

## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Cloze Procedure Technique

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

Teaching techniques are usually implementation, and they take place in a classroom. It can be said that techniques depend on the teacher, his individual artistry, and on the composition of the class. Particular problems can be tackled equally successfully by the use of different techniques. Many kinds of the techniques in teaching reading, One of the most popular types of reading assessment task is the cloze procedure. According to Wilson Taylor (then a graduate student at the University of Illinois) introduced a technique for measuring the effectiveness of communication which he called the "cloze procedure".<sup>1</sup> The name of this new psychological tool was derived from the Gestalt concept of "Closure", the tendency to complete a structural whole by filling in a missing gap. Taylor's paper helps to explain that the cloze procedure systematically deletes words in a prose selection (i.e. every word) and evaluates the success a reader has in accurately supplying the deleted words. After this paper several individuals helped to bring widespread attention to the cloze procedure.

Cloze procedure was introduced by Taylor, with the idea in a fact people tends to complete an unfinished pattern, to make it

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<sup>1</sup>Wilson Taylor. *Cloze Procedure: A New Tool For Measuring Readability.*(*Journalism Quarterly*, 1953). 30, 415-433.

mentally perfect and see parts as a whole. Some research on second language acquisition vigorously defend that's 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>2</sup> It means that the cloze procedure is the technique as test, assessment, or etc.

Cloze procedure has been use as a device for the assessment of reading comprehension. Llewelyn defines that a cloze exercise as an exercise where by learners are presented with a short text parts of which have been delete.<sup>3</sup> That means, The reader's task is to read the passage and write in the missing word on a blank. The 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. Also asked to read the text and to fill the gaps left by the deletion with words, which are syntactically and semantically appropriate at the discourse level.

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

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<sup>2</sup> H. Douglas Brown, *Language assessment: Principle and Classroom Practice*, (San Fransisco State University: Longman, 2004),201

<sup>3</sup>Susie Liewelyn . *The Second Language Curriculum in Action.*( Sydney: Macquarie University. 1990)128

From the definitions above, the writer can define that cloze procedure as a technique to improve the students' reading skills by guessing the deletion words in the text.

## 2. Type of Cloze Procedure

According to Douglas, there are five main type of cloze procedure in least.<sup>4</sup> All of which can make it easier for teachers to choose one of these types in making a question or test.

### a. The Fixed-Ratio Deletion

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

### 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

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<sup>4</sup> H. Douglas Brown, *Language Assessment : Principle and Classroom Practices*. 202-204.

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 for the choices provided, i.e A, B, C, D

Multiple – Choice of cloze procedure are a compromise between modern and post-modern testing method. This compromise does inevitably change the nature of the test and let it fall squarely into 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 remains in the texts so as to give the examinee a clue as to what is missing. With C-test 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.

e. The Cloze-Elide

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

The processing of 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 pro of reading skill, as its proponent 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. Types of Deletion**

According to Liewelyn, there are two kinds of deletion with their own purposes.<sup>5</sup> It was by hypothesized that the use of these two kinds of deletions would increase the interest and involvement of the students.

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<sup>5</sup> Liewelyn, *The Second Language Curriculum in Action*. 136

### 1. Single words deletion

In this type of deletion there are varieties in the class of words deleted. We can delete content words as well as words on grammatically focus such as conjunction, article, pronoun etc. from this type of deletion we hope that there will be a discussion of grammar and vocabulary.

### 2. Sentence deletion

Liewelyn States that it was expected that the most of discussion would be about syntax and discourse rather than about lexical choices. To give the student help to reconstruct the missing sentence we give them three or four content words for each deletion as prompts. So by using these prompts student will discuss what the missing sentence might be the prompts given the usually are content words, will lead the discussion about syntax, discourse, and lexical items. From the explanation above the writer concluded that there are two kinds of manner to design a close test, first is single words deletion and the second is the sentence deletion.

