CHAPTER II
THE EFFECTIVENESS OF LIMITED CLOZE TEST FOR STUDENTS' READING ABILITY IN NARRATIVE TEXT

A. Literature Review

This chapter presents about review of related literature. It divided into five parts of major sections. They are cloze test, reading, genre of the text, narrative text, and cloze test as one of assessment in teaching language learning.

1. Reading

a. Definition of reading

Reading is one of basic skill which everyone should master it. There are so many sources which people can use to read, those are magazines, newspapers, novels, books. It is very important to master reading skill especially for students. Reading is one of the four skills that should be mastered by the students. As a matter of fact, it is not easy for students to read the teaching materials in a foreign language. They have to face new vocabularies and structures which they have not mastered yet.

Reading is also one of the language skills that play an important role in foreign language acquisition. Based on PezhmanZare and Moomala Othman quotes from Alfassi, reading is a complex cognitive activity that

is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction.[1] Reading is approached as thinking, a process of evaluating and reacting to text material and sorting; also organization and context.

We can conclude that reading is a cognitive process that involved our mind to think, convey, and communicate as well in society. So students need to know how to learn from reading in order to be able to enter the present literate society and have a successful communication.

b. The Importance of Reading

Reading in language itself has an important role. In English language learning, mainly in English second language classroom, reading is oneof the four language skills. And so do in English foreign language classroom, because it is important to learn reading more for people who are learning a new language.

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[1]PezhmanZare and Moomala Othman, *International Journal of Humanities and Social Science Vol. 3 No. 13; July 2013 Faculty of Educational Studies UniversitiPutera Malaysia The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners.*http://www.ijhssnet.com/journals/Vol_3_No_13_July_2013/22.pdf. 20 November 2015.

Mikulecky states some reasons why reading is important:[2]

1) Reading helps you learn to think in the new language.

2) Reading helps you build a better vocabulary.

3) Reading makes you more comfortable with written English. You can write better English if you feel comfortable with the language.

4) Reading may be the only way for you to use English if you live in non English speaking country.

5) Reading can help if you plan to study in an English speaking country.

c. Reading Ability

Reading is an activity with a purpose. A person reads and comprehends a text because of many purposes, for example, for getting information, developing knowledge or idea, and even for enjoyment. The reading text may include newspapers, letters, booklets, advertisements, magazines, stories book, encyclopedias, etc. Reading is the far reaching thing we can do; we can go around the world.

William classifies three purposes for reading namely getting general information from the text, getting specific information from the text and for pleasure or for

[2]BeatricesMikulecky and Linda Jefries, *More Reading Power,* 2nd Ed., (New York: Pearson Education, 2004), p.6.

interest. Rivers and Temperly list some of the reasons that language learning students may need or want to read:[3]

1) To obtain information for some purposes or because learners are curios about some topic.

2) To obtain instruction on how to perform some task for work or daily life.

3) To keep in touch with friends by correspondence or to understand business letters.

4) To know when or where something will take place or what is available.

5) To know what is happening or has happened (as reported in newspapers)

6) For enjoyment or excitement.

Reading for academic purposes is a multifaceted subject. However, there is one fundamental aspect which can be starting point for other considerations. When students read, it is a purpose. Clearly, students can have different purposes in their reading; these will include:[4]

1) To obtain information (fact, data, etc).

2) To understand ideas or theories, etc.

3) To discover authors' viewpoints.

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[3]W. Rivers and M. Temperly, *A Practical Guide to the Teaching of English as a Foreign or Second Language*, (New York: Oxford University Press: 1978), p.187

[4] R.R. Jordan, *English for Academic Purpose,* (Cambridge: University Press, 2002), p.143.

4) To seek evidence for their own point of view (and to quote) all of which may be needed for writing their essays, etc.

That is why reading skill is important to be conquered by language learning students, both of ESL or EFL.

