II. FRAME OF THEORIES

This chapter discusses certain points related to the theories used in thisstudy, such as review of the previous research, concept of reading, concept of reading comprehension, concept of teaching reading, concept of graphic organizer, types of graphic organizer and concept of narrative text, involving the procedures of teaching reading of narrative text using graphic organizer, theoretical assumptions, and hypothesis.

2.1 Review of Previous Research

The researcher interested in discussing review of previous research that investigate that reading to know Graphic Organizer or Literal Translation that was more effective in teaching reading of Narrative text. There had been several studies proving that study about graphic organizer.

Brookbank had done previous research in 1999, he investigated graphic organizer can help students in comprehending the text and mastering vocabulary.Meanwhile, Meyer in 1995 has the results of study to support the hypothesis that using GOs can improve the creative writing ability of third grade students. There was significant growth

between the mean scores of the samples to warrant the use of GOs in the third grade classroom.

Fitria in 2008 at SMAN 10 Bandar Lampung had done another previous research; she conducted an experiment using graphic organizer to find out whether it might increase students' reading comprehension. She found the students' scores within treatment class increased significantly from 60.75 to 74.00 point while the increase of students' score. She convinced that graphic organizer technique carries benefits toward students' reading comprehension.

Langford in 2003 implemented reading strategies focuses on advance organizers and self-assessment were selected as intervention strategies. Various graphic organizers, an observation checklist, and a document analysis were incorporated into the daily curriculum in the targeted classrooms. Post-intervention data indicated an improvement in accessing prior knowledge, organizing ideas, and strengthening connections to understanding

On the other hand, the researcher would compare teaching reading of narrative text through graphic organizer and literal translation technique because of previous research that is not focused related kind of text.

2.2 Concept of Reading

Reading is important for human because they would deal with written text in their daily life. They do reading for searching information or only for pleasure (Fry:2006). 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.

According to Doyle (2004), comprehension is a 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 that has been mentioned above, it can be assumed 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. Comprehension occurs when studentsare 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. It has direct "link" in comprehension and strategy or technique. The researcher assumes that 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.

2.3 Concept of Reading Comprehension

There are two kinds of reading activity, namely reading aloud and silent reading. What the studentsare doing in silent reading is to use their eyes and their ability to understand the meaning of the written sign, thus comprehending the text would be given more emphasize in silent reading. Someone has a purpose when he is reading. Usually the purpose of reading a passage is to find ideas from the reading passage. As Suparman (2005:1) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information studentsget)

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.

Heilman, Blair, and Rupley (1981:242) said that reading comprehension was a process of making sense of written ideas through meaningful interpretation and interaction with language. Comprehension is the result of reading. Moreover, they categorize reading comprehension into three levels of comprehension; literal comprehension, interpretative comprehension, and critical comprehension.

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

Here the researcher sees that in reading comprehension, it is important that the reader should be able to interpret what they read and associate with their experience, not only see and identify the symbol in front of them. This is necessary because when a reader reads a text, the communication process between the reader and the writer has happened. The reader tries to interact with print, his/her prior knowledge combined with the visual (written) information result in his comprehending the text. In short, the researcher argued about reading comprehension is a combination of recognition intellect and emotion interrelated with prior knowledge to understand the message communicated.

At last, 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 first grade of senior 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.

2.4 Concept of Teaching Reading

Alyousef (2005:143) says that in reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and last-reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teachers can ask students questions that stimulate their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. The last reading includes activities, which enhance learning comprehension using exercises, cloze exercises, out-up sentences, comprehension questions.

The aim of teaching reading is to develop students' skills that they can read English texts effectively. To be able to do so the studentsshould have particular purposes in their mind before they interact with the text. Effective and efficient reading techniques can be real when the students read and interact with various types of texts, i.e. functional and monologue texts.

In short, in teaching reading the teacher should provide strategy to the students with purpose for reading to anticipate different type of reading texts. Therefore, reading technique should be matched to reading purpose to read efficiently and effectively.

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

2.5   Concept of Graphic Organizer

Graphic organizer is visual displays teachers use to organize information in a manner that makes the information easier to understand andlearn. Estes (1991:1) states that graphical organizers are composed of boxes (or other closed figures) and lines that show the basic expository pattern of the text. The boxes contain the basic ideas of the text and lines show the connections among ideas.

