## II. LITERATURE REVIEW

This chapter provides explanation related to the theories used in this study, such as Concept of reading, Concept of reading comprehension, concept of graphic organizer, types of graphic organizer, concept of literal translation, and concept of recount text, involving the procedures of teaching reading of English recount text using graphic organizer and literal translation.

### 2.1. Concept of Reading Comprehension

There are two kinds of reading activity, namely reading aloud and silent reading. What the readers are doing in silent reading is to use our eyes and our ability to understand the meaning of the written sign, thus comprehending the text will be given more emphasize in silent reading.

Clark and Silberstein (1987) state reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. While Ronald Mackay (1979) in Simanjuntak (1988: 15) defines reading is an active process. The readers from preliminary expectation about the material then select the fewest, most productive cues necessary to confirm or reject the expectation. This is a sampling process in which the reader takes advantage of his knowledge

of vocabulary, syntax, discourse, and the real world. Therefore, reading involves an interaction between taught and language. Moreover, Christine Nuttal (1982:12) defines reading as the meaningful interpretation of printed or written verbal symbols.

These concepts basically state that reading always deals with printed materials, which stresses on the grasping meaning from the printed language. It means that reading activity is the interaction between the perception of the graphic symbols that represent the language and the readers' language skill, cognitive skills and the knowledge of the world. In this process, the reader tries to create meaning intended by the writer.

Someone has a purpose when he is reading. Usually the purpose of reading a passage is to find ideas from the reading passage. As 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).

At the same time, Richard (1986) defines comprehension as the process by which the person understands the meaning of the written or spoken language. Moreover, Williams (1981) says that comprehension is mind's act or power of understanding what has been written. From these statements, the writer concludes that comprehending is the process of mind's act understanding the meaning of written or spoken language.

According to these views, it is clear that reading and comprehension are regarded as one activity which cannot be separated, and each program is depending on the progress of activity of mind. In other words, reading comprehension is an activity to grasp the meaning of written materials with fully understanding.

Finocchiaro and Bonomo (1973:132) suggest that reading comprehension is ability which depends on the accuracy and speed of grapheme perception, that is, perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusion.

Heilman, Blair, and Rupley (1981:242) said that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Comprehension is the result of reading. Moreover, they categorize reading comprehension into three levels of comprehension:

1. Literal comprehension

   Literal comprehension is the process of understanding the ideas and information explicitly stated in the passage such as: knowing the meaning of the words, recall of details directly stated or paraphrases in own words, understanding of grammatical clues, subject, verb, pronouns, and conjunction, so forth. Recall of main idea explicitly stated and knowledge of sequence of information presented in passage.

2. Interpretative comprehension

   Interpretative comprehension means understanding of ideas and information not explicitly stated in the passage. For example: to understand the author's tone, purpose and attitude, interfactual information, main ideas, comparisons, cause-effect relationship and also summarize the story content.

3. Critical comprehension

   Critical comprehension is analyzing, evaluating and personally reacting to information presented in a passage. For example: personally reacting to information in a passage, indicating meaning to the reader, analyzing the quality of written symbol or information in the terms of standard.

From the explanation above, it is quite clear that comprehension is important in reading. Comprehension is the result of reading. By comprehension meaning that we use our previous knowledge to response with the written text. In comprehension, we process deeply information, so that we can make a meaningful interpretation of it. In this research, the writer focused on the interpretative comprehension.

Here the researcher sees that in reading comprehension, it is important that the reader should be able to interpret what they read and associate with their experience, not only see and identify the symbol in front of them. This is necessary because when a reader reads a text, the communication process between the reader and the writer has happened. The reader tries to interact with print, his/her prior knowledge combined with the visual (written) information result in

his comprehending the text. In short, we can say that reading comprehension is a combination of recognition intellect and emotion interrelated with prior knowledge to understand the message communicated.

