

## **CHAPTER II**

### **REVIEW TO THE RELATED THEORIES**

There are some theories, which require careful and perceptive reading, and attention to detail discussed in the review of related theories. This chapter discussed about the definition of reading, Background to the teaching of reading kinds of reading, principles for teaching reading, strategies to teach student text comprehension, graphic organizer, graphic organizer to improve reading comprehension, fishbone, advantages and disadvantages of a graphic organizer.

#### **A. Definition of reading**

There are the ability to understand and gain meaning from what has been read and being able to communicate this information to others. It is reason for reading. And there are definition of reading that support the important of reading.

Patel (2008:113) Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success. Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is very important for students to get knowledge. Therefore the learner of English must know reading English. The education of child is imperfect, unless he is supplied every things needed with the ability of reading.

Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain an understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language.

Nunan (2007:68) Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension. Meaning does not rest in the reader nor does it rest in the text. The reader's background knowledge integrates with the text to create the meaning. The text, the reader, fluency, and strategies combined together define the act of reading.

Doff(1993:23) if we are to help students develop reading skill in a foreign language, it is important to understand what is involved in the reading process itself. If we have a clear idea, of how 'good readers' read, either in their own or a foreign language, this will enable us to decide whether particular reading techniques are likely to help learners or not.

## **B. Background to the teaching of reading**

Reading is essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success or not only in learning English, but also learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning, Nunan (2003: 69). Reading skill is very important to ensure success the students in learning.

## **C. Types of reading**

### **1. Intensive reading**

Patel and Jain (2008:117-122) intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

### **2. Extensive reading**

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion.

### **3. Aloud reading**

Reading aloud is important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the best of words pronunciation. If it is not cared, it will be very difficult at secondary level. According to S. Vankateswaran reading aloud is not useful at the secondary level.

### **4. Silent reading**

Silent reading is very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

There are four types of reading that use in teaching learning reading, each types has different ways to increase reading ability among learners.

## **D. Principles for teaching reading**

### **1. Exploit the reader's background knowledge.**

Nunan (2003:74-75) A teachers background knowledge can influence reading comprehension (Carell, 1983, Carell and Connor 1991). Background knowledge includes all of the experiences that reader bring to a text: life experiences, educational experiences, knowledge of how text can be organized and works,

rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge.

Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on. If students are reading on an unfamiliar topic, you may need to begin the reading process by building up background knowledge.

## **2. Build a strong vocabulary base.**

Recent research emphasizes the importance of vocabulary to successful reading. (See Nation, chapter 7, this volume.) As I have developed my own philosophy of the role of vocabulary in reading instruction, I have decided that basic vocabulary should be explicitly taught. L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

## **3. Teach for comprehension**

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

#### **4. Teach reading strategies**

Strategies are “the tool for active, self directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use” (Oxford, 1996). This definition underscores the active role that readers take in strategic reading. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching them how to do this should be a prime consideration in the reading classroom (Anderson, 1991; Chamot and O’Malley, 1994).

#### **5. Visualizing**

Kindrachuk (2007:1) visualization can help transform students from passive to active readers while improving their reading comprehension. Helping our students gain visualization skills is an important way to foster greater comprehension when reading. Visualizing allows students to create or paint a mental picture of the text. Visualizing makes the reading real and more relevant. From creating stick figure visuals to making video reenactments, visualization has many forms and looks. Visualizes helps in the following ways: enhances mental imagery, increases engagement with the text, creates connections or a “relationship” to the text, and helps students to stop and think about what the text is actually trying to convey. Its added by Moore and Lo (2008:124) “Visualization. He/She then distributes copies of an easy read book with all the pictures being covered.”

## **6. Giving motivation to the students**

It is important that we give motivation every time we start teaching reading. If the students are motivated, they will learn enthusiastically. There are several ways to motivate students. For example, the teacher can state the aim and the importance of learning certain topics of reading. The teacher can also encourage students to learn by telling them how to read effectively. Sometimes it is necessary that the teacher give advance organizer, that is, giving some background information concerning the text to be discussed, Fachrurrazy (1994:21)

The principles of reading explain about the definition of strategies in order to increase reading ability, the teacher should be know the principles of teching reading to achieve their purpose for reading. Alyousef (2008:147) engaged reading is based on motivational and cognitive characteristics of the reader...who is intrinsically motivated, builds knowledge, uses cognitive strategies, and interacts socially to learn from text.

