

## **II. LITERATURE REVIEW**

In relation to this study, there are several points of theories and previous studies which should be reviewed. Some concepts are described in order to give similar understanding. Thus, this chapter discusses the concept of reading, concept of reading comprehension, concept of authentic material, concept of advertisement, concept of information transfer technique, advantages and disadvantages of information transfer technique, concept of translation technique, advantages and disadvantages of translation technique. By referring the concepts theoretical assumption and hypothesis are constructed.

### **2.1 Concept of Reading**

Reading plays very important role for students because they will deal with written text in their daily life. Nevertheless, reading is not an easy activity. There are many definitions of reading from several experts. Smith (1982) says that reading certainly implies comprehension, and reading is something that makes sense to the reader. The reader tries to understand and get the meaning and information in the written texts form of symbols, letters, graphs, etc. Thus, they grasp the writers' messages from the texts.

Meanwhile Nuttal (1985) defines reading as the meaningful interpretation of printed or written symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the readers' language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to recreate the meaning intended by the writer.

In addition, Howart (2006) established that reading is just as communicative as any other form of language. It means that in reading there is an interaction between the writer and the students through the texts. The writer tries to encode the messages to the readers. Then the students try to decode the messages that sent by the writer.

According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the readers' ability in finding and determining main idea and topic sentence from the text.

From all theories mentioned above, it can be concluded that reading is an active process of getting meaning or information from printed or written language transferred by the writer whereas reading comprehension is the level passage or text understanding while reading. The researcher assumes that students' reading comprehension is students' competence in comprehending the specific information, word and surface meaning in texts is described by students' score with an appropriate technique. Comprehension occurs when students are able to

understand, remember, retell, and discuss with others about what they have read. One aspect that becomes essential in students' reading is the reading technique. Therefore, it is necessary to find out what technique which is the most effective to teach reading in the classroom.

## **2.2 Concept of Reading Comprehension**

In reading process, the reader needs comprehension to follow the flow of the passage. By comprehending the text, the reader gets the point of the reading text. Reading activity is not simply defined as an activity in which readers read word per word in the text. Grabe and Stoller (2002: 9) state that reading is the ability of drawing meaning and interpreting information in the printed page appropriately. It is in line with Williams's idea (1989: 11) stating that reading as a process of looking at and understanding what has been written. The definition means that readers should comprehend the text when they are reading. It can be said that reading means understanding the text in term of transferring knowledge, idea, information, science etc. It means that through reading, the readers will know any information of the world nowadays that they don't know.

Grabe and Stoller (2002: 17) define reading comprehension as the ability of understanding and interpreting information in a text correctly. Similar to this, according to Texas Reading Initiative (2002), the purpose of reading is comprehension or to get meaning from written text. It means that, a major goal of reading instruction is to help students develop the knowledge, skills, and experiences that they must have to be competent and enthusiastic readers.

Brown (1983:32) discusses four elements in reading comprehension. The four elements mainly deal with the vocabulary, the specific information, the main idea, and the ability to infer or imply- the ability to gain meanings are not explicitly stated in the context of reading materials. In addition, Brown (1983:32) and Cooper at al. (1988:25) classify that there are four categories of comprehension skills. The elements are presented as follows: (1) meaning of vocabulary, (2) literal comprehension, (3) inference, and (4) critical reading or thinking. The researcher will focus on vocabulary, finding specific information and inference because those categories are suitable for Junior High School level. Critical thinking is excluded from the focus of this study since it is considered beyond junior high school students' ability.

In relation to the statement above, Heilman, Blair and Rupley (1981:4) categorize reading comprehension into three levels:

1. Literal Comprehension

Literal comprehension is the process of understanding the ideas and information explicitly 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 stated 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.

Based on the definitions above, it can be said that reading comprehension is the readers' ability in gaining meaning from the content of the text. Reading and comprehension are one activity to extract the meaning of written materials with fully understanding. There is no reading without comprehension and background knowledge is involved in the process of building up the comprehension.

