CHAPTER I

INTRODUCTION

This chapter presents about background of study, statement of the problem, objective of the study, scope and limitation of the study, significance of the study, and operational definition of key term.

A. Background of the Study

The crucial point in KTSP curriculum is that teachers should present the material so properly that the students are expected to have at least a good quality of English. In language teaching, the mastery of four language skills (listening, speaking, reading, and writing) is important. Reading is one of the four skills that should be mastered by the students. As a matter of fact, it is not easy for students to read the teaching materials in a foreign language. They have to face new vocabularies and structures which they have not mastered yet.

Reading is useful for other purposes too; any exposure to English (provided students understand it more or less) is a good thing for language students [1]. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.

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[1] Jeremy Harmer, *How to Teach English* (Harlow:Addison Wesky Longman Limited, 1998), p.68

Reading is a factor of great importance in the individual development and the most important activity in school. In addtition , It is needed in every level of field of study because by reading activity we can get more knowledge and much information

Nowdays, educational is urged to follow the movement of global era. Teachers should be able to teach students with varies of methods. Thus, teaching reading should make it enjoyable; otherwise, the exercise would not be worth teaching. The students think that reading English is not interesting and bored since they do not know the meaning of the words and do not find an interesting book. The students need many kinds of interesting materials so that they feel happy and motivated to learn English

In MTs AL-FATAH Badas, the teacher still teaches using uninteresting method. In other word, the teacher teaches reading by just explaning and giving the meaning for each new vocabularies to students. After that, the teacher asks the students to answer the worksheet given. Sometimes he gives a chance for students to answer the worksheet as they can. In addition, he gives assigment for students to be submitted when the class ends. These effect, students who have good skill are always active to learn in class. This is contrast to students who have lack of skill, tend to be passive to learn in class. Some students do the assignment as it worth, but the other students only make some noises. Most of them do not understand the reading text and cannot find the information given. Thus, in that situation, the teacher should

be able to apply different method to success the learning process for all learners because learning activity is due to all students' level in class. So, the existence of the teaching method is important.

Based on the reason above, the reseacher proposed the use of Herringbone Technique (grapic organizer) as a solution to overcome those problems. Herringbone Technique (grapic organizer) is cooperative learning where series of questions are discussed via group area. In cooperative classroom, students are expected to help (discuss and argue) each other. Teaching using cooperative learning is intended to grow realization that students need to learn, to think,to solve problem, to integrate and to apply knowledge and skills[2].

Teaching with graphic organizer is teaching technique to increase students' motivation in learning English. Graphic organizers are important and effective pedagogical tools for organizing content and ideas, and facilitating learner's comprehension of newly acquired information[3]. The one of grapic organizers is Herringbone Technique.

Herringbone Technique is graphic organizers which represent visual information and concepts in teaching learning process. McKnight (2010) states that Herringbone Technique is used for establishing supporting details for a main idea. In addition, Herringbone Technique

[2] Robert E. Slavin, *Cooperative Learning : Theory, Research and Practice* (Boston:Allyn and Bacon, 1995), P.2.

[3] Katherine S. Mcknight, *Teacher's Big Book of Graphic Organizer:100 Reproducible Organizers That Help Kids with Reading, Writing, and the Content Areas* (San Fransisco: Jossey-Bass, 2010), p.1.

helps students understand the connections between supporting details to identify a main idea.[4].

There were researches and journals explained about the topic above which were condacted by reseachers. The first is research which was conducted by Anggraeni (2013) under the tittle the effectiveness of Herringbone Technique in teaching reading narrative text: an experimental research at the eighth grade students at SMP Negri 1 Grobogan in the academic year of 2012/2013. The result of the study was Herringbone Technique provides an effective study when it was applied to reading material. It means that teaching reading narrative by using Herringbone Technique is more effective than teaching reading narrative text by using Direct Instruction[5]. The second is journal which was conducted by Saputra (2012) under the tittle the effect of Herringbone Technique toward students' comprehension for the tenth grade at SMK Negeri 1 Lubuk Sikaping Sumatra Barat. The result of the study was there was possitive effect of using Herringbone technique toward students' reading comprehension[6]. Based on the explanation above, this study is conducted under the tittle "**IMPROVING THE STUDENTS' READING COMPREHENSION IN NARATIVE**

