

**THE USE OF CLOZE TEST IN INCREASING THE  
STUDENTS' READING COMPREHENSION**

**ARTICLE**

**By:**

**WAHDANIAH**  
**F42105093**



**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
TANJUNGPURA UNIVERSITY  
PONTIANAK  
2012**

**THE USE OF CLOZE TEST IN INCREASING THE STUDENTS'  
READING COMPREHENSION**

**WAHDANIAH  
NIM. F42105093**

**Approved by,**

**Supervisor I**

**Supervisor II**

**Dra. Rismaya Marbun,MA  
Nip. 195 505 061 980 032 005**

**Drs. Syarif husin  
Nip. 196 007 261 993 031 001**

**Legalized by,**

**Dean**

**The Head of Language and Art  
Education Department**

**Dr. Aswandi  
Nip. 195 805 131 986 031 002**

**Drs. Nanang Hervana, M.Pd  
Nip. 196 107 051 988 101 001**

## **THE USE OF CLOZE TEST IN INCREASING THE STUDENTS' READING COMPREHENSION**

**Wahdaniah, Rismaya Marbun, Sy. Husin**  
English Program, Tanjungpura University, Pontianak  
*email: [nia\\_anong@ymail.com](mailto:nia_anong@ymail.com)*

**Abstract:** The use of cloze Test in Increasing the Students' Reading Comprehension. The research is aimed at aswering the problem of the research that is how good is cloze test "In increasing students achievement in reading comprehension of the second year students of SMP Kemala Bhayangkari I Kubu Raya." This research uses the descriptive method to illustrate the main point of the study. The data of this research were collected by using indirect technique. Based on data analysis, the mean score of the students was 76.4 and 74.9. It shows that their performance in reading comprehension is average to good. In other words, the use of cloze test significantly improved the Reading Comprehensions of students of SMP Kemala Bhayangkari I Kubu Raya.

**Key word:** cloze test, increasing, reading comprehension

**Abstrak:** Penggunaan cloze test untuk meningkatkan siswa dalam memahami membaca. Penelitian ini bertujuan untuk menjawab masalah penelitian yang Seberapa baik tes cloze "Dalam meningkatkan prestasi siswa dalam memahami membaca untuk siswa kelas dua SMP Kemala Bhayangkari I Kubu Raya." Penelitian ini menggunakan metode deskriptif untuk menggambarkan titik utama dari penelitian ini. Data penelitian ini dikumpulkan dengan menggunakan teknik tidak langsung. Berdasarkan analisis data, skor rata-rata siswa adalah 76,4 dan 74,9. Hal ini menunjukkan bahwa kinerja mereka dalam pemahaman membaca adalah rata-rata baik. Dengan kata lain, penggunaan cloze test signifikan meningkatkan pemahaman Membaca dari siswa SMP Kemala Bhayangkari I Kubu Raya.

**Kata kunci:** cloze test, peningkatan, pemahaman membaca.

Reading is one of the language skills that must be mastered by students. It is useful and rewarding experience. It can give the students a lot of information in a present day. The information is in the forms of words and sentences which build meaning of the content of reading materials. The students understand the meaning of the content of materials when he or she comprehends about the text. When the students read, they enrich their vocabulary and increase their comprehension.

To master a language, one must have skills. One of the language skills is reading. Reading is not just an eye movement over the words. It needs comprehension. Linge (2000: 30) said that reading comprehension is the ability to link words together into sentences and to understand the idea that the author is trying to convey in those sentences. Sometimes, students assume reading as an uninteresting activity. It is a matter of wasting time. As a result, they got 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 tests.

According to Dobbin (1999:5), a test is a way of showing what ones know and can do. There are reasons why people give test. The general reason is that they want to know the result.

There are many type of test. They are matching test, true-false test, multiple choice test, cloze test etc. In this research, the writer talks about the cloze test which is used as an instrument to know the achievement of students in reading comprehension.

