

II. FRAME OF THEORIES

This chapter discusses about the concept of reading, teaching reading comprehension, concept of teaching narrative text, concept of SQ3R, procedure of teaching reading through SQ3R, concept of teaching reading through translation, theoretical assumption, and hypothesis of the research as important information in order to have clear description of frame of theories.

2.1 Concept of Reading

Reading is the process of deriving meaning from written or printed. Smith (1982) points out that reading is an active process of deriving meaning. Beside that Mackey (1979: 15) also states that Reading is an active process because it involves an interaction between thought and language. However, Reading as an active skill, where the readers interact with the texts and to some extent the writer. It means if the reader finds a reading passage is interesting, his/her mind is fully engaged in trying to understand the reading.

In reading there are five aspects which help the students to comprehend the English text well, namely main idea, specific information, references, inference, and vocabulary.

First, main idea. Mc. Whother (1986: 36) said that the sentence with that state this main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to the reader to infer or reason out. In other words, the main idea is not that the author develops throughout the paragraph.

Second, specific information. Supporting sentences or specific information develop the topic sentence by giving definitions, examples, an incidents, comparison, analogy, cause and effect statistic and quotation.

Third, References. Reference is word or symbol that tells the readers where the information may be found. It means that, such words are used, they are signals to the reader to find the meaning elsewhere in the text. (Latulippe, 1986: 20).

Fourth, Inference. In relation to make inferences, (Kathleen, 1986: 31) states that interference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws between his observes or known and what he does not know.

Last, Vocabulary. Wallace (1987: 30) states that vocabulary is the stock of words used by the people or even person. Concerning with this statement indeed vocabulary is fundamental for everyone who wants to read or to produce utterance for reading.

Smith (1978) conveys that reading is a process of understanding the text in terms 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) 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 students only want to look at each letter of alphabets in the written text. 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) 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 texts, the readers should be able to catch the ideas which the author wants to convey. However, not all those ideas will be delivered if the reader cannot understand the text they are reading.

In one point, Finnochiaro and Bonomo (1973) in Kusuma (2010) 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. 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 readers try to recreate the meaning intended by the writer.

Reading involves more than words recognition; that comprehension is an essential of reading that without comprehension no reading takes place. Therefore, based on the definitions above, the writer confirms that in comprehending the texts the students have to know their technique in reading. It means to make them easier to identify specific information in the texts that they read. One aspect that becomes more important in the students' reading is the reading technique. Because by using these techniques the students can be facilitated to construct their comprehension in reading.

2.2 Teaching Reading Comprehension

Teaching reading comprehension is the teaching activity conducted by the teacher to make his or her students capable to comprehend the content of the written text. Based on the syllabus of curriculum 2006, standard competence of reading is the students are able to understand the meaning of the texts (Syllabus of Junior High School: 15). Hedge (2003) states that any reading components of a teaching English may include a set of learning goals for:

- a) Building knowledge of language that will facilitate reading ability.
- b) The ability to adapt the reading technique according to reading purpose (i.e. SQ3R, Translation, etc).
- c) Developing an awareness of the structure of written texts in English.

d) Building schematic knowledge.

So, here the writer facilitated the students to build their reading ability by using the reading techniques so that the students can develop their comprehension of written text in English.

According to Doyle (2004), comprehension is a progressive skill in catching the meaning beginning at the word level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the readers' ability in finding and determining the main idea and topic sentence from the text. But, the fact is many students still find the difficulties in finding out the main idea and topic sentence.

Reading comprehension is the heart and goal of reading, since the purpose of all reading is to gather meaning from the printed page. The purpose of teaching reading is to develop students' skills so that they can read English texts effectively and efficiently. Therefore, the students should have particular aims 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 aim of reading is implemented into the development of different reading techniques such as scanning, skimming, mapping, SQ3R, and translation. These could be real when the students read and interact with various types of text.