## **E. Strategies to Teach Student Text Comprehension**

Education and skills (2005:2) reading comprehension is an essential part of the reading process. Children need to betaught a range of reading comprehension strategies to help them fully understand the text. This is the third of a set of three leaflets about reading comprehension. Leaflet 1 introduces evidence from research and gives a sequence for teaching. Leaflets 2 and 3 give

practical suggestions for teachers to use in their own classrooms. This leaflet has information on semantic strategies, interpretive strategies and monitoring understanding.

Cahyono (2011:91) The current reading research in comprehension strategy instruction concluded that several reading strategies are beneficial to students' meaning construction. These include activating background knowledge, graphic organizing, questioning, summarizing, etc. that enable students to acquire relevant knowledge from text.

### **1. Making Connection**

Recalling prior knowledge and experiences to help construct meaning during and across reading as you develop ideas and concepts. (I use what I know to understand what I read.) Good readers draw on prior knowledge and experience to help them understand what they are reading and are thus able to use that knowledge to make connections.

### **2. Graphic organizers**

Rasinski and Padak (1996:2) Use a story map, biography wheel, Venn diagram, or other way to show what was included in what you read. Graphic organizers illustrate concepts and relationships between concepts in a text by using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Graphic organizers can help readers



focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

### **3. Answering questions**

Questions can be effective because, first, give students a purpose for reading. Second, focus students' attention on what they are to learn. Third, help students to think actively as they read. The following is encouraging students to monitor their comprehension. The last is help students to review content and relate what they have learned to what they already know.

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

### **4. Generating questions**

By generating questions, students become aware of whether they can answer the question and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

## **5. Recognizing story structure**

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution.) Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

## **6. Summarizing**

Summarizing requires students to determine what is important in what they are readings and to put it into their own words. Instruction in summarizing helps students: identify or generate main ideas, connect the main or central ideas, eliminate unnecessary information, remember what they read. There are more strategy to reach reading comprehension, its make the learners can use the strategy which they need to improve reading comprehension.

## **F. Graphic Organizer**

### **1. Introduction**

Hall and Strangman (2002:1) One way to help make a curriculum more supportive of students and teachers is to incorporate graphic organizers. Graphic organizers come in many varieties and have been widely researched for their effectiveness in improving learning outcomes for various students.

## 2. Definition

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.

There are many definitions of graphic organizers, such as those from Gregory and Carolyn in Cahyono(2007:92), Hibbard and Elizabeth in Cahyono(2003:92). Sousain Cahyono(2005:92), Zwiers, and Hall and Nicole in Cahyono(2003:92). Gregory and Carolyn(2007) state graphic organizers are useful thinking tools that allow students to organize information and allow students to see their thinking. Cleveland(2005:3) adds more about the use of graphic organizers that gives more emphasis on reading.

Graphic organizers are great tools when you are reading-they can help you through a poem, a story, a biography or international article. Organizer help you analyze what you are reading. You can use them to recognize patterns in your reading, such as identifying the main idea of a story or an article, and finding details that support the main idea. They can help you to compare and contrast things within a story or between two stories. They can even be useful after you read. You can use them to organize your notes and figure out the most important point.

One way to help make a curriculum more supportive of students and teachers is to incorporate graphic organizers. Graphic organizers come in many varieties and have been widely researched for their effectiveness in

improving learning outcomes for various students. The following five sections present a definition of graphic organizers, a sampling of different types and their applications, a discussion of the research evidence for their effectiveness, useful Web resources, and a list of referenced research articles. We have focused this overview on applications of graphic organizers to reading instruction, with the intention of later expanding the discussion into other subject areas. According to Burke(2003:3) state that “graphic organizer that helps students recognize and analyze the features of different textbook in order to approach the text more strategically.”

