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## CHAPTER I INTRODUCTION

### I.1. Background of the Study

English is an international language. It is used all over the world. For that reason, it is important for people to master English in many skills of English in order to be able to communicate and socialize with the world community. By learning English we can communicate around the world because English is **an international language**. Moreover, everyone believes that English is getting more and more important now. Nowadays, English is taught **by the teacher** as a subject from elementary school to university. English has been taught in this country as the first foreign language and introduced in the curriculum of Indonesian schools.

Sadiku (2015:29) states that the teaching of English to be successful, the four language skills are reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. This encompasses: Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. Reading and writing form a strong relationship with each other as skills. They are tools for achieving an effective written

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communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. The aim is making students read and write effectively.

Dechant in Macceca (2007:4) states that reading is a visual process that begins with **an ones' ability** to use one's vision to interpret graphic symbols. Reading requires **greater visual acuity**. To read, one must be able to visually distinguish each letter, have a visual memory for each letter, and recode those letters so that one can recreate the letters, pronounce the letters, or associate sound with the letters. But, one **can understand what the word** means are the essence of reading comprehension; to comprehend what is read, readers must be able to cognitively process the words by drawing meaning from their own experience and knowledge to understand the author's message.

Besides reading, there is also writing ability is important for the students. Writing is one of those communication skills. Through writing, a person is able to convey his thoughts or ideas to others who are not present in front of the writer. Widdowson in Tarek (2015:10) states writing is the use of **visual media to manifest the graphical** logical and grammatical system of the language. It is said that writing in one sense is the production of sentences as instances of usages. Consequently, students must have an acceptable level of mastering different aspects of language such as: the graphic system, the

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grammatical structure, and select appropriate vocabulary (mechanisms of writing) related to the subject matter.

The success of teaching and learning process depends on several factors, namely teacher, learner and the technique which are used in teaching learning process. The most important thing in teaching learning process is teaching technique. Concerning from the problem above the teacher should use some techniques to make the learners comprehend more about the material which the teacher explains and will make students enjoy and easy to read, understand and write a text.

Based on preliminary study conducted on January 2017, students of the eight grades SMPN 10 Tapung had the problem to understand their English learning in reading and writing. They were still lack of vocabulary. Their comprehension of the material **could be recognized** through their way of reading and writing. Their low comprehension was shown when they did not understand what they read and what they wrote. **Reading comprehension** test, they **could not answer questions based on the selection, those caused by** their limited vocabulary and bad memory. They were also still confused to identify language feature and generic structure and they were difficult to find main idea of reading text. So, it made their reading comprehension still in **a lower score**. While, in writing they had difficulty to generate the ideas and they also still made many grammatical errors, they **could not use correct** punctuation, coherence, choice of words, **conjunction, etc..**

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Based on the problem above, in order to make comprehension easier in reading and improve the writing ability, the teacher should use the technique that was easy for the students in teaching reading and writing. So those, the students could enjoy and be stimulated in learning English **as a foreign language**. Herringbone technique is one of the techniques where it is able to improve the students' reading comprehension and their writing ability.

Teaching with graphic organizer **is a teaching technique** to increase students' motivation in learning English. Graphic organizers are important and effective pedagogical tools for organizing content and ideas, and **facilitating learner** comprehension of newly acquired information. One of graphic organizers is Herringbone Technique. Herringbone technique is graphic organizer which represents visual information and concepts in teaching learning process.

Katherine (2010:1) states that teaching with graphic organizers are important and effective pedagogical tools for organizing content and ideas, and facilitating **learner comprehension** of newly acquired information. One of graphic organizers is Herringbone Technique. Herringbone technique is graphic organizer which represents visual information and concepts in teaching learning process. So, it can be inferred that Herringbone Technique is can be a good technique in teaching reading.

Furthermore, Deegan (2014:1) states that Herringbone technique is a technique to develop the main idea by plotting who talking about is, what the main idea, when this occurred, where occurred, how to accomplish it , and

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why happened. After using the answer to the WH questions, the student writes the ideas across the backbone of the fish diagram. It means the herringbone technique used to help students identify the main idea and the related supporting ideas of a topic. So, it can be inferred that Herringbone Technique is not only can be a good technique in teaching reading, but also in teaching writing.

Therefore, the researcher conducted a quasi experimental research entitled “The Effect of Using **The Herringbone Technique** on Students’ Reading Comprehension and Writing Ability at Junior High School 10 Tapung”.

### I.2. Statement of the Problem

Based on some problems found in reading comprehension and writing ability; the students **could not answer questions based on the selection, those** caused by their limited vocabulary and bad memory. They were also still confused to identify language feature and generic structure and they were difficult to find main idea of reading text. So, it made their reading comprehension still in **a lower score**. While, in writing they had difficulty **generating the ideas** and also still made many grammatical errors written by them. They failed to use correct punctuation, cohesence, coherence and conviction. They also could not choose a suitable vocabulary.

