

**THE USE OF CLOZE PROCEDURE TO TEST THE STUDENTS
READING COMPREHENSION**

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Abstract: The use of cloze procedure to test the students reading comprehension. The purpose of this research is to know the effectiveness of the use of cloze procedure to test reading comprehension of the eleventh grade students of SMUN 1 Sungai Ambawang in academic year 2012/2013. The method of this research was a Pre-experimental Study and the technique of data collecting was matching test. The research findings showed the total score of pretest is 2735 with the mean score 68.375 and categorized "Average". Furthermore, the result of posttest is 3155 with the mean score 78.875 and categorized "Good". The result of computation on the t-test with 7.56 is higher than the t-table for the degree of freedom $N-1$ ($40-1$) = 39 is 2.042. Moreover, the computation on Effect Size of the treatment is 1.13. It is categorized "Highly Effective" because the result of 1.13 is higher than 0.8 that is the high level of effectiveness on Effect Size criteria proposed by Burn ($ES > 0.8 = 1.13 > 0.8$). From the computation, it can be concluded that the teaching reading comprehension by using Cloze Procedure is "highly effective".

Keywords: cloze procedure, reading comprehension, effectiveness.

Abstrak: Penggunaan prosedur cloze untuk mengajar siswa pemahaman membaca. Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penggunaan prosedur cloze untuk mengajar pemahaman membaca bagi siswa kelas sepuluh SMUN 1 Sungai Ambawang tahun ajaran 2012/2013. Metode yang digunakan dalam penelitian ini adalah Pre-eksperimental dan teknik pengumpulan data adalah uji pencocokan. Hasil penelitian menunjukkan bahwa nilai total pretest adalah 2735 dengan nilai rata-rata 68.375 dan dikategorikan sebagai 'Sedang'. Lebih jauh, hasil posttest adalah 3155 dengan nilai rata-rata 78.875 dan dikategorikan "baik". Hasil perhitungan t-test dengan 7.56 lebih tinggi daripada t-table untuk tingkat kebebasan $N-1$ ($40-1$) = 39 adalah 2.042. Kemudian, perhitungan Effect Size treatment-nya adalah 1.13. Ini dikategorikan "Sangat Efektif" karena hasil 1.13 lebih tinggi daripada 0.8 merupakan keefektifan tingkat tinggi dari criteria Effect Size yang diberikan oleh Burn ($ES > 0.8 = 1.13 > 0.8$). Dari perhitungan tersebut, dapat disimpulkan bahwa mengajar pemahaman membaca dengan menggunakan Prosedur Cloze adalah "Sangat Efektif".

Kata Kunci: prosedur cloze, pemahaman membaca, keefektifan.

Reading is one of language skills that should be learned by the students. It is a kind of lesson to comprehend the writer's ideas or the way the writer communicates with the readers by the written or printed words. Reading is important for the students in order to find out the available information in a passage. Reading means to learn various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information. In other words, reading is the combination of word recognition, intellectuality, and emotion interrelated with prior knowledge to understand the message communicated.

Reading is not just eyes movement over words. Reading needs comprehension. Sometimes students assume reading as an uninteresting activity. It is just a matter of wasting time. As a result, they get nothing in this process. Therefore, a teacher should be able to vary the method of teaching reading. One of the ways to vary the teaching of reading is by giving cloze procedure.

There are two aspects of reading, mechanical skill and comprehension skill. Mechanical skill covers the recognition of words sound, phonetics and spellings (reading aloud and reading slowly). Comprehension skill is the recognition of the messages or information in a reading text. The two aspects of reading are very important to learn in order to recognize the word sounds and also to comprehend the information in the text.

Based on the writer's experience in teaching in SMAN 1 Sungai Ambawang, especially class XI, most of the students are difficult to comprehend the text comprehensively. For example, when the students are asked to comprehend the text, they find some difficult words. Consequently, they are not able to know all information in the text. The students were not able to identify the information from the texts, finding the main idea in each paragraph, determining the synonym and antonym of words in the text and decide the text mainly about. Consequently, the students just read without comprehending the meaning of words available in the text. A teacher plays an important role. The students' achievement in comprehending a passage depends on what technique used by a teacher. One of the ways to make the teaching reading effective is to make the students active so that they enjoy learning and they can improve their reading skill.

