THE USE OF CLOZE TESTS IN READING COMPREHENSION TEST OF THE SECOND YEAR STUDENTS OF SMAN 1 BENGKALIS

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Abstract: it was a descriptive quantitative research. This research is expected to give evidence scientifically about the result of Cloze Tests in reading comprehension test of the second year students of SMA Negeri 1 Bengkalis. The sample of this research was 126 student from the second year by using random sampling with Krejcie and Morgan table. The instrument used was Cloze Tests. The obtained data were analyzed by using SPSS version 23.0. The result of the data showed that from 126 students. It was found out that in Cloze Tests there are 81 students (64.28%) who belong to the very high category and 39 students (30.96%) belong to the high category. There are 6 students (4.76%) who belong to the average category. In other words, the researcher can conclude that the Reading Comprehension of second year students of SMA Negeri 1 Bengkalis was in very high category.

Key words: Testing, Reading comprehension, Cloze Tests

PENGGUNAAN CLOZE TESTS DALAM TES PEMAHAMAN BACAAN SISWA KELAS DUA SMA NEGERI 1 BENGKALIS.

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Abstrak : Penelitian ini bersifat deskriptif kuantitatif. Penelitian ini diharapkan dapat memberikan bukti secara ilmiah tentang hasil cloze tests dalam tes pemahaman bacaan siswa kelas dua SMA Negeri 1 Bengkalis. Sampel penelitian ini adalah 126 siswa dari tahun kedua dengan menggunakan random sampling dengan tabel Krejcie dan Morgan. Instrumen yang digunakan adalah Cloze Test. Data yang diperoleh dianalisis dengan menggunakan SPSS versi 23.0. Hasil data menunjukkan bahwa dari 126 siswa. Ditemukan bahwa dalam uji Cloze ada 81 siswa (64,28%) yang termasuk dalam kategori sangat tinggi dan 39 siswa (30,96%) termasuk dalam kategori tinggi. Ada 6 siswa (4,76%) yang termasuk dalam kategori rata-rata. Dengan kata lain, peneliti dapat menyimpulkan bahwa Pemahaman Membaca siswa kelas dua SMA Negeri 1 Bengkalis berada pada kategori Sangat Tinggi.

Kata kunci: Ujian, Pemahaman Bacaan, Cloze Tests

INTRODUCTION

In Indonesia, reading gets more proportion in teaching and learning process. It is because English is treated as a foreign language. Like Eskey said in Hinkel (2005: 416) that students in English as foreign language (ESL) are rarely to speak the language in everyday life but they need the language in order to access the wealth information recorded exclusively in the language. In line with that, the curriculum for English subject in Indonesia senior high school states that senior high school graduates are expected to achieve an informational level because they are prepared to enter university (BSNP in Nugraha, 2010: 2). Therefore, we need to measure the student's reading comprehension ability to monitor the student's difficulties, student's achievement, and student's proficiency dealing with English text. That measurement is generally called a *test*.

The problem is how to determine and choose appropriate testing techniques based on what skills and what aspects should be measured. Some teachers are still confused on what testing techniques should be applied in their class and some testing techniques are easily cheated, guessed and gambled. Therefore, it is important for teachers to know alternative kinds of testing techniques that should be appropriately applied in their English teaching learning process by considering the validity, reliability, and practicality of the tests.

This study tries to investigate the result of CT technique for measuring reading comprehension ability of Second year students of SMAN 1 Bengkalis. This school was chosen based on the consideration that this school's curriculum is emphasized on reading comprehension and it has a good reputation in Kabupaten Bengkalis. The choice of year Second year students is because they have been studied narrative text, hortatory text, and spoof. Those texts will be used in the test.

The nature of reading

According to Burhan (2012: 9), reading is a physic and mental activity to reveal the meaning of the written texts and the main goal of reading is a process of comprehending written texts. Reading consists of two related processes: word recognition and comprehension. Word recognition is the process of recognize written words correctly and automatically. It is also stated that word recognition is a process of accessing and recognizing individual words (Lems, Miller, and Soro, 2010: 65). Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text (Pang, Muaka, Bernhardt, 2013). Comprehension is also a constructive process in which student creates meaning based on their background knowledge (Gunning, 2010: 1).

