AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING FOCUSED CLOZE STRATEGY ON THE STUDENTS' READING COMPREHENSION SKILLS AT THE EIGHT GRADERS OF SMP N 1 PEKALONGAN IN THE ACADEMIC YEAR OF 2017/2018

By :

WILDAN GUSMAWAN
STUDENT NUMBER: 1293897

TARBIYAH FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC INSTITUTE OF METRO

1438 H/2018 M

AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING FOCUSED CLOZE STRATEGY ON THE STUDENTS' READING COMPREHENSION SKILLS AT THE EIGHT GRADERS OF SMP N 1 PEKALONGAN IN THE ACADEMIC YEAR OF 2017/2018

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
WILDAN GUSMAWAN
Student Number 1293897

Tarbiyah Faculty
English Education Department

Sponsor   : Drs. Kuryani Utih, M.Pd
Co-sponsor   : Syahreni Siregar, M.Hum

STATE ISLAMIC INSTITUTE OF METRO

1438 H/2018 M

THE INFLUENCE OF USING FOCUSED CLOZE STRATEGY
ON THE STUDENTS' READING COMPREHENSION SKILL
AT THE EIGHT GRADERS OF SMP N 1 PEKALONGAN
IN THE ACADEMIC YEAR 2017/2018

ABSTRACT

By:

WILDAN GUSMAWAN

Reading as one of the English skills, that is about understanding written texts. It is a complex activity involves both perception and thought, then it consists of two related process: word recognition and comprehension. Although it has been taught since in Elementary school, but there are still many students who are confused about what have they read. Teachers should be able to assist students in material understanding, by focused cloze strategies. To improve students' reading comprehension, the researcher provides an effective and efficient strategy, the strategy is focused cloze. Focused cloze is a strategy of reading ability by eliminating words from text, students are given the word option to complete the text of the passenger. In fact, teachers have not used an effective strategy in reading activities, which causes low student reading comprehension. This condition is what researchers found in the eighth grader of SMP N 1 Pekalongan.

The objectives of this research is to find out whether there is any significant influence of students reading comprehension ability in narrative text by using Focused Cloze Strategy; This research is a quantitative research. The design of this research is true experimental design that involves the experiment and control group design, and involves of 30 students as the samples. In collecting the data, the researcher used test and documentation, meanwhile the data analysis technique that the researcher used t-test.

The result of the analysis showed that "$t_{observed}$"= 8,89 was higher than "t_{table} 5 %"= 2,045. Based on the result, it can be inferred that H_a is accepted and H_o is rejected. It means that focused cloze strategy is influence for the students' reading comprehension skill at the eight grade of SMP N 1 Pekalongan.

Keyword : Focused Cloze Strategy, Reading Comprehension Skill.

PENGARUH PENGGUNAAN STRATEGI FOCUSED CLOZE

TERHADAP KEMAMPUAN PEMAHAMAN MEMBACA SISWA

KELAS DELAPAN SMP N 1 PEKALONGAN

TAHUN AJARAN 2017/2018

ABSTRAK

Oleh:

WILDAN GUSMAWAN

Membaca sebagai salah satu keterampilan dalam Bahasa Inggris, yaitu tentang memahami teks tertulis. Membaca adalah sebuah kegiatan yang kompleks melibatkan antara persepsi dan pemikiran. Kemudian membaca terdiri dari dua proses terkait: pengenalan kata dan pemahaman. Walaupun hal tersebut telah diajarkan sejak SD, namun tetap saja masih banyak siswa yang tidak memahami apa yang telah mereka baca.Guru harus mampu membantu siswa dalam pemahaman materi, yaitu dengan penyediaan strategi yang tepat. Untuk meningkatkan pemahaman membaca siswa, peneliti menyediakan sebuah strategi yang efektif dan efisien, strategi tersebut adala focused cloze. Focused cloze adalah strategi kemampuan membaca dengan menghilangkan kata dari text, siswa diberikan kata pilihan untuk melengkapi text rumpang tersebut. Faktanya, guru belum menggunakan strategi yang efektif dalam kegiatan membaca, hal tersebut menyebabkan pemahaman membaca siswa rendah. Kondisi inilah yang peneliti temukan pada siwa kelas delapan SMP N 1 Pekalongan.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari kemampuan pemahaman membaca siswa dalam teks narasi dengan menggunakan Peer Focused Cloze strategi. Penelitian ini merupakan penelitian kuantitatif. Desain penelitian ini adalah desain eksperimental, yang terdiri dari desain kelompok kontrol dan kelompok eksperimen, dan terdiri dari 30 siswa sebagai sampelnya. Pengumpulan data dalam penelitian menggunakan tes dan dokumentasi, sedangkan tehnik analisis data yang digunakan adalah t-test.

Hasil analisis menunjukkan bahwa "$t_{observed}$"= 8,89 adalah lebih tinggi dari pada "t_{table} 5%"= 2,045. Berdasarkan hasil tersebut, bisa disimpulkan bahwa H_a diterima dan H_o ditolak. Itu berarti bahwa strategi Focused Cloze mempengaruhi dalam kemampuan pemahaman membaca siswa kelas delapan SMP N 1 Pekalongan.

Kata kunci: Strategi focused cloze, kemampuan pemahaman membaca.

APPROVAL PAGE

Title : THE INFLUENCE OF USING FOCUSED CLOZE STRATEGY ON THE STUDENTS' READING COMPREHENSION SKILLS AT THE EIGHT GRADERS OF SMP N 1 PEKALONGAN IN THE ACADEMIC YEAR OF 2017/2018

Name : Wildan Gusmawan

Students Number : 1293897

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the tesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, July 2018

Sponsor | Co-Sponsor

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

Syahreni Siregar M.Hum
NIP.19760814 200912 2 004

The Head of English Education Departement

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

NOFICATION LATTER

Number   :
Appendix   :
Matter   :   **In Order to hold the munaqosyah**
                of Wildan Gusmawan

To : The Hororable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Institute For Islamic Studies of Metro

Assalamu'alaikum Wr.Wb

We have given guidance and enough improvement to research thesis script which
is written by:

Name   :   Wildan Gusmawan

Students Number :   1293897

Title   :   THE INFLUENCE OF USING FOCUSED CLOZE
                    STRATEGY ON THE STUDENTS' READING
                    COMPREHENSION SKILLS AT THE EIGHT GRADERS
                    OF SMP N 1 PEKALONGAN IN THE ACADEMIC
                    YEAR OF 2017/2018

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher
Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb

Metro,   July   2018

Sponsor   Co-Sponsor

Drs. Kuryani Utih, M.Pd   **Syahreni Siregar M.Hum**
NIP. 19620215 199503 1 001   NIP.19760814 200912 2 004

NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : **Mohon dimunaqosyahkan Skripsi**
               Saudara Wildan Gusmawan

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum, Wr. Wb

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi penelitian yang disusun oleh:

Nama   : Wildan Gusmawan

NPM   : 1293897

Judul   : THE INFLUENCE OF USING FOCUSED CLOZE STRATEGY ON THE STUDENTS' READING COMPREHENSION SKILLS AT THE EIGHT GRADERS OF SMP N 1 PEKALONGAN IN THE ACADEMIC YEAR OF 2017/2018

Sudah dapat kami setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikumWr.Wb

Pembimbing I,	Metro, Juli 2018 Pembimbing II,
Drs. Kuryani Utih, M.Pd NIP. 19620215 199503 1 001	**Syahreni Siregar M.Hum** NIP.19760814 200912 2 004

RATIFICATION PAGE

No. B-2276/In-28-1/D/PP-00-9/09/2018.

An Undergraduate thesis entitled: THE INFLUENCE OF USING FOCUSED CLOZE STRATEGY ON THE STUDENTS' READING COMPHREHENSION SKILLS AT THE EIGHTH GRADERS OF SMP N 1 PEKALONGAN IN THE ACADEMIC YEAR OF 2017 / 2018, written by WILDAN GUSMAWAN student number 1293897, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Monday, July 09th, 2018.

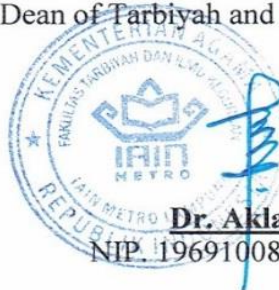### BOARD OF EXAMINERS:

Chairperson : Dr. Kuryani Utih, M.Pd ....)

Examiner 1 : Ahmad Subhan Roza, M.Pd ....)

Examiner II : Syahreni Siregar, M.Hum ....)

Secretary : Eka Yuniasih, M.Pd ....)

The Dean of Tarbiyah and Teacher Training Faculty,

Dr. Akla, M.Pd.
NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : WILDAN GUSMAWAN

Student Number   : 1293897

Departement   : Tarbiyah

Study Program   : English Education

States that this undergraduate thesis is original the result of the writer's research, in exception of certain parts which are quoted from the bibliographies mentioned.

Metro, July 2018

T:

WILDAN GUSMAWAN
St.Number. 1293897

ORISINILITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : WILDAN GUSMAWAN

Npm   : 1293897

Jurusan   : Tarbiyah

Program Studi   : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali

bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, juli 2018
Penulis,

METERAI
TEMPEL
94BD5AFF161488806
6000
ENAM RIBU RUPIAH

WILDAN GUSMAWAN
NPM. 1293897

MOTTO

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

Who is the best among you are those who want to learn

the holy Qur'an and teach it. (H.R.Bukhori)

*" if you dream about something and you believe in it, it can
come true and nothing is impossible"*
(The writer)

DEDICATION PAGE

This undergraduted thesis would highly be dedicated to :

1. Prof. Dr. Hj. Enizar, M.Ag, as the governor of State Islamic College.

2. My Sponsor and Co-Sponsor, Drs. Kuryani Utih, M.Pd and Syahreni Siregar, M.Hum. Thank you very much for worth guidance so that I can finish this undergraduate thesis.

