CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter focuses on presenting some theories concerning with this research. Besides, it focuses on the studies which have been conducted in the past related to this study. This chapter discusses some literatures related to reading, narrative text, scoring and grading, CALL**,** longtion autorun application, and the previous study.

2.1 Reading

2.1.1 The Definition of Reading

Nuttal (1996) stated that reading means getting the message of the text from the writer as nearly as possible. Grabe and Stoller (2002) stated that reading is a way to draw information from the printed page and interpret the information appropriately. Meanwhile, Chamot and Kupper (2010) stated that reading is the ability for a reader to transfer from written symbols to meaning and use them communicatively and effectively. From those statements, reading can make the readers getting much information, so they have to be able to interpret the text well because they can add their knowledge. In other hands, reading will help the students add their vocabulary, and study another skill.

2.1.2 Reading Test

According to Heaton (1990), there are two kinds of test item. They are multiple choice and matching items. Besides those two types test items, Jeremy

Harmer (2007) added another four types of test items. They are: first, multiple-choice questions to test comprehension of a text; second, matching written descriptions with pictures of the items of procedure they describe; third, transferring written information to charts, graphs, maps, etc; fourth, choosing the best summary of a paragraph or a whole text; fifth, matching jumbled headings with paragraphs; at last, inserting sentences provided by the examiner in the correct place in the text.

Further J. Charles Alderson (1995) categorized the types of test items into two parts: objective test and subjective test. Firstly, objective test is test which is scored very objectively although it will be scored by other scorer. They are Matching test, True-False test, and Multiple-Choice test. Secondly, subjective test is test that can not be possibly carried out objectively but subjectively, and the questions are given with various answers, the tests are Essay, WH-Question, and Short answer test.

Arthur Hughes (1989), objective test is a multiple choice test with the correct responses unambiguously identified and subjective test is short answers in response to questions on reading passage. In conclusion, to conduct this study, the researcher selects one of several kinds of test items. It is multiple choice test.

2.1.3 Developing Reading Test

To develop reading test, teachers have to know how to develop a test. According to Harris (1969) stated that the development of an educational test includes the following steps:

1.   Planning test

Harris (1969:94) states that effective testing requires careful planning. In this step, it needs to be done many things, such as: determining the general course objectives, dividing the general course objective into their component, and establishing the general design of the test.

a.   Determining the general course objectives

In developing the test, the researcher decided to develop English reading test. Thus, she had to know the general objective of teaching and learning of reading for the seventh grade students of Junior High School, specifically teaching and learning of reading in the first semester. As stated in Standar Isi (2006), the general objectives of teaching and learning of reading for the eight grade students of Junior High School in the second semester are reflected from the standart competence and basic competence. They are:

Standard Competence:

11. Comprehending the meaning of simple short essay in the form of recount and narrative for interacting with the surrounding.

Basic Competence:

11.1   Reading aloud a functional text and simple short essay in the form of recount and narrative by oral stress, and intonation which acceptable and related to the surrounding.

11.2   Comprehending the meaning of short functional text accurately, fluently, and acceptably which related to the surrounding.

        11.3   Responding the meaning and the rhetorical sequences of simple

                short essay accurately, fluently, and acceptably which related to the

                surroundings in the form of recount and narrative text.

b.   Dividing the general course objective into their component

      Based on syllabus, the objectives test of teaching and learning of reading

can be seen from indicators. They are:

1. The students should be able to know the narrative text.

2. The students should be able to understand the narrative text.

3. The students should be able to analyze the narrative text.

c.   Establish the general design of the test

      Harris (1969: 97) stated that there were two extremely important factors

must be considered in establishing the general design of the test. Those were: the

time to be provided for testing and the degree of speediness to build for the test.

      The researcher will develop English reading test to make the English

reading test more easy and understanding. The tests are going to be designed with

Longtion Autorun Application as the media. The objective tests are multiple-

choice. They consist of questions which provide four answers. The students have

to choose one of the answer provide. In this test, one question consists of one right

answer and other answer is distracters. The researcher just gives 2 minutes for 1

item.

