

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter the researcher presents some theories related to Herringbone technique and reading which consist of the definition of reading, teaching reading, narrative text, Herringbone Technique, and some previous study.

#### **A. Reading**

##### **1. The Definition of Reading**

Reading is one of the receptive skills that function as a way of communication between the writer and the reader. In reading, there is an activity where the conversation is carried out between the reader and the writer through the text (Zare & Othman, 2013). In addition, readers interact with the text to get meaning by using various types of knowledge such as linguistics or systemic knowledge and schematic knowledge (Alyousef, 2006).

Reading is a complex activity that requires the integration of memory and construction of meaning to get information in society (Alfassi, 2004). According to Zare and Othman (2013), "Students need to know how to learn from reading in order to enter an educated society and have successful communication". Therefore, reading is a way to know the world because from reading, readers can have a lot of information and build good communicative competencies.

Reading is important skills in learning English to be mastered by the students besides the other skills. Wineburgh (2001:80) states that reading is not merely a way to learn new information but becomes a way to engage in new kinds of thinking. It means that when the students reading something (such as; books, article, newspaper and etc) is not a way to get new information. If the students do not understand from what they read, they can't get something. So, it can make the students think hard how to get the information from they read based on their way of thinking.

Then, Seyler (2004:2-3) says that reading is the process of obtaining or constructing from a word or cluster of word. It means that reading is the process where the students read the books and article to get the meaning from the word or cluster of word. After that, the students construct a word or cluster of words to get a good meaning from what they read and the students can get meaning from what they read.

Furthermore, Harmer (2007:99) states that reading is useful for language acquisition. Providing that students more or less understand what they read, the more they read, they better they get at it. Reading also gives an effort on student's vocabulary knowledge on their spelling and on their writing. It means that reading is a process of

knowing the meaning of words in the text and reading will also increase student's vocabulary. Then, after reading the students will be easy to write down the ideas that they get.

The writer concludes that reading is a process where the readers constructing meaning from the word. Those, the readers able to get the idea, and additional information from the text, based on their ways of thinking. Then, reading can help the students to get information and increase their vocabulary.

## **B. Teaching Reading**

### **1. Principles for Teaching Reading**

Twelve principles of reading (Burns, Roe and Ross, 1976:20):

- a. Reading is a complex act with many factors that must be considered.
- b. Reading is the interpretation of the meaning of printed symbols.
- c. There is no correct way to teach reading.
- d. Learning to read us a continuing process.
- e. Students should be taught word recognition skills that will allow them to unlock the pronounciations and meanings if unfamiliar words independently.
- f. The teacher should diagnose each student's reading ability and use the diagnosis as a basis planning instruction.

- g. Reading is an integral part of all content area instruction within the educational program
- h. The students need to see why reading is important.
- i. Enjoyment of reading is important
- j. Enjoyment of reading should be considered of prime importance.
- k. Readiness for reading should be considered at all level of instructional.
- l. Reading should be taught in a way that allows each child to experience success.

From the twelve principles above, could be seen if the students must be understood the important and the purpose of reading.

The principles for teaching reading (Brown, 1998: 70-71):

- a. Reading is not passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the word painting, understand the arguments, and work out if we agree with them.

- b. Students need to be engaged with what they are reading

Students who are not engaged with the reading text- not actively interest in what they are doing- are likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

- c. Students should be encourage to respond to the content of a reading text, not just to the language

It is important to study reading text for the way they use language, the number of paragraph they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic.

- d. Prediction is a major factor in reading

When we read text in our own language, we frequently have good idea of the content before we actually read. Book covers give us a hint of what's in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word. Teacher should give students hints so that they can predict what's coming too. It would make them be more effective and more engaged readers.

## **2. The Level of Reading**

Levels of reading (Westwood, 2001):

- a. Literal Level

At the literal level the basic facts are understood. The information is contained explicitly within the text. Literal reading

is related on what th e text says. The literal level question can be answered by reading the text, because the answer stated in the text.

b. Inferential Level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. Inferential comprehension as about what the text means. The text does not always mean exactly what it wrote, but the mean of the text. The text expect readers to understand the information that give and to draw from it many implied meanings.

c. Critical Level

At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. Kennedy (1981: 232) says that after information has been found and understood (literal reading) and its implied meanings have been discovered and interpreted (inferential reading), the reader is ready to evaluate it, to make judgments as to its application, accuracy, validity, and worth.

d. Creative Level

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them.

The creative level stimulates the reader to new and original thinking. Burns (1984:198) says that creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imaginations.

Based on the explanation above, the levels of comprehension in reading of this research included in all levels. The literal level which the basic facts are understood, the inferential level which the reader is able to understand what is written on the page and draw conclusion, the critical level which the reader assesses what the reader read when its accuracy or bias, and the last is creative level which the reader can take information or ideas from what has been read and develop the new ideas from them. Those level reading include recognizing the main idea, recognizing stated detail, recognizing the author purpose, guessing the meaning of unfamiliar words, recognizing sequence, inferring unstated detail, inferring referents, detecting mood, drawing conclusion, and producing the new ideas. The readers may have a different level in reading, but it would be more effective if they know all about the levels. It can help them to know and understand about the passage in reading.

