

**IMPROVING THE STUDENTS' READING COMPREHENSION USING
CLOZE TECHNIQUE FOR THE ELEVENTH YEAR STUDENTS OF
MADRASAH ALIYAH NURUL ISLAM TENGARAN IN ACADEMIC
YEAR 2016/2017**

SI- THESIS

This Thesis is Presented as a Partial Fulfillment of the Requirement for Graduate
Degree of Education in English Education Study Program



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TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF WIDYA DHARMA KLATEN

KLATEN

2017

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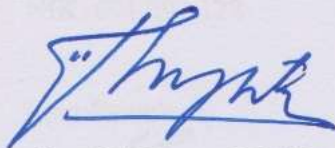
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING THE STUDENTS’ READING COMPREHENSION USING CLOZE TECHNIQUE FOR THE ELEVENTH YEAR STUDENTS OF MADRASAH ALIYAH NURUL ISLAM TENGARAN IN ACADEMIC YEAR 2016/2017”**.

It is not a plagiarism or made by the others. Anything that is related to this thesis is written in quotation, the source is also written on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment including the with drawl or cancellation of my academic degree.

Klaten, May 2017



Fakhrur Rozi
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Motto

- ❖ A good teacher is not one who never makes mistakes, but the one who always wants to correct and improve his mistakes in teaching.

(The Writer)

- ❖ *“Maka sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan.” (Al-Quran)*

PRESENTATION

This thesis is presented to:

1. My beloved wife.
2. My lovely daughter and sons who give me support and I love you.
3. All my friends in English Department.
4. All my friends who give their assistance to finish this thesis.

ACKNOWLEDGEMENT

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8. Everybody who helps and motivates the researcher to finish this thesis.

The writer realizes that this thesis is far from being perfect due to his limited knowledge and experience. Therefore, he would like to accept suggestion, criticism from the readers to make this thesis perfect.

Finally, the writer hopes that this thesis can be useful and a real contribution to the improvement of teaching English.

Klaten, May 2017

The writer

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LIST OF ABBREVIATIONS

APP : Appendix

FN : Field Note

LP : Lesson Plan

INT : Interview

PRE : Pre-Observation

C : Cycle

LIST OF APPENDICES

No	Appendix Code	Note
1.	APP.1.FN.PRE	: Field Note Pre-Observation
2.	APP.2.LP.PRE	: Lesson Plan Pre-Observation
3.	APP.3.INT.T.PRE	: Teacher's Interview Pre-Observation
4.	APP.4.LP.C1	: Lesson Plan Cycle 1
5.	APP.5.FN.1.C1	: Field Note 1 Cycle 1
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7.	APP.7.INT.S.C1	: Student's Interview Cycle 1
8.	APP.8.INT.T.C1	: Teacher's Interview Cycle 1
9.	APP.9.LP.C2	: Lesson Plan Cycle 2
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11.	APP.11.FN.2.C2	: Field Note 2 Cycle 2
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19.		Photographs

ABSTRACT

Fakhrur Rozi, No: 1011202549, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University Klaten, 2017. Thesis: *“Improving the Students’ Reading Comprehension Using Cloze Technique for the Eleventh Year Students of MA Nurul Islam Tengaran in Academic Year 2016/2017”*.

The problems of this study are: 1) Can the use of cloze technique improve the students’ reading comprehension for the eleventh year students of MA Nurul Islam Tengaran in Academic Year 2016/2017? and 2) How is the students’ response to the use of cloze technique in teaching and learning reading for the eleventh year students of MA Nurul Islam Tengaran in Academic Year 2016/2017?

This study aims 1) To improve the students’ reading comprehension by applying cloze technique to the eleventh year students of MA Nurul Islam Tengaran in Academic Year 2016/2017, and 2) To contribute those who are related to the teaching and learning English to get more knowledge to improve reading comprehension using cloze technique.

This study is classroom action research consisting of two cycles. The strategy used in this research is descriptive qualitative. The data are field notes, interview scripts and tests. The sources of data are the students, the English teacher, and the process of teaching and learning reading using cloze technique for the eleventh year students of Madrasah Aliyah Nurul Islam Tengaran in academic year 2016/2017. The technique of collecting data are observation, interview, and test. To validate the data, the researchers use source triangulation, researchers’ triangulation, and method triangulation. The researchers use qualitative and quantitative analysis to analyze the data.

