CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents three main subchapters, they are theory, review of previous studies, and research model.

2.1 Theory

2.1.1 Definition of Reading Skill

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009: 5). In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

Definitional component of reading skill which is stated by Perfetti (2001) is an individual's standing on some reading assessment. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them.

The skill of reading is used by the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the

students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity.

In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text.

2.1.2 Teaching Reading

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment to what is being learned.

Other experts explained about the term of teaching reading which may be further discussed here. Nuttal (1982: 21) states one of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language. They will be capable to read in an appropriate speed, a silent way, and adequate understanding.

The process of teaching and learning English has characteristics. These characteristics lead the process to be a successful process if the teacher applies them well. According to Davies and Pears (2000), there are some characteristics of effective English teaching and learning.

a. Related to the uses of physical appearances in the class, the teacher should arrange their relationship with the students, the appropriacy of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.

b. Related to the stages happening in the class, the teachers are able to provide variety and clearly in the stages of teaching and learning.

c. The class should use the variety of seating arrangements.

d. The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached.

In the process of the teaching reading, the teacher has important role to provide material, technique, and media to make the students can learn something new in the classroom and also can enjoy the process. The result of this process is the students have behavioural changes in human being which are due to the experience of emotional as well as intellectual.

The teacher also should grip the principles of teaching reading so that the teacher teaches the students based on the rules. Here are the principles of the teaching reading which are stated by Anderson in Nunan (2003).

a. Exploit the reader's background knowledge

Reading comprehension depends on the readers" background knowledge (Anderson in Nunan, 2003:23). It can be their experiences which they bring into the text they read. From this background knowledge, the reader are able to improve the reading comprehension when they activate setting goals, asking questions, making predictions, teaching text structure, and so on.

b. Build a strong vocabulary base

It has been known that vocabulary is important to make reading activity successful. Therefore, it should be taught explicitly. The learners are also taught to use context to effectively guess the meanings of less frequent vocabulary. It will be easier for the learners if they use specific terminology than the general one. There are some formulas from by Anderson in Nunan (2003) to enhance the teacher vocabulary instruction. The teacher should know the vocabulary which is necessary for the learners to know. Then, it is important to know how they can learn the vocabulary. Next is the way to know what the learners need to know and what they know now.

c. Teach for comprehension

Teaching the students to comprehend is more important than testing reading comprehension. The process is not simply about how to grasp information from the text. It is about how the students learn to engage with the meaning and develop ideas. There must be an engagement of both the teacher and the students in the class who are discussing a passage.

d. Work on increasing reading rate

Part of the joy of reading is being able to pick up a book and comprehend it. Moreover, the reader reads without struggle through the task of reading. Teaching reading is how the teacher is able to produce fluent readers not speed readers. What the teacher should focus is to reduce the students‟ dependence on a dictionary. Instead, they have to analyse and synthesizing the content of the passage being read. It is a big mistake when a teacher still requires the students become speed readers rather than fluent readers. To support the focus, the teacher has to work toward finding a balance between assisting students to improve their reading rate and developing reading comprehension skills.

e. Teach reading strategies

In Oxford in Nunan (2003), strategy is defined as "the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a simple event but rather a creative sequence of events that learners actively use". It is necessary for the students to learn how to use a range of reading strategies that match their purposes for reading, so it become a primer consideration in the reading classroom (Nunan, 2003).

f. Encourage readers to transform strategies into skills

Strategies and skills can create an important difference (Nunan 2003). Using strategies is to achieve desired objectives or goals, while a skill is a strategy that has become automatic.

g. Build assessment and evaluation into your reading

Growth and development of reading skills are able to be measured through doing assessment formally and informally. There should be quantitative and qualitative assessment engaged in classroom. The quantitative assessment results information of reading comprehension test as well as reading rate data, while qualitative assessment can include reading journal responses, reading interest surveys, and responses to reading strategy checklist.

h. Strive for continuous improvement as a reading teacher

The quality reading teacher determines the success of foreign language readers, so the teacher should be passionate in doing their work as facilitators, helping each reader discover what works best. Considering that the main focus of teaching reading is teaching the students what to do, the teacher should enrich their selves with tips and techniques. They need to understand the nature of the reading process (Nunan 2003). One of the ways to enrich them is joining a community or association which provides many inputs about teaching reading, especially.

2.1.3 Definitionof Mind Mapping

The mind map which was concluded by Astuti in her thesis (2012:24) is an important technique that improves the way we take notes, and supports and enhances our creative problem solving. The reader can simplify what they have read so that they can understand what is explained by the writer in the text. The diagram from a text shows detail information, main and minor information.

