

II. LITERATURE REVIEW

This chapter discussed some theories which were relevant to the study. These theories were used as the basis in analyzing the problem of the research. Clearly, there were some theories that would be described in the framework. They included the concept of reading comprehension, purpose of reading comprehension, and teaching reading comprehension. In addition, this chapter discussed the narrative text. Moreover, this chapter also explained about mind mapping, advantages and disadvantages of mind mapping, step of teaching reading through mind mapping, procedure of teaching reading using mind mapping, using mind mapping in teaching reading comprehension and the theoretical assumption. Last, this chapter explained about the hypothesis.

2.1 Concept of Reading Comprehension

Reading comprehension means that a reader acquires 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).

Reading Comprehension is a process in which readers use their formal schemata (rhetorical structure of language knowledge) and content schema (background

knowledge of context) in order to get meaning of printed symbol. Simanjuntak (1988)

Nuttal (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. Other linguists, Finichiaro and Bonomo (1973: 199) print out that reading is bringing and getting meaning from the printend or written materials. Joycey (2006: 2) says that reading is an active skill, where the reader interacts with the text, and to some extent the writer. Smith (1982: 5-6) argues that reading certainly implies comprehension, and reading is something that makes sense to the reader.” The readers try to understand and get the meaning and the information in the written texts in form of symbols, letters, graphs, etc. Thus they grasp the writers’ messages from the texts.

Reading is a construct process of guessing (Grellet, 1985; 81: 7); Reading is an active process of deriving meaning (Goodman, 1976, Smith, 1978). Mackey (1979: 15) states that reading is an active process because it involves an interaction between thought and language. Reading as an active skill, where the reader interacts with the text, and to some entent the writer. It means if a reader finds a reading passage is interesting, his/her mind is fully engaged in trying to understand the reading.

In addition, Howart (2006: 1) cites that reading is , of course, just as communicative as any other form of language. It means that in reading there is an interaction between the writer and the readers through the texts. The writer tries to

encode the messages to the readers. Then the readers try to decode the messages that sent by the writer.

Rubin (1993: 194) stated that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, there will be no reading comprehension; without reading comprehension, there will be no reading.

From the statements above, it can be inferred that reading need comprehension. According to Doyle (2004) comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attach meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

However, there are several elements of reading that should be considered. Brown (1983: 32) discussed four elements in reading comprehension. The four elements mainly deal with vocabulary; the specific information, the main idea, and the ability to infer or imply the ability to gain meaning that are not explicitly stated in the context of reading materials.

Based on Bender (1992), reading comprehension is divided into three levels of skills, they are literal reading, interpretive reading, and applied reading, each of these skills could be explained as follows:

1) Literal Reading

As described by Bender (1992) literal comprehension is the first level of comprehension. It is the simplest form of locating information in the texts because the information is stated directly (Berry, 2005). The surface questions or explicit questions is appropriate for all grades (Bender, 1992) because it's easy and doesn't require any heavy thinking (Carnine, Silbert and Kameenui, 1997).

According to Berry (2005), at the literal level, the readers are looking at what was written by an author at "face value" and answering specific questions about the major elements in a story through memorizing and surface understanding. The readers would not have to understand the true meaning of a paragraph (Bender, 1992) because the questions in literal comprehension just examine how well the readers can identify and understand information that is directly stated in a text (Berry, 2005).

Tests in this category are objective tests dealing with true/false, names, dates, locations, definitions, (Bender, 1992) main ideas, details, causes, effects and sequences (Berry, 2005). The common questions used to illicit this type are who, what, when, and where questions (Bender, 1992).

It can be concluded that the literal comprehension questions test the readers' ability to think within the text and consider what has been literally and explicitly stated. There is no hidden meaning so the reader can take what is presented at face levels.

