-Enhancing Benefits of Reading in Out-of-School Programs*, (Scholastic FACE & Afterschool Alliance, 2013), p.6

and frequently are higher achievers than students who read rarely and narrowly.

Based on the statement above, the researcher can simply that reading can improve our knowlegde. This knowledge is very benefit for our life, like profession, employment, and other attributes. We will get it all.

Then, there is Hadith that will guarantee us to be happy in the world and the hereafter when we have knowledge. It reads as follows:

مَنْ دَالِدُنْيَا أَرَا فَعَلَيْهِ بِا، لُعِلْمِ وَمَنْ أَرَا إِذَا آخِرَةً فَعَلَيْهِ بِا، لُعِلْمِ وَمَنْ أَدَارَ هُمَا
فَعَلَيْهِ بِالْعِلْمِ (رواه لترمذی)

This means: *"Whoever wants the life of the world is obliged for him to have knowledge, and whoever wants Akherat life, it is obligatory for him to have knowledge, and whoever wants both is obligatory for him to have knowledge"*. (HR Turmudzi).⁸

In this Hadith, Rasulullah really affirms who the knowledgeable will be happy in this world and hereafter. And to reach the aim of this Hadith, we need reading as one of the roles to gain knowledge.

There are many means to learn such as listening, writing, seeing, seeking experience, and experimenting, but the greatest means of learning is reading. It is as if Allah taught us that even though there are so many learning tools, we still have to read. From here, we can conclude that reading is an important method of life to reach our goal.

Therefore, there are many purposes of reading. Among other things: increasing intellectual level, gaining life knowledge, having wide perspective

⁸ <https://waktuku.com/hadist-menuntut-ilmu/>

and mindset, enriching vocabulary, knowing various events happening in different parts of the world, improving faith, getting entertainment and pleasure in this world and the hereafter.

A.3. Reading Comprehension

Reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge.

Reading comprehension is a process of negotiating understanding between the writer and reader. It means, the reader can feel what the writers think when reading.

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.⁹

In reading comprehension, the students sometimes get difficulties to comprehend the reading material, often find themselves confused and disinterested to get the meaning and receive the message from a paragraph in reading materials. To get success in teaching and learning reading the students must be able to comprehend the reading materials by mastering the component of reading.

⁹ Gary Woolley, *Reading Comprehension: Assisting Children With Learning*, (Berlin: Springer, 2011), p.15

A.4. Strategy

Generally, the word 'strategy' implies 'a careful plan of activities to achieve specific goals'. Many of the strategy concepts put forward by some experts especially with regard to learning strategies, such as:

According to Wina Sanjaya, "*Strategi pembelajaran adalah rencana aksi (serangkaian kegiatan), termasuk penggunaan metode dan penggunaan berbagai sumber daya / kekuatan dalam pembelajaran*".¹⁰ (Learning strategy is an action plan (series of activities), including the use of methods and the use of various resources / strengths in learning).

Dick and Carey stated "*Strategi pembelajaran adalah komponen umum dari satu set bahan pembelajaran dan prosedur yang akan digunakan bersama.*" Ada 5 komponen strategi pembelajaran, yaitu (1) kegiatan belajar pendahuluan, (2) penyampaian informasi, (3) partisipasi peserta didik, (4) tes, dan (5) kegiatan tindak lanjut. ("Learning strategy is a common component of a set of learning materials and procedures that will be used together." There are 5 components of learning strategy, namely (1) preliminary learning activities, (2) information delivery, (3) participation of learners, (4) tests, and (5) follow-up activities).¹¹

"*Strategi termasuk cara yang direncanakan oleh pengembang pembelajaran untuk membantu peserta didik dalam mencapai tujuan pembelajaran. Selain itu, strategi pembelajaran juga dipahami sebagai rencana spesifik yang memandu setiap bagian dari pengalaman belajar, seperti unit atau pelajaran dalam subjek.*" (Strategy includes the way planned by the learning developer to help learners in achieving the learning objectives. In addition, learning strategies are also understood as specific

¹⁰ Masitoh and L. Dewi, *Strategi Pembelajaran*, (Jakarta Pusat: Depag RI, 2009), p.37

¹¹ Etin Solihatin, *Strategi Pembelajaran PPKN*, (Jakarta: Bumi Aksara: 2012), p.3

plans that guide every part of the learning experience, such as units or lessons in a subject).¹²

A.4.1. Cloze Strategy

A.4.1.1. The Nature of Cloze Strategy

In teaching English there are many strategies to distribute the materials, cloze strategy also known as cloze procedure strategy is one of them. it is a kind of strategy that can be used to evaluate students' reading ability. For applying this strategy, the teacher needs to provide the materials that will be given in the form of filling in the blank.

According to Block, stated by Junaidi Mistar defines reading strategies as actions of how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand.¹³

According Chatel on Ika Oktavia's journal explains that the cloze procedure strategy is a multifunctional strategy, which can be used for reading diagnosis and reading comprehension instruction. The concept of closure refers to the human tendency to fill in missing word in a piece of text or a familiar language pattern.¹⁴

Wilson L. Taylor introduced the term "cloze procedure" in 1953 and thoroughly researched the value of closure tasks as predictors of reading comprehension. Basic to the procedure is the idea of closure

¹² Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran Disesuaikan dengan Kurikulum 2013*, (Jakarta: Kencana, 2014), p,232

¹³ Junaidi Mistar, *Strategies Training in the Teaching of Reading Comprehension for EFL Learners in Indonesia*, (Canadian Center of Science and Education, 2016) Vol.9, No.2, ISSN 1916-474, p,49

¹⁴ Ika Oktavia, *Teaching Reading Comprehension By Combining Herringbone Strategy and Cloze Procedure Strategy For Junior High School*, (STKIP PGRI Sumatera Barat), p,2

wherein the reader must use the surrounding context to restore omitted words. Comprehension of the total unit and its available parts (including the emerging cloze write-ins) is essential to the task.

Cloze is the term introduced by Taylor derived from the word "close" which is a borrowed concept from Gestalt psychology. Taylor reasoned that same psychological tendency there will be in connection with the materials that is written and find that part missing from the writing. So, it will into a natural psychological tendency for people to fill the void order achieve a complete and complete the familiarity of the language as well as the context of that sentence can create a tendency to close or finish the sentence in reading. Cloze procedure here is filling out a partial text reading of words the text is missing and then filled the missing word void in the text by the reader.¹⁵

Cloze strategy is essentially a cognitive task. The reader has to reason and construct suggestions to fill the gap on the basis of the evidence derived from the context, the completion of meaning based on understanding and reasoning as cognitive task. The concept of this strategy explains the tendency of people to refine an incomplete pattern into a unified whole.

A.4.1.2. The Procedure of Cloze Strategy

Some might disagree since the students start with the intact text and finish with the gaps, but it is a good activity. These are the procedure: First, board the full text that you want the students to read.

¹⁵ Sri Wahyuni, *Peningkatan Kemampuan Membaca Teks Deskriptif dalam Bahasa Inggris dengan Menggunakan Sistematis Cloze Prosedur*, (Journal Volume V, No.2, ISSN 2086 – 1397, 2014), p.18

This works best on an old-fashioned chalkboard or whiteboard. The text should not be too long, perhaps only 100 words.

Next, the students should form a line or a circle. The first student reads the first line, the second reads the second line and so on until they reach the end of the text. Then, erase the first word and ask the students if they remember what it was. They will. Erase the last word. Again, they will remember it.

The students should now read the entire text again, student by student, line by line, as if there were no words missing. When finished, erase a few more random words, and continue.

Keep erasing words. By the end, when there is just a blank whiteboard, your students will be in hysterics, but they will have the text nearly memorized. Now you can ask them to write it down and do any comprehension tasks you like.¹⁶

A.4.2. Cloze Test Procedure

The cloze test was first originated as a method of gauging native-speakers' ability of a reading test, but then it was proposed that cloze tests could be an effective tool for evaluating English second or foreign language learners' skills. The basis of the cloze test as declared by Harrison and according to Farhady is that closures are generated at fixed intervals by deleting single words from a text, and testees need to fill in each gap with one appropriate word based on contextual clues as meaning and structure presented in the text. Different types of cloze tests were

¹⁶ <https://www.fluentu.com/blog/educator-english/cloze-activities/>

improved after Taylor's 'cloze procedure' was introduced which the important ones are traditional cloze and discourse cloze tests.

The traditional method for deleting words on cloze tests is consistent with a stable pattern of deleting for example every fifth, sixth or seventh word from a text and testees have to fill in the blanks with correct words. Generally, deleting words start from second sentence and stops at the last sentence of a text, so some context will be made available for testees. This random deletion gives all categories of words have an even possibility of being omitted. Oller and believe that random deletion presents a real sample of real-life language.¹⁷

Some researchers have found that reading comprehension skill can be measured by cloze tests. Reading is considered as an interactive practice that can be thought of as a main purpose for using cloze test as a reading comprehension test. Moreover, cloze test is intended to such a degree to demonstrate if testees are acquainted with the language and context of the text in a way that maintains the intended meaning of the author.

Cloze Tests are common tests that are used for testing reading comprehension. In defining Cloze tests, Farhadi cloze procedure as "a passage of appropriate difficulty (determined by readability formulas), and of appropriate length (220-250)". First, an appropriate passage is chosen. The deletion procedure begins with the second sentence. Every N^{th} (5-10) word is deleted. The removal of words in a cloze discourse can be done by removing any N^{th} word or omitting any particular word type; noun, verb,

¹⁷ Reem Ibrahim Rabadi, *Adult L2 Learners Need a Reading Comprehension Test: Is it a C-Test or a Cloze Test?*, (International Journal of Linguistics, 2015), Vol. 7, No. 5, ISSN 1948-5425, p,70

or adjective. The Second, stage requires the supplement of the deletion with three or more distracters. Finally, examinees will be required to choose the best answer that fits the context.¹⁸ It works as follows:¹⁹

- Replace every N^{th} word in the text with blanks. A typical test uses $N = 6$, but you can make the test easier by using a higher N value.
- Ask your test participants to read the modified text and fill in the blanks with their best guesses as to the missing words. Each person should work alone.
- The score is the percentage of correctly guessed words. Because you're testing comprehension rather than spelling skills, synonyms and misspellings are allowed.

Cloze test procedure for younger children:²⁰

1. Develop a cloze passage omitting a limited selection of words, for example, nouns or the main verb of the sentence, giving options for the responses.
2. Have the students read the entire passage before they start filling in the blanks.
3. Guide the children through each sentence discussing the responses and have them determine which one is correct. They do not write the correct response at this time.

