

**AN UNDERGRADUATE THESIS**

**IMPROVING  
THE STUDENTS' READING COMPREHENSION ABILITY  
BY USING CLOZE PROCEDURE STRATEGY  
AT THE SEVENTH GRADE OF SMP WIRATAMA  
KOTAGAJAH CENTRAL LAMPUNG**

**By:  
LILIK NURMALA  
St. NUMBER. 13107577**

**Tarbiyah and Teacher Training Faculty  
English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1439 H / 2018 M**

**IMPROVING  
THE STUDENTS' READING COMPREHENSION ABILITY BY USING  
CLOZE PROCEDURE STRATEGY  
AT THE SEVENTH GRADE OF SMP WIRATAMA KOTAGAJAH  
CENTRAL LAMPUNG**

**Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
in English Education Department**

**By:**

**LILIK NURMALA  
Student Number: 13107577**

**Tarbiyah and Teacher Training Faculty  
English Education Department**

**Sponsor : Dr. Widhiya Ninsiana, M.Hum  
Co-Sponsor : Ahmad Subhan Roza, M.Pd**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1439 H / 2018 M**



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iainmetro@metrouniv.ac.id](mailto:iainmetro@metrouniv.ac.id)

---

**APPROVAL PAGE**

Title : IMPROVING THE STUDENTS' READING COMPREHENSION  
ABILITY OF NARRATIVE TEXT BY USING CLOZE PROCEDURE  
STRATEGY AT SEVENTH GRADE OF SMP WIRATAMA  
KOTAGAJAH CENTRAL LAMPUNG

Name : Lilik Nurmala

Students Number : 13107577

Faculty : Tarbiyah and Teacher Training

Department : English Education

**APPROVED BY:**

To be discussed in the thesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Sponsor

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Metro, December 2017

Co-sponsor

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

The Head of English Education Department

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



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the munaqosyah  
of Lilik Nurmala**

To: The Honorable the  
Dean of Faculty of Tarbiyah and Teacher  
Training  
State Institute For Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to thesis which is written by:

Name : Lilik Nurmala

Student Number : 13107577

Title : IMPROVING THE STUDENTS' READING COMPREHENSION  
ABILITY OF NARRATIVE TEXT BY USING CLOZE  
PROCEDURE STRATEGY AT SEVENTH GRADE OF SMP  
WIRATAMA KOTAGAJAH CENTRAL LAMPUNG

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.

*Wassalmu'alaikum Wr. Wb*

Sponsor

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Metro, December 2017

Co-sponsor

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



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id); E-mail: [iainmetro@metrouniv.ac.id](mailto:iainmetro@metrouniv.ac.id)

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Mohon dimunaqosyahkan Skripsi**  
**Saudari Lilik Nurmala**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamualaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Nama : Lilik Nurmala

NPM : 13107577

Judul Skripsi : IMPROVING THE STUDENTS' READING COMPREHENSION  
ABILITY OF NARRATIVE TEXT BY USING CLOZE  
PROCEDURE STRATEGY AT SEVENTH GRADE OF SMP  
WIRATAMA KOTAGAJAH CENTRAL LAMPUNG

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

Sponsor

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Metro, Desember 2017  
Co-Sponsor

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





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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**RATIFICATION PAGE**

No: B-0743/ln. 78. 1 / D / PP. 00. 9 / 01 / 2018

An Undergraduate thesis entitled: IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY BY USING CLOZE PROCEDURE STRATEGY AT THE SEVENTH GRADE OF SMP WIRATAMA KOTAGAJAH CENTRAL LAMPUNG, written by: Lilik Nurmala, student number: 13107577 English Education Department, had been examined (munaqosyah) in Tarbiyah an Teacher Training Faculty on January 04<sup>th</sup>, 2018, at 08.00-10.00.

**BOARD OF EXAMINERS**

Chairperson : Dr. Widhiya Ninsiana, M.Hum .....  
Examiner I : Dra. Umi Yawisah, M.Hum .....  
Examiner II : Ahmad Subhan Roza, M.Pd .....  
Secretary : Yuniarti, M.Pd .....



The Dean of Tarbiyah  
and Teacher Training Faculty



**Dr. Akla, M.Pd.**

NIP. 19691008 200003 2 005

**IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY  
BY USING CLOZE PROCEDURE STRATEGY AT THE SEVENTH  
GRADE OF SMP WIRATAMA KOTAGAJAH CENTRAL LAMPUNG**

**ABSTRACT**

**BY:**

**LILIK NURMALA**

The objective of this research is to know whether Cloze Procedure strategy can improve the students' comprehension ability. Cloze Procedure strategy could be one of the strategies in teaching learning process. Cloze Procedure strategy is comprehension reading strategy approach.

This research is classroom action research and it was done in two cycles. Each cycle was done in three meetings. Furthermore this research was done in four steps that were planning, acting, observing and reflecting. In this research the researcher used data collecting methods, they were test, observation, and documentation.

The result of this research shows that in the first cycle, the average of pre-test score was 63,46 and post-test score was 67,30. The score improved 3,84 point. In post-test cycle II, the students average score was 72,50. The score improved 6,73, it can be concluded that using cloze procedure strategy can improve students' reading comprehension ability at seventh grade of SMP Wiratama Kotagajah Central Lampung.

**PENINGKATAN KEMAMPUAN PEMAHAMAN MEMBACA SISWA  
DENGAN MENGGUNAKAN STRATEGI CLOZE PROCEDURE DI  
KELAS TUJUH SMP WIRATAMA KOTAGAJAH LAMPUNG TENGAH**

**ABSTRAK**

**OLEH:**

**LILIK NURMALA**

Tujuan penelitian ini adalah untuk mengetahui apakah strategi Cloze Procedure dapat meningkatkan kemampuan pemahaman membaca siswa. Strategi Cloze Procedure dapat menjadi salah satu strategi dalam proses belajar mengajar. Strategi Cloze Procedure merupakan suatu pemahaman strategi pendekatan membaca.

Penelitian ini merupakan jenis penelitian tindakan kelas dan dilakukan dengan dua siklus. Setiap siklus terdiri dari tiga pertemuan. Selanjutnya penelitian ini terdiri dari empat langkah yaitu perencanaan, akting, pengamatan, dan refleksi. Dalam penelitian ini, peneliti menggunakan metode pengumpulan data antara lain tes, observasi, dan dokumentasi.

Hasil penelitian menunjukkan, pada siklus 1 nilai rata-rata pre-test adalah 63,46 dan nilai rata-rata post-test 67,30. Nilai meningkat 3,84 poin. Pada post-test siklus II, nilai rata-rata mereka adalah 72,50. Dari post-test I dan post-test II nilai meningkat 6,73 poin. Sehingga, dapat disimpulkan bahwa cloze procedure strategi merupakan salah satu strategi yang dapat memperbaiki kemampuan pemahaman membaca yakni siswa di kelas tujuh SMP Wiratama Kotagajah Lampung Tengah.



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Lilik Nurmala  
NPM : 13107577  
Study Programme : English Education Study Programme (TBI)  
Department : Tarbiyah

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, November 2017

The writer,



**Lilik Nurmala**

St. ID 13107577

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Lilik Nurmala  
NPM : 13107577  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, November 2017  
Yang Menyatakan



**Lilik Nurmala**  
NPM. 13107577

## MOTTOS

مَا أَوْحَىٰ إِلَيْكَ مِن كِتَابِ رَبِّكَ ۖ لَا مُبَدِّلَ لِكَلِمَاتِهِ وَلَن تَجِدَ مِن دُونِهِ مُنْتَحَدًا  
وَأَتْلُ

“And recite that which hath been revealed unto thee of the scripture of thy lord.  
There is none who can change his words, and thou wilt find no refuge beside him”

( QS. Al-Kahfi:27)

“Learn from yesterday, live for today, hope for tomorrow. The  
important thing is not to stop questioning”. ~ Albert Einstein

## DEDICATION PAGE

All praise be Allah SWT, I highly dedicate this Undergraduate Thesis to:

My beloved parents Mr. Sugiyo and Mrs. Siti Roisah for giving their endless love, and who always support and love me, who always pray for my success and as my inspiration of my life, thank you so much for everything.

My beloved brother Aditya and my beloved boy Ahmad Bass thanks for your support and giving happiness.

My lovely best friends Septa Merlin, Febri Puji Lestari, Nurleni Aryanti, Krisna Septiana, Ridma Ratri P and Dwi Sukamti thanks for always being there beside me and loving me.

My beloved Almamater The State Institute For Islamic Studies of Metro

## ACKNOWLEDGMENT

In the name of Allah, the most gracious, the most marched praise in to Allah, the lord of the world who his mercy and blessings, none of these would be possible. He has give her accomplish to this thesis. Realizing that this undergraduate thesis is about “Improving The Students’ Reading Comprehension Ability by Using Cloze Procedure Strategy at SMP Wiratama Kotagajah Central Lampung” would not be accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgment his gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person. The researcher cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that the writer could not mention one by one.

The researcher would like to thanks to her parents for financial and spiritual support. The researcher thanks to Mrs. Dr. Widhiya Ninsiana, M.Hum and Mr. Ahmad Subhan Roza, M.Pd, for being patient and efficiency during the accomplishment of this undergraduate thesis. May Allah SWT gives them His better reward for their spending time to support and guide during the undergraduate thesis writing process.



Nobody is perfect. The researcher do apologizes for all mistakes she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, November 2017

The writer,

A handwritten signature in black ink, appearing to read 'Lilik Nurmala', written in a cursive style.

**LILIK NURMALA**

St.ID. 13107577

## TABLE OF CONTENTS

	Page
<b>COVER</b> .....	<b>i</b>
<b>TITLE</b> .....	<b>ii</b>
<b>APPROVAL PAGE</b> .....	<b>iii</b>
<b>NOTA DINAS</b> .....	<b>iv</b>
<b>RATIFICATION PAGE</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>STATEMENT OF RESEARCH ORIGINALITY</b> .....	<b>viii</b>
<b>ORISINALITAS PENELITIAN</b> .....	<b>ix</b>
<b>MOTTO</b> .....	<b>x</b>
<b>DEDICATION PAGE</b> .....	<b>xi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>xii</b>
<b>TABLE OF CONTENTS</b> .....	<b>xiv</b>
<b>LIST OF TABLES</b> .....	<b>xvi</b>
<b>LIST OF APPENDIXES</b> .....	<b>xvii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of The Study .....	1
B. Problem Identification.....	4
C. Problem Limitation .....	4
D. Problem Formulation .....	5
E. Objective and Benefit of The Study.....	5
<b>CHAPTER II THEORETICAL REVIEW</b> .....	<b>7</b>
A. The Concept of Reading Comprehension Ability.....	7
1. The Concept of Reading Comprehension Ability.....	7
B. The Concept of Narrative Text .....	20
1. The Definition of Narrative Text .....	20
2. Generic Structure of Narrative Text.....	22
C. The Concept of Cloze Procedure Strategies.....	23
1. The Definition of Cloze Procedure Strategies .....	23
2. Creating and Administering Cloze Procedure .....	24
3. Advantages and Disadvantages of Cloze Procedure ....	25
4. Cloze Procedure Assessment .....	26
D. Action Hypothesis.....	27
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>28</b>
A. Variables and Definition Operational Variables .....	28
1. Independent Variable .....	28
2. Dependent Variable.....	28
B. Setting of The Research .....	29

C. Object of The Study .....	30
D. Research Procedure.....	30
1. The Defenition of Classroom Action Research .....	30
2. Action Plan.....	31
E. Data Collecting Technique.....	36
F. Data Analysis Technique .....	38
G. Indicator of Success .....	40
<b>CHAPTER IV RESULT OF THE RESEARCH .....</b>	<b>41</b>
A. Result of The research.....	41
1. The History of SMP Wiratama Kotagajah.....	41
2. The Condition of Teacher and Staff in SMP Wiratama Kotagajah.....	41
3. The Quantity of The Students at SMP Wiratama Kotagajah.....	43
4. Organization Structure of SMP Wiratama Kotagajah	45
B. Description of The Research Result.....	46
1. Pre-Test .....	46
2. Cycle I.....	49
3. Cycle II.....	56
C. Interpretation .....	63
1. Improving The Students' Reading Comprehension Ability Of Narrative Text By Using Cloze Procedure Strategy at SMP Wiratama Kotagajah .....	63
2. Improving The Students' Reading Comprehension Ability of Narrative Text by Using Cloze Procedure Strategy in English Reading Process.....	65
<b>CHAPTER V CONCLUSION AND SUGGESTIONS.....</b>	<b>67</b>
A. Conclusion .....	67
B. Suggestion.....	68
<b>BIBLIOGRAPHY</b>	
<b>APPENDIXES</b>	
<b>CURRICULUM VITAE</b>	

## LIST OF TABLES

Table 1. The Data of Pre-survey Score in Reading Comprehension Ability ...	3
Table 2. The Total of Students in SMP Wiratama Kotagajah.....	29
Table 3. The Condition of Teacher and Staff SMP Wiratama Kotagajah .....	43
Table 4. The Quantity of Students SMP Wiratama Kotagajah .....	45
Table 5. The Students' Score at Pre-Test.....	47
Table 6. Frequency Distribution of Students' Score in Pre-Test .....	49
Table 7. The Result of The Post-Test of Cycle I.....	53
Table 8. Frequency Distribution of Students' Score at Post-Test I .....	54
Table 9. The Students' Score at Pre-Test and Post-Test Cycle I.....	55
Table 10. The Students' Activities Result in Cycle I.....	57
Table 11. The Result of Post-Test Cycle II.....	60
Table 12. Frequency Distribution of Students' Score in Post-Test II.....	61
Table 13. The Students' Score Post-Test I and Post-Test II .....	62
Table 14. The Students' Activities Result in Cycle II .....	63
Table 15. The Improving of Students' Scores at Cycle I and Cycle II .....	65
Table 16. The Improving of Students' Activities in Cycle I and Cycle II.....	68

## **LIST OF APPENDIXES**

1. Syllabus
2. Lesson Plan
3. Instruments
4. Students Scoring Table
5. Students' Observations sheet
6. Documentation of Picture
7. Research Letter of IAIN
8. Research Letter of SMP Wiratama Kotagajah
9. Curriculum Vitae



# CHAPTER I

## INTRODUCTION

### A. Background of Research

Language has uniquely human activity. There are many languages in the world, but the language which is almost by all countries as the first, the second or as the foreign language is English. Moreover, English has been declared as a formal language on international communication for a long time ago.

English is one of the languages in the world. English is an international language that can be used as an instrument to write important information and knowledge. English has become more and more important in the world. It is used in the international communication or in the international conference. English is not only useful for the present time, but also for the future. Some students from many places around the world learn English. Since it is considered as international language, learning English has become a necessity for everyone who wants to involve in international interaction. However, mastering this language is not easy to do. But if we know nothing about English, of course it will be very hard for us to prevent our existence in modern world.

In Indonesia, English is the foreign language and it becomes one of the major subjects that should be taught by all students. Nowadays, Indonesian Department of Education also takes this language as one of the must subject of

the formal education that must be learned by all learners in indonesia. There are four skills that should be taught to the student at the school, namely listening, speaking, reading and writing.

Furthermore, reading is one of the important skills which is taught in the school. According Klinger Reading is the process of constructing meaning from the written texts. It is indicate that reading is activated by print. The reader must be able to translate the written words into meaningful language. Without reading and constructing the meaning of the text, the information from the writers is receiveless. It can be said that reading is absolutely important for us to know about the information that writers means in the text. Reading with comprehension the one recognize the purpose and the important point of the text besides understanding the surface meaning of the text.

Narrative is a types text that function to amuse, entertain to deal with actual or vicarious experience in different ways and have a morral lesson to the readers. It is as media to teaching reading comprehension. As media, narrative text is expected can make students more active again in teaching learning process. Because media can help the teacher sending material to their students so that can be easy to understand by them.

One of the strategies in reading is cloze procedure strategy. Cloze procedure is a reading comprehension activity in which words are ommitted from a passage and students are required to fill in the blanks. This procedure is incredibly useful in reading instruction because it can be easily done by any

teacher and provides valuable reading comprehension information. This strategy will give the teacher an idea of the students on the material presented. With the cloze procedure, a teacher can also know the text is too difficult or not for the students.

