Lab Report for SQAT

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**Before submitting your labwork, please DO read the submission instructions carefully** [**How-to-submit-your-labwork.docx**](How-to-submit-your-labwork.docx) **!**

# Lab01: Testing Principles

## Exercise 01: failure, fault, or error

Having a certain terminology helps testers to explain the problems they have with a program or in their software. Below is a small conversation. Fill each of the caps with: failure, fault, or error.

**Mark**: Hey, Jane, I just observed a (1) \_ \_ \_ \_ \_ \_ in our software: if the user has multiple surnames, our software doesn’t allow them to sign in.

**Jane**: Oh, that’s awful. Let me debug the code so that I can find the (2) \_ \_ \_ \_ \_ \_.

*(a few minutes later)*

**Jane**: Mark, I found it! It was my (3) \_ \_ \_ \_ \_ \_. I programmed that part, but never thought of this case.

**Mark**: No worries, Jane! Thanks for fixing it!

Your Answer is ?

## Exercise 02: testing principle

Kelly, a very experienced software tester, visits Books!, a social network focused on matching people based on books they read. Users do not report bugs so often; Books! developers have strong testing practices in place. However, users do say that the software is not really delivering what it promises. What testing principle applies to this problem?

Your Answer is ?

## Exercise 03: testing principle

Suzanne, a junior software testing, just joined a very large online payment company. As a first task, Suzanne analyzed their past two years of bug reports. Suzanne observes that more than 50% of bugs have been happening in the ‘International payments’ module.

Suzanne then promises her manager that she will design test cases that will completely cover the ‘International payments’ module, and thus, find all the bugs.

Which of the following testing principles might explain why this is not possible?

1. Pesticide paradox.
2. Exhaustive testing.
3. Test early.
4. Defect clustering.

Your Answer is ?

## Exercise 04： only unit testing?

John strongly believes in unit testing. In fact, this is the only type of testing he actually does at any project he’s in. All the testing principles below, but one, might help in convincing John that he should also focus on different types of testing.

Which of the following is the least related related to help John in moving away from his ‘only unit testing’ approach?

1. Pesticide paradox.
2. Tests are context-dependent.
3. Absence-of-errors fallacy.
4. Test early.

Your Answer is ?

# Lab02: JUnit for Unit Test

## Target

* To be familiar with the IDE: [Eclipse](https://www.eclipse.org/) / [IntelliJ IDEA](file:///E:\Work\Job\Teaching\SoftwareTest(overseas)\Experiments\Lab1\IntelliJ%20IDEA)
* To understand Java's **annotations**
* To understand the basic concept of **Unit Test**
* To be familiar with Unit Test skills with [**JUnit**](https://junit.org/junit4/) **4/5**:
* Assert Functions, e.g., assertTrue, assertFalse.
* JUnit 4/5 Configuration in your IDE(Integrated Development Environment), e.g., [Eclipse](https://www.eclipse.org/), [IntelliJ IDEA](file:///E:\Work\Job\Teaching\SoftwareTest(overseas)\TestArt\src\lab01\IntelliJ%20IDEA) (Although Eclipse is very popular, I ***strongly*** suggested you to use IDEA. It’s really ***Excellent*** & ***Fascinating***!).
* To know about **Maven** and Maven-based Project
* To understand how to **add dependencies** by Maven
* To understand **Timeout Testing** and **Exception Test**
* To understand **Parameterized Test**

## Tools

* IDE: [Eclipse](https://www.eclipse.org/) / [IntelliJ IDEA](file:///E:\Work\Job\Teaching\SoftwareTest(overseas)\Experiments\Lab1\IntelliJ%20IDEA) / any IDE you’d like to use
* Programming Language: Java

## Tasks

### Task 01: Terminology Illustration

Please READ Lectures/Lec03-JUnit/junit.pdf illustrate the following Terminology about Unit Test:

* + - 1. What’s test suite?
      2. What’s test case?
      3. What’s unit test?
      4. What’s test fixture?
      5. **Annotations**. JUnit 4.0 uses **annotations** rather than special names for setting up, tearing down and testing. Please list the mainly used **annotations** in JUnit 4.0.
      6. **Assert Statement**. There are two forms of the assert statement. Please illustrate what they are.

