

CHAPTER I

INTRODUCTION

This chapter presents background of the research, research problem, research objective, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of The Research

According to Hordvanded (1995:662), language is the most important means of communication. It has many roles such as to communicate with the others, to give information, to make a relationship, to express our feeling, etc. Language is the key of communication, so by using language will help us to make easy our life.

Ideally, every country has its own language. Everyone wants to communicate with all peoples in the world. But, they may face some difficulties, one of them is different language. To solve the problem, it is necessary to make international language. English is an international language (Brown, 2010: 118). As an international language, it plays an important role in many aspects of life such as education, economic, technology and international relationship. Besides, English is also very important for transferring technology, for researching and for career opportunities in the public places. That is why English should be learned by all people in the world as a key to face the globalization era. In Indonesia, English

has been taught from junior high school until university and it has been studied from elementary school and kindergarten right now. Indonesians understand the important of learning English for career opportunities in the global marketplace (Longman,1992:196)

Finochiaro (1975: 10) says that, “English as one of the subject matters learned by the students is given at any educational level such as elementary school, secondary school and tertiary intermediate level.” Teaching English language covers four main skills, i.e.; listening, speaking, reading and writing. One of the four skills, reading is one of the goals in learning language. Many books, especially scientific books, now are written in English. Student in this day are forced to learn language in context. The teaching of writing, listening and speaking are done in an integrated way with the teaching of reading. As a result, it demands the students to understand the written language better than another form of language.

Reading is a complex skill that involves all of higher mental process in order to understand what is read. Reading is one of ways to get information. So reading becomes an important part in our life, because sometimes to get the information the people will read, for example in finding a job by reading a newspaper.

Reading is a complex process both on its teaching and on its learning (Carnie, 1990: 01). Reading is one of the language skills which is important for

academic success. Reading is the process of reconstructing the writer's idea written in a text or printed symbols based on the reader's background knowledge and experience. Reading is important skill to help people learn from human knowledge and experience. Through reading, knowledge has greatly contributed to the growth of mankind. Furthermore, reading is a skill which must be developed and can only develop by means of extensive and continual practice. Student learn to read and will learn better by reading.

Grabe (1991: 377) says that reading is an active process of comprehending where the students need to be taught strategies to read more efficiently (e. g., guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc). Thus it can be concluded that when reading someone needs some strategies to understand a text or to increase their comprehension.

Comprehension is a complex process in reading. Comprehension requires making meaning from words when listening, speaking, reading, and writing. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Making connections is the key to comprehension. We don't comprehend unless we make connections and are able to process the words that we read at the thinking level.

According to Bond (1979: 21), "reading comprehension is one of the language skills which become the emphasis of the English teaching in the school.

Reading comprehension is a complex activity to understand the meaning of the words.” It means that in reading activity, we are not only read the text, but also trying to understand what we are read. And by reading comprehension we do not only get some more information or knowledge, but also we can get an enjoyment too.

According Caldwell (2002:54), reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In short, reading comprehension is the interaction between the readers with the written text to get meaning and message or information from the text. Reading comprehension means the students understand what they have read. The students do not only read but also comprehend the text in order to catch some ideas from the text. Ability or skill of comprehending a message in the text is the goal of reading in a language instruction. However, comprehending a message of the text is not easy, especially in English. It can be seen from the students’ reading comprehension that is still far from what is being expected.

Based on the researcher’s experience, the students’ reading comprehension especially in narrative text at MTs Al Huda Kedungwaru is low. It can be seen from more than 50% students get marks in reading comprehension test of narrative text below KKM, that is stated by the school, is 75. It meant that the students have a problem in reading comprehension the text. The problem is caused

by some causes. They are lack of students' background knowledge, lack of students' vocabulary, and the technique used in teaching reading comprehension.

In order to produce good reading comprehension especially in narrative text, students need to use appropriate technique in learning reading skill that is why the researcher is interested in applying one of the teaching English especially in reading technique which is named Herringbone technique.

Herringbone is a kind of technique used in teaching reading process. It is a reading technique that can be applied to improve reading comprehension. The herringbone technique is a structured outlining procedure designed to help student organize important information in a text. According to Deegan (2006:102), Herringbone strategy is a strategy that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton. Using the answer to the WH questions, the students write the main idea across the backbone of the fish diagram. "This technique is particularly well suited for expository text but can also be used with narrative text", said Bouchard (2005: 54). This technique is made to improve students' reading comprehension by organizing important information in a text.

B. Research Problems

Based on the background of the study, the researcher formulates the problem, as follows:

1. How is the students' reading comprehension of narrative text before

being taught by using herringbone technique?

2. How is the students' reading comprehension of narrative text after being taught by using herringbone technique?
3. Is there any significant different before and after being taught by using herringbone technique toward students' reading comprehension of narrative text?

C. Research Objectives

Based on the research problem above, the objectives of the research are follows:

1. To know the students' reading comprehension of narrative text before being taught by using herringbone technique.
2. To know the students' reading comprehension of narrative text after being taught by using herringbone technique.
3. To know the significant different before and after being taught by using herringbone technique toward student's reading comprehension of narrative text.

D. Research Hypothesis

The researcher uses two kinds of hypothesis formulated to be tested; they are Null Hypothesis (H_0) and Alternative Hypothesis (H_a).

1. Alternative Hypothesis (H_a)

There is effectiveness of herringbone technique in students' reading comprehension of narrative text at eighth grade of MTs Al Huda Kedungwaru

2. Null Hypothesis (Ho)

There is no effectiveness of herringbone technique in students' reading comprehension of narrative text at eighth grade of MTs Al Huda Kedungwaru

E. Significance of the Research

The result of this research is expected to give contribution for the teacher as feedback to improve their technique and system in teaching English especially in reading comprehension on narrative text.

The researcher hopes that the result of this study is expected to give feedback to motivate the student's selves to get a good result especially in reading comprehension on narrative text.

This research is expected to be used as a reference in conducting further research in the same field.