2. Cloze Test

a. Definition of Cloze test

Cloze procedure was introduced by Taylor, with the idea in a fact people tends to complete an unfinished pattern, to make it mentally perfect and see parts as a whole. O'Malley quotes from Oller, the readers guessing of missing words is a kind of a gap filling - task that is not terribly unlike the perceiver's completion of imperfect visual patterns.[5]

As Jongsma wrote in his journal, deletions in these tests were usually highly selective and focused on high content words that conveyed meaning. However, the close procedure, as introduced by Taylor (1953), required the systematic, mechanical deletion of words.[6] Based on

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[5]J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners,* (United States: Addison Weasley Publishing: 1996), p.114.

[6] Eugene Jongsma, *The Cloze Procedure: a Survey of the Research,* http://files.eric.ed.gov/fulltext/ED050893.pdf. 4 November 2015.

Oller, Pikulski and Tobin, cloze test can be divided into many different types as how the way of deletion we take.[7]

b. The Types of Cloze test

Cloze test have many different types, such as:

1) Fixed Ratio

Words are deleted systematically by counting off, regardless of the part of speech. Every fifth, seventh, or ninth word may be deleted.

Example:

Site activity information. We keep {1}_____ of some of the actions {2}_____ take on Facebook, such as {3}_____ connections (including joining a group {4}_____ adding a friend), creating a {5}_____ album, sending a gift, poking {6}_____ user, indicating you "like" a {7}_____, attending an event, or connecting {8}_____ an application. (**Every sixth word may be deleted**)

2) Rational/Purposive Deletion Cloze

Words are deleted by part of speech or content are vocabulary rather than in a set numbering pattern.

[7] J. Michael O'Malley and Lorraine Valdez Pierce, p.114

Example[8]:

The recognition that one's feeling {1}_____ happiness {2}_____ unhappiness can coexist much like love and hate {3}_____ a close relationship may offer valuable clues {4}_____ how to lead a 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. (**Prepositions and conjunctions)**

3) Maze Technique

Three word choices are provided in each missing word interval.

Example:

It suggest, {5}_____ **(for/to/on)** example, that changing {6}_____ **(or/but/and)** avoiding things that make you miserable may well make you less miserable {7}_____ **(and/but/or)** probably no happier.

4) Limited Cloze

Word choices (one per blank) are provided all together in a word bank at the top or bottom of the page this is also a kind of multiple choice cloze.

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[8] H. Douglas Brown, *Language Assessment Principles and Classroom Practice,* (New York: Pearson Education, Inc: 2004), p. 202-203.

Example:

The recognition that one's feeling {1}_____ happiness{2}_____ unhappiness can coexist much like love and hate {3}_____ a close relationship may offer valuable clues {4}_____ how to lead a 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.

Words bank:			
of	for	in	about
but	or	and	

In this research, the researcher chooses limited cloze as the method will be use to measure students' reading ability. The reason I choose that type of cloze test is the student of EFL especially who live in village, have limit access to study English, and their motivation to study foreign language is lower than the students who live in city. So, the test form such as limited cloze test is alike matching game, then it will be interesting for them to do that test.

c. The Usage of Cloze Test

1. Cloze Test as Assessment

Grabe wrote in Richards and Renandya's book, that reading for comprehension is the primary purpose for reading, raising students awareness of

main idea, and exploring the organization of a text are essential for good comprehension.[9] And cloze test is one of reading assessment that helps student to explore the organization and many vocabularies of a text.

      If the cloze procedure is being used for language testing, the students are given a score according to how well the words guessed matched the original words, or whether or not they made sense.[10] Two types of scoring procedure are used:

a) The students must guess the exact word that was used in the original passage (as in the above example). This is called the exact word method.

b) The students can guess any word that is appropriate or acceptable in the context. This is called the acceptable word method (also the appropriate word method, the acceptable alternative method, and the contextually appropriate method).

[9] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching an Anthology of Current Practice,* (New York: Cambridge University Press: 2002), p. 277.

