CHAPTER II
THEORETICAL REVIEW

A. Reading

1. Definition of Reading

   Reading is very important skill that must be possessed by learners. It would help them in understanding the meaning of text learnt in the school. According to Tarigan (2008: 7), reading is a process to get delivered message from the writer through words or written languages.

   While Leu (1987: 9) states that reading is a developmental, interactive and global process involving learned skills. The process specifically incorporates an individual’s linguistic knowledge, and can be both positively and negatively influenced by non-linguistic internal and external variables or factors.

   Anderson in Cahyani (2007: 99) states that reading is process understanding the meaning implied in a text and looking at the ideas contained in the written word.

   Finnocchiaro in Cahyani (2007: 99) states that, reading means bringing meaning to and getting meaning from printed or written material.

   Based on the definition above, it can be concluded that reading is an activity or a process to understand meaning, message, and purpose from printed or written material that connect reader to writer’s idea.
2. **The Aim of Reading**

One’s goals in reading would determine the ability of reading comprehension and reading speed or reading material. Without a clear purpose, the ability of understanding would also be unclear. The following is the purpose of reading by Anderson in Cahyani (2007: 99-100):

a. **Reading for detail facts**
   Reading activities aimed to know the discoveries that have been done by a character or to solve the problems created.

b. **Reading for main ideas**
   Reading activities aimed to find what the main topic of reading passage is.

c. **Reading for sequence or organization**
   Reading activities aimed to know the sequence of event or story that happens in the text.

d. **Reading for inference**
   Reading activities aimed to conclude the contents contained in the reading passage.

e. **Reading for classify**
   Reading activities aimed to classify the story in text.

f. **Reading to evaluate**
   Reading activities aimed to evaluate the contents of the text.

g. **Reading to compare or contrast**
Reading activities aimed to compare between phenomenon on the text and real life.

3. The Advantages of Reading

Reading is an activity that has several benefits, such as to find information from text, magazines, newspaper. There are at least 8 outlined benefits of reading according to Dewi (2013) as follows:

a. Reading as Active Mental Process

When reading, students would be forced to think about things not yet known. In this process, students would find out information that would build students’ critical thinking.

b. Improving Students’ Vocabulary

Students can learn new words and the meaning (as yet unknown) to read and understand the content of text.

c. Improving Concentration and Focus

Students need to focus on books or texts that are being read for a long time. Unlike magazines, Internet or e-mail that only contains small pieces of information, a book would tell the whole story. Therefore it is necessary concentrating to read so that the concentration of the students would be better.

d. Building Self-Confidence

The more someone read, the more knowledge gained. Increasing knowledge, would further build confidence. It was a chain reaction.
e. Improving Memory

Many studies have shown that, if one does not use the memory, the memory can be lost. Reading is one of the activities that train the muscle memory. Reading helps stretch the muscle memory because reading requires memory to detail, facts and figures on a piece of literature, plot, theme or character of the story. Reading would make someone's memory would increase.

f. Improving Discipline

Adding book reading activities into students' daily schedule and stick to the schedule would improve discipline.

g. Increasing Creativity

Read about the diversity of life and open up to the idea and the new information would help the development of students' creative side of the brain.

4. The Ways of Reading

According to Grellet (1984:4), the ways of reading are as follow:

a. Skimming

Skimming is reading quickly by running one’s eyes over a text to get the gist of it. The activities included in this way are compare value, find and compare events, sect a title, draw inferences, decide the question, and create the title.
b. Scanning

Scanning is reading quickly through a text to find a particular piece of information. The activities included in this way are words for old, locate grammar features, find specified advertisement, compare details, check dates, shopping list, make words sets, and newspaper headlines.

c. Extensive Reading

Extensive reading is reading longer text, usually for one’s own pleasure. The activities dealing with it are catching overall meaning, information, and general understanding; for example reading short stories, fiction, novel, book.

d. Intensive Reading

Intensive reading is reading shorter text to extract specific information. It occurs when students focus on the language rather than the text. The activities that found in this way are finding main idea, making inferences, identifying words that connect one idea to another, for example reading newspaper, magazine, identifying grammar on the text.

