CHAPTER II

THEORITICAL FRAMEWORK

A. READING COMPREHENSION

1. Definition of Reading Comprehension

Reading comprehension is the basic target of reading process it is a complicated process requiring the efficient and cognitive efforts of the reader.[5] Its means for reading comprehension is not easy, it requires cognitive skills and these cognitive skills are related to one another to form a network in such a way that readers can understand the meaning of the text.

Reading comprehension is the interaction of different factors such as the reader, the reading content and the environment in which the content is being read.[6] This factors have an important relationship with each other. As the reader they try read to get new information and knowledge. The reader should use their existing knowledge to construct and interpret information from written language with using their background knowledge. While the content of the readings conveyed by the writer through written languag

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[5] Vafa Savaskan,"Investigating the Effect of Reading Types Used Turkish Lessons upon 5th Grade Students' Reading Comprehension", *Journal of Educational Training Studies,* Vol. 5, No. 8, (August, 2017), 79. http://doi.org/10.11114/jets.v5i8.2491

[6] Ninuk Lustyanie and Rusdi Ali Kasan,"Improving Reading Comprehension in EFL situation: A Correlation Analysis" *Educational Sciences: Theory & Practice,* Vol. 21, No. 1, (January, 2021), 4. DOI: 10.12738/jespt.2021.1.010

which aims to make readers get information and comprehend the content of text they are reading. The environment in which the content is reader depends on the reader, in classroom activity or not reading comprehension is the ability to read text, process it understand its meaning.[7] It means the reader not only reading text but reading with the process to understand the meaning from several parts related to the text. Such as understanding the vocabulary seeing relationship between word and concepts, knowing main ideas, generic structure of text, interpreting the words, and others.

The writer assumed from definition above. Reading comprehension is the key to knowledge that can help people to obtain and access information from written language. With reading comprehension people can add and improve their knowledge insight, the more they read the more knowledge they can get.

2. Purposes of reading

Everyone when reading must have their own purpose, different purpose but have the same result that is for get information from what they want to read. To get intended information or they want to get message the

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[7] Mutakhiran Mustafa and Nurfadillah Bakrie, "The level of The Students Reading Comprehension in Comprehending the Narrative Text" *Journal of Teaching & Education,* Vol. 2, No. 2, (2020), 152.

writers has expressed whatever the content of the text they read is.For examples when people's wants to get some information or knowledge, they will read books, journals, newspaper or articles. While people reading for pleasure, they will read some of magazines, novel, anime and other or just read for their hobby. It means purpose of reading should be understood by the readers since it is tightly connected with what the reader wants to get from the topic.

The purpose of reading have three main as follows;[8]

a. Reading for survival

Although this purpose is not dependent on books with us being able to read it according to the needs in everyday life it will be very useful for some people. For examples if we read guide book to survive in the forest it will helps us about what we will do to survive in the forest when we get lost.

b. Reading for learning

Reading to learn is one of the things the teacher does to support all students to increase their knowledge and also to learn understand all the information contained in the reading text. Students can improve understanding and memory that was previously not understood becomes clearer after a lot of

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[8] Muslimaxon Erkaboyeva and Otabek Bektoshev, "Approaches to defining the concepts of Reading and Authentic Materials in English Methodology, *Inscience,* ISSN. 2181-1415, (April, 2021), 457. https://inscience.uz/index.php/scionov/index/index

reading. It's impossible for students to understand the subject matter if they don't not read a lot. It means reading for learning is very instrumental in helping someone to improve their understanding of a material being studied.

c. Reading for pleasure

For some people the benefits of reading books are not only broaden their horizons but also to seek pleasure. When people bored and want to get pleasure, they can read some entertaining text they can read either fast or slowly according to the way they like or feels.

From definition from above. The writer assumed about the purpose of reading has different variations and depend on the situation and the reader condition. It means a reader who have a clear goal will easily understand the content of the reading because they will focus on the goals to be achieved.

3. Kinds of reading

Reading has many type as follow;[9]

a. Intensive reading

Intensive reading is essentially another term for detail reading, make used relatively short text specific information.

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[9] Peter Watkins, *Teaching and Developing Reading skill,* (Cambridge University Press, Cambridge 2017), 17

The writer assumed, intensive reading is reading formal situation such as in learning classroom activity, reading for learning to slowly. Student not only read the text but will understanding and comprehension text, to read word-of-word and use dictionary from several aspect in detail to find information.

b. Extensive reading

Extensive reading is usually related to reading longer text outside in the classroom, mainly for pleasure and for general understanding. The emphasis is usually on reading content rather than language Such as read novel, newspaper, and magazine.

In extensive reading the reader is more focus on reading and reading (including information and pleasure), and is not focused on understanding text, language structure even from specific reading strategies or skills.

From the definition above the writer assumed. Extensive reading is a reading activity that is carried out carefully with various reading sources. The reader is only asked to read from longer text but the reader do not have to answer any question and the type of book and duration are not limited so the reader are free to choose what they want to read and how long they want to read.

