

Thesis Title The Effects on Achievement of M.3
Students of Using Top-Level Structure
and Cloze Procedure Exercises in
Teaching English Reading

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ABSTRACT

This experimental study aims to investigate the effects on students achievement of using two different instructional techniques - Top-Level Structure and Cloze Procedure Exercises (Matching Cloze Exercises in a Random Deletion Method) - in teaching English reading to M.3 students at Saipanya Rangsit School in Thailand.

The subjects of this research were 60 M.3 students at Saipanya Rangsit School in Pathumthani. They were divided into 2 groups of 30 students. The first group, experimental group I, was taught using Top-Level Structure exercises whereas experimental group II was taught through Cloze Procedure Exercises using matching cloze in a random deletion method. The experiment was carried out during the second semester of the 1993 academic year in a period of 9 weeks totalling 16 hours in one semester.

The instrument employed to measure progress of both groups in this study was the reading comprehension test constructed by the researcher to evaluate the subjects' English reading ability. The test consisted of 6 reading passages containing 35 multiple-choice questions. The reliability of this reading test was 0.83. The scores obtained from the pretest and the posttest of experimental group I and experimental group II were analysed to determine the effectiveness of the two teaching techniques.

The findings of this study can be summarized as follows :

1. There was no significant difference between the mean scores obtained from the posttest and those obtained from the pretest at .05 level ($p > .05$) for students in experimental group I (TLS).

2. The mean scores of the posttest of students in experimental group II (CPE) were significantly higher than those of the pretest at .05 level ($p < .05$).

3. It was found that the posttest scores obtained by students in experimental group II taught through Cloze Procedure Exercises were significantly higher than the posttest scores obtained by students in experimental group I taught through Top-Level Structure at .05 level ($p < .05$).

4. The mean scores of weak reading ability students in experimental group II were significantly higher than those of weak ability students in experimental group I at .05 level ($p < .05$). But the mean scores of good and moderate reading ability students in experimental group II were not significantly higher than those in the experimental group I at .05 level ($p > .05$).