

## CHAPTER II

### THEORETICAL REVIEW

#### A. Reading

##### 1. The Definition of Reading

Reading is a process undertaken to reduce uncertainty about meaning a text conveys. Reading plays an important role in second language learners' academic achievement for many reasons. That's why understanding some important facts about reading instruction for teacher is essential to providing effective instruction in reading comprehension.

According to Grabe in Asmarani (2009: 4) reading is something many of us take for granted, students read with what appears to be little plan. It means that the readers' understanding about the text is the result of interaction between their knowledge and the meaning of the texts they read.

Reading is a transmitted of information process where the author tells the reader about his ideas or message. The author is assumed as the informant's (sender) and the reader on another hand is receiver. During the reading process the reader only grasp and decode information, meanwhile he or she cannot ask question or comment to another directly.

Furthermore, Harmer (2007:99) states that reading is a human activity that involves eyes and brain function. The eye look at the text especially to get the information from the text, while the brain process the

information that is obtained from the reader understanding. From those explanations can be concluded that reading is an activity in getting information or message from written text in a printed out written material to the reader.

From the definition above, it can be conclude that reading is a process to find the information and knowledge to understand the message by comprehend the text. And it can be conclude that reading is the process conveying and acquiring information or message from the writer in a printed out written material to the reader.

## **2. The Importance of Reading**

Reading needs to be mastered by the students in learning English. Ramelan in Wargianti (2016: 6) states Reading is a very important for life. Through reading, people can explore the world, countries that have never been visited before. For the students who study English, reading is the one of the important skills, because students will explore many information and knowledge from reading activity. Besides, it can enrich the students' vocabularies.

There are five importance's of reading; those are as follows:

### **a. Reading can make the students smarter**

Reading forces the brain cells of the students to think about the content of reading or other cases that are found in reading. Finally, reading can rehearse the brain cells to always process the information smartly.

b. Reading is knowledgeable

Knowledge is power. People, who do not read, know less about the world around them, so they are more easily governable. The valuable pieces of knowledge can be got easily by reading some different literatures or other resource of reading.

c. Reading can improve vocabulary and language skill

The knowledge of different literary style can be got by reading many literatures. Commonly, vocabulary and skill can be developing by learning and reading different literary style.

d. Reading boost creativity

Reading saves much knowledge that can make creativity. The creativity that is gained by reading can be used in whatever area of life.

Based on the explanation above, it can be concluded that reading is a very important skills in daily life because the students will get more information and knowledge from reading. In addition, reading can make students smarter and knowledge, improve vocabulary and language skills, and also boost creativity.

### 3. The Aim of Reading

The aim of reading is looking for and getting new information from books or texts. In reading, the students have to understand the idea. There are some purposes of reading, as follows:

a. Reading for main idea

That is reading to find out the interesting topic of the text, the problem that occur in the text, what the students can learn in the text and what happen to the characters in the text, summarize the text to get the purpose of reading, namely to find out the main idea of the text.

b. Reading for sequence or organization

That is reading to know what happen in each part of stories or text to solve the climax problems of the text.

c. Reading to classify

This is reading to classify some information of action of the writer in the text or paragraph.

d. Reading to evaluate

This reading to evaluate the writer has done or what he or she tries to explain or contrast.

## **B. Reading Comprehension**

### **1. Definition of Reading Comprehension**

Reading is an activity to get more information in the text. When the readers read the text, they look at the word by word According to Grabe and Stoller (2011: 13), reading is a comprehending process. It means, the readers read the text to know what the writer's intention is and why she or he writes. In comprehending the text, the readers have to know and understand a main idea that related to the detail of the text. It can be

known that when the readers/students read a text but they do not understand, it indicates that they have not read.

In the explanation above, reading comprehension is a thinking process to get meaning with comprehending in order to know an overall understanding of a written language and information appropriately.

## **2. Level of Reading Comprehension**

Comprehension is the ability to process information that we have read and comprehend the meaning. It is a process that must be mastered by the students if they want to comprehend the content of the text. So, there are some levels of reading comprehension, namely:

### **a. Literal Comprehension**

In this level, the reader needs to understand ideas and information explicitly stated in the text. According to Heyman (2012: 3), this level focuses on the form of recognizing and recalling facts, identifying the main idea, support details, categorizing, outlining, and summarizing. In this level the facts are clearly stated in the reading material. There are some questions that indicate belong to literal comprehension, as follows:

What words state the main idea of the story?

How does the author summarize what she/he is saying?

b. Inferential comprehension

This level, the readers have to draw inferences about the things not directly stated in the text. The following questions are usually asked in inferential comprehension:

Why do you think...?

