

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theories that support the research. There are some theories that were described in framework. It consists of the concept of reading comprehension, the concept of reading aspects and the concept of teaching reading comprehension . This chapter also discusses about the concept of the descriptive text. Futhermore, this chapter is elaborates mind mapping technique, the advantages and disadvantages of mind mapping, procedures of mind mapping technique in reading descriptive Text, the theoretical assumption and the hypothesis.

2.1 Concept of Reading Comprehension

Reading comprehension means that a reader acquires information from reading. It is highly related to the conceptual background of the reader. In reading process, a reader utilizes vision, perception, comprehension, and reaction (Brown, 1982: 6). According to Tankersley (2005), reading comprehension can be defined as an active thinking process in which a reader simultaneously extracting and constructing meaning through intercation and involvement with written language. From the explanation above, Tankersley (2005:108) explained that “ comprehension is a

process not a product". Readers filter understanding through the lens of their knowledge and experience (Tankersley, 2005:108) because she /he is able to relate the information given which has been stored in her/his mind(Clark and Silberstein, 1987, cited in Brown, 2001:299-300).

Based on Howart (2006), reading is just as communicative as any other form of language. It means that reading is an interaction between the reader and the writer through texts where the writer tries to encode the message to the readers. So that the readers try to decode the messages that sent by the writer.

Basiclly, these concept said that reading always deal with printed materials, which stresses on the grasping meaning from printed language. It means that reading activity is the interaction between the perception of the graphic symbols that represent the language and the readers' language skill, cognitive skill and the knowledge of the world. From this process, the reader tries to create meaning intended by the writer.

Brown stated that reading is comprehending. How much and how easily readers comprehend depends on variables within and outside them (Durkin, 1979 in McIntyre, Hulan, Layne, 2011). The variable include the reader, the activity of reading and the text. Actually, reading English as foreign language seems to be more complicated for the students since it is not their native language according to Brown (2011), but, if those three intersect, it will affect how well comprehension will occur.

Based on these views, it is clear that reading and comprehension are regarded as one activity which cannot be seperated, and each program is depending on the progress of

the activity in their mind. In other words, reading comprehension is an activity to grasp the meaning of written materials with full understanding.

Simanjuntak (1988: 4) added that the first point about reading process is reading comprehension. Knowledge is the basic element for comprehension. It means that knowledge related to what we do not know or new information that we have already known. For example, we already knew the word 'stationary', there are words denoting the kind of stationary like : pen, book, rules, eraser, etc. And we can imagine those pictures.

Moreover, Doyle (2004) stated that comprehension is a progressive skill in attaching meaning that begin at the same level and proceed to attach meaning to entire reading selection. All comprehension revolve around the reader's ability in finding main idea and topic sentence from the text.

Referring to the definition above, it can be said that when comprehending the text the students have to know their strategy in reading. It means that the student can easily identify the specific information in the text. There is one aspect that becomes essential in student's reading is the reading strategy. Based on that explanation, the researcher assumes that reading comprehension is students' competence in comprehending the specific information, words and surface meaning in the texts which is described by student's score with an appropriate strategy.

2.2 Concept of the Reading Aspects

Suparman (2012) stated that there are several aspects of reading comprehension skills that should be mastered by reader to comprehend the text : main idea, specific information, references, inference, and vocabulary. These aspects are explained below:

1) Main Idea

Finding the main idea of a paragraph is one of the most important reading comprehension skills. In some paragraphs, the main idea is not explicitly stated in one sentence. Instead, it is left to the reader to infer or reason out. In other words, the main idea is the most important idea that the author develops throughout the paragraph. For example, in *My family*, the main idea of text is ' My family has four members'

2) Specific information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause, and effect statistics and quotation. For example of supporting sentence in the second paragraph of *My family* is ' My mother is 47 years old'.

3) Reference

Reference are words or phrases used either before or after the reference in reading material. They are used to avoid unnecessary repetition of words or

phrases. It can give the readers signals to find the meaning of words elsewhere in the text. For instance, She in sentence 'She's thin-faced and she's got long' refer to his mother (from *My family*)

4) Inference

Inference is an educational guessing or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws them between his observes or known and what he does not know. For exampel, question ' *why the writer can not speak Sundanesse well?*' makes the reader a prediction based on the facts he find in the text.

