

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Nature of Reading

##### 1. Definition of Reading

Reading comes from the word “read” which means to look and understand the meaning of written or printed words or symbols (Hornby, 1975:241)

Grellet (1981:7) states that “reading is constant process of guessing, and what one brings to the text is often more important than one finds in it.

According to Nunan (1991:70) reading is a dynamic process in which the text elements interact with other factors outside the text; in this case most particularly with the reader’s knowledge of experiential content of the text

Rumelhart (Leu, 1987:9) states that “reading is process of understanding written language. It begins with flutter of pattern on the retina and ends (when successful) with definite idea about the author’s tended message... a skilled reader must be able to make use sensory, syntactic, semantic, and pragmatic information to accomplish his task”.

Based on the definition above we can see that reading is the process to understand the text or the passage. The primary target in reading

is the students reading comprehension ability to understand the content as it is used in written material.

## 2. Importance of Reading

Reading is important to develop our knowledge. Ramelan (1990:i) says “Even after leaving school, reading will be of much use for student. By reading lot of literary works on various kinds of subject their mind will be more developed in maturity. They will have to remember that there is no journey end for educating oneself. More reading means more knowledge”. Clark (1987:56) states that reading is the one key to education success. Unable to read make something around us to be strange.

Reading is the main skill to reach a successful study. Students who continue in what their teacher gives in the class without having an effort to read many references will not pass in time and success. Widyanto (1952; 62) says that there are five points in the importance of reading as ways the successful study, as follows:

- a. Reading is the most full learning resource
- b. Reading is the cheapest learning resources
- c. Reading is easiest learning resources
- d. Reading is the most speed learning resources
- e. Be up to date.

### 3. Aims of Reading

The purpose of reading is to catch the idea or information in paragraph text that has been stated before. But some of reading purposes will be mentioned below:

#### a. Reading for literary experience.

- 1) Involves reading novels, short stories, poems, plays and essays.
- 2) Requires exploration of the human condition and interplay among events, emotion, and possibilities.
- 3) Involve knowing what and how an author might write in specific genre and forming expectation of how the text will be organized
- 4) Involve looking for how the author explores or uncovers experience.
- 5) Requires engaging in vicarious experience through the text.

#### b. Reading for Information

- 1) Involve reading articles in magazines and newspaper, chapter in text book, entries in encyclopedia and catalog, entire book and particular topic.
- 2) Requires awareness of the features found in this type of pose such as charts, footnotes, diagrams, subheadings and tables
- 3) Requires obtaining general information(e.g. scanning a magazines article or obtaining information for a research projects)

c. Reading to Perform a Task.

- 1) Involves reading document such as bus or train schedules, directions for games, classroom and laboratory procedures, tax or insurance form, recipe, voter registration materials, map referenda, customer warranties and office memos.
- 2) Requires understanding of the purposes and structure of documents which guide in the selection, understanding and application of information.
- 3) Requires applying, not understanding, the information.

(<http://www.smasd.org/pssa/html/reading/rhn8.htm>)

4. Principles of Teaching Reading

According to Harmer (2001:70) some principles of teaching reading are:

a. Reading is a 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 argument, and work out if we agree with them. If we do not this thing and if students do not this thing then we only scratch the surface of the text and we quickly forget it.

b. Students need to be engaged with what they read

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. Student should encourage to respond to the content of a reading text, not just for language
- d. Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book cover gives us a hint of what's in the book, photograph and headlines hint at articles what about and report look like before we tread a single word.

The moment we get this hint the book cover, headline. The word processed page our brain start predicting what they are going to read. Expectations are set up and active process of reading is ready to gain. Teacher should give students "hint" so that they can predict what's coming too. It will make them better and more engaged readers.

- e. Match the task to the topic

We could give students Hamlet's famous soliloquy" to be or not to be" and ask them to say how many times the infinitives is used. The most interesting text can be undermined by asking boring and inappropriate question, the most commonplace can made really exciting with imaginative and challenging task.

