

THE USE OF CLOZE PROCEDURE TO IMPROVE STUDENTS' READING COMPREHENSION

Diah Ayu Primawati¹

Sri Handayani²

English Language Education

Teacher Training and Education Faculty, Slamet Riyadi University

Sumpah Pemuda 18, Kadipiro, Banjarsari, Surakarta. 57136. Central Java, Indonesia

Email: ayudiahprima@gmail.com

ABSTRACT: This research was conducted in order to improve students' reading comprehension through cloze procedure at the VIII-A grade students of SMP Negeri 1 Matesih. The subject of this research consists of 32 students. It was a Classroom Action Research. The research took two cycles. Each cycle consists of planning, implementing, observing, and reflecting. The researcher used interview, test, and document in collecting the data. The data of the research was analyzed through qualitative method for interview and document. The researcher used quantitative using t-test to measure whether there was significant improvement between pre-test and post-test 1 score, and also post-test 1 and post-test 2 score. Besides, the improvement of students' reading comprehension can be seen from the students reading achievement. The result of mean score for pre-test was (51,5), post-test 1 (64,9), and post-test 2 (81,4). Then, the t-test value of cycle one was 13,4863 and the t-test value of cycle two was 17,1339. Based on the explanation above, it can be concluded that Cloze Procedure is an appropriate strategy to improve students' reading comprehension.

Key words: Cloze Procedure, Reading Comprehension, Classroom Action Research.

INTRODUCTION

Learning a language is expected not only to help the students realize themselves, their culture and others, but also to help them to express ideas and opinions to participate in their lives. Through English language, learners communicate orally and written. Communication means to understand or produce spoken and written text that can be realized through four language skills; listening, speaking, reading and writing. One skill the students must concern seriously is reading. Carrell (1996:1) states "For many students, reading is by far the

most important of the four skills in second language, particularly in English as second or foreign language. Certainly, if we consider the study of English in second year Junior High School around the world-the situation in which most English learners find themselves-reading is the main reason why students learn language". And also Weir in Grabe (2009:14) states that reading is the only way the students become good readers, develop a writing style, an adequate vocabulary, advance grammar, and the only way the students become good speller. Based on definition above, it can be concluded that

in English as foreign language, reading is really important than the other skills, such as speaking, writing and listening. The students must also learn the language component so that they can learn the skills more easily.

Reading is one of skills that the students should learn. To get information from the source, learners have to be able to read the text effectively and efficiently. Reading comprehension is a skill which must be acquired in language learning. It informs the students about something they are interested in and it could improve their knowledge on certain matters. Gilakjani (2016) states that reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. Effective reading strategies are considered as significant skills that have received the special focus on students' reading comprehension proficiency.

In SMP Negeri 1 Matesih based on the pre-research which observation, interview, and questionnaire, the researcher found some problems. The problems occurred because of some: the students, teacher, and also the method. First, the researcher explained from the students' problem. Most of the students had difficulties in comprehending a text, were unable to read text comprehensively and effectively, had less motivation in studying English especially reading

subject, had little vocabulary in reading subject, and found it difficult to translate reading text. They could not find the major elements of the text. Because of that they could not find the detailed information from the text. If the teacher asks them to answer some questions related to the text, most of the student could not answer it. So, they should comprehend all the text first to answer it well. When the students found a vocabulary that they do not know, they always ask the teacher what the meaning. But there were also some students who open dictionaries.

Second, the English teacher used the teacher center learning during teaching and learning activity, that could be seen by teacher role, teacher always dominated in classroom that made the students becoming passive. They were not too active in the class and less motivation to learn about English, especially in reading activities. In accordance with the results of the interview with the teacher, the average score of students' reading comprehension was 50 while the minimum criteria of mastery learning or KKM is 70. So the result of the students English test shows that the students' reading comprehension was below the KKM. The last one that the researcher explained was from the method. In addition, when the teacher gave the material about descriptive text, he asked the students to read

individually and silently. After that he asked the students to find the meaning of the descriptive text in Bahasa. During the learning process the teacher only explained about the generic structure in descriptive text. Teacher did not teach the students about kind of vocabulary, about the synonym or antonym and also the students did not know about how to find the main idea of or topic sentence in the descriptive text and also reference. They did not know about vocabulary, synonym, and antonym because they less of vocabulary and the students still less motivation to learn more about English.

