

Chapter II

LITERATURE REVIEW

This chapter provides explanation related to theories used in this study such as notion of reading, notion of teaching reading, notion of passage, notion of cloze procedure, notion of students' learning activities, notion of teaching reading through cloze procedure in reading class, notion of classroom action research, the advantages, and the theoretical assumption.

2.1 Notion of Reading

Reading is "a receptive language process" (Goodman, 1988:12). It creates an interaction between readers and writers. He further says, "reading is a psycholinguistics process in that it starts with linguistic surface presentation encoded by writer and ends with meaning which reader construct". There is thus an interaction between language and thought. The writer of the text encodes thought and the readers decide language to thought. It is also supported by Clark and Silberstein in Simanjuntak (1988:24) who defined that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It means that the students are required to be able to get a lot of information based on what they are reading in the text.

Nuttal (1982) in Simanjuntak (1988:8) defines “reading as the meaningful interpretation of printed or written verbal symbol”. It means that reading is a result of the interaction between the perception graphic symbols the represent language and the reader’s language skill, cognitive skill and the knowledge of the world. From the definition above, it can be concluded that reading is a process of brains, which work together with eyes in order to get the information in verbal or printed symbol.

In relation to Nuttal’s statement above, it seems that reading is the outcome of reader’s interpretation toward a text. In this case, the readers try to make a meaningful interpretation based on the signal given by writer through a text. For example, see the sentences in the text below:

“In 1962, the first important United States Communication Satellite, Telstar I, was placed in orbit. Three year later, the United States launched Early Bird” (Windows for Second Year SMU, 1999).

From the sentences above, the reader tries to make an interpretation, Telstar I is a name of the satellite, based on the signal given by the writer, comma, which functions as modifier. In other words, the readers tried to use certain strategies to make sense of the idea in a text.

Emerald in Wisastra (1997:7) points out:

“Reading is more than the simple recognition of the graphic symbols or words. It is a progressive comprehension of the meaning and idea represented by a sequence words. It includes seeing the word and recognizing the word to its context. It can be assumed that reading is not simple process, calling out names of any words, but a complex intellectual process, knowing and understanding the meaning of the words and message of this text.”

Based on Grabe in Carrel, et al (1988:56), “Reading process is not simply a matter of extracting information from the text”. It seems that reading process is not merely getting the idea of the text. There are likely the other matters. Grabe also says “It is one in which the reading activates a range of knowledge in the readers’ mind that they use, and that in turn, may be refined and extended by the new information supplied by the text”.

Reading thus is viewed as a kind of dialogue between reader and the text in which it activates the readers’ background knowledge, “previously acquired knowledge” (Carrel, 1988:76), to the new information provided by the text. It means that when the readers are reading, their background knowledge seems to be stimulated actively used. Later, it may be getting improvement and progress in respect to all the new information supplied by the text. It is not only understanding a text but also interaction between text, reader and writer which collaborate each other so that the reading process is going round.

In the process of reading, both in intensive and extensive reading, Eskey in Simanjuntak, (1989:7) says that there are three models of reading process:

1. Bottom-up process is a process of reading involving exact, detailed, sequential perceptions and identification of letters, words, spelling patterns and larger language units.
2. Top-down model deals with the general notion of reading as the reconstruction of meaning based on skillful sampling of the text, and such specific notions as the use of linguistic redundancy, the crucial role of prior knowledge in prediction, and the necessity for reading at a reasonable rate in larger, more meaningful chunks of a text.
3. Interactive model deals with a particular cognitive behavior based on certain kinds of knowledge which forms a part of reader's cognitive structure. To begin with, the reader must know both the written forms and the meaning of the subject matter, structures and words of which this sentence is composed.

Furthermore, Woods (2005:62) argues that reading skills can be seen in terms of bottom up and top down skills. Bottom up (or systemic) skills consist of building up meaning from analyzing the form of the language used (e.g. from words to clauses to sentences to paragraph). A text maybe partially understood at this level, but it is unlikely that a full understanding can be achieved without top down skills. Top down (or schematic) skills involve the prior word knowledge brought by the reader to the text. This kind of knowledge can be seen as being cultural or world knowledge. Our learners therefore need both types of skill if they are to make sense of a text, and our methodology needs to pay attention to both.

