

CHAPTER I

INTRODUCTION

A. Background of the Study

Junior High School as a part of national development institution especially SMPN 2 Karangtanjung, Pandeglang has the responsibility to prepare the students to master the four language skills: reading, listening, speaking, and writing. Teacher should develop the four language skills so that their students could use these skills to communicate with each other and express their thought, feeling, and opinion in English. In daily human life, language has a role important of communication. They use it to express their ideas both in written and spoken forms. As stated by Ramelan, "language is an arbitrary system of speech sound which is used in interpersonal communication by an aggregation of human being, and which rather exhaustively catalogs things, processes, and events in human environments."¹ Based on the statement quoted above, the writer draws a conclusion that human being needs language to communicate with other people in their environment about things, processes and events. As a result of this, people use language functions as a means of international communication among the nations all over the world. English is one of languages that are most widely spoken in the world.

Reading is an important that has be mastered by people, especially by professionally, such as teacher, writer, journalist, and student. The students should have some reading to study activities will

¹Ramelan. *Introduction to Linguistic Analysis*. (Semarang : IKIP Press. 1992)

be done well. Not only it, but also, reading is very important activity in many language class, not only as a source of information and pleasurable activity, but also means consolidating and extending one's knowledge of language, more and less students knowledge Infected by how often and how long the student read. The progress of the school can be seen through library condition. By it, the student will get many kind of knowledge from several sources, because reading activity actually influences all subject. By reading we can get information we need through book that publish in English language, we can follow the world changes and a lot of knowledge that we world notice.

According to Grabe, reading is the ability to draw meaning from the printed page and interpret this information appropriately.² In reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the context, whereas in comprehension the students are expected to have more skills rather than to explain individual text or passage after comprehending them. Reading comprehension involves the students' ability to find some information in reading text of English. Reading comprehension is only a term referring to be reading through the important things is not on the pronouncing or a loud reading but it is the understanding taken into consideration. Comprehension includes recognizes that many ideas are implied and he must read between the full meaning. Comprehension in Webster dictionary is the act or action of comprehending of comprising of the fact of being comprehended or comprised.

² W Grabe, and Stoller, F.L. *Teaching and Researching Reading*. (Harlow: Pearson Education Limited. 2002),p.9.

Reading comprehension is very important in our every day reading, when we glance through a newspaper, magazine, and books we often need to understand the reading passage more profound someone can't get information completely without comprehension.

Reading as one of basic in English, but more of student not interest to learning reading, and it need technique to stimulate their motivation in reading, after they are interest to read, they will improve their reading comprehension. Many students have problems and difficulties in learning reading. Such as, difficult to understand the text, difficult to read, and the motivation to read is very low, because the technique in teaching learning is bored for students.

In teaching English there are many techniques to distribute the materials; cloze procedure is one of them. The students are then asked to supply the missing words. The words cloze it self comes from closure, a term from Gestalt psychology, which describes the human tendency to complete a familiar but notquite - finished pattern.

In applying the cloze procedure to the teaching of reading comprehension, it is important that teacher minimize the testing aspects and maximize the teaching ones. As mentioned above, in standard cloze tests, a uniform-sized blank is used for each deleted word so as not to give any indication of what the deleted word is. In the teaching situation, though, it is desirable to increase the amount of information available to the student, so as to increase the student's chances of guessing. One-way to do this is to use a dash for each letter of a deleted word instead of a standard-sized blank. To obtain those very ideal objectives, the coverage of English teaching included the skill-acquisition of reading, listening speaking and writing are presented

integrated, but with the stress on reading skills. This is relevant with Kelly as quoted by Richards and Rodgers, the goal of foreign language study is to learn a language in order to read and write is the major focus.³

With the member of 1000 vocabulary items it is expected with the student are able to read a text in the form of narration, description and dialogue in the form of leaflet, advertisement, letters, timetables etc of the length about 200 words.

The four language components namely grammar, vocabulary, spelling and pronunciation, however, should be presented to support the acquisition and the development of the four language skills, not for the sake of the mastery of the components themselves. In teaching and learning process, of course they may be given separately but systematically and focused variably.

In our daily teaching of reading, the students tend to use their own way of reading. They read word by word and try to identify the meaning of these words whenever they come to a words they don't know, they try the dictionary to look up the meaning immediately. This way of reading of course is not effective. They don't have the ability to look for specific information by glancing rapidly through the text; they are looking up unfamiliar in the dictionary shows that they don't have the skill of deducing meaning the context by making use of the clues found in the context.