In this research, cloze test requires the students to recall their knowledge about the language. They have to integrate their skills in reading. They are expected to be able to recognize and understand words formation, context clues, relations between part of text, and also the relations within the sentence. After processing these reading skills, they will be able to complete a cloze passage. The cloze test is usually designed in the form of a paragraph or more in length, from which words have been deleted. It cannot be denied that cloze test is one of the popular test formats since it is easy to score and to construct.

In a cloze test, words are usually deleted in a fixed interval, every fifth, sixth, seventh, eighth, ninth or tenth word. It is the task of the students to fill in the blanks. Since it has a fixed interval in deleting words, the blanks might be filled in by any kinds of part of speech that is suitable with the passage given. Therefore, this type of cloze passage is appropriate for elementary/ intermediate level of students who have adequate basic knowledge of the language. In this research, the writer has chosen the students of SMP Kemala Bhayangkari 1 Kubu Raya. The writer considered this level of students already had adequate basic knowledge of the language.

In this research, the writer is interested to use the cloze passage as the instrument to investigate students' achievement in reading comprehension since the writer assumes that this type of test is very popular in teaching reading comprehension. Besides, the writer wants to vary the teaching learning process in reading comprehension which is usually given in drill. Naturally, the writer gives a reading passage, and asks questions to find out whether or not the students comprehend the passage. After that, the students are asked to do the test. This process can be varied by giving a cloze passage. The teacher may give a passage

in form of cloze and ask the students to read the whole passage. Then, ask the students to fill in the blanks with the suitable words.

Based on the problem above, the purpose of conducting this research is to find out whether or not cloze test is good “in increasing students’ achievement in reading comprehension of the second year students’ of SMP Kemala Bhayangkari 1 Kubu Raya.”

According to Madsen (1983:47), cloze test are prose passages, usually a paragraph or more in length, from which words have been deleted. Meanwhile, Read (1979:30) says that a cloze test comprises a reading passage from which words have been deleted at fixed interval, usually every fifth, sixth, or seventh words.

In this research, cloze test requires the students to recall their knowledge about the language. They have to integrate their skills in reading. They are expected to be able to recognize and understand words formation, context clues, relations between part of text, and also the relations within the sentence. After processing these reading skills, they will be able to complete a cloze passage.

There are many types of test. Concerning with language teaching and learning process and according to Madsen (1983:8), test can be classified into 7 (seven) major class, namely: (a) Performance (skill) Test, this test shows how well a student can use the language. (b) Objective Test, this kind of test can be scored quickly and consistently. Multiple-choice and matching test is included into this sort of test. (c) Receptive Test, multiple –choice reading test can be classified into this type of test, too. (d) Communication Skill Test, any test that shows how well students can use the language in actually exchanging ideas and information can be included into this type of test. (e) Criterion-referenced Test, this test rates students against certain standard, regardless of how other students do. (f) Integrative Test, integrative tests are those like dictation that combined various language sub-skills. (g) Achievement Test, achievement test measures what have been learned by students over a period of time. Cloze test is included into this type of test.

Reading is one of the important activities for the students to enrich their ability and knowledge. Reading also gives pleasure because it can bring the readers to the new experience.

According to Shriver (2007), “Reading is the way a person gets information from written letters and words.” Furthermore, reading is the process of getting the information from the written words, and the aim of reading is to grasp the author’s idea. The author offers information through the text, while the readers try to understand what the author intends to.

Leipzig (2001) said that Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. The goal of reading is the comprehension of meaning. Reading comprehension consists of two words; they are reading and comprehension. Reading is a process that requires concentration and insists the comprehension or understanding of each word individually. Through the reading the students are able to obtain the information of any field that goes their needs. According to Richard (1999:34) reading comprehension is technique for improving students’ success in extracting useful knowledge from text. Reading comprehension is understanding a text that is read

or the process of “constructing meaning” from a text. Comprehension a “construction process” because it involves all of elements of the teaching reading process working together as a text is read to create a presentation of the text in reader’s mind.