### Task 02: Config JUnit 4/5 in a Maven Project

Please read *Lectures/Lec03-JUnit/JUnit-Maven.docx* carefully. According to the instructions and steps illustrated in this .docx file, do the following subtasks:

Configure your own maven project by adding JUnit 4 and JUnit 5 dependencies;

Copy all of the Java class and test code to this project;

Run all of the test methods and snapshot the testing results.

NOTE: You should submit your maven project and your running results.

Now, please illustrate why we manage JUnit 4 and JUnit 5 dependencies by maven, rather than manually?

**Assert** is very important for Making Tests. Please read and run the test codes, CalTest in *Lectures/Lec03-JUnit/code/HelloMaven/src/test/java/lec03/junit/junit4/****CalTest.java***, and illustrate why? That is, if we don’t use Assert functions, what will happen in our testing code?

### Task 03: Parameterized Test.

[This video](https://youtu.be/srJ91NRpT_w) introduced the roman numeral problem. We provide its implementation in ***RomanNumeral.java*** and its corresponding test class in ***RomanNumeralTest.java***. The two Java classes are in: */Labwork/Lab02/hellojunit/src/main/java/roman/*. The method *singleDigit* in *RomanNumeralTest.java* tries to check the 7 roman numerals, I, V, X, L, C, D, and M, can be correctly mapped by *singleDigit* to their corresponding Arabic numbers, 1, 5, 10, 50, 100, 500, and 1000. However, the testing codes seem very duplicated and repetitive. Thus, it’s very difficult to perform large-scale test cases in this way. Fortunately, we can greatly simplify the testing codes by using ***Parameterized Test*** provided by JUnit 5. Please refer to user guide [here](https://junit.org/junit5/docs/current/user-guide/#writing-tests-parameterized-tests) to rewrite the test method *singleDigit* by using *Parameterized Test* in *task03.RomanNumeralParamTest*.

### Task 04: Test your own code with JUnit 5.0

Basic Employee Compensation Problem. For each week, hourly employees are paid a standard wage per hour for the first 40 hours worked, 1.5 times their wage for each hour after the first 40 hours, and 2 times their wage for each hour worked on Sundays and Holidays. Table 1 gives some test cases of this.

Please write a Java class, WageCalculator, to solve the wage problem in the following and a test class WageCalculatorTest to test your code by using the test cases in Table 1.

Table 1 Test Cases for Basic Employee Compensation Problem

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Input** | | | **Expected** | **Testing Result** |
| StandardHours | HolidayHours | HourlyWage |
| 40 | 0 | $20 | $800 | Pass |
| 45 | 0 | $20 | $950 | Pass |
| 48 | 8 | $20 | $1280 | **Fail**  Actual: $1360 |

# Lab03: Specification-Based Testing

Please do the labwork according to the following steps:

1. Do all of the 8 exercises of this lecture, which can be found [here](https://sttp.site/chapters/testing-techniques/specification-based-testing.html), by yourself;
2. Check if your answers are reasonable or right by referring to the answers given by the authors, which can be found [here](https://sttp.site/chapters/appendix/answers.html#specification-based-testing), and think about why;
3. Do the following tasks I listed in the following subsections.

Note that you DO NOT need to write your answers of these exercises into this labwork report.

## Task 01

In this lecture, we introduced two partition methods: Equivalence-Partition Method and Category-Partition Method. Please compare Exercise 03 and 04, and tell me the relations and differences between the two methods. Please also illustrate when it is suitable to use Equivalence-Partition Method and when it is suitable to use Category-Partition Method.

**Your Response:**

## Task 02

As we learn from the section of Category-Partition Method, we know that there are two principles guiding us to add constraints: identifying invalid combinations and finding exceptional behaviors. We briefly call these two principles as constraint principles. Do you think which constraint principle is usually more difficult to use? According to the experience you had when you do the exercises, give me an example to illustrate your choice.

**Your Response:**

## Task 03

Please judge the following statements are true or false and illustrate your answer with an example.

1. The specification does not specify any details about some input parameter, and thus, experience should be used to partition it.
2. In an object-oriented language, besides using the method's input parameters to explore partitions, we should also consider the internal state of the object (i.e., the class's attributes), as it can also affect the behavior of the method.