5. Principle of Teaching Reading

Harmer (2001:70) said that are six principles of teaching reading, as follows:

a. Reading is not passive skill

In reading activity, students have to be able to understand the meaning of words, to understand the picture representing the words meaning, to understand the arguments. If the readers do not do these
things, the readers only scratch the surface of the text and the readers quickly forget it.

b. Students need to be engaged with what they are reading

   Students who are not engaged with the reading text will not be interested what they are reading.

c. Students should be encourage to respond to the content of a reading text, not just to the language

   Students have to understand the content, the meaning and the messages of the text. Teacher also should give more changes to students for expressing students’ respond toward the text.

d. Prediction is a major of reading

   Before the readers accentually read, the readers must check the whole book such as picture, table, headlines, book cover and etc. the readers will get hints from them all, it will create prediction and guidance to read. Hence students will get hint and can predict what coming event is.

e. Match the task to the topic

   Teacher must make good reading tasks relating to the texts which the students are going to read. The most interesting text can be made really exciting with imaginative and challenging tasks.

f. Good teacher exploits reading text well

   Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks using the language for study and activeness.
6. Reading Assessment

According to Brown (2004:188), there are some macro and micro skills representing the spectrum of possibilities for objective in the assessment of reading comprehension, as follows:

a. Macro Skills

1) Recognize the rhetorical forms of written discourse and their significant interpretation

2) Recognize the communicative function of written text, according to form and purpose

3) Infer the context that is not explicit by using background knowledge

4) Infer link and connection between events, deduce, cause, and effect, detect such relation as main idea, supporting idea, new information, given information generalization, and exemplification

5) Distinguish between literal and implied meanings

6) Detect cultural specific references and interpret them in a content of the appropriate culture schemata

b. Micro Skills

1) Discriminate among the distinctive graphemes and orthography in English

2) Process writing at an efficient rate of speed to suit the purpose

3) Recognize a core of words and interpret word order patterns and significance
4) Recognize grammatical word classes (verb, noun, adjective, etc.),
   system (tenses, agreement), pattern, rules, elliptical forms
5) Recognize the plural meaning may be expressed in different
grammatical forms
6) Recognize cohesive device in written discourse and their role in
   signaling the relationship among clauses

The basic purpose of reading is that the readers can comprehend the
text. This research focused to recognize the communicative functions of
written texts, according to form and purpose; Inferring context that was not
explicit by using background knowledge; Inferring links and connections
between events, ideas, supporting ideas, etc; Deducing causes and effect and
detect such relations as main idea, new information, given information,
generalization, and exemplification as the guidance of this research.

B. Reading Comprehension

1. Definition of Reading Comprehension

   When reading, the readers need to comprehend the text. That
   following statement means when reading, readers are necessary to know the
   content of text, the writer’s idea told in the text, and the information provided
   in. it would be called reading comprehension.

   Siripanich (2010:4) states that reading comprehension ability refers to
   the ability to comprehend a reading passage which can be measured by
   reading test score.
While Suyanto (2007: 65-66) states that the aims of reading comprehension is to get information from reading passage.

Reading comprehension consists of two words; those are reading and comprehension. Those have each meaning as cited in Pakzad (2012: 77-78):

“Reading may be considered the process of recognition and perception of the written or printed material. On the other hand, comprehension is understanding of the meaning of the written material and covers the conscious strategies that lead to understanding. In fact, the process of reading deals with language forms, while comprehension, the end product, deals with language content.” (Sheng, 2000)

Tarigan (2008: 58) defines that reading comprehension is kind of reading activity that aims understand literary standards, critical review, printed drama, patterns of fiction.

Concluding the several view points above, reading comprehension can be defined as ability to understand the meaning of written or printed materials, and get information from it that can be measure with a test.

