wide variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties (Nunan, 2003: 68).

Reading, which is one of the four skills, can be classified into two types: initial reading and reading comprehension. Initial reading is an effort made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letters or simple words), whereas reading comprehension is an activity aimed to understand the messages of a particular text (William in Cahyono and Widiati, 2001: 49).

According to Cahyono (2010: 43) reading is the most important activity in any language class. Reading is not only a source of information and a pleasure activity but it is also a means of consolidating and extending one's knowledge of the language. Cahyono (2010: 45) said that reading is increasingly viewed as a complex mix of decoding skill, cognitive processes, and social experiences.

Based on the statements above, the researcher concluded that reading is the ability to draw meaning from the printed page and interpret this information appropriately. Reading an interactive processes involved in reading are carried out simultaneously, and also interactive in the sense that linguistic information from the text interacts with information activated by the reader from long term memory, as background knowledge. The goal of reading is comprehension because reading is not only a source of information and a pleasure activity but it is also a means of consolidating and extending one's knowledge of the language.

2. Definition of Reading Comprehension

Reading comprehension is an activity aimed to understand the messages of a particular text (William in Cahyono and Widiati, 2001: 49). They add that the teaching reading as a foreign language (EFL reading) in Indonesia can be generally included in the teaching of reading comprehension. This is because it aims to improve the skills of learners, who have been able to read in their first language and in EFL, in understanding the meaning of a written text.

Reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret appropriately. However, comprehension abilities are much more complex than this definition suggests. To offer a more accurate picture of reading comprehension, we define it according to a set of necessary process. No one process defines reading comprehension by itself, but together they provide a fairly accurate account of the process required for fluent reading (Grabe and Stoller, 2002: 17).

Reading comprehension depends on prior knowledge or knowledge about the world. Prior knowledge is expressed with words. When comprehending reading say to them self, in effect, "In my experience with words associated with this topic or situation, the author must mean something close to what I've experienced." So they use the words in the text to build a meaning consistent with their past experience with these words. When the meaning of a word is unknown, it means the reader does not have background knowledge or has not had experiences in that area. Without background knowledge, without the vocabulary that comes with various experiences, there is no comprehension (Duffy, 2009: 14-15).

Comprehension is the key to meaning. Readers generally form some initial hypothesis about the content or main idea of a book or a reading passage based on their expectations, title, first sentence, previous knowledge of genre, or other clues. Reading further, the reader modifies the initial prediction (Gunning in Diaz-Rico, 2008: 226).

Based on the statements above, the researcher concluded that, reading comprehension is an activity aimed to understand the messages of a particular text and it is the ability to understand information in a text and interpret appropriately and reading comprehension depends on prior knowledge or knowledge about the world. Comprehension is the key to meaning. The reader should know the words in the text to build a meaning consistent with their past experience with these words.

3. The Purposes of Reading

Most people learn new skills in an integrated way, starting from the need to learn for some purposes. May and Rizzardi in Diaz-Rico (2008: 216) emphazise that most learners read and write because they see others doing it-reading direction, newspaper, or road signs for some information, or reading novels, just to pass the time. However, many English learners do not see their families reading or writing. Therefore, it takes a leap of imagination for them to themselves as readers. It is important, then, that classroom as a community to be a place in which reading is enjoyable. A context of shared enjoyment is the key to making literacy an everyday part of life.

The main purpose of reading is to find out and to get information, including the content, and also to understand the meaning of the text (Tarigan, 1986: 19).

According to Urquhart and Weir (1998: 111) the purposes of reading are for amusement, entertainment, aesthetic satisfaction, to gain a general background in an area, or merely browsing.

According to Rivers and Temperly (in Emha, 2013: 10) the purposes of reading are: (a) To obtain information for some purposes or because we are curious about some topics; (b) To obtain instructions on how to perform some task for our work or daily life (e.g., knowing how applience works); (c) To act in a play, play a game, do a puzzle; (d) To keep in touch with friends by correspondence or to understand business letters; (e) To know when or where something will take place or what is available; (f) To know what is happening or has happened (as reported in newspaper, magazines, reports); (g) For enjoyment or excitement.

