Chapter II

Theoretical bases

This chapter is divided into tenth subtopics namely: concept of reading, purpose of reading, types of reading, assessment of reading, the concept of recount text, the generic structure of recount text, concept of Bamboo Dancing method, the procedures of application by using Bamboo dancing method, relevance of research, research hypothesis, all of subtopics are described as follows:

Concept of Reading

Talking about reading activity, some experts give different definitions about reading. However, on the basic, they have similar perception about reading. They state that reading is a process.

Ashby and Rayner (2006, p. 13) (as it cited Grabe, 2009) reading is the process of receiving and interpreting information encoded and language form via the medium of print. According to Nuriadi (2008, p. 1), stated reading is an activity that is very plural done for anyone, anywhere, anytime, with the object of great diversity.

According to Brezniz (2006, p. 15) (as it cited Grabe, 2009) reading is interaction between the reader and the writer. The text provides information that the author wants the reader to understand in certain way. The reader also brings a wide range of background knowledge to read, and she or he actively constructs the meaning of the text by comprehending what the writer intends and by interpreting it in terms of the background knowledge activated by teacher.

According to Grabe (2009, p. 15) reading is strategies process in that a number of the skills and process used in reading call for effort on the part of the reader to anticipate text
information, select information, monitor comprehension, repair comprehension breakdowns, and match comprehension, output the reader goals.

According to Grabe (2009, p. 15) reading is also a continuously evaluative process. At one level, evaluation is tied to being strategic and purposeful in that we evaluate how well we are reading (or monitor our reading). Evaluation also occurs when we decide how we should respond the text.

Based on the opinions above, I conclude that reading is a process comprehension to comprehend the topic, the main idea, the specific information, and the detailed information and interpreting text.

**Purposes of Reading.**

According to Grabe (2009, p. 13) the purposes of reading are:

1. Reading to search for simple information is we typically scan the text from a specific piece of information or a specific word.
2. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).
3. Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.
4. Reading for general comprehension is when accomplished by a skilled fluent reader, requires very rapid and automatic processing words, strong skills in forming
a general meaning representation of main idea, and efficient coordination of many processes under very limited constraints.

**Types of Reading.**

According to Alderson (2000, p. 360) (as it cited Grabe: 2009) three types of reading skill:

1. **Skimming**
   
   Read quickly and lightly to get an overall picture of the material, become familiar with topics and get the gist of the material by the identifying main ideas.

2. **Scanning**
   
   Quick search for key words, phrases and particular facts that will answer the questions begin with “who, what, why, when, and where”. The reader looks rather than reads for specific information and ignores everything else.

3. **Reading comprehension**
   
   Reading comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skill, but also on the students’ experiences and prior knowledge.

   Comprehension involves understanding the vocabulary. Look the relationship among word and concepts organizing ideas, recognizing the author’s purpose, making judgments and evaluating.

**Assessment of Reading Skill.**
Assessment reading purpose to measure students’ ability in comprehending, interpreting and analysis the reading text with the provide topic.

According to Djiwandono (2008, p. 116) basically, listening or comprehending the reading text include the details of ability consist of ; (a) understanding the meaning of words in the text,(b) understanding the arrangement of the paragraph in the text, (c) understanding the main idea, (d) able to answer the questions in explicit in the text,(e) able to answer the questions although in the different words,(f) able to determine inference of the text, (g) able to understand the meaning and the expression of literature, (h) able to understand the intention of authors.

According to Djiwandono (2008, p. 56-65) the test consist of subjective test and objective test. In subjective test we given some question and students can answer with the completely answer, long answer or short answer. The objective test consists of some way namely, matching the words, multiple choices test. Based on the explanation above, for assessing students’ comprehension in reading text used subjective test and objective test.

The Concept of Recount text

Yuliani and Permaty (2005, p.21) recount text generally begins with an orientation. It gives the readers the backgrounds information needed to understand the text such as who was involved, where it happened, and when it happened. Then, the recount unfolds with a series of events (ordered in chronological sequence). At various stages, there may be some personal comment on the incident. We call it reorientation. According to Fathoni (2012) recount text is
the text used to tell about the experience, or events happened in the past such as, the holiday experience, history or the funny experience.

The Generic structure of Recount text.

According to Hakim (2013) the generic structures of recount text:

1) Orientation

Orientation discuss about Who, What, When and where. Who went to holiday, what they did, where and when it happened.

Orientation is the introduction of the story.

2) Events

Sequence of events is events that happened in the story. It will be one event in every paragraph.

