CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I presents the related literature concerning to the conceptual idea of reading, teaching reading, small group discussion, and previous studies.

A. Reading

1. Definition of Reading

Reading is essentially 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.

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.

Concerning the reading, Simanjutak (1980:14) proposes definition of reading that:

"Reading is a skill which is highly valued by students and teachers alike."

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.

According to Ricard and Renandya says that :

"In the students foreign language situation, reading receives a special focus. There are the reason of this. First, reading as one of their most important goals. Second, written text serve various pedagogical purposes."

The teacher has to be more concern in teaching reading because it is very important to increase students' knowledge and information in learning foreign language. There are many reason why getting students' to read English text is an important part of 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 texts 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.

2. Types of Reading

According Andrew Wright (1999:159) there are four easily identifiable skill reading;skimming, scanning, intensive reading,and extensive reading.

   a. Skimming

   Skimming is glancing rapidly through a text to determine it is general content example: quickly glancing through an article to see if it interest or not. Being able to look over material rapidly for given purposes without reading every phrase is great asset for a reader to posses. Skimming enables people to select content that they want to read and to discard, which is inconsequential for their purposes. Skimming permits people to again a general idea about material when that is their purposes rather to read all material in detail.

   b. Scanning

   Scanning is reading to locate specific information, example: locating telephone number in directory. Being able to research through material rapidly with given purpose in mind, in order to find aspecific fact or an answer to particular question plays a large

role in much of a youngster's reading. Scanning enables people to locate specific information without reading all material around it.

c. Intensive reading

In intensive reading, the reader tries to absorb all the information given by the author. Example: reading dosage instruction for medicine.

d. Extensive reading

The reader deals with longer text as a whole, which requires the ability to understand the component parts and their contribution to overall meaning. Example: reading a newspaper article, short story, or novel.

Each kind of reading skills that has been explained above are used for certain purposes. Each also requires different approach and technique to achieve its goal. For example, skimming and scanning techniques are usually used by readers when they read a reading selection when take a reading test. By using techniques, they may be able find the information they need without have to read the reading passage and save their time.

3. Teaching Reading

Teaching is a complex process it does not only give the information from the teacher to the students. There are many activities that can be done especially when the process of teaching and learning in the classroom

According to Harmer (2007: 23) teaching is not easy job, but it is necessary one and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

Regarding to explanation of teaching above, the writer concludes that teaching is activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get in purpose.

The main task in teaching reading is to teach understanding. To assess the problem of what to teach when teaching understanding, we must try to determine what is likely to prevent a child from comprehending a given text.

In the classroom, the teachers' job to promote these tress learning process by the use of appropriate teaching act. Thus, he or she: presents and explains new material in order to make it clear, comprehensible and available for learning, gives practice to consolidate knowledge and test. In order to check what has been mastered and what still needs to be learned or revered. And also, the teachers' responsibilities in helping learners achieve these goals will be motivated to read by selecting or creating appropriate text, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading and to create a supportive environment for practicing reading. Each learner will have

different strengths to build on and different weakness to overcome. Therefore there can be no single, set, rigid methodology for reading.

4. Strategies in Reading

Based on Duffy in Richard and Renandya (2002: 287) reading strategic can be defined as plans for solving problems encountered in constructing meaning.

Based on Mukhroji (2011) in Meita, there are three strategies in reading, that involve bottom–up strategies, top–down strategies, and interactive strategies.

a. 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.

b. 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 word in the text.

c. 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.

B. Reading Comprehension

1. 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. According to Françoise Grellet (1981: 3) that:

> "Reading comprehension is understanding a written text means extrating 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.

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.

2. Strategies for Reading Comprehension

According to Brown (2004: 229), there are some strategies of reading comprehension:

a. The teacher needs to identify the purpose of the reading. It is important that she have a clear purpose to help her to narrow the choice of book from a reading list, then once she has chosen a book, to select the best chapter(s) and section(s). Having a clear purpose also helps students to locate the most useful part of the text for their needs and to ignore those parts which will not help them. Efficient reading consists of identifying the purposes in reading something so that we know what we are looking for and can weed out potentially distracting information.

b. Ensure there are graphics and pictures to help beginners in decoding and comprehension (for beginning level learners). Alternatively use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

Adler (2003) has said that comprehension strategies are conscious plans, sets of steps that good readers use to make sense of a text. Comprehension strategy instructions help students to become purposeful, active readers who are in control of their own reading comprehension.

