

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Reading Comprehension

Reading is one of the four language skills. It is a skill which can be said as a process of working with the text. This skill needs more attention from the readers especially students, because in reading itself the readers must have good interaction with the text in order to get the meaning of text. According to Akyol (2006), reading is a dynamic inferring process that makes communication between writer and reader essential. From that idea, it can be infer that reading is as a process of communication between a writer, a text and a reader. It can be said that a reader recreates the meaning of the text based on what has been written by a writer in the text.

Similarly, according to Zare (2013), reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. On the other hand, reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension. Based on the explanation above, it can be concluded that reading is a cognitive action which became one of important component for a successful comprehension where the readers it's like going to be in a conversation with the author through the text.

Reading refers to the ability to comprehend or create meaning from a written text. According to Reuzzel et al. (2005), reading comprehension is having infer and configure spontaneously with reading. Therefore, reading and comprehension cannot

be separated because the aim or the result of the reading activity is to comprehend the text that has been read. According to Pardo (2004), reading comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. It means that, reading comprehension is the process of getting meaning as a result of combination between content and message of the text with the readers which have knowledge, experience and skills during reading activity. All the scientific studies also show that comprehension is a complex process based on the interaction between reader, text, teacher and learning environment.

Furthermore, Gilakjani and Sabouri (2016) also add the outcome of reading comprehension is the mental representation of text meaning that is combined with the readers' previous knowledge. In other words, when the readers get comprehend the text that they read, it is actually they have combined their earlier knowledge with thinking illustration of text meaning. Moreover, according to Baker (2009), comprehension is the key to permanent reading success. The ability to read, enhancing and keep going improved outcomes in reading comprehension is the essential component as a chance for students to success in life.

However, according to Manoli and Papadopoulou (2012), there are some students who have difficulties in text comprehension and answer some questions, especially when they encounter difficult and long paragraphs. Even so, reading

comprehension strategies can be used for students to active in reading and assume the meaning of written text.

From some definitions above can be simply that reading comprehension relates to reading activity where the readers especially students get understanding about meaning from the text that they read.

2.1.1 Reading Components

There are some reading components that should be known by students on comprehending reading text. According to King and Stanley (1998), there are five reading components that may help students to read carefully, they are:

1. Finding main idea

Main idea is the main topic that is being discussed in a paragraph. Finding main idea is not always in the first sentence, it can be in the middle or in the last sentence of the paragraph. Main idea will help students to guess what the paragraph is about.

2. Finding factual information

Factual information requires students to scan specific detail of the text. The factual information questions are generally prepared for Junior and Senior High School students. It usually appears with question word.

3. Guessing vocabulary in context

It means that the students could develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of the unfamiliar words in the text that is read.

4. Reference

Reference word is repeating the same word or phrase several times, after it has been used, students can usually refer to it rather than repeat it. Reference words will help students to understand the reading text. Reference words are usually short and very frequently pronouns, such as she, he, it, they, this, her/him, and many others.

5. Inference

Understanding is the most important in reading comprehension whether is explicit or implicit messages from the text. Therefore, the students are expected to make accurate prediction. Prediction can be made by correctly interpreting the indications a writer's gives.

Besides that, The National Reading Panel Report (2000) summarizes five components of reading, they are; phonemic awareness, phonics, fluency, vocabulary and comprehension. These five components work together to create the reading experience of the students in order to become successful readers.

1. Phonemic Awareness

Phonemic Awareness is the knowledge that spoken words can be broken apart into smaller segments of sound known as phonemes. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken syllables

and words. Teaching phonemic awareness to the students significantly improves their reading more than instruction that lacks any attention to phonemic awareness.

2. Phonics

Phonics instruction teaches students about the relationship between sounds and letters, and how to use these to read and write words. Phonics instruction enhances students' success in learning to read, and it is significantly more effective than instruction without phonics.

3. Fluency

Fluency is the ability to read text accurately, quickly and with proper expression. The National Reading Panel said that guided oral repeated reading can be one approach to helping students become fluent readers.

