

II. FRAME OF THEORIES

2.1 Review of Previous Related Research

There are several studies which have been conducted in relation to the similar topic under discussion. First, Kissner's (2006) study, investigated retelling story. She found that retelling was used for years as a dependent variable in reading research experiments. After a previous researcher has done some intervention—a teaching method, questioning strategy, and so on—and asked students to read a text, the benefits of that intervention were measured by asking the student to retell what was read. The retelling was then scored based on a list of criteria to be included. Some retellings were “cued,” with the student prompted to give specific information, either by a story grammar chart or direct questioning. Others were simply given on a free recall basis.

Gambrell (1985) also investigated retelling story. He finds that retelling made its way to the classroom. And with good reason. Retelling was far from being just a regurgitation of facts and events. The finding shows that repeated practice in retelling—even with minimal teacher instruction—improves reading comprehension, with transfer to future reading tasks. Retelling is beneficial for students from preschool to college and beyond. Because it is an oral activity, retelling is an excellent bridge from social literacy activities into silent, individual

ones. Being able to talk through a story helps student to process what is going on, and come to a new understanding of events or information.

Furthermore, Marantina (2006) she found that teaching reading comprehension through retelling story gives higher result than through translation because in retelling story the students are able to bring them into an interesting situation and enjoyable situation and the students just pay attention for the explanation, this is easier way than students have look to dictionary to comprehend the story.

Based on all the findings of the previous research above, it can be stated that teaching reading comprehension through retelling story gives better improvement than through translation. Retelling story requires the student to think more conceptually, so bring the student into an interesting and enjoyable situation. Besides that retelling story makes students able to talk through a story, helps students to process what is going on, and come to a new understanding of events or information. But, there is one issue that remains unresolved. From all previous finding, the previous researchers did not mention folktale as the material to teach through retelling story and translation. In this research, researcher wanted to resolve that issue by teaching through retelling story and translation used folktale as the material.

2.2 Review of Related Literature

2.2.1 Concept of Reading Comprehension

Before going to the concept of reading comprehension, it is better to know what reading is. Many experts have defined reading in rather different word but basically intended the same meaning such as Smith (1982: 6) defines that reading

is something that makes sense to reader and always should or Nuttal (1982: 45) who states that reading as the meaningful interpretation of printed or written symbol. He suggests that reading is an active process because it involves an interaction between thought and language. It means that the readers always activate their minds to get meaning and information while interacting with the written text.

Someone has 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 there are two major reasons for reading (1) reading for pleasure; (2) reading for information. Both are need reading comprehension.

Furthermore, Smith (1982: 166) states that reading is a matter identifying letters in order to recognize words in order to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers' own background knowledge. Another linguist, Dallman (1982) states that reading is more than knowing what each letter of alphabet stands for, reading involves more than recognition. That is without comprehension, no reading take place. Therefore, if the readers can read the word but can not understand what they read, they are not really reading. In reading, the readers are active and intentional constructing meaning using the message in the print and their own background knowledge.

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 cue necessary to confirm or reject the expectation. This is sampling process in which the reader takes advantages of his knowledge of vocabulary, syntax, discourse, and the real world.

Richard (1986) defines comprehension as the process by which the person understands the meaning of the written or spoken language. It means that comprehension is mind's act or power of understanding what has been written. From these statements, the writer assumed 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 can not 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.

Heilman, Blair, and Rupley (1981: 242) in Amri (2011) 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 paraphrased in own words, understanding the grammatical clues, subject, verb, pronouns, conjunction, and

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, infer factual information, main ideas, comparisons, cause-effects 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 standards.

From the explanation above, it is quite clear that comprehension is important in reading. Comprehension is the result of reading. By comprehension meaning that the readers use their previous knowledge to respond with the written text. In comprehension, we process deeply the information, so that we can make a meaningful interpretation of it.

In this study, the researcher focuses on the interpretative comprehension. 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 printed materials, 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.

