

CHAPTER II

REVIEW OF LITERATURE

In this chapter , the related literature will be explained. Definition of reading, aims of reading, types of reading, reading comprehension, schema theory background knowledge in reading, factors affecting comprehension, definition of semantic mapping, and procedures for implementing semantic mapping.

2.1. Definition of Reading

There are a lot of definitions of reading. Some of Linguist say reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to get information and to understand a written text.

According to Walter R. Hill Reading is what the reader does to get the meaning he needs from textual sources.¹ Meanwhile Guy L. Bond and Eva Bond Wagner explained the meaning of reading as the process of acquiring an author's meaning and of interpreting, evaluating, and effecting upon those meanings.²

¹ Walter R. Hill, *Secondary School Reading: Process, Program, procedure*, (Boston: Allyn and Bacon), 1979, p.4

² Guy L Bond and Eva Bond Wagner, *Teaching The Child to Read*, (New York: The Macmillan Company, 1969), p.4

F. Dubin explained the meaning of reading as reading is primarily a cognitive process, which means that the brain does most of the work.³

Some statements above indicate the various definitions of reading, they mean generally. Reading means a process of looking for information what the readers need. The readers who are reading interact with the text to understand the writer's purposes. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word to understand what we read. It means that reading is a process to understand the content of a text and to get information.

2.2. Aims of Reading

Some of people read a text have many purposes, and purpose helps to understand more what we read. If the purpose of reading for pleasure or reading for enjoyment, they will read either quickly or slowly based on the interest but if reads for studying or getting information such news, advertisements or , magazine which are part of their study or assignment they do it very slowly and carefully.

According to Paul S. Anderson, there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.⁴

1. Reading for detail and fact is reading to know what is done by the subject of the story

³ 16 F. Dubin, D.E. Eskey and W. Grabbe, *Teaching Second Language Reading for Academic Purposes* (California: Edison-Wesley Publishing Company, 1986), p. 6

⁴ A Widyamartaya, *Seni Membaca Untuk Studi* (Yogyakarta: Kanisius, 1992) p.90

2. Reading for main ideas is reading to get the problem statement
3. Reading for sequence of organization is reading to know each part of the story.
4. Reading for inference is reading to know what is the writer meant by its story.
5. Reading for classifying is reading to find unusual things.
6. Reading for evaluating is reading to know the value of the story.
7. Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

Another author said that the aim of reading is:

1. Reading for pleasure
2. Reading for information (in order to find out something or in order to do something with the information they get).⁵

Meanwhile Lester and Allice Crow classified two general purposes. These purposes includes; Leisure-time reading and more serious reading.⁶

1. Leisure-time reading. It is reading for interesting mood such as a reading novel, comic, favorite sport, and short story
2. More serious reading. It is reading to study for getting factual information and solve problems.

2.3.Types of Reading

⁵ Françoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge university Press, 1981) p. 4

⁶ Lester and Allice Crow, *How to Study: to Learn Better, Pass Examination, Get better Grades* (USA: Collier Macmillan Publishers, 1976) p.53

Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive reading.⁷

2.3.1 Intensive Reading

Intensive reading means careful reading or reading through every word of a text from beginning until the end, the learner is focused on the language rather than the text. This activity focuses to emphasize the accuracy activity involving reading for detail. For example the learner asked to answer comprehension question, learning new vocabulary, and summary.

2.3.2 Extensive Reading

Extensive reading is contrasted with intensive reading which is slow while intensive reading focused on the language rather than a text. It involves learner reading text enjoyment and to develop general reading skill. Example: Reading a newspaper, article, short story or novel.

In other words Françoise Grellet defines that skimming is quickly running one's eyes over a text to get the gist of it. While scanning is quickly going through a text to find a particular piece of information.⁸

So if a person wants to look for job vacancy or to get an address, phone number, a date in a book over paragraph in order to locate a special piece of information, that activities is called scanning. but if the readers read each paragraph in order to know about what it deals about their reading, that is called skimming.

⁷ Christine Natal, *Teaching Reading Skill in A Foreign Language* (London: The Nemenn Educational Ltd, 1982) p.23

⁸ Françoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge university Press, 1981) p. 4

2.4. Reading Comprehension

The paramount important of reading act is comprehension. Reading without comprehending the text is not reading it is speaking alone. Because the goal of reading understand what we read. The students are hoped to learn and understand the message in a piece of writing. They are demanded to have ability in comprehending the written text. Comprehension means understanding the meaning or the point of a topic.

Reading comprehension means understanding what the readers read. Dorothy Rubin states that “reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities concern word meanings and reasoning with verbal concepts”.⁹ English has been taught as a foreign language in our country, however, it does not mean that the result of teaching English in our school is satisfactory, despite the fact that it is taught continuously for six years at the Elementary school, three years at SMP, and three years at SMA. Ramelan said that” most SMA graduates still very poor in their reading comprehension, since they usually can not read or understand articles in English dailies”.¹⁰

2.5. Schema Theory background Knowledge in Reading

⁹ Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, (New York: CBS College Publishing, 1982) p.207

¹⁰ Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1992) p.3

According to Anderson et al. in Carrell and Eisterhold "schema theory is every act of comprehension involves one's knowledge of the world as well".¹¹ It means that schema Theory is vital in developing comprehension in reading. When students access prior knowledge, their comprehension ability is so much greater than it without prior information or motivation to read. Thus, the readers develop a coherent interpretation of text through the interactive process of "combining textual information with the information a reader brings to a text".¹²

There are two categories of schemata, as follows:¹³

1. *Content Schemata* include what we know about people, the world, culture, and the universe
2. *Formal Schemata* consist of our knowledge about discourse structure.

