CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is the system of sounds and words used by human to express, convey, share their thoughts, feeling, ideas, and expression. One of the language elements that is very important in mastering foreign language is vocabulary. It is the basic and very principles requirement to learn English. It is the element, which convey meaning of sense of that students want to express through writing and speaking. It is even required by students who want to pick up knowledge from any written text.

Nunan (1991:117) states "the acquisition of and adequate vocabulary is essential for successful second language use because without an extensive vocabulary, students will be unable to use the structures and function they may have learned for comprehensible communication". Vocabulary is badly needed to convey what one wishes to say that is organized by grammar. The ability to communicate to convey our social needs could not be established without having enough vocabulary.

Teaching English vocabulary in a foreign language classroom is not easy. It is not enough for English teacher to only prepare their students to use list of words and ask them to memorize them. They are expected to provide students with rich and exciting exercises which can help them to prepare in improving their vocabulary. Maybe some of the students like to study, but some others possibly do not. Teachers in this case, have a big role to motivate all of them to have the same perception about the importance of English today.

They should be aware that knowing English vocabulary will help them to understand English easily both spoken and written form.

In spite of all the help that teacher and course books may give to the students, the sheer number of words to be learnt in a new language is a burden for most learners. School students and adults feel the terrible frustration of not being able to say what they want to say in English, just because the lack of vocabulary. Teacher usually found the students' vocabulary very poor, even though they have been studying English since they were in Junior High School. This case maybe is caused by some handicaps hampering in learning vocabulary, namely: the low interest and motivation of the students in learning English, the situation and condition of the classroom, and the boring method that is used by the teachers in teaching English which does not support the students to be excited in improving their vocabulary. Teaching technique are usually implementation, and they take place in a classroom. It can be said that technique depend on the teacher, his individual artistry, and on the composition of the class. Particular problem can be tackled equally successfully by the use of different techniques.

Based on writer' experience in doing Teaching Training Practice (PPL) in SMK N 5 Medan, the writer found some problems in students' ability. There are in writing, speaking, grammar and also vocabulary. Many students find problems in mastering it. One of the main problem is lack of vocabularies. Based on the problem, the teacher should find the effective technique to teach English vocabulary. So, based on the problem above the writer make observation conducted in SMK N 5 Medan especially in class XII TPM 1, the writer used text that use for instrument collecting the data in this research. After that the writer gives time to the students to answer the test. After collecting the paper and check the students'

paper, the writer found some problems with their work. That is: some of students cannot understand the meaning of the text, because they did not have enough vocabulary.

Based on preliminary research at ten grade students of SMK N 5 Medan, the writer found that many students had problems in learning English especially in vocabulary. The students were difficult to understand the meaning of words. When the writer gave the students task, the students could not understand the instruction because they did not know the meaning what the writer said. To support the statement above, the writer gave them vocabulary test to know the students' vocabulary score. The students' score can be seen in the table below:

Table 1.1 Students' observation score at
Twelfth's Grade of SMK N 5 Medan

No	Students' Initial	Score
1	B	40
2	BSN	60
3	CG	24
4	DT	20
5	E	76
6	J	32
7	JB	32
8	LYS	32
9	LWB	20
10	PP	36
11	RS	76
12	RG	20
13	RS	36
14	R	36
15	RS	84
16	RLG	40
17	SG	52
18	S	32
19	SB	80
20	WS	52
AVERAGE		**880**
MEAN		**44**

Based on the data above, it shows that 16 of 20 students get score under 75 in vocabulary test. There are only four students achieve completion based on asses Criteria Minimum Mastery (KKM). KKM that is used in the SMK N 5 Medan is 75. So, the mean score of the students is 44. It means that is learning process is still not yet optional.

In the 2004 curriculum is explained that the vocabulary mastery standard for each level is different, that is: notes from 500-1500 vocabulary list include first-rate readers with elementary school education to first grade school (junior high), the 1500-3000 vocabulary standards include mid-level readers with high school education, and the mastery standard of more than 3000 vocabulary includes advanced readers with university education rate. Based on the standard, the writer saw that students of SMK N 5 Medan is very low. The students didn't get the standard above.

Based on the statements, the teacher as the resource should provide some new alternative ways or methods and exciting exercises to stimulate her or his students to improve their own vocabulary. When they are motivated, automatically they can improve their vocabulary mastery. In fact, mastery of vocabulary is a significant problem in school. Vocabulary can be problem because students' interest. The students are difficult to mastery of vocabulary on the text because they do not know the meaning of the vocabulary on the text. The writer was found one technique that was used to increase the students' vocabulary in English is Cloze Procedure technique.

Cloze Procedure was one way out to enrich the students' vocabulary. According to Taylor in Putra (2010:41) stated that "cloze procedure is a process of systematically deleting words from a passage and replacing them with blanks to be filled by the students." And Ereke and Okonkwo (2016:183) sated "the cloze procedure can be used with students at all levels of reading ability to check students' achievement in comprehension or test vocabulary knowledge." This activity reinforces the point about meaning in context and gains a lot through the discussion that takes place between students about what the words should be. The use of Cloze Procedure technique when it is carefully sequenced in presentation when

text are meticulously selected and prepared by teacher can be an effective teaching technique in the development of students' vocabulary mastery.