In addition, Nuttal (1982) states that reading involves communication process between encoder and decoder. The encoder is the writer since he can well speak his message. The encoder has a message in his mind which he wants somebody else to share. To make it possible he must first put it into words: that is, he must encode it. Once it is encoded, in either spoken or written form, it is available outside his mind as a text. The text is accessible to the mind of another person who hears or reads it, i.e. who decodes the message it contains. Once it is decoded, the message enters the mind of the decoder and communication is achieved. In other words, reading means getting out of the text as nearly as possible the message that the writer put into it.

He further says reading approach can be categorized into two:

1. Extensive Reading

Extensive reading program is a private world of reading for reader's own interest. Reader reads what they want to read for their own pleasure. This program should be encouraged to do because by reading extensively, a reader will find the best way to improve his knowledge of a foreign language. The more students read in the foreign language, the better results in their progressing at increasing speed of productive skill's improvement, for example they can read novel, magazine, article, and short story.

2. Intensive Reading

Intensive reading program deals with assignment of reading lesson in the classroom to students guided by teachers. It is sometimes labeled as reading for accuracy while the extensive reading is labeled as reading for fluency. In the classroom, student's role is as a reader. It demands that he should make sense of the text for himself. Then, the teacher has to take the responsibilities to find out what students can or can not do, work out on the program aimed at giving them the skills they need, choose suitable texts to work on the activities, prepare the class to undertake the tasks, make sure everyone in class works productively and improves steadily according to his capabilities.

In addition, Moore-Dodson (1995:1) implies that the purpose of intensive reading program is to understand and remember the content of reading text.

There are seven stages cover the program for very effective reading focused for detailed comprehension and long retention:

a. Overview

The teaching reading activity that implies intensive reading method is preceded by overview stage. At this stage, the teacher makes the students explore the content of the text. Next, the teacher asks them to obtain some news, messages and information from the text.

b. Planning Purpose

After conducting the overview stage, the teacher should formalize the target of his teaching reading activity. He should analyze the elements of students'

reading comprehension that must be increased after the students pass the teaching reading activity.

c. Questioning

After conducting the overview stage and plan the purpose his teaching reading activity, he should arrange several questions for the students about the content of the text. The questions should reflect the whole content of the text in order to ease the students in comprehending the content of the text in the next stage.

d. Reading

Reading is the core of intensive reading program because at this stage the students' reading comprehension is really trained to be increased

e. Summarizing

After the teacher conducts the reading stage, he asks the students to summarize the content of the text.

f. Testing

At this stage, students' reading comprehension is tested.

g. Understanding

The end of the intensive reading is to be sure that the students understand the content of the reading text in details. They have to be able to answer every important question that asks about the content of the reading text.

Based on notions above, it can be concluded that reading is an active cognitive process which requires brain work together with eyes in order to get information and knowledge in verbal or printed symbol.

2.2 Notion of Teaching Reading

Reading skills are often regarded as perceptive skills and link to listening skills. There are similarities, but one important difference is that the reader can take control of the input more easily. Woods (2005:62) says that a listening input is often taped with pauses built in or controlled by teacher. When reading, however, a reader determines the speed of the activity by himself so that this becomes one of the positive things to stress to students in the teaching of reading.

When trying to gauge how difficult a particular text will be for students, teachers need to bear in mind not only the inherent difficulty of the text, but also the nature of the tasks they plan to set and whether they require students to attempt such tasks before, during or after students have studied the text. Woods (2005:63) classifies the activities in reading class into three as follows:

1. Pre-reading tasks

This task can be in form of vocabulary games, word searches and matching synonyms. These activities can help students to approach a text in a more confident way. Other pre-reading activities that can help readers relate to the full meaning of a text are ones which activate top-down skills, or

schematic knowledge. All of them enable students to familiarize themselves with the content of a text. The activities can be systemic (such as vocabulary exercise) or schematic (such as thinking of the purpose of a text or predicting the content from its title).

2. While-reading tasks

These kinds of task, as Hedge in Woods (2005:63) states, have become more used since the adoption of the idea of reading as an interactive process.

These encourage learners to be active as they read. Students can be given activities which require them to do any of the following: follow the order of the ideas in a text; react to the opinion expressed; understand the information it contains; asks themselves questions; make notes; confirm expectations of prior knowledge or predict the next part of a text from various clues.

