

**TEACHING READING BY USING HERRINGBONE TECHNIQUE AT  
JUNIOR HIGH SCHOOL**

**PAPER**

*Submitted in a Partial Fulfillment of Requirements  
For the Strata one (S1) Degree*



**By:  
CHYKA SURIANI  
77133/2006**

**Advisor:  
Drs. JUFRI, M.Pd.**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF PADANG  
2013**

**HALAMAN PENGESAHAN****MAKALAH**

**Judul : *Teaching Reading by Using Herringbone Technique at Junior High School***

**Nama : Chyka Suriani**  
**TM/NIM : 2006/77133**  
**Program Studi : Pendidikan Bahasa dan Sastra Inggris**  
**Jurusan : Bahasa dan Sastra Inggris**  
**Fakultas : Bahasa dan Seni**

**Padang, Juli 2013**

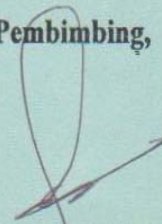
**Disetujui oleh:**

**Ketua Jurusan,**



**Dr. Kurnia Ningsih, M.A.**  
**NIP. 19540626 198203 2 001**

**Pembimbing,**



**Drs. Jufri, M.Pd.**  
**NIP. 19540302 198403 1 001**

**HALAMAN PENGESAHAN LULUS UJIAN MAKALAH**

*Dinyatakan Lulus Setelah Mempertahankan Makalah di Depan Tim Penguji*

*Program Studi Pendidikan Bahasa dan Sastra Inggris*

*Jurusan Bahasa dan Sastra Inggris*

*Fakultas Bahasa dan Seni*

*Universitas Negeri Padang*

**TEACHING READING BY USING HERRINGBONE TECHNIQUE AT  
JUNIOR HIGH SCHOOL**

**Nama** : Chyka Suriani  
**TM/NIM** : 2006/77133  
**Program Studi** : Pendidikan Bahasa dan Sastra Inggris  
**Jurusan** : Bahasa dan Sastra Inggris  
**Fakultas** : Bahasa dan Seni

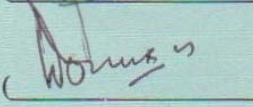
Padang, Juni 2013

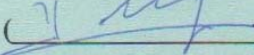
Tim Penguji :

1. Ketua : Drs. Jufri, M.Pd
2. Anggota : Drs. Don Narius, M.Si
3. Anggota : Yuli Tiarina, M.Pd.

Tanda Tangan

(  )

(  )

(  )



UNIVERSITAS NEGERI PADANG  
FAKULTAS BAHASA DAN SENI  
**JURUSAN BAHASA DAN SASTRA INGGRIS**

Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telp/Fax: (0751) 447347

---

**SURAT PERNYATAAN TIDAK PLAGIAT**

Saya yang bertanda tangan di bawah ini:

Nama : Chyka Suriani  
NIM/TM : 77133/2006  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *Teaching Reading by Using Herringbone Technique at Junior High School*

Adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan Negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,  
Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Kurnia Ningsih, M.A.  
NIP. 19540626 198203 2 001

Saya yang menyatakan,



Chyka Suriani  
NIM. 77133

## ABSTRAK

**Chyka Suriani.2013.** Teaching Reading by Using Herringbone Technique at Junior High School. *Paper*. English Department, FBS UNP. Padang.

Dalam *Paper* ini penulis membahas tentang meningkatkan kemampuan siswa dalam memahami bacaan dan menarik kembali minat siswa dalam membaca dengan menggunakan teknik Herringbone. Teknik ini bisa di gunakan pada siswa kelas 4 sampai kelas 12, namun dalam *Paper* ini penulis lebih memilih untuk menggunakan teknik ini pada siswa SMP karena berdasarkan pengamatan di lapangan banyak siswa SMP kurang tertarik dan merasa bosan belajar bahasa Inggris khususnya membaca, hal ini di sebabkan karena kemampuan membaca mereka yang rendah dan begitu banyak kosa kata baru yang menyebabkan mereka malas untuk membaca. Teknik Herringbone adalah proses membuat garis besar terstruktur yang di rancang untuk membantu siswa mengorganisasikan informasi penting dalam sebuah teks. Dalam teknik ini guru membagi siswa ke dalam beberapa kelompok, lalu guru memberikan sebuah teks, beberapa pertanyaan dan bagan berbentuk ikan, kemudian guru meminta siswa untuk bekerja dalam kelompok untuk menjawab pertanyaan dan menuliskan jawabannya pada bagan, kemudian siswa diminta mencari ide utama dari teks berdasarkan jawaban-jawaban yang telah mereka temukan. Teknik ini lebih tepat di tujukan pada siswa yang kemampuan belajarnya di bawah rata-rata sehingga siswa tersebut bisa memahami teks.

## ACKNOWLEDGMENTS

Bismillaahirrahmaanirrahiim. In the name of Allah SWT, the most Gracious and most Merciful. Praise to Allah SWT who has given the writer knowledge and strength in completing the paper entitled “Teaching Reading by Using Herringbone Technique at Junior High School” Sholawat and Salam to prophet Muhammad SAW, may Allah SWT blesses him and given him peace.

In this occasion, the writer would like to express her sincere gratitude to her honorable advisor, Drs. Jufri, M.Pd. who has kindly and patiently given me his much attention, supports, suggestion, and advice throughout the process of writing this paper. She really appreciates Dr. Kurnia Ningsih, M.A. the chairperson of English Department and Dra. An Fauzia Rosani Syafei, M.A. the secretary of English Department. Additionally, her sincere gratitude is also given all examiners involved in her examiner Drs. Don Narius, M.Si. and Yuli Tiarina, M.Pd. Furthermore, she also expresses her gratitude to Rusdi Noor Rosa, S.S., M.Hum. as her academic advisor for his support and attention and care during her study, and also to all lecturers of English Department who had taught her during her study in this Department. Besides that, she is also great full to employee and librarians in English Department State University of Padang for their help.

