

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the result of reviewing of some theories that are relevant to the problem. The literature review consists of (1) Reading, (2) Reading Comprehension, (3) Genre of the Text, (4) Teaching Reading, (5) Graphic Organizer Strategy, (6) Previous Related Study

#### **A. Reading**

##### **1. Definition of Reading**

There are four skills in English language known, they are speaking, listening, reading and writing. All of those skills exactly have tight relation and different function in English. All of them are very important to be mastered for English learner. One of those skills is reading skill.

Reading plays important role especially in era information and communication right now. It is because reading is as a way in which something interpreted or understood. According to Bond, Pinker and Wasson (2009:3) states that in our world, reading more will provide more information and it makes our knowledge become increasingly in great numbers. It means that reading is done and used by the readers to get the message, information and knowledge from that will be informed.

There are various perspectives about definition of reading. According to Kennedy (2002:5) reading can be defined as the ability of an individual to recognize a visual form; associate the form with a sound

and or meaning acquired in the cover and on the part of experience, understands, and interprets its meaning. Scharer (2012) define reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced”. Based on Biddulph (2002:3) reading is a construction of meaning from written text – it is an active, cognitive, and affective process. From the definition above, reading is a process that contained certain ideas or meaning about the messages that will be informed. Thus, reading is the abilities that combined of problem solving, visual form, transaction and the meaning of the written text.

Interest of reading is really important when reading because reading is an active process that involves an interaction between thought and language. Smith (2004:27) as cited in Hedgcock and Ferris (2009:15) states that reading is no different from “any other kind of thought, except that with reading, thought is engendered by a written text. Reading might be defined as thought stimulated and directed by written language”. It means that the reader should be comprehend of information, ideas, attitudes and beliefs.

In addition, reading is as a process of communication between a writer, a text and a reader. Rosenblatt (1978) as cited in Moreillon (2007: 19) developed a theory of reading as a transaction among the reader, the text, and the intention of the author. In relation with this Biddulph (2003:3) states that reading is an interactive process in which readers actively engage with texts, building their own understanding of the

author's message. It is when the reader try to catch the meaning or the idea of the text, they do not only interact with the written symbol of the text, but the readers should use their background knowledge; means the reader bring their knowledge, thought, emotion, experience, and culture to catch the meaning of the text.

From the statement above, reading can be define as a complex process. It needed high thinking to catch the meaning and the information in print and script within a social context. According to Biddulph (2002:8) reading involves using a range of thinking skills in order to make sense of texts. The National Council of Teacher of English (NCTE) Commission on Reading (2004) states:

“Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers' competence continues to grow through engagement with various types of text and wide reading for various purposes over a lifetime.”

Based on the definitions above, we can conclude that reading is the important skill which has contribution to overall competence involves the social and cognitive process. It is also an active and communicative process that involves the role of the text and the reader.

## 2. The Purpose of Reading

In doing reading, it is understand the content of the written text. According to Rivers and Temperly (1978:187) as cited in Nunan (1999:251) there are seven main purposes of reading as follows:

- a. To obtain information for some purpose or because we are curious about some topic
- b. To obtain instructions on how to perform some task for our work or daily life
- c. To act in play, play a game, do a puzzle
- d. To keep in touch with friends by correspondence or to understand the business letter
- e. To know when or where something will take place or what is available
- f. To know what is happening or has happened (as reported in magazines, newspapers, magazine, reports)
- g. For enjoyment or excitement\

## 3. The Types of Classroom Reading Performance

According to Brown (2000:312) the variety of classroom reading performance as follows:

- a. Oral and silent reading

Occasionally, the teacher has reasons to ask a student to read orally. At the beginning and intermediate levels, oral reading can:

- a) Serves an evaluate check on bottom up processing skills.
- b) Double as pronunciation on check, and

- c) Serve to add some extra student participation if the teacher wants to highlight a certain short segment of reading passage.

For advanced levels, usually only advantage (c) can be gained by reading orally. As regards, there are some disadvantages in reading orally. They are:

- a) Oral reading is not very authentic language activity
- b) While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph)
- c) It may have the outward appearance of student participation when in reality it is mere recitation.

#### b. Intensive and extensive reading

Silent reading is categorized into intensive and extensive reading. Intensive reading is usually a class-room oriented activity in which students focus on linguistics or semantic details of passage. It calls students attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationship, and the like.