How do you think this story will end?

c. Critical comprehension

Critical comprehension is high level of comprehension requiring the readers use external criteria from their experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. These are examples of this level:

Is this a fact or an opinion?

Do you agree or disagree with the author?

What is the best solution to this problem?

d. Appreciative comprehension

This level focuses on personal response to a character or situation in the story. For example:

How would you feel if you were sent off into the words alone?

Explain your answer.

e. Evaluative Comprehension

This level based on the judgment about an aspect of the story such as a character's actions. When reading the story, the readers can

judge about characters of the story whether they are cranky, self-righteous not.

From the explanation above, it can be concluded that the level reading comprehension consist of 5 levels those are literal comprehension, inferential comprehension, critical comprehension, appreciative comprehension and evaluate comprehension. From the 5 levels above, the researcher will use 1 level there is literal reading because researcher wants to emphasize these level and the level is suitable in class 8 material.

### **3. The Aspects or Reading Comprehension**

Reading comprehension is a process of understanding sentence and meaning in a text. By knowing the aspects, it will support in comprehending text successfully. There are some aspects of reading comprehension that should be mastered by students/reader to be good reader. Leu and Kinzer in Widianingrum (2015: 12) states some aspects of reading as follows:

#### **a. Decoding knowledge**

It refers to the reader's knowledge. The knowledge is to determine oral equivalent of a written word. This component is needed by beginner's readers who know the meanings of many words in spoken but are relatively unfamiliar in printed word.

b. Vocabulary Knowledge

It refers to word meanings. It is used to determine the appropriate meaning for a word in particular content.

c. Syntactic Knowledge

Knowledge of sentence syntax or word order is also crucial for reading comprehension. It concludes understanding word order rules that exist is a knowledge of the word order rules determining function and often the meaning of pronunciation words.

d. Discourse Knowledge

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

e. Readiness Aspect

This aspect focus on students' ability to get benefit from initial reading instruction. It means, the students will find out some specific piece of information such as evaluate a character's action and learn about something new.

f. Affective Aspect

This aspect include readers' attitude and interested in reading. By having motivation and facilitate reading comprehension. It will make readers read and read as instruction as interesting and enjoyable as possible.

Based on the explanation above, it can be concluded that there are 6 aspect reading comprehension, such as decoding knowledge,

vocabulary knowledge, syntactic knowledge, discourse knowledge, readiness aspect and affective aspect. From the 6 aspect above, the researcher will use 5 aspects, such as decoding knowledge, vocabulary knowledge, syntactic knowledge, discourse knowledge and readiness aspect because researcher wants to emphasize these 5 aspects and the aspects are suitable in class 8 material.

### **C. Graphic Organizer**

#### **1. The definition of graphic organizer**

Graphic organizer is a visual graph that displays the relationship between various ideas, concept, fact, and terms in one main topic. Graphic organizers are sometimes referred to as concept maps or concept diagrams. Graphic organizer is a pedagogic tool or instrument that can be used to manage learning material. Graphic organizer makes it easy for students to master new information.

According to Anggraeni (2018: 106) states that graphic organizer is quite a creative media express the text concept. It means, it is instructional tool that can help students to organize, structured the information and concepts to related with other concept.

Students learn better and can internalize information when more than one language style is used in learning. With a graphic organizer, learning material is managed and presented visually and spatially and it will make it easier for students to remember the information and concepts

that have been learned. Graphic organizers integrated with learning experiences will have a very positive impact on mastering the material.

Graphic Organizer also provides a framework for students to connect existing knowledge to new information. Graphic Organizer is more effective as tools for learning for a wide variety of learners, English language learners, and students with special needs. Based on theory, graphic organizer to help students record the main idea and details from a text and also graphic organizer represent information, structure, and key conceptual relationships using visual and spatial arrangements or maps.

According to Linda & Karen in Asmarani (2017: 17) stated that benefit using Graphic Organizer as follow:

- a. Graphic organizer help teacher and students focus on what is important because they highlight key concept and vocabulary, the relationship among them, thus providing the tools for critical and creative thinking.
- b. Graphic Organizers are visual depiction that resemble network and clarify and organizer information into categories (main idea, supporting details, topic sentence, fact, opinion, etc.)
- c. Graphic organizer serves as mental tools to help the learner to remember.
- d. Constructing or evaluating graphic organizer requires the students to be involved actively with the information both when working independently and working with others.

- e. Graphic organizers help students analyze what students they read, students can use graphic to recognize patterns when the students read such us identifying main idea and detail.

