

## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Cloze Procedure

##### 1. The Definition of Cloze Procedure

Educator are continually looking for new methods to help improve the reading comprehension abilities of students in the classroom. One method for the improvement of reading comprehension, first introduced by Taylor, was the cloze procedure.<sup>1</sup>

In teaching English there are many techniques to distribute the materials: cloze procedure is one of them. The students are then asked to supply the missing word. The word cloze itself comes from closure, a term from Gestalt psychology, which describes the human tendency to complete a familiar but not-quite-finished pattern.<sup>2</sup>

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<sup>1</sup> Jack Tarasoff, *The Effect of Cloze Procedure Upon The Reading Comprehension of Grade Five Students Using the Direct Teaching of Context Clues with Different Intensities and Delection Systems*. (University of British Columbia: 1986), p. 2.

<sup>2</sup> Rudi Hermanto, *The Use of Cloze Procedure in Teaching Reading Narrative texts*, (Semarang State University: 2009), p. 2

One of the popular types of reading assessment task is the cloze procedure. The word cloze was coined by educational psychologist to capture the Gestalt psychological concept of “closure”, that is, the ability to fill in gap in an incomplete image (visual, auditory, or cognitive) and supply (from background schemata omitted details). Based on this assumption, cloze procedure were developed for native language readers and defended as an appropriate gauge of reading ability. Some research on second language acquisition vigorously defend cloze procedure an integrative measure not only of reading ability but also to multiple choice question following reading passage is the age old answer format.<sup>3</sup> A reading passage is presented, and the task taker reads question that must be answered in a sentence or two.<sup>4</sup>

The cloze procedure has been use as a device for the assessment of reading comprehension. The reader’s task is to read the passage and write in the missing word on a blank. The

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<sup>3</sup>H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (San Francisco State University: Longman, 2004), p. 201.

<sup>4</sup>H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, p. 207.

reader is required to read the selection and fill in blank space with either individual students or group of students. As an assessment tool, there is usually no time limit for the completion of a cloze exercise.<sup>5</sup>

The cloze procedure is a reading comprehension activity in which words are omitted from a passage and students are required to fill in the blanks. This procedure is incredibly useful in reading instruction because it can be easily done by any teacher and provides valuable reading comprehension information.

The cloze procedure was introduced by Taylor, with the idea in a fact people tends to complete an unfinished pattern, to make mentally perfect and see parts as a whole. The readers guessing of missing words is a kind of a gap filling – task that is not terribly unlike the receiver’s completion of imperfect visual patterns.<sup>6</sup> The interpretation of the result by Taylor when she states: “The Cloze procedure is a multifunctional strategy,

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<sup>5</sup> Cecil R. Reynolds, *Concise Encyclopedia of Special Education*, (New York: John Wiley & Sons Inc, 2000), p. 210.

<sup>6</sup>H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, p 207

which can be used for reading diagnosis and reading comprehension.”<sup>7</sup> “Cloze procedure is essentially a cognitive task. The reader has to reason and construct suggestions to fill the gap on the basis of the evidence derived from the context. ... the completing of meaning, based on understanding and reasoning, is a cognitive task.”<sup>8</sup>

The basic premise of Cloze Procedure is that a native English reader of a cloze passage should be able to fill in (usually single) deleted lexical items created by a consistent deletion process. The filling of the deleted items, furthermore, depends on how well the reader can supply universal or global understanding among the concepts in a given string of discourse. The higher the incidents of exact replacements, the “better” the student understands the passage.<sup>9</sup>

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<sup>7</sup>William D. Patterson, *A Reexamination of Cloze Procedure in The Teaching and Testing of English As A Foreign Language*, March 15, 2016 <http://www.chs.nihon-u.ac.jp/kiyou/5.pdf> p. 13.

<sup>8</sup>Guangling Lu, *Cloze Test And Reading Strategies In English Language Teaching In China*, (University of the Western Cape: 2006), p. 15.

