

## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. The Concept of Reading

In the concept of reading, the researcher present about the definition of reading, reading comprehension, the purpose of reading, types of reading and Reading Comprehension.

##### 1. Definition of Reading

Reading is one of the most critical skills for students to learn in the classroom and in their everyday lives in order to obtain additional knowledge from the text's author. The term "reading process" refers to a process in which the reader interacts with the text rather than simply reading it. It concerns the readers' ability to express meaning through written symbols and process them in their minds. Grabe and Stoller (2002, p.9) support this assumption, defining reading as the ability to deduce meaning from printed text and correctly interpret content.

Reading is an activity that involves two aspects, namely pronouncing sentences or words in a reading

and understanding the meaning of the reading material (Wijaya et al: 2019). By understanding the reading text, students can understand the meaning of the message from the text they read. As a foreign language, English is also the same as other Indonesian language lessons, namely including texts, questions, articles, and so on.

The main purpose of reading is to get information from the text being read. Anderson et al defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. Reading is deemed to be difficult for students in the language learning. Grabe defined reading as an interactive process between readers and texts that result in reading fluency. Reading is an activity in which is connector to their prior knowledge. Because reading is a component of learning, readers attempt to comprehend the texts they are reading by interpreting, synthesizing, evaluating, and selecting the pertinent information. Reading allows students to use the information in the text, understand the sentences, utterances, and paragraphs, evaluate the written ideas, and apply the ideas to real-world situations.

According to Hunt, reading is a process shaped partly by the text, partly the reader's background, and

partly by the situation the reading occurs in. Reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading academic text, the reader recreates the meaning of the text, together with the author. In other word, readers negotiate the meaning with the author by applying their prior knowledge to it. But this process is only possible if the reader uses a series of categories of analysis, some of which are specific to each academic discipline. Thus, working with a text and recreating its meaning need both non discipline-specific and specific strategies. Reading is the strategic process in that a number of the skills and processes used in reading call for attempt on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.

## 2. The Importance of Reading

Reading is very important for our life because by reading, we can get knowledge about many things in the world. Reading can enrich our experience and knowledge by reading. Reading is main skill to reach a

successful study. In addition, reading activity motivates learning because it gives equal change for everybody, regardless of cognitive abilities and this can be achieved by “silently reading”. Reading can be entertaining and educational, can open up new worlds, and increase skills. Reading in a foreign language has additional important benefits that can help to learn the language faster and more completely. When reading skills improve, then listening, writing and speaking improve too. Reading is the best way to learn and remember the proper spelling words. The constant repetition of words and patterns in reading helps to learn and remember vocabulary and grammar structure.

Reading is one of the important aspects that need to be mastered by students because reading is the basis for learning subjects across all sciences. It is critical to be able to read in order to obtain work or attend college. Because the ability to read provides many benefits, including increasing one's reserves of knowledge, opening new information, the ability to explain new information to others, improving concentration, and also for entertainment, reading ability plays an important role in improving an individual's life, ability in school, and is important to support the development of a country.

Based on Harmer, reading positively affects students' vocabulary information on their spelling and writing. Good reading text can introduce interesting topics. Reading is also considered an essential skill for the students. Reading text provides good models for English writing. Reading material can be used to learn how to write good sentences, paragraphs, and text in a whole.

According to Grabe, many people in the world learn to read a second language, as students in formal or non-formal academic. Students learn to read to engage in advanced studies, get a good job, get information, become more cross-culturally aware, communicate with others, or entertained.

Damain also states, that reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to conversational skills of the reader. Reading also allows reader to elaborate on new words and phrases they hear in daily conversation.

Another reason people read is for enjoyment or to be entertained. Readers in this context want to enjoy what they've read. For example, they read novels or short stories. Students who only confine in what their

teacher gives in the class without having an effort to read much reference will not pass in the time and success.

### 3. Kinds of Reading

Based on Kozak statement, there are three kinds of reading and activities to build reading skills:

#### a. Extensive Reading

Extensive reading is an approach to second/foreign language reading activity in which a learner read a lot the material for pleasure to improve reading speed and fluency of reading rather than examining every point of the text. Extensive reading is read the large text and discuss only on the main idea of the text. It is comparable with intensive reading in which a learner reads a certain text deeply understands every point that might be questioned after the reading activity, examines the vocabularies, sentences, and structures. Extensive reading activities can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners will be interested in what they are reading.

