THE EFFECT OF USING RECONSTRUCTION CLOZE TASKTOWARD STUDENTS' GRAMMAR MASTERY AT IAIN BUKITTINGGI

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Abstract

The research was due to some problems related to grammar teaching carried out by lecturers. The method used in teaching grammar was still deductive method, the students were lack of grammar practice in context, the average of students' grammar test result was still unsatisfying and they were also less active in learning. The aim of the research is to find out the effect of using Reconstruction Cloze Task toward students' grammar mastery in past perfect tense. The type of this research is a quasi-experimental research. To choose samples, the researcher usedPurposive Sampling Technique with the consideration of the same level ability that is IIA and IIB. To analyze the data, the researcher used the independent t-test by using SPSSS software. The finding reveals that there is significant effect of using Reconstruction Cloze Task toward students' grammar mastery in past perfect tense. Based on students' gain scores at pretest and post-test scores in the both experimental and control classes, the researcher found the score of ½ Sig. for two-tailed test for homogenous variances is .00 which is smaller than alpha (0.05). Since the score of ½ Sig. of independent sample test does not exceed alpha 0.05, alternative hypothesis (Ha) is being accepted. In conclusion, the use of Reconstruction Cloze Task in teaching grammar effectively improves students' grammar mastery.

Key words: *Reconstruction Cloze Task, Grammar Mastery, Past Perfect Tense*

A. INTRODUCTION

Grammar is fundamental to language. Without grammar, language does not exist. Harmer (2003:12) says that the grammar of a language is the description of the ways in which words change their forms and can be combined into sentences in that language. As stated by Penny, "Grammar is sometimes defined as 'the way words are put together to make correct sentence"(1999:75). It means that grammar has important roles in formulating and combining words into a sentence. The grammar rules will guide the students to choose the words to produce acceptable sentence in grammar.

Grammar is a part of language that cannot be separated in language teaching included in communicative language teaching. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence (Douglas, 2000:362) Even though meaning is very important in language communication; rules are also needed to balance the communicative competence.

In the communicative language teaching, the purpose of the grammar is to learn the language in which the grammar is a part of language features. Teaching grammar must have relation with the meaning and the using of that grammar rules in the communicative situations that should be completed by students. Thus, in communicative language teaching the goal of the grammar instruction is to help students to carry out their purposes in communication.

Teaching grammar is one of the most difficult features of language to teach well. Students are often frustrated and confused when they learn grammar rules. Based on researcher's observation at the second semester students at IAIN Bukittinggi, the researcher found some problems related to the grammar teaching. Lecturer still explained the rules and drilled students to master those rules. The method used by the lecturer to teach grammar was still deductive one. As the result, students were bored and frustrated when they learnt grammar.

The next problem was that students lacked practice in contextual situation. Students did not get many opportunities to produce and practice grammar into their real life situations. Here, they only got drill from the exercises that were given by their teacher. Consequently, they only knew the rules but they often made mistakes when they tried to use it in context.

Concerning with what already discussed above, learning grammar was not easy for students. Students needed an interesting and effective method to help them in learning grammar and using the rules to overcome their communication problems. To solve the problems, the researcher tried to apply Collaborative Output Task Method that pushes learners to produce output by performing tasks that require them to pay attention to both meaning and grammatical form (Nassasji and Fotos, 2010). The use of such tasks is motivated by a desire to integrate task-based student collaboration and output-based interaction. In another word, this method provides students with opportunities to reflect on language

consciously and to talk about and to debate language forms, which raises their awareness of problematic forms.

To overcome the previous problems, the researcher proposed a technique to teach grammar in communicative context named reconstruction cloze task which is a kind of Collaborative Output Task method. Nassajiand Fotos (2011) say that there are several kinds of Collaborative Output task, such as dictogloss, text editing task, collaborative output jigsaw task, and reconstruction cloze task. The use of such task is requires students to pay attention to both meaning and grammatical form. It is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing words. Reconstruction cloze task require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. As stated by Reza (2012), reconstruction cloze task is the task which participants were paired and were asked to listen to a passage twice to reconstruct it together.

