

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the basic skills of English Language learning that must be mastered by all of the students. It is active process of understanding print and graphic texts. Reading is very important because through reading, the student are able to get more information and to gain knowledge, especially about the topic they are reading.

Brown (2004:185) states that in learning a foreign language, reading is likewise a skill that teacher simply expects learners to acquire. In other words, the students will be expected by the teacher to get knowledge when they read something especially in learning a foreign language. Besides, reading ability is needed necessary by the students. Furthermore, they can obtain much information from a book, magazine, newspaper, internet, and other information media through reading. The students, however, must also know some components when reading something, such as structures, vocabularies, and content in order to make them to understand about what the reading text is about easily and clearly.

Adams (2003:22) states that whatever the reading goals of learners, teachers should help them enjoy and take responsibility for their own learning. It means that teachers have to find they enjoy able way to teach and the appropriate way to assess the student's reading comprehension; in addition, teachers have full responsibility of every score that is achieved by each student.

In assessing reading comprehension, teachers need to indentify the prior knowledge that is relevant to the student in each grade. Moreover, teachers have to consider about the reading text that is going to be used. Reading text which is related to the real life environment or the popular news

surroundings the students can help them obtain the knowledge easier because it is familiar for the students.

According to Nunan (2008:138) assessment is carried out to collect information on learners' language proficiency and achievement that can be used by the stakeholders in language learning programs for various purposes. To assess students' understanding of the materials that have been given, the teachers are expected to provide test for the students after teaching and learning process.

Basic on the result of the observation in SMP Widya Sakti Denpasar that had been done by the researcher, in assessing the students' reading comprehension, the teacher used multiple choice test. In multiple choice test, the students read the some texts that were followed by question related to those texts. Multiple choice test was commonly used because the teachers believed that this test can be used to measure knowledge outcomes and various types of complex learning outcomes. Moreover, it was easy for the teachers since they can used the same test continually over the year to test their students' achievement. Multiple choice test gave an opportunity to the students to cheat or just guess the answer based on their feeling without reading the texts during the test. Thus, the teacher did not know the real ability that the students had and how far their understanding about the materials that have given to them during lesson.

There are some tests that can be used to assess the students' understanding in reading comprehension. One of them is cloze procedure test. According to brown (2004:201), one of the popular types of reading assessment test is cloze procedure test. This test was used is issued to measure reading comprehension because all of the students are asked to fill in blank by comprehending the contextual clauses. Commonly, cloze procedure test usually consists of minimum two paragraph in length. This kind of testing technique expects students to master reading

comprehension because when the students want to get the answer of the test, they have to read and also understand the text.

Cloze procedure test is a measure instrument in which words deleted from a passage according to a word-count formula or various other criteria. The passage is presented to the students, who insert words as they read to complete and construct meaning from the text. This procedure can be used as a diagnostic reading assessment technique and reading comprehension. Moreover, a cloze procedure test is an exercise, test, or assessment consisting of a portion of text with certain words removed, where the participant is asked to replace the missing words. Cloze procedure tests require the participant to understand context.

According to Harmer (2007:382), cloze procedure tests seem to offer the ideal indirect but integrative testing item. They can be prepared quickly and if the claims made for them are true, they are an extremely cost-effective way of finding out a student's overall knowledge. Cloze procedure tests are useful for measuring whether students can analyze material. This is an effective and efficient way in assessing students' reading comprehension. It can be used by students at all levels of reading comprehension. Moreover, it can be used to determine how well students have retained knowledge of content.

Regarding the fact above, reading comprehension is very important to learn by the students; therefore, it should be well assessed by using various types of testing techniques since appropriate assessment will bring positive feedback to both teachers and students. Thus, in the present study, the researcher conducted a research entitled "Assessing Reading Comprehension of the Eighth Grade Students of SMP Widya Sakti Denpasar in Academic years 2018/2019 through Cloze Procedure Test."

1.2 Research Problem

As discussed in the background of the study, reading comprehension is the way to assess students' understanding of reading text or passage. The students who have good reading comprehension in English will be more successful in taking all school subjects and leading future life and the students who have good reading comprehension in English will be easier in taking information about what they want to get from the book that they have read. Based on the background of research, the problem of the study can be formulated as follows: to what extent is the degree of achievement of reading comprehension of the eight grade students of SMP Widya Sakti Denpasar in academic year 2018/2019 which is assessed through cloze procedure test?

1.3 Objective of the Study

The scientific study is certainly intended to answer the research question which has been formulated for the study. This study was aimed to assess the reading comprehension of eighth grade students of SMP Widya Sakti Denpasar by using cloze procedure test. The success of the students in completing the deleted words was indicated the general achievement; they can be regarded to have acquired the instructional objective, but if the student get low achievement in reading comprehension, it means that they are not successful in reading comprehension.

1.4 Limitation of the study

Limitation is an important part in a scientific investigation. To avoid the misunderstanding of the topic, the researcher limited the research on assessing reading comprehension of the seventh grade students of SMP Widya Sakti Denpasar in Academic year 2018/2019 by administering cloze

procedure test. The reading comprehension was limited on identifying specific information and textual meaning of the text. In creating the blank of the text for the test, the researcher used rational deletion. Moreover, in the present study the scoring method used in the study was exact word scoring method in which the answer would be based on the omitted words. The reading comprehension was limited on the specific information and textual meaning.

1.5 Significance of the study

The research is concerned to assess the students' reading comprehension by using cloze procedure test. The result of the present study is expected to indicate significant both theoretical and practical experience.

Theoretically, the finding of the present study supports the theories and give more empirical outcomes of existing reading theory to the other research who are interest, especially in reading comprehension through cloze procedure test.

Practically, the result of this study is intended to provide educational feedback to the students, the teacher who teach English, and other researchers, for the students, this study can assess their achievement itself or reading comprehension, in addition, they can improve their vocabularies and writing skill in completing cloze test. For the teachers, the result of this study became a variation in assessing the achievements; in addition, the teachers are well informed concerning the weakness and the strength of their teaching in the class. For other research, this presents study hopefully to be used as a reference in conducting similar research in the future. It is also expected that can be useful for people who want to learn reading comprehension.

1.6 Definition of key term

To avoid misunderstanding and confusion. On the part of readers, the researcher need to give operational definition. The key term especially used in context of the present study are assessing reading comprehension and cloze procedure test.

1. Assessing Reading Comprehension

Assessing reading comprehension is defined as an effort of measuring the students' achievement in understanding what is written in the passage in which cloze procedure test was used as the instrument for assessing reading comprehension of the seventh grade students of SMP Widya Sakti Denpasar in academic year 2018/2019

2. Cloze Procedure Test

Cloze procedure test is kind of test which was used to assess and find out students' achievement in reading comprehension. It consisted of several passage with some omitted words. In this present study the research used rational deletion. The basic ration deletion is every seventh word are omitted and rational deletion is every conjunction and preposition are omitted. The students are expected to fill the gaps by using contextual clues.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a part of a study discuss in detail the things being investigated based on same theoretical background. Its function is to give the meaning of a word in terms of the specific theories. All of the theories must be discussed clearly. The theories of the study were the ones concerning about conception of reading comprehension, assessment of reading comprehension, and conception of cloze test.

2.1.1 Reading Comprehension

Reading is one the four basic skills in English that should be mastered by the students. The students are able to get more about certain knowledge, information, and pleasure. The students can find out some specific information that they want to know whatever it is about the school subject, general knowledge or other science. Pang et al. (2003:14) state that in reading comprehension, students can be aware about the meaning of the whole text furthermore, reading comprehension is the ability is taking information from written text after that doing something with it, in a way that demonstrates knowledge or understanding the information (Brassell and Rasinski, 2009:18).

Klinger et al. (2007:15) write that comprehension is typically measured by because the students are asked to fill the blanks by using contextual clues.

In reading in understanding or achieve information that is related on passage, so the successful of reading comprehension is depend on vocabulary Mastery too Klingner et al. (2007;15).

