CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It discusses definition of reading, types of reading, aspects of reading, processes of reading, definition of recount text, generic structure of recount text, language feature, types of recount text, the nature of teaching reading, principles of teaching reading, activities in teaching reading, definition of Herringbone Technique, the purpose of Herringbone Technique, advantages of Herringbone Technique, procedures of Herringbone Technique, and previous studies.

A. Reading

1. Definition of Reading

Reading is classified as a communication tool in the form of text. Reading becomes one of the efficient ways to obtain information related to various aspects of life, especially science and technology. Reading can make people get information from the texts they read. Reading has an important role in daily life for someone who needs information. In addition, reading is an important skill for learners of English as a foreign language. Reading is a skill that must be mastered by most students of English as a foreign language because it is used as a determinant of success in learning English and other lessons that requires reading skills in English. By having good reading skills, students will make significant progress and development in all areas of learning (Ismail, Syahruzah & Basuki, 2017: 125).

Cline et al. (2006) (as cited in Syamsir et al., 2021: 61) states that reading is a process of decoding and understanding written texts by translating the symbols of the

writing system into spoken words, including Braille. Purpose, context, nature of the text, strategy, and knowledge determine the reader's understanding.

According to Richards and Schmidt (2002) (as cited in Ismail, Syahruzah & Basuki, 2017: 126), reading is an indispensable skill in reading skills because it is used to understand the main idea, understand the order of a text, identify specific details of a text, conclude a text, make comparisons, and predict the content of a text in the context of learning a second language and a foreign language, especially with adults. These kinds of reading skills are usually taught separately.

2. **Types of Reading**

According to Mufariza (2019: 8-9), there are four types of reading activities, namely:

a. Intensive Reading

Intensive reading is a type of reading that has a relationship with language learning at the next level accompanied by teacher guidance. Intensive reading can be used as a basic for explaining text structure problems and can be used to enrich vocabulary and idiom knowledge. Detailed discussions of intensive reading material can be found in the target language. This type of reading is usually analyzed and used as a basic of writing practice. Intensive reading is an activity of reading texts or reading materials used by learners to gain knowledge and analysis. Reading material in intensive reading is a short text. This type of reading aims to obtain certain information.

b. Extensive Reading

Extensive reading is a type of reading that aims to gain a general understanding of a subject. This type of reading is done by reading longer texts

for sheer pleasure. Readers just want to know something regardless of the important information in the text. Usually people read so as not to be out of date.

c. Aloud Reading

Aloud reading is usually used as a type of reading in classroom organization and discipline. In aloud reading, students are given written sentences that they have never spoken. Aloud reading aims to determine students' speaking and pronunciation skills.

d. Silent Reading

Silent reading is considered important in learning English. This type of reading is used to improve students' reading skills. Silent reading aims to obtain a lot of information. Silent reading should be based on the students' choices of text so that they can read quickly, easily and fluently. Silent reading allows students to read the text silently without making a sound and moving their lips. Silent reading can increase students' understanding and enrich their vocabulary.

3. **Aspects of Reading**

Dallman (1982: 25-27) (as cited in Listiyanti, 2017: 13) divides reading into three aspects, namely:

a. Word Recognition

The term reading is a skill to recognize words continues to be in the spotlight in a respectable and influential environment. Currently, adherents of this reading view state that word recognition is decoding a printed page or recognizing the spoken equivalent of a written symbol.

b. Comprehension

Reading comprehension is an absolute necessity for teachers. Reading aims to gain meaning because students are expected to understand what they are saying.

c. Reflection

Many educators do not categorize recognition and comprehension as part of the overall act of reading. Reading as a form of reflection is an additional dimension in reading that relates to the relationship between the reader and the writer so that it creates a mental dialogue in a way.