Based on the explanation above, the writer felt interested in conducting research on the title "the effect of using Cloze Procedure Technique on students' vocabulary mastery at Ten Grade students of SMK N 5 Medan".

1.2 Problem of the study

Based on previous background, the writer attempted to formulate research question as follows: "Does Cloze Procedure Technique effects students' vocabulary mastery at ten grade students of SMK N 5 Medan?"

1.3 Objective of the Study

Related to the problem, the objective of the research is to find out whether Cloze Procedure Technique affects students' vocabulary mastery or not for tenth grade students at SMK N 5 Medan.

1.4 Scope of the Study

The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2002: 27) proposes some factors that make some words more difficult as follows: Pronunciation, Spelling, Length and Complexity, Grammar, Word Meaning, and Range, connotation and Idiomaticity. The writer just focuses in Word meaning. There are some components in teaching English but in this study the writer focusses on vocabulary.

According to Halliday as cited in Hatch and Brown (1995:252) English vocabularies are classified into Lexical or Content words and Grammatical or Function word. Lexical or

Content Words are classified into Nouns, Verbs, Adjectives, Adverb. And Grammatical or Function Words are classified into Prepositions, Conjunctions, Pronouns and Article and demonstratives. In this research the writer focuses on nouns. There are types of nouns as follows: proper and common, concrete and abstract, countable and uncountable, singular and plural. So, the writer just focuses on singular and plural.

According to Harmer (2007:323), there are many techniques that can be used in teaching vocabulary. They are Multiple Choice Questions (MCQs), Cloze Procedure, Transformation and Paraphrase, and Sentence Re-ordering. The writers just focuses on the Cloze Procedure. According to Ereke and Okonkwo (2016) stated "the cloze procedure can be used with students at all levels of reading ability to check students' achievement in comprehension or test vocabulary knowledge." The scope of the study is limited the students' vocabulary mastery through Cloze Procedure technique.

In testing vocabulary mastery, it is needed to determine type of test which will be used. According to Hughes (1992:147), there are two kinds of evaluation namely Recognition and Production. Several types of recognition vocabulary testing are described namely Synonyms, Definition, and Gap filling. And Production vocabulary testing are described namely Pictures, Definitions, and Gab Filling. In this research, the writer focus on Definitions and Gap Filling.

1.5 Significance of the Study

The result of the study are elaborated below:

1. Theoretically

The finding can give another perspective of teaching technique as an alternative technique for teaching vocabulary. Then, this research can be used as a reference for the further relevant research.

2. Practically

The result of the research is a significant affected on students' vocabulary mastery and for the teacher and writer can solve the students' problem in teaching vocabulary by using Cloze Procedure technique.

1.6 Hypothesis

The hypothesis are formulate as following:

Ha: there is effect of students' vocabulary mastery through Cloze Procedure technique.

Ho: there is no effect of students' vocabulary mastery through Cloze   Procedure technique.

CHAPTER II
REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents a review of related literature and explanation of the related materials. The writer presents the discussion in some theories related to this study in order to strengthen this study.

2.2 Vocabulary

According to Ur (1995:60) Vocabulary can be defined, roughly, as the words we teach the foreign language. However, a new item of vocabulary may be more than a single word which is made up of two or three words but express a single idea. According to Hatch and

Brown (1995:1) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of language might use. It seem that vocabulary as the words of certain language speaker in using language.

According to Hiebert and Kamil (2005:7) stated that "Vocabulary learning is effective when it entails active engagement in learning tasks." Vocabulary is the most part of English language. Vocabulary is very useful for anyone who is studying foreign language. Learning vocabulary is going process to continue throughout our life.

Learning vocabulary is important thing for studying English. It is the first step for learning second language. The students who just study grammar without vocabulary can get difficulty to convey what she/he wants to says. So, the students who lack of vocabulary usually have difficult in writing their own idea, cannot speak in English fluently, and difficult in understanding the text.

Based on definition above, it can be assumed that vocabulary has a big role in communication. One of the ways to have a good capability in language learning is by mastering the vocabulary, because it is easier the human beings deliver their thoughts and ideas. Vocabulary is an important aspects in our life. It is because people need vocabulary in expressing their idea both of in mother tongue and foreign language. Every person who learn a language must learn the vocabulary of the language in order to make the learning process easier.

2.2.1 The Importance of Vocabulary

The importance of vocabulary is demonstrated daily in and out the school. As an English teacher, we know that learning English as a second language is very important in this era. So the learners should be master the base component of English such as sound

system, the basic structural pattern and a limited number of vocabulary items. Without vocabulary we cannot express our idea. Based on statement above that vocabulary is the most importance thing in our life for communication.

Based Alqahtani (2015:22) stated that "Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary." According Nation (2001:22) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

From the statement above, we know as clear that vocabulary is really needed especially for learning English as a foreign language because it helps them to know how to express and understand other idea as well. Students with poor mastery of vocabulary as one of the aspects of foreign language component is deemed to the big problem. If the learners have sufficient stock of vocabulary, they will not be able to graphs any expression to them.

2.2.2 Roles of Vocabulary

Vocabulary has an important role in the language learning. As a linguist David Wilkins in Thornbury (2002:13) stated that "without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed." One should know a certain amount of vocabulary orally, but also in written form.

