

Chapter I

INTRODUCTION

This chapter discusses several points i.e. the background of the problem, the formulation of the problems, the objectives of the research, the uses of the research, the scope of the research, and the definition of terms.

1.1 Background of The Problem

The implementation of School Based Curriculum (KTSP) in most schools in Indonesia functions as the instrument to guide teaching learning activities towards the main goals of national education. The goal of the teaching of English stated in the Curriculum for English subject is that students are projected to be able to master and use the language skills for any relevant needs and situations.

To support the students' language skills acquisition, language components have important role in it. However, according to the English teacher of SMKN 1 Bandar Lampung, the students' reading achievement class X (ten) TKJ (Networking Technique) is still far from the expectation of the curriculum. It is also found that the students' final tests result are still far from the target aimed as the KKM of

the school, that is 60. The students' low performance might be caused by their lack of involvement and active participation during the learning process.

Furthermore, the students' score of English was also very low. Beside that, most of the students' English skill was far from the target expected. This fact might be caused by their lack of knowledge. From the teacher's experience, it was also found that most of students faced the difficulties to comprehend or to understand reading material. This is supported by McWhorter in Jumawan (1996) who states below:

“Most students have a basic competence in reading. They have required a core vocabulary and developed an understanding of language structure that allows basic understanding (comprehension) of unit of written expression. Yet many students frequently complain that they have difficulty getting through the required reading in a course, that they cannot keep their minds on what they read or that they cannot remember what they have read.”

There is a tendency that some of the students are not interested in English or do not follow the English learning process well. Some of them said that when they read the reading texts, they found some problems in answering the inferred information and sometimes they fell stuck and bored.

Based on the observation, it was found that class X (ten) TKJ (Networking Technique) was the lowest class in reading achievement, therefore the Classroom Action Research was conducted to improve students' reading achievement and their participation in learning. Based on the result when the students were given a test (asking about fill in the blank in some texts and

multiple choices), there were 15 students (68.18 %) failed because their score didn't pass the minimum score, which is 60, and there were only 7 students (31.82 %) passed the test. See the table (1.1) below:

Table 1.1. Students' reading score

Number of Students	Score	Percentage
15	< 60	68.18 %
7	> 60	31.82 %

Based on the table that there were less than 50% students who passed the passing grade, the researcher used 60 as passing score in this Classroom Action Research.

In teaching-learning process, the teacher as facilitator who has responsibility to make the students interested in the lesson given. The teacher should be able to choose and create an interesting technique in order to reach the aims of teaching English stated in the curriculum. Hill and Lewis (1985:5) stated that the more the students feel involved in the process of learning, the more successful and enjoyable they will find it. In other words, if a teacher is able to teach his or her students well by using appropriate technique, they will enjoy the lesson better.

Anthony in Vauliani (1997:4) states that technique is particular trick, strategy, or contrivance use to accomplish an immediate objective. The technique depends

on teacher, he or she should be able to select or choose the technique which can support the teaching learning process. So, whatever the techniques will be used by the teacher, it is better for the teacher to consider which technique is the most effective in teaching reading, so that the teaching of reading will be useful and enable the students to learn enthusiastically.

Having known some of the problems occurred in that school, the researcher intended to conduct Classroom Action Research. This research attempts to solve the problem by implementing Cloze Procedure. Cloze Procedure has close meaning with prediction. The writer chooses Cloze Procedure as one of technique that is used to find out its relation towards students' reading achievement and their participation in during the teaching-learning process.

Cloze Procedure originated as a diagnostic reading assessment technique. In a cloze procedure, every n^{th} word is deleted from a selected reading. Students are then asked to read the passage, inserting a word into each blank to create a meaningful reading. Since Cloze Procedure encourages the reader to be actively involved with the reading of the material and to link the new information being learned with information previously learned, it may be used effectively in the classroom for purposes other than reading assessment.

