CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter the researcher would like to present the related literature of this study. This chapter consists of 4 sections. First is reading, second is definition of reading comprehension, third is graphic organizer, and forth is previous study.

2.1 Reading

Reading is the one of skill in English learing that has the important to understanding. Understanding the reading, we can get the kowladge. In this chapter the researcher show the definition of reading. The definitions of reading in this study are stated as follow.

2.1.1 Definition of Reading

Reading is a process of the brain where the reader look some symbol and sees the patterns of the characters and understand the meaning of the text.Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.Reader knowledge, skills, and strategies include

- Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences

- Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another

- Sociolinguistic competence: knowledge about different types of texts and their usual structure and content

- Strategic competence: the ability to use top-down strategies (see Strategies for Developing Reading Skills for descriptions), as well as knowledge of the language (a bottom-up strategy)

The purposes for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Some students can understand about the texts, it from their ability, the nature of reading shape their approaches to helping students improve their reading abilities and improve their word. Reading a simple process, there are how are readers pronounce each word, comprehend the meaning of the word, as they do with their everyday spoken language.

2.1.2 The Purpose of Reading

In reading there are many purpose of reading. Based on (Grabe and Stoller 2002:13) the purpose of reading are:

1. Reading to research for simple information

Reading for simple information is a common reading ability, in reading to search and read specifically to get piece of information.

2. Reading to skim quickly

Reading to skim is a common part of many reading task and useful skill it is own. It involves in essence a combination between strategy for guessing where important information might be in the text and than using basic reading comprehension skills.

3. Reading to learn from texts

Reading typically occurs in academic and professional context in which a person need to learn a considerable amount of information from the text.

4. Reading integrate information, write critiques text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

5. Reading for general comprehension

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading,

underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

2.1.3   Definition of Reading Skills

Reading skills is the person's independent skill to understanding about the message from the text. If the students having good reading skill if they active reading and have styles of reading.

There are 12 steps to master reading skills, first, find something to read example a children's book news paper, second Pronoun each letter as best we can and we will notice they form some kind of word. Example "th" is not pronounced as t+h but rather as one unit, than find a place to read where you can concentrate. May be some place secret where no one disturb us, or at a time when it is quiet. forth understanding about the text by looking the pictures for what we going to be reading about. Fith, Start with titles, names, or other larger print items that you may know or ever thought about. Sixt, Read much as you are able. Reading should be fun and enjoyable. Seventh, reread the material. After that Go to the library and pick up lots of books. Ninth, read the page carefully. Most people think that skimming the page is a way of fast reading, but it's not true, so we must understanding the message of the text one by one. Thenth, use context clues to find out a word's meaning. Context clues are when a person figures out the meaning of a word by seeing how the word was used in sentence.Eleventh, readed. If we don't understand about the text, read over sentence again. Try reading the word out loud to our self. Feel free to use your finger as a pointer. Keep eyes focus on the line we reading, improve our understanding. Than the last

keep reading. Try to read as much as you can on your free time. Reading will help

you in lots of ways. Our vocabulary will become larger.

2.1.4 Kinds of Reading

Especially reading has 4 kinds: Intensive Reading, Intensive Reading,

Scanning Reading, and Skimming Reading. Every kinds of reading has

differences to use, and how the teacher to teach. In this chapter the researcher

wants to explain about 4 kind of reading. Intensive Reading, Extensive Reading,

Scanning Reading, and Skimming Reading.