The writer assumed that in teaching reading, appropriate technique which was applied referring to the purpose of reading intended to catch the comprehension. The students can use reading technique to make their reading more efficient and

more effective. SQ3R and translation as the reading technique were possible to be used by the students in their reading so that they can identify and seek the main idea or specific information in monologue and functional texts, especially the text that I would try to investigate is narrative text.

2.4 Concept of Teaching Narrative Text

Based on Junior High School syllabus at the level of second year (English subject syllabus, 2006: 39) there are some kinds of text that should be taught, i.e. Recount text, descriptive text and Narrative text should be taught. Narrative text is a kind of text that tells the reader about an account of events (Larson, 1989: 1989). Sudarwati and Grace (2007: 30) explained that narrative text has a purpose to amuse, entertain, and to deal with actual or imaginative experiences in different ways. According to Madison, the narrative design, or what we call form or structure, is the first and final importance to any work of fiction. In that structure, we will find elements of the story; characterization, point of view, theme and plot. Plot is the way of the story constructed.

Narrative text has the following language features:

- a) Focus on specific and usually individualized participants. For example:
“The man jumped into the river. Then he helped the little boy, etc.
- b) Use of the material process (action verbs). For example: “Walk, Run, Pull, etc.
- c) Use of the behavioral and verbal processes (saying verbs/ speaking verbs).
For example: “Say, Tell, Speak, etc.

- d) Use of relational process and mental process (Thinking verbs). For example: Taste, seem, become, etc.
- e) Use of Past Tense. For example: “The dog ran quickly to the home”.
- f) Use of temporal conjunction (time sequence/ chronological order) and temporal circumstances (time conjunction/ adverbial clause). For example: “Next, After that, Then, etc.
- g) Use direct and indirect speech. For example: “He said that he had been followed by someone”.

Since narrative text deals with the events in past that have complication, the social function this text those are to amuse or entertain the readers and to deal with actual/ vicarious experience in different ways. Beside the social function, narrative text also contains the text organization or generic structure as what told by Soeprapto and Darwis (2007: 8) those are follow:

- 1) **Orientation:** (introduction) in which the characters, setting and time of the story are established. Usually answer who? When? Where?
- 2) **Complication or problem:** the complication usually involves the main characters (often mirroring the complications in the real life).
- 3) **Resolution:** there needs to be a resolution of the complication. The complication may be resolved for better or worse/ happy or unhappy. Sometimes there are number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

2.5 Concept of SQ3R Technique

SQ3R technique makes reading and studying purposeful and effective so that the students use their time most efficiently. This technique was proposed by Robinson (1981) involves five steps, namely: Survey, question, read, recite and review. It means that to help the students in their reading process, the English teacher may use this technique by following its steps. Nuttal (1982: 169) suggests how SQ3R technique works:

- a) **Survey** (duration 2 minutes) means that before the readers begin to read, they look through the whole chapter. See what the headings are the major ones and the subheadings; hierarchical structure seem to be particularly easy for our mind to latch onto check for introductory, summary paragraph, and references, etc. Katherine (1986) says that survey gives the reader mental organization. The surveying responds to the act of skimming the passage before actually reading it. Let's say students' assignment is to read one chapter. First, get an idea of what the chapter is about by reviewing the highlights, they are: read the title, headings and subheadings, notice words that are italicized or bold, look at charts, graphs, pictures, maps and other visual material, read captions, and read the very beginning and end of the chapter.

- b) **Questions** (usually less than 30 seconds) mean that the students should pause to create some questions by themselves about the content of what they read. This is part of study process that has the purpose to make the

students think about their aims in reading and what they want to get from that text. It also involves some attempts at prediction. This refers to what the good readers do when they read a text that the writer writes on the previous page. As you survey the text, ask a question for each section. Ask what, why, how, when, who and where questions as they relate to the content. Here is how you can create questions, such as Turn the title, headings or subheadings into questions and rewrite the questions at the end of the chapter or after each subheading in your own words. Write down the questions. Questions help the readers pay attention, understand the text better and recall the information more easily later on.

