

**THE INFLUENCE OF USING FISHBONE ISHIKAWA TECHNIQUE  
TOWARDS STUDENTS READING COMPREHENSION IN NARRATIVE  
TEXT AT THE TENTH GRADE OF MA AL-HIKMAH BANDAR  
LAMPUNG IN 2020/2021 ACADEMIC YEAR**



**A Thesis  
Submitted as a partial fulfillment of the requirement for seminar**

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2020/2021**

## ABSTRACT

This research was about the influence of using Fishbone Ishikawa technique towards students reading comprehension in narrative text. based on preliminary research, the students have a lot of trouble in teaching and learning English in school especially in learning reading. From the student's problem it self, and from the teacher also as the motivator who can not be yet maximal in teaching process. Teaching methods for example, some of them just use the old methods and it is monotoun for the students. This research was used experimental research as the methods of the research. Where, the research was count for find the result of the research was has the significant influence towards student's reading skill. On the treatment of using Information Fishbone Ishikawa Technique, the alternative hypothesis ( $H_a$ ) was accepted. It is support by the score ( $Pvalue$ ) =  $0.002 < \alpha = 0.05$ . So,  $H_0$  is rejected and  $H_a$  is accepted. In other words, there was a significant influence for students in the experimental class. While, the hypothesis of this research was accepted because there was significant influence of using Information Fishbone Ishikawa Technique towards student's reading skill at the first semester of the tenth grade of MA ALHIKMAH in 2020/2021 academic year.

**Key words:** The influence Fishbone Ishikawa Technique, Reading comprehension



## DECLARATION

I declare that this thesis entitled “**The Influence Of Using Fishbone Ishikawa Technique Towards Students Reading Comprehension In Narrative Text At The Tenth Grade Of Ma Alhikmah Bandar Lampung In Academic Year Of 2020/2021**” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledgment in the text.



Bandar Lampung, Mei 2021  
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## MOTTO



Read, 'O Prophet,' in the Name of your Lord Who created  
(Chapter Al-Alaq: Verse 1).<sup>1</sup>



---

<sup>1</sup>[Surah Al-'Alaq - 96:1 | Quran.com](http://Quran.com) , accessed on February, 16th, 2016

## DEDICATION

This thesis is dedicated to:

1. My late old man Tumi'an (alm) and my mother Katmilah, who always pray for my success also who always there for me whenever and everywhere.
2. My beloved sister Kusnul Khotimah, Endang Susilawati, Wiwik Muthoharoh who always support me and pray for my success.
3. My beloved Almamater UIN Raden Intan Lampung, which made me grown up and contributed much for my self-development.



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When finishing this thesis, the researcher has obtained so many helps, assistance, aid, or support, and many valuable things from various sides. Therefore, the researcher would sincerely thanks.

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Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. For this, lidia truthfully welcomes criticism and suggestion from the readers to enhance the quality of thesis.

Bandar Lampung, Mei 2021  
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# CHAPTER I INTRODUCTION

## A. Background of the Problem

Language is an important in human life, because it can be used to communicate with another people, to fulfil our wants and needs, as well as to establish rules and maintain our culture. The language can making good relationship with others. Like Harmer states that language is used widely for communication between people who do not share the same first (or even second) language.<sup>1</sup> Without language it is impossible for people to join interaction with other in daily life or to learn something. It can be conclude that language is very important for us to communicate and to study everything.

There are many languages in the world. One of the languages is English. In Indonesia English is not use everyday. In Indonesia English only learn form school or course. As stated by Richards and Rodgers that today, English is the world' most widely studied foreign language.<sup>2</sup> It can be conclude that language is the world' most widely.

English has essential role for developing countries such as Indonesia. Almost all countries have adapted English used as a compulsory subject at school. It is learned starts from junior high schools up to university. It also

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<sup>1</sup> Jeremy Harmer, 2007, *The Practice of English Language Teaching*, (4<sup>th</sup> Ed), New York: Longman, p.13

<sup>2</sup> Jack C. Richards and Thore S. Rodgers, 1986, *Approaches and Method in Language Teaching*, Cambridge: Cambridge University Press, p.1

has been taught at elementary school as local content because the indonesia government relize how important english in our life.

In learning English, there are four skills that must be studied, they are listening, reading, and writing. From these skill, reading has portion in teaching learning process. Reading skill to build knowledge and understanding in order to mastery the world. As we enter to twenty first century, distorting and changing of global demographic, technology, science, and information are leading to unprecedented level of intercultural contact in both domestic and international areas. Meanwhile, reading is known as a tool for human being to access worlds of ideas and feelings. Thus, reading it self can be regarded as well as the knowledge of the ages and visions of the future. By reading, people can get the meaning or the purpose of the writer. Reading is useful skill for students, for example students can get many important information and knowledge from what the students read.

Reading is very important for our language ability. According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, more they read, the better they get at it.<sup>3</sup> So when people read, they must understand what purpose they read. When they read and do not get something their activity is not beneficial.

In this reasearch, the researcher found some problems in teaching and learning English. Among the four language skill of learning English such as writing, speaking, listening and reading. The students find difficulties in english learning process especially in reading, the students need a new

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<sup>3</sup> Jeremy Harmer, *How to Teach English* (Cambridge: Longman Pearson, 2007),p.99

technique in English learning process, the students cannot comprehend the text and the students felt bored to learn english reading.