Meanwhile, comprehension can be said as a crucial aspect of reading. In fact, it has been emphasized that true reading is reading with understanding, that is, comprehension. Simanjuntak (1988: 4) stated that the first point to be made about reading process is comprehension and the meaning is the basic element for comprehension. She also adds that comprehending a text is an interactive process between the readers' background knowledge and the text itself. Similarly, Dallman (1982: 23) states that reading is more than knowing what each alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading, without comprehension no reading takes place.

According to the concepts of reading comprehension above, it may be inferred that the essence of reading comprehension is the use of reading technique. The teacher must use the most appropriate teaching reading technique in order to increase students' reading comprehension. It means that the appropriate reading technique may assist the comprehension of reading. The reading technique should not only develop the students' thinking and creativity but also develops the students' social ability.

At last, among the three types of reading comprehension, literal comprehension has been considered as the way to comprehend the text in this research. The reason is that it is suitable to the level of the third grade of junior high school students as it only deals with understanding the ideas or information explicitly in the passage such as finding main ideas of paragraph, synonym of the words based on the context, and the information.

### **2.3 Concept of Authentic Material**

An authentic text commonly is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort of information. This assumption is supported by Day and Bamford (1998:54) who state that an authentic material is a written language used to convey a message. Then, they note that authentic language is considered, unabridged text that is written for native speaker. They are materials that have been produced to fulfill some social purpose in the language community Peacock (1997).

Furthermore, Martinez (2002) defined that authentic materials are sometimes called authentic or contextualized, real-life materials are those that a student encounters in everyday life but that weren't created for educational purposes. They include newspapers, magazines, and Web sites, as well as driver's manuals, utility bills, pill bottles, and clothing labels. From, these assumptions, it can be said that authentic texts is made by using authentic language (a language that is only used by native speaker for the conversation activity with native speaker too) only for native speaker without any facilitator for second language learner. This text is used to transfer ideas, information and messages from the author to his readers. Besides, this text is made not for teaching a language. It is made without making its language components (vocabulary and grammar) to be able to understand easier by second language learner, it is made only for native speaker. Although authentic text is not for language learning program, it is important for language learners or students who want to broaden their knowledge about the way of using the foreign language in the real life. Spelleri (2002:1) clarifies:

*“ Authentic material refers to any items created for the ESL community. Authentic materials offer real language that is contextually rich and culturally pertinent. They also provide insights into the adult learners' new community and the services and opportunities offers.”*

It can be said that authentic text or material is important to learn because it is full of language insights and related to the culture. Most of them contain a large variety of structures and vocabularies that has never been found in the school textbook. The uses of authentic material here is to motivate the students in reading a text, because most of the authentic material, in this case advertisement has colorful. So advertisement which has many colour can increase the students'

interest in reading a text. Those reasons have in line with the background of the problem which says that most of the students have lack interest in reading a text. And, although authentic text uses original language (language in which its sentence's structure and the use of vocabulary is not simplified) that is hard for students to comprehend, it can improve students' reading comprehension better than other reading materials that use simplified language, such as school English textbook.

In addition, Peacock (1997) pointed out that authentic material is the material that has been produced to fulfill some social purpose in the language community. The source of authentic material are newspapers, magazines, the internet, TV programs, movies, CDs, songs, brochures, comics, literature (novels, poems and short stories), catalogues, leaflets, tickets, postcards, bills, receipts, wrappings, recipes, business cards, labels, stamps, etc.

Moreover, Spelleri (2002:2) explains that authentic material contains a lot of vocabularies appropriated to the readers' vocabularies. This reading text does not contain vocabularies that exceed the readers' vocabularies limitation. The material has some characteristics which can be described as follows:

- The authentic items feature pictures, diagrams, tables, etc.
- The material uses bullets, titling, subtitles or other clear separation of text.
- The material allows some learner interaction: a form to fill out, a recording to listen, to a check list, questions to think about, etc.