From the explanation, it can be conclude that any some reason using graphic organizer in teaching learning English actually in reading comprehension. Graphic organizer help the teacher and students focus on key concept and vocabulary, graphic organizer help the students to remember meaning the text, graphic organizer requires the students to be involved actively with the information, graphic organizer can help students as tools for note taking and graphic organizer allow students to add or modify their background knowledge.

## 2. Types of Graphic Organizer

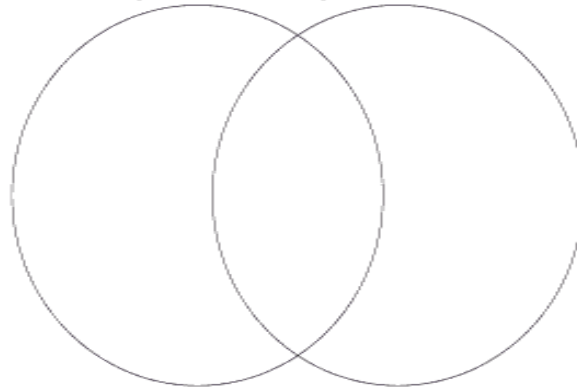
There are many variations of graphic organizer used in the classroom, there are:

- a. Venn Graphic Organizer

Venn graphic organizer can be easily adapted to include more than two topics and one common area and with this graphic students use in comparison and contras. This graphic organizer if the task involves examining, similarities and differences between two or the items. For example: the students' similarities and differences between fish and whales or comparing a book and comparing movie.

### Example of Venn Diagram Picture

**Venn Diagram Graphic Organizer**



### b. KWL “Know What Learned” Graphic Organizer

KWL is a three column chart that captures before, during, and after stages of reading. K or Know is what students know about the select topic, students tap prior knowledge before reading. W or What is student wants to know about the selected students learned about topic, students get new information from the reading text.

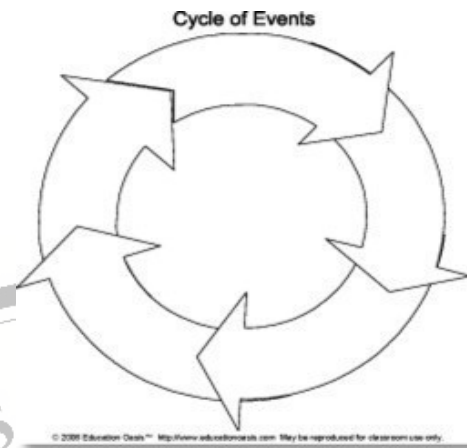
#### Example of KWL Picture

<b>KWL</b>		
What I Know	What I Want to Know	What I Learned

### c. Cycle Graphic Organizer

If the topic involves a recurring cycle of events, with no beginning and no end, use a cyclic graphic organizer, example topic: Documenting the stages in the lifecycle of an animal.

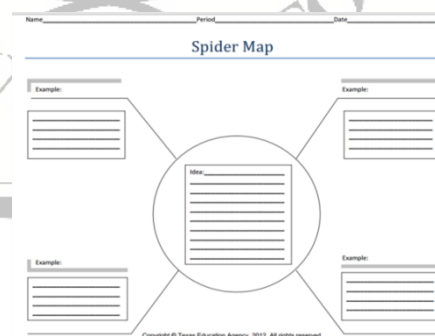
### Example of Cycle Picture



#### d. Spider Map

A spider diagram is a type of graphic organizer that is used to investigate and enumerate various aspects of a single theme or topic. The student to review what they already know in order to organize that knowledge, and helps the student to monitor their growing comprehension of the topic.

#### Example of Spider Map Picture

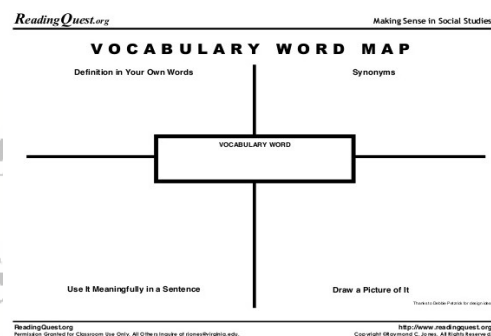


#### e. Vocabulary Map

This Graphic organizer can be useful in helping a student learn new vocabulary words, having them list the word, it's part of speech

(noun, verb, adjective, adverb, etc.). a synonym, an antonym, a drawing that represents the word, and a sentence using the word.

