

CHAPTER I

INTRODUCTION

The chapter tells about the general background of research of reading comprehension and the research trying to know how is far cloze technique can influence the students' reading comprehension ability. This chapter contains background of research, the research questions, the purpose of research, the significance of research, rational, hypothesis, methodology, and data analysis.

A. Research Background

Reading is one of language skills that should be learned by the students. It is a kind of lesson to comprehend the writers' ideas or the way the writer communicates with the readers by the written or printed words. Reading is important for the students in order to find out the available information in a passage. Reading means to learn various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information. In other words, reading is the combination of word recognition, intellectuality, and emotion interrelated with prior knowledge to understand the message communicated.

Reading is not just eyes movement over words. Reading needs comprehension. Linge (2000: 30) says that reading comprehension is the ability to link word together into sentences and to understand the idea that the author is trying to convey in those sentences.

However, reading comprehension is not easy job to be acquired, especially for the beginning readers. Sometimes student assume that reading is not interesting activity. It is just a matter of wasting time. As a result, they get nothing in this process. A preliminary research in SMP Negeri 2 Cipongkor, especially class IX, reveals that students are asked to comprehend the text. Most of students find difficulty to comprehend the text comprehensively because they found some difficult words and lack their vocabularies. Consequently, the students were not able to identify the information from the text, finding the main idea in each paragraph, determining the synonym and antonym of words in the text and decide the text mainly about. They just read without comprehending the meaning of words available in the text. Then the teachers have play an important role to the students' achievement in comprehending a passage depends on what the technique is used by a teacher.

Learning process on students' reading comprehension ability will be achieved by a teacher if carried out with variations of learning and intensive training so that students do not get bored and feel enthusiastic about learning. Making students interested in learning is very important to achieve. With variations on the expected student more enthusiastic and interested in learning, especially in reading comprehension so that the students can answer questions related to the contents of the readings and determine the principal idea in each paragraph.

Therefore, the teacher should be able to teach using various techniques in teaching reading. One of techniques in teaching reading is by giving cloze technique. Cloze is an instructional technique that assists students in reading for meaning and making use of contextual clues to make meaningful and grammatically correct word substitutions. According to Rye (1982), cloze is an effective teaching strategy for all grade levels. It is also used as a diagnostic technique. It offers insights into the underlying processes involved in reading.

According to Alderson (1979), the cloze technique is a technique in which multiple words are removed at intervals from a text. This is mostly used in first language (L1) education. Alderson (1979), describes three deletion strategies: random deletion, deletion of every ninth word, and targeted deletion, in which certain words are manually chosen and deleted by an instructor. Theories of lexical quality and word knowledge levels illustrate why cloze technique can effectively assess multiple dimensions of vocabulary knowledge. If a cloze technique was used to assess vocabulary, students would need to use their knowledge of the vocabulary words as well as context clues in the passage to determine which word should be used to fill in the blank (Perfetti & Hart, 2001).

According to Dale (1965) the cloze technique can be used with students at all levels of reading ability to assess reading comprehension or test vocabulary knowledge. It involves taking a passage of text that students have previously read, and deleting words from it. Students must supply the omitted words to complete the sentences. Completing these sentences requires critical thinking skills and allows teachers to gauge how well students are able to use semantic and syntax

cues to construct meaning from the text. It can also be used to determine how well students have retained knowledge of content or vocabulary. Beside that assessment using the cloze technique is less concerned with fluent student reading and more with targeting specific reading comprehension skills. Reading a cloze passage requires students to look to either side of a blank to figure out which word needs to be used to fill in the blank. This flexibility means that the cloze technique can be used to assess a variety of skills.

Thus, based on the reality, the researcher tries to know and analyze: AN INVESTIGATION OF STUDENTS' READING COMPREHENSION ABILITY BY USING CLOZE TECHNIQUE.

B. The Research Questions

In this research, the writer focuses on the following three questions:

1. What is the students' ability in reading comprehension by using cloze technique at SMP Negeri 2 Cipongkor?
2. What is the students' ability in reading comprehension by using reading method at SMP Negeri 2 Cipongkor?
3. How significant is the effect of cloze technique on students' reading comprehension ability at SMP Negeri 2 Cipongkor?