From that statement, it can be said that authentic material uses language that can be understood by the public or society. It is also completed by some interested pictures, tables and other things that can facilitate the readers in comprehending it. Besides, it is usually illustrated by a few of advertisements and cleared by placing a title and some subtitles in the right place. Sometimes, authentic text gives some chances for readers to interact with the author of the reading text or with the editorial staffs who publish that reading text; giving some quiz with a gift and chances for expressing mind and feeling to the readers.

There are some advantages that can be obtained from using authentic texts or materials in teaching reading comprehension.

- a. Authentic material can provide many chances for teacher and students to understand about how to use the target language (in this case English) in the real life. As Homolova (2004:1) explains that authentic material can provide resources for ESL/EFL teacher can offer them to opportunity to expose learners to materials produced for real life and for-out classroom context. By authentic material, we understand materials with “real language”, produced by real speaker for a real audience. It can be said that by using the authentic materials, both of teacher and students will understand how to use the target language in the real life. They will understand how to use the target language in communicating to the native speaker (that is a person who’s their first language for teacher and students).
- b. Authentic materials contain a lot of information from all aspects of life. This advantage is very important for students to increase their knowledge. As

Martinez (2002:1) views that authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. It means that authentic materials have educational value for students. Besides containing a lot of information needed by students to increase their language knowledge, these reading texts also help students in increasing their background knowledge.

- c. Authentic materials provide a lot of happiness for students. As Martinez (2002:2) notes that they can encourage reading for pleasure, because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of materials to be used in class. It means that authentic materials have a large variety of topics that can make students to be interested in. And, it is important for teacher to give a chance to students in determining the topic of authentic reading materials that will be read by them.

Then, there are many reading materials that can be called as an authentic text. Martinez (2002:2) describes that in today's globalize world, the examples are abound, but the most commonly used perhaps are: newspaper, TV programs, magazines, the internet, movies, songs, brochures, comics, literature books (novel, poem, and short story), and so on. It means that every reading text that is always found or read by every person can be called authentic text if this text has some characteristics explained above.

Finally, it can be said that authentic text is a text used for transferring ideas, messages and information from author to the readers. It is made not for teaching a

language. It is made only for native readers (readers whose first language is the same with the language used in an authentic text). It is made without making its language components (vocabulary and grammar) to be easier to understand easier by second language learner, it is made only for native speaker. But although authentic material is not for teaching learning program, it is important for language learners or students who want to broaden their knowledge about the way of using the foreign language in the real life.

#### **2.4 Concept of Advertisement**

Advertisement is the form of media which is printed or broadcast. Hiebert et al (1988:334) says that advertising is a specialized form of persuasion. Advertisement has become an integral part in today's daily life.

In English subject, advertisement is one of short functional text that should be learnt by students of Junior High School especially in third grade based on School Based Curriculum (KTSP) 2006. They should learn how to get information that is stated in advertisement. The example of advertisement can be seen as follows:

**Figure 1. Example of Authentic Advertisement**



*(taken from: Lionmag Magazine, January 23<sup>rd</sup> 2011)*

Furthermore, it is important to students to learn about advertisement since advertising performs some functions. These functions can be stated as follows:

- (A) It can inform the readers about a product, service, or idea.
- (B) It can persuade the readers to buy products, services, and ideas.
- (C) It can remind existing readers about the presence of the product, service, or idea in the market till now.

In brief, the use of authentic material is really important for student since it provides exposure of real context of language learning particularly in comprehending advertisement. Due to that advertisement is one of short functional text that should be learnt in third grade of junior high school students,

this research will be focused on finding the best way to teach it by trying to apply two techniques; they are information transfer and translation techniques.

