THE EFFECTIVENESS OF CLOZE PROCEDURE ON STUDENTS READING COMPREHENSION

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ABSTRACT−This research is conducted to investigate the effectiveness of cloze procedure on students' reading comprehension. This is an experimental research at the second grade SMP Plus Mathla'ul Anwar Cibuah.It is conducted based on the main problems: (1)How is the students' reading comprehension level by using cloze procedure? (2)How is the effectiveness of cloze procedure on students reading comprehension at SMP Plus Mathla'ul Anwar Cibuah? and the aim of the research are: (1) To know the students' reading comprehension level by using cloze procedure. (2) To know the effectiveness of cloze procedure on students' reading comprehension.This research uses quantitative method with quasi experimental design as a method of the research. To answer questions, the writer collects data from 60 students spread in two classes A and B and each class generally consisting of 30 students. And sample of the research the writer take two classes as sample research by clustering from the VIII grade, class VIII A and VIII B the total sample are 60 students. It was divided into two classes. The first is class VIII A as the control class, consist of 30 students, and the second one is class VIII B as the experimental class, consist of 30 students. The data is gathered through pre-test and post-test.The result of the research shows that using cloze procedure has significant effect on students' reading comprehension. It can be seen from the result that researcher has got the mean of pre-test score 52,67 and the post-test score 61,17 from control class and from experimental class got pre-test score 56,67 and post-test score 77,5. The writer got $t_o =$ 3,53, df 60, $t_t 5\% = 2,00$ and $t_t 1\% = 2,66$. It means Ha (alternative Hypothesis) of the research is accepted and Ho (Null Hypothesis) of the research is accepted. It shows that cloze procedure has effective on teaching reading and students' reading comprehension.

INTRODUCTION

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.

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 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.

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"

STATEMENT OF THE PROBLEM

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

THE AIM OF THE RESEARCH

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

HYPOTHESIS

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

RESEARCH METHOD

In this research, used the quantitative method to achieve the purpose. The writer use experiment research because want to compere between teaching reading using cloze procedure in the result of experimental class and control class. In this research, the researcher uses quasi-experiment, in apply the research the writer teaches reading through cloze procedure in an experiment class and teaches reading through cloze procedure in control class.

PLACE AND TIME OF RESEARCH

In this research writer will conducted in SMP PLUS Mathla'ul Anwar Cibuah. it's located on Jl. Raya Pandeglang Km, 12,5 Cibuah Warunggunung Kab. Lebak Banten. Start from August 11 – August 29 2016.

POPULATION AND SAMPLE

The population of the research is VIII grade of SMP Plus Mathla'ul Anwar Cibuah. The total population is 2 classes A and B and each class generally consisting of 30 students. So the total numbers of population are about 60 students. the writer take two classes as sample research by clustering from the VIII grade, class VIII A and VIII B the total sample are 60 students. It was divided into two classes. The first is class VIII A as the control class, consist of 30 students, and the second one is class VIII B as the experimental class, consist of 30 students.

INSTRUMENT OF RESEARCH

The instruments that will be used by the writer in this research are test. the test consists pre-test and post-test. The instrument is written test that the students have to make multiple choice in pre-test 15 and 5 essay with cloze procedure in narrative text and multiple choice in post-test 15 and 5 essay with cloze procedure in narrative text.

THE TECHNIQUE OF DATA COLLECTING

In this research, the writer given interview and some tests during the research teach the students, take the data by using test, pre-test and post-test.

THE TECHNIQUE OF DATA ANALYZING

The writer used statistic for analyze the data. In this research take comparison research, because the research want to compare result of research between experimental class and control class students, the researcher took step as follow. The researcher used *t*-test to see the effectiveness of cloze procedure test on students' reading comprehension.

To know how effectiveness on students' reading comprehension, the writer made the pre-test are 20 items and the post-test are 20 items for experimental class and control class. For all items the correct answer is given score 1 (one) and in correct answer is given 0 (zero).

The steps for statistical analyzes are:

1. To investigate students' worksheets gives and describes score in table with formula:

$$\text{Student's Final Score} = \frac{The\ sum\ of\ the\ right\ answer}{the\ sum\ of\ the\ item} \times 100$$

$S = \frac{R}{N} \times 100$

S = Students' Score

R = The sum of the right answer

N = The sum of the items[1]

2. Determining T-test

To determine t-test from the data of students' reading comprehension of pre-test and post-test, the writer would like to determine *MX* and *MY* using the steps are:

a. Determining mean of score of experimental class (M_1) through formula:

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[1] H. Douglas Brown, *Language Assessment Principles and Classroom Practices,* (San Francisco: Longman, 2004), p. 59

$$M_1 = \frac{\sum X_1}{N}$$

b. Determining mean of score of control class (M_2) through formula:

$$M_2 = \frac{\sum X_2}{N}$$

c. Calculating T-test

To calculate t-test the writer used the formula:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} - \frac{1}{Ny}\right)}}$$

