APPLYING CLOZE EXERCISE PROCEDURES IN MASTERING READING COMPREHENSION

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ABSTRACT

Cloze procedure is a technique in which words are deleted from a reading passage. In this study, researcher used purposive cloze that deleted content word, such as: noun, adjective and verb. The data taken from 43 students belong to both groups, the experimental group (22 students) and control group (21 students), of the second grade students of SMA Al-Falah Abu Lam-U. The instrument used for collecting the data is test in order to know the students' achievement in completing nouns, adjectives and verbs, while pre-test and post-test in order to get the result of both groups. The result was analyzed by using statistical formula, such as by calculating the mean score, standard deviation and t-test in order to know whether there is the difference between experimental and control group performance in completing reading with content word deletion. The researcher used percentage formula in order to find out the difference of students' achievement in completing noun, adjective, and verb deletions in reading passage and also to find out in what level the experimental and control group based on the cloze reading inventory level. Based on the data analysis, the writer found that there is a significant difference between cloze exercise for experimental group and conventional way for control group. It can be shown with the t-test result which is higher than the t-table result (9,41>2,02). It means that the researcher accepts her alternative hypothesis that there is a difference between both techniques, and cloze exercise technique is better than conventional technique. The deletion of verbs is quite easy for both groups. The average percentages of the post-test covers 66% noun, 59% adjective and 73% verb for the experimental group, while the control group results are 59% noun, 51% adjective and 61% verb. To support the data above, the researcher also divided the students' achievement based on "cloze reading inventory level". Most of the experimental students are in independent level with the average percentage 66% and few of them in instructional level. While in control group, only few of students are in independent level with the average percentage 58% and most of them are in instructional level.

Key Word: Reading, Cloze Exercises, Mastering Reading

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INTRODUCTION

The students must have particular skills in reading, such as understanding grammar, finding main ideas, analyzing, paraphrasing, and evaluating information in doing reading exercise. The students will consider how important mastering reading skill when they want to understand what they read. To gain more information from their reading text, students should take notes for what they read. Toward the end of the reading program, it trains students to take good notes through: 1. Recording key points (the student should record only the main idea and the important details). 2. Reducing language content (the student should make short notes by reducing the language content. This can be done by deleting certain words, using symbols and numbers instead of words, using abbreviations, using acronyms and using tables, charts or diagrams). 3. Organizing their notes (in a format that is easy to understand), (Lyons, 1988:150).

The students' ability in mastering reading is influenced not only by their knowledge on the reading techniques, such as skimming, scanning, paraphrasing, etc., but also by the performance of the teachers in teaching English. In order to make the students familiar with the technique of testing, it is very crucial for the teachers to introduce students with different technique. There are many techniques in testing student's ability in reading comprehension, such as true/false reading tests, multiple choice items, completion items, rearrangement items, cloze procedure, open-ended and miscellaneous.

Generally, in some schools usually teachers only ask the students to read and translate the reading text. In this situation students' creativity is not fartherly enhanced. They only translate word by word. As the result, the students will face difficulty in understanding word identification, such as identifying adjectives, nouns, and verbs. They only focus on how they can translate the text instead of trying to understand the written text. Besides that, on the senior high school Final Examination, students' ability in understanding reading text in final examination is examined. Based on the guideline of 2004 curriculum for senior high school, the competence based curriculum (CBC) in reading for students is to help the students to understand the meaning of short functional and simple essay of English text.

One way of testing it is using cloze test. This technique will ask students to fill in the blanks provided not to answer the questions that have been given to them. Unfortunately some students sometimes skip this because they do not know what they should do with this type of test. The cloze exercise is the one technique of testing that is used by the teacher on how to test reading comprehension at senior high school. A cloze procedure is a "fill-in-the-blanks" activity where the learner uses clues from the context to supply words that have been deliberately removed from the text. Girgin (2008:2) said

that cloze procedures require changing the text by deleting some of the words and it is assesses the ability to use grammatical and meaning clues to fill in the missing parts of the message. Such deletion can actually be also letter in a word or omission of parts of sentences of a text. In other words, the cloze exercise can be used effectively to develop word or meaning identification.