## **C. Narrative Text**

### **1. The Definition of Narrative Text**

Narrative text is a piece of writing which has purpose to entertain, it also deals with problematic events that leads to crisis and turning point (Gerrot and Wignell, 1994: 204). The narrative text is telling a story or an account of a sequence of events which involves character. A narrative text related a realistic, fiction or imagine story. Narrative text can be divided into traditional fiction; like folks, tales, fables and legends; and modern fantasy and contemporary realistic fiction.

Hartono (2005:06) who states that the social function of narrative text is to amuse, to entertain, and to deal with actual or various experience in different ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turns find a resolution.

### **2. The Structure of Narrative Text**

The generic structure of narrative text consists of several parts. Anderson and Anderson (1997: 14), stated that the generic structure of narrative text consist of four part. There are orientation, complication, sequence of events, and resolution. This is the details:

- a) Orientation



Orientation is the introduction of the text. It includes what is inside the text, what the text talks in general, who involves in the text such as the character when and where it happen.

b) Complication

In complication, the text talks about what happens with the participants. It explores the conflict among the participants. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social, or psychological conflict.

c) Sequence of events

Sequence of events is where the narrator tells how the characters react to the complication. The events can be told chronological order (the order in which they happen) or with flashbacks. The audience is given the narrators point of view.

d) Resolution

Resolution is the end of narrative text. This is the phase where the participants solve the problem aroused by

the conflict. It is not matter whether the participants success of fail. The point is the conflict becomes ended

### **3. The Characteristic of Narrative Text**

The characteristics of narrative text are as follows:

- 1) Narrative text is the specific participant and individual
- 2) Narrative text is many action verb (material processes), and also use verbal and mental process.
- 3) Narrative text is usually use past tense.
- 4) Narrative text is using more linking words dealing with time.
- 5) Narrative text is descriptive language used to create the imagination in readers mind
- 6) Narrative text is can be written as the first person, or third person

In conclusion narrative were contain of action verb, linking words and usually use past tense. Then it is descriptive language used to create the imagination in readers mind and can be written as the first person, or third person.

## **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. Herringbone Technique is a technique 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 write 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.

## **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. According to Barb Johnson, procedure of teaching Herringbone Technique as follow: (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) When 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: (a) The student writes a main idea, using the information from the herringbone diagram, (b) The teacher duplicates sheets with the diagram , and students complete diagram on their own., (c) The diagram becomes a tool for story discussion. During the discussion, the teacher and students compare their answer rationales.

The procedure of teaching Herringbone Technique are teacher selects a text at the appropriate reading level and constructs a visual diagram of the herringbone. Then the teacher tells the student to record the answers to the questions on the diagram. After the information is recorded, the teacher shows the student how each answer fits into a slot in a main idea sentence.

#### c. The Advantages and Disadvantages of Herringbone Technique

According to Suriani (2013:5) there are some advantages of Herringbone Technique, they are:

(1) The students will be more active in the class especially in reading. When they do the steps of Herringbone Technique in reading, they will have activities that make them active in the class.

(2). Herringbone Technique also makes the students enthusiastic in reading a text, because they just focus on the simple question.

(3). In discussion process the students can share the information of the text that they have already read.

(4). The activities in reading make the students fresh and out of boring reading.

(5). Herringbone Technique activities makes the students are easier to find main idea of the text 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. So, the students will not get bored when they read narrative text.

There are disadvantages of Herringbone Technique

(1) When students learn material with the help of graphic representation, 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.

(2) Impact on Feedback. Some instructors find creating an answer key for a graphic organizer to be time-consuming.

So, disadvantages 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.

## **E. Previous Studies**

In this chapter, the researcher will give some similar study. There are some research who have conducted similar research relating to teaching reading by using Herringbone technique. Those researches of course help the arrangement of this research. What mentioned bellows are explaining about the finding of the researcher.

1. The first research related to this study is a thesis from M. Rijal Septawan entitled “The Effectiveness of Herringbone Technique to Improve Students” Reading Comprehension at Eight Grade Students of MTs Al Huda Kedungwaru Tulungagung Academic Year of 2013-2014”. It is hypothesized that Herringbone Technique can facilitate students to get important information in a text that can help student improving their

reading comprehension. The result of the study the Herringbone Technique is effective for the students on reading narrative text comprehension

2. Second review is a journal Published by Muhammad Arid entitled, “Improving Student’s Reading Comprehension through Herringbone Technique”. This research applied quasi experimental design. This research applied a pretest and posttest design. It involves two classes, experimental class and control class. The result of this study is Herringbone technique is effective in improving reading comprehension.

Based on previous studies, it has the similarities and difference term. The similarities are mostly conduct Herringbone technique to teaching reading. This study has same focus of reading text, which is narrative text. The research design is same with the first previous study, which is pre-experimental design. The differences are mostly in case of the object and subject, the sample of research is 10<sup>th</sup> grades students of Senior high School. On the previous study the object of the research is the Junior High School students and in this research is Senior High School students. The research design is different with the second previous study, on the previous study is using quasi experimental design and in this study using pre-experimental design.