CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with reading, reading comprehension, teaching reading, narrative text, mind mapping, teaching reading comprehension through mind mapping, reading interest, related studies, conceptual framework, and hypotheses. Specifically, reading discusses about the nature of reading and the purpose of reading. Reading comprehension theories are broken into two points: the definition of reading comprehension and the factors influencing reading comprehension. Mind mapping theories are divided into some points: the concept of mind mapping, the purposes of mind mapping, the procedure of mind mapping, the advantages and disadvantages of mind mapping. Reading interest is elaborated into three parts; the nature of interest, interest and learning, the factors influencing interest and reading interest and mind mapping.

2.1. Reading

2.1.1. The Nature of Reading

There are four skills that English learners must master in learning English; listening, speaking, reading and writing. This research focuses on reading, especially reading comprehension. Reading is a skill or an activity of getting information from written sources. It is an important skill for students to learn. Hence, a student who is not engaged in reading activity, he/she will miss new information. Harmer (2007:99) states that reading is useful for language acquisition; the more the students read,

the better they get at it.

Good comprehension on what the readers read is essential for success in life. It can be broadly defined as "understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society" Mc Donough (2003:89) supports by stating that reading is clearly one of the most important skills.

The importance of reading is also reflected in the extensive and impressive knowledge base that has been established in any fields of study, such as psychology, education, and cognitive sciences. In order to know correctly what reading is, there are some definitions of reading below based on some experts.

In reading, the readers do not only read a text passively or decode the form of text but also reconstruct the meaning of the text. There are many activities in reading that will be done by the readers as their goal when they are reading a text. Generally, while reading, the readers have basic goal; it is like to get the important information of the text that is read by the readers. To get the important information, the readers will use their mind to think much about the text. According to Nunan (1998:253) "Reading is a process of reconstructing meaning rather than decoding form, and the reader only resorts to decide if other means fail".

Indeed, reading is an extraordinary achievement when one considers the number of levels and components that must be mastered and needs

much more practice in its process. Likewise Whorter (2003,p.2) said, "Throughout the text, reading is approached as a thinking process, one in which the student interacts with the textual material and the sorts, evaluates and reacts to its organization and content." From this quotation, it is a big reason why reading is called as an active thinking. This is in line with the reason that in reading the readers will connect their mind actively with a print text directly. Unconsciously, while reading the readers not only evaluate a text, analyze the text, but also organize the text and at the end find out the content of the text.

Through the process of reading, the reader not only reads the words on the page, tries to understand and interpret the content, but also obtains the hidden message of the writer. As William Grabe (2002:9) says that reading is the ability to draw meaning from the printed page and interpret this information appropriately. This statement is also supported by Rubin as quoted by Whorter (1982:8) "reading is the bringing and the getting of meaning from the printed page."

In reading process, readers need also to recall their background knowledge, experiences, and emotion to comprehend a text. It shows that while reading, the readers will bring or connect their own background of knowledge, their experiences and also shows off their emotion based on the type of text that they are reading unconsciously. Those are some of self-strategies in reading to solve some of their problems in understanding a written text.

Deep comprehension of a text is a challenge because a weak reader has minimal knowledge of the technical terms, key conceptualizations, mental model and other forms of background knowledge. Similarly, Dorn (2005) viewed that there are some relationships between knowledge and comprehension (generic knowledge, text knowledge, strategic knowledge and reflective knowledge). Mastering those elements will help readers to comprehend a text.

To understand a sentence, one must visually process the individual words, identify and access their phonological, orthographic, and semantic representations, and connect these representations to form an understanding of the underlying meaning of the sentence. The complexity of reading skill can be observed from one of the expert's saying. McLaughlin (199:169) as cited by Barbara Hawkins said that reading is the most complex and difficult skills than others that the child must acquire in school.

Complex process means that in reading activity, the readers are required to connect all of their cognitive and their knowledge to get the message of the written text that is read by them. Thus, it is one of the reasons why some of scientists said that reading is a complex process. In addition, Linda J Dorn and Carla Soffost (2005:6) state that "Reading is a complex process involving a network of cognitive action that work together to construct meaning".

Harmer (2002:199) states, when the learners read a story or a

newspaper, they deploy range of respective skills. It means that reading is a respective skill that requires the readers' ability to create interaction between the linguistic knowledge and knowledge of the world. Reading for good comprehension depends on the execution and integration of many cognitive processes.

From the definitions above, it can be concluded that reading is as an active process to get some ideas and information from written text through continuous process in which the reader evaluate, analyze and organize the text to get the content of the text in order to make a decision to confirm, reject, or refine the ideas of the text. In conjunction with Grabe's statement before, the reading is a kind of activity that people need to interpret the printed page through drawing the meaning of that page. In other words, drawing the meaning helps readers to easily understand what they interpret from the text. Here, 'drawing the meaning" is interpreted as linking these words as the meaningful messages with drawing the readers' interpretation of the text through mind mapping. For visual readers and especially students, it really helps them to understand the text well.

2.1.2. The Purposes of Reading

When people decide to read, it means that they have a purpose. Even when they read novel for pleasure, at least they want to get information about the story. Furthermore, for students, reading is vital for academic achievement and is important and necessary skill for successful

functioning as a competent adult in today's society. Like Nuttal's statement (1989:23), people read because they wanted to get something from the writing; whatever it was, people wanted to get the message that the writer had expressed. Generally, experts state that reading has two main purposes: reading for pleasure and reading for getting information. Here are some explanations below.

Some experts define the purpose of reading is for obtaining information, knowledge, news or instructions to do a task or it can also be reading for pleasure or to entertain.

Rivers and Temperley cited by Mc Donough (2003:90) list the reasons for reading as follows:

1. to obtain information for some purpose or because of being curious about some topic,

2. to obtain instructions on how to perform some task for work or daily life,

3. to keep in touch with friends by correspondence or to understand business letters,

4. to know when or where something will take place or what is available,

5. to know what is happening or has happened (as reported in newspapers, magazines, reports),

6. to read for enjoyment or excitement.

Grabe on his books (2002:13 -15) concludes the purpose of reading into some points:

1. Reading to search for simple information and reading to skim quickly.

2. Reading to learn from texts.

3. Reading to integrate information, write and criticize texts.

4. Reading for general comprehension.

Besides, Nunan (1999:251) added that reading purpose can also be to take part in a play and keep good relationship with others. He states there are seven main purposes for reading (1) To obtain information for some purposes or because we are curious about some topics, (2) To obtain instructions on how to perform some task for our work or daily life and knowing how an appliance works, (3) To act in a play, play game, and do puzzle, (4) To keep in touch with friends by correspondence, (5) To know where and when something will take place or what the text is talking about, (6) To know what is happening or has happened as reported in newspapers, magazines, reports, etc, (7) To read for enjoyment or excitement.

To conclude, when the students have a purpose in reading, it will lead them to be more focused on what they want to get. Whatever their purpose is, the students will have new information that is useful to them. Moreover, through a suitable technique in comprehending their reading materials, the students will be more focused in the learning process and

maximize the information already gained.

2.2. Reading Comprehension

2.2.1. The Definition of Reading Comprehension

Comprehension is the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text or the ability to understand completely and be familiar with a situation, facts, etc. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individual words by using memory and knowledge of letter and sound patterns, matching the resulting pronunciations to meaning, and finally connects these words into idea units as stated by Anne (2008:5). Comprehension is more effective when readers use what they already know about the text theme to conceptualize the gist of the present text.

Comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills, and prior knowledge (reader context). This process can involve understanding and selectively recalling ideas in individual sentences (micro processes), inferring relationships between clauses and or sentences (integrative processes), organizing ideas around summarizing ideas (macro processes), and making inferences not necessarily intended by the author (elaborative process). These processes work together (interactive hypothesis) and can be controlled and adjusted by the reader as required by the reader's goals (metacognitive processes) and the total situation in which comprehension

is taking place (situational context). Comprehension means what the reader remembers soon after reading the text. As according to Irwin (1986), comprehension can be seen as the process of using one's own prior experiences (reader context), the specific text being read (text context) and the total situation (situational context) all exert a strong influence on what is comprehended.

Reading comprehension typically covers literal comprehension of the text, draw inferences from the text, use the text for other purposes in addition to understand and respond critically to the text. Nation (2009:32) states that the major means of focusing on comprehension of the text are typically used comprehension question.

