

## **II. LITERATURE REVIEW**

### **A. Concept of Reading Comprehension**

Reading is the cognitive process of deriving meaning from written or printed text. It is supported by Clark and Silberstein (1987) who defined reading is as an active process of interacting with print and monitoring comprehension to establish meaning. Furthermore, Grellet (1981) mentions that reading as the process of understanding a written text, means extracting the required information from it as efficiently as possible. It means that the students are required being able to get a lot of information based on what they are reading in the text. Paulston (1967: 157) in Novalia (2008: 10) explains that reading is the most important skill of all English skill in term of transferring knowledge, idea, information, science, technology etc. It means that through reading, the readers will know any information of the world nowadays that they do not know.

According to Heilman, Blair and Rupley (1981: 4) there are some basic aspects of reading:

1. Reading is interacting with language that has been coded into print.
2. The product of the interacting with the language has been printed should be comprehension.
3. Reading ability is closely related to oral language ability.

4. Reading is an active and ongoing process that is affected directly by individual interaction with his environment.

Moreover, they said that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with the language.

They categorize reading comprehension into three levels:

1. Literal Comprehension

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

2. Interpretative Comprehension

Interpretative comprehension means understanding the ideas and information that is not explicitly states in the passage. For instance: to understand the author's tone, purpose and attitude, infer the factual information, main ideas, comparison, cause and effects relationship and also summarize the story content.

3. Critical Comprehension

Critical comprehension is analyzing, evaluating and personally reacting to the information presented in a passage.

Smith (1978: 166) conveys that reading is a process of understanding the text in term of questions that the reader formulates about the text. He also states that in reading, the readers should be able to comprehend the text and memorize what they have read. It is also supported by Dallman ( 1983: 23) who states that reading

is more than recognition of words or than merely knowing what each letter of alphabets stand for, it needs comprehension as well. Without comprehension, there is no reading process that takes place. It is useless if the readers or students only want to look at each letter of alphabet in the written text. Reading is the process of gathering information, ideas and new knowledge from the texts.

Smith (1978: 15) defines comprehension in reading as a matter of “making sense” of text, of relating written language to what we know already and to what we want to know. Comprehension does not identifying or even examining in order to reduce uncertainty. Reading always involves asking questions of a text and comprehension ensues to the extent that such questions are answered.

Moreover, Harvey and Goudvis (2000) in Novalia (2008: 11) tell that a good reader is able to sift and sort through the text and pull out the essential or key ideas while the struggling reader tends to pay attention to everything in the text. It means that to comprehend the text, the reader should be able to catch the ideas which the author wants to convey. However, not all those ideas will be delivered if the reader can not understand or comprehend the text they are reading.

Based on some concepts of reading comprehension proposed by the experts, it can be concluded that reading is a process of understanding the meaning and the ideas of the text. In order to understand the text being read, a reader should be able to answer the questions formulated concerning with the text. In this process the reader tries to recreate the meanings intended by the writer. When he has understood the text, he will get the information from the text. Therefore, reading comprehension is essential in learning.

## **B. Concept of Teaching Reading Comprehension**

Teaching reading comprehension is the teaching activity conducted by the teacher to make his or her students to be able to comprehend the content of the written text. In this activity, the teacher has to guide his or her students in using their background knowledge of the language and the real world to comprehend the meaning of the written text. She or he has to direct his or her students in using their background knowledge and relate it to the content of the written text.

Then, there are two main methods of teaching reading activity in the class; these methods have different features and applications in increasing students' reading comprehension.

### **1. Intensive Reading Method**

Intensive reading is a teaching reading method that contains the reading activity that use many reading techniques like scanning, skimming, making prediction, forming visual images while reading, gathering, analyzing and synthesizing information from the text and summarizing the content of a reading text in the framework of achieving a high degree comprehension and retention for students permanently. As Moore and Dodson (1995: 1) imply that intensive reading is a reading method for a high degree comprehension and retention over a long period of time that is based on variety techniques like scanning, the surveying techniques of planning your purpose, skimming, and others. This reading method views that memorizing activity is important in comprehending the content of text. They also say that the purpose of intensive reading is to understand and remember the content of reading text.