Next, the writer’s deep appreciation and gratitude are expressed to her beloved parents, Tasman and Syamsuriani for their continuous prayer, love, support, advice, sacrifice, care, hope, and understanding. Besides that, she also expressed her gratitude to her lovely husband Aidil Andhika and son Dzyan Rafli Andhika who always stay around her with their great love, care, and encouragement over the time. And also for her beloved sisters Lussy Anggaraini, A.Md.keb and Shania Yolanda.

Then, the writer also express her gratitude to all of her friends in English Department for sharing ideas, happiness, and motivation. Finally, the writer realizes that this paper still have some weaknesses. Therefore, the writer hopefully needs constructivism, critics, and suggestions that can make this paper become much better.

Padang, May 2013

The Writer

## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>i</b>
<b>ACKNOWLEDGMENTS .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the problem .....	1
B. Identification of the problem .....	3
C. Limitation of the problem .....	4
D. Formulation of the problem .....	4
E. The purpose of the study .....	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. The Nature of Reading .....	5
B. Teaching Reading at Junior High School .....	7
C. The Nature of Herringbone Technique .....	10
<b>CHAPTER III DISCUSSION</b>	
A. The Implementation of Herringbone Technique In Teaching Reading at Junior High School Students .....	13
B. Teaching Model .....	15
C. The Advantages of Using Herringbone Technique In Reading .....	19
<b>CHAPTER IV CONCLUTION AND SUGGESTION</b>	
A. Conclusions .....	20
B. Suggestions .....	20
<b>BIBLIOGRAPHY</b>	
<b>APPENDIX</b>	

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

English as an international language is learned by many people all over the world. In Indonesia, learning to read English starts at the fourth grade of elementary schools, and it continues at junior and senior high schools up to the higher education. There are four skills presented in teaching English. They are listening, speaking, reading, and writing. Teaching reading is one among the processes of teaching English because reading is a part of English.

Basically, the purpose of reading is to comprehend what is read. It means that by reading a reader will get some information or knowledge. The students who like reading a lot will have more knowledge than the one who does not. Reading will provide the students with lots of information about the world that will give contribution for their success in study and in life in general. Because of the importance of reading, The National Department of Education includes English subject In Educational Curriculum. Furthermore reading skill is the key of success of National Examination. Ideally, the target of reading comprehension has been started clearly in curriculum of SMP.

Since English in Indonesia is a foreign language, most students at any levels of education get difficulty in reading English texts. Mardiana (1993) and Kweldju (2001) in Hamra and Syatriana (2010:2) stated that the ability of Indonesian students to read English texts was very low. The Indonesian



students need help in reading comprehension. For students, reading is a key to improve learning outcome in many fields of study. Reading is an inseparable part of any English course.

The goal of reading is understanding. It means that the students will be able to read the text with good fluency. Based on my experience, today the teachers feel it is difficult to teach reading because the students cannot make a good progress in reading and still fail in the exam. It happened because of some problems. First problem in reading for the student lack of ability in understanding a text. In reading, in order to understand the text the students should be able to decode text. According E.S.R.C (*Economic & Social Research Council*) in order to understand print, the reader should be able to decode text. Second problem is students' lack of vocabularies so they always find difficult words and it happens over. They feel too difficult to understand the content of the text itself.

Third problems is the technique in reading which was commonly used from the time to time was too simple and monotonous. For examples the teacher asks the students to read the text, and then if the students find difficult words they consult dictionary. And then the students use dictionary in order to understand the content of the text. Furthermore, the students only understood the meaning of the individual words without understanding the text. Then the students did repetition in reading, it means they read over to understand the text more, the also spent long time for one text. So that, the result of the

student's comprehension in studying still weak. This condition also made the students fail in reading.

Another problem that makes the students failed in reading is the material on the text given. The material presented to the students may not be appropriate with their level or ability and the words selection may be too difficult to be understood. Nevertheless, for some teachers, they do not pay attention in selecting the material.

Just like the discussion above reading has already been taught in junior high school by using many techniques, and all of them are intended to make the students understand what they read. But those techniques did not work well. Therefore, the writer proposes the use of herringbone technique to motivate and help the students improve their reading comprehension.

## **B. Identification of the Problem**

Based on the background of the problem, there are some problems in teaching reading comprehension that may cause failure. The problems are lack of ability in understanding text, fluency and also lack of vocabularies. It happens because the students do not use effective way in reading that makes them fail in their reading. The material that is given is not appropriate with their level and ability. So increasing comprehension in reading is very important. The teacher should apply the affective way in teaching reading. There are some techniques that have presented by some expert in increasing reading comprehension. All of them are present how to comprehend the text.

In this paper the writer discussed about teaching reading by using herringbone technique.

### **C. Limitation of the Problem**

Based on the identification of the problem above, the discussion of this paper is limited to the use of herringbone technique in teaching reading at junior high school. This technique is affective and interesting in teaching reading because it is simple and will help the students to understand what they read easier. This technique is very helpful because the students just focus on the simple questions and then they can conclude the main idea of the text from the answers. So they will understand and it can help them in doing their test.

### **D. Formulation of the Problem**

In this paper, the problem is formulated as follows: “How can the teachers use the herringbone technique in teaching reading at junior high school?”.

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

This paper tries to show some activities in teaching reading comprehension by using active reading task that may help develop students' ability in reading through “Herringbone Technique”.