

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the review of related literature. It discusses the definition of reading comprehension, the important of reading, the types of reading, teaching reading, the principles of teaching reading, reading classroom activity and semantic mapping strategies.

A. Definition of Reading Comprehension

Reading is an active process between the reader, writer and the text. Most scholars agree that in order to attain comprehension readers should bring the background knowledge and experience to construct the meaning besides linguistic knowledge.

Simply put, reading comprehension is the act of understanding what we are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Furthermore, Anderson (1999), states that reading is an active, fluent process which involves the reader and the reading material in building meanings. He believes that meaning does not reside on the printed page or in the head of the reader. It means that reading is the combination of the words on the printed page with the reader's background knowledge and experiences. He also mentions that

even if students can read in their second language, their reading is not fluent. They are not actively engaged with the text in a meaningful way.⁸

Exactly, reading comprehension is the activity to analyze the text to get the information from the text. In the first grade of senior high school, student must be competent to comprehend the text to answer the passage. The goal of reading comprehension depends on the ability to recognize words quickly. If words recognition is difficult, students use too much of their processing capacity to read individual word, which interference with their ability what they read.

According to Nunan the goal of reading is comprehension.⁹ Comprehension is a result of interaction between graphic symbol that to present the reader's language skill and knowledge of the word. Language of the word and the language skills are categories as reader's previous knowledge. This is proved that readers previous. Knowledge plays a very important part in the process of comprehending a writer.

Based on definition above the students will improve reading comprehension by activating prior knowledge and connecting it to related information. Because comprehension is an active process that involves all these strategies and behaviors like making meaning from texts that included understanding the text, engaging with the text, critically evaluating the text, making connection with existing knowledge, reflecting upon responses.

⁸Anderson, N. J. *Exploring second language reading: Issues and strategies*. (Boston, MA: Heinle & Heinle, 1999).

⁹David Nunan, *Practice English Language Teaching*. (New York: Mc Graw Hill Company, 2003), P. 63

B. Using Bloom's Taxonomy for Reading Comprehension

Each time Melissa A. Nelson observes that a child engaged in a book, she is amazed by how their brains are functioning. Though there are some similarities in how each child handles the books and processes the information, there are also a good number of differences. Some are quick to flip through the book, looking to see how many pictures, pages, or chapters there are before they begin to read it. Others study the cover and back, looking for clues as to what is inside. Then there are those who just open and read, not at all concerned about that lies before them. The list of differences can go on and on, and sure we can observe others she does not perceive. My mind, your mind, the mind of each child: they all function in a unique way.¹⁰

Taxonomy is a nothing more than a classification system that arranges elements within a field of science according to their relationships. As educational psychology progressed in the early 1900's, researchers sought to improve methods of teaching and learning by classifying the response and reaction to information and mapping intellectual functions.

Benjamin Bloom and the educators he worked with in 1956 classified the behaviors associated with new information, defining what they expected students to exhibit at the conclusion of a lesson series. What they developed was a list of objectives that were arranged from the simplest to the most complex or from factual to conceptual.¹¹

¹⁰ Atherton, J. S. *Learning and teaching: Bloom's taxonomy*. Retrieved from <http://www.learningandteaching.info/learning/bloomtax.htm>. retrieved on 14th June 2011

¹¹ Slavin, R. E. *Educational psychology: Theory and practice* (9th ed.). (Boston, MA: Pearson/Merrill), 2009. P.413

There are three domains of learning, they are: first, Cognitive: mental skills (knowledge), second, Affective: growth in feelings or emotional areas (attitude or self) and the last Psychomotor: manual or physical skills (skills).¹²

Lorin Anderson, a former student of Bloom, and David Krathwohl revisited the cognitive domain in the mid-nineties and made some changes, with perhaps the three most prominent ones being.¹³ This new taxonomy reflects a more active form of thinking and is perhaps more accurate:

1. Remembering: Recall or retrieve previous learned information.

Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.

2. Understanding: Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.

Key Words: Comprehends converts, defends, distinguishes estimates, explains, extends, generalizes, gives an example, infers, interprets paraphrases, predicts rewrites, summarizes, and translates.

3. Applying: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.

¹² Bloom B.S. *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain.* (New York: David McKay Co Inc), 1956.

¹³ Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock, M.C. *A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives.* (New York: Pearson, Allyn & Bacon), 2001.

Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

4. **Analyzing:** Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.

Key Words: analyzes, breaks down, compares, contrasts, and diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers outlines, relates, selects, and separates.

5. **Evaluating:** Make judgments about the value of ideas or materials.

Key Words: Appraises compares, concludes contrasts, criticizes critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, and summarizes, supports.