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc.). Most extensive reading is performed outside class time. Pleasure reading is often extensive. Extensive reading can sometimes help students get away from their tendency to overanalyze or look up words they do know and read for

understanding. Extensive reading includes skimming (reading rapidly for the main points), scanning (reading rapidly to find the specific pieces of information), and global reading.

## **B. Reading Comprehension**

### **1. Definition of Reading Comprehension**

Reading comprehension skills are important for English language learners, especially for students who learn English as a foreign language. Kennedy (1991:12) states that comprehension is facilitated reading appropriate materials, intellectual curiosity, and desire to learn. The definition of comprehension can be stated as follows: the ability of pupils' to find, interpret, and use ideas in comprehension.

Reading comprehension is defined as the activity to understand the text. Readers read texts to get opinions or ideas. They try to understand what the text tells about. According to Wooley (2011:15) reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Reading comprehension is the active process that involves reader's responses to text. It involves readers to making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge,

experience with text and other strategies to help them understand written text. According to Pearson and Raphael (1990) as cited in Woolley (2011:17) readers must consider the intention of the author as well as their own background knowledge and experiences that they bring to the text. More detailed one, John Kruidenier (2002:77) states that:

“Reading comprehension is an active process and the reader must interact and be engaged with the text for it to work well. It is also strategic process which can be taught. As comprehension takes place, words are decoded and associated with their meaning in the reader’s memory and phrases and sentences are processed rapidly or fluently enough to that the meanings derived from one word, phrase or sentences are not lost before the next is processed. Yet, reading comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text”

From some definitions above can be simply that reading comprehension relates to understanding meaning from a piece of text. It also a thinking process to get the message from the reading materials that involves reader’s background knowledge, vocabulary, grammatical knowledge, experience with text and the author intended to communicate.

## 2. Strategies for Reading Comprehension

Better readers in any language use more strategies and use them better. According to Brown (2000:306), for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate,

efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others to enhance the top-down processes.

The strategies for reading comprehension are:

- a. Identify the purpose in reading
- b. Use graphemic rules and patterns to aid in bottom-up decoding (for beginning level learners)
- c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
- d. Skimming
- e. Scanning
- f. Using semantic mapping or clustering
- g. Guessing
- h. Analyzing Vocabulary
- i. Distinguishing between literal and implied meaning
- j. Capitalizing on discourse markers to process relationship

### 3. Levels of Reading Comprehension

Reading comprehension is the process of making meaning from text. It is important as teachers of English second language to teach read well. The teacher should be aware that the primary objective of reading is comprehension or being able to find meaning in what is read. Reading in foreign language may face some difficulties, such as: difficult vocabulary, difficult to get certain information from the passages, difficult to get the author's meaning and difficult



to make a conclusion of the passages. Probably the simplest and best way to understand this is to view comprehension as occurring in levels. According to Sadoski (2004:68) three levels of comprehension are usually proposed:

a. The Literal Level

This level involves literal comprehension, interpreting the author's words in a given sentence in a way that has meaning to us, but without considering and weighing the implications of any interpretation we may have. Literal comprehension involves word meaning, but it is more than decoding the meanings of individual words one at a time. Literal comprehension deals only with the textually explicit, with what is directly stated.

b. The Inferential or Interpretive Level

The level of inferential comprehension, also called the interpretive level, is the level of comprehending what is implied but not explicitly stated. Build on facts in the text: Predictions, sequence and settings. Make a conclusion about the text.

c. Critical Reading

Critical reading involves assessing and judging the value of what is read. Reading critically can be seen as a conversation with an author, talking back to an author in our imagination.

## **C. Genre of the Text**

### **1. Definition of genre**

Genre is preferred to the language processes. It is involved in doing things with language. Genre as a recurring and recognizable communication with particular communicative purposes and particular features to accomplish those purposes (Duke, Caughlan, Juzwik, and Martin, 2012:6).

