

**ASSESSING STUDENTS' READING COMPREHENSION  
USING CLOSE ELIDE TEST AT THE EIGHT GRADE  
OF MTSN LANGSA**

**SKRIPSI**

By

**PUTRI MAULIDIANA**

**1042012124**

**Degree (S1)  
Study Program : English Departement  
Tarbiyah and Teacher  
Training Faculty**



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**By :**

**PUTRI MAULIDIANA**  
**1042012124**

**English Education Department**

**Approved by**

**Supervisor I**

  
**Dr. Muhammad abu bakar, MA**  
**NIP: 197308112010121001**

**Supervisor II**

  
**Fadhiyah wiandari, MS**  
**NIP: 19881 222201503 2004**

It Has Been Defended in *Sidang Munaqasyah* in front the Council  
of Examiners for Working Paper an Has Been Accepted  
as a Partial Fulfillment of the Requirements for  
Sarjana Degree (S-1) in Teacher Education  
of Tarbiyah Faculty

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Monday, April 10<sup>th</sup> 2018 M  
Rajab19<sup>th</sup> 1438 H

In

Langsa

The Council of Examiners

Chairman

  
Dr. Muhammad abu bakar, MA  
NIP:19730 811201012 1001


Secretary

  
Fadhillah viandari, MS  
NIP:19881 222201503 2004

Member I

  
Dr. Ahmad Fauzi, M.Ag  
NIP: 19570 501198512 1001

Member II

  
Saparuddin sambe, M.Pd.I  
NIP: 19841 221201503 1006

Certified by :



The Dean of Tarbiyah Faculty State Institute  
for Islamic Studies (IAIN) Langsa

Dr. Ahmad Fauzi, M.Ag  
NIP: 19570 5011985121001

## SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan di bawah ini:

Nama : Putri Maulidiana

NIM : 1042012124

Jurusan/Pendidikan : Tarbiyah/Pendidikan Bahasa Inggris (PBI)

Alamat : Aluc Berawe, Kota Langsa

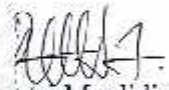
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Langsa, 10 Januari 2018

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Putri Maulidiana  
NIM: 1042012124

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Langsa, 10<sup>th</sup> Januari 2018

The Writer



## ABSTRACT

**ASSESSING STUDENTS READING COMPREHENSION USING CLOZE ELIDE TEST AT THE EIGHTH GRADE OF MTSN Langsa**” A Quasi Experimental Study. Skripsi of English Education at Tarbiyah faculty IAIN Langsa, 2018.

The objective this study is to find out how the use of Close Elide Test in students reading comprehension at the eighth grade of MTSN Langsa in academic year 2017/2018. The subjects of this study were 70 students. Experimental research was used as a method in this study. The study was carried out in the two classes, they are the controlled class and the experimental class. The data were gathered through tests which were delivered into the pre-test and post-test.

The result of this study showed that Assessing Close Elide Test is effective to use in teaching reading comprehension. Gained score of the experimental class (27.14) is higher than the controlled class (17.71). From the result of statistic calculation, it is obtained that the value of  $t_{\text{observation}} (t_o)$  is 3.47 and degree of freedom (df) is 68. In the table of significance 5%. The value of degree significance is 1.66. Comparing those values, the result is  $3.47 > 1.66$  which means  $t_{\text{observation}} (t_o)$  score is higher than  $t_{\text{table}} (t_t)$  score. In other words, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.

Keywords: Close Elide Test, Reading Comprehension, Experimental study.

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

Reading is the process of constructing meaning through dynamic interaction among readers in written language, in line with the reading situation. It is clear that, reading is an important activity in any language class, not only as the source of information and pleasure but also as means of consolidating and extending one's knowledge of a language. Patel and Jain state that reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update knowledge.<sup>1</sup>

That idea is supported by the fact that reading now has become of the daily life. Reading cannot be separated from daily activities. People read many kinds of written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. In other way, when people talk about reading, it might be automatically related to comprehension or understanding.

For instance, a reader who can answer questions means he understand what he has read because understanding something is the main goal of reading. Catherine states that reading comprehension is usually a primary focus of

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<sup>1</sup>Gunning, Thomas G. *Reading Comprehension Boosters*. USA: Jossey-Bass, 2010 p. 10

instruction in the post primary grades, after readers have largely mastered word recognition skills, although comprehension of text should be an integral part of reading instruction with beginning readers as well. Instruction in oral language, vocabulary, and listening comprehension should be a focus starting in preschool and continuing throughout the elementary grades.<sup>2</sup> McNamara states that reading is an extraordinary achievement when one considers the number of levels and the components that must be mastered. The reading skill becomes very important in education field, students need to be exercised and trained in order to have a good reading skill.<sup>3</sup>

Reading is also something crucial and indispensable for the students, because the success of their study depends on the greater of their ability to read. If their reading is poor they will easily fail in their study or at least they will have difficulty in learning. On the other hand, if they have good ability in reading, they will have a better chance to succeed in their study.

In fact, many students frequently have problems in reading comprehension. It can be seen when the writer conducted the teaching practice at MTSN Langsa. When the teacher was teaching reading, the researcher always used the same strategy. Firstly, the teacher gave an example to the students how to read the passage after that asked some students to read it. Then, the teacher asked whether there are any difficult words or not. If there were, the teacher gave the translation directly. Finally, the teacher asked the students to answer the following questions.

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<sup>2</sup>Hinkel, Eli (Ed). *Handbook of Research in Second Language Teaching and Learning*. London: Lawrence Erlbaum Associates, Inc.2005, p.111

<sup>3</sup>Sweet, PA & Snow, CE (Ed). *Rethinking Reading Comprehension*. New York: The Guilford Press.2003,p.23

From the result above, it showed that the teacher gave fewer attentions to the reading comprehension of students. As a consequence, the students found difficulties in comprehending the text.

However there are some problems that the English language teachers have in testing the student's English language achievement. One of the problems is how to determine and choose appropriate testing techniques based on the skill and the aspects should be measured. Some teachers are still confused on what techniques should be applied in their class. Some teachers only use monotonous or even single techniques.

There are many types of reading test that the teacher can use, based on the fact above multiple choice questions, short answer questions, cloze test, selective deletion Gap filling, C-test, Cloze-Elide, information transfer and conclusion.<sup>4</sup>Brown says that cloze-elide test is a kind of test that inserts words to a text that actually do not belong to the text. The test-taker's task is to detect and cross out the words. Likewise, Christine says that cloze-elide test is a procedure whereby the test writer inserts words into a text, instead of deleting them. The task of the reader is to delete each word that does not belong to.<sup>5</sup> In other hand it does not deal with all kinds of testing techniques for reading, rather focuses on one kind of test, namely, Cloze Elide tests to test students' reading comprehension.