3. Post-reading tasks

These tasks follow up the work covered and seek to extend candidates. Such activities are directed writing activities are directed writing activities, or role play and group discussion activities.

2.3 Passage

Cohen (1980:18) says that the passage which will be selected may either be of particular relevance to the students being tested such as a history passage for

students in the humanities, or it may be a passage of general interest. The passage used in this study has non-specific structure and a general theme.

In addition, Rye in Şahindokuyucu (2006: 12), states that the language the passage should not be beyond the independent reading level of the students before deletions are made from it. If the unmutilated language would cause only difficulty, then the further difficulty that would be caused by deletions would result in the students becoming frustrated and alienated from the task.

Sometimes, the difficulty level of a passage depends on the teacher. By deleting the words, the teacher is making the reading task more difficult than it ordinarily would be. It is therefore important to encourage the motivation of students with an interesting passage. Referring to the explanations above, it can be inferred that selecting a suitable passage for students is very important.

2.4 Notion of Cloze Procedure

Cloze procedure originated as a diagnostic reading assessment technique. Cloze procedure has close relationship with prediction. 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.

Johnson (1984) says that Cloze Procedure originally developed by Taylor (1953) as a test of readability of a particular text in relation to a particular population of readers. The cloze procedure involves taking a text to be evaluated, deleting some words in the text (every 5th, 7th, ... word) and then asking subjects to guess the missing words. The idea of cloze procedure can be seen from this situation:

“Cloze, is derived from Gestalt notion of closure, the tendency to perceive as complete (closure) from which are actually incomplete. It is for example, the tendency to perceive broken or incomplete circle as a whole.” (De Vito, 1979:92)

The name *cloze* comes from “closure”, this being the term that “gestalt psychology applies to the human tendency to complete a familiar but not-quite-finished pattern” to see broken circle as a whole one, for example, by mentally closing up the gaps (Taylor, 1953:415). From these statements, it can be inferred that cloze procedure is an activity in which a person is intended to complete the broken circle as a whole. 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.

The cloze procedure was originally used to determine the difficulty level of passages of English speakers. A cloze test is a useful means of assessing students' reading strategies and abilities to make sense of texts. Since it was invented, it has been used as a testing technique. Cloze procedure tests are quite popular

and they generally easy to prepare, so they are very useful to asses students' level of reading comprehension.

Bastidas (1989:91) states the following on cloze procedure:

When using the cloze procedure, the students is guided to see the passage as a whole and to refer back or ahead into the text in order to find a clue to meaning. The same process occurs in reading, since when we read, our eyes move in saccades (small, jerky movements) which progress in a forward direction and, when necessary, in regressions in order to get the visual information that goes to brain.

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. Based on the information above, the researcher defines that cloze tests can be regarded as a gap-filling activity. The students are asked to complete the deleted words or phrase using exact or suitable words. The tests aim to measure the ability to predict from context.

In line with Bastidas, Markstein and Hirasawa (1981) state that cloze procedure is building an awareness and semantic cues in language. This definition is supported by Enderson (1971:110) who says 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. From the explanation, it is clear that cloze procedure consists of passage with missing parts in a regular way that have to be filled by the students.

In addition, Alderson (1979) in Sahindokuyucu (2006:34) states that the term cloze procedure is used in at least three different ways. The first and most general level of definition is “the systematic deletion of words from text”. The second definition takes the word systematic and divides it into two types of systems: either a random (or, better, pseudo-random) deletion of words, or a rational deletion. The third definition, which is increasingly common in the literature, is the deletion of every fifth word from text (i.e., not just pseudo-random, but a specific deletion frequency). Cloze tests can be marked in either of two ways: by accepting as correct or by accepting only word which fits syntactically and semantically. The former system is easier to mark because only one word can be correct in each gap; the aim of the test is to check the learners’ ability to use their knowledge of the language, not to guess which word the original writer chose.

Goodman cited in Bastidas(1989) argues that the reader must have a knowledge of the language (semantic, syntactic, and graphonemic systems), a knowledge of the story or topic being read, and understanding of what has happened previously in the story.

He further states that the cloze procedure encourages the learner to make predictions. The systematic blanks provided in cloze passage require the students to ask specific questions about the words that might fill the blanks. In order to

answer these questions and supply the missing words, the students must sample the graphic display, make educated guesses (predictions), and test and confirm hypothesis. The process constitutes the act of reconstructing the writer's message.