In written language, a sentence with omitted clues, when the readers can use the words the omitting words to help them process the context brown (2004:201). Cloze procedure test is developed to increase students' understanding about written test to check the comprehension of the students. It is not only as an integrative measure of reading comprehension, but also of other language. Cloze procedure test are usually a minimum of two paragraphs in length. Normally every seventh word is deleted (known as fixed-ratio deletion), but many cloze test designer instead use a deletion procedure of choosing deletions according to the grammatical or discourse functions of words Brown (2004:202)

A cloze procedure test consists of three until four paragraphs, and every paragraph consists of 10 blank to fill. This test is suitable technique to test students' reading comprehension because the students need to fill every blank in the text by using contextual clues. In this present of study, students are expected to master vocabulary to help them become successful in answering the whole text. In this case students are trained to think of clauses to help them finding out the complete information in the whole test. There are two ways of creating the blanks. The first is known as fixed ratio deletion or every the word deletion (e.g. every fifth, sixth, or seventh) the frequency of deletion is based on the length of the text. Requiring students to read a short passage and the answer the multiple-choice or short answer question or by using a cloze procedure test.

In reading comprehension the students should know about how to understanding the text explicitly and implicitly.

In additional, pang (2003:14) states that good readers also take some active steps to overcome difficulties in comprehension. The students should be improved another aspect of language such as vocabularies, structure, and many other to be a good reader. Through reading comprehension they will familiar with the new words that have not been know before and try to

find the answer in dictionary. This one of the kinds of improving vocabularies of the students. Through reading comprehension the students also know a put the structure of the whole text.

Based on the explanation of the theories, this study is more focused on theory of Brassel and Rasinski (2009:18). It states that reading comprehension is the ability in taking information from written text after that doing something with it, in a way that demonstrates knowledge or understanding the information.

2.1.2 Conception of Cloze Procedure Test

Cloze procedure test is one of the assessing which can be used to measure students' reading comprehension and provides only a basic indication of how well the students understand text which it asks students to fill in the blanks where word have been omitted of a passage, they will get a passage with deleted words, and they have to insert appropriate words of the dozen blanks. This test can be used to test their comprehend in reading comprehension the second is known as rational deletion, where are deleted on the basic of some rational decision (e.g. preposition, conjunction, and part of speech.) (Richard, 2002:78)

Here is the first example of the first version of cloze procedure test is fixed-ratio deletion (every seventh word is deleted).

The recognition that one's feeling of (1) and unhappiness can consist much like (2) and hate in a close relationship (3) offer valuable clues and how to (4) a happier life. In suggest, form (5) that changing or avoiding things that (6) you miserable may well make you (7) miserable but probably no happy.

In the version of cloze procedure test is rational deleting in which preposition and conjunction in particular is deleted. This is an example of rational deletion (preposition and conjunction is deleted)

The recognition that one's feeling (1). . . .Happiness (2) un happiness can consist much like love and hate (3). . . . a close relationship may offer valuable clues (4). . . . how to lead happier life. It suggest, (5) example, that changing (6) avoiding things that make you miserable may well make you less miserable (7) probably no happier.

Therefore, in this present study, the researcher used two days of creating the blank. The first is known as fixed ratio deleted (every seventh word deleted). The second is known as rational deleted (every preposition and conjunction deleted)

2.1.3 The Relation of Cloze Procedure Test and Reading Comprehension

Brown (2004:201) argues that one of the most popular types of reading assessment test is cloze procedure. Cloze procedure test is a means or tool of reading assessment to measure students reading ability to reconstruct a text in which natural redundancy has been deleted by means of blank replacing the omitted words. Klingner et al. (2007:151) argue that cloze procedure is word or order structure are deleted from a passage by the teacher, with blanks left in their places for students to fill in, also used as an assessment of reading comprehension by omitting every the word in reading passage and observing the number of correct insertions provided by the reader.

A true cloze test can measure global reading comprehension through insight can be gained into particular reading difficulties. Cloze procedure and reading comprehension have an interrelated each other. Cloze procedure test can be applied to testing in the reading comprehension in eight grade students of SMP Widya Sakti Denpasar in Academic year 2018/2019. They are any assumption that underline the using of cloze procedure, namely as a testing tool and as a means of checking the read ability of material, the assumption is that the comprehension of performance to determine from remaining context or mutilated the material what words have been deleted is indicative of power of comprehend; in addition, when the cloze procedure used as a teaching technique, the assumption is that practice in supplying the correct words helps the reader increase the power of comprehension.

As a summary, there is an interrelated relation each other between cloze procedure test and reading comprehension. Cloze procedure test can be applied for testing of students' reading comprehension. as one of the assumption that the using of cloze procedure test as a means or testing tool of checking readability that the material, the assumption is that the comprehension of the reader to determine from the meaning context or mutilated material what words have been omitted is indicative of the power to comprehend.

In administering the cloze procedure test the readers will get a text with some omitted words, and they are ask to fill in blank with appropriate words. The students have to use their comprehension in reading when the students read the text with context clues. The students can figure eat the meaning of a word by relating it to the text surrounds it. The clues can be example, contrast, definition, or restatement that provide some information about a words' meaning, and it can help he the read to identify the meaning of un know words.

2.1.4 Assessment of Reading Comprehension

Namdi (2005:57) state that assessment is a tool that measure the student knowledge and comprehension. It shows how well the students are able to extract information and analyze what the students are reading. The purpose of using assessment is to test that learning objective are being met. In the relation in the study being observed, the researcher focus on test the students' achievement of reading comprehension through cloze procedure test.

Assessment can be done by carrying out series of test in every language skills. Assessment defines acceptable evidence of students' attainment of desire result; in addition, it determines authentic performance test that the students is expected to do the demonstrate the desired understandings. Klingner et al. (2007:13) write that assessing comprehension is fraught with challenges because it can be difficult to determine how much students really know and what they are actually think and also adds that reading comprehension assessment has three different purpose. *Firstly*, to compare the students' comprehension levels to those of students in a forming sample, *secondly*, to find out if those students have met pre-established criteria for their grade level, and to inform instruction by determining when students understand what they have read and how they use which comprehension strategies efficiently as the third purpose.

The key of reading comprehension measure generally in focusing on recall as the primary indicator of students understanding the text. In assessing reading comprehension of the students, the English teacher can make use of different form test. A teacher can design material, and it must construct as well as validity and reliability comprehension is typically measures by requiring students to read a short passage band then answer by using cloze test; asking students to fill in blank where word have been omitted Klingner et al. (2007:14).

2.2 Empirical Review

In the empirical, the other research investigation that have relationship with this research study are covered. It aims to find out whether the current research has already been done or not before being proposed. In accordance to support this study, there are two researches which are reviewed.

The first research entitled “Assessing Reading Comprehension through cloze procedure test the seventh grade students of SMP Widya Sakti Denpasar in Academic Year 2018/2019” that was conducted by Yuliartha (2013). The objective of this study was to find out the acquisition of reading comprehension of the seventh grade students of SMP Widya Sakti Denpasar in academic year 2018/2019. Which was assessed by using cloze procedure test. this result of the study was said good achievements. The research study can be used an ex-post facto research design the strength of this research was question on the research instruments proper with the level of the students. The instruction were not clear enough for the students, moreover, the test items were not suitable with the time. Therefore, some revision are needed to make more valid and reliable instrument.

The second research was conducted by widarini (2014) who did a research entitled “Assessing of Reading Comprehension through Multiple Choice Cloze Test of the seventh Grade students of SMP I Bangli in Academic Year 2013/2014 which assessed through multiple- choice cloze test. The research findings revealed that the reading comprehension could be remarked as sufficient achievement.

The research was also designed in the form of an ex-post facto research design. The research instrument used descriptive and recount text based on the level of the students, multiple choice cloze test was chosen to be used as the research instrument of students’ reading comprehension. However, there was weakness of multiple choice test where it was easy to guess. In this present

study, the students were unable to answer the questions by guessting and the findings of this present study validly and reliably reflected the achievement of students reading comprehension.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research design is the overall plan or structure of the study. This study dealt with Assessing Reading Comprehension through Cloze Test to the seventh grade students of SMP Widya Sakti Denpasar in Academic Year 2018/2019. The investigation made use of ex post facto is, from latin “after the fact”, indicates that ex post facto research is conducted after the variable of the interest has already been determined in the natural course of event. The statement showed that ex post facto research design guided the research design guided the research to analyze the dependent variable that is caused by the independent variable. Ex post facto research is used to investigate relationships when the research cannot randomly assign subject to different condition or directly manipulate the independent variable.

