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CHAPTER I INTRODUCTION

I.1 The Background of Problem

Everyone would agree that English is the most dominant language being used by people of the world to communicate with each for different purposes. The importance of English can be seen from its benefits in many areas in life, for example, in commerce, politics, tourism, and education. People internationally use this language for a number of purposes to meet their needs. In academic setting, for example, English is learned from primary education to university especially in Indonesia. In other words, English has been positioned as international language in the world. Richards (2007:2) states English is the language of globalization, international communication, commerce and trade, media and pop culture and etc.

It has been known that English has four language skills; listening, speaking, reading and writing. In education, all language skills must be learned by learners. Brown (2001:238) states English language teaching is divided into four skills; that is, listening, speaking, reading and writing. In addition, English also has language components: vocabulary, pronunciation, grammar, and spelling that are taught to support the development of those four language skills.

In Indonesian schools, English is learned and taught as one of the core subjects and is tested in the national examination before students go to university. Reading as one of the four language skills has more portions in the teaching and learning process where other skills are taught in conjunction. According to McShane (2005:7) reading is the key point of learning all aspect of life, such as

reading provides access to get the information, knowledge, facilitates life-long learning, and open door to opportunity. Through reading, students can increase their knowledge, improve their thinking, do assignments, take a note, make a summary, solve a problem and many others. By reading, learners will get much information from what are happening around them and also get involved in many aspects of life such as in science, technology, business, politics, as well as in socio-cultural and educational matters.

Based on the syllabus, high school students learn several kinds of the text, such as descriptive, recount, procedure and narrative texts. Every student should be able to identify the main idea, supporting details from the text, the generic structure of the text, synonym and meaning of vocabulary, identify inference and reference. Besides, the students also should pay attention to the language features that are used in the text. Reading also helps students to know word order, word choice, grammar and structure. Harmer (2007) stated reading is useful to get information, knowledge and values. Indeed, reading is one of the important skills to be learnt by the students, because the English test in National Examination is focused on reading rather than other language skills. Therefore, teachers must use appropriate teaching strategies or techniques to help the students comprehend various texts where they need to understand the main ideas within the text they are reading, identify supporting details, know the meaning, the synonym or antonym of words, identify references and make inference of what they read.

Depdiknas (2004:2) states that in reading students are required to understand a text or a dialogue by finding the implicit information, main idea and

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interpreting the meaning of words, phrases, and sentences. This statement corresponds to what is contained in the 2013 Curriculum (Kurikulum 2013), stressing that students are expected to be able to read English texts. But this statement is contradictory to what is happening whereby many students are unable to read and comprehend English text well.

Reading needs comprehension. Comprehension means a reader gets the meaning from the reading text. According to Duran (2013), reading and comprehension are related to each other like cause and effect relation. When reading, people must have to set their purposes to read the text for comprehension, meaning that when people read a text, they need to understand what they are reading (Fiala, 2008). So, reading becomes an important part in our lives because to get information people have to read, for example, find a job they need to read newspapers.

Furthermore, Widdowson (1979:213) views that reading is a process of getting information via printed materials. Nowadays, access to reading materials is improving, from reading printed to digital texts. Digital texts mean electronic texts on website that can be accessed on mobile phone or personal computers or by internet. Technology also brings reading text printed to electronic texts. News, articles, tips, books, journals and others can be accessed by mobile phones or personal computers. However, digital texts also have a weakness such as low comprehension.

In conjunction with reading Nunan (2003: 68) gives a definition that reading comprehension is the ability of the reader to use a wide variety of reading

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strategies to accomplish a purpose for reading. In other words, in reading the reader should have appropriate strategies to get the goal of the reading. In addition, Sayler (2004) said reading is the process obtaining or constructing meaning from a word. This sentence means that to understand a text, one must understand words, sentences and the language of the text in terms of grammar.

Based on the preliminary observation made and interview conducted on January 10, 2017 at SMK Kansai Pekanbaru, the following problems were found as follows:

- 1) The students had difficulties in comprehending reading texts, because it was difficult for them to find topic sentences, main ideas and detailed information.
- 2) The students were unable to identify inferences and references in the texts.
- 3) The students lacked vocabulary in reading.
- 4) The students were un able to identify the generic structure of the text they were reading.
- 5) The teachers seldom introduced and used appropriate reading strategies and so did the students; as a result, the students became passive in the class.

On the basis of the students' problems at SMK Kansai Pekanbaru, the teacher must have strategies or methods to make students become interested in reading English texts in the teaching and learning process. Teachers must find appropriate strategies and good methods to help the students to understand the text they read. They must be creative to arouse students' interest to read and write a summary. Many strategies can be used by the teachers to help the students to

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solve their reading problems, such as K-W-L, SQ4R, graphic organizer, LRD, TAD, Pyramid, CIRC, Summary Ball, Inside Outside Circle Strategy etc. This study only focused on comparing two reading strategies, Magnet Summary strategy and Herringbone strategy to know which one was more beneficial to the students to improve their reading comprehension.