In line with the statements above, Wiggens and McTighe in Anne (2008:36-37) offers six facets of understanding or comprehension. The first is explanation or understanding of why and how. The second facet is interpretation. The third facet is application or the ability to use knowledge in new situations and contexts. The fourth facet is perspective. The fifth facet is empathy for the feelings and views of others. The sixth facet is self-knowledge. Thus, it can be concluded that comprehension is the ability to get enlightenment on something through six steps in the process.

Therefore, reading comprehension is a process in which the reader constructs meaning used to build the information on the printed page and the knowledge stored in the reader's mind. As cited by Kurniawan

(2013:4), reading comprehension is the process to get a precise understanding of the writer's message through simultaneously extracting and constructing meaning by collaborating reader's background knowledge, interaction and involvement. In line with this, Grabe explains that reading comprehension is the interaction of information between the reader's drawing information from a text and the reader's expectations or information about the text that he already has.

Reading is as an active skill which involves the reader to process what they read in their mind. Many studies have been conducted to reveal how the human brain works when the reading process is performed. This shows that reading activities run the human brain to process the linguistic elements in order to obtain the ideas of the text. Lems (2010:170) concludes that reading comprehension is not a static competency.

Reading is a part of the thinking process and so it not only has substance (coding) in the form of words and sentences but it also conveys thoughts and ideas in the form of syntactic, semantic, and pragmatic functions. In other words, reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

King and Stanley (2004:8) explain that there are five aspects in processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in

context, identifying reference, and making reference." The theory above can be described as follow:

a) Finding main idea

Reading concerns with meaning to a greater extend that it is with form. An efficient reader understands not only the ideas but also their relative significance as expressed by author, in order words, some of ideas are super ordinate while other subordinate.

b) Finding factual information/ details

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purpose, result, comparison, means, identify, time, and amount. In which most of the answer can be found in the text.

c) Finding the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is unfamiliar to them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is being read. The words have the same meaning as other words.

d) Identifying references

Recognizing references words or phrases to which they refer will help readers understand the reading passage. Students of

English might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he, this, those, and so on.

e)   Making inference

The importance of reading is to understand what the writer wrote; it is expected that reader can infer the writer wrote.

In order words, a good reader is able to draw inference logically and make accurate prediction.

It means that factual information requires reader to scan specific details, recognition of the main idea of a paragraph and it is very important because it helps the reader understand the paragraph and contents of reading text, when the students find the meaning of vocabulary in the context, it can develop his or her guessing ability to the word which is unfamiliar with him or her by relating the close meaning of unfamiliar words. In identifying the reference, the words or phrase, the students are able to identify the word which they refer to help them understand the reading passage. In making inference, it is a skill where the students are able to read between lines. It is divided into main attention, drawing logical inferences and making accurate predictions.

Based on those definitions, reading is an important activity used in learning process, but it becomes more useful when the readers can comprehend what they read. Overall, reading comprehension can be concluded as the ability to understand the meaning or idea in the written

text completely and chronically or one's ability in comprehending the message of the English reading materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. It involves the process in identifying the text elements such as; finding main idea, details, the meaning of vocabulary in context, identifying reference, and making reference. Then, those become indicators for reading comprehension \of this research. Even though reading comprehension has long process, with the appropriate technique for each student/reader it is possible that the long activity becomes an interesting long activity that makes the students/readers enjoy and can easily comprehend what they read and what the readers get are comparable with the process itself.

2.2.2. The Factors Influencing Reading Comprehension

It is undeniable that students' ability to comprehend the print that they meet in the class depends on their ability to understand both what a writer says and what they do not say. Comprehension is an active process which engages the interaction between the reader's construct meaning and the information of the text itself (Kurniawan:2013). Therefore, comprehending depends on the ability:

a) to evaluate and make a judgment,

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 and to categorize,

e)   to grasp the explanation of a process,

f)   to identify an author' theme,

g)   to know characters,

h)   to recognize a main idea and the data that support it,

i)   to distinguish between cause and effect.

Comprehension is an integral part of learning; it is also a multifaceted process with many levels of understanding. In doing comprehension, it cannot be denied that there are several factors which influence the reader to become good or poor readers. Perfetti as in Jane V. Oakhill's (1997:178) writing suggests that comprehension difficulties arise mainly because certain processes that can potentially become relatively automatic fail to become so.

Paris (2014) states five foundations of comprehension:

a)   Conceptual knowledge.

In developing the students" comprehension, they need to be familiar with the concept of the text like the plot and the character's thought of the story.

b)   Language skills.

The mastery of language skills proves the better comprehension of students later. It means that a student who at least had mastered one

skill, he/she can easily comprehend the text. As an example, the students who are good in vocabulary can easily comprehend the text contents.

c) Text features.

In line with the conceptual knowledge, the students need to know the concepts of genres, the schematic structures of texts, the titles, and many terms that related to the meaning of texts. It is used to help the students to construct the meaning from any types of texts.

d) Strategies.

It is undeniable that students need a variety of strategies in helping them learning reading comprehension. The appropriate strategies will make them easier to comprehend the text, such as summarizing and paraphrasing important information or asking and answering questions.

e) Fluent decoding.

Comprehension is difficult when the students only focus on how the words in a text pronounce correctly. In fact, it is easier when the students learn how to automatically decode and recognize the words quickly and accurately.

To summarize, the comprehension process is a long activity that has influencing factors in its process. The plus or the minus of influencing factors depend on the students" decision, whether or not they want to

maximize the information gotten from what they read. When they want to take the benefit from the reading comprehension, they can improve their reading skill through some points of views above. If they are not, they will just get the information without the experience.

2.3. Teaching Reading

Because reading is important for reading comprehension it requires the techniques or strategies to gain high level of reading comprehension. Brown (2001) states that strategy is a specific method of approaching a problem or task, modes of operation for achieving a particular ends, and planed designs or controlling and manipulating certain information. Teaching reading comprehension is essential because reading is the most important activity in any language class in order to be useful also in any field of study. Besides, it becomes a medium to get information and also a mean for expanding students' background knowledge about language (Rivers, 1981). The stages of teaching reading according to Brown (2001) and Vaughn & Bos (2009) can be summarized as follows:

1) Before reading

   In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating schemata, and the other strategies that can help students comprehend the text. The use

of prompts such as visuals, realia, photos, etc is recommended (Gower et al., 1995).

2) Whilst-reading

In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

3) After reading

In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

According to Nunan (2003: 68), teaching reading has at least two aspects. Firstly, it can refer to teaching learners who are learning to read for the very first time. Secondly, the aspect of teaching reading refers to teaching learners who already have reading skill in their first language. It means that the readers are demanded to read a lot so that they can have a good skill because reading has two important aspects which should be possessed by the readers. In other words, readers must understand two important aspects to teach in order for the students to have good skills in reading.

Moreover, Richards (2002: 273) says that reading receives a special focus on teaching. There are three reasons for this: Firstly, many foreign language students often have reading as one of their most important goals. Secondly, a written text serves various pedagogical purposes. Thirdly, reading is a skill which is highly valued by students

and teachers alike. It means that the reading is a skill that has good assessment for the students and teachers.

Because English is not native language, it seems that reading English as foreign language is more complicated for the students. They need to accomplish a complex steps to comprehend the text. As what has been explained above that the students need the knowledge of the language and the world; they also need some cognitive skills to comprehend a text. Thus, the students need to construct strategies in order to comprehend the text. Reading teachers and programs explicitly teach such reading strategies to handle the challenges of reading obstacles.

Harmer (1998) explains the principles of teaching reading as follows:

1. Reading is not a passive skill

    Reading is an incredible active occupation. To do it successfully, we have to understand what the words mean.

2. Students need to be engaged with what they are reading

    Students who are not engaged with the reading text and not actively interested in what they are doing are less likely to benefit from it.

3. Students should be encouraged to respond to the content of reading text, not just to the language. Students should be allowed to express their feelings about the topic.

4. Prediction is the major factor in reading

Teacher should give students 'hints' so that they can predict what's coming too. It will make them better and more engaged readers.

5.   Match the task to the topic

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading task-the right of questions, engaging and useful puzzles, etc.

6.   Good teachers exploit a reading text to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. It does not make sense if a teacher just gets students to read it without guiding them to understand what they read. With the principles mentioned, students need to know about what they are reading in order to get a good reading result.

