

## ABSTRACT

**Besthari, Anindya Putri.** 2016. Cloze Test in Assessing Interactive Reading at Eleventh Grade Students of MA Miftahul Ulum Balong Ponorogo. **A Thesis.** Faculty of Education English Education Department State Islamic College of Ponorogo (STAIN Ponorogo). Advisor Dr. Ahmadi, M. Ag

**Key Words : Cloze Test, Assessment, Interactive reading**

Assessment is one of the important aspects in teaching English beside method and media. Since teaching without assessing the students is useless. Cloze test is one of the assessment tasks that can be applied to assess students' skill in reading, especially interactive reading. Cloze test forces the students to think deeply about the meaning in reading. They are also forced to choose words to insert in the blanks that fit with the meaning and structure in the passage. It means that they must read the passage comprehensively so that they can fill the blank spaces in the passage.

This research is aimed to find out the steps in implementing cloze test to assess interactive reading to the eleventh grade students of MA Miftahul Ulum Balong Ponorogo and find out the advantages and disadvantages of cloze test in assessing interactive reading to the eleventh grade students of MA Miftahul Ulum Balong Ponorogo.

The research method was qualitative with descriptive qualitative as its research design. English teacher and eleventh grade students were the subjects in this research. The data in this research were collected through observation, interview and documentation. Then, the data were analyzed by using data reduction, data display and conclusion drawing/verification.

From the research done, it can be concluded that the implementation of cloze test in assessing interactive reading is divided into 3 activities: (1) Preparation; in this stage, teacher prepares the lesson plan, learning material and worksheet. In preparing worksheet by using cloze test, she selects the passage first. Then, she types the passage and deletes some words in the text. (2) Application; in this phase, teacher applies the lesson plan that has been prepared before. (3) Assessment; in the last stage, the cloze activity is performed. After completing the cloze activity, teacher scores students' test. In addition, the implementation of cloze task to assess interactive reading has both advantages and disadvantages. The advantages are simple to be constructed and scored, encouraging students to understand text comprehensively, training students' independent because they perform the task individually and increasing the riches of students' vocabulary mastery. While the disadvantages are it just suitable for reading comprehension and this task is difficult to be performed by students who have the weaknesses in vocabulary mastery.

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Reading is one of our ways in getting the information. By reading books or any other sources, we know many things that happen around us and in the broad. Moreover, the first vision from God to Prophet Muhammad is the order to read. Therefore, reading is one of the important things in human life.

If it is connected with educational world, especially English education, reading is one of the fundamental skills. Likewise Nunan claimed that reading is an important skill in learning English as a second language. It becomes an important skill to be mastered both in learning English and in all classes where reading in English is needed. With strengthened reading skill, learners will make greater progress and development in all other areas of learning.<sup>1</sup> Thus, it can be said that reading is not only important in English learning, but also in all areas of learning.

To cover students' need of good reading skill, an English teacher usually should provide them with relevant teaching method and media. According to Richard, "Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based

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<sup>1</sup>David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 69.

upon, the selected approach.”<sup>2</sup> Meanwhile media are any equipment that can be used to support learning process in the classroom.

Apart from teaching method and media, assessment is also the important thing to be done in teaching reading. Caroline stated that assessment is the gathering information and making decisions on students’ knowledge.<sup>3</sup> Therefore, assessment is important since it is applied to find out how far students’ knowledge after receiving the materials.

Assessment is done at any level of students from beginners up to advanced to know students’ attainment about the material given. It can be applied after teaching learning process or in the form of mid-test and final test. In our country, assessment is done nationally through national examination. All sixth, ninth and twelfth grade students should join national examination to finish their studies at those levels. Furthermore, in teaching language skill, teacher also should do the assessment to find out students’ mastery in language skill. Thus, assessment can be conducted at the end of learning process, mid-term test, final test or national examination in order to assess students’ knowledge, include language skill.

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<sup>2</sup>Jack C. Richard, *Approaches and Methods in Language Teaching* (United Kingdom: Cambridge University Press, 1986), 15.

<sup>3</sup>Linse Caroline, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill Companies, Inc., 2005), 138 – 139.

There are many assessment tasks to assess learner's language skill, especially reading skill. One of the suitable tasks that can be used is cloze test.

According to Alderson:

Cloze tests are typically constructed by deleting from selected texts every n – th word (n usually being a number somewhere between 5 and 12) and simply requiring the test-takers to restore the word that has been deleted. One or two sentences are usually left intact at the beginning and end of the text to provide some degree of contextual support.<sup>4</sup>

In short, cloze test is an assessment task to assess reading by deleting some words in the text. The students are asked to fill those lost words.

In addition, Adrienne said:

Cloze activities are helpful in supporting English language learners to focus on meaning in reading. Although new vocabulary may be difficult for the readers, cloze activities help the students to learn ways in which the context of the reading passage – in combination with their knowledge of phonics, syntax and prior knowledge about the topic – can support their understanding of the text they read. Cloze activities can be used at any level. They force the reader to think about the meaning of the passage and to choose words to insert in the blanks that fit the meaning, structure and genre of the piece.<sup>5</sup>

Based on pre-research done through interview, Ms. Endang as an English teacher explained that cloze procedure is also applied at MA Miftahul Ulum Balong Ponorogo, especially in the eleventh grade. She claimed that at

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<sup>4</sup>Charles Alderson, *Assessing Reading* (United Kingdom: Cambridge University Press, 2000), 207.

<sup>5</sup>Adrienne L. Herrel, *Fifty Strategies for Teaching English Language Learners* (United States: Pearson Education, Inc., 2008), 234.

eleventh grade, cloze test is often applied in the mid-term test, final test and daily assessment that usually done at the end of learning process.

Moreover, she informed that cloze test helps the students to understand more about sentence structure and also vocabulary. It makes them should read the text comprehensively. They also think deeply about the answer to fill the blank space, do not work haphazardly. She sees that cloze test brings the positive effect for the students so that she uses this kind of assessment in assessing reading, especially interactive reading.<sup>6</sup>

In addition, she added that cloze test can create students' independent. Since when they are performing cloze test, they must complete the test based on the provided time so that they have no time to ask their friends.<sup>7</sup> From this fact, she believes that cloze test gives the positive impact for students so that it is important to be applied in assessing students' reading skill.

Indeed, cloze test is successfully implemented at the eleventh grade students of MA Miftahul Ulum Ponorogo. It can be seen from the observation done that students are seriously completing the task. They also complete it independently and on time.<sup>8</sup> The success in the assessment process indicates the successful of teaching learning process at MA Miftahul Ulum Ponorogo, especially at eleventh grade. If the learning process fails, the assessment cannot be done well.

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<sup>6</sup>Interview Transcript Number : 01/I/12-4/2016

<sup>7</sup>Ibid

<sup>8</sup>Observation Transcript Number : 03/O/016-IV/2016

Besides that, one interesting point when she applies cloze test is the students always open their dictionaries to find out the difficult words that they do not know the meaning. Usually, students are lazy to open dictionary. However, when they do cloze test questions, they are persuaded to find out the difficult words in the dictionary. It is because Ms. Endang chooses the interesting passage and they become eager to complete the task in order to know the story. Therefore, it becomes one of the Ms. Endang's interesting techniques to assess students' reading skill.<sup>9</sup>

From the description above, the researcher is interested to conduct a research entitled **“Cloze Test in Assessing Interactive Reading at Eleventh Grade Students of MA Miftahul Ulum Balong Ponorogo.”**

## **B. Research Focus**

There are some tests that can be used in assessing interactive reading; one of them is cloze test. The research focuses in this study are:

1. The steps of cloze test implementation in assessing interactive reading
2. Advantages and disadvantages of cloze test in assessing interactive reading

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<sup>9</sup>Observation Transcript Number : 03/O/016-IV/2016

### **C. Statement of The Problems**

1. What are the steps of cloze test implementation to assess interactive reading to the eleventh grade students of MA Miftahul Ulum Ngraket Balong Ponorogo in academic year 2015/2016?
2. What are the advantages and disadvantages of using cloze test in assessing interactive reading to the eleventh grade students of MA Miftahul Ulum Ngraket Balong Ponorogo in academic year 2015/2016?

### **D. Objectives of The Study**

1. To find out the steps of cloze test implementation to assess interactive reading to the eleventh grade students of MA Miftahul Ulum Ngraket Balong Ponorogo in academic year 2015/2016
2. To find out the advantages and disadvantages of using cloze test in assessing interactive reading to the eleventh grade students of MA Miftahul Ulum Ngraket Balong Ponorogo in academic year 2015/2016

### **E. Significance of The Study**

There are two kinds of significance of the study:

1. Theoretical significance

It is expected to give evidence scientifically about the implementation of cloze test in assessing interactive reading.

## 2. Practical significance

### a. For English teachers

It helps the teachers to know other kind of task that can be used for assessing interactive reading.

### b. For students

Make the students think deeply in answering the questions, rather than answer it haphazardly. Moreover, it is expected to increase students' enthusiasm in doing the assessment because they have variation type of task.

### c. For researcher

Obtain the information about using cloze test in assessing interactive reading to the eleventh grade students of MA Miftahul Ulum Balong Ponorogo in academic year 2015/2016.

### d. Institution

It can be used as reference for other researchers.

## F. Research Method

Research method is one of the important aspects that should be considered by the researcher. Since through the appropriate research method, the researcher will obtain a good result. According to Kothari, research method may be understood as all those methods/techniques that are used for

conduction of research. He added that all those methods which are used by the researcher during the course of studying his research problem are termed as research methods.<sup>10</sup> In the other words, research method is all methods used by researcher to solve the research problems.

The research method covers research design, researcher role, research location, data source, technique of data collection, technique of data analysis, verification of data validities and research procedure.

### **1. Research Design**

This research applies descriptive qualitative design. It tries to explore and describe more about the use of cloze task in assessing interactive reading. According to Creswell, “Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”.<sup>11</sup> It describes the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos.

This research also uses the natural setting in the field because it is the characteristic of qualitative research. Likewise Ritchie stated that “The researchers study things in their natural settings, attempting to make sense of or to interpret, and phenomena in terms of the meanings people bring

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<sup>10</sup>Kothari, Research Methodology: Methods and Techniques (New Delhi: New Age International Publisher, 2004), 7 – 8.