3. My parents Mr.Supardan and Mrs. Sulastri, my brother Deni Irwandan and Sakhiyur Rizal Ramadan, thank you so much for your worth motivation, love, pray and support.

4. My best friends, Rosita Dewi, Khoirul isnani, Tri Nurianto, Turhamun, Ariv Sutrisno, and the big family of MAPALA JURAI SIWO METRO who always given motivation and support.

5. My beloved almamater, State Islamic Of Institute (IAIN) Metro.

ACKNOWLEDGEMENT

In the of Allah, the most gracious, the most merciful praise is to Allah, the lord of the worlds whom His mercy and blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad Saw. This paper is presented to institute Islamic Studies Metro, English Education as a particular of fulfill of the requirement for the S1 Dedgree.

There were many helpful individuals involved in accomplishing undergraduate thesis. My acknowledgements go to both of his sponsor and co-sponsor, Drs.Kuryani Utih, M.Pd and Syahreni Siregar, M.Hum. Who has constantly given their endorsmemnt, time and guidance so that could finish the undergraduate thesis. The researcher do apologizes for all my mistakes.

All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate theis. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially for our campus and all readers generally.

<div align="right">

Metro 2 July 2018

The Researher

WILDAN GUSMAWAN
St. ID. 1293897

</div>

TABLE OF CONTENTS

BIBLIOGRAPHY
APPENDICES
CURRICULLUM VITAE

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

CHAPTER 1

INTRODUCTION

A. Background of the Study

English has been widely used for international communication. It was used by all people in the world to communicate each other in knowledge, science, and technology as well as education, business, transaction, and other activity in the world. Moreover, it was used by many people for the different purposes such as studying, traveling, getting job in certain country. English was used almost use by all countries as the first, the second or the foreign language.

In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill.

The mastery of reading is the most important language skill to be developed and give a particular stress for the students in the classroom. But many students find difficulty in mastering reading comprehension. Because in school, teaching reading becomes a boring lesson which taught by the teacher. So that, it will influence the result of reading comprehension, moreover the students of SMP N 1 Pekalongan also find difficulty in mastering reading comprehension.

To facilitate, many problems are found in reading comprehension at SMP N 1 Pekalongan. Firstly the students are not interested in the reading material, because

students feel bored and lazy when they must read a text, even less answer the questions about the text. They are difficulties to answer the question according a text because they do not know how to get information the text easily and they need much time for understanding a text exactly. Next, the students do not know how to learn reading well. Then, the students are low in understanding the content of the reading. Afterward, the students are low in understanding structure and grammar.

From the problem above, it will make the students getting low score. It can be seen from pre survey data which was conducted on January 16th, 2017. The writer obtained the data of reading comprehension test score from English teacher, as follows:

Table 1

The Data of the Students' reading comprehension Score at Class 8.A

No.	Score	Frequency	Categories	Percentage
1.	67-100	7	Good	20,58%
2.	34-66	16	Everage	47,05%
3.	0-33	11	Bad	32,33%
Total		**34**		**100%**

Source: the value of leger English lessons from teachers *Endang Purwati S.Pd SMP N 1 Pekalongan*

Based on the pre-survey data, the writer found many students obtain not well enough result. It can be seen from the score of the students, it less than 75 as The Minimum Mastery Criteria (KKM). Occasionally, the writer wants to influence the students' reading comprehension becoming good quality.

In motivating students to read, teacher should find out some strategy that can attract the students' motivation and interest. The students need the strategy that can motivate and increase their ability, especially in reading skill. If the students interested in what they do, they will enjoy their teaching learning process and more understand about material given.

Reading comprehension refers to how readers make sense of what they read and what they do when they do not understand something in a text. For example, they range from simple fix up strategies such as rereading difficult segments of a text, and guessing the meaning of an unknown word from context, to more comprehensive strategies such as summarizing and relating what was being read to the reader's background knowledge. Is hoped that by using this technique, the students can read fluently and easily.

Based on these conditions, the writer would like to conduct a research "the influence of using focused cloze strategy on the students reading comprehension skills at the eighth graders of SMP N 1 Pekalongan in the Academic Year of 2017 / 2018"

B. **Problem Identification**

1. The students are not interested in the reading material.

2. The students do not know how to learn reading well.

3. The students are low in understanding the content of the reading text.

4. The students are low in understanding structure and grammar.

C. Problem Limitation

From the problem identification above , the writer limits the problem, the student's reading skill in understanding the content is low at the eighth graders of SMP N 1 Pekalongan in the Academic Year of 2017 / 2018.

D. Problem Formulation

Based on the background of study, the researcher formulates the problem as follow: Is there any positive and significant influence of using focused cloze strategy on the students' reading comprehension skills at the eighth graders of SMP N 1 Pekalongan in the Academic Year of 2017 / 2018.

E. Objectives and Benefits of Research

1. The Objective of the research

    The objective of this research is to find out whether there is a positive and significant influence of using focused cloze strategy on the students reading comprehension skills at the eighth graders of SMP N 1 Pekalongan in the Academic Year of 2017 / 2018.

2. The Benefits of the research

    a. For the student

    1) As a way for the students to increase their reading comprehension skills.

    2) As an information for the students to improve their motivation in learning english in reading comprehension skills.

    3) As a motivation for the students to handle their problem in reading comprehension skills.

b. For the English teachers

    1) As a technique in teaching reading comprehension skills.

    2) As ideas of various ways in teaching reading comprehension to students.

    3) As an information for the English teacher in order to improve students reading comprehension skill.

c. For the head master

    1) As as information to head master to be able to convey to the teachers that they must know the problem of students in order to reach learning procces.

    2) As motivation to increase the quality of education at SMP N 1 Pekalongan.

CHAPTER II
REVIEW OF THE RELATED THEORIES

A. The Concept of Reading Comprehension

1. The Concept Of Reading

a. Definition of Reading

Reading is the activity to read has a purpose to get the meaning, information, knowledge, and idea from sources they read. If we understand the concept of reading, it can be easy for us to get information or ideas when we read something. So, reading is an activity to know more about something to get information from organizing the ideas of the passage. Reading is a complex process involving a network of cognitive actions that work together to construct meaning.[1]

According to Carolline T Linse defines that reading is a set of skill that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed word and also comprehend what we read.[2]

For most of these learners, reading is the most important skill to master in order to success in learning English. Students will spend their time to read and get understanding or meaning from the sentence of the texts. In addition, the source of reading will be available in various and different text, the students do not only focus on one kind of the text.

---

[1] Linda J. Dorn, *Teaching For Deep Comprehension*. (Portland :Stenhouse Publishers Maine. 2005), P.6.
[2] Linse, T. Carroline, *Practical English Language Teaching : Young Learners,* (New York: McGraw-Hill Companies,2005) p.69.

2. The concept of reading comprhension

a. The definiton of reading comprehension

Comprehension" is the ability to understand, an exercise that trains students to understand a language. It means that comprehension is exercising which train student to improve their ability in understanding language whether in written or spoken.[3]

Morever ,Lapp and Fisher state that comprehension is reader's ability to interact with information in the text and also the reader's background experiences with the topic and language of the text. In these senses, comprehension is the understanding of the text which involves reader's interaction and prior knowledge to get information in the text.[4]

Based on the quotation above, it can be concluded that comprehension is to understand that encompasses ability to construct meaning and knowledge related of the activities that include the purpose associated with reading.

Next, reading comprehension is the understanding about new information of the text by using the knowlegde of the reader. If the students have good comprehension of the material that they are reading is to ask the students to retell what has been read. It means that comprehension is the essence of reading because the goal of written

---

[3]Elizabeth S, Pang et.al, *Teaching Reading*, IAE,(Switzerland: Palais des Academies,2003), p.14.
[4]Diane Lapp and Douglas Fisher, *Essential Reading on comprehension*, (Newark: International Reading Association, 2009), p.2.

language is communication of message[5]. In reading activities, students should have good reading comprehension to get information from the reading text.

Furthemore, Brown states that reading comprehension is primary a matter or important skill to developing, it's very efficient used a strategy to understand something that we read.[6] It's means that the purpose of reading comprehension is to efficiency of reading.

Moreover, Janette states that Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[7] According to clay, reading is message getting process and comprehension takes place as the reader strives to create meaning.[8]

Based on statement above the writer concludes that   reading comprhension is the ability to read, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because reading is very important to get information when we learn English as a foreign language.

[5] Gerald G. Duffy, *Explaining reading : A Resource for teaching concept, skill, and strategies,* (New York, London : The Guilford Press, 2009), P.14.

[6] H. Douglas Brown, *Teaching by principles : and interactive approach to language pedagogy* (New York : San Francisco State University. 2001),P.306.

[7] Janette K. Klinger, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York : The guilford press, 2007), P.8.

[8] Linda J. Dorn. *Teaching For Deep...*,p.37.

b. Kinds Of Reading comprehension

There are the kinds of reading, they are:

a. Top-down reading

In top-down processing the reader gets a general view of the reading passage.[9] Reader has known about the passage so they just want to know if there is any new information in the passage.

b. Bottom-up reading

In bottom-up reading, reader must first recognize a multiplicity of linguistic signals (letter, morphemes, word, phrases, grammatical cues). [10]The bottom-up reading suggests that a reader reads the words, and sentences and looks at the organization of the text (without relating to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary plus syntax.

c. Interactive reading

The interactive reading argues that both top-down and bottom-up processes occur when a person reads a text.[11] Reader use both model in their reading activity depend on the situation that they faced. In this research, the researcher will use the interactive model, in which the reader reads the words, and sentences and looks at

---

[9]Jeremy, Harmer, *The practice of English Language Teaching*, (Mexico:Longman,2005),p. 201.
[10]H. Douglas Brown, *Teaching by principles An Interactive Approach to Language Pedagogy Second Edition*,(San Francisco:longman,2000), p.299.
[11] [11] *Ibid,299.*

organization of the text with relating it to experience or prior knowledge in order to construct meaning from what was written in the text.