For example "There is a well behind the house, father gets some water from it". The students have known that the word "well"

³Jack C Richard. and Theodore S Rodgers, *Approach and Methods in Language Teaching*. (Cambridge : Cambridge University Press. 1986).

means “sehat” in Indonesian. They come to a wrong comprehension, while if they have the ability to exploit the clues found in the context like” father gets some water “. They will conclude logically that the meaning of the well in the context is “sumur”.

What makes it worse is that some teachers in teaching reading still use a traditional way of teaching. Without pre reading activities, they just ask the students morphological process, synonym or even the antonym. In this case, the teacher is trapped, not teaching or developing reading skills but structure or vocabulary.

Judging the reality mentioned above, it is not surprising that the result of a reading test is often unsatisfactory. Most of the students get bad marks; only a few students get good marks. According to Nuttal, “a cloze test can be used for teaching”.⁴ A misconception concerning reading also becomes a hindrance in the students’ process of comprehending a text. They need a teacher to give a model of reading of the text. It will ruin the development of the students’ reading skills. According to Mulyati and Harjasudjana, “cloze procedure not only can be used to test readability but also to facilitate technique of teaching reading to develop the students reading skills”.⁵ That is why I use the cloze procedure as my paper because it can develop the students’ reading comprehension especially in teaching narrative text.

⁴Christine Nuttal. *Teaching Reading Skills in a Foreign Language*. (London : Heinemann Educational Books. 1982)

⁵Yetty Mulyati and Harja Sudjana, Ahmad S. *Materi Pokok : cloze Procedure (Materi V)*. (Jakarta : Depdikbud. 1986)

B. Statements of the Problem

According to the background of the study , the research take principle of the problem in this research, the principle can be formulated as follows:

1. How is the student's reading comprehension before using cloze procedure technique?
2. How is the application of using cloze procedure technique on student's reading comprehension in teaching reading?
3. How is the effectiveness of student's reading comprehension after using cloze procedure technique?

C. The Aims of the study

Based on the statement of problem above, the purposes of the writer to do this research are:

1. To know the student's reading comprehension before using cloze procedure technique
2. To know the application of using cloze procedure technique on student's reading in teaching reading
3. To know the effectiveness of students' reading comprehension after using cloze procedure technique

D. Hypothesis

Hypothesis is a temporary assumption from the research that we will execute.⁶ All research must have hypothesis except descriptive variable because the solving of this problem still look for the researcher. Hypothesis not only formulated to explain relationship

⁶Darwyan Syah, et al., *Pengantar Statistik Pendidikan*, (Ciputat: Haja Mandiri, 2 nd. Ed., 2011),60.

between two or more variable, but also to compare a variable of two sample on title as bellow:

“the use of cloze procedure technique to improve students reading comprehension”,

so the hypothesis of study could be stated as follow:

Alternative Hypothesis (H_a) :There is significant influence of using cloze procedure technique in improving student’s reading comprehension.

Null Hypothesis (H_o) :There is no significant influence of using cloze procedure technique in improving student’s reading comprehension.

E. Organization of Paper

The discussion of this paper is divided into five chapters:

Chapter **I** is Introduction: It consists of the background of the study, statement of problem, the aims of the research, hypothesis and clarification of the terms.

Chapter **II** is Theoretical Foundation. It consists of the definition of cloze procedure technique, concept of cloze procedure technique, definition of reading, reason for reading, types of reading.

Chapter **III** is Methodology of Research . It consists of the method of the research, place and time of the research, technique of sampling, Instrument of data collecting and technique of data analyzing.

Chapter **IV** is Result and Discussion. It consists description of the data test, data analysis, data interpretation.

Chapter **V** is Conclusion and Suggestion. It consists of the conclusions, suggestions.

F. The Previous of Study

Rudi Hermanto. *“The Use of Cloze Procedure in Teaching Reading*

Narrative Texts an Experiment Research in the Case of Year Tenth Students of SMAN I Bangsari Jepara in the Academic Year of 2008/2009”

The writer used simple descriptive, explanatory analytical and quantitative method to analyze the data. The quantitative method was use to find the mean of the result. The students learn English much easier then their previous reading comprehension.

In distinction of researcher’s research and Rudi Hermanto’s research is the researcher emphasized in examining the cloze procedure technique to improve students’ reading comprehension while in Rudi Hermanto’s research it was emphasized in teaching reading narrative text by cloze procedure in case study while the researcher using an quasi-experimental method in this research.