C. The Purposes of Research

Based on the question above, the purposes of the study are:

1. To find out the students' ability in reading comprehension by using cloze technique at SMP Negeri 2 Cipongkor.

2. To find out the students' ability in reading comprehension by using reading method at SMP Negeri 2 Cipongkor.
3. To identify the effect cloze technique on students' reading comprehension ability at SMP Negeri 2 Cipongkor.

D. The Significances of Research

The research is expected to provide several benefits, as follows:

1. For students

The research is expected to increase students' knowledge and understanding about the text in getting information, and they get comprehension in comprehending the text, and they able to associate new information to previously learned material especially comprehend in meaning. So, they can be a good reader in comprehending the text.

2. For teachers

This research is expected to help the teacher and to give contribution for the development of students' reading comprehension ability and effectiveness of English learning.

3. For schools

If this research is appropriate with the writer's hypothesis, it can be a reference that cloze technique is an appropriate way to improve students' reading comprehension ability.

E. Rational

According to Smith and Alan (2003) reading comprehension means the understanding, evaluating, utilizing information and idea gained through an interaction between the reader and writer.

According to Shodig (1998:105) there are various types of reading comprehension skills as follows:

1. Lateral understanding skills

These skills help the student to understand the main idea.

2. Interpretative understanding skills

Interpretative understanding is skills to make student able making conclusion.

3. Critical understanding skills

These skills is giving assessment, analysis, checking writing the book.

4. Creative understanding skills

It is skill which includes the application of information and speech based on emotion.

The cloze technique can be used to teach reading because it goes beyond the sampling, reconstructing and matching demands of normal reading. (Rye, 1982: 7). The reader not only reads the text but also produce a word to fit a given context. The cloze technique requires a search of distribution of elements for the missing element. This search for the missing words is neither logical nor exhaustive because of imposed time constraints (Weaver, 1965: 127). The cloze

technique forces readers outside the sentence and interrupts their normal flow of reading. This use of information across sentence boundaries is an important aspect of reading comprehension, for it helps readers to recognize the interrelationships of language and to develop an awareness of sequence, both of which could help prediction. It also forces readers to reconstruct on the basis of a wider range of context cues, for they have to read beyond the unknown word for additional cues (Bortnick and Lopardo, 1973: 297).

According to Jacobs (1988) the key to success in reading is the ability to guess the meaning in the context of reading. This increased ability may lead to greater comprehension and also to faster reading speed (Jacobs, 1988:46).

According to Taylor (1953) cloze technique has following steps:

1. Choosing a relatively perfect discourse is discourse that does not rely on prior information.
2. Omitting every fifth or seventh word except the first sentence in paragraph, replacing it with a blank spaces for student to write in the answer.
3. Replacing the parts that are removed by specific signs such as by along horizontal line marks.
4. Providing idea copy, reproduced on student test participants.
5. Reminding students to try to fill up all blank with the way asked questions in discourse, consider the context of discourse or heed the words of the rest.

6. Providing relatively sufficient time to having students complete the job.

Based on the explanation above, cloze technique can be implementation in learning reading, especially in reading comprehension. By applying this technique, students understand the content of the reading, word information, context clue, relation between part of text and also the relation within the sentence. Then they will be critical to a discourse. Therefore to implement the technique in reading comprehension, the researcher uses scheme, as follows:

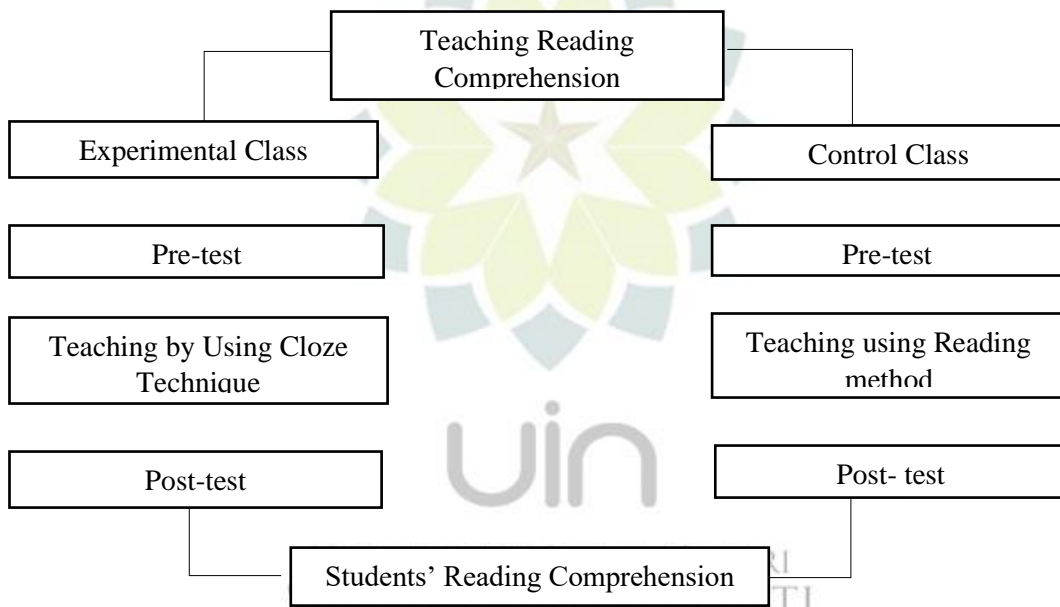


Figure 1.1 Scheme of teaching reading comprehension by using cloze technique

Based on scheme above, this research examines two classes, named experimental class and control classrooms. The writer takes steps as a teacher who attends 6 times in the class. Pre-test is the first meeting conducted at both classes directly. The goal of pre-test is to find out students' ability in reading comprehension before the students is given treatment. Next, the second to the five

meeting the writer is applying cloze technique in experimental class. On the other side, the control class uses reading method. It means the writer doesn't use cloze technique to teach reading. Both of classes were given the same material. At the last meeting, both of classes are given post-test. The goal of post-test is to find out the differences significant between students' reading comprehension ability by using cloze technique and reading method.

F. Hypothesis

According to Arikunto (1988: 67) Hypothesis means a tentative assumption of research problem until is proved through the data gained. The truth of it indeed and necessary to be known whether it is right or wrong.

The writer would like to put forward the hypothesis proposed in this research. This experiment will analyze two variables: the first variable in experimental class using cloze technique is symbolized with X and the second variable in control class using reading method is symbolized with Y. The writer tasted H_a Hypothesis, it means that there is significant influence between variable X and Y by using statistical formula as follow:

1. H_a Hypothesis, hypothesis is accepted if $t_{count} > t_{table}$, it means that there is significant differences of using cloze test technique on students' reading comprehension ability.
2. H_o hypothesis, hypothesis is rejected if $t_{count} < t_{table}$, it means that there is no significant differences of using cloze test technique on students' reading comprehension ability.

G. Methodology

1. Method of Research

The kind of research in used in this investigation is quantitative research. The data which is collected in the form of a score. Meanwhile, the method used is experimental method. The writer applied an experimental research which used two class of sample such as control and experimental class to investigate the effect of cloze technique on students' reading comprehension. The experimental class was the class which received three treatment using cloze technique, meanwhile the control class was the class which received three treatment using reading method. The writer will be conducted within the framework of true experimental research design. As Craswell points out:

True experimental research design is the classic and traditional design which applies random assignment procedure to the participants to be divided into two groups (A and B). The researcher applies pre-test and post-test to those groups, but only (A) group which is given treatment (Creswell, 2010: 243).

The reason why the writer choose quantitative method, it is because quantitative has two variables. In this study, the writer has two variables. They are variable of X (experimental class using cloze technique) and variable of Y (control class using reading method). Those variables appropriate for quantitative method.

2. Source of Data

a. Setting of Research

This research was held in SMP Negeri 2 Cipongkor at the Third grade. The decision was based on the researcher experience when junior high school that the teacher still uses lecturer method in teaching reading. Therefore, it is a good opportunity to given cloze technique. In addition the school is in village that can be easily reached.

b. Population and Sample

According to Sugiyono (201: 61), "Population is generalization area that consists of object having certain quality and characteristic determined by a researcher to learn and then draw the conclusion", whereas, sample is a part of population. In this research, the population is taken from the third grade students of SMP Negeri 2 Cipongkor because they have studied English more than another. There are six classes were the total 204 students. Arikunto (2006: 132) state that "If the population is more than 100 the sample should be taken between 10-15% or more, if the subject is less than 100 the sample is taken all".

Based on the statement above, because the population is more than 100, the writer took 35% from population. The sample that will be used in this research consists of two classes; they were IX-A and IX-B. Class IX-A consist of 35 students from the total number was 204 students and class IX-B consist of 35 students from the total number was 204 students. The students of class IX-A were treated as experimental class while class IX-B as control class.