## 2. Kinds of Genre

Knapp and Wakins (2005) categorize that there are five kinds of genre, they are:

- a. The genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control.
- b. The genre of explaining is a fundamental language function for understanding the world and how it operates
- c. The genre of instructing, whether spoken or written, pervades our experience of the world
- d. The genre of arguing is an important and influential language process, essential for dealing with many aspects of school knowledge and effective social participation
- e. The genre of narrating or narrative is one of the most commonly read, though least understood of all the genres

## 3. Report Text

- a. Definition of Report Text

Report text is a text which presents information about something, as it is. It is a result of systematic observation and analysis. The purpose of the text is to convey information text observations and systematic analysis. Text is usually general in nature, be it natural or artificial like a mammals, planets, rocks, plants state, cultural, transportation.

b. The Generic Structure of report

a) General classification

Statements that describe the common subject of the report, common description and classification

b) Description

Tells what the phenomenon under discussion in terms of parts, qualities, habits or behavior, this section give us an overview of commonly occurring phenomenon either of its parts, its properties, habit, or behavior. The point is, presenting elaboration of scientific classification

c. Language feature of report

a) Use of general nouns, that is an object (be it alive or dead) of a general nature.

b) Use more relating verbs to describe features, the grammar is also called linking verbs.

c) Some use of action verbs when describing behavior

d) Use of timeless present tense to indicate usualness

e) Use of technical terms

- f) Use paragraph with a topic sentences to organize bundles of information, repeated naming of the topic as the beginning focus of the clause

The example of report text

Tyrannosaurus rex, sometimes just called T-rex, is believed to be the largest and the most fearsome predator on earth's land ever to have existed. This dinosaur once roam the Earth in the Cretaceous period approximately 68 to 65 million years ago.

As a carnivorous dinosaur, this giant predator most likely ambushed their prey, and devoured them with jaws full of white sharp teeth. With its fast ability to run at an astonishing speed of 32mph (50 kmh), a perfect slim and stiff tail that gave it an excellent balance and allowed it to make quick turns, equipped this gigantic predator and made it even more deadly, like a killing machine.

#### **D. Teaching Reading**

##### **1. Concept of Teaching Reading**

Generally, teaching is the way to create the process of learning activity that involves the role of the teacher. Teaching is about how the teacher convey the knowledge for students. According to Brown (2007:7) the cconcept of teaching is guiding and facilitating learning,

enabling the learner, setting conditions for learning. It means that teaching is the ability which involves the teacher's guidance and lessons by setting the certain condition of learning.

Developing reading activities is very important. Reading is an essential part of language instruction at every level because it supports learning in multiple ways. In teaching activity, the teacher has to be more concern in teaching reading because reading is a good skill in language's learners. It helps the students to get information from Reading text. Grabe and Stoller (2002:4) states that reading can be taught as a way to draw information from the text and to form an interpretation of that information.

In teaching reading activities, teacher may try to guide students well. The teacher has to be more active because it is very important to increase students' knowledge and information in reading. According to Biddulph (2002:2) states that guided reading is an important approach in literacy education. The teacher's role in guide reading is to actively enhance students' understanding, the students are more likely to make meaningful connections with new information if they already know something about it. Besides the teacher's guide, in teaching reading, the teacher has to concern about the material that is used, the use of certain methodology that is devised on the basis of several factors, such as the goal, approach, needs of the students, and condition or facilities of the

school, and the topic and type of reading texts are worth considering too.

As a part of English skill, reading of English language should be mastered by the learners. The goal of reading for Indonesian students based on curriculum is to understand or comprehend the material of the text because reading comprehension is a bridge to understanding scientific books they read. The ability of the students in reading is very important because by having the ability to read, they will be able to improving their knowledge. Rauch and Weinstein (2008:4) consider that reading is a key to success for anyone who wants to be an educated person. Besides that, the students who classroom studies show that the amount and breadth of students' reading is strongly related to social interaction as well as strategy teaching (Guthrie, Schafer, Wang, and Afflerbach, 1995)

## 2. Technique in Teaching Reading

Reading is viewed as an interactive process between language and thought. In reading language class, it is need an activities for realizing the lesson objectives. According to Lenz (2005:94) stated that there are the three stages of reading activities involved in relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post-reading activities.

a. Pre-reading activities

Pre-reading activity consists of some strategies that a student learns to use to get ready to read a text. These strategies help student get an idea of what the writer might trying to say, how the information might be useful, and to create a mental set that might be useful for taking in and storing information. These strategies could include surveying pictures, pre-teaching vocabularies, reading instructions, and summaries, creating a pre reading outline, creating questions that might need to be answered, making predictions that need to be confirmed, etc.

