

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature which contains two main subjects. They are previous studies and theoretical review.

#### 2.1. Previous Studies

There have been a number of researcher conducted some studies realated to the topic. Therefore, the researcher chose four previous studies which are closer to the topic.

The first study was conducted by Rosyadi (2014). He wrote *The Application of Question Writer Quiz Maker for Testing Students' Reading Comprehension (A Qualitative Descriptive Research at Eleventh Grade Science student of SMA N 1 Kajen in Academic Year of 2013/2014)*. He found that using computer software, such as *Question Writer Quiz Maker*, provides a good alternative way for English Teacher in designing a more attractive and interactive reading comprehension test. In addition, the application of *Question Writer Quiz Maker* has made the testing of reading comprehension easier and more flexible.

The second study was conducted by Indriani (2015). Her research is entitled *Improving Students' Writing Narrative Texts by Using the Combination of Story Sequencing Cards and Round Table Technique (The Case of Eight Grade of Junior High School 19 Semarang in the Academic Year of 2014/2015)*. After conducting the research, the combination of story sequencing cards and round table technique was successfull in helping teacher to improve students' writing ability in narrative text. It shows that media and technique can be a good combination to teach narrative text.

The third study was conducted by Nurlaila (2013). Her research is entitled *The Use of Mind Mapping Technique in Writing Descriptive Text*. In her study, she wanted to know the effectiveness of mind mapping technique in teaching writing descriptive text to seventh-graders in a Junior High School in Bandung. After conducting the research, she concluded that mind mapping technique was effective to help students in writing descriptive texts

in enjoyable way. In addition, mind mapping could help students to improve their writing skill in writing descriptive text in terms of enriching vocabularies, increasing creativity, arranging sentences and organizing ideas.

The fourth study was conducted by Mawadah (2009). She wrote *The Effectiveness of Mind Mapping Strategy in Teaching the Students to Write Descriptive Text (An Experiment of the Eight Grade Students of SMP N 1 Pegandon Kendal in the Academic Year of 2008/2009)*. The purpose of this study was to compare whether teaching descriptive text to junior high school students of SMP Negeri 1 Pegandon by using mind mapping strategy was more effective than teaching descriptive text by using conventional strategy. As a result, the writer concluded that there was a significant difference between the experimental and the control group. In addition, teaching descriptive by using a strategy like mind mapping is very useful both for the teacher and the students.

Based on the previous studies above, there are several studies related to improving students' writing skill by using mind mapping technique have been conducted. However, teaching reading comprehension of narrative text by using mind mapping technique has not been working out. So, it makes the researcher curious and enthusiastic to find out the effectiveness of mind mapping in teaching reading comprehension of narrative texts in the classroom. In addition, narrative text is an interesting text to improve students' comprehension in generating ideas and testing students' reading comprehension using mind mapping technique will be done creatively in enjoyable way.

## **2.2. Theory of The Study**

### **2.2.1. Reading**

#### **2.2.1.1. The Nature of Reading**

Reading is an important skill for students. It is one of English skills which must be acquired in language learning. According to Buzan (2006:71) reading is the individual's total interrelationship with symbolic information. It is an activity to get important views and messages from

written language. Moreover, ideas, informations, and thoughts are represented through reading. Harmer (2007:99) states that reading has positive effect on students' vocabulary knowledge, on their spelling and on their writing.

Reading is a way of developing our minds to reject, accept, or refine the ideas occur in a written text. It is a continuous activity to engage our brain to think globally. Therefore, before we read we need to determine what information and message should be interpreted. Mikulecky (2008:2) states that second-language readers notice in the text and how they interpret it will vary due to differing expectations about language structure and cultural attitudes toward literacy. Basically, reading is connected to writing in some aspects, for instance when we read an article, we spontaneously write some important information that we need. Research has shown that teachers who want to provide their students effective and quality instruction should apply reading and writing strategies, and teach students how to use these strategies before, during, and after reading (Ulusoy and Dedeoglu, 2011:1).

