

Cloze Reading Strategy as Enrichment of Reading Comprehension Skills among Grade 5 Learners

Rio Marc M. Montifar¹, Cecilia Q. Velasco²

¹Talisay Elementary School, Tiaong, Quezon 4325

²Laguna State Polytechnic University, San Pablo City Campus, Philippines

ABSTRACT: The study aimed to enhance the reading comprehension skills of Grade Five pupils using Cloze Reading. The study used one group pre-test and post-test research design under pre-experimental. One section of Grade Five Pupils, composed of forty-two(42) pupils from Talisay Elementary School, contributed to the study. In gathering data, a modified pre-test and post-test by the researcher, depending on the learning needs and the desired outcome of the study, were the tools used. It comprises four variables: Sequencing of Events, Inferring, Noting Details and Identifying the Main Idea. The results of the pre-test and post-test scores of the respondents were manifested using figures for frequency, standard deviation, and mean percentage. To determine the difference between the pre-test and post-test scores of the respondents on reading comprehension, the hypothesis was unveiled through a 2-tailed t-test, and the hypothesis was tested at 0.05 level of significance.

The study revealed significant findings that of the 42 respondents, all of them have improved reading comprehension, as shown in the results. The pretest showed that most respondents were categorized in the “Satisfactory” level and below in reading comprehension skills. In the post-test, it was reflected that all the respondents improved after utilizing the Cloze Reading. This is apparent in the increased number of learners above a satisfactory level. In addition, 100% of the respondents were leveled up to very satisfactory and outstanding.

Nevertheless, all the respondents had positive movement as they improved their reading comprehension skills. The difference between the pre-test and post-test before and after the implementation of Cloze Reading is significant, as it is measured at 0.05. It implies a SIGNIFICANT DIFFERENCE between the pre-test and post-test results.

KEYWORDS: cloze reading, reading comprehension skill, sequencing of events, inferring, noting details, identifying the main idea.

INTRODUCTION

Proficiency in reading is a fundamental need for acquiring the English language. Students are required to attain proficiency in the four fundamental language skills: speaking, writing, reading, and listening. Out of the four skills, reading comprehension holds the highest level of significance. You have the ability to enhance the overall linguistic proficiency of your students. Reading is the predominant activity in English studies, requiring students to consistently exercise in order to broaden their capacity for comprehending various forms of knowledge.

Proficiency in reading comprehension is of utmost significance. This imparts significance to the content being read. The text on the page represents more than mere words; it encapsulates thoughts and ideas. Comprehension enhances the enjoyment, fascination, and educational value of reading. Achieving success in school, career, and life is vital.

Ngabut (2015) identified four key areas that warrant examination in relation to reading comprehension: (i) the evolution of reading instruction, (ii) the many forms and objectives of reading, (iii) cognitive reading skills, and (iv) the elements that impact understanding. Reading is futile without the ability to comprehend and interpret the meaning of the text. As children engage in reading, they enhance their lexicon and grasp of crucial concepts that are vital for comprehension and overall academic achievement. The Presidential Communication Office has reported that the Department has introduced the MATATAG K to 10 Curriculum, with the objective of alleviating the overcrowding in the existing K to 12 Curriculum.

Sara Duterte, as cited by Malipot (2023) in Manila Bulletin, highlights that a major problem with the current K to 12 Curriculum is its excessive inclusion of several classes or disciplines. The MATATAG K to 10 curriculum incorporates a decrease in the quantity of subjects and places emphasis on the cultivation of essential skills such as literacy, numeracy, and socio-emotional skills in early

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learners. She stated both teachers and learners are overwhelmed with lessons and other school chores and activities. They experienced a decline in their proficiency in reading and math problem-solving.

These elements and conditions, along with other challenges, were responsible for our decline in learning. In order to mitigate this issue, it is imperative that we undertake essential changes and explore alternative methods to enhance and elevate students' learning, particularly in the areas of reading proficiency and comprehension.

