CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter discusses about some theories related to the study. It covers teaching reading, types of teaching reading, strategies of teaching reading, media of teaching reading, assessments of teaching reading, military high school.

A. Teaching Reading

According Amidon (1967) as cited by Rajagopalan (2019) teaching is "like" an interactive process, mainly involving classroom conversations that take place between teacher and student and take place during certain definable activities.

According to Becoming a Nation of Readers' authors (1985) as cited by Frankel et al (2016) they defined reading as "the process of construction of meaning from written text" and stated that "it is a complex skill that requires the coordination of several interconnected sources of information".

Reading is important to improve students' knowledge in learning a foreign language. That is why the teachers have more concern about teaching reading. The objective of teaching reading is to make students become an effective and efficient reader.

Teaching reading is a process of teaching students to read a written text and understanding the knowledge or information about the text to improve the students" reading skills. Teachers not only help the students to communicate but also help how to read well in English. (Nurhandini, 2020).

According to Brown (2007:8) as cited by Nurhandini (2020) states that teaching is guiding and facilitation learning and enabling the learners to learn and setting the condition for learning. Teachers can encourage students to focus on vocabulary, grammar, and punctuation. Teachers also can use reading material to demonstrate the way to construct sentences, paragraphs, and whole texts. Teachers that responsible will motivate students to read by choosing appropriate texts to design useful reading assignments, to organize classroom procedures effectively, to encourage students to read critically, and to create a supportive environment for reading practice.

According to Harmer (2007:99) as cited by Nurhandini (2020) states that students" skill in reading texts can introduce an interesting topic, stimulate discussion, excite imaginative responses, and provide stringboard well rounded, fascination lessons. Students' skills in reading can stimulate students to respond and discuss. This can make the lesson more interesting.

According to Rajagopalan (2019) careful preparation in the classroom process is required for material taught by teachers to students to be conveyed well. Different strategy, media, and assessment should not be lacking in the teaching process, because if some of these things are taken into account, the teaching process will run smoothly according to the objectives of the study.

B. Types of Teaching Reading

According to Rashid et al (2021) there are two types of teaching reading, which are Intensive Reading and Extensive Reading.

According to Hornby (2008), as cited by Rashid et al (2021), tasks are often performed in the classroom under the supervision of a teacher and have been extended to include short texts to collect relevant details. It has been pointed out. The school is committed to learning vocabulary with an emphasis on new concepts, structures, languages, functions, pronunciation and cultural perspectives. There is evidence that this form of reading is useful for language learners, but it helps to master vocabulary by guessing the meaning of words in context.

According to Brown (1988), as cited by Rashid et al (2021), Extensive Reading states: Literal meaning, ambiguity of interaction, and. It is better to figure out a longer period. The linguistic focuses of extensive reading are fluency, and skill forming on some text of reading. Mostly, extensive reading is done at home by the learners read different things based on something interesting to them and for checking the comprehension it is checked by reports/ summaries.

Rashid et al. (2021) Intensive reading is the type of reading in which non-linguistic readers should be aware of and focus on the context and semantic understanding of the text. The goal is to get such a fact. The linguistic focus of intensive reading is analysis of the language on some text of reading. Usually, intensive reading is done in class with teachers select the same topic of reading for all students and for checking the comprehension it is checked by specific questions.

In other words, extensive reading requires the learner to find the word, recognize its meaning, and finally identify the correct reading.

According to Bamford et al. (2004), as cited by Rashid et al. (2021) Extensive reading is a language education tool that learners are expected to read a significant amount of text for global understanding. The purpose is to enjoy the textbook for educational purposes. Extensive reading has been described differently by educators, scholars, and reading professionals. In language education, one form or form of reading is called extensive reading. Therefore, extensive reading is used to obtain a broader interpretation of the language.

C. Strategies of Teaching Reading

As good teachers they have to think what kinds of strategies, media, and assessment that really suit on teaching reading process and how to communicate with their students properly. All these though is needed to prepare for teachers before they start to teach.

Strategy is a method or a planned way of doing something in order to get good results. As for teaching, the strategies used must be planned in such a way that the best is achieved. Teaching strategy refers to the teaching pattern used to produce results, so the teaching strategy is certainly a planned plan and is determined by a conscious method and of course it must be the best (Gaol et al, 2019).

According to Antoni (2010) as cited by Dwiningtiyas et al (2020) the lesson strategy is a generalized plan for a lesson or lesson that includes the

structure, the wishes of the student in relation to the objectives of the lesson and an overview of the tactics necessary to implement the strategy.

