

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Reading is one of the language skills that must be mastered by English learners. Now days, the process of knowledge science and technology required us to information. Information is the most important aspect of our life. Book, magazine, newspaper, bulletin, internet are sources of information. We can get it only through reading. Thus, we must read a thousand book to avoid out of the date. Learning english involves the four kinds of language skill: listening, speaking, reading, writing. Teacher should develop there four language skill in order that their student could use the skill to communicate or express their through feeling, and opinion in English. In order to master those skill, the students have to master some elements of language, for instance, grammar, pronunciation, vocabulary, etc. However, students get difficulties in reading mastery whereas, reading is a crucial element to master foreign language especially in English.

Reading is one of the complex ways in learning english. Reading is one of the most important skill we need in increasing our personal welfare & social progress. It cannot be denied that reading is a part of human life and society. It means that the students have ability in understanding and using the word and meaning. The students not only know the words, but also the meaning. In general, people intend to be able to read and understand english text because many scientific book are written in English. Until now, most of students still encounter difficulties in reading. The problem faced by teacher and students who are not

fluent in English. One of the difficulties encounter by students is how to remember what they have read. It's important to realize that we need to vary reading rate according to our intention in reading and students cannot find the main idea what they after read.

Students should master reading skill. A good achievement in reading is important to students. Students will get information ideas which can enrich their vocabulary and ideas. It needs to use appropriate technique in teaching reading, in order to produce good reading ability. The technique is very useful for increasing students interest and motivation in learning English. So, the learning process will run better and faster. Reading is complex activity that involved recognition and comprehension process. Comprehension is the goal of the reading, in reading comprehension, students not only read the text but also they understand what they read.

There are many Junior High School teachers who still use traditional method in teaching and learning reading. The teachers just give the material and explain it, give examples and excercises. This technique is not effective because the students are bored and need much time to be able to master English for reading. In that case, the teacher are supposed to be creative in teaching learning process to create a good atmosphere, to improve and to make the English lesson more exciting. Teaching reading for Junior High School needs appropriate technique in order that students are active and creative in reading lesson. Examination is instrument to measure students' capability. One point that must be mastered by them is reading skill. Students need to understand the text they are

facing examination. It will make the reading necessary to be learned by the students because reading has some elements that will be needed by the students when they do their examination, namely understanding. Usually the teacher just explained the material without use media of teaching or strategy that able to increase the interest and achievement of the students. So, the writer needs to implement a technique that can improve the students' interest in learning English. The writer tries to apply another method as a problem solving in learning English in SMPN 4 Seberida.

There are some ways to reach the better academic achievement of the students' reading comprehension especially in teaching recount text. It is greatly influenced by the technique used by the teacher. In this research, the writer will use another technique that can increase the students' reading comprehension in English skill, it is Herringbone Technique. The Herringbone Technique is a strategy that can help students organize the information they know about the subject into different categories. The herringbone graphic organizer technique is used for establishing supporting detail for main idea.

Beside, this technique can build the students' reading comprehension to understand the text. It focused on students reading comprehension by using Herringbone Technique. In this technique, the writer will explain to the students to the specific goals of the learning and reading students to the topic by the pattern of the herringbone technique. This technique will motivate the students to study and raise teaching-learning process. By using this technique the students will be more interested and enjoy the teaching reading english. Besides, the writer hopes

that this method can be relevant technique to give solution for the problem of reading.

According to Deegan (2006) Herringbone technique is a technique that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton. Using the answer to the WH questions, the students write the main idea across the backbone of the fish diagram. This technique is made to improve students' reading comprehension by organizing important information in a text. It can be concluded that, Herringbone technique helps the students understand the connection between supporting details to identify a main idea. The heringbone technique is a useful graphic organizer for students to organize information.