2.3 Concept of Teaching Reading

Alyousef (2005: 143) says that in reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and last-reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teachers can ask students questions that arouse their interest while previewing the 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. The last-reading includes activities, which enhance learning comprehension using exercises, cloze exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skills that they can read English texts effectively. To be able to do so the readers 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. These can be real when the students read and interact with various types of texts, i.e. functional and monologue texts.

In short, in teaching reading the teacher should provide strategy to the students with purpose for reading to anticipate different type of reading texts. Therefore,

reading technique should be matched to reading purpose to read efficiently and effectively. As Suparman (2005) 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).

The researcher assumes that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. They use reading technique to make their reading efficient and effective. Retelling story and translation will be possible to be applied by the Senior High School students in their reading.

2.4 What is Folktale?

Folktale is one of genre in narrative structure text. Based on Larson (1984) narrative text is an account of events. It means that narrative text is one that contains a series of events that is created in a constructive format that describes a sequence of fictional or non-fictional events. The purpose of narrative text is to amuse the readers with actual or imaginary experiences in difference ways.

Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

The examples of genres that fit the narrative text structure:

- Folktale : a very old traditional story from a particular place that was originally passed on to people in a spoken form.
- Fairy tale : an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values.
- Fable : a traditional short story that teach moral lesson, especially one with the animals as characters; this story is considered as one

group of animal stories.

- Myth : a story from ancient times, especially one that was told to explain about natural events or to describe the early history of place or people.

In this research, the researcher will focus on narrative text especially folk tale. Thompson (1977) defines folktale is the mere report of a recent happening, a legend of long ago, or on elaborately contrived fiction, men and women have hung upon his words and satisfied their yearnings for information or amusement, for incitement to heroic deeds, for religious edification, or for release for the overpowering monotony of their live.

A folktale is interesting material, so that the students can easily accept the material, and they can better comprehend in reading. The students usually like the interesting reading materials, such as those about love, comedy, or something that not boring. Folktale is one of interesting material that can be used to help the students increase their comprehension in reading skill.

Students can read the folktale and get information from the material. After getting the information, the students analyze the theme, characteristic, and the moral messages. If the students can explain all of the indicators to measure the reading comprehension, it means that the students accept the material.

Mallikamas (1975) states that folktale orally passed down for bringing entertainment and relaxations, strengthening faith in gods or the holy divinity. Besides, tales can be means for moral teaching which helps to increase

understanding in the environment and natural phenomena. There are various tale stories. They can be adventures, romance, jealousy, comedy, or extraordinary.

As the definition above, folktale bringing entertainment and relaxation. That helps students to increase their understanding in reading material. Beside that, folktale has a moral message in every story that makes students not only get information from the story but also get moral message by the story.

Folktale as a reading material makes students relax, because the content of the story usually about comedy, romance or about historical of a place. First, students read folktale, after that students look for the information in the story. Then, students know about the conclusion of the story and can explain the story by their own critical thinking.

Concerning the description above, the researcher infers that folktale is the report of recent happening that can be means for moral teaching. Researcher will apply the material . The example of folktale : *Lutung Kasarung, The Legend of Roti Island, Bawang Merah and Bawang Putih.*

2.5 Concept of Retelling Story

According to Karen (2001), retelling does not mean memorizing, retelling means recounting the same story into the students' own word. Retelling story requires the students to think more conceptually, to look at the bigger picture rather than answering specific question about the text.

Retelling story is important for student because in retelling story, the students requires to think more conceptually. In retelling story students not only memorize,

but also use their own language to retell the idea of the text. It helps the students to have good concept in thinking.

Students use retelling story to make their concept about text stronger. Before the students retell the idea of the text, students have to be able to identify the main idea of the text and answer the specific question about the text. After that they retell the idea of the text or the story by their own words.