A large vocabulary allows for communicating in ways that are precise, powerful, persuasive, and interesting. In conclusion, learners have to pay a greater attention to the

vocabulary teaching because the knowledge of vocabulary is very important. The teacher must have an effective and efficient technique in order to make the goal of teaching of vocabulary successful. Someone will be able to improve achievement and enhance communication if he/she can master vocabulary well.

2.2.3 Teaching Vocabulary

Based Alqahtani (2015:21) stated that "vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Teaching and learning processes have to make it possible for the students to understand the meaning of their learning material. Students as the learning subject are the starting point in teaching and learning, which measure the success of the teaching learning process."

As we know teaching is more than important in every country especially in Indonesia. Teaching can improve students' knowledge. In this research the writer focus on teaching vocabulary because vocabulary is important component in a sentence, and in a language. If the learners cannot understand the meaning of the word, it can make the students confused and lazy for study.

In teaching English vocabulary the teachers should be concerned that teaching vocabulary is something new and different from students' native language. They also have to take into account that teaching English for young learners. They more over need to prepare good techniques and suitable material in order to gain the target of language teaching.

When we want to study or teach English subject, firstly we must be teaching vocabulary. Because teaching vocabulary is the basic before teaching a higher level so that

the formation of a good languages. If the learners have more vocabularies and understand how to use the vocabulary in a sentence, know the meaning of vocabulary, the learners will be mastering in English language, because when the writer explain above, vocabulary is important component or element to mastery English language in listening, speaking, reading, and writing.

So, teaching vocabulary is important task for teacher and important' subject for learners. As we know many techniques for teaching vocabulary, but it is very difficult to determine which one is the best way, it can make the teacher must be select which one the best way or tool to increase students' vocabulary mastery.

2.2.4 How to Teach Vocabulary

According to Harmer (2007:26) in Andry stated "Vocabulary is basic to communication. If people do not recognize the meaning of the key words used by those who address them, they will not be able to participate in the conversation. If they want to express idea or ask for information, they must be able to produce words to convey their meaning. Thus vocabulary learning is very crucial in developing competence in a second or foreign language."

In teaching vocabulary, the teacher is hoped to have some techniques in order to make students familiar with the vocabulary so that they understand new word easily. The technique function not only to help the students grasp the meaning of the new words quite easily, but also to vary the teaching activity in order to avoid the bored on the part of students. Furthermore, there are some the following aids can help to explain new vocabulary are:

1. Realia

This is the word to refer the use of the real objects in the classroom. Thus the word 'book', 'pencil', or 'chair', can be easily explained by showing students a book, a ruler, or a chalk. This is early satisfactory for certain single word, but the use of realia is limited to things that can be taken easily from the classroom.

2. Pictures

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning of vocabulary items: the teacher can draw pens, rules, pencils, and books in the blackboard/whiteboard, or have magazines pictures of trucks, bicycle, train, or bus onto cardboard. The teacher might bring in a wall picture showing three people in a room that could be used for introducing the meaning of the sentence, for instance: there are people in the classroom.

3. Mime, action, and gesture

It is often impossible to explain the meaning of the words and grammar either with realia or in picture. An action, in particular, probably better explained by mime. Gesture is useful for explaining words like 'from', 'to', etc. or indicating that the past in being talked about (the teacher gestures backwards over his shoulder).

4. Contrast

A visual element sometime may not be sufficient to explain meaning and contrast can be used. Thus, the meaning of "full" is better understood in the context of "empty", "big", in the context of "small"

5. Enumeration

The word "vegetable" is difficult to be explained visually. If, however, the teacher rapidly lists (or enumerates) a number of vegetables, the meaning will become clear. The same is true of a word like "clothes".

6. Explanation

Explanation the meaning of vocabulary items can be extremely difficult just as grammatical Explanation. It will be important in giving such Explanation include information about when the item can be used. For example, it would be unsatisfactory just to say "mate" is a word for "friend" unless you point out that it is colloquial informal English and only be used in certain context.

7. Translation

For many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating, this will impede the students' learning since they want to hear and use the target language, not their own. Nevertheless, it seems silly not to translate if by doing so; a lot of time can be saved. If the students do not understand a word and the teacher cannot think how to explain it, he can quickly translate it. Translation then, seems usefull measure if it is used sparingly, but it is hoped to be used with caution. These aids and measure may be usefull for explaining the meaning of a word or a sentence.

2.2.5 Classification of Vocabulary

In English, vocabulary has some kinds that need to be learnt. There are kinds of vocabulary that are explained by the experts. One of the explanations is explained by Harmer (2007:36). He classified into eight word classes such as nouns, pronouns, verbs, adjectives, adverb, preposition, conjunction, and determiners. Those can be described as follows:

1. Noun

   Noun is defined as a group of words that is names of person, place, thing, animal. Noun can be used as a subject or object of a verb. Example of nouns (Rose, Hospital, Laptop, etc.).

   According to Frank in Silitonga, there are types of noun as follows:

a) Proper noun

   A proper noun begins with a capital letter in writing. It concludes personal name, names of geographic units such as countries, cities, rivers, etc. besides, the names of nationalities and regions, names of holidays, names of time units and words use for personification.

