

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing of some related theories dealing with (a) definition of reading, (b) definition of reading comprehension, (c) definition of Semantic Mapping Strategy, (d) definition of narrative text, and (e) previous research.

A. Definition of Reading

Reading is one of important activity in any language class. Reading is not only a source of information and pleasurable activities and skill but also as means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language (Patel and Jain, 2008:113).

Reading is a complex process made up of several interlocking skills and processes. The sum of these pieces is a tapestry that good readers use on a day-to-day basis to process text in their world (Tankersley, 2003:02). She wrote that the tapestry of effective reading is woven from six foundational threads. Without each thread being present in the tapestry of an individual's reading abilities, there are holes and weave cannot hold tight and cannot function for lifelong use.

As an active skill, reading constantly involves guessing, predicting, checking, and asking oneself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible, for

instance, to develop the students' powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs (Francoise Grellet, 2010:8). Reading is useful for other purposes too any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition is likely to be even more successful (Harmer, 1998:68).

Briefly, the researcher says that reading is an activity to understand the printed language or not and interpret the information into the reader's understanding appropriately.

B. Definition of Reading Comprehension

Reading comprehension refers to the capability of the readers to understand what is being read. Moreover, reading comprehension is an understanding of a written text or extracting the required ideas from it as efficiently as possible. Comprehension is the primary objective of reading process. Comprehension is the process of reading to grasp the meaning of the text includes the vocabulary and the series of words highlighted in the text.

Anderson and Pearson (1984) contented that the reader comprehends a text by actively constructing meaning internally from interacting with the materials that are read. The comprehension process involves an understanding of words and how those words are used to create meaning. A large majority of authors on

reading comprehension suggest that there are several critical elements: (a) the text, (b) the reader, (c) the interaction between the reader and the text, and (d) the mental state of the reader after the text interaction.

Those critical elements are the important elements that are used for consideration of the teacher to establish the students to comprehend in reading. The students or the reader of a certain text should know and sort every single word in a text which one they get the meaning of that word or they should looking for the meaning that word to understanding the meaning of the whole text. If the students comprehend in reading the text, it means that the student integrates with the text. According to Van den Broek and Kremer (2000:2) when reading is successful, the result is a coherent and useable mental representation of the text. This representation resembles a network, with nodes and depicts individual text elements, (e.g., events, facts, setting) and connections that depict the meaningful relations between the elements. This shows the mental state of a reader following the reading act. In this view understanding a text consists of forming a semantic network of the concepts and the relationship within the text.

The students who said as the successful reader, they can mention the elements of the text such as events, facts, setting or other element which is connected with the whole text. The teacher sometimes gives the students a question related to the element of the text. The teacher will know which student who masters the text well or not from the answers of the questions.

Reading comprehension is an important aspect to develop students' ability to read with understanding. Barr, Sadow, and Blachwicz (1990) emphasized that reading is an active process in which readers interact with the text to reconstruct the message of the author or writer. In sum, Reading comprehension is the reading activity which more thorough to understand the meaning, find the message of the text and reconstruct the idea of the reader. So, in reading process the reader or the students should understand the meaning of language that is used in text in order to they can comprehend to analyze and explain the content of the text by using their own language.

Strategies on Reading Comprehension Grellet (1998: 4) offers some strategies in reading comprehension as follows:

a. Scanning

Scanning is quickly going through a text to find a particular piece of information. The readers only try to locate specific information (ex: name, a date, etc) and do not follow the linearity of the passage.

b. Skimming

Skimming is quickly running one's eyes over a text to get the gist of it. It is more thorough activity which requires an overall view of the text and implies a definite reading competence.

c. Extensive Reading

Extensive reading is reading longer text, usually for one's pleasure. This is a fluency activity mainly involving global understanding. Reader has general understanding without necessarily reading every word.

d. Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail. Readers are expected to understand everything they read and to be able to answer detailed vocabulary and comprehension questions.

C. Definition of Semantic Mapping Strategy

In teaching process, Semantic Mapping Strategy allows the students to explore their knowledge of a new word by creating a map using other related words or phrases similar in meaning to the new word. According to Pearson and Johnson (1978) as cited by Clark (2005: 133) Semantic Mapping is a strategy that helps students to organize the information they know about a subject into different categories. It is a visual representation of the subject.

Huynh (2002: 47) states that Semantic Mapping falls under the broad category of graphic organizers and can be used in any subject area to help students understand relationships and to build concepts about broad topics. Semantic Mapping allows students to see relationships that may be difficult to visualize.

Semantic Maps reflect a way to (1) illustrate the attributes related to an idea or concept and (2) show the relationships among those elements, usually in a way that is not possible through verbal means. The process of making a semantic map is sometimes called webbing, probably because the finished product can resemble a spider web.

Further description of Semantic Mapping is provided by Johnson, Pittelman, and Heimlich (1986: 779) who describe the technique as “a categorical structuring of information in a graphic form. It is an individualized content approach in that students are required to relate new words to their own experiences and prior knowledge”.

