

**THE EFFECT OF USING CLOZE TEST IN LEARNING
COMPARATIVE DEGREE AT THE EIGHTH GRADE OF SMP
INTEGRATED ISLAMIC IBNU SINA WULUHAN**

THESIS



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER**

**STATE ISLAMIC UNIVERSITY
OF KYAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
DESEMBER 2024**

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Submitted to Islamic University Kiai Haji Achmad Siddiq Jember
To fulfill the requirements for the degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
English Education Program



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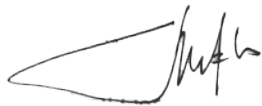
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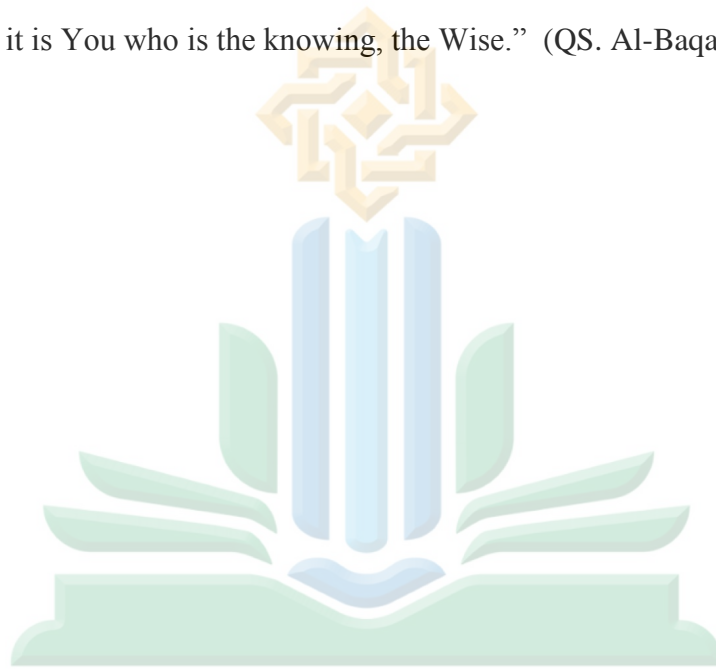


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MOTTO

قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾

They said, “Exalted are You; we have no knowledge except what You have taught us. Indeed, it is You who is the knowing, the Wise.” (QS. Al-Baqarah [2]:32)¹



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¹ “The Noble Qur’an” [https://thenoblequran.com/\(accessondecember18,2024,@7pm\)](https://thenoblequran.com/(accessondecember18,2024,@7pm))

DEDICATION

There is no most beautiful sheet in this thesis report except the dedication sheet. Alhamdulillahirobbil alamin by expressing gratitude for the grace of Allah SWT and as a thank you, I dedicate this thesis to:

1. Thank you to my parents, my first love and role model Suhariono and my heavenly door Siti Asiyah, whom I love very much and who have played a big role in my life. Thank you for the love, affection, and expressions of anger that I always hear every day and ring in my brain to immediately complete this thesis. Thanks to your prayers and chatter, I was able to complete this very easy task with a triumphant smile.
2. To my brother, M. Katam Putra Hardiasnyah thank you for being the the best brother I could ever ask for always giving support and sharing sides and circumstances.



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Therefore, the author would like to express her gratitude and appreciation to those who have helped, contributed, and encouraged the researcher during this research:

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2. Dr. H. Abd. Muis, S.Ag., M.Si. as the Dean of Education and Teacher Training Faculty of UIN KHAS Jember who has given the permission to do this reaserch.
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5. Dr. Suparwoto Sapto Wahono, M.Pd as my thesis advisor, who has given

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9. All the staff of main library of UIN KHAS, thank you for helping the writer in finding many references.

Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researcher and readers in the teaching-learning process, particularly in the vocabulary.

Jember, Oktober 30th 2024

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ABSTRACT

Dinda Maulia Putri Hardanti, 2024: *The Effect of Using Cloze Test in Learning Comparative Degree at The Eighth Grade of SMP Integrated Islamic Ibnu Sina Wuluhan.*

Key words: Comparative degree, cloze test

English language learning, as one of the important subjects in many countries, requires an effective approach to ensure good understanding by the students. One of the important topics in English language learning is the mastery of grammar, including the understanding of comparative degree. Comparison is a basic concept used to compare two objects, situations or subjects in English. Grammar is also regarded as an important element in language that becomes the rules both spoken and written. Language learners who learn language cannot be said that they have mastered the language without mastering grammar as the language element. Based on the observations that the researcher made as an English teacher in a subject, Indonesian students think that English is a difficult subject because it has many differences with their mother tongue Indonesian. For example, they have difficulties in learning adjectives, in particular, they have problems in understanding the comparative degree of adjectives, they have problems in forming and making sentences of comparative degree

The research questions of this research focused on “Is there any significant effect of using cloze test in learning comparative degree at the eighth grade of SMP Integrated Islamic Ibnu Sina Wuluhan? This research aims to describe “To determine the effect of using cloze test in learning comparative degree at the eighth grade of SMP Integrated Islamic Ibnu Sina Wuluhan.

This research uses a quantitative with Pre-Experimental Design and the type taken is One Group Pre-test Post-test Design. The experimental class was given treatment using cloze test. The participants of this study were 8th grade students of SMP Integrated Islamic Ibnu Sina Wuluhan, by taking a sample of VIII class which amounted to 21 students with purposive sampling technique. Data collection techniques used were observation pre-test, and post-test.

The result of this research showed that student understanding of comparative degree in English from pre-test post-test. On the pre-test score was 42,86 and the score of students in post-test after taught by cloze test was an increase in the average score of 88,80. Based on the interpretation results using SPSS version 25 shows that the sig value (2-tailed) obtained is 0.000 <0.05, meaning that Ho is rejected and Ha is accepted. So that the conclusion is that there is an effect of using the cloze test on comparative degree learning in eight graders at SMP Integrated Islamic Ibnu Sina Wuluhan.

LIST OF CONTENT

COVER	i
ADVISOR APPROVAL	ii
EXAMINER APPROVAL	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
ABSTRACT	viii
LIST OF THE CONTENT	ix
LIST OF TABLE	xi
LIST OF APPENDICES	xii
CHAPTER 1 INTRODUCTION	1
A. Background of study	1
B. Research Question	5
C. Research Objective.....	6
D. Research Significance	6
1. Theoretical Significant.....	6
2. Practical Significant	6
E. Research Scope	7
1. Variable of Research	7
2. Variable Indicators	8
F. Definition of Key Term.....	9
G. Research Assumption.....	10

H. Hypothesis.....	10
I. Systematic of the Research	11
CHAPTER II LITERATUR REVIEW	12
A. Previous Research	12
B. Theoretical Framework.....	16
1. English Language Learning at Secondary Level	16
2. Kinds of English Teaching and Learning Technique.....	17
3. Definition of Cloze Test.....	19
4. Comparative Degree of Adjective.....	24
CHAPTER III RESEARCH METHOD	30
A. Reseach Design	30
B. Population and Sample.....	31
C. Data Collection Technique.....	32
D. Data Analysis	36
CHAPTER IV RESEARCH FINDING AND DISCUSSION	40
A. Overview of the Research Object	40
B. The Description of Data	45
C. Data Analysis	49
D. Discussion	54
CHAPTER V CONCLUSIONS AND SUGGESTION.....	61
A. Conclussions	61
B. Suggestion.....	61
REFERENCE	64

LIST OF TABLES

Table 2.1 The Similarities and Differences Between the Previous Studies and This Study.....	15
Table 2.2 The models of Comparative Degree by adding ‘er’	26
Table 2.3 If the positive ends in ‘y’, the ‘y’ is change into ‘I’ added by ‘-er’ for Comparative Degree	27
Table 2.4 In all adjective of more than two syllables	27
Table 2.5 If the positive ends in one consonant preceded by short vowel, the final consonant in double, and added with ‘-er’ for comparative	27
Table 2.6 Irregular comparison for comparative	27
Table 3.1 Design of One Group Pre-test Post-test Design	31
Table 3.2 Population of The Research	31
Table 3.3 Indicator of Test	35
Table 4.1 Teacher Status of SMP Integrated Islamic Ibnu Sina Wuluhan	43
Table 4.2 Student Condition of SMP Integrated Islamic Ibnu Sina Wuluhan	44
Table 4.3 Facilities and Infrastructure of SMP Integrated Islamic Ibnu Sina Wuluhan	44
Table 4.4 Pre-test Score of Experimental Class	47
Table 4.5 Post-test Score of Experimental Class	48
Table 4.6 Descriptive Statistic Output	50
Table 4.7 The Normality of Data Output	51
Table 4.8 The Homogeneity Data Output	52
Table 4.9 The Output Data of Paired Sample T-test	53

LIST OF APPENDIX

APPENDIX 1 Research Matrix	67
APPENDIX 2 Research Schedule.....	68
APPENDIX 3 Declaration of Authorship.....	69
APPENDIX 4 The Letter of Research	70
APPENDIX 5 Research Journal	72
APPENDIX 6 SPSS Output.....	73
APPENDIX 7 Lesson Plan	75
APPENDIX 8 Instrument Validity and Reliability.....	85
APPENDIX 9 Research Instrument.....	89
APPENDIX 10 Documentation	92
APPENDIX 11 The Result of Plagiarism Check.....	94
APPENDIX 12 Curriculum Vitae.....	95



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the discussion that is divided into nine sections. They are research background, research questions, research objective, research benefits, the scope of research, operational definitions, research assumption, hypotheses, and systematical discussion.

A. Research Background

Indonesian students think that English is a difficult subject, because it has many differences with their mother tongue Indonesian. Mastering English a student is considered capable of to master English skills; listening, speaking, reading, and writing. "The language includes four skills: listening, speaking, reading, and writing."² Second, language competence, which is the underlying knowledge of the language system; involving grammar rules, vocabulary, pronunciation, etc. All of these skills are important in mastering English.³

Allah said in Qur'an surah Al-Mujaadalah verse 11:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ
اللَّهُ لَكُمْ وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا
الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

The meaning is: "O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you.

² Jeremy Harmer, *The Practice of English Language Teaching*, (London : Longman, 1991), p.16

³ Aris Methania Shusantie, "An Analysis on The Students' Mastery of Degrees of Comparison" (Syarif Hidayatullah State Islamic University, 2011).

And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do."⁴

The meaning of this surah is to teach Muslims to respect each other and make space for one another in gatherings or assemblies. This verse emphasizes that when believers are asked to make space or to arise, they should do so. Allah will reward and elevate the status of those who believe and those who have knowledge. In addition, this verse reminds that Allah is aware of all the actions of His servants. Thus, this verse highlights the values of togetherness, respect, and awareness of spiritual responsibility.

Grammar is also regarded as an important element in language that becomes the rules both spoken and written. Language learners who learn language cannot be said that they have mastered the language without mastering grammar as the language element.⁵ Grammar has a very important role in learning these four skills in English. Grammar has many linguistic elements; one of them is comparative degree. Comparative degree are the most important shaper from the English language where is used to express the degree of similarities or differences. Comparative is the process of comparing things, people, or places through levels of quantity, quality and relationship. Comparative is made up of adjectives and adverbs. However, in this study, the researcher's case only focuses on the comparative degree of adjectives.

⁴ "The Noble Qur'an" [https://thenoblequran.com/\(accessondecember18,2024,@7pm\)](https://thenoblequran.com/(accessondecember18,2024,@7pm))

⁵ Patrika Rizka Rizal, "The Effectiveness of Using Cooperative Learning on Teaching Comparison Degree of Adjectives" (Syarif Hidayatullah State Islamic University, 2015).

Based on the observations by researchers made as an English teacher in a subject, Indonesian students think that English is a difficult subject because it has many differences with their mother tongue Indonesian. Example, they have difficulties in learning adjectives, in particular, which they have problems in understanding the comparative degree of adjectives, they have problems in forming and making sentences of comparative degree.⁶ Futhermore, in English, there are two kinds of adjective, regular and irregular. On the contrary, the comparison degree of adjectives does not have additions to adjectives such as -er or more.⁷

Considering these facts, the researcher conducted the an experiment to solve this problem. The students of class eighth they are just silent and don't have on enough courage to ask about the understanding of comparative degree learning and the students do not ask how to write the comparative degree of adjectives with the addition of -er or the word more. Because it can be cause difficulties in the future. The researcher tries to solve a problem by using a method that is expected to help students in understanding the material, namely about the comparative degrees of adjective.

Essentially, Wahono, Maqfirotika, Syahbana, Putri, Azizah (2023) was said that grammar plays a vital role in language, but achieving mastery in English structure demands considerable dedication. It asserts that students typically recognize that acquiring grammar knowledge can require significant

⁶ Observation by the researcher on February 27th 2024

⁷ Patrika Rizka Rizal, "The Effectiveness of Using Cooperative Learning on Teaching Comparison Degree of Adjectives" (Syarif Hidayatullah State Islamic University, 2015).

effort.⁸ In fact, there are many techniques to teach English as a foreign language. The researcher chose cloze test as a technique to teach comparative degree of adjective learning because this technique is still relatively unexplored in the context of comparative degree English learning for eighth grade students. Therefore, this research explore an effects of using the cloze test in learning comparative degree in eighth grade, hoping to provide new insights into writing and sentence construction and the effectiveness of this method in improving students' understanding of the material.

