

CHAPTER II

LITERATURE REVIEW

A. Assessment

Theoretically, an assessment is utilized in the majority of educational fields. Through assessment, it is possible to determine whether a student has achieved the highest level of comprehension or not. An assessment is an ongoing procedure that encompasses a broader domain, such as when a student responds to a question, makes a comment, or attempts a new word or structure. This is an example of a test that a teacher may subconsciously administer to evaluate a student's performance. Being a good educator entails bringing numerous assessments, whether incidental or intended.

According to (Fatmah, 2006), an assessment is the application of a variety of methods to gather as much information as possible about what students need to do to achieve their highest level of competence. However, an evaluation is not called an assessment. The term "assessment" is more likely to refer to the methods and procedures used to collect data on students' learning achievement or competence.

How one might consider testing and evaluating to be synonymous with regard to the nature of an assessment. Actually, they are not. Despite the fact that testing is an administratively prepared procedure. Because when they do it, they will prepare themselves as well as the curriculum to recruit all of their abilities for optimal performance, as they are aware that their responses will be evaluated.

Wrightstone (Fatmah, 2006) added that educational evaluation can estimate the students' growth and progress, as well as their curriculum-related goals or values. Thus, the quality of assessment will also determine the quality of the student's evaluation. The greater its quality, the greater its legitimacy as a student evaluation. Therefore, the evaluation of quality must be not only accurate but also exhaustive.

To a great extent, an assessment can be described as a procedure that requires a reliable response in order to produce a score. Performance assessment is an alternative or authentic assessment that measures not only what students know, but also what they can do with that knowledge. This assessment requires students to complete a task, as opposed to selecting an answer from a predetermined list (Sweet, 1993). Therefore, this is not a testing strategy, but rather a method that requires both process and product in teaching, learning, and assessing various aspects.

Reading assessment is said to assist students in learning by determining their brain's concentration and stimulation, despite the fact that we now learn most things online. By understanding a reading assessment online, both teachers and students are able to achieve the desired results, and it is advantageous that teachers use this method to determine the reading level of their students. Students are able to read the passage and answer all questions with some effort to improve their learning abilities. Teachers can motivate to boost students' confidence in online reading assessment learning.

B. Reading Comprehension

Essentially, comprehension is equivalent to reading comprehension. According to Rasinski (2000), the comprehension of text includes both the reader's knowledge and the nature of the text. Reading comprehension requires an understanding of the text to be read, such as narrative, expository, poetry, etc. In other words, the purpose of reading is addressed. Due to the fact that these individuals are required to comprehend the text, the students must provide the information that it contains.

The evidence from the National Assessment of Educational Progress (2000) indicates that students are able to think thoughtfully or deeply when making connections and analyzing the question of what they are reading, despite the fact that the majority of students' reading comprehension scores remain low despite concentrated efforts to improve (Hirsch, 2003). Students' reading comprehension remains low and they struggle to make connections

with the text. Some students have mastered literacy text skills such as reading and complex representation. Their students become aware that all texts are created from a particular perspective or bias, and they analyze each text to determine how it positions them while reading, listening, or viewing.

The significance of reading comprehension is therefore readily apparent. Students read texts without questioning or analyzing the position. They should be aware that many texts are written from a perspective and that it is essential to examine the texts (including words, diagrams, photos, and charts) for bias, stereotyping, and social justice fluency.

The characteristics of the reader can affect the reading event. Numerous studies on reading comprehension have identified reader characteristics that focus on specific factors such as vocabulary knowledge. This shifts the effect of a factor reflecting the relationship between the reader, the text, and the activity from pre-reading to post-reading.

Reading is an essential skill in a language learning class, particularly one that is conducted in an educational setting (Grabe, 2009). Students can now encounter a variety of reading demands due to the abundance of written knowledge. This illustrates how a student must have strong reading skills in order to comprehend the entire text.

According to Harrison (2004), there are numerous benefits to reading. One of these relates to the growth of knowledge and the thinking ability of individuals. Capability refers to the fundamental development of emotional, moral, and verbal intelligence, which will determine this individual or these students. The more a student reads, the more they can expand their knowledge and develop their moral, emotional, and linguistic intelligence. According to Spratt (2005), reading is the process of responding to and making sense of a text being read.

According to Klingner, Vaughn, and Broadman (2007), reading comprehension can be a complex process. It is complicated because it involves the interaction of multiple factors and components, including the readers, their background knowledge, reading strategy, text, interest in the

topic, and knowledge of text types. Snow (2002) states that reading comprehension can have different ways of interacting and involving its components, which are the reader, the text, and the activity.

