

CHAPTER I

INTRODUCTION

This chapter presents about background of the study, research problem, purpose of the study, significances of the study, scope and limitation, and definition of key terms.

A. Background of the Study

Today, we are required to obtain information as part of the science and technology process. Information is the most important thing in our life. We can get information from various existing media, such as books, magazines, newspapers, newsletters, and internet. In order to get information, we are required to read. In other words, we must read as many books as possible so as not to be out of date (Kartika, 2015:1).

There are four skills in learning English, namely listening, speaking, reading, and writing. These four language skills need to be developed to communicate or express students' thoughts, feelings, and opinion in English. Language elements, such as grammar, pronunciation, vocabulary, etc. are needed to develop these skills. One of the skills that students usually find it difficult is reading even though reading is an important element for mastering English.

Ismail, Syahrurah, & Basuki (2017: 125) state that reading is a type of written communication in the form of text. Reading is a very effective way to find out information related to aspects of life, especially science and technology. People who read can get some information from the text they read. Reading plays an important role in people's daily lives in order to get any information they need. For learners of English as a foreign language, reading is categorized as a very important skill. Reading is a skill that is considered as the most important for most students because

they not only use reading skills in English lesson, but also in other subjects that require reading in English. Learners who have good reading skills will make great progress and development in all areas of learning.

Reading becomes an important skill that students must have. According to Mickulecky & Jeffries (2004) (as cited in Ismail, Syahrurah, & Basuki, 2017: 125), reading is very important for students in improving English language skills, such as encouraging students to think in English, increasing vocabulary, improving students' skills in writing, and it can be one way to add new ideas, facts, and experiences.

Reading is categorized as a very important skill to be mastered in English lesson. Chall and Stahl (2008) in Faridah and Nawafilah (2019: 66) state that reading skill is not only needed in English subject, but is also needed in social studies, science, and other subjects. According to Faridah and Nawafilah (2019: 66), reading plays an important role in English subject because it can provide various kinds of basic knowledge, such as grammar, vocabulary, and other knowledge. Meanwhile, Anderson (1999) and Huckin & Bloch (1993)(as cited in Faridah and Nawafilah, 2019: 66) state that reading is considered as a very important skill for learners of English as a foreign language, especially students at the tertiary level, to access professional knowledge that is written in English.

According to Damian (2015)(as cited in Qurniawan, 2020: 9), reading is an activity that is very important to increase concentration power. It can also provide speaking knowledge to readers. People who like to read tend to acquire more knowledge. In addition, reading can increase students' attention and understanding of a text. In general, the reasons for the importance of reading in daily life are divided into two, namely: (1) Reading can help people to obtain information clearly; (2)

Reading is very beneficial for career, study purposes, and even for pleasure. Reading is needed by teachers and students to enrich knowledge. Others may read comic, magazine, and novel for pleasure purposes.

Brown (1970) in Qurniawan (2020: 9-10) states that reading is an important competency as the basic for the success of all subject areas. It means, the improvement of students' ability in reading can indicate their success in various subjects. If their reading ability is good, then their competencies in the subjects should also be good.

Kamaria (2018: 1) states that reading is an important aspect in learning English, starting from elementary to university education levels. Reading is an activity that is very important for students as long as they carry out their education. In some school areas, students get a wide variety of textbooks, some of the books are written in English. Students must have good reading skills to understand the information in the textbooks. Therefore, reading is classified as a very important thing among students.

According to Knapp and Watskin (2005) in Sianipar et al. (2020: 21) recount text is a type of text that tells about experiences in the past in chronological order. Recount text aims to provide information or entertain readers regarding to past experiences.

The researcher is interested to choose recount text because this type of text is taught in the first semester and second semester in the eighth grade students of junior high school. Therefore, students are required to master and understand the generic structure, language features, and social functions of recount text. Thus, if students master the three elements of recount text, then students will easily understand the contents of recount text.

However, based on the results of preliminary interview with some students of SMPN 1 Plosoklaten, traditional methods are still widely used by junior high school

teachers in teaching reading at SMPN 1 Plosoklaten . The teacher only provides, explains the material, gives examples and exercises to students.¹ This method is considered less effective because it can bore students and take a long time to master reading skills. Therefore, teachers are required to be creative in making teaching methods so as to create a comfortable atmosphere and be able to improve students' reading skills. Appropriate techniques are needed in reading learning activities for junior high school so that students can be more active and creative in reading learning.

Based on the preliminary interview with some students of SMPN 1 Plosoklaten, lots of teachers only explain the material without using a media to improve students achievements.² It makes students less interested and lazy to pay attention to English lesson, especially reading. So, it can be seen that the students' ability in reading at SMPN 1 Plosoklaten is still relatively low. Therefore, it is very important for researcher to apply strategies in learning English for students. The researcher tries to implement another method of learning English at SMPN 1 Plosoklaten.

There are countless ways to improve students achievements in reading skills. The methods used by the teacher of course also influence it. In this research, the researcher uses another technique to improve students' reading skills, namely Herringbone Technique. In Herringbone Technique, students can organize informations they get from a text into different categories. In Herringbone Technique, there is a Herringbone chart that is used to determine the main idea of a text.

Herringbone Technique is a technique that provides visual and conceptual information in the form of graphic organizer designed in the form of a fish skeleton

¹ Interview with Alifa Nur Saidha, Mega Fitriana, Kartika Sefia N.A., September 20, 2021, at SMP Negeri 1 Plosoklaten.