Cohen et.al. (207:12) defines ex post facto research as a method that can also be used, instead of an experiment, to test hypotheses about cause and effect in the situation where is unethical to control or manipulate the dependent variable. Ex post facto research is particularly appropriate when simple cause and effect relationship and are being explored. An ex post facto study or non-experimental study is a specific investigation in which the research has no possibility to directly control and manipulate; he will investigated variable trough giving certain treatment or randomly creating certain condition. In ex post facto research, the research takes the effect (or dependent variable) and examines the data retrospectively to establish causes, relationship or associations, and their meaning. In this study, the research used cloze procedure test as the

instrument for assessing reading comprehension of seventh grade students of SMP Widya Sakti Denpasar In Academic Year 2018/2019.

3.2 Population and Sample

The population is one of the requirements to complete this present study. According to Richards and Schmidt (2001:206) population is any of set items, individual, etc. that share some common and observable characteristics and from which a sample can be taken. In this study, the seventh grade students of SMP Widya Sakti Denpasar in academic year 2018/2019 were considered as the population which consisted of 341 students. Then population was considered to be homogenous in terms of age, Motivation, intelligence, and language environments.

Since the population of the students was too big, it was not efficient to study all of them. Therefore, the observes decided to take some samples. Richard and Schmidt (2002:465) state the samples is defined as any group of individual that is selected to represent a population. The samples of this study were determined randomly with lottery system. Random sampling technique gave equal opportunity for the entire population to be selected and included as the samples. The use of the technique with lottery system was applied to determine the samples because it was a simple technique.

Ary et al. (2010:149) state that sampling comes to the researcher aid by enabling the researcher to study a portion of the population rather than the entire population thereafter, the researcher overcomes this situation by choosing a smaller, more manageable number of people that take a part in a research and it is called sampling (Dawson, 2007:47). It is used to generalize the results to the total research population understudy. With random sampling, researchers are easier to provide good direction, which is about how to fill these passages. The way of choosing the samples

should be unbiased and used the correct procedure. The researcher should decide the samples before the research is conducted.

3.3 Research Instrument

Research instrument is a significant factor in carrying out a research because it is important to get the data. The research instrument is used in collecting the data to get more accurate, complete, and systematic data. In order to get worth and representative findings, the research instrument should be valid and reliable. There were to important characteristics that every measuring instrument should process, they are validity and reliability (Brown, 2004:21)

The research instrument this study which was constructed of assessing reading comprehension of the students under study in the form of a cloze procedure test. The test consisted of some paragraphs and blank words were the students need to fill. There were 40 blank words that should be completed by the students. Cloze procedure test, which was used as instrument, should have a degree of validity and reliability. Validity and reliability are necessary characteristics of good test. The discussion of the validity and reliability of research instrument are presented in the following parts.

3.3.1 Validity

Validity is an important key to effective research. If a piece of research is invalid then it is worthless. Validity is thus requirement for both quantitative and qualitative research. Brown (2004:22) writes the validity of the test refers to the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment,

it means that the question of research instruments validity is always specific to the situation and the particular purpose for which it is being used. Validity is a characteristic of a good test. Because of its importance, every test should be constructed as possible.

There are several ways to determine the validity of the test, such as face validity, content validity, and construct validity. Ary et al. (2010:228) define that face validity is the extent to which test-taker believe that the instrument assesses what is supposed to test. It means that the writer should make test based on the student learning experience. Face validity of the also can be seen from the format of the test that looks right for the tester, teacher. Clear instruction and good quality of color printing are parts of face validity. That will help the students to understand the taste and answering the test.

The second is content validity. Content validity refers to the content of the test. It usually can be seen in syllabus of each grade students and also based on students learning experience. Richard and Schmidt (2002:115) define the content validity is a test that reflect the material that has been though; moreover, it truly measures the right skill that need to be measured, it means the content validity in a test should be representing the subject actually learned by the students.

The last construct validity. Cohen et al. (2007:138) state that to establish construct validity the researcher would need to be assure that his or her constructions of a particular issue agreed with other constructions of the same underlying issues, e,g intelligent, creativity, anxiety, and motivations. In this study to measure students' reading comprehension, the researcher will be used cloze procedure test to gain their critical thinking and motivation in answering the test which is use relevant topic.

The following table shows more detailed information about the research instrument that used to collect data for the research.

Table 3.1

Table of Specification of Reading Comprehension Test

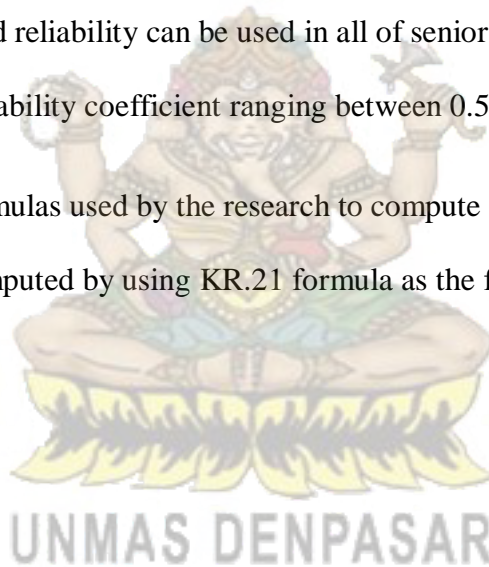
| Objective Teaching | Material | Test Items | Total Items |
|--|---------------|-------------------------------|-------------|
| The students under investigation are able to fulfill the blank spaces with the correct words from the tests that already given | 1. Person | 1,2,3,4,5,6,7,8,9,10 | 10 |
| | 2. Animals | 11,12,13,14,15,16,17,18,19,20 | 10 |
| | 3. Profession | 21,22,23,24,25,26,27,28,29,30 | 10 |
| | 4. Places | 31,32,33,34,35,36,37,38,39,40 | 10 |
| Total | | | 40 |

3.3.2 Reliability

Reliability is a necessary characteristic of any good test. For the test must be reliability as a measuring research instrument. Louma (2004:176) states that reliability is important because it means that the scores are dependable. So that be research can rely on them in decision-making. Mousavi in Brown (2002:804) states a reliable test is consistent and dependable. If the research gave the same test to be same students or match students on two different occasions, the should yield similar result. Cohen (2000:27) argues that reliability is essentially a synonym for consistency and explicability over time. Over instrument and over groups of respondents. That means the test that has a good reliability can be used in all of senior high school. A reliable research instrument should have a reliability coefficient ranging between 0.50 to 1.00.

There were some formulas used by the research to compute the result of reliability. The reliability of the test was computed by using KR.21 formula as the following:

$$KR-21 = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{KSD^2} \right]$$



Where :

K : Number of test items

M : Mean score of the test for all item

SD : The Standard deviation

Before calculating the reliability. The research first calculates the mean and standard deviation. To find the mean and standard deviation the researcher then scoring the samples' works

on the answer sheet and calculated the raw score for each sample. The research then made a tabulation for the raw scores as shown in Table 3.2 on student's total scores of listening cloze test.

Table 3.2

Student Total Raw Score of Close Procedure Test

| Sample | Raw Score (X) | Sample | Raw Score (X) |
|--------|------------------|--------|------------------|
| 1 | 48 | 21 | 36 |
| 2 | 48 | 22 | 35 |
| 3 | 48 | 23 | 35 |
| 4 | 48 | 24 | 35 |
| 5 | 40 | 25 | 35 |
| 6 | 40 | 26 | 34 |
| 7 | 40 | 27 | 34 |
| 8 | 39 | 28 | 33 |
| 9 | 38 | 29 | 33 |
| 10 | 38 | 30 | 32 |
| 11 | 38 | 31 | 32 |
| 12 | 38 | 32 | 32 |
| 13 | 37 | 33 | 30 |
| 14 | 37 | 34 | 27 |
| 15 | 37 | 35 | 25 |

| | |
|----|----|
| 16 | 37 |
| 17 | 36 |
| 18 | 36 |
| 19 | 36 |
| 20 | 36 |

| | |
|----|----|
| 36 | 24 |
| 37 | 23 |
| 38 | 24 |
| 39 | 12 |
| 40 | 11 |

After scoring the test taker of seventh grade students of SMP Widya Sakti Denpasar and arranging the test score from the highest to lowers. Then the researcher computed the raw score and found the total raw score was 1387. Afterward, the researcher computed for mean score.

