

Cloze Procedure Technique on Students' Reading Comprehension of Descriptive Text

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Abstract

This research investigated the effectiveness of the cloze procedure technique on students' reading comprehension of descriptive texts and to find out students' responses toward the cloze procedure technique proposed by Taylor Wilson. This research used experimental research and used quantitative data. The instrument was a reading test (pre-test, post-test) and a questionnaire with 15 questions. This study's population was all class X students, with a sample of 54 students. This research lasted for one month. In this study, it can be seen from the pre-test and post-test results that have been calculated using the Independent Sample T-test through the SPSS program that the significance was 0.001, which means that the cloze procedure technique is effective. In the questionnaire results, the answers (yes) were chosen from as many as 293 and (no) as many as 112, which meant that most students at SMA Negeri 1 Lingga Utara responded positively about the cloze procedure technique.

Keywords: Cloze Procedure, Descriptive Text, Reading Comprehension

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INTRODUCTION

Reading is pleasurable because it can introduce us to new experiences through books. It is a process of transformation from part to whole. It is also an energetic manner that has desires and necessitates an approach. Teachers need to enhance English students. Anbar (2004) said that reading is a key to studying, a manner to open doors to information. It is essential in language studying since studying permits people to acquire facts and make their expertise bigger. Linse (2005) mentioned that reading is a set of skills that

includes making experience and deriving that means from the published phrase. So, students will get benefit from reading skills that will allow them to understand and locate information in a reading text easily. Students who can read will be better prepared for the classroom learning process.

Reading is a pastime to get statistics about something. It is very critical for the teacher to improve the scholars' English. The greater students' reading ability, the more information and knowledge they will receive. Praveen (2008) mentioned that reading is a method of consolidating and increasing understanding of the language in addition to a supply of records and a pleasing pastime. Furthermore, according to Smith (2004), reading activity is about questioning inspired and directed by using written language and is partially targeted at the visible facts of print. Reading, in other words, is language ability with a meaningful connection; all information gained through reading is represented in written paperwork.

Reading is more than just moving your eyes over words. Comprehension is required for reading. College students often regard reading as a boring interest. It is miles really a waste of time. As a result, they do acquire not anything due to this system. A teacher ought to be capable of trading the manner she or he teaches reading. Reading comprehension allows people to increase their vocabulary, which can then be used to communicate on a daily basis. On the other hand, reading can train the brain to focus more and concentrate. Comprehension is a lively, optimistic technique wherein the reader's final information of the textual content is determined by an aggregate of what is stated without delay inside the text and the reader's prior knowledge of the subject of the text. Scanlon, et al. (2010). In different phrases, comprehension is required for readers to apprehend the text's content material. It means that by comprehending the texts, students can benefit from the textual content. As a result, the students recognize the textual content nicely.

Sadoski (2004) stated that comprehension is the author's message construction—the author constructs a message and encodes it in printed language. The reader decodes the printed language and reconstructs the message. The readers should have the ability to infer the means of the text. In line with Woolley (2011), reading comprehension is the method of extracting meaning from the textual content. The process of comprehending and identifying reading texts is known as reading comprehension. Somadayo (2011) stated that reading comprehension is the potential to examine text, technique and recognize the meaning. College students must understand the main idea of the studying in addition to all the pertinent facts within the textual content. Students analyzing comprehension can go through due to their destructive studying potential.

Reading comprehension is a multifaceted, exceptionally complex method involving many interactions between readers and what they bring to the textual content (previous understanding, strategy use), and text-

associated variables (interest in text, knowledge of text types). Klingner et al. (2007) It means that readers comprehend the overall meanings of the reading text. It refers to the manner of decoding, which means phrases. Low reading comprehension will have an impact on academic satisfaction. Reading comprehension is crucial now, not only for language gaining knowledge but also for gaining expertise. Reading comprehension includes comprehending the information within the textual content.

Reading comprehension results from complex interactions between the text's properties and what readers convey to the analyzing situation, as mentioned by Danielle et al. (2007). Reading comprehension of written textual content is executed to discover ways to extract the specified information from it as successfully as possible, as conveyed by Maulizan (2015). Reading comprehension, in other words, is an interaction between words and how readers generate knowledge outside of the text. Based on the definition above, the researchers concluded that analyzing comprehension is the pastime of knowledge and the meaning of a studying choice if you want to attain all the essential information for the readers.