4. Processes of Reading

Patel and Jain (2008: 114-116) classify the reading process into three stages:

a. Recognition Stage

At the recognition stage, learners only recognize a graphs of a parts listed in the phonological items. Learners recognize spoken words in written form. The learners' difficulty in the recognition stage depends on the mother tongue script, English, and bilingual conventions.

b. Structuring Stage

At this stage, learners are directed to see the syntactic relationships of items and try to understand the structural meaning of syntactic units.

c. Interpretation Stage

The last reading process is the interpretation stage, where this process becomes the highest level in reading. At this stage learners will be asked to understand the significance of a word, phrase, and sentence in a overall context of the discard passage. For example, learners understand the use of words that contain serious and funny meanings, distinguishing between statements of facts

and opinions. The interpretation stage is the stage where people actually read for information and pleasure.

B. Recount Text

1. Definition of Recount Text

According to Knapp and Watskin (2005) in Sianipar et al. (2020: 21) recount text is a type of text that tells about experiences in the past in chronological order. Recount text aims to provide information or entertain readers regarding to past experiences.

Recount text is one type of English text which has the main function to covey an experience in the past. It means, recount text is a text that tells the reader about a series of past events (Purwanti in Erni, 2016 as cited in Rosalinah et al., 2020: 81). Therefore, recount text is also referred as a text that consists of several events that occured in the past in chronological order.

Joko in Nindy (2018) (as cited in Rosalinah et al., 2020: 81) states that recount text is a text that retells an event in the past. Recount text is written based on the author's experience which actually happened in the past. Recount text serves to retell past events or is used to entertain readers regarding to past experiences.

2. Generic Structure of Recount Text

According to Knapp and Watskin (2005) in Utami (2021: 8), recount text is one type of English text which is categorized as the simple text with generic structure in the form of orientation, sequence of events and resolution. Meanwhile, according to National Syllabus, generic structure of recount text is divided into three parts, namely orientation, series of events and re-orientation. Orientation is a generic structure of recount text that can be found in the first paragraph. Orientation has a function to provide information about the background of an event, such as topic of the event,

characters involved in the event, place and time of the event, how the event occured, and providing further explanation of the events that occured next.

The second generic structure is sequence of events. This section is placed in the body of the paragraph. In the sequence of events, events are told in more detail. The third generic structure is re-orientation. This section is also known as the closing or ending of a story. Re-orientation can be in the form of conclusions or comments of the author about the events that are told.

Thus, recount text has three types of generic structure, namely orientation, sequence of events, and re-orientation. Orientation can be found in the first paragraph of recount text. Sequence of event is in the next paragraph and tells the events chronologically. Re-orientation can be found in the last paragraph and contains of conclusions or the author's comments about the events he/she told.

3. **Language Features**

Heaton and Harmer in Iriana (2018) (as cited in Utami, 2021: 8-9) state that recount text has language features in the form of specific participants, specific time and place, using simple past tense, using adverbs, using action verbs, conjunction, time connectives, and there are personal comments at the end of the story.

In the generic structure of recount text, language features can be found in each paragraph. In orientation section, language features can be found in the form of: (1) Specific participants. Specific participants are certain characters who are involved in the story and usually identified using nouns or pronouns for people, animals or things. For example: Miss Nam Ra, the doctor, her jacket, her/his. (2) Specific time. Specific time is used to provide information about when the events are told. For example: In 1945, after the Korean War. (3) Specific place. Specific place is used to provide

information about the place where the events are told. For example: in Hyosan City, at an old apartment near Wonjung City.

In sequence of events section, language features can be found in the form of: (1) Simple past tense. Most of the sentences in recount text are written using simple past tense because this kind of text tells about experiences or events in the past. (2) Adverbs. Recount text uses a lot of adverbs of time and place to explain when and where the event occured. (3) Action verbs. Recount text uses action verbs to arrange words to tell an event. For example: she cried, she walked, she sang. (4) Conjunction. In recount text, conjunction has a function as sentence connectors so that the events that are told are related to each other. For example: but, or, if, for, because. (5) Time connectives. Time connectives are words that are used to combine phrases or sentences so that the reader can understand the events that occured. For example: before, after, next, just then, shortly, afterwards, last, eventually, firstly, secondly, thirdly.