According to Grabe and Stoller (2002: 11-15) when the students begin to read, they actually have a number of initial decisions to make, and they usually make this decision very quickly, almost unconsciously in most case. He classified the purpose of reading into seven main headings, they are:

1. Reading to search for simple information

Reading to search for simple information is a common reading ability.

2. Reading to skim quickly

Reading to skim is a common part of many reading tasks and a useful skill in its own right.

3. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

4. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information.

5. Reading to write (or search for information needed for writing) and reading to critique texts

Reading to write and reading to critique texts may be task variants of readings to integrate information.

6. Reading for general comprehension

Reading for general comprehension, when accomplished by a skilled fluent reader, require is very rapid and automatic processing of words.

4. The Principles of Teaching Reading

According to Nunan (2003: 74-78) the principles of teaching reading are as follows:

1) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension because background knowledge includes all of the experiences that a read bring to a text.

2) Build a strong vocabulary based

Recent research emphasized the importance of vocabulary to successful reading and the basic vocabulary should be explicitly taught.

3) Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend because monitoring comprehension is essential to successful reading.

4) Work on increasing rate

It is very important to understand that the focus is not to develop speed readers, but fluent readers and a fluent reader is one who reads at a rate of 200 words-per-minutes with at least 70 percent comprehension.

5) Teach reading strategies

Strategies are "the tools for active, self-directed involvement that is necessary for developing communicative ability.

6) Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions that leaner take to achieve desirer goals or objectives, while a skill is a strategy that has becomes automatic.

7) Build assessment and evaluation into your teaching

Assessing growth and development in reading skill from both of a formal and an informal perspective requires time and training.

8) Strive for continuous improvement as a reading teacher.

Reading teachers need and to be passionate about their work and they should view themselves as facilitators, help each reader discover what work best, and the good reading teacher actively teaches the students what to do.

According to McLaughlin (2012: 432-438) there are ten teaching principles in teaching reading, they are as follow:

1) Principle 1: base your understanding of comprehension on the social constructivist nature of reading; meaning is constructed when readers make connections between what they know (prior knowledge) and what they are reading (the text).

2) Principle 2: understand students' roles in the reading comprehension process; much of what teachers know about comprehension is based on studies of good readers.

3) Principle 3: be an influential teacher; influential teachers are highly valued participants in reading process because they know the importance of every student comprehending successfully.

4) Principle 4: motivate and engage students; the goal for reading is interest in the topic and choices about what to read and how to respond to reading contribute to the reader motivation and engagement.

5) Principle 5: teach reading comprehension strategies; the strategies taught in guided comprehension includes previewing, self-questioning, making connections, visualizing, knowing words work, monitoring, summarizing, evaluating.

6) Principle 6: foster the development and use vocabulary; vocabulary development and instruction have strong ties in reading comprehension.

7) Principle 7: provide student with a variety of types and levels of text; student benefit from engaging daily with multiple types and level of text, experience

in reading multiple genres provides students with knowledge of numerous text structures and improves their text-driven processing.

8) Principle 8: encourage students to use multiple modes of representing thinking; teachers may often ask students to provide either an oral or written response, because those typically are the most frequently used response modes.

9) Principle 9: embed formative assessment in teacher's everyday teaching; formative assessment capture students' performance as they in the process of learning. It has the ability to afford insights into students understanding at any given point in the learning experience.

10) Principle 10: teach students to comprehend at deeper levels; teacher should teach their students to comprehend at deeper levels-levels that require readers understand beyond the information on the printed page or screen and critically analyze the author's message.