## 2.2 Concept of Graphic Organizer

Graphic organizer is visual displays teachers use to organize information in a manner that makes the information easier to understand and learn (Meyen and Vergason, 1996:132). Besides, Estes (1999:1) states that graphical organizers are composed of boxes (or other closed figures) and lines that show the basic expository pattern of the text. The boxes contain the basic ideas of the text and lines show the connections among ideas.

Graphic organizer illustrates concepts and relationships between concepts in a text by using diagrams. Graphic organizer is known by different names, such as: maps, webs, graphs, charts, frames, or clusters. It is basically visual way to represent information. The maps can be created to arrange information:

- according to main ideas, subtopics, and details,
- in sequence,
- showing the relationships between the different parts,
- according to the similarities and differences between two or more concepts
- along with its components, as in the elements of a story.

Using graphic organizer in teaching reading English comprehension can be very helpful for the teacher to improve their performance in teaching reading and also for the students to improve their ability in reading comprehension because they

can help students comprehend information through visual representation of concepts, ideas, and relationships among the topic, main idea and the details of the text. They provide the structure for short and long term memory and turn the abstract concepts into concrete visual representations. Teacher can guide the students to create and manipulate the graphics. Revisit the graphical organizer during the unit so that the students can add their new knowledge and see how much they are learning. Active engagement is critical to the effectiveness of these tools.

Regardless of the label, graphic organizer can help readers focus on concepts and how they are related to other concepts. Graphic organizer help students read and understand textbooks and picture books.

Graphic organizer can:

- Help students focus on text structure "differences between fiction and nonfiction" as they read.
- Provide students with tools they can use to examine and show relationships in a text.
- Help students write well-organized summaries of a text.

According to the elaboration above, it can be conclude that graphic organizer are tool used to illustrate the abstract concept of the text more concrete and show the relationship among the topic, main idea, and supporting details of the text in the form of graphic or diagram.

## 2.3 Types of Graphic Organizer

In accordance with Ellis (2004:2), graphic organizer basically can be divided into two categories: those that depict the six basic information structures (whole to part, cause and effect, to compare or contrast information, chart the story structure, etc.) and those that serve specialized needs (i.e., a graphic which structures project planning, goal setting, etc.).

In addition, according to Max and Julia Thompson(2004:10),there are five main categories of graphic organizer. The explanation is as the followings:

1) *Venn Diagram*

   The graphic is used to compare or contrast and evaluate information from two sources, for example, in finding the differences and the similarities of two things on the text (i.e., people, places, events, ideas, etc.).

   The Venn Diagram Graphic Organizer

   This organizer can be used for helping students understand how events, issues, concepts and particularly categories can be overlapping.
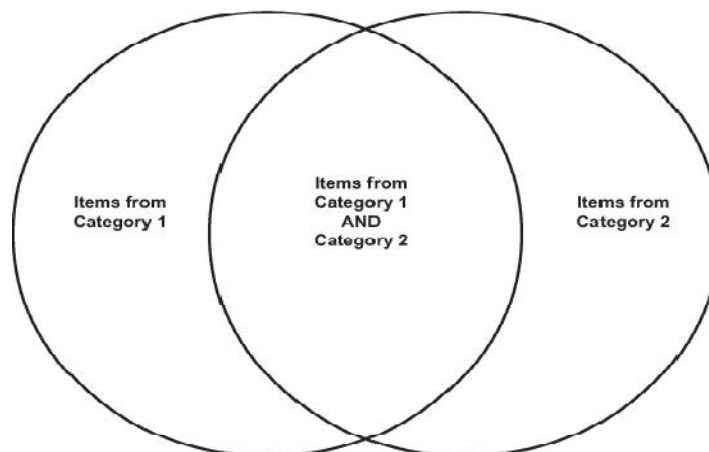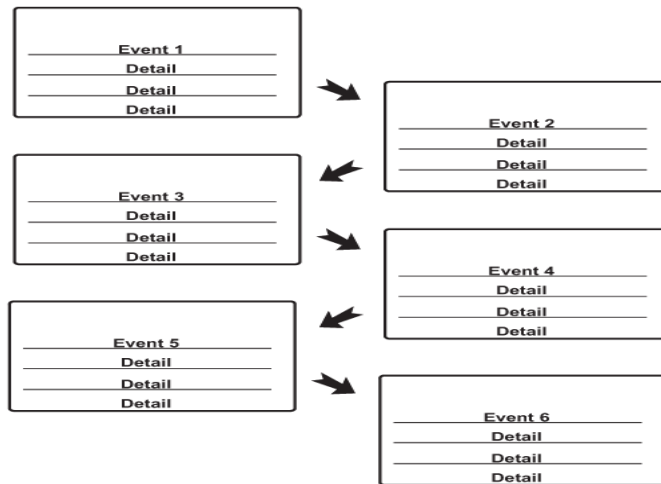
2) *Storyboard/Chain of Events*