F. The Scope and Limitation of The Research

The scope of this research is about reading text. There are many kinds of text that can be learned by the students. Each kind of these texts has their own purpose. Based on the purpose, texts are classified into some groups. They are description text, report text, narrative text, expository text, review text, procedure

text, spoof text, anecdote text, explanation text, news item text.

The limitation of this research is narrative text. The researcher chooses this kind of the text because narrative text is more interesting for the student than other kind of the text. Most of narrative is fantastic, so it will increase the student' motivation in reading class.

G. Definition of Key Terms

To avoid misunderstanding about the terms in this research, the terms of this research are defined as follows:

1. According to Grabe (2009: 377), Reading is an active process of comprehending where the students need to be taught strategies to read more efficiently.
2. According to Bond (1979: 21), Reading comprehension is one of the language skills which become the emphasis of the English teaching in the school. Reading comprehension is a complex activity to understand the meaning of the words.
3. According to Deegan (2006: 102), Herringbone technique is a technique that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton. Using the answer to the WH questions, the students writes the main idea across the backbone of the fish diagram.

H. Organization of the Research

In order to write a good thesis, it is necessary to arrange it systematically. The organization of this thesis provides the organization of the main issues discussed. This thesis is divided into five chapters as follows:

1. Chapter I (Introduction): It presents the Background of the Research, Research Problems, Research Objectives, Research Hypothesis, Significance of the Research, The Scope and Limitation of The Research, Definitions of Key Terms, and Organization of The Research.
2. Chapter II (Review of Related Literature): This chapter present Reading, Reading Comprehension, Herringbone Technique, Narrative Text, and Previous Study.
3. Chapter III (Research Method): This chapter covers Research Design, Population, Sample and Sampling, Variable, Research Instrument, Technique of Collecting Data, Validity and Reliability, and Data Analysis.
4. Chapter IV (Findings and Discussion): Data Presentation and Research Finding, Hypothesis Testing, Discussion.

Chapter V (Conclusion and Suggestion)

CHAPTER II

REVIEW RELATED LITERATURE

This chapter discusses related theories to support the study. This includes: definition of reading, the purpose of reading, strategies in reading, approaches in reading, teaching reading, technique in teaching reading, definition of reading comprehension, strategies for reading comprehension, types of reading comprehension, the definition of herringbone technique, the procedure of herringbone technique, the advantages and disadvantages of herringbone technique, narrative text and previous study.

A. Reading

1. The Definition of Reading

In English there are four skills, listening, reading, speaking and writing. All of those skill are very important for English learners. Each skill has different function in English. So, it is better for English learners to master all of those skill. One of those skills is reading.

Definitions of reading appear in various perspectives. According to Linse (2005: 69) reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must able to decode the printed words and also comprehend what we read. Based on Harmer (2007: 99) reading is useful for language acquisition. Heilman (1981: 4) states that reading is

an active and ongoing process that is affected directly by an individual's interaction with their environment. Reading is a process of understanding written language. Since reading is a process, it starts from viewing the linguistic surface representation and ends with the certain ideas or meaning about the messages intended by the writer. Thus reading is the combination of perceptual process and cognitive process.

Swan (1975: 1) says "if we say that student is a good as comprehension we means that they can read accurately and efficiency, so as to get maximum information from the text." It means the readers find the information or message from what they have read. Moreover reading is an active process. Active means while the readers are reading, they try to actively to interact with the printed text with meaning. This message is the idea of the writer. There are three steps that are involved in reading activities; they are the writer, written text and reader.

Reading involves an interaction between thought and language. It means that the reader carries to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge joined with the ability to make ability predictions, determines the expectation of the readers. Concerning the reading, Simanjutak said (1980: 14), propose definition of reading that:

"reading as the meaningful interpretation of printed written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represents language and reader's language skills and the

knowledge of the world. In the process the readers tries to recreate the meaning intended by the writer.”

In addition, the reading is perceiving and saying a written text in order to understand its content. Reading is an intellectual and emotional perception of printed message, lending to the understanding that the perception of the reader is influence by feeling and language prompted by the writer.

In English learning, reading is one of the main skills that must be mastered by student to have a language competence because the success of learning any subject matter depends on the competence of reading. Student who like reading will gain new knowledge and insights that will increase their intelligence. Such as reading book or text that can increase students’ vocabulary and language also affects the students, because the more students read, the more vocabulary that the controlled and increasingly easier for them to speak. The same goes with the English language, understanding of the text or books will facilitate students’ English language.

There are two kind of reading, they are:

a) Silent Reading

Silent reading usually used in order to understand the result of reading that is done.

b) Oral Reading

Oral reading is saying a written text aloud. This can be done with or without understanding its contents.

From the definitions above, it can be concluded that a reading is not passive process and not merely word recalling. It can be said that reading is a process of perceiving a written text in order to understand its contents.

2. The Purpose of Reading

In doing reading, it is understand the content of the written text. According to Cahyono et al. (2011: 68) the purpose of reading as follows:

- a. Readers are able to discriminate among events as they have been presented.
- b. They recognize the order of presentation in the stated sequence.
- c. The reader identifies the main idea of a paragraph.
- d. They must have knowledge of prescribed or denotative meaning.
- e. They understand form of figurative language.

3. Strategies in Reading

Reading may be defined as decoding and attaining the meaning as the result of the interplay between perception of graphic symbols that represent a language and the memory traces of readers' experiences. A process is a method, a movement toward an end that is accomplished by going through all necessary steps. According to Cahyono et al. (2011: 61), a product is the consequence of

utilizing certain aspects of a process in an appropriate sequence. Reading is not only receiving meaning in a literal sense, but it is also bringing the one's entire life experience and thinking power to bear to understand what the writer has encoded.

The purpose of the reading cannot be separated from comprehension. Each purpose will determine what to achieve after reading process. Reading comprehension requires the ability to perceive the exact nature of the passage being read or communicated. Based on Cahyono et al. (2011: 61), there are three strategies in reading, that involve bottom-up strategies, top-down strategies, and interactive strategies.

a) Bottom-up Strategies

Bottom-up strategies of reading assume that process of translating print to meaning begins with print. The process is initiated by decoding graphic symbols into sounds. Therefore, the reader first identifies feature of letters, link these features together to recognize letters, combine letters to recognize words, and then proceeds to sentences, paragraph, and text level processing.