2.1.4.1 Intensive Reading

Based on Brown (1989) intensive reading calls attention to grammatical form,

discourse markers, and other surface structure details for the purpose of like. And

based on Long Richards (1987) say that intensive reading is a "detailed in class"

analysis led by the teacher of vocabulary and grammar points in short passage. So,

intensive reading is involve students reading selection by same teacher and there

is text with the same topic. The learners can understand about the meaning of the

text, and if the learners can master about the intensive reading, so automatically

can improve they reading comprehension based on their familiar text. In Intensive

Reading use short text, the text is about 500 words in length. Than the teacher

choose the level of difficulty and usually and choose to provide the types of

reading and skills and the teacher wants to cover. There are activities in Intensive

Reading, the first is looking main ideas versus details its mean that the learners

find the main ideas, and write the detail of the main idea. The second understands

what implied versus stated its mean that the learners can understand about the

text. After the learners understand about the text, and the learners make some conclusion of the text. Looking at the order of information and how it effects the message. The learners can identifying word that connect one idea to another, and identifying word that indicate change from one selection to another. Advantages of intensive reading are provides to study structure, and develop the learners vocabulary. And the disadvantage of intensive reading is just a little to practice of reading because of the small amount of the text.

2.1.4.2 Extensive Reading

Based on the brown (1989) extensive reading is carried out to achieve a general understanding of the text. And based on long Richards (1971, p.216) identify extensive reading as occurring when students read large amounts of high interest material. Usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words. Extensive reading is always done for the comprehension of main ideas and not for specific detail. Based on Day and Bam ford (1980) extensive reading can be success if:

1. Students read as much as possible.
2. A variety of materials on a range of topics is available.
3. Students select what they want to read .
4. The purposes of reading are usually related to pleasure, information and general understanding.
5. Reading is its own reward.
6. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.

7. Reading is individual and silent.

8. Reading speed is usually faster than slower.

9. Teachers orient students to the goals of the program.

10. The teacher is a role model of a reader for the students.

In extensive reading there is a combine between speaking and reading. For example the learners interview each other. Than combine with a writing component. For example after the learners reading novel, the learners ask to the writer of the book which the learners had read. there are some advantages of extensive reading, for the example develop a reading habit for the learner, increase reading comprehension, and improve their vocabulary.

2.1.4.3 Scanning Reading

Scanning reading is used in specific information, like as name, symbol formula, or phrase. Scanning reading is a quickly reading and focus on specific information. Scanning reading involves quick eyes movements, until the reader finds the piece of information needed. Scanning reading is using technical, scientific, or professional materials to locate specific information. Scanning is skill in second language learner to develop because they do not require a detailed read of a text. If the teacher teach the learner, the teacher select passages, include specific information. Than teacher ask students before they scan the text how the information organized. The teacher must remind students as read carefully to find the information. When the learner do the scanning reading, the learner must be look the contextual clues. Learners draw the grapich form that the answer may

take, like numeral, written number, a capitalized word or a short phrase that include keyword.

2.1.4.4 Skimming

Skimming is to know the general meaning of a passage, to know how the passage is organized, and get an idea of the information of the writer's write. Scanning reading and skimming reading is the same, but skimming reading is a more complex task than scanning because the reader must be organize and remember some of information from the text. Skimming is some tool in which the author's sequence can be observed. Skimming reading is used to build learners confidence and understanding meaning without reading every word n text. In skimming reading especially using SQ3R method of reading, this method involves the learners in surveying, questioning, reading, reviewing, reciting. So skimming reading is use for the initial survey, and review. The teacher must be guides students to ask them, before the learners do the skimming reading. For the example what type of this the text? Than the learners can guess what the type of the text. Teacher make the following clear to students before assigning a skimming exercise. For the students read the little if any, read introduction or the first paragraph, read the first sentence of each of the following paragraph, look any picture or phrases that are in bold or italic font, read summary or last paragraph. Pugh (1978) suggests that to assess skimming, after the students have read and completed the assigned questions, further questions may be asked, "beyond the scope of the purpose originally set" (p.70). If students can answer these questions correctly, it indicates they have read the text too closely.