There are many techniques in teaching and learning reading, one of the techniques is fishbone ishikawa. The fishbone ishikawa technique is a technique that is used to find main idea and important information in the text by asking six comprehend questions: who, what, when, where, why and how.

Based on reasearch, on september 2020 at the tenth grade of MA AL-HIKMAH Bandar Lampung, the researcher found that the students' reading comprehension was still low, the writer found that most of the student found difficulties in learning english especially in reading material, it was about narrative text.

Furthermore, based on interview with Mrs. Nofvi Yanti. S.Pd As an english teacher in MA AL-HIKMAH bandar lampung, she said that the students' have problems in learning english. One of them is reading narrative text. The students' found difficulty in comprehend in the narrative text. When the teacher gave them test of narrative text they were still confused, they ussually asked to the teacher if they cannot understand. It can be concluded, that the teacher need a new technique in english learning process because the students felt bored with the teacher use.

Their reading score is very low.<sup>4</sup> The criteria of minimum mastery is 70 and based on the data obtained by reading test from the students of the tenth grade at MA AL-HIKMAH Bandar Lampung, but some student can't

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<sup>4</sup> Nofvi yanti, S.Pd. *interview. MA AL-HIKMAH Bandar Lampung. September 2020*

get the criteria minimum mastery. The table below describes the students' score.<sup>5</sup>

**Table 1.1**  
**Students' Score of Reading Narrative Text at Tenth Grade of MA AL-HIKMAH Bandar Lampung in Academic Year 2020/2021**

Number	Grade	Students' score		Number of students'
		<70	>70	
1	X MIA	19	11	30
2	X PIS	20	10	30
Total		39	21	60
<b>Percentage</b>		<b>65%</b>	<b>35%</b>	<b>100%</b>

*Source: English Teacher at the Second Semester of tenth Grade Students of MA AL-HIKMAH Bandar Lampung in academic year 2020/2021.*

Based on the table, there are 21 students who passed criteria of minimum mastery (KKM) and there are 39 students who failed. Based on the preliminary research, the researcher found that the teacher use translation technique for teaching reading in the classroom. Finally, the students got difficulties to comprehend the text and felt bored to learn reading.

Based on preliminary preliminary research, that in the classroom. Finally, the students got difficulties to comprehend the text and felt bored to learn reading. In this situation the teacher should be creative in teaching reading comprehension of narrative text and find the appropriate the materials and good techniques for teaching reading class.

Learning English by using suitable techniques can help the students to understand English material well. One the alternative technique is Fishbone Ishikawa. J. Martin stated that this technique was an easy tool to understand

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<sup>5</sup> *Ibid, The Students' Reading Score at the Second Semester of the tenth grade of MA AL-HIKMAH Bandar Lampung. (Bandar Lampung, MA AL-HIKMAH, in february 2019), Unpublished.*



or organize the information because it focused on the topic also monitor topic comprehension and specific information.<sup>6</sup>

The research about Fishbone Ishikawa has been done by Aulia Safitri entitled “The Influence of Using Fishbone Ishikawa Technique To Improve Students of English Education Study Teacher Training And Education Faculty Program Bandar Lampung University 2017.”<sup>7</sup>. The other researcher was by Nelli with title “The Use of Fishbone Strategy to Improve Students’ Reading Comprehension at the Second Grades of SMA Muhammadiyah Disamakan Makasar”.<sup>8</sup> Both of them concluded that using Fishbone Ishikawa technique can arise the students interest and it can create the good atmosphere and motivate the students. Thus, it can be reference activity to teach English.

Based on the statement above, the researcher choosed Fishbone Ishikawa techniques to involve learning reading. This research was conducted on students reading ability in reading comprehension in narrative text under the title : “The Influence of Using Fishbone Ishikawa Technique Toward Students’ Reading Comprehension In Narrative Text At The Tenth Grade of MA-ALHIKMAH Bandar Lampung In 2020/2021 Academic Year”.

## B. Identification of The Problem

Based on the background of the problem, the researcher concluded that there were several problems, as follows :

1. The students are still lack of reading narrative text

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<sup>6</sup> Martin, J. *Fishy story. Jurnal penyelidikan tindakan tahun (1) 2006: 30-33*

<sup>7</sup> Aulia Safitri, *The Influence of Using Fishbone Ishikawa Technique To Improve Students’ Writing Skill at the First Semester of English Education Study Program. Teacher Training and Education Faculty of Bandar Lampung University, 2017.*

<sup>8</sup> Nelli, **The Use of Fishbone Strategy to Improve Students’ Reading Comprehension (A Quasi- Experimental Research at the Second Grade Students Of SMA Muhammadiyah Disamakan Makassar).** Universitas Muhammadiyah Makasar, 2018.

2. The students motivation to learn english is still low
3. The teaching technique used by teacher is not effective and monotonous

### **C. Limitation of The Problem**

Based on the identification of the problem, the researcher focused on “The Influence of Using Fishbone Ishikawa Technique Toward Students’ Reading Comprehension In Narrative Text At The Tenth Grade of MA-AL HIKMAH Bandar Lampung In 2020/2021 Academic Year”.

