

The Correlation between Reading Comprehension and Students' Ability in Answering Cloze Test of The Seventh Grade Students at SMP N 1 Kalipuro Banyuwangi in The 2014/2015 Academic Year

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Abstract

Reading comprehension is a process of comprehending meaning from a text. In reading process, especially about English text, the readers can enrich their vocabulary and their knowledge. Reading also can increase their experience because the reader know about a new information which do not know before. Reading comprehension is important for student. Because reading comprehension can give them some idea for written. In reading comprehension process they imagine about the contain of the text and they can retell about the text in form of written. In this thesis, the researcher held a research about the correlation study between reading comprehension and students' ability in answering cloze test of the seventh grade students at SMPN 1 Kalipuro Banyuwangi in the 2014/2015 Academic Year. The objective of this research is to investigate correlation between reading comprehension and students' ability in answering cloze test.

the data of the research collected by test, the researcher used essay test to collect score of reading comprehension and cloze test. The determination of the respondent Population of this research was taken from the Seventh years students at SMPN 1 Kalipuro Banyuwangi in the 2014/2015 academic year. They are 37 students as the research sample which was taken by using cluster random sampling. Based on the result of the data analysis of product moment formula, it can be known the statistical value of correlation coefficient is higher than the "r" table. That is $0,59 > 0,325$. It indicated that there was correlation between reading comprehension and students' ability in answering cloze test. And the level of correlation between reading comprehension and students' ability base on the result of statistical formula in answering cloze test was enough.

Keywords: Reading Comprehension; Students' Ability in Answering Cloze Test

A. Introduction

Language is an important media for communication. According to Keraf in Samapradhipa (2005:1), providing two language understandings. The first notion of language as stated means of communication between members of the public in the form of a symbol of the sound produced by means of said human. Second, language is a communication system that uses symbols vocal (speech sound) which

are arbitrary. Language has four skill, namely: Listening, Speaking, Reading and Writing.

Reading is a mental process. In Longman Dictionary of Applied Linguistic, reading is: "(1) perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension; (2) saying a written text aloud (oral reading). This can be done with or without undersanding of the content."

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text

rather than to obtain meaning from isolated words or sentences. In understandingread text information children develop mental models, or representations of meaning of the text ideas during the reading process, (G.Woolley, 2011:15).

Reading is one of skill that must be mastered by students. It is useful and it can increase their knowledge. It can give a lot of information in a present day. The information is in the forms of words and sentences which build meaning of the content of reading materials.

Sometimes, the students assume reading is as an uninteresting activity. Because they are not habbitual with this activity. In this case, teaching learning process in the school very influence for them. Therefore, the teacher should be able to vary method of teaching reading. One of way to vary the teaching of reading is giving cloze test.

Cloze test is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the teacher asks the participant to restore the missing words. Cloze tests require students to understand context and vocabulary to identify the correct words that belong in the deleted passages of a text.

In accordance with the explanation above, the researcher intends to conduct a research entitled " The Correlation between Reading Comprehension and Students' Ability in answering Cloze Test of the Seventh Grade Students at SMPN 1 Kalipuro Banyuwangi in the 2014/2015 Academic Year"

1. Research Problem

The problem discussed in this study was "Is there any correlation between Reading Comprehension and students' ability in answering Cloze Test of the Seventh Grade Students at SMPN 1 Kalipuro Banyuwangi in the 2014/2015 Academic Year?"

2. Objective of the Study

The objective of the research was to investigate whether there was a correlation between Reading Comprehension and students' ability in answering Cloze Test of the Seventh Grade Students at SMPN 1 Kalipuro Banyuwangi in the 2014/2015 Academic Year

3. Significance of the Research

This research had some benefits in teaching and learning English, especially in Reading Skill. There were two significances in this study: theoretical and practical

a. Theoretical

The result of this research is able to use Cloze Test to investigate students' ability in Reading skill, especially in Reading Comprehension

b. Practical

- For the teacher, the teacher is able to give the students a test with use Cloze Test. So the teacher knows how far students' ability in Reading Comprehension.
- For the students, the students are able to comprehend a text well

4. Delimitation of The Research

In this research, the researcher focused on Reading Comprehension and students' ability in answering Cloze Test of the Seventh Grade Students at SMPN 1 Kalipuro Banyuwangi in the 2014/2015 Academic Year.