   For example: **Maria** writes a letter.

   She has some relatives in **Canada.**

b) Common noun

   Common noun is a noun referring to a person, place or thing in general sense, usually we should write it with capital letter when it begins a sentence.

   For example: pencil, book, stone, shoes, etc.

c) Concrete noun

   A concrete noun is a word for a physical object that can be perceived by the sense, we can see, touch, smell the object.

   For example: The **beef soup** was eaten by Martin.

   We use both **eyes** to see.

d) Abstract noun

   An abstract noun is a word for a concept, it is an idea that exists in our minds only.

For example: The boy is **annoying.**

e) Countable noun

A countable noun can usually be made plural by the addition of – s.

For example: Zahra buys a **book** and three **pencils.**

f) Uncountable noun

An uncountable noun is not used in plural and this refers to something that could not count.

For example: she needs much **sugar.**

g) Singular noun

A singular noun is a word for a group of people, animals or objects considered as a single unit.

For example: The **audience** seemed enthusiastic.

h) Plural noun

Most of nouns change their forms to indicate number by adding – s/-es.

2. Verb

It is defined as a group of word which is used to three kinds of verb, they are auxiliary verb (shall, be, etc.), main verb is the verb that carries the meaning (sit, arrive, eat, etc.), and phrasal verb is the verb that is formed by adding adverb or preposition to a verb to create a new meaning (traffic light, sit down, go on, etc.).

3. Adjective

It is defined as a word which describes or gives more information about noun and pronoun. Adjective describes nouns in term of such qualities and size, color, number and kind. The adjective is commonly used in the first time. These examples of adjective: (good, young, sad, happy, etc.).

4. Pronoun

It is defined as a group of word that is used in the place of a noun or noun phrase. We use pronoun very often, so that we don't have keep on presenting it. The example of pronoun: (they, him, her, it, etc.).

5. Adverb

It is usually defined as word that gives more explanation about verb, an adjectives, and adverbs in the term of such qualities as time, frequency, and manner. These examples of adverb: (slowly, quickly, hardly, etc.).

6. Conjunction

It is defined as a word that connects words, phrase, clauses, or sentences.   The example: (moreover, therefore, but, so, etc.).

7. Preposition

It is often defined as a word that shows the way in which other words are connected. The relationship includes direction, place, time, manner and amount. For example (in, at, on, etc.) in the class, on the floor, at school.

8. Determiner

It is the word such as a, an, the. An article word is usually used before noun or noun phrase.

2.3 Types of Vocabulary

According to Hiebert and Kamil (2005:3) there are two kinds of vocabulary:

1) Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well known, familiar and use frequently. It means that we often use, or that we often use every day. Said to be productive because the vocabulary is

always used in English. The characteristics of productive vocabulary are vocabulary that often we hear or hearing familiar. Productive vocabulary is also usually easier to understand the meaning and significance.

To use the English language properly, we have to learn and understand the productive vocabulary, of course, because this is a widely used vocabulary. In understanding the productive vocabulary would certainly be easier because it is often use in everyday life. Example of productive vocabulary such as sad, the example in the sentence is I can be sad when you hurt me, this word is often used in everyday life, both in the making of a sentence or conversation.

2) Receptive Vocabulary

Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading these are words that are often less well known to students and less frequent in use. Receptive vocabulary is an existing vocabulary, but it is rarely used in everyday life. Why is unproductive (receptive vocabulary), because the vocabulary is rarely used in the manufacture of a sentence or a conversation in English. Examples of receptive vocabulary is the word ruffle (wrinkle), glaring (glare, blinding). The words above are words that are used in conversation or English sentence.

2.4 Sources of Vocabulary

To improve vocabulary students have to know where the source of vocabulary comes from. So, the students will be easier to learn English. According to Harmer (in Lestari 2013), there are some sources vocabulary studies: they are:

1. *Word List:* Word list is on economical way of recognizing vocabulary for learning and it is does not matter deal if they are put together in a random ways. The students can learn vocabulary wherever they are, because it is easy to bring.

2. *Vocabulary Book:* It is also integrated into skill work, typically in the form of a pre-task o post task vocabulary focus. There many vocabulary and task in vocabulary book which can be exercise for the students.

3. *The Teacher:* The teacher is a potential fruitful source of vocabulary input not only terms of in accidental learning, but also as a means of introducing vocabulary thought teacher talk.

4. *Learner:* Each learner can contribute to the shared clause lexicon thought activities as brainstorming and sharing with their friends.

5. *Short Text:* Short text for vocabulary building purposes whether spoken or written have enormous advantages over learning word form list.

From the statement above, we know that the teacher and learner have the great influence in improving students' vocabulary mastery, especially in teaching learning process. Teacher must know the problem of the students and teacher can search the solution of the problem. If the students do not interesting of enjoying the learning vocabulary. Teacher must make students feel enjoy in learning vocabulary. So they will be easier in remembering new vocabulary that they have got. Therefore, the students with poor vocabulary need to build their vocabulary.

2.5 Difficulties in Vocabulary

The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2002: 27) proposes some factors that make some words more difficult as follows:

1. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn.

2. Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

3. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their "learnability".

4. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an –ing form (swimming) can add to its difficulty.

