**BAB II**

**REVIEW OF RELATED LITERATURES**

In this chapter the researcher discuses definition of reading, the purpose of reading, strategies in reading, teaching reading, technique in teaching reading, testing reading, reading levels, definition of reading comprehension, strategies for reading comprehension, types of reading comprehension, definition of mind mapping technique, characteristics of mind mapping, principles of teaching using mind mapping technique, how to implement mind mapping technique, the advantages of mind mapping, and narrative text, teaching reading using mind-mapping technique and previous study.

1. **Reading**
2. **Definition of Reading**

There are four skills in English, they are: speaking, reading, writing and listening. All those skills are very important for English learner. Each has different function in English. So, it is better for English learners to master all of those skills. One of those skills is reading skill.

Reading is essentially a complex that involves many things, not just receive the text, but also involves a visual activity, thinking psycholinguistic, and metacognitive. 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. Introduction of word can be read the word activity using dictionary (Crawley and Mountain in Rahim, 2007 : 2).

According to Mikulecky (2011 : 5) reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader’s prior knowledge.

Swan (1975:1) says “if we say that student is a good as comprehension we means that he can read accurately and efficiency, so as to get maximum information from the text”. It means the readers try to find the message from what they have read. Moreover, reading is an active process. Active means while the readers are reading, they try to actively to interact with the printed text with meaning. This message is the idea of the writer. There are three steps that are involved in reading activities; they are the writer, written text and reader.

Concerning the reading, Simanjutak (1980:14), propose definition of reading that: reading as the meaningful interpretation of printed written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represents language and reader’s language skills and the knowledge of the world. In the process the readers tries to recreate the meaning intended by the writer.

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 understanding that the perception of the reader is influence by feeling and language prompted by the writer. There are two kinds of reading, they are:

1. Silent Reading

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

1. 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 a reading is not a passive process and not merely word recalling. So, it can be said that reading is a process of perceiving a written text in order to understand its contents.

1. **The Purpose of Reading**

In doing reading, it is understand the content of the written text. According to Cahyono et al. (2011:68) the purpose of reading as follows:

1. Readers are able to discriminate among events as they have been presented.
2. They recognize the order of presentation in the stated sequence.
3. The reader identifies the main idea of a paragraph.
4. They must have knowledge of prescribed of denotative meaning.
5. They understand form of figurative language.
6. **Strategies in Reading**

Reading may be defined as decoding and attaining the meaning as the result of interplay between perception of graphic symbols that represent a language and the memory traces of readers’ experiences. A process is a method, a movement toward an end that is accomplished by going through all necessary steps. According to Mukhroji (2011), a product is the consequence of utilizing certain aspects of a process in an appropriate sequence. Reading is not only receiving meaning in a literal sense, but it is also bringing the one’s entire life experience and thinking power to bear to understand what the writer has encoded.

The purpose of the reading cannot separated from comprehension. Each purpose will determine what to achieve after reading process. Reading comprehension requires the ability to perceive the exact nature of the passage being read or communicated. Based on Mukhroji (2011) in Meita, there are three strategies n reading, that involve bottom – up strategies, top – down strategies, and interactive strategies.

1. Bottom-up Strategies

Mukhroji (2011) in Meita, states that the bottom-up strategies of reading assume that process of translating print to meaning begins with print. The process is initiated by decoding graphic symbols into sounds. Therefore, the reader first identifies feature of letters; link these features together to recognize letters; combine letters to recognize words; and the proceeds to sentences, paragraph, and text level processing.

The process of deriving meaning from print in bottom-up strategies is triggered by graphic information embedded in print. By applying the bottom-up strategies, readers start to process the text from the low linguistic level to the higher one. According to Mukhroji (2011) the reader starts from identifying to recognize words; and then proceeds to the phrase, sentences, paragraph, and then text level processing. The understanding is constructed based on the visual data that are on the page. It triggers from one linguistic step after another, beginning with the recognition of the letters and continuing to words-by-words, sentences-by-sentences until reaching the top-the meaning of the text being read.