¹⁸ Mostafa Saeedi, *Construct Validity of Multiple-Choice Cloze Test and Cloze-Elide Test in Testing Reading Comprehension among Iranian EFL Learners*, (International Research Journal of Applied and Basic Sciences, 2016), Vol.10 No.6, ISSN 2251-838X, p.633

¹⁹ Jakob Nielsen, *Cloze Test for Reading Comprehension*. Nielsen Nourman group, posted on February 28, 2011

²⁰ <http://dhh-resources.umn.edu/language-literacy/k-12-reading-strategies/cloze-procedure/>

4. Children write the correct responses in the blanks independently.
5. As the children become familiar with the procedure on subsequent passages, give them more responsibility for working independently.

Regardless of the type of correction used, the commonly used scoring system assigns one point per right answer. The participant's final score is obtained by the sum of points, which may vary between 0 and 25 points or between 0 and 50 points, or even between 0 and "n" points, depending on the existing number of blanks in the text.²¹

A.4.3. The Functions of Cloze Strategy in Teaching English

In teaching English language, cloze plays important function in enhancing learners' comprehension of the subject.²²

- Cloze functions as a measure of readability

Cloze procedure can measure the difficulty a text, not in terms of words length or familiar or of sentence, but in terms of a particular individuals understanding of, and response to the language structure of the text. It measures a personal response to linguistic variables in reaching exercise.

Based on this achievement, readability, and comprehension level of texts. Based on this achievement, readers of the English language are classified into three levels. (i) Independent level: The learners can read

²¹ Kátia Nazareth, et.al, *Cloze Test As An Instrument To Measure Reading Proficiency: Linguistic and Non-Linguistic Factors*. (Journal of Language Studies: Belo Horizonte, 2017), Vol.25, No.3. eISSN: 2237-2083, p.1775

²² J.S.Ereke & F.A.Okonkwo, *Cloze Procedures and Nigerian Secondary School Students' Achievement in Comprehension of Expository Texts*, (Nigeria: Jornal of Humanities and Social Science, 2016), Vol.6, No.6, ISSN 2220-8488, p.183

fluently and comprehend easily with assistance from the teacher. (ii) Instructional level: The learners here can read and comprehend if they receive guidance from a teacher. (iii) Frustration level: The learners at this level fail to progress satisfactorily and their comprehension is faulty.

- Cloze procedure as a test of language proficiency

In English language, cloze procedure is often used for testing purposes. It seems a wide range of skills like vocabulary, grammar, structure and reading skills are involved in the process of completing a cloze procedure.

Some scholars indicate that cloze procedure is a good test for overall English language proficiency. For instance in this journal, maintains that cloze tests are reliable for measuring the language proficiency of ESL students. Cloze texts are also important parts of foreign language tests. Cloze procedure is recognized as a very efficient means of measuring integrative English language competence. The integrative language competence involves the skills of thinking speaking, reading, understanding, and writing.

The English language teaches accept the effectiveness of procedure as an instrument for testing integrative English language competence almost without question, which might explain why cloze procedure is so popularly used in various English language exams both internal and external respectively.

- Cloze procedure as a teaching instrument

Another phase in the use of cloze procedure in English language teaching is a teaching instrument to improve learners' language ability. The use of cloze procedure as a teaching instrument for students to practice, using context clues as reading strategy, and to encourage vocabulary improvement in teaching English language.

A.4.4. The Advantages of Cloze Strategy

There are some advantages of cloze strategy, those are:²³

- a. In determining the legibility of a text, this procedure reflects the pattern interaction between readers and authors;
- b. The procedure of the mortar field is not only used to assess the legibility, but also used to assess the reader's understanding;
- c. It is flexible, i.e the teacher will immediately get the information regarding the background of the abilities and needs of the students;
- d. In the field of teaching, the technique of the ramp test encourages the student to be responsive to reading material;
- e. It can be used as an exercise and a practical measure of knowledge and understanding of students' grammar;
- f. It can reach a large number of individuals at the same time;
- g. It can train readiness and responsiveness in an effort to think and understand the intent and purpose of the author or discourse.

²³ <https://digilib.unila.ac.id/8538/13/BAB%20II.pdf>, p.30

A.4.5. The Disadvantages of Cloze Strategy

There are some disadvantages of cloze strategy, those are:

- a. The person's accuracy in filling the removed parts yet certainly based on his understanding of discourse but based over familiar expression patterns. To overcome this, teachers can choose the discourse or material and accompanied by a discussion to know further the reasons or answers given by the students;
- b. It is only suitable for the purpose of reading in the heart or reading understanding. Thus, students' weaknesses in reading loud as pronunciation, intonation, punctuation use, and others do not can be detected by this technique.

A.5. Narrative Text

Narrative text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader.

Istilah naratif berasal dari kata bahasa Inggris 'narration' (cerita) dan 'narrative' (yang menceritakan). (The term of narrative comes from the English word 'narration' and 'narrative').²⁴ Narrative essay presents a series of events in order of occurrence (chronological) with the intention of giving meaning to a or a series of events, so that the reader can take the lesson from the story.

According to Martin Montgomery, narratives are stories involving a sequence of related events. There are various kinds of relationship between

²⁴ Isah Cahyani, *Mari Belajar Bahasa Indonesia*. (Jakarta Pusat: Kemenag RI, 2012), p,125

events in a narrative. The most obvious kind is where one event causes another.²⁵

There are many stories on the Holy Qur'an or Hadith. The examples are:

- Allah the Almighty reveals in surah Yusuf 54-57 of Holy Qur'an:

○ ٥٤ أَمِينٌ مَكِينٌ لَدَيْنَا الْيَوْمَ قَالَ كَلَّمَهُ فَلَمَّا لِنَفْسِي أَسْتَخْلِصُهُ بِهِ نِي أَنْتُو الْمَلِكُ

○ قَالَ وَ

٥٥ عَلِيمٌ حَفِيزٌ إِنِّي, الْأَرْضِ خَزَائِنِ عَلَى اجْعَلْنِي قَالَ

مَنْ بِرَحْمَتِنَا نُصِيبُ, يَشَاءُ حَيْثُ مِنْهَا يَتَّبَوُّ الْأَرْضِ فِي سَفَ لِيُو مَكَّنَّا لِكَ وَكَذُ

٥٦ الْمُحْسِنِينَ أَجْرَ نُضِيعُ وَلَا, نَشَاءُ

٥٧ يَتَّقُونَ وَكَانُوا آمَنُوا لِلَّذِينَ خَيْرُ الْأَخِرَةِ جَزُ وَلَا

Meaning : *And the king said, "Bring him to me; I will appoint him exclusively for myself." And when he spoke to him, he said, "Indeed, you are today established [in position] and trusted." (54) [Yusuf] said, "Appoint me over the storehouses of the land. Indeed, I will be a knowing guardian." (55) And thus We established Joseph in the land to settle therein wherever he willed. We touch with Our mercy whom We will, and We do not allow to be lost the reward of those who do good. (56) And the reward of the Hereafter is better for those who believed and were fearing Allah. (57) (Q.S. Yusuf 54-57)*

- Hadith about the person who gives charity and the miser²⁶

يُصْبِحُ يَوْمٍ مِنْ مَا: قَالَ وَسَلَّمْ عَلَيْهِ اللَّهُصَلَّى اللَّهُرَسُولُ أَنْ هُرَيْرَةَ أَبِي عَنْ

خَلَفَاوَيَقُولُ مُنْفَقًا أَعْطِ اللَّهُمَّ: هُمَا أَحَدُ فَيَقُولُ أَنْ يَنْزِرَ مَلَكَانِ إِلَّا فِيهِ الْعِبَادُ

²⁵ Martin Montgomery, *Ways of Reading*, (London: Routledge, 2007), p,251

²⁶ Muhammad Fu'ad Abdul Baqi, *Terjemah Al-Lu'lu' Wal Marjan*, (Semarang: Al-Ridha,1993), cet, I, p, 574-575.

(البخاري رواه. (تَلَفًا مُمَسِّكًا أَعْطِ اللَّهُمَّ :الْآخِرُ

Meaning: *Hadith of Abu Hurairah ra. The Prophet (s) said: "There is no day where the servants of God are in the morning but there are two angels who descend, where one of them pray: "O Allah, give the change to the one who likes to take a life ". And other angels pray: "O Allah destroy the stingy". (HR.Bukhori)*

A.5.1. Types of Narrative Text

Narrative Text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. In various sources narrative text can be found in the form: fables (stories about animals behave like humans pictured), fairy stories (the story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical narratives, personal experience (personal experiences written), ballads (ballads, which can be a touching story readers, usually in the form of a love story that is not up).

A.5.2. Generic Structure of Narrative Text

On the narrative text, its structure is as follows:

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

A.5.3. Linguistic Feature Narrative Text

- Using sentence patterns Simple Past Tense
- Usually begins with the adverb of time (Adverbs of Time). Such as : long time ago, once, one, once upon a time

B. RELATED STUDY

Thesis by Rudi Hermanto 2009, entitled ‘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)’. 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 Bangsri 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 pretest 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).

C. CONCEPTUAL FRAMEWORK

English as a foreign language is taught in all school in Indonesia. It has been taught in every Educational Institution Level. In learning English, there are four language skills that should be learned by the students, they are: listening, speaking, reading and writing. The students must also learn the language component so that they can learn the skills more easily.

The students' interest to learn a second language is influenced by the lessons and how the teacher teaches them in the classroom. So, if the English teachers want to improve students' language mastery, they must be aware of the students' feeling and create a supporting learning atmosphere in the classroom.

The problems arising in SMP Swasta IT Ma'rifatul Hikmah are that the students seldom discuss and share the materials at each other because the reading activity still depend on the teacher's explanation, e.g. the teacher always stood in front of them to explain the materials whereas the students listen her explanation. The clever students tend to be active but the other students tend to be passive. Those happen because some clever students dare to ask and share opinion to the teachers, but the other students did not. The students still feel afraid to answer the questions from the teacher and they still feel shy to give their opinions to their teacher.

Moreover, there are few teaching strategies that taught the students how to read and comprehend a text effectively because in the reading class, teaching and learning processes take more time only in reading the texts and answering some questions related to the texts. So many students are less motivated and feel bored in learning reading English in the classroom. These make the students do not learn reading optimally.