3) Re-orientation

Re-orientation is the conclusion or expression the feeling of authors or the personal opinion about the events.

Example of Recount text.

Holiday in London

<p>| Orientation | Mr. Richard’s family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. |
| Event 1 | They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. |</p>
<table>
<thead>
<tr>
<th>Event 2</th>
<th>They slept part of the way. On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk.</th>
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<tr>
<td>Event 3</td>
<td>They arranged the transfer to a hotel. The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had a variety of food.</td>
</tr>
<tr>
<td>Re-orientation</td>
<td>The two weeks in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.</td>
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Taken from [http://halloenglish.web.id/recount-text/](http://halloenglish.web.id/recount-text/)

**What Bamboo dancing is?**

According to Suprijono (2012, p. 98) bamboo dancing is a method begin with the introduction of the topic. The teacher facilitates to appears the intersubjective, interactive dialog, question and answer and so on. This activity refers to the students’ knowledge got from discussion in the big groups and can be evaluated and become a knowledge for all the students in the class.

Suwarno (2010) argued that learning with bamboo dancing is very good method used to teach related information early in order to study the matter further. By using bamboo dancing expected distribution of information or topics that are known by students. Bamboo dancing method is very useful for learning in the classroom be more varied and not boring. This method is useful to built students’ togetherness. This method can be used for sharing information to learn
the others subject, In this method doesn’t take place in the competition, in this method the students will share information and the discussion occurs to students in pairs when presentation topics during the lessons. This method is very useful to make students will be more active in the class.

**The Strength of Bamboo dancing.**

According to Suwarno (2010) the strength of bamboo dancing such as:

1. Students can share with others about the topic or sharing about their experience.
   The students can share information with others where in this activity they will give and get idea or opinions from the others students related to the topic.

2. Built students’ cooperation in the class by conducting bamboo dancing, the students can built their togetherness with their friend in the class.

3. Built consideration between students in class. The students can understand with the others and also help each other by sharing their idea and opinion related to the topic.

**The Map of Bamboo Dancing Method.**

The Procedures of Application by using Bamboo Dancing Method.
According to Suprijono (2012 p.109) describes the procedure of teaching reading by using Bamboo Dancing method is as follows:

1. Divide students into two big groups, if the totals of students are 40 then divide them into two groups, every group consist of 20 students and arrange them to make two rows, they will be face to face in rows. So in the big groups they will be pairs. It called the first pairs.

2. Distribute the assignment to the every pairs and give them to discuss the reading recount about the indicators of recount text about the questions what, where, when, why and how in their each pairs.

3. After discussion, the students stand in the rows like the first rows then move likes the needle of clock. In this activity the students will get new pair and sharing the information or the topic. It continued until they back to the first pairs.

4. The result of discussion will be presented in the whole in class. the leader in each group presents their result discussion in front of the class.

**Relevance of the Research**

Before conducted this research, I observed several studies related to reading comprehension. They are:

Yeni wudianti(2011) in her study about “the influence of graphic Organizer Strategy in comprehending Reading recount text at eight grade students of SMP Negeri 3 Gorontalo. This research design to find out whether the application of graphic organization strategy can improve students’ reading recount text especially in VIII D which consist of 32 students. The method used in this research is quantitative by using quasi experiment which the sample of the research took one class. The method has done by pre-test and post-test design.
The researches applied this technique because the students in this school had difficulty fully comprehending text especially recount text. They difficult identify meaning of word; identify main idea and whole of the recount text.

Based on the explanation above, I concluded that this research with my research is same aims where to find out whether or not method or strategy can improve students reading ability in recount text. But it also has some different. Her research used graphic organizer strategy to improve students reading ability in recount text. While in my research I use Bamboo dancing method.

Junarsih Baruadi(2010) in her studied about “ improving students’ reading comprehension by using “ concept mapping technique”. It is an action research conducted at seventh a level of SMP Negeri 1 anggrek. This research has aim to improve students’ comprehension by using concept mapping technique. The total number of students is 215 students and it spread in seven classes at second year. The research used quasi experimental and just took one class. This class has 30 students. In this research used multiple choice tests. In pre-test, and post test, she used narrative text as test to evaluate the students.

In my research I used Bamboo dancing method to find out whether or not bamboo dancing can improve students’ reading ability in recount text. By looking the research above, I can suppose that her research with my research is different aims. She used concept mapping technique to improve students in narrative text, in meanwhile, my research to find out whether the bamboo dancing can improve students’ ability in recount text.

**Research Hypothesis**

Research hypothesis is “Bamboo Dancing Method can improve students’ ability in reading recount text.”