Moreover, reading is useful for other purposes; any exposure to English to provide1 students to understand it more. It is a good thing for language students and also provides opportunities to study language. Teaching reading is a process to teach the students about how to get information and knowledge from what they read. As mentioned above, technique or strategy is the one of factors that may contribute to the development of reading comprehension besides listening comprehension, fluency and decoding. Thus, it can be inferred that a reader needs to use strategies in order to ease them to construct the meaning from the text. If the readers know about lot of reading technique or strategies, it will be easy for them to comprehend the reading material and become the

effective readers.

2.4. Narrative Text

There are some kinds of texts that are taught to the students of senior and vocational high school level, such as, narrative, recount, report, procedure, descriptive, spoof, analytical and hortatory exposition in form of monologue or essay. Narrative text is a text that will be used in this study based on the syllabus and the time in conducting the research. Porter Abbott (2002) quoted by Nair, defines narrative as "the representation of an event or a series of events". Something has to happen; description and counting are not narrative. Nor is the real story, which happens over a length of time, and has an order of events, the narrative: narrative plays with that and is malleable". It means that in narrative texts, the writer shows to the readers many of events on their story. It guides the reader on active thinking process, guessing and analyzing what will happen to that story by using several events. In narrative story, event is really important to the readers because in the event the writers starts to introduce some problems that will be faced by the characters in their written text.

Langan states that "narration is story telling whether we relate to a single story or several related ones. Through narration, we make a statement clear by relating to detail something that has happened to us". Likewise, it has been discussed before, unconsciously, as a reader always connects the plot of the story with our experience of life while reading a text. Reader relates the event experiences with the written text to get the

interpretation about the story itself. It can guide reader to get the message of the writer.

Barwick also states that narrative relates a real, imagined or fictitious story. It can be concluded that narrative is a kind of written or oral account that happened in the past and it may be real or just a fiction. The purpose of narrative is to entertain, amuse, and interest the reader but simultaneously teaches, explain or inform.

He also states that "narrative can be divided into two categories namely traditional fiction including folktales, fairy tales, parables, moral tales, fable, myths, and legends; and modern fiction including modern fantasy and contemporary realistic fiction". Some types of the stories above have the different meaning and messages that will tell to the readers. For example, moral tale type, the writers usually show the reader about a story that has moral value inside. It is purposed, the reader can get the moral values from the text, whether good or not and the readers can choose which one the values that will be taken by them.

Narrative also has the structure of the story. According to Barwick there are three stages in the narrative:

a. Orientation : The function of orientation is to set the scene, creating a visual picture of the setting, atmosphere and time of the story.

b. Complication : The function of complication is to revolve the around the conflicts or problems that affect the setting, time or characters.

c. Resolution : This part brings the series of events to a close and revolves the main problem, challenge or situation.

Labov and Waletzky identified five structural features which they term Orientation, Complication, Evaluation, Resolution, and Coda (which would prototypically occur in that order).

The *orientation* sets the scene, the *complication* would be the main body of the narrative describing the action or events that occurred. At the narrative approaches its climax an *evaluation* section is inserted which "reveals the attitude of the narrator towards the narrative by emphasizing the relative importance of some narrative units compared to others". The evaluation would be followed by the climax of the narrative, the *resolution* or outcome. Labov and Waletzky point out that the insertion of an evaluation section at this crucial point in the narrative is an important structural marker without which "it is difficult to distinguish the complicating action from the result". The *coda* "is a functional device for returning the verbal perspective to the present moment" (Labov and Waletzky 1997, p.30-35).

Syafii (2007: 53) states that narrative is story telling whether telling a true story or fiction. Narrative text is one kind of text that serves to expand the child's experiences through humor, adventure, biography, and description. The stories happened in the past. Thus, narrative text uses past tense. The story can be legend, fable, romantic, and so on. Narrative is a semiotic representation of a series of events connected in a temporal and

casual way. The basic purpose of narrative is to entertain, to gain, and to hold readers' interest. There are two features of narrative text as in the following:

a. Social Function, as the function of narrative text for the readers in their social life. The social function of narrative text is to amuse or entertain the readers with actual or imaginary experience ways.

b. Generic Structures

- Orientation

    In this part, the author tries to set up the character, time, and place. Another way to construct the orientation part is trying to answer the questions that use who, what, where, when, and so on.

- Complication

    This is the core of narrative text. The complication will determine whether the text "lives" or not. It will be filled by explanation of problems, and main characters find ways to solve the problems.

- Resolution

    In this stage, the problems have been resolved and usually it explains the moral value of the story and it is an ending of the story.

Besides, Knapp (2005: 221) gave the explanation about grammatical features of narrative. There are six features that can be stated as follows:

a. In arranging people and events in time and place, narrative paragraphs use:

1) Action verbs

2) Temporal connectives

b. Using past tense, and also direct quotation of speech.

c. In action sequences, mainly action verbs (bold) are used, while in reflections, mental verbs (italicized) predominate.

d. Using metaphor action verbs for providing effective images.

e. Using rhythm and repetition to provide effects, and.

f. Using comprising one word or a short phrase to provide poignant effects.

(Kimmelman, 1984: 3). Suharto et al (2005) mention the elements of narrative text as characters, plot, and structure.

1. Characters.

Character is a character in a fiction is an extended verbal representation of a human being, the inner self that determine thought, speech, and behavior. The characters may be ambitious or lazy, anxious, visionary, practical, reasonable, and so on.

2. Plot

The purpose of plot is to study the story, to better understand how it was made and why the author made it that way by looking at its plot. The plot can begin in the middle, while others begin at the beginning.

3. Generic Structure

The generic structure of narrative text describes the arrangement and placement of the story. Orientation, complication, climax, and resolution are all of the aspect of the story.

Narrative articles or essays relate a sequence of events, often in the form of a story (McWhorter, 1992: 262). Here, the readers review events that have happened, and usually these events are presented in the order in which they occurred. A narrative uses the time order thought pattern as means of organization. A narrative, however, goes beyond an ordering or listing of events to make a point, communicate an attitude feeling or explain an idea. Moreover, Mc Whorther (1992: 269- 270) states that a short story is a creative or imaginative work describing a series of related events for the purpose of communicating a message. Its basic elements include:

1. Plot.

The plot is the basic storyline which consists of the actions through which the work's meaning is expressed. The plot often begins by setting the scene, introducing the main characters and providing background information needed to follow the story. There is often a complication or problem that arises. Near the end of the story, events

become to a climax-the point at which the outcome of the conflict will be decided. A conclusion quickly follows as the story ends.

2. Setting.

   The setting is the time, place and circumstance in which the action occurs. The setting provides a framework in which the actions occur and establishes an atmosphere in which the characters interact.

3. Characterization.

   Characters are the actors in a narrative story. The characters reveal themselves by what they said-the dialogue-and by their actions, appearance, thoughts and feelings.

4. Point of view.

   The point of view refers to the way the story is presented or from whose perspective or mind the story is told. Often the author of a story is not the narrator. The story may be told from the perspective of one of the characters or by a narrator who is not one of the characters. In some stories, a narrator may be naive or innocent, unable to understand the actions or implications of the events in the story.

5. Tone.

   The tone of a story suggests the authors' attitude. Tone in a story suggests feelings. Many ingredients contribute to tone, including the author's choice of details, characters, events and situations. The tone of a story may be amusing, angry and contemptuous. The author's feelings are not necessarily those of the characters or of the narrator.

Instead, it is through the characters' actions and the narrator's description of them that we infer tone.

6. Theme.

The theme of the story is the main point or message the story conveys through all of its elements. These are often large, universal ideas dealing with life and death, human values or existence. Based on the quotation above, the structure of narrative text will help the students to divide the story based on the structure. It can guide the student easy to get the factual information of the text. The factual information of the story is the characters of the story, setting of the story, problems of the story and the way of the characters to solve the problems. Usually, at school, the teacher asks the students to classify the story based on the structures before asks the students about the messages of the text. It is a way to guide the students easy for understanding the text given. According to Kalayo and Anshari state on his book that "the purpose of narrative is to entertain, create, stimulate emotions, motivate, guide and teach. It is true because the narrative text always contents various messages for the reader that may entertain or give education to the reader. Examples of narrative text are legend, fairy tales, science fiction, myths, and adventure stories.

To sum up, narrative can be concluded as a text which is used to amuse and entertain the readers through its story. In addition, some steps to make a narrative text should be paid attention for better construction.

Narrative sounds an interesting kind of text. In line with reading comprehension, it must be easy for students to understand and comprehend a narrative text. Although reading comprehension is the ability that is not easy to possess, by doing this activity continuously in every single leisure time and adding by appropriate technique for students, it is not impossible for them to comprehend narrative text easily.