5. Word Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

6. Range, Connotation and Idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch).

2.6 Vocabulary Mastery

According Faliyanti (2018:14) stated "Vocabulary mastery is a basic to learn and understand English. Good mastery of vocabulary is very important for anyone who learns the language used in listening, speaking, reading and writing. The learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears when they have enough vocabulary and has a capability of using it accurately.

Firstly, we should be mastering the basic or component of vocabularies when we want to mastery English subject. Vocabulary mastery is needed to express our ideas and to be able to understand other people sayings. Because of it vocabulary mastery is an important to master in our major skills such as listening, speaking, reading, and writing. Without mastery vocabulary we cannot express our idea, because it is a tool or way in our mind to think and solve the problem. As the teacher, we should be introduce the new words or making into a new sentence.

Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency (Thornbury,2002).

2.7 Vocabulary in the Classroom

According to Nation (2000:114) stated that vocabulary in classroom need repetition. Repetition is essential for vocabulary learning, because there is so much to know about each world that one meeting with it is not sufficient to gain this information, and because vocabulary items must not only be known, they must be known well so that they can be fluently accessed. Repetition adds to the quality and quantity of this knowledge.

Vocabulary is the essence of language. Without the sufficient vocabulary, the students cannot communicate effectively or express their idea in both oral and written.

So, the teachers not only teach them one meeting with one them, but also the students need repetition in order to make them really understand and memorable in their mind. Massed repetition involves spending a continuous period of time, say fifteen minutes, giving repeated attention to a word. Spaced repetition involves spreading the repetitions across a long period of time, but not spending more time in total on the study of the words.

From the explanation above, the writer take one point that is a teacher. The teacher become the first role and figure in class to make their students understand about what they are thought in class. The teacher should have creativity in order to make the students feel comfort and easy to accept the material.

2.8 Approach, Method, Technique in Language Teaching

Approach, method and technique are three terms which are often overlapped in language teaching. People often mention one of them but they refer another. Even, people tend to use the term method for all of the three. Some people think that they refer to the same concept: a procedure of teaching a language. Bunrham (1992:4) have some statements about Approach, method, and technique:

1. *Approach*: This level influences the way in which practitioners orient themselves towards all aspects of their work. The level includes theoretical constructs with emerging concepts and ideas which constitute the epistemological and socially constructed framework of those participants involved in co-creating a practice culture. At any particular time, and for a variety of reasons, one or other of these frameworks will be given a privileged position in leading the approach and shaping the methods and techniques. The level of approach is more than a collection of theories, concepts and working ideas. It• embodies a practitioner's disposition towards their work with clients, colleagues and institutions. Theory is a component but not the whole of this disposition.

2. *Method*: This level refers to the organizational patterns or practice protocol used both to set forth and bring forth aspects of the approach. Method encompasses the ways in which the activities of the systemic practitioner are both organized by the approach and facilitate the enactment of the approach. It can be thought of as the ways in which working practices, customary and otherwise, are described to others "The way in which we work is .... ". Using a team model in the practices of therapy, training and consultation may be seen, at different times, as a manifestation of ideas such as "multiversal" and "socially constructed realities". Using a one-way screen and videotaped recordings of clinical practice, the ritual of the session, the particular gap

between sessions can be viewed as facilitating the development of notions such as "observing systems".

3. *Technique*: This level refers to those specific activities practiced by users of the approach that can be observed and even "counted" by an observer of the activity. For example in the process of therapy it would be those practices and tools which systemic therapists use, such as: circular questions, systemic summaries, interventive statements, reflecting teams, team consultation, and so on.

Commonly, there are several techniques concerning the teaching of' vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. These are some of techniques in teaching vocabulary. They are Multiple Choice Questions (MCQs), Cloze Procedure, Transformation and Paraphrase, and Sentence Re-ordering. The writers just focuses on the Cloze Procedure. However, the writer just focused of Cloze Procedure Technique.

2.9 The Nature of Cloze Procedure Technique

2.9.1 Definitions of Cloze Procedure

According to Taylor in Kiliçkaya (2018:135) stated a cloze unit is "any single occurrence of a successful attempt to reproduce accurately a part deleted from a "message" (any language product) by deciding, from the context that remains, what the missing part

should be". According to Abraham and Chapelle (1990:121) stated that "The cloze procedure is used to construct a language test by deleting from a passage some information which the test-taker must fill in. This basic procedure for writing second language tests has been realized in several different ways, presumably resulting in tests that differ in the specific language trait they measure, or their accuracy of measurement."

2.9.2 The Function of Cloze Procedure

The cloze procedure can be used as an instrument in teaching English. The function is to develop the student reading skills. By doing the cloze procedure, the students are trained to use their vocabulary, knowledge, and the grammar at the discourse level. According to Oller in Hermanto (2009) describes those different purposes of cloze procedure used by teacher and linguists.

1) To judge the readability of textual materials.

2) To estimate ability in reading comprehension.

3) To study the native of contextual constrains.

4) To estimate over all language proficiency

5) To evaluate teaching effectiveness

2.9.3 Types of Cloze Procedure

Kiliçkaya (2018:135) stated that there are several types of cloze procedure to assess overall language proficiency:

1. Fixed-ratio cloze procedure

In this type of cloze procedure, every nth word (5th, 6th, 7th, 8th, or 9th) can be omitted, and a blank line is automatically selected in its place. In this respect, this procedure is considered too mechanical, and the activity produced will include blanks which require any

word such as a preposition or a verb. Below is an example of fixed-ratio cloze procedure, in which every seventh word is omitted, leaving the first and the last sentences intact.