Swanson (2006) views that Magnet Summary strategy can be used to find the main ideas within a text or key terms and to summarize the text. Magnet Summary can help the students to improve their reading comprehension. A Magnet Summary helps the students identify key terms or concepts (magnet words) from what they are reading. Lap (2010) states Magnet Summary strategy is a structure of reading process to assist the teacher to ask the students to summarize a text. Making a summary can also help the students to develop their comprehension.

In line with this, Wormeli (2004) states that summarizing promotes learning because students must spend time reflecting and processing what they have read. This type of expanded knowledge is what summarization is all about. A summary, which is a concise restatement of the main ideas of a text, includes only the most essential information from the text. A summary is composed of brief statements of a text's major point (Kel-ley & Classen-Garde, 2007). The National Reading Panel (2000) identified summarization is as one of the research-based reading strategies that should be taught during classroom instruction. Furthermore, Duke (2004) found that instruction on summarization supported the

reading comprehension of young struggling readers. Besides summarization can improve students' reading comprehension, it also can improve their writing.

In addition, according Tierney *at al*; (1980) Herringbone Strategy is a structured outline procedure designed to help students organize important information in the reading text. This strategy trains the learners to develop their comprehension. This strategy directs students to determine the main ideas through the use of visual diagram of a fish skeleton. The diagram directs the students to arrange who, what, when, where, why and how questions. From answering of the 5W 1H questions, the students develop their reading comprehension. Deegan (2006) says that the Herringbone Strategy develops comprehension by plotting who, what, when, where, why, and how questions on a visual diagram of a fish skeleton. From the answer of the 5W 1 H questions, the students write the main ideas across the backbone of the fish diagram. The fish diagram is used to help students to identify the main idea and detailed information of a lesson, text or concepts. It contains six questions that assist the students to organize details of the text.

Basically, students' reading comprehension can be improved by using appropriate strategies. According to Rubin (1975), learning strategies are defined as 'the techniques or devices which a learner may use to acquire knowledge'. The students read the text to gain knowledge, information and message; it will be gained if the readers can use appropriate strategy in reading. Reading strategies are one of important factor in successful comprehension. Garner in Heisat, *et.al*. (2009) defines reading strategies as an action or series employed in order to

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construct meaning. In addition, Barnet in Heisat et.al. (2009) uses the term of reading strategy to refer to the cognitive operations that take place when reader approach a text with a purpose to make sense of what they read. So it can be assumed that reading strategies are ways consciously used by readers to construct meaning

Brown (2001) identifies there are ten reading strategies that will help students become efficient readers. They are identifying the purpose in reading, using graphic rules and patterns to aid in up decoding, using efficient silent reading technique, skimming, scanning, summarizing, using semantic mapping or clustering, guessing, analyzing vocabulary, distinguishing between literal and implied meaning, and capitalizing on discourse markers to process relationship.

In selecting reading strategies, teachers should consider the genre of the text. One strategy can work best with particular genre. Hoyt (2002) notes that when teachers explicitly instruct the students to use a certain strategy through modeling, guided practice, and independent practice, they can concretely apply tactics that could increase the comprehension of the text.

Based on the explanation above, it was assumed that language teaching strategies give significant effect to the students' reading comprehension. So, it was necessary to conduct a study entitled **“A Comparative Study on the Effects of Using Magnet Summary and Herringbone Strategy on Students' Reading Comprehension of SMK Kansai Pekanbaru.”**

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I.2 The Statement of the Problem

The aim of this study was to compare students' reading comprehension between the Experimental group 1 and Experimental group 2 after being taught by using Magnet Summary Strategy and Herringbone Strategy. In the background of problems, it is mentioned that the students had a number of problems in reading comprehension, among others, the students had difficulties in finding topic sentences, main ideas and detailed information. The students were unable to make the inference and to identify the reference from the text. Besides, the students had low comprehension and did not have interest in reading. The students had low vocabulary and motivation to learn English. Also, they did not have much knowledge about word order, word choice, punctuation, phrase, sentences and grammar in English. More importantly, the teachers could not vary her teaching technique.

Then, based on statement of the problem above, some questions need to be addressed in this study; Why is it difficult for the students to read an English text?; Why is it difficult for the student to write and create an English text?; What factors make the students uninterested in learning English especially reading? Is the motivation the got by the students?; How do the students feel when learning English especially reading comprehension?; What does the teacher do to solve the students' problems in learning English especially reading comprehension?; Which strategy is appropriate for the students of SMK Kansai Pekanbaru to use in learning English especially when dealing with reading comprehension?; Are

Magnet Summary Strategy and Herringbone Strategy suitable to use in order to improve the students' reading comprehension?

In order to solve the above problems, Magnet Summary Strategy and Herringbone Strategy are two of many teaching techniques in reading that can be applied to improve the students' reading comprehension. Magnet Summary strategy helps students expand the key terms or concepts from a reading text. This strategy helps the students focus on the main idea and important details in a text. These "magnet" words help students organize information that becomes the basis for them to write summaries (Buehl, 2001). It means that Magnet Summary strategy can help students to conclude, summarize and organize the main information or the key term in the text they read.