The result of the data analysis shows that the implementation of cloze technique can improve the students’ reading comprehension of the eleventh year students of MA Nurul Islam Tengaran in Academic Year 2016/2017. From the reading comprehension test, the mean score of the students test before the implementation of cloze technique is 67.92. While, the students’ pre-test mean score is 69.58, increasing to 77.50 in the first post-test and increasing again to 86.67 in the final post-test. Furthermore, the use of cloze technique gets the students’ positive response. The students are more active, more challenged and enjoy the learning process. The students follow the lesson and do the task well. The implementation of asking the students to find the difficult words and their meaning can improve the students’ vocabulary.

Key words: *Reading Comprehension, Cloze Technique*

CHAPTER I

INTRODUCTION

A. The Background of the Study

There are four skills in language teaching and learning: listening, speaking, reading, and writing. Reading is an important skill for human being. In the global era, the ability to read becomes more important. One will only succeed to get and understand the written information if he/ she has certain skills concerning with reading. In other words, one will only succeed if he/ she has the ability in reading comprehension.

In teaching reading, the teacher usually uses “chalk and talk” technique. “Chalk & Talk” is a formal method of teaching with a blackboard and the teacher’s voice as its main point. This formal and somewhat unimaginative teaching method has come under scrutiny, with many people suggest that teachers should not rely solely on this technique if they want to engage and inspire their students (Anwar, 2013). She usually uses the reading materials taken from the students’ text book or texts downloaded from the internet. The teaching activities is begun by explaining the type, the social function, and the structure of the text, and then continued by asking the students to read the passage by themselves. The next activity is asking the students to answer the question based on the text using essay test form.

However, most students dislike reading. They consider reading as a boring and difficult activity. This condition is caused by the limited

vocabulary mastered by students. Students do not have enough vocabulary to read and to comprehend the passages, and this makes reading a boring activity for them. The result of tests shows that students' reading comprehension is not satisfying.

Realizing this fact, the researcher is eager to solve the problem. He wants to improve the reading comprehension by cloze technique (cloze procedure or cloze test). This is the technique of the teaching and learning reading which involves students in interesting process and the teacher does not dominate the process.

According to Harmer (2012: 382) cloze procedures seem to offer us the ideal indirect but integrative testing item. They can be prepared quickly and, if the claims made for them are true, they are an extremely cost-effective way of finding out about a testee's overall knowledge.

Harmer (2012: 383) states cloze testing seems, on the face of it, like a perfect test instrument, since, because of the randomness of the deleted words, anything may be tested (e.g. grammar, collocation, fixed phrases, reading comprehension), and therefore it becomes more integrative in its reach. However, it turns out that the actual score a student gets depends on the particular words that are deleted, rather than on any general English knowledge. Some are more difficult to supply than the others, and in some cases there are several possible answers, even in the short text. Different passages produce different results.

Based on the above condition, the researcher is eager to find out whether the implementation of cloze technique can improve students' reading comprehension for the eleventh year students of MA Nurul Islam Tenganan in Academic Year 2016/2017.

B. The Reason for Choosing the Topic

Some reasons encouraging the researcher to choose the topic, implementation of missing word technique to improve students' reading skill, are presented in the following:

1. The students' reading comprehension is low. It is shown from the result of reading test. The average mark is 67.92, while the Minimum Comprehensiveness Criteria is 70.
2. Improving students' reading comprehension will cause positive effect on the result of learning.
3. Cloze technique will not only attract students to engage actively in the process of learning reading, but also develop students' reading comprehension in cooperating with other students in learning English.

C. The Limitation of the Study

In order to make the problem in this study clear the researcher wants to clarify them by limiting the study. This study is limited as follows:

1. The study is limited to the eleventh year students of MA Nurul Islam Tenganan in Academic Year 2016/2017.
2. The teaching and learning process of reading is by applying cloze technique.

3. The texts as the learning material are limited to the texts which are prepared by teacher.

D. The Problem of the Study

The problems of the study are as follow:

1. Can the use of cloze technique improve the students' reading comprehension of the eleventh year students of MA Nurul Islam Tengaran in Academic Year 2016/2017?
2. How is the students' response to the use of close technique in teaching and learning reading of the eleventh year students of MA Nurul Islam Tengaran in Academic Year 2016/2017?

E. The Aim of the Study

The aims of the study are as follows:

1. To improve the students' reading comprehension by applying cloze technique to the eleventh year students of MA Nurul Islam Tengaran in Academic Year 2016/2017.
2. To contribute those who are related to the teaching and learning English to get more knowledge to improve reading comprehension using cloze technique.

