CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is essential in English because we can get much information and knowledge. In other words, reading is also considered to be the way to understand a written message. According to Sihombing (2020), reading is considered important as it is a literacy foundation. It is how the reader gets the writer's message or intended meaning. Sometimes, reading is considered a complex skill, where readers are directed to read a written text and use their complete comprehension.

Caldwel (2002:54) states that reading comprehension is simultaneously extracting and constructing meaning through interaction and involvement with written language. In short, reading comprehension is the interaction with the text to understand the meaning and message or information from the text. There, to get meaning and information, students must not only read but also understand the text to capture specific ideas from the text. This is why the ability (reading comprehension) or skill of comprehending a message in the text is so valuable and necessary in a student's goal to learn English in school.

In the 2013 curriculum, which is about collecting information in learning activities, students were asked to collect information from newspapers or other mass media. The process needs good reading ability. Suppose the students need a better comprehension. They need help in the lesson and mastering the subject. They also need help in the final test examination because, in Indonesia, the final test is commonly in reading comprehension form. The students are given some texts that consist of some questions. If the students' reading comprehension is not good, they cannot pass the final examination test.

Based on the observation, the researcher found that students in SMP PGRI 2 Denpasar had several problems with reading comprehension. The researcher found that students did not need help understanding what they read well. Students needed help understanding sentences in English and finding the main idea of the text they read because the teacher needed help finding the right method or technique to provide materials for students to learn and a quick understanding of the material

presented. This is why a new strategy or process is needed to improve student's reading skills and help them overcome their problems.

Regarding the background above, the researcher was interested in improving reading comprehension skills through herringbone techniques at SMP PGRI 2 Denpasar in the academic year 2023/2024. According to Mcknight (2010), a herringbone graphic organizer is used to find supporting information in determining the main idea. The herringbone technique helps students understand what they read by finding the main idea by plotting who, what, when, where, why, and how to questions on a visual diagram of a fish skeleton. It is a simple strategy that can be applied in teaching and learning. This strategy is beneficial to improve students' reading comprehension.

Based on the background of this research, the researcher was highly motivated to use the herringbone techniques. The researcher considered improving reading comprehension by using herringbone techniques. The researcher aids the students of SMP PGRI 2 Denpasar, especially the seventh-grade students, to be best at reading comprehension. Therefore, the researcher conducted this research entitled" Improving Reading Comprehension of the Seventh-grade Students of SMP PGRI 2 Denpasar in the Academic year 2023/2024 Through Herringbone Techniques".

1.2 Research Problem

Based on the background of the study above, students still find crucial difficulties in reading comprehension; there must be a better teaching-learning process by applying herringbone techniques. The research question can be formulated as follows: can the reading comprehension of the seventh-grade student of SMP PGRI 2 Denpasar in the academic year 2023/2024 be improved through the herringbone technique?

1.3 Objective of the Study

This study's objective is to answer the research problem that has been previously formulated and determined. In line with this rationale, the present study intends to know whether the herringbone technique can improve the reading comprehension of the seventh-grade students of SMP PGRI 2 Denpasar.

1.4 Limitation of the Study

The research was limited to improving the reading comprehension of the seventh-grade students of SMP PGRI 2 Denpasar in the academic year 2023/2024 through herringbone as the teaching technique. The study concerned with competence 3.11 about comparing and catching contextual meaning related to a social function, text structure, and linguistic element of the oral and written recount, very short and simple, related to personal experience in the past based on the latest syllabus used by the school in curriculum 2013 latest design. Reading comprehension in this study was limited to identifying general information, specific information, textual meaning, and textual reference of recount texts. The four aspects of reading comprehension were expected to improve after implementing the technique.

1.5 Significance of the Study

This research was concerned with improving the reading comprehension of the seventh-grade students of SMP PGRI 2 Denpasar in the academic year 2023/2024 through the herringbone technique. Therefore, the research findings benefited teachers, students, and other researchers. Moreover, it can provide theoretical and practical significance, as described below.

The study findings would be beneficial as theoretical evidence about implementing theory based on the problem faced. Then, the results of this study are expected to enrich theories and can give references as an empirical review for future studies related to the herringbone technique in teaching reading, especially reading comprehension. Besides, it could contribute to new research findings about implementing the herringbone technique in improving reading comprehension.