6. **Creating:** Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

B. The Importance of Reading

Sometimes students do not realize the value of reading. By reading they will be able to get information throughout the word. It means that will get anything they want to know for several reasons. Reading is very important for the

students. First, reading is a way to get information, for example, information for newspaper or magazines. Even, news which is broadcasted on TV sometimes need to be read. Second, according to Richard J Smith and Dole Johnson that the purpose of reading is to find several fact to support an agreement to learn the major step in laboratory experiment to understand a math problem and analyze an authors' view point about text. Besides, sometimes we read in order to transfer the information to another media.¹⁴

Without comprehension, reading is nothing more than tracking symbols on a page with our eyes and sounding them out. Imagine being handed a story written with no understanding of their meaning. We may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but we are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading does not provide the reader with any information.

C. The Types of Reading

According to Jill Hadfield and Charles Hadfield the type of reading is divided become five categories they are scanning, skimming, reading for the gist, reading for details and extensive reading.¹⁵

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Longman, 1991), 18

¹⁵Jill Hadfield and Charles Hadfield, *Introducing to Teaching English*. (New York: Oxford, 2008), P. 92-93

1. Scanning

Scanning is quickly to get some information that we need. So we will stop to read if we get the information that we are looking for.

2. Skimming

Skimming is focus on few words usually in a list or the last sentences in paragraph because usually there is main idea and conclusion there.

3. Reading for gist

Reading in a purpose is to answer the question in the text.

4. Reading for detail

There are some texts that need more attention to read it. So we have to read carefully to get the meaning of the whole text. And it is usually read rereading and checking the words to get the meaning accurately.

5. Extensive reading

The text is usually longer like a novel, etc. the extensive reading is also important for students when they read long texts for pleasure. In this way we can use the variety of reading like: rapidly reading and more detail.

D. Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁶ Teaching is also work of teacher that is giving the instruction to do something or giving somebody skill.¹⁷ It means teaching is the activity of person that the purpose is to help in teaching learning

¹⁶H. Douglas Brown, *Principles of Language Learning and Teaching*. (New York: Prentice-Hall Inc, 1987) P. 7

¹⁷*Oxford Learner's Pocket Dictionary New Edition*. (Oxford: Oxford University Press, 1995) P. 425

process in the classroom. Based on the statements above it is concluded that teaching is an activity, which gives guidance, facilitate, instruction and skills with setting the condition for learning to the students.

Alyousef, H. S (2005:143-153), states that reading is an ability that can be seen as an interactive process between a reader and a text which leads to reading fluency. It means that in this process, readers interact dynamically with the text in order to elicit the meanings using various kind of knowledge through linguistic knowledge as well schematic knowledge.

The process of teaching reading can be divided into two components.¹⁸ They are teaching word recognition and teaching reading comprehension. The reader needs word recognition to decoded printed letters, to match the text with the sounds. Comprehension is very important component in teaching reading. At allows the reader to understand the meaning of what they read words in the students understand what they read in teaching reading comprehension in many students.

Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the writer describes six principles proposed by Harmer.

There are six principles teaching reading by Harmer.¹⁹ First, reading is not passive skill. Second, the students need to be engaged what they are reading. Third, students should be encouraged to respond the content of reading text.

¹⁸Janet Learner, Learning disability: *Theories Diagnosis and Teaching Strategies (Fourth Edition)*. (Houghton: Mifflin Company, 1985) P. 252

¹⁹Harmer. *How to Teach English*. (New York: Longman, 2007) P.102

Fourth, prediction is a major factor in reading. Fifth, the teacher should match the test with the topic. Sixth, good teacher exploit reading text to the full. The six principles will be discussed below:

1. Reading is not passive skill

The teacher should motivate the students to be active in reading. For example, the teacher asks the students to guess what the word in the picture and understand the arguments. Those, the guess words and they do not forget in quickly.

2. The students need to be engaged what they are reading

Students who are not engaged with text and actively interested in what they are reading will get no benefit from it. Here, the teacher should provide and select interesting topics.

3. Students should be encouraged to respond the content of reading text

While studying text, the students not only study the number of paragraphs but also the meaning and the message of the text. That is why it is important to give the students' chance to respond the message of the text.

4. Prediction is a major factor in reading

Before we read, we often look at the recommendation. It may called by skimming, the teacher to be able persuade students skimming in a work smarter, not harder technique.²⁰ It affects us to predict what we are going to read. The teacher's role here is giving the students "close" they can predict what is coming.

²⁰Jane Dupee. *Help Students Improve Their Study Skills*. (New York: David Fulton Publisher) P.39

5. The teacher should match the test with the topic

The teacher should select good reading tasks. For examples, the topic is restaurant menu; the task can be a list of ingredients. The tasks can be asking questions, filling a puzzle, games, etc.

