

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of Effective

Effective is defined as the capability of producing a desired result¹⁷. When something is effective, it means it has an expected outcome or a deep produce.

Effective to improve means the students who were using simulation technique got higher score in speaking ability of procedure text than those who were not.¹⁸ Moreover, the effectiveness of simulation technique in improving the speaking of procedure text determined from the speaking score gotten by experimental group.

If the post-test score is of experimental group shows significant score improvement, it means that simulation technique is effective to improve the speaking ability of procedure text. The effectiveness simulation technique was calculated by using T-test paired sample using SPSS 16 for windows of the effect size.

If T_{value} is lower than T_{table} , it means that the students who were teach using simulation technique does not get significant score improvement and it indicates that simulation technique is not effective. But if T_{value} is higher than

¹⁷ AS Hornby, Oxford Advance Learner's Dictionary, (New York: Oxford University Press, 1987), 369

¹⁸ Sugiono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2010), 211

T_{table}, it means that the students who were teach using simulation technique get significance score improvement and it indicate that simulation technique is effective¹⁹

B. Definition of Reading

There is reading definition given by some people which have related the similar meaning. Reading is the activity of looking at and understanding written words.²⁰ Such as, the author is regard as the informants (sender) and the reader on another hand is receiver. During the reading process it means that the reading can be done during reading activity is only grasping and decoding information.

David states that reading is identification and recognition of print or written symbol, which serve as stimuli for the recall of meaning built up through past experience.²¹ From those definitions, it can be concluded that reading is meaning getting process the reader always tries to catch what the writer says and means actually.

According to Carol, reading can be pointed as three step processes.²² The three steps are interrelated to other, they are:

1. Word perception, the ability to recognize a point
2. Comprehension, the ability to infer ideas from words

¹⁹ Ibid.

²⁰ Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 1991), 343

²¹ David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies), 68

²² Carol Wells, "Motivational Techniques for Improving Reading Comprehension Among Innercity High School Students" *Open Curriculum Education*, (<http://www.yale.edu/ynhti/curriculum/units/1980/4/80.04.06.x.html>, accessed on May 17, 2015)

3. Reaction, a step in which the reader interacts intellectually and emotionally.

Finally, reading as a process of meaning elaboration or thinking in relation to write symbols, through discussion among group members learn the material will be more easily understood and mastered. The recognition and comprehension of written symbols are influenced by reader's perception skill, experience, language background, mind sets and reasoning abilities as they anticipate meaning on the bases of what has read.

1. Kinds of Reading

Three kinds of reading, they are:

a. Reading Aloud

In reading aloud, the students will get experience in producing the sound, which should be practiced as many as possible.

b. Silent Reading

Silent reading is reinforcing the readers to find out the meaning of the words. This kind of reading leads the readers to the better comprehension.

c. Reading Fast

Reading fast used to improve speed and comprehension in reading. This skill must sun side with the main purpose of reading that is comprehension it depends on the kinds of reading material.

2. The Reading Process

Models of reading process often describe the act of reading as a communication event between a sender (the writer) and a receiver of information (the reader). Those models may be placed in the three categories: bottom-up, top-down, and interactive model²³. The brief explanation of each type of reading models as follows.

a. Bottom-up Model

Harmer states that in bottom-up processing, the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.²⁴

Furthermore, Brown defines that in bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistics data-processing mechanisms to impose some sort of order on these signals²⁵.

Brown defines, “Bottom-up model teaches symbols grapheme-phoneme correspondences, syllables, and lexical recognition”²⁶.

