CHAPTER II
LITERATURE REVIEW

A. Reading

1. Definition of Reading

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must able to decode the printed words and also comprehend what we read. (Linse, 2005:69). Another study said that reading is an active and ongoing process that is affected directly by an individual’s interaction with their environment. Reading is a process of understanding written language. Since reading is a process, it starts from viewing the linguistic surface representation and ends with the certain ideas or meaning about the messages intended by the writer. Thus reading is the combination of perceptual process and cognitive process. (Heilman, 1981:4).

Reading involves an interaction between thought and language. It means that the reader carries to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge joined with the ability to make ability predictions, determines the expectation of the readers.

In English learning, reading is one of the main skills that must be mastered by student to have a language competence because the success of learning any subject matter depends on the competence of reading. Student
who like reading will gain new knowledge and insights that will increase their intelligence. Such as reading book or text that can increase students’ vocabulary and language also affects the students, because the more students read, the more vocabulary that the controlled and increasingly easier for them to speak. The same goes with the English language, understanding of the text or books will facilitate students’ English language.

There are two kind of reading like stated by Jeremy Harmer (p.312) they are:

a. Oral Reading
At beginning and intermediate levels, oral reading can serve as an evaluative check on bottom-up processing skill, double as pronunciation check, serve to add some extra student participation if you want to highlight a certain short segment of a reading passage for advance levels usually can be gained by reading orally. Beside that, the disadvantages like oral reading is not a very authentic language activity, while one students is reading, others can easily lose attention.

b. Silent Reading
Silent reading is an activity to read something silently. Silent reading may be subcategorized into:

1) Intensive Reading
Intensive reading is reading shorter text to extra specific information. It occurs when students focus on the language rather
than the text. The activities that found in this way are finding main idea, making references, identifying words that connect one idea to another, for example: reading newspaper, magazine, identifying grammar on the text.

2) Extensive Reading

Extensive reading is reading longer text, usually for one’s own pleasure. The activities dealing with it are catching overall meaning, information, and general understanding; for example: reading short stories, fiction, novel, book, long article, or essays, etc. The advantages of extensive reading help learners get away from their tendency to overanalyze or look up words they don’t know, and read for understanding. A successful extensive reading is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly understand the meaning or information of the texts which they read.

2. The Purpose of Reading

In doing reading, it is understand the content of the written text. According to Cahyono et al. (2011: 68) the purpose of reading as follows:

a. Readers are able to discriminate among events as they have been presented.

b. They recognize the order of presentation in the stated sequence.

c. The reader identifies the main idea of a paragraph.
d. They must have knowledge of prescribed or denotative meaning.

e. They understand form of figurative language.

3. Strategies in Reading

Reading may be defined as decoding and attaining the meaning as the result of the interplay between perception of graphic symbols that represent a language and the memory traces of readers’ experiences. A process is a method, a movement toward an end that is accomplished by going through all necessary steps. A product is the consequence of utilizing certain aspects of a process in an appropriate sequence. Reading is not only receiving meaning in a literal sense but it also brings the one’s entire life experience and thinking power to bear to understand what the writer has encoded. (Cahyono et al., 2011:61).

The purpose of the reading cannot be separated from comprehension. Each purpose will determine what to achieve after reading process. Reading comprehension requires the ability to perceive the exact nature of the passage being read or communicated. Based on Jeremy Harmer (p. 201), there are two strategies in reading, that involve bottom-up strategies and top-down strategies.

a) Bottom-up Strategies

Bottom-up strategies of reading assume that process of translating print to meaning begins with print. The process is initiated by decoding graphic symbols into sounds. Therefore, the reader first identifies feature of letters, link these features together to recognize
letters, combine letters to recognize words, and then proceeds to sentences, paragraph, and text level processing. The process of deriving meaning from print in bottom-up strategies is triggered by graphic information embedded in print. By applying the bottom-up strategies, readers start to process the text from the low linguistic level to the higher one. The reader starts from identifying to recognize words, and then proceeds to the phrase, sentences, paragraph, and then text level processing. The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficulty of the text can be about the language and the contents of the text. When the language of the text is felt difficult, the readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentences, and paragraph until reaching the entire meaning of the text.

b) Top-down Strategies

The process of deriving meaning of the text in top-down strategies starts from the reader’s prior knowledge and experience to the print. By top-down strategies, reader start to process the text by applying the higher level stage. In this case, readers start with hypothesis and predictions and attempt to verify them by working down to the print stimuli. These strategies are in line who indicates that reading is a process that involves the use of available language cues selected from perceptual input on the basis of the reader’s predictions. Reader
usually use top-down strategies when they have background knowledge and sufficient language competence about the text being read, and when the cues in the text can activate the content schemata. Although readers have sufficient knowledge about the topic and can understand the meaning every word in the text.

