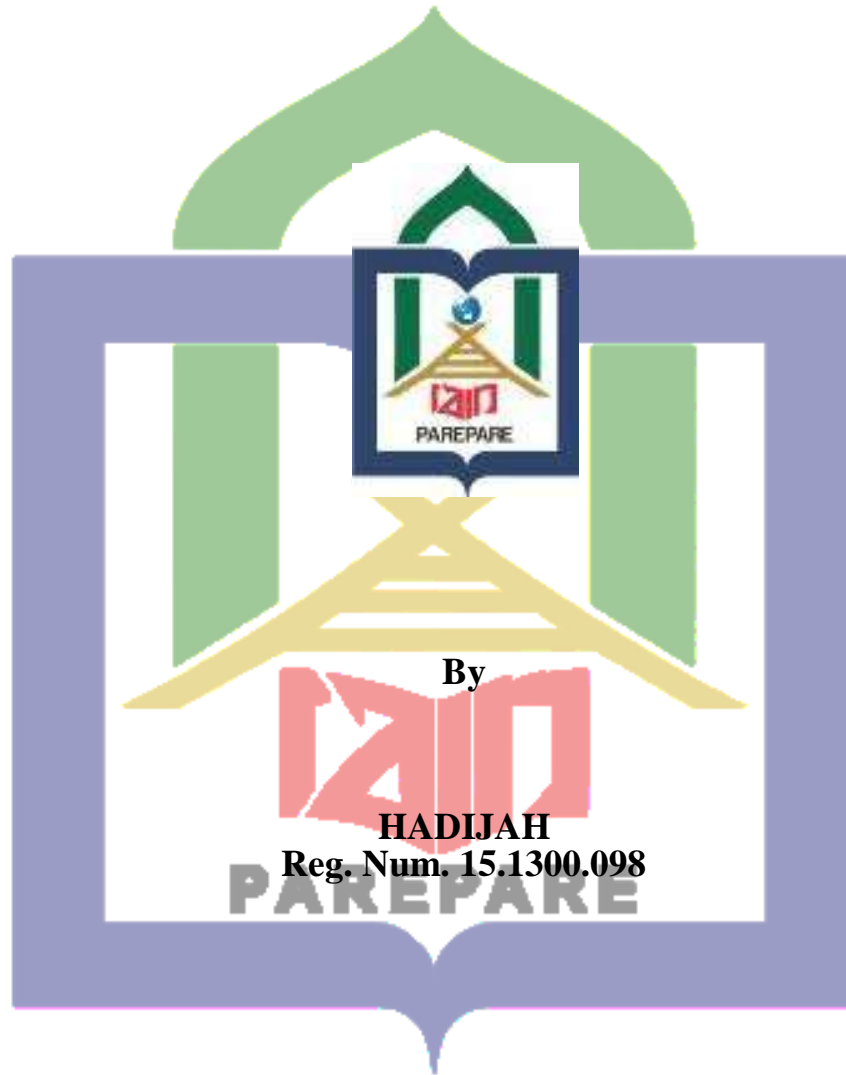


SKRIPSI

**THE IMPLEMENTATION OF CLOZE PROCEDURE TECHNIQUE
IN ENHANCING STUDENTS' READING ABILITY AT THE
SECOND GRADES MAN 3 PINRANG
(A Classroom Action Research)**

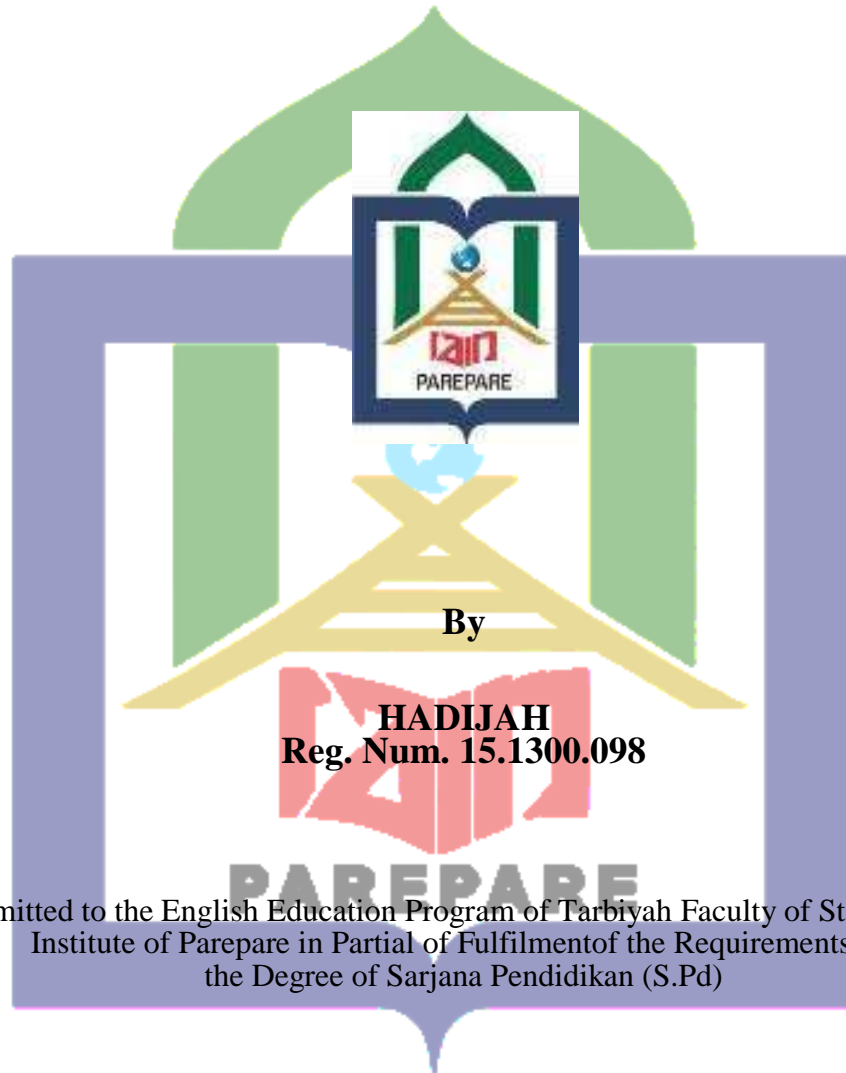


**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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IN ENHANCING STUDENTS' READING ABILITY AT THE
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(A Classroom Action Research)**



By

HADIJAH
Reg. Num. 15.1300.098

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for
the Degree of Sarjana Pendidikan (S.Pd)

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TARBIYAH FACULTY
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PAREPARE**

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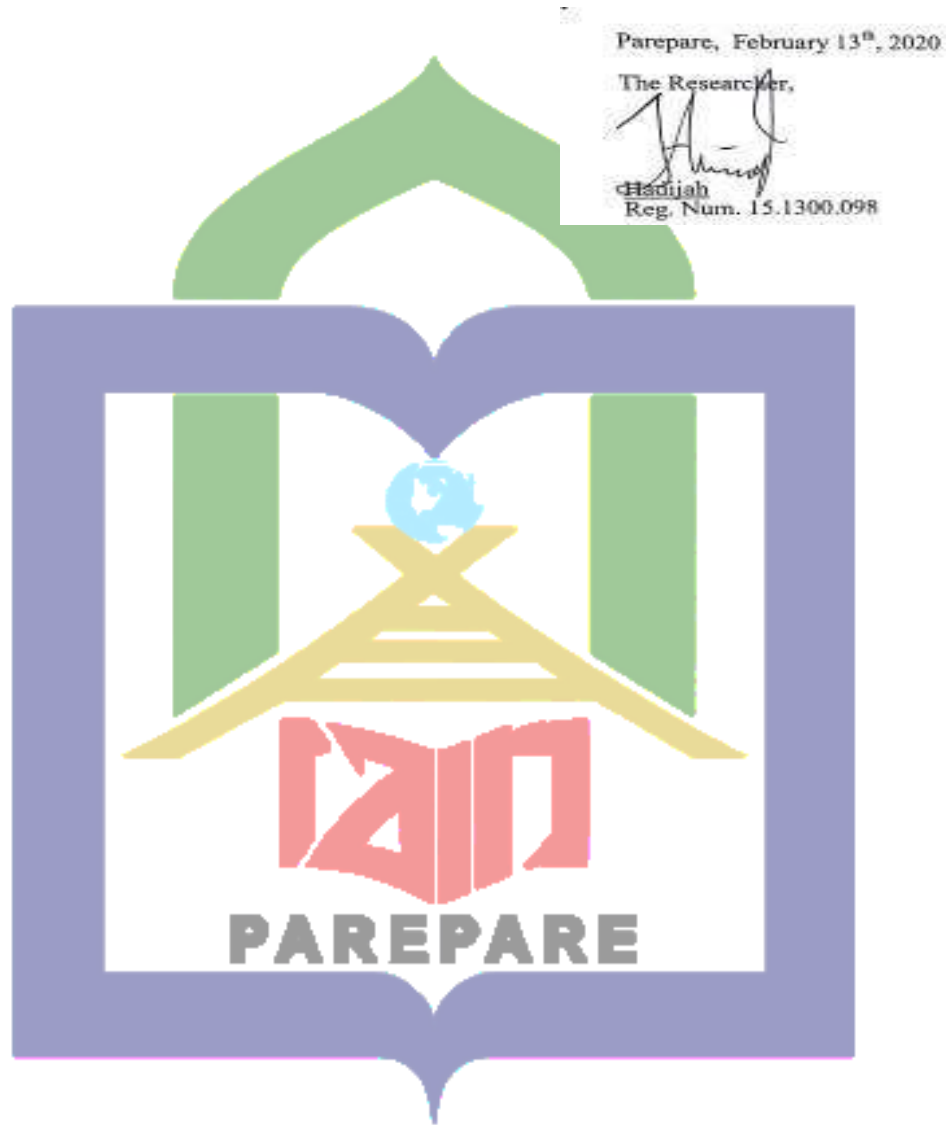
The researcher has many problems had been faced in finishing this skripsi. The researcher would like to dedicate her deepest thanks and appreciation to her beloved Parents Abd. Kadir (Kade) and Mutiara, for their financial support, love, spritis, and sincere prayers for my safety and successful. For all of my beloved sibling for their motivation and sacrificed for their success and for their love incereley.

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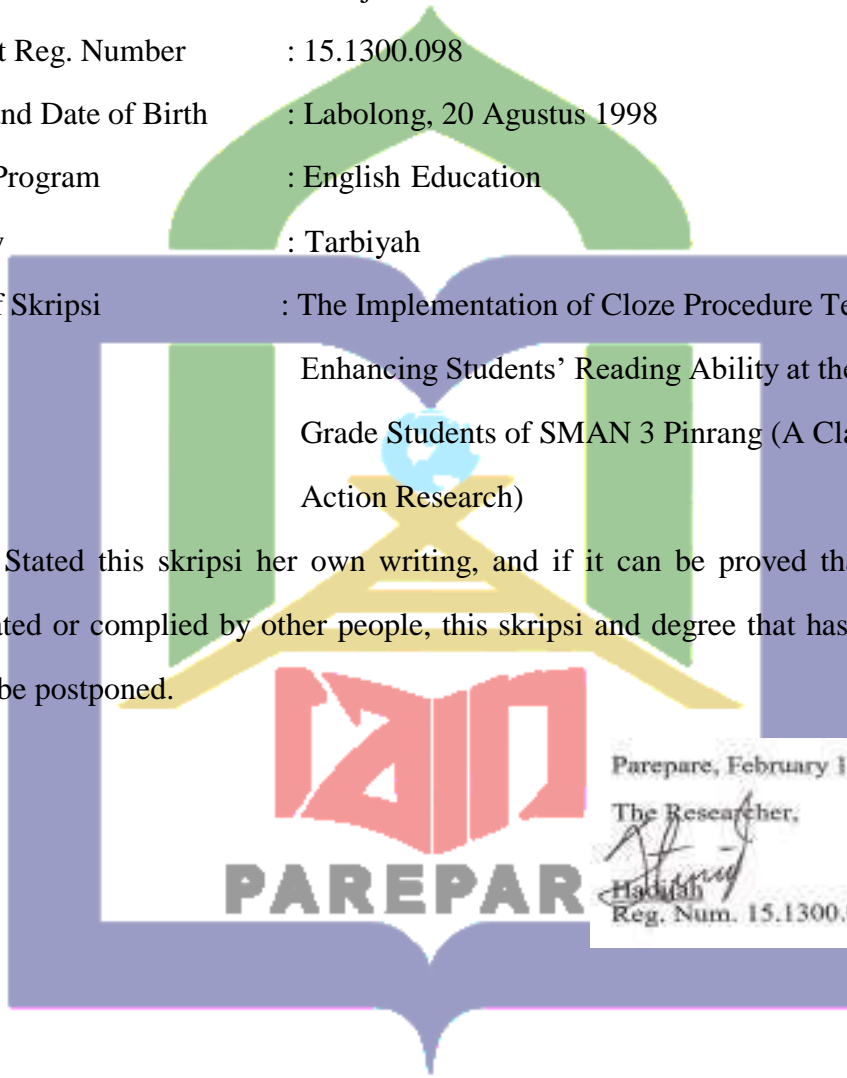


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Action Research)

Stated this skripsi her own writing, and if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.



Parepare, February 13th, 2020

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ABSTRACT

Hadijah, 2020. *The implementation of cloze procedure technique in enhancing students' reading ability at the second grade students of SMAN 3 Pinrang.* (Supervised by Amzah Selle and Mujahidah.)

This research is intended to investigate the effect of cloze procedure technique in teaching reading ability to the second grade students of Senior High School SMAN 3 Pinrang. The main purpose was to know whether the students who were taught by using close procedure technique would get a better performance in their reading ability compared to those who were not. The reading material given to the students was narrative text. The researcher took the class from XI MIPA 1 which consists of 32 students as the subject of the research. The research taught close procedure in teaching reading ability, the researcher got the information from the students' answer on reading test of cycle 1 and test of cycle 2.

The result of the researcher using cloze procedure technique showed that the writer use CAR (Classroom Action Research) principle to collect data. The research conducted through two cycles with each cycle consisted of three meeting. While the score of the students in cycle 2 is higher than cycle 1. The result was not significant from the result which was expected according to the indicator of learning achievement that most of the students' got 68 score I reading, so the research was continued to the cycle 2 and the successful of the students' reading test of cycle 2.

The test close procedure technique is effective in teaching reading ability. Almost all of the students are able to answer the question. It also can be concluded that the students who were taught by using close procedure technique have a better performance than those who were not. As the follow up for this research, it is suggested that English teachers should use various technique in teaching. In teaching reading ability, close procedure technique can be an alternative to be applied in teaching English.

Key The research found that the students' knowledge about reading was good. It covered students' vocabulary and grammar was good. They also fair hasty in deliver their reading.

Keywords: Enhancing reading ability, cloze procedure technique

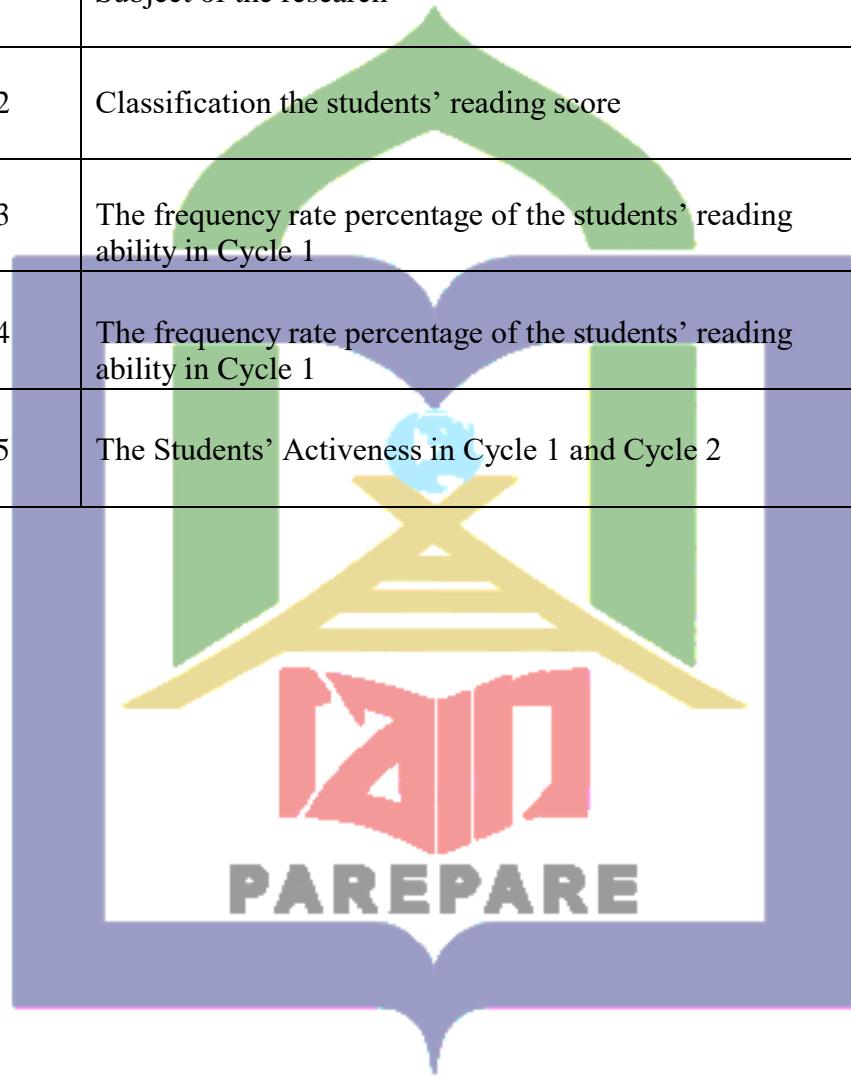
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CHAPTER I INTRODUCTION

1.1 Background

One of the successes of education in Indonesia is seen from the mastery of foreign languages where educators are able to teach foreign languages well in accordance with the students need. English is a part of language teaching has become popular in education, including in Indonesia and English is important to teach students as early as possible. The minister of Education and Culture has realized the importance of English as supplies for the young generation to face globalization and improvement of world civilization. Therefore, the teaching of English in school is intended to develop the student's communicative abilities which put the emphasis on the language skills covering listening, writing, reading and speaking.

Reading is taught as one of the Practical skills in English and it is one activity that the sometimes students do in their study. Reading is needed to be developed to master English. Through reading we can get much knowledge. We know reading is important because it can develop the mind. Understanding the written words is one the mind grows in its ability.

For the improvement of reading, teachers are instructors in class. Before teaching reading, they have to think about reading, such as the interesting topic for the students, and the technique to use to gain the reading purpose. The students are the trainers. Most high motivation is needed to teach reading and creativity. Because, Reading sometimes feels bored in the class when educators teach it. Beside, they

should have an effective reading habit because it seems to be obvious which is able to read directly to be academic failure to understand reading.¹

Reading is one of language skills. Reading is a flexible for the students, because they can get information from the text they have read. Reading also is an active process of identifying important ideas comparing, evaluating, applying them. Therefore, in reading passages someone has tried to comprehend the main idea about what he/she has read. Without comprehending main idea, it will be very difficult to understand what he/she has read.

In reading students influence if they start to read second language and may have difficulty reading as foreign language. It is a big problem in reading.

Generally, there are many various methods, approaches, and techniques which may be applied in reading skill. These things may be applied in many levels of educational process, from elementary school, junior high school, senior high school till university level.

Classic method in teaching reading skill in English language classes have been found in many educational stages. It is majorly proved that most of students feel bored with classic method. Student, especially senior high school student still feel difficult for them to learn English with classic method.

Today, the program of schools emphasize on language mastery. To learn to think more clearly, to speak and write more effectively, and to listen and read with greater understanding are the goals of high school and college English in this present day.² We can see now every students know that but some of them lazy to learn.

¹Muh. Jafri, "Improving Reading Comprehension of Tenth Year Students of SMANegeri 2 Parepare Through Cloze Test" (Thesis Universitas Muhammadiyah Parepare), 2013, p. 1.

²S.I Hayakawa, *Language is Thought and Action* (United States: HBJ, 1978), p. 1.

Students have lack motivation in learning English because there are many assumptions that the subject difficult to learn and it is very different with national language in Indonesia. Learn English too difficult for some students because they think that English is a bored subject.

However, that is one of the problems based on the present researcher observation, there are some problems that were often faced by students in learning reading such as; students can nothing comprehend the contents of reading text, students can nothing answer r some question in reading text, lest interest in learning process, low learning motivation and many other. Those problems happened because students not pay attention much to be class, lack of vocabulary mastery and not trained. Moreover, those problems can not only be attributed to the students' personal factor but also teacher factor such as unused interest and suitable strategy that can make students interest in learning reading.

1.2 Problem Identification

The researcher saw many students still poor and week in reading ability and sometimes the students got bored and not interest to read some text because the text very difficult to understanding to know the meaning of the text. The researcher do class action researcher so that be able overcome that happened in class.

To avoid misunderstanding and to clarify the problem, it is necessary to make the identification of the problem. The researcher was focused on the implementation of Cloze Procedure Technique in enhancing students' reading ability at the second grade students of SMAN3 Pinrang (A Classroom Action Research).

The identification of the problem which is the researcher focused on the reading narrative text and how the students do in their class how the process to know the subject that have been gave from the teacher whether influences or not, so she was

more focused on the students' result of their reading because the researcher wants to know whether there is improvement after the students being taught using Cloze Procedure Technique.

1.3 Problem Solution Alternative

Therefore, students need to be more focus, concentration, and interest in Reading. Cloze Procedure Technique makes the students have their own way to read some text and this makes them quickly get information well, get the meaning/topic of the text and understand what the written mean.

Thus, the researcher tries to apply a new teaching reading the rough Cloze Procedure Technique in the classroom. This technique will increase student desire to study English especially in Reading ability. This technique can help students to get the topic of the text, able to understand what writer's mean of the text. With Close Procedure Technique also help students to more focus in reading because, this technique focus how to compare words in sentence and choose the correct answer from the text in form multiple choice, essay and true or false.

The cloze procedure can be used to teach reading because it goes beyond the sampling, reconstructing and matching demands of normal reading.³ The writer optimize this technique can help if students will identification the main idea or what the text mean and also can get information quickly.

