

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Relevance Theories

In this chapter, the writer discusses some relevance technique theories about Herringbone technique, Reading comprehension, relevance studies, conceptual framework.

2.1.1. Herringbone Technique

The writer discussed some relevance theories about Herringbone technique that consist of concept of Herringbone technique, Procedure of Herringbone technique, Advantages of Herringbone technique.

2.1.1.1. Concept of Herringbone Technique

Herringbone Technique is a graphic organizer which represent visual information and concepts in teaching learning process. It is so-called because it resembles a fish skeleton. It is a useful technique for analyzing a single idea or text. 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 (Thaler, 2008). The herringbone diagram is design to help students locate the main idea of the selection. Meanwhile, Tierney, at all (1985) say that Herringbone Technique is a structured outlining procedure designed to help students organized important information in a text. Edwards (2003) describe that herringbone technique involving reading, note-taking and comprehension of the main idea and supporting details. Herringbone Technique helps students

understand the connections between supporting details to identify a main idea. It is used for establishing supporting details for a main idea and designed to help students locate the main idea of a selection (McKnight, 2010).

Tierney et al. (1980) say that herringbone technique is a structured outlining procedure designed to help students organized important information. Deegan (2006) says that Herringbone technique develops comprehension of the main idea by plotting the 5W+1H question on a visual diagram of a fish Skelton. Using the answer towh question, the students can write main idea across the backbone of the fish diagram. It is almost the same as Zygoris & Glass (2004) say herringbone technique is using 5w+1h questions as guiding to help reader to finddetailed information of the text then decide and identify the main idea. Jones, et. Al (2007) states that herringbone technique is a kind of graphic organizer strategy in reading comprehension to organize main idea and the related idea of a lesson by containing six questions. The answers of the questions organized in the herringbone pattern. The information can lead the readers to get the topic of the text that they read. The technique can improve the readers' vocabulary because in using the herringbone technique pattern, they readers allow discuss the unknown words found while reading the text.

Based on theories above the writer concluded, teaching with graphic organizer is teaching technique to increase students motivation in learning English. Graphic organizers are important and effective pedagogical tools for organizing content and ideas, and facilitating learners comprehension of newly acquired information. One of graphic organizers is Herringbone Technique.

Herringbone technique is graphic organizer which represents visual information and concepts in teaching learning process. herringbone technique is a technique to make students easier to find the main idea and the supporting idea. Of course, the students will be easy to improve their knowledge. Herringbone technique helps the students understand the connection between supporting details to identify a main idea. The herringbone technique is useful graphic organizer for students to organize information.

2.1.1.2. Advantages of Herringbone Technique

There are a some advantages of using Herringbone technique cited of journal by Chyka Suriani & Jufri (2013), 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 make them enthusiastic in reading a text, because they will focused on the simple question.
3. In discussion process students can share the information about the text that have already read.
4. The activities in reading make the students fresh and out of boring reading.
5. Herringbone technique makes the students easier to find the mine idea of the text.

From those advantages it can be concluded that Herringbone Technique is an effective graphic organizer that can be easily used by students will be more

active in the class especially in reading, enthusiastic in reading a text and gaining their active participation in a group discussion. Herringbone Technique also gives students the fun reading activity in teaching learning process.

2.1.1.3. Procedures of Herringbone Technique

According to Edwards (2003) the procedures of herringbone technique are:

1. Select reading material at the students level.

The first step is the teacher preparation of the material. And then the teacher selected a text appropriate for the students.

2. Construct a visual diagram of herringbone with the 5W+H (Who? When? Where? Why? What? How?) and the main idea.

After the teacher select reading material, the second step is the teacher constructs a visual diagram of herringbone technique. For makes students more enthusiastic in using herringbone diagram, the writer used colorful paper to draw the herringbone diagram. Identifying the students' ability in 5W+H question before using herringbone diagram is needed, because it consists of 5W+H question.

3. Students read, brainstorm and write important information about the text in their notebook.

After the teacher constructs a herringbone technique diagram, the next step is the teacher ask to the students to read the text and they discuss it. After that the teacher ask to students to search important information in the text, and then the students write in the notebook.

