

CHAPTER II

LITERATURE REVIEW

A. Reading

1. Definition of Reading

Reading is a developmental, interactive and global process involving learned skills. The process especially in cooperates an individual knowledge, and can be both positively influenced by nonlinguistic internal and external varriable and factor (Leu and Kinzer, 1987: 9). Rumelhart in Leu (1987: 9) stated that reading is the process of understanding written language.

Reading is a process that is performed and used to obtain the message, which would be conveyed by the author through writing form (Tarigan, 2008: 7)

Reading is one of the four basic language skills and is a part or component of written communication (Tampubolon, 1993: 5).

Reading is an active skill, it constantly involves guessing, predicting, checking and asking oneself questions (Grellet, 1988: 7). Ramelan (1990: 1) also gives the definition of reading as converting printed symbol.

Reading is a mental activity to comprehend what is spoken by others through writing form. Delivering information through writing form for various needs in this modern era is something which is not neglected (Nurgiyantoro, 2010: 368).

In short, it can be concluded that reading is a mental activity to understand written language and written form. In written form, the reader must know each printed symbol and analyze letter sound until they can pronounce each of printed word symbol.

2. The Importance of Reading

There are many benefits in reading. Through reading, we can get something, which is new and we can expand our knowledge on something. Reading is also very important for the students. According to Widyanto in Tursijah (2006: 8) there are five points in the importance of reading. They are:

- a. Reading is the most full learning resources.
- b. Reading is the cheapest learning resources.
- c. Reading is the easiest learning resources.
- d. Reading is the most speed learning resources.

In other hand, Ramelan (1990: 01) also stated that reading is important.

“Reading plays very important parts in our life. Through reading we can explore the world, countries that have never been visited before, and the minds and ideas of great people in the past, all of which will enrich our experience and knowledge and broaden our horizon. To students, reading is also something crucial and indispensable since the success of his study depends for the greater part on his ability to read. If his reading skill is poor he is very likely to fail in his study, or at least he will have difficulty making progress. On the other hand, if he has a good reading ability, he will have a better chance to succeed in his study at school”.

Based on two statements above, it can be concluded that reading is one of the important skills, because the students will get more information and knowledge from reading.

3. The Purpose of Reading

The main purpose of reading is find out and get the information, including the content and the meaning of the passage. According to Anderson in Tarigan (2008: 9) there are seven purposes of reading, they are:

a. Reading for detail and facts

Reading for details and facts is the way of reading to know the discoveries that is done by the figure, what had been done by the figure and had happened to the figure.

b. Reading for main ideas

Reading for main ideas is the way of reading to know the problem experience, and summarize the things that has been done by the figure.

c. Reading for sequence or organization.

Reading for sequence or organization is the way reading to know every part of the story.

d. Reading for inference

Reading for inference is the way of reading to know why the figure do something, what the author means in the story or passage and why the figure is changed.

Infering means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements.

e. Reading to classify

Reading to classify is the way of reading to find out and to know unordinary things, what is the funny story or passage, and to know whether it is a fact or not.

f. Reading to evaluate

Reading to evaluate is the way of reading to know the figure is succes or not, good or not etc.

g. Reading to compare or contrast

Reading to compare or contest is the way of reading to know how the figure is changing, how the figure's life (different or not in a real life), how the two stories are the same, etc.

4. Reading Comprehension

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 components of reading comprehension. Leu and Kinzer (1987: 30-38) stated that there are six components of the reading comprehension process.

a. Decoding Knowledge

Decoding knowledge refers to the knowledge readers use to determine the oral equivalent of written word. It is important for comprehension

when determining the oral equivalent of a word helps a reader identify meaning.

b. Vocabulary Knowledge

The knowledge has about meanings used 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 vocabularies.

c. Syntactic Knowledge

It includes understanding word-order rules that exist within sentences and permit you to determine the gramatical function and often the meaning and pronunciation of words.

d. Discourse Knowledge

Discourse knowledge 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 refer to the student's ability to benefit from initial reading instruction. Also refer to the student's ability to read and understand a particular selection. It decribes 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 they are interested in reading. Affective aspects are important to consider at all age and grade levels.

