

AN UNDERGRADUATE THESIS

**IMPROVING THE READING COMPEHENSION ABILITY BY
USING THE CLOZE TEST STRATEGY AMONG THE EIGHTH
GRADERS OF MTS RIYADLATUL ULUM BUMIHARJO
BATANGHARI LAMPUNG TIMUR**

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**Faculty of Tarbiyah and Teacher Training
English Education Study Program**

**THE STATES INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1440 H/2019M**

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BATANGHARI LAMPUNG TIMUR

Presented as a Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Program

By:

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1440 H/2019 M**



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of Mimi Hamidah**

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The Honorable the Dean of Faculty
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Assalamu'alaikum Wr.Wb.

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Assalamu'alaikum Wr.Wb.

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Sudah kami setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

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APPROVAL PAGE

Title : IMPROVING THE READING COMPREHENSION
ABILITY BY USING THE CLOZE STRATEGY AT THE
EIGHTH GRADERS OF MTS RIYADLATUL ULUM
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RATIFICATION PAGE

No. B-2364/In.28.1/D/PP.00-9/07/2019

An Undergraduate thesis entitled: **IMPROVING READING COMPREHENSION ABILITY BY USING THE CLOZE TEST STRATEGY AMONG THE EIGHTH GRADERS OF MTS RIYADLATUL ULUM BUMIHARJO, BATANGHARI, LAMPUNG TIMUR**, written by Mimi Hamidah, student number 14121747, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on **Monday, July 15th at 13.00- 15.00 Pm**

BOARD OF EXAMINERS:

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The Dean of Tarbiyah and Teacher Training Faculty,



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**IMPROVING THE READING COMPEHENSION ABILITY
BY USING THE CLOZE TEST STRATEGY AMONG THE EIGHTH
GRADERS OF MTS RIYADLATUL ULUM BUMIHARJO BATANGHARI
LAMPUNG TIMUR**

ABSTRACT

By:

MIMI HAMIDAH

This research was conducted in order to show that cloze test strategy can improve the students' ability in reading recount text at the eighth graders of Mts Riyadlatul 'Ulum Bumiharjo Batanghari Lampung Timur. The subject of the research was consisted of 19 students' VIII A. In conducting this research, the researcher used Classroom Action Research. The researcher and the English teacher of Mts Riyadlatul 'Ulum were collaborated in conducting this research. The researcher as the teacher and the English teacher was an observer and a collaborator. The researcher used cloze test as the strategy in teaching recount text. This research was conducted following steps of the action research: planning, acting, observing, and reflecting. The research was carried out in two cycles. Each cycle consisted of two meetings. The data was gathered in this research through test, observation sheet, field notes and documentation. The result of the research showed that there was improvement of the students' ability in reading recount text by using cloze test strategy. Most of the students got good scores at the cycle II. The score of Minimum Mastery Criteria of English lesson was 70. The average score of the students in the pre-test was 43.15. The average of the students score of post-test 1 was 62.42 and the students' average score in post-test 2 was 75.47. Moreover, it showed that there were 42% passed the Minimum Mastery Criteria in the cycle I and 79% students or more than 75% students passed the Minimum Mastery Criteria. It meant that this research had been reached the criteria of success. Therefore, it could be concluded that cloze test strategy improve students' reading comprehension ability in reading recount text.

Keywords: *Cloze Test, Reading, Recount Text*

**MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA
DENGAN MENGGUNAKAN STRATEGI TES CLOZE
PADA SISWA KELAS DELAPAN MTS RIYADLATUL ULUM BUMIHARJO
BATANGHARI LAMPUNG TIMUR**

ABSTRAK

Oleh:

MIMI HAMIDAH

Penelitian ini dilaksanakan untuk menunjukkan bahwa strategi tes cloze meningkatkan kemampuan siswa dalam membaca pada kelas delapan Mts Riyadlatul ‘Ulum Bumiharjo Batanghari Lampung Timur. Subjek penelitian ini terdiri dari 19 siswa kelas VIII A. Dalam pelaksanaan penelitian ini, peneliti menggunakan Penelitian Tindakan Kelas. Peneliti dan guru bahasa Inggris Mts Riyadlatul ‘Ulum berkolaborasi dalam penelitian ini. Peneliti sebagai guru dan guru bahasa Inggris bertindak sebagai pengamat dan kolaborator. Peneliti menggunakan tes cloze sebagai strategi dalam mengajar teks recount. Penelitian ini dilaksanakan mengikuti langkah-langkah dari penelitian tindakan: perencanaan, tindakan, observasi, dan refleksi. Penelitian ini dilaksanakan dalam dua siklus. Masing-masing siklus terdiri dari dua pertemuan. Data diperoleh melalui tes, lembar observasi, catatan lapangan dan dokumentasi. Hasil dari penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan siswa dalam membaca teks recount dengan menggunakan strategi tes cloze. Sebagian besar siswa mendapatkan nilai bagus pada siklus II. Kriteria Ketuntasan Minimum mata pelajaran bahasa Inggris adalah 70. Nilai rata-rata siswa pada pre-test adalah 43.15. Nilai rata-rata siswa pada post-test 1 adalah 62.42 dan nilai rata-rata siswa pada post-test 2 adalah 75.47. Kemudian, ini menunjukkan bahwa terdapat 42% siswa mencapai Kriteria Ketuntasan Minimum pada siklus I dan 79% siswa atau lebih dari 75% siswa mencapai Kriteria Ketuntasan Minimum. Hal ini berarti bahwa penelitian ini sudah mencapai kriteria kesuksesan. Oleh sebab itu, dapat disimpulkan bahwa strategi tes cloze meningkatkan kemampuan pemahaman siswa dalam membaca teks recount.

Kata Kunci: Tes Cloze, Membaca, Teks Recount

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Mimi Hamidah
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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, July 2019

The Writer



Mimi Hamidah

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Menyatakan bahwa Skripsi ini adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, July 2019

Yang menyatakan



Mimi Hamidah

St. ID 14121747

MOTTO

إِن يَنْصُرْكُمْ اللَّهُ فَلاَ غَالِبَ لَكُمْ

If Allah is your helper, there is none who can overcome you.

(QS Al-Imran: 160)

DEDICATION PAGE

*“I highly dedicate this undergraduate thesis to my beloved parents,
family and Fortuna Boarding House. Furthermore, to my alma mater,
The State Institute for Islamic Studies of Metro”*

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As human being who constantly have faith to Allah the Almighty, let us continuously offered our praise to Him for all abundant blessing, especially the precious health to the writer that she can accomplish this Undergraduate Thesis. Sholawat and Salam be upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this occasion, the researcher would like to express her greatest appreciation, honor and gratitude to her beloved parents (Sukini and Jumari), for all their valuable supports and moral encouragement in motivating the researcher to finish her research.

The researcher also would like to express her deepest gratitude to her sponsor and co-sponsor, Dr. Mahrus As'ad, M. Ag and Syahreni Siregar, M.Hum., respectively for their advice, guidance, correction, and suggestion in finishing this undergraduate thesis. Her gratitude also goes to:

1. Prof. Dr. Enizar, M.Ag, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Akla, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Ahmad Subhan Roza, M.Pd, the Head of English Education Department.
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5. Subagio, S.Pd., the Headmaster of Mts Riyadlatul Ulum, who had allowed the researcher to conduct the research in his school.

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12. Any other person who cannot be mentioned one by one for their contribution to the researcher during finishing her undergraduate thesis. The words are not enough to say any appreciation for their help.

The researcher feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for those who are interested in it.

Metro, July 2019

The Writer



Mimi Hamidah

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading, as one of the language skills, has an important role to understand the text. In reading, the active interaction among the reader's prior knowledge is needed. The good prior knowledge influenced the comprehension of the reader. It is needed more understanding to get the message or information from the texts. Moreover, reading is not an easy skill because it required highly concentrate of the reader. According to Andrew P Johnson, Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.¹ Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story.² By reading, people can increase vocabularies, obtain knowledge, and so forth. Hence, the readers need greatly reading comprehension to achieve the purpose of reading.

¹ Andrew P. Johnson, *Teaching Reading and writing; A Guidebook for Tutoring and Remediating Students*,(USA: Rowman & Littlefield Education, 2008), p.3

² Danielle S. McNamara, *Reading Comprehension Strategies*, (USA: Lawrence Erlbaum Associates, 2007), p.3

There are some problems faced by the reader to achieve the purpose of reading, such as reading habit, focus on reading, vocabulary mastery, and motivation. However, it is far from our expectation for the students of Junior High School who are still finding the difficulties in reading comprehension processes. Every student has different reading habitual. It influences the process of understanding the text. There are some problems in reading comprehension faced by students of MTS Riyadlatul Ulum, such as low motivation to read English text, lack of vocabularies, and difficulties to understand the text.

There are so many strategies that it can be applied in learning processing to improve students reading comprehension. As using bottom-up decoding especially for beginning level learners, an efficient silent reading technique for intermediate to advance level, skim text for main ideas, scan text for specific information, semantic mapping or clustering and others.

Meanwhile, the researcher will apply Cloze Test Strategy in this research. Cloze Test Strategy is a study to indicate a word or words deletion technique where words are omitted from a passage. The procedure consists of intercepting a message from a transmitter or encoder, mutilating its language patterns by deleting certain words, and administering it so that the receiver or decoder, in his attempts to make the patterns whole again, produces a cloze unit.

Table 1
The result of students' reading comprehension test

No.	Initial Students	Score	Interpretation
1	R	50	INCOMPLETE
2	ARM	30	INCOMPLETE
3	AR	50	INCOMPLETE
4	AN	20	INCOMPLETE
5	MS	50	INCOMPLETE
6	MA	50	INCOMPLETE
7	MAA	20	INCOMPLETE
8	SK	20	INCOMPLETE
9	MDH	40	INCOMPLETE
10	HZK	50	INCOMPLETE
11	S	30	INCOMPLETE
12	AiR	50	INCOMPLETE
13	LR	50	INCOMPLETE
14	ULF	20	INCOMPLETE
15	VNH	30	INCOMPLETE
16	RN	50	INCOMPLETE
17	RK	30	INCOMPLETE
18	DF	30	INCOMPLETE
19	DAFA	50	INCOMPLETE

Source: Taken on April 03rd, 2018.

Table 2.
Students' reading Indicators

NO	Grade	Explanation	Frequency	Percentage
1	≤ 70	Incomplete	19	100%
2	≥ 70	Complete	0	0%
Total			19	100%

Based on the table above, the researcher knows that there are no students who passed the test. It shows that the students of eighth grades of MTS Riyadlatul Ulum still have low reading comprehension ability, so it needs to be improved. There are so many strategies that it could be applied in learning processing to improve students reading comprehension. As using bottom-up decoding especially for beginning level learners, an efficient silent reading technique for intermediate to advance level, skim text for main ideas, scan text for specific information, semantic mapping or clustering and others.

Meanwhile, the researcher will apply Cloze Test Strategy in this research. Cloze Test Strategy is a study to indicate a word or words deletion technique where words are omitted from a passage. The procedure consists of intercepting a message from a transmitter or encoder, mutilating its language patterns by deleting certain words, and administering it so that the receiver or decoder, in his attempts to make the patterns whole again, produces a cloze unit.

Based on problems above the researcher will conduct a research entitled “IMPROVING THE READING COMPREHENSION ABILITY BY USING THE CLOZE TEST STRATEGY AMONG THE EIGHTH GRADES OF MTS RIYADLATUL ULUM BUMIHARJO BATANGHARI LAMPUNG TIMUR”

B. Problem Identification

Based on the background of the study above, some problems can be identified as follows:

1. Most of the students have difficulties to understand the meaning of a text.
2. The students have difficulties to complete blank word using the past tense.
3. Most of the students are lack vocabulary.

C. Problem Limitation

Based on problem identification, the researcher limits the problem only to the first problem, that is most of students have difficulties to understand the meaning of the text. That's why the researcher will use the Cloze Test Strategy to improve student's reading ability at the eighth grader of Mts Riyadhatul Ulum.

D. Problem Formulation

Based on problem Limitation above, the researcher formulates the problem in this researcher as follow:

“Can the Cloze Test Strategy improve student’s reading comprehension ability and students’ reading comprehension at the eighth grade of Mts Riyadhatul Ulum?”

E. Objective and Benefit of The Study

1. Objective of Study

Referring to the problems of the study above, the objective of the study is to improve the students' reading ability and learning activity in by using cloze test strategy at the eighth grade Of MTS Riyadhatul Ulum.

2. The benefit of The study

In practical terms, this research can provide significant benefits for individuals and institutions. The benefits are as follows:

a. For the students

The result for this research is the student will be more attractive when they learn in the classroom and will be more active. Students also can develop their ideas to understand what the message of the text is.

b. For the teacher

to enable the teacher to use Cloze Test Strategy as an interesting strategy in teaching reading in the classroom. So, it can decrease students' boredom in a teaching-learning process.

c. For the headmaster

By doing this research, the researcher hopes that it can become a benefit to himself. the researcher also hopes that he will get some new experiences and knowledge from this research.

F. Prior Research

The researcher has found three prior researchers which are related to this research. Those are as follows:

The first is taken from Yanuarti research which entitled “Cloze Passage in Improving Students’ Reading Comprehension”.³ In this research, Yanuarti uses a cloze passage to improve students' reading comprehension. This research consists of one cycle of classroom treatment. The proficiency test (pre- and post-tests) is used for measurement, a set of observation sheets and field notes are used to gain the record of classroom activity.

The result shows that the level of students' comprehension at the post-test is better than pre-test. It means that there is improvement achieved by students after they are taught by using cloze passage in reading comprehension. It means that the research is successful to help the students improving their ability to comprehend reading text by using cloze passage.

The second research is taken from J.S. Ereke and F.A Okonwo’s research which entitle “Cloze Procedure and Nigerian Secondary School Students ‘Achievement in Comprehension of Expository Text’”.⁴ The purpose of this research is to know cloze procedure is used in teaching English in Nigerian Secondary Schools.

³ Yanuarti Apsari, *Cloze Passage in Improving Students; Reading Comprehension*, Bandung: STKIP Siliwangi Bandung, ELTIN Journal, Vol 4/II, Oktober 2016

⁴ J.S Ereke, F. A. Okonkwo, *Cloze Procedures and Nigerian Secondary School Students ‘Achievement in Comprehension of Expository Texts*, Abakaliki Nigeria: Ebonyi State University’ IJHSS Vol. 6, No. 6; June 2016

The result of this research is that the cloze procedure is a good device to enhance second language learners' comprehension especially in the areas of expository texts.

The third research is taken from Parviz Ajideh and Sorayya Mozaffarzadeh's research which entitle "C-test vs. Multiple-choice Cloze Test as Tests of Reading Comprehension in Iranian EFL Context: Learners' Perspective".⁵ This research a bit different from the two researchers before, the researchers research about the difference between advanced subjects' performance on the C-test and their scores on the cloze test as measures of reading comprehension.

The result of the research is the widely held view that c-test works better than the cloze test, it is shown that subjects performed better on the cloze test as a measure of reading comprehension.