Cloze is a technique that use text sections with omitted words. Individuals utilize contextual cues to infer omitted words and generate understanding from the written material. Cloze can serve as an assessment approach, a reading assistance, or a learning technique. Cloze Although reading may appear straightforward, it is actually a sophisticated skill. By eliminating important terms and employing language from the learner's lexicon, the act of completing missing words disrupts the brain's typical reading pattern. However, the reader must possess knowledge of linguistic interrelationships and cultivate an understanding of order, both of which can be advantageous for making predictions. Tutors employ the Cloze method to exemplify reading strategies for the purpose of problem-solving. Data from multiple sources are provided to substantiate the use of the gap-filling technique as a comprehensive assessment of language competency on a worldwide scale. The Cloze text is a metric used to assess readability, understanding, translation quality, and practical expectations. It takes into account factors such as text illustrations, attitudes, and ethnolinguistic background. The implementation of the fill-in-the-blank method in second language learning takes into account the effects of variations in difficulty, scoring techniques, and language employed. The examination of the nature and occurrence rate of answers is being taken into account. Correlations with external criteria and other theoretical considerations indicate that the fill-in-the-blank method is the cause of the limitation in short-term memory. These constraints are believed to indicate the maximum capacity that can be achieved, rather than just limitations on performance. Cloze is known to exploit this essential capability.

Cloze Reading necessitates users to complete missing sections of passages using accurate words from a word database. Cloze Reading is employed as a means of evaluating students' understanding of language. Teachers sometimes utilize fill-in-the-blank phrases as a means of evaluating a student's linguistic understanding when it comes to spelling a specific tale, sentence, or set of words. You have the ability to generate your own version of the examination using a written document. While constructing their guides, he consolidates the content, offers context, and aids in their retention of the information. Cultivating this proficiency in your pupils will enable them to cultivate more effective study routines, hence enhancing their chances of achieving success. The majority of students face difficulties with exams and tests due to their lack of knowledge regarding effective study techniques.

Developing cloze phrases for assessments is a method to enhance learning in a more focused manner. In addition, teachers may prompt students to generate their own fill-in-the-blank sentences while they read the story. This enhances the authenticity of the learning experience. Additionally, it assists students in identifying and establishing connections between significant vocabulary terms within narratives, thereby enhancing the depth and complexity of the stories. Ultimately, pupils get the opportunity to exchange their completed phrases with their peers. Undoubtedly, this enhances fundamental parts of storytelling, such as crucial language, as students engage and exchange their works. This empowers pupils to have autonomy over the learning process.

OBJECTIVES OF THE STUDY

This study attempted to determine the effect of Cloze Reading as a reading strategy for the enrichment of comprehension of Grade 5 pupils in English.

Specifically, this sought to answer the questions; What is the mean pre-test score of the respondents before using Cloze Reading in the reading comprehension in terms of sequencing of events, inferring, noting details and identifying the main idea? What is the mean post-test score of the respondents after using Cloze Reading in the reading comprehension in terms of sequencing of events, inferring, noting details and identifying the main idea? Is there a significant difference between the pre-test and post-test of the respondents using Cloze Reading in terms of sequencing of events, inferring, noting details and identifying the main idea?

METHODOLOGY

The researcher employed a pre-experimental study design utilizing a one-group pre-test and post-test research design. Pre-experimental research design is characterized by the absence of control and randomization, which are commonly present in experimental studies. It entails gathering data both before and after the implementation of an intervention or treatment, without the presence of a comparison group. This research design is commonly employed when it is impractical or unethical to include a control group, or when researchers aim to investigate the effects of an intervention in a preliminary fashion. Nevertheless, it is crucial to acknowledge that pre-experimental research approaches possess limitations in terms of demonstrating causation and generalizability of findings. The design was implemented to examine the impact of utilizing the Cloze Reading as a means of enhancing the comprehension skills of Grade 5 students in English.

Population and Sampling Technique

The study participants were a single group of Grade 5 students from Talisay Elementary School for the academic year 2023-2024, comprising a total of forty-two (42) students.