Furthermore, NassajiandFotos (2011) add that a reconstruction task is similar to a dictogloss in many respects. However, it differs from it in that during the reconstruction phase, learners receive a cloze task version of the original text. In the cloze version, certain linguistic forms that are identified by the teacher as the focus of the task can be removed from the text (Collins, 2000). Thus, the task involves two versions of a text: an original version, which is read to students, and a cloze version. Students are then asked to reconstruct the text and also supply the missing items in the cloze version.

To carry out reconstruction task in the classroom, the researcher adopts the procedures by Nasaji and Fotos (2011), they are:

1. The teacher reads the original version to the students at a normal pace.
2. Students listen carefully for meaning and also jot down notes related to the content.
3. Students receive a copy of the cloze version of the text.
4. Students are asked to work in pairs to reconstruct the text and also to supply the missing words or phrases as correctly and as closely as possible to the original task.

5. Finally, students compare their reconstructed text with the original text and discuss the differences.

By applying this technique, there are some advantages obtained by the teacher that is it requires students to reproduce specific target structures. It means that this activity will show positive effect for task performance on learner grammatical accuracy and also can develop their problem solving skills. Based on these theories, the researcher needs to conduct the research to test the theory.

B. RESEARCH METHOD

In this research, the researcher used quantitative approach. Dealing with the problem of the study, the researcher used experimental research with quasi experimental design.The population of this research was English students of second ssemester at IAIN Bukittinggi with sample II A and II B classes. The technique that was used in this research was purposive sampling technique. The instrumentation of this research was test in simple conversion form. The instrumentation of this test had been valid and reliable before giving it to the experimental and control class.

In conducting this research, the researcher gave pre test to the experimental and control class before giving treatment. The treatment was teaching Past Perfect Tense by using Reconstruction Cloze Task in the experimental class while the control class was not taught by using Reconstruction Cloze Task. After giving treatment, post test was given to both classes.

The pre-test and the post-test were administered to both classes. The scores of pretests and post-test at both classes of experiment and control were used to see the effect of the treatment by using t-test in SPSS software.

C. RESULT AND DISCUSSION

Data analysis of the effect of using Reconstruction Cloze Task was obtained through conducting experiment research that is quasi-experiment. Two classes were involved here that is IIA as the experimental class, and IIB as the control class. Before looking for the effectiveness of the proposed technique toward students' grammar mastery, the researcher found the normality and homogeneity of both classes as requirement to do parametric test of t-test. To analyze these data, the researcher applied SPSS20 software.

1. **Normality Test**

With the hypotheses: (Ha): the data are distributed normally; and (Ho): the data are not distributed normally.

Table 1 Normality Test

One-Sample Kolmogorov-Smirnov Test

		pretest	posttest	gain
N		64	64	64
Normal Parameters[a,b]	Mean	43.55	67.84	24.2969
	Std. Deviation	10.209	13.266	18.81462
Most Extreme Differences	Absolute	.111	.087	.064
	Positive	.080	.052	.049
	Negative	-.111	-.087	-.064
Kolmogorov-Smirnov Z		.892	.696	.509
Asymp. Sig. (2-tailed)		.404	.718	.958

a. Test distribution is Normal.
b. Calculated from data.

Based on the output of SPSS, it can be seen from the score of K-S is 0.892, 0.696, and 0.509 were higher than alpha .05. So, Ho is accepted and Ha is rejected which means data in both classes are distributed normally.

2. **Homogeneity Test**

With the hypotheses: (Ho): Variances are homogeneous; (Ha): Variances are not homogeneous.