### **3. Constructing Graphic organizers**

Jo Anne L and Vacca, Richard (Baron 1998: 323) suggests the following steps for developing the graphic organizer:

1. Analyze the vocabulary of the learning tasks, and list all the words that you feel are important for the students to understand.
2. Arrange the list of words until you have a scheme that shows the interrelationships among the concepts particular to the learning task.
3. Add the scheme vocabulary terms that you believe the students understand in order to show relationship between the learning task and the discipline as a whole.
4. Evaluate the organizer. Have you clearly shown major relationship? Can the organizer be simplified and still effectively communicate the idea you consider crucial?

5. Introduce the students to the learning tasks by showing them scheme, encourage them to contribute as much information as possible to the discussion of the organizer.
6. As you complete the learning task, relate new information to the organizer where it seems appropriate.

### **G. The main idea**

The main poin of the research is about how to find the main idea. Therefore, the researcher would like discuss further those aspect. Myrna and Sidney (1993:58) state that to find the main idea , you have to do two things which make up the main idea strategy. First, you have to find the topic-what the text is mainly about. After you discover the topic, or subject of the reading, you need to find out what the writer is saying about that topic. The most significan statement that the writer is marking about the topic is main idea. Edward Spargo (1998 : 11) the main idea tells who or what is the subject of the paragraph or passage. The main idea is the most important idea, the idea that provides purpose and direction.

### **H. Using Graphic Organizers to Improve Students' Reading Comprehension**

Cahyono(2011:87) state that graphic organizers are useful thinking toolsthat allow students to organize information and allow students to see their thinking. Gregory and Carolyn in Cahyono(2007:95) state that garphic organizer can be

used for brainstorming at the beginning of a lesson or unit to find out what students have already known. Graphic organizer can help students to be able to organize and capture information, such as the one in reading assignment. Finally, they also function as tool for checking understanding, taking note and summarizing and the culminating assignment.

Graphic organizer comes in many different forms, each one best suited to organizing a particular type of information. The following examples are merely a sampling of different types and uses of graphic organizers.

1. Star: if the topic involves investigating attributes associated with a single topic, use a star diagram as your graphic organizer. Example: Finding methods that help your study skills (like taking notes, reading, doing homework, memorizing, etc.).



2. Spider: if the topic involves investigating attributes associated with a single topic, and then obtaining more details on each of these ideas, use a spider diagram as your graphic organizer. This is like the star graphic organizer with one more level of detail. Example: Finding methods that

help your study skills (like taking notes, reading, memorizing, etc.), and investigating the factors involved in performing each of the methods.



3. Fishbone: If the topic involves investigating multiple cause-and-effect factors associated with a complex topic and how they inter-relate, use a fishbone diagram as your graphic organizer. Example: Examining the effects of improved farming methods.

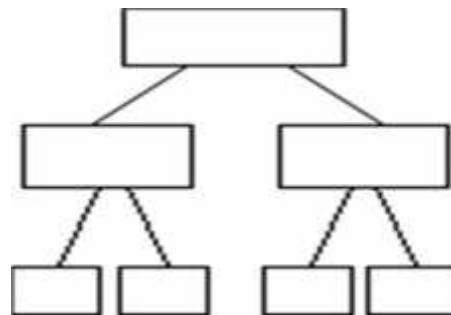


4. Cloud/Cluster: If the topic involves generating a web of ideas based on a stimulus topic, use a clustering diagram as your graphic

organizerExample:brainstorming.

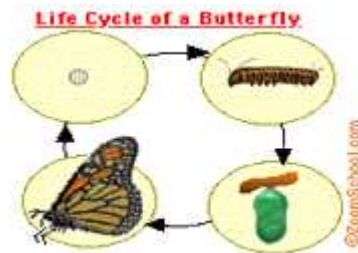


5. Tree: If the topic involves a chain of events with a beginning and with multiple outcomes at each node (like a family tree), use a tree as your graphic organizer. Example: Displaying the probabilistic results of tossing coins.

