

**THE IMPLEMENTATION OF CLOZE STRATEGY TO TEACH DESCRIPTIVE
TEXT READING FOR EIGHTH GRADE STUDENT OF SMP NEGERI 1
WONOASRI**

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Abstract

Reading is one of the abilities of the students to master in English lessons. In reading a text students must be able to absorb the information conveyed by the author to the reader, because the essence of reading is knowing the information expressed in the text. Achieving the goal of reading in the application encounters several obstacles, including vocabulary mastery and low motivation to read to students. Knowing this, researchers used a reading strategy, cloze strategy. The purpose of this study was to determine the application of reading strategies using cloze strategy in reading descriptive text along with weaknesses and excesses. The researcher used qualitative descriptive research method to answer the hypothesis in the formulation of the problem. It can be concluded that the application of this reading strategy in the teaching and learning process has three steps, namely: pre-activities, whilst-activities and post-activities. While the advantages of this strategy are students enjoy reading lessons and students can absorb information in the text easily, while the weakness is the class becomes noisy in some activities.

Keywords: reading, teaching reading, cloze strategy, descriptive text.

INTRODUCTION

Language is an important device and a very beneficial tool for human being to communicate with other people. By using language, people can talk and understand each other. They can communicate with other group of people or nations. There are many languages in the world. One of them is English. English is an International Language. Nowadays English is very important to human life as the language of globalization, international communication, commerce and trade. English is a global language, which is spoken by most of people in the world.

In Indonesia, English language has been introduced as a foreign language in Elementary School, Junior High School, Senior High school, and University level. That is why Indonesia learns English in teaching learning process. Teaching is the process of transferring information from teacher to student. It is an activity to help someone understand about knowledge.

English itself is divided in to four skills they listening, speaking, reading and writing. English which have to achieve are divided in to two parts of language function, namely, oral and written. In this case listening and speaking are oral language; reading and writing are written language. All of this skill must be measured by the people who want to communicate through English.

Reading is one of important skills which has to learn in teaching English. Reading is not a single skill but combination of many skills leading to deriving meaning from printed text person's insights. Reading is one of important skill in learning a language. Reading is collaborative process to get information from the text. The process of reading is reflecting an interpreting meaning. Interpreting meaning can be reflecting after the reader read the passage.

Reading comprehension is the core of the reading activity. By having comprehension, students are able to make sense what the texts tell about. They can also catch the general or detail information about the text being read. Therefore, comprehension is the purpose of reading. Reading comprehension is one of the skills that must be mastered by students. The fact shows that teaching reading comprehension is not an easy task, because the teacher has to face some problem in teaching reading comprehension.

The most common problem that the students face in reading comprehension are they cannot find the detail information from the text because of not comprehend with every word of text so they are not able to interpreting the text meaning. The problem which usually faced by the student is not have good motivation to read. Another problem is they are not having comprehended every word of text, so they keep on look up the words on dictionary to find out the meaning of the text. Some students are less motivated to ask the teacher about the new word that they found while teaching reading process. These problems

are found by the researcher in SMP Negeri 1 Wonoasri. Most of the student has the same problem in teaching reading comprehension process.

Knowing this problem, the researcher applies an appropriate strategy in teaching reading comprehension. The strategy that researcher used to solve this reading problem is cloze. Cloze is a text with deleted word in some part. From this problem the researcher formulate some problem statement, they are: (1) How is the implementation of cloze strategy to teach descriptive text reading for eighth grade student of SMP Negeri 1 Wonoasri in Schooling Year 2013/2014? (2) What are the advantages and disadvantages the implementation of cloze strategy to teach descriptive text reading for eighth grade student of SMP Negeri 1 Wonoasri in Schooling Year 2013/2014?

Based on the problem statements above, the researcher has objectives to describe and explain as follow: (1) to describe implementation of cloze strategy to teach descriptive text reading for eighth grade student of SMP Negeri 1 Wonoasri in Schooling Year 2013/2014. (2) to identify the advantages and disadvantages implementation of cloze strategy to teach descriptive text reading for eighth grade student of SMP Negeri 1 Wonoasri in Schooling Year 2013/2014.

METHOD

1. Research Design

In research, the research design gives the learners clear rules to researcher. This research is aims to describe the implementation of cloze strategy to teach descriptive text reading to eighth grade student of SMP Negeri 1 Wonoari. Based on the purpose, the method used in this research is descriptive qualitative study.