2. Rational/selected cloze procedure

In this type of cloze procedure, the blanks are selected based on some rational decision. For example, where the aim is to test learners' knowledge of prepositions or auxiliary verbs, only prepositions or auxiliary verbs are selected and omitted in the text. In the following example of a fixed-ratio cloze procedure, the verbs used in daily routines were omitted, leaving the first and the last sentences intact.

3. Cloze-elide procedure

In this type of cloze procedure, some irrelevant or incorrect words are inserted into a given text. Learners are then asked to detect the words that do not belong and to cross them out. Cloze-elide procedure is also believed to test learners' attention in addition to syntagmatic and paradigmatic competence. In the following example of cloze-elide procedure, several irrelevant words are inserted into the text, such as "in", "leave", and "got".

4. C-test procedure

In this type of cloze procedure, the text is mutilated by removing the second half of every second word. Therefore, it is also called 'second half' cloze procedure. If a word has an odd number of letters, the larger part is omitted. One letter words are ignored. Moreover, the first and the last sentences are left intact.

2.9.4 Use of the Cloze Procedure

Kiliçkaya (2018:137) stated "Cloze procedure can be considered one of the tasks based on the linguistic theory of structuralism, as this procedure seems to engage learners in

activating the knowledge or formal language through specific patterns such as in the areas of vocabulary and/or syntax. Therefore, several suggested that cloze procedure may prioritize students' view of a language as a set of structures rather than a means of communication. This view was strengthened with the emergence of Communicative Language Teaching in the 1970s by its emphasis on learners' use of language for communication." Ereke and Okonkwo (2016:183) stated "the research conducted on different types of cloze procedure has yielded results regarding the use of cloze procedure in three different contexts: as a measure of reading ability, as an assessment of language proficiency, and as a teaching device. The use of cloze procedure as a teaching instrument for students to practice, using context clues as reading strategy, and to encourage vocabulary improvement in teaching English language."

2.9.5 The Advantages and Disadvantages of Cloze Procedure

According to Weir (1990:47) in Lestari there are three advantages of Cloze Procedure:

1. Cloze test are easy to contract and easily score if the exact word scoring procedure is adopted. They are claimed to be valid indicators of overall language proficiency.

2. With a fifth word deletion rate a large number of items can be set of a relatively short text and these can exhibit a high degree of internal consistency. This consistency may vary considerably, though, dependent on text selected, starting point for deletion rate employed.

3. In the literature Cloze test are often fated as valid and uniform measures of reading comprehension.

There are three disadvantages of cloze procedure:

1. Despite the argument adduced in favor of Cloze Procedure, a number of doubts have been expressed, largely concerning its validity as a testing device. It has been shown on the underlying assumption that it randomly samples the elements in a text.

2. In one changes the text, changes the deletion rate, starts at a different place and alters the scoring procedure, one gets a different terms in terms of reliability and validity coefficients and overall test difficult.

3. The Cloze Procedure seems to produce more successful test of syntax and lexis at senesces level than of reading comprehension in general or of inferential or deductive abilities, what might be termed higher order abilities.
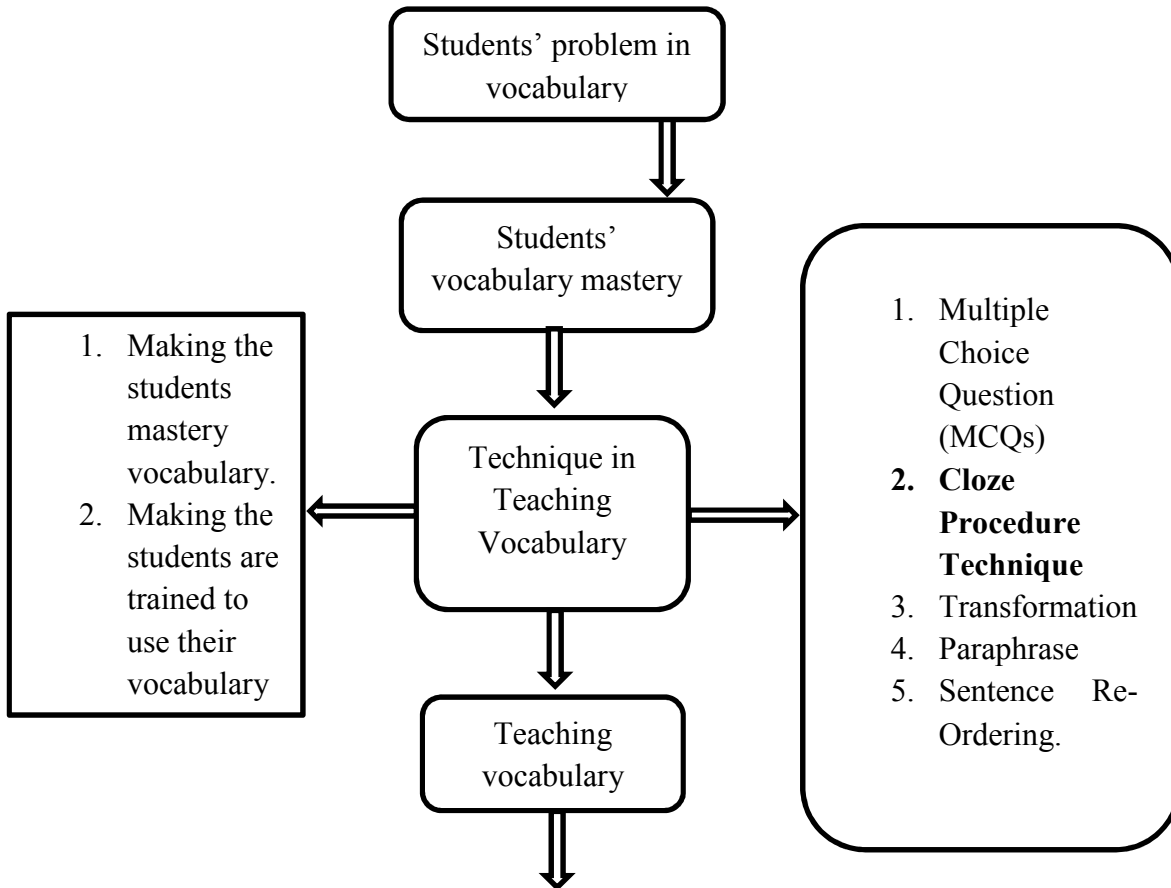
2.9 Previous Research

