

# **CHAPTER 1**

## **INTRODUCTION**

In this chapter, the researcher presents about the background of the research, formulation of the research problem, research objective, significance of research, scope and limitation of research, and definition of key term.

### **A. Background of the Research**

In Indonesia English lesson is taught in almost all levels of education, starting from Kindergarten school level to University level. It aims to create people who are able to competence in international world and develop relationship with other countries. Learning English involves the four kinds of language skill, which is listening, speaking, reading and writing. Teacher should develop there four language skill in order that their student could use the skill to communicate or express their feeling and opinion in English. In order to master that skill, the students have to master some elements of language, for instance, grammar, pronunciation, vocabulary, etc.

Reading is one of the skills to be developed and mastered in English language. Reading is an action of a person who reads (Humby, 2005). By reading we will become creative, critical, and wise person at

least we can move from people who don't know to be the ones who know. Beside that through reading we can enlarge our knowledge to get pleasure with many things, and increase our knowledge with scientific text books.

Richard (1992), states that reading perceives a written text in order to understand its contents. The understanding that result is called reading comprehension (Gustriyana, Prawati, Maria). Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. So, to find out the information of reading text, the reader should have a good comprehension. Besides, a good reading comprehension will show the reader reading ability. Therefore, reading comprehension is very important.

Reading comprehension is very important, the teacher attempts to help the students to be able to read and comprehend the text. Besides, the students must be able to discover the meaning which is the purpose of the text. The students need to construct the meaning of the text by analyzing, learning, and organizing the information that is logic to the students. Actually, there are still many students who get difficulties when they are learning English. To overcome this case the teacher should applied a strategy and technique in order to increase students reading comprehension (Murtakim, 2017). The teacher needs to build the spirit of their students by motivating them and presenting the suitable materials by employing

attractive methods. So, the teacher should try to be creative, it will help the students to master the materials that they have already learned.

There are many Senior High School teachers who still use traditional method in teaching reading. The teachers just give the material and explain it, give examples and exercises. This method is not effective because the students are bored and need much time to be able to master English for reading. 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 student's capability. One point that must be mastered by them is reading skill. Students need to understand the text there are facing examination. It makes 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 teachers just explain the material without use media of teaching or strategy that able to increase the interest and achievement of the students. The teacher needs to implement a technique that can improve the student's interest in learning English.

There are some ways to reach the better academic achievement of the students, especially reading ability. It is greatly influenced by the method used by the teacher. In this study, the researcher will use another

method that can improve the student's ability in English skill. There are some methods or technique to teaching reading, one of them is Herringbone Technique. According to Deegan (2006:102) Herringbone technique is a technique that develops comprehension of the main idea by plotting who, when, where, why, and how question on a visual diagram of a fish skeleton. By the answer from the WH questions, the students can be able to understand the main idea of the text. This technique made to improve the student's reading comprehension by organizing important information in a text. Not only to understand the main idea, its can build the student's ability to understand the text.

Some research also has been conducted on Herringbone technique. A research by Asnita (2015) who conducted a study to find out whether there was a significant difference between reading comprehension ability of students who were taught by using Herringbone technique and those who were taught by using traditional approach. The result showed that Herringbone technique was applicable to improve student's reading ability in reading comprehension. Then a research by Firda, Rasyidah and Kasyulita (2016) who conducted to find out student's reading comprehension in recount text taught by using Herringbone technique and taught without using Herringbone technique. The result showed that Herringbone technique has a significant effect towards the student's reading comprehension. After that, a research by Handayani, Tasnim, and

Santihastuti (2016) who conducted to know the effect of using Herringbone technique to the student's reading comprehension achievement. The research design was quasi experimental. The experimental class was taught by using Herringbone technique while the control class was taught by using Reading Aloud Technique and the result showed that, there was a significant effect of using Herringbone technique. Based on previous studies, it has the similarities and differences term. The similarities are mostly conduct Herringbone technique to teaching reading. This study has same focus, which is reading text. The differences is the research design, on the previous study is using quasi experimental and in this study is using pre-experimental design. This study has different focus of reading text, which is narrative text and the differences are mostly in case of the object and subject, the sample of research is 10<sup>th</sup> grades students of Senior high School.

In this technique, the researcher explains to the students the specific goals of the pattern of the Herringbone technique. By using this technique the student become more interested and enjoy the teaching reading English. Besides, the researcher hopes that this technique can be relevant method to give solution for the problem of reading lesson. Based on the explanation above, the researcher is interested to improving students reading comprehension by using Herringbone technique. So, that the researcher will do a research entitle "The Effectiveness of Using

Herringbone Technique towards the 10<sup>th</sup> Grade Student's Reading Comprehension at MA Darul Huda Wonodadi.

## **B. Formulating of The Research Problem**

Concerning the background of the study, the writer formulates the problem of the study as follow:

Is using Herringbone technique effective for teaching reading in the 10<sup>th</sup> grade of MA Darul Huda Wonodadi?

## **C. The Purpose of The Study**

To know is whether Herringbone technique effective in teaching student's reading comprehension of the 10<sup>th</sup> grade at MA Darul Huda Wonodadi.

## **D. Significant of The Study**

The researcher hopes that result of this study give contribution for :

### 1. The English teachers

The result of this study is expected to give contribution for the teacher as feedback to improve their technique in teaching English especially to enrich student's reading comprehension.

### 2. The students

The use of Herringbone technique can make the student are more enjoyable in learning reading. Thus can improve and raise their reading comprehension.

### 3. The readers

It will make the readers easy to understand the use of meaningful Herringbone technique.

#### **E. Scope and Limitation Of The Study**

There are several techniques that can be used to improve the student's reading comprehension one of them is the Herringbone technique. In this research, the researcher focuses on the effect of Herringbone technique to teach reading. The subject of this research is the tenth grade of social class students of MA Darul Huda Wonodadi with the researcher as a teacher. This research is limited in reading comprehension.

#### **F. Definition of key term**

To avoid misunderstanding about the terms in this research, the terms of the research defines as follows:

1. Deboer (1964: 17) say that reading is a much more complex process. Reading is an activity which involves comprehension and interpretation of ideas symbolized by written or printed language.

2. According to Kennedy (1981: 24)reading comprehension is a thinking process by which a pupil selects facts, information, or ideas from printed materials; determines the meaning the author intended to transmit; decides how they relate to previous knowledge he has acquired and judges their appropriateness and worth foe meeting his own needs and objectives.

3. According to Deegan (2006: 102), 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 student's writes the main idea across the backbone of the fish diagram.