Practically, the findings of this research are likely helpful for teachers, students, and other researchers. For the teachers, the researcher hopes that these research findings can reflect their teaching. They could implement this technique in teaching reading to get a new atmosphere in the class during the lesson. For the students, it is expected that the herringbone technique can help them gain interest in studying, so they have various activities using different techniques. The researcher also hopes that future findings of this research will be helpful for future researchers to use as a reference.
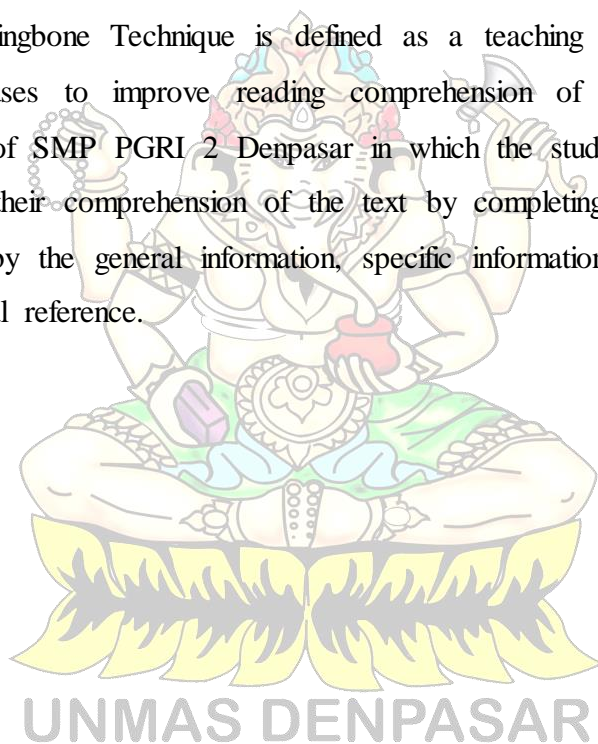
1.6 Definition of the Study

The term scientific research sounds complicated to the readers because they are too broad. To avoid misunderstanding and confusion of the readers, the researcher then describes two operational definitions of the key terms in the present study as follows:

a) Reading Comprehension

Reading Comprehension in the present study is defined as the ability of the seventh-grade students of SMP PGRI 2 Denpasar in the academic year 2023/2024 to understand descriptive text, especially in identifying general information, specific information, textual meaning, and textual reference.

b) Herringbone Technique

The Herringbone Technique is defined as a teaching technique that the teacher uses to improve reading comprehension of the seventh-grade students of SMP PGRI 2 Denpasar in which the students are asked to organize their comprehension of the text by completing the fish skeleton diagram by the general information, specific information, textual meaning, and textual reference.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is about related theories used in this research. It is used as a reference to establish the learning strategy that the researcher used in this present study. The researcher should examine some relevant theories from experts related to the study to strengthen the theoretical framework of the present study. In this present research, the researcher describes some essential points related to references supporting the study. They are reading comprehension, herringbone technique, and reading assessment.

2.2.1 Reading Comprehension

Reading is part four language skills, that should be learned by students. Reading is one of the important language skills that student must read English material for their subject (Andrian, 2019). Furthermore, reading is a part of English competency skill which states the overall understanding of the text. According to Richards & Renandya (2002), reading has special attention in foreign language teaching. According to Grabe (2009), reading is a habit that must be developed, because by reading humans obtain various information from science. Alyousef (2006) stated that there is an interactive process in reading between a text and a reader that leads to reading fluency. Understanding the content of the message is the core of reading activities. Teaching reading is not just the pronunciation of words and phrases, but rather emphasizing the meaning of the text. Comprehension is an active process in the construction of meaning and the process of deriving meaning from connecting text. It involves word knowledge as well as thinking and reasoning. Therefore, according to Elizabeth (2003), comprehension is not a passive process but an active one. This means that comprehension is a system operation that gets the meaning of an active process from text or vocabulary information. It can be interpreted that comprehension is the primary purpose of reading activity. These activities require readers to interact and be involved in written language.

Reading comprehension is not reading a text without getting meaning; it is defined as constructing meaning from the text. Moreover, it also refers to the ability

of the students to understand the content of the reading text. It means that in reading activity, the reader not only reads the text but also comprehends the content and tries to catch the message, information, and knowledge from the text they read.
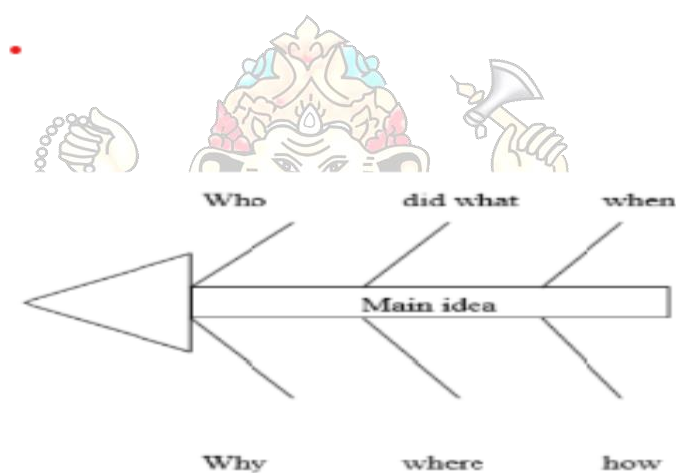
Serravallo (2010:43) states comprehension is at the heart of what it means to read. Reading is thinking and trying to understand the content of the message contained in the passage. This understanding is a prerequisite for the occurrence of an act of reading. Reading only takes place if the readers understand it. Learning to read is an important educational goal. Chard & Santoso (2008: 1) add that good readers become fluent and automatic in their comprehension processing strategies. Strategic processing is necessary for efficient and effective comprehension, which involves using strategies to understand text, knowing when to use the various strategies, actively thinking about and monitoring what is read, understanding text structure, and engaging in meaningful discussions.