Then to solve these problems, the researcher tries to use the cloze strategy in teaching English learning in the classroom. It is one of teaching strategy that generally centers the students to capture a message from its source (author), change the language pattern by slipping the parts, and pass it on to the recipient (reader) so that they attempt to refine the overall patterns that result in a number

of considerable lift units, and hope by applying this strategy, the students' comprehending in narrative text will be improved.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design used by the researcher in this study was classroom action research. *“Menurut Elliot dinyatakan oleh S. Sumadayo, penelitian tindakan kelas adalah studi tentang situasi sosial dengan maksud untuk meningkatkan kualitas latihan. Lebih lanjut dijelaskan, penelitian tindakan melibatkan proses meninjau, mendiagnosis, merencanakan, menerapkan, memantau, dan menetapkan hubungan yang diperlukan antara evaluasi diri dan pengembangan profesional”*. (According to Elliot is stated by S. Sumadayo, classroom action research is a study of social situations with a view to improving the quality of practice. Further described, action research involves the process of reviewing, diagnosing, planning, implementing, monitoring, and establishing the necessary relationships between self-evaluation and professional development.²⁷

Classroom Action Research helped teachers to understand more about teaching and learning, to develop teaching skills and knowledge, and to take action to improve student learning. The characteristic of classroom action research was a dynamic process which is done in four steps namely; plan, action, observation, and reflection.

Classroom Action Research was a reflective form of research by taking certain actions, in order to improve and improve classroom learning practices more professionally. The Spiral model that developed by Hopkins as follow:

²⁷ Samsu Sumadayo, *Penelitian Tindakan Kelas*, (Yogyakarta: Graha Ilmu, 2013), p,20

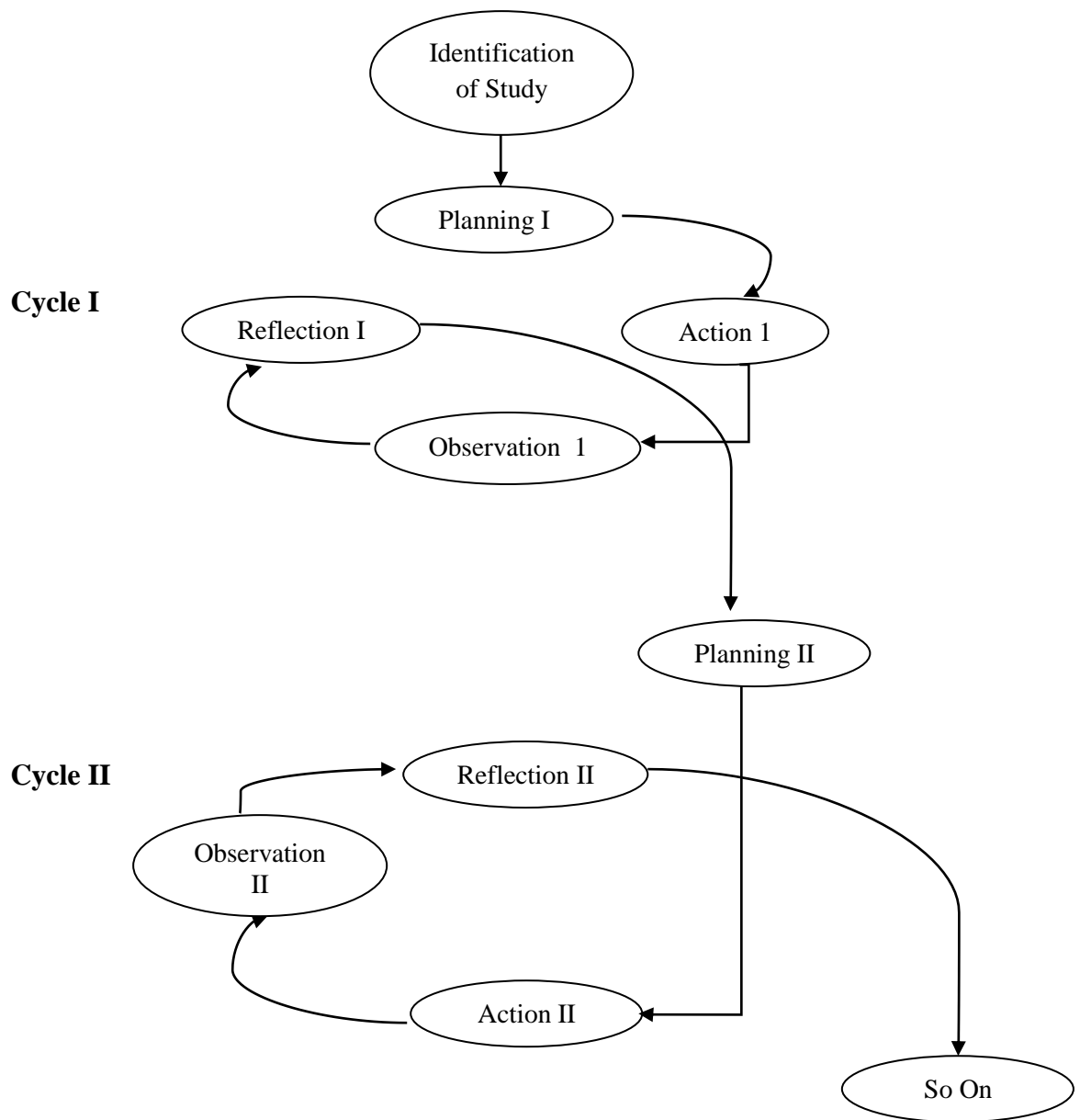


Figure 1 Hopkins Model of Classroom Action Research

This research is consisted of two cycles, each cycle consisted of four elements, namely: Planning, Action, Observation, and Reflection.

B. Research Setting and Subjects

B.1. Research Setting

This research was conducted in SMP Swasta IT Ma'rifatul Hikmah at the seventh grade student (VII-Ikhwan) of academic year 2017/2018 which was located on Dusun III Desa Sei Buluh Kec.Sei Bambi Kab.Serdang Bedagai. The reason for choosing this school were as research location:

- a. Researcher has done observed in the school and exactly known the students' problems and difficulties in comprehending reading text, especially in narrative text
- b. The location was accessible in terms of funds and time

B.2. Research Participant

Sample was a subset of individuals from a given population. In other word, sample was part of population that would be researched. The sample of this research was the seventh grade students (VII-Ikhwan) of SMP Swasta IT Ma'rifatul Hikmah, which consist of 26 students.

C. Data Collection

Data collection was process of collecting information that related to the inquiry. There were five techniques of collecting data that applied in this research, they were documentation, observation, questionnaire, test, and diary note in order to support the data of teaching and learning process.

C.1. Documentation

Documentation method was done to take document/data that support the research. It covered the students data, the result of students' study, and all the pictures that taken when doing the research.

C.2. Observation

Observation was technique of collecting data by observing every events that was happening and collect it by using the observation about everything will be observed. The observation sheet in implementing learning method only focus to the students' activity during learning English process. Observation would be used to monitor the students' activity of teaching learning process. Researcher observed the situation in the class, response, and attitude of the students when they gave explanation, did task, and to known their difficulties. Some of the aspects that would be observed, such as:

- 1) Students' participate toward teacher's explanation.
- 2) Students' activity in make a note from teacher explanation.
- 3) Students asked the question the teacher to clarify understanding.
- 4) The students were enthusiastic in responding teacher's question.
- 5) Teh students answered the teacher's question.
- 6) The students were enthusiastic doing and complete the written test.

C.3. Questionnaire

The questionnaire was the number of question written that used to obtain the information from the students' response of personal statements or other things he knew. The questionnaire was used to obtain the information about the response of the students during learning process and to know the students'

interest of to the material. The questionnaire would be given to the students consists of two kinds questionnaire, they were:

- 1) The questionnaire of students' interest towards the narrative text material.
- 2) The questionnaire of students' interest towards comprehending narrative text by using cloze strategy.

C.4. Test

Test data collection instrument was used to measure the students' ability in cognitive aspect or level of mastering learning materials.²⁸ The test was used to know the students' achievement to comprehend narrative text. There were two tests, pre-test and post-test. Pre-test was done in the beginning before the learning process started. And the post-test in done in the end of learning process by implementing cloze strategy. The post-test was done as the evaluation of every students' achievement and to know the students' ability in comprehending narrative text. The questions would be given to the students consists of 20 questions and the model of the the test was cloze test.

C.5. Diary Note

Diary note was private note about the observation, feeling, opinion, reflection, presentiment, hypothesis, explanation. The diary note expressed participated in the classroom.

D. Data Analysis

This study applied qualitative and quantitative data. The quantitative data was broadly used to describe what can be measure or count. In this research, the

²⁸ Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Prenada Media Group, 2009), p,99

quantitative data was analyzed by t-test formula. It was used to analyze the score of the students; whether there was an improvement or not on the students' reading skill through cloze strategy.

The mean of the students' score for each cycle will be obtained by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : The mean of the students

$\sum X$: The total of score

N : The number of the students

The improvement of students' reading skill was also shown in the percentage of students who got point up to 70. This percentage was calculated by applying the formula below:

$$P = \frac{R}{T}$$

Where:

P : The percentage of those who get the points up to 70.

R : The number of the students who get the points up to 70.

T : The total number of the students

E. Research Procedure

This research was preceded by a preliminary study, which was followed by two cycles. The steps were planning, acting, observing, and reflecting which are adapted from a design proposed by Hopkins. After accomplishing the first cycle, it would be probably found a new problem. Therefore, it was necessary to continue to the second cycle in line with the same concept of the first cycle.

Cycle 1

| Steps of Action Research | Teachers' Activity | Students' Activity |
|--------------------------|--|---|
| a. Planning | <ol style="list-style-type: none"> 1. Designing the lesson plan 2. Preparing the material, strategy, and the media that will be used in learning process. 3. Arranging the pre-test to know the students' achievement before giving treatment. 4. Preparing observation sheet to know students' reaction and activity. | |
| b. Acting | <ol style="list-style-type: none"> 1. Conveying the learning purpose. 2. Implementing the lesson plan that has been made, that is teaching narrative text by cloze strategy. 3. Giving task to the students | <p>Listen to the teacher</p> <p>Listen to the teacher</p> <p>The students do the task</p> |
| c. Observing | <ol style="list-style-type: none"> 1. Focused on the situation in | |

| | | |
|---------------|--|--|
| | <p>teaching learning process.</p> <p>2. Observing the students when receiving the teacher's instruction.</p> <p>3. At last of cycle 1, the students will be given posttest 1.</p> <p>4. The writer computes the students' score to find if there some students' improvement scores the pretest or not.</p> | |
| d. Reflecting | <p>The researcher see the feedback from the teaching learning process that has been done. Then, the conclusion will bearranged, the researcher revise the plan for cycle II.</p> | |

Cycle 2

| Steps of Action Research | Teachers' Activity | Students' Activity |
|--------------------------|--|-----------------------|
| a. Planning | Preparing the lesson plan alike in the first cycle that has been modified based on the new problem by observing reflection of cycle I of narrative text material | |
| b. Acting | Implementing the new lesson plan | Listen to the teacher |
| c. Observing | 1. Observing the students when receiving the teacher's | |

| | | |
|---------------|---|--|
| | <p>instruction.</p> <p>2. At last of cycle 2, the students are given posttest 2.</p> <p>3. The writer calculates the students' score all at once the students' improvement scores from the previous test.</p> | |
| d. Reflecting | <p>The writer calculates the result. If the classroom action research target can not been achieved yet, the action will be continued to the cycle 3, but if the students' result has completed the criterion, the cycle will be stoped.</p> | |

F. Trustworthiness

In qualitative research, the data must be auditable. To be auditable, the researchers cheeked the transcription in other to be credible, transferable, and dependable. The following were further explanation on these three terms:

1. Credibility

Credibility was one method used by qualitative researchers to established trustworthiness by examining the data, data analysis, and conclusions to see weather or not the study was correct and accurate. For qualitative researchers, credibility was a method that includes researchers taking on activities that increase probability qualitative researchers can use to increase credibility in

qualitative studies. The researchers verify the findings of the research through informants such as subject of the study (Speech teachers) as well as the students.

