

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing literature related to the theories of reading, semantic mapping, recount text, and related studies.

A. Theories of Reading

This section presents the nature of reading comprehension, the process of reading, the teaching of reading comprehension, and evaluating reading.

1. The Nature of Reading Comprehension

Reading is one of the four important skills required in mastering English. The other skills needed are speaking, writing, and listening skill. Reading skill is important since society becomes more complex and English take important role in accompanying people every day. Through reading people gets more knowledge, according to Snow (2002:11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The use of words extracting and constructing is to emphasize both the importance and the insufficiency of the text as determinant of reading comprehension.

Reading is thinking. Reading involves much more than moving your eyes across lines of print, more than recognizing words, and more

than reading sentences. It is like a ballgame and watches the fan. Most do not sit and watch passively. Instead, they direct the plays, criticize the calls, encourage the players, and reprimand the coach. They care enough to get actively engaged with the game. Just like interested fans, active reader get involved. They question, challenge, and criticize, as well as understand (McWhorther, 2003:2)

In reading, it needs our prior knowledge. Lado (1961:223) argues that reading in foreign language consist of grasping meaning in that language through its written representation. This definition is intended to emphasize two essential elements in such reading: the language itself and the graphic symbolization used to represent it. Moreover, Grellet (1981:8) states that reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions.

By reading, we gets some beneficial in study language. Harmer (1998: 68) states that reading is useful for many purposes: 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 mind as part of the process language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Harmer (2007: 99) also mentions that reading text provide opportunities to study language: vocabulary, grammar, punctuation, and the way students construct sentences, paragraphs, and text. Lastly, good reading text can introduce interesting topics, stimulate discussion, excite

imaginative responses and be the springboard for well-rounded, fascinating lessons.

2. The Process of Reading

It is the process of using someone's knowledge (schemata) to interpret text in order to form meaning. Alderson (2000:3) describes the process of reading as follows:

The process is what we mean by 'reading' proper: the interaction between a reader and the text. During that process, presumably, many things are happening. Not only is the reader looking at the print, deciphering in some sense the marks on the page, 'decoding' what they 'mean' and how they relate to each other. The reader is presumably also 'thinking' about what he is reading; what it means to him, how it relates to other things he has read, to things he knows, to what he expects to come next in text like this. He is presumably thinking about how useful, entertaining, boring, crazy, the text is. He may be consciously reflecting on the difficulties or ease he is experiencing when reading, and on ways of overcoming the difficulties or of continuing the pleasure. He may be completely unconscious of how he is reading, and of what is happening around him: he may be fully absorbed in reading.

Definitely this model is connected between a reader and their background knowledge. Reading is not only read the text, but the meaning and the message of the text is more important. This is deals with the background knowledge. 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. The skill to know about what he is reading is required comprehension.

In the process of reading, three divergent models of reading are widely known: bottom-up, top-down, and interactive models. In *bottom-up*

models of the reading process, Brown (2001:299) states that the reader must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to fulfill some sort or order in these signals. From among all the identified data the reader selects the signals that make some sense, that cohere, that “mean”.

The bottom up process is serial models, where the reader begins with the printed word, recognizes graphic stimuli, decodes them to sound, recognizes words and decodes the meaning, Alderson (2000:16). Besides, Nunan (2003:70) also states that students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to identification of grammatical structure, sentence and longer text, and finally meaning is the order in achieving comprehension.

In this model, a phonic approach to teaching reading supports a bottom up model. This approach is used in many reading series. Many teacher and researchers suggest that for reader to be successful they must be able to break a word down into its smallest parts, the individual sounds. When a reader comes to an unknown word he or she can sound out the word because of the knowledge of the individual units that make up the word. The blending together of the various sounds allows the reader to then moves toward comprehension. Teacher must remember that phonics is a method, not the goal for teaching reading.

The *top-down models* is a model of reading process which directs the reader draw his/her own intelligence and experience to understand a text (Brown, 2001:299). Cahyono and Widiati (2011:51) views the top-down models as a process of reconstructing meaning, and it stresses comprehension of units of meaning larger than words and phrases. This models also known as the psycholinguistic model, revised the old arguments about the role of reader.

Top down models emphasize the importance of schemata and the reader's contribution, over the incoming text. These schemata enables a reader to comprehend a passage to anticipate what will occur next, to predict conclusions, and to conclude meaning where portions of the text are imperfectly understood. This strategy also helps students to integrate content and language form, speech and comprehension, fluency and accuracy, Alderson (2000:17).