5. The Indicators of Reading

According to Widiati and Hayati (2011: 16) indicators refer to measurable and observable behaviors. Indicators are formulated using action verb and unit material. Indicators should become teachers' reference when developing learning objectives, materials, learning activities, and assessment instruments.

According to BSNP (*Badan Standar Nasional Pendidikan*) in Widiati and Hayati (2011: 17) the criteria of good indicators are: (a) Referring to standard of competence and basic competence; (b) Involving life skill; (c) Showing comprehensive result of students' learning: cognitive, affective, and psychomotor

aspects; (d) Using operational verbs reflecting measurable and observable behaviors.

According to Chng in Mukminatien and Irawati (2011: 119) reading comprehension is showed from the understanding in identification of main idea, specific information (finding the meaning of word based on the context), finding reference, and also summarizing. They are three understanding degrees, they are:

a. Level 1: literal comprehension, understanding information that is clearly stated and shown in the text (explicit meaning),

b. Level 2: inferential comprehension, understanding hidden or suggested meanings that are not plainly expressed in the text (implicit meaning),

c. Level 3: application comprehension, using the background knowledge (what you have learnt previously) to judge textual information.

Rosenshine (1980: 537) states that the skill for basic of reading comprehension is representative skills. That representative skills includes understanding words in context, recognizing the sequence of events, recognizing cause and effect relationships, comparison and contrasting, recognizing the main idea/title/topic, drawing conclusions, and predicting outcomes.

According to Clymer in Rosenshine (1980: 539) the representative skills for reading comprehension includes:

a. Matching characters with their traits, action, and speech

b. Classifying questions about a selection according to whether they have been answered or not

c. Categorizing story elements into problem, climax, and solution

d. Listing characters to match given dialogue or actions

e. Giving setting or time

f. Stating the moral

g. Stating point of view from which story is told

h. Recounting character traits, qualities

i. Giving an account of similarities or differences in the content or plot of selections

j. Explaining the suitability of titles or headings

k. Making inferences about what would happen if circumstances were different

l. Evaluating ideas in a selection

m. Matching evens to time.

Burgess and Head (2005: 29-33) states that reading tests are designed to measure a different combination of reading skill. Some specific reading skills tested are as below:

a. Understanding the main ideas

b. Finding the specific information and detail

c. Recognizing the writer's attitude and opinion

d. Understanding implication

e. Identifying the purpose for which the text was written

f. Understanding text structure and organization

g. Understanding cohesion and coherence

h. Understanding the meaning of specific words in context.

Based on the statements above, the researcher concluded that the indicators of reading comprehension which used in this research are: (a) Finding the main idea of the text; (b) Finding the specific information and detail information of the

text; (c) Knowing the meaning of difficult words of the text; (d) Understanding the reference of the text; (e) To be able in analyzing the moral value of the text.

B. Cooperative Learning Method

Cooperative learning is one of the learning models that based on constructivism. Cooperative learning is the strategy of learning with a number of students as the small member of group that different in their ability. In finishing their group work, every students of member group should cooperative and help each other to understanding the material. In cooperative learning, study can be said have not finished yet if one of the student in the group have not understood the material (Isjoni, 2011: 14-15).

Cooperative learning model is learning activity in a group's way to work together, help each other to build a concept, to finish a work or problem, or inquire. Based on theory and experience that to make a cohesive group (cohesive-participative), every member in a group consist of 4-5 person, heterogeneous student (ability, gender, characteristic), there is a control and facilities, and ask for the responsibilities of the result in a group like a report or presentation (Ngalimun, 2013: 161-162).

Cooperative learning methods hold the idea that students should work together to learn and are responsible for their teammates' learning as well as their own. Cooperative learning claims that group work better than individual competition. In practice, cooperative learning in class conducted in small groups (Slavin in Fachrurrazy, 2011: 57).