2.   Preparing the test items and directions

      Harris (1969:103) stated that there are two reasons followed. The first, if

there is careful review of the complete collection of items, it will almost surely

disclose flaws in individual items that were not apparent at the time of writing,

and some materials will therefore have to be discarded. The second, if the material is submitted to a full-fledged pretesting, the items will be found inappropriate or defective, and further reduction will be necessary. It is possible to predict exactly what proportion of the original items will survive item review and pretesting.

3.   **Submitting the test material to review and revising on the basis of review**

In this research, this step is called reviewing the test. Harris (1969: 103) stated that when the items have been written, the writer should be submitted to a colleague or teacher which has experience on the subject-matter. To get a content validity of test, the researcher has to provide a test at least one teacher.

4.   **Pre-testing the test and analyzing the result**

Pre-testing provides an opportunity for the researcher to try out the test. After getting the result of pre-test, the researcher can analyze it in terms of validity, reliability, index of difficulty and index of discrimination.

5.   **Assembling the final form of the test**

Harris (169: 108-109) stated that in assembling multiple choice items in the final form, the researcher has to ensure that tests are valid. In this step, the researcher is able to assemble and increase the test in a good form.

2.1.4   The Characteristic of Reading Test

The characteristic of good test are validity and reliability. Validity is a valid test if a test tests what it is supposed to test, and Validity is just used for test which is consisted of multiple choice items. (Jeremy Harmer, 2007). There are

three components of validity, they are content validity, criterion validity, and construct validity. (Mario Saraceny, 2002).

Content Validity, there are 2 kinds of it: *Relevancy* (it should be relevant between skill and type of test, for example: reading test. It should give a test in term of reading.). *Coverage* (It is the test material that is consistent and covers the material, for example: tourism vocabulary. The test is should be about tourism not about others.). **Criterion Validity**, it should match with standard and indicator of the material or not. **Construct Validity**, It is the result of valid test.

Reliability is a good test which should give consistent results. In practice, reliability is enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answers and making sure that test conditions remain constant. Reliability also depends on the people who mark the tests- the scorers. (Jeremy Harmer, 2007).

2.2 Narrative Text

2.2.1 The Purpose of Narrative Text

- To amuse or entertain the readers with actual or imaginary experiences in difference ways. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

- Like fables, myths and legends, short stories are narratives because they are concerned with talking about the events. Other examples of narrative writing are novels, cartoon strips, and picture books.

- To entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution.

2.2.2 The Text Organization of Narrative Text

➢   Orientation

Sets the scene: where and when the story happened, introduces the participants of the story (who and what is involved in the story). It means that it consists of a setting, characters, and plot.

➢   Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

➢   Resolution

The problem (the crisis) is resolved, either in happy ending or in sad (tragic) ending.

➢   Re-orientation

This is closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

Note:

1.   *sometimes, a writer puts his judgment on a certain participant or a certain event. This is called Evaluation.*

         Examples: Once there lived a girl named Snow White

                          She was a kind-hearted girl
                                    Evaluation

2.   *The use of simple past tense*

2.3   Scoring and Grading

2.3.1   Scoring

Scoring is a process of changing the numbers or it can be called by holding quantification. Every item test has scores which are different and depend on the answer and test forms. In this research, the researcher uses the objective test. According to Hanafi (2007), to assess the objective test, the answer of the test is determined by the criteria that has made. So, the scoring systems for this research are: first, one correct answer is given score 1 (one): second, one wrong answer is given score 0 (zero).