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The fifth-grade students completed both a pre-reading and post-reading comprehension assessment before and after utilizing the Cloze Reading material. This was done to evaluate the impact of the content on the students' reading comprehension skills.

The Grade five population consisted of 86 students, divided into two divisions. The researcher employed the cluster sampling methodology to choose the participants. The study's participants consisted of forty-two (42) Grade five students from Talisay Elementary School.

Cluster sampling is a research method that involves dividing the population into clusters or groups and then selecting a subset of those clusters to gather data. Rather than individually selecting participants, the researcher opts to select clusters and includes all individuals inside those clusters in the sample. The participants were grouped and chosen based on their anticipated display of improved reading comprehension abilities. The researcher chose the participants in one group based on their ability to assess and analyze text using the Cloze Reading, namely in terms of sequencing of events, inferring, noting details, and identifying the main idea.

Research Instrument

The primary tool utilized in the study is Cloze Reading, which consists of passages that have been modified from various sources. The lesson exemplar, which was based on MELCS, served as the researcher's guidance and plan for discussing various themes. These topics encompass the four reading comprehension skills: sequencing of events, inferring, noting details, and identifying the main idea. The researcher improved the modified tool to effectively utilize the four comprehension skills. The initial version of the instrument was presented to the research advisor for feedback and recommendations. The reading exams comprise two primary components. Prior to employing Cloze Reading, the initial component of the instrument involves evaluating pupils' reading comprehension abilities through a pre-assessment. It comprises modified sentences, chapters, paragraphs, and short stories sourced from various mediums like books and the internet. The assessment consists of 10 questions for each comprehension skill, including sequencing of events, inferring, noting details, and identifying the main idea. In total, there are forty (40) questions that will go through several phases of growth. The second part of the instrument was conducting a post-assessment to evaluate the students' reading comprehension skills following their use of the Cloze Reading. The task involved the utilization of sequencing of events, inferring, noting details, and identifying the main idea. Each reading evaluation consisted of distinct sentences, sections, paragraphs, and short stories derived from various sources, with a specific emphasis on particular reading comprehension skills. The researcher will furthermore create four lectures that specifically target each comprehension skill. Each session imparted a reading skill through the use of Cloze Reading. The validation of the instruments was began through evaluation and validation by selected specialists in the study field to confirm the accuracy and reliability of the contents and wording of the items contained inside. The researcher did pilot testing and finished the instrument.

Research Procedure

This study aims to investigate the efficacy of using Cloze Reading as a means to enhance the reading comprehension abilities of Grade 5 students. Prior to personally delivering a letter requesting approval to conduct the study, the researcher developed the necessary instruments and subjected them to both internal and external validation, with the involvement of a school principal and master teachers.

At that point, the researcher was prepared to conduct the reading tests for the intended participants. Officially signed letters from the school's principle were obtained in order to authorize the study and oversee the implementation of the reading strategy.

With the principal's consent, the researcher conducted and disseminated the reading assessment to the participants. The researcher administered the pre-reading evaluation to a specific group of fifth-grade children in order to evaluate their beginning performance in reading comprehension skills.

Upon obtaining the completed pre-reading evaluations, the researcher proceeded to address the four comprehension skills in accordance with the researcher's prepared lesson exemplar.

The researcher commenced the lecture by elucidating the significance of each comprehension skill and providing instructions on its application. Initially, they completed an exercise without employing the technique of Cloze Reading. Upon completing the instruction of the specified skill, the researcher proceeded to employ Cloze Reading as a means to achieve the objective. They commenced responding on the board using directed directions. Subsequently, the learners proceeded to utilize the Cloze Reading technique to independently respond to the new reading comprehension questions.

Every week, we taught a different reading comprehension skill utilizing the approach of Cloze Reading as an activity to enhance learning. Following a period of four weeks dedicated to teaching and responding to inquiries, the researcher administered a post-reading evaluation to evaluate the reading comprehension abilities of the participants subsequent to their utilization of the Cloze Reading technique. The comprehensive pre- and post-reading assessments were securely sealed to maintain the secrecy of the contents.

