1. BACKGROUND OF THE STUDY

Tierney et.al (1980:19) state that the purpose of the cloze technique when it is used as a teaching strategy is to improve the comprehension skills of students. Moreover they mention that the technique forces students to use the context of a passage or sentence to suggest replacements for deleted words.

The tools that are used to apply this strategy are cloze exercise as a teaching tool and cloze test as a measuring device. Tierney et.al (1980: 20) state that there are some differences between the use of the technique to measure the comprehensibility of the students and the use of the strategy as an instructional device. The differences are as follows:

1. Characteristic: Length
As a measuring device: 250-350 word selections. As a teaching tool: Initially, may use single sentences. Later, passages of no more than 150 words.

2. Characteristic: Deletions
As a measuring device: Delete every nth word with approximately 50 for the total word passage. As a teaching tool: Make deletions selectively and systematically in accordance with purposes use.

3. Characteristic: Evaluation
As a measuring device: With this procedure, only exact word replacement is correct. Sometimes a teacher may analyze student responses in terms of their syntactic and semantic characteristics.
As a teaching tool: Synonyms or other replacements are appropriate.

4. Characteristic: Follow-ups
As a measuring device: usually none. As a teaching tool: student and teacher discussion of the exercise helps comprehension. Moreover, Cohen (1980:97) mentions that cloze tests are prose passages, usually a paragraph or more in length, from which certain words have been deleted. In such tests, the students who are tested are required to supply the missing words, using "linguistic knowledge, textual knowledge and knowledge of the world".

The cloze procedure as a comprehension-building strategy has been recommended for use with readers at all levels. Its use has been referenced at the first grade level (Gove, 1975) through college level (Bloomer, 1962; Friedman, 1964; Blumenfield and Miller, 1966; Martin, 1968; and Guice, 1969).

2. RESEARCH QUESTION

The study intends to answer the following question: is there any difference in the reading comprehensibility of the students before the application of cloze procedure and after the application?

3. CONCEPTUAL FRAMEWORK

Gove (1975), Bloomer (1962), Friedman (1964), Blumenfield and Miller (1966), Martin (1968), and Guice (1969) have mentioned that this cloze procedure has been recommended for use with readers at all levels from the first grade level until college level. So the writer has no doubt to apply the procedure to the students of Electrical Engineering Study Program Electro Department semester 2 State Polytechnic of Sriwijaya. The problem is the writer wants to find out whether there is any difference in students' reading comprehensibility before the application of cloze procedure and after the application. Furthermore, the writer wants to analyze the differeaces.

4. METHODOLOGY

A. Research Design

This study uses descriptive method. The writer describes the differences of the students' reading comprehensibility before the application of the cloze procedure and after the application of cloze procedure. To find out the differences, the writer uses the cloze tests as measuring tools which are given before the application and after the application.

B. Participants

The populations are all students of Electrical Engineering Study Program Electro Department State Polytechnic of Sriwijaya semester two on the academic year of 2008/2009. The samples are 89 students.

C. Cloze Test

Before the instructional begins, the writer asks the students to answer the cloze test. The following is the cloze test. What is this electricity which .....1..... so many devices? Electricity has .....2..... since the beginning of time. It is part of .....3..... that exists and, as a result, everything in the world. For example, lightning occurs when electricity in the air .....4..... a flash of light. The ....5..... exists naturally, as part of the air. Take a nylon comb and comb your hair ....6..... several times. Tear a small piece of ...7..... from the corner of a page. Now bring the comb close to the paper ...8... the paper will jump up and stick to the comb. The paper is .....9.....to the comb by means of electricity. Have you ever noticed that when you take nylon shirt off it is sometimes attracted to....10..... body? Sometimes, too, the shirt ....11..... a kind of crackling noise. Both the ....12..... and the crackling noise are caused by electricity. What does electricity consist of and what is it that makes things attract...13...?

All objects are made up of very small particles ....14....as atoms. These atoms are so small that about a million could fit across the .....15.....of a sheet of paper. Atoms ....16..... of even smaller particles, some of which carry electric charges. These are two ....17....of electric charge, positive (+) and negative (-). You may have seen these positive and negative signs ....18.....on transistor radio batteries. One particle which is part of the atom is...19....as the electron. Electrons.....20....a negative charge and they move in orbit around the positive part of the atom, which is called the nucleus.

The following are the choices. Choose the correct answer for the blanks above.