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<sup>4</sup>Arieta C. Reading Comprehension Overview. *The Landmark CollegeGuide*. Ed, 1-5,2010. <http://Arieta.edu/Assessed> Mei 2017

<sup>5</sup>Farhady, Hossein. Varieties of Cloze Procedure in EFL Education.*Roshd Foreign Language Teaching Journal*, 1996. Page. 27-32

Based on the above, the writer interest to conduct the research entitled **‘Assessing Students’ Reading Comprehension Using Cloze Elide Tests at the Eighth Grade of MTSN Langsa.’**

### **B. Research Question**

According to the background of the study above, the researcher would like to investigate the research questions as follow:

1. How does the use of cloze Elide tests in students reading comprehension at the Eight Grade of MTSN Langsa?
2. Could the Cloze Elide Test measure accurately the ability of students reading comprehension at the Eight Grade of MTSN Langsa?

### **C. Objective of the Study**

Based on the research questions above, the objective of analyzing this topic are as follow:

1. To find out how the use of Cloze Elide tests in students reading comprehension at the Eight Grade of MTSN Langsa
2. To describe the result of the students reading comprehension by using Cloze Elide test.

### **A. Scope and Limitation of the Study**

This study was limited to the assessment of reading comprehension by using Cloze Elide Tests at the eighth grade of MTSN Langsa in academic

2018/2019. For the present study the researcher only investigates on examining it important to limit what is going to be analyzed. The limitation is made in order to make analysis does not go beyond the topic chosen. In this analysis the topic focuses only on reading comprehension ability at the Eight grade of MTSN Langsa in which the researcher limits only in reading for information which assessed by using Cloze Elide Tests.

#### **D. Significance of the Study**

The results of this research are expected to:

##### **1. Theoretically**

The results of this research are expected to give more empirical evidences to the existing research finding in teaching and learning reading.

##### **2. Practically**

###### **a. For the English teacher**

This strategy can help the teacher to convey the comprehension of their students over time and provide information that is useful in designing reading comprehension intervention programs.

###### **b. For Students**

For the eighth grade of MTSN Langsato increasee their knowledge in reading comprehension.

c. For School

It is expected that it can be used positive input for getting information of students' education.

## **E. Hypothesis**

In line with the question of the study, the writer formulates two Hypotheses that be tested by "t" test. According to Creswell, there are two kinds of hypothesis which have to be made before the researchers do their experimental research. Hypotheses are formulated to draw a connection between two variables. The two hypotheses are null hypothesis (Ho) and alternative hypothesis (Ha) that described as follows:

1. The Null Hypothesis (Ho)

This hypothesis states that there is no difference mean between the two groups as population. If the null hypothesis is false, it means that there is a high probability effectiveness of assessing reading using Close Elide Test. The writer formulates the null hypothesis (Ho) as follow: Using Close Elide Test is not effective in students' reading comprehension at the eighth grade students of MTSN Langsa.

2. The Alternative Hypothesis (Ha)

This hypothesis is the null hypothesis opposite. It is examined statistically. The writer uses this hypothesis as follows: Using Close Elide Test is effective in students' reading comprehension achievement at the eighth grade students of MTSN Langsa.

## **F. Review of Literature**

The first review of literature taken from This study investigated the effectiveness of cloze tests in assessing the speaking and writing skill levels of Manisa Celal Bayar University Preparatory School students. The study also tried to find out whether there are differences in the success levels of such tests in assessing speaking and writing skill levels when the conditions are changed. It examined different text selection, deletion methods and scoring methods to determine whether there are any differences in the success levels.

The study was conducted in Celal Bayar University Preparatory School with 60 intermediate students from three different classes. The students were tested using six different cloze tests. The cloze tests differed in text selection and deletion methods. Improving Students' Reading Comprehension Through Cloze Test Method Yuwin R. Saleh IAIN Sultan Amai Gorontalo. This research was a classroom action research conducted at the second semester students of English Study Program IAIN Sultan Amai Gorontalo, academic year 2012/2013. This research was done into 2 cycles. From analysis data of cycle 1 to cycle 2 it shown that the students' reading comprehension in answering questions achieved 77.78% while students' reading comprehension in retelling achieved 83,33%. It means that the action hypothesis the cloze test method can improve the students' reading comprehension at the second semester of English Study Program of IAIN Sultan Amai Gorontalo.

The study above has both the similarities and differences with the writer's study. Assessing Reading using Close elide test as the instrument are the



similarities in this case, while the differences are on the place, sampling technique, and the research design.

## BAB II

### THEORETICAL FRAMEWORK

#### A. Reading Skill

##### 1. Definition of Reading Comprehension

Reading is one of important skills that must be mastered by the students, and by reading the student can improve their ability to acquire knowledge of the world. Because of reading, their knowledge will gradually increase and it will improve other language skill. The students will reach all of these aims if they understand and comprehend the text they read. Furthermore, as we know many researchers gave argument about definition of reading and the purpose of reading as follows. Nunan writes that reading is a fluent process of reader combining information from the text and their own background knowledge to build a meaning; it means in reading activities, the reader should be able to concentrate while his or her eyes moved to the text that is read in order to get the info based in their background knowledge.<sup>6</sup>

When the readers read the text, they have to focus to the text that they read; easy for them to find the information on the text and also can add together the knowledge that they memorize in their mind, so it can build the perception concerning the information on the text. It is important to focus in reading; it can help them to add the information that they memorize in their mind with the information that they get from the text that they have read just now.

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<sup>6</sup>Nunan, David (Ed).. *Practical English Language Teaching*. New York: McGraw-Hill,2003, p.92

Unconsciously, the knowledge that the readers memorize in their mind before really helps the students to make it easy to build a perception concerning the text. Katherine states that the purpose of reading is for students to practice their previewing skills with a text chapter, magazine titles, and newspaper articles by completing a scavenger hunt.<sup>7</sup> Students will become more aware of various periodicals that are available in the library as well as of periodicals that cover the content area being studied. Students will also think about the specific strategies involved in previewing content material, an assignment, or pleasure reading material. Finally, students will read one article of interest and focus on the differences between facts and opinions. Harmer argues that reading is useful for language acquisition. The students more or less understand what they read, the more they read, the better they will get it.<sup>8</sup>

The statement means, it is really important for the readers have a good language acquisition in reading skill, because by good language acquisition the readers can read many kinds of textbook, magazine, newspaper or various reading material. By often reading can increase the students ability of reading comprehension and also can help the readers to find information from the textbook that the readers have read.

Ommagio states that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and

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<sup>7</sup>Harmer, Jeremy. *The Practice of English Language Teaching* (Third Edition). England: Longman.2002, p. 112

<sup>8</sup>Lems Kristin, Miller .LD, and Soro TM.. *Teaching Reading to English Language Learners: Insights from Linguistics*. New York: The Guilford Press, 2010, p. 117

reasoning.<sup>9</sup> Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. His/her active engagement includes making use of prior knowledge, it involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints, recent studies have focuses on how readers use their knowledge and reasoning to understand text.

The term comprehension strategy is sometimes used by the reader in the process of reasoning. Good readers are aware of how well they understand a text while reading and also take active steps to overcome difficulties in comprehension. Student can be instructed in strategies to improve text comprehension and information use.