The researcher develops 40 items of reading comprehension tests, the total score can be calculated by using the following formula:

$$\text{Score} = \frac{\text{Correct Answer Score}}{\text{Total Answer Score}} \times 100\%$$

2.3.2   Grading

After getting the students' scores, the researcher determines the grade of each student. The criteria of the grade are as follow:

According to Hanafi (2007):

The scores lies below (X<-2 S) is	E
The scores lies between (X-2 S) up to (X-1 S) is	D
The scores lies between (X-1 S) up to (X+1 S) is	C
The scores lies between (X+1 S) up to (X+2 S) is	B
The scores lies above (X>+2 S) is	A

Note:

X= The mean Score

S= Standard Deviation

2.4   Computer Assisted Language Learning (CALL)

According to Olibio (2010), CALL is a technique to use technology in the field of language learning and also an approach to language teaching and learning in which computer technology is used as an assessment to be learned, including a substantial interactive element. According to Gamper (2002) defines that CALL is a research field which explores the use computational methods and techniques as well as new media for language teaching and learning.

The options of CALL media, which is suitable with the teaching and learning process, especially *Ulead, Movie Maker, Hot Potatoes, Adobe Auditon, Longtion Autorun.* Ulead and Movie Maker are the same products. Those applications are used to edit a photo or video becomes a new project video. Hot Potatoes is application that usually used in learning English. There are several learning options in Hot Potatoes, such as J-cross for Crossword, J-Match for matching exercise, J-Cloze is for gap exercise, J-Quiz for multiple choice or essay and the last J-Mix is for arranging words to be sentence or sentences to be a paragraph. Adobe audition is an application that is used to edit audio for example: music for mp3, the record of people voice or etc. Longtion Autorun is also the application that is usually used in teaching and learning process. We can combine more than one application in Longtion Autorun, so learning media become more interesting.

2.5   Longtion Autorun Application

2.5.1   The Definition of Longtion Autorun

Autorun pro is a powerful visual tool to create professional autorun (autoplay) interfaces and presentations for your cd/dvds. It is the easiest way to create, edit professional autorun (autoplay) interface and generate autorun files for cd/dvds, just click, point, place and test (run). So all is visual, fast, simple. Autorun pro is easy to learn with demos and wizards. You can get started in just minutes, and you have to be a programmer, but with autorun pro enterprise, you will feel like one. Even though, it is very easy to learn and use. It has everything you need to develop professional software applications, so every teacher can be easy to develop media test for English according to the statement. The researcher think that the longtion autorun program will be a program of reading test which interesting and fun for the students because the ways of operating the program is simple and easy. Appropriate for the eight grade students. Longtion autorun have 25 objects: panel, tab notebook, tab sheet, group box, scroll box, splitter, button, image button, label, text, image, bevel, fade button, fade label, fade text, shape, balloon, note, slide show, memo, rich text, web browser, media player, flash player, pdf player. You can put audio, picture, or video which are appropriate to the reading test. You can also link this application with another application to make this interactive reading test.

2.5.2   Longtion Autorun in Reading Test

The procedure of reading test in this research, the researcher conducts J-Quiz, and J-Cloze. **J-Quiz** is used for Multiple Choice. This application, the

students are easy to answer the questions because they have to choose the correct one. In J-Quiz not only for making Multiple Choice test but also for making Short Answer, Hybrid, and Multi Select. Next is **J-Cloze,** it is used for arranging the sentences into a good paragraph.
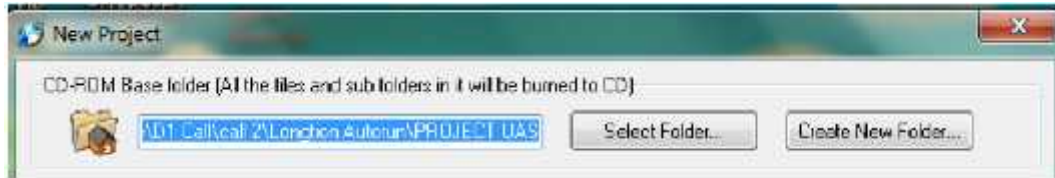
Those applications above are going to be included into Longtion Autorun Application, and it is able to help motivating the students in reading test because they will do test with the colorful applications and games. The advantages of them, the students are going to know the answer is correct or not directly because those applications are able to check automatically the correct answer and value of the test, and also there is a time when they do it. Therefore, they have to be concentrate to the tests.