In this research, the researcher applied Cloze Procedure technique which was used as a technique to know the ability of students in reading comprehension. In cloze procedure, the teacher prepared some passages and deleted the fifth and the seventh words each sentence except the first sentence in a paragraph. Then, the students were asked to find the missing words by matching them with the words from prepare box.

The eleventh grade students of SMAN 1 Sungai Ambawang often had difficulties in comprehending reading texts. In order to make the students comprehend the texts easily, the researcher used cloze procedure technique and did a research on the title: The use of Cloze Procedure to test the students' reading comprehension (A Pre-Experiment Study on The Eleventh Grade Students' of SMAN 1 Sungai Ambawang in Academic Year 2012/2013).

Realizing the fact above, the researcher was going to investigate the problem faced by the teacher in the classroom. The researcher restricted the problem in the use of Cloze Procedure to increase the students reading comprehension. According to the

problem that has been explained, the purpose of this research is to investigate whether the teaching reading comprehension through cloze procedure is effective or not.

Reading is one of the most important activities for the students to enrich their ability and knowledge. Reading also gives pleasure because it can bring us to the new experience by reading book. However, this is not as simple it sounds. According to the Gough cited in Cox (1999:268), "Reading as a part-to-whole process. First, the readers learn to recognize letter, followed by words, and the words in context, until he or she finally begins to understand what is read." Thus the reader's job is to figure out the meaning of the text as it was intended by the author.

Reading is also is a complex activity involving skill, knowledge, and experience (Mc Worthier, 1989:75). Skills mean that a reader must have skills in recognizing words, understanding main ideas and details, and following organizational development. And knowledge is required to anticipate the writer's idea, decide what ideas are important, evaluate and remember them. These sets of knowledge and experience are known schemata. It can greatly assist the reader in reading. First, they make content meaningfully, and second, they enable you to associate new information to previously learned material.

Burden (1999:310) explains the phrase of those activities which can be considered by the middle level, junior level, and high school teachers to help their students read in the content areas. Those activities will be described as follows: (a) *Pre Reading* activities activate prior knowledge and help motivate students to read. These activities promote specific skills in students such as defining the purpose for reading, asking questions of the author; (b) *During Reading* is designed to help focus attention, and promote skills such as paraphrasing, summarizing, note-taking, and questioning. The goal of the activities is to minimize passivity and minimize learning. Techniques that require a written or oral response are often used. These include encouraging students to ask questions; (3) *Post Reading* skills are being promoted in post reading activities include reviewing, verifying, paraphrasing, summarizing, and oral discussion. To achieve these purposes, teacher could have his or her students made up ten questions about the assignment that may go on the test, learn different kind of questions.

It is necessary for the teachers to motivate and help students to read, it means that the teachers has a big duty to teach students how to motivate and help the students to comprehend in reading based on the students learning. According to Chitravelu, Sithamparan, and Soo (1995:90), there are some aims of teaching reading; they are to help students to become independent readers, develop response to the text, help students read with adequate understanding, help students read at appropriate speed, and help students to read silently. A teacher can apply some techniques of reading to the students. Some of those are skimming, scanning and cooperative learning.

A teacher can apply some techniques of reading to the students. Some of those are skimming, scanning and cooperative learning. According to Hammer (2001), skimming is used to quickly identify the main ideas of a text. When the students read the text, they're probably not reading it word by word, instead they are skimming the text. Skimming is done at a speed three to four times faster than normal reading.

Students often skim when they have lots of material to read in a limited amount of time.

There are many techniques that can be used when skimming. Some students read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. Students might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when they're seeking specific information rather than reading for comprehension.

In addition, the other technique used in reading is scanning. Scanning is a technique you often use when looking up a word in the text. Students search for key words or ideas. In most cases, students know what you're looking for, so they're concentrating on finding a particular answer. Hammer (2001) says that scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when students first find a resource to determine whether it will answer their questions. Once they have scanned the text, they might go back and skim it.

When scanning, the students should look for the author's uses of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

Reading is essential skill in English. Nunan (1989:33) says: "It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading". It shows that there are some types of reading that we have to know relating to the purposes of reading itself.

