

## THE IMPLEMENTATION OF CLOZE PROCEDURE TECHNIQUE IN ENHANCING STUDENTS' READING ABILITY

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### **Abstract**

This research is intended to investigate the effect of cloze procedure technique in teaching reading ability to the second-grade students of Senior High School SMAN 3 Pinrang. The study's object is the class from XI MIPA 1 which consists of 32 students. The study is conducted through two cycles with each cycle consisted of three meeting. While the score of the students in cycle 2 is higher than cycle 1. Cloze procedure technique is effective in teaching reading ability. Almost all of the students are able to answer the question. It also can be concluded that the students who were taught by using cloze procedure technique have a better performance than those who were not. The study finds that the students' knowledge about reading was good. It covered students' vocabulary and grammar was good. They also fair hasty in deliver their reading.

**Keywords:** *Cloze procedure technique, Reading, Reading ability.*

### **Introduction**

One of the successes of education in Indonesia is seen from the mastery of foreign languages where educators are able to teach foreign languages well in accordance with the students need. English is a part of language teaching has become popular in education, including in Indonesia and English is important to teach students as early as possible. The minister of Education and Culture has realized the importance of English as supplies for the young generation to face globalization and improvement of world civilization. Therefore, the teaching of English in school is intended to develop the student's communicative abilities which put the emphasis on the language skills covering listening, writing, reading and speaking.

Reading is taught as one of the Practical skills in English and it is one activity that the sometimes students do in their study. Reading is needed to be developed to

master English. Through reading we can get much knowledge. We know reading is important because it can develop the mind. Understanding the written words is one the mind grows in its ability.

For the improvement of reading, teachers are instructors in class. Before teaching reading, they have to think about reading, such as the interesting topic for the students, and the technique to use to gain the reading purpose. The students are the trainers. Most high motivation is needed to teach reading and creativity. Because, Reading sometimes feels bored in the class when educators teach it. Besides, they should have an effective reading habit because it seems to be obvious which is able to read directly to be academic failure to understand reading.

Reading is one of language skills. Reading is a flexible for the students, because they can get information from the text they have read. Reading also is an active process of identifying important ideas comparing, evaluating, and applying them. Therefore, in reading passages someone has tried to comprehend the main idea about what he/she has read. Without comprehending main idea, it will be very difficult to understand what he/she has read.

Generally, there are many various methods, approaches, and techniques, which may be applied in reading skill. These things may be applied in many levels of educational process, from elementary school, junior high school, senior high school till university level.

Today, the program of schools emphasize on language mastery. To learn to think more clearly, to speak and write more effectively, and to listen and read with greater understanding are the goals of high school and college English in this present day. We can see now every students know that but some of them lazy to learn. Students have lack motivation in learning English because there are many assumptions that the subject difficult to learn and it is very different with national language in Indonesia. Learn English too difficult for some students because they think that English is a bored subject.

However, that is one of the problems based on the present observation, there are some problems that were often faced by students in learning reading such as; students can nothing comprehend the contents of reading text, students can nothing answer some question in reading text, lest interest in learning process, low learning motivation and many other. Those problems happened because students not pay attention much to be class, lack of vocabulary mastery and not trained. Moreover, those problems cannot only be attributed to the students' personal factor but also teacher factor such as unused interest and suitable strategy that can make students interest in learning reading.

### **Method**

This study was conducted in SMAN 3 Pinrang involved the students in the second grade year. Need about more than one month for collecting the data. The study used quantitative research and qualitative research approach with Classroom Action Research which consist of planning, action, re-planning and reflection design and consisted with two cycles.

The subject of this study is class XI IA 1 students of SMAN 3 Pinrang in academic year 2019/2020 which consisted 32 students by using purposive sampling technique. Test is used to know the students' reading ability text before and after being taught by implementation of cloze procedure technique and observation checklist to know the students' activity during the research did.

The procedure of collecting data got by doing four steps, after that the test given to the students in each cycle and also check the observation checklist to know the activity from the students six meeting. Each cycle consisted three meeting, those are teaching reading ability by implementation cloze procedure technique. And the last is doing reflection to evaluating the score of the students whether improve or not toward test that given to the students.

The data is analyzing by using quantitative research with statistical method. The first is the mean score of the students' test in reading ability. The second is

calculating the increasing from the cycle 1 to cycle 2. The third is calculating percentage the student activeness in learning process.

The last process is checking the indicator of learning achievement to know whether students' reading ability from the students improve than before.

### Result of Cycle 1

Table 1. The Students' Reading Ability

| No | Classification | Score  | Frequency | Percentage  |
|----|----------------|--------|-----------|-------------|
| 1  | Excellent      | 86-100 | -         | -           |
| 2  | Good           | 71-85  | 8         | 25%         |
| 3  | Fair           | 56-70  | 12        | 37%         |
| 4  | Poor           | 41-55  | 9         | 28%         |
| 5  | Very Poor      | ≤40    | 3         | 9.37%       |
|    |                |        | <b>32</b> | <b>100%</b> |

The table above shows that none of the students got excellent. There was 8 (25%) out of 32 students got good classification. There were 12 (37%) out of 32 students got fair classification. There were 9 (28%) out of the 32 students got poor classification. There were 3 (9.37%) out of the students got very classification.

