

## CHAPTER II

### REVIEW OF RELATED LITERATURE

There were two parts discussed in this chapter. They were previous studies, and theoretical review. In the previous studies, the researcher discussed about the previous research that has been done by other researcher which related to the theory. In the theoretical review, the researcher discussed some theories and research studies which were relevant with the topic.

#### 1.1 Previous of the Study

In this study there were five related studies, which was similar with this present study, they are:

First study was written by Zahara Ramadani, 2014. The title of her thesis was “Assessment Techniques Used by Teachers in Assessing Students Speaking Skill” (A Case Study of English Teachers in One Senior High School in Tasikmalaya). This research was aimed to explore the varieties of techniques in assessing students’ speaking skill as well as teachers’ reasons and difficulties in implementing those assessment techniques. The research findings indicated that the assessment techniques used by teachers in assessing speaking skill are as follows: retelling, role play, picture-cued storytelling, discussion, picture-cued task, read aloud, and games. Based on the findings, it could be concluded that

various speaking assessment tasks could be used in assessing students' speaking skill.

Second, study was written by Ashari Shollina, 2011. The title of her thesis was "The Application of Self-Assessment as an Alternative to improve Students Skill in Spoken Descriptive Text". The final project was an experimental study which was aimed to investigate the effectiveness of teaching English using self-assessment to improve students' skill in spoken descriptive text. The result of applying the z-test based on the difference of two means revealed that the obtained value (4.97) was higher than z-table value for  $\sigma = 5\%$  and  $df=72$  (1.96). It meant that there was a significant different of the test result between the students who were taught using self-assessment and who those were taught without self-assessment. Based on the result above, it could be concluded that self-assessment is effective to improve the students' ability in spoken descriptive text.

Third, the study was written by Livia - Otilia Bradea, 2013. The title of the research was "Teaching and Assessment of Writing Skills with the students of the Faculty of Law". The final results of the proficiency test administered to the students of the Faculty of Law prove that both parties –students and teachers- have successfully reached their goals, since none of the students failed to pass this examination. Nevertheless both teachers and students had to continue their endeavours to develop and implement highly efficient strategies focused on integrating not only the four main skills (reading, writing, speaking and listening)

but also the subsidiary skills (grammar, punctuation, pronunciation) during the period of academic studies.

The Fourth study was written by Daruwan Srikaew, et all (2014). The title of the research was “Development of an English Speaking Skill Assessment Model for Grade 6 Students by Using Portfolio”. The objectives of this research were to study the steps and the components of a portfolio on English speaking skill assessment as well as to develop the English speaking skill assessment criteria for grade 6 students. The research methods used include a review of documents and interviews of nine experts on English language teaching and language assessment. The data was analysed by using content analysis method. The results found that the component of the portfolio on English speaking skill assessment for grade 6 students comprises three parts: 1) Introduction 2) Contents and 3) Assessment criteria. There are 7 steps in using a portfolio in assessment: 1) planning 2) preparation for students 3) evidence collecting 4) progress monitoring 5) improvement of performance 6) reflection and 7) displaying the works. The tasks involved in English speaking skill assessment include interviewing, oral presentation, storytelling, making picture description. Analytic rating scale was applied as scoring criteria on vocabulary, syntax, cohesion, pronunciation ideational function and fluency.

The fifth study was written by Madani Habib, (2016). The title of the research was “Assessment of Reading Comprehension”. This study attempted to shed light on the concept of assessment as an essential pedagogical practice for the

improvement of the teaching-learning process. Particularly, it stressed the strategies and the techniques that should be used in assessing reading comprehension with reference to EFL classrooms. It described the kinds of tasks that actually reveal students' reading comprehension abilities and needs. Moreover, this paper was aimed to illustrate the types and the advantages of assessment for both teachers and learners. More importantly, this study tried to bring equitable evidence of how reading comprehension could be adequately assessed. The findings showed that assessment of reading comprehension is central to English language teaching as it provides teachers with essential information about students' weaknesses, needs, obstacles, and deficits. Thus, teachers could implement the appropriate techniques and use the assessment results to amend their classroom instruction and enhance the learning abilities.

From the previous study about assessment technique above, the writer took a conclusion that there were the differences from both researchers. First, there was more than one speaking assessment technique as has been explored by the first and second researcher and only once of writing assessment technique on the low faculty. The other differences were from the place of the study, population, sample, method of analysis data and specific assessment technique. So that, this study focused on the investigation of implementation assessment technique in assessing language skill that used by teachers at SMPN 01 Kedung.

## 1.2 Theoretical Review

### 1.2.1 Assessment

#### A. Definition of Assessment

In the current educational practice, the word test and assessment might be thought synonymous term. However, test just measures a given domain or particular domain. It is given to the student in a certain time of the curriculum whose skills are being measured and evaluated (Shollina, 2011: 10). Brown, (2004: 4) defines that assessment is an ongoing process that encompasses a wider domain. Whenever a student responds to a question, it offers a comment or tries out of a new word or structure; the teacher subconsciously makes an assessment of the students' performance.

Similarly, Richard, (2002: 17) states that assessment is emphasized on ongoing assessment on the students' performance as a source progresses or what has commonly been called formative evaluation. There are some techniques of the formative evaluation such as performance-based assessment, portfolio development, oral production inventories, cooperative student-student technique and other authentic assessment.

Brindley, (2001: 137) states that assessment refers to a variety of ways in collecting the information on students' language ability or achievement. Assessment is the process of documenting, usually in measureable terms, knowledge, skills, attitude and beliefs, also assessment can be focused on the individual learner, the learning community, such as class, workshop or other organized of learners as the institution or the educational system as a whole Gomes & Cortes, (2013: 16).

