

# CHAPTER I

## INTRODUCTION

### A. Background

Language is very important for human being in life because it is a tool of communication with the people and used to learn, socialize, an express idea or opinion between the speakers and the listeners or the writers and the readers. According to Praveen, “Language is a system of communication through which consist of a set of sound and written symbol which are used by the people of a particular country for talking or writing”.<sup>1</sup>

One of languages that is often used in globalization are is English. English is a tool of communication of people of the world to get trade, social cultural, science, education and technology goals. In some regional in Indonesia. English is Taught from Elementary school up to university level. English Language has strongest influence of communication and so does Indonesian language. English language is a subject that has been studied or

---

<sup>1</sup> M. Jean Praveen, *English Language Teaching, Methods, Tools and Techniques* (Jaipur: Sunrise Publisher & Distributor, 2008), p. 27

applied at institution of education in Indonesia. Indonesia has used English language in every sector for a long time. In educational filed, English is the first foreign language which studied by students and sometime the students get the difficult to understand the text by used English language.

In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills. From the four skill in teaching and English learning, one of the important skill is reading.

Reading is one of the skills that must be taught as a part of English language teaching. The aim of teaching reading comprehension is to help students understand to the texts and the students can to understand of the text in tests.

Reading is essential skill for English as a second/foreign language (ESL/EFL) students: and for many, reading is most important skill to master, with strengthened reading skill, ESL/EFL

readers will make greater progress and attain greater development in all academic area.<sup>2</sup>

In English learning, there are some skill to must have for improving English learning are speaking, reading, listening and writing skill, this four skill we can achieve the language better and structural, especially in teaching reading.

In teaching reading certainly very necessary the evaluation students learning to measuring the extent to which the student's ability to understand what students get in the teaching of reading. One of necessary the evaluation is give the students some test of reading.

A measurement of student's reading comprehension ability is to monitor the student's difficulties, student's achievement, and student's proficiency dealing with English text. That measurement is generally called a *test*.

However, there are some problems that the English language teachers have in reading subject the students' English language achievement. One of the problems is how to determine and choose

---

<sup>2</sup>Neil J. Anderson, *Exploring Second Language Reading: Issues and Strategies*, (Boston: Heinle & Heinle Publishers, 1999), p.1.

appropriate teaching techniques based on what skills and what aspects should be measured. Some teachers are still confused on what techniques should be applied in their class. Some teachers only use monotonous or even single techniques. Moreover, the teaching techniques that are commonly used now give students an opportunity to cheat on and to guess easily, or even to gamble.

Such problems need careful planning in terms of the alternative solution. It can be inferred that it is important to have a kind of tools to measure the students' language mastery in education. In order to arrive at the best solution for any particular situation the most appropriate test or testing system, it is not enough to have at one's disposal a collection of test techniques from which to choose. It is necessary to understand how they can be applied. Therefore, it is important for teachers to know what kinds of teaching techniques that should be appropriately applied in their English teaching learning process by considering the validity, reliability, and practicality of the test. This study tries to investigate the result of two different teaching techniques applied in a particular language skill, that is reading comprehension.

In reading teaching have much the way to get the best result in a test, but to improving the reading comprehension a test very necessary some strategy and technique to easy the student read and comprehension the text of passage, one of the techniques in reading test is the interactive reading as the cloze procedure.

The cloze procedure in reading comprehension will be important subject in the study to improving students' reading comprehension, because reading comprehension of the students always become the first problem in teaching reading.

Based on result of survey which the writer did at the school that students are very weak in reading comprehension when students in English learning because the technique of teaching is so boring and very difficult to understand of text in teaching reading. Usually, the students read the text in English lesson is to translate it word by word so it is takes long time to understand.

In teaching reading a lot of ways to students understand some paragraphs of text, but the writer want in her research use cloze procedure as a way to know how effective on students' reading comprehension and the common purpose of this

experiment of cloze procedure is to help students' reading comprehension level is doing cloze procedure.

The writer hopes that using cloze procedure in teaching reading process the students will be achieved and effective class on students' reading comprehension. The writer chooses the place of research in SMP Plus Mathla'ul Anwar Cibuah Kabupaten Lebak.