2. The Component of Reading Comprehension

In comprehending reading material, the most important thing to be considered is the component of reading comprehension. According to Leu (1987: 30-37), there are six major components of reading comprehension:

a. Decoding Knowledge

It refers to the readers knowledge use to determine the oral equivalent of written word. It is important for comprehending when determining the oral equivalent of a word helps reader identify meaning. It is usually thought in the early grades, is an important part of beginning reading instruction.
b. Vocabulary Knowledge

   It refers to the knowledge of word meaning to determine the appropriate meaning for a word in a particular context. It is important at all grade levels, but is a particularly important aspect of reading instruction as children develop and explore less familiar subject areas with somewhat specialized vocabulary.

c. Syntactic Knowledge

   It means that knowledge of the words order rules that determine grammatical function and sometimes the meaning and pronunciation of words.

d. Discourse Knowledge

   It is the knowledge of language organization at units beyond the single sentence level. It includes knowledge of the structural organization of different types of writing.

e. Readiness Aspects

   Traditionally, it refers to the students’ ability to benefit from initial reading instruction. It also refers to the students’ ability to read and understand a particular selection. It describes the abilities required for reading and comprehending any particular piece of printed material.

f. Affective Aspects

   In reading comprehension, affective aspects include both interest and attitude. These increase motivation and facilitate reading
comprehension. All readers comprehend better when interested in reading.

From the explanations above, it can be considered that the major components of reading influenced someone in comprehending the text. The readers would comprehend the text perfectly if the major components of reading are understood well.

3. Level of Reading Comprehension

Burn (1988:177) stated that there are four levels of comprehension, as follows:

a. Literal Reading

It is level for literal comprehension involving acquiring information that is directly stated in a selection. Answering to literal question simply demands the students from memory what the text said. Literal comprehension is the lowest level type understanding.

b. Interpretive Reading

The interpretive reading involve reading between the lines is not directly stated in the text, but catches the message of the selection or understanding what the author meant by the passage.

c. Critical Reading

It evaluates written text by comparing the ideas and making conclusions that discovered in the text about accuracy and appropriateness. Critical reading depends on literal comprehension and implied ideas are very important.
d. Creative Reading

It requires the readers to be creative in reading. The students should use the imagination while reading, creative reading involves going beyond the material presented by the writer.

C. Mind Map

1. Definition of Mind Mapping Technique

Mind map was developed by Tony Buzan in 1970 as a way of helping students in make notes that used only key word and images. Buzan (2007: 4) states that mind mapping is a way to write creatively and effectively and it would map the mind. Mind map used to generate, visualize, structure, and classify ideas and as an aid in studying organization, problem solving, decision making and writing.

According to Lian (2007: 3), a mind map is a special kind of brain-friendly diagram that helps to think, imagine, and remember things and plan and short information.

According to Siripanich (2010:4), mind map is a graphical method of taking note by using words, pictures with color and symbols which take a hierarchical or tree branch format with idea branching into their subsection.

Jiang (2010) argue that mind map is a presentation form of radiant thinking, utilizing lines, colors, characters, numbers, symbols, images, pictures or keywords, etc. to associate, integrate, and visualize the learned concept and maximize brain potential.
According to Iru (2012: 65), mind map is to write the main theme as a central point, and think about the branches or derivative themes. It means that every time learning something, the focus is directed at whether main theme.

Based on the definition above, it can be concluded that Mind Mapping Technique is a way to learn using graphic that represent learners’ ideas, understanding and their note about learning materials. It uses lines, colors, arrows, branches to show the connection between their ideas, understanding, and note about the learning materials.

