

**THE EFFECTIVENESS OF CLOZE PROCEDURE TECHNIQUE IN
TEACHING READING COMPREHENSION AT SMAN 3 KEDIRI**

THESIS

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institutions of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 25 Juni 2020 kami dapat menerima dan menyetujui hasil perbaikannya.

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MOTTO

**IT IS OKAY, YOU HAVE YOUR OWN PANDEMIC(S). THOSE ARE
TOTALLY OKAY. I HAVE ALLAH.**

-Mega Sanja, during pandemic 2020-

DEDICATION

With all of my love, deepest from my heart, I dedicated the *Skripsi* to:
Allah SWT, The One and Only.

My beloved family who always bless me with prayer in every turn I take and every path I make. Especially my super mother who I really rely on her for all of the aspects in my life.

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Finally, the researcher hopes this thesis will be useful for all readers. Because the researcher realizes that this thesis is not perfectly enough yet, the researcher excites to receive constructive criticism and suggestion to make this thesis better.

Kediri, 11th June 2020

The Researcher

ABSTRACT

Imelda, Mega Sanja, 2020. *The Effectiveness of Cloze Procedure Technique in Teaching Reading Comprehension at SMAN 3 Kota Kediri*, Thesis, Department of English Language Education, Faculty of Tarbiyah, IAIN Kediri. Advisor: (1) Dr. Sri Wahyuni, M. Pd and (2) Ima Fitriyah, M. Pd.

Key Words: Effectiveness, Cloze Procedure, Hortatory Explanation, Students' Reading comprehension.

Reading is one of the language skills that should be mastered by foreign language students. It plays a big role as a means of communication to achieve ideas and information. The goal of reading is comprehension. It means that the goal of teaching reading is to enable the students to read effectively and efficiently with understanding the content of the text. Teaching reading needs a good technique to make the students comprehend. There is a technique to teach reading, it is Cloze Procedure Technique. Moreover, the aim of this study is to know whether the students who are taught by cloze procedure technique will get a better score in their reading comprehension compared than those who are taught by reading aloud technique.

The design of this study is quasi experimental design. Meanwhile, the population of this research is the students of the second grade of SMAN 3 Kota Kediri in the second semester in the academic year of 2019/2020. The samples are two classes, and are divided into two groups: experimental and control group. They are class XI MIPA 3 and XI MIPA 8. The experimental group was taught by Cloze Procedure and control group was taught by reading aloud. To collect the data, the pre-test and post-test were applied to experimental and control group.

The result of the test was analysed by using ANCOVA. The result is that the sig. is higher than 0.05 ($0.92 > 0.05$). It reveals that the null hypothesis cannot be rejected. Thus, cloze procedure is not effective in teaching reading. Although there is no significance difference between the students who get cloze technique and students who get reading aloud technique, there is still an increasing score in experimental group.

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CHAPTER I

INTRODUCTION

This chapter explains background of the study, statement of the problem, objective of the study, hypothesis, significance of the study, scope and limitation of the study, and definition of the key terms.

1.1 Background of the Study

Reading is about understanding written texts. Reading can lead the readers to have high score in school, wide insight, and being a resourceful person (Campbell, 1995). So, reading can be defined as a way to get new knowledge by understanding the text that written in any media. Reading is also a skill in language that is included as an input to get knowledge. Another input skill is listening, while speaking and writing are output skills in language.

In communication, the term encoding and decoding are known. The encoding process is the process in which the active sender or speaker chooses the message to be conveyed and formulates it in the form of symbols in the form of sound/writing. It also known as writing and speaking skill. Meanwhile, the decoding process is the process of translating symbols in the form of sounds/writing sent by the sender of the message. It also known as reading and listening skill. This process is carried out by the recipient of the message. From the encoding and decoding process, it can be seen that the sender of the message and the recipient of the message are both required to have language skills. There

are various ways to get knowledge, beside listening, reading is a skill that most people feel do not interest in it (Susanti, Buan, & Suhartono, 2013). It needs more enthusiasm to do because reading not only uses senses of sight and brain but also requires the readers to transform verbal symbols in the form of letter and construct the set of the letter to be a word, then having various meaning. From the meaning of the text, readers could comprehend, then the process of taking knowledge happens.