There some teaching reading strategies among others, first, clarifying. Clarifying is part of a series of reading strategies called co-education, but it can also stand on its own. Clarifying is a collective term for a set of cognitive strategies that students can use to identify hard-to-understand places and how to find the meaning of a word, phrase, sentence, or passage. Students are encouraged to identify problem areas and, if they do not understand well, consider specific repairs or remedial strategies. Clarification strategies need to be adapted to different types of text and take into account different reasons for difficulty in understanding (insufficient background knowledge, inadequate decoding skills, unknown vocabulary, or Common problems in finding meaning in printed matter) (Literacy BC, 2015).

Clarifying strategies teach sick readers to do what experienced readers do: they stop reading when the text no longer makes sense and carry out various repair strategies. Engaging students in identifying ambiguous concepts, structures, and passages helps students learn self-monitoring techniques (Literacy BC, 2015).

Understanding and practicing the repair strategy will help students look for synonyms and other text references. Rereading it will help you find information that may have been overlooked. Using various correction strategies, students can find answers to comprehension problems in their heads (as they ponder things), the text itself (related words or other text clues), or an external source

(another). Notice that you can find it at. Text, expert or dictionary) (Literacy BC, 2015).

The second teaching reading strategy is predicting. Predicting is one of a set of strategies known as mutual education or collaborative education. Predicting asks students to make informed guesses about ideas and concepts that may appear in the text, including information (headings or titles, photos, summaries, or figures). After making a prediction, students read and listen to the text to review or revise the prediction (Literacy BC, 2015).

The Predicting Strategy begins by activating the student's background knowledge and tackling important concepts. It activates background knowledge and shows students that they are smart enough to understand things, even if they are difficult to read. Students learn to establish a relationship between their prior knowledge and textual ideas. It helps students to make sure that their predictions can be wrong and that they need to pause and think, and in some cases correct their predictions. Predictions and corrections also help students think while listening and reading, as they pay attention to whether the predictions are correct. As students modify their predictions, a key element of understanding, "rereading," is encouraged, especially for difficult readers (Literacy BC, 2015).

The third teaching reading strategy is Question and Answer. The Question and Answer strategy is the appropriate strategy used in the study of his particular English subject. This strategy requires student to ask questions about material that they do not know. Q & A is a teaching strategy that enables two-

way direct communication because teachers and students interact at the same time. Question and answer strategy is designed to stimulate students' thinking and instruct them to acquire or acquire knowledge of and guide students to increase the understanding of the materials (Mandaniyati, R & Sophya, I. P, 2017)

According to Sudirman (1987:120) as cited by Mandaniyati, R & Sophya, I. P (2017) the Question and Answer strategy is to provide the lesson by asking questions and having the students answer. Another understanding of Q & A strategy is to present the material in the form of a question that requires an answer. Specifically, from teacher to student, or from student to teacher, and it can also from student to student. In other words, the Q & A strategy is to present lessons, especially in the form of questions that the teacher's students need to answer, but it can also be from students to the teacher. The Question and Answer strategy is an effective teaching strategy compared to other strategies. This strategy encourages students to become more active and work on the materials taught by teachers.

Question and Answer or in other words is Question Generating and Answering are often taught as part of mutual education. This is a powerful set of techniques, including peer-topped strategies for summarization, prediction, and clarification. Students can ask questions about the text (oral or written) and work with others to find the answer in the text. Students can work in pairs or teams, with individual students leading the team to ask questions and other members of the group finding and discussing answers (Literacy BC, 2015).

Questions can be difficult for students who haven't been actively studying for a long time. The structure of the question may need to be taught and practiced before it is easy to form the question and clearly focus on the content of the text. Informative texts work well, but personal stories are available to low-level readers. Some teachers use question generation to help students focus on literary concepts (personality, plot, order, conflict, etc.) (Literacy BC, 2015).

When creating (or asking) a question, students study the text, paying attention to important information about the content. This is part of many strategies that have proven effective in improving text comprehension (Literacy BC, 2015).

Asking and answering questions with or as part of a group is a concern for all students, and students spend quite a lot of time studying assignments and textbooks. I can. Shy students are more likely to participate because the answers (and possible mistakes) are not published. Using a team leader as an "expert" to ask comprehension questions to others challenges more capable students and is another example of "cognitive education" while listening to colleagues asking questions. Provide to people (Literacy BC, 2015).

The fourth teaching reading strategy is Reciprocal Teaching (RT) – Peer to Peer Teaching. Reciprocal teaching consists of a set of strategies that are first introduced and modeled by the teacher and then applied by the students in pairs or small groups. Skills are summary or re-explanation, prediction, clarification, and questions and answers (see other strategies for more information on

individual strategies). Strategies can be taught in any order, but they are most effective when taught in combination. In the early stages of the lesson, the teacher is primarily responsible for teaching and demonstrating the strategy. Students slowly adopt these strategies and practice together until they can work independently in a group. This strategy is most often used in "useful" fact-based texts, but it can also be adapted to narration (Literacy BC, 2015).