Coombee & Hubley, (2003: 5) defines that assessment is an ongoing process, cyclic process in which the techniques and instruments used are constantly monitored and reevaluated before being used again. In the other hand, Assessment has a vital impact in the education process to inform and improve ongoing learning, and plays a significant role (Cowie & Bell, 1999). According to Pierce, (2002; cited in Kirmizi & Komec, 2016), 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 students' strengths and weaknesses related to the classroom instructions, but also provides specific feedback to students in support of their learning. Assessment also provides immediate feedback for teachers to shape their teaching practices according to the learning styles of their

students (Tosuncuoglu, 2018: 163). To assess student achievement and determine grades, teachers should use different tests. Tests, examinations and evaluation models are important tools, utilized as a measure of the learning process.

From the definition above, it can be concluded that assessment is an ongoing process which does not only focus on the result of the test, but also emphasizes on the process of measuring the students' skill.

## **B. Type of Assessment**

Type of assessment based on Brown, (2004: 5) is divided into two parts, those are:

### **a. Formal Assessment**

Formal assessment deals with exercise or procedures specifically designed to tap into a storehouse of skills and knowledge. There are systematic, planned sampling techniques constructed to give teacher and students an appraisal of student achievement. Formal Assessment is the conventional method of testing that we are all very familiar with our school days. Formal assessment is further broken down into separate groups; norm, referenced test and criterion referenced test.

## b. Informal Assessment

Informal Assessment refers to the number of forms starting with incidental unplanned comments and responses to give students feedback. Some examples to be used in informal assessment are to say '*Nice Job!*', '*Good Work!*' or something else. However, when informal assessment is applied, a problem can happen and it is that students could not feel satisfied looking or phrase.

Based on Carter & Nunan, (2001), there are different types of assessments, they are:

### a. Proficiency Assessment

It refers to the assessing of general language abilities acquired by the learner independent of a course of study. This type of assessment is often done through the administration of standardized commercial language proficiency tests.

### b. Assessment of Achievement

This type of assessment aims to establish what a student has learnt in relation to a particular course or curriculum (the frequently carried out by the teacher). Achievement Assessment may be based either on the specific content of the course or on the course objective.

### c. Summative Assessment

Summative Assessment is often carried out at the end of the course terms or school-year-often for purposes of providing aggregated information on program outcomes to educational authorities. Final exam in a course and general proficiency exams are examples of summative Assessment.

d. **Formative Assessment**

Formative Assessment is carried out by the teachers during the learning process with the aim of using the result to improve instruction. According to Brown, (2004: 6) this type of assessment refers to evaluate students in the process of forming to help students to continue in the process of growth.

Regarding these type of assessment it can be said that in the context, the most common types developed by teacher in summative assessment, in this case students are frequently assessed at the end of the course.

**C. The Principle of Assessment**

Assessment includes information about student awareness, understanding, perception and attitude to learning. Assessment answers the needs of the student and is central to teacher planning, including testing. In this vein, Brown & Abeywickrama (2010) and Sariçoban (2011) argue that

standardized tests have been most often associated with the terms of the following assessment principles: authenticity, reliability, validity, and the washback effect. Here they are explained in detail.

a. Authenticity

Basically, using the principle of authenticity in a test uses the test for performing an assignment in a real life situation. Thus, in a test, authenticity may be presented in the following ways; a) includes as much natural language as possible b) contains components which are contextualized c) has meaningful, relevant, real life themes d) provides some thematic organization to items, such as a story line or episode e) offers assignments that replicate real world assignments (Brown, 2010: 5).

b. Reliability

The stability and the consistency of performance reliable test have to be consistent and dependable, (Badjadi, 2013; Genesee & Upshur, 1999). For instance, if a teacher gives the same test to the same student or matched students on two different occasions, the test has to show the same results. So the principle of reliability; a) is consistent in its conditions

b) gives clear directions for evaluation c) has uniform rubrics for evaluating d) contains assignments that are unambiguous for the test-taker, (Brown & Abeywickrama, 2010). Richards and Renandya (2002) say that if a procedure is valid, it is reliable and it gives the same conclusions. The possible realization rate is extremely high, for example if a student's written story shares the same, or at least highly similar, characteristics of his/her subsequent writing.

#### c. Validity

Assessment's validity is perceived when the assessment methods are consistent with the material and curriculum being taught and if the results of the assessment are accurate" (Brown, 2002, Gür, 2013). Supporters of alternative assessment do not suggest that these criteria be skipped. Concerns with validity and reliability of assessment tools have been addressed in qualitative research through the use of the term honesty. In other words, it measures what it is supposed to measure and would the instrument give the same results if it is repeated.

#### d. Washback Effect

The fourth primary principle of foreign language testing is washback effect. According to Brown, (2004), and

Anderson, Rourke, Archer, & Garrison (2001), this principle is defined as the effect of testing on teaching and learning a foreign language. Another point of view on the washback principle is that the washback effect may denote both the promotion and the self-consciousness of language learning. This principle reflects how tests influence both teaching and learning. The following issues have to be put into consideration when using washback; a) positively influences what and how teachers teach and how students learn b) suggests students have a chance to prepare d) gives students feedback data to evaluate language achievement e) provides conditions for peak performance by the student (Brown & Abeywickrama, 2010).

## **1.2.2 Language Skill**

### **A. Writing**

#### **1. Definition of Writing**

One of the skills that need to be mastered in learning a language is writing. Writing is a productive skill alongside speaking skill and one the four skills that need to be learned in learning a language. By productive skill means that writing is a skill which requires a result of written product in the end. Writing is the ability to express one's

idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement (Celce-Murcia, 2001:205). It means that writing is a skill where people express their idea into understandable written form. People or writers not only have to be able to express their idea into written form, but they also have to make their writing is comprehensible. Brown, (2004:218) stated that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. Writing has its own features and conventions. As like stated by Harmer, (2001:255) that written text has a number of conventions that separates in out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation. Those conventions are very important to differentiate between writing and speaking where both are productive skills.