**Your Response:**

## Task 04

Please do Exercise 07 carefully and answer the following questions.

1. Why should we treat file names 'no-filename with this name' and 'omitted' as exceptional?
2. Why should we constrain the options in the 'occurrences in a single line' category to happen only if 'occurrences in the file' are either exactly one or more than one? Which constraint principle do we follow here?

**Your Response:**

## Task 05

For Exercise 08, why do we constrain isFull == true rather than isFull == false? Which constraint principle do we follow here to constrain isFull == true?

**Your Response:**

# Lab04: Boundary Testing

Please do the labwork according to the following steps:

1. Do all of the 8 exercises of this lecture, which can be found [here](https://sttp.site/chapters/testing-techniques/boundary-testing.html), by yourself;
2. Check if your answers are reasonable or right by referring to the answers given by the authors, which can be found [here](https://sttp.site/chapters/appendix/answers.html#specification-based-testing), and think about why;
3. Do the following tasks I listed in the following subsections.

Note that you DO NOT need to write your answers of these exercises into this labwork report.

## Task 01

Is it possible to have many on-points for a specific condition? If yes, please give an example.

**Your Response:**

## Task 02

In Exercise 4, if we replace “boundary analysis of inequalities (e.g.,  a < 10 )” with “boundary analysis of equalities (e.g.,  a == 10 )”, which of the following statements is true? Why?

1. There can only be a single on-point which always makes the condition true.
2. There can be multiple on-points for a given condition which may or may not make the condition true.
3. There can only be a single off-point which may or may not make the condition false.
4. There can be multiple off-points for a given condition which always make the condition false.

**Your Response:**

## Task 03

For Exercise 1, we have the following tasks:

1. The ability to read programs is very important for unit testing. Please read the program in Exercise 1 without running it and give your description about the function of the “sameEnds” function.
2. Revise the program and make it simpler according to the tips as follows:
   1. Is it really necessary to use if-condition in the for-loop?
   2. Can we directly use the result in the “left” variable?
3. Also, give 3 test cases with specific inputs and your expected outputs and write test code for these test cases in JUnit to evaluate your test cases.
4. Please give you analysis why the condition in the for-loop is i < half but not i <= half?

**Your Response:**

## Task 04

Please read the “The CORRECT way” section of this lecture and watch the teaching video [here](https://youtu.be/oxNEUYqEvzM), and consider the connection between the CORRECT and the boundary conditions. Why “Conformance”, “Reference”, “Time” are considered as boundary conditions? Why did the authors use the word “Cardinality” to describe the boundary condition in a loop?

**Your Response:**

# Lab05: Structural-Based Testing (I)

Note that the tasks prefixed with \* (e.g., \* Task 04) are Optional Tasks. You’re encouraged to do these optional tasks to improve your understanding of our lectures. However, only doing tasks without \* is OK. Dy perfectly doing tasks without \* , you can still get 100 score.

## Task 01: Exercises 7 and 8

Actually, You can do Exercises 7 and 8 with or without control-flow graph (CFG). Please try to give your answer without CFG.

**Your Response:**

## Task 02: Exercise 9

**Your Response:**

## Task 03: Exercises 11 and 12

**Your Response:**

## \*Task 04: Condition Coverage vs. Branch Coverage

Why condition coverage is very important when compared to branch coverage? Please illustrate your answer by analyzing why 100% branch coverage caused by the following two test cases is still not enough for testing count method of CountLetters.

T1: str = "cats|dogs"

T2: str = "cats|dog"

public class CountLetters {

public int count(String str) {

1. int words = 0;

2. char last = ' ';

3. for (int i = 0; i < str.length(); i++) {

4. if (!Character.isLetter(str.charAt(i))

5. && (last == 's' || last == 'r')) {

6. words++;

7. }

8. last = str.charAt(i);

9. }

10. if (last == 'r' || last == 's')

11. words++;

12. return words;

}

**Your Response:**

## \*Task 05: Condition Coverage vs. Branch Coverage

Does 100% condition coverage always lead to 100% branch coverage? If not, why? Please give an example to illustrate the condition under which 100% condition coverage ≠ 100% branch coverage.