Reciprocal consists of several strategies used to improve understanding, promote collaboration, and promote metacognitive skills. Teachers and students take turns manipulating texts to direct various activities. This technique not only helps students improve their understanding and comprehension of listening to written texts, but also helps students monitor their learning and thinking. Low-level readers can benefit from the opportunity to practice their communication skills in a supportive environment (couples or small groups). There you can interact with real or suitable material and practice your communication skills while performing meaningful tasks (Literacy BC, 2015).

The fifth teaching reading strategy is Summarizing. The summary is part of a set of strategies called mutual education that involves interaction with peers. Summarizing it is often a difficult task for most enthusiastic readers, preceded by the practice of rephrasing and taking notes. To summarize, students must first understand the main points of reading and then the main points of reading. In summary, students need to develop a short version of a

long piece that contains both the gist and the essential details (Literacy BC, 2015).

Most readers have a hard time summarizing because they may not have the reading and writing skills to extract and reformulate ideas. In the first place, they may need the opportunity to practice paraphrasing and paraphrasing short texts in their own words. Even with poor literacy, students need to understand the idea that copying a sentence is not an acceptable way to rephrase or summarize it (Literacy BC, 2015).

In summary, drawing students' attention to key points will improve their reading and listening skills. Widely used in academic research to both involve students in textbooks and gain an understanding of important ideas. This is primarily used in writing, but it can also be useful in team interactions at school or at work, when presenting discussion points to others or reporting events or incidents (Literacy BC). , 2015).

The sixth teaching reading strategy is Discussion. According to Rahman et al. (2016) as cited by Thalib (2021) defined, discussion is a sort of training that entails questions, much like testing. A lecturer would possibly pose a chain of questions to evaluate what the scholars have discovered and what stays to be taught. Another example of inquiry in motion is testing. A lecturer will verify a pupil`s comprehension of formerly taught fabric so as to compare whether or not or now no longer the pupil comprehended the fabric. In addition, discussion relies on the idea that pooling the expertise and thoughts of more than one folks

will increase the chance of coming across answers or solutions to precise troubles or topics.

According to Bennett et al. (2010) as cited by Thalib (2021) said, hint the origins of organization discussion again to a number energetic getting to know techniques aimed toward stimulating students' hobby of their research with the aid of using granting them vast have an impact on over the getting to know process.

According to Repiso (2017) as cited by Thalib (2021), collaborative getting to know or organization discussion consist of pairs/companies sharing responsibilities, bargaining, discussing, and contributing their views so as to reap getting to know goals consisting of a project, task and others.

According to Yusuf (2016) as cited by Thalib (2021) described, discussion as a pastime wherein the elegance is split into small companies with the cause of getting a powerful communication approximately a subject, a problem, or an issue.

According to Bridges (1988) as cited by Thalib (2021), discussions relate to the development of participants' knowledge, understanding and judgment. Small group students are more likely to share knowledge, reflect on their thoughts, and contribute to joining the group. The learning environment must be vibrant, lively and attractive to ensure that learning is fun and sustainable.

According to Donche (2016), as cited by Thalib (2016), discussion is described as a democratic teaching method in which all students participate

equally and express their opinions. In the classroom, teachers or students can encourage discussion.

According to Thalib (2021), there are two types of group discussions: large group discussions and small group discussions. Large group discussions consist of all students in the class discussing the topic. Through discourse, teachers guide students. This type of group chat can be difficult to manage due to the large number of participants. As teachers, it can be difficult for us to lead the class. The professor facilitates this kind of discussion. Therefore, teachers can participate in a variety of activities such as teaching the subject, demonstrating, explaining, searching and answering student questions. Small group discussions support students by increasing their participations in the discourse of a wide range of groups. Groups usually consist of 5 to 10 people. When students are grouped into smaller groups, they have more opportunities to express themselves. Students are given ample opportunity to participate in group discussions. As a result, it helps develop interpersonal communication skills with other group members.

The seventh teaching reading strategy is Active Learning. Active learning is about encouraging students to engage in their own learning. Within this strategy, student discussion, group work, collaboration, reflection, and the support needed for the development of these activities are central to this strategy. Additionally, the inclusion and use of information and communication technology (ICT) in the classroom can help create interactive and personalized learning environments (TALIS-PISA Link, 2016).