English as a second language have many difficulties for students. Many studies find that understanding the whole information in English text by manual reading is difficult for students (Wallace, 2001; Li-Juan, 2007). The difficulties can be caused by the lack of vocabulary and also the interest of the students itself (Kheirzadeh, 2012). Moreover, reading English text is difficult or even uninteresting for Indonesian people, who basically see English as a foreign language. However, reading is the way to gain knowledge deeply, thus English text is quite important because of it. That is why English is taught in formal education in Indonesia as a demand for educational curriculum.

Indonesia's educational system nowadays uses curriculum 2013 (K-13, hereinafter). This curriculum is different from curriculum 2006, the previous one. In K-13, there is "*Gerakan Literasi Nasional (GLN)*". *GLN* means to insist students to read more without guidance of teacher. They need to read more book, journal or article. It held literacy culture intensively, which is not the main activity in curriculum 2006. K-13 insists students to have independent study. Therefore, English teacher should teach the students to comprehend English text because the

reference that they need is not only written in Bahasa Indonesia, but also in English(Djuwairiah, 2014). Beside that, the aim of teaching this skill is to make the learners read in an effective and efficient way. Effective is to read then having a good understanding. Meanwhile, efficient is to read in a specific time.

As a consequence of the important of reading, the teacher should be able to provide the best way for the students, so that they can be good readers. Employing an effective teaching English text is an effort to improve reading comprehension of English as Foreign Language (EFL) Learners, especially the Indonesian students. Many studies have been conducted to know what strategy to teach reading comprehension effectively. One of the effective procedures is cloze procedure. Cloze procedure is a procedure where there is an omission target word from the passage. Cloze procedure is an effective technique to encourage the students to get easy understanding what the text talked about (Gunning, 1998).

Cloze procedure measure the readers' ability to decode 'interrupted' or 'mutilated' messages by making the most acceptable substitutions from all the contextual clues available. This procedure can be effective to teach reading mastery. Cloze is one of the techniques that can help the teachers to teach reading comprehension. Through the test, the students are able to know the information in a text (Brown, 2000).

Moreover, some previous studies that have been conducted focus on cloze procedure as a strategy in teaching reading skill. For example, Ereke dan Okonkwo (2016) with title "Cloze Procedures and Nigerian Secondary School Students' Achievement in Comprehension of Expository Texts", Apsari (2016)

with title “Cloze Passage in Improving Students’ Reading Comprehension”, and Putra (2010) with the title “Improving the Students’ Reading Skill through Cloze Procedure Technique”. These studies have proven that cloze procedure technique can make students more interested and active during the reading class. It significantly improved students’ reading ability in junior high school grade.

Based on explanation above, the researcher is inspired to investigate the Cloze Procedure. In addition, because the previous study used analytical exposition and expository text and conducted in qualitative method, the present study investigates the cloze procedure technique in teaches hortatory text since it has never been investigated by the previous and it conducted in quantitative method. That is why the researcher will conduct a research entitled “The Effectiveness of Cloze Procedure Technique in Teaching Reading Comprehension at SMAN 3 Kota Kediri”.

1.2 The Statement of the Problem

Based on the background of the study above, the formulation of the problems can be formulated as follow: Is Cloze procedure technique effective in teaching reading at the eleventh grade students of the SMAN 3 Kota Kediri?

1.3 The Objective of the Study

Based on the problem of the study above, the purpose of this study is to investigate whether or not cloze procedure technique is effective to teach reading to the eleventh grade students of the SMAN 3 Kota Kediri.

1.4 The Hypothesis of the Study

The hypothesis of this study is formulated as follows:

H1: Alternate Hypothesis (H1) states that there is difference between the students who get cloze procedure technique and students who get reading aloud technique.

H0: Null Hypothesis (H0) states that there is no difference between the students who get cloze procedure technique and students who get reading aloud technique.

1.5 The Significance of the Study

Theoretically, this study will be able to widen the skill of teachers in using cloze procedure technique in order to improve students' reading skill. By mastering this strategy teachers are longer worried their students' reading problem, they should be able to overcome the students' reading problem right away especially by using cloze procedure. Moreover, this study is expected to be as a reference to other researcher who wants to study cloze procedure technique more intensively in teaching reading.

Practically, from the problems started earlier, the researcher conducted the research to teach reading effectively. The result of this study is suggested to apply the cloze procedure technique to increase the students' competence in English reading skill. As the similar problems ever take place in the future, the results of this student are supposed to be able to overcome the problems. It is hoped that this study will give advantages to make the students are enjoy in doing their tasks associated with the reading materials. Students' boredom can be solved through cloze procedure.