- c) **Read** means that the students should carefully look for the answer based on the question made and make sure that they do not look over anything else that is relevant. The readers read one section of the chapter at a time, actively looking for an answer to their question for that section. Pay attention to bold and italicized text that authors use to make important points.

- d) **Recite (about a minute)** means that it is not reciting the text, but the answer of the questions made. The essential thing is to process in some ways the silent point gained from the text. Reciting is when the readers go over important parts of the passage (take notes, highlight, invent memory tricks) to memorize the vital information. At the end of each section, look up from the text and in your own words recite an answer to your question

for that section. Then write down your answer. Be sure to provide examples that support it. Now repeat the Question, Read and Recite steps for each section of the chapter. First ask a question for the next section. Then read to find the answer. The written questions and answers can help students study in the future.

Shepherd (1973) proposes three elements to recite, namely:

- a) Read the title of the information to be learned and turn it into question.
- b) Try to answer the question silently or aloud without reading it.
- c) Read the information in notes to make certain that the students can answer the questions they made correctly.

e) **Review (less than 5 minutes)** means that the readers should remember what has been learned. At this stage, the purpose is to process the information in a useful form to integrate it with their previous experience. After completing the chapter, the readers review their notes. Identify the main points by looking for the most important idea in each section. Recite, or write, a brief summary of the assignment. When the students review their study notes every week, it helps them to remember the information.

In summary, SQ3R was an effective technique of reading that can help the student to understand their reading since this technique has some steps that have to be followed by the students.

2.6 Procedures of Teaching Reading through SQ3R Technique

Nuttal (1982: 171) has explained the procedures of teaching reading through SQ3R for groups. These procedures will be fully used by the writer to teach the students. The procedures of SQ3R are:

- a) Firstly, after the class is divided into several groups, the English teacher provides them with the reading text.
- b) Then, the English teacher asks the students to see what the headings are major ones and the subheading; hierarchical structure seems to be particularly easy for our mind to latch onto check for introductory and summary paragraphs, references, etc. **(Survey)**
- c) The English teacher asks the students to make some questions according to the text before they read the whole text. This part of study process, because it encourage the students to stimulate their interactive sense. **(Question)**
- d) For the complete input the English teacher asks the students to read the whole text carefully. This part contributes the students with a good complete comprehension. They can add the information that they have not known. **(Read)**
- e) Following the read stage, the English teacher asks the students to answer the questions they made, and share their ideas with other students. **(Recite)**
- f) The last, the English teacher asks the students remember what has been learned by writing a summary. This stage is the process of information in a

useful form in order to integrate the information the students have just learned with their previous experience **Review**).

A. Advantages and Disadvantages of SQ3R Technique

There are some advantages and disadvantages of SQ3R Technique (Jennifer A. Huber), they are:

1. Advantages of SQ3R Technique

Jennifer A. Huber (1961) states that the advantages of SQ3R technique are:

- a) It helps the students make sense of unfamiliar information text.
- b) It makes the students' reading to be purposeful and meaningful, so that they can use time most effectively.
- c) It provides a structured approach to studying.

2. Disadvantages of SQ3R Technique

- a) Requires several time to prepare students to learn how to work in groups.
- b) Requires some time to make groups that each group has heterogeneity in their member ability.
- c) Requires long time in "Reading" stage, because it emphasizes upon remembering details.

2.7 Concept of Teaching 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 words, phrases, and sentences of one language into another language whether in written or spoken forms. Translation technique is a foreign language teaching technique derived from the classical technique of teaching Greek and Latin. The technique requires students to translate whole text word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this technique is to be able to read and translate literary masterpieces and classics. The application of teaching reading through Translation technique in the school is by translating the text to comprehend it.

It is known that translation technique can be regarded as one of the techniques applied to teach the reading comprehension. Translation technique belongs to traditional ways of teaching English which is Grammar Translation Method (GTM). It is the fact that the technique is still widely used by the teachers to teach English included at Elementary School, Junior High School and also Senior High School.