### **D. Formulation Of The Problem.**

Based on the identification and the limitation of the problem, the researcher formulated the problem as follows: is there any significant influence of using Fishbone Ishikawa technique toward students’ reading comprehension in narrative text at the tenth grade of MA-ALHIKMAH bandar lampung in 2020/2021 academic year?

### **E. Objective of The Research**

The objective of this research was to know whether there is a significant influence of using Fishbone Ishikawa technique toward students’ reading comprehension in narrative text at the tenth grade of MA-ALHIKMAH bandar lampung in 2020/2021 academic year.

### **F. Use of The Research.**

The researcher expected that there were some uses of the research as follows :

#### 1. Theoretical Contribution:

This research is expect to found what the students’ difficulties in understanding and comprehend the text in reading comprehension in narrative text.

2. Practical contribution:

- a. The result of the research is useful both for students and teachers to reduce the problem in the teaching and learning reading in narrative text.
- b. Other teachers can adopt this technique

**G. Scope of The Research.**

The scopes of the research were classified as:

**1. Subject of The Research**

The subject in this research was the students of the tenth grade of MA AL-HIKMAH Bandar Lampung in the academic year of 2020/2021.

**2. Object of The Research**

The object of the research was the Fishbone Ishikawa technique towards students' reading comprehension in narrative text .

**3. Place of The Research**

The researcher conducted the research at MA AL-HIKMAH Bandar Lampung in 2020/2021 academic year.

**4. Time of The Research**

The researcher conducted at the second semester of 2020/2021 of academic year.

## CHAPTER II

### FRAME OF THEORIES, FRAME OF THINKING AND HYPOTHESIS

#### A. Concept of Reading

Reading is the window of the world. By reading we can get information from a text. reading is working on from the beginning but follows from what language learners already know that According to Bambang Setiyadi.<sup>1</sup> Reading is what happens when people look at a text and assign meaning to the written symbols in that text.

There are four skills in English that must be mastered by the students included listening, speaking, reading and writing. Reading is about understanding written texts. From this definition researcher can describe that purpose of the reading is to get meaning or to understand what the writer has write and we know what writer wanted.

According to cline, reading is decoding and understanding written text.<sup>2</sup> It means that reaing is exercise dominatd by the eye movements and the brain to decode written texts. Based on the definition, it can be said that reading is an activity to get meaning from written texts that involve good understanding.

Furthermore, Harmer stated that reading is useful for language acquisition. Provided that students more or less understand what they read,

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<sup>1</sup> A.g Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.80

<sup>2</sup>Cline, federick, cristopher johnstone & teresa king, *Focus Group Reactions To Three Definitions Of Reading (As Originally Developed In Suport Of NARAP Goal 1(minneapolis : National acessible reading assesment project,2006)*, p.2

more they read, the better they get it.<sup>3</sup> In addition, Patel and Praveen states that reading is an important activity in life with which one can update his/her knowledge.<sup>4</sup> It means that reading has usefulness for providing more understanding in subject learning and it has important part in life which can update our knowledge.

Based on all definitions, it means that reading is an interactive process between readers and the text. The readers automatically interact with the text to get main information in the text. It can make the readers comprehend the text easier if they are serious in the reading process.

## **B. Concept of Reading Comprehension**

Before dealing with the definition of reading comprehension it is necessary to define the meaning of comprehension it self. Students could take the expectation from reading text. He or she has to comprehend the text to get the point of what they read. Reading comprehension is the process of constructing meaning by coordinating a number a complex processes that include word reading, word and word knowledge, and fluency.<sup>5</sup> It means in comprehending the text, the students take the expectation to get the point of what they read. Based on those defination, comprehension is used to get and understand the point of topic the passage.

Further, reading comprehension involves much more than readers' response to text. Reading comprehension is a multy component, highly

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<sup>3</sup>Jeremy Harmer, *How to Teach English*(Cambridge: Longman,2007,p.99

<sup>4</sup>M. F. Patel, Praveen M. Jain, *English Language Teaching*, (VelahallNagor: Sunrise, 2007), p.113

<sup>5</sup> Klingner Janette K, Vaughn Sharon and Boarman Alison, *Teaching Reading Comprehension Students With Learning Difficulties*, (London : The Guildford press, 2007), p,2

complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use and skill) as well as variable related to the text itself (interest in text, understanding of text types).<sup>6</sup> Reading comprehension means that a reader acquires information from reading. According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.<sup>7</sup> It means that reading comprehension is primarily a matter of developing appropriate and effective understanding strategies.

Further, Brown classifies eight aspects of reading comprehension.

They are :

a. Main Idea (topic)

Basically, main idea is the most important thing that should be taught. According to Alexander et.al, main idea is what the author wants you to know and understand about the topic.<sup>8</sup> It means that main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In other words, main idea is actually the point of the paragraph. Example question of main idea can be:

1. What is the main idea of the text?
2. What does the paragraph three tell us about?
3. What is the author's main point in the passage?
4. What does the passage mainly discuss?