REVIEW OF LITERATURE

1. Definitions of Reading Comprehension

Reading is one of the English skills that is very important to be mastered by students. The goal of teaching reading comprehension is to help students to understand the English written texts. "Reading is an active skill that it constantly involve guessing, predicting, checking, and asking oneself question" (Grellet, 1986:3). According to Ellen (1977:146) "For many students, reading is the one skill they may occasionally use when they have left the classroom. It is also the skill that is retained the longest". It implied that reading skill is not only involved in teaching learning process but also in all situations and conditions. Everyone always needs and utilizes it in his life. Because, through reading, someone can interpret the printed letters or symbols and will get the sources of information or knowledge that is useful in his life.

In addition, reading is also receptive skill. Readers employ a number of specialist skills when reading and their success at understanding the content of what they see depends to a large extent on their expertise in these specialist skills. As Harmer (1991:183) said that there are six skills of understanding the content of text: 1) *Predictive skill*, reader predicts what they are going to read; the process of understanding the text is the process of seeing how the content of the text matches up to the predictions. 2) *Extracting specific information*, we read something because we want to extract specific bits of information-to find out the fact or two. 3) *Getting the general picture*, we read because we want to have an idea of the main point of the text. 4) *Extracting detailed information*, a reader has to be able to access texts for detailed information required. 5) *Recognizing function and discourse patterns*, a reader should understand paragraph structure or paragraph organization and should recognize devices for cohesion. 6) *Deducing meaning from context*, deduce the meaning of unfamiliar words from the context in which they appear.

Smith and Dechant (1962:213) said that comprehension is a complex area that embraces a wide range of skills. These skills provide a foundation for comprehension. The basic units of reading comprehension are: (1) *Comprehending word meaning*. Word is speech sound or series of speech sound that symbolize and communicate a meaning without being devisable into the smaller unit capable of independent use. Words and connected since the reading is deriving

meaning from context of the text. A student is required to be able to determine the meaning of word and understand what he/she is reading. (2) *Comprehending sentence.* Sentence is grammatically self-contained consisting of words or syntactically related groups of words that express an assertion, a command, and etc. (3) *Comprehending paragraph.* A paragraph is the division of piece of writing that usually takes a group of several sentences dealing with main idea and paragraphs are combined to form a composition of writing. Students' ability in analyzing the organized sentences in paragraph can be done by finding the topic sentence of the main idea and supporting details. (4) *Comprehending the whole selection.* Whole selection is a task composed of sequences of sentences in paragraph. In guiding reading comprehension a student will knit up its structure. He/she should comprehend words which expand his/her knowledge.

Factors Affecting Reading Comprehension

Since reading is a complex skill and comprehension is the aim of reading, it is essential to describe general factors that affect reading comprehension. According to many experts, those factors are:

a. Vocabulary development. Many experts say that vocabulary is highly related to comprehension; without an understanding of words, comprehension is impossible. Nuttal (1988:7) said any word has more than one meaning and it is bound to choose the trouble to the inexperienced, and we are all inexperienced in some field. However, in comprehending the English text, the reader does not have to understand the whole words of the text. Before reading a new topic, it is necessary to take a few moments to activate your schemata on the topic. For example, discover what you already know about the topic and activate the background experience with the new topic.

b. Sentence comprehension. Comprehension certainly depends on understanding the structure of the sentence. It sometimes happens that the students know every word in a sentence, but they cannot understand what the sentence means, especially when it is long and complicated. Reep (1991:447) said that there are four techniques to help the students understand complicated sentences. Firstly is *sentence analysis,* secondly is *recognition punctuation, thirdly* is *recognition of reference terms*, and lastly is *recognition of signal words*.

c. Students' background knowledge. There are three types of background knowledge that are potentially attributed for students according to Torgeson (2003:4). They are are: 1) *Linguistic information or knowledge of language code*, 2) *Knowledge of the world,* 3) *Knowledge of discourse structure*.

2. **Cloze Exercises**

The term cloze was introduced by Taylor (1953:415). It derived from the word

"closure" which is a concept borrowed from the Gestalt School of psychology. Taylor reasoned that the same psychological tendency would exist with respect to written materials if there were missing pieces. So, it would be a natural psychology tendency for people to fill in the gaps by achieving a complete whole and the familiarity of language and context of the sentence may create a tendency to close or to complete the sentence. Taylor (1953:415) stated that cloze tests are reading passages with blanks representing words that have been deleted from the original text; the blanks are to be filled in by the reader.

