

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language proficiency consists of four skills namely: listening, speaking, reading and writing. Many researchers note that reading is the most important language skill for academic achievements, beside speaking, listening and writing. Moreover, in the new era of globalization students need reading activities because there is much information that must be shared as much as possible. By knowing much information the students will be able to cover the news from all over the world. They can read magazines, newspapers and textbooks. When they are lazy to read, they get nothing, but when they often read, they are rich with information and knowledge. Alvermann & Earle in a journal of education (2014) stated that without the skill of reading comprehension and the motivation for reading to learn, students' academic is limited.

Nowadays in teaching reading, the teacher usually orients to the students' English book. Teachers teach the students by asking the students only to read the text and answer the questions. These activities do not give any opportunities to improve students' knowledge. It cannot give contribution to the students' reading comprehension. Therefore, students cannot comprehend their reading text and becomes passive in the teaching learning process. In this case most of the students still find it difficult to comprehend a reading text. This situation must be overcome by the teacher, teacher should make variations and choose a suitable

technique in teaching reading comprehension in order to make the students interest.

A technique will help the students learn and remember information for a long period of time building bridges in the students. In reading, people are suggested not only to have their own reading technique, which can be different depend on the texts genre but also to increase their comprehension that enables them to read a variety of text.

As a matter of fact, not all students were able to comprehend the text well. Based on the writer's experience during the field teaching program (PPL) in SMA Negeri 1 Babalan, at grade XI, the writer's observation showed that many students were not able to comprehend an argument text well. They encountered difficulties in comprehending and finding the main idea from the text. In addition, they did not know what they read.

Since English is assumed as a difficult subject by most Senior High School students, teacher have a duty to make them interest in studying. Interest is an important factor to make them pay attention to the subject. Teachers need to develop and increase their knowledge and ability in teaching reading comprehension. Teachers can use different kinds of techniques to make the teaching process be more interesting. It is a must for a teacher to choose an appropriate technique in teaching reading comprehension in order to make the students to be able to develop their reading comprehension.

In the curriculum of 2013 or Kurikulum 2013 (K13) which is written in the standard competence in the syllabus of the second students of senior high school, students are expected to comprehend one of the genre in reading comprehension such as argument text specifically in analytical exposition text..

Considering the facts above, there is an urgent need to use a technique in teaching and learning process that can help them to solve their problems. Herringbone technique is one of many techniques can be used in teaching reading comprehension especially in reading argument text.

The herringbone technique supports comprehension of text by providing a framework upon which the who, what, when, why, where, and how questions can be visually organized in relation to the main idea (Tierney, et al in Boucard (2005:54)).

The key benefit for the students is able to answer and understand the question who, what, when, why, where and how can greatly aid students when reading and comprehending text. This technique also shows the relationship of the detail to the main idea, which is often a troublesome concept for English language learners. This technique is particularly well suited for arguments text specifically in analytical exposition text.

## **B. The Problem of the Study**

Based on the background given, the problem is formulated as follows:

“Is there any significant effect of herringbone Technique on the students’ achievement in reading Argument text?”

## **C. The Scope of the Study**

The scope of the study is limited on investigate the second year students of SMA Negeri 1 Babalan. This study focuses on the applying of herringbone technique on teaching the students in reading arguments text, specifically analytical exposition.