5) Vocabulary

Vocabulary is the stock of word used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. In *the Elephant* , for instance reader would know that ' *a carnivore*' is the anwer to the question ' *what is the opposite meaning of a herbivore?*' after reading the sentence in the text that build the context for the word ' *a herbivore*'.

2.3 Teaching Reading Comprehension

Hedge (2003:18) states that any reading component of the English language teaching may include a set of learning goals for :

- 1) The ability to read is a wide range of text English. This is language range goal for most teachers seek to develop through independent readers outside EFL/ESL classroom. It is supported by the knowledge of vocabulary that should be the ability to read text. For instance, if student are reading about animal, they should have known most words related to the topic of animal, such as *cat, tiger, lion, etc.*
- 2) Building knowledge of language will facilitate reading ability. Students can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowlege, and develop confindence and motivation to carry on learning. The teacher's responsibility is to motivate reading by selecting appropriate materials.
- 3) The ability to adapt the reading technique according to reading purposes. In this case, teacher with EFL/ESL, learners can use a variety of adapted texts or authentic text that are suitable with the students' level. These students are then taught to use different reading techniques for specific purposes. Such as, *skimming may be sufficient in reading for finding specific information, but would not serve well in reading for entertainment.*
- 4) Building schematic knowledge. Reading can be seen as an interactive process between the reader and the text which leads to automaticity or reading fluency. From this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowlege are being used. For example, *when student read the text, they should know the elicit meaning in the story.*

- 5) Taking a critical stance to the contents of the texts. It can be implemented at advance level, in which students can check the authenticity of the text by looking at the following indicators: *whether the article gives the name of the author or not, the date of publication, the aim of article, etc.*
- 6) Developing an awareness of the structure of written text in English. In creative reading, students would be acquainted with writing mechanisms. For example, when they have to read other texts, they will have the knowlege of the text structure that is useful in their effort to achieve comprehension.

Woods (2005:63) classifies the activities in reading class into three a follow :

a) Pre- Reading Tasks

This task can be in form of vocabulary games, word searches, and matching synonyms. These activities can help students to approach a text in more confident way. Pre-reading stage helps the students activate the relevant schema.

b) While-Reading Tasks

These kinds of task, according to Hedge in Woods (2005:63) states, have become usefull since the adoption of the idea of reading as an interactive process. This stage is to develop students' ability in tackling test by developing their linguistic and schematic knowledge.

c) Post-Reading Tasks

These tasks follow up the work covered and seek to extend candidates. Such as activities are directed writing activities, or role play and group discussion activities.

Principally, the aim of teaching reading is to develop students' skill of reading English texts effectively and efficiently. Effective and efficient reading is always useful and tending to focus mainly on the purposes of the activity. This is realized when students are reading and interacting with various types of texts.

In short, in teaching reading, the teacher should provide a strategy to reach the purpose of reading to anticipate the different types of reading text in teaching reading. Therefore, in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the most of classroom reading activities.

2.4 Concept of Descriptive text

There are many texts that are used as learning materials on a second year students of Junior High School based on KTSP, one of which is a descriptive text. Descriptive text is a type of written text which has specific function to give description about particular person, place or things according to Gerot and Wignel (1994), which is used to create a vivid impression of those subjects (Zahrowi, 2009). In line with this, Mark and Anderson (2003) argue that a factual description is specifically used to describe a particular place, person or thing. Then, the purpose of a descriptive text is

to tell about the subject by describing its features without including person opinions. Furthermore, Mark and Anderson (2003) elaborate a factual description differs from a informational report because describes a specific subject rather than a general group. For example, the descriptions of a specific animal, the descriptions of a particular building or descriptions of a specific person.

As described by Gerot and Wigel (1994: 208), the generic structure in descriptive text are identification used to identify phenomenon to be described and description used to mentions parts, qualities, and characteristics of subject being described. According to Mark and Anderson (2006), in a paragraph of the descriptive text, it usually has an opening paragraph by introducing the subject of the description that give the readers brief details about when, where, who, or what. A series of paragraphs that describe one features of the subject, and a concluding section that signals the end of description (Gerot and Wigel 1994).