The process of deriving meaning from print in bottom-up strategies is triggered by graphic information embedded in print. By applying the bottom-up strategies, readers start to process the text from the low linguistic level to the higher one. The reader starts from identifying to recognize words, and then proceeds to the phrase, sentences, paragraph, and then text level processing. The

understanding is constructed based on the visual data that are on the page. It triggers from one linguistic step after another, beginning with the recognition of the letter and continuing to words-by-words, sentences-by-sentences until reaching the top (the meaning of the text being read).

The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficulty of the text can be about the language and the contents of the text. When the language of the text is felt difficult, the readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentences, and paragraph until reaching the entire meaning of text.

b) Top-down Strategies

The process of deriving meaning of the text in top-down strategies starts from the reader's prior knowledge and experience to the print. By top-down strategies, reader start to process the text by applying the higher level stage. In this case, readers start with hypothesis and predictions and attempt to verify them by working down to the print stimuli. These strategies are in line who indicates that reading is a process that involves the use of available language cues selected from perceptual input on the basis of the reader's predictions.

Reader usually use top-down strategies when they have background knowledge and sufficient language competence about the text being read, and when the cues in the text can active the content schemata. Although readers have

sufficient knowledge about the topic and can understand the meaning of every word in the text.

c) Interactive Strategies

The interactive strategies of reading assume that the process of translating print to meaning involve making use of both print and prior knowledge. The process is initiated by making prediction about the meaning or by decoding graphic symbols. Interactive strategies in reading require both bottom-up and top down strategies combination.

According to Cahyono et al. (2011: 62), the interactive strategies suggest that the process of reading is initiated by decoding letters and words and by formulating hypotheses about the meaning. Readers in understanding a text starts at the first by processing the visual information that exists in the text. In getting understanding interactively, readers use various sources of knowledge simultaneously to interpret the graphemic information that exists in the text. In understanding a text, readers apply more interactive strategy than two other strategies. In the attempt of getting meaning of a text, reader cannot just rely on visual information or nonvisual information. The knowledge is applied interactively.

4. Approaches in Reading

The range of approach to teaching reading in the classroom may include several aspects within the skills to whole language instructional continuum.

According to Cahyono et al. (2011: 64), a major approach should meet two basic criteria: observable in actual classroom and derived from a theoretical base that is top-down, bottom-up, or interactive. Adhering to these criteria, there are four major approaches to the teaching of reading: prescriptive approach, basal reading approach, language experience approach, and literature based approach.

1) Prescriptive Approach

Prescriptive approach is a kind of individualized instruction which is often favored by teachers who devote large chunks of the reading period to work on phonics. They focus on sound-letter relationship instruction.

2) Basal Reading Approach

Basal reading approach is a kind of approach occupying the central and broadest position on the reading instructional continuum. This approach uses basal readers to teaching reading. The basal reader series are most widely used materials for teaching reading. They help students become ready for reading and provide them for development and practice in reading.

3) Language Experience Approach

Language experience approach needs students to experience reading as a rewarding and successful process. This approach is tied closely to an interactive or top-down theory of reading. It is considered a kind of beginning reading approach although strategies of teaching are often connected to writing process.

4) Literature-Based Approach

Literature based approach is also named a whole language approach in which students engage in reading for enjoyment and for the purpose of locating information, rather than in order to earn a good grade. This approach is an approach that the teacher uses to provide individual student interest and enjoyment.

5. Teaching Reading

Reading is very important to increase students' knowledge and information in learning foreign language. That is why the teacher has to be more concern in teaching reading.

In teaching reading, the teacher have to concern about the material that is used. The topic and type of reading texts are worth considering too. The topic and reading texts should depends on who students are. If the students are junior high school students, reading narrative text maybe a priority.

According to Cahyono et al. (2011: 65), teaching reading is more influenced by interactive strategies. Teachers teach skills directly, especially in the beginning and provide plenty of opportunities for the students to experience by having them read whole books. In this regard, the teaching of reading indicates process interactive models of reading.

In reading class, the teacher have to decide what the purpose in reading will be done. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free, such as narrative.

6. Technique in Teaching Reading

Reading is viewed as an interactive process between language and thought. Cahyono et al. (2011: 68), There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and post-reading activities.

2) Pre-reading Activities

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activations is concerned with students' background knowledge, objectives of reading class, learning activities, and motivating the students.

Pre-reading is to tell students the purposes of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students' attention to the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.

3) During/Whilst-Reading Activities

During reading activities are the activities that a reader does while reading takes place. While reading includes: (a) identifying the main idea, (b) finding

details in a text, (c) following a sequence, (d) inferring from the text, and (e) recognizing the discourse patterns. During/whilst reading activities are instructional activities that are going on while reading activities are happening.

4) Post-reading activities

Post-reading activities are the activities conducted by a reader after reading. The activities are used to recheck reader's understanding on the text topic being read. Post-reading activities are instructional activities that the students and teacher do after reading takes place.

7. Testing Reading

Reading skill is a receptive skill. The task of language tester is, then, to set reading tasks which will result in behavior that will demonstrate their successful completion.

The reading macro-skills (direct related to course objectives) are scanning text to locate specific information, skimming text to obtain general idea, identifying stages of argument, and identifying examples presented in support of an argument. The micro-skills underlying reading skills are identifying referents of pronouns, using context to guess meaning of unfamiliar words, and understanding relations between parts of text.

The technique that might be used to test reading skills are multiple choice, true/false, completion, short answer, guided short answer, summary cloze,

information transfer, identifying order of events, identifying referents, guessing the meaning of unfamiliar words from context.

B. Reading Comprehension

1. Definition of Reading Comprehension

According to Snow (2002: 11), reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. According to Cahyono et al. (2011: 88), reading comprehension is defined as the construction of meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular context. Relating to the definitions above, the reader who has to have the balanced knowledge and experience must be able to adjust the source of information into adaptable context.