³James Rye, *Cloze Procedure and the Teaching of Reading* (London: Heinemann, 1982), p. 91.

1.4 Problem Statement

Based on the background above, the researcher can formulate the problem statement as follows:

- 1.4.1 How is Close Procedure Technique in teaching reading ability at the second grade students of SMAN3 Pinrang?
- 1.4.2 How is the implementation of Close Procedure Technique to improve students' reading ability at the second grade students of SMAN3 Pinrang?

1.5 Objective of the Research

Relating to the problem statement above, the research supposed to know Based on the problem statement above, the objective of the research is to find out the students' score before and after applying Close Procedure Technique as learning to improve students' reading ability.

The research supposed to know how Close Procedure technique can improve reading ability

1.6 Significance of the Research

The significance of the research is divided into two benefits that are theoretical and practically, where described as follows:

1.6.1 Theoretical significance

In the theoretical significance, involves the theory used in this research as variety to improve the students; reading ability and new discovery in teaching English.

1.6.2 Practically significance

1. For the English teacher

As an input English Teaching and can give information to the English teacher how to help the students to develop their reading ability.

2. For the students

It can be applied to motivate the students in developing their reading ability.

3. For the other research

It will be used as one of the references for those who want to conduct a research in English learning of teaching process.



CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Previous Related Research Findings

Some research had conducted on the use of some methods developing English especially in teaching reading. The researcher took some previous related research finding as references in her research.

Hima in her research Using random text strategy to improve students reading comprehension skill at the eleventh year of SMK Negeri Sidrap. It was propped by data showed that the score reading text of cycle 1 (57,75) and the score reading text of cycle 2 (78,00). It mean that, there was effort to improve the student reading comprehension skill by apply random text strategy at the eleventh year of SMK Negeri 3 Sidrap.¹

Nasirah in her research concluded that teaching reading comprehension by using numbered heads together at the eight grade of SMPN 1 Mattiro Bulu able to improve the students reading comprehension. It can be seen from t-test which showed that there were significant differences between the results of the students' pre-test after given by numbered heads together.²

Suryani in her research Teaching Reading Comprehension by Applying Cloze Procedure Technique it can be concluded that the students who were taught by using close procedure technique have a better performance than those who were not. As the follow up for this research, it is suggested that English teachers should use various

¹Hima, "The Effort Improve Reading Comprehension Skill by Using Random Text Strategy at the Eleventh Year Students of SMK Negeri 3 Sidrap" (Unpublished skripsi; English Program of Tarbiyah and Adab Departement State Islamic College (STAIN) Parepare, 2018), p. 85.

²Nasirah, "Improving Reading Comprehension Through Numbered Heads Together at the Eight Grade Students of SMP Negeri 1 Mattirobulu Kabupaten Pinrang" (Unpublished skripsi; English Program of Tarbiyah and Adab Departement State Islamic College (STAIN) Parepare, 2016).

technique in teaching. In teaching reading comprehension, cloze procedure technique can be an alternative to be applied in teaching English³

From some findings of the research above the research concluded that in teaching and learning process, the teachers are supposed to make the students more interested in material and involve them in learning process by creating a good atmosphere in teaching English reading ability.

The result of this previous researcher leded the researcher to conduct a research which focused on improving reading ability. The researcher believed that Cloze Procedure Technique can improve reading ability of the second grade SMAN 3 Pinrang.

2.2 Concept of Reading

2.2.1. Definition of Reading

The definition of Reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiences, language backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read.⁴ Reading can be defined as the window to knowledge through which people are able to know and comprehend much information they cannot get completely from other skills such as listening, speaking, or writing. Generally, someone will get knowledge or information from speaking and listening through the radio or watching television. In reading also, some reader will find some reasons examples, explanations, comments, notes, and summary of the news.

³Suryani, "Reading Comprehension by Applying Cloze Procedure Technique" (<http://teaching-reading-comprehension-by-applyi.pdf>), access on 28 June 2018.

⁴Albert J. Harris and Edward R. Sipay *How to Increase Reading Ability* (Seventh Edition), p. 10.

Reading is the meaning full interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the readers' language skills and knowledge of the world. In this process the reader tries to re-create the meanings intended by the writer.⁵

According to Oxford Learner's Pocket Dictionary states some definitions of reading, they are: action of a person who reads, an amount indicated or registered by a measuring instrument, a way in which something is interpreted words through the eyes and mind, an entertainment at which is read to an audience, each of the stags, of debate through which a bill pass before it can become law. Reading is usually conveyed of as a solitary activity in which the reader interacts eight the text in isolation.⁶

Reading is more than just assigning foreign language sounds to the written words; it requires the comprehension of what is written. Students different their ability to read their native language, and these same differences reappear in their ability to read second language, reading skill in the one language are not necessarily transferred to another language and may have difficulty reading a foreign language.⁷

Based on the above definition, the writer concludes that reading is a process to getting information, idea of constructing meaning from the message conveyed through writing symbols, the eyes receive message and the brain then has to work but the significance of the message.

⁵Albert j. Harris, *How to Increasing Reading Ability* (Seventh Edition), p. 8.

⁶Oxford University, *oxford Learner's Pocket Dictionary* (fourth edition), oxford University Press (China, 2010).

⁷Edward David Allen *Classroom Technique: Foreign Languages an English as a Second Language*, p. 249.

2.2.2 Kinds of reading

2.2.2.1 Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skill to improve your general knowledge of business procedures. Do not worry if you understand each word. Examples of extensive reading; (a) The latest marketing strategy book (b) A novel you read before going to bed (c) Magazine articles that interest you.

2.2.2.2 Intensive Reading

Intensive Reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact. Examples of intensive Reading; (a) A book keeping report (b) An insurance claims (c) A contract.

2.2.3 Types of reading

There are three types of reading according to Nuttal Cristine as follows:

2.2.3.1 Loudly Reading

Reading aloud is important and the students should be taught to read aloud. Reading aloud is a kind of reading where a reader expressed orally word in the text. The purpose of reading aloud is to improve the students' ability in pronouncing the words, stressing the words, and having a good intonation about every sentence in passage.

A further classification of reading aloud is the devotion onto unison reading and individual reading. Reading in unison is done with whole group reading aloud together. The purpose of reading individually is to check pronunciation. Reading

individually stimulates the students' ability to read, moreover, reading individually helps the teacher to find out who among the students has difficulty in reading.

2.2.3.2 Silent Reading

Silent reading tends to reinforce the readers to find out the meaning of words. This kind of reading leads the reader to have better comprehension. Silent reading is a skill to criticize what is written to discuss something means to draw inferences and conclusion as well as to express new ideas on the basis of what is read. To develop the students understanding in the silent reading, we give them short reading passage at the beginning ask question after word.

2.2.3.3 Speed Reading

Speed-Reading is used to improve speed comprehension in reading. This must run side by side with the main purpose of reading that is comprehension. It depends on the kinds of material of reading. The rate of speed of reading a story or newspaper or narrative will be different from the reading of scientific material.

2.2.4 Strategy of reading

2.2.4.1 Skimming

Skimming is used to quickly gather the most important information, or 'gist'. In skimming there are six steps are; (1) Preview the text by reading the title and the introduction. (Usually, the intro has thesis statement). (2) Check if there are headings and subheadings. (3) Read the first paragraph and the first sentences of the succeeding paragraph. (4) Quickly check keywords in the paragraph (usually it summarizes the main points. (6) If you feel that a paragraph contains important info that answers What, Why, When, How, Who read it fully.

2.2.4.2 Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning. Examples of scanning: (a) The "What's on TV" section of your newspaper (b) A train / airplane schedule (c) A conference guide.⁸

2.2.5 The reason for Reading

Yunita sardin conclude there are two reason for reading; there are reading for information and reading for pleasure. (a) Reading for information is a basic understanding of what is being talked about. Be aware that this basic information will not necessarily be called on again: once we know this information. The first reading is often the most difficult because of the quantity of new information. (b) Reading for pleasure is done without other people. The purpose of reading in any language is to inform ourselves about something we are interested in, or to challenge our knowledge on certain in other words.⁹

2.2.6 The technique for teaching reading

There are five stages of plan for reading instruction that can be use either in the classroom, as follows:

2.2.6.1 *Preteaching/preparation stage.* This important first step helps develop skills in anticipation and prediction for the reading of graphic materials. Phillips points out

⁸Hasmi, "The Influence of Quantum Teaching Method in Teaching Reading Comprehension at The Second Year Students at MI's DDI Kubo Kabupaten Sidrap" (Unpublished skripsi; English Program of Tarbiyah and Adab Departement State Islamic College (STAIN) Parepare; 2015), p. 7-9.

⁹Yunita Sardin, "Improving Reading Comprehension at The Second Grade Students of Mts. NPangkajene Through Argumentative Paragraph" (Thesis STAIN Parepare), 2012, p. 7.

that students need to build expectancies for the material that they are about to read. Some activities Phillips recommend for this first stage of reading include:

- a. Brainstorming to generate ideas that have a high probability of occurrence in the text
- b. Looking at visuals, headlines, titles, chart, or other contextual aids that are provided with the text
- c. Predicting or hypothesizing on the basis of the title or first line of a text what significance it might have or what might come next.

2.2.6.2 *Skimming/scanning stages.* Both or these steps are distinct processes involving, as we saw earlier, getting the gist (skimming) and localing specific information (scanning). Some of the practice activities needed for this stage include:

- a. Getting the gist of short reading, paragraphs, or other graphic material.
- b. Identifying topic sentences and main ideas
- c. Selecting the best paraphrase from multiple-choice options of the main idea of a text or of the conclusion.
- d. Matching subtitles with paragraphs
- e. Filling in charts or forms with key concepts
- f. Creating titles or headlines for passages
- g. Making global judgments or reacting in some global fashion to a reading passage.

Swaffar proposes that teachers have students move directly from skimming to scanning with any reading task. First students skim the passage to determine what general category fits the content of the passage (i.e., is it about a problem, people or organization, events, or ideas?).

Then students scan the text more carefully to locate a few of the main ideas relating to this global.

2.2.63 Decoding/Intensive Reading Stages. Phillips maintains that this stage is most necessary when students are “learning to read” rather than “reading to learn.” Decoding involves guessing from context the meaning of unknown words or phrases and may be needed at the word, intrasentential, or discourse level. Readers need to be taught not only how to guess the meaning of content words, but also how interpret the force of connectors, determine the relationships among sentences or sentence elements, and the like. Again, the extent of decoding that will go on in this stage will depend on the purpose for reading a given passage. As Phillips states, “In the final analysis, conscious, detailed decoding is not a common goal of reading.” Rather, fluency and rapid understanding are the most common objectives in reading, and it is only when comprehension is impeded by unknown words, complex structure, or very unfamiliar concepts that skilled readers resort to decoding.

2.2.64 Comprehension Stage. In this step, comprehension checks of various sorts are made to determine if students have achieved their reading purpose. Phillips feels that reading comprehension exercises should (a) not confound the reading skill with other skills, such as writing, listening, or speaking if they are to be considered pure tests of reading comprehension, and (b) reading comprehension checks should project the reader through several phases of the reading process.

2.2.65 Transferable/Integrating Skills. In this final stage of teaching reading, Phillips maintains that exercises should be used that help students go beyond the confines of the specific passage to enhance reading skills and effective reading strategies. Exercises that encourage contextual guessing, selective reading for main ideas,

appropriate dictionary usage, and effective reading strategies to confirm hypotheses are among those identified as especially helpful in this stage.¹⁰

From explanation above, the researcher conclude about the techniques in teaching reading that can be use in reading lessons. As researcher know, in teaching reading we will touch on the ability of comprehension because comprehension is one aspect of reading. Teaching reading comprehension can sometimes be tricky because there are many factors that influence it. One of them, the use of appropriate techniques with student characteristics can help in reading comprehension. In this connection, the researcher believe in these techniques is very suitable for teaching reading.

2.2.7 The advantages of reading

According Ayan in Hermowo in Quantum Reading explains some of the advantages and benefits of reading.

1. Reading adding vocabulary and knowledge of grammar and syntax. More importantly, we introduced read on a wide variety of creative expression, and thus shapen linguistic sensitivity and the ability to express feelings.
2. Many books and articles were able to get the reader to explore the feelings and thoughts of his readers, such as novels, mysteries and humor, indirectly also develop the interpersonal intelligence of his readers.
3. Reading sparks the imagination. And reading a good book is a book that can give readers an idea of the world and its contents complete with all the events and circumstances. Collected from each picture book and reading materials will be inherent in the mind, and over time, build a network of ideas and feelings the basis for the emergence of creative ideas the readers.

¹⁰Alice Omaggio Hadley, *Teaching Language in Context* (Second Edition), p. 199-201.

4. Reading comprehension is the activity between the reader and the writer's idea. Where the writer sends his idea in the written symbols and then the reader catches its idea. Reading comprehension is not just aloud but reading also to establish and understand the meaning of words, sentence, paragraph sense and relationship between ideas.

Comprehension is specific kinds of thinking process. The reader comprehends by actively constructing meaning internally from interacting with material that is read. Identify five categories of skill through comprehension passage, namely: The ability to summarize a selection in a several word title or heading, the ability to determine the main idea of selection, the ability to recognize the key supporting details, the ability to identify vocabulary on concept, the ability to make inferences and draw reasonable conclusion based upon the information presented.¹¹

2.3 The Concept of Cloze Procedure Technique

2.3.1 Some experts' ideas of Cloze Procedure Technique

O'Malley defined that cloze procedure involves systematically and purposefully omitting words within a text selected for developing and evaluating reading comprehension, and asking readers to fill in the blanks.¹²

Djwandono defined that cloze is the omitting words in the passage, the omission used intentionally in order to leave a blank space. The original passages which contain more words and it would be possible to omit the words that

¹¹Hemowo, *Quantum Reading (Cara Cepat Bermanfaat untuk Merangsang Munculnya Potensi Membaca)*, (Bandung:MLC, Bandung, 2003), p. 36-37.

¹²O'Malley, JM and L.ValdezPierce. *Authentic Assessment for English Language Learners, Practical Approaches for Teachers*. Ny: Pearson Education. 1996, p. 112.

approximately 50 questions. The large passage used is the more words deleted and the more difficult to fill in.¹³

So that, cloze test related to the students thinking process as in their ability to comprehend the appropriate words in one of the passage.

Many teachers in both first language and second language classrooms adopt the cloze procedure. The cloze procedure is here defined as those rational deletions made by the teacher with the hope of teaching something in reading. The fact that the cloze procedure “works”, has a “mechanical simplicity”, “is simple and straightforward”, and “does not involve experts or difficult administrative judgments”. Taylor has a great deal of appeal for the experienced and novice teacher alike.¹⁴ However, many teachers do not realize that the close procedure is very deceptive in its simplicity. The undifferentiated use of the cloze procedure in a first or second language classroom in the hopes of some kind of reading improvement is very dubious and is termed the ‘shotgun approach’.¹⁵

Teachers must understand why the cloze procedure can be used to teach reading. Its effective classroom implementation depends on careful text selection, preparation and presentation.

Concerning the cloze procedure, there are three kinds of cloze test: Grammar cloze test, Vocabulary cloze test and Reading comprehension. Brown says, “Cloze procedure is one of the tests that can help the teachers to teach reading comprehension. Thus, Heaton stated that cloze procedure measure the readers’

¹³Djwondoro, MS.. *Tes Bahasa dalam Pengajaran*. Bandung. Penerbit ITB 1996, p. 79.

¹⁴Taylor, Wilson, *Cloze procedure: a new tool for measuring readability*. Journalism Quarterly, 1953, p. 433.

¹⁵Jongsma, EA, *The Cloze Procedure as a Teaching Technique*. Newark, Delaware: International Reading Association, 1971.

ability to decode 'interrupted' or 'mutilated' messages by making the most acceptable substitutions from all the contextual clues available.

Thus, Heaton in Patricia Raynon stated that cloze procedure measure the readers' ability to decode 'interrupted' or 'mutilated' messages by making the most acceptable substitutions from all the contextual clues available.¹⁶

Through the test, the students are able to know the information in a text." The principle of cloze test is based on Gestalt theory of closure. It means closing gaps in pattern subconsciously.

In reading skill the students are expected to be able to read English successfully. One of the ways to vary the teaching of reading is cloze procedure technique. This technique is useful for the students in order to comprehend the texts. In this case, the teacher will prepares some cloze passages and erases the fifth words each sentence except the first sentence in a paragraph. Giving a cloze procedure could help the students. The teacher gave a passage by deleting some words and asked the students to read the whole passage. Then, the teacher asks the students' to fill in the blanks with the most suitable words in the tables.

Bornuth's in Earle A Richard Cloze Readability Procedure is a newer procedure that involves students; its purpose is to show whether a student can handle satisfactorily given piece of material in an instructional situation. Directions for constructing, administering, and interpreting a cloze test in content areas have been suggested by Earle. They reproduce them in the following seven paragraphs:

1. Select approximately 260 running words from required text material
2. Print the first sentence in its entirety, unmutated.

¹⁶Patricia Raynon, *Cloze Procedure in Teaching of Reading* (<http://cloze%20procedure.pdf>), p. 91. Access on 25 June 2019.

3. Select, at random, one of the text 5 words (i.e., one of the first 5 words in the second sentence). Delete this word and replace it with a blank standard length. Continue to delete every fifth word until you have 50 blanks. End that sentence, Follow with a complete, un mutilated sentence.
4. Since most students will find the cloze procedure new experience, it is important to explain the purpose of the test, very brief and easy exercise, completed with teacher guidance and/or peer collaboration. Administration rarely takes more than 30 minutes.
5. Since the test is not to be graded or returned to the students, the easiest means of scoring is to avoid the search for synonyms. Rather, mark as correct only those words or symbols which are exacts replacements according to the original text material. Multiply each correct replacement by two to arrive at percent correct.
6. Research has shown the close to be a valid and reliable measure of reading comprehension. As with any test, however, your interpretation of the scores is most important. The research suggests that close score of less than 30 to 35 percent are likely to indicate inadequate comprehension, while scores of greater than 55 to 60 percent are likely to indicate very high comprehension of the text in question.
7. The perhaps the best way to interpret your close score, however, is to organize them in a single frequency distribution, i.e., arrange the scores in order to show that so many kids got 10 percent, so many got 12 percent, so many got 14 percent, and so on. This kind of organization will give a more graphic picture of how well individuals and groups in particular class comprehended the text.¹⁷

¹⁷Earle A Richard, *Teaching Reading and Mathematics* (Newark, Delaware: The international, 1976), p. 64-65.

Cloze procedure passages should be prepared from the materials that the teacher plans to use in her classroom. It is important to note that, at times, texts differ in readability from section to section. Therefore, a representative passage (or passages) should be chosen.

Cloze procedure may well be preferred over readability formulas in the future. Lundstrum, for example, feels that readability research in the social studies should be more sensitive to the problem of concept loading and states that cloze procedure may provide this greater sensitivity.¹⁸

According to Walker in Suryani that the purpose of cloze procedure is:

- 1) Determine students' knowledge regarding reading.
- 2) Determine the level of a specific text and clarify its independence, instruction, and frustration level (placement focus),
- 3) Evaluate students' critical reading strategies along with their ability to use context (diagnosis focus), and encourage students to think critically and analytically about the text.
- 4) Encourage students to control the meaning of what they read.
- 5) Evaluate students' lexicon and subject-matter knowledge.¹⁹

2.4 Strategies as suggested about Cloze Procedure Technique

Referring to some references about cloze procedure designing and scoring, in this study the researcher will apply the following strategies as suggested by O'Malley:

¹⁸John P. Lundstrum, *Reading in the Social Studies: A Preliminary Analysis of Research*, *Social Education* 40 (January), p. 10-18.

¹⁹Suryani, *Reading Comprehension By Applying Cloze Procedure Technique* (<http://teaching-reading-comprehension-by-applyi.pdf>), P. 48. Access on 28 June 2018.

2.4.1.1 The teacher selects a passage and re type it. The passage is an excerpt from a story and text book for the cloze activity. In this case, she chooses the narrative texts.

2.4.1.2 Then she retypes the text. She decides to use all techniques suggested by O'Malley; they are rational deletion, fixed- deletion, maze and limited techniques because she wants to prove which technique is the most appropriate for her students level of ability. The deleted words are based on the techniques used.

2.4.1.3 In fixed-deletion, the researcher will delete every fifth words without considering the parts of speech in the text. In rational technique, the first sentence is typed exactly as it appears in the original text. Beginning with the second sentence, one of the first past form verb is deleted and replaced with a blank. Then every past form of verbs in the remainder of the passage is deleted and replaced with a blank. While in maze technique, three word choices are provided all together at each missing word interval. For limited cloze, word choices; one per blank; are provided all together in a word blank at the top or bottom of the page.

2.4.1.4 After that students read the entire text silently, then they predict or "guess" the word that goes in each blank. Students write the words in the blanks.

2.4.1.5 At the first time, the students will work in the whole class with the words' choice provided before they are asked to provide words by themselves. Then the students work in groups, and later they work individually to complete the cloze passages.

2.4.1.6 The teacher scores the students' work. The researcher will use acceptable scoring method in which she will award one point each time the missing word is

correctly identified. The percentage of correct answers is determined by dividing the number of points by the number of blanks.²⁰

2.5 Types of Cloze Procedure Technique (Close test)

Cloze test has been changing and developing. It can be mainly classified to fixed-ratio cloze, multiple choices cloze, C-test and banked cloze.

2.5.1 Fixed-Ratio Cloze

Oller stated that fixed-ratio cloze test is constructed by deleting words according to a fixed pattern, either at even numbers (4, 6, 8, 10, etc.) or at odd numbers (5, 7, 9, 11, etc.). the advantages of this close variant are convenience and high consistency, while there are also a lot of problems such as some of the blanks being too easy or too easy or too difficult, the broken passage sometimes arousing test-takers' dislike and resulting in a dilemma for testers to choose subjective or objective scoring method, and being lack of control which possibly leads to examine the language points the designer doesn't want to test usually.²¹

2.5.2 Rational Cloze

Rational cloze can also be called open cloze or gap-filling. The test developer control over the types of the words deleted such as functional words, verbs or nouns, and thus the language traits measured. This selected deletion changes the random of cloze testing into objectivity and practicality. Just like in fixed-ratio cloze, test-takers have to fill in the blanks in rational close according to their comprehension capability. The understanding advantage of rational cloze is that the test designer can

²⁰O'Malley, J.M and L.ValdezPierce, *Authentic Assessment for English Language Learners, Practical Approaches for Teachers*. 1996. Ny: Pearson Education, p. 114.