From the above definitions, it can be concluded that Semantic Mapping is a graphic arrangement designed in the form of nodes (circles or squares) and connecting links to show how key concepts or main ideas and subordinate ideas are related to one another. It functions as an advanced organizer to activate student’s background knowledge.

The procedure of Semantic Mapping used by Johnson & Pearson (1984) as follows: First, instructors choose a core concept of a text and display it visually so that all students can see it. The core concepts might be written on a blackboard, on an overhead transparency, on a large sheet of paper, or even displayed from a computer which has an overhead projection system.

Next, students are encouraged to write down a series of words or phrases associated with the core concept. After brainstorming and generating lists of

words or phrases relevant to the topic, students are asked to compare their lists with their peers. Then students are asked to illustrate relationships between each word on their list by linking the words or phrases together with lines.

During the process of constructing a semantic map, instructors can identify what is in and what is outside their learners' level of awareness in regards to core ideas and supporting details. This can provide instructors with important diagnostic information which can help them lead the class in an appropriate direction. It is only after students have completed the pre-reading maps that they read the text.

The following are examples of semantic mapping:

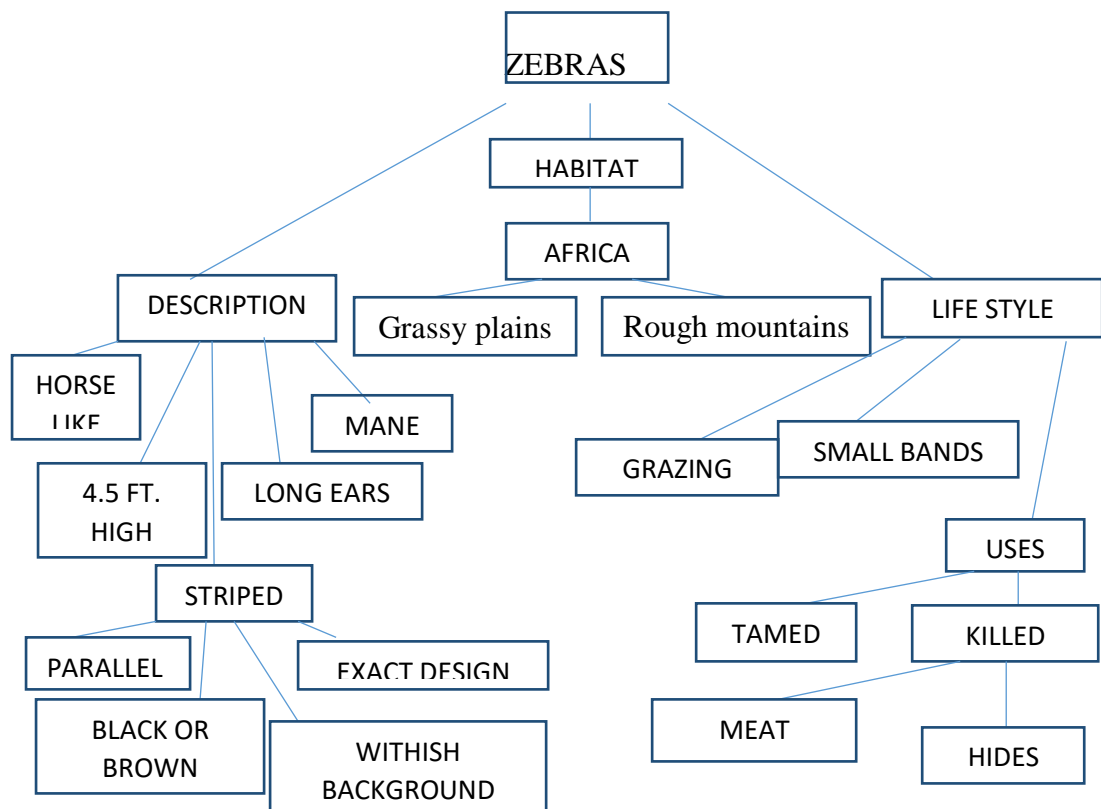


Figure 2.1 an example of Sinatra's semantic mapping

a. Application of Semantic Mapping in Reading Comprehension

Semantic Mapping can be used before, during, or after reading activity. Semantic Mapping activities that are carried out during the pre-reading phase of a lesson is to activate learners' schemata and to introduce them to main point of the text. As a pre-reading activity, teachers can use core questions to enhance the comprehension, main ideas, supporting details, pattern of textual organization, as well as character and plot development. In this phase, a semantic map is developed by placing the central idea in a circle in the center of a sheet of paper.

Students then brainstorm words and phrases that relate to the topic. "Key words" are then written on spokes radiating from the central topic word (Johnson and Pittleman; 1986: 778-783). During mapping activities learners are instructed to make associations with the main ideas in a text and their supporting details via word collocations, coordinates, super-ordinates and synonyms. Furthermore, they are asked to make associations between reading passages (e.g, short stories, newspaper, articles and novels) and what was inside of their level of awareness prior to reading the texts.

