

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading is a skill that students must learn. It is the thinking process that encourages students to understand or analyze a text or passage to gain more information from what they are reading. Neufeld (2005) stated that comprehension is the process of developing a supportive understanding of a text. He said that comprehension involves two important tasks: actively engaging with the text and using relevant background knowledge to interpret the text. So when students understand the material their brain works hard to understand the given information. According to Klinger (2007) reading comprehension is a very complex multi-component process that involves many interactions between readers and what they bring to the text and the variables associated with the text. From the definition we can see that reading comprehension is the process of interaction between background knowledge and textual information when readers read.

Good reading skills are necessary to understand the reading material properly. Comprehension is one of the most important aspects of reading activity because actually understanding the reading material can improve reading and achieve specific goals. So reading ability can be understood as the ability to understand what is being read. Reading comprehension is not speed.

Reading comprehension is also defined as a type of reading that focuses on understanding what is read. Reading ability is more complex than just being able to read but also understanding and comprehending what you read..

2. Levels of Reading Comprehension

Accordingly, the reading comprehension skills were classified according to what was reported by Nagah and Hafez (2002) as follow :

a. Literal

Literal comprehension is the ability to understand clearly expressed

information in a text. Literary understanding is the lowest level of understanding. Although it is classified as low verbal comprehension it is still important because it is essential in the overall process of reading comprehension. Literary understanding is a prerequisite for higher understanding..

b. Inferential

Inferential comprehension is the ability to implicitly understand information expressed in a text. Predictive comprehension of a text means understanding what information is clearly expressed in the text. In this case the reader uses information that is clearly expressed in the text a combination of background knowledge and personal experiences to form an inference or hypothesis.

c. Critical

Critical comprehension is the ability to evaluate textual material. Critical understanding is basically the same as evaluative understanding. In this understanding the reader compares the information in the text with the readers knowledge of certain norms and previous experiences to evaluate the text..

d. Creative

Creative comprehension is the ability to evaluate text content. Critical understanding is similar to evaluative understanding. In this sense the reader compares the information found in the text with knowledge of certain norms and with the readers previous experience to evaluate the text..

Based on the foregoing this study sheds light on the meaning of reading at its level as a literal meaning of what the author presents and mentions in the reading material.

3. Problem in Teaching Reading

a. Problem of vocabulary

Vocabulary is a big problem when reading a book. Lack of vocabulary can make it difficult to understand content. According to Hastianis Nuttall it is important for students to understand that students need to consider the possibility of vocabulary that they usually do not know but are. Acknowledging that it is normal to have an active vocabulary - words that we use regularly or

words that are acceptable to use - words that we roughly understand when we encounter them but cannot use them - can make our approach to word learning more comfortable. On the other hand you cannot find new vocabulary without reading.

b. Problem of Structure

Sentence structure is a problem of partial sentences especially for reading comprehension. Nuttall notes that Hasidic texts may use textural cues that do not assign precise meaning but are ultimately the type of grammatical word category represented by a new entry. It gives us a sense of understanding.

4. Teaching Reading

Teaching reading is a way for teachers to convey knowledge from themselves to their students in order to help them master the skill of reading itself. It takes more than just passing along information from the teacher to the students for teaching to be complicated. Making students effective and efficient readers is the goal of teaching.

Cahyono (2014) defines teaching as process of transferring one's knowledge to another, whether in a formal or informal setting. According to Harmer (2007) a teacher's work is difficult, but it's also crucial, and it can be really exciting when we see our students progress and develop and realize that we had a part in it. While it's true that some students can be trying, it's equally important to keep in mind the many benefits of a successful teaching experience. In addition to the obvious cognitive benefits, there are additional advantages to reading for language learners.

Teachers' responsibilities in supporting students in reaching these goals include motivating students to read by selecting or developing appropriate strategies, generating effective reading projects, establishing classroom management systems, promoting critical thinking, and creating a welcoming environment for reading practice. The goal of reading class must be determined by the teacher. It can be reading for enjoyment or reading to comprehend the text. The reading text might be anything when reading for enjoyment. Furthermore, if the purpose of reading a text is to comprehend the

text, the topic of the reading text should be decided before the teacher begins teaching in reading class.

Based on the explanation, the researcher summarized that teaching activities and maintaining a suitable environment are necessary to create and provide students with the opportunity to understand the objective of learning

5. Reading Comprehension Steps

There are several steps that the reader needs to take in order to understand the reading material. The stages of reading are:

- a. Determine the purpose of the reading.
- b. Preview means to read at a glance.
- c. Read the reading material carefully so that you get the main idea in each paragraph.
- d. Rephrase the reading material using your own phrases and words.