[10] Jack C. Richard. *Longman Dictionary of Language Teaching and Applied Linguistic 2nd edition,* (England: Longman Group: 1992.), p. 78

2. Cloze Test as the Teaching Reading

Raymond cited from Rye also, that cloze procedure can be used to teach reading because it goes beyond the sampling, reconstructing and matching demands of normal reading.[11] The reader not only reads the text but must also produce a word to fit a given context. The cloze procedure requires a search of a distribution of elements for the missing element. Because, cloze procedure as the teaching reading actually based on theory that reading is a psycholinguistic guessing game; in other word, that readers use a whole variety of cues to predict what is coming next.[12] The cues here can be the word shape, sentence context, or extra sentence context. But in this case, the writer will do the deletion for the verb, because it can train the students to know more about the change of the verb which is regular verb or irregular verb and also it include on the word shape area.

Weaver stated that the cloze procedure requires a search of a distribution of elements for the missing element. This search for the missing words is

[11] Patricia Raymond, *Cloze Procedure in the Teaching of Reading,* http://files.eric.ed.gov/fulltext/EJ387352.pdf. 25 November 2015.

[12] James Rye. *The Theory of Cloze Test as a Teaching of Reading,* email: james@jamesrye.com. 22 September 2016.

neither logical nor exhaustive because of imposed time constraints.[13] Then, the cloze procedure forces readers to recognize the interrelationships of language and to develop an awareness of sequence, both of which could help prediction. Especially for foreign language students, they have to know the appropriate meaning of the missing words to make the right sentence or story in this case. Here, the students have to guess a passage which removed by words. The cloze procedure can also be used to judge the difficulty of reading materials.

Subiyati support Weaver and Rye's statement that cloze test in teaching reading trains the students for recognizing and predicting, the right missing word of the passage context.[14] She is also cited from Jacobs that cloze test variant that suitable for teaching reading as follow:

- true false cloze
- multiple choice cloze
- fill in the blank cloze
- first letter cloze

[13] Patricia Raymond, *Cloze Procedure in the Teaching of Reading,* http://files.eric.ed.gov/fulltext/EJ387352.pdf. 25 November 2015.

[14] Subiyati*, Cloze Test Dalam Pengajaran Bahasa Inggris,* http://eprints.uny.ac.id/5010/1/Close_Test_dalam_Pengajaran_Bahasa_Inggris.pdf. 24 Agustus 2016

From the definitions above, the researcher can define that cloze test as a technique to improve the students' reading skills by guessing the deletion words in the text. And the researcher also choose limited cloze as a kind of multiple choice cloze for the deletion type that used in this research.

3. **Genre of The Text**

The genre of the text are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, review, anecdote, spoof, and news story[15].

a. Narrative

Purpose: To amuse/entertain the readers and to tell a story

1) Generic structure:
   a) Orientation
   b) Complication
   c) Resolution
   d) Re-orientation

2) Language features:
   a) Focus on specific and usually individually participants
   b) Use of material (action) processes
   c) Use of relational and mental processes

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[15] Prastikawati, dkk, *Writing 3,* (Semarang: IKIP PGRI, 2000), p. 15 - 54.

d) Use of temporal conjunction and temporal circumstances

e) Use past tense

f) Short telegraphic information about story summarized in one-sentence headline

b. Recount

Purpose: Showing memory of a series of events for purpose of informing or entertaining.

1) Generic structure:

a) Orientation

b) Events

c) Re-orientation

2) Language feature:

1) Focus on the individual participant

2) Use of material (action) processes

3) Use of past tense

4) Focus on a temporal sequences

5) Circumstances of time and place

c. Descriptive

Purpose: To describe something, particular person or place.

1) Generic structure:

a) Identification

b) Description

2) Language feature:

a) Focus on specific participant

b) Use of attributive and identifying processes

c) Frequent use of epithets and classifier in nominal groups

d) Use of simple present

d. Report

Purpose: To inform the way things are, with reference to arrange or natural, manmade, and social phenomena in our environment.