2) Interpretive Reading

The second level of reading comprehension is the interpretive level (Bender, 1992). According to Berry (2005), interpretive can be described as what is implied, rather than what is actually stated. At this level, the readers are attempting to understand what the author meant in the story, paragraph or textbook (Berry, 2005) by drawing inferences and reading between the lines (Bender, 1992). In line with that, as described by Carnine, Silbert & Kameenui (1997) to read at an interpretive level, the readers must first understand the material (the facts) at the literal level and then draw conclusion from those facts. This requires some independent thinking on the part of the reader.

Based on Berry (2005), interpretive level can be said as a high level of thinking ability because the question in the category of interpretation are recorded with answer that are not directly stated in the text but are suggested or implied.

The implicit or inferential questions is appropriate for all grades (Bender, 1992) but, younger students' answers will be less comprehensive because they have not been taught to think independently (Carnine, Silbert & Kameenui, 1997). Bender (1992) states that the tests in this category are subjective and the types of questions asked are open-ended through the questions like why, what if, and how. On tests, interpretive questions usually present a piece of knowledge and then ask the reader to draw a conclusion or make an inference so the

readers cannot pull the correct answer word to word from the text (Berry, 2005).

It can be concluded that interpretive reading often hidden throughout the text and requires the use of inference and understanding the relationship between events and characters or causes and consequences.

3) Applied Reading

According to Bender (1992), the third level of reading comprehension is applied reading. Applied can be described as taking what was said (literal), what was meant by what was said (interpretive), and extend (apply) the concepts or ideas beyond the situation through analyzing, synthesizing, and applying (Berry, 2005).

Applied comprehension is a higher and more complex level that involves critical analysis which requires readers to be critical, identify authors' points of view and attitudes, identify and consider the authority of texts and their messages, and infer motives of characters and themes (Carnine, Silbert and Kameenui, 1997). This very implicit questions may not be appropriate for earlier grades (Berry, 2005) because this level requires the readers to analyzing or synthesizing information, applying it to other information (Carnine, Silbert and Kameenui, 1997), combining ideas, drawing conclusions, interpreting and evaluating information (Bender, 1992). So, based on Bender (1992), to understand and interpret relationships and ideas in texts that are not stated or found in the words requires greater background knowledge of the reader.

It can be inferred that applied reading questions test the readers' ability to comprehend the text with deeply understanding to get implied meaning of the text. The readers need to infer or deduce the meaning from what they know and the messages in the text.

2.2 The Purpose of Reading Comprehension

Reading is an activity with a purpose. According to Brown (2001: 306), "efficient reading consists of clearly identifying the purpose in reading something." By doing so, the readers know what they are looking for. There are eight purposes of reading which is suggested by some experts:

- (1) Reading for main ideas is to find the main ideas of the text thus a reader can make a conclusion whether it is a good topic or not. The readers typically scan the text for specific information or specific words (Tarigan, 1979:9 & Brown, 2001).
- (2) Reading to learn typically occurs in academic context in which a person need to learn a considerable amount of information from a text (Brown, 2001).
- (3) Reading to integrate information requires additional decisions about the relative importance of complementary from multiple sources. In this case, reading to write and reading to critique text may be task variants of reading to integrate information (Brown, 2001).
- (4) Reading for inference is the ability to understand information in a text and to build an understanding of what the author of the story wants to convey

through the story then, interpret it correctly (Tarigan, 1979:9 & Brown, 2001).

- (5) Reading for detail facts is to find what a character is, what s/he has done, what happened to her/him (Tarigan, 1979:9).
- (6) Reading for sequence or organization, the reader tries to find the sequence happening in a story (Tarigan, 1979:9).
- (7) Reading for classify means the reader classifies a part of a story (Tarigan, 1979:9).
- (8) Reading for pleasure means a reader reads a text generally for pleasure (or at least feel comfortable with) information and general understanding (Nuttal, 1996: 31).

Regarding the theories above, it can be inferred that all of the purposes of reading have their own significance. Since the focus of each purpose is different, the process of reading will be different.

2.3 Teaching Reading Comprehension

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

- The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
- Building a knowledge of language which will facilitate reading ability.
- Building schematic knowledge.
- The ability to adapt the reading technique according to reading purpose.