It means that the Top-Down model has a reader working from meaning to the text, the Bottom-Up model has a reader working from text to the meaning and Interactive model has a reader working from meaning.

3. The Concept of Narrative Text

A narrative is a construct created in a constructive format (written, spoken) that describes a sequence of fictional or non-fictional events.[12]Narrative prefer showing to telling and that the power of narrative the reader will feel as his show by their self what happen in the text.

Actually, narrative can be fiction such as short story or novel and non-fiction. It can be explained that a narrative text is texts to amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events that lead to a crisis or turning point of some kind that in turn finds a resolution.

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. The generic structure of narrative text is focused on a series of actions:[13]

a. Orientation (introduction) in which characters, setting and time of the story are established

b. Complication or problem, usually involves the main characters

---

[12]Sanggam Siahaan *,Narrative text, (*Bandung,2007*),* P.168
[13]Rudi Hartono,S.S,M,Pd ,.*Genres of the Text* (Semarang: Unnes, 2005), P.7

c. Resolution

Narrative is a text focusing specific participants. It is social function is to tell stories or past events and entertain the readers. The language features are focus on specific and usually individualized participants, use of material processes behavioral and verbal processes, use of temporal conjunctions and temporal circumstance, and use of past tense. Based on the definition, it can be inferred that narrative text is a kind of text, which tells about series and provides the problem that happen in the past.

4. Strategies For Reading Comprehension.

To be a good reader, we have to a strategy to comprehend a text. Brown explains ten strategies for reading comprehension, there are: identifying the purpose in reading, skimming the text for main ideas, scanning the text for specific information, guess when you are not certain, analyze vocabulary, using grapheme rules and patterns, using efficient silent reading technique for relatively rapid comprehension, using semantic mapping or clustering, distinguishing between literal and implied meanings, and the last is capitalizing on discourse makers to process relationship". [14]

The strategies for reading comprehension can be explained as follows :

a. Identifying the purpose in reading.

Eficient reading consist of clearly identifying the purpose in reading something. By doing so, the readers know what they are looking for and can weed out

---

[14] *Ibid.,p.306.*

potential distracting information. It means, to find out what information would be taken of the text., the readers shoul determine their purpose in reading.

b.   Skimming the text for main ideas.

Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives the reader the advantege of being able to predict the purpose of passage. In other word skimming is reading teh whole text quickly to get main point or main ideas of the text. Furthermore, by skimming the reader can predict the content of the text.

c.   Scanning the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract spescific information without reading through the whole text.[15] It means, scanning is reading quickly the text to find specific information whithout reading every word in the text.

d.   Guess when you are not certain.

The teacher can help the learners to become accurate guessers by encouranging them to use effective commpensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them. [16]

---

[15] *Ibid.*, p.308.
[16] *Ibid.*, p.309.

e.   Analyze Vocabulary.

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several technique are useful here :

1) Look for prefixes (co-, inter-, un-, etc.) that may give clues.

2) Look for suffixes (-tion, -tive, -ally, etc) that may indicate what part of speech it is.

3) Look for roots that are familiar.

4) Look for grammatical contexts that may signal information.

5) Look at the topic for clues.[17]   It means, to understand unknown words, the readers can use alternative way such as : analyze prefixes, suffixes, root words, grammatical context, and the topic of the text.

f.   Using grapheme rules and patterns.

The learners have become acquainted with oral language and have some difficulties in learning English spelling conventions. They may need hints and explaination about certain English orthographic rules and peculiarities. While they can often assume that one-to-one grapheme-phoneme correspondences will acquired with ease, other relationships might difficult.

---

[17] *Ibid*.,p.310.

g.   Using efficient silent reading technique for relatively rapid comprehension.

The readers intermadiate-to-advanced level students need not be speed readers, but it is suggested to increase efficiency by teaching a few silent reading rules.

1) The readers don't need to "pronounce" each word to the teacher.

2) Try to visually perceive more than one word at time.

3) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context. [18]

h.   Using semantic mapping or clustering.

The teachers can help the students to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use wether clues are available to them.

i.   Distinguishing between literal and implied meanings.

This requires the application of sophisticated top-down processing skills. The fact that not all languange can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demand on readers. Implied meaning usually has to be derived from processing pragmatic imformation. [19]

---

[18] *Ibid.,* p.307.

[19] *Ibid.,* p.310.

j.   Capitalizing on discourse makers to process relationship.

Many discourse makers in English signal relationship among ideas as expressed through prhase, clauses, and sentences. A clear comprehension of such makers can greatly enhance learners reading efficency. The types of discourse makers are :

1) Anumerative : firstly, secondly, finally, etc.

2) Additive : moreover, well, again, etc.

3) Logical sequence : so far, as a result, consequently, etc.

4) Explicative : namely, in other words, etc.

5. Purposes of Reading comprehension

Reading printed words has different purpose. Readers know and if the readers read the information, as they need. It means that, the reader will have the expectation of what they are going to read before.

Jeremy Harmer says that reading is useful for other purpose: any exposure to English (provide students understand it more or less) is a good thing for language students; reading text also provide good models for English writing; reading text also provide opportunities to study language such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text.[20]

In addition, Carroline says that there are two reasons for reading, they are:

---

[20] Jeremy, Harmer, *How to Teach English*,(England:longman,1998), p.68.

a. Reading for pleasure

Reading can be used as a form of entertainment. If students getpleasure from reading in her own language, they be able to make the connection that reading in general can provide pleasure.[21]

b. Reading for information

Reading for information can be as simple as reading.[22] To find out something or in order to do something with the information you got.

Briefly, the purpose of reading is varies. The reader has some purpose to achieve it. Based on the purposes, it is also necessary to look kind of reading in which there is relationship about the kind of reading.

6. The Measurement of Reading Comprehension

Reading comprehension measures should help teachers monitor the comprehension of their students over time and provide information that is useful in designing reading comprehension intervention program.[23]

There are somecriteria commonly use in measuring students' reading comprehension ability, these are:[24]

1) Main idea (topic)

---

[21] Linse, T. Carroline, *Practical English Language Teaching Young Learners*, (New York : McGraw-Hill Companies,2005),p.72.

[22] *Ibid.,p.73.*

[23] Klingerner, Janette K, et al, *Teaching Reading Comprehension*, Page 18

[24]BrownDouglas, *Language Assessment: Principle*, Page 206

2) Expression/idioms/phrases in context

3) Inference (implied detail)

4) Grammatical features

5) Detail (scanning for a specifically stated detail)

6) Excluding facts not written (unstated detail)

7) Supporting ideas

8) Vocabulary in context.

In all cases, the measurement takes the form of standardized assessments aligned to state standards.[25]

B. The Concept of Focused Cloze Strategy

1. Definition of Focused Cloze

Cloze refers to the 'reading closure' practice required when readers must fill in the blanks left in text. In cloze activity words or latters are deleted from text in ways that required the readers to use specific reading strategies, or to focus upon specific clues in the text

Taylor states that focused Cloze is a modification of the cloze procedure. The form of original cloze is the assement of text –to reader readablity match. Focused Cloze is an strategy that using the omiting word in sentence in ordre to fill the blank words based on context of srntence.so the student will encounter and learn content

---

[25]JoAnne Schudt Caldwell, *Reading Assessment: A Primer for Teachers and Coaches*, (New York: The Guilford Press, 2008), 2nd ed, Page 234

information. In addition, a word bank is provided for students so they can choose from among the listed words to complete the passage. [26]

Based on Billy stated "focused cloze" is used in this study to indicate a word or words deletion where words are omitted from a passage.[27]

From explanation above , the writer defines that focused cloze is a reading strategy that used by teacher ommiting the word in passage meanwhile the students are asked to fill the blank passage with the appropriate word bassed on the context, structure and grammar and meaning.

2. The Purposes of Focused Cloze

There are three common purposes of using a focused cloze:

1) To determine instructional reading level.

2) To Know the actual reading level of the learners

3) To help solve reading problem of learners and Increase their confidence of student.[28]

Meanwhile, some purposes uses of focused cloze in teaching are: determine learner's instructional reading level and knowing the actual reading level of the learners, teachers can adjust and give guidance to the learners more properly.

---

[26] Janet Allen, *Inside Words : Tools For Teaching Academic Vocabulary Grades 4-12,* (America: Stenhouse Publisher, 2007),p.39.

[27] Billy M. Guice, *"The Use Of Cloze Procedure For Improving Reading Comrehension Of College Students*, (Florida:Tallahassee),Vol. 2/June 1966,p.2.

[28] Masoud Zoghi and Farnaz Sahebkheir*, "The Role Of Formal Instruction Throug Cloze Activities And Input Enhancement On Iranian EFL Learner's Conjuction Use In Reading",(Iran:Islamic Azad University)*,Vol.4/March-May2014,p.104., p.104.

Focused cloze is used as a way to asses and build background knowledge in anticipation of content to be studied.[29]

From the quatitation above, the rwriter concludes that the purposes of focus cloze is to determine the material reading level, to know the students'reading level and to solve the reading problem in teaching and learning process.

3. The Procedures Of Focused Cloze

There are some procedures will be better by using some criteria as follows:

a. Give the blank passage to the students

b. Read the instructions and explain to the student should fill in the one word that seems most appropriate for each blank

c. Prior to filling in the blank,to read sislently while filling the blank and read loudly infrornt of class

d. Compare student Cloze passage to Cloze passage key

e. Score one point for each exact replacement :

   1) Synonyms are incorrect

   2) Incoreetc spelling is not penalized

   3) Diffcerrent word ending are incorret

The writer summarizes that the procedure of focuse cloze is is used in this study to indicate a word or words deletion technique where words are omitted from a passage.