Based on descriptive above, the most interested to explain into the research with the title "THE EFFECTIVENESS OF CLOZE PROCEDURE ON STUDENTS' READING COMPREHENSION"

## **B. Statement of the Problem**

Based on the background about, the writer can take the formulation in the term of study, and stated on the line of problem, to easy administer this research the writer stated the problem as follow:

1. How is the students' ability in reading comprehension by using cloze procedure?
2. How is the effectiveness of cloze procedure on students reading comprehension?

### **C. The Aim of the Research**

Based on the formulated problem above, the aim of the research are stated as follow:

1. To know the students' ability in reading comprehension by using cloze procedure.
2. To know the effectiveness of cloze procedure on students' reading comprehension.

### **D. Hypothesis**

1. Ha: there is significant effect of using cloze procedure on students' reading comprehension.
2. H0: there is no significant effect of using cloze procedure on students' reading comprehension.

### **E. Previous of Research**

The Effectiveness of Cloze Procedure on Students' Reading Comprehension, there are some researchers that conduct the title which cloze procedure to the title above, the researcher take three researchers else as comparison in doing the research.

The first research is **Suci Setianingsih** (102300965). She has done the research with the title “*The Effectiveness Of Cloze Technique On Students’ Comprehension In Simple Past Tense (An Experimental Research at second Grade of SMP NEGERI 2 Mancak)*”. The writer used an experimental research and 40 students as the sample which divided into two classes, 20 students as experiment class and 20 students as control class. Since the research used experiment method. The data is gathered through pre-test and post-test.

The result of calculating in chapter IV show that  $t_o$  is bigger than  $t_t$  :  $2,02 < 4,7 > 2,70$ . So the alternative hypothesis ( $H_a$ ) is accepted. And the nul hypothesis ( $H_0$ ) is rejected. It means there is significant the use of cloze technique in students’ comprehension.

The second research is **Angesti Palupiningsih** (06202244139) She has done the research with the title “*Testing Reading Comprehension Using Cloze Tests and Cloze-Elide Test Among The Year-10<sup>th</sup> Students of SMAN 1 in the Academic Year of 2010/2011*”. The writer used an experimental research and 60 students as the sample which divided into two classes, 30 students of XI IPS A as experiment class and 30 students of XI IPS B as



control class. Since the research used quantitative method. The data is gathered through pre-test and post-test. Based on the result, the writer can describe the result of research by using  $t_o$ . The result of  $t_o$  6,87 ( $t_o$ ) > 2,00 ( $t_t$ ) in significant level 5% and 6,87 ( $t_o$ ) > 2,65 ( $t_t$ ) in significant level 1%. Comparing to the value of the degree obtained from the result of calculating, the alternative hypothesis ( $H_a$ ) is accepted and the nul hypothesis ( $H_0$ ) is rejected.

The third research is Siti Humairoh (102301018) She has done the research with the title *“Using Directed reading thinking activity to increase students’ Reading Comprehension on Recount text. (An Experimental Research at Eight Grade of MTs Mathla’ul Anwar Kota Tangerang)”*. The writer used an experimental research and the sample take 60 students which divided into two classes, 30 students from class VIII A as experiment class and 30 students from class VIII B as control class. Since the research used experiment method. The data is gathered through pre-test and post-test. The result of  $t_o$  2,42 ( $t_o$ ) > 1,67 ( $t_t$ ) in significant level 5% and 2,42 ( $t_o$ ) > 2,39 ( $t_t$ ) in significant level 1%. Comparing to the value of the degree obtained from the result of calculating, the alternative hypothesis ( $H_a$ ) is accepted and the nul hypothesis ( $H_0$ ) is rejected.

## **F. The Organization of the Writing**

This proposal consists of three chapters of discussion:

Chapter one, it included the background of the research, statement of problem, the aim of the research, hypothesis, previous of research, the organization of the writing.

Chapter two, is theoretical foundation which consist of cloze procedure include the definition of the cloze procedure, type of cloze procedure, the strategy of cloze procedure, the advantages of cloze procedure, and discuss and the last discuss about the reading comprehension include reading consists; definition of reading, the type of reading, the purpose of reading, reading comprehension consists; the definition of comprehension, level of comprehension, the definition of reading comprehension.

Chapter three is method of the research included research method, place and time of research, population and sample, instrument of research, the techniques of data collecting, and the techniques of data analysis.

Chapter four is research finding included description of data, data analysis included data analysis of test, and data analysis of interview, hypothesis testing, interpretation of data.

Chapter five is closing included conclusions and suggestions.