2.5. Mind Mapping

2.5.1. The Concept of Mind Mapping

Buzan and Buzan (1994:57-59) states that the mind map is an expression of radiant thinking which includes on a nature function of brain. A mind map is a diagram used to visually outline information which often created around a single word or text, placed in the center, to which associated ideas, words, and concepts are added. Major categories radiate from a central node and lesser categories are sub-branches of larger branches. Categories can represent words, ideas, tasks, or other items related to a central key word or idea.

Based on the definition above, it can be inferred that a mind-map is a creative way to represent idea or information through diagram. Mind mapping is a method to optimize learning capacities and understanding of how the elements of complex structures are connected. According to Buzan cited by Maier (2007:1), *"Mind-mapping was designed to use both sides to increase memory retention and productivity."* This causes the brain work in different ways; different people think in different ways.

However, while students' thinking and reasoning follow a structure that is personal to themselves, they still use a number of techniques that apply to most people. Buzan (1994:59) explains that there are four essential characteristics of mind mapping:

a) The subject of attention is crystallized on a central image.

b) The main theme of the subject radiate from the central image as branches.

c) Branches comprise a key image or key word printed on an associated line. The topics of the lessons are also represented as branches attached to higher level branches.

d) The branch forms are connected to modal structures.

Mind map may be enhanced and enriched through colour, pictures, codes, and dimension to add interest, beauty, and individuality. He also said that this is used to help in increasing creativity, memory and specifically the recall of information. As stated by Buzan and Buzan (2000:87-88), there are several principles in making mind mapping:

a) Using emphasis

1) Always use a central image.

2) Use images throughout personal mind map.

3) Use three or more colours per central image.

4) Use dimension in images and around words.

5) Use synesthesia (the blending of the physical senses).

6) Use variations of size of printing, line, and image.

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7) Use organized spacing.

8) Use appropriate spacing.

b) Using association

1) Use arrows when wanting to make connections within and across the branch pattern.

2) Use colours.

3) Use codes.

c) Be clear

1) Use only one key word per line.

2) Print all words.

3) Print key words on lines.

4) Make line length equal to word length.

5) Make major branches connect to central image.

6) Connect lines to other lines.

7) Make the central lines thicker.

8) Make the boundaries „embrace‟ the branch outline.

9) Make the images as clear as possible.

10) Keep the paper placed horizontally.

11) Keep the printing as upright as possible.

d) Develop a personal style

In summary, mind mapping can be maximized in using through colors, pictures, and connections. These terms will be more useful when the students also use their creativity in the process. It is undeniable that creativity lets the students to think free in mapping their minds about the

reading materials. Hence, the students can comprehend the reading materials much easier.

Picture 2.1

The Sample of Mind Mapping

(Goddard:2014)
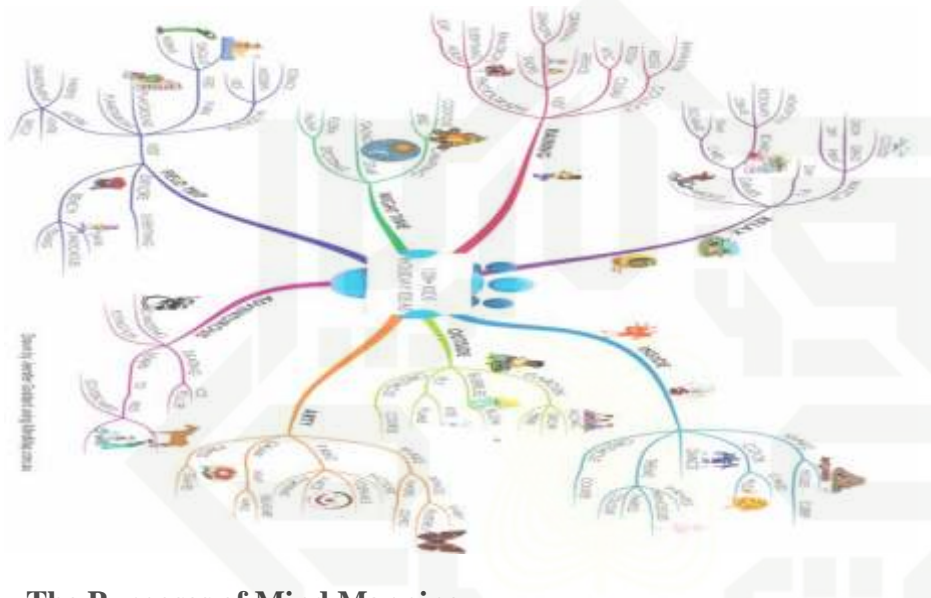
2.5.2. The Purposes of Mind Mapping

Everything happens for a purpose. As the way to help the students easier in reading comprehension, using mind mapping also has purposes. Generally, according to Davies (2007:11), the purpose of mind mapping is to associate between ideas, topics or things. Besides, Buzan (2013: 6) adds several specific purposes of mind mapping below:

a) Mind mapping activates whole brain.

b) Mind mapping fixes the mental tangled.

c) Mind mapping lets the students focus on main explanation.

d) Mind mapping helps to show the relationship betwee the separated information parts.

e)   Mind mapping gives clear description wholly and specifically.

f)   Mind mapping lets the students to group the concept and compare it.

Hopefully, based on the explanation above, mind mapping can help the students to get better learning process. By activating the whole brain activities mind mapping is expected to make the students easier to comprehend a text or written information.s

2.5.3. The Procedure of Mind Mapping

In creating a mind-map, we usually start in the middle of the page with the central theme or main idea. From that point, we work outward in all directions to create a growing diagram composed of keywords, phrases, concepts, facts and figures. Murley (2007) explains that mind-maps graphically show ideas in a relational context, with the main topic at the center of the map, major subtopics on branches radiating from the main topic, and sub-subtopics around each subtopic that can be created with paper and pens or with one of several computer applications. There are a number of software packages that can be used to create mind maps on a computer.

Making a paper-pen based mind map, it is recommended to use a large sheet of white blank paper and turn it lengthwise, that is, in a landscape orientation. We can use colourful pens. Pens that are used are in multiple colours and varying thicknesses (Murley, 2007). Besides, mind mapping can also be created by using computerized programs, mind mapping softwares that can be obtained from the internet.

The following procedures are presented to describe how to create mind map:

1. Place the central theme or main idea or controlling point in the center of the paper. We may find it easier to place our page on the side, in landscape orientation, which is easier for drawing purposes.

2. Use lines, arrows, branches and different colours as ways of showing the connection between the central theme or main idea. The relationships are important, as they may form our essay paragraphs.

3. Avoid creating an artistic masterpiece. We should draw quickly without major pauses or editing. It is important in the initial stages of mind mapping to consider every possibility of ideas, even those we may not use.

4. Choose different colours to symbolize different things. The method depends entirely on us, but the readers try to remain consistent so that we can better reflect on our mind map at a later stage.

5. Leave some space on our page. The reason for this is that we can continue to add to our diagram over a period of time. If A4 sized paper is small, we may like to use A3.

Buzan (2013:6) describes several steps to make mind mapping, as follows:

a) Starting from the center of the blank paper. It is better to rotate the paper, so you can use it horizontally (it helps the brain feels free to spread the ideas).

b) Using picture or photo as the central of the idea. A picture has thousand meanings and helps the students to use their imagination. A central picture makes the students focus, concentrate, and feel interested in what they are mapping.

c) Using colors. Colors have same role as pictures, brain will stimulate an idea through colorful form. It gives mind map more alive and adds creative thinking energy for the students.

d) Linking the main branches with the central picture and linking within the supporting branches. An association has important role in brain activity, by linking two or more things will make the students easier to understand and remember.

e) Making curved line, not straight line. The straight line will only make the brain bored.

f) Using only a keyword to every single line. This is used to give flexibility in making the mind map.

g) Using pictures. Every single picture has thousand meanings as same as central picture.

2.5.4. The Advantages and Disadvantages of Mind Mapping

Mind mapping as a technique to help the students in learning reading comprehension cannot be separated with the advantages and disadvantages in its use. Several views below are for these terms.

Mind-mapping is a good technique for brainstorming because ideas can be captured as they are suggested, without worrying about where they

fit in a hierarchy. Once all the ideas have been captured, they can be grouped and prioritized. Mind-maps offer more convenient advantages. Murley (2007) explains that the radiating design of a mind-map keeps the main topic or idea central, with all its major subtopics close to it. Similarly, sub-subtopics stay close to their topics. This arrangement keeps the big picture in focus and makes relationships and connections easier to see.

