

CHAPTER II

LITERATURE REVIEW

A. Definition of Reading Assessment

Mariotti & Homan (2005:2) said that reading assessment is gathering of information to determine a student's developmental reading progress. In addition, assessment procedures provide information about the students' comprehension, phonemic awareness, phonics, vocabulary, fluency, interests, attitudes, and also communication skills.

Caldwell (2008:4) stated that reading assessment is assessing a student's reading performances is no different. This way with asking a question about a student's writing, select evidence that is appropriate for answering some question, to make judgments about the student's strength and needs, and take instructional actions.

Another word of reading assessment can be called as assessing reading. Assessing of reading is including some item based tests that suitable quite comfortably into the mainstream of validation argument. Much reading assessment is informal, taking place from day to day in the classroom in spontaneous exchanges between teacher and pupil (Sainsbury, Harrison, & Watts 2006 : 14).

From the statement above means that reading assessment is for gathering information about the progress students development in reading activity, giving information during the understanding process in reading

activity, and very important things in some test that wanted be tested with a suitable answer.

So, reading assessment is a method or way to measure the students' ability in mastery reading text. We should know that as a teacher can know the ability of students through reading assessment, identifying the problem of students and developing solutions to improve their reading.

B. The Importance of Reading Assessment

Reading assessment has important things to know the students' ability in reading.

Afflerbach (2018:14) states that reading assessment is needed to help us to get strength and needs of a student, to teach and to support their reading development, to help us to determine whether of various reading instruction is reflected in the reading progress as well.

An important aspect of reading assessment is the teacher needs to know the reading assessment content has been identified by experts as the most important. Based on big thought and discussion, educators have developed standards to reflect this content that teachers must have it. Complex answers are certainly more difficult to describe but teachers need to know enough about reading assessments to make them effective teachers. Especially, for reading assessment, professional standards describe what teachers must know or do as a result of professional education and development in reading assessment (Bell & McCallum, 2013).

From the explanation above means that the importance of reading assessment is to make the students more active without any problem in mistakes or something else. Then, not only the students are active but the teacher must also consider reading tools appropriately to the students.

C. Types of Reading Assessment

(Brown, 2004) states that reading assessment by several types, there are:

1. Perceptive Reading

This assessment is focused basically on bottom processing. Bottom processing means that take in stimuli from outside world letters and words, for reading and deal with that information with little recourse to higher level knowledge (Treiman, 2001: 2).

The ability to understand the text is not easy because some students have already known a variety of letters in their first language but in the second language becoming a consideration to fulfill a reading skill. Those are the kinds of a task are reading aloud, written response, multiple choice, and picture cued tasks.

The explanation can be seen below:

a. Reading Aloud

The test taker sees separate letters, words, or short sentences and reads aloud one by one in the presence of teacher. The assessment used in reading comprehension, each oral approach organized by a large response is considered correct.

Reading aloud has an important thing. Sanacore (1992:1) states that reading aloud is an important motivational strategy not only for primary school children but also for upper-elementary, middle, and high school students. It means that reading aloud can be used for all levels and flexible in adjust learning process.

b. Written Response

Brown (2004:191) states that the same stimuli are presented and the test taker is produced the test in writing. Each of writing completed by the student is variation. Then, the evaluation of test taker must be careful. If there is a mistake, as a teacher must determine or find the source of writing errors in reading.

c. Multiple Choice

Brown (2004:19) states that multiple choices are not only come, but also become the question for choosing one of four or five possible answers. Multiple choice are very useful at low levels in reading with including the same or different, select the letter with circle the answer in right or wrong.

d. Picture Cued Items

Brown (2009:191) states that test takers are shown a picture, along with a written text and are given one of a number in possible tasks to perform. With the same picture, the test takers read sentences and then they point to the correct part of picture. Matching can be an effective method of assessing reading at this level.

2. Selective Reading

Brown (2004:194) states that this type is must be focused on aspect of formal language in lexical, grammatical, and few discourse feature of language. Aspect of lexical and grammar only used in four skills such as listening, speaking, reading, and writing. Those are the kind of tasks are multiple choice, matching tasks, editing tasks, picture cued tasks, and gap filling tasks.

The explanation can be seen below:

a. Multiple Choice (Form Focused Criteria)

Brown (2004:194) states that the popular method for testing a reading knowledge of vocabulary and grammar is the multiple choices format. Multiple choice itself very easy to administer or process and scored fast. The easiest items of multiple choice may have a little context, but can function as a vocabulary and grammar. The context of story may not specific to help test taker to respond items more easily but this allows students to pay attention to a related set of sentence in multiple choice.

b. Matching Tasks

Brown (2004:197) states that the test taker can response the answer correctly in makes to match appropriate format. Matching tasks have the advantages and the disadvantages. In advantages is offering or asks to the students to fill in the blank formats and easily to build than multiple choice but in appropriate matches. Then, in advantages is

matching tasks is can be more than a puzzle solving because the students will work hard to match from different items.

c. Editing Tasks

Brown (2004:198) states that editing for grammatical mistake is widely used in method test for assessing linguistics competence. Especially in TOEFL and many more test used this technique but not only focused on grammar but also in introduce authentic task simulation for editing, distinguishes errors in the writing section.

d. Picture cued Tasks

Brown (2004:199) states that pictures and photos may be used for testing ability at the selective level. There are several types of picture cued method are commonly used:

1. Test takers read a sentence or a part and choose one of four pictures that being described. The sentence is more complex.
2. Test takers read a series of sentences or definition, each describing a labeled side of picture and diagram with identify each item. Fortunately, the test taker do not need to know every term but by reading the definition. Then, they are able to make identification of picture.

e. Gap Filling Tasks

Brown (2004:200-201) states that gap filling tasks is to create sentence completion items where the test takers read part of a sentence and then complete it by writing a phrase. This tasks have

disadvantages is questionable of reading assessment in ability. The tasks requires both reading and writing performance, thus making it low validity in isolating reading as the only of criterion. The task must be accepted in correct response part of sentences.

