CAKRAWALA PENDIDIKAN

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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

PROMOTING SVT IN TEACHING READING OF EXPOSITION TEXT ACQUIRING DETAILED SENTENTIAL COMPREHENSION

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Abstrak: Kesuksesan dalam memahami bacaan bukan lagi menjadi halangan bagi mahasiswa STKIP PGRI Blitar. Penulis menjelaskan bahwa pemahaman text panjang untuk level universitas dapat dipahami secara detail. Artikel ini mempromosikan pengajaran reading yang memanfaatkan *Sentence Verification Technique* (SVT). SVT ini membantu mahasiswa untuk memahami text panjang melalui test kalimat per kalimat. Hakikat pemahaman yang dimaksud dalam artikel ini adalah kemampuan mahasiswa dalam memahami text eksposisi. Sebagai kesimpulan, cerita kesuksesan ini diharapkan dapat mempromosikan penggunaan SVT pada kelas reading menggunakan jenis teks yang lain.

Kata kunci: Sentence Verification Technique, text eksposisi, pemahaman kalimat perkalimat

Abstract: To students in STKIP PGRI Blitar, a success in reading comprehension is not again an obstacle. The writer explains that comprehension in larger texts to university level can be understood in details. This paper promotes reading by regarding the utility of the Sentence Verification Technique (SVT). It helps the students to comprehend the reading text through sentential tests. The essence is that the students' deep learning in comprehending exposition text. To sum up, this success story promotes SVT to apply in reading class in other varieties of texts.

Keywords: Sentence Verification Technique, Exposition Text, Sentential Comprehension

INTRODUCTION

For the students of English Department at STKIP PGRI Blitar, reading subject can be difficult to follow. Based on, the interview held by the writer, the students say the difficulty in reading includes the difficulty in comprehending the text or passage. It is the same with what Dalman (2013) says about reading comprehension. He says that a person who is able to comprehend a text well is the one who can deliver the content of the text implicitly and explicitly well and can develop the main idea of the text based on his/her creativity orally or written. If a person can achieve those skills, it means that he/she has already had four kinds of reading comprehension level: literal, interpretative, critical, and creative comprehension. In every level, the students need to have special skill to follow.

Based on the syllabus of English Department, the students of the fourth semester (Reading IV) have to achieve pre-advance English. If we make correlation with what Dalman (2013) has explained above, the students should have at least three kinds of reading comprehension level: lit-

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eral, interpretative, and critical comprehension.

To help the students comprehend a larger text, especially expository text, the writer, as the lecturer and the educational researcher, can use SVT in teaching reading. This paper reviews one of the way in teaching reading by regarding the utility of the Sentence Verification Technique (SVT). This technique is firstly developed by Royer, et. al. (1979). It helps the students to comprehend the reading text through sentential tests. The tests cover four types so called as; a) original, b) paraphrase, c) meaning change, and d) distractor. The four makes the students comprehend the wide variety of sentences in exposition text. Thus, the students' comprehension level is also improved compared with understanding using conventional method. The essence is that the students' deep learning in comprehending exposition text.

Teaching Reading

Whether we realize it or not we cannot be separated by reading activity everyday. We read many kinds of texts, from the highly academic materials such as textbooks, research reports, or journal articles to the simple ones such as newspapers, magazines, books, novels, notes, or messages. As a reader, we read for different purposes. On one occasion, we read for getting information; on the other we read for getting enjoyment. That is the reason why the teaching of reading skill in English establishes an important part. To facilitate the students learning of reading skills, English teacher need to know the nature of reading.

Grabe (2009) defines six types of reading activity. They are as follows: (a) Reading to search for info (scanning and skimming); (b) Reading for quick understanding (skimming); (c) Reading to learn; (d) Reading to integrate info; (e) Reading to evaluate, critique, and use information; (f) Reading for general comprehension.

Reading is a form of communication between the reader and the writer through the text. Sulistyo (2011) explains the process of communication as follow:

Figure 1
Communication in Reading

Reading is also a process that involves a complex combination. Grabe (2009) states ten processes that involve in reading activity. They are rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process, and linguistic process.