Based on observational and evaluating the result of learning in cycle 1, the researcher could say that the result after applying Cloze Procedure Technique as the teaching. After the researcher and the collaborator made some discussion, there were some problems:

- 1) There many students were still passive in teaching and learning process because they did not know how to use English in the class.
- 2) There were several students were so shy and afraid to extend their mind although they have good skill in vocabulary and arranging the sentences.
- 3) The researcher also was still had difficulties to create enjoyable the learning situation for the students, so some students were difficult to understand the lesson.
- 4) The big problem that showed in the class was the students' vocabularies still less.

- 5) The researcher sometimes ignored the students in the back row so that they did not pay attention to the lesson.
- 6) Besides that, the students got difficulties in part of getting the meaning and understanding the content because there were many students had a lack of meaning and misunderstanding. It meant that, the lack of the meaning made the students of reading was still low.

### Result of Cycle 2

Table 2. Students' Reading Ability

| No | Classification | Score  | Frequency | Percentage  |
|----|----------------|--------|-----------|-------------|
| 1  | Excellent      | 86-100 | 12        | 37%         |
| 2  | Good           | 71-85  | 14        | 43.75%      |
| 3  | Fair           | 56-70  | 6         | 18.75%      |
| 4  | Poor           | 41-55  | -         | -           |
| 5  | Very Poor      | ≤40    | -         | -           |
|    |                |        | <b>32</b> | <b>100%</b> |

The table above shows that were 12(37%) out of 32 the students got excellent classification and good classification there were 14 (43.75%) out of 32 the students got good classification, and there were 6 (18.75%) out of 32 the students got fair classification, therefore the total of percentage was 100%.

Most of students were very active and enthusiastic in teaching and learning process. They also were easy to share their own opinion because they could understand the material or the topic directly. The situational in teaching and learning process were comfortable for all the students in the classroom.

Table 3. The Students' Activeness in Cycle 1 and Cycle 2

| Cycle    | Meetings        |                 |                 |
|----------|-----------------|-----------------|-----------------|
|          | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |
| <b>1</b> | <b>45,31%</b>   | <b>51%</b>      | <b>54.7%</b>    |
| <b>2</b> | <b>62%</b>      | <b>68%</b>      | <b>76,56%</b>   |

Based on table above, therefore creates the increasing of the student's activeness from Cycle 1 to Cycle 2. So that's way implementation this Close

Procedure Technique in teaching reading ability is so effective because this is made the students more active than before these techniques applied.

### **Discussion**

Based on the description of the test, it could be concluded that the procedure technique can be used for teaching reading in the class. This study offered a new brand technique that being expected to be a good technique in improving the students' reading ability. The defined technique was close procedure technique (Cloze Test). It has been that this technique would create and produced a good reading achievement.

There are stages to be active as were encouraged to involve their mind and gesture actively to do the whole classroom activities of each stage. It will aim them to familiarize with classroom interaction to avoid a passive teaching and learning process. Students interacted to group of members was appeared when one of the members in a group performed class activities in another group members such as answering question.

Brown stated that one of the abilities that influences individual performance on Cloze test is reading comprehension. It also supports by Maryam in her research stated that close test was able to improve the students' reading comprehension. It also proven by research where the student achievements after treated by using cloze test technique is increasing and getting better.

The use of the cloze procedure when it is carefully sequenced in presentation and when texts are meticulously selected and prepared by the teacher can be an effective teaching technique in the development of reading strategies and reading comprehension. However, the teacher should be aware of the fact that it is not more effective than other conventional techniques in wide used. It is a viable technique among many.

The study concludes that in teaching reading ability through the Implementation Cloze Procedure Technique can enhancing the students' achievement. Because, students more interested in learning reading, they were happy and they were not bored. Besides that, it was easy to learn and can rise up the students' motivation to learn about reading.

Students' activities in the classroom was happened of the class during the implementation these techniques. The test cloze procedure technique is effective in teaching reading ability. Almost all of the students are able to answer the question. It also can be concluded that the students who were taught by using cloze procedure technique have a better performance than those who were not. As the follow up for this research, it is suggested that English teachers should use various techniques in teaching. In teaching reading ability, cloze procedure technique can be an alternative to be applied in teaching English.

### **Conclusion**

There was improvement of students' achievement from cycle 1 to cycle 2. Cloze procedure technique is effective to be used in teaching reading ability. It can be seen that the mean score of cycle 2 is higher the mean score of cycle 1.

Cloze Procedure Technique is effective for study about reading ability, the Cloze Procedure Technique that can gave many knowledges about reading ability. The students' responds in reading by implementation Cloze Procedure Technique was good because they always increase their participation in classroom learning process. They were interested in learning reading because it they could understanding reading text.

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