Based on the prior researches above, it can be known that all the prior research have similarity with the research which will be conducted by the researcher. The similarity among those researches above is cloze. Both the first and second research use cloze to improve reading comprehension ability. However, they take a different context. In first research using cloze passage, while in second research using cloze procedure in expository text. Meanwhile, in the third research compared C-test vs. Multiple-choice Cloze Test

⁵ Parviz Ajideh, Sorayya Mozaffarzadeh, "C-test vs. Multiple-choice Cloze Test as Tests of Reading Comprehension in Iranian EFL Context: Learners' Perspective", Iran: Canadian Center of Science and Education, Vol. 5, No. 11; 2012

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension Ability

1. The Definition of Reading Comprehension Ability

a. Definition of Reading

Reading is comprehending - making sense of what is read.⁶ Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials.⁷ Whereas Sharon Grimes said that reading is an active process of constructing meaning.⁸ However, reading is not only producing sounds in the printed symbol but also making sense to comprehend the text. By reading, people can enrich vocabularies, obtain knowledge, and so forth. Hence, the readers need greatly reading comprehension to achieve the purpose of reading.

⁶ Camille Blachowicz and Donna Ogle, *Reading Comprehension*, (New York: Guildford Press, 2008), p.1

⁷ *Ibid.*, p.15

⁸ Sharon Grimes, *Reading Is Our Business*, (Chicago: American Library Association, 2006), p.18.

b. Definition of Comprehension

According to Bransford and Johnson's, comprehension is not simply about vocabulary, and it's not just about surface meaning. It's about getting under the surface and gaining some understanding of the relationships between the structural elements – whether these are words, concepts or propositions.⁹ Whereas Harris & Hodges state that comprehension is defined as “intentional thinking during which meaning is constructed through interactions between text and reader”¹⁰ Meanwhile Haris and Sipay assert that reading comprehension is one of the most complex skills that mankind has developed.¹¹ Based on those explanations above, the reseacher can make a line that comprehension is a deep understanding of structural word or text which is obtained complex thinking.

c. Definition of Ability

According to Carrol, term ability is in common usage in both everyday talk and in scientific discussions; its precise definition is seldom explicated or even considered. Then, Widgor and Garner, define ability as "systematic observation of performance on a task."¹²

⁹ Colin Harrison, *Understanding Reading Development*,(London: SAGE Publication Ltd, 2004) p. 52

¹⁰ Judy Willis, *Teaching The Brain To Read* ,(USA : ASCD, 2008), p.138

¹¹ Albert Josiah Harris and Edward R. Sipay, *How to Increase Reading Ability*, (USA: The Alpine Press, 1984), p.20

¹² David F. Lohman, *Issues in the definition and measurement of abilities*, (USA: The University of Iowa, 1997) p.7

Whereas ability is inferred from the comparison of one individual's performance to that of other individuals or to an external standard, process is inferred from the comparison of performance in one condition to performance in another condition.

d. The Definition of Reading Comprehension

Reading comprehension is the process of making meaning from text. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process.¹³

e. The Definition of Reading Comprehension Ability

Reading comprehension ability is the ability to understand the content of the written text to get information by activating the reader's prior knowledge. Reading cannot be separated from comprehension because the purpose or the result of the reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. The readers are not only reading a set of words in a sentence but also should be able to comprehend the text in order to get the message and information from what they have read.

¹³ G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, DOI 10.1007/978-94-007-1174-7_2, © Springer Science +Business Media B.V. 2011, p.15

2. Some Factors Affecting Reading Comprehension ability

According to Kintsch's CI, there are some factors affecting reading comprehension ability, they are:

a. Working Memory

Working memory (WM) has been described as the ability to store information temporarily while manipulating information needed to complete complex cognitive tasks such as learning, reasoning, and comprehending.

b. Vocabulary

Dennis noted that struggling readers are able to engage in many facets of the reading process, but require targeted instruction in both vocabulary and comprehension to strengthen their reading ability.

c. Prior Knowledge

Priebe, Keenan, & Miller has been defined prior knowledge as a domain or content knowledge that has been attributed to increased reading comprehension and memory about what has been read. Prior knowledge may increase reading comprehension because a person's understanding of the topic may aid in word identification.

d. Word Recognition

Since there is a strong relationship between word recognition and reading comprehension, oral reading fluency (ORF) has become an accepted way to quantify a student's reading competence.

As Gilbert et al. noted, poor morphological awareness impedes students from reading efficiently, which impacts reading comprehension.

e. Reading Strategies

According to Guthrie, reading strategy knowledge (i.e., summarization, inference, and prediction) are essential to reading comprehension. Furthermore, Fritschmann, Deshler, & Schumaker presented some aspects of their study that are related to the proposed study. First, they looked at the effect of reading strategy (inference) instruction on reading comprehension; the proposed study, likewise, is interested in describing the relationship between these two constructs. Secondly, students in both studies are secondary students (i.e., grades 9 – 12). Lastly, the proposed study will also investigate students' perception about their reading ability.

f. Motivation-to-read

Guthrie, Coddington, and Wigfield acknowledged that motivation is positively correlated to reading achievement. Conversely, avoidant motivation has been negatively correlated to reading achievement.¹⁴

¹⁴ Karen L. Sanford, *Factors that Affect the Reading Comprehension of Secondary Students with Disabilities*, (The University of San Francisco, 2015) p.85

3. The Levels of Reading Comprehension Ability

According to Alice C. Omagio in Sanggam's book, there are four different levels of proficiency readers as follow:¹⁵

a. Novice-level readers

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that are used in some texts containing general topics of their common experiences, such as basic classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

b. Intermediate-level reader

Intermediate-level readers, the readers that are able to find the main gist, key ideas, and some supporting details of explanation text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of a finer point.

c. Advanced-level reader

Advanced-level reader refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose which contain newspaper accounts, directions,

¹⁵ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 106

academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

d. Superior-level readers

Superior-level reader refers to the readers that have the capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on those explanations, the researcher can conclude that the level comprehension students of Mts Riyadlatul Ulum are classified to Intermediate-level reader.

4. The Kinds of Reading Comprehension Ability

There Pearson and Nicholson categorized reading comprehension ability into four categories namely, literal reading comprehension ability, interpretation reading comprehension ability, critical reading comprehension ability, and creative reading comprehension ability.

a. Literal Reading Comprehension Ability

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the types of meaning question: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book.

b. Interpretative Reading Comprehension Ability

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of the thinking skills. In general, it may be said that interpretation probes for greater depth than literal comprehension.

c. Critical Reading Comprehension Ability

The critical reading skill category is the one most direly in need of development in American life at the present time. According to Smith, critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

d. Creative Reading Comprehension Ability

The term "creative reading" is frequently used in as broad a sense as "inferences," "critical reading" and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. Creative reading in its higher form starts with a question

or an inquiry which arises in the mind of the reader, personally, and it is usually carried forward with high motivation, often a sense of urgency.¹⁶

Based on those theories, the researcher can conclude that the ability of students of Mts Riyadlatul Ulum are classified to interpretative reading comprehension ability

7. Abilities needed to understand a Reading Text

According to Leu and Kinzer, here are some abilities which need to understand a text¹⁷:

a. Decoding Knowledge

The readers are used to determine the oral equivalent of a written word. Decoding is the ability to gain word knowledge when it comes to a letter and sound relationships. It includes learning the patterns of different letter groupings along with being able to pronounce new words. Students benefit from decoding being taught in a detailed and systematic way. This is done by first teaching them the different sounds of a word, and then how to blend all the sounds together to correctly read the word. Decoding used to be called phonics.

¹⁶ Vila Pantan Smith, *The Many Faces of Reading Comprehension*, (Kansas City: ERIC, University of Southern California, 2003) p.9

¹⁷, Leu, Jr, Donald J and Kinzer Charles K. *Effective Reading Instruction in The Elementary Grades*. Ohio; Merril Publishing Company, 1987., pg 30-38

Anderson, Hiebert, Scott and Wilkinson state that “phonics ought to be conceived as a technique for getting children off to a fast start in mapping the relationships between letters and sounds”¹⁸

b. Vocabulary Knowledge

Vocabulary knowledge is important at all grade levels but is a particularly important aspect of reading instruction as children develop and explore less familiar subject areas with some specialized vocabularies. Vocabulary is important in word recognition. Young readers use the pronunciations and meanings of words in their oral vocabulary to help them recognize words they see in print.

When children sound out an unfamiliar word, they use the trial pronunciation they have created to search their oral vocabulary. If they find a match and it makes sense in the sentence, they resume reading. If the word is not in their oral vocabulary, they will have a difficult time recognizing that word in print even if they are able to produce an accurate pronunciation by decoding. Vocabulary also plays an important role in comprehension. Much of the research dealing with the effects of vocabulary instruction on comprehension has involved children in upper-elementary grades and above; however, the findings have implications for improving comprehension in younger children as well.

¹⁸ Laura J. Guenin, *Decoding Skills: How These Skills are the Answer to the Reading Problem That Affects Most Students*: The University of Toledo Digital Repository, Learning to Teach, Vol. 6 [], Iss. 1, Art. 1, 2017

c. Syntactic knowledge

Syntactic knowledge includes understanding word order rules that exist within sentences and permit you to determine the grammatical function and often the meaning of pronunciation of words.

Bernhardt, in her study, stated that second language learners' reading ability partly depends on their syntax ability.

Dwaik utilized the TOEFL test to measure the syntactic and lexical knowledge needed for second language reading comprehension.¹⁹ It seems syntactic knowledge plays an important role in second language reading. Reading will never be an easy task in an either native or second language. Understanding the process of reading might provide an idea of how learners process information from unknown to known.

d. Discourse Knowledge

Discourse knowledge is the knowledge of language organization at units beyond the single sentence level. It includes knowledge of the structural organization of different types of writing. Both discourse and knowledge are very complex phenomena studied in virtually all disciplines of the humanities and social sciences. face between discourse and knowledge needs to be multidisciplinary. This is not surprising when we realize that they mutually need and presuppose each other:

¹⁹ Kuang Yu Chen, *Vocabulary, Syntactic Knowledge and Reading Comprehension: the Perspective of College EFL Students: WHAMPOA - An Interdisciplinary Journal* 66(2014)39-52

discourse production and understanding is impossible without knowledge, and knowledge acquisition and change usually presuppose discourse. Indeed, it has been claimed that whatever is socially relevant to knowledge is usually also expressed in text or talk.

e. Readiness Aspects

According to UNICEF, reading readiness is a process of preparing a child for reading; encouraging the child to read and engaging that child in reading. However, reading readiness entails the maturation of all the mental, physical and socio-emotional factors involved in the reading process. Then Schifferdecker explains that reading readiness actually commences from that particular time when a child transforms from being a non-reader to a reader²⁰. Reading readiness is the ability of a student to benefit from initial reading instruction. Recently, reading readiness has also included being ready to read and understand a particular person. Reading Readiness was associated with higher Reading Achievement.

f. Affective Aspects

Affective aspects of reading comprehension include a reader's attitude and interest in reading. Attention to the affective aspects of reading include the non-cognitive aspects of reading or what can be thought of as how the readers value reading, their motivation for reading, their perception of self

²⁰ Francis Akubuilu, *Reading Readiness Deficiency in Children: Causes and Ways of Improvement*, Nigeria: University of Nigeria, ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.24, 2015., pg.38

or self- efficacy as a reader, and their interest in reading. The major themes emerging from the data are readers' self-evaluation, lack of interest in reading, and readers' background.

8. The Assessment of Reading Comprehension Ability

According to Haager & Klingner, Reading comprehension assessment has different purposes. One of these is to balance students' comprehension levels to those of students have met established criteria for their grade level. A third purpose is to tell instruction by determining when students understand what they read and how powerfully they use which comprehension strategies. Similarly, as important purposes are determining why a student may be struggling. Teachers must be clever at collecting assessment data so that they can plan what, how, and when to teach. To know the achievement of reading comprehension should be measured using the assessment of reading.

There are the measurement of reading comprehension according to Grenall and Swan, as follows:²¹

²¹ Simon Grenall and Michael Swan, *Effective Reading: Reading Comprehension for enhanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), p.34

Table 2
The Measurement of Reading Comprehension

No	Criteria	Score
1	Students can identify the meaning of the ideas of the text; it is included to decoding and vocabulary knowledge	0-25
2	Students can identify the communicative purpose of the text; it is included to discourse knowledge	0-15
3	Students can identify the main idea of the text; it is included to readiness aspect	0-25
4	Students can identify information contained in the text: it is included to syntactic knowledge	0-35
	Total	100

So reading comprehension assessment is to compare students' comprehension level and find out students' have criteria for their grade level, the last to inform instruction by determining when the students', understand what they read.

B. The Use of Cloze Test Strategy to Improve Reading Comprehension Ability

1. The concept of Cloze Test Strategy

According to Taylor, the cloze procedure for determining the difficulty, or "readability," of a text—reasoning that if several people could reproduce the missing words of a "mutilated" passage than the text must be easy to read, but if they could not supply the missing words the text must be difficult.

According to Spolsky, Cloze procedure is one of the major test forms which makes use of Spolsky's idea of reduced redundancy.²² According to Rye, cloze procedure 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 a cognitive task.

In line with the above view, Taylor states that who was the first scholar to use and study cloze procedure for its effectiveness upheld it as an instrument for determining the readability of materials in the reader's native language.²³

According to Steinman, cloze procedure is also used to assess reading strategies used by readers or to develop learners' reading strategies. Because some words are deleted, cloze forces readers to be more aware of the meaning and calls for the use of reading skills like scanning and searching that is often neglected in second language reading.²⁴ According to Oller, In traditional cloze testing or fixed-ratio method or standard cloze, every nth word of a passage is removed and replaced by a standard-length blank space.

²² Parviz Ajideh, Sorayya Mozaffarzadeh, "C-test vs. Multiple-choice Cloze Test as Tests of Reading Comprehension in Iranian EFL Context: Learners' Perspective", Iran: Canadian Center of Science and Education, Vol. 5, No. 11; 2012

²³ J.S Ereke, F. A. Okonkwo, *Cloze Procedures and Nigerian Secondary School Students' Achievement in Comprehension of Expository Texts*, Abakaliki Nigeria: Ebonyi State University' IJHSS Vol. 6, No. 6; June 2016

²⁴ Yanuarti Apsari, *Cloze Passage in Improving Students; Reading Comprehension*, Bandung: STKIP Siliwangi Bandung, ELTIN Journal, Vol 4/II, Oktober 2016

Usually, no word is omitted either in the first or the last sentence of the passage to provide the examinee with some context. Cloze activities based on the written text in which some words are left out and blanks are inserted.²⁵

Cloze paragraphs are often used to assess reading comprehension because the word choices students make provide the teacher with an opportunity to evaluate their understanding of the meaning of the text.

2. The principle of Using Cloze Test Strategy

- a. “n” letter which refers to the number of words preceding a deletion.
- b. The first and the last sentences of the passage should be left intact.
- c. Concerning the number of deletion

3. Types of Cloze Test Strategy

There are five major types of cloze tests, as follows:

a. Standard cloze tests

In this type of cloze tests, the deletion rate is mechanically set. It is between every 5th and 10th word. The examinee has to fill each blank with the word which they think have been deleted at standard intervals and replaced by a standard blank space.

