

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It discusses the definition of reading, teaching reading, the problem in teaching and learning reading, REAP technique, the advantage and disadvantage of REAP techniques, teaching procedures by using REAP technique, Mind Mapping technique, the advantage and disadvantage of Mind Mapping technique, the advantage and disadvantage of Mind Mapping technique, the teaching procedure of Mind Mapping, recount text and previous studies.

A. Reading

Reading is an activity to convey the meaning using words both author's ability and reader's ability to understand the meaning from them. To get the goal of reading you must connect the information that you already know to the words that was written by the author. Reading is one of the four skills in learning, especially in learning English. Reading is an activity to understand the text, the eyes and brain think important role in terms of reading (Alderson, 2000). Reading is the process of influencing the text read by a reader. The more texts that are read, a reader will get information, Patel (2008). To understand the text, it takes four steps that must be followed by the reader. The first step is to read the text as a whole. Second, determine the main idea. Third, understand the main idea. The fourth concludes the important things in the text.

Basically reading is the process of understanding the meaning contained in the text. Readers who have a lot of vocabulary will find it easy to understand a reading. Johnson (2008) states reading is learning to use meaning. If a reading cannot create meaning, then the reading process does not occur. Reading skills are more important than speaking skills, Jain (2008). Reading is important in language class. Because reading is not only looking for information but by reading will expand one's knowledge. Reading is an important thing in education. In the teaching and learning process, a teacher will use certain methods so that students can easily understand a reading.

Reading is a communication in which the information provided by transmitters to the receiver (Smith, 1973) (as cited in Arriyani, 2019). We can obtain knowledge, information, pleasure and broaden our horizon by reading activity. Reading is the practice of using meaning (Johnson, 2008) (as cited in Riandi, 2019). Reading is an important skill, when the reader reads the text. The reader also learned and they have the purpose to get knowledge, they also use their thinking, and skill to understand words by words that have been read.

B. Teaching Reading

This section discusses about definition of teaching reading and the problem in teaching and learning reading.

1. Definition of Teaching Reading

Teaching reading has its own importance. In teaching reading there are two aspects. First, people who are reading for the first time. Second, people who already have reading skills. In understanding reading, the teacher must encourage

students to be active so that students are easy to understand reading. Brown states teaching is a way to help someone learn to do something, give direction or instruction, guide and learn something, impart knowledge, cause to know or understand what has been learned, results in learning, depending on the students themselves. The teacher only helps how to make students get the best results.

Teaching is the process of imparting knowledge, skills, attitudes and values by the teacher to a group of students, Frimpong (1990). Smith (2004) states teaching is an effective activity in helping students learn. Teaching is a responsibility for a teacher. If students don't learn, it's the teacher's fault. Teaching reading is important. Harmer (2004) instills six principles in teaching reading. First, reading is not a passive skill. Teachers are required to motivate students to be active in reading. Second, students must engage with the text they are reading in order for them to benefit from reading. Third, students must be able to respond to what has been read. Students are given the opportunity to understand in order to give a good response to the text. Fourth, the teacher helps students to predict what students will read. Fifth, the teacher must give assignments that are in accordance with what the students have read. Sixth, teachers must be able to integrate reading texts into interesting learning. Teachers must be able to make classroom learning active and use appropriate methods of teaching. Teaching reading in junior high school with recount text material is expected to enable students to understand social functions, text structure, and linguistic elements related to personal experience.

2. The Problem in Teaching and Learning Reading

There are four language learning in English namely, reading, listening, speaking and writing. Especially reading, which is a complex process involving skills, knowledge and experience. In teaching reading there are problems that are often found. For example, students have little vocabulary so they find it difficult to understand the text as a whole. In this case the teacher's role is to help students' problems by providing exercises and some activities that can overcome their problems. And there is another problem, when understanding foreign language readings, which is not because of a lack of grammatical knowledge but a lack of conceptual knowledge. In general, problems that occur are caused by several factors, for example from teachers, students or the media used in teaching. The teacher teaches by translating the text. Oberholzer (2005) states that "reading difficulties have a negative effect on student education. Because the reading requirements are getting bigger and wider. Forgan and Mengrum said "the difficulty of reading comes from the person who reads. Reading difficulties are caused by the lack of word recognition, limited knowledge and psychological factors. A common problem that students have is difficulty understanding long sentences. Barfield (1999) said 12% of students had difficulty understanding long texts. This causes students to have difficulty understanding the main ideas in the text. The lack of vocabulary is also influential in understanding a reading. Vocabulary is basic in English. Several studies have shown that a good vocabulary can promote good reading comprehension. The limited vocabulary possessed by the reader makes it difficult for the reader to understand what is in

the text. Background knowledge and reading strategies are also a problem in understanding reading. Students who are not familiar with skimming and scanning will feel frustrated because they do not have the tools to achieve reading goals

C. REAP Technique

The section discusses about definition of REAP technique, the advantage and disadvantage of REAP technique, and teaching procedure of REAP technique.