Cahyono and Widiati define “the bottom-up model of reading, basically,

²³ David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, 2003), 70

²⁴ Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, (UK: Cambridge University Press, 2001), 201

²⁵ Douglas H. Brown, *Teaching by Principles: and interactive approach to language pedagogy*, (New York: Longman, 2001) 298

²⁶ *Ibid*, p.299

fostered practices in reading instruction that built up learners' decoding abilities from the bottom up, starting with the smallest units, single letters, "letters blends", and building up to the words and phrases"²⁷.

b. Top-down Model

Brown states that this is where a complementary method of processing written text is imperative: top-down, or conceptually driven, processing in which we draw on our intelligence and experience and experience to understand a text²⁸. Furthermore, Harmer states that in top-down reading model, the reader or listener gets a general view of the reading or listening passage, in some way, absorbing the overall picture²⁹.

c. Interactive Model

Interactive model is a reading model that combines top-down and bottom-up during the reading process.

3. Definition of Reading Comprehension

What does reading comprehension mean? To answer the question, the writer intentionally presents opinions of some authors or writers as follows.

²⁷Walter Grauberg, *The Elements of Foreign Language Teaching*, (TP: Multilingual Matters, 1997), 192

²⁸ Douglas H. Brown, *Teaching by Principles: and interactive approach to language pedagogy*, (New York: Longman, 2001), 299

²⁹ Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, (UK: Cambridge University Press, 2001), 201

Reading comprehension is an active process in extracting knowledge and information from the text³⁰. Reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means he/she fails in comprehending the passage.

4. Theoretical Bases of Reading Comprehension Instructions

Reading comprehension is an active process in extracting knowledge and information from the text. Reading comprehension is techniques for improving students' success in extracting useful knowledge from text. Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. The presumption is that meaning resides in the intentional problem-solving and thinking processes of the interpreter. The content of meaning is influenced by that person's prior knowledge, experience, and background knowledge. This definition also suggests that reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. The problem in reading comprehension is making meaning from the text. The problem is solved by the intentional action of the reader that includes the

³⁰ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (TA: United State America, 2007), 10

purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text. In relation to the reading comprehension, schema theory is one of the theories can be applied in comprehending a text by activating the readers' background knowledge, prior knowledge, and experience.

a. The Schema Theory

Schema theory is a theory about knowledge, about how knowledge is represented, and about how that representation facilitates the use of knowledge in various ways. All knowledge is packaged into units called schemata, and embedded into these units of knowledge is information on how this knowledge is to be used. Schema theory contends that individuals understand what they read only as it relates to what they already know³¹.

To get a deeper understanding of schema in reading comprehension, the readers or students also need to recognize the categories of schema or schemata. There are two categories of schemata: content and formal schemata. Content schemata included what we know

³¹ Cooper, *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*, (USA: TP, 2004), 94

about the people, the world, culture, and universe, while formal schemata consist of our knowledge about discourse structure³².

As a conclusion, schema theory greatly influences reading comprehension. It can work well when a match occurs between students' prior knowledge and text materials. Therefore, reading teachers are required to match the text material not only to the students' prior knowledge, age, sex, religion, nationality, but also student's culture. In other words, if students do not have sufficient prior knowledge, they should be given at least minimal background knowledge from that to interpret meanings of a text.

Reading comprehension as a process of involving actively to construct meaning among the parts of the text and personal experience.³³ Neil states that comprehension and retention are increased by strategies for integrating text with personal knowledge or personal background knowledge and experience. In this view, text is a blueprint for creating meaning. Though reader's schemata play an important role that leads a reader to comprehend the text, the text itself is much crucial affecting comprehension. That is why some academicians usually emphasize text

³² Douglas H. Brown, *Teaching by Principles: and interactive approach to language pedagogy*, (New York: Longman, 2001), 300

³³ Neil Anderson, -David Nunan. (Eds.), *Practical English Language Teaching* (McGraw Hill Companies, New York America, 2003)

rather than background knowledge because they want readers to be able to reproduce important facts and ideas from text.³⁴

b. Teaching Reading Comprehension

In MTs. Al-Raudlah, English is taught as one of a compulsory course. In this course, students are expected to be able to comprehend the text related to their academic. The syllabus of KTSP is designed as skill-based syllabuses. It means that the contents of the syllabus are mostly reading passages that related to their academic of their major. The objectives stated in the syllabus are that students are able to find general idea in the text, to find explicitly stated information, to find implicitly stated information, to find the main idea of each paragraph, to find supporting idea/details in a text, to find the pronoun references to seek relationship the idea of the text, to find the meaning of vocabulary in context – related to their major, and to find cohesive devises in the text.