Arend (2008: 37) states that cooperative learning is a unique's model between the others teaching model because it used the different of goal structure, task, and reward to support the students' learning. Structure task of cooperative learning makes student have to work together doing any tasks in the small group. The goal and reward structure needed the learning that interdependence and giving the confession for the effort in a group even effort of individual work. Cooperative learning model is directed to the purposes of instructional, such as the acceptance of cluster, social skill, and cooperative behavior.

According to Isjoni (2011: 73) in cooperative learning, there are some type models that can implement, they are: 1) Student Teams-Achievement Division (STAD), 2) Jigsaw, 3) Teams-Games Tournaments (TGT), 4) Group Investigation (GI), 5) Rotating Trio Exchange, and 6) Group Resume.

Based on the statements above, the researcher concluded that cooperative learning is one of the learning models that emphasize in work together or helping each other between students in a small group consist of 2-5 students based on their ability, gender, and characteristic to achieve a success together in understanding the material. In this research, the researcher used one of the models of cooperative learning. It was STAD (Student Teams-Achievement Student) Method. The definition of STAD Method is explained more detail in the following sections of this chapter.

C. STAD (Student Teams-Achievement Division) Method

1. Definition of STAD Method

STAD (Student Teams-Achievement Division) is one of the cooperative learning type that emphasize for the activities and interactions between the students to give motivation and help each-others in mastering the material to increase the good achievement (Isjoni, 2011: 74).

According to Fachrurrazy (2011: 58) STAD is one of cooperative learning models that the students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity.

STAD is one of the method or approach in cooperative learning that simple and good for teacher who was begin in using a cooperative approach in the class, also STAD is an effective cooperative learning method, (http://herdy07.wordpress.com/2009/04/22/model-pembelajaran-stad-student-teams-achievement-division/ accessed on 19 February 2014).

Slavin in Arends (2008: 13) states that STAD in a cooperative learning approach that most simple and easiest than others to understanding. Teachers who used STAD present new academic information to the students every week or regularly even through verbal or text presentation. Students in certain class are divides into some study group or team with the vice of both gender, from the group of racial or ethnic, and with low, average, and high achievement. The member of teams used a worksheet or other study tools to comprehend the material, and then help each other to learn the material through tutoring, giving quiz to each other, or doing team discussion. Individually, students are given a quiz about the material in a week or two weeks. The points are scored and every

individual is given "a progress score". It is not based on the students' absolute score but based on how many score is increased from the average before.

Student Teams-Achievement Divisions (STAD) is one of cooperative learning strategies that there are some small groups of students with different level of academic ability who work together to solve the goal of learning (Huda, 2013: 201).

Based on the statements above, the researcher concluded that STAD (Student Teams-Achievement Division) is one of cooperative learning models that the students make group decided of 4-5 members based on level, gender, and ethnicity, and it is emphasize for the activities and interactions between the students to give motivation and help each-others in mastering the material to increase the good achievement and solve the goal of learning, also STAD is a simple and good method for teacher who was begin in using a cooperative approach in the class.

2. Steps of STAD Method

Huda (2013: 202-203) states that there are some steps in STAD, they are:

Step 1: teaching

In teaching step, teacher presents the material learning that usually with speech-discussion. In this step, students should been taught about what are they will learn and why the lesson is important.

Step 2: study team

In this step, every member of group work cooperatively to do works sheet and answer sheet from teacher.

Step 3: test

In this step, every student does a quiz individually. Teacher make a score of quiz and write the result that time also quiz on the meeting before. The result from the individual test will be accumulated to their score team.

Step 4: recognize

Every team gets a reward based on their score and average of team. For example, teams who get an increasing point from 10 to 20 points will get a certificate as a Good Team. Team who get an increasing average 20 to 24 will get a certificate as a Great Team. Besides, team who get 25-30 will get a certificate as a Superior Team.