Comprehending the main ideas of a reading requires strong reading skills such as finding connections between these main ideas and other main ideas and reading general reading comprehension. It also deals with ideas other than content. Reading is a process based on the cooperation of different activities such as observing and understanding the mental and spiritual activities involved in what is read.

B. Google Translate and Quization Strategy

Translation plays an important role in this strategy. The translator will definitely face many obstacles or problems in the process of translation. According to Matthew (2015) translators face six translation problems: In the first language the main problem is to examine the meaning of each lexical item as a unit regardless of its position in the sentence. The word context is still difficult to understand. Another issue is grammar. Many translators make frequent grammatical mistakes and are never aware of using the correct grammatical context. Then there is the third problem of syntax which concerns the principles and rules of sentence construction in natural language. The fourth problem is writing which is a type of language style. Rhetoric is adept at asking

questions that do not require answers. Many translators still mistake each sentence as a figure of speech because the sentence is not clear. The fifth is the practical problem which is the problem of sentence structure and the last one is the cultural problem. A translator sometimes needs to have a good understanding of the linguistic context of the culture such as the use of regional languages.

a. Google Translate

Google Translate (GT) is machine translation (MT) for many languages around the world. According to Bahri and Mahdi (2016) Google Translate is a free machine translation developed by Google to translate from one language to a target language. Bois-Herve-Marc and Valery et al. According to (2014) Google Translate is a machine translation developed by Google. Machines can translate one source language into another target language. According to the above definition GT can be defined as machine translation provided by Google which provides translation services from source language to target language. Google Translate is a foreign language translator developed by Google for Internet users designed to help Internet users understand foreign languages. Many GT Google Translate users and translators are willing to facilitate their users.

b. Advantages and Disvantages of Using Google Translate

There are many reasons to use Google Translate as a tool to translate specific text. Google Translate is always available anywhere with your mobile phone or computer. According to Alhaisony and Alhaysony (2017) access to Google Translate can be used through computer systems such as Android and iOS which will improve users access to Google Translate. Google Translate provides an easy and convenient approach to Google Translate which is well accepted and popular among EFL students in the learning process (Sukwan 2014). Google Translate has added Statistical Machine Translation (SMT) support for 90 languages (Ghasemi 1).

c. The Problem of Using Google Translate

Pujiati survey (2017) showed that students have three problems when using

the Google Translate application. First Google Translate often translates word by word so students are often confused by the translation results. The second difference between English grammar and Indonesian grammar structure. The two languages have different grammatical structures that can confuse students who are not qualified to understand the two languages. All three students often do not see the same content in the target language so that the meaning becomes vague and unclear.

C. Steps of Teaching Reading using Google Translate and Quization Strategy

There are several steps that the teacher can applying Google Translate and Quization to improve students reading comprehension:

Step 1 - The teacher introduce google translate and quization strategy.

Step 2 - Take a reading test comprised of a given paragraph to gauge the level of reading comprehension without using a Google translate toolkit.

Step 3 – Teacher give the text in inferential level. At this level, information in a text is presented implicitly. To find information in a text at this level, students need literal knowledge of the contents of the text, understanding of the contents of the text, and intuition about the contents of the text. If students succeed in getting information from a text using literal knowledge, understanding and also intuition. This means that students are already at the inferential level.

Step 4 – Using literal understanding, students read the entire contents of the text to look for information. Literal comprehension level refers to direct understanding of the meaning of each English text such as vocabulary, what is used, setting, time, and location in a text.

Step 5 – The teacher gives instructions the students to find the difficult word in the text and in the question. Students use Google Translate to find and collect information about text content, difficult words or sentences in a text and memorize them to enrich their vocabulary and comprehend the text.

Step 6 – The teacher use the question to stimulate students prior knowledge, asking “what do you already know from the title?”.

Step 7 – Some students will raise their hands to responds, predict, or answer

question from the teacher. At this predict (critical) level, students must involve an understanding of the topic in the text they are reading. Students can presume the contents of the English text then read it and compare whether the contents of the text are the same as the students' understanding before reading or not.

Step 8 – The teacher also asks students to estimate what they would find in the text “what might this text about?”.