The eighth teaching reading strategy is Cognitive Activation. Cognitive activation refers to the use of practices that can challenge students to motivate and stimulate higher-order skills such as critical thinking, problem solving, and decision-making. This strategy not only encourages students to find creative and alternative ways to solve problems, but also allows them to communicate thought processes and results to peers and teachers (TALIS-PISA Link, 2016).

The ninth teaching reading strategy is Problem-Based Learning. According to Cindy E (2004), as cited by Harianto (2018) stated, problem-based learning is a student-centric teaching method in which students learn the subject through problem-solving experience and did learn both reasoning strategies and domain knowledge. The goal of problem-based learning was to help students develop flexible knowledge, effective problem-solving skills, self-directed learning, effective collaborative skills, and essential motivation. Problem-based learning was a style of active learning. The problem-based learning model can be interpreted as a series of learning activities that emphasize the process of solving problems scientifically (Harianto, 2018).

According to Taufik (2009), as cited by Harianto (2018), explains that problem-based learning (PBL) is a curriculum and a learning process. Curriculum-designed questions require students to become proficient in problem-solving and acquire key skills to develop their own learning models and the ability to participate in teams. The learning process was a systematic approach to solving problems and facing challenges needed later in daily life.

The model is a real-world problem as what students need to learn to train and improve their critical thinking and problem-solving skills and to acquire knowledge of the key concepts that teachers' work should focus on. It was characterized by using. Student self-control. Use problem-based learning in higher-level problem-oriented situations, including learning (Harianto, 2018).

According to Ibrahim (2002: 5), as cited by Harianto (2018), problem-based learning is not designed to help teachers provide a lot of information about their students. One of the goals of problem-based learning is to help students develop thinking and problem-solving skills.

In problem-solving learning, attention is paid not only to the acquisition of gain declarative knowledge, but also to the acquisition of procedural knowledge. Therefore, the evaluation was sufficient, not just the test. Evaluation under a problem-based learning model consisted of assessing the work that students created as a result of their work and discussing the work together. Based on expert opinion, conclude that problem-based learning (PBL) was a teaching method that encouraged students to study and work in teams to find solutions to real problems. I can. Simulations were used to stimulate curiosity about the problem before students began learning the topic. Problem-based learning (PBL) prepares students to think critically and analytically and acquire and use appropriate learning resources (Harianto, 2018).

The PBL can be interpreted that the starting point of the learning process of learning from past real-world problems was that the students were inspired to work on the problems based on their previous knowledge and increase

experience (prior knowledge). Prior knowledge about it constitutes new knowledge and experience. The use of small group discussions was a key point when using PBL. PBL was a learning process where problems were the main guide to the direction of learning. As a result, there was a problem that provided students with a way to learn something that could contribute to their knowledge (Harianto, 2018).

Problem-based learning (PBL) aims to provide students with a free thinking space to search for concepts and solve problems related to the materials presented by the teacher (Harianto, 2018).

The final teaching reading strategy is Teacher-Directed Instruction. Teacher-Directed Instruction refers to a teaching method that relies heavily on a teacher's ability to deliver orderly and clear instruction. Clearly defining your learning goals, summarizing previous lessons, or short fact-based questions are examples of examples that help organize your lessons (TALIS-PISA Link, 2016).

D. Media of Teaching Reading

The media is everything that can be used to convey the teacher's message to the student and can stimulate the student's mind, emotions, attention and interests to accomplish the teaching and learning process. (Mardiana et al, 2015).

As a means of communication, media consisted of several types with different functions. The media is very useful for English teachers, especially in reading classes. The media can be used as an educational tool to improve the process of education such as teaching and learning (Mardiana et al, 2015).

The teaching media provides a rich learning experience in the classroom. Classroom media stimulates student learning and provides a richer experience. The media is a useful tool for explaining lessons and allows students to see examples of what they are learning. Interactive media, such as smart boards, allow students to move and demonstrate items on the screen. According to the UCLA Education Department's report, The Benefits and Risks of Media and Technology in the Classroom (Bala, 2017), students see media as a fun and compelling learning tool that doesn't make learning fun and monotonous.

a) Depends on multiple learning styles

The media appeals to learners of visual, auditory, and kinesthetic sensations. Students can watch movies, listen to music, and interact with digital media on their interactive smartboards. Effective teachers reach as many students as possible using different styles, rather than relying on

teaching students in one style. By providing a rich learning experience through the classroom media, students can focus on their learning.

b) Create a real learning experience

Newspapers, pamphlets, applications and news programs give students a full-fledged opportunity to learn in the real media. This method simulates the actual experience that students need to read, evaluate, and interpret information based on the objects they use in their daily lives. By using real-world objects, students can understand the relationship between what they have learned at school and how they can use their knowledge as a member of society.

c) Strengthen critical thinking skills

Teachers can use the media to improve their critical thinking skills. Students can write about songs, interpret movies, and interpret news programs. Teachers can use the media to ask detailed questions and facilitate discussions that go beyond basic understanding. Teachers can also create projects where students develop their own media using classroom media as a model. This hands-on activity challenges students to create media using the unique creativity and interpretation of classroom media.

d) Teach students to use the media

By using media in the classroom, students learn how to use and nurture resources to promote education. According to the Media Literacy Center, students not only learn how to use information on the Internet, dictionaries and newspapers, but also how to care for and protect the items they use.