## **2. Extensive Reading Method**

Extensive reading method is a teaching reading method that contains the activity of reading a large amount of texts in the focus of getting general understanding about the content of the texts and pleasure from the texts. It is reading a large quantities or long texts for global or general understanding; with the intention of obtaining pleasure from the text (Susser and Robb, 1989:3). Further because reading is individualized, the students choose the texts they want to read in which it is not discussed in the class. So in order to achieve the target, it is important for the teacher to obtain and collect a large amount of texts of various interest and comprehension levels.

Besides, the teacher's role is also important in succeeding the application of extensive reading method in the class. He has to guide his students from the beginning to the end of teaching reading activity. Susser and Robb (1989: 8) point that the teacher's role in the extensive reading is to encourage and help the students with their reading by conference during or after class time, and by checking and commenting on written summaries that students do after their reading. It means that in the time of the teaching reading activity that applies the extensive reading in the class, the teacher has to keep his attention continuously to the progress of the students' reading comprehension from the beginning until the end of the activity.

Then concerning about teacher's role is also important in the teaching reading comprehension. In order to achieve the highest result of teaching reading activity, teacher has to know and play his roles in the class. According to Wiriyachitra

(1995: 1-2) in Widiono (2007: 45-47), there are ten main roles that must be played by the teacher when conducting teaching reading activity:

1. The teacher should be a manager/ planner; he must be responsible for students' learning both inside and outside of class. It means that he has to be able to arrange learning plan for students to undergo either inside or outside of class. He has also prepared some certain tasks for students to do both inside and outside the class.
2. The teacher should specify students' objective in behavioral and measurable terms and look for a variety materials and teaching aids for achieving these objective.
3. The teacher should create an atmosphere of friendliness and trust by listening to the students, accepting their ideas or opinions, and if they have any problems, finding ways to solve them. In teaching reading activity, the teacher should make the situation of the class to be a comfortable place for the students to study. He has to stimulate his students to share their ideas and problems either about the text or about the teacher's way of teaching and try to respond their ideas and solve their problems.
4. The teacher should foster students' expectations about reading and arouse their interest to read. It can be done by giving them some warm- up questions or giving them a purpose for reading. In this way, students will enjoy learning language and develop a positive attitude towards reading.
5. The teacher should promote thinking skills by encouraging students to participate in discussion and decision- making. In the teaching reading activity, teacher can divide the class into some small groups and guide them in

discussing the content of the text that they have read. He can stimulate the groups to express their ideas about the content of the text and argue those ideas from other groups against the opposing statements.

6. The teacher is a language instructor. Even as a reading teacher, he cannot avoid teaching language. It can be done by presenting new vocabulary, teaching language patterns and reading strategies appropriate to a particular genre. Teacher should also use English in class because this is additional language input for the students. Apart from this, teacher should correct students' mistake in language production but only if the mistake obstruct communication. In this way, students will learn about language usage while the language in a reading class.
7. The teacher is a director. The teacher should supervise learning by explaining how students should do specific activities, keeping them constantly engaged in doing reading tasks.
8. The teacher should also make students use the target language and have students get information from reading on their own. He should guide his students to use the target language and give a freedom for them to get information from the text.
9. The teacher is a monitor. This involves going around the class while students do their reading activities in order to observe their performance, listen to them, and give advice when needed.
10. The teacher is an evaluator. He should judge students' performance by helping them to see if they completed their tasks successfully, finding out how well they have done, and providing feedback. This serves not only to evaluate the

students, but help the teacher to evaluate their teaching objectives to be successful or not.

### **C. Concept of Translation Technique**

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.

It is known that translation technique can be regarded as one of the techniques applied to teach reading comprehension. Translation technique belongs to traditional ways of teaching English. In this way, the teacher presents the material directly to the students. It can be justified that the teacher directly teaches the students without any teaching aid, except dictionary. It is the fact that this technique is still mostly used by teachers to teach English included at Elementary School, Junior High School and also Senior High School. The reason is in a sense related to the condition of the school, teachers' ability, time allocation, and number of students in every class.

The procedures of teaching reading through translation (Larsen- Freeman 1996) are as follows:

1. The teacher gives the students a text.
2. The teacher explains the reading text.

3. Students write out the answers to reading comprehension questions.
4. Students translate new words from the target language to their mother tongue.
5. At the end of the meeting, the teacher together with the students evaluates the results of the exercise.