3. Interactive Reading

Brown (2004:201) states that this type is focused on meaning of sentences, may be also focused on top-down processing. Top down information relying on the interpretation of the context activities the appropriate meaning in ambiguous word (e.g., Sereno et al., 2003) cited in (Dambacher, Michael 2010:10). It means that the students may be filling the blank with ambiguous answer on each question.

The text is a little longer than a prose paragraph. Especially in charts, graphs and others picture may be rather complicated in the format of text. Those are the kind of tasks are cloze tasks, short answer tasks, editing in longer text, scanning, ordering the tasks, and information transfer in reading charts, maps, graphs and diagram.

The explanation can be seen below:

a. Cloze Tasks

Brown (2004:201) states that cloze tasks are usually minimum of two long paragraphs to explain the discourse. The test can be constructed relative easily as long as there is a specification for choosing delete and scoring clearly.

b. Short Answer Tasks

Brown (2004:206) states that a reading is presented the test taker read the questions that must be answered in one or two sentences. This task is very popular alternative than multiple choices. Multiple choice is difficult to establish and validate also the teacher rare have time to design it.

c. Editing (Longer Text)

Brown (2004:207) states that the text can be done with editing, discussing together in the classroom to every sentence still not connected, repaired mistakes which is detected by test takers. This text also provided in long format.

d. Scanning

Brown (2004:209) states that scanning is a strategy used by all reader to find relevant information in a text. Assessment of scanning is done by presenting test takers with a text and requiring rapid identification of relevant information. The purposes of this tasks are identify quickly important parts with timing management that will be determined by calculating score.

e. Ordering Tasks

Brown (2004:209) states that the teacher gives several papers in small shape with the sentence on it and then assembling them into a story. The technique can be used for assessing an understanding in arranging the story with correct sequence.

f. Information Transfer (Reading Charts, Maps, Graphs, and Diagram)

Brown (2004:210) states that every educated person must be able to comprehend charts, maps, graphs, calendars, diagrams, and so on. Not only comprehend but also have linguistics ability to transfer information to someone else. For example, in reading a map arise understanding of map concept include how far the town or location to someone else, symbols, or something. Whereas, in reading diagram include numbers, frequency of things that will explained with students comprehension.

3. Extensive Reading

Brown (2004:212) states that this type is provided in text longer than before. This text includes journal articles, technical reports, longer essays, shorts stories, and also books. The students must know the content of text with determine the main idea, meaning, questions of the story or something. Those are kind of tasks are skimming tasks, summarizing and responding, and note taking and outlining.

The explanation can be seen below:

1. Skimming Tasks

Brown (2004:213) states that skimming is the process of covering reading material to determine the main idea quickly. This is a strategy used to give the reader about the topic and purpose of text, the organization of text, the perspective of the writer in text, determine the

text is beneficial or not, and the text is usefull or not to the reader. This tasks is very flexible used in long and short page.

2. Summarizing and Responding

Brown (2004:213) states that the most common means of this task is to ask the test takers to write summary from a text. The student have focus on the task not only summary but also active to respond the text. The content of the response can be opinion or statement from the text provided.

3. Note taking and Outlining

Brown (2004:215) states that strategy training gained by the students in retaining information through note with highlight the main information of organization outlines that supporting ideas into a right arrangement. He added that a teacher perhaps in one-on-one conference with students. It means that teacher has role important to the student are active to find information many more without problem.

Taking notes on textbook information moves you into an active learning mode that promotes thinking carefully about information and selecting what is important to learn and what is not (Wong, 2003:275).

It means that two tasks must be required in the classroom accompanied by the teacher. It helps the students improve their comprehension in writing important things in every textbook or text.

D. Previous Research

The result of the previous study relating to the research that will be conducted is entitled “survey on the type of reading assessment in EFL class” become a reference for the implementation of this research.

Collins (2015) studied entitled “Performances Variations across Response Formats on Reading Assessment”. The aim of this study was investigated how assessment dimensions and child skills account for differences in student performance on comprehension assessment. The subject was participants include 82 fourth grade students in urban elementary school. The technique was used item response for examination in open-ended questions, multiple choice, and retelling. Then, the result of this study was a low score in fourth-grade student in skills and comprehension.

Gilchrist (2009) studied entitled “Teachers Perception of Reading Assessment for Students with Emotional and or Behavioral Disorders”. The aim of this study was investigated the teachers level in training, perceptions of competence, and practices at last or recent. The subject was 200 teachers. The technique was used survey and open-ended questionnaire. The result of this study, teachers were a lack of confidence, knowledge, and poor training.

The previous study discussed about reading assessment and correlated with this research. The previous study becomes references in conducting research. So that the researcher can enrich the theory used in reviewing the research conducted.