Step 9 – The student reads silently in their group. At this phase students analyze and evaluate what the author conveys to the reader. Students can provide clear arguments based on the results of the analysis and evaluation.

Step 11 – Students complete a quiz on the impact of comprehension on the level of comprehension.

Step 13 – Compare the scores before and after the use of Google Translate.

Step 14 – Analyze information gleaned from the aforementioned quiz completed with the assistance of Google Translate.

Step 15 – Analyze the results before and after the use of Google Translate, so as to identify the increasing level of comprehension following the use of Google Translate and Quiz as well as to find the mean of the differences.

D. Previous Study

To support this research, the researcher has selected several previous studies related to this research such as:

Pugpimon Kumnoed (2018) The aim of this study is to analyze the comprehension skills of proficient students using Google Translate and examine their reading strategies when using Google Translate's English to Thai translation support. The subjects of the study were 50 students who took English communication courses in the first semester of 2016 and were randomly selected based on their basic English proficiency. A two-part questionnaire after using the translator and a post-test Google Translate - general information and use of strategies. The difference between this study and researchers is that the former study used students as participants while this study used middle school

students as participants. Another difference is that the tool used in the previous study used 10 pre- and post-items to determine the comprehension of 28 questionnaires using the Google Translate test while the comprehension of the study tool was determined using two pre- and post-items. Google Translate tests comprehension level and 25 multiple choice questions. The research methods used in this study are quasi-experimental. This past study recommends using Google Translate to improve students vocabulary and create models and reading strategies for reading comprehension.

Herliana (2019) in her paper examines the use of Google Translate as an Alternative tool for assisting students at Universitas Negeri Jakarta, Indonesia to translate and develop their knowledge and skills in doing Translation. The differences between this study is the methode and the use of Google Translate for the alternative tool for assisting students in Smp Muhammadiyah Kedungbanteng.

Maulida (2017) found in his research that all students know Google Translate as a translation service from one language to another language. You can still use it to learn pronunciation. Only one student mentioned using Google Translate to learn pronunciation or add words in addition to translations. They have been very helpful with this app when discussing lecture material given in English that first needs to be translated to be understood. Applications with Google Translate are much easier than using a dictionary. Very few students know how to use the Google Translate app properly. In other words you enter the dictionary you want to translate and translate manually keeping in mind the grammatical choices of the words and so on. To translate a sentence enter the word instead of the sentence. So when you need to translate a paragraph look for the meaning of unknown words add a dictionary and translate paying attention to grammar.

Pijiati (2017) noted in his research that students often get confused with translation in Google Translate applications because they often use literal translations. Differences in structure between languages often lead to confusion for students who do not understand both languages well. A common problem

encountered is that students often do not find suitable translations in the target language resulting in unclear meanings. Based on the results of previous studies researchers can conclude that the similarity between this study and previous studies is determining the use of Google Translate. The difference between this study and previous studies is that the researchers focused on the effectiveness of Google Translate in translating English content for teaching reading comprehension.

Researchers believe that research using technology in this strategy is very suitable for high school where students have access to smartphones and Google Translate so that teaching and learning in the classroom is not boring and students say it can improve vocabulary. Students reading comprehension will improve and students will be able to answer questions correctly..

E. Basic Assumption

Reading is a complex process of comprehending the message that the writer is attempting to convey through the printed word. It is determined by various factors, including concepts, experiences, reading background, and reader understanding. The ability to comprehend written material depends on the reader's understanding of both the author's intended meaning and the relevance of the text to the reader's personal perspective.

Although, the fact that reading comprehension is the main objective of teaching reading, students still have difficulty comprehending a text. One strategy for overcoming students' difficulty comprehending a text is for the teacher to teach a strategy that has been shown to improve students' reading comprehension. The researcher assumes that Google Translate and Quization are an effective way for improving students reading comprehension. This strategy, in addition to being effective in improving students reading comprehension, is thought to have several advantages.

This study is similar to previous research in that it discusses the Google Translate and Quization in improving reading comprehension. My goal is that the entire study will help students in comprehending a text.

F. Hypothesis

Based on the review of related literature, the researcher formulste the hypothesis as follow :

1. Null Hypothesis (H0)

The use of Google Translate and Quization Strategy for teaching reading comprehension in SMP Muhammadiyah Kedungbanteng is not effective.

2. Alternative Hypothesis (H1)

The use of Google Translate and Quization Strategy for teaching reading comprehension in SMP Muhammadiyah Kedungbanteng is effective.

