

CHAPTER II

THEORITICAL FRAMEWORK

1. Definition of Reading

Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be thought to use what they know to understand unknown elements, whether these are ideas or simple word. This is best achieved through a global approach to the text.¹

Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from writer who is distance in space and time.²

Reading is a communication process requiring a series skill. As such reading is a thinking process rather than an exercise in eyes movement³

They may be broken down into the following seven basic processes :

1. **Recognition:** the reader's knowledge of the alphabetic symbols.
2. **Assimilation:** the physical process of perception and scanning.

¹ Francoise Grellet, *Developing Reading Skill*, (New York: Cambridge University Press,1981), p.11

² Naf'an Torihoran and Miftahul Rachmat, *Reading 1: Basic Reading Skills*, (Serang: Loquen Press, 2010)p.1

³ Ibid. p.3

3. ***Intra-integration:*** basic understanding derived from the reading material itself, with minimum dependence on past experience, other than knowledge of grammar and vocabulary
4. ***Extra-integration:*** analysis, criticism, appreciation, selection and rejection. These are all activities which require the reader to bring his past experience to bear on the ta
5. ***Retention:*** this is capacity to store the information from memory
6. ***Recall:*** the ability to recover the information from memory storage
7. ***Communication:*** this represents the application of the information and may be further broken down into least 4 categories, which are:
 - a. Written communication ‘
 - b. Spoken communication
 - c. Communication through drawing and manipulation of object;
 - d. Thinking, this is another word for communication with the self

A. Reading purpose]

Every student's has their **own purpose** to read something. To determine in which type does include, this is type of reading purposes:

1. Reading for pleasure

- a. To follow a narrative
- b. To enjoy the ‘sound’ and ryhtme of a literary text

2. Reading for general impression

- a. To gain an idea of the writer's viewpoints
- b. To gain idea an overall impression of the 'tone' of a text
- c. To decide whether or not to read the text

3. Reading for organizing reading and study

- a. To identify the important content of a text
- b. To answer a specific questions
- c. To decide which section of a text to star studying

4. Reading for learning content or procedure

- a. To gain understanding a new concept
- b. To learn certain facts from a text
- c. To follow instruction

Reading is the process of receiving and h interpreting information encoded in language form via the medium of print.

Reading is a *strategic process* in that number of the skill and processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals.⁴

⁴ William Grabe, *Reading in a Second Language (Moving from Theory to Practice)*, (U.S.A : Cambridge University Press, 2009), p. 15

B. Academic purposes for reading

- a. Reading to search for information (scanning and skimming)
- b. Reading for quick understanding (skimming)
- c. Reading for learn
- d. Reading to integrate information
- e. Reading to evaluate, critique, and use information
- f. Reading for general comprehension (in many cases, reading for interest or reading to entertain)

Reading is also an interaction between the reader and the writer.

Reading is an active, fluent process which involves the reader and the reading material in building meaning.

According to some explanation above, the writer can conclude that reading is a Language skill and important skill to help the students to get information and comprehension the word, paragraph and text which there are in book, magazines or the other, and the train them to be skillful readers who read efficiently

Reading for information in English, they must also develop this skill, and develop certain skill. These include skimming and scanning, distinguishing fact from opinion, making inferences, identifying the main idea and supporting statements, recognizing the author's intent the attitude, ect.

Skimming and scanning are terms sometimes used the students interchangeably.

However, they are two different things.

Skimming is defined as the ability to identify the main ideas while very rapidly and selectively skipping over the reading material.

Scanning, in contrast, is defined as the ability to locate specific information or facts as rapidly as possible

2. Definition of Comprehension

Comprehension is the art of understanding and it is process to make sense from ideas through an interaction with the written text. The comprehension of reading is to understand the contain in the reading text and to know main idea which has written in the text till the reader can understand the contain of it.