1.6 The Scope and Limitation of the Study

This study employed cloze procedure as alternative way to teach reading of hortatory text. On the other hand, the limitation of this is the implementation of cloze procedure technique on students of SMAN 3 Kota Kediri who see English as foreign language.

1.7 The Definition of Key Terms

The definition of key terms are:

- 1.7.1 Effectiveness: The increasing result when solving the target problem. It means “doing the thing right”. So, effectiveness study means an increase significant result to teach reading using cloze procedure.
- 1.7.2 Cloze Procedure technique: The process of reading passage which deleted some target words on there. It can also be a tool to measure the learners’ reading comprehension. The process in deleting the word can be systematically or randomly.
- 1.7.3 Reading Comprehension: Reading is seen as a way in understanding the text deeply. Reading here means not only moving the eyes and read the letter, but also a tool to get more knowledge by understanding the context of the passage. The result of reading activity is to understand the text.
- 1.7.4 Hortatory Exposition Text: A type of English text which represents the author’s attempt to influence the reader to do something or act in a particular way.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the review of related literature. It describes about the definition of reading comprehension, the importance of reading, the kind of reading, teaching reading, problem in teaching and learning reading, the definition of Cloze Procedure , the activities of Cloze procedure technique, Hortatory Explanation Text, and Previous Study.

2.1 The Definition of Reading

There are four language skills, namely: listening, speaking, reading and writing. Relate to these, in basic terms, humans communicate through a process of encoding and decoding. Stuart Hall said that encoding is the process of turning thoughts into communication. It is ‘the medium’ to send message. It is the process of hearing a sound and being able to write a symbol represent that sound. It also known as writing and speaking skill. The audience then ‘decodes’, or interprets, the message for themselves. Decoding is the process of reading word in text. The decoding of a message is how an audience member is able to understand, and interpret the message. It is a process of interpretation and translation of coded information into a comprehensible form. Moreover, it involves seeing a written symbol and be able to say what it represents. Then, it also known as reading and listening skill.

Reading is one of the ways to students to get much information or to understanding the passage deeply. It plays a big role as a means of communication to achieve ideas and information. Reading can lead the readers to have high score in school, wide insight, and being a resourceful person (Campbell, 1995). Reading may appear to be a very unique skill and play an important role in science development and it is also as a means of communication. Reading can also said to be a very unique skill because not all people, even though they have got a reading skill, are able to develop it to be a tool to empower themselves or even to make the reading becomes a habit for themselves (Wassid & Sunendar, 2009).

Meanwhile, comprehension is a process in which readers make meaning by interacting with a text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. In line, reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Snow, 2002). According to Keenan, Bentjeman, and Olson (2008), reading comprehension needs the successful expansion and arrangement of a lot of lower and higher-level processes and skills (Gilakjani & Sabouri, 2016).

2.2 The Importance of Reading

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. Moreover, reading comprehension strategies is procedures that encourage the students to use prior knowledge, experiences,

Careful thought, and evaluation to help them decide how to practically apply what they know to all reading situations (Ulker, 2017). According to Ulker, it is important to understand that to improve students' reading comprehension, teachers should take into consideration students' skill level, group, dynamic, age, gender, cultural background, as well as the type of the text they deal with to determine the approach to take. Moreover, reading is one of the most important activities for the students to enrich their ability and knowledge.

The importance of reading can be seen from reading is a social practice that is important for communication, for participating in life outside of one's immediate circle and for understanding the world (Barton & Hamilton, 1998). He also claims that two primary reasons for reading are to share what you learn with friends and family members and to meet others' expectations and fit into a group. Reading enhances enthusiasm and the development of self-confidence. Nowadays literacy without mental enthusiasm is having no meaning. The significant point for an individual is being a literate who is conscious and functional based on critical reading. Critical reading and thinking are conditioned to intellectual development. It is seen that reading activating critical thinking is an activity that will be lifelong used by an individual.

2.3 The Kind of Reading

There are two different kinds of reading. They are extensive and intensive reading (Gilakjani & Sabouri, 2016). Intensive reading is used to teach or practice specific reading strategies or skills. Its goal is absorbing as much meaning from the text as possible. This is done by taking a text, and

systematically looking up every word, phrase, or collocation that you do not understand. Intensive reading is considered as a significant instrument for improving reading comprehension (Durodola, 2011).