It was very important to limit the scope of analysis to get the relevant data. In this thesis, the researcher would like to analyze the students' Reading Comprehension, especially about descriptive text, and to analyze the students' ability in answering Cloze Test, especially about simple present tense

5. Definition of Key Terms

In this key terms, the researcher explained about Reading Comprehension, Descriptive Text, Cloze Test and Simple Present Tense.

a. Reading Comprehension

In this research, the researcher wanted to know how far the students' ability in reading comprehension, especially in Intensive Reading. M. R. Patel and Pravin M. Jain (2008:117) said that intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this is to read shorter text. This reading is done to carry out to get specific information. Learners read books to acquire knowledge. It is the kind of intensive reading

b. Descriptive Text

Descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested.

Descriptive text is one of interested texts. The researcher gave them about something which knew in their live, such as their family and about a place

c. Cloze Test

Cloze Test is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the teacher asks the participant to restore the missing words. The missing words in this test about noun, verb and adjective.

B. The Nature of Reading

According to Burhan (2012: 9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. And it says mental activity because perception and memory as parts of though are involved in it. He then concludes that the main goal of reading is a process of comprehending written texts.

Reading is one of skill which is important for students. It can give a lot of information. It can increase their knowledge. Reading English text can enrich their vocabulary. They must not translate all of word in the text. But they must look for the key word in each sentence. At least, they understand the topic of paragraph without translate word by word, because it is not effective for students. In reading English text the students must comprehend and get some information from the text.

1. Reading Comprehension

Linse (2005:71) states that reading comprehension refers to reading for meaning, understanding and entertainment. It means that reading has many purposes that the readers take meaning from what they have read. The reader can get the meaning, understanding the text, and reading also make the reader fun.

Based explanation above reading comprehension is very important. The students will interest about English text if they understanding about the contain of the text. But, for reading comprehension the students need much of time for study, because reading comprehension need habitually. They must like read the English text. So, if they find some new word, they remember in their memory. In the research, the researcher used descriptive text. Descriptive text is one of texts that easier than another text, because in this research, the researcher researched in Seventh grade students. They still study about basic text.

2. Descriptive Text

Descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested. Djuhari (2009: 153) suggests that descriptive is a text purposed to described someone, something, event, or animal specifically. The text tells us all of information from the person or thing in specifically. Descriptive text gives an imagine of someone or something through the sentence that will be read by the reader.

Desmita et al (2012: 57) explain descriptive text has two elements or parts. They are explained as follows:

- a. Identification
Identifies or introduces the object to be described
- b. Description
Describes parts of physical features, qualities, characteristic or habits of the person/something to be described.

C. Cloze Test

According to Tri Wayati et al (2012) said that A cloze test involves a piece of text, from which a number of words have been removed. The Cloze Test is intended to measure students' ability to decode interrupted or mutilated messages by making the most acceptable substitutions from all the contextual clues available. The principle of cloze testing is based on the Gestalt theory of "closure" (closing gaps in patterns subconsciously").

Jacob Nielsen (2011) said that Cloze Tests provide empirical evidence of how easy a text is to read and understand for a specified target audience. They thus measure reading comprehension, and not just a readability score.

Based on explanation above cloze test is one of test which is used to measure the students' ability in reading. This test demands the students to understand about the text. In this test, the researcher will use descriptive text. The tense used in descriptive text is simple present tense. The important things in this test are about verb, adjective, and noun. So the students must fill the text as one of them.

D. Previous Study

Previous studies were conducted by Wahdaniah from Tanjungpura University of Pontianak with different research design that is Descriptive research by the title: "The use of cloze test in increasing the students' reading comprehension of the second grade students at SMP Kemala Bhayangkari 1 Kubu Raya in the 2011/2012 Academic Year" and the result of that research the students' test on the use of cloze test in increasing students' achievement on reading comprehension is 75.03. It means there is significant correlation between Reading Comprehension and students ability in answering Cloze Test.