Furthernore, because mind-mapping welcomes more flexibility than outlining does, students' creativity is subsequently encouraged. Memory retention is enhanced as mind-mapping allows displaying all related topics on the same mind-map, with emphasis and connections indicated by images, symbols, and colours. Not only does it trigger students' creativity, but also attract students' attention. The benefits of mind mapping include providing the students with a more attractive and enjoyable format for their eye or brain to look at and remember.

Additionally, Murley (2007) notes that it is easy to understand the "maps" drawn on mind-maps. This benefits the students as it saves time and increases productivity. Different learning styles in EFL classrooms can also be accommodated. Mind-maps are especially helpful for strong visual learners who absorb information better when it is presented via diagrams and similar visual aids than through written text.

Mind-maps also help students see connections between prior knowledge and new information, which helps them transfer what they

learn and apply it to new situations. When faced with writing tasks, compared to traditional writing instruction that depends on the textbook only, mind-mapping technique proves to be a powerful tool for improving students' ability to generate, visualize and organize ideas (Al-Jarf, 2009).

Moreover, Al-Jarf (2011) points out that mind-mapping is used to enhance learning. Visual learners find it useful as an illustrative tool that assists with managing thought, directing learning, and making connections. Al-Jarf (2011) also adds that mind-mapping enables students to better organize, prioritize, and integrate material presented in a course.

Those few headlines show the advantages of using mind maps whenever students want to get things done faster, more effectively, and with better end results. In addition, Buzan (2013:6) also elaborates are some advantages:

a) Mind map helps the students to speed up their think rapidity.

b) Mind map takes the students to develop new ideas quickly.

c) Mind map gives easy way for the students to plan, communicate, be creative, arrange, and explain the ideas fast and efficiently when they want to work with others.

d) Mind map facilitates the students to understand a complicated system or structure because mind map delivers the students to be focused on the ideas.

In line with Buzan, Dominik (2014) and Ingeman 2008) state that there are many advantages of mind mapping, such as creativity,

quickness, easiness, adaptation, management, stimulation and outlining, as below:

Advantages:

a) Creativity and stimulation: Maps enable students to create new ideas during brainstorming sessions. In addition, mind mapping are good stimulators for the brain's ability to associate ideas and evoke non-linear thinking especially because they use visual means as colors, images, fonts, etc. (Martinell and Jones 1999).

b) Adaptation and management: E-mind mapping are easy to manage and to restructure as everything can be moved around freely.

c) Retention and retrieval of information: Mind mapping enhance the learner's memory. Buzan (2003) states that a mind mapping is an easy way to get information into and out of brain.

d) Enjoyment : Creating a mind mapping is a fun activity where learners can use colors, images and videos that make the whole task very interesting.

e) Collaboration: A mind mapping is an excellent tool for collaborative groups. The group members can enjoy expressing their opinion in an open climate (Paykoc, et al 2004). In addition, mind mapping can be used in different stages and for various purposes in the language classroom. They can be used in brainstorming ideas, taking notes, outlining and analyzing a reading text into its main ideas and sub ideas. Related to reading class, as mentioned by Buzan (2006), mind

maps are particularly adaptive for reading and help the readers to manage information effectively

Disadvantages:

a) If someone may want to redraw the maps later, it needs him recalling the ideas of the material again.

b) 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.

Instead of those views above, Casco (2014) explains the advantages of mind mapping into some points. The first is the flexibility to be used by learners with different levels of proficiency in the target language. Next, mind mapping empowers the learners by allowing them to decide where to start and what to leave out. This possibility of making decisions develops a sense of self-efficacy and fosters autonomy. The last advantage is stimulating the learners" creativity.

From the discussion above, it can be concluded that mind-mapping which has both positive and negative things inside. It can be an effective technique for empower the both sides of the human brain to foster studying, problem solving, critical thinking and memory recall. Very often, the learners can take the advantages through this technique; meanwhile. the disadvantages cannot be separated from its use. Hence, it depends on the user to maximize the advantages of using mind mapping.

2.5.5. Teaching Reading Comprehension of Narrative Text Through Mind Mapping

The explanation below is the procedures of teaching narrative text through mind mapping:

First : Introduce the procedure of making mind mapping and review about narrative text. Later, tells the students about the advantage of using mind mapping in learning text, especially narrative text.

Second : At the first meeting, divide the students into some groups which consist of 3-4 members in each. It is used to let the students learn first about making mind mapping together. The group presents their mind mapping in front of the class. For the second meeting, the students are asked to make their mind mapping individually.

Third : Give students instruction to read and comprehend the text first. After comprehending the story, they have to write and draw their comprehension through mind mapping.

Fourth : The students tell their mind mapping in front of the class, then some others give their opinion; whether they have similar thinking about the text. For the second meeting, there are only some students present their mind mapping. It is used to maximize the use of time.

Fifth : The students have to answer some questions related to the

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text, in order to make sure whether their reading comprehension is helped by mind mapping. The questions are given after the students present their mind map in front of the class.

In short, students are explained about the concept of mind mapping and the advantages of mind mapping in the beginning of teaching reading comprehension through mind mapping. Then, they are divided into some groups to draw their own mind mapping. After that, they are asked to comprehend narrative text in group which later they are asked to draw its mind mapping based on what they comprehend about the text. Then, they have to present their mind mapping in front of the class. at the end of the presentation, the students discuss whether or not each group of students has similar idea about the text. Finally, the students have to answer the questions about the text to know their comprehension. In this case, the teacher has a role as facilitator.

2.6. Reading Interest

2.6.1. The Nature of Interest

Interest has a big role in someone's life. Individuals tend to attract or react to things around them provided that they give them pleasure and enjoyment when someone is interested in or attracted to an object, he tends to like the object. One of the ways which strengthens one's interest is by using something existing around him as a tool to reach a goal. In other words, interest plays an important part in reacting a particular

objective.

Interest can be a motivating force that impels human beings to things of life. Magner *et.al* (2012:3) defines that interest is interaction between a person and an object within the environment. In other words, there is something happening which makes a person and an object interrelated each other. According to Lin et.al (2013), interest in the field of education can be referred to as a psychological state or selective preference toward particular domain of the study. In accordance with the two definition of interest, it can be revealed that interest is the psychological aspect which can make someone doing a particular activity or predispose to an object.

According to Krapp (1999:12), interest has been identified into three conceptualizations of interest which play an important role in discussion of motivation and interest. They are:

(1) Interest as a dispositional characteristics of the person,

(2) Interest as the characteristics of the learning environment and

(3) Interest as a psychological state

Besides, interest brings someone to do something or develop something that makes them confortable and happy. It is line with Hidi (2001), he states that interest is central in determining how we select and persist in processing certain types of information in preference to others. It means that interest plays a major role in the course and outcome of the activities. These activities include teaching- learning process.

2.6.2. Reading Interest

Interest is an important variable in learning because when someone becomes interested in an activity, he or she will be more deeply involved in that activity. Once the students are stimulated, they will continue to learn as long as the teacher is able to sustain their interest in the subject matter, as Lanoko & Agwagah (2006) stated that interest is a subjective feeling of concentration or persisting tendency to pay attention and enjoy some activities and contents. It is shown that interest can be expressed through simple statements made by individuals about their likes and dislikes and one is likely doing well in a discipline of interest.

This is also in line with Hornby's (1995) definition about interest. He said that interest is a state of wanting to learn or know about something (curiosity and concern). This definition shows that interest is related to someone's feeling toward the activity that he likes to do.

To support that idea, Slameto (2011) explains the characteristics of students who are interested in learning a course: 1). Having a stable tendency to paying attention and memorizing object of study they have learned continuously' 2) Having a glad feeling on something they are interested in. 3). Getting a satisfaction and credit to on something they are interested in. 4). Attracting on the activities they are interested in. 5). Prefer on something they are interested in than the other things. 6).Something that they are interested in will be manifested in activities and/or activities.

Dealing with personal interest, interest is a function of factors such as value, family background and experience. When this definition is associated with reading interest, it can be defined as individuals' like or dislike in reading selection. Callahan and Greenhaus (2006) state that the term of interest refers to what individual likes and dislikes, as associated with specific task, activities or jobs.

Interest has also works on reading. It has a strong influence on reader's comprehension. It is supported by Hidi (1999), he stated that the connections for readers were made between information and their prior knowledge or previous experience increased their interest. If the readers have more information and background knowledge related to the text, they will be interested in reading. Therefore, there is a connection between readers and interest.