Notes:

Mx = Means of Experimental Class

My = Means of Control Class

$\sum X^2$= Deviation of Each Value of Experimental Class

$\sum Y^2$= Deviation of Each Value of Control Class

Nx = The Number of Subject of Experimental Class

Ny = The Number of Subject of Control Class

3. Determining the square of freedom through formula:

$$Df = Nx + Ny - 2^2$$

RESULT
Table V
The Difference Score Between Pre-Test and Post-Test of Experimental Class

| No	Name	Pre-Test (x_1)	Post-Test (x_2)	Deviation $(X=x_2-x_1)$	Squared Deviation (X^2)
1	AM	50	80	30	900
2	AM	40	70	30	900
3	ARA	80	90	10	100
4	BK	30	65	35	1225
5	DA	80	85	5	25
6	DM	60	80	20	400
7	EK	30	80	50	2500
8	FM	90	100	10	10
9	I	70	85	15	225

[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: PT. Rineka Cipta. 5th. Ed, 2002), p. 280

10	IV	80	75	15	225
11	I	70	85	15	225
12	IM	40	70	30	900
13	LN	70	80	10	100
14	MS	70	70	0	0
15	MY	40	80	40	1600
16	MRS	60	90	30	900
17	PM	70	70	0	0
18	R	20	65	45	2025
19	RJ	40	65	25	625
20	SN	100	100	0	0
21	SN	70	85	15	225
22	SN	80	90	10	100
23	SN	30	85	55	3025
24	SRRA	70	90	20	400
25	SW	60	90	30	900
26	S	20	30	10	100
27	SJR	20	30	10	100
28	VM	60	80	20	400
29	Y	70	90	20	400
30	MR	30	70	40	1600
				$\sum X=645$	$\sum X^2=20135$

The table above shows the difference score between pre-test and post-test at the experimental class. The difference score is the results from post-test score subtract pre-test score. There is significant difference score between pre-test and post-test at the experimental class, that is the biggest difference score is 55, And the lowest difference is 0 all of students increased in their scores.

Graphic 1.1
The graphic of pre-test and post-test of Experimental Class
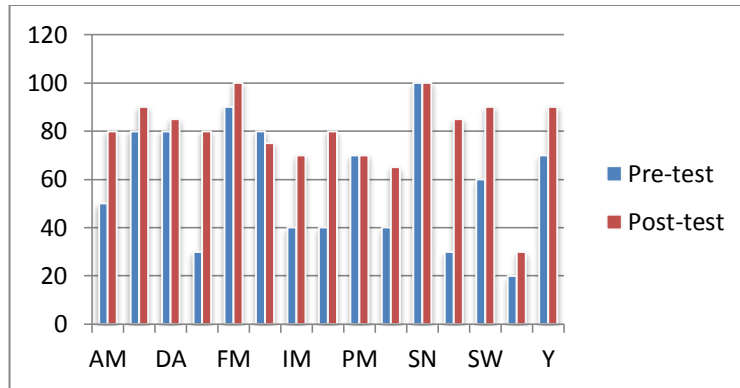
Based on the graphic above, it can be seen the result of lowest score in pre-test is 20 and the post-test 30, and the higher score pre-test 100 and post-test 100. So, it mean there is increasing significantly between pre-test and post-test.

Table VI
The Difference Score Between Pre-test and Post-test of Control Class

No	Name	Pre-Test (x_1)	Post-Test (x_2)	Deviation $(X = x_2 - x_1)$	Squared Deviation (X^2)
1	AH	30	35	5	25
2	AR	50	65	15	225
3	AGA	70	90	20	400
4	D	60	50	-10	100
5	DR	50	90	40	1600
6	H	70	90	20	400
7	ISA	60	75	15	225
8	JS	70	90	20	400
9	JR	50	40	-10	100
10	MMH	50	65	15	225
11	MF	70	75	5	25
12	MM	50	65	15	225
13	MS	10	35	25	625
14	MAS	70	75	5	25
15	MA	40	40	0	0

16	MM	40	65	25	625
17	NIRA	90	85	-5	25
18	NA	50	60	10	100
19	R	80	80	0	0
20	R	20	45	25	625
21	SH	50	65	15	225
22	S	30	25	-5	25
23	S	70	25	-45	2.025
24	S	70	75	5	25
25	SJ	30	30	0	0
26	S	40	50	10	100
27	SS	40	55	15	225
28	U	60	70	10	100
29	V	60	70	10	100
30	LR	50	55	5	25
				$\sum X = 255$	$\sum X^2 = 9025$

The table above shows the difference score between pre-test and post-test at the control class. The difference score is the results from post-test score subtract pre-test score. There is significant difference score between pre-test and post-test at the control class, that is the biggest difference score is 40 And the lowest difference is   -45 all of students increased in their scores.