Another research was conducted by Angesti Palupiningsih from State University of Yogyakarta with similar research that is Descriptive research by the title: "Testing Reading Comprehension using Cloze Test and Elide Tests among the year-10th students of Sman 1 Depok in the Academic Year of 2010/2011" and in the result of the data analyses, it has been mentioned before that the result of the t-test applied shows that there is a significant difference in the students' reading comprehension score tested by using Cloze Test from those tested using Cloze- Elide Test. The result of Cloze Test is higher or better than the result of Cloze- Elide Test

E. Research Method

1. Research Design

In this research, the researcher used correlation research design, the researcher used this design in order to investigate the correlation between reading comprehension and students' ability in answering cloze test. So the researcher knew how far the correlation between reading comprehension and students' ability in answering cloze test of the seventh grade years at SMPN 1 Kalipuro in the 2014/2015 Academic Year

2. Respondent Determination Method

The respondents of this research were the Seventh Grade Students at SMPN 1 Kalipuro in the 2014/2015 Academic Year. The seventh grade students at SMPN 1 Kalipuro consisted of five classes. They were VIII A, VIII B, VIII C, VIII D, VIII E. There were 37 students for each class, it means that the total number of population are 185 students. The researcher chose class VII D for respondents. There were 38 students which divided into 18 female and 19 for male students.

The researcher used cluster random sampling because the population were divided into classes and there was no superior classes. Babbie, E (in Slamet 2008) state that cluster random sampling may be used when it is either impossible or impractical to compile an exhaustive list of the elements that make up the target population. Usually, the population are already grouped into sub population and list of those sub population already exist or can be created.

3. Area Determination Method

In this area determination, the researcher used purposive sampling. Purposive sampling is a type of sampling technique where the units that are investigated are based on the judgment of the researcher. The location of the research was at SMPN 1 Kalipuro. It is on Gatot Subroto street Ketapang Kalipuro Banyuwang. It is national standard school.

The school has 15 classes, 544 students, two science laboratories, a language laboratory, a library, a computer laboratory, a canteen, a auditorium, and some other room. The school has 21 teachers and two of them are English teachers.

The sample class of this research is class VII D of the seventh grade students at SMPN 1 Kalipuro in the 2014/2015 Academic Year.

The researcher took research of the seventh year students at SMPN 1 Kalipuro Banyuwangi in the 2014/2015 academic year because the reading comprehension and student's ability in answering cloze test of the school is considered low

4. Data Collecting Method

a. Primary Data

The primary data of this research are gotten through cloze test. Cloze test is the test will be used by the researcher to

investigate and knowing the students reading comprehension and students' ability in answering cloze test

b. Secondary Data

The secondary data of this research are gotten through documentation. Documentation is a general form written information, media and other content used to support a process. So it can be interpreted that documentation method is a method of collecting data through documentary resources that have been documented.

In this research documentation method was used to know about the personels, and the data about the students, especially those who belong to the seventh year students of SMP Negeri 1 Kalipuro,

5. Data Analysis Method

In this study, the researcher used the product moment formula to analyze the data. According to Karl Pearson (2006:66), correlation of product moment described a relationship between two variables which each interval scaled.

There were some procedures in analyzing the data, the steps were as follows:

- 1) The researcher computed the student's structure score their ability in answer cloze test.
- 2) Then, the researcher put that score into a table. It's supposed to know the values their ability in answering cloze test.
- 3) After knowing the score, the researcher computed it by using product moment

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum X^2)(\sum y^2)}}$$

r_{xy} = Correlation between x variable and y variable

$\sum xy$ = The sum of the item score multiplying the total score

$\sum x^2$ = The sum of square of the item score

$\sum y^2$ = The sum of the total score

To identify whether the result of statistical computation is significant or not, it must be consulted with "r" table. The result will be significant if the statistical value is equal with or higher than "r" table. On the contrary if the statistical value is lower than "r" table, the result will be not significant. The significant of product moment formula table is 5% (Sukarno, 2006:72). The guidance to interpret correlation coefficient (see table 3.1) was as follows:

The Score of "r"	Interpretation
<0,20	Very low
0, 20 – 0, 40	Low
0, 40 – 0, 70	Enough

0, 70 – 0, 90	High
0, 90 – 1, 00	Very high

Table 01. The interpretation Score "r"

6. The Correlation between Reading Comprehension and Students' ability in answering Cloze Test

Reading is one the language skills that must be mastered by students. It is useful and rewarding experience. It can give the students a lot of information in a present day. The information is in the forms of words and sentences which build meaning of the content of reading materials. The students understand the meaning of the content of materials when he or she comprehends about the text. When the students read, they enrich their vocabulary and increase their comprehension.

The researcher chose about Reading Comprehension and students' ability in answering Cloze Test, because there is a significant correlation between Reading Comprehension and students' ability in answering Cloze Test.

