

## CLOZE TECHNIQUE AND READING PROFICIENCY: CAUSAL COMPARATIVE ANALYSIS TO ELEVENTH GRADERS

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### ABSTRACT

*The reading proficiency of Indonesian students is still relatively low, especially the reading performance in English as a foreign language. Thus, it needs several explorations on the technique suitable for students with diversities of reading competence. This study describes the effect of implementing the cloze technique on teaching reading proficiency. The research method employed the design of quantitative causal-comparative. The population is the second grade of senior high school students with the samples involving two classes. The pre-test and post-test were applied to the classes to collect the data. The result of the test was analyzed by using ANCOVA. The result shows that the sig. is higher than 0.05 ( $0.92 > 0.05$ ). It reveals that the cloze technique is not significantly effective in teaching reading, particularly on hortatory exposition. However, the result shows that both the students who get the cloze technique and those who do not get it perform an enhancement on their post-test despite the insignificant difference.*

**Keywords:** *cloze technique, reading proficiency, eleventh graders, and causal-comparative*

### INTRODUCTION

Indonesian students' reading comprehension is relatively low compared to 79 other countries. Indonesia ranks 74 of several countries that participated in the 2018 PISA. It was ranked 6th from the bottom regarding student reading ability research. The data show that students' reading ability in Indonesia is still below the OECD average. The average score achieved by Indonesian students is 371. On the other hand, the OECD average score is 487 (Schleicher, 2018). The findings prove that students' reading skills need to be improved again. Teachers need to provide learning experiences and learning methods that are suitable for students so that they are able to improve their reading comprehension. Meanwhile, the current era is the era of globalization in which all information can be spread easily. The whole world can quickly know information through various existing media. One of the activities used to disseminate information in learning, namely reading, is one of the most important activities.

The problem faced by students in Indonesia so far is the lack of interest in reading. Even in the national literacy reading activity index, it is still at 37.32 which is the category of low literacy activity. When viewed from the provincial index, only nine provisions (26%) are categorized as moderate literacy activities. Meanwhile, 24 provinces (71%) and one more province (3%) are categorized as low and very low literacy activities, respectively (Puslitjakkidbud\_Indeks Aktivitas Literasi Membaca 34 Provinsi, 2019). This discussion should be considered and processed to prepare appropriate teaching techniques in schools by the teacher as one of the control holders of the teaching and learning process.

Every individual needs to master English because most of the information currently available is presented in this international language (Paskarini, 2011). However, in the Indonesian context, students' motivation to read in English as a foreign language appears to be a significant problem with little research on the subject (Hartono, 2016). Moreover, the

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Indonesian government has stated that English is the first foreign language that must be taught in formal education. Therefore, it is imperative to find the right teaching method to be able to improve the English language skills of Indonesian students (Alfangca & Tamah, 2017; Istanto, 2016). This means that in English language training, the reading ability has been prioritized as the most important factor in helping students study well in their subjects (Sukarni, 2021). It is also supported by the fact that learning English is now one of the most important parts because it is used in almost all of our daily activities (Wibisono, 2019).

As is well known, there are four language skills, namely: listening, speaking, reading, and writing. In this regard, in basic terms, humans communicate through the process of encoding and decoding. Encoding is the process of converting thought into communication. This is the 'medium' for sending messages. It is the process of hearing a sound and writing symbols representing that sound. These are also known as writing and speaking skills. Readers then 'decode', or interpret, the message for themselves. Decoding is the process of reading words in the text. Message decoding is how audience members can understand, and interpret messages. It is the process of interpreting and translating encoded information into an understandable form. Additionally, it involves seeing a written symbol and telling what it represents. Then, it is also known as reading and listening skills.