Cloze procedure was introduced by Taylor, with the idea in a fact people tends to complete an unfinished pattern, to make it mentally perfect and see parts as a whole. O'Malley quotes from Oller, the readers guessing of missing words is a kind of a gap filling - task that is not terribly unlike the perceiver's completion of imperfect visual patterns.⁹ The use of a deletion test called the Cloze test is to measure a person's comprehension of a text.¹⁰

In this study, the researcher apply the cloze test in this study. Cloze Test is a study to determine a word or a word omission technique in which words are omitted from a passage. The procedure consists of intercepting a message from the sender that breaks up his language patterns by removing

⁸ Suparwoto Spto Wahono¹ , Laila Maqfirotika² , Rizkia Ruwanda Syahbana³ , Rahma Aulia Putri⁴ , Rovinia Za'imatul Azizah⁴. "Improving Students' Ability To Understand Comparison Degree By Using Stick Puppet" *IJRETAL: International Journal of Research on English Teaching and Applied Linguistics*, Vol. 4, No.2. (2023): 49

⁹ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (United States: Addison Wesley Publishing: 1996), p.114.

¹⁰ Dubay, William H. (2004). *The Principles of Readability*. Costa Mesa: Impact Information.

certain words, and organizing them so that the receiver in his attempt to make the patterns whole again, produces cloze units.

The cloze test technique has been considered an effective learning method in several previous studies. Students' scores in cloze test are higher than that of open ended test. Related to types of assessment and students' preference between both test, students familiar with both test by comparison 4:4. Students find it easier to understand cloze test rather than open ended test.¹¹ The cloze passing technique is effective and can help students to improve reading comprehension in narrative text.¹²

Based on the description above, the researcher carried out with a quantitative pre-experimental method on learning comparative degree of adjective using cloze test on eighth grade students of Integrated Islamic Junior High School Ibnu Sina Wuluhan. The researcher took the research *title* "The Effect Of Using Cloze Test In Learning Comparative Degree At The Eighth Grade Of SMP Integrated Islamic Ibnu Sina Wuluhan".

B. Research Questions

Based on the problem that has been described above, the research questions could be formulated as:

Is there any significant effect of using cloze test in learning comparative degree at the eighth grade of SMP Integrated Islamic Ibnu Sina Wuluhan?

¹¹ Hifzuhuma Dwi Rizki, (2022) "A Comparative Study of Students Ability in Reading Comprehension by Using Open-Ended and Cloze Test," *Literary Criticism*, 08.

¹² Dhafid Wahyu Utomo, Sutrisno Sadji Evenddy, and Fenturisa Kusfitriyatna, "The Effect Of Using Cloze Passage Technique Toward Students' Reading Comprehension In Narrative Text," *Journal of English Language Learning* 5.

C. Research Objectives

Based on the research questions above, the objectives of this research is:

To determine the effect of using cloze test in learning comparative degree at the eighth grade of SMP Integrated Islamic Ibnu Sina Wuluhan.

D. Research Significant

The result of the study, the researcher expected to delivered information and benefits concerning teaching and learning by using cloze test in theoretically and practically.

1. Theoretical Significant

The importance of this research is to test and assess the effectiveness of using cloze test in comparative degree learning. This research is expected to provide benefits or information for the community and all subjects in this study.

2. Practical Significance

The results of this study are expected to provide benefits for some people:

a. For Students

This research is expected to improve students' understanding in learning comparative degree by using cloze test and motivate students in learning English.

b. For Teachers

This research is expected to make new innovations and help teachers in learning comparative degree by using cloze test and can consider cloze test can be effective in learning English.

c. For School

This research is expected to help provide information about the effectiveness of using the cloze test in learning comparative degrees which become a forum for innovation in English language learning.

d. For Researchers

This research is expected to test the effectiveness of the cloze test in understanding comparative degree learning, and the results of this study an evaluation and reference for other researchers.

E. Research Scope

Scope of the study focuses on the application of the cloze test in the classroom to determine the understanding of comparative degree learning. For one activity, the researcher used the cloze test in teaching comparative degree learning. Therefore, the researcher formulated the following variables that show its limitations:

1. Variable of research

a. Independent Variable

Independent variable is variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the

dependent variable “depends” on the independent variable.¹³ The independent variable (X) in this research is “Cloze Test”.

b. Dependent Variable

Dependent variable is the major variable that measured in the research. Dependent variable is a variable that can improve by an independent variable.¹⁴ The dependent variable in this study is comparative degree learning, which is symbolized by the Y symbol.

2. Variable indicators

This research formulates indicators of cloze test variables for learning comparative degree, especially adjectives as follows:

- a. The first step is to explain the definition of comparative degree, and form usage comparative degree.
- b. After the explanation of comparative degree, especially adjectives, the researcher explained the application of the cloze test technique on comparative degree material, especially adjectives and how to do it.
- c. After that, the teacher gave examples of comparative degree problems, especially adjectives:
 - 1) Adding 'er'
 - 2) Ends in 'y', the 'y' is changed into 'i' added by '-er'
 - 3) More than two syllables
 - 4) Ends in one consonant preceded by a short vowel, the final consonant in double, and added with '-er'

¹³ Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Linguistic*, (U.S.A : Heinle Publisher, 1991),p.64

¹⁴ *Ibid*, p.63

5) Irregular Comparison

- d. The teacher asks the students to read and work on the problem.

F. Definition of Key terms

In this study, researchers formulated the following operational definitions:

1. Cloze test

The Cloze procedure was introduced by Taylor, with the idea that in reality people tend to complete something unfinished pattern, to make it mentally perfect and see the parts as a whole. O "Malley quotes from Oller, the readers guessing the missing words is a kind of gap-filling - the non-existent task is very different from the completion of imperfections perceived by people who see it as a visual pattern. As Jongsma writes in his journal, deletions in these tests are usually highly selective and focused on words with high content that convey meaning. However, the closure procedure, as introduced by Taylor (1953), required deleting words systematically and mechanically.

2. Comparative Degree

Comparative degree is used to compare the qualities of two people. Comparative degree indicates the presence of a higher quality than a positive one. it is used when two persons are compared. For example: (Ryan is smarter than Bayu). From this example, the quality of the two people being compared is Ryan and Bayu, and the higher quality is the trait of smart itself. In comparative degree, there are 2 types of

comparison models by adding 'er' with the example short=shorter and 'r' with the example pretty=prettier.

G. Research Assumption

Understanding comparative degree has its own objectives that a student must go through in several ways. One of them is to understand exactly what a comparative degree is, in terms of meaning and how many types of examples or models there are in comparative degree. Perhaps this can be described through the learning methods conveyed by the teacher, so that the teacher makes the class comfortable and active when learning takes place. There may be several techniques that the teacher has applied in the class, this researcher used the cloze test in learning comparative degree. Researchers hope that there an influence on teaching of comparative degree at SMP Integrated Islamic Ibnu Sina Wuluhan.

H. Hypothesis

The researcher formulates the Null Hypothesis (H₀) and Alternative Hypothesis (H_a) as follows:

H_a : Hypothesis test value is Sig. (2-tailed) < 0.05 means that there is significant effect of cloze test on comparative degree learning in eight grade at SMP Integrated Islamic Ibnu Sina Wuluhan.

H₀ : Hypothesis test value is Sig. (2-tailed) > 0.05 means that there is no significant effect of cloze test on comparative degree learning in eight grade at SMP Integrated Islamic Ibnu Sina Wuluhan.

I. Systematic Discussion

This thesis is organized into five chapters with the following systematics:

Chapter I is the introduction. It consists of research background, research problems, research objectives, research significance, research scope containing research variables and indicator variables, definition of key terms, research assumptions, research hypotheses, and systematic discussion.

Chapter II is a literature review which consists of the related previews research with this research and theoretical framework which used by the researcher as guideline to conducting this research.

Chapter III is a research method. Contains research design, population and sample, research instruments, data collection methods, data analysis.

Chapter IV is findings and discussion. Consists of data description, data analysis, hypothesis testing, and discussion.

Chapter V is closed. It consists of research conclusions and suggestions for English teachers, students and future researchers.

CHAPTER II

LITERATURE REVIEW

This chapter highlights the discussing of some literature related to the research. It covers operational definition, review of related literatures, research assumptions and hypotheses.

A. Previous Studies

The first previous research was conducted by Mimi Hamidah entitled "Improving The Reading Comprehension Ability By Using The Cloze Test Strategy Among The Eighth Graders Of Mts Riyadlatul Ulum Bumiharjo Batanghari East Lampung" (2019).¹⁵ Most students got good grades in cycle II. The Minimum Completeness Criteria (KKM) for English subjects is 70. The average student score on the pre-test was 43.15. The average student score on post-test 1 was 62.42 and the average student score on post-test 2 was 75.47. The students' average on post-test 2 was 75.47. In addition, the test results showed that 42% of students had reached the Minimum Completion Criteria (KKM). Minimum Completeness Criteria in cycle I and 79% of students or more than 75% of students passed the Minimum Completeness Criteria. This means that this study has reached the success criteria. Therefore, it can be concluded that the cloze test strategy improves students' comprehension ability in reading recount text.

The second previous research has been conducted by Fenturisa Kusfitriyatna, Sutrisno Sadji Evenddy, Dhafid Wahyu Utomo entitled "The

¹⁵Mimi Hamidah, "Improving The Reading Comprehension Ability By Using The Cloze Test Strategy Among The Eighth Graders Of Mts Riyadlatul Ulum Bumiharjo Batanghari Lampung Timur" (The States Institute For Islamic Studies Of Metro, 2019).

Effect Of Using Cloze Passage Technique Toward Students' Reading Comprehension In Narrative Text" (2021).¹⁶ Based on the research findings, students scored better after the researchers provided treatment. It can be concluded that the cloze passing technique is effective and can help students to improve reading comprehension in narrative text. This is indicated by the calculated t value greater than the t table ($5.131 \geq 2.024$) at a significance level α 0.05 and the degree of freedom is 38. This means that the alternative hypothesis (H_a) is accepted. For this reason, the findings of this study indicate that there is an effect of using the Cloze Passage Technique on students' reading comprehension in narrative text.

The third previous research has been conducted by Hifzuhuma Dwi Rizki entitled "A Comparative Study of Students Ability in Reading Comprehension by Using Open-Ended and Cloze Test" (2021).¹⁷ The results of this study show that the cloze test results are higher than the open-ended test results. From students' perceptions, they are familiar with both tests, but the cloze test is easier than the test. The researcher suggested students to be more familiar with many types of tests, so that students' reading comprehension can be further improved. Based on the results above, the highest score for the cloze test is 76 and the lowest score is 33. While the highest score for the openended test is 73 and the

¹⁶ Utomo, Evenddy, and Kusfitriyatna, "The Effect Of Using Cloze Passage Technique Toward Students' Reading Comprehension In Narrative Text."

¹⁷ Rizki, "A Comparative Study of Students Ability in Reading Comprehension by Using Open-Ended and Cloze Test."

lowest score is 0. It is clear that students' scores on the cloze test are higher than open ended test.

The fourth previous research conducted by Zachary Farouk Chai, Suyansah Swanto, Wardatul Akmam Din entitled "Variants of Cloze-Test Based Tasks and Vocabulary Achievement" (2020).¹⁸ Revealed that the study participants scored well in the fourth task task where the cloze-based section was given along with common pictures and multiple choice questions and the cloze-based section is useful and relevant to be used as a measuring tool to measure students' vocabulary mastery of vocabulary, especially for young learners.

The fifth previous research has been conducted by Sri Sukarni entitled "The Use Of Cloze Test To Test Reading Comprehension Of Non-English Department Students" (2021).¹⁹ There is an effect of cloze test in improving the ability of non-English major students to read comprehension and the use of cloze test in improving the reading comprehension of non-English major students' reading comprehension is accepted. The reading comprehension result tested with the cloze test was 65.61 and the achievement level, this result was categorized as fair to good. The analysis showed a significance value of Sig. (2-tailed) < alpha (0.000 < 0.05), therefore there is an effect of

¹⁸ Zachary Farouk Chai, Suyansah Swanto, and Wardatul Akmam Din, "Variants of Cloze-Test Based Tasks and Vocabulary Achievement," *Universal Journal of Educational Research* 8, no. 7 (2020): 2980–89, <https://doi.org/10.13189/ujer.2020.080726>.

¹⁹ Sri Sukarni, "The Use of Cloze Test To Test Reading Comprehension of Non-English Department Students," *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP* 8, no. 1 (2021): 74, <https://doi.org/10.33394/jo-elt.v8i1.3788>.

using cloze test in improving the reading comprehension of non-English major students.