From the definition above, the researcher concludes that writing is an ability to express idea into understandable written form by being able to organize the information and maximize the convention as well. For

further explanation of the three writing conventions by Harmer is below:

a. Handwriting

Handwriting here means students' handwriting. Students have different handwriting. Sometimes they are readable, sometimes not. If the handwriting is unreadable, it will decrease the score that given by teacher because sometimes it can create a misunderstanding between what is meant by the students in their writing with what is understood by the teacher. Encouraging students to have a better handwriting is needed for their own good.

b. Spelling

Spelling means how students write correct spelling when they write. Students often make mistakes in writing especially in the spelling. It sometimes can change the meaning, so it cannot convey students' message to the teacher. Wrong spelling is sometimes can create misunderstanding too even though it is not likely the case, but it can create judgment from the

readers that perceived the wrong or bad spelling is from the lack of education or care.

### c. Layout and Punctuation

Layout means form, how students write in correct format. For example when students asked to write a formal letter, then they have to write it according to the format. Then, punctuation includes as like comma, full stop, apostrophe, etc. It will make the writing is understandable and easier to read.

## 2. Types of Writing

Before assessing writing, we need to acknowledge four basic types of speaking. Brown, (2004: 220) propose four types of writing as explained in the following:

- a) ***Imitative***. To produce written language the learner must attain skills in the fundamental, basic task of writing letters, word, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the

primary if not exclusive focus, while context and meaning are secondary concern.

b) **Intensive (controlled)**. Beyond the fundamentals of imitative writing are skill in producing appropriate vocabulary within a context, collocations, idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness.

c) **Responsive**. Genres of writing include brief narratives, and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression and ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conversations that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

d) **Extensive**. Extensive writing implies successful management of all purpose, up to the length of an

essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical forms is limited to occasional editing or proofreading of a draft.

### **3. Micro and Macro Skill of Writing**

According to Brown, (2004: 221) The earlier micro skills apply more appropriately to imitative and intensive types of writing task, while the macro skills are essential for the successful mastery of responsive and extensive writing. The following are the micro and macro skills of writing:

#### **1) Micro skills**

- a. Produce of graphemes and orthographic patterns in English.
- b. Produce writing t an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use the appropriate word order patterns.

- d. Use acceptable grammatical system (e.g, tense, agreement, pluralization), pattern and rules.
- e. Express the particular meaning in the different grammatical forms.
- f. Use cohesive devices in written discourse.

## 2) Macro Skills

- a. Use the theoretical form and conventions of written discourse.
- b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meaning when writing.
- e. Correctly convey culturally specific references in the context of the written text.
- f. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing

with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

#### **4. Process of Writing**

According to Harmer, in producing a writing matter, there is a process involved and process can be affected by the content (subject matter of the writing, type of writing, and the medium it is written in. There are four elements of the writing process (Harmer, 2004 : 3-5 ).

##### **1) Planning**

Before starting to write or type, student should try and decide what it is they are going to write. For some writes this may involve making detailed notes, for others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. When planning, students have to consider the purpose of their writing since this will influence (among other things) not only of the text they wish to produce, but also the language they use and information they choose to include. Secondly, they should think the audience they are writing for, since

this will influence not only the shape of the writing (how it is laid out, how, the paragraphs are structured, etc), but also choice of language-whether, for example, it is formal or informal in tone. Thirdly, students should have to consider the content structure of piece- that is, how best to sequence the facts, ideas or arguments which they have decided to include.

## 2) Drafting

Draft is the first version of a piece of writing. This, first “go” at the text is often done on the assumption that will be amended later. As the writing process proceeds into editing, a number of drafts may be produces on the way to the final version.

## 3) Editing

Once the students have produces a draft they then, usually, read through what they have written to see where it doesn't, perhaps the order the information is not clear. Perhaps the way of something written in ambiguous of confusing. They may then move paragraphs around or write a new introduction. They may use a different form a words for a particular sentence. More skilled students tend to look at issues

of general meaning and overall structure before constructing on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in that process. Reflecting and revising are often helped by other readers (or students) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

#### 4) Final Version

Once students have edited their draft, making the change they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

## **B. Speaking**

### **1. Definition of Speaking**

Speaking is the way of people to express and communicate ideas to others orally. According to Gert and Hans in Efrizal, (2012: 127), speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in

order to know the speaker's intention. Irawati, (2014: 26) defines speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with others. Meanwhile, Khorashadyzadeh, (2014: 12) states that speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak. Bahadorfar and Omidvar in Zuhriyah, (2017: 122) say that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker. Additionally, Ur in Akhyak and Indramawan, (2013: 20) says that the successful speaking activity has the characteristics as follows:

- a. The language learners talk so much
- b. All the participants of speaking activity get the opportunity to
- c. The language learners are highly motivated and have interest in the speaking
- d. The language produced is at the acceptable level.

## 2. Types of Speaking

Before assessing speaking, we need to acknowledge five basic types of speaking. Brown and Abeywickrama, (2010: 184-185) propose five types of speaking as explained in the following.

- a) **Imitative** This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear.
- b) **Intensive** Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

- c) **Responsive** Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.
- d) **Interactive** The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.
- e) **Extensive** Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

### 3. Micro and Macro of Speaking

A similar list of speaking skills can be drawn up for the same purpose: to serve as a taxonomy of skill from which will select one or several that will become the objectives of an assessment task. The microskills refer to producing the smaller chunks of language such as phonemes, morphemes,

words, collocations, and phrasal units. The macroskills imply the speaker's focus on the large elements; fluency, discourse, functions, style, cohesion, nonverbal communication, and strategic options. The micro and macroskills total roughly 16 different objectives to assess in speaking (Brown, 2004: 142)

1) **Microskills**

- a. Produce different among English phonemes and allophonic variants.
- b. Produce chunks of language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed positions rhythmic structure, and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.

- h. Use grammatical word classes (nouns, verbs, etc.), systems (e.g, tense, agreement, pluralization), word order, pattern, rules, and elliptical forms.
- i. Produce speech in natural constituents: in appropriate phrase, pause groups, breath groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

## 2) **Macrosills**

- a) Appropriately accomplish communication functions according to situations, participants and, goals.
- b) Use appropriate styles, register, implicate, redundancies, pragmatic, conventions, conversation' rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
- c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal languages.

e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words. Appealing for help, and accurately assessing how well your interlocutor is understanding you.