Concerning reading interest, Ahira (2014) also stated that reading interest can be classified into three parts; they are eagerness, attention and responses. When the students read, they have eagerness and desire to know the content of text in their reading. They pay attention to text while reading and show good response on the reading activities. Besides, reading interest as good emotion, the students should have good emotion in reading, because it will be a factor to improve their reading. In reading process, they try to comprehend the text and respond the content of the text and take the moral value after reading.

In relation to the above explanation, Gutrhe, *et.al* (2006:284)

states, "Interest in reading is a motivational construct that has been described as a personal interest." In teaching and learning process, the teachers need to stimulate the students to be interested in reading the material. When the students are already interested in reading materials, it will be easier for them to comprehend the text.

Besides, reading interest is also defined by the number of books read in a month, the number of times students read in a week, the favourite genres and types of English materials. This activity defined about individual like or dislike on the reading selection and depend on their interest in reading. McK.Koll (2007) defined reading interest as reading activities that are done when students are outside the school compound. Furthermore, the US Department of Education (2005) defined that reading interest as whether or not students like to read in their spare time or whether they like to go to library.

Meanwhile, Syah (2003) explained that reading interest means enthusiasm and high tendency of eagerness towards reading. Students tend to achieve the learning objective easily when they are interested in the materials. In teaching and learning process, teacher needs to stimulate students' interest in learning and reading the materials. A comfortable feeling will bring positive effect toward teaching and learning process.

In other words, interest has an important role in reader's text processing. It is also based on the research of educational psychology. It was believed that readers could recall best the more important ideas at

the higher levels of text structures with high interest.

The last thing that interest affects the learning can be seen from the learning strategy and educational choices. Interest, indeed, affects what people choose to study and how much time they spend studying it. In other words, someone who has higher interest in reading is assumed will have better reading ability. On the contrary, someone who has low ability in reading can be assumed will also have low interest in reading. Therefore, it is needed to build the awareness of reading through the development of reading interest. It is because someone's interest may affect his ability in doing something such as reading.

2.6.3. The Factors Influencing Students' Reading Interest

Interest is not appearing by chance or without cause. Interest will arise if there are some factors that influence it. The factors are:

1. **Internal Factors**

    Internal factors are the factors that come from students that include all personal factors. In addition, these factors can also be classified into two kinds; physical and mental factors (Nurhadi, 1987)

    a. Physical factors: They include the conditional of the students figure and their sense. The condition of physic involves the students' health that gives much influence to the students' communication activities.

    b. Mental factors: This factor covers intelligence, motivation, attitude, readiness and communication purposes.

In reading comprehension, brain processes the information gained, called cognitive brain function. In psychology, the idea of cognitive brain function is associated with very abstract idea such as learning, intelligence and also mind. The finding of research-based reading instruction shows that the right teaching method can normalize brain function and thereby improve someone's reading skill. Mind map is a revolutionary way to tap into the infinite resource in our brain as a learning and memory method (Buzan:2000)

Interest is an internal mental process. It is also an intrinsic motivation (Deci and Ryan (1985)). They also explained that interest value is the enjoyment that one gains from doing the task. When individuals do tasks that intrinsically value, there are important psychological consequences for them. It means that at that time, the left and right brain works together at the most effective time. As Buzan (2000) said that two sides of brain need to work together to get the most effective result and the more someone stimulates the brains at the same time, the more effective they work together.

The following explanation will show how the mind mapping as the technique used in reading comprehension activities arouses students' reading interest intrinsically.

O'Mally and Charnot (1999) have argued that language teachers should go beyond the transmission of knowledge and should empower students to learn skills and strategies needed to become autonomous

learners and become capable of taking responsibility for their own learning. It means that rising of learner's use of strategies is relevant to successful learning. Mc Donough (1999) defines learner strategies as steps taken by learners to improve their own learning. Oxford (1990) defines learning strategies as techniques used by learners to facilitate learning and make it more effective, enjoyable, and faster as well as more transferable to new situation. Teachers have role to help the learners to achieve the goals.

Mind mapping is like an interactive game for the students by creating a graphic organizer by combining lines, pictures, shapes and also color to facilitate the students' understanding among the ideas, the details and the examples of the texts. They feel joyful while doing their mind mapping because they can be as creative as they want to create their mind mapping. According to Buzan (1994: 116, 232), one of the mind mapping benefits is stress-reduction and for pleasure. He also added that mind mapping automatically inspire interest in the students, thus, making them more adaptive and make the lesson more creative and enjoyable.

Moreover, Mckenna *et al* as cited in Kirby (2011:265) demonstrated that declines in reading attitudes were related to reading ability. It proves that as students with low reading ability progress through school, their interest in reading for pleasure declines sharply, whereas students with high reading ability do not lose interest in reading. It means that reading attitudes can show students' reading interest and reading interest also

correlates to the students' reading ability.

That idea is also supported by the previous researches on the students' attitudes towards using mind mapping in reading class to enhance understanding and reading comprehension. Wong-Ang, Moi and Lian (2007) measured the effectiveness of the mind mapping on learning vocabulary and reading on two primary classes 33 and 34 pupils of mixed ability and mixed gender. The researchers also surveyed the subjects' opinions about using mind mapping, their retention of information, and their interest. The students' result on the posttest proved that mind mapping was effective in enhancing students; understanding. Teachers and students expressed positive attitudes towards using the maps in reading.

Likewise, Siripanich and Lawowiriyano (2010) explored whether mind mapping technique can improve 35 first year Thai ESL university students' reading comprehension. Their study also aimed to investigate the students' opinions about using mind mapping for reading purposes. They used one experimental group with the pre-posttest design, an attitude questionnaire and an interview. The results suggested that the students' reading comprehension achievement improved significantly on the post-test and most students expressed their enjoyment and satisfaction with their own reading comprehension ability.

Rizqiya (2013) explored the effect of computerized mind mapping on the reading comprehension of first grades of a senior high school in

Bandung. Two class periods for the class were observed by the teacher and by an observer. The researcher also designed a questionnaire to investigate the learners' attitude toward implementing mind mapping. The data obtained after the treatment revealed that the learners; reading comprehension improved 90.4% in the first meeting and 94.6% in the second one. The researcher attributed this achievement to the use of computerized mind mapping. The learners' responses in the questionnaire revealed that they enjoyed mind mapping although they were not familiar with it before.

From the above explanation, it shows that mind mapping not only proved its effectiveness to enhance students' cognitive (reading comprehension) but also psychological potentials (interest).

2.   **External Factors**

Curran. J. M. and Rosen, D.E (2012) tested some factors that something to them could influence student's attitude. They found that there were four factors that had 77 percent attitude variations toward the class; namely, teacher, rooms, class topic and class execution.

a.   Teacher

The teacher is the main factor that determines students' interest. Because the teacher is the person who rules the class situation, determines what the class topic is, and regulates how to the execution of the class that he/she will be.

b.   The room (Physical Environment)

The teacher/instructor is not the only factor that influences the students' interest and or attitude in the class. There are some significant factors in addition to the instructor, also determining students' interest in the class that he/she may take. One of them is the class (room) situation, or called as the physical environment. As the result, the students will feel more comfortable put in the class, neat and not a stuffy room. Even, it doesn't close the possibility to take the class in open-air nature to create a fresh class, if it's needed.

c.   Class Topic

Unlike the classroom, class topic together with the instructor and course execution is one of the main factors. Interesting topic will give students stimulation to give their attention to the lesson.

d.   Class Execution

Class execution is a very important factor in improving student's interest in the lesson we teach. This factor can't be separated from the teacher factor, because a teacher is the person who executes the class, and who determines the success of the course. The teachers have to plan their teaching strategy very well, and ascertain that there are no technical mistakes that may happen. Lesson planning is very important to make our

class execution work successfully. It is better for teachers to use some creative teaching methods to make students always interested in their lessons.

2.7. Related Studies

According to Reyes (2014), related studies refer to research studies conducted by other researchers which serve as a foundation and give relevancies to the current study. There are several researches which have relevancy for this study especially in analyzing what the points that focus on, inform the design, and find the conclusion of the previous researches, as follows:

1. The first previous study is taken from Panatda Sirriphanich"s study (2010) about the improvement of reading comprehension by using mind-mapping as written on his article "*Using Mind Mapping Technique to Improve Reading Comprehension Ability of Thai EFL University Students*". He conducted the research by using one group pre-posttest experimental research design to 35 of 1st year students at Songkhla Rajabhat University, Muang Songkhla who were learning "English for communication and reading skills" as a compulsory subject. He found that mind mapping improved students" English reading comprehension as in the post test mean score of students was higher than the pretest mean score at the 0.05 level of significance. Moreover, most students were satisfied with their own reading comprehension

ability, and the last, they enjoyed working in group and agreed that mind mapping technique was a useful technique and can be applied to non-English subjects. To support his research, there were fifteen students (5 highly successful, 5 who did not show any improvement, and 5 unsuccessful) who were selected for retrospective interviews after getting the score in posttest.