²⁵ Adrienne Herrel, Michael Jordan, *Fifty Strategies for Teaching English Language Learners*, New Jersey:2004

b. Modified cloze tests

This type of cloze tests is used to monitor the progress of a class or an individual by concentrating on items of grammar or vocabulary. A rational system of deletion is followed, i.e., the deletion is decided by the examiner according to the purpose of the test. If the purpose is to test grammar, then function words, verb tenses, and the like grammatical aspects are deleted. Below is an example of a modified cloze test with rational deletion.

My brother and I sometimes go to a football match. Last Friday, we saw a match ___ we greatly enjoyed. ___ two teams ___ fast and skillful. The forwards maneuvered ___ shot hard and straight ___.

Answers: 1) which, 2) the, 3) were, 4) and. If we look at the deleted words, we can see that they are all function words.

c. Multiple-choice cloze tests

Multiple-choice cloze tests are a compromise between modern and post-modern testing methods. This compromise does inevitably change the nature of the test and let it fall squarely into the psychometric domain. It is objective and reliable but does not necessarily test the overall language abilities of the examinee. Consider the following example of a multiple-choice cloze test.

While I was standing (1) __ a red light at the corner, a yellow car (2) __ the light and hit a blue car which was (3) __ through the intersection. Obviously, the driver of the yellow (4) __ was at fault

Space

1: a. in b. with c. at d. from Space 2: a. ran b. put out c. left d. put on Space 3: a. racing b. going c. driving d. stopping Space 4: a. lorry b. car c. biked. van.

d. C.-Test

According to Alderson, a c-test involves mechanical deletion of every second word and half of each deleted word remain in the texts so as to give the examinee a clue as to what is missing. Consider the following example taken from Alderson et al.,. Each blank in the test below must be filled by the second half of a word.

If the whole word has an even number of letters then exactly half are missing: to = t__, that = th__ If the whole word has an uneven number of letters, one more than half are missing: the = th__; their = the__; letters = let Have you heard about camera that can peer into the ground and see a buried city ? Or another th__ can he__ scientists est__ when a vol__ will er__ still ano__ that c__ show__ h__ deep a bu__ has go__ into fl__ ?.

e. Cloze elide

This type of cloze test requires the testee to elide words which are inserted in the passage of the test and do not belong to it. This technique is not new and it has been used much earlier. In the following passage, there are words that are inserted deliberately where they do not belong. Read the passage and delete these words:

When I was standing at a red light, a yellow car ran over the light and hit a blue car is going through the intersection. The driver of the yellow car he was at fault..... The words which should be deleted are: being, over, is, he respectively. This type of cloze test requires observing immediate or long-range contextual constraints and is considered as a test of style and text coherence and cohesion.

4. Advantages and Disadvantages of Cloze Test Strategy

a. Advantages of Cloze Test Strategy

There are some advantages of Cloze as follows:

- 1) Helps students to improve reading and listening comprehension.
- 2) Enhance vocabulary of the student.
- 3) Works on knowledge of sentence structure.
- 4) Allows Students to find deeper meaning in readings.
- 5) Involves repetition of reading of content.

b. Disadvantages of Cloze Test Strategy

Here are some disadvantages of cloze:

- 1) Can become difficult to create a quality of cloze
- 2) Some disagree that it is valid of testing.
- 3) Can frustrate with vocabulary and language.

5. Procedures of Cloze Test Strategy

The steps in using cloze activities are:

a. Observing students reading behaviour

Observe the students as they read and note their use phonological, meaning and syntax cues as well as their self-monitoring. Also, note to the categories of the words that seem to be giving them difficulty.

b. Grouping students for instruction

Examine the students' running records to determine which students are experiencing similar difficulties, the group of students works together.

c. Preparing a cloze activity to meet students' needs

Prepare a cloze paragraph by choosing a selection from a reading assignment at the students' instructional reading level and deleting words using one of the following methods.

- 1) Copy the paragraph onto the poster board of chart paper and cover selected tape. Be sure to use the type of tape that is easily removed.
- 2) Copy the paragraph onto transparency film, leaving blanks text.

3) Copy the sentences from the selection onto sentence strips. Out the words apart leave some out as they are placed into a pocket chart.

d. Identifying appropriate word to fill the blanks

Work with the group of students, asking them to read the selection silently. Have students write down the words they think would best complete selection. Ask each student to read the selection orally and insert the words he or she believes are needed to make selection make sense. After the students read the selection with their chosen words inserted, have them explained how they did they decided which word to insert. Have them point to or read the parts of the selection that gave them clues. If they selected different words, have them discuss which word seems to fit best and why.

e. Assessing student growth and understanding

Using cloze paragraphs to assess student comprehension is very effective. Giving cloze assessments periodically to document growth in the use of context cues is an interesting way of assessing students' abilities to make sense of a text. Periodic cloze assessment can easily be included in individual student portfolios to document growth in reading comprehension.

f. Adding technology

Cloze paragraph at various reading levels can be saved on a computer.

Students can complete the cloze assignments and print their work. The paragraph can be graded and included in the portfolio.²⁶

6. Action Hypothesis

Based on the theoretical review above, the researcher would like to formulate action hypothesis of this research. The action hypothesis of this research is “Using cloze Test Strategy can improve the students’ reading comprehension ability at the eighth graders of Mts Riyadhatul Ulum Bumi Harjo, Batanghari, Lampung Timur.

²⁶ Abdul-Jabbar Ali Darwesh, (Ph. D.), *Cloze Tests: An Integrative Approach*, University of Al-Mustansiriyah College of Basic Education

CHAPTER III

RESEARCH METHODOLOGY

A. The Operational Definition of Variable

According to Donald Ary variabel is a construct or a characteristic that can take on different values or score.²⁷ The variable must be able to take on at least two values or scores. It means that a variable refers to a characteristic of attribute of an individual or an organization that can be measured or observed. In this research, the operational definition of variables as follows:

1. Independent Variable

According to Evelyn, independent variable is variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the dependent variable “depends” on the independent variable.²⁸ The independent variable (X) in this research is “Cloze Test Strategy” which students can understand the meaning of a text by using cloze test. Cloze Test Strategy as a strategy that makes students actively learn in the class and the students can improve their learning skill especially in reading comprehension. Moreover, to measure the teacher performance in using cloze test strategy the researcher will using on observation sheet.

Indicators of teacher performance in using cloze test strategy, the teacher is a leader of a learner-centered community, in which

²⁷Donald Ary, et.al. *Instruction to Research in Education*, (Canada: Wadsworth, 2006), p.37

²⁸Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Linguistic*, (U.S.A : Heinle Publisher, 1991),p.64

an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching

Then, this variable indicator is the students of Mts Riyadhatul Ulum can do their reading spontaneously and structured. In this case how to measure this variable using an observation sheet and for the score is a star of 0-100 with score 90-100= Excellent, 80-90= Good, 70-80= Average, 60-70= Fair, 50-60= Poor, to assess and measure student performance. Indicator of this variable is the students are given several text which is the students can active and participate in learning in the classroom by using cloze test strategy.

2. Dependent Variable

According to Evelyn Hatch, dependent variable is the major variable that will be measured in the research. Dependent variable is a variable that can improve by an independent variable.²⁹ Dependents variable in this research is reading comprehension can be defined as knowledge of students in identification the text such as: main idea, topic, and the other. In this variable will be conducted in pre-test and post-test in different level in multiple choice form that consist of 20 items and will give 1 score for each items and calculated gotten score with formulating total of true answer divides number of the exercise and multiplied to 100,

²⁹ *Ibid*, p.63

so the lowest score is 0 and the highest score is 100. And to know the student's mastery in reading comprehension, the researcher decides some indicators in this variable.

The indicators of this dependent variable as follow:

No	Content	Score
1.	Student can identify the meaning of ideas of the text.	0-25
2.	Students can identify the communicative purpose of the text.	0-15
3.	Students can identifying main idea of the text.	0-25
4.	Students can identify information contained in the text.	0-35
	Total	100

B. Research Setting

This research will be conducted at Mts Riyadlathul Ulum Bumiharjo. It is located on Jl. Pondok Pesantren 39 B Batanghari Kabupaten Lampung Timur. This school was established on June, 21st 2015. The researcher chose this setting because the students come from different intelligence, social background, and characteristics of students setting and subject of research.

C. The subject of the Study

The subject of the study is the eighth graders students of Mts Riyadlathul Ulum Bumiharjo which consist of 19 (nineteen) students and they are chosen based on pre-survey, the result proves that the students of the first level had the low achievement in reading and they needed an appropriate approach to improve their reading by using Cloze Test Strategy.

D. Research Procedure

Bassegy stated that classroom action research as an inquiry to improve educational practice which is carried out in order to understand, to evaluate and then to change.³⁰ Besides, Macintyre mentioned “classroom action research is recognized and approved way of carrying out self-appraisal through evaluating any or all of the activities which make up classroom practice”.³¹

Furthermore, Johnson said that classroom action research is the systematic inquiry that is done by the teacher for themselves into one’s own practice.³² Then, Burns stated “the central idea of the action part of classroom action research is to intervene in a deliberate way in the problematic situation

³⁰Valsa Koshy, *Action Research for Improving Practice: A Practice Guide*, (London: Paul Chapman Publishing, 2005), p. 8

³¹Cristine Macintyre, *The Art of Action Research in the Classroom*, (London: David Fulton Publisher, 2000), p. xii

³²Craig A. Mertler, *Action Research: Teachers as Researchers in the Classroom*, (California: Saga, 2009), p. 4

in order to bring about changes and, even better, improvements in practice”.³³

Based on several statements above, the researcher concludes that classroom action research is the action from the teachers in the classroom teaching learning practice to evaluate them-selves and to find the problem in practice, in order to get the improvement in practice.

1. The Steps of the Research

In this classroom action research, the research is conducted based on the post-test design. The researcher takes one class where the students are given on doing the task before they are given material about reading. The students are also given post-test after they are given the treatment.

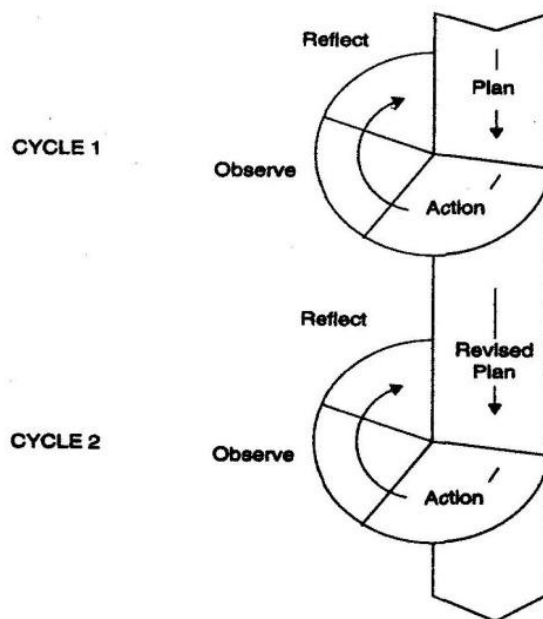
There are four steps in the cycle; they are planning, acting, observing, and reflecting. If the first cycle had failed, the cycle must be reviewed for the second cycle and so on.

There is a relationship between one and other. According to Walton Hall Milton Keynes, we will use simple four-phase cycle in action research.³⁴

³³Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge, 2010), p. 2

³⁴ Walton Hall Milton Keynes, *Action Research a Guide for Associate Lecturers*,(the Open University,2005), p9.

The cycle of Classroom Action Research



Cycle I

1. Planning

Planning is the first step in each cycle. Without planning, this research would be no focus. In this phase, the researcher prepares lesson plan, instructional material, and teaching media. In planning stages, the researcher prepared the teaching-learning instrument as the following:

- a) The researcher identifies the problem and found the problem-solving.
- b) The researcher prepares the material and technique of teaching.
- c) The researcher makes the lesson plan.
- d) The researcher prepares the source of learning.
- e) The researcher prepares guidance to observe and evaluate.

2. Acting

An action is a realization from the planning that the researcher had made. In other words, an action is an implementation of planning that had made the researcher. The researcher tries to implementing the Cloze Test Strategy in the teaching-learning process.

3. Observing

Observation is a process of recording the event and action in the class. Observation will be done to get data needing and to see whether the comprehensively. Based on the collected data are achieved or not. The researcher use some had better prepare for the next action.

4. Reflecting

Reflection is the last step in this process. The researcher analyzes and makes evaluation by eliminating the not useful action. The researcher analyzes and discusses the result of students work during teaching-learning, like strength and weakness done by researcher and students during teaching learning process by using Cloze Test Strategy and learning result in reading skills. Learning process analyzing done based on observation. Based on analyses and reflection, it is decided that the next cycle focused based on the weakness in the previous cycle.

Cycle II

1. Planning

1. The researcher identifies the problem in cycle 1 and found the cause of the problem.
2. The researcher prepares the lesson plan.
3. The researcher prepares the material, method, and media of teaching.
4. The researcher prepares the source of learning.
5. The researcher prepares guidance to observe and evaluate.

2. Acting

a. Pre-activity

1. The researcher greets the students.
2. The researcher guides the student to pray together before starting the teaching-learning process.
3. The researcher checks the attendance list of the students.

b. While Teaching Activities

1. Researcher gives students a recount text, make sure that they read and note use phonological, meaning, and meaning and syntax cues.
2. Researcher notes to the categories of the words that seem difficult to them.
3. Researcher determines students experiencing similar difficulties and asks them to work together.

4. Researcher prepares a cloze test paragraph by choosing a selection from a reading assignment at the students' instructional reading level and deleting words
 5. After students work with the group, researcher asks them to read the selection silently.
 6. Teacher asks students to write down the words they think would best complete selection. Ask each student to read the selection orally and insert the words he or she believes are needed to make selection make sense.
 7. After the students read the selection with their chosen words inserted, teacher asks them to explain how they decided which word to insert. Have them point to or read the parts of the selection that gave them clues. If they selected different words, have them discuss which word seems to fit best and why.
 8. The researcher gives the explanation to the students how to put the right word in the blank space of the paragraph.
 9. The researcher gives a test to the students to fill the blank word the in a paragraph.
 10. The researcher gives an evaluation.
- c. Post-teaching Activities
1. The researcher gives feedback and conclusion.
 2. The researcher closed the lesson by greeting.

3. Observing

In this step, the researcher observed learning process by observing format and field note to collect the data on cycle 2.

4. Reflecting

This step is reflecting and evaluating to acting is done. By reflecting researcher would know the strength and weakness of acting are done. This matter to knowing whether still need done next cycle or not.

E. Data Collecting Technique

To sustain the validity of the research result, the researcher collected data which are derived from several ways such as test, observation, and documentation, here the explanation as follows:

1. Test

In educational research achievement, tests are most commonly used.³⁵

The researcher used a test to get data result of students' reading text.

The result of this test is the students' understanding paragraph based on the topic given by the teacher. The aim of this test is to measure the students' ability in reading comprehension based on the topic. These tests are of two types there are:

a) Pre-test

³⁵ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 209.

The pre-test is given in the first meeting before doing treatments in order to know the ability of the students before doing the action research. The pre-test using in this research is in the form of reading ability test.