The mean score (M) of Reading Comprehension through Cloze Procedure Test were respectively computed by using the following formula:

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

$$M = \frac{1387}{40}$$

$$M = 34,67$$

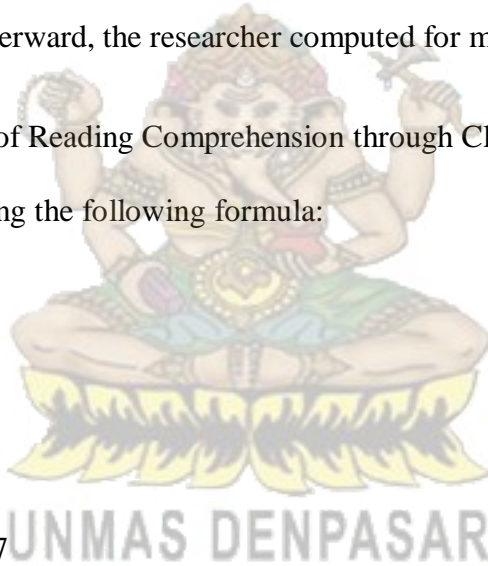


Table 3.3

The computation of mean and squared mean Deviation of the Score

| Sample | Score (X) | Mean (M) | Deviation (X-M) | Square Deviation (d ²) |
|--------|-----------|----------|-----------------|------------------------------------|
| 1 | 90.00 | 62.50 | 27.50 | 756.25 |
| 2 | 87.50 | 62.50 | 25.00 | 625.00 |

| | | | | |
|----|-------|-------|-------|--------|
| 3 | 87.50 | 62.50 | 25.00 | 625.00 |
| 4 | 85.50 | 62.50 | 22.50 | 506.25 |
| 5 | 82.50 | 62.50 | 20.00 | 400.00 |
| 6 | 80.00 | 62.50 | 17.50 | 306.25 |
| 7 | 80.00 | 62.50 | 17.50 | 306.25 |
| 8 | 77.50 | 62.50 | 15.00 | 225.00 |
| 9 | 77.50 | 62.50 | 15.00 | 225.00 |
| 10 | 75.50 | 62.50 | 12.50 | 156.25 |
| 11 | 72.50 | 62.50 | 10.00 | 100.00 |
| 12 | 72.50 | 62.50 | 10.00 | 100.00 |
| 13 | 70.00 | 62.50 | 7.50 | 56.25 |
| 14 | 70.00 | 62.50 | 7.50 | 56.25 |
| 15 | 67.50 | 62.50 | 5.00 | 25.00 |
| 16 | 65.00 | 62.50 | 2.50 | 62.50 |
| 17 | 62.50 | 62.50 | 0.00 | 00.00 |
| 18 | 62.50 | 62.50 | 0.00 | 00.00 |
| 19 | 62.50 | 62.50 | 0.00 | 00.00 |
| 20 | 62.50 | 62.50 | 0.00 | 00.00 |
| 21 | 62.50 | 62.50 | 0.00 | 00.00 |
| 22 | 62.50 | 62.50 | 0.00 | 00.00 |
| 23 | 60.00 | 62.50 | -2.50 | 62.50 |
| 24 | 60.00 | 62.50 | -2.50 | 62.50 |
| 25 | 57.50 | 62.50 | -5.50 | 25.00 |

| | | | | |
|----|-------|-------|--------|----------------------|
| 26 | 57.50 | 62.50 | -5.50 | 25.00 |
| 27 | 57.50 | 62.50 | -5.50 | 25.00 |
| 28 | 57.50 | 62.50 | -6.00 | 25.00 |
| 29 | 55.50 | 62.50 | -7.50 | 562.50 |
| 30 | 52.50 | 62.50 | -10.00 | 100.00 |
| 31 | 50.00 | 62.50 | -12.50 | 156.25 |
| 32 | 50.00 | 62.50 | -12.50 | 156.25 |
| 33 | 50.00 | 62.50 | -12.50 | 156.25 |
| 34 | 47.50 | 62.50 | -15.00 | 225.00 |
| 35 | 47.50 | 62.50 | -15.00 | 225.00 |
| 36 | 42.50 | 62.50 | -20.00 | 400.00 |
| 37 | 42.50 | 62.50 | -20.00 | 400.00 |
| 38 | 32.50 | 62.50 | -30.00 | 900.00 |
| 39 | 32.50 | 62.50 | -30.00 | 900.00 |
| 40 | 32.50 | 62.50 | -30.00 | 900.00 |
| | | | | $\Sigma D^2=9162.50$ |

The data on the table 3.3 presented the computation of mean deviation (D) and the squared mean deviation (ΣD^2). The data showed the total of the squared mean deviation was 9162.50 after getting the squared mean deviation was computed through dividing the total squared mean deviation by number of the samples (40 samples).

$$SD^2 = \frac{\Sigma d^2}{N}$$

$$= 2416.77$$

$$= \frac{2416.77}{40}$$

$$= 60.41$$

The standard deviation in this present research was 60.41 and the mean was 34.67 after calculating the standard deviation. The research continued to calculate the reliability value of reading comprehension through cloze procedure test. Based on the standard deviation and the mean that already calculated, then the reliability was calculated by using following formula:

$$KR-21 = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{KSD^2} \right]$$

$$= \frac{50}{50-1} \left(1 - \frac{34,67 (50-34,67)}{50 (60,40)^2} \right)$$

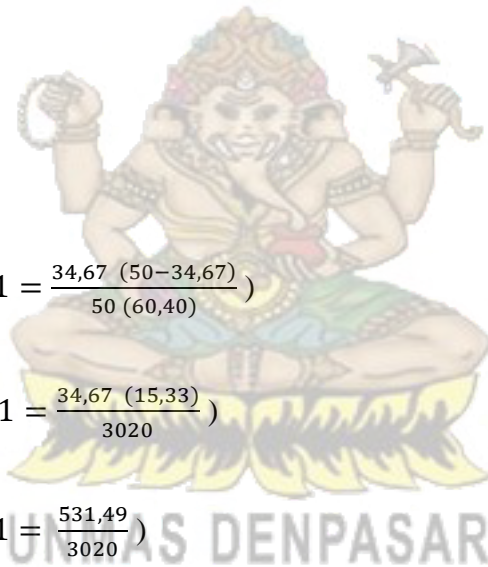
$$= \frac{50}{49} \left(1 - \frac{34,67 (15,33)}{3020} \right)$$

$$= 1.02 \left(1 - \frac{531,49}{3020} \right)$$

$$= 1.02 (0.17)$$

$$= 1,02 (0.83)$$

$$= 0.84$$



3.3.3 Item Analysis

In order to be valid and reliable. The test items of the research instrument should also have good facility values (FV) and discrimination value (DV) FV shows how easy or difficult particular test items proved to be, whereas DV show well the test item can discriminate among the students or high achievers, middle achievers, and low achievers in reading ability. It was presupposed that the total score on the test was a valid in measuring the student's ability.

As Brown (2004:58) argues that in order to make a test appropriate, its facility and discrimination value could help teachers to know if the test was acceptable or if it was too easy or difficult for students.

In order to know what listening test for data collecting is acceptable of unacceptable, the research must calculate its facility value (FV) and discrimination value (DV) for each item of the test. The item will be acceptable if it has statistical index or coefficient of facility and discrimination ranging from 0.3 to 0.7 the process of computation the facility and discrimination value of the test was conducted through number of steps and procedures as indicated in the following section.