The differences between the study and the current study are in the places where both were carried out, population and sample, the variables investigated and also design of the study in which this study was conducted in two classes, an experiment class given the treatment and a control class without treatment. This research also investigated the reading interest of the students using mind mapping technique. The only similarity with this study was on the use of mind mapping as the way to know the effectiveness in reading comprehension.

2. Bahareh Malekzadeh and Abbas Bayat (2015) carried out a research entitled "*The Effect of Mind Mapping Strategy on Comprehending Implicit Information in EFL Reading Text*"(*A Quasi-Experimental Design*) The objective of this research was to determine the effectiveness of leading mind mapping strategy in enhancing the students' comprehension in reading instruction text. This study was conducted in two classes by giving a treatment (using mind mapping strategy) to the experimental class, while the control group

didn't receive such treatment. The result showed that mind mapping strategy was influential in enhancing the students' reading comprehension and the null hypothesis was rejected.

The study above has both similarities on the same technique used (mind mapping), using test as the instrument and design of the study, one experiment class with treatment and one control class without treatment. The differences are in the place where they were conducted, the participants, and also narrative text as the materials and the use of questionnaire as the collecting data technique to investigate the students' reading interest.

3. Mahsa Hariri (2013) has done an experimental research entitled *"The Attitude of of EFL Learners toward Using Mind Mapping Software on Their Reading Comprehension"*. He used two intact groups, quantitative research and questionnaire used to search the attitudes of 31 EFL female students of Business Management at Hakiman University, Bojnourd, Iran towards the use of Mind Mapping software on reading comprehension activities. The result showed that the effectiveness of the treatment on the experimental group was approved. The analysis of the quantitative data were taken from attitude questionnaire which revealed participants' attitude towards using mind mapping software on their reading activities in order to enhance comprehension.

The difference of his research with this research is on the population. The second-year vocational high school students were taken as the samples. Narrative texts were used as the materials in the process of the treatment and the questionnaire was also used to investigate the students' reading interest. Meanwhile, the similarity was in the treatment, by using mind mapping technique in teaching reading.

4. The next research was done by Zurina Khairuddin on 2013 entitled *"A Study of Students' Reading Interests in a Second Language"* among 86 Form Four students of SMK Belara in Kuala Terengganu. The purpose of the research was to identify students' reading interests in reading second language materials and to examine the differences of student's reading interest based on gender. This research was a quantitative research. The sample was taken by using simple random sampling technique. The data collection technique was taken by distributing a bilingual questionnaire (In Malay and English). The result of the research showed that students had relatively low interest in reading English materials and there was a significant difference between male and female students and suggested to give more attention on developing the male students' reading interest.

The research was conducted in reading interest and had the same way to take the data using questionnaire with this study. He

applied this data collection technique in order to identify students' reading interests in reading second language materials and to examine the differences in student's reading interest based on gender.

Meanwhile, this research used the questionnaire to investigate the students' reading interest on using mind mapping in reading class compared with the class that wa not given treatment or conventional technique used in teaching reading and there was no investigation of reading interest on gender. In other words, the research was different with this research on the type of the research; this research was a qualitative one.

5. Mohammad Piri Ardakani and Anita Lashkarian (2015) conducted a research entitled "*Using Mind Mapping Strategy to improve Reading Comprehension Ability to Intermediate Iranian Student*". The objective of this research was to find out whether using mind mapping technique is an effective way to increase the students' ability in reading comprehension. It was a quantitative research which used random sampling in getting the sample. The subjects were 35 Iranian Intermediate students of English Institute in Tehran.

The data were collected through a pre-questionnaire and post-test, and also oral interview about using mind mapping on various semantic maps. There were some results on this study; First, the comprehension score on the eight maps differed significantly,

the second result indicated that certain types of semantic maps (maps-mind mapping, spider map, fishbone, network tree, descriptive or thematic map and series of events chain) leading to the improvement of reading comprehension of EFL and the last result was taken from on-line post-test which revealed that certain types of semantic maps required more time for processing texts. It could be seen from comparing the RT of correct and wrong answers in the eight semantic maps, it was revealed that series of events chain was found to be the only map which demanded slow RT in processing wrong answers and map demanded more cognitive load for processing expository texts.

The study above has both similarities and differences with this study. The similarities are in the mind mapping as the treatment and test as the instrument, while the differences are seen in the places where they were done , sampling technique, the text used which in this study used a narrative text different from the research using an expository text and the research design which this current study also used questionnaire to obtain the data of students' reading interest on using the technique in reading class.

6. Maryam Rezapour Kavishahi and Dr. Amir Mahdvi Zafarghandi (2015), carried out a research entitled, *The Effect of Mind Mapping and Summarizing on EFL Reading Comprehension Ability*. The aim of this study was to investigate the effect of two reading strategies,

namely, mind mapping and summarizing on Iranian upper-intermediate learners. This study was conducted in Kish language School of Science and Technology in Rasht, Iran. 60 female EFL learners were chosen randomly after taking Quick Oxford Placement Test. Then, they were assigned into two experimental groups and a control group, each group included 20 participants. There was no significant difference between the mean scores of three groups in the pre-test of reading comprehension (p 0.05). Then, one experimental group received explicit instruction on mind mapping, another experimental group was taught by summarizing and a control group did not receive any explicit instruction. The post-test result showed that there was a significant difference of the groups in which the mean score of the mind mapping group = 14.10, the summarizing group was 14.40 and the control group = 10.20.

Although the experimental group (summarizing) outperformed, the difference between the two treatment groups is not statistically significant. The results suggested that the language teachers to help students become strategic readers through explicit strategy instruction. In other words, this research highlighted the role of the teachers as a model and task manager.

This study also discussed about reading comprehension processes, but only to investigate the effect of mind mapping on students' reading comprehension and students' reading interest. The

instruments of data collecting technique were not only using pre- and post- test but also observation on during treatment and questionnaire to assess the students' reading interest. The difference was also on the number of the class, this study only had two classes, one experiment class and one control class.

7. A study was conducted by Sabah Salman Sabah (2015) entitled "*The Effects of college students' self - generated computerized mind mapping on their reading achievement.*" The purpose of this study was to explore the potential effect of college students' self – generated computerized mind maps on their reading comprehension and also to investigate the subjects' attitudes towards generating computerized mind maps for reading comprehension. The research was quasi-experimental with a pre-posttest design with the female participants studied in the English Language Center of the Community College of Qatar. The experimental group (n-14) was taught reading texts by using self – generated computerized mind maps and the control group (n-8) was taught by teacher-generated whiteboard maps. The result of the research revealed that there were significantly differences at (= 0.05) in the reading post-test of experimental group. This indicated that the treatment namely the students' self – generated computerized mind mapping has affected their achievement in reading comprehension.

To identify the experimental group attitudes towards the

intervention, a 40-item four-domain questionnaire was designed and administered; from the most positive to the least positive opinions as follows: educational benefits, mental benefits, usability, and enjoyment. The analysis showed that the enhancement in the students' reading achievement was consistent with their attitudes in the survey as the items of the educational benefits of computerized mind mapping and the item of enjoyment scored the highest responses.

In this research, the students' enthusiasm about using this strategy as working in groups and drawing their maps using colors, pictures and shapes gave them more experience on different learning style. This strategy was like an interactive game to the students that was full of fun and enjoyment. This finding was useful to the current research on investigating the students' interest through their attitudes which were shown by their response on the domain enjoyment.

Compared with this current research, the research design is the same, quasi experimental pre-posttest design and also the same research purposes, investigating the effect of mind mapping on reading comprehension. The differences are in the treatment of control groups by using traditional method not whiteboard map and also exploring the effect of mind mapping on the students' reading interest not the subjects' attitudes.