2.5.3   The Procedure of Making Product Using Longtion Autorun
**   Application**

To make longtion autorun application for interactive reading test, you have to install this application on your computer. Then, you can see the step for using it below:
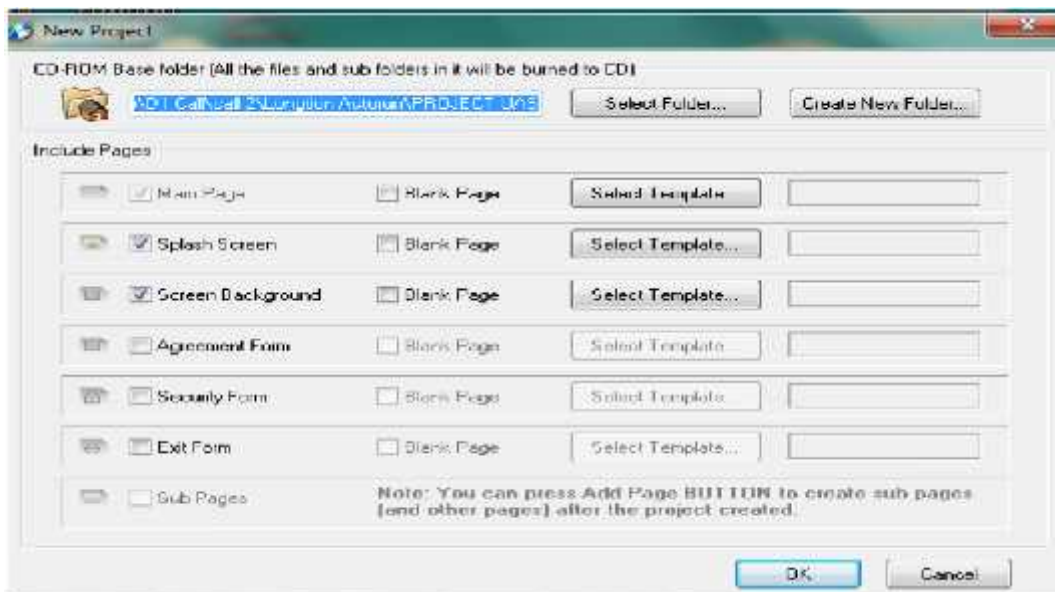
1.   The figure of new project

Begin to make a new project. To make a new project, you should choose a folder to save your project when it is done because you will see two choices: select folder and create new folder. The function of select folder is looking for a folder which has been prepared before, but create new folder, you will make a new folder for the first time or never make project before.

2.   Figure the kind of pages

Choose anything page you want to put on your project for example: main page, splash screen, screen background, agreement form, and exit form. In every page, they have some templates so you must choose template what you want in every page. After that, you click ok if you have done to choose the template and the pages.
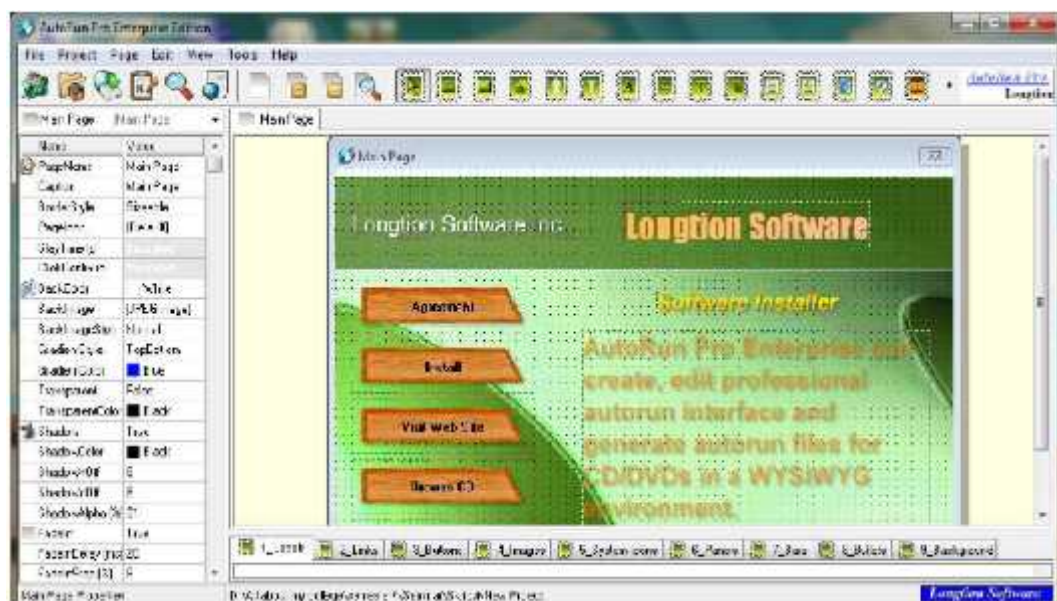