## 4. Deletion Procedures

According to Jongsma, for instructional purposes, selective deletion system seems to be effective. To design a cloze task there are two procedures of deletions. They are the random and selective of deletion system. By random system every  $n$ -th word is deleted.<sup>6</sup> This system is usually used for testing or investigating the readability of a text. For the sake of the classroom teaching to

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<sup>6</sup>Jongsma, F.A. *Cloze Instruction Research: A Second Look*, (Newark: Delaware International Reading Association. . 1980)

develop the reading comprehension it's better that we use the selective system. In this system we can choose which word to be deleted. From the explanation above, the writer has an idea to delete the words in cloze procedure. By delete the words that related with the genre of the text, in this case is narrative text.

### **5. Function of Cloze Procedure**

The cloze procedure can be used as an instrument in teaching English. The function is to develop the student reading skills. By doing the cloze procedure, the students are trained to use their vocabulary, know ledge, and the grammar at the discourse level. Oller describes those different purposes of cloze procedure used by teacher and linguists:

- a. To judge the readability of textual materials.
- b. To estimate ability in reading comprehension.
- c. To study the native of contextual constrains.
- d. To estimate over all language proficiency
- e. To evaluate teaching effectiveness<sup>7</sup>

Cloze procedure as a teaching technique has been used since about 1970, and since then many studies have demonstrated its effectiveness. According to Liewelyn, there is growing interest in the use of cloze procedure as an instructional technique to develop the reading skills in the classroom.<sup>8</sup>it means that cloze procedure technique is able to improve the quality of their reading comprehension quickly

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<sup>7</sup>Oller, *Language Test at School* (London : Longman. 1979)348.

<sup>8</sup>Liewlyn , *The Second Language Curriculum in Action*.29.

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 deletion items, furthermore, depends on how well the reader can supply universal or global understanding among the concept in a given string of discourse.

Mulyati and Harjasudjana state that “Talking about cloze procedure, there are two main functions; as a means of measuring the level the readability of the text and an instrument for teaching reading as well”.<sup>9</sup> From the functions above, the writer can simply that the function of the cloze procedure is to develop the students’ skill in reading a text.

## **6. Selecting Materials for cloze procedure**

The cloze procedure can be taken from a variety of source. The selection depends on how and what the objectives we have stated. In this case, Richardson in kustaryo suggests the following ways:

- a. Choosing the passages that have high interest level and at the reading level of our students.
- b. Preparing our own material with special purposes.
- c. Selecting a short story.
- d. Selecting passage with pictures to help the students understand the passage.
- e. Preparing word cards to complete the meaning of sentences.

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<sup>9</sup> Yetty Mulyati, and Harja Sudjana, Ahmad S. Materi Pokok : *Cloze Procedure (Materi V)*.

The cloze procedure, however, must be viewed as a supplement to other techniques for improving reading comprehension, and it must not be ever used, since this will lead to frustration and boredom on part of the students.

### **7. The Construct of Cloze Procedure**

When the teacher constructs his/her materials, she or he should adapt them specific students, purpose, content areas, concepts and carefully sequence them, according to length and difficulty. Richardson in Kustaryo suggests us the following procedure:<sup>10</sup>

- a. Deleting systematically every fifth or seventh word but leaving either consonant, vowel, or final letter.
- b. Using the long passage and keeping the context of semantic and syntax in mind.
- c. Precede the passage with brief and clear direction.

These suggests tell us how to making the cloze test for the students, so the students understand the content of the discourse easily, so as to achievement of learning goals nicely.

### **8. The Teaching Procedure in Applying the Cloze Procedure Technique**

According to Richardson in Kustaryo, the teaching procedure in applying the cloze procedure technique in classroom is as follows:<sup>11</sup>

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<sup>10</sup>Sukirah Kustaryo. *Reading Technique for College Students* (Jakarta: Departemen Pendidikan dan Kebudayaan 1988) 20.

<sup>11</sup>Kustaryo. *Reading Technique for College Students*. 1988.20

1. A teacher begins the class by stating the purpose of the activity and announces the title of the passage.
2. If the students are not familiar with the cloze procedure, the teacher should devote some time to explain its purpose and how to guess the missing words with the help of context.
3. The teacher hands out the cloze procedure passage and asks the students to read silently.
4. The teacher reads the passage loudly, trying to maintain a correct intonation and making the necessary pauses.
5. The teacher asks the students to read the first paragraph silently, afterward the teacher directs discussion with the whole group participating.
6. The teacher gives some clues to help student to find the correct or acceptable words.
7. After the first paragraph has finished, the teacher asks the student to read it aloud to see whether it makes sense.
8. The teacher shows the original paragraph, and asks the student to compare it with the one they have just completed.
9. In order to provide variety, the teacher divides the class into groups and asks them to read the text paragraph.
10. While the student are working in groups, the teacher should interact with each group and works as a facilitator.
11. The teacher asks the students to report their findings.