<sup>9</sup>William D. Patterson, *A Reexamination of Cloze Procedure in The Teaching and Testing of English As A Foreign Language*, p. 13

As early as Radice stated the efficacy of cloze testing in the field of ESL (italicized instructions mine):<sup>10</sup>

- a. Ease of Preparation: Cloze procedure are easy to prepare, with the direction that a coherent passage chosen. Common materials have been textbooks, essays and magazine articles. Preserve the first and last sentences of a passage and delete every (preferably) 7th word, replacing it with a line 12 spaces long, numbering the blanks for a total of 50 items.
- b. Ease of Administration: Instruct students to read the entire passage one time; go back and fill in one word per blank, and then read the passage one last time. Allow at least 10 minutes. No dictionaries should be allowed.
- c. Immediate knowledge of results: For strict correction, match the students' responses with the original deleted word. Accept only exact replacements.
- d. Feedback to the teacher: The instructor can have immediate feedback as to the suitability of the material for the group, i.e., low percentage of correct replacements vs. high

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<sup>10</sup>William D. Patterson, *A Reexamination of Cloze Procedure in The Teaching and Testing of English As A Foreign Language*, p. 13

preventative. The lower the percentage of correct replacements the more difficult the material is for the students. This is practical for determining if a group of students could comprehend a text book, news magazine, or book of essays.

- e. Suitability for group corrections: Depending on how many students in a group incorrectly answer collocations; parts of speech or idioms, etc., the teacher can address the problem to the entire class.
- f. Flexibility: The cloze procedure can be used in a variety of situations. It can also be constructed with lexical deletions, multiple-choice alternatives, near replacements, words in the same grammatical category, etc.

## 2. Type of Cloze Procedure

There are at least five main type of cloze procedure type:<sup>11</sup>

- a. The Fixed-Ratio Deletion

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<sup>11</sup>H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, p. 202-204.

In this type of cloze procedure, usually every fifth or seventh word is deleted. It is according to the value of  $n$  in the  $n$ th word formula. The interval deletion of cloze procedure is between 3<sup>rd</sup>-11<sup>th</sup> word.

b. The Rational Deletion

The test maker chooses which items he or she wishes to delete from the text. The test maker might be interested to see the extent to which the students have command over the use proposition, article, verb forms, adverbs, adjectives, etc. Thus, instead of deleting every 7<sup>th</sup> word, or whatever it might be, one or two of the above mentioned classes of words are deleted.

The goal for test makers using this test is not only to fine tune the level of difficulty of the text, but also to measure the knowledge of specific grammatical points and vocabulary items.

c. The Multiple-Choice

The cloze provides the subjects with several possible items to choose from for each blank. Test takers are going to choose the answer from the choices provided, i.e. A, B, C, D

Multiple-choice of cloze procedure are a compromise between modern and post-modern testing methods. This compromise does inevitably change the nature of the test and let it fall squarely into the psychometric domain. It is objective and reachable but does not necessarily test the overall language abilities of the examinee.

d. C-test

C-test involves mechanical deletion of every second word and half of each deleted word remain in the texts so as to give the examinee a clue as to what is missing. With c-tests a variety of texts are recommended and given the large number of items that can be generated on small texts this further enhances the representative nature of the language being sampled. Normally a minimum of 100 deletions are made and those are more representative of the passage as a whole than is possible under the cloze procedure technique.

Though the c-test is economical and reliable, there is little evidence of its value particularly as an integrative test.

e. The Cloze-elide



The Cloze-elide insert word which do not belong in the text, and requires the subjects to identify the incorrect words plus write appropriate item in their place.

In the cloze-elide test, the processing of the text is somewhat opposite to that of the standard cloze test. In the cloze test, the test takers should read the text and add some word, whereas in the cloze-elide test, the test takers should read the text and delete some words.

The cloze-elide procedure is actually a test of reading speed and not of proofreading skill, as its proponents asserted. Two disadvantages are nevertheless immediately apparent: (1) Neither the words to insert nor the frequency of insertion appears to have any rationale. (2) fast and efficient readers are not adept at detecting the instructive word. Good readers naturally weed out such potential interruptions.

### **3. The Strategy of Cloze Procedure**

- a. The preparing of cloze procedure

The step in preparing a cloze procedure are simple. According to Madsen, the following are some criteria to prepare the cloze procedure.

- 1) Select an appropriate passage
- 2) Decide on the ratio of word to take out
- 3) Write the instruction and prepare an example.<sup>12</sup>

According to Hasbel as cited by Mulyati and Harjasurjana the procedure would be better by using some criteria as follows:

- 1) Choose a text about 250 word
- 2) Let the first and the last sentence undeleted
- 3) Begin the deletion form the second sentence that is on fifth word the deletion is marked with a line
- 4) Never delete numbers, delete the next fifth.<sup>13</sup>

b. The purpose of the strategy

The purpose of a cloze strategy is to determine what students already know about a given topic and if the text

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<sup>12</sup>Harold S. Madsen, *Techniques in Testing*, (Oxford: Oxford University Press), p. 48.

