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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

a. The concept of reading

Reading is one of the most important skills in learning language. Various definitions of reading have been given by many experts. The definitions are very useful for the writer in conducting a research. In this paper, the writer gives some definitions of reading from experts. Reading is one of the English skills that is very crucial to be taught to the students. It is the most useful activity in order to enlarge students' insight. Through reading, students can update their knowledge. According to Tanskerley (2003, p. 2), reading is a complex process made up of several interlocking skills and processes.

It means that as we are reading some of processes and skills are needed. Pertaining to the statements above, Nunan (2003, p. 68) stated that reading is a process of the readers to combine the information from the text in order to build a meaning. Dealing with this, Hasibuan and Ansyari (2007, p. 114) say that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The reader uses knowledge, skills, and strategies to determine what that meaning is.

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In that way, what's in your head is just as what's on the page in the process of creating meaning (Johnson, 2008, p. 4). Besides, the purpose of reading itself is to get new information, to amuse the readers and to enhance new knowledge. Regarding this, Smith (2004, p. 125) concedes that reading is a meaningful purpose and contexts are involved. Reading is not only the process to read the words, sentences or texts but also through reading the readers should be able to get something new to enhance their knowledge. Moreover, Klingner believes that meaning, learning, and pleasure are the ultimate goals of learning to read (2007, p. 2). Reading is the best way to increase our knowledge. It is clearly stated that reading is an interactive process between reader and text to get the meaning and information and as the result is comprehension.

b. The concepts of reading comprehension

Reading comprehension is the main purpose of the reading activity from someone. According to Westwood (2008, p. 31), Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend the text, readers must use their active thinking to filter, interpret, organise and reflect the information. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating

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the main idea, making connections, questioning, inferring and predicting.

According to Klingner (2007, p. 8)

“Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)”.

It means that the primary activity of reading is to comprehend what the text is about. To comprehend the text the readers have to use their previous knowledge and strategy when they are reading a text and try to understand the meaning or information of the text. Regarding with the idea, Syahputra (2014, p.96) states:

“Reading comprehension is one of the basic skills to be acquired during the language course, it may be the least teachable of the four language skills (reading, listening, speaking and writing). Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension to a new form of input text”.

It means reading comprehension is one component in the four of language skills that should be mastered by the readers especially students as an application skill that involves other purposes (listening and speaking). Smith and Robinson in Sri Suharti (2011, p. 93) argue that “Comprehension means understanding”. This means that reading comprehension is a process of thought where the readers understand the writer’s ideas and interpret them into his or her own needs. Paris (2005, p.76-77) points out three levels of comprehension, it useful to distinguish

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three separable (although interacting) levels of comprehension processes in reading:

- a. Decoding processes refer to the perceptual and conceptual processes involved in getting from the printed word on the page to word and sentence meanings in the mind of the reader.
- b. At the next level of analysis, propositions are interrelated in a complex network, called the *microstructure* of the text. In addition, the hierarchical relations among the various sections of a text are determined.
- c. Although inferences play a role in the construction of the textbase, the textbase (i.e., the mental representation that the reader constructs of the text) remains close to the text from which it was derived. Generally, however, the process of meaning construction processes beyond the text itself.

So, it is necessary for students to master reading comprehension. Because in reading comprehension, the students should have knowledge about understanding the reading passage. The common questions on the passages in comprehending the texts are about the main ideas, and details information of the text. If the students comprehend the text, of course the process to understand meaning will run well.

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There are some reading components that may help students to read.

They are as follows:

1) Topic

According to Longman (2010, p. 613), topic is talking about or written about. In different speech communities there are different rules about what topic may or may not be discussed. For example, in some communities illness, death, a person's income, and a person's age may be considered unsuitable topics for conversation. It is more general than main idea. The topic may be stated in a word or short phrase. The topic can be developed become main idea. So, it will help the reader to identify the main idea of the paragraph.

2) Generic Structure

This term refers to the way a text is organized to guide readers in identifying key information (Klingner, 2007,p.76). Texts are organized in different ways. This is very important to differentiate the genres of English texts because every text has different generic structure. A key characteristic for all text types is the requirement to orient or introduce the character involved in the story, the time and place in the story (Knapp, 2005, p.222).

3) Language Features

Language feature is the characteristics of language or grammar that is used in the text.

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4) Reference

One of the aspects of comprehension is that the readers must be able to mention the particular object or thing that has been mentioned by author. In line with the ideas above, Longman (2010, p.499) says that reference is the relationship between words and the thing, actions, events, and qualities they stand for.