As mentioned by Richardson et al. (2006), The cloze procedure is an interactive method for assessing the match between readers and texts. It is the procedure by which readers locate matching phrases in the textual content. That is an excellent way to assist students in comprehending reading material and an interactive method for assessing the match between readers and texts. It is the procedure by which readers locate matching phrases in the textual content. The cloze system has been the usage of as a device for the evaluation of studying comprehension.

A descriptive text states an accurate description as an excellent way to describe a particular vicinity or element. Markhamah (2013) mentioned that A descriptive text approach provides a verbal portrait of someone, vicinity, or element. Descriptive text can allow the reader to hear what the writer is saying as if they could see, feel, and experience it with their own eyes. Descriptive text is written to convey information. This text contains descriptions of people, animals, objects, and other things. The sensory reveal of something and how it appears, sounds, and tastes is the focal point of description. For clearly and sequentially, describe something done by the characteristics. As a result, readers can easily recognize the text and explain something.

The technique for measuring the effectiveness of reading is called the "cloze procedure". The name of this new psychological tool was derived from the Gestalt concept of "Closure," the tendency to complete a structural whole by filling in a missing gap. Wilson Taylor (2004) The cloze procedure systematically deletes words in a prose selection (i.e., every word) and evaluates the reader's success in accurately supplying the

deleted words. In line with Brown (2004), the cloze procedure is an integrative degree no longer only of reading capability but additionally of multiple-choice questions following a studying passage.

The cloze procedure is an excellent tool for determining the degree to which groups or individual students can understand the materials that students are required to read (Guzzetti, 2002). Additionally, it is believed to be an excellent way to assist students in comprehending reading material. The cloze procedure is an interactive method for assessing the match between readers and texts. Richardson et al. (2006) It is the procedure by which readers locate matching phrases in the textual content. The cloze system has been the usage of as a device for the evaluation of studying comprehension.

The cloze procedure fills in phrases deleted from the textual content. This technique is a method for measuring students' reading comprehension. In a cloze check, phrases are eliminated from an analyzing passage at precise periods, students should fill in the blanks, and the missing phrases are guessed from the contexts. Gallagher (2008). As an evaluation device, a cloze typically has no time restriction for the finishing touch. Reading the textual content and filling inside the gaps left through the deletion with phrases that are syntactically and semantically suitable on the discourse level is likewise required. It means that students can understand and incorporate words removed from a text.

Ann (2010) said that when using the cloze procedure to improve reading comprehension, there are some points should be in mind: Individually or in groups, students are given a meaningful excerpt from a book or a complete text prepared by the teacher and from which several words have been removed, the passage was read aloud to the students, the students determine what the missing words are. These can be added to the text. If the student's writing is word processed, it can sometimes be used; the students search for the most appropriate words rather than simply getting correct answers.

There are some advantages and disadvantages to using the cloze procedure, as mentioned by Richardson et al. (2006). The benefits are: If the sample of deletions is touchy to the students' familiarity with languages, the cloze method can be beneficial at any grade level, the teacher can determine whether or not students have prior knowledge of upcoming material, If the sample of deletions is touchy to the students' familiarity with languages, the cloze method can be beneficial at any grade level. The teacher can determine whether or not students have prior knowledge of upcoming material, the cloze procedure allows a teacher to quickly determine whether students understand the language clues used in questions, and scoring should be quick and efficient. While the disadvantages of the cloze procedure are as follows: It may be difficult to create

high-quality cloze procedures, a few argue that this is not a legitimate approach to try out; it can be frustrating for struggling students with vocabulary and language.

Based on the researcher's experience teaching at SMA Negeri 1 Lingga Utara, particularly in class X, identified some problems, such as most students needing help comprehending the text altogether. While students had been requested to recognize a text, they encountered a few complicated phrases. As a result, they could not comprehend all the facts inside the text. The students needed help identifying information from the texts, determining the principal concept in every paragraph, the synonym and antonym of phrases inside the text, and the primary subject matter of the textual content. As a result, the students genuinely study without understanding the meaning of the phrases within the text. In addition, students were often less motivated to learn English, so the teachers had difficulty teaching English. They needed more motivation to know the meaning of the text. They were too lazy to read English texts and needed help learning to read them. The texts could have been more interesting.

The fulfillment of students in comprehending a passage is dependent on the technique utilized by the teacher. One approach for making reading guidance more effective is to interact with students in activities that permit them to experience gaining knowledge while improving their reading competencies. The cloze procedure technique is a powerful teaching technique for teaching reading. The cloze procedure is a way to enhance students' studying comprehension employing having them wager the deleted phrases in the textual content. The cloze procedure is a device or technique for determining how well a reader understands a specific passage.

