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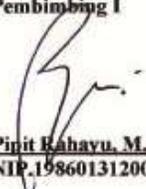
**THE EFFECT OF USING CLOZE PASSAGE TECHNIQUE TOWARD
STUDENTS READING COMPREHENSION ON NARRATIVE TEXT
AT THE SECOND YEAR OF SMPN 1 RAMBAH HILIR**

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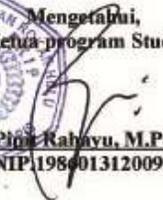
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THE EFFECT OF USING CLOZE PASSAGE TECHNIQUE TOWARD STUDENTS READING COMPREHENSION ON NARRATIVE TEXT AT THE SECOND YEAR OF SMPN 1 RAMBAH HILIR

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ABSTRAK

Penelitian ini adalah penelitian experiment, Tujuan dari penelitian ini adalah untuk menemukan bagaimana pemahaman membaca siswa pada teks narrative yang diajarkan dengan menggunakan tehnik Cloze Passage lebih besar daripada yang diajarkan tanpa menggunakan tehnik Cloze Passage. di kelas dua SMPN 1 Rambah Hilir. Temuan penelitian menunjukkan bahwa peningkatan dapat dilihat dari score uji-t. Total skor t-test adalah 3.371. Berdasarkan t-table, $2,00 < 3.371 > 2.65$. oleh karena itu dapat disimpulkan bahwa ada pengaruh yang signifikan dari menggunakan Tehnik Cloze Passage terhadap pemahaman membaca pada siswa kelas dua SMPN 1 Rambah Hilir.

Kata kunci : Pemahaman membaca, Technique Cloze Passage, Text Narrative.

ABSTRACT

This research was an experimental research, The purposes of this research were to find out students' reading comprehension on narrative text taught by using Cloze Passage Technique and taught without using cloze Passage Technique at the second year students of SMPN1 Rambah Hilir. The research findings showed that the improvement from the score of t-test. The total score of t-test was 3.371. Based on t-table, $2.00 < 3.371 > 2.65$. Therefore, it could be concluded that there was a significant effect of using Cloze Passage Technique toward students reading comprehension on narrative text at the second year of SMPN 1 Rambah Hilir.

Key word : Reading Comprehention, Cloze Passage Technique, Narrative Text.

INTRODUCTION

Reading is one of the language skills that must be master by English learners. Some of the students have lack of vocabulary, as we know reading is an activity with a purpose. The goal of any reading activity is to get factual information of the text. the Students at SMPN 1 Rambah Hilir were lact of vocabulary it is make the students difficult to understand the story of narrative text.

using cloze passage technique, the students' can stop reading word by word and guess or even skip words they do not know. Therefore, the researcher is interested in investigating this problem by conducting a research entitled: The Effect of Using Cloze Passage Technique toward Students' Reading Comprehension on Narrative Text of the Second Year of SMPN 1 Rambah Hilir.

Based on the problem above, cloze passage is the way out for this problem. by

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- a. Some of the students got difficulty to find out the main idea on narrative text
- b. Some of the students were not able to get factual information on narrative text
- c. Some of the students are not able to identify the generic structure on narrative text
- d. Some of the students were not able to identify the language feature on narrative text
- e. Some of the students had lack of vocabulary

Dealing with the problem stated in the description above, the writer conducted this research in order to know does students who were taught by using Cloze Passage technique have better result in reading comprehension on narrative text than those who were taught by using conventional of the second year at SMPN 1 Rambah Hilir.

Research Methodology

This research conducted at SMPN1 Rambah Hilir, kecamatan Rambah Hilir, Kabupaten Rokan Hulu. The duration of time to conduct of this research was within two months starting from 7 November up to 2 Desember.

The design of this research was experimental research. The method used in this research was quasi-experimental research that is pre-test and post-test non-equivalent control group design. Quasi-experimental designs had experiment group and control group. The researcher assigned intact groups the experimental and control treatments. In this research, there were two variables. The first was independent variable symbolized by "X" and the second was dependent variable symbolized by "Y". The use of Cloze Passage Technique was as X variable and students' comprehension on narrative text as Y variable.

In conducting the research, there were two classes involve. The first was experimental class and the second is control class. The experimental class means the students who are given the treatment by using

Cloze Passage Technique, while the control class was not given Cloze Passage Technique.

The research design can be seen in the table below (*Quasi-Experimental Designs*):

Table III. 1
(Research Type)

Group	Pre-Test	Treatment	Post - Test
E (VIII Science 1)	T1	√	T2
C (VIII Science 2)	T1	X	T2

E : Experimental group

C : Control group

T1 : Pre-test for experimental group and control group

T2 : Post-test for experimental group and control group

√ : Receiving particular treatment

X : Without particular treatment

The population of this research includes the second years students of SMPN 1 Rambah Hilir in 2013/2014. There were 4 classes. The total numbers of the second year students were 104 students. The population above was large enough to be all taken as sample of the research. Based on the limitation of the research, the researcher took only two classes of science department; VIIIA science 1 as an experimental class and VIIIB science 11 as a control class. The sample of the research was 48 students; 24 students for experimental class and also 24 students for control class. This sample of the research was taken by using cluster random sampling.

Technique of Analysis The Data

The data were analyz by using the statistic analysis, in order to find out whether or not there is a significant effect of using

Cloze Passage Technique toward reading comprehension on narrative text of the second year students at SMP N 1 Rambah Hilir. In analyzing the data, the writer use score of experimental class and control class. The technique of data analysis use in this research is T-test formula.