To solve the problem that was faced by the students, the researcher proposes the appropriate strategy in teaching learning reading. The strategy chosen by the researcher is Cloze Procedure. Cloze strategy or cloze procedure is a multifunctional strategy, which can be used for reading diagnosis and reading comprehension instruction. The concept of cloze procedure refers to the human tendency to fill in missing word in a piece of text or a familiar language patterns. This strategy to help students increase their understanding of text. Typically, in this procedure, every word is deleted and replaced with a blank of uniform length. The number of words deleted is based upon the level of conceptual difficulty of the material and the competency of the reader. Parviz and Sorayya (2012) states

that a modification of cloze procedure introduced by Bachman in 1985 was discourse cloze or rational cloze used to measure specific linguistic abilities in reading assessment, for example, grammatical features. It involves deletion of special words from the passage to include a development of sensitivity to the operation of lexical items in the discourse. In this type of cloze, a specific type of word is deleted according to a linguistic principle, such as nouns, verbs, adjectives, etc.

LITERATURE REVIEW

Teaching Reading

Reading is very important in order to get information, such as reading newspaper, reading magazines, advertisement, direction, etc. especially reading comprehension makes the reader easier to understand the information. Harmer (1998:68) states that there are many reasons why getting student to read English text is an important of the teacher's job. It is important for study purposes, for their career, for improving the process of language acquisition, for studying language: vocabulary, grammar, punctuation, and the way construct sentences, paragraph, and texts. It can be concluded that teaching reading is important for the students to improve the process of language acquisition and for studying language.

Cloze Procedure

Cloze procedure was introduced by Tylor, with the idea in a fact people tends to complete an unfinished pattern, to make it mentally perfect and see part as a whole. Cloze Procedure is a process of systematically deleting words from a passage and replacing them with blanks to be filled by students. The construction of cloze procedure is quite objective; deletions every fifth, sixth, seventh ... or tenth word by the teacher. Oller (1979:341) states that cloze procedure is filling the blanks by guessing the missing words.

Selecting Material for Cloze Procedure

The cloze procedure can be taken from variety of source. The selection depends on how and what the objectives we have stated. In this case, Richardson in Putra (2010) suggests the following ways:

- 1) Choosing the passages that have high interest level and at the reading level of our students.
- 2) Preparing our own material with special purposes.
- 3) Selecting a short story.
- 4) Selecting passages with pictures to help the students understand the passage.
- 5) Preparing word cards to complete the meaning of sentences.

The Procedure of Cloze

The teaching procedure in applying the cloze procedure in classroom is as follows:

- 1) A teacher begins the class by stating the purpose of the activity and announces the title of the passage.
- 2) If the students are not familiar with the cloze procedure, the teacher should devote some time to explain its purpose and how to guess the missing words with the help of context.
- 3) The teacher hands out the cloze procedure passage and asks the students to read silently.
- 4) The teacher reads the passage loudly, trying to maintain a correct intonation and making the necessary pauses.
- 5) The teacher asks the students to read the first paragraph silently, afterward the teacher directs discussion with the whole group participating.
- 6) The teacher gives some clues to help student to find the correct or acceptable words.
- 7) After the first paragraph has finished, the teacher asks the student to read it aloud to see whether it makes sense.
- 8) The teacher shows the original paragraph, and asks the students to compare it with the one they have just completed.
- 9) In order to provide variety, the teacher divides the class into groups and asks them to read the text paragraph.

- 10) While the students are working in groups, the teacher should interact with each group and works as facilitator.
- 11) The teacher asks the students to report their findings.
- 12) Finally, the teacher shows again the original paragraph and compares it with the student's answers.