The researchers applied descriptive text as teaching material. It is the foundational material for students' reading comprehension. Descriptive text is considered the best way to learn English in 10th grade and is worthwhile for beginners. It is also studying, a means to deliver meaning to the reader through sensory details and provide the reader with a picture.

Two research questions guided the study: a) Was the cloze procedure effective on students' reading comprehension of descriptive texts at 10th grade SMA Negeri 1 Lingga Utara? b) How did students respond to the cloze procedure technique in reading comprehension of descriptive texts in 10th-grade students at SMA Negeri 1 Lingga Utara? The objectives of the Research were a) To investigate the effectiveness of the Cloze Procedure technique of descriptive texts in 10th grade at SMA Negeri 1 Lingga Utara. b) To determine students' responses towards the Cloze Procedure technique on students' reading comprehension of descriptive texts in 10th grade at SMA Negeri 1 Lingga Utara.

There were two contributions to this study. Firstly, the findings of this study could help support existing reading activities, particularly in teaching reading comprehension of descriptive texts. Practically, for English teachers, this technique can be an alternative to the teaching and learning activity and provide creative and fun learning for students. Additionally, it can benefit teachers by giving learning material easily and can be learned by students. For Students, to make it easier for students to find information quickly. To motivate them in reading, especially in reading comprehension of descriptive texts. To help students learn actively, be fun, and not monotonous.

METHOD

This research design was experimental research, using two group pre-test and post-test design using a control group. The population in this research was all of the 10th-grade students of SMA Negeri 1 Lingga Utara. 10th grade consists of three classes. The number of X IPA is 27 students, X IPS 1 is 27 students, and X IPS 2 is 27 students. The total number of students is 81 students. The population of this study is 81 students. The researcher recruited 54 students with a sample of tenth grade X IPA and X IPS 1 from SMA Negeri 1 Lingga Utara's tenth grade. The tests consist of a pre-test conducted prior to treatment and a post-test completed at the end of each cycle. The researchers administered the test to determine the reading comprehension of the tenth graders at SMA Negeri 1 Lingga Utara. Pre-testing and post-testing are among the tests that have been performed. Both tests use multiple-choice questions to assess students' reading comprehension. The questionnaire was used to gauge student opinions on how effective the Cloze Procedure technique is in training students to read descriptive text. In this study, the questionnaire was only given after the post-test. Besides, the questionnaire was used to determine the students' responses toward the cloze procedure as a technique in teaching reading comprehension. The questionnaire consisted of fifteen items.

In this research, the researchers used data processing, namely quantitative data. The technique of quantitative means that the data were processed by calculating with SPSS and the formula $P = f \times 100\%$ to calculate student responses. The T-Test Independent Sample Test Formula was used to process the data using a t-test to calculate the pre-test and post-test scores because the researchers used a control group pre-test and post-test in this research.

FINDINGS

In this part, the discussion is offered with the interpretation of findings derived from the result of findings approximately the effectiveness cloze procedure technique in reading comprehension. Before using the

cloze procedure technique, the researchers gave a pre-test to measure the students' prior English reading comprehension of descriptive text. After providing a pre-test, the researchers found that the students at 10th grade SMA Negeri 1 Lingga Utara struggled to comprehend the text. So, the researchers did experiments through the cloze procedure technique.

To examine the effectiveness of the cloze procedure, the researchers gave the treatment and then passed a reading test that used the cloze procedure as a technique (post-test). The researchers did a normality test first to know if the sample was in a normal distribution. The significance of the experimental class was 0.154 for the pretest and 0.200 for the post-test. The significance of the control class was 0.200 for the pre-test and 0.200 for the post-test. In other words, the significance of experimental and control classes was higher than $\alpha = 0.05$. It meant the sample came from the normal distribution.

After the normality test, the researchers applied a homogeneity test to determine whether the sample was homogenous. It found that the significance based on the mean was 0.11. In other words, the variance in each group was homogeneous because the significance value was $0.011 > 0.05$.

In the questionnaire, the researchers used validity to know if the questionnaire valid or not. The researchers used reliability to know if the questionnaire was consistent or not. It found that each item was declared valid because the results of the Pearson correlation calculation are $> r_{table}$ (sig. 0.05). It is known that the alpha value is 0.327. This value is compared with the alpha coefficient value. If the correlation value is > 0.8 , then the instrument is reliable; if the correlation value is < 0.8 , then the instrument is less reliable. In other words, the instrument used by the researchers were reliable. The researchers used a t-test to determine whether the cloze procedure technique was effective on students' reading comprehension of descriptive text in the 10th grade of SMA Negeri 1 Lingga Utara.