- Developing an awareness of the structure of written texts in English.
- Taking a critical stance to the contents of the texts.

It is important to build up students' ability to adapt the reading technique according to reading purpose (i.e. mind mapping technique) as goal in teaching reading.

Alyousef (2005: 143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post- reading stages. The pre-reading stage helps in activating the relevant schema. For example, teacher can ask students some questions that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, close exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skill so that they can read the texts effectively and efficiently. To be able to do so the readers should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques: mind mapping, skimming, scanning. These can be real when the students read and interact with a various types of texts.

In short, in teaching reading the teacher should provide technique to the students to anticipate different type of reading texts. Therefore, reading technique should be matched with reading purpose to read efficiently and effectively. As Suparman (2005: 1) stated that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get). To apply mind mapping as the technique in teaching reading means the students can get the main idea of text easier and specific information quickly by the keywords.

The researcher assumes that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. They used reading technique to make their reading effective and efficient. Mind mapping as one of reading technique may possible to be applied by Senior High School students in their reading various types of text (narative, descriptive, and fairy tale texts).

2.4 Definition of Narrative

Anderson and Anderson (1997:8) affirm that “a narrative is a piece of text which tells a story to inform and entertain the reader and listener”. In addition, Gerrot and Wignel (1994: 204) argue that “narrative deals with the action of the characters or problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution”.

The purpose of narrative, in not only proving entertainment but also making

the audience think about an issue, teach them a lesson, or excite their emotions. Feez and Joyce (2000 cited in Suharti 2006) state that “narrative text is aimed to tell stories which are about a person or a group of people overcoming problems, show how people react and experiences, explore social and cultural value, and entertain an audience”.

There are some kinds of narrative text. According to Anderson and Anderson, (1997:18) & Derewianka, (2004:40) state that there are many different types of narrative, those are: humor, romance, crime, legend, myth, fable, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novels, and adventure.

Based on kinds of narrative above, the researcher utilized romance, legend, myth, fable, and adventure story because they were suitable with students' basic knowledge.

2.5 The Generic Structures and the Language Features of Narrative

There are five phases in the generic structures of narrative. According to Anderson and Anderson, (2003:8) & Feeze and Joyce, (1998, 2000; cited in Suharti 2006) the stages of narrative are as follows:

1. Orientation: introduces the characters and tells the reader something about them; tells the reader when, where, who, what, and why; gives a hint about the problem which the characters will encounter.
2. Complication which is where the reader discovers the problem and

something happens that the characters do not expect.

3. Evaluation which is usually attached to the complication or woven into it; is where the story teller comments in the event and in his way gives significance to them; makes the reader aware about what happens to the characters; shows the action down and creates suspense which makes the reader want to find out what happens next (optional).
4. Resolution which is where the problems are solved
5. Coda which rounds off the story with short comments on what happened or with a comment about the future lives of characters many fairy tales have a coda such as and they lived happily ever after (optional).

Meanwhile, Anderson & Anderson, (2003:8) and Derewianka (2004:42) argues that the language features of narrative cover specific character, normally use simple past tense, time words that connect the actions that occur in the story, use connectivity many linking words to do with time, descriptive words to portray the characters and setting, and dialogues often included.

In addition, Lingzu (2009) also argues that the language features of a narrative text are including many action verbs, descriptive language that creating images in the readers' mind, and can be written in the first person, second person or third person point of view. Besides, Gerrot and Wignell (1994:204, cited in Rahayu 2009) state that the language features of a narrative text are specific often individual participants with defined identities, material process to show what happened and what someone do or what is done, relational process to identify something or to assign a quality of something, mental process as a

process of sensing, temporal conjunction and temporal circumstances that describe time and place, and it also use simple past tense.

Based on the generic and the language features of narrative above, the researcher only identified who (actors/actress), what (happen with the actors/actress), when, where (setting of story; times and places) and why of the story. Then, identified the language features of the text, especially in term of the used of simple past in story.