The translation technique, even though, is believed to be ineffective to teach the target language communicatively, is still in use in some parts of Indonesia. Some English teachers still like to teach reading through translation technique. It seems that they prefer to use the technique because it is easier to present language materials in the classroom and to evaluate the process of language teaching.

Based on the stages above, the researcher tried to make general procedure of teaching which was adjusted to English curriculum used in the school, i.e. KTSP, as follows:

#### **Pre- Activity**

Before being given reading material, the teacher is firstly doing some steps as follows:

- a. Opening the class
- b. Motivating the students by discussing the goals of the lesson and the roles of the teacher and learners in the lesson
- c. Introducing the lesson procedure

#### **While- Activity**

In the following steps, the students are:

- a. Being distributed the text

- b. Discussing the text based on the students' schemata and their regular reading strategies
- c. Discussing translation technique and its uses in reading comprehension with the class
- d. Practicing applying translation in reading comprehension of the given text
- e. Evaluating their reading comprehension through reading test

### **Post- Activity**

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

- a. Discussing their difficulty in the teaching learning process
- b. Making conclusion of the lesson
- c. Being motivated to use information transfer in reading comprehension
- d. Closing the meeting

### **D. The Advantages of Translation Technique**

1. Translation can be done quickly. Therefore, it can help the teacher to keep balance between the time allocation and the number of students in every classroom.
2. Translation is not limited, as it can be used to explain many different types of words.
3. The using of native language will give a set of clear of objective that finally will give the students the security since they can understand most of the instruction.

### **E. The Disadvantages of Translation Technique**

1. Translation is considered too quickly. Therefore, it takes away time that could have been used to expose the learners to English.
2. Not every English word has exact equivalence in native language.
3. The use of native language will reduce the learners' experience of English in class.

### **F. The Information Transfer Technique**

Craik, Lockhart and Pavio in Nation (1991:56) state that information transfer technique is an excellent learning strategy because it requires the students to process deeply the information. While, Palmer (1982) in Nation (1991: 56) states that an information transfer exercise involves the transfer or change of information from one form to another form. During the transfer the information remains substantially the same but the form of information changes. While in accordance with Johns and Davies (1983: 13) state that by transfer of information, we mean the representation of some or all of information in the text in some other forms.

In other words, it can be said that in information transfer technique the students are asked to transfer or change the information drawn from the text into another form. The information being transferred is actually the same; the difference is just in the form of representation. For instance, in receptive, information is transferred from written form into diagram, chart or picture. Or in productive, the students

look at the information in the form of diagram, chart or picture and then they change it into written form or spoken form by retelling.

Here is a more detailed example; the students read a text for example a description of a flowering plant. While reading, the students are asked to look at the diagram and give a label in part of diagram. This kind of activity asked the student to change the form of information about flowering plant which is presented in a linguistic form into non- linguistic form ( Palmer (1982) in Nation, 1991: 56). By making this change the students show that they have understood about the material and they understanding is deep enough to put it in some ways.

Nation (1991: 56) said that the information transfer technique can be used in three ways:

#### 1. Attention on Language and Content

In this term, the information exercises focus on the students' attention on the details information. The flowering plants example given before is belongs to this type. After the students do the activity, they would have some knowledge about the part of flowering plants. There are numerous other possibilities.

Concerning with the attention on language and content, Palmer (1982) suggested many ways to be used in information transfer exercises which are classified into maps and plans, grids and tables, diagrams and charts, diaries and calendars, miscellaneous list, forms, coupons etc.

## 2. Attention on Discourse

The information transfer exercises of this type focus the students' attention on the familiarity of language used or physical structure pattern used in the text. Nation (1991: 57) states that in this type of learning, the difficulties of exercise can be adjusted according to the amount of information provided in the diagram.

Moreover, there are many types of text to be used as the basic information transfer activities suggested by the experts regarding to the attention on discourse, such as rhetorical pattern like comparison and contrast, exemplification and elimination of alternatives and others.

## 3. A Self- Questioning Strategy

This type of information transfer exercise allows the students to create their own information transfer diagram (Nation, 1991: 58). This can be done by letting the students to ask themselves as many questions as possible in order to get the information from the text, thus they can make their own diagram.

Nation (1991) states that there are many types of text that can be used as an alternative text in self- questioning strategy, for example the text talks about how to make a thing, how to make a recipe, how to operate washing machine, or instruction to fill hotel reservation form.

