

## **CHAPTER II**

### **THEORY REVIEW, FRAME OF THINKING, AND HYPOTHESIS**

#### **2.1. Theory Review**

##### **2.1.1 Concept of Reading Comprehension of Recount Text**

Reading becomes a crucial skill which is important to be mastered in academic domain than other language skills. To be successful in achieving the learning target, reading is needed to be mastered. Harmer (2007:99) explained that in process of language acquisition reading is very important because by reading students understand the reading material, therefore, for better comprehension the students need for more reading. Students cannot ignore this skill.

Reading is done to get the message of the writer in the written form. As stated by Simanjuntak (1988:3), reading is communication process using ideas done by the reader. Tarigan (1989:118) explained that reading is a process which is done in order to identify the symbols made by the writer to represent their mean. In addition, Sulisty (2011:20) explained that reading is essentially interaction done by the writers that communicates which is mediated through a writer text. Therefore, it can be said that reading is the process of delivering message from the writer to the reader and the reader get comprehend the writer's message communicatively.

Furthermore, Eskey (2002:14) explains reading is reading is interaction process that occurred to the reader consciously and subconsciously. Subconsciously reading means that the process can not be seen by any one. In subconscious reading, the reader got the message of

reading material which can not be replaced from textual language to spoken language. In addition, Clark and Silberstein in Simanjuntak (1988:15) also explain that reading is process of getting and elaborating the knowledge and meaning from a written text to find a comprehension.

In line, Elizabeth and Pressley (2002:14) explained that comprehension is process for getting a meaning of a written text. The word knowledge is needed as well as thinking and reasoning. In short, comprehension is an active process in reading. In comprehending a text, the reader actively develop their constructing of meaning's ability. The activity also encourage the students' background knowledge. The ability to represent the meaning of word expressions was also needed. It will support the communication process of information, message, ideas, and point of views.

According to Grellet (2000:3), comprehension is process done by the readers looking for the appropriate information from the written text as efficient as possible. In addition, Hornby (1992:235) stated that comprehension relates on the ability in understanding of something to improve or test the mastery of a knowledge. Furthermore, Neufedlt (1991:286) defined comprehension as understanding or knowledge from the result which ones grasp. Also, Klingner, Vaughn, & Boardman (2007:151) state comprehension is someone's ability in understanding what have been read or discussed.

In conclusion, Reading comprehension of recount text is communication process between reader and writer in obtaining appropriate meaning, information, ideas, and point view, based on the understanding of a written text that tell about what had happened in sequence of events.

#### **a. Concept of Recount Text**

Students should master well many kinds of text that support their skill, included recount tex. Comprehending a text is not an easy task. Each text has their own characteristics

that makes it special to be read, also recount text. Hyland (2004:29) said that recount text is a text that used to retell past event in order to inform or to entertain the readers. Because it tells the past, recount text uses past tense. The special characteristics of recount is in social purpose that used to retell the past experiences by using some original sequence of events. Form of personal letter, police report, insurance claims and incident reports were the sample of recount text. Then, can be summarized that recount text is a text that tell about what had happened in sequent of events.

According to Cogan (2006) recount text is a kind of text that use to inform audiences or readers by retell the events. The text's generic structure were three parts. The first is the orientation, the second is events, and the last is reorientation. In choosing the recount text in implementing Herringbone technique, the researcher argues that in this techniques the important information was gotten from guideline question (who, what, when, where, how and why).

According to Anderson and Anderson in Cahyono (2011:16), the linguistics characteristics of recount text is stated below.

- a. In identifying those involved in the text was used proper nouns.
- b. In describing about who, what, when, where, and how was used descriptive words.
- c. To explain and retell the events was used past tense.
- d. It was using sequence words to show the order of events, for example, first, next, then)

Beside has own characteristics of language used, recount also has their own structure. The generic structures of recount text generally consist of orientation, event, and reorientation (Anderson and Anderson in Cahyono, 2011:15). It is described as follows:

#### 1. Orientation

The first paragraph is usually the part of orientation where the background information of W-H question was placed. Introduction of the participants, place and time is also in the first paragraph.

