CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the bacground of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the research, the significance of the research, and the definition of key terms.

1.1 The Background of the Problem

In learning English, there are four language skills that should be possessed by students. They are listening, speaking, reading and writing. Reading is an activity to comprehend the text and to find information. According to Pang,Muaka, Bernhardt, and Kamil (2003:6),reading is about understanding the content of the text. Reading is a need. It is just not for students or people in formal education, but also for all people in all profession and ages. Reading can improve students' English vocabulary. By reading, students can also access knowledge from text books.

Reading is not just seeing the words. The reader must understand what is seen on the text. In the other words, the main purpose of reading is definitely to get information or meaning from the texts. According to Pang, Muaka, Bernhardt, and Kamil (2003:15) "The purpose for reading is closely connectedto a person's motivation for reading". Reading is not only getting information, reading can also get understanding and pleasure.

There are many kinds of tasks or tests that can be used to examine students' reading ability. According to Brown and Abeywickrama (2010:230), reading tasks are: reading aloud, written response, multiple choice, picture-cued items, multiple choice, matching tasks, editing tasks, picture-cued tasks, gap-filling tasks, cloze tasks, short-answer tasks, editing,

scanning, ordering tasks, information transfer, skimming tasks, summarizing and responding, note taking and outlining.

The researcher did interview informally to the third year students at English Department of Bung Hatta University. It was found that they were still confused in doing cloze tasks when reading a text. Related to this fact, the researcher was interested in conducting the research in order to know the students' ability to complete rational deletion cloze test on a narrative text at the English Department of Bung Hatta University.

1.2 Identification of the Problem

Cloze tests are primarily used in language learning, but also sometimes employed as a comprehension check to improve reading skill in a practice. Cloze test is a test which asks the students to supply words that have been deleted from a passage in order to measure their ability to comprehend the text. In cloze test, the tester examines the students'ability to answer the cloze test.Through this test, the tester can know the extent of testers' reading skill.

According to Susanti (2013), there are three kinds of cloze test: vocabulary cloze test, reading comprehension cloze test, grammar cloze test. Vocabulary cloze test is used to test students' vocabulary mastery. Reading comprehension cloze test is used to test students' comprehension of a text. Grammar cloze test is used to test students' understanding of grammatical features.

Cloze testis also one of the tasks that can help the teachers to teach students readingcomprehension. According to Herrell and Jordan (2016:122),the types of cloze tests are:traditional, syntactic, semantic, graphophonic. In traditional cloze test, words are left out randomly. Insyntactic cloze test, structure words are deleted. In semantic cloze test, content words such as nouns, verbs, adjectives and adverb are deleted. In graphophonic cloze test, some letters are deleted.

According to Brown and Abeywickrama (2010:230), there are five kinds of cloze test:vocabulary clozetest and grammar cloze test, reading comprehension cloze test, writing cloze test and listening cloze test. Vocabulary clozetest and grammar cloze tests require the ability to understand vocabulary and grammar in order to identify the correct words or type of words to complete the missing words in the texts.Reading comprehension cloze test is to test students' reading comprehension. Writing cloze test is used to practice writing. Listening cloze test consists of a passage in which every nth word is deleted and the students are asked to fill an appropriate word. Students see a text while listening to the audio and fill the blank with the words that they hear.

According to Brown and Abeywickrama (2010:242) the types of cloze tests for reading are: fixed ratio deletion, rational deletion, c-test procedure and cloze elide procedure. Fixed-ratio deletion is reading comprehension activity in which every seventh word is deleted from a passage and students are asked to fill in the blanks. In rational deletion cloze test, the researcher instead uses a rational deletion procedure of choosing deletions according to the grammatical or discourse functions of the words. In c-test procedure, word is obliterated and the students should restore each word. In cloze-elide procedure, the students detect and cross out the intrusive words in the text.