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<sup>6</sup> *Ibid*, p,8

<sup>7</sup> H.Douglas Brown, *Teaching By Principles An Interaction Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994), p,291

<sup>8</sup> Cain Alexander, et al, *Cliff Notes Praxis II*, (New York: Houghton, 2001), p.12

5. What is the topic of the passage?<sup>9</sup>

b. Expression/idioms/phrases in Context

The question of expression/idiom/phrase in context is a question that asks the reader to identify the meaning of word as they are used in the context of passage. It means that the question of expression/idiom/phrase in context is identifying how a word is being used in a particular passage. In other word, a passage may have multi meaning word and the reader must identify which meaning from the information in the passage. Example question of expression/idiom/phrase in context can be:

1. “ I was close to tear” the expresssion above refers to
2. The expression “dominance over” in line 5 is closest in meaning to
3. “Contradictory to” in line 12 is closest in meaning to which of the following expressions?
4. In line 8, the word “terrain” is closest in meaning to which of the following expression?
5. The word “tripartite” in line 5 suggests that something is
6. Inference (implied detail)

According to Hatch et.al, inference question ask you about infomation that is implied by the passage rather than directly stated.<sup>10</sup> In other words, inference question is guessing something that is not directly stated in the text. Example question of inference can be:

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<sup>9</sup> Phillips Deborah, *Longman Preparation Course for the TOEFL Test: Skills and Strategies*, (New York: Longman, 1996), p. 246

<sup>10</sup> Lisa Zimmer Hatch, Scott Hatch, and Amy Hackney Blackwell, *LSAT for Dummies*, (London: Wiley Publisher, 2004), p. 27

1. Which of the following is implied in the passage
2. It is implied in the passage that ...
3. It can be inferred from the passage that ...
4. It is most likely that ...
5. What probably happened ... ?

c. Grammatical Features (reference)

According to Dummet, reference is a relation that obtains between expressions and what speakers use expression to talk about.<sup>11</sup> It means that reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. Example question of reference can be:

1. "He took her to the river" the word her refers to
2. The pronoun "It" in line 2 refers to
3. The pronoun "they" in line 3 refers to
4. The text above tell us about uses ...
5. "I ... eating yesterday". Complete the sentence with the best option

d. Detail (scanning for a specifically stated detail)

In discussion about reading, this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want to specific details.<sup>12</sup> In this case, we almost ignore all the other information until we come to the specific information that we are looking for.

Example of detail question can be:

1. Where did story happen?

<sup>11</sup> Micheal Dummet, *Philosophy of Language*, (New York: Harper and Row Publisher, 1973), p.

<sup>12</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson, 2001), p. 199



2. When did archeologists become aware of the possible value of the contents of the tarpits?
3. What is the purpose of the text?
4. In which course would this reading be assigned?
5. The author's main purpose in this passage is to

e. Excluding fact not written

Excluding fact not written question ask you the information in text that is not explained directly. Example of excluding fact not written question can be:

1. From the text, we know that the writer?
2. Which statement is corrected based on the text above?
3. All of the following are true except ...
4. Which of the following is not stated ...?
5. What is the moral value of the passage?

f. Supporting idea (s)

Supporting idea underscores the writer's main idea by providing clarification of its meaning or evidence to corroborate.<sup>13</sup> It means that supporting idea clarifies the topic sentence or main idea of a written passage. Example of supporting idea can be:

1. Why her teacher gave her punishment?
2. According the passage, how can the Moon hide the Sun during a total eclipse?
3. According the text, what causes an area to be classified as a desert?

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<sup>13</sup> Cain Alexander, et al, *Cliff Notes Praxis II*, (New York: Houghton, 2001),p. 13

4. How does the author seem to feel about grand jury system?
5. The passage cover how many different methods of recognizing past ice ages?

g. Vocabulary in context.<sup>14</sup>

Vocabulary in context question asks about the meaning of a word or phrase as it is used in the passage. It means that vocabulary in context question is a question that asks reader to determine the meaning of vocabulary. Example of vocabulary in context question can be:

1. What is the synonym of careless?
  2. What is the antonym the word?
  3. In line 4, “pastimes” could best be replaced by
  4. The word “veered” in line 15 is closest in meaning to
  5. The word “ample” in line 7 indicates that the spider is
- It means that when teaching about Main idea (topic), expression idioms/phrases in context, inference (implied), grammatical, features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea (s), vocabulary in context automatically the tested material must be based on the aspect.

In other words, reading comprehension is the ability to understand information from the text. The reader should be careful reading to understand the total meaning of passage. In this research, the researcher measured students’ reading comprehension in main idea, expression/phrase/idiom, inference, grammatical feature, a specifically

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<sup>14</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisco: Pearson Education Longman,2004), p.206

stated detail of the passage, excluding facts not written, supporting idea and difficult vocabularies from context provides that provided in the form of test by the researcher.

Nilson defines comprehension is the ability to grasp the meaning of material and restate it in one's own words.<sup>15</sup> That's why the reader must be know what is the purpose of reading. It means that to comprehend what is they read.

Based on the explanation above, the researcher will be concluded that reading comprehension is the ability to derive and understand information from the text. In reading comprehension, the readers also relates the ides from the text to prior experience and their knowledge. This ability is indicated from the test given to measure students' reading comprehension in finding main idea, expression/phrase/idiom, inference, grammatical feature, a specifically stated detail of the passage, excluding facts not written, supporting idea and difficult vocabularies from context provides that provided.