Kenneth Beare (2009) classified reading skills into four types that use in every language. These four types will be explained as follows:

a. Skimming
   Skimming is used to quickly gather the most important information. Run our eyes over the text, noting important information.

    b. Scanning
       Scanning is used to find a particular piece of information. Run our eyes over the text looking for the specific piece of information that we need.
    c. Extensive reading
       Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business book.
    d. Intensive reading
       Intensive reading is used on shorter texts in order to extract specific information.

Reading Comprehension

Related to reading comprehension, Richards and Schmidt (2002: 443) state that reading is an activity of perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that results is called reading comprehension. In line with that, Lems, Miller, and Soro (2010:170) state reading comprehension ability is the ability to construct meaning from a given written text. Reading comprehension is not a static competency; it varies according to the purpose for reading and the text that is involved.

A reading expert, Katherine Maria in Arieta (2005: 2) defines reading comprehension as: holistic process of constructing meaning from written text through the interaction of the knowledge the reader brings to the text,

Based on some definitions above, it can be inferred that reading comprehension is a process of constructing a meaning from a written text that involves the interaction of the reader's prior knowledge with the new given information.

The Nature of Testing

A test is any procedures for measuring ability, knowledge, or performance (Richards and Schmidt, 2002: 546). In line with this, it is stated that a test is a method of measuring a person's ability or knowledge in a given domain (Brown, 2000: 384). The method here refers to a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test-taker.

According to Heaton (1988: 5), tests are constructed primarily as devices to reinforce learning and to motivate the student or as a means of assessing the student's performance in the language. Tests also attempt to measure the candidates' success in performing purposeful and relevant tasks and their actual ability to communicate in the language.

Based on tho se definitions, it can be inferred that testing is any activity of using tests to measure ability, knowledge, or performance.

Type of Tests

There are four types of tests according to Heaton (1988: 171) Achievement tests, Proficiency tests, aptitude tests, and diagnostic tests.

Achievement tests are types of tests that are intended to measure achievement on a large scale.

Proficiency tests are types of tests that define student's language proficiency with the reference to a particular task which they will be required to perform.

An aptitude test is a type of test that is designed to measure the student's probable performance in a foreign language which he or she has not started to learn.

And diagnostic tests is a type of test that is constructed to diagnose area of difficulty in a group of students so that an appropriate remedial action can be taken later.

Types of Scoring Tests

There are two types of scoring tests. They are subjective and objective test. Subjective test is a test that requires a judgment on the part of the scorer. The subjective test may result in a range of possible answers, some of which are more acceptable than others (Huges, 1989: 19).

Objective test is a type of scoring tests that does not require any judgment on the part of the scorer (Huges, 1989: 19). In line with Huges, Heaton (1988: 25) states that objective test is a type of scoring test that has only one correct answer, or, at least, a limited number of correct answers.

Testing Reading

In testing reading, there are some aspects to be considered. Alderson (2000:87) identifies three different types of questions used in reading tests. There are textually explicit, textually implicit, and scripturally implicit. Textually explicit question is the ones in which the respondents are able to find both the question information and the correct answer. In textually implicit question, the respondents are expected to find the answer by combining information across sentences. and scripturally implicit question is the respondent needs to refer to her/his background knowledge since the text does not contain the correct answer itself.

Heaton (1988: 8) mentions that the traditional reading comprehension test measures a skill which is more closely associated with examinations and answering techniques than with the ability to scan in order to extract specific information for a particular purpose.

In testing reading comprehension, two things can be seen from reading. They are process and product (Alderson, 2000: 3). The process is the interaction between a reader and the text (Alderson, 2000: 5), whereas the product of reading is the result of the process. It means that it needs a test design of understanding particular texts, administering the tests to suitable formats, using particular research designs, and then inspecting the result.