According to Fachrurrazy (2011: 58) steps of STAD are as follows:

a. Students make team assigned in to four-member.

b. The teacher presents a lesson, and then students work within their teams to make sure all team members have mastered the lessons.

c. Then, all students take individual quizzes on the material, at which time they may not help one another.

d. Students' quiz score are compared to their own past averages, and points are awarded to each team based on the degree to which students meet or exceed their own earlier performances.

e. These points are then added to form team scores, and teams that meet certain may earn certificates or other rewards.

According to Ngalimun (2013: 168) STAD Method is a model of cooperative learning with the steps: instruction, make the heterogeneous group (4-5 peoples), discussion the learning material collaboratively, group presentation

until having a class discussion, individual quiz and make a developing score every student or group, giving the team and individual record and also giving reward.

Based on Isjoni (2011: 74-77) explained that in learning process, STAD in cooperative learning type through five steps, they are:

a. Giving Material Step**.**

The teacher start to explain the indicator that should be achieved that day and motivate the student, so they want to know about the material. Continue to give the perception with the purpose to remain the students of the last material that has been learnt, so that students can connect the new material with their knowledge. About the technique of giving material, it can use classical or audiovisual technique.

In developing the material has to be:

1) Develop the learning material based on what students learn in groups.

2) Learning has to understand the meaning, not to be memorized.

3) Give feedback continuously to control the understanding of students.

4) Give explaining why the answer of the question if right or wrong.

5) Give the next material if the students already understand.

b. Group Discussion Step.

In this step, every student is given the task paper as the material to be learning. In group discussion, students divide the task to another, and help each other to complete the task and all the members can understand the material to discuss. One task paper is submitted as the result of group discussion. Teacher is facilitator and motivator for every group's activity.

c. Individual Test Step.

It is to know the learning achievement of student test individually about the material has been learnt. Individual test at the last meeting, second or third meeting, every student get ten minutes to present the result individually among group discussion. The score is encoded. It will be used at the calculating in group scoring.

d. Scoring of Individual Development Step.

It is account based on first score. Every student gets the same opportunity to give maximal score to their group. Scoring of individual development is means to encourage students to get the best achievement based on their ability.

Table 2.1 The Direction of Individual Development Score

Score Test	Individual Development Score
a. More than 10 point under the first score	5
b. 10 until 1 point under the first score	10
c. The first score until 10 point above	
d. More than 10 point above the first score	20
e. The perfect score (it is not based on the first score)	30
	30

e. Giving the Reward.

The reward is given to the good group, intelligence group, and superior group based on their average score. The criteria of giving reward are: (1) The group with average score 15, as a good group; (2) The group with average score 20, as a intelligence group; (3) The group with average score 25, as a superior group.

From some steps above, the researcher would like to use the step based on Isjoni that includes five steps, they are giving material step, group discussion step,

individual's test step, scoring of individual development step, and giving the reward step.

3. Advantages and Disadvantages of STAD Method

STAD Method (Student Team Achievement Division) has many advantages and disadvantages. The advantages and disadvantages of STAD Method described below:

a. Advantages of STAD Method

Arends (2008: 5-6) states that STAD is one of cooperative learning that has some advantages, they are:

1) The purpose of STAD is to improve the students work in academic task

2) The reward structure in this model can improve the students' appreciation on academic learning and it can change the norm about achievement

3) It has the benefit for the students who have the low or high achievement in doing the task. The students who have high achievement can help them who have low achievement

4) It can make students tolerance and accept of different variety with their friend, such as, different race, culture, social class, or ability

5) It can teach the students to work together cooperatively.

According to Isjoni, et.al (2012: 70) the main idea of STAD method is motivate the students to help each other in comprehend the skill or knowledge that was presents by the teacher. If the students wanted their teams will get a reward, so they have to help their friend in learning the material. They have to motivate each other to study hard.