- f. Good teacher exploit reading text to the full

Many reading text is full of sentences, words, ideas, description, etc. It doesn't make sense just to get students to read it and

the drop it to move on something else. Good teachers integrate the reading text on interesting class sequences, using the topic for discussion and further task, using the language for study and activation.

g. The Steps of Reading

There are many steps of reading that could help the students in understanding the text. The teacher may use this step in giving their material about reading comprehension. The steps of reading comprehension, includes:

1) Pre-Reading

The strategies use to help students assessment prior knowledge they have on the control being target and establish their purposes of reading. Some examples of pre-reading activities, includes:

- a). Predicting
- b). Skimming
- c). Reading title and section heading
- d). Identifying what prior knowledge one has one topic
- e). Learning important vocabulary words.

2) While Reading or During Reading

The strategies asses' students in determining their level of comprehension by helping visualize, clarify areas that are still

confusing, and begin making connection with the content. Some examples of while reading or during reading activities, include:

- a). Re reading
- b). Questioning
- c). Guessing what will happen next
- d). Asking question
- e). Answering question
- f). Constructing mental picture
- g). Identifying unknown vocabulary
- h). Summarizing what has been read so far.

### 3) Post-Reading

Post reading strategies help students depend their understanding on the content, build further connection and expand their prior knowledge of subject of matter. Some examples of post reading strategies include;

- a). Re- reading
- b). Evaluating whether the purpose of reading has got
- c). Confirming prediction
- d). Summarizing
- e). Retelling
- f). Reflecting
- g). Questioning
- h). Thinking about how the material connect to one own life.

## **B. Reading Comprehension**

According to Sudijono (2009:50) comprehension is an ability of someone to understand or comprehend something after to is known and understood. Students can be said that she or he is able to comprehend something if she or he can give explanation especially about the material by using their own word

Reading comprehension is the process of understanding and constructing meaning from a piece of text. In comprehending the reading material, the most important thing that needs to be considered is the component of reading itself. According to Leu and Kinzer (1987: 30-37), there are six major components of reading comprehension:

1. Decoding Knowledge

Knowledge used to determine the oral equivalent of written word

2. Vocabulary Knowledge

The knowledge one has about word meanings used to determine the appropriate meaning for a word in particular context.

3. Discourse Knowledge

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

#### 4. Readiness Aspect

Traditionally, refers to the student's ability to benefit from initial reading instruction. Also refers to the student's ability read and understand a particular selection.

#### 5. Affective Aspect

In reading comprehension, affective aspects include a reader's attitude and interest. These increase motivation and facilitate reading comprehension.

#### 6. Syntactic Knowledge

The knowledge of the word order rules that determine the grammatical function and sometimes the meaning pronunciation of words.

The major components of reading influenced someone in comprehending the text. Readers have different interpretation based on their understanding the text. The readers will comprehend the text perfectly (it means that the reader understand what the writer means in the text) if they understand well of the major component of reading.

### **C. Semantic Mapping Technique**

There are so many activities that can be done to make students understand reading text that the students need. One of the reading strategies that can help students comprehend what they read is the Semantic Mapping Strategies.

Semantic Mapping Strategy can be used for at least several different instructional purposes It can assist teachers in planning for instruction by

helping them identify the patterns of organization of ideas and the concepts. A semantic mapping strategy can be useful for introducing the important vocabulary in a selection to be read. It shows students how the terms are interrelated. Teachers can use a semantic mapping to activate and tap student's background knowledge. Also, it can be a helpful reference for students to use in clarifying confusing points as they are reading. Once students are familiar with the nature of the semantic mapping strategy, they can create their own as during reading or post reading Activity.

Some steps in the creation of semantic mapping strategy, particularly the concept and word mapping strategies are: analyze the concepts and vocabulary in the text; arrange the words in a map that depicts the interrelationships between the concepts; add to the diagram the words or concepts that are already understood by the students in order to depict the relationships between what they know and the information in the text.

Muhammad Zaid, (Salameh, 1998:6) explains that semantic mapping has been shown to be a beneficial learning/teaching technique for native speakers of English at all grade levels in regular and remedial classrooms as well as for those who are learning-disabled. He added that students who use semantic mapping manifest considerable improvement in reading comprehension written expression, and vocabulary development.