### C. Concept of Teaching Reading

Teaching reading is usefull for other purposes. Any exposure to english (provided students understand it more or less) is a good things for english students.<sup>16</sup> It means that , teaching reading activy is important for the students. They can understand foe what they read and how to read. teaching

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<sup>15</sup>Linda B. Nilson, *Teaching at its best: A research-based resource for college instructores third adition* (san francisco: jossey-bass, 2010), p.21.

<sup>16</sup>Jeremy Harmer. *How to teach english (an introduction to the practice of english language teaching)*. England: longman. 2001.P. 68

reading is a process for the learners to gain information from their learning activity. During the teaching reading process, we must pay attention to the principle of teaching reading.<sup>17</sup> Teaching reading can provide students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts.

Teaching reading seems to have its own importance in language teaching. Teaching reading usually has at least two aspects. First, those who are learning to read for the very first time. Second, those who already have reading skills in their first language.<sup>18</sup>

The principles of teaching reading are stated that :

1. Reading is not a passive skill.
2. Students need to be engaged with what they are reading.
3. Students should be encouraged to respond to the content of reading text.
4. Prediction is a major factor in reading.
5. Match the task to the topic.
6. Good teachers exploit reading texts to the full.<sup>19</sup>

Based on the definition, it means that teaching is not a passive activity. Students must enjoy during the reading process. As we know, the advantages of reading is to give the students knowledge that they never knew before. Furthermore, the teacher should encourage the students to respond to the content of reading text. And a good teacher should give appropriate tasks with the topic.

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<sup>17</sup>*Ibid*. P. 82

<sup>18</sup>David Nunan, *Practical English Language Teaching*(New York:Hill Companies,2003),p. 68

<sup>19</sup>*Ibid* P. 82

#### D. Concept of Genre Text

According to siahaan, text is a meaningful unit in a context.<sup>20</sup>

However, gerod and wignel classify the genre into thirteen types, they are :

1. Spoof

Spoof is text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3. Report

Report is a text to describe the way things are with reference to a range of natural, man made and social phenomena in our environment.

4. Analytical exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

6. News item

News item is a text to inform readers, listener or viewers about events of the day which are considered newsworthy or important.

7. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

8. Narrative

Narrative is a text to amuse, entertain and to deal to deal with actual or vicarious experience in different ways.

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<sup>20</sup>Sanggam siahaan & khisno sinoda, *generic text structure* (yogyakarta: graha ilmu,2008, p.1.

9. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

10. Description

Description text is a text to describe a particular person, place or thing.

11. Hortatory exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

12. Explanation

Explanation text is a text to explain the processes involved in the formation or working of natural or sociocultural phenomena.

13. Discussion

Discussion is a text to present (at least) two points of view about an issue.

14. Reviews

Reviews is text to critique an art work or event for a public audience.<sup>21</sup>

Based on explanation, that many types of text in language. text can give information for us. Each text have meaning. To understand the text, we must read carefully the text. From many type of text, the researcher used narrative text in this research. It is appropriate with syllabus on Senior High school.

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<sup>21</sup>Linda Gerot and peter wignell, *making sense of functional grammar* (sydney:gerdstabler, 1994), pp.192-220.

## E. Concept Of Narrative Text

### 1. Definition Of Narrative Text

Narrative is a piece of text which tell a story and, in doing so, entertains or informs the reader or listener. According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.<sup>22</sup> Another definition stated by Weliya that narrative text is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myth, epic) and its plot consist of climax of the story or complication then followed by the resolution.<sup>23</sup> It means that narrative is a text which contains about story and its plot consist of complication and resolution.

Based on the explanation above, it can be concluded that narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways. A piece of text which tell a story (fiction, nonfiction, tales, folktales, fables, myth, epic) entertains or informs the reader or the listener.

### 2. Social Function In Narrative Text

The social function of narrative text is to amuse entertain and to deal actual or various experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.<sup>24</sup> It means that the purpose of narrative is to give to entertain and to deal with actual or various experience

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<sup>22</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2007), p, 3

<sup>23</sup> Sonneta Weliya, Narrative Text on: <http://www.unituebingen.de/angl/downloads/narrativetext/Narrative%20Text%20Lecture%201.pdf>, accessed on January, 17<sup>th</sup> 2018

<sup>24</sup> Linda Gerot and Peter weignell. *Op.Cit*, p 204

indifferent ways, which is the evaluation shows now the problem starts. Then there will be complication which the problem arises. The resolution comes to solve the problem in story narrative.

### 3. Generic Structure Of Narrative Text

The generic structure of narrative text, they are :

1. Orientation: Introducing the characters of story, the time and place the story happened. (who, what, when, and where)
2. Complication: A series of events in which the main character attempts to solve problem.
3. Resolution: The ending of story containing the solution.<sup>25</sup>

From the statement above, the researcher concludes that the narrative introduces orientation to lead the writers to the context. It is continued by complication, which tells about events and solve problem in a narrative. Then, it is solution of problem in resolution, it can be conclude that narrative text is used to tell story with climax and the turn into a solution to the end of story by different ways and have social function and it should have one main topic, coherence and unity, it consist of three parts, they are orientation, complication, and resolution.