4. Teaching Reading

Reading is very important to increase students’ knowledge and information in learning foreign language. That is why the teacher has to be more concern in teaching reading.

In teaching reading, the teacher have to concern about the material that is used. The topic and type of reading texts are worth considering too. The topic and reading texts should depends on who students are. If the students are junior high school students, reading recount text maybe a priority.

According to Cahyono et al. (2011: 65), teaching reading is more influenced by interactive strategies. Teachers teach skills directly, especially in the beginning and provide plenty of opportunities for the students to experience by having them read whole books. In this regard, the teaching of reading indicates process interactive models of reading. In reading class, the teacher have to decide what the purpose in reading will be done. If the purpose of reading that will be done is pleasure, the topic of reading text can be free, such as recount text.
5. Technique in Teaching Reading

Reading is viewed as an interactive process between language and thought. Cahyono et al. (2011: 68), There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and post-reading activities.

a. Pre-reading Activities

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activations is concerned with students’ background knowledge, objectives of reading class, learning activities, and motivating the students. Pre-reading is to tell students the purposes of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students’ attention to the text. The activities of pre-reading are activities aiming at facilitating the students’ understanding about the reading text.

b. During/Whilst-Reading Activities

During reading activities are the activities that a reader does while reading takes place. While reading includes: (a) identifying the main idea, (b) finding details in a text,(c) following a sequence,(d) inferring from the text, and (e) recognizing the discourse patterns.During/whilst reading activities are instructional activities that are going on while reading activities are happing.
c. Post-reading activities

Post-reading activities are the activities conducted by a reader after reading. The activities are used to recheck reader’s understanding on the text topic being read. Post-reading activities are instructional activities that the students and teacher do after reading takes place.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. (Snow, 2002:11). Another study said that reading comprehension is defined as the construction of meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular context. (Cahyono et al, 2001:88). Relating to the definitions above, the reader who has to have the balanced knowledge and experience must be able to adjust the source of information into adaptable context.

Reading comprehension is very important for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read and the teachers have to be more concern about the problem.

2. Strategies for Reading Comprehension

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related
to bottom-up and up-down process. Following the strategies, Brown (2010:306) states that there are strategies for reading comprehension, such as: (a) identifying the purpose in reading, (b) using graphemic rules and pattern to aid in bottom-up decoding, (c) using efficient silent reading technique, (d) skim the text for main idea, (e) scan the text for specific information, (f) use semantic mapping or clustering, (g) guess when you are not certain, (h) analyze vocabulary, (i) distinguish between literal and implied meaning, (j) capitalize on discourse markers to process relationship.

3. Types of Reading Comprehension

Reading comprehension that is also called reading for comprehension is an activity meant to extract certain kinds of information from English text. Reading in foreign language may face some difficulties, such as: difficult word, difficult to get information from the passages and difficult to make a conclusion of the passages. To minimize all those problems, the according to the reader’s purposes in reading and the type of reading used, the following are commonly referred to:

a) Literal Comprehension

Reading in order to understand, remember or recall the information explicit in a passage.

b) Inferential Comprehension

Reading in order to find information which is not explicitly states in a passage using the reader’s experience and intuition by inferring.
c) Critical and Evaluate Comprehension

Reading in order to get information in a passage with the reader’s own knowledge in values.

c) Appreciative Comprehension

Reading in order to gain other kind of valued response from a passage.