12. Finally, the teacher shows again the original paragraph and compares it with the student's answers.

Which these step the teacher can to communicate with her or his students by closer also students' achievement in the reading comprehension. With these step the students enjoy in learning especially in reading comprehension and will be get any information and to close with their friends.

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

1. The advantages of the cloze procedure are stated by Mulyati and

Harjasudjana among others:<sup>12</sup>

- a. To investigate the readability of a test.
- b. This procedure can be used to measure the understanding of the test.
- c. As a formative test, cloze procedure can immediately measure the understanding of a certain material as a feed back of our classroom performances.
- d. It can cover a large group of student at one time.
- e. Doing the cloze procedure especially in-group work, generated discussion among the member of the group. So though interaction they develop their language proficiency.

These advantages can improve students' achivement in reading comprehension.

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<sup>12</sup>Mulyati,all, *Cloze Procedure (Materi V)*. 15

## 2. The Disadvantages of Cloze Procedure

- a. Can become difficult to create quality of cloze procedure.
- b. Some disagree that is a valid form of testing.
- c. Can frustrate students who struggle with vocabulary and language.

### **10. The Problems in Cloze Procedure**

Some problem arise in the use of cloze procedure. Besides the advantages of the cloze procedure some problems are predictable to arise. One problem arise in the use of cloze procedure in the level of linguistic difficulty, which might be too high to certain students. One-way to minimize the mistakes made by the students is that we can give the students options in the form multiple choice or completion with prepare alternative.

The second weakness is concerning the design of the cloze procedure that is the certain simple word deletion found to be too difficult to the students. Liewelyn suggest that teacher should not focus in difficult concept at the early stages of the introduction of the procedure.<sup>13</sup>

A simpler deletion could have been made first. So there should be a number of stages progressing from the easy one to the more demanding. In an exercise with full sentence deletion, Prompts should be given to the students to help them construct the missing sentence. The prompts are usually in the form of the context words. These words should be familiar to the students.

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<sup>13</sup>Liewelyn, *The Second Language Curriculum in Action*.147.

Difficulty arise when the words are unfamiliar to the students. So, that teacher should be aware about this.

The correctness of completion of the deletion is not, because of the understanding of the discourse, but because of the familiarity of the patterns of the expression. To avoid this, Mulyati and Harjasudjana suggest the teacher should flow up the procedure with the discussion concerning the reason of the answer given by the students. From the explanation above, the writer can simply that cloze procedure can help the students to make the student's intelligence in guessing the deletion words.

### **11. Preparing the Cloze Test**

Cloze test is extensively used as completion measure, ideally aimed at tapping skills interactively, with respondent using cues from the text in a bottom-up fashion as well as bringing their background knowledge to bear on the task. As has become commonly known, the basic form of the cloze test is passage from which a word is deleted after every certain number of words. Various multiple choice approaches have appeared as modifications of the basic cloze test. Generally, those who have recommended an alternative-choice format for the cloze suggest that the best distracters are those obtained from answers to the same cloze passage when administered in the basic way. Another type of modification of the basic cloze is not to delete words randomly, but rather to delete them rationally-on the basis of some linguistic criteria. The cloze has been used as a measure of readability, global reading skill, grammar, and writing and its proponents have claimed it to be projective measure of listening

comprehension and speaking. Cloze test can be scored according to an exact word, acceptable word, or multiple choice approaches.<sup>14</sup> It means, if the teacher want to know the students' reading ability or reading comprehension, the teacher can choose kinds of the cloze test like multiple – choice approach, because it's too easy for the teacher to find out the students' reading comprehension score also the students understanding in their reading comprehension.