The pre survey had done on April 13th 2017 , the researcher got the data from the observation, that is the students mostly at the seven grade of SMP Wiratama Kotagajah Central Lampung such as: (1) the students have problem to read the narrative text. (2) they have low score in English especially in reading. The data of English reading subject can be observed on the table below:

**Table 1**

**The pre-survey data of students' reading comprehension ability score among the seventh graders of SMP Wiratama Kotagajah**

NO	SCORE	EXPLANATION	NUMBER OF THE STUDENTS	PERCENTAGE
1	$\geq 70$	Complete	10	38,47%
2	$\leq 70$	Incomplete	16	61,53%
Total			<b>26</b>	<b>100%</b>

Source: Pre-survey Result on April, 13<sup>th</sup> 2017

Based on the table of pre survey it can be inferred that 26 students' as the research sample can be divided. There are 10 students who include in complete category (38,47%), and students' who include in the incomplete 16 category (61,53%). Referring that data, we can assumed, that the students have problem in their reading.

Based on the problem above, the researcher would like to investigate whether there is *improvement of the students' reading comprehension by using cloze procedure strategy at the seventh grade of SMP Wiratama Kotagajah Central Lampung.*

### **B. Problem Identification**

Based on the explanation above, the researcher identifies the problem as follows:

1. The students have low motivation in learning English.
2. Most of the students have low in reading comprehension.
3. The students have difficulties in comprehending an English text especially in narrative text.
4. Some students have difficulties to understand a text.

### **C. Problem Limitation**

Based on the problem identification above, the researcher focused on the students' difficulties in comprehending an English text especially in narrative text, it is caused by students don't have enough vocabularies, then they also find words that they have never read before. So, the researcher is going to use the cloze procedure strategy to improve students' reading comprehension ability at seventh grade of SMP Wiratama Kotagajah Central Lampung.

#### **D. Problem Formulation**

The researcher formulates the problem as follows :

Can the Cloze Procedure Strategy improve the students' reading comprehension of narrative text at the seventh grade of SMP Wiratama Kotagajah Central Lampung?

#### **E. Objective and Benefits of Research**

##### 1. Objective of the Research

The objective of the research is To improve the students reading comprehension by using cloze procedure strategy at the seventh grade of SMP Wiratama Kotagajah Central Lampung.

##### 2. Benefits of the Research

###### a. For the students

- 1) As the result of the students' learning.
- 2) As a motivation for the students' in reading comprehension ability.

###### b. For the teacher

- 1) As an alternative strategy in teaching reading.
- 2) As a reference to teach the students about reading in an efficient way and time.



c. For the headmaster

The result of this research is hoped to be the consideration in learning process at school and the headmaster can convey to the teachers that they should know the students' problems in order to teach learning process effectively.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Reading Comprehension Ability

##### 1. The Concept of Reading Comprehension

###### a. Reading

###### 1) Definition of Reading

Reading is an important skill for most students of English throughout the world, especially in countries where foreign language learners do not have opportunity to interact with native speakers but have access to the written form of that language. Reading can be considered as a source of information, as a pleasurable activity, as a means of extending one's knowledge of the language.<sup>1</sup>

The process of reading is very simple which consists of some skills and process. Reading is very energetic skillfulness. We should know about meaning from the words, pay attention to the picture or the words are taken out, to obtain the satisfying product. We should know about the vocabulary because one of the reading skills must have some vocabularies.<sup>2</sup>

---

<sup>1</sup>Taher Bahrani, "International Journal of Language Learning and applied Linguistics World" (Malaysia: University Malaya. Ijllaiw), Vol. 3, July 2013, P.16

<sup>2</sup>Hermer Jeremy. *How to Teach English( an introduction of the practice of english language teaching)*, (England: Longmand, 1998). P.68

According Anthony, Pearson, and Raphael in Farrell, Thomas S.C states that Reading is the process of developing meaning through knowledge, information from the reader's which are recommended by written language and the context of reading circumstance. In context of reading , many students who are less interested in reading , his lack of knowledge is due to a lacCk of knowledge .<sup>3</sup>

Reading is a complex process involving a network of cognitive actions that work together to construct meaning. <sup>4</sup> Reading is not a passive process, it is an interactive process where the reader extracts information embedded in the text.<sup>5</sup>

Allen & Button as cited by Altay states that reading is described as a complicated process of drawing meaning from a text for different purposes in various context. <sup>6</sup>

Bos and Vaughn as cited by reading is an interactive process. It means that when we are reading, there is an interaction between the readers with the ideas presented by the writer of the text. This interaction leads the reader to comprehend the text by using his/her knowledge. Moreover,

---

<sup>3</sup> Thomas S. C. Farrell, *Teaching Reading to English Language learners*, (USA: Corwin Press, 2009), p. 11

<sup>4</sup> Dorn, J. Linda and Soffos, C.2005. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portlant: Maine. P.6

<sup>5</sup> Murad, H. Ivan. "Investigating Kurdish Students' Reading Strategies", (Iraq: University of Zakho, Kurdistan Region), DOI: 10.5923/j.edu.20140406.01, P.136

<sup>6</sup> E. Solak & F, I. Altay. (2014). *The Reading Strategies used By Prospective English Teacher in Turkish ELT Context. International Online Journal of Education and Teaching (IOJET)*. Turkish: Amasya University, P.252

reading can be said as successful if there is an alignment between the students' mind and the writers' message. In other word, the students' can be said as success in reading if they can comprehend the information from the text they read. Thus, it can be said that reading and comprehension cannot be separated.

Based on statements above, the writer conclude that reading is a process to read texts or something to get information, knowledge and others.

## **2) The Types of Reading**

The are several types of reading performance are typically identified, namely:

### **1. Academic Reading**

A student has to pass various examinations during his/her whole course of academic life. Understanding a given passage is the goal for a reader to answer any kind of question in the examinations because readers comprehend the text properly if they extract the required information as effectively as possible.

### **2. Non-academic Reading**

Besides academic reasons, there are non-academic reasons for reading. In a academic reading, students tend

to read texts because of the syllabus and the thought of passing the examinations. But non-academic reading is open and readers get an opportunity to choose from a vast range of books according to their interest, options for choice and opportunity to spending time.

### 3. Extensive Reading

Williams as quoted by Solak & Altay states that extensive reading as the “relatively rapid reading of long texts”. According to Nuttal, extensive reading is essentially a private activity and the reader dwells in his/her private world of reading for his/her own interest. Nuttal has pointed out two reasons for extensive reading. The first reason is that extensive reading helps to improve the reading skills of the students. The second reason is that extensive reading not only serves a different atmosphere for the students but also provides them with enjoyment.

### 4. Intensive Reading

In intensive reading, readers extract specific information in shorter texts. Brown in Solak & Altay says that resembles intensive reading to a zoom lens strategy and states that “intensive reading calls attention to grammatical forms, discourse markers and other surface

structure details for the purpose of understanding literal meaning, implementations, rhetorical relationships”.

## 5. Approaches to Reading

Top-down and Bottom-up are the two ways which readers process the text. Bottom-up can be defined as processing a text to figure out the meaning by reading word for word and letter for letter. On the other hand, Top-down processing is to comprehend the global meaning of the text through clues in the text and the reader's good schema knowledge. The reader brings his/her personal experiences and view with him/her, and those aspects largely affect the way of interpreting a text. The most effective model is the interactive model which is a combination of both bottom-up and top-down elements.<sup>7</sup>

## 6. The Techniques of Reading

In the reading comprehension, there are several techniques that must be followed by students, namely:

---

<sup>7</sup> E. Solak & F. I. Altay. (2014). *The Reading Strategies used By Prospective English Teacher in Turkish ELT Context. International Online Journal of Education and Teaching (IOJET)*. Turkish: Amasya University, P.252-253

### 1. Skimming Technique

A skimming technique is a technique which deals with the ability in finding general ideas or information from the text. Reading quickly to looking for the main idea of the text. It means that this technique used to get the specific information of the text.

### 2. Scanning Technique

A scanning technique is a technique which deals with the ability to find out the specific information in the text. Gellet as cited by suggest that the scanning technique is quickly going through a text to find a particular piece of information. Besides that, the scanning technique is done to locate specifically required information. Thus, scanning technique deals with the readers' ability in finding certain information they need in the text without reading the whole of text.<sup>8</sup>

Based on the technique above, the writer concludes that skimming is a technique of reading at high speed to look for important things or the main idea of a reading, while scanning is a technique of reading quickly to get an information without

---

<sup>8</sup> Nofelia, Lana. "The Effect of Using Skimming and Scanning Techniques on the Eight Grade Students' Reading Comprehension Achievement" in <http://.google.co.id/search?ie=ISO-8859-1&q=the+effect+of+using+skimming+scanning+technique+onthe+eight+grade+thesis&btn=Download> Downloading at February, 25 2016.

reading the others. Both techniques are very important to be used for reading.

## **b. Comprehension**

### **1) Definition of Comprehension**

Comprehension is the real meaning of reading, because the aim of written language is communication of message. If we do not understanding the message, we are not reading. Comprehension in reading very important to students' because the teacher can understanding students' ability in reading.<sup>9</sup>

Smith said that comprehension is a kind up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific.<sup>10</sup> Many people would say they know what the meaning of the word comprehension, ignore in a general explanation, whereas often occure conversation in daily life. Moreover, almost completely founding the context of reading.

Comprehension is the process of continuously as long as thinking about the readers' of message.<sup>11</sup> The comprehend depends on the problem-solving used the readers' to

---

<sup>9</sup> Duffy, G. Gerald.2009. *Explaining Reading: A Resource for Teaching Concept, Skills, and Strategies, Second Edition*. London: New York. P.14

<sup>10</sup> Smith, Frank. 2004. *Understanding Reading A Psycholinguistic Analysis of Reading and Learning to Read, Sixth Edition*. London: Mahwah, New Jersey. P.12

<sup>11</sup> Dorn, J. Linda and Soffos, C.2005. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portlant: Maine. P.7



understand what has been read in the strategy of problem-solving. Comprehension consequences from the mind's skills to make links and ask question about particular reading event.<sup>12</sup> Comprehension is the composite process in time by cognitive, emotional, perceptuan and social experience.<sup>13</sup>

According to Linda, there are two levels in comprehension according to Linda, namely:

1. Surface level

The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This level of understanding directly relates to the recency of the reading.

2. Deep level

The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking. Deep comprehension is the result of the mind's analyzing and synthesizing multiple sources of information, thus lifting a reader's comprehension to new level of meaning.

---

<sup>12</sup> *ibid.P.6*

<sup>13</sup> *Ibid, P.6*

Based on statements above, the writer concludes that comprehension is capability is a method to interpret, understand, interpret and translate the meaning of a word or phrase that is read for the reader to know the intent of the core is poured by the author

### c. Reading Comprehension Ability

#### 1) Definition of Reading Comprehension Ability

Reading Comprehension has always been a cornerstone of successful academic project. Eskey as quoted by Bogoya & Paulo says that reading comprehension an experience that involve the reader's emotions, beliefs, and thoughts resulting not only from the reader's individual characteristics but also his/her experience.<sup>14</sup>

According to Janette, Sharon and Alison, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowladge, and fluency.<sup>15</sup>

From definition of reading comprehension above, there is the reading comprehension instruction as following a three steps procedure, namely:

---

<sup>14</sup> Gonzales, B & Paola, A. 2011. *Fostering Fifth Graders' Reading Comprehension Through The Use of Intensive Reading in Psychal Science. Colombian Applied Linguistics Journal*. Colombia: Universidad Distrital Fransisco Jose De Caldas. P.37

<sup>15</sup> Klinger, K. J, Vaughn, S. and Boardman, A. 2007. *Teaching Reading Comprehension to Student with Learning Difficulties*. London: New York. P.2

1. Mentioning
2. Practicing
3. Assessing

That is, teacher would mention the skill that they wanted students to use, then they would give them opportunities to practice that skill through workbooks or skill sheets, and finally assess whether or not they used the skill successfully. Instruction was noticeably missing. Perhaps of even greater concern than the quality of comprehension instruction was the dearth of reading instruction observed.

Reading comprehension is one of the ways to get information from a text that a student reads. So, they can discover the main idea of it. Reading comprehension is an important aspect that must be mastered by a student. Through these activities, students gain reading comprehension, a variety of information actively receptive. By having a high reading comprehension, students can obtain various information in a relatively short time.

According to Widgor and Garner, ability is defined as systematic observation of performance on a task. In an earlier draft, the authors were even more focused: ability is how well a person performs a defined task. Ability is also sometimes

defined in terms of performance on a particular task or class of tasks.<sup>16</sup>

Whereas ability is inferred from the comparison of one individual's performance to that of other individuals or to an external standard. In other words, ability is seen not as the relative standing along some cognitive dimension of an individual within a group, or of an individual's performance relative to some well-defined class of tasks (or performance), or even of facility in performing certain types of cognitive processes, but rather is a joint property of the union of person and environment.<sup>17</sup>

Based on the statements above, the writer concludes that reading comprehension ability is the process of the students how to comprehension the main ideas of the text and perform its to the text.

## **2) The Strategy of Reading Comprehension**

Many of the reading comprehension strategies that have been associated with the effect for students with learning disabilities are those that teach students strategies that prompt them, during and after reading. These strategies ask student to:

---

<sup>16</sup> David F. Lohman, *Issues in The Definition and Measurement of Abilities*, (USA: The University of Iowa, 1997), p.8.

<sup>17</sup> *Ibid*, p.9-11.

1. Consider their background knowledge on the topic they are reading.
2. Summarizes key ideas, and
3. Self-question while they read.<sup>18</sup>

The strategy of reading comprehension instruction have the following components in common:

1. Assessment and evaluation of learning objectives, including orienting students to what they will be learning.
2. Daily reviews of material taught to assure mastery.
3. Teacher presentation of new material, including giving examples and demonstrating what students need to do.
4. Guided information, including questions to determine understanding .
5. Feedback and correction.
6. Independent practice and review.<sup>19</sup>

#### **d. Reading Assessment**

Reading comprehension assessment has different purposes. One of them to compare students' comprehension levels to those of students in a working sample. Another is to find out if students have met established criteria for their grade level. A third purpose

---

<sup>18</sup> Klinger, K. J, Vaughn, S and Boardman, Alison.2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. London: New York. P.4

<sup>19</sup> *Ibid*. P.5

is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies.

Brown said, the assessment of basic reading skills may be carried out in number of different ways<sup>20</sup>, there are:

1. Reading Aloud

The test-taker sees separate letters, words, and short sentences and reads aloud, one by one, in the presence of an administrator. Since the assessment of reading comprehension, any recognizable oral estimate of the response is considered accurate.

2. Written Response

The same stimuli are presented, and the test-taker's task is to reproduce the problem in writing. Because of deliver across different skills here. If an error occurs, make sure you determine its source, for example may actually be a reading error.

3. Multiple-Choice

Multiple-choice response are not only a matter of choosing one of four or five possible answer. Other measures, some of which are especially useful at the low levels of

---

<sup>20</sup> Brown, H. Douglass. *Language Assessment Principles and Classroom Practices*. Longman P.190-191

reading, include same/different, circle the answer, choose the letter and matching.

#### 4. Picture-Cued Items

Test-takers are shown a picture, such as the one on the next page, along with a written text and are given one of a number of possible tasks to perform.

Assessment in reading comprehension can be done by administering the test. Test can be a reference for the teacher to know the progress of the students by the score from students and to motivate the students to improve their language skill especially in reading comprehension.

In the study, the type of questions were constructed by using multiple choice test items. This test consists of ten questions with four options included. The students will answer each question by crossing on the answer sheet provided. They will get one score for each correct answer and zero for the wrong answer or no answer.

## **B. The Concept of Narrative Text**

### **1. The Definition of Narrative Text**

Thomas Kane argues that narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time

(and usually other arrangement as well).<sup>21</sup> Gorys keraf states that narrative is a form of passage that tries to tell an event so that reader feel as or experience of event. Narrative is a form of passage which has main target that conduct that is interweaved and arranged to be an event happen in unit of time.<sup>22</sup>

Based on statement above can conclude that narrative is a form passage that consist of sequence of event about story pr life experience.

There can be a combination of narratives within each of this different types. Sometimes, the term genre is used for the type of narrative. The example of genre of narrative that are:<sup>23</sup>

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Some define legend as folktale. The example of legend are, sangkuriang, malin kundang, story of toba lake.

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fabel are: Mousedeer and Crocodile and the story of monkey and crocodile.

---

<sup>21</sup> Thomas Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, Inc, 2000), p.336

<sup>22</sup> Drs. Gorys Keraf, *Argumentasi dan Narasi*, (Jakarta: PT Gramedia Pustaka Utama, 2010), p.135

<sup>23</sup> *ibid.* p.252



c. Fairy

Fairy tale is a type of short narrative about magic or enchantments for amusing and giving moral lessons. The example of fairy tale are: Cinderella, Snow White and Pinocchio.

Narratives can be found in picture story books, simple short stories and longer stories with complicated plots.