The concept of reading comprehension could be bottom-up and top-down approaches. Nunan (1989) mentions that with the bottom-up approach, the reading is viewed as a process of decoding written symbols, working from smaller units (individual letter) to larger ones (words, clauses and sentences).

According to Olson and Diller (1982), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. In this case, the students should be able to gain the information from reading text.

Harris and Sipay (1980), say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

Concerning the cloze procedure, there are three kinds of cloze test: Grammar cloze test, Vocabulary cloze test and Reading comprehension. Brown (2000:231), says, "Cloze procedure is one of the tests that can help the teachers to teach reading comprehension. Through the test, the students are able to know the information in a text." The principle of cloze test is based on Gestalt theory of closure. It means closing gaps in pattern subconsciously. Thus, Heaton (1988:16) stated that cloze procedure measure the readers' ability to decode 'interrupted' or 'mutilated' messages by making the most acceptable substitutions from all the contextual clues available.

In reading skill the students are expected to be able to read English successfully. One of the ways to vary the teaching of reading is cloze procedure

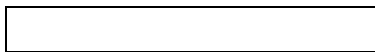
technique. This technique is useful for the students in order to comprehend the texts. In this case, the teacher will prepares some cloze passages and erases the fifth words each sentence except the first sentence in a paragraph. Giving a cloze procedure could help the students. The teacher gave a passage by deleting some words and asked the students to read the whole passage. Then, the teacher asks the students' to fill in the blanks with the most suitable words in the tables.

METHOD

In carrying out a research, it is necessary to describe the method that is used to achieve the goal. In accordance with the problem, the appropriate one to be used in this research is Pre-experimental Study. According to Singh (2006) experimental method is a scientific method that is oriented to the future in the sense that the researcher is seeking to evaluate something new. It is chosen to obtain the data, and to describe the discussion of the finding data.

Pre-Experimental design refers to a single group pre-test and posttest design. The Pre-Experimental design is a single experimental group is used. In this form of research, the sample group is observed using particular set of tools of data collecting called pretest. Then the treatment is conducted to the sample group using the particular technique or strategy. Finally, the posttest (the same test used in pretest) is administered.

Cohen, Manion, and Morrision (2000:212-213) argue that pre-experimental design or single group pretest and posttest design very often reports about the value of a new teaching method or interest aroused by some curriculum innovation. The single group pretest-posttest design is represented as



Where:

- = Pretest
- = Treatment
- = Posttest

Population is one of the components that have to be determined by researcher in a research. Burns (2000:83) defines, "A population is an entire group of people or objects or events which all have at least one characteristic in common, and must be defined specifically and ambiguously". The population in this research is 40 students from class XI IPA1.

In collecting the data the researcher applied the measurement is administrated twice. First, pre-test to collect the data before the treatment was held. The second one was post-test to collect the data after the treatment was given. The result of both pre-test and post-test are measured by using t-test in order to figure out the significance of interval score of pre-test and post-test.

In this research, the researcher used indirect technique. Meanwhile, the tool of measurement applied in this research is written test of cloze. In order to obtain the data required, the researcher administered a set of cloze test passages, which was taken

from the material used by teacher. This set of cloze test consists of three passages in different title. The length of each passage was approximately 250-300 words. As the cloze test is a paragraph or more in length, from which words have been systematically deleted in a fixed interval, the research deleted every seventh words in those passages. It is supported by Read (1979:3) who states that there should be at least 30 or 35 blank in passage, which indicates a length of 250-300 words.

The test becomes valid measurement if it measures what it is supposed to measure. The validity of the test is based on the content validity. It is constructed to measure the representative sample of the subject matter. Content validity is applied to know how well the test represents the subject matter that will be tested.

