A. Background of the Study

Reading is an active process of comprehending where the students need to be taught strategies to read more efficiently, for example, guess from context, define expectations, make inferences about the text, skim ahead to fill in the context. Thus it can be concluded that when reading someone needs strategies to understand a text or to increase their comprehension.

(Grabe, 1991:377)

Furthermore, reading is an important skill to help people learn from human knowledge and experience. Through reading, knowledge has greatly contributed to the growth of mankind. Reading is a skill which must be developed and can only develop by means of extensive and continual practice. Student learn to read and will learn better by reading. (Carnie, 1990:01)

Comprehension is a complex process in reading. Comprehension requires making meaning from words when listening, speaking, reading, and writing. Good readers have purpose for reading and use their experience and background knowledge to make sense of the text. Making connections is the key to comprehension.

According to Caldwell (2002:54), reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In short, reading
comprehension is the interaction between the readers with the written text to get meaning and message or information from the text. Reading comprehension means the students understand what they have read. The students do not only read but also comprehend the text in order to catch some ideas from the text. Ability or skill of comprehending a message in the text is the goal of reading in a language instruction. However, comprehending a message of the text is not easy, especially in English. It can be seen from the students’ reading comprehension that is still far from what is being expected.

Meanwhile, reading recount text is one of subject that has to be learnt by the students of Junior High School in Indonesia. Reading recount text is the beginning skill that has to be faced before they got writing recount text. This material is really important to be understood by the students, because if they do not understand this material, they will get problems on reading recount text. Considered about the importance of reading and the characteristic of reading that can not be understood by students easily, teacher should do an act that can make the students enjoy the class. One of the way is by using a technique when teaching reading recount text.

Based on my teaching practice experiences for 3 months from August until November 2014 at Junior High Schools in Banyumas, especially in teaching reading recount text, the technique has been used is lecturing technique and there is no use of media in this class. In order to produce good reading comprehension especially in recount text, students need to use appropriate technique in learning reading skill.
Related to the problems of teaching and learning recount text, Herringbone technique was chosen to be examined whether or not it had positive effects on students’ reading skills particularly recount text. Herringbone technique 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. (Deegan, 2006:102). Using the answer to the WH questions, the students write the main idea across the backbone of the fish diagram. Another study said that this technique is made to improve students’ reading comprehension by organizing important information in a text. (Bouchard, 2005:54)

The fish diagram is used to help students identify the main idea and related to supporting ideas of a lesson, text or concept. It contains six questions that help students organize the details of the text. The visual pattern of the herringbone creates a framework for students to short the information. First, students label all the lines of the herringbone with six questions as shown on the sample organizer. Then, remain students to look for and identify the answers to the six questions while they are reading the text. Remind students that the questions such as, Who was involved in the text?, Where did they do it?, What did they do?, When did they do it?, How did they do it?, and Why that they do it?. After all six questions have been answered, students should create a main idea sentence from the information they have organized. This main idea can be written across the diagram, or for easier readability, as a sentence at the bottom of the page.
Several experiments had been conducted related to Herringbone technique as a technique in teaching learning process that was able to increase students’ ability. Herringbone technique has some benefits. (1) the students will be more active in the class especially in reading. When they do the steps of herringbone technique in reading, they will have activities that make them active in the class, (2) makes the students enthusiastic in reading a text, because they just focus on the simple question, (3) in discussion process the students can share the information about the text that they have already read, (4) the activities in reading make the students fresh and out of boring reading, (5) makes the students are easier to find the main idea of the text.

(Deegan, 2006)

There are also some disadvantages of Herringbone technique, when students learn material with the help of graphic representations, note-taking will be decreased. As a result, the lack of comprehensive guide those students can refer to when revising material may affect their performance.

(Deegan, 2006)

Based on the explanation described previously about the advantages and the disadvantages of Herringbone technique, several contributions will be obtained in terms of curriculum and pedagogy. Herringbone technique is useful in curriculum, it is contributed as one of teaching technique that can be used for improving students’ reading comprehension because by sharing ideas with their friends in group, it can help them to understand the material easier and make teaching learning process is enjoy and fun. In terms of pedagogical
implication, it can be one of teaching techniques that can be used by the teacher in teaching learning process not only in teaching reading but also in teaching writing and speaking. Further, this technique can help students in understanding the learning material and make them more active in joining the teaching learning process.

B. **Reason for Choosing the Topic**

The reasons for choosing the topic are:

1. Reading is very important in learning process, by having reading the students can enlarge their knowledge.

2. Teaching reading need a good technique in order that the student will be active in learning process.

3. Herringbone technique in teaching reading recount text can help the students organize important information in a text and make students active in teaching learning process.

C. **The Problem of the Study**

Based on the explanation described previously, the problem of this study is “Is Herringbone technique effective for teaching reading recount text of one of Junior High Schools in Banyumas?”

D. **The Aim of the Study**

The aim of this study is to find out whether or not Herringbone technique effective for teaching reading recount text.