In general, there are three dominant theories of reading processes. The first is bottom-up theory. This theory basically implies that in order for a reader to be successful in understanding a written text, solid knowledge of elements of language is a precondition to reading. With this knowledge at hand, readers will analyze the text as the linguistic data for meaning during reading. The second is top-down theory. In the teaching practice, the followers of top-down theory argue that ahead of reading processes, activation of content and formal schemata plays a prerequisite procedure for success in meaning constructions. In this theory, readers are constructivists of meaning. And the last is interactive theory. This theory tries to combine ideas proposed by both the bottom-up and the top-down theories of reading. The interactive theory recognizes the involvement of meaning-construction processes on one side and the role of solid knowledge of elements of language on the other side.

Meaning, learning, and pleasure are the crucial goals of learning to read. In fact, not all students are able to be a good reader. One can read and write but without the key element of comprehension, there will be no understanding of what

was read. Constructing meaning through interaction and involvement with written text is definition of comprehension. Knowledge is the basic element for comprehension. It means that it is related with what we do not know or new information, to what we already know.

Furthermore, Harris and Graham (2007) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Lado, as quoted by Sujiati (2007:7) defines reading comprehension as follows: "Reading is a foreign language consists of grasping meaning in that language through its written representation."

Simanjuntak (1998: 4) states that reading comprehension is most likely to occur when students are reading what they want to read. Or at least what they see some good reasons to read."

The main purpose by reading an article, an authentic text such as books, notice or advertisement etc, is to understand what is meant by the text. So, we might come to a conclusion that reading comprehension is intended to understand or to interpret the text.

SVT in Comprehending Reading Text

Reading is a process of getting meaning from a written text. To get the meaning, the students should comprehend that written text. There are many ways to measure the students' reading comprehension. Royer, et. al. (1979) state two of the ways. The first is the teacher usually asks the students to examine a written text then answer some questions or multiple choices related to the written text. The second is the teacher asks the students to fill in the blanks in a written text that some of the words have been deleted (cloze test). Beside stating those ways, Royer, et. al. (1979) also propose a new technique called SVT (Sentence Verification Technique).

SVT was developed to measure how well the students understand or comprehend a written text. In this technique, there are four sentential tests: original, paraphrase, meaning change, and distractor test. Those kind of sentential tests are discussed further in the next section. SVT test can be based on any kinds of text materials; even it can also be based on non-text material also. Text material stated here are from elementary, middle school, high school and college level textbooks, from newspaper articles, from passages developed for use in basic research, from medical information materials, from abstracts of psychology journal articles, from book reviews published in a weekly magazine, and from manuals used for military training. Non-text sources for SVT tests have been radio scripts and video tapes of classroom interactions. In this success story, the writer chooses exposition texts as the material to measure the students' comprehension level.

Expositions Understood by SVT

Anderson and Anderson (1997) say that exposition is a piece of text that represents one side of an issue. The purpose of an exposition text is to persuade the reader or listener by presenting one side of an argument. Furthermore, Pardiyono (2012) states that the function of an exposition text is to expose arguments or opinions in response to a problem or event in order to judge or persuade. The effect of the text to the reader is the reader gets more knowledge about a problem or event so that problem or event becomes clear. Extremely word, every text that tries to defend an idea that one thing is good, called exposition text. Some of the examples are advertisements, editorials, spoken arguments, and legal defenses.

The scaffold of an exposition text includes three things; introductory statement, series of arguments, and conclusion. The function of introductory statement is giving the author's point of view and previewing the arguments that will follow- in some texts, the opening statement may be an 'attention grabbing'. The aim of a series of arguments is to convince the audience; in this case pictures can be used to help persuade them. A conclusion is used to sum up the arguments and reinforces the author's point of view. The written text below is one exposition text example. It is an editorial.

Old Enough?

When is a person old enough to be responsible for a crime? This question needs to be investigated because the current law is not good enough. } **Introductory Statement**

The law at present protects children aged between ten years and fourteen years from being punished for committing crimes. It is believed that children under fourteen years are too young to realize the seriousness of their crimes. Mr. Stephen Scarlett, head of the NSW Children's Court, describes how clever young offenders use this defense, saying that they are too young to understand that they have broken the law. Mr. Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this move.