The students mean score of pretest and posttest will be calculated by Mean Formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- \bar{X} = the mean Score of experimental group
- $\sum X$ = the sum of individual of experimental group
- N = the number of students who join the test

For the analysis on the students' different score of pretest and posttest, it is used this formula:

$$\bar{D} = \bar{X}_2 - \bar{X}_1$$

Where: \bar{D} = The interval of pretest and posttest

\bar{X}_1 = The mean score of pretest

\bar{X}_2 = The mean score of posttest

For the analysis on the students' significant score of pretest and posttest **t- test** is used to analyze the treatment influence, by using this formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where: t = The t-test value for correlated means
 $\sum D$ = The difference between the paired scores
 \bar{D} = The means of difference
 D^2 = The sum of the squared difference score
 N = The total number of individual

The writer will analyze the size effect of teaching reading comprehension by using Cloze Procedure and conventional technique with the formula as follows:

$$ES = t \sqrt{\frac{1}{N}}$$

Notes: ES = Effect size of the independent variable on the dependent variable
 t = the t-value for the correlated means
 N = The total number of individual

The writer also gives the criteria to clarify the effectiveness, which are:

The Effect Size

Effect Size	Qualification
$ES \leq 0.2$	Low
$0.2 < ES < 0.8$	Moderate
$ES > 0.8$	High

Burns (2000:167)

RESEARCH FINDING AND DISCUSSION

Research Finding

After the students finished doing pre-test, the teacher observed the students' results. The results of the students' ability in comprehending reading passage by using Cloze Procedure have been computed and can be seen in the following findings.

Individual Score		
	Pre-test	Post-test
Total of Students' Individual Score	2735	3155
Students' Mean Score	68.375	78.875
The Significance Analysis		
The Significance of the Interval Score of Pre-test and Post-test	7.66	
The Effect Size of Treatment	1.14	

Discussion

Based on the above table, it can be concluded that the students' individual score there was a Pre-Test data where the highest score of pretest is 85 and the lowest one is 55. The total score is 2735. In the students' individual score there was a Post-Test data where the highest score of Posttest is 95, while the lowest score is 65. The total score of the students' Posttest is 3155.

The pretest was given to the students before the treatment. The students read the text and filled the cloze text by matching them with the words in the box. The result of pretest showed the total score of the students. The total score was 2735 and the mean score was 68.375 and it is qualified as Average.

The posttest was given after the treatment. This was conducted to evaluate how the students' ability in comprehending text by filling the deleted words. The total score of the students in this test was 3155. The mean score was 78.87

For the students' mean score of Pre-test and Posttest it can be concluded that the total score was 2735 and the mean score was 68.375 and it is qualified as Average. For the Posttest, the total score of the students in this test was 3155. The mean score was 78.875.

For the analysis of significance of the use of cloze procedure to teach the students' reading comprehension, there was the significance of the different score of pretest and posttest which was calculated by using t-test formula. It means that the degree of freedom ($df = 39$), which is obtained from the t-table (t_t) for the level of significance. Based on the result of the computation it can be concluded that the value of t-observation is higher than t-table as the standard of significance in this research. As a matter of fact, the calculation of t-test indicates that "7.66" is higher than the t-table for the degree of freedom 39 that is 2.042. Briefly, there is a significance difference between the mean score of pretest and posttest. Therefore, this research can be stated as a successful or effective research since there is a good significant difference between the result of pretest and posttest.

For the effect size of the treatment the writer will describe the finding of the Effect Size of the treatment in order to know how significant the effect of the use of Cloze Procedure to teach reading comprehension.

Related to the result of computing the effect size, the significant score is categorized as "Highly effective" with $ES > 0.8$ ($1, 14 > 0.8$). It means the use of Cloze Procedure technique to teach reading comprehension gave a significant effect to increase the students' achievement. It was obviously obtained that there was a significant difference between the pretest and the posttest on the the use of Cloze Procedure technique to test reading comprehension to the Eleventh Grade Students' of SMAN 1 Sungai Ambawang. It was seen by the mean score of pretest that was 68.375 and became 78.875 at the posttest. Next, the result of the treatment which had been counted by using t-test formula was 7, 66 and based on the t-value, it was higher than the value in the t-table about 2.042 with the significance of 5% (0.05). Furthermore, the effect size of the treatment was 1, 14. It was used to answer the problem how effective the use of Cloze Procedure technique in testing reading comprehension. Based on the result that was $ES > 0.8$ ($1, 14 > 0.8$), it was categorized as highly effective. Therefore, the alternative hypothesis which stated that "Teaching reading comprehension through cloze procedure to the eleventh grade students of SMAN 1

Sungai Ambawang in academic year 2012/2013 is effective is accepted. While, the null hypothesis that stated “Teaching reading comprehension through cloze procedure to the eleventh grade students of SMAN 1 Sungai Ambawang in academic year 2012/2013 is not effective” is rejected.