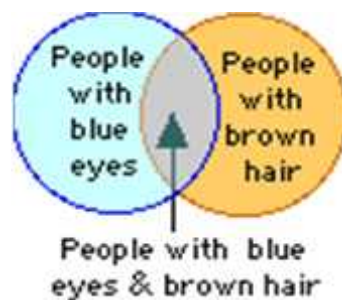


6. Cycle of Events: If the topic involves a recurring cycle of events, with no beginning and no end, use a cyclic graphic organizer. Example topic: Documenting the stages in the lifecycle of an animal.





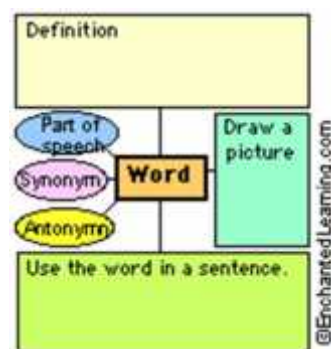
7. Venn diagram: If the task involves examining the similarities and differences between two or three items, use a Venn diagram. Example: Examining the similarities and differences between fish and whales, or comparing a book and the accompanying movie.



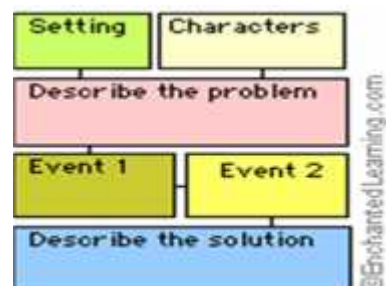
8. Pie Charts: If the task involves showing divisions with a group, use a pie chart. Example: Draw a pie chart to show what percentages of a population have blue eyes, green eyes, or brown eyes.



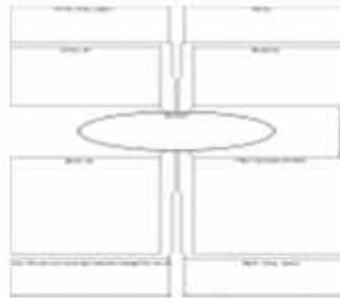
9. Vocabulary Map: Graphic organizers can be useful in helping a student learn new vocabulary words, having them list the word, its part of speech (noun, verb, adjective, adverb, etc.), a synonym, an antonym, a drawing that represents the word, and a sentence using the word.



10. Story Map: Story maps can help a student summarize, analyze and understand a story or event.



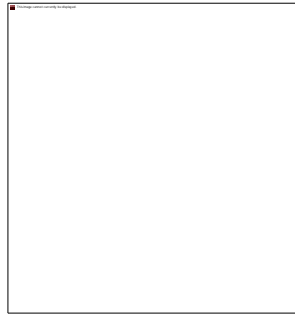
11. Biography Diagrams Graphic organizers are useful to help prepare for writing a biography. Before writing, the graphic organizer prompts the student to think about and list the major events in the person's life.



12. Geography Report Diagrams: These graphic organizers are useful to for doing a short report on a country or other area. The student draws a map and flag, and looks up basic information on the area.



13. Math Diagrams: Many graphic organizers are useful to learn and do math, include Venn diagrams, star diagrams, charts, flowcharts, trees, etc.



## I. Fishbone

William Golding (2009: 22) Students can use a Fishbone Map both during and after reading. This kind of graphic organizer allows them to structure ideas on a topic and make multifaceted information more manageable. It provides readers with a framework for recognizing the main idea and supporting details. This kind of map can be used to analyze a complex event, but it is flexible and can be adapted to suit the level of complexity of any text students are reading

Mc. Grow (2013:7) Fishbone Diagram the purpose of a fishbone diagram is very similar to that of a main idea/supporting details chart. A main idea statement or category is written on the single line to the left. Supporting facts, examples, or subcategories are written on the lines to the right. In many cases, a third set of lines can be generated and attached to the subcategories with additional information or facts. Fishbone diagram are kind of graphic organizer for recognizing idea and supporting details. ITC(2014:218) The Fishbone

Diagram also helps students to focus on the details of a topic and organise their facts in a systematic way. According to Microsoft(2009:3) fishbone is works best when applied quickly and decisively without concern about very small details.