#### b. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. Intensive reading is read text and discuss detail about the text. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies.

#### 4. The Purpose of Reading

According to Harmer (2007), reading has no goals in and of itself. Before beginning to read, the reader must first determine their goal. Someone may want to gather knowledge, read for gist, research, or criticize a writer's concept or writing style.

Someone can also read for pleasure or to improve their knowledge of the language being read. Skimming is used to get the key points of a text when reading. Reading is used to gather information, and scanning is used to locate relevant information. Reading for review is required in any situation where the reader is required to

study a text written in the English language. This was done by extensive reading abilities

## 5. Types of Reading

There are many types of reading, according to Patel and Praveen (2008), including intensive reading, extensive reading, aloud reading, and silent reading.

- b. Intensive reading is a form of reading that focuses on idioms and vocabulary that are learned in the classroom and that can be found in poems, poetry, novels, or other sources. For example: Students concentrate on the textual or semantic aspects of a reading while also paying attention to structure details such as grammar.
- c. Extensive Reading is a form of reading in which students read texts for pleasure and to improve their general reading skills. For example: students read as many different types of books as they can, such as journals, newspapers, and magazines, mostly for enjoyment and with only a general understanding of the contents.
- d. Aloud reading is when you read something out loud and clearly. Reading poetry, dialogue, and other types of texts, for example.



- e. Last there is silent reading the aim of the silent reading exercise is to teach students how to read without speaking so that they can focus their attention and comprehend the texts. For example : The students reading a text by heart.

## **B. READING COMPREHENSION**

There are numerous definitions given by language and education experts what reading comprehension is. In simple, reading comprehension is the ability to understand reading, explore understanding, and interpret what has been examined. In the context of the school, reading comprehension can mean research efforts in the search for answers that are not yet known to something that is read, particularly within the context of communication between students and teachers in interacting with learning activities.

Reading Comprehension is a complex cognitive ability that includes not only linguistic (e.g., vocabulary, grammatical knowledge), but also cognitive e.g., working memory, and metacognitive both for the aspects of knowledge and control, skills, as well as higher-order comprehension skills such as the generation of inferences (Dolba: 2022). From Dolba's explanation, he said that

there are several aspects of reading that students can achieve when reading. This is in accordance with what Irkinovich said: 2022 that reading is a complex cognitive process of deciphering characters aimed at understanding the text. Through reading in English, students develop an interest in learning English and opportunities to gain knowledge. Reading is a means of teaching other types of speech activity. From Irkinovich's explanation, it is explained that reading is a cognitive process in the process of understanding text, so that when reading they can understand all aspects of a text.

Reading comprehension skills are not possessed directly by students. Students can have good reading comprehension skills through learning and lots of practice and habituation. In learning to read, educators or teachers have a very important role. Teachers in learning to read have many tasks, including helping students understand, interpret, assess and enjoy writing. Apart from that, teachers must also be able to foster students' interest and attention in learning to read.

Reading comprehension is an important part of in order to obtain knowledge, information, or simply obtain entertainment. Much information is recorded or communicated through written media. Therefore, reading

comprehension is one way to improve knowledge in order to master information and develop.

Mayer claims in his book that reading comprehension is a “technique for improving students’ success in extracting useful knowledge from text”. In addition, reading comprehension is a new capacity to learn understanding of the text both content and context until the learner or reader to be comprehension to all details and idea of the content that brought understanding. Reading is the language activity since language is a tool of communication and communication involves the reception as well as the expression of ideas, and then the act of reading is not complete until comprehension has taken place.

In addition, Miller argued that reading comprehension is the ability to get the meaning from any type of written material. It is the reason for reading and the critical component of all content learning. The main goal of reading comprehension is comprehension of what is being read.

Anderson says that reading comprehension is a process that includes the important development of an author’s message by the utilize of earlier information, especially the knowledge of language. It means that

reading comprehension as a process of understanding and negotiating between the reader and the written.

