

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the references related to reading, reading test, developing test, Computer Assisted Language Learning, hot potatoes and previous studies which are useful to find relevant knowledge in the field of the study in the next chapter. The explanation can be shown as follows.

2.1 Reading

There is a lot of definition of reading, according to Nuttal (1996:4) reading means getting the message of the text from the writer as nearly as possible. As the readers, we should be able to get what the main idea from the text we had read. In learning English as foreign language, reading is skill that teacher simply expects the learners to acquire the information from the text. It is considered as the most essential skill with a paramount important. Reading activity involves three expects; writer, text and reader.

Reading is essential to success in our society, it is the major avenue to learn, and it must be mastered in school. Reading is important because we can get and know information from a text. Reading is a process undertaken to reduce uncertainty about meanings a text conveys. It is also a process results from a negotiation of meaning between the text and its reader. Reading is one of the language skills that should be mastered. Reading does not draw on one kind of skill, but it has many outcomes. Different readers have different way to understood in text.

According to Shepherd and Mitchell (1997), reading is a process of communication that involves many skills. Reading is more a thinking process; it is not just an eye movement exercise. It means that reading is a combination of many skills that need more thinking of the meaning of the text, not only how fast you read the texts or paragraphs.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. Reading comprehension is an ability to read text then process it to understand its meaning.

There are certain aspects of reading comprehension such as fluency and word recognition, which can be learned in a few years. These basics must be mastered but at the same time reading comprehension should be emphasized in the process.

2.2 Reading Test

Actually reading test is a part of reading assessment. According to (Elizabeth S, 2003) there are two form of reading assessments. First, diagnostic assessment purposed to know the children reading to improve their reading itself. Second, measuring assessment is to measure the progress they have been made. In other word, reading test is an assessment that can be as diagnostic and measuring the students especially in reading skill.

Text comprehension is usually assessed through question. Questions should focus on main idea and viewpoints, not minor details. This is called as higher order question. Variation of assessment method depends on students'

characteristic. The response can be spoken or written. Written response can be in the form of multiple choices, short answer and extended pieces of writing.

2.3 Developing Reading Test

In language testing, it is important to underline that there is no any absolute answer in an absolute sense. No test method is better or worse than any other. M. Milanovic (2002) that commends functional approach to language testing in order to change language testing from structure-dominant scholastic sterility into a vital medium for the free movement. That means, language testing is suggested to follow the human development unexceptionally technology.

Language testing is relevant both for those actually involved in creating language tests, and also more generally for those involved in using tests or the information they provide, in practical and research context. (McNamara T, 2002). It means that language testing is relevant creating, using, and researching the tests.

Reading may be intensive or extensive. In the first, each sentence is subjected to a careful scrutiny – in the latter book after book will be read through without giving more than a superficial and passing attention to the lexical units of which it is composed (Palmer, 1964: 131). Reading tests were practiced already in the middle ages. At that time teachers concentrated on intensive reading, as opposed to extensive reading which has been trained from the nineteenth century. H.E. Palmer was probably the first person to distinguish, in 1964, between the two types of reading.

According to Kellermann (1981:57), not all students, however, show the readiness simultaneously. Some students are likely to be able to speak. Thus, they find a way to exercise their skill in reading tasks.

2.4 Computer Assisted Language Learning

The application of computer in language learning is known as Computer Assisted Language Learning (CALL). According to Hardisty & Windeatt (1989) described CALL as a means of 'presenting, reinforcing and testing' particular language items that used by the teacher and student. First, the students' presented with a rule and some examples, then answer the question which test their knowledge and the computer gives appropriate feedback each answer.

According to Egbert & Petrie (2005) CALL means learned learning language in any context with, through, and around computer technologies. The learner can learn any of the world language, although they focus on English as a second or foreign language.

There are so many advantages of using CALL in reading test like faster, accurately, quickly, useful, efficiently and cheaply. Computer assisted language learning in reading test require less time to finish. The teacher doesn't have to correct students' work sheet because immediate test results and feedback complete with a printout of basic testing statistics and accuracy in reporting test automatically. In other word, it will efficiently teachers' time. According to Chenu (2007) investigated the efficiency of using CALL for Japanese students is more effective rather than workbook. In other word, it will be better if we use CALL than workbook to the students.