### 4. Concept Of Narrative Text Reading Comprehension

Reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developmental models, or

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<sup>25</sup>Th.M. Sudarwati, *Look Ahead An English Course For Senior High School Students Year XI*, (jakarta: Erlangga, 2007), p.52



representations of meaning of the text ideas during the reading process.<sup>26</sup> It means that reading comprehension is process of understanding text done by the reader to prove the information.

Narrative text is a text which contains about story (fiction, nonfiction, folktales, fables, myths, etc) and its plot consists climax of the story (complication) then followed by the resolution.<sup>27</sup> It can be concluded that narrative text is a piece of text which tells a story about fiction, fables, myth, tales, etc. The purpose of the text is to entertain or to amuse the readers or the listeners about the story.

Based on the explanation above the researcher concludes that students' narrative text reading comprehension is the students' ability to comprehend the reading material that tells the readers about a story whose purpose is to amuse or to entertains the readers with good ability to deal with question related to main idea, expression, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), supporting ideas, vocabulary of the text.

## **F. Concept of Fishbone Ishikawa.**

### **1. Definition Of Fishbone Ishikawa**

Fishbone diagram is a part of graphic organizer to analyze an event, object or issue by utilizing web- diagram.<sup>28</sup> Fishbone diagram is known as Ishikawa diagram in which its appearance looks like a skeleton of fish to

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<sup>26</sup> Woolley, G, understanding Reading, <http://www.springer.com/978-94-007-1173-0>, accessed on January, 17<sup>th</sup> 2018

<sup>27</sup> Sonnetta Welliya, *Op.Cit*,p.1

<sup>28</sup> Krus, D. (2010). *Thinking Tools for the Enquire Classroom*.Australia. Education Service Publisher: 40

analyze the cause and sub-causes of problem<sup>29</sup>. Fishbone diagram Ishikawa or cause-effect diagram as a systematic tool analysis way of looking at effect and the causes that create effect.<sup>30</sup>

This graphic organizer supports comprehension of text by providing a framework upon which the who, what, when, why, where, and how questions can be visually organized in relation to the main idea.<sup>31</sup> It means that, This technique is designed like a fishbone where the main idea is put in central of herringbone and information that support the main idea by telling what, who, where, when, why and how.

Fishbone Ishikawa or we can called Herringbone pattern is used for synthesizing information after pre-reading skimming, a chapter. Pre-reading is an important tool for understanding what each reading is going to be about, what the main ideas are going to be, and for getting a general ideas of what will be discussed in each reading.

## **2. The analysis narrative text by using Fishbone Ishikawa**

Here the exam analysis fishbone ishikawa technique to narrative text :

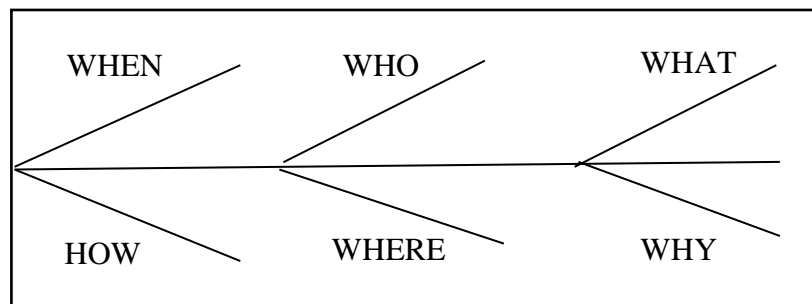
1. Select a text for a students read
2. Draw the diagram of the Fishbone Ishikawa on the board or overhead.

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<sup>29</sup> Bose, T. K. (2012). Application of Fishbone Analysis for evaluating supply chain and bussines procces- A case study on the ST James Hospital. *International journal of managing value and supply chains (IJMVSC)*, 3 (2): 18

<sup>30</sup> Martin, J. (2006). Fishy story. *Jurnal penyelidikan tindakan tahun (1)*: 32

<sup>31</sup>Mergaret Bouchard, *Comprehension Strategies For English Language Learners*, (New York ; Scholastic Inc, 2005). P. 54



3. Give some time to the students read the text with the group.

**Table 3**  
**The Analysis Fishbone Ishikawa Technique to The Narrative Text**

**“PINOCCHIO”**

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out. In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after.<sup>32</sup>

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<sup>32</sup> Sri Romadoni, narrative text on: <https://www.pdfdrive.com/the-use-of-pinocchio-cartoon-film-to-improve-students-narrative-text-e65254554.html>. Pdf acces on january 17<sup>th</sup> 2019<sup>32</sup>

4. Next, give the instruction to the students to explain the content of the text at the front of the class base on the question at the Fishbone Ishikawa.

Example analyze the text use Fishbone Ishikawa :

**a. What** : What happen at the story?

**Answer** : Gepetto felt so lonely, because his wife has been died, after that he made the doll from the wood, but he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream. In the next morning, he surprised. Pinocchio was alive. But if the pinocchio lie his nose can be grow longer.