**Your Response:**

# Lab06: Structural-Based Testing (II)

## Task 01: *the relationship between the decisions, the conditions and the path*

Path Coverage considers the full combination of the conditions in a decision. Each of these combinations is a path. What do you think of the relationship between the decisions, the conditions in the decisions and the path? Please use the control flow graph (CFG) of the following program to illustrate your idea. Note that you should draw CFGs in two granularities: the Condition-wise granularity, and the Branch/Decision-wise granularity, and illustrate which granularity leads to path coverage.

void hello(int a, int b) {

if(a > 10 & b > 20) {

System.out.println("Hello");

} else {

System.out.println("Hi");

}

}

**Your Response:**

## Task 02: Connection between MC/DC & DC (Don’t Care)

Section “Lazy vs eager operators” introduces lazy operators to compress the truth table, while the method for achieving MC/DC can also be considered as another way to compress the truth table. What’s the connection/difference between these two methods? Please illustrate your answers by doing the following two exercises with both the lazy operators and the MC/DC method.

**Exercise 5.** Consider the decision (A or C) and B with the corresponding decision table (decision table can be found in the [webpage](https://sttp.site/chapters/testing-techniques/structural-testing.html)). What is the set with the minimum number of tests needed for 100% MC/DC (Modified Condition / Decision Coverage)?

**Exercise 15.** Consider the expression ((A and B) or C). Devise a test suite that achieves 100% Modified Condition / Decision Coverage (MC/DC).

**Your Response:**

## Task 03: MC/DC achievable?

MC/DC is not always achievable in some expressions. See

* (A and B) or (A and not B);
* A and (A or B).

Please illustrate the reason by drawing their truth tables.

**Your Response:**

# Lab07: Model-Based Testing

Note: all of the following exercises can be found [here](https://mordeky.github.io/SQAT/chapters/testing-techniques/model-based-testing.html#exercises). You just need to report your answer in the corresponding subsection. Please notice the exercise numbers are 08, and 09.

## Exercise 08

## Exercise 09

# Lab08: Design by Contracts

Note: all of the following exercises can be found [here](https://mordeky.github.io/SQAT/chapters/testing-techniques/design-by-contracts.html#exercises). You just need to report your answer in the corresponding subsection. Please notice the exercise numbers are 01, and 03.

## Exercise 01

## Exercise 03

# Lab09: Testing Pyramid

Note: all of the following exercises can be found [here](https://mordeky.github.io/SQAT/chapters/pragmatic-testing/testing-pyramid.html#exercises). You just need to report your answer in the corresponding subsection. Please notice the exercise numbers are 01, and 02.

## Exercise 01

## Exercise 02

# Lab10: Mock Objects

Note: all of the following exercises can be found [here](https://mordeky.github.io/SQAT/chapters/pragmatic-testing/mock-objects.html#exercises). You just need to report your answer in the corresponding subsection. Please notice the exercise numbers are 02, and 04.

## Exercise 02

## Exercise 04

# Lab11: Design for Testability

Note: all of the following exercises can be found [here](https://mordeky.github.io/SQAT/chapters/pragmatic-testing/design-for-testability.html#exercises). You just need to report your answer in the corresponding subsection. Please notice the exercise number is only 01.

## Exercise 01

# Lab12: Test-Driven Development

Note: all of the following exercises can be found [here](https://mordeky.github.io/SQAT/chapters/pragmatic-testing/tdd.html#exercises). You just need to report your answer in the corresponding subsection. Please notice the exercise numbers are only 01 and 04.

## Exercise 01

## Exercise 04

# Lab13: Test Code Quality and Engineering

Note: all of the following exercises can be found [here](https://mordeky.github.io/SQAT/chapters/pragmatic-testing/test-code-quality.html#exercises). You just need to report your answer in the corresponding subsection. Please notice the exercise numbers are only 01 and 05.

## Exercise 01

## Exercise 05

# Lab14: Mutation Testing

Note: all of the following exercises can be found [here](https://mordeky.github.io/SQAT/chapters/intelligent-testing/mutation-testing.html#exercises). You just need to report your answer in the corresponding subsection. Please notice the exercise number is only 01.

## Exercise 01