²¹J. W. Oller, *Language test at school*. Longman, University of New Mexico, Albuquerque.

select particular item to determine test-point. However, it is confronted with the problem that subjective or objective scoring method, either.

2.5.3 Multiple-choice Cloze

In order to solve the scoring problem of fixed-ratio and rational cloze, test developers design multiple-choice cloze. This close test format requires test-takers to select the correct answer from the provided options. It offers four or five options to each blank, while only one is the correct answer and the others are distracters. There are no accepted the answer which get rid of scoring controversies. Generally speaking, high reliability is the specialty of multiple choices cloze. However, the inappropriate options or explanation of new words will give test-takers some hints, which possibly reduce the difficulty level and the validity of test. Therefore, multiple-choice cloze demands test developers' enough attention and obeying some strict rules.

2.5.4 C-test

C-test was developed in by German Klein-Braley. It is a variety of Cloze test in which the students will read a brief paragraph with the first and the last sentence left intact. The original form is starting with second sentence of the text, the second half of every second word being deleted. Later it is developed into every capital letter of the deleted word being given, and test-takers are required to complete each of the deleted word. This study adopts the latter form. Comparatively speaking, it is much easier for test developers to design C-test, and they have much more freedom to determine the test-point. What's more, the objective method is usually applied to scoring process. However, the validity of C-test to non-native language learners has not been verified completely.

2.5.5 Banked Cloze

Banked cloze is adapted from rational cloze or multiple-choice cloze.

Some words are selected and deleted according to the test designer's intention for testing a language segment, and some answers will be provided in a box, thus what the test-takers have to do is to choose the appropriate word to fill in the blank. Each blank just has one correct answer, but usually the words in the box are more than blanks in the passage.

2.6 Advantages and disadvantages of Cloze Procedure Technique (Cloze Test)

2.6.1 Advantages of Cloze Procedure Technique (Cloze Test)

2.6.1.1 It is easy to prepare and quite easy to score

2.6.1.2 It is a good measure of integrative skills

2.6.1.3 Standard cloze is a good measure of overall ability in English

2.6.2 Disadvantages Of Cloze Procedure Technique (Cloze Test)

2.6.2.1 It is not a sensitive measure of short-term gains

2.6.2.2 It is difficult for teacher who are non-native English speakers acceptable equivalent words

2.7 The Procedure of Cloze Procedure Technique and Learning Process.

There were some steps of Cloze Procedure Technique (Cloze Test) in teaching and learning process, they were:

2.7.1 The researcher will give a narrative text to the students and then the researcher will ask the students to make the small groups.

2.7.2 The researcher will give the students the reading test which consist some kinds of reading test

2.7.3 Every student will ask some difficult vocabulary to their groupmate.

2.7.4 The students answer these questions.

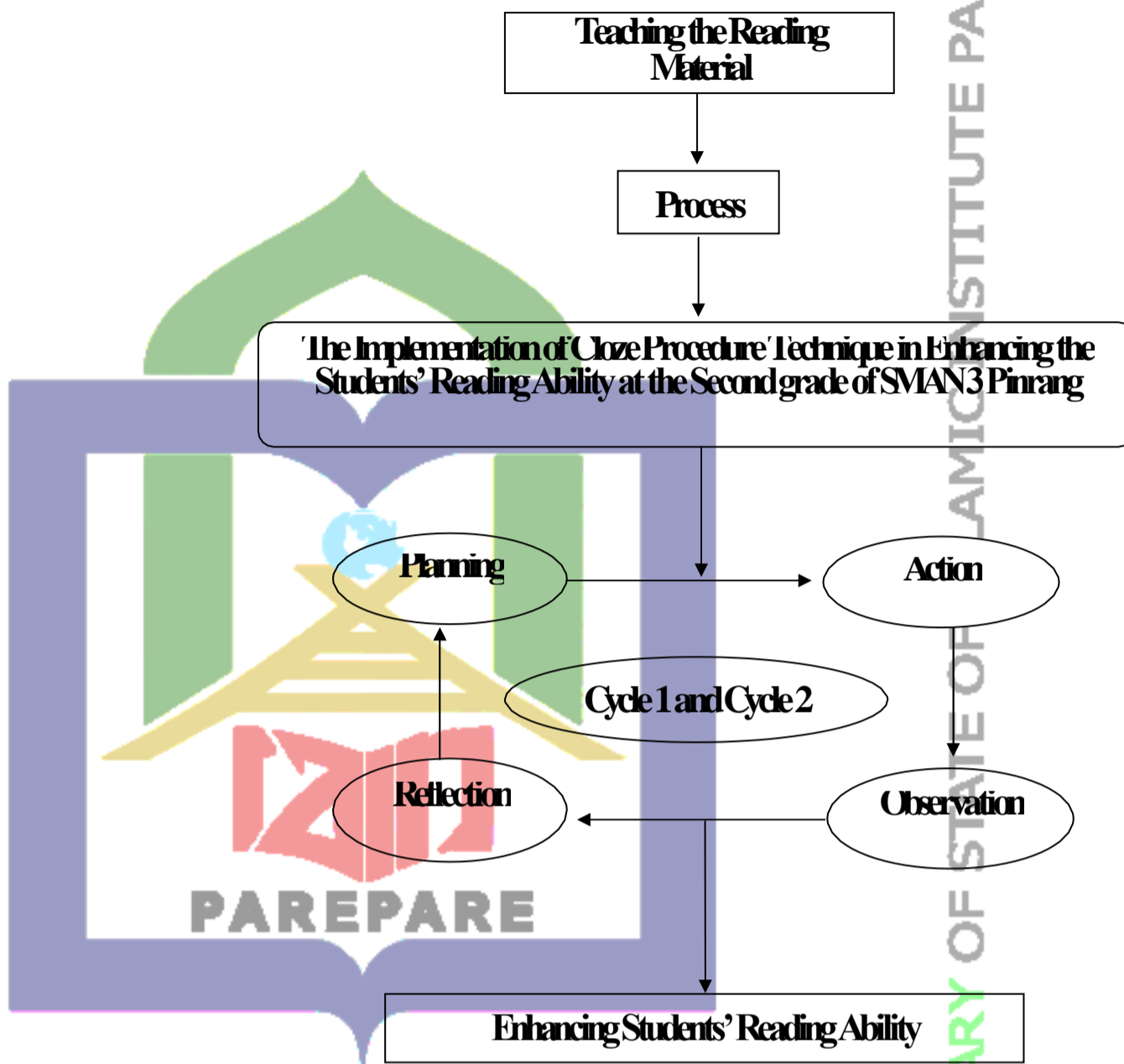
2.7.5 The teacher and the students check the test together²²

Based on some pertinent idea above, it could be concluded that there were many techniques that can be used for teaching reading in the class. The researcher offered a new brand technique that being expected to be a good technique in improving the students' reading ability. The defined technique was close procedure technique (cloze test). There have been explained the advantage of using that so the researcher believed that this technique would create and produced a good reading achievement.



²²Muh. Jafri, *Improving Reading Comprehension of Tenth Year Students of SMANegeri 2 Parepare through Cloze test* (Thesis Universitas Muhammadiyah Parepare), 2013, p. 12-16.

2.8 Conceptual Framework

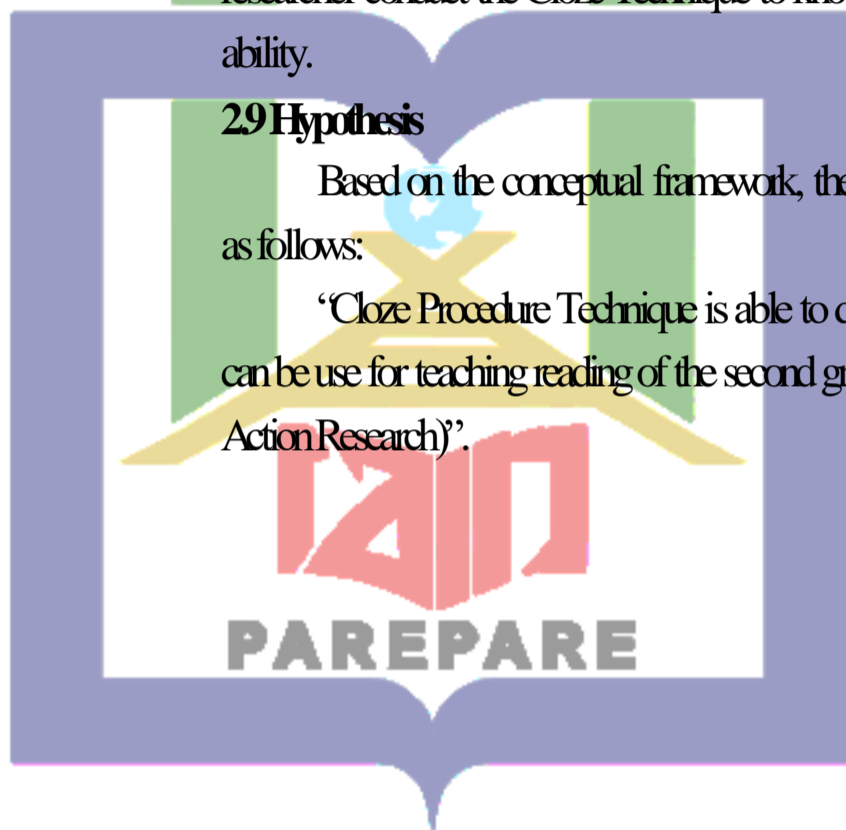


Based on The Conceptual framework above describe that the researcher teaches reading ability with implementation of Cloze Procedure Technique. The researcher focuses on the students improving to understand the content of material reading with four stages. Implementation Cloze Procedure Technique conducted to improve the students reading ability as an output of teaching and learning process. The process of Cloze Technique have two cycles, in cycle one the researcher will conduct the technique to know a based learning of students. And the cycle two the researcher conduct the Cloze Technique to know the students improving in reading ability.

2.9 Hypothesis

Based on the conceptual framework, the researcher fomulates a hypothesis as follows:

‘Cloze Procedure Technique is able to develop students’ reading ability and can be use for teaching reading of the second grade SMAN3 Pinrang (A Classroom Action Research)’.



CHAPTER III METHODOLOGY OF THE RESEARCH

3.1 Subject of the Research

The subject of this research was class XI A 1 students of SMAN 3 Pinrang in academic year 2019/2020 which consisted 32 students.

Table 3.1 the subject of this research

Class	Sex		Total
	Female	Male	
XII A 1	21	11	32

Source: SMAN 3 Pinrang

3.2 Object of the Researcher

The objective of this research was the students at SMAN 3 Pinrang. The researcher supposed to know students reading ability while teaching the material of the reading in the classroom. The objective of the research is to find out the students' score before and after applying Cloze Procedure Technique as learning to improve students' reading ability. The research supposed to know how Cloze Procedure technique can improve reading ability whether success or not apply in the classroom.

The research wanted alteration from student especially reading ability which is focus in getting all of information and easy understanding the meaning if the students read something.

3.3 Setting of the Research

The research did in grade second year students of SMAN 3 Pinrang in academic year 2019/2020. This research needed time for \pm two month, because this action research used some cycles that need an effective learning process in the classroom.

3.4 Variable and operational definition of variable

This research has two variables, independent variable and dependent variable. In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is a Classroom Action research and consist of two variables; they are:

3.4.1 The Independent Variable (x)

The independent variable is the Cloze Procedure technique in enhancing students' reading ability at the second grade SMAN 3 Pinrang as technique in teaching reading.

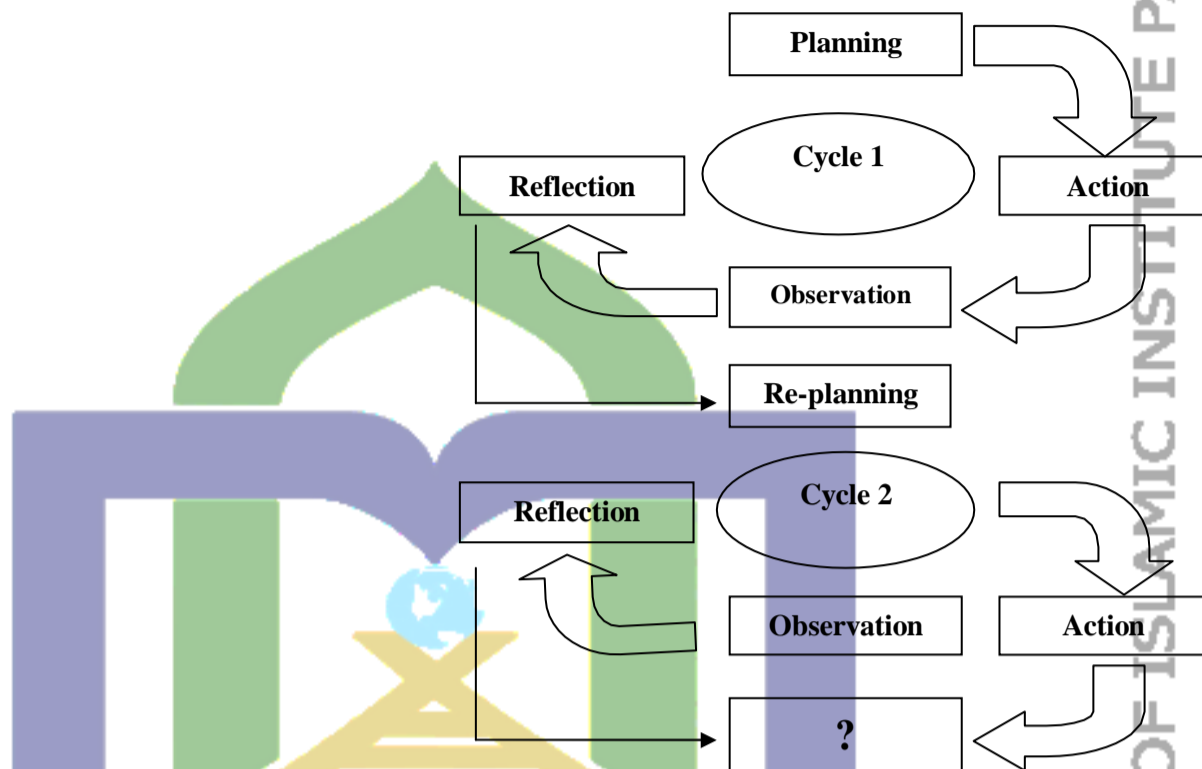
3.4.2 The dependent variable (y)

The dependent variable is variable that measure the influence of independent variable. Dependent variable of this research is the enhancing student' reading ability at the second grade SMAN3 Pinrang.

3.4.3 Operational definition

Using of Cloze Procedure Technique in teaching reading will help the students reading ability they will more active in following the learning process of the research. Reading ability is an activity where the students are able to read some story or English book and answer the question and find the main idea. Cloze Procedure Technique is an exercise, test, or assessment consisting of a portion of text with certain words removed, where the student is asked to replace the missing words or fill in the broken part.

3.5 Design of the Research and Procedure of Research



Source: Penelitian Tindakan Kelas.¹

a. Planning

In this stage the researcher explained about what, why, when, where, by whom, and how the action is carried out.

b. Action

The second stage was action research in the implementation or application of the contents of the design, which was wearing action in class. The thing to remember is that in this second stage the teacher must remember and try to obey what has been formulated in the design.

c. Observation

¹Suharsmi Arkinoto, *Penelitian Tindakan Kelas* (Jakarta PT. Bumi Aksara, 2007), p. 16.

The third stage was the observation activities carried out by observers or researchers. In fact it is a little inaccurate if this observation is separated from the implementation of the action because the observation should have been made at the time the action was being carried out. So, both take in the same time.

d. Reflection

The fourth stage was an activity to restate what has been done. This reflection activity was very appropriate when the implementing teacher has finished taking action, then confronts the researcher.

The research was a Classroom Action Research (CAR). It was conducted through two cycles to observe the students' reading ability through Cloze Technique. It was consist of planning, action, observation, and reflection. The classroom action research was carried out by the researcher. The conceptual framework that used in this research will present in the following diagram:

3.5.1 Cycle 1

3.5.1.1 Planning

1. Understanding/analyzing the curriculum of the school that was used or applied for the school.
2. Prepared the interesting material in learning for the students that applied during teaching process.
3. Made the lesson plan for each meeting about reading material.
4. Made the teaching instrument based on the classroom action research.
5. Teaching Material: *Text*.
6. Cloze Procedure Technique.

35.12 Action

1. The Researcher built up the warmth environment among the students to engage the students in teaching process (telling story and motivation).
2. The researcher changed the classroom environment. Reset the chair position to have an effective teaching.
3. Divided the students into some groups this group help the students when in learning teaching process find some difficulty like such as vocabulary or grammar.
4. Explained the material to the students and gave the students the reading material which is focus in narrative text.
5. Gave the task to the students about the material and the students answer the questions given together with their group.
6. Asked the students to demonstrate their work result in front of the class.
7. Re-explain the material.
8. Celebrated the students' work. If it's worth learning, it is worth celebrating (clap hands, gift, or thumbs up).

35.13 Observation

In this phase, the researcher observed the increase of the students' reading ability in understanding the content of the text and also their increase in determining the main idea of paragraph through Cloze Procedure Technique. The research evaluated the students' achievement in reading ability and measured the effect of Cloze Procedure Technique. And the researcher gave the students some guiding was confused or difficulty in process teaching.

35.1.4 Reflection

Reflection was used to see the first cycle process. The researcher analyzed and evaluated the teaching learning process. By the reflection, the researcher knew the weakness of first cycle and will be revised at the second cycle.

35.2 Cycle 2

In this cycle, the procedures were as follows:

35.2.1 Planning

1. Instructed the students to bring dictionary.
2. Prepared the interesting material for the students.
3. Made the lesson plan for each meeting about reading material.
4. Made the teaching instrument based on the Classroom action research.
5. Teaching Material: *Text*.
6. Cloze Procedure Technique.

35.2.2 Action

1. The teacher built up the warmth environment among the students to engage the students in teaching process (telling story and motivation).
2. Changed the classroom environment. Reset the chair position to have an effective teaching.
3. Divided the students into some groups this group help the students when in learning teaching process find some difficulty like such as vocabulary or grammar.
4. Explained the material to the students and gave the students the reading material which is focus in narrative text.
5. Gave the task to the students about the material and the students answer the questions given together with their group.
6. Asked the students to demonstrate their work result in front of the class.

7. Re-explain the material.

8. Celebrated the students' work. If it's worth learning, it is worth celebrating (clap hands, gift, or thumbs up).

3.5.2.3 Observation

In this phase, the researcher observed the increase of the students' reading ability in understanding the content of the text and also their increase in determining the main idea of paragraph through Close Technique. The research evaluated the students' achievement in reading ability and measured the effect of Close Technique.

3.5.2.4 Reflection

Reflection was done to see the whole cycle action process. The researcher analyzed the second cycle as consideration matter whether cycle reached success criteria based on test result.

3.6 Technique of data collection

The techniques and methods which used by the researcher to collect the data are observation and test.

3.6.1 Observation

Classroom observation is an observation that is focused on the understanding of how social event of the language classroom are enacted. Process of teaching and learning through Close Procedure Technique to know the obstacles appear during teaching learning process, the students' motivation, to find their trouble or difficulty, to know their understanding, and their attitude.

3.6.2 Test

The researcher was used an achievement test to measure the student's ability in reading. The forms of test are reading test. From those form, the researcher can get score directly the specific learning. The scoring can be done quickly and easily.

3.7 Instrument of the Research

3.7.1 Test

The researcher was used questioning test in, Cloze test to asses and examines the students' reading ability in identification the text. The researcher gave test in each cycle to find out the students' increase in reading ability.

3.7.2 Observation Checklist

In order for the observation to be successful, it requires a tool or observation instrument itself. As for the observation instrument used by researchers, it is a check list. Checklist is an observation guide that contains a list of all that is observed. So this observation sheet aims to find out whether students' learning outcomes are going well in accordance with the methods that have been applied.

3.8 Technique of data analysis

There are two kinds of technique to analysis data as follow:

3.8.1 Qualitative Analysis

Analyze the students' activity in learning process based on the observation checklist, was be analyzed qualitatively.

3.8.2 Quantitative Analysis

This technique used statistic descriptive that explain the high score, mean score and the low score by using technique to see the preferred that happened in learning process.

To analyze the data, the researcher conducted the following procedures:

3.8.2.1 Classification the students' assessment in produce reading

To find out how much the value of reading ability of the second year through Procedure Close Technique, The researcher would use scoring classification.

3.8.2.2 Scoring the students answer following formula

$$\text{Score} = \frac{\text{RecuSt Score}}{\text{Score MasiNuN}} \times 100\%$$

The data classified into following ways of classification as in the table below:

Classification the students' reading score

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	$\leq 40^2$

3.8.2.3 To find out the mean score of the students' test, the researcher used the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

Where: \bar{x} = mean score

$\sum x$ = total score

n = number of students³

3.8.2.4 Calculating the increasing from the cycle I to cycle II by using the following formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

Where: P = Percentage

²Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: PT. Bumi Aksara, 2005), p. 245.

³Gay L. R. *Education Research Competencies for Analysis and Application*. 1981.

X1 = Mean Score in cycle 1

X2 = Mean score in cycle 2⁴

3.8.2.5 Calculating percentage the students activeness in learning process

$$P = \frac{Fq}{N \times 4} \times 100\%$$

Where: P = Percentage

Fq = Total students' activeness

N = The number of students

3.8.2.6 Indicator of Learning Achievement

The indicators of this research in measuring the effectiveness and the success of this learning as follows:

3.8.2.6.1 The main score of the students' outcomes in reading improved $\leq 50\%$ from the cycle 1 to cycle 2.

3.8.2.6.2 The students are more effective to do their assignment, the researcher can see from the observation sheets.

3.8.2.6.3 The learning have completed if 60% students were predicated as good in Reading.

⁴Sudjana, *Metode Statistika* (Bandung: Tarsito, 1999), p. 233.