On the other hand, extensive reading involves of large quantities of material, directly and fluently. While intensive reading requires a high level of focus and deliberate effort, extensive reading is meant to be fun and pleasurable experience, requiring a low expenditure of mental effort. It can increase the passive knowledge of vocabulary quite quickly by doing more extensive reading, meaning the more vocabularies are exposed to. Hedge said that the benefits of extensive reading as follow: Students can make their language proficiency, advance in their reading skill, become more independent in their learning, learn cultural knowledge, and expand confidence and incentive to continue their own learning (Hegde, 2003). Moreover, Brown (2001) also said about extensive and intensive reading. Intensive reading is usually a classroom-oriented activity in which focus on the linguistic or semantic details of a passage, while extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (Brown, 2001).

2.4 Teaching Reading

Knowing the way to teach reading is important. Moreover, there are six principles in teaching reading (Harmer, 2007). The six principles such as: First, reading is not passive skill. In this principle, the teacher should motivate the students to be active in reading. For example, the teacher asks the students to guess what the word means, see the pictures and understand the argument. Then,

let them work out so they do not forget it quickly. For the second, the students need to be engaged with what they are reading. Students who are not engaged with the text and not actively interested in what they are reading will get no benefit from it. Here, the teacher should provide and select interesting topics.

Third, students should be encouraged to respond the content of reading text. While studying text, the students not only study the number of paragraph but also the meaning and the messages of the text. That is why, it is important to give the students' chance to respond the message of the text. Forth, prediction is a major factor in reading. Before we read, we often look at the recommendation. It may called by skimming, the teacher to be able to persuade the students. It affects us to predict what we are going to read. The teacher's role here is giving the students "clue" so they can predict what is coming.

Fifth, the teacher should match the task with the topic. The teacher should select good reading tasks. For example, if the topic is restaurant menu, the task can be list of ingredients. Another task can be asking question, filling puzzle, games, etc. Sixth, good teacher exploit reading text to the full. Good teacher integrate the reading text into interesting lesson sequences, using the topic for discussion and further task, using the language for study and then activation and using a range of activities to bring the text to life. So the reading text can give total utility.

2.5 Problem in Learning and Teaching Reading

Learning language involves four skills. They are reading, listening, speaking and writing skills. Especially in reading, it is a complex activity

involving skill, knowledge, and experience. It is not just an eyes movement. It is one of language skills that should be learned by the students. However, many studies have been tried to figure out the difficulties on the students' reading performance (Apsari, 2016).

The problems are from both of learning and teaching reading. One of them is when the students have lack of vocabulary which means they can not get the whole comprehension in their reading. The other problem is poor foreign language reading comprehension that is not due to insufficient knowledge of grammar, but lack of conceptual knowledge. It is the meanings of words and subject knowledge (Hegde, 2003).

2.6 The Definition of Cloze procedure Technique

The term cloze was first developed by Taylor in 1953. According to Taylor in Putra (2010), cloze procedure technique is a process of systematically deleting words from a passage and replacing them with blanks to be filled by the students. Cloze is term 'gestalt-psychology' applies to the human tendency to complete a familiar but not quite finished pattern to see a broken circle has a whole one (Putra, 2010). Cloze procedure technique is essentially a cognitive task. Cloze procedure technique involves systematically and purposefully omitting words within a text selected for developing and evaluating reading comprehension, and asking readers to fill in the blanks. The purposes of cloze procedure technique are: 1) To determine students' knowledge regarding reading. 2) To determine the level of a specific text and clarify its independence, instruction, and frustration level (placement focus). 3) To evaluate students'

critical reading strategies along with their ability to use context (diagnose focus), and encourage students to think critically and analytically about the text. 4) To encourage students to control the meaning of what they read. 5) To evaluate students' lexicon and subject-matter knowledge (Rye, 2010).

The cloze procedure technique can be used with students at all levels of reading ability to check students' achievement in comprehension or test vocabulary knowledge. The exercise involves taking a passage of a text that students have previously read and deleting words from it. Students must supply or fill the omitted words to complete the text. This activity is included in intensive reading type because by completing these sentences, students are required having critical thinking skills and it is also allows teachers to know how well students are to use semantic and syntactic cues to construct meaning from text. Cloze can also be used to determine how well students have retained knowledge content or vocabulary of a particular text (Ahmad Y. , 2013).