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Sampling Technique

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RESULTS AND DISCUSSION

Table 1. Pre-test scores of the respondents before using Cloze Reading in the reading comprehension in Sequencing Events.

| Frequency | Percent | Verbal Interpretation |
|-----------|---------|-----------------------|
| 1 | 2 | Outstanding |
| 8 | 16 | Very Satisfactory |
| 24 | 48 | Satisfactory |
| 9 | 30 | Unsatisfactory |

Legend: 9-10 Outstanding;6-8 Very Satisfactory;
3-5 Satisfactory;0-2 Unsatisfactory

The table above shows the pre-test and post-test scores of the respondents before using Cloze Reading in the reading comprehension in terms of sequencing of events. In the range of scores between 9-10, only 1 learner scored or 2% of the total respondents. This performance is categorized as "Outstanding". However, 8 learners scored within the range of 6-8, accounting for 16% of the respondents. Their performance is deemed "Very Satisfactory". In the range of scores between 3-5, 24 learners are placed in there, making up 48% of the total respondents. This level of performance is labeled as "Satisfactory." Lastly, 9 learners scored within the range 0-2, constituting 30% of the total respondents. Their performance is categorized as "Unsatisfactory."

During the pre-test result, most of the respondents were performing in the least level in reading comprehension in terms of sequencing events before the implementation of Cloze Reading. This shows the challenges the learners encounter in reading comprehension. Because of lack of comprehension, the respondents fail to understand the sequence of events that happen in the story.

Table 2. Post-test scores of the respondents after using Cloze Reading in the reading comprehension in terms of Sequencing of Events.

| Frequency | Percent | Verbal Interpretation |
|-----------|---------|-----------------------|
| 12 | 28.57 | Outstanding |
| 12 | 28.57 | Very Satisfactory |
| 17 | 40.48 | Satisfactory |
| 1 | 2.38 | Unsatisfactory |

Legend: 9-10 Outstanding; 6-8 Very Satisfactory;
3-5 Satisfactory; 0-2 Unsatisfactory

Table 2 gives the result of the post-test scores of the respondents after using Cloze Reading in the reading comprehension in terms of sequencing of events. It visibly reveals learners' positive improvement in reading comprehension regarding sequencing of events after the implementation of the Cloze Reading. In fact, it can be seen in the level of fairly satisfactory which has 9 learners during the pre-test and it decreases to only one learner remaining in that level. This proves that there is a significant effect on the development of learner's reading comprehension in terms of sequencing of events.

Additionally, Olney, et al., (2017), suggests that Cloze Reading is subjected to enhance the reading comprehension with a proper adaptive system including practice scheduling time frame to develop also the reading habit of the learners. Meanwhile, it is still a gradual process for elementary learners to improve their reading comprehension that needs systematic procedure to gain positive outcome.

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Table 3. Pre-test of the respondents before using Cloze Reading in the reading comprehension in terms of Inferring.

| Frequency | Percent | Verbal Interpretation |
|-----------|---------|-----------------------|
| - | - | Outstanding |
| 15 | 30 | Very Satisfactory |
| 20 | 40 | Satisfactory |
| 7 | 23.33 | Unsatisfactory |

Legend: 9-10 Outstanding; 6-8 Very Satisfactory;
3-5 Satisfactory; 0-2 Unsatisfactory

The tabular result above shows the pre-test result before using Cloze Reading in reading comprehension in terms of inferring. In this aspect, learners are expected to draw conclusions depending on the evidence observed by the researcher. It is clearly displayed that no learners scored within the range of scores between 9-10, which is the outstanding level. Hence, 15 learners scored within the range 6-8 scores, accounting for 30% of the total respondents. Their performance is labeled as "Very Satisfactory." Meanwhile, 20 learners fell into the range of scores between 3-5, making up 40% of the respondents. Their performance is categorized as "Satisfactory." Finally, 7 participants scored within the range between 0-2, constituting approximately 23.33% of the respondents. This level of performance is described as "Fairly Satisfactory." Reading comprehension of the respondents in terms of inferring was seen in the struggling level. This initiates the researcher to pursue the implementation of Cloze Reading to ease the problem.

