CHAPTER II

STUDENTS' READING COMPREHENSION THROUGH START SIMPLE STORIES (SSS) METHOD

A. Start Simple Stories Method

1. Definition of SSS Method

Start with Simple Stories (SSS) is a unique, simple and fun language learning method enjoyed by students of various language levels and social backgrounds. SSS is a new extensive reading method is often referred to as the "One Million Words Extensive Reading Approach", or "HyakumangoTadoku". (Furukawa: 2006)

SSS method solved the main difficulty in the classical extensive reading method that there are no easy-to-read books for students. SSS is a method which makes learners start with picture books with a few words on a page(Furukawa: 2006). In the other words, Start Simple Stories is a type of method of teaching reading method to introduce students to the English language text reading using a variety of picture short stories(Furukawa: 2006).

The SSS method is unique in measure the amount of input by the total number of words that students read. It can measure by the students' understanding after they read the books or text.

In this method, the reader not allowed to consult with the dictionary while reading because it makes the reader not focus with their reading text. The reader need to skip the difficult words they found, they can guess its meaning and make it as addition of the new vocabularies. Then, the reader can stop reading when they bored or think it too difficult. According to Furukawa (2006), SSS method affected many students shown the significant progress in their language skills.

In conclusion, SSS is unique which make students focus on the reading text without care about dictionary, difficult word and just stop reading when the learners feels boring and too difficult;besides SSS is simple method that means it's not difficult to apply this method in the class; after thatSSS also fun extensive reading method which the learners start with pictures that describe the text to understand the point of the reading text.

2. Procedure of SSS Method

SSS method procedure is the steps that should do in its implementation. It necessary to make the method implementation becomes apparent.According to Furukawa in Baity (2013:17), the procedure of SSS method are as follows: a) Ask students to read a text, (in this case is a recount text); b) Divide the class into subgroups and ask them to share their items with each other; c) Then students must read the text and teacher helped students to show the picture; d) No dictionaries while reading. Learners must

guess the meaning each vocabulary. They are not allowed to look up the meaning of the word from dictionary; e) Skip over difficult word, they should skip the word and continue to read, because it can take longer time to translate the word; f) Stop reading when it is boring or too difficult. Readers must stop to read when they feel boring. If they force themselves to continue reading, they will be lost understanding the text; g) Reconvene the entire class and ask representative from each subgroup to share their choices with other students; h) after presenting their result in front of the class, students must do assignment. Its function was to help them to get more understanding about the material.

The procedure above was the original one without any modification. It was applied by the researcher in the classroom.

3. Advantages and Disadvantages of SSS Method

Every method has its own advantages and disadvantages. Based on the research that had done by the researcher, SSS method also has advantages and disadvantages, as follows:

a. The advantages of SSS method

To make sure SSS method is one of good method to improve students' reading comprehension there aresome advantages of this method: firstly, SSS is the unique and fun way to learn a language. Secondly, SSS makes

students enjoy reading with the help of the accompanying pictures. Then, by SSS many students can read the texteasier than before.

b. The disadvantages of SSS method

Beside the advantages, SSS Method also has some disadvantages in practical, such as:SSS method is a new learning way for students which makes them should adapt their self to read the text without consult with the dictionary while reading in English class. After that, the teacher takes too much time to prepare a large variety of textthat suitable for students. Besides, the teacher could not evaluating comprehension for each reading task because the students must stop reading when it is boring or too difficult.

The disadvantages of SSS method above could be handled by introduce this method briefly to the students and help them to relate the text and its pictures.Then, the teacher can use some texts pictures in its implementation. Meanwhile, the teacher can evaluate the students' reading comprehension by their understanding after they read the text. That is why the researcher chooses SSS method in this research for teaching reading comprehension.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension means a reader needs comprehend to understand a book or text. Klingner et al. (2007: 8) state, "Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)."It can be defined reading comprehension is a process when the readersrelate the text they have read with the previous knowledge they had knew or strategy they use in reading. Besides, reading comprehension can be defined like Wooley (2011) and Grellet (1999) statements. Wooley (2011:15) argues, "Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences."Grellet (1999:3) also defines, reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible. In addition, he also informed in the first case, a competent reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is not enough to understand and the gist of the text; more detailed comprehension is necessary. Based on the statements above, it can conclude: reading comprehension is reading by understand the meaning

information available in the text and the readers need to extract the information in the text to understand what the text tells exactly.

