

## CAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents about definition of reading, kind of reading, teaching reading, narrative text, teaching reading narrative text in junior high school, definition of herringbone technique and procedure of herringbone technique.

#### **A. Definition of Reading**

There are four language skills which the students have to master, they are listening, speaking, reading, and writing. The skill which really will have the greatest use at the end of language study is reading. Reading is defined and described in a variety of ways. Some linguists gave some definitions of reading which may help us get clearer definition.

Reading is important to study because reading can help the student to exercise, receive the message and to work out the significant of these messages. According to Frank Smith, reading is the most natural activities in the world<sup>12</sup>. And He also said that reading is properly employed for all manner of activities<sup>13</sup>. According to Nunan, reading is fluent process of reader combining information from a text and the own background

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<sup>12</sup>Frank smith, *Understanding Reading* (London: Lawrence Elbaum Associate, 2008), p.2.

<sup>13</sup> Ibid, p.64.

knowledge to building<sup>14</sup>. It means that reading can help the student to combine some information from the text.

Reading has some advantages as follows: reading helps you learn and think in English, can enlarge your English vocabulary, and can help you to improve your writing. Reading may be a good way to practice your English if you live in a non-English-speaking country. It can help you prepare studying in English-speaking country. Reading also is a good way to find out about new ideas, facts, and experiences.

Based on explanation above, the writer concludes that reading is natural activities and a process to convey the message or information. By reading, the reader will know that they read and challenged to response the idea of the author. In order to make the message or information that comes from the author can be understood and comprehended easily by the reader.

## **B. Kinds of Reading Comprehension Skills**

According to Mikulecky and Jeffries (1996), there are six kinds of reading comprehension skill. Those are as follows:

### 1) Scanning

Scanning is very high speed reading that you do when you are looking for a specific piece of information. When you scan, you have a question in mind. You do not read every word, only the words that will answer your question. Practice in scanning

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<sup>14</sup> David Nuna, *Functional English Language Teaching First Edition* (New York: McGraw Hill Compenion, 2011), p.68.

will help you learn to skip over unimportant words so that you can read faster<sup>15</sup>.

## 2) Previewing and Predicting

Previewing before you read can make a big difference in how well you understand what you read. When you gather information about a book by examining its cover, you are previewing. The aim of previewing is to help you predict or make some “educated guesses” about what is in the book. You should develop the habit of applying these skills whenever you read. You preview to get an idea of what you will find in the text. Then, your brain can begin to make connections, and your comprehension will be faster and better<sup>16</sup>.

By previewing for a just a few seconds, you can pick up a great deal of information about the text you are going to read. You can preview any kind of text, including pleasure reading books, magazines article, tests, and textbook assignments.

## 3) Finding the Topics

When you read for the meaning, you should begin by looking for the topic. In order to understand what you are reading, you need to connect it to something you already know.

To make this connection, you need to be sure that you know

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<sup>15</sup> Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power* (New York: Addison-Wesley Publishing Company, 1996), p.15.

<sup>16</sup> Ibid, p.35.

what it is that you are reading about. That is, you need to know the topic.

#### 4) Skimming

Skimming is high-speed reading that can save you lots of time and helps you get through lots of materials quickly.<sup>17</sup> It is different from other kinds of high speed reading, such as previewing and scanning. You skim to get the general sense of a passage or a book, not specific details. When you skim, you have a general question about the whole text, such as “Will this passage be useful for me?” or “What is this writer’s opinion?” or “What is the writer’s purpose or general idea?”

#### 5) Making Inferences

Good readers constantly make inferences as they read. That means they think like a detective and look for clues in the text. Then, they use these clues to guess what the passage is about<sup>18</sup>. Sometimes the topic of a text may not be stated anywhere directly. You must look for clues and try to guess what the passage is about. This is called making an inference. Making inferences also helps a reader get around difficult vocabulary or sentence structure.

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<sup>17</sup> Ibid, p.132.

<sup>18</sup> Ibid, p.150.

## 6) Summarizing

Summarizing is the retelling of the important parts of a passage in a much shorter form. The aims of summarizing are to make sure you have understood, to explain the sense of a passage to someone else, and to review texts for examinations<sup>19</sup>.

From the last explanation above, we know that reading is one way to learn a new language and it is improved through practice. In fact, in many classrooms in Indonesia, reading lesson is used as an opportunity on practicing fluency, expressive speaking, and so on.

## C. Teaching Reading

Teaching reading is process of teaching in which the reader shows and helps someone or students to learn how to read well in English to improving students' awareness or reading as skill. Teacher not only shows and helps learner to communicate but also showing and helping how to read well in English. And Brown (1987) started that teaching is guiding and facilitation learning enabling the learners to learn, and setting the condition for learning<sup>20</sup>. Based on the statement above it can conclude that teaching is an activity, which give guidance to the student that has the certain rule and certain purpose. Especially, in teaching English the student ruled to use English in order to the student can communicate in English fluently.

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<sup>19</sup> Ibid, p.167.