The writer took the review of relate literature from other graduation paper as the principles or comparison with the research. The first one was taken from Dewi Nurhalimah (2017), untitled *"improving the students' vocabulary mastery by using story telling."* This research to find out whether the story telling can improve the students" vocabulary mastery at the seventh grade of SMP Ta'mirul Islam Surakarta. Based on result of the test, it shows that there is an improvement of students" vocabulary mastery. Using story telling makes the students be active; they know more about words meaning also, how to put the words based on the context. In conclusion, storytelling can be as problem solving for learning vocabulary. The writer found that the story telling technique is not significant to see how far the students mastery their vocabulary.

And the second from Ulil Amri (2016), untitled *"increasing students' vocabulary mastery by using eye-spy game at the second grade."* This research' purpose is to find out the extent to which Eye-Spy Game is effective in increasing students' vocabulary mastery or

not at the second grade of SMP Babussalam Selayar. It indicated that the Eye-Spy Game is effective in increasing students' vocabulary mastery. The writer see that students just enjoying the game and they don't focus to mastery and to remember the vocabulary. The writer thought that teacher must be see the skill of students to mastery of vocabulary.

2.10 Conceptual Framework

Based on previous chapter, vocabulary is an aspects to support language component skills. Teaching vocabulary hoped full of variation to make students impressed and avoid boring. There are some various activities can be done in teaching English vocabulary. One of various activities is the use of Cloze Procedure. This is very important to make the students' progress in their learning and it is considered as one of interesting enjoyable activities. This technique can motivate students to learn more vocabulary and hopefully to be better on meaning.
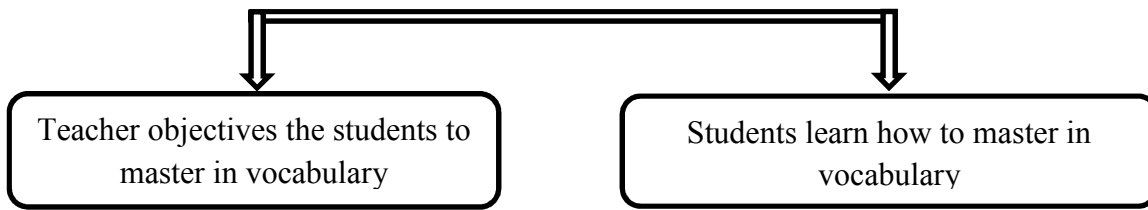
```
                        ┌─────────────────────┐
                        │ Students' problem in │
                        │     vocabulary       │
                        └─────────────────────┘
                                  │
                                  ▼
                        ┌─────────────────────┐
                        │     Students'        │
                        │ vocabulary mastery   │
                        └─────────────────────┘
```

1. Making the students mastery vocabulary.	
2. Making the students are trained to use their vocabulary	Technique in Teaching Vocabulary