All of the previous definitions of reading comprehension can be concluded to entail understanding what is written in a textbook or other materials. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

### **C. Reading Comprehension Aspects**

There are four aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regarded as difficulties that the students encounter in comprehending the text:

#### **a. Determining Main Idea**

The main idea is a statement that tells the author's point about the topic. According to Longan (2002), said that finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence (Vener, 2002). Therefore, this can make the main idea more difficult to find. The students may get confused to see

what the main idea of a passage is, and where the main idea is located.

b. Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers (Sharpe, 2005). In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

c. Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning (Sharpe, 2005). It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

d. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Kopitski (2007) stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. These questions are often stated in one the following form:

“From the passage, we can conclude that ..?”, “It can be inferred from the passage...”, “what the meaning of the statement above?”.

Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

e. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text. Some example of detail question fall in the following pattern: “According to the passage, who were fighting for the conversation in the forest?”, “All of the

following are the true except..”, “A person, date, or place is,,,”.

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that words synonym.

#### **D. English Language Teaching (Elt) In Efl Classroom**

Teaching reading and writing in schools has become a big concern for educators in all parts of the world (Muchlis and Husnussalam: 2022). Strobl (2007) in Ahmed et al.(2013) define that Learning is an in herently social process, where different strategies for effective learning can be implemented. Ampora (2011) state that the design of the subject of study, its planning, implies the integration of all the axes of the educational process: objectives, contents, methodology, resources and assessment

##### **1. Objectives.**

These are the results they expect to get with their teaching activity. They provide criteria to select the teaching methods, the students’ learning activities and the performance assessment systems.

## 2. Contents

These include what to teach. It consists of narrowing down the learning area and grouping the curriculum aspects in significant entities.

## 3. Methodology

It includes the training strategies and the resources that will be used to carry out the teaching-learning process. We must take into account the number of students and their maturity level, the length of the subject and the planned activities, as well as other factors related to the infrastructure and the institutional context.

## 4. Assessment

It refers to the way in which the teaching-learning process is controlled and students' learning results are measured. ELT is the abbreviation for English Language Teaching. English language teaching (ELT) is instruction of English as second language in general which is written down in English majors book related to research of English language (Johnston, 2003). His point is that ELT is one of the media studies of English which has writing in related books so that can facilitate learner to learn English without requiring native speaker. In fact this is very assisting to all student in learning English because it will not spend time and money in delivering native



speaker, so that English become easy and reachable to learn.

In ELT there are some methods that the lecturer may implementing in the classroom based on the students need, and it may use in teaching engages students in learning process and helps them develop critical thinking skills and also language skills. Eric (2013) state that some of method lecturer may use in ELT, those are authority, demonstrator, facilitator, delegator and hybrid or blended.

According to the class VII English teacher at MTs Nur Rahma Bengkulu, there are still many students who are unable to understand English texts during the lesson. They cannot get information from the text they have read. It is important for a teacher to pay attention to aspects of the teaching carried out. As explained by Muchlis and Husnussalam, an assessment can be the most important thing in learning because it is the only way or alternative to measure a student's ability. Besides that, assessment is also a measure of whether a teacher is successful or not in achieving predetermined learning goals.

#### **E. Assessment in ELT**

Assessment is a planned and sustained effort by the teacher to obtain information about the success of learners in understanding and applying learning that

is learned both in terms of process and results. For many years, the word 'assessment' was often defined as a process involving an assessment of the effectiveness of teaching activities when the teaching process was completed (Erdol & Yildizli 2018). It can be summarized that assessment and teaching are partners in the learning process. Assessment is the sequence of the process of learning achievement by using a variety of methods or tools that teachers use to evaluate students.

#### 1. Reading Assessment

Reading Assessment is a decision making key regarding how to allocate resource more effectively in order to improve specific skills. It can be said define that teachers need to allocate the reading materials into the students effectively through teaching process to develop the education system to develop better education.

##### a. Types of Assessment

According to Brown, there are four reading assessment:

##### 1) Perceptive reading

In this type of reading performance, the process of reading focuses on bottom-up processing. Start from recognition of

alphabetic symbols, capitalized and lowercase letters, punctuation, words and grapheme-phoneme correspondences. Kinds of assessment tasks on perceptive reading such as Reading Aloud, Written Response, Multiple Choice and Picture Cued Item.

## 2) Selective Reading

In this type of reading performance, the process of reading is combination between bottom-up and top down processing. This assessment focuses on vocabulary and grammatical structure. Kinds of assessment tasks on selective reading such as Multiple Choice, Matching Tasks, Editing Tasks, Picture Cued Tasks, Gap Filling Tasks.