In STAD learning model, there are some advantages, they are: (1) Students work in achieve the goal learning by carrying out the norm of group highly, so it can improve the social spirit in each student; (2) Students active in helping each other and motivate each other to success together; (3) All of students active as a tutor to improve the success of group, so every student are able to understanding and comprehend the material in cognitive, psychomotor, and effective characteristic; (4) The interaction between students comes along with the improvement of their ability in giving suggestion, (http://www.budairi.com/2012/11/pendidikankelebihandankekurangan.html#ixzz2 tjA4eozA accessed on 19 February 2014).

The others advantages of STAD Method are:

1) Heterogeneous grouping make the competition for all members in the class.

2) A good achievement and learning result is from all member groups.

3) The quiz for the motivation of the student.

4) The quiz can increase the individual responsibility because the last score of group is related on that score quiz individually.

5) There is a reward, so that the student has more motivation to be creative in learning process.

6) A member of group with the low achievement has a big responsibility to make a good score, so that have the good score in the group too, (http://www.belajarpendidikanku.blogspot.com/2012/11/kelebihan-dan-kelemahan-model-stad.html, accessed on 18 February 2014).

b. The Disadvantages of STAD Method

According to Isjoni, et.al (2012: 75) STAD method needed a specific ability from the teacher. Teacher has to be a facilitator and motivator. There is an assumption that not all of teachers can be a facilitator and motivator well. Isjoni, et al (2012: 87-88) adds that in STAD method, students have to be a responsible people for the importance of team, even they like or not like with this situations. Besides, in learning process, the students study to know their ability, but they also rely to their friend's work.

Based on the characteristic the disadvantage of STAD is this learning model has a long time to do. Have a look in the steps those are need for a long time, such us, present the material, discussion in group, and individual test or quiz, (http://www.belajarpendidikanku.blogspot.com/2012/11/kelebihan-dan-kelemahan-model-stad.html, access on 18 February 2014).

The other disadvantages of STAD learning model are: (1) It is needed long time to student so it is difficult to achieve the goal of learning; (2) It is needed more time for teachers so generally; (3) Teacher does not want to use a cooperative learning; (4) It is needed a certain ability for teacher so that not all of teacher can do a cooperative learning, based on the certain student characteristic, for example help to each other, (http://www.budairi.com/2012/11/pendidikan kelebihan dan kekurangan.html#ixzz2tjA4eozA accessed on 19 February 2014).

D. The Assessment of Reading Comprehension on Narrative Text by Using STAD Method

Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning (Walvoord, 2010: 2).

Assessment is the process of collecting synthesizing and interpreting information to aid in decision making (Airasian, 2000: 10).

According to Gunning (2010: 128) comprehension can be assessed in a variety of ways. In addition to administering and analyzing an informal inventory, observing students in a discussion in class, noting students' performance on teacher-made comprehension test or on end-of-book units test provides an overall sense of a student's ability to comprehend what has been read.

According to Gunning (2010: 133-134) interviews and questionnaires are useful decides for getting information about reading process. Direct observation is also a valuable source of information about comprehension and other processes. Although observations may be made at any time, some situations provide especially rich sources of information.

According to Westwood (2008: 73-76) the most common ways of conducting formative assessments are by:

1. Observation of students at work, observation represents a very important and natural means of classroom assessment, and it is often more useful than formal testing.

2. Appraising students' work samples, homework, and portfolios. Assessment of a student should include perusal of his or her exercise books each week to

determine the amount of work the student typically produces in a lesson or for homework, the accuracy and quality of the work, and the consistency day by day.

3. Interviewing students, the assessment interview involves discussion between a student and the teacher, usually focusing upon work the student has been doing in the classroom and on test result.

4. Quizzes and informal testing, often teacher use a quick quiz or short test as one way of motivating students and revising work that has been taught. Test are used most effectively when they provide a quick indication of what a student can and cannot do within a course of study, and when they identify misconceptions or difficulties.

Based on Airasian (2000: 12-13) teacher uses three primary methods to gather assessment information, they are: (1) Paper and pencil techniques, refer to assessment methods in which pupils write down their responses to question and problems; (2) Observation techniques, observation is the second major method classroom teachers use to collect assessment data. Teachers are made aware of such student behaviors as mispronouncing word in oral reading; (3) Oral questioning techniques, asking oral question is the third major method teachers use to collect assessment data.