## 2. Event

What has happened in the story was told in sequencing of chronological event. What happened in the past was described by using event 1, event 2, event 3 and so on.

## 3. Re-orientation

The ending of the story was placed in the part of re-orientation. The last part of recount text can be the comment of the writer. However, sometimes it was not crucial.

In conclusion, based on the elaboration of the theory above, reading text activity can be a good way to be imitated for English learning. Student which are familiar with many kinds of text will be easier to be taught in the class. By reading, the students indirectly learned another parts of language such vocabulary, grammar, punctuation, kinds of sentences, kinds of paragraphs, and kinds of texts also. Reading is an interaction process between reader and writer in comprehending and obtaining meaning from a written text. While, comprehension is the power to construct appropriate meaning, information, ideas, and point view, based on the understanding of a written being read. Then, reading comprehension is defined as communication process between reader and writer in obtaining appropriate meaning, information, ideas, and point view, based on the understanding of a written text being read.

The last, based on the explanation of reading comprehension and recount text, it can be defined that reading comprehension of recount text is communication process between reader and writer in obtaining appropriate meaning, information, ideas, and point view, based on the understanding of a written text that tell sequence of events about what had been happened.

### **2.1.1.1 Teaching Reading**

For students, the process of teaching reading is important based on some reasons. The first is because English is important and crucial for the students' career, study, or simple pleasure. Today, English has become a commonly used foreign language in the work field. It will help students in their career if they master English in orally or written.

The second is because reading can help the students in the writing process because reading and writing are related. Some previous models for English writing are provided in some kinds of reading texts (Harmer, 2003). By knowing the kinds of texts, the learning process of writing texts becomes easier than before.

The third is because by reading students not only learn the material inside, but also learn many aspects of language. Indirectly, the students learn kinds of vocabulary, grammar, punctuation, and also kinds of sentences, paragraphs, and other texts (Harmer, 2003).

In addition to the process of teaching reading, Harmer (2007:99) states three components in teaching reading that should be noticed. The first is the reason for reading. There are many reasons why students get to read. Such as students want to be able to read either for their careers, for study purposes or simply for pleasure. The second is reading levels. When the students are asked to read, the success of this activity will depend on the level of the text which they are asked to work with. The third component is to skim a text. Students need to be able to skim a text if they were casting their eyes over the surface to get a general idea. The last component is encouraging students to read extensively. Discussing is one of the ways which the students can be encouraged to read extensively. Feedback is also needed, students are given opportunity to analyze and explore what they read and get information from what they read.

Furthermore, teaching reading for giving students comprehension of a text must cover the skills to be achieved. The basic skill of reading comprehension is the minimum ability in comprehending a reading text. Klingner (2007:6) mentioned the basic skill of reading comprehension as follows:

1. word reading (the understanding how to read something),
2. fluency (accuracy and rapidity of reading),
3. vocabulary (knowing the words mean in context), and
4. word knowledge (having enough background knowledge to benefit from reading text).

In conclusion, the components of teaching reading can enhance the activities and can provide the opportunity for a useful, deliberate focus on language features in learning. The components are the reason for reading, the reading level, kinds of text, and how the students are encouraged to read. It can be concluded that through the teaching reading's principles, it hopes the learning reading activity will be more useful and controlled to achieve the skills of comprehension and the aim of learning can be gotten well.

#### **2.1.1.2 Reading Assessment**

The reading assessment was designed is to ensure the students' ability in reading comprehension. In designing the reading assessment in the classroom must be based on the need and competencies will be achieved.

In assessing students' reading comprehension, the teacher may use some types of test. The types of the test that can be used to measure the students' reading comprehension (Nation, 2009:77-88). They are explained below.

- a. Pronominal Questions, Imperatives

These questions require the students to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short-answer questions.

b. True/False, Yes/No, Alternative Questions and Multiple-choice

These question forms are all grouped together because the answer to the question is contained within the questions or instructions, and thus the learners do not have to compose their answer. This simplifies making.