6. Good teacher exploit reading text to the full

Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using language for the study and then activation and using a range of activation bring the text to life. So, the reading text can give total ability.

All six principles above absolutely should be applied to get objective of teaching reading moreover in teaching reading comprehension skill of the tenth grader of senior high school with the purpose of getting the recitation.

E. Reading Classroom Activity

There are three kinds of activities in relation to reading classroom activity they are pre-reading activity, while-reading activity and post-reading activity.

1. Pre-reading Activity

Pre-reading activities is activities that prepare the learners for what they will read and set the task for the second stages.²¹ According to Mariane Celce and Murcia some commonly use pre-reading activities include the following.²²

Pre viewing the text, skimming the text, answering question about information

²¹Lindsay Cora and Paul Knight, *Learning Teaching English*. (New York: Oxford, 2006) P. 74

²²Mariane Celce and Murcia, *Teaching English as a Second of Foreign Language*. (New York: Heinle & Heinle 2001) P. 191

in the text, exploring key vocabulary, and reflecting or reviewing information from the text.

2. While-reading activity

During reading activities, a reading does a while reading takes place to maximize reader interactions to a text, reader should be guided during reading activities in a attempt to influence how the readers process a text to increase comprehension. A variety intervention can be applied. In this case, Mariane Celce and Murcia suggest to the teacher what can be done at whilst reading.²³ They guided the students to focus on understanding difficult concepts, making sense on complex sentences, considering relationship among ideas or characters in the text, and reading purposefully and strategically. For detail activities include outlining key ideas, examining emotions and attitude, determining source of difficulty, looking for answer the question and writing the prediction of what will come next.

3. Post-reading activity

Post-reading activities are the activities conducted by reader after reading. Reading activities can involve other skills, such as writing, speaking or vocabulary development.²⁴ These activities are aimed rechecking the reader's understanding about the topic has been read in post-reading. The teacher tries to evaluate the students ability with make the post questions with pressured the reader' comprehension.

²³Ibid. P. 192

²⁴Lindsay Cora and Paul Knight, *Learning Teaching English*. (New York: Oxford, 2006), 80

F. Semantic Mapping

1. Definition of semantic mapping

Sinatra, Stahl, and Berg in Suphaphon Tateum stated that semantic mapping is a visual representation of knowledge, a graphic arrangement showing the major ideas and relationships in text or among word meanings or a categorical structuring of information in graphic.²⁵

Freedman and Reynolds (1980:677-684), states that the first major activity that activates students' appropriate background knowledge of a given topic is the semantic map. The map is an organized arrangement of vocabulary concepts which reveals what students already know about the topic and provides them with a base upon which they can construct the new information learned from the text.

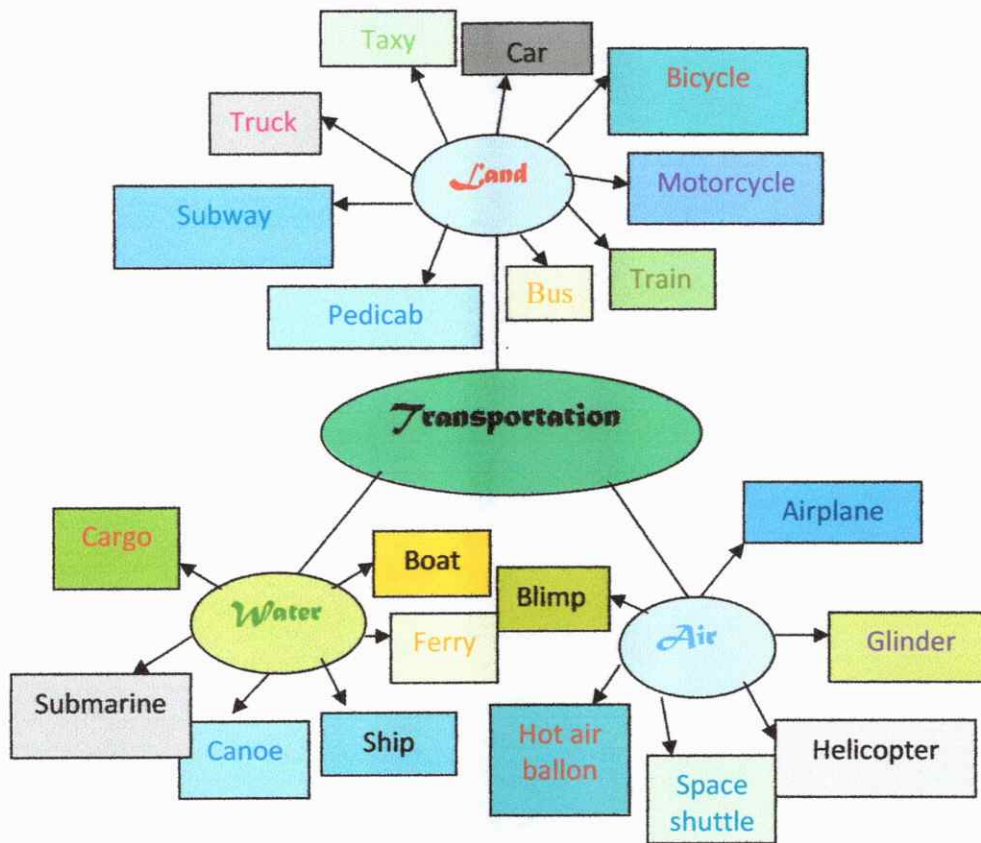
Oxford's study (as cited in Svenconis & Kerst, 2002) noted the implication of semantic mapping in classroom instruction requires a variety of basic memory and comprehension techniques (such as marking associations, grouping, and using visual memory of the semantic map) that associate relevant previous knowledge to the new. Semantic map exercises help students work as a group to gather their own resources simultaneously; they prepare students to understand, assimilate and evaluate the information to be read. Bringing this knowledge to the conscious level helps students make sense of the topic of an article to be read.