b. During/whilst reading activities

During-reading activity consists of some strategies that students learn to use while they are reading a text. These strategies help the student focuses on how to determine what the writer is actually trying to say and to match the information with what the student already knows. These strategies should be influenced by the before-reading strategies because students should be using or keeping in mind the previews, outlines, questions, predictions, etc. That were generated before reading and then using this information to digest what they are reading.

c. Post-reading activities

After-reading activity consists of some strategies that students learn to use when they have completed reading a text. These

strategies are used to help the students look back and think about the message of the text and determine the intended or possible meanings that might be important. These strategies are used to follow up and confirm what was learned (e.g. evaluate own comprehension and summarization) for the use of before and during reading activity.

### 3. Testing Reading

Similar to listening, reading is a receptive skill. The task of language tester is then to set reading tasks which will result in behavior that will demonstrate their successful completion. Test is a method of measuring a person's ability or knowledge in given domain (Brown, 2000: 384).

According to Hill in Hernawati (2011:31-32) the combination of the reading test are:

#### a. Multiple-choice Question

The multiple choice question have four possible labeled A, B, C, D. the students will choose one answer per question. Each question correctly answered is given one point.

#### b. Short –answer Question

The short answer questions have a “Read, Think, and Explain” symbol next to them. Students should spend about three to five minutes answering each short-answer questions on the lines provided. Each question answered correctly is given up to two



points; partial credit is given. There can be some variation in the answer.

b. Long-answer Question

The long answer questions have a read “Read, Thinking and Explain” symbols with more lines next to them. Students should spend about seven to ten minutes answering each long-answer question on the lines provided. Each question correctly answered given up to four points and partial credit is given. There can be some variation in the answers.

## **E. Graphic Organizer**

### **1. The Definition of Graphic organizer**

Graphic organizer is a visual display that demonstrates relationship between fact, terms, concept and the ideas. Linda & Karen (1999:12) states that a graphic organizer is a visual representation of knowledge that structure information by arranging important aspects of concept or topics into pattern using label. Graphic organizers represent information, structure, and key conceptual relationships using visual and spatial arrangements or maps. it often involve lines, arrows, text boxes or bubbles, pictures, chart, map and other visual depictions to represent ideas, facts, and concepts. Graphic organizers also provide a framework for students to connect existing knowledge to new information.

There are many reason to use graphic organizer. Graphic organizer help the students for critical and creative thinking. According to Bromley, DeVitis and Modlo (1995) graphic organizers help students focus on what is important. Because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking. Jones et al. (1988:20) argue that students who construct graphic organizers are able to understand the main ideas and details of a text, the connection between them, and the aspects that are not clear.

According to Linda & Karen (1999:18) there are some reasons for using graphic organizer. They are:

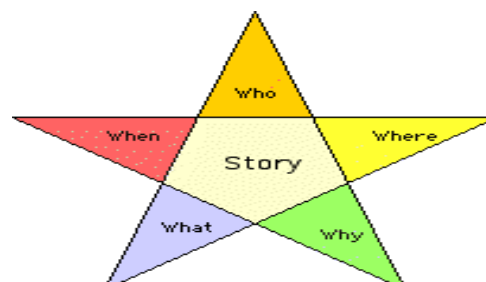
- a. Graphic organizer help teacher and students focus on what is important because they highlight key concept and vocabulary, the relationship among them, thus providing the tools for critical and creative thinking
- b. Graphic organizer are visual depiction that resemble network and allow students to add or modify their background knowledge by seeing the connection and contradictions between existing knowledge and new information
- c. Graphic organizer serves as mental tools to help the learner to remember

- d. Constructing or evaluating graphic organizer requires the students to be involved actively with the information both when working independently and working with others.
- e. Individual students who use graphic organizers in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation, and review.
- f. Graphic organizers are used more and more often in business, industry, and print and electronic media as well as text book. The students can use them as learning aids