Then, descriptive text also has the language features. Language features in a descriptive text can be identified by the reader because it usually uses identifying process, adjectives and classifiers in nominal group and also simple present tense. Zahrowi (2009) stated that the dominant language features in a descriptive text as follows: descriptive text usually uses simple present tense, action verb, passive voice, noun phrase, and adverbial phrase, technical terms, general and abstract noun and also conjunction and cause-effect. A writer relies on adjectives to explain how something feel, look, taste, smell, or sound. The following the example of descriptive text:

MY FAMILY

Identification My family has four members: those are I, my sister, and parents of course.

Description My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

Referring to those explanation, it can be concluded that descriptive text is a text that has function to describe something or somebody in our daily life with purpose to identify the features of some objects clearly. As the other text genres, descriptive text

has characteristic in the form of generic structure and language feature which make the text has certain characteristics that will be different from the other text genres.

2.5 Concept of Mind Mapping Technique

Mind mapping is popularized by Tony Buzan who claims that it is an enormous superior note taking method. Buzan (2006) argued that mind mapping is a diagram which created as a way to organize ideas and to represent words, tasks, or another linked to an arranged radically around a central keywords by lines and typically it contains words, colors, short phrase, or picture.

Moreover, mind mapping is a technique which enhances creativity used to generate, visualize, structure, and classify idea, and as an aid in studying, organizing, problem solving, decision making, and writing (Buzan, 2006). In line with that, Margulies (1991) states that mind mapping is an analytical process that involves creativity integrating a combination of visual, colour, codes, words, and connectors. It can be employed as a method to takes notes, to study before an exam, to brainstorm, or make connections between ideas.

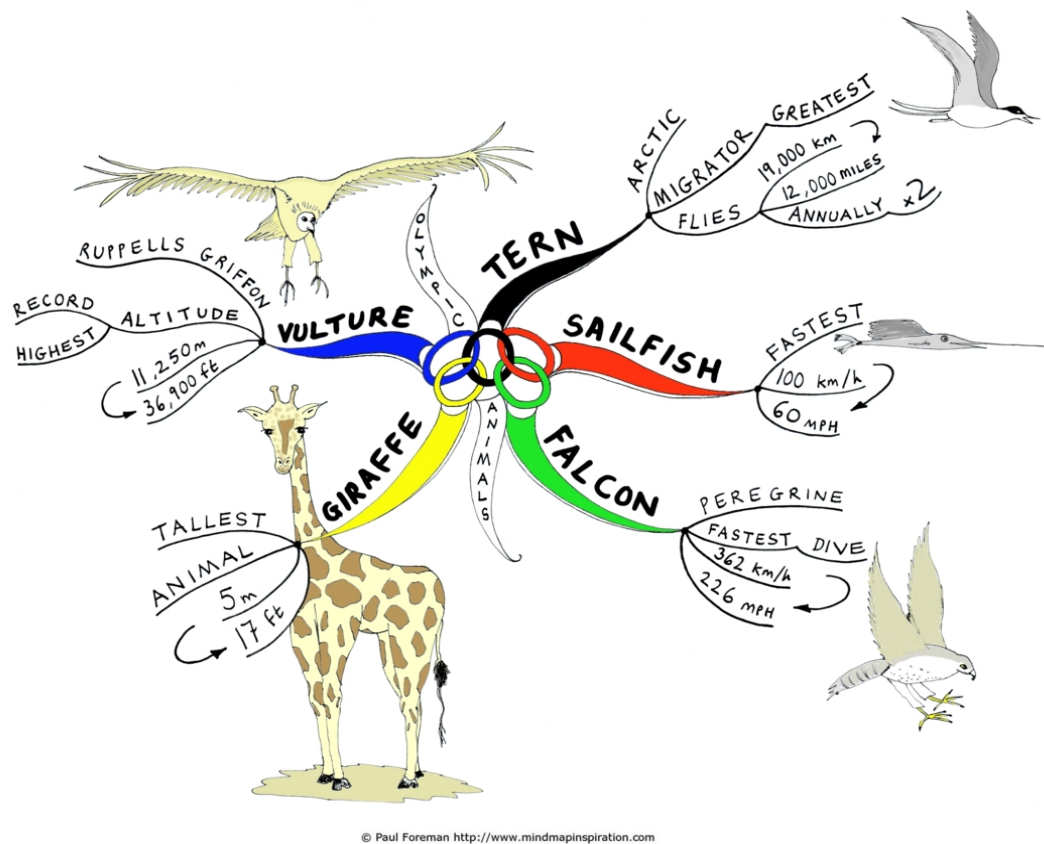
Mind mapping has a natural organizational structure that radiates from the center and uses lines, symbols, words, colors and images (Margulies,1991). According to Hobartswan (2010), a mind mapping changes the paradigm of teaching and learning process and converts monotonous information into a colorful, memorable, and highly organized diagram that works in line with someone's brain. There are five essential characteristics in mind mapping:

- 1) The central topic is the starting point for mind map that gives a brief description of a story (Eppler, 2006:2);
- 2) The main themes of the subject radiate from the central image a branches. The first level of branches is called basic ordering ideas that can be organized into different sections or topic. (Eppler, 2006:2 & Margulies, 1991);
- 3) The topic of lesser importance are represent as 'twigs' of the relevant branch (Margulies, 1991);
- 4) Keywords are the words given to each of branches to convey meaning of the topic(Eppler, 2006:2);
- 5) Images are widely seen as the best way to describe a mind mapping because it can give better meaning than words. It can be used anywhere, as a substitute for central topic, the branch or instead of a keyword on the branch(Eppler, 2006:2).

Mind mapping can help someone to maximizes the potential ability of the brain to memorize and organize ideas (Wycoff, 2003, cited in Kusumaningsih, 2008) because mind map help enhance the brain's capacity to recall information (Beare, 2009). It also motivating way for students to summirize a unit, because it assists in digesting information, retaining it and exploring new concepts and topics in our own unique way (Margulies, 1991).

In addition, Hobartswan (2010) stated mind mapping is an important technique that increases the way to record information, and enhances creativity, imagination, and also motivation, especially in drawing and coloring image to represent the

information in mind map. In line with that, the usage of visual and colors can provides an interesting way to make sense of something the student is learning (Margulies, 1991) and maximize the brain's ability in associating number with visual qualities (image and color) and as a result, the memory will able to store more facts (Beare, 2009). The following example of mind mapping :



(prafulla.net)

Based on explanation above, mind mapping is an effective technique to represent and rearrange ideas which come on mind. By using mind mapping, we can quickly identify and understand the structure of a subject and also see the way that pieces of information fit together, as well as recording the raw facts contained in normal notes.

2.6. Advantages and Disadvantages of Mind Mapping

Mind mapping has some advantages and disadvantages for teaching. Although mind mapping is good technique for teaching reading, but mind mapping also has disadvantages.

2.6.1 The advantages of Mind Mapping

Buzan (2007) proposes to use mind mapping technique because it makes students to be imaginative, to find new idea, to save time, to be creative, to keep note, to develop a concept, and to perform a presentation. Moreover, Plotnik (1997 cited in Dolehanty, 2008) states that “ the main advantages to concept mapping are the use of the visual symbols which are easily recognized. It also easy to scan for specific word or general ideas and it allows for a more holistic understanding of a concept”.

In addition, Hofland (2007) argues that mind mapping can contributes to learner' motivation because of its creative aspects. This statements is supported by Bono (1969 cited in Hofland) who states that “creativity” is a great motivator because it makes people interested in what they are doing. Creativity gives hope that can be a worthwhile idea. Creativity gives the possibility of some sort of achievement everyone. Creativity makes life more fun and more intersting.

Futhermore, Hobartswan (2010) affirms mind mapping is an important technique that improves the way to record information, enhances creativity, imagination, and also motivation, especially in drawing and coloring image to represent the

information in mind mapping. When the students are making their mind mapping, they feel challenge to draw appropriate symbols or pictures because each student wants their mind mapping be the most interesting one. Therefore, it can motivate them to be more creative in the learning process because unconsciously they need to increase their imagination.