This approach emphasizes the construction of meaning rather than decoding of form. Nunan (1991:65) views that the interaction of the reader and the text is central to the process, and reader brings to this interaction their knowledge of the subject at hand, knowledge of and expectations about how language works, motivation, interest and attitudes towards the content of the text. Rather that decoding each symbols or even every word, the reader form hypotheses about text elements and then 'samples' the text to determine whether or not are the hypotheses correct.

A third model of reading is known as the *interactive model*. It assumes that the process of translating print to meaning involves making use of both prior knowledge and print (Vacca and Vacca, 1998: 18). In other words it can be said that this model is a combination of *bottom-up* and *top-down models*. The process is initiated by making predictions about meaning and/or decoding graphic symbols. The reader formulates hypotheses based upon the interaction of information from semantic, syntactic, and graph phonemic sources of information. Alderson (2000:18), argue that in interactive models, every component in the reading process can interact with any other component, be it ‘higher up’ or ‘lower up’.

3. The Teaching of Reading Comprehension

It is a fact that effective teaching of reading depends on the teacher. Teachers are sources of ideas for developing reading strategies. To do this, teachers should prepare students to reach a higher level of understanding in the reading process. They should help students read and understand the texts easily. Then, the teacher can contribute to the strategy training of their students in the three stages of reading instruction in classes. This includes: pre-reading, while reading and post reading.

According to Toprak and Almacioglu (2009:23) pre-reading is the activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata. In addition, Wallace (in Antoni 2010:42) states that one very popular kind of

activities in pre reading is brainstorming. Brainstorming is a method for creating many ideas about a topic. In this activity, students are invited to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning

In the pre reading stage, it is important to establish purpose before reading as pre reading activities aim to make the learners ready to read. Cahyono and Widiati (2011:57) add that the instruction should involve significant variables within the text that can support comprehension such as vocabularies and how information is organized in the text. A survey of the content of the text may also be included in the pre-reading stage.

The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay. Pre-reading activities include: discussing author or text type, brainstorming, reviewing familiar stories, considering illustrations and titles, skimming and scanning (for structure, main points, and future directions). (Toprak and Almacioglu, 2009:23)

The pre-reading activities classify in the following purposes Lindsay and Knight (2006:75):

1. to set a task for the students
2. to help the students prepare for the task
3. to motivate the students to read.

The pre-reading activities can be done in many ways. Drucker (in Alyousef, 2005:149) suggests the following procedures:

...relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion question that will engage the students and, after that, provide an overview of the section they are about to read. Name the selection, introduce the characters, and describe the plot (up to, but not including, the climax). Last, direct the students to read the story and look for particular information

The second stage of teaching reading in the classroom is *whilst-reading*. Hedge (in Alyousef, 2005:150) states that the whilst-reading stage can help develop students' skill in handling texts by developing their linguistic and schematic knowledge. In whilst reading, students should be helped integrate new information with their existing knowledge and apply it to the new situations. Thus, the teacher effectively by involving them in an active participation. The learners may also be asked to read independently using a specified learning strategy such as reading for significant facts or reading for details.

Antoni (2010:42) argues that in whilst reading, the teacher can generate appropriate strategies in help students to comprehending a reading text. Helping students to employ strategies while reading can be difficult because individual students control and need different strategies. Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such practice exercises might include guessing word meanings by using context clues, word for cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and

predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively.

More specifically, the purposes of whilst-reading are as follows:

1. to improve the students' understanding of the writer's purpose, the language structure and the logical organization of the reading text,
2. to develop and help comprehension for the reading text content,
3. to help students use their own inferring and judging abilities,
4. to remind the students of the importance of vocabulary for contextual clues for meaning and guessing the meaning of unfamiliar words,
5. to help students make use of cross-cultural elements,
6. to help students develop their linguistic and sociolinguistic knowledge,
7. to learn to generalize on the issue under the discussions,
8. to read consciously,
9. to skim (looking for general information), and
10. to scan (looking for specific information).

The last stage in teaching reading is *post-reading*. According (Toprak and Almacioglu, 2009:23), the post-reading phase is a follow up of pre-reading phase and whilst-reading phase. The activities in this stage encourage students to make use of needed information to express their opinion and form ideas. Like pre- and whilst-reading stages post-reading stage also has advantages and aims. Saricoban (2002:4) mentions the aims of post-reading phase as follows:

1. to help students use their acquired knowledge in similar readings,

2. to help them integrate their reading skills with the other language skills: listening, speaking, and writing,
3. to help them integrate with the foreign culture,
4. to make use of key words and structure to summarize the reading passage,
5. to extract the main idea of paragraph or a reading text,
6. to interpret descriptions (outlining and summarizing), and
7. to make use of classroom games for reading.