In conclusion, reading comprehension is not only reading without getting the meaning. The students should understand what the text wants them to know, and it will not be done simply by reading a group of words. Comprehension is the thing that should be achieved in a reading activity; it is the goal of a reading activity where the students will get something from what they have read. Connecting the student's prior knowledge to reading activity is necessary for comprehension. Therefore, it is expected that after the reading activity, students will catch the meaning and get something new from what they have read.

2.2.2 Herringbone Technique

Herringbone is a part of the graphic organizer technique. It is a simple way that leads students to focus on the details of the text by simply classifying them into the form of a fish skeleton. The herringbone provides readers with a framework for recognizing and recording main ideas and supporting details during and after reading. Teaching with a graphic organizer is a teaching technique to increase student motivation in learning English. McKnight (2010;1) states that graphic organizers are essential and influential pedagogical tools for organizing content and ideas and facilitating learner comprehension of newly acquired information. One of many reading techniques is the Herringbone technique. Deegan (2006) states that the Herringbone technique develops reading comprehension of the main idea by

plotting who, what, when, where, why, and how questions on a visual diagram of a fish skeleton. The herringbone technique helps students find important information and the main idea in a text by seeking the answer to six comprehension questions on a diagram. Thaler (2008) adds that the herringbone technique provides a short graphic organizer. If the teacher wants to help students comprehend the text through a paragraph or passage, this method is one of the alternatives to be given to the students. The students answer the question listed in the fishbone graphic organizer. This leads to synthesizing all the information in one newly created sentence, which becomes the main idea statement.

Source: Deegan J, 2006

2.2.2.1 Herringbone graphic

Deegan develops the herringbone technique by using its name because it represents the text's analysis through a fish skeleton. The fish skeleton diagram is used to help students identify the main ideas related to supporting ideas for a lesson, text, or concept. It contains those six questions that help students organize the details of the text. The herringbone creates a framework for students to condense information. First, students create a herringbone line label and fill it in with six questions as shown in the sample. Then students look for and identify the sixth answer question when they read a text. After reading students must fill in the sixth answer question. After the six questions have been answered, students are asked to find the main idea of the text based on the answers they have found.

2.2.3 Assessing Reading Comprehension

7

As teachers, we will be positioned to decrease the adverse effects of standardized tests if we excel at another form of assessment. In this book, the writer shared these other forms of assessment, namely classroom-based assessment. This assessment is used to inform our practice, enrich instruction, and generate the artifacts and data we need to remind various stakeholders that students' intelligence and capabilities can't be captured in a single test.

According to Frank (2010: 21-54), assessing reading can be divided into two parts: when reading and after reading. In conducting assessments to generate information, the first need to consider the type of information available to the classroom. In other words, need to ask, What, Where, When, Who, Why, and How We have the same types of information that qualitative researchers draw upon when conducting research studies available to us.

2.2 Empirical Review

An empirical review is provided to show the relevant studies according to previous researchers with the same purposes as the present study. In empirical review, the purpose is to find similar studies related to the present study as the references; furthermore, it is also used to compare the previous researcher with the present researcher to make it more empirical evidence about the applied technique. An empirical review of the present study should explain the essential aspects related to the present study. They are as follows;

First, the research that was done by Rafi (2020) entitled "Improving Students Reading Comprehension of VIII Grade Students at SMP Negeri 1 Dako Pemean Through Herringbone Technique". This study's objective was to know the effectiveness of the herringbone technique in improving students' reading comprehension. The results of the study showed that the herringbone technique succeeded in improving the student's reading comprehension of the tenth-grade students of SMP Negeri 1 Dako Pemean.

The study showed that the researcher has already been good at presenting the data and solving the problem through the technique applied. The researcher used a clear theory and steps about the herringbone technique. Still, in completing the diagram, the researcher needed to give clear instructions on whether the students had to answer the WH question in short answers or complete grammatical

sentences. If students were confused in answering the question because there were no clear instructions, In the present study, the researcher asked students to the WH question in a complete grammatical sentence so they were not confused answering it, and it would be easier to arrange a summary by simply taking out the answer from the herringbone graphic.

Furthermore, a similar research study was conducted by Riana (2020). The Implementation of the Herringbone Technique to improve Students' Reading comprehension. The study's objective was to discover whether or not the reading comprehension of eleventh-grade students can be improved through the herringbone technique. The study showed that implementing the Herringbone technique could improve the students' reading comprehension. Considering the data, the earlier study showed that using the herringbone technique could improve the students' reading comprehension. The researcher has already put many underlying theories of her ringbone graphics that other researchers can use as references. However, in implementing the technique, the researcher did not do a discussion session after students got supporting details and the main idea. It made students wonder whether the answers were right or wrong, and they became unconfident when making a summary based on the information they found.

In this study, the researcher would use clear steps to apply the herringbone technique based on Denton et al. (2007:115). The researcher would conduct a discussion session after the students had provided supporting details and the main idea. Hence, the students knew the text's supporting details and main idea and became confident when making a summary based on the information.