The example of narrative text:

The Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. They did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said: “yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

2.6 Mind Mapping Technique

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

Mind mapping has a natural organizational structure that radiates from the center and use lines, symbols, words, colors and images (Margulies, 1991). 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 (Hobartswan, 2010).

There are five essential characteristics in mind mapping:

1. The central point is the starting point from mind map that gives a brief description of story (Eppler, 2006: 2);
2. The main themes of the subject radiate from the central image as branches. The first level of branches is called basic ordering ideas that can be organized into different sections or topics (Eppler, 2006: 2 & Margulies, 1991);
3. The topics of lesser importance are represented as 'twig' 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 the central topic, the branch or instead of a keyword on a branch (Eppler, 2006: 2).

Mind mapping can help someone to maximize the potential ability of the brain to memorize and organize ideas (Wycoff, 2003, cited in Kusumaningsih 2008) because a mind map helps to enhance the brain's capacity to recall information (Beare, 2009). It can be also a motivating way for the students to summarize 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, according to Hobartswan (2010), mind mapping is an important technique that improves the way to record information, and enhances creativity, imagination, and also motivation, especially in drawing and coloring images to represent information in a mind map. In line with that, usage of visuals and colors can provide an interesting way to make sense in something the students are learning (Margulies, 1991) and maximize the brain's ability in associating numbers with visual qualities (image and color) and as a result, the memory will be able to store more facts (Beare, 2009).

Based on the explanation above, mind mapping is an effective technique to represent and rearrange ideas which come in mind. The mind mapping stores large amounts of information efficiently. Their visual basis helps one to distinguish words and ideas, often with colors and symbols that play a part to recollect information for

long time. 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 fact contained in normal notes.

2.7 Teaching Reading Comprehension through Mind Mapping Technique

According to Hofland (2007: 38), “Reading is a linear process. When we read, we process words or sentences one after the other. The human brain is not very good in linear processing.” Meanwhile, many pupils find story reading interesting and think that they understand the story. Yet, when they are requested to retell the story and describe what message the story conveys, they look blank. Some pupils will say that they forget what the story is about, some will only recall one or two pieces of information and some others can only tell the beginning and the ending of the story (Beare, 2009).

The problems identified as barriers to understanding brought the teachers to the awareness of the students. Therefore, the teachers intended to adopt a strategy that could help them construct the meaning of the text. That is why it might be a good idea to use mind mapping to improve pupils’ reading skill.

The use of mind mapping in teaching and learning process is not a new thing (Beare, 2009). In line with that, Hobartswan (2010) states that mind maps are used all around the world. Murley (2007) defines that in education, mind mapping technique serves three powerful functions: as a student presentation tool, as a pre-writing tool, and as a teaching tool. Mind

mapping can strongly help visual learners in learning process and maximize their ability in adsorbing information which is presented via diagrams and similar visual aid better, than through the written text (Buzan, 2000).

The students can use mind mapping to get the deep meaning of a story on the text. Mind mapping is a cognitive strategy that helps to improve the students' ability in reading such as in note taking and summarizing the crucial information for better understanding and memorization (Beare, 2009). 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 becomes easier as the ideas and comprehension of the texts has become much clearer to them. The use of mind mapping makes it possible to create meaningful reading experiences for students in the classroom. Mind mapping can be easily implemented to modify different teaching styles and providing an opportunity to the teachers, making their learning extremely simple for all.

2.8 Advantages and Disadvantages 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 is also easy to scan for a

specific word or general idea and it allows for a more holistic understanding of a concept”.

In addition, Hofland (2007) argues that mind mapping can contribute to learner’s motivation because of its creative aspects. This statement 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 there can be a worthwhile idea. Creativity gives the possibility of some sort of achievement everyone. Creativity makes life more fun and more interesting”.

Furthermore, Pandey (2009) affirms that mind mapping helps students transform vague ideas into concrete projects. Mind maps can be drawn during lectures, sessions, interviews and corporate meetings. Once these techniques are mastered, they prove to be an excellent tool to make quick decisions. Sari (2010) found that the students were easier and faster in understanding in reading descriptive text, easier to remember information, increase creativity, enjoyable, and save the time while utilizing mind mapping technique.

