

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is a highlight of some theories related with the study describes some theories and opinions discussed in this study based on the review of related literature. The explanation will be stated as follow.

A. Reading

1. The Definition of Reading

Reading is the activity for getting information from the book or the text. Reading is essentially a complex that involves many things, not just receive the text, but also involves a visual activity likes thinking. As the visual process, reading is a process of translating written symbol (letters) into spoken words. As a process of thinking, reading activities include word recognition, literal comprehension, interpretation, critical reading, creative reading and creative insight.

By reading activity, we can increase our knowledge. In other word, if we always read the book everyday, we can get much knowledge. Improving reading ability for students, they should practice their reading more and more. However, students may find out difficulty in practicing their reading so that it can make them frustration. It can be solved if they always keep practicing, they will have a good sense of English and will help them to comprehend the

total meaning of the words. This following, definitions about reading that is defined by some linguists. Hammer (1983 : 153) explains,

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out the significance of these messages, unlike listening text, a reading text moves at the speed of the reader to decide how fast he wants read a text, where as listeners often have to do their best with a text whose speed is chosen by speaker.

Reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language (Boer and Dalmann 1964 : 17). Based on those linguist's arguments, it can be taken the point that reading is an activity which need the eyes movement and the brain processing and then draw the meaning from printed page and interpret information well.

In addition, reading is perceiving and saying a written text in order to understand its content. Reading is an intellectual and emotional perception of printed message, lending to understand that the perception of the reader is influence by feeling and language prompted by the writer. Reading also is an active skill which constantly involves guessing, predicting, checking, and asking oneself questions. Grellet (2010:7) says,

Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. From the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

There are two kinds of reading such as :

- a. Silent Reading

Silent reading usually used in order to understand the result of reading that is done.

b. Oral Reading

Oral reading is saying a written text aloud. This can be done with or without understanding its contents.

From the definition above, it can be concluded that reading is a process of perceiving a written text in order to understand its contents. Nowadays, reading is a important thing for life. Without reading we can get knowledge or information that happens in the past time or now. Reading is windows of knowledge. So, we can get a variety of information or knowledge by reading. We may read book or a text for many purpose. For example, we read story book for pleasure in our spending time. Moreover, reading for information when we are going to know new information like reading a newspaper or magazine. Reading is also needed by students for studying. When they have assignment of school, they have to read a related book with their assignment. For increasing the reading ability, students have to read everyday.

There are two purposes of reading in according to Grellet (2010 : 4) as follows :

1. Reading for pleasure.
2. Reading for information (in order to find out something or in order to do something with the information that got).

In addition to the purposes of reading that stated by Paul S. Anderson in Widyamartaya (1992 : 90). The seven purposes is as follow:

1. Reading for details and fact is reading to know what is done by the subject of the story.
2. Reading for main ideas is reading to get the problem statement.
3. Reading for sequence of organization is reading to know each part of the story.
4. Reading for inference is reading to know what is the writer meant by its story.
5. Reading for classifying is reading to find unusual things.
6. Reading for evaluating is reading to know the value of the story.
7. Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

Reading can be divided based on the purpose of reading divided into Reading Comprehension. Reading comprehension is primarily a matter of developing appropriate, efficient comprehension in understanding the total meaning of the reading. It want to know the details as well as the general meaning of the selection.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading without comprehension is not reading. Many children can pronounce words fluently but when asked what they have just read, they are unable to respond. So, comprehension is important for good readers. In other words, comprehension doesn't just happen, it requires effort. Readers must intentionally and purposefully work to create meaning from what they read. Good readers become so fluent and automatic at strategic comprehension processing.

Strategic processing is a necessity for efficient and effective comprehension like involves using strategies to understand text, knowing when to

use the various strategies, actively thinking about and monitoring what is read, understanding text structure, and engaging in meaningful discussions about text. It means that comprehension is relating new information to what already know. From the explanation above, can conclude that reading comprehension is a process to understand the text and related to new information about what have known. Reading comprehension draws on the reader's prior knowledge of the language, of the world, of text types and of the topic.

Day and Bamford (2000 : 14) explain,

Crucial to comprehension is the knowledge that the reader brings to the text. The construction of meaning depends on the reader's knowledge of the language, the structure of the texts, a knowledge of the subject of the reading and a broad based background or world knowledge.

Many researchers point to the role that schema theory plays in understanding how these high order comprehension process work, since it describes how readers might organize and access knowledge. Readers need more than just a random collection of vocabulary knowledge, world knowledge, linguistic knowledge and so on, in order to construct meaning.

