# CHAPTER I

# INTRODUCTION

The researcher will presents about background of the study, statement of the problem, objective of the study, significances of the study, scope and limitation, and definition of the key terms each section is presented as follows.

## Background of the Study

Reading is one of four skills in a foreign language context. Reading is important to get information and learn something. Reading becomes an activity that cannot be separated from our daily life, because it is a key to find the information either in social life or education areas. Reading is the ability to draw meaning and interpret the information from the printed page appropriately Grabe (2002). In order to gain new information from reading text, a student or reader must be able to comprehend reading text.

Comprehension is necessary to get the main information from the text. Without comprehension, reading would be meaningless. Based on the senior high school curriculum of 2013 reading is one of the four skills in studying English. Reading consists of narrative, descriptive, procedure, expository, recount, persuasive, and anecdote. According to Caldwell (2002) reading comprehension is as the process of concurrently contracting and removing meaning through interaction and involvement with written language.

There are kinds of teaching techniques to teach reading to progress English skill especially in reading such as Student Teams Achievements Divisions (STAD), Cooperative Script, mind mapping, herringbone, etc. The researcher

applies herringbone technique to upgrade students’ reading comprehension. For that reason, the teachers have to select the appropriate teaching techniques in order to gain the students’ attention and motivation (Dodo, 2014).

Herringbone is a type of technique that will use in teaching reading process. Deegan (2006) states that 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. Herringbone Technique consists of a short graphic controller and it is a concrete way of helping English learners to catch the comprehensive idea in a paragraph or passage.

Previous study was conducted by Kurniawan (2016) states that Herringbone technique was more interesting, active, and enthusiastic. This strategy makes students easier to understand the lesson. In this case, the implementation of Herringbone technique can be changed from finding the fact first to writing the main idea and then looking for the fact that support main idea.

In contrast, Rafain (2013) states that applying herringbones technique did not influence students’ reading comprehension at second grade of SMPN 2 EnamLingkung Padang Pariaman. There are some reasons such as the time of conducting was limited, the study only focused on a text, and herringbone did not influence the mean of each aspect used in reading comprehension.

 Based on the statements above, the researcher would like to conduct this study entitled “Herringbone: It’s Effect in Teaching Reading on Narrative Text (An Experimental Research at the Tenth Grade Students of SMA Negeri 1 Kamal 2017/2018)”.

## Statement of the Problem

Based on the background of the study, researcher formulates the statement of the problem. Are there significant differences on students’ reading comprehension before and after the students’ have been taught using Herringbone technique at the tenth grade students of SMA Negeri 1 Kamal?

## Objective of the Study

In line with the statement of the problem, the objective of the study is to investigate the influence of herringbone technique toward students’ reading comprehension on narrative text in the class.

## Significance of the Study

It is very important for us to know the significance of the study. The value is benefit as bellow:

 For the teacher: It can be alternative choice in teaching English, especially reading comprehension, it can help the teacher to teach reading easier. For the student: It helps students easier to apprehend reading especially on narrative text.

 For the researcher: It helps the researcher to get the new experience and insight of knowledge. It helps the researcher to create learning activity to be more interesting.

 For the next researcher: It helps the researcher to get the reference from this study as the discourse to finish his/her study.

## Scope and Limitation

This research focuses on investigating the effectiveness of herringbone toward students’ reading on narrative text. The limitations in this research are the the sample only one group because the head of school of SMA Negeri 1 Kamal did not accept to take two classes, and students at tenth grade of SMA Negeri 1 Kamal Bangkalan.

## Definition and Key Terms

To avoid miss understanding, the definition of the key terms as follows:

* + 1. Reading is very important for everyone. Reading also is an activity to developed knowledge, ability for identify symbols and originating meaning from printed documents.
		2. Herringbone is an outlining structure designed to helped students to comprehend several skill educational tool in facilitating students’ comprehension.
		3. Narrative Text is a text consists of story that tells about legends, myths, science fictions, fables, fairy tales, roman novels, historical fictions. It includes a story of fiction and it also aims to entertain the readers. The tense that use is pas.