B. DESCRIPTIVE TEXT

1. Definition of descriptive text

Descriptive text is a text that aims to explain, describe or description something. This something can take the form of anything, person, animal, object, location and other. In other definition, descriptive writing appeals to the senses, how somethings look, smells, feels, tastes, and sounds.[10]

Descriptive text is kind of text with a purpose to give information.[11] In other words, in writing a descriptive text the writer invites reader to image and feel indirectly the topic discussed in descriptive text.

2. Generic Structure

The generic structure of the descriptive text is different from other text, there are two main component in the generic structure of descriptive text;[12]

a. Identification is an introduction or general description of the object or topic to be discussed. It means in this section have not condensed the details of the object because it will identify the object that will be

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[10] Annisa Raudatus S, "The Students' Writing Ability in Descriptive Texts of The Senior High School Students in Berau", *EDUCASIA,* Vol. 5, No.2, (2020), 60.

[11] Sri Rahmadhani Siregar and Nursahara Dongoran, "Students' Ability in Writing Descriptive Text", *English Journal for Teaching and Learning,* Vol. 08, No. 01, (June, 2020), 83. Https://doi.org/10.24952/ee.v8i01.2683

[12] Lailatul Husna, Zainil and Yenni R, "An Analysis of Students Writing skill in Descriptive Text at Grande X1 Ipa 1 of MAN 2 Padang" *Journal English Language Teaching,* Vol. 1, NO. 2, (July, 2013), 5.

discussed in more detail in the following paragraphs. The goal is to introduce the object to the reader for it is described further and in dept.

b. Description is a section that describes in detail the object that have been introduced in the identification section. The explanation can be the form of characteristics, appearance, properties and other. With description, the reader will clearly understand what the writer has conveyed in this descriptive text.

3. Grammatical feature

The following are several grammatical feature or descriptive in reading.[13]

a. Using action verb are verbs that show action, this type of verb is used when describing living things. *For examples: walk, see, listen and other.*

b. Using simple present tense and past tense. Present tense is predominantly used while the past tense is used to describe something in the past tense. Using this tense because we will describe the facts attached to an object and one of the function from simple present tense and past tense itself to show a fact or truth.

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[13] Musrafidin S.M.Hum. and E, S Lumban gaol, " Improving students Reading Comprehension of Descriptive text By applying Prediction Strategy at the Eighth Students at SMP Negeri 1 Pollung in Academic Year 2018/2019", *Journal for All Sciences,* Vol. 1, No. 1, (August, 2018), 184.

c. Using adjective because the function of this text is to provide information by describing an object that is described, there will be many adjective. *For examples; big, small and other.*

d. Using Adverbs to provide additional information about the behavior or adjective that is describes *such as; he is very smart, she is very beautiful and other*

e. Use adverbial phrase is a word or phrase that describe a verb. Usually the adverbial is used when the object being describe is a living thing.

C. SEMANTIC MAPPING

1. Definition of semantic mapping

Semantic mapping is strategy as a form of graphic organizer, lead learners to design a visual representation of relationship among words, meanings and images.[14] This means semantic mapping is a simple strategy that can explain the topic of the text with graphic organizer.

Semantic Mapping is a word map that can help readers who have difficulty identifying, understanding, and remembering the meaning of the words they read in the text. Students' ideas and thoughts will be drawn using circles and connecting links to show how the main and subordinate

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[14] Made Juliarta, "The mapping of Movement Verbs Found in The Good Earth", *Linguistic, Literature and English Teaching Journal,* Vol. 10, No. 2, (August –December, 2020), 118. http://dx.doi.org/10.18592/let.v10i2.3913

ideas relate to each other.[15] It means, map can help students to improve their reading comprehension without difficulty, using the map students can easy to finding the main idea, or something important in the text.

In other definition about semantic mapping an excellent strategy to help students engage in higher-order thinking. Students focus on some of the core regulators that divide the main idea patters follow using semantic mapping.[16]

Semantic mapping they state semantic mapping is closely related to reading comprehension can helps students not only focus on keyword but also text structure, it can helps student's develop prior knowledge by looking at the relationship in a given topic.[17]

From previous statement semantic mapping can be describe as , the writer conclude mapping is a learning strategy which has the form of a diagram, a graphic that describes the word called the subject or main idea by writing sub-sub ideas that explained the subject. Semantic mapping also easy including teaching and improving students reading comprehension. The student can understand the element of the text.

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[15] Maulida Y, Zakiyah T and Wiwie E Bindarti, "*Improving The Eighth Grade Student's Reading Comprehension Achievement by Using Semantic Mapping Technique", Pancara Pendidikan,* Vol. 9, No. 1, (February, 2020*),* 26. DOI: 10.25037/pancaran.v9il.260

[16] Thomas G. Gunning, *Reading Comprehension Boosters*: *100 Lesson for Building Higher-Level Literacy*, (San Francisco, 2010), 5.