On the other hand, information obtained only from seeing and hearing may be quickly forgotten and lost. Still, if it is obtained from print media, the information will be stored for a relatively long time and can be retrieved if needed in reading activities. However, reading as one of the skills that must be mastered in learning a language is one of the skills that most students in Indonesia still find difficult (Springer et al., 2017). Reading is one way for students to get a lot of information or understand reading in-depth (Djuarsa, 2017). This reading comprehension is widely agreed upon not just one, but many things. It is agreed that readers need cognitive processes that operate on different types of knowledge to achieve different types of reading tasks. This ability plays a major role as a means of communication to reach ideas and information. Reading can lead readers to have high grades in school, broad insight, and become resourceful people (Diptoadi & Gabriella, 2019). Reading comprehension is also defined as the process of extracting and building meaning from written language while interacting with it. Furthermore, just the terms "extracting" and "building" are highlighted. Both of these examples demonstrate the significance and insufficiency of the text as a factor in reading comprehension. Meanwhile, the reading comprehension is a complex interaction between automatic and strategic cognitive processes that allow readers to make mental representations of texts (Kuşdemir & Bulut, 2018).

As a consequence of the importance of reading, teachers must be able to provide the best way for students to become good readers. The use of effective English teaching texts is an effort to improve reading comprehension of English as foreign language learners, especially Indonesian students. It is well known that motivation has long been recognized as one of the most important factors influencing students' ability to learn (Hartono, 2016). To investigate the effect of motivation on student learning, several ideas have been given to characterize the components of motivation. Positive and negative effects are proposed as techniques that influence achievement theory motivation. Positive influence is defined as one's perception of the likelihood and value of success, while negative influence is defined as the avoidance of failure. According to another theory, self-efficacy is a key component of motivation, social-cognitive theory. Individuals' perceptions of their own ability to complete a task will influence the amount of effort they put in as well as their persistence.

On the other hand, the goal theory considers the goal of mastery as the drive to develop. Meanwhile, performance goals such as the desire to win or exceed others are considered factors that affect students' reading motivation (Kuşdemir & Bulut, 2018). These concepts are comparable to those proposed by the theory of self-determination, which includes both intrinsic and extrinsic drives. For example, a person may be driven by his/her personal pleasure in completing a task or by external reasons such as a desire for a reward. Prior knowledge of the subject covered in the text, text structure and grammar knowledge, and the number of cognitive methods used all play a role in determining the level of reading comprehension (Harmer, 2007). Knowing which methods the learner uses during this process can provide some insight into his or her capacity to learn new reading strategies.

Therefore, it is important to understand what methods can increase students' enthusiasm for reading English. Many studies have been conducted to find out effective strategies to teach reading comprehension. One of the effective procedures is called the Cloze procedure. The cloze procedure means a procedure in which the target word is omitted from the section (Sari, 2020). The Cloze procedure is also an effective technique to encourage students to understand what the text is talking about (Ereke, 2016). In addition, the cloze procedure contains a test that consistently removes each word at random, ensuring that words of all classes and types have an equal chance of being destroyed (Yamauchi, 1990). A logical cloze test is a phrase in which certain types of words, such as nouns, verbs, adjectives, and so on, are removed according to linguistic principles (Tiara, 2019).

In terminology, the term cloze was first developed by Taylor in 1953. The cloze procedure technique systematically removes words from a passage and replaces them with blank sections for students to fill in. Cloze is a 'gestalt-psychological' term applicable to the human tendency to complete familiar patterns but not complete enough to see the broken circle as having a whole (Putra, 2016; Taylor, 1953). The cloze procedure measures the reader's ability to decode an 'interrupted' or 'mutilated' message by making the most acceptable substitution of all available contextual clues. Through tests, students are able to find out information in a text. The cloze approach can be used with students of all reading levels to assess vocabulary comprehension and knowledge. This exercise requires students to remove words from the passage of text they have read. Students must complete or fill in the missing words to complete a sentence. This procedure can streamline teaching for reading mastery (Apsari, 2016). Cloze is also a technique that can help teachers in teaching reading comprehension (Ereke, 2016). Therefore, this technique is suitable for improving students' reading ability.

Additionally, and generally, the cloze process is used to evaluate readers' reading strategies or to improve pupils' reading skills (Sukarni, 2021). This is because some of the cloze-deleted words require the reader to be more cognizant of meaning and employ reading abilities such as seaming and seeking, which are frequently missed in second language reading. The cloze process requires more active reading than passive reading, and readers should be conscious of their reading tactics throughout the process. In addition, the cloze procedure technique is based on contextual written language, requiring the use of conscious and effective reading strategies for the readers.