F. The Use of the Study

The result of the study is expected:

1. To give positive contribution to the English teaching processes especially the teaching and learning of reading.

2. To encourage the English teacher to create the appropriate technique that can be used to improve the students' reading comprehension.

G. The Clarification of the Key Terms

To clarify the meaning of the title in this study, the researcher would like to describe the terms as follows:

1. Improving

According to Hornby (2005: 781) improving is to make something better. Related to the improving of reading comprehension, the researcher defines it to make the reading comprehension better.

2. Reading Comprehension

RAND Reading Study Group, 2002 in White (2012: 3) states reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”.

According to Patel (2008: 133) Reading implies reading with comprehension. Reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts.

3. Cloze Technique

According to Harmer (2012: 382) cloze, in its purest form, is the deletion of every *n*th word in a text (somewhat between every fifth or tenth word). Because the procedure is random, it avoids test designer failings.

A popular test of comprehension is the ‘modified’ cloze procedure where every *n*th word is replaced by blank. Although there may be some doubts about this as a testing technique, when used with students for fun it can be a good way to help them arrive at a general understanding of a piece of text and a detailed understanding of the sentences in it. It may be necessary, however, for the teacher to choose some of the words that will be replaced by blanks – because some of them which happen, say, every seventh word, may cause too much trouble and should therefore be avoided (Harmer, 2012: 292-293).

Cloze testing seems, on the face of it, like a perfect test instrument, since, because of the randomness of the deleted words, anything may be tested (e.g. grammar, collocation, fixed phrases, reading comprehension), and therefore it becomes more integrative in its reach (Harmer, 2012: 383).

Based on the above theory, the researcher wants to make the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (reading comprehension) of the eleventh year students of Madrasah Aliyah Nurul Islam Tenganan better using ‘modified’ cloze procedure passage with blanks replacing certain deleted words which students are required to complete by filling in the correct words or their equivalents.

H. The Organization of the Thesis

To give clear understanding of this thesis, the researcher organizes this thesis into five chapters as follows:

Chapter I is Introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II deals with review of related literature. It consists of high school English curriculum, a brief view of reading, Cloze technique and classroom action research.

Chapter III deals with the research method. It consists of the meaning of research method, the strategy of the research, the data and the source of data, the technique of collecting the data, the validity of the data, and the technique of analyzing data.

Chapter IV deals with the result of the study. It consists of the data analysis and the discussion of the finding.

Chapter V is conclusion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last part of the thesis. It consists of two parts, namely conclusion and suggestion. The first part contains the conclusion of the study. The second part contains the suggestion which is directed to the English teacher, the students and other researchers.

A. Conclusion

Before presenting the conclusion of this research, the researcher would like to present the problems of the research as follow:

1. Can the use of cloze technique improve the students' reading comprehension of the eleventh year students of MA Nurul Islam Tengeran in Academic Year 2016/2017?
2. How is the students' response to the use of close technique in teaching and learning reading of the eleventh year students of MA Nurul Islam Tengeran in Academic Year 2016/2017?

After analyzing the data obtained from the research, the researcher draws the conclusion of this research as follows:

The mean score of the pre-test is 69,58; the mean score of the test on cycle 1 is 77,50. It means that the mean score is higher than the passing grade (70,00), but there are still 2 students who get the score 60,00, which means under the passing grade (70,00); the mean score of the test on cycle 2

is 86,67, and there is not any student who gets the score under the passing grade (70,00).

The use of cloze technique in teaching and learning reading can improve the students' reading comprehension of the eleventh year students of MA Nurul Islam Tenggara in academic year 2016/2017. it can be seen from as follows:

The students' response is positive; they are happy, more active in the leaning process, and the students are challenged to understand the text by filling in the missing words and to read more to enlarge their vocabulary.

B. Suggestion

At the end of this chapter, the writer would like to propose some suggestions, which hopefully would be useful for the teachers, the students, and other researchers as follow:

1. For the teacher
 - a. The technique of teaching reading is very important, so the teacher should enrich their knowledge of teaching technique.
 - b. It is also important for the teacher to create more interesting classroom situation.
 - c. Furthermore, before assigning the cloze technique to the students, the teacher should make sure that the students have fully understood and have the information they need.
 - d. Finally, the teacher should provide more time for the students in dealing with English texts..

2. For the students
 - a. The students are hoped to be more active in the learning process;
 - b. The students are hoped to enlarge their vocabulary with or without depending on dictionary.
3. For other researchers

As has been mentioned in the result of the study that the use of cloze technique can improve the students' reading comprehension. The researcher would like to suggest to other researchers that the result of this study be used as additional reference for further research.

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