Pre-test is used as a based score of the student and also guidance for the researcher to observe the improvement before and after implementing Cloze Test Strategy.

b) Post-test

Post-test is conducted to assess the effectiveness of the independent variable.³⁶ The post-test would be done after the treatment, after having the treatment; the student would have a post-test. The form and the procedure of the post-test are the same as a pre-test.

2. Observation

Donald Ary defined that observation is a basic method for obtaining data in qualitative research. Observation is made with respect to some characteristic of the behavior of the subject employed in the research.³⁷ Here, the observation focused on an entire process of teaching-learning reading through Cloze Test Strategy.

³⁷ Donald Ary, et. al., *Introduction to Research in Education*, (United State of America: Holt, Reinhardt, and Winston, 1979), p. 431

Anne states that observation involved the researcher in observing systematically the effects of the action and documenting the context. Action and opinions of those involved.

It is a data collection phase where you use open-eyed and open-minded tools to collect information about what is happening.³⁸ Moreover, the researcher used observation as a data collection technique to know how teaching Reading comprehension through Cloze Test Strategy and to know the students' development and how far this approach can help the students' reading comprehension mastery.

3. Documentation

During the process of conducting the research, the researcher may need documentation as proof of the data. The researcher used the documentation to obtain data about, the history of Mts Riyadlathul Ulum Bumiharjo, organizational structure, geographical condition of the school, condition of the students, environment, teachers, and staff. Moreover, the researcher used documentation about archives planning learning activity and the results of students' activity, and used document in the pictures form to prove students' picture during a learning process.

4. Field Notes

³⁸ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2009), p.8

The researcher used this strategy to record detail information in the research activity at MTS Riyadhatul Ulum Bumiharjo Batanghari Lampung Timur

F. Research Instrument

The researcher used two instruments to get data in the classroom action research. They are test and observation sheet.. To obtain qualitative data, the researcher used observation. On the other hand, the researcher used a test to obtain quantitative data.

1. Test

Pre-test and post-test conducted before and after implementation of cloze test strategy in teaching the material of reading that is recount text. The test is to measure the students' ability in reading comprehension..

2. Observation Sheet

The researcher fills the observation sheet in order to know the students' activities during teaching learning process.

G. Data Analysis Technique

Data analysis was conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher compared between pretest and post-test.

The formula to get the average as follow:³⁹

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

Note:

M = Average/ Mean

$\sum X$ = Total of Score

N = Total of Students.

Besides that, to measure the percentage of students' activities, the researcher used the formula⁴⁰:

$$\% = \frac{f}{N} \times 100$$

Notes:

% : Percentage

f : Frequency, or the number of cases in any category

N : Total of data

H. Indicator of Success

The indicator of success is taken from the process and the result of the classroom action research. Then, the research is called success when there is 75% numbers of students can pass the target of the minimum mastery criteria at the school at least 70 and 75% students can participate in the learning actively.

³⁹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 297.

⁴⁰ Joseph F. Healey, *Statistics A Tool for Social Research*, (USA: Cengage Learning, 2015), 10th edition, p. 26

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

In this chapter the researcher would like to present the result of the research. It involves the result of the research and interpretation which had been carried out by the researcher at MTs Riyadlatul Ulum particularly at the eighth grade students of MTs Riyadlatul Ulum in the Academic Year of 2018/2019.

1. Description of Research Location

a. History of MTs Riyadlatul Ulum

MTs Riyadlatul Ulum is located on Pondok Pesantren street, Bumiharjo, Batanghari East Lampung. It was established on 2014. Teaching and learning activities in MTs Riyadlatul Ulum begins from 07.15 am until 14.00 pm.

b. Total Student in the Academic Year of 2018/2019

MTs Riyadlatul Ulum has 263 students. It is divided into some classes that could be identified as follows:

Table 4
Total of Students at MTs Riyadlatul Ulum
in the Academic Year of 2018/2019

No	Class	Sex		Amount
		Male	Female	
1	VII	50	39	98
2	VIII	40	30	70
3	IX	35	33	68
Total				263

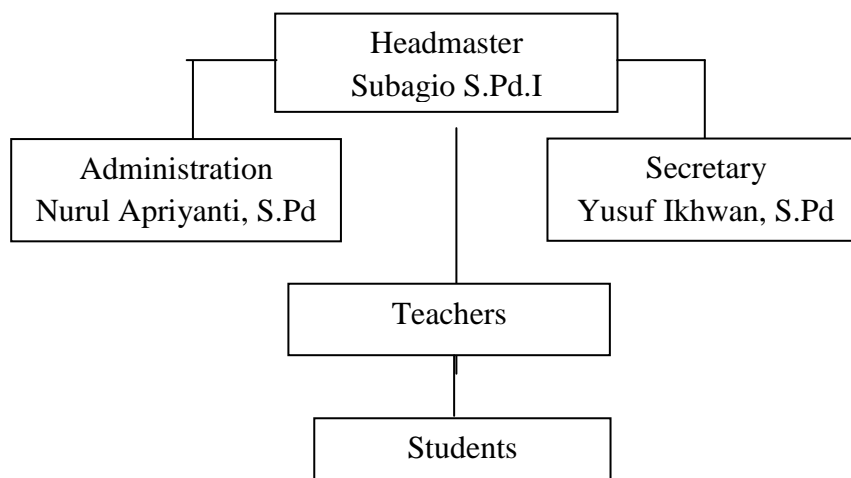
Source: Documentation of MTs Riyadlatul Ulum in Academic Year of 2018/2019

Table 5
The Teacher of MTs Riyadlatul Ulum
Batanghari East Lampung

No	Name	Job
1	Subagio ZI, S.Pd.I	The head master
2	Nur Khoiruddin, S.Pd.I	Teacher
3	Yasir Efendi, A.Md	Teacher
4	Afifulloh, S.E	Teacher
5	Susi Ernawati, S.Pd. I	Teacher
6	Anifatul Muawanah, S.P.d.I	Teacher
7	Sahidin Zuhri, S.Pd.I	Teacher
8	Siti Nur Rifa'atul AM, S.Pd.I	Teacher
9	Muhlisin Ali, S. Pd	Teacher
10	Yusuf Ikhwan, S.Pd	Teacher
11	Alfi Roisah, S.E	Teacher
12	M. Zainul Asror, S.Pd	Teacher
13	Nurul Apriyanti, S.Pd	Teacher
14	Asna Qomariyah	Teacher
15	Abdul Ghofururrohimi, S.pd. I	Teacher
16	Afif Azizah, S.Pd	Teacher
17	Rahmad Setya Dharmawan	Teacher

Source: Documentation of MTs Riyadlatul Ulum in Academic Year of 2018/2019

Picture 1
Organization structure of MTs Riyadlatul Ulum Batanghari
in Academic Year of 2018/2019



c. The List of Students' Name of Class VIII

Table 6
The List of students' name class VIII in academic year 2018/2019

No	Name
1	Rafiun
2	Ahmad Rijal Mubarok
3	Alif Ramdhani
4	Ahmad Nafi'udin
5	M. Sufyan
6	M. Alfarizi
7	M.Ali Akbar
8	Sandi Kurniawan
9	M.Danu Hidayat
10	Hafidzoh Ziadatul Khoir
11	Susiana
12	Aisyatur Rohmah
13	Latifarurrosidah
14	Ummi LF
15	Violla Nur Hamidah
16	Ragil Nurhidayat
18	Rizki Kurniawan
19	Danu Faturrohman

2. Description of Research

This research used classroom action research. In this research, the researcher used cloze test strategy to improve the students' ability in reading recount text. It was conducted in two cycles which consist of planning, acting, observing, and reflecting for each cycles. Furthermore, the action in cycles I and cycles II were conducted about two meeting and took 2x45 minute for each cycles.

a. Pre-test

Before doing the classroom action research, the pre-test had been conducted on Wednesday, April 10th, 2019. It started at 08.45 up to 10.00 WIB. There were 19 students of VIII A followed the test. The test was performance (reading) test. The students were asked to find some blank words in the paragraph by matching the word bellow paragraph to blank word.

Table 7
The result of pre-test

No.	Initial Students	Score	Interpretation
1	R	36	INCOMPLETE
2	ARM	36	INCOMPLETE
3	AR	40	INCOMPLETE
4	AN	40	INCOMPLETE
5	MS	36	INCOMPLETE
6	MA	36	INCOMPLETE
7	MAA	40	INCOMPLETE
8	SK	40	INCOMPLETE
9	MDH	36	INCOMPLETE
10	HZK	36	INCOMPLETE
11	S	40	INCOMPLETE
12	AiR	72	COMPLETE
13	LR	50	INCOMPLETE
14	ULF	72	COMPLETE
15	VNH	50	INCOMPLETE
16	RN	40	INCOMPLETE
17	RK	40	INCOMPLETE
18	DF	40	INCOMPLETE
19	DAFA	40	INCOMPLETE
	Total	820	
	Average $\bar{x} = \frac{\sum x}{N}$	43.15	INCOMPLETE

Source: Taken on April 10th, 2019.

Based on the pre-test activity, the students had low score. There was only 2 students passed the minimum mastery criteria. Meanwhile, the others 17 students were below the criteria. Then, the data showed that the average score of pre-test was 43.15. Therefore, the researcher

would use the strategy in the treatment to improve the students' reading ability.

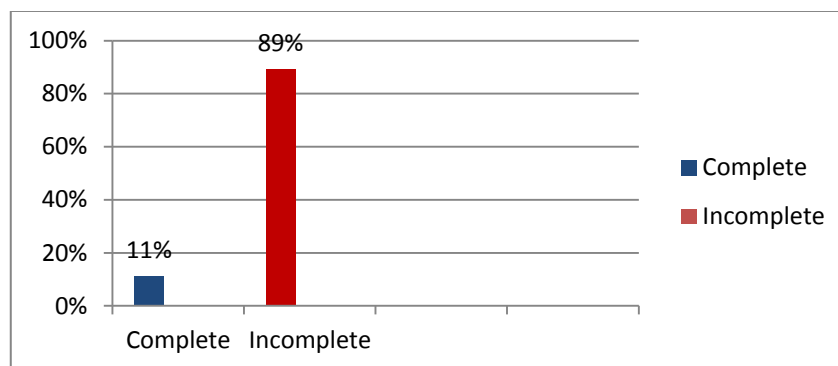
Here is the table about percentage from the score of pre-test, as follows:

Table 8
Frequency of Students' Mark of Reading Ability Pre-test

No	Mark	Frequency	Percentage	Category
1	≥ 70	2	11%	COMPLETE
2	< 70	17	89%	INCOMPLETE
Total		19	100 %	

Source: the result of pre-test on April 10th, 2019

Figure 1
Graph of Students' Pre-test of Mts Riyadhatul 'Ulum



Based on the graph above, it can be evaluated that there were 2 students (11%) who passed the minimum score and 17 students (89%) who failed the pre-test. In the pre-test, the lowest score was 36 and the highest score is 72. It could be made a line that most of VIII A students' ability in reading comprehension was still very low. Besides, it was known that the average score of students was

43.15 so the researcher used cloze test strategy to improve students' reading ability.

b. Cycle 1

After analyzing and identifying the data from pre-test. The researcher knew the students' difficulties and problems in learning of reading a recount text. Hence, the researcher determined to apply cloze test strategy in teaching reading of recount text to overcome those problems. The implementation of the action in cycle I was held from April 11th up to April 18th, 2019 at VIII grade of Mts Riyadlatul 'Ulum. There were 19 students followed this implementation. In this cycle consists of planning, acting, observing, and reflecting.

1) Planning

Planning was conducted after the researcher finished the pre-test. Then, the researcher made lesson plan by selecting recount text as the material and cloze test as the strategy of teaching and learning English. The material includes the definition, the generic structure, the language features and the example of recount text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 9
The Meeting Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	Thursday, April 11 th , 2019	08.45 a.m. – 10.00 a.m.
2 nd	Wednesday, April 18 th , 2019	08.45 a.m. – 10.00 a.m.

a) The First Meeting

The first meeting was conducted on Thursday, April 11th, 2019 at 08.45 a.m. – 10.00 a.m. In implementing the acting, the researcher acted as the English teacher who though reading recount text by cloze test strategy. At the beginning of teaching learning process, the researcher greeted students. After that, he was checking the attendance list. Then, she conveyed learning objectives of this meeting. After she was conveying the learning objectives, he made the students to study in group. The member of the group was choosing by the researcher. Each group consists of 3-5 students. After that, each group was asked to open the material about recount text on their book and then they were asked to understand the material includes the definition, the generic structure, and the language features of

recount text. Then, the researcher gave students a cloze test to work in group. The researcher gave some tips to work the cloze test, such as (1) the students should know what kind of the test is. It can be seen from grammatical use in the text. (2) Defining what kind of word in the blank space; for instance verb usually comes after subject. (3) Concerning the context of the text. Such as the word “planting” related to farm, “swimming” related to water, “ill” related to medicine and so on. The students who didn’t understand to the material were accepted to ask their members group or the researcher. In the next step, after the result of the discussion was collected, the students discussed the material and shared their knowledge among member of group. After doing a cloze test, researcher asked to representative of each group to read a paragraph and gave the correct answer.

b) The Second Meeting

This meeting was conducted on Wednesday, April 18th, 2019 at 08.45 up to 10.00. In this meeting, the researcher did the opening like as in the first meeting. After that, the teaching learning process was continuing from the first meeting. The students studied on group again. Then, they prepared the material or the discussion result to present it.

Furthermore, after all group finished, the researcher evaluated the presentation of all groups. Then, the researcher added the material that wasn't discussing on the presentation. After that, at the end of this meeting, the researcher gave post-test 1.

Table 9
The result of post-test 1

No.	Initial Students	Score	Interpretation
1	R	52	INCOMPLETE
2	ARM	60	INCOMPLETE
3	AR	60	INCOMPLETE
4	AN	64	COMPLETE
5	MS	72	COMPLETE
6	MA	50	INCOMPLETE
7	MAA	74	COMPLETE
8	SK	56	INCOMPLETE
9	MDH	72	COMPLETE
10	HZK	56	INCOMPLETE
11	S	52	INCOMPLETE
12	AiR	80	COMPLETE
13	LR	72	COMPLETE
14	ULF	84	COMPLETE
15	VNH	60	INCOMPLETE
16	RN	56	INCOMPLETE
17	RK	40	INCOMPLETE
18	DF	54	INCOMPLETE
19	DAFA	72	COMPLETE
	Total	1120	
Average	$\bar{x} = \frac{\sum x}{N}$	62.42	INCOMPLETE

Source: Taken on May 2nd, 2019.

Related to the result of the post-test 1 which was shown on the table of the students' score of post-test 1, the average score was 62.42 in which there were 8 students achieved the minimum mastery criteria and 11 students failed.