#### **4. Element of Speaking**

Harmer, (2001: 269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

a. Language features; the elements necessary for spoken production, are the following:

1. Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2. Expressive devices: native speakers of English change the pitch and stress of particular parts of

utterances, vary volume and speed, and show by other physical and nonverbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings.

3. Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

4. Negotiation language: effective speaking benefits from the negotiators language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

**b. Mental / social processing**

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates such as:

1. Language processing: Language processing involves the retrieval of words and their assembly into

syntactically and propositionally appropriate sequence.

2. Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
3. (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

## **C. Listening**

### **1. Definition of Listening**

Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening (Nation & Newton, 2009: 37). So listening is the first communication skill we engage in the moment we are born. Listening is also called passive skill. Listening skill is a very important skill for hearing something from someone or something, for that reason Machado, (2012:223) states that; Listening skill is the first

language art skill learned, and it develops before a child speaks.

Machado, (2012:223) explains further that; Hearing and listening are quite different. Hearing is a process involving nerves and muscles that reach adult efficiency by age 4 to 5. Listening is learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering. It can be improved with practice. Listening skill can be described a passive and receptive, but it involves active thinking and interpretation (Prayoga, 2012: 2)

★ From the explanation above listening skill is a key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes

and try to see the world through that person's eyes (Sofiyah, 2015: 13).

## 2. Types of Listening

Brown, (2004: 120) divides the basic types of listening into four types. They are:

a) **Intensive.** Listening for perception of the components (phonemes, words, intonation, discourse makers, etc.) of a larger stretch of language.

b) **Responsive.** Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.

c) **Selective.** Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment task in selective listening could ask students, for example, to listen for names, numbers, a grammatical category,

directions (in a map exercise, or certain facts and events.

**d) Extensive.** Listening to develop a to-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inference are all part of extensive listening.

### **3. Micro and Macro Listening**

Based on seminar article on teaching listening skills, Richards, (1983: 223) provided a comprehensive taxonomy of aural skills, which he called micro-skills, involved in conversational discourse level. The former pertain to skills at the sentence level. Adapted from Richards and other sources, the list can help us to break down just what is that your learners need to actually perform as the acquire effective listening strategies. Through a checklist of micro and macro skills, we can get a good idea of what our techniques need to cover in the domain of listening comprehension. And in evaluation of listening, these micro and macro skills can become testing criteria.

### 1) Micro skills

- a. Retain chunks of language of different lengths in short-term memory.
- b. Discriminate among the distinctive sounds of English.
- c. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
- d. Recognize reduced forms of words.
- e. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- f. Process speech at different rates of delivery.
- g. Process speech containing pauses, errors, corrections, and other performance variables.
- h. Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- i. Detect sentence constituents and distinguish between major and minor constituents.

- j. Recognize that a particular meaning may be expressed in different grammatical forms.

## 2) Macro skills

- a. Recognize cohesive devices in spoken discourse.
- b. Recognize the communicative functions of utterances, according to situations, participants, goals.
- c. Infer situations, participants, goals using real-world knowledge.
- d. From events, ideas, etc., described, predicts outcomes, infer links and connections between events, reduce causes and effects, and detect such relations as main idea, supporting idea, new information, give information, generalization, and exemplification.
- e. Distinguish between literal and implied meanings.
- f. Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.
- g. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of word from context, appealing for help, and signaling comprehension or lack thereof.

It is important to note that these 17 skills apply to conversational discourse. Less interactive forms of discourse, such as listening to monologues like academic lectures, include further, more specific micro and macro skills<sup>5</sup>. Students in academic setting need to be able to perform such things as identifying the structure of a lecture, detecting the possible biases of the speaker, critically evaluating the speaker's assertions and developing means (through note taking, for example) of retaining the content of a lecture.

#### **4. The Strategies of Listening Comprehension**

Based on Sofiyah, (2015: 18) listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- a. the main idea of listening

- b. predicting
- c. drawing inferences
- d. summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- a) listening for specific details
- b) recognizing cognates
- c) recognizing word-order patterns.

## **D. Reading**

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

Reading can be defined in many ways; it depends on the one who will give the definition. Based on Harmer, (1991:190) he states that reading is an exercises dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages. It means that, reading is a process of receiving something from eyes to the brain. There are many definition of reading by experts by their own view. Nugraha, (2011:16) states that reading is defined an activity

which involves the comprehension and interpretation of ideas symbolized by written or printed language.

Meanwhile Nugraha, (2011:16) defines reading as interpreting means reacting to a written text as a piece of communication intent on the writer's part which the reader has some purpose in attempting to understand.

Reading is the activity which involves two aspects: pronouncing the words and comprehending the content of the text. However, even though the different aspects exist in reading, the main point is getting the information from the readable source by comprehending the content (Alyousef, 2015:2).

Therefore, reading is very important activity in human's life. This is due to the fact that people mostly get information through reading. In this modern era, moreover, when every aspect of human's life develops faster and faster, it becomes more essential since the development is recorded and issued through media including printed media and internet.

## **2. Types of Reading**

Brown, (2004:188) also said that for considering assessment procedures, several type performance are

typically identified, and these will serve as organizers of various assessment tasks. They are:

- a) **Perceptive Reading.** Perceptive reading tasks involve attending to the components of larger stretches of discourse; letter, words, punctuations, and other graphemic symbols.
- b) **Selective Reading.** Grammatical, or discourse feature of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc.
- c) **Interactive Reading.** The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retraining the information that is processed.
- d) **Extensive Reading.** It applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

### 3. Micro and Macro Reading

Aside from attending to genres of text, the skills and strategies for accompanying reading emerge as a crucial consideration in the assessment of reading ability. The

micro and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension (Brown, 2004: 187).