1) Generic structure:

a) General classification

b) Description

2) Language feature:

a) Focus on generic participants

b) Use of simple present

c) Use of "being" and "having" clauses

d) No temporal sequence

e. Explanation

Purpose: To explain the processes involved in the formation or working of natural or socio-cultural phenomena.

1) Generic structure:

a) A general statement

b) A sequenced explanation of why or how something occurs

2) Language feature:

    a) Focus on generic, non-human participant

    b) Use of simple present

    c) Use of temporal and causal conjunctive relations

    d) Use of mainly material or action clauses; some passive to theme right

f. Analytical Exposition

Purpose: To persuade reader/listener that something is the case.

1) Generic structure:

    a) Thesis

    b) Arguments

    c) Reiteration

2) Language feature:

    a) Focus on generic human and non-human participant

    b) Use of material processes

    c) Use of relational processes

    d) Use of mental processes

    e) Reasoning expressed as verbs and nouns

    f) Use of simple present

    g) More use of modality

g. Hortatory Exposition

Purpose: To persuade the reader/listener that something should or should not be the case.

1) Generic structure:

    a) Thesis

    b) Argument

    c) Recommendation

2) Language feature:

    a) Focus on generic human and non-human participant

    b) Use of mental processes

    c) Use of material processes

    d) Use of relational processes

    e) Use of simple present

h. Procedure

Purpose: To tell how something is done through sequence of actions or steps.

1) Generic structure:

    a) Goal

    b) Materials (optional)

    c) Steps 1-n

2) Language feature:

    a) Focus on generalized human agent

    b) Use of simple present tense, often imperative

    c) Use mainly of temporal conjunctions

    d) Use of material processes

i. Review

Purpose: To critique/complain about an art work or public performance.

1) Generic structure:
   a) Orientation
   b) Interpretative recount
   c) Evaluation
   d) Evaluative summation

2) Language feature:
   a) Focus on particular participants
   b) Direct expression of opinions through use of attitudinal lexis
   c) Use of elaborating and extending clause and group complexes to package the information
   d) Use of metaphorical language

j. Anecdote

Purpose: About telling something funny or amusing incident with expected ending.

1) Generic structure:
   a) Abstract
   b) Orientation
   c) Crisis
   d) Reaction
   e) Coda

2) Language feature:

    a) Use of material processes to retell the event (in present or past tense)

    b) Use of exclamation, rhetorical question and intensifiers to point up the significant of event

    c) Use of relational and mental processes to evaluate event

k. Spoof

Purpose: To retell something funny with a humorous twist or unexpected ending.

1) Generic structure:

    a) Orientation

    b) Event(s)

    c) Twist

2) Language feature:

    a) Focus on individual participant

    b) Use of material processes

    c) Circumstances of time and place

    d) Use of past tense

l. News story

Purpose: to elaborate sensational and dramatic events of the day.

1) Generic structure:

    a) Newsworthy events

    b) Background events

c) Sources

2) Language structure:

    a) Short telegraphic information about story summarized in one-sentence headline

    b) Use of material (action) processes to retell story

    c) Use of objecting verbal processes in source stage

    d) Focus on circumstantial meaning

    e) Often dramatic use of participant structure-especially in thematic position

4. Narrative Text

a. Definition of Narrative Text

Narrative is one of the genre text forms. It is the material which will be used by the writer in the teaching reading text. The writer measured the students' students reading ability in narrative text.