Table 2.1
The Similarities and Differences Between
The Previous Studies and This Study

No	Research Tittle	Similarities	Differences
1.	Improving The Reading Compehension Ability By Using The Cloze Test Strategy Among The Eighth Graders Of Mts Riyadlatul Ulum Bumiharjo Batanghari Lampung Timur” Oleh Mimi Hamidah	<ul style="list-style-type: none"> • This research used the cloze test 	<ul style="list-style-type: none"> • This study used classroom action research • Previous research focused on reading ability
2.	“The Effect Of Using Cloze Passage Technique Toward Students’ Reading Comprehension In Narrative Text” Oleh Fenturisa Kusfitriyatna, Sutrisno Sadji Evenddy, Dhafid Wahyu Utomo	<ul style="list-style-type: none"> • This research used the cloze passage technique 	<ul style="list-style-type: none"> • This study used quantitative methods and experimental design • Previous research focused on students' reading comprehension in narrative text.
3.	“A Comparative Study Of Students Ability In Reading Comprehension By Using Open-Ended And Cloze Test” Oleh Hifzuhuma Dwi Rizki	<ul style="list-style-type: none"> • This research used the cloze test technique • This research used a quantitative descriptive method 	<ul style="list-style-type: none"> • Previous research focused on reading comprehension skills • This research used 2 methods open ended and cloze test
4.	“Variants Of Cloze-Test Based Tasks And Vocabularyachievement” Oleh Zachary Farouk Chai, Suyansah Swanto, Wardatul Akmam Din (2020)	<ul style="list-style-type: none"> • This research used cloze -test • This research used quantitative descriptive method 	<ul style="list-style-type: none"> • Previous research focused on vocabulary achievement
5.	“The Use Of Cloze Test To Test Reading Comprehension Of Non-English Department Students” Oleh Sri Sukarni (2021).	<ul style="list-style-type: none"> • This research used cloze test • This research used quantitative method 	<ul style="list-style-type: none"> • Previous research focused on examining the reading comprehension of non-English major students.

B. Theoretical Framework

1. English Language Learning at Secondary Level

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.²⁰

Learning English at the secondary level is a crucial phase in students' language development. At this stage, students typically possess foundational English knowledge and start to delve into more advanced sentence structures, an expanded vocabulary, and improved communication abilities. English instruction at the intermediate level encompasses a wide range of areas, including grammar, listening, speaking, reading, and writing skills, along with the practical use of the language in daily life situations.

Grammar is one of the important aspects in a language teaching and learning, grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. It means grammar can provide learners with the system and structure of a language to make them understand the whole sentences.²¹ Here, students

²⁰ H. Douglas Brown. (2007). *Principles of language learning and teaching* (5th ed). Pearson Longman. P.16

²¹ Jack C. Richards & Richard Schmidt. *Longman Dictionary Of Language Teaching & Applied Linguistics*, fourth edition, (London & New York): Routledge Taylor & Francis Group, (2010). P 42

begin to learn more complex grammatical concepts, such as comparative degree, present perfect tense, and reported speech.

English language learning, as one of the important subjects in many countries, requires an effective approach to ensure good understanding by the students. One of the important topics in English language learning is the mastery of grammar, including the understanding of comparative degree. Comparison is a basic concept used to compare two objects, situations or subjects in English.

2. Kinds of English Teaching and Learning Technique

Techniques are ways to teach learning material to make it easier to understand. Hamzah B Uno, techniques is a way, tool, or medium used by the teacher to direct students' activities towards the goal to be achieved. Learning techniques can be interpreted as a way that a person does in implementing a specific method.²²

There are several English learning techniques that can be used including:

- a. Project-Based Learning: This technique is recommended by educators and project-based learning experts, such as Carl. A. Maida (John Dewey,1916) was work a century ago on experiential, hands-on, student-directed learning, clearly fits within the trend toward practice-based and experiential learning.²³
- b. Problem-Based Learning: This technique was introduced by Barrows and Tamblyn in the 1980s. They emphasize learning through

²² B. Uno Hamzah. *Teori Motivasi & Pengukuirannya*. (Jakarta: Bumi Aksara)

²³ Carl. A. Maida. Project-Based Learning: A Critical Pedagogy for the Twenty-First Century. *Policy Futures in Education*. Vol 9 No 6. P 763. (2011).

problem-solving, allowing students to develop deeper understanding and problem-solving skills.²⁴

- c. Cooperative Learning: Jonson (1990c; 69) defines cooperative learning as the use of small group learning so that students can learn from each other.²⁵
- d. Game-Based Learning: Game-based learning is a system applied in the education process, where users (lecturers) can adopt a game for the needs of cognitive interest and learning motivation.²⁶
- e. Task-Based Learning: Learners work on tasks, report their work, and learn the language used.²⁷
- f. Cloze Test: Introduced by Taylor, with the idea in a fact people tends to complete an unfinished pattern, to make it mentally perfect and see parts as a whole. O'Malley quotes from Oller, the readers guessing of missing words is a kind of a gap filling - task that is not terribly unlike the perceiver's completion of imperfect visual patterns.²⁸ Fill in the blanks in the text with appropriate words, testing understanding of context and vocabulary.

In this study, the researcher used the cloze test technique in English language learning in eight grade.

²⁴ Howard S. Barrows & Roby M. Tamblyn. *Problem-Based Learning An Approach to Medical Education*. (New York: Springer Publishing Company, 1980) p. 8.

²⁵ David, Johnson., & Johnson, Roger. *Making Cooperative Learning Work. Theory Into Practice* 38: 67–73. (1999)

²⁶ Komang Redy Winatha, I Made Dedy Setiawan. 2020. Pengaruh Game-Based Learning Terhadap Motivasi dan Prestasi Belajar. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, Vol. 10 No. 3, p. 198-206

²⁷ Jane Willis. *A Framework for Task-Based Learning*. (Essex: Longman. (1996)

²⁸ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (United States: Addison Wesley Publishing: 1996), p.114.

3. Definition of Cloze Test

The Cloze Test technique is an evaluation method in language used to measure the audience's comprehension of a particular text. It involves removing key words from the text and asking participants to fill in the blanks with the right words. This technique can be used to measure general comprehension, reading comprehension, and problem-solving ability.

The cloze technique or the overlap technique is one of the following one of the tools to measure readability by assigning the reader to fill in the words that are words. In the cloze technique the reader is asked to understand discourse that is incomplete, because certain parts have been omitted. The parts of the word that are omitted are usually called the nth word. The nth word is replaced with a horizontal line mark or a dotted line. The reader's job is to fill in the blanks with the aim of rebuilding the discourse so that it becomes whole. The reader's task is to fill in the blanks with the aim of rebuilding the discourse so that it becomes a whole.²⁹

Cloze procedure was introduced by Taylor, with the idea in a fact people tends to complete an unfinished pattern, to make it mentally perfect and see parts as a whole. O'Malley quotes from Oller, the readers

²⁹ Mustafa, Triyanto Pristiwaluyo, and Sulfitria, "Penerapan Teknik Cloze Dalam Membaca Pemahaman Anak Tunarungu," *Pinisi Journal Of Art, Humanity And Social Studies*, n.d.

guessing of missing words is a kind of a gap filling - task that is not terribly unlike the perceiver's completion of imperfect visual patterns.³⁰

As Jongsma wrote in his journal, deletions in these tests were usually highly selective and focused on high content words that conveyed meaning. However, the cloze procedure, as introduced by Taylor (1953), required the systematic, mechanical deletion of words.³¹ Cloze procedure is an informal assessment that requires the reader to supply words that have been systematically deleted from a passage.³²

Cloze procedure is sentence completion technique in which words are deleted from a reading passage and the student fill in the missing word using the context of the remaining text.³³ Cloze procedure is a technique implemented by systematically deleting words from a prose passage. The responses, given in the place of the deleted words, are then evaluated, thus reading levels can be assessed.³⁴

Based on statements above, the writer concludes that cloze procedure is paragraph or text that must be equipped with the right words so that the paragraph can be understood.

³⁰ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (United States: Addison Wesley Publishing: 1996), p.114.

³¹ Eugene Jongsma, *The Cloze Procedure: a Survey of the Research*, <http://files.eric.ed.gov/fulltext/ED050893.pdf>. 4 November 2015

³² Barbara J. Guzzetti, *Literacy in America An Encyclopedia of History, Theory, and Practice*, (California: ABC Clio, 2002), p.7

³³ Jacqueline E. Kress, *The Reading Teacher's Book of Lists*, Sixth Edition (San Fransisco: Jossey-Bass, 2016), p.518

³⁴ Anne M. Ferguson, "Applying Cloze Procedure to Children's Book Selections" *Reading Horizons*, (Southeastern Lousiana University, Hammond), Vol. 20/ April 1980, p. 197-200

a. Benefits of Cloze Technique

"The cloze technique is not just useful for measuring the readability level of discourse, but also measures the level of comprehensibility of the reader".³⁵

Broadly speaking, the cloze technique has two functions, namely: as an evaluation tool and a measuring tool. The following is an explanation of these two functions.

1) Evaluation Tool

"The reading test aims to determine the reader's ability to understand reading. One form of reading test is a discourse completion test (cloze technique)"cloze technique"³⁶ The cloze test as an evaluation tool has characteristics. In the cloze test as an evaluation tool, the subject being assessed is the reader. The score obtained from this test shows the reader's level of understanding of the reading passage being tested.

2) Measurement Tools

The cloze technique also functions as a measuring tool measuring tool, which is a readability measuring tool. "The cloze procedure exercise is not good for knowing students' mastery of

³⁵ Yasin, Sanjana. 2012. Metode Cloze (Pengertian, Manfaat, Kriteria, Keunggulan Dan Kelemahan).

³⁶ Djiwandono, M. Soenardi. 1996. Tes Bahasa dalam Pengajaran. Bandung: penerbit: ITB. (k)

the reading text, but it is also good used to test mastery of grammar language".³⁷

Based on Oller, Pikulski and Tobin, cloze test can be divided into many different types as how the way of deletion we take.³⁸

b. The Types of Cloze test have many different types, such as:

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

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

- 2) Rational/Purposive Deletion Cloze Words are deleted by part of speech or content are vocabulary rather than in a set numbering pattern.

Example:³⁹ The recognition that one's feeling {1}_____ happiness{2}_____ unhappiness can coexist much like love

³⁷ Rosdiana, Yusi dkk. 2008. Materi Pokok Materi dan Pembelajaran Bahasa Indonesia.

³⁸ J. Michael O'Malley and Lorraine Valdez Pierce, p.114

³⁹ H. Douglas Brown, Language Assessment Principles and Classroom Practice, (New York: Pearson Education, Inc: 2004), p. 202-203.

and hate {3}_____ a close relationship may offer valuable clues {4}_____ how to lead a happier life. It suggest, {5}_____ example, that changing {6}_____ avoiding things that make you miserable may well make you less miserable {7}_____ probably no happier. (Prepositions and conjunctions)

- 3) Maze Technique three words choices are provided in each missing word interval.

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

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

Example: The recognition that one's feeling {1}_____ happiness{2}_____ unhappiness can coexist much like love and hate {3}_____ a close relationship may offer valuable clues {4}_____ how to lead a happier life. It suggest, {5}_____ example, that changing {6}_____ avoiding things that make you miserable may well make you less miserable {7}_____ probably no happier.

Words bank: -of -for -in -about -but -or -and

In this study, the researcher chose limited cloze as the method that used to measure students' understanding in learning comparative degree. The reason I chose this type of cloze test is because students have difficulties in writing. So, this form of test such as the limited cloze test is similar to the matching, then it interesting for them to do the test.

4. Comparative Degree of Adjective

a. Definition of Comparative Degree of Adjective

Definition of what comparative degree is in the context of English grammar, and the importance of understanding comparison in English for students' language skills. Before defining what comparative degree is, it is essential to know the definition of adjective.” The adjective is a modifier that has the grammatical property comparison. It is often identified by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.⁴⁰

In their book state “Adjective is the modifier of an adjective which is used to describe or make definite a noun or pronoun being used”⁴¹ State in hisbook, “The Degrees of comparison (degree of

⁴⁰ Marcella Frank, *Modern English: a Practical Reference Guided*, (New Jersey;. Prentice-Hall,Inc 1972), p.109

⁴¹ John E.Warriner, Marry E.Whitten and Francis Griffith, *English Grammar and Composition*, (New York: Harcout Brace Jovanovich, 1997) ,p.10

comparison) is used to show the degree of comparison of adjectives to nouns.⁴²

It can be concluded that comparative degree of adjective is used to identify and compare something or someone that has a relatively equal, greater or lesser degree of the quality and quantity. To get a general understanding comparative degree, it helps to describe what comparison is. One of the most fundamental and powerful human cognitive processes is the ability to understand and express the fact that two things are similar or different. Often the similarity or difference is expressed in terms of degree, extent or quantity. Therefore, comparison is the most important English construction used to express similarity or difference in degree or extent.