## 2. Kinds of Graphic Organizer

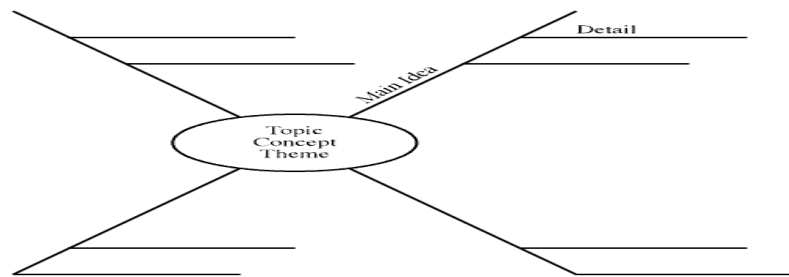
### a. Star diagrams

Star diagrams are a type of graphic organizer that condense and organize data about multiple traits, fact, or attributes associated a single topic. Star diagrams are useful for basic brainstorming about a topic or simply listing all the major traits related to a theme.



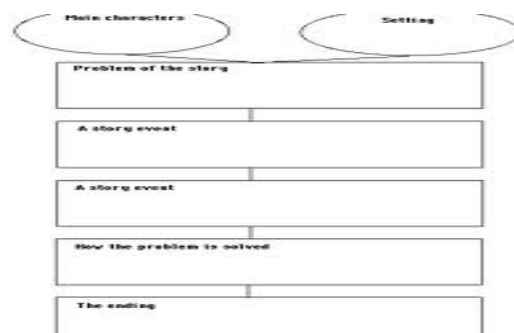
### b. Spider diagrams

A Spider diagram is a type of graphic organizer that is used to investigate and enumerate various aspects of a single theme or topic.



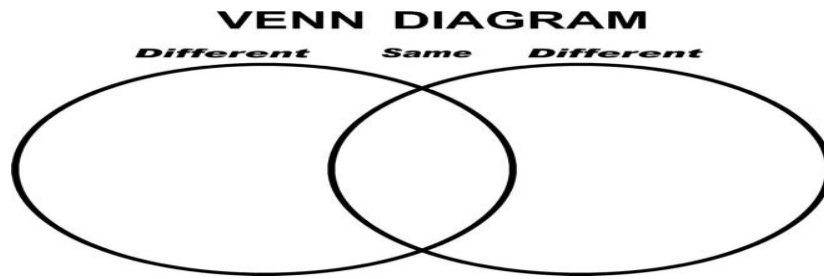
c. Chain diagram

Chain diagrams, also called sequence of events diagrams, are a type of graphic organizer that describe the stages or steps in a process. It is also appropriate for cause-effect, process-and-product and problem-solution-text. The pattern is linear, as in timeline. Examples are plot diagram and multiple timeline organizer



d. Venn diagram

Many types of graphic organizers are useful for doing math, including Venn Diagrams



e. Vocabulary maps

Vocabulary maps are graphic organizers that can be useful in helping a student learn new vocabulary words.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Vocabulary Diagram

Definition/Description	Word	Synonyms
Examples		Picture

© Higher Order Teacher, 2012 Frayer Model Vocabulary Diagram

f. Fishbone

These graphic organizers can be used for analyzing a paragraph, a story, a scientific concept, a position that you hold, or any idea.



g. KWHL Charts

KWHL Charts (also called "What I Know" Charts, KWL charts, and Know Wonder-Learn charts) are a type of chart, a graphic organizer that help the student organize what they know

and what they want to learn about a topic before and after the research is done.

<b>K</b>	<b>W</b>	<b>H</b>	<b>L</b>

#### h. Cycle graphic organizer

The cyclical organizer depicts a series of event without beginning or end. The formation is circular or continuous. An examples is circle organizer



#### i. PMI Charts

PMI charts are a type of chart, a graphic organizer in which a student examines the Plusses, Minuses, and Interesting things (or Implications) associated with a topic, decision, or idea.