From all explanation above, it can be concluded that reading comprehension is a process of the mind to understand and comprehend the meaning of written or printed words or symbols.

B. Mind Map

1. The Definition of Mind Map

Mind map was developed by Tony Buzan in 1970 as a way of helping students make notes that used only key word and images. Buzan (2011: 01) says that a mind map is a diagram used to represent words, ideas, tasks or other items linked to and arranged radially around a central key word or idea. It is use to generate, visualize, structure, and clasify ideas, and as an aid in study, organization, problem solving, decision making and writing.

A mind map is a graphical way to represent ideas and concept. It is visual thinking tool that helps structuring information, helping you to better analyze, comprehend, synthesize, recall and generate new ideas (Luciano, 2011: 01)

Mind mapping or mind maps are the most effective and efficient way to enter, store and retrieve data to or from the brain. (Edward in Kantiti, 2011: 01)

A mind map is an outline in which the major categories radiate from a central image and lesser categories are portrayed as branches of larger branches. (Budd in Kantiti, 2011: 01)

Gelb in Casto (2009: 02) stated that mind maps facilitate and foster the association of ideas enabling the organization and clarify of thoughts. Mind maps also proved very effective as a learning aid by helping learners retrieve information from their memory.

Marton and Booth as cited in Siriphanich (2010: 03) argued that mind map is a tool for enhancing learning and thinking. It provides a structure to reveal various aspects of a story such as the sequence of events, the key points, the cause and effect, the relation of ideas and so on.

Based on the definitions above, it can be concluded that mind map is focusing on key ideas written down in own words, and then looking for branches out and connections between ideas.

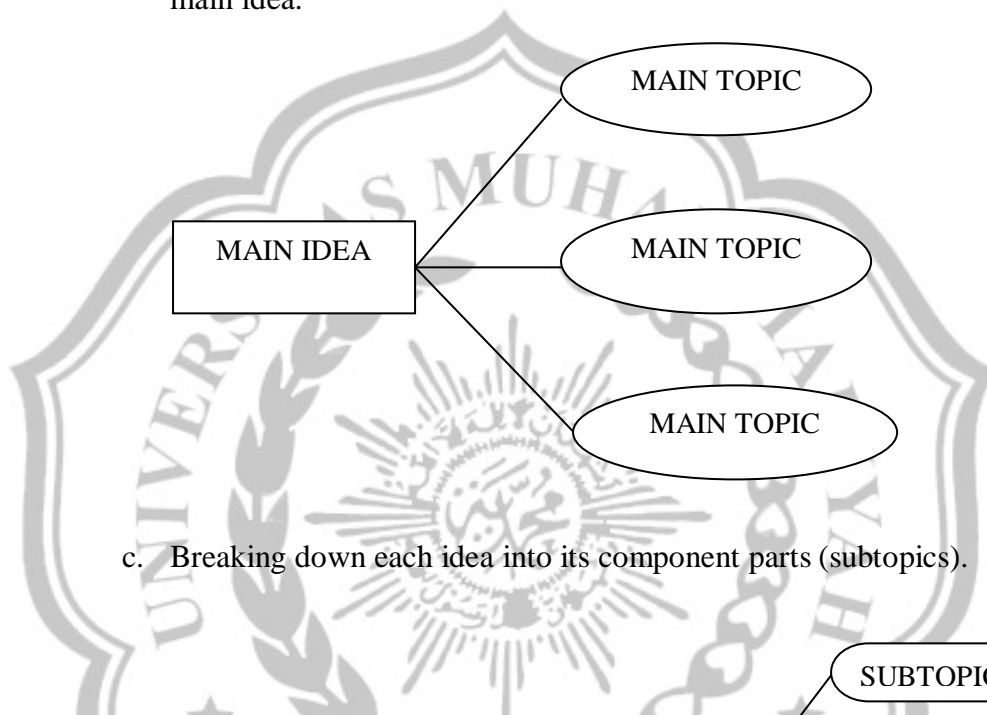
2. How to Make Mind Mapping

Mind mapping starts off with a central idea, from which other sub ideas are branched, and from these other sub-sub-ideas and so on. According to Swan (2011: 01), the main features for mind mapping are as follows:

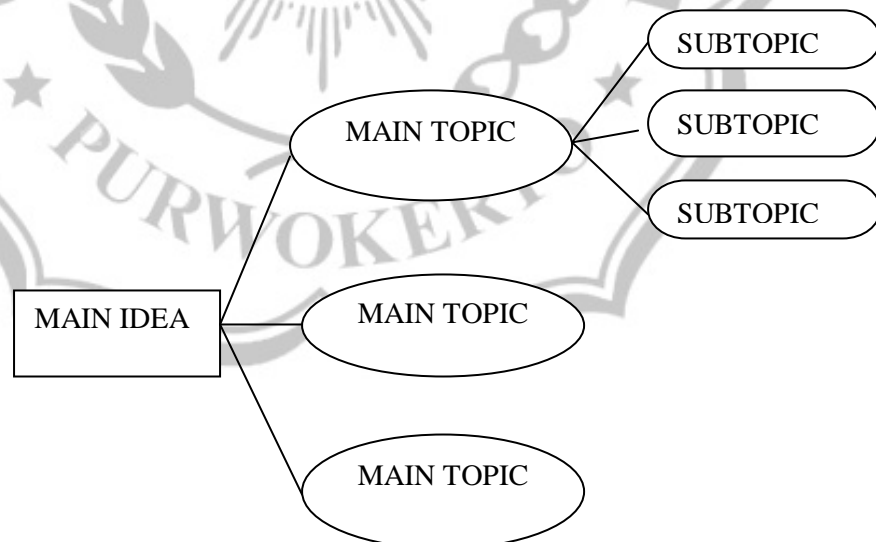
- a. Starting with the main idea in the centre.



- b. Then, starting to enter ideas (main topic) that come when we think of main idea.



- c. Breaking down each idea into its component parts (subtopics).



- d. Using images throughout the mind map as much as possible.

- e. Writing only in block capitals for each topic or sub topic in the mind map.
- f. Using only word per each topic or subtopic as much as possible.

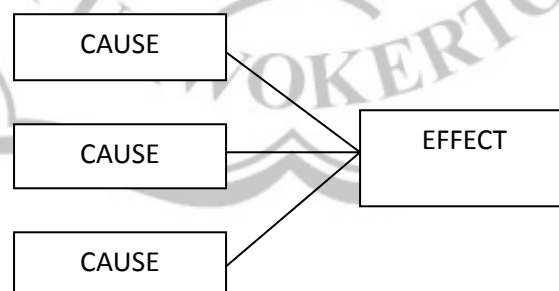
Department of Education and Early Childhood Development in Dewi (2008: 14) stated that there are two ways in making mind map in reading comprehension:

- a. Cause and effect thinking map

Cause and effect is a thinking map that can be used to show that events in a story are interrelated. On the right hand side, students write events (effect) that have been taken place.

On the left hand side, they write the reasons (causes) that the events occurred. This enables the student to visualize more clearly cause and effect relationship.

Cause and effect may occur in fiction, non fiction, poetry and plays.



Cause and effect thinking map supports students to:

- Develop an understanding of the structure of the text.
- Identify main events.

- Make judgment about the text by identifying the

b. Story map

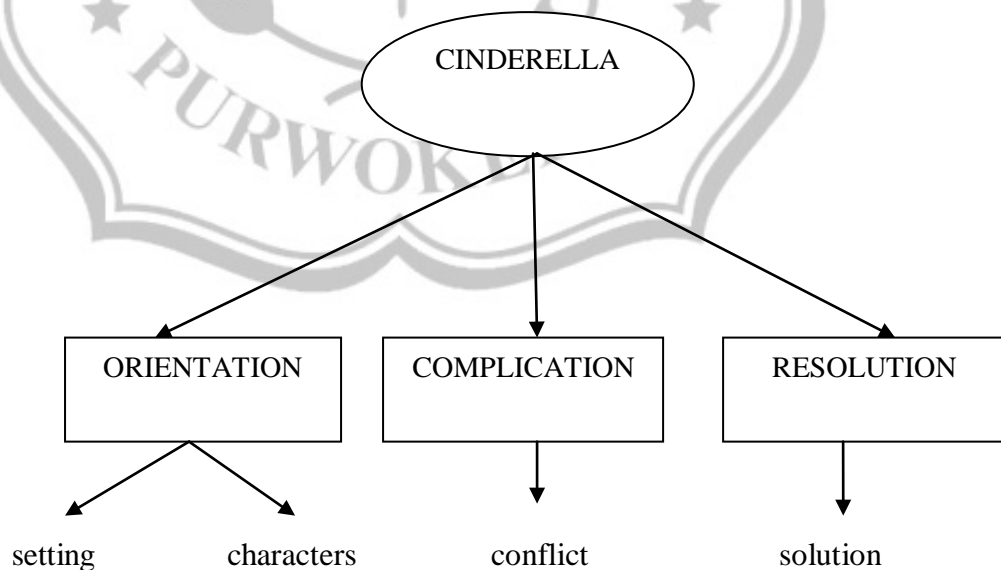
Story mapping is a way of visually representing the major parts of a story. It is a useful way to summarize information. The focus is on the three main element of a story: the beginning, middle and end. The students are directed to concentrate on the most important events of the three main elements.