---

[29]Janet Allen, *Inside Words...*,p.40.

4. The Strategies of Focused Cloze

Janet allen explains some strategies of focused cloze as follows:

a. Focused Cloze can supply students with a chance to meet specialized content words in a large context.

b. From that context, students can find information about the words as well as infer the word's properties.

c. Words are provided students' choices for completing the passage are limited to those content words in the word bank. Students supply the missing words to complete the passage using the word bank provided.[30]

Based on the explanation above, the writer closes that syrategies of focused cloze is the way to make easy the student to undesrtanding the content of passage on the reading text. Advantages and disadvantage of focused cloze stategy:

5. The advantages of Focused Cloze are:

a) To investigate the readibility of a test.

b) This procedure can be used to measure the understanding of the test.

c) As a formative test, focused cloze procedure can immediately measure the understanding of a certain material as a feed back of our classroom performance.

d) It can cover a large group of students at one time.

---

[30]Janet Allen, *Inside Words : Tools For Teaching Academic Vocabulary Grades 4-12,* (America: Stenhouse Publisher, 2007),p.40.

e) Doing the focused cloze especially in group work, generated discussion among the member of the group. So though interaction the develop language proficiency.[31]

6. Disadvantages of Focused Cloze

a) Difficult to create quality cloze test.

b) It can frustrate students who struggle with vocabulary and language.[32]

The writer terminates that focuse cloze strategies is a simple startegy that can be used one time in agroup work, it can measure the result of students undesrtanding,so that this strategy has many advantages on teaching and learning proces, eventhoug it has the disadvantages but it is very good strategy to aplly in teaching reading.

---

[31] Rudi Hermanto,*"The Use Of Cloze Procedure In Teaching Reading Narrative Texts"*(Semarang,Semarang State University 2009),Vol.3,p.8-9.

[32] Judy Tilton Brunner,*I Don't Get It!Helping Students! Understand What They read,* (New York:Toronto2001),p.8.

C. Theoretical framework and paradigm

3. Theoretical framework

There are two variables in this research. There are independent variable (X) and dependent variable (Y). The independent variable (X) is focuse cloze and the independent variable (Y) is reading comprehension.

Focused cloze is reading comprehension strategy in which words are omitted from a passage, students are given a series of sentence with word missing. The students fill in the blanks with new vocabulary or with items of a particular grammar type.

Reading comprehension that can be defined the result of the interaction among the reader's perception of the graphic symbols that represent language, linguistic skill, cognitive skill, and knowledge of the world. There are some indicators in this variable, they are:

a. The students ability in understand the main idea.

b. The students ability predict the purpose of passage.

c. The student's ability understanding the detail information of the text.

From the statement above, the researcher can conclude that theoretical framework is foundation concept that support relationship two or more variable. Therefore, if the focused cloze Strategy influence well in teaching reading of course the student's reading comprehension will be high and if the focused cloze Strategy influence low in teaching reading of course the student's reading comprehension will be low also.

4. Paradigm

Paradigm is" a term used very widely and loosely to refer to a conceptual framework of beliefs, theoretical assumption, accepted research methods, and standard the defines legitimate work in a particular science or discipline. Based on the theoretical framework above the writer describes the paradigms as follows:

Figure. 1

The influence of focused cloze strategy toward reading Comprehension

| Focused cloze strategy | → | High Average Low | → | Student's Reading Comperhension | → | HYPOTHESIS |
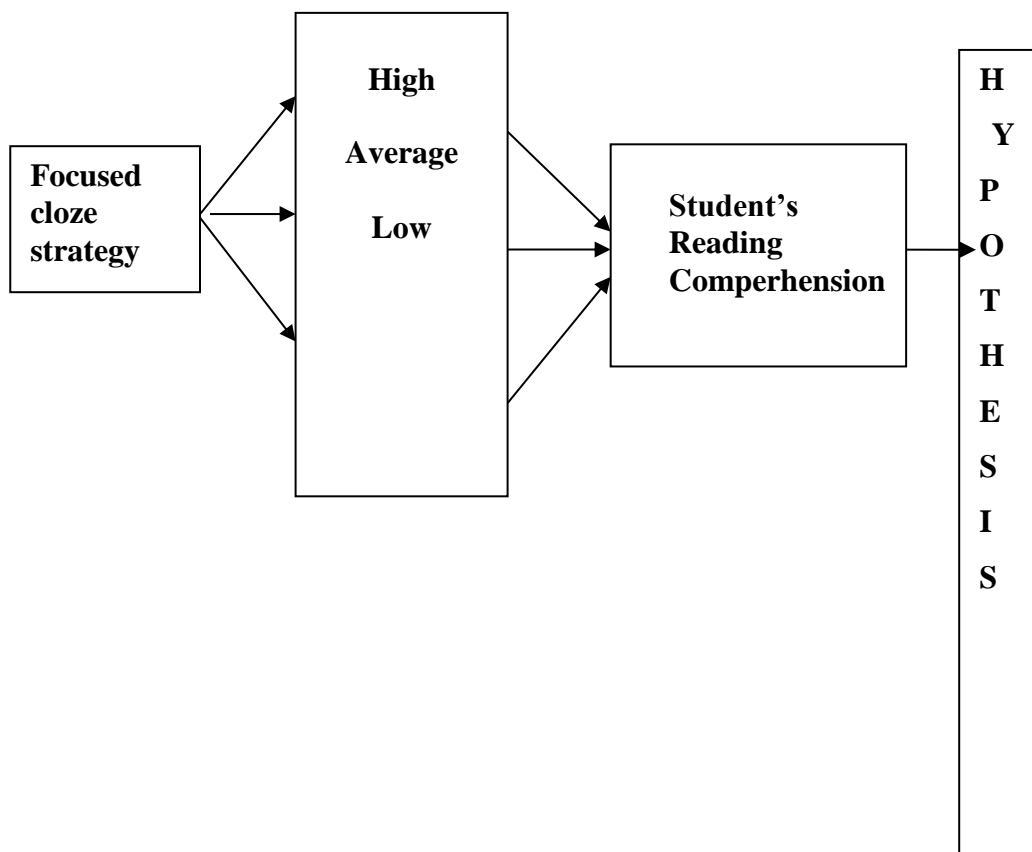
D. Hypothesis Formulation

Donald ary, et.al state that a hypothesis should be presented be presented in the form of a concise declarative statement. A complete and concisely stated hypothesis makes clear what the researcher needs to do to test it. It also provides the framework for presenting the findings of the study.[33]

---

[33] Donald ary, lucy cheser jacobs, chris sorensen, asghar razavieh, *introduction to research in education.*(USA:wadsworth,2010),p.90.

The writer used im experiment in order to compared the group. Based on the statement above, it can be understood that hypothesis may be precisely defined as a tentative proposition seggested as a solution to a problem or as an explanation of some phenomena's.

1. Hypothesis formula

a. **Ha** = there is positive and significant influence of using focused cloze Strategy toward the student Reading Comprehension skills skills at the eighth graders of SMP N 1 Pekalongan in the Academic Year of 2017 / 2018.

b .**Ho** = there is no positive and significant influence of using focused cloze Strategy toward the student Reading Comprehension skills at the eighth graders of SMP N 1 Pekalongan in the Academic Year of 2017 / 2018".

2. Statistical Hypothesis

a. If F_o › F_t, **Ha** is accepted and **Ho** is rejected.

b. If F_o ‹ F_t, **Ha** is rejected and **Ho** is accepted.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research is a quantitative experiment research type, and it was conducted at the eighth grader of SMP N 1 Pekalongan in the academic year of 2017/2018 where the address is on Rawa Mangun Street 37, lampung province lampung timur district.

According Daniel Mujis, quantitative research is the research which explaining phenomena by collecting numerical data that was analyze used mathematically based on methods (in particular statistics)[34].

The writeruses the quantitative research in the form of experimental design. According to Daniel, experimental designs are known as 'the scientific method' due to their popularity in scientific research where they originated.[35]

This research involves two variables; they are one independent variable (X) and one dependent variable (Y). The independent variable(X) is using focuse cloze strategy (Y) is reading comprehension. In conducting the research, the writer was use pre-experimental design with one group pre-test and post-test.

The pre-test was begiven before the experimental treatment and the post-test has been carrying out after the experimental treatments. This research is intended to investigate whether there is a positive and significant influence of used focuse cloze

---

[34]Daniel Muijs, *Doing Quantitative Research in Education*, (London:Sage Publication, 2004), p.1.

[35]Ibid., p.13.

strategy on the students' reading comprehension at the eighth graders of SMP N 1 Pekalongan in the Academic Year of 2017/2018.

B. Population Sample and Sampling Technique

1. Population

Daniel Muijs defines the population is the group that want to gener`alizeyour discover.[36]Moreover, the population of this research is the students of the eighth graders of SMP N 1 Pekalongan in the Academic Year of 2017 / 2018.

It was be illustrated in figure below:

Table 2

The Quantity of Population

No	Grade	Numbers
1.	VIII.1	32
2.	VIII.2	32
3	VIII.3	34
4	VIII.4	28
5	VIII.5	30
6	VIII.6	30
Total Numbers		186

Source: The School Archives, taken on january16[th], 2017.

---

[36]Ibid., P. 37.

From the table above, the population consists of 6 classes where the total number of the eight graders is 186 students.

2. Sample

In this research, the writer was take one class. It is class VIII 5 as experimental class which consists of thirtee (30) students of the eighth graders of SMP N 1 Pekalongan in the Academic Year of 2017/2018.