## 3) Extensive Reading

In this type of reading performance, the process of reading focuses to involve somewhat longer text than we have been dealing with top up down processing. Kinds of assessment tasks on extensive reading such as Skimming Tasks,

Summarizing and Responding, Note Taking and Outline.

## 2. Level of Assessment

In this case, the level of assessment is related to level students thinking skills. Thinking is either a natural function or believes that the great thinkers are gifted. Bloom's taxonomy is one of the most famous taxonomies in the educational field. Bloom's taxonomy is a classification system for educational objectives. There are numerous levels of thinking skills in Bloom's taxonomy, which he organizes from low-level order thinking skills to high-level order thinking skills. There are three skill objectives that are useful for assessing students' behavior based on Bloom's taxonomy; those are cognitive, affective and psychomotor.

Furthermore, in 2001, Anderson, Krathwohl, and a group of college friends produced an updated edition of Bloom's guidebook, which included significant revisions. There is only one cognitive domain in Bloom's taxonomy, whereas Anderson and Krathwohl's taxonomy has two dimensions. The first is knowledge dimension and the second is the cognitive process dimension.

Meanwhile, Scraw classified higher-order thinking skills from bloom into two parts; lower order thinking skills consisting remembering, understanding and applying and higher order thinking skills consisting analyzing, evaluating and creating. This research will focus on revision of bloom's taxonomy.

**a. Lower Order Thinking Skills in Revised Bloom's Taxonomy**

There are three types of Lower Order Thinking Skills in the Revised Bloom's Taxonomy Bloom's looks like:

**a) Remembering**

Remember level is the type of questions to memorize and recall terms, facts and details without necessarily understanding the concept. Remembering involves retrieving relevant knowledge from long term memory. The two associated cognitive processes are recognizing and recalling. The keyword of this level are: memorize, define, identify, repeat, recall, state, write, list and name. Here examples question of remembering:

- What is...?
- How is...?
- Where is..?
- When did.... happen?
- How did.....happen?

- How would you explain...?
- How would you describe...?
- What do you recall...?
- How would you show...?
- What are three...?
- What is the definition of....?

a. Understanding

Understand means the students can explain materials, principle, law or procedure. The keywords are classified, translate, describe, and explain the identification, place, report, summarize, and paraphrase.

There are some examples of questions:

- What is the main idea of the....?
- What can you say about...?
- What ideas show..?
- Which statement support....?
- Which is the best answer...?
- How would you summarize...?
- How would you compare...? Contrast...?
- How would you identification about...?

b. Applying

Applying means the students can apply their understanding in a new situation. The keywords are

choosing, demonstrating, acting, illustrating, interpreting, arranging schedule, making sketch, solving problem and writing. There are the examples:

- How would you solve..... using what you have learned...?
- What other way would you plan to...?
- What examples can you find to...?
- What elements would you choose to change...?
- How would you organize.....to show...?

**b. Higher Order Thinking in Revised Bloom's Taxonomy**

The higher order thinking skills in revised bloom's taxonomy bloom's looks like:

**a. Analyzing**

Analyzing means the students can classify the sections based on their difference and similarity. In this stage students could break material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. According to Anderson & Krathwohl, analyzed including examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Several verbs usually appear such as create, develop, merge, break down, categorize, distinguish, compare and etc. The keywords are

examining, comparing, contrasting, distinguish, and test, doing experiment and asking. Here the examples:

- What is the theme...?
- What motive is there...?
- What is the function of...?
- What are the parts or features of...?
- How is .... related to...?
- How can you identify the different parts...?
- How can you compare between...?

b. Evaluating

Evaluating level includes checking and critiquing the value of material based on criteria and combining elements into a whole. Evaluating means the students can state either good or bad towards a phenomenon or certain object, such as giving argumentation, defining, stating, choosing, giving support, giving assessment and doing evaluation.

- What is your opinion of...?
- What would you recommend...?
- What choice would you have made?
- What details would you use to support the view?
- How would you prove...? Disprove...?
- How can you assess the value or importance of ...?
- How would you rate or evaluate the...?
- How would you prioritize...?



- Why was it better than...?