## 2. Generic Structure of Narrative Text

There are several common structures used in narrative text, namely:

a. Orientation

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

b. Complication

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

c. Resolution

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

d. Reorientation

This is the closing remark to the story and it is optional. It consist of a moral lesson, advice or teaching from the writer.<sup>24</sup>

---

<sup>24</sup> *Ibid.* P.338

Based on statement above, the writer conclude that the generic structure of narrative text can help to know what type of text is being read or analyzed

## **C. The Concept of Cloze Procedure Strategies**

### **1. The Definition of Cloze Procedure Strategies**

Cloze procedure is the literature on language testing. Having been introduced by Taylor for the first time as a measure of readability, cloze has since been used for a variety of purposes not least of which are for testing language proficiency and reading comprehension in English as a second language.

According to Barbara J. Guzzetti , cloze procedure is an informal assessment that requires the reader to supply words that have been systematically deleted from a passage.<sup>25</sup> The cloze can be used for several purposes as an assessment of a student's ability to construct meaning of individual sentences using context clues, syntax, and other information from a specific text, as a measure of a text's read ability level, or for placement of students for instruction.

According to Jacqueline E. Kress, cloze procedure is sentence-completion technique in which words are deleted from a reading passage and the student fill in the missing word using the context of

---

<sup>25</sup> Barbara J. Guzzetti, *Literacy in America An Encyclopedia of History, Theory, and Practice*, (California: ABC Clio, 2002), p.72

the remaining text.<sup>26</sup> The cloze procedure developed by Wilson Taylor, was originally used to measure the suitability of textbooks for different grade levels. This informal assessment measure is used for many different purposes.

Cloze procedure is a technique implemented by systematically deleting words from a prose passage. The responses, given in the place of the deleted words, are then evaluated, thus reading levels can be assessed.<sup>27</sup>

Based on statements above, the writer concludes that cloze procedure is paragraph or text that must be equipped with the right words so that the paragraph can be understood.

## **2. Creating and Administering a Cloze Procedure**

There are steps how to create a cloze procedure. Namely:

- a. Select the passage of interest, generally 250 to 500 in length.
- b. Leave the first and last sentences interconnect.
- c. Beginning with the second sentence, delete every seventh word and replace the words with blank of the same size.
- d. Present the revised passage to the student and explain the task:
  - 1) Read the passage and when you came to a blank fill it in with the word that fits the meaning.

---

<sup>26</sup> Jacqueline E. Kress, *The Reading Teacher's Book of Lists*, Sixth Edition (San Francisco: Jossey-Bass, 2016), p.518

<sup>27</sup> Anne M. Ferguson, "Applying Cloze Procedure to Children's Book Selections" *Reading Horizons*, (Southeastern Louisiana University, Hammond), Vol. 20/ April 1980, p. 196

- 2) Continue to the end of the passage.
  - 3) Reread the passage with the words you have filled in and make any changes you think are needed to make the passage make sense.
- e. Score the completed passage as a percentage of correct fill in the missing word.<sup>28</sup>

### 3. Advantages and Disadvantages of Cloze Procedure

In cloze procedure has several advantages and disadvantages side.

They are:

#### a. Advantages

- 1) It is easier and quicker to construct, administer, score, and interpret than some other informal reading assessment.
- 2) It can be group administered.
- 3) It provides a measure of students' comprehension to use semantic (word and sentence meaning) and syntactic.
- 4) Involves repetition of reading of content.
- 5) Provides clear objective for students.
- 6) Helps improve reading and listening comprehension.

#### b. Disadvantages

- 1) Students' prior knowledge of the topic and their ability to use language will influence their performance on the cloze.

---

<sup>28</sup> Jacqueline E. Kress, *The Reading Teacher's Book of Lists*, Sixth Edition (San Francisco: Jossey-Bass, 2016), P.518

- 2) The cloze provides only limited diagnostic information.
- 3) Cloze procedure is being difficult to create quality cloze tests.
- 4) Can frustrate students who struggle with vocabulary and language.<sup>29</sup>

Although some teachers believe that cloze activities help students focus on meaning rather than pronunciation of words, there is little research to support the use of cloze as a means for improving reading comprehension. Little can be determined from the cloze concerning students' decoding strategies or comprehension.

#### 4. Cloze Procedure Assessment

Cloze procedure assessment requires the use of only one or two sentences with one or two important words deleted. Students read the sentences, fill in the blanks, and explain their word choices. ESL students' explanations for answers allow the teacher to determine whether the student has learned the rules of language.

When the teachers use the cloze to assess text readability, they employ the following criteria to evaluate of students' success when reading the text:

---

<sup>29</sup> Barbara J. Guzzetti, *Literacy in America An Encyclopedia of History, Theory, and Practice*, (California: ABC Clio, 2002), p. 73

- a. Students scoring above 50 percent can read the text independently (without teacher assistance).
- b. Students scoring 34-50 percent correct are within the instructional level (the student can be successful with teacher assistance) but may need enrichment activities in conjunction with the text to ensure success.
- c. Students scoring below 34 percent will be frustrated by the difficulty of the text.<sup>30</sup>

If the cloze procedure indicates students are at the frustration level (text is too difficult), an easier text should be used. There are no criteria for determining functional reading levels when synonyms are accepted. In the study, the teachers focus on the students' word choices to evaluate reading comprehension. The students' will answer each question by fill the blank sentences with used word choices answered.

#### **D. Action Hypothesis**

Based on the background of research, the writer formulates the hypothesis as follows: "the students' reading comprehension ability of narrative text and students learning activity can be improved by using cloze procedure strategy at the seventh grade of SMP Wiratama Kotagajah Central Lampung".

---

<sup>30</sup> *Ibid.* p. 72

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Variable and Definition Operational Variables**

Definition operational variable explains about variables that used in this research. This research consists of two variables, those are dependent variable and independent variable.

##### **1. Dependent Variable**

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research in this research is the students' reading comprehension ability. The improving of students reading comprehension ability can be seen after using cloze procedure.

The way of measuring in dependent variable is through test, and measuring instrument using written test. Indicator of this variable is students can master their reading comprehension.

##### **2. Independent Variable**

Independent is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is the use of cloze procedure which can be defined as the strategy that can make students' easier to study reading in the class. Students need

supporting condition and enjoy teaching learning process, so choosing cloze procedure strategy can be one of many ways to teaching reading.

Moreover, indicator of this variable is the student can make concrete and interest of what is talked about. The way of measuring in independent variable is through observation and measuring instrument using observation sheet.

## **B. Setting of the Research**

### **1. Location Setting**

The researcher had be done this research of Junior High School (SMP) Wiratama Kotagajah Central Lampung. It is located on Jl. Jenderal Sudirman No. 17 Kotagajah, Lampung Tengah.

### **2. Subject of the Research**

Subject of the research is the students of seventh grade of SMP Wiratama Kotagajah Central Lampung. The researcher chooses this class because the students have difficulties in reading. Below the data of the research subject:

**Table 2**

#### **The Total of Students in VII at SMP Wiratama Kotagajah**

No	Class	Sex		Total
		Male	Female	
1.	VII	12	14	26

Source data of SMP Wiratama Kotagajah



The writer selected this class because most of students do not get the minimum score of English especially in reading comprehension.

Furthermore, it has the lowest English ability, especially in reading. Moreover, the students were also not interested in English learning.

### **C. Object of the Research**

The object of the research is the use Cloze Procedure can improve the students' Reading Comprehension Ability. The kind of this research is Classroom Action Research (CAR). It means that action research is a partical way of looking at your practice in order to check whether it is as you feel it should be. In this research, the writer will collaborate with an English teacher, her name is Mrs. F. Setyaningsih, S.Pd.

### **D. Research Procedure**

#### **1. The definition of classroom action research**

Action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' the teacher as researcher. Action research taking a self-reflective, critical, and systematic approach to exploring your own teaching context.<sup>31</sup> Those involved in action research generally want to solve some kind of day-to-day immediate problem, such as how to decrease absenteeism or incidents of vandalism among the students

---

<sup>31</sup> Anne Burns, *Doing Action Research in English language Teaching*, (New York: Routledge, 2010), p. 13

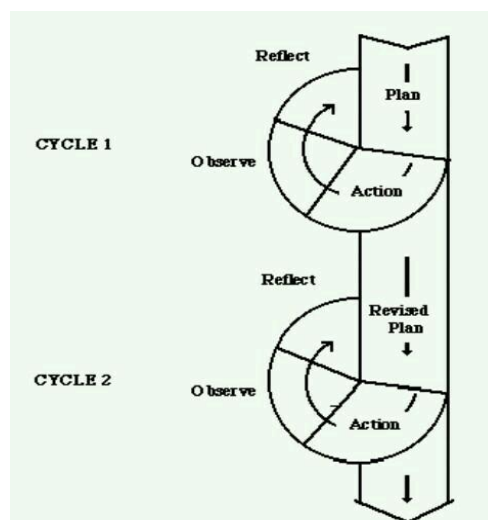
body, motivate apathetic students, figures out ways to use technology to improve the teaching or increase funding.

## 2. Action plan

Action research is any systematic inquiry conducted by teachers, principals, school counselors, or other stakeholders in teaching learning environment that involves gathering information about the ways in which their particular schools operate, the teacher teach, and the students learn.<sup>32</sup>

As articulated earlier, the purpose of action research is to learn through action leading to personal or professional development. Kemmis and McTaggart maintain that action research involves a spiral of self-reflective spirals of:

### The action research Spiral



<sup>32</sup> L. R. Gay, *Educational Research Competencies for Analysis and Applications*, Tenth Edition (Boston: Pearson, 2012), p.507

Figure 1.1 illustrates the spiral model by Kemmis and McTaggart<sup>33</sup>

From the design above, here is the explanation about procedures that will be conducted by the writer in classroom action research.

There are two cycle to conduct in the Classroom action research, those are:

#### **a. Cycle 1**

##### 1) Planning

The first step in every activity is planning. Planning is the first step of the teaching context and must be prepared by the researcher before doing action. Planning is a step to make arrangement for action project which explains about what, why, when, who and how the action will be done. The planning stage consist of the activities below:

- a) The researcher identifies the proplems and found the problem solving.
- b) The researcher makes a lesson plan to teach reading.
- c) The researcher prepares the material, technique, and medio of teaching reading.
- d) The researcher prepares observation and evaluation sheet.

---

<sup>33</sup> *ibid.* p. 20

## 2) Acting

The teacher guides and helped the students in the learning process. In the action research, the second step was acting. It was implementing of the planning. The general steps would be done by the writer as follows:

### a) Pre Teaching Activities

- 1) Pray and greet the students.
- 2) Check the attendant list.
- 3) Choose the appropriate with the material going be taught.

### b) While Teaching Process

- 1) The teacher applied the lesson plan.
- 2) The teacher explained about what is the cloze procedure strategy in reading comprehension.
- 3) The teacher gave example about cloze procedure by analyze the text.
- 4) The teacher gave an exercise.

### c) Post Teaching Activities

- 1) The teacher gave exercises to the students'.
- 2) The teacher gave the score to the students'.

## 3) Observing

The third step is observing. In observing the teacher must be able to analyze the learning process, the students' activities,

the teacher performance, the material and the result of simulation. The important things in teaching learning process are not by observer.

#### 4) Reflecting

The last step is reflecting. Reflecting is the last step in this process. The researcher will be analyzed the observation result during teaching process, like weakness and strength from the action in this steps, the researcher uses data from evaluation to make improvement for second cycle. The researcher decides that the next cycle focuses on the weakness in preview cycle and can be better from this cycle.

### **b. Cycle II**

#### 1) Planning

Planning is the first steps in each activity. Without planning, the activity that the writer does will not focus. Here is step that the researcher can make in planning:

- a) The researcher prepared the lesson plan.
- b) The researcher prepared the material, source, and strategy of learning.
- c) The researcher prepared the format to observe.
- d) The researcher determines the instrument evaluation of the test (pre-test and post-test)

## 2) Acting

The second step in the classroom action research is acting. It is the implementing of the planning. The general steps will be done by the researcher as follows:

### a) Pre Teaching Activities

- 1) Praying and greeting the students.
- 2) Checking the attendant list.
- 3) Choosing the appropriate with the material going to be taught.

### b) While teaching process

- 1) The teacher applies the lesson plan.
- 2) The teacher explains about what is the narrative and cloze procedure in reading.
- 3) The teacher gives example of cloze procedure by paper and give the idea for students.

### c) Post teaching activities

- 1) The teacher gave exercises to the students'.
- 2) The teacher gave the score to the students'.

## 3) Observing

In this step, the researcher observed the process of teaching learning by using instrument of observation. The researcher conducting the activities in this step, such as: the students

activities, fluency, vocabulary, phonics, and comprehension when reading in front of class.

#### 4) Reflecting

Reflecting was the last step in this process. Here, the writer analyzed the observation result during teaching process, like weakness and strength from the action in this step, the writer used data from evaluation to make improvement for second cycle. The writer decided that the next cycle focus on the weakness in preview cycle and could be better from this cycle.

### **E. Data collecting Technique**

The researcher collected the data by using data collection technique as follow:

#### 1. Test

According to Douglas Brown that test is method of measuring a person's ability or knowledge in a given domain.<sup>34</sup> The researcher used test, from pre-test and post-test.

##### a. Pre-test

The researcher gives the learners the pre-test. The test have the purpose to know how far comparison the students reading comprehension of narrative text before given treatment.

##### b. Post-test

---

<sup>34</sup> H. Douglas Brown, *Teaching by Principles*, Longman, San Fransisco State University, 2000, p. 384

The researcher is managing the post-test after giving treatment to know the end result of the research. the post-test is to know whether the treatment give improvement to the students reading comprehension at seven grade of Junior High School (SMP) Wiratama or not.

## 2. Observation

In this research, the researcher will observe something that related to activities of teacher that appropriate with the problem. By observing the researcher could observe directly the object that would be research without other mediator.

## 3. Documentation

Documentation is a method to get information from written sourceor document as books, magazine, regulation, notes or meeting and daily report. The researcher applied this method to get the data of the history of the school at the vocational high school.

Here were the list of the documentation:

- a. Documentation about historical background of SMP Wiratama Kotagajah.
- b. Documentation about structural organization of SMP Wiratama Kotagajah.
- c. Documentation about facilities of SMP Wiratama Kotagajah.
- d. Documentation about sketch of location SMP Wiratama Kotagajah.



e. Documentation about condition of the teachers and official employees of SMP Wiratama Kotagajah.

f. Documentation about students of SMP Wiratama Kotagajah.

#### 4. Field Note

To collect the data more accurately in Classroom Action Research (CAR), the researcher uses field note to make easy when analyze the data. This is to know students activities during teaching process. It is done after finishing of teaching learning process.

### **F. Data analysis technique**

Analysis data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis can and should be prepared in advance before the actual collection of material.<sup>35</sup>

Analyzing the data will be organized step by step of the pre-test and post-test. This step is to know comparison between pre-test and post-test by conducting the test. Then the result will be matched by the minimum standard in this semester at least 68. If from cycle I there are some students not successful, so we will conduct to cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

The data analysis technique in Classroom Action Research could be done by the qualitative and quantitative analysis. The analysis of learning

---

<sup>35</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, New Age International Publisher, New Delhi, 2006, P. 212

result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of pre-test and post-test were formulated as follow<sup>36</sup> :

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

Notes :

$X$  = Mean

$\Sigma$  = Sum Of

$X$  = Raw Score

$N$  = Number Of Cases

$\Sigma x$  = The Total Number Of Student Score

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

$$P = \frac{F}{n} \times 100\%$$

$P$  : Mean Score

$F$  : Total of Students

$n$  : Number of the students'

---

<sup>36</sup> Donald Ary, *Introdaction to Research in Education*, (USA: Wadsword), 2010, P. 108-109.

To get total score and increased the student progress from the implemented treatments, the researcher compare the average of pre-test and post-test.