3.   The figure of templates

See some templates. You have to choose one template. Then, you click preview to see the provisional template. If you sure the template, you can click ok.
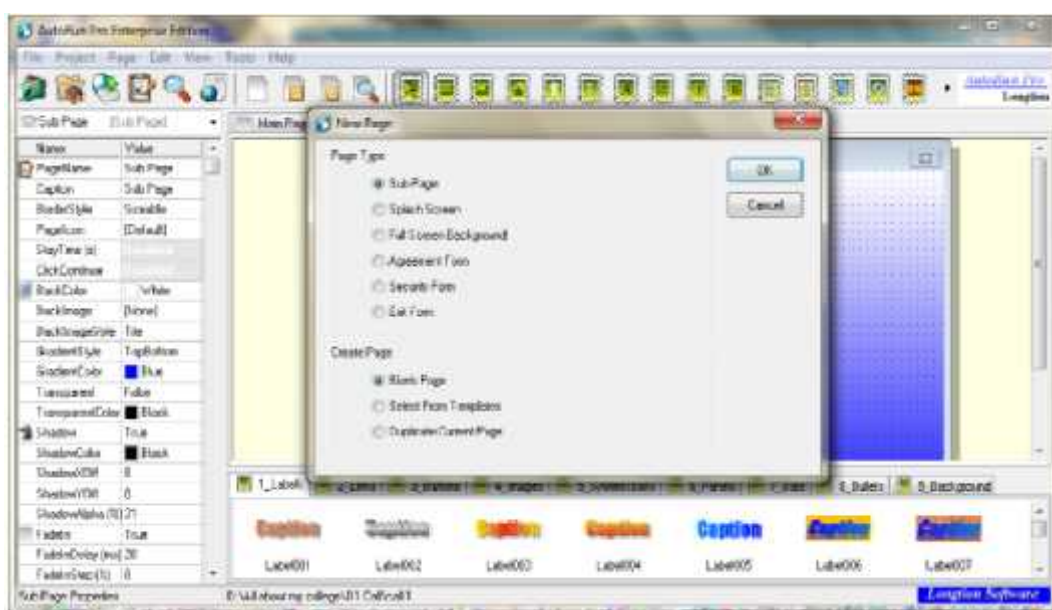
4.   The figure of worksheet of longtion autorun