Graphic organizer illustrates concept and relationship between concepts in a text by using diagram. Graphic organizer is also called pictorial organizer, webs, maps, and concept maps. Graphic organizer is visual ways to represent information. The maps can be created to arrange information:

- According to main ideas, subtopics, and details
- In sequence
- Showing the relationships between the different parts

- According to the similarities and differences between two or more concepts.

- Along with its components, as in the elements of a story.

Graphic organizer is a communication device that shows the organization or structure of concepts as well as relationship between the concepts. Spatial arrangement depicting the information structure reduce the cognitive demands on the learner (Ellis, 2004:1)

Based on the explanation above, it can be seen that graphics are visual instructional tools used to illustrate the concepts of a reading text influence by a student or a class's prior knowledge about a topic or section of the text, using lines, boxes, etc. that show the connection each others.

Using graphic organizer in teaching reading English comprehension can be very helpful for the teacher to improve students' performance in teaching reading and also for the students to improve their ability in reading comprehension because they can help students comprehend information through visual representation of concept, ideas, and relationships among the topic, main idea and the details of the text. They provide the structure for short and long-term memory and turn the abstract concepts into concrete visual representations. Teacher can guide the students to create and to manipulate the graphics.

Regardless of the label, graphic organizer can help students focus on concepts and how it is related to other concepts. Graphic organizer help students read and understand textbooks and picture books. In applying graphic

organizer,comprehension and retention skills play an important role since the students should firstly distinguish between main idea and supporting details. Then they infer the ideas in form of graphic organizer by writing them down in boxes or lines that showing the relation among the ideas. In graphic organizer students uses inferences andconclusion skill in the process of their reading to create the graphic organizer of the text they read. They infer the ideas in the text and draw their own conclusion about the message of the text.

In addition, in creating the graphic organizer of text, the students also use critical thinking and analysis skills. The students should analyze the ideas and think critically to determine which are the main ideas and supporting details of the text.

2.6 The Advantages of Graphic Organizer

According to Ellis (1998), there are advantages of graphic organizer as follows:

1. The content of the text easier to understand and learn.

   Students are considerably more likely to understand and remember the content subject you are teaching. Simply put, the information tends to be less "fuzzy" and more precise. Graphics help students separate what is important to know from what might be interesting, but not essential information.

2. Graphic organizer can reduce information processing demands.

   Second, because the semantic information processing demands are reduced, the teacher can often address the content at more sophisticated or complex level.

Showing (as opposed to just telling) how the information is structured can be a powerful way to facilitate understanding.

3. Students become more strategic learners.

Reading and writing skills, communication skills, and analytical, critical, and creative thinking skills are all subject to improve when students learn recognize these patterns of thinking, construct, and use graphic organizers.

2.7 The Disadvantages of Graphic Organizer

Besides graphic organizer has advantages, it is also have disadvantages, they are:

1. Graphic organizer has complex

2. In teaching reading by using graphic organizer, the teacher spends more time and energy to explain and give example how to construct it.

3. Some students have difficulty building concept maps and using these graphic organizer.

2.8 Types of Graphic Organizer

In accordance with Ellis (2004:2), graphic organizer can be divided into two categories: those that depict the six basic information structures (whole to part, cause and effect, to compare or contrast information, chart the story structure, etc.) and those that serve specialized needs (i.e., a graphic which structures project planning, goal setting, etc.).

According to Max and Julia Thompson (2004:10), there are five main categories of graphic organizer. The explanation is as the followings:
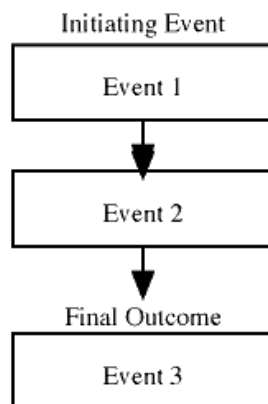
1) Venn Diagram

The graphic is used to compare or contrast and evaluate information from two sources.
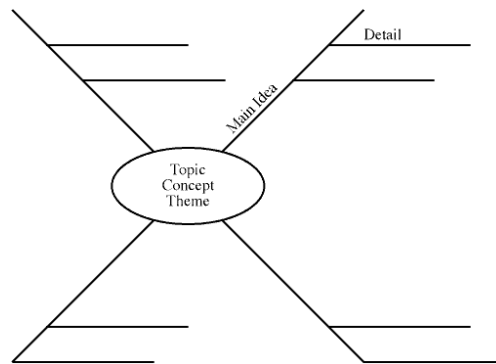
Venn Diagram Graphic Organizer