CHAPTER IV

FINDINGS AND DISCUSSION

In this section, dealing with finding of this research and the second section deals with the discussion of this research. The findings of this research consist of description of the result of the data analysis that can be discussed in the section below.

4.1 Findings

4.1.1 Assessing Classroom Problems

On Thursday 18th July 2019 the second time for researcher came in the school of SMAN 3 Pinrang to do observation. The researcher met with one of English teacher of SMAN 3 Pinrang. The researcher asked about students' problem when they were studying English, the researcher said that sometimes students did not care the teachers command but the other activities that made the situation of learning process was not running well. Then, the researcher asked that did all of the students do the same activities, the researcher said that not. The teacher said that there are many students were poor about their vocabulary and did not like read about English. After got information about the students' condition in the class, the researcher asked to the teacher in giving the data about the second year students which consist of 32 students. Finally, the researcher permitted to go home.

The researcher wanted to know more about their knowledge, on Friday 19th July 2019 the researcher came into the class to introduce the about Cloze Procedure Technique, but before it the researcher introduced her own self and the main purpose to come in into their class. After that the researcher asked students what is the Cloze Procedure Technique, none of them know about Cloze Procedure Technique it

showed from their response just silent and see the researcher, then the researcher explained that Cloze Procedure Technique.

Based on the explanation above, the researcher tried to solve these problems by implementing the Cloze Procedure Technique in enhancing students' reading ability. The researcher believed that this technique could help the students easier for them to read and understand of their reading text. Besides that, the researcher collaborated with her friends in English department as observer at the time the researcher gave material learning process.

4.1.2 Description result of Cycle 1

Discussion of cycle 1 consisted of four phases; those were planning, acting, observing, and reflecting as follow:

4.1.2.1 Planning

After the researcher had seen the situation of the school, had made some discussion with the English teacher, so the next activity the researcher prepared anything that would be need for learning process, and had entered the second year to explanation about Cloze Procedure did some action followed:

1. The researcher was seen to the school's curriculum especially in reading.
2. The researcher prepared the lesson plan (RPP) about the use of Cloze Procedure Technique to teach every meeting (3 meetings) in cycle 1.
3. The researcher prepared some tricks to motivate and made the situation in the classroom more interesting.
4. The researcher was made format of an observation sheet to see the condition of students in the learning process.
5. The researcher was prepared the teaching materials (narrative text).

6. The researcher makes the instrument test that was been use to evaluate the students, ability in reading.

4.1.2.2 Action Research

Acting was kind of activity that was done by applying the planning which had been arranged before. Besides that, the acting of cycle 1 consisted of three meetings; the first, the second and the third meeting as follow:

1. First meeting

The first meeting was held on Monday October 21th, 2019. In this meeting before starting the lesson the students gave greeting for the researcher and called roll as usually they did, and then the researcher introduce herself in front of the class. Then, the researcher asked the students' condition, made short conversation that would make them enjoyable in study. After that, the researcher gave a motivation to make the students enjoyable in study and also gave a purpose the learning process.

Before giving explanation about the material the researcher asked the students about the way to deliver their opinions or ideas. The researcher asked about reading and the other method. The researcher explained the technique that would be used as the teaching. Before enter the important subject, the researcher ask them again what is the Cloze Procedure Technique.

In discussing about introduction, the researcher asked the students' opinion about the text an how to read the text. Here the students responded researcher command by talking what they knew after saw and read the text before read the text, when they wanted to understand a passage or content of the text, not only how to read it, the students had try find some of the key words of the text in each sentence, then they would have imagination of what the sentence or text discussed about. The researcher also noticed them that they could use their imagination skill to imagine the

setting of the text by discussing with her friends about the content of the text. And it is could help them as basic information to get meaning and content of the reading text easily.

So the researcher also asked the students to read and discuss about the text for about 10 minutes with her friends. The researcher giving text about narrative text for their reading and answer the text, then the students read the narrative text 'Romeo and Juliet'. Before explain, the researcher divided the students into some groups. The researcher explained about narrative text by using Cloze Procedure Technique.

The implementation in this session was running well because students were given opportunity to deliver their reading ability in reading. Even though there were some students who didn't pay attention to the student's performance, include Renza Yuda Tambing cannot give attention well during learning process but there also students name is Ulfa Amelia can follow the learning process with attention well and sometimes asked the question and also answer the question from the researcher or from her friends. After the students answered the question, the researcher re-explained the material by using Cloze Procedure Technique again. Made the students more understand about the material. Then, gave them celebrated the student's work learning it is worth celebrating (Claps hand, gift, and thumbs up), overall the process teaching and learning was running well.

2. Second meeting

In this meeting cycle 1, the researcher gave new material for the students to see their more enthusiasm in studied English after saw their activities in the first meeting. The researcher started the class by greeting the students and checked the attendance list for about 5 minute.

The second meeting was on Monday, October 28th, 2019. At the second meeting the researcher asked the students about the material that had been studied in the first meeting, but the researcher gave new title of the text narrative. Directly the researcher gave ‘Dolphin and the Fisherman’. Before starting the main activity, the researcher did brainstorming about the previous material and asked their difficulties in reading the text. Most of students reported what problem they had in reading based on the result of their discussing. They said that they still had difficulties on understanding. The researcher started the main activity.

After the students answered the question, the researcher re-explained the material by Cloze Procedure Technique again. Made the students more understand about the material. Then, gave celebrated the student’s work learning. It is worth (Claps, gift, and thumbs up)

During the process, sometimes the students walked around the class to face their friend or came close to the researcher to ask about the topic that had been giving. Some students also discussed about the topic before do the reading. In here, while the researcher was observing the class activity, and the observer monitored students activity and help them when the students got difficulties. The observer found some students were played and other activities that disturb the learning process include Muh. Anugrah and also the observer found some students were attention in followed the learning process include Dita Reskiyana Safitri. But this meeting students best activity still low. And the last minute the researcher evaluated the students’ reading performance and informed that they could know the result in the next meeting.

3. Third Meeting

In this meeting was conducted on Monday 4th November 2019. Directly, the researcher asked the students to express their opinion or ideas about the material especially the text and the Cloze Procedure Technique. Some of the students understood about the material and then gave feedback about it. But there were several students who did not braveness to show up their own. They were shy and afraid but they had knowledge. The students also comment about their feeling learn about the material brought Cloze Procedure Technique. Actually it could be the reflection for the researcher for the next meeting. Continued the material but different title, the researcher gave "TimunMas"

Usually the researcher asked the students about this text. There are many students understood about this text.

The student activeness in the third meeting improved than in the second meeting. Their knowledge in vocabulary and grammar also increase.

4.1.2.3 Evaluating and Observing

1. The second result of cycle 1

In cycle 1, some of them can understand but the other students are so shy to gave question about the material. The students are afraid if their opinion was being lost. The case occurs because` their vocabulary still low, and sometimes they can't arrange their grammar. The researcher not only used the reading test to know the improving of students` ability in reading achievement after the implementation Cloze Procedure Technique, but also the researcher used observation sheet to know the students` participation in learning process. The researcher helped the observer the students` activities.

Based on the observation in cycle 1, most of the students did not care or apathetic in learning process. Because the researcher did not achieve the target score yet, so the researcher continued to the cycle 2. The researcher had changed the activity to be more interesting in cycle 2 so that, the students could show the increasing.

2. The students evaluation in cycle 1

Table 4.1 The Frequency Rate Percentage of the Students' Reading Ability in Cycle 1

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	-	-
2	Good	71-85	8	25%
3	Fair	56-70	12	37%
4	Poor	41-55	9	28%
5	Very Poor	≤40	3	9.37%
			32	100%

The table above shows that none of the students got excellent. There was 8 (25%) out of 32 students got good classification. There were 12 (37%) out of 32 students got fair classification. There were 9 (28%) out of the 32 students got poor classification. There were 3 (9.37%) out of the students got very classification.

Based on the data above, there was not increasing of students' reading ability in cycle 1. According to the score of evaluation above, there was not improvement of students reading ability.

4.1.2.4 Reflecting

Based on observational and evaluating the result of learning in cycle 1, the researcher could say that the result after applying Cloze Procedure Technique as the teaching. After the researcher and the collaborator made some discussion, there were some problems:

1. There many students were still passive in teaching and learning process because they did not know how to use English in the class especially.
2. There were several students were so shy and afraid to extend their mind although they have good skill in vocabulary and arranging the sentences.
3. The researcher also was still had difficulties to create enjoyable the learning situation for the students, so some students were difficult to understand the lesson.
4. The big problem that showed in the class was the students' vocabularies still less.
5. The researcher sometimes ignored the students in the back row so that they did not pay attention to the lesson.
6. Besides that, the students got difficulties in part of getting the meaning and understanding the content because there were many students had a lack of meaning and misunderstanding. It meant that, the lack of the meaning made the students of reading was still low.

After doing reflection of the result of reading test in cycle 1, the researcher gave them more explanation about the material and the function of the technique that used in every meeting, so in cycle 2 the students had more understanding and they became very active. In the teaching and learning process, they also enjoyed the topic and really like to read about English.

4.1.3 Describing Result of Cycle 2

Discussion of cycle 2 consisted of four phases; those were planning, acting, observing, and reflection as follow:

4.1.3.1 Planning

In this case the entire less in the cycle 1 was repaired. Such of them like the researcher had motivated the students to attend in each meeting o the cycle 2. The other hand, the researcher would maximize to apply all of steps in the lesson plan to get more good result and researcher would repair method of learning and gave more attention about this material and the technique.

Actually steps action in the second cycle was not different with the first cycle, In this case, the researcher had to tried to maximize in applying all of lesson plan in teaching process and repaired the less in the first cycle such as, grouping the students based on the different intelligence therefore the students active and passive were combine in each group. The other hand, the researcher had maximized to give guidance and help the students if they found difficulties to convey their meaning. It almost same with cycle 1 to explanation about the Cloze Procedure Technique, the researcher did some action followed:

1. The researcher instructed the students to bring dictionary and the researcher planned to give more explanation about the way in getting the meaning. Based on problem they had on the cycle1, the problem in getting the meaning used asking answering activity before the reading activity would be run.
2. The researcher prepared the lesson plan (RPP) about the use Cloze Procedure Technique to teach every meeting (3 meetings) in cycle 2.
3. The researcher prepared the interesting material for the student (narrative text).

4. The researcher made format of an observation sheet to see the condition of students in learning process.
5. The researcher prepared the teaching material (narrative text)
6. The researcher makes the instrument test that was been use to evaluate the students' ability in reading through Cloze Procedure Technique.
7. The students' score of reading were far from the target and it caused also by less attention and motivation. Less attention may also be the important factor why the first cycle still got problems. Some students did other activities, such as chatting with friend, drawing, etc. the researcher and teacher planned to solve those problems by controlling the class more than before, giving warning to the students, and sit or stood around the noisy area.

4.1.3.2 Action Result

The steps action in the cycle II was not different with the cycle I. In this case, researcher had to tried to maximized in applying all of lesson plan in teaching process. The researcher and the teacher did this cycle because the cycle 1 didn't achieve the indicator of learning achievement of this research, so this cycle was hoped can solve the problems that they got during the learning process. The material was still about reading text of narrative. For more clearly about the meetings the researcher explained more detail, as follow:

1. First Meeting

The first meeting was held on Wednesday November 6, 2019. The class begun with usual activity such as greeted students and checked the student presences. Besides that, the researcher focused in this meeting to explain about their problem until the students comprehend in their reading.

The researcher gave some comments about the students' achievement of the reading test in cycle 1, asked some question to the students in order refresh their memorize. The teacher gave explanation about the material and the technique that was used deeply. The researcher gave narrative text the title "Snow White". Before discussion the researcher engaged the students to be active in practicing English and also gave them motivation to have bravery. Then, the researcher divided to some groups for answer the question from the text. In here, the researcher always repeated what she had explained in the first meeting. She also asked the students to pay attention to her explanation and keep asking question if they didn't understand.

To train the students, the researcher asked them to give and read the topic. Besides that, the researcher didn't forget to encourage them in the end of meeting to read in better performance of the theme "Snow White" and always consulted their problem to the researcher. The students gave almost good responds for that. And the researcher found that the students' knowledge about reading was good. It covered students' Vocabulary and grammar was good trough this text.

2. Second Meeting

The first second meeting was held on Monday November 11th, 2019. The researcher refreshed the students' knowledge by giving them some question that had relationship with the material that had been studied. Based on the problem on their reading before can be seen that they still had problem in part of understanding and getting content of the text. So in this meeting the researcher explained more about Cloze Procedure Technique that they had been used for improve their reading ability.

The researcher intensively gave explanation about the material and the technique, engaged and encouraged gave this story to the student because this story more famous. "The Real Story of Pinocchio"

During the process of the second meeting the class activity was better than before. The researcher's strategy to stand around noisy area was successful and the students also quieter before, but the discussion between partners were still done by them. While the observer monitoring and helping them with the process, the researcher helped the teacher and did the observation. In this activity, the researcher didn't work alone. She was helped the teacher to control class. The last the students finished reading and then evaluated by the researcher.

After the students answered the question, the researcher re-explained the material by Cloze Procedure Technique again. Made the students more understand about the material. Then, gave them celebrate the student's work learning it is worth celebrating (Claps hands, gift, and thumbs up).

3. Third meeting

In this meeting was conducted on Wednesday November 13th, 2019. Directly, the researcher asked the students to express their opinion or ideas about the material especially the text and then Cloze Procedure Technique. Some of the students understood about the material and then gave responds about it. But there were several students who did not braveness to show up their own. They were shy and afraid but they had knowledge. The students also comment about their feeling learn about the material brought Cloze Procedure Technique. Actually it could be reflection for the researcher for the nest meeting. Continued the material but different title, the researcher gave 'The Mermaid'.

During the process of the second meeting the class activity was better than before. The researcher's strategy to stand around noisy area was successful and the students also quieter before, but the discussion between partners were still done by them. While the observer monitoring and helping them with the process, the

researcher helped the teacher and did the observation. In this activity, the researcher didn't work alone. She was helped the teacher to control class. The last the students finished reading and then evaluated by the researcher.

After the students answered the question, the researcher re-explained the material by Cloze Procedure Technique again. Made the students more understand about the material. Then, gave them celebrate the student's work learning it is worth celebrating (Claps hands, gift, and thumbs up).

After the researcher gave the text for the students, in this meeting there are many increasing about their reading ability. The researcher found that so good about their vocabulary and grammar.

4.1.3.3 Result evaluating and observation

1. The result of students' reading evaluation cycle 2

The increasing of students' reading score can be seen in the table bellows:

Table 4.2 The Frequency Rate Percentage of the Students' Reading Ability in Cycle

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	12	37%
2	Good	71-85	14	43.75%
3	Fair	56-70	6	18.75%
4	Poor	41-55		
5	Very Poor	≤40		
Total			32	100%

The table above shows that were 12 (37%) out of 32 the students got excellent classification and good classification there were 14 (43.75%) out of 32 the

students got good classification, and there were 6 (18.75%) out of 32 the students got fair classification, therefore the total of percentage was 100%

According to the score of evaluation above, it was clear that there were not increasing reading ability was 68%

2. The result of students' reading observation cycle 2

This data result in cycle 2 the researcher found that the students; reading ability after applying Cloze Procedure Technique in increasing the students' reading ability was effective because the researcher could achieve the target score. Most of students were very active and enthusiastic in teaching and learning process. They also were easy to share their own opinion because they could understand the material or the topic directly. The situational in teaching and learning process were comfortable for all the students in the classroom.

4.1.3.4 Reflecting

Based on the result of learning process that was applied on 6th November, on 11th, and 13rd November in 2019 the researcher where had done with the collaborator could emphasize the flaws and success of learning n cycle 2.

From the data result in cycle 2 the researcher found that the increasing students' reading ability with implantation the Cloze Procedure Technique of the second grade students of SMAN 3 Pinrang was effective because the researcher could achieve the target score. Most of the student where very achieve and enthusiastic in teaching and learning process. They also were easy to share their own opinion because they could understand the material or the topic directly. The situational in teaching and learning process was comfortable for all of students in the classroom.

From all of activities for 2 cycles during 6 meeting the researcher did observation to observe the students' activeness in teaching and learning process when the applying the Cloze Procedure Technique. It was taken using observation sheet. The result of student activeness is presented on the following the table below:

Table 4.1 The Students' Activeness in Cycle 1 and Cycle 2

Cycle	Meetings		
	1 st	2 nd	3 rd
1	45,31%	51%	54,7%
2	62%	68%	76,56%

Based on table above, therefore creates the increasing of the students activeness from Cycle 1 to Cycle 2. So that's way implementation this Close Procedure Technique in teaching reading ability is so effective because this is made the students more active than before these technique applied.

4.2 Discussion

4.2.1 The ways to improve reading ability with the implementation of Cloze Procedure Technique at the second grade students of SMAN3 Pinrang

The researcher using Cloze Procedure Technique as technique in teaching because, Cloze Procedure Technique is one way to improve students' activity in reading class. In the Procedure Technique: the researcher was a narrative text to the students and then the researcher asked the students to make a small group, the researcher was gave the students the reading text which consisted some kinds of reading text, every students asked some difficult vocabulary to their group, the students answer the question and the last the researcher and students check the test

together. Based on some pertinent idea above, it could be concluded that the procedure technique can be used for teaching reading in the class. The researcher offered a new brand technique that being expected to be a good technique in improving the students' reading ability. The defined technique was close procedure technique (Cloze Test). It has been explained the advantages of using that the researcher believed that this technique would create and produced a good reading achievement. In this case, the researcher expected to give and used many kind techniques in reading class and also the interesting material.

This section deals interpretation of the findings divided from the result of statistical analysis the student reading ability, the result of observation sheet during in the classroom interaction, research that conducted in two cycles. Each cycle consisted of four basic-steps that could not be separated namely, planning, action, observation and reflection. Classroom action research is done in order to solve the problem which is faced by the students in learning process.

The teaching method used in the classroom in increasing students' reading ability by the Implementation Cloze Procedure Technique of the second grade student of SMAN 3 Pinrang. This research used A Classroom Action Research as the design of the research.

While the researcher doing her research there are stages to be active as were encouraged to involve their mind and gesture actively to do the whole classroom activities of each stage. It will aim them to familiarize with classroom interaction to avoid a passive teaching and learning process. Students interacted to group of members was appeared when one of the members in a group performed class activities in another group members such as answering question.

4.2.2 The effectiveness of Cloze Procedure Technique to used in teaching reading ability at the second grade students of SMAN3 Pinrang

This section is intended to analyze the result findings based on the related theory. The research conducts the research in two cycles during 6 meetings the researcher did observation to observe the students' activeness in teaching and learning process when the applying the Cloze Procedure Technique. It was taken by using observation sheet. The result of students' activeness when applying Cloze Procedure Technique in teaching and learning process is presented on the following the table below:

Table 4.2 The Students' Activeness in Cycle 1 and Cycle 2

Cycle	Meetings			Mean Percentages	Increasing from C1 to C2
	1 st	2 nd	3 rd		
1	45,31%	51%	54,7%	58%	39%
2	62%	68%	76,56%	81%	

Based on the table above, the researcher can explain that the students' activeness in learning process of implementation Cloze Procedure Technique in cycle 1 still low with the percentage of first meeting until third meeting 45,31%, 51 % 54%, low with the mean percentage was 58%. The percentage of student' activeness in the forth meeting until the sixth meetings in cycle 2 were 62%, 68%, 76%, with the mean percentage was 81% Therefore, it creates the increasing of the students' activeness from cycle I to cycle II is 39% So that's way implementation this Cloze Procedure Technique in teaching reading ability is so effective because this it made the students want to know more and more about the story in the text.

The test level of the students' learning result, after looking the research result that had been analyzed, it can be known that the improvement of the students' learning result and their activeness frequency improved after they were taught through Cloze Procedure Technique. The student can accept Cloze Procedure Technique as an action applied by the researcher. In addition, the students' mean score that was categorized in the five scales improved. It was showed where their score changed from very poor, poor, and fair classification to good classification, from good to very good classification.

Generally these researchers above have conducted a research which used a narrative text in order to improve the reading ability at the second grade. Students of SMAN 3 Pinrang. Used Cloze Procedure Technique for improve the students' reading ability. The text method which used both texts is effective to improve the students reading ability.

The Students effectiveness to learn in reading with implementation Cloze Procedure Technique at the second grade students of SMAN3 Pinrang. Students gave positive response in the learning, based on the students note in cycling II found that the students were more enthusiasm, diligent to go school, doing their tasks, and actively pay attention to the teacher explanation. It was far different with first meeting at the first cycle I where students almost of the students chatting with the other friends, made a draw in their book, did not do the researcher direction and out of class without permission. It was because, there were students made activities that outside of learning process so they did not pay attention to what the teacher had explained in learning process. Nevertheless, when the researcher gave a task, they were confused that will be they done. It was proved the increasing of student activities and the increasing of the result of the English learning from the cycle I and

cycle II. But in the cycle II, the students' interesting developed and the result of their test developed also.

Brown stated that one of the ability that influences individual performance on Cloze test is reading comprehension.¹ It also support by Maryam in her research stated that close test was able to improve the students' reading comprehension. It also proven by research where the student achievements after treated by using cloze test technique is increasing and getting better.² It can be concluded that cloze procedure technique in improving the students reading comprehension is effectively.

Suriyani in her research Teaching Reading Comprehension by applying Cloze Procedure Technique it can be concluded that the students who were taught by using Cloze Procedure technique have a better performance than those who were not. As the follow up for this research, it is suggested that English teachers should use various technique in teaching. In teaching reading comprehension, cloze procedure technique can be an alternative to be applied in teaching English.³

The use of the cloze procedure when it is carefully sequenced in presentation and when texts are meticulously selected and prepared by the teacher can be an effective teaching technique in the development of reading strategies and reading comprehension. However, the teacher should be aware of the fact that it is not more

¹Brown, H. D. *Principles of language learning and teaching*. 3rd edition. Englewood Cliffs, NJ. Prentice Hall Regents, 1994.

²Maryam, "The Investigation of Reading Comprehension test and Cloze test Among Learners Who Learn English As a Foreign Language with Respect to their Language Proficiency and Gender. Malaysia" Universitas Kebangsaan Malaysia, 2012.