Table 2 Homogeneity Test

		Levene's Test for Equality of Variances	
		F	**Sig.**
gain	Equal variances assumed	1.072	.304
	Equal variances not assumed		

3. **Testing Hypothesis**

The hypotheses of the research were: (1) Ho: Students' grammar achievement usingReconstruction Cloze Taskis same as of using conventional one. (2) Ha: Students' grammar achievement using Reconstruction Cloze Taskis higher than of

using conventional technique. Consideration to make decision is if the score of ½ sign (2-tailed) > .05, Ho is accepted, yet Ha is rejected and vice versa.

Table 3 Independent Samples Test

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
gain	1	32	36.1563	12.97170	2.29310
	2	32	12.4375	16.14838	2.85466

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
gain	Equal variances assumed	1.072	.304	6.478	62	.000	23.71875	3.66161	16.39931	31.03819
	Equal variances not assumed			6.478	59.246	.000	23.71875	3.66161	16.39253	31.04497

Based on Table 3, the researcher found out that effectiveness ofusing Reconstruction Cloze Taskin promoting students' grammar mastery. From the calculation of independent samples test of gain score, the score of ½ Sig. for two-tailed test for homogenous variances is .00 which is smaller than alpha (0.05). Since the score of ½ Sig. of independent sample test does not exceed alpha .05, so alternative hypothesis (Ha) is being accepted, yet, null hypothesis (Ho) is being rejected. In conclusion, the use of Reconstruction Cloze Task in teaching grammar effectively promotes students' grammar mastery.

Based on the hypothesis that the researcher proposed, the researcher had answered the hypothesis that using Reconstruction Cloze Task effectively promotes students' grammar mastery at the second semester English students of IAIN Bukittinggi for the topic past perfect tense. The model was effectively found to teach grammar since experts and practitioners said so based on their experiences and previous researches and it was also proved by the test result from the model. The previous researches on completing task collaboratively (in pair)

were reviewed by the researcher. Such as, the research that had been done by Hossein Nassaji and Juan Tian (2011), they compared and examined the effectiveness of two type of collaborative output task (reconstruction cloze task and reconstruction editing task) for learning English phrasal verbs. This study involved a pretest, a treatment and a four day delayed post-test. The finding of the result showed that completing the task collaboratively (in pair) led to a greater accuracy of task completion than completing them individually.

Moreover, the second research was conducted by Nasser Minaei and Ghafour Rezaie (2014). This study examined the effect of two types of output tasks (editing and cloze) on the learning of English collocation. The method used in this research was a quasi-experimental study. The finding of the result showed that collaborative output task led to greater collocation knowledge than individual output task.

D. CONCLUSION

The finding of t test of gain scores of the both classes, experimental and control class; the researcher found the score of ½ Sig. for two-tailed test for homogenous variances is .00 which is smaller than alpha (0.05). Since the score of ½ Sig. of independent sample test does not exceed alpha 0.05, alternative hypothesis (Ha) is being accepted. In conclusion, the use of Reconstruction Cloze Task in teaching grammar effectively improves students' grammar mastery.

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Appendices

Instrument for Pre and Post tests

Fill in the blanks with the suitable verbs in brackets by changing the verbs into past perfect tense.

TEXT 1

Last night, Dane and Emily danced in a competition. They danced a salsa dance. They **(1)…………………………….(practice)** for 6 months before they danced in the competition.   They were very good. Dane and Emily's friends were   in   the   audience.   Before   that   night,   they **(2)……………………………(not/see)** Dane and Emily dance. In fact, Dane and Emily **(3)……………………………..(not/try)** to have dance in front of anyone before   the   competition. After everyone had danced, the judges announced the winners. Dane and Emily won! They were the best dancers in the competition. People asked to them, "**(4)…………………………(you / do)** practicing by the time you followed this competition ? ". Emily said she **(5)………………………………(not /practice)** so hard before! She was glad they had practiced a lot.