In re-orientation section, we can find language features in the form of simple past tense and the author's personal comments. Personal comments are also known as story conclusions. In personal comments, the author usually expresses his/her feelings or opinions about the events he/she has experienced.

4. **Types of Recount Text**

Sianipar et al. (2020) in Utami (2021: 6-8) divides recount text into three types, namely personal recount, factual recount, and imaginative recount. However, in general there are four types of recount text that are commonly used, namely personal recount, factual recount, imaginative recount, and procedural recount which are explained as follows:

1. Personal Recount

   Personal recount is a type of recount text that contains of the author's personal experiences in the past. In personal recount, we can find the author's personal comments regarding the events he/she experienced. Personal recount can be in the form of notes in a diary and written with first person pronouns such as I and we. Personal recount usually contains of information about what, who, where, when, and why the event occured.

2. Factual Recount

   Factual recount is a type of recount text that retells an event that actually happened in real life. A factual recount can be in the form of a historical recount, traffic report, science experiment, sport report, and so on. This type of recount text usually requires readers to do detailed analysis or research on unfamiliar topics that they may find in the text. The language feature of factual recount focuses more on the details of time, place, and events that occured. Factual recount is told in chronological order with details of the time connective to clarify events. This recount text is usually written with third person pronouns such as he, she, and they. Passive sentences can usually be found in this type of recount text.

3. Imaginative Recount

   Imaginative recount is a type of recount text that retells an event that does not actually happen in real life. Imaginative recount is a way to make a story or experience more memorable and interesting. Usually, imaginative recount authors exaggerate or fabricate the events they experienced. Imaginative recount is told chronologically but the details of the story are the result of the author's

imagination. This type of recount text is written using first person pronouns such as me or us.

4. Procedural Recount

Procedural recount is a type of recount text that contains a record of procedural events such as cooking procedures or experimental procedures. This type of text aims to provide information to the readers about how to do something. This type of recount text is presented in chronological order to show the proper ways to do something.

C. Teaching Reading

1. The Nature of Teaching Reading

According to Hadfield & Charles (2008) as quoted by Pratiwi (2019: 14-15), teaching reading is a process of giving students with an understanding of a text. In the process of teaching reading there are two components, namely word recognition and reading comprehension. Word recognition is a form of teaching reading by decoding written letters, recognizing words, and matching sounds with text. While teaching reading comprehension is an activity done by a teacher to help students understand the meaning of a text.

There are reasons why teaching reading English texts is an important part of a teacher's job. First, there are many students who want to have the ability to read English texts for career purposes, study purposes, and pleasure. It will be a good idea if teachers help students in learning this skill. Reading is needed in language acquisition if students can understand what they read. The more they read, the better students' understanding will be. Reading has a positive impact on increasing students' vocabulary both in spelling and writing. Reading also has a

good influence on writing English. Teachers can ask students to focus on vocabulary, grammar, and punctuation at different times of the lesson. Reading materials can be used to provide direction in constructing sentences, paragraphs, and entire texts. That way students can write in English with a good model. Finally, a good reading text can bring up interesting topics, make a discussion, express imaginative opinions, and be an alternative to the whole lesson (Harmer, 2007: 99).

2. **Principles of Teaching Reading**

Harmer (1998: 70-71) classifies the principles of teaching reading into six, namely:

a. Principle 1: Reading is not categorized as a passive skill

Reading is a skill that requires activity. In order to reading activities can be carried out optimally, readers should be able to understand the meaning of the words in the text, see the pictures described by the words, grasp the meaning of the arguments, and work when they have understood these things. If this comprehension is not done, readers will just read the text without remembering it.

b. Principle 2: The need of students involvement regarding the texts they read

In all learning contexts, students who do not want to be involved in a reading text, in other words, students are not interested in a reading text, they are less likely to benefit from the text. Meanwhile, students who are passionate about a topic or task will get more benefits from it.

c. Principle 3: The need of encouragement for students in order to want to respond the contents of a reading text