Students can also learn how to contribute to society by judging the value of media and creating their own media.

According Mardiana et al (2015) the teaching reading media can be classified into two categories: visual, and audio visual.

1. Visual media

    Graphics are one of the visual media for teaching reading. The function of the graphic is to draw the student's attention, clarify the lesson, and explain the facts or forgotten concepts. There are many types of graphics, including: Photos, sketches, schemes, diagrams. PowerPoint.

    Teaching with PowerPoint which means teachers create presentations or mini-lessons that focus on either content knowledge (electricity, multiple intelligence, etc.), vocabulary building topics, or reading strategies. A slide containing visual information is created, and a slide containing visual information and text, and in some cases text only, is added. This process is an effective means of communicating content and is also an ideal medium for implementing strategies as it can highlight words and point out sentences by removing or adding sentences (Literacy). BC, 2015).

    The slides are used to set context, get student attention, and speed up the classroom. Students are encouraged to work individually or in teams to create their own PowerPoint presentations to teach others. PowerPoint lessons allow teachers to permanently create and save images and text, making it easy to retrieve, modify, and update. (If computers and digital

projectors are not available, you can create projection transparency from drawings or collages.) (Literacy BC, 2015).

Persuasive images help create images in the minds of students. They combine visual information with text to activate prior knowledge. Images enrich the background knowledge regardless of printing. Students are asked to respond to visual representations using a series of question prompts, reminders, or the use of diagrams to show the relationships between ideas (Literacy BC, 2015).

Students with low literacy skills have difficulty understanding the information provided primarily in print and taking notes from the lecture. However, PowerPoint presentations give students access to information and concepts without being bound by print. Pictures and graphics represent ideas that teachers can offer to their students through interactive discussions and mini-lessons. Images allow sick readers to access information without having to read the text, activating and enriching background knowledge. When images are linked to concepts and text, they act as "memory pens" and are anchored in the brain (Literacy BC, 2015).

2. Audio visual media

Video is one of the most popular media for teaching reading. This is a kind of audiovisual media along with movies. In the learning process, this tool is usually presented in VCD format. Nowadays, videos can be watched online such as watching videos on YouTube or other online media.

The next audiovisual media for reading lessons are computers, laptops and smartphones. These tools have all the benefits of other media. Computers, laptops and smartphones can display text, images, sounds, images and can also be used interactively. Computers, laptops, and even smartphones can connect to the Internet and browse unlimited learning resources. When these things are connected via the Internet, teachers and students can access online reading applications or websites to find different types of reading texts (Mardiana et al., 2015).

There is another teaching media which is Print Media. Print media is a more general term for the medium in which printed matter is distributed. These are the types of print media such as book, newspapers, newsletters, pamphlets, magazines, pamphlets, books and printed literature. (Bala, 2017).

Students learn to read print media and prioritize it. The importance of print media such as book is to involve students in the same particular public issue, problem which related on learning material. This role and function of print media has been and may continue to be important over time (Bala, 2017).

A book is a collection of paper, parchment, or other material on which text is written and organized along one end of the cover. Books are also a major part of literary works or such works. Books created in electronic format are called ebooks (Bala, 2017).

E. Assessment of Teaching Reading

According to Brown (1990), as quoted by Yambi (2018), assessment refers to a set of related measurements used to determine the complex attributes of an individual or group of individuals. This includes collecting and interpreting information about student achievement of learning goals. Assessments are also used to identify the weaknesses and strengths of individual students so that educators can provide professional academic support, educational programs, or social services.

According to Darling Hammond (2006), quoted by Yambi (2018), proper assessment helps students become more effective self-learners. A well-designed evaluation strategy also plays an important role in educational decision making and is an integral part of the ongoing quality improvement process at the lesson, course, and / or curriculum level.

According to McAlpine (2002), quoted by Yambi (2018) in the evaluation approach, there are two central trends related to the subject of the language. Emphasis is placed on learning evaluation, where reliable and objective measurements are a top priority. The focus here is on a comprehensive judgment, including tests that actually use more formal tests and evaluation schemes to ensure that the process is sound. Another approach is to shift the focus from learning evaluation to learning evaluation. This represents a more formative approach that puts much more emphasis on feedback to improve performance. The approach here may be due to

coursework and portfolio valuation that can gather a variety of information that reflects the very broad nature of the subject.