According to Pardiyono (2013:18), there are eight kinds of text: narrative, recount, descriptive, procedure, explanation, information report, discussion, exposition. Narrative text is a text to tell a story and to amuse the readers. Descriptive text is a text to describe a particular person, thing or place in detail. Report text is a text to present information about something. Explanation text is a text to explain the processes involved in the formation or working of natural. Exposition text is a text to persuade the readers that something should or should not be the case or be done. Procedure text is a text to tell readers how to do something.

Discussion text is a text to present information and opinions about issues. Recount text is a text to retell activity that happened in the past.

1.3 Limitation of the Problem

According to Brown and Abeywickrama (2010:242), the types of cloze tests for reading are: fixed ratio deletion, rational deletion, C-test procedure and cloze-elide procedure. Furthermore, Pardiyono (2013:18) says that there are eight kinds of text: narrative, recount, descriptive, procedure, explanation, information report, discussion, exposition. The students' understanding on these types of text can be evaluated through the use of cloze test.

In this study the researcher limited the study on analyzing reading mastery. The researcher used cloze test in the form of rational deletion to examine the third year students' ability to comprehend a narrative text.The reading aspects that evaluated were adverb of manner, adjective, past tense verb, subjective pronouns, adverbs of time and connector of time, at English Department of Bung Hatta University.

1.4 Formulation of the Problem

Relating to the limitation of the problem of this study as discussed above,the problem of this research is formulated as follows: "How is the ability of the third year students at the English Department of Bung Hatta University to complete rational deletion cloze test on a narrative text?"

1.5 Research Questions

Based on the formulation of the problem above, the research questions of this study were as the following:

1. How is the third year students' ability to complete a cloze test dealing with adverbs of manner on a narrative text?

2. How is the third year students' ability to complete a cloze test dealing with adjectives on a narrative text?

3. How is the third year students' ability to complete a cloze test dealing with past tense verbs in a narrative text?

4. How is the third year students' ability to complete a cloze test dealing with subjective pronouns on a narrative text?

5. How is the third year students' ability to complete a cloze test dealing with adverbs of time and connectors of time on a narrative text?

1.6 The Purposes of the Research

Generally, the purpose of this research was to find out the third year students' ability to complete rational deletion cloze test on a narrative text. Specifically, the purposes of this research were:

1. To find out the third year students' ability to complete a cloze test dealing with adverbs of manner on a narrative text.

2. To find out the third year students' ability to complete a cloze test dealing with adjectives on a narrative text.

3. To find out the third year students' ability to complete a cloze test dealing with past tense verbs on a narrative text.

4. To find out the third year students' ability to complete a cloze test dealing with subjective pronouns on a narrative text.

5. To find out the third year students' abilityto complete a cloze test dealing with adverbs of time and connectors of time on a narrative text.

1.7 Significance of the Research

1. For the lecturer

The lecturer could know the student's mastery in reading. The lecturer can follow up this research result to consider their teaching aspects based on the students' ability to complete rational deletion cloze test on a narrative text.

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2. For the students

The result of this research makes students know about their reading ability so they can improve their ability if they have low ability.

3. Forthe nextresearcher

This research can add their knowledge and the result of the research can be used as a reference or source of information, and it would give information to do other related research.

1.8 The Definition of Key Terms

The researcher explains the key terms to avoid misunderstanding on conceptual terms as follows:

1. Ability is the students' ability to complete rational deletion cloze test on a narrative text.

2. Cloze test is one of reading assessment test in which the students have to complete the text.

3. Narrative text is one kind of texts that retells the story or experience in the past.

4. Adverb of manner is an adverb used to express the way an activity is carried out or an event occurs.

5. An adjective is a word that describes a noun. Nouns are words that name a place, a person, a thing, or an idea.

6. Past tense verbs refer to actions or events in the past.

7. A subjective pronoun acts as the subject of a sentence—it performs the action of the verb. The subjective pronouns are he, I, it, she, they, we, and you.

8. Adverb of time is an adverb used to express the time when an activity or event occurred. Time connectives are words or phrases which are used to tell a reader when something is happening. They are sometimes called temporal connectives. Connector of time is used ti indicate the relationship between one sentence with the next

sentence, example of connectors of time: after, before, by,during, past, since, till, until, to, up to.