Katherine defines reading comprehension as holistic process of constructing meaning from written text through the interaction of:

- a. The knowledge the reader brings to the text, i.e., word recognition ability, word knowledge, and knowledge of linguistic conventions;
- b. The reader's interpretation of the language that the writer used in constructing the text; and
- c. The situation in which the text is read.<sup>10</sup>

Based on some definitions above, it can be inferred that reading comprehension is a process of constructing a meaning from a written text that

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<sup>9</sup>Razi, S. A Fresh Look at the Evaluation of Ordering Tasks in Reading Comprehension: Weighted Marking Protocol. *Education Journal*, I, V,2005, page 1-14. <http://readingmatrix.org/>

<sup>10</sup>Lems Kristin, Miller .LD, and Soro TM. *Teaching Reading to English Language Learners: Insights from Linguistics*. New York: The Guilford Press, 2010, p. 118

involves the interaction of the reader's prior knowledge with the new given information.

## **2. Strategies of Reading Comprehension<sup>11</sup>**

According to Brown, states there are some principal strategies for reading comprehension and both of them are skim the text for the gist and for main ideas and scan the text for specific information. Both of them are described as the following:

### **a. Skimming**

According to Brown, states that skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text the perspective or point of view of the write, it's easy or difficulty, and/or its usefulness to the reader. Skimming task measures the students' comprehension about the text or passage. Skimming is also used after a person has already carefully studied in the text and she needs to review the major idea or gist and concept. Skimming skill is finding all concluding the main idea or gist of the passage. In the other hand, skimming helps the students to search quickly for the specific information she wishes to get from the material, such as finding the meaning of word in the dictionary. Skimming is making the students understand about the passage by answering the question in which answer can be found explicitly in the reading passage.

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<sup>11</sup>Bachman, LF & Palmer, AS. 1996. *Language Testing in Practice*. New York: Oxford University Press,p. 56

## b. Scanning

According to Brown, scanning is a strategy used by all readers to find relevant information of the text. Assessment of scanning is carried out by presenting test takers with a text (prose or something in a chart or graph format) and requiring rapid identification of relevant bits of information. It is contrast with skimming; because in scanning the students quickly read the text that concern about the specific question.

Scanning can help the students to find the specific information based on the text and there are some procedures that the students have to do. Firstly, keep in mind only the specific information to be located. Secondly, decide which clues will help you to find the specific information. Thirdly, move your eyes quickly as you are possible down page to find the clues. In this case, the students or readers is trained to think of clues to help them to find the specific information and scanning can make the students fast to get certain information from the reading material.<sup>12</sup>

## **B. Testing Reading**

### **1. The Definition of Testing**

A test is any procedures for measuring ability, knowledge, or performance. In line with this, it is stated that a test is a method of measuring a person's ability or knowledge in a given domain. The method here refers to a set

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<sup>12</sup>Hinkel, Eli (Ed). 2005. *Handbook of Research in Second Language Teaching and Learning*. London: Lawrence Erlbaum Associates, Inc. assessed 2017

of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test-taker. According to Heaton, tests are constructed primarily as devices to reinforce learning and to motivate the student or as a means of assessing the student's performance in the language.<sup>13</sup>

Tests also attempt to measure the candidates' success in performing purposeful and relevant tasks and their actual ability to communicate in the language. Based on those definitions, it can be inferred that testing is any activity of using tests to measure ability, knowledge, or performance.<sup>14</sup>

## **2. Kind of Tests**

According to Heaton there are 4 types of tests.

### **a. Achievement Tests**

Achievement tests are types of tests that are intended to measure achievement on a large scale. It is also stated that all public tests which are intended to show mastery of a particular syllabus are also achievement tests. These tests are based on what the students are presumed to have learnt-not necessarily on what they have actually learnt nor on what has actually been taught. Therefore, several achievement tests are standardized.

### **b. Proficiency Tests**

Proficiency tests are types of tests that define student's language proficiency with the reference to a particular task which they will be required to

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<sup>13</sup>Brown, H. Douglas. *Teaching by Principle* (Second Edition). San Francisco: Longman, 2001, p. 122

<sup>14</sup>Heaton, J. B. *Writing English Language Tests*. New York: Longman, 1991, p. 173

perform. Proficiency tests are not related to any syllabus or teaching program, but they are concerned with measuring not general attainment but specific skills in the light of the language demands made later on the student by a future course of study or job.

c. Aptitude Tests

An aptitude test is a type of test that is designed to measure the student's probable performance in a foreign language which he or she has not started to learn: it assesses aptitude for learning a language. Aptitude tests generally seek to predict the student's probable strengths and weaknesses in learning a foreign language by measuring performance in an artificial language.

d. Diagnostic Tests

A diagnostic test is a type of test that is constructed to diagnose areas of difficulty in a group of students so that an appropriate remedial action can be taken later.

### **3. Types of Scoring Tests**

There are two types of scoring tests. They are subjective and objective test.

a. Subjective Tests

Subjective test is a test that requires a judgment on the part of the scorer. The subjective test may result in a range of possible answers, some of which are more acceptable than others.



#### b. Objective Tests

Objective test is a type of scoring tests that does not require any judge the part of the scorer. In line with Huges, Heaton sates that objective test is a type of scoring test that have only one correct answer, or at least limited number of correct answers.

#### 4. Testing Techniques for Reading Comprehension

There are many kinds of testing technique for reading comprehension. Heaton proposed: word matching, sentence matching, pictures and sentence matching for initial stages of reading; matching tests for intermediate and advanced stages; true/false reading tests, multiple choice items, completion, rearrangement, cloze procedure, open-ended and miscellaneous items, and cursory reading.<sup>15</sup> In line with Heaton, Brown has: reading aloud, written response, multiple choice, picture-cued items, matching test, editing, gap filling test, cloze test, C-test, cloze-elide test, short-answer test, ordering test, and summarizing test.

In this particular study, the researcher tried to use Cloze Test and Cloze-Elide Test to test the students reading comprehension. Besides them, Alderson has Multiple-Choice, Cloze Test, Gap-Filling Test, Matching, ordering, Editing, cloze-elide, short-answer, free recall, summary, gapped summary, information-transfer.<sup>16</sup> However, as what was stated in the identification of the problem, in this particular study, the researcher investigates only two of those testing techniques above.

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<sup>15</sup>Hinkel, Eli (Ed). *Handbook of Research in Second Language Teaching and Learning*. London: Lawrence Erlbaum Associates, Inc. 2005, Asssed mei 2017

<sup>16</sup>Nuttall, Christine. *Teaching Reading Skills in a Foreign Language*. Oxford: Macmillan Heinemann 1999, p. 130

They are Cloze-Test and Cloze-Elide Test in testing reading comprehension. The choice of those testing techniques is based on some reason, that are (1) those testing techniques are considered appropriate to test students' reading comprehension because those are suitable with what exists on student, they are metacognition, schema theory, and contextual word meaning that are important in reading comprehension, (2) those testing techniques are practical.

### **C. Concept Cloze Elide Test**

#### **1. Cloze - Elide Tests**

Cloze-Elide test is one of testing techniques in reading. This technique was proposed by Alderson. This technique was introduced as the intrusive word technique and is also called as text retrieval, text interruption, 'doctored text', mutilated text and negative cloze in this test, the tester inserts words and the test-taker is asked to find the words that do not belong to the text. Brown says that cloze-elide test is a kind of test that inserts words to a text that actually do not belong to the text.<sup>17</sup>

The test-taker's task is to detect and cross out the words. Likewise, Christine says that cloze-elide test is a procedure whereby the test writer inserts words into a text, instead of deleting them. The task of the reader is to delete each word that does not belong to. Considering those opinions, the researcher concludes

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<sup>17</sup>Snow, Catherine.. *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Pittsburgh: Rand 2002, p. 211

that cloze-elide tests a testing technique that requires the test to detect and then eliminate the intrusive words. It can be done by drawing a line through.