3. Sampling Technique

SamyTayie explains that a sample is a subject of the population that is taken to be representative of the entire population.[37] In this case, the writer was used cluster sampling technique. Cluster sampling involves an initial stage where in sampling is done from groups of elements that are called clusters[38]

C. The Operational Definition of Variables

John W. Creswell stated that a variable is a feature or attribute of things that (a) researchers can measure or observe and (b) varies among things studied.[39] There are two variables in this research which consist of using focuse cloze strategy and reading comprehension. The operational definition of variables in this research as follows:

1. Independent Variables

---

[37]Samy Tayie, *Research Method and Writing Research Proposal*, (Cairo: CAPSCU,2005), p.32.
[38]Gray Paul,*The Research Imagination An Introduction To Qualitative And Quantitative Methods,*(United States Of America:Crambridge University Press,2007), p.110.
[39]John W. Creswell, *Educational Research,*(United States of America:TexTech International,2012) p.112.

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.[40] Independent variable of this research is the implementation of focuse cloze strategy. There are some indicators in this variable:

a. The student's ability in predicting the blank word in passage.

b. The student's ability in using structure and grammatical.

The researcher uses the strategy after give the pretest to the students, after knowing the score of the students, the researcher was give a treatment to the students and the last the students was be given the pos-test to know the score after given a treatment.

2. Dependent Variable

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. You may find them labeled in the literature as the outcome, effect, criterion, or consequence variables.[41]

Dependent variable in this research is reading comprehension that can be defined the result of the interaction among the reader's perception of the graphic symbols that represent language, linguistic skill, cognitive skill, and knowledge of the world.

There are some indicators in this variable, they are:

d. The students ability in understand the main idea.

e. The student's ability predicts the purpose of passage.

---

[40]*Ibid.,*P.116.
[41]*Ibid.,*p. 115.

f. The student's ability predicts the blank word in passage.

g. The student's ability understanding the detail information of the text.

D. Data Collection Method

The writer used some methods to obtain the accurate data at SMP N 1 Pekalongan. In collecting the data, the writer used the method such as:

1. Test

Test is a way that is used to measure a person ability or knowledge in a given domain.[42] Moreover to collect the data, the writter used written test in order to know the students' skill in reading comprehension. The kind of question is essay form. The test consists of two kinds of test, they are Pre-test and Post-test. They are as follow:

a. Pre-test

To know students' reading comprehension before treatment, researcher used pre-test to get an information or data. The data was be analyzed after the treatment which had been given to the students.

b. Post-test

The post-test was be given in the last meeting after treatment in order to find out whether any a positive and significant influence of using focuse cloze strategy on the students reading comprehension at the eighth grader of SMP N 1 Pekalongan in the Academic Year of 2017/2018.

---

[42] H. Douglas Brown, *Teaching by principles an interactive approach to language pedagogy* (New York:San Francisco State University. 2001),p.384.

2. Documentation.

Another method to collecting the data is documentation. Documentation is data collection method by investigating object written such as book, magazine, document, note and others.[43]

The writer uses the documentation method to get detail information about, condition teachers and official employee, the quantity of the students and the Structure Organization of the SMP N 1 Pekalonganin the Academic Year of 2017 /2018.

E. Research Instrument

David Colton defines an instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.[44] It means that, the instrument is the tool for assessment based on the theory which use to measuring phenomena.

The research instrument in this research is oral test which will be explained as follows:

1. Instrument Blueprint

The test is written test which has someindicators as follows:The indicator of focuse cloze strategy the students are able topredict meaning, structure and grammatical in word blank. The students are able Understanding the main idea, topic

---

[43]*Ibid.*

[44]David Colton& Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation. (*San Francisco: Jossey-Bass, 2007), p.5.

of passage, and the detail information of the text Next; the Students comprehend the meaning of words by context. Students can find the main idea of text.

The indicator of the test :

1. The test consist of seven questions.

2. If one point is answered by true completely the student will get score, so the total score in written test is 100.

3. The questions contained the information of reading text,such as main idea, and purpose of passage.

4. All of question will be answer completly.

2. Instrument Calibration

Instrument calibrationis used to know the validity. In that case Validity has three distinct aspects; they are content validity, criterion validity and construct validity. Content validity refers to whether or not the content of the manifest variable is right to measure the talent concept that the writer tries measure.[45]

The researcher used content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. Therefore, the researcher used content validity based on the syllabus and materials at the eighth grader of SMP N 1 Pekalongan in the AcademicYear of 2017/2018.

---

[45]Daniel Muijs,*Doing Quantitative Research.,*P.66.

F. Data Analysis Technique

To investigate whether there is a significant influence of using "Focused cloze Strategy on the students' reading comprehension skills at the eighth grade of SMP N 1 Pekalongan in Academic Year of 2017/2018. The writer analyzes the data by using t-test[46]. According to DonalAry the formulation of t-test as follows:

T-test :

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Explanation:

t : t (Ratio)

D : Average difference

ΣD^2 : Different scores squared, then summed

$(\Sigma D)^2$: The scores summed, then squared

N : Number of pairs

---

[46]*Donal Ary et al., Introduction to research,* p.177.

CHAPTER IV
RESULT OF THE RESEARCH

A. Result of The Research

In this chapter, the researcher would like to present about the result of research. It involved the research and discussion which had been carried out by the researcher at SMP N 1 Pekalongan especially the students in the tenth grade in academic year 2017/2018. The result of the research as follows:

1. Description of Research Location

a. Short History about the establishment of SMP N 1 Pekalongan

Geographically, SMP N 1 Pekalongan East Lampung which is located province lampung district of east lampung, on 37 GantiwarnoRawamangun Village of Pekalongan , It was built on the land area of $\pm 17.709m^2$.SMP N 1 Pekalongan is located in Jl. Rawa Mangun 37 Gantiwarno kec. PekalonganEast Lampung. It was established on Oktober, 30 2001. SMP N 1 Pekalongan has accreditation status of B and had been lead by the following principals:

1) 2001- 2002 had been lead by Mr. Drs. SyatbiTahmid
2) 2002 - August 2010 had been lead by Mr. Drs. DeddyIrawan, M.Pd
3) August 2010 - January 2012 had been lead by Mr. Drs. Tri Hartoto, M.Pd
4) February 2012 – March 2017 till had lead by Mr. Drs. Puryanto, MM
5) March 2017 till now is lead by Hj. Aida aini,S.Pd., MM

SMP N 1 Pekalongan established with school statistic number 30 1 12

02 09 043. Now, SMP N 1 Pekalongan has three levels of class. Those are the

tenth; eleven, twelve grades with the total class are 24. SMP N 1 Pekalongan

has 65 teachers and 10 official employees.

b. **Condition of the Teacher and Official SMPN 1 Pekalongan**

This is the numbers of the the teacher andofficial staffs atOf SMP N 1

Pekalonganin academic year 2017/2018 that can be identified, as follows:

Table 4
The Condition of Teacher in SMPN 1 Pekalongan in academic year 2017/2018

No.	Name	NIP	Position
1	Hj. Aida aini, s.pd., mm	196307141984122002	Kepsek
2	Rimma Hasiana Nasution, s.pd, m.pd	19720821 200012 2 001	Vice of Curriculum
3	Hi. Paino, a.md.pd	19620407 198403 1 006	Vice of Student
4	Dewi anggraeni, s.pd.I	19670819 198803 2 001	Treasurer
5	Budiman	19650701 198803 1 008	Administration and Operator
6	Puji astuti, s.pd	19621029 1984122 001	Guru
7	Nur imaningsih	19620209 198301 2 002	Guru
8	Dra. Sumiyati	19621105 199601 2 001	Guru
9	Dra. Mardiyah	19640518 199512 2 001	Guru
10	Sri rejeki, s.pd	19631231 198703 2 097	Guru
11	Drs. Hi. Tumijo, m.mpd	19580826 198203 1 004	Guru
12	Triyati sundawati, s.pd	19610706 198403 2 005	Guru
13	Sulistiyowati, ba	19590928 198403 2 004	Guru
14	Suparni, ba	19610203 198602 2 001	Guru
15	Irama diyanto, ba	19610131 198702 1 001	Guru
16	Titin winarni, s.pd	19700515 199512 2 003	Guru
17	Endah tri utami	19650706 198803 2 005	Guru
18	Lies fachlia	19591110 198403 2 007	Guru

19	Endang sari triningsih, s.pd	19631005 198803 2 011	Guru
20	Sugiyo, s.pd	19650614 199102 1 002	Guru
21	Endang purwati, s.pd	19721205 199903 2 007	Guru
22	Nursiyah, s.pd	19630126 198610 2 001	Guru
23	Joko prihartono, s.pd	19641013 1989 01 1 003	Guru
24	Lelawati	19620905 198602 2 003	Guru
25	Yuliani	19620713 198610 2 001	Guru
26	Dra. Yuyun indrawati	19660617 199702 2 002	Guru
27	Dra. Dini andriani	19661210 199802 2 001	Guru
28	Sulistiyani, s.pd	19750215 200012 2 002	Guru
29	Kusna	19630202 199103 1 012	Guru
30	Sri wiyatin, s.pd	19651001 199002 2 004	Guru
31	Supoyo	19620605 199103 1 008	Guru
32	Miratun, s.pd	19670826 199103 2 006	Guru
33	Sri mulyani, s.pd	19691210 200701 2 039	Guru
34	Febrika antrisia, s.pd	19750211200903 2 002	Guru
35	Nurhidayati, s.pd	19841111 200903 2 002	Guru
36	Musyrifah rosyidah, s.ag	19731028 201001 2 001	Guru
37	Zaenal abdani, s.ag	19741231 201001 1 003	Guru
38	Kadar lumintuwati, s.pd	19870620 201001 2 004	Guru
39	Budi prihtiati, s.pd	19760403 201407 2 001	Guru
40	Darmila, a.md.pd	19790514 200903 2 002	Guru
41	Willy oktora c., s.kom		Honor
42	Lasmini, s,pd.i		Honor

c. The Structural OrganizationOf SMP N 1 Pekalongan

The organization structure of SMP N 1 Pekalongan in the academic year of 2017/2018 can be shown inthe following figure:

Figure 2

The Organization Structure of SMP N 1 Pekalongan

```
┌─────────────────────────────────────────────────────────┐
│      The organization structure ofSMP N 1 Pekalongan      │
└─────────────────────────────────────────────────────────┘
                              │
┌──────────────────────┐      ┌──────────────────────┐
│ The Committee of     │------│ The Head Master SMP N 1│
│ School               │      │ Pekalongan            │
│ Dra. Sumiyati        │      │ Hj. Aida aini, S.Pd., MM│
└──────────────────────┘      └──────────────────────┘

┌──────────────────────┐  ┌──────────────────────┐  ┌──────────────────────┐
│ The Vice of Curriculum│  │ The Vice of Student  │  │ The Treasurer        │
│ Rimma Hasiana Nasution,│  │ Hi. Paino, A.Md.Pd.I │  │ Dewi anggraeni, S.Pd.I│
│ S.Pd, M.Pd.          │  │                      │  │                      │
└──────────────────────┘  └──────────────────────┘  └──────────────────────┘

                          ┌──────────────────────┐
                          │ Teacher              │
                          └──────────────────────┘

                          ┌──────────────────────┐
                          │ Students             │
                          └──────────────────────┘
```
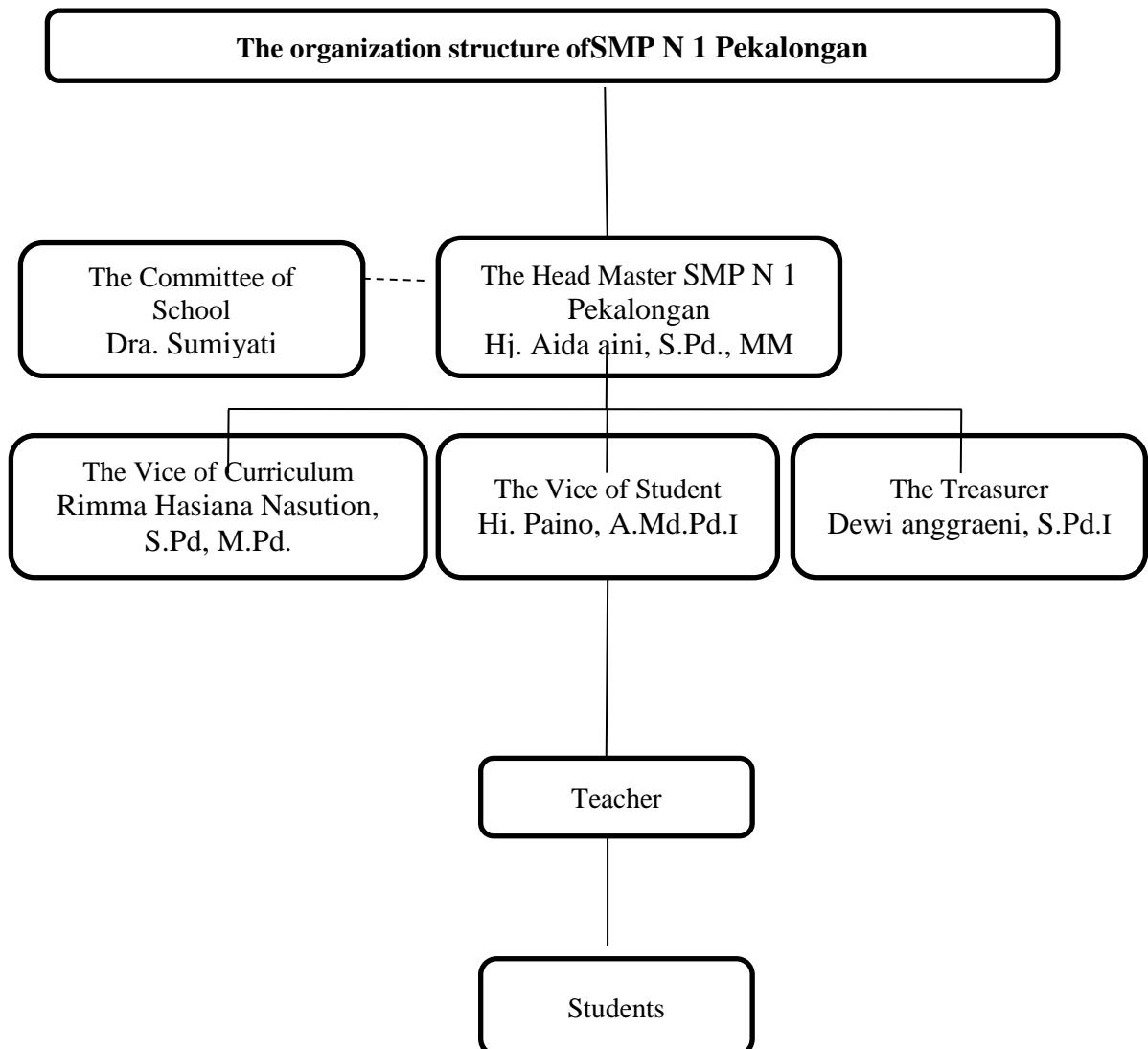
d. Students Quantity of SMPN 1 Pekalongan

In this school there are 577 students of all from grade VII – IX, 287 are male and 294 are female. Each grade divide into 6until 7class. Average the students in the class are above 30 students or more.To be clear look at the table bellow :

Table 6
Data of The StudentsSMPN 1 Pekalonganin the academic year 2017/2018

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1	IX-1	16	14	30
2	IX-2	15	14	29
3	IX-3	6	24	30
4	IX-4	16	15	31
5	IX-5	18	13	31
6	IX-6	18	13	31
7	VIII-1	13	18	31
8	VIII-2	9	21	30
9	VIII-3	4	28	32
10	VIII-4	14	17	31
11	VIII-5	24	7	31
12	VIII-6	19	10	29
13	VII-1	10	22	32
14	VII-2	8	22	30
15	VII-3	20	10	30
16	VII-4	17	14	31
17	VII-5	19	12	31
18	VII-6	18	13	31
19	VII-7	23	7	30
TOTAL		287	294	581

Source : The Documentation of SMPN 1 Pekalongantaken on March 19th 2018

e. **The Facilities Of SMP N 1 Pekalongan**

The condition of facilities in Of SMP N 1 Pekalonganin the academic year of 2017/2018 that can be seen on the table below:

Table 3

The facilities Of SMP N 1 Pekalongan Academic Year of 2017/2018

.	mes of Building	m
	assroom	
	orary room	
	e laboratory of computer	
	admaster room	
	acher room	
	lministration room	
	osque	
	hool Medical Room	
	public toilet	
.	ort yard	
.	hool yard	
.	nteen	
.	te	
.	reholes	
.	rking area	
.	iion	
.	ganization room	
.	orage room	
	'D	
	operative	
	SIS room	

Source: Documentation at March 19th 2018

f.   The Sketch of LocationSMPN 1 Pekalongan

Figure 4
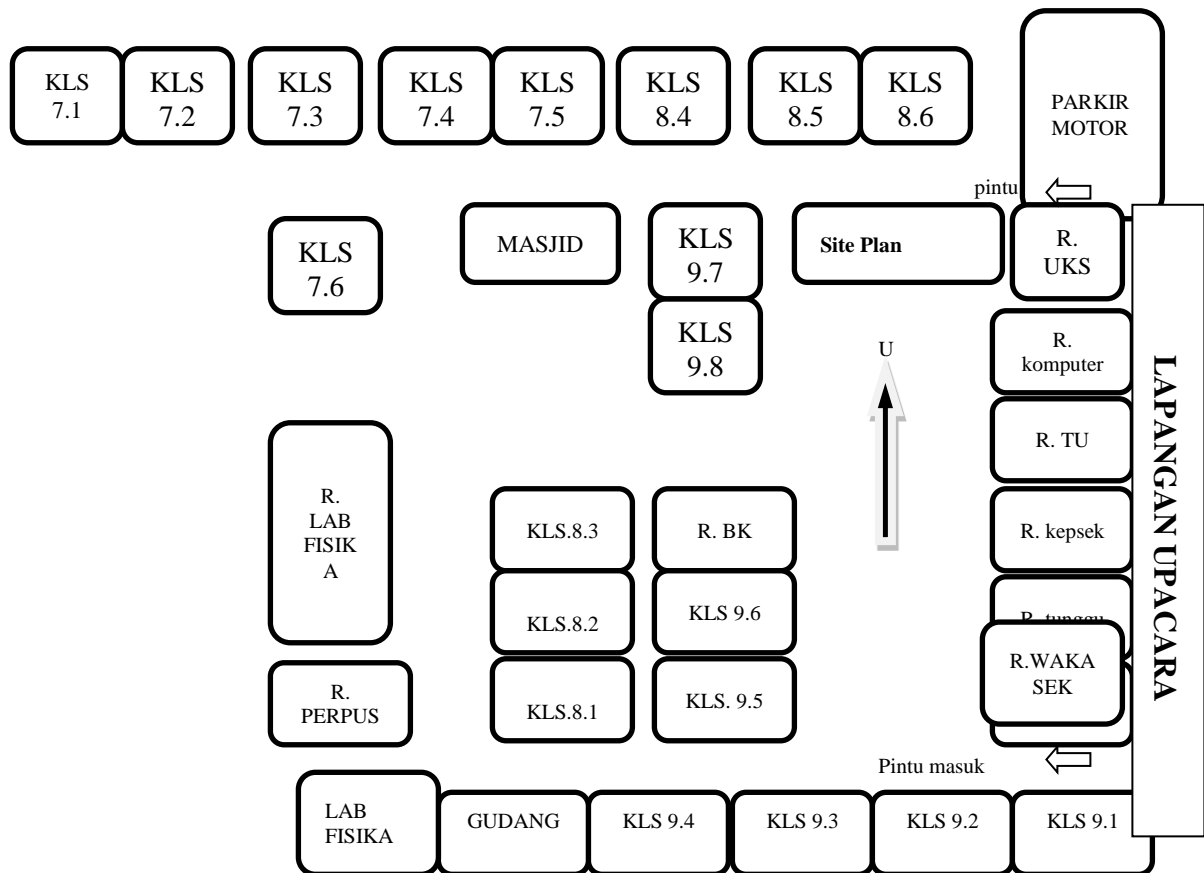
2. The Data of Research

Thisresearch was conducted on the eighth grader of SMP N 1
Pekalongan in the class VIII 3 which consists of 30 students. This research
was held from april 2 until 6 april,2018. The writer conducted the research by
steps, and the explanation is as follows :

a. **The Result of Pre-test**

The purpose of administering pre-test is to know the students ability in reading comprehensionability before treatment.The result of pre-test can be identified as follows.