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[4] Ibid, p.50

[5] Vania D. Anggraeni, *The Effectiveness of Herringbone Technique in Teaching Reading Narrative Text: an experimental research at the eighth grade students at SMP Negri 1 Grobogan in The Academic Year of 2012/2013* (Grobogan:IKIP Semarang, 2013)

[6] Benni Saputra*, The Effect of Herringbone Technique Toward Students' Comprehension for The Tenth Grade At SMK Negeri 1 Lubuk Sikaping Sumatra Barat* (Lubuk:STKIP PGRI Sumatra Barat, 2012)

TEXT USING HERRINGBONE TECHNIQUE OF THE EIGHTH GRADE STUDENTS OF MTS AL-FATAH BADAS"

B. Research Problem

Related to the background of the study on the research, the researcher states the problem of the study as follow: "How can Herringbone technique improve the students' reading Narrative text of the eighth grade students of MTs AL-FATAH Badas?

C. Objective of The Study

Generally, this study is proposed to improve students' capability in reading Narrative text of the eighth grade students of MTs AL-FATAH Badas. Particularly, in accordance with the problem formulation above, the objective of the study is to know whether Herringbone technique can improve students' reading narrative text of the eighth grade students of MTs AL-FATAH Badas.

D. Significance of The Study

The researcher hopes that this research will be useful for the following:

1. For the teacher

This research is applied with different methods in learning reading. Hopefully, the result of the research can be input in teaching English process, especially in reading narrative text.

2. For the students

It hopefully can give new motivation and enjoyable or spirit in learning English. By applying Herringbone Technique, it is expected that they can improve their reading, especially reading comprehension in narrative text.

3. Further researcher

This research can be further developed by the other researchers. They can use this research as an additional referenceor a supporting material for their study to conduct other research on the same field, especially those who are interested in the study of Classroom Action Research (CAR)

E. **Scope and Limitation of The Study**

The study is conducted to improve the students' reading comprehension in narrative text using herringbone technique. The subject of the study is limited to the eighth grade students of class A MTs AL-FATAH Badas in academic year 2013/2014 on second semester. This study focus on the implementation of Herringbone Technique to improve the students' reading in narrative text which is based on competence standard of KTSP (School Based Competence).

F. Definition of Key Term

To avoid misconception on some terms in this study, the key terms are defined as follows:

1. Reading

Reading is useful for other purposes too; any exposure to English (provided students understand it more or less) is a good thing for language students [7]. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.

2. Narrative

Narrative is designed to entertain and instruct the listener; it constructs a pattern of events and contains a problematic or unexpected outcome, and a narrative models desirable patterns of behavior (Johns and Walker, 2001)[8]. Narrative is a story; a series of events that gets interrupted in some way (Keir, 2009)[9]. In this paper, narrative texts mean kind of story genre which has social function to amuse or entertain with problematic events followed by resolution.

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[7] Jeremy Harmer, *How to Teach English* (Harlow:Addison Wesky Longman Limited, 1998), p.68

[8] Valerie John and Steven Walker, *Macmilian English: Focus on Texts 6 (*South Yarra: Macmillan Education Australia, 2001), p.8.

[9] June Keir*, Imaginative Narratives: Perfecting the Art of Writing Stories* (Greenwood:Redy-Ed Publication Australia, 2009), p.10.

3. Herringbone Technique

According to Thaler (2008), a useful technique for analyzing a single idea or text is the Herringbone technique, so-named because it resembles a fish skeleton[10]. Herringbone technique is a study technique involving reading, note-taking, and comprehension of the main idea and supporting details (Edwards, 2003)[11]. Herringbone Technique helps the students understand the connections between supporting details to identify a main idea.

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[10] Engelbert Thaler, *Teaching English Literature* (Paderborn:Verlag Ferdinand Schoningh GmbH & Co.KG, 2008), p.88.

[11] Peter Edwards, *Literacy Techniques: for Teacher and Parents 3ʳᵈ Edition* (New York:Barrons Educational Series Inc, 2003), p.32.