### Example of Vocabulary Map Picture

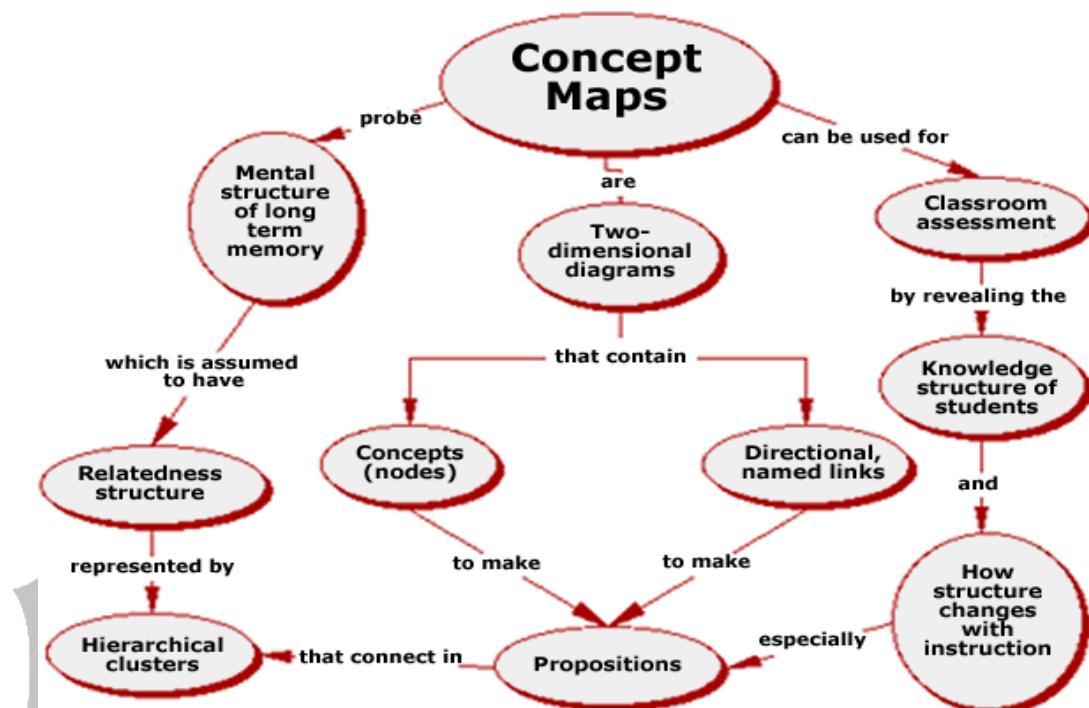


#### f. Concept Mapping

A concept map is a type of graphic organize used to help students organize and represent knowledge of subject. Concept map begin with a main idea (or concept) and then branch out to show how that main idea can be broken down into specific topics.

Berry in Bustami (2008, p. 242) said that a concept Map is a way for students to represent their understanding of the connections between and among the important concepts that they encounter in their learning. Further, he argues that using concept mapping in learning will help students organize and understand more clearly new information to be learned. In doing so, students may link their new knowledge with their own previous, existing knowledge.

### Example of Concept Mapping



From the theory, it can be conclude that any types of graphic organizer to increase ability and reading comprehension that is venn graphic organizer, KWL graphic organizer, cycle, spider map, vocabulary map, and concept mapping graphic organizer to use in reading comprehension. And concept mapping is one of the graphic organizer techniques used for students' reading comprehension.

#### D. Descriptive Text

##### 1. Definition of Descriptive Text

Descriptive text is a type of text that aims to describe people, animals, places, or object. Pardiyono in Asmarani (2017: 31) states Descriptive text is a paragraph defined as group of sentences that are closely related in thought and which serve one comment purpose often

used to describe what a person looks like and acts like, what a place looks like and what an object look like. Furthermore, the description is about sensory experiences, how something looks, sounds, and tastes. It has the aim that is giving a description of the object to the reader clearly. So, it can be concluding that descriptive text is a text that describes a particular person, place or event in a great deal. So in comprehend descriptive text is not easy for students cause students just read without understand meaning in the text.

According to Pardiyono in Asmarani (2017: 32) Descriptive text consists of social function and grammatical patterns:

a. Social function

The social function of descriptive text is to describe characteristics or condition of an object using activities.

b. Grammatical Patterns

Grammatical patterns of descriptive text are:

- 1) Using phrase with the simple present tense or past tense.
- 2) Using predicate with the verb 'be' or 'has/have', or linking verb, such as look seem, sound, taste, etc.
- 3) Using adjectives to describe the quality or condition of an object.

Based on the theories can be conclude that any social function and grammatical pattern, social function descriptive there are describe something, characteristic and condition of object.

Grammatical patterns in descriptive text that are using phrase, using predicate, and use adjectives.