5) Making Inference

One important aspect of comprehension involves making inferences while reading. The readers must look for clues and try to guess what the text is about. It is called making an inference (Mickulecky and Jeffries, 1996, p.150). It means that the readers must create the conclusion of what they have read. Making inferences can be defined as forming the readers conclusion and as their comprehension result.

c. Assessing Reading Comprehension

School-Based Curriculum (KTSP) is as a guideline in teaching and learning process at State Senior High School 1 Tanah Putih. The School-Based Curriculum has two competences, those are called standard competence and basic competence. In the second grade of Senior High School, the standar competence is the students are required to comprehend simple short functional written text and simple essay in daily life and knowledge usage in reading texts. Further more, for the basic competence, the students must be able to read a loud ,

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respond, and rhetorical steps of short functional text and simple essay text in the form of report, descriptive, recount, analytical exposition text, and narrative in daily life accurately, fluently, and understandably in reading texts (Department of National Education, 2006, p.288). To know students' ability in reading comprehension the teacher should give the assessment to the students.

According to Richard (2010, p. 45), the assessment refers to an evaluation or opinion collecting information and making inferences about the students' work or ability. Furthermore, according to Brown (2003, p. 4), the assessment refers to the ongoing process covering a wide range of methodical techniques. Thus, the assessment can be defined as the evaluation of the students' performance. Furthermore, Brown (2003, p. 185) also mentioned there are some possible tasks in assessing the students' reading comprehension in term of the selective reading level or the State Senior High School students. They are:

a. Multiple-Choice

The most popular method of assessing the reading comprehension is multiple-choice format. Its purpose is to make it easier to administer and can be scored quickly.

b. Matching Tasks

In this type, the students are simply for responding correctly by matching it with the appropriate format, thus, the students are required to observe the pragmatic interpretations of a signed and labeled things.

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c. Editing Tasks

In term of editing task, it refers to a method for assessing linguistic competence in reading. In this type, the students are required to edit and detect the errors in the written passages.

d. Picture-Cued Tasks

In this term, the students look at picture-cued tasks for perceptive recognition of symbols and words. They read a sentence or passage and choose one of pictures to be described.

e. Gap-Filling Tasks (Fill in the Blank)

In this type, the students are required to complete the sentence by filling the blank.

In this research, the writer focused on using multiple-choice in consideration of its purpose which is to make it easier to be administered and can be scored quickly, so that the writer used it in assessing the students' reading comprehension of the elevant grade students as State Senior High School 1.

d. Graphic Thinking Organizer Strategy

In teaching reading the teacher uses some of strategies to increase students' reading comprehension of English text. By using this strategy, it will help the students to understand the meaning of the text easily. The use of Graphic Thinking Organizers in several studies has been found to be viable tools to improve the reading and writing skills of learners as well (Nachhiangmai, 2004; Kitchkarn, 2010). Graphic

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Thinking Organizer represents information visually in a clear and logical manner, not only do they represent content information, but also the relationships that link ideas together. Graphic Thinking Organizer helps students store and recall information that assist in understanding what is read.

Graphic Thinking Organizer is considered to be the best strategy to be employed. Graphic Thinking Organizer is a visual display used to arrange information gained from a text which can help the students to learn and understand the information effortlessly (Meyen, Vergason and Whelan, 1996). Graphic Thinking Organizer provides students with several patterns on how information should be arranged clearly. As cited in Zakiah Hanim (Baron, 1969, p. 20) that Graphic Organizers are also known as knowledge map, concept map, story map, mind map, cognitive organizer and advance organizer.

Therefore, in this research the writer used Concept Map as a pattern of Graphic Thinking Organizer strategy. Cassidy and Hosler (as cited in Bowman et al, 1998) exclaimed that Graphic Organizer aids students to comprehend the main idea that can direct to good reading comprehension. Pertaining to the ideas above, Bromley, Devitis, and Modlo (1999) say that Graphic Thinking Organizer is visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. So, it can be concluded that Graphic Thinking Organizers is

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useful for the students to help them in comprehending the English text especially in report text.

e. Concept Map Strategy

Based on Cross – Curricular Literacy, a concept map is a way to visually organize your understanding of information. It is hierarchical in nature, beginning with the subject or topic at the top or side of the page, and then branching into sub topics and details. The purpose of concept is to record ideas during reading and to see the relationship among ideas, and supporting details.