Table 4. Post-test scores of the respondents before and after using Cloze Reading in the reading comprehension in terms of Inferring.

| Frequency | Percent | Verbal Interpretation |
|-----------|---------|-----------------------|
| 9 | 21.43 | Outstanding |
| 23 | 54.76 | Very Satisfactory |
| 10 | 23.81 | Satisfactory |
| - | - | Unsatisfactory |

Legend: 9-10 Outstanding; 6-8 Very Satisfactory;
3-5 Satisfactory; 0-2 Unsatisfactory

The post-test result shown in Table 4 obviously revealed the positive effect of Cloze Reading in the reading comprehension of the respondents. It means that the respondents improve reading comprehension regarding inferring or drawing conclusions. 100% of the respondents were considered to belong in satisfactory, very satisfactory, and outstanding levels. It merely shows that after utilizing Cloze Reading, its effects were truly effective and beneficial in enhancing reading comprehension in terms of inferring or drawing conclusions.

Accordingly, Selle, A. (2020) proves in his study that Cloze Reading can improve the respondents' reading comprehension concerning conclusions based on their understanding. Furthermore, the researcher agrees on that because all the respondents of this study justify the effectiveness of it in improving reading comprehension skills.

Table 5. Pre-test scores of the respondents before using Cloze Reading in the reading comprehension in terms of noting details.

| Frequency | Percent | Verbal Interpretation |
|-----------|---------|-----------------------|
| 6 | 12 | Outstanding |
| 13 | 26 | Very Satisfactory |
| 20 | 40 | Satisfactory |
| 3 | 10.00 | Unsatisfactory |

Legend: 9-10 Outstanding; 6-8 Very Satisfactory;
3-5 Satisfactory; 0-2 Unsatisfactory

Table 5 flashes the result of the pre-test scores of the respondents before using Cloze Reading in the reading comprehension in terms of noting details. It is the initial skill in improving reading comprehension, for it takes important details of what you remember or understand after reading a story. It leads us to easily recognize important details as well as significant events in the story through taking notes.

Subsequently, the result portrays the respondents' situation before implementing Cloze Reading. Placing at the bottom line is the level of fairly satisfactory which has a total number of 3 learners or 10% of the respondents considered as the lowest scorer because they fail on taking notes of particular events that happen in the story even the characters. Due to lack of comprehension, they cannot understand or even remember some important details and events in the story.

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However, 40% of the respondents or 20 learners are pinned in the level of satisfactory wherein they tend to slightly recall some important events and information in the story through note taking but not completely. Meanwhile, 26% of the respondents or 13 learners are positioned at the level of very satisfactory because they write down significant information about the story they read, as what they comprehend while reading. They prove their understanding by taking notes of characters, places and events they remember after reading the story comprehensively. Lastly, the remaining 6 learners or the fluent readers touchdown in the level of outstanding, because they completely take notes all the characters, places, events, main idea and even the moral lessons brought about by the story right before the implementation of Cloze Reading.

Table 6. Post-test scores of the respondents after using Cloze Reading in the reading comprehension in terms of noting details.

| Frequency | Percent | Verbal Interpretation |
|-----------|---------|-----------------------|
| 15 | 35.71 | Outstanding |
| 21 | 50.00 | Very Satisfactory |
| 5 | 11.90 | Satisfactory |
| 1 | 2.38 | Unsatisfactory |

Legend: 9-10 Outstanding; 6-8 Very Satisfactory; 3-5 Satisfactory; 0-2 Unsatisfactory

Table 6 reveals the post-test result after using Cloze Reading in the reading comprehension in terms of noting details. It shows the significant effect on the learning progress of learners. Obviously, it appeared to be effective due to the increased number of learners in very satisfactory and outstanding level from 36% in the pre-test up to 85.71% in the post-test result that has a difference of almost 50%. This highly illustrates the gap of using Cloze Reading in improving reading comprehension in terms of noting details.