2.1.4 Teaching Reading

Based on Dubin and Bycina (1991) defined reading in foreign language as a selective process taking place between the reader and the text, in which background knowledge and various types of language knowledge interact with information in the text to contribute to text comprehension. Alyousef (2005) expanded the definition for reading. He describes it as an interactive process that takes place between a reader and a text and that leads to automaticity, or reading fluency. The reader and the text interact dynamically as he/she tries to elicit the meaning. In reading comprehension, various kinds of knowledge are used: linguistic or systemic knowledge as well as schematic knowledge. Language instruction, reading material have traditionally been chosen from literary text that represent higher forms culture. Students learn read a language automatically they studying about the vocabulary, grammar, and sentence structure. Beside language instruction, communicative approach is good for teaching reading. Because the teacher give the instruction to the learners, for the example teacher give the explaining about the type of the text. It is supported in Byrnes (1998) teaching reading means teaching three competences:

a. Linguistic competence

   Reorganize of writing, the learners can get the vocabulary and how the word structured into the word.

b. Discourse competence

   After organize the word into the sentence, than organize the sentence into the paragraph.

c. Sociolinguistic competence

It is recognized by many kinds of text and their generic structure and content itself.

d. Strategic competence

It is the ability of using even bottom-up as good as top-down reading strategy.

2.2 Reading Comprehension

According to Nunan (1991) reading comprehension as a process that involves activity contructing meaning among the parts of the text, and between the text ande the personal experience. The following described definition of reading comprehension, kinds of teaching reading comprehension as bellow:

2.2.1 Definition of Reading Comprehension

Comprehension is the goal of reading. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. The purpose of reading determines the appropriate approach to reading comprehension. Reading comprehension is defining the level of learner's understanding of the message of the text. Learner's understanding is come from the interaction between word and knowledge. Learners may analyze the text, before they can read on their own and comprehension. In reading comprehension lesson, usually there is a interaction between the teacher and the learners. Teacher give the question, and the learners can answer the questions. Beside that the teacher can ask to the learners to make a some summarize what they have read, the teacher can monitoring the learners. The other strategy to teach reading

comprehension is SQ3R. Survey, Question, Read, Recite, and Review. Using effective strategy to teach reading comprehension is very important. There are some strategies to improve the student's comprehension. There are: Setting a goal, Previewing sentence and text structures, activating background knowledge, self questioning, Summarizing, Feedback and monitoring. Most reading comprehension programs teach students these reading strategies using teacher direct instruction with additional student practice.There are many resources and activities teacher and instructors of reading can use to help with reading strategies in specific content areas and disciplines. Some examples are graphic organizers, talking to the text, anticipation guides, double entry journals, interactive reading and note taking guides, chunking, and summarizing. Reading comprehension is often taken to mean merely that students should be able to retell a text they have in their own word. The actual aim however is to have the reader create deeper relationship between literature and strategic thinking (Pandis,met al, 2005 : 65)

2.2.2 Kinds of Teaching Reading Comprehension

Based on (Richard, 1993 : 67) there are five ways to teaching reading comprehension, as follows :

1. Mixed Up Comprehension

Lower-Level reading skills such as decoding and graphic cue recognition should be along with higher-level reading skills such as applying prior knowledge to reading passage. The aims of this teaching develop a variety of reading strategies.

2. Read and Draw

This activity aids comprehension by allowing students to look at the reading from a different point of view. It is also encourages the sharing of insights into the article by students. The aim of this teaching is have readers work cooperatively to share their knowledge of reading passage.

3. Team Comprehension Questions

Students use their skimming and scanning skills naturally as they reread passage to find information. This activity is the opposite of the tried and true approach to determining the degree of student reading comprehension. It will make the students get the motivations. The aims of this teaching is students a purpose of reading.

4. Chart Exercise

A critical element in comprehension is being able to see relationship among pieces of information in a reading. This activity helps students do this by having recognize . it helps the students get the points of the texts.

5. Think Aloud

Using think-aloud to teach reading strategies, such as questioning oneself as one reads, provides students with a process oriented, interactive model of appropriate reading behaviors. The aim is encourage students to use reading strategies to improve reading comprehension.

2.3 Graphic Organizer

The following described definition Graphic organizer, kinds of graphic organizer and effectiveness of graphic organizer.