What an individual cloze tests measure will depend on which individual words are deleted. Since the test constructor has no control over this once starting point has been chosen, it is not possible to predict with confidence what such a test will measure. The hope is that, by deleting enough words, the text will be sampled adequately however, since the technique is word-based, many reading skill may not be assessed by such deletions.<sup>15</sup> And the writer added the purpose of cloze procedure is student have more interest in understanding and comprehending the material, also more extended vocabulary that is in the text, can arrange the text word for word from an existing, in additions to the students also known.

The steps in preparing a cloze test are simple. According to Hasbel as cited by Mulyati and Harjasudjana, the procedure would be better by using some criteria as follows:

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<sup>14</sup> Andrew D. Cohen, *Assessing Language Ability in the Classroom*,(USA: Heinle&Heinle, Publisher,1994).234-235

<sup>15</sup> J. Charles Alderson, *Assessing Reading*, (United Kingdom: Cambrige University Press,2000).208

- a. Choose a text about 250 words.
- b. Let the first and the last sentence undeleted.
- c. Begin the deletion from the second sentence that is on fifth word, the deletion is marked with a line.
- d. Never delete numbers, delete the next fifth.<sup>16</sup>

It's means when we make a test we should prepare that criteria like choosing a text, do not delete the first and the last sentence for knowing the main idea and deleting the word began from the second sentence and never delete the number. From the statements above, the writer also has some the criteria about the preparing a cloze task; choose the interesting narrative text and delete the words which related with the clues that the teacher want.

## **12. Procedures of Assessing**

To justify the result of the cloze procedure there are two ways.

First, we only give points to answer which are exactly the same as the words deleted different answers which are not exactly it same as the key answers are not accepted, even though semantically these answer are logical and can be accepted. For the sake of teaching process this procedure cannot be used.

The second, in using the cloze procedure to develop the students skills in reading, points are not given to the answer which are exactly the same, but also their synonyms as far as they can replace the delete words and do not ruin the grammar and meaning.

According to Madsen, there are two possible ways to assess cloze test. One is to give credit for only the exact word from

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<sup>16</sup> Mulyati, *Cloze Procedure (Materi V)*.7.

the story. Another is to allow full credit for equivalent words as well.<sup>17</sup> Both methods rank the students about the same, but the students feel strongly that the second method is fairer.

## **B. Reading Theories**

### **1. Definition of Reading**

Reading has very important social role in our life. Reading is used by the readers to obtain information, this would be submitted by the author through the written language. Moreover, reading is the most important language skill to master. Reading also is an active process that has a goal and need a strategy.

Reading in the students' native language and reading in a second language learned is quite different matter. Reading in a second language is much more difficult for learned as they are required to have adequate knowledge of the language which has a different system, including vocabulary and structure as well as possible. According to Allington and Michael "reading is and active cognitive process does indeed required using graphic (letters) and phonic (sound) information; but for fluent readers particularly, the language – based cues"<sup>18</sup>. It means that in reading activity, using sound and latter are important because when we read book or something it certainly we produce sound, and without using letter it doesn't call reading activity because reading commonly defined as an activity where the students' eyes focus on

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<sup>17</sup> Harold S Madsen, *Techniques in Testing* (Oxford: Oxford University Press.1983)50.

<sup>18</sup> Richard Allington and Michael, Strategy, *Learning Through Reading in the Content Areas*,(Toronto:D.C Heath and Company, 1995), 16.

letter in the text or something that they read. And also when they read a text the students usually produce sound. Reading a text, book or something, it actually we read letter. In that text there is a set of letter that we call word, a set of word called sentence, a set of sentence called paragraph and a set of paragraph called text. It impossible if the students.

Do reading activity if there is no letters. And for fluent reader, semantic and grammar are more important than sound and letters it means that the students have mastered the basic of reading activity, it is the reason that semantic and grammar more important than sound and letter.