Brown and Cambourne (1987) state that in retelling story, the function of a teacher is as a tutor. The teacher helps the students to absorb the information from the students to retell the story and encourage the students to retell the story. The function of teacher is important in retelling story. Sometimes the students face the difficulty in understanding about the meaning of the text, teacher have to help the students by give some clues that related to the text.

In retelling story, teacher helps students to absorb the information. If the students face the difficulty, teacher help the student by give some clues, beside that, teacher gives the students some question that help students to get specific information.

Matthew (1994) states that there are some physical aspects in retelling story, that is: eye contact, volume, body movement and hand and arm gestures. In retelling story, a story teller can combine gestures and expression.

In retelling story, there are some indicators that have to emphasize. The students and teacher should know about some indicators. The students know the indicators

to get good performance when they retell the text or story, while the teacher knows some indicators to evaluate about the students retelling story performance.

The story teller visualizes the characters and setting, and then improvises the actual wording. In this technique, the students will be brought into interesting and enjoyable situation so that they will feel easier to comprehend the meaning of the words. Moreover, this technique is more suitable applied relate to condition and needs of the students.

Dealing with the idea above, Gambrell and Dromsky (2000) state that there are some tips that should be kept in mind by the teacher to engage students in retelling activities. Those tips are :

- a. Model retelling
- b. Use predictable texts and/ or familiar stories, such as fairy tales or folktales
- c. Retell a portion of a familiar text and ask the student to finish the retelling
- d. Ask the students to identify the most important part of the text
- e. Have the students work with a partner to practice retelling
- f. In retelling story, the teacher should prompt the students to tell about :
 - Identify main idea
 - Vocabulary
 - Specific information
 - Inference
 - Reference.

It is important because the teacher can provide more structure to help the students organize the information absorbed, and encourage further retelling through the use

of concrete materials. 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. The students' answer to the teacher's prompts also can indicate the ability of the students to infer the information from the text.

Teacher helps the students by absorb the information and give some question that related to specific information. The teacher gives an example about retelling story, and asks the students to practice retelling story based on the criteria that have taught before. After that, the teacher gives evaluation to the students' performance.

From all the theories that have been mentioned above, it can be stated that retelling story does not mean memorizing, retelling means recounting the same story into the students' own word. In retelling story, a story teller can combine gestures and expression, the function of a teacher is very important in order to reinforce the students to comprehend a story through retelling story.

2.6 Procedure of Teaching Reading Comprehension Through Retelling Story

In doing her research, the researcher gives treatment to the students by teaching reading comprehension through retelling story. The researcher applies the teaching procedures based on tips by Gambrell & Dromsky (2000) as follows:

1. Pre activities

- a. The researcher prepares model retelling
- b. The researcher greets the students

- c. The researcher leads the students to the topic by asking some questions related to the topic presented, then she asks them to answer those questions together.

2. While activities

- a. The researcher gives a piece of folktale.
- b. The researcher asks the students to read the text individually.
- c. The researcher retells the story.
- d. The researcher asks the students to identify the most important part of the text
- e. The researcher asks the students to work with a partner to practice retelling
- f. In retelling story, the teacher should prompt the students to tell about :
 - Identify main idea
 - Vocabulary
 - Specific information
 - Inference
 - Reference
- g. The researcher gives the test.
- h. The researcher asks the students to answer it on their answer sheet.

3. Post activities

- a. The researcher asks the students to express their problem in comprehending the text.
- b. The researcher gives the students evaluation.
- c. The researcher checks the students answer sheets and gives score.

2.7 Concept of Translation

Translation has always played a role in language teaching. Translation is a general term referring to 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), *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 (simple or more complex). The definition above saying that in translation techniques, concept are built in the pupils mind from bites and pieces and from specific, and in this condition, the students will passively understand.

It is known that translation can be regarded as one of the techniques that applied to teach reading comprehension. Most of senior high school level, have low ability in English, because English is not a mother Language in Indonesia. Based on this reality, translation is one of solution techniques to teach English especially reading skill.