The answers to these questions can be very useful to understand students' problem-solving strategies and help for teacher to understand the performance level of student. (Pathan, 2012)

By making the test available wherever and whenever the students can insert a disk into a CD-ROM drive. It means that using computerize in reading test is more cheaply, compared to the traditional paper pieces test. (Pathan, 2012)

Based on the explanation of advantages using CALL in reading test above, the researcher want to develop traditional reading test become modern reading test by using CALL hot potatoes software.

2.5 Hot Potatoes

Hot potatoes are computer software that the commercial aspect of the software is handled by Half-Baked Software Inc. Then it becomes freeware since October 1999. It consists of five applications that can create interactive multiple-choice, short answer, jumbled-sentence, crosswords, matching/ ordering and gap fill exercises for the World Wide Web. The use of this product is free as long as you do not make money with it but you need to register in order to be able to use the full version of this program. There are six different activities that make be useful to create exercises or quizzes for the students.

a. JCloze

It creates gap fill exercises. Unlimited correct answer can be specified for each gap, and the students can ask for a hint and see a letter of the correct answer. Automatic scoring is also included.

b. JMatch

It creates matching or ordering exercises. It can be used to match sound, pictures, text or the translation of vocabulary.

c. JCross

It creates digital crossword puzzle simply by typing the list of word. The puzzle can be written across or down. The hints to help the students solve the puzzle are also provided. The clue can be in form of words, pictures, and sounds.

d. JMix

It creates a jumbled- sentence or word exercise. Many activities of sentences can be created from this exercise such as words and punctuation in the main sentences.

e. JQuiz

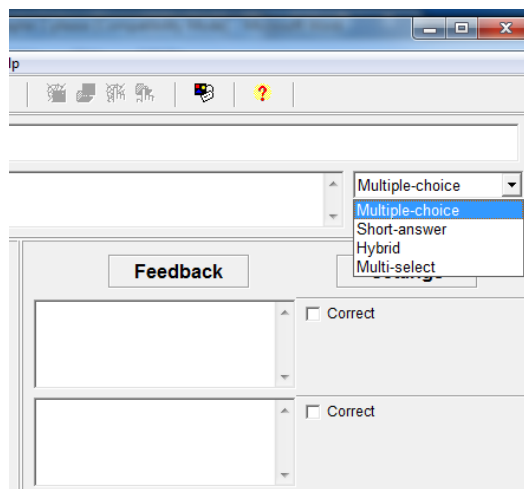
It creates question-based quizzes. There are four kinds of exercises categories can be chosen from JQuiz; they are multiple-choice, short answer, hybrid, and multi select.

f. The Masher

In addition, The Masher is to create complete units of material in one simple operation. If you are creating sequences of exercises and other pages that should form a unit, you may find the Masher that can also be used to upload Web pages to the www.hotpotatoes.net server.

2.5.1 JQuiz Program

Jquiz is program to create question-based quizzes. In this program, we can add some pictures, a feedback or comment each choices, total score, and also timer. This program can save unlimited questions. There are four kinds of exercises models can be chosen from JQuiz; they are multiple-choice, short answer, hybrid, and multi select quiz in the form of World Wide Web.



1. Multiple choices questions

Students answer the question by clicking the correct answer. If it is correct, it will be change a smile icon (😊) but if it is incorrect, it will be change a cross (X) and a feedback that was typed. The first answer will be accept to the computer, although students can click another answer for the second.

2. Short answer

Students should type a good answer and click a **check** button to know the answer was correct or not. You can add a **hint** button which gives a

letter to help the students answer the question easily. Hint button influence the score.

3. Hybrid questions

It is combination between multiple-choice and short answer question.