Based on the definitions mentioned above, the author concludes that comparison is a process of comparing people, things, or places through the level of quality, quantity, or relation, which is formed by adjectives and adverbs, but in this research only focuses on the comparison of adjectives, so that the comparison of adjectives illustrates the relational value of an adjective. Comparison of adjective is the modification of adjective to show different levels of quality, quantity, or relation.

⁴² A.Faidhal Rahman Ali, Fundamentals of English Grammar, (Yogyakarta: Pustaka Widyatama, 2007), p.102

b. Form and Usage of Comparison Degree of Adjective

There are three degrees of comparison of adjective,⁴³ but the researcher here discussed about comparative degree. The researcher gave examples of three degrees of comparison of adjective.

1. The positive, denotes the simple degrees.

- I have a beautiful horse.

2. The comparative, denotes a higher degree.

- Elbi has a more beautiful horse.

3. The superlative, denotes the highest degree.

- Fahmi has the most beautiful horse.

a) Form:

The comparison degree of adjectives in English is used to compare the qualities of two or more nouns. The form of the comparison degree depends on the number of syllables in the adjective.

1. The models of comparative degree by adding 'er'.

Table 2.2

Positive	Comparative
short	shorter
small	smaller
high	higher

2. If the positive ends in 'y', the 'y' is changed into 'i' added by '-er' for comparative degree.

⁴³ Kulliyatu-l- Mu'allimin Al-Islamiyah Darussalam Modern Islamic Boarding School Ponorogo-Indonesia

Table 2.3

Positive	Comparative
pretty	prettier
happy	happier
heavy	heavier

3. In all adjective of more than two syllables.

Table 2.4

Positive	Comparative
expensive	more expensive
important	more important
valuable	more valuable

4. If the positive ends in one consonant preceded by short vowel, the final consonant in double, and added with ‘-er’ for comparative.

Table 2.5

Positive	Comparative
big	bigger
hot	hotter
thin	thinner

5. Irregular Comparison for comparative

Table 2.6

Positive	Comparative
Good	better
Bad	worse
Many	more

b) Usage

Comparative degree form is kind of degree comparison which is used to compare the quantity, quality, or relation of two things or person on condition that one exceeds another.

Comparative degree has two patterns,⁴⁴ they are as the follows:

⁴⁴ Bararudin, Mahmud. “The Effectiveness Of Using Picture In Teaching Degree Of Comparison”. (2014)

Pattern 1:

S (pertama) + to be + adjective + er [+ than + S (kedua)]

Example:

- You are prettier than her
- His drawing is better than mine

Pattern 2:

S (pertama) + to be + more + adjective + [+ than + S (kedua)]

Example:

- Chocolate is more delicious than strawberry.
- John is more intelligent than Mary.

The comparison degree of adjectives is used in various contexts to compare the qualities of two or more things. Here are some common usage patterns:

1. The models of degree of comparison by adding 'er'.

The Example:

- My aunt is shorter than my mother.
- Her house is smaller than my house.
- Mount Everest is higher than any other mountain on Earth.

2. If the positive ends in 'y', the 'y' is changed into 'i' added by '-er' for comparative degree.

The Example:

- Yulia prettier than Ola.
- She is happier than before.

- The elephant is heavier than the lion.

3. In all adjective of more than two syllables.

The Example:

- My book more expensive than you.
- What you give is more important than what you get.
- The diamond is more valuable than the ruby.

4. If the positive ends in one consonant preceded by short vowel, the final consonant in double, and added with '-er' for comparative.

The Example:

- This tree is bigger than any other tree.
- August is hotter than any other months.
- The paper is thinner than the cardboard.

5. Irregular Comparison

The Example:

- My new phone is better than my old one.
- Today's weather is worse than yesterday's.
- There are more students in the class today than yesterday.

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J E M B E R

CHAPTER III

RESEARCH METHODS

This chapter presents the research method applied in this research study that will apply in this research. it covers: approach and kinds of research, population and sample, technique and instrument of data collection, and data analysis.

A. Research Design

Quantitative research is research in which research is used to explain or describe, and determine the causality of variables, test the relationship between variables, test theories and seek generalizations that have predictive value. This approach is very concerned with the existence of variables which used as the object of this quantitative research, besides that the variables of this research must be defined into their respective operational forms. This research requires a hypothesis and further testing can determine the next stage.

This research is a quantitative with Pre-Experimental Design and the type taken is One Group Pre-test Post-test Design. This research data consists of initial data obtained from pre-test scores and final data obtained from post-test scores. To determine the research instrument, it is necessary to test the instrument questions on the pre-test and post-test questions.

Meanwhile, according to Sugiyono, experimental research can be defined as a research method used to look for the effect of certain treatments

on others under controlled conditions.⁴⁵ The data obtained is used as a comparison after being given treatment through the cloze test. To see the success of comparative degree learning especially adjective, T-test analysis was conducted.

Tabel 3.1 Design of One-Group Pre-test Post-test Design

Group	Test	Treatment	Test
Students of class VIII	Pre-test	Comparative degree learning using cloze test.	Post-test

B. Population and Sample

Population is a generalized area consisting of: objects or subjects have certain qualities and characteristics and are determined by researchers to studied and then conclusions are drawn. There for, population is not just people, but also other natural objects and objects. Population is also not just the amount that exists in the object or subject being studied, but covers the whole characteristics or traits possessed by the subject or object.⁴⁶ The population in this study were eighth grade students.

Table 3.2 Population of The Research

No.	Class	Number of students
1.	VIII	21

The sample is part of the number and characteristics possessed by population.⁴⁷ The sampling technique in this research was carried out by using a purposive sampling technique, namely a technique for determining samples with certain considerations.⁴⁸ The considerations were based on recommendations from the eighth grades English teacher, so the sample used

⁴⁵ Sugiono, 107

⁴⁶ Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D, (Bandung: Alfabeta, 2017), h. 117

⁴⁷ Ibid., h. 118

⁴⁸ Ibid., h. 124

in this research was only VIII students, totaling 21 students.

C. Data Collection Technique

In this research, the researcher used test as an instrument in collecting the data. Test is a set of questions, exercise or other instrument which are used to measure the skill, aptitude, knowledge, and intelligence.

1. Data Collection Technique

a. Documents

Document is an important tool for documenting the learning process in the classroom. In this research, the documents used are student documents, namely student attendance, assignment grades, test scores, and the teaching and learning process and student book notes, all of which were collected by researchers through document review. The researcher took pictures while the students were studying. This can show whether the student is serious or not during the learning and teaching process. Documentation here is used to obtain important data on activities related to the condition and operation of the object of research.

b. Observation

Observation is the activity of observing and recording phenomena in accordance with the environment to be studied and knowing the specific problems that occur in the classroom. This researcher can gain a better understanding of the research topic and identify variables, as well as obtain more detailed and more detailed

data. The place of observation of this research was conducted at SMP Integrated Islamic Ibnu Sina Wuluhan. The participants of this study were class VIII students totaling 21 students.

c. Test

In educational research achievement, tests are most commonly used.⁴⁹ The test is used for measure the students in comparative degree learning. Every participant in this research got the pre-test and post-test, which the pre-test before the treatment and the post-test after the treatment. In this study, there were 10 pre-test items with a score of 10 per 1 item and 20 post-test items with a score of 5 per item. Test validation is carried out on the suitability of each question item with the indicators to be tested, the range of scores used by researchers based on points the description given with each score for each question is 5 points for the post-test.

1) Pre-Test

The pre-test is used to find out how students understand the learning of comparative degree especially adjective. A total of 10 questions on the pre-test sheet were provided by the researcher. The type of question given is description.

2) Treatment

The treatment was conducted after the pre-test was conducted. The treatment in this study is the way researchers deliver

⁴⁹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age

learning materials and techniques that have been chosen by researchers. Researchers gave treatment to one group, namely the experimental group. The researcher used the subject matter about comparative degree, especially adjective through the technique that has been chosen by the researcher, namely the cloze test which applied in the experimental class. There are several steps in this research.

- a) The first step is to explain the definition of comparative degree, and form usage comparative degree.
- b) After the explanation of comparative degree, especially adjectives, the researcher explained the application of the cloze test technique on comparative degree material, especially adjectives and how to do it.
- c) After that, the teacher gave examples of comparative degree problems, especially adjectives:
 - (1) Adding 'er'
 - (2) Ends in 'y', the 'y' is changed into 'I' added by '-er'
 - (3) More than two syllables
 - (4) Ends in one consonant preceded by a short vowel, the final consonant in double, and added with '-er'
 - (5) Irregular Comparison
- d) The teacher asks the students to read and work on the problem.

3) Post-Test

The post-test was given after the treatment was researcher. The purpose of this post-test is to find out how much students understand comparative degree especially adjective by using cloze test. This can be seen from the scores of each student and the average between the pre-test and post-test scores. The researcher gave 20 description questions.

Table 3.3 Indicator of Test

Indicator	Number of Item	Total
The models of comparative degree by adding 'er'.	1,2,3,4,18,20	6
If the positive ends in 'y', the 'y' is changed into 'i' added by '-er' for comparative degree.	5,6,7,	3
In all adjective of more than two syllables.	8,9,10,11,12	5
If the positive ends in one consonant preceded by short vowel, the final consonant in double, and added with '-er' for comparative.	13,14,	2
Irregular Comparison for comparative	15,16,17,19,	4

d. Scoring the Test

The test assessment uses a score ranging from 0 to 100. The formula that used in the assessment rubric is Pre-test and post-test are calculated by using formula:

$$S = R \times 5$$

Notes :

S : Ideal Score of the Test

R : Total of right answer

2. Data Collection Instruments

a. Validity test

According to Arikunto, validity is a measure that indicates the level of validity of an instrument.⁵⁰ In this study, researchers used construct validity. The researcher asked the three intensive students to do the validation test.

In this study N is 21 with a two-way test two-way test significance level of 5% or 0.05 so $df = N-2$ or equivalent to $df = 21-2 = 19$. Then the research table r. This research is obtained at 0.4330.

b. Reliability Test

Reliability is used to know the degree of stability of the instrument.⁵¹ It is used to assess the consistency and stability of the test score when the test is used on different occasions. When the test is used on different occasions. In the reliability test for this study this research was taken from a population that was not sampled in this study. Therefore, researchers conducted a trial to determine the reliability of the instrument. Thus, the results of scores obtained by the students were proceeded through using Cronbach's Alpha formula in SPSS type 25.

D. Data Analysis

After conducting the experimental research in the classrooms, the researcher analyzed the data collected from the research instruments by using

⁵⁰ Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta : Rineka Cipta, 2002)

⁵¹ *Ibid.*,178

IBM SPSS (Statistical Package for the Social Sciences) 25.0 version for windows, known as a software suite used for statistical analysis. Researcher used descriptive analysis and inferential analysis which included: Normality test, Homogeneity test, Paired Sample T Test to find the results of the experimental research whether there is a significant effect of cloze test in learning comparative degree at the eighth grade or not.

1. Descriptive Statistic

Descriptive statistics are used to describe the research data, such as the amount of data, maximum and minimum scores, as well as the mean and standard deviation. The results of the pre-test and post-test analyzed using descriptive statistics after testing is complete. The researcher calculated the data using SPSS version 25.

2. Inferential Analysis

Inferential analysis aims to make inferences or generalizations from the research sample to a larger population. It involves the use of inferential statistics to make statements or conclusions about population parameters based on data collected from the samples. In this research, the researcher used statistical techniques to test hypotheses using normality test, homogeneity test, and paired sample t test.

a) Normality Test

In this study, the researcher used the normality test to prove whether the pre-test and post-test of each group are normally distributed. As stated by Arikunto that the normality test is a way to

determine whether the data obtained are normal.⁵²

There are 2 types of normality tests, namely Kolmogorov-Smirnov and Shapiro-Wilk. The usage is:

- a) Kolmogorov-Smirnov: For Large Samples (>50)
- b) Shapiro-Wilk: For Small Samples (≤ 50)

To know whether the distribution of the data was normal or not, the researcher used the Shapiro-Wilk formula with a significance level of more than 0.05 ($\alpha = 0.05$) provided in SPSS version 25. The data is normally distributed if the level of significance is higher than 0.05 ($p > 0.05$).

Basis for Decision Making

1. If the sig value is > 0.05 then the research data is normally distributed
2. If the sig value is < 0.05 then the research data is not normally distributed

b) Homogeneity Test

Homogeneity test is a statistical test procedure which aims to show that two or more groups of sample data come from a population have the same variance. Homogeneity test is a requirement before carry out other tests such as T Test and Anova.

Types of Homogeneity Tests:

- 1) If the significance value or sig. < 0.05 then variance of two or

⁵² Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006 p.290

more population groups data is not the same (not homogeneous)

- 2) If the significance value or sig. > 0.05 then variance of two or more population groups data is the same (homogeneous)

c) Paired Sample T-test

The paired sample t-test is part of parametric statistical analysis. Therefore, as is the basic rule in parametric statistical analysis, the main requirement is that research data must have a normal distribution. Paired sample t-test is a SPSS test that is suitable for testing the effectiveness of a theory and comparing the average results from before and after treatment. To compare the pre-test and post-test data obtained in the experimental group, this research used paired sample t-test.