4. Vocabulary

Vocabulary is the knowledge of words and word meanings in both oral and print language, and in both expressive forms — speaking and writing — and receptive forms — listening and reading (Pacific Resources for Education & Learning). Teaching vocabulary words can also aids students' reading ability in comprehending the text.

5. Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. In this case, students summarize what they read to gain reading comprehension.

2.2 Semantic Mapping

There are some definitions of semantic mapping which are defined by some experts. According to Baleghizadeh & Naeim (2011), semantic mapping strategy falls under the board category of graphic organizers and is used in different subject areas in order to help learners understand relationships and form concepts about broader topics. It means that, semantic mapping is one type of graphic organizer, which one graphic organizer is call as a diagram or illustration of a written or oral statement. It helps students visually organize and graphically show the relationship between one piece of information and another. Antonnaci (1991) also states that semantic mapping is a visual representation of knowledge, a picture of conceptual relationship. It means that semantic mapping can be as a visual representation of knowledge. It also consists of "designing an illustrative layout of associated group around a key word, idea or concept," Hadley (2003).

Besides that, Nyoni (2012) mentions that semantic mapping allow readers to understand the relationship between ideas by creating a visual map of the connections. In other words, semantic mapping can be said as an outline to connect one word with the others words and enable the readers especially students to comprehend the text.

Sinatra & Pizzo (1992) states that mapping is an active reading process that stimulates lazy readers to think more deeply about the ideas in the text because they must figure out relationships between ideas and the hierarchy of their organization. It

can be infer that, semantic mapping can inspire the lazy readers to think further about the ideas which available in the text.

Based on some definitions above, the researcher concludes that semantic mapping is called as a diagram or outline of visual representation of knowledge that connect one word with the others word from ideas which available in the text.

2.2.1 The Effectiveness of Semantic Mapping Strategy

Unlike many strategies that just have one benefit, semantic mapping has some benefits for readers especially for students. One of the major benefits of semantic mapping is helps students to improve their reading comprehension of the text. According to Brown (2001), semantic mapping defined as "grouping ideas into meaningful clusters" was represented as a kind of strategy in improving reading comprehension that can be worked through by the learners either individually or more productively as a group activity. It suggested that semantic mapping is one kind of strategy which can help students' reading comprehension either in individually or in group activity.

According to Debate (2006), semantic mapping strategy can create a main point of the text, and it can also help students to grow up their schema which do not yet possess. For instance, Toms Bronowski (1983) found that middle grade students who learned new vocabulary through semantic mapping did better than students who relied upon other methods of learning vocabulary. Troyer (1994) also adds semantic

mapping is an effective strategy in improving both the reading comprehension and writing performance of upper elementary school children.

Furthermore, Al-Ghazo (2015) adds that semantic mapping has caught interesting from readers through short words or phrases that available in it and it is also as an ultimate strategy for every level of students including the students which have intermediate proficiency.

Moreover, Zaid (1995) states that semantic mapping covers many advantages for students in learning, they are; giving students more active in drafting the map by involving their brainstorming, building students' negotiation both interpersonal and intrapersonal, growing students' information and prediction, making students more confident to control input of map's building, and lastly it can allows students to connect their previous knowledge with their new knowledge.

From some statements about semantic mapping above, it can be infer that semantic mapping has some benefits such as helping students' reading comprehension problems, building up students' schema, improving students' vocabulary and writing, motivating students to active in learning like doing negotiation and giving information and prediction, and allowing students to link their prior knowledge with their new knowledge.

2.2.2 The Procedure of Teaching through Semantic Mapping

According to Zaid (1995), the procedure of the use of semantic mapping in the classroom is broken down into five phases:

1. ***Introducing the topic.*** The teacher begins the topic of the descriptive text by showing a picture relating to the topic to stimulate students' thoughts. Then, the teacher writes the title of the topic and circles it on the white board.
2. ***Brainstorming.*** The teacher asks the students to think of ideas and mention some vocabularies that might be related to the topic. This brainstorming phase acknowledges students' pre-knowledge or experiences.
3. ***Categorization.*** The teacher encourages the students to see relationships among their ideas. Then, the teacher asks the students to categorize their ideas into main idea, factual information, difficult words, pronoun and conclusion. In this part, the teacher gives an example of pre-assignment map by using some shapes or some color markers. For example, the teacher uses a central oval as a topic, then circles for categories (main idea, factual information, difficult words, pronoun and conclusion), and squares for exemplifying details of categories (fulfill by the students). Once the pre-assignment map has been drawn on the white board by the teacher, the students make their own copies.
4. ***Personalizing the map.*** After each student has made a copy of the pre-assignment map, the teacher distributes the descriptive text to them. After reading the text, the students can decide to add or to eliminate the pre-assignment map.
5. ***Post-assignment synthesis.*** The last part of the teaching procedure through semantic mapping is doing by the teacher and the students. They will discuss

about the information acquired from students' reading result and how it has modified the original map.

2.3 Descriptive Text

Descriptive text is a kind of genre text that contains describing about people, place or thing. According to Gerot and Wignell (1994), the context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. Furthermore, according to Matthews (1997), descriptive text is "a way to explain about events in or states of the world". Based on the explanation above, it can be concluded that descriptive text is a text which explain the characteristic of events or something.

The descriptive text is built from two generic structures. Pardiyono (2007) writes that descriptive text begins with the identification and description. In the first part of the text, the writer identifies the object that will be explained. Generally, the text is started by stating the object that is the focus explanation of the text's content. Next, the text describes the object. The details of the text allow the reader understanding the information to make the sense of the object in his mind. In other words, identification as the first generic structure of descriptive text is tells about the general overview of the topic and description as the second generic structure of descriptive text is tells about the special features of the topic that will explained.

2.3.1 Types of Descriptive Text

There are three types of descriptive text, they are:

1. Describing Someone

In describing someone, the first thing that we do is by knowing his/her individual characteristics. In descriptive text, we can mention someone's general features such as age, looks, complexion, height, and built. Then, we can describe someone's general appearance which can be said to have something to do with an adjective to describe someone.

2. Describing Places

Presenting something in fact is the way to describe place. In describing places, the location should be clear and the details should arrange logically and systematically.

3. Describing Something

To describe something accurately is by providing the physical characteristics of the object such as the color, shape, and so on.

2.4 Relevance Studies

Several studies have investigated Semantic Mapping strategy on students, and reported that teaching this strategy is important for enhancing reading comprehension. In this part, the researcher highlights some researches that have been done by some researchers.

Asadollahfam and Parvar (2012) applied the impact of Semantic Mapping Instruction on Iranian EFL Learners. They explained that the use of Semantic Mapping Instruction promotes reading comprehension of expository texts. Furthermore, it was found that certain types of semantic maps were more effective not only on reading comprehension performance but also on faster reaction time.

Krisnawati (2014) examined her research entitle “Using Semantic Mapping to Improve 7th Grade Students’ Reading Comprehension in SMPN 1 Jetis in the Academic Year of 2013/2014”. This research finding showed that the use of Semantic Mapping in teaching reading comprehension was able to improve the students’ ability.

Amoush (2012) investigated “The Effectiveness of Using Semantic Mapping Strategy on Reading Comprehension of Joharnian University Students”. The findings of this study show that semantic mapping strategy group performed better than the control group in the pre-test and post-test.

Muis et.al (2013) conducted a study entitle “Improving Students’ Reading Comprehension of Descriptive Texts by Using Pictures and Semantic Mapping at Grade VII.1 of SMPN 2 X Koto Diatas Solok Regency”. They demonstrated that the use of pictures and semantic mapping better improve the students’ understanding of reading descriptive text.

Farina (2013) has done her research entitle “The Effect of Semantic Mapping Strategy on the Reading Comprehension of the First Year Students of SMAN 10

Pekanbaru”. She found this strategy can be an alternative strategy for improving students reading comprehension.

Overall, the previous studies discussed about semantic mapping in the classroom. However, this research just focused on classroom action research to improving students’ reading comprehension in descriptive text trough semantic mapping strategy at the first grade of SMAN 4 Pekanbaru.

2.5 Conceptual Framework

In the conceptual framework, the researcher made the picture about the step to conduct this research. So, the readers can see a little about the processing of this research. The conceptual framework can be seen as follows:

Figure 2.1 Conceptual Framework