<sup>11</sup>John W. Creswell, Research Design (United States: Sage Publications, Inc., 2009), 4.

to them”.<sup>12</sup> Thus, it can be concluded that qualitative research emphasizes on the words form of data rather than numbers. Beside it, qualitative also uses a natural setting in the field.

## 2. Researcher's Role

Fraenkel stated that “There are two different roles that a researcher can take in qualitative research, that is, participant observation and nonparticipant observation”.<sup>13</sup>

Qualitative research cannot be separated from participant observation, because the role of researcher in qualitative is establish the entire scenario in research location.

Therefore, in this research, researcher has a role as participant observation. It means that the researcher is a key instrument to fully participate in all things that happen in the research location.

## 3. Research Location

This research takes place in MA Miftahul Ulum that located in Balong Ponorogo. The researcher takes this school as research location for a reason:

- a. Cloze test has been used in assessing reading at this school

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<sup>12</sup>Jane Ritchie, *Qualitative Research Practice* (London: Sage Publications, Inc., 2003), 3.

<sup>13</sup>Jack R. Fraenkel, *How to Design and Evaluate Research in Education* (New York: McGraw Hill Companies, Inc., 2009), 441.

#### **4. Data Source**

Data source is the subject of the research. The subject here is eleventh grade students at MA Miftahul Ulum Balong Ngraket Ponorogo and the English teacher. The other data are taken from document and all which relevant with this study.

#### **5. Technique of Data Collection**

The researcher uses documentation, interview and observation techniques to collect the data in the field.

##### **a. Documentation**

Documentation is an important thing to gather the data in the field. Creswell stated that “During the process of research, the researcher may collect qualitative documents. These may be public documents (e.g. newspaper, minute of meeting, official report) or private documents such as personal journals, diaries, letters, etc”.<sup>14</sup>

Documentation technique is done in this research to obtain the primary data such as students’ worksheet and some photos related with the implementation of cloze test. In addition, documentation is also used to gain the supporting data like school’s profile, organization structure, point of view and mission and etc.

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<sup>14</sup>John W. Creswell, Research Design, 181.

b. Interview

Qualitative interviews are special kinds of conversations used by researchers to explore informants' experiences and interpretations.

Robert Stake explained:

Interviews are used for a number of purposes. For a qualitative researcher, perhaps the main purposes are:

- 1) Obtaining unique information or interpretation held by the person interviewed
- 2) Collecting a numerical aggregation of information from many persons
- 3) Finding out about "a thing" that the researchers were unable to observe themselves.<sup>15</sup>

Additionally, Hatch described that:

There are two kinds of qualitative interview: informal and formal interview. Informal interviews are unstructured conversations that take place in the research scene. Informal interviews provide opportunities to ask participants to explain their perspectives on what the researcher has observed.

Formal interviews are sometimes called "structured," "semi structured," or "in-depth" interviews. It is called as formal to distinguish them from informal interviews and because they are planned events that take place away from the research scene for the explicit purpose of gathering information from an informant.<sup>16</sup>

To support this study, interview is also done by the researcher.

The researcher will interview Miss. Endang as an English teacher there to obtain the data about:

<sup>15</sup>Robert E. Stake, *Qualitative Research* (New York: The Guilford Press, 2010), 95.

<sup>16</sup>J. Amos Hatch, *Doing Qualitative Research Education Settings* (United States: State University of New York Press, 2002), 92.

- 1) Advantages and disadvantages of cloze test
- 2) The steps of cloze test implementation to assess students' interactive reading

In addition, some students also will be interviewed to explore their opinions about cloze test implemented in assessing their reading skills and the steps in implementing cloze test. Moreover, interview will be done in formal situation or in-depth interview.

c. Observation

Research observation must be systematic, intentional, and theoretical. Griffie mentioned:

Systematic means the observation is not occasional, but must be principled so that it covers the area or time of interest. Intentional means the observer has a reason for observing. Theoretical means the observer is working with or looking for underlying principles.<sup>17</sup>

The other opinion exposed by Cohen that "Observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations".<sup>18</sup>

In this research, observation will be done to observe the steps of cloze test's implementation in assessing interactive reading. The researcher will join teaching learning process in the classroom

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<sup>17</sup>Dale T. Griffie, *An Introduction to Second Language Research Methods* (United States: TESL-EJ Publications, 2012), 178.

<sup>18</sup>Louis Cohen, *Research Methods in Education* (USA: Routledge, 2007), 396.

included the process of assessment and teacher's preparation in conducting the assessment.

## 6. Technique of Data Analysis

Analysis is defined as analyzing the data gotten from the field through data reduction, display and conclusion or verification. Matthew describes these activities below:

### a. Data Reduction

Data reduction is meant as the process of selecting, focusing, simplifying, abstracting and transforming the data gotten during research process. The researcher usually writes the result of research in the field notes or transcriptions. These data can be reduced through some ways: selection, summary or paraphrase, through being subsumed in a larger pattern and so on.

In this research, the data gotten will be reduced through selection and summary. Selection is done to select the important data. In addition, summary is applied to get the point of the data.

### b. Data Display

The second activity in analyzing the data is data display.

Matthew explained:

Generically, a display is an organized, compressed assembly of information. The displays include many types of matrices,

graphs, charts and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening.<sup>19</sup>

In this research, the summarized data will be displayed through graphic description. It means that the researcher will describe the data in a clear description. It aims at facilitating the readers or the analysts in comprehending the displayed data.

c. Conclusion Drawing /Verification

The third activity of data analysis is conclusion drawing and verification. Matthew stated:

From the start of data collection, the qualitative analyst is beginning to decide what things mean – is nothing regularities, patterns, explanations, possible configurations, causal flows and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, inchoate and vague at first, then increasingly explicit and grounded.

Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus," or with extensive efforts to replicate a finding in another data set.<sup>20</sup>

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<sup>19</sup>Matthew B. Miles, *Qualitative Data Analysis* (London: SAGE Publications, 1994), 11.

<sup>20</sup>*Ibid.*,

In this research, after the data are reduced and displayed, they will be concluded. Thus, the readers or the analysts will accept the explicit and grounded information about this research.

## 7. Verification of Data Validities

The legality of data is the important concept which proven by validity concept and reliability. In qualitative research, the validity of data is verified by using diligence observation and triangulation. The diligence observation in this research is done by intensive observation toward the implementation of cloze test in assessing interactive reading at MA Miftahul Ulum Ponorogo. The researcher will join teaching learning process include the process of students' assessment and teacher's preparation in conducting the assessment.

Lisa explained: "Triangulation is a method used by qualitative researchers to check and establish validity in their studies".<sup>21</sup> In this research, some types of triangulation will be examined:

### a. Data triangulation

Data triangulation involves the use of different sources of data or information. In this research, the researcher will conduct in-depth interview with Miss. Endang as an English teacher in MA Miftahul

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<sup>21</sup>Lisa A. Guion, Triangulation: Establishing the Validity of Qualitative Studies (University of Florida: FCS6014, 2002), 1.

Ulum Ponorogo to gain deep information about the advantages and disadvantages of cloze test to assess interactive reading. Besides that, interview also will be conducted to gather information about the steps in implementing cloze test. Then, the researcher interviews some students to gain their perspectives about cloze test and the steps in implementing cloze test. These data will be triangulated by looking for outcomes that are agreed upon by all informants.

b. Methodological triangulation

Lisa A. Guion stated: “Methodological triangulation involves the use of multiple qualitative methods to study the program”.<sup>22</sup> In this research, the researcher uses interview, observation and documentation to obtain any data related with the study. If the findings from all of the methods draw the same or similar conclusions, then validity in the findings has been established.

c. Theory triangulation

The third triangulation’s type that will be examined is theory triangulation. Hales said: “Theory triangulation is the use of multiple theories or hypotheses when examining situation or phenomenon”.<sup>23</sup>

In this research, the researcher uses multiple theories related with cloze test, such as:

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<sup>22</sup>Ibid., 2.

<sup>23</sup>David Hales, An Introduction to Triangulation (Switzerland: UNAIDS, 2010), 16.

- 1) Douglas Brown in his book entitled *Language Assessment Principles and Classroom Practices* stated that interactive reading can be assessed by using cloze test
- 2) Paul C. Burns in his books entitled *Teaching Reading in Today's Elementary School* explains the steps in conducting cloze test. This theory is supported by other theories from David A. Jacobsen, Abdul Majid, Hamzah B. Uno and Patricia Raymond.
- 3) Riabtseva's theory mentions about the advantages of cloze test. Lisa added: "The validity is established when the theories interpret the information in the same way (draw the same conclusion)".<sup>24</sup>

## 8. Research Procedure

There are four stages in doing the research:

### a. Pre-research stage

At this phase, the researcher:

- 1) Determining MA Miftahul Ulum Ponorogo as research location
- 2) Establishing Ms. Endang and some eleventh grade students as informant in this research
- 3) Doing interview with Miss Endang to conduct pre-research
- 4) Getting the license letter from academic section

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<sup>24</sup>Lisa A. Guion, *Triangulation: Establishing the Validity of Qualitative Studies*, 2.

5) Preparing any equipment needed in the research process, like instrument, etc.

b. Research stage

Join in the research along with collect the data from research location

c. Data analysis stage

In this stage, the researcher analyze the data obtained from research process in MA Miftahul Ulum Ponorogo

d. Writing a report of the research

### **G. Organization of The Thesis**

This phase consists of the research plan that formulated into:

#### **CHAPTER I : INTRODUCTION**

This chapter consists of description about the whole of the research. It is written to make the readers easier in understanding the content of the research. It includes background of the study, research focus, statement of the problem, research objective, significance of study, research methodology and organization of the thesis.

## **CHAPTER II : THEORETICAL BACKGROUND AND PREVIOUS RESEARCH FINDINGS**

This chapter focuses on exposing the theories related with the study. In addition, some previous researches are inserted to support the study.