Table 7
The result pre-test at the eighth grade of SMP N 1 Pekalongan

No	Students Initial	The Score of Pre-test
1	ASB	50
2	AI	40
3	APS	50
4	ART	60
5	BRD	40
6	CAS	50
7	BDW	60
8	DH	60
9	DMP	70
10	DAP	80
11	DMI	70
12	EEW	60
13	FAY	80
14	FAI	40
15	ILI	80
16	MRI	70
17	MEN	60
18	NGP	60
19	NMD	50
20	NMP	80
21	NZ	60
22	RAH	70
23	RPN	60

24	RAR	80
25	RSA	50
26	RHA	80
27	SYI	60
28	SKL	70
29	SYA	50
30	ZFM	60
Total		1850
The Highest Score		**80**
The Lowest Score		40
Average		56,06061

Source: The result of pre-test of students' reading comprehension ability on March 19th 2018

Based on the table above, the researcher measured the class interval.

R = H − L

= 80 − 40

= 40

K = 1 + 3,3 log n

= 1 + 3,3 log (1,52)

= 6,016

= 6

P = $\frac{R}{K}$

= $\frac{40}{6}$

= 6,67   7 $\longrightarrow$

Note

R = The distance from score maximum and score minimum

H = The highest score

L = The lowest score

K = The number of interval class

P = The length of interval class

n = Total of participant

After knowing the class interval, the data was put on the table of

frequency distribution, as follow:

Table 8
The Frequency Distribution of Students' score in Pre-test

Class Interval	Frequency	Percentage %
75- 81	6	20%
68-74	5	16,67%
61-67	0	0%
54-60	10	33,3%
47-53	6	26 %
40-46	3	10%
Total	30	100 %

Based on the table frequency districution and graphic above, it can be

inferred that 30 students as the research sample can be devided:

1) For the class interval of 40-46, there were 3 students or 10%

2) For the class interval of 47-53, there were 6 students or 26 %

3) For the class interval of 54-60, there were 10 students or 33,3%

4) For the class interval of 61-67, there were 0 students or 0%

5) For the class interval of 68-74, there were 5 students or 16,67%

6) For the class interval of 75- 81, there were 6 students or 20%

The Graphic of Frequency Distribution of the Students' Score in Pre–test
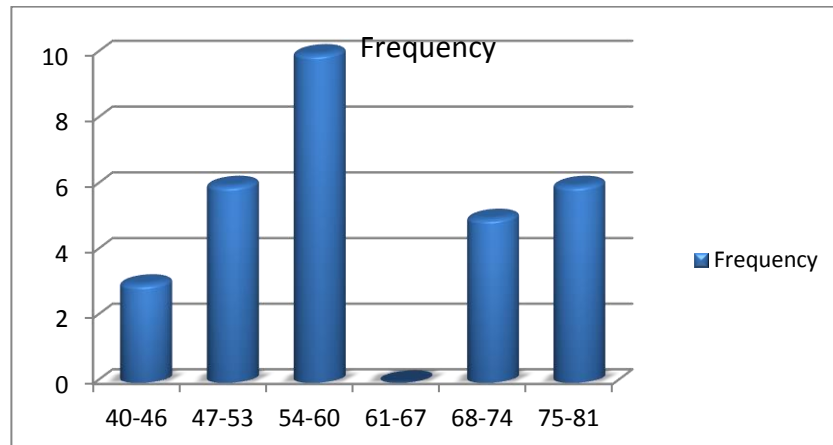
The graphic above show that most of students got lower grade than 70, they were 19 students. The criteria of students who are successful in mastering the material are the students who get completeness standard (CM) that is 70.The average grade of pre-test is 56,06. It shows that the result of the students' reading comprehension ability in pretest was not satisfactory.

It became one of the reasons why writer used Focused cloze strategy as an alternative to teach English especially in reading comprehension ability. It was done to know the influence of the strategytoward students' reading comprehension ability.

b. **The Result of Post-test**

After knowing the pre-test result of the students' reading comprehension ability, it might be assumed that the students got poor

score. Therefore, the writer gave treatment by usingFocused cloze

Strategy. The writer explained about what the Focused cloze Strategyis,

and also explained about the procedure of Focused cloze Strategy in

learning process. So the students were curious and interested to use this

strategy in learning reading.

In this process the writer saw that the students were interested and

they motivated to study reading more by using this strategy, at the end, the

writer gave post-test to know their reading comprehension ability after

they were given the instruction (treatment).

To measure the influence of Focused cloze Strategy, the writer

tested the students to read the text that they have gotten in pairs. The result

of the post-test can be described as follows:

Table 9
The score of Reading Comprehension post-test at the eleventh grade
of SMP N 1 Pekalongan

No	Students Initial	The Score of Post Test
1	ASB	70
2	AI	60
3	APS	80
4	ART	50
5	BRD	60
6	CAS	70
7	BDW	80
8	DH	70
9	DMP	80
10	DAP	60

11	DMI	70
12	EEW	60
13	FAY	90
14	FAI	60
15	ILI	90
16	MRI	80
17	MEN	50
18	NGP	50
19	NMD	70
20	NMP	80
21	NZ	70
22	RAH	50
23	RPN	70
24	RAR	90
25	RSA	70
26	RHA	90
27	SYI	60
28	SKL	80
29	SYA	60
30	ZFM	50
Total		**2070**
The Highest Score		**90**
The Lowest Score		**50**
Average		**62,72727**

Source: The result of post-test of students' reading comprehension ability on March 19th 2018

Based on the table above, the writer measured the class interval.

$R = H - L$	$K = 1 + 3,3 \log n$	$P = \dfrac{R}{K}$
$= 90 - 50$	$= 1 + 3,3 \log 1,52$	$= \dfrac{40}{6}$
$= 40$	$= 6,016$	
	$= 6$	$= 6,67 \rightarrow 7$

Note :

R = The distance from score maximum and score minimum

H = The highest score

L = The lowest score

K = The number of interval class

P = The length of interval class

n = Total of participant

After knowing the class interval, the data was put on the table of frequency

distribution, as follow:

Table 10
**The Frequency Distribution of Students' score in Post-test**

Class Interval	Frequency	Percentage %
85-91	4	13,33%
78-84	6	20%
71-77	0	0%
64-70	8	26,67%
57-63	7	23,33%
50-56	5	16,67%
Total	22	100%

Based on the table frequency districution and graphic above, it can be

inferred that 22 students as the research sample can be devided:

1) For the class interval of 50-56, there were 5 students or 16,67%

2) For the class interval of 57-63, there were 7 students or 23,33%

3) For the class interval of 64-70, there were 8 student or 26,67%

4) For the class interval of 71-77, there were 0 students or 0%

5) For the class interval of 78-84, there were 6 students or 20%

6) For the class interval of 85-91, there were 4 students or 13,33%

Figure 2
The Graphic of Frequency Distribution of the Students' Score
in Post–test
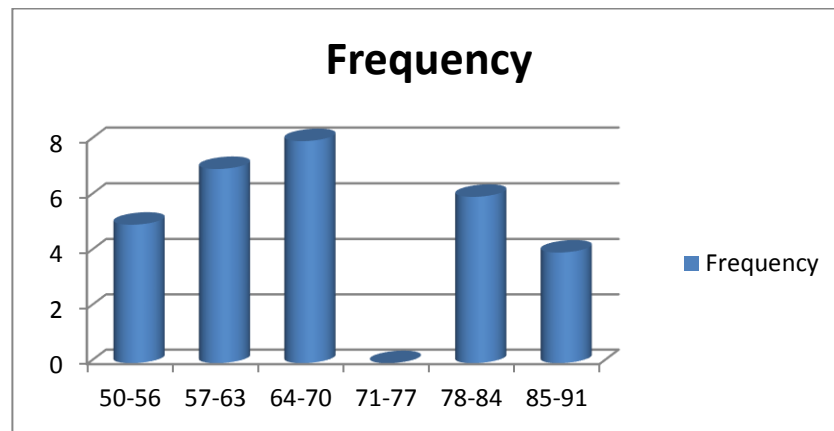
The graphic above show that the result of post-test can fulfill completeness standard (CM) at SMP N 1 Pekalongan (70) where there were 18 students who can get grade 70 and more than 70. The result of post – test shows that average of post–test is 62,73. It shows that their average of pre-test grades was increased so; it means that the treatment through Focused cloze Strategy was successful on students reading comprehension ability.

B. Hypothesis Testing

After applying the Focused cloze strategySrategy,the writer analyzed the data by using T- test in order prove whether there is any influence ofFocused

cloze strategyStrategy toward students' reading comprehension ability at the

eighth grade of SMP N 1 Pekalongan

1. Preparing the table in order to prove whether there is any difference between

   pre-test result and post-test result at the eighth grade of SMP N 1 Pekalongan.