3. Technique of Collecting Data

The only technique to collect the data is a test. The test is used before (pre-test) and after treatment (post-test). Pre-test was used to measure the students' ability in reading comprehension before the students were given the treatment of research. In this pre-test, the writer gave multiple choice cloze based on standard competence and related to the subject material at the third grade. After the treatment had completed, both of classes were given a post-test, which has been tested requirement is validity and reliability. Besides, the cloze test technique as instrument between both of group must be homogenous to get real and objective measurement about the quality of the two classes researched. It is an objective test, consisting thirty points of test with same level of difficulties. The examination was conducted as long as forty-five minutes.

The design of research is pointed out as follows:

Table 1.1

Design of Research (Suryabrata, 2005: 105)

Class	Pre-test	Treatment	Post-test
Experimental	T ₁	X	T ₂
Control	T ₁	-	T ₂

H. Data Analysis

To answer the first and second research problem, the researcher uses the following step to test the normality:

1. Computing class interval by using the abbreviation:

$$k = 1 + 3.3 \log n \quad (\text{Sugiyono, 2013: 36})$$

Note:

n = number of student

2. Computing range of data by using the abbreviation:

$$R = (X_{max} - X_{min}) \quad (\text{Sugiyono, 2013: 36})$$

Note:

R = range

X_{max} = the highest score X_{min} = the lower score

3. Computing length of class by using the abbreviation

$$P = \frac{R}{K} \quad (\text{Sugiyono, 2013: 37})$$

Note:

P = length of class

R = Range of data

K = Class Interval

4. Computing Mean (\bar{x}) by using the abbreviation

$$\bar{X} = \frac{\sum X_i}{n} \quad (\text{Sugiyono, 2013: 49})$$

Note:

\bar{X} = Mean

\sum = *epsilon* (sum)

X_i = the sum of all score

N = number of student

5. Computing Mean by using the abbreviation

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \quad (\text{Sugiyono, 2013: 48})$$

Note:

Me = Median

b = under limit of median class

p = length of class interval

n = number of students

F = frequency

F = cumulative frequency

6. Computing Modus

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right) \quad (\text{Sugiyono, 2013:47})$$

Note:

Mo = modus

b = under limit of median class

p = length of class interval

b1 = the differences of modus with previous class frequency

b2 = the differences of modus with next class frequency

7. Computing the standard deviation by using the abbreviation:

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{(n-1)}} \quad (\text{Sugiyono, 2013: 58})$$

8. Arranging the distribution of observation and expectation frequency

9. Computing Chi Square (χ^2) by using the following abbreviation:

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h} \quad (\text{Sugiono, 2013: 81})$$

Note:

f_o = frequency/ data cumulative

f_h = expectation frequency

10. Computing degree of freedom

$$Df = K - 1$$

Note:

Df = Degree of Freedom

K = total of class interval

11. Determining the value of table χ^2 by significance level 5% or ($\alpha = 0,05$)

$$X^2_{table} = X^2_{(1-\alpha)(dk)}$$

12. Computing the normality of data distribution by using the criteria:

If $X^2_{count} < X^2_{table}$, the distribution of data is normal

To answer the statement of the third research problem, the researcher uses the following step:

1. Computing the homogeneity of two variances
2. Computing f test

$$F = \frac{s^2_1}{s^2_2} \quad (\text{Sugiyono, 2013: 140})$$

Note:

S^2_1 = variance of data for experimental class

S^2_2 = variance of data for control class

3. Computing the degree of freedom
 - a. $Df_1 = n_1 - 1$
 - b. $Df_2 = n_2 - 1$
4. Computing the homogeneity of the data
 - a. If $F_{table} > F_{count}$, the data is homogeneous
 - b. If $F_{table} < F_{count}$, the data is inhomogeneous
5. Testing the difference between two interrelated averages can be looked for t test :

$$a. \quad t = \frac{X_1 - X_2}{SGD \sqrt{\frac{S^2_1}{n_1} + \frac{S^2_2}{n_2}}}$$

$$S^2 = \frac{(n_1 - 1)S^2_1 + (n_2 - 2)S^2_2}{n_1 + n_2 - 2} \quad (\text{Sugiyono, 2013: 138})$$