<sup>13</sup> Yetty Mulyati and Ahmad S. HarjaSurjana, *MateriPokok: Cloze Procedure (MATERI V)*, (Jakarta: Depdikbud, 1986), p. 7

they are given is below, at, or beyond their grade level. To do this, a teacher selects a specific passage from a text students have never read before. This passage should be approximately 300 words. After counting out the first 25 words of the selected passage, the teacher will delete every fifth word until they are 50 blanks. The rest of the text after the fifth word should be left intact. The passage should be typed in a double spaced format, leaving blank space equal length where the deleted word should be. So the students will then fill in the blanks with what they think the appropriate word is.

c. The context of the strategy

With the cloze procedure a teacher can also know if the text is too difficult or too easy for the students. The cloze procedure purpose will inform the teacher where the students are with their reading and comprehension. Teacher cannot be effective if they are teaching above or below the students' level of comprehension. With the cloze procedure can better determine where this level is at. After determining the results, a teacher can then gear the lesson and text

toward what the students need instead of what she or anyone else thinks the students need.

The test takers tend to focus on the blank where the word occurred and try to fill in a suitable answer based on immediate context. Correct use of cloze requires that students pay attention to the whole passage and text, not just to the words surrounding a blank. Therefore, if cloze procedure is to be used effectively, students must be taught how to work with a cloze passage.

d. The practicing of the strategy

- 1) Read the cloze passage and try to fill in the blanks using what you already know about the topic. Also, use the sentences in the cloze passage to see if you can figure out words that would make sense in the blanks.
- 2) Next, read the complete passage. Concentrate and try to remember the details and terms you needed to know to complete the cloze activity.
- 3) Now, read the cloze passage again and try to fill in the blank using what you remember from the reading

passage. If you do not remember the exact term, see if you can fill in the blank with a synonym, which is a word that means the same thing.

- 4) Compare your responses from the first and second cloze activities to see if your understanding improved after reading the passage, hopefully each time you do this activity, your comprehension will improve!<sup>14</sup>

The simple of the strategies on the cloze procedure are the first, the students should read the entire passage; the second, instructed to fill in every blank, and the last, reread the passage on last time to make any minor read judgments to the filled in gap.

#### **4. The Advantages and Disadvantages of Cloze Procedure**

- a. The Advantages of Cloze Procedure
  1. Allows students to find deeper meaning in readings.
  2. Allows the teacher to assess if a book is the correct reading level for their class.

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<sup>14</sup> Anne Hibbins, Teaching Strategies to Improve Comprehension In Context, *Successful Practices Bulletin*, June 27, 2016 <http://www.nyctecenter.org/spn/articles/file> p. 5

3. Involves repetition of reading of content.
  4. Variety of uses.
  5. Help improve students' reading comprehension.
  6. Enhances vocabulary of sentence students.
  7. Works on knowledge of sentence structure.
  8. Provides clear objective for students.
- b. The Disadvantages of Cloze Procedure
- 1) Can become difficult to create quality of cloze procedure.
  - 2) Some disagree that it is a valid form of testing.
  - 3) Can frustrate students who struggle with vocabulary and language.<sup>15</sup>

## **B. Reading Comprehension**

### **1. Reading**

#### **a. The Definition of Reading**

There are four skill in English which should be mastered, they are: reading, speaking, listening, an writing

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<sup>15</sup> Robert Ghiretti, *Cloze Procedure*, 2005,  
<http://Prezi.com/m/1rbakhbv06kf/cloze-procedure/>

an it cannot be denied that reading is one of the most important. According to Harmer in his book, “Reading is an exercise dominated by the eyes and the brain”<sup>16</sup> specifically, Nunan in his book also said that “Reading is a process of decoding written symbols, working from smaller units (individual letters) to larger ones (word, clauses and sentences).<sup>17</sup> Naf’an Thorihoran and Miftahul Rahmat on their book which started that “reading is a way of getting the meaning from the printed, today chance are good that the printed page will contain a diagram, a chart, a map, a table, or graph.”<sup>18</sup>

Reading research shows that good readers read extensively, integrate information in the text with existing knowledge, have a flexible reading style and are motivated. Reading was making meaning from print and from visual

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<sup>16</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1985), p. 153.