According Smith and Alan (2003) said reading comprehension means the understanding, evaluating, utilizing information and ideas gained through an interaction between reader and writer. Harris (1993: 265) says that reading can be defined into three: (1) “Reading is a highly complex activity including various symbols quickly and accurately, apprehending clearly and with discrimination the meaning implied by the author, reaching to the using ideas secured through reading in harmony with the reader’s purposes and integrating them into definite thought and action pattern. (2) “ Reading involves the recognition a printed of written stimuli for the recall of meaning build up through of past experience, and the construction of new meanings through manipulation of concept already possessed by the reader. The resulting meaning are organized into though processes according to the purposes adapted by the reader. Such an organization leads to modify though and are behavior which takes it places. Either in personal or in social development “. (3) “Reading is the central though of process by means of which meaning is put into the symbols appearing on the printed pages.

Based on the definition above, it can be concluded that reading is a process of interaction between a reader materials of the written language. Here, the reader has an attempt to acquire the messages from the written material. In relation to this, reading also becomes a process between the reader and the written language where the reader tries to interpret what is written. In other words, in the reading process the reader tries to comprehend the ideas of the writer that lies inside the written language.

In the teaching learning process, teacher must prepare lesson unit and facilities. There are very important because it can help teacher teach to students in order to make the teaching in learning process run well. One of the factors that make the teaching learning English outcome at SMP Kemala Bhayangkari I Sungai Raya is the students doesn’t have an English books. In fact, if the students have English books the teaching learning activities might run well.

## **METHOD**

This research uses the descriptive method to illustrate the main point of the study. Best and Khan (1997:267) says that a descriptive method describes and interprets what is. It is concerned with the condition or relationship that exist, opinion, that are held, process that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present events although it often considers past events and influences as they are related to current condition.

Based on the opinion above, and concerning to the problem of this research, the most appropriate method report used in this research is descriptive method. That is a way to find out the answer of how good cloze test is in measuring students achievement in reading comprehension by describing research subject based on the results and condition of the research.

Best (1997:267) says that Population is any group of individuals that have

one or more characteristics in common that are of interest to the writer. The population of this research is the second year students of SMP Kemala Bhayangkari 1 Sungai Raya in academic year 2010/2011. The population consists of five classes with total number of 204 students

Creswell (2008: 152) stated that, "A sample is subgroup of the target population that the researcher plans to study for generalizing about the target population". According to Heaton (1988:48), "A sample is a subject of population. Sample in a research must represent the character of population". In addition, Urdan (2005:73), "sample is an individual or group, selected from population, from whom or which data are collected". In this research, the writer applied the cluster random sampling by choosing class B VIII as the sample which consists of 40 students.

In this research, the writer used indirect technique. Meanwhile, the tool of measurements applied in this research is written test of cloze.

In order to obtain the data required, the writer administers a set of cloze test passages, which is taken from the material used by the teacher. This set of cloze test consists of two passages in different title. The length of each passage is 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 deletes every seventh words in those passages. It is supported by Read (1979:3) who states that there should be at least 25-30 blank in a passage, which indicates a length of 250- 300 words.

### **Validity**

According to Gay (1990:130) content validity is determined by expert judgment. There is no formula by which it can be computed and there is no way to express it quantitatively. Usually experts in area covered by the test are asked to assess its content validity.

In accordance with above clarification, the writer considers that "the term" experts mentioned before refer to lecturers involves in this research. Therefore, in order to determine the validity of the set of cloze passage, the writer consults with the lecturers and her supervisors. By consulting with these experts, it is assumed that the cloze test passages applied in this research have been represented the intended content area.

Additionally, to further clarify the intended content area in this research, the writer develops a table of specification in which objectives are included. These objectives show the skill of reading gained by the students within the process of filling in the blank.