Heimlich and Pittleman (1986) also encourage post-reading mapping. During the post-reading phase of a lesson learners can add new ideas, concepts and even categories to their pre-reading maps. The final phase of map construction comes when the learners are asked to recall the details of a text and to discuss and graph new information onto their pre-existing maps.

The results of Semantic Mapping as described above could certainly represent a schema about the subject, and it would more resemble students' schema for the subject. (Johnson and Pittleman; 1986: 778-783).

D. Differences between Semantic Mapping and Mind Map

The differences between Mind Map and Semantic Mapping maps are:

1. Mind map has a radial structure, while the Semantic Mapping has a tree structure with many branches and clusters.
2. Mind map focus on one concept, while Semantic Mapping connects multiple concepts or ideas.
3. Arrows of Semantic Mapping are labelled for representing the connection type with ancestor node. Links of Mind Map are labelled to represent relationship with ancestor node.

E. Definition of Narrative Text

A narrative text is a story that is told in language; that is, it is converted into language signs. As was evident from the definition of narrative text, these signs are produce by an agent who relates. This agent cannot be identified with the writer. Rather, the writer withdraws and calls upon a fictitious spokesman, an agent technically known as the narrator. But the narrator does not relate continually: Whenever direct speech occurs in the text, it is as if the narrator temporarily transfers this function to one of the actors. When describing the text layer, it is thus important to ascertain who is doing the narration.

Narrative strategy instruction gives students a more elaborate understanding of stories. It is one of a number of comprehension strategies children should be taught to use. Research shows that students who have a good understanding of narrative text structure have fewer problems comprehending this text type (Dymock & Nicholson, 1999). Narrative text structure strategies can be used with other comprehension strategies in a readers' repertoire of reading comprehension strategies (see Pressley, 2000), including activating prior knowledge, constructing mental images, and summarizing.

There are at least four stages in a narrative text. Frequently these same steps are repeated increasing the suspense of the story. The each stages of the story are used for elaborating or giving more explanation through the plot of the story. A simple narrative will have orientation, complication, series of events, resolution, reorientation or coda (optional).

Firstly, the orientation may be brief or continue for several pages allowing the writer to create a visual picture of the setting, atmosphere and time of the story. Generally the characters are introduced and clues are set in place for the coming complication. Second, complication, this revolves around conflicts or problem that affects setting, time or characters. Realistic stories generally have one complication, but most adventure stories will have a series to build up excitement. Third, the story continues through a series of expected and unexpected events. In this part of the story a sequence of events that affect the setting, atmosphere, characters or time. Fourth, the resolution brings the series of events to a close and resolves the main problem, challenge or situation. Finally,

reorientation or coda is sets the scene again and locates the characters in it. Some narratives have a reorientation or coda that returns the reader to the present and sums up the events. This may be written in the form of a moral or coda.

The structures of narrative texts are the important parts that the students must be differentiate each other. The structures of narrative text have the different discussion which is strengthen as the supporting sentences or paragraph in the text. The students need to more concentrate to analyze the structure of the text to help them summaries the text.

Narrative text is a text which represents the story of the past event. The form of narrative text represents the sequence of event which ordered among the paragraph. The generic structures of the narrative text have a important role to keep the plot of the story easy to follow and understand by the reader.

F. Previous Study

The writer found some previous studies related to Semantic Mapping and reading comprehension. The Semantic Mapping and reading comprehension is the concern points of this research. These previous studies have been reviewed in relation to the study. First, Robert (2009) conducted a research that the objectives was to find the improvement of both reading comprehension and involvement in reading comprehension activities through Semantic Mapping technique. The result of the analysis showed that there is a difference between the students score before using Semantic Mapping technique and after given a Semantic Mapping technique in reading comprehension. Moreover, the enthusiastic of students in reading

activities also have improvement. The writer concludes that the Semantic Mapping technique can be used for influence the students in the result of reading activity.

Second, Muhtar (2010), conducted the research to explore the reading comprehension of descriptive text through Semantic Mapping strategy in the eighth year students of SMPN 1 Sine. The objective of the research was to examine whether the use of Semantic Mapping Strategy can improve the students' reading comprehension. The results of the research showed that Semantic Mapping Strategy was able to improve the students' reading comprehension.

By reviewing both of previous studies, the writer found some improvements are proved. In Robert's research found that the Semantic Mapping can improve the enthusiastic of student in reading activity and influence the students' result of the test while in Muhtar's research found that the use of Semantic Mapping Strategy had proven to be an effective way in teaching-learning of reading. Meanwhile the researcher wants to conduct a study with the same strategy that is Semantic Mapping strategy, but the genre of text is narrative text. The subject of the study also different, it is the student of the tenth grade at SMAN 01 Bantur.