It is used to show process, sequence of events and chronology within a text. If the topic involves a linear chain of events start from the beginning, middle, and end, we can use a story board or chain of events.

The Storyboard / Chain of Events Graphic Organizer

This organizer can be used for helping students understand how events are sequenced in a story. And further, they can describe some of the details that are associated with each event.

Event 1
Detail
Detail
Detail

Event 2
Detail
Detail
Detail

Event 3
Detail
Detail
Detail

Event 4
Detail
Detail
Detail

Event 5
Detail
Detail
Detail

Event 6
Detail
Detail
Detail

3) *Story Map*

This graphic is used to chart the story structure. These can be organized into fiction and nonfiction text structures, for example, defining characters, setting, events, problem, and resolution in a fiction story. However, in a nonfiction story, main idea and the details would be identified.

**Story Map**

Title: _____ Author: _____

Beginning

Middle

End

4) *Tree Map*

This one is used to show classifications, pedigrees, analysis, structures, attributes, examples, and brainstorming. If the topic involves a chain of events with a beginning and with multiple outcomes at each node (like a family tree), we can use a tree as our graphic organizer, for example in displaying the probabilistic results of tossing coins.

The examples of tree map are as follows:
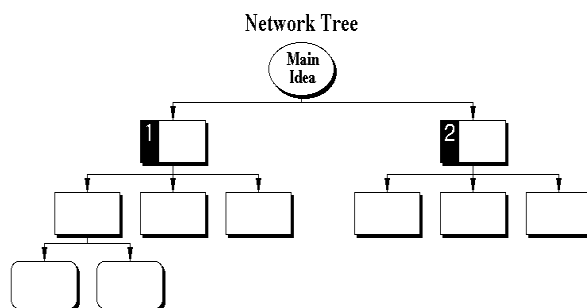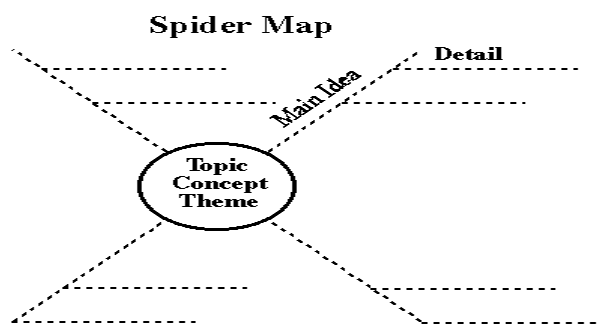




This kind of graph is used to describe a central idea, such as a thing, process, concept, or proposition and detail that support the main idea.

5) *Cause and Effect*

This type is used to illustrate the cause and effects told within a text, for example, staying in the sun too long may lead to painful sunburn.

The examples are as the followings:
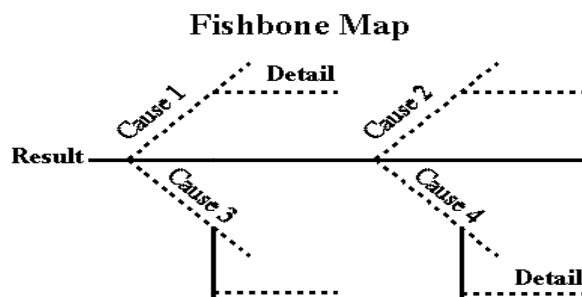
**Fishbone Map**

**Cause and Effect**

## 2.4 Concept of Graphic Organizer and Reading Comprehension

Clark and Silberstein (1987:12) state that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It means that reading is an active process in which the readers are active in organizing their purpose and using their mind as well as their schemata to comprehend the text in order to get both explicit and implicit idea stated in the text.