According to Farhady there are some points that needed to be considered in constructing Cloze-Elide Tests. The first point is the selection of the text. The passages should have appropriate length and difficulty. It means that the text should meet the demand of the curriculum that agrees with the students' grade level.<sup>18</sup>

The second point is determining the locations where the instructive words should be inserted. The most appropriate method of inserting the words in the text is the random insertion procedure. That is, the words in the passage should be numbered. Then the numbers should be randomly selected and the redundant word should be inserted after or before the word that corresponds to the randomly selected number. The example below is how to determine the locations. The passage would look like the following:

Education has two goals. First, it provides \_\_\_\_ means so that we may earn \_\_\_\_ our living. Some of these tools are \_\_\_\_\_ main tools, such as reading or writing. Others \_\_\_\_ are technical skills, such as typing, \_\_\_\_\_ accounting, and data processing. Still others are \_\_\_\_\_ highly professional skills peculiar, for example, to \_\_\_\_ medicine, to science, and to teaching. Secondly, it \_\_ provides experience so that we can learn \_\_\_\_ how to live. Education provides knowledge \_\_\_\_\_ of ideas for using the past. It \_\_\_\_\_ provides a sense of values for \_\_\_\_ meeting the future. The third point is the selection of the words to be inserted in the passage

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<sup>18</sup>Farhady, Hossein. Varieties of Cloze Procedure in EFLEducation. *Roshd Foreign Language Teaching Journal* 1996 p. 217-227

A good procedure is selecting certain words from the dictionary on a random basis. Of course, some scholars said that the inserted word should be similar to the adjacent words. However, the difference between inserting words selected randomly and the words inserted logically needs empirical evidence.

## **2. Close-Elide Scoring**

Many different scoring methods have been utilized for Close-elide tests. The most prominent of those methods have been the exact word scoring method and the acceptable answer scoring method. In the exact word scoring method the tester only checks for the exact words are used. Meanwhile, in the acceptable answer scoring method, acceptable answer for every blank are determined (mostly with the help of native speakers) and points are given for every acceptable word. There are also some innovative new methods by different researcher who try to find which scoring method measures the different abilities of students.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of the Research

The research was held at MTSN langsa. The researcher conducted the research about two months. The researcher did the research for six meeting from August - September 2017. It consisted of the pretest on the first meeting, the application of assessment Close test of reading comprehension and whole class teaching on the second until the fifth meeting and the post test in the sixth meeting.

#### B. Research Design

This study used an ex post facto research design with descriptive analysis. Cohen Louis states date ex post facto is a method of testing out possible antecedent of event that have happened and cannot, therefore be engineered or manipulated by the investigator.<sup>19</sup> This was do to the fact, that the manifestation of the variables has been previously and naturally taken place before the research was done. That means, an ex post facto study, the researcher star with observing a certain fact or phenomena and then steps back in his attempt to examine the factors, which were attributable to existence of the phenomena itself.

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<sup>19</sup> Cohen, Louis, *Research Methods in Education*, London and New York:Rouledge, Falmer, Taylor and francis group, 200, p. 33

Moreover, the researcher intended to establish cloze purposive deletion test an independent variable and the achievement of reading comprehension of the subject under the study as dependent variable. Hence in conducting the ex post facto study, the researcher selected subject who were as similar as possible expected for the independent variables. In making the final selection of the subject, the research must be aware of possible extraneous variable that made causal relationship problematic.

### **C. Population and Sample**

#### **1. Population**

Population refers to a group of person or object about which the investigator which to draw conclusion and that a sample consist of a part of that population. The population of the study was eighth grade students of MTSN Langsa there were six classes consists 180 students. It was impossible to take all of them as sample because there were 35 students each class, so there were 35 students were taken as the sample of the study, which consisted to students from VIII A and students from VIII B , and the students from VIII C, and the student from VIII D and the student from VIII E.

#### **2. Sample**

The researcher used the quota random sampling technique. The samples were assumed to be representative enough. Sampling was necessary to the researcher. Furthermore, it was generally not necessary to study all possible cases to understand the phenomenon under consideration.

#### **D. Technique of Collecting Data**

In collection the data required for this study which were in the form of raw scores showing the acquisition of reading comprehension by the subject under study in this case of eighth grade MTSN Langsa in academic year 2017/2018. The data was collected by administering the acquired data by using research instrument that score dichotomously, that every correct answer was credited one point and zero for every incorrect one. The total score indicates the subject acquisition of reading comprehension items that will be considered as the data for this study.

##### **1. Observation**

Observation is done to explain situatio, action, individual which is involved and relationship among them during research. Observation in tis class is done as nonparticipant observer. It means that the writer involves as teacher in the classroom and the observation is done during teaching process by an observation, writer can get total information about situation ad condition of classroom during learning.

##### **2. Test**

In collecting data, the writer gave tests to the students. The test are given for getting the objectives data of students assessing for reading comprehension. The writer applies two test; those are pre-test and post-test.

## **E. Technique of Data Analysis**

The research instrument which was constructed for assessing the acquisition of the reading comprehension of the subject understudy was Close Test items. The systematic step done by the researcher to collect the data, firstly the researcher made a research instrument that has a good validity and reliability. Because the research instrument that has a good validity and reliability were needful to this research. The research instrument that is used to assess the student ability in reading comprehension was Close test items.

The Close test consists 10 items. As a research instrument, the test has to be valid and reliable, that can be used to collect the data valid and reliable. As a research instrument the test has to be valid and reliable, so that can be used to collect the data that valid and reliable. Before the research instrument used, the researcher have to choosed the eighth grade students to try out to establish the validity, reliability, item difficulty and item discrimination.

### **1. Validity**

To assess a good test, the researcher has to make a test that has a good validity and reliability. Brown states validity is the most complex criterion of an effective test and arguably the most important principle. Miller states that validity is adequacy and appropriateness of the interpretation and uses of assessment



results.<sup>20</sup> Validity refers to the appropriateness and meaningfulness of the inferences we make from assessment result for some intended use. Moreover, Davidson states validity in testing and assessment has traditionally been understood to mean discovering whether a test measures accurately what it is intended to measure or uncovering the appropriateness of a given test or any it is component part as a measure of what it is purposed to measure. In addition, Cohen states that validity is an important key to effective research.<sup>21</sup>

## 2. Reliability

Reliability is a necessary characteristic of any good test. For the test must be reliable as a measuring research instrument. Louma states that reliability is important because it means that the scores are dependable, so that we can rely on them in decision making. Mousavi in brown states a reliable test is consistent and dependable.<sup>22</sup>

$$t_0 = \frac{M_1 - M_2}{SEM_1 - M_2}$$

Notes :

$M_1$  = Mean of variable X (Experimental class)

$M_2$  = Mean of variable Y (Controlled Class)