Item #1   Item #2

Similarities
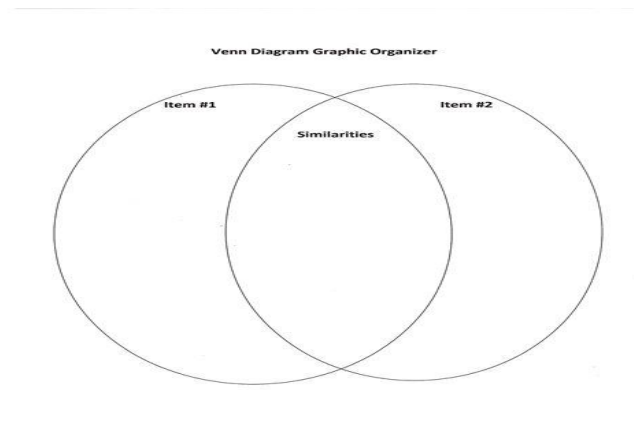
2) Storyboard/Chain of Events

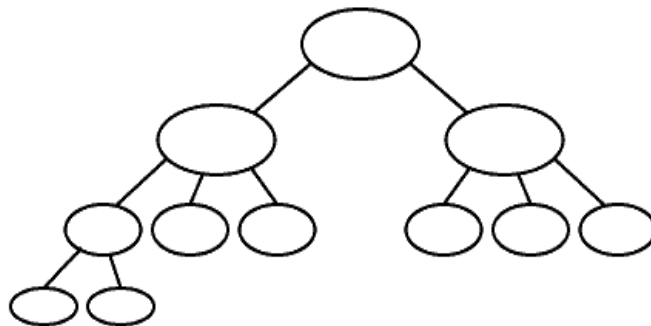It is used to show process, sequence of events and chronology within a text.

Initiating Event

Event 1

Event 2

Final Outcome

Event 3

3) Story map

This graphic is used to chart the story structure.

Detail

Main Idea

Topic
Concept
Theme

4) Tree map

This one is used to show classifications, pedigrees, analysis, structures, attributes, examples, and brainstorming.

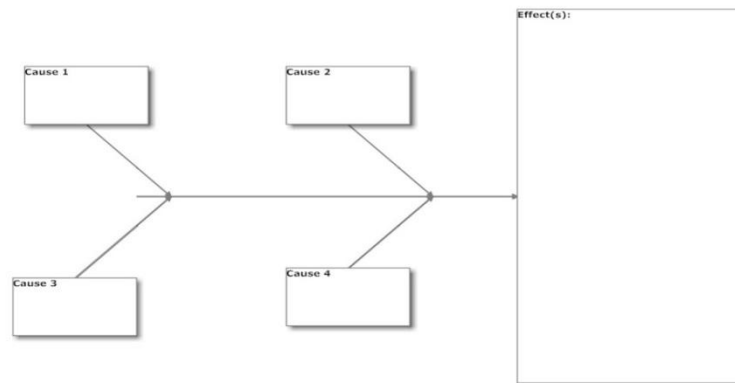5) Cause and effect

This type is used to illustrate the cause and effects told within a text.

Name:

Date:

Graphic Organizer: Cause and Effect Herringbone

Effect(s):

Cause 1

Cause 2

Cause 3

Cause 4

©Creativewriting-prompts.com **Cause and Effect Herringbone** 4 Causes and Effect

Based on the types of graphic organizer aforementioned above, the focused type of graphic organizer researcher used is story map. This type is recommended to help students in comprehension achievement of narrative text by emphasizing text structures.

2.9 Concept of Literal Translation Technique

Literal Translation refers to a translation technique that can be used when the languages involve share parallel structures and concepts; not to a translation made word for word: Literal translation carries the imprint of the original. This technique is used when it is possible to transpose the source language message element by element into the target language and obtain a text that is idiomatic. Ideational choices are seldom taught from the point of view of function. Generally the focus is on the isolated meaning of each item, e.g. literal translation of these words. The researcher believes that if teachers make students realize the context in which such elements are used and trained them in inferring meaning from context, they wouldfind better results.