1. Definition of REAP Technique

Read, Encode, Annotate, Ponder (REAP) is a technique to understand a reading text. According to Allen (2004) this strategy can make students review the reading text, find and write down the main ideas of the reading. They will perform four stages in using this technique. They not only read the text, but also have to understand the text that has been read. So that they get new information and knowledge from the text.

Clark & Yallop (2006) explained that reading through the REAP technique can develop students' broader understanding of the text that has been read by looking for what is meant by the author. REAP technique is one of the techniques used to help students understand a text. Read, Encode, Annotate, Ponder, in this technique the teacher guides students to understand a reading in the text. The REAP technique starts from reading and then communicating the ideas obtained from the text read. The REAP technique consists of four, namely "R" which means read a text to find the author's ideas, "E" which means encodes difficult words and underlines, then "A" which means annotates the author's main ideas and the last one "P" which means ponder, review and discuss together.

The REAP technique is a technique that has the benefit of encouraging students to find ideas found in reading. REAP technique can help the reader to understand the text by connecting the words in the text with their own words so that they are easy to understand the text (Zasrianita, 2016). Arianggi (2014) stated that the REAP technique can improve reading and writing skills with annotations. This makes the readers more active because they do not just read but they also note the important points in the reading.

2. The Advantage and Disadvantage of REAP Technique

REAP technique gives positive things for students. Because this technique has directions to students about incomplete meaning and makes it easier for students to understand the author's intent. The REAP technique can make it easy for students to find foreign words, quotes, phrases or other terms (Sitompul, 2019). Students are also required to draw conclusions from the text they read. The text used can vary, such as recount text, argumentative, narrative and other types of text. The REAP technique aims to help students understand reading. In the initial step, readers can repeat the reading until they can understand the text well

REAP technique has several advantages including, First, students can present the main idea using their own language instead of the writer's language. Second, REAP technique helps students to connect text with their words. Third, read in this text helps students to review the text that has been read. Fourth, encoding in this technique allows students to understand the text, find and express the main idea using their own language. Fifth, annotate in the REAP technique helps students to be more active and helps students understand foreign words

using quotes, phrases, etc. in the text. Sixth, ponder in the REAP technique helps students to make personal connections between the text they read and their understanding. Disadvantages of REAP technique there are: need much times to applying the REAP technique and many steps in REAP technique.

3. Teaching Procedures by Using REAP Technique

According to Tiruneh (2014) in Annida Nur Dewi Arifah and Jufri, (2019) to achieve understanding of reading comprehension it can be passed in four stages. Read, Encode, Annotate, Ponder. The teacher asks students to “read” the text that has been provided by the teacher and predicts the main ideas intended by the author. Then the teacher asks the students to “encode” the difficult words and underline them. After that, the teacher asks students to "annotate" the main ideas of the text that has been read. Finally, the teacher asks students to "ponder", discussing together the contents of the entire text. The application of this technique to reading comprehension is that first the teacher helps students understand the reading text. The teacher divides the students into several groups, each group consists of three or four people. Because this technique has four steps to achieve reading comprehension. In the first activity the teacher gives a text for students to read in front of the class. After reading in front is finished. The teacher asks all students to read the text repeatedly two to three times. The second activity is encoding, the teacher helps students to discuss difficult vocabulary. The teacher asks one of the representatives of the students to write the difficult vocabulary on the blackboard. Then the teacher leads a discussion to discuss the meaning of the difficult vocabulary. Third, students annotate the main ideas. The last activity of

ponder students was discussing with the group what the writer meant. Then make perfect conclusions from the texts that have been read in their own language (Fera Zasrianita).

D. Mind Mapping Technique

The section discusses the definition of mind mapping technique, the advantage and disadvantage of mind mapping, and teaching procedure of mind mapping technique.

1. Definition of Mind Mapping Technique

According to Astuti Mind mapping is a technique that can improve the way we take notes and improve problem solving. Readers can conclude what they read so that they are easy to understand the reading. According to Beahel (2011) mind mapping is a technique that helps students to connect the main ideas by making a visual map of connections. This technique is known as a technique that can support the learning process to be active. Buzan (2005) states that mind mapping is a powerful technique for solving problems in learning. Mind mapping is a learning technique that maximizes the function of the right brain rather than the left. This technique uses symbols, words, colors to images. The concept in this technique makes it easier for students to understand a learning material. According to Buzan (2008) mind mapping is the easiest way to make it easier for the brain to receive information and issue the information obtained. Mind mapping is an effective way of literally “mapping” the reader's mind. Mind mapping techniques guide students to develop background knowledge of a text that they will read. Students remember the knowledge they have and relate it to

the text they read. By using this mind mapping technique, students will train brainstorming. So that students are easy to digest the learning.