The semantic mapping technique will be effective that support by the good and teacher activity. The activities are divided into two, there are:

1. Teacher Activities

- a. Prepare all the semantic mapping technique needs
- b. Prepare the place to sit to make the students easy to follow the activities
- c. Choose the right position that easy to see
- d. Be sure that all of the students can follow, see, and listen what teacher doing.
- e. The demonstration semantic mapping can be given
- f. The teacher ask some question to the students
- g. The teacher ask to the students to write anything they don't understand

2. Learners Activity

- a. Prepare the note
- b. Pay attention to the activities
- c. Note the important information
- d. Try to do activities
- e. Ask the questions why they don't understand.

## **D. Teaching Reading Comprehension using Semantic Mapping.**

### 1. Definition of Semantic Mapping

Semantic Mapping is a graphic arrangement of words and it shows how new words and ideas are related to each other within a text (Manthialangan, 1990:1)

According to Antonacci (in Evalina, 2001:2) Semantic Mapping is visual representation of knowledge, a picture of conceptual relationship.

Generally semantic mapping has been used in the following ways.

Those are;

- a. for general vocabulary
- b. for pre and post reading
- c. for teaching of a language skill
- d. for a link between reading and writing instruction
- e. for assessment technique.

Students refer to context, their knowledge and dictionaries find the element needed to complete the map.

### 2. Procedure of Semantic Mapping

There are three places in a lesson where semantic mapping may be used, those are:

- a. As a pre-assignment strategy to activate students' prior knowledge or to help the teacher in assessing the students' readiness to do the assignment.
- b. As a strategy to allow students to record what they are learning during the assignment.
- c. As a post-assignment strategy to allow them to integrate or synthesize what they have studied.

As a direct teaching strategy that includes brainstorming and teacher-led discussions, it provides opportunities for schema development and enhancement, as well as prediction, hypothesizing and verification of content when used as a pre-reading activity. It is also referred to as a web or concept map.

There are three components of Semantic Mapping:

- a. Core question or concept: this is a key word or phrase that is the main focus map.
- b. Strands: subordinate ideas that help explain or clarify the main concept, and these can be generated by the students.
- c. Support: details, inferences and generalization that are related to each strand. Supports clarify the strands and distinguish one strand from another.

Here the steps in teaching reading by using Semantic Mapping:

- a. The teacher introduces a graphic organizer to the class. It can have several different appearances. It can be shown as circles, squares, or ovals with connecting lines.
  - b. The students read an assigned text.
  - c. Through class discussion, the teacher writes the main idea of the text in the middle of the top circle.
  - d. The students share the supporting details of the main idea and place them in circles that are connected to the main idea by lines.
  - e. This activity can also be used by students in cooperative groups or individually.
3. Advantages of Semantic Mapping
- a. Semantic mapping is good teaching technique integrating thinking with reading.
  - b. Semantic assumes that learners have large vocabulary size so it's more appropriate to use for higher level learners.
  - c. It is integrating assessment with teaching
  - d. Semantic map technique will rise the students participation in learning process

- e. Semantic Mapping strategy can provide the teacher with an opportunity to correct misinterpretation, introduces new idea or change interpretation.

#### 4. Disadvantages of Semantic Mapping

- a. It is boring to use semantic mapping all the time. Try other techniques such as dictionary work, words unit analysis, mnemonic devices and oral production, or integrate semantic mapping technique with other techniques.
- b. Not all students the generated words in categories.
- c. Student with limited prior knowledge may fail to implement it properly or to apply to what they read

#### **E. Basic Assumption**

Teaching English especially teaching reading is very important, because reading is one of the four skills that the students should master. In reading skill student should develop reading comprehension. It requires strategy where lesson plans progressively develop and reinforce reading comprehension. One of the ways that might have significant impact in the teaching reading process is semantic mapping strategy.

In semantic mapping technique the lesson shows how new words or ideas are related to each other within a text. Students are able to comprehend the reading text better when they see some ideas are correlated in the form of

graphic organizer. It is very useful in teaching learning process to improve reading comprehension.

#### **F. Hypothesis**

Based on the assumption above the writer's hypothesis is that semantic mapping technique is effective in teaching reading comprehension.