1. buys/works
2. extinct/existed
3. nothing/everything
4. produces/serves
5. capability/electricity
6. slowly/quickly
7. cloth/paper
8. but/and
9. repelled/attracted
10. my/your
11. changes/makes
12. repulsion/attraction
13. each other/one another
14. knows/known
15. thick/thickness
16. consist/consists
17. type/types
18. print/printed
19. know/known
20. carry/carries

The definition of success in a given cloze test varies, depending on the broader goals behind the exercise or the test. Assessment may depend on whether the exercise or the test is objective (i.e. students are given a list of words to use in a cloze) or subjective (i.e. students are to fill in a cloze with words that would make a given sentence grammatically correct). In this case, the writer uses subjective and objective exercises and objective tests.

The following is the procedural outline of the cloze techniques as a comprehension-building strategy. They are: (1) teacher preparation and (2) instruction.

1. Teacher Preparation

a. Selecting Materials

The materials should be at the students' independent reading level. The writer extracts written selections for the cloze exercises from the subject matter texts. The writer also extracts written selections for cloze test from the subject matter texts of the students.

b. Designing the Cloze Exercise and Close Test

The writer designs the cloze exercises in order of difficulty. She also designs the order of giving the exercises to the students.

First, the writer uses single sentences to teach the linguistic knowledge to the students.

Examples:

- Lightning occurs when electricity in the air
  …..1… a flash of light.
- The…..2….exists naturally, as part of the air.

The following are the choices. Choose the correct answer for the blanks above.

1. produces/produce
2. electricity/electric

Next, she uses passages of no more than 150 words taken from the subject matter texts of the students to teach them textual knowledge and the knowledge of the world. After that, she makes deletions selectively and systematically in accordance with purposes use. Finally, she discusses appropriate replacement for the deletions. The following is the example of the passage.

What is this electricity which …….. so many devices? Electricity has ……since the beginning of time. It is part of …….that exists and, as a result, everything in the world. For example, lightning occurs when electricity in the air ……..a flash of light. The …….. exists naturally, as part of the air. Take a nylon comb and comb your hair……..several times. Tear a small piece of ……from the corner of a page. Now bring the comb close to the paper ……..the paper will jump up and stick to the comb. The paper is …….. to the comb by means of electricity. Have you ever noticed that when you take nylon shirt off it is sometimes attracted to ……..body? Sometimes, the shirt……..a kind of crackling noise. Both the ……..and the crackling noise are caused by electricity. What does electricity consist of and what is it that makes things attract……..?

In designing the cloze test, the length of the measuring device is 250-350 word selections and only exact word replacement is correct, and from which certain words have been deleted. In such tests, the students are required to supply the missing words, using "linguistic knowledge, textual knowledge and knowledge of the world".

2. Instruction

The writer begins the instructional program from oral cloze activities. The following is an example of one such activity:

I am going to say some sentences, but I will leave off the last word of each sentence. See if you can tell me what word I left out. Let's try this one: What is this electricity which works so many……? Electricity has existed since the beginning of …….. It is part of everything that exists and, as a result, everything in the ……. For example, lightning occurs when electricity in the air produces a flash of …… The electricity exists naturally, as part of the ……... Take a nylon comb and comb your hair quickly several …….. Tear a small piece of paper from the corner of a …….. Now bring the comb close to the paper and the paper will jump up and stick to the ……. The paper is attracted to the comb by means of …….. Have you ever noticed that when you take a nylon shirt off it is sometimes attracted to your……? Sometimes, too, the shirt makes a kind of crackling ……... Both the attraction and the crackling noise are caused by …….. What does electricity consist of and what is it that makes things attract one ……..?

Discussion then goes into on why students have various answers. This type of activity provides a logical introduction to the use of written cloze activities.

When initiating written cloze activities, the writer begins with a whole class activity focused on material presented on an overhead projector. The writer directs students to read through the entire sentences or passage before attempting to supply the deleted word(s). A student volunteer could read the material and supply the missing word(s). One other student who has responded differently could read and provide his responses. Class discussion would center on such questions as: Why did you choose this word? What word or group of words should be placed in the blank? How does your word contribute to the meaning of the passage? When your word is in the sentence, what does the sentence (Or passage) mean? How does your word contribute to the meaning in a different way? When your word is in the sentence, does the sentence (or passage) have a different meaning?

Other students could add their suggestions with continued discussion centered on these questions.

Later, the writer gives the cloze passages to complete individually. In small group discussions the writer asks each student to explain why he or she uses a particular word. The small group discussions would then lead to large group discussion of some of the more interesting or controversial items.