Based on the writer observation and information with the English teacher of SMPN 4 Seberida, the writers assume that many students still find difficulties and problems in learning reading. There are some problems the causes of the students' reading comprehension difficulties are as follows:

Firstly, the students difficult to get the meaning of the word. So, if the students could not understand every word in the text, the students didn't know the meaning from the text. Secondly, the students are not able to find out the main idea in the paragraph. In any paragraph students are not easy to comprehension. So, they don't know the information in detail in a paragraph on the text. Thirdly, the students didn't understand generic structure of recount text. It can be seen that when the writer give the students example, to identify generic structure of recount text, they are not able to mention.

Based on the explanation above, the writer is interested in conducting a research by Herringbone technique in teaching reading. So, that the writer will do a research entitle: **“The Effect of Herringbone Technique Toward Students Reading Comprehension of Recount Text on the Second Grade Students at SMPN 4 Seberida Indragiri Hulu”**

1.2. Setting of the Problems

Based on the fact, there are some problems in the teaching reading comprehension, many students still find difficulties and problems in comprehending the text especially in the recount text.

First, the students difficult to get the meaning of the word. So, if the students could not understand every word in the text, the students didn't know the meaning from the text. These problems caused students' achievement in reading is poor and students' interest becomes low.

Second, the students are not able to find out the main idea in the paragraph. In any paragraph students are not easy to comprehension. So, they don't know the information in detail in a paragraph on the text.

Third, the students didn't understand generic structure of recount text. It can be seen that when the writer give the students example, to identify generic structure of recount text, they are not able to mention.

However, the ability of the students in comprehension reading texts need to be improved in order to enable them to get used to the reading process and give them enough time develop their reading comprehension. The writer will applying

Herringbone Technique to increasing students reading comprehension of second grade students' at SMPN 4 Seberida in reading comprehension by applying the Herringbone Technique. The writer hopes it can improving students in reading comprehension.

1.3. Limitation of the Problem

There are many problems faced by the students in reading and many technique that can be used by the teaching reading. The writer has to limit the problem. In this research, the writer was focus on the students comprehend the paragraph in the text especially in recount text. The writer choosed this technique because it can help students to develop reading comprehension skill. In this matter the writer focus on generic structure of recount text: Orientation, Event, Re-orientation.

1.4. Formulation of the Problem

The writer focus on the reading comprehension of recount text by using Herringbone technique. So, the writer can formulate the problem to be discussed as follow:

Is there any significant effect of using Herringbone technique toward students' reading comprehension of recount text at the second grade of SMPN 4 Seberida?

1.5. Objective of the Research

The objective in this research is to know the effect of Herringbone technique toward students' reading comprehension of recount text at the second grade of SMPN 4 Seberida.

1.6. Needs for the Research

1. For Teacher

The positive effect of this research can support the English teachers to apply this technique in teaching reading.

2. For Students

The positive impact of this research can support students to improve reading comprehension. The students feel enjoy and actually in class in teaching learning process.

3. For Writer

To add insight knowledge and to get information about the herringbone technique in student reading comprehension of recount text.

4. For Other Writers

This research to give more reference and know how to teaching reading comprehension effectively to the students by using Herringbone technique.

1.7. Definition of the Key Terms

To give clear information and to avoid misunderstanding about the topic of this research, the writer gives the key terms as follows:

1. Herringbone Technique

Herringbone Technique 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 (Margaret Bouchard (2005:54).

2. Reading comprehension

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself interest in text, understanding of text types. Cited of book *Teaching Reading Comprehension to Students with Learning Difficulties* by Janette K. Klingner, Sharon Vaughn, and Alison Boardman.

3. Recount text

Recount text is a kind of text to retell event with purpose of either of informing audiences or readers. The text has three generic structure, namely orientation, events, and reorientation (Cogan, 2006).

Based on definition of recount text above, this text describes about the writer's personal experience which truly happens in his or her life. The experience may be horror, fun, etc. Beside that, recount text helps reader to get information about retells events or experiences in the past.