## **CHAPTER III : DATA DESCRIPTION**

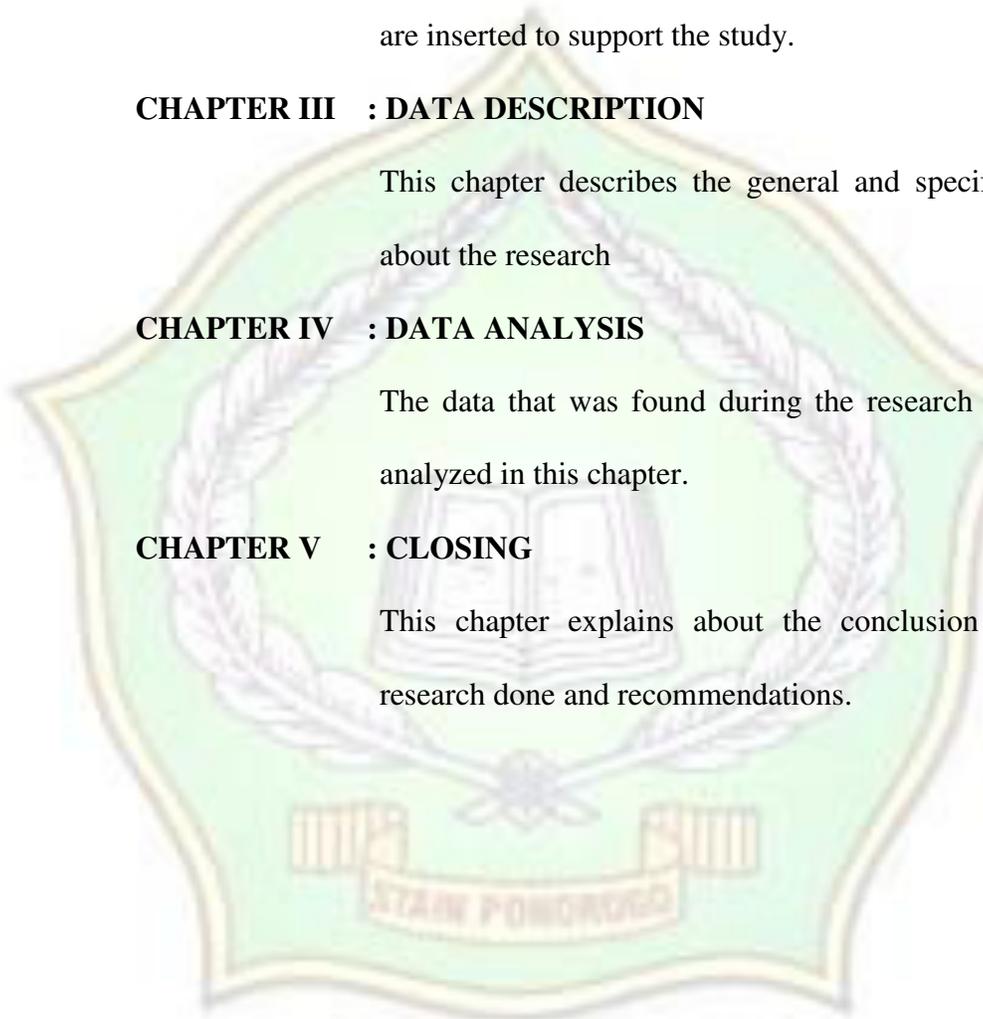
This chapter describes the general and specific data about the research

## **CHAPTER IV : DATA ANALYSIS**

The data that was found during the research process analyzed in this chapter.

## **CHAPTER V : CLOSING**

This chapter explains about the conclusion of the research done and recommendations.



## CHAPTER II

### THEORETICAL BACKGROUND AND PREVIOUS RESEARCH FINDINGS

#### A. Theoretical Background

##### 1. Reading

Reading is a process of readers in constructing new meaning by using text and combines it with their background knowledge. Johnson said: “Reading is the practice of using text to create meaning”.<sup>25</sup> In the other words, this process involves prior knowledge that is developed through the text to get a new understanding. Therefore, the readers, the text, and meaning are key elements in reading activity.

In reading, there are also two strategies: fluent reading and strategic reading. According to Bailey:

Fluent reading is an ability to read at an appropriate rate with adequate comprehension. While strategic reading is defined as the ability of the readers to use a wide variety of reading strategies to accomplish a purpose reading. Good strategic readers know what to do when they encounter difficulties.<sup>26</sup>

Thus, fluent reading is reading the text with high comprehension.

While strategic reading is reading the text to a certain purpose.

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<sup>25</sup>Andrew P. Johnson, *Teaching Reading and Writing* (United States: Rowman & Littlefield Publishers, Inc, 2008), 3.

<sup>26</sup>Kathleen M. Bailey, *Practical English Language Teaching: Reading* (New York: McGraw-Hill, 2008), 3.

## 2. Process of Reading

There are two processes of reading: bottom-up and top-down. Both processes will be explained below:

### a. Bottom-up

Nunan explained:

Bottom-up models typically consist of lower-level reading processes. Students start with fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, longer text, and finally meaning, is the order in achieving comprehension.<sup>27</sup>

Bottom-up process is usually applied in intensive reading. Intensive reading involves a short reading passage followed by textbook activities to develop comprehension and/or a particular reading skill. Most textbook used to teach first and second language reading using an intensive reading approach.<sup>28</sup>

### b. Top-down

Top-down model is the second process in reading. Nunan stated that top-down model begins with readers' comprehension that utilizes their prior knowledge to make predictions. When they read a text, this exist knowledge is used to confirm or reject the predictions

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<sup>27</sup>David Nunan, *Practical English Language Teaching*, 70.

<sup>28</sup>*Ibid.*, 71.

made. This process focuses on meaning rather than on mastery of word recognition.

Top-down approach is used in extensive reading. Extensive reading means read many books (or longer segments of text) without a focus on classroom exercises that may test comprehension skills.<sup>29</sup>

### 3. Types of Reading

Reading has four types. As Brown mentioned that there are four different types reading: perceptive reading, selective reading, interactive reading and extensive reading.<sup>30</sup> The explanation of each type can be read below:

#### a. Perceptive Reading

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

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<sup>29</sup>Ibid., 71 – 72.

<sup>30</sup>Douglas Brown, *Language Assessment Principles and Classroom Practices* (California: Longman, 2003), 189.

b. Selective Reading

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down may be used.<sup>31</sup>

c. Interactive Reading

Ketabi stated: "Reading long stretches of language (from one paragraph to several pages) which involves sociolinguistic interaction with the text is called interactive reading".<sup>32</sup> Moreover, Brown added:

Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instance of bottom-up performance may be necessary.<sup>33</sup>

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<sup>31</sup>Ibid., 189.

<sup>32</sup>Somaye Ketabi, "Methods of Assessing Reading Used by Iranian EFL Teachers", *International Journal of Research Studies in Education*, 2 (April, 2016), 31.

<sup>33</sup>Brown, *Language Assessment Principles and Classroom Practices*, 189.

d. Extensive Reading

Brown stated that extensive reading usually focuses on novels, essays, long articles, short stories, books and technical reports.<sup>34</sup>

Ketabi added: “Global understanding of the text is in focus in this type of reading. When readers are involved in extensive reading, they usually make use of top-down processing”.<sup>35</sup>

In short, there are four different types of reading that have its own focus and assessment task.

#### 4. Reading Assessment Task

Defining reading assessment tasks based on four types of reading will give teachers a clear image of assessment tasks. Each of the four types of reading and their relevant assessment considerations are explained by Brown and Ketabi in detail in the following.

a. Perceptive Reading

Perceptive reading usually applies the tasks that include alphabets, words, and sentence recognition and can be carried out by the use of reading aloud, written responses, multiple-choice items, and picture-cued items.

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<sup>34</sup>Ibid., 189.

<sup>35</sup>Somaye Ketabi, *Methods of Assessing Reading Used by Iranian EFL Teachers*, 31.

b. Selective Reading

As explained above, selective reading is used to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.

Some possible tasks that can be used to assess selective reading are multiple choices (for form-focused criteria), matching task, editing task, picture-cued task and gap-filling task.<sup>36</sup>

c. Interactive Reading

Tasks at this level, like selective tasks, have a combination of form-focused and meaning-focused objectives but with more emphasis on meaning. Texts are little longer, from a paragraph to as much as a page or so in the case of ordinary prose.

The tasks like cloze test, impromptu reading plus comprehension questions, short-answer task, editing (longer text), scanning, ordering task and information transfer: reading chart, map, graph, and diagram can be applied in assessing interactive reading.

d. Extensive Reading

Extensive reading involves somewhat longer texts like journal articles, technical reports, longer essays, short stories and books.

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<sup>36</sup>Ibid., 31

In addition, to those applications are tasks that are unique to extensive reading: skimming tasks, summarizing, responding to reading and note-taking.<sup>37</sup>

## 5. Interactive Reading

### a. The Nature of Interactive Reading

The interactive model views reading as an interaction between reader and text, not simply a one-way exchange of information. Alicia Anthony stated that the interactive reading model describes a model of the reading process and the way linguistic elements are processed and interpreted by the brain.<sup>38</sup> David E. Rumelhart added that interactive reading has the characteristic below:

In brief, an interactive model is one in which data-driven, bottom-up processing combines with top-down, conceptually driven processing to cooperatively determine the most likely interpretation of the input.<sup>39</sup>

In top-down processing, the act of reading begins with the reader generating hypotheses or predictions about the material, using visual cues. For instance, the reader of a folktale that begins with the words

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<sup>37</sup>Brown, *Language Assessment Principles and Classroom Practices*, 201 – 213.

<sup>38</sup><http://oureverydaylife.com/interactive-reading-model-13048.html>. Accessed on July, 16<sup>th</sup> 2016.

<sup>39</sup>David E. Rumelhart, *Interactive Processes in Reading* (New Jersey: Lawrence Erlbaum Associates, Publishers, 1981), 37.