Reading comprehension is very important for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read. So the teachers have to be more concern about the problem.

2. Strategies for Reading Comprehension

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up and

up-down process. Following the strategies, Brown (2010: 306) states that there are strategies for reading comprehension, such as:

- a. Identifying the purpose in reading
- b. Using graphemic rules and patterns to aid in bottom-up decoding
- c. Using efficient silent reading technique
- d. Skim the text for main idea
- e. Scan the text for specific information
- f. Use semantic mapping or clustering
- g. Guess when you are not certain
- h. Analyze vocabulary
- i. Distinguish between literal and implied meaning
- j. Capitalize on discourse markers to process relationship

3. Types of Reading Comprehension

Reading comprehension that is also called reading for comprehension is an activity meant to extract certain kinds of information from English text. Reading in foreign language may face some difficulties, such as: difficult words, difficult to get information from the passages and difficult to make a conclusion of the

passages. To minimize all those problems, the according to the reader's purposes in reading and the type of reading used, the following are commonly referred to:

a) Literal Comprehension

Reading in order to understand, remember or recall the information explicit in a passage.

b) Inferential Comprehension

Reading in order to find information which is not explicitly states in a passage using the reader's experience and intuition by inferring.

c) Critical and Evaluate Comprehension

Reading in order to get information in a passage with the reader's own knowledge in values.

d) Appreciative Comprehension

Reading in order to gain other kind of valued response from a passage.

C. Herringbone Technique

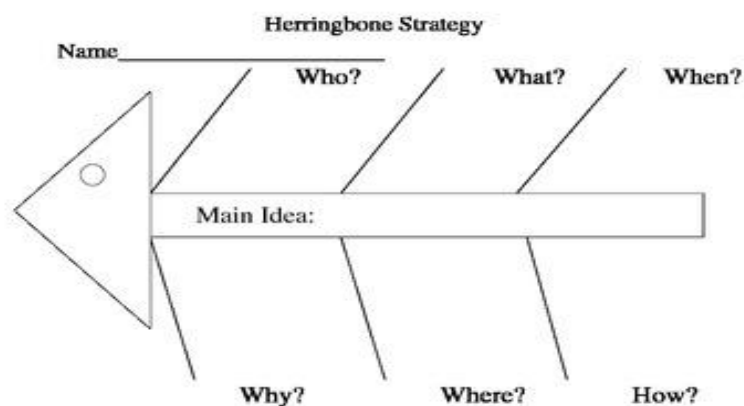
1. The Definition of Herringbone Technique

According to Thaler (2008: 88), a useful technique for analyzing a single idea or text is the Herringbone technique, so named because it resembles a fish skeleton. Herringbone Technique consists of a short graphic organizer and it is a concrete way of helping English learners to find the comprehensive idea in a

paragraph or passage. The students answer the questions listed in the fishbone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement. According to Coe (2004[Online]), Herringbone technique is developed by it is named because resemble a fish skeleton that useful for analyzing a single idea. It contains six questions that help students to organize the details of the text.

According to Deegan (2006:102) Herringbone strategy is a strategy that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton. Using the answer to the WH questions, the students writes the main idea across the backbone of the fish diagram. The herringbone technique helps develop comprehension skills as well as informational organization, contrast and comparison skill as well as the ability to remember details. There is the picture of herringbone diagram.

Figure 2.1. Herringbone Diagram



In this research, Herringbone technique helps the students understand the connections between supporting details to identify a main idea. The herringbone is a useful graphic organizer for students to organize information.

2. Procedures of Herringbone Technique

The herringbone technique develops comprehension of the main idea by plotting *who*, *what*, *when*, *where*, *how*, and *why* questions on a visual diagram of a fish skeleton. Using the answers to the *WH*-questions, the students write the main idea across the backbone of the fish diagram.

The procedures of herringbone technique are:

- 1) The students work in pairs. The students make a group with their friends besides them.
- 2) The teacher selects narrative texts. The teacher selects narrative texts which is appropriate with the reading level of the eighth grade.
- 3) The teacher constructs a visual diagram of the Herringbone. The teacher shows the visual diagram of Herringbone Technique to the students.
- 4) The teacher tells the students to record the answers to the questions on the diagram. They will look for answers to:
 - a. Who is the writer talking about?
 - b. What did they do?

- c. When did they do it?
 - d. Where did they do it?
 - e. How did they do it?
 - f. Why did they do it?
- 5) The students read the text to find the answers and record the answers on the diagram. The students are recording the answer of the Herringbone diagram's questions while they are reading the text.
- 6) The teacher shows the students how each answer fits into a slot in a main idea sentence. After the information is recorded, the students can make the main idea of the text by using the answers of *WH*-questions.
- 7) The students write a main idea, using the information from the Herringbone diagram. After getting the main idea by using the information from Herringbone diagram, the students write the main idea on the Herringbone diagram.

3. The Advantages and Disadvantages of Herringbone Technique

An advantage of the Herringbone Technique is to help the students for encoding the information in a manner that enhances their ability to answer essay questions. Herringbone Technique also helps the students spend a few times while they are reading the text. So, the students will not get bored when they read narrative text.

While the disadvantage of Herringbone is when students learn material with the help of graphic representations, note-taking will be decreased. As a result, the lack of a comprehensive guide those students can refer to when revising material may affect their performance.

D. Narrative Text

According to Cahyono et. al. (2011: 51) narrative text is one of the text types that junior high school students learn in their English classroom. Narrative text describes a sequence of events or tells a story, in other words, narrative text describes an experience. It will drive the participant to make effort in solving the crisis. However it can be better or worse.

A narrative text is organized by using story grammar. Story grammar is knowledge of how stories are organized with the beginning of the story containing the setting, the character, and the characters' problems. The middle of narrative is organized around a plot. The plot includes a series of episodes that are written by the author to hold our attention and built excitement as the story progresses.