1. Arranging the total score of students from the highest to the lowest score.
2. Dividing the students into two groups of equal number (the upper half group and lower group)
3. Counting the number of correct for each items by students in the upper and lower group.
4. Calculating by using this following formula:

The discrimination values can be calculated by using the following formula:

$$FV = \frac{\text{Correct U} + \text{Correct L}}{2n}$$

$$DV = \frac{\text{Correct U} - \text{Correct L}}{n}$$

Where:

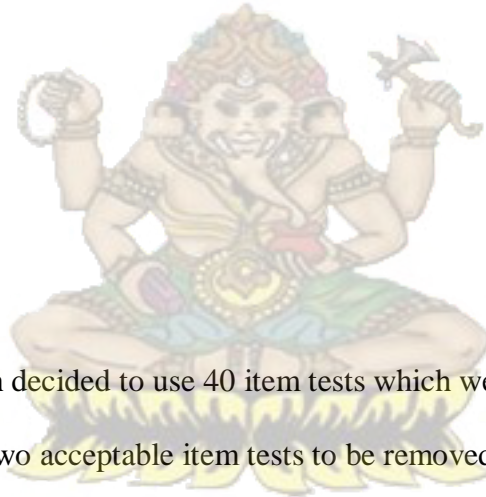
FV = Facility Value

DV = Discrimination Value

U = Upper Half

L = Lower Half

N = Total Samples



However, the research decided to use 40 item tests which were acceptable to be used to collect the data. There were two acceptable item tests to be removed from the current research.

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3.4 Data Collection

The data was collected by administering the acquired data by using research instrument that scored dichotomously. That every correct answer was credited one point and zero for every incorrect one. The total score shown the subjects acquisition of reading comprehension items that was considered as the data for this study.

3.5 Data Analysis

The data of this study was analyzed by using norm-reference with five standard values. The formula which used to compute the converted scores run as follows:

$\geq M + 1.5 SD$ = A (Excellent Acquisition)

$\geq M + 0.5 SD$ = B (Good Acquisition)

$\geq M - 1.5 SD$ = C (Sufficient Acquisition)

$\geq M - 1.5 SD$ = D (Insufficient Acquisition)

$< M - 1.5 SD$ = E (Poor Acquisition)



CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

In this, finding of some data from the investigation showed the achievement the seventh grade students of SMP Widya Sakti Denpasar in academic year 2018/2019 is reading comprehension. The data was collected by administering the reading comprehension test, close procedure test. The data was the form of close procedure test to measure reading comprehension of the eight grade students which was analyzed by norm-references. The five standard values of norm-references showed the degree of students' ability in reading comprehension, before the data analyzed using norm-references, the score of the subjects could be tabulated as the following:

Table 4.1

Data Showing Achievement of Reading Comprehension of the Seventh Grade Students of SMP Widya Sakti Denpasar in Academic Year 2018/2019

| Sample | Raw Score (X) |
|--------|------------------|
| 1 | 100.00 |
| 2 | 100.00 |
| 3 | 96.67 |
| 4 | 96.67 |

| Sample | Raw Score (X) |
|--------|------------------|
| 21 | 90.00 |
| 22 | 90.00 |
| 23 | 90.00 |
| 24 | 90.00 |

| | |
|----|-------|
| 5 | 96.67 |
| 6 | 96.67 |
| 7 | 96.67 |
| 8 | 93.33 |
| 9 | 93.33 |
| 10 | 93.33 |
| 11 | 93.33 |
| 12 | 93.33 |
| 13 | 93.33 |
| 14 | 93.33 |
| 15 | 93.33 |
| 16 | 93.33 |
| 17 | 90.00 |
| 18 | 90.00 |
| 19 | 90.00 |
| 20 | 90.00 |
| | |

| | |
|------|--------------------|
| 25 | 90.00 |
| 26 | 90.00 |
| 27 | 86.67 |
| 28 | 86.67 |
| 29 | 86.67 |
| 30 | 86.67 |
| 31 | 86.67 |
| 32 | 86.67 |
| 33 | 86.67 |
| 34 | 86.67 |
| 35 | 83.33 |
| 36 | 83.33 |
| 37 | 83.33 |
| 38 | 83.33 |
| 39 | 76.67 |
| 40 | 76.67 |
| N=40 | $\sum X = 4526.67$ |

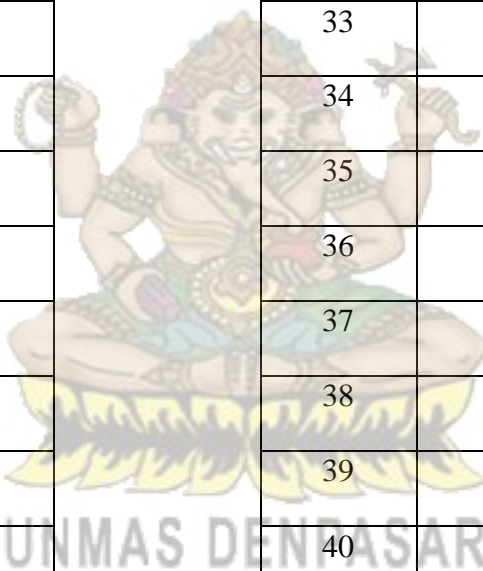


Table 4.1 showed that the samples of present study were 40 students and the total score obtained by the samples (ΣX) was 4526.67. After getting the amount of the total score of the samples' achievement in reading comprehension, the researcher continued to figure out the mean score of the samples. The mean score of the samples was computed through dividing the total scores by the total samples which consisted of 40 students. After that the total score was figured out, the mean score of samples' reading comprehension was carefully counted. Following the tabulation of the data, the researcher then calculated the mean score of the present ex-post facto research as the following computation.

$$\begin{aligned} M &= \frac{\Sigma x}{N} \\ &= \frac{4526.67}{40} \\ &= 90.53 \end{aligned}$$



The mean score that was computed above showed the mean figure of 90.53. After finding out the mean score of the present study, it was continued to find the result of standard deviation. The standard deviation was another way of showing the spread of the scores. Standard deviation was used to measure the degree to which the group of scores deviated from the mean. The computation of the standard deviation score was gotten by counting the total squared mean deviation of all scores from the mean and it was divided by the total samples understudy.

Table 4.2

The Computation of Mean Deviation and Squared Mean Deviation of the Scores

| Samples | Score | Mean Score | Mean Deviation | Squared Mean Deviation |
|---------|--------|------------|----------------|------------------------|
| 1 | 100.00 | 90.53 | 9.47 | 89.61 |
| 2 | 100.00 | 90.53 | 9.47 | 89.61 |
| 3 | 96.67 | 90.53 | 6.13 | 37.61 |
| 4 | 96.67 | 90.53 | 6.13 | 37.61 |
| 5 | 96.67 | 90.53 | 6.13 | 37.61 |
| 6 | 96.67 | 90.53 | 6.13 | 37.61 |
| 9 | 96.67 | 90.53 | 6.13 | 37.61 |
| 10 | 96.67 | 90.53 | 6.13 | 37.61 |
| 11 | 96.67 | 90.53 | 6.13 | 37.61 |
| 12 | 96.67 | 90.53 | 6.13 | 37.61 |
| 13 | 93.33 | 90.53 | 2.80 | 7.84 |
| 14 | 93.33 | 90.53 | 2.80 | 7.84 |
| 15 | 93.33 | 90.53 | 2.80 | 7.84 |

| | | | | |
|----|-------|-------|-------|-------|
| 16 | 93.33 | 90.53 | 2.80 | 7.84 |
| 17 | 93.33 | 90.53 | 2.80 | 7.84 |
| 18 | 93.33 | 90.53 | 2.80 | 7.84 |
| 19 | 93.33 | 90.53 | 2.80 | 7.84 |
| 20 | 93.33 | 90.53 | 2.80 | 7.84 |
| 21 | 93.33 | 90.53 | 2.80 | 7.84 |
| 22 | 93.33 | 90.53 | 2.80 | 7.84 |
| 23 | 90.00 | 90.53 | -0.53 | 0.28 |
| 24 | 90.00 | 90.53 | -0.53 | 0.28 |
| 25 | 90.00 | 90.53 | -0.53 | 0.28 |
| 26 | 90.00 | 90.53 | -0.53 | 0.28 |
| 27 | 90.00 | 90.53 | -0.53 | 0.28 |
| 28 | 90.00 | 90.53 | -0.53 | 0.28 |
| 29 | 90.00 | 90.53 | -0.53 | 0.28 |
| 30 | 86.67 | 90.53 | -3.87 | 14.95 |
| 31 | 86.67 | 90.53 | -3.87 | 14.95 |
| 32 | 86.67 | 90.53 | -3.87 | 14.95 |

| | | | | |
|----|-------|-------|--------------|---------|
| 33 | 86.67 | 90.53 | -3.87 | 14.95 |
| 34 | 86.67 | 90.53 | -3.87 | 14.95 |
| 35 | 83.33 | 90.53 | -7.20 | 51.84 |
| 36 | 83.33 | 90.53 | -7.20 | 51.84 |
| 37 | 83.33 | 90.53 | -7.20 | 51.84 |
| 38 | 83.33 | 90.53 | -7.20 | 51.84 |
| 39 | 76.67 | 90.53 | -13.87 | 192.2 |
| 40 | 73.33 | 90.53 | -17.20 | 295.8 |
| | | | ΣD^2 | 1696.89 |