“Once upon a time there was a man who had three sons...” forms hypotheses about what will happen next, predicting that there will be a task to perform or a beautiful princess to win over and that the oldest two sons will fail but the youngest will attain his goal. Because of these expectations, the reader may read the material fairly quickly, giving attention primarily to words to confirm the expectations. Close reading occurs only if the hypothesis formed is not confirmed and an atypical plot unfolds. Otherwise, the reader can skip many words while skimming for key words that move the story along.

In bottom-up processing, reading is initiated by examining the printed symbols and requires little input from the reader. The identification begins with print, i.e. letter or word, and proceeds to progressively larger linguistic units, phrases, sentences, etc. ending in meaning. A reader using bottom-up processing might first sound out a word letter by letter and then pronounce it, consider its meaning in relationship to the phrase in which it is found, and so on.

When reader processes a store of knowledge about the print, language and world, a top-down process can be used. The reader uses this knowledge first to predict what the printed page contains and then to confirm or refute the predictions.<sup>40</sup>

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<sup>40</sup><http://uastudent.com/interactive-theories-methodology-of-flt/> Accessed on July, 16<sup>th</sup> 2016

b. Genre In Interactive Reading

Brown mentioned there are some genres that tend to interactive reading, such as anecdotes, short narratives, descriptions, questionnaires, memos, announcements, recipes and the like. In addition, the focus of interactive reading is identifying lexical, symbolic, grammatical and discourse.<sup>41</sup>

**6. Cloze Test**

a. Defining Cloze Test

The cloze procedure was introduced by Taylor firstly on 1953 based on the Gestalt concept. It is supported by Patchara that stated: “The principle of the cloze test is based on the Gestalt concept of “closure” which means the ability to fill in the parts in an incomplete message. The cloze test was used as the teaching device for teachers to improve students’ reading skills”.<sup>42</sup>

Based on the concept above, cloze test can be defined as a task that provides test-takers with some deleted words in the text. The test-takers must fill the deleted phase with the appropriate words. In the same manner as Herrel stated that cloze activities are based on

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<sup>41</sup> Brown, Language Assessment Principles and Classroom Practices, 189.

<sup>42</sup>Patchara Wonghiransombat, The Cloze Test and The C-Test, an Article, Language Institute of Thammasat University, pg. 1.

written text in which some words are left out and blanks are inserted.<sup>43</sup>

Other opinion is claimed by Bennu. He stated that in cloze procedure, the deleted words are started after the sentences in introduction are left complete. The deletion rate is mechanically set, usually between every fifth and eleventh word.<sup>44</sup>

Some teachers sometime are difficult to differentiate between blank-filling and cloze test. Both of them are similar in several ways, but there is basic difference between the two.

Bennu explained the basic different between blank-filling and cloze task, that is:

In an ordinary blank-filling test, teachers decide which words they will delete from a text. In a cloze test, however, teachers never choose which words they want omit: they delete the words systematically.<sup>45</sup>

In short, from some opinion above, it can be concluded that cloze test is a test procedure that provide a deleted words in a text. However, teacher should omit the words systematically usually in every fifth and eleventh words.

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<sup>43</sup> Adrienne L. Herrel, *Fifty Strategies for Teaching English Language Learners*, 231.

<sup>44</sup> Mansyur Bennu, *Language Assessment* (Jakarta: Ministry of National Education, 2009), 29.

<sup>45</sup> *Ibid.*,

b. The Types of Cloze Test

The cloze procedure is used to construct a language test by deleting from a passage some information which test-takers must fill in. In conducting the cloze test, teacher can apply one of the four types that are mentioned by Brown. These four types are fixed-ratio cloze, rational cloze, multiple choice and c-test.

1) Fixed-ratio cloze

This kind of cloze test is constructed by deleting words according to a fixed pattern (e.g., every seventh word).<sup>46</sup>

The example of fixed-ratio cloze test (every seventh word):

The recognition that one's feelings of (1) \_\_\_\_ and unhappiness can coexist much like (2) \_\_\_\_ and hate in a close relationship (3) \_\_\_\_ offer valuable clues on how to (4) \_\_\_\_ a happier life. It suggests, for (5) \_\_\_\_ that changing or avoiding things that (6) \_\_\_\_ you miserable may well make you (7) \_\_\_\_ miserable but probably no happier.<sup>47</sup>

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<sup>46</sup>Douglas Brown, *Readings on Second Language Acquisition* (United States: Prentice-Hall Inc., 1995), 390.

<sup>47</sup>Douglas Brown, *Language Assessment Principles and Classroom Practices*, ..... Pg. 202.

## 2) Rational cloze

Brown stated: “The rational cloze allows the test developer control over the type of word deleted, and thus the language traits measure”.<sup>48</sup>

Here is the example of rational cloze (deletion of preposition and conjunction):

The recognition that one’s feelings (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 suggests, (5) \_\_\_\_\_ example, that changing (6) \_\_\_\_\_ avoiding things that make you miserable may well make you less miserable (7) \_\_\_\_\_ probably no happier.<sup>49</sup>

## 3) Multiple choice

The multiple choices cloze had exactly the same words deleted as the rational cloze. For each blank, four alternatives were given; in most cases the three distracters were the same part of speech as the correct answer.<sup>50</sup>

The example of multiple choices in cloze task:

I want to buy a \_\_\_\_\_ in the pet shop. Book/cat/meal/bike

<sup>48</sup>Douglas Brown, *Readings on Second Language Acquisition*,..... pg. 390.

<sup>49</sup>Douglas Brown, *Language Assessment Principles and Classroom Practices*,..... pg. 203.

<sup>50</sup>Douglas Brown, *Readings on Second Language Acquisition*,..... pg. 397.

#### 4) C-test

The c-test was constructed based on the instructions given by Klein-Braley and Raatz (1984). C-test specifies that deletions are made on the second half of every other word in a short segment of text.<sup>51</sup>

The example of c-test cloze:

The recognition th\_\_ one's feel\_\_ of happ\_\_ and unhap\_\_ can coe\_\_ much li\_\_ love a\_\_ hate i\_\_ a cl\_\_ relati\_\_ may of\_\_ valuable cl\_\_ on h\_\_ to le\_\_ a hap\_\_ life. I\_\_ suggests, f\_\_ example, th\_\_ changing o\_\_ avoiding thi\_\_ that ma\_\_ you mise\_\_ may we\_\_ make y\_\_ less mise\_\_ but prob\_\_ no hap\_\_.<sup>52</sup>

Those are the kinds of cloze test with its own example of task models. Teacher can choose the task model based on the students' level.

#### c. Steps in Conducting Cloze Test

Assessment is done after teaching learning process in the class. However, before teaching, the teacher must make a preparation first. Then, she/he can apply her/his preparation in teaching learning process. Assessment is the last phase in teaching learning process. In

<sup>51</sup>Ibid.,

<sup>52</sup>Douglas Brown, *Language Assessment Principles and Classroom Practices*, ..... pg. 204.

the same manner as David A. Jacobsen stated that the base stages in teaching are planning, implementing and assessment.<sup>53</sup>

Abdul Majid mentioned that planning is approximating an action that will be done in teaching learning process. Planning needed to be done to coordinate learning components, such as: base competence, learning objectives, material, indicator, instructional strategy, learning scenario and assessment.<sup>54</sup>

The second stage is implementing. In this stage, teacher applies her/his plan in the teaching learning process in the class. Jacobsen explained: “After determining objectives of learning, teacher can use the relevant strategy to reach those objectives”.<sup>55</sup> It can be implemented in teaching learning process.

The last stage is assessment. At this phase, as Hamzah stated that teacher tries to get any information that can be used to take the decision about students.<sup>56</sup> In addition, Jacobsen added that assessment can be done through some ways, such as: managing tests, quizzes, evaluating homework or observing students’ response from teacher’s question or comments. Teacher can use each method to take

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<sup>53</sup>David A. Jacobsen, et, al, *Methods For Teaching Eighth Edition* (Yogyakarta: Pustaka Pelajar, 2009), 20.

<sup>54</sup>Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru* (Bandung: Remaja Rosdakarya, 2007), 89.

<sup>55</sup>David A. Jacobsen, et, al, *Methods For Teaching Eighth Edition*,..... pg. 21.

<sup>56</sup>Hamzah B. Uno and Satria Koni, *Assessment Pembelajaran* (Jakarta: PT. Bumi Aksara, 2013), 2.

a decision whether the learning objectives that have been determined in planning stage are reached or not.<sup>57</sup>

One of the tests that can be applied in assessment stage is cloze test. Assessing the students by using cloze test can be done through some steps that listed by Burns below:<sup>58</sup>

1) Select a passage

Selecting a passage is the first thing that must be done by teachers before starting to assess their students. Patricia explained:

In selecting the passage, the teacher should consider two issues. Firstly, the text should be worth reading and contain material of value to students. Secondly, the text should be suitable in terms of language difficulty. If it is beyond the independent reading level of the students before deletions are made, using it as a cloze exercise can only lead to frustration because the teacher is taking a text that is already too difficult for students.<sup>59</sup>

2) Type the passage

After selecting the text, the teacher should type it and delete some words in the text. Rye stated in a journal that is written by Patricia Raymond:

<sup>57</sup>David A. Jacobsen, et, al, *Methods For Teaching* Eighth Edition,..... pg. 22.

<sup>58</sup>Paul C. Burns, et, al, *Teaching Reading in Today's Elementary Schools* (United States: Houghton Mifflin Company, 1984), 306.

<sup>59</sup>Patricia Raymond, "Cloze Procedure in the Teaching of Reading", *TESL Canada Journal*, 1 (November, 1988) 92.

The word to be deleted must be predictable and related to the purposes of instruction. In addition, the words deleted from the beginning of a sentence are harder to predict than those deleted from either the middle or the end. Therefore, the teacher should adjust the deleted word with objectives of the learning and avoid deleting the words at the beginning of sentence. If it is ignored, the cloze exercise will be useless.<sup>60</sup>

The two steps above are done in preparation stage. While these two steps below are applied in assessment phase.

3) Complete the cloze activity

The teacher must explain to students what should they do with the text. Tell them to fill the blank spaces in the text with the right words provided. It is done to make the students understand their jobs; if not so students will confuse and finally do nothing.