In narrative text, story map supports students to:

- Develop an understanding of the structure of the text.
- Identify main events in sequence.
- Identify characteristics of the main characters and the setting
- Retell the text.

The example of mind mapping in story map:

The topic is Cinderella



3. How to Apply Mind Mapping

According to Buzan in Dewi (2008: 13) in teaching reading, mind mapping is used in pre and post-reading activity.

a. Pre- reading activity

In this activity, the teacher gives main topic to the students first before teacher gives the text. Then from the main topic, teacher will help students to find the related words from the main topic. The aim of this strategy is preparing the students' motivation in reading class.

b. Post-reading activity

Mind mapping is not only used in pre-reading activity but also it can be used in the post-reading activity. It will explain when we want to summarize or comprehend the text, the steps are below:

- a. Teacher asks the students to read all the text and find the key words. Every time the idea or key words that is important or interesting, added into the mind mapping.
- b. When finishing reading, starting to make a mind mapping that explains the text.
- c. Adding detail such as images, shapes and color to help organizing the material better and commit it to memory.

C. Reading Comprehension Using Mind Mapping

The relevant studies of this research came from some researchers in which the arguments support the role of mind mapping in reading comprehension.

Singtui in Siriphanich (2010: 04) stated that of the main problems in reading comprehension through mind mapping was the students cannot connect the new information received from the text.

Siriphanich (2010: 04) stated that pupils needed to find out how the ideas hang together in order to obtain a comprehensive picture of the story and make sense of the underlying meaning.

Wright (2006: 03) also argued that using colour or shapes, we identify categories of information. These categories become the key branches of a mind map. Linking lines are used to indicate level and relationships among detail. The students' mind maps tend to lack depth (in terms of levels of information), there are illogical links on unclear relationships among detail.

Douma and Ligierko (2009: 09) argued there are two components should be considered when assessing nodemaps : content and presentation. In evaluating the presentation of the nodemap, needed to look at the choice of shapes of nodes, the colors used, the connectors, the size of the print, and the cleverness of phrases and titles. It is also needed to assess how well students connect ideas and understand their relationships. In student grading can incorporate these two factors as follows:

Content Development

- Is the content outlined in depth and breadth? In other words, are the definitions and relationships between concepts clearly outlined?
- Is the content complete and correct?
- Is the flow of ideas and concepts logical?
- Does the content demonstrate new knowledge and critical thinking?

Presentation

- Do the relationships among the concepts demonstrate thorough knowledge of the topic?
- Are all possible topics explored?

D. The Evaluating Students' Reading Comprehension through Mind Mapping.

Hill (2012: 01) stated that there are five aspects in evaluating the students' reading comprehension through mind mapping. They are:

a. Structure

Structure means that how far the students create the main idea of the text. From the correct main idea, students will find the topic easily.

b. Exploratory

It refers to the topic that student produced. It means that mind map shows complex thinking about the meaningful relationship between topic and main idea.

c. Communication

It refers to the use of key words that support the topic and subtopic.

The use of keywords is the important way to make mind map.

d. Connections between Section

It means that mind map show the connection between the idea, topic and subtopic.

e. Extent of Coverage

It means that the mind map can cover all of information in the text.