The objectives of the cloze technique are: (1) to find out how well pupils can read; (2) to identify a text's level of independence, instruction, and frustration, as well as to clarify its amount of independence, instruction, and frustration (placement focus), (3) to assess students' critical reading skills and abilities to use context (focus diagnosis), and encourage students to critically and analytically analyze texts, (4) to encourage students to interpret what they read for themselves, and (5) to assess students' vocabulary and subject-matter expertise (Raymond, 1988). Because it goes beyond conventional reading sampling, reconstruction, and matching tasks, the cloze process can be used to teach reading. The reader must read the text and find terms that are appropriate to the situation. The cloze process requires finding the missing element in the element distribution. Because it is forced and breaks their regular reading flow, this search for missing words is neither rational nor comprehensive. This use of cross-sentence information interferes with the readers' typical reading flow. Utilizing information beyond sentence boundaries is an important part of reading comprehension because it helps readers recognize linguistic relationships and develop a sense of sequence, both of which can aid prediction. The cloze process helps in developing scan and search reading skills, which are common in first and second language reading. In addition, it helps readers anticipate and practice predicting meaning from context, which is an important reading skill.

In addition, there are several types of Cloze procedures, the first being the fixed-ratio method. This procedure uses a cloze test generated by removing each part of the  $n^{\text{th}}$  word, is the most frequently used and therefore the best type of research. Since it removes  $1/n$  words in a paragraph, this process is known as the fixed-ratio method. For example, a one-in-five word deletion rate will result in one-fifth of the text being left blank. The number of words that were successfully replaced (with an appropriate word scoring procedure) or given contextually appropriate words (with a contextually appropriate scoring method) is a form of measure of the overall ability of the subject to digest the prose in the text, according to this methodology (Raymond, 1988). Alternatively, the average score of a group of examinees on a number of sections can be used to determine the understanding of each text for the subject group in question. Restrictions in any text can be investigated by comparing

individual item scores. Regardless of the empirical results, the logical Cloze approach should have the benefit of enabling more consistent and controlled label results to the degree that separate item types can be recognized and determined on a theoretical basis. Furthermore, the "anticipated answer" of the rational cloze test varies from one study to the next.

Furthermore, the second type of the cloze procedure is the variable-ratio method. Instead of deleting words based on counting techniques, words can be selected based on other criteria. It is possible, for example, to omit only words that have multiple meanings. It usually includes a noun, verb, adjective, adverb, or a mixture of these in the text in question. Other forms simply omit so-called function words, such as prepositions, conjunctions, articles, and other such items. The every  $n^{\text{th}}$  word approach can also be used with some discretionary considerations. This is most likely the most widely used type of class testing in contrast to the previous type which is a counting approach. As a result, it usually skips things like nouns, dates, and other terms that are too complex to replace. This level of instructional reading refers to the point at which students' reading skills can be improved by appropriate teaching. Therefore, it is very important for a teacher to be aware of this knowledge. This is where the training is most up-to-date, with content that is demanding but not out of the reach of students. A teacher can precisely set students up for different teaching by understanding their instructional reading level (Raymond, 1988).

Several researchers have carried out research on the effectiveness of using the Cloze technique on reading skills (Ereke, 2016; Kusfitriyatna et al., 2020; Putri, 2020). Research conducted by Ereke (2016) involved Nigerian junior high school students and was carried out using qualitative methods, explaining that the Cloze technique was able to provide better results on students' reading skills. The same result was also stated in Kusfitriyatna's research (2020). However, the subjects of the study were 2<sup>nd</sup>-grade junior high school students, while the method used was truly experimental. In addition, Putri's research (2020) aims to find out whether the Cloze technique is effective in improving the reading comprehension of grade 2 junior high school students, and also this research was carried out using a quasi-experimental method. In short, the differences or gaps from previous research with the present can be seen from the subjects and research methods used. Based on this review of the empirical basis, this study focuses on the Cloze technique. This study uses a causal-comparative quantitative method which is carried out on eleventh-grade students who are adult students.