In education, assessment is widely recognized as a continuous process aimed at understanding and enhancing student learning. Evaluation is the turning of expectations into results. This could be the process of gathering information through tests, interviews, survey observations, etc. (Yambi, 2018).

According to Yambi (2018) there several types of assessment: first, Formative vs. Summative Assessment. consistent with Darling-Hammond (2006) as cited by Yambi (2018) formative assessment is intended to help the training method by providing feedback to the learner, which might be wont to determine strengths and weakness and therefore improve future performance. Formative assessment is most acceptable wherever the results are to be used internally by those concerned within the learning process (students, teachers, program developers). Most of the assessments in the classroom are formative assessments. That is, assess students on the process of "forming" their abilities and skills with the aim of helping them continue their growth process. The key to such training is to provide appropriate performance feedback (by teachers) and internalization (by students) with a view to continuing (or training) future learning (Brown, 2004).

For all practical purposes, virtually all types of informal assessments are formative (or should be). Her main focus is on the further development of the learner's language. Therefore, when you make comments, suggestions, or

point out mistakes to your students, the feedback is provided to improve the learner's language skills (Brown, 2004).

Summative assessment is employed primarily to create selections for grading or determine readiness for progression. Usually summative assessment happens at the tip of an educational activity and is intended to gauge the learner's overall performance. Additionally to providing the idea for grade assignment, additive assessment is employed to speak students' talents to external stakeholders, e.g., directors and employers (Yambi, 2018).

The summative assessment is intended to measure or summarize what the student has understood and is usually done at the end of the course or lesson. A summary of what a student has learned means looking back and assessing how well the student has achieved their goals, but it does not necessarily indicate a path to future progress. The final exam of the degree program and the general aptitude exam are examples of comprehensive exams (Brown, 2004).

One of the common attitude issues towards the test is the view that all tests (quizzes, retakes, midterms, etc.) are total. There is no doubt that such tests were considered sums at various points in the educational experience so far. You say, "Huh! That's good. One of the challenges for you as a teacher is to change the attitude of the students. Bringing more formative quality to what the students consider to be an overall test. Can you provide students with the ability to turn a test into a "learning experience"? The next chapter in this book will address this challenge (Brown, 2004).

Second, Informal vs. Formal Assessment. According to McAlpine (2002) as cited by Yambi (2018) informal assessment, the judgments are integrated with different tasks, e.g., lecturer feedback on the solution to a matter or don feedback offered whereas acting a side procedure. Informal assessment is most frequently wont to provide formative feedback. As such, it tends to be less threatening and so less trying to the student. However, informal feedback is at risk of high perspicacity or bias.

Informal assessments can take any form, starting with random and unplanned comments and answers, to coaching and other voluntary feedback to students. An example is "Good job!". "Good job!" "Did you say you can, can't?" "Break the glass, don't break the glass", or I think I was going to do my homework. That's not the only informal assessment. Many informal teacher assessments are incorporated into teaching tasks designed to assess achievement without recording results or making firm judgments about student abilities. Examples of this end of the continuum include notes in the margins of the dissertation, answers to draft essays, advice on how to pronounce words better, suggested strategies to compensate for reading difficulties, and changes to the content. Easy to remember in a lecture that includes showing how to change student notes to (Brown, 2004).

Formal assessment happens once students are aware that the task that they're doing is for assessment purposes, e.g., a written examination. Most formal assessments are additive in nature and so tend to own larger motivation impact and are related to accrued stress. Given their role in decision-making,

formal assessments ought to be command to higher standards of reliability and validity than informal assessments (Yambi, 2004).

A formal assessment is an exercise or process specially designed to develop a pool of skills and knowledge. These are systematic and systematic sampling techniques developed to provide teachers and students with an assessment of student performance. To extend the tennis analogy, formal judgment is a tournament game that takes place regularly during the course of a training schedule (Brown, 2004).

Is the formal evaluation the same as the test? All tests can be said to be formal evaluations, but not all formal evaluations are tests. For example, you can use a student journal or portfolio of materials as a formal assessment of the achievement of a particular course goal, but it is problematic to call these two steps a "test." A systematic set of observations about the frequency of oral participation in a student's class is certainly a formal assessment, but it is rarely called a test by everyone. Tests are relatively time-limited (usually one lesson or more, or at most several hours) and tend to rely on limited behavioral samples (Brown, 2004).

According to Weir & Roberts (1994), as cited by Yambi (2018), assessment determines the value of something. More precisely, evaluation in education means measuring or observing a process to determine it is value or its value in comparison to other criteria or certain criteria.