<sup>17</sup> David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1989), p. 17.

<sup>18</sup> Naf’an Thorihoran and Miftahul Rahmat, *Reading Intermediate Reading Skills*, (Serang, Loquen Press, 2012), p. 42.

information. But reading was not simple. Reading was an active process that required a great deal of practice and skill.

The linguists have interpreted about not only definitions of reading but also important of reading. According Richard, et al. “reading is perceiving in written text in order to understanding its content.”<sup>19</sup>

Reading is not just a means of comprehension but of becoming aware of how writer express meaning and becoming able to construct those meaning for our own understanding.<sup>20</sup>

From all definition can be concluded that reading can add our knowledge because every each word that is read to construct meaning to comprehend. With reading we can get more knowledge or information from the text. It is mean that reading is important to learn for us.

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<sup>19</sup>IlzamudinMa'mur, *Membangun Budaya Literasi; Meretas Komunikasi Global*, (Jakarta: Diadit Media, 2010), p. 142.

<sup>20</sup> Collin Harrison and Martin Coles, *The Reading for real handbook* . (London: Routhledge, 1992), p. 99.



## **b. The Type of Reading**

The types of reading could be classified in several kinds according to functions. According to Brown explained that types of reading are classified as:

### 1) Perspective

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology capture the uniqueness of reading. Perspective reading task involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphic symbols. Bottom-up is implied.

### 2) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognitions of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching, true/false, multiple choice, etc. Brief responses are

intended as well. A combination of bottom-up and top-down processing may be used.

### 3) Interactive

Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. That is reading is process of negotiating meaning; the reader to the text a set of schemata for understanding it, and in taking is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, except from longer text, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexica, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

#### 4) Extensive

Extensive reading is, as discussed in this book, applies to texts of more than an page, up to and including professional articles, essays, technical reports, short stories, and books (it should be noted that reading research commonly refers to “extensive reading” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition message little in order to encompass any text longer than a page). The purposes of assessment usually are to tap into a learner’s global understanding of a text, as opposed to ask test-takers to “zoom in” on small details. Top-down processing for most extensive tasks.<sup>21</sup>

#### **c. The Purpose of Reading**

The purpose of reading is established for each lesson, and each extension changes the purpose for reading, which than changes the reader’s focus. it means purpose of

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<sup>21</sup> H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, p. 189.

reading can be reachable if the readers get the best way to understand the reading materials. Reading can be summarized as a process that involves vision and response to understand and comprehend reading materials is aimed to obtain information and improve our knowledge.

The purpose of reading is diverted from its principal aim i.e. to read for pleasure and information. According to Mortimer J. Adler and Charles Van Doren stated, the reading act has some certain purpose, namely: reading for information and reading for understanding is deeper than this.<sup>22</sup>

According to Philips, reading purpose have often divided in to reading for information or reading for pleasure. The determination of the purpose for reading a give passage should have implication for the way in which the reading task is designed and comprehension is assessed.

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<sup>22</sup>Mortimer J. Adler and Charles Van Doren, *How to Read a Book*, (PT. Indonesia Publishing, 1972), p. 8.

Every students has their own purpose to read something, to determine in which type does you includes, this is type of reading purpose:<sup>23</sup>

- 1) Reading for pleasure. It means to follow a narrative and to enjoy the sound and rhythm of a literary text
- 2) Reading for general impression. It means to again an idea of the writers view points, to again an overall impression of the tone of the text and to decide whether or not to read the text
- 3) Reading for organizing reading and study. It means to identify the important content of a text, to answer a specific questions and to decide which section of a text to start studying.
- 4) Reading for learning contents or procedure. It means to again an understanding of a new concepts, to learn certain fact from a text and to follow instructions.