See your new project to deign the pages with your own creation. The new project, you will see some choosing such as page name, caption, back image, color, shadow, etc. Some choosing can be edited by you which is based on what you like.
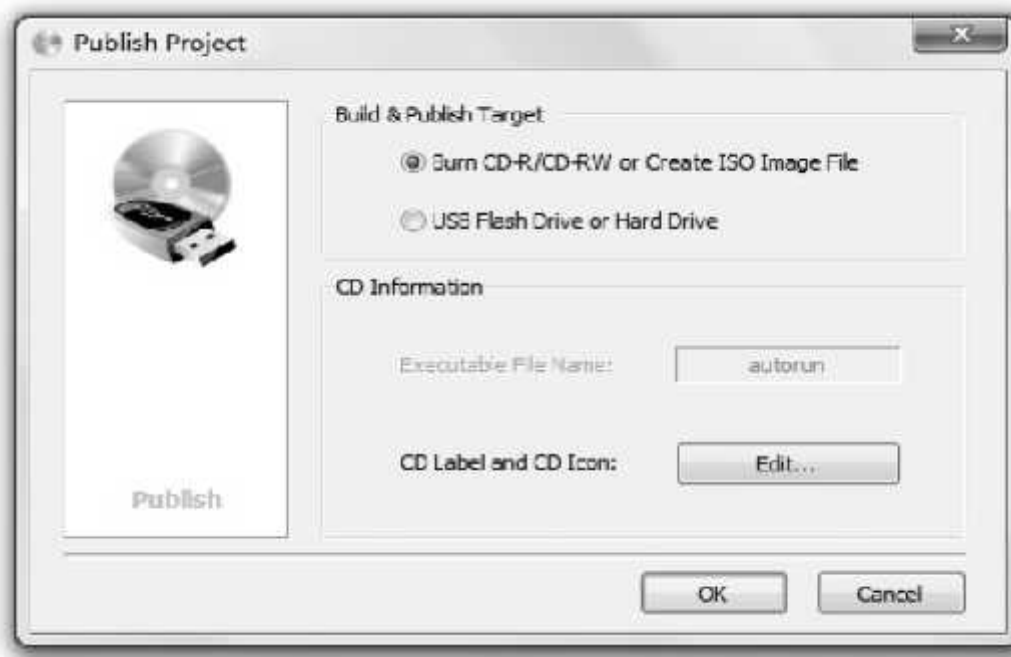
5.   The figure of adding new pages

Add another page here if it is needed in a new project and add the new

page, and you can choose what type of page that you want to add. In page type,

you will some pages such as sub page, splash screen, full screen background,

agreement form, security form, exit form so you can choose one of them what you

want.

6.   The figure of build in CD/DVD burner

The last one, it can directly burn your autorun cd or create iso cd image

files without any need for external cd burning software which is for media English

reading.

2.6   The Previous Study

The previous study is reviewed in order to avoid limitation. In this study, there are three previous studies. The first was done by Shofrotul Zainiyah (2014) with the title "Developing a Reading Test Using Hot Potatoes Software for Junior High School in Mamba'ul Ulum Giri Kebomas Gresik". The result of this study shows that the subjects are very enthusiastic, interested, and felt comfortable to do the test.

The second was done by Izza Rahmawati (2015) with the title "Developing Reading Test for 7th grade of Nahdhatul Ulama 2 Gresik Junior High School by Using J-Quiz Program (Hot Potatoes Software)". The result of this study shows that the students felt easy and comfortable to finish the test and want to do many other reading tests.

The third was done by M. Faisol Azhar (2015) with the title "Developing an English Vocabulary Test by Using Longtion Autoun for the 5th Grade Students

of SD Sidorukun". The result of this study shows the students felt very happy, easy to understand the test and fun with the application because the application was able to make the students interested in English test. Besides, it makes learning process was not boring.

To sum up, there are some similarities on the three previous studies and this study. First, the first and the second thesis focus on reading test. It is the same as this study focus on reading test. Second, all the thesis concern on developing test by using a kind of software which practically helps the teachers. In addition, Azhar (2015) applied longtion autorun application and this study does too. Besides, there are some differences between this study and three ones. First, although the three researchers use the application for developing the test, each research uses different kind of application. The first and the second thesis use the same application which is hot potatoes while this thesis uses longtion autorun. Second, the second and the third focus on particular object for doing the research. The second thesis focuses on the seventh grade oh junior high school students while the third thesis focuses on the fifth grade of elementary students. Then, this research focuses on the eighth grade of junior high school students.

Finally, the researcher tries to find a different way in introducing new reading test focuses on narrative text using CALL, especially: Longtion Autorun Application for 8th grade of MTs. Al-Karimi 1 Tebuwung Dukun Gresik. J-Quiz and J-Cloze will be included in this application. In other hand, the researcher is going to decorate her web version as attractive as possible to increase the students' ability in reading.