4. After discussion, the students write answers on the Herringbone outline.

In this step is the teacher uses 5W+H questions to construct a discussion. The students answer the question on the appropriate herringbone diagram categories they have constructed.

5. Students discuss answers (5W+H+main idea).

In this step is the students discuss about their answer from 5W+H question and the main idea in the text.

6. The herringbone outline is used for the revision of the text.

The last step is the teacher helps students make summary of the text. Writing an order on the white board is needed if the class is too crowded. It makes students to give more attention to the teacher, because sometimes the teachers' voice cannot reach the class.

From the explanation above, herringbone technique can be concluded that, in teaching reading using herringbone technique, the teacher has important role. The teacher should give variety question to the students. Teacher who being active will influence the students' active. In the process of using herringbone technique teacher should be active. The writer also tries to give reinforcement in the form of appreciation words for students while teaching process. It makes student confidence in answering and asking or doing the test. By those ways, students can use herringbone diagram easily and they can comprehend the text faster.

Figure 2.1. Herringbone Diagram



2.1.2. Reading Comprehension

The writer discuss some relevance theories about reading comprehension that consist of concept of reading, purpose of reading, concept of reading comprehension, strategies of reading comprehension, and components of reading comprehension.

2.1.2.1. Concept of Reading

Reading is an active skill, it constantly involves guessing, predicting, checking, and asking oneself questions. It means that when reading, students should actively guess and predict the message in order to comprehend the text well. By reading, someone can get information, which can develop his/ her knowledge (Grellet, 1981).

According Kintsch (1998) and van Dijk (1983) 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. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model,

which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about.

Daniel Hittlemen, et al (1982) reading is verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing, specifically, reading is a process of reconstructing from the printed patterns on the page ideas and information intended by the author.”

According to Douglass Brown (2003) states that reading is one of the language exiting skill beside speaking, writing and listening. Achivement in learning can be influenced significantly by the meaningful of the students in reading. In foreign language learning reading is likewise a skill that teachers simply expected learners to acquire.

Grabe (1991) says that reading is an active process of comprehending where the students need to be taught strategies to read more effienctly (e,g; guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc). Thus it can be concluded that when reading someone needs some strategies to understand a text or to increase their comprehension.

Based on the definition of reading above, it can be summed up that reading is an activity of receiving information through some stages of the thinking process such as decoding, interpreting and understanding written texts in order to achieve a certain purpose. Because it is the process of receiving information, reading is considered as a receptive skill. The receptive skill in reading is an active and ongoing process that is affected directly by individual is interaction with the text.

The end result of reading is comprehension of what has been read. Reading is both process and product. The process of reading involves the interaction between the reader and the text. The product of reading is reading comprehension, or internal construction of meaning; that is, there has been understanding of what has been read. Students have to enrich their knowledge through reading, because it is very important, they can get new information from the passage.

2.1.2.2. Purpose of Reading

Reading is an activity with the purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guide the reader's selection of texts.

According to Jeremy Harmer (2003), states that reading is useful for other purpose too. Exposure to English (provided students understand it more or less) is a good thing for language students. He also added that reading texts could help writing, and provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentence, paragraph and text. It means that, reading not only develop knowledge but also develop other skill. By reading, the students or reader can add a lot of informations, new knowledge, and new ideas from the text. Because this activity is the process to transfer prior knowledge from writer to the reader.

According Rivers and Temperly (Nunan, 1999), suggest seven main purposes of reading. There are (1) to obtain information for some purposes or because the reader is curious about some topic, (2) to obtain instructions on how to perform some task for the reader work or daily life, (3) to act in play, play a game, do a puzzle, (4) to keep in touch with friends by correspondence or to understand business letter, (5) to know when or where something was take place or what is available, (6) to know what is happening or has happened, and (7) for enjoyment or excitement. These purpose employ for different reading task.