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<sup>23</sup>Nafan Thorihoran, *Reading I Basic Reading Skill* . (Banten: DISPEN. PROV. BANTEN, 2012), p. 7-8

## 2. Reading Comprehension

### a. The Definition of Comprehension

According to Danielle, “Comprehension is not always effortless and fast, of course when beginning readers struggle over individual word, reading is slowed to near halt and deeper levels of comprehension are seriously compromised.”<sup>24</sup>

Comprehension is a kind of up-market synonym for understanding in discussion that are (or are intended to appear) technical and scientific. In such contexts the word frequently doesn’t appear alone, but in such combinations as comprehension skills or comprehension process, even by people who would never use expression like understanding skills or the understanding process.<sup>25</sup>

Comprehension is active process and not only cognitive competence or understanding the knowledge but also ability to grasp something mentally. Because it is not

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<sup>24</sup>Danielle S, McNamara, *Reading Comprehension Strategies, Theories; Interventions, and Technology*, (New York: Lawrence Erlbaum, 2007), p. 4.

<sup>25</sup> Frank Smith, *Understanding Reading Sixth Editon*, (New Jersey: Laurence Associaties, 2004), p. 12.

easy to understand the difference between idea and fact. Beside the definitions that shows us that comprehension is the main modal in reading skill order to understand the whole of the text.

### **b. Level of Comprehension**

The linguists divide three levels of comprehension. Each level involves more of an active role on the part of the reader. They are:

#### 1) Literal Comprehension

This level of comprehension represents the minimum of involvement on the part of the reader. It is simple understanding of the world and ideas of the author. The author's message is received but not examined, evaluated, or utilized in any way.

#### 2) Interpretive Comprehension

At this level the reader not only knows that the author said but goes beyond that simple knowledge. It involves an effort to grasp relationship, compare facts with personal experiences, understand sequences, see cause and effects relationships, and generally interpret

the message. It requires a more active participation on the part of the reader.

### 3) Applied Comprehension

At the level reader does more than merely receiving and interpreting the message. The reader evaluates the author's ideas, either accepting or rejecting them or applying them to some new situation. In some cases the author's message is designed to produce some application. For example, the author may be giving instructions for some activity, such as the assembly of a toy or use of a tool. The author's message is received, understood, and utilized in some way mentally or physically.<sup>26</sup>

Generally the emphasis at this some level of comprehension is on actively bringing the readers general understanding to bear on the ideas and concepts contained in the reading passage. This synthesis is necessary to get

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<sup>26</sup>Alton L. Raygon and Robin D. Raygor, *Effective Reading: Improving Reading Rates And Comprehension*, (New York: McGraw-Hill Book Co., 1985), p. 230.



comprehension above, innovative learning method also is necessary to mastering reading comprehension.

### **c. The Definition of Reading Comprehension**

Reading comprehension is process in the understand of reading. Successful of unsuccessful in the understand that the reading depend on how we used of our ability and the reading we must able recall the next information. Gordon Said “Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities, when read, we should be able to recall information after ward.<sup>27</sup> Related the comprehension, Richard and Schmidt state are “the reading is an activity of perceiving a written text in other to understand its contents. This can be done silently (silent reading).The understanding that results is called reading comprehension.”<sup>28</sup>

Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible. Reading comprehension is the

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<sup>27</sup>Gordon Wainwright, *How to Read Faster and Recall More*, (Oxford: 2007), p. 35.

<sup>28</sup>C Richards J. and Schmidt Richard, *Longman Dictionary of Language Teaching and Applied Linguistics* (6<sup>th</sup> .ed), p. 443

process of getting meaning from a page. Comprehension is the process of bringing meaning to a text. Reading comprehension is as the process simultaneously extracting and constructing meaning.<sup>29</sup>

The various definition of reading comprehension have been formulated some definition of the given reading comprehension are presented in the following presented in the following space.

- a. Reading comprehension is a process of understanding the message of the other is trying to convey, very simple, it is making meaning from the text at hand.
- b. Comprehension is the process constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>30</sup>

Based the definitions above, it can be concluded that reading comprehension is an active process where the reader

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<sup>29</sup>AnisFuad, *The Effectiveness of Using STAD (Student Terms Achievement Division) on Students' Reading Comprehension*, (The Paper of IAIN Sultan Maulana Hasanudin Banten, 2011), p. 7.

<sup>30</sup>Pamela J Faris, *Teaching Reading: A Balanced Approach for Today's Classroom*, (New York: McGraw-Hill, 2004), p. 321

try to again he information given by author and understand what actually the purpose of the author, and reading comprehension important because if the readers do not understand what have they read, they cannot catch the idea of written through reading.