In addition, Djiwandono (2006:117-118) stated that there are eight indicators of reading skills. Furthermore, the eight indicators are divided into three levels of skill. The first level is elementary level. The second level is intermediate. Then, the third level is advance level. The following table is the description of each level and each indicators.

**TABLE 2**  
**INDICATORS OF READING SKILL IN EACH LEVEL**

<b>No</b>	<b>Level</b>	<b>Indicators of Skill</b>
1	Elementary	(1) Comprehending vocabulary (2) Identifying the generic structure (3) Identifying main idea (4) Identifying unstated information
2	Intermediate	(1) Comprehending vocabulary (2) Identifying the generic structure (3) Identifying main idea (4) Identifying unstated information (5) Identifying reference (6) Making inference
3	Advanced	(1) Comprehending vocabulary (2) Identifying the generic structure (3) Identifying main idea (4) Identifying unstated information (5) Identifying reference (6) Making inference (7) Identifying linguistic vocabulary and idiom (8) Comprehending author's purposes

The first level, the comprehension asking for the direct literal meaning of a word, sentence or idea in a context. Literal question ask for details (locating or identifying facts), main ideas, sequence (order of incidents or actions) and indentifying character. This level was asking about information that is directly stated in a selection, is important in and of it is also a prerequisite for higher-level understanding.

The second level comprehension covers the reading asks for generalizations, cause and effects, anticipation of endings, and the sensing of motives, etc. this level more than the first level. After comprehend the first level, th indicator are increased. Some skills for interpretive reading includes inferring cause and effect relationship when they are no directly stated sometimes a reader needs to be able to infer a cause and effect that has been implied in the material. Then, inferring referents. Writing seldom, if ever, explicitly states the connection between a pronoun and its referent, so the task of determining the referent is an inferential one.

The third level comprehension covers the critical reading which are asks for evaluation and personal judgment. They may also be concerned with underlying assumptions author's in the text. This level increased the comprehension for going beyond the material presented by the author. It require the readers to think as they read, just as critical reading does, and it also requires them to use their imaginations.

In conclusion, in the following discussion the researcher focus on multiple choice questions because it was mostly used for reading test. Typically, there are some optional choices with one correct answer and another was wrong. Then, the indicator used was the elementary level, as the indicators of reading comprehension. It is because the subject of this research was students in the intermediate level school.

### **2.1.2 Concept of Herringbone Technique**

Herringbone technique is how the students organize and remember important information by structuring the outlining procedure. In Herringbone technique, the students obtained the information by answering the guideline question. They are Who? What? Where? When? How? and why? (Ramadhani and Harputra, 2012:2).

Descriptions:

1. Who is the text talking about?
2. What did they do?
3. When did they do it?
4. Where did they do it?
5. How did they do it?
6. Why did they do it?

From those statements, Herringbone technique can help the students in identifying main ideas, then relates the main idea to the supporting ideas. In Herringbone technique, the guideline question makes the students outline the text details.

According to Deegan (in Kurniawan and Indrawati, 2016:2), Herringbone technique is a technique where the use of visual diagram a fish skeleton used to develop the comprehension of the main ideas by outlining who, what, when, where, how, and why question on a visual diagram a fish skeleton.

In addition, Jones (in Rafain et al, 2012:1) states, that Herringbone technique is a kind of graphic organized strategy in reading comprehension to organize main idea and the related idea of a lesson by containing six questions the answer of the questions organized in the Herringbone pattern the information can lead the readers to get the topic of the text that they read. It means that the students get main idea from the text by using Herringbone technique.

Bouchard (2005:54) explained that Herringbone is graphic organizer supports comprehension of text by providing a framework upon which the who, what, when, why, where, and how questions can be visually organized in relation to the main idea. It means Herringbone technique is concept to comprehend task that creates a framework for students to take note and sort information.