2.7 The Activities of Cloze Procedure Technique

Cloze procedure technique is one of the ways that can help the teachers to teach reading comprehension. Globally however, cloze procedure technique is used to assess reading strategies used by readers or to develop learners reading abilities (Steinman, 2003). It is because some words are deleted cloze forces readers to be more aware of the meaning and calls for the use of reading skills like seaming and searching that are often neglected in second language reading.

The process of taking a cloze procedure technique as involving more active reading rather than passive reading and readers should be more conscious

of their reading strategies during this process. Moreover, cloze procedure technique technique are based on contextualized written language, it needs readers conscious and effective use of reading strategies. There are procedures of Cloze procedure technique procedure (Bamford, 2005). First, the administer the beginning of the semester. Distribute the cloze passage to the students and tell them that each blank needs one word. Students record their answers either on the passage itself or on an answer sheet. In each two blank, allow the students one minute of test time, for example, if the passage has 40 blanks to fill in, the students should be allowed 20 minutes. Second, students receive one point for each exact match with the scoring guide and zero a point for words that are not exact matches due to grammatical or word form errors, for example use *is* instead of *are*). Third, the administer the same test again at the end.

2.8 Hortatory Explanation Text

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or reader that something should or should not happen or be done (Wayan, 2014). In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazine, newspaper articles, academic speech or lecturers, and research report. The goal if this text itself is to persuade the readers or listeners that something should or should not be the case.

The generic structure of hortatory exposition usually has three components: (1) Thesis, it is the introduction in which the writer shows the case or matter that will be discussed in the whole text. So, it is a declaration or

announcement of issue concern. (2) Arguments, it explains the supporting argument to strengthen the statement based on the case. So, it shows explanation for concern that will lead to recommendation. (3) Recommendation, it consists of statement of should or should not happen or be done based on the given arguments.

This text also has the language features. It uses words that qualify statements (such as: usual probably), uses present tense, tends to use compound and complex sentence, and use internal conjunction to state arguments. (Priyana, 2008).

2.9 Previous Study

In related research, some researchers used Cloze procedure technique in their research. One of them is Ereke and Okonkwo (2016). Both of them are the lecturer in Eboyo State University, Nigeria. The purpose of their research is to determine the extent readers of the English language at Nigeria secondary schools comprehend expository texts via the use of cloze procedure technique. The researchers use this strategy as an alternative way of improving students' reading skill. They use a qualitative method. Based on the result, they signify that using cloze procedure technique gives a better result on the reading comprehension. On the other hand, the difference between the previous study and the present study is on the type of the text. The previous study used expository text, while the present study will use hortatory explanation text.

The other research is conducted by Apsari (2016). The study is designed and conducted to prove whether there is a difference in performance when

students practice regularly with cloze passages and practice with the passage in full but followed by carefully written comprehension questions. The researcher uses a quantitative method. After studying the data, it was found that cloze is an essential teaching technique that fosters reading comprehension. On the other hand, the difference between the previous study and the present study is on the grade of the population. The previous study conducted the research on college students, while the present study will conduct the research on senior high school students.

The other research is conducted by Putra (2010). The aim of the study is to know how to improve students' ability in reading using a cloze procedure technique. The researcher uses a Qualitative method. The result of this research, it can be concluded that the cloze strategy can increase the reading ability of students. On the other hand, the difference between the previous study and the present study is on the research design. The previous study used qualitative design, while the present study will use quantitative design.

CHAPTER III

RESEARCH METHOD

This chapter deals with the description of research methodology which is intended to increase students' reading skill using cloze procedure technique. They are research design, population and sample, treatment procedure, research instruments, data collection, and data analysis.

3.1 Research Design

Research design was a strategy to arrange the setting of the research in order to get valid data. It based on the research problem in order to be able to explain more comprehensively. This study investigated the effectiveness of using cloze procedure technique technique on teaching reading, so an experimental research was chosen. It was a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested. Moreover, this research used quasi-experimental design. Quasi experimental, as known as semi experimental was used because on the grounds that in the truth, to conduct the research, it was hard to get control group. Quasi-experiments aimed to demonstrate causality between an intervention and an outcome. In quasi-experiments, the cause was manipulable and occurred before the effect was measured(Shadish, Cook, & Campbell, 2002). It was because the sample of this research was random based on the policy of school.

