

# CHAPTER I

## INTRODUCTION

### A. Background of Research

By the end of twentieth century English was already well on its way to becoming a genuine lingua franca, that is language used widely for communication between people who do not share the same first (or even second) language. English is also, of course, a mother tongue for many people in the world, though, as we shall see, such “native speaker” are increasingly out-numbered by people who have English as a second or third language and use it for international communication.<sup>1</sup> Thus based on it is crucial function in this new world era, the students have to study English as well as possible.

English is an important language used by people in the world. People around the world speak English to communicate. By learning English we can communicate around the world because English is international language. Moreover, everyone believes that English is getting more and more important now. Nowadays, English is taught by 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.

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: pearson longman, 2002) p.13

There are four skills in English language learning, they are listening, reading, speaking, and writing. Those skills are important to be mastered without ignoring each other. Every language is mainly to serve the purpose of communication. Reading and writing skills are needed for communication purpose when there is distance between both the parties.<sup>2</sup>

According to Elizabeth, “reading is a process of looking at a written or printed symbol and translating it into an appropriate sound”. This spoken symbol is further associated with an object for which it stands. Thus reading consists of three elements; the symbol (written or printed), the sound and the sense. Reading in fact is the ability which enables the pupils sooner or later, to read with the purpose of extracting from the printed page, the thoughts, facts and information that it has to give him. We are enlightened by reading. By reading our written message is interpreted by the other person.<sup>3</sup> For many students, reading is the most important of the four skills in second language. As a skill, reading is clearly one of the most important language skill that where students have to read English material for their subject. The student often

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<sup>2</sup> M.E.S Elizabeth, *Methods of Teaching English* (India: Discovery Publishing House, 2012), p.61

<sup>3</sup> M.E.S Elizabeth, *Methods of Teaching English* (India:Discovery Publishing House, 2012), p.278

thought to be easier to obtain information from written text by reading.<sup>4</sup>

Beside reading skill, there is also writing skill which 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. Moreover, writing makes the record permanent. Whatever is written once remains forever; unless it is knowingly destroyed. While writing, a person has to be very exact. In some of the institutions, it is found that too much emphasis is laid on writing and oral aspect of the language is neglected. No doubt, this type of practice helps the learners in the present day type of examinations but it does not help them in the long run. So the different aspects of language learning should be given due importance.<sup>5</sup>

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 and understand a text.

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<sup>4</sup>Jo Mc Donough and Christopher Shaw, *Material and Methods in ELT: A Teacher Guide* (UK: Blackwell Publishing, 2003), 2nd ed, p. 89.

<sup>5</sup> M.E.S Elizabeth, *Methods of Teaching English* (India:Discovery Publishing House, 2012), p.295

In Junior High School, reading and writing are not easy. In fact, students of eight grades SMP Hasanuddin 6 Semarang have the problem to understand their English learning especially in reading and writing. They are still lack of vocabulary. Their comprehension can be recognized through their way of reading and writing. Their low comprehension is shown when they do not understand what they read. The students cannot answer question based on the selection, this may be caused by their limited vocabulary and bad memory. As soon as they read, they have to close the text, but they cannot answer the questions because they cannot retain what they have just read. In reading activity, students are forced to know the implied and stated messages of the texts given. Some students face difficulties in reading English text. They must learn to navigate through unfamiliar vocabulary and grammar structure.

Based on the problem above, in order to make comprehension easier in reading and writing a text, the teacher should use the technique that is easy for the students in teaching reading and writing comprehension. So those, the students can enjoy and be stimulated in learning English as foreign language especially in reading and writing comprehension. There are some techniques, methods, and media which can be used by teacher to teach recount text, for example concept map, diary writing, personal letter, suggestopedia method, chain pictures, Herringbone Technique, etc.

Teaching with graphic organizer is teaching technique to increase students motivation in learning English. Graphic organizers are important and effective pedagogical tools for organizing content and ideas, and facilitating learners 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.<sup>6</sup>

Deegan states that:

Herringbone technique is a technique to develop comprehension of the main idea by plotting who talking about is, what the main idea, when this occurred, where occurred, how accomplished it is, and why happened. After using the answer to the WH questions, the student writes the main idea 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 lesson, text or concept.<sup>7</sup>

Therefore, the researcher conducted experimental research entitled “The Effectiveness of Using Herringbone Technique to Improve Students’ Reading and Writing Skills in Recount Text” (An Experimental Research with the Eighth Grade Students of

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<sup>6</sup>Katherine S Mcknight, *The teacher’s Big Book of Graphic organizers:100 Reproducible Organizers that Help kids with Reading, Writing, and tthe Content Areas*. (San Francisco: jossey-Bass, 2010) p.1

<sup>7</sup>Deegan, j. Herringbone technique. Online at <http://www.teacherweb.com/PA/NazarethAreaMiddleSchool/TheSpecialistTeam/HerringboneTechnique.doc>, retrieved from internet on August 19th 2014

SMP Hasanuddin 6 Semarang in the Academic Year of 2014/2015).

## **B. Reasons for Choosing The Topic**

There are three reasons for choosing the topic:

1. Reading and writing are language skills which should be developed for students in mastering English
2. Most of students sometimes get difficulty to read foreign language texts.

Mostly, the students are from Central Java. They usually speak Javanese language as their mother tongue and Indonesian language. They seldom speak foreign language. So, they get difficulty to read and write foreign language text.

3. The researcher would like to introduce Herringbone Technique as a technique in teaching English especially in reading and writing skills.
4. The students of eighth grades SMP Hasanuddin 6 Semarang have the problem to understand their English learning especially in reading and writing.

## **C. Research Question**

This research is intended to answer the following question:

How is the effectiveness of using herringbone technique to improve students' reading and writing skills in recount text?

#### **D. Objective of The Research**

The objective of the research is to identify the effectiveness of using Herringbone Technique to improve students' reading and writing skills in recount text.

#### **E. Pedagogical Significance**

Based on the objectives of research, the significance of the study can be started as follows:

1. For researcher

By doing this research, the researcher hopes that she will get some experiences and knowledge about her study and it will be useful in the future.

2. For Teacher

By doing this research, the teacher is expected to increase the knowledge on how to motivate students to be interested in learning and to explore the students' intelligence. The researcher hopes that English teacher more creative in teaching than before. So, the students will get better achievement in teaching learning process.

3. For Students

By using Herringbone Technique, the students are expected to be able to improve their understanding in reading and writing recount text.