In conclusion, Herringbone technique is teaching technique for reading comprehension by helping students in identifying main ideas then relates the supporting ideas of the text by answering the W-H question that structured on visual diagram of fish skeleton.

#### **2.1.2.1 Procedures of Using Herringbone Technique**

A strategy, technique, or learning model is used as innovation in learning process. This is done in order to achieve the learning goal planned. However, the use of strategy, technique, or learning model must be well done. It is important to apply their each step regularly. According to Bouchard (2005:54), the steps of Herringbone technique is as follows.

1. Provide a text for students to be read, and the students were grouped in to small group
2. Provide a picture of herringbone technique on the board
3. Discussing how the smaller bones (details) construct to the backbone (main idea) of the fish, as the foundation. After that, the teacher explain how they all (ideas) work together in structure (comprehension) to the whole body (text).
4. The teacher informs that the students should find the information based on the guideline question as follows:

Who is the text talking about?

What did they do?

When did they do it?

Where did they do it?

How did they do it?

Why did they do it?

5. The whole text is read by the students in certain time
6. The copies of diagram was shared to the students and inform the students to note their answer on the question. This is done in discussion activity.
7. The students are showed how to organized the information and main idea.
8. The teacher show how to use the inforation on the diagram to construct a main idea. Then, the teacher writes the main idea on the diagram.
9. Having finished learn the procedures of learning by using Herringbone technique, the students are asked to fill their diagram.
10. The class was closed by submitting their work to the teacher.

#### **2.1.2.2 Advantages and Disadvantages of Herringbone Technique**

Each technique, strategy, or learning model was preceded by its advantages and disadvantages. The following are some advantages of Herringbone mentioned by Chykasuriani and Jufri (2006:6) such as:

- a. It makes students become active than before includes in reading class. In applying the activities of tehniqe Herringbone in reading activity, there were some ativities that make students be more active in learning.
- b. It makes the students become more curious while read a text. The guideline question makes students become more focus on what to do.

- c. The information from the text have already read can be shared in discussion process. This makes learning be more active and the students get more comprehension.
- d. The process of learning by using Herringbone technique make students fresh and do not boring.
- e. This technique also make students find the main idea of the text easily.

Besides has some advantages, the Herringbone technique is also has some disadvantages. The following are some disadvantages of Herringbone technique (Herber, 1978:125) such as:

- a. Activity to write or taking note were decreased when the students learn with graphic presentation because the students just focus on what to be presented. The students may lose some key words because the students focus on presentation and do not want to lose the activity.
- b. As the result, by focusing in presentation, the students may spent time more than available. The time consuming relates on the learning time. With limited time, the learning process can not be maximal. Some students may miss out in receiving the feedback.

### **2.1.3 Previous Related Research**

In relation to the ability in reading comprehension and the Herringbone technique, a research have been conducted previously. The first is the research entitled “The Influence Of Using Herringbone Technique Toward Students’ Reading Comprehension In Recount Text At The First Semester Of The Eighth Grade At SMP N 17 Bandar Lampung In The Academic Year Of 2017/2018” which was conducted by Nurlinda 2017. Quasi experimental

was the research design used. By using cluster random sampling technique, it was gotten 64 students as research sample of the eight grade of SMP N 17 Bandar Lampung

From the calculation, it was gotten 55.47 of pre-test and 75.16 of post-test as the mean score of experiment class. Besides, it was also gotten 51.88 of pre-test and 60.47 of post-test as the mean score of control class. Therefore, it was found that  $Sig = 0.000$  and  $\alpha = 0.05$  in the table of hypotheses test. The hypothesis test resulted that null hypotheses ( $H_0$ ) was rejected, while because of  $Sig < \alpha = 0.000$  alternative hypothesis ( $H_a$ ) was accepted. The last, she concluded that Herringbone technique could improve students' reading comprehension of recount text at eighth grade student of SMP N 17 Bandar Lampung in the academic year of 2017/2018 significantly.