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.

In other hand, the disadvantage is the students need a lot of time to read and review in deciding sub topics or branches. They still confuse to transfer the important information from the text to be appropriate branches in their mind map. According to Hofland (2007), creating mind map may take time, but this helps you to recall information and will check your understanding.

2.9 Step of Teaching Reading through Mind Mapping

According to Buzan there are some steps that will be used in teaching reading through mind mapping in the classroom. They are:

- Start the mind map on a blank sheet of paper or blank document in a word processing computer program. Select a book or article to focus on. Place the title of the book or article within the text box in the top center of the document.
- The teacher is going to flash the mind map in front of them for a second or two before taking it away. They must read the entire title of the book or article within brief moment.
- Ask the students to write down the titles they read. Review their responses for accuracy. Continue practicing with reading titles only on the mind maps until students' perception is correct each time.
- Move on to use complete sentences on the mind maps. Select one or two

sentences from the same book or article. Split the sentence into two or three text boxes on the mind map. Flash the mind map in front of the students, now instructing them to read the words within each text box as if they were just one word.

- Test students' comprehension of the sentences by having them explain in writing what they read. Encourage them to anticipate, also in writing, what they believe the following text they read.
- Advance to create mind maps with text boxes that contain entire sentences. Having students practice reading all the sentences at once, trying to assimilate the separate words into one main idea.
- Complete the speed reading lessons with the most advanced mind maps. These text boxes holding several sentences clustered around one main idea. Encourage students to read the text within each box, looking for one main idea.
- Ask the students to answer the question that relates with the text which has been given by the teacher.

2.10 The Procedure of Teaching Reading Comprehension through Mind Mapping Technique

There were some step that the writer make for teaching reading comprehension through mind mapping technique in the class;

1. Pre activity

Before starting the main activity, the teacher:

- Greeted students.
- Checked the attendance list of students.

- Attracted to remind the previous lesson by asking the students several questions.
- Asked some questions about the text.
- Introduced the topic.
- Announced the lesson procedures.
- Explained the mind mapping.

2. While activity

The teacher :

- Showed the mind map on a blank sheet of paper.
- Discussed the text based on their schemata.
- Flashed the mind map in front of students for a second or two before taking it away.
- Asked the students to write down the titles they read.
- Reviewed their responses about the words on the mind map for accuracy.
- Flashed the mind map in front of the students.
- Asked students to read the words within each text box as if they were just one word.
- Asked students to make complete sentences based the words on the mind maps.
- Tested students' comprehension of the sentences by having them explain in writing what they read.
- Advanced to create mind maps with text boxes that contain entire sentences.
- Completed the speed reading lessons with the most advanced mind maps.
- Asked the students to answer the question that relates with the text which have given by the teacher.

3. Post activity

The teacher :

- Discussed whether the students have difficulties during the lesson.
- Maked conclusion of what have been learned by asking some students.
- Evaluated the students by giving questions to be answered in written form.

2.11 Theoretical Assumption

Students' reading ability could 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 was identifying mind idea, references, inference, finding detail information, and vocabulary. The students had to be able to identify mind idea in various types of texts (narrative text).

Based on the frame of the theories the researcher assumed that teaching reading through mind mapping technique can increase students' reading comprehension ability. The researcher also gave the students questioner in order to know what were students' response toward mind mapping technique for teaching reading comprehension.

While, teaching reading through mind mapping from narrative text may increase students' reading comprehension ability, help the students to understand the story well and the students were also brought into interesting situation and enjoyable situation.

2.12 The Hypothesis

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

1. H_0 : There is no significant improvement students' reading comprehension ability.
 H_1 : There is significant improvement students' reading comprehension ability.
2. H_0 : There is negative students' respond toward mind mapping technique.
 H_1 : There is positive students' respond toward mind mapping technique.