2. Transferability

Transferability was another method used by qualitative researchers to establish trustworthiness. In qualitative studies, transferability means applying research result to other contexts and setting in order to get at generalizability. Qualitative researchers used this method to provide a detailed description of the studies site, participants, and procedures use to collect data in order for other researchers to assess whether or not applying the results of one study is a good match, and makes sense to generalize. To be transferable, this research was achieved through deep description of the research process and finding. The description is called setting context. This context would help the readers think whether the result can be transferred to different setting or receiving context.

3. Dependability

Dependability was a method qualitative researchers used to show consistency of findings. Qualitative researchers describe in detail the exact methods of data collection, analysis, and interpretation. This was so the study could be auditable to describe the situation, and for another researchers to follow the study. The following were ways to show dependability. It establishes the research study's findings as consistent and repeatable. Researchers aim to verify that their findings were consistent with the raw data they collected.

4. Conformability

Conformability was a method used by qualitative researcher that establishing trustworthiness. Conformability includes an audit trail that includes data, such as electronically record materials, written field notes, documents, and record. This method is used for another researcher to be able to verify the study when presented with the same data. Conformability was achieved when findings of a study reflect from the participants of the study and make sure the data speaks for it self , and was not based on biases and assumption of the researcher.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the result of the research will be presented about the result of the application of cloze strategy at VII grade of SMP IT Ma'rifatul Hikmah Sei Bamban in 2017/2018 academic years.

A. Research Finding

A.1. Preliminary Study

This research was done in the SMP Swasta IT Ma'rifatul Hikmah. This research used Cloze Strategy to comprehend narrative text at seventh grade students (VII-Ikhwan) in academic year 2017/2018. This research was applied one class. It was conducted in a class with 23 students. The exact number of students in that class was 26 students. Three students were absent during the research conducted. Therefore, the researcher only took the data from the students who attended the class from the first meeting till last meeting. And, this research was applied qualitative and quantitative data.

The qualitative data were taken from interview, observation sheet, and diary note. The interviews were done to the students and English teacher before conducting the cycle and after using Cloze Strategy in the class especially in reading. The observation sheet was used to measure the level of the student activities during teaching learning process. It was focussed on the situation of teaching learning process by using Cloze Strategy.

The quantitative data were taken from reading test. The improvement of the students' score kept growing from the pre-test, post test I, and post test II. It was conducted in two cycles, and every cycles consisted of four steps of

action, they are: planning, implementing, observing, and reflecting. There are two parts related to preliminary study, those are pre-interview, and pre-test. Those explanations as following:

a. The Result of Prequestionnaire

Pquestionnaire conducted in this study was the unstructured interview. It was held on 19th April 2018. The researcher asked to the English teacher some questions about the condition of the class.

The researcher asked about the class condition, the difficulties, the strategy and the learning materials while the English subject especially in reading. The teacher said that the main difficulties that faced by students is they can not comprehend the text. It happened because they read passively, read as common reading without comprhending, their vocabulary is not satisfactory yet, have less motivations to read. The teacher also said that she used common methode in learning process. Such as always used speech metode, so giving meaning, and giving the task. It made the students felt bored and lost interest in reading text.

b. The Result of Pre-Test

The pre-test has done before the classroom action reasearch. It was conducted on 30th May 2018. There were 20 question to guess the gap in a story during 45 minutes.

In the pre test result, the total score of the students was 375 and the number of students who took the test was 23, so the mean of the students was:

$$\overline{X} = \frac{\sum x}{N} = \frac{375}{23} = 16.30$$

Based on the result of pre-test, the data showed that the mean score of pre-test was 16.30. There was 1 student who derived the score above the Minimum Mastery Criterion (KKM - *Kriteria Ketuntasan Minimal*). Meanwhile, the other 22 students were below the criterion. The lowest achievement gained score 5. From the result analysis, it could be seen that almost of students' reading ability was still very low.

A.2. First Cycle

In this cycle, there are two meetings that has been conducted to the students. The first was used as the pre-test and it was administrated in the end of teaching learning process. It was described as follow:

a. Planning

Before conducting the research, the researcher prepared the instrument of the research as follows: (1) Lesson plan; making lesson plan and designing the steps in doing action. In order to control the teaching process, the researcher used the lesson plan as guidance for the researcher's activities in the class, (2) Material; in the first cycle, the researcher gave the students narrative text about "Timun Emas (Golden Cucumber)". She used book and looking for the material in the internet. So, in this section, the researcher giving the material to the students and explain about the definition of narrative text, kind of narrative text, and the general structure of narrative text, (3) Sheet for classroom observation; it was prepared in order to know the condition of teaching learning process when Cloze Strategy was implemented, (4) Test (pre-test and post test);

pre-test is a test that is given to the students before teaching learning process. Meanwhile, post test is a test that is given to the students after learning process was conducted.

b. Action

The action of cycle I was done on Tuesday, 30th April 2018. The researcher implemented the teaching learning process based on lesson plan had been made. In this phase, there were some activities done by researcher, they were: (1) The researcher explained the material, (2) The researcher gave the topic about narrative text, (3) The researcher read, after that asked the students to re-read narrative text that have been written in the white board, (4) The researcher motivated the students and closed the meeting.

c. Observing

In the first cycle, the reseacher tried to notice all activities in the physical classroom activity. It might be about the teacher performancee, class situation, and students' response. And after teaching learning process finished, the researcher was carried out the post test I exactly on the second action of the first cycle to know how well the students' reading ability had been improved.

From the observation sheet, the researcher found that some students active during teaching learning process, the situation of the class was good enough since the students paid attetion to the researcher's

explanation and instruction. However, in the first meeting, the students still confused about the narrative text that the researcher gave, but with the explanation that has been given by the teachers, the majority of students have started to understand the notion of narrative text.

d. Reflection

The researcher as a teacher evaluated the teaching learning process in the end of meeting of first cycle. Then, she tried to modify the action in order students more comprehend in reading and in order 70% of students in the class could pass the Minimum Mastery Criterion (KKM) because in the result of post test 1 showed only 30.43% of students who passed the Minimum Mastery Criterion (KKM). It was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P = \frac{7}{23} \times 100 \%$$

$$= 30.43 \%$$

Based on the post test 1 result, the second cycle was needs to be conducted. The teacher also should improve the action that was conducted. The teacher decided to make some actions to improve students' ability in reading for the second cycle, such as (1) The teacher should improve her ability in presenting the material, (2) The teacher should explain the material slowly, (3) The teacher more closer with the students in managing the class, and (5) Students have to brought the dictionary.

A.3. Second Cycle

In this phase, the researcher was expected the result of the students' improvement will be better than the previous cycle. The second cycle was conducted by the researcher in order to get the best improvement. In this cycle, the researcher seems to be more prepared and as the researcher already got the reflection from the previous cycle. Like the previous the first cycle, the researcher conducted the second cycle as follows:

a. Planning

In the second cycle, generally the condition in learning process was better than the previous cycle. It could be seen from the students who were ready and more enthusiastic to follow the lesson. Related to the teachers' performance, it showed some progresses. It meant the students more easily to understand the explanation because the teacher explained more slowly. It was expected to improve their understanding in the reading text in which contained the main idea and the schematic structure about narrative text through Cloze Strategy.

Beside of that, the researcher also prepared unstructured observation sheet to note the classroom activity. In addition, to know the improvement of the students' reading comprehension, the researcher prepared the instrument of post test II to collect data.

b. Action

The action of the second cycle was done on 02nd May 2018. After reviewing the previous lesson by using slowly and clearly explanation,

teacher asked the students to do the exercise, individually. Then the students comprehended the text that have been explained before to fill the gap in the narrative text in which choose the right answer in the box of task paper. The last, teacher gave the score of their exercise.

For the second meeting in the second cycle, the teacher applied same as the previous meeting, but have different material of narrative text. That was about “The Magic Candle”. Before the second cycle will be finished, the teacher gave the post test II for students to know their progress on comprehending the text.

c. Observing

In the second cycle, the classroom atmosphere in learning process can be seen the students were more curious and silent. Related to the teacher’s performance, it’s showed some progressess. It meant the students more easily to comprehend the text than before.

d. Reflecting

The reflection of classroom action research was carried out after getting the result of reading test. The researcher felt satisfied in as much their efforts to improve the students’ reading ability had been realized. The students could understand the passage easily. It was proven by their improving scores from post test I.

After achieving the target research of where minimally 70% students who passed the Minimum Mastery Criterion (KKM), therefore the researcher

decided to stop classroom action research because it had already succeeded.

Hence, the researcher did not have to revise the plan.