Testing Techniques for Reading Comprehension

There are many kinds of testing technique for reading comprehension. Heaton (1988: 105) proposed: word matching, sentence matching, pictures and sentence matching for initial stages of reading; matching tests for intermediate and advanced stages; true/false reading tests, multiple choice items, completion, rearrangement, cloze procedure, open-ended and miscellaneous items, and cursory reading.

In line with Heaton, Brown (2004: 190) has: reading aloud, written response, multiple choice, picture-cued items, matching test, editing, gap filling test, Cloze test, C-test, cloze-elide test, short-answer test, ordering test, and summarizing test. In this particular study, the researcher tried to use CT to test the students' reading comprehension.

Besides them, Alderson (2000: 202) has Multiple-Choice, Cloze Test, Gap-Filling Test, Matching, ordering, Editing, cloze-elide, short-answer, free- recall, summary, gapped summary, information-transfer.

However, as what was stated in the identification of the problem, in this particular study, the researcher investigates only two of those testing techniques above. They are CT in testing reading comprehension. The choice of those testing techniques is based on some reason, that are (1) those testing techniques are considered appropriate to test students' reading comprehension because those are suitable with what are exists on student, they are metacognision, schema theory, and contextual word meaning that are important in reading comprehension, (2) those testing techniques are practical.

Cloze Tests

Harmer (2002: 323) states that cloze, in its purest form, is the deletion of every n-th word in a text (somewhere between every fifth or tenth word). Manning (1987: 4) also says the classic cloze words are systematically deleted from a text and the testee is required to replace them. This testing technique is considered appropriate to test reading comprehension. It is based on what Heaton (1988: 132) says "Perhaps the most common purpose of the CT, however, is to measure reading comprehension" He said so because it has long been argued that cloze measure textual knowledge: i.e. an awareness of cohesion in a text, involving the interdependence of phrases, sentences, and paragraph within cloze text. He also stated that CT can be applied to the testing of reading comprehension at both level the elementary and the more advanced levels.

According to Brown (2004: 201), there are four procedures of CT. They are fixed-ratio, rational, multiple-choice, and C-test procedure. Fixed-ratio procedure is constructed by deleting words according to a fixed pattern (e.g. every seventh word). Rational cloze procedure allows the test developer controls over the types of words deleted and thus the language traits measured. Multiple choices procedure is constructed by altering the mode of expected response, having the student not construct an answer to fill in a blank but simply select the correct word from the choices given. While C-test procedure specifies that deletions are made on the second half of every other word in a short segment of text.

Based on Longman Dictionary of Language Teaching and Applied Linguistics (Richards and Richards, 2002:78), there are two ways of creating the blanks. The first is known as rational deletion. The second is known as fixed ratio deletion or *n*th word deletion, where every *n*th word is deleted.

In the dictionary, there is also stated the steps for students in doing this test. There are two steps, there are: (1) the test taker must guess the exact word that was used in the original passage (as in the following example). (2) The test taker can guess any word that is appropriate or acceptable in the context. The former is called the exact word method, while the later is called the acceptable word method (also the appropriate word method, the acceptable alternative method, and the contextually appropriate method).

This testing technique has some advantages. Firstly, a CT is easy to prepare. The tester only needs to delete every *n*-th word of the chosen text or delete the key words that built the discourse. Through this test, how much intelligent or sharp-witted a linguist is, whether he/she has on ability to comprehend the sense of a piece of writing, to find out the suitable word and to give its correct spellings can be judged easily. Secondly, it is economical because it does not need a lot of piece of paper. Third is the tester also only need less time for correcting, because it belongs to dichotomous test.

Content Word and Function Word

Function words are words that have little lexical meaning or have ambiguous meaning, and they express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker. They signal the structural relationships that words have to one an1other and are the glue that holds sentences together. Thus, they serve as important elements to the structures of sentences (Klammer, 2009).