Besides, Herringbone strategy is another strategy that can be used to build the students' ability to understand a text. It focuses on reading strategy by making the graphic like fish bones. This strategy will direct the students to the specific goals of the learning and reading comprehension by pattern of the Herringbone strategy. This strategy will motivate the students to study English and raise teaching-learning process. By using the Herringbone strategy, the students will be more interested and enjoy reading English texts. According to Thaler (2008:88), Herringbone strategy is a useful strategy for analyzing a single idea of the text. It is called Herringbone because it resembles like a fish skeleton. Herringbone strategy contains of a short graphic organizer and it is a suitable strategy to help English learners to find the main idea in the paragraph of the text.

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I.3 The Limitation of Problem

In conjunction with the background of problem and statement of problem, it was not possible to discuss all problems; therefore, a limitation was needed. This study only focused on the comparison of the results of reading comprehension of the students of the experimental group 1 and the experimental group 2 after being taught by using Magnet Summary Strategy and Herringbone Strategy at SMK Kansai Pekanbaru. The research focused on report text taught to the second semester of the second year students at SMK Kansai Pekanbaru.

I.4 The Purpose and Objectives of Problem

The purpose of this study was to compare the results of students' reading comprehension after being taught by using Magnet Summary Strategy and Herringbone Strategy to the second year students especially XI TI 1 and XI TI 2 at SMK Kansai Pekanbaru.

The objectives of this study are as follows:

1. To find out which strategy is more effective in teaching reading between Magnet Summary strategy and Herringbone strategy at SMK Kansai Pekanbaru.
2. To find out a significant difference of the results of the students' reading comprehension (experimental group 1 and experimental group 2) after being taught Magnet Summary strategy and Herringbone strategy.



1.5 Research Questions

The research questions of this study were formulated as following questions:

1. Which strategy is more effective in teaching reading comprehension in SMK Kansai Pekanbaru?
2. Is there significant difference of the results of students' reading comprehension after being taught using Magnet Summary strategy and Herringbone strategy between the Experimental Group 1 and the Experimental Group 2 at SMK Kansai Pekanbaru?

1.6 The Significance of the Study

In same way with the explanation above, this study aimed to compare the results of students' reading comprehension after being taught using Magnet Summary strategy and Herringbone strategy to the experimental group 1 and experimental group 2 at SMK Kansai Pekanbaru. The findings of the study are expected to give contributions to English teachers that Magnet Summary Strategy and Herringbone strategy can improve their students' reading comprehension in the teaching and learning process.

Then, this study may give invaluable contributions to educational institutions in terms of using appropriate strategies in teaching reading and other language skills. Many experts said that using appropriate strategies in reading comprehension can be more enjoyable and the students do not feel bored when they learn English in classroom.

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According to Al Noursi (2014) the ability of reading is a precursor of successful learning in schools, colleges and universities. Reading comprehension still becomes a big problem for the students at school. In English National Examination, the students have a reading test with written texts in various genre types that they have learned. When the students answer the question, they have to understand what the texts are about.

Furthermore, the students have to read the text by identifying the main idea, detailed information, inference and reference. Therefore, they should use appropriate strategies in reading comprehension. This way purposes to save the time for the students.

Furthermore, the teacher should use various strategies in teaching reading such as media and games in order to keep the students interested in reading comprehension. Brown (2004) notes the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The teachers can apply these strategies to improve student reading comprehension. It is also expected that the findings of the study can improve the English teaching quality in the teaching and learning process. The students can help themselves to comprehend texts easily and to help them share ideas or opinion related to the text being read. The students can improve their reading comprehension by using these two strategies. If the readers read a reading text without using a appropriate strategy, it will only be wasting time. Therefore, the reader should have a strategy in reading to gain the information from the text he is

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(Zygouris & Glass (2004) On the other hand, Herringbone technique is applied by using of 5W 1H question as a guide to help the reader to find detailed information of the text and decide to identify the main idea. Similarly, the students can apply this technique when comprehending a text by answering the 5W 1H questions taken from the text.

1.8 The Definition of Key Terms

The definitions of key terms are as follows:

- a) **Comparative study** is often used in the early stages of the development of a branch of science (Routio, 2007). In this research, comparative study is meant by comparing two strategies or more on students' reading comprehension. It may help the researcher to compare two different treatment or more on one dependent variable or more.
- b) **Magnet Summary Strategy** is a reading strategy that works like a magnet to take the key word from a selection or a paragraph then become a summary paragraph. (Buehl, 2003). This strategy works as magnet to take key words or key terms in every paragraph to make a summary.
- c) **Herringbone strategy** is a strategy that develops comprehension of the main idea by plotting who, what, when, where, why, and how question in a visual diagram of a fish skeleton Deegan (2006:102). It uses a fishbone graphic in this process of strategy.

- d) **Reading comprehension** is a reading-thinking activity and as such relies its success upon the level of intelligence of the reader, his or her speed of thinking, and ability to detect relationship (Burnes and Page,1991:47). In other words, reading comprehension is an ability to understand a text by finding main idea, detailed information, synonym, inference and reference. In this context, reading comprehension refers to the reading comprehension of the second year students of SMK Kansai Pekanbaru.

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