³Suriyani, "Reading Comprehension by Applying Cloze Procedure Technique" (<http://teaching-reading-comprehension-by-apply.pdf>), access on 28 june 2018.

effective than other conventional techniques in wide use⁴. It is a viable technique among many.

Based on the explanation above the researcher concludes that in teaching reading ability through the Implementation Cloze Procedure Technique can enhance the students' achievement. Because, students more interested in learning reading, they were happy and they were not bored. Besides that it was easy to learn and can rise up the students' motivation to learn about reading.

Students' activities in the classroom were happened of the class during the implementation these techniques. The test cloze procedure technique is effective in teaching reading ability. Almost all of the students are able to answer the question. It also can be concluded that the students who were taught by using cloze procedure technique have a better performance than those who were not. As the follow up for this research, it is suggested that English teachers should use various techniques in teaching. In teaching reading ability, cloze procedure technique can be an alternative to be applied in teaching English.

⁴Jongsma, *Cloze Instruction Research: A Second Look*. Newark, Delaware: International Reading Association. 1980).

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

This chapter consists of conclusion and suggestion based on the researcher findings in previous chapter. The researcher puts forward the following conclusions:

5.1.1 There was improvement of students' achievement from cycle 1 to cycle 2. Cloze procedure technique is effective to be used in teaching reading ability. It can be seen that the mean score of cycle 2 is higher the mean score of cycle 1.

5.1.2 Cloze Procedure Technique is effective for study about reading ability, the Cloze Procedure Technique that can gave many knowledge about reading ability. The students' responds in reading by implementation Cloze Procedure Technique was good because they always increase their participation in classroom learning process. They were interested in learning reading because it they could understanding reading text. Students' activeness from observation sheet was good it creates because the ways to improve their activities success with responds from all of students.

5.2 Suggestion

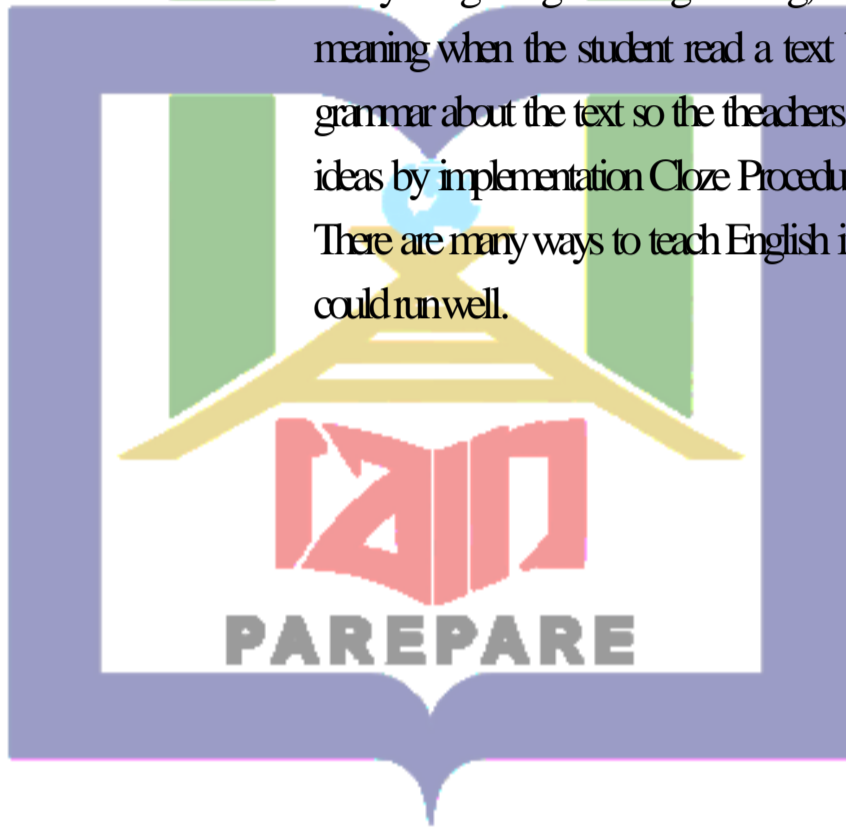
5.2.1 The students should enrich themselves with the vocabularies before starting to reading. Besides that, the student should find the comfortable place to make their mind was fresh, so the result of reading could achieve the best result.

5.2.2 It is suggested that the English teacher in Senior high school in teaching and learning process because it will let the students to give their respond or their ideas about the lesson.

523 It is suggested that the school principal carries out professional development such as to increase the teacher's knowledge of teaching and learning method.

524 For English teacher

English teacher should be able to develop strategy, method, or media as teaching aid to intrigue the students' willingness to study English, especially writing. English teachers of SMAN 3 Pinrang can implantation Cloze Procedure Technique as an alternative strategy to develop students' reading ability. Regarding teaching reading, students are difficult to know the meaning when the student read a text because the, lack of vocabulary or grammar about the text so the teachers need to stimulate them to get some ideas by implementation Cloze Procedure Technique creativity in teaching. There are many ways to teach English in fun ways, so the learning process could run well.



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Appendix 1. Lesson plan

Rencana Pelaksanaan Pembelajaran (RPP)

Cycle 1

Sekolah : SMAN3 PINRANG
Mata Pelajaran : Bahasa Inggris
Pertemuan : ke-1
Kelas : XIMIA 1
Alokasi Waktu : 2x 45 menit

Standar kompetensi Membaca

Memahami makna teks fungsional berbentuk *Narrative Text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

Merespon makna dan langkah-langkah retorika dalam esai sederhana secara akurat, lancar dalam kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *Narrative Text*.

Indikator

:Mengidentifikasi berbagai informasi dan makna tersurat dalam bacaan *Narrative Text*.

Jenis Teks : *Narrative Text*

1. Tujuan Pembelajaran

a. Siswa dapat mengidentifikasi makna atau informasi dalam bentuk teks narrative

2. Materi pembelajaran : Reading Teks tentang narrative teks
Defenition of Narrative Text

1. **Narrative** is a writing that tell a story. The story can be imaginary or based on a real incident. **Narrative text** is text that entertains and instructs the reader. It entertains because it deals with the unusual and unexpected development of events. It instructs because teacher that problem should be confronted, and attempts.

2. **Communication purpose** of narrative text is to entertain the reader.

3. **Types of narrative texts** are short stories (general, adventurous, humorous and imaginary, fantasy), folklore, legend fable, myth.

4. **The organization of a narrative text**

a. **Orientation** (when, who, what happen)

- b. **Complications** (it's about conflicts happen between the characters)
- c. **Resolution** (it is about the solving of the conflicts)
- 5. **Grammatical features related to narrative texts**
Action verbs, adjective, connectors to do with time and sequence, pronouns, punctuation, simple past tense, adverbs, compound and complex sentence.
- 3. Tema: Romeo and Juliet
- 4. Metode Pembelajaran:
 - a. Pendekatan : Coperative Learning
 - b. Teknik : Close Procedure Technique
- 5. Metode Pembelajaran : Whole Group, menjelaskan (Cloze Procedure Text)
- 6. Langkah-langka Kegiatan
 - Kegiatan Awal
 - 1. Greeting (member salam, tegur sapa siswa dan Absen siswa)
 - 2. Memberi motivasi siswa
 - 3. Menyampaikan Tujuan Pembelajaran
 - 4. Tanya jawab mengenai materi yang akan diajarkan (*brainstorming*)
 - Kegiatan Inti
 - 1. Guru menyampaikan standar kompetensi, standar kompetensi dasar dan tujuan pembelajaran yang akan dicapai
 - 2. Guru menjelaskan materi narrative text
 - 3. Guru membentuk kelompok kecil, tiap siswa berpasangan dengan teman sebangkunya
 - 4. Guru memberikan worksheet berbentuk close test
 - 5. Siswa diberi kesempatan untuk bertanya kepada guru jika ada kata/kalimat yang tidak dimengerti
 - 6. Siswa mengerjakan tugas
 - 7. Guru dan siswa memeriksa tugas bersama
 - Kegiatan Akhir
 - 1. Guru bersama siswa merivew kembali materi dan menyimpulkan materi
 - 2. Guru member Tugas mandiri kepada Siswa
 - 3. Guru menutup kelas (member salam)
- 7. Sumber/bahan/alat
 - a. Buku paket siswa
 - b. Lembar kerja siswa
- 8. Pedoman penilaian
 - a. Bentuk penilaian : Test tertulis
 - b. Instrumet Penilaian : Terlampir

Teknik : Test Tertulis
Bentuk : Close Procedure Technique

Romeo and Juliet

In the town of Verona there 1... .. two families, the Capulets and the Montagues. They engaged in a bitter feud. 2... .. the Montagues was Romeo, a hot-blooded young man with an eye for the ladies. One day, Romeo 3... .. the feast of the Capulets', a costume party where he expected to 4... .. his love, Rosaline, a haughty beauty from a well-to-do family. Once there, however, Romeo's eyes 5... .. upon Juliet, and he thought of Rosaline no more.

The 6... .. of Juliet had been invading his every thought. Unable to sleep, Romeo returned late that night to the Juliet's 7... .. window. There, he was surprised to find Juliet on the 8... .., professing her love for him and wishing that he were not a "Montague", a 9... .. behind his own. "What's in a name? That which we 10... .. a rose by any other name would smell as sweet." Romeo was 11... .. to deny his name and professed his love. The two agreed to meet at nine o'clock the next 12... .. to be married.

Early the next morning, Romeo came to Friar Lawrence begging the friar to marry him to Juliet. The Friar performed the ceremony, praying that the union might someday put an end to the feud between the two families. He advised Romeo kept the marriage a secret for a time.

On the way home, Romeo chanced upon his friend Mercutio arguing with Tybalt, a member of the Capulet clan. That quarreling last caused Mercutio died. Romeo was 13... .. no longer. He 14... his sword and slew Tybalt died. Romeo realized he had made a 15... .. mistake. Then Friar Lawrence advised Romeo to travel to Mantua until things cool down. He 16... .. to inform Juliet.

In the other hand, Juliet's father had decided the time for her to 17... .. with Paris. Juliet 18... .. Friar Lawrence and made a plot to take a sleeping potion for Juliet which would simulate death for three 19... .. The plot proceeded according to the plan. Juliet was 20... .. in death.

Unfortunately, The Friar's letter failed to 21..... Romeo. Under the cover of darkness, he broke into Juliet's tomb. Romeo 22..... the lips of his Juliet one last time and drank the poison. Meanwhile, the effects of the sleeping potion wear off. Juliet 23..... calling for Romeo. She 24..... her love next to her but was lying dead, with a cup of poison in his hand. She 25..... to kiss the poison from his lips, but failed. Then Juliet put out his 26.....and plunged it into her breast. She died

Complete the text on and answer the question based on the text!

a. Which the orientation, complication and resolution from the text?

c. Pedoman Penilaian :

1. Setiap jawaban benar diberi 1 skor
2. Setiap jawaban salah diberi skor 0
3. Nilai maksimal : 100
4. Jumlah skor maksimal : 100
5. Nilai Siswa: $\frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100\%$

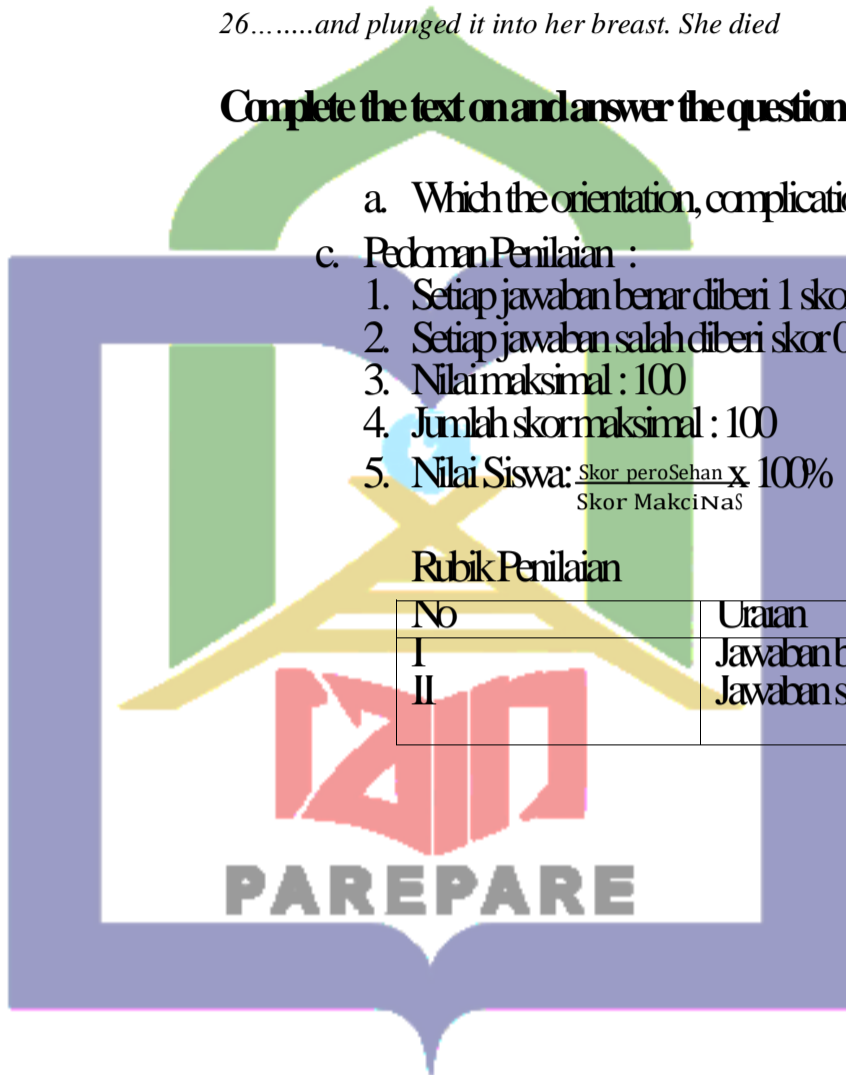
Rubik Penilaian

No	Uraian	Skor
I	Jawaban benar	1
II	Jawaban salah	0

Parepare, 21 October 2019

Peneliti

HADIJAH
NIM: 15.1300.098



Rencana Pelaksanaan Pembelajaran (RPP)

Cycle 1

Sekolah : SMAN3 PINRANG
Mata Pelajaran : Bahasa Inggris
Pertemuan : ke-2
Kelas : XIMIA 1
Alokasi Waktu : 2x 45 menit

Standar kompetensi Membaca

Memahami makna teks fungsional berbentuk *Narrative Text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

Merespon makna dan langkah-langkah retorika dalam esai sederhana secara akurat, lancar dalam kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *Narrative Text*.

Indikator : Mengidentifikasi berbagai informasi dan makna tersurat dalam bacaan *Narrative Text*.

Jenis Teks : *Narrative Text*

1 Tujuan Pembelajaran

- Siswa dapat mengidentifikasi makna atau informasi dalam bentuk teks narrative
- Materi pembelajaran : Reading Teks tentang narrative teks

Defenition of Narrative Text

- Narrative** is a writing that tell a story. The story can be imaginary or based on a real incident. **Narrative text** is text that entertains and instructs the reader. It entertains because it deals with the unusual and unexpected development of events. It instructs because teacher that problem should be confronted, and attempts.
- Communication purpose** of narrative text is to entertain the reader.
- Types of narrative texts** are short stories (general, adventurous, humorous and imaginary, fantasy), folklore, legend fable, myth.
- The organization of a narrative text**
 - Orientation** (when, who, what happen)
 - Complications** (it's about conflicts happen between the characters)

3. **Resolution** (it is about the solving of the conflicts)

4. **Grammatical features related to narrative texts**

Action verbs, adjective, connectors to do with time and sequence, pronouns, punctuation, simple past tense, adverbs, compound and complex sentence.

5. Tema: Dolphin and Fisherman

6. Metode Pembelajaran:

- a. Pendekatan : Coperative Learning
- b. Teknik : Close Procedure Technique
- c. Metode Pembelajaran : Whole Group, menjelaskan (Cloze Procedure Text)
- d. Langkah-langka Kegiatan
 - Kegiatan Awal
 1. Greeting (member salam, tegur sapa siswa dan Absen siswa)
 2. Memberi motivasi siswa
 3. Menyampaikan Tujuan Pembelajaran
 4. Tanya jawab mengenai materi yang akan diajarkan (*brainstorming*)
 - Kegiatan Inti
 1. Guru menyampaikan standar kompetensi, standar kompetensi dasar dan tujuan pembelajaran yang akan dicapai
 2. Guru menjelaskan materi narrative text
 3. Guru membentuk kelompok kecil, tiap siswa berpasangan dengan teman sebangkunya
 4. Guru memberikan worksheet berbentuk close test
 5. Siswa diberi kesempatan untuk bertanya kepada guru jika ada kata/kalimat yang tidak dimengerti
 6. Siswa mengerjakan tugas
 7. Guru dan siswa memeriksa tugas bersama
 - Kegiatan Akhir
 1. Guru bersama siswa merivew kembali materi dan menyimpulkan materi
 2. Guru member Tugas mandiri kepada Siswa
 3. Guru menutup kelas (member salam)
- e. Sumber/bahan/alat
 - a. Buku paket siswa
 - b. Lembar kerja siswa
 - c. Pedoman penilaian
 - d. Bentuk penilaian : Test tertulis
 - e. Instrumet Penilaian : Terlampir

Tehnik : Tes tertulis
Bentuk : Close Procedure Technique

Dolphin and the Fisherman

One day there was a 1.....fishing in the sea. The fisherman was fishing alone on his small old 2..... That day was not a 3... ..day to fish. The fisherman got none of fish even he had been 4..... for several hours. The fisherman could not stay 5... ..for fishing if there was no fish eating his bite. He was 6.....and 7..... But he thought that he had no fish then he would have no 8.....for his family. He was confused and 9..... He 10... .. to the God for his lucky.

He 11.....to fish for more few minutes and if he got none then he would back home soon but if he got one then he would 12.....to fish. After praying, the fisherman changed his bait and fish one more again. Not too long after he threw his hook, a fish bite his bait. Finally, he got one.

After that he was so lucky, he got more and more fish13..... His14.....was almost full of fish and he could go home and15..... the fish. On the way back, he saw something at the sea surface. It was like a16.....moved round and round. The fisherman moved his boat17..... to it to18..... clearly. It was like what he thought, that thing is a net with the buoy at the19..... If the buoy was wobbling, there must be some fish20..... at the net. But whose net was that? There was no boat21..... that fisherman at that22..... It meant that the net was a23..... net. The fisherman24..... that net to see what kind of fish which made the25..... It was a26.....trapped at that net. What a pity dolphin. It was a beautiful dolphin with white color and it was rare kind of dolphin at that sea. The fisherman took it27..... The dolphin28..... happy after that. It29..... around the fisherman and30..... three times before it finally31 him.

A month after that, the fisherman met that white dolphin at the different32... It was a cloudy day and the fisherman was still in the middle of the sea. The storm would come soon and the fisherman in a33... prepared to back home. But it was too late, before the fisherman closed to the34..... the35..... was coming. The wave was so high and the fisherman's boat was slowly36..... The fisherman could not do anything else except37..... to swim. But he was too38..... and he could not39..... any longer. At that moment the white dolphin came and40..... the fisherman. The storm was over and the fisherman was41..... at the beach. He did not remember how he was there but what he can42... was that the dolphin had saved him. He looked at the middle of the sea and he saw the white dolphin jumped several times.

Complete the text on and answer the question based on the text!

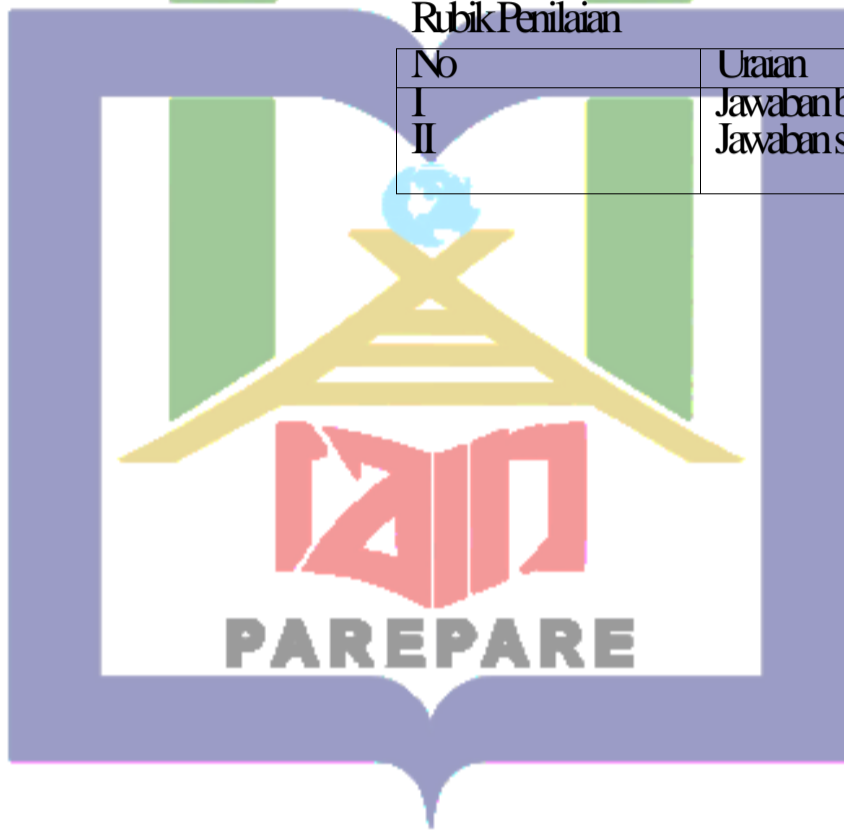
a. Which the orientation, complication and resolution from the text?