<sup>20</sup>Browmn Douglas, *Principle of Language Learning and Teaching* (New York: Precentice Hall Englewood Cliffs, 1987), p.7.

The aim of teaching reading is develop the students' reading skill so that they can read English text effectively and efficiently. To be able to read effectively and efficiently, the reader should have particular purposes in their mains before they interact with the text. In general, the purpose of reading is classified into; getting general information from the text and reading for pleasure and interest. This classification is implemented into the development of different reading skill for examples skimming, scanning, reading between the lines, etc. these reading are needed in real life when people read different kinds of reading materials such as news paper, manuals, brochures, recipes, letters, etc.

Based on the understanding above, we realized the importance of “authentic” reading materials to be used in the classroom in order to develop students' reading skill.

#### **D. Narrative Text**

Narrative is a kind of enjoyable text to read. Gallant (2008) states that narrative tells a story, it may include information that will help the reader understand the characters' feelings. Its form is unique, because authors relate ideas they want to express about how people behave and what they believe. It makes connections to the reader's experiences<sup>21</sup>.

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<sup>21</sup> Janet A. Gallant, *New York State Grade 3 Elementary-Level English Language Arts Test* (New York: Barrons Educational Series Inc, 2008), P.2.

Spierling and Szilas (2008) state that narratives present a closed pattern of exposition, complication, crisis, and resolution (also known as the Freytag Triangle) that defies expansion<sup>22</sup>. Edgar and Lenhart (2001) states that:

Freytag depicted dramatic structure as a triangle with the climax of the play at the apex; the elements of the drama are (1) Exposition: it tells the audience what happened before the play began; (2) Complication: it is the part of a plot in which the entanglement caused by the conflict of opposing forces is developed, also called the Rising Action; (3) Climax: it is the turning point in the action, the crisis at which the rising action turns and becomes the falling action; (4) Falling Action or Resolution: it is the various plot lines begin to come together; and (5) Dénouement: it is the unraveling of the plot of the play<sup>23</sup>.

It means that the generic structure of narrative is exposition, rising action, climax, falling action, and resolution. This structure is called Freytag Triangle.

Narrative is one of the genres which are used in competence based curriculum. Genre is kinds of texts in which each of them has a social function, generic structure, and lexicon grammatical features.

The social purposes of narrative text are to construct a pattern of events, to amuse or entertain, to deal with the unusual or unexpected, to teach readers that problems should be resolved, and to incorporate generally valued patterns of behavior (Keir, 2009). The purpose of

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<sup>22</sup> Ulrike Spierling and Nicolas Szilas, *Interactive Storytelling: First Joint International Conference on Interactive Digital Storytelling ICIDS 200, Erfurt, Germany, November 26-29, 2008, Proceending* (Berlin:Springer, 2008), p.7.

<sup>23</sup> Christoper Edgar and Gary Lenhart, *The Teachers and Writers Guide to Classic American Literature* (New York: Teacher & Writers Colaborative, 2001), p.211.

narrative is to present a view of the world that entertains or informs the reader or listener. In this research, narrative text means kind of story genre which has social function to amuse, entertain with problematic events which followed the resolution.

#### 1. Generic Structure of Narrative

According to Keir (2009), the generic structure of narrative text consist of:

##### a) Orientation

It is about the opening paragraph where the characters of the story are introduced. It sets the scene and introduces the participants (who, when, where). Orientation actually exists in every text type though it has different term.

##### b) Complication

This is a crisis arises. Complication is where the problems in the story developed. It is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that sometime there is more than one complication.

##### c) Resolution

This is the crisis or the problems in the story are resolved, for better or for worse. Resolution is the final series of the events which happen in the story. The resolution can be

good or bad. The point is that it has been accomplished by the characters.

d) Coda (optional)

Coda is a personal comment or moral value (the lesson from the story which the readers get).

2. Language Features of Narrative Text

According to Keir (2009), the language features of narrative text are as follows:

- a. Use of word chains to build topic information.
- b. Extensive use of nouns, adjectives, verbs, and adverbs to enhance the plot, setting, and characters.
- c. Use adjective to build noun groups.
- d. Use time connectives to sequence events.
- e. Use thinking and saying verbs to show how characters are saying, feeling, and thinking<sup>24</sup>.

3. The Type of Narrative

According Mark and Kathy Anderson in the book of text type in English 3, there are many type of narrative including.

- a. Humor: a humorous narrative is one that aims to make the audience laugh as part of telling story.
- b. Romance: a romance narrative typically tells of two levels who overcome difficulties to end up together.

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<sup>24</sup> June Keir, *Imaginative Narrative: Perfect the Art of Writing Stories* (Greenwood: Ready-Ed Publications, 2009), p.4.

- c. The diary-novel: this type of narrative has the text presented like diary entry.
- d. Science fiction: science fiction narrative us a setting involving science and technology.
- e. Fable: a fiction story meant to teach moral lesson: the characters are usually talking animals.
- f. Myth: a tradition story of unknown authorship, ostensible with a historical basis, but serving usually to explain some phenomenon of nature, the original of man, or the customer, institutions, religion rites of people: myths usually involve the exploits of gods and heroes.
- g. Legend: a story handed down for generations among a people and popularly believed to have historical basis, although not verifiable<sup>25</sup>.