TEXT 2

Last weekend, Mark and Trisha went on a date. Mark took Trisha to the golf course. Mark loved the golf. He **(6)…………………………… (play)** the golf from child before he came to elementary school. Before that day, Trisha **(7)……………………………………..(not / do)** playing golf**.** She did not know how to hold the golf club. She did not know the rules. Mark taught Trisha how to play. After Trisha **(8)………………………….(learn)** the basics, she hit the ball. It was a good hit. It means that Mark had taught Trisha well.

TEXT 3

I **(9)………………………… (not / see)** such beautiful sights before I visited   Paris   in   2012.   My   friend   asked   me,   " **(10) ……………………………..(you/collect)** enough money when you did travelling in Paris? ". Of course, I **(11)………………………. (save)** money for 5 years

before I booked my trip to Paris. I was very excited! Before my trip to Paris, I had never been out of the United States. When I went to Paris, I spent many days touring the city. The city was big. Sometimes I got lost and asked for directions. I asked for directions in French. That was easy because I **(12)…………………(study)** French for 2 years before I visited Paris. By the time I left Paris, I **(13)…………………………. (visit)** many beautiful places. The Eiffel Tower, Notre Dame Cathedral, and Luxembourg Gardens were just a few of the places I saw. Before I visited Paris, I **(14)………………….. (see)** those places on television.

TEXT 4

The Smith family **(15)……………………………… (not / get)** a car until they bought their first automobile in 1906. Before they bought it, they **(16)……………………… (use)** horses and a buggy for transportation. They **(17)……………………….. (not / own)** anything so expensive before they bought the car. The Smith family was very excited about their automobile. The children **(18) ……………………… (never / ride)** in an automobile before their parents purchased the car. They **(19) ……………………………… (look)** a few automobiles when they went to town for supplies.

TEXT 5

Long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and his mother. His mother was a single parent because MalinKundang's father **(20)………………………….. (pass)** away when he was a baby. MalinKundang just lived with his mother. MalinKundang was a healthy, diligent, and strong boy. He usually went to the sea to catch fish and sold it to the town.

One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy and thanked to him. The merchant asked MalinKundang to sail with him. Malinkundang did not want to leave her mother by the time the merchant invited

him. But, to get a better life, MalinKundang agreed. He left his mother alone. His mother gave malinkundang a little food stock before in the ship.

Many years later, MalinKundang became wealthy. **He (21)…………………………. (get)** a huge ship by the time he got married. Perfectly he had a beautiful wife too. When he was sailing in his journey, his ship landed on a beach near a small village. **He (22)…………………..** **(not/think)**about his mother before he did the trip. By the time he **(23)……………………(be)** close to the village, the villagers recognized him. The news ran fast in the town; "MalinKundang has become rich and now he is here" someone asked, **"(24)…………………… (why, meet, he)**villagers before he found his mother?". I do not know, said the villagers. Then, An old woman ran to the beach to meet the new rich merchant. She was MalinKundang's mother. She wanted to hug him, released her sadness for long time. Unfortunately, Malinkundang did not want to meet with the old woman. For three times her mother begged MalinKundang and for three times he yelled at her. " (**25**)**……………………………(you, forget)** about what I did to you?" At last MalinKundang said to her "Enough, old woman! I never have a mother like you, a dirty and ugly woman!".then he ordered his crews to set sail. She was full of both sadness and angriness and she cursed MalinKundang to be a stone if he didn't apologize. MalinKundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Answer keys :

1. Had practiced
2. Had not seen
3. Had not tried
4. Had you done
5. Had not practiced
6. Had played

24. Why had he met
25. Had you forgotten

7. Had not done

8. Had learnt / had learned

9. Had not seen

10. Had you collected

11. Had saved

12. Had studied

13. Had visited

14. Had seen

15. Had not got / had gotten

16. Had used

17. Had not owned

18. Had never ridden

19. Had looked

20. Had passed

21. Had got

22. Had not thought

23. Had been