The Goal of reading is know about meaning or message of the text. In translation technique, students guide by teacher to changing the form of text, from English text to Indonesian text. This way can be make students easier to know about meaning of the text that writer want to transferred.

Dealing the ideas above, Stoddart (2000) states that teaching reading comprehension through translation gives students excellent practice in the sub skills of reading. For example, using L2 and L1 translation will improve, the following sub skills.

1. recognizing the script of the L2 (if different from L1)
2. identifying and familiarizing with style and register
3. deducing the meaning and use of unfamiliar lexical items and meaning-patterns in the second language (including metaphorical and non-standard language)
4. understanding conceptual meaning
5. understanding the communicative function of clauses, sentences and paragraphs.
6. familiarizing with cohesion
7. familiarizing with coherence
8. identifying important / relevant information
9. deducing meaning from context
10. heightening awareness of genres and identifying sources
11. heightening awareness of different schemata
12. skimming and
13. scanning

The students in senior high school level have different skills in English. That is why the teacher uses translation as a technique to teach. As it is known know the goal of reading is know about meaning or message that transferred by the writer to the readers, and as the basic to know the meaning or message of the text the

student have to know about meaning in their mother language, and translation is one way to help students translate English text to their mother language.

Stoddart (2000) also states, there are some strategies that the teacher can use to teach translation, for example:

- a. To make students more aware of the equivalent affect of what they translate (i.e. whether the effect of the target text will be equal to that of the source text)
- b. To ensure that text used are interesting, relevant and as far as possible, authentic.
- c. To make translation a *process-based activity*, including all student at all stages of the process. This will include giving time to plan, reflect, discuss, review and edit their work, also encourage meaningful, independent interaction in English
- d. To try and provide students with learner-centered, cognitive translation activities to help them notice the differences (and similarities) between L1 and L2 meaning patterns (in the short term), and of the language system as a whole (in the long term). Hopefully, this will help them acquire the pattern of the L2 and lessen the influence of the L1 on their developing language.

Concerning the description above, the researcher infers that translation is the giving of the closest meaning or natural equivalent of the words, phrase and sentence of one language (source language) into another language whether in spoken or written form. For the purpose of research, the writer intends to conduct a research about vocabulary achievement of the students who are thought through translation.

2.8 The Procedure of Teaching Reading Comprehension Through Translation

In doing her research, the researcher gives treatment to the students by teaching reading comprehension through translation. The researcher applies the teaching procedures as follows:

1. Pre activities

- a. The researcher prepares the material.
- b. The researcher gives some question related to the text

2. While activities

- a. The researcher gives a piece of folk tale.
- b. The researcher asks the students to read individually.
- c. The researcher asks the students to answer the question related to the text.
- d. The researcher asks the students some question after reading to allow them to understand the folk tale.
- e. The researcher guides students to understand the folk tale by translation with looking up dictionary.

3. Post activities

- a. The researcher asks the students to express their problem in comprehending the text.
- b. The researcher gives the students evaluation.
- c. The researcher checks the students answer sheets and gives score.

2.9 Theoretical Assumption

Based on the frame of theories the researcher assumes that reading through retelling story can increase students' comprehension. So their comprehension in learning reading through retelling story may be better in comparison with translation.

The result of teaching reading through translation makes the students remain passive and lack of motivation because they just translate the words and the students became bored in learning English because it did not motivate them. Most of interaction in the classroom is from the teacher to the students.

Teaching reading through retelling story from folk tales would increase students' motivation to learn, help the students to understand the story well and the students also will be brought into interesting situation and enjoyable situation.

2.10 Hypothesis

The hypothesis of this research can be formulated as follows:

H_0 = There is no difference of students' reading comprehension achievement in folktale between students who are taught through retelling story and students who are taught through translation.

H_1 = There is difference of students' reading comprehension achievement in folktale between students who are taught through retelling story and students who are taught through translation.