² Interview with Alifa Nur Saidha, Mega Fitriana, Kartika Sefia N.A., September 20, 2021, at SMP Negeri 1 Plosoklaten.

to assist teaching learning activities. Herringbone graphic has a function to analyze an idea or reading text. Herringbone Technique is a graphic organizer that gives English learners a concrete way to find comprehensive ideas in a paragraph (Thaler, 2008: 88 as cited in Ningrum & Widyawati, 2015: 399).

There are some previous studies that tell about the use of Herringbone Technique to improve students' reading skills. The first is Sinaga (2020) in the research entitled "The Effect of Herringbone Technique on the Students' Ability in Comprehending Reading of Narrative Text" with experimental research and applied at grade VIII of SMP Swasta GKPS 3 Pematangsiantar shows that Herringbone Technique can improve students' ability in reading. The second is Rohmah (2018) in her research "The Implementation of Herringbone Technique in Reading Comprehension at Second Semester of Non-English Department" with descriptive qualitative research and applied at the second semester of PAI-A students of STAI Bahrul 'Ulum Tambakberas shows that Herringbone Technique gives positive effect for students in reading comprehension. The third is Reno (2018) in his research entitled "Improving Reading Comprehension Through Herringbone Technique to the Eleventh Grade Students of SMA LTI-IGM Palembang" with true-experimental research and the subjects are the eleventh grade students of SMA LTI-IGM Palembang shows that Herringbone Technique is effective to teach reading comprehension. The fourth is Ardayati and Herlina (2020) in their research entitled "Teaching Reading Comprehension by Using Herringbone Technique to the Eighth Grade Students of SMP Negeri 11 Lubuklinggau" with pre-experimental research and the subjects are eighth grade students of SMP Negeri 11 Lubuklinggau shows that Herringbone Technique is effective to teach reading comprehension. The fifth is Maizarah and

Purwanti (2020) in their research entitled “The Effect of Using Herringbone Technique on Students’ Reading Comprehension at the Third Semester Students of English Department at UNISI Tembilahan” with experimental research and applied at the third semester students of English Department at UNISI Tembilahan shows that Herringbone Technique is one of the teaching technique that considered to be effective, efficient, and relevant with the teacher needs in doing learning process of reading skill.

Based on the previous studies above, Herringbone Technique has been proven to be effective to improve students’ ability in reading. The researcher conducts a research to improve students’ ability in reading English texts with the same technique, namely Herringbone Technique. The research to be carried out is different from the previous studies that have been mentioned. The difference is the researcher carries out the research with Classroom Action Research (CAR) design with quantitative data analysis, the researcher uses recount text as the text genre and the research subjects are eighth grade junior high school students. Therefore, the researcher conducts a research entitled “Improving Students’ Ability in Reading Recount Text Through Herringbone Technique at the Eighth Grade of SMPN 1 Plosoklaten”. By conducting this research, the researcher hopes that this method could build students’ understanding in reading English texts. This method is expected to make students more interested and enjoy learning to read English texts. In addition, the researcher also hopes that this method provides a solution to problems in reading learning that faced by students.

Based on the background of the study above, the action hypothesis of this research is there is improvement in students’ ability in reading recount text at the eighth grade

students of SMPN 1 Plosoklaten in the academic year of 2021/2022 who are taught by Herringbone Technique.

B. Research Problem

Based on the background of the study above, the researcher formulates the research question as follows:

How can Herringbone Technique improve reading ability of the eighth grade students of SMPN 1 Plosoklaten?

C. Purpose of the Study

Based on the research question, the purpose of this research is explained as follows:

To know how Herringbone Technique can improve reading ability of the eighth grade students of SMPN 1 Plosoklaten.

D. Significances of the Study

The researcher hopes that this research can contribute in improving students' reading skills through Herringbone Technique. The researcher also hopes that this research can give benefits to teachers, students and school of SMPN 1 Plosoklaten for the academic year of 2021/2022 as stated below:

1. For the teacher

The implementation of this research has a positive impact for English teachers by providing new information for them in teaching reading English texts. Teachers can use this method as a substitute for traditional methods in teaching and learning process.

2. For the students

This research has a positive impact for students in improving their reading skills. Students might be greatly helped in understanding English texts through the use of Herringbone Technique.

3. For the school

This research has a positive impact for schools by contributing in developing better English learning media. If teachers use the right method of teaching English, especially reading, then students can easily understand the lesson. Of course, this success also provides value to the school.

E. Scope and Limitation

In this research, the researcher does not conduct the research on all of the students in junior high school. The researcher limits the research to the eighth grade students of SMPN 1 Plosoklaten. This research is used to assess students' ability in reading recount text through Herringbone Technique. The research is limited in reading comprehension, especially in recount text.

F. Definition of Key Terms

In order to clarify the key terms used in this research, some definitions are put forward:

1. Reading

Reading is an attempt to understand the content of a text by applying someone's ability to process reading texts. Reading can be interpreted as a process of obtaining information or messages through written language.

2. Recount Text

Recount text is a type of text that tells about experiences in the past in chronological order. Recount text aims to provide information or entertain readers regarding to past experiences.

3. Herringbone Technique

Herringbone Technique is a technique that develops reading comprehension by looking for the main idea of a text through what, who, when, where, why, and how questions in a visual diagram in the form of a fish skeleton. Students write the main idea of a text on the Herringbone graphic based on the answers to questions 5W+1H.