#### **2.2.1.2. The Purpose of Reading**

People have a purpose when they decide to read. It means that they want to get information about something, even when they read a short story for pleasure. Klingner et al (2007:104) said that whether you are reading for enjoyment, to gain factual or procedural knowledge, or to learn skills such as how to analyze poetry, being aware of the purpose for reading is an essential first step. According to Grabe and Stoller (2002:6) there are several purposes of reading as follows:

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from texts
4. Reading to integrate information
5. Reading to write (or search for information needed for writing)
6. Reading to critique texts

## 7. Reading for general comprehension

Based on Ministry Education of Ontario (2003:45) reading has three main goals for students achievement. They are:

- a. Comprehension. It is the ability to understand, reflect on, and learn from text.
- b. Fluency. It is the ability to identify words accurately and to read text with ease, pace, and automaticity (fast, accurate, and effortless identification of words).
- c. Motivation to read. It is the essential element for actively engaging students in the reading process. Students need to be immersed in a literacy-rich environment, filled with appealing books, poems, pictures, charts, and other resources that capture their interest and entice them to read for information and pleasure. Students need to see themselves as successful readers.

### **2.2.1.3. The Definition of Reading Comprehension**

Comprehension is the ability in understanding something completely. It is a condition where people need to be familiar with situations and facts. Buzan (2006:72) notes that comprehension is the linking together of all parts of the information being read with all other appropriate information. This includes words, figures, concepts, facts and pictures. It means that readers should pay more attention how to read with a well-comprehension to get the important points of a written language.

In line with statement above NSW Department of Education and Training (2010:2) states that comprehension takes the learner to a new level of active understanding and insight. It enhances language and vocabulary knowledge. It can be conclude that comprehension takes the readers to enlighten their understanding.

Reading comprehension is a process in which readers must seriously go inside to a text. This process depends on readers' knowledge and a will to read more and more. Similarly, reading comprehension depends on vocabulary knowledge and vice versa (Mickulecky, 2008:5).

Ministry Education of Ontario (2003:226) notes that reading comprehension – the process of making sense of text – is a complex, multifaceted activity that calls on the reader’s thinking and problem-solving skills. Furthermore, Harmer (2007:101) concludes that reading for detailed information entails looking for detailed information or picking out particular examples of language use. It should be seen by students as something very different from the other skills. It means that reading is the important process in learning process and it will become more useful for learners when they can comprehend what they read.

#### **2.2.1.4. The Factors Influencing in Teaching Reading Comprehension**

In understanding what writer says and what they do not want to say depends on learners’ ability to comprehend a written text. According to Indrayani (2014:9) comprehending depends on the ability:

- a. to evaluate and make a judgement
- b. to distinguish between what an author offers as facts and the author’s opinions about those facts,
- c. to recognize the difference between what is fact and what is assumed to be fact,
- d. to compare,
- e. to categorize,
- f. to grasp the explanation of a process,
- g. to identify an author’s theme,
- h. to know characters,
- i. to recognize a main idea and the data that support it,
- j. to distinguish between cause and effect.

According to Ministry Education of Ontario (2003:233) there are several steps involved in teaching a reading comprehension strategy:

1. The teacher select a text that is appropriate for the specific reading comprehension strategy being taught (e.g., developing schema, making predictions, examining the features, identifying the main idea).

2. The teacher models the comprehension strategy (for the whole class) using a think-aloud approach. The teacher explains the specific comprehension strategy and how it works, or elicits this information from students.
3. The teacher coaches students in the application of the strategy (during shared or guided reading).
4. The teacher provides opportunities (and scaffolded support) for students to practise the comprehension strategy (during independent reading).
5. The teacher encourages students to reflect on their application of the strategy, as developmentally appropriate (e.g., in a discussion with the teacher, in a reflection journal);
6. The teacher reflects on students' ability to apply the strategy and uses this information for future planning.

## **2.2.2. Mind Mapping Technique**

### **2.2.2.1. The General Concept of Mind Mapping**

Mind mapping is one of teaching language strategy to improve students' ability through the use of their brain. According to Buzan (2005:15) a mind map is the easiest way to put information into your brain and to take on information out of your brain. A mind map is a way to organize ideas visually through pictures, diagrams, colours, and lines. It is created around single word or picture placed in the center which contains ideas, concepts, and thoughts. It can be conclude that mind mapping is a creative technique in representing ideas through diagram.