2. The Advantage and Disadvantage of Mind Mapping Technique

According to Buzan (2012) mind mapping technique has advantages and disadvantages which can help in many ways starting from planning, communication, making someone more creative, can save time, solve problems, focus attention, learn to be faster, can remember more good. The use of imagination is required in the application of this technique. This technique is very effective in learning to generate students' ideas and make it easier for students to understand the text that has been read. Murkey (2007) states that mind mapping is more flexible and can increase students' creativity. The use of mind mapping displays all topics related to the same mind map with keywords indicated by images, symbols, colors. Mind mapping is a technique that is interesting and pleasing to the eye and brain. Understanding reading with mind mapping can save time and increase student productivity. Disadvantage of mind mapping. First, people may redraw the maps later but that will help them remember the material. Second, map may be so personal and it could be difficult for others to understand. mindmapping are a great help when preparing essays and presentations, but they may be inappropriate as the final piece of work.

3. Teaching Procedure by Using Mind Mapping Technique

Janah (2016) teaching using mind mapping can be done in several steps. First, the teacher gives the students a narrative text which aims to give a little

picture to the students. Second, the teacher makes a mind map and writes the topic in the middle. Third, the teacher connects the line with the central idea, the use of color will make the mind mapping look alive. Fourth, the teacher asks pupils connect the main idea to the central idea. fifth, the teacher asks students to name the characteristics or things related to the topic in each center. The steps for learning to use mind mapping quickly and more effectively are, firstly making a mind map on a blank sheet of paper in a word processing computer program. Then place the title in the middle of the text. Second, the teacher informs students by displaying a mind map in front of all students. Third, students are asked to write down the titles that have been read by students. Fourth, the teacher asks students to discuss the text they have read, then write down the main ideas on the connecting line points on the mind map. Fifth, students are asked to reread the main ideas and unify the main ideas into a complete paragraph. (Sinta Khoiriyah, Ady Prasetya, Ifatul Maula, 2021).

E. Recount Text

Recount text is one type of text that is studied by junior high school students. Recount text is a text that tells about events in the past. There are several definitions of recount text according to experts. According to Purwati (Erni, 2016) recount text is a text that has a communicative function or purpose to tell readers or listeners about stories that have happened in the past. Mark and Kathy in (Nasution, 2015) said that recount text is a text that retells an event that happened in the past. Anderson (1998) recount text is a text that tells of past events. The purpose of recount text is to describe something that has happened to be shown to

the reader, besides that the purpose of recount text is also to entertain the readers. Derewianka (2004:18) said the general structure of recount text is: First, orientation, which introduces the main character and some minor characters, providing background information so that readers can easily understand the text. Second, events, the writer writes the events chronologically and tells how the characteristics of the events occurred. Third is reorientation, namely personal comments, conclusions or evaluations. Recount text has several linguistic features, namely usually written in the past tense, there are words that indicate the sequence of events (then, next, first, after, etc..). Recount text has a subject that tends to focus on individuals or groups. Use adverbs of action and circumstances such as place and time to show details of events that occur in the story.

F. Previous Studies

There are some previous studies about REAP Strategy that were found by the researcher. The first study is conducted by Ariyani and Oktaviani (2019). This study aims to find out whether the implementing REAP technique could improve students' reading comprehension. This study showed that this technique is effective to improve students' reading ability. So, this technique is proper to use in teaching reading comprehension.

There is a similarity and difference between the previous studies conducted by Ariyani and Oktaviani (2019) and this study. The similarity of this research is research design, namely quasi experimental. The difference is the class of the research, namely descriptive text, while this research is using recount text.

The second is conducted by Riandi and Triana (2019). The purpose of this study is finding out the effect of REAP (Read, Encode, Annotate, Ponder) technique toward students' reading comprehension. The result of this study is the student ability of the eleventh grade students at Islamic Senior High School of MA Nurul Amal in comprehending reading Exposition text by using REAP (Read, Encode, Annotate, Ponder) technique had high score. So, there is any significant effect of using REAP technique in comprehending text of eleventh grade student at Islamic Senior High School of MA Nurul Amal.

There is a similarity and difference between the previous studies conducted by Riandi and Triana (2019). The similarity of this study is research design, namely experimental method. The difference is the class of the research. Their study is eleventh grade while this research is eighth grade. Then the place of the research is Islamic Senior High School Nurul Amal Menes, while this research in SMPN 1 Plosoklaten.

The third is conducted by Arifah and Jufri (2019). The research aims to explain how to implement the REAP technique in teaching reading at Junior High School. This study shows that the REAP technique is effective to teach reading. This technique can be built students' motivation in learning reading.

There is a similarity and difference between the previous study conducted by Arifah and Jufri (2019). The similarity of this study is using REAP technique to teach reading in Junior High School. The difference is the research

design, namely Classroom Action Research. While this research using quasi experimental research.

Based on the explanation above the researcher will research with the title “The Effectiveness of REAP (Read, Encode, Annotate, Ponder) Technique in Teaching Reading Comprehension”.