The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficulty of the text can be about the language and contents of the text. When the language text is felt difficult, readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentences, and paragraph until reaching the entire meaning of text.

1. Top-down Strategies

The process of deriving meaning of the text in top-down strategies starts from the readers’ prior knowledge and experience to the print. By top-down strategies, reader starts to process the text by applying the higher level stage. In this case, the readers start with hypothesis and predictions and attempt to verity them by working down to the print stimuli. These strategies are in line who indicates the reading is a process that involves the use of available language cues selected from perceptual input on the basis of the reader’s prediction.

Readers usually use top-down strategies when they have background knowledge and sufficient language competence about the text being read, and when the cues in the text can activate the content schemata. Although readers have sufficient knowledge about the topic and can understand the meaning of every word in the text.

1. Interactive Strategies

The interactive strategies of reading assume that the process of translating print to meaning involve making use of both print and prior knowledge. The process is initiated by making prediction about the meaning and or by decoding graphic symbols. Interactive strategies in reading require both bottom-up and top-down strategies combination. Readers in understanding a text use these two strategies interactively and simultaneously.

According to Mukhroji (2011) in Meita, the interactive strategies suggest that the process of reading is initiated by decoding letters and words and by formulating hypothesis about the meaning. Readers in understanding a text starts at the first by processing the visual information that exists in the text. In getting understanding interactively, readers use various sources of knowledge simultaneously to interpret the grapheme information that exists in the text. In understanding a text, readers apply more interactive strategies that two other strategies. In the attempt of getting meaning of a text, readers cannot just rely on visual information or non visual information. The knowledge is applied interactively.

1. **Teaching Reading**

The teacher has to be more concern in teaching reading bacause 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 the 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 more they read, the better they get at it.

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 the way we construct sentences, paragraph and whole text. Good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses, and provide the springboard for well-rounded, fascinating lessons.

In reading class, the teachers have to decide what the purpose in reading will be done. It is reading for pleasure or reading for getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free, such as narrative. If the purpose of reading text that will be done is for getting understands the passage, the topic of reading text should be prepared before.

1. **Technique in Teaching Reading**

Psycho linguistically, reading is viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post-reading activities.

1. Pre-reading Activities

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the students’ background knowledge, objectives of reading class, learning activities and motivating the students. In this stage, teachers try to activate the students’ schemata related to the topic or explaining briefly the contents of the text.

Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students’ attention the text. The activities of pre-reading are activities aiming at facilitating the students’ understanding about the reading text.

1. During/whilst reading Activities

During reading activities are the activities that reader does while reading takes place. Mukhorji (2011) meantions that while reading includes: (a) identify the main idea, (b) finding detail the text, (c) following a squence, (d) inferring from the text, and (e) recognizing the discourse patterns.

During/ whilst reading activities are instructional activities that are going on while reading activities are happening. According to Mukhorji (2011), five activities to do while reading. First, readers identify main idea of the text and identifying topic sentence through skimming. Second, readers find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or process. Fourth, readers infer form the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the tex holistically.

1. Post-reading Activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, students do post-questions, feedback. The post-questions are more effective in incidental comprehension and the objective, since information of both greater and lesser importance is learned.

Post-reading activities are instructional activities that the students and teacher do after reading take place. According to Mukhorji (2011) point out that post-question, feedback, and group and whole class discussions are activities that can be done in the phase of post-reading activities. The activities function to check students’ comprehension about the text being read. The post-questions after reading class activity are very important since information of both greater and lesser important is learned. Beside asking question, summarizing the contents of the text is also applicable to the students.

The activity of post-reading can also be in the form of discussion. This discussion can be in a group or whole-class discussion. The discussion may depend on the class size. If the is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

1. **Testing Reading**

Similar to listening skill, reading skill is a receptive skill. The task of language tester is, then, to set reading task which result in behavior that will demonstrate their successful completion.