2.1.2.3. Concept of Reading Comprehension

Reading Comprehension itself is a process of making sense of writing ideas through meaningful interpretation and interaction with language (Dallmann, et al, 1982). According to Harris and Graham (2007), reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

According to Peter Westwood (2008), Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend, readers must use information they already

possess to filter, interpret, organise and reflect upon the incoming information from the page.

According to Klingner (2007:23), states that reading comprehension is multi component, highly complex process that involves many intractions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text, understanding of text types. Thus, reading comprehension is defined as the level of understanding of a text or message. This understanding comes from the interaction between the word that are written and how they trigger knowledge outside the text or message. It means that reading comprehension is the process of getting meaning from the text. Reading is activity to transfer information from the writer to the reader. It is interaction between the reader and the writer, because the writer to deliver her/his idea to the reader through the text. Tus, the reader can get a lot of knowledge from the text through reading. Menawhile, Torgesen & Westwood (2000;33), stated that reading comprehension is both a cognitive and an effective activity. Good readers are 'active' in the sense of becoming involved cognitively and emotionally in what they are reading.

From the definitions, the writer concluded that a reading is not passive process but reading is an active process to know new information which is needed by readers. It is an activity to understand the meaning of written. And not merely word recalling. It can be said that reading is a process of perceiving a written text in order to understand its contents. Reading is the way to get information from

written media. Students will get knowledge by reading activities to motivate their learning, not only in formal education, but also in informal education. Reading comprehension is also about relating the prior knowledge to new knowledge contained in the text. In conclusion, reading comprehension is the process of understanding and constructing meaning from a piece of text.

2.1.2.4.Strategies for Reading Comprehension

Teaching reading is not an easy task for a teacher. It is because reading is an active process, in fact. There are many aspects that should be considered. Therefore, there is a need to apply a certain technique in the teaching reading. According to Richards & Schmidt (2002) strategies can be defined as ways that are used to reach a certain goal. Brown (2001), proposes ten strategies for the reading comprehension that can be applied in the classroom as stated below:

1. Identifying the purpose in reading
2. Using graphemic rules and patterns
3. Using efficient silent reading techniques
4. Skimming
5. Scanning
6. Using semantic mapping
7. Guessing
8. Analyzing vocabulary
9. Distinguishing between literal and implied meanings
10. Capitalizing on discourse markers to process relationships

Many of the reading comprehension strategies that have been associated with the highest effect sizes for students with learning disabilities are those that teach students strategies that prompt them to monitor and reflect before, during, and after reading. These strategies ask students to: (1) Consider their background knowledge on the topic they are reading, (2) summarize key ideas, and (3) self-question while they read by Gersten et al., 2001. Direct instruction, strategy instruction, or a combination of both are associated with the highest effect sizes in reading comprehension for students with learning disabilities. Both direct instruction and strategy instruction have the following components in common:

1. Assessment and evaluation of learning objectives, including orienting students to what they will be learning.
2. Daily reviews of material taught to assure mastery.
3. Teacher presentation of new material, including giving examples and demonstrating what students need to do.
4. Guided instruction, including asking questions to determine understanding.
5. Feedback and correction.
6. Independent practice and review

The instructional components that contribute the most to improved effect sizes in reading comprehension include:

1. Teacher and students questioning
2. Interactive dialogue between teachers and students and students and students
3. Controlling task difficulty and scaffolding instruction
4. Elaboration of steps or strategies and modeling by the teacher
5. Small group instruction
6. Use of cues to help students remember to use and apply what they learn

2.1.2.5. Components of Reading Comprehension

King and Stanley (1989: 330), stated that there are five component of reading comprehension that may help the students to read carefully. They are:

1. Finding Factual Information

Factual information requires reader to scan specific details. There are many types of question type of reason, result, time, comparison and amount in which most of the answer can be found directly in the text.

2. Finding Main Idea

Reading concerns with meaning to a greater extent than it is with form. An afficient reader understand not only the idea but also their relative significances, as expressed by the author, in other words, some of the ideas are super ordinate while the other subordinate.

3. Finding The Meaning Vocabulary in Context

It means that the reader could develop his guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text that is read.

4. Identifying References

In English, as in other language, it would be clumsy and boring to have and to repeat the same word or phrase. Instead of the same word or phrase several times, after it has been used we can usually refer to it than repeat it.