**Based on the phenomena** mentioned above, some questions are needed to address: **What make students obtaining low reading**

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comprehension? **What do the students** obtain low writing ability? What are the causes that made students get difficulties in reading comprehension and writing ability? What efforts should be made to enhance students' reading comprehension and writing ability? Does Herringbone Technique **give a positive effect on** reading comprehension and writing ability? How do the teachers apply Herringbone Technique and meaningful activities to their students? The last, what extent does Herringbone Technique give effect on students' reading comprehension and writing ability?

Thus, in order to solve students' problems in reading comprehension and writing ability, many teaching strategies are possibly offered. One of them is Herringbone Technique. Herringbone Technique is a reading and writing technique which can help the students to comprehend a text and develop their idea by **using a fish bone diagram**. As stated Sherry W (2001:1). Herringbone Technique provides students with a structure for identifying and organizing important story elements and observing relationships when reading or writing, it is a useful tool for effective writing especially in the areas of character, setting, and initial plot development. Therefore, **it can be concluded** that Herringbone Technique is very helpful for the students to improve their reading comprehension and writing ability.

### I.3. Limitation of the Problem

This research was conducted to investigate the effect of using **the Herringbone Technique** on students' reading comprehension and writing

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ability. The reading comprehension and writing ability were focused on recount text. This research was conducted toward the eighth grade students of SMPN 10 Tapung.

#### I.4. Purpose and the Objective of the Research

The main purpose of the study is to find out any significant effects of using **the Herringbone Technique** to improve students' reading comprehension and writing ability at the eighth grade of Junior High School 10 Tapung Kampar Regency.

The objectives in this study as follows:

1. To investigate any significant effects of using **the Herringbone Technique** on students' reading comprehension at SMPN 10 Taping
2. To investigate any significant effects of using Herringbone Technique on students' writing ability at SMPN 10 Tapung

#### I.5. Research Questions

Based on **the limitation of problem above**, the formulation of research questions are:

1. Is there any significant effect of using Herringbone Technique on students' reading comprehension at SMPN 10 Tapung.
2. Is there any significant effect of using Herringbone Technique on students' writing ability at SMPN 10 Tapung.

#### I.6. Significance of the Study

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This study apparently attempts to investigate the effect of **the Herringbone Technique** on students' reading comprehension and writing ability. The result of this study is expected to give a contribution to learning English especially in improving the quality of reading English and writing English through Herringbone Technique. It can be as a reference for further researcher. Furthermore, this study may help to clarify the benefits of applying **the Herringbone Technique** in teaching reading and writing so that more teachers can replicate the study and apply it in their daily teaching to improve students' reading comprehension and writing ability. Then, for the students of grade VIII SMPN 10 Tapung Herringbone Technique can improve learning activity and students learning outcomes.

Moreover, in learning and teaching process, it can be used as mediums by the teachers to enrich the teaching and learning technique. This technique can be used as **an alternative technique** in decreasing students' difficulties in learning reading and writing

**Finally, for management** of school, it can be as efforts to improve quality of schools, it can be done by facilitating reading classes to maximize classroom management since Herringbone Technique has different equipment. It is hoped that the usage of Herringbone technique can improve students' reading comprehension and writing ability to face National Final Examination.

## I.7. Rationale of the Study

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Reading and writing are two of the most important in **academic language**. Westwood (2008:2) reading is the fundamental skill upon which all formal education depends. Research shows that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life. It demonstrates that reading is not an easy skill for the students. The students should read continuously in order to master the other skill.

Besides reading, writing is also important. As stated by Graham & Perin (2007:23), writing ability develops over time. It begins as a kind of free association of ideas that a reader may find difficult to follow. From this come a growing knowledge of stylistic conventions and more sophisticated uses of processes for planning, evaluating, and revising. It can be inferred that writing also is not an easy job, it is a complex process and students may find the difficulties.

In order to improve the students' reading comprehension and writing ability, Herringbone Technique was applied. Choe & Glass (2004:2) states Herringbone Pattern is used to help students identify the main idea and the related 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 take notes and sort information. When modeling, teachers should remind the student to look for and identify the answers to the six questions. After all six questions have

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been answered; the information can be used to create a main idea sentence. Stress that the main idea always includes specifically "Who ...did what." Some of the other information may be included, but it is not necessary to create the main idea. The Herringbone can also be used in reverse as a pre-writing strategy. It helps students to organize and develop ideas to produce a written text by **WH questions in Fishbone diagram form.**

### I.8. Definition of Key Terms

To avoid misunderstanding and misinterpretation among the readers, it is necessary to clarify some of the key terms used in this study **are effective**, Herringbone Technique, reading comprehension, and writing ability.

#### 1. Herringbone Technique

Tierney, et.al. In Harputra (2016:2) states Herringbone Technique is a **structured outline** procedure designed to help students organize and remember important information in a text

#### 2. Reading Comprehension

Durkin in Wendling, et.al (2007:7) states reading comprehension is a complex cognitive process that requires intentional interaction between the reader and the text to construct meaning.

#### 3. Writing ability

Brunswick (2007: 7) states writing is a complex process that involves thinking and composing, the consideration of audience and

purpose, the use of standard written forms, and the use of conventions of written language.



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