#### **G. Indicator of Success**

The indicator of success is needed to know the successful of the process and learning result. This research is considered complete if 70% students get score 70 and there is an improvement in students learning activities with the last cycle.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Result of The Research**

##### **1. The History of SMP Wiratama Kotagajah**

SMP Wiratama Kotagajah Central Lampung established in 1985. The school is located at the Jendral Sudirman street No. 17, Kotagajah Central Lampung. Since inception, SMP Wiratama Kotagajah undergone several changes in principle are:

- a. Noeryanto, BA (1985-1987)
- b. Drs. Usa Heriyanto (1987-1989)
- c. Dra. Hj. Neti Latuni (1989-2001)
- d. Drs. Hi. Sumadi (2001-2008)
- e. Agus Junaidi (2008)
- f. Dra. Lis Setiarsih (2008-2016)
- g. Oke Erawati, S.Pd (2017-now)

##### **2. The condition of the Teacher and Staff in SMP Wiratama Kotagajah**

The number of teachers and staff names in academic year of 2017/2018 are 23 consists of 20 teachers and 3 staff administration of the school. It can be identified as follows:

**Table 3****The Condition of the Teachers and Staff in SMP Wiratama Kotagajah**

<b>NO</b>	<b>NAME</b>	<b>EDUCATION</b>	<b>SUBJECT</b>	<b>PROFESSIO N</b>
1.	OKE ERAWATI, S.Pd	S1	Economy	Headmaster
2.	F. SETYANINGSIH, S.Pd	S1	English	Teacher
3.	Dra. LIS SETIARSIH	S1	Indonesia	Teacher
4.	Drs. Hi. SUMADI	S1	Social	Teacher
5.	Dra. LILI LIYANTI	S1	Indonesia	Teacher
6.	SUBANDRIO, S.Pd	S1	Health	Teacher
7.	Hi. SUDIHARTONO, S.Pd	S1	Lampung	Teacher
8.	SOFYAN SUDARJO	D1	Art	Teacher
9.	SARNI, S.Pd	S1	Social	Teacher
10.	ERNING SUTANTI P, S.Pd	S1	PKN	Teacher
11.	ERMA YETININGSIH, S.Pd	S1	English	Teacher
12.	KARTINI, S.Si	S1	Science	Teacher
13.	TRISAPONO AN, S.Kom	S1	Computer	Teacher
14.	HESTI PERWITA SARI	S1	Math	Teacher
15.	KHUSNUL KOMARIAH, S.Pd	S1	Math	Teacher
16.	MONAJI	D1	Science	Teacher

17.	DWI RUDIYANTO, S. Pd.I	S1	Islamic	Teacher
18.	YULIANTI		Officer	Head of Administration
19.	WAHIDIN, S.Pd	S1	Economic	Teacher
20	AGUSTIN PERDANIWATI, S.Pd.	S1	Guidance counseling	Teacher
21	SUWARDI, S.Pd	S1	Islamic	Teacher
22	SUPRI HENDRIYANTO	SMA	Officer	Staff of administration
23	SUGENG PRACOYO	SMA	Officer	Staff of administration
24	HERI SETIAWAN, S.Pd	S1	Health	Teacher
25	YUNI ISTIAWATI, AMd	D1	Computer	Teacher
26	TUTI MARDIYANI	D1	Social	Teacher
27	TRI ARYADI, S.Pd	S1	Economic	Teacher
28	A. ADITYA RINALDI	S1	Indonesia	Teacher
29	RISAPONO ASEV	Senior High Schoolhhhh	Officer	Staff of administration

*Source: Observation Result at SMP Wiratama Kotagajah Central Lampung*

### **3. The Quantity of the Students at SMP Wiratama Kotagajah**

The conditions of the students at SMP Wiratama Kotagajah who registered the academic year 2017/2018.

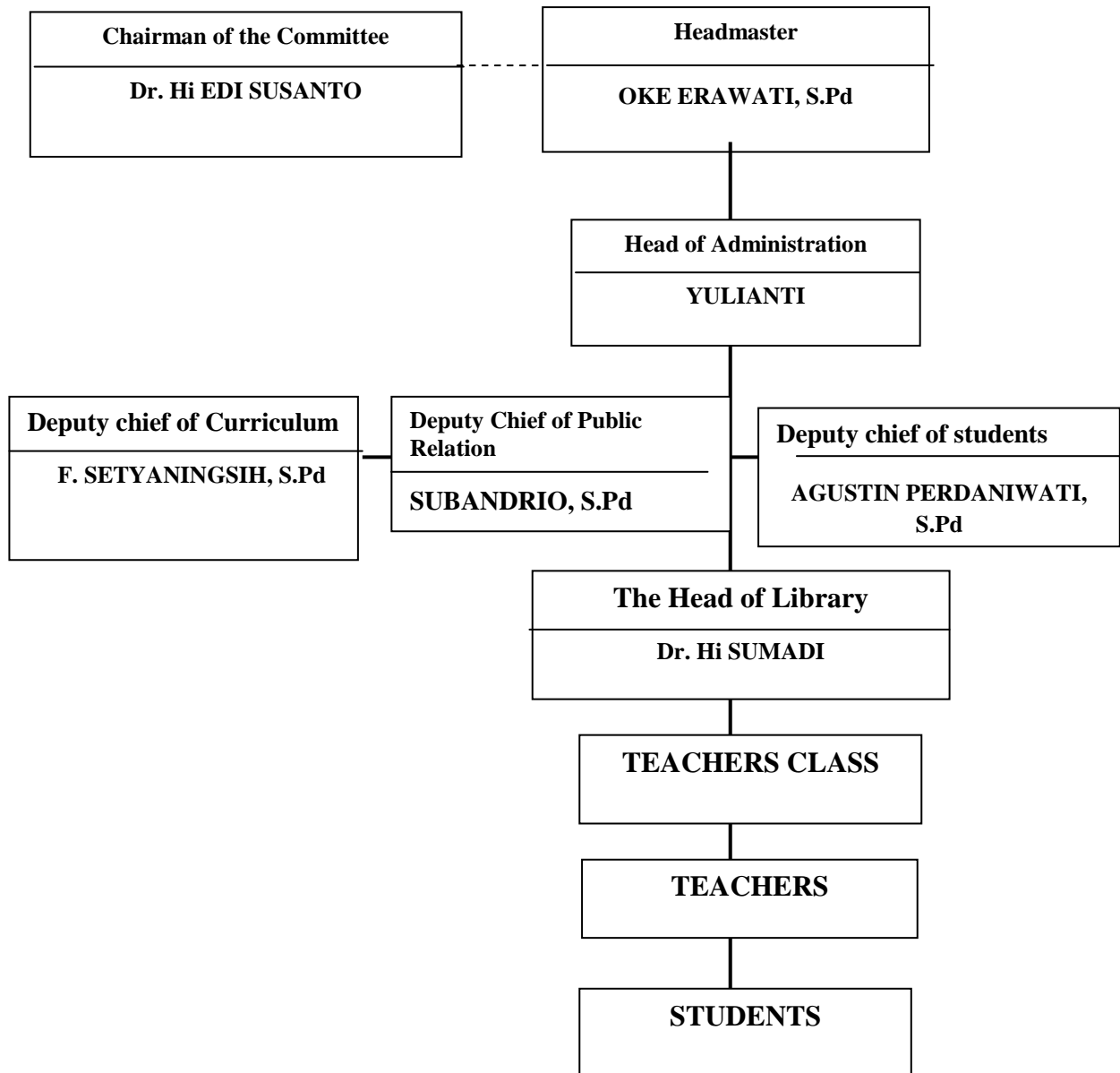
**Table 4**  
**The Quantity of the Students at SMP Wiratama Kotagajah**  
**In the Academic Year of 2017/2018**

<b>No</b>	<b>Gender</b>	<b>VII</b>	<b>VII</b>	<b>IX</b>
1	Male	11	12	21
2	Female	15	14	10
	Total	26	26	31

*Source: Observation Result at SMP Wiratama Kotagajah Central Lampung*

#### 4. Organization Structure Of SMP Wiratama Kotagajah

The Organization SMP Wiratama Kotagajah Central Lampung in  
Academic Year 2017/2018





## B. Descriptions of The Research Result

This research was done in two cycles, since the research indicator had been reached at the cycle II. Cycle I was done in October 31-7<sup>th</sup>, 2017 and the cycle II was done in November 14<sup>th</sup>-16<sup>th</sup>, 2017. Each cycle consist of planning, acting, observing and reflecting.

### 1. Pre-Test

#### a. Pre-test Activity

The pre-test was done on Wednesday, October 31<sup>th</sup>, 2017. In this meeting, to knew the students' reading comprehension ability, the researcher gave pre-test which consist of 5 essay and 10 fill in the blanks tasks. After they finished and submitted the answer sheet, the researcher and students discussed about some questions. Most of them had difficulties in reading, especially to comprehend.

#### b. The Students' Pre-test Result

The frequency of students' score at pre-test could be seen in the following table:

**Table 5**

**The Students' Score at Pre-Test**

No	Name	Students' Score
1.	ANQS	70
2.	AF	65
3.	BF	70
4.	CVN	60

5.	CWN	50
6.	DE	60
7.	DDA	70
8.	ES	55
9.	EF	80
10.	FRA	75
11.	FAW	70
12.	HKW	60
13.	IA	65
14.	LA	60
15.	M	50
16.	MVA	70
17.	MHW	55
18.	PE	65
19.	RVR	65
20.	RDL	80
21.	RR	40
22.	SDW	65
23.	SYL	65
24.	SS	60
25.	TP	60
26.	TISL	65
<b>Total</b>		<b>1650</b>
<b>Average</b>		<b>63,46</b>
<b>Highest Score</b>		<b>80</b>
<b>Low Score</b>		<b>40</b>

Source: The result of pre-test in Tuesday, October 31

The table above was the result of pre-test, it could be seen that the score of the students' reading comprehension ability were

various. From the table above, the researcher measured the frequency of students' score at the pre-test could be seen as follows:

**Table 6**

**Frequency Distribution of Students' Score in Pre-Test**

No	Score	Categories	Frequency	Percentages %
1.	70-100	High	8	30,77%
2.	51-69	Fair	15	57,69%
3.	0-50	Low	3	11,54%
<b>Total</b>			<b>26</b>	<b>100%</b>

Based on the table above, it could be seen that highest score is 80, and the lowest is 40. The number of students who go to 65 is 4 , and lower than 65 is 16.

The result from the table students' reading score only 8 students passed the MCC (Minimum Completeness Criteria). In pre-test, the researcher found the students problems such as the students difficult to comprehend a text English. It showed that the result of the students reading comprehension ability in pre-test was not satisfactory. It was the reason why the researcher used the Cloze Procedure strategy to improved students' reading comprehension ability.

## 2. Cycle I

Cycle I divided planning, acting, observing, and reflecting. There were explain more clearly as below:

### a. Planning

In the cycle I, the researcher and the collaborator (Mrs. F. Setyaningsih, S.Pd) would make and discuss about lesson plan. Before the researcher and collaborator made a lesson plan, they wanted to identify the problems and found the problem solving in the classroom. After that, the researcher prepared the material, media, strategy, observation and evaluation sheet.

### b. Acting

The implementation of this cycle was conducted in two meetings. In this meeting, the researcher was being a teacher. Here the activities of this cycle:

#### 1) The First Meeting

The meeting was done on Tuesday, October 31<sup>th</sup>, 2017. In the first meeting, the researcher gave pre-test consist of 5 essay and 10 fill in the blanks questions. The researcher gave pre-test to knew the students' reading comprehension ability. From the pre-test, the researcher prepared the material.

## **2) The Second Meeting**

The meeting was done on Thursday, November 2<sup>nd</sup>, 2017. In the second meeting, the researcher was being a teacher. The teacher explained about narrative text. The teacher gave examples of narrative text. The teacher taught the students' to comprehend the text suitable with Cloze Procedure Strategy. The teacher invited the students' to comprehend the example of narrative text. The teacher closed the meeting with motivated to learn and practice more in reading.

## **3) The Third Meeting**

The third meeting was conducted on Tuesday, November 7<sup>th</sup>, 2017. In this meeting was started by pray together, and then the teacher checked the students' attendance and asked the condition of students. After that, the teacher gave tasks related to the narrative text consist of 5 essay and 10 fill in the blanks questions. The teacher gave 60 minutes to finished the questions. The teacher closed the meeting.

### **c. Observing**

#### **1) The Success of The Product**

In observation of teacher's action the researcher presented two meetings in cycle 1. In the first meeting, the researcher gave treatment. The students were more active and interested in learning process. They could read better than before. In the last

meeting, the researcher gave post test to know the improved at the cycle I. The table below showed the result of students' at the post test cycle I as follows:

**Table 7**  
**The Result of The Post-Test of Cycle I**

No	Name	Students' Score
1.	ANQS	80
2.	AF	65
3.	BF	80
4.	CVN	55
5.	CWN	60
6.	DE	55
7.	DDA	65
8.	ES	55
9.	EF	70
10.	FRA	80
11.	FAW	80
12.	HKW	65
13.	IA	70
14.	LA	65
15.	M	80
16.	MVA	70
17.	MHW	60
18.	PE	65
19.	RVR	70
20.	RDL	80
21.	RR	65

22.	SDW	70
23.	SYL	65
24.	SS	50
25.	TP	60
26.	TISL	70
<b>Total</b>		<b>1750</b>
<b>Average</b>		<b>67,30</b>
<b>Highest Score</b>		<b>80</b>
<b>Low Score</b>		<b>50</b>

Source: The result of post-test cycle I

The table above showed that the result of students' reading comprehension ability in post test cycle I was not satisfactory. The criteria of students' successful in mastering the material was students who got minimum score that was 70 and the class could be said success in achieving the material if 70% of the students get score at least 70. The frequency distribution of the improving students' score at post test of cycle I could be seen at the table belows:

**Table 8**

**Frequency Distribution of Students' Score in Post-Test 1**

No	Score	Categories	Frequency	Percentages %
1.	70-100	High	12	46,15%
2.	56-69	Fair	10	38,46%
3.	0-55	Low	4	15,39%
<b>Total</b>			<b>26</b>	<b>100%</b>

Based on the table above, the researcher concluded that the result of post-test can fulfill minimum standard (MS) at SMP Wiratama Kotagajah, where 46,15% (12 students) who got score more than 70. The average of post-test score was 71,53. It was higher than the result of pre test. But learning process was said success when 70% got score at least 70. The improving could be seen as bellow:

**Table 9**

**The Students' Score at Pre-Test and Post-Test Cycle I**

No	Name	Students' Result			
		Pre-Test	Post-Test 1	Improving	Category
1.	ANQS	70	80	10	Improved
2.	AF	65	65	0	Constant
3.	BF	70	80	10	Improved
4.	CVN	60	55	-5	Down
5.	CWN	50	60	10	Improved
6.	DE	60	55	-5	Down
7.	DDA	70	65	-5	Down
8.	ES	55	55	0	Constant
9.	EF	80	70	-10	Down
10.	FRA	75	80	5	Improved
11.	FAW	70	80	10	Improved
12.	HKW	60	65	5	Improved



13.	IA	65	70	5	Improved
14.	LA	60	65	5	Improved
15.	M	50	80	30	Improved
16.	MVA	70	70	0	Constant
17.	MHW	55	60	5	Improved
18.	PE	65	65	0	Constant
19.	RVR	65	70	5	Improved
20.	RDL	80	80	0	Constant
21.	RR	40	65	25	Improved
22.	SDW	65	70	5	Improved
23.	SYL	65	65	0	Constant
24.	SS	60	50	-10	Down
25.	TP	60	60	0	Constant
26.	TISL	65	70	5	Improved
<b>Total</b>		<b>1650</b>	<b>1750</b>	<b>100</b>	<b>Improved</b>
<b>Average</b>		<b>63,46</b>	<b>67,30</b>	<b>3,84</b>	<b>Improved</b>

Based on the score table pre-test and post-test cycle I above, the researcher concluded that the result of students' improved, the average was 63,46 and the post-test I 67,30. The average improved 3,84 point.

## 2) The Success of The Process

The researcher used the observation sheet and table of students' observation sheet at the cycle I. The students' activities in cycle I could be seen on the table below:

**Table 10**

**The Students' Activities Result in Cycle I**

No	Indicator of Process Success in English Learning	Frequency	Percentage
1.	Pay attention of teacher's explanation	15	57,69%
2.	Understanding the material	17	65,38%
3.	The students able do the task	18	69,23%
4.	Read and comprehend the story	15	57,69%

Source: The result of observation sheet

Based on the table in the previous page, it could be seen that the highest activity was the students able do the task and the lowest activity was read and comprehend the story.

### d. Reflecting

Based on the result of the post-test cycle I, it could be seen that the students' score average in pre-test 63,46 and in post-test I 71,53. The average improved 3,84 point but it was not fulfill the completeness standard (minimum standard criteria) at least 70% students must get  $\geq 70$ . Based on the analyzing of learning process,

the researcher concluded that this research should be continued in cycle II.

### **3. Cycle II**

Cycle II were similar with cycle I, it divided planning, acting, observing, and reflecting. There were explain more clearly as below:

#### **a. Planning**

In the planning at Cycle II, the researcher and collaborator (Mrs. F. Setyaningsih, S.Pd) would like to make and discuss about the lesson plan. Before the researcher and collaborator made a lesson plan, they wanted to identify the problem in the classroom. Based on the students' result in cycle I, the researcher prepared the lesson plan, material, media, answer sheet observation sheet and the test for pre-test and post-test II.

