

COMPREHENDING READING THROUGH CLOZE PROCEDURE TO YEAR-11 STUDENTS OF SMA 1 MEAKAI

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Abstract: the project research was done to find out the effectiveness of: *Cloze Procedure* to comprehend reading of the eleventh grade students of SMAN 1 Nanga Merakai in academic year 2015/2016? A Pre-experimental Study was applied with Pretest, the treatment and Posttest. The research used 35 students of class XI IPA as sample.

The technique of data collecting was matching test by finding the deleted words from texts. The research findings showed the total score of pretest was 2782 with the mean score 79.48 and categorized “*Good*”. Furthermore, the result of posttest was 3321 with the mean score 94.88 and categorized “*Very Good*”.

The result of computation on the t-test with 8,72 was higher than the t-table for the degree of freedom $N-1$ ($35-1$)= 34 was 2.042. Moreover, the computation on Effect Size of the treatment was 1.39. It is categorized “*Highly Effective*” because the result of 1.39 was higher than 0.8 that was the high level of effectiveness on Effect Size criteria proposed by Burn ($ES > 0.8 = 1.39 > 0.8$). it can be concluded that the teaching reading comprehension by using Cloze Procedure is “highly effective”.

Keywords: Reading, Comprehension, Cloze procedure

Readng is one of learning ways for students to enrich their ability and knowledge. In reading, the students are expected to be able to comprehend what they have read. “Reading means to understand the meaning of printed word. It is an active process which consists of recognition and comprehension skill” (Patel & Jain, 2008). Reading is not only about how to pronounce and to know the meaning of words, but also how the reader comprehend or understand about the idea of the writer in written form.

Patel and Jain (2008: 113) argue reading is not only the source of pleasure and information, but also extending someone’s knowledge. However, reading is useless without comprehension. Reading cannot be separated from comprehension. Comprehension is an active process which the reader actively engages in a text to construct meaning. Someone can be said to have comprehension in reading if understands content of reading and all of information explicitly and implicitly by using knowledge and reasoning to understand the idea of the author. Therefore, reading comprehension is required.

In this research, the researcher applied Cloze Procedure technique which was used as an technique to know the ability of students in reading comprehension. In cloze procedure, the teacher prepared some passages and deleted the fifth and the seventh words each sentence except the first sentence in a paragraph. Then, the students were asked to find the missing words by matching them with the words from prepare box.

The eleventh grade student's of SMAN 1 Nanga Merakai often had difficulties in comprehending reading texts. In order to make the students comprehend the texts easily, the researcher used cloze procedure technique and did a research on the title: The use of Cloze Procedure to test the students' reading comprehension.

Method

The role of the methodology is to carry on the research work in a scientific and valid manner. The method of research provides the tools and techniques by which the research problem is attacked. The methodology consists of procedures and techniques for conducting a study. According to Singh (2006:79) "Research methodology involves such general activities as identifying problems, review of the literature, formulating hypotheses, procedure for testing hypotheses, measurement, data collection analysis of data, interpreting results and drawing conclusions. Thus, research methodology consists of all general and specific activities of research"

It is necessary to describe the method that is used to achieve the goal. Various kinds of methods can be applied to achieve the goal of the research, but all depend on what sort of the research itself. In accordance with the problem, the appropriate one to be used in this research is Pre-experimental Study. According to Singh (2006) Experimental method is a scientific method that is oriented to the future in the sense that the researcher is seeking to evaluate something new. It is chosen to obtain the data, and to describe the discussion of the finding data. Pre-Experimental design refers to a single group pre-test and posttest design. The Pre-Experimental design is a single experimental group is used. In this form of research, the sample group is observed using particular set of tools of data collecting called pretest. Then the treatment is conducted to the sample group using the particular technique or strategy. Finally, the posttest (the same test used in pretest) is administered.