According to Brown, the skill-based syllabuses are designed to organize materials around the language or academic skills where students are learning English as their academic purpose³⁵. He also states an author who uses a skill-based syllabuses developed materials around their academic purpose.

³⁴ Ibid.

³⁵ Douglas H. Brown, *Teaching by Principles: and interactive approach to language pedagogy*, (New York: Longman, 2001), 138

In line with the theoretical bases of reading comprehension instruction, teaching reading comprehension at MTs. Al-Raudlah is theoretically taught based on the syllabus that is focused on the students' skill – reading skill. The objectives that are stated in the syllabus are as the application of schema theory that includes previewing and questioning. The application of the schema theory is elaborated as follows: *skimming a reading for the general idea, scanning a reading for specific information, guessing vocabulary from the context, using prefixes, suffixes, and roots, finding main ideas*. To be able to achieve or apply those skills, the readers must have schema theory in that included background knowledge, prior knowledge, and experience related to a topic what they are reading. The schema theory also functions to activate the readers' background knowledge and prior knowledge.

In conclusion, the relation between theoretical bases of teaching reading instruction and teaching English is that theoretical bases of teaching reading instruction as a basis of teaching that is elaborated into the objectives stated in the syllabus. The objectives are then broken down into some indicators that are operationally stated in the lesson plan.

c. Webbing Strategy

In this research study, the researcher chooses a webbing strategy as a kind of reading comprehension strategy to help the students to

comprehend a text effectively. These are some further considerations from reading experts on the value of teaching reading comprehension through webbing strategy. Cooper states that webbing strategy can be used when the students are earlier learning to construct meaning in comprehending the text³⁶.

Webbing strategy is also known as concept mapping, mind mapping, semantic mapping, and text mapping that mean a process used for exploring topics that are explicitly or implicitly stated in the text. To make one, draw a circle, and add spokes radiating from it.

Semantic webbing is a strategy that students are able to know about the identification of ideas. Semantic webbing also enables students to understand different ideas and their relevance to important matters. Students and teachers develop diagrams that represent different concepts or topics. With the help of semantic webbing, students' thinking power is increased. This web is a complex of several strands of ideas that students bring forward about a main topic. All the ideas are related to each other.

1) Webbing as a Strategy of Teaching Reading

Some reading expert states that webbing strategy is one of reading comprehension strategies that can help students comprehend the text by constructing meaning. Cooper states that webbing strategy

³⁶ Cooper, *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*, (USA: TP, 2004), 128

should be used when students are just beginning to learn to construct meaning and can formulate their own purposes or pre questions or when the text is extremely difficult³⁷. Usually the teacher should combine pre questions and purpose statement with other strategies, such as discussion or brain storming, to activate prior knowledge.

2) The General Steps of Webbing Strategy

The reading experts have some kinds of steps in teaching reading comprehension through webbing strategy. According to Gunning, reading teachers should follow six stages in teaching reading comprehension through webbing strategy.³⁸ He states that webbing takes two forms: divergent webbing and convergent webbing.

In conclusion, the procedures of webbing strategy can enhance students' reading comprehension in pre-, whilst-, and post-reading stages. Thus, the reading teachers should teach and provide a model of webbing strategy procedures to students. As a result, the students are able to find the gist of text and supporting details in a text.