#### **b. Acting**

The implementation of cycle II was conducted in two meetings. In this meeting, the researcher was being a teacher. Here the activities of cycle II, as follows:

##### **1) The First Meeting**

The meeting was done on Tuesday, November 14<sup>th</sup>, 2017. In this meeting the researcher was being a teacher. The teacher entered the classroom. The teacher said opening and asked the condition of students. The teacher was remembering the previous

materials. The teacher continued the material. Then the asked the students about the material to checked their understanding.

## **2) The Second Meeting**

The meeting was done on Thursday, November 16<sup>th</sup>, 2017.

In this meeting was started by pray together, and then the teacher checked the students' attendance and asked the condition of students. After that, the teacher gave tasks related to the narrative text consist of 5 essay and 10 fill in the blanks questions. The teacher gave 60 minutes to finished the questions. In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

### **c. Observing**

#### **1) The Success of The Product**

In observation of teacher's action the researcher presented two meetings in cycle II. In the first meeting, the researcher gave treatment. The students were more active and interested in learning process. They could read better than before. In the second meeting, the researcher gave post test to knew the improve at the cycle II. The table below showed the result of students' at the post test cycle I as follows:

**Table 11****The Result of The Post-Test of Cycle II**

<b>No</b>	<b>Name</b>	<b>Students' Score</b>
1.	ANQS	70
2.	AF	75
3.	BF	90
4.	CVN	75
5.	CWN	60
6.	DE	85
7.	DDA	70
8.	ES	70
9.	EF	70
10.	FRA	85
11.	FAW	80
12.	HKW	65
13.	IA	70
14.	LA	60
15.	M	90
16.	MVA	70
17.	MHW	70
18.	PE	75
19.	RVR	75
20.	RDL	80
21.	RR	65
22.	SDW	75
23.	SYL	75
24.	SS	50
25.	TP	65
26.	TISL	70
<b>Total</b>		<b>1885</b>

<b>Average</b>	<b>72,50</b>
<b>Highest Score</b>	<b>90</b>
<b>Low Score</b>	<b>50</b>

Source: The result of post-test cycle II

Based on the table above, the result of post-test cycle II that 20 students from 26 students got score more than minimum standard in SMP Wiratama Kotagajah (70). It means that only 6 students failed. The result of post-test showed that lowest score was 50 and the highest score was 90. The average score of post-test was 72,50. The frequency distribution of the improving students' score at post test of cycle II could be seen at the table above belows:

**Table 12**

**Frequency Distribution of Students' Score in Post-Test II**

<b>No</b>	<b>Score</b>	<b>Categories</b>	<b>Frequency</b>	<b>Percentages %</b>
1.	70-100	High	20	76,92%
2.	51-69	Fair	5	19,23%
3.	0-50	Low	1	3,85%
<b>Total</b>			<b>26</b>	<b>100%</b>

The table 11 showed that 76,92% students in high category, 19,23% students in fair category, and 3,85% students in low category. The minimum standard (KKM) at SMP Wiratama Kotagajah is 70. It means that more than 70% students passed.

The result of post-test cycle I and cycle II could be seen on the table below:

**Table 13**

**The Students' Score at Pos-Test Cycle I and Post-Test Cycle II**

No	Name	Students' Result			
		Post-Test Cycle I	Post-Test Cycle II	Improving	Category
1.	ANQS	80	70	-10	Improved
2.	AF	65	75	10	Improved
3.	BF	80	90	10	Improved
4.	CVN	55	75	20	Improved
5.	CWN	60	60	0	Constant
6.	DE	55	85	30	Improved
7.	DDA	65	70	5	Improved
8.	ES	55	70	15	Improved
9.	EF	70	70	0	Constant
10.	FRA	80	85	5	Improved
11.	FAW	80	80	0	Constant
12.	HKW	65	65	0	Constant
13.	IA	70	70	0	Constant
14.	LA	65	60	-5	Down
15.	M	80	90	10	Improved
16.	MVA	70	70	0	Constant
17.	MHW	60	70	10	Improved
18.	PE	65	75	10	Improved
19.	RVR	70	75	5	Improved
20.	RDL	80	80	0	Constant
21.	RR	65	65	0	Constant
22.	SDW	70	75	5	Improved

23.	SYL	65	75	10	Improved
24.	SS	50	70	20	Improved
25.	TP	60	65	5	Improved
26.	TISL	70	70	0	Constant
<b>Total</b>		<b>1750</b>	<b>1885</b>	<b>175</b>	<b>Improved</b>
<b>Average</b>		<b>67,30</b>	<b>72,50</b>	<b>6,73</b>	<b>Improved</b>

Based on the result table at post-test cycle I and post-test cycle II above, the researcher concluded that the average in post-test cycle I was 67,30 and in post-test cycle II was 72,50. The average score improved 6,73 point. This test could be said success because more than 70% students were success to achieved the minimum standard 70.

## 2) The Success of The Process

The researcher used the observation sheet and the table of students' obseravtion about at the cycle II. The result could be seen the table below:

**Table 14**

### **The Students' Activities Result in Cycle II**

<b>No</b>	<b>Indicator of Process Success in English Learning</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Pay attention of teacher's explanation	19	73,07%
2.	Understanding the material	22	84,61%



3.	The students able do the task	20	76,92%
4.	Read and comprehend the story	18	69,23%

Source: The observation sheet in cycle II

Based on the table above, it could be seen that the students' activity was higher than before. The students were more active. The highest activity was pay attention of teacher's explanation. It showed that the used Cloze Procedure strategy could improved the students' reading comprehension ability.

#### **d. Reflecting**

Based on the result of observation learning process in cycle II, it could be inferred that the result of cycle II is success. This successful was caused the researcher has revised and improved the instructional process in cycle II. In the cycle II, the students were also active to answered the questions based on the story. They could improved their reading comprehension ability. Based on the result above, the researcher concluded that this research was success and would be not continued to the next cycle.

### C. Interpretation

#### 1. Improving The Students' Reading Comprehension Ability of Narrative Text by Using Cloze Procedure Strategy at SMP Wiratama Kotagajah Central Lampung

There were differences between result of pre-test and post-test at the seventh grade of SMP Wiratama Kotagajah. There was some improving could be seen on the table above:

**Table 15**

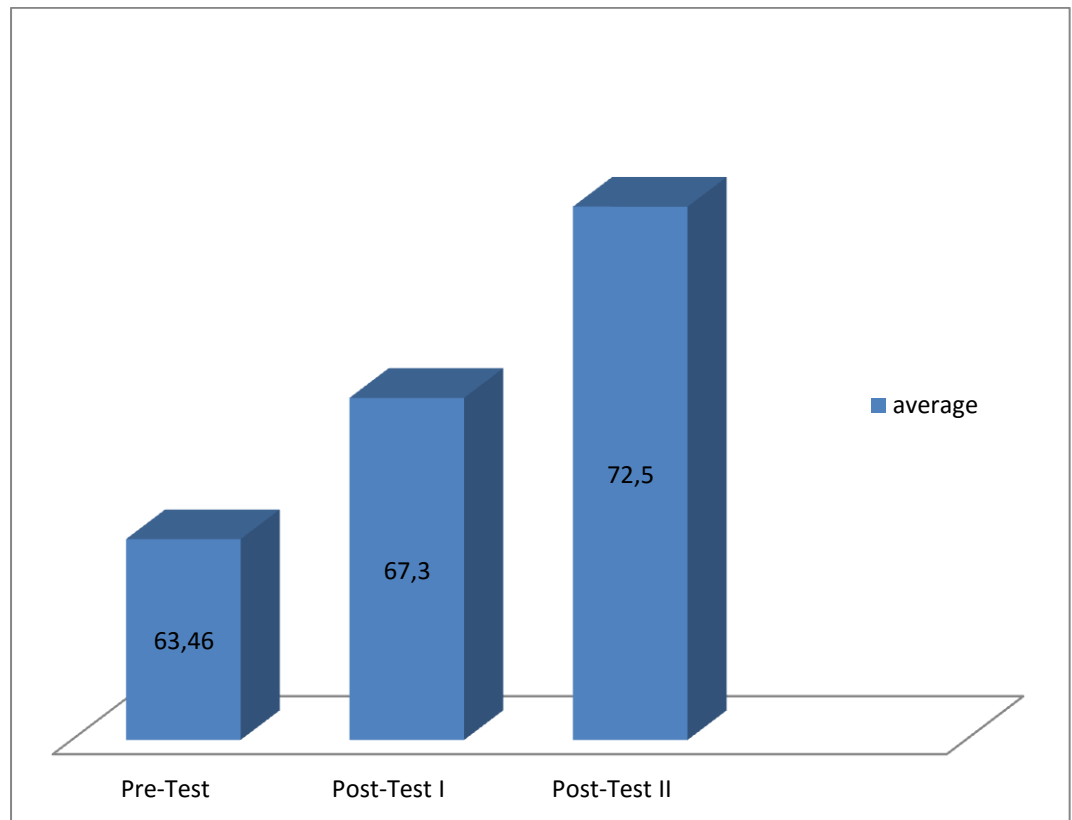
**The Improving of Students' Scores at Cycle I and Cycle II**

No	Name	Students' Result				
		Pre-Test Cycle I	Post-Test Cycle I	Improving	Post-Test Cycle II	Improving
1.	ANQS	70	80	10	70	10
2.	AF	65	65	0	75	10
3.	BF	70	80	10	90	10
4.	CVN	60	55	-5	75	20
5.	CWN	50	60	10	60	0
6.	DE	60	55	-5	85	30
7.	DDA	70	65	-5	70	5
8.	ES	55	55	0	70	15
9.	EF	80	70	-10	70	0
10.	FRA	75	80	5	85	5
11.	FAW	70	80	10	80	0
12.	HKW	60	65	5	65	0
13.	IA	65	70	5	70	0
14.	LA	60	65	5	60	-5
15.	M	50	80	30	90	10

16.	MVA	70	70	0	70	0
17.	MHW	55	60	5	70	10
18.	PE	65	65	0	75	10
19.	RVR	65	70	5	75	5
20.	RDL	80	80	0	80	0
21.	RR	40	65	25	65	0
22.	SDW	65	70	5	75	5
23.	SYL	65	65	0	75	10
24.	SS	60	50	-10	50	0
25.	TP	60	60	0	65	5
26.	TISL	65	70	5	70	0
<b>Total</b>		<b>1650</b>	<b>1750</b>	<b>100</b>	<b>1885</b>	<b>175</b>
<b>Average</b>		<b>63,46</b>	<b>67,30</b>	<b>3,84</b>	<b>72,50</b>	<b>6,73</b>
<b>Highest Score</b>		<b>80</b>	<b>80</b>		<b>90</b>	
<b>Lowest Score</b>		<b>40</b>	<b>50</b>		<b>50</b>	

Based on the table in the previous page, it could be seen there was improving between pre-test, post-test I and post-test II. Almost all of the students got score more than 70. We could be seen the average in pre-test=63,46, in post-test I=67,30. It improves 3,84 point. The average score in post-test II=72,50. It improved 6,73 point. It means that more than 70% students passed. So, the research stopped in cycle II. The following chart was to described the analysis data result:

**Figure 1. Improving of Students Average Score Cycle 1 and Cycle II**



## **2. Improving The Students' Reading Comprehension Ability of Narrative Text by Using Cloze Procedure Strategy in English Reading Process**

There was any improving activity of the seventh grade of SMP Wiratama Kotagajah in cycle I and cycle II. The improvement could be seen on table below:

**Table 16****The Improving of Students' Activities in Cycle I and Cycle II**

No	Indicator of Process Succes in Reading Comprehension	Percentages		Improving
		Cycle I	Cycle II	
1	Pay attention of teacher's explanation	57,69%	73,07%	15,38%
2	Understanding the material	65,38%	84,61%	19,23%
3	The students able do task	69,23%	76,92%	7,69%
4	Read and comprehend the story	57,69%	69,23%	11,54%

Source: Teacher observation sheet

Based on the table of students' observation in cycle I and cycle II, it could be seen that the students' activities were improved. So, the used Cloze Procedure strategy could improved the students' reading comprehension ability.

## CHAPTER V

### CONCLUSION AND SUGGESTION

Considering from all data gathered in the Classroom Action Research, the researcher got some conclusions of the research and some suggestions that support the research result.

#### A. Conclusion

Based on the result of the analysis of chapter IV, it can be seen that in the cycle I the average score of pre-test cycle I was 63,46 and the average of post-test in cycle I was 67,30. In the post-test in cycle II the average score was 72,50. There are some progresses after being given treatment by using Cloze Procedure strategy. It means that the use of the Cloze Procedure strategy can improve the students' reading comprehension ability. By using Cloze Procedure strategy in teaching reading, especially reading comprehension ability, it can improve the students' reading comprehension ability at the eleventh graders of SMP Wiratama Kotagajah Central Lampung. The students are more enjoyed in english learning process because Cloze Procedure strategy can help them to read the text. So, Cloze Procedure strategy can improve students' reading comprehension ability.

**B. Suggestion**

The researcher proposes some suggestions as follows:

1. The students should be more active and interested in learning process, especially in English program. Because, English is very important in globalization.
2. The teacher should choose suitable strategy in learning process that can improve the students' ability in English especially reading comprehension.
3. The headmaster should be more care to the teacher and to the students in learning process, especially English.

## BIBLIOGRAPHY

- Anne Burns, *Doing Action Research in English language Teaching*, 2010.
- Anne M. Ferguson, “ *Applying Cloze Procedure to Children’s Book Selections*”  
Reading Horizons, (Southeastern Louisiana University, Hammond), Vol.20/  
April 1980.
- Barbara J. Guzzetti, *Literacy in America An Encyclopedia of History, Theory, and Practice*, 2002.
- Brown, H. Douglass. *Language Assessment Principles and Classroom Practices*, 2003.
- Donald Ary, *Introdaction to Research in Education*, 2010.
- Dorn, J. Linda and Soffos, C.2005. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portlant: Maine.
- David F. Lohman, *Issues in The Definition and Measurement of Abilities*, (USA: The University of Iowa, 1997
- Gorys Keraf, Argumentasi dan Narasi, Duffy, G. Gerald.2009. *Explaining Reading: A Resource for Teaching Concept, Skills, and Strategies*, Second Edition.
- E. Solak & F, I. Altay. *The Reading Strategies used By Prospective English Teacher in Turkish ELT Context*. International Online Journal of Education and Teaching (IOJET). Turkish: Amasya University.
- Gonzales, B & Paola, A. 2011. *Fostering Fifth Graders’ Reading Comprehension Through The Use of Intensive Reading in Psychal Science*. Colombian Applied Linguistics Journal. Colombia: Universidad Distrital Fransisco Jose De Caldas.
- H. Douglas Brown, *Teaching by Principles*, Longman, San Fransisco State University, 2000.



Hermer Jeremy. *How to Teach English( an introcution of the practice of english language teaching)*, 1998.

Jacqueline E. Kress, *The Reading Teacher's Book of Lists*, Sixth Edition, 2016.

Klinger, K. J, Vaughn, S. and Boardman, A. 2007. *Teaching Reading Comprehension to Student with Learning Difficulties*. London: New York.

L. R. Gay, *Educational Research Competencies for Analysis and Aplications*, Tenth Edition, 2012. Murad, H. Ivan. "Investigating Kurdish Students' Reading Strategies", (Iraq:University of Zakho, Kurdistan Region), DOI:10.5923/j.edu.20140406.01.

Nofelia, Lana. "*The Effect of Using Skimming and Scanning Techniques on the Eight Grade Students' Reading Comprehension Achievement*" 2000.

Smith, Frank. 2004. *Understanding Reading A Psycholinguistic Analysis of Reading and Learning to Read*, Sixth Edition. London: Mahwah, New Jersey.

Taher Bahrani, "*International Journal of Language Learning and applied Linguistics World*" Malaysia: University Malaya. Ijllaiw, Vol. 3, July 2013.

Thomas Kane, *The Oxford Essential Guide to Writing*, New York: Oxford University, 2000.

Thomas S. C. Farrell, *Teaching Reading to English Language learners*, USA: Corwin press, 2009.

Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, New Age International Publisher, 2006.