The Classification of students' Score

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

The t-table was employ to see whether or not there was a difference between the mean score of both experiment and control class. The t-obtained value was consult with the value of t-table by using degree of freedom. The formula at the degree of freedom is as follows:

$$df = (N_x + N_y) - 2$$

statically hypothesis:

$$H_a : t_o > t_{table}$$

$$H_o : t_o < t_{table}$$

Where:

df = degree of freedom

N_x = Number of students in experimental class

N_y = Number of students in control class.

H_a is accepted if $t_o > t_{table}$ or there is an effect of using Cloze Passage Technique toward reading comprehension on narrative text.

H_o is accepted if $t_o < t_{table}$ or there is no effect of using Cloze Passage Technique toward reading comprehension on narrative text.

RESEARCH FINDINGS

Data Analysis

1. Students' Reading comprehension on Narrative Text before being Taught by Using Cloze Passage Technique for Experimental Class and Conventional for Control Class

The data of the students' reading comprehension on narrative text before being taught by using cloze passage technique were gotten from pre test of experimental class and the data of the students' reading comprehension on narrative text before being taught by using conventional were gotten from pre-test of control class that both of class consists of 24 students.

the writer found that the total score of pre-test in experimental class was 1355, the mean score was 56.46 while the highest score was 70 and the lowest score was 45. Meanwhile, the total score of pre-test in control class was 1430, the mean score was 59.589, while the highest score was 75 and the lowest score was 50.

2. The Effect of Using Cloze Passage Technique towards Reading Comprehension on Narrative Text

There were 20 items of reading comprehension on narrative text test given to the students in this research. The data of pre-test and post-test score in experimental class were gotten from pre-test and post-test score of VIIIA as experimental class. The data of pre-test and post-test score in control class were gotten from pre-test and post-test score of VIIIB as control class that both classes consists of 24 students. The data description of students' score in pre-test and post-test in experimental and control class can be seen from the following table:

the researcher found that the total score of pre-test in control class was 1430, which the highest score was 70 and the lowest was 50. While, the total score of pre-test in experimental class was 1355, which the highest score was 70 and the lowest was 45. Furthermore, the total score of post-test in control class was 1745, which the highest score was 85 and the lowest was 60. While, the total score of post-test in experimental class was 1895, which the highest score was 90 and the lowest was 70. In other words, there was actually significant difference between pre-test and post-test in control class

and pre-test and post-test in experimental class. It also could be seen from the difference of the gain in the control class and experimental class.

Hypohesis Testing

1. The data analysis of Students' Reading Comprehension on Narrative Text before being Taught by Using Cloze Passage Technique for Experimental Class and konvensional for Control Class

By comparing t_o (t-obtained) to t table from $df = 46$, it was found that the level significance of 5% was 2.01 and the level significance of 1% was 2.68. If t_o (t-obtained) $>$ t table, it means that null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. Meanwhile, if t_o (t-obtained) $<$ t table, it means that alternative hypothesis (H_a) was rejected and null hypothesis (H_o) was accepted. By orientating number of significance. If probability >0.05 , null hypothesis (H_o) was rejected. If probability <0.05 alternative hypothesis (H_a) was accepted.

2. The Data Analysis of the Effect of Using Cloze Passage towards Students' Reading omprehension on Narrative Text of the Second Year Students at SMPN 1 Rambah Hilir

1. By orientating number of significance. If $\alpha = 0.05 \leq \text{Sig.}$, null hypothesis (H_o) was accepted and alternative hypothesis (H_a) was rejected.
2. If $\alpha = 0.05 \geq \text{Sig.}$ thus null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted.

H_a was accepted if $t_o > t_{\text{table}}$ or there was significant effect of using Cloze Passage Technique toward reading comprehension on narrative text of the second year students at SMPN 1 Rambah Hilir

H_o was accepted if $t_o < t_{\text{table}}$ or there was no significant effect of Cloze Passage Technique toward reading

comprehension on narrative text of the second year students at SMPN 1 Rambah Hilir.

Based on the explanation above, the writer concluded that the writer could answer the question of formulation of problem:

- a. There was a significant difference of result between students' reading comprehension on narrative text before being taught by using Cloze Passage Technique for experimental class and konvensional for control class of the second year students at SMPN 1 Rambah Hilir
- b. There was a significant effect of using Cloze Passage Technique towards reading comprehension on narrative text of the second year students at SMPN 1 Rambah Hilir

Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about The Effect of Using Cloze Passage Technique toward Students' Reading Comprehension on Narrative Text at the Second Year of, comes to the conclusion a SMPN 1 Rambah Hilir follows: There is no significant difference between pre-test in experimental class before being taught by using Cloze Passage technique and pre-test in control class before being taught conventional. There was significant effect of using Cloze Passage Technique toward reading comprehension on narrative text of the second year students at SMPN 1 Rambah Hilir.

1. Suggestion for the English teacher:

- a. It is recommended to teacher to use Cloze Passage technique in teaching and learning process as an alternative technique for teaching reading.
- b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.
- c. The teacher should build a favorable atmosphere at times of teaching learning process conducted, because the conducive condition in teaching would

become one asset to reach the success of material to be taught.

2. Suggestion for Next Researcher

- a. Next researcher can give contribution in conducting the research especially about reading comprehension.
- b. This research is one of the ways in improving students' reading comprehension. It is expected that the findings will be used as starting points to conduct another research. There are many other techniques to make teaching and learning process more effective.

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