F. Research Findings

the result of reading comprehension test, the result of cloze test and the correlation between reading comprehension and students' ability in answering cloze test, and the hypothesis verification.

1. Result of Reading Comprehension Test and students' ability in answering Cloze Test

Based on the result of the analysis of the student's ability in answering cloze test, the researcher knew that mean score of their ability in answering cloze test was 82,027. It was in the range between 76 - 85. It means the students' ability in answering cloze test was good. The researcher knew that the highest score of the students' ability in answering cloze test was 100, and the lowest score of the students' ability in answering cloze test was 60 . The researcher also knew the mean score of 4 indicators. The mean score of verb was 93,69, the mean score of noun was 76,58, the mean score of adjective was 74,32, and the mean score of conjunction was 74,32 . Based on the results, it can be concluded that the student master noun better than conjunction and adjective and master in verb best. The clear description about the result of each indicators were presented as follow

No	X (Test)	x	x ²	Y (Test)	y	y ²	xy
1	80	-2,7	7,29	75	-7,027	49,38	18,97
2	80	-2,7	7,29	70	12,027	144,65	34,47
3	80	-2,7	7,29	85	2,973	8,84	-8,03
4	70	-12,7	161,29	80	-2,027	4,11	25,74
5	80	-2,7	7,29	80	-2,027	4,11	5,47
6	90	7,3	53,29	90	7,973	63,57	98,2
7	70	-12,7	161,29	75	-7,027	49,38	89,24

8	80	-2,7	7,29	60	22,027	485,19	59,47
9	100	17,3	299,29	80	-2,027	4,11	-35,1
10	90	7,3	53,29	100	17,973	323,03	131,2
11	90	7,3	53,29	90	7,973	63,57	58,2
12	90	7,3	53,29	90	7,973	63,57	58,2
13	80	-2,7	7,29	80	-2,027	4,11	5,47
14	70	-12,7	161,29	75	-7,027	49,38	89,24
					-		
15	80	-2,7	7,29	70	12,027	144,65	32,47
16	80	-2,7	7,29	80	-2,027	4,11	5,47
17	80	-2,7	7,29	75	-7,027	49,38	18,97
18	90	7,3	53,29	95	12,973	168,3	94,7
19	80	-2,7	7,29	95	12,973	168,3	-35,02
20	80	-2,7	7,29	100	17,973	323,03	-48,53
					-		
21	70	-12,7	161,29	60	22,027	485,19	279,74
22	80	-2,7	7,29	75	-7,027	49,38	18,97
23	80	-2,7	7,29	75	-7,027	49,38	18,97
24	80	-2,7	7,29	80	-2,027	4,11	5,47
25	80	-2,7	7,29	75	-7,027	49,38	18,97
26	90	7,3	53,29	95	12,973	168,3	94,7
27	90	7,3	53,29	80	-2,027	4,11	-14,8
28	100	17,3	299,29	95	12,973	168,3	224,43
					-		
29	80	-2,7	7,29	70	12,027	144,65	32,47
30	80	-2,7	7,29	80	-2,027	168,3	5,47
31	80	-2,7	7,29	75	-7,027	49,38	18,97
32	80	-2,7	7,29	80	-2,027	4,11	5,47
33	90	7,3	53,29	95	12,973	168,3	94,7
34	80	-2,7	7,29	90	7,973	63,57	21,53
35	90	7,3	53,29	90	7,973	63,57	58,2
36	90	7,3	53,29	85	2,973	8,84	21,7
37	80	-2,7	7,29	90	7,973	63,57	21,53
Σ	3050		1929,7 3	3035		3887,2 1	1625,2 9
Mea n	82,7			82,027			

Based on the analysis, it is found that the value of „r“ statistic of calculation is 0,59 and the value of „r“ table 5% significant level $N = 37$ is 0,325. So the value of „r“ statistic is higher than „r“ table of product moment ($0,59 \geq 0,325$). To verify the hypothesis, alternative hypothesis (H_a) should be changed to null hypothesis (H_0).

So, the hypothesis in this research can be stated based on the theoretical analysis and theoretical framework. The hypothesis as follow:

Ha: There was a correlation between reading comprehension and students' ability in answering cloze test of the Seventh grade students at SMPN 1 Kalipuro Banyuwangi in the 2014/2015 Academic Year.

Ho: There was no correlation between reading comprehension and students' ability in answering cloze test of the seventh grade students at SMPN 1 Kalipuro Banyuwangi in the 2014/2015 Academic Year.