Girgin (2008:2) defined cloze procedure involves systematically and purposefully omitting words within a text selected for developing and evaluating reading comprehension, and asking readers to fill-in-the blanks. According to Walker (2005:93) the purposes of cloze procedure are: 1) Determine student's knowledge regarding reading. 2) Determine the level of a specific text and clarify its independence, instruction and frustration level (placement focus). 3) Evaluate student's critical reading strategies along with their ability to use context (diagnosis focus), and encourage student to think critically and analytically about the text. 4) Encourage students to control the meaning of what they read and 5) Evaluate student's lexicon and subject-matter knowledge. Girgin (2008:2) proposed if the activity of cloze used for young learners, every 7th or 10th word can be deleted as well. Proper names are not deleted

since they cannot be worked out from the context easily like common names. But, if the cloze activity has a diagnosis focus, words can be deleted systematically; however, this is not necessary. Instead, keywords carrying information can be selected and deleted (e.g. verbs, adjectives, adverbs).

Cloze exercise can consist of single sentences, whole cloze paragraphs or larger cloze passages. The directions will usually say something like, "Fill in the blanks with the correct words." Or if you are specifically testing a particular part of speech (noun, adjective, verb, adverb, preposition, etc.) the directions might say something like, "Fill in the blanks with the correct prepositions." Teachers need to be sure that the directions are clearly written (Adults 2009:2).

Types of Cloze Procedures

According to Jongsma (1980:22), there are two types of deletions: First, *random deletion* that is delete words at regular intervals, such as every 5th or 7th word regardless of what kind of words they are. Second, *selective deletion* that is selects certain categories of words to delete, for example parts of speech.

There are several types of cloze defined by Harris (2006:141). First is *traditional or random cloze*, where words are deleted on the basis of frequency, such as every fifth word is deleted. Second is *grammatical or syntactic cloze*, where structure words that have a common grammatical function are deleted, to focus

readers' code breaking strategies on syntactic information. Deleted words may include pronouns such as "we, he, she, and it"; linking words such as "and, but, because, and therefore"; articles such as "the, a, and an"; auxiliary verbs such as "have in have finished", or "has, can, may, will, shall, could, etc"; and word endings such as "-ing, -ed, and –s" at the end of verbs, or other suffixes such as "-less or –ness" and prefixes such as "un-, in-, and pre-". Third is *semantic or content word cloze,* where content words such as verbs (e.g. galloped), nouns (e.g. horse), adverbs (e.g. quickly) and adjectives (e.g. black) are deleted within words, or syllables are deleted, or onsets or rimes are deleted. These kinds of cloze may also indicate how many letters are in a deleted word, and show the actual outlines of deleted words.

O'Malley and Valdez (1996:114) perceived the other different types of cloze tests such as: *Fixed ratio cloze*, words are deleted systematically by counting off, regardless of the part of speech. Every fifth, seventh or ninth word may be deleted. *Rational or purposive deletion*, words is deleted by part of speech or content area vocabulary rather than in a set of numbering pattern. *Maze technique,* three word choices are provided at each missing word interval. *Limited or multiple-choice cloze,* in which word choices (one per blank) are provided all together in a word bank at the top or bottom of the page.

Firsten and Killian *(*2002:69) perceived that there are two main types of cloze, the pure cloze and the modified cloze. *The Pure Cloze* is to test students' overall mastery of the language (whole language). As deleted words in the blank t may replace any kind of words, so students' competence and comprehension will help them to figure out what possible word can go in each blank. *The Modified Cloze* can be used with students at any level and deal with whole language competence. The type of this cloze only asks students to work on one particular point of language that needs to concentrate on.

RESEARCH METHODOLOGY

This study is focused on finding out the effect of cloze procedures technique in teaching reading comprehension. For this purposes the researcher used an experimental design. Borg (1987:8) defined that *the experimental group* consists of subjects who are given the treatment, that is the program or experience which the researcher wants to study. The other group, *the control group* consists of subjects who are not given the treatment in research. Furthermore, the purpose of the experimental group is to measure the effect of the treatment (or independent variable) upon the dependent variable. While the purpose of the control group is to control for the treatment that could be affect the subjects' of experimental group.