# APPENDICES

# **PERANGKAT PEMBELAJARAN**

## **SILABUS PEMBELAJARAN**

**Mata Pelajaran** : Bahasa Inggris.  
**Kelas/Semester** : VII /1  
**Sekolah** : .SMP Wiratama Kotagajah

**KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)**

**SILABUS PEMBELAJARAN**

**Sekolah** : SMP Wiratama Kotagajah  
**Kelas** : VII (tujuh)  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 1 (satu)  
**Standar Kompetensi : 1. Mendengarkan**

**memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon makna dalam percakapan transaksional ( to get things done ) dan interpersonal (bersosialisasi ) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : menyapa orang yang belum/sudah dikenal, memperkenalkan	1.Percakapan singkat memuat ungkapan-ungkapan : Contoh : • -A : <i>Good morning</i> <i>How are you ?</i> <i>B : Fine Thanks.</i> <i>Nice to meet you</i> • -A : <i>Hello, I'm Nina</i> <i>B : Hi, I'm Reny</i> <i>Nice to meet you</i> • -A : <i>Don't do that</i> <i>B : No. I won't</i> -A : <i>Stop it</i> <i>B : Ok</i> 2.Tata Bahasa Verb be Imperatives 3. Kosakata	<ul style="list-style-type: none"> <li>Tanya jawab yang terkait dengan materi</li> <li>Membahas kosa kata dan tata bahasa yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang</li> <li>Mendengarkan percakapan yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang.</li> </ul>	Merespon ungkapan ungkapan  1.Sapaan orang yang sudah / belum dikenal  2.Perkenalan diri sendiri / orang lain  3.Perintah / larangan	1.Tes lisan  2.Tes tertulis  3.Unjuk kerja	1.Merespon ungkapan lisan  2.Pilihan Ganda  3.Melakukan perintah guru	<i>Listen to the expressions and give your response.</i> <i>1 .A: Good morning.</i> <i>B: .....</i>  <i>2. Listen to the expressions and choose the best option.</i> <i>A : "Hi, I'm Yeny,Nice to meet you</i> <i>B : ...</i> <i>a. oh, really ?</i> <i>b. Thank you so much</i> <i>c. It's a pleasure</i> <i>d. Nice to meet you, Too</i>  <i>3. Give it to me !</i>	2x40 menit	<i>Script</i> Bahan-bahan rekaman (kaset, CD , VCD )

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
diri sendiri / orang lain, dan memerintah atau melarang	<ul style="list-style-type: none"> <li>Kata Terkait Tema</li> <li>Kata Terkait Jenis Teks</li> </ul>	<ul style="list-style-type: none"> <li>Menjawab / merespon pertanyaan tentang percakapan yg didengar.</li> </ul>						
<b>❖ Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> )								
1.2. Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi ) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	1. Percakapan singkat memuat ungkapan-ungkapan sebagai berikut:  Contoh : <i>A : Where's the book?</i> <i>B : It's there.</i>  <i>A : Thank you.</i> <i>B : You're welcome.</i>  <i>A : I'm sorry.</i> <i>B : it,s okay.</i>	1. Mendengarkan dan merespon <i>percakapan</i> tentang meminta dan memberi informasi, ungkapan terimakasih, permintaan maaf, kesantunan. 2. memperhatikan kosakata dan tata bahasa yang kemungkinan	Merespon ungkapan-ungkapan : 1. Meminta dan memberi informasi 2. Ungkapan terima kasih 3. Permintaan maaf 4. Kesantunan	1. Tes lisan           2. Tes tulis	1. Merespon pertanyaan / ungkapan lisan       2. Menjawab pertanyaan lisan secara tertulis	1. <i>Listen to the questions / expression and give your answer / response orally.</i> <i>a. A: How many persons are in the conversation?</i> <i>B: .....</i> <i>b. A: thank you so much.</i> <i>B: .....</i> 2 <i>Listen to the questions / expressions and write your answer / response.</i>	2x40 menit	Buku guru  <i>Script</i> percakapan tulis  Rekaman percakapan dalam kaset, CD , DVD, film

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
yang melibatkan tindak tutur : meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan	<i>A : Please..!</i> <i>B : All right thanks.</i>	<p>besar muncul dalam mendengarkan topik materi</p> <p>3. mendengarkan percakapan tentang meminta dan memberi informasi, ungkapan terimakasih, permintaan maaf dan kesantunan</p> <p>4. mendengarkan gambit-gambit yang muncul dalam materi percakapan terkait.</p> <p>5. menjawab / merespon pertanyaan berdasarkan materi yang diperdengarkan</p>				<p>a. <i>A : What's that ?</i> <i>B : .....</i></p> <p>b. <i>A: Sorry I'm Late.</i> <i>B: .....</i></p> <p>c. <i>A : Come in, please !</i> <i>B : ...</i></p> <p>d. <i>A : You are so kind.</i> <i>Thank you</i> <i>B : ...</i></p>		
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> )								

## SILABUS PEMBELAJARAN

**Sekolah** : SMP Wiratama Kotagajah  
**Kelas** : VII (tujuh)  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 1 (satu)  
**Standar Kompetensi** : 2. Mendengarkan

Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	1. Teks fungsional pendek. Contoh: <ul style="list-style-type: none"> <li>• <i>Keep closed !</i></li> <li>• <i>Things to buy :</i> <ul style="list-style-type: none"> <li>- <i>Sugar</i></li> <li>- <i>Flour</i></li> <li>- <i>Meat</i></li> <li>- <i>Butter</i></li> </ul> </li> <li>• <i>Congratulations !</i> <ul style="list-style-type: none"> <li>- <i>Well done !</i></li> </ul> </li> <li>• <i>Announcement !</i></li> <li>• <i>“ School will close tomorrow since it’s the WAISAK day.”</i></li> </ul> 2. Tata bahasa <ul style="list-style-type: none"> <li>• Imperatives</li> <li>• Future “will”</li> </ul> 3. Kosakata <ul style="list-style-type: none"> <li>• Kata terkait tema</li> </ul>	1. Tanya jawab yang terkait dengan materi 2. Membahas kosakata & tata bahasa: verb phrase yang berkaitan dengan instruksi, ucapan selamat; <i>noun phrase</i> yang berkaitan dengan daftar benda/barang 3. Mendengarkan berbagai contoh teks fungsional pendek 4. Menjawab/merespon pertanyaan tentang : <ol style="list-style-type: none"> <li>a. Isi teks yang didengar</li> <li>b. Tujuan teks fungsional</li> </ol>	1. menentukan makna dalam teks lisan fungsional pendek berupa: <ul style="list-style-type: none"> <li>- Instruksi</li> <li>- Daftar benda / barang (<i>Shopping list</i>)</li> <li>- Ucapan selamat</li> <li>- Pengumuman</li> </ul> 2. Mengidentifikasi tujuan teks fungsional 3. Mengidentifikasi bentuk teks fungsional	1. Tes tulis 2. Tes Lisan	Pilihan ganda Jawaban Singkat	1. <i>Listen to the dialogue or expression or text and choose the right answer</i> 2. <i>What is the purpose of the teks?</i> 3. <i>What do you call this kind of teks?</i>	2x40 menit	Script percakapan Gambar benda-benda kebutuhan sehari-hari Bahan rekaman (kaset, CD, VCD, dll)

	<ul style="list-style-type: none"> <li>• Kata terkait jenis teks</li> </ul> <p>4. Ungkapan Baku</p> <ul style="list-style-type: none"> <li>• well done</li> <li>• congratulations !</li> </ul>	c. Bentuk teks fungsional						
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )  Berani ( <i>courage</i> )</p>								



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
2.2. Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<p>Teks fungsional pendek: Contoh:</p> <ol style="list-style-type: none"> <li>1.- <i>Congratulations !</i> - <i>Well done !</i></li> <li>2. <i>Announce ment !</i> “ <i>School will close tomorrow since it’s the WAISAK day</i></li> <li>3. <i>Come in !</i></li> <li>4. <i>Things to bring along</i> <i>For camping</i> - <i>cooking utensils</i> - <i>tents</i> - <i>clothing</i></li> </ol> <p>Tata Bahasa :</p> <ul style="list-style-type: none"> <li>• <i>Verb do/does</i></li> <li>• <i>Future Tense</i></li> </ul> <p>Kosakata :</p> <ul style="list-style-type: none"> <li>• <i>Kata terkait tema</i></li> <li>• <i>Kata terkait jenis teks</i></li> </ul> <p>Ungkapan Baku</p> <ul style="list-style-type: none"> <li>• <i>Great !</i></li> <li>• <i>Wonderful</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Mendengarkan dan merespon <i>percakapan</i> tentang makna yang tersurat dalam ungkapan-ungkapan fungsional pendek berupa instruksi, <i>shopping list, greeting card, announcement.</i></li> <li>2. Memperhatikan kosakata dan tatabahasa yang mungkin muncul dalam makna yang tersurat dalam ungkapan-ungkapan fungsional pendek lisan berupa instruksi, <i>shopping list, greeting card, announcement</i></li> <li>3. Mendengarkan teks-teks lisan fungsional pendek yang terkait dengan topik materi terkait</li> <li>4. Mengidentifikasi makna gagasan /interpersonal teks lisan fungsional pendek yang terkait dengan topik materi</li> <li>5. Menjawab pertanyaan-</li> </ol>	<ol style="list-style-type: none"> <li>1. Mengidentifikasi makna gagasan dalam teks lisan fungsional pendek berupa: <ul style="list-style-type: none"> <li>- Instruksi</li> <li>- <i>Shopping list</i></li> <li>- <i>Greeting card</i></li> <li>- <i>Announcement</i></li> </ul> </li> <li>2. Mengidentifikasi makna interpersonal teks lisan fungsional pendek</li> <li>3. Mengidentifikasi makna tersirat dalam teks lisan fungsional pendek</li> </ol>	<ol style="list-style-type: none"> <li>1. Tes lisan</li> <li>2. Tes tulis</li> <li>3. Unjuk kerja</li> </ol>	<p>Daftar pertanyaan</p> <p><i>Game</i></p> <p>Melengk-api</p> <p>T/F</p> <p>Pilihan ganda</p> <p>Menjodohkan</p> <p>Respon dg tindakan</p>	<p><i>Listen and answer the questions orally!</i></p> <p><i>Listen and mention as many shopping list items as you can remember</i></p> <p><i>Listen to the announcement and fill in the blank spaces</i></p> <p><i>Write down T/F for the statements below</i></p> <p><i>Choose the best answer by crossing a, b, c, or d</i></p> <p><i>Match the statements in list A and B</i></p> <p><i>Listen to the instruction and do it!</i></p>	2x40 menit	<p><i>Script</i> teks fungsional pendek lisan Dari buku teks</p> <p><i>Script</i> teks fungsional pendek lisan yang ada dalam kehidupan nyata</p> <p>Rekaman kaset, CD , DVD, film</p>

		pertanyaan tentang berbagai informasi yang terdapat dalam materi teks						
❖	<b>Karakter siswa yang diharapkan :</b>	Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> )						

### SILABUS PEMBELAJARAN

**Sekolah** : SMP Wiratama Kotagajah  
**Kelas** : VII (tujuh)  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 1 (satu)  
**Standar Kompetensi** : 3. Berbicara

**Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : orang menyapa yang belum dikenal, memperkenalkan	Percakapan Singkat Contoh: Memuat ungkapan-ungkapan sbb : <i>A : Good morning</i> <i>How Are you?</i> <i>B : Fine thanks.</i>  <i>A : Hi, I'm Rani</i> <i>B : Hello, I'm Nina.</i>  <i>A : Go away !</i> <i>B : Okay.</i>  <i>A : Don't be Noisy</i> <i>B : I won't.</i>  Tata Bahasa <i>Kalimat (+)(-)(?)</i>	1. Tanya jawab yang berkaitan dengan materi. 2. Meniru ungkapan-ungkapan sapaan dan respon sapaan. 3. Membahas kosakata dan struktur percakapan sesuai materi. 4. Latihan percakapan dalam bentuk dialog. 5. Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata.	Mengungkapkan berbagai tindak tutur: 1. Menyapa yang belum/sudah dikenal 2. Memperkenalkan diri sendiri/orang lain. 3. Memerintah/melarang	Unjuk kerja  unjuk kerja  Unjuk kerja	Tanya jawab  Bermain peran  Bermain peran	<i>1. Ask and answer your friend based on the picture</i>  <i>2. Perform the dialogue in front of the class!</i>  <i>3. Work in pairs</i> <i>A. Give instructions</i>  <i>B. Does the Instructions and respond</i>	4x40 menit	Script percakapan  Buku teks yang relevan  Alat peraga Kartu peran

diri sendiri / orang lain, dan memerintah atau melarang	Kosakata <ul style="list-style-type: none"> <li>• <i>Kata terkait tema</i></li> <li>• <i>Kata terkait jenis teks</i></li> </ul> Ungkapan Baku <i>Okay</i> <i>Alright</i>							
<b>❖ Karakter siswa yang diharapkan :</b>			Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> )					
3.2 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi informasi, mengucapkan	Percalapan singkat Contoh : <i>Where is it ?</i> <i>It's here.</i> A. <i>Thanks a lot.</i> B. <i>You're Welcome.</i> A. <i>I'm sorry.</i> B. <i>It's Okay.</i> A. <i>Please, come in.</i> B. <i>Thank you.</i> Tata Bahasa Contractions	1. Mendengarkan dan memberi respon tentang <i>introduction</i> , tindak tutur terkait topik materi yang akan disampaikan 2. Memperhatikan penjelasan tentang kosakata dan tata bahasa yang muncul dalam tindak tutur dengan topik materi yang akan disampaikan 3. Mendengarkan model percakapan yang menggunakan tindak tutur tentang topik materi yang	Bertanya dan menjawab tentang : 1. Meminta dan memberi informasi 2. Mengucapkan terima kasih 3. Meminta maaf 4. Mengungkapkan dan merespons kesantunan	Unjuk Kerja Unjuk Kerja Unjuk Kerja Tes Praktik	Tanya jwb Merespon dg singkat Bermain peran Games(20 Question)	1. <i>Ask and answer questions to your friends based on the situation given or picture</i> 2. Respond to the following expressions 3. Read the dialog and perform it 4. a. Please guess, what is there in the box by asking questions b. Perform a role play with your friend about asking and	4x40 menit	<i>Script</i> percakapan Buku teks berisi percakapan Alat peraga

terima kasih meminta maaf dan mengungkapkan kesantunan	I'm He's She's  Kosakata <ul style="list-style-type: none"> <li>• Kata terkait tema</li> <li>• Kata terkait jenis teks</li> </ul> Ungkapan Baku Please Thanks a lot	disampaikan 4. Menggunakan tindak tutur dengan topik materi yang disampaikan dengan teman 5. Menggunakan tindak tutur dengan topik materi yang disampaikan dengan variasi-variasi atau kemungkinan-kemungkinan secara bebas				giving information. Use the pictures provided			
❖ <b>Karakter siswa yang diharapkan :</b>		Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> ) Ketulusan ( <i>Honesty</i> )							

**SILABUS PEMBELAJARAN**

**Sekolah** : SMP Wiratama Kotagajah  
**Kelas** : VII (tujuh)  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 1 (satu)  
**Standar Kompetensi** : 4. Berbicara

Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<p>Teks Fungsional Pendek Berbentuk :</p> <ul style="list-style-type: none"> <li>• <i>Intruction</i></li> <li>• <i>Shopping list</i></li> <li>• <i>Greetings</i></li> <li>• <i>Announcement</i></li> </ul> <p>Tata Bahasa</p> <ul style="list-style-type: none"> <li>• Negative</li> <li>• Imperratives</li> </ul> <p>Kosakata</p> <ul style="list-style-type: none"> <li>• Kata terkait tema</li> <li>• Kata terkait jenis teks</li> </ul>	<p>1.Tanya jawab yang berkaitan dengan Materi</p> <p>2.Menirukan ungkapan-ungkapan sesuai materi</p> <p>3.Membahas kosakata dan struktur percakapan</p> <p>4.Latihan memberi perintah, mengucapkan selamat, mengumumkan dengan singkat</p> <p>5. Menggunakan ungkapan percakapan dalam situasi nyata</p>	<p>1.Memberi instruksi</p> <p>2.Menyebut daftar benda</p> <p>3.Mengucapkan selamat</p> <p>4.Mengumumka n dengan singkat</p>	<p>Tes lisan</p> <p>Unjuk kerja</p> <p>Unjuk kerja</p> <p>Unjuk kerja</p>	<p>1.Membaha-Sakan gambar</p> <p>2.Uji Petik</p> <p>3.Uji Petik</p> <p>4. Uji Petik</p>	<p>1. <i>Give an instruction based on the picture shown!</i></p> <p>2. <i>Mention 5 things you have in :</i></p> <p style="margin-left: 20px;"><i>a. Your bag</i></p> <p style="margin-left: 20px;"><i>b. your bedroom</i></p> <p>3. <i>What would you say to a friend :</i></p> <p style="margin-left: 20px;"><i>a. on his/her birthday</i></p> <p style="margin-left: 20px;"><i>b. in weekends</i></p> <p style="margin-left: 20px;"><i>c. if he/she has got the best in class</i></p> <p>4. <i>inform your friend about the coming flag ceremony</i></p>	4x40 menit	<p>1.Buku teks yang relevan</p> <p>2.Alat peraga</p> <p>3.Rekaman kaset, CD ,VCD ,film</p> <p>4.Rekaman percakapan otentik</p>