Pedoman Penilaian :

1. Setiap jawaban benar diberi 1 skor
2. Setiap jawaban salah diberi skor 0
3. Nilai maksimal : 100
4. Jumlah skormaksimal : 100
5. Nilai Siswa: $\frac{\text{Skor perosehan} \times 100\%}{\text{Skor Maksimas}}$

Rubik Penilaian

No	Uraian	Skor
I	Jawaban benar	1
II	Jawaban salah	0



Parepare, 28 October 2019

Peneliti

HADIAH
NIM: 15.1300.098

Rencana Pelaksanaan Pembelajaran (RPP)

Cycle 1

Sekolah : SMAN3 PINRANG
Mata Pelajaran : Bahasa Inggris
Pertemuan : ke-3
Kelas : XIMIA 1
Alokasi Waktu : 2x 45 menit

Standar kompetensi Membaca

Memahami makna teks fungsional berbentuk *Narrative Text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

Merespon makna dan langkah-langkah retorika dalam esai sederhana secara akurat, lancar dalam kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *Narrative Text*.

Indikator : Mengidentifikasi berbagai informasi dan makna tersurat dalam bacaan *Narrative Text*.

Jenis Teks : *Narrative Text*

1. Tujuan Pembelajaran

- a. Siswa dapat mengidentifikasi makna atau informasi dalam bentuk teks narrative
- b. Materi pembelajaran : Reading Teks tentang narrative teks

Defenition of Narrative Text

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2. **Communication purpose** of narrative text is to entertain the reader.
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4. **The organization of a narrative text**
 - a. **Orientation** (when, who, what happen)
 - b. **Complications** (it's about conflicts happen between the characters)

c. **Resolution** (it is about the solving of the conflicts)

d. **Grammatical features related to narrative texts**

Action verbs, adjective, connectors to do with time and sequence, pronouns, punctuation, simple past tense, adverbs, compound and complex sentence.

a. Tema: Dolphin and Fisherman

b. Metode Pembelajaran:

f. Pendekatan : Coperative Learning

g. Teknik : Close Procedure Technique

a. Metode Pembelajaran : Whole Group, menjelaskan (Cloze Procedure Text)

b. Langkah-langka Kegiatan

-Kegiatan Awal

1. Greeting (member salam, tegur sapa siswa dan Absen siswa)

2. Memberi motivasi siswa

3. Menyampaikan Tujuan Pembelajaran

4. Tanya jawab mengenai materi yang akan diajarkan (*brainstorming*)

-Kegiatan Inti

1. Guru menyampaikan standar kompetensi, standar kompetensi dasar dan tujuan pembelajaran yang akan dicapai

2. Guru menjelaskan materi narrative text

3. Guru membentuk kelompok kecil, tiap siswa berpasangan dengan teman sebangkunya

4. Guru memberikan worksheet berbentuk close test

5. Siswa diberi kesempatan untuk bertanya kepada guru jika ada kata/kalimat yang tidak dimengerti

6. Siswa mengerjakan tugas

7. Guru dan siswa memeriksa tugas bersama

-Kegiatan Akhir

1. Guru bersama siswa merivew kembali materi dan menyimpulkan materi

2. Guru member Tugas mandiri kepada Siswa

3. Guru menutup kelas (member salam)

a. Sumber/bahan/alat

c. Buku paket siswa

d. Lembar kerja siswa

1. Pedoman penilaian

2. Bentuk penilaian : Test tertulis

3. Instrumet Penilaian : Terlampir

Teknik : Tes tertulis
Bentuk : Close Procedure Technique

Complete the story below with the words in the list and Which the orientation, Complication and resolution!

Timun Mas

Long time ago, there was a (1)..... couple. They were staying in a village near a (2)..... . They lived happily (3)....., they hadn't had any children yet. Every day they prayed to God for a Child.

One night when the moon and the stars were shining brightly, the couple prayed (4)..... to the God Almighty wishing they could have a child. It happened that a (5)..... was passing their home and he heard what they were praying.

The next morning the giant and gave them a cucumber (6)..... "plant this seed, then you get a daughter," said the giant. Thank you Giant "said the couple. "But in one (7)..... in her 17th birthday. You must give her to me," said the Giant. The couple wanted a child so much that they agreed without thinking first. Then the couple planted the cucumber seed.

Day by day they took care the (8)..... plant so carefully. Months later, a golden cucumber grew from the plant. The cucumber was getting heavier and bigger each day. When it was ripe, they picked it. Carefully they cut out the cucumber and how surprised were they when they found a beautiful baby inside. They were so happy. They named the baby Timun Mas, or (9)..... Cucumber.

Years were (10)..... by and Timun Mas had grown into a beautiful girl. Her parents were very proud of her. But their happiness turned to fear when her 17th birthday came. The girl returned to ask for their (11)..... He was going to take Timun Mas away the Farmer tried to be (12)..... just a moment, please. Timun Mas is playing. My wife call her, he said. Then the farmer came to his daughter. "My child, take this," as he was giving her little (13)..... To Timun Mas. "This will help you from the Giant. Now run as fast as you can," he ordered. So Timun Mas ran away.

The couple was very sad about her leaving, But they did not want the Giant to eat Timun Mas. Meanwhile, the Giant had been waiting for too long. He became (14)..... somehow he knew than the couple had lied to him. So he destroyed their house and ran for Timun Mas.

The Giant was (15)..... Timun Mas and he was getting closer and closer. Timun Mas then took a handful of salt from her little bag. She (16)..... Out the salt behind her. Suddenly a wide sea appeared between them. The Giant had to reach her. Timun Mas was still running, but how the Giant almost caught her. Then she took some chili and threw to the Giant. The (17)..... Suddenly grew into some trees and trapped the Giant. The trees grew some thoms as sharp as a knife. The Giant screamed painfully. At the mean time, Timun Mas could (18)..... again. But the Giant was very strong. Again he almost caught Timun Mas. So Timun Mas took the third magic stuff, the cucumber seeds. She was very tired and hungry so he ate those fresh cucumbers. He ate too much that he felt sleepy and fell (19).....Soon.

Timun Mas kept on running as fast as she could. But soon she was very tired herself. To make things (20)..... , the Giant had woken up! Timun Mas was so scared. (21)..... she then threw her last weapon, terasi (a kind of (22).....paste). It did a miracle again. The pasta became a big swamp. The Giant panicked and he could not breathe. At last he was (23).....

Timun Mas was very (24)..... . She was safe now. Then she returned to her parent's house. Her parents were of course very happy to see their daughter safe and sound "thank God". You have saved my daughter, "they cried happily. From then on, Timun Mas lived (25)with her parents with no fear anymore.

Forest	spread	chasing	impatient	bag
Chili	calm	promise	passing golden	
Escape	growing	condition	seed	giant
Asleep	soleming	unfortunately	happily	drown
Worse	relievedbottom	shrimp	desperately	

- c Pedoman Penilaian :
1. Setiap jawaban benar diberi 1 skor
 2. Setiap jawaban salah diberi skor 0
 3. Nilai maksimal : 100
 4. Jumlah skor maksimal : 100
 5. Nilai Siswa: $\frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100\%$

Rubik Penilaian

No	Uraian	Skor
I	Jawaban benar	1
II	Jawaban salah	0



Parepare, 4 November 2019

Peneliti

HADIJAH
NIM: 15.1300.098

Rencana Pelaksanaan Pembelajaran (RPP)

Cycle 2

Sekolah : SMAN3 PINRANG
Mata Pelajaran : Bahasa Inggris
Pertemuan : ke-4
Kelas : XIMIA 1
Alokasi Waktu : 2x 45 menit

Standar kompetensi Membaca

Memahami makna teks fungsional berbentuk *Narrative Text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

Merespon makna dan langkah-langkah retorika dalam esai sederhana secara akurat, lancar dalam kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *Narrative Text*.

Indikator : Mengidentifikasi berbagai informasi dan makna tersurat dalam bacaan *Narrative Text*.

Jenis Teks : *Narrative Text*

1. Tujuan Pembelajaran

- a. Siswa dapat mengidentifikasi makna atau informasi dalam bentuk teks narrative
- b. Materi pembelajaran : Reading Teks tentang narrative teks
Defenition of Narrative Text

1. Narrative is a writing that tell a story. The story can be imaginary or based on a real incident. **Narrative text** is text that entertains and instructs the reader. It entertains because it deals with the unusual and unexpected development of events. It instructs because teacher that problem should be confronted, and attempts.

2. Communication purpose of narrative text is to entertain the reader.

3. Types of narrative texts are short stories (general, adventurous, humorous and imaginary, fantasy), folklore, legend fable, myth.

4. The organization of a narrative text

- a. **Orientation** (when, who, what happen)
- b. **Complications** (it's about conflicts happen between the characters)
- c. **Resolution** (it is about the solving of the conflicts)

d. Grammatical features related to narrative texts

Action verbs, adjective, connectors to do with time and sequence, pronouns, punctuation, simple past tense, adverbs, compound and complex sentence.

e. Tema: Dolphin and Fisherman

f. Metode Pembelajaran:

g. Pendekatan : Coperative Learning

h. Teknik : Close Procedure Technique

i. Metode Pembelajaran : Whole Group, menjelaskan (Cloze Procedure Text)

j. Langkah-langka Kegiatan

-Kegiatan Awal

1. Greeting (member salam, tegur sapa siswa dan Absen siswa)

2. Memberi motivasi siswa

3. Menyampaikan Tujuan Pembelajaran

4. Tanya jawab mengenai materi yang akan diajarkan (*brainstorming*)

-Kegiatan Inti

1. Guru menyampaikan standar kompetensi, standar kompetensi dasar dan tujuan pembelajaran yang akan dicapai

2. Guru menjelaskan materi narrative text

3. Guru membentuk kelompok kecil, tiap siswa berpasangan dengan teman sebangkunya

4. Guru memberikan worksheet berbentuk close test

5. Siswa diberi kesempatan untuk bertanya kepada guru jika ada kata/kalimat yang tidak dimengerti

6. Siswa mengerjakan tugas

7. Guru dan siswa memeriksa tugas bersama

-Kegiatan Akhir

1. Guru bersama siswa merivew kembali materi dan menyimpulkan materi

2. Guru member Tugas mandiri kepada Siswa

3. Guru menutup kelas (member salam)

a. Sumber/bahan/alat

b. Buku paket siswa

c. Lembar kerja siswa

d. Pedoman penilaian

e. Bentuk penilaian : Test tertulis

f. Instrumet Penilaian : Terlampir

Tehnik : Tes tertulis

Bentuk : Close Procedure Technique

SNOW WHITE

Once upon a time, there 1..... a little girl named "Putri Salju". She lived with her aunt and uncle because her parents were 2.....

One day, she 3..... her uncle and aunt 4..... About 5..... Snow White in the 6..... because they both 7..... to go to America and they didn't have 8..... money to 9..... Snow White. Snow White did not want her uncle and aunt to do this so she 10..... it would be best if she 11..... away. The next morning she ran away from 12..... when 13..... aunt and uncle 14..... having 15..... She ran away into the 16..... She was very 17..... and hungry.

Then, she saw this little 18..... She knocked but no one answered so she went inside and fell asleep. 19....., the seven dwarfs were 20..... home from work. They went 21..... There they found Snow White 22..... Then, Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White".

The dwarfs said, "If you wish, you may live here with us". Snow White said, "Oh, could I? Thank you". Then, Snow White 23..... the dwarfs the whole story and Snow White and the seven dwarfs lived 24..... ever after.

Directly the students have to answer this question!

Complete the text and which the orientation, complication, resolution and also match the question with answer in the box below based on the text!

1. Whom did Snow White live with?
2. Why did she leave home?
3. Where did snow White take a rest?
4. What is the dwarfs offering to Snow White?
5. Did Snow White accept dwarf's offering? Why?

- A. Yes, she was. Because Snow White did not have a house and she did not want to be back to her aunt and uncle's house
- B. Little cottage
- C. Offering Snow White to live with them.
- D. Her aunt and uncle.
- E. Because her aunt and uncle did not want to take her go to America because they did not have enough money to take her.

c. Pedoman Penilaian :

1. Setiap jawaban benar diberi 1 skor
2. Setiap jawaban salah diberi skor 0
3. Nilai maksimal : 100
4. Jumlah skor maksimal : 100
5. Nilai Siswa: $\frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100\%$

Rubik Penilaian

No	Uraian	Skor
I	Jawaban benar	1
II	Jawaban salah	0

Parepare, 6 November 2019

Peneliti

HADIJAH
NIM: 15.1300.098



Rencana Pelaksanaan Pembelajaran (RPP)

Cycle 2

Sekolah : SMAN3 PINRANG
Mata Pelajaran : Bahasa Inggris
Pertemuan : ke-5
Kelas : XIMIA 1
Alokasi Waktu : 2x 45 menit

Standar kompetensi Membaca

Memahami makna teks fungsional berbentuk *Narrative Text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

Merespon makna dan langkah-langkah retorika dalam esai sederhana secara akurat, lancar dalam kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *Narrative Text*.

Indikator

: Mengidentifikasi berbagai informasi dan makna tersurat dalam bacaan *Narrative Text*.

Jenis Teks : *Narrative Text*

1. Tujuan Pembelajaran

Siswa dapat mengidentifikasi makna atau informasi dalam bentuk teks narrative

2. Materi pembelajaran : Reading Teks tentang narrative teks
Defenition of *Narrative Text*

1. **Narrative** is a writing that tell a story. The story can be imaginary or based on a real incident. **Narrative text** is text that entertains and instructs the reader. It entertains because it deals with the unusual and unexpected development of events. It instructs because teacher that problem should be confronted, and attempts.

2. **Communication purpose** of narrative text is to entertain the reader.

3. **Types of narrative texts** are short stories (general, adventurous, humorous and imaginary, fantasy), folklore, legend fable, myth.

4. **The organization of a narrative text**

a. **Orientation** (when, who, what happen)

b. **Complications** (it's about conflicts happen between the characters)

c. **Resolution** (it is about the solving of the conflicts)

d. Grammatical features related to narrative texts

Action verbs, adjective, connectors to do with time and sequence, pronouns, punctuation, simple past tense, adverbs, compound and complex sentence.

e. Tema: The real story of pinocchio

f. Metode Pembelajaran:

- a. Pendekatan : Coperative Learning
- b. Teknik : Close Procedure Technique
- c. Metode Pembelajaran : Whole Group, menjelaskan (Cloze Procedure Text)
- d. Langkah-langka Kegiatan
 - Kegiatan Awal
 1. Greeting (member salam, tegur sapa siswa dan Absen siswa)
 2. Memberi motivasi siswa
 3. Menyampaikan Tujuan Pembelajaran
 4. Tanya jawab mengenai materi yang akan diajarkan (*brainstorming*)
 - Kegiatan Inti
 1. Guru menyampaikan standar kompetensi, standar kompetensi dasar dan tujuan pembelajaran yang akan dicapai
 2. Guru menjelaskan materi narrative text
 3. Guru membentuk kelompok kecil, tiap siswa berpasangan dengan teman sebangkunya
 4. Guru memberikan worksheet berbentuk close test
 5. Siswa diberi kesempatan untuk bertanya kepada guru jika ada kata/kalimat yang tidak dimengerti
 6. Siswa mengerjakan tugas
 7. Guru dan siswa memeriksa tugas bersama
 - Kegiatan Akhir
 1. Guru bersama siswa merivew kembali materi dan menyimpulkan materi
 2. Guru member Tugas mandiri kepada Siswa
 3. Guru menutup kelas (member salam)
- e. Sumber/bahan/alat
 1. Buku paket siswa
 2. Lembar kerja siswa
- a. Pedoman penilaian
- b. Bentuk penilaian : Test tertulis
- c. Instrumet Penilaian : Terlampir
 - Tehnik : Tes tertulis
 - Bentuk : Close Procedure Technique

The Real Story of Pinocchio

Once upon a time, Gepetto, an old woodsman, 1..... in the great Italian pine 2, was lonely. He always 3..... about 4 a son.

Each day, he went 5..... woods for the town's people. 6....., an idea illuminated his mind, the idea of 7..... a puppet, which he will call it Pinocchio. He 8... that puppet and during the night, the puppet becomes alive!

One year of 9..... and thriller passed, on a Sunday morning, Gepetto 10... Pinocchio:

"It's my 11 soon, my little son! I hope you didn't forget it!"

"Euh, sure, I didn't!"

Pinocchio 12..... awkward. He didn't thought about that. Gepetto's birthday was coming in only three days, and he hadn't even a present. After a long night of 13....., Pinocchio finally decided to 14..... a homemade chocolate cake to him as a present.

When the sun 15....., Pinocchio was already ready to go outside find the 16..... . The main problem was he didn't even known the in and the 17..... . So after school, he decided to go ask someone for the ingredients to 18..... a cake. During his walk, Pinocchio, the 19..... puppet, met the town's sorcerer. "Hey, little boy, do you need some help for your chocolate cake?"

"Hum... You can help me?", asked Pinocchio.

"Sure, I can. Follow me!"

After walking few minutes so, Pinocchio saw a big, big, big candy house. They entered together and Pinocchio got 20... .. by a big cage.

"Mouahahaha!!! I finally caught you! You'll be mine, you're gonna work for me!", said the evil sorcerer.

Pinocchio was so 21..... When the 22..... came and took him out of the cage, he 23..... ran away very fast and he 24..... to escape.

At the same time, the 25..... sorcerer, 26..... all his 27..... with him, ran after him and he took out his 28..... wand. The evil devil changed the little wooden puppet into a chocolate cake! When he came back home, he told the 29..... story to his father and they 30..... to find the god fairy. 31....., they finally find the god 32..... and they got the 33.....potion for Pinocchio.

Before answer the question, “did you know about the text” the researcher asked the students. But like usually some of them didn’t know. And the then researcher told them about the text. Next, gave the question like this:

Complete the text and which the orientation, complication, resolution and also decided if the statement in True (T) or False (F) based on the text!

1. Gepetto lived with his family at the house.
2. The fairy godmother adchanged Pinocchio a real boy.
3. Pinocchio sole some food from the store.
4. Pinocchio and Gepetto lived unhappily ever after.
5. Gepetto called the doll “Pinocchio”

c Pedoman Penilaian :

1. Setiap jawaban benar diberi 1 skor
2. Setiap jawaban salah diberi skor 0
3. Nilai maksimal : 100
4. Jumlah skormaksimal : 100
5. Nilai Siswa: $\frac{\text{Skor perosehan} \times 100\%}{\text{Skor MaksiNaS}}$

Rubik Penilaian

No	Uraian	Skor
I	Jawaban benar	1
II	Jawaban salah	0

Parepare, 11 November 2019

Peneliti

HADIJAH
NIM: 15.1300.098

Rencana Pelaksanaan Pembelajaran (RPP)

Cycle 2

Sekolah : SMAN3 PINRANG
Mata Pelajaran : Bahasa Inggris
Pertemuan : ke-6
Kelas : XIMIA1
Alokasi Waktu : 2x 45 menit

Standar kompetensi : Membaca

Memahami makna teks fungsional berbentuk *Narrative Text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

Merespon makna dan langkah-langkah retorika dalam esai sederhana secara akurat, lancar dalam kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *Narrative Text*.

Indikator

: Mengidentifikasi berbagai informasi dan makna tersurat dalam bacaan *Narrative Text*.

Jenis Teks

: *Narrative Text*

1. Tujuan Pembelajaran

a. Siswa dapat mengidentifikasi makna atau informasi dalam bentuk teks narrative

2. Materi pembelajaran : Reading Teks tentang narrative teks

Defenition of Narrative Text

1. **Narrative** is a writing that tell a story. The story can be imaginary or based on a real incident. **Narrative text** is text that entertains and instructs the reader. It entertains because it deals with the unusual and unexpected development of events. It instructs because teacher that problem should be confronted, and attempts.

2. **Communication purpose** of narrative text is to entertain the reader.

3. **Types of narrative texts** are short stories (general, adventurous, humorous and imaginary, fantasy), folklore, legend fable, myth.

4. **The organization of a narrative text**

a. **Orientation** (when, who, what happen)

b. **Complications** (it's about conflicts happen between the characters)

c. **Resolution** (it is about the solving of the conflicts)

1. Grammatical features related to narrative texts

Action verbs, adjective, connectors to do with time and sequence, pronouns, punctuation, simple past tense, adverbs, compound and complex sentence.

2. Tema: The Mermaid

3. Metode Pembelajaran:

- a. Pendekatan : Coperative Learning
- b. Teknik : Close Procedure Technique
- c. Metode Pembelajaran : Whole Group, menjelaskan (Cloze Procedure Text)

d. Langkah-langka Kegiatan

-Kegiatan Awal

1. Greeting (member salam, tegur sapa siswa dan Absen siswa)
2. Memberi motivasi siswa
3. Menyampaikan Tujuan Pembelajaran
4. Tanya jawab mengenai materi yang akan diajarkan (*brainstorming*)

-Kegiatan Inti

1. Guru menyampaikan standar kompetensi, standar kompetensi dasar dan tujuan pembelajaran yang akan dicapai
2. Guru menjelaskan materi narrative text
3. Guru membentuk kelompok kecil, tiap siswa berpasangan dengan teman sebangkunya
4. Guru memberikan worksheet berbentuk close test
5. Siswa diberi kesempatan untuk bertanya kepada guru jika ada kata/kalimat yang tidak dimengerti
6. Siswa mengerjakan tugas
7. Guru dan siswa memeriksa tugas bersama

-Kegiatan Akhir

1. Guru bersama siswa merivew kembali materi dan menyimpulkan materi
2. Guru member Tugas mandiri kepada Siswa
3. Guru menutup kelas (member salam)
 - a. Sumber/bahan/alat
 - b. Buku paket siswa
 - c. Lembar kerja siswa
 - d. Pedoman penilaian
 - e. Bentuk penilaian : Test tertulis

f. Instrumet Penilaian : Terlampir
Teknik : Tes tertulis
Bentuk : Close Procedure Technique

THE MERMAID

Long time ago there was a1..... who was2..... of the witch's magic.
3....., the princess was very beautiful and kind person. Anybody loved her4.....her
sister who was so jealous of her. If the princess still had her5....., so every6..... would
prefer to7..... her rather than her sister.

One day, the sister8..... a witch to change the princess beauty into an 9.....
The witch10..... a bottle of poison to her to be11..... into the princess food. That poison
would change princess12..... ' into an ugly one.