Graphic 2.1
The Graphic of Pre-test and Post-test of Control Class
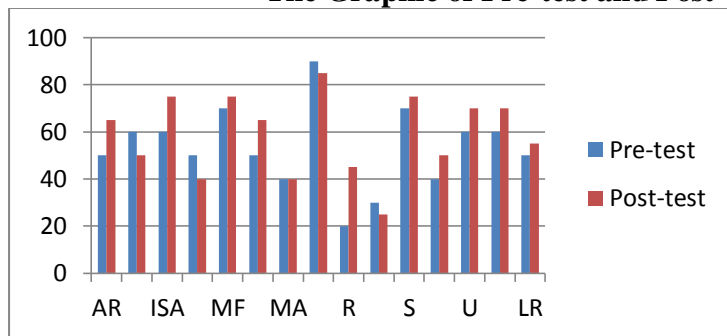
Based on the graphic above, it can be seen the result of lowest score in pre-test is 20 and the post-test 25, and the higher score pre-test 90 and post-test 90. So, it mean there is increasing significantly between pre-test and post-test.

From the data gotten above, the writer calculated t-test using some steps, there are:

1. Determining Mean of Score Experimental Class (MX), through formula:

$$MX = \frac{\sum X}{N}$$
$$= \frac{645}{30}$$
$$= 21,5$$

2. Determining Mean of Score Control Class (MY), through formula :

$$MY = \frac{\sum Y}{N}$$
$$= \frac{255}{30}$$
$$= 8,5$$

3. Determining the Total Square of Experimental Class (X), through formula :

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$
$$= 20135 - \frac{(645)^2}{30}$$
$$= 20135 - \frac{416025}{30}$$
$$= 20135 - 13867,5$$
$$= 6267,5$$

The result above shows about the average score (mean) at experimental class. The writer got the data from $\sum X_1$, $\sum X_2$, $\sum X$ and $\sum X^2$. After words the calculated the data based on the formula above.

4. Determine the total square of control class (Y), with formula :

$$\sum x^2 = \sum x^2 - \frac{(\sum y)^2}{N}$$
$$= 9025 - \frac{(255)^2}{30}$$
$$= 9025 - \frac{65025}{30}$$
$$= 9025 - 2167,5$$
$$= 6857,5$$

The result above shows about the average score (mean) at control class. The writer got the data from $\sum Y_1$, $\sum Y_2$, $\sum Y$ and $\sum Y^2$. After words the calculated the data based on the formula above.

5. Calculation of T-test

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} - \frac{1}{Ny}\right)}}$$

$$t_o = \frac{21,5 - 8,5}{\sqrt{\left(\frac{6267,5 + 6857,5}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t_o = \frac{13}{\sqrt{\left(\frac{13125}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t_o = \frac{13}{\sqrt{(226,29)(0,06)}}$$

$$t_o = \frac{13}{\sqrt{13,57}}$$

$$t_o = \frac{13}{3,68}$$

$$t_o = 3,53$$

The result above shows about the calculation of t-test from the result experimental class and control class.

6. Determine the Degree of Freedom, with formula :
    Df = Nx + Ny - 2
    Df = 30 + 30 – 2
    Df = 58

The result above shows about the score of sample both experimental and control class. The writer used 60 students as sample for research 30 students from VIII A as control class and 30 students from VIII B as experimental class.

Comparing "t" has been tested in calculating (t_o= 3,53) and Df = 58 there is no Df (degree of freedom) for 58, so the writer used the closer "Df" from 60, which has been tested on t-table (t_t 5% = 2,00 and t_t 1% = 2,66). It can be know that $t_o > t_t$ 5% and $t_o > t_t$ 1%, it means 2,00<3,53>2,66.

From the result of test pre-test and post-test, the writer conclude that using cloze procedure on students' reading comprehension as effective significant on students' reading comprehension. It can be seen the result of pre-test and post-test of experimental class got increasing compared with control class.

CONCLUSION AND SUGGESTION

The students' reading comprehension at the second grade of SMP Plus Mathla'ul Anwar Cibuah before given the treatment are low. It can be seen from the result of pre-test and experimental class, the lowest score is 20 and the highest score is 100 and students' means score is 56,67. And the result of pre-test in control class, the lowest score is 10 and the highest score is 90 and the students' mean score is 52,67. the students lowest score of post-test in experimental class is 30 and the highest score is 100 and the students' mean score 77,5. The result of post-test at control class, the lowest score is 25 and the highest score is 90 and the students' mean score is 61,17. The result of the data conclusion is shows t-table of 5% and 1% are significant, 2,00<3,35>2,66.

With the presented conclusion, several suggestions for increasing Students' Reading Comprehension, there are: Choosing teaching technique in teaching English is very important because some people consider that English learning is very difficult, for the teacher must have appropriate method to teach English lesson. The teacher can use creative and interesting techniques in the process of teaching, especially in teaching reading. The teacher should give enjoyable situation in the class, not to make students afraid to risk. For the students, they should

practice in reading English book. For the teachers, to teaching reading comprehension cloze procedure can be used as an alternative technique of teaching.

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