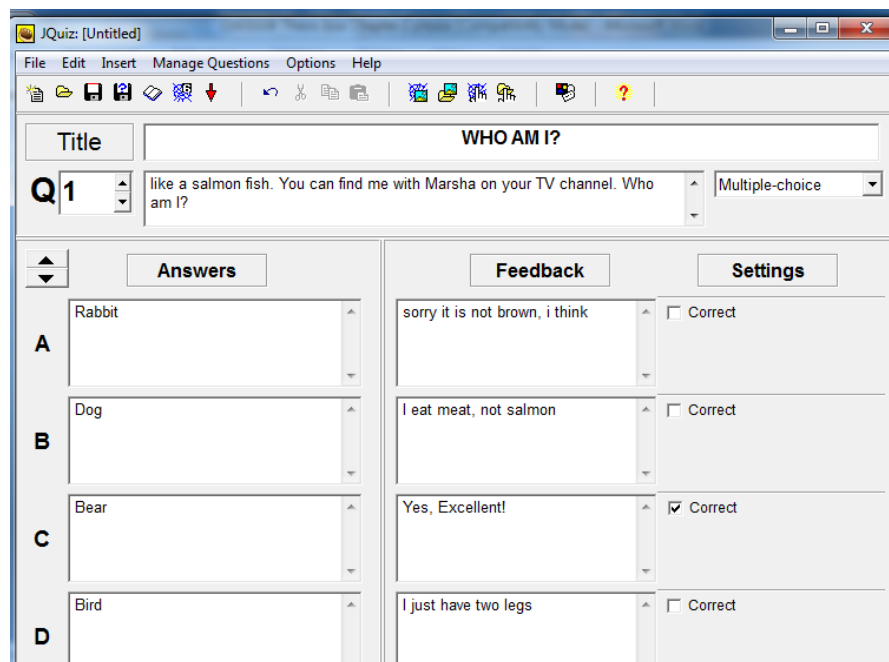
In this part, **text box** is present as a place to put an answer for the question. If the students put a wrong answer, the question will be change into multiple-choice question to make easy.

4. Multi select

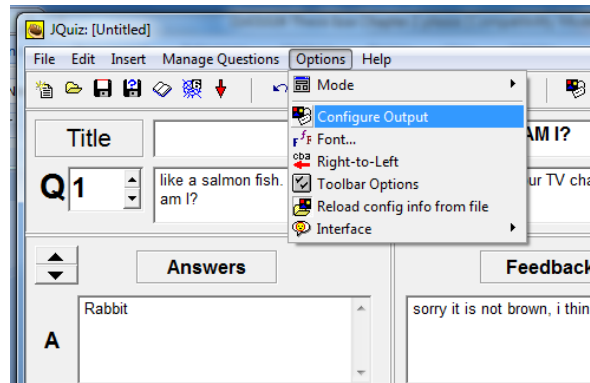
In this model, students should choose more than one answer.

STEP 1

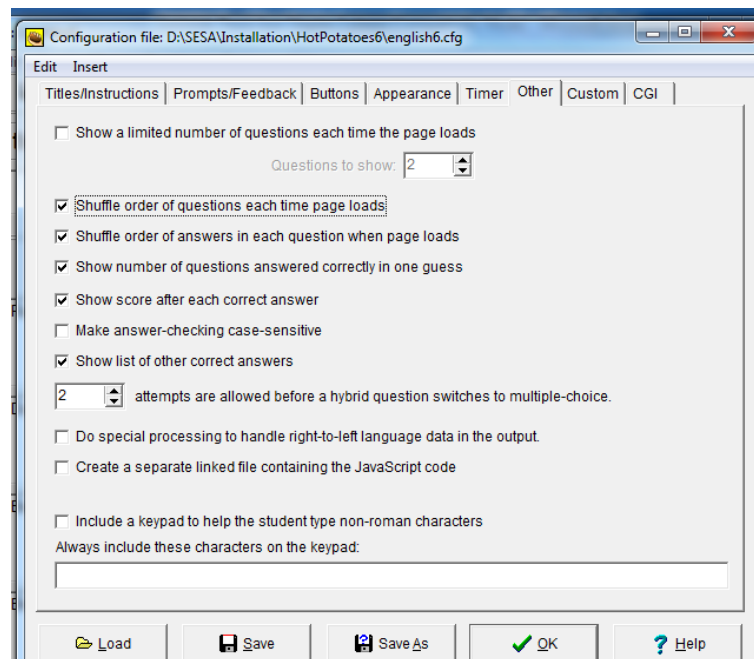
Insert question in a left column and feedback in a right column.