First let students guess the correct word. Some cloze passages offer a few choices, perhaps in parentheses or multiple choice formats, while others do not. When a choice is made, the student next defends or explains the choice. Doing this makes the readers' thinking visible as well as holding accountability for the choice. The reader should compare the choices, when multiple

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<sup>60</sup>Ibid., 93.

choice is given, to make sure the selected word sounds best.

Finally student and teacher discuss to see if opinions differ.<sup>61</sup>

#### 4) Score the test

Scoring the test can apply exact word and acceptable word method. Burns explained:

Score the test by counting as correct only the exact words that were in the original text. Compare the percentage of correct word replacement with this scale:

61% or more correct: independent level

41-60% correct: instructional level

Less than 40% correct: frustration level<sup>62</sup>

Thus, scoring the test is aimed at knowing students' understanding about the material and whether the learning objectives are reached or not. In addition, it can be as teacher's reference about what should teacher do for next learning.

#### d. Scoring Method for Cloze Test

There are two major scoring procedures that mostly used to score the cloze test.

##### 1) Exact word scoring method

The test taker scores if and only if the answer is exactly as the original word of the text.

<sup>61</sup><http://study.com/academy/lesson/applying-the-cloze-procedure-to-reading-passages.html>  
accessed on March, 14<sup>th</sup> 2016.

<sup>62</sup>Paul C. Burns, et, al, *Teaching Reading in Today's Elementary Schools*,..... pg. 306.

2) Acceptable word scoring method

Any responses that match with the criteria below are accepted:

- a) Grammatically correct
- b) Make a good sense in the context<sup>63</sup>

e. Advantages and Disadvantages of Cloze Test

Similar with other test, cloze test also has advantages and disadvantages.

1) The advantages of cloze test

- a) Simple to construct
- b) Easy to score
- c) It is claimed to be valid indicators of overall language proficiency<sup>64</sup>
- d) Encouraging students to understand the text comprehensively

2) The disadvantages of cloze test

- a) It just suitable for reading comprehension. Reading aloud is not suggested to use this test
- b) Difficult to construct a good quality test<sup>65</sup>

<sup>63</sup>Patchara Wonghiransombat, The Cloze Test and The C-Test,..... pg. 3.

<sup>64</sup>Riabtseva, et, al, "Advantages and Disadvantages of Testing Foreign Language Ability", an Article ISSN 0136-5835, 2004, pg. 1147.

<sup>65</sup><http://bahaskata.blogspot.com> accessed on March, 19<sup>th</sup> 2016.

## **B. Previous Research Findings**

Assessing is one of the important points that must be done to assess how far students' understanding about the material given by the teacher. Teaching without assessment is impossible because the teacher will not know students' achievement and understanding if the assessment is not applied.

In teaching English, teacher will teach four language skills and he/she must assess them. One of the language skills that need to be assessed is reading skill. As mentioned above, there are many kinds of tasks that can be used to assess reading, especially to assess interactive reading. One of these tasks is cloze test. In addition, there are some previous researches related with cloze test to support this research.

The first previous research was written by Palupiningsih, Angesti. 2011. Testing Reading Comprehension Using Cloze Tests and Cloze-Elide Tests among the Year-10<sup>th</sup> Students of SMAN 1 Depok In the Academic Year 2010/2011. A Thesis. Department of English Language Education. Faculty of Language and Art. State University of Yogyakarta. This research showed that the score of cloze test belong to the very high category. It can be seen from the mean that was 26.80, which lies around 26.40 – 33.60 (very high category).

The second research was written by Khoshsim, Hooshang. "A Comparative Study on the Effects of Cloze Tests and Open-Ended Questions on Reading Comprehension of Iranian Intermediate EFL Learners".

International Journal on Studies in English Language and Literature (IJSELL), vol. 2, Issue 7. July, 2014. 17 – 27. This journal concluded that cloze test and open-ended questions had significant effect on reading comprehension of Iranian intermediate EFL learners and gave a positive effect on EFL learners' reading comprehension ability.

Additionally, the third research was conducted by Egbe, Gabriel. 2015. "Using Cloze to Assess Vacation Reading Literacy Gains in Nigeria". Time Journals of Arts and Educational Research, vol. 3, Issue 1. February, 2015. 53 – 59. From this journal, found the conclusion that the cloze procedure helped in determining if the reading material given a child at his/her assumed level of understanding is too low or too high. This becomes an easy procedure for teachers to assess the readability of texts so that children are not made to work with passages which they attack at frustration level. Cloze also helped the children to use context cues in order to infer the appropriate word.

From three previous researches above, it can be concluded that cloze test gives the positive effect both for students and teachers. However, there are the differences among these previous studies with my research. The previous researches focus on reading comprehension and compare between two assessment test, while my research just expose about cloze test that implemented to assess interactive reading. Therefore, the researcher takes the title "*Cloze Task in Assessing Interactive Reading at Eleventh Grade Students of MA Miftahul Ulum Balong Ponorogo*".

## **CHAPTER III**

### **DATA DESCRIPTION**

#### **A. General Data**

##### **1. The History of the Establishment of MA Miftahul Ulum Ponorogo**

MA Miftahul Ulum is located at Tasik Madu Street, Ngraket, Balong, Ponorogo. The establishment of MA Miftahul Ulum is caused by many graduates of MTs Miftahul Ulum that do not continue their education to the higher level, whereas MTs Miftahul Ulum has been built since 1982. From 1982-2009, the alumni of MTs that continue to SMA, SMK or MA around 5 % in each academic year. It is very ironic because every year around 70 – 85 students graduate from MTs Miftahul Ulum. From information gotten, the students who do not continue their education is caused by less of parents' motivation, environment's influence, and the most reason is cost problem.

From this fact, managers of educational foundation of MTs Miftahul Ulum hold a discussion. It is about the way to make the graduates of MTs Miftahul Ulum can continue their studies to the higher level. At that time, the discussion is begun by main managers that lead by Mahfud Arifin, S. Sos. Along with H. Nur Salam, Damas Zamroni, Moch. Hasyim, Marsono, S. Ag and Drs. Soewito, M. Pdi that bring up a thought to build SMK or MA.

After holding the several discussions, the foundation's manager, environment personage, and spiritual personage finally decide to build Madrasah Aliyah.

Finally, MA Miftahul Ulum is launched on April, 29<sup>th</sup> 2010 by Drs. H. Ms. Susiawan, M. Ag as a chief of religion ministry of Ponorogo Regency. At the beginning of the establishment, headmaster of MA Miftahul Ulum is Drs. Soewito, M. Pdi. Several years later, Drs. Soewito, M. Pdi is changed by Marsono, S. Ag to lead MA Miftahul Ulum until now.<sup>66</sup>

## **2. Profile of MA Miftahul Ulum Ponorogo**

MA Miftahul Ulum Ponorogo is located at Tasik Madu Street, Countryside Ngraket Sub district Balong Regency Ponorogo. This school was built on 2010 which lead by Mr. Marsono, S. Ag. Actually, this school is a foundation called by Miftahul Ulum Ngraket Foundation. The whole profile can be seen at appendix.<sup>67</sup>

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<sup>66</sup>Documentation Transcript Number : 01/D/19-IV/2016

<sup>67</sup>Documentation Transcript Number : 04/D/13-IV/2016

### 3. Point of View and Missions of MA Miftahul Ulum Ponorogo

#### a. Point of View

“Realizing the qualified graduate based on the faith, piety, science and technology.”

#### b. Missions of MA Miftahul Ulum Ponorogo

- 1) Cultivating the Islamic attitude and performance
- 2) Applying PAIKEM, CTL and multiple intelligence based learning
- 3) Developing Arabic and English skill for students
- 4) Facilitating the extracurricular programs
- 5) Helping and facilitating the student to recognize and applying participative management by involving all of the school's members, manager and committee
- 6) Supplying the various kind of skills to students in order to make them useful for society<sup>68</sup>

### 4. The Condition of Teachers and Students at MA Miftahul Ulum Ponorogo

#### a. The Condition of Teachers

Teachers are one of the important aspects in teaching learning process so that they should get a high interest from school. The amount of the teachers must be suitable with students' amount,

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<sup>68</sup>Documentation Transcript Number : 02/D/13-IV/2016

because if so, teaching learning process can run well. Therefore, MA Miftahul Ulum has the suitable teachers with the amount of the students. It has 17 remain teachers of the foundation. This amount is more than enough to handle 128 students at MA Miftahul Ulum Ponorogo.<sup>69</sup>

b. Students' Condition

In academic year 2015/2016, MA Miftahul Ulum has 128 students which are spread in 5 classrooms. In class X, the amount of students reach 51 that are located in 2 classrooms. Different from class X, the eleventh grade has 30 students that placed in one class only. The class XII has 47 students which are spread in 2 classrooms. The students' data in 3 years latest can be seen at appendix.<sup>70</sup>

## 5. Organization Structure of MA Miftahul Ulum Ponorogo

Like other schools, MA Miftahul Ulum has organization structure. It has well-structured organization that is handled by committee of the school. It is also guided by a headmaster which helped by his subordinates from school treasurer until proxy of each class. The clear organization structure can be seen at appendix.<sup>71</sup>

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<sup>69</sup>Documentation Transcript Number : 05/D/13-IV/2016

<sup>70</sup>Documentation Transcript Number : 03/D/13-IV/2016

<sup>71</sup>Documentation Transcript Number : 10/D/20-IV/2016

## **6. Facilities**

The facilities at MA Miftahul Ulum Ponorogo are incomplete yet. It is because this school has been built six years ago. From the latest data found that there are 5 classrooms, 1 teacher office, 1 mosque, 1 restroom and 1 field for sport.<sup>72</sup>

## **7. Curriculum Structure at MA Miftahul Ulum Ponorogo**

KTSP is applied at this school with 19 subject matters that should be learned by eleventh grade students. The list of subjects learned by eleventh grade students at MA Miftahul Ulum Ponorogo can be seen at appendix.<sup>73</sup>

## **8. Description Name of Eleventh Grade Students at MA Miftahul Ulum Ponorogo**

In academic year 2015/2016, the eleventh grade has 30 students that placed in one classroom. It consists of 8 male students and 22 female students. The list of eleventh grade students can be seen at the appendix.<sup>74</sup>