## **METHOD**

This study aims to determine the effect of the cloze technique variable on the student's reading ability variable. Therefore, this research is descriptive quantitative with a comparative causal approach. Meanwhile, the researchers use simple random sampling. The subjects of this study are eleventh-grade high school students. The samples of this study are two classes of English teacher students who had received teaching reading using the cloze technique. Each class contains 30 students of grade eleven for Sciences 3 and 8, and hereinafter will be respectively referred to as Classes A and B.

For the purpose of this study, the researchers used a reading test created by the researchers and validated by two experts who were high school English teachers. The formation of a try-out test was the first thing that researchers did in preparing the instrument. Try-outs were made of 50 items and tested to a class that was not being studied. Then, the researchers tested the validity and reliability of the try-out results, producing a final test that could be used to examine the sample. The test had 25 questions and was packaged in multiple-choice form. The answer options consisted of 5 choices from 'a' to 'e'. The type of reading text used was a hortatory explanation and then distributed on a paper basis directly to each class being studied. The time allotted to do the test was 45 minutes and was supervised directly by the researchers. This was done in order to minimize the occurrence of cheating committed by participants when taking the tests. Then, the researchers also corrected the results of students' answers and then analyzed the data that had been obtained from the research instrument used.

In addition, the data obtained from the research results were the results of student tests which were

analyzed quantitatively. Quantitative analysis was carried out using statistics called statistical analysis or inferential statistics. The data taken from the test was analyzed by finding the average score of the total score obtained by students from the test. So, to find the answer to the research problem, the researchers analyzed the data using ANCOVA (Analysis of Covariance) from statistical data. Covariance analysis was used because the researchers wanted to know the causal relationship being studied between the independent and dependent variables. Accordingly, ANCOVA analysis assumes that the residuals (differences between observations and modeled values) follow a normal distribution (Shadish et al., 2002). In addition, researchers used SPSS software version 16.0 to determine whether or not there are differences in the cloze technique and students' reading abilities.

## FINDINGS AND DISCUSSION

### Findings

This study initially aimed to determine the effect of the cloze technique on students' reading ability. Then, the researchers managed to find differences in students' reading abilities that were influenced by the cloze technique. The data obtained by the researchers will be explained as follows.

**Table 1. Reading Score of Classes A and B**

| ID | Pre-test Score of Class A | Post-test Score of Class A | Pre-test Score of Class B | Post-test Score of Class B |
|----|---------------------------|----------------------------|---------------------------|----------------------------|
| 1  | 58                        | 76                         | 60                        | 76                         |
| 2  | 56                        | 66                         | 52                        | 72                         |
| 3  | 56                        | 66                         | 58                        | 64                         |
| 4  | 60                        | 74                         | 56                        | 70                         |
| 5  | 56                        | 70                         | 56                        | 64                         |
| 6  | 60                        | 68                         | 56                        | 70                         |
| 7  | 50                        | 68                         | 56                        | 68                         |
| 8  | 50                        | 62                         | 50                        | 68                         |
| 9  | 52                        | 68                         | 56                        | 68                         |
| 10 | 44                        | 70                         | 50                        | 70                         |
| 11 | 54                        | 68                         | 54                        | 64                         |
| 12 | 54                        | 70                         | 52                        | 66                         |
| 13 | 54                        | 68                         | 54                        | 68                         |
| 14 | 50                        | 64                         | 50                        | 68                         |
| 15 | 52                        | 70                         | 48                        | 70                         |
| 16 | 54                        | 64                         | 54                        | 68                         |
| 17 | 48                        | 68                         | 56                        | 76                         |
| 18 | 60                        | 64                         | 62                        | 76                         |
| 19 | 48                        | 72                         | 50                        | 74                         |
| 20 | 56                        | 72                         | 50                        | 72                         |
| 21 | 48                        | 72                         | 50                        | 70                         |
| 22 | 48                        | 72                         | 52                        | 68                         |

|    |    |    |    |    |
|----|----|----|----|----|
| 23 | 48 | 78 | 48 | 72 |
| 24 | 50 | 72 | 58 | 72 |
| 25 | 56 | 76 | 54 | 74 |
| 26 | 66 | 78 | 60 | 74 |
| 27 | 64 | 78 | 58 | 72 |
| 28 | 54 | 76 | 48 | 74 |
| 29 | 60 | 78 | 58 | 72 |
| 30 | 52 | 64 | 66 | 72 |

