

**THE EFFECTIVENESS OF LIMITED CLOZE TEST
FOR STUDENTS' READING ABILITY
IN NARRATIVE TEXT
(A Quasi Experimental Study at Eleventh Grade of
MA At-TawaazunPemalang in the Academic Year of 2015/2016)**

THESIS

Submitted in Partial Fulfillment of the Requirement
For Degree of Bachelor of Education
in English Language Education



By:
FITRI MEIYENNY
123411043

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2016**

THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name : FitriMeiyenny
Student Number : 123411043
Department : English Language Education

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, June 17th 2016
The Writer,

A handwritten signature in black ink, appearing to read 'FitriMeiyenny', is written over a light blue rectangular background.

FitriMeiyenny
NIM: 123411043



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387
Semarang 50185

RATIFICATION

Thesis with the following identity:

Title : **The Effectiveness of Limited Cloze Test for Students' Reading Ability in Narrative Text(A Quasi Experimental Study at Eleventh Grade of MA At-Tawaazun Pemalang in the Academic Year of 2015/2016)**

Name of Student : Fitri Meiyenny
Student's Number : 123411043
Department : English Language Education

Had been ratified by the board of examiners of Islamic Education and Teacher Training Faculty Walisongo State Islamic University Semarang and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.


Semarang, June 17th, 2016

THE BOARD OF EXAMINERS

Chairman Person,

Secretary,


Dr. Ikhrom, M.Ag.
NIP. 19650329 199403 1 001


Lulut Widyaningrum, M.Pd.
NIP. 19800803 200901 2 010


Examiner I

Examiner II


Sayyidatul Fadlilah, M.Pd.
NIP. 19810908 200710 2 001


Masriatul Fadhilah, M.Ed.
NIP. 19620803 198903 2 003

Advisor,


Nadiyah Ma'mun, M.Pd.
NIP. 19781103 200701 2 01

ADVISOR NOTE

Semarang, June 17th 2016

To
The Dean of Islamic Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu 'alaikum, Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **The Effectiveness of Limited Cloze Test for Students' Reading Ability in Narrative Text(A Quasi Experimental Study at Eleventh Grade of MA At-Tawaazun Pemalang in the Academic Year of 2015/2016)**

Name of Student : Fitri Meiyenny
Student's Number : 123411043
Department : English Language Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamu 'alaikum Wr. Wb.

Advisor,



Nadiah Ma'mun, M.Pd.
NIP. 19781103 200701 2 01

ABSTRACT

Title : **The Effectiveness of Limited Cloze Test for Students' Reading Ability in Narrative Text(A Quasi Experimental Study at Eleventh Grade of MA At-TawaazunPemalang in the Academic Year of 2015/2016)**

Writer : FitriMeiyenny

Student's Number : 123411043

In some Madrasah Aliyah, reading is still not easy. In fact, students of eleventh grades MA At-TawaazunPemalang have the problem to understand their English learning especially in reading. They are still lack of vocabulary. To solve this problem, writer choose cloze procedural test as the assessment that will help them in their reading. Because as Jongsma said in his research that cloze test is completion-type exercises had been used previously measure intelligence and teacher constructed tests. Deletions in these tests were usually highly selective and focused on high content words that conveyed meaning.

In learning English, as well as other areas of assessment need not waituntil the middle or the end of the semester but can be done during the learning process take place using a variety of evaluation tools. Both testing and teaching are so closely interrelated that is virtually impossible to work in other field without being constantly concerned with the other. So the writer held quasi experimental research for this case to help the student compare the pre-test and post-test result using limited cloze test as the treatment.

There are some significant differences between pre-test and post-test score. The average score in reading skill for the experimental class was 24.76 for the pre-test and 63.81 for the post-test. Also for the result of calculation by using t-test showed that $t_{table} = 2.086$, from the result of calculation paired t-test $t_{count} = 6.87$, $t_{count} > t_{table}$. It can be concluded that there is a significant difference in the students' score in narrative text with eleventh grade students of MA At-TawaazunPemalang in academic year of 2015/2016 between before and after treatment by using limited cloze test.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Alhamdulillah, I would like to express my deepest gratitude by saying thank to Allah SWT for the blessing and mercy given to me, so that I could compose and finish this research completely. Peace and salutation for the Prophet Muhammad who brings us from the darkness to the brightness.