### 1) Micro skills

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different length on short-term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralism), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

## 2) Macro skills

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b. Recognize the communicative functions of written texts, according to form and purpose.
- c. Infer context that is not explicit by using background knowledge.
- d. Form described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e. Distinguish between literal and implied meanings.
- f. Detect culturally specific reference and interpret the, in a context of the appropriate cultural schemata.
- g. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

#### 4. Strategies for Reading Comprehension

Brown, (2004: 188) states that the assessment of reading can imply the assessment of a storehouse of reading strategies. Aside from simply testing the ultimate achievement of comprehension of a written text, it may be important in some contexts to assess on or more of a storehouse of classic reading strategies. The brief taxonomy a strategies below is a list of possible assessment criteria.

1. Identify your purpose in reading a text
2. Apply spelling rules and conventions for bottom up decoding.
3. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
4. Guess at meaning (of words, idioms, etc.) when you aren't certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (names, dates, key words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meanings.

10. Capitalize on discourse markers to process relationships.

### 2.2.3 Technique of Assessing

#### A. Technique of Assessing Writing Skill

##### 1. Assessing Writing

Based on Gulton, (2016: 195) writing assessment is intended to measure the students` ability to express their ideas and thought through written texts. The basis competencies that must be achieved by high school students are the following:

- a) Students can express meaning through written short functional texts.
- b) Students can express meaning through written monolog of long functional texts.

In writing assessment the teacher should provide stimuli in order that the students can communicate their ideas through short functional text and monolog of long functional text.

## 2. Designing of Assessing Writing Task

Consider the following list of sample tasks of reading comprehension based on Brown, (2004: 221):

### a. Imitative Writing

1. Task in (Hand) writing letters, words, and punctuation.

Handwriting has the potential of becoming a lost art as even every young child are more and more likely to use a keyboard to produce writing. Making the shape of letters and other symbols is now more a question of learning typing skill than of training the muscles of the hands to use a pen or pencil. Nevertheless, for all practical purpose, hand writing remains a skill of paramount importance within the large domain of language assessment. The variety of types to produce written letters and symbols are copying, listening cloze selection tasks, picture-cued tasks, form completion tasks, and converting numbers and abbreviations to words.

2. Spelling tasks and detecting phoneme-grapheme correspondences

A number of tasks are in popular use to assess the ability to spell words correctly and to process phoneme-grapheme correspondences are by spelling tasks, picture-cued tasks, multiple choice techniques, and matching phonetic symbols.

b. Intensive Writing

a) Dictation and Dicto-Comp

A form of controlled writing related to dictation is a dicto-comp. a paragraph is read at normal speed, usually two or three times, then the teacher asks students to rewrite the paragraph from best of their recollection. In one of the several variations of the dicto-comp technique, the teacher after reading the passage, distribute handout with key words from the paragraph.

b) Grammatical Transformation Task

Language teachers have also used this technique to be an assessment task. Ostensibly to measure grammatical competence numerous versions of task are changing the tenses in a paragraph, changing full forms of verbs to

reduced forms, changing statement to yes/no or wh-questions, and changing questions into statement.

c) Picture-Cued Task

The variety of picture-cued task could be as short sentences, picture descriptions, pictures sequence descriptions.

d) Vocabulary Assessment Task

Most vocabulary study is carried out through reading. A number of assessment of reading recognition of vocabulary are discusses about, multiple choice techniques, matching, picture-cued identification, cloze technique, guessing in the meaning of a word in context.

e) Ordering Task

One task at the sentences level may appeal to those who fond of word games and puzzles. Ordering or reordering scrambled set words into a correct sentence.

c. Responsive and Extensive Writing

a) Paraphrasing

One of the more difficult concepts for second language learners to grasp is paraphrasing. The initial step in teaching paraphrasing is to ensure that learners understand the importance of paraphrasing. The ways of paraphrasing is to say something in one's own words, to avoid plagiarizing, to offer some variety in expression.

b) Guided Questions and Answer

Another lower-order task in this type of writing is a guided questions and answer format which the test administrator poses a series of question that essentially serve as an outline of the emergent written text. The following kind of questions might be posed to stimulate of sentences by guiding writing stimuli task.

c) Paragraph Construction Task

Assessment of paragraph development takes on a number of different forms. It is such as topic sentence writing, topic development within a

paragraph, and development of main and supporting ideas.

d) Strategic Options

A number of strategies are commonly taught to second language writers to accomplish their purposes. Aside from strategies of free-writing, outlining, drafting, and revising.

### 3. Developing Assessing Writing

At responsive and extensive levels of writing, three major approaches to assessing writing performance are commonly used by test designers, such as; holistic, primary trait, and analytical. In the first method, a single score is assigned to an essay, which represents a reader's general overall assessment. Primary trait scoring is a variation of the holistic method in that the achievement of the primary purpose, or trait, of an essay is the only factor rated. Analytical scoring breaks a test-takers' written text down into a number of subcategories (organization, grammar, etc.) and it gives a separate rating for each (Brown, 2004: 241).

According to Nodoushan, (2014: 136) cites in Hyland, (2003) Primary-trait scoring is in some way

similar to holistic scoring in that in primary-trait scoring, too, one score is assigned to the criteria intended for scoring; however, it differs from holistic scoring in that the criteria intended for scoring a piece of writing are sharpened and narrowed to just one feature relevant to the writing task in question.

For classroom instruction, holistic scoring provide little washback into the writer's further stages of learning. Primary trait scoring focuses on the principal function of the text and therefore offers some feedback potential, but no washback for any of the aspects of the written production that enhance the ultimate accomplishment of the purpose. Classroom evaluation of learning is best served through analytic scoring or assessing, in which as many of six major elements of writing are scored, thus enabling learners to home in on weaknesses and to capitalize on strengths (Brown, 2004: 243).

According to Hyland, (2003: 227), scoring rubrics or guides can be used which will help teachers/raters. Such scoring rubrics or guides are quite often bands of descriptions which correspond to particular proficiency or rhetorical criteria. Hyland also notices that scoring rubrics

are commonly designed to suit different contexts; rubrics seek to reflect the goals of the course and describe what writing teachers consider as good writing. This, of course, requires that scoring rubrics be written in such a careful and precise way as to avoid ambiguity.