According to the result of the evaluation between the researcher and english teacher, it could be assumed that the implementing of classroom action research in comprehending narrative text by using cloze strategy was appropriate with the planning that had been discussed previously. In this case, every actions were planned as good as possible so that the reading activities could be accomplished well. The result of the students' score could be seen in the following table:

Table I:
The students' score from Pre-Test, Post Test I,
and Post Test II

| NO | NAMA | SCORE | | |
|----|------|-----------|-------------|--------------|
| | | PRE-TEST | POST TEST I | POST TEST II |
| 1 | AFA | 15 | 20 | 50 |
| 2 | AA | 30 | 90 | 100 |
| 3 | AMA | 10 | 20 | 70 |
| 4 | ASRR | 5 | 55 | 60 |
| 5 | AN | 5 | 10 | 80 |
| 6 | AM | 75 | 100 | 100 |
| 7 | FV | 25 | 50 | 100 |
| 8 | FR | 5 | 50 | 95 |
| 9 | HA | 5 | 65 | 100 |
| 10 | HMAN | 20 | 100 | 100 |
| 11 | ITA | 10 | 35 | 80 |
| 12 | JR | 25 | 100 | 100 |
| 13 | MR | 5 | 20 | 50 |
| 14 | MI | 30 | 80 | 90 |
| 15 | MRL | 25 | 65 | 70 |
| 16 | MSA | 10 | 40 | 70 |
| 17 | MK | 5 | 75 | 80 |
| 18 | SA | 30 | 70 | 90 |

| | | | | |
|----|---|------------------|-------------------|--------------------|
| 19 | SD | 5 | 45 | 95 |
| 20 | SNI | 10 | 75 | 100 |
| 21 | SEF | 10 | 20 | 75 |
| 22 | TI | 5 | 65 | 70 |
| 23 | TAM | 10 | 25 | 70 |
| | TOTAL ($\sum x$) | 375 | 1275 | 1895 |
| | MEAN ($\bar{X} = \frac{\sum x}{N}$) | 16.30 | 55.43 | 82.39 |
| | SUCCESS | 1 Student | 7 Students | 20 Students |
| | PERCENTAGE ($P = \frac{R}{T}$) | 4.34 % | 30.43 % | 86.95 % |

In the second action of cycle two, the teacher was held post test II regarding students' reading comprehension of narrative text. In the post test I result, the total score of the students was 1895 and the number of students who took the test was 23, so the mean of the students was:

$$\bar{X} = \frac{\sum x}{N} = \frac{1895}{23} = 82.39$$

Based on the result of the post test II, the mean score of the class in comprehending narrative text gained 82.39 in which there 20 students who passed the Minimum Mastery criterion (KKM) 70. The number of students who were competent in comprehending narrative text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P = \frac{20}{23} \times 100 \%$$

$$= 86.95 \%$$

Table II
The Percentage of The Students' Ability in Reading

| Meeting | | | The Students who Got Up to 70 | Percentage |
|----------|---|--------------|-------------------------------|------------|
| Cycle I | 1 | Pre-test | 1 | 4.34% |
| | 2 | Post test I | 7 | 30.43% |
| Cycle II | 3 | Post test II | 20 | 86.95% |

In pre-test, there was 1 of 23 students (4.43%) who got 70 and more. In the post test of cycle I, there were 7 of 23 students (30.43%) who got 70 and more. In the post test of cycle II, there were 20 of 23 students (86.95%) who got 70 and more. The improvement from the post test in cycle I to the post test in cycle II was 56.52%.

B. Discussion

According to the result of the pre-test and post test, it shows the teaching reading comprehension using cloze strategy is effective in comprehending the text, especially narrative text at seventh grade students of SMP Swasta IT Ma'rifatul Hikmah in the academic year 2017/2018.

Teaching reading comprehension using cloze strategy make the classroom climate interest the students to study and learn more. Students feel comfortble to learn and the teacher will also teach well. Teaching reading comprehension without cloze strategy sometime make students be bored because feel difficult to comprehend the text.

The interpretasion of the data result among pre-test, post test of cycle I and post test of cycle II are as following; in the pre-test, the average score of

students on reading test before carrying out classroom action research is 16.30. It is the students' reading score before using cloze strategy. Meanwhile, the class percentage which pass the Minimum Mastery Criterion (KKM) is 4.43%. It means that there is only 1 of 23 students who passed the Minimum Mastery Criteria (KKM-70).

Furthermore, the average score in the post test I is 55.43. It means that there are some students' score improvement from the previous test (pre-test), that is 39.13 ($55.43 - 16.30$) or 26.09%. It shows there are 7 of 23 students who passed the Minimum Mastery Criterion (KKM-70). However, it is still needed improvement because it could not achieve the target of success classroom action research, that is 70% from the class percentage. That is why the researcher continue to the second cycle.

Next, the average score in the post test II is 82.39. It shows students' improvement score 26.96 ($82.39 - 55.43$) from the post test I. Meanwhile, the class percentage which pass the Minimum Mastery Criterion (KKM-70) is 86.95%. It means there are 20 of 23 students who passed the Minimum Mastery Criterion (KKM-70). This class percentage shows improvements 82.61% from the pre-test. The post test II has fulfilled the target of classroom action research success, that is above 70% students could pass the Minimum Mastery Criterion (KKM-70). Automatically, it can be said that the classroom action research is success and the cycle is stopped.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on result of the research, it could be concluded that :

1. The students' ability at comprehending narrative text before using cloze strategy was low. They have a few know vocabularies, they did not know how to read, and got difficulty to comprehend a narrative text, so the students felt bored and lazy to study English.
2. The implementation cloze strategy to improve the students' ability at comprehending narrative text applied through some steps. The researcher wrote narrative text on the white board, read the text (little by little), the students followed to read; the researcher translated the text and explained about the text; deleted some words of the sentences and asked the students to guess the answer until they understood how to fill the question. In addition, the students were active and enthusiastic in teaching learning process.
3. After analyzing the data, the researcher found that the students' ability at comprehending narrative text was improved from the pre-test to the first cycle and the second cycle. It means that there were an improvement of the students' ability at comprehending narrative text by using cloze strategy. It was shown from the improvement of students score, the mean of pre-test was 16.30, the mean of the first cycle was 55.43, and the mean of the second cycle was 82.39. In pre-test, there was 1 of 23 students (4.43%) who got 70 and more. In the post test of cycle I, there were 7 of 23

students (30.43%) who got 70 and more. In the post test of cycle II, there were 20 of 23 students (86.95%) who got 70 and more. The improvement from the post test I to the post test II was 56.52%. It conclude that the students' ability at comprehending narrative text by using cloze strategy was improving.

B. Suggestions

The finding of the research is expected to be useful for the principal of SMP Swasta IT Ma'rifatul Hikmah, the English teacher, other researchers, and my self.

1. For the principal of SMP Swasta IT Ma'rifatul Hikmah, it is expected to give basic information to comprehend reading text on the students.
2. For the English teacher, it is expected to improve teacher's skill in teaching English, especially in teaching reading comprehension.
3. For other researchers, it is as information about the contribution of using cloze strategy in teaching reading comprehension and as reference for studying in same study.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SATUAN PENDIDIKAN : SMP Swasta IT Ma'rifatul Hikmah
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VII/2
**MATERI POKOK : Teks Lisan dan Tulis tentang Narrative Text
(Berbentuk Legenda)**
ALOKASI WAKTU : 2 JP (1 Pertemuan / Cycle I)

A. KOMPETENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 2.4 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berbentuk legenda
- 4.6 Memahami makna dalam teks naratif berbentuk legenda baik secara individu, dengan memperhatikan fungsi unsur, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. TUJUAN PEMBELAJARAN

Melalui strategi klos, pendekatan saintifik dan metode diskusi, peserta didik dapat:

- 1. Memahami makna dalam teks naratif berbentuk legenda baik secara individu maupun diskusi dalam kelompok, dengan memperhatikan fungsi unsur, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
- 2. Memahami pengertian, jenis, struktur, dan ciri-ciri dari teks naratif
- 3. Mengetahui fungsi dari teks naratif

D. MATERI PEMBELAJARAN

Fungsi Sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita legenda

Definisi Teks Naratif

Teks naratif adalah sebuah teks yang tersusun dari beberapa paragraf yang menceritakan suatu peristiwa kejadian dan disusun secara kronologis sesuai dengan urutan waktu yang ditentukan. Umumnya paragraf narasi ini menceritakan kisah-kisah dan cerita karangan baik fiktif maupun non fiktif.

Struktur Teks

- (1) Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
- (2) Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
- (3) Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
- (4) Memaparkan akhir cerita, di mana krisis berakhir(resolusi) dengan bahagia atau sedih
- (5) Memberikan alasan atau komentar umum (reorientasi)

Unsur Kebahasaan

- (1) Simple Past tense, Simple Past Continuous Tense
- (2) Kosakata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh
- (3) Adverb of time: first, next, then, after that, before, finally, etc
- (4) Prepositional phrase: a long time ago, one day, in the morning, the next day, last
- (5) Ucapan, tekanan kata, intonasi
- (6) Ejaan dan tanda baca

Topik

Narrative Text (Legends)

TIMUN EMAS (GOLDEN CUCUMBER)

A long time ago, there was an old woman who lived in a Dadapan village. She was lonely because she did not have a child. One day, a giant gave the old woman a golden cucumber. There was a child in the village. The giant wanted to take back the child when she grew up. The woman named the child 'Timun Emas'.

When Timun Emas was seventeen years old, the giant wanted to take her back, but she did not want to. So, she ran away to save her life. Her mother gave her mud, needles, and salt. "Throw these one by one when the giant comes near you," said her mother.

Then, Timun Emas ran very fast, but the giant ran faster. Soon, he was near her. Quickly, she threw the mud. When it hit the ground, it became a large swamp, but the giant could cross it easily. Next, she threw the needles. They hit the ground. Suddenly, there were trees with needle leaves in front of the giant. The giant could get through the trees, but his body was covered by needles. He was in pain. After that, Timun Emas threw the salt. It turned into an ocean. It was very deep. The giant could not cross the ocean because it was too deep for him to swim. He sank into the ocean and died.

Finally, Timun Emas was free from the giant. She went home to her mother. They lived happily.