As cited in Ummi Rasyidah and Dedi Mardiansyah (Zwall and Otting, 2012, p. 2) that a concept map is a graphical tool to activate and elaborate on prior knowledge, to support problem solving, promote conceptual thinking, and understanding, and to organize and memorize knowledge. Furthermore, Novak (2011) states that concept map includes concepts, usually enclose circles, boxes of some type and relationship between concepts or proposition indicated by connecting line between two concepts.

The example of concept map can be seen as follows:

Sydney the Metropolitan City

Sydney is the most populous city in Australia, with a metropolitan area population around 4.12 million. It is the state capital of New South Wales and is the site of the first European colony in Australia. The city is Australia's largest financial centre.

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Sydney is located on Australia's South – East coast. The city is built around Port Jackson, which includes Sydney Harbor, leading to the city's nickname, "the Harbor city".

This city is a major international tourist destination famous for its beaches and twin landmarks: the Sydney Opera House and the Harbor Bridge. The metropolitan area is surrounded by national parks, and contains many bays, rivers, and inlets.

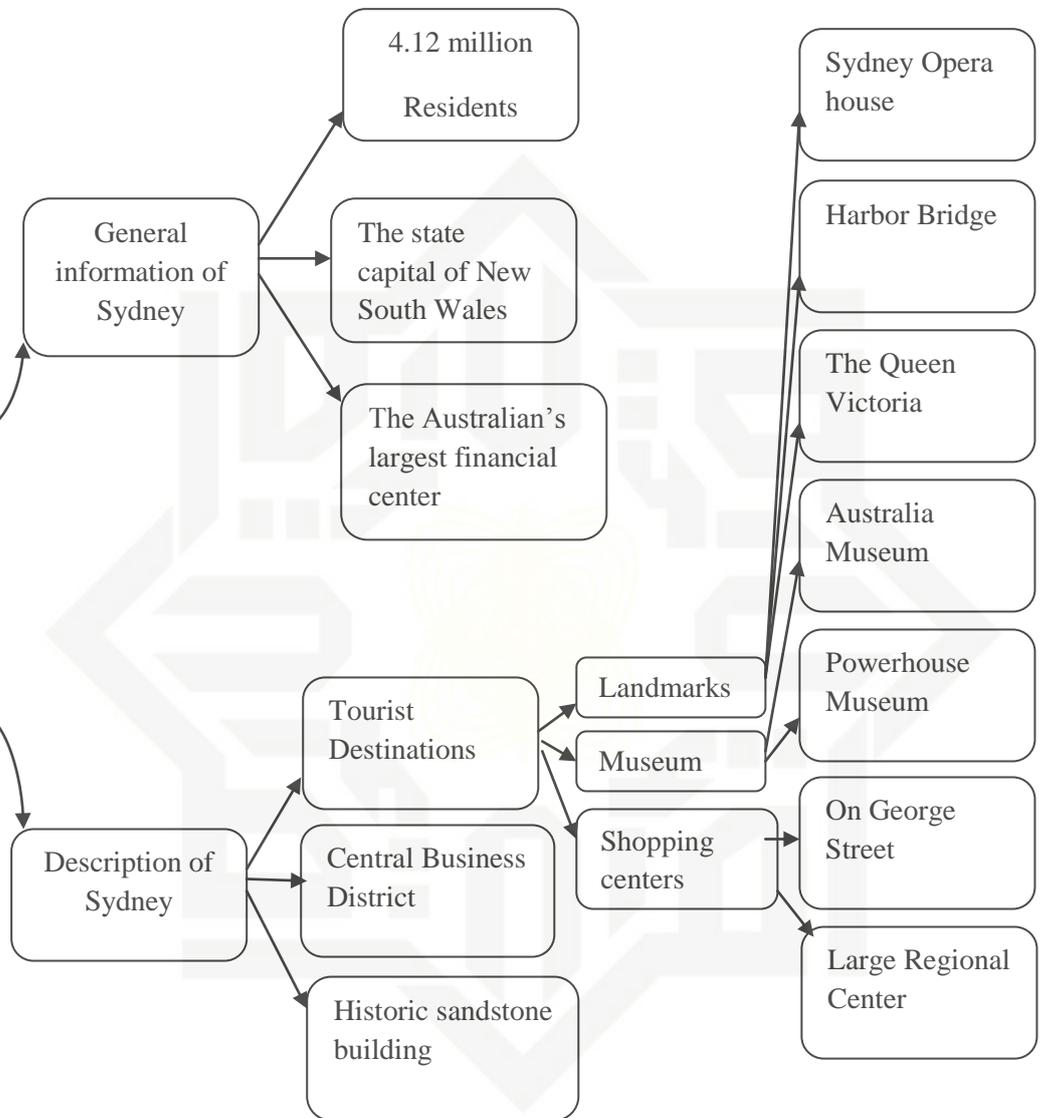
Sydney also has many shopping centers and retail outlets throughout the city. The Queen Victoria Building on George Street also contains many shops. Many of the large regional centers around the metropolitan area also contain large shopping complexes.