8. Mahsa Hariri (2013) conducted the research entitled *"The Impact of Using Mind Mapping Technique on EFL Learners' Reading Comprehension"* in which the aim of the research was to investigate the effect of using mind mapping technique instruction on female elementary EFL learner's reading comprehension and their attitudes towards this technique. This study employed a quasi-experimental design with two intact groups as the experimental and control group. The participants of the experimental and control groups were 36 and 30 female students respectively at Hakiman Institute of Higher Education, Bojnourd, During one semester, after taking two placement tests (General and Reading Comprehension) they took one pretest and two posttests. Mind mapping – based teaching was introduced as the treatment for the experimental group and a Likert-type questionnaire was given to the participants to explore their attitudes towards the use of mind mapping while reading. The data of the interview was also transcribed and analyzed. The research findings showed that the effectiveness of treatment was approved. Moreover, the students' responses to the questionnaire items indicated that their attitudes on using mind mapping in reading was positive and based on the oral interview data, all participants expressed that they enjoyed using this technique.

However, this study was also a quasi-experimental design but on the research instrument, there was no placement test but pre-

test and post-test on reading comprehension. Besides, the research purpose was also to investigate the effect of using mind mapping on the participants' reading interest. The finding of Mahsa's research on interview data was also useful as a good input for this research.

9. Rissa San Rizqiya (2013) carried out a research entitled *" The use of Mind mapping in Teaching Reading Comprehension"* The research method used in this study was qualitative study which its aim was to observe the implementation of mind mapping in a class of first graders of a senior high school in Bandung. In this study, teaching reading combined the use of mind mapping and KWL strategy which this strategy connected students' prior knowledge to what they were learning. The instruments in this study included 1) the students' mind maps, 2) open-ended questionnaire, 3) teacher's and observer's observation. Each data collected were analyzed through two perspective; first the students' mind map through the completeness of the criteria given (KWL items and the generic structure of the text) and the second was the open-ended questionnaire fulfilled by the teacher and observer which was analyzed by generating their opinion and observation and also draw a conclusion about the problem occurred while the teaching teaching-learning process. The conclusion of the study revealed that Mind Mapping technique was effective to improve students' reading interest and comprehension

On the other hand, the current research was quantitative research with two intact groups, experimental and control group. The aim of the research was to explore the effect of use of mind mapping on the students' reading comprehension by giving pre-and posttest and reading interest by giving questionnaire. Observation was also done to observe the teacher's and students' activities during the process of teaching learning using mind mapping

10. Idit Katz, et al (2005) has done an experimental research entitled "*Interest as a motivational resource: Feedback and gender Matter' but interest makes difference*" The research study used an experimental design to study potential benefits of interest. Participants were 91 seventh grade Israeli children (43 boys and 48 girls) from two schools in middle class neighborhoods in the southern part of Israel. The participants completed, in their classrooms, a self-report questionnaire assessing interest in the topic of logic questions, puzzles and thinking games. The results of the study suggest that interest could serve as a resource that enabled children to cope with non-optimal learning conditions.

Thus, it appeared that high interest could help children to overcome the potentially harmful effects of lack of positive feedback, and made them less susceptible to negative, gender-related, influences of various types of feedback conditions. The findings indicated that presence of positive feedback had a positive

impact on intrinsic motivation among boys with a moderate level of interest and a negative impact on the intrinsic motivation of girls with moderate level of interest.

On the other hand, this research aimed to analyze the effect of a teaching technique, namely mind mapping, on the reading achievement and also the participants' reading interest, not only the students' reading interest. The similarity is in the way to take the data to assess the students' reading interest, by questionnaire. This study did not correlate the interest with feedback of the teacher and gender matter, but only focused on the students' reading interest on using the mind mapping technique.

2.8. Conceptual Framework/Operational Concept

To make the research clear and to avoid misunderstanding, it is useful to clarify the concept of this research. This research involves three variables, (one variable X and two variables Y). Variable X (Mind Mapping Technique) is independent. On the other hand, variable Y (Reading Comprehension and Reading Interest) are dependent.

Based on the statements above, the indicator of each variable in this research can be seen as follows:
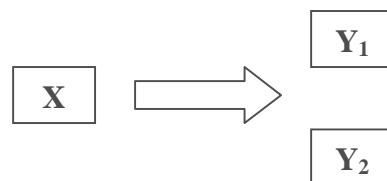
$$\boxed{X} \Longrightarrow \quad \boxed{Y_1}$$

$$\boxed{Y_2}$$

Indicators of Mind mapping Technique (X)

1. The teacher states objective/purpose of the lesson

2. The teacher gives a model of mind mapping technique and review about the narrative text to the whole class

3. The teacher divides the students into groups

4. The teacher asks the groups to learn about making mind mapping together

5. The teacher asks the students to read and comprehend the text first and then write and draw their comprehension through mind mapping (Students create Mind Mapping individually in the 4th meeting)

6. The teacher asks the students to present their mind mapping to the class and the others give opinion

7. The teacher asks the students to answer the questions about the text (helped by their mind mapping).

Indicators of Students' Reading Comprehension (Y_1)

Indicators of reading comprehension (variable Y_1) in narrative text are presented as follows: (King and Stanley, 2004).

1. The students' ability to identify the main idea in narrative text.

2. The students' ability to find out the factual information/ details of narrative text.

3. The students' ability to locate the meaning of vocabulary in context of narrative text.

4. The students' ability to identify the reference from the narrative text.

5. The students' ability to identify the generic structure from the narrative text.

Indicators of Students' Reading Interest (Y$_2$) based on Ahira, 2014 and Hornby, 1995)

1. Attention focuses on reading
2. Feeling
3. Eagerness
4. Response

2.9. Assumption and Hypotheses

2.9.1. Assumption

Reading comprehension is one of important English aspects which should be mastered by students. In Indonesia in particular, students can answer the questions correctly when they comprehend the text in the national exam. The fact is that it is hard for the students to comprehend a reading text. For example, at SMKN 1 Bangkinang Kota the students had difficulty to answer the text questions such as finding the main idea, supporting details, and even deciding the schematic structure of the text (narrative). Basically, many aspects contributed to these problems among others, they had no reading habit; they thought that reading was a boring activity to do. Jeremy Harmer as cited in Richard and Rodger (1986:9) states that students need to be engaged with what they are reading.

In other words, Richard and Rodger (1986:9) the students should be involved in joyful reading. Using mind mapping as a technique will help students comprehend what they read joyfully. As stated before,

reading comprehension is important to be learned to increase students' comprehension especially in the target language text form. By arising students' interest in comprehending the text through mind mapping, students can explore their knowledge and vocabulary in the target language materials.

Helping students to comprehend what they read especially narrative text is good as long as the technique used can increase students achievement in reading comprehension. In this case, mind mapping becomes an alternative in teaching reading comprehension. This technique is chosen because it can stimulate the students to love reading. Smith and Robinson (1980:313) said, "Interest is the touchstone to reading achievement, as generator of all voluntary reading activity." It means that lack of interest in reading prevents the students to struggle in learning reading and improving their skill in reading comprehension.

Similarly, Miller (1974) also stated that interest plays an important role in reading improvement. It is clear that students' high reading interest may guide them to improve their reading comprehension skill.

Therefore, in this study it is assumed that if students get used to mind mapping technique and have fun doing reading activity using it, their reading interest will increase and at the end they will get better achievement in reading comprehension.

2.9.2. Hypotheses

According to Creswell (2008: 137), there are two kinds of hypothesis which have to be made before the researchers conduct their experimental research. Hypotheses are formulated to draw a connection between three variables. The two hypotheses are null hypothesis (Ho) and alternative hypothesis (Ha). The hypotheses in this study are described as follows:

Ho_1 : There is no significant difference of students' reading comprehension pre-test mean score between the experimental class and the control class.

Ha_2 : There is a significant difference of students' reading comprehension post-test mean score between the experimental class and the control class.

Ha_3 : There is a significant difference of students' reading comprehension between the pre-test and post-test mean scores by using mind mapping strategy in the experimental class.

Ho_4 : There is no significant difference of students' reading comprehension between the pre-test and post-test mean scores without using mind mapping technique in the control class.

Ho_5 : There is no significant difference of students' reading interest pre-questionnaire mean score between the experimental class and the control class.

Ha$_6$: There is a significant difference of students' reading interest post-questionnaire mean score between the experimental class and the control class.

Ha$_7$: There is a significant difference of students' reading interest between pre-questionnaire and post-questionnaire mean scores by using mind mapping strategy in the experimental class.

Ha$_8$: There is a significant difference of students' reading interest between the pre-questionnaire and post-questionnaire mean scores without using mind mapping strategy in the control class.