Communicative purpose: to amuse, to entertain, and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turns find a resolution.

The generic structure of narrative text as follows:

Orientation : The first paragraph presents information about the participant of the story. In literary turn, the participant is called character. Orientation commonly introduces information about whom, where, and when.

Complication : Paragraph two explores the niche of the story. That is conflict among the characters of the story. This conflict will involve physical and psychological conflict. The conflict is actually the heart of any narrative text. It will drive the participant to make effort in solving the crisis.

Resolution : The last paragraph closes the story by solving the crisis. However it can be better or worse.

The characteristics of narrative text are as follows:

- a. Narrative text is the specific participant and individual.
- b. Narrative text is many action verb (material processes), and also use verbal and mental process.
- c. Narrative text is usually use past tense.
- d. Narrative text is use more linking words dealing with time.
- e. Narrative text is descriptive language used to create the imagination in reader's mind

- f. Narrative text is can be written as the first person, or third person.

E. Previous Study

With the launch of the curriculum of junior high school, other researcher had been interested in conducting a research of the implementation of the curriculum. She is Vania (2013) conducted a research entitled the effectiveness of herringbone technique in teaching reading narrative text: an experimental research at the eighth grade students at SMP Negeri 1 Grobogan in the academic year of 2012/2013. The result of the study showed that teaching reading narrative text by using Herringbone Technique was better than teaching reading narrative text by using Direct Instruction. In addition, herringbone technique which was applied in reading narrative text could be an effective technique in teaching reading narrative text.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It focuses on the method used in conducting this research. It covers research design, population, sample and sampling, variable, research instrument, technique of collecting data, validity and reliability, and data analysis.

A. Research Design

In conducting this research needs a plan some steps the researcher will take. Consequently, the design of the research should be suitable for the research condition. For these reason, the researchers has to follow the research design, if the researchers want their research will be successful.

The design of the research is quantitative research. According to Creswell (2009: 1), quantitative research is a means for testing objective theory by examining the relationship among variables.

In quantitative research there are experimental and non-experimental research designs. Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable and non-experimental research, the researcher identifies variables and may look for relationship among them, but does not manipulate the variables (Ary, 2002: 24)

This study was conducted in experimental research to know the effectiveness of herringbone technique to improve students' reading comprehension at eighth grade students of MTs Al Huda Kedungwaru

Tulungagung in academic years 2013/2014. Experimental research is a scientific investigation in which the researcher manipulates one or more independent variable, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable (Ary, 2002: 276).

This study uses pre-experimental with one group pretest-posttest design that consist of pre-test, treatment and post-test. This study is classified as pre-experimental design because of no control of extraneous variable. In the One-Group pretest-posttest design, a single group was measured or observed not only after being exposed by a treatment, but also before. The pre-test and post-test were given to take the score of the student's achievement before and after being taught by using herringbone technique. Then both of the score were computed by using t-test to find out if there is significant influence of teaching reading comprehension by using herringbone technique. The design of this research can be seen at the table below:

Table 3.1 The Design of one-group pre-test post-test

Pre-test	Independent Variable	Post-test
Y1	X	Y2

This is the procedures of pre-experimental research with one group pre-test post-test design:

1. Administering a pre-test before applying a strategy with a purpose of measuring students' reading narrative text comprehension ability at eighth grade students at MTs Al Huda Kedungwaru.
2. Applying the experimental treatment in teaching reading comprehension by using herringbone technique.
3. Administering a post-test after applying the strategy with a purpose of measuring students' reading narrative text comprehension ability at eighth grade students at MTs Al Huda Kedungwaru.

In this study, the hypothesis were tested by comparing the pretest and posttest scores to know the effectiveness of using herringbone technique on students' reading comprehension narrative text.

B. Population, Sample and Sampling

1. Population

Population is the whole research subject (Arikunto, 2010:173). It is important that the researcher must be designed carefully and completely. The population in this research was the all of eighth grade students of MTs Al Huda Kedungwaru Tulungagung in academic year 2013/2014. The number of population were 50 students that was divided into two classes.

2. Sample

A sample is part of the population which is researched (Arikunto, 2010:174). The sample of the research was VIII B class of MTs Al Huda Kedungwaru. The students supporting in this research will be 25 students. The

researcher conducted the research for VIII B class because the teacher said that many students of this class had ability to read the text more fluently than the other one.

3. Sampling

Sampling is the process of taking sample. Ary (2002: 163) states “The purpose of sampling is to obtain information concerning the population”. The researcher used purposive sampling to take sample from population and it represent the entire population. Ary (2002:169) states “Purposive sampling-also referred to as judgment sampling-sample elements judged to be typical, or representative, are chosen from the population.”

C. Variable

Arikunto (2010: 161) states that “variable is an object of the research or that becomes point of the research.” There are two kinds of variable. First, *independent variables* are those that (probably) cause, influence, or affect outcomes. They are also called *treatment, manipulated, antecedent, or predictor variables*. Second, *dependent variables* are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. Other names for dependent variables are *criterion, outcomes, and effect variables*.

In this study, *herringbone technique* as independent variable. And *students' reading comprehension* as dependent variable.

D. Research Instrument

Research instrument is tool of collecting data that should be valid and reliable. According to Arikunto (2006: 126) the device the researcher uses to collect data is called instrument. In this study, the researcher used test as instrument.

According to Arikunto (2006: 127) test is a series question, exercise or other means which are used to measure the skill, knowledge, intelligent, ability or talent that have by individual or group. Thus the test is a method to gain the data by giving some question to the respondent. Here, the researcher used multiple choice test. The researcher used multiple choice test to make the students easier to answer the questions, they have only make a mark on the paper. In this research the items of the test were about the content of the narrative text that was given. The test was developed by the researcher. The researcher develop the test by:

- a. Outlining the core content that the test will cover
- b. Identifying and prioritize key points
- c. Writing out a series of questions (The question format is generally is less ambiguous than the completion format)
- d. Writing the correct options in a clear grammatical sentence that follows the format of the question
- e. Developing alternatives or distractors that follow the grammatical style (consistent in length, and avoid option that give clues to the right answer).