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<sup>20</sup> Brown, H doughlas, *Teaching by Principle an Interactive Approach in Langugae Pedagogy*, Second Edition:Sanfransisco, Longman, 200, p. 122

<sup>21</sup> Miller Et,Al, *Measurement and Assessment in Teaching*, New Jersey: Lawrence ErlbaunAssociate,Inc, 2009, p. 161

<sup>22</sup> Grounlund, *Assessment of Students Achievement*, Seventh Edition, Boston:Pearson Education Inc, 2003, p. 79

SE = Standard Error

There are several stages taken to get the calculation of t-test, it can be seen as follow:

- 1) Determining mean of variable X

$$M_1 = \frac{\sum X}{N_1}$$

- 2) Determining mean of variable Y

$$M_2 = \frac{\sum Y}{N_2}$$

- 3) Determining Standard Deviation Score of Variable X dan Y, with

formula :

$$SD_1 = \sqrt{\frac{\sum X^2}{N_1} - \frac{(\sum X)^2}{N_1}}$$

$$SD_2 = \sqrt{\frac{\sum Y^2}{N_2} - \frac{(\sum Y)^2}{N_2}}$$

- 4) Determining standard error mean of variable X dan Y:

$$SEm_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SEm_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

- 5) Determining standard error of different mean of variable X and mean of variable Y, with formula:

$$SEm_1 - M_2 = \sqrt{SEm_1^2 + SEm_2^2}$$

## F. Item Analysis

Furthermore, has a good validity and reliability of the test is not the final judgment of the characteristic of a good measuring instrument. The index

discrimination values tell us whether those students who perform well on the whole test tended to the well or badly on each item in the test. It is presupposed that the total score on the test is a valid measure of the students' ability.

## CHAPTER IV

### RESEACH FINDINGS

#### A. The Data Description

This part shows the general description of students' score in both the experimental class and control class. The description is devide into some section: the pre-test scores, the post-test score, and the gained scores.

##### 1. The Pre-Test Scores

Table 4.1 reports the students' pre test scores of the experimental class and control class. There are 35 students in both the experimental class and the controlled class.

**Table 4.1**  
**The Pre-Test Score**

<b>Students</b>	<b>The Pre-Test Scores of Experimental Class</b>	<b>The Pre-Test Scores of Controlled Class</b>
1.	50	50
2.	45	50
3.	60	45
4.	55	50
5.	70	50
6.	35	35
7.	60	50
8.	55	70
9.	50	50

10.	55	55
11.	50	45
12.	50	70
13.	45	50
14.	50	55
15.	65	50
16.	45	45
17.	50	65
18.	55	55
19.	60	55
20.	50	55
21.	45	55
22.	40	70
23.	50	55
24.	65	50
25.	60	55
26.	45	70
27.	40	50
28.	50	55
29.	60	70
30.	55	50
31.	50	45

32.	40	50
33.	60	50
34.	60	70
35.	70	55
	<b>1845</b>	<b>1900</b>
<b>mean</b>	<b>52.71</b>	<b>54.29</b>

The above table shows the students' pre-test of the experimental class and the controlled class. The test was given in the first meeting before giving any treatment. Both the experimental class and the controlled class have 35 students as the lowest score of pre-test 50 as the median score and 70 as the highest score. Beside, the mean score experimental class is 52.71 and the controlled class is 54.29. hence, it can be concluded that the pre-test scores of the experimental class and the controlled class seemed to be equivalent.

## 2. The Post-Test Scores

Table 4.2 reports the students post-test scores of the experimental class and the controlled class. Each class has 30 students as the sample:

**Table 4.2**  
**The students' Post-Test Scores**

<b>Students</b>	<b>The pre-test scores of experimental class</b>	<b>The pre-test scores of controlled class</b>
1.	80	80
2.	95	65

3.	85	65
4.	75	85
5.	85	70
6.	75	80
7.	80	55
8.	70	75
9.	85	70
10.	85	85
11.	70	80
12.	75	50
13.	80	60
14.	75	55
15.	85	50
16.	80	55
17.	90	70
18.	85	60
19.	85	80
20.	75	70
21.	90	85
22.	80	70
23.	75	75
24.	80	75
25.	85	85

26.	70	70
27.	70	75
28.	90	80
29.	75	75
30.	85	80
31.	85	70
32.	80	80
33.	95	65
34.	85	65
35.	75	70
	<b>2795</b>	<b>2520</b>
<b>mean</b>	<b>79.86</b>	<b>72.00</b>

The data above are the post-test scores of the experimental class and the controlled class. The post-test was given in the last meeting after the treatment. In the post-test, the lowest score of the experimental class is 70 and the controlled class is 75. Besides, the highest score of the experimental class is 95 and the controlled class is 90. The mean of experimental class is 79.86 and the controlled class is 72.00. Therefore, it can be seen that the experimental class has higher significant score than the controlled class. Later, the researcher did T-test to know whether post-test score of the experimental class and the controlled class is different.

### 3. The Gained Score

Table 4.3 below report the gained scores of the experimental class and the controlled class. Both of the experimental class and the controlled class have 30 students.



**Table 4.3**  
**The Gained Scores of the Experimental Class and**  
**the Controlled Class**

<b>Students</b>	<b>The Gained scores of experimental class</b>	<b>The Gained scores of controlled class</b>
1.	20	10
2.	25	10
3.	25	15
4.	35	35
5.	35	25
6.	20	30
7.	20	-15
8.	20	20
9.	45	20
10.	40	15
11.	10	25
12.	10	0
13.	30	5
14.	35	-15
15.	40	-5
16.	30	0

17.	30	15
18.	30	5
19.	35	15
20.	30	25
21.	25	35
22.	30	15
23.	30	25
24.	30	20
25.	20	35
26.	20	20
27.	30	25
28.	30	15
29.	10	20
30.	35	40
31.	15	20
32.	15	25
33.	30	35
34.	30	25
35.	35	30
	<b>950</b>	<b>620</b>
<b>mean</b>	<b>27.14</b>	<b>17.71</b>



						tailed )	ence	Error Differ ence		
<b>Pretest</b>	<b>Equal</b>	<b>.182</b>	<b>.671</b>	<b>-765</b>	<b>68</b>	<b>.447</b>	<b>-1.571</b>	<b>2.055</b>	<b>-5.672</b>	<b>2.529</b>
	<b>variances assumed</b>									
	<b>Equal</b>			<b>-7.65</b>	<b>67.</b>	<b>.447</b>	<b>-1.571</b>	<b>2.055</b>	<b>-5.672</b>	<b>2.529</b>
	<b>varances not assumed</b>				<b>978</b>					

Table 4.4 reports t-test analysis of pre-test of both the experimental class and controlled class. The analysis showed that the difference was significance at .447. it indicates that there is no significant difference between the pre-test score of the experimental class and the controlled class; the significance level of 0.447 is higher than 0.05. therefore, it can be concluded that the pre-test scores of the experimental class and the controlled class are equal. The group statistics table shows that the mean of experimental is 52.71 and the mean of controlled class is 54.29. meanwhile, the mean difference both the experimental class and the controlled class is -1.571. besides, the interval of the difference is between -5.672 and 2.529. secondly, after analyzing that t-test score of pre-test in the experimental class and the controlled class, t-test was also done for pre-test score in the experimental class and the controlled class. The result can be seen as follow:

**Table 4.5**  
**The t-test of Gained Scores in the Exprimental Class**  
**and the Controlled Class**  
**Group Statistics**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Stand deviation</b>	<b>Standard error mean</b>
<b>Pretest experiment</b>	<b>35</b>	<b>79.86</b>	<b>6.805</b>	<b>1.150</b>
<b>controlled</b>	<b>35</b>	<b>72.00</b>	<b>10.516</b>	<b>1.778</b>

**Independent Sample Test**

		<b>Levene's Test for Equality of Variances</b>		<b>T-test for Equality of Means</b>						
		<b>F.</b>	<b>Sig.</b>	<b>t</b>	<b>df</b>	<b>Sig. (2 tailed)</b>	<b>Mean difference</b>	<b>Stand ar Error Difference</b>	<b>Lower</b>	<b>Upper</b>
<b>Pretest</b>	<b>Equal variances assumed</b>	<b>5280</b>	<b>.025</b>	<b>3.711</b>	<b>68</b>	<b>.000</b>	<b>7857</b>	<b>2.117</b>	<b>3.632</b>	<b>12.082</b>
	<b>Equal varances not assumed</b>			<b>3.711</b>	<b>58.224</b>	<b>.000</b>	<b>7857</b>	<b>2.117</b>	<b>3.619</b>	<b>12.095</b>

Table 4.5 describes t-test analysis of post-test for both the experimental class and the controlled class. The significance difference was showed, that is 0.000. this result reports that the significance level of 0.000 lower than 0.05. in order words it can be concluded that there was significance of the treatment. The group statistics table shows that the post-test score mean of the experimental class is 79.86 and the controlled class is 72.00. in additon, the mean difference between the experimental class and the controlled class is 7.857. meanwhile, th interval of the difference is between 3.632 and 12.082.

The last, in order to see the comparison of scores between the experimental class and the controlled class, the writer took t-test measurement of gained score in both of them. Gained score is calculated by computing the difference between the pre-test and post-test scores for each student. It is really important to know wheather there is a significance difference betwen them and to answer whether the alternative hypothesis ( $H_a$ ) is accepted or rejected. In other word, this score is to strengthen the statistical calculation of the improvement score from the pre-test to the post-test. The t-test calculation can be seen as following table:

**Table 4.6**

**The t-test of Gained Scores in The Experimental Class and  
The Controlled Class Group Statistics**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Stand deviation</b>	<b>Standard error mean</b>
--------------	----------	-------------	----------------------------	--------------------------------

<b>Pretest experiment</b>	<b>35</b>	<b>27.14</b>	<b>8.769</b>	<b>1.482</b>
<b>controlled</b>	<b>35</b>	<b>17.71</b>	<b>13.468</b>	<b>2.277</b>

### Independent Sample Test

	Levene's Test for Equality of Variances		T-test for Equality of Means						
	F.	Sig.	t	df	Sig. (2 tailed)	Mean difference	Standard Error Difference	Lower	Upper
<b>Pretest Equal variances assumed</b>	<b>3696</b>	<b>.059</b>	<b>3.711</b>	<b>68</b>	<b>.001</b>	<b>9429</b>	<b>2.716</b>	<b>4.008</b>	<b>14.849</b>
<b>Equal variances not assumed</b>			<b>3.711</b>	<b>58.435</b>	<b>.001</b>	<b>9429</b>	<b>2.716</b>	<b>3.992</b>	<b>14.865</b>

The above table describe that there is a significant difference from measrement score of the experimental class and the controlled class. Based on the result of the statistic calcualtion above, the score of t oserve is 3.471. by using

degree of freedom 5 % , the value of 68 (the degree of significance) as stated in the t-table is 1664.

Besides, the writer also made the calculation from the scores of the experimental class and the controlled class y using manual formula. The following table is the result of the comparison between the experimental class and controlled class:

**Tale 4.7**  
**The Comparison Scores of Each Students in the**  
**Experimental Class and the Controlled Class**

<b>Students</b>	<b>X</b>	<b>Y</b>	<b>X-MX</b>	<b>Y-MY</b>	<b>(X-MX)<sup>2</sup></b>	<b>(Y-MY)<sup>2</sup></b>
1	20	10	-7.14	-7.71	50.98	59.44
2	25	10	-2.14	-7.71	4.58	59.44
3	25	15	-2.14	-2.71	4.58	7.34
4	35	35	7.86	17.29	61.78	298.94
5	35	25	7.86	17.29	61.78	53.14
6	20	30	-7.14	12.29	50.98	151.04
7	20	-15	-7.14	-32.71	50.98	1069.94
8	20	20	-7.14	2.29	50.98	5.24
9	45	20	17.86	2.29	31.98	5.24
10	40	15	12.86	-2.71	165.38	7.34
11	10	25	-17.14	7.29	293.78	53.14
12	10	0	-17.14	-17.71	293.78	313.64



13	30	5	2.86	-12.71	8.18	161.54
14	35	-15	7.86	-32.71	61.78	1069.94
15	40	-5	12.86	-22.71	165.38	515.74
16	30	0	2.86	-17.71	8.18	313.64
17	30	15	2.86	-2.71	8.18	7.34
18	30	5	2.86	-12.71	8.18	161.54
19	35	15	7.86	-2.71	61.78	7.34
20	30	25	2.86	7.29	8.18	53.14
21	25	35	-2.14	17.29	4.58	298.94
22	30	15	2.86	-2.71	8.18	7.34
23	30	25	2.86	7.29	8.18	53.14
24	30	20	2.86	2.29	8.18	5.24
25	20	35	-7.14	17.29	50.98	298.94
26	20	20	-7.14	2.29	50.98	5.24
27	30	25	2.86	7.29	8.18	53.14
28	30	15	2.86	-2.71	8.18	7.34
29	10	20	-17.14	2.29	293.78	5.24
30	35	40	7.86	22.29	61.78	53.14
31	15	20	-12.14	2.2	147.38	5.24
32	15	25	-12.14	2.29	147.38	5.24
33	30	35	2.86	17.29	8.18	298.94
34	30	25	2.86	7.29	8.18	53.14

35	35	30	7.86	12.29	61.78	151.04
	950	620	0.1	0.15	2614.29	6167.14
Mean	27.14	17.71	0.00	0.00	74.69	176.20

The procedures of calculation are as follow:

1. The mean of variable X

$$M_x = \frac{\sum X}{N_1}$$

$$M_x = \frac{950}{31}$$

$$M_x = 27.14$$

2. The mean of variable Y

$$M_x = \frac{\sum X}{N_2}$$

$$M_x = \frac{620}{31}$$

$$M_x = 17.71$$

3. Determining standard of deviation score of variable X

$$SD_x = \sqrt{\frac{\sum X^2}{N_1}}$$

$$SD_x = \sqrt{\frac{2614.29}{31}}$$

$$SD_x = 74.69$$

$$SD_x = 8.64$$

4. Determining standard of deviation score of variable X

$$SDy = \frac{\sqrt{\sum Y^2}}{N^2}$$

$$SDy = \frac{\sqrt{6167.14}}{35}$$

$$SDy = 176.20$$

$$SDy = 13.27$$

5. Determining standard error of different mean of variable X and variable Y

$$Semx.my = \sqrt{SEmx + SEmy}$$

$$Semx.my = \sqrt{1.48^2 + 2.28^2}$$

$$Semx.my = \sqrt{2.19 + 5.20}$$

$$Semx.my = \sqrt{7.39}$$

$$Semx.my = 2.72$$

6. Determining to

$$To = \frac{Mx - My}{SEmx - my}$$

$$To = \frac{27.14 - 17.71}{2.72}$$

$$To = \frac{9.43}{2.72}$$

$$To = 3.47$$

7. Determining t-table in significance level 5% with degree of freedom (df)

$$df = (N1 + N2) - 2$$

$$df = (35 + 35) - 2$$

$$df = 70 - 2$$

$$df = 68$$

Thus, the degree of freedom (df) is 68 and the critical value of the df 68 by using the degree of significance 5% is 1.664 and the t observe is 3.47. In order to answer the question, the writer writes the Alternative Hypothesis (Ha) and the Null Hypothesis (Ho) as follows:

- 1) The Null Hypothesis (Ho): there is significant difference of students' reading comprehension achievement between students who are taught through Close Elide test and students who are taught without Close Elide test.
- 2) The Alternative Hypothesis (Ha): there is a significant difference of students' reading comprehension achievement between students who are taught through Close Elide test and students who are taught without Close Elide test. To prove the hypothesis, the data obtained in experimental class and control classes are calculated by using ttest with assumption as follows:

If  $t_o > t_{table}$  the Null Hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It is proven that Close Elide test is effective to improve students' reading comprehension. If  $t_o < t_{table}$ , the Null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It is proven that Close Elide Test is not effective to improve students' reading comprehension.

According to the analysis of the results above, there is a significant difference between the post-test in the experimental class and controlled class.

Both of t-test results by using SPSS and manual formula are the same. The results show that the experimental class got higher posttest score than the controlled class. Thus, there is a significant measurement score in the experimental class and the controlled class. The data are  $M_x = 27.14$ ,  $M_y = 17.71$ ,  $SD_x = 8.64$ ,  $SD_y = 13.27$ ,  $t(70) = 3.47$ .

The result reports that the ttestis higher than t-table( $3.47 > 1.66$ ). It can be defined that teaching reading comprehension using Close Elide Test is more effective than teaching reading comprehension without Close Elide Test since alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis was rejected. In other words, teaching reading comprehension of using Close Elide Test gives positive influence on the students' achievement of the Eighth grade of MTSN Lan

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted by using quasi-experimental design which is aimed to find out whether Close Elide Test is effective to assessing students' reading comprehension achievement. Based on the statistical calculation the previous chapter, there is a significant difference between teaching reading comprehension using Clse Elide Test and without Using Close Elide Test.

The result shows that the value of t-test (3.47) is higher than t table (1.66) at the significance level 5%, it means that the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted). Hence, Close Elide Test is effective to Assessing students' achievement in reading comprehension the Eighth grade of MTSN Langsa.

#### B. Suggestion

The writer wants to give following suggestions based on the conclusion above:

1. The teachers have to be creative in order to make teaching and learning process become more interesting, enjoyable, and effective for students.

2. The students have to force themselves to read more the reading text in order to get more knowledge and make reading activity becomes habit.
3. Both the teachers and students can well collaborate in teaching and learning process. It is used to make them easier in solving the problems faced in teaching and learning process.

The suggestion above given based on the research that was done by the writer. The writer hopes the suggestion can give positive contribution for improving the teaching and learning process at MTSN Lngsa.

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## LESSON PLAN

School	: MTSN LANGSA
Subject	: English
Education Level	: Junior High School
Grade/Semester	: VIII / I
Material/ Meeting	: Holiday/ 1
Language Skill	: Reading
Duration	: 4 x 40 minutes

### **Standard of Competence**

1. Thankful for the opportunity to speak English as the language of international communication that is realized in the spirit of learning. Be passionate in carrying out every activity on learning English.

### **Basic Competence**

- 1.1 Serious in carrying out every activity on learning English. Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.
- 1.2 Successful teachers and friends with acceptable English.
- 1.3 Answering questions that teachers and friends have to do with what is being done with acceptable English.

### **Learning objectives**

- is passionate in carrying out every activity on learning English;
- Serious in carrying out every activity on learning English;

- greet teachers and friends using acceptable English;
- Answering questions given by teachers and friends regarding what is being done with acceptable English.
- Understanding oral and written text of ongoing events in an honest and confident manner with acceptable English.

### **Learning materials**

- Social function of the phrase
- Explain, give reasons, give examples of actions, etc.

Text structure of the accident that uses the phrase activities that are being done are:

- What are you doing here? Waiting for her; Do not play around.
- Look! Everybody is doing their task .;
- I need to see the Principal. May I see him now? No,  
he's having a meeting;  
Be quiet, please. The baby is sleeping. , etc.

Language Element of, that is:

- Verbs for activities and actions in the Present Continuity tense.
- Vocabulary: nouns, verbs, and adjectives associated with people, animals, objects in the classroom, school, home, and surrounding areas
- Verbs for the state: be, have, in the Present Continuous Tense.
- Adverbia: now

- The pronoun of the object: me, you, him, her, us, and so on.
- The correct use of singular and plural nominal, with or without a, the, this, those, my, their, etc. accurately in the nominal phrase
- Speech, word pressure, intonation,
- Spelling and punctuation
- Handwriting.

### **Learning methods**

- Approach: Scientific Approach
- Model: Discovery Based Learning

### **Learning Resources**

- English SMP / MTs Class VIII.
- Jakarta: Ministry of Education and Culture;
- Internet, youtube
- English dictionary

### **Assessment**

1. Understand the contents of present continuous text.
2. Answer the following question based on the information from the text.
3. Read the story loudly!
4. Answer the question based on the appropriated story!

### **Assessment Guidelines**

Total total score of 100.

## LESSON PLAN

School	: MTSN LANGSA
Subject	: English
Education Level	: Junior High School
Grade/Semester	: VIII / I
Material/ Meeting	: Narrative Text / 1
Language Skill	: Reading
Duration	: 4 x 40 minute

### **Standard of Competence**

Students understand the meaning of the functional written texts and short essays in the form of narrative texts related to the social environment.

### **Basic Competency:**

Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.

### **Objectives:**

Given a narrative text, the students are able to respond to the meaning found in the narrative texts correctly.

### **Indicators**

- Identifying the topic of narrative text.
- Identifying the detailed information of narrative text.

### **Learning method:**

Three phase technique

## **Activity Steps**

### Production Activities

#### Motivation:

Explain the importance of the material to be learned and the competencies that students must master

## **Core Activities**

### Exploration

In exploration activities, teachers:

- Involve learners to seek extensive and in-depth information on the topic / theme of the material to be learned by applying the natural principles of punishment as teachers and learning from various sources;
- Listen to some partitive articles
- Write down the instructions according to the recording and drawing
- Using various learning approaches, learning media, and other learning resources
- Facilitate the interaction between students and learners with teachers, the environment, and other learning resources;
- Actively involves learners in each learning activity; and
- Facilitate learners to experiment in laboratories, studios, or the field.