RESEARCH METHODOLOGY

The research was conducted by the researcher at the eighth grade students of SMP Negeri 1 Matesih. SMP Negeri 1 Matesih is located on Jl. Matesih-Tawangmangu No. 1 Moyoretno RT 02/07 Matesih, Karanganyar, Central Java 57781. The researcher used class VIII-A as a subject research. This class consisted of 32 students, 13 male and 19 female students. In this study, the researcher used Classroom Action Research (CAR) as method of research. According to Kemmis and Mc Taggart (in Burns, 1999:32) there are four steps in action research: planning, implementing, observing, and reflecting. The teaching learning process was divided into 2 cycles. In cycle I there were 3 meetings and in cycle II there were 3 meetings. The researcher used interview, test, and document in collecting the data. The researcher used type of multiple choices test. The data of the research were analyzed through qualitative method for interview and document. The researcher

used quantitative using t-test to measure whether there was significant improvement between pre-test and post-test 1 score, and post-test 1 and post-test 2 score.

FINDINGS AND DISCUSSION

The researcher did research on July until August 2019. By of the syllabus of eighth grade in SMP Negeri 1 Matesih, the topic material was descriptive text.

Cycle One

The researcher conducted a pre-test for the students to measure the students' ability in reading comprehension before the researcher implemented Cloze Procedure. The researcher explained about the purpose of pre-test to the students previously. In the first meeting, the researcher introduced about learning goals and learning materials for the students. In main activity, the researcher would like to discuss about descriptive text. The researcher stimulated the students by show some picture and gives some question related to the topic, after that the researcher showed the text and explained about descriptive text.

In second meeting, the researcher introduced a learning technique. After the researcher explained the Cloze procedure, the researcher showed the hands out of cloze procedure and asked the students to read silently. The researcher reads the passage loudly, trying to maintain a correct intonation and making the

necessary pauses. After that, the researcher gave some descriptive text entitled “Eiffel Tower” then asked the students to fill in the blank with correct words and answer the questions. The students do what the teacher says. After the students have finished the exercised the researcher gave instruction for students to explain their work in front of the class. Then, the researcher showed the original paragraph, and asked the students to compare it with the one they have just completed. The researcher also explained how to fill the blank with the correct words and asked about conclude the learning.

In third meeting, the researcher gave post-test 1 to measure the students’ reading comprehension. The type questions were selective reading that consisted of multiple choice, consists of 25 questions. The topic would be Descriptive text about place, things, animal, and also people. The improvement of students’ reading comprehension was assessed by using reading indicators. The improvement of Post-Test 1 could be seen after compared with Pre-Test result. The mean of Post-Test 1 was 64,9 higher than the mean of Pre-Test that was only 51,5. But, many aspects of students’ reading need to be improved again.

Cycle Two

The researcher conducted this cycle to corrected the weakness in cycle 1. In the first meeting, the researcher showed some picture and descriptive text. The researcher also explained about cloze procedure again to remind the students. Then researcher showed the hands out of cloze procedure and asked the students to read silently. The researcher also read the passage loudly, trying to maintain a correct intonation and making the necessary pauses. And then the researcher gave descriptive text entitle “My Dog” and asked the students to fill in the blank with the correct words also answer the questions. After the students finish their work, the researcher gave instruction for students to explain their work in front of the class. After that, the researcher showed the original paragraph and asked the students to compare it with the one they have just completed. The researcher discussed and also asked about conclude the learning.

In second meeting, the researcher showed the picture and example of descriptive text entitle “Parangtritis”. The researcher explains about cloze procedure again to remind students. Then researcher showed the hands out of cloze procedure and asked the students to read silently. The researcher also read the passage loudly, trying to maintain a correct intonation and making the necessary pauses. And then

the researcher gave some descriptive text entitle “Parangtritis Beach” and asked the students to fill in the blank with the correct words also answer the questions. After the students finish their work, the researcher gave instruction for students to explain their work in front of the class. After that, the researcher showed the original paragraph and asked the students to compare it with the one they have just completed. The researcher discussed and also asked about conclude the learning.