Based on the explanation above, it means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. We knew that „r“ statistic is higher than „r „ table of product moment ($0,59 \geq 0,325$), and The final data analysis using product moment formula of correlation between reading comprehension and students" ability in answering cloze test was 0,59. We refer to the interpretation score "r" above, it can be knew that the statistical value (0,59) there is in 0,40 – 0,70 of the table of interpretation score (chapter III table 3.5.1). Therefore, it can be confirmed that the interpretation score is enough

2. Discussion

The result of correlation analysis reading comprehension and students' ability in answering cloze test, it is found the value of „r“ statistic of calculaton is 0,59 and the value of „r“ table at 5% significant level of $N = 37$ is 0,325 (see appendix 17). So the value of „r“ statistic is higher than „r“ table of product moment (0,59 0,325).

Based on the calculation above we knew that, null hypothesis (Ho) was rejected and alternative hypotesis (Ha) was accepted, it was mean that „ there were any correlation between reading comprehension and students" ability in answering cloze test of seventh grade students at SMPN 1 Kalipuro Banyuwangi in the 2014/2015 Academic Year“.

After analyzing and calculation the reading comprehension test, the researcher found the maximum and minimum score in scores reading comprehension test. The mean score of reading comprehension was 82,7, maximum scores in reading comprehension test was 100, and minimum scores in reading comprehension test was 70.

After analyzing and calculation the students ability in answering cloze test, the researcher found the maximum and minium score. The mean score of the students" ability in answering cloze test was 82,027, maximum scores in students" ability in answering cloze test was 100, and minimum scores in students" ability in answering cloze test was 60. There are four indicators

based on the students' ability in answering *cloze test*. Those are verb, noun, adjective, conjunction.

From the analysis of the students' ability in answering *cloze test*, the students master verb best, because many students choosed right answer in the *cloze test*. The mean score students' ability in answering *cloze test* of verb was 93,69 , there are 23 students (62,16 %) from 37 students got score 100. It was in the range between 96 - 100, it means that the students' ability in answering *cloze test* score of verb was excellent. And lowest ability from the four indicators of students' ability in answering *cloze test* was adjectives and conjunction. Because many students chose wrong answer in the *cloze test*, The mean score the students' ability in answering *cloze test* of adjective was 74,32 (see appendix 13). There was 1 student got the lowest score, it was 33,33 had score in the range between 26 - 35, it means that the students' ability in answering *cloze test* of adjective was bad and just 10 students (27,03%) from 37 students got score in the range between 96 - 100, it means that the students' ability in answering *cloze test* was excellent (see appendix 14). And the mean score the students' ability in answering *cloze test* of conjunction was 74,32 (see appendix

15). There were 3 (8,11 %) students got the lowest score, it was 0 had score in the range between 0 - 25, it means the students' ability in answering *cloze test* of conjunction was very bad and there were 21 (56,76 %) students from 37 students got score in the range between 96 - 100, it means that the students' ability in answering *cloze test* of conjunction was excellent (see appendix 16).

The correlation between reading comprehension and students' ability in answering *cloze test* is enough. It means that *cloze test* will be influenced to students' reading comprehension. So they need to maintain their reading comprehension and the teacher had to help them to understand well about reading comprehension. So he/she can increase their reading comprehension through *cloze test*

G. Conclusion

The result of correlation analysis reading comprehension and students' ability in answering *cloze test*, it is found the value of „r“ statistic of calculaton is 0,59 and the value of „r“ table at 5% significant level of N = 37 is 0,325. So the value of „r“ statistic is higher than „r“ table of product moment (0,59 > 0,325).

From the result of hypothesis verification by using product moment formula, it can be concluded that there was correlation between reading comprehension and students' ability in answering *cloze test* of the seventh grade students at SMPN 1 Kalipuro Banyuwangi in the 2014/2015 Academic Year. The obtained value of correlation coefficient is 0,59 (see appendix 19) and „r“ table

0,325 (see appendix 20). It means that the statistical value is higher than “r” table (0, 59> 0, 325). The level of correlation between

reading comprehension and students' ability in answering cloze test of the seventh grade students at SMPN 1 Kalipuro Banyuwangi in the 2014/2015 Academic Year was enough. It means reading comprehension and students' ability in answering cloze test had positive correlation because the achievement of cloze test score influenced the reading comprehension score.

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