2. The Advantages of Mind Map

Rohmah (2012) concludes that there are several advantages when using Mind Mapping Technique, namely:

a. Mind Map is able to increase the awareness by the ways bellow:

1) Seeing great overview of a problem at once see detailed information
2) Remembering the complex information easier. Such information has been classified according to the way someone remembers relationship with subject.
3) Overcoming the booming information because it has been arranged and grouped in such a way.

b. Mind Map can improve a person's ability to imagine, remember, concentrate, take notes, to increase the interest and able to resolve the issue. This is achieved because the Mind Map teaches to look at the issue and its relation to each other generally.
c. Mind Map can stimulate the creative side of a person through the use of curved lines, colors and images. It made a record as well as a beautiful work of art. Mentally it would make easier to remember. Mind Map would stimulate the ability to compare the information in the form of facts, ideas including statistical data.

d. Mind Map helps someone make an interesting note of in a short time. In addition, these records are able to open a good understanding and creative side by stimulating the emergence of new ideas and new insight, even when making the record itself. Mind Map can also explain a purpose, a plan, an idea, and ideas in a clear and structured.

3. How to Make Mind Map

Buzan (2007:15-16) told that there are seven steps to make a mind map, as follow:

1. Start in the centre of a blank page turned sideways
   That is to gives the brain freedom to spread out in all directions and to express it more freely and naturally.

2. Use an image or picture for the central idea
   It is caused that an image is worth a thousand words and helps using imagination. A central image is more interesting, to keeps focused, makes more concentrate, and gives brain more of a buzz.

3. Use colors through out
   Colors are as exciting to the brain as are images. Color adds extra vibrancy and life to the mind map, adds tremendous energy to the creative thinking.
4. Connect the branches to the image and connect branches to the each level

   It is caused the brain works by association. It likes to link two or more things together. If the branches are connected, it would be easier to be understood and remembered.

5. Make branches curve

   The branches are better in curve rather than straight-lined. It is to make the brain not bored.

6. Use one key word per line

   It is because single key words give the mind map more powerful and flexible.

7. Use images throughout

   That means each image, like the central image, is also worth a thousand words. If only 10 images are in the Mind Map, it’s already the equal of 10,000 words of notes.

D. Teaching Reading Comprehension through Mind Mapping Technique

   Mind Mapping Technique avoids students from just copying the information from the text; it is also improve their creativity in expressing ideas, make them get used to summarize as needed in reading academic text books. Having just the key words rather than sentences in the mind mapping notes would make learning more creative, therefore the learning would be more effective, meaningful, and well organize. Here are the steps that would be conducted to teach reading comprehension through Mind Mapping Technique:
1. Teacher distributes text that will be analyzed, then explaining difficult word for helping students comprehend and understanding the text.

2. Teacher introduces *Mind Mapping Technique* that used to help students understanding the content and the message of the text.

3. Teacher demonstrates how to make mind map for summarize the content or story of the comprehension text.

4. Students are guided to start with the main topic in the centre.

5. Teacher are as facilitator to help students choose the right key word and the organization of the information to establish meaningful links among concepts and ideas of the text.

**E. Basic Assumption**

Reading comprehension is very important to the learners. It can improve their knowledge by reading written materials. The aims of reading activity for students not only to find the best answer from questions given by the teacher, but also to understand the meaning, and to get some information and the writer’s messages in the text. Hence, some students feel that reading comprehension is difficult to learn and boring.

It was decided that *Mind Mapping Technique* would be used to teach reading comprehension. It has line, arrows, branches, color and some way of showing connections between generated ideas. There are many evidences that this technique can improve reading comprehension. For the example, the result of the study that had been conducted by Siripanich (2010) showed that the students’
reading comprehension post-test mean score was higher than the pre-test mean score at the 0.05 level of significant, after taught using Mind Mapping Technique.

Jiang (2010) also conducted a study about Mind Mapping Technique to improve students’ reading skills and the result conclusion show that mind map could promote students’ overall understanding of the reading materials, facilitate students’ memory of the reading materials, promote students’ full development of all the skills, promote exchanges and corporation between students.

It is argued that Mind Mapping Technique can improve students’ reading comprehension.