Therefore the researcher used a set of tests: pre-test and post-test test. Here, Pre-test was given before doing an experimental research study or before teaching by using herringbone strategy and post-test was given after doing the treatment or after teaching by herringbone strategy

Harris (1969: 13) states that all good test possessed two qualities: validity and reliability. That was to say, any test that we use has to be appropriate in terms of our objectives, dependable in the evidence it provides, and applicable to our particular situation.

E. Technique of Collecting Data

Data of this study was collected by administering test. To find out the data, the researcher applied pre-test. The test of pretest was 20 multiple choice about narrative text. The test was given to know the basic competence for student and to know their earlier knowledge before they got treatment. Time allocation of the test was 30 minutes. The pretest test was held on May 23th.

After gained the pre-test, the researcher gave the treatment by teaching using herringbone technique. In the last the researcher gained the post-test. It was given after the researcher giving the treatment or after teaching using Herringbone technique. The test was given to know the basic competence for student and to know their earlier knowledge after they get treatment. It was done to know the final score and to know the student difference achievement before and after they get treatment. The test of post-test was 20 multiple choice about narrative text. Time allocation of the test was 30 minutes. The post-test was held on June 2nd.

F. Validity and Reliability

According to Ary (1985:213), research is always dependent upon measurement. There are two important characteristic that every measuring instrument should passess: validity and reability. To know whether the instruments are valid or not, the researcher conduct validity and reliability test as follows:

1. Validity

Arikunto (2010: 211) defines validity is a measurement that showed levels of validity of the instrument. Validity refers to the precise measurements of the test. Validity is defined as the the extent to which the instrument measures what it suppose to measure. In this research, content validity was used. Content validity is the content about what we say the test is about. The relevency of the objective of the test and the content of the test items are show the content validity of the test.

The researcher made this test based on the course objectives in the syllabus of eighth grade of MTs Al Huda Kedungwaru. Therefore this test was valid in term of content validity. The content validity in this research can be showed as follow:

Table 3.2 Content Validity

No.	Competence indicator	Test item
1.	Students are able to determine the information of the text (literal comprehension)	2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 17, 18,

2.	Students are able to determine the main idea	1, 10, 16,
3.	Students are able to determine the implicit meaning of the text/purpose of the text (inferential comprehension)	11, 19, 20
4.	Total	20

Beside the researcher checked the validity of the test used content validity, the researcher also conducted a try-out of the test to the some students of another class, that were students of VIII A class of MTs Al Huda Kedungwaru to know the validity and reliability of the test. The test consisted of 20 multiple choice, and the items of try-out test were same with the items of pre-test and post-test. The data of students' score after finishing of try out can be seen in Table 3.3 below.

Table 3.3 The Students' Score in Try-Out

NO.	NAME	TRY-OUT
1.	AYP	70
2.	AAP	75
3.	MFIF	45
4.	MFS.	80
5.	WTP	50

From the presentation of the results of try-out, the students' score could be categorized into the following table of criteria students' score.

Table 3.4 Table of Criteria Students' Score

NO.	Grade	Qualification	Range Score
1.	A	Excellent	86-100
2.	B	Good	76-85
3.	C	Average	56-75
4.	D	Poor	46-55
5.	E	Very Poor	0-45

Based on the table 3.4, it was found that MFIF got score 45 showed that his score was categorized as very poor. WTP got score 50 it means that his score was categorized as poor. AYP and AAP got score 56-75 showed that their score was categorized as average. And, MFS got score 80 means that his score was categorized as good. After finishing try-out, than students given questionnaire to know their opinion about the test that was given. Here, questionnaire was used to know the validity of the test. After the researcher conduct a questionnaire, the researcher knew the test was valid based on the answer of the student in term of clearly instruction of the test and level of the test that was given.

2. Reliability

Ary (2002: 250) states that reliability is concerned with the effect of such random errors of measurement on the consistency of the scores. Reliability is the consistency of the measurement, or degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. To measured the reliability of the test item, the reseacher firstly conducted the try out. It was to know whether the instrument suitable or not. To check the reliability of the test, the researcher used alpha cronbach in SPSS 20 for windows.

The reliability of instrument is the result of measurement that can be trusted. It is necessary to get the data based on the purpose of measurement. To attain that, the researcher conducted the reliability test by Alpha Cronbach's table 0 until 1.

Table 3.5. Cronbach scale

Cronbach values	Interpretations
0,00 – 0,20	Less reliable
0,21 – 0,40	Rather reliable
0,41 – 0,60	Quite reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very reliable

Adapted from Aplikasi Statistik dengan SPSS 16.0 by Agus Eko Sujianto

The instrument that has value between 0,00-0,20 are less reliable, the instrument that has value between 0,21-0,40 are rather reliable, the instrument that has value between 0,41-0,60 are quite reliable, the instrument that has value between 0,61-0,80 are reliable, and the instrument that has value between 0,81-0,100 are very reliable.

From the answer of students' response in try-out test the researcher then analyze using reliability test based on Cronbach's Alpha. The result of reliability test was:

Table 3.6 Reliability Testing

Reliability Statistics	
Cronbach's Alpha	N of Items
.467	20

From the computation in SPSS, The reliability value of multiple choice test was 0.467. Based on the Cronbach scale in table 3.5 it lies on the Cronbach value between 0,411-0,600. So, it can be said that the instrument was quite reliable.

G. Data Analysis

In this research, the writer used quantitative data analysis. The quantitative data of this research were analyzed by using statistical method. This technique was used to find the significant different on the students' achievement before and after being taught by herringbone technique. To know the significant difference of the reading comprehension ability between taught by using herringbone technique and taught without herringbone technique was used paired sample T test at SPSS 20 for windows.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the data presentation, hypothesis testing, and discussion

A. Data Presentation and Research Finding

The purpose of the research was to know the effectiveness of herringbone technique on students' reading descriptive text comprehension ability for class VIII at MTs Al Huda Kedungwaru Tulungagung. The sample of the study consisted of 25 students. To obtain the data, the post-test was given to the experimental class.