Table 1 shows each sample's score in their reading achievement. There is an increasing score from the pre-test to the post-test. However, the next step the researchers did was to analyze the data by doing the prerequisite test. These include normality test, homogeneity of variance test, homogeneity of a regression test, and linear relationship test between the covariate and dependent variable.

### Normality Test

Based on the first prerequisite test results, namely the normality test, the researchers found that the data were normally distributed. The researchers analyzed the data by using Kolmogorov Smirnov. For clarity, the normality test results can be seen in Table 2.

**Table 2. The Result of Normality Test**

|           | Groups             | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|-----------|--------------------|---------------------------------|----|-------|--------------|----|------|
|           |                    | Statistic                       | df | Sig.  | Statistic    | Df | Sig. |
| Pre_test  | Experimental group | .112                            | 30 | .200* | .964         | 30 | .387 |
|           | Control group      | .138                            | 30 | .153  | .947         | 30 | .142 |
| Post_test | Experimental group | .126                            | 30 | .200* | .941         | 30 | .094 |
|           | Control group      | .145                            | 30 | .110  | .942         | 30 | .105 |

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

The significance value in Table 2 shows that the two independent samples are above .05, with each of the significance values of Classes A and B in the pre-test being .20 and .15. In addition, the significance scores of Classes A and B in the post-test were .20 and .11 respectively. It means that the research data is normally distributed.

### Homogeneity of Variance Test

Furthermore, based on the results of the second prerequisite test, namely homogeneity of variance, the researchers found that the data already had a homogeneous variance. This homogeneity test aims to determine whether the sample variance is homogeneous or not. The homogeneity test of the data in this study was carried out with the Lavene test. For clarity, the normality test results can be seen in Table 3.

**Table 3. The Result of Homogeneity of Variance Test**

|                  |   | Levene Statistic | df1      | df2       | Sig.        |
|------------------|---|------------------|----------|-----------|-------------|
| <b>Pre-test</b>  | <b>Based on Mean</b>                    | <b>.376</b>      | <b>1</b> | <b>58</b> | <b>.542</b> |
|                  | Based on Median                         | .395             | 1        | 58        | .532        |
|                  | Based on Median and<br>with adjusted df | .395             | 1        | 56.079    | .532        |
|                  | Based on trimmed mean                   | .437             | 1        | 58        | .511        |
| <b>Post-test</b> | <b>Based on Mean</b>                    | <b>3.402</b>     | <b>1</b> | <b>58</b> | <b>.070</b> |
|                  | Based on Median                         | 2.979            | 1        | 58        | .090        |
|                  | Based on Median and<br>with adjusted df | 2.979            | 1        | 53.300    | .090        |
|                  | Based on trimmed mean                   | 3.397            | 1        | 58        | .070        |

The above output done by the researchers shows that the reading ability data for Classes A and B had homogeneous variants with a significance value of .54 and .07 respectively.

### Homogeneity of Regression Test

Based on the results of the third prerequisite test, namely the homogeneity of a regression test, the researchers found that the covariate had no interaction with the independent variable. This test aims to estimate the interaction of covariates (pre-test) and independent variables (cloze procedure) in predicting the dependent variable. The covariate must have no interaction with the independent variable when analyzing the data using ANCOVA. This can be seen from the significance value. If the significance value is more than .05, it means that there is no interaction between the covariates and the independent variables. However, if the significance value is less than .05, it means that there is an interaction between the covariate and the independent variable. For clarity, the normality test results can be seen in Table 4.

