

CHAPTER 1

INTRODUCTION

A. Background of the Problem.

English is an international language which is used by many people in the world and in many areas of life. It is learned by most of people in the world. In Indonesia, English is as a foreign language that is not used every day. Indonesians only learn English in the school or course. Moreover, English is a compulsory subject which should be mastered by students of senior high school. There are four skills in English, namely listening, speaking, reading and writing. In this research, the researcher will focus on reading skill.

Reading is one of the important skills to be mastered in learning English and it is considered as the basic skill to recognize the small part of language e.g. words, phrases and sentences. It is also an important gateway to personal development, and to social, economic and civic life (Holden, 2004:18). Reading is a complex process which involves instruction between the reader and language and ideas of the text. It means that reading is the good way to catch all of direction between the reader and writer.

In teaching and learning reading there are many techniques; one of the techniques is Herringbone Technique. The herringbone technique (HBT) is a technique that is used to find main idea and important information in the text by asking six comprehend questions: who, what, when, where, why and how. McKnight (2010:50) states that HBT is used to establish supporting details for main idea. In addition, HBT helps students to understand the connection of supporting details and main idea. This technique is designed like a fishbone where the main idea is put in central of herringbone pattern and information that support the main idea. The teacher helps the students put the information which they locate on a visual diagram shaped like a fish skeleton.

Thus, the text will be shorter and easier to read and understand.

According to previous study of Iskandar (2016:4) about teaching and learning reading through herringbone to the first semester of eleventh grade students, it is said that the students who had difficulty in reading were 55%. It can be inferred that students' reading comprehension is still low. Many students have difficulties in comprehending the text, most of them only read without knowing what they read and they are lazy to read if the text is too long. To make the students feel enjoyable, interest and easy to understand a text, the teacher can use this technique to improve student comprehension in reading. Therefore, in this research the researcher chooses a title that is teaching reading comprehension through HBT to eleventh grade students in SMK Negeri 8 Surabaya.

B. The Scope and Limitation of the Study.

1. The scope.

The scope is teaching reading comprehension using Herringbone Technique.

2. Limitation

In this research, the researcher will focus on the process of reading comprehension of descriptive text and the researcher will use HBT to solve the problems faced by the students in reading comprehension.

C. The Statement of the Problem.

According to Iskandar (2016:3). There are many problems in reading comprehension, such as: first, most of the students at eleventh grade still have difficulties in comprehending the text when the students read book, article, magazine, and novel. Second, the students are lazy to read English material. Third, the teacher do not apply the techniques that makes students interested and easy to read a text. Fourth, sometimes they also do not focus on their lesson because they lose motivation in learning and they feel so difficult to learn. Therefore, the researcher suggested to use

HBT to make the students easy to understand a text, feel interested, enjoyable during teaching and learning process and the researcher chooses research question that is can Herringbone Technique help students in reading comprehension?

D. The Purpose of the Study.

Based on the research question above, this study aims to find out the explanation of teaching reading comprehension through HBT which can help students in reading comprehension.

E. The Significance of the Study.

1. Theoretical advantage.

The result of this research is expected to be used as an input in English teaching and learning process, especially in teaching and learning reading. It also used as the reference for those who want to conduct a research in English teaching reading process.

2. Practical advantage.

The result of the research is expected:

- a) to support students to improve their reading comprehension
- b) to reduce the problem in teaching reading, and other teachers can adopt this technique.
- c) to provide them basic information of teaching reading by using herringbone technique.

3. Advantages for school.

The results of this research is expected to support the school to develop the medium of English teaching and learning to be better when they pass their students with good score. That is why when the teacher gives explanation with fun media and makes all of the students easily to catch the lesson easily, it can take the positive thing to the school. The students will receive their lesson easily, certainly they will do the best for their test and actually they will make good score for the school.

F. The Definition of Key Terms.

Avoiding some incorrect interpretation of this research title, the researcher wants to clarify and explain the term used.

1. Reading comprehension.

According to Linse and Nunan (2005:71)“Reading comprehension refers to reading for meaning, understanding and entertainment”. It means that the purpose of reading is to know meaning, understand the text and read to entertain. Reading comprehension is a process of deep interaction between reader and author to communicate successfully in gaining what the author means on the text. Comprehension is what reading is all about. Effective comprehension does not only make sense of the text they are reading, they can also use the information it contains.

2. Herringbone Technique.

According to Deegan (2006:102) Herringbone strategy is a strategy 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. Herringbone is a distinctive shape. A pattern consisting of columns of short parallel lines, with all of the lines in the columns sloping one way and all the lines in the next columns loping the other way so as to resemble the bones in a fish.

According to Thaler(2008:88), Balajth& Wade (2003:131-132) a useful technique for analyzing a single idea of the text is the HBT. HBT consists of a short graphic organizer and it is a concrete way of helping English Learners to find the comprehensive idea in a paragraph or passage. The students answer the question listed in the fish bone graphic organizer. As a story selection is read, they look for answers to the WH-Question: who, what, where, when, why and how. The

teacher helps the students put the information which they locate on a visual diagram shaped like a fish skeleton.