In the third meeting, the researcher implemented post-test 2 to measure the students’ learning goals. The type questions were selective reading that consisted of multiple choice, consists of 25 questions. The topic would be Descriptive text about place, things, animal, and also people. The improvement of students’ reading comprehension was assessed by using reading indicators. The improvement of Post-Test 2 could be seen after compared with Post-Test 1 result. The mean of Post-Test 2 was 81,4 higher than the mean of Post-Test 1 that was only 64,9. Based on the result of the analysis from indicators of post-test 1 and post-test 2 there were significant improvements of reading comprehension.

Table 1. The Statistic of Students’ Score in Reading Comprehension

The mean of pre-test	The mean of post-test 1	The mean of post-test 2	T-value of Cycle I	T-value of Cycle II
51,5	64,9	81,4	13,4863	17,1339

This table was aimed to show the significant of students’ score during the action. The researcher used t-test formula of non-independent test for every test. The result of t-test between pre-test and post-test 1 was 13,4863. Then this result of pre-test and post-test 1 in cycle 1 could be compared with $db = (n-1) = (32-1) = 1$. The t-table in the level of significance 5% = 1,69552. The t-table in the level of significance 1% = 2,45282. It can be concluded that $t_0 (13,4863) > t_t (1,69552)$ in the level of significance 5%, and $t_0 (13,4863) > t_t (2,45282)$ in the level of significance 1%. It means that there was significance from learning of reading comprehension using Cloze Procedure in pre-test and post-test 1. Then the result of post-test 1 and post-test 2 was 17,1339. Then this result of post-test 1 and post-test 2 in cycle 2 could be compared with $db = (n-1) = (32-1) = 1$. The t-table in the level of significance 5% = 1,69552. The t-table in the level of significance 1% = 2,45282. It can be concluded that $t_0 (17,1339) > t_t (1,69552)$ in the level of significance 5%, and $t_0 (17,1339) > t_t (2,45282)$ in the level of significance 1%.

It means that there was significance from learning of reading comprehension using Cloze Procedure in post-test 1 and post-test 2.

The students' comprehension improved in every meeting and testing automatically. It happened through Cloze Procedure. It can be seen from the result of students' statistic score in every test. It meant that, the researcher could stop the action because there were many students' improvement. The material and the strategy made the students easier to understand. In the last action all of students could fulfill the standard minimum score of English lesson (*KKM*) 70.

CONCLUSION

The researcher concludes that teaching reading by using Cloze Procedure could be improved the students reading comprehension especially at VIII-A of SMP Negeri 1 Matesih. It can be seen from the score that the students got in every test. Pre-test mean score of the students were 51.5, that improved in post-test 1 from 51.5 becoming 64.9 in post-test 1. After cycle one, in the cycle 2 the students' mean score have improved from post-test 1 64.9 becoming 81,4 in post-test 2. Based on the score above the students' score have enough to pass the minimum score in SMP Negeri 1 Matesih. Teaching by using Cloze Procedure

suitable for the students to know about some indicators in reading comprehension include: finding the general idea from the text, identifying the detail information from the text, identifying the main idea of every paragraph, finding out the reference, and finding the synonym or antonym of vocabulary. All those indicators should be mastered by the students.

Teaching using Cloze Procedure show significant improvement in reading comprehension aspect. It can be proved from the progress of students score of reading comprehension. In the beginning, the mean score of pre-test was 51,5. The score in post-test 1, it increases into 64,9. After that, the score in post-test 2 was improve until 81,4. And all of students passed standard minimum score of English lesson. The standard minimum score of English lesson is 70. According to the result of t table $t_0 (13,4863) > t_t (1,69552)$ in the level of significance 5% are the result between pre-test and post-test 1. Thus, the result of t test between post-test 1 and post-test 2 can be decide as table $t_0 (17,1339) > t_t (1,69552)$ in the level of significance 5%.

Besides that, the improvement of the students reading comprehension can be seen from their achievement. The score of their reading comprehension improves better in each cycle. The mean score of pre-test was 51,5. Then the score of post-test 1 was 64,9. And their score improved

significantly in post-text 2 up to 81,4. Before using Cloze Procedure, only a few students achieve the KKM. After the two cycle of the research was implemented completely, all of students could achieve KKM.

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