The procedures used in collecting the data in this research were experimental study. Before the researcher conducting this

experimental research, a pre-test was given to both groups on different days because they had different schedule. In teaching reading to the experimental group the researcher used cloze exercise procedures as a treatment for them in order to ease them in understanding the reading comprehension and to get a good result. Moreover, the researcher did not give a treatment for control group, but she just gave them the same texts and the same questions and only explained the direction for them.

In the last meeting or after the treatment of teaching by using the cloze exercise procedures to experimental group, the post-test was given to both groups. The aim of this test is to know whether or not the student's ability on reading comprehension would be improved after the treatment. The test which is given in post-test was the same as the test that is given in the pre-test. In order to get the data, the researcher gave the students about cloze test by using the purposive deletion cloze that is deleted parts of speech (noun, adjective, and verb). The test is given before and after the treatment in order to get the primary data. So the students must answer the test to get the score.

The data analysis will be conducted by organizing the data gained through pre-test and post-test. It means, after collecting all the data, the researcher processed it statistics formula to calculate the mean, variance, standard deviation, t - test and percentage. The mean is the most commonly used in measuring the central tendency because it takes all the scores into account. The mean is generally considered the best measure of central tendency due to its stability. In this study the sample was drawn from the same population, the mean are likely to be in closer agreement than the medians (Borg and Gall, 1989:342). The mean score is aimed at to see the average score of the students by dividing the sum of the score by the number of the sample. Slavin (1984:162) formulates:

$$\bar{x} = \frac{\sum x}{n} \qquad\qquad \bar{y} = \frac{\sum y}{n}$$

In which:

X = the average score of the first variable

Y = the average score of the second variable

N = number of sample

The next is variance (S^2) which is used as the measure of variability. The variance is simply the square of the standard deviation. Hatch and Farhady (1982: 59) formulated:

$$S_1{}^2 = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \qquad S_2{}^2 = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$S_1{}^2$ = the variance of the first group

$S_2{}^2$ = the variance of the second group

N = number of student

$\sum X^2$ = total sum of square of the first group

$\sum X$ = total score of the first group

$\sum Y^2$ = total sum of square of the second group

$\sum Y$ = total score of the second group

The standard error and the standard deviation of the means are also used in statistics. The former becomes a ruler for

measuring the distance of one score from the mean and always be very short in comparison with the standard deviation ruler. Hatch and Farhady (1982:57), stated that the larger the standard deviation, the more variability the students' score from the central point in the distribution. The smaller standard deviation, the closer the distribution is to reach to the central point. The formula shows that we can find the standard error ($S\overline{x}$) by dividing the standard deviation of our sample by the square root of the sample size. As in Hatch and Farhady (1982:99) suggest the following formula for the standard error:

$$S\overline{x} = \frac{\Sigma x}{\sqrt{N}}$$

In order to see the significance between two means, the t – test is regarded as a suitable means for this purpose. Slavin (1984:177) says that t – test used to determine whether or not means from two different samples are different beyond what would be expected due to sample-to-sample variation. In means, t-statistics is used to test a hypothesis about the means difference between two population. Salasi (2001:59) formulates:

$$t = \frac{\overline{X1} - \overline{Y1}}{S\sqrt{\frac{1}{nx} + \frac{1}{ny}}}$$

X1 and Y1 are mean scores of the group, n1 and n2 refer to number of students in each group, and S is the estimate of the common population standard deviation. S can be estimated by using iformation from both samples. Salasi (2001:59) suggests that :

$$S^1 = \frac{n1\,s1^2 + n2\,s2^2}{n1 + n2}$$

In measuring this study, the writer would be used the statistic procedure in calculating the tests score that obtained by experimental and control group. So, the writer used, the level of significance degree with (α) = 0,05; t table with two tail test, where the df = n1 + n2 – 2 = 22 + 21- 2 = 41 and 41 in t-table with level of significance 0,05 is 2,02. Based on the test criteria for test two means that if t-table < t-test < t-table, Ho should be accepted. On the other hand if t-table > t-test > t-table, Ha should be accepted (Salasi, 2001:60).