In other hand, analytic scoring may be more appropriately called analytic assessment in order to capture its closer association with classroom language instruction than with formal testing. According Gulton in Harris, 2016: 195) the components of writing ability as follows:

1. Content: the substance of writing, the ideas expressed.
2. Form: the organization of the contents.
3. Grammar: the employment of the syntactical structure.
4. Style: the choice of structure and lexical items to give a particular flavor for the writing.
5. Mechanics: the use of the graphic convention.

## **B. Technique of Assessing Speaking Skill**

### **1. Assessing Speaking**

Speaking, as a complex skill, requires simultaneous use of different abilities because the learners need to employ

vocabulary, grammar, pronunciation, intonation, and organization of content of speech at the same time. Speaking ability is the most difficult to assess. According to the high school curriculum, the students must achieve the following basic competencies:

- a) Be able to express the meaning of interpersonal and transactional intends.
- b) Be able to express the meaning through short functional texts.
- c) Be able to express the meaning through monolog of long functional texts.

In conducting a speaking assessment, teachers should provide stimulants so that the students can perform the oral ability.

## **2. Designing of Assessing Speaking Task**

Consider the following list of sample tasks of reading comprehension based on Brown, (2004: 144):

### **a. Imitative Speaking**

#### **1. Phonepass Test (Phonepass Specifications)**

An example of the popular test that uses imitative production tasks is Phonepass, a widely

used, commercially available speaking test in many countries.

The phonepass test elicits computer-assisted oral production over a telephone. Test-takers read aloud, repeat sentences, say words, and answer questions.

## 2. Word repetition task

An occasional phonologically focused repetition is warranted as long as repetition task are not allowed to occupy a dominant role in an overall oral production assessment, and as long as you artfully avoid a negative washback effect. In the simple repetition task, test-takers repeat the stimulus, whether it is a pair of words, a sentence, or perhaps a question.

## b. Intensive Speaking

### 1. Directed Response Task

In this type of task, the test administrator elicits a particular grammatical form or a transformation of a sentence. Such tasks are clearly mechanical and not communicative, but they do require

minimal processing of meaning in order to produce the correct grammatical output.

## 2. Read-Aloud Task

Intensive reading-aloud tasks include reading beyond the sentence level up to a paragraph or two. This technique is easily administered by selecting a passage. The variety of this task is such as read-aloud stimulus, and test of spoken English Scoring Scale.

## 3. Sentence/Dialogue Completion Task and Oral Questionnaires

Another technique for targeting intensive aspects of language requires test-takers to read dialogue in which one speaker's lines have been omitted. This technique is about completing the dialogue task and directed response task.

## 4. Picture-cued Task

Picture-cued task is one more popular language performance. Picture may be simple, designed to elicit a word or a phrase.

## 5. Translation (Of limited Stretches of Discourse)

Translation methods of teaching are certainly passe in an era of direct approaches to creating communicative classrooms. The advantages of translation lie in its control of the output if the test-taker, which of course means that scoring is more easily specified.

### c. Responsive Speaking

#### 1. Question and Answer

This type is very simple design. This can consist of one or two question from interviewer. One interviewer can ask question by “What is this called in English?”, and other can answer by “this is called book in English.

#### 2. Giving Instruction and Directions

This technique is simple. The administrator poses problem and the test taker responds. Scoring is based primarily on comprehensibility and secondarily on other specified grammatical or discourse categories.

#### 3. Paraphrasing

Another type of assessment task that can be categorized as responsive is paraphrasing. In this paraphrasing the test taker can paraphrase a story, a phone message or sentences.

#### d) Interactive Speaking

##### 1. Interview

Interview is one of the oral production assessments. In this type the test taker can vary in length from perhaps five to forty-five minutes depending on their purpose and context. Placement interview is designed to get a quick spoken sample from a student in order to verify placement into a course.

##### 2. Role Play

It is a popular pedagogical activity in communicative language-teaching classes. The activity, the students can make a role play about the story of fable, legend, and etc.

##### 3. Discussion and Conversation

As formal assessment devices, discussion and conversation with and among students are difficult to specify and even more difficult to score. But as

informal technique to assess learners, they offer a level of authenticity and spontaneity that other assessment technique may not provide.

#### 4. Games

Among informal assessment devices are a variety of games that directly involve language production. Games can be Tinkertoy games, Crossword puzzles, information gaps, city maps, etc.

##### e) Extensive Speaking

###### 1. Oral Presentations

Oral presentation can use a checklist for evaluating or scoring the assessment. Holistic scores are tempting to use for their apparent practicality.

###### 2. Picture-Cued Story Telling

One of the most common techniques for eliciting oral production is through visual pictures, photograph, diagrams, and chart. The test taker can see the picture, and then describe the picture sequence.

### 3. Retelling a story, News Event

In this task the test taker hear or read a story or news event that they are asked to retell. The objective in assigning is such as the tasks vary from listening comprehension of the original to production of a number of oral discourse features.

### 4. Translation

This type is longer than translate the words, phrase, or short sentences. In this type test taker translate the longer text of her native language then translate it into English.

## **3. Developing Assessing Speaking**

This section describes a proposed test made by the writers. It explores the usage of assessment, the assessment instruction, scoring assessment, and oral presentation criteria.

### **a) The Usage of Assessment**

The assessment is designed to assess students' extensive speaking skill. The result of the test will decide whether test takers pass or fail the subject (speaking subject).

### **b) Assessment Instruction**

In this task, the instruction given is as follow:

- a) Students are required to perform 10 minutes oral presentation which consists of 8 minutes of presentation and 2 minutes of discussion time. Topic for presentation is free. Students can pick any themes that interest them. During discussion time, presenter has to lead the discussion to make sure it is not out of topic.
- b) Presentation is delivered by using power point or overhead projector. The media is provided but students need to prepare the materials. Scoring criteria sheet is given to acknowledge students about the skills going to be assessed.
- c) Due to a large number of students, the test will be held in two times meetings. Students may choose to deliver their presentation on the first or second meeting. The turn is not based on alphabetical order but student's willingness.