Marianne Celce –Murcia pointed out that “Reading is the most complex and difficult.<sup>19</sup> It means that reading is not only requires the reader to be able to pronounce the words properly but readers should also understand the meaning of the words are arranged. Nature of reading is visual, organized and systematic, arbitrary and abstract, but meaningful, and the most important is related to a particular language and society. Visual reading is obtained through the eyes that have limitations, but it contains a lot of advantages. It is concluded that reading is not an easy activity, but rather a complex activity because reading involves all higher mental processes, such as memory, thinking, imagination, setting, implementation, and troubleshooting. Base on the statement above, the writer can conclude that in reading activity the reader need a letter to pronounced, it impossible if the reader read a text but there

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<sup>19</sup> Marianne Celce – Murcia, *Teaching English as a Second or Foreign Language, 2<sup>nd</sup> Edition* (Boston: A Division of Wadsworth, Inc., 1991), 169.

is no letters. The reader who read a text or written material it certainly have specific purpose, to get information, to get pleasure or etc. moreover, reading also is an activity where the readers' eyes and brain work together.

The eyes read a text and receive message from the text, then the brain was to work out the significance of the message or in other word the brain has to translate and understand the meaning of the text.

## **2. Reading Comprehension**

Before defining reading comprehension, it is better for the writer to define the meaning of comprehension. The definition of comprehension comes from John F. savage and Jean F. Mooney. They define that “comprehension is cognitive activity, the ability to drive meaning and understanding from printed language.<sup>20</sup> It can be stated that comprehension is an understanding which the reader construct the new information by describing it in the printed language.

Lewin point out that “Reading Comprehension is a very complex activity, so much occurs inside the mind of a reader as the eyes glide over the printed words. Accomplished readers (like most of us) have become so good at it through a lifetime of practice that is easy to forget how tough it really is, how complicated the comprehension process is.<sup>21</sup> It means that when the reader read the

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<sup>20</sup>John F. Savage and Jean F. Mooney, *Teaching Reading to Children with Special Needs*, (London: Allyn and Bacon, Inc., 1997), 29.

<sup>21</sup>Larry Lawin, *Paving the Way in Reading and Writing*, (San Francisco: Jossey – Bass, 2003), 2-3.

text, the mind and the eyes work together to create a comprehension.

### **3. Model of the Process Reading Comprehension**

According to Ma'mur there are three theories or models that explain about the process of reading comprehension. There are:<sup>22</sup>

#### **a. Bottom – up Model**

The structural linguist of bottom up model here; the person who learns to read, acquires the habit of responding to the sight letters by the utterance of phonemes. This does not mean that he or she is learning to utter phonemes; he or she can taught to read only after phonemic are thoroughly established.

According to Charles that bottom – up are serial models, where the reader begins with the printed word, recognizes graphic stimuli, decodes them to sound, recognizes words and decodes meaning.

#### **b. Top – down Model**

Top – down Models should begin with the largest unit, the whole text. However, it is virtually impossible to see how a reader can begin by dealing with the text as a whole, and then proceed to smaller units of the text. In fact, the term 'top-down' is deceptive, appearing to offer a neat converse to 'bottom-up', a converse which in reality does not exist.

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<sup>22</sup>Ilzamuddin Ma'mur, Pijar – Pijar Pemikiran Bahasa dan Budaya (Jakarta: Diadit Media. 2006) 8.

### c. Schema or Interactive Model

The essence of schema theory: research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Skill in reading depends on the efficient interaction of linguistic knowledge and knowledge of the world. Content schemata include what we know about people, the world, culture, and the universe, while format schemata consist of our knowledge about discourse.

According to the interactive model, the reading process works like this: first, clues to meaning are taken up from the page by the eye and transmitted to the brain. The brain then tries to match existing knowledge to the incoming data in order to facilitate the further processing of new information. On the basis of this previous experience, predictions are made about the content of the text, which, upon further sampling of the data, are either confirmed or revised.