Function words might be prepositions, pronouns, auxiliary, verbs, conjunctions, grammatical articles or particles, all of which belong to the group of closed-class words, that is why Function words belong to the closed class of words in grammar. Interjections are sometimes considered function words but they belong to the group of open-class words.

Each function word either gives some grammatical information on other words in a sentence or clause, and cannot be isolated from other words, or it may indicate the speaker's mental model as to what is being said.

Words that are not function words are called *content words* (or open class words or *lexical words* or *autosemantic words*). Fromkin, Blair, and Collins (1999: 64) state that, in English, noun, verb, adjectives, and adverbs called as content word of a language, which are sometimes called the open class of lexical items because we can regularly do add new word to them. They consist mostly of nouns, but certain verbs, adjectives, and adverbs can be content words. They contrast with function words, which are words that have very little substantive meaning and primarily denote grammatical relationships between content words.

RESEARCH METHODOLOGY

This research used descriptive quantitative since it tried to explore and then describe the result of the study, that a testing technique applied in a specific skill, and then it was proved quantitatively.

This research was conducted in SMAN 1 Bengkalis. It is located in Bengkalis, Kabupaten Bengkalis, Riau. It was in the second semester by the academic year 2016/2017. The choice of the school is base on the consideration that this school curriculum is emphasized on reading, besides; it has a good reputation in Kabupaten Bengkalis, it was my old school and I was allowed to do the research in this school by the principal.

The population will be limit by the purpose and the problem of the research. Therefore, the researcher took the students of Second Year students of SMAN 1 Bengkalis as the population in this research. The choice of the second year was because the students has been studied the narrative, hortatory and spoof text. The total number of the Second Years students is 187 students that were divide into six classes.

The total number of the population above is considered big. For the practicality, efficiency, and accuracy, therefore, a sampling technique is need. Bungin (2005: 91) says that there is a theory of probability in a research. This theory states that a conclusion that is drawn from a sample can be generalized to the entire population. That conclusion can be done because sampling is intended to represent the entire population. To draw the sample randomly, Krejcie and Morgan table used in this research. Based on the table Krejcie and Morgan in Isaac and Michael (1981: 2) the sample were 120 students.

The research instrument was CT testing technique for reading comprehension and the aspect for measuring students' reading comprehension is content word and function word.

Table 3.1 Blueprint of the Instrument

Aspect of Reading Comprehension	The Item Numbers	The Item total
	Cloze tests	Cloze tests
Content words -Nouns - Main verbs -Adjectives -Adverbs	1, 3, 9, 10, 15, 23 5, 7, 12, 14, 24 26, 28, 29 16, 21, 25, 30	6 5 3 4
Function words -Auxiliary verbs -Prepositions -Conjunctions -Determiners -Pronouns	2, 18, 17, 19, 27 20 4, 13 11, 6, 8, 22,	5 1 2 1 3
The total number		30

To construct the test, the researcher used hortatory, spoof and narrative text based on school's curriculum with content word and function word as the measurement.

To know whether the instrument was good or not, that was tried out first. Whether the instrument was good or not was based on three criteria: practicality, validity, and, reliability.

Descriptive analysis is aimed at providing the answer to the research questions about the result of the students' reading comprehension tested by using CT. The statistics used in the research were:

a) Mean: the average score attained by the subject of the research

$$M = \frac{\sum fx}{N}$$

Where:

    M   = the mean score
    $\sum fx$ = the sum of the respondents' scores
    N   = the number of the respondents

(Adopted Hatch and Farhady, 1982)

b) Standard deviation (SD): Standard deviation is the average variability of all the scores around the mean.

$$SD = \sqrt{\frac{\sum d^2}{N-1}}$$

Where:

    SD   = standard deviation
    $\sum d$ = the total mean of the test
    N   = the number of the students

(Adopted Heaton, 1975)

Besides the statistical description, the data was described into categorization in order to know the students' position and the percentage of each level. Nurgiyantoro has ideal mean to divide data into some category. That is 60% of the maximum score is the mean (X), and then 25% of the mean is the Standard Deviation (SD). After that, the mean (X) and the SD was used in the following formula.