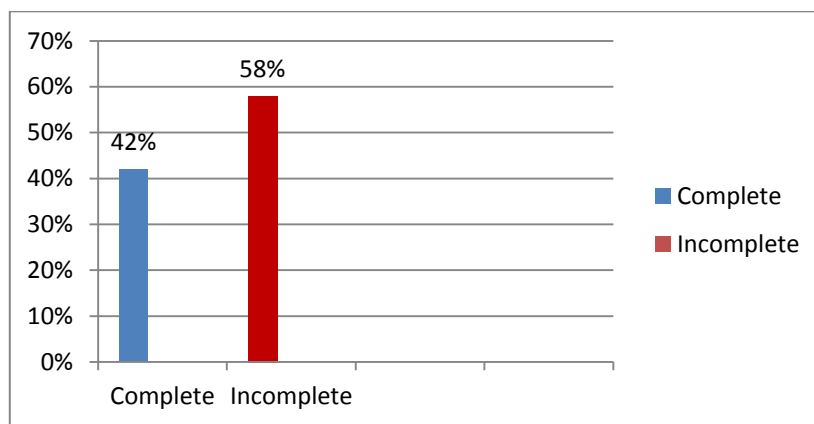
The following were the table of students' score mark of post-test 1:

Table 10
Frequency of Students' Mark of Reading Ability Post-test 1

No	Mark	Frequency	Percentage	Category
1	≥ 70	8	42%	COMPLETE
2	< 70	11	58%	INCOMPLETE
Total		26	100 %	

Source: the result of post-test on May 2nd, 2019.

Figure 2
Graph of Students' Post-test 1 of Mts Riyadlatul 'Ulum



1) Observing

While the treatment has given, observation was also conducted. The researcher was as teacher and the English teacher was as a collaborator who helped the researcher to observe the students' activities during teaching learning process. The observation wrote on the observation sheet.

The result of the observation can be seen on the table below:

Table 11
Frequency of Students' Activities in the Cycle I

No.	Students' Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	12	65%
2	The students ask/answer the question from the teacher	7	38%
3	The students were active in building teamwork	9	50%
4	The students understood reading recount text	7	38%
Total Students		19	

The table showed that the frequency of the students who paying attention of the teacher explanation was 15 students (80%). Besides that, there were 7 students (38%) who asked or answered the question from the teacher, 9 students (50%) who active in building team work, and 7 students understand in reading recount text

Based on the result above, it could be concluded that the learning process of cycle I wasn't successful yet because no one activity passed the indicator or less than 75% students were active in the learning process.

2) Reflecting

Based on the result of the students' post-test 1 that showed 42% students who got the score above the minimum mastery criteria and less than 75% students were active in the learning process, the implementation of cloze test strategy had not given satisfactory result yet on the improvement of students' reading ability. Therefore, it needed to be revised before the implementation of the next cycle so that it could achieve the criteria of success of this research.

From the result of the observation in cycle I, there were some problems that found, as follows:

- a) There were some students that were shown unenthusiastic to the teacher's explanation.
- b) Most of the students didn't ask and answer the teacher's questions.
- c) Most of the students weren't active in building teamwork.
- d) Most of the students did not understand yet in reading recount text.

Based on the result the reflecting step, the researcher decided to create some revision for the cycle I. There were some revisions to be applied in cycle II, such as:

- a) The teacher gave more motivation to the students in order to study harder.
- b) The teacher gave more detail explanation and questions after explaining the material to control the students' activity.
- c) The teacher was regrouping the member of group in the learning process
- d) The teacher asked the students to fill word in the blank space in recount text in group working when in the treatment.

In this research, pre-test and post-test 1 had done individually. It was aimed to know the students' reading ability score before and after treatment. From the result of pre-test and post-test 1, it can be analyzed that there was an improvement from the students' result score. It could be seen from the advantage score in pre-test 43.15 and post-test 1 62.42. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 8 students (42.10%) who passed in the post-test 1.

It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

a. Cycle II

After finding the result from the cycle 1, the result showed that the research should be continued in the next cycle that was cycle II. This cycle was held from May 8th up to May 9th, 2019.

1) Planning

In this step, the researcher as the teacher in this learning process gave some additional to the lesson plan that has been made before and revised to be better one. The additions were the teacher gave more motivation to the students in order to study harder, gave more detail explanation and questions after explaining the material to control the students' activity, regrouping the member of group in the learning process that used cloze test strategy, and asked the students to understand recount text in group working when in the treatment. In this cycle also used observation sheet to observe the students' activity in the learning process and it used test that was like the test in the cycle I by using different themes to be chosen.

2) Acting

Acting is the second step in this research. The researcher also conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 12
The Meeting Schedule of Action in Cycle II

Meeting	Day/Date	Time
1 st	Wednesday, May 8 th , 2019	08.45 a.m. – 10.00 a.m.
2 nd	Thursday, May 9 th , 2019	08.45 a.m. – 10.00 a.m.

a) The First Meeting

The first meeting conducted on Wednesday, May 8th, 2019 at 08.45 a.m. – 10.00 a.m.. In this meeting, after greeted the students, the teacher motivated the students. After that, the teacher asked the students to study in group again. The members of the group were different from cycle I. The members of group were chosen by the teacher. The students were chosen based on the result of the test in post-test 1. The students were asked to discuss the material on their books. The students who passed in the test of cycle I asked to help the other on their group to understand the material. In this cycle, the students in group working were asked to use the group's knowledge to analyze what the meaning of the text is.

After that, they should discuss and make sure the result of their reading.

b) The Second Meeting

In the second meeting that was conducted on Thursday, May 9th, 2019 at 09.45 a.m. – 10.00 a.m. The teacher asked the students to check their discussion result. After the students finished, they asked to show the presentation about their result of group discussion. The other groups paid attention to the presentation. Then, the teacher added the material that wasn't discussing on the presentation.

After that, at the end of this meeting, the researcher gave post-test 2. It had similarity as the task on the post-test 1 but in this test gave the different themes. The students had to fill the blank word in the text with put the correct word in the below of the text that was given in 45 minutes.

Table 13
The result of post-test 2

No.	Initial Students	Score	Interpretation
1	R	56	INCOMPLETE
2	ARM	60	INCOMPLETE
3	AR	72	COMPLETE
4	AN	84	COMPLETE
5	MS	80	COMPLETE
6	MA	60	INCOMPLETE
7	MAA	84	COMPLETE
8	SK	72	COMPLETE
9	MDH	80	COMPLETE
10	HZK	80	COMPLETE
11	S	80	COMPLETE
12	AiR	84	COMPLETE
13	LR	80	COMPLETE
14	ULF	92	COMPLETE
15	VNH	80	COMPLETE
16	RN	72	COMPLETE
17	RK	60	INCOMPLETE
18	DF	80	COMPLETE
19	DAFA	80	COMPLETE
	Total	1434	
	Average	$\bar{x} = \frac{\sum x}{N}$ 75.47	COMPLETE

Source: Taken on May 9th, 2019.

Related to the result of the post-test 2 that was shown on the table of the students' score of post-test 2, the average score was 75.47 in which there were 15 students achieved minimum mastery criteria and 4 students failed. It mean that cycle II was success.

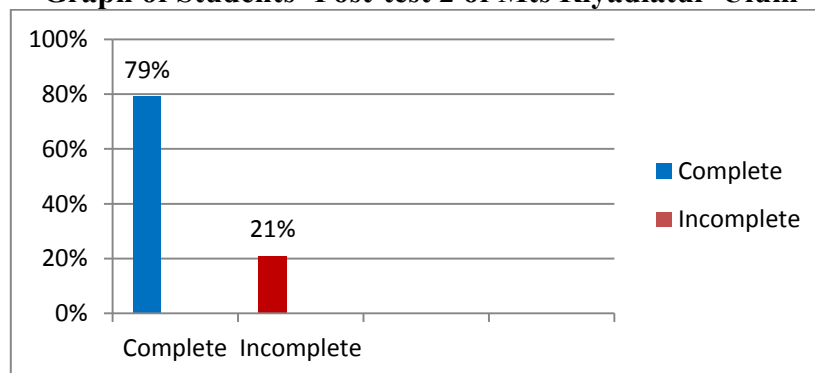
The following were the table of students' score mark of post-test 2:

Table 14
Frequency of Students' Mark of Reading Ability Post-test 2

No	Mark	Frequency	Percentage	Category
1	≥ 70	15	79%	COMPLETE
2	< 70	4	21%	INCOMPLETE
Total		26	100 %	

Source: the result of post-test 2 on May 9th, 2019

Figure 4
Graph of Students' Post-test 2 of Mts Riyadlatul 'Ulum



3) Observing

While the treatment has given, observation was also conducted in this cycle. The result of the observation can be seen on the table below:

Table 15
Frequency of Students' Activities in the Cycle II

No.	Students' Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	17	89%
2	The students ask/answer the question from the teacher	15	79%
3	The students were active in building teamwork	16	84%
4	understood reading recount text	15	79%
Total Students		19	

The table showed that the frequency of the students who paying attention of the teacher explanation was 16 students (84%). Besides that, there were 15 students (79%) who asked or answered the question from the teacher, 17 students (89%) who active in building team work, and 15 (79%) students understood reading recount text.

Based on the result above, there was more than 75% students were passed the indicator of the activity in the learning process. Therefore it could be inferred that the learning process of cycle II was success.

4) Reflecting

The reflecting of Classroom Action Research was carried out after the teacher getting the score result of the post-test. The researcher felt satisfied with the result. The students could improve their

reading ability. There were >75% of students passed the examination. It means that the students' reading ability had improved.

From the result above, the researcher concluded that the research was success and would not be continued to the next cycle. The students score on reading ability from pre-test, post-test 1 and post-test 2.

Table 16
The Students' Score of Pre-test, Post-test 1, and Post-test 2

No	Name	Pre-test Score	Post-test 1 Score	Post-test 2 Score	Notes
1	R	36	52	56	UNIMPROVE
2	ARM	36	60	60	UNIMPROVE
3	AR	40	60	72	IMPROVE
4	AN	40	64	84	IMPROVE
5	MS	36	72	80	IMPROVE
6	MA	36	50	60	UNIMPROVE
7	MAA	40	74	84	IMPROVE
8	SK	40	56	72	IMPROVE
9	MDH	36	72	80	IMPROVE
10	HZK	36	56	80	IMPROVE
11	S	40	52	80	IMPROVE
12	AiR	72	80	84	IMPROVE
13	LR	50	72	80	IMPROVE
14	ULF	72	84	92	IMPROVE
15	VNH	50	60	80	IMPROVE
16	RN	40	56	72	IMPROVE
17	RK	40	40	60	UNIMPROVE
18	DF	40	54	80	IMPROVE
19	DAFA	40	72	80	IMPROVE
Total		820	1120	1434	
Average $\bar{x} = \frac{\sum x}{N}$		43.15	62.42	75.47	

Based on the result above, it could be concluded that cloze test strategy could improve the students' ability in reading cloze test because there was improvement from average 43.15 to 62.42, there is improve about 19 point. Then, from cycle II have progress average score from 62.42 to 75.47 there was improve about 13 point. In the cycle II, most of the students could improve their reading comprehension ability. It means that cycle II was successful. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that would be stopped in this cycle.

Based on the result of students' activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was successful.

This table was described the comparison of the students' activities in cycle I and cycle II.

Table 17

The Students' Activities in the Cycle 1 and Cycle II

No.	Students' Activities	Cycle I		Cycle II	
		F	Percentage	F	Percentage
1	The students pay attention of the teacher explanation	12	65%	17	89%
2	The students ask/answer the question from the teacher	7	38%	15	79%
3	The students were active in building teamwork	9	50%	16	84%
4	The students understood reading recount text	7	38%	15	79%

Based on the result of the students' activities in cycle I and cycle II was improved. The students pay attention of the teacher explanation from 65% became 89%. Then, the students' ask/answer the question from the teacher 38% became 79%. The students were active in building teamwork from 50% became 84%. The last but not least, the students were fluent in reading recount text from 38% became 79%.

B. Discussion

The discussion of data after implementing the action consisted of three parts. Those are the discussion of cycle I, cycle II, and the interpretation of the research.

1. Cycle I

In this research, before doing the implementation, the researcher gave the students pre-test individually for the purpose to investigate the students reading ability. After the researcher getting the pre-test score of the students that was only 2 students (11%) could pass the test and the average score in this test was 43.15, so the researcher gave the treatment to the students in cycle I.

The treatment in the cycle I was conducted by teaching the students using cloze test strategy. Furthermore, the researcher also gave the post-test in this cycle that was named post-test 1. Afterwards, by analyzing the result of the post-test 1, the researcher concluded that

there were 8 students (42%) who passed the post-test 1 and the average was 62.42.

From the result of the students' score in the pre-test and post-test 1, there was an improvement from the students' result score. It could be seen from average score in pre-test was 43.15 and post-test 1 was 62.42. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 8 or 42% students who passed the test in the post-test 1. It means that cycle I could improve the students ability in reading recount text but it was not yet successful because the students did not passed yet to the indicator of success.

2. Cycle 2

After analyzing the students' score in the post-test 1, the researcher had to conduct the next cycle because only 8 students (42%) passed the test and got the score that was ≥ 70 .

In this cycle, the researcher gave the treatment and then gave post-test 2. Furthermore, the researcher analyzed the result of post-test 2 and inferred that there were 16 students (79%) passed the test because their score was ≥ 70 and the average score was 75.47.

From the result of the students' score from post-test 2, it could be concluded that there were score improvement. The improvement score could be seen on the average score. The average score in the post-test 1

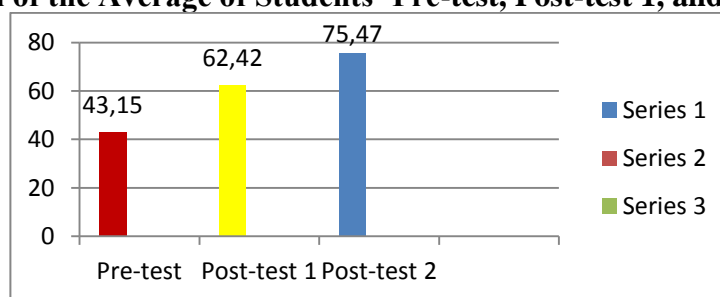
and post-test 2 were 62.42 and 75.47. In the pre-test, post-test 1 and post-test 2, the total of students who got the score ≥ 70 were 2, 8, and 15 students. Because the achievement of the students had improved enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

Table 18
The Average of the Test Result

	Test		
	Pre-test	Post-test 1	Post- test 2
Total	820	1120	1434
Average	43.15	62.42	75.47

Moreover, the comparison of the students' average score can be seen on the graph bellow:

Figure 5
Graph of the Average of Students' Pre-test, Post-test 1, and Post-test 2



Based on the result of pre-test, post-test 1, and post-test 2, it was showed that there was an improvement of the students' score. It could be seen from the average score from 43.15. to 62.42 became 75.47. Therefore, the

researcher conducted that the research was successful because the indicator of success in this research had been achieved.