C. Mind Mapping Tecnique

1. Definition of Mind Mapping Tecnique

Buzan (2005:6) says that a mind map is a power graphic technique which provide a universal key to unlock the potential of the brain. Mind mapping can be apply in every aspect of life to improve learning and clear thinking well enhance human performance. 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).

Invented by Buzan (2007: 12) mind mapping is a great storage, data retrieval, and access system for the giant library, which actually exist in your amazing brain. According to Aris (2014:105) mind mapping is a technique of utilizing the entire brain by using visual imagery and other graphical infrastructure to form an impression. The brain often remembers information in the form of images, symbols, sounds, shapes, and feelings. Mind maps use these visual and sensory reminders in a pattern of related ideas such as road maps used for learning, organizing, and planning.

Based on the explanation above, mind mapping technique can make the students more creative and easy to develop their mind. They also have interest to learn English by using mind mapping technique.

2. The Characteristics of Mind Mapping

The five essential characteristics of Mind Mapping based on Buzan in the *Mind Mapping Book in Radiant Thinking* (1993:3) :

a. The main idea, subject or focus is crystallized in a central image.

b. The main theme radiate from the central image as 'branches'.

c. The branches comprise a key images or keyword drawn or printed on its associated line.

d. Topic of lesser importance are represented as 'twigs' of the relevat branches.

e. The branches from a connected nodal structure.

3. **Steps to creating a Mind Mapping**

According to Buzan (2007) there are seven steps to make mindmapping, they are: (a) Start in the middle page, and the position is landscape, (b) Use picture or photo for your central idea, (c) Use colours, (d) Connect the brances, (e) Make a curve, (f) Use one keyword for every line, (g) Use picture.

According to Miftahul Huda (2013: 308) said that there are several steps to using mind mapping technique, they are:

a. Put the main idea / theme / point in the middle of the paper page. It would be easier if the position of the paper is not portrait, but in a landscape position.

b. Use different lines, arrows, branches, and colors to indicate the relationship between the main theme and other supporting ideas. These relationships are very important, because they can form the whole thought and discussion of the main idea.

c. Avoid to talkative, show more good work than the content in it. Mind mapping should be made quickly without any time-consuming pauses and editing. For this reason, it is important to consider every possibility that should and should not be included in the map.

d. Choose different colors to symbolize something different. For example, the blue color for something that must appear on the map, black for another good idea, and red for something that still needs further investigation. There is no definite coloring technique, but make sure the colors are determined consistently from the beginning.

e. Leave some blank space in the paper. This is intended to facilitate further depiction when new ideas are to be added.

According to Buzan there are some steps that will be used in teaching reading through mind mapping in the classroom. They are:

- Start the mind map on a blank sheet of paper or blank document in a word processing computer program. Select a book or article to focus on. Place the title of the book or article within the text box in the top center of the document.

- The teacher is going to flash the mind map in front of them for a second or two before taking it away. They must read the entire title of the book or article within brief moment.

- Ask the students to write down the titles they read. Review their responses for accuracy. Continue practicing with reading titles only on the mind maps until students' perception is correct each time.

- Move on to use complete sentences on the mind maps. Select one or two sentences from the same book or article. Split the sentence into two or three text boxes on the mind map. Flash the mind map in front of the students, now instructing them to read the words within each text box as if they were just one word.

- Test students' comprehension of the sentences by having them explain in writing what they read. Encourage them to anticipate, also in writing, what they believe the following text they read.

- Advance to create mind maps with text boxes that contain entire sentences. Having students practice reading all the sentences at once, trying to assimilate the separate words into one main idea.

- Complete the speed reading lessons with the most advanced mind maps. These text boxes holding several sentences clustered around one main idea. Encourage students to read the text within each box, looking for one main idea.

- Ask the students to answer the question that relates with the text which has been given by the teacher.

4. **The Advantages of Mind Mapping**

According to Buzan (2007:36) Mind mapping is useful for a number of reasons:

a. 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.

b. Learners can express ideas free standing in identifying key concepts in oral and written text.

c. Assist learner in identifying key concept in oral and written text.

d. To find out what learners know and understand about a topic before teaching in.

e. To evaluate learner's knowledge after teaching the topic.

Mind map can help learners in many thing, (Davis, 2010:89) mention 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.

D. Narrative Text

Narrative text is kinds of text that consist of story, or story text.

1. Social function of the text

The social function of narrative text is to amuse or entertain the readers, it deals with actual/imaginative experiences in different ways.