						<i>through an announcement</i>		
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> )								
4.2.Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat	<p>1. Teks fungsional berbentuk :</p> <ul style="list-style-type: none"> <li>• <i>instruction</i></li> <li>• <i>shopping list</i></li> <li>• <i>greetings</i></li> <li>• <i>announcement</i></li> </ul> <p>2. <i>Tata Bahasa</i></p> <ul style="list-style-type: none"> <li>• <i>Quantifiers</i></li> </ul> <p>3. <i>Kosakata</i></p> <ul style="list-style-type: none"> <li>• <i>Countable &amp; Uncountable nouns</i></li> </ul> <p>4. <i>Ungkapan Baku</i></p> <ul style="list-style-type: none"> <li>• <i>attention !</i></li> <li>• <i>Excuse /me</i></li> </ul>	<p>1. Mendengarkan dan memberi respon <i>introduction</i> tentang makna gagasan teks lisan fungsional pendek sesuai topik materi yang akan disampaikan</p> <p>2. Mendengarkan dan memberi respon penjelasan tentang kosakata, tatabahasa: noun, noun phrase, adj, verb, adverbs, shrort answer, istilah-istilah dalam teks fungsional pendek.</p> <p>3. Mendengarkan model teks-teks lisan fungsional pendek</p> <p>4. Menggunakan teks-teks fungsional</p>	<p>1. Memberi insruksi secara lisan.</p> <p>2. Menyebutka n daftar barang yang dibutuhkan.</p> <p>3. Memberi ucapan selamat</p> <p>4. Mengumum kan sesuatu</p>	<p>Tes lisan</p> <p>Tes lisan</p> <p>Unjuk kerja</p> <p>Unjuk kerja</p> <p>Tes lisan</p>	<p>Membahasa kan gambar</p> <p>Uraian</p> <p>Uji Petik</p> <p>Uji Petik</p> <p>Menjawab pertanyaan</p>	<p>1. <i>Give instruction to your friend based on the picture.</i></p> <p>2. <i>Mention the things that you find in your bedroom</i></p> <p>3. <i>Congratulate your friend on his / her success in doing something</i></p> <p>4. <i>Tell your friend about the coming school holiday</i></p> <p><i>Listen to the texts and answer the questions orally.</i></p>	<p>4x40 menit</p> <p><i>Script of short functional text</i></p> <p>Buku teks</p> <p>Rekaman kaset, CD ,VCD , DVD, Fm</p> <p>Alat peraga</p>	

		pendek dalam simulasi 5. Mengidentifikasi makna gagasan teks-teks lisan fungsional pendek 6. Menjawab pertanyaan tentang makna gagasan teks fungsional pendek secara lisan						
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> )								



### SILABUS PEMBELAJARAN

**Sekolah** : SMP Wiratama Kotagajah  
**Kelas** : VII (tujuh)  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 1 (satu)  
**Standar Kompetensi** : 5. Membaca

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.1 memahami makna dalam teks esei berbentuk report, narrative secara akurat, lancar dalam konteks kehidupan sehari-hari.	1. <i>Narrative text</i> dan <i>Intonation</i> : frasa, kalimat yang telah dipelajari  2. Teks fungsional pendek 1. cara membaca kata, frasa, kalimat. 2. Narrative text 3. intonation	1. Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca teks narrative  2. Mendengarkan model membaca nyaring  3. Menirukan membaca nyaring dengan intonasi dan jeda sesuai model  4. Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar	1. Melafalkan kata, frasa dan kalimat dengan baik dan benar  2. Membaca kata frasa dan kalimat dengan intonasi yang benar  3. Membaca nyaring dengan baik dan benar.	1. Tes tulis  2. Observasi  3. Observasi	Pilihan ganda  Lembar observasi  Lembar Observasi	1. <i>Read the sentences loudly.</i>  2. <i>Read all the sentences loudly and carefully.</i>  3. <i>Read the text Loudly</i>	2x45menit	Buku teks  internet
❖ <b>Karakter siswa yang diharapkan</b> : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> )								
5.2 Merespon makna yang terdapat dalam teks narrative yang sangat sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat	<ul style="list-style-type: none"> <li>• Teks narrative:               <ol style="list-style-type: none"> <li>1. Storytelling</li> <li>2. Cerita legenda</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>1. Tanya jawab yang terkait dengan materi</li> <li>2. Menirukan membaca nyaring</li> <li>3. Mengidentifikasi informasi yang terdapat dalam bacaan</li> <li>4. Membahas kosakata struktur kalimat, struktur bacaan, tujuan teks, dsb</li> </ol>	<ol style="list-style-type: none"> <li>1. Mengidentifikasi berbagai informasi dalam teks narrative berbentuk :               <ul style="list-style-type: none"> <li>• Instruksi</li> <li>• Storytelling</li> <li>• Cerita legenda</li> </ul> </li> <li>2. Mengidentifikasi ciri kebahasaan teks yang dibaca</li> <li>3. Membahas tujuan masing-masing teks narrative yang telah dibahas.</li> </ol>	Tes tulis  Tes lisan  Tes tulis  Tes Lisan	Pilihan ganda  Melengkapi kalimat/frase  Menjawab pertanyaan	<ol style="list-style-type: none"> <li>1. <i>a. Read the text and choose the correct answer.</i></li> <li><i>b-Complete the sentences with answers are provided!</i></li> <li><i>c. Answer the questionary based on the text!</i></li> <li><i>2. fill in the blank the sentences!</i></li> <li><i>3. What's the purpose of the text?</i></li> </ol>	2 x 45 menit	- Buku teks - Sumber bacaan lain yang relevan
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> )								

**SILABUS PEMBELAJARAN**

**Sekolah** : SMP Wiratama Kotagajah  
**Kelas** : VII (tujuh)  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 1 (satu)  
**Standar Kompetensi** : 6. Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Mengungkap-kan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<ul style="list-style-type: none"> <li>• Teks fungsional pendek berbentuk:               <ol style="list-style-type: none"> <li>1. Instruksi</li> <li>2. Daftar barang</li> <li>3. Kartu ucapan</li> <li>4. Pengumuman</li> <li>5. Kalimat sederhana terkait materi dan jenis teks.</li> </ol> </li> <li>• Tanda Baca</li> <li>• Spelling</li> </ul>	<ol style="list-style-type: none"> <li>1. Membahas ciri-ciri jenis teks fungsional pendek</li> <li>2. Membuat frasa, kalimat sesuai materi</li> <li>3. Membuat teks fungsional pendek</li> </ol>	<ol style="list-style-type: none"> <li>1. Melengkapi teks fungsional pendek</li> <li>2. Menyusun kata/urutan kata menjadi kalimat yang padu</li> <li>3. Menulis teks fungsional pendek</li> </ol>	<p>Tes tulis</p> <p>Tes tulis</p> <p>Tes tulis</p>	<ol style="list-style-type: none"> <li>1. Melengkapi               <ol style="list-style-type: none"> <li>a. Menyusun Kata</li> <li>b. Menyusun Kalimat</li> </ol> </li> <li>2. Esai</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Complete the blank spaces of the following text!</i></li> <li>a. <i>Arranged the jumbled words into good sentences</i></li> <li>b. <i>Arrange the jumbled sentences in a good order</i></li> <li>2. <i>Make a greeting card (choose the topic you prefer: Happy birthday, Wedding, Season's greeting)</i></li> </ol>	6x40 menit	<ul style="list-style-type: none"> <li>- Buku teks</li> <li>- Alat peraga</li> <li>- Lingkungan sekitar yang terdapat pengumuman dan tanda peringatan</li> </ul>
❖	<b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> )							

<p>6.2.Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p>	<p>1. Teks fungsional pendek tentang :</p> <ul style="list-style-type: none"> <li>- Instruksi</li> <li>- Daftar barang</li> <li>- Kartu ucapan</li> <li>- pengumuman</li> </ul> <p>• Langkah retorika teks fungsional pendek</p>	<p>1. Mendengarkan dan merespon penjelasan tentang ciri-ciri teks fungsional pendek</p> <p>2. Menyusun kata dalam bentuk frasa benda</p> <p>3. Menyusun kata, frasa dalam kalimat padu</p> <p>4. Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan dengan bantuan guru</p> <p>5. Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan secara mandiri</p> <p>6. melengkapi teks fungsional pendek dengan struktur teks yang benar.</p> <p>7. Menulis teks fungsional pendek.</p>	<p>1. Membuat teks fungsional pendek</p> <p>2. Menggunakan langkah retorika dalam menulis teks fungsional pendek</p>	<p>Tes tulis</p> <p>Tes tulis</p>	<p>Melengkapi</p> <p>Esai</p> <p>Project</p> <p>Uraian</p>	<p>1. <i>Complete the blank spaces of the short text.</i></p> <p>2a. <i>Write down an announcement based on the given situation</i></p> <p>b. <i>Go to public places and find at least 10 written short texts</i></p> <p>c. <i>Make a list of things you find in the following places</i></p> <ol style="list-style-type: none"> <li>1. <i>bedroom</i></li> <li>2. <i>bathroom</i></li> <li>3. <i>kitchen</i></li> </ol>	<p>6x40 menit</p>	<p>Buku teks</p> <p>Alat peraga</p> <p>Pengumuman, instruksi, daftar barang, kartu ucapan otentik</p>
---	--	--	--	-----------------------------------	--	--	-------------------	---

❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> )					
--	--	--	--	--	--

Guru Mapel Bahasa Inggris

Kotagajah, Oktober 2017  
Peneliti

**F. Setyaningsih, S. Pd**  
NPKW. 165-GK

**Lilik Nurmala**  
NPM. 13107277

Mengetahui,  
Kepala Sekolah SMP Wiratama Kotagajah

**Oke Erawati, S. Pd**  
NPKW. 027-GK

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Sekolah** : SMP Wiratama Kotagajah  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VII / 1  
**Jenis Teks** : Narrative Text  
**Aspek/Skill** : Reading Comprehension Ability  
**Alokasi Waktu** : 2 x 45 menit

Standar Kompetensi : 5. Membaca

Memahami makna dalam teks esai berbentuk report, narrative secara akurat, lancar dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : 11.1 memahami dan merespon makna dalam teks esei yang menggunakan ragam bahasa tulis secara akurat, lancar dalam teks berbentuk narrative.

Indikator :

- Membaca nyaring dan bermakna teks essai berbentuk *narrative* dengan baik dan benar
- Mengidentifikasi informasi tersirat dalam teks narrative.
- Mengidentifikasi makna dalam teks narrative.

Jenis Teks : Narrative Text

**1. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

- Mengidentifikasi informasi tersirat dalam teks narrative.
- Mengidentifikasi makna dalam teks narrative.

## 2. Materi Pembelajaran

### 1. Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers of listeners about the story.

#### The generic structure of Narrative text:

##### 1. Orientation:

It set the scene and introduce the participants (it answers the question: who, when, what and where).

##### 2. Complication:

Tells the problems of the story and how the main characters solve them.

##### 3. Resolution:

The crisis is resolved, for better or worse.

##### 4. Re-orientation:

The ending of the story.

### 3. Metode Pembelajaran: three-phase-technique

### 4. Strategi Pembelajaran : Cloze Procedure Strategy

### 5. Langkah-langkah Kegiatan Pembelajaran

#### a) Kegiatan Awal

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa.
- Menunjukkan contoh gambar “cinderella story”.
- Menyampaikan tujuan pembelajaran.

b) Kegiatan Inti

- Siswa diminta untuk membaca “cinderella story”.
- Siswa mengidentifikasi makna yang tersirat dalam teks.
- Siswa menirukan kata-kata yang diucapkan guru
- Guru memberikan contoh membaca nyaring
- Siswa mendengarkan teks yang dibaca guru
- Guru menanyakan kesulitan siswa

c) Kegiatan Akhir

- Menyimpulkan materi pembelajaran
- Guru membaca teks sekali lagi
- Menugaskan siswa untuk berlatih di rumah

## 6. Sumber belajar

- Buku paket bahasa inggris
- Internet

## 7. Penilaian

a) Teknik penilaian:

- 1) Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- 2) Pengetahuan: tes tertulis

b) Bentuk Instrumen

- 1) Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.
- 2) Instrumen Unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungan skornya.



## 3) Penilaian Observasi

No	Name	Indicators			
		Pay attention of the teacher's explanation	Understanding the material	Active in Group	The student s able do the task
1					
2					
3					
<b>Total</b>					
<b>Percentage (%)</b>		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>

Note:

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%$$

**P** = Percentage

**I** = Indicator

**N** = total of students

### Cinderella

Once upon a time, there was a beautiful young girl named Cinderella. He lived with his step mother and two sisters. They were arrogant and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest job in the house, such as scrubbing the floor, cleaning the pot and pan and preparing food for the family. Her step sisters, on the other hand, did not work on the house. Their mother gave them many pretty dresses to wear.

One day, a king invited all girls in his kingdom to attend a ball in his palace. They were excited about this and spent so much time choosing the dresses they would wear. Cinderella could not stop crying after they left.

“Why are you crying, Cinderella?” the voice asked.

She looked up and saw a fairy standing beside her. Then Cinderella told her why she was crying. Well the fairy said, “you’ve been such a cheerful, hardworking, uncomplaining girl that I will see that you go to the ball.” The fairy turned a pumpkin into a coach and mice into a smooth two coach man and footman then tapped Cinderella’s dress with her wand, and it became a beautiful ball gown.

Then he gave her a pair of pretty glass shoes. Now, Cinderella, she said, “you have to leave the ball before midnight”. Then he drove away a wonderful coach. Cinderella had a marvelous time either. She danced again and again with the prince. Suddenly the clock began to strike twelve, she ran toward the door as fast as he could do. In her hurry, one of her glass shoes left behind.

A few days later, the prince declared that he would marry the girl whose feet fitted the glass shoe. Cinderella’s stepsisters tried on it but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try the shoe. She stretched his legs and slipped the shoe on the page. It fitted perfectly. Finally, she was ushered into a magnificent palace and height. The prince were glad to see her again. They married and lived happily ever after.

Guru Mapel Bahasa Inggris

Kotagajah, Oktober 2017  
Peneliti

**F. Setyaningsih, S. Pd**  
NPKW. 165-GK

**Lilik Nurmala**  
NPM. 13107577

Mengetahui,  
Kepala Sekolah SMP Wiratama Kotagajah

**Oke Erawati, S. Pd**  
NPKW. 027-GK

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Nama Sekolah</b>	<b>: SMP Wiratama Kotagajah</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: VII / 1</b>
<b>Jenis Teks</b>	<b>: Narrative Text</b>
<b>Aspek/Skill</b>	<b>: Reading Comprehension Ability</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 menit</b>

Standar Kompetensi : 5. Membaca

Memahami makna teks tulis fungsional dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Indikator :

- Membaca nyaring dan bermakna teks esai berbentuk *narrative / recount* dengan baik dan benar
- Mengidentifikasi informasi tersirat dalam teks *narrative*.
- Mengidentifikasi makna dalam teks *narrative*.

Jenis Teks : Narrative Text

### 1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengidentifikasi informasi tersirat dalam teks *narrative*.
- Mengidentifikasi makna dalam teks *narrative*.

## 2. Materi Pembelajaran

### 1. Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers of listeners about the story.

#### The generic structure of Narrative text:

##### 1. Orientation:

It set the scene and introduce the participants (it answers the question: who, when, what and where).

##### 2. Complication:

Tells the problems of the story and how the main characters solve them.

##### 3. Resolution:

The crisis is resolved, for better or worse.

##### 4. Re-orientation:

The ending of the story.

## 3. Metode Pembelajaran: three-phase-technique

## 4. Strategi Pembelajaran

Cloze Procedure Strategy is paragraph or text that must be equipped with the right words so that the paragraph can be understood.