Narrative is one of the most commonly read, and the most understandable genre for all age. It also simply about entertaining a reader, and has a powerful social role beyond its entertainment side; so, it can influence the reader for changing their social opinion and attitude.[16]

A narrative tells about something that happened in the past.Signal words and time expressions make the order of narrative clear. Narrative is a text which contents

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[16] Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, (Sydney: University of New South Wales Press Ltd: 2005), p. 220-221.

about a story like a story of citizen (folktale), the story of animals (fable), legend, etc. that a narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards.

b. Narrative Social Function

Narrative social function is, based on Gerot and Wighell statement, a text to amuse, entertain, and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.[17]

Then, it is clear that narrative is an interesting medium to know how students' reading ability and their will in English learning is.

c. The Generic Structure of Narrative Text

Generic structure of narrative text[18]:

1) Orientation

   a) Introduces the characters and sparks the reader's interest in the characters.

   b) Tells the reader when, where, who, what, and why.

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[17] Linda Gerot and Peter Wighell, *Making Sense of The Functional Grammar,* (Sydney: Antipodean Educational Enterprises: 1995), p. 204.

[18]Prastikawati, dkk, *Writing 3*, p. 15.

c) Gives a hint about the problems which the characters will encounter.

2) Evaluation: optional

   a) Can occur as a separate stage but is also woven into the complication.

   b) It is where the storyteller comments on the events and makes them significant for the reader.

   c) Makes the reader care about what happens to the characters slows the action down and creates suspense which makes the reader want to find out what happens next.

3) Complication

   a) Something happens which the characters do not expect.

   b) The reader discovers the problem.

4) Resolution

   In which the problem is solved.

5) Re-orientation: optional

   This round off the story with a short comment on what happened or with a comment about the future lives of the characters.

   Example: *And they lived happily ever after.*

d. The Language Features of Narrative Text

Language feature of narrative[19]:

1) Using processes verbs;

2) Using linking verbs and linking words of time;

3) Using temporal conjunction and temporal circumstances;

4) Using material processes, behavioral and verbal processes;

5) Using relational processes and mental processes;

6) Using mental verbs and action verbs;

7) Focus on specific and usually individualized participants;

8) Some dialogue may include, using present or future;

9) Connectives, linking words to do with time;

10) Specific nouns, strong nouns have more specific meanings, e.g. 'oak' as opposed to tree;

11) Use of the senses, where appropriate, the senses can be used to describe and develop the experiences, setting and character, e.g. what does it smell like, what can be heard, what can be seen-details, what does it taste like, what does it feel like;

12) Using simple past tense form.

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[19]Rachmat Wahidi, *Genre of the Text*, http://rachmatwahidi.wordpress.com. 26 November 2015.

B. Previous Research

Related to this research, the researcher chooses some literature about previous researches which are relevant to the research.

1. A thesis written by Ufuk Bilki[20] (2011) about "The Effectiveness of Cloze Tests in Assessing The Speaking/Writing Skills of University EFL Learners" with the research questions as follow; a) To what extent are cloze tests a reliable and valid means of assessing preparatory school EFL learners' speaking skills? b) To what extent are cloze tests a reliable and valid means of assessing preparatory school EFL learners" writing skills? c) Are there important differences between cloze test preparation and scoring methods with regard to how well they assess students" speaking and writing skills? This research purposed to find out whether (and how) cloze tests can contribute to the assessment of speaking and writing skills of students reliably and practically. The method used here is correlation research, because the writer wanted to know to see how much correlation there was between the cloze test scores and interview or writing scores of the students. There are significant correlation between text type cloze tests, scoring method cloze test and deletion method cloze test for

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[20]Ufuk Bilki ,*The Effectiveness of Cloze tests in Assessing The Speaking/Writing Skills of University EFL Learners*. (Ankara: Bilken University: 2011)

preparatory school EFL learners' speaking and writing skills assessment, and there are important differences between those variables with regard to how well these cloze tests assess the students' productive skills, such as the preparation methods and the scoring method seems to be greatly influential with regard to how well the cloze tests measure speaking and writing skills. Meanwhile strategies used in this research is the students are examined different text selection, deletion methods and scoring methods of cloze tests to determine whether there are any differences in the success levels and it released that the preparation methods (text selection and deletion methods) and the scoring method seems to be greatly influential with regard to how well the cloze tests measure speaking and writing skills.