According to Howard & Donaghue (2015) as cited by Yambi (2018), the focus of the assessment is on grades. This is the final process designed to

understand the quality of the process. The quality of the six processes is largely determined by the grade. That is, such an assessment can take the form of a step-by-step task. This type of paper tests each student's knowledge. So, with grades here, authorities are trying to measure the quality of the program. In addition, the assessment compares a student's grades to other students or a set of criteria. It refers to examining evidence in the light of values in relation to the particular situation or goal that the group or individual is striving for.

There some types of assessing reading among others, Multiple-Choice (for Form-Focused Criteria). The most common way to test reading vocabulary and grammar is in a multiple-choice format, primarily for practical reasons. Easy to manage and quick to evaluate. The simplest multiple-choice items may have little context, but can act as a vocabulary or grammar checker. You can include a blank-filling task in this type of assessment by giving the correct answer to multiple choices. On the multiple-choice test, there some types of tasks such as, Multiple-choice vocabulary/grammar tasks, Contextualized multiple-choice vocabulary/grammar tasks, Multiple-choice cloze vocabulary/grammar task, and other contexts might involve some content dependencies, such that earlier sentences predict the correct response for a later item. Thus, a pair of sentences in a short narrative might read (Brown, 2004).

The next type of assessing reading is Impromptu Reading Plus Comprehension Questions. This type of reading comprehension assessment usually displays text, and based on the text, students find questions related to the text. For example, key ideas (topics), contextual expressions / idioms /

phrases, conclusions (implicit details), grammatical features, etc. Details (search for specifically stated details), exclusion of unwritten facts (details unknown), supporting ideas, and vocabulary in context. This type of reading score is usually found in multiple-choice questions.

The last type of assessing reading is Skimming. Skimming is the process of quickly going over the material to be read to determine the main idea or main idea. It is a predictive strategy used to give the reader an idea of the topic and purpose of the text, how the text is organized, the author's point or point of view, how easy or difficult it is his and/or its usefulness to readers. Evaluating skimming strategies is often very simple: examiners go through a text and answer questions such as, what is the main idea of this text?, What is the author's purpose in writing the text?, what type of writing is it [article, textbook, novel, etc.] ?, what style of writing [editing, technical, narrative, etc.] ?, do you think the text is easy or difficult?, How do you think? Think you will learn from writing the answer is either oral or written, depending on the context. Most assessments in the area of skimming are informal and formal: they are the source of water for the discussion that is about to take place, more reading for follow-up or class discussion, and thus the ability to their removal is fine. To the extent that documents and assignments are relevant to the student's goals, authenticity is preserved. Scoring does not matter more than providing appropriate feedback to students about their prediction strategies (Brown, 2004).

Evaluation means a broader measurement concept than implied by traditional tests and surveys. The focus of evaluation is on the main goals of a wide range of personality transformation and educational programs. Assessment, on the other hand, is perceived as a more scientific process aimed at determining what can be learned about performance and how best to measure it. Assessment addresses issues of validity, accuracy, reliability, analysis and reporting. Therefore, both quantitative and qualitative methods (observation, evaluation, value judgment) are used to evaluate the information collected and are considered systematic information gathering for decision making. Can do. However, assessment and evaluation are similar in that they involve both setting criteria and collecting data / information. Most academic settings have different goals, criteria, process controls, and responses (Yambi, 2018).

According to Weir & Roberts, (1994); Howard & Donaghue (2015); Kellaghan & Stufflebean (2003) as cited by Yambi (2018) there some principles to think about for your own room summarized from: first, effective analysis could be a continuous, on-going process. Far more than determinant the result of learning, it's rather some way of gauging learning over time. Learning and evaluation are ne'er completed; they're invariably evolving and developing.

Second, a range of appraising tools is important to supply the foremost correct assessment of students' learning and progress. Dependence on one variety of tool to the exclusion of others deprives students of valuable learning

opportunities and robs you of measures that facilitate each students and also the overall program grow.

Third, analysis must be a cooperative activity between academics and students. Students must be ready to assume a vigorous role in evaluation in order that they will begin to develop individual responsibilities for development and self-monitoring.

Last, evaluation has to be authentic. It must be supported the natural activities and processes students do both within the room and in their everyday lives. For example, relying entirely on formalized testing procedures would possibly send a sign to kids that learning is simply a groundwork for "right answers."

F. Military High School

Military education, as an integral and integral part of the construction of the armed forces as an organization, tends to change its identity and become a venue for development, change, scientific research, quality education and education (Kozina, 2015).