Making the diagram or map makes reader can remember and learnclearly andeasily. The mind mapping is a technique to use the whole brain by using visual and other graphic to create a meaningful impression (DePotter and Hernacki: 2004). Using the whole brain can balance two sides of human brain: left and right brain. It means that human can maximize their brains to create meaningful thingsbecause of their brains power.

Jonassen, Beissner, and Yacci (1993) defined concept maps or mind maps as "representation of concept and their interrelationship that are intended torepresent the knowledge structures that humans stored in their minds". This mind map could be more freestyle, visual, and do not necessarily have particular meanings imposed on relationships (Buzan: 1995). It is able to be a simple work for the students who learn to understand a written text.

It is also quoted by Sugiarto (2004) that it is a technique to summarize reading resources and then visualize the problems in the form of map to make it easier to comprehend. By using this technique, the readers can quickly identify the information from the text they read and also grab the structure of a subject and the way that pieces of information fit together. It can help the readers to make a note from the text clearly. Every piece of the text can be noted and described in a map which consist of any symbols or pictures that connected each other to be complete information.

While Brown (2001: 14) defines a technique as a specific activity implemented in the classroom that were consistent with a method and therefore were in harmony with an approach as well. When the researcher decided this mind

map as a technique, she tried to implement the mind map to reach some purposes in the teaching and learning in order to improve the students" reading skillHence, the researcher agreed with Panatda's definition of mind mapping technique in Siriphanich, Panatda & Laohawiriyano (2010: 4). It is teaching technique using mind mapping as a tool to represent students" understanding by using words, picture with colour and symbols in a hierarchical or tree branch format.

2.1.4   Benefits of Using the Mind Map to Teach Reading Skills

The mind map according to Stine (1997: 103-104) has several advantages which helps reader to grab information so he can comprehend any text easily. First is an information structure in the mind map simplifies a concept and description for the reader. Second is activating left brain to control verbal and analytical capability when the reader organizes a diagram, while the right brain controls spatial and visual capability. Third is to comprehend a text by writing main ideas and connecting each other in the reader"s own way. Fourth is the reader is able to face a new thing because there are always some spaces for new idea and its correlation. Fifth is an easiness of remembering important connections because they are in a piece of paper.

Sixth is the reader could easily recall the information from the mind map or diagram. DePotter and Hernacki (2004: 110) categorize way of learning into two. The first is how to grasp information called modality. The second is how to manage and process the information grasped called brain domination. Every learner has their own modality to learn something. The modality is classified into three types, according to DePotter and Hernacki (2004: 112). They are visual,

audio, and kinestetik. For learner who belongs to visual type, they prefer to read and pay attention to illustration on the board. They also take notes well. So, the use of the mind map is appropriate for them. This technique is also appropriate for the adolescent learners because they will not be bored when they are reading a passage.

Using the mind map technique, the students are able to join the teaching and learning process in a simple way which guide the students learning reading skills easily so that they can comprehend any text well. The readers can improve their memory too because this technique links some things in the text the readers read to be remembered to some other idea. It also directs the students to think detail information within the text.

2.1.5 How to Make Mind Map

There are several ways to make mind map proposed by some experts. The ways will lead someone to make the mind map. The experts who propose the ways are Rose and Nicholl (2002). They explain the ways to make mind map. There are eight steps as follow.

1) Start with the topic in the middle of paper.

2) Use keywords.

3) Make the branch from the main topic.

4) Use symbols, colours, words, or pictures mainly in the mind mapping.

5) Make it as interesting as possible.

6) Make it full of colours.

7) Repeat again two or three times to make it perfect.

8) Do it by yourself.

Other procedures of making mind map are quoted by Sugiarto (2004). He points out some steps to create a mind map. There are five steps. Here are those steps.

1) Prepare the equipment to make mind map such as paper (A4/Folio/A3), pencil or pen, stabile, marker or colour pen.

2) Determine the topic, make a central image in the centre of the paper, the position of the paper is landscape, draw the topic and give colour to it. It can be the combination of three or four colours.

3) Make a main branch which is the idea of the topic, make the word in the same length with the main branch, make a word per branch, write down the word with capital letters, and then give them some colours.

4) Make a thin branch which is a sub-topic, add the words or pictures, add the main idea and develop it with the sub-topics. All the sub-topics are placed in every branch separately.

5) Continue it with other ideas by making a new branch.