## 4. Levels of Reading Skill

According to Savage and Mooney, specific reading comprehension skill is divided into three levels of skills; they are: (1) *literal meaning*-understanding and interpreting what the author has to say, (2) *inferential comprehension* – reading “between the lines” to infer meaning not specifically stated in a printed passage, (3)

*critical-creative reading* -extending beyond the lines to evaluate, relate, or apply what is read.<sup>23</sup> All of these points explained clearly:

a. Literal reading

The literal level of comprehension is fundamental to all the reading skills at any level because a reader must first understand what the author said before he can draw an inference or make an evaluation. The literal level is considered to be the easiest level of reading comprehension because a reader is not required to go beyond what the author actually said.

b. Inferential comprehension

Inferences are ideas which a reader receives when he goes beneath the surface to sense relationships, puts facts and ideas together to draw conclusions and makes generalizations, and detects the mood of the material. Making inferences requires author and more on personal insight.

c. Critical reading

Critical reading requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for false statements. It means questioning, comparing, and evaluating. One of the most important comprehension skills is finding the main ideas. This could be a literal skill if the idea is directly stated or an inferential skill if

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<sup>23</sup> John F. Savage and Jean F. Mooney, *Teaching Reading to Children with Special Needs*, 29.

it is not directly stated. The main idea is the essence of the paragraph, or what the author is trying to get across to the reader.

According to Harmer, there are three skill that students have to acquire. Those are:

a. Scanning

The students need to be able to scan the text for particular bits of information they are searching for. This skill means that they do not have to read every word and line: on the contrary, such an approach would stop them scanning successfully.

b. Skimming

The students need to be able to skim a text-as if they were casting their eyes over its surface-to get general idea of what it is about. Just as with scanning, if they try to gather all the details at this stage, they will get bogged down and may not be able to get the general idea because they are concentrating too hard on specifics.

c. Reading for detailed comprehension

Whether looking for detail information or language, must be seen by students as something very different from the reading skill mentioned above. When looking for details, we expect the students to concentrate on the minutiae of what they are reading.<sup>24</sup>

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<sup>24</sup>Jeremy Harmer, *How To Teach English*, (Edinburgh Gate: Pearson Education Limited, 1998), 69

Base on the statement above, Harmer, Nuttal and Heaton have the opinion that different about skill in reading. But Harmer more specified, he only explain scanning, skimming, and reading for detail comprehension.

## 5. Purpose of Reading

Every reader has a different purpose when they are reading, because purpose refers to reader's aim or intention in reading a certain text. Harmer states that "in the first palce, many of them want to be able to read texts in English either for their career, for study purposes or simply for pleasure."<sup>25</sup>it points out that the reason of reading is determined by reader's purpose either for career, study or pleasure.

According to William in McDonough and Christopher Shaw's book usedully classifies reading into "(a) getting general information from the text, (b) getting specific information from a text, and (c) for pleasure or for interest."<sup>26</sup>

Based on the statements above, the writer concludes that the main purpose of reading is to find the information and to get pleasure or enjoyment. Reading for information means that we do not stop to analyze the grammatical stucture and we understand the meaning the passage.

Reading for information includes the materials which are classified as non-fiction, social studies, science, magazine, newspaper, article article and news. Reading for pleasure means

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<sup>25</sup> Jeremy Harmer, *How To Teach English*, 68

<sup>26</sup>Jo McDonough and Christopher Saw, *Materials and Method in ELT (A Teacher's Guide)*. (Oxford: Blackwell, 1993), 102

that the reader may read the text either quickly or slowly based on what he likes to read. It associates largely with a novel, short stories, biography, poem and plays. Reading for pleasure is different from reading to get the information, because in reading to get the information the reader has to understand the meaning of passage in order the reader can get the information from the text.

## **6. Kinds of Reading**

According to Heaton, there are two kinds of reading activities, there are:

### a. Intensive Reading

In this activity the reader reads a text for detail information and focused on the construction of reading texts which takes place in classroom. Intensive reading is characterized by study activities, such as the particular uses of grammar and vocabulary items.

### b. Extensive Reading

In this activity the students should understand that in this type of reading their major concern is on the overall comprehension of characters and events rather than on the specific details of either language or story content. Where possible, reading for pleasure should be involved.<sup>27</sup> Furthermore, Nuttal through her book teaching reading skills in a foreign language state that the aim of intensive reading is to guide the students' accuracy in reading and to understand the meaning of the text: not only of what it means, but also

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<sup>27</sup>J.B. Heaton, *Writing English Language Test*, (New York: Longman Inc, 1988),106

how the meaning is produced. Whereas the aim of extensive reading is guide the student to achieve fluency and efficiency. On the other hand intensive means reading for accuracy and extensive means reading for fluency.