Mind mapping is a simple method to learn how to understand each elements of a complex structure. Casco (2009:1) notes that a mind map is a graphic tool which contains a central key word or image and secondary ideas that radiate from the central idea as branches. It means that mind mapping is an interesting technique to describe something in details. In addition, the use of the route of maps can be a great reminder which allows the students to share their memories, express their ideas,

and organize the facts with the involvement of the brain's work. According to Buzan and Buzan (1994:59) there are four essential characteristics of mind mapping:

- a. The subject of attention is crystallised in a central image.
- b. The main themes of the subject radiate from the central image as branches.
- c. Branches comprise a key image or key word printed on an associated line. Topics of lesser importance are also represented as branches attached to higher level branches.
- d. The branches form a connected nodal structure.

Mind map can enhance students' creativity through meaningful process of thinking with the use of colours, codes, patterns, pictures, and lines. Because mind mapping are essentially the visual representation of student thought, they allow for a greater retention of information (Long and Carlson, 2011:2). There are several principles of mind mapping, as follows:

- 1) Use emphasis
  - a. Always use a central image
  - b. Use images throughout your mind map.
  - c. Use three or more colours per central image.
  - d. Use dimension in images.
  - e. Use synaesthesia (the blending of the physical senses).
  - f. Use variation of size of printing, line and image.
  - g. Use organized spacing.
  - h. Use appropriate spacing.
- 2) Use association
  - a. Use arrows when you want to make connections within and across the branch pattern.
  - b. Use colours.
  - c. Use codes.
- 3) Be clear
  - a. Use only one key word per line.

- b. Print all words.
  - c. Print key words on lines.
  - d. Make line length equal to word length.
  - e. Connect lines to other lines.
  - f. Make the central lines thicker.
  - g. Make your boundaries 'embrace' your branch outline.
  - h. Make your images as clear as possible.
  - i. Keep your paper placed horizontally in front of you.
  - j. Keep your printing as upright as possible.
- 4) Develop a personal style (Buzan and Buzan, 1994:96)

#### **2.2.2.2. The Purpose of Mind Mapping**

As the way to help learners in reading comprehension, using mind mapping also has purpose. Ministry Education of Ontario (2003:240) states that mind maps help the reader to activate prior knowledge about an author or a topic, or to organize ideas from the text after reading. The use of mind maps can be especially helpful to students who are not ready for paragraph writing but who can express their thinking using key words. Moreover, by using mind maps instead of traditional methods, students are able to visualize links between non-linear ideas, which in turn provides for creativity and meaningful learning (Long and Carlson, 2011:2).

All in all, in line with the statements above, Buzan and Buzan (1994:153) notes several objectives of mind mapping. They are:

- 1) To explore all the creatives possibilities of a given subjects.
- 2) To clear the mind of previous assumptions about the subject, thus providing space for new creative thought.
- 3) To generate ideas that result in specific action being taken, or physical reality being created or changed.
- 4) To encourage more consistent creative thinking.
- 5) To create new conceptual frameworks with which previous ideas can be reorganised.

- 6) To capture and develop 'flashes' of insight when they occur.
- 7) To plan creatively.

### **2.2.2.3. The Procedure of Mind Mapping**

Mind mapping technique is a learning strategy through write and draw. It is a powerful strategy which useful to encourage students to learn in a creative way. Making mind mapping is easy to do, especially for senior high school students. According to Buzan (2005:25) there are several steps to make mind mapping:

1. Start in the centre of a blank page turned sideways. Starting in the centre gives your brain freedom to spread out in all directions and to express itself more freely and naturally.
2. Use an image or picture for your central idea. An image is worth a thousand words and helps you use your imagination. A central image is more interesting, keeps you focussed, helps you concentrate, and gives your brain more of a buzz.
3. Use colours throughout. Colours are as exciting to your brain as are images. Colour adds extra vibrancy and life to your mind map, add tremendous energy to your creative thinking.
4. Connect your main branches to the central image and connect your second- and third-level branches to the first and second levels, etc. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily. Connecting your brain branches also creates and establishes a basic structure or architecture for your thoughts.
5. Make your branches curved rather than straight-lined. Curved, organic branches, like the branches of trees, are far more attractive and riveting to your eye.
6. Use one key word per line. Single key words give your mind map more power and flexibility. Each single word or image is like multiplier, generating its own special array of associations and connections.