In line with the explanation above, the writer conclude that the use of semantic mapping is to build readers' content schemata which are related to the background of knowledge.

2.6. Factors that Influence Students' Reading Comprehension

¹¹ Anderson et al. in Carrell and Eisterhold *A Schema-Theoretic View of Basic Processes in Reading Comprehension* (Cambridge: CUP, 1984) p.73

¹² Widdowson in Grabe "Reassessing the Term 'Interactive'", in Carrell, P.L., Devine, J. and Eskey, D.E. *Interactive Approaches to Second Language Reading*. (Cambridge: CUP, 1988) p.56

¹³ Clarke and Silberstein in Brown (2001)

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

2.6.1 The Internal Factor

The internal factor means the factor which come from the reader himself.¹⁴Or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

2.6.1.1 Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something from the text. Brown divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.¹⁵

Edward Deci in Brown defined intrinsic motivation, as follow:

“Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed

¹⁴ Kahayanto, *A Comparative Study on Students' Achievement in Reading I of the Education Study Program of Palangkaraya University who Entered Through PSB and SPMB in Academic Year 2003/2004*. (Unpublished Thesis. Palangka Raya: The Faculty of Teacher Training and Education University of Palangka Raya. 2005)p.13

¹⁵ Brown, H Douglas. *Teaching by Principles*. (San Francisco: Addison Wesley Longman, Inc. 2001) p.75

at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination.”¹⁶

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

2.6.1.2 Interest

Interest is being one of the important factors in order to increasing the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good comprehension. On the other side, if the reader has no any interest to read, it can influence his or her comprehension.

In line with the explanation of motivation and interest above, in this study the writer interested to use semantic mapping to build up the students' motivation and interest, and also want to see the effect of using semantic mapping in relationship with the students' reading comprehension achievements. Because, it is impossible for the students to understand the text if he or she has no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good comprehension of the students.

2.6.2 The External Factor

¹⁶ Brown, H Douglas. *Teaching by Principles*. (San Francisco: Addison Wesley Longman, Inc. 2001) p.76

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

2.6.2.1 Reading Material

The students' comprehension' in reading depends on the level of the difficulty of the text. Thus, it can influence students' comprehension if the text given is not at the right level of the difficulty of the readers or the students.

2.6.2.2 Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements.

2.7 Definition of Semantic Mapping

According Antonacci semantic mapping is a visual representation of knowledge.¹⁷ Sinatra explained semantic mapping is a graphic arrangement showing the major ideas and relationships in text or among word meanings.¹⁸ or a categorical structuring of information in graphic form.¹⁹ Stoller also defined a semantic map as the graphic display of information within categories related to central concepts and stimulating meaningful word associations.²⁰ According to Freedman and Reynolds,

¹⁷ P. A. Antonacci, "Students search for meaning in the text through semantic mapping. *Social Education*" 1991, 55

¹⁸ R. C. Sinatra, J. Stahl-Gemakel, & D.N. Berg, "Improving reading comprehension of disabled readers through semantic mapping" *The Reading Teacher*, 1984, p.33

¹⁹ J.E. Heimlich, & S.V. Pittelman, *Semantic mapping*. (Denver: International Reading Association 1986)

²⁰ F.L. Stoller, *Making the most of a newsmagazine passage for reading skills development*. (Forum, 1994).p.32

and Heimlich and Pittelman, the first major activity that activates students' appropriate background knowledge of a given topic is the semantic map.²¹ The map is an organized arrangement of vocabulary concepts that introduce what students already know about the topic and give chance of them to construct the new information learned from the text.

2.8. Procedures for Implementing Semantic Mapping

Zaid addressed five phrases of procedure of semantic mapping as below:²²

2.8.1. 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.

2.8.2. 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. Alvermann & Swafford defined 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

²¹ J.E. Heimlich, & S.V. Pittelman, op. cit

²² M.A. Zaid, *Semantic mapping in communicative language teaching*.(FORUM,1995). 33(3)

the brain networks, called schemata. When a person encounters new information, she/he tends to link this new information to the appropriate schemata.²³ Pearson and Johnson said “The brainstorming phase of semantic mapping gives the teacher insight into the schemata of each learner, thus revealing interests, level of readiness, gaps, misconceptions, and errors.”²⁴

2.8.3. Categorisation

According to Richards and Rodgers, there are three components to a semantic map:²⁵

- 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.
- c. Supports: details, inferences, and generalizations that are related to each strand. Supports clarify the strands and distinguish on strand from another. The teacher encourages the learners to realize the relationships among their suggestions. Antonacci said as “category clusters” are formed, the teacher uses different coloured markers

²³ D. E. Alvermann, & J. Swafford, “ Do content area strategies have a research base?” *Journal of Reading*, 1989, p.32

²⁴ Pearson, P. D. & Johnson, D. D, *Teaching reading comprehension*. (New York: Holt, Rinehart, and Winston, 1978)

²⁵ J. C. Richards, & T. S. Rodgers, *Approaches and methods in language teaching: A description and analysis*. (Cambridge: Cambridge University Press, 1986).

employed in brainstorming and records them in nodes connected to the central node²⁶. According to Zaid The use of different shapes and colours allows for the possibilities of the visual/graphic to reinforce the verbal/graphemic. Teachers can perform their facilitating role by prompting Wh-questions.²⁷

2.8.4. Personalising 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 prereading activities.

2.8.5. 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, personalising the map and post-assignment synthesis procedures which incorporate the while-reading

²⁶ Antonacci, op. Cit, p. 174

²⁷ M.A. Zaid, op cit, p. 33

session are not within the scope of this research. The process of implementing semantic mapping activity ends at the categorization phase.