Ruang lingkup pertanyaan yang sering muncul meliputi:

- a. Conjunction (kata penghubung)
- b. Word order (susunan kata)
- c. Derivation (bentukan kata)
- d. Phrase building (hubungan antar kata)

## 5. Langkah-langkah Kegiatan Pembelajaran

### a) Kegiatan Awal

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa.
- Memberikan motivasi belajar kepada siswa
- Menyampaikan tujuan pembelajaran

### b) Kegiatan Inti

- Siswa diminta untuk membaca kosakata baru secara acak
- Siswa mengidentifikasi makna yang tersirat dalam teks.
- Guru memberikan contoh membaca nyaring
- Siswa mendengarkan teks yang dibaca guru
- Guru memberikan beberapa pertanyaan tentang point yang menarik dalam teks pada siswa.
- Siswa mengemukakan pendapatnya tentang pertanyaan yang diberikan guru
- Guru menanyakan kesulitan siswa

### c) Kegiatan Akhir

- Menyimpulkan materi pembelajaran
- Guru membaca teks sekali lagi
- Menugaskan siswa untuk berlatih di rumah

## 6. Sumber belajar

- Buku teks yang relevan
- Teks yang dibagikan guru

## 7. Penilaian

### 1. Teknik Penilaian

- Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- Pengetahuan: tes tertulis

### 2. Bentuk instrumen

- Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.
- Instrumen Unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungan skornya.
- Penilaian Observasi

No	Name	Indicators			
		Pay attention of the teacher's explanation	Understanding the material	Active in Group	The student s able do the task
1					
2					
3					
<b>Total</b>					
<b>Percentage (%)</b>		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>

Note:

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%$$

**P** = Percentage

**I** = Indicator

**N** = total of students

Guru Mapel Bahasa Inggris

Kotagajah, Oktober 2017  
Peneliti

**F. Setyaningsih, S. Pd**  
NPKW. 165-GK

**Lilik Nurmala**  
NPM. 13107577

Mengetahui,  
Kepala Sekolah SMP Wiratama Kotagajah

**Oke Erawati, S. Pd**  
NPKW. 027-GK



## STUDENT'S SCORE

(PRE-TEST )

Day/Date/Cycle : Tuesday/31 October 2017/ I

No	Name	Score
1	ANQS	70
2	AF	65
3	BF	70
4	CVN	60
5	CWN	50
6	DE	60
7	DDA	70
8	ES	55
9	EF	80
10	FRA	75
11	FAW	70
12	HKW	60
13	IA	65
14	LA	60
15	M	50
16	MVA	70
17	MHW	55
18	PE	65
19	RVR	65
20	RDL	80
21	RR	40
22	SDW	65
23	SYL	65
24	SS	60
25	TP	60
26	TISL	65
	<b>AVERAGE</b>	1650

**STUDENT'S SCORE**  
**(POST-TEST I)**

**Day/Date/Cycle** : Tuesday/7 November 2017/ I

<b>No</b>	<b>Name</b>	<b>Score</b>
1	ANQS	80
2	AF	65
3	BF	80
4	CVN	55
5	CWN	60
6	DE	55
7	DDA	65
8	ES	55
9	EF	70
10	FRA	80
11	FAW	80
12	HKW	65
13	IA	70
14	LA	65
15	M	80
16	MVA	70
17	MHW	60
18	PE	65
19	RVR	70
20	RDL	80
21	RR	65
22	SDW	70
23	SYL	65
24	SS	50
25	TP	60
26	TISL	70
	<b>AVERAGE</b>	1750

**STUDENT'S SCORE**  
**(POST-TEST II)**

**Day/Date/Cycle** : Thursday/16 November 2017/ II

<b>No</b>	<b>Name</b>	<b>Score</b>
1	ANQS	70
2	AF	75
3	BF	90
4	CVN	75
5	CWN	60
6	DE	85
7	DDA	70
8	ES	70
9	EF	70
10	FRA	85
11	FAW	80
12	HKW	65
13	IA	70
14	LA	60
15	M	90
16	MVA	70
17	MHW	70
18	PE	75
19	RVR	75
20	RDL	80
21	RR	65
22	SDW	75
23	SYL	75
24	SS	50
25	TP	65
26	TISL	70
	<b>AVERAGE</b>	1885

**Table**  
**Observation Sheet of Students' Activities**  
**Seventh Grade at SMP Wiratama Kotagajah**

No	Student's Name	Activity				Total Score
		Pay attention of the teacher's explanation	Understanding the material	The students able do the task	Read and comprehend the story	
1	ANQS	√	√	√	√	4
2	AF	√	√	√		3
3	BF	√	√		√	3
4	CVN	√	√	√		3
5	CWN		√	√	√	3
6	DE	√		√		2
7	DDA	√	√		√	3
8	ES		√	√	√	3
9	EF	√	√	√		3
10	FRA	√	√	√	√	4
11	FAW	√	√	√	√	4
12	HKW	√	√	√		3
13	IA		√	√	√	3
14	LA		√	√	√	3
15	M	√	√	√		3
16	MVA		√	√	√	3
17	MHW	√	√	√		3
18	PE	√	√	√	√	4
19	RVR	√	√		√	3
20	RDL	√		√	√	3
21	RR		√		√	2
22	SDW		√		√	2
23	SYL	√	√	√	√	4
24	SS	√	√		√	3
25	TP	√			√	2
26	TISL	√	√	√	√	4
<b>Total</b>		<b>19</b>	<b>22</b>	<b>20</b>	<b>18</b>	
<b>Percentage (%)</b>		<b>73,07%</b>	<b>84,61%</b>	<b>76,92%</b>	<b>69,23%</b>	

Note: Tick (√) for each positive activity

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= Total of Students

English Teacher

F. Setyaningsih, S.Pd  
NPKW. 165-GK

Kotagajah, Oktober 2017  
The Researcher

Lilik Nurmala  
NPM. 13107577

**Table**  
**Observation Sheet of Students' Activities**  
**Seventh Grade at SMP Wiratama Kotagajah**

No	Student's Name	Activity				Total Score
		Pay attention of the teacher's explanation	Ask/answer the question from the teacher	The students able do the task	Practice	
1	AMZ					
2	DJA					
3	DEA					
4	DAS					
5	DNS					
6	ES					
7	FTF					
8	HA					
9	IS					
10	IY					
11	JJPS					
12	KEO					
13	LAE					
14	MIA					
15	MPK					
16	MP					
17	MVP					
18	MNS					
19	MRM					
20	NO					
21	RA					
22	RT					
<b>Total</b>						
<b>Percentage (%)</b>		%	%	%	%	

Note: Tick (√) for each positive activity

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= Total of Students

English Teacher

Kotagajah, Oktober 2017  
The Researcher

F. Setyaningsih, S. Pd  
NIP.

Lilik Nurmala  
NPM. 13107577



**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](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1192/In.28/S/OT.01/11/2017**

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

Nama : LILIK NURMALA  
NPM : 13107577  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13107577.

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, 27 November 2017  
Kepala Perpustakaan



*[Handwritten Signature]*  
Drs. Mokhtaridi Sudin, M.Pd.  
NIP. 195806311981031001





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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1997/In.28/D.1/TL.00/10/2017  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth.,  
 KEPALA SMP WIRATAMA  
 KOTAGAJAH  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1996/In.28/D.1/TL.01/10/2017, tanggal 16 Oktober 2017 atas nama saudara:

Nama : **LILIK NURMALA**  
 NPM : 13107577  
 Semester : 9 (Sembilan)  
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP WIRATAMA KOTAGAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS READING COMPREHENSION ABILITY OF NARRATIVE TEXT BY USING CLOZE PROCEDURE STRATEGY AT SEVENTH GRADE OF SMP WIRATAMA KOTAGAJAH CENTRAL LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 16 Oktober 2017  
 Dekan I,  
  
 Dra. Isti Fatonah MA  
 99670531 199303 2 003





**YAYASAN PENDIDIKAN NASIONAL WIRATAMA  
SEKOLAH MENENGAH PERTAMA  
SMP WIRATAMA KOTAGAJAH**

Jl. Jenderal Sudirman No.17 Kotagajah, Lampung Tengah, Lampung 34153  
Telp. (0725) 49574. E-mail : smpwiratama@yahoo.co.id  
Website : www.smpwiratama.sch.id

Nomor : 420.3/042/053/C.23/2017

27 April 2017

Hal : Izin Pra Survei

Yth. Dekan FTIK IAIN Metro

Di

Metro

Berdasarkan Surat dengan No. P.0451/In.28/FTIK/PP.00.9/03/2017 tentang Izin Pra Survei dalam rangka penyelesaian tugas akhir/ skripsi atas nama mahasiswa di bawah ini :

Nama : LILIK NURMALA  
NPM : 13107577  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)

Judul : "IMPROVING THE STUDENTS READING COMPREHENSION OF NARRATIVE TEXT BY USING CLOZE PROCEDU AT SEVENTH GRADE OF SMP WIRATAMA KOTAGAJAH".

Maka dengan ini kami memberikan izin kepada mahasiswa tersebut diatas untuk melakukan pra survei di SMP Wiratama Kotagajah.

Demikian surat ini disampaikan, untuk dapat digunakan sebagaimana mestinya.

Kepala Sekolah

  
**OKE FRAWATI, S.Pd.**  
NPKW. 027 - GK



KEMENTERIAN AGAMA  
 INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Ilirgulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metroainy.ac.id](http://www.metroainy.ac.id) e-mail: [ain@metroainy.ac.id](mailto:ain@metroainy.ac.id)

Nomor : P.0451/In.28/FTIK/PP.00.9/03/2017

Lamp : -

Hal : IZIN PRA SURVEY

*Kepada Yth.,*

Kepala Sekolah SMP Wiratama Kotagajah

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Lilik Nurmala

NPM : 13107577

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris (TBI)

Judul : Improving the Students Reading Comprehension of Narrative Text by Using Cloze Procedu at Seventh Grade of SMP Wiratama Kotagajah.

Untuk melakukan PRA SURVEY di SMP Wiratama Kotagajah

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya diaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 Maret 2017



Dekan FTIK

Akila, M Pd

NIP. 19691008 200003 2005





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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

Nomor : B-2087/In.28.1/J/TL.00/10/2017  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI**

19 Oktober 2017

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum
2. Ahmad Subhan Roza, M.Pd

Dosen Pembimbing Skripsi

di-

Tempat

*Assalamualaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Lilik Nurmala  
 NPM : 13107577  
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Dosen Pembimbing 2 bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester semenjak mahasiswa yang bersangkutan lulus komprehensif
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (Pendahuluan+ Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan bahasa Inggris dengan:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian disampaikan untuk di maklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

*Wassalamualaikum Wr. Wr.*

Ketua Jurusan TBI



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



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-1996/In.28/D.1/TL.01/10/2017

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

Nama : LILIK NURMALA  
NPM : 13107577  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMP WIRATAMA KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS READING COMPREHENSION ABILITY OF NARRATIVE TEXT BY USING CLOZE PROCEDURE STRATEGY AT SEVENTH GRADE OF SMP WIRATAMA KOTAGAJAH CENTRAL LAMPUNG".

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 : 16 Oktober 2017

Mengetahui,  
Pejabat Setempat  
  
**OKB ERAWATI, S.pd**

  
Wakil Dekan I,  
  
Ratonah MA  
0531 199303 2 003



**YAYASAN PENDIDIKAN NASIONAL WIRATAMA  
SEKOLAH MENENGAH PERTAMA  
SMP WIRATAMA KOTAGAJAH**

Jl. Jenderal Sudirman No.17 Kotagajah, Lampung Tengah, Lampung 34153  
Telp. (0725) 49574, E-mail : smpwiratama@yahoo.co.id  
Website : www.smpwiratama.sch.id

Nomor : 420.3/097/053/C.23/2017

30 Oktober 2017

Lampiran : -

Hal : Izin Research / Survey

Kepada

Yth : Bapak Dekan FTIK IAIN Metro

di

Metro

Berdasarkan Surat Nomor : P.0452/In.28/FTIK/PP.00.9/03/2017 tentang izin research / survey dalam rangka Penulisan Skripsi atas nama mahasiswa dibawah ini:

Nama : LILIK NURMALA  
NPM : 13107577  
Falkutas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)

Dengan Judul : "IMPROVING THE STUDENTS READING COMPREHENSION ABILITY OF NARRATIVE TEXT BY USING CLOZE PROCEDURE STRATEGY AT SEVENTH GRADE OF SMP WIRATAMA KOTAGAJAH CENTRAL LAMPUNG".

Maka dengan ini kami memberikan izin kepada mahasiswa tersebut diatas untuk melakukan research / survey di SMP Wiratama Kotagajah.

Demikian Surat ini disampaikan, untuk dapat digunakan sebagaimana mestinya.

Kepala Sekolah

**OKI ERAWATI, S.Pd**  
NPKW. 027-GK

Tembusan :

1. Ketua Yayasan Pendidikan Nasional Wiratama
2. Arsip





**YAYASAN PENDIDIKAN NASIONAL WIRATAMA  
SEKOLAH MENENGAH PERTAMA  
SMP WIRATAMA KOTAGAJAH**

Jl. Jenderal Sudirman No.17 Kotagajah, Lampung Tengah, Lampung 34153  
Telp. (0725) 49574. E-mail : smpwiratama@yahoo.co.id  
Website : www.smpwiratama.sch.id

**SURAT KETERANGAN MELAKSANAKAN PENELITIAN**

NOMOR : 420.3/094/053/C.23/2017

Yang bertanda tangan di bawah ini, Kepala SMP Wiratama Kota Gajah menerangkan bahwa :

Nama : **Lilik Nurmala**  
NPM : **13107577**  
Perguruan Tinggi : **Institut Agama Islam Negeri Metro**  
Jurusan : **Pendidikan Bahasa Inggris**

Mahasiswa tersebut di atas, telah melaksanakan Research / Survey dari tanggal 30 Oktober s.d. 16 November 2017 di SMP Wiratama Kotagajah dalam rangka menyelesaikan Tugas Akhir.

Demikian Surat Keterangan ini di buat, untuk dipergunakan sebagaimana mestinya.

Kotagajah, 21 November 2017



## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : LILIK NURNALA

NPM : 13107577

Fakultas : TARBIYAH

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul Negotiating Ethnographic Identities  
in Field Research

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.197506102008011014

## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : LILIK NURNALA

NPM : 13107577

Fakultas : TARBIYAH

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul Negotiating Ethnographic Identities  
in Field Research

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.197506102008011014




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

 Jl. Ki.Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**
**Nama : Lilik Nurmala**
**Jurusan : TBI**
**NPM : 13107577**
**Semester : IX**

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.		✓		- Revise instrument	
2.	27/10/17			Acc APD	

Mengetahui :

Ketua Jurusan TBI

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

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
 NIP. 19720923 200003 2 002



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

Jl. Ki.Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : Lilik Nurmala

Jurusan : TBI

NPM : 13107577

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
			✓	<i>M. Instruktur</i>	

Mengetahui :  
 Ketua Jurusan TBI

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

Dosen Pembimbing II

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki.Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : Lilik Nurmala

Jurusan : TBI

NPM : 13107577

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Monday, 27 November 2017	✓		- Revise Abstract - Revise Acknowledgement - Revise Dedication page - Revise Table of contents - Revise Problem Limitation - Revise conclusion - Revise grammar	
2	Thursday, 30 November 2017	✓		- Revise Abstract - Revise Table of content - Revise subject of study - Revise Object of research	
3	11/12/17			Acc to Mengajar	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002


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

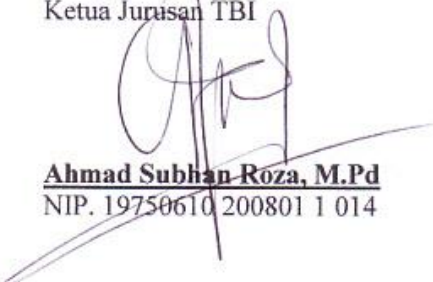
Jl. Ki.Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

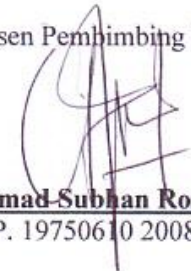
**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**
**Nama : Lilik Nurmala**
**Jurusan : TBI**
**NPM : 13107577**
**Semester : IX**

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday / November, 24 2017		✓	- Revise cover - Revise Abstract - Revise Mottos - Revise Acknowledment - Table of contents - Problem Limitation - creating Cloze Procedure - Chapter III	
2.	Wednesday / November, 29th 2017		✓	- Revise Grammar - Revise Abstract	

 Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



## TEACHING LEARNING PROCESS

### Pre-test of Reading Comprehension Ability



### The researcher explain the material





The student studied by using Cloze Procedure strategy in cycle I



**Post-test 1 of Reading Comprehension Ability**



**The students studied by using Cloze Procedure Strategy cycle II**





**Post-test 2 of Reading Comprehension Ability**



## CURRICULUM VITAE

The name of the researcher is Lilik Nurmala. She was born on January 23<sup>th</sup>, 1995 in Bumijaya, Lampung from nice and happy couple Mr. Sugiyo and Mrs. Siti Roisah. She is the first daughter in her family. She has one younger brother.

The researcher graduated from SDN 1 Gedung Karya Jitu in 2007 and then she continued to MTs Mamba'ul Ulum Rawajitu and graduated in 2010. In that year she entered in MA Muhamadiyah Metro and graduated in 2013. The researcher continued her study in IAIN Metro in the academic year 2013/2014.