The reading macro-skill (directly related to course objectives) are scanning text to locate specific information, skimming text to obatin general idea, identifying stages of argument, and identifying examples presented in support of an argument. The micro-skill underlying reading skill are identifying referent of pronouns, using context to guess meaning of unfamiliar words, and understanding relations between prts of the text.

There are several ways of testing reading, ranging from multiple choice items, true or false items, matching items, re arrangement items, completion items, completion table of items, and open-ended question (Heaton, 1989:107).

1. **Reading Levels**

When we ask students to read, the success of the activity will often depend on the level of the text we are asking them to work with. According to Harmer (2007:100), Ideally we would like students to read authentic text – in other words, texts which are not written especially for language learners, but which are intended for any competent user of the language. However, at lower levels this can often present insuperable problems since the amount of difficult and unknown language may make the texts impenetrable for the students.

A balance has to be struck between real English on the one hand and the students’ capabilities and interest on the other. There is some authentic written material which beginner students can understand to some degree: menus, timetables, signs, and basic instructions, for example, and, where appropriate, we can use these. But for longer prose, we may want to offer our students texts which are written or adapted especially for their level.

How well the students are able to deal with reading material will depend on whether the texts are designed for intensive or extensive reading. Where students read with the support of a teacher and other students, they are usually able to deal with higher level material than if they are reading on their own. If we want them to read for pleasure, therefore we will try to ensure that they do not attempt material that is just too difficult for them – as a result of which they may be put off reading. This is way lower-level students are encouraged to use simplified or graded readers for extensive reading. The readers are graded so that at different levels they use language appropriate for that level – very much like the comprehensible input. As a result, the students can take pleasure in reading the books even when there is no teacher there to help them.

1. **Reading Comprehension**
2. **Definition of Reading Comprehension**

It is very important to talk about reading comprehension. Based on McNeil (1992:16) comprehensions is making sense out of the text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole. According to Cahyono (2011:55) reading is a means of transferring information between the writer text means extracting the required information from it as efficiently as possible.

Reading comprehension is very importance for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. So the teachers have to be more concern about the problem.

Reading perceives a written text in order to understand its contents or silent reading. The understanding that result is called reading comprehension. A formal definition of reading comprehension may see unnecessary because the term is use to widely and is meaning is assumed to be generally understood. Teacher think of reading comprehension as what students are thought to do in reading interaction during the early school years and as reading capacities they are expected to display throughout the middle and high school years.

According to Tarigan (1990:8), reading is bringing meaning and getting meaning from printed and written material. Reading is foreign language consist of grasping meaning in that language through is written representation. Reading comprehension that also called reading for comprehension is an activity means to extract certain kinds of information from English text.

One of the most important aspects of teaching reading is to enables students understand what they have to read. To read well, students have to master four skills in comprehending reading text. Tarigan (1990:12) states, that comprehension skill can be divided into activities.

1. Extensive reading, it consists of survey reading, skimming and superficial reading.
2. Intensive reading, it consists of close reading, comprehension reading, critical reading, reading ideas, foreign language reading, and literary reading.
3. **Strategies for Reading Comprehension**

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up and top-down process. Following the strategies, Brown (2001:306) states that there are strategies for reading comprehension, such as:

1. Identifying the purpose in reading
2. Using graphemic rules and patterns to aid in bottom-up decoding
3. Using efficient silent reading technique
4. Skimming the text for main idea
5. Scanning the text for specific information
6. Using semantic mapping or clustering
7. Guessing when you are not certain
8. Analyzing vocabulary
9. Distinguishing between literal and implied meanings
10. Capitalizing on discourse markets to process relationship
11. **Types of Reading Comprehension**

Reading is bringing meaning and getting meaning from printed or written material. Reading is foreign language consist of grasping meaning in that language through its written representation. Reading comprehension that is also called reading for comprehension is an activity meant to extract certain kinds of information from English text. Reading is foreign language may face some difficulties, such as: difficult words, difficult to get information from the passages and difficult to make a conclusion of the passages. To minimize all those problems, the according to the reader’s purpose in reading and the type of reading used; the following are commonly referred to:

1. Literal Comprehension

Reading in order to understand, remember or recall the information explicit in a passage.