E. METODE PEMBELAJARAN:

Scientific Approach dengan Cloze Strategy

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN :

1. Media : Buku Pelajaran dan Sumber lain
2. Alat/Bahan : Papan tulis, kertas karton berisikan cerita dan gambar yang berkaitan dengan teks
3. Sumber Belajar :
 - Buku Pelajaran
 - Kamus Bahasa Inggris
 - Contoh teks tertulis
 - Sumber dari internet

G. LANGKAH-LANGKAH PEMBELAJARAN

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|--------------------|---|-----------------|
| Pendahuluan | <ul style="list-style-type: none"> a. Persiapan psikis dan fisik dalam membuka pelajaran dengan mengucapkan salam dan berdoa bersama b. Guru menginformasikan tujuan yang akan dicapai selama pembelajaran. c. Guru menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran d. Guru menginformasikan kegiatan yang akan dilakukan dalam pertemuan | 10 MENIT |
| Inti | <p>Persiapan</p> <ul style="list-style-type: none"> • Guru menyiapkan peralatan seperti papan tulis, spidol, kertas karton atau alat tulis yang diperlukan lainnya. • Guru menempelkan kertas karton di papan tulis yang telah ditulis tentang teks yang berkaitan <p>Aktivitas Pembelajaran</p> <ul style="list-style-type: none"> • Perintahkan murid untuk berbaris • Guru menjelaskan peraturan strategi yang akan berlangsung kepada seluruh siswa • Guru meminta setiap siswa untuk membaca teks yang dilampirkan selama waktu yang ditentukan secara bergantian per-kalimat sampai mencapai akhir teks. • Guru menghapus kata pertama dan kata terakhir dalam teks dan siswa akan menebak kata yang telah dihapus • Para siswa harus membaca seluruh teks lagi, siswa demi siswa, baris demi baris, seolah-olah tidak ada kata yang hilang. Setelah selesai, guru menghapus beberapa kata acak, dan lanjutkan bertanya tentang kata yang dihapus lagi | 60 Menit |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|----------------|---|-----------------|
| Penutup | <ul style="list-style-type: none"> • Melakukan evaluasi bersama siswa pada jawaban setiap kelompok • Membuat kesimpulan berdasarkan hasil pengamatan dan analisis tentang materi ajar dalam pembelajaran yang dilakukan peserta didik bersama guru • Memberikan <i>re-inforcement</i> kepada seluruh siswa • Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing. | 10 menit |

H. PENILAIAN

1. Teknik/jenis : Tugas Individu
2. Bentuk Instrumen : Tes Tertulis
3. Instrumen soal : Isian Rumpang

Fill in the blanks below with words from this box:

| | | | | |
|------|---------|-------|---------|---------|
| old | years | child | save | deep |
| salt | village | threw | needles | grew up |
| take | giant | fast | happily | cross |
| near | pain | swamp | save | leaves |

TIMUN EMAS (GOLDEN CUCUMBER)

A long time ago, there was an old woman who lived in a Dadapan village. She was lonely because she did not have a ____ . One day, a giant gave the ____ woman a golden cucumber. There was a child in the ____ . The giant wanted to take back the child when she ____ . The woman named the child ‘Timun Emas’.

When Timun Emas was seventeen ____ old, the giant wanted to ____ her back, but she did not want to. So, she ran away to ____ her life. Her mother gave her mud, needles, and ____ . “Throw these one by one when the giant comes near you,” said her mother.

Then, Timun Emas ran very ____, but the giant ran faster. Soon, he was ____ her. Quickly, she ____ the mud. When it hit the ground, it became a large ____, but the giant could cross it easily. Next, she threw the _____. They hit the ground. Suddenly, there were trees with needle ____ in front of the giant. The giant could get through the ____, but his body was covered by needles. He was in ____ . After that, Timun Emas threw the salt. It turned into an ocean. It was very ____ . The giant could not ____ the ocean because it was too deep for him to swim. He sank into the ocean and died.



Finally, Timun Emas was free from the ____ . She went home to her mother. They lived ____ .

Pedoman Penilaian:

Setiap kata rumpang mendapat skor 5

Jumlah skor maksimal $20 \times 5 = 100$

Skor maksimal = 100

| |
|---|
| $\text{Nilai akhir} = \frac{\text{jumlah skor benar}}{\text{skor maksimal}} \times 100$ |
|---|

Nilai siswa (jika benar semua) = 100

Sei Bamban, Mei 2018

**Mengetahui,
Kepala Sekolah**

Guru Mata Pelajaran

Peneliti

Erwinsyah, S.Pd., Gr

Sopinabila Br.Karo, S.PdI

Rini Puspita Sari

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SATUAN PENDIDIKAN : SMP Swasta IT Ma'rifatul Hikmah
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VII/2
**MATERI POKOK : Teks Lisan dan Tulis tentang Narrative Text
(Berbentuk Fairy)**
ALOKASI WAKTU : 2 JP (1 Pertemuan / Cycle 2)

C. KOMPETENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 2.4 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berbentuk fairy
- 4.6 Memahami makna dalam teks naratif berbentuk fairy baik secara individu, dengan memperhatikan fungsi unsur, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN:

Melalui strategi klos, pendekatan saintifik dan metode diskusi, peserta didik dapat:

- 4. Memahami makna dalam teks naratif berbentuk fairy baik secara individu maupun diskusi dalam kelompok, dengan memperhatikan fungsi unsur, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
- 5. Memahami pengertian, jenis, struktur, dan ciri-ciri dari teks naratif
- 6. Mengetahui fungsi dari teks naratif

D. MATERI PEMBELAJARAN

Fungsi Sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita fairy

Definisi Teks Naratif

Teks naratif adalah sebuah teks yang tersusun dari beberapa paragraf yang menceritakan suatu peristiwa kejadian dan disusun secara kronologis sesuai dengan urutan waktu yang ditentukan. Umumnya paragraf narasi ini menceritakan kisah-kisah dan cerita karangan baik fiktif maupun non fiktif.

Struktur Teks

- (6) Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
- (7) Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
- (8) Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
- (9) Memaparkan akhir cerita, di mana krisis berakhir(resolusi) dengan bahagia atau sedih
- (10) Memberikan alasan atau komentar umum (reorientasi)

Unsur Kebahasaan

- (7) Simple Past tense, Simple Past Continuous Tense
- (8) Kosakata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh
- (9) Adverb of time: first, next, then, after that, before, finally, etc
- (10) Prepositional phrase: a long time ago, one day, in the morning, the next day, last
- (11) Ucapan, tekanan kata, intonasi
- (12) Ejaan dan tanda baca

Topik

Narrative Text (Fairy)

THE MAGIC CANDLE

One day, a young wanderer got lost in the wood. Suddenly, he saw a light from an old hut. He knocked on the door and an old woman opened it. She was crying. She said that a devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked her "where the devil lived?". "In a castle not far from here", said the woman.

The wanderer went to the castle. There, he found the devil, but he was old and weak. Therefore, when the wanderer grabbed the magic candle from the devil's table and ran away, but he couldn't chase him.

However, the wanderer was not a kind man. He didn't return the candle to the old woman, but keep it for himself. He lit the candle and made a wish "I want to go far from here".

Suddenly, a genie appeared and took him to a beautiful palace. There was a party in the palace. The wanderer wanted to make some money. So, he lit the candle again and wished some jewelry. He sold them to the quest and was soon making a lot of money. Then a princess came to buy some jewelry. The wanderer fell in love with her and asked her to marry him. The kind princess said yes, and they got married the next day.

In his happiness, the wanderer told the princess about his adventure and the magic candle. Hearing that, the princess got very angry. At night, she lit the candle and wished the wanderer disappeared.

In the morning, the wanderer awoke and found himself back in his ugly house in the village.

E. METODE PEMBELAJARAN:

Scientific Approach dengan Cloze Strategy

I. MEDIA, ALAT DAN SUMBER PEMBELAJARAN :

4. Media : Buku Pelajaran dan Sumber lain
5. Alat/Bahan : Papan tulis, kertas karton berisikan cerita dan gambar yang berkaitan dengan teks
6. Sumber Belajar :
 - Buku Pelajaran
 - Kamus Bahasa Inggris
 - Contoh teks tertulis
 - Sumber dari internet

J. LANGKAH-LANGKAH PEMBELAJARAN

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|--------------------|--|-----------------|
| Pendahuluan | <ul style="list-style-type: none">e. Persiapan psikis dan fisik dalam membuka pelajaran dengan mengucapkan salam dan berdoa bersamaf. Guru menginformasikan tujuan yang akan dicapai selama pembelajaran.g. Guru menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaranh. Guru menginformasikan kegiatan yang akan dilakukan dalam pertemuan | 10 MENIT |
| Inti | <p>Persiapan</p> <ul style="list-style-type: none">• Guru menyiapkan peralatan seperti papan tulis, spidol, kertas karton atau alat tulis yang diperlukan lainnya.• Guru menempelkan kertas karton di papan tulis yang telah ditulis tentang teks yang berkaitan <p>Aktivitas Pembelajaran</p> <ul style="list-style-type: none">• Perintahkan murid untuk berbaris• Guru menjelaskan peraturan strategi yang akan berlangsung kepada seluruh siswa• Guru meminta setiap siswa untuk membaca teks yang dilampirkan selama waktu yang ditentukan secara bergantian per-kalimat sampai mencapai akhir teks.• Guru menghapus kata pertama dan kata terakhir dalam teks dan siswa akan menebak kata yang telah dihapus• Para siswa harus membaca seluruh teks lagi, siswa demi siswa, baris demi baris, seolah-olah tidak ada kata yang hilang. Setelah selesai, guru menghapus beberapa kata acak, dan lanjutkan bertanya tentang kata yang dihapus lagi | 60 Menit |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|---------------|---|-----------------|
| Pentup | <ul style="list-style-type: none"> • Melakukan evaluasi bersama siswa pada jawaban setiap kelompok • Membuat kesimpulan berdasarkan hasil pengamatan dan analisis tentang materi ajar dalam pembelajaran yang dilakukan peserta didik bersama guru • Memberikan <i>re-inforcement</i> kepada seluruh siswa • Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing. | 10 menit |

K. PENILAIAN

4. Teknik/jenis : Tugas Individu
5. Bentuk Instrumen : Tes Tertulis
6. Instrumen soal : Isian Rumpang

SOAL LATIHAN II

Fill in the blanks below with words from this box:

| | | | | |
|--------|-----------|-------|-------|-----------|
| stolen | weak | door | go | adventure |
| light | candle | ugly | party | grand |
| far | beautiful | money | table | angry |
| castle | keep | buy | marry | chase |

THE MAGIC CANDLE

One day, a young wanderer got lost in the wood. Suddenly, he saw a ____ from an old hut. He knocked on the ____ and an old woman opened it. She was crying. She said that a devil had ____ her magic candle. The candle could ____ anything she asked. The wanderer asked her "where the devil lived?". "In a castle not ____from here", said the woman.

The wanderer went to the _____. There, he found the devil, but he was old and _____. Therefore, when the wanderer grabbed the magic candle from the devil's _____ and run away, but he couldn't _____ him.

However, the wanderer was not a kind man. He didn't return the candle to the old woman, but _____ it for himself. He lit the _____ and made a wish "I want to _____ far from here".



Suddenly, a genie appeared and took him to a _____ palace. There was a _____ in the palace. The wanderer wanted to make some _____. So, he lit the candle again and wished some jewelry. He sold them to the quest and was soon making a lot of money. Then a princess came to _____ some jewelry. The wanderer fell in love with her and asked her to _____ him. The kind princess said yes, and they got married the next day.

In his happiness, the wanderer told the princess about his _____ and the magic candle. Hearing that, the princess got very _____. At night, she lit the candle and wished the wanderer disappeared.

In the morning, the wanderer awoke and found himself back in his _____ house in the village.

