II. FRAME OF THEORIES

2.1 Concept of Reading Comprehension

Reading, as one of the language skills to be taught, is a process of constructing or developing meaning of printed text (Cooper et al, 1988:3). This definition implies that the reading process includes an interaction between the reader and the prints. The reader tries to understand the ideas presented by the writer in the text.

Nuttal (1982: 42) defines reading as a meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the students; perception of graphic symbols that represent a language and their knowledge of the world. In this process the reader tries to recreate the meaning intended by the writer.

Meanwhile, Clark and Silberstein (1987:2) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbol, simultaneous association of these symbol with existing knowledge, and comprehension of the information and ideas communicated.

Reading is an active process (Mackay in Simanjuntak, 1988:15). The reader forms a preliminary expectation about the material, then select the fewest, most productive cues necessary to confirm or reject that expectation. Reading involves

an interaction between thought and language. It means that the reader brings to the task a formidable amount of information and ideas, attitudes and beliefs.

Smith (1982: 5-6) says that reading certainly implies comprehension, and reading is something that makes sense to the reader. The readers try to understand and get the meaning and information in written texts in form of symbols, letters, graphs, etc. Thus, they grasp the writers' messages from the texts.

Rubin (1993: 194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading. From these concept basically, it can be understood that reading implies comprehension.

According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

Dallman (1982: 23) states that reading is more than knowing what each letter of alphabet standing for; reading involves more than word recognition; that comprehension is an essential of reading that without comprehension no reading takes place.

From the statement above, it can be said that in comprehending the texts the students have to know their technique in reading. The writer assumes that reading

comprehension is students' competence in comprehending the specific information, words and surface meaning in texts is described by students' score with an appropriate technique.

2.2 Concept of Teaching Reading

Alyousef (2005: 143) says that teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post- reading stages. The pre-reading stage helps in activating the relevant schema. For example, teachers can ask students questions that arouse their interest while previewing text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skills so that they can read English texts effectively and efficiently. To be able to do so the reader should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques: translation. These can be real when the students read and interact with various types of texts, i.e. functional and monologue texts.

Meanwhile Suparman (2005: 1) states that there are two major reasons for reading: (1) reading for pleasure, (2) reading for information (in order to find out something or in order to do something with the information readers get).

Furthermore Harmer (1987: 70) states the principles behind the teaching reading:

1. Reading is not a passive skill.

2. Students need to be engaged with what they are reading.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.

4. Prediction is a major factor in reading.

5. Match the task to the topic.

6. Good teachers exploit reading texts to the full.

It can be assumed that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. Retelling story as one of reading technique is possible to be applied by the Senior High School students in their reading. By retelling story, students can tell the story by using their own words. Story teller can help the other students to understand the story clearer than they read by their own self.

In the other hand, translation is also able to be applied in teaching reading. It can be used as one of reading technique at the Senior High School. Teaching reading comprehension through translation gives students excellent practice in the sub skills of reading. For example, using L2 to L1 translation will improve, among other things.

2.3 Concept of Retelling Story

According to Karen (2001), retelling does not mean memorizing, retelling means recounting the same story using the students' own words. Retelling story requires the student to think more conceptually, to look at the bigger picture rather than answering specific question about the text. In retelling story, the function of a teacher is as a tutor. The teacher helps the students to absorb the information from the story and encourage the students to retell the story (Brown and Cambourne, 1987:49).

Concerning the description above, it can be inferred that in retelling story, the function of a teacher is very important in order to reinforce the students to comprehend a story through retelling story. For the purpose of the research, the researcher intends to conduct a research about teaching reading comprehension through retelling story.

In retelling story, a story teller can combine gestures and expression. The story teller can also visualize the characters and setting and then improvise the actual wording. Matthews (1994) stated that there are some physical aspects in retelling story, those are: eye contacts, volume, body movement and hand and arm gestures.

In this technique, the students will be brought into interesting situation and enjoyable situation so that the students will be easier to comprehend the meaning of the words. Moreover, this technique is more suitable to be applied related to condition and needs of the students.

Gambrell & Dromsky (2000) stated that there are some tips that should be kept in mind by the teacher to engage students in retelling activities:

- Model retelling

- Use predictable texts and/or familiar stories, such as fairy tales or folk tales

- Retell a portion of a familiar text and ask the students to finish the retelling

- Ask the students to indentify the most important part of the text

- Have the students work with a partner to practice retelling

- In retelling story, the teacher should prompt the students to tell about:

  ✓ The Topic

  ✓ The main idea

  ✓ The ideas supporting the main idea

The teacher can provide more structure to help the students organize the information absorbed, and encourage further retelling through the use of concrete materials.