1. Inferential Comprehension

Reading in order to find information which is not explicitly states in a passage using the reader’s experience and intuition by inferring.

1. **The Nature of Mind Mapping Technique**

To shape the understanding of mind mapping technique, in the following section the researcher would explain about : the definition of mind mapping, the characteristics of mind mapping, the principles of teaching using mind mapping technique, how to implement mind mapping technique, and the advantages of mind mapping technique.

1. **Definition of Mind Mapping Technique**

Mind mapping is an important technique that improves the way to record information, support and enhances students’ creative problem solving. It can be said that mind mapping is one of the essential or important technique to improve student’s creativity to solve problem, especially to conduct their reading comprehension (Buzan, 2005:1). On a concept map, concept represented by boxes or circles which are joined with lines or arrows. The words are written on or near the line, which link the concept. The linking are particularly important because the provide an indication of what the understands and the depth of that understanding.

Mind mapping is a diagram used to represent words, ideas, tasks, or other items linked to and around a central key word or idea. Mind map may also aid recall of exiting memories. The element of a given mind map are arranged intuitively according to the importance of the concepts, and are classified into groupings, branches or areas, with the goal of representing semantic or other connections between portions of information. Mind maps may also or recall of concept mapping. Invented by Buzan (2007:36) mind mapping is a process that identifies connection within an oral or written text, organizes these concepts in hierarchy from the general to the most specific concept and illustrates by using linking words meaning relationships between concepts.

Based on the explanation above, mind-mapping technique can make the students more creative and easy to understand what they read. They have also interest to learn by using mind-mapping technique.

1. **The Characteristics of Mind Mapping**

The five essential characteristics of Mind Mapping based on Buzan in the *Mind Mapping Book in Radiant Thinking* (1993:2) :

1. The main idea, subject or focus is crystallized in a central image.
2. The main theme radiate from the central image as ‘branches’.
3. The branches comprise a key images or key word drawn or printed on its associated line.
4. Topic of lesser importance are represented as ‘twigs’ of the relevant branches.
5. The branches from a connected nodal structure.

So, to get a good teaching and learning process the researcher must fulfill all of the five characteristics of mind mapping.

1. **The Principles of Teaching Using Mind Mapping**

Based on Buzan (2007:49) there are four principles of Mind Mapping as follows:

1. The teacher distributes a text to the students.
2. The Students find out the keywords in each subtopic.
3. The students make a scheme or concept in a map form.
4. Explaining of the relationship of each concept.

The principles 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. If it is difficult for adults, it is because they think linierly and take notes in a linear way (using the left hemisphere of the brain). 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 both their creative and their logical brain. With some experience they develop their own style, own pallet of colors, symbols, and their own icons, etc.

A Mind map contains usually the following elements Buzan in Vidal *Creative Tool Book* (2009:10).

1. The subject or the problem that has to be studied or analyzed will be placed in the center of the paper.
2. Keywords (names or verbs) are used to represent ideas, as far as possible only one word is used in a line.
3. The keywords are connected to the Centrum through a main branch and sub branches.
4. Colors and symbols are used to emphasize ideas or to stimulate the brain to identify new relations.
5. Let ideas and thoughts flew free; avoiding too much evaluation during the period of elaboration of the map.

From the explanation above, both of the teacher, the students and the technique must be planned well to get the best result in teaching using mind mapping.

