

Chapter I

Introduction

This chapter contains the description background of the study, research question, objective of the study, significances of the study, and scope and limitation of the study.

Background of study

Reading is one of the four important English skills that should be mastered by students. Through reading, we can get information and can improve their language skill. In this way, the students not only to read but also to comprehend the reading materials. Reading is a complex activity that involved recognition and comprehension process.

In addition, reading is one of ways to get information. So, reading becomes an important part in our life. For example, in finding job by reading a new paper. According Pang et.al (2003, p.6) said that learning to read is an important educational goal. For both children and adult, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature and do everyday thing that are part of modern life. Such as, reading newspaper, job listing, instructional manual maps and so on.

Reading can support the learners to master the other language skill such as speaking, listening, and writing. In addition, reading skill can entertain the

learners because it is not only done for academic purpose, but also it can help them to refer their mind. In other words, reading is very essential for the learners.

However, there were still many students junior high school in SMPN 03 Kota Gorontalo who got difficulties in understanding the text. Based on the writer's experience in in SMPN 03 Kota Gorontalo, in learning process especially recount text; the researcher found that one of the text that difficult for the students to comprehend is recount text. First, it was probably caused by lack of students' background knowledge about the topic of a text that is going to be studied. The students did not have any background knowledge related to the text that would be read. They only had a few experiences about the topic given by the teacher even they did not know anything about the topic. The second was the lack of interest in reading. Without any interesting topic, it could be one of the factors that made them not interested in reading a text. for example, the topic is too difficult. Thus the students did not want to read the recount texts. When they are asked to read the text about the topic that is not a new one ore unfamiliar with the students, it would be hard for them to comprehend the content of the passage. The last was the lack of vocabulary. The lack of vocabulary made them difficult to get real message of the text. Actually, having many vocabularies is needed to comprehend a recount text. Knowing many vocabularies related to the topic of the text is really helpful for the students when they are reading a text. If they have enough vocabularies, they can find the meaning of the recount text easily. They also will be easy in predicting what the words mean because one word has one meaning.

To relate to the problem above in teaching reading, the teacher should be more active in using the method in order to develop students reading comprehension. So the teacher needed strategy that could improve the students' reading ability especially in recount text. One of the techniques that could be used an appropriate in teaching recount text is herringbone technique. Herringbone technique it is a kind of technique of the main idea by plotting who, what, when, where, how, and why question on visual diagram of a fish skeleton. Using the answer to the WH questions, the students write the main idea cross the backbone of the fish diagram. Degan (as cited in Chika and Jufri 2013, p.13) suggested" herringbone technique is develop comprehension of the main idea by plotting 5 W+ 1 H." Herringbone technique is a strategy that can help organized the information they know the subject in difference categories. Herringbone technique graphic organizer is use establishing supporting details for main idea. Beside, this method could build the students ability to understand the text and also herringbone technique will motivate the students' to study and raise teaching learning process. Using this technique the students would be more interesting and feel enjoyable the teaching reading English. And I hope this method can be relevant method to give solution for the problem of reading lesson. Based on the explanation above, the researcher was interested to improve students reading ability and the researcher would apply herringbone technique in recount text.

Research question

Based on the background of study, the problem of study formulated as follows:"

Can Herringbone technique improve the students' reading ability in recount text?"

Objective of the study

The objective of the study was to find out whether the herringbone technique can improve the students' reading ability in recount text or not.

Significances of the study

This research hope:

1. For teacher

The positive effect of this research could support the English teacher to apply this technique in teaching reading in the class. In this technique, the researcher could help the teacher to teach reading to be easy. Therefore, the students could enjoy their reading. So, technique herringbones that given by teacher and students feel comfort, it could give positive assumption to the teacher that the teachers have competence to teach.

2. For students

The positive impact of this research could support students to improve reading comprehension. The students felt enjoy and actually in class in teaching learning process. Herringbone technique was a technique to make students easier to find the main idea and the supporting idea. of course, the students would be easy to improve their knowledge.

The scope and limitation of this study

This research focused on reading recount text. Therefore this research only discussed the reading ability on recount text by focusing on the four indicator such as the main idea, supporting idea, reference pronoun, and vocabulary.

Second, the sample of this research is only use one sample which consisting of 31 students at second grade. The researcher can be using herringbone technique to improve students reading.