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.

The material of cloze procedure should be relevant to the students, in order to overcome the difficulties of the students in predicting or making anticipation towards the text. It is supported by Moy (1975:21) who states that the passage to be selected may either be of particular relevance to the students being tested.

On preparing a cloze test, Madsen (1983:48) states that the steps in preparing a cloze test are simple: 1) select an appropriate passage; 2) decide on the ratio of words to take out; 3) write the instructions and prepare an example. The first and most important step is to choose a story or an essay on the right level. The length of the selection depends on the number of blanks you plan to have, but most are not longer than 300 to 400 words. This means that you will often have to use only part of an article or a story. When you do this, be sure your excerpt makes sense by itself. There are a few things to avoid in choosing an appropriate

passage in cloze procedure; usually we ignore a passage that is full of proper nouns, numbers and technical words. When these are left out, it is often impossible to know what to write in.

2.4.1 Word deletion in Cloze Procedure

Oller (1979:345) argues that there are two types of cloze procedure; one is called fixed-ratio method, where the cloze test is constructed by deleting every n^{th} word of a passage (5th, 6th, 7th, ...). Other type is what has been called variable-ratio method (random deletion). In this type of cloze test, words are selected on some basis, for instance, it is possible to delete only words that are richly laden with meaning, typically then would include the nouns, verbs, adverbs, adjective or some combination of them.

Bachman (1985: 535) in his study, argues that although research on the cloze test has offered differing evidence regarding what language abilities it measures, there is a general consensus among researchers that not all the deletions in a given cloze passage measure exactly the same abilities. An important issue for the test developers, therefore, is the extent to which it is possible to design cloze test that measure specific abilities.

Anderson (1976:92) states that both system (random deletion and every n^{th} word deletion) are mechanical and completely objective. The more simple every n^{th} procedure is preferred rather than a random deletion.

Cohen (1980:92) recommends the following on deletion:

- A low of frequency words may be deleted if this word appears elsewhere in the text, since part of reading skill is recognizing lexical repetition.
- If a word is a key word without which the passage is less comprehensible, or part of an unfamiliar idiom, deleting an adjacent word is recommended.
- It may also be advisable to avoid deleting part of an idiom, particularly if the idiom is not a common one.
- Although deletion of the same word several times is acceptable, excessive deletion of a function word like *and*, and *the* should be avoided.
- The frequency of deletion must be taken into consideration before the test is administered. It usually depends on the difficulty level of the text. One in five can make the reading passage too difficult to deal with for students, but Anderson (1979) found that deletion of every sixth word was not more difficult than the one based on the deletion of every twelfth word.

Here are the examples of the deletion in Cloze Procedure:

1. Fixed-ratio method (regularly deletion)
 - a. every 7th word is deleted

*John Santiago is a salesman. He (**goes**) from door to door selling vacuum (**cleaners**). On his first day of work, (**he**) decided to sell his goods by (**knocking**) on the doors of a private (**housing**) area.*

b. every 5th word is deleted

*Many people like camping. (**camping**) is one of the (**most**) interesting hobbies. It is (**not**) very expensive and it (**is**) very useful for us. (**It**) can make us love (**our**) environment. You can enjoy (**camping**) very much because you (**can**) do many interesting things.*

2. Variable-ratio method (random deletion)

a. every *noun* deletion

*The Indonesian (**society**) consists of rural and urban society. Rural society lives in (**villages**). They usually make their living by farming. Urban society lives in (**cities**). There are many kinds of (**jobs**) people can do in cities. Cities are the center of big industries.*

b. every *verb* deletion

*Arthur (**needs**) some books for his English class. The school library (**has**) those books. Arthur (**loves**) to read and study but **hates** to go to the library. He (**likes**) to study at home.*

c. every *adjective* deletion

*My mom is a (**great**) woman in the world. She can handle everything in a (**nice**) way. In the morning, she cooks our breakfast and the taste is always (**good**). She always prepares my daily needs. I love my mom!*

Since the students had been familiar to the content words such as *noun*, *verb*, and *adjective*, so the researcher adopted variable-ratio method (random deletion). It is rather difficult to use fixed-ratio method since the students are hard to predict the function, substitute, and distributed words.