At the evening when the13..... started, the sister added the poison into the food for the
princess. Nobody knew about that. The princess14..... her food without15.....that
there was a16..... inside her food. After eating, in the night, the princess' skin was17.....
. The princess felt18..... and she cried to ask for a help. No one could help her even
the19..... in that kingdom. The princess was20.....so scary like a monster. She was
so sad and shy because anybody was21..... of her. Then she ran away and away from
the kingdom.

She walked alone through the deep22.....day and night. She was like
a23..... so that no animal or24..... was25..... to close to her. That made her
more and more26..... She walked until she reached a27..... and then she felt
so28..... because she never had a rest from29..... At that beach she began to30.....
She did not realized that she had been31..... for three months and she woke up because
there was a very32..... man come and woke her up.

"Wake up dear poor princes." The man said. "Oh, who are you? Why are you not afraid of
me?" the princess asked. "I am the king of the33.....You have been sleeping here for
three months in suffer. So, it is the time for me to help you. I will give back your beauty but
after that you will never get your34.....life." The man said. "Oh, my lord, you are so
kind. I have lost my previous life so I like to have the new life. What should I do my lord?"
the princess asked. "Follow me to come closer to the sea."

Usually the researcher asked the student about this text there are many student understood about this text, next the researcher gave exercise like this:

Complete the text and which the orientation, complication, resolution and also answer the question based on the text!

1. What the story about?
2. Where the story happened?

c Pedoman Penilaian :

1. Setiap jawaban benar diberi 1 skor
2. Setiap jawaban salah diberi skor 0
3. Nilai maksimal : 100
4. Jumlah skor maksimal : 100
5. Nilai Siswa: $\frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100\%$

Rubrik Penilaian.

No	Uraian	Skor
I	Jawaban benar	1
II	Jawaban salah	0

Parepare, 13 November 2019

Peneliti

HADIAH
NIM: 15.1300.098



Appendix 2. Attendent List

Attending List of the Students' Learning Process

No	Name of Student	Attending List					
		Cycle 1			Cycle 2		
		1	2	3	1	2	3
1	Amis Chaerunnisa	✓	✓	✓	✓	✓	✓
2	Ardi Putra Karunia Mulia Mappatunru	✓	✓	✓	✓	✓	✓
3	Anasmara	✓	✓	✓	✓	✓	✓
4	Anugrah Almash	✓	✓	✓	✓	✓	✓
5	Dita Reskiyana Safitri	✓	✓	✓	✓	✓	✓
6	Dwi Maya Ningsih	✓	✓	✓	✓	✓	✓
7	Fitriani H	✓	✓	✓	✓	✓	✓
8	Haerana	✓	✓	✓	✓	✓	✓
9	Heriani	✓	✓	✓	✓	✓	✓
10	Mh Askar Saputra	✓	✓	✓	✓	✓	✓
11	Mh. Anugrah	✓	✓	✓	✓	✓	✓
12	Mhammad Adnan	✓	✓	✓	✓	✓	✓
13	Mhammad Ariyono	✓	✓	✓	✓	✓	✓
14	Mhammad Mursalin	✓	✓	✓	✓	✓	✓
15	Mhammad Reza	✓	✓	✓	✓	✓	✓
16	Mikni Sasy Aulia	✓	✓	✓	✓	✓	✓
17	Nur Halisa	✓	✓	✓	✓	✓	✓
18	Nurdiana	✓	✓	✓	✓	✓	✓
19	Nurfadillah	✓	✓	✓	✓	✓	✓
20	Nurul Fajriya	✓	✓	✓	✓	✓	✓
21	Nurul Fatimah Arif	✓	✓	✓	✓	✓	✓
22	Renza Yuda Tambing	✓	✓	✓	✓	✓	✓
23	Sasa Agustina	✓	✓	✓	✓	✓	✓
24	Sitti Nursyatika Iskandar	✓	✓	✓	✓	✓	✓
25	ST. Aisya Pumama	✓	✓	✓	✓	✓	✓
26	Suni Mahalani	✓	✓	✓	✓	✓	✓
27	Suraiya	✓	✓	✓	✓	✓	✓

28	Sutriani	✓	✓	✓	✓	✓	✓
29	Tenrijeng	✓	✓	✓	✓	✓	✓
30	Tolawati	✓	✓	✓	✓	✓	✓
31	Ulfa Amelia	✓	✓	✓	✓	✓	✓
32	Ulfa	✓	✓	✓	✓	✓	✓



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NON PARTICIPATION OBSERVATION SHEET CYCLE 1

Observer : Hasnidar Mansyur

Day/Date : Monday, 11th November 2019

Meeting 5

1. Direction

Observe the students as long as they follow of learning and completing the task. Before making observations, consider the following procedure:

1. Observation was only at class XI IA 1 of students at SMAN 3 Pinrang.
2. Observer gave a check mark (✓) in the appropriate columns.

2. Observation of student's activities was categorized as follows:

1. The number of students who attended the meeting
2. The students who asked the question
3. The students who answered the question
4. The students attention in followed the learning process
5. The students who are played and other activities that disturb the learning process
6. The students participation in done the assignment which had been given by the researcher

Observation Checklist in First Meeting

NO	Name	Students` Activity						Ket
		1	2	3	4	5	6	
1	Annis Chaeunnisa s	✓	-	✓	✓	-	✓	
2	Ardi Putra Karunia Mulia Mappatunu	✓	-	✓	✓	-	✓	
3	Anasmara	✓	-	-	✓	-	✓	
4	Anugrah Almasih	✓	-	-	✓	-	✓	
5	Dita Reskiyana Sahitri	✓	-	✓	✓	✓	✓	
6	Dwi Maya Ningsih	✓	✓	-	✓	✓	✓	
7	Fitriani H	✓	-	-	✓	-		
8	Haerana	✓	-	✓	-	✓	-	
9	Herani	✓	-	-	-	✓	-	
10	Mh Askar Saputra	✓	✓	✓	✓	-	✓	
11	Mh. Anugrah	✓	-	✓	✓	-	✓	
12	Mhammad Adhan	✓	-	✓	✓	-	-	
13	Mhammad Ariyono	✓	✓	-	-	-	-	
14	Mhammad Mursalm	✓	-	✓	✓	-	✓	
15	Mhammad Reza	✓	-	✓	✓	-		
16	Mukni Sasy Aulia	✓	✓	-	-	-	-	
17	Nur Halisa	✓	✓	-	-	-	✓	
18	Nurdiana	✓	-	✓	✓	-	✓	
19	Nurfadillah	✓	-	✓	✓	-	✓	
20	Nurul Fajriya	✓	-	✓	✓	-	✓	
21	Nurul Fatimah Arif	✓	-	✓	✓	-	✓	
22	Renza Yuda Tambing	✓	✓	-	-	-	-	
23	Sasa Agustina	✓	✓	-	✓	-	✓	
24	Sitti Nursyatika Iskandar	✓	✓	-	✓	-	✓	
25	ST. Aisya Purnama	✓	-	✓	✓	-	✓	
26	Suni Mahalari	✓	-	✓	✓	-	✓	
27	Suraiya	✓	✓	-	-	-	✓	
28	Sutriani	✓	-	-	✓	-	✓	
29	Tennajeng	✓	✓	✓	✓	-	✓	
30	Tolawati	✓	✓	-	-	-	✓	
31	Ulfa Amelia	✓	✓	-	✓	-	✓	
32	Ulfa	✓	-	-	-	-	✓	

NONPARTICIPATION OBSERVATION SHEET CYCLE 1

Observer : Hasnidar Mansyur

Day/Date : Monday, 28th October 2019

Meeting 2

1. Direction

Observe the students as long as they follow of learning and completing the task. Before making observations, consider the following procedure:

1. Observation was only at class XIIIA 1 of students at SMAN 3 Pinrang.
2. Observer gave a check mark (✓) in the appropriate columns.

2. Observation of student's activities was categorized as follows:

1. The number of students who attended the meeting
2. The students who asked the question
3. The students who answered the question
4. The students attention in followed the learning process
5. The students who are played and other activities that disturb the learning process
6. The students participation in done the assignment which had been given by the researcher

PAREPARE

Observation Checklist in Second Meeting

NO	Name	Students` Activity						Ket
		1	2	3	4	5	6	
1	Amis Chaerunnisa s	✓	✓	-	-	✓	✓	
2	Ardi Putra Karunia Mulia Mappatunu	✓	-	-	-	-	✓	
3	Anasmara	✓	-	-	-	-	✓	
4	Anugrah Almasih	✓	-	✓	✓	-	✓	
5	Dita Reskiyana Sahitri	✓	✓	-	✓	-	-	
6	Dwi Maya Ningsih	✓	-	-	-	-	✓	
7	Fitriani H	✓	✓	✓	✓	-	✓	
8	Haerana	✓	-	✓	✓	-	✓	
9	Henani	✓	-	-	✓	-	✓	
10	Mh Askar Saputra	✓	✓	-	✓	-	-	
11	Mh. Anugrah	✓	✓	✓	✓	✓	✓	
12	Mhammad Adhan	✓	-	✓	✓	-	✓	
13	Mhammad Ariyono	✓	-	✓	✓	-	✓	
14	Mhammad Mursalm	✓	-	✓	✓	-	✓	
15	Mhammad Reza	✓	✓	-	✓	-	✓	
16	Mukni Sasy Aulia	✓	✓	-	✓	-	✓	
17	Nur Halisa	✓	-	✓	✓	-	✓	
18	Nurdiana	✓	✓	✓	✓	-	✓	
19	Nurfadillah	✓	✓	-	✓	-	✓	
20	Nurul Fajriya	✓	✓	-	✓	-	✓	
21	Nurul Fatmah Arif	✓	-	✓	✓	-	✓	
22	Renza Yuda Tambing	✓	✓	✓	-	✓	-	
23	Sasa Agustina	✓	✓	-	✓	-	✓	
24	Sitti Nursyatika Iskandar	✓	-	-	✓	-	✓	
25	ST. Aisya Purnama	✓	-	✓	✓	-	✓	
26	Suni Mahalani	✓	✓	✓	✓	-	✓	
27	Suraiya	✓	✓	✓	✓	-	✓	
28	Sutriani	✓	-	-	✓	-	✓	
29	Tennajeng	✓	✓	-	✓	-	✓	
30	Tolawati	✓	-	✓	✓	-	✓	
31	Ulfa Amelia	✓	✓	✓	✓	-	✓	
32	Ulfa	✓	✓	✓	✓	-	✓	

NONPARTICIPATIONOBSERVATIONSHEETCYCLE1

Observer : Hasnidar Mansyur

Day/Date : Monday, 4th November 2019

Meeting 3

1. Direction

Observe the students as long as they follow of learning and completing the task. Before making observations, consider the following procedure:

1. Observation was only at class XIIIA 1 of students at SMAN 3 Pinrang.
2. Observer gave a check mark (✓) in the appropriate columns.

2. Observation of student's activities was categorized as follows:

1. The number of students who attended the meeting
2. The students who asked the question
3. The students who answered the question
4. The students attention in followed the learning process
5. The students who are played and other activities that disturb the learning process
6. The students participation in done the assignment which had been given by the researcher

PAREPARE

Observation Checklist in Third Meeting

NO	Name	Students` Activity						Ket
		1	2	3	4	5	6	
1	Amis Chaerunnisa s	✓	-	-	-	✓	✓	
2	Ardi Putra Karunia Mulia Mappatunu	✓	-	-	-	✓	✓	
3	Anasmara	✓	-	-	✓	-	✓	
4	Anugrah Almasih	✓	✓	-	✓	✓	✓	
5	Dita Reskiyana Sahitri	✓	-	-	✓	-	-	
6	Dwi Maya Ningsih	✓	✓	-	✓	-	✓	
7	Fitriani H	✓	-	-	✓	-	✓	
8	Haerana	✓	-	-	-	-	-	
9	Henani	✓	-	-	-	-	✓	
10	Mh Askar Saputra	✓	-	-	✓	-	-	
11	Mh. Anugrah	✓	✓	✓	✓	-	✓	
12	Mhammad Adhan	✓	-	✓	-	-	✓	
13	Mhammad Ariyono	✓	-	✓	✓	-	-	
14	Mhammad Mursalm	✓	-	✓	✓	-	-	
15	Mhammad Reza	✓	✓	-	✓	✓	✓	
16	Mukni Sasy Aulia	✓	✓	✓	-	-	-	
17	Nur Halisa	✓	-	✓	-	-	✓	
18	Nurdiana	✓	✓	✓	✓	-	-	
19	Nurfadillah	✓	-	✓	-	-	✓	
20	Nurul Fajriya	✓	-	-	✓	-	-	
21	Nurul Fatmah Arif	✓	-	✓	✓	-	-	
22	Renza Yuda Tambing	✓	✓	-	✓	✓	-	
23	Sasa Agustina	✓	-	✓	-	-	-	
24	Sitti Nursyatika Iskandar	✓	-	✓	✓	-	✓	
25	ST. Aisya Purnama	✓	✓	✓	✓	-	✓	
26	Suni Mahalani	✓	✓	✓	✓	-	✓	
27	Suraiya	✓	-	✓	-	-	✓	
28	Sutriani	✓	-	✓	✓	-	✓	
29	Tennajeng	✓	-	-	-	-	-	
30	Tolawati	✓	✓	✓	✓	-	✓	
31	Ulfa Amelia	✓	-	✓	✓	-	✓	
32	Ulfa	✓	-	✓	✓	-	✓	

NONPARTICIPATIONOBSERVATIONSHEETCYCLE2

Observer : Hasnidar Mansyur

Day/Date : Wednesday, 6th November 2019

Meeting 4

1. Direction

Observe the students as long as they follow of learning and completing the task. Before making observations, consider the following procedure:

1. Observation was only at class XIIA 1 of students at SMAN 3 Pinrang.
2. Observer gave a check mark (✓) in the appropriate columns.

3. Observation of student's activities was categorized as follows:

1. The number of students who attended the meeting
2. The students who asked the question
3. The students who answered the question
4. The students attention in followed the learning process
5. The students who are played and other activities that disturb the learning process
6. The students participation in done the assignment which had been given by the researcher

PAREPARE

Observation Checklist in First Meeting

NO	Name	Students` Activity						Ket
		1	2	3	4	5	6	
1	Amis Chaerunnisa s	✓	✓	✓	✓	-	✓	
2	Ardi Putra Karunia Mulia Mappatunu	✓	✓	✓	✓	✓	✓	
3	Anasmara	✓	✓	✓	✓	-	✓	
4	Anugrah Almasih	✓	✓	✓	✓	-	✓	
5	Dita Reskiyana Sahitri	✓	✓	-	✓	-	✓	
6	Dwi Maya Ningsih	✓	✓	-	✓	-	✓	
7	Fitriani H	✓	✓	✓	✓	-	✓	
8	Haerana	✓	-	-	✓	-	✓	
9	Henani	✓	✓	-	✓	-	✓	
10	Mh Askar Saputra	✓	-	-	✓	✓	✓	
11	Mh. Anugrah	✓	✓	-	✓	-	✓	
12	Mhammad Adhan	✓	✓	-	✓	-	-	
13	Mhammad Ariyono	✓	✓	✓	✓	-	✓	
14	Mhammad Mursalm	✓	-	✓	✓	-	✓	
15	Mhammad Reza	✓	-	✓	✓	-	✓	
16	Mukni Sasy Aulia	✓	-	-	✓	-	✓	
17	Nur Halisa	✓	-	-	✓	-	✓	
18	Nurdiana	✓	✓	-	✓	-	✓	
19	Nurfadillah	✓	✓	✓	✓	-	✓	
20	Nurul Fajriya	✓	-	-	✓	-	✓	
21	Nurul Fatmah Arif	✓	-	✓	✓	-	✓	
22	Renza Yuda Tambing	✓	✓	-	-	✓	-	
23	Sasa Agustina	✓	-	-	✓	-	✓	
24	Sitti Nursyatika Iskandar	✓	✓	-	✓	-	✓	
25	ST. Aisya Purnama	✓	-	-	✓	-	✓	
26	Suni Mahalani	✓	✓	✓	✓	-	✓	
27	Suraiya	✓	-	✓	✓	-	✓	
28	Sutriani	✓	✓	✓	✓	-	✓	
29	Tennajeng	✓	✓	✓	✓	-	✓	
30	Tolawati	✓	✓	-	✓	-	✓	
31	Ulfa Amelia	✓	✓	-	✓	-	✓	
32	Ulfa	✓	✓	✓	✓	-	✓	

NONPARTICIPATIONOBSERVATIONSHEETCYCLE2

Observer :HasnidarMansyur

Day/Date :Monday, 11th November 2019

Meeting 5

1. Direction

Observe the students as long as they follow of learning and completing the task. Before making observations, consider the following procedure:

1. Observation was only at class XIIA 1 of students at SMAN3 Pinrang.
2. Observer gave a check mark (✓) in the appropriate columns.

3. Observation of student's activities was categorized as follows:

1. The number of students who attended the meeting
2. The students who asked the question
3. The students who answered the question
4. The students attention in followed the learning process
5. The students who are played and other activities that disturb the learning process
6. The students participation in done the assignment which had been given by the researcher

PAREPARE

Observation Checklist in Second Meeting

NO	Name	Students` Activity						Ket
		1	2	3	4	5	6	
1	Amis Chaerunnisa s	✓	-	✓	✓	-	✓	
2	Ardi Putra Karunia Mulia Mappatunu	✓	-	✓	✓	-	✓	
3	Anasmara	✓	✓	-	✓	✓	✓	
4	Anugrah Almasih	✓	-	-	✓	-	✓	
5	Dita Reskiyana Sahitri	✓	-	-	✓	-	✓	
6	Dwi Maya Ningsih	✓	-	✓	✓	-	✓	
7	Fitriani H	✓	✓	-	✓	-	✓	
8	Haerana	✓	-	-	✓	-	✓	
9	Henani	✓	✓	-	✓	-	✓	
10	Mh Askar Saputra	✓	-	✓	✓	-	✓	
11	Mh. Anugrah	✓	✓	✓	✓	-	✓	
12	Mhammad Adhan	✓	✓	✓	✓	-	✓	
13	Mhammad Ariyono	✓	-	-	✓	✓	✓	
14	Mhammad Mursalm	✓	✓	-	✓	-	✓	
15	Mhammad Reza	✓	-	✓	✓	-	✓	
16	Mukni Sasy Aulia	✓	✓	✓	✓	-	✓	
17	Nur Halisa	✓	-	-	✓	-	✓	
18	Nurdiana	✓	✓	✓	✓	-	✓	
19	Nurfadillah	✓	-	✓	✓	-	✓	
20	Nurul Fajriya	✓	-	-	✓	-	✓	
21	Nurul Fatmah Arif	✓	✓	-	✓	-	✓	
22	Renza Yuda Tambing	✓	-	✓	✓	✓	✓	
23	Sasa Agustina	✓	✓	-	✓	-	✓	
24	Siti Nursyatika Iskandar	✓	✓	-	✓	-	✓	
25	ST. Aisya Purnama	✓	-	✓	✓	-	✓	
26	Suni Mahalani	✓	✓	✓	✓	-	✓	
27	Suraiya	✓	✓	✓	✓		✓	
28	Sutriani	✓	✓	-	✓	✓	✓	
29	Tennajeng	✓	✓	-	✓	✓	✓	
30	Tolawati	✓	✓	✓	✓	✓	✓	
31	Ulfa Amelia	✓	✓	-	✓	✓	✓	
32	Ulfa	✓	✓	-	✓	✓	✓	

NONPARTICIPATION OBSERVATION SHEET CYCLE 2

Observer : Hasnidar Mansyur

Day/Date : Wednesday, 13th November 2019

Meeting 6

1. Direction

Observe the students as long as they follow of learning and completing the task. Before making observations, consider the following procedure:

1. Observation was only at class XIIIA 1 of students at SMAN 3 Pinrang.
2. Observer gave a check mark (✓) in the appropriate columns.