Pedoman Penilaian:

Setiap kata rumpang mendapat skor 5

Jumlah skor maksimal 20x5 =100

Skor maksimal = 100

| |
|---|
| $\text{Nilai akhir} = \frac{\text{jumlah skor benar}}{\text{skor maksimal}} \times 100$ |
|---|

Nilai siswa (jika benar semua) = 100

Sei Bamban, Mei 2018

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

Peneliti

Erwinsyah, S.Pd., Gr

Sopinabila Br.Karo, S.PdI

Rini Puspita Sari

APPENDIX III

PRE-TEST

Fill in the blanks below with words from this box:

| | | | | |
|------|---------|-------|---------|---------|
| old | years | child | save | deep |
| salt | village | threw | needles | grew up |
| take | giant | fast | happily | cross |
| near | pain | swamp | tree | leaves |

TIMUN EMAS (GOLDEN CUCUMBER)

A long time ago, there was an old woman who lived in a Dadapan village. She was lonely because she did not have a _____. One day, a giant gave the _____ woman a golden cucumber. There was a child in the _____. The giant wanted to take back the child when she _____. The woman named the child Timun Emas.

When Timun Emas was seventeen _____old, the giant wanted to _____her back, but she did not want to. So, she ran away to _____her life. Her mother gave her mud, needles, and _____. “Throw these one by one when the giant comes near you,” said her mother.

Then, Timun Emas ran very_____, but the giant ran faster. Soon, he was _____ her. Quickly, she _____ the mud. When it hit the ground, it became a large _____, but the giant could cross it easily. Next, she threw the _____. They hit the ground. Suddenly, there were trees with needle _____ in front of the giant. The giant could get through the _____, but his body was covered by needles. He was in _____. After that, Timun Emas threw the salt. It turned into an ocean. It was very _____. The giant could not _____ the ocean because it was too deep for him to swim. He sank into the ocean and died.

Finally, Timun Emas was free from the _____. She went home to her mother. They lived_____.



KEY ANSWER OF PRE-TEST

TIMUN EMAS (GOLDEN CUCUMBER)

A long time ago, there was an old woman who lived in a Dadapan village. She was lonely because she did not have a child. One day, a giant gave the old woman a golden cucumber. There was a child in the village. The giant wanted to take back the child when she grew up. The woman named the child Timun Emas.

When Timun Emas was seventeen years old, the giant wanted to take her back, but she did not want to. So, she ran away to save her life. Her mother gave her mud, needles, and salt. “Throw these one by one when the giant comes near you,” said her mother.

Then, Timun Emas ran very fast, but the giant ran faster. Soon, he was near her. Quickly, she threw the mud. When it hit the ground, it became a large swamp, but the giant could cross it easily. Next, she threw the needles. They hit the ground. Suddenly, there were trees with needle leaves in front of the giant. The giant could get through the trees, but his body was covered by needles. He was in pain. After that, Timun Emas threw the salt. It turned into an ocean. It was very deep.

The giant could not cross the ocean because it was too deep for him to swim. He sank into the ocean and died.

Finally, Timun Emas was free from the giant. She went home to her mother. They lived happily.



APPENDIX IV

POST TEST I

Fill in the blanks below with words from this box:

| | | | | |
|------|---------|-------|---------|---------|
| old | years | child | save | deep |
| salt | village | threw | needles | grew up |
| take | giant | fast | happily | cross |
| near | pain | swamp | tree | leaves |

TIMUN EMAS (GOLDEN CUCUMBER)

A long time ago, there was an old woman who lived in a Dadapan village. She was lonely because she did not have a _____. One day, a giant gave the _____ woman a golden cucumber. There was a child in the _____. The giant wanted to take back the child when she _____. The woman named the child Timun Emas.

When Timun Emas was seventeen _____old, the giant wanted to _____her back, but she did not want to. So, she ran away to _____her life. Her mother gave her mud, needles, and _____. “Throw these one by one when the giant comes near you,” said her mother.

Then, Timun Emas ran very_____, but the giant ran faster. Soon, he was _____ her. Quickly, she _____ the mud. When it hit the ground, it became a large _____, but the giant could cross it easily. Next, she threw the _____. They hit the ground. Suddenly, there were trees with needle _____ in front of the giant. The giant could get through the _____, but his body was covered by needles. He was in _____. After that, Timun Emas threw the salt. It turned into an ocean. It was very _____. The giant could not _____ the ocean because it was too deep for him to swim. He sank into the ocean and died.

Finally, Timun Emas was free from the _____. She went home to her mother. They lived _____.



KEY ANSWER OF POST TEST I

TIMUN EMAS (GOLDEN CUCUMBER)

A long time ago, there was an old woman who lived in a Dadapan village. She was lonely because she did not have a child. One day, a giant gave the old woman a golden cucumber. There was a child in the village. The giant wanted to take back the child when she grew up. The woman named the child Timun Emas.

When Timun Emas was seventeen years old, the giant wanted to take her back, but she did not want to. So, she ran away to save her life. Her mother gave her mud, needles, and salt. “Throw these one by one when the giant comes near you,” said her mother.

Then, Timun Emas ran very fast, but the giant ran faster. Soon, he was near her. Quickly, she threw the mud. When it hit the ground, it became a large swamp, but the giant could cross it easily. Next, she threw the needles. They hit the ground. Suddenly, there were trees with needle leaves in front of the giant. The giant could get through the trees, but his body was covered by needles. He was in pain. After that, Timun Emas threw the salt. It turned into an ocean. It was very deep.

The giant could not cross the ocean because it was too deep for him to swim. He sank into the ocean and died.

Finally, Timun Emas was free from the giant. She went home to her mother. They lived happily.



APPENDIX V

POST TEST II

Fill in the blanks below with words from this box:

| | | | | |
|--------|-----------|-------|-------|-----------|
| stolen | weak | door | go | adventure |
| light | candle | ugly | party | grand |
| far | beautiful | money | table | angry |
| castle | keep | buy | marry | chase |

THE MAGIC CANDLE

One day, a young wanderer got lost in the wood. Suddenly, he saw a ____ from an old hut. He knocked on the ____ and an old woman opened it. She was crying. She said that a devil had ____ her magic candle. The candle could ____ anything she asked. The wanderer asked her "where the devil lived?". "In a castle not ____ from here", said the woman.

The wanderer went to the ____ . There, he found the devil, but he was old and ____ . Therefore, when the wanderer grabbed the magic candle from the devil's ____ and run away, but he couldn't ____ him.



However, the wanderer was not a kind man. He didn't return the candle to the old woman, but ____ it for himself. He lit the ____ and made a wish "I want to ____ far from here".

Suddenly, a genie appeared and took him to a ____ palace. There was a ____ in the palace. The wanderer wanted to make some ____ . So, he lit the candle again and wished some jewelry. He sold them to the quest and was soon making a lot of money. Then a princess came to ____ some jewelry. The wanderer

fell in love with her and asked her to _____ him. The kind princess said yes, and they got married the next day.

In his happiness, the wanderer told the princess about his _____ and the magic candle. Hearing that, the princess got very _____. At night, she lit the candle and wished the wanderer disappeared.

In the morning, the wanderer awoke and found himself back in his _____ house in the village.

KEY ANSWER OF POST TEST II

THE MAGIC CANDLE

One day, a young wanderer got lost in the wood. Suddenly, he saw a light from an old hut. He knocked on the door and an old woman opened it. She was crying. She said that a devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked her "where the devil lived?". "In a castle not far from here", said the woman.

The wanderer went to the castle. There, he found the devil, but he was old and weak. Therefore, when the wanderer grabbed the magic candle from the devil's table and run away, but he couldn't chase him.

However, the wanderer was not a kind man. He didn't return the candle to the old woman, but keep it for himself. He lit the candle and made a wish "I want to go far from here".



Suddenly, a genie appeared and took him to a beautiful palace. There was a party in the palace. The wanderer wanted to make some money. So, he lit the candle again and wished some jewelry. He sold them to the quest and was soon making a lot of money. Then a princess came to buy some jewelry. The wanderer fell in love with her and asked her to marry him. The kind princess said yes, and they got married the next day.

In his happiness, the wanderer told the princess about his **adventure** and the magic candle. Hearing that, the princess got very **angry**. At night, she lit the candle and wished the wanderer disappeared.

In the morning, the wanderer awoke and found himself back in his **ugly** house in the village.

APPENDIX VI

Observation Sheet Teacher Activity For Cycle I

| NO | ASPECTS | ACTIVITY | Score | | | |
|---------|--|--|-------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 1 | Ability to open learning process | a. Attracting the students' attention b. Motivating the students' to learn c. Conducting the meaningful apperception | | | | |
| 2 | The behavior of researcher in learning process | a. Voice can be heard by students clearly b. Body language is done attractively and proportion c. Mobility in the class is conducted by reasonable and effective | | | | |
| 3 | Mastery of learning material | a. Presentation of learning material correspond by set on basic competency , indicator and learning process. b. Demonstrate the mastery of learning material. c. Able to respond the question and solving the students' problem in learning process. | | | | |
| 4 | Learning Process | a. Presentation of learning material and activity oriented to diversity students. b. Time allocation utilized in teaching learning process effectively and proportionally c. Managing individual or group students are done effectively overall | | | | |
| 5 | Ability to close the learning | a. Reviewing and guiding students in concluding the presentation b. To evaluate classically of students' participation c. Re-arrange the classroom tidiness. | | | | |
| Score | | | | | | |
| Average | | | | | | |

Note : Score 1 = Bad, Score 2 = Enough, Score 3 = Good, Score 4 = Very Good

Observation Sheet Teacher Activity For Cycle II

| NO | ASPECTS | ACTIVITY | Score | | | |
|---------|--|--|-------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 1 | Ability to open learning process | d. Attracting the students' attention e. Motivating the students' to learn f. Conducting the meaningful apperception | | | | |
| 2 | The behavior of researcher in learning process | d. Voice can be heard by students clearly e. Body language is done attractively and proportion f. Mobility in the class is conducted by reasonable and effective | | | | |
| 3 | Mastery of learning material | d. Presentation of learning material correspond by set on basic competency , indicator and learning process. e. Demonstrate the mastery of learning material. f. Able to respond the question and solving the students' problem in learning process. | | | | |
| 4 | Learning Process | d. Presentation of learning material and activity oriented to diversity students. e. Time allocation utilized in teaching learning process effectively and proportionally f. Managing individual or group students are done effectively overall | | | | |
| 5 | Ability to close the learning | d. Reviewing and guiding students in concluding the presentation e. To evaluate classically of students' participation f. Re-arrange the classroom tidiness. | | | | |
| Score | | | | | | |
| Average | | | | | | |