After the instructional, the writer asks the students to answer the cloze test again. The following is the cloze test. There are over a hundred….1….rypes of atom. If an atom has only one electron, then the nucleus has only…2….positive charge. Atoms with two electrons have a nucleus with….3….positive charges. The number of positive and …..4…… charges in the atom are normally the same. Positive and negative charges…..5…. one another. In fact it is the attraction, …..6…..the positive nucleus and the negative electrons, which holds the atom together. Sometimes an atom……7….. one or more of its electrons from its orbits. When this….8…..the atom is said to be ionized and it has a positive charge. Because of their electrons, atoms can ….9…..with other atoms to form molecules. For example, two atoms of hydrogen join with one of oxygen to form a water ….10….by sharing their electrons. If you comb your ….11…..very quickly, some of the electrons are brushed away from the atoms of the hair and these become ionized. The electrons then …12,…on the surface of the comb. Because the hair has lost electrons it has a ……13…..charge. This means that if the comb is brought close to the hair, some hairs will be ….14… to it and stand up. If the comb is brought close to a piece of paper atoms will be ionized and electrons will be pushed away from the edge of the …15….nearest to the comb. This is because although positive and negative charges attract, negative charges ….16…..each other. Similarly two positive charges repel one ….17…... When electrons are pushed away from the edge of the paper, the edge becomes positive. The comb therefore attracts the edge nearest to it and the piece of paper moves to the …18…... Nylon shirts are ….19….to the body for the similar reasons. Clouds in a thunderstorm …..20…. electrons at the bottom and are positively charged at the top.

The following is the choices. You should choose the correct answers to fill in the above blanks.

1. differ/different
2. one/two
3. one/two

4. positive/negative
5. repel/attract
6. between/among
7. lose/loses
8. happen/happens
9. join/joins
10. atom/molecule
11. hair/head
12. stay/strayed
13. positive/negative
14. attracted/pulled
15. paper/clothes
16. repel/attract
17. other/another
18. comb/paper
19. attract/attracted
20. collect/collects

5. RESULT AND DISCUSSION

The number of the respondents are 89 persons. They come from four classes: they are 2 LA, 2 LB, 2 ELA and 2 ELB. The previous two classes study in the morning, while the rest study in the afternoon. All of them are the students of Electrical Engineering Study Program-Electro Department State Polytechnic of Sriwijaya on the academic year of 2008/2009.

They are treated with two cloze tests. The first one is given before the application of cloze procedure in teaching reading, and the rest is given after the application. The number of questions given before and after the application of cloze procedure in teaching reading is the same and the level of difficulties is relatively the same too. The number of the questions is twenty. They are given certain time to do the tests. The allocated time to do the cloze tests before and after the application of cloze procedure is exactly the same. They are treated with two tests which are relatively the same level of difficulties and the same allocated time is in order to make it easier to measure the respondents' reading comprehensible level.

In giving these tests, the writer ignored the level of healthiness of the respondents. The respondents who are present to do the tests are considered healthy.

TABLE 1
The Score of the Students Class 2 LA

No. of Respondent	SCORE	
	Before the Application	After the Application
1.	58	60
2.	80	95
3.	73	79
4.	68	68
5.	69	73
6.	70	78
7.	74	83
8.	67	70

9.	56	60
10.	65	65
11.	65	67
12.	60	67
13.	70	76
14.	72	76
15.	74	80
16.	70	77
17.	70	75
18.	64	73
19.	56	66
Σ	1281	1384

The average score of the students class 2 LA before the application of cloze procedure is 1281 : 19 = 67.42

The average score of the students class 2 LA after the application of cloze procedure is 1384 : 19 = 72.84. Because of their electrons, atoms can join with other atoms to form molecules. For example, two atoms of hydrogen join with one of oxygen to form a water molecule by sharing their electrons. Figure 2 shows a water molecule If you comb your hair very quickly, some of the electrons are brushed away from the

The increase of reading comprehensibility of the students of class 2 LA = (72.84-67.42):67.42 X 100%= 8.04%.

Reading comprehensibility of most of the respondents is increase except for two respondents which remain the same. Respondent number four gets 68 for the first and the second tests. And respondent number ten gets 65 for the first and the second tests. The range of the score of the respondents is from 56 to 95.

TABLE 2
The Score of the Students Class 2 LB

No. of Respondent	SCORE	
	Before the Application	After the Application
1.	70	70
2.	65	67
3.	80	82
4.	68	70
5.	69	73
6.	81	78
7.	74	83
8.	67	70
9.	85	85
10.	67	69
11.	60	67
12.	60	76
13.	72	76

14.	74	78
15.	70	77
16.	63	75
17.	78	80
18.	56	60
19.	58	62
20.	60	66
21.	60	63
22.	56	60
23.	56	64
24.	67	70
Σ	1614	1721

The average score of the students class 2 LB before the application of cloze procedure is 1614 : 24 = 67.25

The average score of the students class 2 LB after the application of cloze procedure is 1721 : 24 = 71.71. Because of their electrons, atoms can join with other atoms to form molecules. For example, two atoms of hydrogen join with one of oxygen to form a water molecule by sharing their electrons. Figure 2 shows a water molecule If you comb your hair very quickly, some of the electrons are brushed away from the increase of reading comprehensibility of the students of class 2 LB = (71.71-67.25):67.25 X 100%= 6.63%.

