

CHAPTER II

LITERATURE REVIEW

Based on the research objectives, this chapter presents some theories of online learning, assessment, reading, reading assessment, reading assessment type, and reading assessment strategy

1. Theoretical Framework

A. Definition of Assessments

The terms of assessment are sometimes still confused with tests and evaluation. Nowadays, many teachers and educators still difficult to differentiate between tests and assessments. Zainul dan Nasution (2001) in his paper that test is defined as a question or task or set of tasks that are planned to obtain information about an educational attribute or a certain psychological attribute. Binet-Simon (1904) A test is a tool or procedure used to find out or measure something in an atmosphere, in a predetermined way or rules. Most of them know that all of the terms have the same meaning and perception, although it is different whether in the term, activity, and time conduct. Therefore, as an educator, we have to know what actually assessment is. Choong (2013) excused in his paper that assessment is all activities that teachers use to help students learn. Lambert and Lines (2000) as quoted by Careemah Choong also explained that assessment is the process of gathering, interpreting, recording, and using information about pupils' responses to educational tasks. Furthermore, the Joint Committee on

Standard for Educational Evaluation in 2003 elaborates that assessment is broadly defined as the process of collecting and interpreting information that can be used up in the process of informing the key stakeholder on the student's progress, gathering, and synthesizing student's performance.

Allan as quoted by Tosuncuoglu (2018) say that: “Assessment is a general item, which consists of methods and techniques used to gather information about student ability, knowledge understanding and motivation”. Assessments of foreign language teaching and learning are performed for a variety of reasons. Firstly, it reveals how many students have achieved their learning objectives in a foreign language, who has any difficulties or problems with their learning, and which techniques are useful in teaching a foreign language.

Based on the explanations above, the writer concludes that assessment is a general item that consists of ways and techniques accustomed to gathering data regarding students' ability, information of understanding, and motivation. In assessment, there are methods and techniques in assessing to get the best drawing of the students' level ability.

B. The Importance of Assessments

The main purpose of teaching English for teachers is assessing and evaluating students' progress during their courses of study as well as their classroom achievements at the end of the course. By conducting the assessment, teachers can measure how far their students comprehend the material therefore they can evaluate what should they do to overcome the

problems faced by their students. By doing the assessment, teachers are also able to evaluate the strengths and weaknesses of their students and motivate them. In addition, assessments also provide teachers with useful feedback about student learning acquisition since today's teaching and learning process focused on students. Teachers just facilitate the students, thus the students by themselves should be active and creative.

Tosuncuoglu (2018: 163) stated that a learner-centric technique supports the perception that students should be active members of a class, and this has been a new approach to foreign language courses. In this vein, assessment activities in the classroom are used by language teachers to check student acquisition levels.

Saefurrohman (2016: 82) say that the importance of classroom assessment has been increasingly recognized since the change of the old curriculum paradigm into the newest concept of curriculum that places students as the center of learning. More specifically, it becomes a teacher and government's concern when the new curriculum is implemented.

The assessment also has a significant role in education and it has a crucial role in the teaching and learning process. By applying the assessment, the level of their students' skills and knowledge can be controlled. It will also facilitate teachers to know the strengths and weaknesses of their students. As Cowie & Bell in Tosuncuoglu (2018: 163) in his article about Importance of Assessment in ELT stated "Assessment has a vital impact in the education process to inform and improve ongoing learning and plays a significant role.

Using suitable assessment, teachers can categorize their students, give feedback, and structure their teaching accordingly. Pierce cited by Tosuncuoglu (2018: 163) excused that:

Assessment is a crucial part of any learning and teaching activity. It not only informs instructional decisions made on a day-to-day basis and helps diagnose student strengths and weaknesses related to classroom instruction, but also provides specific feedback to students in support of their learning. The assessment also provides immediate feedback for teachers to shape their teaching practices according to the learning styles of their students.

Therefore, it can be concluded that assessments can provide both teachers and students with information about the level of knowledge, skills, difficulties in foreign language learning, and which activities and methods are the most useful in the teaching and learning process. It plays a very crucial role in the process of learning and connects students to new knowledge using their current abilities.

C. Reading

Tankersley (2003:2) defines reading as a complex process made up of several interlocking skills and processes. It means that reading is the accumulation result of process that includes of the integration between skills and processes. Reading is an important skill in English that should be mastered by the students who was able to make a great progress in most academic areas. Therefore, the teachers must facilitate students to learn the reading skill in order to help the students engaged with the text they read in a meaningful way.

Reading is not simple since it deals with many related elements that support reading. It is in line with the definition of reading stated by Fleming and Stevens (2010:76) who point out that reading is at once a highly focused activity and one rooted in an extremely broad cultural context, with the potential to take one or several of many different forms. In the other words, reading must be supported with many important elements such as culture context and linguistics competence.

In addition, reading is also defined by Reiko Kamiyama (2009:32) as an important skill for English language learners in today's world; it supports the development of overall proficiency and provides access to crucial information at work and in school. Reading is very crucial to be mastered by the language learners because it is needed to gain urgent information that was needed in looking for the job and in learning important subject at the school.