## **D. The Objective of the Study**

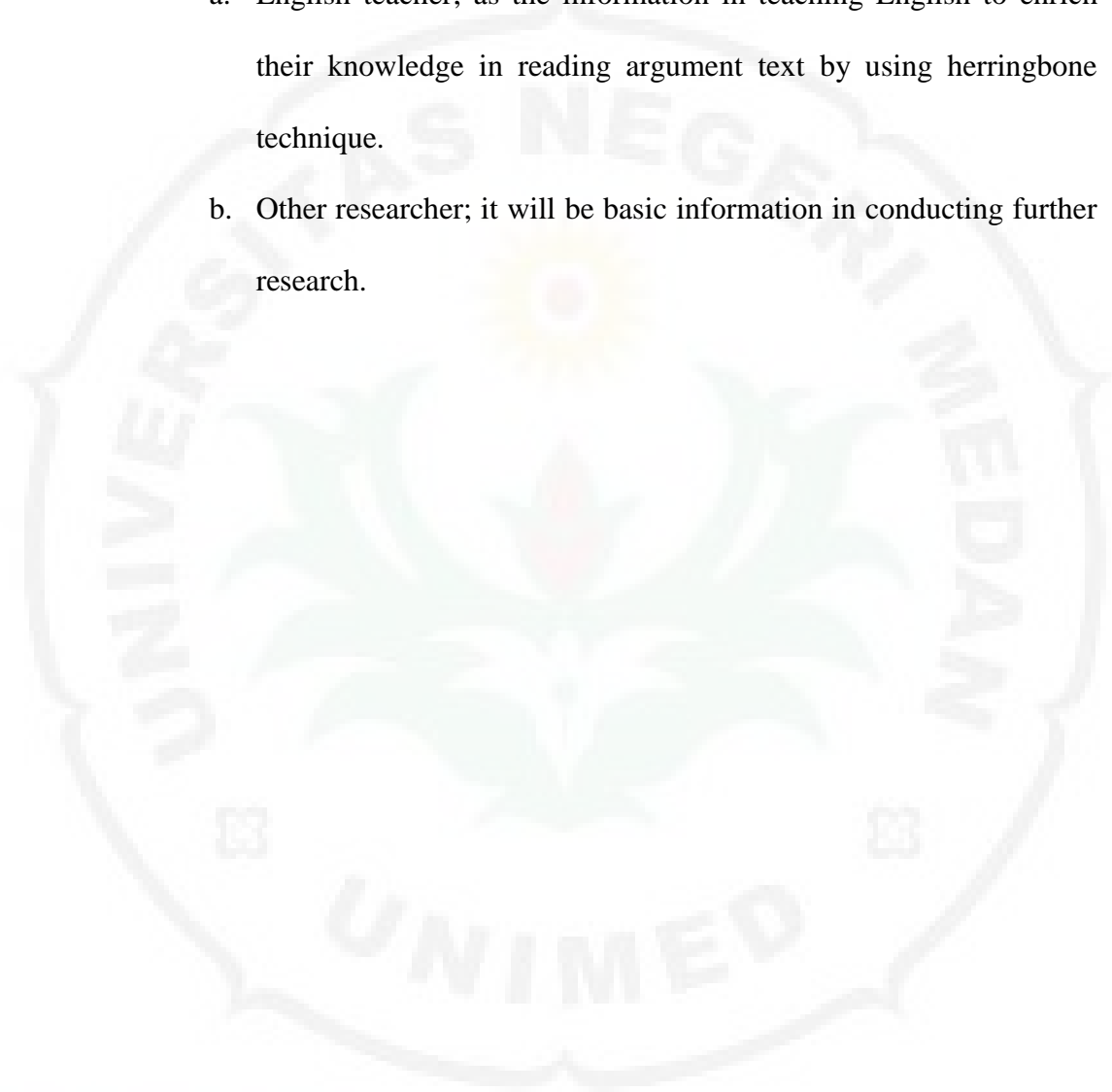
The objective of the study is to investigate the effect of herringbone technique on students’ achievement in reading arguments text.

## **E. The Significances of the Study**

The findings of the study are expected to have both theoretically and practically significances.

1. Theoretically, the findings of the study are expected to add more horizons in theories of learning.
2. Practically, the findings of the study are useful and relevant to:

- a. English teacher; as the information in teaching English to enrich their knowledge in reading argument text by using herringbone technique.
- b. Other researcher; it will be basic information in conducting further research.



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