Sydney has several museums. The biggest are the Australian Museum (Natural history and anthropology), the Powerhouse Museum (science, technology and design), the art Gallery of New South Wales, the Museum of Contemporary Art and the Australian National Maritime Museum.

Sydney's Central Business District (CBD) extends southwards for about 3 kilometers (1.25 ml) from Sydney cove. It is the point of the first European settlement in the area at the southern end of the bridge known as "The Rocks". It is densely concentrated with skyscrapers and other buildings including historic sandstone buildings such as the Sydney Town Hall and Queen Victoria Buildings are combined by several parks such as Wynyard and Hyde Park.

Adapted from: <http://www.Wikipedia.com>

Picture: <http://www.Destination360.com>



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f. The Procedures of Graphic Thinking Organizer (Concept Map) Strategy

Teacher can use Graphic Thinking Organizer (Concept Map) strategy in teaching and learning process because this strategy can help the students to comprehend the text easily. Here are the procedures of this strategy:

1. Make an overhead of the sample text.
2. Read the sample of the text aloud to the class, asking them to listen for and note the ideas that stand out in their minds or are of greatest interest.
3. Engage students in discussion about the ideas that captured their interest.
4. Show a sample of concept map and record additional details on it.
5. Ask students to suggest words to write on the lines between the items.
6. Provide students with miniature stick on notes.
7. Assign a reading of part or all of a chapter in a text book.
8. Challenge students to begin creating a concept map based on the overall topic, sub topic, and details by drawing bubbles in the correct hierarchy.
9. Put students in pairs to share and compare their concept map.
10. Ask students to discuss and reach consensus on the main ideas and details.

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11. Challenge students to add their suggested words to connecting lines between the bubbles.
12. Encourage students to use this strategy whenever they read complicated texts.

g. The reasons for using Graphic Thinking Organizer

The reasons for using graphic thinking organizer are as follows:

1. Tools for critical and creative thinking

Graphic Thinking Organizers helps students focus on what is important (Bromley, Devitis, and Modlo 1995) because they highlight key concepts and vocabulary, and the relationship among them, thus providing the tools for critical and creative thinking.

2. Tools for organizing information

The human mind organizes and stores information in a series of networks (Ausubel, 1968). Graphic Thinking Organizers is visual depictions that resemble networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information.

3. Tools for understanding information and relationships

Graphic Thinking Organizers serves as mental tools (Vygotsky, 1962) to help the students understand and retain important information and relationships.

4. Tools for depicting knowledge and understanding

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Graphic Thinking Organizers provides an optional way of depicting knowledge and understanding (Sorenson, 1991). So, it is particularly beneficial for students who have difficulty with expressing relationship among parts of economics concepts in written word.

5. Tools for self learning

Students who use Graphic Organizers in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation, and review (Dunston, 1992). In other words, Graphic Thinking Organizers are beneficial to students' learning inside and beyond classroom.

h. The benefits of Graphic Thinking Organizer

The benefits of Graphic Thinking Organizer for the students are:

1. Understand the concept of part to whole.
2. Record relationship.
3. Clarify and organize ideas.
4. Improve memory.
5. Comprehend text.
6. Recognize and assimilate different points of view.

The benefits of Graphic Thinking Organizers for the teacher are:

1. Show and explain relationship between and among content.
2. Make your lesson interactive.
3. Help visual learners to acquire information more easily.

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4. Motivate students.
5. Assist students in prewriting techniques.
6. Assess what students know.

i. Report Text

Report text is one of the English texts that should be learned in State Senior High School. Based on the syllabus, the indicators of report text that should be achieved by the students are identify main idea, generic structure, language features, general and specific information. So, report text is a text that is presenting about something as generally and the purpose is to present about something. Report text describes about things, whether natural or made; mammals, planets, rocks, plants, countries of region, culture, transportation and so on as generally. The generic structures of report text are:

1. General classification: stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.
2. Description: describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

The language features of report text are:

1. Introducing group or general aspect.
2. Use of relating verbs, for example: is, are, has
3. Use simple present tense.

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B. Relevant Research

Relevant research is previous researches conducted by the other researchers (Syafi'i, 2013, p.94). It is necessary to observe some previous researches conducted by other researchers that are relevant to our research in order to avoid plagiarism. Besides, we have to analyze the designs, findings, conclusions, and recommendations drawn by previous researchers. There are some relevant researches that have been conducted by previous researchers as in the following:

First, the research was conducted by Tito and Oikurema (2014) entitled "The Use of Graphic Thinking Organizer to Teach Reading of a Report Text in SMAN 1 Tanah Grogot". Design of the research was a descriptive qualitative research that was intended to know whether or not Graphic Thinking Organizer Strategy can help the teacher to teach reading of a report text. The researcher was helped by field note, audio or video transcript, interview guide lines and students' reading task result as the instruments of the research. There were three points in the result of this research. First, the implementation of Graphic Thinking Organizer as a strategy to teach reading report text ran well. Second, the students' reading task result showed that the students' reading ability was good enough. Third, the students showed a positive response toward the implementation of Graphic Thinking Organizer.

Second, the research was conducted by Setyo Purwaningsih (2013) entitled "Improving Students' Reading Comprehension Through Graphic

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Thinking Organizer at SMP N 15 Yogyakarta”. This study applied Classroom Action Research design that involved two cycles. Each cycle applied systematic procedures such as: planning, action, observation, and reflection. Result of this study also showed that Graphic Thinking Organizer strategy could improve students’ reading comprehension.

Then, the difference between this research and their research is in the research design. In this present research the writer used report text the same as Tito and Oikurema (2014). And design of this research was quasi – experimental research that used pre – test and post – test. But, the research design for both of the researches conducted by Tito, Oikurema and Setyo were descriptive qualitative research and classroom action research. The similarity of the research is the variable X or Graphic Thinking Organizer Strategy and variable Y or Reading Comprehension of report text.

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C. Operational Concept

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing (Syafi'i, 2013,p.94). This is very crucial because operational concepts are used to avoid misunderstanding and misinterpreting in scientific research. In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. In analyzing the problem in this research, there are two variables used, variable X is the use of Graphic Thinking Organizer (Concept Map) Strategy in teaching reading comprehension as an independent variable and variable Y is students' reading comprehension of report text as a dependent variable. The indicators are operationally conceptualized as follows:

Variable X: Based on Cross – Curricular Literacy (the use of Graphic Thinking Organizer (Concept Map) strategy in teaching reading comprehension :

1. The teacher makes an overhead of the sample text.
2. The teacher reads the sample of the text aloud to the class, asks them to listen for and note the ideas that stand out in their minds or are of greatest interest.
3. The teacher engages students in discussion about the ideas that captured their interest.

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4. The teacher shows a sample of concept map and records additional details on it.
5. The teacher asks students to suggest words to write on the lines between the items.
6. The teacher provides students with miniature stick on notes.
7. The teacher assigns a reading of part or all of a chapter in a text book.
8. The teacher challenges students to begin creating a concept map based on the overall topic, sub topic, and details by drawing bubbles in the correct hierarchy.
9. The teacher puts students in pairs to share and compare their concept map.
10. The teacher asks students to discuss and reach consensus on the main ideas and details.
11. The teacher challenges students to add their suggested words to connecting lines between the bubbles.
12. The teacher encourages students to use this strategy whenever they read complicated texts.

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In the previous section, the indicators of reading comprehension of report text are as follows:

1. The students' ability to find out main idea of report text.
2. The students' ability to identify generic structure and language features of report text.
3. The students' ability to identify general information of report text.
4. The student' ability to identify specific information of report text.

D. Assumption and Hypothesis**1. The assumption**

In this research, the writer assumes that students' reading comprehension will be better by using Graphic Thinking Organizer in teaching reading report text.

2. The hypothesis

Based on the assumption above, hypothesis for this research can be formulated as follows :

a. The Alternative Hypothesis (H_a)

There is a significant difference of students' reading comprehension of report text between those who are taught without using Graphic Thinking Organizer strategy and taught by using it at State Senior High School 1 Tanah Putih.

b. The null Hypothesis (H_o)

There is no significant difference of students' reading comprehension of report text between those who are taught without

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using Graphic Thinking Organizer strategy and taught by using it at State Senior High School 1 Tanah Putih.

c. The null Hypothesis (H_a)

There is a significant effect of students' reading comprehension of report text between those who are taught without using Graphic Thinking Organizer strategy and taught by using it at State Senior High School 1 Tanah Putih.

d. The null Hypothesis (H_o)

There is no significant effect of students' reading comprehension of report text between those who are taught without using Graphic Thinking Organizer strategy and taught by using it at State Senior High School 1 Tanah Putih.