The data on table 4.2 presented the computation of mean deviation and the squared mean deviation scores. The tabulation showed the total squared mean deviation was a figure of 1696.89. After getting the results of the squared mean deviation, the researcher had to find the standard deviation of the samples' scores. Therefore, to determine the standard deviation, the total squared mean deviation was divided by the total samples. After tabulating the total squared mean deviation, the standard deviation of the reading comprehension scores that was gathered in the present study can be carefully computed as follows:

$$SD = \frac{\Sigma x}{N}$$

$$\begin{aligned}
&= \sqrt{\frac{1696.88}{50}} \\
&= \sqrt{33.94} \\
&= 5.83
\end{aligned}$$

Based on the computation of the mean score and standard deviation of the scores, it showed the achievement of reading comprehension which was assessed through cloze procedure test. The mean score was a figure of 90.53 and the standard deviation was 5.83. After the mean score and standard deviation of the samples under study had been respectively computed, the converted standard scores showing the achievement of the samples' reading comprehension were analyzed by using norm-reference measure of five standard values. It clearly showed excellent, good, sufficient, insufficient, and poor achievement of reading comprehension that could be respectively computed as follows:

1. A or Excellent Achievement $= \geq M + 1.5 SD$
 $= \geq 90.53 + 1.5 (5.83)$
 $= \geq 90.53 + 8.74$
 $= \geq 99.27$

So A or Excellent Achievement was ≥ 99.27

2. B or Good Achievement $= M + 0.5 SD$
 $= 90.53 + 0.5 (5.83)$
 $= 90.53 + 2.91$
 $= 93.44$

So B or Good Achievement was in a range of $\geq 93.44 < 99.27$

$$\begin{aligned} 3. \text{ C or Sufficient Achievement} &= M - 0.5 \text{ SD} \\ &= 90.53 - 0.5 (5.83) \\ &= 90.53 - 2.91 \\ &= 87.62 \end{aligned}$$

So C or Sufficient Achievement was in a range of $\geq 87.62 < 93.44$

$$\begin{aligned} 4. \text{ D or Insufficient Achievement} &= M - 1.5 \text{ SD} \\ &= 90.53 - 1.5 (5.83) \\ &= 90.53 - 8.74 \\ &= 81.79 \end{aligned}$$

So D or Insufficient Achievement was in a range of $\geq 81.79 < 87.62$

$$\begin{aligned} 5. \text{ E of Poor Achievement} &= < M - 1.5 \text{ SD} \\ &= < 90.53 - 1.5 (5.83) \\ &= < 90.53 - 8.74 \\ &= < 81.79 \end{aligned}$$

So E or Poor Achievement was < 81.79

The computation of the data above showed the ranges of scores which could be stated as excellent, good, sufficient, insufficient, and poor achievement of reading comprehension. The analyzed data by using norm-reference measure of five standard values resulted the converted scores of ≥ 99.27 showing excellent achievement (A) of reading comprehension; $\geq 93.44 < 99.27$, good achievement (B); $\geq 87.62 < 93.44$, sufficient achievement (C); $\geq 81.79 < 87.62$, insufficient

achievement (D); and <81.79 , poor achievement (E). Those converted scores were used to categorize the degree of the samples' reading comprehension achievement of the eighth grade students of SMP Widya sakti in academic year 2018/2019 carefully and objectively which was assessed through cloze procedure test.

In the present study, the scores of the samples that were collected by using cloze procedure test items were arranged from the highest to the lowest. After determining the converted scores, then the degrees of the samples' scores in reading comprehension which were objectively assessed through cloze procedure test and showed their ability in reading comprehension were considered as excellent, good, sufficient, insufficient, and poor achievement. Finally, the degrees of the samples' reading comprehension of the eighth grade students of SMP Widya sakti in academic year 2018/2019 which was assessed by using cloze procedure test could be tabulated from the highest and the lowest as follows:

Table 4.3

The Converted Scores Showing the Students' Achievement
In Reading Comprehension

| Sample | Score | Converted Score | Level of Achievement |
|--------|--------|-----------------|----------------------|
| 1 | 100.00 | ≥ 99.27 | Excellent/A |
| 2 | 100.00 | ≥ 99.27 | Excellent/A |

| | | | |
|----|-------|----------------------|--------------|
| 3 | 96.67 | $\geq 93.44 < 99.27$ | Good/B |
| 4 | 96.67 | $\geq 93.44 < 99.27$ | Good/B |
| 5 | 96.67 | $\geq 93.44 < 99.27$ | Good/B |
| 6 | 96.67 | $\geq 93.44 < 99.27$ | Good/B |
| 7 | 96.67 | $\geq 93.44 < 99.27$ | Good/B |
| 8 | 96.67 | $\geq 93.44 < 99.27$ | Good/B |
| 9 | 96.67 | $\geq 93.44 < 99.27$ | Good/B |
| 10 | 96.67 | $\geq 93.44 < 99.27$ | Good/B |
| 11 | 93.33 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 12 | 93.33 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 13 | 93.33 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 14 | 93.33 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 15 | 93.33 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 16 | 93.33 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 17 | 93.33 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 18 | 93.33 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 19 | 93.33 | $\geq 87.62 < 93.44$ | Sufficient/C |

| | | | |
|----|-------|----------------------|----------------|
| 20 | 93.33 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 21 | 90.00 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 22 | 90.00 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 23 | 90.00 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 24 | 90.00 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 25 | 90.00 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 26 | 90.00 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 27 | 90.00 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 28 | 90.00 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 29 | 90.00 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 30 | 90.00 | $\geq 87.62 < 93.44$ | Sufficient/C |
| 31 | 86.67 | $\geq 81.79 < 87.62$ | Insufficient/D |
| 32 | 86.67 | $\geq 81.79 < 87.62$ | Insufficient/D |
| 33 | 86.67 | $\geq 81.79 < 87.62$ | Insufficient/D |
| 34 | 86.67 | $\geq 81.79 < 87.62$ | Insufficient/D |
| 35 | 86.67 | $\geq 81.79 < 87.62$ | Insufficient/D |
| 36 | 86.67 | $\geq 81.79 < 87.62$ | Insufficient/D |

| | | | |
|----|-------|----------------------|----------------|
| 37 | 83.33 | $\geq 81.79 < 87.62$ | Insufficient/D |
| 38 | 83.33 | $\geq 81.79 < 87.62$ | Insufficient/D |
| 39 | 76.67 | < 81.79 | Poor/E |
| 40 | 76.67 | < 81.79 | Poor/E |