There are many definition of reading comprehension. According to Koda, “comprehension is a meaning-construction process, involving integral interaction between text and reader.”⁵ Comprehension is a special kind of thinking process.⁶

The strategies that build comprehension focus on how the text progress and the meaning of the text as it build sentence and paragraph. Strategies to monitor text comprehension focus on assessing from time the time what the text has stated as compared to what reader though it was going to say. For example, examining the first sentence of a paragraph for a statement of main idea that foreshadows the rest of the paragraph is a strategy for building comprehension. Stopping at the end of each

⁵ Keiko koda, *insight into Second Language Reading A Cross-Linguistic Approarch*, (America: Cambridge applied linguistic series, 2004), p. 254

⁶ Alexander, J. Still, *Teaching Reading: Third Edition*, (Scoot, foresman and company, 1988), p. 160

paragraph and asking if the main idea predicated at the beginning of the paragraph is supported by the other information in the paragraph is a strategy for monitoring comprehension⁷

3. Definition of Reading Comprehension

Reading comprehension can be improved by: teaching students to assess their own comprehension actively test comprehension using questionnaires, and by improving meta-cognition.

Reading comprehension can be defined as the level of understanding of a passage or text. For normal reading rates (around 200-220 words per minute) an acceptable level of comprehension is above 75%.

Proficient reading comprehension depends on the ability to recognize words quickly and effortlessly. Reading comprehension is about *strategy*: not faster, but better

Reading Comprehension research tell us that readers benefit in three main ways from having an introduction to the topic of an informational text before they begin to read.⁸

⁷ Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher*, (U S A :Cambridge University Press), p. 110

⁸ Ibid. p. 67

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.

Reading Comprehension is understanding a written text means extracting the required from it as efficiently as possible.⁹

Reading comprehension ability is not alone as an application of a learning theory like ACT-R but it is an outstanding example of the challenges facing teachers and students who need to dedicate time, effort, motivation and growing skill to the development of fluent academic reading abilities.¹⁰

According to some definition above the writer can conclude that reading comprehension is the ability to read text and other.

4. Reading Comprehension Strategies

- a. Vocabulary knowledge
- b. Activating prior knowledge
- c. Pre- Reading – previewing and predicting
- d. Previewing and predicting text
- e. Mental imaging
- f. Self – questioning
- g. Summarizing

⁹ Francoise Grellet, *A practical guide to reading comprehension exercise* (Cambridge University press, 1981)p. 3

¹⁰ William Grabe, *op.cit.*, p.17

h. Semantic mapping

Reading comprehension requires the use of strategies before, during and after reading. ¹¹ Strategies can be defined in the context of reading comprehension as deliberate actions that readers take to establish and enhance their comprehension.

As we know that reading is an activity that has a purpose. In reading comprehension, we can organize these comprehension strategies in term of when they are typically used: before, reading and after reading.

- a) Before reading, teacher should assist students in activating; building, and using their background knowledge to make connections with the text and predict what they will learn.
- b) During reading, students need to know how to they are reading and previous knowledge and experiences.
- c) After reading, the students should summarize the monitor their understanding, use fix-up strategies to assist with comprehension, and consider linkages between what key ideas they have read and respond to the material in various ways.

Reading skill is very important for students and pupils in junior high school on reading students must understand the meaning of the word, beside of students of MTsN Benda Tangerang be able to retell what the students have read do not

¹¹ Kristin Lems, Leah D Miller, Tenena M. Soro, *Teaching Reading to English Language Learner*, (New York: The Guilford Press, 2009), p.19

understand the sentence on English such as article, books, magazines, novels, newspaper and other.

If their reading comprehension is poor they are very likely to fail in their study or at the least they will have difficulty in making progress. And if they have good ability they will have a better chance to success in their study, especially in reading subject.

But sometimes the students have problems such as difficulty to understand the text, or poor vocabularies so the writer took the title “The Effect of Herringbone Technique on Students’ Reading Comprehension In Narrative Text.” To know the students comprehending a text especially in narrative text.