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                        ┌─────────────────────┐
                        │     Teaching         │
                        │    vocabulary        │
                        └─────────────────────┘
                                  │
                                  ▼
```

1. Multiple Choice Question (MCQs)
2. **Cloze Procedure Technique**
3. Transformation
4. Paraphrase
5. Sentence Re-Ordering.

| Teacher objectives the students to master in vocabulary | Students learn how to master in vocabulary |

Figure 2.10 *the conceptual framework of the effect of using Cloze Procedure Technique on students' vocabulary mastery.*

CHATER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design of this study was experimental quantitative research. This research was divided into different group namely control group and experimental group. The control groups was the group that was not taught by using Cloze Procedure while the experimental would be group which using Cloze Procedure.

Table 3.1 Research Design

Group	Types	Treatment	Types
Control	Pre-test	Without treatment	Post-test
Experimental	Pre-test	Using treatment	Post-test

3.2

Population and Sample

Population was all subject of research. The population of this research would be the First grade students of SMK N 5 Medan in academic year 2018/2019. There two classes of tenth grade students namely X TPM 1 and X TPM 2. Each class consisted of 20 students. So, the total number of tenth grade students are 40 students. Sample would be a part of all representation of population that was analyzed. The population was the tenth grade students of SMK N 5 Medan in academic year 2018/2019. The classes that writer chose TPM 1 as a control group that consist 20 students and TPM 2 as an experimental group that consisted of 20 students.

3.3 The Instrument of Collecting Data

In the study, writer used a test as the instrument to obtain the data. The data was be collected by giving multiple choice test which consist 50 items to both the control and experimental group in pre-test and post-test. The technique of collecting data has an important role in concluding any kinds of research in order that the result of the study was availed. The time given was 50 minutes. Students used the time effectively to finish the test. Writer had given pre-test and post-test to students and collect the students' answers sheet as the data to be analyzed by writer.

3.4 Procedure of Collecting Data

This research was divided in to two groups namely control group and experimental group. The process of collecting data consisted of three steps namely pre-test, treatment, and post-test.

3.4.1 Pre-test

Pre-test administer firstly to both of group (experimental group and control group) before receiving the treatment to know the mean of both groups' score. The pre-test contains 50 questions in multiple choices.

3.4.2 Treatment

After pre-test the samples is treat/taught by using Cloze Procedure technique. The test using be post-test the same item in a pre-test. But control group received without Cloze Procedure technique.

Table 3.2 Teaching procedure for the control class and experimental class

No	Control group	Experimental group
1	Give pre-test	Give pre-test
2	Step 1: Teacher would greet students to open class. Step 2: Teacher invited students to make the class to be condusif and they began thinking from some object about they experience in daily life. Step 3: Teacher explained about vocabulary like: verb, noun, pronoun, etc. Step 4: Teacher gave a report text to students. Step 5: Teacher asked students to found the vocabulary that related of the explanation. Step 6: Teacher asked students to memorize vocabulary. Step 7: Teacher gave students an exercise. Step 8: teacher concluded the lesson by asking some questions to students. Teacher would give post-test.	Step 1: Teacher would explain the vocabulary. Step 2: Teacher would introduce the text that will be filled by the students. Step 3: Then teacher would explain how to fill the cloze procedure text for about 5 minutes. Step 4: Teacher gave a report text to students. Step 5: Getting the class to start doing the exercise. Step 6: After more less 30 minutes the teacher would ask to students whether students have finished or not. Step 7: After the students finished the test teacher would ask the students to submit the test. Teacher would dive post-test.

3.4.3 Post-test

The post-test was given after students treated by Cloze Procedure for experimental group and for control group without Cloze procedure. The researcher delivered a test to all students as the sample and ask them to do the test individually carefully on certain given

time. Finally students' result were treat as the data of the study. The test was similar to the pre-test.

3.5 Validity and Reliability of the Test

The validity and reliability of the test are describe as follows:

3.5.1 Validity of the Test

Arikunto (2015:72-73) states the Validity is a measurement which shows the levels of the instruments validity. An instrument can be said if it can measure what is supposed to be measured. There are four types of validity, namely content validity, construct validity, concurrent validity predictive validity. This research conducted with content validity. Content validity considers whether a test has the necessary and appropriate content to measure what is supposed to. The researcher constructed the test consist 50 items and it is about all things in the classroom, would be taught using Cloze Procedure technique.

Table 3.3 Table of the Test Specification

	Content	Items	Kind of test	Score
NOUN	Gap Filling	30	Multiple choice completion	60
	Meaning	20	Multiple choice completion	40
Total		**50**		**100**

3.5.2 Reliability of the Test

Arikunto (2015:74) says that reliability shows as instrument that can be trusted use as a tool of collecting the data because it has already a good enough. A good instrument is tendencies to lead the respondent in choosing certain answers. If the data appropriate to the fact, the result will be the same although it is exercises many times. It means that reliability refers to the consistency of the measurement. The formula is Kurder Richardson (KR) 21 (Arikunto 2015:116). A reliable test is consistent and dependable. In the reliability of the test, the Kurder Richardson 21 was used:

$$(KR_{21}) = \frac{K}{(K-1)} \left[1 - \left(\frac{M-(-M)}{K (S^2)} \right) \right]$$

Where: KR_{21} : coefficient reliability

K   : the number of items in the test

M   : the mean of the score

S^2 : Varians total

According to Arikunto (2015:103), the categories of coefficient correlation are as the following:

0.00 – 0.20   = the reliability is very low

0.21 – 0.40   = the reliability is low

0.41 – 0.60   = the reliability is fair

0.61 – 0.80   = the reliability is high

0.81 – above   = the reliability is very high

3.6 The Technique of Analyzing Data

After teaching vocabulary by applying Cloze Procedure Technique, the writer use a statistical to analyze data. In order to find out the result of the test whether it is statistically significant, the writer applies t-test.

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 + dy^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

where:

t   = the effect

Mx   = mean of experimental group

My   = mean of control group

dx^2 = the standard deviation of experimental group

dy^2 = the standard deviation of control group

Nx   = the sample of experimental group

Ny   = the sample of control group