**Table 4. The Result of Homogeneity of Regression Test**

| Dependent Variable: Post-test |                         |          |              |             |             |
|-------------------------------|-------------------------|----------|--------------|-------------|-------------|
| Source                        | Type III Sum of Squares | df       | Mean Square  | F           | Sig.        |
| Corrected Model               | 76.751 <sup>a</sup>     | 3        | 25.584       | 1.541       | .214        |
| Intercept                     | 1548.624                | 1        | 1548.624     | 93.286      | .000        |
| Groups                        | 6.713                   | 1        | 6.713        | .404        | .527        |
| Pre_test                      | 61.998                  | 1        | 61.998       | 3.735       | .058        |
| <b>Groups * Pre-test</b>      | <b>6.950</b>            | <b>1</b> | <b>6.950</b> | <b>.419</b> | <b>.520</b> |
| Error                         | 929.649                 | 56       | 16.601       |             |             |
| Total                         | 298376.000              | 60       |              |             |             |
| Corrected Total               | 1006.400                | 59       |              |             |             |

a. R Squared = ,076 (Adjusted R Squared = ,027)

The above output that has been done by the researchers shows that the result of the significance value was .52, which means that there was no interaction between covariates and independent variables.

### Linear Relationship Test between Covariate and Dependent Variable

Based on the fourth and last prerequisite test results, namely the linear relationship test between the covariate and dependent variable, the researchers found that the data had a linear relationship. For clarity, the normality test results can be seen in Table 5.

**Table 5. The Result of Homogeneity of Regression Test**

**Tests of Between-Subjects Effects**

Dependent Variable: Post\_test

| Source          | Type III Sum of Squares | df       | Mean Square   | F            | Sig.        |
|-----------------|-------------------------|----------|---------------|--------------|-------------|
| Corrected Model | 69.801 <sup>a</sup>     | 2        | 34.900        | 2.124        | .129        |
| Intercept       | 1552.937                | 1        | 1552.937      | 94.509       | .000        |
| <b>Pre_test</b> | <b>69.801</b>           | <b>1</b> | <b>69.801</b> | <b>4.248</b> | <b>.044</b> |
| Groups          | .167                    | 1        | .167          | .010         | .920        |
| Error           | 936.599                 | 57       | 16.432        |              |             |
| Total           | 298376.000              | 60       |               |              |             |
| Corrected Total | 1006.400                | 59       |               |              |             |

a. R Squared = ,069 (Adjusted R Squared = ,037)

In this study, the researchers found that the significance value was below .05, namely .04. Therefore, the data in this study is defined as linear.

### Hypothesis Testing

After the researchers fulfilled the prerequisite test in the next stage, the researchers conducted a hypothesis analysis using the inter-subject effect test. The aim is to determine the effect of treatment on reading skills. The hypothesis testing that is owned is that there are causal differences in the reading skills of students who are taught with the cloze technique. The results of the analysis can be seen in Table 6.

**Table 6. Test of Hypothesis Between-Subjects Effects**

Dependent Variable: Post-test

| Source          | Type III Sum of Squares | df       | Mean Square | F           | Sig.        |
|-----------------|-------------------------|----------|-------------|-------------|-------------|
| Corrected Model | 69.801 <sup>a</sup>     | 2        | 34.900      | 2.124       | .129        |
| Intercept       | 1552.937                | 1        | 1552.937    | 94.509      | .000        |
| Pre-test        | 69.801                  | 1        | 69.801      | 4.248       | .044        |
| <b>Groups</b>   | <b>.167</b>             | <b>1</b> | <b>.167</b> | <b>.010</b> | <b>.920</b> |
| Error           | 936.599                 | 57       | 16.432      |             |             |
| Total           | 298376.000              | 60       |             |             |             |
| Corrected Total | 1006.400                | 59       |             |             |             |

a. R Squared = ,069 (Adjusted R Squared = ,037)

Based on the results of the hypothesis testing that has been done, the significance value shows the number .92. Therefore, it is higher than .05, which means that the first hypothesis is not accepted. The second hypothesis, which is that there is no effect of the cloze procedure on students' reading ability is the final interpretation of the



data obtained by the researchers. Although it was found that there was no significant difference between students who received learning using the cloze technique, there was still an increase in scores on the pre and post-test in two independent samples.