5. Identifying Inferences

Sometimes a writer was suggest or express something indirectly in a text a writer was imply something and leave it to the reader to infer or understand what it means.

Based on explanation above, the writer conclude that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. To establish a reading process is very important, it means that reading needs a clear purpose in order to get the best understanding about the content of the texts or books which the reader read. Reading also determines the appropriate approach to reading comprehension using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts

and cause-effect sequences that are presented, and recognize ideas that are presented.

2.1.3. Recount Text

The writer discuss some relevance theories about recount text that consist of concept of recount text, language feature of recount text, and generic structure of recount text.

2.1.3.1. Concept of Recount Text

According to Cogan (2006) recount text is a kind of text to retell event with purpose of either of informing audiences or readers. The text has three generic structure, namely orientation, events, and reorientation. The text is appropriate in implementing herringbone technique. It was caused by the technique emphasizes the important information which are in recount text that can be obtained by asking six basic comprehension questions (who, what, when, where, how and why). It is almost same as Hyland (2004), said that recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense is used is past tense. Social purpose of recount is to reconstruct past experiences by retelling event in original sequence. The sample of recount text can be found in personal letter, police report, insurance claims and incident reports. Recount text is a text that tell about what had happened in sequent of events.

Based on the definition of recount text, the text is appropriate in implementing herringbone technique. It was caused by the technique emphasizes

the important information which are in recount text that can be obtained by asking six basic comprehension question (who, what, when, where, how and why). The writer concludes that recount text retells us past experience which happened in daily life.

2.1.3.2. Language Features of Recount Text

The language features of recount texts as stated by Anderson and Anderson (in Cahyono: 2011) the are:

- a. Proper nouns to identify those involved in the text.
- b. Descriptive words to give details about who, what, when, where, and how.
- c. The use past tense to retell the event.
- d. Words that show the order of events (for example, first, next, then).

2.1.3.3. Generic Structures of Recount Text

According to Anderson and Anderson (in Cahyono, 2011), the generic structures of recount text generally consist of:

1. Orientation

Orientation takes in the First paragraph that give background information about who, what, where and when. And it is also introducing the participants, place and time.

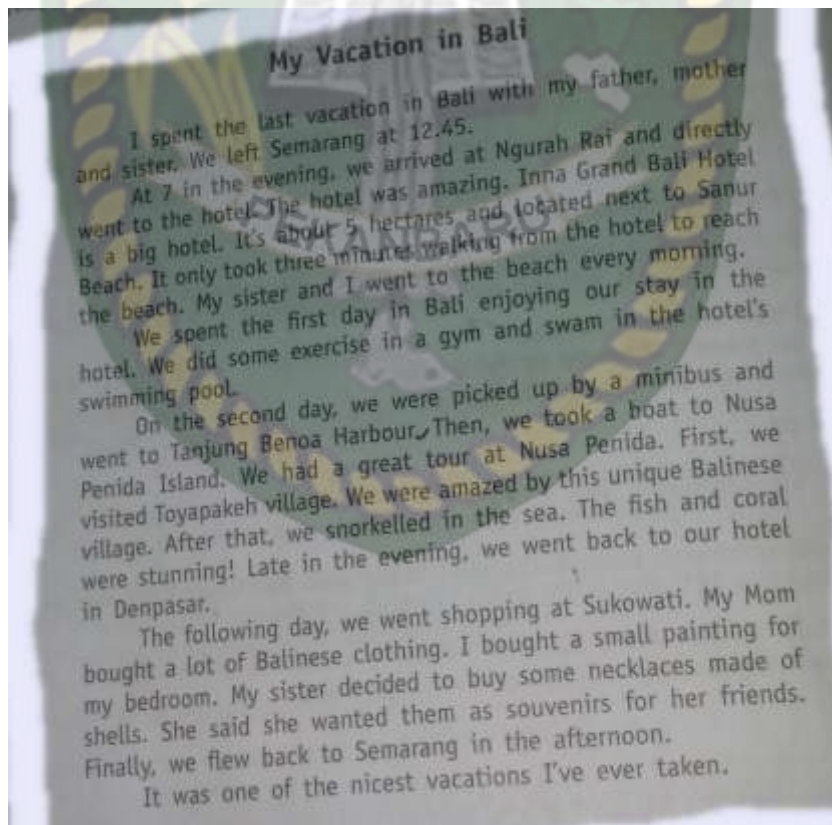
2. Event

Tell what happened and in what sequence and describing series of event that happened in the past. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