Additionally, Porter (1999, cited in Kusumaningsih, 2003) states that mind mapping could increase the freedom of expression and instructs the innovative and comprehensive approach in ideas arrangement. It is also supported by Stanley (2004, cited in Kusumaningsih, 2003) who affirms that mind mapping techniques can help students generate their ideas more easily

Based on theories above, it can be concluded that the use of mind mapping technique in classroom is effective because it could increase student's motivation and make the teachers easier to explain the learning material.

2.6.2 The Disadvantages Of Mind Mapping

the disadvantage is mind mapping technique can be time consuming activity. Since the students are not familiar with mind mapping technique it takes time to train them using and applying mind mapping. According to Hofland (2007), creating mind mapping may take time but, this help you to recall information and will check your understanding. To make mind mapping more interesting, the students need media. They are difficult about media because they do not have media needed such as color pencils/pens and HVS p

2.7 Procedures of Teaching Reading Comprehension by Using Mind Mapping Technique in Descriptive Text

Based on the theory, the researcher gives treatment to the students by understanding the teaching reading descriptive text through mind mapping technique using descriptive text as the materials. The teaching procedures are described based on the steps implemented for mind mapping technique

Pre reading activity

In pre reading activity, it is as an opening act in order to lead the teacher to the core of teaching and learning. Pre-activity facilities students to build up their schemata before coming to the topic of the lesson.

The main purpose of giving pre-reading activities is to lead students' attention to the topic. According to Markstein and Hirasawa (1981: 183), if the teacher spends more time in introducing the reading, the result will be better. Careful reading preparation really helps the intermediate level students which give them benefit to be more receptive to the content. In general, pre-reading activities that will do in class as follows: brainstorming, showing picture, and asking question based on the topic.

- 1) Greeting
- 2) The teacher checks the students' attendance list.
- 3) The teacher showing the picture media in order to attract students' interest and help the student understand the contents of the text.

- 4) The teacher brainstoms students knowledge of the text by asking several questions related to the theme they just have already heard.
- 5) The students are informed the material they are going to learn, the goals of learning to achieve and reading technique the students use.

While reading activity

- 6) The students competitively complete the provided cluster related to the question from the teacher.
- 7) Based on the students' answer, the teacher make mind mapping as the example in the white board, to make the students understand when they make their own mind map.
- 8) The teacher started make mind mapping in the center of blank page in the whiteboard and use image in the central idea. After that, the teacher connect to each branches to central image and in each branches, the teacher give the keywords to make the student understand when they are fill in the branches.
- 9) The students get the text from the teacher after that the students read the text and the students make their own mind map.
- 10) Some students explain their mind mapping.
- 11) Asks the students to answer the question that relates with the text which have given by the teacher.

Post reading activity

- 12) The teacher asks the students to collect the assignment and evaluates the students by giving questions to be answered in written form

- 13) The teacher arises the students' reflection by asking them, what they have got and what they have learnt.
- 14) The teacher closes the meeting while greeting the learners.

By implement this technique, it is expected that there was a significant difference of students's achievement in understanding reading descriptive text through mind mapping technique and there is an increase of learners' reading achivement before and after being taught through mind mapping technique.

2.8 Theoretical Assumption

Students' reading ability can be developed through various techniques. The same technique might be better to be applied in reading comprehension ability. One of reading ability for the students is identifying main idea, references, inference, finding detail information, and vocabulary. The students have to be able to identify main idea in various types of texts

Referring to the frame of the theories, the writer assumes that mind mapping technique can be use to increase students' reading comprehension in reading ability. In mind mapping technique, students are given freedom of expression and instructions to the innovative and comprehensive approach in ideas arrangement. By expressing their ideas, automatically they will try to think creative and get the deep meaning of the story on the text. And also can help to improve the students' ability in reading such as in note taking and summarizing the crucial information for better

understanding and memorizing. When the students interpret the texts visually, it reflects their understanding of what they have read in a unique way.

Transferring these visuals into words, phrases, and sentences make it easier as the ideas and comprehension of the texts has become much clearer to them. In line with this process above, the students will be more active in the class after using mind mapping technique. It helps the students to create meaningful reading experiences in the classroom and it is an effective technique in understanding reading skill for students' achievement because there will be significant differences of their understanding toward the reading text and finally toward their achievement.

2.9 Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis as follows:

There is significant increase of students' reading comprehension achievement of descriptive text after they are taught through Mind Mapping technique.