### **E. Teaching Reading Narrative in Junior High School**

The English materials of Junior High School are being modified in line with the current curriculum. Genres or text types are the main English material which is taught in junior high schools. Narrative becomes one of the text types which must be taught. The following are competences in teaching reading narrative in junior high school,

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<sup>25</sup>Mark and Kathy Anderson, *The Type in English 3* (National Library of Australia:Macmilan, 1997), p. 33.

particularly the eighth grade in line with School Based Curriculum (KTSP):

a. Competency Standard

11. Understanding the meanings of short functional texts and essays in the forms of recount and narrative to interact with the environment.

b. Basic Competence

11.1. Reading loud and meaningful of short functional texts and essays in the forms of recount and narrative with acceptable pronunciation, stress, and intonation which relating to the environment.

11.2. Responding the meanings of short functional texts accurately, fluently, and acceptable which relating to the environment.

11.3. Responding the meanings and rhetorical steps in simple short essays accurately, fluently, and acceptable which relating to the environment in the forms of recount and narrative.

The writer can conclude that the aim of teaching reading a narrative text is that the students should be able to respond to the meaning and rhetorical steps of a narrative text. Responding to the meaning means that they should be able to determine the main ideas, general ideas, and the content of the text. Meanwhile, responding rhetorical steps means that the students should be able to determine all the language features of narrative text.

## F. 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<sup>26</sup>. The students answer the questions listed in the herringbone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement.

The herringbone diagram is designed to help students locate the main idea of a selection. Balajthy and Wade (2003) states that as a story of selection is read, they look for answers to the WH-questions: who, what, where, when, why and how. The teacher helps the students put the information which they locate on a visual diagram shaped like a fish skeleton. A summary is written along the central spine of the diagram. This visual diagram is useful for reviewing information and provides a visual structure for the selection that can be seen at a glance<sup>27</sup>.

Graphic organizer is important and effective pedagogical tools for organizing content and ideas, and facilitating learner's

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<sup>26</sup> Engelbert Thaler, *Teaching English Literature* (Paderborn:Verlag Ferdinand Schoningh GmbH & Co.KG, 2008), p.88.

<sup>27</sup> Ernest Balajthy and Sally Lipa-Wade, *Struggling Readers: Assesment and Instruction in Grades K-6* (New York: Guilford, 2003), p.131-132

comprehension of newly acquired information (McKnight, 2010)<sup>28</sup>. It is an effective teaching and learning tool for all types of learners.

In this research, 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.

### **G. Procedure of Herringbone Technique**

There are have some opinions about the procedures of herringbone technique. According to Edwards(2003), the procedures of herringbone technique are:

1. Select reading material at the students level.
2. Construct a herringbone outline with the 5W+H (Who? When? Where? Why? What? How?) and the main idea. (See following diagram or graphic).
3. Students read, brainstorm and write important information about the story in their notebook.
4. After discussion, the students write answers on the Herringbone outline.
5. Students discuss answers (5W+H+main idea).
6. The herringbone outline is used for the revision of the story<sup>29</sup>.

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<sup>28</sup> Katherine S. McKnight, *Teacher's Big Book of Graphic Organizer: 100 Reproducible Organizers That Help Kids with Reading, writing, and the Content Areas* (San Francisco: Jossey-Bass, 2010), p.1

On the other hands, Balajthy and Lipa-Wade (2003) add that there are some steps of herringbone in teaching reading:

1. Teacher preparation
2. Read the selection
3. Complete the herringbone diagram
4. Summarizing<sup>30</sup>

When reading or writing a story, students must be able to identify and organize important story elements and observe relationships between them. The Herringbone Technique graphic organizer is used for establishing supporting details for a main idea. It can be used to organize information for all content areas. The students will get benefit from modeling the use of this graphic organizer on an overhead projector or chart paper. Learning how to organize and classify information is an important skill for all students. The students are asked by the teacher to organize and classify information every day. When the students read, they should be encouraged to read and classify information. The students can use this graphic organizer when taking notes for assigned reading as a way to organize and classify new information.

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<sup>29</sup> Peter Edwards, *Literacy Techniques: for Teacher and Parents 3<sup>rd</sup> Edition* (New York: Barrons Educational Series Inc, 2003), p.32.

<sup>30</sup> Ernest Balajthy and Sally Lipa-Wade, *Struggling Readers: Assesment and Instruction in Grades K-6* (New York: Guilford, 2003), p.206.

In this paper, Herringbone Technique is a technique in which the students work in pairs or triads. The teacher poses a narrative text and the students read that narrative text. After reading, the groups complete the Herringbone diagram by discussing the text, considering possible answers to the questions on the Herringbone, and deciding cooperatively upon the answer that seems best to them. When the groups have completed their tasks, the teacher assembles the entire class so that the groups can share their decisions and the reasons for them, with each other.