7. Use image throughout. Each image, like the central image is also worth a thousand words. So if you have only 10 images in your mind map, it is already the equal of 10,000 words of notes.

#### **2.2.2.4. The Advantages and Disadvantages of Mind Mapping**

Mind mapping is one of techniques which help students in reading comprehension. The advantages and disadvantages of its use cannot be separated. Here, the writer gives some overview about the advantages and disadvantages of mind mapping.

The advantages of mind mapping is students will get easier, faster in comprehend a text, and better in their result. Here are the advantages of mind mapping based on Buzan and Buzan (1994:89):

- a) Time saved by noting only relevant words: between 50 and 95 per cent.
- b) Time saved by reading only relevant words: more than 90 per cent of total.
- c) Time saved reviewing mind map notes: more than 90 per cent of total.
- d) Time saved by not having to search for key words amongst unnecessary verbiage: more than 90 per cent of total.
- e) Concentration on real issues enhanced.
- f) Essential key words made more easily discernible.
- g) Essential key words juxtaposed in time and space, thus improving creativity and recall.
- h) Clear and appropriate associations made between key words.
- i) The brain finds it easier to accept and remember visually stimulating, multi-coloured, multi-dimensional mind maps, rather than monotonous boring linear notes.
- j) While mind mapping, one is constantly on the verge of new discoveries and new realisations. This encourages a continuous and potentially endless flow of thought.

- k) The mind map works in harmony with the brain's natural desire for completion flow of thought.
- l) By constantly utilising all its cortical skills, the brain becomes increasingly alert and receptive.

Cleford as cited by Indrayani (2014:20) states that the advantages and disadvantages of using mind mapping as follows:

**a) Advantages**

- 1) Easily add ideas or links later.
- 2) Helps to concentrate on information structure and relationships between ideas rather than disconnected facts.
- 3) Mind map may help people to see other connections and similarities in the information they receive.
- 4) Add sketches in making mind map is more memorable than conventional notes.
- 5) Mind maps can incorporate a mass of material (For example, a jet's maintenance manual was reduced from 1000s of pages to a room-length mind map. A year's subject notes became an easily reviewed poster).
- 6) Mind mappings can help revision, even if the course notes are conventional. They condense material into a concise, memorable format.

**b) Disadvantages**

- 1) People may want to redraw the maps later-but that will help them remember the material.
- 2) Someone's map may be so personal and it could be difficult for others to understand. Mind maps are a great help when preparing essays and presentations, but they may be inappropriate as the final piece of work.

Picture 2.1  
The Sample of Mind Mapping



Taken from Buzan (2005:202)

### **2.2.3. Narrative Text**

#### **2.2.3.1. The Definition of Narrative Text**

There are several kind of texts that must be taught to second grade students of senior high school and narrative takes a part. Anderson and Anderson (1997:8) said that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.

Narrative text is a text which tells about past events. It is a text which encourages reader to read more and more till the end of a story. Coffman and Reed (2010:5) notes that narratives have been described as having several common components including a setting, plot (series of episodes base on goals, attempts, outcomes), resolution or story ending. Similarly, narratives concern characters, their actions, their mental states and emotions, their interactions with others in the text and also with the physical world of the narrative, and have a narrative “point of view” (Oakhill et al, (2014:83).

In line with statement above, Dymock (2007:161) concludes that narratives are more than simple lists of sentences or ideas. Narratives are stories.

#### **2.2.3.2. Social Function**

A certain text applies a certain form of writing to its social function. Social function is a goal or purpose that should be gained by writers when making a text. In this case, the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Gerot and Wignell, 1994:204). It refers to tells events which start from introduction of a scene until the resolution of the problem.

In line with statements above, the social purpose of this type of text is entertaining because they deal with the unusual and unexpected development of events. It also instruct because they teach readers and listeners that problems patterns of behavior that are generally highly

valued (Priyana, 2008:94). Also, Anderson and Anderson (1997:6) notes that the purpose of narrative is to present a view of the world that entertains or informs the reader or listener.