The other researches was conducted by Kartika (2015) on the research paper entitled "Improving The Students' Reading Comprehension Through Herringbone Technique (A Classroom Action Research Of Second Grade Of SMP N 1 Bergas, Central Java)". This research was done on a class from the second grade of SMPN 1 Bergas 2014 that consisted of 30 students that used to improve their reading comprehension by using Herringbone technique. Classroom action research was chosen to be used in this research. In this research the students were given more opportunities to improve their understanding about how to find the main idea and comprehend the passage effectively and efficiently during two cycles, where each cycle consisted of two meeting. From the research, the students reading comprehension improved significantly. The result of T-test proved that in the first cycle coefficient of T was 6.73 and increased to be 6.9 in cycle two. In this technique, students' cognitive skill was dominantly used in finding the main idea from the text have been read. From the result finding, the use of Herringbone technique was suggested in learning reading.

Refers to the previous related researches, the researcher was interested in conducting a similar topic of research with different sample which will be done in the research entitled

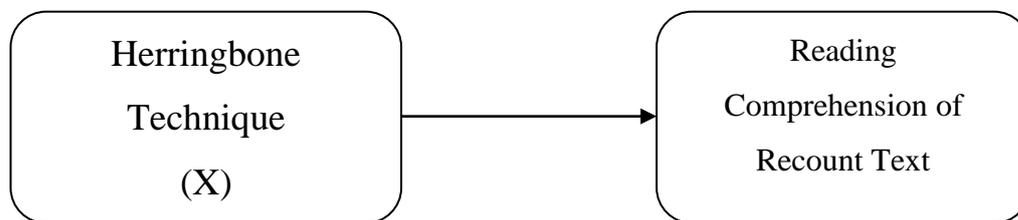
“The Influence of Using Herringbone Technique towards Students’ Reading Comprehension at of Recount Text at the Eighth Grade of MTSN 1 Kotabumi Academic Year 2019/2020”. However, this research will different with the previous researches, although it also will have similarity. The similarity of this research with the previous related research is in the research method. For the first research, the method used was quasi experimental research with pretest and post test design.. This design will also used by the researcher. Then the object and research subject. Object of the first and second previous research was using Herringbone technique in teaching reading comprehension in recount text and the subject was also the students at the eighth grade of junior high school. While, the difference are found in the second previous research. This research was used classroom extion research, while the researcher will use queasi experimental research with pretest and posttest design. Then, the different also in the subject of the research. The first research was done in the students ata the 2017/2018 students, the second research was done in 2015, and then the researcher will conduct this research in eighth grade students in 2019/2020. This is done to find more valid and reliable result.

## **2.2 Frame of Thinking**

Reading is important in language use and the primary means in language learning for students. However, the fact shows that students of the Eighth grade of MTSN 1 Kotabumi Academic Year 2019/2020 still have difficulties in reading comprehension of recount text.

Many problems faced by the students in comprehending a text learned. These problems of reading comprehension trigered by English teacher who still uses conventional or traditional method. Conventional method usually makes students bored. It is because the method is monotonous and the students are not active, so it makes the learners get bored.

From this point of problems faced by the students during learning process, a good technique of teaching reading should be able to motivate and promote students to comprehend a text in reading activities in the class. In line with this, to solve the problems occurs in teaching and learning reading process the teacher may use Herringbone technique as a solution to improve students' reading comprehension of recount text. The use of Herringbone technique is expected to be enable the students to comprehend the recount text effectively and efficiently. This frame of thinking is drawn in the following picture.



**PICTURE 1**  
**FRAME OF THINKING**

#### **2.4 Hypothesis**

Based on the previous explanation above, the hypothesis that can be formulated in this research are as follows :

1. Null Hypothesis ( $H_0$ )

There is no significant influence of using Herringbone technique towards students' reading comprehension of recount text at the eighth grade of MTSN 1 Kotabumi academic year 2019/2020.

2. Alternative Hypothesis ( $H_a$ )

There is significant influence of using Herringbone technique towards students' reading comprehension at of recount text the eighth grade of MTSN 1 Kotabumi academic year 2019/2020.