### c. Creating

Create level involves generating, planning, and producing the new structure from the disparate elements. Related Verbs such as judge, assess, value, appraise and etc. In this stage students are able to putting ideas together to form a new and different whole from the source reading.

- What changes would you make to solve...?
- What alternative can you propose...?
- What way would you design...?
- What is an original way for the...?
- What could be done to minimize...?
- How would you improve...?

## F. Test Items In Reading Assessment

### 1. Multiple Choice

Bachman & Palmer, 1996; Harris, 1969) believe that MC test is most widely used by most students and many instructors over the other types. There are many advantages regarding an MC item, like objectivity and high reliability. Regarding the strengths of MC items, Harris (1969) maintains that “because of the highly

structured nature of these items [MC items], the test writer can get directly at many of the specific skills and learnings he wishes to measure, and the examinee cannot evade difficult problems as he often can with compositions” (p. 7). Harris (1969) continues to state that “multiple-choice tests tend to have superior reliability and validity”.

According to McNamara (2000) the MC test is multipurpose, that is, the MC test can be used to assess almost all language skills. Another advantage of the MC test is that MC questions are assessed easily, quickly, accurately and objectively. These advantages have led to the MC test being used in large-scale administration.

Multiple-choice (MC) item is one of the most popular item formats used in educational assessment. A multiple choice item consists of a problem and a list of suggestion solutions. The problem may be stated. The advantage of multiple choice are easy to administer and score (Brown 2010: 295). Based on Wikipedia Multiple choice is a form of assessment in which respondents are asked to select the best possible answer (or answers) out of the choices from a list.

The multiple choice item is the most versatile type of test item available. It can measure a variety of learning

outcomes from simple to complex, and it is adaptable to most types subject- matter content. It has such wide applicability and so many uses that many standardized tests use multiple choice items exclusively.

A typical multiple choice item has three parts: a stem that presents a problem; the correct or best answer; and several distractors (i.e., the wrong or less appropriate options). Multiple choice items can be constructed to assess a variety of learning outcomes, from simple recall of facts to Bloom's highest taxonomic level of cognitive skills – evaluation (Osterlind, 1998). It is common knowledge that the correct answers should be distributed evenly among the alternative positions of multiple choice items, but there are many other important guidelines for writing good items. For example, Haladyna (1999) describes 30 guidelines for writing multiple choice items.

Related to the multiple choice test item and reading comprehension, Heaton (1995: 117) states that multiple choice test offers a useful way of testing reading comprehension. Certain general aspects of many reading tests may be suspect, for instance, does the usual brief extract for reading comprehension. The extract should also be related to its level of difficulty.

## 2. Multiple True False

Truefalse format is one of the attempts to improve the Multiple Choice format. In literature, we do not see any clear-cut origin for this format. But the most influencing propagators of it are Frisbie (1992), Frisbie, and Becker, (1991), Frisbie and Druva. (1986).

Truefalse item looks like a multiple-choice item, in which the cluster has a stem which follows two or more options that complete the stem independently. The cluster is an incomplete statement, not a question. The examinee is supposed to respond true or false to each statement, rather than select only one option as the correct answer (Frisbie, 1992). About the MTF item format Frisbie (1992) states:

Each Truefalse cluster may have any number of items true, and the correctness of any one item is judged independently of the correctness of other items within the same cluster. ...unlike an multiple choice item stem, the True False cluster stem cannot be a question, and it should not ask the respondent to compare options in any way .

So, in one Truefalse cluster, one, two, three or all of the options (items) could be true. From Frisbie's (1992) comment, it can be concluded that all the items in the same cluster are not about the same point necessarily; each option (item) in the cluster should be looked at as an independent question from other options in the same

cluster. A cluster, then, may deal with a single idea or with multiple related ideas.

The multiple true-false (MTF) format is an effort to improve the MC format. In the literature, we do not see a clear origin of this format. However, the most influential disseminators are Frisbie (1992), Frisbie, and Becker, (1991), Frisbie and Druva (1986). MTF items look like multiple choice questions, where the cluster has a stem that follows two or more options that complete the stem independently. Clusters are incomplete statements, not questions. Test takers should respond true or false to each statement, rather than just choosing one option as the correct answer (Frisbie, 1992). About the MTF item format Frisbie (1992) states:

Each MTF cluster can have any number of true items, and the truth of any one item is judged independently of the truth of other items in the same cluster.....unlike MC item stems, MTF cluster stems cannot be questions, and respondents cannot asked to compare options in any way. Another language test format used in education assessment is truformat.