Moreover, it is stated by JudyWilllis (2008:2) that reading is not a natural part of human development. It means that reading ability is not able to have spontaneously because it needs a complex process.

Based on all definition of reading above, it is concluded that reading is an important language skill that deals with the complex and unnatural process because it is influenced by some important related elements such as linguistics competence of the reader, and cultural context.

D. Reading Skill

Reading skill is defined by Snow (2002:12) as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. 12 In the other words, reading skill is the process of comprehensive forming and deciding meaning as a result of a progressive interaction between the readers and the text they read.

Wainwright (2007:35) said that reading skill is a complex process that comprises the successful or unsuccessful use of many abilities. It means that reading skill is a complicated process that involves many abilities that cause the readers to understand the meaning of the text well or badly.

In addition, reading skill is defined by Tankersley (2003:90) as one of the important language skills that depend on three factors such as the readers' ability in commanding the linguistic structures of the text, the readers' ability in exercising metacognitive control over the content being read, and the readers' adequate background in the content and vocabulary being presented. 14 This means that reading skill requires the readers' ability in commanding of the linguistic structures of the text, in drilling metacognitive control over the content being read, and in having sufficient background in the content and vocabulary contained in the text.

Based on all of the definitions of reading skill above, it is concluded that reading skill is a language skill that requires the readers' ability in responding and relating the linguistic structures of the text, in drilling

metacognitive control over the content of the text, and in relating previous knowledge related on the content and vocabulary of the text.

E. Reading Assessment

Reading assessments are used for many purposes, but all appropriate uses begin from an understanding of the reading construct, an awareness of the development of reading abilities, and an effort to reflect the construct in assessment tasks.

1. Type of Reading assessment

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

a. Perceptive Reading

This assessment is focused basically on bottom processing. Bottom processing means that take in stimuli from the outside world letters and words, for reading and dealing 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 becomes a consideration to fulfill a reading skill. Those are the kinds of a task that are reading aloud, written response, multiple-choice, and picture cued tasks.

The explanation can be seen below:

1) Reading Aloud

The test taker sees separate letters, words, or short sentences and reads aloud one by one in the presence of a 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 is flexible in adjusting the learning process.

a) Written Response

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

b) 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 is very useful at low levels in reading with including the same or different, select the letter with circle the answer is right or wrong.

c) Picture Cued Items

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

b. Selective Reading

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

The explanation can be seen below:

1) 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 is very easy to administer or process and scored fast. The easiest items of multiple choice may have a little context but can function as vocabulary and grammar. The context of a story may not specific to help test-takers to respond to items more easily but this allows students to pay attention to a related set of the sentence in multiple-choice.

2) Matching Tasks

Brown (2004:197) states that the test taker can respond to the answer correctly in making to match the appropriate format. Matching tasks have advantages and disadvantages. An advantage is offering or asking the students to fill in the blank formats and easy to build than multiple-choice but inappropriate matches. Then, in advantages is matching tasks is can be more than puzzle-solving because the students will work hard to match from different items.

3) Editing Tasks

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

4) 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 methods that are commonly used:

- a) Test takers read a sentence or a part and choose one of four pictures that are being described. The sentence is more complex.
- b) Test takers read a series of sentences or definitions, each describing a labeled side of the picture and diagram with

identifying each item. Fortunately, the test taker does not need to know every term but by reading the definition. Then, they can make identification of picture.

5) Gap Filling Tasks

Brown (2004:200-201) states that gap-filling tasks are to create sentence completion items where the test takers read part of a sentence and then complete it by reading a phrase. These tasks have disadvantages in the questionable of reading assessment inability. The task requires both reading and reading performance, thus making it low validity in isolating reading as the only criterion. The task must be accepted in the correct response part of sentences.

c. Interactive Reading

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

The text is a little longer than a prose paragraph. Especially in charts, graphs and other pictures 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 diagrams.

The explanation can be seen below:

1) 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 relatively easily as long as there is a specification for choosing delete and scoring.

2) Short Answer Tasks

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

3) 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 that are detected by test takers. This text is also provided in a long format.

4) Scanning

Brown (2004:209) states that scanning is a strategy used by all readers 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 task are to

identify quickly important parts with timing management that will be determined by calculating the score.

5) Ordering Tasks

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

6) 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 be explained with students' comprehension.

d. 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, short stories, and also books. The students must know the content of the text by determining the main idea, meaning, questions of

the story, or something. Those are kinds 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 a text, the organization of the text, the perspective of the writer in the text, determine the text is beneficial or not, and the text is useful or not to the reader. This task is very flexible used on the long and short pages.

2) Summarizing and Responding

Brown (2004:213) states that the most common means of this task is to ask the test takers to write a summary from a text. The student has to focus on the task not only in summary but also actively to respond to the text. The content of the response can be an 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 a note with highlight the main information of organization outlines those supporting ideas into a right arrangement. He added that a teacher perhaps in one-on-one conference with students. It means that teacher has a role important to

the student are active to find information many more without a problem.

Taking notes on textbook information moves you into an active learning model that promotes thinking carefully about the 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 reading important things in every textbook or text.