2.3.1 Definition of Graphic Organizer

Graphic organizer is a strategy that "embraces a variety of strategies design to display graphically information with categories related to central topic" (Jhonson 2001), based on graphic organizer is a presentation of knowledge structure depicting key ideas and their relationship pattern in an organized pattern. (Bromey et al., 1999). Graphic organizer is concept of map, chart which way to constructing knowledge and organizing information. Graphic organizer help the learners to get the information from the text into a structured, simple to read, graphic display. Increasing the understanding by using graphic organizer, b create the map, the learners must concentrate on relation between the items and examine the meanings attached to each of them. While creating a map, the student must also prioritize the information, determining which parts of the material are the most important and should be focused upon, and where each item should be placed in the map. Graphic organizer can be use in reading and writing. In reading comprehension, usually use star, spider, fish bone, and tree because it make the learners interest to read some text. After the teacher ask to the learners to read, the teacher ask to make summarize the text and draw some graph.

2.3.2 Kinds of Graphic Organizer

There are the kinds of graphic organizer:

1. **Star** If the topic involves investigating attributes associated with a single topic, use a star diagram as your graphic organizer. Example: Finding methods that help your study skills (like taking notes, reading, doing homework, memorizing, etc.).

2. **Spider** If the topic involves investigating attributes associated with a single topic, and then obtaining more details on each of these ideas, use a spider diagram as your graphic organizer. This is like the star graphic organizer with one more level of detail. Example: Finding methods that help your study skills (like taking notes, reading, memorizing, etc.), and investigating the factors involved in performing each of the methods.

3. **Fishbone** If the topic involves investigating multiple cause-and-effect factors associated with a complex topic and how they inter-relate, use a fishbone diagram as your graphic organizer. Example: Examining the effects of improved farming methods.

4. **Cloud/Cluster** If the topic involves generating a web of ideas based on a stimulus topic, use a clustering diagram as your graphic organizer. Example: brainstorming.

5. **Tree** The topic involves a chain of events with a beginning and with multiple outcomes at each node (like a family tree), use a tree as your graphic organizer. Example: Displaying the probabilistic results of tossing coins.

6. **Chain of Events** If the topic involves a linear chain of events, with a definite beginning, middle, and end, use a chain of events graphic organizer. Example: Analyzing the plot of a story.

7. **Continuum/Timeline** If the topic has definite beginning and ending points, and a number of divisions or sequences in between, use a continuum/timeline. Example: Displaying milestones in a person's life.

8. **Clock** If the topic involves a clock-like cycle, use a clock graphic organizer. Example topic: Recording the events in a typical school day or making a story clock to summarize a story.

9. **Cycle of Events** If the topic involves a recurring cycle of events, with no beginning and no end, use a cyclic graphic organizer. Example topic: Documenting the stages in the lifecycle of an animal.

10. **Flowchart** If the topic involves a chain of instructions to follow, with a beginning and multiple possible outcomes at some node, with rules at some nodes, use a flowchart. Example: Computer programmers sometimes use flowcharts to organize the algorithm before writing a program.

11. **Venn Diagram** If the task involves examining the similarities and differences   between two or three items, use a Venn diagram. Example: Examining the similarities and differences between fish and whales, or comparing a book and the accompanying movie.

12. **Chart/Matrix Diagram** If the task involves condensing and organizing data about traits of many items, use a chart/matrix. Example: Creating a display of key inventions, who invented them, when, where and why they were invented, etc.

13. **Y-Chart Diagram** If the task involves analyzing and organizing with respect to three qualities, use a Y-Chart. Example: Fill out a Y-Chart to describe what you know about an animal, including what it looks like, what it sounds like, and what it feels like. Or describe a character in a book, including what the character looks like, sounds like, and how the charater feels.

14. **T-Chart Diagram** If the task involves analyzing or comparing with two aspects of the topic, use a T-Chart. Example: Fill out a T-Chart to evaluate the pros and cons associated with a decision.