Based on the tabulation of reading comprehension achievement on table 4.3, there were 1 samples who got excellent achievement; 0 samples, good achievement; 10 samples sufficient achievement; 19 samples, insufficient achievement; and 6 samples poor achievement. After finding the level of the samples' reading comprehension, the researcher continued to calculate the percentages of the findings. They were obtained by counting up the total of each converted score and it was divided by the total samples. It was then timed 100%. The percentages would show the percentages of the samples' achievement in reading comprehension. The calculation was determined as follows:

$$1. \text{ Excellent Achievement (A)} = \frac{2}{40} \times 100\%$$

$$= 4.00\%$$

$$2. \text{ Good Achievement (B)} = \frac{10}{40} \times 100\%$$

$$= 20.00\%$$

$$3. \text{ Sufficient Achievement (C)} = \frac{23}{40} \times 100\%$$

$$= 46.00\%$$

$$4. \text{ Insufficient Achievement (D)} = \frac{12}{40} \times 100\%$$

$$= 24.00\%$$

$$5. \text{ Poor Achievement (E)} = \frac{3}{40} \times 100\%$$

$$= 6.00\%$$

Based on the tabulation above, it showed that the samples' reading comprehension of the eighth grade students of SMP Widya Sakti in academic year 2018/2019 which was assessed by using cloze procedure test. Summarizing the finding was necessary to be done so that the findings could be simply and specifically shown. In addition, the summary of the finding was presented in the following table in order to make the findings of the present ex-post facto research clearer. Furthermore, to make it more specific, the results of converted scores and their percentages could be summarized as the following tabulation:

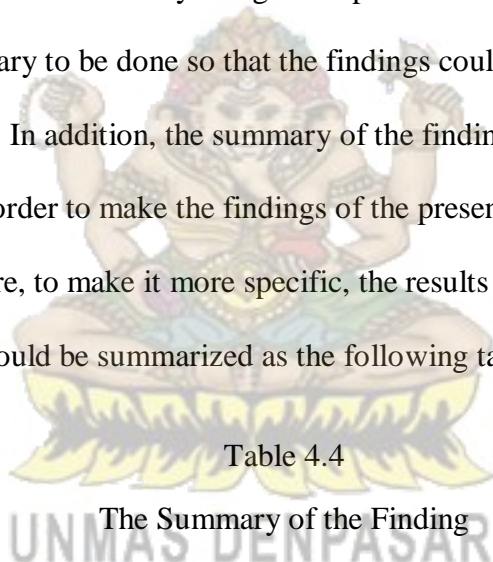


Table 4.4

The Summary of the Finding

| No | Converted Score | Total | Percentage |
|----|---------------------------------------|-------|------------|
| 1 | ≥ 99.27 (A/Excellent) | 0 | 4.00% |
| 2 | $\geq 93.44 < 99.27$ (B/Good) | 19 | 20.00% |
| 3 | $\geq 87.62 < 93.44$ (C/Sufficient) | 10 | 46.00% |
| 4 | $\geq 81.79 < 87.62$ (D/Insufficient) | 5 | 24.00% |
| 5 | < 81.79 (E/Poor) | 6 | 6.00% |

| | | | |
|--|--|----|---------|
| | | 40 | 100.00% |
|--|--|----|---------|

The results of the data analysis as what has been tabulated above clearly showed the percentages of the achievement in reading comprehension of the eighth grade students of SMP Widya Sakti in academic year 2018/2019 which was assessed reading cloze procedure test. Therefore, to know the samples' strengths and weaknesses in answering the reading comprehension of the test in the form of cloze procedure test, it was necessary to make a further discussion which described the findings of the present ex-post facto research. This was important to give more significant and valuable findings of the research.

4.2 Discussion

In the present study, the researcher used an ex post facto research design. Furthermore, the researcher used cloze procedure test as the research instrument to assess the samples' achievement in reading comprehension. The findings of the present study were in the form of the converted scores on the basis norm-reference measure of five standard values showing the achievement of the reading comprehension of the entire population of the seventh grade students of SMP Widya Sakti in academic year 2018/2019 which was assessed by using cloze procedure test. In the present study, there were 40 samples. Moreover, the following discussion was headed to elaborate the findings of the present study.

After the researcher converted the standard score by using norm-reference measure of five standard values, the researcher then calculated the percentages of each converted score. They were obtained by counting up the total of each converted score and it was divided by the total samples and timed 100%. The results clearly pointed out that 4.00% of the samples got excellent achievement of reading comprehension; 20.00% of the samples, good achievement; 46.00% of the samples, sufficient achievement; 24.00% of the samples, insufficient achievement; and 6.00% of the samples, poor achievement. If sufficient achievement was used as the minimum achievement in the present ex post facto research, there were 70.00% of the samples who were successful to pass the test while 30.00% of the samples were unsuccessful to pass reading comprehension test.

Based on the percentages calculation above, there were 70.00% of the samples under study who were successful to pass the assessment of reading comprehension through cloze procedure test. It can be seen from the total scores obtained by each sample. They were able to fill the omitted words with the appropriate words because they paid attention with the words that were provided in the box. In addition, they could determine the omitted words while answering the test. They spent a few minutes for reading the text that was thought easier. As a result, they could answer the test within appropriate in the allotted time. Furthermore, they could pass the test because the texts that were used to collect the data were contextual and appropriate with the syllabus used by the eighth grade students of SMP Widya sakti in academic year 2018/2019.

In addition, there were 30.00% of the samples under study who were unsuccessful to pass the assessment of reading comprehension through cloze

procedure test. It could be seen from the total scores obtained by each sample. There were a few of them who could not answer the tests. Actually, they could answer some test items which were given by the researcher; however, they were not really careful in writing the words. They needed to be more careful to write English words. Besides, most of them filled the omitted words with inappropriate words without paying attention with the contextual clues of the texts. It might be caused by some factors such as they were lack of vocabulary mastery and they could not get the contextual clues which had already been given in each text. Moreover, the students only focused on some texts. Thus, they did not have enough time to finish the rest of the reading texts which were given.

As what has been previously mentioned, the results of the present study showed that there were 70.00% of the samples who were successful and 30.00% of the samples were unsuccessful to pass the reading comprehension which was assessed by administering cloze procedure test. Therefore, the use of cloze procedure test in assessing reading comprehension of the samples under study might significantly account for their reading comprehension. It is also effective technique to assess students' reading comprehension achievement. Moreover, this assessing technique could give some advantages for the samples in which they felt stimulated to be creative and innovative to do the best in completing the test.

CHAPTER V

CONCLUSION AND SUGGESTION

The discussion of this study on assessing reading comprehension through cloze procedure test to the seventh grade students of SMP Widya Sakti Denpasar in academic year 2018/2019 finally could be concluded. Furthermore, this chapter gives some suggestions related to the finding.

5.1 Conclusion

This study used an ex post facto research design. The instrument used to measure students' ability in reading comprehension was cloze procedure test. The instrument had constructed based on the criteria of a good test and had been validated by the both thesis advisors.

In the research, the samples were gathered through random sampling with lottery system. Hence, the samples taken from the whole seventh grade students were 40. The purpose of this study were to answer and solve the research question which figure out the degree students' achievement in reading comprehension after the close procedure test as applied.

The result of the degree students' achievement in reading comprehension based on the minimum passing grade (10.00%) were only (samo32.50%) successful and (35.00%) were unsuccessful in reading comprehension after the

instrument was applied. However, the result of data analyzed by using norm-references measure of five standard values clearly showed that there were (35.00%) samples were considered successful and (30.00%) samples were unsuccessful.

In general, it could be concluded that the application of the cloze procedure technique in improving the reading comprehension of the seventh grade students of SMP Widya Sakti Denpasar were categorized successful and it could be remarked as sufficient achievement. It meant there were some sample under study had good ability in reading comprehension with the cloze procedure test.

5.2 Suggestion

Regarding the result of the present study has been mentioned above, then the research would like to suggest the following practical suggestion based on the findings for the English teacher, the seventh grade students of SMP Widya Sakti are suggested to be more creative in practicing their reading comprehension. The teacher need to relate the reading text with their real life environment to make the students motivated in teaching learning process. Besides, the teacher should encourage the student to do more practices in reading English text and the English teacher.

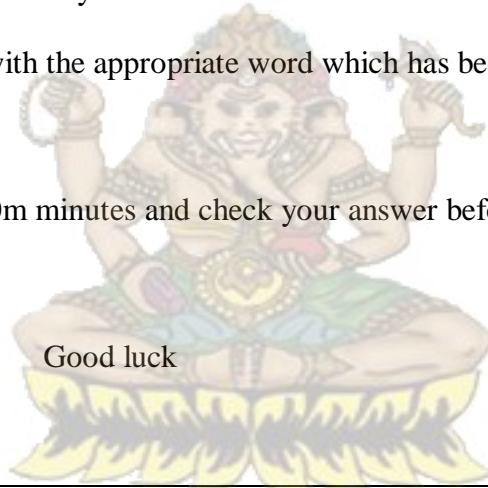
APPENDIX 1

RESEARTH INSTRUMENT

Cloze Procedure Test

Instruction

1. Write your name on the left corner of your answer sheet
2. Read the texts carefully and do the easiest item first.
3. Fill the blanks with the appropriate word which has been provided in the box below the passage
4. Do the test in 80m minutes and check your answer before you submit.