The set up and organization of post-reading activities very much depend on the objectives of the program as a whole. Thus, post-reading activities should contribute the coherent manner to the writing, speaking, and listening skills that a foreign language program aims to develop. The examples of post-reading activity are: summarizing, evaluating, synthesizing, commenting, and reflecting. All of these strategies according to Varaprasad (Saricoban, 2002:13) help students bring together in writing the critical understanding and interpretation that they have obtained through their interaction with the text.

Obviously, this three-phase technique cannot be applied mechanically in every occasion. Sometimes the teacher may wish to cut out the pre-reading stage and get learners to work on the text directly. However, the three-phase technique offers several advantages. First, it motivates students by making use of their background knowledge. Second, it combines reading skill with other skills such as speaking, listening, and

writing in a coherent manner. The last, it develops students' good and strategic mind to help critical thinking.

4. Evaluating Reading

To evaluate reading performance the teacher can be use an assessment. According to Namdi (2005:57) assessment is a tool that measures a learner's knowledge and ability. It shows the areas in the reading program where learners have weaknesses and strengths. It shows how well they are able to extract information and analyze what they are reading. The purpose of using assessment is to test that learning objectives (and lesson objectives) are being met. Forms of assessment should be based on, and reflect, what is taught in the classroom. The forms of assessment must be as varied as the lessons and relevant to the lessons, while addressing the different learning styles.

Reading might be tested within a content-focused battery: text that carry meaning for readers, interest them, related to their academic background, leisure interest, intellectual level, and so on, might motivate a deeper reading than the traditional, relatively anodyne or even content less text, Alderson (2000:29).

Meanwhile, to test the students' reading comprehension performance, a teacher should consider the skills the students are to achieve. At higher secondary school, the skills that are usually set to test students' reading comprehension are the skill to understand the gist of a text and to extract key information on specific points in the text. To

evaluate the students' performance in English lesson, each school has its own minimum mastery criterion (*Kriteria Ketuntasan Minimum/KKM*).

B. Semantic Mapping

This section presents the nature of semantic mapping, the semantic mapping procedures, and semantic mapping in the teaching of reading comprehension.

1. The Nature of Semantic Mapping

Mapping is defined as a diagram that illustrates the ideas visually to find connections and to branch out and make new ideas and connections. One kind of mapping is semantic mapping. A Semantic map is a graphic arrangement of words which shows how new words and ideas are related to each other within a text. According to Antonnaci (in Amoush, 2012:715), states that semantic mapping is a visual representation of knowledge, a picture of conceptual relationship. It means that semantic mapping can be as a visual representation of knowledge.

The semantic mapping strategy is a schematic diagram of the major concepts in a portion of text. Allen (2007:97) states that the teacher begins the semantic mapping activity by providing a word or concept about to be studied and students brainstorm characteristics, attributes, related words and ideas, and specific examples of the words.

Semantic mapping is also a useful strategy that can be introduced to learners at any level of proficiency. Marriane (2001:62) explained that it

involves drawing a diagram of the relationship between words according of their use in a particular text. Semantic mapping has effect of the bringing relationship in a text consciousness for the purpose of deepening the understanding of a text and creating associative networks for words. It is best a introduced as a collaborative effort between the teacher and the class. Such a diagram “visually shows how ideas fit together.

In addition, yuruk and dilek (2012:1533) states that semantic mapping is a process for constructing a visual displays of categories and their relationship. It is a categorical structuring of information in graphic form. It is an approach leading students to relate new words to their own experiences and prior knowledge.

Semantic mapping has some step in teaching reading. Chall (in Amoush, 2012:175) mentioned that step in creation semantic mapping strategy particularly the concept and word mapping strategies are; analyze the concepts and vocabulary in the text. Arrange the word in a map that depicts the interrelationships between the concepts. Add diagram to words or concepts that already understood by the students in order to depict the relationship between what they know and the information in the text.

