

## **I. INTRODUCTION**

### **A. Background of Problem**

English is taught at formal education settings, from Elementary School at grade 4 (there are also schools that start teaching English to their students at first grade) up to University in Indonesia. There are four skills of language to be mastered in learning English, that is: listening, speaking, reading and writing. Students are hoped to master these skills.

From the four skills, reading dominates the teaching materials in almost English textbooks where there are some types of reading text that should be mastered by the students of SMA especially. In the curriculum stated that SMA/ MA students should be able to use the language in informational level that is expected to access knowledge by the language skills (Depdiknas, 2006: 307). This objective is basically the same as comprehension of reading texts where the students are faced with the text written in English then they are hoped to read it in order to gather information from it. Here, students use skill of reading in order to understand the written text. Means, they access knowledge by reading skill.

Reading is a process of learning that is inseparable from any other kinds of learning including language learning. In this activity, students are in the process of

comprehending the content of the text given by the teacher. In the process, the students perform some tasks given, such as finding main ideas and supporting details of the content of the texts being read. When the students can not get something from what they read, they will not get the knowledge that is a part of learning.

To gather the knowledge from the text, it is important for students to have a good reading comprehension. Without comprehension, reading would be empty and meaningless. Comprehension is not only intended to know what the letters stand for, but also involved power of fully understanding. According to Dallman (1982: 23) reading is more than knowing what each letter of alphabet stands for. Reading involves more than words recognition; that without comprehension, no reading takes place. It is supported by Hornby (1972: 63) who mentions that comprehension is the power to understand fully. It means that comprehension determines the essence of the reading process. Comprehension is the level that should be achieved by students that determines they are doing reading or not.

Reading comprehension requires motivation, mental frameworks for holding the ideas, concentration and good study techniques. There are many ways to be good at reading such as the readers should know the purpose in reading, they also should have awareness of type of material they are reading, and kinds of learning strategies can also be used in reading that can help them in comprehending the reading text.

Good reading means building frameworks in order for connecting words to thought. But not everyone is good at reading. In general, students still have difficulty in comprehending the idea in a reading text. Nurmalasari (2005) conducted research in SMAN 5 Bandar Lampung found that students there had difficulty in comprehending reading texts. Some factors that cause the students difficulties in comprehending the text which she found in her research, are: (1) interpreting the new vocabulary, (2) unphrasing reading, (3) interest in the materials (the text), (4) schemata, (5) ignoring reading technique.

However, the researcher assumes that the problem in reading comprehension is that the teachers do not use any kind of techniques in teaching reading comprehension. It is important to be familiar with many kinds of teaching reading technique in order to help the students comprehend the text better.

Translation technique can be used to teach reading comprehension. And, the Translation technique is still widely used by English teachers in Indonesia until now. In here, the teachers administer teaching reading by translating the text written in English into Indonesia. Usually, almost teachers at school use Translation technique in reading text. Commonly, teachers ask their students to read the text aloud; one paragraph for one person. Discuss the materials in reading text then the teacher asked them to translate together with the class by using dictionary.

Meanwhile, another technique can be used in teaching reading comprehension is graphic organizers. Graphic organizers are basically visual way to represent

information. It helps the readers to visualize the main concept of what they are reading into organizers such as lines, boxes etc.; hence, graphic organizers ease the readers to comprehend the text. Since, they can see clearly the concepts of topic, main ideas, and supporting after applying a text concept into a graphic organizer.

Brookbank's research (1999) questioned about the effect of using graphic organizers toward students' comprehension ability and vocabulary skills, also how critical thinking/higher order thinking skills were enhanced. He found that the use of graphic organizers help students comprehend better and at least 80% students master key vocabulary skills. He also found that students' critical thinking skills were enhanced.

According to the previous statement, the researcher is interested to compare the students' reading comprehension achievement between the students who are taught through Graphic Organizers Technique and those who are taught through Translation Technique.

## **B. Formulation of Problem**

Based on the background of the problem above, the writer formulated the problem as follows: "Is there any significant difference of students' reading comprehension achievement between the students who are taught through Graphic Organizers Technique and those who are taught through Translation Technique?"

### **C. Objective of Research**

In relations with the research problem above, the objective of the research was to find out whether there is any significant difference of students' reading comprehension achievement between the students who are taught through Graphic Organizers Technique and those who are taught Translation Technique.

### **D. Uses of Research**

The uses of the research are:

1. Theoretically, to see whether the result of this research supports previous theories of teaching reading through Graphic Organizer Technique.
2. Practically, to see whether the result of this research can be applied in teaching reading to the students of SMA.

### **E. Scope of Research**

The research focused on the students' reading comprehension achievement. This quantitative research was conducted in SMAN 5 Bandar Lampung. In this research, Graphic Organizers Technique was used to teach students of experimental class one and Translation Technique was used to teach the students of experimental class two. Related to KTSP 2006, there are three types of reading text in the second semester of level X of SMA which should be comprehended by the students that is Narrative text, Descriptive text and News Item text. However, in this research, the researcher limited the text that was used into News Item text

since this text was still rarely used in research. There are three topics that were used in this research; they were health, sports and society.

#### **F. Definition of Terms**

- Reading comprehension is an activity of understanding printed text through making sense a written text by relating written language to what we know already and to what we want to know.
- Translation technique is a technique where the students transfer the ideas in form of written text in language 1 (source language) into language 2 (target language).
- Graphic organizers are visual graphic used to illustrate the concepts of ideas, such as main idea and supporting details of a written text by using lines, boxes etc. to show the connection of each others.
- Achievement in this research is the change or improvement of students' reading comprehension after being taught. The achievement can be seen from the students' score shown in the test.