4. The Major Component of Reading Comprehension

To understand issues related to how one reads and how reading ability develops, the following components are thought to contribute in important ways to reading comprehension process (DonaldJ.Leu, 1987: 30-38):

a. Decoding knowledge

Decoding knowledge refers to the knowledge readers use to determine the oral equivalent of a written word. Decoding knowledge is important for comprehension when determining the oral equivalent of a word helps a reader identify meaning. This is frequently true for beginning readers who know the meaning of many words in spoken form but are relatively unfamiliar with printed words.

b. Vocabulary knowledge

Vocabulary knowledge is the knowledge one has about word meanings used to determine the appropriate meaning for a word in a particular context. Helping students develop vocabulary knowledge is important at all grades levels, but it is particularly important aspect of
reading instruction as students develop and explore less familiar subject areas with somewhat specialized vocabularies.

c. Syntactic knowledge

Knowledge of sentence syntax, or word order, is also crucial for the comprehension process. Syntactic knowledge includes understanding word order rules that exist within sentences and permit reader to determine the grammatical function and often the meaning and pronunciation of words.

d. Discourse knowledge

Discourse knowledge is the knowledge of language organization at units beyond the single sentence level. It includes knowledge of the structural organization of different types of writing. Discourse knowledge often receives greater instructional emphasis at higher grade levels.

e. Readiness aspects

Traditionally, reading readiness is the ability of students to benefit from initial reading instruction. Reading readiness has also refers to student’s ability to read and understand a particular selection. According to this perspective, reading readiness describes the ability required for reading and comprehending any particular piece of printed materials. The level of reading readiness will influence how students comprehend written text.
f. Affective aspects

Affective aspects of comprehension include a reader’s attitude and interest in reading. These increase motivation and facilitate reading comprehension. Affective aspects are important to consider at all age and grade levels.

C. Recount Text

1. Definition of Recount Text

According to Cogan (2006) recount text is a kind of text to retell event with purpose of either or informing audiences or readers. The text has three generic structures, there are:

a. Orientation
   
   Tells about the participants, who were involved, the setting where the event took place and when it happened.

b. Event
   
   Tells about the events in chronological order.

c. Reorientation
   
   Tells about the summary of the events or closing statement.

Recount text is divided into six language features. There are:

a. Using simple past tense.

b. Using nouns and pronouns to identify people, animal or thing involved.

c. Using action verbs to refer to events.

d. Using conjunction and time connectives to sequence the events.
e. Using adverbs and adverbial phrases to indicate place and time.

f. Using adjectives to describe nouns.

Example of Recount text

<table>
<thead>
<tr>
<th>Title</th>
<th>My Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Last week I went to Mount Bromo. I stayed at my friend’s house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.</td>
</tr>
<tr>
<td>Event</td>
<td>In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.</td>
</tr>
<tr>
<td>Re-orientation</td>
<td>We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.</td>
</tr>
</tbody>
</table>

D. Herringbone Technique

1. The Definition of Herringbone Technique

According to Thaler (2008: 88), a useful technique for analyzing a single idea or text is the Herringbone technique, so named because it resembles a fish skeleton. Herringbone Technique consists of a short graphic organizer and it is a concrete way of helping English learners to find the comprehensive idea in a paragraph or passage. The students answer the questions listed in the fishbone graphic organizer. This leads to
the synthesis of all the information in one newly created sentence, which becomes the main idea statement. According to Coe (2004{Online}), Herringbone technique is developed by it is named because resemble a fish skeleton that useful for analyzing a single idea. It contains six questions that help students to organize the details of the text.

According to Deegan (2006:102) Herringbone strategy is a strategy that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton. Using the answer to the WH questions, the students writes the main idea across the backbone of the fish diagram. The herringbone technique helps develop comprehension skills as well as informational organization, contrast and comparison skill as well as the ability to remember details. There is the picture of herringbone diagram.

**Figure 2.1. Herringbone Diagram**

Herringbone technique helps the students understand the connections between supporting details to identify a main idea. The herringbone is a useful graphic organizer for students to organize information.
2. **Procedures of Herringbone Technique**

The herringbone technique develops comprehension of the main idea by plotting *who, what, when, where, how, and why* questions on a visual diagram of a fish skeleton. Using the answers to the WH-questions, the students write the main idea across the backbone of the fish diagram.

The procedures of herringbone technique are:

1) The students work in pairs. The students make a group with their friends besides them.