### **c) Scoring Assessment**

Brown and Abeywickrama, (2010) contend that to provide effective assessment, there are four rules that need to establish: specify criterion, give appropriate

tasks, present maximum output, and set practical and reliable scoring procedures. For this assessment, the table on oral presentation criteria below is going to be used to evaluate students' performance. Each criterion is designed to ease teacher to score students' presentation. It is also practical as teacher only needs to put ticks on the appropriate score presented in. The criteria used to evaluate students' performance are based on those developed by Brown, (2004: 172). He suggests there are at least are five criteria to assess speaking skill: pronunciation, fluency, grammar, vocabulary, and comprehension;

- a) Fluency: the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and another mistakes.
- b) Pronunciation: errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak their language.

c) Grammar: able to use the language accurately on all levels normally pertinent to professional needs.

Errors in grammar are quite rare. d. Vocabulary: able to speak the language with the sufficient vocabulary to participate effectively in most formal and informal conversations practical, social, and professional topics.

d) Comprehension: quite complete at a normal rate of speech and understand any conversation within the range of the experience.

### **C. Technique of Assessing Listening Comprehension**

#### **1. Assessing Listening**

Based on Gulton, (2016: 194) Listening comprehension assessment is aimed at measuring the student's ability to decode sample of speeches. To decode means to understand and respond properly to the stimuli which are usually provided orally. The basic competences of listening comprehension usually cover three abilities: 1. Students can understand and response the meaning of oral interpersonal and transactional texts. 2. Students can understand and response short functional texts. 3. Students can understand and response monolog of long functional texts. The teacher

should select the texts which are in agreement with the competencies, and consider the principles of assessing listening skills. The chosen texts can be dialogues of interpersonal and transactional speeches, oral announcement, invitation, advertisement, or monolog of long functional texts.

## **2. Designing of Assessing Listening Task**

We have considered the micro and macro skills of listening, from processing tiny bits and pieces of language to strategic, interactive and complex skills of extended discourse. These two related taxonomies are indispensable to valid, reliable assessment of student's listening comprehension ability. Assessment methods (tasks, item formats) are commonly used at the various levels. Consider the following list of sample tasks of listening comprehension (Brown, 2004:122).

### **1. Intensive listening tasks**

#### **a) Recognizing Phonological and Morphological Elements**

A type from of intensive listening at this level is the assessment of recognition of phonological and morphological elements of language. A

classic test task gives a spoken stimulus and asks test-takers to identify the stimulus from two or more choices such as; distinguishing phonemic pairs, e.g. grass – glass; leave – live, distinguishing morphological pairs, e.g. Miss – missed, distinguishing stress patterns, e.g. I can go; I can't go.

b) Paraphrase recognition

The next step up on the scale of listening comprehension micro skills is word, phrases, and sentences, which are frequently assessed by providing a stimulus sentence and asking the test-taker to choose the correct paraphrase from a number of choice such as; sentences paraphrase, dialogue paraphrase.

2. Responsive listening tasks

Question and Answer

A question-answer format can provide some interactivity in these lower-end listening tasks. The test-take's response is the appropriate answer to a question. The activity that can be done in this section is by giving the appropriate response to a

question, e.g “What time is it?”. The answer is in the form of multiple choice responses, and by giving open-ended response to a question.

### 3. Selective listening tasks

#### a. Listening cloze

Listening cloze tasks require the test-taker to listen to a story monologue or conversation and simultaneously read the written text in which selected words or phrases have been deleted.

#### b. Verbal information transfer

Selective listening can also be assessed through an information transfer technique in which aurally processed information must be transferred to visual representation, such as labelling a diagram, identifying an element in a picture, completing a form, or showing routes on a map.

#### c. Sentence repetition (students repeat stimulus sentence)

The task of simply repeating a sentence or a partial sentence, or sentence repetition, is also used as an assessment of listening comprehension.

As in a dictation, the test-taker must retain a stretch of language long enough reproduce it, and then must respond with an oral repetition of that stimulus.

#### 4. Extensive listening tasks

##### a) Dictation

Dictation is widely researched genre of assessing listening comprehension. In a dictation, test-taker hear a passage, typically 50 to 1000 words, recited three times.

##### b) Communicative stimulus-response tasks

In this type, the test-taker must be able to complete the authenticity such as completing the dialogue, completing the lecture's tasks, completing the interpretive tasks, and completing the stories such as retelling a story.

### 3. Developing Assessing Listening

Brown, (2004: 121) states that listening comprehension assessment involves two main aspects: language aspects (micro skill) and contents understanding (macro skill) as what the researcher written before.

Teachers can do bottom-up approach by starting the items from the micro skill followed by the items from the macro skill. They can do top-down approach when they start the items from the macro skill followed by the items from the micro skill. The stimuli of listening assessment are usually presented orally. The use of mechanical devices such as recorder or language laboratory is better because they provide best guarantee of high test reliability, they can use the native speaker's voice, and they can manipulate the speech situations. The questions proposed in the test are usually about the accuracy in understanding the content of the speech, the interpretations of grammatical forms, the prediction of the next events, the inferences of setting of place, time, situation, the tone of the speakers, the people involved, etc.

#### **D. Technique of Assessing Reading Comprehension**

##### **1. Assessing Reading**

Based on Gulston, (2016: 195) the assessment of reading comprehension is used to measure the students' ability to decode written texts. According to the high school curriculum, the basic competencies of reading comprehension cover two abilities as follows:

1. Students can understand and respond written short functional texts.
2. Students can understand and respond written monolog of long functional texts.

Written short functional texts can be in the form of announcement, invitation, advertisement. Written monolog of functional texts can be in the form of description, recount, narrative, hortatory, discussion, etc.