3. Re-orientation

Re-orientation it is consist of optional-closure of events/ending. It's concluding paragraph that may include a personal comment of the writer to the story (not always necessary).

2.1.3.4. Example of Recount Text



Taken from Nur Zaida, Practices Your English Competence.

Our trip to the Blue Mountain	
Orientation	On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.
Events	<p>On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.</p> <p>On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.</p>
Reorientation	In the afternoon we went home.

Source: <https://pakpuguh.wordpress.com/2011/08/15/recount-text/>

2.2. Relevant Studies

The first study is, Desima Rafain (2013) The Effect of Herringbone Technique on Students' Reading Comprehension in Recount Text at Second Grade of SMPN 2 Enam Lingkungan Padang Pariaman. Journal of English Language Teaching, English Department FBS State University of Padang. Based this journal discussed about the effect of Herringbone technique on students' reading comprehension class VIII.3 SMPN 2 Enam Lingkungan Padang Pariaman in recount text. Method was used in this research is experiment research. Analyze result of posttest student t-obtained is bigger than t-table ($2.8 > 2.00$). Result of research can conclude the posttest in experimental group gained mean was 80.33 and the mean of posttest in control group was 72.86. Furthermore, there was

positive effect gained by the students before and after applying herringbone technique at SMPN 4 Seberida.

The second Nurjani Firda (2015) The Effect of Herringbone Technique Toward Students Reading Comprehension of Recount Text at the Grade VIII Students of SMPN 4 Rambah Hilir. Thesis, English Study Program Teachers Training and Education Faculty University of Pasir Pengaraian. This research was an experimental research. The research findings showed that the improvement from the score of t-test. The total score of t-test was 4.433. Based on t-table, $2.00 < 4.433 > 2.65$. It could be concluded that there was a significant effect of using Herringbone Technique toward students reading comprehension of recount text at the grade VIII students of SMPN 4 Rambah Hilir. It can be seen that there is significant differences in the achievement of students between those who are taught by using herringbone technique (Experimental group) and by direct instruction (Control group) in recount text.

The third Ali Usman (2017) The Effect of Using Herringbone Technique to Improve Students' Ability in Reading Comprehension of Narrative Text: An Experimental Study to the Eighth Grade Students of SMPN 3 Kediri 2015/2016. Article, English Education Department, faculty of Teacher Training and Education University of Nusantara PGRI Kediri. The quantitative method was used in this research. Experiment design was carried out in the implementation of the method. This research took place at SMP Negeri 3 Kediri. The subject of this research was the eight grade students of SMP Negeri 3 Kediri especially at VIII A class which consists of 32 students. The technique of data analysis which used

was T-test. The findings show that students' score of reading comprehension statistically significant increase from 2216 to 2492. In addition, the students enjoyed and become more active when they were taught by using Herringbone Technique.

Based on the studies above, many researchers have implemented Herringbone technique in their teaching practice. Those writer show that Herringbone technique is an effective technique to work with reading text. This technique also makes the students more active motivated to learn. In this research, the writer was focused on the students comprehend the paragraph in the text especially in recount text by using herringbone technique. The writer wants to know how the Herringbone technique works in improve on the second grade students' reading comprehension of SMPN 4 Seberida Indragiri Hulu. The differences between relevant studies with this research is, this research was conducted at SMPN 4 Seberida Indragiri Hulu. The writer using cluster random sampling was selecting of the sample by using Lotrey. This research the writer chose two classes as the sample of this research.

2.3. Conceptual Framework

This research is referred to the reading comprehension in recount text and using herringbone technique that was proposed by some expert. At some expert stated that using herringbone technique is good technique to develop reading comprehension in the text.