Teenagers these days are far more sophisticated than those in the past. The law should recognize this. In a recent survey some people suggested that the age for being responsible for a crime should be dropped to eight years old. This, I feel, is too young. Fourteen, however, is too old. Is there anyone who believes that a fourteen-year-old does not know that it is against the law to steal or vandalize property? By the age of twelve, children are aware of what is legal and what is not. } **A Series of Arguments**

Public pressure creates change. It is now up to the public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years to twelve years. Out-of-date laws have no place in a modern society, especially one that needs people to be responsible for their actions. } **Conclusion**

Adapted from: Anderson & Anderson (1997)

Sentential Tests: Original, Paraphrase, Meaning Change, and Distractor

As have been stated before, there are four sentential tests in measuring the students' reading comprehension using SVT; original, paraphrase, meaning change, and distractor. The structure of SVT tests includes developing one of four types of test sentences from each sentence appearing in a text or a passage.

The first kind of the test is called original. This sentence is a copy of a sentence as it appeared in the text. The second is called paraphrase. This sentence is constructed by changing as many words as possible in an original sentence without altering the meaning of the sentence. Royer, et. al. (1979) say that there are some guidelines in making this kind of test: 1) change as many words as possible; 2) make sure the paraphrase has the same meaning as the original sentence; and 3) make sure the meaning of the paraphrase sentence fits with the meaning of the passage as a whole. The last guideline is the most important of all because many sentences have a number of acceptable paraphrases that vary in meaning.

The third kind of test is called meaning change. To make it, the teacher should change one or two words in the sentence so that the meaning of the sentence is different. Royer, et. al. (1979) also give guidelines to make this test: 1) substitute one or two words in the original sentence so that the meaning of the new sentence is distinctly different from the original; 2) make sure the meaning of the sentence is inconsistent with the meaning of the passage as a whole; and 3) make sure the meaning of the test sentence is not strange in any way. This kind of test is the most difficult one. It is because in practice, writing a meaning change sentence involves identifying the main idea of a sentence and then changing the words in the sentence so that the main idea is different from the main idea in the original sentence. It is important to notice that making the meaning change test in the right level is must. If it is not, meaning change sentences that involve too big of a change also have problems (they are so easy to identify they have no discriminative power).

The last kind of the test is distractor. A distractor is a sentence that has a syntactic structure that is similar to a sentence in the passage and is consistent with the overall theme of the text passage, but is unrelated in meaning to any sentence that appeared in the passage. Royer, et. al. (1979) say there are also three guidelines to make it: 1) make sure the distractor is roughly comparable to original sentences in terms of length, syntactic structure, and vocabulary level; 2) make

sure the distractor sentence is consistent with the thematic content of the passage; and 3) make sure the distractor sentence is different in meaning from any original sentence in the passage.

To make an SVT test, there are usually a set of three or six texts, each followed by test sentences. The difficulty level of the texts is depended on the level of the students. The test for each text can be consisted of equal number or different number of sentential test. For example: most of the research using SVT has used 12 sentence texts and either 12 sentence SVT tests (3 of each of the test sentence types) or 16 sentence SVT tests that are constructed by selecting equal numbers of original, paraphrase and meaning change sentences to represent each of the 12 text sentences, and then adding four distractor sentences to form a 16 sentence test. In another way, the teacher also can construct SVT test that is not equal in number. For example: a 16 sentence SVT test consisting of three originals, three distractors, five

meaning changes and five paraphrases. Royer, et. al. (1979) state the late one has better reliability and validity because paraphrases and meaning change sentences have better discriminatory properties than originals and distractors, which are more easily identified.

It is also permitted to not using 12 sentences length text. The chosen of 12 sentences length text is because they allow the development of tests that are easily balanced with respect to item type. The length of the text in the test is up to the teacher. The thing that should notice is SVT tests developed using long passages have relatively poor reliabilities and the writer believes that if one wants to test the comprehension of a long passage it is better to divide the passage into segments, have the students read a segment and then take a test on the segment, read the next segment and so on.

Let's have a look at the example of SVT test in exposition text below.

Old Enough?

(1) When is a person old enough to be responsible for a crime? (2) This question needs to be investigated because the current law is not good enough.

(3) The law at present protects children aged between ten years and fourteen years from being punished for committing crimes. (4) It is believed that children under fourteen years are too young to realize the seriousness of their crimes. (5) Mr. Stephen Scarlett, head of the NSW Children's Court, describes how clever young offenders use this defense, saying that they are too young to understand that they have broken the law. (6) Mr. Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. (7) I agree with this move.