2. Procedures of Using Semantic Mapping

Semantic mapping works with any word, concept, phrase, event, character, or theme. Allen (2007:98) explains that the semantic mapping procedure begins with the teacher providing the words that the students

will be exploring. Vacca and Vaca (1998:404) mentions that a semantic map has here basic components:

- a. Core question or concept. The question or concept (stated as key word or phrase), which establishes the main focus of the map. All the ideas generated for the map by the students are related in some way to the core question or concept.
- b. Strands. The subordinate ideas generated by the students that help clarify the question or explain the concept.
- c. Supports. The details, inferences, and generalizations that are related to each strand. These supports clarify the strands and distinguish one strand from another.

Then, those three basic components above could be describe into these following procedure; Students use the semantic mapping as a organization tool that illustrates visually the categories and relationship associated with the core question or concept under study. To model and illustrate the use of a semantic map, a middle school social studies teacher walked students through the process. The class began a unit on Ohio's early settlements. As part of the pre reading discussion, four questions were raised for the class to ponder: What do you think were the three most important early settlements in Ohio? What do you think there settlements had in common? How were they different? In what ways might the location of a settlement be important to the survival of the settlers?

Predictions were made and discussed and led naturally to the text assignment.

The teacher assigned the material, directing the students to read with the purpose of confirming or modifying their predictions about the early settlements.

After reading, the students formed small groups. Each group listed everything its members could remember about the settlements on index cards, with one piece of information per card.

In the center of the chalkboard, the teacher wrote “The First Ohio Settlements” and circled the phrase. She then asked students to provide the main strands that helped answer the question and clarify the concept “What were the Ohio’s most important early settlements?” the students responded by contrasting their predictions to the explanation in the text assignment. The teacher began to build semantic mapping on the board by explaining how strands help students answer the question and understand the main concept.

Next, the teacher asked the students to work in their groups to sort the cards that had been compiled according to each of the settlements depicted on the semantic map. Through discussion, questioning, and think-aloud probes the class completed the semantic map.

The use of semantic mapping in the classroom may be divided into five phases in general. These are “introducing the topic, brainstorming,

categorization, personalizing the map, post-assessment syntesis” zaid (in Yuruk et al, 2012:1537). In Zaid’s variation, phases are explained below:

- a. Introducing the topic: The teacher declares the topic by drawing a large oval on the blackboard and writes the topic inside of it. This topic is about the passage students will read. Through this, the students can guess the purpose of the reading passage.
- b. Brainstorming: The teacher wants the students to think about keywords and ideas which are interrelated to the topic. This fact enables the students to use their background knowledge and experiences. Brainstorming is an application of the schema theory, which is necessary for connecting known and unknown concepts. Thus, prior knowledge can be used as a stepping block to new knowledge. The brainstorming part of semantic mapping give opportunity to observe each of the students’ schemata so prior knowledge. The keyword and ideas are listed to the one side of the blackboard. In this phase all responses are accepted as they relate to the topic
- c. Categorization: The teacher supports the students to make connections among their offers. “category clusters” Antonacci (1975:174) are formed by the students and the teacher together according to the students’ ideas. The teacher and the students decide suitable headings or labels for each of the clusters or categories of words. When this clustering finishes, the teacher wants the students to make their

own copies. In this phase According to Zaid (1995) the students grow experience in practicing some valuable cognitive skills, particularly categorizing and exemplifying and they also learn comparing and contrasting, cause and effect relationships and making inference. This part also can be termed as pre- assignment.

- d. Personalizing the map: After each student makes his/her own copy, a material such as a reading passage which is about the key concepts of the map, is given. This reading passage consists of more related concepts than the students have listed. As they read, students are to decide what to add or eliminate from the map they have created. In this step, new information is integrated with prior knowledge.
- e. Post- assignment synthesis: The last part of this procedure is used to record the students' suggestion from their personal maps on the pre assignment. After they read the passage and add or eliminate some items, the whole class decides the final shape of the map. The new version, serves as a visual image of the knowledge they gained from the map.

3. Semantic Mapping in the Teaching of Reading Comprehension

One of interesting technique that the teacher can use in teaching reading comprehension is semantic mapping (Amoush, 2012:715). This technique incorporates a variety of other memory strategies, and they are grouping, using imaginary, associating or elaborating, also this technique is valuable.

In semantic mapping activity, the teacher just asked the students to find some words in each paragraph. The students work in a small group to find the main word of each paragraph. A group is motivated them to work and share their knowledge to add the new supporting words that related to main word. Then asked them to make summarize from the semantic map and compare their result to other groups.