Table 1. *T-Test of Independent samples*

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | | | | | | |
|--|---|------|------------------------------|----|-----------------|-----------------|-----------------------|---|--------|
| | F | S | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| | 6.880 | .011 | 7.086 | 52 | <,001 | 8.185 | 1.155 | 5.867 | 10.503 |

| | | | | | | | | | | |
|----------------------------|-----------------------------|--|--|-------|--------|-------|-------|-------|-------|--------|
| Students Learning Outcomes | Equal variances assumed | | | 7.086 | 42.906 | <,001 | 8.185 | 1.155 | 5.855 | 10.515 |
| | Equal variances not assumed | | | | | | | | | |

Based on the table, the researchers found significant improvement when using the cloze procedure technique. It found that the significance (2tailed) was 0,01. It meant that significance (2-tailed) $< \alpha = 0.05$, or we could say that H_a was accepted. In other words, the cloze procedure technique was effective on students' reading comprehension of descriptive text in 10th grade of SMA Negeri 1 Lingga Utara.

For determining students' responses, the value had been calculated with the answer of 'yes' selected as much as 293 and 'no' as much as 112. The frequency indicates that most students responded positively to the closing procedure technique by choosing 'yes'. Which meant the majority of students responded positively about the cloze procedure technique.

DISCUSSION

In this part, the discussion section offers the interpretation of findings derived from the result of findings approximately the effectiveness of the cloze procedure technique in reading comprehension. Before using the cloze procedure technique, the researcher gave a pre-test to measure the students' prior English reading comprehension of descriptive text. After passing the pre-test, the researcher found that the students at the tenth grade SMA Negeri 1 Lingga Utara had barriers to comprehending the text. To this end, the researchers did experiment with the cloze procedure technique.

To know the effectiveness of the cloze procedure technique, the researchers gave the treatment, and after that, the researchers gave a reading test that used the cloze procedure as a technique (post-test).

The researcher did a normality test first to determine whether the sample was in the normal distribution. Based on the result in table 4.1, the significance of the experimental class was 0.154 for the pretest and 0.200 for the post-test. The significance of the control class was 0.200 for the pre-test and 0.200 for the post-test. The significance of experimental and control classes was higher than $\alpha = 0.05$. It implies that the sample comes from a normal distribution.

After the normality test, the researcher used the homogeneity test to determine whether the sample was homogenous. Based on the result in table 4.4, it was found that the significance based on the mean was 0.11. In other words, the variance in each group was the same (homogeneous) because the significance was $0.011 > 0.05$.

In the questionnaire, the researcher used validity to know if the questionnaire was valid or not. And the researcher used reliability to check whether the questionnaire was consistent. From table 4.2, it can be seen that each item was declared valid because the results of the Pearson correlation calculation are $> r$ table (sig. 0.05). From the output table 4.3, it is known that the alpha value is 0.327, which is later compared with the alpha coefficient value. If the correlation value is > 0.8 , then the instrument is reliable; if the correlation value is < 0.8 , then the instrument is less reliable. In other words, the instrument used by the researcher is reliable.

The researcher used a t-test to find out whether there is the effectiveness of the cloze procedure technique on students' reading comprehension of descriptive text in the tenth grade of SMA Negeri 1 Lingga Utara or not. The researcher found that there is significance when using the cloze procedure technique. It found that the significance (2tailed) was 0,01. It means that significance (2-tailed) $< \alpha = 0.05$, or we could say that H_a was accepted. In other words, using the cloze procedure technique effectively affected students' reading comprehension of descriptive text in the tenth grade of SMA Negeri 1 Lingga Utara.

CONCLUSION

The formulation of the Problems was answered based on the research revealed that the post-test score was better than the pre-test score. It could be known by comparing their abilities. Applying a t-test sample showed that the significance (2tailed) was 0,01. It meant that significance (2-tailed) $< \alpha = 0.05$, so H_a was accepted. In other words, the cloze procedure technique was effective on students' reading comprehension of descriptive text in 10th grade of SMA Negeri 1 Lingga Utara.

From the table determining students' responses, the value had been calculated with the answer of YES selected as much as 293, and NO as much as 112. YES, points were the students' responses to the closing procedure technique. It meant that most students responded positively about the cloze procedure technique. After the research, the researchers stated that the cloze procedure technique is a powerful teaching technique used in teaching reading comprehension of descriptive text in the 10th grade of SMA Negeri 1 Lingga Utara.

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