After insert all data, change configuration output

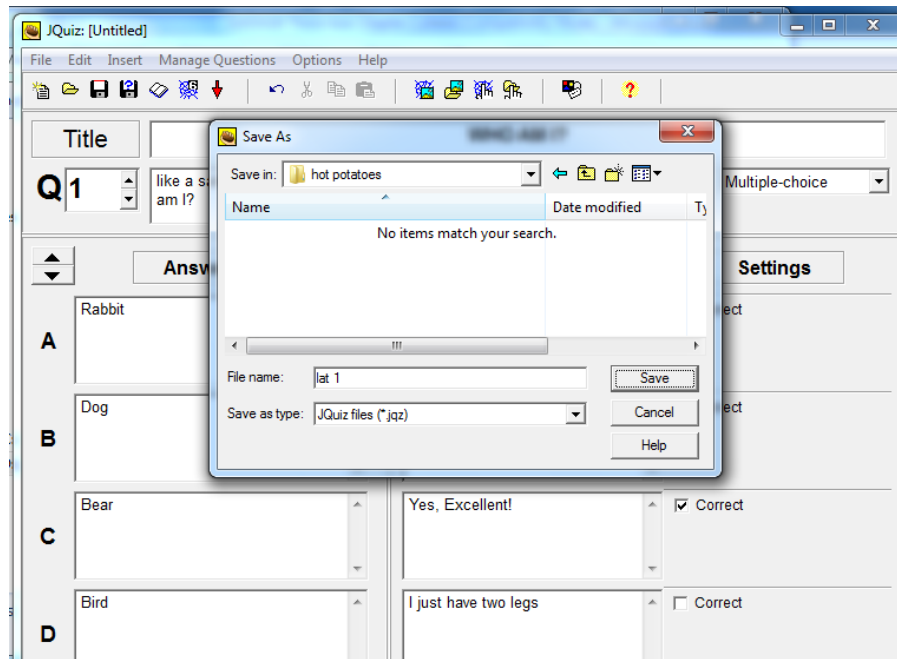


And it will be show like this



STEP 2

Press  button for change into Web V6 and computer ask you to save this program first in the same folder with file .jqz.



2.6 Previous Study

The previous study is reviewed in order to avoid imitation. In this study there are four previous studies. The first is a thesis entitled “Developing English Vocabulary Material Using CALL Instruction on the 3rd Grade Students SD Muhammadiyah Manyar GKB” it was done by Dian Kurnia Oktaviani (2008).

This study is designed for English vocabulary material. The research problem is how the English vocabulary material is using CALL instruction on the 3rd grade students of SD Muhammadiyah Manyar GKB developed. The result of this study shows that this product is in the form of CD-ROM, it just should be inserted on CD-ROM, and run it. So, it is quite easy in operating. In the class,

there are four students' score of six students are increase. They fell happy and fun could try it because they have never learned with this kind of media.

The second was done by Dewi Aisyah (2011) with title "Developing Video Tutorial for Young Learners in Madrasah Ibtidaiyah Poemusgi Gresik". The design is research and development (R&D) and the subject is 1st grade student of MI POEMUSGRI. She develops the material by using Ulead Video Studio program. The result of the study shows that from twenty three students there are fifteen student's score are increase. Most of them fell happy and fun could try this media. That will be new thing for them in learning English.

The third was done by Sovy Octavianti (2013) with title "Developing English Vocabulary Material by Using Jcross Program for Eighth Grade of MTsN Gresik". This study is designed for English vocabulary material. The research problem of this study is how to develop English vocabulary material by using Jcross program for the eighth grade of MTsN Gresik. The result of this study shows that six students of eighth grade of MTsN Gresik was very happy could try this media and felt easy to understand the material. That will be new thing for them in learning English because one of the students said that their teacher not thought yet using such kind of media and she could learn again using similar media in other time.

And the last but not least was done by Shofrotul Zainiyah (2014) with the title "Developing a Reading Test Using Hot Potatoes Software for Junior High School in Manba'ul Ulum Giri Kebomas Gresik". The design of this study is research and development (R&D) and the subject is seventh grade of Manba'ul Ulum Junior High School Giri Kebomas Gresik. The research problem of this

study is how to develop reading test from traditional way becomes modern reading test using hot potatoes software in Manba'ul Ulum Junior High School. The result of this study shows that the subjects looked very enthusiastic, interested and felt comfortable to do the test. That would be new experience for them in learning English.

Even though this previous studies are quite same but it is different in the strategy in giving reading test. The researcher describes developing reading test by using JQuiz program (hot potatoes software) and the researcher uses Research and Development (R&D) design. Related to those studies, the researcher tries to find a different way in giving reading test using different media by using JQuiz program (hot potatoes software) for seventh grade of Nahdlatul Ulama 2 Gresik Junior High School. JQuiz program that will be present by the researcher consist of questions, correlate pictures, multiple choices, answer feedback, total score, and timer. The researcher will decorate her web version as attractive as possible to increase the students' ability in reading.