The similarity between my research and this research is both of them use cloze test as the assessment. The difference is the scope of the research, the deletion method of cloze test and the research method, meanwhile my research's scope for students of eleventh grades, use limited cloze test as the deletion method and as a quasi experimental research.

2. A Thesis written by Nuruddin Aji Nurviyanto[21](2013) about *"Peningkatan Keterampilan Menyimak Berita*

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[21]Nuruddin Aji Nurviyanto, *Peningkatan Keterampilan Menyimak Berita Menggunakan Listening in Action dan Teknik Rangsang Teks Rumpang Melalui Media Audio pada Siswa Kelas VIII B SMP N Boja.* (Yogyakarta: UniversitasNegeri Yogyakarta: 2008).

Menggunakan Metode Listening in Action dan Teknik Rangsang Teks Rumpang Melalui Media Audio pada Siswa Kelas VIII B SMP N 2 Boja" with the research questions as follow; a) How is the learning process of news observation through listening in action method and cloze test technique stimulation through audio medium at eighth B grades students of SMP Boja 2? b) How is the improvement of students' news observation after following the treatment of listening in action method and cloze test technique stimulation through audio medium? c) How is students' behavior changing after the treatment of listening in action method and cloze test technique stimulation through audio medium? This research purposed; a) To know about learning process of news observation through listening in action method and cloze test technique stimulation through audio medium at eighth B grades students of SMP Boja 2, b) To know about students' improvement of news observation after following the treatment of listening in action method and cloze test technique stimulation through audio medium, c) To know about students' behavior changing after the treatment of listening in action method and cloze test technique stimulation through audio medium. He conducted a classroom action research as the methodology of this research. There were three meetings during the research; they were pre-cycle test, cycle testI and cycle test II. He used observation, journal,

documentation, and interview in collecting the data. The result of the test showed that the students' score in the pre-cycle test was 59.84, the students' score in the cycle I test was 66.87 and the students' score in the cycle II test was 79.22. The achievement of the test showed that the treatment was successful because the result of the cycle II test was higher than the cycle I test. In line with this result, he concluded that the research improved students' skill of news observation after following the treatment of listening in action method and cloze test technique stimulation through audio medium.

The similarity between his research and my research is that he also used of cloze test as assessment. The differences between his research and my research are research design, my research used quasi experimental while his research used classroom action research, the focus of research, the setting of research and the data collection.

3. A thesis written by Lilis Sulistyowati[22] (2010) "The Effectiveness of Teaching Vocabulary Using Hyponymy Games" with the research question as follow; Does the effectiveness of using hyponymy games in teaching vocabulary increase students' ability to master vocabulary? And this research purposed is to find out the effectiveness of using hyponymy games in teaching vocabulary. She

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[22] Tania Surya Syawalia, *Cooperative Learning in Subject English Reading Skill,* (Bandung: UniversitasPendidikan Indonesia: 2013).

conducted a quasi experiment as the methodology of this research. The result of the test showed that the students' score in the pre- test was 60.5,the students' score in the post-test was 69. The achievement of the test showed that the treatment was successful because the result of the post-test was higher than the pre-test. In line with this result, she concluded that there is significant difference between the results of teaching vocabulary through hyponymy games for the students at Mts. Daarul Hikmah Pamulang.

The similarity between her research and my research is the research method she used, a quasi experimental one group pre-test post-test. Meanwhile the differences between her research and my research are the scope of research, the focus of research and the setting of research.

Based on the previous research, the researcher hopes "limited cloze test" will be effective to improve students' reading comprehension in teaching narrative text.

C. Research Hypothesis

Based on the result of literature review and previous research, the researcher concludes that there will be difference result between the students who taught by using cloze test and the students who do not use cloze test on their reading comprehension of narrative text.