

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the references from the expert which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe theories and review some relevant research findings. These explanations can be shown as follows.

2.1 Reading

Reading is one of the language skill which should be mastered. Reading is important because we can understand and know an information from a text. Reading is the ability to draw meaning from the printed page and interpret the information appropriately. It makes the reader get new information and new knowledge accurately. There are researchers states that reading have big effect in students' succes in school. That means reading has high influence for students' success in school. Even, in 2011 a research result suggests that reading is the most important skill for children in secondary level (Lamy and Klarskov; 2011 in Tariq Muhammad Bhatti,2013). It clearly explains how important of reading in Junior High School.

Reading is about comprehending texts or paragraphs. It is a mind activity which involves both perception and thinking. Reading consists of two process, they are word recognition and comprehension (Elizabeth S; 2003). That explains reading is a heavy mind activity which not only involves word recognition but also perception, thinking and comprehension.

2.1.1 Reading Test

Reading test is actually a part of reading assesment. So researcher explains about assesment in this sub-chapter. According to (Elizabeth S; 2003) research finding results that there are two form of reading assesments. They are diagnostic assesment and measuring assesment. Diagnostic assesmentis purposed to find out how well children in reading in order to improve their reading. The second is measuring assesment, it is to measure how far the progress has been made.

Text comprehension is usually assessed through question. Questions should focus on main idea and viewpoints, not minor details. This is called as higher order questions. Variation of assesment methods depends on students' characteristic. The response can be spoken or written. Written responses can be in the form of multiple choice, short answer and extended pieces of writing.

2.2 Computer Assisted Language Learning

Computer Assisted Language Learning is defined as language learning which use computer software in teaching learning process. It requires the use of computer hardware and software. The development of CALL was started since 1960s when it was introduced by University of Illinois, USA. It was a starting step to a high jump of CALL growth because after the invention of micro-computer in 1970s that brought computer to wider range resulting high number of CALL programs and followed by a number of publication of books on CALL in the early 1980s.

There were many studies tried to attempt to know the impact of CALL on language learning. Investigation which is conducted by Nutta (1998 in Chenu; 2007) the effect of computer based vs teacher directed instruction on acquisition of English as second language found that student can get better score using computer based than using teacher directed instruction. There are other studies show positive result of using CALL in language learning. Even a research conducted by Almeklafi in Bhatti Thariq M (2013) states that CALL is effective for students of Junior High School. This is caused of CALL provides clear and programmed instruction. So that it matches with students' interest. Experts that become CALL supporter recommend that CALL has made language teaching more progressive, adaptable, approachable to language learning requirements with appropriate use of it (Grossman; 2008 in Bhatti Thariq M,2013).

Research conducted by Nagata (1996 in Chenu; 2007) investigated the efficiency of CALL on English acquisition for Japanese students concluded that CALL is effective rather than workbook. That proves CALL already becomes effective learning media rather than workbook or traditional way.

It is clearly stated that CALL has given positive effect in language learning process but not all language learning in school has used it although the school has the requirement to do that. In fact, language leaning through CALL is effective or at least becoming another option for teacher in giving lessons to students in order to avoid students' boredom.

2.2.1 Hot Potatoes

Hot Potatoes is a computer software. It was created by the Research and Development team at the University of Victoria Humanities Computing and Media Centre. Commercial aspects of the software are handled by Half-Baked Software Inc. Then it becomes freeware since October 1999.

It consists of five applications that can create exercise in the form of world wide web. The applications are Jcloze, Jcross, Jmatch, Jmix, Jquiz and the masher. Jcloze is to create and use cloze passage from any text. Jcross is crossword creator, it can work from list of words or enter the words manually in the grid. Jmatch is matching term of definition, it can also use image on it. Jmix is to mix and match sentences. Jquiz is to create multiple choice quiz and also short answer quiz. The masher allows combinations of activities into a single webpage.

2.3 Developing 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 recommends functional approach to language testing in order to change language testing from structure-dominated scholastic sterility into a vital medium for the freer movement. That means, language testing is suggested to follow the human development unexceptionally technology.

Language test are central to language teaching, but general test created by teacher often fails to engage learners with their real interests or are often inappropriate to the particular local context. Teachers often feel they need to

develop another format of test which will both reflect their learners' need and the teachers' methodological practices. They do not have the confidence or expertise to produce another format of test which will match validity for their learners.

2.3.1 Need Analysis

Need analysis is the process to identify or to evaluate needs in a community or group or other which can be defined as population of people. The identification of needs is process to determine problems and attempt to solve those problems (Allison L; 2000)

Need analysis will help teachers to understand the "local need" of learners and create class activities to meet the learners' real life need in meaningful ways. Need analysis should be carried out during the life of each course. They also stated that need analysis should be a continuing process because the need of every period can be changed.

In this study, the researcher uses a reference of McKillip (1998 in Allison L; 2000) he stated that there are two types of need that should be analyzed what the learner needs to do in the target situation and learning need is analyzing what the learners need to do in order to test.

The researcher uses questionnaire given to student and interview as the instrument of research.

2.3.1.1 Target Need

Target need is one of analysis that should be investigated to understand what the learners need to do in target situation. The analysis of target need

involves identifying the linguistic features of target situation included necessities, lack and wants (Hutchinson and Waters in Ratniawati thesis; 2014).

Necessities represent the knowledge that the learners have to obtain in order to perform well in the target situation in which it has the question what the learners need English for. This investigation focuses on the learners' need. It is a matter of observing what the situation the learners will be used to function in.

2.3.1.2 Learner Needs

Learners are the centre of the system in a teaching process. They are not the participants or consumers that only receive everything that was given by the teacher. Nevertheless, they can describe the educational illustration base on their needs. Hutchinson and Waters (1993 in Kunter: 1999) stated that the learners' need should be considered in the process of planning the content of language program.

According to Hutchinson and Waters, analyzing learning need is important for the teacher to get information about the learners in order to facilitate them well and it will stimulate, motivate and arrest learners' attention in the teaching and learning process.

Frameworks for analyzing are; why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? etc. Those questions are needed to know the learners' condition and also their needs in learning English. In conclusion, target needs and learning needs are two elements of need analysis that should be investigated.