### **Reliability**

Concerning to reliability of a test, it also deals with a test instrument and it is one of the characteristics in determining a good test. Consistency of result is the basic concept reliability coefficient of the test results. The result will be calculated by using the KR 21.

$$KR\ 21 = \frac{K}{K-1} - \frac{X(K-X)}{K.S^1}$$

Notes:

- K = the number of items in this the test  
 X = the mean of score  
 S = the variance of the sample

Meanwhile, the variance of the sample (s) in formula above is computed by using formula introduced by Arikunto (2006: 151)

$$S = \frac{X^2 (\sum \frac{1}{N})^2}{N}$$

Where:

- $S^2$  = the total of the test score  
 N = the total number of students who take the test  
 $\sum^2$  = the total sum of the squared scores

To determine the degree of reliability of the test, the reliability coefficient is judge by using Best's (1997:260) as follow:

| Coefficient  | Relationship      |
|--------------|-------------------|
| 0.00 to .20  | Negligible        |
| 0.20 to .40  | Low               |
| 0.40 to .60  | Moderates         |
| 0.60 to .80  | Substantial       |
| 0.80 to .100 | High to very high |

To find out the students' individual score (S), the following formula is used:

$$Score = \frac{R}{N} \times SM$$

Where:

- R = row of score of correct answer  
 N = maximum score of the test  
 SM = standard mark = 100

To find out students mean score (X) the following formula is used:

$$M = \frac{X}{N}$$



Where:

M = the students mean score

X = the total score of the students

N = the number of students

## RESEARCH FINDING AND DISCUSSION

### Research Finding

To know whether the students' achievement in reading comprehension is increased or decreased when teaching reading comprehension by using cloze test was conducted in the classroom. Cloze test was used as a tool in analyzing the students' achievement in reading comprehension. The writer takes the result of the students' achievement is based on the test.

The result of students' achievement in reading comprehension by using Cloze test from 40 students in class B ranged from 48 to 92. The lowest score was 48 which was categorized as poor and the highest score was 92 which was categorized as good to excellent. There was a student who was categorized as a poor. There were two students who were categorized as poor to average. There were fifteen students who were categorized as average to good. And there were sixteen students who were categorized as good to excellent. The total score of the students' achievement in reading comprehension by using cloze test was 3056. To analyze the students' achievement in reading comprehension, it is needed to find out the students' individual scores and the mean score.

$$M = \frac{X}{N}$$

Note:

M = the main score

x = the sum of all students' score

N = the total number of students

$$\text{Mean Score} = \frac{3056}{40} = 76.4$$

The achievement level is determined by using Harris' (1993:134) formula:

| Test Score | Classification    |
|------------|-------------------|
| 80 to 100  | Good to Excellent |
| 60 to 79   | Average to Good   |
| 50 to 59   | Poor to Average   |
| 0 to 49    | Poor              |

From the result above, the mean score of students is 76.4. Regarding to the criteria states by Harris, the mean score (76.4) is considered “average to good”.

### **Discussion**

In this research, the writer applied indirect technique to increase the students' achievement in reading comprehension by using cloze test. The writer gave test on June 11, 2011 the second students' of SMP Kemala bhayangkari 1 kubu Raya in the form of written test for about two hours. In this case, the writer constructed fifty items of cloze test.

Based on the findings of the research, the mean score of students' achievement in reading comprehension by using cloze test is 76.4 and 74.9. It indicates their performance in reading comprehension by using cloze test is average to good. Based on the class observation with the related teacher, the writer assumes that this result is influenced by some factors. The factor that might probably influence the result is:

- Most of the references applied by the writer, the experts' ideas are commonly used for learners who are second language learners. Meanwhile, the samples in this research are Indonesian students who learn English as foreign. As the result, the experts' ideas which are used to support the research do not work perfectly. For instance, it is suggested to delete words systematically at a fixed interval, usually at every seventh words. However, based on individual scores, there are only half of the students who can fill in the blanks with appropriate words. The writer assumes that this score can be increased if the deletion rate is longer. Another example is the time allocated for completing the test. The students are expected to take 30 to 45 minutes to complete a cloze test of fifty items. As foreign language, Indonesian students will need more than 30 to 45 minutes.
- Some students do not pay attention to the instruction given. Some of them ignore the context clues and some fill in the blanks with more than one word each. Moreover, they considered the process of data taking has no relationship with their reading subject.
- The students are not trained with cloze test. Usually the reading passage that is given to the students is followed by questions as the result, they are not used to have cloze test.