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<sup>72</sup>Documentation Transcript Number : 06/D/13-IV/2016

<sup>73</sup>Documentation Transcript Number : 09/D/21-IV/2016

<sup>74</sup>Documentation Transcript Number : 07/D/16-IV/2016

## **B. Specific Data**

### **1. The Steps of The Implementation of Cloze Test in Assessing Interactive Reading to The Eleventh Grade Students of MA Miftahul Ulum Ponorogo**

The data of steps in implementing cloze test was collected through interview, observation and documentation. The first and third observations were done on April 08<sup>th</sup> and 15<sup>th</sup> 2016. The steps of the implementation of cloze test were explained below:<sup>75</sup>

#### **a. Preparation**

Teacher did the preparation as follow before teaching and performing the cloze test in the class:

##### **1) Preparing lesson plan for teaching learning process**

Lesson plan is an important preparation that should be done by teacher before teaching. It consists of base competence, standard competence, learning objectives, learning material, teaching method, teaching media, learning scenario, assessment or student' worksheet and also scoring method. Miss Endang also did her duty to prepare the lesson plan first before teaching learning process in the class. In this case, she would teach about simple past tense in

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<sup>75</sup>Observation Transcript Number : 01/O/08-IV/2016

narrative text and announcement so that she conducted a lesson plan. The lesson plan can be seen at appendix.<sup>76</sup>

2) Preparing material to be taught

Material is an important thing to be prepared before teaching. The election of the material should be appropriate with students' level. In this case, teacher chose narrative text entitled The Legend of Toba Lake. The teacher would explain about function, generic structure and language feature that emphasized on simple past tense used in narrative text. In addition, she also would explain about poster that emphasized event poster or usually called as announcement.

3) Preparing worksheet for assessing the students

In this case, the teacher used cloze test for assessing students' reading skill so she prepared worksheet about cloze test. The preparations done before performing the test in the class were observed as follow:

a) Selecting the appropriate text to be tested

In this phase, teacher chose the text based on the students' reading level. So the level of text difficulty was balanced with students' reading level. In the same manner as Miss Endang said that:

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<sup>76</sup>Documentation Transcript Number : 13/D/08-IV/2016

In selecting the text, I should be careful. I must select the text that appropriate with students' level. Since if not so, it will lead the students to be frustration.<sup>77</sup>

In this case, teacher selected narrative text about "**The Golden Tree**" and announcement entitled "**English Speech Contest**". According to her, this text was not too long and not too short. It means that this text was in medium in length. In addition, the text difficulty was suitable with students' level. Thus, she chose these narrative text and announcement to assess her students' interactive reading.

b) Typing the text to be tested

After selecting the suitable text, the teacher typed it and determined what words that will be deleted. In the next meeting, she would teach students about simple past tense in the narrative text and about announcement text. So in the assessment task, she deleted the simple past tense in the text entitled "**The Golden Tree**". While in announcement text entitled "**English Speech Contest**", she deleted every eighth word in the text. It was suitable with her statement in interview that:

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<sup>77</sup>Interview Transcript Number : 02/I/15-4/2016

The deleted words must be suitable with learning objectives. If it is ignored, the task will be useless.<sup>78</sup>

In this case, she used rational cloze that deleted verbs in the narrative text. In addition, she also used fixed-ratio cloze that deleted every n-th word in the text. In this announcement text, she deleted every eighth word. Mrs. Endang explained:

From the four types of cloze test, I prefer to apply fixed-ratio cloze and rational cloze. I apply rational cloze when emphasizing on grammar such as verb, conjunction, adjective and etc. While fixed-ratio is applied when I want to know students' understanding about sentence structure, like where the position of noun, verb, to be, adverb and etc. besides that, these types are not too difficult for students. According to me, multiple choice is too easy for students and c-test is too difficult so that I choose the two other types of cloze test.<sup>79</sup>

Moreover, she did not delete the words in the first paragraph in order to make the task not too difficult to be completed by the students.

In documentation process done by the researcher, found that students' worksheet entitled "**The Golden Tree**" was conducted by using rational cloze.<sup>80</sup> While worksheet entitled

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<sup>78</sup>Interview Transcript Number : 02/I/15-4/2016

<sup>79</sup>Interview Transcript Number : 02/I/15-4/2016

<sup>80</sup>Documentation Transcript Number : 11/D/09-IV/2016

“**English Speech Contest**” was conducted by using fixed-ratio cloze.<sup>81</sup>

### **b. Application**

In the second observation, exactly on April 09<sup>th</sup> 2015, the researcher observed teacher’s activities in the class, start from teaching learning process until the process of assessment.

In teaching learning process, the teacher applied PPP (Presentation, Practice, and Production) technique. The activities during teaching by using this technique are:<sup>82</sup>

#### 1) Pre-Activity

##### a) Teacher greeted her students

Greeting was done by saying assalamu’alaikum and good morning to students. The students responded teacher’s greeting cohesively by saying wa’alaikum salam and good morning.

##### b) Teacher checked students’ attendance

It was done by calling students’ name in attendance list so that teacher knew the students who did not join her class.

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<sup>81</sup>Documentation Transcript Number : 12/D/09-IV/2016

<sup>82</sup>Observation Transcript Number : 02/O/08-IV/2016

c) Activating students' background knowledge

To activate students' background knowledge, the teacher told them about a legend. Then, she asked students to guess the title and the genre of the story. In this case, the teacher told about The Legend of Tangkuban Perahu. Afterward, Ms. Endang asked them to mention some narrative stories.

d) Explaining the objectives of learning

She explained that the objectives of learning are:

- (1) Students are able to identify simple past tense in the narrative text
- (2) Students are able to complete the blank spaces by using simple past tense in the narrative text
- (3) Students are able to make sentences in the form of simple past tense

2) Whilst-Activity

a) Presentation

In this phase, teacher had a responsibility to explain the material. The steps in presentation process were:<sup>83</sup>

- (1) Teacher shared handout material to the students

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<sup>83</sup>Observation Transcript Number : 02/O/08-IV/2016

Miss Endang chose her own material in order to make the students more understand and mastered the material well. The material was about The Legend of Toba Lake.

(2) Teacher explained the material about narrative text.

The explanation was included purpose, generic structure and language feature of narrative text. However, she emphasized and focused on the simple past tense that was used in narrative text. She explained the formula and the examples of simple past tense in the sentences, especially in narrative.

(3) Teacher gave the opportunity for students to ask about the material that they did not understand yet

One student asked about when simple past tense was used and one other asked about regular and irregular verb.

(4) Teacher answered the questions clearly

b) Practice

After teacher presented the material, students dominated the classroom in practice stage. The steps were below:<sup>84</sup>

(1) Students identified simple past tense in the narrative text

Students were asked to read a narrative text entitled The Magic Candle. Then, they had to identify by

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<sup>84</sup>Observation Transcript Number : 02/O/08-IV/2016

mentioning all simple past tenses in that text. They were also asked to guess the present form from the past tense that they had been identified.

(2) Teacher gave feedback immediately

Feedback was given by correcting the wrong answer from students.

c) Production

Beside presentation and practice, production was the last phase that emphasized on students' involvement. In other words, students were given extra assignments to assess their reading skill. The assignment given was about cloze test.<sup>85</sup>

3) Post-Activity

- a) Students concluded the material about narrative text along with the teacher
- b) Teacher asked them to give some questions if any material they did not understand
- c) Teacher asked the students to read and study about announcement text.

Announcement text was a material that would be studied in the next meeting, so she asked her students to understand first before her explanation about it.

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<sup>85</sup>Observation Transcript Number : 02/O/08-IV/2016

d) Teacher greeted her students

The teacher thanked and said assalamu'alaikum to students.

Students answered by saying wa'alaikum salam.

**c. Assessment**

Assessment is done to know how far students' understanding about the material after they study about it with the teacher. Assessment was applied in the production stage in teaching process by using PPP technique. In this case, the assignment given was about cloze test. The steps of cloze test implementation in the class were:<sup>86</sup>

a. Teacher explained the material about simple past tense in the narrative text and short function text announcement.

This activity was done in presentation phase which the teacher had the main responsibility to present and explain the material clearly. Therefore, students could understand the material well.

b. Teacher gave simple exercise for students

After the teacher presented the material, students were asked to identify the simple past tense in the narrative text. In addition, students were asked to guess some announcements shown by the teacher. They guessed where those announcements were usually found and what the content. This was done in practice stage.

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<sup>86</sup>Observation Transcript Number : 02/O/08-IV/2016

c. Performing the cloze activity

Cloze activity was done in production stage. Based on the interview with Muhammad Khoirul Anam, he said that in performing cloze test, the activities done were:

Teacher shares worksheet that will be completed by us. But before starting to complete it, teacher gives the instruction and explanation about the way in completing that task. After completing the task, we discuss the answer in the task along with the teacher. After that, we are asked to submit the worksheet on the teacher's desk.<sup>87</sup>

From the observation result, the activities done in performing cloze test were:<sup>88</sup>

- a) Teacher shared the worksheet to students
- b) Teacher instructed the students to fill the blank spaces with the appropriate words

The teacher instructed clearly in order to make students understand about their job. Sometimes, students were confused if the teacher did not give the clear instruction. In addition, Mrs. Endang also gave 20 minutes for them to complete the task. As stated by Mrs. Endang that:

Before performing the cloze passage, I tell them to what they must do. I instruct them to fill the blank spaces in the

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<sup>87</sup>Interview Transcript Number : 09/I/26-4/2016

<sup>88</sup>Observation Transcript Number : 02/O/08-IV/2016

text and give them an appropriate time to complete the task.<sup>89</sup>

- c) Teacher explained the rules in performing the task

In this case, students were allowed to open the dictionary, but forbidden to ask their friends or their teacher. They were only permitted to ask the teacher if the task was not clear.

- d) Students did the cloze test individually

- e) After completing the task, students discussed it along with the teacher.