In order to know the students' level in completing cloze procedure is using the percentage. The percentage formula suggested by Sudijono is (2005:43) as the following.

$$P = \frac{f}{N} \times 100\,\%$$

f = the frequency

N = number of class

P = numeral percentage

FINDING AND DISCUSSION

This type of design is used to establish cause-and-effect or the relationships among two variables. The writer compares statistically the result of the test that related to student's classification of reading by using cloze exercise procedures. In this case, firstly the writer tabulated the data and scored the students tests. Then, she compared the experimental group result to control group result, in order to know whether the experimental group has better performance in

reading comprehension which is taught by using cloze procedure compared to control group which is not. Secondly the writer also tabulated the data of the students score based on the three parts of speech (noun, adjective, and verb) deletions in order to know the students achievement in completing the deletion. Lastly, the writer tabulated the data of the students score based on reading inventory level that were divided into three levels; independent, instructional and frustrational level.

1. The Students' Results for both Experimental and Control Groups

The scores which are presented here are the result of the whole test for both experimental group and control group in reading comprehension by using cloze exercise procedure in collecting the data. The first result is for the pre-test that was given before the treatment for the experimental students by using cloze exercise procedures. The second result is for test-I , the third result for test-II, the forth result for test-III, the fifth result for test IV, and the last result for Post-test. Those results below would show if there were the differences of significance for both experimental and control group or it vice versa. So that, to examine the effect of teaching reading comprehension by using cloze exercises procedure in order to prove the thesis by hypothesis, it can be seen in the statistics finding. This is presented in two points:

Ho=There is no significant difference between the control group students and experimental group students in mastering reading comprehension by using cloze exercise.

Ha=There is significant difference between experimental and control group in reading comprehension by using cloze exercise.

Statistical Summary of the Reading by Using Cloze Exercise Result of Pre-test for Both Experiment and Control Group

	Experimental Group	S	t-test	df	α	t-table	Control Group
N	22						21
$\bar{X}$	48.95						50.14
S²	93.56	2.92	1.36	41	0.05	2.02	55.03
SD	9.67						7.41
Sσ	2.06						1.61

The level of significance degree with (α) = 0.05; t table with two tail test, where the df = n1 + n2 − 2 = 22 + 21- 2 = 41 and 41 in t-table with level of significance 0.05 is 2.02. Based on the test criteria for test two means that if t-table < t-test < t-table, Ho should be accepted. On the other hand if t-table > t-test > t-table, Ha should be accepted. In this case, we have a result with the level of significance of 41 in t-table is 2.02 and the result for t-test is 1.36. We can see the rule of criterion for statistical significance for test two means, we have -2.02 > 1.36 > 2.02. So we should accept Ho and reject Ha, because the value of the t-table exceeds the t-test score. It means there are no significant differences between experimental and control group in reading

comprehension by using cloze exercise in pre-test or we can said that in pre-test the control group have better performance than the experimental group.

Statistical Summary of the Reading by Using Cloze Exercise Result of Deleting Noun for both Experimental and Control Group

	Experimental Group	S	t-test	df	α	t-table	Control Group
N	22						21
$\bar{X}$	59.54						54.76
S²	52.16	2.76	5.82	41	0.05	2.02	66.19
SD	7.22						8.13
Sσ	1.53						1.77

The level of significance degree with (α) = 0.05; t table with two tail test, where the df = n1 + n2 – 2 = 22 + 21- 2 = 41 and 41 in t-table with level of significance 0.05 is 2.02. Based on the test criteria for test two means that if t-table < t-test < t-table, Ho should be accepted. On the other hand if t-table > t-test > t-table, Ha should be accepted. In this case, we have a result with the level of significance of 41 in t-table is 2.02 and the result for t-test is 5.82. We can see the rule of criterion for statistical significance for test two means, we have -2.02 > 5.82 > 2.02. So we should accept Ha and reject Ho, because the value of the t-test exceeds the t-table score. It means there were significant differences between experimental and control group in reading comprehension by using cloze exercise in deleting noun. So it can be stated that there is an effect of using cloze exercise in reading

comprehension for experimental group. It means this technique can improve students' ability in reading comprehension, because the experimental group have better performance than the control group.