The equality test was carried out using the SPSS 25 for program windows with Independent Sample Test T Test. Before carrying out the equality test, Prerequisite tests must be carried out first. The prerequisite test consists of a normality test and homogeneity test. Before the prerequisite test is carried out, the data is analyzed descriptively.

- a) If the Sig value. (2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted.
- b) Conversely, if the Sig value. (2-tailed) > 0.05 , then H_0 is accepted and H_a is rejected.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the overview of the research object, presentation of data, data analysis, hypothesis testing and discussion.

A. Overview of The Research Object

In this chapter, the researcher tries to provide an overview of the object of research, namely at SMP Integrated Islamic Ibnu Sina Wuluhan, Jember. From some data obtained about the object of research are:⁵³

1. SMP Integrated Islamic Ibnu Sina Wuluhan, Jember

SMPIT Ibnu Sina Wuluhan was established under the auspices of Darus Sunnah Foundation established in 2007 with notarial deed Muti'atul Khasanah Edi Cahyono, S.H. No. 04 dated August 14, 2007. This foundation aspires to establish an Islamic education Ma'had Tahfizhul Qur'an, an educational institution that produces a generation of memorizers of the Qur'an. In the end, these ideals were realized through the establishment of a secondary education institution named Ibnu Sina Integrated Islamic Junior High School (SMPIT Ibnu Sina).

The establishment of SMPIT Ibnu Sina is inseparable from the support of various parties in the community in Wuluhan. Especially the hope for a general education institution at the junior high level that is able to accommodate graduates of Islamic elementary schools or madrasah. The provision of religious education that has been instilled at the primary

⁵³ Documentation, Profile of SMPIT Ibnu Sina Wuluhan Jember, on June 13, 2024.

level or madrasah or TPQ needs to be followed up to the junior secondary level. This the values of Islamic learning can be familiarized until adolescence SMPIT Ibnu Sina does not limit students with certain educational backgrounds or religious organizations. All elementary or MI graduates are well received and receive the same services. There is also no difference in service whether the student is from the NU family, Muhammadiyah, Persis, HTI, Salafi, Ikhwan and so on. All students at SMPIT are entitled to excellent service. This is the commitment of SMPIT Ibnu Sina to produce a Qur'anic generation that, God willing, becomes an investment for parents, educators, and the community.

2. Madrasah Profile

- a. Name of Madrasah : SMPIT Ibnu Sina Wuluhan, Jember
- b. Statistic Number : 1212 3574 0012
- c. Accreditation : "B"
- d. Full Address : SMP Integrated Islamic Ibnu Sina is located at A. Yani no.101 Dukuhdempok Kecamatan Wuluhan Jember Jawa Timur.
- e. (NPWP) : 02.266.144.1.625.001
- f. Phone number : 085 257 723 379
- g. Foundation Name : SMP Integrated Islamic Ibnu Sina
- h. The address of Foundation : SMP Integrated Islamic Ibnu Sina is located at A. Yani no.101 Dukuh

Dempok Wuluhan District Jember
Regency East Java.

- i. Deed Establishment Foundation : 04 dated August 14, 2007
 - j. Ownership : Land Government / Foundation / Private / Rent / Hitchhiking *)
 - k. Land Status : Sale and Purchase Deed
 - l. Land Area : 756 M2
 - m. Building Area : 472 M2
3. Vision and Mission of SMPIT Ibnu Sina Wuluhan, Jember
- a. Vision

The realization of a superior school based on the Qur'an". This means that SMP Integrated Islamic Ibnu Sina is expected to be a superior school or excel at the national level in the fields of academics, life skills, management or management and human resources based on the Qur'an and As-Sunnah.
 - b. Mission
 - 1) Carry out learning effectively, using a national curriculum that is integrated with Islamic content.
 - 2) Forming resources with straight or clean faith, worshipping properly and having noble or praiseworthy character
 - 3) Equipping students with memorization and understanding of the Qur'an

- 4) Developing and fostering children's potential in the field of technology.
- 5) Prepare students to be able to continue their education to a higher level in accordance with the desired expectations
- 6) Fostering an adaptive and aspirational school environment for social development.

Table 4.1
Teacher Status of SMP Integrated Islamic Ibnu Sina Wuluhan

No	Name	Last Education	Lesson	Description
1	Maulidatue Rohmah, S.Pd	S2 UIN Maulana Malik Ibrahim	Bahasa Inggris	Kepala Madrasah
2	Ana Muslikah, S. Pd	Universitas Negeri Malang	Biologi	Guru/Waka Kurikulum
3	M. Handy Hidayat	S1 Universitas Jember	PJOK	Guru/Waka Kesiswaan
4	Saifur Rosidi, S.Pd	S1 Universitas Jember	Matematika	Guru/Waka Sarpras
5	Ustadz Abdul Malik, A.Ba	-	Fiqih	Guru
6	Ustadz Fahrudin	-	PPKN	Guru
7	Lutfi Farda Muhammady	-	SBK	Tendik Administrasi Sekolah/Operator
8	Ustadz Wustho	-	Tahfizul Qur'an	Dewan Pembina Tahfizul Qur'an
9	Ustadz Sulthan Fathoni	-	Tahfizul Qur'an	Guru
10	Ustadz Danny Aslamy	-	Tahfizul Qur'an	Guru
11	Ustadz Zainal Arifin	-	Tahfizul	Guru

			Qur'an	
14	Wilda Akhya Rosyada, S. Pd	S1 UNMUH Jember	Bahasa Indonesia	Guru
15	Lilia Maya Oktavia, S.Pd. I	S1 UNMUH Jember	SKI	Guru/Tenaga Koperasi
16	Fatimatuz Zahro, S.E	-	IPS	Guru/Kepala Perpustakaan
17	Yuse Okta Dianita, S. Pd	S1 UNMUH Jember	-	Bendahara Sekolah

Table 4.2
Student Condition of SMP Integrated Islamic Ibnu Sina Wuluhan

Year of Study	Grade 7		Grade 8		Grade 9		Total (Grade 7+8+9)	
	Jml. Siswa	Jml. Rombel	Jml. Siswa	Jml. Rombel	Jml. Siswa	Jml. Rombel	Jml. Siswa	Jml. Rombel
2020/2021	17	1	18	1	18	1	53	3
2021/2022	15	1	15	1	14	1	44	3
2022/2023	15	1	16	1	15	1	46	3
2023/2024	20	1	15	1	15	1	50	3
Total	67	4	64	4	61	4	193	12

Table 4.3
Facilities and Infrastructure of SMP Integrated Islamic Ibnu Sina Wuluhan

No.	Type of Infrastructure	Number of Rooms	Number of Rooms Good Condition	Number of Rooms Damaged Condition	Category of Damage		
					Lightly Damaged	Medium Damaged	Severely Damaged
1	Ruang Kelas	4	3	1			
2	Perpustakaan	1	1				
3	R. Lab. IPA	-					
4	R. Lab. Biologi	-					
5	R. Lab. Fisika	-					
6	R. Lab. Kimia	-					
7	R. Lab. Komputer	1	1	-			
8	R. Lab. Bahasa	-					

9	R. Pimpinan	1	1	-			
10	R. Guru	1	1	-			
11	R. Tata Usaha	1	-	1	□		
12	R. Konseling	-					
13	Tempat Beribadah	1	1	-			
14	R. UKS	-					
15	Jamban	4	3	1	□		
16	Gudang	1		1			□
17	R. Sirkulasi	-					
18	Tempat Olah Raga	-					
19	R. Organisasi Kesiswaan	-					
20	R. Lainnya	-					

B. The Description of Data

This chapter discusses and describes the results of the effect of using cloze test in learning comparative degree at 8th-grade students of SMP Integrated Islamic Ibnu Sina Wuluhan. This research was conducted from June 10, 2024 to June 22, 2024. This researcher used a test before and after treatment to collect data on students' comparative degree use cloze test. All the data were collected from class VIII as the experimental group. The researcher gave a test in the form of a pre-test and a post-test. The researcher conducted a pre-test before the treatment and a post-test after the treatment. The pre-test was conducted on 10th Juni 2024. The researcher gave a vocabulary test consisting of 10 questions in the form of limited cloze word choices. Students only had 40 minutes to answer the questions. After conducting a pre-test, the researcher gave treatment to the experimental class using cloze test technique. The treatment was conducted on 12th Juni 2024.

In implementing the action, the researcher acted as an English teacher who conducted comparative degree of adjective learning by using cloze test. At the beginning of the lesson, the researcher greeted the students and checked the students' attendance list. Then, the researcher conveyed the learning objectives at this meeting. After conveying the learning objectives, the researcher told the students to open the English book with the theme I'm Taller than You, with comparative degree material which includes definitions, forms and uses in a group that has been determined at the beginning. Then, the researcher gave a cloze test to students from the comparative degree of adjective material. The researcher gave some tips in doing the cloze test such as: (1) Students must read the questions properly and correctly. (2) Students must know the type of question this can be seen from the form and use of comparative degree. (3) Students can see the word bank next to the question, and can guess which type of question this is. Students who do not understand are welcome to ask questions related to the material that the researcher has conveyed. Experimental class 1 was given a post-test by the researchers after the therapy. The date of the post-test was June 13, 2024. The post-test results were given to the experimental class by giving a limited cloze word choice test of 20 questions. In addition, the following is an explanation of the data:

1. Students' Pre-test Scores

One lesson before therapy. There were twenty-one students in the class. The following are the results of the pre-test:

Table 4.4
Pre-test Scores of Experimental class

No	Name	Score
1.	AF	60
2.	RB	30
3.	DA	50
4.	MY	40
5.	AA	20
6.	MR	30
7.	FI	60
8.	NV	30
9.	RR	45
10.	FA	40
11.	DA	50
12.	FR	55
13.	ZM	65
14.	HN	35
15.	EA	40
16.	AL	45
17.	CH	50
18.	MA	30
19.	DP	45
20.	MS	40
21.	AP	40
	Total	900
	Mean	42,86

According to the table 4.4 that the average score of student experimental class is 42,86 with the higher score or maximum score is 65 and the lower score or minimum score is 20.

2. Students' Post-test Scores

This section displayed the result of the post-test in the experimental class in which the students were taught by using cloze test. The data was obtained from the comparative degree test contains of 20 questions. The result can be seen as follows:

Table 4.5
Post-test Scores of Experimental class

No	Name	Score
1.	AF	100
2.	RB	80
3.	DA	85
4.	MY	90
5.	AA	75
6.	MR	95
7.	FI	95
8.	NV	80
9.	RR	90
10.	FA	95
11.	DA	85
12.	FR	95
13.	ZM	90
14.	HN	95
15.	EA	85
16.	AL	85
17.	CH	95
18.	MA	85
19.	DP	90
20.	MS	85
21.	AP	90
	Total	1865
	Mean	88,80

In the table 4.5 showed that the average score of students experiment class is 88,80. Student maximum score is 100 and student minimum score is 75. Therefore, can be said that the cloze test has an influence on increasing student scores.

1. Description of Observation

This research uses participant observation to find out students' habits during teaching and learning activities in the classroom. This study, used observation to see student behavior during the learning process. On the other hand, the researcher also took notes during the teaching and

learning process. During the learning process in the experimental class, before teaching using the method of cloze test they experienced confusion. During the pre-test, students looked at the questions and felt confused and even guessed the correct answer. Students were confused by the questions that were just given and they forgot they never knew the questions. The researcher gave a cloze test in learning experimental class using the cloze test and found that students were very excited when the researcher conveyed about the cloze test in the learning that would take place.

Thus, it can be said that the cloze test in teaching and learning activities can help and be effective for students in learning comparative degree especially adjective. This is evidenced by the questions and answers between students and researchers. This means that the cloze test provides a good effect for students in the learning ability of comparative degree, especially adjective. .

C. Data Analysis

Descriptive and inferential statistics were used to analyze the data collected for this study. The mean, standard deviation, and percentage values were determined by analyzing the data regarding the impact of Cloze test on comparative level learning. SPSS version 25 was used by the researcher to calculate the data. The SPSS software was used to describe the comparative level test results. Furthermore, the following is a detailed description and explanation of the test results in the experimental class:

1. The Analysis of the Test

a) Descriptive Statistic

This section displays the distribution of mean scores, maximum scores, minimum scores, and standard deviation of the pre-test and post-test results in the experimental class.

Table 4.6
Descriptive Statistics Output

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	21	20	65	48.12	11.573
Post-test Experiment	21	75	100	89.04	5.372
Valid N (listwise)	21				

As seen in table 4.6, it can be concluded that there is a significant difference in the mean score or the average value of the pre-test and post-test in the experimental class. Calculation of statistics above presented the mean or average results of the test score before treatment is 48.12 and after treatment is 89.04. Based on these results, it can be interpreted that there is an effect of the cloze test on comparative degree of adjective learning in class VIII students at SMP Integrated Islamic Ibnu Sina Wuluhan.

b) Normality Test

Measurement of data normality is a prerequisite for data analysis. Before conducting statistical analysis, a normality test was conducted in this study to meet strict requirements. In analyzing the

data normality test, researchers used Shapiro-wilk as a normality test technique. The results are shown in Table 4.7.