The statement above is supported by Markstein and Hirasawa in Şahindokuyucu (2006:35), Cloze Procedure is building an awareness and semantic cues in

language. Bastidas (1984:20) also says that Cloze Procedure is a process of systematically deleting word from a passage and replacing them with blanks to be filled by the students.

In line with notion above, Enderson (1971:110) stated that Cloze Procedure is basically a very simple technique. Words are just deleted from passage of phrase in some mechanical fashion and replace by blanks of a standard length. The mutilated passages are then given to readers with instruction to restore the missing words. In short, Cloze Procedure is a technique of teaching reading which stress on how the students use their schemata or background knowledge based on the pictures and deleted words or phrases in the text given.

It has been mentioned earlier that Cloze Procedure has close relationship with prediction. Prediction plays an important role in this technique. The students would be able to fill the blanks through prediction based on their background knowledge.

Cloze Procedure tests are quite popular and they generally easy to prepare, so they are very useful to asses students' level of reading comprehension. This statement is supported by Suter (2002:3) who argues that the advantages of Cloze Procedure is their relative ease of preparing, administering and scoring, a fact that enables use as a placements test where rapid analysis of data is

important and limited validity can be compensated for by the fact that a learner placed inadequately can easily change classes.

Referring the background above, the writer conducted the Classroom Action Research. This research is expected to improve not only on the students' reading achievement but also the students' participation in learning in the classroom. Therefore, this research is entitled: "The Implementation of Cloze Procedure in English Reading Class at the First Year of SMKN 1 Bandar Lampung."

1.2 Formulation of The Problem

Based on the background mentioned above, the researcher formulated the problems as follow:

1. Can the Implementation of Cloze Procedure improve the students' reading achievement?
2. Can the implementation of Cloze Procedure improve the students' participation in learning?

1.3 Objective of The Research

Referring to the formulation above, the writer proposed the objectives as follow:

1. To find out whether the implementation of Cloze Procedure can improve students' reading achievement or not.

2. To find out whether the implementation of Cloze Procedure can improve the students' participation in learning or not.

1.4. Uses of the Research

Hopefully, the research could have the following uses:

1. Theoretically: hopefully this Classroom Action Research can give contribution to teachers and the curriculum developers about the quality of Cloze Procedure in reading class, the problems that they experienced, and the strategies that the high and low proficiency readers used to cope with the problems in reading class.
2. Practically: it might help the students improve their reading achievement using Cloze Procedure and to give contributions to English teachers in the classrooms in order to help the low proficiency reader to use good strategy that have been proved successfully in helping the high proficiency readers in comprehending the English texts.

1.5 Scope of The Research

This classroom action research discussed the process of reading class using Cloze Procedure. The text employed in the research was descriptive text; this is one of the texts taught in second semester of the first year of senior high school. This research was conducted at SMKN 1 Bandar Lampung and the subject of the research was students of class X TKJ (Networking Technique).

In this research, the writer held two cycles. The first cycle was based on the problems of the research then second cycle was done based on the result of the analysis and reflection of the first cycle. The next cycle was held because the indicators of the research in the first cycle were not achieved.

The reading test was done by asking them to read and fill the incomplete text based on the selected topic. The result of the test was evaluated by two raters, the researcher and the class teacher.

The researcher worked together with the English teacher of the school. The researcher acted as the teacher by implementing Cloze Procedure since Classroom Action Research (CAR) is a kind of research that based on the teacher's problem and how the teacher solve the problem by herself; meanwhile the English teacher of SMKN 1 Bandar Lampung acted as collaborator and also observed her own students. Beside that, the researcher also was helped by an observer who observed students activities. The researcher made the lesson plan and performed in the class based on the lesson plan. So, during the research, the researcher, the collaborator and the observer observed everything that occurred in the classroom.

1.6 Definition of terms

- Reading is an active cognitive process of brain, which works together with eyes in order to get the information in verbal or printed symbol
- Cloze Procedure is a technique of teaching reading comprehension which stress on how the students use their schemata or background knowledge to fill in the deleted words or phrases in the text given.