Statistical Summary of the Reading by Using Cloze Exercise Result of Deleting Adjective for both Experimental and Control Group

	Experimental Group	S	t-test	df	α	t-table	Control Group
N	22						21
$\bar{X}$	59.09						55.23
S²	46.75	2.53	5.14	41	0.05	2.02	36.19
SD	6.83						6.01
Sσ	1.45						1.31

The level of significance degree with (α) = 0.05; t table with two tail test, where the df = n1 + n2 – 2 = 22 + 21- 2 = 41 and 41 in t-table with level of significance 0.05 is 2.02. Based on the test criteria for test two means that if t-table < t-test < t-table, Ho should be accepted. On the other hand if t-table > t-test > t-table, Ha should be accepted. In this case, we have a result with the level of significance of 41 in t-table is 2.02 and the result for t-test is 5.14. We can see the rule of criterion for statistical significance for test two means, we have -2.02 > 5.14 > 2.02. So we should accept Ha and reject Ho, because the value of the t-test exceeds the t-table score. It means there were significant differences between experimental and control group in reading comprehension by using cloze exercise in deleting adjective. In this test the experimental

group have better performance than in control group. So it can be concluded that there is an effect of using cloze exercise in reading comprehension for experimental group or it technique can improve students' ability in reading comprehension.

Statistical Summary of the Reading by Using Cloze Exercise Result of Deleting Verb for both Experimental and Control Group

	Experimental Group	S	t-test	df	α	t-table	Control Group
N	22						21
$\bar{x}$	60.90						56.66
S²	56.27	2.72	5.23	41	0.05	2.02	53.33
SD	7.50						6.01
Sσ	1.59						1.31

The level of significance degree with (α) = 0.05; t table with two tail test, where the df = n1 + n2 – 2 = 22 + 21- 2 = 41 and 41 in t-table with level of significance 0.05 is 2.02. Based on the test criteria for test two means that if t-table < t-test < t-table, Ho should be accepted. On the other hand if t-table > t-test > t-table, Ha should be accepted. In this case, we have a result with the level of significance of 41 in t-table is 2.02 and the result for t-test is 5.23. We can see the rule of criterion for statistical significance for test two means, we have -2.02 > 5.23 > 2.02. So we should accept Ha and reject Ho, because the value of the t-test exceeds the t-table score. It means there were significant differences between experimental and control group in reading comprehension by using cloze exercise in

deleting verb. So it can be concluded that there is an effect of using cloze exercise in reading comprehension for experimental group, because the experimental group have better performance than the control group.

Statistical Summary of the Reading by Using Cloze Exercise Result of Post-test for both Experimental and Control Group

	Experimental Group	S	t-test	df	α	t-table	Control Group
N	22						21
$\bar{x}$	66.09						58.09
S²	75.42	2.85	9.41	41	0.05	2.02	57.79
SD	8.68						7.60
Sσ	1.85						1.65

The level of significance degree with (α) = 0.05; t table with two tail test, where the df = n1 + n2 – 2 = 22 + 21- 2 = 41 and 41 in t-table with level of significance 0.05 is 2.02. Based on the test criteria for test two means that if t-table < t-test < t-table, Ho should be accepted. On the other hand if t-table > t-test > t-table, Ha should be accepted. In this case, we have a result with the level of significance of 41 in t-table is 2.02 and the result for t-test is 9.41. We can see the rule of criterion for statistical significance for test two means, we have -2.02 > 9.41 > 2.02. So we should accept Ha and reject Ho, because the value of the t-test exceeds the t-table score. It means there were significant differences between experimental and control group in reading comprehension by using cloze exercise in post-test. So it can be stated that reading by using cloze exercise technique have better

performance for the experimantal group than control group.

2. The Percentage of the Students' Correct Answer in the Content Word Deletion for both Experimental and Control Groups

The percentage presented here is the content words deletion or the three part of speech deletion, which consisted nouns deletion, verbs deletion and adjectives deletion. The table below will show the level of students' achievement in completing the correct parts of speech in the appropriate blank spaces.

Percentages Summary of Pre-test and Post-test of Content Words Deletion for both Experimental and Control Group

Test	Experimental Group				Control Group			
	Noun	Adjective	Verb	Average	Noun	Adjective	Verb	Average
1	2	3	4	5	6	7	8	9
Pre-test	50%	45%	52%	49%	51%	44%	51%	49%
Post-test	66%	59%	73%	66%	59%	51%	61%	57%

The table above show that the average percentage of students' result in completing the blanks with the appropriate words of nouns, adjectives and verbs. For the **pre-test** of experimental group, the higher average percentage that students answer is verbs with 52 %, the lower is adjectives with 45 % and the students that completing noun deletions is 50 %. So that, completing verbs is easier than completing nouns and the difficult one is completing adjectives for the experimental group. While for control group the higher average percentage of students is a noun and verb that have the same results with 51 % and the lower is an adjective. In the other hand, completing verbs is easier for control group than completing adjective. Based on the explanation of both experimental and control group in the pre-test result, the writer concluded that completing adjective is difficult and completing verb is easier than completing noun for the students.