Table 4.7
The Normality of Data Output Tests of Normality

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Sig.	df	Sig.
Pre-test	.121	21	.200	.968	21	.688
Post-test	.171	21	.109	.931	21	.147

*. This is a lower bound of the true significance (sig).

a. Lilliefors Significance Correction

Since the pre-test's significance value for the experimental class was 0.688, it is evident from the Shapiro-Wilk normality test above that the data was normally distributed. Furthermore, the experimental class's post-test. Shapiro-Wilk test yielded a significance score of 0.147. Consequently, since the significance value is greater than 0.05, it may be said that the data is regularly distributed. The Shapiro-Wilk normalcy test yields significance values that are all higher than 0.05. According to the interpretation results, it can be claimed to be regularly distributed because the sig value is $0.147 > 0.05$.

c. Homogeneity Test

The homogeneity test was conducted to see whether the post-test data in the experimental class was homogeneous or not. The homogeneity test results can be seen in the following table.

Table 4.8
The Homogeneity Data Output Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students learning of comparative degree	Based on Mean	2.721	2	15	.098
	Based on Median	5.18	2	15	.606
	Based on Median and with adjusted df	5.18	2	6.185	.619
	Based on trimmed mean	2154	2	15	.150

*sig: Significance

As seen in table 4.8, it can be seen that the significance value of the data (sig.) is $0.098 > 0.05$. The variance of scores was considered homogeneous if the significance value (p) is higher than 0.05 ($p > 0.05$). Based on the interpretation results, it shows that the sig. value on Based on Mean is $0.98 > 0.05$, so it can be concluded that the variants of the Pre-test and Post-test data of the experimental class are the same or homogeneous.

d. Paired Sample T test

There are several parts of parametric statistics and one of them is the one used in this study is the paired sample t-test, therefore the data used must be normally distributed. After the data is declared normally distributed, it can proceed to the paired sample t-test statistical test. Two mean difference tests. The use of paired sample t-test because the data used is 2 data, namely; includes pre-

test and post-test scores from 1 sample. To find out whether there is a significant difference in the learning of degree comparison taught using the cloze test, the results of the pre-test and post-test are compared using the paired sample T-test.

Table 4.9
The Output Data of Paired Samples T-test

		Paired Samples Test							
		Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	Pre-test- Post-test	-43.571	10.385	2.266	-48.299	-38.844	-19.226	20	.000

The decision making of the paired sample t-test is that there is a significant difference between the learning outcomes in the pre-test data and the post-test data if the Sig value. Based on the interpretation results using SPSS version 25 shows that the sig value (2-tailed) obtained is $0.000 < 0.05$, meaning that H_0 is rejected and H_a is accepted⁵⁴. So that the conclusion is that there is an effect of using the cloze test on comparative degree learning in eight graders at SMP Integrated Islamic Ibnu Sina Wuluhan.

e. Hypotheses Testing

- 1) If the value is Sig. (2-tailed) $<$ Research Alpha (0,05), then H_0 is rejected and H_a is accepted. It means that there is significant

⁵⁴ Siregar Syofian. Metode penelitian kuantitatif dilengkapi dengan perbandingan perhitungan manual & SPSS. (Jakarta: Kencana 2013) p.189

effect of cloze test on comparative degree learning in eight grades at SMP Integrated Islamic Ibnu Sina Wuluhan.

2) If the value is Sig. (2-tailed) > Alpha Research (0,05), then H_0 is accepted and H_a is rejected. It means that there is no significant effect of cloze test on comparative degree learning in eight grades at SMP Integrated Islamic Ibnu Sina Wuluhan.

3) Based on the calculating in Paired Simple T-test, it is obtained the significance sig. (2-tailed) is $0,000 < 0,05$. It means that H_0 is rejected and H_a is accepted. So that the conclusion is obtained that there is an effect of using the cloze test on comparative degree learning in class 8 at SMP Integrated Islamic Ibnu Sina Wuluhan.

Based on the presented data above, the results showed that the sig (significance) value (2-tailed) obtained was $0.000 < 0.05$, meaning that H_0 was rejected and H_a was accepted so that the conclusion was obtained that there was an effect of using the cloze test on comparative degree learning in grade 8 at SMP Integrated Islamic Ibnu Sina Wuluhan.

D. Discussion

The purpose of this study was to determine whether the cloze test at SMP Integrated Islamic Ibnu Sina Wuluhan. Can improve understanding of comparative degree learning, especially adjectives. Data collection used comparative degree learning test and participant observation. The instruments

were administered in a class of second grade students. The findings are explained as follows:

1. Cloze Test Helped Students in Understanding Comparative Degree Learning.

The teacher gave the test about comparative degree in the experimental class at students VIII in the form of pre-test and post-test. The test aims is to compared the students achievement score before treatment and after treatment by applied Cloze Test. The test was given, both post-test 10 questions and pre-test contain of 20 questions description about comparative degree especially adjective.

This study aims to evaluate the effectiveness of using cloze test in improving students' understanding of comparative degree in English. The results obtained showed that students who used the cloze test after the treatment showed a significant improvement compared to before the treatment.

The results of the analysis show that the post-treatment students who use the cloze test can apply comparative degree correctly in the context of the sentence. This supports the hypothesis that cloze test which is interactive and requires students to think critically can improve the understanding of comparative degree learning. Cloze test facilitates active learning, so students are more involved in the learning process.

This study was conducted by following the steps of action research: planning, action, observation, and reflection. The researcher used cloze

test as the strategy in teaching recount text. The subject of the research was consisted of 19 students' VIII A. This research was conducted in two cycles. The data was gathered in this research through test, observation sheet, field notes and documentation. The average score of the students in the pre-test was 43.15. The average of the students score of post-test 1 was 62.42 and the students' average score in post-test 2 was 75.47. It meant that this research had been reached the criteria of success. Therefore, it could be concluded that cloze test strategy to improve students' reading comprehension ability in reading recount text.⁵⁵

In contrast, individual researchers the subject of the research was consisted of 21 students VIII. The researcher used quantitative with Pre-Experimental Design and the type taken is One Group Pre-test Post-test Design. The researcher used cloze test in learning comparative degree especially adjective. The data was gathered in this research through document, observation, and test. The score of students in the pre-test was 42,86, and the score of students in post-test was 88,80. It mean that this research the criteria of success. Therefore, this research showed that there is any effect of using cloze test in learning comparative degree especially adjectives.

The study utilized a proper experimental design and quantitative methodology. All the population in this study were members of class VIII. Class VIII B consisting of 20 students as the experimental class and class

⁵⁵ Hamidah, "Improving The Reading Compehension Ability By Using The Cloze Test Strategy Among The Eighth Graders Of Mts Riyadlatul Ulum Bumiharjo Batanghari Lampung Timur."

VIII F consisting of 20 students as the control class became the samples in this study. Tests consisting of pre-test and post-test were used as research tools. After data collection and calculation, it was determined that the Cloze Passage Technique had an impact. This is indicated by the calculated t value which is greater than the table t value ($5.131 \geq 2.024$) at 38 degrees of freedom and α 0.05 significance level. Based on these results, this study shows that the application of Cloze Passage has an impact.⁵⁶ In contrast, individual researchers, the researcher used quantitative with Pre-Experimental Design and the type taken is One Group Pre-test Post-test Design. The population of this research were all classes in VIII. The sample of this research were class VIII which consisted of 21 students. The instrument was a test which consisted pre-test and post-test. Therefore, this research showed that there is any effect of using cloze test in learning comparative degree especially adjectives.

This research used descriptive quantitative method. Twenty-five first-semester English Study Program students at Muhammadiyah University of Bengkulu who were enrolled in reading comprehension courses served as the study's subjects. Tests and interviews were employed by researchers as research tools. The study's findings showed that the cloze test performed better than the open-ended exam. Students felt that although they were familiar with both tasks, the cloze test was simpler than the open-ended

⁵⁶ Utomo, Evenddy, and Kusfitriyatna, "The Effect Of Using Cloze Passage Technique Toward Students' Reading Comprehension In Narrative Text."

one.⁵⁷ In contrast, individual researcher, the researcher used quantitative with Pre-Experimental Design and the type taken is One Group Pre-test Post-test Design. The subjects of this study were class VIII which consisted 21 students. Researcher used test which consisted pre-test and post-test. Therefore, this research showed that there is any effect of using cloze test in learning comparative degree especially adjectives.

A total of five primary schools from Sabah, Malaysia were selected in this study. The total number of research participants was 135. This research primarily concerned on the descriptive data in the form of frequency and percentage of the learners' vocabulary achievement scores and qualitative data from semi-structured interview. The findings of this study revealed that the research participants scored well in the fourth task whereby cloze-based passages were given along with general pictures and multiple-choice items.⁵⁸ In contrast, individual researcher, the subjects of this study were class VIII which consisted 21 students. The researcher used quantitative with Pre-Experimental Design and the type taken is One Group Pre-test Post-test Design. Therefore, this research showed that there is any effect of using cloze test in learning comparative degree especially adjectives.

This research is classified into pre-experimental research that used one group pre-test and post-test design. The population of this research is the

⁵⁷ Rizki, "A Comparative Study of Students Ability in Reading Comprehension by Using Open-Ended and Cloze Test."

⁵⁸ Wardatul Akmam Din, Suyansah Swanto, and Zachary Farouk Chai, "Variants of Cloze-Test Based Tasks and Vocabulary Achievement," *Universal Journal of Educational Research* 8, no. 7 (2020).

non-English department students in the academic Year 2020/2021 with a total number of 107 students. The researcher used non-probability sampling type purposive sampling technique and there were 44 students taken as samples. The test is the instrument in this research. Data are taken from the result of pre-test and post-test then analyzed by using statistical technique. the researcher used paired sample t-test through SPSS 17.0 to analyze the data. Based on data analysis, the mean score of the pre-test was 46.86 categorized as poor whereas the mean score of the post-test was 65.61 categorized as average to good. This finding showed there was a different score before and after giving treatment. The result of paired samples t-test analysis showed the significance value Sig. (2-tailed) < alpha (0.000 < 0.05). Therefore, the alternative hypotheses which stated that there is an effect of using cloze test on improving non-English department students' reading comprehension is accepted. It is concluded that there was an effect of cloze test on improving non-English department students' reading comprehension.⁵⁹

In contrast, individual researcher, the researcher used quantitative with Pre-Experimental Design and the type taken is One Group Pre-test Post-test Design. The population of this research is class VIII with a total number of 21 students. The test is the instrument in this research. Data are taken from the result of pre-test and post-test. The researcher used paired simple t-test through SPSS 25 to analyze data. The score of students in the

⁵⁹ Sri Sukarni, "The Use Of Cloze Test To Test Reading Comprehension Of Non-English Department Students," *Jo-ELT (Journal of English Language Teaching)* 8 (2021).

pre-test was 42,86 and the score of students in post-test was 88,80. It mean that this research the criteria of success. Based on the interpretation results using SPSS version 25 shows that the sig value (2-tailed) obtained is 0.000 <0.05, meaning that Ho is rejected and Ha is accepted so that the conclusion is that there is an effect of using the cloze test on comparative degree learning in grade VIII at SMPIT Ibnu Sina Wuluhan.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two points. The first point is the conclusion and the second is suggestion of the research.

A. Conclusion

This study examined the effectiveness of cloze test on comparative degree learning especially on adjective. This research was conducted for seven days at SMP Integrated Islamic Ibnu Sina Wuluhan. Based on the research data obtained from the pre-test and post-test in the experimental class, it can be summarized that cloze test is effective for comparative learning, especially adjectives in class VIII students. This can be seen in the explanation of data analysis, hypothesis testing, and discussion in the previous chapter. The use of cloze test in learning comparative degree especially adjectives at the SMP Integrated Islamic Ibnu Sina Wuluhan has been implemented well. This is evident in the results of this research lowest score of 20 and the highest score of 100. The average value of student pre-test is 42.86 and the average value of student post-test is 88.80. Based on the results from the t-test analysis of two paired samples, it can be concluded that there is a difference before and after the treatment of comparative degree learning, especially adjectives using the cloze test.

B. Suggestion

At the end of this section of the thesis entitled “The Effect of Using Cloze Test in Learning Comparative degree at The Eighth Grade Of SMP

Integrated Islamic Ibnu Sina Wuluhan” the researcher would like to convey some suggestions to teachers and future researchers as follows:

1. To the English Teacher:

The researcher suggested that teachers should routinely include cloze tests in the curriculum as an evaluation and learning tool. Because, this cloze test has been proven to be effective in enhancing students' learning comprehension in comparison materials, especially adjectives. The cloze test also helps the teaching-learning process is improved effective, provides specific feedback after students complete the cloze test, and can also help them recognize mistakes and improve their understanding of the material.