Reading comprehensibility of most of the respondents is increase except for two respondents which remain the same. Respondent number one gets 70 for the first and the second tests. And respondent number nine gets 85 for the first and the second tests. The range of the score of the respondents is from 56 to 85.

TABLE 3
The Score of the Students Class 2 ELA

No. of Respondent	SCORE	
	Before the Application	After the Application
1.	50	52
2.	75	82
3.	60	60
4.	60	61
5.	63	75
6.	60	67
7.	67	78
8.	67	77
9.	69	75
10.	54	69
11.	56	67
12.	60	76
13.	72	76
14.	55	60
15.	63	67

16.	70	75
17.	73	78
18.	75	81
19.	70	79
20.	73	76
21.	76	66
22.	65	68
23.	63	76
∑	1496	1641

The average score of the students class 2 ELA before the application of cloze procedure is 1496 : 23 = 65.04

The average score of the students class 2 ELA after the application of cloze procedure is 1641 : 23 = 71.35. Because of their electrons, atoms can join with other atoms to form molecules. For example, two atoms of hydrogen join with one of oxygen to form a water molecule by sharing their electrons. Figure 2 shows a water molecule If you comb your hair very quickly, some of the electrons are brushed away from the increase of reading comprehensibility of the students of class 2 ELA = (71.35-65.04):65.04 X 100%= 9.70%.

Reading comprehensibility of most of the respondents is inerense except for one respondent which remain the same and one respondent which is decrease. The respondent who gets the same score before and after the application of cloze procedure in teaching reading is the respondent number three. The score is 60. The respondent whose score is decrease after the application of cloze procedure in teaching reading is the respondent number twenty one. The score he gets before the application of cloze procedure in teaching reading is 76. But the score he gets after the application of cloze procedure is 66.

TABLE 4
The Score of the Students Class 2 ELB

No. of Respondent	SCORE	
	Before the Application	After the Application
1.	60	72
2.	78	82
3.	56	65
4.	63	76
5.	66	70
6.	70	77
7.	56	67
8.	67	72
9.	64	74
10.	60	69
11.	56	63
12.	67	76
13.	62	66
14.	67	76
15.	46	62
16.	67	75

17.	63	74
18.	65	68
19.	67	73
20.	56	66
21.	67	66
22.	62	76
23.	73	86
∑	1458	1651

The average score of the students class 2 ELB before the application of cloze procedure is 1458 : 23 = 63,39

The average score of the students class 2 ELB after the application of cloze procedure is 1651 : 23 = 71.78. Because of their electrons, atoms can join with other atoms to form molecules. For example, two atoms of hydrogen join with one of oxygen to form a water molecule by sharing their electrons. Figure 2 shows a water molecule If you comb your hair very quickly, some of the electrons are brushed away from the increase of reading comprehensibility of the students of class 2 ELB = (71.78-63.39):63.39 X 100%= 13.24%.

Reading comprehensibility of most of the respondents is increase except for one respondent who is decrease slightly. The respondent whose score is decrease slightly after giving the application of cloze procedure in teaching reading is the respondent number twenty one. The score he gets before the application of cloze procedure in teaching reading is 67. But the score he gets after the application of cloze procedure is 66.

The average score of 89 respondents who did the test before the application of the cloze procedure is = (67.42+67.25+65.04+63.39) : 4 = 65.78

The average score of 89 respondents after the application of the cloze procedure is = (72.84+ 71.71+71.35+71.78): 4 = 71.92

The average of the increase of respondents' reading comprehensibility are = (8.04%+6.63%+9.70%+13.24%): 4 = 9.40%

Reading comprehensibility of most of the respondents (98 respondents) is increase after the application of cloze procedure in teaching reading except for five respondents which remain the same and 2 respondents who are decrease. The range of the score the respondents got before the application of cloze procedure in teaching reading is from 50 to 85. The range of the score the respondents got after the application of cloze procedure in teaching reading is from 52 to95.

6. CONCLUSION

The average score of 89 respondents after the application of the cloze procedure is 71.92. The average of the increase of respondents' reading comprehensibility is 9.40%. Reading comprehensibility of most of the respondents (98 respondents) is increase after the application of cloze procedure in teaching reading except for five respondents which remain the same and 2 respondents who are decrease. The range of the score the respondents got

before the application of cloze procedure in teaching reading is from 50 to 85. The range of the score the respondents get after the application of cloze procedure in teaching reading is from 52 to95.

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