(8) Teenagers these days are far more sophisticated than those in the past. (9) The law should recognize this. (10) In a recent survey some people suggested that the age for being responsible for a crime should be dropped to eight years old. (11) This, I feel, is too young. Fourteen, however, is too old. (12) Is there anyone who believes that a fourteen-year-old does not know that it is against the law to steal or vandalize property? (13) By the age of twelve, children are aware of what is legal and what is not.

(14) Public pressure creates change. (15) It is now up to the public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years to twelve years. (16) Out-of-date laws have no place in a modern society, especially one that needs people to be responsible for their actions.

Please, give (P) in 'yes' column if the sentence has the same meaning as the original passage sentence, and (P) in 'no' column if the sentence does not have the same meaning.

As an example of the difference between these two characteristics, picture a situation where two students had exactly the same ability to detect when a test sentence had the same meaning

No.	Sentences	Yes	No
1.	When is a person old enough to be responsible for a crime? (*Original*)		
2.	This question needs to be examined because the existing law is not good enough. (*Paraphrase*)		
3.	The law at past neglects children aged between ten years and fourteen years from being punished for committing crimes. (*Meaning-change*)		Antonym
4.	It is believed that children under fifteen years are too young to realize the seriousness of their crimes. (*Distractor*)		
5.	Mr. Stephen Scarlett, head of the NSW Children's Court, describes how clever young offenders use this defense, saying that they are too young to understand that they have broken the law. (*Original*)		
6.	Mr. Scarlett, an inexperienced on this subject, states that the age should be rose from fourteen to twelve years. (*Meaning-change*)		Antonym
7.	I disagree with this move.(*Distractor*)		
8.	Youths these days are far more erudite than those in the past. (*Paraphrase*)		
9.	The law should deny this. (*Meaning-change*)		
10.	In a current survey some people recommended that the age for being responsible for a crime should be fell to eight years old. (*Paraphrase*)		
11.	This, I feel, is too old. Fourteen, however, is too young. (*Meaning-change*)		
12.	Is there anyone who has faith in that a fourteen-year-old does not know that it is against the law to steal or damage property? (*Paraphrase*)		
13.	By the age of twelve, children are unaware of what is illegal and what is not. (*Meaning-change*)		
14.	Public pressure creates chance (*Distractor*)		Unrelated
15.	It is now up to the public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years to twelve years. (*Original*)		
16.	Old-fashioned laws have no place in a modern society, especially one that needs people to be in charge for their actions. (*Paraphrase*)		

Comprehension Level Using SVT

To know the students' comprehension level, the teacher or lecturer should score the SVT test. The easiest way to score the test is by computing amount correct scores. Another scoring technique that has been examined by Royer, et. al. (1979) is to score performance using theory of signal detection parameters. Signal detection theory proposes that responding in two-choice discrimination situations is based on two characteristics of the person carrying out the task: 1) the ability to detect a signal when it is present (in this case, the ability to identify that a test sentence has the same meaning as a passage sentence); and 2) the criteria (cutoff) the subject creates in order to judge a signal is present (the willingness to say a test sentence is a YES sentence).

as a passage sentence, but differed in percent correct performance because one student was willing to say YES when he or she "assumed" that the sentence was a yes sentence whereas the second student would say YES only when he or she "sure" the meaning was the same. The willingness to say a signal is present is the cutoff characteristic in signal detection analysis and research has shown that the cutoff can be handled through payoffs for errors and correct "hits" (saying a signal is present when it is). As the result, payments for hits with no penalty for false alarms will shift a criterion downward (meaning more trials are judged to have a signal present), whereas penalties for false alarms will shift it upward.

CONCLUSION

Based on the explanation above, it is proved that the students can achieve detailed reading text by doing practice using SVT test. The process of understanding exposition texts and the results show that SVT helps the students to gain detailed and critical understanding toward the content of exposition texts. SVT also tests the paragraph and check the students' comprehension more detailed so that the text can be mastered well by the students using this test. To sum up, this explanation promotes SVT to apply in reading class in other varieties of texts so that the students acquire the details in reading texts.

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