### 2.2.3.3. Generic Structure

Generic structure is the way in which elements of a text are arranged to match its purpose. Gerot and Wignell (1994:204) specify the generic structure of narrative text as follows:

1. Orientation : sets the scene and introduces the participants
2. Evaluation : a stepping back to evaluate the plight
3. Complication : a crisis arises
4. Resolution : the crisis is resolved, for better or for worse
5. Re-orientation : optional

On the other hand, the generic structure of narrative text can be seen below:

1. An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
2. A complication that sets off a chain of events that influences what will happen in the story.
3. A sequence of events where the characters react to the complication.
4. A resolution in which the characters finally sort out the complication.
5. A coda that provides a comment or moral based on what was been learned from the story (an optional step). (Anderson and Anderson, 1997:8)

In order to make the explanation of narrative text more clear. Here are the example of narrative text includes its generic structure:

**Table 2.1**  
**The Example of Narrative Text**

Generic Structure	Narrative Text
Orientation	Once upon a time, there was once a guy who was very much in love with this girl. This romantic guy folded 1,000 pieces of papercranes as a gift to his

	<p>girl. Although, at that time he was just a small executive in his company, his future doesn't seem too bright, they were very happy together.</p>
Complication	<p>Until one day, his girl told him she was going to Paris and will never come back. She also told him that she cannot visualise any future for the both of them, so let's go their own ways there and then... heartbroken, the guy agreed.</p>
Sequence of events	<p>When he regained his confidence, he worked hard day and night, just to make something out of himself. Finally with all these hard work and with the help of friends, this guy had set up his own company...</p> <p>"You never fail until you stop trying." He always told himself. "I must make it in life!" One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still drenched. It didn't take him long to realise those were his ex-girlfriend's parents. With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury saloon. He wanted them to know that he wasn't the same anymore, he had his own company, car, condo, etc. He had made it in life!</p>
Resolution	<p>Before the guy can realise, the couple was walking towards a cemetery, and he got out of his car and followed them...and he saw his exgirlfriend, a photograph of her smiling sweetly as ever at him from her tombstone... and he saw his precious papercranes in a bottle placed beside her tomb. Her parents saw him. He walked over and asked them why this had happened. They explained that she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it someday, but she did not want her illness to be his obstacle ... therefore she had chosen to leave him.</p>
Re-orientation	<p>She had wanted her parents to put his papercranes beside her, because, if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.</p>

*Adopted from INTERLANGUAGE:English For Senior High School Students XI (2008:110)*

#### 2.2.3.4. Language Feature

Each genre characterized by language feature. Language feature is used to identify the features occurs in texts. According to Gerot and Wignell (1994:204) the language feature of narrative text as follows:

1. Focus on specific and usually individualized participants
2. Use of material processes
3. Use of relational processes and mental processes
4. Use of temporal conjunctions and temporal circumstance
5. Use of past tense

#### 2.2.4. Teaching Reading Comprehension of Narrative Text by Using Mind Mapping Technique

The explanation below is the procedure of teaching reading comprehension of narrative text by using mind mapping technique:

- First** : introduce students about the concept of mind mapping and tell them about the advantages of mind mapping technique in comprehending a text, especially narrative text.
- Second** : at the first meeting, the writer gave explanation about narrative text and procedure of making mind mapping. After that, the writer asked students to find and identify the generic structure of the text given.
- Third** : students are instructed to read and comprehend a text. After that, they have to draw and write their comprehension of a text through mind mapping.
- Fourth** : students are given a chance to tell their mind mapping in front of the class and the others give opinions whether they have similar thought or not.
- Fifth** : students have to answer questions related to the text to make sure that mind mapping helps them in reading comprehension. In this case, the questions are given after the students present their mind mapping.

In short, in the beginning of teaching reading comprehension through mind mapping technique, students are explained about the concept and the process of making mind mapping and the advantages of mind mapping. Next, they are divided into some groups to draw mind mapping together. After that, they are asked to read and comprehend narrative text individually and draw their own mind mapping based on their comprehension about the text. Then, students have to present their mind mapping in front of the class. Meanwhile, the students discuss whether each student has similar thought about the text or not. Finally, the students have to answer the questions related to the text. In this activity, the teacher has role as facilitator.