Franken (1987) said that the essential part of this sequence of the instruction is the self- questioning scale. It consists of a series of question which are based on the information of the topic type. These questions will be guidance in searching for and selecting the relevant content and the organizing of this content.

Based on the explanation above, it can be inferred that the intention of information transfer is the changes of information presenting form. Besides, it also asked the learner to understand the information that they are dealing with deeply. It is noticed that the students are the active participants who try to find the information from the text themselves, while the teacher just become a guide.

### **G. Teaching Reading Comprehension through Information Transfer Technique.**

Related to the ways of information transfer technique that explained before, the research will be focused on the first and third type: attention on language and content; and self-questioning strategy. This exercise makes the students' attention focus on the information details used in the exercise and allows them to create their own diagram. At this exercise, the students change written information into other forms (fill the form and maps) or vice versa. By making this change, the students show that they have understood the information given.

Then, the researcher tried to make general procedure of teaching which will be adjusted to English curriculum used in the school, i.e. KTSP, as follows:

#### **Pre- Activity**

Before being given reading material, the teacher is firstly doing some steps as follows:

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In the following steps, the students are:

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- h. Evaluating their reading comprehension through reading test

### **Post- Activity**

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

- i. Discussing their difficulty in the teaching learning process
- j. Making conclusion of the lesson
- k. Being motivated to use information transfer in reading comprehension
- l. Closing the meeting

## **H. The Advantages of Information Transfer Technique**

Nation (1991: 56- 59) states that there are some advantages of Information Transfer Technique:

1. The information transfer exercises give a deep understanding or comprehension to the students by asking them to make the change of the form of the information.
2. The information transfer exercises give the ability to fit a text into existing schemata which has positive effect on finding the unknown information from the text.
3. Information transfer exercises give learner more control over their learning procedures.
4. In information transfer technique, the difficulty of the exercises can be adjusted according to the amount of the information provided.
5. Information transfer exercises will be more interesting if the text includes or contains the information about the learners' experiences.

### **I. The Disadvantages of Information Transfer Technique**

Nation also implies some disadvantages of using Information Transfer Technique in teaching reading, that is:

1. The class will be noisy. This happens because Information Transfer Exercise invites the students to have discussion among them; therefore the class will be noisy.
2. It will take longer time. In reading activity, the students have to answer the exercise which is presented in different form. So that the students have to analyze the material first and they also have to understand the exercise. This will take longer time because the students have to understand two forms of material.

3. The material selection. The material should be selected carefully, because sometimes the same material cannot be applied to the different class. This is because the students in different class have the different capability.

## **J. Theoretical Assumption**

Reading is very essential in language learning since one is expected to be able to communicate not only orally, but also in written language. One needs to be able to access the knowledge, which is mostly written in English. Hence, one must be able to comprehend written symbols in the texts since there will be no reading without comprehension.

But reading sometime is not a simple activity. Some people may have problems in comprehending the text. One may have difficulty to comprehend a passage because of some problems like lack of vocabulary, the media, the passage itself, and the technique used by the teachers.

Nurmalasari (2005) in her research also found that students there had difficulty in comprehending reading texts. Some factors that caused the students' difficulties in comprehending the text which she found in her research, were: (1) interpreting the new vocabulary, (2) unphrasing reading in which the students read individual word or they did not read in phrases, (3) interest in the materials (the text), (4) schemata, (5) ignoring reading technique. The students were erroneously think that anything appears in the print must be true and valuable, and worth reading. Therefore, they read the whole passage to get the main point. To comprehend the text, they thought they must comprehend every word in the text. These

assumption lead the students more looking up for the word, they stop at each unfamiliar words. Therefore, an alternative reading technique needs to be employed in reading.

The common technique used in reading comprehension is translation technique. The reason is in a sense related to the condition of the school, teachers' ability, time allocation, and number of the students. In this technique, the students are asked to change the text written in form of source language into target language or vice versa. Another technique in teaching reading comprehension is information transfer technique. Information transfer technique is a technique that focuses on the change of information presentation form. The information being transferred is actually the same.

Based on the theoretical framework above, the researcher assumes that there will be significant difference of students' reading comprehension achievement between students who are taught through information transfer technique and translation technique.

### **K. The Hypothesis**

The researcher proposes the hypothesis as follows:

H : There is significant difference of students' reading comprehension achievement between those who are taught through information transfer technique and those who are taught through translation technique.