2. Place and Time of the Research

The researcher takes the research in Junior High School. The school used as the case study is SMP Negeri 1 Wonoasri located in Jl. Raya Wonoasi 78. The researcher conducts the research in 28th April until 12th May 2014.

3. Source of Data

a. Population

Thus, population is the whole objects or subject of the research needed in the research in certain field and time. In this research, the researcher selects all of the eighth grade students of SMP Negeri 1 Wonoasri in the schooling year 2013/2014 as the population.

b. Sample

Sample is subjects that give the information to the researcher. In this research, the researcher selects the sample from class VIIIIE students of SMP Negeri 1 Wonoasri as the sample which consist of 27 students.

c. Technique of Sample Taking

Sampling technique is a technique used in choosing sample. In this research the researcher use purposive sampling, the researcher can get the appropriate data and result based on the sample needed by the researcher with some consideration.

d. Technique of Collecting Data

The techniques of collecting data in this research are : (1) Observation, the researcher did an observation by visiting the school and implementation the cloze to teach descriptive text reading of SMP Negeri 1 Wonoasri. (2) Interview, interview is done to the English teacher and the students to get information about the implementation, advantages, and disadvantages of implementation of cloze strategy. (3) Documentation, In this research, the researcher uses photograph, record and check list to get the data and the lesson plan by the English Teacher.

e. Technique of Validating Data

In this study, the researcher uses triangulation for validating data. Triangulation is a technique to provide a fuller understanding of a phenomenon. In this research, the researcher uses data triangulation because the researcher uses of a variety of data source in a study.

f. Technique of Analyzing Data

That the technique of analysis data consists of three steps: (1) Data reduction, the researcher reduces the data from practice to know the implementation of cloze to

teach descriptive text reading in eight grade students of SMP Negeri 1 Wonoasri. (2) Data display is conveying or presenting the data to answer the research problems. The data from observation, interview, and documentation will be displayed to answer the entire statement of the problems. (3) Conclusion and verification, the researcher is making various informed evaluations decision about the data.

RESULT

The Result of the Observation.

The researcher answers the first problem statement by using observation and documentation. Observation is one of the ways to collect the data of the research in order to get some information. The results of observation are:

1) Preparation

Firstly, the teacher prepares and arranges lesson. The lesson plan consists of the teacher's and student's activity in teaching learning process and planning of time.

2) Teaching Learning Process

Teaching and learning process has some steps as follows:

a). Pre – activities

Pre – activities are the activities done by the researcher before discussing the lesson. There are the activities in pre-activities:

- i. Praying and Greeting
- ii. Checking the students attendance
- iii. Motivation

b). Whilst- activities

In whilst activity, the teacher introduces Cloze strategy in reading descriptive text, tell the benefit of it and how to use cloze strategy.

In this activity, the teacher tells the student that they will read a descriptive text about "*Sea Eagle*". The teacher guides the students to find information about "*Sea Eagle*". The teacher helps the student to find the

characteristics of sea eagle by showing the picture about the Eagle's claws, feathers, wings, legs etc . The teacher also guides the students about the habit of sea eagle. The teacher makes sure that the students know about the sea eagle. The students make some notes about the information that they get from the teacher explanation. After that, the teacher gives the students cloze text about "*sea eagle*" and the student read the text in a few minutes. After distributing cloze text the teacher ask the student to make some groups that consist of three until five in a group according to the teachers instruction. Next, the teacher asks the student to discuss the cloze text about "*Sea Eagle*" and the students discuss the cloze text with their group. After discussing cloze text the teacher asks the students to fill the gap on the text by choosing suitable information that the teacher gives in the previous steps. The students read and fill the gap by using suitable information in their notes. After the students complete filling the gap the teacher asks the student of each group to answer the cloze by stamp their answer in the blank space in poster board. The last, the teacher ask the other group to gives opinion about the answer and the student from another group give some opinions about their group answer.

3). Post activity

In post activity, the teacher makes a reflection to the lesson that day by asking some questions to the students. Next, the teacher summarizes all the students' explanation into a conclusion.

Finally, the teacher closes the lesson and greets the students. The teacher closes the lesson by saying, "*Good morning students and see you.*" And all of the students reply the teacher by saying, "*Good morning Mr. see you.*"

a. The Result of Interview

The researcher answers the second problem statement using observation and interview. The researcher uses interview to get response of the students and English teacher about the application of teaching descriptive text reading by using cloze strategy. The researcher gets some data from interview between the researcher and the English teacher and the interview between researcher and the students.