Discussion was begun by asking some students to read and explain their answer. If the answer was strange or different with others' answers, teacher discussed it with the students to get the right answer. This activity continued until the end of the text. This observation result was similar with Mrs. Endang statement in interview. She said:

After completing the task, I ask them to explain their choices and give the reason why they choose it. After that, we discuss it together. It is done to make sure that they do the task seriously. If this activity is ignored, they will be careless in completing the task.<sup>90</sup>

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<sup>89</sup>Interview Transcript Number : 02/I/15-4/2016

<sup>90</sup>Ibid.,.

f) Teacher asked them to submit the worksheet on the teacher's desk

d. Scoring the test

Scoring the test is important to be done because from the result gotten, teacher can measure how far students' understanding about the material and whether the learning objectives are reached or not. Mrs. Endang stated:

This is important to be done because this activity helps me to know my students' understanding about the material given. Besides that, it can be my reference for the next learning; what should I do in learning process to make them understand about the material.<sup>91</sup>

Based on interview done with Irfan Riza Hanafi, one of the eleventh grade students, found the data about scoring method used by Mrs. Endang. He stated:

We match the answers in the worksheet with the original text. If the answer is not same with the original one, it is regarded as the wrong answer.<sup>92</sup>

From interview above, it can be said the teacher applied exact word method in scoring cloze test.

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<sup>91</sup>Interview Transcript Number : 02/I/15-4/2016

<sup>92</sup>Interview Transcript Number : 10/I/26-4/2016

When conducting observation, the data gotten were same with the interview done with some eleventh grade students. In scoring cloze test, teacher chose to score it with exact word method. It means that the acceptable answer was just the words that suitable with the original text.<sup>93</sup>

From the data gotten, it can be concluded that in conducting cloze activity, teacher needs some preparation like selecting the text and determining which words that will be deleted. The next steps are performing cloze activity and scoring the task completed by the students.

## **2. Advantages and Disadvantages of Using Cloze Test in Assessing Interactive Reading to The Eleventh Grade Students of MA Miftahul Ulum Ponorogo**

### **a. Advantages of Cloze Test**

There are some advantages of using cloze test in assessing interactive reading. According to Miss Endang Purnawati, S. Pd, the advantages were:

- 1) Increasing riches of students' vocabulary
- 2) Training students' independent because they complete the task individually

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<sup>93</sup>Observation Transcript Number : 02/O/09-IV/2016

- 3) Easy to construct and score
- 4) Encouraging students to read and understand the text comprehensively<sup>94</sup>

Rodhotul Jannah (Leader of eleventh grade students) stated:

I think to complete cloze test is quite difficult, but actually I enjoy the task. Since the story is interesting. Besides that, I think cloze test can train my independent because I am allowed to open the dictionary so that I do not depend on my English teacher and my friends.<sup>95</sup>

Moreover, Reza Novia Putri added:

From cloze test, I could learn about grammar and sentence structure.<sup>96</sup>

It is because the teacher focused on grammar when assessing students' interactive reading skill by using cloze test.

In addition, from the observation done, cloze test could increase students' independent and add their riches of vocabulary. Besides that, they were also forced to read the text comprehensively. For teacher, giving the score was being easier.<sup>97</sup>

From documentation process, the researcher found that students completed the task individually; did not ask their friends about the

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<sup>94</sup>Interview Transcript Number : 03/I/19-4/2016

<sup>95</sup>Interview Transcript Number : 04/I/26-4/2016

<sup>96</sup>Interview Transcript Number : 07/I/26-4/2016

<sup>97</sup>Observation Transcript Number : 05/O/16-IV/2016

answer. It means that cloze test could train students' independent. Students believed in their selves and their own answer so that they did not depend on their friends.<sup>98</sup>

From the interview, observation and documentation done, it can be concluded that cloze test can increase students' independent. Besides that, it also makes students read the text comprehensively.

#### b. Disadvantages of Cloze Test

Cloze test has advantages both for teacher and students, but it also has several disadvantages. Based on interview with Miss Endang, found that the disadvantages of cloze test were:

- 1) This test was difficult to be performed by students who had the weaknesses in vocabulary mastery.
- 2) This test was suitable for reading comprehension only, not reading aloud.<sup>99</sup>

Ninda Kristia, one of the eleventh grade students mentioned that she felt difficult in completing the task because many words that she did not know the meaning.<sup>100</sup>

In addition, Komarudin faced the same difficulty with Ninda. He explained:

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<sup>98</sup>See Appendix 06

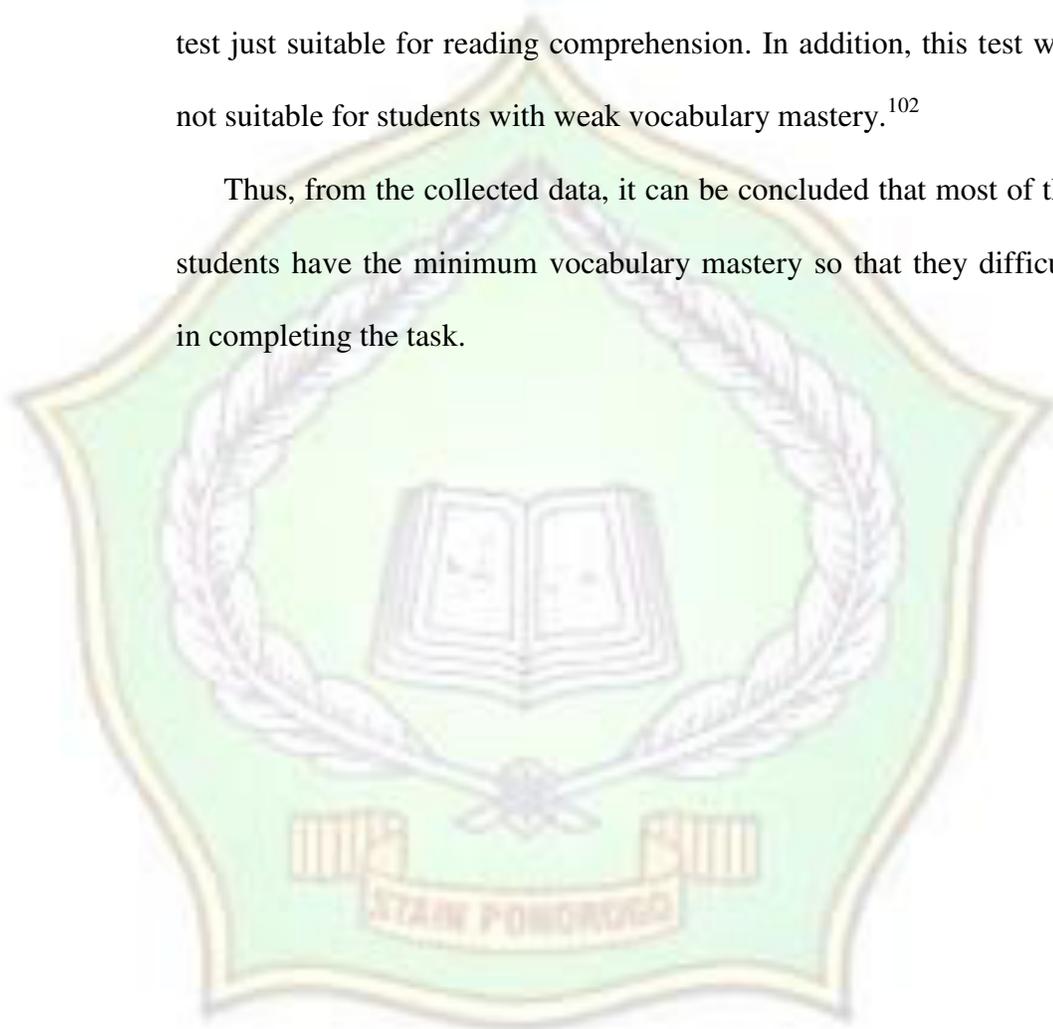
<sup>99</sup>Interview Transcript Number : 03/1/19-4/2016

<sup>100</sup>Interview Transcript Number : 05/1/26-4/2016

Actually my problem is about vocabulary mastery. This makes me difficult to complete the task. But I always try to complete it with finding out the difficult words in the dictionary. And when I complete the task, it makes me happy.<sup>101</sup>

Moreover, through observation done, the researcher saw that cloze test just suitable for reading comprehension. In addition, this test was not suitable for students with weak vocabulary mastery.<sup>102</sup>

Thus, from the collected data, it can be concluded that most of the students have the minimum vocabulary mastery so that they difficult in completing the task.



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<sup>101</sup>Interview Transcript Number : 08/I/26-4/2016

<sup>102</sup>Observation Transcript Number : 05/O/016-IV/2016

## **CHAPTER IV**

### **DATA ANALYSIS**

In this chapter, the researcher discusses the result of the research based on the statement of the problems. The results taken from interview, observation and documentation will be analyzed. It is done to make a clear conclusion about the use of cloze test to assess interactive reading of eleventh grade students at MA Miftahul Ulum Ponorogo.

#### **A. Analysis of Steps in Implementing Cloze Test in Assessing Interactive Reading to The Eleventh Grade Students of MA Miftahul Ulum Balong Ponorogo**

From the data description in previous chapter, it is known that the steps in implementing cloze test to assess interactive reading are applied in three steps: preparation, application and evaluation.

##### **1. Preparation**

The observation shows that before starting teaching learning process and performing cloze task in the class, teacher makes a preparation by preparing lesson plan, material and worksheet. Lesson is an important preparation because it consists of the entire scenario in teaching so that it must be prepared well. Besides that, lesson plan also consists of learning

objectives, teaching strategy, learning material and evaluation or assessment.

Preparing material is also important to be done. Based on the observation done, the material is about simple past tense in narrative text. To make students easier in understanding the material, teacher gives signs in that text. The words in the form of past tense are bold and italic printed in order to make them easy to be identified.

The last preparation is preparing worksheet. Worksheet is a tool for assessing students' reading skill. Here the teacher makes worksheet by using cloze test. Based on the observation and interview, cloze test is prepared by selecting the text first. Then, teacher types the text to determine which words that will be deleted. Based on the theory exposed by Burns, assessing the students by using cloze test can be done through some steps, they are: select a passage, type the passage, complete the cloze activity and score the test. The first and second steps are done in preparation stage, while the last two steps are applied in assessment stage after learning process in the classroom.