Note : Score 1 = Bad, Score 2 = Enough, Score 3 = Good, Score 4 = Very Good

Medan, May 2018

Guru Mata Pelajaran

Sopinabila Br.Karo, S.Pd.I

APPENDIX VII

THE STUDENTS' ATTENDANCE LIST

| NO | NAMA | Meeting I | Meeting II | Meeting III |
|----|------------|-----------|------------|-------------|
| 1 | AFA | ✓ | ✓ | ✓ |
| 2 | AA | ✓ | ✓ | ✓ |
| 3 | AMA | ✓ | ✓ | ✓ |
| 4 | ASRR | ✓ | ✓ | ✓ |
| 5 | AN | ✓ | ✓ | ✓ |
| 6 | AM | ✓ | ✓ | ✓ |
| 7 | FV | ✓ | ✓ | ✓ |
| 8 | FR | ✓ | ✓ | ✓ |
| 9 | HA | ✓ | ✓ | ✓ |
| 10 | HMAN | ✓ | ✓ | ✓ |
| 11 | HNW | □ | □ | □ |
| 12 | ITA | ✓ | ✓ | ✓ |
| 13 | JR | ✓ | ✓ | ✓ |
| 14 | MR | ✓ | ✓ | ✓ |
| 15 | MFA | □ | □ | □ |
| 16 | MI | ✓ | ✓ | ✓ |
| 17 | MRA | □ | □ | □ |
| 18 | MRL | ✓ | ✓ | ✓ |
| 19 | MSA | ✓ | ✓ | ✓ |
| 20 | MK | ✓ | ✓ | ✓ |
| 21 | SA | ✓ | ✓ | ✓ |
| 22 | SD | ✓ | ✓ | ✓ |
| 23 | SNI | ✓ | ✓ | ✓ |
| 24 | SEF | ✓ | ✓ | ✓ |
| 25 | TI | ✓ | ✓ | ✓ |
| 26 | TAM | ✓ | ✓ | ✓ |

Note : Bold font were the students who absent during the research or when teaching learning process going on.

APPENDIX VIII

LIST OF INITIAL NAME

| NO | NAMA | INITIAL STUDENTS |
|----|--------------------------|------------------|
| 1 | Abdul Fathan Azizi | AFA |
| 2 | Abdullah Azzam | AA |
| 3 | Abdullah Mujadid Alqowi | AMA |
| 4 | A. Sauqi Rifqi Rabbani | ASRR |
| 5 | Aldo Nugroho | AN |
| 6 | Asril Mu'as | AM |
| 7 | Faqih Vahrizam | FV |
| 8 | Firmanta Rizky | FR |
| 9 | Habib Al-Fajar | HA |
| 10 | Hamdika Mulfi Azidan Nst | HMA |
| 11 | Hidayat Nur Wahid | HNW |
| 12 | Iman Tauhidi Assayyidani | ITA |
| 13 | Jundi Rabbani | JR |
| 14 | Mas Ridho | MR |
| 15 | Muhammad Fadhil Azhar | MFA |
| 16 | Muhamad Ismail | MI |
| 17 | Muhammad Rifky Ansyah | MRA |
| 18 | Muhammad Rizky Lubis | MRL |
| 19 | M. Sabil Andira | MSA |
| 20 | Mukhlisin Khoir | MK |
| 21 | Singgih Al-Ghifary | SA |
| 22 | Surya Dianto | SD |
| 23 | Surya Nanda Insani | SNI |
| 24 | Syaif Elvand Frisky | SEF |
| 25 | Taufik Ismail | TI |
| 26 | Tyo Azis Maulana | TAM |

APPENDIX IX

THE RESULT OF STUDENTS' SCORE FOR PRE-TEST, POST TEST I, POST TEST II

| NO | NAMA | SCORE | | |
|----|---|------------------|-------------------|--------------------|
| | | PRE-TEST | POST TEST I | POST TEST II |
| 1 | AFA | 15 | 20 | 50 |
| 2 | AA | 30 | 90 | 100 |
| 3 | AMA | 10 | 20 | 70 |
| 4 | ASRR | 5 | 55 | 60 |
| 5 | AN | 5 | 10 | 80 |
| 6 | AM | 75 | 100 | 100 |
| 7 | FV | 25 | 50 | 100 |
| 8 | FR | 5 | 50 | 95 |
| 9 | HA | 5 | 65 | 100 |
| 10 | HMAN | 20 | 100 | 100 |
| 11 | ITA | 10 | 35 | 80 |
| 12 | JR | 25 | 100 | 100 |
| 13 | MR | 5 | 20 | 50 |
| 14 | MI | 30 | 80 | 90 |
| 15 | MRL | 25 | 65 | 70 |
| 16 | MSA | 10 | 40 | 70 |
| 17 | MK | 5 | 75 | 80 |
| 18 | SA | 30 | 70 | 90 |
| 19 | SD | 5 | 45 | 95 |
| 20 | SNI | 10 | 75 | 100 |
| 21 | SEF | 10 | 20 | 75 |
| 22 | TI | 5 | 65 | 70 |
| 23 | TAM | 10 | 25 | 70 |
| | TOTAL ($\sum x$) | 375 | 1275 | 1895 |
| | MEAN ($\bar{X} = \frac{\sum x}{N}$) | 16.30 | 55.43 | 82.39 |
| | SUCCESS | 1 Student | 7 Students | 20 Students |

| | | | | |
|--|--|---------------|----------------|----------------|
| | PERCENTAGE ($P = \frac{R}{T}$) | 4.34 % | 30.43 % | 86.95 % |
|--|--|---------------|----------------|----------------|

APPENDIX X

INTERVIEW SHEET

Interview with the English teacher in the first meeting

1. The Researcher : How long have you been teaching English in this school?
The Teacher : I have been teaching here for 2 years

2. The Researcher : What do you think about your class?
The Teacher : This class is active enough during the teaching and learning process, but some of students still difficult to comprehend the text

3. The Researcher : How did you teach in your class?
The Teacher : Usually, I explained the material, then I ask the students to do the exercise.

4. The Researcher : What were difficulties that you got in teaching reading skill?
The Teacher : I rather difficult to explain the material. It happened because the students have low motivation in learning the reading skill. They did not find yet the easy way to comprehend it.

Interview with the English teacher in the last meeting

1. The Researcher : What is your opinion about the implementing cloze strategy in reading especially on narrative text?

The Teacher : I think, by the implementing cloze strategy in teaching and learning process, it can increase the students ability in comprehending the text, especially narrative text.

2. The Researcher : Did you think that implementing cloze strategy is difficult for students?

The Teacher : I think, it is not difficult at all. All students are very anthusiastic and happy to learn reading text by implementing cloze strategy.

Interview with the students in the first meeting

1. The Researcher : Apakah menurut kamu pelajaran membaca merupakan pelajaran yang sulit?

Student 1 : Menurut saya sih sulit miss karena membaca butuh pemahaman supaya tahu isi ceritanya.

Student 2 : Sebenarnya miss, membaca itu enak. Saya suka baca, tapi kalo bahasa Inggris, sulit miss.

Student 3 : Kalau menurut saya gak susah miss. Karna saya suka baca

karna dengan banyak baca, bisa dapati ilmu yang banyak
Kalau sulit kosa katanya, bisa dicari di kamus.

2. The Researcher : Bagaimana cara kamu memahami teks narasi dalam bahasa Inggris?
- Student 1 : Biasanya miss, harus ada yang nyeritakan dulu ke saya miss. Baru cepat paham.
- Student 2 : Kalau saya miss, lebih suka bacanya bareng kawan, diskusi gitu miss, supaya paham isinya.
- Student 3 : Saya bacanya pelan-pelan miss. Saya siapkan kamus untuk cari tau kata-kata yang gak saya tau artinya.

Interview with the students in the last meeting

1. The Researcher : Bagaimana pendapat kamu tentang penggunaan strategi klos dalam pelajaran membaca teks narasi?
- Student 1 : Saya suka miss ngajar disini miss, cara ngajarnya enak pakai strategi itu. Saya cepat paham jadinya.
- Student 2 : Strateginya enak miss, saya bisa paham betul sama isi ceritanya
- Student 3 : Untuk di awal-awalnya, saya kurang ngerti miss. Setelah masuk ke strateginya, saya cepat paham sama teksnya.
2. The Researcher : Apakah kamu setuju jika strategi klos adalah strategi yang

sesuai yang digunakan dalam belajar memahami teks
narasi dalam bahasa Inggris?

Student 1 : Setuju miss

Student 2 : Ya. Saya setuju miss

APPENDIX XI

DIARY NOTES

Thursday, 19 April 2018

After meeting the English teacher to confirm the research, the researcher met the principle to ask for doing research, and did interview with the English teacher again. Based on the interview, the researcher could get information about the problem in her class about the problem in her class, and the students' strength and weakness in learning, especially in learning reading comprehension.

Friday, 20 April 2018

In the first meeting, the researcher introduced her self and explained the purpose of her coming. The researcher made discussion with students. To find the ability of students before using Cloze Strategy, the researcher gave an orientation test.

Saturday, 21 April 2018

During the teaching and learning process, the students gave good response. When the teacher explained about Cloze Strategy and the steps, all of them paid

attention and listened the teacher in front of the class. While the teacher started to implement the Cloze Strategy, some of them still confused. Moreover, when they were asked to do exercise, all of them were spirit even though most of them seemed not serious because they often spoke their friends.

Monday, 30 April 2018

The researcher explain material of cycle I using Cloze Strategy. Next, the researcher gave a test to the students. In doing the test, some of them were uncertain to do the test, while the others looked so optimistic. In answering the test, some of them were still asked their friends for the answer. Although they had problems in answering the questions, but they still excited in this meeting.

Wednesday, 02 May 2018

The researcher explain material of cycle II using Cloze Strategy. In this second cycle, during the teaching and learning process, the students participated or gave good response also. They more active asked about the lesson. They were looked so excited with the new topic that the teacher gave. Next, the researcher gave a last test to the students. Many students looked more optimistic to answer the test, seems more easily to do the exercise and more understanding to comprehend the text.

Thursday, 03 May 2018

The researcher did the interview to the English teacher and students after doing the research. The researcher thanked to them for their attention during

teaching and learning process. Next, the reflected the data. After analyzing the data, the researcher discuss to the English teacher and decided to stop the cycle because the target planned had been reached. The students' ability had increased, it can be looked at the result of the score.

APPENDIX XII

DOCUMENTATION



Picture 1. The researcher explained the procedure of strategy



Picture 2. The students paid attention of the researcher's explanation



Picture 3. The researcher gave the matery



Picture 4. The researcher asked to the students to do test



Picture 5. The students did the test



Picture 6. The researcher collected the test



Picture 7. The chairman guide praying to close teaching learning process



Picture 8. The last meeting for a finance