Most common use of the true-false item is in measuring the examinee's ability to identify the correctness of statements of fact, definitions of terms, statements of principles and distinguish fact from

opinion. True-false tests include numerous opinion statements to which the examinee is asked to respond true or false. There is no objective basis for determining whether a statement of opinion is true or false. In most situations, when a student is the respondent, s/he guesses what opinion the teacher holds and marks the answers accordingly. This, of course, is not desirable from all standpoints, testing, teaching, and learning.

An alternative procedure is to attribute the opinion to some source, making it possible to mark the statements true or false with some objectivity. This would allow measuring knowledge concerning the beliefs that may be held by an individual or the values supported by an organization or institution. Another aspect of understanding that can be measured by the true-false item is the ability to recognize cause-and-effect relationships. This type of item usually contains two true propositions in one statement, and the examinee is to judge whether the relationship between them is true or false.

A major advantage of true false items is that are efficient. Students ghly three true false items in the time. It takes to respond to two multiple choice items (Ebel & frisbie, 1991). Proponents of true false items such as Ebel and Frisbie (1991) argue that verbal

knowledge is central to educational achievement and that “all verbal knowledge can be expressed in propositions” which can be judged to be true or false (p135). They make a strong case that true false items have utility for measuring a broad range of verbal knowledge.

In constructing the true false item test, Miller (2009: 184) suggested some consideration in arranging true false items test. First, avoid broad general statement, avoid trivial statement, avoid the negative statement, avoid long complete sentence, avoid including two ideas in one statement, if opinion is used attribute it in some sources, true statement and false statement should be approximately equal in length. The number of true statements and false statements should be approximately equal.

### **G. Previous Related Studies**

*Table 2.1 Previous Related Study*

No	Researcher's Name	Title	Result	Conclusion
1	Sylvia	A	The result of	From the

	Jennings and Martin Bush (2019)	Comparison of Conventional and Liberal (Free-Choice) Multiple-Choice Tests by Sylvia Jennings Martin Bush	this research is the could compare conventional multiple-choice tests with so-called “liberal” multiple-choice tests, also known as “free-choice” tests, from a theoretical standpoint.	explanation of the research we can conclude that the research has the same variables in the research. The use of assessment items makes this research relevant to the research I took.
2	Myong Hee Koo (2010)	A Comparison of Reading Comprehension Tests: Multiple-Choice vs. Open-Ended.	The result of this research is This study compares the differences between a multiple-choice (MC)	In this research, it can be concluded that this research has similarities in the