The goal of this technique is to be able to read and translate literary masterpieces and classics. Classes are conducted in the native language. Eventually, entire texts would be translated from the target language into the native language and tests would often ask students to replicate classical texts in the target language. Very little attention is placed on pronunciation or any communicative aspects of the language. The skill exercised is reading and then only in the context of translation.

2.10 The Advantages of Literal Translation

Translation technique has some advantages, they are:

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.

2.11   Disadvantages of Translation Technique

Besides translation technique has advantages, it is also have disadvantages, they are:

1. Translation is considered too quickly. Therefore, it takes away time that could have been used to exposure the learners to English.

2. Not every English word has exact equivalence in native language.

3. The use of native language will reduce learners' experience of English in class.

2.12   Concept of Graphic Organizer and Reading Comprehension

Nuttal (1982) states that in reading comprehension, nonverbal material (i.e. Pictures, diagrams, graphs, tables, etc.), and a list of diagrams may give useful illustration or preview of the content of the text/book. Recently people have become conscious that non-verbal information (such as illustration, diagram, graphs, and maps) can be of

specific help in learning to read effectively. It is also a great assistance for the reader in interpreting the text. In term of teaching and learning English readingcomprehension in the classroom, teacher and students can create their own non-verbal material in form of graphic organizer. They can build up a list of graphic or diagrams according to the text as visual illustration to show the relationship between the content of the text.

Graphic Organizer improves reading comprehension by emphasizing text structures such as story maps and improves different aspects of comprehension, such as literal and relational comprehension, recall, and vocabulary learning. Graphic organizer pairs with strategy instruction can be more effective than traditional basal instruction and can be used effectively as advance organizers prior to reading (Simmons et al., 1988).

Graphic organizer is a general term for schematic diagrams that help students identify key concepts and make relationships among them (Muth&Alvermann, 1999). It provides students with visual clues that they can relate to the written or spoken words to which they are exposed. It can be used prior to reading or other classroom activity to help focus students' attention and help them make connections. It can be used, for example, to organize students' knowledge about a topic prior to reading, having a discussion, and so on. Using prior to reading, it can be used as a guide and to build background, especially for difficult or dense text. When used after reading (or whatever classroom activity), it can be used for recording understandings or knowledge gained. Graphic organizer includes story or text structure charts, Venn

diagrams, story maps, timelines, discussion webs, word webs, clusters, thinking maps and so forth.

By showing, how the information is structured can be a powerful way to facilitate understanding. Moreover, students aremore likely to become strategic learners. Reading and other communication and creative thinking skill are all subjects to improve when students learn recognize these patterns of thinking, construct, and use graphic organizer.

2.13The Concept of Literal Translation and Reading Comprehension

Translation is one of technique that can be used for teaching reading. Richards (1976:1) 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 in written or spoken forms. It means that translation is the process of giving the closest meaning or natural equivalent of the words, phases, and sentences of one language into another language whether in written or spoken forms.

Reading comprehension is students' competence in comprehending the specific information, words and surface meaning in texts is described by students' score with an appropriate technique. Reading includes translating process in order to get the information by relating word to word. The most widely chosen by teacher when the activities designed to evaluate reading comprehension are translation, questions, identification and explanation of new vocabulary, multiple choice, true or false and matching exercises.

It is known that literal translation technique can be regarded as one of the techniques applied to teach reading comprehension. Literal translation belongs to traditional ways of teaching English which is grammar translation method (GTM) included at Elementary school, Junior High School, and also Senior High School. The reason is in sense related to the condition of the school, teachers' ability, time allocation and number of students in every class.

2.14 The Concept of Narrative Text

According to Potter (2008:13), narrative is the representative of an event or a series of events. In addition, prince stated, "narrative is essentially mode of verbal presentation and involves the linguistic recounting or telling of events". The purpose of narrative stories may have other purposes such as for explaining a phenomenon (myth and legend)

Narratives generally follow a similar structure, but the student should be guided by the purpose for an audience of their text in their use of the following structure:

1. Orientation : an introduction in which the characters, setting, and time of the story are established, usually answer who, when, and where.

2. Complication : problems in the story, the complication usually involve the main character(s).

3. Resolution   : there needs to be a resolution of the complication.

Complication may be resolved for better or worse, happily or unhappily.

The examples of genres that fit the narrative text structure:

▪ Folktale   : a very told traditional story from a particular place that was originally passed on to people in a spoken form.

▪ Fairy tale   : an old story about magic things happened intended for amusing and giving lessons, meaning, and moral values.