Based on the statements above, the researcher concluded that the assessment of reading comprehension on narrative text using STAD Method used test technique. Tests are measures of recognition of information rather than recall or construction of meaning. There are several ways of testing reading comprehension.

According to Heaton (1991: 107) there are numerous ways of testing reading comprehension. They are as follow:

1. Matching tests

The types of matching items are: (a) Word matching, the testes are required to draw a line under the word which is the same as the word on the left; (b) Sentence matching, the testes are required to recognize as quickly as possible sentences which of the same words in the same order; (c) Pictures and sentence matching, the items will concentrate on word and sentence comprehension, using picture to test this skill.

2. True/false reading tests

The scoring of a test straightforward and quick, but the score obtained by the testes can be very reliable indices of reading comprehension provided that the items are well constructed and that there are enough of them. The scoring system of true/false items is for each correct will be awarded two marks. However, for each wrong answer, one mark will be deducted from the score.

3. Multiple-choice items

A comprehension of the text is generally of at least as much importance as an understanding the meaning of the word for selection, so it is need a multiple-choice items for the ways to test.

4. Completion items

Completion items measure recall rather than recognition. Types of completion items for testing reading comprehension are divided into two groups, for ease of treatment: type 1 consisting of blanks for completion in the items following the text, and type 2 consisting of blanks in the text itself.

5. Rearrangement items

Rearrangement items are particularly useful for testing the ability to understand a sequence of steps in a process or events in a narrative.

6. Cloze procedure

In cloze tests, the words are deleted systematically. It was originally intended to measure the reading difficulty level of a text.

7. Open-ended items or essay items

The term 'open-ended' is used to refer to those questions which elicit a completely subjective response on the part of the testes. The response required may range from a one-word answer to one or two sentences.

According to Burgess and Head (2005: 27-28) there are different types of reading test, they are:

1. Multiple Choice

These may be in the form of a series of statements, a question plus answers, or incomplete statement with a choice of phrase or word s with which to complete it. There are usually three or four options, only one of which is correct.

2. True/False

A variant on this task is simply to ask questions, to be answered 'yes' or 'no', about the subject matter dealt with in the text.

3. Matching

In matching tasks, candidates choose from a list of prompts. The prompts may be headings, statements, or question completions. For example, candidate may be asked to match a description to the appropriate paragraph of a text, or to match word and phrase to their meanings.

4. Gapped texts

In some tasks, it is the candidate who have to decide what should fill the gap, while in others they must choose (as with multiple choice tasks) from a series of alternatives, only one of which is correct.

5. Proofreading

Proofreading tasks involve finding deliberate errors of various kinds in the text provided. Although they typically form a part of grammar and vocabulary tests, proofreading tasks are also used by some exam boards in reading exam.

The scoring system of reading test described as follows:

Table 2.2 Scoring System of Reading

No	Type	Scoring System	
		True	False
1.	Matching	1	0
2.	True/false	2	1
3.	Multiple Choice	1	0
4.	Completion	1	0
5.	Rearrangement	1	0
6.	Cloze procedure	1	0
8.	Gapped text	1	0
9.	Proofreading	1	0

Table 2.3 The scoring system of open-ended items or essay items

No	Criteria	Score
1.	Correct answer in gramatically correct sentence without error	4
2.	Correct answer in gramatically correct sentence or a sentence containing only a minor error	3
3.	Correct answer in a sentence containing one or two minor errors (but causing no difficulty in understanding)	2
4.	Correct answer but very difficult to understand because of one or nore major grammatical errors	1
5.	Incorrect answer in a sentence with or without errors	0

Based on the statements above, the researcher concluded that in this research used some items of the test. They are multiple-choice items, true/false items, and essay items.