2.4.2 Passage in Cloze Procedure

Cloze passages, from the word *closure*, are short passages (250 words) from expository books commonly used in the teacher's classroom that have certain words deleted (usually every fifth word) and replaced with a blank. Students are asked to read the cloze passages and fill in the missing words based on what they feel makes sense using context clues. If students are reading effectively and with adequate comprehension, usually they are able to accurately guess the missing words—or, at least, a word of the same part of speech. This helps the teacher know whether the student is able to use context clues when reading expository materials in the selected field of study, and whether he has a strong enough vocabulary to cope with the textbook being used.

Cooter & Flynt, (1996) argue that cloze tests cause students to use their background knowledge of a subject, their understanding of basic syntax (word order relationships), and semantics (word and sentence meaning) to guess what a missing word might be. They encourage teachers to *first* assess the student's performance using cloze passages from *narrative* or *descriptive* texts as a baseline indicator of general reading ability. To find out how well the student normally performs at reading narrative or descriptive texts, which are the main focus of reading in the high school years, this approach helps students to practice the cloze procedure before being asked to take on the different – and perhaps more difficult – expository cloze passages:

1. Choose a passage of about 150-250 words from the textbook. It is usually best to choose a passage at the beginning of a chapter or unit so that needed introductory information is included.
2. Prepare the cloze passage. The first sentence should be typed exactly as it is written in the original text. Thereafter, beginning in the second sentence, delete one of the first five words and replace it with a blank, then repeat this procedure every fifth word. (The blanks need to be of a uniform size to avoid giving unnecessary clues.) The process is complete when you have 50 blanks in the cloze passage. After the 50th blank, finish typing the sentence in which the last blank occurred. Then, type at least one more sentence with no deletions.
3. Have students read the passage all the way through once *without* attempting to fill in any of the blanks, then reread the passage and fill in the blanks to the best of their ability.
4. To score cloze tests, use the one-half/one-third formula. Students who correctly complete one-half (25 of 50) or more of the blanks are considered to be at the independent reading level, at least with the passage selected. Students who complete less than one-third of the blanks correctly (17 of 50) will probably find the text too frustrating or too difficult even with assistance. Those students falling somewhere between the one-third and one-half range will probably be able to succeed with the text if they receive some preparatory assistance from the teacher.

2.4.3 Scoring in Cloze Procedure

There are a lot of ways of scoring. The most common way to mark the cloze test are a) by accepting only exact words that were deleted and b) by accepting any semantically and grammatically acceptable answers.

The statement was presented by Aitken (1977:36) who states that when the test has been completed, marking is relatively simply. There are two ways to mark the cloze test; either by accepting only the exact word that was deleted, or by accepting any contextually acceptable answer. Incorrect spelling should not be penalized as long as the word is recognizable. However, the word must be grammatically correct. The wrong verb tense, for example, would not get credit. Each correct (or acceptable) answer is worth one point.

In line with Aitken, Heaton (1989:91) argues that when you make the answers to cloze test, you may count as correct either the exact word which has been deleted or any acceptable word. Research work which has been carried out on cloze testing has shown that it makes scarcely any difference whichever method is used. If the cloze testing is a proficiency test or part of an examination measuring achievement, you will find it easier any quicker to count any exact words as correct—especially if a large number of students have taken the test. However, if the cloze test is a part of a progress test, you may wish to mark any acceptable answer (i.e., synonyms) as correct.

According to Sciarne and School (1989), the scoring method depends on the number of deletions. If a passage has 50 deletions, exact word scoring will give very low marks. If there are 100 deletions, it does not matter which is used.

In addition, Kobayashi (2002) remarks that the deletion of words at regular intervals ostensibly produces a representative sample of the linguistic features of the text, which makes it possible to obtain a valid measure of the test-taker's underlying language ability. He also states that as changing the deletion rate seems to result in significant different mean scores for some texts which some scoring procedures, not all cloze test measure exactly the same language abilities.

Based on notions above, the researcher adopted both two systems of scoring in Cloze Procedure, firstly by accepting only exact words that were deleted, secondly by accepting any semantically and grammatically acceptable answer.

2.5 Notion of Students' Learning Activities

Learning activities can be defined as what students do in order to learn in your teaching sessions and program. Learning activities are underpinned by what we do as educators, and what we encourage or require students to do as learners, to support them in the achievement of learning outcomes. Douglas in Hamalik (2001:172) states that "one learns only by some activities in the neural system:

seeing, hearing, smelling, feeling, thinking, physical or motor activity. The learner must actively engage in the “learning”, whether it is of information a skill, an understanding, a habit, an attitude, an interest, or the nature of task”.