I realize that I cannot complete this research without support, cooperation, help and encouragement from a lot of people. Therefore, I would like to extend my appreciation to all of them, especially to:

1. The Dean of Education and Teacher Training Faculty, Dr. H. Raharjo, M.Ed. St.
2. The Head of English Department, Dr. H. Ikhrom, M.Ag.
3. The Advisor, Nadiyah Ma'mun, M.Pd for the patience in providing careful guidance, helpful corrections, very good advice as suggestion and encouragement during the consultation.
4. All of my lecturers of English Education Department of Walisongo State Islamic University Semarang for valuable knowledge, and guidance during the years of my study.
5. Principal and Vice Principal of MA At-TawaazunPemalang, Kustadji, S.Pd.I and SitiAsiyah,S.Ag, and English Teacher of eleventhgrade, AndiWiharto, S.Pd and all students of eleventh grade who have helped the writer in doing research.

6. All of my friends at UIN Walisongo Semarang and also my friends with the same major English Language Education PBI A, PBI B and PBI C especially my class PBI B Nationalism, success for you all.
7. The deepest gratitude for my beloved parents, SorihinMukrim and IftitahDjam'an who always give me love and support in both material and immaterial. My beloved sisters, AnisaFatimatuzzahro and AdindaNurulKaunain, also my dearest brother, Muhammad Naufal who are always in my happiness and sorrow.
8. Last but not least, those who cannot be mentioned one by one, who had supported me to finish this thesis.

Finally, the writer realizes that this thesis is still far from being perfect, therefore, the writer will happily receive criticism in order to make it better. The writer hopes that this thesis would be beneficial for everyone. Amin.

Semarang, 17th of June, 2016

Writer,



FitriMeiyenny

NIM. 123411043

TABLE OF CONTENT

PAGE OF TITLE	i
THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR NOTE	iv
ABSTRACT	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
LIST OF APPENDICES	xi
CHAPTER I: INTRODUCTION	
A. Background of Research	1
B. Reason for Choosing Topic	6
C. Question of the Research	7
D. Objectives of the Research.	7
E. Pedagogical Significances of the Research .	7
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Literature Review	9
1. Reading	
a. The Definition of Reading	9
b. The Importance of Reading	10
c. Reading Ability	11
2. Cloze Test	13
a. The Definition of Cloze Test	13

b. The types of Cloze Test.....	14
c. The Usage of Cloze Test	16
3. Genre of the Text	20
4. Narrative Text	27
a. The Definition of Narrative Text....	27
b. Social Function of Narrative Text ..	28
c. Generic Structure of Narrative Text	28
d. The Language Feature of Narrative Text.....	30
B. Previous Research	31
C. Research Hypothesis	35

CHAPTER III: RESEARCH DESIGN

A. Research Design	36
B. Research Setting	37
C. Subject of Research	37
D. Variable and Info Research	38
E. Technique of Data Collection.....	39
F. Method of Data Analysis.....	40

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

A. Profile of MA At-Tawaazun.....	47
B. Description of Research.....	47
C. Data Analysis.....	49
D. Discussion of Research Finding	59

E. Limitation of Research.....	61
--------------------------------	----

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	62
B. Suggestion.....	63
C. Closing.....	64

BIBLIOGRAPHY

CURRICULUM VITAE

APPENDICES

APPENDICES LIST

- 1.1. Validity of Pre-test
- 1.2. Reliability of Pre-test
- 1.3. Discriminating Power of Pre-test
- 1.4. Validity of Post-test
- 1.5. Reliability of Post-test
- 1.6. Discriminating Power of Post-test
- 1.7. Pre-test Score
- 1.8. Post-test Score
- 1.9. Normality of Pre-test
- 1.10. Normality of Post-test
- 1.11. Paired T-test Analysis
- 1.12. The Subject Name List
- 1.13. Syllabus
- 1.14. Lesson Plan
- 1.15. Pre-test Worksheet
- 1.16. Post-test Worksheet
- 1.17. Inbox
- 1.18. Documentation Pictures