## **2. Designing of Assessing Reading**

Consider the following list of sample tasks of reading comprehension based on Brown, (2004: 190):

- 1) Perceptive Reading
  - a) Reading aloud

The test-taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator. Since, the assessment is of the reading comprehension, any recognizable oral approximation of the target response is considered correct.

- b) Written response

The same stimuli are presented, and the test-taker task is to reproduce the probe in writing. Because of

the transfer across different skills here, evaluation of the test-taker's response must be carefully treated. If an error occurs, make sure test taker determine its source, what might be assumed to be a writing error, for example, may actually be a reading error, and vice versa.

c) Multiple choice (Mini pair distinction, Grapheme recognition)

Multiple choice responses are not only a matter of choosing one of four or five possible answer. Other formats, some of which are especially useful at the low levels of reading, include same/different, circle the answer, true/false, etc.

d) Picture Cued Items

Test-takers are shown a picture, such as the one the text page, along with a written text and are given one of a number of possible tasks to perform. The following are the activity of picture cued item such as; picture-cued identification, picture-cued sentence identification, picture-cued true/false, picture-cued matching word, multiple-choice picture cued.

## 2) Selective Reading

### a) Multiple choices

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple choice format, mainly for the reasons of practicality. The following are the type of multiple choices such as MC- vocabulary/grammar, contextualized MC vocabulary/grammar, MC cloze vocabulary.

### b) Matching Task

At this selective level of reading, the test-taker's task is simply to respond correctly, which makes matching an appropriate format. Following are type of matching task such as; vocabulary matching, selected response fill-in vocabulary.

### c) Editing Task

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading. The type of this format is multiple choice-grammar editing.

### d) Picture Cued Task

Picture and photographs may be equally well utilized for examining ability at the selective level.

Several types of picture-cued methods are multiple choice- Picture cued response, and diagram tabling task.

### 3) Interactive Reading

#### a) Cloze Task

Cloze task is one of the most popular reading assessments. Cloze tasks are usually minimal of two paragraphs in length in order to account for discourse expectancies. Following of type of cloze task are cloze procedure-fixed ratio deletion, cloze procedure-rational deletion, cloze-test procedure, and cloze-elide procedure.

#### b) Impromptu Reading Plus Comprehension Question

In this type, the test-taker read types of impromptu reading comprehension. The following types of this item are comprehension passage, Computer based TOEFL in which it must be read more details and the test taker must understand about the reading passage that provided.

#### c) Short Answer Tasks

Multiple-choice items are difficult to construct and validate. It is the popular alternative to multiple

choice questions following reading passage is the age-old short answer format.

d) Editing

This type is almost same with the previous editing, but in part, the test-taker will edit the longer text. following is the typical of editing such as contextualized grammar editing task.

e) Scanning

Scanning is a strategy used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text and requiring rapid identification of relevant bits of information.

f) Ordering Task

Students always enjoy the activity of receiving little strips of paper, each with a sentence on it, and assembling them into a story, sometimes called the “strip story” technique. The typical of this ordering task is sentence-ordering task.

g) Information Transfer: Reading Charts, Maps, Graphs, Diagrams.

Every educated person must be able to comprehend charts, maps, graphs, calendars, diagrams, and the like. Converting such nonverbal input into comprehensible intake requires not only an understanding of the graphic and verbal conventions of the medium but also a linguistic ability to interpret that information to someone else. Reading a map implies understanding the conventions of map graphics, but it is often accompanied by telling someone where to turn, how far to go, etc.

#### 4) Extensive Reading

##### a) Skimming Task

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text., the organization of the text, the perspective or point of view of the writer, its ease or difficulty, and/or its usefulness to the reader. Assessment of skimming strategies is usually straightforward the test-taker skims a text and answer questions such as the following.

## b) Summarizing and Responding

One of the most common means of assessing extensive reading is to ask the test-taker to write a summary of the text. The task is given to students can be very simple. The following are the typical of the summarizing such as; directions for summarizing, criteria for assessing a summary, and directions for responding to reading.

## c) Note-Taking and Outlining

A reader's comprehension of extensive texts may be assessed through an evaluation of a process of note-taking and/or outlining. The test-taker can make an outlining or note taking the teacher conference in order to gain important information.

## 3. Developing Assessing Reading

Klinger, Vaughn, Boardman, (2007:14) said there are three purpose of reading comprehension assessment. First, it compares students' comprehension level to those students in a norming sample. Another is to find out if students have met pre-established criteria for their grade level. A third purpose is to inform instruction by determining when

students understand what they read and how efficiently they use which comprehension strategies.

According to Klinger, Vaughn, Boardman, (2007:15) as quoted from Applegate, Quinn, & Applegate (2002), they mentioned that reading comprehension measures generally focus on the primary indicator of the students' understanding. Klinger, Vaughn, Boardman, (2007:15) also said that comprehension is typically measured by requiring students to read a short-answer question and then answer multiple-choice or short answer questions or by using a cloze task.

According to Klinger, Vaughn, Boardman, (2007:15), there are different types of comprehension assessment in reading skill. First, it is norm-referenced tests, published tests administered under standardized conditions (e.g., with computerized answer sheets, timed); students scored are compared with those of a normative sample. Second, students' test score are compared with predetermined criterion levels that indicate mastery of a skill or content; internal reading inventories are a type of criterion-referenced test. The third is curriculum based assessment, tests are based on the actual curriculum used in

the classroom, and students are assessed regularly and their progress monitored. The fourth is interviews and questionnaires, students respond orally or in writing to a list of questions designed to assess their understanding of the reading process and their knowledge of reading strategies. The fifth is observation, examiner observe students' reading behaviours, using checklist, anecdotal records, or ethnographic note taking. The sixth is retelling, students are prompted to retell or reconstruct what they remember about they have just finished reading. The seventh is think-aloud, students are prompted to voice their thought before, during, and after reading. Teachers have to know the types of comprehension in reading skills in order to discover the result of assessment comprehension. And teachers would know the best type of assessment for students especially for beginning level.