Table 11

Table of the Difference between Pre-Test Score and Post Test Score in Reading Comprehension Ability at SMP N 1 Pekalongan in Academic Year 2017/2018.

	udents' Initial	e – test)	st – test)	$(x_2 - x_1)$	$(x_1 - x_2)^2$
	ASB	50	70	20	400
	AI	40	60	20	400
	APS	50	80	30	900
	ART	60	50	10	100
	BRD	40	60	20	400
	CAS	50	70	20	400
	BDW	60	80	20	400
	DH	60	70	10	100
	DMP	70	80	10	100
	DAP	80	60	20	400
	DMI	70	70	0	0
	EEW	60	60	0	0
	FAY	80	90	10	100
	FAI	40	60	20	400
	ILI	80	90	10	100
	MRI	70	80	10	100
	MEN	60	50	10	100
	NGP	60	50	10	100
	NMD	50	70	20	400
	NMP	80	80	0	0
	NZ	60	70	10	100
	RAH	70	50	20	400
	RPN	60	70	10	100
	RAR	80	90	10	100
	RSA	50	70	20	400

	RHA	80	90	10	100
	SYI	60	60	0	0
	SKL	70	80	10	100
	SYA	50	60	10	100
	ZFM	60	50	10	100
		$\sum X_1 =$ 1850	$\sum X_2 =$ 2070	$\sum D =$ 380	$\sum D^2 =$ 6400
$\overline{D}$				12,67	

The average of D = (380:30) = 12,67

2. Putting the data above into T – Test formula in order to get "t-observed"

To find the positive influence Focused cloze strategyStrategytoward students' reading comprehension ability at the eighth grade of SMP N 1 Pekalongan, the writer used the t – test formula:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{12,67}{\sqrt{\dfrac{6400 - 144(400:22)}{30,29}}}$$

$$t = \frac{12,67}{\sqrt{\dfrac{1586,67}{870}}}$$

$$t = \frac{12,67}{\sqrt{\dfrac{1,82}{870}}}$$

$$t = \frac{12{,}67}{1{,}35} = 8{,}89 = 8.9$$

Therefore, T- observation is 8,9 as the result of the counting by using T-test formula above. To know critical value of T-test (T-observation).The researcher firstly counted df (degree of freedom).

The formulation of Df = (N - 1). Meanwhile, N was the number of research sample.

$$
\begin{aligned}
df \quad &= (N - 1) \\
&= (30 - 1) \\
&= 29
\end{aligned}
$$

The table above illustrated that to *df* 29, the critical value of t_table for the 5% level was 2,045. From the data analysis above, it could be found that:

a. t_t-observed = 8,89

b. t_table   = 5% 2,045.

Therefore, the data confirmed that t-t-observed 8,89> t-table2,045.because t-observed is higher than t-table both df 5 % =2,045. It means thatt-observed higher than t table or it can be written as 8,89>2,045.From the value above, it can be inferred that there is positive and significant of using focused cloze strategy on the students reading comprehension ability fro result those test, there was

different score of students. It can be seen from the result the students' pre-test and post-test.

C. Interpretation

The writer has formulated the alternative hypothesis (Ha) and null hypothesis (Ho) as follows :

1. Null hypothesis (Ho)

There is not a positive and significant influence of using Focused cloze Strategy toward students' reading comprehension ability at the eighth grade of SMP N 1 Pekalongan in Academic Year 2017/2018

2. Alternative hypothesis (Ha)

There is a positive and significant influence of using Focused cloze Strategy toward students' reading comprehension ability at the eighth grade of SMP N 1 Pekalongan in Academic Year 2017/2018

After Ha and Ho above were formulated, the writer consulted $t_{observed}$ to t_{table} as follows:

- If $t_{observed}$ is higher than t_{table}. Ha is accepted and Ho is rejected.
- If $t_{observed}$ is smaller than t_{table}. Ha is rejected and Ho is accepted.

Finally, the data confirmed that $t_{observed}$ 8,89 is higher than t_{table}2,045. Therefore, it can be inferred that Ha is accepted and Ho is rejected. It means that there is a positive and significant influence of Focused cloze Strategy toward students' reading comprehension ability at the eigth grade of SMP N 1 Pekalongan

D. Discussion

This research was conducted atSMPN 1 Pekalongan ,The subject of the research was the eighth grade ofSMP N 1 Pekalongan Therefore, the result of this research could not be generalized. Fortunately, the writer did not face serious problems in doing this research because of the reasons, as follows:

1. The place of the research is reachable.

2. The research instruments were easy to be prepared by the writer.

3. The people in the school enable the writer to do this research.

4. The principal, the English teacher and the students were cooperative enough.

In the learning process the writer found some problems in understanding reading comprehension ability that faced by the students. They are as follows:

1. The majority of the students had difficulties in finding and paraphrasing the text.

2. The result of this research is only available at the eight grade of SMP N 1Pekalongan

3. Limited vocabulary which struggled the students for reading the text.

4. The students were less to be courage to read English well.

5. The students don't have self-confidence to read in front of class.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previous discussion and the result of research, the writer concludes that Focused cloze Strategy is one of strategy to make students' learning activity more effective. By using Focused cloze Strategy in teaching reading, the students can be easier to understand the meaning in the text.So that, the students can be a more active and enjoy to get knowledge in learning process.

Based on the result of data analysis about the Influence of using Focused cloze Strategy Toward Students' Reading Comprehension Ability at the Eigth Grade of SMP N 1 Pekalongan in Academic Year 2017/2018, as follows: $t_{observed}$= 8,89 and t_{table}5 % = 2,045.

It means that the data confirmed that "$t_{observed}$" is higher than "t_{table}". Therefore, it can be inferred that Alternative Hypothesis (Ha) is accepted. It can be proved that there is a positive and significant Influence of Using Using Focused cloze Strategy Toward Students' Reading Comprehension Ability at the Eigth Grade of SMP N 1 Pekalongan in Academic Year 2017/2018.

B. Suggestion

After conducting the research at the Eigth Grade of SMP N 1 Pekalongan, the writer suggests some points as follows:

1. This strategy can motivate the students in studying English, especially to understand the material that given. The students are suggested not to give up when they find something difficult especially in studying English. They have to be active to ask to their teacher. And also, this strategy can make the students be more active in learning English process.

2. The teacher is suggested be creative in choosing strategy to teach. It have to be prepared by appropriating the level of the students. For example Focused cloze strategy it is suitable in eigth grade.

3. The teacher have to be explain as clearly as possible and drill difficult material to the students, so Focused cloze strategy can help to understand the given material.

4. The headmaster is suggested support the English learning process by preparing some facilities of teaching and learning.

BIBLIOGRAPHY

Billy M. Guice,*"The Use Of Cloze Procedure For Improving Reading Comrehension Of College Students*, Florida:tallahassee,1966.,Vol.2/ June 2016.

C.R Khotari, *Research Methodology Methods and Techniques*, New Delhi: New Age International Ltd,2004.

Daniel Muijs, *Doing Quantitative Research in Education*. London: Sage Publication, 2004.

David Colton& Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation.* San Francisco: JosseyBass, 2007.

Donal Ary, *Introduction Research in Education Eight Edition*, United States :Wadsworth Cengange learning, 2010.

David Booth, *Guiding The Reading Proces.* Portland: Pembroke publisher, 1998.

Gerald G. Duffy, *Explaining reading : A Resource for teaching concept, skill, and strategies* New York, London : The Guilford Press, 2009.

Gray Paul, *The Research Imagination An Introduction To Qualitative And Quantitative Methods* United States Of America: Crambridge University Press, 2007.

H. Douglas Brown. *Teaching by principles : and interactive approach to language pedagogy* New York : San Francisco State University. 2001.

Ireene Hunt ,The Cloze Procedure ,New York :Berkley Jam , 2002.

Judy Tilton Brunner, *I don't get it! Helping Students Understand What They Read,*New York: Toronto, 2001.

Janet Allen, *Inside Words : Tools For Teaching Academic Vocabulary, Grades 4-12,* America: Stenhouse Publisher, 2007.

Janette K. klinger,*Teaching Reading Comprehension to Students With Learning Difficulties,*New York : The guilford press, 2007.

Jeremy, Harmer, *The practice of English Language Teaching*, Mexico: Longman, 2005.

John W.Creswell, *Educational Research*, United States of America:Tex Tech International,2012.

Linda J. Dorn. *Teaching For Deep Comprehension*, Portland: Stenhouse Publishers Maine,2005.

Linse, T. Carroline, *Practical English Language Teaching : Young Learners,* New York: McGraw-Hill Companies, 2005.

Masoud Zoghi and Farnaz Sahebkheir*, "The Role Of Formal Instruction Throug Cloze Activities And Input Enhancement On Iranian EFL Learner's Conjuction Use In Reading",Iran:Islamic Azad University*,Vol.4/ March-May, 2014.

Daniel Muijs, *Doing Quantitative Research in Education*, London:Sage Publication, 2004.

Rudi Hermanto, *"The Use Of Cloze Procedure In Teaching Reading Narrative Texts"*Semarang,Semarang State University, 2009.

Rudi Hartono,S.S,M,Pd ,.*Genres of the Text* ,Semarang: Unnes, 2005.

Sanggam Siahaan ,*Narative text,* Bandung,.2007.
Samy Tayie, *Research Method and Writing Research Proposal*,Cairo: CAPSCU. 2005.

CURICULUM VITAE

Wildan Gusmawan was born in pekalongan , march 10th, 1994. He is the first son of Mr, Supardan and Mrs,Sulastri.

He took his elementary school at SDN 1 RAWAJITU TIMUR, and the he took his Junior High School at SMP DARUL ULUM for three years. having graduated from Junior High School he continued his study at MAN 1 METRO and was finish in 2012. In 2012 he continued hes study at S1 English Education Study Program at Institute Islamic Studies(IAIN) metro.