2) The teacher selects recount texts. The teacher selects recount texts which is appropriate with the reading level of the eighth grade.

3) The teacher constructs a visual diagram of the Herringbone. The teacher shows the visual diagram of Herringbone Technique to the students.

4) The teacher tells the students to record the answers to the questions on the diagram. They will look for answers to:

   a. Who is the writer talking about?
   
   b. What did they do?
   
   c. When did they do it?
   
   d. Where did they do it?
   
   e. How did they do it?
   
   f. Why did they do it?
5) The students read the text to find the answers and record the answers on the diagram. The students are recording the answer of the Herringbone diagram’s questions while they are reading the text.

6) The teacher shows the students how each answer fits into a slot in a main idea sentence. After the information is recorded, the students can make the main idea of the text by using the answers of *WH*-questions.

7) The students write a main idea, using the information from the Herringbone diagram. After getting the main idea by using the information from Herringbone diagram, the students write the main idea on the Herringbone diagram.

3. The Advantages and Disadvantages of Herringbone Technique

An advantage of the Herringbone Technique is to help the students for encoding the information in a manner that enhances their ability to answer essay questions. Herringbone Technique also helps the students spend a few times while they are reading the text and the students will not get bored when they read recount text.

While the disadvantage of Herringbone is when students learn material with the help of graphic representations, note-taking will be decreased. As a result, the lack of a comprehensive guide those students can refer to when revising material may affect their performance.

4. Implementing Herringbone in Teaching Reading Comprehension

According to Ari (2013), there are some steps in applying herringbone technique to tech reading comprehension. They are as follows:
a) The teacher begins the class by stating the purpose of the activity and distributing a recount text for each student.

b) After all of the students have a got a recount text, teacher gives the students an introduction about herringbone technique. The teacher draws a herringbone pattern on the board and explains the use of the pattern. The horizontal lines are used to put information from the text read by the students based on the answers of the six basic reading comprehension questions. They put a topic sentence of the text on the mid-line of the pattern. If the students find some unknown words, they may write in the left or right side of the pattern.

c) After the students understand the use of pattern, they are asked to work in pair and copy the herringbone pattern on a piece of paper.

d) Teacher asks the students to read recount text and identify ideas by answering the six comprehension questions (who, what, when, where, why, and how). Those answers are written on the herringbone diagram.

e) After the questions have been answered, the students make a main idea of the text across the fishbone pattern.

f) The last, students are asked to make it in group. Then, the students will share and present their task with their friends and the other group gives comment or suggestions.

g) After all of the groups present their result, the teacher give the correct answer to the students.
5. Relevant studies on Herringbone Technique

Several studies had been conducted to examine this technique. One of them is a study that is conducted by Septawan in 2014. The study was conducted to find out whether Herringbone technique is more effective to improve students’ reading comprehension especially in reading narrative text. The result of study showed that Herringbone technique is more effective in teaching reading narrative text, and students’ self-motivation increased after Herringbone technique was applied for teaching reading narrative text in the classroom. (Septawan, 2014:1). That study was consolidated by a study was conducted by Chyka Suriani in 2013. Both were conducted a study about Herringbone technique to teach recount text. This technique was conducted in one Junior High School in Padang. The result of this study was students’ reading skill increased after Herringbone technique applied in the class to teach recount text (Chyka Suriani, 2013:16).

Based on the explanation previously, it can be concluded that Herringbone technique is a technique that is effective to teach English.

E. Basic Assumption

Reading is an activity to understand message from written form. Through reading students will get a lot of knowledge and information easily. In fact, sometimes the students do not have any enthusiasm in reading a text. They also could not answer all the questions after reading the text. It was
caused that the students could not comprehend the text well. It was also caused by the teacher gave uninteresting teaching technique so the students feel bored in joining the lesson. The solution is the teacher should give interesting and interactive teaching technique to make the students have enthusiasm to read and comprehend the text. Herringbone technique is a strategy that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on visual diagram of a fish skeleton. This technique can help the students organize important information in a text and make students active in teaching learning process.

F. Hypothesis

Based on the basic assumption mentioned previously, the hypothesis of this research is: Herringbone technique is effective to teach reading recount text.