**b. When** : When did the story happen?

**Answer** : Once upon a time/ long time ago

**c. Who** : Who is the main character?

**Answer** : The geppeto and pinocchio

**d. Where** : Where is the story happen?

**Answer** : At the geppeto's home and the circus.

**e. Why** : Why Pinocchio's nose grow longer?

**Answer** : Because pinocchio lied, that he say he go to the school but he not go to the school.

**f. How** : How the pinocchio's nose can be grow longer?

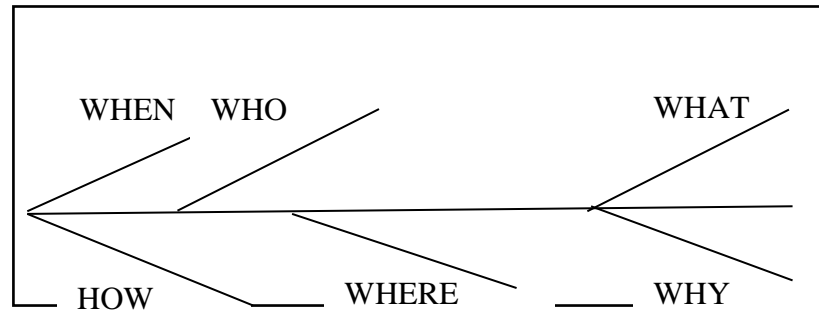
**Answer** : If the pinocchio is lie his nose can be grow longer, maybe its the rule from the god.

5. After they read the text, we must explain the function of the Fishbone Ishikawa at the board or overhead.
6. They will be easier to remember and know the contents of the text, by looking at the questions at the fishbone ishikawa.

As stated in background of the study at the chapter 1, many students just ask to teacher if they do not understand about material, its make the teacher so busy, in order words learning process will be uncontrolled. Based on the observation and interview with the English teacher at MA AL-HIKMAH Bandar Lampung. Teaching reading is not easy like the other skills. The teacher is difficult to encourage the students to be more active in the class. The students just sit and hear what the teacher said. Beside the technique of the teacher make the students feel bored when they were learning english.. the researcher comes to give the Fishbone Ishikawa technique in teaching reading narrative text. the researcher believe that the Fishbone Ishikawa Technique would be good enough for the students in teaching learning process.

Here procedure of teaching reading by using Fishbone Ishikawa technique :

1. Select a text for students to read.
2. Draw a diagram of the Fishbone Ishikawa on the board or overhead.



3. Discuss how the smaller bones (details) are attached to the backbone (main idea) of the fish, which serves as the foundation. Then explain how they all work together to provide structure (comprehension) to the whole body (text).
4. Explain to students that they will be asked to look for information that answers the following questions: Who is the text talking about? What did they do? When did they do it? Where did they do it? How did they do it? Why did they do it?
5. Allow time for students to read the text.
6. Give them copies of the diagram and ask them to record the answers to the questions on it. This can be done as a whole-class discussion activity.
7. Show students how the information is organized around a main idea.
8. Using the information on the diagram, students formulate a main idea. The main idea is written on the diagram.
9. After the students learn the procedure, they can complete the diagram on their own. This can then be used as a basis for comparison and class discussion. It can also serve as a springboard to writing.

10. The strategy can be reversed and students can first formulate the main idea and then identify the supporting details.<sup>33</sup>

### 3. Advantages and Disadvantages of Fishbone Ishikawa

#### a. Advantages of Fishbone Ishikawa

Three elements in Fishbone diagram are :

- 1) Fishbone strategy as one of the graphic organizers to comprehend better reading materials.
- 2) Fishbone strategy as a visual tool to understand and organize information.
- 3) Fishbone strategy to fokus on topic, monitor topik comprehension and specific information.<sup>34</sup>
- 4) Fishbone strategy to understand information, apply ideas to a new situation, and analyze connection and direction.<sup>35</sup>
- 5) Fish head discussing effect or problem which represents
- 6) Primary causes discussing general causes which represent.
- 7) Secondary causes discussing detailed effect of primary causes which represent.<sup>36</sup>

#### b. Disadvantages of Fishbone Ishikawa

- 1) As a weakness, the simplicity of the Fishbone diagram may make it difficult to represent the truly interrelated nature of problems and causes in some very complex situations.

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<sup>33</sup> Bouchard Margaret, "Comprehension Strategies for English Language Learners," ( U.S.A: Scholastic. Inc, 2005), p.54.

<sup>34</sup> Martin, J. (2006). *Ibid*, p. 30-33

<sup>35</sup> Krus, D. (2010). *Thinking Tools for the Enquire Classroom*.Australia. Education Service Publisher: 40

<sup>36</sup> Bilsel, R.U C. & Lin, DKJ.(2012). Ishikawa Cause and Effect Diagrams Using Capture Recapture Techniques. *Quality Technology & Quantitave Management*, 9 (2): 137-152.

- 2) Unless you have an extremely large space on which to draw and develop the Fishbone diagram, you may find that you are not able to explore the cause and effect relationships in as much detail as you would like to.<sup>37</sup>

## G. Concept of Translation Technique

### 1. Definition of Translation Technique

Based on the technique used by the teacher in MA Al-Hikmah Bandar Lampung the teacher used translation technique for teaching reading narrative text. In this research, it is focused on translation technique as a teaching technique that is used in control class. Translation technique masified as on of technique that can be used in teaching reading narrative text.