2. Reading assessment strategy

In many reading instructions, the students are asked to report their reading words as well as to answer the accompanying questions about their reading comprehension to obtain information about learners' progress in reading their comprehension level, here are some strategies in assessing reading.

a. An open-ended question that gets them writing/talking

Avoid yes/no questions and phrases like “Does this make sense?” In response to these questions, students usually answer ‘yes.’ So, of course, it’s surprising when several students later admit that they’re lost. To help students grasp ideas in class, ask open-ended questions that require students that get students writing/talking. They will undoubtedly reveal more than you would’ve thought to ask directly.

b. Ask students to reflect

During the last five minutes of class ask students to reflect on the lesson and write down what they've learned. Then, ask them to consider how they would apply this concept or skill in a practical setting. Exit tickets using tools like Loop make this easy to administer and review student answers

c. Choral reading

Students mark text to identify a particular concept and chime in, reading the marked text aloud in unison with the teacher. This strategy helps students develop fluency; differentiate between the reading of statements and questions; and practice phrasing, pacing, and reading dialogue.

d. Four corners

A quick and easy snapshot of student understanding, Four Corners provides an opportunity for student movement while permitting the teacher to monitor and assess understanding. The teacher poses a question or makes a statement. Students then move to the appropriate corner of the classroom to indicate their response to the prompt. For example, the corner choices might include "I strongly agree," "I strongly disagree," "I agree somewhat," and "I'm not sure."

e. Ask students to summarize

Have students summarize or paraphrase important concepts and lessons. This can be done orally, visually, or otherwise.

f. Response cards

Index cards, signs, whiteboards, magnetic boards, or other items are simultaneously held up by all students in the class to indicate their response to a question or problem presented by the teacher. Using response devices, the teacher can easily note the responses of individual students while teaching the whole group.

g. Hand signals

Hand signals can be used to rate or indicate students' understanding of content. Students can show anywhere from five fingers to signal maximum understanding to one finger to signal minimal understanding. This strategy requires engagement by all students and allows the teacher to check for understanding within a large group.

F. Blended Learning Definitions

The definition of blended learning Driscoll (2002:64) is a formal education program in which a student learns:

1. At least in part through online learning, with some element of student control over time, place, path, and/or pace.
2. At least in part in a supervised brick-and-mortar location away from home;
3. The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

The majority of blended-learning programs resemble one of four models: Rotation, Flex, A La Carte, and Enriched Virtual. The Rotation model includes

four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

a. Rotation model

A course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. The students learn mostly on the brick-and-mortar campus, except for any homework assignments.

1. Station Rotation

A course or subject in which students experience the Rotation model within a contained classroom or group of classrooms. The Station Rotation model differs from the Individual Rotation model because students rotate through all of the stations, not only those on their custom schedules.

2. Lab Rotation

A course or subject in which students rotate to a computer lab for the online-learning station.

3. Flipped Classroom

A course or subject in which students participate in online learning off-site in place of traditional homework and then attend the brick-and-mortar school for face-to-face, teacher-guided practice or projects. The primary delivery of content and instruction is online, which differentiates a

Flipped Classroom from students who are merely doing homework practice online at night.

4. Individual Rotation

A course or subject in which each student has an individualized playlist and does not necessarily rotate to each available station or modality. An algorithm or teacher(s) sets individual student schedules.

b. Flex model

A course or subject in which online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities. The teacher of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face support, whereas others have minimal support. For example, some Flex models may have face-to-face certified teachers who supplement online learning daily, whereas others may provide little face-to-face enrichment. Still, others may have different staffing combinations. These variations are useful modifiers to describe a particular Flex model.

c. A La Carte model

A course that a student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning

centre. The teacher of record for the A La Carte course is the online teacher. Students may take the A La Carte course either on the brick-and-mortar campus or off-site. This differs from full-time online learning because it is not a whole-school experience. Students take some courses A La Carte and others face-to-face at a brick-and-mortar campus.

d. Enriched Virtual model

A course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remote from the face-to-face teacher. Online learning is the backbone of student learning when the students are located remotely. The same person generally serves as both the online and face-to-face teacher. Many Enriched Virtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched Virtual model differs from the Flipped Classroom because, in Enriched Virtual programs, students seldom meet face-to-face with their teachers every weekday. It differs from a fully online course because face-to-face learning sessions are more than optional office hours or social events; they are required.

G. Previous Research

The result of the previous study relating to the research that will be conducted is entitled “A study on teachers assessment types and strategies in

reading class through blended learning of vocational high school in Banyumas” become a reference for the implementation of this research.

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 teacher’s 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.

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.

Muhammad (2013) studied entitled “The effects of strategy-based reading instruction on reading comprehension and reading strategy use”. This study investigates the effect of strategy-based reading instruction on the reading comprehension.

Daryati (2018) studied entitled “The authenticity assessment used in reading class of English for specific purposes” This study is aimed at describing the types of assessments used in reading class, the most frequently

used assessment in reading class, the authenticity of the assessment used by the lecturer in reading class, The type of the research is qualitative research. Data collection was done by applying documentation, observation, and interviews.

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.