1. Data Presentations of the Students' Score Before being Taught by Using herringbone technique

The pre-test in experimental group was given by asking students to answer the question about narrative text. The number of questions gave were 20 and the test were in the forms of multiple choice. The test was done before treatment process by giving herringbone technique in teaching reading narrative text comprehension. This test was intended to know the students reading achievement before the students got treatment. The data of the students' achievement before being taught by using herringbone technique could be seen in the following table.

Table 4.1 The Students' Scores in Pre Test

NO.	NAME	PRETEST
1.	AKN	70
2.	AS	60
3.	ANR	70
4.	ACW	65
5.	AN	75
6.	BNR	65
7.	DFR.	60
8.	ENY	70
9.	FFA	70
10.	HRS	60
11.	IFA	65
12.	KK	75
13.	LNK	65
14.	MK	70
15.	MF	65
16.	MGF	55
17.	MNZ	75
18.	MSN	55
19.	NK	65
20.	ORP	75
21.	RFS	80
22.	SM	45
23.	SD	60

24.	SA	55
25.	YMP	65

From the presentation of the results of pre test, the students' score could be categorized into the following table of criteria students' score.

Table 4.2 Table of Criteria Students' Score

NO.	Grade	Qualification	Range Score
1.	A	Excellent	86-100
2.	B	Good	76-85
3.	C	Average	56-75
4.	D	Poor	46-55
5.	E	Very Poor	0-45

The students' score above then were computed by using SPSS. The result was shown in the Table 4.3 below.

Tabel 4.3 Descriptive Statistic of Pre Test

pretest		
N	Valid	25
	Missing	0
Mean		65.40
Median		65.00
Mode		65
Std. Deviation		8.026

Based on the table 4.3 the mean score of 25 student was 65.40. According to the table of criteria student's score the mean laid at "average" qualification. Meanwhile, the median score was 65.00. Finally, the most frequent score was 65 as the mode. The frequency of the students' scores was presented in the following table below.

Table 4.4 Frequency of Pre Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	4.0	4.0	4.0
	55	3	12.0	12.0	16.0
	60	4	16.0	16.0	32.0
	65	7	28.0	28.0	60.0
	70	5	20.0	20.0	80.0
	75	4	16.0	16.0	96.0
	80	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

From the table 4.4, if it was compatibilited with the criteria of students' score, it was found that student who got score 45 showed that their ability of reading comprehension was categorized as very poor. Students who got score 55, it means that their ability was categorized as poor. Meanwhile, the students who

got score 60, 65, 70 and 75 were categorized as average. Finally, the students who got score 80 they were categorized as good.

2. Data Presentations of the Students' Score After being Taught by Using Herringbone Technique

The post-test was given by asked the student to answer the questions about narrative text. The question were 20 in the forms of multiple choice. It was done after treatment process by giving herringbone technique. This test was intended to know the students reading achievement after being taught using herringbone technique. The data of students' achievement of post-test could be seen in the following table.

Table 4.5 The Studets' Score in Post-Test

NO.	NAME	POST-TEST
1.	AKN	75
2.	AS	90
3.	ANR	80
4.	ACW	80
5.	AN	85
6.	BNR	75
7.	DFR	75
8.	ENY	80
9.	FFA	80

10.	HRS	75
11.	IFA	85
12.	KK	95
13.	LNK	80
14.	MK	80
15.	MF	85
16.	MGF	75
17.	MNZ	80
18.	MSN	80
19.	NK	75
20.	ORP	85
21.	RFS	85
22.	SM	70
23.	SD	75
24.	SA	90
25.	YMP	80

The students' score above then were computed by using SPSS. The result was shown in the Table 4.6 below.

Table 4.6 Descriptive Statistic of Post Test

Posttest		
N	Valid	25
	Missing	0
Mean		80.60
Median		80.00
Mode		80
Std. Deviation		5.831

Based on the table 4.6, the mean score of 25 students was 80.60. According to the table of criteria student's score the mean laid at good qualification. Meanwhile, the median score was 80.00. Finally, the most frequent score was 80 as the mode.

The frequency of the students' scores was presented in the following table below.

Table 4.7 Frequency of Post Test

Post-test

		Frequency	Precent	Valid Percent	Cumulative Percent
Valid	70	1	4.0	4.0	4.0
	75	7	28.0	28.0	32.0
	80	9	36.0	36.0	68.0
	85	5	20.0	20.0	88.0
	90	2	8.0	8.0	96.0
	95	1	4.0	4.0	100.0

	Total	25	100.0	100.0	
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From the table 4.7, if it was compatibilited with the criteria of students' score, it was found that students who got score 70 and 75 showed that their ability of reading comprehension was categorized as average. Meanwhile, the student got 80 and 85 score, it means that their ability was good. On the other hand students who got score 90 and 95 laid in categorized as excellent.

So, there are differences data presentation between before being taught by using herringbone technique and after being taught by using herringbone technique. The data present that the score after being taught by using herringbone technique better and higher than before using herringbone technique.

B. Hypothesis Testing

The hypothesis of this research is follow:

1. If T-test score is bigger than T-table (0.05%), the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is significant different score of the students' reading narrative text comprehension ability before and after being taught by using herringbone technique of the eighth grade students at MTs Al Huda Kedungwaru. The different is significant
2. If T-test score is smaller than T-table, the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that there is no significant different score of the students' reading narrative text

comprehension ability before and after being taught by using herringbone technique strategy of the eighth grade students at MTs Al Huda Kedungwaru. There is not significant

To know whether the significant level is bigger or smaller than T-table the researcher analyzed the data by using SPSS statistics 20. And the result shows in the following table.