5. Advantages and Disadvantages of Webbing Strategy

Webbing strategy is one of the strategies that can be applied by the teachers in teaching and learning process, especially in teaching reading

³⁷ Cooper, *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*, (USA, TP, 2004), 128

³⁸ Gunning, "Webbing as a Strategy of Teaching Reading Descriptive Text", *Open Wordpress*, (<https://teachingenglish4all.wordpress.com/>, accessed on June 02, 2015)

comprehension. Variation of semantic webbing is semantic mapping. In line with teaching reading comprehension, webbing strategy has some advantages and disadvantages. Those advantages are: (a) webbing strategy can be used to help the students to visualize the relationship among ideas. It means that students or learners with limited prior knowledge may respond best when the webbing strategy is used in before reading activity; (b) webbing strategy can be used to activate the students' background knowledge or students' prior knowledge; (d) students can use the webbing strategy to generate ideas or concept and /or words to a given topic and then talk about how those ideas/words are related – webbing shows the relationships of those ideas. So, webbing strategy is not only used for students who begin constructing meanings of vocabulary, but also it can be used to visualize the relationships among ideas, to activate the students prior or background knowledge, and to generate the ideas or words are related to get information from a text.

Besides those advantages stated above, webbing strategy also has some disadvantages when teaching reading comprehension skills. Those disadvantages are listed as follows: (a) webbing strategy is not appropriate for passive learners when learning reading; (b) it is hard for students to use webbing strategy when they have problem with a topic of a text. So, they got difficulty in finding a topic of a text and then it is hard for them to

activate their prior or background knowledge; (c) webbing strategy is that somewhat limits the amount of information that student can record simply because the circles or ovals themselves can hold only so much verbiage.

In sum, webbing strategy can have positive and negative benefits when used in teaching reading comprehension skills.

C. Previous Studies

Some numbers of studies of semantic mapping technique in the efforts of improving reading comprehension in both first and foreign language settings have been conducted. All dealt with Indonesian as a first language (L1) or English as a foreign language (EFL). These studies were done in a variety of settings with diverse population, from the basic level (Elementary School) to the middle level (Junior High School). Then, it showed that semantic mapping technique had beneficial results as had been done by some researchers reviewed in the following.

Suhartono conducted an investigation on the use of semantic mapping technique in improving students' reading comprehension in Indonesian texts as a first language (L1) at first quarter of Grade IV in SDN I Purworejo.³⁹ This investigation, which was designed as classroom action research, was carried out

³⁹ Suhartono, Thesis Magister: *"Application of Mapping The Structure of The Content of Reading Strategies as Improving The Reading Ability of Summarizing Exposition in Teaching Reading Comprehension in The Fourth Grade Elementary School I Purworejo"*, (Malang, Universitas Malang, 2000)

to improve students' reading comprehension and ability in summarizing expository texts by finding out the main idea and supporting ideas, finding the relationships among paragraphs in a text, and constructing semantic mappings which describe the content of the text. The investigation resulted in (1) improvement in comprehending and summarizing expository texts; (2) the time allotment used to read, comprehend, and summarize were more efficient; and (3) the students were more able to make a summary of an expository text whose content matched with the text.

Based on the result of data analysis and the discussion stated that the improvement of the second year students of SMA Negeri 5 Makassar in reading comprehension through humor stories was good.⁴⁰ It was prove by the t-test value that is 15.14 greater than the t-table 2.045 which was classified as a good score, the writer also concludes that there is a significant difference between the reading comprehension of the students of SMA Negeri 5 Makassar before and after using humor stories. In other words, humor stories can improve the students' reading comprehension.