The **Post-test** result indicates that the average higher percentage of students answer is completing verbs with 73%, the lower is adjectives with 59% and the students that completing noun deletions is 66 % for experimental group. It means, completing verbs is easier than completing nouns and adjectives for experimental group. For the control group, the average higher percentage is also completing verbs with 61%, adjectives is the lower average percentage with 51% and completing nouns is 59%. It means, completing verbs is easier for contol group than completing nouns and the difficult one is completing adjectives.

To support the pre-test and post-test above, the writer also tabulated the test result of students in completing three parts of speech in separated tests. The first test is deleting nouns, the second test is deleting adjectives and the last one is deleting verbs which consisted 10 deletion for each tests.

Percentages Summary of Content Words Deletion (Three Kinds Parts of speech; noun, adjective and verb) for both Experimental and Control Group

Tests	Experimental Group	Control Group
Noun deletions	60%	55%
Adjective deletions	59%	55%
Verbs deletions	61%	57%

From the table above, we can concluded that completing adjectives is difficult than completing nouns for experimental group, and completing verbs is easier for them. While for control group, we can see that completing verbs is easier than completing nouns and adjectives.

Based on the cloze inventory level that stated by Porter (2008:2), the score of 58% percent or higher indicates student will read the passage with competence. Reading individually will not be difficult for these students. A score between 44% - 57% percent indicates the passage can be read with some competence by the student; however, reading with some guidance would be beneficial. A score below 43% percent will probably be too difficult for these students. A great deal of guidance will be needed, or other material should be substituted.

From the percentage summary above, in completing noun deletions, an experimental group were improved after they have been received the threatment, it was in *independent level* with the average percentage 0f 60%. No one of students in frustrational level; only 6

students in instructional level and most of them in indepentdent level or it were 16 students. Furthermore, a control group students still in *instructional level* or it were 55% of the average percentage, because the control group did not give the treatment by the researcher and it just as a controller to control the experimental group and so is the questions that were applied is the same as in the experimental group.

The experimental group on the completing adjective and completing verb deletions is in *independent level* which are of each average score is 59% and 61%. For completing adjective deletions 16 students in independent level and 6 students in instructional level. in completing verbs deletion 17 students in independent level and only 5 students in instructional level. While on control group completing adjective and completing verb deletions still in *instructional level* with 55% of adjective and 57% of verbs. In completing adjective it were 10 students in independent leve and 11 students in instructional level and no one in frustrational level. it were 11 students in independent level and 10 students in instructional level in completing verb deletions.

Meanwhile, on the post-test most of students in an experimental group in independent level or it were 17 students and 5 others student in instructional level. So that, on post-test the experimental students in *independent level* and only 5 students that need some more treatment in reading by using

cloze exercise technique. Moreover. On the control group the students is in *independent level* too with the the first limit of independent score, it was 58% and 10 students in independent level and 11 students in instructional level. On the post-test, most of students could be reach to independent level, because they learned from the tests that were given before the post-test.

CONCLUSION

Based on the research findings it is found that there is no significant differences between experimental and control group in reading comprehension by using cloze exercise in pre-test. After the researcher taught them (experimental group) for three times, there were significant differences between experimental group and control group score. For post-test, the results of experimental score is increased to the higher score than in pre-test and for control group is not very much increased of the students scores. On this post-test, it were significant differences between experimental and control group in reading comprehension by using cloze exercise. In the other word, the writer concluded that there is an effect of using cloze exercise in reading comprehension for experimental group or cloze exercises technique could improve students' ability in reading comprehension.

The first test is deletion nouns, in completing this deletions, an experimental group was reached to independent level or it was very different from the pre-test result. The second tests is adjective deletions and the third

test is verb deletions. On these deletions (adjective and noun deletions), an experimental group also in independent level and only a few of the in instructional level. While on post-test of an experimental group, most of the students were in indepensent level an only 5 students in instructional level that still need some treatment or technique in completing content words deletions. For the control group of completing noun deletions, adjective deletions, and verb deletions is still in instructional level, but on the post-test it was reached to independent level.

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