

CHAPTER I INTRODUCTION

1.1 Background of the Problems

Reading becomes important skill in using language because this skill needs for understand written information. Reading comprehension also crucial means for learning language because of the increasing of direct communication in foreign language, the development of reading comprehension as a skill become important to be concerned. In addition, reading can make the readers to have many knowledge because there is an interaction between the reader and the writer when someone reads. The writers deliver the message in written form and the readers can understand the content of the message. However, for many language learners, learning to comprehend reading in text in English as a foreign language is difficult. Therefore, to comprehend reading is also complicated. It indicates that to master the reading is not easy for the students.

In order to master English well, the students need to read a lot. It means that in mastering English, reading includes to the most important aspects to be mastered. In reading process of a text, sometimes there are difficult vocabulary. This condition forced to open dictionary to find the meaning. This means that reading can increase vocabulary. Besides, reading is also can improve grammar ability as well. When reading text regularly, indirectly reader learns to know the right sentence form grammatically.

It was cleared that to be able read the text effectively and efficiently, the students needs sufficient reading skill. The students do not only need skill for rapid reading but also skill in comprehending a text. Therefore, the students must solve the difficulties appeared in the reading process in order to achieve effectivity and efficiency in reading. The difficulties

are caused by some factors, such as students lack vocabulary, ignore punctuations while reading, read words by word, and lack grammar mastery. Besides, language learners still have difficulty in analyzing the content of a text, and lack concentration during reading.

In relation to the reading skill of English, the important aspect in reading is comprehension. For reading, comprehension is the level of how far the reader know well what have been read. Reading is important because it will develop students' knowledge. Moreover, reading comprehension is process of communication occured in readers by the text being read and process where the reader's personal eperience and prior knowledge are related to the text being read.

In addition, the preobservation result shows that this condition was happened in students of the Eight grade MTSN 1 Kotabumi. In this case they still have problems in reading comprehension. This show that the students' reading comprehension are still far from the ideal condition. The students usually waste much time only for reading the text. Then, for answering the question relating to the text they will reread the whole text again. This activity really wastes the time in learning process. Another problem is the lack of vocabulary. In learning reading, the students look up for the words in dictionary to find the words' meaning in order to comprehend the text. In addition, the students will do this activity in several times until they comprehend the text. This is also spending much time in learning activity in the class. As the result, students' comprehension is not good.

This condition was supported by their reading score in the first semester in academic year of 2019/2020. This was presented in the following table.

TABLE 1
THE STUDENTS' ENGLISH SCORE OF THE EIGHTH GRADE STUDENTS OF
MTSN 1 KOTABUMI IN ACADEMIC YEAR 2019/2020

| No | Interval | Frequency | Percentage |
|----|----------|-----------|------------|
| 1 | 45-49 | 12 | 7.50 |

| | | | |
|-------|-------|-----|--------|
| 2 | 50-54 | 11 | 6.875 |
| 3 | 55-59 | 18 | 11.25 |
| 4 | 60-64 | 31 | 19.375 |
| 5 | 65-69 | 15 | 9.375 |
| 6 | 70-74 | 19 | 11.875 |
| 7 | 75-79 | 27 | 16.875 |
| 8 | 80-84 | 15 | 9.375 |
| 9 | > 85 | 12 | 7.50 |
| Total | | 160 | 100% |

In addition, although learners learn English for years, many of them are still incapable to use English well. Many of them did not achieve the learning purpose of English sufficiently. The table above showed that there were only 54 students from 160 students or 26.25% students who passed the passing grade of English that was 75. Many of them learn in a large class in schools situated in noisy environment, the majority of the English teachers use handbooks fully which makes the students get less practice and also it makes the teaching and learning process to be boring.

Handbooks method or commonly said as conventional method sometimes made the learners be bored. The condition of passive students and monotonous caused the boring atmosphere. In addition, teaching and learning process seem teaching reading has not applied proper and suitable technique. So that the students' reading ability to understand and review the discourse or text has not in accordance as expected in the leaning goal also the curriculum. This occurs because the teacher does not apply and appropriate technique, method, strategy and media.

In addition, to achieve the success in the teaching and learning process was also influenced by the teacher's activity in teaching the students. The way teacher teaches relate some components which cannot be separated each other. The component should be attended in teaching and learning process such the curriculum used, students, teacher herself, the learning goal, learning material, media, method, technique, interaction, and evaluation. Those components will support each other to decide the success of learning process.

Furthermore, the teacher takes the major role in students' achievement. As stated previously, the technique applied by the teacher in the class also affect on the students' achievement. The teacher should apply interesting technique in the teaching and learning activity in the class and performs the reading activity meaningfully so the students do not only get information but also knowledge. As stated, an appropriate technique in teaching reading is important to be applied. A good technique can be an effort to make students ability better and also makes the class to be active during the lesson.

Based on the problems faced by the students during the class, to stimulate high motivation, interest, and attention of the students, a good technique of teaching reading should be able. Therefore, to comprehend a text in reading activities in the class, a good technique can motivate and promote students. In line with this, to solve the problems occurs in teaching and learning reading process the researcher proposes that the teacher may use Herringbone technique as a solution to improve students' reading comprehension. To comprehend the text effectively and efficiently, it is hoped that the use of Herringbone technique is expected can help the students.

In addition, the purpose of using Herringbone is by using a visual diagram of a fish skeleton to develop comprehension of the main idea by plotting the who, what, when, where, and why question. In this case, the backbone of the fish diagram was used to write main idea from the guideline questions.. The deeper understanding and comprehension of what text had been reading was hoped can be achieved by the students.

Refers to the explanation before, the researcher was interested in conducting a research entitled "The Influence of Using Herringbone Technique towards Students' Reading Comprehension of Recount Text at the Eighth Grade of MTSN 1 Kotabumi Academic Year 2019/2020".

1.2 Identification of the Problems

Based on the background of the problems above, the researcher identifies several problems as follows;

1. Students have difficulties in reading comprehension;
2. Students read the text without understanding its meaning;
3. Students waste much time for reading the text;
4. Students lack mastery of vocabulary to comprehend the text;
5. Students read the book or text in a long period of time;
6. Students' reading comprehension is still low;
7. Teaching reading process has not applied with proper and suitable technique for the students.

1.3 Limitation of the Problems

Based on the identification of the problems above, the researcher limits the problems on the influence of using Herringbone technique towards students' reading comprehension of recount text at the Eighth grade of MTSN 1 Kotabumi academic year 2019/2020.

1.4 Formulation of the Problem

Referring to the identification of the problem, the researcher formulates the problem with the question as follows: is there significant influence of using Herringbone technique towards students' reading comprehension of recount text at the Eighth grade of MTSN 1 Kotabumi academic year 2019/2020?

1.5 Objectives of the Research

The objective of this research is to find out whether there is significant influence of using Herringbone technique towards students' reading comprehension of recount text at the Eighth grade of MTSN 1 Kotabumi academic year 2019/2020.

1.6 Uses of the Research

The researcher hopes that the research findings will give both theoretical and practical benefits.

1. Theoretically

The result of this research is hoped to support the previous theories in the same subject.

2. Practically

a. For Students

From the result of this research, students get information on their reading comprehension.

b. For Teachers

The teacher is informed about how to increase students' reading comprehension by using Herringbone technique.

c. For the next Researchers

The result of this research can be used as reference in conducting research on reading comprehension and Herringbone technique in teaching and learning process.