Table 3.3 Categorization Formula

Formula	Category
X + 1.5 (SD) – X + 3 (SD)	Very high
X + 0.5 (SD) – X + 1.5 (SD)	High
X – 0.5 (SD) – X + 0.5 (SD)	Average
X – 1.5 (SD) – X – 0.5 (SD)	Low
X – 3 (SD) – X – 1.5 (SD)	Very low

FINDINGS AND DISCUSSION

The Result of the Try out

To measure the validity and reliability of the instrument the researcher conducted a try out using a test consisting 40 questions of CT and this was tested to 30 students of class XII IPS 3 of SMA Negeri 1 Bengkalis

To measure the validity of the test, Point biserial correlation formula was employed. This formula was used to find out the correlation between each single item of test and the total test. The result for CT item number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33 are accepted. For practicality and time efficiency, the researcher only chooses item number 1-30.

To measure the reliability of the test, Kuder-Richardson 20 Formula was conducted. The SPSS program was used to calculate this formula to get the reliability coefficient. The following table is used to interpreted the reliability according to Arikunto (2006: 276).

Table 4.1 Value of the Reliability Coefficient

Reliability Coefficient	Interpretation
0.81-1.00	Very high
0.61-0.80	High Average
0.41-0.60	Low
0.21-0.40	Very low
0.00-0.20	

The result from SPSS for CT Reliability Coefficient was 0.95. Therefore, according to the table above, the instrument have *very high* reliability.

1. The Description Result of the CT reading comprehension test.

To describe the result of the CT reading comprehension test. calculation to the students' score was conducted. The descriptive analyses of the students' reading comprehension score is presented in the following table.

Table 4.2 The Descriptive Analysis of the Students' Reading Comprehension Score Tested Using the Cloze Tests

	sample	Minimum	Maximum	Mean	Std. Deviation	median	Mode	Range	Items
Cloze Tests	126	18	30	25.90	2.872	26.00	26	12	30

There were 30 items in the CT. Based on the table above, the mean of the score result is 25.90, the standard deviation is 2.872, and the median is 26.00. The highest score of the test result is 30, whereas the mode is 26. The lowest score of the score result is 18. Therefore, the score range between the highest score and the lowest score is 12. For further statistical descriptions about the result of the students' reading comprehension tested using CT can be seen on Appendix 4.

Besides from the statistical description above, it is necessary to describe the students' score result based on the categorization of the achievement score in order to know the students' position and the percentage of each category or level. The table is presented as follows.

Table 4.3 The Categorization of the Students' Reading Comprehension Achievement Score Tested Using the Cloze Tests

Score interval	Number of students	Percentage	Category
24.75 - 30	81	64.28	Very high
20.25 – 24.75	39	30.96	High
15.75 – 20.25	6	4.76	Average
11.25 – 15.75	-	-	Low
4.5 – 11.25	-	-	Very low

From the table above, it can be seen that there are **81** students (**64.28%**) who belong to the *very high* category and **39** students (**30.96%**) belong to the *high* category. There are **6** students (**4.76%**) who belong to the *average* category. The *low* category and the *very low* category is none. The mean of the students' reading comprehension score tested using CT lies in the *very high* category

CONCLUSION AND RECOMMENDATION

Conclusion

The mean lies in the *very high* category. Therefore, it can be conclude that the results of the CT occupies the *very high* category in testing the students' reading comprehension. In other word, student can achieve the *very high* category when CT is applied.

Recommendation

Because of the time limitation in conducting this research, there are still a lot of weaknesses in this research. Therefore, the researcher recommends three suggestions.

First, this study can be expanded in wider population.

Second, the CT can be presented variously, especially the way of providing the options of the answer, so the teachers can adjust based on their students' condition.

Third, it is recommended to conduct similar studies because it can be used for different level and skill. For example, this testing technique can be employ in a testing vocabulary.

The last, to the next researcher, the writer hopes that this research can give contributions the other research which related to writing narrative text.

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