2. To the Students

Students should be more active to ask questions about things they don't understand to improve their understanding of comparative degree, especially when the cloze test is applied. Use the cloze test as an opportunity to ask questions and try to express the confusion they are learning and encouraging students to note down the difficulties they face in the cloze test can help them focuses on the areas that need improvement.

3. To the Future Researchers

The researcher recommends that this study can used as a reference for future research. Researchers can also contribute in developing better cloze test evaluation tools, including digital testing and automated

analysis. Other researchers are advised to conduct further research on the effectiveness of cloze tests in different contexts, such as educational levels or other subjects.



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APPENDIX 1

RESEARCH MATRIX

Title	Variable	Indicator	Source of Data	Research Method	Research Question
THE EFFECT OF USING CLOZE TEST IN LEARNING COMPARATIVE DEGREE AT THE EIGHTH GRADE OF SMP INTEGRATED ISLAMIC IBNU SINA WULUHAN	<ul style="list-style-type: none"> • Cloze test (Variable Independent) • Comparative Degree (Variable Dependent) 	<ul style="list-style-type: none"> • Definition of cloze test • Benefits of Cloze Technique • The Types of Cloze test have many different types • Form and Usage of Comparison Degree of Adjective 	The 8 th Grade Students" SMP Integrated Islamic Ibnu Sina Wuluhan	<ul style="list-style-type: none"> • Approach: Quantitative • Design: Pre-Experimental • Data Collection Technique: Observation Documentation Test • Data Analysis: Descriptive Statistic Normality Test Homogeneity Test Paired Sample T-test 	1. Is there any significant effect of using cloze test in learning comparative degree at the eighth grade of SMP Integrated Islamic Ibnu Sina Wuluhan?

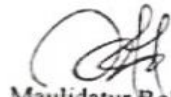
APPENDIX 2

JURNAL MENGAJAR BAHASA INGGRIS
SMP Integrated Islamic Ibnu Sina Wuluhan
Tahun Pelajaran 2023-2024

No	Hari/Tanggal	Jam ke-	Kelas	Mata Pelajaran	Materi Yang Disampaikan	Pertemuan ke-	Langkah-Langkah	Situasi Kelas	Catatan Khusus
1.	Senin, 10 Juni 2024	1-2	VIII	Bahasa Inggris	Pre-test, Comparative Degree	1	Salam, absen, pemberian pre-test, materi, penutup.	Tertib	
2.	Rabu, 12 Juni 2024	3-4	VIII	Bahasa Inggris	Comparative Degree 1	2	Salam, absen, materi menggunakan cloze test, penugasan, penutup.	Tertib	
3.	Kamis, 13 Juni 2024	1-2	VIII	Bahasa Inggris	Comparative Degree 2	3	Salam, absen, materi menggunakan cloze test, penugasan, penutup.	Tertib	
4.	Kamis, 13 Juni 2024	3-4	VIII	Bahasa Inggris	Post-test	4	Salam, absen, penugasan post-test, penutup.	Tertib	

Jember, 23 Juni 2024

Guru Pamong



Maulidatur Rohmah, S.Pd

Mahasiswa



Dinda Maulia Putri

NIM 202101060040



APPENDIX 3**DECLARATION OF AUTHORSHIP**

Undersigned below:

Name : Dinda Maulia Putri Hardanti
SRN : 202101060040
Major : English Education Department
Faculty : Faculty of Tarbiyah and Teacher Training
Institution : UIN Kiai Haji Achmad Siddiq Jember

Stated that the thesis entitled “The Effect Of Using Cloze Test In Learning Comparative Degree At The Eighth Grade Of SMP Integrated Islamic Ibnu Sina Wuluhan” is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

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Jember, Oktober 30th 2024



Dinda Maulia Putri Hardanti

202101060040

APPENDIX 4

THE LETTER OF RESEARCH



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli, Telp.(0331) 428104 Fax, (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-7507/In.20/3.a/PP.009/05/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPIT Ibnu Sina Wuluhan
 Jln. A. Yani 101 Dukuhdempok Wuluhan Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 202101060040
 Nama : DINDA MAULIA PUTRI HARDANTI
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE EFFECT OF USING CLOZE TEST IN LEARNING COMPARATIVE DEGREE AT THE EIGHTH GRADE OF SMPIT IBNU SINA WULUHAN" selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak/Ibu Maulidatur Rohmah

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 30 Mei 2024

Dekan,

KHOTIBUL UMAM





**YAYASAN PESANTREN DARUS SUNNAH
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
SMPIT IBNU SINA WULUHAN
NPSN 20571628**

Jl. A. Yani 101 Dukuhdempok - Wuluhan - Jember - Jawa Timur
Kode Pos: 68162 Phone: (0336)621975 Email: smpit.is.wuluhan@gmail.com

SURAT KETERANGAN HASIL PENELITIAN

NO. 008/1.2/300/205771628/2024

Dengan ini saya yang bertanda tangan di bawah ini :

Nama lengkap : Maulidatur Rohmah, S.Pd
Alamat : Jl. Sawo RT. 3 RW. 2 Tegalsari – Ambulu
Nama Instansi : SMPIT Ibnu Sina Wuluhan
Alamat Instansi : Jl. Ahmad Yani No. 101 Dukuhdempok – Wuluhan
Jabatan : Kepala Sekolah

Dengan ini menyatakan bahwa Mahasiswa berikut :

Nama : Dinda Maulia Putri Hardanti
NIM : 202101060040
Program Studi : Tadris Bahasa Inggris
Universitas : UIN KHAS Jember

benar-benar telah mengadakan kegiatan penelitian di sekolah kami dengan judul penelitian : *The Effect of Using Cloze Test in Learning Comparative Degree at The Eight Grade of SMPIT Ibnu Sina Wuluhan* pada bulan Februari 2024.

Demikian Surat pernyataan ini dibuat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

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JEMBER



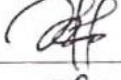
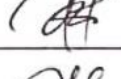
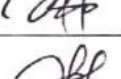
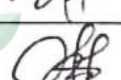



Jember, 23 Juni 2024
Yang Membuat Pernyataan,


Maulidatur Rohmah, S.Pd

APPENDIX 5

Research Journal

THE EFFECT OF USING CLOZE TEST IN LEARNING COMPARATIVE DEGREE AT
THE EIGHTH GRADE OF SMP INTEGRATED ISLAMIC IBNU SINA WULUHAN
2023-2024 Academic Year

No	Day/Date	Activity	Signature
1.	26 th of February 2024	The researcher conducted an observation and interview with English Teacher	
2.	27 th of February 2024	The researcher confirmed the research permission	
3.	27 th of February 2024	The researcher observation in the class eighth	
4.	29 th of February 2024	The researcher observation in the class eighth	
5.	10 th of June 2024	The researcher conducted pre-test in the experimental class	
6.	12 th of June 2024	The researcher gave the treatment (cloze test) to the experimental class	
7.	13 th of June 2024	The researcher gave the treatment (cloze test) to the experimental class	
8.	13 th of June 2024	The researcher conducted post-test in the experimental class	
9.	22 th of June 2024	The researcher asked a letter of research finishing	

Researcher,



Dinda Maulia Putri Hardanti

Jember, 23rd of June 2024

Principal of SMPIT Ibnu Sina Wuluhan



Maulidatul Rohmah, S.Pd

APPENDIX 6

SPSS Output
Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	21	20	65	48.12	11.573
Post-test Experiment	21	75	100	89.04	5.372
Valid N (listwise)	21				

Normality Test

Case Processing Summary

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre-test	21	100.0%	0	0.0%	21	100.0%
Post-test	21	100.0%	0	0.0%	21	100.0%

Descriptives

	Statistic	Std. Error
Pre-test	Mean	42.86
	95% Confidence Interval for Mean	
	Lower Bound	37.59
	Upper Bound	48.12
	5% Trimmed Mean	42.88
	Median	40.00
	Variance	133.929
	Std. Deviation	11.573
	Minimum	20
	Maximum	65
	Range	45
	Interquartile Range	18
	Skewness	.100
	Kurtosis	-.387
	95% Confidence Interval for Lower Bound	83.82

Mean	Upper Bound	89.04	
5% Trimmed Mean		86.31	
Median		85.00	
Variance		32.857	
Std. Deviation		5.732	
Minimum		75	
Maximum		100	
Range		25	
Interquartile Range		8	
Skewness		.256	.501
Kurtosis		.519	.972

Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.121	21	.200*	.968	21	.688
Post-test	.171	21	.109	.931	21	.147

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	2.721	2	15	.098
	Based on Median	.518	2	15	.606
	Based on Median and with adjusted df	.518	2	6.185	.619
	Based on trimmed mean	2.154	2	15	.150

Paired Sample T test

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test - Post-test	-43.571	10.385	2.266	-48.299	-38.844	-19.226	20	.000

APPENDIX 7

LESSON PLAN

RANCANGAN PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan :SMPIT Ibnu Sina Wuluhan
Mata Pelajaran :Bahasa Inggris
Kelas/Semester :VIII (Delapan) / 2
Topik :Comparative Degree (Adjective)
Alokasi Waktu :4 x 40 menit (2 x Pertemuan)

A. Kompetensi Inti

KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI (IPK)
<p>3.9. Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Degree of comparison)</p>	<p>3.9.1. Menentukan sifat benda di lingkungan sekitar dengan memperhatikan fungsi sosial dan unsur kebahasaan ungkapan degrees of comparison sesuai konteks penggunaannya. (C3)</p> <p>3.9.2. Menerapkan unsur kebahasaan teks interaksi transaksional tulis degrees of comparison terkait perbandingan sifat orang sesuai dengan konteks penggunaannya. (C3)</p> <p>3.9.4. Menganalisis ungkapan dalam teks dialog yang menyatakan perbandingan bentuk degrees of comparison sesuai konteks</p>

	penggunaanya. (C4)
4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur	<p>4.9.1. Menyusun ungkapan dengan menggunakan degrees of comparison (positive, comparative, superlative degree) sesuai konteksnya. (C6)</p> <p>4.9.2. Membuat percakapan dengan menggunakan degrees of comparison (positive, comparative, superlative degree) sesuai konteksnya. (C6)</p>

C. Tujuan Pembelajaran

1. Setelah mengamati lingkungan sekitar, siswa dapat menentukan sifat benda di lingkungan sekitar dengan memperhatikan fungsi sosial dan unsur kebahasaan ungkapan comparative degree khususnya kata sifat sesuai konteks penggunaanya dengan benar.
2. Setelah siswa mengamati teks, siswa dapat menerapkan unsur kebahasaan teks interaksi transaksional tulis comparative degree khususnya kata sifat terkait perbandingan sifat orang sesuai dengan konteks penggunaanya dengan benar.
3. Setelah siswa mengamati kata acak, siswa dapat menyusun ungkapan dengan menggunakan comparative degree khususnya kata sifat sesuai konteks penggunaanya dengan benar.
4. Setelah siswa dapat membuat percakapan dengan menggunakan degrees of comparison (comparative) sesuai konteks penggunaanya dengan baik.

D. Materi Pembelajaran

Degrees of Comparison (Comparative Degree Adjective)

- a. The models of comparative degree by adding 'er'.
Example: Short = Shorter
- b. If the positive ends in 'y', the 'y' is changed into 'i' added by '-er' for comparative degree.
Example: Pretty = prettier
- c. In all adjective of more than two syllables.
Example: Expensive = more expensive
- d. If the positive ends in one consonant preceded by short vowel, the final consonant in double, and added with '-er' for comparative.
Example: Big = bigger

e. Irregular Comparison for comparative

Example: Good = better

Pattern 1:

S (pertama) + to be + adjective + er [+ than + S (kedua)]

Example: - You are prettier than her - His drawing is better than mine

Pattern 2:

S (pertama) + to be + more + adjective + [+ than + S (kedua)]

Example: - Chocolate is more delicious than strawberry.

E. Metode Pembelajaran

1. Pendekatan :Saintifik
2. Strategi Pembelajaran :Cloze Test
3. Metode : Observasi, diskusi, penugasan, dan tanya jawab.