### Elaboration

In elaboration activities, teachers:

- Knowing the learner to read and write varies through meaningful tasks;
- Facilitate learners through tasks, discussions, and others to generate new ideas orally and in writing;
- Give the opportunity to think, analyze, solve problems, and act without fear;
- Facilitate learners in cooperative and collaborative learning;

- Facilitate learners to compete healthily to improve learning achievement;
- Facilitate learners to make exploration reports, both oral and written, individually or in groups;
- Facilitate learners to present individual or group work;
- Facilitate learners to be exhibited, tournaments, festivals, and products produced;
- Facilitate learners to engage in activities that encourage students' sense of pride and confidence.

#### Confirmation

In confirmation activities, teachers:

- Provide positive feedback and reinforcement in the form of oral, written, gesture, or gift to the success of learners,
- Provide confirmation of exploration results and translation of learners through various sources,
- Facilitate reflection for learners to gain the learning experience that has been done,
- Facilitate learners to gain meaningful experience in achieving basic competencies:
- Working as resource persons and facilitators in answering difficulty questions of learners, using standardized and correct language;

#### Closure Activity

In closing activities, teachers:

- together with learners and / or they make a summary / conclusion of the lesson;
- performing assessments and / or reflections on activities that have been implemented consistently and programmatically;
- provide feedback on learning and outcomes;
- plan follow-up activities in the form of remedial learning, enrichment programs, counseling services and / or assign tasks both individual and group tasks in accordance with learners' learning outcomes;

- present the lesson plan at the next meeting.

### **Learning resources**

Relevant textbook

CD / cassette

Conversation and recording of script conversations or conversations

Relevant drawings

### **Assessment**

5. Understand the contents of narrative and recount text.
6. Answer the following question based on the information from the text.
7. Read the story loudly!
8. Answer the question based on the appropriated story!

### **Assessment Guidelines**

Total total score of 100.



## **LESSON PLAN**

School	: MTSN Langsa
Class /Semester	: VIII (Eight) / 1
Text type	: Transactional / Interpersonal
Theme	: Home Life
Aspect / Skill	: Reading skill
Time Allocation	: 2 x 40 minutes

### **Standard of Competence:**

Understand the meaning in simple transactional and interpersonal conversations for interaction with the nearest environment

### **Basic Competence:**

Responding to meaning in transactional conversation (for getting something) and interpersonal (socializing) using simple oral spoken language very accurately, fluently, and simply to interact with the immediate environment involving speech acts: requesting, giving, refusing, ask, give, refuse goods, print, deny facts, ask and give opinions.

### **Learning method:**

Three phase technique

#### **A. Activity Steps:**

- Apperception :Frequently asked questions about pictures
- Brainstorming Idea: Why is the moon coiled? Why should we study?, etc.

Motivation:

- Explain the subject matter to be followed along with the competencies that the student must master

B. Core Activities:

**Exploration**

In exploration activities, teachers:

- Involve learners seeking broad and in-depth information on the topic/ theme of the material to be learned by applying the natural principles of learning to be teachers and learning from various sources;
- Listen to an explanation of the use of Negative Present negative interrogative forms.
- Use a variety of learning, learning media, and other learning resources;
- Facilitate the interaction between learners as well as between learners and teachers, the environment, and other learning resources;
- Actively involve learners in every learning activity; and Facilitate learners to experiment in a laboratory, studio, or field.

**Elaboration**

In elaboration activities, teachers:

- Familiarize learners to read and write diverse through certain meaningful tasks;
- Complete the sentence based on the notion of a conversation
- Facilitate learners to do tasks, discussions, and others to come up with new ideas both oral and written;
- Give the opportunity to think, analyze, solve problems, and act without fear;
- Facilitate learners in cooperative and collaborative learning;
- Facilitate students competing online to improve learning achievement;
- Facilitate learners to make exploratory reports, whether oral or written, individually or in groups;

**Confirmation**

- In confirmation activities, teachers: positive feedback process and strengthening in the form of oral, written, gesture, or gift to the success of

learners,confirmation techniques on the results of exploration and elaboration of learners through various sources,

- Facilitate reflection for learners to gain the learning experience that has been done,
- Facilitate learners to gain meaningful experience in basic achievement:

### **Learning Resources**

Relevant stories

LKS Fair for Grade VIII SMP

### **Assessment**

9. Understand the contents of narrative and recount text.
10. Answer the following question based on the information from the text.
11. Read the story loudly!
12. Answer the question based on the appropriated story!

### **Assessment Guidelines**

Total total score of 100.

## **LESSON PLAN**

School	: MTSN LANGSA
Subject	: English
Education Level	: Junior High School
Grade/Semester	: VIII / I
Material	: Past event
Language Skill	: Reading
Duration	: 4 x 40 minutes

### **Standard of Competence:**

Understand the meaning in simple short functional oral and short monologue text in the form of narrative and recount to interact with the surrounding environment

### **Basic competence:**

Respond to the meaning contained in simple short monologues accurately, fluently, and acceptable to interact with the surrounding environment in narrative and recount text.

### **Indicators:**

Identify various information in monologue text narrative and recount text.

### **Learning objectives**

Students can respond to the meaning contained in simple short monologue text.

### **Student Character**

Trustworthy

Respect and concern

Confidence (self-confidence)

## **Learning Materials**

Narrative text is a text telling a story focusing specific participants. Its social function is to tell stories or past events and entertain the readers. to tell story to amuse, entertain, teach a lesson or moral, explain something or make a comment

### **Generic structure:**

- Orientation: It is about the opening paragraph where the characters of the story are introduced. (contains the introduction of the character, place and time of the story (who or what, when and where))
- Complication: Where the problems in the story developed. (Problems arise / start to happen and develop)
- Resolution: Where the problems in the story is solved. The problem is over, --- either "happy ending" or bad "bad ending".

### **Learning Method:**

Three Phase Technique

Activity Steps

- Activity Introduction  
Apperception:  
Greetings, prayers and absences  
Giving elicited game in the form of missing letter by linking previous knowledge and material to be learned.  
Motivation:  
Explain the importance of the material to be learned
- Core activities  
Exploration  
In exploration activities, teachers:  
Provide stimulus that is the giving of speech text material in the form of narrative and recount text.

Provide opportunities for students to work together to communicate materials.

- **Elaboration**

Teachers divide students into groups (3 groups)

Each group is handled by a storyteller who will alternately read a story.

Students identify information from various stories.

Teacher controls student activeness.

- **Confirmation**

In confirmation activities;

Each group answers questions contained in simple monologue texts.

Teachers provide feedback, and reinforcement.

- **Closing Activity**

In closing activities, teachers:

Asking students difficulty in understanding narrative and recount text.

Inquire with students to correct misunderstandings, and provide conclusions.

Provide a stimulus in the form of flash cards so that students are motivated in learning.

### **Learning Resources**

Relevant stories

LKS Fair for Grade VIII SMP

### **Assessment**

13. Understand the contents of narrative and recount text.

14. Answer the following question based on the information from the text.

15. Read the story loudly!

16. Answer the question based on the appropriated story!

### **Assessment Guidelines**

Total total score of 100.