A reading text is very important to learn both in terms of language use, number of paragraphs, and use of relative clauses. Students should be given an opportunity to be able to respond the meaning and message in a text in a certain way. It aims to encourage students' willingness to engage in a reading topic.

d. Principle 4: Prediction is needed as the main factor in reading

When readers read texts in their own language, they often have predictions about the content of a text before they actually read. There are several things that become clues about the content of a text before readers see the contents of a book or an article and report such as book covers, photos, and headlines. When readers have received clues like this, their brains can immediately provide predictions regarding the content of a reading text. In order to students become good readers and are able to be involved in a text, teachers should provide clues about a reading text.

e. Principle 5: Adjustment between tasks and topics

Examples of giving assignments that are appropriate to the topic can be done by asking students to determine the number of infinitives used in Hamlet's soliloquy "To be or not to be" or asking them to make an alphabetical list of ingredients if the topic used is a restaurant menu. When the type of reading text has been determined, teachers need to determine the appropriate and interesting reading task. A tedious task will mess up even interesting text.

f. Principle 6: A good teacher is able to utilize the entire contents of a reading text

Any kind of reading text must be full of sentences, words, ideas, descriptions, etc. It is not correct if only ask students to read a reading text and ask them to do something else. A good teacher is able to arrange reading texts into interesting sequences based on topics and assignments using the language used for *Study* and *Activation*.

3. **Activities in Teaching Reading**

Wallace (1992: 86-100) divides activities in teaching reading into three parts, namely:

a. Pre-reading activities

In the pre-reading activities, readers are given questions to find answers in a text. These questions are used to test the readers' understanding. In the latest reading materials usually the questions tend to precede the text with aim that readers can read the text faster in order to obtain specific information. Pre-reading activities are also useful for preparing readers to face linguistic difficulties in a text. In addition, pre-reading activities also serve to activate the schematic knowledge owned by readers.

b. While-reading activities

While-reading activities aim to encourage flexible, active, and reflective nature of readers or students. Flexibility can arise if a reader is able to read in a way that is in accordance with the text presented. In while-reading activities the reader has an opportunity to promote a type of dialogue with the author. Different text genres will also provide opportunities for readers to do different activities. For example, people can interrupt discursive texts that present problems that have potential solutions at specific points in order to gain reader

contribution. Authors can mark 'natural breaks' in various ways or in the form of questions in their works, for example the case of the text entitled "The Female Eunuch" by Germaine Geer.

c. Post-reading activities

Post-reading activities are often done by asking questions that follow the text. Multiple choices is one of the options for these questions. Multiple choice questions can be answered by readers only with their schema knowledge without relying on the text. Questions in post-reading activities can also be 'true' or 'false' response options. Post-reading activities need to be encouraged by genre, learning context, and learner goals.

D. Herringbone Technique

1. Definition of Herringbone Technique

According to Lubis, Hasibuan & Gultom (2020: 111), Herringbone Technique is a technique used to answer the questions who, what, when, where, how, and why (5W+1H) in order to find the main idea of a text in the form of a graphic organizer. This technique will help students improve their reading skills and comprehension through fishbone-shaped graphs. According to Bouchard in Silvia and Susana (2017: 57) as quoted by Lubis, Hasibuan & Gultom (2020: 111), Herringbone Technique serves to provide a basic framework for students in finding the main ideas and supporting ideas of a text they read.

Reno (2018: 34) states that Herringbone Technique can encourage students to develop an understanding of the main idea through a graphic in the form of a fish skeleton. This graphic helps students find the main idea through who, what, when, where, why, and how questions. By using Herringbone Technique, students can

understand the content of a text easily and are able to find the main idea of a text. Students will find the main idea of a text by working on the questions in the Herringbone graphic.

2. **The Purpose of Herringbone Technique**

Herringbone Technique is a teaching technique used to encourage students' motivation and enthusiasm in learning English. Herringbone Technique is useful for compiling content and ideas as well as providing understanding to students regarding the information they get through graphic organizer as an important and effective pedagogical tool in teaching and learning activities to read English texts (McKnight, 2010: 1 in Sudarmanto, 2018: 77).