F. Media Pembelajaran

1. Media
 - Kertas HVS yang berisi soal adjectives
 - HP
2. Alat/Bahan
 - Spidol, Papan tulis

G. Sumber Belajar

- a. Buku LKS Bahasa Inggris untuk SMP/MTS VIII Semester 2. CV. Hasan Pratama| Dean Purbasari
- b. English Grammar for class three. Kulliyatu-l- Mu'allimin Al-Islamiyyah Darussalam Modern Islamic Boarding School Ponorogo-Indonesia.
- c. Kamus Bahasa Inggris
- d. Internet

H. Langkah – langkah Kegiatan

No	Kegiatan	Metode	Waktu
Pendahuluan			
	<i>Pengenalan</i>		
	1) Guru memberi salam pembuka dan menyapa peserta didik	Tanya Jawab	10 menit

	<p>2) Guru mengajak peserta didik untuk berdoa bersama sebelum dimulainya pembelajaran dengan dipimpin oleh salah satu peserta didik (religius)</p> <p>3) Guru memeriksa kehadiran peserta didik (disiplin)</p> <p>4) Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan memberikan motivasi pada peserta didik</p> <p>Pendahuluan</p> <p>5) Guru mengajukan pertanyaan untuk mengingatkan kembali materi sebelumnya. (communicative)</p> <p>6) Guru mengajukan pertanyaan pemantik yang ada keterkaitannya dengan pelajaran yang akan dilakukan hari ini. (stimulation)</p> <p>7) Guru menyampaikan tujuan pembelajaran hari ini</p> <p>8) Guru menyampaikan rencana kegiatan dan rencana penilaian pada pembelajaran hari ini.</p>	Tanya Jawab	20 menit
Inti			
	9) Peserta didik diajak untuk mencari kata kata yang berkaitan dengan materi	Cloze Test individu	60 menit

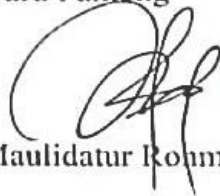
	<p>10) Peserta didik diberikan contoh terkait kalimat perbandingan</p> <p>11) Peserta didik mendapatkan penjelasan singkat dari guru tentang fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan kata sifat</p> <p>12) Peserta didik diberikan pertanyaan menggunakan cloze test tentang materi untuk mengukur pemahamannya (LKPD)</p>		
Penutup			
	<p>13) Peserta didik dan guru menarik kesimpulan dari hasil pembelajaran</p> <p>14) Guru menginformasikan rencana kegiatan pada pertemuan selanjutnya</p> <p>15) Peserta didik dan guru melakukan doa bersama sebagai penutup pembelajaran</p> <p>16) Guru memberikan salam penutup</p>	<p>Tanya Jawab</p>	<p>15 menit</p>

I. Penilaian

1. Sikap
2. Penilaian Pengetahuan
3. Penilaian Keterampilan

Jember, 11 Juni 2024

Guru Pamong



Maulidatur Rohmah, S.Pd

Mahasiswa



Dinda Maulia Putri

Kepala Sekolah



Maulidatur Rohmah, S.Pd



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

INSTRUMENT VALIDITY AND RELIABILITY

Validity

INSTRUMENT VALIDASI

PRE-TEST AND POST-TEST

I. Informasi Umum

Peneliti : Dinda Maulia Putri Hardanti

Validator : Maulidatur Rohmah, S.Pd

I. Tujuan

Tujuan penggunaan lembar telah ini adalah untuk menilai validasi isi soal, bahasa dan penulisan soal. Penilaian dari Bapak/Ibu validator sangat kami perlukan. Atas penilaiannya, kami ucapkan terima kasih.

II. Petunjuk

1. Validasi Isi

- Soal sesuai dengan silabus (KD/Indikator)
- Soal di rumuskan dengan jelas dan singkat
- Petunjuk pengerjaan soal di tulis dengan jelas dan mudah

2. Bahasa dan penulisan soal

- Soal menggunakan sesuai bahasa yang berkaidah
- Soal menggunakan bahasa yang mudah di pahami, dan bahasa yang komunikatif

3. Huruf-huruf yang terdapat pada kolom yang di maksud berarti:

SDP = Sangat mudah dipahami

DP = Dapat dipahami

KDP = Kurang dipahami

TDP = Tidak dapat dipahami

INSTRUMENT VALIDASI PRE-TEST

Butir	Validasi Bahasa				Bahasa dan penulisan soal			
	Tidak Valid	Kurang Valid	Cukup Valid	Valid	TDP	KDP	DP	SDP
I.				✓			✓	

2.				✓			✓	
3.				✓			✓	
4.				✓			✓	
5.				✓			✓	
6.				✓			✓	
7.				✓			✓	
8.				✓			✓	
9.				✓			✓	
10.				✓			✓	

INSTRUMENT VALIDASI POST-TEST

Butir	Validasi Bahasa				Bahasa dan penulisan soal			
	Tidak Valid	Kurang Valid	Cukup Valid	Valid	TDP	KDP	DP	SDP
1.				✓				✓
2.				✓				✓
3.				✓				✓
4.				✓				✓
5.				✓				✓
6.				✓				✓
7.				✓				✓
8.				✓				✓
9.				✓				✓
10.				✓				✓
11.				✓				✓
12.				✓				✓

13.				✓				✓
14.				✓				✓
15.				✓				✓
16.				✓				✓
17.				✓				✓
18.				✓				✓
19.				✓				✓
20.				✓				✓

Kesimpulan :

Secara umum, instrument validasi ini dinyatakan:

1. Layak digunakan tanpa ada revisi
2. Layak digunakan dengan revisi
3. Tidak layak digunakan

*) Lingkari salah satu

Komentar dan Saran Perbaikan

Conjukkan

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J E M B E R

Jember, 18 Maret 2024

Mengetahui,
Validator



Maulidatur Rohmah, S.Pd

ASSESSMENT

1. Sikap

Teknik	Bentuk Instrument	Butir Instrument	Waktu	Keterangan
Observasi	Catatan	Tingkah laku, kerja sama, percaya diri, rasa ingin tau.	Pembelajaran berlangsung	Penilaian untuk pembelajaran pencapaian

2. Pengetahuan

Teknik	Bentuk Instrument	Butir Instrument	Waktu	Keterangan
Penugasan	LKPD	Menjawab sesuai dengan yang di minta pada LKPD	Pembelajaran berlangsung	Penilaian untuk pembelajaran pencapaian
Tertulis	Pilihan Ganda	Memilih jawaban yang benar	Setelah pembelajaran usai	Penilaian untuk pembelajaran pecapaian

Skor :

<ul style="list-style-type: none"> • Jawaban benar memiliki nilai 5 • Jawaban salah memiliki nilai 0 	$S = R \times 5$ Notes : S : Ideal Score of the Test R : Total of Right Answer
--	---

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J E M B E R

APPENDIX 8

INSTRUMENT VALIDITY AND RELIABILITY

Validity

**INSTRUMENT VALIDASI
PRE-TEST AND POST-TEST**

A. Informasi Umum

Peneliti : Dinda Maulia Putri Hardanti

Validator : Maulidatur Rohmah, S.Pd

B. Tujuan

Tujuan penggunaan lembar telah ini adalah untuk menilai validasi isi soal, bahasa dan penulisan soal. Penilaian dari Bapak/Ibu validator sangat kami perlukan. Atas penilaiannya, kami ucapkan terima kasih.

C. Petunjuk

1. Validasi Isi

- Soal sesuai dengan silabus (KD/Indikator)
- Soal di rumuskan dengan jelas dan singkat
- Petunjuk pengerjaan soal di tulis dengan jelas dan mudah

2. Bahasa dan penulisan soal

- Soal menggunakan sesuai bahasa yang berkaidah
- Soal menggunakan bahasa yang mudah di pahami, dan bahasa yang komunikatif

3. Huruf-huruf yang terdapat pada kolom yang di maksud berarti:

SDP = Sangat mudah dipahami

DP = Dapat dipahami

KDP = Kurang dipahami

TDP = Tidak dapat dipahami

INSTRUMENT VALIDASI PRE-TEST

Butir	Validasi Bahasa				Bahasa dan penulisan soal			
	Tidak Valid	Kurang Valid	Cukup Valid	Valid	TDP	KDP	DP	SDP
1.				√			√	
2.				√			√	
3.				√			√	

4.				√			√	
5.				√			√	
6.				√			√	
7.				√			√	
8.				√			√	
9.				√			√	
10.				√			√	

INSTRUMENT VALIDASI POST-TEST

Butir	Validasi Bahasa				Bahasa dan penulisan soal			
	Tidak Valid	Kurang Valid	Cukup Valid	Valid	TDP	KDP	DP	SDP
1.				√				√
2.				√				√
3.				√				√
4.				√				√
5.				√				√
6.				√				√
7.				√				√
8.				√				√
9.				√				√
10.				√				√
11.				√				√
12.				√				√
13.				√				√
14.				√				√
15.				√				√

16.				√				√
17.				√				√
18.				√				√
19.				√				√
20.				√				√

Kesimpulan :

Secara umum, instrument validasi ini dinyatakan:

1. Layak digunakan tanpa ada revisi
2. Layak digunakan dengan revisi
3. Tidak layak digunakan

*) Lingkari salah satu

Komentar dan Saran Perbaikan

lanjutan

.....

.....

.....

Jember, 18 Maret 2024

Mengetahui,
Validator

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JEMBER

Maulidatur Rohmah
Maulidatur Rohmah, S.Pd

Test Reliability of trial

Case Processing Summary

		N	%
Cases	Valid	26	100.0
	Excluded ^a	0	.0
	Total	26	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.208	2



APPENDIX 9**Research Instruments: Pre-test and Post-test****Soal Pre-test**

Name:

Class:

1. My aunt is _____ than my mother. (Short)
2. Milk is _____ than coffee. (Delicious)
3. My brother is _____ than I am. (Patient)
4. I find running _____ than swimming. (Hard)
5. Yoona is _____ than Jessica. (Strong)
6. Sooyong is _____ than her brother. (Diligent)
7. Her house is _____ than mine. (Big)
8. The weather today is _____ than yesterday. (Cold)
9. My sister is _____ than I am. (Organized)
10. Sarah is _____ than her younger sister. (Tall)



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J E M B E R

Soal Post-test

Name:

Class:

1. She is _____ than her sister. (bright)
2. The blue dress is _____ than the red one. (short)
3. She is _____ than her sister. (tall)
4. This car is _____ than that one. (fast)
5. The flower in the garden is _____ than the one in the vase. (pretty)
6. My backpack is _____ than yours. (heavy)
7. The children are _____ when they play outside. (happy)
8. The 'jazz' music is _____ than 'dangdut'. (interesting)
9. This is the _____ experience I have ever had. (wonderful)
10. You look _____ with that new shirt. (handsome)
2. The new model of the car is _____ than the previous one. (expensive)
3. Education is _____ than ever in today's competitive job market. (Important)
4. Mount Everest is _____ than any other mountain in the world. (big)
5. The coffee in this cup is _____ than the one I had earlier. (hot)
6. He is _____ at playing the guitar than I am. (good)
7. Yesterday's weather was _____ than today's. (bad)
8. She has _____ pencils than he does. (many)
9. The snail is _____ than the turtle. (slow)
10. There are _____ students in the class today than yesterday. (many)
11. The giraffe is _____ than any other land animal. (tall)

Answer Key:

No.	PRE-TEST	No.	POST-TEST
1.	Shorter	1.	Brighter
2.	More delicious	2.	Shorter
3.	More patient	3.	Taller
4.	Harder	4.	Faster
5.	Stronger	5.	Prettier
6.	More diligent	6.	Heavier
7.	Bigger	7.	Happier
8.	Colder	8.	More interesting
9.	More organized	9.	More wonderful
10.	Taller	10.	More handsome
		11.	More expensive
		12.	More important
		13.	Bigger
		14.	Hotter
		15.	Better
		16.	Worse
		17.	More
		18.	Slower
		19.	More
		20.	Taller

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APPENDIX 10

DOCUMENTATION



Figure 1 Students do the Pre-test



Figure 2 The researcher explaining the material




Figure 3 The researcher explaining the material



Figure 4 Students do the Post-test

APPENDIX 11

The Result of Plagiarism Check



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
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 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

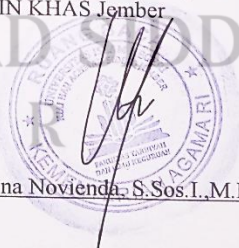
Nama : Dinda Maulia Putri Hardanti
 NIM : 202101060040
 Program Studi : Tadris Bahasa Inggris
 Judul Karya Ilmiah : The Effect Of Using Cloze Test In Learning Comparative Degree At Th
 Eighth Grade Of SMP Integrtd Islamic Ibnu Sina Wuluhan

Telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 20.2%.

BAB 1 : 22%
 BAB 2 : 24%
 BAB 3 : 28%
 BAB 4 : 19%
 BAB 5 : 8%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 25 November 2024
 Penanggung Jawab Cek Plagiasi
 FTIK UIN KHAS Jember


 (Ulfa Dina Novianda, S.Sos.I.,M.Pd.I.)

NB: 1. Melampirkan hasil cek drillbit per Bab.
 2. Skor akhir adalah total nilai masing-masing BAB kemudian di bagi 5.

APPENDIX 12

Curriculum Vitae



1. Personal Information

Name : Dinda Maulia Putri Hardanti
 SRN : 202101060040
 Place, date of birth : Jember 20th of May 2000
 Gender : Female
 Address : Jl. Agus Salim. No. 35. Jember
 Faculty : Faculty of Tarbiyah and Teacher Training
 Major : English Education Program
 Email : dinda.katam2001@gmail.com

2. Education Background

Kindergarten : TKIT Az-Zahroh
 Elementary School : SDIT Al-Ikhlash
 Junior High School : SMPIT Al-Ghozali
 Senior High School : Muadalah Darul istiqomah Bondowoso