In view of the description above, learning activities mean any activity done by the students in the teaching and learning process. The result of the activities is determined by what the teacher does and gives to the students. During the teaching and learning process, the teacher must provide the activities that must be done by themselves because the students will learn something if they are given an opportunity to do the activities themselves. By doing many activities they will get knowledge, comprehension, aspects of behavior. They will also be able to develop their skills that may be meaningful for social life.

Because of a large number of learning activities that can be done by the students, Dierich in Hamalik (2001:172) classifies the learning activities into eight groups, they are as follows:

1. Visual Activities
Examples: *reading, observing, demonstrating, looking at the pictures, etc.*
2. Oral Activities
Examples: *expressing something, asking, discussing, interrupting, formulating, giving advice, etc.*
3. Listening Activities
Examples: *listening to a conversation, a speech, radio, etc.*
4. Writing activities
Examples: *writing an essay, paper, summarizing, doing a test, filling out the questionnaires.*
5. Drawing Activities
Examples: *drawing maps, graphics, charts, etc.*
6. Motor Activities

Examples: *doing an experiment, dancing, farming, etc.*

7. Mental Activities

Examples: *responding, solving problem, analyzing, taking a decision, memorizing.*

8. Emotional Activities

Examples: *feeling happy, tired, excited, nervous, etc.*

2.6 Teaching Reading through Cloze Procedure

Here the steps of teaching reading through cloze procedure adapted from J.

Bastidas' article "The Close Procedure as Teaching Technique".

1. The teacher introduces cloze procedure to the students.

T : *"Students, Cloze Procedure is a technique that requires us to use our background knowledge in completing deleted words in text given. Later, I will give you a text that contains some blank or deleted words, so you have to fill it based on your own answer."*

S : *"Yes, miss."*

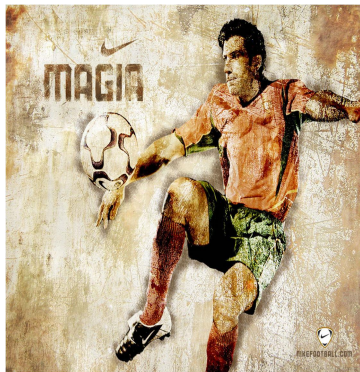
2. The teacher writes the title of the text on the whiteboard and asks them to pronounce it.

T : *(writes SPORT). "Class, spell and pronounce it together!"*

Ss : *"Ummh.. S-P-O-R-T. Sport!"*

T : *"Ok, good!"*

3. The teacher distributes the picture to the students and asks the students to guess the story or content of the text based on the pictures given by using students' background knowledge.



A



B

T : "Students, I have some pictures here. I want you to pay attention to the pictures. Look at Picture A. What picture is it? "

S1 : (raising his hand) He is Luis Figo, miss!"

T : "I ask you 'what', not 'who'."

S2 : (raise her hand) A man is playing a ball, miss.."

T : "Good! Do you like football? Why?"

Ss : "Yes, miss. It is very popular in the world."

T : "Yes, good! Now, pay attention to the last pictures. There are some equipment. Based on your mind, what sport that relates to the picture?"

Ss : "Badminton, miss...!!!!"

T : Great! Alright, now I want you all conclude what we're going to do today?

Ss : To do some sport, miss..?

T : No, we're not. We're going to fill the deleted words in the text based on your mind and the pictures will help you. Is it clear?

Ss : Ummmh.. (confused)

T : Ok, class, I'll explain it. But before that, I'll put the gapped text. Read it and try to understand the content!

4. The teacher places the gapped text on the whiteboard (random deletion)

Sports

Sport is good for our health. It can make us __1__ and physically strong. People like playing sport to keep __2__. They also play it for __3__. Thus, everyone should play sport to make their life healthy and happy.

Nowadays, many people like __4__. They like not only doing it, but also __5__ it when it is broadcast live on television. They are even willing to spend their money to see a football match, boxing, or badminton. People who watch a sporting event are called __6__.