Furthermore, there are DePotter and Hernacki (2004). They also itemize some steps of making a mind map. These steps consist of nine points.

a. Make a circle of main idea in the middle of paper.

b. Make branch from the main idea to make key points. Do not forget to use a colour pen to make it.

c. Write the keywords or phrases in every branch and then develop them with details.

d.   Give additional symbols and illustrations.

e.   Do not forget to use capital letters.

f.   Write down the main ideas with the bigger letter.

g.   Be creative and express it freely.

h.   Use the unique form to show the points or ideas.

i.   Do not forget to make it horizontally to make a wider space.

A famous expert of mind map is Buzan in Davies (2010). He makes several recommendations when making mind map. These are the recommendations.

1)   Place an image or topic in the centre using at least 3 colours

2)   Use images, symbols, codes, and dimensions throughout your Mind Map.

3)   Select key words and print using upper or lower case letters.

4)   Each word/image is alone and sitting on its own line.

5)   Connect the lines starting from the central image. The central lines are thicker, organic and flowing, becoming thinner as they radiate out from the centre.

6)   Make the lines the same length as the word/image.

7)   Use colours—your own code—throughout the Mind Map.

8)   Develop your own personal style of Mind Mapping.

9)   Use emphasis and show associations in your Mind Map.

10)   Keep the Mind Map clear by using radial hierarchy, numerical order or outlines to embrace your branches.

Among the experts‟ types of making mind map, there is a same focus. They emphasize the sequences in creating a graphic. It means that making a mind map is formulating information of a written text into a picture which is more interesting way to be understood by a reader. In a journal, Ellozy and Mustafa (2010) stated that "...the mind maps are usually highly visual including pictures and colours as well as other visual prompts...".

There are some techniques to use mind map in reading skills, but in this study the writer choose the technique by Rose and Nicholl (2002) to teach the mind map in reading to the eleventh grade students class bahasa of SMAN 1 Kupang.

2.2 Review of Related Studies

Several studies regarding language skill and mind map have been conducted lately before this scientific writing is written. however, other terms are used to refer the similar technique such as semantic map, concept map, or outline. Some of the studies are discussed here

2.2.1   The Effects of Using Semantic Map Strategy on Reading Comprehension for Lower Secondary Learners.

This study was conducted by Elamathi A/P Supramaniam in 2011. The subject of the study was ten students from the secondary school of Kluang. To collect the data she used pre test (before the implementation of semantic mapping), posttest (after the implementation of semantic mapping) and interview. The result of her study shows that semantic mapping strategy can be used in

reading comprehension. This strategy enhances and improves students comprehension skill.

However, her study was conducted in Malaysia, in which English is their second language that mostly used in the classroom and in their daily lives, not a foreign language as in Indonesia and obviously reading comprehension in secondary level of education is not one of their main problems in English learning process. Furthermore, her study focus on reading in general and not specified into any categorized or types of reading comprehension.

2.2.2   The Use of Mind Mapping Strategy in the Teaching of Writing

This study was conducted in Bengkulu, Indonesia and the result was published in international journal of humanities and social science (2012). The subject of the study is high school students and the focus of the study is writing skill. The writer use the experimental study in the research with two groups of subject: control group and experiment group. The result shows that Mind Mapping strategy improve students writing skill because Mind Mapping, especially in group discussion, helps the students to develop idea easily, faster, and in more creative way,

2.2.3   Using Mind Map to Enhance Reading.

The last one is conducted by a grade 4 English Teacher in PLK Leung Chow Shun Kam Primary School, Hong Kong. She found that by using Mind Map her students can enhance their reading comprehension. Mind Map provides an easy way showing the connection among ideas and it makes the students understand the flow of a story better than just reading the text plainly. In her writing entitle using Mind Map to enhance reading (2005) she also provides some

copies of the mind map made by her students: Very simple, black and white, and mostly using rectangular shape. But even when they come in this circumstance, the advantages are significant for her students.

Comparing these three studies, the similarities among them is the instrument used in collecting the data: pre-test, implementation, and posttest. None of them used classroom action research. Based on this fact, this study used classroom action research to see if there would also be a significant result as shown by the previous studies, specifically students' reading comprehension skill.

2.3 Research Model

The study belongs to language skills. Language skills consist of two parts : basic skills and sub skills. Basic skills are divided into listening, speaking, reading, and writing while, sub skills consist of pronunciation, vocabulary, grammar, fluency, and comprehension.

The study focuses on the basic skill of teaching and learning language, especially reading ability. In teaching reading, the teacher may use several teaching techniques in order to enhance the student ability such as think pair share technique, role play technique, small discussion, etc. For this study the researcher uses mind mapping technique with purpose to find out the ability level of the eleventh grade students SMAN 1 KUPANG.