### **2.5 Concept of Information Transfer Technique**

Information Transfer Technique is an alternative technique which is commonly used in teaching reading. Palmer (1982) in Nation (1991:56) states that an information transfer exercise involves the transfer or change of information from one 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 presentation of some or all information in the text in some other forms. Concerning Palmer (1982:10) suggested many ways to be used in information transfer exercises which are classified into maps and plans, grids and tables, diagram and charts, diaries and calendars, miscellaneous list, forms, coupons etc. In addition, Lattore and Garfinkel (1982: 10) said that other types of information transfer may include ordering a sequence of pictures, comparing text and pictures, and completing documents. Information transfer devices focus on the function of language in a given text and draw students' attention to the logical organization of the text, to the ways in which the writer has deployed information, and to how language reflects this organization. These activities require students to concentrate on what words, sentences, and other language units do in a given text.

In relation to this study, it can be said that in information transfer technique the students were asked to transfer or change the information drawn from the picture

into another form. This was adopted by previous research conducted by Indrawati (2009) in which information transferred is actually the same; the difference is just in the various form of material such as diagram, chart or picture. In this case, the students looked at the information in the form of diagram, chart or picture and then they change it into written form or spoken form.

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.

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, such as questions initiated by *what*, *where*, and *how*. These questions are a series of question which are based on the information of the topic given. These questions will be guidance in searching for and selecting the relevant content which is necessary.

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 facilitates 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 gives them guidance.

Therefore, the researcher will ask the students to apply self-questioning strategy in the process of acquiring information from the text. Self-questioning strategy is assumed to be effective in teaching reading because it encourages the learners to find the information stated in the text by themselves. Thus, the students are actively involved in reading activity. In result, it is assumed that they can understand and get the information comprehensively.

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

## A. Pre Activity

Before starting the main activity, students are:

1. The teacher greets the students in order to open the teaching session
2. The students are given brainstorming which is related to topic given
3. The teacher introduces the topic

## B. While Activity

1. The teacher gives a reading text of authentic advertisement.
2. Students are listening to the teacher explanation about information transfer in reading comprehension. The teacher explains about the definition of information transfer and how to get the information from advertisement by using self-questioning strategy.
3. The teacher lets the students ask themselves as many questions as possible in order to get the information from the text. The example of how to make *self-questioning* is :

**Carmine's RESTAURANT**

CELEBRATING 40 YEARS

**CARMINE'S RESTAURANT & PORT PIZZA HOUSE**  
HAS BEEN IN BUSINESS FOR 40 YEARS.

WE PROVIDE THE PORT ADELAIDE COMMUNITY WITH GREAT SERVICE & AUTHENTIC ITALIAN CUISINE

**DINE IN PICK UP OR DELIVERY**

**Ph: 8447 2918 • Fax: 8341 2017**  
We Cater For Business Luncheons & All Functions

**LUNCH • Mon - Fri 11.30am - 3pm**  
**DINNER • 7 Days • 5pm till late**

**307 COMMERCIAL RD, PORT ADELAIDE**  
www.carminesrestaurant.com.au or www.portpizzahouse.com.au

- a. What : *i.e* what does the advertisement tell about?
- b. When : *i.e* when will it happen?



- c. Where : *i.e where is it located?*
4. Students discuss and write the information based on the guided question. In this case, by answering *self-questioning* in the form of *W/H questions*.
  5. After students get information as much as they can get, they were given several questions which should be answered based on the text.

### **C. Post Activity**

While in this phase, the students are:

1. Discussing whether they have difficulties in the lesson or not
2. Making conclusion of what they have learnt
3. The teacher closes the meeting

### **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 technique 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.

### **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 Technique invites the students to have discussion among them; therefore the class will be noisy.
2. 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.
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.

### **2.6 Concept of Translation Technique**

Translation is one of technique that can be used for teaching reading. Richards (1992:1) says that translation is general term referring to the transfer of thought and ideas from one language (source of language) to other language (target language) whether the language is 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 form.

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 teacher 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.

Even though the translation technique is believed to be ineffective to teach the target language communicatively, it is still used in some parts of certain materials. 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.

