

CHAPTER II

THEORETICAL REVIEW

A. Reading

1. The Definition of Reading

In general, reading has some definitions. According to Tarigan reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words or symbols, and the meaning of the words could be seen and known by reader (1986: 7). Reading is about understanding written texts. It is a complex activity that involves both perception and thought (Elizabeth S, Pang et. al., 1990: 6). Reading is also defined as the act of responding with appropriate meaning to be printed or written verbal symbols (Harrison and Smith, 1980: 9).

Based on the definition above, reading activity is very complex. The reason is that there are some matters in reading activity such as acquiring message, understanding the text in which it involves both perception and thought, and responding appropriate meaning. On the other hand, reading activity is not just looking at letters by letters, words by words, phrases by phrases, or sentences by sentences but also able to understand something written or printed.

Therefore, learning to read is an important educational goal. For students, the ability to read opens up new worlds and opportunities. It enables them to gain new knowledge, enjoy literature, and do everyday

things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. Yet, most students need additional help in which teacher must provide some technique in the teaching and learning process so that the students are able to acquiring and understanding the text.

2. The Importance of Reading

Actually, the importance of reading can only be gained from the action of reading but in general the importance of reading are as follows:

- a. The students can understand the lesson that the teacher gave easily
- b. The students can comprehend the text faster than students who is a weak reader
- c. The students can improve vocabulary and language skills

Students only gain knowledge and understanding when they read. According to Ramelan (1990: 1) “Reading is a good activities for the learners, reading is also something crucial and indispensable since the success of his study depends for the greater part on his ability to read. If his reading skill is poor he is very likely to fail in his study, or at least he will have difficulty in making progress. On the other hand, if he has good reading ability, he will have a better chance to succeed in his study at school”.

It means that reading is important for academic success so the students should try to develop their reading skill.

3. The Purpose of Reading

The purpose of reading is looking for and getting information from books or texts. In reading, the students have to understand the idea, the context, and the meaning of the texts on the passages. According to Anderson (1989: 35) there are some purposes of reading, those are as follows:

a. Reading for details or facts

The students read the text to get or know the inversion that have been done by the writer or solve the problems of the writer.

b. Reading for the main idea

The students read the text (books) to know “why is the topic is good or interesting, then the problems on the passage, and make summaries of the passage.

c. Reading for the sequence or organization

The students read the text to know “what is happening in each part of the passage in every episode and solving the problems of the text”.

d. Reading to classify

Students read the text to classify some information or actions of the writer in the text or paragraph.

e. Reading for inference

The students read the text in order to find out the conclusion from the actions or idea in the text.

f. Reading to compare or contrast

The students read to compare the plot of the text or content whether having similarity with the readers or even contrast.

B. Cognitive Factors in Reading

According to Harris and Sipay (1980:251) there are several cognitive factors in reading such as perception, attention, memory, and cognitive style.

1. Perception

Perception starts with the stimulation of sense organs such as the eyes and ears, but it is far more than simple sensing. In perceiving, the brain selects, groups, organizes, and sequences the sensory data so that people perceive meaningful experiences that can lead to appropriate responses. Among the important characteristics of perception, several seem to have particular relevance for reading, such as follows:

a. Figure and Ground

Normally, one major unit or group of units is perceived clearly against a background that is more vaguely perceived.

b. Closure

The abilities to get the correct meaning of a sentence in which not all the words are recognized, and to pronounce a word correctly when some letters are blotted out, are examples of closure.

c. Sequence

In reading, all the stimuli are on the page and sequence is imposed by the reader.

d. Learning

Perception becomes meaningful units as they become associated with learned concepts and their verbal labels.

e. Set

One's immediate mind set provides an anticipation of what is likely to come that is helpful when the anticipation is correct, but leads to errors when the anticipation is incorrect.

2. Memory

Psychologists distinguish between iconic memory, the fraction of a second that a sensory impression lasts before it fades out. Short term memory, which lasts a few seconds and long term memory. A distinction is also made rote memory, in which the material may be without structure (as in a sequence of digits), and memory for meaningful material.

3. Attention

According to Harris and Sipay (1980:277) attention based on the cognitive is the ability to attend and concentrate is basic to efficiency in perception, learning, and memory.

Related to this study, it means the person can maintain focus on particular stimuli and disregard or suppress other stimulation that reaches him at the same time, thus maintaining a stable figure in the focus of attention, against a non-interfering background.

4. Cognitive Style

Cognitive style refers to the tendency to prefer certain ways of handling cognitive tasks to other ways. The preferred may be a relatively strong aptitude or a fairly consistent behavioral tendency. Some explorations of cognitive style seem relevant to the understanding of reading disabilities.

C. Reading as a Process of Predicting

Reading has been considered only as a visual activity, because we do with the eyes. But, in *The Book of Study Skills for Students of English*, Yorkey (1982:100) stated reading is not only a visual activity. It is more than just simply run your eyes accumulating information as each word, phrase, and sentence is progressively recognized. Reading is also an active process of predicting what is likely to come next. Our brain processes the visual information from our eyes, rapidly forming and revising hypotheses about the form and content of what you are reading.

Thus, in this study the writer conclude that pre-questioning as the strategy to build up and to raise the students' skill in predicting what will face by them in the whole text.