2. Strategies for Reading Comprehension

Following the strategies, Brown (2001:306) states that there are strategies for reading comprehension such as :

- a) Identifying the purpose in reading.
- b) Using graphemic rules and patterns to aid in bottom – up decoding.
- c) Using efficient silent reading technique.
- d) Skimming the text for main idea.
- e) Scanning the text for main idea.
- f) Using semantic mapping or clustering.
- g) Guessing when you are not certain.
- h) Analyzing vocabulary.

- i) Distinguish between literal and implied meanings.
- j) Capitalizing on discourse markets to process relationship.

3. Types of Reading Comprehension

Reading is bringing meaning and getting meaning from printed or written material. Reading is foreign language consist of grapping meaning in that language through its written representation. Reading comprehension that is also called reading for comprehension is an activity means to extract certain kinds of information from English text. Reading may face some difficulties such as : difficult word, difficult to get information from the passage and difficult to get make conclusion based on passage. There are two types of reading comprehension such as :

1. Literal Comprehension

Reading is an activity to be understand, remember or recall the information explicit in a passage.

2. Inferential Comprehension

Reading is an activity to find information which is not explicitly states in a passage using the readers' experience and intuition by inferring.

C. Narrative Text

1) Definition of Narrative Text

Narrative Text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. The other definition of narratives is event selection and event sequencing is two crucial functional elements of narrative construction and they are reciprocally related to the

subjective experience of time described in the narrative (Hazel, 2007:7).
 Narrative deals with events that constitute a problem for one or more of the characters who are motivated to confront the problem and attempt to overcome it.
 The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

2) Kind of Narrative Text

Narrative text can be classified as follows :

- A. A Fictional Narrative presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fictions.
- B. A Nonfictional Narrative (also factual narrative) presents a real-life person's account of a real-life story. It includes historical narratives, ballads, slice of life, and personal experience.

3) Generic Structure of The Text

The narrative text has organized generic structure as follow :

A. Orientation

This is beginning of the story in which, the writer introducing the characters of the story, the time and place of the story happened.

(Who, what, when and where).

B. Complication

A series of events in which the main character attempts to solve the problem.

It just would not be so interesting, if something unexpected did not happen.

C. Resolution

The ending of the story containing the solution. It may be resolved for better or worse.

4) Language Features of Narrative Text

Language features of the narrative text are focus on specific and individualized participants, time words that connect to tell when they occur. Use of temporal conjunction and temporal circumstances, the use of material process (action verb), the use of behavioral and verbal process, the use of relational and mental process, it can be inferred that tense used is past tense.

D. Teaching Reading

The teacher has to be more concern in teaching reading, because it is very important to increase students' knowledge and information in learning foreign language. There are many reason why getting students to read English text is an important part of teacher's job. According to Harmer (2007:99), reading is useful for language acquisition. Provided that students more or less understand what they read, the better that they get at it.

In teaching reading, the teachers have to concern about the material that is used. The topic and type of reading texts are worth considering too. This topic and reading text should depend on who students are. If the students are Junior High School students, reading narrative text may be a priority.

Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Reading text also provide good models for

English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate way how we construct a sentence, paragraph, and whole text. Good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well rounded, fascinating lesson.

E. Teaching Reading Using Mind Mapping Technique

1) Definition of Mind Mapping

A mind or concept map is a way of recording information. Mind mapping, also referred to as webbing or thinking maps is a valuable strategy for students to use, to support and improve reading comprehension. Mind Map is though alternative all of brain towards linear though. Sugiarto (2004 : 75) states,

Mind Map is summarizing technique material which is needed to be learn, and projecting a faced problem into map in order to be easier in understand it. This activity as practice to optimize the function of left brain and right brain, then in applied it is very helping to understand problem quickly because of mapped.

Mind Map achieves to all direction and catches an every mind is all direction (Buzan, 2007 : 4). According to Weil and Murphy (1982) as cited in Jensen (2008 : 133), the usage of Mind Map is very useful. It helped the students learnt concepts or key principle from subject area and detail facts, also pieces information in this concept. Buzan (2007:5) says,

Mind mapping helps students structure and order their thinking by creating a visual readers use various sources of knowledge simultaneously to interpret the grapheme information that exist in the text. In understanding text, readers apply more interactive strategies that two other strategies. In attempt of getting meaning of a text, readers can not just rely on visual information or non visual information. The knowledge is applied interactively.