Teaching reading to the students of SMAN 1 Sungai Ambawang was done by the writer in several meetings. The writer had got the answer of the research by analyzing the finding and compare the result between pretest and posttest, the significant of the test, and the effect size of the treatments.

The writer conducted this research for five meetings where the two meetings were for test namely the Pretest and the Posttest and the three meetings were for implementing the treatment. The sample of this research was class XI IPA1 that consisted of 40 students. This group was given treatment or the teaching of reading comprehension by the use of Cloze Procedure. At the first meeting of treatment, the writer greeted the students and explained the lesson material. The material was about reading deleted words in the passages and the purpose of reading. At first of all, the writer gave the complete passage without deleting any word in order to know the students’ knowledge or ability. The students read all passage and tried to answer the questions. Then, after all questions were answered already, the teacher began to show a passage with deleted words. The students tried to fill in the blanks.

The writer also explained the Cloze Procedure and gave the example of narrative text. Then, the students read the text and found the difficult words. The next, the writer prepared cloze text and divided the students into several groups that were composed of 4 until 5 students in one group. After that, the writer distributed the material to each group and the students were asked to learn it together. And then the students were instructed to find the deleted words from the box.

The first treatment was different from the second one. On the first meeting of treatment, the students were seen little bit difficult to complete the cloze passage because they were lack at vocabulary, structure and grammar as basic skill that should be mastered by the students before beginning to read. However, in the second meeting of the treatment, the students began to be able to comprehend the passage by completing the deleted words as well. Even, in the end of the treatment showed that the students were much better improvement than the previous meetings. Then, in the third meeting of the treatments, the students were given a cloze passage by deleting the fifth or the seventh as the same as the teacher gave in the previous meeting. The students seemed enthusiastically. They could do their best and comprehend almost all details in the passage. From the three meeting, the writer concludes that there is increasing achievement.

In the last meeting of this research, the writer gave the posttest to the students in order to know their mastery or knowledge about cloze passages and also their ability to comprehend the reading during the treatment. The writer found that there was a significant difference between the pretest and the posttest score. Accordingly, from the data analysis, it was found that before the treatment was given, the students’ mean score was 68.375. Then after the treatment process, the mean score was 78.875. This finding indicates that the teaching using Cloze Procedure during the treatment process influences the achievement of the students. It means that teaching raeding by using Cloze Procedure is significantly effective.

In this research, the writer found the factors that caused and affected the results which are (1) Cloze Procedure could help the students to comprehend text easily, (2) During the treatment, the students were enthusiastic and more interested in learning to get the information from the texts, and (3) The students had knowledge about how to find out the deleted words from the text.

Ultimately, based on the data analysis, the writer found that there was an increase of students' achievement in comprehending the passages. It could be proven by comparing the mean score of pretest and the mean score of posttest. With regard to the score, it was indicated that the students' performance in posttest was better than in pretest. This finding showed that there was different score of pretest and posttest after receiving the treatment.

CONCLUSION AND SUGGESTION

Conclusion

The writer concluded that (1) The result of the students' mean score of teaching reading by using Cloze Procedure on Pretest and Posttest is 68.375 and 78.875. It means there is qualified significant increase between the pretest and the posttest. This criterion is included average to good, (2) The different score of pretest and posttest is highly significant. It can be proven by the result of computing the t-test. It indicates that the t-test with "7, 66" is higher than the t-table with 2.042 for the degree of freedom of 39, (3) The use of Cloze Procedure to teach reading comprehension is considered as an effective technique. It is shown from the result effect of the treatment. The computation of effect size of the treatment is 1.14 based on the criteria proposed by Burn (2000:167) it is categorized high effective where 1.14 is higher than 0.8 or $ES > 0.8$ ($1,14 > 0.8$), and (4) Cloze Procedure could help the students to comprehend the text easily.

Suggestion

Related to the result of this research, the writer will give a constructive suggestion which is that the teacher should Cloze Procedure to teach reading comprehension, because this technique can help the students easily in comprehending the passages. This technique can help the students not only in learning to write but also in stimulating their interaction, thoughts or feelings so that it makes the students more interesting in teaching learning process.

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