Most semantic maps have three or more levels of detail (a core concept, defining feature, categorization and examples). Your map should include the

²⁵Suphaphon Tateum. "Semantic Map for Middle School: Improving reading comprehension of disabled readers through semantic mapping. *Journal of Adolescent and Adult Literacy*, 45 nol S 2007, P.22

concept word, a definition of the word, characteristics of the word and specific examples and non-examples. For example, if you are mapping the concept of “transportation”, you may have bubbles with things like: air, land, and water with spokes containing examples (bus, ship, plane, bike) and a larger bubble saying “way to get from here to there” etc. the examples of semantic mapping as follows:

Figure 2.1



2. Procedures for Implementing Semantic Mapping

Zaid, M. A. (1995) in Suphaphon Tateum applied five phrases of procedure of semantic mapping as bellow:²⁶

²⁶ Ibid. P. 24

1) Introducing the topic

The teacher studies a unit in the syllabus and determines that semantic mapping can be useful. The teacher announces the topic of the unit by drawing a large oval on the board and writing the topic inside it. Some teachers display a picture relating to the topic to stimulate students' thought and get the brainstorming procedure going.

2) Brainstorming

The teacher asks the students to think of ideas that might be related to this topic. The brainstorming phase allows students to make use of their prior knowledge or experiences. Brainstorming is an application of the schema theory, which attempts to explain how people integrate new information into their existing framework of knowledge. The theory posits that information is stored in the brain networks, called schemata. In the brainstorming phase, it is crucial that all responses are accepted as long as they relate to the topic.

3) Categorization

According to Richards and Rodgers (1986), there are three components to a semantic map:²⁷

- a. Core question or concept: this is a key word or phrase that is the main focus of the map.
- b. Strands: subordinate ideas that help explain or clarify the main concept.

These can be generated by the students.

²⁷Richards, J. C., & Rodgers, T. S. *Approaches and methods in language teaching: A description and analysis*. (Cambridge: Cambridge University Press. 1986).

c. Supports: details, inferences, and generalizations that are related to each strand. Supports clarify the strands and distinguish on strand from another.

4) Personalizing the map

After each student has made a copy of the pre-assignment map, the class is provided with a reading passage relating to the topic, which typically contains more information and vocabulary lists than the students had brainstormed during the pre reading activities.

5) Post-assignment synthesis

This part of classroom activity is to integrate the learners' personalized semantic map after the reading material has passed out with the one brainstormed during the pre-assignment. This could be done through the discussion on what information they have learned from the reading text and how it is altered from the original version of the teacher's map. This is considered the participating session where the class brainstorms to define what the final shape of the map should look like.

Since this research study focuses on pre-reading session, personalizing the map and post-assignment synthesis procedures which incorporate the while-reading session are not within the scope of this research. The process of implementing semantic mapping activity ends at the categorization phase.

From the explanation above we can conclude that Semantic Mapping it is similar to brainstorming. The readers may be given a key word or concept related to the reading materials. Then the teachers ask them to generate words and concepts associated with the key words. Students can link ideas and concepts they

know to the new one that will be learned. Therefore, semantic mapping in reading classrooms which have been proven to be a beneficial reading technique even for the students of all educational levels. It is found that learners have shown an impressive improvement on such areas as vocabulary development, written ability and most importantly reading comprehension.