2. Indicators of Reading Comprehension

There are some indicators of reading according to King and Stanley in Juitaet. al (2013:2) :

a. FindingMain Idea

Every text has its own main idea. The main idea is usually expressed as a complete thought of the writer. In the other hand, Landmark School Outreach Program (2002) notes, "The main idea is the point of the paragraph. It is the most important thought about the topic." That statement also supported by Grabe (2009:207) which informs, main idea is most supported and engaged interactions around the text. In conclusion, finding main idea means find the main point in a paragraph. Usually, it contained in the first sentence in a paragraph.

b. GuessingVocabulary

Guessing vocabulary in context means that the students could develop his/her ability to guess the word which is not familiar with him/her by relating the meaning of the unfamiliar word to the context in the text.Stanovich in Grabe (2009:266) points out, "vocabulary growth leads to improved reading comprehension, and amount of reading leads to vocabulary growth." Automatically, mastering vocabulary is

very important to students. In reading comprehension test, the student usually asked to find the synonym or antonym of a word in the passage. It means, students should memorize much vocabulary to pass the test.

c. Finding Factual Information

Finding factual information means the reader needs to scan specific details. The types of questions in factual information appear with WH question in generally. WH question such as: *what*, *where*, *when*, *who*, *why* and *how*.

d. Identifying Reference

Reference words are usually short and very frequently pronoun, such as: "I", "You", "We", "She", "He", and "It". To analyze the pronouns, the reader need to watch out the sentence before, it would show the pronoun actually.

e. Identifying Inference

Identifying inference is a skill of the reader to good understanding the meaning of the text. In identifying inference, the reader understanding is needed to generate multiple main ideas from the text and then combine them to find a conclusion.Shortly, in identifying inference, the readers need to understand the text to find a conclusion.

C. Recount Text

1. The Nature of Recount Text

Recount text is a kind of reading text that was conducted as the teaching material in this research. According to Anderson in Lutfiah (2011: 15), "a recount is a piece of text that retells past events, usually in the order in which they happened." Hyland in Helmi (2012: 27) also states, "arecount is a kind of genre that has social function to retell event for the purpose of informing or entertaining." From those statements, it can be concluded that a recount is a kind of text that retells past events and it purpose to inform or to entertain the audience.

Based on Mukartoet. al in Lutfiah (2011:15) statement, there are three kinds of recount text, those are: personal recount, procedural recount and biographical recount.

From those kinds of recount text above, they have same characteristic that is retells past events chronologically.Based on the Gemolong's article (2014), the generic structure of recount text, such as:

a. Orientation: tells who was involved, what happened, where the events took place, and when it happened.

b. Events: tell what happened and in what sequence.

c. Reorientation: consists of optional-closure of events/ending.

In this research, the researcher would conduct biographical recount text for assessment because it is a kind of text that available on syllabus

curriculum 2013 for eleventh grade senior high school. Also, the researcher was considered biographical recount is an attractive text which tells about the journey of someone's life, like famous figure and nationalist which makes the students more interesting to read the text.

2. Biographical Recount

a. Definition of Biography Text

Biography is one of kind of recount text because it retells about past event and the journey of someone's life. Based on the statement states in Rahayu's blog (2013), biography describe about person's life or an episode in their life. According to Kendall (2013), "It seeks to re-create in words the life of a human being—as understood from the historical or personal perspective of the author—by drawing upon all available evidence, including that retained in memory as well as written, oral, and pictorial material."

b. Biography Text Structure andLanguage Features

According to the statements states in Works' article (2008), the structure of biography text, such as: 1) The opening paragraph gives the reader the background information as to why this person is important and should have a biography written about them. The opening paragraph should briefly answer the questions: who, what, where, when and how; 2) The recount then unfolds in paragraphs that retell a series of events, usually

told in chronological order; 3) The final paragraph is a conclusion with a comment on the contribution this person has made or a summary and evaluation of the person's achievements.

Besides, Works' article (2008) also notes, the language features of a biographical recount, as follows: 1)Use of names of specific people; 2)Mainly written in simple past tense (the final paragraph could also include the present tense); 3) Use of connectives to do with time (last year, then, at the same time, next, on Tuesday 24 May, later, before, meanwhile); 4) Use of action verbs (painted, wrote, invented, discovered).