## **DISCUSSION**

After collecting and processing the data from the test, it was found that the students' scores had increased by the use of the cloze technique which the teacher at the school had previously implemented. Class A got 53.9 for the pre-test mean score and 70.4 for the post-test mean. This shows that the average post-test score is higher than the average pre-test score. Meanwhile, Class B got an average pre-test score of 54.4 and an average post-test score of 70.4. This shows that the average post-test score is higher than the average pre-test score. In addition, hypothesis testing shows that the result of the significance value is 0.92. It is higher than 0.05. This means that the hypothesis that there is no significant difference between students taught using the cloze technique cannot be rejected.

Although there was no significant difference between students who received the cloze technique and students who did not receive it, there was still an increase in the pre-test and post-test scores of both Class A and Class B. There is a possible reason for this finding. The possible reason is the external influence of the English lesson schedule that students get. Based on research observations that have been carried out by researchers, Class A's English class schedule is after sports class hours, which allows students' saturation levels to increase after studying. This is also almost inline with Class B class hours which have English class at the last hour. This external influence allows the different levels of the cloze technique taught to be significantly ineffective. This effect is related to students' level of concentration and interest in teaching the cloze technique.

The results of this study are different from the previous studies that have been mentioned. Research by Ereke (2006), Kusfitriyatna (2020), and Putri (2020) found that the Cloze technique is effective for teaching reading comprehension and there is a significant difference between students who are taught the Cloze technique and students who are not taught the Cloze technique. However, there was no significant difference between students who were taught using the Cloze technique in this Cloze study and students who did not get it. Nevertheless, there was still an increase in the scores from the students' pre-test to the post-test. Regarding the results of the study, there are differences between this study and previous studies. Contrary to this study, Ereke and Okonkwo (2016) found a significant difference between students who received the cloze technique and students who received the same technique. Moreover, Kusfitriyatna (2020) also found that there was an effect of using the cloze technique on students' reading comprehension in narrative texts. In line with that, Putri (2020) presents a study that found a significant difference in the reading comprehension of students who were taught using the Cloze technique and those who were taught using conventional technique. Thus, it can be seen that the determination of the type of text used also plays an important role because it shows differences in research results.

## **Limitation**

The differences found from this study with previous studies, apart from differences in the type of text, are also possible due to the differences in the research methods used. While the research by Kusfitriyatna (2020) and Putri (2020) used an experimental method, this study used a non-experimental method which brought a difference to the treatment obtained by the sample. The limitation of this study is the application of the cloze

technique to high school students who view English as a foreign language. In addition, this study uses a comparative causal method that does not intervene the researchers to apply the cloze technique to improve students' reading skills. However, in brief, it can be concluded that there is no significant difference between the reading skills of students who are taught with the Cloze technique and students who are not taught with it.

## CONCLUSION

Based on the findings previously stated, the researchers concluded that there was no significant difference between students who were taught using the cloze technique and students who were not taught using the technique to improve their reading skills. Thus, the cloze technique in this study was ineffective in improving the reading ability of 11<sup>th</sup>-grade high school students. Even so, the researchers found an increase in the score from pre-test to post-test of students' reading ability. There are still many shortcomings in this research. However, considering the crucial aspects discussed, teachers and future researchers can use this paper as a reference. For teachers who are teaching students reading skills in schools, it is appropriate to consider several learning procedures. It is considered very important to make students more skilled and enthusiastic about English reading skills, which are considered important skills but difficult and less fun to learn in school. Specifically, the researchers hope that the cloze technique can be applied on a basis other than this research; many other studies have been able to find out if the cloze technique can effectively improve students' reading skills. In addition, the researchers hope that future researchers can use this research as a reference and be able to carry out other research using the cloze techniques, but with a different method. Moreover, because this study uses a causal-comparative non-experimental approach, the researchers hope that future researchers can conduct a cloze technique research using a quantitative experimental approach and a descriptive qualitative approach.

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