Table 4.8 Paired Sample Statistic

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	65.40	25	8.026	1.605
	Post_Test	80.60	25	5.831	1.166

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_Test & Post_Test	25	.418	.038

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre_Test - Post_Test	15.200	7.703	1.541	-18.380	-12.020	-9.867	24	.000

After T-test was done by the researcher, the result of t_{count} was (9.867). The negative which appeared in t_{count} above showed the mean before treatment was lower than after the treatment. Then the researcher gave interpretation to T-table (t_0). First the researcher considered the $df = N-1$ with df was 24. At the significance level of 0.05, the score of T-table was 1.711. By comparing the t_{count} and t_0 it was found that t_{count} was bigger than $t_0 = (5.389 > 1.711)$.

Because the t_{count} was bigger than t_0 the alternative hypothesis (H_a) saying that there is significant different score of the students' reading narrative text comprehension ability before and after being taught by using herringbone technique of the eighth grade students at MTs Al Huda Kedungwaru was accepted and the null hypothesis (H_0) saying that there is no significant different score of the students' reading narrative text comprehension ability before and after being taught by using herringbone technique of the eighth grade students at MTs Al Huda Kedungwaru was rejected. It means that there was significant different score before and after being taught by using herringbone technique on students' reading comprehension ability at eighth grade students of MTs Al Huda Kedungwaru. It could be concluded that the herringbone technique was effective used in teaching reading narrative text comprehension.

C. Discussion

Based on the description of data, the researcher knows that the pre-test mean score is 65.40 and the post-test mean score is 80.60. It shows a difference

between the two means. The result shows that the post-test is better than the pre-test. Based on data analysis, the t_{count} is bigger than t_0 . It means that the alternative hypothesis (H_a) was accepted and the null hypothesis was rejected. So there was significant different score before and after being taught by using herringbone technique on students' reading comprehension ability at eighth grade students of MTs Al Huda Kedungwaru.

Based on the research method, the teaching learning process was divided into three steps. First step is giving pre-test for the students to know the students' reading ability before taught by using herringbone technique. The second steps is giving treatment for the student. The treatment is applying herringbone technique in teaching reading narrative text which the students finding the main idea by plotting WH questions. The class is divided into five groups. Each group consists of 5 students. The third steps is giving post-test for the students to know the students' reading ability after they gave a treatment by using herringbone technique.

The result of test from teaching reading comprehension by using herringbone technique shows that students could understand the text. They feel enjoy and more active. It could be seen in the treatment process, the students are more interested when the researcher applies this technique. The fell enthusiastic and independent to find the main idea by answer WH question into the herringbone diagram.

In fact, herringbone technique can improve students' mastery in reading comprehension. When the teacher gives text to the students and asks them to read the text, they are able to understand the content of the text and the main idea of the text. The technique is also useful for study groups, focusing on efforts and good by proposing questions.

It is in line with the theory provided by Thaler (2008: 88), a useful technique for analyzing a single idea or text is the Herringbone technique, so named because it resembles a fish skeleton. Herringbone Technique consists of a short graphic organizer and it is a concrete way of helping English learners to find the comprehensive idea in a paragraph or passage. The students answer the questions listed in the fishbone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement. Herringbone Technique helps students to encode the information in a manner that enhances their ability to answer essay questions. Herringbone Technique also helps the students spend a few times while they are reading the text. So, the students will not get bored when they read narrative text.

Based on the explanation above, the herringbone technique is effective for the students on reading narrative text comprehension. Thaler saying that the herringbone technique is effective in teaching reading narrative text comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to presents the conclusion and the suggestion related to the effectiveness of herringbone technique to improve students' reading comprehension.

A. CONCLUSION

Based on the result of data analysis, some conclusions are drawn as follows:

1. The students' reading comprehension before taught by using herringbone technique was enough. The data showed that there was only one student getting score 45, it means that on the students' reading comprehension was very poor, 3 students got score 55 it means that on the students' reading comprehension was poor, 20 students got score between 60-75 it means that on the students' reading comprehension was average, 1 student got score 80 it means that on the students' reading comprehension was good. So, the mean of pretest of calculation SPSS 65.40 was enough.
2. The students' reading comprehension after taught by using herringbone technique was good. The data showed that there was no student got score lower than 70. There were 8 student getting score 70-75 it means that on the students' reading comprehension was average, there were 14 student got score 80-85 it means that on the students' reading comprehension was good, 3 students got score 90-95 it means that on the students' reading achievement was excellent. So, the mean of post-test of calculation SPSS 80.60 was good category.

3. Based on the result of the research showed that the students' reading comprehension improves significantly. There were significant differences of the students' reading comprehension before and after being taught using herringbone technique, the average score before taught using herringbone technique showed 65.40 while the average score after being taught using herringbone technique showed 80.60. It meant that the score of the students after being taught using herringbone technique is higher than the total score before taught using herringbone technique.

Based on statistical calculation using SPSS 20.0, the researcher knew that t_{count} bigger than t_{table} . It was found that the statistical test by using t-test shows that t-test empiric value (t_{count}) is (9.867) and then t-critic value (t_{table}) at 0.05 % level significance is (1.711). It means that t-empiric value (t_{count}) was bigger than t-critic value (t_{table}) with degree of freedom (df) 24 and the level of significance 5%. Finally, based on the explanation above, it can be seen that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. So, there is different student' reading score of the eight grade of MTs Al Huda Kedungwaru before and after being taught using herringbone technique. Thus, it can conclude that by using herringbone technique can be used as a technique to teach English especially in reading comprehension because based on the result of the research taught by using herringbone technique is effective to improve students' reading comprehension especially in reading narrative text.

B. SUGGESTION

After getting the result of the study in the research, the writer would like to give some suggestions which can be used to teach reading narrative text as follows:

a. For the Teacher

1. The teacher should encourage him/herself to find the best technique in teaching reading comprehension, especially in reading narrative text to the students.
2. The teacher should use herringbone technique as an alternative in teaching reading narrative text. This study shows that using herringbone technique can improve students' reading comprehension of narrative text.

b. For the Students

1. The students should practice a lot of reading English texts in order to increase their knowledge and information.
2. The students are suggested to practice their reading comprehension by using herringbone technique because it can help them solve their problems in learning process.

c. For the further Researchers

The further researchers should try to find the other techniques can be used to teach reading comprehension.