From the descriptions above, the researcher assumes that retelling story will enhance and deepen students' reading comprehension. The students will be brought into interesting situation and enjoyable situation so that the students will be easier to comprehend the meaning of the words. Moreover, this technique is more suitable to be applied related to condition and needs of the students. If the students are able to retell the story in sequence, with a beginning, middle, and end, it indicates that the students have a good understanding of the story.

Students are expected to be able to retell the story which was given by the teacher by using their own words in their own way. They can use gesture and body movement to express their idea in retelling the story.

2.4 Concept of Translation

Translation has always played a role in language teaching. Translation is a general term referring to the transfer of thought and ideas from one language (source of language) to other language (target language) whether the language in written or spoken forms. According to Garrow (1972: 27), translation is changing a communication (a word, phrase, and sentence) to other terms or to another form (verbal or symbolic) or to another level abstraction (simpler or more complex).

Translation technique belongs to traditional ways of teaching English. This technique considers that the main procedure of teaching language is translation. Garrow (1972: 47) underlines the definition above saying that in translation technique, concept are built in the pupils mind from bites and pieces and from specific, and in this condition, the students will passively understand. Wallace (1988: 47) adds that the result of translation technique was usually that target language was very little used in the foreign language lesson; most of the time was taken from mother tongue. The students had very little opportunity to practice using foreign and hardly ever got to the point of thinking in the foreign language.

Referring to this technique, students are expected to be able to translate the text from second language into first language individually or in group.

2.5 Concept of Fairy Tale

Fairy tale is stories both created and strongly influenced by oral tradition. Literally, fairy tale is a story for children in which magical things happen. The precise definition of fairy tale is a fictitious, highly fanciful story or explanation. A fairy tale is usually used as a way to evoke children's imagination (Keightley, 1970). Fairy tale is suitable for children.

A fairy tale would logically be described a story containing enchanting and illusory subject matter (Keightly, 1970). The messages that are brought are related with the issues community and universal human emotions such as: poverty, love, hate, and kindness. As an old type of prose, fairy tale is also known as bedtime stories.

This fairy tale is simply a material, so that they can better comprehend the structures of literature as well as for the state of the wonder, pleasure, and human understanding these stories can provide in their own right.

In the late ninetieth and twentieth century the fairy tale comes to be associated with children's literature, adults are originally as likely as children to be the audience of the fairy tale. The example of fairy tale: *Sleeping Beauty, Cinderella, Alladin and his wonderful lamp, Alibaba and the four thieves.*

The writer assumes that fairy tales may be used as one of equipment for teachers to develop the language ability of the students and enrich their knowledge by entering the world of unlimited imagination of unlimited imagination of fairy tale. They will try to describe the story with their own language. Fairy tale also lead the students to learn about norms of life, helps them to distinguish the good things and the bad.

2.6 Procedures of Teaching Reading Through Retelling Story

In this research, the writer will use the following procedures:

1. Pre- Activity
   - Students greet the teacher.

- Teacher asks students about the last material

- Students are motivated by asking some question related to the text that will

  be discussed.

2. While Activity

- Students are given a piece of fairy tale.

- Students listen to the teacher reading the text.

- Students answers the questions related to the story.

- Students retell the fairy tale in front of class.

- Students do the test.

- Students answer the questions on their own answer sheet.

3. Post Activity

- Students and teacher evaluate students work.

- Students try to express their problem in comprehending the text.

- Students get homework.

- After the students understood, teacher ends the class.

2.7 Procedures of Teaching Reading Comprehension Through Translation

The steps of teaching reading through translation are:

1   Pre Activity

- Students greet the teacher.

- Teacher asks students about the last materials.

- Students are motivated by asking some questions related to the text that

  will be discussed.

2   While Activity

- Students are given a piece of fairy tale text.

- Students read the text individually.

- Students answer the questions related to the text.

- Students find out and underline the difficult words in the text.

- Students try to find out the meaning by looking up dictionary.

- Students try to translate the text sentence by sentence.

- Students do the test.

- Students answer the questions on their own answer sheet.

3   Post Activity

- Students and teacher evaluate students work.

- Students try to express their problems in comprehending the text.

- Students get homework.

- After the students understood, teacher ends the class.

2.8 Theoretical Assumptions

Based on the frame of theories the writer assumed that retelling reading through retelling stories can be used to increase students' reading comprehension in identifying the specific information of the fairy tale texts for Senior High School Students. Teaching reading through retelling story from fairy tale would increase students' motivation to learn, help the students to understand the story well and the students also would be brought into interesting situation and enjoyable situation.

2.9 The Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follow:

H₀: There is no difference of students' reading comprehension

achievement between students who are taught through *retelling story and*

students who are taught through translation by using fairy tale.

H₁: There is difference of students' reading comprehension

achievement between students who are taught through *retelling story and*

students who are taught through translation by using fairy tale.