<b>Moving to a Big City</b>		
<b>+</b>	<b>-</b>	<b>i</b>
Many jobs	Expensive	More people
Museums	Traffic	Mass transit
Restaurants	Pollution	Shopping
Parks	Crime	Close to airport

### 3. Spider Map

#### a. Definition of Spider Map

A Spider map sometimes called a semantic map. It is a type of graphic organizer that is used to investigate and enumerate various aspects of a single theme or topic, helping the student to organize their thoughts. Graney (1992:164) in Manoli and Maria (2012) stated that mind maps, spider maps or sunbursts are some of the terms that are used to refer to semantic maps. They look “like a sun or star with rays emanating from it, as they consist of a circle with lines radiating from the circle”. They are diagrams that can be used to represent words, ideas, or other items linked to and arranged around a central key word or idea of the text and depict relationships of the different components of an idea to the main idea, that is of the part to the whole (Graney, 1992; Iranmehr, 2011)

Spider map or semantic map has many benefit. Antonnaci (1991:174) 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 process of creating a spider diagram helped the student in reading comprehension of the text. It is because graphic organizer 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 (where the web is hard to fill out). If the topic at hand 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.

b. The Procedure of Teaching Spider Map Graphic Organizer

In applying the graphic organizer in teaching reading comprehension, the teacher begins presenting the lesson for one or two periods of instruction keeping the focus of the lesson directly. The procedure of teaching graphic organizer are as follows:

1. Pre-Activities

- a. The teacher prepared some reading texts
- b. The teacher greeted the students

2. Whilst-Activities

- a. Introducing the material about report text and giving explanation about report text and distributed an example of text
- b. The teacher explained what graphic organizers and its function.
- c. The teachers give an example of text and ask the students to look for the important information of the text (structure, topic, main idea, and supporting detail
- d. The teacher give the example to the students about relationship of the reading text and its graphic organizer and how to complete spider graphic organizer after read the text



- e. The teacher gave another reading text and ask the students to complete its spider graphic organizer
- f. The teacher asked the students to answer the reading comprehension questions.

### 3. Post-activities

- a. The teacher reviewed what they have learned today
- b. The teacher gave homework as the exercise

### 4. The benefits of using Graphic Organizer

Graphic organizers are effective strategies to promote reading comprehension. Graphic organizers are visual and spatial displays designed to facilitate the teaching and learning of textual materials through the “use of lines, arrows, and a spatial arrangement that describe text content, structure, and key conceptual relationship (Darch & Eaves, 1986) Organizers help you analyze what you are reading. You can use them to recognize patterns in your reading, such as indentifying main idea of a story or an article, and finding details that support the main idea. In addition, Sam D Praveen, Rajan Premalatha (2012) stated that there are various functions of graphic organizers. In reading comprehension, they assist learners to:

- a. Clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc)
- b. Organize information in a paragraph for better understanding

- c. Construct meaning of difficult words and sentence dividing into lexias
- d. Understand the context by associating with prior knowledge
- e. Identify conceptual and perceptual errors that may occur in the course of reading a passage

#### **F. Previous Study**

There are some previous studies of the use of graphic organizer strategy. The first was thesis written by student of IAIN Tulungagung entitled “The Use of Graphic Organizer to Improve the eight years Student’s Ability in Reading a Descriptive Text” by Eka Fiddo Febrianza. This research was done in the Classroom Action Research which taught by using graphic organizer. So, the conclusion can be described as follows: The student’s achievement which was taught by using graphic organizer can be improved and developed. The students were interested and excited to follow the activity by using graphic organizer. So, it can be proved that the use of graphic organizer strategy was effective to be used.

The second thesis written by student Sebelas Maret University, entitled “Optimizing Graphic Organizer to Improve Student’s Reading Comprehension (A Classroom Action Research at the Eleventh Year Students of SMA Negeri 6 Surakarta in 2009/2010 Academic Year)” by Syaifudin Latif Darmawan. He concluded that the teaching of reading by using graphic organizer can improve either students ‘competence and

classroom situation. Graphic organizer provided more chances for students to actively develop themselves. This condition helps them in participating during the class.

Based on the two previous studies above on the use Graphic Organizer, here, the researcher will conduct a research in teaching reading comprehension by using Graphic Organizer as well. So, it was the same on the use of Graphic Organizer.

Although it is the same on the use of Graphic organizer, but it also has the difference. The first previous study written by Eka Fiddo Febrianza, the design was Classroom Action Research. The second thesis written by Syaifudin Latif Darmawan. It was a Classroom Action Research design. Meanwhile, in this research the researcher used experimental research design using one group pre-test and post-test, and describes the effectiveness of using graphic organizer in teaching reading comprehension ability by comparing the students' score before and after taught by using graphic organizer.