

CHAPTER I

INTRODUCTION

A. Background of The Study

In English, there are four skills namely listening, speaking, reading, and writing. In learning English, reading is one of the skills which has important role to give information to the reader. According to Grabe and Stoller (2002: 9) reading is the ability to draw meaning from the printed page and to interpret this information appropriately. In reading, students do not only read the text but also understand the text. The main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless.

In reading comprehension, the readers are expected to be able to construct meaning from a text and to interpret the information well. As reading is an important skill that must be achieved by the students, reading has already been taught from the elementary level up to university level, because of this situation, the students are expected to be able to comprehend the reading text easily. Although reading is very important competence for students, they still have difficulties in learning reading. The teacher usually orients students with English book, and asks the students to read the text and answer the questions. These monotonous activities don't give enough contribution for the students' reading comprehension. Therefore the students become passive learners and they cannot improve their reading comprehension.

Based on the writer's interview with the English teacher of SMP Negeri 14 Medan , the writer found that most of students still had low comprehension in reading. There were some reasons for such a case, such as the lack of students' interest to read the text, the lack of students' knowledge about the reading text and the ineffective technique which was applied by the teacher such as the English teachers in Junior High School generally taught the students using direct instruction. This method made the students more passive. The relationship was not happened among the students. Direct instruction was just happened between the teacher and the students. In addition, this method made the students bored and it was not interesting to learn.

The ability to comprehend story seems so low with that learning style. The writer attaches the students' score in two semesters, academic year 2013-2014 below. The Minimum Criteria Mastery (Kriteria Ketuntasan Minimum/KKM) is 70.

Semester	Score	Students	Percentage	Mean
1st Semester 2013/2014	<70	22 Students	73.33 %	
	≥ 70	8 Students	26.67 %	51.92
2nd Semester 2013/2014	<70	17 Students	56.67 %	61.64
	≥ 70	13 Students	43.33 %	

Source: Students' Accumulated Score of Grade VIII-2 of SMP14 Medan academic year 2013/2014

This finding really proved that the students' achievement in reading was bad. From the facts above, the writer decided to use a method which would help the students to enable the students to achieve much in reading text. The method was related to graphic organizer.

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 (McKnight, 2010: 1).

The one of graphic organizers is Herringbone Technique. Herringbone Technique is graphic organizers which represent visual information and concepts in teaching learning process. McKnight (2010: 50) states that Herringbone Technique is used for establishing supporting details for a main idea. In addition, Herringbone Technique helps students understand the connections between supporting details to identify a main idea.

There are many researches conducted by using Herringbone Technique. Rafain (2013) conducted a research at second grade of SMPN 2 Enam Lingkung Padang Pariaman in purpose to find the effect of using Herringbone Technique in reading recount text . The result showed that the use of Herringbone Technique and conventional reading activities are significantly different. It means that the Herringbone Technique is effective to improve students' reading comprehension in recount text.

Saputra (2012) investigated the effectiveness of Herringbone Technique in reading comprehension. He compared two techniques of teaching on two different classes, one of them was taught by using Herringbone Technique while the other one was taught by using Thin-

Pair- Share Technique. As the result, he found that Herringbone Technique was more effective in teaching reading than Think- Pair- Share Technique. It also helps the teacher to improve the students' reading ability and made them more active in English class

Another research was conducted by Suriani (2013) who discussed the increased students' ability in reading comprehension by using Herringbone Technique. The result showed that Herringbone Technique is an effective way to increase the students' ability in reading comprehension.

Therefore, the writer would like to introduce Herringbone Technique as a technique in teaching English especially in reading. Herringbone Technique makes the students more active and motivated to learn. But most of the teacher uses Direct Instruction method in teaching learning process. So, the writer was going to introduce Herringbone Technique in the real learning process. Based on the explanation above, the writer would find out whether this method effectively used in teaching reading comprehension and to improve the students' achievement in reading narrative text.

B. The Problem of the Study

Based on the background of this study, the problem of this study is formulated as follows: “ Is the students' achievement in reading narrative

text taught by using Herringbone Technique higher than the students' achievement taught by using Direct Instruction?"

C. The Objective of the Study

In this study intends to find out the effect of using Herringbone Technique on students' achievement in reading narrative text.

D. The Scope of the Study

The study s focused on the effect of using Herringbone Technique in reading comprehension. This study is limited only on reading narrative text.

E. The Significance of the Study

The results of this study are expected to give some useful information for:

- 1) English teachers who are expected to improve the English teaching quality in teaching learning process.
- 2) The students help them in comprehending the text easily and to help students sharing ideas or opinion related to the text.
- 3) The researchers who are supposed to update their knowledge or information about how to improve reading skills.