Nation in Cameron listed basic technique by which teachers can explain the meanings of new words, all of which can be used in the learner classroom are demonstration or pictures, analytical definition, putting the new word in a defining context, and translating into another language.<sup>38</sup> It means that translation can be defined as a technique of a teaching English especially for teaching reading narrative text. This statement it also supported by Garcia, he says that the translation can also be an appropriate technique to introduce new words or even to explore the obscure nuances between terms.<sup>39</sup> Summary, it can be concluded that the translation can be classified as a technique in

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<sup>37</sup> Wakchaure Varsha. S and others, 'A Review on : Fishbone Diagram', *World Journal of Pharmaceutical Research*, 4.4 (2015), 638–45.

<sup>38</sup>Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambrige University Press 2001), p. 85

<sup>39</sup>Roberto A Valdeon Garcia, *A New Approach to the Use of Translation in the Teaching of L2* *Revista Alicantina de Estudios Ingleses* Volume 8, 1995, (Universided de Oviedo, 1995), p.241



teaching and learning English in the class. Learning reading especially to translating into another language is one of English aspect skill that can be taught by using translation technique.

According to Jack C. and Richard, translation is the process of rendering written language that was produced in one language into another language, or the target language version that results from this process. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation.<sup>40</sup> While according to Molina and Albir, translation technique is defined as produces to analyze and classify how translation equivalence works.<sup>41</sup> It means that we need the procedures when translate some word either in oral or written form that called as the translation technique.

The word translation itself may be defined as the replacement of textual material in one language (source language) by equivalent material in another language (target language). Larson says that the translation is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. The form from which the translation is made will be called the source language and the form into which it is to be changed will be called receptor language. It means that the translation technique should be emphasized on replacement on material type into another type by paying the equivalent

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<sup>40</sup>Richards, Jack C. and Schmidt, Richard, *Dictionary of Language Teaching and Applied Linguistics*, (Longman: London, 2002). p.577

<sup>41</sup>Rucia Molina and Amparo Hurtado Albir, *Translation Technique revisited: a Dynamic and Functionalist Approach*, *Universitat Autònoma de Barcelona, Meta*, XLVII, 4, 2002, (Barcelona, Spain: Universitat Autònoma de Barcelona, 2002), p.509

changed.

Concerning the explanation above, translation technique is one of teaching technique by making a replacement language in textual material from one language (source language) into another language (target language) that emphasizes on equivalent rule.

## 2. Advantages and Disadvantages of Translation Technique

### a. Advantages of Translation Technique

- 1) The Advantages of Translation Technique:
- 2) Understandable for instance, if we translate an English text to language, it is much more understandable for us.
- 3) Widen vocabulary, hence increasing our vocabulary indirectly.
- 4) Discipline your mind, researching and discovering new words and even cultures that are in the text that they translate. As a result, we will have our own experts on translating literary text we do not have to import them.

### b. Disadvantages of Translation Technique

The Disadvantages of Translation Technique:

- 1) Inaccurate words, somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.
- 2) Lack of originality, we do think it will be lack of originality as we tend to change the words, the meaning of the text itself is marginally or slightly different.

- 3) Take time to interpret. It does take time we to interpret, learn, research and finally translate the whole text.<sup>42</sup>

### c. Procedure of Translation Technique

The procedure of translation technique:

- 1) The teacher explains about technique in learning vocabulary.
- 2) The teacher mentions material and explain about translation
- 3) The teacher give the text to the students and gives to students read and translate the text.
- 4) The teacher asked the students what is the text about
- 5) The teacher gave the students exercise.<sup>43</sup>

## H. Frame Of Thinking

Based on preliminary reaseach, the student' narrative text comprehensionis stil low. It happens because the theacher's lack of interesting strategy or technique in teaching english especially teaching reading. To comprehend reading text, readers should know the best way how to comprehend the text easily. The reasearcher thought that Fishbone Ishikawa tecnique can give influence to students in comprehen of narrative text. it means that the students can use Fishbone Ishikawa technique in their reading. By using Fishbone Ishikawa technique the students make their reading more active and enjoyable. They can share to other friend about their idea after reading narrative text. in other words, reading ability in

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<sup>42</sup>Albany, *Advantages and disadvantages of translation technique*, [http://tcc.rit.albany.edu/knilt/index.php/unit3.what is the advantage of using translation as a teaching re source/](http://tcc.rit.albany.edu/knilt/index.php/unit3.what%20is%20the%20advantage%20of%20using%20translation%20as%20a%20teaching%20resource/), Accesed on May, 26<sup>th</sup> 2018

<sup>43</sup>Sayuki Machida, *A Step to Using Translation to Teach A Foreign Language*, Melbourne University of Melbourne,

comprehending english text needed a lot of practise to master and Fishbone Ishikawa technique will help the students to comprehend the reading text. that is why the researcher assumed that Fishbone Ishikawa can make the students succes to comprehend the text.

## I. Hypothesis

Based on the theoretical assumption, the researcher formulated the hypothesis as follows :

Ha : There is influence of Fishbone Ishikawa technique towards students reading comprehension of narrative text at the tenth grade of MA AL-HIKMAH Bandar Lampung in academic year 2020/2021.

Ho : There is no influence of Fishbone Ishikawa technique towards students reading comprehension of narrative text at the tenth grade of MA AL-HIKMAH Bandar Lampung in academic year 2020/2021.



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