In determining the deleted words, teacher can do it based on the types of cloze test. Based on the observation, interview and documentation done, Mrs. Endang applies rational cloze in the worksheet entitled "**The Golden Tree**". She deletes simple past tense in that text. While in the announcement text entitled "**English Speech Contest**", she deletes every

eightth word in the text. It means that she applies fixed-ratio cloze. Based on the Douglas Brown's theory, fixed-ratio cloze is constructing by deleting words according to a fixed pattern (i.e. every eighth word). Moreover, rational cloze allows the test developer control over the type of word deleted, and thus the language traits measure (i.e. deletion of preposition and verb).

In addition, Abdul Majid exposed his theory that preparation is done to coordinate learning components, such as: base competence, learning objectives, material, indicator, instructional strategy, learning scenario and assessment. Those components are found in the lesson plan. It means that preparing learning material and worksheet are done when teacher conducts the lesson plan.

## 2. Application

Based on the Jacobsen's theory, after determining objectives of learning, teacher can use the relevant strategy to reach those objectives. It can be implemented in teaching learning process. Based on the observation done, Miss Endang applies learning activities that have been prepared in planning stage. She uses PPP technique in teaching learning process in the class. This technique covers presentation which makes the teacher as a stakeholder in the class. She presents the material about narrative text that cover function, structure and language feature of

narrative text. However, she emphasizes on simple past tense that is used in narrative text.

Practice is second stage in PPP technique. Here students are asked to identify simple past tenses that exist in the narrative text provided by the teacher. Teacher selects the narrative text entitled *The Magic Candle* as a text to be identified.

The last phase in PPP technique is production. At this stage, students are asked to complete worksheet. Here the worksheet consists of cloze task. Besides that, they are also asked to make sentences by using simple past tense.

### 3. Assessment

Based on the theory in previous chapter, Jacobsen mentioned that assessment can be done through some ways, such as: managing tests, quizzes, evaluating homework or observing students' response from teacher's question or comments. Here the teacher decides to give students test by using cloze test. Based on the observation and interview done, cloze test is applied through give the clear instruction first to the students. Teacher instructs the students that they must fill the blank space in the text provided. After completing the task, students discuss it along with the teacher to know the right answers. Then, the teacher scores students' task after finishing the discussion. Based on the Burns' theory, assessing the students by using cloze test can be done through four steps:

- a. Select a passage
- b. Type the passage

Both two steps above are done in planning stage when preparing the worksheet.

- c. Complete the cloze activity
- d. Score the test

The two latest steps are applied in assessment stage.

In addition, based on the interview and observation done, in the process of test scoring, teacher applies exact word method where the right answers are just the words that same with the original text. Based on the theory explained by Patchara, there are two major scoring procedures that mostly used to score cloze test:

- a. Exact word scoring method

The test takers scores if and if only the answer is exactly as the original word of the text.

- b. Acceptable word scoring method

The test developer accepts either the exact word or any word that is contextually acceptable. The criteria of acceptable words are grammatically correct and make a good sense in the context.

Therefore, it can be concluded that when the teacher is applying exact word scoring method, she accepts the answer which is exactly as the original word of the text like in the Patchara's theory.

**B. Analysis of Advantages and Disadvantages of Using Cloze Test in Assessing Interactive Reading to The Eleventh Grade Students of MA Miftahul Ulum Ponorogo**

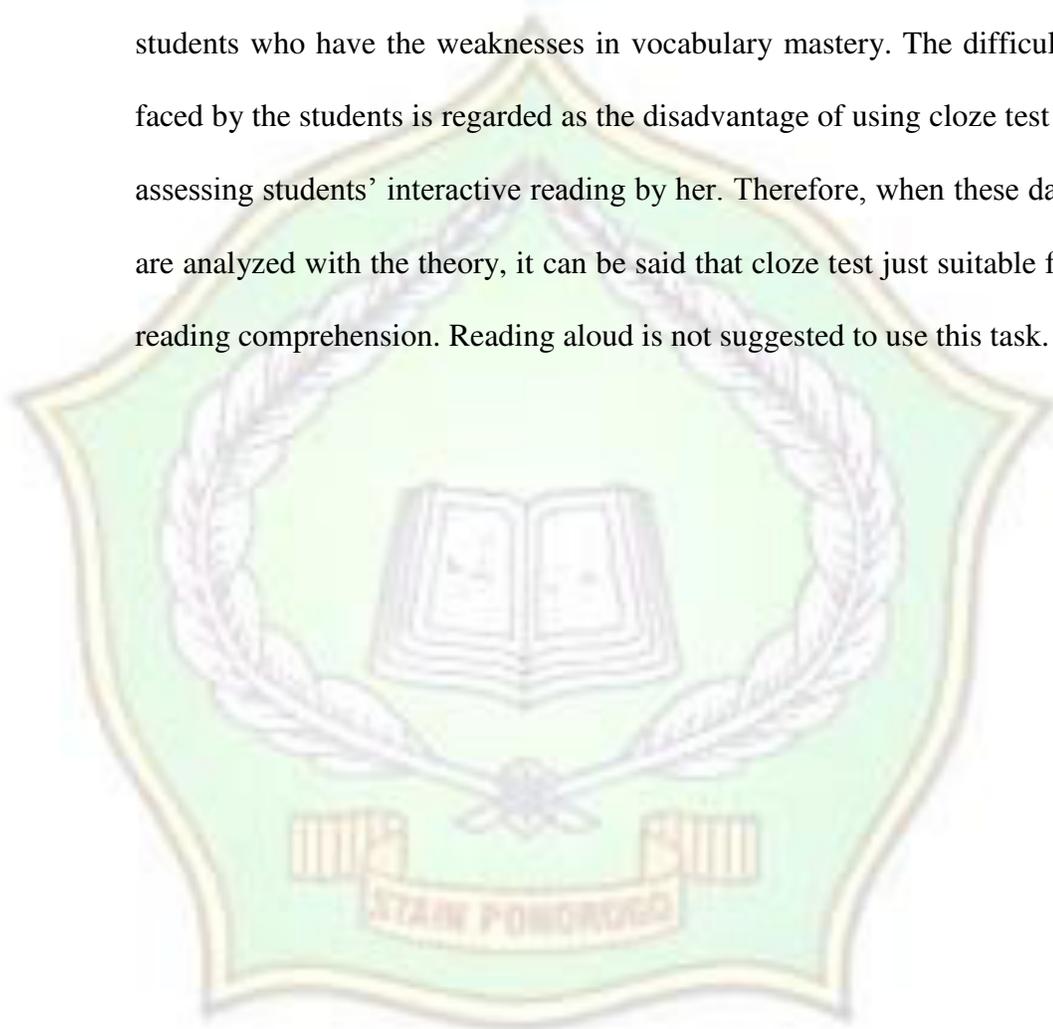
1. Advantages of Cloze Test

Cloze test that is implemented in assessing students' interactive reading can train their independent because they perform the task individually. It also encourages students to read and understand the text comprehensively. Moreover, through cloze test, the riches of students' vocabulary can be increased. In addition, the easiness in constructing and scoring are viewed as the advantage of cloze task by Miss Endang Purnawati. Based on the Riabtseva's theory, it is claimed to be valid indicators of overall language proficiency. Besides that, teacher also finds the advantage when applying cloze test, such as: simple constructed and easy to score. After doing observation, interview and documentation, it can be concluded that cloze test can increase students' independent. Besides that, it also makes students read the text comprehensively.

2. Disadvantages of Cloze Test

The disadvantages of cloze test which is mentioned in the theory at previous chapter also appear in assessment phase. Based on the observation, this test is not suitable for students who have the weaknesses in vocabulary mastery. This is believed as the disadvantage of cloze test. Besides that, cloze test is suitable for reading comprehension only. Based

on the interview done with some eleventh grade students, they stated that they face the difficulty in performing the task because their vocabulary mastery is less. The same view is exposed by Miss Endang as an English teacher there. She stated that this task is difficult to be performed by students who have the weaknesses in vocabulary mastery. The difficulty faced by the students is regarded as the disadvantage of using cloze test in assessing students' interactive reading by her. Therefore, when these data are analyzed with the theory, it can be said that cloze test just suitable for reading comprehension. Reading aloud is not suggested to use this task.



## CHAPTER V

### CLOSING

#### A. Conclusion

After collecting and then analyzing the data, the researcher formulates the conclusions as follow:

1. The implementation of cloze test in assessing interactive reading is divided into 3 activities: (1) Preparation; in this stage, teacher prepares the lesson plan, learning material and worksheet. In preparing worksheet by using cloze test, she selects the passage first. Then, she types the passage and deletes some words in the text. (2) Application; in this phase, teacher applies the lesson plan that has been prepared before. (3) Assessment; in the last stage, the cloze activity is performed. After completing the cloze activity, teacher scores students' test.
2. The implementation of cloze test to assess interactive reading has both advantages and disadvantages. The advantages are simple to be constructed and scored, encouraging students to understand text comprehensively, training students' independent because they perform the task individually and increasing the riches of students' vocabulary mastery. While the disadvantages are it just suitable for reading comprehension and this task is difficult to be performed by students who have the weaknesses in vocabulary mastery.

## **B. Recommendation**

Based on the result of this research, some suggestions are enclosed as follow:

1. For the teacher

Teacher should motivate and encourage students in order to develop their vocabulary mastery. If they have good vocabulary mastery, they can complete any task easily. In addition, the teacher must develop other kinds of test in order to make the students more interested and enthusiastic in performing the test.

2. For the students

The students are expected to be able to develop their vocabulary mastery both in the school's environment and outside. They must not depend on the teacher to develop their language skill so that they can success in learning.

3. For the institution

The institution is recommended to give an additional time for English subject. Besides that, an English environment also can be created in the school by making a rule for students to use English everywhere especially in the school area. It is aimed at facilitating and supporting the students in learning English language.

#### 4. For the readers

The readers are suggested to do the further research of other assessment tasks in order to expand the knowledge about tasks that can be applied in assessing students' skill.



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