[17] Eva Y Rahmawati and Hasbullah, "Improving students' Reading Comprehension on English Text Through Semantic Mapping", *Advanced in Social Science Education and Humanities Research,* Vol. 509, (2020), 236. http://doi.org/10.2991/assehr.k.201215.036

2. Advantages Semantic mapping

In teaching using semantic mapping strategy, the writer will provide something new in learning process in the classroom activity and will make students interested in English classes.

Mapping is an effective technique in the management of reading skill by helping students visualizes how word meanings can be categorized with related subordinates. So, it can improve students ability to understanding English texts, they will be more focus on learning reading skill and comprehension indicators including the meaning of content the text, what main idea, topic sentences, supporting detail, structure text and add more new vocabulary.

Semantic mapping can motivate and involves students in the process of thinking, reading and writing, they can remember prior knowledge and also find new knowledge.

Different mind mapping and semantic mapping. Mind mapping are structure as a tree (each element of the map has exactly one "father" – except the root). While semantic mapping are structured as a net (work) (each element can be related with more than one other element and with himself).

D. PREVIOUS STUDY

The strengthen this research, the writer has two previous study and can be explained as follows:*Adhim fauzan, Zufrizal and Zul Amri the title is "The effect of semantic mapping in teaching writing skill on seventh grade of smp3 batu sangkar" from University Negri Padang Indonesia*.[18]

In this study, the writer aims to sight the effect of semantic mapping technique to improving student's writing skills. This method uses a quasi-experimental research and the instrument use test and observation. the population is that students of class VII Junior high school 3 batu sangkar in academic year 2017/2018, sample is 51 student divided into two groups (control and experimental groups). The post test, the average value of experimental group was 72. 89 while control group was 67. 21. Based on the results of statistical analysis using the T-test formula, showing that T-test was 1. 94 and the t-table was 1. 67.

This result of this study indicate that the semantic mapping technique has a significant effect on students writing skills. This technique can encourage students to express their ideas and concern on certain things topics of interest around them. It means this technique can provide equal opportunities for every students to improve their writing ability and can help students overcome the

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[18] Adhim fauzan and Jufrizal, Zul amri, "The effect of semantic mapping in teaching writing skill" *Advances in Social Science Education and Humanities Research*, Vol. 301, (2018).

problems they have with writing skills and guide students to express their ideas or opinion. Furthermore, the result of this study also show this technique can be applied effectively in teaching writing for students with high reading habits. Students having high reading habits toward writing can effectively support students to have better writing skills.

According Adhim and Zufrizal this technique gives significant effect on students" writing skill. So that, this technique can encourage students to express ideas and opinion around them.

Somayeh Nilforoushan. The title is "The effect of teaching vocabulary through semantic mapping on EFL learners' awareness of the affective dimensions of deep vocabulary knowledge" from Islamic Azad University.[19]

This research focuses the effect of teaching vocabulary through semantic mapping on the consciousness of two affective dimensions, evaluation and potency of deep vocabulary knowledge as well as the general vocabulary knowledge on EFL students. 60 EFL adult female student were selected out of 90 people participating through general vocabulary test and Preliminary English test /PET. Then divided randomly into two groups (control and experimental) each consisting have 30 students.\

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[19] Somayeh Nilfouroshan, "The Effect of Teaching Vocabulary through Semantic Mapping on EFL Learners' Awareness of the Affective Dimensions of Deep Vocabulary", *English Language Teaching*. Vol. 5, No. 10 (June-August, 2012)

The results from post-test data analysis showed experimental group subjects were significant outperformed the subjects in control group. In experimental groups using semantic mapping method it can helps the participant to perform better different from the control groups. It means by semantic mapping method students can have better knowledge general vocabulary and increase deep vocabulary terms of potential dimensions of skill and evaluations.

From the two previous studies above, use semantic mapping to teach writing skill and vocabulary. Both of them show that the semantic mapping technique has a significant effect, semantic mapping can make students easy to learn and they certainty don't find difficulty. Semantic mapping is a method that is quite successful for learning in the class activity.

The disgusting from previous study above as follows; the similarities between two previous study above is that both use a semantic mapping strategy to see whether semantic mapping can affect students' abilities in the skills to be used. Meanwhile the difference between both of previous studies above this research using semantic mapping to improve students reading comprehension at SMP IT Al-Barokah Pandeglang. The researcher used the result of the research as a reference and examine more deeply about semantic mapping strategy in students learning this study. The researcher applying semantic mapping strategy to improve reading comprehension meanwhile in two previous study

using semantic mapping on vocabulary and writing skills, so how to apply semantic mapping in the classroom is different with reading comprehension. In this research, the researcher used descriptive text material about famous people, famous place and animals and for the test (pre-test and post-test) the researcher provide descriptive text related to famous people and famous place in the Banten city. So, that's what makes it different from the two previous studies above because neither of them use that.

E. STATISTICAL HYPOTHESIS

There are two hypothesis for this research, namely: alternative hypothesis (HI) and null Hypothesis (HO) as follows;

1. There is significant improvement of students reading comprehension by using semantic mapping on descriptive text (HI)

2. There is no significant improvement of students reading comprehension by using semantic mapping on descriptive text (HO)