The first interview is between the teacher and the researcher at the teacher room. The researcher gets the data as follows:

1. Reading is one of difficult skills for the students of junior high school.
2. To solve the problem the English teacher used to order the students to open their dictionary.
3. The English teacher often uses attractive strategy in teaching learning process. She just used book and work sheet.
4. The procedure of the application cloze strategy in teaching reading for descriptive text is interested.
5. The advantages of using this media are increase students desire in reading process. The students are motivates to read and fill the gap in the text. The student can know the detail meaning of the text, so they can understand and easier to answer the exercise.
6. The disadvantages of this strategy is class become noisy when the student joining in group.

The second interview is between the students and the researcher in class VIII E. The researcher gets the data as follows:

1. Some students did not enjoy learning English in the class because they have low motivation in reading process.
2. Reading was bored activity in the class because they were confused about the meaning of the text.
3. The students felt that reading in English was difficult because they lack of vocabularies.

4. The students said that the English teacher used monotone style in teaching English.
5. The students said that by using cloze strategy, it can make them easier in reading learning process.
6. The students said that they liked and interested with cloze strategy.
7. The student said that they are motivated to learn English more.
8. The students said that the advantages of cloze strategy are they enjoy this activity in class performance. They also can find the detail meaning easily, so they can understand well with the text given by the teachers. But there were some students here also didn't enjoy this activity because they were not interest and lack in vocabulary.

Result of the interview:

a. Advantages

- 1) The students fell enjoy the English lesson especially in reading skill.
- 2) The students can master well of the text that given by the teacher.
- 3) The students are motivated to study English more after joining the class using this strategy.

b. Disadvantages.

- 1) Some students here also didn't know well this activity because they were lack in vocabulary.

b. The Result of Documentation

From the documentation, the researcher gets lesson plan (RPP) and students' name list. It is described below:

a. Lesson plan (RPP)

The researcher used RPP to plan and guide the teaching and learning process of application, The Implementation of Cloze Strategy to Teach Descriptive Text Reading for Eighth Grade Student of SMP Negeri 1 Wonoasri in Schooling Year 2013/2014.

b. Students' name list

From the result of documentation, the researcher gets some data. The total students of VIII E are twenty seven students.

c. Students' score

Students' score consists of students' score in teaching reading before using Cloze strategy and after using it

Students' score list consists of the students' score before and after teaching descriptive text reading by using cloze strategy. It is used to know the students achievement in teaching English especially in reading skill. The students' achievement in reading skill increased. The average score before implementing cloze strategy in teaching reading was 79,00 and after it was 89,00 It indicates that the students' score in reading skill increases after the implementation of cloze strategy in teaching reading.

DISCUSSION

The teacher prepares and arrange lesson plan. Beside that he teacher prepares some materials, for example source material, board marker, printed picture and poster board. On the other hand, the students also prepare their material book, notes, pen, dictionary, etc. Preparation step is an important part in teaching learning process especially teaching's preparation. It is useful to guide the teaching and learning process planning of time.

Pre – activities are the activities done by the researcher before discussing the lesson. There are the activities in pre-activities such as praying and greeting, checking the students' attendance. After praying and greeting the teacher checks student's attendance by calling the student's name one by one and the student's responses by raising their hand and said "present". The teacher makes a commitment with the students. When the teacher says

“Class..!!!”, the students have to say “Yes...!!!”. It is expected to control and to warm the atmosphere in the class. After that, the teacher gave apperception to the students by giving some question related to the material. From the activity, it can be seen that this step has the function to introduce the lesson materials to the students before they go on whilst activity. Besides that, this step is used to give warming up and motivation for the students, so that the students encourage on learning the lesson.

In this activity, the teacher tells the student that they will read a descriptive text about “*Sea Eagle*”. From the activity above, it can be seen that this step has function to make students feel interested with the material. The text choosing by the title “see eagle” it is because the title of the text is interesting enough for junior high students.

After telling the student about the text theme, the teacher guides the students to find information about “*Sea Eagle*”. The teacher helps the student to find the characteristics of sea eagle by showing the picture about the Eagle’s claws, feathers, wings, legs etc. From the activities above, it can be seen that the aim of this steps is to make student more enjoy joining the learning process. The student feel enjoy during finding the information about the “sea eagle” by the picture. Besides that, this step has benefit for the students to find the information in detail. The teacher makes sure that the students know about the sea eagle. The students make some notes about the information that they get from the teacher explanation.