According to McKnight (2010: 50) as quoted by Sudarmanto (2018: 77) Herringbone Technique is used to create and find supporting details for the main idea. Herringbone Technique is also used to understand the relationship of supporting details of a text to determine the main idea.

According to Tierney et al. (1985: 82) in Sudarmanto (2018: 77) Herringbone Technique is a structured procedure that serves to assist students in finding information in a text. This technique can be applied to fourth grade elementary school until twelfth grade high school students. This technical procedure is suitable for students who have reading ability below the level of difficulty of the text they are facing.

Sudarmanto (2018: 77) states that Herringbone chart can help students determine the main ideas and supporting ideas of a text by answering six questions designed in a visual pattern to create a framework that shortens information. This technique aims

to develop an understanding of the main idea through 5W+1H questions in the arrangement of a visual diagram of a fish skeleton.

3. **Advantages of Herringbone Technique**

According to Syukur, Supraba & Wahyono (2020: 299-300) Herringbone Technique has very useful benefits in the context of teaching and learning to read. These benefits can be felt by both teachers and students, namely as follows:

a. For Teachers

One of the biggest problems faced by most English teachers is that they find it difficult to make students understand an English text. One of the solutions to this problem is the use of Herringbone Technique. In the Herringbone Technique, teachers can reach students' understanding of a text just by giving a brief explanation.

b. For Students

When students only have insufficient English vocabulary, they will have difficulty in finding the main idea of a text. Herringbone Technique is one of the solutions for them to understand and find the main idea in a reading text. In the Herringbone Technique, students are given a short and simple explanation by their teacher. Students will know what they have to do even if the teacher gives little explanation.

By using Herringbone Technique, students will be facilitated in understanding and identifying the main idea of a text. Herringbone Technique has been designed to answer students' difficulties when facing English reading texts such as insufficient English vocabulary and low reading ability. In addition, teachers will be facilitated in

delivering material through Herringbone Technique. Teachers only give a brief explanation and after that it is the students' turn to work.

4. **Procedures of Herringbone Technique**

Herringbone Technique provides an understanding of the main idea of a reading text through 5W+1H questions (who, what, when, where, why and how) in a fishbone diagram. The answers to these 5W+1H questions will be written by students in a Herringbone chart as the main idea of a text.

Sudarmanto (2018: 78) divides Herringbone Technique procedure into seven stages, namely:

a. If possible, students are asked to pair up with their classmates.

b. Teacher chooses the type of reading text based on the level of the students.

c. Teacher makes and shows Herringbone diagram to the students.

d. Teacher asks students to write the answers to questions 5W+1H in the Herringbone diagram. Examples of questions given to students are as follows:

1) Who was talking about?

2) What did they do?

3) When did they do it?

4) Where did they do it?

5) Why did they do it?

6) How did they do it?

e. Students are asked to read the text to find and write the answers in the Herringbone graphic. While reading, students record the answers to questions 5W+1H.

f. Teacher explains to the students how each answer relates to the main idea of the text. After students record the information, they can identify the main idea of the text through 5W+1H questions.

g. Students are asked to write the main idea of the text based on the information they get in the Herringbone chart.

E. Previous Studies

In this research, the researcher takes five previous studies related to the research. The first is Sinaga (2020) in the research entitled "The Effect of Herringbone Technique on the Students' Ability in Comprehending Reading of Recount Text" with experimental research and applied at grade VIII of SMP Swasta GKPS 3 Pematangsiantar. The purpose of her research is to increase students' understanding of the relationship of supporting details used to determine the main idea of a text. She involved three classes covering grades VIII-1 until VIII-3 with a total of 120 students. She divided two research groups, which include 40 students in the experimental group and 40 students in the control group, so that the total number of students is 80. Based on the data analysis, it was found that the T-observed is 5.3 and the T-table is 2.00 at a significant level of 0.05 and df=78 ($N_2 + N_y - 2 = 40 + 40 - 2$), which means that it could be seen that the test results have a significant effect on the ability in reading recount texts of class VIII students of SMP Swasta GKPS 3 Pematangsiantar. The improvement in reading ability of the experimental group was better than the control group with an average pre-test of 66 and post-test of 82.875 in the experimental group. The validity obtained by the experimental group was 0.65 and the reliability was 0.78. It can be seen that students who are taught using Herringbone Technique experience a significant increase.