15. **Fact/Opinion** If the task involves distinguishing the facts vs. the opinions in a theme or text, use fact/opinion charts. Example: Fill out a fact/opinion chart to evaluate the facts and opinions presented in a news article.

16. **PMI Diagram** If the task involves analyzing the plusses, minuses, and implicatios of a decision or an action, use a PMI Chart. Example: Fill out a PMI Chart to help evaluate the positive, negative and interesting points associated with taking a new job.

17. **Decision Making Diagram** If the task is making a decision, use a graphic organizer to enumerate possible alternatives and the pros and cons of each. Example: Fill out a decision making diagram to help decide which elective courses you'd like to take next quarter.

18. **Semantic Feature Analysis Charts** If the task is comparing characteristics among a group of items, use Semantic Feature Analysis. Example: Fill out a Semantic Feature Analysis chart to compare and contrast the care needed for various pets.

19. **Cause and Effect Diagrams** If the task is examining possible causes and effects in a process, use a cause and effect graphic organizer. Example: Fill out a cause-and-effect diagram to trace the steps in a feedback loop.

20. **KWHL Diagram** If the task involves analyzing and organizing what you know and what you want to learn about a topic, use a KWHL chart. K stands for what you already KNOW about the subject. W stands for what you WANT to learn. H stands for figuring out HOW you can learn more about the topic. L stands for what you LEARN as you read. Example: Fill out a KWHL chart before, during, and after you read about a topic.

21. **Pie Charts** If the task involves showing divisions with a group, use a pie chart. Example: Draw a pie chart to show what percentages of a population have blue eyes, green eyes, or brown eyes.

22. **Vocabulary Map** Graphic organizers can be useful in helping a student learn new vocabulary words, having them list the word, it's part of speech (noun, verb, adjective, adverb, etc.), a synonym, an antonym, a drawing that represents the word, and a sentence using the word.

23. **Paragraph Structure**These graphic organizers help you organize the structure of a paragraph, including a topic sentence, sentences with support details, and a conclusion sentence.

24. **5 W's Diagram** If the task involves analyzing the Five W's (Who, When, Where, What, and Why) of a story or event. Example: Fill out a 5 W's Chart to help evaluate and understand the major points of a newspaper story.

25. **Story Map** Story maps can help a student summarize, analyze and understand a story or event.

26. **Character Traits** Graphic organizers help the student identify the traits of fictional characters by looking at events surrounding the character in the text.

27. **Biography Diagrams** Graphic organizers are useful to help prepare for writing a biography. Before writing, the graphic organizer prompts the student to think about and list the major events in the person's life.

28. **Animal Report Diagrams** Many graphic organizers are useful to help prepare for writing a report on animals. Before writing, the student should think about and list the major topics that will be researched and covered in the report.

29. **Geography Report Diagrams** These graphic organizers are useful to for doings a short report on a country or other area. The student draws a map and flag, and looks up basic information on the area.

30. **Math Diagrams** Many graphic organizers are useful to learn and do math, include Venn diagrams, star diagrams, charts, flowcharts, trees, etc.

2.3.3 Graphic Organizer and Schema Theory

Graphic organizer have been viewed as both cognitive tools and language tolls. As cognitive tools, a graphic organizer organize information and ideas. As reader not able to remember everything they read, it is important to identify important ideas. Therefore summarizing text information is an important and useful strategy. O' Donnell and wood (2004) assert "one of major principles of comprehension is that organizing and classifying new information facilitates understanding and remembering. As language tools, graphic organizer not only emphasis semantic relationship, but also offers opportunities for the learners to exercise the use of language. It requires learner active interaction with information

and explicit examination of what he/she knows and does not know (Bromley el al.1995)

2.3.4 Implementation of Graphic Organizer

Based on Moose and Readence (1984) and Strangman et al. (2002) suggested that the implementation point has an important impact on the effectiveness of graphic organizer. Graphic organizer were used as a pre-reading activity, average effects are small contrast, graphic organizer used as a follow up to reading somewhat larger improvements in learning outcomes may be more successful even graphic organizers are introduced after the learning material has been taught. There are implementations of graphic organizer in reading, as follow:

1. As Pre-reading Activity

A considerable body of the research supports the use of graphic organizers that assisny students to build overview or reference when approaching new material. The teacher can present a grphic organizer as an overview, highlighting the major ideas and their relationship in a text, to students in advance of the learning material (National Reading Panel, 2000).