Name :

Class :

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Text 1 is for number 1-10

My mother

My mother is a beautiful person. Her eyes color is like honey, and her skin her white . she has beautiful smile that (1) me comfortable. She is a very (2) person. She is not short, and she has black hair with curly style. She is very lovely, friendly, and patient. She loves to (3) people. I love my mom because she is good example for me. She always prays every day, and she (4) to sing and make some jokes for her children. She always tries to become a good mother for her children. My brothers and I really love her.

She is a very good child for her parents, good (5) and the best mother for us. She always (6) care of her family. She likes her house to be cleaned and organized. She is a very organized person, and all things in the house are in the right place. I always help her to clean and that is very happy activities. My (7) always cook our favorite food in the kitchen. My mom is the best chef. She likes to make some cakes for her family.

My mother is my best friend and my teacher. She is everything for me. She always has a smile on her face. She is so (8) and lovely. I like her where I am going to sleep, wake up, or go to some places, she always give me a (9) and when the family have a problem, she is always with us to help us and to give us all her love. I will try my best to make my mother (10) in her life.

(Adapted from: <http://britishcourse.com>)

| | | | |
|-------|-------|--------|--------|
| Kind | takes | father | makes |
| Loves | sweet | help | happy |
| Sad | wife | kiss | mother |

Test 2 is for number 11-20

My lovely cat

Camil is the name of my cute cat. I always accompany her to play every day. Camil is the angora cat that I got from my best friend. I was very happy when I saw her for the first time. Camil has dominant black fur on her body with little grey (11) on her stomach and feet. Her fur is very thick and smooth. I really love to (12) my camil anytime. Camil has beautiful eyes with grey color. And I never feel bored to look at her.

Camil is a (13) cat. I build a special toilet for her. And she goes to toilet by herself. And I never forget to (14) her toilet from her poop and pee. Camil and I always play together. Camil has a fat body, but she never looks tired to run when we are playing. When she is hungry, camil always look at me and says 'meong'. A can of tuna fish is her (15) food with special milk as her drink. And I also give her vitamin especially for cat to make her body always (16) and there is no illness will come.

My cat is very active. She always whimpers to everyone's feet at home. It's a sign that she (17) to be touched or she wants to play with us. Camil always follows me whenever I go, such as (18) changing clothes, playing, watching television, studying and also when I'm sleeping. But camil never

disturbs me. When I'm studying, she only (19) besides me, my camil is the (20) cat for me, and I really love her.

(Adappted from: <http://carabisabahasainggris.com>)

| | | | |
|-------|----------|--------|----------|
| Touch | sweetest | smart | lazy |
| Clean | fur | eating | look |
| Sits | healthy | wants | favorite |

Test 3 is for number 21 – 30

My exciting holiday

My unforgettable holiday was when I visited Jogjakarta. It was about a years ago when we had a school holiday. Firstly, my best friends and I did not know where to spend our holiday. So we tried to go to some places that made us have some fun. Then after a long discusstion about the place, we all agreed to (21) jogjakarta, so we prepared all the things that we needed for it, such as checking our motorcycle and buying some (22) on the following day, in the sunny Sunday morning we (23) our trip to go to Jogjakarta. It just look about two hours from my hometown, Ngawi, by motorcycle. After two hours of (24) , finally we arrived at the first destination, borobudur temple. We were amazed with this tremendous temple. We also wondered how the ancient people could (25) this gigantic temple without any modern tools. Then we climbed this temple up to the top. It was really exhausting. But when we reached the top, the scenery was incredibly magnificent. Besides, we were amazed with its carvings on the (26) my friend said that it represented the wealth of

Mataram kingdom, but we could not (27) it. The we took many lovely pictures.

Next, we went to parangtritis beach. But on the way, we were lost. We did not arrive at parangtritis beach but another beach. We all did not know the name of this (28) we throught we were in the right direction. After exploring this beach, we knew the name was Depok beach, near was so (29) there were only few tourists that we met. This beach was still natural. After that we were playing on the seashore till we were tired. In the evening we went home, and at 8 pm we arrived at home safety. I got so many beautiful (30)

| | | | |
|--------|---------|---------|-------------|
| Visit | started | snacks | understand |
| Riding | beach | crowded | quiet |
| Cakes | build | wall | experiences |

Test 4 is for 31 – 40

My busy holiday

On 8th February 2016, I thought this would be a great holiday for me because that was Chinese New Year holiday. I didn't celebrate the Chinese New Year as I'm not Chinese but I guessed that it was a good (31) for me to get full refreshing. I was so tired for (32) However, the unpredictable fact broke everything up.

First like an ordinary daughter, I had to get up early morning to (33) my mother, of course after I prayed. The I did the dishes, cleaned up my (34) I was really in danger if my mom knew that my room was messy, so I made it as

soon as possible. After finishing everything, my aunts (35) me in the afternoon. I did not meet them for a long time so we kept for hour to (36) about some up to date gossips. Not long after that, my neighbor who was also my schoolmate (37) me she asked my help to finish her homework.

At last, the time was running and the homework was successfully (38) an unpredictable moment happened after that, to my surprised, I just remembered that I had a lot of (39) too, I got confused and regretful why I did not check it. As the consequence, I did my homework until late night and it was hardly finished. Since then I always (40) my homework before having a holiday. I did not feel this was holiday instead of I had to work hard to finish my homework.

(Adappted from: <http://englishjuniorhightschool.blogspot.com>)

| | | | |
|-------|---------|----------|----------|
| Time | room | studying | finished |
| Help | prepare | called | talk |
| Speak | visited | check | homework |

APPENDIX 2

The Answer key

| | | | |
|-----------|--------------|-----------------|--------------|
| 1. Makes | 11. Fur | 21. Visit | 31. Time |
| 2. Kind | 12. Touch | 22. Snacks | 32. Studying |
| 3. Help | 13. Smart | 23. Started | 33. Help |
| 4. Lovers | 14. clean | 24. Riding | 34. Room |
| 5. Wife | 15. Favorite | 25. Build | 35. Called |
| 6. Takes | 16. Healthy | 26. Wall | 36. Talk |
| 7. Mother | 17. Wants | 27. Understand | 37. Visited |
| 8. Sweet | 18. Eating | 28. Beach | 38. Finished |
| 9. Kiss | 19. Sits | 29. Quiet | 39. Homework |
| 10. Happy | 20. sweetest | 30. Experiences | 40. Check |



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BIOGRAPHY



Dorkas Maga Bili was born in Sumba on 7th July 1994. She comes from Sumba; however, she lived in Cangu since he graduated from tourism high school in Sumba. Her family consists of father, mother, four sisters and one brothers. She is the one child in her family. In 2003, she started her study in an elementary school at SDN Subaka. After graduating from the school, she continued his study to SMPN 2 Waikabubak in 2009. Then in 2013, she continued her study to one of tourism high schools in Sumba SMA Kristen Waikabubak. In 2015, he went to Mahasaraswati Denpasar University that is located in Kamboja Street. she decided to study in Mahasaraswati Denpasar University because her wanted to become a teacher. she chose English Language Study Program because she wanted to know more about English and became an English teacher in one of junior or senior high schools. In addition, he feels grateful because he could be a part of Mahasaraswati Denpasar University where she could get worth knowledge, skill and experience. This is a great decision that she has ever made in life. she joined seminar on “Empowering Competitive English Teacher towards ASEAN Community” and national seminar on “Preparation of the 2013 Curriculum into the National Curriculum”. Her goal is to be an inspiring and professional English teacher in the future; therefore, to achieve it, she has studied hard and learned English actively to get more knowledge and experiences for her life in the future.
