

# CHAPTER I

## INTRODUCTION

### A. The Background of the Problem

Reading is one of the language skills that must be mastered by English learners. In academic settings, reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretation.<sup>1</sup> Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.<sup>2</sup> So, reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. In other words, to achieve the success in language teaching learning process especially in English, it is one of the important factors in all language teaching because by reading someone get much the information.

Nowadays, students are taught reading comprehension one taught to the students through genres, they contain knowledge of language feature, generic structure, and other characteristics that build it perfectly. Based on the School-Based Curriculum (KTSP) of Senior High School, the standard competence of learning English especially for reading is that students are required to be able to comprehend many kinds of genres, such as: narrative, descriptive, recount, report, exposition, etc, which are useful for communication purpose, related to

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<sup>1</sup> Marianne Celce Murcia, *Teaching English as a Second or Foreign Language* (3rd ed): (Boston: Heinle 2001), p. 187.

<sup>2</sup> Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Cambridge: Longman, 1998), p. 68.

their environment.<sup>3</sup> One of reading with genre that is familiar and taught to the second year at MAN Pasir Pengarayan is reading comprehension on narrative text. Since students are always faced with reading comprehension through genre, they must know types of text, and automatically they are able to comprehend narrative text and also other types of text.

Reading is not a simple subject in learning English. The difficulties and obstacles in reading are also faced by the students at MAN Pasir Pengarayan. MAN Pasir Pengarayan is one of the State High Schools in Rokan Hulu Regency. This school uses School Based Curriculum (KTSP) as a guide of English teaching and learning in this school. English is taught twice a week with duration 2 x 45 minutes per hour. Although this school has done a lot of efforts to improve students' English competence in reading skill, but in fact the students do not seem good at English and many students still have difficulties in reading. Meanwhile, this school has a program to improve English especially reading comprehension, in which the teacher has been using the competence based curriculum in teaching and learning process, but the technique that teacher uses is not successful enough in teaching reading yet.

Teaching reading is very complicated when the teacher does not prepare any technique. Based on the writer's preliminary research at MAN Pasir Pengarayan, especially in teaching narrative text, the teacher introduced the material to the students and gave example. Then, the teacher asked the students to read materials, to translate the text, to find out the difficulty words,

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<sup>3</sup> Department Pendidikan Nasional, "*Kurikulum Tingkat Satuan Nasional (KTSP); Silabus Mata Pelajaran Pendidikan Bahasa Inggris*", (Unpublished, 2006)

to answer the questions based on the reading passage and finally asked them to collect the task. The technique made the students bored and they had no interest in learning. In fact, the students got many difficulties in reading activity that made them slower in doing task given by the teacher. In other side, some of the students did not fulfill the Minimum Standard Curriculum Achievement (KKM). The passing score (KKM) of English subject at MAN Pasir Pengarayan is 70. Therefore, the writer concludes that some of the students of the second year at MAN Pasir Pengarayan did not achieve the KKM target get by the school. It was because of some problems in their learning English; the students were not able to understand the narrative text.

Students also still had problems in reading comprehension, especially on narrative text. The writer itemized some problems into symptoms related to students' reading comprehension on narrative text. Generally, it can be seen as follows:

1. Some of the students got difficulty to find out the main idea on narrative text
2. Some of the students were not able to get factual information on narrative text
3. Some of the students are not able to identify the generic structure on narrative text
4. Some of the students were not able to identify the language feature on narrative text
5. Some of the students had lack of vocabulary

Because the students had some problems on reading comprehension, Cloze Passage is the way out for these problems. By using Cloze passage technique, the students' can stop reading word by word and guess or even skip words they do not know. Therefore, the writer was 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 MAN Pasirpengarayan.**

## **B. The Definition of the KeyTerms**

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:

### 1. Effect

Effect is a change caused by somebody/something; result.<sup>4</sup> In this research, effect is defined as the result of teaching reading by using Cloze Passage Technique.

### 2. Cloze Passage

Cloze Passage is a piece of text in which word have been omitted throughout.<sup>5</sup> In this research, the Cloze Passage is a technique used by writer to teach reading.

### 3. Reading Comprehension

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<sup>4</sup> Oxford Dictionary, Learner's Pocket Dictionary: Fourth Edition (Oxford: Oxford University Press, 2008), 143

<sup>5</sup> Richard, Gustavus, *How to Make the Cloze Passage*, 2011. (<http://blogs.scholastic.com/cloze> passage, Retrived 06 Mei 2012), p. 1

Reading is the action of the person who reads or attempts to make a meaning from what an author has written. According to Richard and Schmidt, reading comprehension is perceiving a written text in order to understand its contents.<sup>6</sup> Based on the explanation above, the writer concludes that reading comprehension is the capability of the second year students of MAN Pasir Pengarayan in comprehending Narrative text.

### **C. The Problem**

#### **1. The Identification of the Problem**

Based on the background of the problems and phenomena above, it is known that most of the second year students of MAN Pasir Pengarayan still had problems in learning English especially reading comprehension. Thus, the problems in this research were identified as follows:

1. Why were some of the students were difficult to find out the main idea on narrative text?
2. Why were some of the students were not able to get information on narrative text?
3. Why were some of the students were not able to identify the generic structure on narrative text?
4. Why were some of the students were unable to identify language features on narrative text?
5. Why were some of the students had lack of vocabulary ?

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<sup>6</sup> Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics. Third Edition*. New York: Pearson Education. 2002. P. 186.

6. How is the effect of Cloze Passage Technique towards students' reading comprehension on narrative text?

## **2. The Limitation of the Problem**

Based on the identification of the problem above, those problems in this research only were focused on the effect of using cloze passage technique toward students' reading comprehension on narrative text of the second year at MAN Pasir Pengarayan.

## **3. The Formulation of the Problem**

Referring to the identification of the problems above, the problems in this research can be formulated in the following research questions:

- a. Is there a significant difference of result between students' reading comprehension on narrative text before being taught by using Cloze Passage Technique for experimental class and Three Phase Technique for control class of the second year students at MAN Pasir Pengarayan?
- b. Is there a significant difference of result between students' reading comprehension on narrative text after being taught by using Cloze Passage Technique for experimental class and Three Phase Technique for control class of the second year students at MAN Pasir Pengarayan?
- c. Is there a significant effect of using Cloze Passage Technique towards reading comprehension on narrative text of the second year students at MAN Pasir Pengarayan?

## **D. The Objective and Significance of the Research**

### **1. The Objective of the Research**

The objectives of the research are to find out the obvious depiction about:

- a. To find out the data about a significant difference of students' reading comprehension on narrative text before being taught by using Cloze Passage Technique for experimental class and Three Phase Technique for control class of the second year students at MAN Pasir Pengarayan.
- b. To find out the data about a significant difference of students' reading comprehension on narrative text after being taught by using Cloze Passage Technique for experimental class and Three Phase Technique for control class of the second year students at MAN Pasir Pengarayan.
- c. To determine the effect of using Cloze Passage Technique towards reading comprehension on narrative text of the second year students at MAN Pasir Pengarayan.

### **2. The Significance of the Research**

Related to the objectives of the research above, the significance of the research are as follows:

- a. To help the students to improve their reading comprehension on narrative text after being taught by using Cloze Passage Technique of the second year students at MAN Pasir Pengarayan.
- b. To give information and solutions for the English teachers and others who concern in learning English about using Cloze Passage Technique on narrative text to obtain reading comprehension.

- c. To enhance the researcher's knowledge about teaching reading Cloze Passage Technique.
- d. To be beneficial findings in education.