

SKRIPSI



**THE READING COMPREHENSION OF NARRATIVE TEXT
OF THE EIGHTH GRADERS OF MTS N WINONG PATI IN
ACADEMIC YEAR 2016/2017 TAUGHT BY USING
“HERRINGBONE” TECHNIQUE**

**By
IIS HARYANTI
NIM 201132216**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
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MOTTO AND DEDICATION

Motto:

"When you look closely to the path you have traveled on, you will realize that God was always with you, directing every step you took." (LailahGifty Akita)

"They say that everyone needs three things that will make them happy in this world, namely: someone to love, something to do, and something to hope for." (Tom Bodett)

"Life is such as a journey, no matter how far or how hard your life, just keep walking. Because there will be any beautiful things is waits." (Ends Cho)

Dedication:

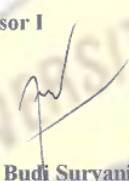
- ◆ Allah SWT the Almighty.
- ◆ My beloved Mother and Father.
- ◆ My beloved husband and friends who always support me.
- ◆ My beloved teacher and lecturer

ADVISORS' APPROVAL

This is to certify that the Skripsi of Iis Haryanti (NIM 2011-32-216) has been approved by the skripsi advisors for further approval by the Examining Committee.

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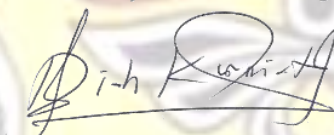
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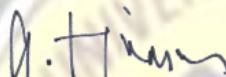
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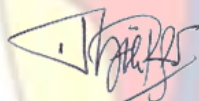
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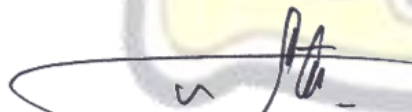
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There is no the greatest obstacle in writing this thesis than avoiding the temptation of being perfect. Therefore, suggestion from the readers will be fully appreciated and always awaited. The writer expects that this thesis will be useful for those, especially who are in the field of education.

Kudus, February 2017

The Writer

Iis Haryanti

ABSTRAK

Haryanti, Iis. 2017. *Pemahaman Membaca Teks Naratif Oleh Siswa Kelas Delapan MTs N Winong Pati Pada Tahun Ajaran 2016/2017 Melalui Teknik Herringbone*. Skripsi: Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Fitri Budi Suryani, SS, M. Pd., (2) Fajar Kartika, SS, M. Hum.

Kata Kunci: *Teknik Herringbone, teknik pembelajaran, pemahaman membaca, penelitian kuantitatif.*

Terdapat banyak cara dalam memahami bacaan dalam Bahasa Inggris. Hanya saja faktanya, banyak siswa masih merasa kendur untuk membaca teks Bahasa Inggris, terutama teks naratif. Hal tersebut disebabkan kemampuan membaca mereka tergolong rendah dan banyak ditemukan kosa kata baru yang membuat mereka bosan untuk membaca. Sehingga, penulis merekomendasikan teknik yang tepat untuk menjadikan proses pembelajaran berlangsung menyenangkan. Berdasarkan permasalahan siswa kelas delapan MTs N Winong Pati dalam pembelajaran membaca terutama naratif, teknik yang dapat digunakan untuk mengatasi masalah tersebut yaitu teknik "Herringbone".

Teknik Herringbone adalah suatu susunan yang didesain untuk membantu siswa dalam mengorganisasikan informasi penting dalam sebuah teks. Herringbone teknik ditekankan kepada siswa kelas empat hingga dua belas. Seperti halnya beberapa strategi dengan teknik ini, cara yang digunakan lebih tepat untuk mereka yang membaca pada tingkat kesulitan yang lebih rendah. (Tierney, et al 1985:82)

Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya yang signifikan atau tidak antarpemahaman membaca naratif oleh Siswa Kelas Delapan MTs N Winong Pati Pada Tahun Ajaran 2016/2017 Melalui sebelum dan setelah melalui Teknik Herringbone.

Penelitian ini dikategorikan sebagai penelitian eksperimen tanpa control group. Penelitian eksperimental diterapkan pada siswa kelas VIII MTs N Winong Pati pada tahun ajaran 2016/2017 sebelum dan setelah diajarkan melalui Teknik Herringbone.

Setelah dianalisis dapat disimpulkan bahwa terdapat signifikan antarpemahaman membaca naratif oleh Siswa Kelas Delapan MTs N Winong Pati Pada Tahun Ajaran 2016/2017 Melalui sebelum dan setelah melalui Teknik Herringbone. Hasil t-obtained adalah **7.25**, dan level of significant (α) = 0.05 dan degree of freedom (df) yang diperoleh dari N-1

$=42-1=41$, t-table 2.021. Jadi, t-obtained (7.25), t-table (2.021). Dengan demikian, H_0 ditolak dan H_1 diterima.

Dari pernyataan diatas, penulis memberikan saran kepada guru Bahasa Inggris untuk menerapkan teknik Herringbone dalam proses pembelajaran untuk mengatasi masalah pemahaman membaca siswa dalam memahami teks naratif. Jadi, guru dapat mengaplikasikan teknik ini sebagai teknik pembelajaran supaya siswa lebih dapat memahami isi dari jenis teks.



ABSTRACT

Haryanti, Iis. 2017. *The reading comprehension of narrative text of the Eighth graders of MTs N Winong Pati in the academic year 2016/2017 taught by using Herringbone technique*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Fitri Budi Suryani, SS, M. Pd., (2) Fajar Kartika, SS, M. Hum.

Key words: *Herringbone technique, technique of teaching, reading comprehension, and quantitative research.*

There are many way to comprehend some English text. However in the fact, many students whose still felt slack to reading English text, especially narrative text. It is caused by their reading ability lower and many new vocabularies which make them felt bored to reading. So, the writer recommend the appropriate technique to make learning process be interesting. Based on the problem of students from Eighth graders of MTs N Winong Pati in teaching reading especially in narrative text, the technique that can be used to solve the students' problem is "Herringbone" technique.

Herringbone technique is a structured outlining procedure designed to help students organize important information in a text. The Herringbone technique is intended for use with students in the fourth through twelve grade levels. As with several strategies within this unit, the procedure appears most appropriate for those students whose reading levels are below the difficulty level of the adopted text. (Tierney, at all 1985:82)

The objective of this research is to find out wether there is a significant difference between the reading comprehension of narrative text of the Eighth graders of MTs N Winong Pati in the academic year 2016/2017 before and after being taught by using Herringbone technique.

This research categorized into experiment research without a control group. The experimental research is applied to the eighth graders of MTs N Winong Pati in the academic year 2016/2017 to explore the result of the reading comprehension before and after using Herringbone technique.

After analyzing, the research can be concluded that there is a significant difference between the reading comprehension of narrative text of the Eighth graders of MTs N Winong Pati in the academic year 2016/2017 before and after being taught by using Herringbone technique. The result of t-obtained is **7.25**, and in the level of significance (α) = **0.05** and the degree of freedom (df) which is gained from $N-1=42-1=41$, the t-table is **2.021**. So, the t-obtained (**7.25**), t-table (**2.021**). Thus, H_0 is denied and H_1 is confirmed.

From the facts above, the writer give suggestions to the English teacher to apply Herringbone technique in teaching and learning process to solve the students' problems of redaing comprehension in narratif text. So the teacher can apply this technique as the technique of teaching in order to make the students more understand the content of many genre texts.



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