

CHAPTER I

INTRODUCTION

A. Background of the Research

Learning a language is learning four skills, they are: listening, speaking, reading, and writing. The reading skill is considered as the most important skill in the education field. Students need to be exercised and trained in order to have a good reading skill.

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

In comprehending reading text, the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. According 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.

After observing the teaching learning process at the seventh grade students of SMP N 3 Karanglewas Purwokerto and interviewing the English teacher there are some results: Firstly, it's difficult for the students to comprehend the content of text because they were used to focus on the word not focus on the content. Secondly, the method of teaching reading that the teacher use in this school was not attractive and interesting because the teacher only ask the students read the text and do some exercises.

As a consequence, it is a duty for the teacher to change this habit by providing a technique that enables the students to comprehend English text easily. Herringbone is applied as Classroom Action Research which is appropriate to solve the problem. Herringbone Technique is a technique that used to find main idea and important information in the text by asking six comprehension questions; Who?, What?, When?, Where?, Why?, and How?. McCune (2002:34) explains that the herringbone technique is introduced as a tool to help students recognize the important relationships in the material by seeking answers to specific types of questions. By using this method, students can remember important information presented in a chapter. Herringbone also provide a structured outline to help students attend to significant information

in a text selection (e.g., chapter) and to assist them in organizing a written response using this information

Those above are some reasons why the writer made the thesis entitled “improving students’ competence in a reading class using herringbone technique” (a classroom action research at seventh Grade Students of SMP N 3 Karanglewas Purwokerto in academic year 2014 / 2015).

B. Reasons for Choosing the Topic

There are some reasons why the writer is interested in conducting a research which the topic above:

1. The writer wants to improve the students’ reading competence
2. The writer thinks that herringbone can help the students to understanding the material.

C. Problem of Research

Based on the background of the research and the reason for choosing the topic, the problem of this research is stated by the question “Can herringbone technique improve the students’ competence in reading class?”

D. Aim of Research

The aim of this research is to improve the students’ competence in reading class using herringbone technique.

E. Clarification of Terms

The title of this research is “Improving Students’ Competence in Reading Class using Herringbone Technique. (A Classroom Action Research at the VII Grade of SMP N 3 Karanglewas Purwokerto, in Academic Year

2014/2015).

So, to make the study clear the writer wants to clarify the essential terms of this research classified as follows:

1. Improving

It is something that makes or becomes something better than before (Hornby, 1989: 625).

2. Reading

“Reading” is dynamic case most particularly with the readers’ knowledge of the experimental content of the text, (Nunan, 1991:70).

Reading is being more than recognition or pronunciation of printed squiggles on page although is seen as necessary, reading is view as process in which reader and text interact (Leu, 1991:46)

Reading comes from the word “read” which means to look and understand the meaning of written or printed words or symbols. (Oxford, 2000:1096)

3. Students’ Competence

Students’ competence means person knowledge of his/her language as the mastery of system of rules of language. (Ramelan, 1992:46).

It is supported by Nurgiyantoro’ statement (2001:165), he said that competence is a person’s knowledge about system, structure, vocabulary and also the all of aspect in that language like understanding and comprehending. So students’ competence is ability to do something well in studying.

4. Herringbone

Herringbone Technique is a technique that used to find main idea and important information in the text by asking six comprehension questions; *Who, What, When, Where, Why, and How*. McCune (2002:34) explains that the herringbone technique is introduced as a tool to help students recognize the important relationships in the material by seeking answers to specific types of questions. Then, Edwards (2003:32) describe that herringbone technique involving reading, note-taking and comprehension of the main idea and supporting details.

F. Contributions of Research

The writer hopes this research will be beneficial for:

1. English teacher

The writer hopes this method will help teacher to use an alternative method for teaching reading in the classroom.

2. Students

The writer hopes this method can make students easy in understanding the lesson and cooperate between students are closer to increase their ability in classroom activities, so students' reading competence will increase.

3. Reader

The writer hopes this research will give knowledge education and input to the reader especially about the technique of teaching reading.

4. School

The writer hopes this research will give advantages to the school where writer does this research. It gives an input to the English teachers in using teaching technique especially in reading.