## 2. Generic Structure of Descriptive Text

According to Pardiyo in Asmarani (2017: 32) The social function of descriptive text is to describe the specific or particular thing and person. Generic structure consists of two parts that are:

### a. Identification

Identifying the phenomena to described. It usually in first paragraph, statement must interest and be able to reader so reader can interest to read the text about description, using adjective and degree of comparison can help to interest of reader, example “Yogyakarta, well known as Kota Pelajar, is one the most interesting cities in Indonesia”

### b. Description

Gives description about what the writers describe in detailed way about it characteristic, shapes habits and also description tell part of part the object that will be described, for example tell physical capabilities, then special characteristics of quality, the nature, behavior of the plants, animal, place and human.

Based on the theories, can be concluding that generic structure in descriptive text any two generic there are identification and description.

## E. Teaching Descriptive text using Graphic Organizer

The procedure of teaching graphic organizer as follows:

1. Pre-Activity
  - a. The researcher prepared some reading texts.
  - b. The researcher greeted the students.
2. While-Activities
  - a. Introducing the material about text and giving explanation about descriptive text and distributed and example of text.
  - b. The researcher explains what graphic organizer and its function.
  - c. The researcher gives an example of text and asks the students to look for the important information of the text (structure, topic, main idea, and supporting detail).
  - d. The researcher gives the example to the students about organizer and how to complete concept map graphic organizer after read the text.
  - e. The researcher gave another reading text and asks the students to complete its graphic organizer.
  - f. The researcher asked the students to answer the reading comprehension questions.
3. Post Activities
  - a. The teacher reviewed what they have learned.
  - b. The researcher gives question about reading comprehension.

Although there are many kinds of graphic organizers can be used in text comprehension. To ability in reading comprehend a descriptive texts, the suitable graphic organizer is concept mapping. Concept mapping

helps student to build abilities in reading comprehension through organizing main idea and supporting detail. Descriptive text is a text which lists the characteristic of something, by using concept map the supporting detail can be shown easily.

a. The benefit of using Concept Mapping Techniques as follow,

- 1) Helping students brainstorm and generate new ideas
- 2) Encouraging students to discover new concepts and the propositions that connect them
- 3) Allowing students to more clearly communicate ideas, thoughts, and information.
- 4) Helping students integrate new concepts with older concepts.

b. The procedure of teaching reading using concept mapping Graphic Organizer. In applying the graphic organizer in teaching reading abilities, the teacher begins presenting the lesson for one or two periods of instruction keeping the focus of the lesson directly.

1) Pre-Activities

- a) The researcher prepared some reading descriptive texts.
- b) The researcher greeted the students.

2) While-Activities

- a) Introducing the material about descriptive text and giving explanation about descriptive text and distributed an example of text.

- b) The researcher explained what concept map graphic organizers and its function.
  - c) The researcher gives an example of text and asks the students to look for the important information of the text (structure, topic, and supporting detail).
  - d) The researcher gives the example to the students about relationship of reading descriptive text and its graphic organizer and how to complete concept map graphic organizer after read the text.
  - e) The researcher gave another reading text and asks the students to complete its concept map graphic organizer.
  - f) The researcher asked the students to answer the reading comprehension questions.
- 3) Post Activities
- a) The teacher reviewed what they have learned.
  - b) The researcher gives question about abilities in reading comprehension.

From definition it can be conclude that in comprehend descriptive text use concept map to help build students ability and comprehension in reading, and the procedure teaching reading using concept mapping from pre-activities until post activities.

## **F. Previous Study**

The previous study from thesis is entitled “The effectiveness of using graphic organize to teach reading comprehension at the seventh grade of MTS N Ngemplak in The Academic year 2016/2017” by Asmarani from IAIN Surakarta. She concluded that graphic organizers can help students in teaching learning reading. The similarities with this thesis the data collected from test and the same using graphic organizer as the method in this research.

## **G. Basic Assumption**

Reading is very important for students to get knowledge. Reading is the most difficult skill in English Language teaching because reading is complex skill, especially for reading comprehension. Unfortunately, to comprehend the text is difficult for students especially for descriptive text. It is because reading descriptive text, they will find new vocabulary, long passages and students' comprehend to save the knowledge into their memory. Then, there are some techniques that can be used by teacher in teaching reading comprehension. One of them is graphic organizer.

From the description above, it is assumed that using Graphic Organizers can help comprehend the text

## **H. Hypothesis**

Based on the assumption above, it is concluded a hypothesis that graphic organizer is effective for teaching reading of the eight grade students of SMP Muhammadiyah Sokaraja year 2018/2019.