After that, the teacher gives the students cloze text about “*sea eagle*” and the student read the text in a few minutes. After distributing cloze text the teacher asks the student to make some groups that consist of three until five in a group according to the teachers’ instruction.

From the activities below, it can be seen that these activities have aim to make student in a group and discuss the text. Next, the teacher asks the student to discuss the cloze text about “*Sea Eagle*” and the students discuss the cloze text with their group.

The advantages of the implementation of cloze strategy to teach descriptive text reading

1. The students enjoy the English lesson especially in reading skill.

- a) From the interview with the student EB, she states that the learning process is enjoy and different with another reading lesson before.
- b) From the interview with the teacher in column 3, the teacher said that this strategy has many strength, one of them is the student like and enjoy the reading learning process because it is new strategy for them.
- c) From the learning process in whilst activities it can be seen that the students enjoy during the teaching learning process.

2. The students can master the text given by the teacher.

- a) Based on the interview with the teacher in column 3, the teacher states that the main point of the use of cloze strategy is students can know the information in detail and can draw the meaning of the text they can easier in answer the question about the text.
- b) Based on the document of the students' score, it is known that their score increases.
- c) Based on the interview with the student EM, he states that this strategy help them in reading process, he also states that it easier to fill the gap he must know the meaning of all the word, so he can understand well the detail information of the text.

3. The students are motivated to study English

- a) Based on the interview with the student EM, the student state that he is motivate to study English, he felt that English is enjoy.
- b) Based on the interview with the teacher in column 1, the teacher state that the student look enthusiasts and enjoy the lesson, they are motivated to study English.
- c) From the learning process activity, it can be seen that the use of the theme sea eagle has aim to make students more interest with the material, so it can make them motivate to study English.

The disadvantages of the implementation of cloze strategy to teach descriptive text reading

1. Some students here also did not know well this activity because they were lack in vocabulary.

- a) Based on the interview with the teacher in column 4, the teacher state that the difficulties that student find in this activity is to find the meaning of the word that they have not known before, so they should open the dictionary to find the meaning.
- b) Based on the interview with the student SS, the student state that she did not know the meaning of some word.
- c) From the activities of whilst activities, when the teacher asks the student to answer the gap in poster board for each group it can be seen that some groups give wrong answer.

2. The class becomes noisy

- a) Based on the interview with the teacher in column 4, the teacher states that the other weakness is the class become a little noisy when the student divided in some group, but that generally happen because it is one of the character of junior high school.
- b) Based on the interview with the student ES, she states that the class is become noisy.
- c) From the learning process activities, it can be seen that grouping step has the weakness, it can be seen that some student is talking with their partner out of the material.

CONCLUSION

Based on the discussion, the researcher draws conclusions about the implementation of cloze strategy in teaching descriptive text reading to eight grade student of SMP 1 Wonoasri in schooling year 2013/2014 as follow:

- 1) The teacher tells the students about the material.
- 2) The teacher helps the student to find the characteristics of sea eagle by showing the picture about the Eagle's claws, feathers, wings, legs etc .

- 3) The teacher gives the students cloze text about the material.
 - 4) The teacher asks the student to make some groups that consist of three until five in a group according to the teacher's instruction.
 - 5) Next, the teacher asks the student to discuss the cloze text about the material.
 - 6) The teacher asks the students to fill the gap on the text by suitable information that the teacher gives in the first.
 - 7) After completing in fill the gap the teacher asks the student of each group to answer the cloze by pill the stamp paper in the blank space in poster board.
 - 8) The last, the teacher asks other groups to give opinion about the answer and the student from another group give some opinion about their group answer.
- a. Post activities
- 1) In post activity, teacher closes teaching and learning process by giving conclusion and reflection to the difficulties faced by the students.
 - 2) Finally, the teacher closes the lesson and greets the students.

The advantages of the implementation of cloze strategy in teaching descriptive text reading to eighth grade student of SMP 1 Wonoasri in schooling year 2013/2014 are as follow:

- 1) The students feel enjoy the English lesson especially in reading skill.
- 2) The students can master well of the text that given by the teacher an can answer the question easier.
- 3) The students are motivated to study English more after joining the class using this strategy.

The researcher realized that this research is far from being perfect so, she hopes that there will be other researchers who will do similar researches but viewed from different perspective. For suggestion, she invites other researcher to do another research on the use of cloze strategy in junior high school.

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