There are different kinds of sports such as football, volleyball, badminton, swimming, boxing, golf, tennis, jogging etc. We are free to decide what sport we would like to play. Most people like __7__ because it is cheap and easy to do, and we can do it anywhere.

Football and __8__ are the most popular sports in our country. Most people like playing football or watching the football matches. They also like playing badminton or watching the matches. We have many __9__ in this game. They often win international championships which makes Indonesia is popular in the __10__. There are Alan Budi Kusuma, Susi Susanti, Taufik Hidayat, Marxis Kido, etc.

6. The teacher distributes complete text and asks one of the students to read the complete text in front of the class.

T : *Ok class, now I want one of you to read the text. Who wants to read it in front of class?*

S4 : *I do miss..*

T : *Ok, good. Everybody listen to her carefully!*

Ss : *Yes, miss...*

7. The teacher explains the content of the text.

T : *Alright, class. I'll explain you about the text. The text tells us about sport, the kind of sports, the popular sports in the world and in our country, and some potential players of badminton in our country. Is it clear for you, class?*

Ss : *Yes, it is miss..*

T : *Good!*

8. The teacher closes the lesson

2.7 The Advantages and Disadvantages of Cloze Procedure

In using the technique, there must be the strength and the weaknesses. The advantages and disadvantages of using cloze procedure in English reading class are as follows:

1. The advantages of cloze procedure:

- ✓ Cloze procedure motivates the students to use their schemata or background knowledge in reading the text.
- ✓ Cloze procedure uses pictures as a media so that the students interested in the reading text.

2. The disadvantages of cloze procedure:

- ✓ It is rather difficult to select reading materials to accompany suitable pictures.
- ✓ Teacher should consider alternative fillers in doing cloze procedure test.

2.8 Notion of Classroom Action Research

Action research is a form of self-reflective enquiry undertaken by participants (teachers, students, or participants for example) in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation in which these practices are carry out (Carr and Kemmiss, 1986).

Classroom Action Research is a continual process of search of a formal organization for devising solution for everyday difficulties of classroom life (Mc Niff, 1995). It means that action research is used to solve the problems in daily classroom activities in order to make teaching learning process effective. In this sense, action research is seen as a way of characterizing a lose set of activities designed to improve the quality of education; it is essentially eclectic way into a self-reflective program aimed at such educational improvement. And the second prospective attempts to identify the criteria of these activities; to formulate the systems that will account for the improvement that is an anticipated outcome of the self-reflective program. So, the term action research is a term used to describe methods and techniques.

In addition, Kemmiss and Mc. Taggart (1982:3) stated that action research is deliberate, solution-oriented investigation that is group as personally owned and conducted. The linking term of “action” and “research” highlights the essential features of this method; trying out ideas in practice as a mean of increasing knowledge about or improving curriculum, teaching and learning.

Kemmiss’ model follows the cycle of: planning, action, observation, and reflection. Planning involves the determination of the question that needs answering and the strategy to be used in answering it. During the action stage, the practioner tries out the strategy. The observation stage including recording data on the result of the strategy and also keeping a journal on the practioner’s thoughts and reacting to the entire experience. Finally, during the reflection stage, concluded that a new cycle can begin (Kemmiss, 1982:5).

Applying in the classroom, action research is an approach of (1) improving education through change, by encouraging teachers to be aware of their own practice, to be critical to the practice, and to be prepared to change it, (2) it is participatory, in the sense that it involves the teacher in his own inquiry, and collaborative, in that it involves other people as part of a shared enquiry. It is research “with” rather than research “on”.

Based on the explanation above, it can be concluded that action research is concerned with trying to improving one specific point in a teacher's technique in

a particular classroom using empirical measurement. This action research project attempts to explore the problem related to students' reading ability.

2.10 Theretical Assumption

English teaching is regarded to improve students' ability in using English as a means of communication. According to School Based Curriculum for the first grade of SMA, students are expected to improve their language skills – listening, speaking, reading and writing skills. One of the ways to improve students reading skills is by asking them to complete deleted words in a paragraph based on their background knowledge.

Since reading is process of matching information in the text, every teacher needs to pay attention seriously. It is not only information processing but also information interpreting. What we understand from the text depend on what we have known previously. In teaching reading through cloze procedure the students are asked to use their schemata or background knowledge to comprehend the text. So the students can catch the ideas of the text easily. As we know that schemata are concept on reader's mind or framework on which new information can be attached.