In this research describe about The Effect of Herringbone Technique Toward Students' Reading Comprehension of Recount Text on the Second Grade at SMPN 4 Seberida. In this research have experimental class and control class. In experimental class can be divided into 3 sections, there are pre-test, treatment, and post-test and in the treatment of experimental class the writer applying Herringbone technique on Reading Comprehension. In control class the writer can be divided 2 sections, there are pre-test and post-test and post-test in teaching learning the writer was not given Herringbone technique. The writer will be to do the research based on the conceptual framework.

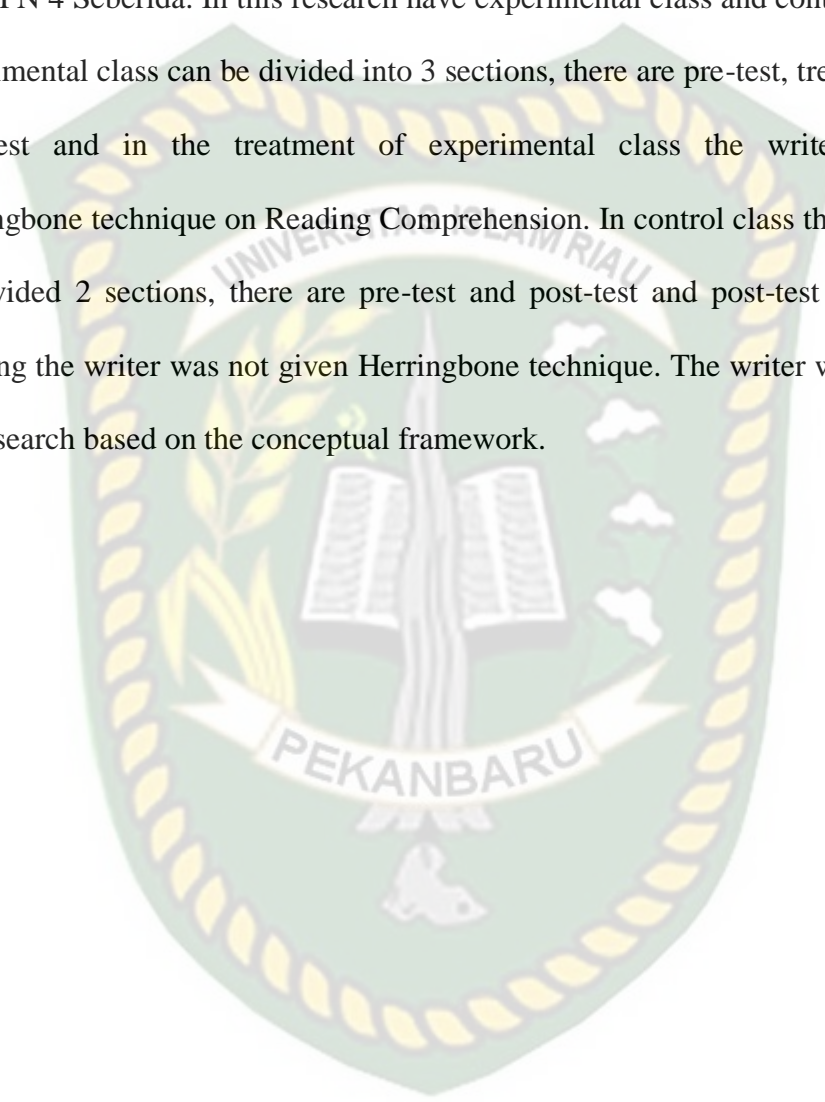
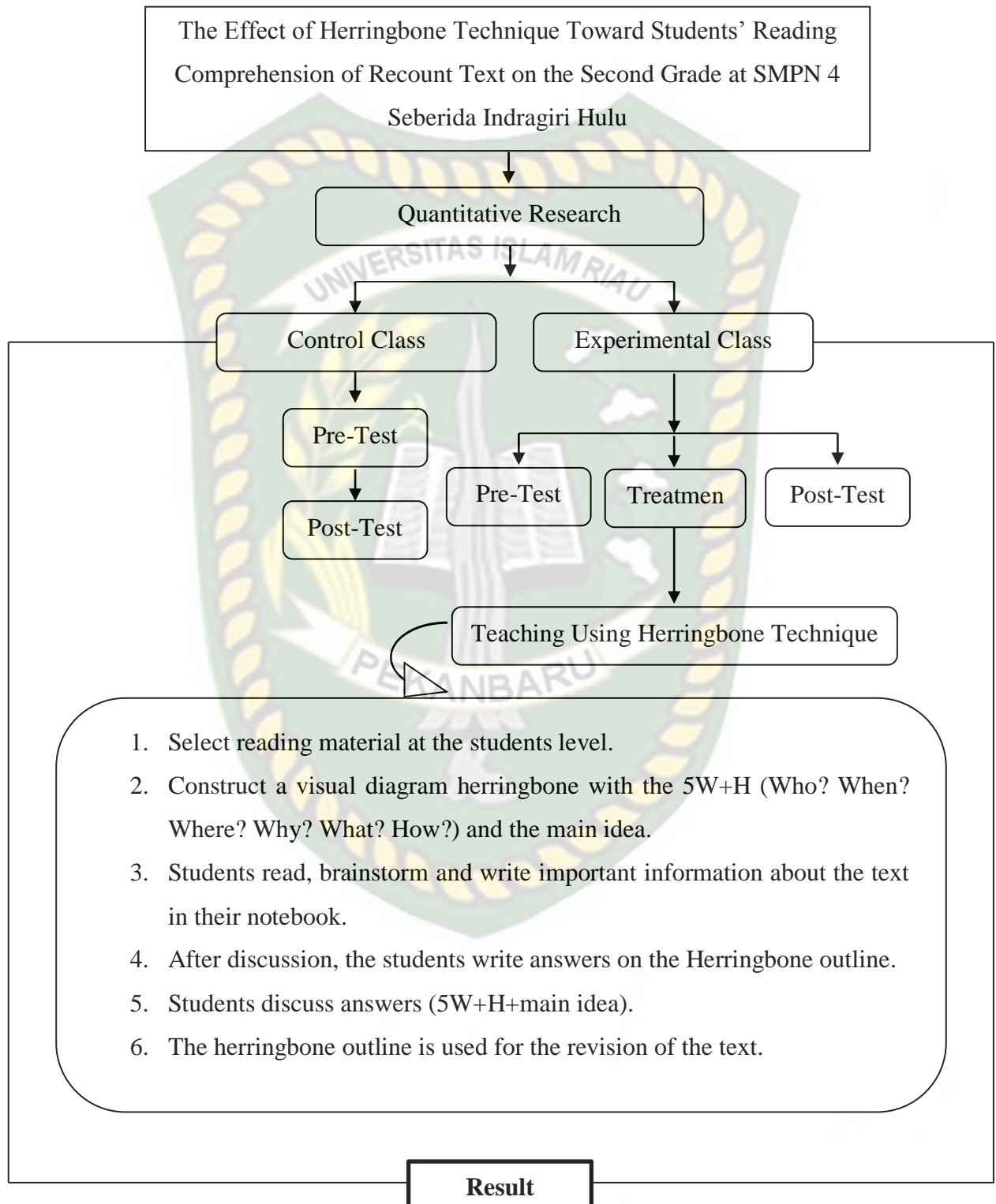


Figure 2.2. Conceptual Framework



Result

2.4. Hypothesis of The Research

Based on the information of the problem of the research above the writer makes the hypothesis of the research is as following:

2.4.1. Ho (Null Hypothesis)

There is no significant Effect of Herringbone Technique Toward Students' Reading Comprehension of Recount Text on the Second Grade at SMPN 4 Seberida Indragiri Hulu

2.4.2. Ha (Alternative Hypothesis)

There is significant effect of Effect of Herringbone Technique Toward Students' Reading Comprehension of Recount Text on the Second Grade at SMPN 4 Seberida Indragiri Hulu