2. Generic structure of the text

The narrative text has organized includes:

a. Orientation

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

b. Complication

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

c. Resolution

The ending of the story containing the solution.

3. 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.

E. Teaching Reading Using Mindmapping Technique

According to Hofland (2007: 38) said that reading is a linear process. When we read, we process words or sentences one after the other. The human brain is not very good in linear processing. Besides that, many students get the story reading interesting and think that they understand well about the story. Not only that, when they are requested to retell and describe about their story, they look blank. Some students will say that they are forget what the story about, and some will only recall one or two pieces of information and some others can only tell the beginning and the ending of the story (Beare, 2009).

To solve the problem above, the researcher intended to adopt the technique to help the students construct the meaning of the text. This technique is mindmapping technique. The use of mindmapping technique in teaching and learning process is not a new thing (Beare, 2009). In line with that, Hobartswan (2010) states that mind maps are used all around the world. Murley (2007) defines that in education, mind mapping technique serves three powerful functions: as a student presentation tool, as a pre-writing tool, and as a teaching tool. Mind mapping can strongly help visual learners in learning process and maximize their ability in adsorbing information which is presented via diagrams and similar visual aid better, than through the written text (Buzan, 2000).

The students can use mind mapping to get the deep meaning of a story on the text. Mind mapping is a cognitive technique that helps to improve the students' ability in reading such as in note taking and summarizing the crucial information for better understanding and memorization (Beare, 2009). When the students interpret the texts visually, it reflects their understanding of what they have read in a unique way. Transferring these visuals into words, phrases and sentences becomes easier as the ideas and comprehension of the texts has become much clearer to them. The use of mind mapping makes it possible to create meaningful reading experiences for students in the classroom. Mind mapping can be easily implemented to modify different teaching styles and providing an opportunity to the teachers, making their learning extremely simple for all.

F. Previous Study

There is previous study written by the student of 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 than 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 concluded that mind-mapping technique can improve the vocabulary mastery.

In further support of this finding, Muhammad Fathoni (2010) conducted a research entitled "The Effectiveness of Mind Mapping Technique to Improve the Student's Writing Ability in Descriptive Paragraph on the Eleventh Grade at MAN Trenggalek in the Academic 2009/2010." Muhammad Fathoni (2010) used experimental design which is aimed at finding out the effectiveness of use mind mapping to improve the student's writing ability. The writer used some method of collecting data such as : observation and test. The data analysis technique used was t-test statistical analysis for

treatment using mind mapping. Research finding shows that the result of experimental group that based on the statistical tests showed that t count= 47,84 > t table = 31,84. It means that Ho can be rejected and can be concluded that there is significance influence of teaching writing by using mind mapping technique.

The previous study Kartika, Sari Evi (2014) The Effect of Quantum Teaching by using Mind Mapping Technique Toward Mathematics Student Achievement and Students Motivation of the Grade Students at MTsN Karangrejo Tulungagung. In this research, the researcher was used the experimental research design used quasi experiment in quantitative approach. The classes were designed as experiment class and control class. Both of the classes were given different treatment. The result of this research Students who were taught using quantum teaching with mind mapping technique had average learning motivation outcomes of 115.58 more than the control class average of 106.83 that was taught using conventional learning. Likewise with student learning outcomes taught by using quantum teaching with mind mapping technique of 82.50 is greater than the average control class of 73.60 taught by conventional learning. The conclusion that using mindmappig technique is effective.

There are similarities and differences between this research and the previous research. The similarities of their research and this research is that the research focuses on using mindmapping. The research design in the second and third research using experimental research method. Then the

differences between their research and this research are the first research used classroom action research (CAR). Besides, this research used pre-experimental research method. The subject of first research is fifth grade students at MI Gendingan Kedungwaru, the second research is the Eleventh grade at MAN Trenggalek, the third research is Grade Students at MTsN Karangrejo. Besides, the subject of this research is tenth grade at MAN 3 Tulungagung. In short, it can be concluded that this research is different from the previous studies.

The previous study Roni Dianto (2015) The effectiveness of using Mindmapping technique towards the students' achievement in writing descriptive text at MtsN Tunggangri Tulungagung. In this research, the researcher was used the experimental research design used pre-experimental in quantitative approach. The class were given one pretest and one posttest. The result of this study that the students' mean score before treatment was 51.10 and the students' mean score after treatment was 67.10. It can be concluded that mindmapping technique is improving students achievement in writing descriptive text. By those finding that mindmapping can be applied of teacher during teaching and learning process.