Pre-reader, emergent reader, early reader, developing reader, early fluent reader, and independent reader are the five primary stages through which reading comprehension is acquired. From the anticipated beginning, identify the beginning and end of each page. Based on this, learning can involve looking at words as graphic symbols to determine their meaning and comprehend what we read. Therefore, the reading process concluded to comprehend the text's content and extract as much information as possible from it. According to Lilian (1981), the purpose of reading is primarily to categorize or acquire useful information in the language classroom. Reading can be enjoyable or enjoyable.

The students must master the concepts of reading, including listening, speaking, reading, and writing. Reading entails comprehending written texts; its purpose is to obtain meaning; and it facilitates language acquisition because the more one reads, the better they become. Reading is important because it enables a person to keep his or her knowledge up-to-date with all the information that is useful for learning comprehension.

C. Reading Assessment Methods

According to Brown (2004), there is a variety of Reading Assessment Methods, including the following:

1. Perceptive Reading

This assessment focuses primarily on bottom-level processing. Bottom processing entails taking in stimuli from the outside world, such as letters and words for reading, and processing this data with little recourse to higher-level knowledge (Treiman, 2001).

Some students may already be familiar with a variety of letters in their first language, but in the second language, this becomes a factor that

must be considered to fulfill a reading skill. These are the types of tasks: read-aloud, written response, multiple-choice, and picture cued.

The explanation is available below:

a. Reading Aloud

The examinee sees individual letters, words, or short sentences and reads them aloud in front of the instructor. Each oral strategy organized by a large response is considered correct on the reading comprehension evaluation.

Reading aloud has an essential characteristic. Reading aloud is an important motivational strategy not only for elementary school students, but also for upper-elementary, middle school, and high school students, according to Sanacore (1992). This indicates that reading aloud can be utilized for all levels and is adaptable to the learning process.

b. Written Response

According to Brown (2004) states that identical stimuli are presented and the examinee is given a written test. Each piece of writing produced by the student is unique. Then, evaluation of test takers must be conducted with care. Teacher must determine or locate the source of writing errors in reading if an error occurs.

c. Multiple Choice

According to Brown (2004) states that multiple-choice questions are not only prevalent, but also the norm for selecting one of four or five possible responses. Multiple-choice questions are very useful for students at lower reading levels, and may include questions such as "same or different" and "select the letter with a check or a cross"

d. Picture Cued Items

According to Brown (2009), test-takers are presented with an image, a written text, and one of a number of possible tasks. Using the same image, test-takers read sentences and then indicate the correct

portion of the image. Matching can be an effective method for evaluating reading comprehension at this level.

2. Selective Reading

The explanation is available below:

a. Multiple Choice (Form Focused Criteria)

According to Brown (2004) the multiple-choice format is the most common method for evaluating a reader's knowledge of vocabulary and grammar. Multiple-choice questions are simple to administer or process and are quickly scored. The multiple-choice questions with the least context can serve as vocabulary and grammar tests. The context of the story may not be specific enough to help test-takers answer items more easily, but this allows students to focus on a related set of sentences in multiple-choice questions.

b. Matching Tasks

According to Brown (2004) states that the test taker is able to provide the correct response in the appropriate format. There are both advantages and disadvantages to matching tasks. In advantages, it is advantageous to offer or request that students complete fill-in-the-blank formats, which are simpler to construct than multiple-choice questions containing appropriate matches. Then, in advantages is matching tasks, it can be more difficult than a puzzle-solving task because students will work diligently to match items from various categories.

c. Editing tasks

According to Brown (2004) editing for grammatical errors is widely used in method tests for evaluating linguistics competence. In particular, the TOEFL and a number of other standardized tests employ this method, which, in addition to focusing on grammar, also introduces authentic task simulation for editing and identifies errors in the writing section.

d. Picture cued Tasks

According to Brown (2004) states that photographs and images can be used to assess selective-level ability. There are several prevalent types of picture cued methods:

1. Examinees read a sentence or passage and select one of four images corresponding to the description. The phrase is more intricate.
2. Examinees read a series of sentences or definitions, each describing a labeled side of a picture and diagram, with the objective being to identify each item. Fortunately, test-takers do not need to be familiar with every term; reading the definition is sufficient. Then, they are able to make picture identifications.

e. Gap Filling Tasks

According to Brown (2004) the purpose of gap filling tasks is to generate sentence completion questions in which test-takers read a portion of a sentence and then complete it with a phrase. This task has disadvantages and is questionable for evaluating reading ability. The task requires both reading and writing skills; therefore, its validity as a reading-only criterion is limited. The assignment must be accepted in the correct response portion of the sentences.