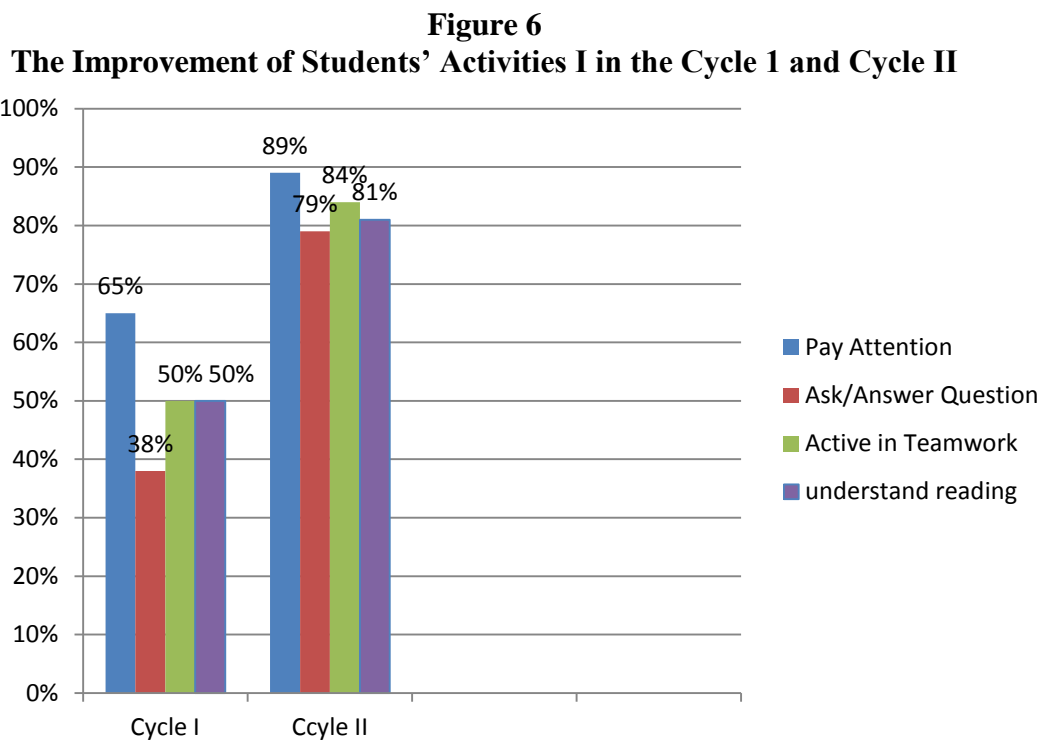
3. The Interpretation

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of this research, as follows:

Table 20
The Improvement of Students' Activities I in the Cycle 1 and Cycle II

No.	Students' Activities	Cycle I	Cycle II	Improvement
1	The students pay attention of the teacher explanation	65%	89%	24%
2	The students ask/answer the question from the teacher	38%	79%	41%
3	The students were active in building teamwork	50%	84%	34%
4	The students were understand in reading recount text	38%	79%	41%

Based on the table of the improvement of the students' activities in the cycle I and cycle II, it can be described in the graph as follows:



Based on the data had gotten, it can be explained as follows:

a. Pay attention to the teacher's explanation

The students' attention to the teacher's explanation from the cycle I to cycle II was improved.

b. The students ask/answer questions

The activeness of the students in asking/answering the question was improved from the cycle I to cycle II. It showed when in the learning process the students were be able to answer the question from the teacher and when they didn't understand the material they asked to the teacher.

c. The students were active in building teamwork

The students active in building teamwork were improved. it could be seen on the cycle I and cycle II.

d. The students' understanding in reading recount text

The students' understanding in reading recount text was improved. It could be seen when the students were asked to do the task for each cycle.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improvement in learning activities when the teacher used cloze test strategy to improve the students' reading ability in cycle I and cycle II.

Moreover, based on the explanation of cycle I and cycle II, it could be inferred that the use of cloze test strategy could improve the students' reading ability. There was progress average score from pre-test was 43.15, post-test 1 was 62.42 and became 75.47 in post-test 2. It could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test 1, and post-test 2.

In this case, students of Mts Riyadlatul 'Ulum have low skill in reading. Therefore, the researcher has to be more creative to make

students more active in learning process especially in reading. It was the reason why the researcher chooses cloze test strategy to improve the students' reading ability. Cloze test strategy contained some steps that made the students more active in learning. Then, it could improve the students' ability in reading recount text after it was trained continuously.

Furthermore, the researcher used cloze test strategy contained of some steps in order to improve the students' ability in reading recount text. The researcher made some groups which consist of 3-5 students in each groups. The researcher asked the students to discuss the material about recount text in group. Then, the students were asked to investigate the content of the material. After that, they were asked to work task of recount text based on their knowledge in the group. Then, they did presentation in front of the class to show up their discussion result. In the last of learning, the researcher gave the addition if the material that the students got that were not complete. Then, the students were asked to do the task. The students were asked to work task of recount text by choosing correct word to fill in blank space of the text. The students had to fill the blank word in the recount text by choosing the correct word in the below text that was given in 45 minutes. After did the cycle I and cycle II, the students' ability in

reading improved because the researcher used group cloze test as the strategy in the learning process.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result, it can be concluded that the use of cloze test strategy can improve the students' ability in reading recount text at the eighth graders of Mts Riyadlatul 'Ulum Batanghari East Lampung.

It means that cloze test strategy could improve the students' ability in reading recount text. Therefore, it can be used as the alternative choice in learning activity. It can be seen that the result of pre-test and post-test on cycle I to cycle II. From the result of pre-test was lower than the result of post-test. The average score of pre-test was 43.15, the average score of post-test 1 in cycle I was 62.42. Then, the cycle II from the post-test 2 the average score was 75.47. Therefore, there was progress from the pre-test.

The implementation of classroom action research in the cycle II was successful. That was known from the students' reading ability result that was more than 75% or 15 students passed the indicator of success. As a result the cycle II could not be conducted to the next cycle.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions, as follows:

1. The students are expected to more active in learning English therefore the students can understand and comprehend the material which teacher has given and improve their knowledge especially in reading so that the students' ability in reading will be improve.
2. It would be better for the English teacher to use cloze test as a strategy to train the students' ability in reading and use to decrease the students' anxiety before the students do read because the benefit of cloze test strategy can improve the students' ability in reading recount text and also other skill of English.
3. The English teacher is supposed to give more motivation to the students in order to the students can more excite in English learning since many students regard that English is difficult subject to learn. Based on the observation, the students will be more active after the teacher give more motivation and positive stimulus to the students that English is not difficult subject.

It is suggested for the headmaster in order to persuade the teachers to use this strategy because it is very effective strategy to be applied for the teacher in teaching and delivering the material.

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APPENDIXES

Untitled Document

<http://sisimk.metrouniw.ac.id/A2/page/akademik-prasurvey-fakade/>

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-0966/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTS RIYADLATUL ULUM
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : MIMI HAMIDAH
NPM : 14121747
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING THE READING COMPREHENSION ABILITY IN
RECOUNT TEXT BY USING THE CLOZE STRATEGY AMONG
THE EIGHTH GRADES OF MTS RIYADLATUL ULUM BUMIHARJO
BATANGHARI LAMPUNG TIMUR

untuk melakukan *pra-survey* di MTS RIYADLATUL ULUM.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terseienggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 Maret 2018
Ketua Jurusan
Tadris Bahasa Inggris



Ahmad Subhan Roza, M.Pd.
NIP.197506102008011014



KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR

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AKTE NOTAKIS IMKAN MA'RUF S.H NO: 3.01-DESEMBER-1983

SK.KEMENHUMHAM NOMOR AHU-0024569.AH.01.04.Tahun 2015

MADRASAH TSANAWIYAH RIYADLATUL 'ULUM

Surat Izin PPDB Nomor : Kd.08.07/3/PP.00.1/778/2015

Alamat : Jl. Pondok Pesantren Bumiharjo 39 B Batanghari Kabupaten Lampung Timur. Kode Pos 34181. E-mail: mtsriyadlatulum@gmail.com

Surat Keterangan

Nomor : 073/14.RU/S.Ket.PS/MTs. Ru/Bt/IV/2018

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawiyah Riyadlatul 'ulum menerangkan bahwa :

Nama	: Mimi Hamidah
NPM	: 14121747
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris

Berdasarkan surat Nomor : B-0966/In.28.1/J/TL.00/03/2018, tertanggal 20 Maret 2018 Perihal Izin Prasurey lapangan, mahasiswa tersebut di atas telah bebar-benar melaksanakan Prasurey di Madrasah Tsanawiyah Riyadlatul Ulum pada tanggal 05 April 2018

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat digunakan sebagai mana mestinya.

Bumiharjo, 05 April 2018
Kepala Madrasah


Subagio, S.Pd.I



KEMENTERIAN AGAMA
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Nomor : B-0796 /In.28.1/J/PP.00.9/4/2019
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Mimi Hamidah
 NPM : 14121747
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : Improving The Reading Comprehension Ability By Using The Cloze Test Strategy Among The Eighth Graders Of MTs Riyadlatul Ulum Bumiharjo Batanghari Lampung Timur

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
 NIP. 197506102008011014



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SURAT TUGAS

Nomor: B-0898/In.28/D.1/TL.01/04/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : MIMI HAMIDAH
NPM : 14121747
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS RIYADLATUL ULUM BUMIHARJO BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE READING COMPREHENSION ABILITY BY USING THE CLOZE TEST STRATEGY AMONG THE EIGHTH GRADES OF MTS RIYADLATUL ULUM BUMIHARJO BATANGHARI LAMPUNG TIMUR".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 09 April 2019





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Nomor : B-0899/In.28/D.1/TL.00/04/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS RIYADLATUL ULUM
BUMIHARJO BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0898/In.28/D.1/TL.01/04/2019, tanggal 09 April 2019 atas nama saudara:

Nama : **MIMI HAMIDAH**
NPM : 14121747
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS RIYADLATUL ULUM BUMIHARJO BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE READING COMPREHENSION ABILITY BY USING THE CLOZE TEST STRATEGY AMONG THE EIGHTH GRADES OF MTS RIYADLATUL ULUM BUMIHARJO BATANGHARI LAMPUNG TIMUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 April 2019
Dekan, I.



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YAYASAN PONDOK PESANTREN RIYADLATUL 'ULUM
 AKTE NOTARIS DIDIK MARYONO, S.H., M.Kn NO: No. 04/18/November/2015
 SK.KEMENHUMHAM NOMOR AHU-0024569.AH.01.04.Tahun 2015
MADRASAH TSANAWIYAH RIYADLATUL 'ULUM
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Surat Keterangan

Nomor : 132/14.RU/Riset/MTs. RU/Bt/V/2019

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawaiyah Riyadlatul 'ulum menerangkan bahwa :

Nama	: Mimi Hamidah
NPM	: 14121747
Semester	: 10 (Sepuluh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: IMPROVING THE READING COMPREHENSION ABILITY BY USING THE CLOZE TEST STRATEGY EMONG THE EIGHTH GRADES OF MTs RIYADLATUL ULUM BUMIHARJO BATANGHARI LAMPUNG TIMUR

Berdasarkan surat Nomor : B-0898/In.28/D.1/TL.01/04/2019, tertanggal 09 April 2019 Perihal: Izin Research (Izin Riset), mahasiswa tersebut di atas telah benar-benar melaksanakan Riset di Madrasah Tsanawiyah Riyadlatul Ulum sesuai dengan prosedur yang telah ditentukan

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat digunakan sebagai mana mestinya.








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 NPM : 14121747 Semester/TA : VIII/2018

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1	8 June 2018	Revise chapter I-III	
2	10 July 2018	<ul style="list-style-type: none"> - Add definition of Reading, comprehension and ability - Add the ability needed to understand recount text - Add types of cloze - Add advantage & disadvantages of cloze 	
3	20 July 2018	<ul style="list-style-type: none"> - Switch kinds of reading and level of reading - Switch position between procedure of cloze and advantages and disadvantages - Add The use of ... to improve reading comprehension ability 	

Mengetahui,
 Ketua Jurusan TBI



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 NPM : 14121747 Semester/TA : VIII/2018

No	Hari/ Tanggal	Hal yang dibicarakan	TandaTangan
4	Rabu, 29 Agustus 2018	- Revise chapter II Reading Comprehension - Reduce recount text	
5		Revise chapter I	
6		Revise chapter II	
7		Revise chapter II (give more explanation) Pembinaan & ke di senioran	

Mengetahui,
Ketua Jurusan TBI

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Nama : Mimi Hamidah Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 NPM : 14121747 Semester/TA : VIII/2018

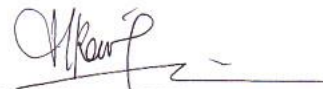
No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	Wednesday 09/05/2018	- Revise chapter I - III prior research - field note.	
2	Wednesday 30/05/2018	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Pembimbing II



Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Mimi Hamidah
 NPM : 14121747

Jurusan : TBI
 Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Tuesday, 2/4/2019	✓		Revise Intrument test	<i>Mimi Hamidah</i>
2.	Friday 5/4/2019	✓		Revisi Skripsi : See to response	<i>Mimi Hamidah</i>

Mengetahui
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19780610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
 NIP. 19611221 199603 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Mimi Hamidah
NPM : 14121747

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 23/03/2019		✓	Acc Research instrumet	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mimi Hamidah
 NPM : 14121747

Jurusan : TBI
 Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	4/07 2019	✓		Revise abstract give more explanation about abilities to comprehend text	
2.	5/07 2019	✓		Revise cloze Revise Reading definition Revise acknowledgement Revise Level of Reading Revise kind of Reading	
3.	8/07 2019	✓		Revise kind of Reading Add explanation Revise measurement of Reading Revise ch V	
		✓		Revisi ch V	
		✓		Revisi ch V Revisi ch V Revisi ch V	

Mengetahui
 Ketua Jurusan TBI

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Mimi Hamidah
NPM : 14121747

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 23/05/2019		✓	Revise your typing - revise chapter IV-V	
2	Thursday 20/06/2019		✓	Revise again!	
3	Thursday 04/07/2019		✓	Acc and continue to the first sponsor	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Svahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : MIMI HAMIDAH

NPM : 14121747

Fakultas : FTIk

Angkatan : 2014

Telah menyerahkan buku berjudul : Grammar Practice book

Metro, 13 Mei 2019

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : MIMI HAMIDAH

NPM : 14121747

Fakultas : FTIK

Angkatan : 2014

Telah menyerahkan buku berjudul : Grammar Practice Book

Metro, 13 Mei 2019

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-271/In.28/S/OT.01/05/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Mimi Hamidah
NPM : 14121747
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121747.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 14 Mei 2019
Kepala Perpustakaan


 Drs. Mokhtaridi Sudin, M.Pd.
 NIP. 195908311981031001

Silabus Pembelajaran

Sekolah : MTs Riyadlatul Ulum
Kelas : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester : II (Dua)
Standar Kompetensi : Membaca

<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.14 Menangkap</p>	<p>Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa</p> <p><i>Fungsi sosial</i></p> <p>Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.</p> <p><i>Struktur text (gagasan utama dan informasi rinci)</i></p> <p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/p</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, 	<p>16 JP</p>
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<p>makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>engalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional).</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Kata kerja dalam Simple Past tense, Past Continuous Tense</p> <p>(2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan</p> <p>(3) Adverbia penghubung waktu: <i>first, then,</i></p>	<p>kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan - urutan kejadian secara kronologis, urut dan runtut - komentar atau penilaian umum 	<p>dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas. 	
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	<p><i>after that, before, at last, finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar</p>	<p>tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada)</p> <ul style="list-style-type: none"> - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. 	<ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa.</p>	
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	<p>dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks <i>recount</i>. • Lembar soal dan hasil tes 	
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



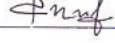
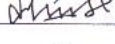
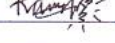
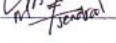