In reading comprehension, non verbal material (i.e. pictures, diagrams, graphs, tables, etc.), and a list of diagrams may give useful illustration or preview of the

contents of the text/book, Nuttal(1982:51). Recently people have become

conscious that non-verbal information (such as illustration, diagrams, graphs, and

maps) can be of specific help in learning to read effectively. It is also a great

assistance for the reader in interpreting the text. The used together, verbal and

non-verbal information support each other to describe the abstract concept of the

text into the concrete preview of the content of the text.

However, not all kind of the texts are supported by the non verbal materials and

a list of diagrams. If the text does not supported by concrete illustration of its

content, it does not mean that reader can not comprehend the text effectively.

In term of teaching and learning English reading comprehension in the classroom,

teacher and students can create their own non-verbal material in form of graphic

organizer. They can build up a list of graphic or diagrams according to the text as

visual illustration to show the relationship between the content of the text.

By using graphic organizer as visual representation of the text or topic, teacher

can take the advantage of it as the effective technique to help the students

comprehend the text effectively. It is also as the effective way to attract the

students' interest and make them more active in teaching reading comprehension.

As the result, it avoids getting the students bored with the teaching learning

activity in reading comprehension.

In teaching reading comprehension, teachers can use graphic organizer to

reinforce learning, assess learning at multiple checkpoints, and identify

misunderstandings of concepts. Graphic organizer can be used before, during, and after instruction. Teachers can use organizers to brainstorm ideas, to activate prior knowledge, to develop a story map while reading a text, to remain focused on content material, to present findings from an investigation, to confirm existing knowledge, and to review at the end of reading. It helps students separate what is important to know from what might be interesting in the text. Graphic organizers valuable in any activity which requires the use of critical thinking. The use of these tools can generate excitement and enthusiasm toward learning. Therefore, graphic organizer appears to be a beneficial instructional technique to emerge students' understanding in reading.

## 2.5 Concept of Literal Translation Technique

Literal Translation is translating target language to native language. It is one of the techniques that are derived from Grammar Translation method. Literal Translation is one of technique that can be used for teaching reading. Richards (1976: 1) says that 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. It means that translation is the process of giving the closest meaning or natural equivalent of the words, phrases, and sentences of one language (source language) into another language whether in written or spoken forms.

Literal translation is a translation technique commonly used in translating literary texts and many other kinds of texts. Literary translation may be briefly explained as follows:

Literal, or word for word, translation is the direct transfer of source language text into a grammatically and idiomatically appropriate target language text in which the translators' task is limited to observing the adherence to the linguistic servitudes of the target language. (Vinay and Darbelnet in Setiyadi, 2006: 86)

It may be useful to distinguish literal from word-for-word and one-to-one translation. Word-for-word translation transfers source language grammar and word order, as well as the primary meanings of all the source language words, into the translation, and it is normally effective only for brief simple neutral sentences. In one-to-one translation, a broader form of translation, each source language word has a corresponding target language word, but their primary (isolated) meanings may differ. Since one-to-one translation normally respects collocation meanings, which are the most powerful contextual influence on translation, it is more common than word-for-word translation. (Newmark in Setiyadi, 2006: 88) Newmark added that literal translation ranges from one word to one word,

 e.g.:

SL     *book*
TL    *buku*

    Through group to group, e.g.:
    SL    *a bowl of sup*
    TL    *semangkuk sup*

Collocation to collocation,e.g.:

    SL    *reading a journal*
    TL    *membaca sebuah jurnal*

    Clause to clause, e.g.:

     SL    *if you go*
     TL    *jika kamu pergi*

  To sentence to sentence, e.g.:

    SL    *They sat under the oak tree.*
    TL    *Mereka duduk  dibawah pohon oak itu.*

SL      : Student Language
TL.      : Teacher Language

The goal of this technique is to be able to read and translate literary masterpieces and classics. Classes were conducted in the native language. A chapter in a distinctive textbook of this method would begin with a massive bilingual vocabulary list. Grammar points would come directly from the texts and be presented contextually in the textbook, to be explained elaborately by the instructor. Grammar thus provided the rules for assembling words into sentences. Tedious translation and grammar drills would be used to exercise and strengthen the knowledge without much attention to content. Sentences would be deconstructed and translated.

Eventually, entire texts would be translated from the target language into the native language and tests would often ask students to replicate classical texts in the target language. Very little attention was placed on pronunciation or any communicative aspects of the language. The skill exercised was reading, and then only in the context of translation.

**2.6 Concept of Recount Text**

Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain.

All recounts reconstruct the past, but the purpose, audience and focus will vary according to the form used. Many reluctant readers or researchers find this text type accessible and manageable because it is generally based on fact rather than fiction.

Recounts generally follow a similar structure, but the students should be guided by the purpose for an audience of their text in their use of the following structure:

1) *Orientation*

   The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words "*who, what, when, where*, and *why*". The researcher or speaker needs to gives information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed.

2) *Series of events*

   In series of events the researcher writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the researcher. Events should be selected

carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a 'shopping list' of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

3) *Re-orientation (optional)*

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

According to Derewianka (1990 in Miranti, 2008:16), there are five types of recount text, they are:

a) *Personal Recount*

Telling about activities whereas the researcher or speaker involves or do by her or him (e.g., oral anecdote and diary entry) use the first pronouns (i.e., I and we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

b) *Factual Recount*

Record the particulars of an incident (e.g., report of science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as a historical recount. The emphasis is on using language that is precise, factual

and detailed, so that the reader gains a complete graphic organizer of the event, experience or achievement.

This type uses the third person pronouns (i.e., *he, she, it,* and *they*). Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending describes the outcomes of the activity (e.g. science experiment). Details of time, place and manner may need to be precisely stated (e.g. at *2.45 p.m.*, between *Pandawa Street* and *Antasari Street*, the man drove at 90 km/h). The passive voice may be used (e.g., the beaker *was filled* with water), that may be appropriate to include explanations and justifications.

c) *Imaginative Recount*

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real, for example, "A day in my life as a family pet". Emotive language, specific detail and first person narration are used to give the writing impact and appeal.

d) *Procedural Recount*

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (*I* or *we*), give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a storyboard of videotaped script or advertisement, the steps taken to solve mathematical problem.

*e) Biographical Recount*

A biographical recount tells the story of person's life using a third person narrator (i.e., *he, she,* and *they*). In the case of an autobiography, first person narration (i.e., *I* and *we*) is used. It is usually factually accurate and records specific names, times, places and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often an evaluation of the subject's achievements in the final section.

From five types of recount text above, the focus of the research is *personal recount* since it retells the activities whereas the researcher or speaker involves or do by her or himself.

Language features that are used in recount text are:

1) Simple past tense is used in most recounts, but present tense may be used to create immediacy. For example in diary or journal. Future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future, for example, "This great tennis player will no doubt win many more tournaments".

2) In chronological order, using connectives that signal time, e.g., then, next, after, meanwhile.

3) Focused on individual or group participants, for example, in first person: *I, we,* or third person: *he, she,* and *they.*

Here is the example of recount text:

**Last Holiday to Kuta Beach**

Last month, I went to Bali with my family. We went there by plane. We planned to stay there for three days. We stayed in the hotel near the Kuta Beach. We chose Bali because we thought that Bali was the most beautiful place and it was the island of the God.

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach.

Next day, I swam on the beach and dived under the sea. The view was very beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea.