The second is Rohmah (2018) in her research "The Implementation of Herrigbone Technique in Reading Comprehension at Second Semester of Non-English Department" with descriptive qualitative research and applied at the second semester of PAI-A students of STAI Bahrul 'Ulum Tambakberas. The purpose of her research is to explain in detail the steps of applying Herringbone Technique and to know the effect of Herringbone Technique applied to students. The research subjects were a lecturer and second semester students of Pendidikan Agama Islam-A (PAI-A). She involved 33 students consisting of 17 girls and 16 boys. Based on the research finding, lecturer was able to apply Herringbone Technique in teaching and learning activities and the steps were applied according to the suggestions of the Herringbone Technique supporters. Based on the results of interview data, students gave a positive response to the application of Herringbone Technique. Their comprehension increased after applying Herringbone Technique. It could be seen that Herringbone Technique has a positive impact on improving students' English reading even though this technique is applied to Non-English Department students.

The third is Reno (2018) in his research entitled "Improving Reading Comprehension Through Herringbone Technique to the Eleventh Grade Students of SMA LTI-IGM Palembang" with true-experimental research and the subject is the eleventh grade students of SMA LTI-IGM Palembang. The purpose of his research is to improve students' reading comprehension and be able to find important information in a reading text. He involved 40 students of class XI IPA 1 as an experimental group and 40 students of class XI IPA 2 as a control group. Based on the research findings using the F test, it was stated that the post-test variance between the experimental group and control group was homogeneous with the post-test

average of the experimental group 77.81 and the post-test average of the control group 60.37, which means there was a significant difference on the average value of the experimental group and the control group. Based on the results of t-obtained was 6.785 and t-table was 0.05 with df 39 of 1.684, it meant Ho is rejected and Ha is accepted. It could be concluded that Herringbone Technique can improve reading comprehension of eleventh grade students of SMA LTI-IGM Palembang.

The fourth is Ardayati and Herlina (2020) in their research "Teaching Reading Comprehension by Using Herringbone Technique to the Eighth Grade Students of SMP Negeri 11 Lubuklinggau" with pre-experimental research and the subjects were eighth grade students of SMP Negeri 11 Lubuklinggau. The purpose of their research is to find out whether or not Herringbone Technique is effective to improve reading comprehension. There were 173 students as the population of their research. The sample was taken through cluster random sampling. The result was 30 students of VIII-5 class. Based on the research finding, the mean of students' score in the pre-test was 61.33, the mean score of post-test was 70.33. The result of paired t-test was 8.18, which was higher than 1.699 value of the t-table of 29 (30-1) with 0.05 significant level for one tailed-test. Based on the result of the paired t-test calculation showed that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It is effective to teach reading comprehension by using Herringbone Technique to the eighth grade students of SMPN 11 Lubuklinggau.

The fifth is Maizarah and Purwanti (2020) in their research "The Effect of Using Herringbone Technique on Students' Reading Comprehension at the Third Semester Students of English Department at UNISI Tembilahan" with experimental research and the subjects were the third semester students of English Department at UNISI

Tembilahan. The purpose of their research is to find out the effect of using Herringbone Technique on students' reading comprehension at the third semester of English Department in UNISI Tembilahan. Based on the results of the research, the pre-test average was 31.06 and in post-test was 41.18. The obtained t-observed was 4.6, whereas the t-table was 2.12 in 5%. The t-observed score was higher than the t-table (4.6>2.12). It meant that Ha is accepted while Ho is rejected. Based on the finding, it could be seen that Herringbone Technique can be used as one of the alternative techniques in teaching reading comprehension.