The Army has implications as an educational system that applies military principles aimed at shaping the character of students. It is not purely an army, but it is adapted and adapted to the orientation of military high school students (Suhardi & Ngarawula, 2015).

According to Kozina (2014), as cited by Kozina (2015), students in military schools need different relationships than military teachers. Active military personnel need to be given the opportunity to foster the personality of

modern democratic citizens, protect their hometowns, and participate in various military operations to ensure security and peace around the world. In addition to military instruction, military high school students must follow the objectives of the curriculum used in the school. In Indonesia, most military high schools use the current national curriculum, the 2013 curriculum, Merdeka Belajar. This curriculum focuses on the character of a scholar or student.

According to Suhardi & Ngarawula (2015), the formation of psychological traits, morals or manners of students according to the indicators of Indonesian culture included in the Grand Character Education Overview of the Indonesian Ministry of Education in 2010 is 18 (religious), honesty, discipline, tolerance, diligence, creativity, independence, democracy, national spirit, love for the country, communication, friendship, peace, enjoy reading, love for the environment, social care, responsibility, entrepreneurship) each must own an individual. The formation of character values occurs through the medium and familiarity with the various activities packaged in the military education program.

Culture, in army organizations, has a selected man or woman and it differs from different cultures in phrases of its philosophy, approach, and necessities. As an essential a part of the training of destiny contributors via their curriculum outcomes, necessities, techniques, content, and training levels, army school should produce cadre which might be capable, organized and inclined to satisfy their commanding officials` tasks. Here the unique man or woman of army school differs from different schools that nurture the

improvement of shared positive action, vital thought, removal or attractiveness of imposed authority, questioning, and all of the different unique traits stemming from a student-focused philosophy. Of course, it cannot be stated that army schools are searching for to keep away from the improvement of those behaviors and thought, and that they sincerely do paintings to combine them, however with a distinct appreciate for the clean shape and the unique nature of the navy ethos (Kozina, 2019).

The improvement and reconciliation of those variations is the purpose of all personnel of army school. As properly as accepting the express necessities in their paintings, they should also, via way of means of their personal instance and implicit pedagogy, sell the essential values of the company and thereby have a high quality impact at the improvement of the faculty`s particular culture (Kozina, 2019).

All schools, which include army schools, have their personal culture, shaped via way of means of their students, coaching staff, the topics taught, the styles of coaching techniques used, the surroundings, the atmosphere, and all different elements that have an effect on their cost system, beliefs, and feeling of belonging.

According Kozina (2018) as cited by Kozina (2019) stated that that most effective army school offer the army training vital for obtaining the competences associated with the lifestyles and paintings of officials and non-commissioned officials. The elements of attractiveness and an encouraging surroundings presume that the faculty is an area wherein previous behaviors

are changed and supported, and wherein absolutely new styles of conduct are introduced.

G. Previous Studies

There are several previous studies related to comparing study on teaching reading during offline classroom at SMAN 5 Taruna Brawijaya.

The first previous study is the study that conducted by Gendis Nadira Dwiningtiyas et al (2020) aimed Teachers' Strategies In Teaching Reading Comprehension. The subject of their research were two English teachers who teach in second grade of the school and each English teacher had eight meetings. The purpose of this study to find out the strategies used by English teachers in teaching reading and how they applied the strategies. They used descriptive qualitative as the method of the research. The result of this study indicated that the teacher one used several strategies in teaching reading comprehension such as brainstorming, reading aloud, and asking for specific information. Teachers encouraged the students the use of dictionaries, reading aloud, reread for checking comprehension, evaluating comprehension in particular tasks, and asking questions for specific information also those teachers applied and combined the strategies divided into three stages of teaching reading comprehension among others pre-reading stage, while reading stage, and post reading stage. The researchers said all those strategies on teaching reading comprehension were effective in increasing the students' motivation, students' attention, and teachers' ease in teaching and learning process.

The second previous study is the study that conducted by Suhardi & Bonaventura Ngarawula (2015) aimed Military Education for Building Students' Character: A Study of Policy Implementation of Military Education in Indonesian Vocational High School. The subject of their study are the stakeholders of the school such as officials from relevant agencies, from the school represented by principals and representatives of the principal, some teachers, some employees and some selected students. The others contributed people for this study are school committees, some supervising extracurricular, and some elderly parents. The goal of this study is to analyze and explain of the political implementation, strategy, and related factors behind the implementation of the military education program. This previous study uses Descriptive Qualitative. The result of this study is founded if military education on vocational high school can strengthen the student's characters.

This research approximately same with those previous study explained about teaching reading strategies and military high school. This research focus on what kinds of strategies, media, and assessment that used by SMAN 5 Taruna Brawijaya's teachers on teaching reading.