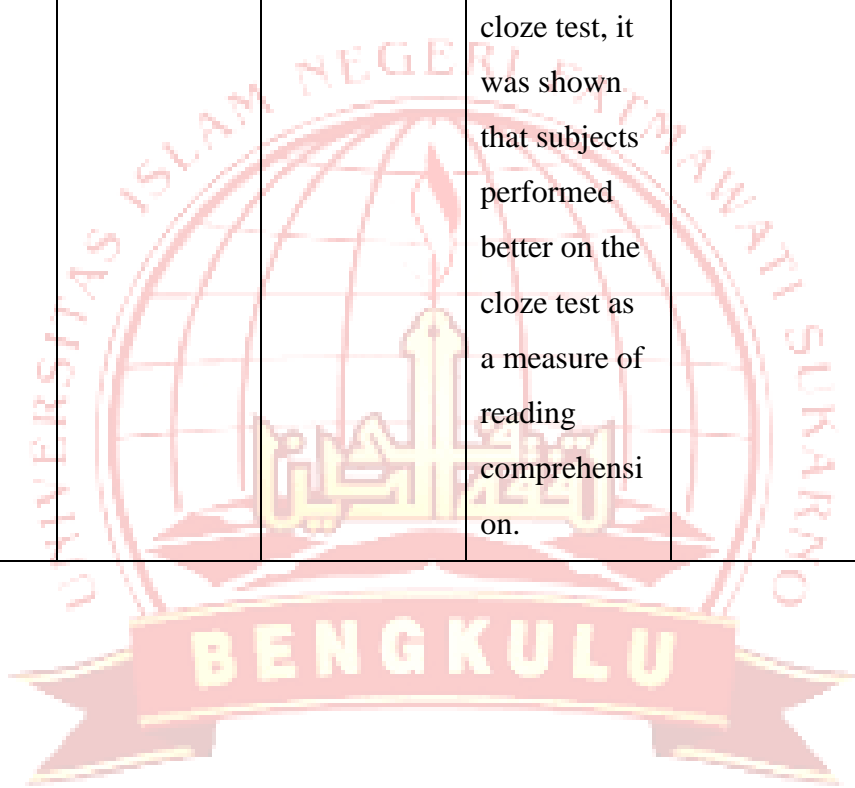


			<p>and an open-ended (OE) reading comprehension test in a within-subject design to investigate test validity by comparing the two methods.</p>	<p>assessment tests used and the attachment variables that are influenced. Test questions in assessments are very influential and can have an impact on students' reading comprehension</p>
3	Leila Javid (2014)	The Comparison between Multiple-choice (MC) and Multiple Truefalse	The results of this research Testing and assessment are considered as important	From the explanation of the research we can conclude that the research has

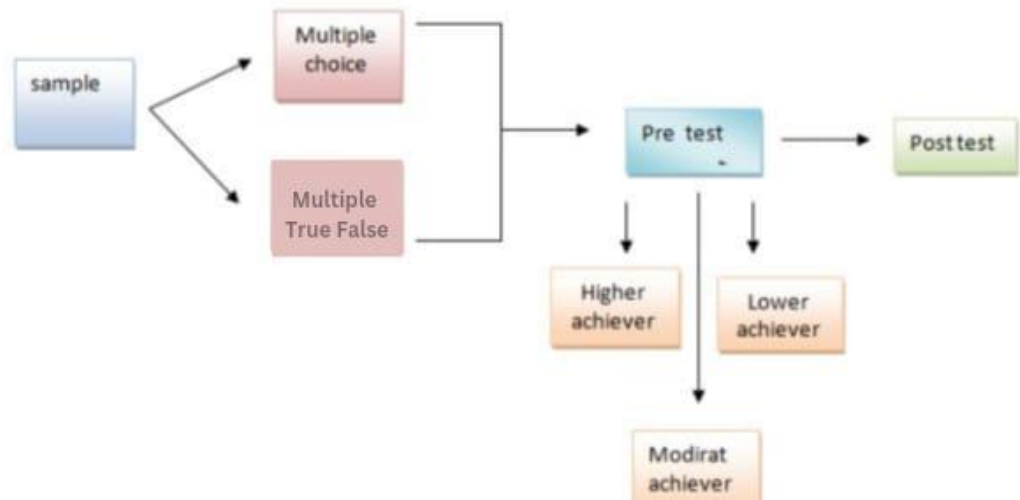
		(MTF) Test Formats in Iranian Intermediate EFL Learners' Vocabulary Learning	topics in language learning. Students around the world are consistently assessed to monitor their educational progress. It is also worth mentioning that students should be assessed in situations where they are completely free from stress.	the same variables in the research. The use of assessment items makes this research relevant to the research I took.
4	C-test vs Multiple	C-test vs Multiple Choice test	The aim of this study was to	The result of the retrospective

	<p>Choice test of Reading Comprehension in EFL context: Learnes' Perspective Paryiz Ajideh and Sorayya Mozaffaradeh (2012).</p>	<p>of Reading Comprehension in EFL context: Learnes' Perspective</p>	<p>answer the question whether there is any difference between advanced subjects" performance on the C-test and their scores on the cloze test as measures of reading comprehension. The general conclusion and answer which can be drawn from the findings of this study is that despite</p>	<p>study confirmed the findings of the experimental method of data analysis.</p>
--	---	--	---	--

			<p>the widely held view that c-test works better than the cloze test, it was shown that subjects performed better on the cloze test as a measure of reading comprehension.</p>	
--	--	--	--	--



## H. Theoretical Framework



## I. Research Hypothesis

To know the comparing of multiple choice test and open ended question test on the perform reading comprehension, The hypotheses of this research were:

1. Ho: There was no the comparing of multiple choice test and open ended question test on the perform reading comprehension.
2. Ha: There was the comparing of multiple choice test and open ended question test on the perform reading comprehension