1. **How to Implement Mind Mapping Technique**

A complete mind mapping may have mind topic lines radiating in all directions from the centre, sub topic and facts will branch of these, like branch and twigs from the trunk of a tree. Learners do not need to worry about the structure produced, as this will evolve as learn to develop their mind mapping. Here are the steps and purpose to draw mind mapping provided below (Buzan, 2004:21-23) in *Mind Map Untuk Meningkatkan Kreativitas Book*:

1. Write the topic in the middle of paper, and use single word or simple phrase for information it gives freedom of brain to explore our mind.
2. Use picture (symbol) from the central idea, because use of picture can help us in appear in imagination to open our mind.
3. Use colors, make mind mapping life, add creative brain, and enjoyable.
4. Connect to branch of mind to the central picture, make cross-linkages continuously. It can help us understand and memorable, on part of subject connect to other.
5. Make curved lines because the straight line make bored brain, a cured branch likes tree move attractive.
6. Use key for every line because single key word given the power and flexible for mind mapping.
7. Use picture, picture can help or remember information more effectively than word.

After reading the steps above, the researcher gets the conclusion that the map must be interesting, colorful and enjoyable to learn. So, the students can make mind map more creative.

1. **The Advantages of Mind Mapping**

The advantages use Mind Mapping are: help the student as its more easily converted into a draft, then the student can see the relationship between ideas and encourages them to group certain ideas together as they proceed. In addition, the advantages use mind mapping 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.

According Phail, in( Buzan (2007:36) Mind Mapping is useful for a number of reasons :

1. Information is organized in a logical, meaningful way which helps learners to : understand new knowledge and link it to their existing knowledge about the topic, memorize and recall topic knowledge.
2. Learners can express ideas freestanding in identifying key concepts in oral and written text.
3. Assist learner in identifying key concept in oral and written text.
4. To find out what learners know and understand about a topic before teaching in.
5. To evaluate learners knowledge after teaching a topic.

The advantages of mind mapping include its “free-form” and unconstrained structure. There are no limits on the ideas and links that can be made, and there is no necessity to retain an ideal structure or format. Mind mapping thus promotes creative thinking, and encourages “brainstorming”.

Mind Map can help learners in many thing, (Davis 2010:8-9) mentions that mind mapping can help the learners for planning, communication, to be more creative, economize the time, problem solving, attention centered arranged and explaining things, to memorize more be better, study more quickly and efficient.

It can be conclude that mind mapping gives many advantages to the students to become critical thinkers to open their mind, to explore the topic to be good speak. Beside that, the teacher helps the students various their creatively.

1. **Narrative Text**

Narrative text is kinds of text that consist of story, or story text. According to Cahyono et al. (2011:51) narrative text is one of the text types that junior high school students learn in their English classroom.

1. Social function of the text

The social function of narrative text is to amuse or entertain the reader, it deals with actual/imaginative experiences in different ways (Sudarwati, 2006:52).

1. Generic structure of the text

The narrative text has organized includes:

1. Orientation

Introducing the characters of the story, the time and place the story happened. (Who/what, when and where)

1. Complication

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

1. Resolution

The ending of the story containing the solution.

1. Language features of the text

The language features of narrative text are focus on specific and individualized participants, the use of material process (action verb), the use of behavioral and verbal process, the use of relational and metal process, the use of past tenses and the use of temporal conjunction and circumstances.

1. **Teaching Reading Using Mind Mapping Technique**

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. According to Buzan (2005:5), mind mapping helps students structure and order their thinking by creating a visual representation of concepts and their understanding.  Mind mapping can be used to improve reading comprehension in both fiction and non-fiction texts, and across a variety of genres. Mind maps work because they give the reader another (visual) way to process information.Because the concept of a story is depicted through images and can show their graphic relationship to each other, the reader is given more information in which to aid his or her understanding. This strategy really works.

1. **Previous Study**

There is previous study written by the student English Department from State Islamic Institute of Tulungagung entitled “Improving Students’ Vocabulary Mastery by Using Mind-Mapping Technique of Fifth Grade Students at MI Gendingan Kedungwaru” by Diana. Diana (2012) used a classroom action research, which consisted two cycles, 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 student’s vocabulary mastery is higher that before. It can be seen from the result of the observation of the student’s activities during the action. Moreover, the majority of the students gave positive response toward the implementation of mind-mapping technique. They found that learning vocabulary though the implementation mind-mapping technique was challenging and fun. It can be conclude that mind-mapping technique improve the vocabulary mastery.