▪ Fable   : a traditional short story that teach moral lesson, especially one with the animals as characters; this story is considered as one group of animal stories.

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

Language features that are used in narrative text are:

1. Simple past tense is used in most narratives.

2. In chronological order, using connectives that signal time, e.g., once upon a time, one day, then, next, after, meanwhile.

3. Focused on individual or group participants, for example, in third person: *he, she,* and *they*, or second person: *the young man.*

According Duke et al (2010) reading narrative is making students to share and make meaning of experience, as with fairy tales, realistic fiction, and many true stories.

From the explanation above, the researcher assumes that narrative text is a kind of text, which tells about series of events and also provides the resolution for the problem that happen in the past. In this research, the researcher would focus on narrative text because the students' comprehension in reading narrative is still low. Even though narrative text is one of reading text that is mostly used in the reading test but many students in the first year of Senior High School do not really comprehend this sort of text. They still have difficulty in finding the main idea and specific information of narrative text.

2.15 Teaching Reading of Narrative Text using Graphic Organizer

In developing students' reading comprehension of narrative text, the researcherwould like to present the application of graphic organizer technique. The researcher elaborates and constructs the following procedures of teaching reading comprehension of English narrative text. The researcher takes some steps in the presentation of graphic organizer as follows:

Pre-reading Activity

Before giving the reading material, the students to firstly doing some steps as follows:

1. The students greets the teacher.
2. The students discuss about the goals of the lesson and the roles of teacher and students in the lesson.
3. The students are asked leading question related to the topic of text.
4. The students are introduced the lesson procedures.
5. The students make some groups.

While reading activity

1. The students reviewabout narrative text

2. The students are given the text

3. The studentsdiscuss the text together based on their schemata by asking some question related to the topic.

4. The students are introduced the graphic organizer technique and explained its function as visual illustration that can help them to comprehend the text easier.

5. The students are explained about story map and show how to construct story map.

6. The students show and explain to the relation between the lines in the story map or storyboard (main idea and its detail information), reference of the pronoun, and difficult vocabulary in constructing the graphic organizer.

7. The students are given discussion ofgraphic organizerin the class

8. The students are explained the generic structure of the narrative text based on the story map.

9. The groups of students are asked to discuss story map according to the text.

10. The students are asked to practice applying graphic organizer in reading comprehension of the given text individually

11. The student are evaluated their reading comprehension through reading test.

Post Reading activity

After the students read the text then they would do the following activities:

1. The students discuss their difficulties in the teaching learning process.

2. The students make conclusion of the lesson.

3. Teacher closes the meeting.

2.16   Teaching Reading of Narrative Text using Literal Translation Technique

The application teaching reading through Literal Translation Technique in the school is by translating the text to comprehend it. The students are given the text and then read it aloud together. Then, they discuss it together while translating it, and when they find difficult vocabulary, they would look for it in the dictionary. The researcher take some steps of teaching reading through Literal Translation technique would be used in the school is as follows:

Pre-reading activity

Before giving the reading material, the students are firstly doing some steps as follows:

1. The student open the class.

2. The student are brainstormed the reading material together with the class

While reading activity

While reading activity, the students then do the following steps:

1. The students get the reading text from the teacher.

2. The students read the text aloud together.

3. The students discuss the text based on their schemata

4. The students discussthe text together with their peers by translating it.

5. The studentsevaluate their reading comprehension through reading test.

Post reading activity

After the students read the text then they would do the following activities:

1. The students discuss their difficulty in the teaching learning process.

2. The studentsmake conclusion of the lesson.

3. Teacher closes the meeting.

2.17   Theoretical Assumption

Based on the previous explanation, the researcher assumed that using graphic organizer as technique of teaching reading might give positive effect in improving students reading comprehension achievement. Graphic organizer could give the visual representation of the text or topic and its relationship among the ideas. By utilizing graphic organizer in reading, it was assumed that students would get used to analyze the whole structure of the text. In graphic organizer, the students would be able to find out the ideas of the text a draw relationship among the ideas visually. Thus, the students would be able to comprehend the text well. As the result, students' reading comprehension achievement could be improved.

2.18 Hypothesis

Therefore, the researcher came to the hypothesis that there was a significant difference of students' reading comprehension achievement between students who are taught through Graphic Organizer Technique and those who are taught through Literal Translation Technique.