On the last day, I sunbathed in the beach like other tourists. Then, my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

And here is the organization of the recount text:

**Last Holiday to Kuta Beach**

**Orientation:**

Last month, I went to Bali with my family. We went there by plane. We planned to stay there for three days. We stayed in the hotel near the Kuta Beach. We chose Bali because we thought that Bali was the most beautiful place and it was the island of the God.

**Series of events:**

**Event 1:**

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach.

**Event 2:**

Next day, I swam on the beach and dived under the sea. The view was very beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea.

**Event 3:**

On the last day, I sunbathed in the beach like other tourists. Then, my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

**Re-orientation:**

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

**2.7  Teaching Reading of Recount Text Using Graphic Organizer**

According to Ellis (2004:7) generally there are four stages to guide students in constructing graphic organizer:

**1.  Teacher does it**

Teacher constructs the graphic organizer, provides students a copy, and uses it when teaching content. In this step the researcher selects the best applies to the reading assignment. For example, if class has read the story or narrative text, researcher will use the story map to demonstrate the relationship among the content of the text. For this research, the researcher will emphasize on one graphic organizer, that is story board or chain event which suitable for recount text. Then the researcher gives the students real example of graphic organizer using chain event. The researcher copies a text and distributes it to the students. Then the researcher and the class read and brainstorm the text together. The researcher then will ask the students to pay attention to the graphic organizer copies while drawing the graphic organizer on the whiteboard. In this stage, the researcher makes the graphic organizer for the first paragraph and the students pay attention to the process of making graphic organizer. So, it is hoped that the students can understand what graphic organizer are and how to construct and use graphic organizer in reading comprehension.

**2.  Class does it**

Teacher and students co-construct graphic organizer that depicting important ideas as the content was explored. The students begin to get involved in using graphic

organizer for reading comprehension in this stage. After, the researcher give copy of text to the students as stated in first stage, and then the researcher and students continue to the next paragraph to construct graphic organizer together. They discuss the ideas of the text, which one the orientation, events, supporting details that support the main idea and the relation among the ideas then write them down in form of chain event graphic organizer.

## 3. Groups do it

Group of students construct graphic organizer via cooperative learning and the teacher acts as a guide-on-the-side. In this stage the researcher only guide the students in the class. He provides students with a text, then read and brainstorm it together with the students. Then he will divide the class into ten groups. He will ask them to comprehend the text by using chain event graphic organizer. He only acts as the guide of the discussion. He gives time 45 minutes to make the graphic organizer and leads the class to discuss what they have done. It is just to make sure that the students really comprehended the ideas of the text and relation among the ideas.

## 4. Individuals do it

Students independently construct their own graphic organizer. In this stage the students are asked to comprehend the text by using their own graphic organizer individually. The researcher gives text, then reads and brainstorms the text together with the students. To check the student's comprehension of the text, the researcher will give some questions related to the text to the students. Then after the students finish making their graphic organizer and answering the questions,

the researcher will collect their work and check the students' graphic organizer and their answer of the questions.

Whilst, Pressley and Lysynchuk (1990: 469-484) as the expert in the reciprocal teaching method has the similar steps in the strategy of teaching reading and it can worked very well in the studies. It can be summarized as:

1. Teacher demonstrates or models the process ("I do")
2. Teacher and learner do it together ("we do")
3. Learners do it together in group ("they do")
4. Learner does it independently ("you do")

First, the teacher clearly guides the students on not only how to apply the strategy, but also when and why. The teacher applies the strategy and explains each step of the application while performing it ("thinking out loud"). Then the teacher lets the students apply the strategy, but provides as much guidance as necessary to keep them from going down the wrong path. Gradually, the teacher offers less guidance, but always enough so that the students succeed. Eventually, the students apply the strategy together in group, and the last, they do it independently. The reciprocal teaching method may be applied with individual students or with groups. If you are teaching a group, however, you may wish to incorporate cooperative learning into your lesson.

Based on the explanation of four stages used in using graphic organizer and reciprocal above, the researcher elaborate those stages and construct the following procedures of teaching reading comprehension of English recount text. The researcher takes some steps in the presentation of graphic organizer as follows:

**Pre-reading Activity**

Before giving the reading material the teacher is firstly doing some steps as follows:

1) Teacher opens the class.

