CHAPTER II
LITERATURE REVIEW

2) Reading

1. Definition of Reading

Reading is a 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 message of 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 of understanding the meaning implied in a text and looking at the ideas contained in the written word.

Finnochiaro (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
Reading is the process to understand a text or a passage. The purpose of reading is to catch the idea or information in paragraph text. The primary target in reading is comprehension. The following is the purpose of reading by Anderson in Cahyani (2007: 99-100):

a. Reading for detail facts
   This reading activity is aimed at knowing the discoveries that have been done by a character or to solve the problems creates.

b. Reading for main ideas
   This reading activities aimed at finding what the main topic of reading passage is.

c. Reading for sequence or organization
   This reading activities aimed at knowing the sequence of event or story that happens in the text.

d. Reading for inference
   This reading activities aimed at concluding the contents contained in the reading passage.

e. Reading for classify
   This reading activities aimed at classifying the story in text.

f. Reading to evaluate
   This reading activities aimed at evaluating the contents of the text.

g. Reading to compare or contrast
   This reading activities aimed at comparing 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**

   By reading, 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 memory. Reading helps stretch the 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 will increase.

f. Improving discipline

Adding book and other sources as written text in reading activities into students’ daily schedule and stick to the schedule will 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 there are six principles of teaching reading, as follows:

a. **Reading is not passive skill**

   Reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean, see the picture the word are painting, understand the arguments and work out if we agree with them. 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**

   As with everything else in lesson, students who are not engaged with the reading text, not actively interested in what they are doing and less likely
to benefit from it. When they really fired up by topic or the task, they get much more from what is in front of them.

c. Students should be encouraged to respond to the content of a reading text.

   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 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 take 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) Recognizing the rhetorical forms of written discourse and their significant interpretation
2) Recognizing the communicative function of written text, according to form and purpose
3) Inferring the context that is not explicit by using background knowledge
4) Inferring 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) Distinguishing between literal and implied meanings
6) Detecting cultural specific references and interpret them in a content of the appropriate culture schemata

There are some micro skills as follows:

b. Micro Skills

1) Discriminating among the distinctive graphemes and orthography in English
2) Processing writing at an efficient rate of speed to suit the purpose
3) Recognizing a core of words and interpret word order patterns and significance
4) Recognizing grammatical word classes (verb, noun, adjective, etc), system (tenses, agreement), pattern, rules, elliptical forms
5) Recognizing the plural meaning may be expressed in different grammatical forms
6) Recognizing cohesive device in written discourse and their role in signaling the relationship among clauses

7) 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.

A. Reading Comprehension

1. Definition of Reading Comprehension

When reading, the readers need to comprehend the text what they read. That statement means when reading, readers are need 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 ability refers to the ability to understand 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. (Sheng, 2000)

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

Concluding the several viewpoints 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 measured 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 are about word meaning to determine the appropriate meaning for a word in a particular context. It is important at all
grade level, 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 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 explanation 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 that is not directly stated in the text, but catches the message of the selection or understanding that 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.
B. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. According to Mulyana (2003: 25), descriptive text means text to describe what things are as they are / what things do as they do. In other words, descriptive text is descriptive of things as it is. It describes the size, shape, and behavior.

Descriptive text is one of genre. A culture context expresses many kind of genre, which many type such as communicative purpose, text structure and certain linguistics features. Based on the statements above, it can be concluded that descriptive text is a text which presents information about something specifically. And the purpose of descriptive text is to describe a particular person or thing or place specifically.

2. The Generic Structure of Descriptive Text

Generic structure are the special characteristic of language in the text. The generic structure of descriptive paragraph are as follows:

a. Identification : it is part of paragraph which introduces or identifies the character to be described. It can be called general description of the object. Usually it contains objects’s name, kind of the object, etc.

b. Description : it is part of paragraph which describes parts, qualities, and characteristics of the person or something that will be described in detail, so the readers can get clear description of the object.
3. **The Language Features of Descriptive Text**

The language feature of descriptive text, namely:

a. The focus on specific participants,

b. The use of attributive and identifying processes,

c. The use of simple present tense and adjective,

d. The use of possessive verb (has/have)

e. The use of noun phrase.

4. **Sample of Descriptive Text**

**JELLYFISH**

Jellyfish are not really fish, they are invertebrate animals, this means that unlike fish or people, they have no backbones. In fact, they have no bones at all.

Jellyfish have stomachs and mouths, but no heads. They have nervous system for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat.

Most jellyfish live in salt water, apart from a few types that live in fresh water. Jelly fish are around in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near the North and South poles.
5. Characteristic of Descriptive Text

Wiratno (2006: 27) gives the characteristic of descriptive text, they are:

a. Descriptive text is dominated by simple present tense. It is because the factual of descriptive text itself. As we know that descriptive text describes something in reality, so that people will see that situation in the some point of view.

b. Descriptive text uses more relational and material verb.

c. The most important thing of descriptive text is to describe something or someone, not someone who describes something.

d. In descriptive text, there are conjunctions such as firstly, secondly, etc only to arrange idea, not to show an order.

e. Descriptive text usually reflects the relations between parts and whole. For example: when describes about trees, we will find the relation between part of the tree and the whole likes root, trunk, branches and leaves.

6. Organization Pattern of Descriptive text

Descriptive text does not have tight text pattern like other text. Descriptive text describes something. The order is not so important. The sentences flow continuously.
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 making notes that use 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 is used to generate, visualize, structure, and classify ideas and as an aid in studying organization, problem solving, decision making and writing.

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

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 (Siripanich, 2010: 4).

Jiang (2010) argues 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.

Mind map is to write the main theme as a central point, and think about the branches or derivative themes. It means that everytime learning something, the focus is directed at whether main theme. (Iru, 2012: 65)

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 below:

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 stuctured.
3. How to Make Mind Map

Buzan (2007:15-16) tell 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 give 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 because that an image is worth a thousand words and helps using imagination. A central image is more interesting, to keep focused, make concentration, and gives brain more of imagination.

3. Use colors throughout
   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 because 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 students not bored.

6. Use one key word per line
It is because single key words give the mind map more power 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 is 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 summarized 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 to teach reading comprehension through Mind Mapping Technique:

1. Teacher distributes text that will be analyzed, then explain difficult word for helping students comprehend and understanding the text.

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

3. Teacher demonstrates how to make mind map to 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 students’ reading comprehension post-test mean score was higher than pre-test mean score at the 0.05 level of significant, after taught using Mind Mapping Technique.

Mind Mapping Technique can improve students’ reading skills and 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.