3.2 Population and Sample

Based on the purpose of the study above, the population of this study was the eleventh grade of SMAN 3 Kediri in academic year 2019/2020. Then, the samples of this study were two classes, those classes are chosen by the school, they were students from XI MIPA 3 and 8 classes. The samples were classified as experimental group and control group. To decide which class became experimental and control group, the result of pre-test was used. The class who got lower score became experimental group and the class who got higher score became control group. Even though, based on the competency report, they had similar score. Therefore, XI MIPA 8 students are experimental group and XI MIPA 3 students are control group.

3.3 Treatment Procedure

Treatment procedure was the activities that use by the writer to the students to know the effectiveness of the new method would be applied. There are two groups observed, namely the experimental group that received Cloze procedure technique technique and another group namely control group that got reading aloud technique. The researcher gave 4 times treatment to the experimental group and control group. The treatment was given in meeting 2 until meeting 5. The treatment procedures were:

Table 3.1

Treatment Procedure

No.	Experimental Group Cloze Procedure	Control Group Reading Aloud
1.	The students silently read the	The students loudly read the text

	Cloze text (Hortatory Explanation text).	(hortatory explanation text).
2.	The students fill the blanks in the text.	The students read aloud after the teacher.
3.	The students answer questions based on the text.	The students answer the questions based on the text.
4.	The students and teacher discuss the correct answer.	The students and the teacher discuss the correct answer.

The schedule of the activity done in this study can be seen in Table 3.2.

Table 3.2

Treatment Schedule

Activity	Experimental Group	Control Group
Pre-test	February 10 th , 2020	February 7 th , 2020
Treatment 1	February 11 th , 2020	February 13 th 2020
Treatment 2	February 17 th , 2020	February 14 th , 2020
Treatment 3	February 18 th , 2020	February 20 th , 2020
Treatment 4	February 24 th , 2020	February 21 th , 2002
Post-test	February 25 th , 2020	February 27 th , 2020

3.4 Research Instrument

Research instrument was the general term that researcher used for a measurement device (questionnaire, observation, test, interview). The device was to collect the data to answer the research question. This study employed test as to gain the data. In this study, the researcher used test that consisted of pre and post-test. Before giving the pre-test and post-test, the researcher tried out first to class that will not get treatment. The try out consisted of 50 questions for pre-test and 50 questions for post-test. In constructing the test, the researcher used type of selective reading that was multiple choices. Moreover, the researcher constructed the instruments using convergent validity that was making the distribution same

point of the test in one instrument. The blueprint of try out can be seen in the appendix 3 and 4. After that, the pre-test was given to the students to know the students' prior mastery in reading hortatory explanation text. It consisted of 25 questions in form of multiple choices. Then, there was post-test. It was given to the students to know the students' ability whose is without or taught using cloze procedure technique. It also consisted of 25 questions in form of multiple choices.

3.5 Data Collection

In this research, method that be used to collect data is pre-test, treatment, post-test of the experimental group and control group. The result of the test was scored and calculated. At the first, the researcher conducted pre-test. The pre-test was having aim to know the students' prior knowledge of reading before the implementation of cloze procedure technique. The pre-test was given to the both of group. The score of pre-test used to find out their abilities before getting treated.

After giving the pre-test, the researcher gave treatment to the class. The Cloze procedure technique technique was for experimental group. Meanwhile, the control group got Reading Aloud technique form the researcher. The lesson plan can be seen in appendix 1 and 2. Moreover, the researcher gave post-test. The post-test was having aim to know the improving students' ability after the teaching reading using treatment. After the calculation, the researcher knew whether her hypothesis accepted or not.

3.6 Data Analysis

The researcher used pre-test and post-test, therefore the technique was used by comparing the result of the pre-test and post-test in both of experimental and control group. The data obtained from research result is the result of students' test that was analyzed quantitatively. Quantitative analysis was done by using statistics which was called statistical analysis or inferential statistics. So, to find the answer of the research problem, the data was analyzed by using ANCOVA (Analysis of Covariance) from pre-test and post-test statistically by the researcher. Analysis of covariance was used because the researcher want to know a relationship that being studied between a dependent variable and two groups representing an independent variable. In line, ANCOVA analysis assumed that the residuals (the differences between the observations and modeled values) follow a normal distribution (Shadish, Cook, & Campbell, 2002). Moreover, the researcher used *SPSS software 16.0* version.