5. Definition of Herringbone Technique

The Herringbone technique is a structured outlining procedure designed to help students organize the important information in a text chapter¹². It also allows them to observe relationship. By the providing structure, a teacher can assist students in remembering the information within the chapter. This strategy suggest that the important information can be obtained by asking six very basic comprehension questions:

Who?, What?, When?, Where?, How?, And Why?

The Herringbone Technique develop comprehension of the main idea by plotting the who, what, when, where, and why question on visual diagram of a fish

¹² Herringbone Technique: <http://.deafed.net/publisheddocs/sub/96-08-h.htm>

skeleton.¹³ Using answer to the WH questions, the students writes the main idea across the backbone of the fish diagram.

The Herringbone Technique helps develop comprehension skill as well as informational organization, contrast and comparison skill as well as the ability to remember detail.¹⁴ The Technique asks the students to determine the main idea of a reading by requiring him to determine the who, what, when, where, how and why of the reading. Student answers each of these questions by filling out a diagram that resembles a herringbone technique to achieve the main point of the reading.

a. Instruction of Herringbone Technique

1. Give the students an instruction the herringbone technique and importance of comprehension skills.
2. Pass out copies of the herringbone technique diagram to each student. The diagram has a long line down the center of the page, which represent the backbone of the herringbone. Write the “main idea” along this line. Draw three diagonal lines off either side of the line and write who, what, when, where, why, and how on each line. Leave a space for the student to write one sentence along or around each line an area for them to state the main idea sponsored links.
3. Read a passage with the students.

¹³ Teacherweb.com/...ialistTeam/HerringboneTechnique.doc

¹⁴ How to Apply the Herringbone Technique:http://ehow.com/how_8722542_apply-herringbone-technique.html#ixzz310sXkcOu

4. Instruct the students to write sentence to answer each of the questions along the herringbone including what they believe the main idea
5. Have the students share their answers with the rest of the class.

b. Focus of Instruction

1. Processing focus : meaning
2. Instruction phase : during and after reading
3. Response mode emphasized : written response and oral discussion
4. Strategy emphasized : elaboration
5. Skill emphasized : literal comprehension
6. Source of information : text based
7. Type of instruction : implicit
8. Type of cognitive processing: simultaneous, but it is written in a visual way

6. Definition of Narrative text.

Narrative is central to children's learning. They use it as a tool to help them organize their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively.

Narrative is important for student who learns English. Narrative assumes all narratives are stories about a specific past event, and they have common properties (described below).

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story it

self but rather the telling of the story- which is why it is so often used in phrases such as “written narrative,” A narrative text is an imaginative story to entertain people.

A narrative has meaning in that it conveys an evaluation of some kind. The writer reacts to the story he or her tells, and states or implies their reaction. This is the “meaning,” sometimes called the “theme,” of a story. Meaning must always be rendered. The writer has to do more than tell us the truth he sees in story; he must manifest that truth in the character and the action. Character and action are the essential elements of any story.

A narrative is a piece of text which tell story and, in doing, so, entertains or informs the reader or listener.¹⁵ So Its purpose is to present a view of the world that entertains or inform the reader or listener.

1. Some example of narrative text

Fantasy novels

Bedtime story

Historical fiction

Stories

2. Features of Narrative

3. Constructing a narrative

The steps for constructing of narrative text are:

¹⁵ Mark Anderson and Kathy Anderson, *Text Types in English*,

- a) **an orientation** (can be paragraph, a picture or opening chapter) in which narrator tells the audience about *who* is the story, *when* the story is talking and *where* the action is happening
- b) **a complication** that sets off a chain of events that influences what will happen in the story
- c) *a sequence of events* where the characters react to the complication
- d) *a resolution* in which the character finally sort out the complication
- e) **a coda** that provides a comment or moral based on what has been learned from the story (an optional step)

4. Language features of narrative

The language features usually found in a narrative are:

- a) specific character
- b) time word that connect events to tell they occur
- c) verbs to show the actions that occurs the story
- d) descriptive words to portray the characters and setting