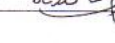







ATTENDANCE LIST OF PRE-TEST

No.	Name	Signature
1	Rafiun	1 <i>Rafiun</i>
2	Ahmad Rijal Mubarak	2 <i>Araf</i>
3	Alif Ramdhani	3 <i>Alif</i>
4	Ahmad Nafi'udin	4 <i>Ahmad</i>
5	M. Sufyan	5 <i>M.S</i>
6	M. Alfarizi	6 <i>Alfarizi</i>
7	M. Ali Akbar	7 <i>Ali Akbar</i>
8	Sandi Kurniawan	8 <i>Rambis</i>
9	M. Danu Hidayat	9 <i>Danu Hidayat</i>
10	Hafidzoh Ziadatul Khoir	10 <i>Hafidzoh</i>
11	Susiana	11 <i>Susiana</i>
12	Aisyatur Rohmah	12 <i>Aisyatur</i>
13	Latifarrosidah	13 <i>Latifa</i>
14	Umni LF	14 <i>Umni</i>
15	Violla Nur Hamidah	15 <i>Violla</i>
16	Ragil Nurhidayat	16 <i>Ragil</i>
17	Rizki Kurniawan	17 <i>Rizki</i>
18	Danu Faturrohman	18 <i>Danu</i>
19	Danis Aditya F.A	19 <i>Danis</i>

ATTENDANCE LIST OF POST-TEST 1

No.	Name	Signature
1	Rafiun	1 <i>Rafiun</i>
2	Ahmad Rijal Mubarak	2 <i>Ahmad</i>
3	Alif Ramdhani	3 <i>Alif</i>
4	Ahmad Nafi'udin	4 <i>Ahmad</i>
5	M. Sufyan	5 <i>Sufyan</i>
6	M. Alfarizi	6 <i>Alfarizi</i>
7	M. Ali Akbar	7 <i>Ali Akbar</i>
8	Sandi Kurniawan	8 <i>Sandi</i>
9	M. Danu Hidayat	9 <i>Danu Hidayat</i>
10	Hafidzoh Ziadatul Khoir	10 <i>Hafidzoh</i>
11	Susiana	11 <i>Susiana</i>
12	Aisyatur Rohmah	12 <i>Aisyatur</i>
13	Latifurrosidah	13 <i>Latifurrosidah</i>
14	Ummi LF	14 <i>Ummi LF</i>
15	Violla Nur Hamidah	15 <i>Violla Nur Hamidah</i>
16	Ragil Nurhidayat	16 <i>Ragil Nurhidayat</i>
17	Rizki Kurniawan	17 <i>Rizki Kurniawan</i>
18	Danu Faturrohman	18 <i>Danu Faturrohman</i>
19	Danis Aditya F.A	19 <i>Danis Aditya F.A</i>

ATTENDANCE LIST OF POST-TEST 2

No.	Name	Signature
1	Rafiun	1 
2	Ahmad Rijal Mubarak	2 
3	Alif Ramdhani	3 
4	Ahmad Nafi'udin	4 
5	M. Sufyan	5 
6	M. Alfarizi	6 
7	M. Ali Akbar	7 
8	Sandi Kurniawan	8 
9	M. Danu Hidayat	9 
10	Hafidzoh Ziadatul Khoir	10 
11	Susiana	11 
12	Aisyatur Rohmah	12 
13	Latifarurrosidah	13 
14	Ummi LF	14 
15	Violla Nur Hamidah	15 
16	Ragil Nurhidayat	16 
17	Rizki Kurniawan	17 
18	Danu Faturrohman	18 
19	Danis Aditya F.A	19 

INSTRUMENT CLOZE TEST

PRE-TEST

A. *Fill in the blank with the correct words!*

Let's read to Emily's story about her experience!

"Last holiday, I visited my uncle who lives in Malang. My uncle (1)_____ a strawberry garden. Luckily, it was planting time when I arrived there. I (2)_____ how my uncle and his workers planted the strawberries and noted his explanation.

Prior to this, my uncle had prepared adequate spaces for sprawling about (3)_____ apart and leaving 4 feet between rows. He also adjusted the (4)_____ in advance so its pH was between 5.5 and 7. He began working in aged manure or compost a couple of months before planting.

The planting day arrived. My uncle already had strawberries plants set out (5)_____ nursery early in the morning. The plants shouldn't have roots (6)_____ 20cm. Soon afterwards, he and his workers planted each strawberry plant and shed carefully. He (7)_____ me that the planting holes to plant should be deep and (8)_____ to accommodate the entire root system without bending the plants. However, they should not be planted too deep either. My uncle explained that the roots should be covered in the ground and the crowns should be right the soil surface.

My uncle added that the planting site must be well-drained. Therefore, (9)_____ are a particularly good option for strawberries. Furthermore, in choosing a (10)_____, he also considered how long the site received direct sunlight because strawberries required 6-10 hours a day of direct sunlight.

I was enthusiastic following all the procedure of planting strawberries. I dreamt that someday I would have my own strawberry garden.

- | | | |
|------------------|----------------|---------------|
| a. planting site | e. Wide enough | i. Has |
| b. Longer than | f. Soil | j. from |
| c. Told | g. Watched | k. Bad option |
| d. raised beds | h. 50 cm | |

B. Answer the question based on the text above!

1. Where is Emily's uncle live?
2. What did Emily's uncle plant?
3. How long the space of plant between rows?
4. When did Emily's uncle planting?
5. What is Emily's dream?

Answer Key of Pre-Test

- A.
1. i. Has
 2. g. Watched
 3. h. 50 cm
 4. f. Soil
 5. j. from
 6. b. Longer than
 7. c. Told
 8. e. wide enough
 9. d. raised beds
 10. a. planting-site
- B.
1. Emily's uncle lives in Malang
 2. Emily's uncle plants strawberry
 3. 4 feet
 4. Emily's uncle was planting strawberry in the morning
 5. Emily's dream is to have her own garden

INSTRUMENT CLOZE TEST

POST-TEST - 1

A. Fill in the blank with the correct words!

Last holiday Erlin and Edwin visited their grandparents in the village. In the morning, they (1)_____ the village.

One morning, as they were passing (2)_____, they heard a moan. The sound came from the house. Soon they (3)_____ the house. They knocked on the door, but nobody answered. They could only hear moans.

The door was (4)_____. They pushed the door and entered the house. They found an old man in the bed. The old man trembled and (5)_____.

Erlin and Edwin soon informed their grandpa about the old man and they took him to (6)_____. Fortunately, the old man was not seriously ill. The doctor prescribed him medicine and told him to (7)_____. The old man thanked Erlin and Edwin for (8)_____.

Since then, during the rest of (9)_____, Erlin and Edwin often visited the man in his house. The man was a veteran soldier so Erlin and Edwin liked to listen his (10)_____ during the independence war, which were interesting!

- a. Ajar
- b. Their help
- c. Experiences
- d. Return home
- e. a small house
- f. their holiday
- g. approached
- h. a nearby clinic
- i. a kind of old man
- j. walked around
- k. a heroic life
- l. looked ill

B. Answer the question based on the text above!

1. Where did Erlin and Edwin spend their holiday?
2. What did Erlin and Edwin do in the morning?
3. What did they find in the house?
4. Why did the doctor tell the old man to return home?
5. What was the old man ?

Answer Key of Post-test 1

- A.
1. j. walked around
 2. e. a small house
 3. g. approached
 4. a. ajar
 5. l. looked ill
 6. h. a nearby clinic
 7. d. return home
 8. b. their help
 9. f. their holiday
 10. c. experiences
- B.
1. They visited their grandparents house in the village
 2. Erlin and Edwin walked around the village
 3. They found an old man in the bed
 4. Because the old man was not seriously ill
 5. The old man was a veteran soldier

INSTRUMENT CLOZE TEST

POST-TEST 2

A. Fill in the blank with the correct words!

Ganish had an adventurous experience last holiday. She (1)_____rafting for the first time. She did it with her brother, cousins her brother's friends in Sentul, Bogor.

Ganish, her brother and her brother's friends (2) _____ Jakarta in the afternoon by minibus. They arrived in Bogor in the evening and stayed at Ganish's uncle house. His house is near the rafting site.

In the early morning, they went to (3) _____. Ganish, her brother and her brother's friends (4)_____ the minibus while her cousins drive a (5)_____. Ganish's cousins had reserved two days before, so the rafting guide had prepared the equipment. She waited for them and welcomed them politely. Then, they wore life jackets and safely helmets.

After that, the rafting guide led the (6)_____. She explained the safety rules before rafting. She also showed how to control the raft. She explained it clearly and made sure that everyone understood the rules.

It was the time. They did rafting. They (7)_____ the raft and started rowing. The rafting (8)_____led them well, so they could control (9)_____. They screamed loudly when they passed heavy currents. Their raft occasionally turned around. Finally, they could finish the journey.

After done, they changed their wet clothes (10)_____ had meals. It was tiring, but exciting.

- | | | |
|--------------|-----------------|---------|
| a. Boarded | g. Briefing | l. Rode |
| b. The raft | h. The site | |
| c. Went | i. Life jackets | |
| d. Surprised | j. Left | |
| e. Car | k. And | |
| f. Guide | | |

B. Answer the question based on the text above!

1. Where did Ganish spend her holiday?
2. How did she spend her holiday?
3. Where did she stay during holiday?
4. Why did Ganish's cousin make a booking two days before?
5. When did they go to the site of rafting?

Answer Key of Post Test 2**Part A**

1. C. went	5. E. car	9. B. The raft
2. J. left	6. G. Briefing	10. K. And
3. H. The site	7. L. Rode	
4. A. Boarded	8. F. Guide	

Part B

1. Ganish spent her holiday in the Bogor.
2. She spent her holiday by went rafting.
3. She stayed in her uncle's house.
4. Because the rafting guide need to prepare the equipment.
5. They went to the sit
6. g in the morning.

$$\begin{array}{r} 36 \\ 48 \\ \hline 84 \end{array}$$

(84)

**Students Work Sheet
(Post Test 1)**

Name : Ummi T.F.
Class : VIII A

- A
- 1) $9 \times 4 = 36$ J
- 2) e
- 3) G
- 4) A
- 5) L
- 6) h
- 7) s
- 8) b
- 9) c
- 10) k

- B
- 1) They spend their holiday in their grand parents house in the village. (48)
- 2) They walk around the village.
- 3) They find an old man in the bed.
- 4) Because the old man was not seriously ill.
- 5) ill.

Good Luck and Do Your Best !!!

Students Work Sheet
(Post Test 1)

Name : Rafiun
Class : VIII A

36
16

52

- A. 1. J 16
2. e
3. g
4. c
5. l
6. h
7. d
8. p
9. b
10. k

- B 1. Erlin dan Edwin visited her grandparents in the village
- 2
3. old man 36
4. old man was not seriously ill
- 5
- 6

• Good Luck and Do Your Best !!!

LESSON PLAN 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:	Mts Riyadhatul Ulum Bumiharjo
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/2
Materi Pokok	:	Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian dan peristiwa.
Alokasi Waktu	:	4 x pertemuan (8 JP)

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 dan Indikator

Kompetensi dasar

No.	Kompetensi Dasar	
1.	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.	2.1	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3.	3.12	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya
4.	4.14	Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
5.	4.15	Menyusun teks <i>recount</i> lisan dan tulis pendek dan sederhana tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

Indicator

Pertemuan 1

Siswa dapat:

1. Menjelaskan struktur teks pada teks *recount*.
2. Menjelaskan unsur kebahasaan pada teks *recount*.

Pertemuan 2

Siswa dapat:

1. Mengidentifikasi makna teks *recount* lisan dan tulis pendek tentang kegiatan, kejadian dan peristiwa.
2. Mempresentasikan hasil pemahaman tentang *recount text*.

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. Memahami materi recount text
2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari recount text

D. MATERI PEMBELAJARAN

Fungsi sosial

Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

Struktur teks

- a. Orientasi: menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum
- b. Uraian tindakan/kejadian secara berurut dan runtut
- c. Penutup (seringkali ada): komentar atau penilaian umum.

Unsur kebahasaan

- (1) Uraian tindakan dalam Past Tense: Simple and Continuous, *woke, took, went, got, did, had, was waiting, were sleeping*
- (2) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
- (3) Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, on Monday, an hour ago, immediately*, dsb.
- (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan masyarakat sekitar peserta didik, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

Multimedia

Foto peristiwa, buku harian, dekorasi, yang membuat tampilan teks lebih menarik

E. STRATEGI PEMBELAJARAN:*Cloze test Strategy***F. Langkah-Langkah Pembelajaran****Pertemuan 1**

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<p>Guru memberi salam (<i>greeting</i>);</p> <p>Guru memeriksa kehadiran peserta didik;</p> <p>Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</p> <p>Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.</p> <p>Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</p>	10 Menit
Inti	<p>Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</p> <p>Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.</p> <p>Guru menanyakan tempat dan kegiatan yang pernah dikunjungi oleh siswa.</p> <p>Peserta didik menjawab pertanyaan guru seputar kegiatan dan tempat yang pernah dikunjungi.</p> <p>Peserta didik menceritakan apa yang mereka lakukan ditempat yang pernah mereka kunjungi tersebut.</p> <p>Guru mengkodisikan siswa untuk membentuk kelompok yang terdiri dari 3-5 siswa.</p>	60 Menit

	Guru memberikan soal recount berbentuk cloze test untuk dikerjakan secara berkelompok.	
Penutup	Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya, yaitu siswa menyampaikan hasil diskusi tentang soal recount berbentuk cloze test.	10 Menit

PERTEMUAN 2

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	Guru memberi salam (<i>greeting</i>); Guru memeriksa kehadiran peserta didik; Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.	10 Menit
Inti	Peserta didik menyampaikan hasil diskusi secara bergantian. Guru dan kelompok yang lain menyimak hasil diskusi. Guru memberikan kesempatan yang lain untuk bertanya dan memberikan masukan. Guru memberikan masukan mengenai cara mengerjakan cloze	60 Menit

	<p>test.</p> <p>Peserta didik mencatat semua yang telah diberikan/ditulis oleh guru.</p> <p>Siswa diminta untuk mengerjakan soal recount text berbentuk cloze.</p>	
Penutup	<p>Siswa diminta mengumpulkan hasil kerja individu untuk diambil penilaian pada siklus pertama.</p> <p>Guru menutup pembelajaran dan mengucapkan salam.</p>	<p>10 Menit</p>

G. ALAT DAN SUMBER BELAJAR:

1. Buku Paket Siswa
2. Silabus bahasa inggris kelas VIII
3. Contoh soal recount text
4. Kertas latihan
5. Papan tulis
6. Spidol

H. PENILAIAN HASIL PEMBELAJARAN

Jenis/instrumen/rubric

Kinerja (praktik)

- a. Melakukan monolog tentang pengalaman masa lalu di depan kelas / berpasangan dengan kriteria ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam bentuk lampau (simple past tense)

The Measurement of Reading Comprehension

No	Criteria	Score
1	Students can identify the meaning of the ideas of the text	0-25
2	Students can identify the communicative purpose of the text	0-15
3	Students can identify the main idea of the text	0-25
4	Students can identify information contained in the text	0-35
	Total	100

Collaborator

Metro, April 2019

Researcher

YASIR EFFENDI, A.MdMIMI HAMIDAH
NPM: 14121747

LESSON PLAN 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: Mts Riyadhatul Ulum Bumiharjo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Materi Pokok	: Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian dan peristiwa.
Alokasi Waktu	: 4 x pertemuan (8 JP)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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Kompetensi dasar

No.	Kompetensi Dasar	
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2.	2.1	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3.	3.12	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya
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Indicator

Pertemuan 1

Siswa dapat:

1. Memahami teks *recount*.
2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount*.

Pertemuan 2

Siswa dapat:

3. Mengidentifikasi makna teks *recount* lisan dan tulis pendek tentang kegiatan, kejadian dan peristiwa.
4. Mempresentasikan hasil pemahaman tentang *recount text*.