3. Interactive Reading

According to Brown (2004) this type is focused on the meaning of sentences and may also be focused on top-down processing. (e.g., Sereno et al., 2003) cited in Sereno et al (Michael, 2010). This indicates that the students may provide ambiguous responses to each question. The text is slightly longer than a paragraph of prose. Particularly in charts, graphs, and other images, the text format can be quite complex. These are cloze tasks, short answer tasks, editing in longer text, scanning, task ordering, and information transfer in reading charts, maps, graphs, and diagrams.

The explanation is available below:

a. Cloze Tasks

According to Brown (2004) cloze tasks require a minimum of two lengthy paragraphs to explain the discourse. As long as there is a clear criterion for selecting delete and scoring, it is relatively simple to construct the examination.

b. Short Answer Tasks

According to Brown (2004) a reading is presented to the examinee, who then reads the questions that must be answered in one or two sentences. This task is a popular alternative to selecting from multiple options. Multiple-choice assessments are difficult to establish and validate, and teachers rarely have the time to create them.

c. Editing (Longer Text)

According to Brown (2004) the text can be edited by discussing each sentence that is still not connected in class and correcting errors that are identified by test takers. This text is also available in long form.

d. Scanning

★ According to Brown (2004) states that all readers use scanning to locate pertinent information in a text. By presenting test-takers with a text and requiring rapid identification of pertinent information, scanning is evaluated. The purpose of this task is to quickly identify crucial components while managing time, and the score will be determined by a calculation.

e. Ordering Tasks

According to Brown (2004), the teacher hands out several small pieces of paper with a sentence on it, and then the students assemble them into a story. The method can be used to evaluate an individual's knowledge of correct story sequencing.

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

Every educated person must be able to comprehend charts, maps, graphs, calendars, diagrams, etc., according to Brown (2004). In addition to comprehension, possess the linguistic ability to convey information to others. For instance, reading a map requires an understanding of map concepts such as the distance between a town or location and someone else, symbols, or something else. In contrast, reading diagrams should include numbers and frequency of occurrences to aid students' comprehension.

4. Extensive Reading

According to Brown (2004), this type is provided in text that is longer than in the past. This document contains journal articles, technical reports, longer essays, short stories, as well as books. Students must understand the content of the text in order to determine the story's central idea, meaning, and questions. These are tasks involving scanning, summarizing and responding, taking notes and outlining.

The explanation is available below:

1. Skimming Tasks

According to Brown (2004), skimming is the process of rapidly reading text to determine its main idea. This strategy is used to inform the reader about the topic and purpose of the text, the organization of the text, the writer's perspective in the text, whether the text is beneficial or not, and whether the reader will find the text useful. This task can be utilized for both long and short pages.

2. Sumarizing and Responding

According to Brown (2004), the most common method for this task is to ask test takers to summarize a text. The student must

not only summarize the text but also actively respond to it. The response may consist of an opinion or a statement based on the provided text.

5. Note taking and Outlining

According to Brown (2004), the students' strategy training in retaining information through note-taking highlights the main information of organization outlines that support ideas in a proper arrangement. He added that a teacher may have individual conferences with students. It indicates that the teacher has an important role in the students' ability to find information without difficulty.

Taking notes on textbook information shifts you into an active learning mode that encourages careful consideration of information and selection of what is most important to learn (Wong, 2003). It means that two tasks must be completed in the classroom with the teacher's supervision. It aids the students in improving their writing comprehension in every textbook and text.

D. Previous Study

The previous study titled "survey on the type of reading assessment in EFL class" will serve as a point of reference for the implementation of this study.

According to Collins (2015) conducted a study titled "Performance Variations Across Reading Assessment Response Formats." The purpose of this study was to investigate how assessment dimensions and child abilities account for differences in student comprehension test performance. There were 82 fourth-grade students in an urban elementary school among the participants. Item response analysis was applied to open-ended questions, multiple-choice questions, and retelling. The result of this study was that fourth-grade students scored poorly in skills and comprehension.

"Teachers Perception of Reading Assessment for Students with Emotional and/or Behavioral Disorders" was the topic of a study by Gilchrist (2009). This study investigated the training level, perceptions of competence, and practices of recent or current teachers. The topic was 200 educators. Utilizing a survey and an open-ended questionnaire, this method was employed. This study found that teachers lacked confidence, knowledge, and adequate training.

The previous study addressed reading assessment and has a correlation with this study. Previous studies serve as references when conducting new research. In order for the researcher to enrich the theory used when reviewing the conducted research.