Widyatie also conducted a study on the use of semantic mapping technique in improving students' reading comprehension. It aimed at finding out how the semantic mapping technique could be used to improve students' reading

⁴⁰ Muh Amin Amal, Thesis Proposal: "*Improving Students' Reading Comprehension trough Listen Read Discuss (LDR) Strategy*", (Makasar: Universitas Hasanuddin, 2012)

comprehension⁴¹. This study employed a collaborative action research design in which the researcher and collaborative teacher worked together in designing the lesson plan, implementing the action, analyzing the data and doing reflections. The subjects of this research were 29 second-year students of the first semester in SLTP Yayasan Pupuk East Kalimantan Timur of the 2003-2004 academic years. Then, the finding showed that the semantic mapping technique was effective to improve the teaching-learning reading comprehension, mainly: (1) gearing the students to the topic by asking questions and by using media; (2) brainstorming; (3) classifying information; (4) finding Indonesian equivalence of unfamiliar words; (5) discussing the text; (6) identifying the main and supporting ideas; and (7) making a semantic map of the students' own version.

Meanwhile, Aprilianto conducted a study using semantic mapping technique to improve the reading comprehension of the IX Grade students of MTs Ma'arif Sukorejo⁴². The study was focused on the students' ability to comprehend report texts. The study was designed into collaborative classroom action research. The study was conducted in two cycles and three meetings for each cycle. The material taught was taken from some report texts based on the syllabus of the content standard curriculum for Junior High School /Islamic Junior High School. The findings of the study indicated that the semantic

⁴¹ Widyatie, Magister Thesis: "*A Study on The Use of Semantic Mapping Technique in Improving Students' Reading Comprehension*", (Malang: Universitas Negeri Malang, English Educational Department, 2004)

⁴² Aprilianto, Magister Dissertation: "*A Study Using Semantic Mapping Technique to Improve The Reading Comprehension*", (Surakarta: Universitas Sebelas Maret, 2009). 37

mapping technique was successful in improving both students' ability in comprehending English texts (report texts) and the students' involvement in reading activities. Those improvements could be seen from preliminary study to Cycle 2. The students' mean score had improved greatly from 35.00 to 68.33. Besides, the students' individual score percentage had achieved to a great extent from 0% to 44.44% equal or greater than 70.

A study investigated the use of semantic webbing strategy to improve reading comprehension⁴³. The model of a web consisted of the core question, the web strands, the support of the strand, and the strand ties. Subjects, 25 third graders and 26 the fourth graders, were assigned to reading ability groups based on past performance, informal testing and teacher evaluation. In the research, the reading groups were randomly assigned to the experimental or control group. Form A of the Stanford Diagnostic Reading Test was used as a pre-test while Form B was as the post-test. Subjects in the control groups worked on reading comprehension using their basal text and workbook, while the experimental groups worked with comprehension through semantic webbing activities. The result indicated that semantic webbing is as an alternative strategy is more effective than reading comprehension through their basal texts and workbook.

According to Eli on her research states that webbing strategy is right technique to get reading comprehension. More detail, in two classes that are

⁴³ Mina Bayne, Magister Disertation: "A Study of The Use of Semantic Webbing Technique to Improve Reading Comprehension of Third and Fourth Grades", (TP, 1984), 64

control class and experiment class, the experiment class showed that through this strategy made them easily to gather information and organize the ideas⁴⁴.

In line with the result indicated above, the researcher is interested in applying the webbing strategy in the experiment classroom research. The researcher thinks that it is still effectively used in the other research, especially in the experiment classroom research, aimed at solving the problems faced by teachers in the classroom. Researcher thinks that he needs to use the webbing strategy or another name of semantic webbing, semantic mapping, mind mapping, and text mapping in solving their teaching and learning problems in the classroom. This study is focused on improving the students' vocabulary to comprehend the recount texts. By improving the students' vocabulary using webbing strategy, the researcher hopefully thinks that the webbing strategy can solve the teaching and learning problem in the classroom. The students can be motivated to read and comprehend the text. Finally, they can be easy to comprehend and find the idea of the texts through webbing strategy.

⁴⁴ Eli Wahyuningtyas, Bachelor Dissertation "*The Effect of Webbing Strategy Technique on The Eight Grade Students' Reading Comprehension Achievement*", (Jember: University of Jember, 2013), 58