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. Memahami materi recount text
2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari recount text

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Struktur teks

- d. Orientasi: menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum
- e. Uraian tindakan/kejadian secara berurut dan runtut
- f. Penutup (seringkali ada): komentar atau penilaian umum.

Unsur kebahasaan

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- (2) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
- (3) Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, on Monday, an hour ago, immediately*, dsb.
- (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan masyarakat sekitar peserta didik, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

Multimedia

Foto peristiwa, buku harian, dekorasi, yang membuat tampilan teks lebih menarik

E. STRATEGI PEMBELAJARAN:*Cloze test strategy***F. Langkah-Langkah Pembelajaran****Pertemuan 1**

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<p>Guru memberi salam (<i>greeting</i>);</p> <p>Guru memeriksa kehadiran peserta didik;</p> <p>Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</p> <p>Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.</p> <p>Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</p> <p>Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</p> <p>Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.</p>	10 Menit
Inti	<p>Mengamati</p> <p>Peserta didik memperhatikan gambar yang ditunjukkan oleh guru</p> <p>Peserta didik mengikuti interaksi guru.</p> <p>Peserta didik memperhatikan contoh yang diberikan oleh guru.</p> <p>Menanya</p> <p>Guru bertanya apa yang peserta pikirkan mengenai gambar.</p> <p>Peserta didik menjawab pertanyaan guru seputar gambar dan tempat yang pernah dikunjungi.</p>	60 Menit

	Peserta didik menceritakan apa yang mereka lakukan ditempat yang pernah mereka kunjungi tersebut.	
Penutup	<p>Guru dan peserta didik membuat rangkuman/simpulan pelajaran.</p> <p>Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</p> <p>Memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.</p> <p>Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</p>	10 Menit

PERTEMUAN 2

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<p>Guru memberi salam (<i>greeting</i>);</p> <p>Guru memeriksa kehadiran peserta didik;</p> <p>Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</p> <p>Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.</p> <p>Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</p> <p>Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</p> <p>Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.</p>	10 Menit
Inti	<p>Mengumpulkan Informasi</p> <p>Peserta didik menjodohkan kata rumpang dengan kata yang</p>	60 Menit

	<p>telah disediakan.</p> <p>Peserta didik dengan bimbingan guru memaknai text recount yang diberikan oleh guru.</p> <p>Mengidentifikasi struktur teks, unsur kebahasaan untuk melaksanakan fungsi sosial dari teks recount.</p> <p>Mengasosiasi</p> <p>Peserta didik mencari makna dari teks recount tersebut</p> <p>Peserta didik mencatat semua yang telah diberikan/ditulis oleh guru</p>	
Penutup	<p>Guru dan peserta didik membuat rangkuman/simpulan pelajaran.</p> <p>Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</p> <p>Memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.</p> <p>Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</p>	10 Menit

G. ALAT DAN SUMBER BELAJAR:

3. Buku Paket Siswa
4. Silabus bahasa inggris kelas VIII
5. Contoh soal recount text
6. Kertas latihan
7. Papan tulis
8. Spidol

H. PENILAIAN HASIL PEMBELAJARAN

Jenis/instrumen/rubric

Kinerja (praktik)

- b. Melakukan monolog tentang pengalaman masa lalu di depan kelas / berpasangan dengan kriteria ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam bentuk lampau (simple past tense)

The Measurement of Reading Comprehension

No	Criteria	Score
1	Students can identify the meaning of the ideas of the text	0-25
2	Students can identify the communicative purpose of the text	0-15
3	Students can identify the main idea of the text	0-25
4	Students can identify information contained in the text	0-35
	Total	100

Collaborator

Metro, April 2019

Researcher

YASIR EFFENDI, A.Md

MIMI HAMIDAH

NPM: 14121747

THE ASSESMENTS OF THE STUDENTS' ABILITY IN READING RECOUNT TEXT

(PRE-TEST 1)

NO	STUDENTS NAME	ASPECT				Total Score
		Identify meaning	Communicative purpose	Identify main idea	Identify information	
1	RAFIUN	8	4	12	12	36
2	AHMAD RIJAL MUBAROK	6	6	12	14	36
3	ALIF RAMDHANI	10	4	9	17	40
4	AHMAD NAFI'UDIN	8	6	13	13	40
5	M. SUFYAN	10	5	6	13	36
6	M. ALFARIZI	6	6	12	12	36
7	M.ALI AKBAR	10	5	15	10	40
8	SANDI KURNIAWAN	11	6	10	13	40
9	M.DANU HIDAYAT	7	5	16	10	36
10	HAFIDZOH ZIADATUL KHOIR	6	6	11	15	36
11	SUSIANA	10	7	10	13	40
12	AISYATUR ROHMAH	25	16	14	17	72
13	LATIFARURROSIDAH	16	7	15	12	50
14	UMMI LF	22	14	14	22	72
15	VIOLLA NUR HAMIDAH	14	11	12	13	50
16	RAGIL NURHIDAYAT	10	4	9	17	40
17	RIZKI KURNIAWAN	10	6	12	12	40
18	DANU FATURROHMAN	10	5	12	13	40
19	DANIS ADITYA F.A	12	5	13	10	40

Collaborator (English Teacher)

Researcher

Yasir Effendi, A.Md

Mimi Hamidah

14121747

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE I

NO	STUDENTS NAME	THE STUDENTS' ACTIVITIES			
		1	2	3	4
1	Rafiun	✓		✓	
2	Ahmad Rijal Mubarak				
3	Alif Ramdhani	✓			✓
4	Ahmad Nafi'udin	✓	✓	✓	✓
5	M. Sufyan	✓			
6	M. Alfarizi				✓
7	M.Ali Akbar			✓	
8	Sandi Kurniawan				
9	M.Danu Hidayat		✓	✓	✓
10	Hafidzoh Ziadatul Khoir	✓	✓	✓	
11	Susiana	✓		✓	
12	Aisyatur Rohmah	✓	✓		✓
13	Latifarurrosidah	✓	✓		
14	Ummi LF	✓	✓	✓	✓
15	Violla Nur Hamidah	✓			✓
16	Ragil Nurhidayat			✓	
17	Rizki Kurniawan		✓		
18	Danu Faturrohman	✓		✓	
19	Danis Aditya F.A	✓			
	Total	12	7	9	7
	Percentage	65%	38%	50%	38%

Notes:

- 1 The students pay attention of the teacher explanation
- 2 The students ask/answer the question from the teacher
- 3 The students were active in building teamwork
- 4 The students were understanding in reading recount text

Collaborator (English Teacher)

Researcher

Yasir Effendi, A.Md

Mimi Hamidah

14121747

THE ASSESMENTS OF THE STUDENTS' ABILITY IN READING RECOUNT TEXT

(PRE-TEST 1)

NO	STUDENTS NAME	ASPECT				Total Score
		Identify meaning	Communicative purpose	Identify main idea	Identify information	
1	RAFIUN	8	4	12	12	36
2	AHMAD RIJAL MUBAROK	6	6	12	14	36
3	ALIF RAMDHANI	10	4	9	17	40
4	AHMAD NAFI'UDIN	8	6	13	13	40
5	M. SUFYAN	10	5	6	13	36
6	M. ALFARIZI	6	6	12	12	36
7	M.ALI AKBAR	10	5	15	10	40
8	SANDI KURNIAWAN	11	6	10	13	40
9	M.DANU HIDAYAT	7	5	16	10	36
10	HAFIDZOH ZIADATUL KHOIR	6	6	11	15	36
11	SUSIANA	10	7	10	13	40
12	AISYATUR ROHMAH	25	16	14	17	72
13	LATIFARURROSIDAH	16	7	15	12	50
14	UMMI LF	22	14	14	22	72
15	VIOLLA NUR HAMIDAH	14	11	12	13	50
16	RAGIL NURHIDAYAT	10	4	9	17	40
17	RIZKI KURNIAWAN	10	6	12	12	40
18	DANU FATURROHMAN	10	5	12	13	40
19	DANIS ADITYA F.A	12	5	13	10	40

Collaborator (English Teacher)

Researcher

Yasir Effendi, A.Md

Mimi Hamidah

14121747

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE II

NO	STUDENTS NAME	THE STUDENTS' ACTIVITIES			
		1	2	3	4
1	Rafiun	✓		✓	
2	Ahmad Rijal Mubarak	✓	✓		
3	Alif Ramdhani		✓	✓	✓
4	Ahmad Nafi'udin	✓	✓	✓	✓
5	M. Sufyan			✓	✓
6	M. Alfarizi	✓		✓	✓
7	M.Ali Akbar	✓			
8	Sandi Kurniawan	✓		✓	✓
9	M.Danu Hidayat	✓	✓	✓	✓
10	Hafidzoh Ziadatul Khoir	✓	✓	✓	✓
11	Susiana	✓		✓	✓
12	Aisyatur Rohmah	✓	✓	✓	✓
13	Latifarrosidah	✓	✓	✓	✓
14	Ummi LF	✓	✓	✓	✓
15	Violla Nur Hamidah	✓		✓	✓
16	Ragil Nurhidayat	✓			✓
17	Rizki Kurniawan	✓			
18	Danu Faturrohman	✓		✓	✓
19	Danis Aditya F.A			✓	✓
	Total	17	15	16	15
	Percentage	89	79%	84%	79

Notes:

- 1 The students pay attention of the teacher explanation
- 2 The students ask/answer the question from the teacher
- 3 The students were active in building teamwork
- 4 The students were understanding in reading recount text

Collaborator (English Teacher)

Researcher

Yasir Effendi, A.Md

Mimi Hamidah

14121747

THE ASSESMENTS OF THE STUDENTS' ABILITY IN READING RECOUNT TEXT

(POST-TEST 1)

NO	STUDENTS NAME	ASPECT				Total Score
		Identify meaning	Communicative purpose	Identify main idea	Identify information	
1	RAFIUN	16	9	15	12	52
2	AHMAD RIJAL MUBAROK	15	9	15	21	60
3	ALIF RAMDHANI	14	10	18	18	60
4	AHMAD NAFI'UDIN	13	11	16	24	64
5	M. SUFYAN	23	14	14	21	72
6	M. ALFARIZI	16	7	15	12	50
7	M.ALI AKBAR	21	14	15	24	74
8	SANDI KURNIAWAN	13	10	15	18	56
9	M.DANU HIDAYAT	24	16	15	17	72
10	HAFIDZOH ZIADATUL KHOIR	12	11	15	18	56
11	SUSIANA	16	7	14	15	52
12	AISYATUR ROHMAH	24	16	10	30	80
13	LATIFARURROSIDAH	22	14	14	22	72
14	UMMI LF	23	17	14	30	84
15	VIOLLA NUR HAMIDAH	16	12	15	17	60
16	RAGIL NURHIDAYAT	13	10	15	18	56
17	RIZKI KURNIAWAN	10	6	12	12	40
18	DANU FATURROHMAN	13	11	13	17	54
19	DANIS ADITYA F.A	24	16	15	17	72

Collaborator (English Teacher)

Researcher

Yasir Effendi, A.Md

Mimi Hamidah

14121747

THE ASSESMENTS OF THE STUDENTS' ABILITY IN READING RECOUNT TEXT

(POST-TEST 2)

NO	STUDENTS NAME	ASPECT				Total Score
		Identify meaning	Communicative purpose	Identify main idea	Identify information	
1	RAFIUN	13	10	15	18	56
2	AHMAD RIJAL MUBAROK	15	10	17	18	60
3	ALIF RAMDHANI	23	14	14	21	72
4	AHMAD NAFI'UDIN	23	17	14	30	84
5	M. SUFYAN	20	16	17	27	80
6	M. ALFARIZI	17	11	14	18	60
7	M.ALI AKBAR	20	17	17	30	84
8	SANDI KURNIAWAN	20	14	14	24	72
9	M.DANU HIDAYAT	20	16	12	32	80
10	HAFIDZOH ZIADATUL KHOIR	23	16	16	25	80
11	SUSIANA	22	16	17	25	80
12	AISYATUR ROHMAH	21	16	17	30	84
13	LATIFARURROSIDAH	20	19	18	23	80
14	UMMI LF	23	19	20	30	92
15	VIOLLA NUR HAMIDAH	20	16	16	28	80
16	RAGIL NURHIDAYAT	22	14	14	22	72
17	RIZKI KURNIAWAN	16	12	15	17	60
18	DANU FATURROHMAN	20	16	17	27	80
19	DANIS ADITYA F.A	22	17	17	24	80

Collaborator (English Teacher)

Researcher

Yasir Effendi, A.Md

Mimi Hamidah

14121747

No.	Students' Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	12	65%
2	The students ask/answer the question from the teacher	7	38%
3	The students were active in building teamwork	9	50%
4	The students understood reading recount text	7	38%
Total Students		19	

No.	Students' Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	17	89%
2	The students ask/answer the question from the teacher	15	79%
3	The students were active in building teamwork	16	84%
4	understood reading recount text	15	79%
Total Students		19	

FIELD NOTE

Cycle		Note Students' Attitude
Cycle I	1 st Meeting (April 11 th 2019)	
	2 nd Meeting (April 18 th 2019)	<ol style="list-style-type: none"> 1. Some of the students began interested in following the cloze test strategy in the learning process 2. Some of students were getting active in the learning process 3. Some students were getting easy to define the meaning of the text 4. Some students could give attention while gave the treatment.
Cycle II	1 st Meeting (May 8 th 2019)	<ol style="list-style-type: none"> 1. Some students were enjoyed following the cloze test strategy 2. Most of the students were active in the learning process 3. The students were easier to define meaning of the text 4. Most of the students could give attention and enthusiastic about the new strategy that was given by the researcher
	2 nd Meeting (May 9 th 2019)	<ol style="list-style-type: none"> 1. Most of students were more active in following the cloze test strategy in learning process 2. Most of the students enjoyed the new technique 3. Most of students were easy to understand the text 4. Most of the students enthusiastic to apply the strategy to improve their mastery in understanding the meaning of the text

DOCUMENTATION









CURRICULUM VITAE



Mimi Hamidah was born in Sukanegara on July 27, 1996. She is the first daughter of happy couple Jumari and Sukini S.Pd.. She graduated from Elementary School at MI Darussalam Sukanegara, and then she took her junior high school at SMPN 1 Bangunrejo for three years. Having graduated from junior high school she continued her study on Islamic senior high school at MAN 1 Lampung Timur and was finished in 2014. After graduating from senior high school she decided to have study in English Education Department at IAIN Metro. She hopes that one day she can continue her study to master of degree.