CHAPTER I

INTRODUCTION

This chapter presents the discussion about the research background, research problem, research objective, hypothesis, scope and limitation, research significance, and the definition of key terms. The following explanation presents the stage of this chapter.

1.1 Research Background

Reading is one of the language skills which plays important role in English language teaching and learning. By reading, the students will try to process word structures to understand its meaning so that they can gain the information of the text, add new knowledge, enrich vocabulary and increase their fluency of reading. Another important role of reading, it can be used for daily basic activities such as reading journal, announcement, street signs, books, or the newspaper (Mastel & Larson, 2016). Therefore, making reading a priority both inside and outside the classroom can give a positive effect that motivates the students to read and sharpen their comprehension skills.

The students may face some problems in reading activity. Based on Graham and Bellert (2009, p. 40), students face reading problem because of difficulties in (1) using background knowledge properly; (2) decoding and word recognition; (3) vocabulary; (4) fluency; (5) strategy used; and (6) difficult to identified common text structures. It also can negatively affect the students because they will
demotivate in learning reading so that they cannot receive the information clearly. Thus, the teachers have an important role to minimize the student's reading difficulties with more intensive teaching and clear instruction.

Knowing the student’s difficulties, it will help the teacher to find the appropriate teaching technique to overcome the problem and achieve the learning objectives. Hamid (2009, p. 1) states that teaching technique is an act of teaching used to give a better illustration of an understanding through the material and activity. Brown (2000, p. 16) adds that teaching technique is any of a varied exercise, activities, or media used in the language classroom for realizing learning objectives. In brief, the use of the proper technique is not only for problem-solving but also can be a supporting factor to achieve the learning objective.

One of the techniques is cloze procedure. Cloze procedure is the deletion of words in every $n$-th word (usually between every fifth, seventh, or tenth word) and it is the task for the students to fill in the blank (Harmer, 2002, p. 323). It is considered as a suitable technique to enhance the students reading comprehension. Cloze procedure is a flexible teaching technique, it can be used from junior high school up to college level. Certainly, the difficulty level is different, for example when applying cloze procedure at the junior high school, the deletion of words only in every fifth words each paragraph and the deleted part of speech included only nouns, adjectives, and verbs, while for the college level cloze procedure is applied in a more complex form so when students practice cloze procedure, they will not be frustrated because the difficulty level of the cloze procedure has been adjusted to their reading ability. In addition, cloze procedure can help the students to practice
in guessing meaning so that they can gain the information in the text. It also can sharpen student’s language knowledge to choose the right words and the right grammatical forms to fill in the blank. However, the use of cloze procedure requires careful preparation such as deleted words should be predictable, deleted words should be done gradually starting from deletion in every fifth word to random words deletion, and the teacher may also add some clues so that students are not confused in choosing words when they are filling in the blank. In essence, the use of cloze procedure proves to be effective if the difficulty level is adjusted to student's reading ability and the instruction given is clear.

There are two previous studies concerned about cloze procedure in reading comprehension. Susanti (2012), she conducts the study entitled “The Use of Cloze Procedure to Test the Students Reading Comprehension”. She used pre-experimental design which refers to a single group pre-test and post-test design. Another word, the pre-experimental design is only using a single experimental group. The population in her study were 40 students at XI IPA 1 class. She collected the data for twice tests. First, pre-test to collect the data before the treatment was held. Second, post-test to collect the data after the treatment was given. The result showed mean score 68.375 for pre-test and 78.875 for post-test. Briefly, there is an improvement in post-test after the implementation of cloze procedure. Wahyuni (2014), the title of her study is "Applying Cloze Exercise Procedures in Mastering Reading Comprehension". The population of her study was 2nd-grade senior high school. It took 43 students which divided into two groups, the experimental group consisted of 22 students and the control group consist of 21 students. She divided
her cloze test into three kinds of content words deletion such as noun deletions, adjective deletions, and verb deletions. In noun deletions, the experimental group gained 60%, while the control group gained 55%; in adjective deletions, the experimental group gained 59%, while the control group gained 55%; and verb deletions, the experimental group gained 61%, while the control group gained 57%. The result of both pieces of studies showed that there is student’s reading improvement after cloze procedure was applied.

In Indonesia, there are many studies about the use of cloze procedure to improve reading comprehension especially in senior high school and college level. However, there are few studies about cloze procedure used in junior high school students as a research subject. In other words, the application of this teaching technique is still rarely studied at a certain level. Therefore, this study is designed to prove the effectiveness of using cloze procedure to enhance reading comprehension which observes in junior high school. Certainly, it uses different treatment with a simpler framework and careful preparation of instruction.

1.2 Research Problem

In order to make this present study find the goal, the researcher offers a research question below:

“Do the students who are taught by using cloze procedure have better achievement than those who are taught in daily routine technique?”
1.3 Research Objective

From the various descriptions that have been described before, the purpose of the study is:

"To investigate whether the students who are taught by using cloze procedure have better achievement in reading comprehension or not."

1.4 Hypothesis

H0: There is a significant different between students taught by using cloze procedure and students who are taught by using daily routine technique.

H1: There is no a significant different between students taught by using cloze procedure and students who are taught by using daily routine technique.

1.5 Scope and limitation

The discussion about teaching reading is very wide. Therefore, the researcher provides the scope of the research which only focuses on the use of cloze procedure to enhance reading comprehension.

This research is limited to the 2nd-grade junior high school student. There are two classes will be divided into experimental class and control class. The researcher used two types of cloze there are multiple choices cloze and elide cloze the length of research time and learning topic also the factor of limitation of this research.
1.6 Research Significance

The result of this study theoretically is expected to give a contribution to the development of learning English. Practically, for the teachers, this study is expected to be used as a consideration for the teachers to choose the appropriate technique to teach so that the students have more chance to practice English. For the next researcher, it may be an essential reference to adapt cloze procedure technique in other fields of study.

1.7 Definition of Key Terms

**Reading Comprehension**: According to Woolley (2010, p. 110), reading comprehension is a process of making meaning from the text. Therefore, the goal is to gain a complete understanding of what is described in the text.

**Cloze Procedure**: Cloze procedure is one kind of reading comprehension activity which words are deleted usually between every fifth or tenth word and the students require to fill in the missing words. In addition, the use of cloze procedure requires the ability to understand the context (activate background knowledge) before filling the blank which word suitable for it (Harmer, 2002, p. 323).