### **CONCLUSION AND SUGGESTION**

#### **Conclusion**

Based on the analysis of the data, the writer draws some conclusion as follows: (1) The result of the students' test on the use of cloze test in increasing students' achievement on reading comprehension is 75.03. According to the criteria used to determine achievement level by Harris, this result is categorized into 'average to good'. (2) The cloze test used in this research is proved to be valid with a considerable reliability. (3) Since the cloze test being applied in this research has fulfilled the conditions to become an objective test, it can be concluded that the objectivity of this test is accountable.

### **Suggestion**

Actually, the second year students of junior high school have high capability in memorizing. They are quite easy to save and to recall new subjects whether they are words. The phrase or the subject that they have learned. On the other hand, they are still the beginners in learning English, especially in comprehending the long reading text. But it doesn't mean that they cannot do the cloze test well.

Some suggestions are put forward below: (1) Before giving reading material and doing the test, the teacher should have prepared appropriate material and the instrument. (2) The teacher should increase the frequency of using passage that the students will get used to in facing cloze passage. (3) The students should pay more attention in reading the instruction and completing the passage. They have to treat each sentence as part of a passage rather than as a separate sentence. It means that every sentence is correlated with each other, grammatically and semantically. (4) Construct the test based on validity, reliability and objectivity. (5) Apply the cloze test following the techniques, the procedures and rules as one example, give clear instructions and remind the students to write only one word in each blank. (6) Give more attention and motivation to the students who have problem in learning English, especially comprehending the text. So they became aware of English.

### **BIBLIOGRAPHY**

- Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Reunika Cipta
- Best, John. W. 1997: *Research in Education*. New Jersey: Cambridge University Press
- Cresswell, J. W. 2008. *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education Inc.
- Dobbin. 1999. *New Directions for ESL proficiency testing*. In J. W. Jr. Oller (ed.), *Issues in language testing research*. Massachusetts: Newbury House Publishers, Inc.
- Harris, David P. 1993. *Testing English as a second language*. New York: Mac. Millan
- Gay, L.R. 1990. *Educational Research Competencies for Analysis and Application*. New York. Macmillan Publishing Company
- Heaton. J.B. 1988. *Writing English Language Tests*. London. Longman Group Limited.
- Leipzig, Diane Henry. 2001. *What Is Reading* Available in: <http://www.readingrockets.org/article/352>(on November 28, 2009)
- Linge, Mary kay. 2000. *Reading Tutor (How to help Your First or Second Grader Become Great at Reading)*. New York. Published in the United States by Learning express, LLC.
- Madsen. S. Harold. 1983. *Technique in Testing*. New York. Oxford University Press

- Read, John. 1979. *Educational Test & Measurement: An Introduction*. USA. Harcourt Brace Jovanovich, Inc.
- Shriver, Eunice Kennedy. 2007. Reading. Available in <http://www.nicd.nih.gov/health/topics/reading.cfm> (on Oktober 16, 2010)
- Smith, Nilla. B. 2003. *Reading Instructional for Today's Children*. New Jersey. Prentice Hall Inc.
- Urdan, Timothy. C. 2005. *Statistics in Plain English*. New Jersey. Lawrence Erlbaum Associates, Inc.
- Richard, Mayer. 1999. *Learning and Instruction*. Upper Saddle River. New Jersey. Pearson Education