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

1. The Internal Factor

The internal factor means the factor which comes from the reader himself (Kahayanto, 2005:13). Or usually known as personal factor, because

the factor has existed inside the reader. This factor dealt with self-motivation and interest.

a. Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they felt that they need something from the text. Brown (2001:75) divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.

Edward Deci in Brown (2001:76) defined intrinsic motivation, as follow:

“Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination.”

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

b. Interest

Interest is being one of the important factors in order to increasing the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other

side, if the reader has no any interest to read, it can influence his or her achievement.

In line with the explanation of motivation and interest above, in this study the writer interested to use pre-questioning to build up the students' motivation and interest, and also want to see the effect of using pre-questioning in relationship with the students' reading comprehension achievements. Because, it is impossible for the students to understand the text if he or she has no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

2. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a. Reading Material

The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

The choice of text can make or break the success of a reading lesson. Because students have such different needs, there is no such thing as "one size fits all" when selecting a text for teaching reading

comprehension. Teachers should introduce students to a variety of texts that:

- a. Rich in ideas and information
- b. Have a level of difficulty appropriate to the students' word-reading and comprehension skills
- c. Support the purpose of the lesson.

b. Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements.

The ability to teach students what they need to know requires that reading teachers continually use a blend of formal and informal measures to identify students' strengths and weaknesses in interacting with text (Barrentine, 1999). Without the teacher's pervasive concern for knowing and responding to students' needs, reading instruction can be irrelevant and mindless drudgery for all concerned. This pervasive concern about assessment can be related to the fundamental concept of effective teaching: Teachers should provide instruction that reflects the students' level of reading development.

Understanding the organization and meaning of text and instruction in both phonics and literature is essential to helping the students. By understanding the prerequisite skills for reading, teachers

can build a solid foundation for their students to learn and succeed in school.

D. Herringbone

1. The Definition of Herringbone

The herringbone technique is a technique that used to find main idea and important information in the text by asking six comprehension questions; *Who, What, When, Where, Why* and *How*. McCune (2002:34) explains that the herringbone technique is introduced as a tool to help students recognize the important relationships in the material by seeking answers to specific types of questions. Then, Edwards (2003:32) describe that herringbone technique involving reading, note-taking and comprehension of the main idea and supporting details. Furthermore, Young and Hadaway (2006:54) state that in herringbone technique, students answer the questions listed in the fishbone graphic organizer. Then, Thaler (2008:88) states that graphic organizer provides students with a structure by asking of the main idea the six questions.

2. The purpose of Herringbone

- a. To develop interest and motivate students to become actively involved in lessons
- b. To provide a structured outline to help students attend to significant information in a text selection (e.g., chapter) and to assist them in organizing a written response using this information

- c. To help students to remember important information presented in a chapter
- d. To stimulate students to pursue knowledge on their own

3. Procedure of Herringbone

1. The teacher selects a text at the appropriate reading level.
2. The teacher constructs a visual diagram of the herringbone.
3. The teacher tells the student to record the answers to the questions on the diagram. He will look for answers to:
 - a. Who is the author 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. Where did they do it?
4. The student reads to find the answers and records the answers on the diagram.
5. After the information is recorded, the teacher shows the student how each answer fits into a slot in a main idea sentence.
6. The student writes a main idea, using the information from the herringbone diagram.
7. The teacher duplicates sheets with the diagram, and students complete diagram on their own.

8. The diagram becomes a tool for story discussion. During the discussion, the teacher and students compare their answers and their rationales.

4. Kind of Questions in Reading Comprehension

According to Loughed and TOEFL Information Bulletin in Djwandono (2002:97), usually the questions in reading comprehension tests are about:

- a. Main idea
- b. Supporting details
- c. Inferring meaning
- d. Passage structure
- e. Author's aim
- f. Knowledge about certain vocabulary
- g. Defining vocabulary based on the context

In this study, the writer only concerns on main ideas and supporting details, because two kinds of reading comprehension test above are most important specific comprehension skills.

a. Main Ideas

The question about main idea asks the reader to determine the main idea or topic from a reading text, and commonly it is signed by words such as: *main point; mainly discussed; main idea; best title; main purpose; mainly concerned; main topic.*

Here are some examples of questions to ask about main idea:

- What is the main idea of the passage?
- With which of the following is the passage mainly concerned?
- What is the main part of the passage?
- Which of the following would be the best title?

(Djiwandono, 2002: 98)

b. Supporting Details

The question about supporting details asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: *according to the author...*; *according to the passage...*; *who, what, when, where, why, how, which.*

Here are some examples of questions to ask about supporting details:

- Which of the following question does the passage answer?
- According to the passage, which statement is true?
- When did 'something' happen?
- Who did 'something'?

(Djiwandono, 2002:99)

E. Basic Assumption

Reading competence is the process of understanding and constructing meaning from a piece of the text. This activity is regarded as one of the difficult process of learning because learners must have the ability to understand and find certain details of the reading text. To make teaching reading competence more successful, the teachers need an interesting method.

Herringbone Technique enables students to remember important information presented in a chapter. Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about herringbone and it is very important to understand about herringbone in order to get good comprehension in reading.

By applying *herringbone* in reading activities, the students can be easier to understand the content of the text. It can stimulate their motivation and interest to read the text. Hopefully, by applying *herringbone*, the students' reading competence will be better.