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) The students write out the answers to reading comprehension questions.
- 4) The students translate new words from the target language to their mother tongue.
- 5) At the end of meeting, the teacher together with the students evaluates the result of the exercises.

According to writer's experience when conducting Teaching Practice Program (PPL) experience, writer believed that Translation technique is effective for teaching reading communicatively, since the students can catch the reading materials easily. This technique is still used by the English teacher in some part of Indonesia. It seems that they prefer to use this technique because it is easier to present the language materials in the classroom and to evaluate the process of language teaching.

2.8 Procedure of Teaching Reading Comprehension through Translation Technique

There are some procedures of teaching reading through translation technique:

1) Pre reading activity

The class was opened with greeting that is responded by the students. Then the teacher checked the students' attendance list. After that, the teacher distributed the text.

2) While reading activity

The teacher read the text and the students listen carefully. Then the teacher asked the students to read the text individually. After that, the teacher asked the students to mention the difficult words and the teacher told about the meaning. Soon after that, the teacher asked the students to translate the text from the first paragraph until the end to mother tongue.

3) Post reading activity

The teacher asked the students' answer by pointing the students one by one randomly. When the student's answer was wrong the teacher asked other students to do it. The difficult question that can not be answered by the students would be finally answered by the teacher. The last, the teacher closed the class.

Following procedure of teaching reading through Translation adapted from Larsen-Freeman (2000: 15-17), those are:

1. The English teacher distributes the students a written text.
2. The students read a text written in English

3. The students translate the passage from the target language to their mother tongue.
4. The English teacher asks the students in their native language if they have any question; students ask questions and the teacher answer the question in their native language.
5. The students write out the answer to reading comprehension questions.
6. The students translate new word from the target language to their mother tongue.
7. The students are given a grammar rule and based on the example they apply the rule by using the new words.
8. The students memorize the rule
9. Errors are corrected by providing the right answer.

The writer believed that translation technique is still effective to teach reading comprehension to the students. The English teachers in Indonesia still use this technique, for instance in SMP Negeri 8 Bandar Lampung. It might seem that they prefer to use this technique to other well-developed technique since it is easier to present the materials in the class and to evaluate the process of language teaching.

B. Advantages and Disadvantages of Translation Technique

The advantages and disadvantage of Translation technique (Richards, 1976) are as follows :

1) Advantages of Translation Technique

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

2) Disadvantages of Translation Technique

- a) Not every English words has exact equivalence in native language
- b) Translation is considered too quickly. Therefore, it takes away time that could have been used to expose the learners to English.
- c) The use of native language will reduce the learners' experience of English in class.

2.9 Theoretical Assumption

Reading is very essential in language learning since it is expected the reader to be able communicate not only orally, but also in written language. But reading sometimes is not an easy and simple activity. Some students may have problem in comprehending the texts. They may have the difficulty to understand a passage because of some problems like vocabulary knowledge, unfamiliar code in which

the text is expressed, the amount of previous knowledge that the readers bring to the text.

From the frame of theories above, the writer assumed that SQ3R and Translation technique can be applied in teaching reading comprehension. In teaching through translation technique, the students are asked to translate English written text into Bahasa Indonesia. Meanwhile, in teaching through SQ3R technique the students followed some steps, namely: survey, question, read, recite and review that can help the students to comprehend their reading. Therefore, it can be assumed that there is significant difference of students' reading comprehension achievement between students who are taught through SQ3R and those who are taught through Translation technique.

2.10 Hypothesis

Based on the theoretical assumption above, the writer formulated the hypothesis as follows:

H_0 : There is no significant difference of students' reading comprehension achievement between students who are taught through SQ3R technique and those taught through translation technique at the second year of SMP Negeri 8 Bandar Lampung.

H_1 : There is a significant difference of students' reading comprehension achievement between students who are taught through SQ3R technique and those taught through translation technique at the second year of SMP Negeri 8 Bandar Lampung.