As Rosenshine (2017) said, decoding details is one of the skill hierarchies of reading comprehension, for it significantly helps the learners to comprehensively deepen their understanding in what they read as they remember all the details happen right after reading the story. Note that details are the memory enhancer of the reader, indicating what they intimately understand in the story, which is why it belongs to the skill hierarchies of reading comprehension.

Table 7. Pre-test scores of the respondents before using Cloze Reading in the reading comprehension in terms of identifying the main idea.

| Frequency | Percent | Verbal Interpretation |
|-----------|---------|-----------------------|
| - | - | Outstanding |
| 7 | 14 | Very Satisfactory |
| 27 | 54 | Satisfactory |
| 8 | 26.67 | Unsatisfactory |

Legend: 9-10 Outstanding; 6-8 Very Satisfactory; 3-5 Satisfactory; 0-2 Unsatisfactory

Table 7 presents the pre-test scores of the respondents before using Cloze Reading in reading comprehension in terms of identifying the main idea. Relatively, in the pre-test result, 26.67% of the respondents or the 8 learners were identified to be at the level of fairly satisfactory because they failed to catch up the main idea or subject of the story they read. In this matter, the learners are considered slow readers, so their focus is concentrated only on recognizing the letters and words instead of comprehending its meaning. By this reason, they just got a score that ranges from 0-2 which is the lowest rank.

However, 54% of the respondents or 27 learners reached the satisfactory level wherein their scores during pre-test were in the range of 3-5. In this level, learners slightly get the main idea of the given selection or story after reading it. Although they are at a satisfactory level, they still need improvement because it is just halfway improvement in reading comprehension. Nevertheless, the remaining 7 learners or 14% of the respondents were in a very satisfactory level. In this case, out of 10 stories or selection, they got a score ranging between 6-8, which is a good standing in identifying the story's main idea.

Table 8. Post-test scores of the respondents after using Cloze Reading in the reading comprehension in terms of identifying the main idea.

| Frequency | Percent | Verbal Interpretation |
|-----------|---------|-----------------------|
| 8 | 19.05 | Outstanding |
| 18 | 42.86 | Very Satisfactory |
| 16 | 38.10 | Satisfactory |
| - | - | Unsatisfactory |

Legend: 9-10 Outstanding; 6-8 Very Satisfactory; 3-5 Satisfactory; 0-2 Unsatisfactory

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Post-test results were revealed in the tabular result above after using the Cloze Reading in the reading comprehension in terms of identifying the main idea. It visibly conveys how far the improvement of the learners after the utilization of the activity. No learners remain fairly satisfied, which is a total improvement in the respondents' reading comprehension in terms of identifying the main idea. It clearly presents that 100% of the respondents or 42 learners, were standing at a satisfactory, very satisfactory and outstanding level which relays a great impact on the use of Cloze Reading.

Furthermore, Faturrohmah (2023) states that primary concepts of identifying the main idea of a text, selection, or a story would be a gateway to reach reading comprehension. He displays the importance of catching up on the main idea to have insights on what you read that lead to easily comprehend and understand it. Along with this, the researcher used this factor to develop the reading comprehension of the grade 5 learners for the reason that it obviously contributes to ease the struggle on literacy comprehension

Table 9. Difference between the pretest and post-test scores of the respondents before and after using Cloze Reading.

| Cloze Reading | Pre-test | | Post-test | | t | df | Sig. (2-tailed) |
|---------------------------|----------|------|-----------|------|--------|----|-----------------|
| | M | SD | M | SD | | | |
| Sequencing of Event | 3.83 | 2.20 | 6.38 | 2.50 | -5.713 | 41 | .000 |
| Inferring | 4.45 | 2.06 | 7.02 | 1.84 | -6.443 | 41 | .000 |
| Noting Details | 5.48 | 2.31 | 7.43 | 2.00 | -5.006 | 41 | .000 |
| Identifying the Main Idea | 3.98 | 2.02 | 6.43 | 2.18 | -5.911 | 41 | .000 |
| OVERALL | 17.74 | 5.80 | 27.26 | 6.66 | -8.854 | 41 | .000 |