The teaching learning itself beginning with explaining and modeling the procedure of how to construct semantic map, it means the teacher explain that to develop read quickly and look for main idea of each paragraph. It easier to the students in comprehending a reading text. Next step, is the teacher provides guided practice when the teacher encourages the students to make a semantic map. The teacher walks the class through the construction of a semantic map for the word the students have chosen. Get them to bring dictionary in the next meeting if the students seem difficulty to comprehend reading text. Third, the teacher establishes the routine for sharing the students' result of their semantic map. Last, do the review for each meeting is important to establish they readiness for semantic making that they make at that time.

C. Recount Text

This section presents the nature of recount text, generic structure of recount text, and language feature of recount text.

1. The Nature of Recount Text

Recount text tells story that happened in the past. Anderson and Anderson (1998:24) explained that a recount text is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. Cahyono (2011:14) also stated that a recount text presents the past experience in the series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly. To some extent, actually the recount text are not limited to talk about someone's experience only. They many kinds of form, for example newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters.

Fauziati *et al* (2013:231) stated that a recount tells past events which occurred in a sequence. Narrative and recount texts are similar that is both tell the past events, so they commonly use Past Tense, either Simple Past Tense or Past Perfect Tense. Besides, they use sequences of time in telling the past events. Narrative text is often found in story books about myths, fabel, folklores, etc, while Recount text is usually found within biography. The difference lies on their structures. Narrative texts raise conflicts within the events which are natural, social, or psychological. Recount texts do not include conflicts but only retell a sequence of events which occurred in the past.

2. Generic Structure of Recount Text

Anderson and Anderson (1998:24) recommended the steps for constructing recount texts; they have three main parts”

- a. A first paragraph that gives background information about who, what, where, and when (an orientation).
- b. A series of paragraph that retell the events in the order in which they happened.
- c. A concluding paragraph that may include a personal comment (not always necessary).

Anderson and Anderson (1998:25) also proposed a scaffold as a guide for constructing a piece of text. Some recounts do not have a conclusion. We can see clearly n the following chart.

The three part recount scaffold

Introductory paragraph that tells who, what, where, and when.

A sequence of events in the order in which they occurred.

A conclusion.

The two part recount scaffold

Introductory paragraph that tells who, what, where, and when.

A sequence of events in the order in which they occurred.

In short, the generic structure of recount text should consist of the following:

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting. It provides details of who, what, when, where, or why.
Events	A sequence of events which happened in a chronological order. What happened? First..., Next..., Soon..., During..., After..., Later..., Eventually..., Finally...
Closing (reorientation)	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

3. Language Features of Recount Text

The language features in Recount texts include the following indicators:

1. Nouns and pronouns instead of persons, animals, or things involved, such as David, the monkey, we, etc.
2. Action verbs such as go, sleep, run, etc.
3. Past tense such as we went to the zoo; She was happy, etc.
4. Conjunctions and time connectives which order events, happenings, or actions, such as; and, but, then, after that, etc.

5. Adverbs and adverb phrases to show location, time, and manner, such as right here, in my house, yesterday afternoon, slowly, often, etc.
6. Adjectives to modify nouns such as beautiful, funny, childish, tiny, etc.

D. Related study

The research about comprehend reading using semantic mapping had been done by Kholoud Hussein Amoush (2012) "*The Effectiveness of Using Semantic Mapping on Reading Comprehension of Jordanian University Students*". This research explains about the application of semantic mapping in comprehending reading. He conducted the research in the second semester of the academic year 2012/2013. He used the semantic mapping on reading comprehension ability in order to investigate the effectiveness of using semantic on the reading comprehension for the university level-students at Al-Baqa Applied University., because this learning strategy is one of strategy that is hoped to be used in improving students' reading comprehension ability. In fact, the result of analysis of interpretation of the data shows that improving students' reading comprehension ability has higher influence in students' comprehension ability. It can be seen from the result of the test between experiment and control group.

Another study of semantic mapping was conducted in Mahdum (2005). They examined the use of semantic mapping to improve the reading comprehension for university student of second semester in English education program FKIP UR Pekanbaru. The results of this study showed that there was a

strong connection between semantic mapping and reading comprehension. In short, this study has revealed that, semantic mapping strategy can be used in reading comprehension. This strategy enhances and encourages students' comprehension skill.

All of the results showed that semantic mapping is an effective way to increase students' reading comprehension ability. In this study, the researcher only focuses the implementation of semantic mapping in improving students' reading comprehension ability in recount text.