Newmark (1988) mention some of the common techniques of translation. These are follows:

a. Word-for-word Translation

Here the source of language word is translated into another language by their common meaning.

b. Literal Translation

Here the source language grammatical constructions are translated to their nearest target language.

c. Faithful Translation

Here the translation interprets the exact contextual meaning of the original within the constraints of the grammatical structures of the target language.

d. Adaptation

Adaptation refers to that type of translation which is used mainly for plays and poem. The text is rewritten considering the source language cultures which is converted to the target language culture where the characters, themes, plot are usual preserved.

e. Free Translation

This technique of translation produced the translated text without the style, form or content of the original text.

f. Idiomatic Translation

It translates the message of the original text but tends to distort the original meaning at times by preferring colloquialisms and idioms.

g. Communicative Translation

This technique displays the exact contextual meaning of the original text in manner where both content and language are easily acceptable and comprehensible to the readers.

From the common techniques of translation above, in this research, the researcher uses literal translation in teaching authentic material in advertisement text, since it

is assumed that this technique is suitable for Junior High School level. The teacher and the students translate the new words into their native language, for example English into Indonesian. In this way, the teacher plays dominant role in the class. In this fact, this technique is still widely used by the teacher in teaching English including at Junior High School. It is also related to the condition of the school, time allocated, and the number of the students in every classroom.

Although translation is believed to be ineffective, it 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 explanation above, the researcher tries to make general procedure of teaching for the guideline which is adjust to English curriculum uses in the school, i.e. KTSP, as follows:

#### **A. Pre Activity**

Before starting the main activity, students are:

1. The teacher greets the students in order to open the teaching session
2. The students are given brainstorming which is related to topic given
3. The teacher introduces the topic

## B. While Activity

1. The teacher gives a reading text of authentic advertisement.
2. The students are asked to read and make a list of the difficult words.
3. The teacher explains students how to do literal translation by means of translating the source language to the nearest grammatical construction of target language.
4. The teacher orders students to open the dictionary and translate the sentences contained on the advertisement text.



- a. “Carmine’s Restaurant & Port Pizza house has been in business for 40 years”.

*Pelabuhan Pizza dan Rumah Makan Carmine telah berbisnis selama 40 tahun.*

- b. “We provide the port Adelaide community with great service and authentic Italian cuisine”.

*Kami menyediakan masyarakat pelabuhan Adelaide dengan pelayanan yang baik dan masakan asli Italia.*

5. Students are discussing about it with their mate
6. The teacher gave students several questions that should be discussed by the students.
7. Students should answer several questions based on the text given.

### **C. Post Activity**

While in this phase, the students are:

1. Discussing whether they have difficulties in the lesson or not
2. Making conclusion of what they have learnt
3. The teacher closes the meeting

### **Advantages of Translation Technique**

According to Newmark (1988), translation technique has some advantages, they are:

1. Translation is not limited, as it can be used to explain many different types of words.
2. 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.

### **Disadvantages of Translation Technique**

Newmark (1988) also mentioned some disadvantages of translation technique which can be described as follows:

1. Not every English word has exact equivalence in native language.
2. The use of native language will reduce learners' experience of English in class.

### **2.7 Theoretical Assumption**

In teaching reading, there are many techniques that can be used by teacher to reach the goal of teaching learning process. Based on the literature review above, information transfer and translation techniques are the techniques that can be used to improve students' reading comprehension achievement. In translation technique, the students are asked to change the text written in form of source language into target language. It is the common way of learning that mostly used in teaching reading. Meanwhile, information transfer technique is a technique that focuses on the change of information presentation form. The information being transferred is actually the same. This technique is important to help the students to understand the text. An information technique exercise involves the transfer or change information from one into another form. Therefore, the researcher assumes that there will be significant difference of students' reading comprehension achievement between students who are thought through information transfer technique and translation technique by using authentic material.



## 2.8 Hypothesis

Based on the problem and the literature review above, the hypothesis is formulated as follows:

1.  $H_0$  : There is no significant difference of students' reading achievement between those who are taught through information transfer technique and those who are taught through translation technique by using authentic material.
- $H_1$  : There is significant difference of students' reading achievement between those who are taught through information transfer technique and those who are taught through translation technique by using authentic material.