The aim of a research is to solve the problems. It is necessary to describe the design to be used when research is conducted. Various kind of method can be applied to achieve the goal of the research. In this research, a pre-experimental design is used. Cohen, Manion, and Morrison (2000:212) argue that pre-experimental design or single group pretest and posttest design very often reports about the value of a new teaching method or interest aroused by some curriculum innovation. The single group pretest-posttest design is represented as:

$$O_1 \quad x \quad O_2$$

(Cohen, Manion, & Morrison, 2000:213)

Where:

O_1 p
 retest
 x tr
 eatment
 O_2 p
 osttest

The population in this research is 35 students from class XI IPA1. As Arikunto says (1991:107) that if the population is less than 100, it is better to take all of them as sample. The sample of this research is 40 students'. Techniques of data collection were measurement, pretest and posttest.

Findings and Discussion

The mean score of Pretest and Posttest

1). The mean score of Pretest

The pretest was given to the students before the treatment. The students read the text and filled the cloze text by matching them with the words in the box. The result of pretest showed the total score of the students. The total score was 2735 and the mean score was 68.375 and it s qualified as Average. The computation of the students' mean scores of pretest can be seen as follows:

$$\begin{aligned}\bar{X}_1 &= \frac{\sum X}{N} \\ &= \frac{\sum 2782}{35} \\ &= 79.48\end{aligned}$$

2). The mean score of Posttest

The posttest was given after the treatment. This was conducted to evaluate how the students' ability in comprehending text by filling the deleted words. The total score of the students in this test was 3155. The mean score was 78.875. To be clear, it is shown bellow:

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X}{N} \\ &= \frac{\sum 3321}{35} = 94.88\end{aligned}$$

The Effect Size of the treatment

After gaining the significant score of the pretest and posttest, the writer will describe the finding of the Effect Size of the treatment in order to know how significant the effect of the use of Cloze Procedure to teach reading comprehension. The effect size of the treatment was computed as bellow:

$$\begin{aligned}ES &= t \sqrt{\frac{1}{N}} \\ ES &= 8,72 \sqrt{\frac{1}{35}}\end{aligned}$$

=1, 39

Interpretation:

Related to the result of computing the effect size above, the significant score is categorized as “Highly effective” with $ES > 0.8$ ($2, 24 > 0.8$). It means the use of Cloze Procedure technique to teach reading comprehension gave a significant effect to increase the students’ achievement.

Testing Hypothesis

There was a significant difference between the pretest and the posttest on the use of Cloze Procedure technique to comprehend reading of the Eleventh Grade Students' of SMAN 1 Nanga Merakai. It was seen by the mean score of pretest that was 79.84 and became 94.88 at the posttest. Next, the result of the treatment which had been counted by using t-test formula was 8, 72 and based on the t-value, it was higher than the value in the t-table about 2.042 with the significance of 5% (0.05). Furthermore, the effect size of the treatment was 1, 39. It was used to answer the problem how effective the use of Cloze Procedure technique in testing reading comprehension. Based on the result that was $ES > 0.8$ ($1, 39 > 0.8$), it was categorized as highly effective. Therefore, the alternative hypothesis which stated that “Teaching reading comprehension through cloze procedure to the eleventh grade students of SMAN 1 Nanga Merakai in academic year 2015/2016 is effective is accepted. While, the null hypothesis that stated “COMPREHENDING READING THROUGH CLOZE PROCEDURE TO YEAR-11 STUDENTS OF SMA 1 MEAKAI is not effective” is rejected.

Conclusion and suggestion

Conclusion

The result showed that comprehending reading by using Cloze Procedure was effective with mean score of Pretest 79.84 and Posttest 94.88. It means there is qualified significant increase between the pretest and the posttest. This criterion is included average to good. The different score of pretest and posttest is highly significant. It can be proven by the result of computing the t-test. It indicates that the t-test with “8, 72” is higher than the t-table with 2.042 for the degree of freedom of 34. The use of Cloze Procedure to teach reading comprehension is considered as an effective technique. It is shown from the result effect of the treatment. The computation of effect size of the treatment is 1,39. It is categorized as high effective where 1,39 is higher than 0.8 or $ES > 0.8$ ($2,24 > 0.8$). Cloze Procedure could help the students to comprehend the text easily.

Suggestion

The teacher should applied Cloze Procedure technique to comprehend reading comprehension, because this technique can help the students easily in comprehending the passages. This technique can help the students not only in learning to write but also in stimulating their interaction, thoughts or feelings so that it makes the students more interesting in teaching learning process.

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