2) Teacher motivates the students by discussing the goals of the lesson and the roles of teacher and learners in the lesson.

3) Teacher brainstorms the topic that will be discussed by asking leading questions related to the topic of text.

4) Teacher introduces the lesson procedures.

5) Teacher groups the students.

**While Reading Activity**

1) Teacher reviews students understanding of recount text.

2) Teacher distributes the text.

3) Teacher discusses the text together with the students based on their schemata by asking some questions related to the topic.

4) Teacher introduces the graphic organizer technique and explains its function as visual illustration that can help the students to comprehend the text easier.

5) Teacher explains about graphic organizer and shows how to construct graphic organizer. (in Stage 1)

6) Teacher shows and explains to the students the relation between the lines in the graphic organizer (main idea and its details information), reference of the pronoun, and difficult vocabulary in constructing the graphic organizer.

7) Teacher discusses graphic organizer with the class. (in Stage 2)

8) Teacher explains the generic structure of the recount text based on the graphic organizer.

9) Teacher discusses graphic organizer in group by asking the groups of students to complete graphic organizer according to the text given.(in Stage 3)

10) Teacher asks students to practice applying graphic organizer in reading comprehension of the given text individually. (in Stage 4)

11) Teacher evaluates their reading comprehension through reading test.

**Post Reading activity**

After the students read the text then they will do the following activities:

1) The students discuss their difficulties in the teaching learning process.

2) The students make conclusion of the lesson.

3) Teacher closes the meeting.

**2. 8 Teaching Reading through Literal Translation Technique**

The application teaching reading through Literal Translation technique in the school is by translating the text to comprehend it. The students are given the text and then read it aloud together. Then, they discuss it together while translating it, and when they find difficult vocabulary, they will look for it in the dictionary.

The following procedure of teaching the target language through GTM is explained by Larsen-Freeman (2000: 15-17).as follows:

1. The class read a text written in target language, in English.
2. Students translate the passage from the target language to their mother tongue.
3. The teacher asks students in their native language if they have any question, students ask questions and the teacher answer the question in their native language.
4. Students write out the answer to reading comprehension questions.
5. Students translate new word from the target language to their mother tongue.

6.  Students are given a grammar rule and based on the example they apply the rule by using the new words.

7.  Students memorize the rule.

8.  Errors are corrected by providing the right answer

Based on the procedure above, the researcher manipulated the procedure of teaching reading through Literal Translation technique will be used in the school is as follows:

**Pre-reading activity**

Before giving the reading material, the teacher is firstly doing some steps as follow:

1.  Opening the class.

2.  Brainstorming the reading material together with the class.

**While reading activity**

While reading activity, the students then do the following steps:

1.  Getting the reading text from the teacher .

2.  Reading the text aloud together.

3.  Discussing the text based on their schemata.

4.  Discussing the text together with their peers by translating it.

5.  Evaluating their reading comprehension through reading test.

**Post reading activity**

After the students read the text then they will do the following activities:

1.  Discussing their difficulty in the teaching learning process.

2.  Making conclusion of the lesson.

3.  Teacher closes the meeting.

## 2.9 Theoretical Assumption

Based on the frame theories, it can be implied that using graphic organizer as technique of teaching reading might give positive result in improving students reading comprehension achievement. Graphic organizer can give the visual representation of the text or topic and its relationship among the ideas. Graphic organizer can increase the student's interest in reading a text and avoid their boredom. Graphic organizer can motivate students to learn the text because it can attract the students' attention.

Based on the explanation above, the researcher assumes that implementing graphic organizer will be more effective in helping the students to understand the content of the text and to increase the students' reading comprehension achievement.

## 2.10 Hypothesis

Based on the problems, theories, and the theoretical assumption which are discussed above, the researcher formulated the hypothesis: There is a significant difference in the improvement of students reading comprehension achievement of English recount text between students taught through Graphic Organizer and those who taught through literal translation technique.