Legend: If p-value Sig. (2-tailed) $\leq .05$, then it is statistically significant. If p-value Sig.(2-tailed) $> .05$, then it is NOT statistically significant

The table 9 portrays the difference between the result of the pre-test and post-test scores of grade 5 learners on reading comprehension using Cloze Reading. As the table shows, there are four variables indicated in Cloze Reading. Regarding Sequencing of Events, the mean results in the pre-test appear to be 3.83 while on the post-test it increases to 6.38, which definitely shows an enormous difference for it displays a halfway gap from the previous result. In this case, using the Cloze Reading, the learners understand every scenario in the story, leading to better comprehension skills. Additionally, it takes a p-value result of 0.00 that is less than or equal 0.05, revealing the significance of the intervention.

On the other way around, in terms of inferring, the pre-test result come into view of mean is 4.45 that means to be still in a low-performing level while after the utilization of the research instrument, the mean result obviously increases to 7.02. Apparently, it is placed to be in the performing level in reading comprehension, that shows the effectiveness of the intervention because its p-value results to 0.00. Obviously, the Cloze Reading utilized by the researcher effectively take a positive action in the furtherance of the learners in reading comprehension because the learners have the skills of deeper understanding as they go beyond the surface details of the story.

Thereafter, in terms of noting details, the mean result in the pre-test is visibly 5.48, which is a little higher but still not at the performing level. As the researcher implements the Cloze Reading, there appears to be an increase of the mean result to 7.43 and shows the p-value result of 0.00 that also shows significance. The researcher proved that learners tend to comprehend the story if they develop the art of noting details, wherein they get a particular piece of information that can answer the questions after reading the story. In this process, the learners easily comprehend what the story tells.

Moreover, in terms of identifying the main idea, the tabular result shows the mean score in the pre-test seen as 3.98 that is definitely in the low-performing level. It seemingly increases to 6.43 in the post-test result, showing the significant result of the research intervention and proceeding with the p-value of 0.00 that is less than or equal to 0.05. Accordingly, when the learners can identify the subject or the main idea of the story, they can easily understand the plot flow in the story. The learners can also predict situation of the next scenarios by knowing the main idea. Cloze reading helps the learners to easily identify the main idea of the story so that they can easily comprehend it as they read a particular story.

In accordance, the overall mean of reading comprehension of grade 5 learners in the pre-test is 17.74 and became 27.26 after the use of Cloze Reading. Its p-value result is 0.00 that is less than or equal to the significance level of 0.05 showing that the research study is evidently 95% significant and effective as it resolves and contributes to the increase of reading comprehension level of grade 5 learners in Talisay Elementary School. As Febrianthi, et al., (2022) manifest in their study that Cloze Reading finds a reliable effectiveness as it successfully improves the reading ability and skills of the target learners.

Cloze Reading is a procedural learning strategy wherein the learners gradually take steps to improve their reading skills and ability without any pressure or weight that proves to be an effective intervention in easing the low-performing learners in reading comprehension. Subsequently, the researcher finds a positive result of this study as it helps to improve the reading comprehension level of the grade 5 learners in Talisay Elementary School.

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CONCLUSION AND RECOMMENDATION

The researcher inferred the following conclusion after the clear and comprehensive interpretation and tabulation of the data gathered. The hypothesis that there is no significant difference before and after the implementation of Cloze Reading is NOT SUPPORTED. Based on the results presented and conclusions, the following are hereby suggested.

Future researchers may utilize this study to come up with a similar or different result thus including other more variables and or interventions to identify and improve students' reading comprehension skills. Moreover, consider the simple to complex concept process for gradual learning without any pressure and inconvenience. Administrations may provide programs and other more interventions to enhance students' reading comprehension skills and improve the quality of teaching and learning process among teachers and students. Teacher may incorporate the Cloze Reading among their students to have a positive and fun learning experience on reading and improve their comprehension skills. Thus, take into consideration the consistency of the activity

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