2) The Principle of Teaching Using Mind Mapping

Based on Buzan (2007 : 49) there are four principle of mind mapping as follows :

- a) The teacher distributes a text to the students.
- b) The students find out the key words in each sub topic.
- c) The students make a scheme or concept in a map form.
- d) Explaining of the relationship of each concept.

Sugiarto (2004 : 75) states that the important things have to do by human's brain, if want to remember what a material to be learn in note form are :

- a) Doing repeating during learning process.
- b) Thinking clearly.
- c) Following Mind Map rules.
- d) Revealing in unique form.

The principle to construct mind maps are few and easy to understand. The best way to learn it is by practicing. After short time, learners will do it automatically. To make mind maps they have to draw ideas from the center of the paper and move in a radial and parallel way, to do that learner have to use their creative and their logical brain. With some experience they develop their own style, own pallet of colors, symbols and their own icons and etc.

3) The Advantages Of Mind Mapping

The advantages of using mind mapping are help the students as it is more easily converted into a draft, then the students can see the relationship between ideas and encourages them to group certain ideas together as they proceed. Shoimin (2014 : 107) states that another benefit of Mind Map are this technique can used for organizing ideas in brain, in process drawing diagram can appears another ideas and diagram that formed can as guidance for writing. Sugiarto (2004 : 75) states that Mind Map is better than usual notes. Table 2.1 shows the effectiveness Mind Mapping than usual notes.

Table 2.1 The Effectiveness Mind Mapping than Usual Notes.

Usual Notes	Mind Map
<ol style="list-style-type: none"> 1. Only such as usual notes. 2. Only in one color. 3. For repeating review need long times. 4. Only drill the function of left brain. 5. Static. 	<ol style="list-style-type: none"> 1. In form of written text, symbol and picture. 2. Colorful. 3. For repeating review needed shorter time. 4. Practicing the function of left and right brain. 5. For studying quickly and effectively only need shorter time. 6. Make them to be more creative.

In addition, the advantages use this technique will assist to brains ability to concentrate, allow the essence of the material to become evident, make connections between ideas easy to see, boost our confidence in our ability to learn. Another function is by using Mind Mapping, we can select an information what must needed receive to save more clearly.

F. Previous Research on the Use of Mind Mapping Technique

There is previous study related to the use of Mind Mapping in teaching and learning process. Here, the researcher summarizes some previous studies which can be the guidelines for the researcher in conducting the new one, and explaining the way this study is different from the previous ones. The following explanations are the highlights of some previous studies related to the use of Mind Mapping.

In Diana (2012) research entitled “Improving Students’ Vocabulary Mastery by Using Mind Mapping Technique of Fifth Grade Students at MI Gendingan Kedungwaru.” Diana (2012) used a classroom action research, which consisted two cycle, each of which consisted of two seasons. Each cycle consisted of planning, implementing, observing and reflecting. The result of the study shows that after the writer conducts the action, the students’ vocabulary mastery is higher than before.

It can be seen from the result of the observation of the students’ activities during the action. Moreover, the majority of the students gave positive response towards the implementation of Mind Mapping Technique. They found that learning vocabulary through the implementation Mind Mapping Technique was challenging and fun. It can be conclude that Mind Mapping Technique improve the vocabulary mastery.

The next finding was from Roni (2015) research entitled “The effectiveness of using mind mapping technique toward the students’ achievement in writing descriptive text at MTsN Tunggangri Tulungagung in academic year

2014/2015.” Roni (2015) used Quantitative Research by one group pretest and posttest design. Based on the result of the research showed that the students’ mean before treatment was 51, 10. And the students’ mean after the treatment was 67, 10. It means that there is significant different score in writing descriptive text before being taught using mind mapping technique and after taught using mind mapping technique. The conclusion is mind mapping technique is improving students’ achievement in writing descriptive text. By those finding it can be concluded that mind mapping can be applied of teacher during teaching and learning process.

In further support of this finding, Muhammad Fathoni (2010) conducted a research entitled “The Effectiveness of Mind Mapping Technique to Improve the Student’s Writing Ability in Descriptive Paragraph on the Eleventh Grade at MAN Trenggalek in the Academic 2009/2010.” Muhammad Fathoni (2010) used experimental design which is aimed at finding out the effectiveness of use mind mapping to improve the student’s writing ability. The writer used some method of collecting data such as : observation and test.

The data analysis technique used was t-test statistical analysis for treatment using mind mapping. Research finding shows that the result of experimental group that based on the statistical tests showed that $t_{count} = 47,84 > t_{table} = 31,84$. It means that H_0 can be rejected and can be concluded that there is significance influence of teaching writing by using mind mapping technique.