3. Observation of student's activities was categorized as follows:

1. The number of students who attended the meeting
2. The students who asked the question
3. The students who answered the question
4. The students attention in followed the learning process
5. The students who are played and other activities that disturb the learning process
6. The students participation in done the assignment which had been given by the researcher

PAREPARE

Observation Checklist Third Meeting

NO	Name	Students` Activity						Ket
		1	2	3	4	5	6	
1	Amis Chaerunnisa s	✓	-	-	✓	✓	✓	
2	Ardi Putra Karunia Mulia Mappatunu	✓	-	-	✓	✓	-	
3	Anasmara	✓	✓	-	✓	-	✓	
4	Anugrah Almasih	✓	✓	-	✓	-	✓	
5	Dita Reskiyana Sahitri	✓	✓	✓	-	-	✓	
6	Dwi Maya Ningsih	✓	-	✓	✓	-	✓	
7	Fitriani H	✓	-	✓	-	-	✓	
8	Haerana	✓	✓	✓	✓	-	✓	
9	Henani	✓	✓	-	✓	-	✓	
10	Mh Askar Saputra	✓	-	-	✓	-	✓	
11	Mh. Anugrah	✓	-	✓	✓	✓	✓	
12	Mhammad Adhan	✓	-	-	✓	-	✓	
13	Mhammad Ariyono	✓	✓	-	-	✓	✓	
14	Mhammad Mursalm	✓	✓	✓	✓	-	✓	
15	Mhammad Reza	✓	-	✓	✓	-	✓	
16	Mukni Sasy Aulia	✓	-	-	✓	✓	✓	
17	Nur Halisa	✓	-	✓	✓	✓	✓	
18	Nurdiana	✓	✓	✓	✓	-	✓	
19	Nurfadillah	✓	✓	-	✓	-	✓	
20	Nurul Fajriya	✓	✓	-	✓	-	✓	
21	Nurul Fatmah Arif	✓	✓	✓	✓	-	✓	
22	Renza Yuda Tambing	✓	-	-	-	✓	-	
23	Sasa Agustina	✓	-	✓	✓	-	✓	
24	Sitti Nursyatika Iskandar	✓	✓	-	-	-	✓	
25	ST. Aisya Purnama	✓	-	-	-	-	✓	
26	Suni Mahalari	✓	✓	✓	-	-	✓	
27	Suraiya	✓	-	-	✓	-	✓	
28	Sutriani	✓	-	-	✓	-	✓	
29	Tennajeng	✓	-	✓	✓	-	✓	
30	Tolawati	✓	✓	✓	✓	-	✓	
31	Ulfa Amelia	✓	-	✓	✓	-	✓	
32	Ulfa	✓	-	✓	✓	-	✓	

Appendix 4. The students` Activeness each Cycle 1

The Students` Activeness in Cycle 1 and Cycle 2

NO	Name	The Meeting of Cycle 1		The Meeting of Cycle 2			
		1 st	2 nd	3 rd	1 st	2 nd	3 rd
1	Annis Chaerunnisa s	2	2	2	3	2	2
2	Ardi Putra Karunia Mulia Mappatunu	2	1	2	2	2	2
3	Anasmara	1	2	3	4	4	4
4	Anugrah Almasih	1	2	2	2	3	3
5	Dita Reskyana Sahitri	1	1	2	4	4	3
6	Dwi Maya Ningsih	1	1	3	2	3	2
7	Fitriani H	2	2	2	2	4	4
8	Haerana	3	2	2	3	3	4
9	Heriani	2	2	3	2	2	4
10	Muh Askar Saputra	2	3	2	3	3	4
11	Mth. Anugrah	3	2	3	3	4	3
12	Muhammad Adnan	1	2	3	2	2	2
13	Muhammad Ariyono	2	2	2	2	2	3
14	Muhammad Mursalim	2	2	2	2	2	3
15	Muhammad Reza	2	2	3	3	3	3
16	Mikni Sasy Aulia	3	2	3	4	4	4
17	Nur Halisa	1	3	3	2	4	2
18	Nurdiana	1	2	2	3	3	3
19	Nurfadillah	3	2	2	2	2	3
20	Nurul Fajriya	3	2	2	2	2	4
21	Nurul Fatimah Arif	2	3	3	2	2	4
22	Renza Yuda Tambing	1	2	1	3	3	3
23	Sasa Agustina	2	3	2	3	3	3
24	Sitti Nursyatika Iskandar	2	3	2	3	2	2
25	ST. Aisya Purnama	1	2	3	2	2	4
26	Suni Mahalani	2	3	2	2	2	4
27	Suraiya	2	2	2	2	2	2
28	Sutriani	2	2	2	2	2	2
29	Tennajeng	1	3	2	1	2	3
30	Tolawati	3	2	2	4	3	2

31	Ulfa Amelia	2	2	2	2	2	3
32	Ulfa	1	2	1	3	2	3
Frequency (Fq)		58	66	70	79	87	98
Percentage (%)		45,31%	51,6%	54,7%	62,7%	68%	76,56%

Notes:

Sangat Aktif 4

Aktif 3

Kurang Aktif 2

Tidak Aktif 1

Calculating percentage the students` activeness in learning process of cycle 1

The First Meeting

$$P = \frac{fq}{4xN} \times 100$$

$$P = \frac{58}{4x32} \times 100$$

$$P = 45,31 \%$$

The Second Meeting :

$$P = \frac{fq}{4xN} \times 100$$

$$P = \frac{66}{4x32} \times 100$$

$$P = 51\%$$

The Third Meeting :

$$P = \frac{fq}{4xN} \times 100$$

$$P = \frac{70}{4x32} \times 100$$

$$P = 54,7\%$$

Calculating percentage the students` activeness in learning process cycle 2

The First Meeting:

$$P = \frac{fq}{4xN} \times 100$$

$$P = \frac{79}{4x32} \times 100$$

$$P = 62\%$$

The Second Meeting:

$$P = \frac{fq}{4xN} \times 100$$

$$P = \frac{87}{4x32} \times 100$$

$$P = 68\%$$

The Third Meeting:

$$P = \frac{fq}{4xN} \times 100$$

$$P = \frac{98}{4x32} \times 100$$

$$P = 76,56\%$$

APPENDIX 4. The students' Activeness each Cycle 2

The Students' Activeness in Cycle 1 and Cycle 2

NO	Name	The Meeting of Cycle 1		The Meeting of Cycle 2			
		1 st	2 nd	3 rd	1 st	2 nd	3 rd
1	Amis Chaerunnisa s	2	2	2	3	2	2
2	Ardi Putra Karunia Milia Mappatunru	2	1	2	2	2	2
3	Anasmara	1	2	3	4	4	4
4	Anugrah Almasih	1	2	2	2	3	3
5	Dita Reskyana Sahitri	1	1	2	4	4	3
6	Dwi Maya Ningsih	1	1	3	2	3	2
7	Fitriani H	2	2	2	2	4	4
8	Haerana	3	2	2	3	3	4
9	Heriani	2	2	3	2	2	4
10	Mh Askar Saputra	2	3	2	3	3	4
11	Mh. Anugrah	3	2	3	3	4	3
12	Mhammad Adnan	1	2	3	2	2	2
13	Mhammad Anyono	2	2	2	2	2	3
14	Mhammad Mursalim	2	2	2	2	2	3
15	Mhammad Reza	2	2	3	3	3	3
16	Mukni Sasy Aulia	3	2	3	4	4	4
17	Nur Halisa	1	3	3	2	4	2
18	Nurdiana	1	2	2	3	3	3
19	Nurfadillah	3	2	2	2	2	3
20	Nurul Fajriya	3	2	2	2	2	4
21	Nurul Fatimah Arif	2	3	3	2	2	4
22	Renza Yuda Tambing	1	2	1	3	3	3
23	Sasa Agustina	2	3	2	3	3	3
24	Sitti Nursyafika Iskandar	2	3	2	3	2	2
25	ST. Aisya Pumama	1	2	3	2	2	4
26	Suni Mahalani	2	3	2	2	2	4
27	Suraiya	2	2	2	2	2	2
28	Sutriani	2	2	2	2	2	2
29	Tenni ajeng	1	3	2	1	2	3
30	Tolawati	3	2	2	4	3	2
31	Ulfa Amelia	2	2	2	2	2	3
32	Ulfa	1	2	1	3	2	3
Frequency (Fq)		58	66	70	79	87	

						98
Percentage (%)	45,31%	51,6%	54,7%	62,7%	68%	76,56%

Notes:

Sangat Aktif	4
Aktif	3
Kurang Aktif	2
Tidak Aktif	1

Calculating percentage the students` activeness in learning process of cycle 1

The First Meeting

$$P = \frac{f_a}{4 \times N} \times 100$$

$$P = \frac{58}{4 \times 32} \times 100$$

$$P = 45,31 \%$$

The Second Meeting :

$$P = \frac{f_a}{4 \times N} \times 100$$

$$P = \frac{66}{4 \times 32} \times 100$$

$$P = 51 \%$$

The Third Meeting :

$$P = \frac{f_a}{4 \times N} \times 100$$

$$P = \frac{70}{4 \times 32} \times 100$$

$$P = 54,7 \%$$

Calculating percentage the students` activeness in learning process cycle 2

The First Meeting:

$$P = \frac{f_a}{4 \times N} \times 100$$

$$P = \frac{79}{4 \times 32} \times 100$$

$$P = 62 \%$$

The Second Meeting:

$$P = \frac{f_a}{4 \times N} \times 100$$

$$P = \frac{87}{4 \times 32} \times 100$$

$$P = 68 \%$$

The Third Meeting:

$$P = \frac{f_a}{4 \times N} \times 100$$

$$P = \frac{96}{4 \times 32} \times 100$$

$$P = 76,56 \%$$

Appendix 5. The cycle 1 Score of Students' reading Ability

The Cycle 1 Score of Students' Reading Ability

No	Name of Student	Reading Score		Classification
		Score Maximum	Score	
1	Amis Chaerunisa s	100	65	Fairly
2	Andi Putra Karunia Mulia Mappatunru	100	70	Fairly
3	Anasmara	100	45	Poor
4	Anugrah Almasih	100	30	Poor
5	Dita Reskiyana Safitri	100	40	Fair
6	Dwi Maya Ningsih	100	75	Good
7	Fitriani H	100	30	Fairly
8	Haerana	100	65	Fairly
9	Herani	100	75	Good
10	Mth Askar Saputra	100	40	Poor
11	Mth Anugrah	100	75	Good
12	Mhammad Adnan	100	70	Fairly
13	Mhammad Ariyono	100	40	Poor
14	Mhammad Mursalim	100	40	Poor
15	Mhammad Reza	100	65	Fairly
16	Mukni Sasy Aulia	100	75	Good
17	Nur Halisa	100	75	Good
18	Nurdiana	100	50	Poor
19	Nurfadillah	100	65	Fairly
20	Nurul Fajriya	100	70	Fairly
21	Nurul Fatimah Arif	100	60	Fairly
22	Renza Yuda Tambing	100	40	Poor
23	Sasa Agustina	100	75	Good
24	Sitti Nursyafika Iskandar	100	60	Fairly
25	ST. Aisya Purnama	100	70	Fairly
26	Suni Mahalani	100	55	Poor
27	Suraiya	100	30	Poor
28	Sutriani	100	40	Fairly

29	Tennajeng	100	75	Good
30	Tolawati	100	75	Good
31	Ulfa Amelia	100	65	Good
32	Ulfa	100	60	Fairly
Total Score			1865	
Mean Score			58	
Score Maximum			100	
Score Minimum			40	

The Percentage and Mean Score of the Students' Reading Test Cycle I

$$X = \frac{SS}{N}$$

$$X = \frac{1865}{32}$$

$$X = 58,28$$

$$P = 58,28 \times 100\%$$

$$P = 58$$

Appendix 6. The Cycle 2 Score of Students` reading ability

The Cycle 2 Score of Students` Reading Ability

No	Name of Student	Reading Score		Classification
		Score Maximum	Score	
		100	82	
1	Annis Chaerunnisa s	100	82	Good
2	Andi Putra Karunia Mulia Mappatunru	100	80	Good
3	Anjasmara	100	65	Fairly
4	Anugrah Almasih	100	75	Good
5	Dita Reskiyana Safitri	100	88	Good
6	Dwi Maya Ningsih	100	85	Good
7	Fitriani H	100	79	Good
8	Haerana	100	85	Good
9	Heriani	100	75	Good
10	Muh Askar Saputra	100	75	Good
11	Muh. Anugrah	100	78	Good
12	Muhammad Adnan	100	85	Good
13	Muhammad Ariyono	100	60	Fairly
14	Muhammad Mursalim	100	70	Fairly
15	Muhammad Reza	100	85	Good
16	Mukni Sasy Aulia	100	90	Excellent
17	Nur Halisa	100	90	Excellent
18	Nurdiana	100	90	Excellent
19	Nurfadillah	100	70	Fairly
20	Nurul Fajriya	100	85	Good
21	Nurul Fatimah Arif	100	90	Excellent
22	Renza Yuda Tambing	100	90	Excellent
23	Sasa Agustina	100	70	Fairly
24	Sitti Nursyafika Iskandar	100	85	Good
25	ST. Aisya Purnama	100	86	Excellent

26	Suni Mahalani	100	88	Excellent
27	Suraiya	100	65	Fairly
28	Sutriani	100	88	Excellent
29	Tenriajeng	100	86	Excellent
30	Tolawati	100	85	Good
31	Ulfa Amelia	100	90	Excellent
32	Ulfa	100	85	Good
Total Score		2600		
Mean Score		81		
Score Maximum		100		
Score Minimum		40		

The Percentage and Mean Score of the Students` Reading Test Cycle 2

$$X = \frac{SS}{N}$$

$$X = \frac{2600}{32}$$

$$X = 81,25$$

$$P = 81,25 \times 100 \%$$

$$P = 81$$

Appendix 7. The percentages and mean score of the students' reading test

The Percentage and Mean Score of the Students' Reading Test Cycle 1

$$X = \frac{SS}{N}$$

$$X = \frac{1865}{32}$$

$$X = 58,28$$

$$P = 58,28 \times 100\%$$

$$P = 58$$

The Percentage and Mean Score of the Students' Reading Test Cycle 2

$$X = \frac{SS}{N}$$

$$X = \frac{2600}{32}$$

$$X = 81,25$$

$$P = 81,25 \times 100\%$$

$$P = 81$$

Calculating the increasing from Cycle 1 to Cycle 2 by Using the Following Formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{81 - 58}{58} \times 100\%$$

$$P = \frac{23}{58} \times 100\%$$

$$P = 39\%$$

Appendix 8. Instrument of the Cycle 1

INSIRUMENT OF THE CYCLE 1

Name :.....

Date :.....

Complete the story below with the words in the list and Which the orientation, Complication and resolution!

Timun Mas

Long time ago, there was a (1)..... couple. They were staying in a village near a (2)..... They lived happily (3)....., they hadn't had any children yet. Every day they prayed to God for a Child.

One night when the moon and the stars were shining brightly, the couple preyed (4)..... to the God Almighty wishing they could have a child. It happened that a (5)..... was passing their home and he heard what they were praying.

The next morning the giant and gave them a cucumber (6)..... "plant this seed, then you get a daughter," said the giant. Thank you Giant "said the couple. "But in one (7)..... in her 17th birthday. You must give her to me," said the Giant. The couple wanted a child so much that they agreed without thinking first. Then the couple planted the cucumber seed.

Day by day they took care the (8)..... plant so carefully. Months later, a golden cucumber grew from the plant. The cucumber was getting heavier and bigger each day. When it was ripe, they picked it. Carefully they cut out the cucumber and how surprised were they when they found a beautiful baby inside. They were so happy. They named the baby Timun Mas, or (9)..... Cucumber.

Years were (10)..... by and Timun Mas had grown into a beautiful girl. Her paret were very proud of her. But their happiness turned to fear when her 17th birthday came. The girl returned to ask for their (11)..... He was going to take Timun Mas away the Farmer tried to

be (12)..... just a moment, please. Timun Mas is playing. My wife call her, he said. Then the farmer came to his daughter. "My child, take this, "as he was giving her little (13)..... To Timun Mas. "This will help you from the Giant. Now run as fast as you can," he ordered. So Timun Mas ran away.

The couple was very sad about her leaving, But they did not want the Giant to eat Timun Mas. Meanwhile, the Giant had been waiting for too long. He became (14)..... somehow he knew than the couple had lied to him. So he destroyed their house and ran for Timun Mas.

The Giant was (15)..... Timun Mas and he was getting closer and closer. Timun Mas then took a handful of salt from her little bag. She (16) Out the salt behind her. Suddenly a wide sea appeared between them. The Giant had to reach her. Timun Mas was still running, but how the Giant almost caught her. Then she took some chili and threw to the Giant. The (17) Suddenly grew into some trees and trapped the Giant. The trees grew some thoms as sharp as a knife. The Giant screamed painfully. At the mean time, Timun Mas could (18)..... again. But the Giant was very strong. Again he almost caught Timun Mas. So Timun Mas took the third magic stuff, the cucumber seeds. She was very tired and hungry so he ate those fresh cucumbers. He ate too much that he felt sleepy and fell (19) Soon.

Timun Mas kept on running as fast as she could. But soon she was very tired herself. To make things (20)..... , the Giant had woken up! Timun Mas was so scared. (21)..... she then threw her last weapon, terasi (a kind of (22)..... paste). It did a miracle again. The pasta became a big swamp. The Giant panicked and he could not breathe. At last he was (23).....

Timun Mas was very (24)..... She was safe now. Then she returned to her parent's house. Her parents were of course very happy to see their daughter safe and sound "thank God". You have saved my daughter, "they cried happily. From then on, Timun Mas lived (25)..... with her parents with no fear anymore.

<i>Forest</i>	<i>spread</i>	<i>chasing</i>	<i>impatient</i>	<i>bag</i>
<i>Chili</i>	<i>calm</i>	<i>promise</i>	<i>passing</i>	<i>golden</i>
<i>Escape</i>	<i>growing</i>	<i>condition</i>	<i>seed</i>	<i>giant</i>
<i>Asleep</i>	<i>soleming</i>	<i>unfortunately</i>	<i>happily</i>	<i>drown</i>
<i>Worse</i>	<i>relieved</i>	<i>bottom shrimp</i>	<i>desperately</i>	



Appendix 9. Instrument of the Cycle 2

INSIRUMET OF THE CYCLE 2

Name :

Date :

THE MERMAID

Long time ago there was a 1..... who was 2..... of the witch's magic. 3....., the princess was very beautiful and kind person. Anybody loved her 4..... her sister who was so jealous of her. If the princess still had her 5....., so every 6..... would prefer to 7..... her rather than her sister.

One day, the sister 8..... a witch to change the princess beauty into an 9..... The witch 10..... a bottle of poison to her to be 11..... into the princess food. That poison would change princess 12..... into an ugly one. At the evening when the 13..... started, the sister added the poison into the food for the princess. Nobody knew about that. The princess 14..... her food without 15..... that there was a 16..... inside her food. After eating, in the night, the princess' skin was 17..... The princess felt 18..... and she cried to ask for a help. No one could help her even the 19..... in that kingdom. The princess was 20..... so scary like a monster. She was so sad and shy because anybody was 21..... of her. Then she ran away and away from the kingdom.

She walked alone through the deep 22..... day and night. She was like a 23..... so that no animal or 24..... was 25..... to close to her. That made her more and more 26..... She walked until she reached a 27..... and then she felt so 28..... because she never had a rest from 29..... At that beach she began to 30..... She did not realized that she had been 31..... for three months and she woke up because there was a very 32..... man come and woke her up.

"Wake up dear poor princes." The man said. "Oh, who are you? Why are you not afraid of me?" the princess asked. "I am the king of the 33..... You have been sleeping here for three months in suffer. So, it is the time for me to help you. I will give back your beauty but after that you will never get

your34..... life.” The man said. “Oh, my lord, you are so kind. I have lost my previous life so I like to have the new life. What should I do my lord?” the princess asked. “Follow me to come closer to the sea.”

Usually the researcher asked the student about this text there are many student understood about this text, next the researcher gave exercise like this:

Complete the text and which the orientation, complication, resolution and also answer the question based on the text!

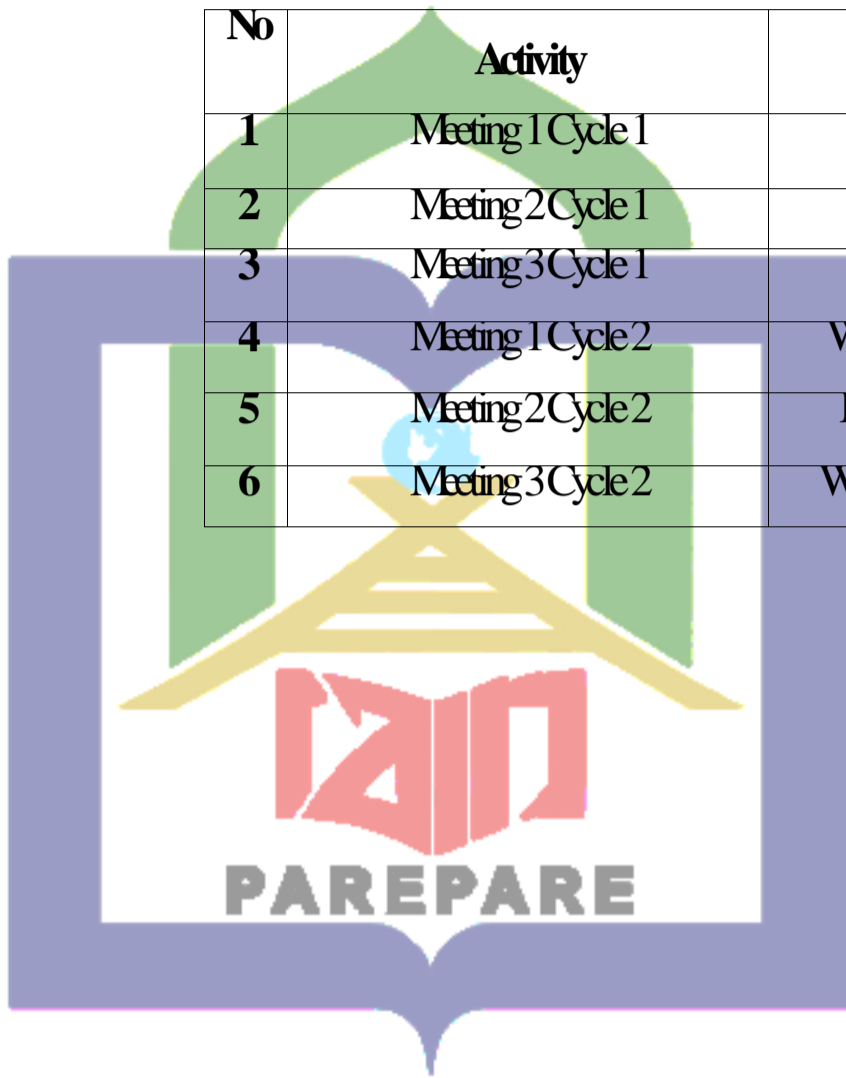
1. What the story about?



Appendix 10. The Schedule

**The Schedule of Classroom Action Research at the second grade students of SMAN3
Pinrang Kabupaten Pinrang**

No	Activity	Time Schedule
1	Meeting 1 Cycle 1	Monday, on October 21 st , 2019
2	Meeting 2 Cycle 1	Monday, on October 28 th , 2019
3	Meeting 3 Cycle 1	Monday, on November 4 th , 2019
4	Meeting 1 Cycle 2	Wednesday, on November 6 th , 2019
5	Meeting 2 Cycle 2	Monday, on November 11 th , 2019
6	Meeting 3 Cycle 2	Wednesday, on November 13 rd , 2019



CURICULUM VITAE



Hadijah, the writer has born in Labolong Utara 20th January 1998. She is the eight child from ten children in her family. She was born from a couple Abd. Kadir (Kade) & Mutiara in Labolong utara. She is the eight child in her family.

She began her study in Elementry School at SDN 177 Labolong utara on 2003 and graduated on 2009. In the same year, she continued her study to junior high School of SMPN 3 Katteong and graduated on 2012. Then, she continued her study to senior high School of SMAN 3 Pinrang and graduated on 2015.

After finished her study, she subscribed and accepted studying in S1 English Program of Tarbiyah Faculty in State Islamic Institute (IAIN) Parepare. On 2020 she completed her skripsi in the title **“The Implmentation of Close Proecedute Technique in Enhancing Students` Reading Ability at The Second Grade Students of SMAN 3 Pinrang (A Classroom Action Research)”**. The research has organization is Ikatan Mahasiswa Mattiro Sompe (IMMAS).

PAREPARE