### 1. Purpose

Scholastic (1) the pupose the fishbone organizer help students recognize that nonfiction articles and expository writing contain a main idea and supporting details. As they isolate specific information to record on the organizer, students make decision regarding its relevance, there by increasing their understanding that not all text is of equal importance. Students who are writing essays or articles can use the graphic during prewriting to ensure that their work contains a main idea and to help them develop a structure for their piece.

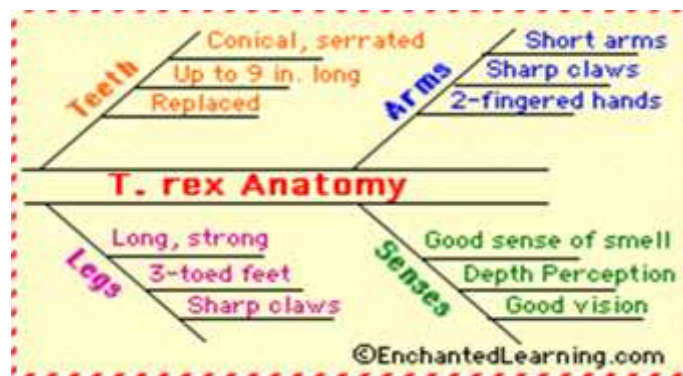
### 2. How to use the fishbone

After reading an article, have students determine the main idea and write it on the spine of the fish. Then encourage the to write the details that support the main idea inside the divisions made by the other bones. Students who wish to use the graphic organizer to plan their own writing can begin with the main idea or record fact first, which may lead them to the development of a main idea.

There are many kinds of graphic organizers can be used in text comprehension. To comprehend a descriptive text, the suitable graphic organizer is fishbone diagrams. Fishbone map helps student to build the reading comprehension through organizing main ideas and supporting detail. Descriptive

text is a text which lists the characteristic of something. In descriptive text the writer provide detail information about something, by using fishbone the supporting detail can be shown easily.

A fishbone map (sometimes called a herringbone map) is a type of graphic organizer that is used to explore the many aspects or effects of a complex topic, helping the student to organize their thoughts in a simple, visual way. The use of color helps make a fishbone map clearer and easier to interpret.



If the topic at hand involves investigating attributes associated with a single, complex topic, and then obtaining more details on each of these ideas, use a fishbone diagram as your graphic organizer. The fishbone diagram is like a spider map, but it works for more complex topics - topics that require more details to be enumerated. The process of creating fishbone diagram helps the student focus on the topic, requires the student to review what they already know in order to organize that knowledge, and helps the student to monitor their growing comprehension of the topic. It also helps point out the areas where the student must investigate more.

## **J. Advantages and Disadvantages of a Graphic Organizer**

A graphic organizer is a graphic representation of information; examples of graphic organizers include tables and sequence chains. Nikolai and Doug Buehl (2009) says there are advantages and disadvantages to using this teaching tool to supplement lectures and presentations, they are:

1. Comprehension, graphic organizers can help students to understand the relationship between various pieces of information that they may have otherwise failed to identify. Such organizers are particularly useful in helping students grasp abstract concepts,
2. Knowledge Evaluation, asking students to complete graphic organizers allows instructors to evaluate the student's prior knowledge of a subject. As a result, teachers can make strategic decisions regarding how to most effectively present to students additional information relating to the subject at hand,
3. Motivation, graphic organizers represent information in pattern and graphic form, which can enhance learning by stimulating a student's interest and retaining his attention,
4. Impact on Note taking, in some cases, note taking decreases when students learn material with the help of graphic representations. As a result, the lack of a comprehensive guide those students can refer to when revising material may affect their performance.
5. Impact on feedback, some instructors find creating an answer key for a graphic organizer to be time consuming. They use organizers to encourage discussion

but do not correct each student's organizer upon completion; as a result, students may miss out on receiving valuable feedback.