There are two purpose of driving the use of the graphic organizer as pre learning activities. First, the preview provides opportunity to link the concepts of the material to the students' prior knowledge of the topic. Secondly, the pre-organizer introduces key vocabulary and related concepts in the text.

Diekhoff (1982) suggest that the presentation of an intructions' map provides inshights into thought processes and presents students with a graphic synopsis of

the inter-relationships of the ideas in the map. This can result in discussion that is missing from traditional instruction.

2. As During-reading Activity

Graphic organizer can be used as new content is being studied. During the process of reading, graphic organizer strategy facilities understanding. Moreover, it enhances students' ability to deal with informationpresented in the text, and clarifies confusing points during the reading. During instruction, graphic organizer can optimize the learning situation by assisting students to find key points and note information in the text and actively process and reorganize information. In addition, students can use the graphic organizer to support note-taking and summarizing. As a conclusion, graphic organizer for teachers, are useful tol for organizing and sequencing instruction.

3. As Post-reading Activity

Grphic organizer can also be used as an after reading activity to provide a format for the summary and review information and also to asses' students'understanding (Carrel et al, 1978). Baron & Stone (1969) is reported as the first one to purpose tthat students generate their graphic organizer as a post reading activity. According to the concept of cognitive learning, meaningful learning takes place when a student consciously chooses to learn meaningful way. If a student choose to learn by a result, information is less linked to the existo knowledge and the forgetting rate is rapid (Goetz, 1984).

2.4 Previous Study

The researcher found 3 previous studies to support this thesis. First Based on Fadilah, Ardhi Eka. 2011 title of the thesis Using graphic organizer to improve the narrative comprehension of the students of class VII.H at SMPN 02 malang. English department, faculty of letters, state university of malang. And the Advisor is Nur Hayati, S.Pd., M.Ed, graphic organizer strategy is proposed to be applied in the teaching reading. The technique is chosen because it is simple and considered suitable for students in junior high school level. To comprehend the elements of the story the students are assigned to make graphic organizer based of the story given. Class Action Research (CAR) is used in her study. The research conducted in two cycles each cycle covers planning an action, implementing the action, observing an action, and reflection on the observation. The result the research showed that the graphic organizer strategy effectively improved the student's comprehension in reading narrative texts. Based on the students score distribution the researcher concluded that graphic organizer could help the students to improve their comprehension in narrative text. Second, Moh. Kusen the tittle is using graphic organizer to improve students' reading comprehension (a classroom activity research in the second grade students of English Deparment of the teacher training and Education faculty of Nusantara PGRI Kediri University in Academic year 2008). He using Classrom activity research to improve the students reading comprehension. The instruments are questioner, interview, classroom observation, tests, field notes are used. The result are graphic organizer can improve students reading comprehension in term of raising students achievement paraphrasing, main idea. Third is based on the journal by Moktar Nawawi the tithe graphic

organizer is effective strategy for reading comprehension. Teachers who include graphic organizer in their instructional practice can improve student's retention and recall of information for both elementary and junior high students with learning disabilities as well as upper elementary students. So, after the researcher read about that thesis and the journal, the researcher wants to observe about the graphic organizer in reading comprehension for the students of eight grade in SMP ISLAMIC QON GKB MANYAR GRESIK, how the effectiveness of using graphic organizer for eight grade in SMP ISLAMIC QON GKB MANYAR GRESIK.